



UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

Honorable Stephen L. Bowen  
Commissioner of Education  
Maine Department of Education  
23 State House Station  
Augusta, Maine 04333-0023

MAY 20 2011

Dear Commissioner Bowen:

During the week of March 21 - March 25, 2011, a team from the U.S. Department of Education's (ED) Student Achievement and School Accountability Programs (SASA) office reviewed the Maine Department of Education's (MDE) administration of Title I, Section 1003(g) (School Improvement Grants (SIG)) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended. As part of its review, the ED team interviewed staff at the State educational agency (SEA) and two local educational agencies (LEAs). The ED team also conducted site visits to two schools implementing the SIG intervention models, where they visited classes and interviewed school leadership, teachers, parents, and students. Enclosed you will find ED's final monitoring report based upon this review.

In February 2011, SASA began its first year of monitoring of the SIG program. The primary purpose of monitoring is to ensure that the SEA carries out the SIG program consistent with the final requirements. Additionally, ED is using its monitoring review to observe how LEAs and schools are implementing the selected intervention models and identify areas where technical assistance may be needed to support effective program implementation.

In line with these aims, the enclosed monitoring report is organized in three sections: (1) *Summary and Observation*, (2) *Technical Assistance Recommendations*, and (3) *Monitoring Findings*. The *Summary and Observations* section describes the SIG implementation occurring in the schools and districts visited, initial indicators of success, and any outstanding challenges relating to implementation. The *Technical Assistance Recommendations* section contains strategies and resources for addressing technical assistance needs identified during ED's visit. Finally, the *Monitoring Findings* section identifies any compliance issues within the six indicator areas reviewed and corrective actions that the SEA is required to take.

The MDE has 30 business days from receipt of this report to respond to all of the compliance issues contained herein. ED staff will review your response for sufficiency and will determine which areas are acceptable and which require further documentation of implementation. ED will allow 30 business days for receipt of this further documentation, if required. ED recognizes that some corrective actions may require longer than the prescribed 30 days, and in these instances, ED will work with the MDE to determine a reasonable timeline. In those instances where additional time is required to implement specific corrective actions, you must submit a request for such an extension in writing to ED, including a timeline for completion for all related actions.

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Our mission is to ensure equal access to education and to promote educational excellence throughout the nation.

Each State that participates in an onsite monitoring review and that has significant compliance findings in one or more of the programs monitored will have a condition placed on that program's grant award specifying that the State must submit (and receive approval of) documentation that all compliance issues identified in the monitoring report have been corrected. When documentation sufficient to address all compliance areas has been submitted and approved, ED will then remove the condition from your grant award.

With regards to the *Technical Assistance Recommendations* provided, we encourage you to employ these strategies to further support the effective implementation of the SIG program. ED staff will follow up with your staff over the next few months to see how the IDE is working to address these issues and make use of this technical assistance.

Please be aware that the observations reported, issues identified, and findings made in the enclosed report are based on written documentation or information provided to ED by SEA, LEA, or school staff during interviews. They also reflect the status of compliance in Indiana at the time and locations of ED's onsite review. The IDE may receive further communication from ED that will require you to address noncompliance occurring prior or subsequent to the onsite visit.

The ED team would like to thank Rachelle Tome, Title I Director and her staff for their hard work and the assistance they provided prior to and during the review in gathering materials and providing access to information in a timely manner.

We look forward to working further with your staff to resolve the issues contained in this report and to improve the quality of the SIG program in Maine.

Sincerely,



Patricia A. McKee  
Acting Director  
Student Achievement and  
School Accountability Programs

Enclosure

cc: Rachelle Tome

**MAINE**  
**Targeted Monitoring Review of**  
**School Improvement Grants (SIG) under section 1003(g) of the**  
**Elementary and Secondary Education Act of 1965**  
**March 21-25, 2011**

**BACKGROUND**

**Overview of SIG Schools in Maine**

Tier	Number of FY 2009 Eligible SIG Schools	Number of FY 2009 Served SIG Schools
Tier I	6	3
Tier II	6	3
Tier III	44	0

**Implementation of SIG School Intervention Models**

Models	Number of Schools implementing the Model
Turnaround	1
Transformation	5
Restart	0
Closure	0

