COMMONWEALTH of VIRGINIA
Board of Education Agenda

Date of Meeting: February 23, 2012 **Time:** 9:00 a.m.
Location: Jefferson Conference Room, 22nd Floor, James Monroe Building
101 North 14th Street, Richmond, Virginia

9:00 a.m. FULL BOARD CONVENES

Moment of Silence

Pledge of Allegiance

Election of the Offices of President and Vice President of the Board of Education, 2012-2014

Approval of Minutes of the January 12, 2012, Meeting of the Board

Resolution/Recognition

- Resolutions of Recognition Presented to Virginia's 2012 Regional Teachers of the Year and State Teacher of the Year

Public Comment

Action/Discussion Items

A. Final Review of Proposed Addition to *Board of Education Approved Courses to Satisfy Graduation Requirements for High School Diplomas in Virginia Public Schools*

B. Final Review of Virginia's Application for U. S. Department of Education Flexibility from Certain Requirements of the *Elementary and Secondary Education Act of 1965* (ESEA)

C. Final Review of Revised *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals*

D. First Review of the Consensus Report from the Board of Education Charter School Committee on the Proposed Buffalo Creek Charter School Application

E. First Review of Recommended Cut Scores for the Grades 3-8 Mathematics Standards of Learning Tests Based on the 2009 Mathematics Standards

Action/Discussion Items (continued)

F. First Review of Timeline for the Review and Approval of the Revised *Fine Arts Standards of Learning*

DISCUSSION OF CURRENT ISSUES - by Board of Education Members and Superintendent of Public Instruction

ADJOURNMENT

PUBLIC NOTICE

The Board of Education members will meet for dinner at 6:30 p.m. at the Crowne Plaza Hotel on Wednesday, February 22, 2012. Items for the Board agenda may be discussed informally at that dinner. No votes will be taken, and it is open to the public. The Board president reserves the right to change the times listed on this agenda depending upon the time constraints during the meeting.

GUIDELINES FOR PUBLIC COMMENT

1. The Board of Education is pleased to receive public comment at each of its regular monthly meetings. In order to allow the Board sufficient time for its other business, the total time allotted to public comment will generally be limited to thirty (30) minutes. Individuals seeking to speak to the Board will be allotted three (3) minutes each.

2. Those wishing to speak to the Board should contact the Department of Education at (804) 225-2924. Normally, speakers will be scheduled in the order that their requests are received until the entire allotted time slot has been used. Where issues involving a variety of views are presented before the Board, the Board reserves the right to allocate the time available so as to ensure that the Board hears from different points of view on any particular issue.

3. Speakers are urged to contact the Department of Education in advance of the meeting. Because of time limitations, those persons who have not previously registered to speak prior to the day of the Board meeting cannot be assured that they will have an opportunity to appear before the Board.

4. In order to make the limited time available most effective, speakers are urged to provide multiple written copies of their comments or other material amplifying their views.

Virginia Board of Education Agenda Item

Agenda Item: A. **Date:** February 23, 2012

Title	Final Review of Proposed Addition to *Board of Education Approved Courses to Satisfy Graduation Requirements for High School Diplomas in Virginia Public Schools*		
Presenter	Dr. Linda Wallinger, Assistant Superintendent for Instruction		
E-mail	Linda.Wallinger@doe.virginia.gov	**Phone**	(804) 225-2034

Purpose of Presentation:
Action required by Board of Education regulation.

Previous Review or Action:
Previous review and action. Specify date and action taken below:
Date: January 12, 2012
Action: First Review

Action Requested:
Final review: Action requested at this meeting.

Alignment with Board of Education Goals: Please indicate (X) all that apply:

X	Goal 1: Expanded Opportunities to Learn
	Goal 2: Accountability of Student Learning
	Goal 3: Nurturing Young Learners
	Goal 4: Strong Literacy and Mathematics Skills
	Goal 5: Highly Qualified and Effective Teachers and Administrators
X	Goal 6: Sound Policies for Student Success
	Goal 7: Safe and Secure Schools
	Other Priority or Initiative. Specify:

Background Information and Statutory Authority:
Goal 1: The addition of the Mathematics Capstone course to the list of *Board of Education Approved Courses to Satisfy Graduation Requirements for High School Diplomas in Virginia Public Schools* would provide an additional course option for students, expanding learning opportunities in mathematics that will better prepare them for postsecondary education and/or careers in the global workplace.

Goal 6: The addition of the Mathematics Capstone would provide expanded opportunities for high school seniors to excel academically by providing a course option containing high-interest, contextualized content designed to give an additional boost for competent and successful entry into college and careers.

On February 19, 2009, the Virginia Board of Education approved revisions to the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (8 VAC 20-131-5 et seq.) (Standards of Accreditation or SOA). Section 8 VAC 20-131-50 of the revised SOA sets forth the requirements for high school diplomas that became effective for students who entered the ninth grade for the first time in 2011-2012. Those requirements specify which level of courses and/or subject area disciplines students must complete to earn either a standard or verified unit of credit in the areas of mathematics, laboratory science, and history and social science, as well as the credit requirements in other content disciplines. The regulations also specify that the Board of Education shall approve courses (other than those specifically named in the standards) to satisfy the requirements in those areas. On May 28, 2009, the Virginia Board of Education last approved revisions to the list of courses approved to satisfy requirements for high school diplomas in Virginia.

In February 2011, at the direction of the Board of Education, the Virginia Department of Education established Virginia's College and Career Ready Mathematics and English Performance Expectations, as part of the College and Career Readiness Initiative. The Virginia Department of Education, the State Council of Higher Education for Virginia, and the Virginia Community College System signed an agreement on the performance expectations in English and mathematics that high school graduates must meet to be successful in freshman-level college courses or career training.

Summary of Important Issues:
In an effort to support school divisions as they better prepare students for college and careers, the Virginia Department of Education developed the Mathematics Capstone course for high school seniors, based on the College and Career Ready Mathematics Performance Expectations. Seventeen high schools in four school divisions are currently offering the yearlong course. Courses on a 4 x 4 schedule started at the beginning of the spring semester for the 2011-2012 school year. A description of the course is included in Attachment A.

The Mathematics Capstone course is designed for high school seniors who:

- have satisfactorily completed the required mathematics courses based on the Standards of Learning including Algebra, Functions, and Data Analysis or Algebra II;
- have earned at least two verified credits in mathematics; and
- are college intending, but may not be fully college ready. The course may also support students who meet the same academic requirements but plan to enter the work force (prepared for further work force training) directly after graduating from high school.

The proposed revision would add the Mathematics Capstone course at or above the level of Algebra II to the list of *Board of Education Approved Courses to Satisfy Graduation Requirements for High School Diplomas in Virginia Public Schools*. The Mathematics Capstone course shall not substitute for Algebra II in the Advanced Studies Diploma graduation requirements.

Impact on Fiscal and Human Resources:
School divisions interested in offering the optional Mathematics Capstone course will need to review and adjust their course offerings if they choose to offer the course.

Timetable for Further Review/Action:
Upon final approval by the Board of Education, the Department of Education will notify school divisions of the addition to the courses satisfying graduation requirements for high school diplomas in Virginia.

Superintendent's Recommendation:
The Superintendent of Public Instruction recommends that the Board of Education approve the addition of the Mathematics Capstone course to the list of *Board of Education Approved Courses to Satisfy Graduation Requirements for High School Diplomas in Virginia Public Schools.*

Virginia's College and Career Ready Initiative
Grade 12 Mathematics Capstone Course Content and Performance Expectations

Course Purpose and Description

Virginia's College and Career Ready Mathematics Performance Expectations grade 12 capstone course contains high-interest contextualized content designed to give certain students an additional boost for competent and successful entry into college and careers. The course will add to students' preparation for college and the workplace by 1) enhancing skills in number and quantity, functions and algebra, geometry, and statistics and probability; and 2) simultaneously reinforcing readiness skills and dispositions in adaptability and flexibility, creativity and innovation, leadership, team work, collaboration, and work ethic.

The course will augment skills in applied mathematical concepts through mathematical investigations targeting outcomes defined in *Virginia's College and Career Ready Mathematics Performance Expectations* (MPE). Students will research, collect, and analyze data; develop and support ideas and conjectures; investigate, evaluate, and incorporate appropriate resources; and determine appropriate problem-solving approaches and decision-making algorithms in a variety of real-world contexts and applied settings.

The mathematics capstone course is designed for high school seniors who:

- have satisfactorily completed the required mathematics courses based on the Standards of Learning including Algebra, Functions, and Data Analysis or Algebra II;
- have earned at least two verified credits in mathematics; and
- are college intending, but may not be fully college ready. The course may also support students who meet the same academic requirements but plan to enter the work force (prepared for further work force training) directly after graduating from high school.

General Content Goals for the Mathematics Capstone Course

The grade 12 mathematics capstone course will meet the following goals:

- Students will apply algebraic, geometric, and statistical concepts and the relationships among them to solve problems, model relations, and make decisions using data and situations within and outside of mathematics.
- Students will recognize, use, and interpret various functions and their representations, including verbal descriptions, tables, equations, and graphs to make predictions and analyze relationships in solving complex, real-world mathematical problems.
- Students will perform and justify steps in mathematical procedures and calculations and graph and solve a range of equation types.
- Students will reason from a variety of representations such as graphs, tables, and charts and will use displays of univariate data to identify and interpret patterns.
- Students will be able to calculate probabilities and analyze distributions of data to make decisions.
- Students will recognize verification and proof as fundamental aspects of mathematical reasoning. They will integrate and apply inductive and deductive reasoning skills to make, test, and evaluate

mathematical statements and will use logical reasoning to analyze an argument and to determine whether conclusions are valid.

Mathematics Capstone Course Program Objectives

The grade 12 mathematics capstone course program will:

- Integrate the College and Career Ready Mathematics Performance Expectations into a skill-enhancing program of intensive mathematical investigation, problem solving, decision making, and presentation through student collaboration;
- Build upon topics both provided by the teacher and generated by students;
- Use and reinforce content and data from a spectrum of real-world data sources (e.g., natural resource, environmental, weather, agricultural, energy-use and production, economic, labor, population and demographic, scientific, media, sports, entertainment, and health data);
- Use presentation and other communication technologies to develop, refine, and share solutions, ideas, and problems;
- Require research using technology, interviews, and traditional print resources;
- Require high-interest, high-level problem solving, decision making, analysis, and critical thinking, and evaluation in content and applied contexts;
- Enhance students' desire to use mathematics as a systematic decision-making tool; and
- Align with the division/school curriculum.

Capstone Course Content and Delivery

The grade 12 mathematics capstone course will:

- Comprise an intensive course designed to augment certain twelfth-grade students' skills in mathematics necessary for college and career readiness;
- Use *Virginia's College and Career Ready Mathematics Performance Expectations* and pertinent Virginia college and career readiness documents to develop a detailed core syllabus for a full-year course;
- Be based on a range of task modules requiring intensive mathematical analysis and problem solving, research, use of technology, individual and group performances and presentations, and other modern college and career skills while applying academic content;
- Utilize real-world mathematics problems, tasks, and decision-making scenarios that will:
    - ✓ meet *Virginia's College and Career Ready Mathematics Performance Expectations*;
    - ✓ be based on high interest topics;
    - ✓ use practical applications from public domain data sites;
    - ✓ draw additional content from a full range of general and applied academic disciplines and professional communities;
    - ✓ demonstrate spiraling of content and increasing skill complexity;
    - ✓ provide opportunities for students' individual and small- and large-group work;
    - ✓ require systematic research;
    - ✓ utilize word processing, presentation software, and graphics applications;
    - ✓ require the creation and analysis of images, graphs, charts, and tables; and
    - ✓ require recognized standards for source documentation in final products.

The grade 12 mathematics capstone course will **NOT**:

- focus on discrete mathematics skills in isolation of meaningful content or purpose; and
- serve as a program to remediate below-proficient skill attainment.

Virginia's College and Career Ready
Mathematics Performance Expectations and the Capstone Course Focus

Virginia's College and Career Ready Mathematics Performance Expectations (MPE) define the content and level of achievement students must reach to be academically prepared for success in entry-level, credit-bearing mathematics courses in college. A subset of the 2009 *Mathematics Standards of Learning*, the MPE were selected through a process that involved faculty from Virginia's two- and four-year colleges and universities and high school mathematics educators. The MPE are organized into four interacting strands that include content in the areas of algebra and functions, statistics, geometry, mathematical analysis, and trigonometry. This particular strand structure is one of several ways the performance expectations can be organized. The structure is not intended to be a curriculum organizer, as each expectation interacts with many others in a range of problem-solving, modeling, and decision-making situations.

Virginia's mathematics capstone course is driven by a high-priority subset of the *Mathematics College and Career Ready Performance Expectations*. The core focus expectations were identified by the MPE validation committee as high-priority expectations for success in college and further career training. It is not intended that the capstone course introduce or explicitly reteach the full set of performance expectations. Students should have a strong level of proficiency with most of the expectations when they complete their grade 11 mathematics coursework. The core-focus expectations for the capstone course are indicated by the capstone symbol ▲ in the attached list, but the course should meet additional mathematics objectives and enhance readiness skills and dispositions as defined by the local curriculum.

Problem Solving, Decision Making, and Integration

Students will apply algebraic, geometric, and statistical concepts and the relationships among them to solve problems, model relations, and make decisions using data and situations within and outside of mathematics. In accomplishing this goal, students will develop and enhance a repertoire of skills and strategies for solving a variety of problem types.

▲ 1) Solve practical problems involving rational numbers (including numbers in scientific notation), percents, ratios, and proportions.

▲ 2) Collect and analyze data, determine the equation of the curve of best fit, make predictions, and solve real-world problems using mathematical models. Mathematical models will include polynomial, exponential, and logarithmic functions.

▲ 3) Use pictorial representations, including computer software, constructions, and coordinate methods, to solve problems involving symmetry and transformation. This will include
   a) investigating and using formulas for finding distance, midpoint, and slope;
   b) applying slope to verify and determine whether lines are parallel or perpendicular;
   c) investigating symmetry and determining whether a figure is symmetric with respect to a line or a point; and

d) determining whether a figure has been translated, reflected, rotated, or dilated, using coordinate methods.

4) Verify characteristics of quadrilaterals and use properties of quadrilaterals to solve real-world problems.
5) Solve real-world problems involving right triangles by using the Pythagorean Theorem and its converse, properties of special right triangles, and right triangle trigonometry.
6) Use formulas for surface area and volume of three-dimensional objects to solve real-world problems.
7) Use similar geometric objects in two- or three-dimensions to
    a) compare ratios between side lengths, perimeters, areas, and volumes;
    b) determine how changes in one or more dimensions of an object affect area and/or volume of the object;
    c) determine how changes in area and/or volume of an object affect one or more dimensions of the object; and
    d) solve real-world problems about similar geometric objects.
8) Compare distributions of two or more univariate data sets, analyzing center and spread (within group and between group variations), clusters and gaps, shapes, outliers, or other unusual features.
9) Design and conduct an experiment/survey. Key concepts include
    a) sample size;
    b) sampling technique;
    c) controlling sources of bias and experimental error;
    d) data collection; and
    e) data analysis and reporting.
10) Investigate and apply the properties of arithmetic and geometric sequences and series to solve real-world problems, including writing the first n terms, finding the nth term, and evaluating summation formulas. Notation will include Σ and a_n.
11) Use angles, arcs, chords, tangents, and secants to
    a) investigate, verify, and apply properties of circles;
    b) solve real-world problems involving properties of circles; and
    c) find arc lengths and areas of sectors in circles.

Understanding and Applying Functions

Students will be able to recognize, use, and interpret various functions and their representations, including verbal descriptions, tables, equations, and graphs to make predictions and analyze relationships in solving complex, real-world mathematical problems.

12) Transfer between and analyze multiple representations of functions, including algebraic formulas, graphs, tables, and words. Select and use appropriate representations for analysis, interpretation, and prediction.
13) Investigate and describe the relationships among solutions of an equation, zeros of a function, x-intercepts of a graph, and factors of a polynomial expression.
14) Recognize the general shape of function (absolute value, square root, cube root, rational, polynomial, exponential, and logarithmic) families and convert between graphic and symbolic forms of functions. Use a transformational approach to graphing. Use graphing calculators as a tool to investigate the shapes and

behaviors of these functions.

15) Use knowledge of transformations to write an equation, given the graph of a function (linear, quadratic, exponential, and logarithmic).
16) Investigate and analyze functions (linear, quadratic, exponential, and logarithmic families) algebraically and graphically. Key concepts include
    a) continuity;
    b) local and absolute maxima and minima;
    c) domain and range, including limited and discontinuous domains and ranges;
    d) zeros;
    e) x- and y-intercepts;
    f) intervals in which a function is increasing or decreasing;
    g) asymptotes;
    h) end behavior;
    i) inverse of a function;
    j) composition of multiple functions;
    k) finding the values of a function for elements in its domain; and
    l) making connections between and among multiple representations of functions including concrete, verbal, numeric, graphic, and algebraic.
17) Determine optimal values in problem situations by identifying constraints and using linear programming techniques.

Procedure and Calculation

Students will be able to perform and justify steps in mathematical procedures and calculations and graph and solve a range of equation types. Students will reason from a variety of representations such as graphs, tables, and charts and will use displays of univariate data to identify and interpret patterns. Students will be able to calculate probabilities and analyze distributions of data to make decisions.

