

Assurance		
(a) Achieving equity in teacher distribution	Indicator/Descriptor	Additional Data Collection Requirement
	Indicator (a)(1). Confirm, for the State, the number and percentage (including numerator and denominator) of core academic courses taught, in the highest-poverty and lowest-poverty schools, by teachers who are highly qualified consistent with section 9101(23) of the Elementary and Secondary Education Act of 1965, as amended (ESEA);	None: We will use data from the current Instructional Personnel Data Collection.
	Indicator (a)(2). Confirm whether the State's Teacher Equity Plan (as part of the State's Highly Qualified Teacher Plan) fully reflects the steps the State is currently taking to ensure that students from low-income families and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers (as required in section 1111(b)(8)(C) of the ESEA).	None: We will use data from the current Instructional Personnel Data Collection.
	Descriptor (a)(1). Describe, for each local educational agency (LEA) in the State, the systems used to evaluate the performance of teachers and the use of results from those systems in decisions regarding teacher development, compensation, promotion, retention, and removal;	New: We will conduct a data collection requesting this information.
	Indicator (a)(3). Indicate, for each LEA in the State, whether the systems used to evaluate the performance of teachers include student achievement outcomes or student growth data as an evaluation criterion;	New: We will conduct a data collection requesting this information.
	Indicator (a)(4). Provide, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level;	New: We will conduct a data collection requesting this information.
	Indicator (a)(5). Indicate, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, whether the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level are publicly reported for each school in the LEA;	New: We will conduct a data collection requesting this information.
	Descriptor (a)(2). Describe, for each LEA in the State, the systems used to evaluate the performance of principals and the use of results from those systems in decisions regarding principal development, compensation, promotion, retention, and removal;	New: We will conduct a data collection requesting this information.
	Indicator (a)(6). Indicate, for each LEA in the State, whether the systems used to evaluate the performance of principals include student achievement outcomes or student growth data as an evaluation criterion; and	New: We will conduct a data collection requesting this information.
	Indicator (a)(7). Provide, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of principals rated at each performance rating or level.	New: We will conduct a data collection requesting this information.
(b) Improving collection and use of data		
	Indicator (b)(1). Indicate which of the 12 elements described in section 6401(e)(2)(D) of the America COMPETES Act are included in the State's statewide longitudinal data system; Elements 1 - 7 and 10 - 12 are complete for Virginia	None: Elements 1 - 7 and 10 - 12 are complete for Virginia
	Element 8 - A teacher identifier system with the ability to match teachers to students	New: A data collection will be conducted in summer, 2011 requesting, for each student, courses taken, teachers, and grades.

	Element 9 - Student-level transcript information, including information on courses completed and grades earned.s	New: A data collection will be conducted in summer, 2011 requesting, for each student, courses taken, teachers, and grades.
	Indicator (b)(2). Indicate whether the State provides student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs.	None: Existing state assessment data will be used to develop the growth information.
	Indicator (b)(3). Indicate whether the State provides teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments.	None: Existing state assessment data will be used to develop the growth information.
(c) Standards and assessments		
	Indicator (c)(1). Confirm the approval status, as determined by the Department, of the State's assessment system under section 1111(b)(3) of the ESEA with respect to reading/language arts, mathematics, and science assessments;	None
	Indicator (c)(2). Confirm whether the State has developed and implemented valid and reliable alternate assessments for students with disabilities that are approved by the Department;	None
	Indicator (c)(3). Confirm whether the State's alternate assessments for students with disabilities, if approved by the Department, are based on grade-level, modified, or alternate academic achievement standards;	None
	Indicator (c)(4). Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides students with disabilities to ensure their meaningful participation in State assessments;	None
	Indicator (c)(5). Confirm the number and percentage (including numerator and denominator) of students with disabilities who are included in State reading/language arts and mathematics assessments;	None: Existing state assessment data will be used.
	Indicator (c)(6). Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides limited English proficient students to ensure their meaningful participation in State assessments;	None
	Indicator (c)(7). Confirm whether the State provides native language versions of State assessments for limited English proficient students that are approved by the Department;	None
	Indicator (c)(8). Confirm the number and percentage (including numerator and denominator) of limited English proficient students who are included in State reading/language arts and mathematics assessments;	None: Existing state assessment data will be used.
	Indicator (c)(9). Confirm that the State's annual State Report Card (under section 1111(h)(1) of the ESEA) contains the most recent available State reading and mathematics National Assessment of Educational Progress (NAEP) results as required by 34 CFR 200.11(c);	None
	Indicator (c)(10). Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), the number and percentage (including numerator and denominator) of students who graduate from high school using a four-year adjusted cohort graduation rate as required by 34 CFR 200.19(b)(1)(i);	None: Existing student record collection data will be used.