**MONITORING TRIP INFORMATION**

**Monitoring Visits**

<b>LEA Visited</b>	<b>Portland Public Schools</b>
<b>School Visited</b>	<b>Riverton Elementary</b>
<b>Model Implemented</b>	<b>Transformation</b>
<b>FY 2009 Funding Awarded (over three years)</b>	<i>LEA Award (for 1 SIG schools): \$3,386,154 School-level funding: \$2,885,364</i>
<b>LEA Visited</b>	<b>Lewiston Public Schools</b>
<b>School Visited</b>	<b>Governor Longley Elementary</b>
<b>Model Implemented</b>	<b>Turnaround</b>
<b>FY 2009 Funding Awarded (over three years)</b>	<i>LEA Award (for 1 SIG school): \$1,999,088 School-level funding: \$1,999,088.00</i>
<b>SEA Visited</b>	<b>Maine Department of Education</b> <i>SEA Award: \$13,139,919</i>

**Staff Interviewed**

- *Maine Department of Education Staff*
- *Portland School District Staff*
- *Riverton Elementary School Staff: Principal, School Leadership Team, 3 Teachers, 6 Parents, Students, and 3 Classroom Visits*
- *Lewiston School District Staff*
- *Governor Longley School Staff: Principal, School Leadership Team, 6 Teachers, 3 Parents, Students, and 4 Classroom Visits*

**U.S. Department of Education Staff**

<b>Team Leader</b>	Susan Wilhelm
<b>Staff Onsite</b>	David Yi and Sue Rigney

## **OVERVIEW OF MONITORING REPORT**

The following report is based on U.S. Department of Education’s (ED) on-site monitoring visit to MAINE from March 21-25, 2011 and review of documentation provided by the State educational agency (SEA), local educational agencies (LEAs), and schools. The report consists of three sections: *Summary and Observations*, *Technical Assistance Recommendations*, and *Monitoring Findings*. The *Summary and Observations* section describes the implementation of the School Improvement Grants (SIG) program by the SEA, LEAs, and schools visited, initial indicators of success, and outstanding challenges being faced in implementation. This section focuses on how the SEA, LEAs, and schools visited are implementing the SIG program with respect to the following five areas: school climate, staffing, teaching and learning, use of data, and technical assistance. The *Technical Assistance Recommendations* section identifies strategies and resources for addressing technical assistance needs. The *Monitoring Findings* section identifies areas where the SEA is not in compliance with the final requirements of the SIG program and indicates required actions that the SEA must take to resolve the findings.

Please Note: The observations and descriptions included in this report reflect the specific context of the limited number of classrooms visited and interviews conducted at a small number of schools and LEAs within the State. As such, they are a snapshot of what was occurring at the LEA and school levels, and are not meant to represent a school’s, LEA’s, or State’s entire SIG program. Nor are we approving or endorsing any particular practices or approaches by citing them.

## **SUMMARY AND OBSERVATIONS**

### **Climate**

#### **Portland Public Schools**

According to Riverton Elementary School’s (Riverton) needs assessment, the school has experienced significant demographic changes in recent years: growth of the free and reduced lunch-eligible student population from 61% in 2007 to 73% in 2009; and an increase in the proportion of English Learners (EL) from 35% in 2007 to the current 48% of Riverton students, which is the highest percentage of all Portland Public Schools’ (PPS) elementary schools. In the fall of 2008, Riverton was identified as a Continuous Improvement Priority School (CIPS), which meant that the school had not made Adequate Yearly Progress (AYP) for two years in a row. The Riverton application claims that since its designation as a CIPS school, “teachers have engaged in intensive professional development both during and after regular school hours focused on math, literacy, and climate” resulting in “an increase in teacher skills and knowledge of best practice in those areas.” The needs assessment shows modestly improved reading scores (school made safe harbor in reading), but a slight decline in math since 2006. In a baseline survey, only 19% of the staff agreed that there [was] strong communication between administration and staff, and only 20% agreed that poor staff performance was not tolerated by the administration.