18) Given rational, radical, or polynomial expressions,
    a) add, subtract, multiply, divide, and simplify rational algebraic expressions;
    b) add, subtract, multiply, divide, and simplify radical expressions containing rational numbers and variables, and expressions containing rational exponents;
    c) write radical expressions as expressions containing rational exponents and vice versa; and
    d) factor polynomials completely.
19) Graph linear equations and linear inequalities in two variables, including
    a) determining the slope of a line when given an equation of the line, the graph of the line, or two points on the line; describing slope as rate of change and determine if it is positive, negative, zero, or undefined; and
    b) writing the equation of a line when given the graph of the line, two points on the line, or the slope and a point on the line.
20) Given a point other than the origin on the terminal side of an angle, use the definitions of the six trigonometric functions to find the sine, cosine, tangent, cotangent, secant, and cosecant of the angle in standard position. Relate trigonometric functions defined on the unit circle to trigonometric functions defined in right triangles.

21) Given the coordinates of the center of a circle and a point on the circle, write the equation of the circle.
22) Analyze graphical displays of univariate data, including dotplots, stemplots, and histograms, to identify and describe patterns and departures from patterns, using central tendency, spread, clusters, gaps, and outliers. Use appropriate technology to create graphical displays.
23) Analyze the normal distribution. Key concepts include
    a) characteristics of normally distributed data;
    b) percentiles;
    c) normalizing data, using z-scores; and
    d) area under the standard normal curve and probability.
24) Describe orally and in writing the relationships between the subsets of the real number system.
25) Perform operations on complex numbers, express the results in simplest form using patterns of the powers of *i*, and identify field properties that are valid for the complex numbers.
26) Solve, algebraically and graphically,
    a) absolute value equations and inequalities;
    b) quadratic equations over the set of complex numbers;
    c) equations containing rational algebraic expressions; and
    d) equations containing radical expressions. Use graphing calculators for solving and for confirming the algebraic solutions.
27) Given one of the six trigonometric functions in standard form,
    a) state the domain and the range of the function;
    b) determine the amplitude, period, phase shift, vertical shift, and asymptotes;
    c) sketch the graph of the function by using transformations for at least a two-period interval; and
    d) investigate the effect of changing the parameters in a trigonometric function on the graph of the function.
28) Find, without the aid of a calculator, the values of the trigonometric functions of the special angles and their related angles as found in the unit circle. This includes converting angle measures from radians to degrees and vice versa.
29) Investigate and identify the characteristics of conic section equations in (h, k) and standard forms. Use transformations in the coordinate plane to graph conic sections.
30) Using two-way tables, analyze categorical data to describe patterns and departure from patterns and to find marginal frequency and relative frequencies, including conditional frequencies.
31) Calculate probabilities. Key concepts include
    a) conditional probability;
    b) dependent and independent events;
    c) addition and multiplication rules;
    d) counting techniques (permutations and combinations); and
    e) Law of Large Numbers.

Verification and Proof

Students will recognize verification and proof as fundamental aspects of mathematical reasoning. Students will integrate and apply inductive and deductive reasoning skills to make, test, and evaluate mathematical statements. This applies equally through simple mathematical calculations, in geometric applications, and more abstract statistical and algebraic processes. Students will use logical reasoning to analyze an argument and to determine whether conclusions are valid.

32) Use the relationships between angles formed by two lines cut by a transversal to
    a) determine whether two lines are parallel;
    b) verify the parallelism, using algebraic and coordinate methods as well as deductive proofs; and
    c) solve real-world problems involving angles formed when parallel lines are cut by a transversal.
33) Given information in the form of a figure or statement, prove two triangles are congruent, using algebraic and coordinate methods as well as deductive proofs.
34) Given information in the form of a figure or statement, prove two triangles are similar, using algebraic and coordinate methods as well as deductive proofs.
35) Construct and justify the constructions of
    a) a line segment congruent to a given line segment;
    b) the perpendicular bisector of a line segment;
    c) a perpendicular to a given line from a point not on the line;
    d) a perpendicular to a given line at a given point on the line;
    e) the bisector of a given angle,
    f) an angle congruent to a given angle; and
    g) a line parallel to a given line through a point not on the given line.
36) Verify basic trigonometric identities and make substitutions, using the basic identities.

Virginia Board of Education Agenda Item

Agenda Item: B. **Date:** February 23, 2012

Title	Final Review of Virginia's Application for U.S. Department of Education Flexibility from Certain Requirements of the *Elementary and Secondary Education Act of 1965* (ESEA)		
Presenter	Mrs. Veronica Tate, Director, Office of Program Administration and Accountability		
E-mail	Veronica.Tate@doe.virginia.gov	**Phone**	(804) 225-2870

Purpose of Presentation:
Action required by state or federal law or regulation.

Previous Review or Action:
Previous review and action. Specify date and action taken below:
January 12, 2012 – Accepted for first review.

Action Requested:
Final review: Action requested at this meeting.

Alignment with Board of Education Goals: Please indicate (X) all that apply:

	Goal 1: Expanded Opportunities to Learn
X	Goal 2: Accountability of Student Learning
	Goal 3: Nurturing Young Learners
X	Goal 4: Strong Literacy and Mathematics Skills
X	Goal 5: Highly Qualified and Effective Teachers and Administrators
X	Goal 6: Sound Policies for Student Success
	Goal 7: Safe and Secure Schools
	Other Priority or Initiative. Specify:

Background Information and Statutory Authority:
Goal 2: The Board of Education has established policies to assist chronically low-performing schools in improving as well as to recognize schools and school divisions for the achievement of excellence goals established by the governor and Board of Education through the Virginia Index of Performance (VIP) incentive program.

Goal 4: Virginia's ESEA flexibilty proposal includes student performance in reading, writing, mathematics, science, and history and social science among the proposed Annual Measurable Objectives (AMOs). Strong literacy and mathematics skills are the basis for success in all subject and career areas, both in K-12 education and in postsecondary studies and careers.

Goal 5: In 2011, the Board of Education adopted teacher performance standards and evaluation criteria. Performance standards and evaluation criteria for principals are pending approval at the February 2012 Board meeting.

Goal 6: The Board of Education's policies and practices demonstrate leadership in and compliance with implementing provisions of state and federal laws and regulations. They also encourage innovation in providing opportunities for student success, including the establishment of procedures and criteria for the Board to review charter school applications, college laboratory schools, and virtual schools.

The *Elementary and Secondary Education Act of 1965* (ESEA), as amended by the *No Child Left Behind Act of 2001* (NCLB), was scheduled for reauthorization by Congress in 2007. Although several reauthorization bills have been introduced since 2007, Congress has not successfully moved forward a bipartisan bill for ESEA reauthorization. In the absence of ESEA reauthorization, U.S. Secretary of Education Arne Duncan announced in summer of 2011 that flexibility would be offered to states in the form of waivers from certain existing restrictive and punitive ESEA requirements that misidentify a disproportionate percentage of schools and divisions as underperforming.

In August 2011, Governor Robert F. McDonnell sent a letter to Secretary Duncan in which he pointed out the flaws in the federal accountability requirements and noted that "A model that increasingly misidentifies schools as low performing and confuses the public about the quality of their schools does not advance the cause of reform or accountability." Governor McDonnell's letter is provided in Attachment A.

In September 2011, the U.S. Department of Education (USED) announced that states may request flexibility from certain requirements of ESEA in exchange for rigorous and comprehensive state-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. In a letter to state chief school officers, Secretary Duncan stated that many ESEA requirements have unintentionally become barriers to state and local forward-looking educational reform efforts not anticipated when the original legislation was amended in 2001.

The flexibility offer is intended to support state and local reform efforts in the areas of college- and career-ready standards and assessments, differentiated support and interventions for underperforming schools, and teacher and principal evaluation systems. Moreover, the flexibility offer provides an unprecedented opportunity for states to propose revised federal accountability plans that more closely align with their existing state systems. To receive relief from the regulatory requirements impeding progress in the three reform areas, states must submit applications that agree to certain requirements and guidelines of the ESEA flexibility offer.

Summary of Important Issues:
At its meeting on September 22, 2011, the Board accepted a report on the process to request flexibility from certain NCLB requirements and authorized the Department of Education to begin gathering stakeholder input on a new federal accountability plan. As part of the process of preparing a flexibility application, the Board solicited input from numerous stakeholder groups, as outlined in the schedule of forums provided in Attachment B. The Department of Education worked with the Board of Education and stakeholders to prepare an ESEA flexibility application that: 1) reflects the significant reform that Virginia has advanced in the three reform areas outlined in the flexibility requirement; and 2) more closely aligns the existing state accountability system with ESEA requirements.

At its meeting on January 12, 2012, the Board of Education accepted for first review Virginia's proposed ESEA flexibility application, which highlights the following current reform efforts:

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

- Adoption and implementation of revised content standards that reflect college- and career-ready expectations in reading and mathematics
- Implementation of corresponding assessments in 2011-2012 and 2012-2013, respectively
- Adoption of English language proficiency (ELP) standards and an ELP assessment that support the state's college- and career-ready standards
- Development of projects under the state's College- and Career-Ready Initiative such as capstone courses for college-intending seniors to strengthen their readiness for postsecondary coursework and partnerships with selected state universities to pilot professional development related to college- and career-ready expectations

Principle 2: Differentiated Accountability Systems

- Recognition for schools and divisions demonstrating achievement on a variety of performance indicators
- Implementation of a comprehensive support system focused on building division-level capacity to support schools in need of support and interventions
- Partnership with recognized educational organizations and institutions, consultants, and lead turnaround partners to develop and provide extensive professional development to struggling divisions and schools and expertise in implementing effective school reform strategies

Principle 3: Teacher and Principal Evaluation and Support Systems

- Adoption of revised guidelines for performance standards and evaluation criteria for teachers and principals* that are intended to inform instruction and personnel decisions, and include differentiated performance levels and student performance and growth as a significant factor

  ** Adoption of performance standards and evaluation criteria for principals is contingent upon Board of Education action in February 2012*

In addition to highlighting Virginia's current reform efforts, the state's ESEA flexibility application revises the state's accountability system under *Principle 2: Differentiated Accountability Systems* by:

- Building on Virginia's existing state accountability system by featuring the Standards of Accreditation (SOA) as the foundation of academic achievement expectations for all schools
- Maintaining accountability by issuing annual school accreditation ratings and progress toward additional indicators, reported at the school, division, and state levels, that indicate whether proficiency gaps exist for Virginia's traditionally lower performing subgroups of students
- Identifying the most pressing subgroup needs by focusing on three proficiency gap groups with the greatest gap in academic achievement:
  - Gap group 1: students with disabilities, English language learners, and economically disadvantaged students
  - Gap group 2: African-American students, not of Hispanic origin, not already included in gap group 1
  - Gap group 3: Hispanic students, of one or more races, not already included in gap group 1
- Incorporating growth and college- and career-ready indicators

The proposed revised accountability system: 1) blends the SOA and federal requirements into one integrated state and federal system; 2) eliminates the additional punitive labels required under the ESEA, as amended by NCLB; and 3) reduces the number of annual measurable objectives (AMOs) for schools and divisions, allowing an increased focus on a core set of indicators and targeting of resources where they are needed the most.

Virginia's proposed ESEA flexibility application is included in Attachment C. The application reflects revisions recommended by the Board of Education Committee on School and Division Accountability at its January 11, 2012, meeting, to clarify the following: 1) accreditation ratings on report cards will be supplemented with performance results for additional indicators to show the progress of proficiency gap groups in closing the achievement gap; 2) traditional subgroup performance data will continue to be displayed on the report card and used in local decision-making about appropriate supports and interventions for underperforming groups; 3) performance results will be reported publicly via school, division, and state report cards, press releases, and other related media.

The application also reflects feedback received during a pre-peer review session sponsored by the Council of Chief State School Officers (CCSSO) during which peer experts from other state educational agencies, research groups, and educational consulting firms provided suggestions to strengthen Virginia's application. Pre-peer reviewers made recommendations similar to those of the Board Committee on School and Division Accountability, and advised the state to more prominently highlight the Virginia's achievements in each of the three ESEA flexibility principles.

Finally, it is important to note that USED has provided a revised application template to use, which includes additional waiver options and assurances. All modifications to Virginia's proposed request are indicated by underlining and strikethroughs. Some underlining also indicates hyperlinks to additional information on Virginia's initiatives.

Pending a spring 2012 USED approval of Virginia's ESEA flexibility application, new accountability determinations would be implemented for the 2012-2013 school year based on 2011-2012 assessment results.

Impact on Fiscal and Human Resources:
The provisions of the ESEA flexibility offer require the Virginia Department of Education to implement considerable revisions to federal accountability requirements. These requirements will have a significant impact on the resources of the agency and school divisions.

Timetable for Further Review/Action:
Upon approval by the Board, Virginia's ESEA flexibility application will be submitted to the U.S. Department of Education for review by the February 28, 2012, deadline, as extended by USED.

Superintendent's Recommendation:
The Superintendent of Public Instruction recommends that the Board of Education approve Virginia's proposed ESEA flexibility application and authorize the Superintendent of Public Instruction, in consultation with the President of the Board, to make technical amendments and negotiate substantive revisions to the application.

Attachment A

COMMONWEALTH of VIRGINIA

Office of the Governor

Robert F. McDonnell
Governor

August 24, 2011

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Mr. Secretary:

The just-announced federal Adequate Yearly Progress (AYP) ratings for Virginia schools and school districts illustrate the expanding disconnect between No Child Left Behind (NCLB) and the reality of what is really happening in the states. When an accountability model — regardless of its former utility and the good intentions of its designers — identifies better than six out of every ten Virginia schools as failing, it is time to go review the metrics.

A model that increasingly misidentifies schools as low performing and confuses the public about the quality of their schools does not advance the cause of reform and accountability. NCLB should be dramatically reformed with a new law that restores the proper balance between state and federal authority in public education — while still requiring very high standards and accountability for closing achievement gaps as conditions for receiving federal funds. The goals are good, but the measurements, bureaucracy, and reporting need overhaul.

A reauthorized Elementary and Secondary Education Act (ESEA) should focus on results — including continuous improvement in the performance of student subgroups — rather than prescribing the minutiae of a state testing and school ratings system. States — especially states like Virginia with mature and validated accountability programs — should have the flexibility to implement models that make sense given where their students are on the road to college and career readiness.

Given the progress Virginia's schools have made under the commonwealth's Standards of Learning (SOL) program (which predates NCLB), an accountability model based on individual student growth — with a high floor for minimum acceptable schoolwide and subgroup proficiency — makes more sense than the current system of rapidly escalating benchmarks.

Patrick Henry Building • 1111 East Broad Street • Richmond, Virginia 23219
(804) 786-2211 • TTY (800) 828-1120
www.governor.virginia.gov

Benchmarks that jump 5-6 points every year based on a rigid formula are not capable of capturing the progress of students in schools with already-high pass rates. In these schools, the ground left to be won is occupied by the most challenging students. An accountability model that focuses on student growth would recognize subtle, but significant, gains in these schools and not leave communities wondering how a school in which achievement actually increased could be judged as failing.

Virginia's robust longitudinal student data system is capable of supporting such a growth model and accurately identifying low-performing schools and schools in which subgroups are not making acceptable progress toward grade-level proficiency. A growth-focused accountability system also could include excellence measures to prevent complacency and promote continuous improvement in high-performing schools.

I was encouraged to hear from Superintendent of Public Instruction Patricia I. Wright of your pledge not to insist on word-for-word adoption of the Common Core State Standards as a condition for receiving a waiver under the short-term flexibility you announced on August 8, 2011.

I fully supported the decision of the Commonwealth's Board of Education to maintain the SOL program as the foundation of instruction and accountability in our classrooms. Board members redoubled their commitment to putting the interests of students and teachers first and resisting any pressure to abandon Virginia's proven standards and adopt the federally created Common Core.

Make no mistake that Virginia has and will continue to look for ways to improve upon our SOL program to meet or exceed the Common Core, as we have personally discussed. Virginia's newly revised reading and mathematics standards are now fully aligned with the Common Core and are of equal, and in some areas, greater rigor. With instruction and assessments in 2011-2012 based on the new mathematics SOL, Virginia will actually be implementing and testing Common Core content, while so-called adoption states continue to await the development of resources and tests.

Because of the State Board's thoughtful exercise of its authority under our constitution to establish and revise learning objectives for our public schools, Virginia students will experience the benefits of rigorous college and career ready standards — without the disruption to instruction and accountability that might have followed word-for-word adoption of the Common Core.

In addition, the Virginia Department of Education, the State Council of Higher Education for Virginia and the Virginia Community College System have approved a joint agreement on performance expectations in English and mathematics that high school graduates must meet to be successful in freshman-level college courses or career training. These college-and-career-ready expectations — which were developed at the direction of the Board of Education and in collaboration with high school educators, college and university faculty and the business community — build upon the solid foundation of the Standards of Learning.

Virginia has a bipartisan tradition of education reform. Our SOL program has been sustained and strengthened by Governors and legislative majorities of both parties. In the coming months, I will work with Superintendent Wright, the Board of Education, and the legislature to institute additional reforms to ensure Virginia students receive the world-class education they need and deserve to be internationally competitive.

It is in this spirit that I offer you my pledge to support common-sense reform of federal education law that will strengthen accountability while freeing states to innovate and focus resources where they are most needed.

