

# **Virginia's Application for Flexibility from Certain Requirements of the *Elementary and Secondary Education Act of 1965 (ESEA)***

**Board of Education Committee  
On School and Division Accountability**

**Presented by  
Department of Education Staff**



## **Background**

- **ESEA scheduled for reauthorization in 2007**
- **Congress failed to reauthorize**
- **ESEA accountability requirements continue to misidentify a disproportionate percentage of schools as underperforming**
- **ESEA flexibility offered through waivers from certain requirements**



## Background

The ESEA flexibility supports state and local reform efforts in the areas of:

- College- and career-ready standards and assessments,
- Differentiated supports and interventions for underperforming schools, and
- Teacher and principal evaluation systems.

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## Waivers from Certain ESEA Requirements

Waivers offered from:

- Prescriptive annual measurable objectives (AMOs) methodology
- Improvement status for divisions and schools that fail to meet AMOs
- Improvement planning process for divisions not meeting highly qualified teacher (HQT) requirements
- Certain restrictions on use of federal funds

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## Flexibility Requirements

**States must submit applications that:**

- **Demonstrate how they have met the flexibility principles, OR**
- **Describe how they will meet the principles on the required timelines.**

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## Virginia's Application

- **Highlights the significant reform the state has advanced in each principle**
- **Blends Virginia's Standards of Accreditation (SOA) and School Improvement requirements with ESEA requirements**
- **Eliminates punitive division and school labels required under the ESEA and adds a new "Proficiency Gap Dashboard" to report cards to publicly report gaps for three groups of students**

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## **Principle 1: College- and Career-Ready Standards and Assessments**

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## **College- and Career-Ready Expectations For All Students**

### **The application requires:**

- **Implementation of college- and career-ready standards in at least reading/language arts and mathematics by 2013-2014 and**
- **A description of how all students, including subgroups, will have access to instruction and content aligned with such standards.**

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## College- and Career-Ready Standards

### Virginia has:

- Adopted college- and career-ready standards in reading/ language arts and mathematics and
- Entered into a joint agreement with the State Council of Higher Education and the Virginia Community College System on college- and career-ready performance expectations in English and mathematics that students must reach to be academically prepared for success in freshman-level college courses or career training.

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## Standards of Learning

- Board-approved Standards of Learning (SOL) in all content areas:
  - 2005 – Computer Technology
  - 2006 – Fine Arts
  - 2007 – Foreign Language
  - 2008 – History and Social Science; Health; Physical Education; Driver Education
  - 2009 – Mathematics; Economics and Personal Finance
  - 2010 – English; Science

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## Virginia's College and Career Readiness Initiative

- **Virginia's College- and Career-Ready Mathematics and English Performance Expectations define achievement students must reach to be academically prepared for success in entry-level credit-bearing college courses.**
- **"Capstone courses" have been developed in English and mathematics for students who are on track to graduate, but who may not be fully prepared for college-level work.**

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## Virginia Index of Performance Incentive Program (VIP)

- **Goals related to college and career success include students:**
  - **Taking Advanced Placement, International Baccalaureate, and dual enrollment courses;**
  - **Earning industry credentials; and**
  - **Enrolled in STEM academies and advanced mathematics and science courses.**

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## Standards of Learning for All Students

- All students are expected to achieve the same rigorous Standards of Learning in Virginia, sometimes with accommodations permitted by policy.
- All students in tested grades are expected to participate in the assessment program.

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## Assistance for At-Risk Students

- Virginia leverages state and federal funds to address the needs of all students, with particular emphasis on supporting at-risk students, including students with disabilities, English language learners, and economically disadvantaged students. State funded initiatives include:
  - Algebra Readiness Initiative
  - Virginia Preschool Initiative
  - Early Intervention Reading Initiative
  - Project Graduation
  - Virginia's Early Warning System
  - School-Level Academic Reviews

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## Assessments Aligned With College-Ready Standards

- In 2011-2012, Virginia will implement new mathematics assessments for grades 3-8, Algebra I, Geometry, and Algebra II that measure the new Standards of Learning adopted by the Board in 2009.
- Algebra II will have “advanced/college path” achievement level.