The PPS SIG application described the intended restructuring of the central office with a student achievement focus in mind. The Chief Academic Officer (CAO) is to supervise building principals, and Curriculum Coordinators in Science, Technology, Engineering, Mathematics (STEM) and the Arts and Humanities have been hired. LEA SIG funds support a full time SIG coordinator placed in Riverton who works with the principal and school leadership team to coordinate provisions of professional development, to facilitate and arrange families/guardians/school/community activities, and to link with central office to align and leverage district-wide programs. The LEA also proposed a Data Analyst position at central office to support both the school and district in better understanding the analysis and to support targeted professional development based on the student learning results. New school rules were

developed by the climate committee after Portland's SIG application was approved in preparation for the implementation of the SIG model. Expectations are: "be safe, be respectful, be responsible and be cooperative."

During the site visit, the CAO and SIG coordinator demonstrated their commitment to supporting Riverton as evidenced by their knowledge of school improvement research, active pursuit of potential partners, selection of professional development models, and a collegial relationship with school staff. The school leadership team reported tightened curriculum intended to get all teachers "on the same page." Teachers reported that common planning time is better used this year and student performance seems to be gradually increasing, but a morale problem still exists. As one said, "SIG has forced difficult conversations, so low morale is not a surprise." On the other hand, teachers said that this year they have input and feel confident of being heard.

#### Lewiston Public Schools

According to Governor Longley Elementary (Longley) needs assessment, the school's EL population has increased from 2% of the student population in the early 2000's to the current level of 62% speaking six different first languages. Many are newly arrived immigrants and/or refugees often receiving their first educational experience at Longley. The majority of students have non-English speaking parents, and cultural and language barriers make it difficult to communicate with the immigrant population. Parents report not feeling welcomed or involved at Longley. Another challenge is a high mobility rate of students. About 51% of the current student population has attended Longley for two or more years, with the remainder having attended Longley for less than two years. The needs analysis suggested that "in order to accelerate the learning of incoming students and insure that instructional supports are in place immediately an orientation program would be helpful." However, no orientation program was reported by teachers or parents during the site visit.

The LEA application reports that "the percentage of proficient students and the percent of student growth at Longley is the lowest in the state." Longley made AYP in both math and reading through safe harbor in the 2008-2009 school year and made AYP in reading through safe harbor in 2009-10, thus removing them from the CIPS process in reading. However, the 2009-2010 New England Common Assessment Program (NECAP) results show a decline in math. It appears from NECAP and the Northwest Evaluation Association's Measures of Academic Progress (NWEA MAP) results that students are losing ground in math rather than achieving accelerated growth. Some of the activities listed in the application to address this included: comprehensively reform instruction and ensure researched-based literacy and math programs and practices are in place; integrate technology to support and extend learning; develop an orientation program for incoming students; and provide 30 or more hours of embedded and extended day/extended year professional development opportunities for all instructional staff. However, interviews with Lewiston Public Schools (LPS) staff and Longley teachers provided no evidence that these strategies had been implemented.

During interviews, the school leadership team reported that Longley aims to build the expectation of college for all students. Each grade level "adopts" a college and during the site visit ED staff observed a school-wide "pep rally" in which students wore apparel with their adopted college names and staff wore apparel of their alma mater. Students were encouraged to do their best and continue to work hard in order to be ready for college. Regarding behavior incentives, teachers reported use of the Positive Behavioral Intervention and Supports (PBIS) reward system with the following candid appraisal: "We are learning as we go, but getting more positives. The [school] rules also show students that we are holding them to higher expectations. We need to model the rules: be safe, be respectful, be responsible." The principal reported that at this time, parent involvement at Longley is limited; there is no Parent Teacher Organization (PTO). The school has designated space for a parent center but has not yet scheduled activities.

## Staffing

### Portland Public Schools

#### ***Changes in Leadership***

The Riverton needs assessment did not address changing the principal. (School year 2010-2011 was the principal's first full year though she had served as interim principal for the two preceding years.) The needs assessment outlined the role of the school leadership team in implementing reform activities to address the identified needs in the school. However, during the site visit, the LEA reported that the principal had tendered her resignation. The LEA is now weighing the potential advantages of amending the Riverton SIG application to switch from the transformation model to the turnaround model.