With warm, personal regards I remain

Very truly yours,

Robert F. McDonnell

RFM/piw/kcc

cc: The Honorable Laura W. Fornash
The Honorable William J. Howell
The Honorable Martin L. Kent
The Honorable Ward L. Armstrong
The Honorable Thomas K. Norment, Jr
The Honorable Richard L. Saslaw
Dr. Patricia I. Wright, Superintendent of Public Instruction
State Board of Education
Virginia Congressional Delegation

Attachment B

Virginia Department of Education
ESEA Flexibility
Schedule of Stakeholder Input

Date*	Forum	Stakeholders Providing Input
Wednesday, 10/26/11 Starting at 2 p.m.	Board Committee on School and Division Accountability	Representatives from the following organizations: • Virginia Association of School Superintendents (VASS) • Virginia Parent Teacher Association (VPTA) • Virginia School Boards Association (VSBA)
Thursday, 10/27/11 Starting at 9 a.m.	Board of Education Meeting	Public comment will be received by persons that indicate their interest in speaking using the procedure outlined at: http://www.doe.virginia.gov/boe/meetings/info_attending.shtml.
Monday, 10/31/11 10 a.m. to noon	Accountability Round Table	Selected division personnel required to implement accountability provisions
Tuesday, 11/8/11 1 p.m. to 3 p.m.	*No Child Left Behind Act of 2001* (NCLB) Committee of Practitioners Meeting	Selected educators representing various segments of Virginia's education community
Wednesday, 11/16/11 Starting at 2 p.m.	Board Committee on School and Division Accountability	Representatives from the following organizations: • Virginia Association of Elementary School Principals (VAESP) • Virginia Association of Secondary School Principals (VASSP) • Virginia ESL Supervisors' Association (VESA) • Virginia Council of Administrators for Special Education (VCASE) • Virginia Education Association (VEA) One selected educator is also invited to provide input.
Thursday, 11/17/11 Starting at 9 a.m.	Board of Education Meeting	Public comment will be received by persons that indicate their interest in speaking using the procedure outlined at: http://www.doe.virginia.gov/boe/meetings/info_attending.shtml.
No later than Friday, 11/18/11	Written Comment	Selected special interest groups
Monday, 11/21/11 10 a.m. to noon	Teacher and Principal Round Table	Principals and teachers nominated by VEA, VAESP, and VASSP
Monday, 11/21/11 1 p.m. to 3 p.m.	Superintendents Round Table	Superintendents and one division personnel versed in NCLB accountability requirements, nominated by regional representatives of the Superintendent's Leadership Advisory Council (SLAC)
Wednesday, 1/11/12	Board Committee on School and Division Accountability	Public comment will be received by persons that indicate their interest in speaking using the procedure outlined at: http://www.doe.virginia.gov/boe/meetings/info_attending.shtml.
Thursday, 1/12/12	Board of Education Meeting	Public comment will be received by persons that indicate their interest in speaking using the procedure outlined at: http://www.doe.virginia.gov/boe/meetings/info_attending.shtml.
12/19/11	*No Child Left Behind Act of 2001* (NCLB) Committee of Practitioners Meeting	Selected educators representing various segments of Virginia's education community, as outlined in the ESEA
1/11/12	Board Committee on School and Division Accountability	Public Comment
1/12/12	Board of Education Meeting	Public Comment

*Other meetings may be scheduled based on need.

Attachment C

ESEA FLEXIBILITY
REQUEST
VIRGINIA DEPARTMENT OF EDUCATION

Revised September 28, 2011
This document replaces the previous version, issued September 23, 2011.

U.S. Department of Education
Washington, DC 20202

OMB Number: 1810-0708
Expiration Date: March 31, 2012

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0708. The time required to complete this information collection is estimated to average 336 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537.

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INTRODUCTION

The U.S. Department of Education (Department) is offering each State educational agency (SEA) the opportunity to request flexibility on behalf of itself, its local educational agencies (LEAs), and its schools, in order to better focus on improving student learning and increasing the quality of instruction. This voluntary opportunity will provide educators and State and local leaders with flexibility regarding specific requirements of the No Child Left Behind Act of 2001 (NCLB) in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. This flexibility is intended to build on and support the significant State and local reform efforts already underway in critical areas such as transitioning to college- and career-ready standards and assessments; developing systems of differentiated recognition, accountability, and support; and evaluating and supporting teacher and principal effectiveness.

The Department invites interested SEAs to request this flexibility pursuant to the authority in section 9401 of the Elementary and Secondary Education Act of 1965 (ESEA), which allows the Secretary to waive, with certain exceptions, any statutory or regulatory requirement of the ESEA for an SEA that receives funds under a program authorized by the ESEA and requests a waiver. Under this flexibility, the Department would grant waivers through the 2013–2014 school year, after which time an SEA may request an extension of this flexibility.

REVIEW AND EVALUATION OF REQUESTS

The Department will use a review process that will include both external peer reviewers and staff reviewers to evaluate SEA requests for this flexibility. This review process will help ensure that each request for this flexibility approved by the Department is consistent with the principles described in the document titled *ESEA Flexibility*, which are designed to support State efforts to improve student academic achievement and increase the quality of instruction, and is both educationally and technically sound. Reviewers will evaluate whether and how each request for this flexibility will support a comprehensive and coherent set of improvements in the areas of standards and assessments, accountability, and teacher and principal effectiveness that will lead to improved student outcomes. Each SEA will have an opportunity, if necessary, to clarify its plans for peer and staff reviewers and to answer any questions reviewers may have. The peer reviewers will then provide comments to the Department. Taking those comments into consideration, the Secretary will make a decision regarding each SEA's request for this flexibility. If an SEA's request for this flexibility is not granted, reviewers and the Department will provide feedback to the SEA about the components of the SEA's request that need additional development in order for the request to be approved.

GENERAL INSTRUCTIONS

An SEA seeking approval to implement this flexibility must submit a high-quality request that addresses all aspects of the principles and waivers and, in each place where a plan is required, includes a high-quality plan. Consistent with ESEA section 9401(d)(1), the Secretary intends to grant waivers that are included in this flexibility through the end of the 2013–2014 school year. An SEA will be permitted to request an extension of the initial period of this flexibility prior to the start of the 2014–2015 school year unless this flexibility is superseded by reauthorization of the ESEA. The Department is asking SEAs to submit requests that include plans through the 2014–2015 school year in order to provide a complete picture of the SEA's reform efforts. The Department will not accept a request that meets only some of the principles of this flexibility.

High-Quality Request: A high-quality request for this flexibility is one that is comprehensive and coherent in its approach, and that clearly indicates how this flexibility will help an SEA and its LEAs improve student achievement and the quality of instruction for students.

A high-quality request will (1) if an SEA has already met a principle, provide a description of how it has done so, including evidence as required; and (2) if an SEA has not yet met a principle, describe how it will meet the principle on the required timelines, including any progress to date. For example, an SEA that has not adopted minimum guidelines for local teacher and principal evaluation and support systems consistent with principle 3 by the time it submits its request for the flexibility will need to provide a plan demonstrating that it will do so by the end of the 2011–2012 school year. In each such case, an SEA's plan must include, at a minimum, the following elements for each principle that the SEA has not yet met:

1. Key milestones and activities: Significant milestones to be achieved in order to meet a given principle, and essential activities to be accomplished in order to reach the key milestones. The SEA should also include any essential activities that have already been completed or key milestones that have already been reached so that reviewers can understand the context for and fully evaluate the SEA's plan to meet a given principle.

2. Detailed timeline: A specific schedule setting forth the dates on which key activities will begin and be completed and milestones will be achieved so that the SEA can meet the principle by the required date.

3. Party or parties responsible: Identification of the SEA staff (*e.g.*, position, title, or office) and, as appropriate, others who will be responsible for ensuring that each key activity is accomplished.

4. Evidence: Where required, documentation to support the plan and demonstrate the SEA's progress in implementing the plan. This *ESEA Flexibility Request* indicates the specific evidence that the SEA must either include in its request or provide at a future reporting date.

5. Resources: Resources necessary to complete the key activities, including staff time and additional funding.

6. Significant obstacles: Any major obstacles that may hinder completion of key milestones and activities (*e.g.,* State laws that need to be changed) and a plan to overcome them.

Included on page 19 of this document is an example of a format for a table that an SEA may use to submit a plan that is required for any principle of this flexibility that the SEA has not already met. An SEA that elects to use this format may also supplement the table with text that provides an overview of the plan.

An SEA should keep in mind the required timelines for meeting each principle and develop credible plans that allow for completion of the activities necessary to meet each principle. Although the plan for each principle will reflect that particular principle, as discussed above, an SEA should look across all plans to make sure that it puts forward a comprehensive and coherent request for this flexibility.

Preparing the Request: To prepare a high-quality request, it is extremely important that an SEA refer to all of the provided resources, including the document titled *ESEA Flexibility*, which includes the principles, definitions, and timelines; the document titled *ESEA Flexibility Review Guidance*, which includes the criteria that will be used by the peer reviewers to determine if the request meets the principles of this flexibility; and the document titled *ESEA Flexibility Frequently Asked Questions,* which provides additional guidance for SEAs in preparing their requests.

As used in this request form, the following terms have the definitions set forth in the document titled *ESEA Flexibility*: (1) college- and career-ready standards, (2) focus school, (3) high-quality assessment, (4) priority school, (5) reward school, (6) standards that are common to a significant number of States, (7) State network of institutions of higher education, (8) student growth, and (9) turnaround principles.

Each request must include:

- A table of contents and a list of attachments, using the forms on pages 1 and 2.
- The cover sheet (p. 3), waivers requested (p. 4-5), and assurances (p. 5-6).
- A description of how the SEA has met the consultation requirements (p. 8).
- An overview of the SEA's request for the ESEA flexibility (p. 8). This overview is a synopsis of the SEA's vision of a comprehensive and coherent system to improve student achievement and the quality of instruction and will orient the peer reviewers to the SEA's request. The overview should be about 500 words.
- Evidence and plans to meet the principles (p. 9-18). An SEA will enter narrative text in the text boxes provided, complete the required tables, and provide other required evidence. An SEA may supplement the narrative text in a text box with attachments, which will be included in an appendix. Any supplemental attachments that are included in an appendix must be referenced in the related narrative text.

Requests should not include personally identifiable information.

Process for Submitting the Request: An SEA must submit a request to the Department to receive the flexibility. This request form and other pertinent documents are available on the Department's Web site at: http://www.ed.gov/esea/flexibility.

> *Electronic Submission*: The Department strongly prefers to receive an SEA's request for the flexibility electronically. The SEA should submit it to the following address: ESEAflexibility@ed.gov.

Paper Submission: In the alternative, an SEA may submit the original and two copies of its request for the flexibility to the following address:

Patricia McKee, Acting Director
Student Achievement and School Accountability Programs
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W320
Washington, DC 20202-6132

Due to potential delays in processing mail sent through the U.S. Postal Service, SEAs are encouraged to use alternate carriers for paper submissions.

REQUEST SUBMISSION DEADLINE

SEAs will be provided multiple opportunities to submit requests for the flexibility. The submission dates are November 14, 2011, a date to be announced in mid-February 2012, and an additional opportunity following the conclusion of the 2011–2012 school year.

TECHNICAL ASSISTANCE MEETING FOR SEAS

To assist SEAs in preparing a request and to respond to questions, the Department will host a series of Technical Assistance Meetings via webinars in September and October 2011.

FOR FURTHER INFORMATION

If you have any questions, please contact the Department by e-mail at ESEAflexibility@ed.gov.

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Insert page numbers prior to submitting the request, and place the table of contents in front of the SEA's flexibility request.

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For each attachment included in the *ESEA Flexibility Request*, label the attachment with the corresponding number from the list of attachments below and indicate the page number where the attachment is located. If an attachment is not applicable to the SEA's request, indicate "N/A" instead of a page number. Reference relevant attachments in the narrative portions of the request.

LABEL	LIST OF ATTACHMENTS	PAGE
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3	Notice and information provided to the public regarding the request	157
4	Evidence that the State has formally adopted college- and career-ready content standards consistent with the State's standards adoption process	158
5	Memorandum of understanding or letter from a State network of institutions of higher education (IHEs) certifying that meeting the State's standards corresponds to being college- and career-ready without the need for remedial coursework at the postsecondary level (if applicable)	168
6	State's Race to the Top Assessment Memorandum of Understanding (MOU) (if applicable)	NA
7	Evidence that the SEA has submitted high-quality assessments and academic achievement standards to the Department for peer review, or a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review (if applicable)	171
8	A copy of the average statewide proficiency based on assessments administered in the 2010–2011 school year in reading/language arts and mathematics for the "all students" group and all subgroups (if applicable).	172
9	Table 2: Reward, Priority, and Focus Schools	173
10	A copy of any guidelines that the SEA has already developed and adopted for local teacher and principal evaluation and support systems (if applicable).	174
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COVER SHEET FOR ESEA FLEXIBILITY REQUEST

Legal Name of Requester: Dr. Patricia I. Wright, Superintendent of Public Instruction	Requester's Mailing Address: Virginia Department of Education P.O. Box 2120 Richmond, VA 23218-2120
State Contact for the ESEA Flexibility Request Name: Mrs. Veronica Tate Position and Office: Director, Office of Program Administration and Accountability Contact's Mailing Address: Virginia Department of Education P.O. Box 2120 Richmond, VA 23218-2120 Telephone: (804) 225-2870 Fax: (804) 371-7347 Email address: veronica.tate@doe.virginia.gov	
Chief State School Officer (Printed Name): Dr. Patricia I. Wright	Telephone: (804) 225-2023
Signature of the Chief State School Officer: X_____	Date:
The State, through its authorized representative, agrees to meet all principles of the ESEA Flexibility.	

WAIVERS

By submitting this flexibility request, the SEA requests flexibility through waivers of the ten ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements by checking each of the boxes below. The provisions below represent the general areas of flexibility requested; a chart appended to the document titled *ESEA Flexibility Frequently Asked Questions* enumerates each specific provision of which the SEA requests a waiver, which the SEA incorporates into its request by reference.

☒ 1. The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State's proficient level of academic achievement on the State's assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. The SEA requests this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.

☒ 2. The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. The SEA requests this waiver so that an LEA and its Title I schools need not comply with these requirements.

☒ 3. The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. The SEA requests this waiver so that it need not comply with these requirements with respect to its LEAs.

☒ 4. The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.

☒ 5. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a schoolwide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools that meet the definitions of "priority schools" and "focus schools," respectively, set forth in the document titled *ESEA Flexibility*, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.

☒ 6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its LEAs in order to serve any of the State's priority and focus schools that meet the definitions of "priority schools" and "focus schools," respectively, set forth in the document titled *ESEA Flexibility*.

☒ 7. The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. The SEA requests this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State's reward schools that meet the definition of "reward schools" set forth in the document titled *ESEA Flexibility*.

☒ 8. The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. The SEA requests this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.

☒ 9. The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The SEA requests this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.

☒ 10. The requirements in ESEA section 1003(g)(4) and the definition of a Tier I school in Section I.A.3 of the School Improvement Grants (SIG) final requirements. The SEA requests this waiver so that it may award SIG funds to an LEA to implement one of the four SIG models in any of the State's priority schools that meet the definition of "priority schools" set forth in the document titled *ESEA Flexibility*.

Optional Flexibilities:

If an SEA chooses to request waivers of any of the following requirements, it should check the corresponding box(es) below:

☒ 11. The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.

☒ 12. The requirements in ESEA sections 1116(a)(1)(A)-(B) and 1116(c)(1)(A) that require LEAs and SEAs to make determinations of adequate yearly progress (AYP) for schools and LEAs, respectively. The SEA requests this waiver because continuing to determine whether an LEA and its schools make AYP is inconsistent with the SEA's State-developed differentiated

recognition, accountability, and support system included in its ESEA flexibility request. The SEA and its LEAs must report on their report cards performance against the AMOs for all subgroups identified in ESEA section 1111(b)(2)(C)(v), and use performance against the AMOs to support continuous improvement in Title I schools that are not reward schools, priority schools, or focus schools.

☐ 13. The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. The SEA requests this waiver in order to permit its LEAs to serve a Title I-eligible high school with a graduation rate below 60 percent that the SEA has identified as a priority school even if that school does not rank sufficiently high to be served.

ASSURANCES

By submitting this application, the SEA assures that:

☒ 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of the flexibility, as described throughout the remainder of this request.

☒ 2. It will adopt English language proficiency (ELP) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the new college- and career-ready standards, no later than the 2013–2014 school year. (Principle 1)

☒ 3. It will develop and administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State's college- and career-ready standards. (Principle 1)

☒ 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii). (Principle 1)

☒ 5. It will report annually to the public on college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State. (Principle 1)

☒ 6. If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and uses achievement on those assessments to identify priority and focus schools, it has technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; include all students, including by providing appropriate accommodations for English Learners and students with disabilities, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the SEA's differentiated recognition, accountability, and support system. (Principle 2)

☒ 7. It will report to the public its lists of reward schools, priority schools, and focus schools at the time the SEA is approved to implement the flexibility, and annually thereafter, it will publicly recognize its reward schools as well as make public its lists of priority and focus schools if it chooses to update those lists. (Principle 2)

☒ 8. Prior to submitting this request, it provided 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, or it will do so no later the deadline required under the State Fiscal Stabilization Fund. (Principle 3)

☒ 9. It will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools. (Principle 4)

☒ 10. It has consulted with its Committee of Practitioners regarding the information set forth in its request.