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## Assessments Aligned With College-Ready Standards

- In 2012-2013, Virginia will implement new reading assessments for grades 3-8 as well as a high school end-of-course reading assessment that measure the Standards of Learning adopted by the Board in 2010.
- End-of-Course reading SOL test will have an “advanced/college path” achievement level.

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## Assessments That Measure Student Growth

**Student growth percentiles will be calculated for most students for the SOL reading tests for grades 4-8 and for the SOL mathematics tests for grades 4-8 and Algebra I (if taken at grade 9 or below).**

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## Assessments That Measure Student Growth

- **Lexile scores are available for the SOL reading tests for grades 3-8 as another measure of growth.**
  - **Lexile scores provide information about a student's reading ability.**

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## Assessments That Measure Student Growth

- **Quantile scores will be available as another growth measure for the SOL mathematics tests following the first administration of the new tests in 2011-2012.**
- **Quantile scores measure how well a student understands mathematical concepts and skills at his or her grade level.**

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## Principle 2: Differentiated Supports and Interventions for Underperforming Schools

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## System of Differentiated Recognition, Accountability, and Support

- Beginning with the 2011-2012 state assessments and ratings announced for the 2012-2013 school year, Virginia will implement a revised federal accountability system with SOA requirements as the core.
- Schools will continue to receive accreditation ratings.

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## System of Differentiated Recognition, Accountability, and Support

- Schools, divisions, and the state will receive annual report cards that contain additional performance indicators identified on a “Proficiency Gap Dashboard” for three unduplicated groups of students.
- “Proficiency gap groups” will be defined as follows:
  - Gap Group 1 – Students with Disabilities, English Language Learners, and Economically Disadvantaged (unduplicated)
  - Gap Group 2 – Black students, not of Hispanic origin, not included in Gap Group 1
  - Gap Group 3 – Hispanic students, of one or more races, not included in Gap Group 1

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## System of Differentiated Recognition, Accountability, and Support

Recognition will be provided to *reward* schools and supports and interventions will be provided to *priority* and *focus* schools, as required under the flexibility agreement.

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## Revised Annual Measurable Objectives (AMOs)

### Schools, divisions, and state expectations:

- Meet SOA targets in English/reading, mathematics, science, and history and social science for the “all students” group, including the Graduation and Completion Index (GCI)
- Achieve proficiency targets or make growth in reducing proficiency gaps in reading and mathematics for the three proficiency gap groups

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## Revised Annual Measurable Objectives (AMOs)

- Annual accreditation results as well as progress in meeting or reducing proficiency gaps will be displayed on the report card for each school, division, and the state in the form of a “Proficiency Gap Dashboard.”
- Assessment results for all of Virginia’s subgroups will continue to be reported on the school, division, and state report cards.

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## Proficiency Gap Groups: Expectations for Elementary and Middle Schools

For reading and/or mathematics, each gap group must meet the ESEA test participation rate of at least 95 percent *AND*

- Meet Standards of Accreditation (SOA) targets *OR*
- A majority of the students who failed the reading or mathematics assessment must show at least moderate growth using Virginia’s student growth percentile measures, if sufficient data are available and appropriate *OR*
- Reduce the failure rate by 10 percent.

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## Proficiency Gap Groups: Expectations for High Schools

For reading and/or mathematics, each gap group must meet the ESEA test participation rate of at least 95 percent **AND**

- Meet Standards of Accreditation (SOA) targets *OR*
- Meet a state goal of 48 percent graduates earning an externally validated college- or career-ready credential (CCRC), including earning an Advanced Studies diploma, a state professional license, an industry credential approved by the Board of Education, a passing score on a NOCTI, or Board-approved Workplace Readiness Skills Assessment *OR*
- Increase the percent of graduates earning a CCRC by 10 percent.

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## State and Division Accountability

- The state and divisions share the same participation and performance expectations as schools.
- The state and divisions are also expected to meet Title III benchmarks for English language learners (ELLs).
- State and division report cards will display the proficiency rates of the “all students” group in the four core content areas, as well as proficiency gap group performance on additional indicators as previously described, and Title III performance results.