#### ***Changes in Staff***

Riverton's needs analysis indicated that "rather than being made at a centralized level, staffing transfers, both in and out of the building, will be made in consultation with building leadership and in alignment with the goals of the SIG plan." However, the LEA's CAO reported that the LEA and school leadership can make additional staff changes for the coming year based on attrition and transfer. Although the CAO believes that the majority of the teachers in Riverton have bought into the new reform efforts occurring at the school, there are still some individuals who are unwilling to accept that reforms are needed at the school. The CAO believes that acquiring 6-8 new staff at Riverton to replace these teachers will be culture changing. The CAO reported that recruitment/retention of teachers and principals is challenging for several reasons: limited talent pool within a small district, no teacher reward system, poor mentoring for new teachers, and the fact that Maine does not participate in social security. The LEA plans to roll out specific new expectations for teachers at Portland's SIG schools. PPS will try to attract teachers with demonstrated turnaround experience by screening for literacy skills, willingness to learn, and love for students. The LEA will require both teacher and principal candidates to interact with students as part of the selection process.

### Lewiston Public Schools

#### ***Changes in Leadership***

The SIG Planning Committee determined that all changes in staff had to result from transfers, not firing. The existing principal was transferred to another school in the district. The LEA superintendent believed the existing principal was not the best fit for a turnaround school, and would be more effective at another school. The LEA superintendent decided to look for a possible replacement within the district first, and discussed the position with eligible candidates to see if there was any interest. (Principals in Maine work on 2-year contracts so no one in mid-contract could be considered.) Two candidates expressed interest in the position and both were evaluated by the SIG Planning Committee. The committee believed that one of the candidates possessed the qualities and had the previous experience to demonstrate that she could successfully lead the efforts in a turnaround school, and was selected as the new principal of Longley.

#### ***Changes in Staff***

The SIG Planning Committee unanimously agreed that the turnaround model was preferred for Longley, because the lifting of AYP sanctions would provide a fresh start by removing the failing school label and allowing staff members to concentrate solely on the SIG grant goals and activities. The incoming principal along with the LEA superintendent are responsible for decisions about which staff members to retain at Longley and which staff members to transfer to other elementary schools in the district. Teacher

hiring incentives are limited. LEA staff described them as infusion of technology, lots of professional development, and removal of extra duties.

### **Teaching and Learning**

#### **Portland Public Schools**

Riverton's needs assessment identified reorganizing its curriculum and instruction to align with NECAP standards as a key area of concern. Additionally, the needs assessment found that more direct instruction in vocabulary and language development needed to be incorporated into the curriculum to build the literacy skills of Riverton's large EL student population. According to Riverton's SIG application, the school planned to align curriculum to standards by using Collaborative Learning, Inc.'s Instruction Planner and Curriculum Mapper which allows the school to design lessons and organize the scope and sequence of the curriculum to the framework of the NECAP Grade Level Expectations and Common Core standards. Riverton also planned to implement the Center for Applied Linguistics' Sheltered Instruction Observation Protocol (SIOP) model and Columbia University's Teachers College Reading and Writing Project (TCRWP) in order to provide more direct vocabulary language instruction in all subject areas.

School staff interviews provided little evidence that Riverton is implementing the Instructional Planner and Curriculum Mapper. However, Riverton teachers did report that they have received extensive professional development in SIOP and TCRWP and have incorporated the models in their instruction. During interviews, teachers described how they were incorporating the SIOP model in their classrooms and monitors observed the SIOP model being used in two classrooms to teach vocabulary in different subject areas. Teachers also indicated in interviews that students have shown improvement in writing since implementing TCRWP. One teacher brought examples of student work to illustrate this progress in writing.

#### **Lewiston Public Schools**

Longley stated in its needs assessment that it had very little data about the effectiveness of the curriculum and instruction prior to the implementation of the SIG model. However, the needs assessment did provide anecdotal evidence that Longley's staff desired to have a curriculum aligned to standards and additional resources for instruction. Longley described in its SIG application that it planned to implement a comprehensive literacy model using Reading Recovery and Literacy Lessons as interventions. To address concerns in the needs assessment, the application also described plans to align curriculum and instruction to standards, and provide additional materials and resources to teachers to supplement the curriculum in the core subjects.