☒ 11. Prior to submitting this request, it provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (Attachment 1) as well as copies of any comments it received from LEAs (Attachment 2).

☒ 12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the State customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice (Attachment 3).

☒ 13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout this request.

☒ 14. It will report annually on its State report card, and will ensure that its LEAs annually report on their local report cards, for the "all students" group and for each subgroup described in ESEA section 1111(b)(2)(C)(v)(II): information on student achievement at each proficiency level; data comparing actual achievement levels to the State's annual measurable objectives; the percentage of students not tested; performance on the other academic indicator for elementary and middle schools; and graduation rates for high schools. It will also annually report, and will ensure that its LEAs annually report, all other information and data required by ESEA section 1111(h)(1)(C) and 1111(h)(2)(B), respectively.

If the SEA selects Option A in section 3.A of its request, indicating that it has not yet developed and adopted all guidelines for teacher and principal evaluation and support systems, it must also assure that:

☐ 15. It will submit to the Department for peer review and approval a copy of the guidelines that it will adopt by the end of the 2011–2012 school year. (Principle 3)

CONSULTATION

An SEA must meaningfully engage and solicit input from diverse stakeholders and communities in the development of its request. To demonstrate that an SEA has done so, the SEA must provide an assurance that it has consulted with the State's Committee of Practitioners regarding the information set forth in the request and provide the following:

- A description of how the SEA meaningfully engaged and solicited input on its request from teachers and their representatives.

The Virginia Department of Education (VDOE) invited diverse stakeholders to provide input through a variety of forums as shown in the table below. The bolded sections below denote the opportunities for teachers and their representatives to provide input:

Date	Forum	Stakeholders Providing Input
10/26/11	Board Committee on School and Division Accountability	Representatives from the following organizations: • Virginia Association of School Superintendents (VASS) • Virginia Parent Teacher Association (VPTA) • Virginia School Boards Association (VSBA)
10/27/11	Board of Education Meeting	Public Comment
10/31/11	Accountability Round Table	Selected division personnel required to implement accountability provisions
11/8/11	***No Child Left Behind Act of 2001* (NCLB) Committee of Practitioners Meeting**	**Selected educators representing various segments of Virginia's education community, as outlined in the ESEA**
11/16/11	**Board Committee on School and Division Accountability**	1. Representatives from the following organizations: • Virginia Association of Elementary School Principals (VAESP) • Virginia Association of Secondary School Principals (VASSP) • Virginia ESL Supervisors' Association (VESA) • Virginia Council of Administrators for Special Education (VCASE) • **Virginia Education Association (VEA)** **2. Selected teachers**
11/17/11	Board of Education Meeting	Public comment
11/18/11	Written Comment	Selected special interest groups
11/21/11	Teacher and Principal Round Table	Principals and **teachers** nominated by **VEA**, VAESP, and VASSP
11/21/11	Superintendents Round Table	Superintendents, and one division personnel versed in NCLB accountability requirements, nominated by regional representatives of the Superintendent's Leadership Advisory Council (SLAC)
12/19/11	***No Child Left Behind Act of 2001* (NCLB) Committee of Practitioners Meeting**	**Selected educators representing various segments of Virginia's education community, as outlined in the ESEA**
1/11/12	Board Committee on School and Division Accountability	Public Comment
1/12/12	Board of Education Meeting	Public Comment

All input provided by stakeholders was considered in the creation of the ESEA Flexibility proposal. Attachment 2 contains comments provided at each of the meetings.

- A description of how the SEA meaningfully engaged and solicited input on its request from other diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.

The VDOE invited input from parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English language learners, and business organizations through the schedule of stakeholder input described in #1 above. The stakeholder meetings in bold below denote the opportunities for these diverse communities to provide input:

Date	Forum	Stakeholders Providing Input
10/26/11	**Board Committee on School and Division Accountability**	Representatives from the following organizations: • Virginia Association of School Superintendents (VASS) • **Virginia Parent Teacher Association (VPTA)** • Virginia School Boards Association (VSBA)
10/27/11	**Board of Education Meeting**	**Public Comment**
10/31/11	Accountability Round Table	Selected division personnel required to implement accountability provisions
11/8/11	***No Child Left Behind Act of 2001* (NCLB) Committee of Practitioners Meeting**	**Selected educators representing various segments of Virginia's education community, as outlined in the ESEA**
11/16/11	**Board Committee on School and Division Accountability**	1. Representatives from the following organizations: • Virginia Association of Elementary School Principals (VAESP) • Virginia Association of Secondary School Principals (VASSP) • Virginia ESL Supervisors' Association (VESA) • **Virginia Council of Administrators for Special Education (VCASE)** • Virginia Education Association (VEA) 2. Selected teachers
11/17/11	**Board of Education Meeting**	**Public Comment**
11/18/11	**Written Comment***	**Selected special interest groups**
11/21/11	Teacher and Principal Round Table	Principals and teachers nominated by VEA, VAESP, and VASSP
11/21/11	Superintendents Round Table	Superintendents, and one division personnel versed in NCLB accountability requirements, nominated by regional representatives of the Superintendent's Leadership Advisory Council (SLAC)
12/19/11	***No Child Left Behind Act of 2001* (NCLB) Committee of Practitioners Meeting**	**Selected educators representing various segments of Virginia's education community, as outlined in the ESEA**

1/11/12	**Board Committee on School and Division Accountability**	**Public Comment**
1/12/12	**Board of Education Meeting**	**Public Comment**

*The VDOE invited written comment from the following organizations:

- Chamber of Commerce
- JustChildren Program
- Virginia Association for Career and Technical Education
- Virginia Association for Early Childhood Education
- Virginia Association of Federal Education Program Administrators
- Virginia Association for Supervision and Curriculum Development
- Virginia Board on Teacher Education and Licensure
- Virginia Council of Administrators for Special Education
- Virginia Educational Technology Advisory Council
- Virginia Latino Advisory Board
- Virginia National Association for the Advancement of Colored People (NAACP)
- Virginia Partnership for Out-of-School Time

All input provided by stakeholders was considered in the creation of the ESEA flexibility proposal. The following recommendations from stakeholders have been incorporated into Virginia's proposal:

School and Division Accountability

General

- Design annual measurable objectives that are easy to understand and achievable for most schools.
- Use the state's Standards of Accreditation targets as the basis for revised federal annual measurable objectives.
- Reset annual measurable objectives at such time that sufficient growth data are available to use as a factor in determinations.
- Use the state's Standards of Accreditation accountability ratings as the basis of the classification system for both Title I and non-Title I schools.

Subgroups

- Maintain visibility and attention on subgroup performance.
- Limit subgroup accountability to reading and mathematics only.
- Combine subgroups where duplication of students is common so that schools with smaller populations of low-performing subgroups can be so identified and receive appropriate support.
- Incorporate Title III Annual Measurable Achievement Objectives (AMAOs) into a single accountability system for divisions.
- Maintain steady Title III AMAOs rather than maintaining targets that rise annually.

- Allow scores on English language proficiency (ELP) assessments to be used as a growth measure for Limited English proficient (LEP) students who have not yet attained proficiency in English.
- Maintain high but reasonable expectations for students with disabilities.

Attachment 2 contains the ESEA flexibility recommendations shared by stakeholders.

EVALUATION

The Department encourages an SEA that receives approval to implement the flexibility to collaborate with the Department to evaluate at least one program, practice, or strategy the SEA or its LEAs implement under principle 1, 2, or 3. Upon receipt of approval of the flexibility, an interested SEA will need to nominate for evaluation a program, practice, or strategy the SEA or its LEAs will implement under principles 1, 2, or 3. The Department will work with the SEA to determine the feasibility and design of the evaluation and, if it is determined to be feasible and appropriate, will fund and conduct the evaluation in partnership with the SEA, ensuring that the implementation of the chosen program, practice, or strategy is consistent with the evaluation design.

☒ Check here if you are interested in collaborating with the Department in this evaluation, if your request for the flexibility is approved.

OVERVIEW OF SEA'S REQUEST FOR THE ESEA FLEXIBILITY

Provide an overview (about 500 words) of the SEA's request for the flexibility that:

1. explains the SEA's comprehensive approach to implement the waivers and principles and describes the SEA's strategy to ensure this approach is coherent within and across the principles; and

2. describes how the implementation of the waivers and principles will enhance the SEA's and its LEAs' ability to increase the quality of instruction for students and improve student achievement.

Virginia is ranked fourth in the nation in overall educational quality and performance in *Education Week*'s annual *Quality Counts* report. Although the state is nationally acclaimed for its effective educational policies and practices, additional reforms to the state accountability system would further enhance academic achievement and educational opportunities for all students and subgroups. The ESEA flexibility offer provides Virginia the opportunity to align its state and federal accountability requirements to create a cohesive accountability system that holds schools and divisions accountable for high achievement for all students and college- and career-ready graduates, while preventing the misidentification of schools as underperforming. Virginia's ESEA flexibility proposal is premised on the state's:

1. Recently revised college- and career-ready standards for all students and subgroups;
2. Newly-developed next-generation assessments corresponding to the revised standards;
3. Standards of Accreditation system to inform supports and interventions for both non-Title I and Title I schools;

4. Enhanced subgroup reporting to provide more meaningful performance data for traditionally underperforming groups of students, including growth and college- and career-ready indicators; and
5. Recently revised performance standards and evaluation criteria for teachers and principals.

Background

Virginia's divisions and schools have operated under a bifurcated accountability system for the past decade – one part built on Virginia's strong and validated *Standards of Learning* and assessment system, and the other part designed to meet the statutory and regulatory requirements of the *No Child Left Behind Act of 2001* (NCLB). The two different sets of performance expectations, status determinations, and accountability requirements created an incongruous and confusing system for divisions, schools, and stakeholders. For example, although a school may have achieved full state accreditation status under the Standards of Accreditation system, it may have been in school improvement under the NCLB accountability requirements.

Of Virginia's 1,839 schools, 1,768 or 96 percent, received a "fully accredited" rating under the state's Standards of Accreditation system in 2011-2012 based on results from the 2010-2011 assessments. In contrast, only 38 percent, or 697 of Virginia's 1,839 schools, made Adequate Yearly Progress (AYP) based on results from the 2010-2011 assessments, compared to 61 percent of schools that made AYP in the previous year. The AYP targets in 2010-2011 were five points higher (86 percent) in reading and six points higher in mathematics (85 percent) than the targets for assessments taken by students during 2009-2010. As a consequence, 342 schools that made AYP in the previous year, and would have made AYP had the targets not increased, were identified as not meeting AYP. Because AYP targets are scheduled to increase an additional five points in both reading and mathematics for the 2012 assessment cycle, an even greater disproportionate percentage of schools will be misidentified as underperforming during the 2012-2013 year if the current federal accountability requirements remain in place. Additionally, under NCLB, schools must meet each of 29 targets in order to make AYP. If a school misses one target by even one point, it does not make AYP unless it meets safe harbor.

The flexibility to establish annual performance expectations and classifications that are appropriate for Virginia's schools will allow for proper identification of those schools that need either comprehensive or targeted interventions. Rather than confusing the public with two often conflicting accountability ratings, Virginia's revised accountability plan would eliminate AYP and instead supplement state accreditation ratings with a prominent "dashboard" on each school's report card that would clearly and graphically show progress of subgroups – or the lack thereof – toward closing proficiency gaps.

~~The ESEA flexibility offer provides Virginia the opportunity to align its state and federal requirements, thereby providing a cohesive accountability system that holds all schools and divisions accountable for high student achievement while preventing the misidentification of schools as underperforming. Virginia's ESEA flexibility proposal is premised on the state's strong Standards of Accreditation system serving as the core of both state and federal~~

~~accountability~~.

Virginia's Innovative Educational Reform Efforts

It is important to note that Virginia has already advanced significant reform in each of the three reform areas outlined in the flexibility requirements. ~~The flexibility to establish annual performance expectations and classifications that are appropriate for Virginia's schools will allow for proper identification of those schools that need either comprehensive or targeted interventions.~~ Below is a summary of the ways Virginia~~'s~~ ~~progress toward meeting~~ excels in the three principles of the ESEA flexibility agreement.

Principle #1: College- and Career-Ready Standards and Assessments
In 2007, with the support of the Governor's Office, the Virginia Department of Education launched a College- and Career-Readiness Initiative. A hallmark of this initiative has been the raising of standards and expansion of learning opportunities to ensure Virginia students become competitive in the global market. Some of the significant accomplishments under this initiative include the adoption of revised content standards that reflect national and international college- and career-ready expectations in mathematics and reading and are fully aligned with the Common Core State Standards. ~~and implementation of new~~ New and more rigorous technology-enhanced next-generation assessments in mathematics, English/writing, and science are being implemented in 2011-2012 and 2012-2013, respectively.

Principle #2: Differentiated Accountability Systems
The Virginia Department of Education has developed a nationally-recognized comprehensive support system that focuses on building division-level capacity to support schools in need of interventions. The system includes a variety of support methods and tools, including:
1) school and division-level academic review processes; 2) coaches in schools and school divisions requiring assistance; 3) an electronic platform for school improvement planning; and 4) extensive professional development through face-to-face and electronic venues. The existing rewards and recognition system includes the Board of Education's Virginia Index of Performance (VIP) incentive program for all schools and divisions. Title I high-achieving schools and divisions also are recognized under NCLB provisions.

Principle #3: Teacher and Principal Evaluation and Support Systems
Virginia has adopted revised uniform performance standards and evaluation criteria for teachers and principals and guidelines for implementing a comprehensive evaluation system. Student academic progress is a significant component of the evaluation standards for teachers and principals. The new standards and evaluation model are already being implemented in 25 schools participating in Governor McDonnell's performance-pay pilot initiative. The state is providing school personnel with training and resource materials to assist in the implementation of the performance evaluation standards, criteria, and processes.

In addition, Governor Robert F. McDonnell recently announced his "Opportunity to Learn" K-12 legislative agenda, which includes initiatives and funding to increase college and workforce readiness, expand educational options for Virginia students, and strengthen the teacher workforce. The "Opportunity to Learn" agenda also provides structured support for initiatives

in career and technical education, STEM activities, and expanded community and business involvement in local educational efforts. The Governor's agenda is currently under consideration in the 2012 Virginia General Assembly, and is proposed to be funded through an additional $438 million in K-12 funding over the next biennium. Additional details about the Governor's K-12 agenda are included in the introduction to Question 1.A.

Virginia's innovative efforts in the three ESEA flexibility principles, coupled with the Governor's bold reform agenda, position the state to implement a more effective accountability system for schools and divisions. ~~As part of the process of preparing the ESEA flexibility application, the Virginia Board of Education solicited input from various stakeholder groups as described in the *Consultation* section of this application.~~ Pending a spring 2012 approval of Virginia's ESEA flexibility application, new accountability determinations would be implemented for the 2012-2013 school year based on 2011-2012 assessment results.

PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS FOR ALL STUDENTS

1A ADOPT COLLEGE-AND CAREER-READY STANDARDS

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A	Option B
☐ The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards. i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4)	☒ The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards. i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4) ii. Attach a copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level. (Attachment 5)

1.B TRANSITION TO COLLEGE-AND CAREER-READY STANDARDS

Provide the SEA's plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review Guidance*, or to explain why one or more of those activities is not necessary to its plan.

Virginia is proud of the steps that have been taken to strengthen its Standards of Learning; the Virginia Assessment Program; school accreditation policies including accountability measures for high schools to be accountable for the graduation of their students; and other initiatives intended to assist schools and teachers in preparing students to meet expectations for postsecondary studies and careers. Attachment 4 provides a comprehensive overview of the educational reform that has occurred in the Commonwealth since 1994-1995.

Additionally, Governor Robert F. McDonnell has proposed a bold legislative agenda currently under consideration in the 2012 Virginia General Assembly. Specific to college and career readiness, his "Opportunity to Learn" agenda includes proposed actions that would:

- Consolidate the high school diplomas available in the Commonwealth from seven to three with more rigorous and meaningful requirements, and raise the rigor of a Standard Diploma to require a career and technical education credential.
- Require the establishment of written agreements between school divisions and their local community colleges specifying the pathway for students to complete an associate's degree or a one-year Uniform Certificate of General Studies from a Virginia Community College concurrent with a high school diploma.
- Repeal the requirement that school divisions must begin their school term after Labor Day unless they have a waiver from the Board of Education to increase the amount of instructional time students receive in a given year.
- Establish new regulations for accrediting virtual schools that enroll students full-time as well as alternative licensure for virtual school teachers.
- Allow for a partnership with local school boards and institutions of higher education in which both have shared accountability and funding for students. Both public and private institutions of higher education would be allowed to establish a college partnership laboratory school in partnership with one or more local school boards.
- Provide $1.8 million in funding in FY13 and FY14 for 10th graders to take the PSAT and partner with College Board to conduct statewide workshops on using the results to increase AP participation, SAT scores, and career readiness.
- Provide $80,000 in FY13 to provide planning and first year start-up funding in for Governor's Health Sciences academies, which are partnerships among high schools, community colleges, and the business sector.
- Revise Virginia's *Standards of Quality* to ensure local school divisions use funds appropriated for prevention, intervention, and remediation to create reading intervention services to students in grades 3 and 4 who demonstrate reading deficiencies prior to promoting the student from grade 3 to 4 or grade 4 to 5. A $4.1 million FY13 budget amendment has also been proposed for additional funding to Virginia Early Intervention Reading Initiative to assist with the reading interventions.