	Indicator (c)(11). Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i), the number and percentage (including numerator and denominator) who enroll in an institution of higher education (IHE) (as defined in section 101(a) of the Higher Education Act of 1965, as amended (HEA)) within 16 months of receiving a regular high school diploma; and	None: Existing student record collection and data from the National Student Clearinghouse will be used.
	Indicator (c)(12). Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i) who enroll in a public IHE (as defined in section 101(a) of the HEA) in the State within 16 months of receiving a regular high school diploma, the number and percentage (including numerator and denominator) who complete at least one year's worth of college credit (applicable to a degree) within two years of enrollment in the IHE.	None: Existing student record collection and data from the State Council on Higher Education will be used.
(d) Supporting struggling schools		
	Indicator (d)(1). Provide, for the State, the average statewide school gain in the "all students" category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on the State assessments in reading/language arts and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress (as defined in this notice) on State assessments in reading/language arts in the last year;	None: Existing state assessment data will be used.
	Indicator (d)(2). Provide, for the State, the average statewide school gain in the "all students" category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on State assessments in mathematics and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress on State assessments in mathematics in the last year;	None: Existing state assessment data will be used.
	Descriptor (d)(1). Provide the definition of "persistently lowest-achieving schools" (consistent with the requirements for defining this term set forth in this notice) that the State uses to identify such schools;	None
	Indicator (d)(3). Provide, for the State, the number and identity of the schools that are Title I schools in improvement, corrective action, or restructuring, that are identified as persistently lowest-achieving schools;	None: Existing Title I data will be used.
	Indicator (d)(4). Provide, for the State, of the persistently lowest-achieving schools that are Title I schools in improvement, corrective action, or restructuring, the number and identity of those schools that have been turned around, restarted, closed, or transformed (as defined in this notice) in the last year;	None: Existing Title I data will be used.
	Indicator (d)(5). Provide, for the State, the number and identity of the schools that are secondary schools that are eligible for, but do not receive, Title I funds, that are identified as persistently lowest-achieving schools;	None: Existing Title I data will be used.
	Indicator (d)(6). Provide, for the State, of the persistently lowest-achieving schools that are secondary schools that are eligible for, but do not receive, Title I funds, the number and identity of those schools that have been turned around, restarted, closed, or transformed in the last year;	None: Existing Title I data will be used.

	Indicator (d)(7). Provide, for the State and, if applicable, for each LEA in the State, the number of charter schools that are currently permitted to operate under State law;	None: Existing school data will be used.
	Indicator (d)(8). Confirm, for the State and for each LEA in the State that operates charter schools, the number of charter schools currently operating;	None: Existing school data will be used.
	Indicator (d)(9). Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in reading/language arts in the last year;	None: Existing school and state assessment data will be used.
	Indicator (d)(10). Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in mathematics in the last year;	None: Existing school and state assessment data will be used.
	Indicator (d)(11). Provide, for the State and for each LEA in the State that operates charter schools, the number and identity of charter schools that have closed (including schools that were not reauthorized to operate) within each of the last five years; and	None: Existing school data will be used.
	Indicator (d)(12). Indicate, for each charter school that has closed (including a school that was not reauthorized to operate) within each of the last five years, whether the closure of the school was for financial, enrollment, academic, or other reasons.	New: Additional school closure information will be collected.