During the interview, the school's math coach provided a K-6 scope and sequence document for math that indicated connections/omissions to both the NECAP and Common Core standards. Teachers explained that the curriculum map was helpful, but that they had difficulty finding resources to teach the standards because most of them did not use the textbooks provided by the district. Teachers stated the textbooks did not align with standards and they often spent a large part of their planning time creating their own materials that aligned to the standards. Longley teachers also explained that they have received professional development on a number of different literacy programs including the SIOP model and Reader's Workshop. Teachers report that while they are required to use Reading Recovery, they have flexibility to decide which other instructional programs they want to incorporate in their teaching. Teachers in the interview reported using different programs and resources in their classrooms.

### Use of Data

#### Portland Public Schools

Riverton's needs assessment indicated that school staff and leadership believed that they needed more training in collecting, using, and analyzing student data to drive instruction in the classroom. Teachers also indicated in the needs assessment that they wanted more access to instructionally informative assessments in order to collect information on students' progress. PPS indicated in its SIG application that it would implement AIMSweb, a commercial benchmark testing and progress monitoring system designed as a support for Response to Intervention (RTI), in order to track student progress in math and reading throughout the school year. PPS planned to provide professional development to train teachers on using the data collected to inform instruction. However, LEA staff reported in interviews that it has not evaluated this product in terms of alignment with either the current State content standards or the degree to which it predicts performance on the State assessments. Additionally, the district outlined plans to create a centralized, comprehensive data warehouse to streamline data collection and analysis on student and employee data using state and local funds.

Riverton teachers reported collecting benchmark data on students using AIMSweb periodically throughout the school year. Some teachers also reported using running records to collect student data. However, teachers stated that they have not regularly used or analyzed the data to inform instruction. Even though PPS has provided the school with reports of students' assessment history and interventions that have been used, district staff indicated that school staff have not yet adapted to the expectation that these data are available and should be used.

#### Lewiston Public Schools

Prior to the implementation of the SIG model, Longley reported that it did not have a formalized structure in place to track data about curriculum and instruction and very little data were collected. The data that the school did have were observational data collected by the school's Reading First coach. The school's SIG application emphasized the importance of using data and outlined its plan to begin collecting student data through AIMSweb and NWEA assessments to identify strengths and weaknesses in the curriculum and instruction. However, the LEA reported in interviews that neither product has been evaluated in terms of alignment with either the current State content standards or the degree to which it predicts performance on the State assessments, and teachers' have not received professional development in the use of the results for instruction. Longley planned to collect, disaggregate, and disseminate achievement and behavior data to school staff and leadership, and also provide quarterly data reports to the district turnaround office.

During interviews, Longley's math coach brought examples of data charts that she had created for teachers to track all students' progress on the AIMSWeb assessment. The coach reported that teachers used the data charts to do flexible grouping in the classroom. However, she expressed that for the most part, teachers have not been collecting and analyzing their own student data, and instead rely on the coaches to provide this information to them. LPS states that it does not formally collect a lot of data on its own and instead relies on the data that the school reports to the district.

### Technical Assistance

The Maine Department of Education (MDE) conducted webinars with LEAs to prepare them for the SIG application process. MDE used part of its SEA (State educational agency) reservation to conduct a needs assessment for each of its SIG schools. The needs assessment included interviews with staff and community members and was used by the LEAs to determine what interventions were needed in their SIG

schools. MDE also provided both written and verbal feedback to LEAs during the application review process using an application review rubric. LEA staff reported that there was continuous communication with the SEA during the application process about amending budgets and school plans to address concerns identified in the schools' needs assessment.

The SEA created a principals' network for the four SIG high school principals. The network is led by two consultants hired by the SEA who are both former turnaround school principals and district superintendents. The consultants meet with the principals' network on a monthly basis to provide resources and support to the principals. MDE has also assigned an additional consultant to provide support to the two elementary SIG schools. Additionally, MDE has invited LEA and school leadership staff to attend a number of national conferences on school turnaround including two conferences by the International Center for Leadership in Education and the U.S. Department of Education's SIG Eastern Regional Conference. LEA and school leadership staff reported that the conferences were very helpful because they allowed staff to network with other district and school officials who were working on school turnaround, and to learn about practices and strategies used in successful school turnaround efforts.