Specific to the question posed for Principle 1.B of this waiver application, the narrative in this section describes how Virginia has:

- Developed college- and career-ready Standards of Learning, with full implementation and assessment in mathematics in 2011-2012 and in English in 2012-2013;
- Provided all students with access to college- and career-ready standards and the

opportunity to achieve to those standards;

- Conducted significant outreach to apprise stakeholders of its college- and career-ready Standards of Learning;
- Provided and will continue to provide substantial instructional materials and professional development to help teachers teach and administrators provide instructional leadership for all students in the content and skills contained in the Standards of Learning; and
- Continued to expand access to college-level courses for high school students.

It also describes how external measures of student achievement document the positive impact of Virginia's rigorous college- and career-ready Standards of Learning on student learning and success in college-level courses in high school as well as their postsecondary studies and career preparation.

Virginia has developed college- and career-ready Standards of Learning, with full implementation and assessment in mathematics in 2011-2012 and in English in 2012-2013.

Standards of Learning for All Content Areas

In 2010, Virginia completed a full cycle to review and revise its *Standards of Learning* (SOL) as required by Section § 22.1-253.13:1-2 of *The Code of Virginia*. The latest review cycle began in 2005 when the Virginia Board of Education adopted revised *Computer Technology SOL*; followed by revised *Fine Arts SOL in 2006*; revised *Foreign Language SOL* in 2007; revised *History and Social Science*, *Health*, *Physical Education*, and *Driver Education SOL* in 2008; revised *Mathematics* and *Economics and Personal Finance SOL* in 2009; and revised *English* and *Science Standards of Learning* in 2010. All but the *English* and *Science SOL* have been fully implemented. The 2010 *English* and *Science SOL* are currently being phased in, with full implementation and assessment in 2012-2013.

United States Secretary of Education Arne Duncan has acknowledged in conversations with Virginia Governor Robert F. McDonnell and State Superintendent of Public Instruction Patricia I. Wright, as well as in public meetings that a strong case has been made that Virginia's *Standards of Learning* represent content and skills required of students to be prepared for college-level courses. Additionally, in *The State of Science Standards 2012*, the Thomas B. Fordham Institute recently recognized Virginia's Science Standards of Learning as being among the best in the nation by awarding them an A-. Only five states received a grade of A- or above, with 75 percent of states receiving a C or below. The report noted that the "the high school [life science] materials could likely be used for an Advanced Placement course but are certainly appropriate for the regular course offering, given the excellent background established in middle school." Virginia is confident that all its content standards will stand up to such scrutiny.

Virginia's 2009 Mathematics Standards of Learning (Full Implementation and Assessment in 2011-2012)

In an effort to ensure rigorous standards that prepare students for college and work, Virginia's *Standards of Learning* review process calls for significant input from a wide variety of

stakeholders, including higher education and the business community. The review timeline approved by the Virginia Board of Education provides evidence of the broad stakeholder input that is required. Additionally, to inform the *Mathematics SOL* revision work (most of which occurred during 2008 in advance of actual adoption of the *Mathematics SOL* in February 2009), Virginia considered a number of recommendations and reports, including those from Achieve and The College Board, as well as studies from ACT, the National Assessment of Educational Progress (NAEP) Frameworks, the *Curriculum Focal Points* from the National Council of Teachers of Mathematics (NCTM), *Principles and Standards for School Mathematics* from NCTM, the Singapore Curricula, the *Guidelines for Assessment and Instruction in Statistics Education (GAISE) Report* from the American Statistical Association, and the *Report of the President's National Mathematics Advisory Panel.*

In 2007, Virginia joined Achieve's American Diploma Project (ADP) network to support its work related to revision of the *Mathematics* and *English SOL* in 2009 and 2010 respectively. Additionally, The College Board and ACT assisted Virginia by conducting alignment studies of Virginia's *Mathematics* and *English SOL* with its *Standards for College Success.*

In November 2008, Achieve completed its final Quality Review of the alignment of the first draft of Virginia's proposed *Mathematics SOL* to the ADP Benchmarks, determining that: "The Virginia proposed revised *Mathematics Standards of Learning (SOL*) present student learning expectations that are intellectually demanding and generally well aligned with the ADP benchmarks." In the results of its alignment study, The College Board noted: "Overall, it is The College Board's perspective that the proposed *Mathematics Standards of Learning* are aligned well to the *College Board Standards for College Success* and students who complete a course of study aligned to the revised *Mathematics Standards of Learning* will be college and career ready."

The Virginia Board of Education adopted the revised *Mathematics SOL* in February 2009. (See the Board of Education's final review of the *Mathematics SOL*. Attachment B of the hyperlinked Board item contains the documentation from Achieve and The College Board.) When the final *Common Core State Standards (CCSS) for Mathematics* were available to states in June 2010, Virginia conducted a comparison of the 2009 *Mathematics SOL* to the *CCSS for Mathematics*. The comparison was made using Virginia's complete standards program for supporting teaching and learning – including the *Mathematics Curriculum Framework*. Reviewers of the two documents determined that some content from the *CCSS for Mathematics* was not evident in either the 2009 *Mathematics SOL* or the accompanying *Mathematics Curriculum Framework*. As a result, in January 2011, the Board of Education adopted a *Supplement to the Mathematics Curriculum Framework* to ensure that expectations for teaching and learning in Virginia schools are comparable to, or in some instances exceed, those of the voluntary CCSS. Taken together, the *Mathematics SOL* and *Curriculum Framework* form the basis for mathematics curriculum development in the Commonwealth and are used to determine the content to be tested in Virginia's mathematics assessment program. More information about Curriculum Frameworks is provided later as it relates to resources developed to support the *SOL.*

Virginia's 2010 English Standards of Learning (Full Implementation and Assessment in 2012-2013)

The 2010 revision of Virginia's *English Standards of Learning* (SOL) followed a similar path to that described for the *Mathematics SOL*. The timeline approved by the Board of Education for the review of the *English SOL* again provides evidence of the broad stakeholder input that is required, including feedback from the higher education and business communities. To inform the review of the *English SOL,* Virginia considered recommendations and reports from Achieve, The College Board, ACT, as well as the National Association of Teachers of English (NCTE), the International Reading Association (IRA) Standards, the American Association of School Librarians (AASL) Standards for the 21st Century Learner, and the NCTE 21st Century Skills Map. By the time the *English SOL* review was conducted, the *CCSS for English/Language Arts* were already available to states. Thus, any additional content, concepts, or skills from the CCSS were able to be incorporated into Virginia's revised *English SOL,* such that they are comparable to or exceed the CCSS, and no curriculum supplement was required. A comparison of Virginia's new *English SOL* to the *CCSS for English/Language Arts* was completed to ensure the two sets of standards were convergent.

The Virginia Board of Education adopted the revised *English SOL* in January 2010. (See the Board of Education's final review of the *English Standards of Learning*. Attachment A of the hyperlinked Board item contains the results of alignment studies conducted by Achieve and The College Board.) Achieve determined that "The proposed revised Virginia *English Standards of Learning Curriculum Framework* presents student learning expectations that are intellectually demanding and well aligned with the ADP Benchmarks. If Virginia students master the state standards, they will likely be prepared for both college and career success." The College Board noted: "General alignment between the Virginia English Standards and the College Board English Standards is strong. In the sub-disciplines of reading, writing, and research, almost every language arts performance expectation included within the College Board Standards has been addressed at some level from grades 6 through 12."

Virginia's College and Career Ready Performance Expectations in English and Mathematics

Similar to the College and Career Readiness (CCR) anchor standards that provided additional specificity to the skills and understandings of the *CCSS for English/Language Arts*, Virginia developed *College- and Career-Ready Mathematics* and *English Performance Expectations* that define the level of achievement students must reach to be academically prepared for success in entry-level credit-bearing college courses. The *Performance Expectations* were developed through a process that involved faculty from Virginia's two- and four-year colleges and universities, members of the business community, and high school educators. (See additional information in Attachment 4 about the process used to reach consensus among faculty from institutions of higher education on the content, skills, and rigor defined in Virginia's *English* and *Mathematics Performance Expectations.*) They are based on the Virginia *Standards of Learning* (as aligned to the CCSS), with consideration given also to Virginia's Competencies for Career and Technical Education courses, the Virginia Community College System's learning goals and student outcomes (page 2), and other

standards identified as important or critical for success. These *Performance Expectations* form the basis for Virginia's College and Career Readiness Initiative (CCRI).

In February 2011, the Virginia Department of Education, the State Council of Higher Education, and the Virginia Community College System approved an agreement to endorse the specific English and mathematics achievement and performance levels outlined in the Performance Expectations high school graduates must meet to be successful in freshman-level college courses or career training.

Virginia's College and Career Ready Initiative

The Virginia CCRI is comprised of five components:

1. Define college- and career-ready performance expectations aligned to national and international college and career ready standards;
2. Develop elective "capstone courses" to support students who need additional instruction to meet college- and career-ready performance expectations before leaving high school;
3. Provide technical assistance and professional development to Virginia's educators to support implementation of the revised *English* and *Mathematics SOL* and the *College- and Career-Ready Performance Expectations*;
4. Align state assessments to measure student mastery of the more rigorous mathematics and English standards adopted in 2009 and 2010, and for certain high school end-of-course tests, include college and career readiness indicators that show whether students have met the achievement levels needed to be successful in introductory mathematics and English courses in college; and
5. Identify incentives for schools to increase the percentage of students who graduate high school having demonstrated the academic skills needed to be successful in postsecondary education programs.

Based on the *College- and Career-Ready Performance Expectations,* the Department of Education developed the course content for "capstone" courses in English and mathematics for students who are on track to graduate, but may not be fully prepared for college-level work. The English capstone course is intended for 12th-grade students who have passed English 11 and the end-of-course *SOL* reading and writing tests but may not be prepared for the amount of reading, research, and writing required during the first year of college. The mathematics capstone course is intended for high school seniors who have passed Algebra I; Geometry; and Algebra, Functions, and Data Analysis or Algebra II along with the associated *SOL* tests required to earn a Standard or Advanced Diploma, but who still need additional coursework to be college ready or enter the work force directly after graduating. Both capstone courses are being piloted in several school divisions in 2011-2012. Both courses are available to all students, including English language learners, students with disabilities, and low-achieving students, and will assist them in gaining access to and learning content aligned with Virginia's standards.

As part of the work to implement the revised *English* and *Mathematics SOL* and the *College- and Career-Ready Performance Expectations*, the Department of Education and its higher

education partners are providing professional development that enables teachers to have a better understanding of the knowledge and skills required for more students to meet or exceed the *Performance Expectations*. Since summer 2011, four public universities have been working with teachers of the capstone courses to align and improve their instruction so it is focused on the *Performance Expectations* and the *SOL* that directly support college and career readiness. The College of William & Mary and James Madison University conducted a Capstone Academy during the summer of 2011 to familiarize English teachers with the *English Performance Expectations* and have continued to provide support to teachers as they pilot the courses in 2011-2012. The University of Virginia and Radford University worked with mathematics teachers to develop course syllabi, instructional modules, and problem-based units to support the mathematics capstone course in school divisions that are piloting the course in 2011-2012 or plan to pilot it in 2012-2013. Once completed, all of these materials will reside in the public domain and be available to all Virginia teachers (and others).

Virginia's Index of Performance Incentive Program

The Virginia Index of Performance (VIP) Incentive Program also recognizes schools and school divisions that meet or exceed minimum state and federal accountability standards for at least two consecutive years. The program provides incentives for continuous improvement and the achievement of excellence goals established by the Board of Education. Included are goals related to preparing students for college and career success, such as increasing the percentage of:

- Students passing reading and writing assessments;
- Students enrolled in Algebra I by Grade 8;
- Students enrolled in Advanced Placement, International Baccalaureate, or dual enrollment courses;
- Students earning industry credentials or participating in advanced coursework in the STEM areas;
- Students who graduate with a standard or advanced studies diploma;
- Students enrolled in Governor's STEM Academies or Academic Year Governor's Schools;
- Graduates who having taken calculus, chemistry, or physics; and
- Graduates who earned advanced proficient scores on each of the end-of-course assessments in reading, writing, and Algebra II.

Assessments Aligned with College and Career Ready Standards

Information about Virginia's state assessment program and the alignment of state assessments to Virginia's *Standards of Learning* is available in the response to Question 1.C.

All students in Virginia have access to college- and career-ready standards and the opportunity to achieve to those standards.

All students are expected to achieve the same college- and career-ready *Standards of Learning*, sometimes with accommodations as permitted by policy. Those in tested grade levels and courses are expected to participate in Virginia's assessment program. Virginia's

assessment system includes students with disabilities and limited English proficient (LEP) students. Students with disabilities and LEP students may take *Standards of Learning* tests with or without accommodations or they may be assessed through alternate or alternative assessments as prescribed by their Individualized Education Program (IEP) or school-level LEP team. The tests that comprise the Virginia assessment program are offered in English only; administration of the tests in other languages is not permitted. Additional information about Virginia's assessment program is available in the response to Question 1.C.

Students with Disabilities

Students with disabilities in Virginia are expected to achieve the same standards as their non-disabled peers, through the Virginia *Standards of Learning*. A small number of students with significant cognitive disabilities participate in alternate assessments based on alternate achievement standards as provided for in NCLB. The assessments are based on Aligned Standards of Learning.

The Virginia Board of Education's Regulations Governing Special Education Programs for Children with Disabilities in Virginia require transition planning as part of the IEP for students with disabilities beginning at age 14. The Virginia Department of Education also assists students with disabilities in developing self-advocacy skills through the "I'm Determined" initiative. Through this program, students with disabilities are provided knowledge and skills to not only participate in, but also to lead their IEP meetings.

For students with disabilities who have the most intensive support needs, there are two model initiatives supported by the Virginia Department of Education: Project SEARCH and the Post-High School Community College Program. Project SEARCH, a business-led model, is a collaborative between school divisions and local businesses that provide employability skills training and workplace internships that occur entirely in the workplace. The Post-High School Community College Program is a supported education model that provides individualized supports to students with significant disabilities seeking postsecondary education to enhance their skills for employment, in an age-appropriate setting. The Department of Education provides support and technical assistance to increase the number of partnerships between school divisions and institutions of higher education.

English Language Learners

English Language Learners (ELLs) in Virginia are expected to achieve the same college- and career-ready content *Standards of Learning* as their English-proficient peers. In addition to achieving content standards, ELLs must also achieve proficiency in the English language.

On September 26, 2007, the Virginia Board of Education adopted the ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners) as the statewide English language proficiency (ELP) assessment for Virginia. The ACCESS for ELLs was developed by the World-Class Instructional Design Assessment (WIDA) consortium through a United States Department of Education (USED) Enhanced Assessment grant. On March 19, 2008, the Board adopted the WIDA English

Language Proficiency (ELP) standards as the ELP standards for the Commonwealth. The WIDA ELP standards emphasize the need for academic language to support the four core content areas and thus reinforce the linguistic demands required for LEP students to be successful in Virginia's *Standards of Learning* program.

The five WIDA ELP standards are as follows:

- Standard 1: English language learners communicate in English for **Social and Instructional** purposes within the school setting.
- Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.
- Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.
- Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science.**
- Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

The WIDA ELP standards support the English language development of ELLs to provide the foundation for them to achieve academically in all content areas. The five WIDA ELP standards are represented in the following grade clusters: Pre-K-K; 1-2; 3-5; 6-8; and 9-12. Additionally, each standard encompasses six levels of English language proficiency as well as the four language domains. The levels of English language proficiency are: entering, beginning, developing, expanding, bridging, and reaching. The four language domains are: listening, speaking, reading, and writing. Finally, the standards contain both formative and summative model performance indicators.

In 2009, Virginia prepared both a PreK – 5 and a Grades 6 – 12 crosswalk showing the alignment between the WIDA ELP standards and the Virginia *Standards of Learning* in English, mathematics, science, and history and social science. Staff will soon begin the process of updating the crosswalks to align with recent revisions to these *Standards of Learning*.

Additional information about professional development for teachers of ELLs is provided later in this section.

Economically Disadvantaged Students

Virginia is keenly aware that statewide data indicate that students who are economically disadvantaged may need additional academic support to succeed. Because the economically disadvantaged subgroup overlaps with all of the other subgroups, it is clear that addressing the needs of economically disadvantaged students helps to address the needs of students in other subgroups as well. Data indicate that, in particular, a high percentage of black, Hispanic, and LEP students are also economically disadvantaged, thus placing them at risk of not succeeding in school.

Percent of Students* Who Are Economically Disadvantaged, By Subgroup

All Students	Asian	Black	Hispanic	White	LEP	Students with Disabilities
37%	23%	61%	59%	23%	62%	48%

*Some student may be counted in more than one subgroup.

Assistance to All At-Risk Students

Virginia leverages both state and federal funds to address the needs of all students, with particular emphasis on supporting at-risk students. This support is provided to all students, including students with disabilities, ELLs, and economically disadvantaged students.

