

**Virginia's Application for a One-Year
Extension from Certain Requirements
of the *Elementary and Secondary
Education Act of 1965* (ESEA)**



**VIRGINIA BOARD OF EDUCATION
FEBRUARY 2014**

Background



- **September 2011** – U.S. Secretary of Education invited states to submit applications for waivers from certain ESEA requirements.
- **February 2012** – Virginia submitted an ESEA flexibility application.
- **March 2013** – After numerous amendments requested by the U.S. Department of Education, Virginia's application received final approval.

Background



Approval Timeline – two years:

- 2012-2013 and 2013-2014 school years

In fall of 2013, states with approved applications were invited to submit requests to extend ESEA flexibility.

Extension Timeline – one year:

- 2014-2015 school year

Extension Request Process



States must:

- Submit request by February 28, 2014, or within 60 days of receiving report from ESEA flexibility Part B monitoring
- Address concerns from Part B monitoring through extension process
- If requesting amendments to application, submit redline version of the application

Virginia's Extension Request



Virginia will submit:

- A request for a one-year extension of ESEA flexibility
- A redline application with:
 - Updates to Principle 1 and 3
 - ***Amendments to Principle 2***

Updates to Principle 1: College- and Career-Ready Standards and High Quality Assessments



- Full implementation of college- and career-ready standards
- Enhanced professional development, instructional resources, and technical assistance to school divisions, including:
 - Extensive professional development for educators of English language learners and students with disabilities
 - Alignment of local Title II funds with professional development needs of division educators

Updates to Principle 1: College- and Career-Ready Standards and High Quality Assessments (continued)



- General Assembly support for recruitment and retention of effective teachers
- Full implementation of high-quality assessments corresponding to revised standards
 - Online assessments with technology-enhanced items
 - “College path” achievement level added to certain assessments

Updates to Principle 3: Teacher and Principal Evaluation and Support Systems



- Full implementation of teacher and principal evaluation system
- Onsite and online professional development and technical assistance provided to school divisions
- General Assembly legislation revising certain components
- Modifications to the state's teacher and principal data collection system

Amendments to Principle 2: Targeted and Differentiated Accountability Systems



Amendments to:

- Reward schools criteria
- Methodology to calculate Annual Measurable Objectives (AMOs)

Amendments to Principle 2: Targeted and Differentiated Accountability Systems (continued)



Reward School Criteria

Criteria modified to align with:

- Reading and mathematics AMO expectations; and
- Federal Graduation Indicator (FGI) requirements

Amendments to Principle 2: Targeted and Differentiated Accountability Systems (continued)



AMO Methodology

Approved by Board of Education in October 2012:

- Six-year AMO trajectory in reading and mathematics requiring lower-performing subgroups to make greater gains to close achievement gaps

Amendments to Principle 2: Targeted and Differentiated Accountability Systems (continued)



AMO Methodology (continued)

Also approved by Board of Education in October 2012:

- Continuous progress expectations
 - Subgroups with a prior year pass rate higher than the current year's target to maintain or exceed the prior year's pass rate, within five percent, and up to 90 percent; and
 - Subgroups with a starting pass rate higher than the Year 6 pass rate to make continuous progress

Amendments to Principle 2: Targeted and Differentiated Accountability Systems (continued)



AMO Methodology (continued)

- Continuous progress expectations coined “Higher Expectations”
- Status for schools with one or more subgroups not meeting “Higher Expectations”:
 - **Did Not Meet All Federal AMOs – MHE (*did not Meet Higher Expectations*)**

Amendments to Principle 2: Targeted and Differentiated Accountability Systems (continued)



AMO Methodology (continued)

- Impact of “Higher Expectations”:
 - 534 schools of Virginia’s 1,828 schools, or 29 percent, missed meeting AMOs based **only** on these provisions
 - Minimum group size reduction from 50 to 30 students magnified impact of higher expectations due to fluctuations in cohorts of students from year to year
 - Schools with high-performing subgroups not meeting the “Higher Expectations” labeled as not meeting AMOs

Amendments to Principle 2: Targeted and Differentiated Accountability Systems (continued)



AMO Methodology (continued)

- Recommendation to amend methodology to use “Higher Expectations” as a performance incentive:
 - Schools with all subgroups meeting AMOs using one of three traditional calculations, and with one or more subgroup meeting Higher Expectations, receive a status of ***Met All Federal AMOs and Higher Expectations***

Questions or Comments



Questions or comments about Virginia's ESEA flexibility extension request or amended ESEA flexibility application may be submitted to ESEA@doe.virginia.gov.