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## Reward Schools

- **High-performing and high-progress Title I schools will be indentified as reward schools under the:**
  - **Virginia Index of Performance Incentives Program and/or**
  - **Title I Distinguished Schools Program.**
- **Reward schools will be publicly recognized for their achievement.**

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## Priority Schools

**The flexibility offer requires states to identify a number of schools equal to five percent of the state's Title I schools as priority schools based on the performance of the "all students" group and graduation rates.**

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## Priority Schools

- **Identification criteria:**
  - **Currently identified as a Tier I or II school with a School Improvement Grant**
  - **Title I or Title I-eligible high school with a Federal Graduation Indicator (FGI) of 60 or less for two or more consecutive years**
  - **Rated *Accreditation – Denied, Conditionally Accredited – Reconstituted, or Accreditation – Warned\** for reading and/or mathematics performance**
- \* Warned schools will be ranked based on largest gaps between the performance of the “all students” group and the SOA reading and mathematics, and will only be identified as priority schools as needed to meet the required percentage of schools.

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## Focus Schools

**The flexibility offer requires states to identify ten percent of the state’s Title I schools as focus schools based on the performance of subgroups and graduation rates.**

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## Focus Schools

- Title I schools with one or more proficiency gap groups not meeting SOA proficiency targets in reading and/or mathematics will be considered for identification.
- They will be rank-ordered based on the gaps between gap group performance and the SOA targets.
- Ten percent of Title I schools with the largest gaps in performance will be identified.

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## System of Support: The Virginia Model

- A systems approach “with the *end* in mind” will be used.
- The ultimate goal in school improvement is for the *people attached* to the school to drive its continuous improvement for the sake of their own children and families.

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## System of Support: Turnaround Principles

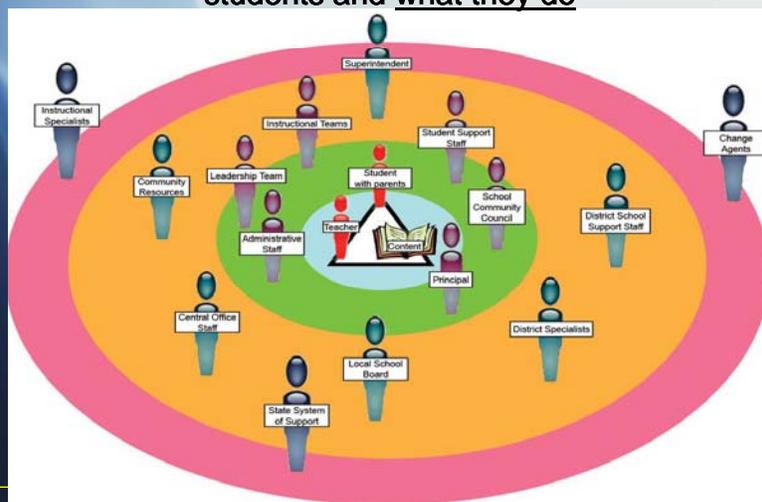
- Provide meaningful interventions designed to improve the academic achievement of students in priority schools.
- Interventions must be aligned with all of the following “turnaround principles” and selected with family and community input.

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## State “On-the-Ground Support”

Proximal variables matter most – the people closest to students and what they do



## Role of the State Educational Agency (SEA)

The state's role is to:

- Provide information
- Set standards (credentialing, learning, etc.)
- Distribute state and federal resources
- Monitor compliance
- Assist with division and school improvement
- Intervene to correct deficiencies
- Establishing *conditions* for constructive change
- Evaluate the system's efficiency and effectiveness

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## Role of Coaches and Lead Turnaround Partners

Bring needed resources to build capacity and *impact the roles* of each of the system's partners to develop the strongest instructional program for students

Create a culture of candor through:

- Accountability to students and to each other
- Willingness to polish the craft together
- High expectations for adults
- Focus on the practice and not the person
- Openness to the data about student outcomes and about the practices that contribute to the outcomes
- Effective teams and collegial learning, coaching