Among the state-funded initiatives are:

- **Project Graduation**, which provides remedial instruction and assessment opportunities for students at risk of not meeting the Commonwealth's diploma requirements. Project Graduation includes remedial academies during the school year and summer.
- **Algebra Readiness Initiative**, which provides assistance in preparing students for success in algebra. School divisions are eligible for incentive payments to provide mathematics intervention services to students in grades 6-9 who are at-risk of failing the Algebra I end-of-course test as demonstrated by their individual performance on diagnostic tests that have been approved by the Virginia Department of Education.
- **Virginia Preschool Initiative**, which distributes state funds to schools and community-based organizations to provide quality preschool programs for at-risk four-year-olds not served by Head Start.
- **Early Intervention Reading Initiative**, which provides early reading intervention services to students in kindergarten through the third grade who demonstrate reading deficiencies reflected in each student's performance on the Phonological and Literacy Screening (PALS) assessment. In the 2012 legislative session, Governor McDonnell proposed an additional $8.2 million over two years to the Early Intervention Reading Initiative to provide reading interventions for all students in grades K – 3 who demonstrate a need for the services. A proposed revision to Virginia's *Standards of Quality* would require that students in grades 3 and 4 who demonstrate reading deficiencies receive remediation prior to being promoted from grade 3 to 4 or grade 4 to 5.
- Additionally, **Virginia's Early Warning System** relies on readily available data – housed at the school – to predict which students are at risk for dropping out of high school; target resources at the school- and division-level to support students not on track to graduate while they are still in school and before they drop out; and examine patterns and identify school climate issues that may contribute to disproportionate dropout rates.

Virginia has conducted significant outreach to apprise stakeholders of its college- and career-ready Standards of Learning.

Virginia's *Standards of Learning* and Assessment Program have been part of Virginia's accountability system since 1995. Since 1998, all schools have been held accountable for student achievement on the *Standards of Learning* (SOL*)* and parents have received their child's SOL results. Students must take *SOL* assessments in English and mathematics in grades 3 – 8 and at the end of certain high school courses, as well as assessments in science (grades 3, 5, 8 and end-of-course), and history and social science (grades 3 – 8 and end-of-course). Students must pass a certain number of *SOL* tests to earn verified credits for graduation, and in order to be accredited by the state, schools must achieve a certain pass rate on the tests. Thus, the existence of Virginia's *SOL* is well-known.

The process to revise the *SOL* is very inclusive and well-publicized. Additionally, the increased rigor of the recently revised *SOL* has been well documented during state board meetings, in the press, at meetings with school personnel, during presentations to the public, and in interactions with higher education faculty and administrators. Members of the Virginia Board of Education met with local school board members at the annual conference of the Virginia School Boards Association in November 2011, and the agenda also contained several presentations related to Virginia's *SOL*. At its meeting on January 12, 2012, the Board of Education approved cut scores on Virginia's new *Mathematics SOL* tests for Algebra I, Geometry, and Algebra II. The discussion surrounding this item has sent a clear message to the public that Virginia's standards are more rigorous, as are the tests associated with them.

Virginia has also used its College and Career Readiness Initiative to engage and inform higher education faculty about the increased rigor and expectations for K-12 students. Attachment 4 provides a detailed description of the process used to involve higher education faculty in the development of Virginia's *College- and Career-Ready Performance Expectations.* Additionally, Virginia Department of Education staff members serve on the Virginia Community College System's Developmental Education Initiative, so each agency is involved in the work of the other on a regular basis. At the quarterly fall meeting of the Virginia Community College System's Academic and Student Affairs Council, comprised of the academic deans and student affairs directors of all 23 of Virginia's community colleges, Virginia Department of Education staff conducted a College and Career Readiness Forum, and the topic has been presented to Virginia's State Committee on Transfer (among institutions of higher education).

Virginia also leverages state and federal funding to engage the participation of higher education faculty in providing professional development to K-12 teachers that is based on Virginia's *SOL*, thus increasing their awareness of changes to the *SOL*. Examples include ESEA Title II, Part A, grants provided to universities to develop an English Capstone Academy to support Virginia's College and Career Readiness Initiative, the Mathematics and Science Partnership Grants (ESEA, Title II, Part B), and working with the State Council of Higher Education in defining the priorities for its ESEA Title II Improving Teacher Quality grants to reflect needs for professional development that are aligned with Virginia's new standards.

Additionally, knowledge of the *SOL* is a key element of Virginia's *Licensure Regulations for School Personnel*, which form the basis of Virginia's approved teacher and administrator preparation programs.

Virginia has provided and will continue to provide substantial instructional materials and professional development to help teachers teach and administrators provide instructional leadership for all students in the content and skills contained in the Standards of Learning.

Instructional Materials and Resources

The revision of *Standards of Learning* (SOL) in specific content areas triggers a review of all accompanying instructional materials and supports for those standards. As such, the Department of Education has revised the *Mathematics* and *English SOL Curriculum Frameworks* to reflect the 2009 *Mathematics SOL* and the 2010 *English SOL*. The Curriculum Frameworks serve as companion documents to the *SOL* and delineate in greater specificity the content that all teachers should teach and all students should learn. These documents define the content knowledge, skills, and understandings that are measured by the *SOL* assessments. The Curriculum Frameworks provide additional guidance to school divisions and their teachers as they develop an instructional program appropriate for their students. They assist teachers in their lesson planning by identifying essential understandings, defining essential content knowledge, and describing the intellectual skills students need to use.

In addition to providing content area Curriculum Frameworks, the Department of Education works with practitioners to develop sample lesson plans that reflect the content included in the *SOL* and the Curriculum Frameworks. The *SOL* Enhanced Scope and Sequence is a searchable database of lesson plans that incorporate Universal Design for Learning (UDL). These lesson plans were designed to include multiple means of representation, activity, and engagement for students. Teachers of special education and LEP students were included among the practitioners to ensure the lesson plans included suggestions and differentiated instructional strategies to meet the needs of all students. The *Mathematics SOL Enhanced Scope and Sequence Sample Lesson Plans* provide teachers with sample lesson plans that are aligned with the essential understandings and essential knowledge and skills found in the Curriculum Frameworks for the 2009 *Mathematics SOL*. The *English SOL Enhanced Scope and Sequence Sample Lesson Plans* reflect the 2010 *English SOL* and will be released by the summer 2012. Examples of the sample lesson plans aligned with the 2002 *English SOL* are available at: http://www.doe.virginia.gov/testing/sol/standards_docs/english/index.shtml. The Enhanced Scope and Sequence Sample Lesson Plans include resources and specific methods for differentiating the lessons for students with disabilities and English language learners.

Virginia also provided the Mathematics Standards of Learning Crosswalk Between the 2009 Standards and 2001 and the English Standards of Learning Crosswalk Between the 2010 and 2002 Standards documents to help school divisions realign their curricula with the newly adopted standards.

Finally, the Department of Education's Instruction Web page provides abundant resources to support teaching and learning in all content areas. Using the navigation bars on the right,

students, teachers, administrators, and the public have access to resources targeting elementary, middle, and high school students, as well as providing links to other state and national sites to support instruction in English, mathematics, science, history and social science, fine arts, foreign language, health education, physical education, driver education, economics and personal finance, English as a second language, gifted education, Governor's Schools Programs, special education, career and technical education, family life education, character education, leadership, early childhood, adult education, alternative education, charter schools, laboratory schools, homebound services, and virtual learning.

Professional Development

Virginia has provided targeted professional development in a "train-the-trainer" format through Mathematics SOL Institutes in 2009, 2010, and 2011 across the Commonwealth that involved over 1,650 administrators and teachers of mathematics, special education, and limited English proficient students. The 2011 Mathematics SOL Institutes continue to support implementation of the 2009 *Mathematics SOL*, framed by the five goals for students becoming mathematical problem solvers, communicating mathematically, reasoning mathematically, making mathematical connections, and using mathematical representations to model and interpret practical situations.

English SOL Institutes are planned for implementation across Virginia beginning in the spring 2012. The content of the new *English SOL*, *English SOL Curriculum Framework*, and *English SOL Scope and Sequence Sample Lesson Plans* will be presented to administrators and teachers of English, special education, and LEP students. Department of Education staff members have also delivered presentations and inservices on the 2010 *English SOL*, *English SOL Curriculum Framework*, and online writing instruction and assessment to numerous Virginia principals, curriculum specialists, professional education associations and organizations, reading councils, school improvement schools, and several divisions across the state. As full implementation and assessment of the 2010 *English SOL* approaches, the Department of Education will target other associations, organizations, and divisions for delivery of informational presentations and inservices.

Additionally, Virginia has used its Mathematics and Science Partnership (MSP) funds under NCLB to create regional Professional Development Centers for Mathematics to provide sustained, intensive and classroom-focused professional development aligned with the 2009 Mathematics Standards of Learning (SOL). The regional centers across the state each focus on a specific grade band: three centers with a K-3 focus; four with a 4-6 focus; three with a 7-8 focus; and two with a high school focus.

The Department of Education also provides specific support to school- and division-level administrators to help them provide strong instructional leadership to their instructional personnel. Often the Department provides this support at events where school- and division-level administrators are already assembled. Examples include:

- From Vision to Practice Seventh Annual Institute: From Cradle to Career - Pathways to Success, which focused on Virginia's College and Career Readiness Initiative and identified best practices and interventions for prekindergarten through high school that

contribute to increased graduation rates and postsecondary and career opportunities. The recommended attendees for the Institute were: 1) administrators; 2) principals; 3) teachers; 4) school counselors; 5) pupil service personnel, or others who provide support to students in preparing for postsecondary and career success.

- The VDOE Colloquium, at the annual Virginia Middle and High School Principals Conference & Exposition, which addresses recent state mandates and the school leadership expectations of principals. The Colloquium focuses on resources and implementation strategies that have been successfully used in schools to improve instruction in the core curriculum areas – mathematics, science, English, and history and social science.
- Department of Education support of and participation in the Virginia Association of Elementary School Principals Annual Conference, featuring topics such as parental involvement, the future of special education testing, and best practices in mathematics and literacy instruction and other Department of Education updates on a variety of relevant educational issues.
- The annual Technical Assistance Academy for Coordinators of Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A; and Title III, Part A.

Forty-seven school divisions in Virginia will also benefit from professional development delivered through a $28.5 million U.S. Department of Education Investing in Innovation (i3) grant received by George Mason University, its six partner universities, and the Virginia Department of Education in 2010. The Virginia Initiative for Science Teaching and Achievement (VISTA) is building an infrastructure to provide sustained and intensive science teacher professional development to increase student performance, especially in high-need (high-poverty, high minority) schools.

Additionally, Old Dominion University has received an i3 grant to provide professional development to teachers in five school districts nationwide, including three school divisions in Virginia, which will enable students in high need middle schools to access rigorous and engaging coursework in STEM.

Virginia has also prepared a number of resources to assist teachers of students who need additional help to succeed. The General Assembly provides funding through Project Graduation for academies for high school students who need additional instruction in preparation for *SOL* tests. Academies are conducted during the summer and during the school year, and include multiple opportunities for retesting. Available on the Project Graduation Web site are 10 modules for Algebra I as well as English reading and writing modules to provide assistance in developing reading comprehension strategies and strong written essays.

Additionally, a number of instructional modules are being developed for the English and mathematics capstone courses mentioned earlier. The modules will contain high-interest contextualized content designed to give certain students an additional boost for competent and successful entry into college and careers. In the case of mathematics, these modules will add to students' preparation for college and the workplace by: 1) enhancing skills in number and quantity, functions and algebra, geometry, and statistics and probability; and 2) simultaneously reinforcing readiness skills and dispositions in adaptability and flexibility, creativity and

innovation, leadership, team work, collaboration, and work ethic. The English modules will add to students' preparation for critical reading, college and workplace writing, and career-ready communications by enhancing skills in reading, the writing process, and creation of effective texts, and effective communications (speaking, listening, and collaborating).

Assessment Blueprints and Practice Tools

Standards of Learning (SOL) test blueprints are provided to inform on how the *SOL* assessments are constructed. They indicate the content areas that will be addressed by the test and the number of items that will be included by content area and for the test as a whole. A blueprint is provided for each test in mathematics, grades 3-8, Algebra I, Geometry, and Algebra II and in Reading, grades 3-8 and End-of-Course (Grade 11).
SOL Practice Items and Practice Item Guides are presented via the Virginia Electronic Practice Assessment Tool (ePAT) application to familiarize students, teachers, and administrators with new 2009 *Mathematics SOL* assessment questions, including Technology Enhanced Items. These tests items closely simulate the online Standards of Learning assessment experience for students. In addition, sample sets of Released Standards of Learning Test Items from *Mathematics SOL* tests that were administered to Virginia public school students during the previous spring test administration are provided. The released tests are not inclusive of all SOL tests administered during the previous year; however, the tests are representative of the content and skills assessed. Ancillary test materials include formula sheets for grades 6 – 8 and End-of-Course Algebra I, Geometry and Algebra II, as well as a z-table. The formula sheets will be effective for the end-of-course tests administered in fall 2011 and for grades 6 through 8 mathematics tests administered in spring 2012.

The Virginia Electronic Practice Assessment Tool (ePAT) is also intended to support and enhance student preparation for the *English SOL* Assessments. The ePAT contains items that are representative of the content and skills assessed on the *English SOL* tests. Released tests presented through the ePAT application closely simulate the online *SOL* assessment experience for students. Released Standards of Learning Test Items from *English SOL* tests that were administered to Virginia public school students are available for teacher, student, and public use. In addition, Virginia provides the Writing Practice Tool for Grade 5 Writing, Grade 8 Writing, End of Course (EOC) Writing, and Practice Guide for Writing that allows students to practice using the online writing format utilized by TestNav, the online testing software used in Virginia. Beginning with the writing test administration in 2012-2013, all statewide writing assessments will be administered online. As of November 2011, an online writing page is available to serve as a resource for writing instruction and information on the new writing assessment.

Support for Teachers of LEP Students and Students with Disabilities

General instruction, special education, and English as a second language (ESL) staff at the Department of Education work closely to ensure that materials developed and professional development provided serve students with disabilities and LEP students. Recent examples include the involvement of special education teachers and ESL teachers in the development of the *English and Mathematics Enhanced Scope and Sequence Sample Lesson Plans* mentioned

earlier and their strong collaboration in developing the program for From Vision to Practice Seventh Annual Institute: From Cradle to Career - Pathways to Success.

A number of resources and services are also available to schools to assist teachers in helping LEP students demonstrate their ability to understand, read, and write English in order to function and be successful in school and in American society. Most of these resources are made available or announced on the ESL Instructional Web page. Examples include:

- A two-day training entitled "Academic Language Development for English Learners (ELs)" was offered during November 2011 for elementary and secondary educators of ELLs. The World-Class Instructional Design and Assessment (WIDA®) Academic trainings were held in November 2011 in four areas in the state and focused on providing instructional strategies to increase academic language development among ELLs.
- The "Fall Professional Development Academy for K-12 Teachers of English Language Learners (ELLs)" was held at two locations for six Saturdays, September through December 2011. The academy is designed to assist students in communicating effectively in English, both in and out of school.

The Virginia Department of Education also directs and supports regional T/TACs (Training/Technical Assistance Centers) based in seven institutions of higher education that comprise a statewide system emphasizing collaboration in the planning and provision of services to improve educational opportunities and contribute to the success of children and youth with disabilities (birth - 22 years). The T/TACS provide quality training and technical assistance in response to local, regional, and state needs. T/TAC services increase the capacity of schools, school personnel, service providers, and families to meet the needs of children and youth. The T/TACs meet these needs through activities such as consultation, long-term systems change initiatives, information services, linking and networking resources together, lending library of multimedia resources and technology, referral to other services, and workshops. In addition to responding to requests for services, TTAC staff are deployed to schools and school divisions identified by the Virginia Department of Education as needing improvement through the School Improvement Office and/or the Federal Program Monitoring Office. The Virginia Department of Education has a comprehensive database on TTAC services, which is monitored to determine schools and school divisions that access those services.

In 2010, the Virginia Department of Education and Virginia Commonwealth University (VCU) established the Center of Excellence for Autism Spectrum Disorders. A collaborative venture of the Department of Education and VCU's Schools of Education and Medicine, the center serves as a focal point for research, professional development, and technical assistance in implementing research-based effective practices and comprehensive services for students with autism. The center is funded through a start-up grant from Department of Education.

Additionally, Virginia has a strong Response to Intervention (RtI) initiative, a comprehensive student-centered assessment and intervention framework used to identify and address individual student difficulties before referral to special education. In using the RtI approach, students receive research-based intervention and assessment. Rather than waiting for a student

to fail, interventions and assessments are designed to meet the needs of each student with individualized instruction. Virginia launched its RtI initiative with statewide institutes in Roanoke in November 2007 and in Newport News in December 2007. A third institute convened April 1-2, 2008, in Fredericksburg. The Virginia RtI guidance document, Responsive Instruction: Refining Our Work of Teaching All Children, was disseminated in the fall 2007 and sent to all school divisions in the Commonwealth. Virginia's RTI guidance has a major focus on universal screening, which is used to identify students who are struggling and who may need specific interventions. Through screening and other data, increasingly intensive instructional interventions are provided to students through the school's systematic approach to implementing multi-tiered interventions. The Virginia Department of Education is directing and supporting RTI at the elementary, middle, and high school levels and offers demonstration sites to scale-up the RTI framework.

Virginia continues to expand access to college-level courses for high school students.

Virginia has a strong track record of providing access to college-level courses for high school students, particularly by offering Advanced Placement (AP) courses, International Baccalaureate programs, dual enrollment courses, and Governor's Schools. Virginia's Early College Scholars program allows eligible high school students to earn at least 15 hours of transferable college credit while completing the requirements for an Advanced Studies Diploma. The Commonwealth College Course Collaborative supports the Early College Scholars program by providing a set of academic courses that fully transfer as core requirements and degree credits at Virginia colleges and universities.