In terms of the technical assistance that LEAs are providing to their schools, in Portland, the SIG coordinator working in the school on a full-time basis has allowed the LEA to provide direct, continuous technical assistance (TA) to the school. School administration and staff report that the SIG coordinator has a strong understanding of the needs and support needed in the school. The LPS created a turnaround committee consisting of the principal at Longley, superintendent, district staff, and principals from other schools to support the work at Longley. The principal at Longley reported that the committee meets twice a month to discuss issues at the school and come up with possible solutions.

### **TECHNICAL ASSISTANCE RECOMMENDATIONS**

*This section addresses areas where additional technical assistance may be needed to improve the quality of implementation of the SIG program.*

**Issue 1:** Lewiston and Portland’s SIG applications indicate that they plan to use data to inform decision making in SIG implementation at both the district and school levels. Although the site visits confirmed that districts and schools are collecting data, there was little evidence that data are regularly being analyzed at the LEA level. There was inconsistent evidence of data analysis occurring at the school level, and virtually no evidence that SIG teachers had received information regarding the relationship between the results from various measurement tools, local curriculum, State content standards or State test results that are the basis for their SIG performance goals.

#### **Technical Assistance Strategies:**

- Provide technical assistance to district data coordinators on how to analyze data to inform decision making in SIG implementation, and how to share the data with district and school staff. (Responsibility: MDE)
- Provide professional development to school staff on how to use data to inform instruction in the classroom. (Responsibility: PPS, LPS)

**Issue 2:** Lewiston and Portland’s SIG applications indicate that they plan to align curriculum and instructional resources to NECAP standards. However, based on the site visits, there was little evidence that the LEAs have provided resources and support to help schools align their curriculum to standards.

#### **Technical Assistance Strategies:**

- Identify technical assistance resources, such as those available through the regional comprehensive centers based on accepted methods, such as the Survey of Enacted Curriculum, to help SEAs and LEAs analyze the relation between State content standards and State achievement standards, the local curriculum and instructional materials, and various data tools selected for use in SIG schools. (Responsibility: ED)
- Connect the LEAs with other LEAs in the State that have curriculum aligned to NECAP standards. (Responsibility: MDE)

**Issue 3:** Development of a Teacher Evaluation system was reported by both Lewiston and Portland as a major challenge. In one case, the LEA needed to increase capacity of the professional staff in order to move forward. In the other, an attempt to use Teacher Incentive Fund (TIF) as part of SIG teacher evaluation was contested by that program as inappropriate.

#### **Technical Assistance Strategies:**

- Identify and share teacher evaluation technical assistance resources that are available from national content centers and other sources, as appropriate. (Responsibility: ED)
- Clarify any conditions that may exist with regard to the use of TIF funds in the LEA with the TIF grant to support better collaboration between the local SIG and TIF administrators (ED).

**MONITORING FINDINGS**

**Summary of Monitoring Indicators**

<b>Critical Element</b>	<b>Requirement</b>	<b>Status</b>	<b>Page</b>
<b>1. Application Process</b>	The SEA ensures that its application process was carried out consistent with the final requirements of the SIG program. [Sections I and II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]	N/A	
<b>2. Implementation</b>	The SEA ensures that the SIG intervention models are being implemented consistent with the final requirements of the SIG program. [Sections I and II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]	Finding	9
<b>3. Fiscal</b>	The SEA ensures LEAs and schools are using funds consistent with the final requirements of the SIG program. [Section II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010)) ; §1114 of the ESEA; and Office of Management and Budget (OMB) Circular A-87]	N/A	
<b>4. Technical Assistance</b>	The SEA ensures that technical assistance is provided to its LEAs consistent with the final requirements of the SIG program. [Section II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]	N/A	
<b>5. Monitoring</b>	The SEA ensures that monitoring of LEAs and schools is being conducted consistent with the final requirements of the SIG program. [Section II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]	N/A	
<b>6. Data Collection</b>	The SEA ensures that data are being collected consistent with the final requirements of the SIG program. [Sections II and III of the final requirements for the School Improvement Grants	N/A	

	authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]		
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**Monitoring Area: School Improvement Grant**

**Finding 1:** The MDE has not ensured that LPS is establishing schedules and implementing strategies that increase learning time at Longley. Although Longley has plans in its SIG application to provide more learning time for students, the school leadership team reported that they have not started to implement extended learning time during the first year of SIG implementation.

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

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