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## Role of the Division

**The role of the division is to:**

- **Provide a rich, aligned, articulated curriculum**
- **Provide periodic assessment with timely and meaningful reporting to teachers**
- **Maintain regular two-way communication with principal**
- **Monitor the school's operations and performance**
- **Provide mentoring and professional development for the principal aligned with the principal's needs**
- **Provide professional development for teachers aligned with their collective and individual needs**

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## Principle 3: Teacher and Principal Evaluation Systems

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## Supporting Effective Instruction and Leadership

- **The flexibility offer requires states to:**
  - **Develop and adopt guidelines for local teacher and principal evaluation and support systems.**
  - **Ensure divisions implement teacher and principal evaluation and support systems.**

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## Highly Qualified Data

- **With emphasis on teacher and principal evaluation and effectiveness, Virginia proposes to discontinue collecting and reporting highly qualified teacher and paraprofessional data.**
- **Virginia's highly qualified percentage for teachers is almost 100 percent.**
  - **2010-2011 HQT percentage: 99.3%**
  - **2010-2011 HQT percentage for High Poverty Schools: 98.8%**
- **By virtue of Virginia's law, regulations, and accountability system, teachers meet the highly qualified designation.**

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## Background: Code of Virginia

The *Code of Virginia* requires that:

- Teacher and principal evaluations be consistent with the performance objectives (standards) set forth in the Board of Education's *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents* and
- School boards' procedures for evaluating teachers and principals address student academic progress.

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## Board Approval: Performance Standards and Evaluation Criteria

- April 2011: Board of Education approved the revised *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers*
  - Effective Date: July 1, 2012
- February 23, 2012: Board of Education will be requested to approve the revised guidance document, *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals*
  - If approved, the effective date will be July 1, 2013

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## Uniform Performance Standards for Teachers and Principals

Teachers	Principals
<ul style="list-style-type: none"> <li>• Professional knowledge</li> <li>• Instructional planning</li> <li>• Instructional delivery</li> <li>• Assessment of and for learning</li> <li>• Learning environment</li> <li>• Professionalism</li> <li>• Student academic progress</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional leadership</li> <li>• School climate</li> <li>• Human resource management</li> <li>• Organizational management</li> <li>• Communications and community relations</li> <li>• Professionalism</li> <li>• Student academic progress</li> </ul>

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## Student Academic Progress

- **The evaluation criteria call for student academic progress to account for a significant component of the teacher and principal evaluation (at least 40 percent of the evaluation).**
- **Multiple measures of student academic progress must be used in making decisions about teacher and principal performance evaluations.**

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## Teacher and Principal Performance Ratings

- The evaluation rating scale provides a description of four levels of how well the standards are performed by teachers and principals.
- The ratings are as follows:
  - Exemplary
  - Proficient
  - Developing/Needs Improvement
  - Unacceptable

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## Teacher and Principal Evaluation Collection (TPEC)

- The Virginia Department of Education has developed an automated system to collect information from each school division on the performance standards and evaluation system.
- School divisions must describe their evaluation systems and provide data on the summative ratings for teachers and principals.

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## Training for Teacher and Principal Evaluation Systems

### Training materials:

- Developed for the performance-pay pilot schools are available to all school divisions.
- Will be developed to support the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals*.
- Will provide practice in implementing teacher and principal evaluation systems that are aligned with the guidelines through simulations and activities.

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## Questions?

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## For More Information

### **Principle 1 – College- and Career-Ready Standards and Assessments**

- **Dr. Linda Wallinger, Assistant Superintendent for Instruction**
- **Mrs. Shelley Loving-Ryder, Assistant Superintendent for Student Assessment and School Improvement**

### **Principle 2 – Differentiated Supports and Interventions**

- **Mrs. Veronica Tate, Director of Program Administration and Accountability**
- **Dr. Kathleen Smith, Director of School Improvement**

### **Principle 3 – Teacher and Principal Evaluation Systems**

- **Mrs. Patty Pitts, Assistant Superintendent for Teacher Education and Licensure**
- **Dr. Mark Allan, Director of Teacher Licensure**

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