While many school divisions offer AP courses on site, Virginia's *Virtual Virginia* also offers online AP, world language, core academic, and elective courses to students across the Commonwealth and nation. Students whose school divisions are not able to offer some or all of the AP courses available through The College Board are able to access 23 AP courses, along with courses in Arabic, Chinese, French, Latin, Spanish and other courses in creative writing, earth science, economics and personal finance, physics, pre-calculus, psychology, and world history and geography.

Additionally, Virginia's 23 community colleges have strong partnerships with high schools in the Commonwealth to provide dual enrollment opportunities. Virginia's Plan for Dual Enrollment is an agreement between the Virginia Community College System and the Virginia Department of Education that provides the parameters to provide a wide range of dual enrollment course options for high school students in academic and career/occupational-technical subject areas where appropriate. As such, the plan promotes rigorous educational pursuits and encourages learning as a lifelong process. It recognizes that high school students who accrue college credit are more likely to continue with their education beyond high school than those who do not. The plan also offers a direct cost benefit to the Commonwealth of Virginia, especially as it avoids the unnecessary duplication of facilities and equipment when students receive credit towards a postsecondary credential while enrolled in high school.

The three education agencies in Virginia, the Department of Education, the Virginia Community College System, and the State Council of Higher Education for Virginia have also

collaborated to create the Virginia Education Wizard, a comprehensive Web-based tool that helps students choose a career, get the information they need to pursue a career, find the college that is right for them, pay for college, transfer from a community college to a university, and get answers to questions about future educational opportunities. This tool is especially helpful to students as they make decisions in high school about pursuing college-level courses to transfer to their postsecondary programs.

The following table shows the increase in high school students enrolled in college-level courses and Governor's Schools during the last five years:

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Student Enrollment, Grades 9 - 12	378,755	381,194	380,787	380,720	379,996
Students Enrolled in Governor's Schools	3,796	3,997	4,457	4,525	4,631
Senior IB Enrollment	1,057	1,254	1,270	1,098	1,284
Seniors Awarded IB Diplomas	773	847	734	765	821
Students Taking 1 or More AP Courses	55,147	58,019	63,070	67,170	71,192
Students Taking 1 or More AP Exams	48,481	51,148	57,346	57,703	62,800
Students Taking 1 or More Dual Enrollment Courses	22,882	17,465	23,127	23,740	20,966

- Enrollment data available at: http://www.doe.virginia.gov/statistics_reports/enrollment/fall_membership/index.shtml.
- Advanced programs data available at: http://www.doe.virginia.gov/statistics_reports/advanced/index.shtml.

In February 2012, the Virginia Department of Education posted to its Web site new reports that provide information on postsecondary enrollment and achievement of Virginia high school graduates. The reports, which were developed in collaboration with the State Council of Higher Education for Virginia, connect student-level data from K-12 and postsecondary information systems. Their release is a milestone in the state's effort to improve the quality of data on educational outcomes available to researchers, educators, policymakers and the public. For the first time, Virginia is able to link the high school records of individual students to higher education student data, while protecting privacy and keeping personal information secure. The data in the reports represent the best available estimates about postsecondary enrollment and achievement for Virginia high school graduates. State-level, division-level and school-level reports are available for all student subgroups.

External measures of student achievement document the impact of Virginia's rigorous college- and career-ready Standards of Learning.

The 2011 National Assessment of Educational Progress (NAEP)

- The average mathematics score for Virginia students in grade 8 increased by three points to 289, compared with the national public school average of 283.
- The average mathematics score of Virginia fourth graders was 245, a statistically significant 5 points higher than the national average of 240, and a two-point increase in grade-4 mathematics achievement since 2009.
- In 2011, 4th-grade Virginia students achieved an average score of 226 in reading, which was significantly higher than the average for the nation. Only three states had statistically higher grade-4 reading scores.
- Virginia 8th-grade students achieved an average NAEP reading score of 267, which was higher than the national average, but statistically similar to the 2009 state average of 266.

The College Board SAT

- The Commonwealth's 2011 graduating seniors achieved at higher levels than public school students nationwide on all three SAT subsections:
  - ✓ The average reading score of 509 for Virginia public school students is 15 points higher than the national average.
  - ✓ The average mathematics score of 507 for Virginia public school students is 1 point higher.
  - ✓ The average writing score of 492 for Virginia public school students is 9 points higher.
- Asian, black and Hispanic Virginia public school graduates outperformed their peers nationwide on all three SAT subsections.
- The College Board reported that Virginia's 2011 graduates represented the largest and most diverse pool of college-bound students in the state's history; four out of every 10 Virginia public school graduates who took the SAT were members of a minority group. Sixty-seven percent of 2011 public school graduates in Virginia took the SAT – a five-percent increase in participation over the previous year.

2011 ACT

- Virginia public high school graduates outperformed their peers nationwide by a significant margin on the 2011 ACT. The state's public school students achieved a composite score of 22.2, compared with 21.1 for public school graduates nationwide.
- The percentage of Virginia public school students meeting ACT college-readiness benchmarks was six or more points higher than the percentage nationwide.

The College Board Advanced Placement

In 2007, Virginia received a National Mathematics and Science Initiative (NMSI) grant that encourages high school students in the Commonwealth to prepare for careers in mathematics and science by enrolling in challenging AP classes. Virginia Advanced Study Strategies (VASS), a nonprofit state organization, was created to leverage grant funding with seed money from several Virginia businesses to support the development of more AP classes and strengthen existing programs in the state. VASS provides training for teachers in curriculum, instruction and assessment to help them prepare for AP classes and tests as well as incentives to AP teachers and students for accepting the extra challenge of these rigorous programs. VASS high schools have contributed to the overall focus on and student success in AP courses in Virginia.

The College Board has provided the following additional data about Advanced Placement (AP) course and test taking patterns in Virginia:

- The number of AP examinations taken by 2011 public school graduates that qualified for college credit increased by 7 percent from the previous year.
  - Of the 122,269 AP tests taken by Virginia public school students, 71,469, or 58.5 percent, earned a grade of 3 or higher.
- In February 2011, Virginia:
  - Scored the largest five-year increase in the nation on students scoring a grade 3, 4, or 5, followed by Maryland, Georgia, and Maine.
  - Ranked third in the nation on students scoring a grade 3 or better, preceded by New York and Maryland.
  - Was recognized by The College Board as only one of 16 states that have eliminated the "equity and excellence" gap for Hispanic students.
  - Exceeded the national average in AP participation by nearly ten points.
- From 2006-2007 to 2010-2011 in Virginia:
  - The number of AP exams taken has increased from 90,181 to 122,269 (35.6 percent increase).
  - The number of AP exams with scores of 3, 4, or 5 has increased from 53,915 to 71,469 (32.6 percent increase).

The following table provides data on AP success in Virginia:

Group	Test Takers (# of Students)			Exams Taken		Number of 3-5 Scores	
	Total	Increase from last year	% of Total	Total	Increase from last year	Total	Increase from last year
All Students	66,288	7.4%	100.0%	122,269	8.8%	71,469	7.0%
Asian	8,376	9.1%	12.6%	18,397	11.2%	11,606	11.7%
Black	7,550	9.7%	11.4%	11,865	12.2%	3,616	8.8%
Hispanic	4,436	12.9%	6.7%	7,469	14.4%	3,808	8.6%
White	40,264	6.5%	60.7%	74,636	9.1%	47,142	7.7%

In the 2012 General Assembly, Governor McDonnell introduced budget language that would establish the Virginia Early Participation PSAT Program by providing $1.83 million over two years to pay the PSAT test fees for all tenth-grade students in Virginia, assuming a 75 percent actual participation rate. The program will also provide professional development to high school teachers and guidance counselors in using the AP Potential tool provided by The College Board to identify more students who have the potential to succeed in college-level courses in high school and to intervene early with those students who are off-track to help them better prepare for life and a career post-graduation. All students participating in the PSAT receive free access to an online planning tool called QuickStart, which contains a personality test designed to match a student's personality, interests, and skills to potential careers and necessary steps and training for those careers, as well as detailed descriptions of hundreds of different careers, profiles of individuals who have pursued these careers, and guidance on next steps on a path toward these careers.

1.C DEVELOP AND ADMINISTER ANNUAL, STATEWIDE, ALIGNED, HIGH-QUALITY ASSESSMENTS THAT MEASURE STUDENT GROWTH

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A	Option B	Option C
☐ The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition. i. Attach the State's Memorandum of Understanding (MOU) under that competition. (Attachment 6)	☒ The SEA is not participating in either one of the two State consortia that received a grant under the Race to the Top Assessment competition, and has not yet developed or administered statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs. i. Provide the SEA's plan to develop and administer annually, beginning no later than the 2014–2015 school year, statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs, as well as set academic achievement standards for those assessments.	☐ The SEA has developed and begun annually administering statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs. i. Attach evidence that the SEA has submitted these assessments and academic achievement standards to the Department for peer review or attach a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review. (Attachment 7)

Virginia is a national leader in implementing online tests and is often consulted by other states and consortia that are transitioning to online testing. By 2013 all Standards of Learning (SOL) tests in Virginia will be administered online with the exception of those taken by a small number of students who have a documented need for a paper/pencil test. The movement to all online

testing has provided Virginia with the opportunity to develop next-generation assessments that include technology-enhanced items in addition to the multiple-choice items that have traditionally comprised the SOL tests. The technology-enhanced items provide for different ways to measure critical thinking and problem-solving skills and support the increased rigor inherent in Virginia's new content standards. New mathematics tests for grades 3-8, Algebra I, Geometry, and Algebra II that include technology-enhanced items will be administered for the first time in 2011-2012. Examples of the technology-enhanced items for mathematics may be found at http://www.doe.virginia.gov/testing/sol/practice_items/index.shtml. New reading, writing, and science assessments that also include technology-enhanced items are being implemented in 2012-2013. In addition to the new SOL tests, Virginia is also implementing the Virginia Modified Achievement Standards Tests (VMAST) in mathematics for grades 3-8 and Algebra I in 2011-2012 and in reading for grades 3-8 and high school in 2012-2013. VMAST is intended for students with disabilities who are learning grade-level content but who are not expected to achieve proficiency in the same time frame as their non-disabled peers.

Both the SOL and the VMAST assessments are based on the content standards described in the responses to Questions 1.A and 1.B. Peer review documentation for the new mathematics assessments will be submitted beginning in fall 2012 and documentation for the reading assessments will be submitted during the 2012-2013 school year.

The Algebra II SOL test was developed to support a "college ready" achievement level that would represent the prerequisite skills and knowledge contained in the Algebra II SOL that students would need to be successful in an introductory credit-bearing college mathematics course.

In preparation for the development of the Algebra II test, the *Algebra II SOL* were reviewed by college faculty in Virginia's two-year and four-year institutions who teach introductory credit-bearing mathematics classes such as pre-Calculus, College Algebra or introductory statistics. Faculty members rated each of the *Algebra II SOL* as being "not helpful," "relevant," "important," or "essential" to success in an introductory credit-bearing college mathematics class. Success was described as a grade of "C" or better. The results of this survey were used in developing the Algebra II test so that sufficient items measuring the content identified as "important" or "essential" to being prepared for college mathematics classes were included in the test.

In addition, the results of the survey were used by a committee of secondary educators in developing performance level descriptors for the Algebra II test to describe what students should know and be able to do to be prepared for an introductory credit-bearing college mathematics course. This performance level descriptor was used by the standard setting committee in recommending a cut score for the Algebra II test that would represent the knowledge and skills necessary for students to enroll in, without remediation, an introductory credit-bearing college mathematics class with Algebra II as its highest prerequisite. Based on the recommendations of the standard setting committee, this achievement level has been labeled as "advanced/college path."

The standard setting committee included secondary educators with experience in teaching

Algebra II as well as higher education faculty from Virginia's two year and four year institutions. The recommendations from the standard setting committee for cut scores that represent "proficient" as well as "advanced" for Algebra I and Geometry and "advanced/college path" for Algebra II were presented to the Virginia Board of Education, and the Board adopted cut scores for these tests in January 2012. Standard setting for the mathematics tests for grades 3-8 will occur in February with the Board scheduled to adopt cut scores for these tests in March 2012.

Using a similar process as was used for the Algebra II test, the end-of-course reading test will also be developed to support a "college path" level. The Virginia Board of Education is expected to adopt a "college path" achievement level for the reading test in early 2013.

~~Virginia is developing new *Standards of Learning* (SOL) mathematics tests for grades 3-8 as well as for Algebra I, Geometry and Algebra II that will be administered for the first time in 2011-2012. In addition to the new SOL mathematics tests, Virginia is also implementing the Virginia Modified Achievement Standards Tests (VMAST) in mathematics for grades 3-8 and Algebra I in 2011-2012. VMAST is intended for students with disabilities who are learning grade level content but who are not expected to achieve proficiency in the same time frame as their non-disabled peers. Both the SOL and the VMAST mathematics assessments are based on the content standards described in the responses to Questions 1.A and 1.B.~~

~~The Algebra II SOL test is being developed to support a "college ready" achievement level that would represent the prerequisite skills and knowledge contained in the Algebra II SOL that students would need to be successful in an introductory credit-bearing college mathematics class. Peer review documentation for the new mathematics tests will be submitted beginning in 2011-2012.~~

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~~The standard setting committee included secondary educators with experience in teaching Algebra II as well as higher education faculty from Virginia's two year and four year institutions. The recommendations from the standard setting committee for cut scores that represent "proficient" as well as "advanced" for Algebra I and Geometry and "advanced/college path" for Algebra II were presented to the Virginia Board of Education, and the Board adopted cut scores for these tests in January 2012. Standard setting for the mathematics tests for grades 3-8 will occur in February with the Board scheduled to adopt cut scores for these tests in March 2012.~~

~~New reading tests for grades 3-8 as well as a new end-of-course reading test administered at the high school level will be implemented in 2012-2013. In addition to the new SOL reading tests, Virginia is also implementing new VMAST assessments in reading for grades 3-8 and high school in 2012-2013. Both the SOL and the VMAST reading assessments are based on the content standards described in the responses to Questions 1.A and 1.B. Peer review documentation for the new reading assessments will be submitted during the 2012-2013 school year. Using a similar process as was used for the Algebra II test, the end-of-course reading test will also be developed to support a "college path" level.~~

Student growth percentiles will be calculated for both the mathematics tests and the reading tests to provide a measure of growth. Information about Virginia's student growth percentiles is available in Attachment 12. In addition, Lexile scores for the reading test and Quantile scores for the mathematics tests will provide additional measures of growth. Virginia has reported Lexile scores on its SOL reading tests since 2008. Beginning with the new mathematics SOL tests administered in 2011-2012, Quantile scores also will be reported.

PRINCIPLE 2: STATE-DEVELOPED DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A DEVELOP AND IMPLEMENT A STATE-BASED SYSTEM OF DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A.i Provide a description of the SEA's differentiated recognition, accountability, and support system that includes all the components listed in Principle 2, the SEA's plan for implementation of the differentiated recognition, accountability, and support system no later than the 2012–2013 school year, and an explanation of how the SEA's differentiated recognition, accountability, and support system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

Beginning with accountability ratings for the 2012-2013 school year, Virginia will implement a revised ESEA accountability plan that has at its core the state's existing Standards of Accreditation (SOA) as the foundation of academic achievement expectations for all schools. The SOA requires all schools to meet instructional program standards and proficiency targets in four core content areas: 1) reading and writing; 2) mathematics; 3) science; and 4) history and social science. The SOA also requires schools with a graduating class to meet specific

graduation requirements. Schools will receive annual accreditation ratings as defined in the *Standards of Accreditation* section below.

In addition to annual school accreditation ratings, the accountability system has been enhanced to include more meaningful performance indicators that show whether proficiency gaps exist for Virginia's traditionally lower performing subgroups of students. The additional indicators include student growth indicators and college- and career-ready indicators as described and illustrated in response to Question 2.B. ~~the accountability plan requires the identification of the~~ The most pressing subgroup needs will be identified by focusing on three "proficiency gap groups" with the greatest gap in academic achievement:

- **Gap group 1:** students with disabilities, English language learners, and economically disadvantaged students (unduplicated)
- **Gap group 2:** Black students, not of Hispanic origin, not already included in gap group 1
- **Gap group 3:** Hispanic students, of one or more races, not already included in gap group 1

The proficiency gap groups described above were configured based on extensive data analysis revealing the greatest performance gaps in both Title I and non-Title I schools and stakeholder input regarding the most effective methodology for identifying and addressing the most critical subgroup needs. Additional details about Virginia's rationale for the proficiency gap group configuration are included in the response to Question 2.B.

~~Each school, division, and the state will receive results for additional performance indicators that show whether proficiency gaps exist for Virginia's traditionally lower performing subgroups of students. The additional indicators include student growth indicators and college- and career-ready indicators as described in response to Question 2.B.~~

Virginia's revised accountability system: 1) blends the SOA and federal requirements into one integrated state and federal system; 2) eliminates the additional Adequate Yearly Progress (AYP) and school improvement labels required under the ESEA and assigns school accreditation and proficiency gap determinations; and 3) reduces the number of goals or annual measurable objectives (AMOs) for schools and divisions, allowing an increased focus on a core set of indicators and targeting of resources where they are needed the most.

Standards of Accreditation

The *Code of Virginia* requires that the Virginia Board of Education promulgate regulations establishing standards for accreditation for all Virginia schools. The *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA) govern public schools operated by local school boards providing instruction to students as defined in 8 VAC 20-131-5.

The SOA are designed to ensure that an effective educational program is established and maintained in Virginia's public schools. Some of the purposes of the SOA are to:

- Provide an essential foundation of educational programs of high quality in all schools for all students;

- Encourage continuous appraisal and improvement of the school program for the purpose of raising student achievement; and
- Establish a means of determining the effectiveness of schools.

Each school is accredited based primarily on achievement of criteria as specified below:

1. The percentage of students passing the Virginia assessment program tests in the four core academic areas [English, mathematics, science, and history and social science] administered in the school, with the accreditation rating calculated on a trailing three-year average that includes the current year scores and the scores from the two most recent years in each applicable academic area, or on the current year's scores, whichever is higher.

2. The percentage of students graduating from or completing high school based on a graduation and completion index prescribed by the Board of Education. The accreditation rating of any school with a twelfth grade is determined based on achievement of required *SOL* pass rates and percentage points on the Board's graduation and completion index. School accreditation is determined by the school's current year index points or a trailing three-year average of index points that includes the current year and the two most recent years, whichever is higher. The Board of Education's graduation and completion index [GCI] includes weighted points for diploma graduates (100 points), GED recipients (75 points), students not graduating but still in school (70 points), and students earning certificates of program completion (25 points). The Board of Education's graduation and completion index accounts for all students in the graduating class's ninth-grade cohort, plus students transferring in, minus students transferring out and deceased students. Those students who are not included in one of the preceding categories are also included in the index.

Accreditation ratings awarded in an academic year are based upon Virginia assessment program scores from the academic year immediately prior to the year to which the accreditation rating applies. Accreditation ratings are defined as follows:

ii. ***Fully Accredited***: A school will be rated *Fully Accredited* when its eligible students meet the SOA pass rates as shown in the *Revised Annual Measurable Objectives* section of the response to Question 2.B.

- ***Accredited with Warning***: A school will be rated *Accredited with Warning* in specific academic areas and/or in achievement of the minimum threshold for the graduation and completion index if it has failed to achieve *Fully Accredited* status. A school may remain in the *Accredited with Warning* status for no more than three consecutive years.
- ***Accreditation Denied***: A school will be rated *Accreditation Denied* if it fails to meet the requirements to be rated *Fully Accredited* or *Provisionally Accredited – Graduation Rate*, for the preceding three consecutive years or for three consecutive years anytime thereafter.
- ***Conditionally Accredited***: New schools that are comprised of students from one or more existing schools in the division will be awarded a *Conditionally Accredited – New* status for one year pending an evaluation of the school's eligible students' performance on *SOL*

tests or additional tests approved by the Board of Education to be rated *Fully Accredited*. A *Conditionally Accredited – Reconstituted* rating may be awarded to a school that is being reconstituted in accordance with the provisions of 8 VAC 20-131-340 upon approval by the Board of Education. A school awarded this rating under those circumstances will revert to a status of *Accreditation Denied* if it fails to meet the requirements to be rated *Fully Accredited* by the end of the agreed upon term or if it fails to have its annual application for such rating renewed.

- ***Provisionally Accredited – Graduation Rate***: A school will be rated *Provisionally Accredited – Graduation Rate* when its eligible students meet assessment pass rates to be rated *Fully Accredited* but fail to achieve a minimum of 85 percentage index points on the Board of Education's graduation and completion index, but achieve the following minimum benchmarks for each year:

Graduation and Completion Index Benchmarks for Provisionally Accredited Ratings		
Academic Year	**Accreditation Year**	**Index Percentage Points**
2010-2011	2011-2012	80
2011-2012	2012-2013	81
2012-2013	2013-2014	82
2013-2014	2014-2015	83
2014-2015	2015-2016	84

The last year in which the *Provisionally Accredited – Graduation Rate* rating will be awarded is the 2015-2016 accreditation year, based on tests administered in the 2014-2015 academic year, after which all schools with a graduating class will be expected to meet a GCI of 85.

Statewide System of Recognition and Support

The state's *VIP Incentive Program* and the *Title I Distinguished Schools Program*, as described in the response to Question 2.C, provide incentives for continuous improvement of student achievement for Title I schools. The state's accountability and support system for Title I schools that are not identified as priority or focus schools is the same as for non-Title I schools. Schools that do not receive a rating of *Fully Accredited* are supported through a rigorous academic review process and intensive interventions as described in the response to Question 2.F. These supports and interventions include a detailed academic review process conducted by a team of experienced educators and school improvement planning tools and resources to inform school improvement planning efforts. Schools with a rating of *Accreditation Denied* are required to enter into a Memorandum of Understanding (MOU) with the Board of Education and are closely supported and monitored to ensure that aggressive interventions are implemented to improve the performance of the school's students.

Schools identified as priority and focus schools will receive targeted support and interventions through the statewide system of support. Priority schools will hire an external Lead Turnaround Partner (LTP) or other external partner that is agreed upon by the Virginia Department of Education and the local school board to assist in implementing, at a minimum, a model that

meets the USED turnaround principles or one of the four USED models. Focus schools will be required to work closely with a state-approved contractor and division team to develop, implement, and monitor intervention strategies designed to improve the performance of students identified as in danger of not meeting the academic achievement expectations or at risk of dropping out of school. This includes intervention strategies for students with disabilities and English language learners.

2.A.ii Select the option that pertains to the SEA and provide the corresponding information, if any.

Option A	**Option B**
☐ The SEA only includes student achievement on reading/language arts and mathematics assessments in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools.	☒ If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools, it must: a. provide the percentage of students in the "all students" group that performed at the proficient level on the State's most recent administration of each assessment for all grades assessed; and b. include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards.

Under the state's Standards of Accreditation system described in Question 2.A.i, performance on assessments for English, mathematics, science, and history and social science are weighted equally to determine accreditation ratings. For the reporting of proficiency gap group performance and for the identification of priority and focus schools, only reading and mathematics assessment results will be considered. The table below shows the percentage of "all students" scoring proficient for assessments administered in the 2010-2011 school year:

Subject Area Assessment	**2010-2011 Percentage of "All Students" Scoring Proficient**
Reading	88
Mathematics	87
History/Social Science	84
Science	90

Virginia is implementing new mathematics assessments in the spring of 2012 and new reading and science assessments in the spring of 2013, which will affect accountability results for

schools. As the assessments based on new standards are implemented, the state expects the percentage of students passing the assessment to fall sharply and then gradually increase. In 1998 when new mathematics tests were administered for the first time, the pass rates ranged from 31 percent for Algebra II to 63 percent for grade 3 mathematics. By 2001 the pass rate for Algebra II was 74 percent and for grade 3 mathematics the pass rate was 77 percent. Additionally, when new grade level tests in grades 6 and 7 mathematics were administered for the first time in 2006, the pass rates were 51 percent and 44 percent, respectively. In the 2011 test administration, the pass rate for those tests had risen to 73 percent and 77 percent.

As indicated in the response to Question 2.B., Virginia will annually examine annual measurable objectives (i.e., expectations and growth indicators) to determine if they remain appropriate considering trends in the academic progress of the state's schools and divisions over time.

2.B SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES

Select the method the SEA will use to set new ambitious but achievable annual measurable objectives (AMOs) in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups that provide meaningful goals and are used to guide support and improvement efforts. If the SEA sets AMOs that differ by LEA, school, or subgroup, the AMOs for LEAs, schools, or subgroups that are further behind must require greater rates of annual progress.

Option A	**Option B**	**Option C**
☐ Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the "all students" group and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs. • Provide the new AMOs and an explanation of the method used to set these AMOs.	☐ Set AMOs that increase in annual equal increments and result in 100 percent of students achieving proficiency no later than the end of the 2019–2020 school year. The SEA must use the average statewide proficiency based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs. o Provide the new AMOs and an explanation of the method used to set these AMOs.	☒ Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups. i. Provide the new AMOs and an explanation of the method used to set these AMOs. ii. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below. iii. Provide a link to the State's report card or attach a copy of the average statewide proficiency based on assessments administered in the 2010–2011 school year in reading/language arts and mathematics for the "all students" group and all

		subgroups. (Attachment 8)

Revised Annual Measurable Objectives—Accreditation Standards and Proficiency Gap ~~Dashboard~~ Results

The goal of Virginia's proposed standards-based accountability system is for all schools to achieve and maintain full accreditation as prescribed in the *Code of Virginia* and the Board of Education's *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA) and to reduce the proficiency gap of traditionally lower performing subgroups of students. All schools, divisions, and the state will be expected to show progress towards meeting the metrics associated with this goal.

Virginia's new annual accreditation results and progress in meeting or reducing proficiency gaps will be reported to the public and prominently displayed in a Proficiency Gap Dashboard on each school, division, and state report card. The required Annual Measurable Objectives (AMOs) will be defined as a profile of expectations within the Proficiency Gap Dashboard. Transparent and public reporting of the state accreditation status of all schools and identified proficiency gaps for schools, divisions, and the state will achieve the goal of holding all entities accountable for reducing proficiency gaps, especially for traditionally underperforming subgroups of students. It is important to emphasize that, in addition to the performance results of the proficiency gap groups, the disaggregated performance results of traditional subgroups will continue to be reported and used to inform supports and interventions.

Key Features

- Builds on Virginia's current state accountability system by using Standards of Accreditation (SOA) targets in English/reading, mathematics, science, and history and social science as the primary goals that all schools are expected to meet for state and federal accountability
- Incorporates subgroup performance in accountability reporting to ensure schools continue to focus on closing proficiency gaps
- Maintains accountability by issuing annual school accreditation and proficiency gap determinations, using a proficiency gap dashboard, reported on the school, division, and state report cards, that indicates whether proficiency gaps exist in reading and mathematics for Virginia's traditionally lower performing subgroups of students (i.e., proficiency gap groups)
- Eliminates additional ESEA accountability labels related to meeting/not meeting Adequate Yearly Progress (AYP)
- Reduces the number of annual measurable objectives that are established for schools, division, and the state, allowing greater focus of resources where they are needed most
- Incorporates growth and college- and career-ready indicators that can be modified as additional data become available
- Continues to publicly report performance results for all student subgroups individually as currently required under ESEA, in addition to the data described in the new profile of proficiency gap group expectations

Performance Expectations and Proficiency Gap Groups

Virginia's proposed revisions to ESEA implementation would take effect beginning with accountability results announced for the 2012-2013 school year, based on assessments administered in the 2011-2012 school year.

Performance and Participation Expectations

Performance	• Meet Standards of Accreditation (SOA) minimums in English (reading and writing), 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 three proficiency gap groups of students that are traditionally underperforming • ~~Report publicly by press release and other media and on each school, division, and state report card accreditation ratings and identified proficiency gaps in a Proficiency Gap Dashboard to show progress in closing the gap to proficiency~~
Participation	• Test participation rate ≥ 95% for reading and mathematics
Reporting	• Report publicly by press release and other media and on each school, division, and state report card accreditation ratings and progress – or lack thereof – in closing proficiency gaps for traditionally underperforming students in a Proficiency Gap Dashboard

SOA Proficiency Targets for All Students*					
Content Area	**Grade Level**	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**
English (Reading & Writing Combined Where Applicable)	Grade 3 – 5	75	75	75	75
	Grade 6 – 8 & EOC Reading & Writing	70	70	75	75
Mathematics	Grade 3 – 8 & EOC High School Courses	70	70	70	70
Science	Grade 3	50	50	70	70
	Grade 4	No test administered			
	Grade 5 – 8 & EOC High School Courses	70	70	70	70
History & Social Science	Grade 3	50	50	70	70
	Grade 4 – 8 & EOC High School Courses	70	70	70	70
Graduation & Completion Index	Schools with a Graduating Class	85/80 pts**	85/81 pts**	85/82 pts**	85/83 pts**

EOC – End of Course
* Proficiency targets shown are for the previous year's assessment cycle, for ratings applied in the current academic year.
** Provisionally Accredited – Graduation Rate

As described in the response to Question 2.A.ii, the state is implementing new mathematics assessments in the spring of 2012 and new reading and science assessments in the spring of 2013, which will affect accountability results for schools. Pass rates for all subgroups and in the all students group are expected to fall sharply, which may have a negative residual effect on graduation rates as well. Given the impact of these new assessments, expectations set in the state's accountability system (SOA) are rigorous.

Proficiency Gap Groups

As described in Virginia's Consolidated State Application Amended Accountability Workbook, the state identifies the following subgroups: economically disadvantaged students; students with disabilities; English language learners; and racial/ethnic groups representing five percent or more of the student population. In Virginia, the racial ethnic subgroups meeting the criteria for separate identification are: Asian students; black students; Hispanic students; and white students. In total, seven subgroups are identified in Virginia.

While Virginia will continue to annually disaggregate, ~~and~~ publicly report, and use performance data for all seven subgroups in determining appropriate interventions for all non-accredited schools, the performance of the "proficiency gap groups" as defined below will be reported for all schools and used to ~~determine~~ identify focus schools:

- 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

The use of proficiency gap groups for accountability purposes will allow the state to target supports and interventions related to subgroup performance on Virginia's historically underperforming groups of students. The Consolidated State Performance Report (CSPR) data show that the reading and mathematics performance of students with disabilities, English language learners, and economically disadvantaged students are the lowest in comparison to the statewide average performance of "all students" in both subjects. Furthermore, grouping the three subgroups together mitigates the effect of the minimum group size concealing the results of these traditionally lowest-performing groups, allowing more schools to be identified for supports and interventions for the subgroups that need the most assistance. Hence, no change in Virginia's approved n-size is being proposed.

CSPR data also show that the reading and mathematics performance of black students and Hispanic students is lower than the statewide average in both subjects. After controlling for the factors that comprise Gap Group 1, additional data analysis demonstrates that black and Hispanic students not in Gap Group 1 perform lower than the statewide average of all students, which supports the identification of both groups as proficiency gap groups. The CSPR data show that white and Asian students traditionally outperform statewide averages; therefore, these two subgroups are not considered as having proficiency gaps.

Proficiency Gap Expectations for Elementary and Middle Schools
In order for the Proficiency Gap Dashboard to indicate the school is making progress in a specific gap group for reading and/or mathematics, in each subject each gap group must:

- Meet the 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.

Other growth measures may be considered on appeal as outlined in Virginia's Consolidated State Application Amended Accountability Workbook. English language learners may meet growth targets by meeting progress targets on Virginia's English language proficiency assessment. Additional information about Virginia's student growth percentile (SGP) is available on the Virginia Department of Education Web site.

* To help interpret SGPs, the Virginia Department of Education has established categorical growth levels of low, moderate, and high. These data will be reported with the growth data for divisions and schools. Low growth represents students with SGPs of 1 to 34. Moderate growth includes students with SGPs of 35 to 65. High growth represents students with SGPs of 66 to 99.

Proficiency Gap Expectations for High Schools
In order for the Proficiency Gap Dashboard to indicate the school is making progress in a specific gap group for reading and/or mathematics, in each subject each gap group must:

- Meet the test participation rate of at least 95 percent; *AND*
- Meet Standards of Accreditation (SOA) targets; *OR*
- Meet a state goal of 48 percent of 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.

For illustrative purposes, the table below provides a sample rendering of the accreditation and proficiency gap group performance results to be displayed on the front page of the revised school report card. Additional data, including traditionally disaggregated subgroup results, demographic and enrollment information, assessment participation figures, safe and drug-free data, and a host of other data will continue to be included in the contents of the report card. The exact design and format of the revised report card is currently under construction by the Virginia Department of Education educational information management team. An additional example is available in Attachment 13.

Name of Elementary School
Name of School Division

Proficiency Gap Dashboard

Accreditation Status		Proficiency Gap Status	
Fully Accredited	X	Mathematics Gap Identified	
Conditionally Accredited – New School		Reading Gap Identified	X
Provisionally Accredited – Graduation Rate			
Accredited with Warning		**Additional Status**	
Conditionally Accredited – Reconstituted		Priority School	
Accreditation Denied		Focus School	X

	Results for All Students	
Subject Area	**Target**	**Result**
English	75	76
Mathematics	70	74
History	70	80
Science	70	78

		Gap Group Results					
		Reading			Mathematics		
Proficiency Gap Group	**Met Overall Performance Expectations***	**Met SOA Target**	**Met Growth Target**	**Reduced Failure Rate by 10%**	**Met SOA Target**	**Met Growth Target**	**Reduced Failure Rate by 10%**
1	X	X	X	X	√	X	X
2	√	√	X	√	√	√	√
3	√	√	√	√	X	√	√

* Each Proficiency Gap Group must meet at least one indicator in Reading and one indicator in mathematics to be considered meeting overall Proficiency Gap Group performance expectations.

Division Accountability

Each school division in Virginia will share the same participation and performance expectations as schools, and additional English language learner benchmarks as required under Section 3122 of Title III, Part A:

- Standards of Accreditation (SOA) proficiency targets, shown on page 39, for all students in the four core content areas as shown in the table above;
- Participation rate in reading and mathematics of $\geq$ 95 percent for all students and proficiency gap groups;
- Proficiency gap group targets as described in the "Proficiency Gap Groups" section above; and
- Annual measurable achievement objectives (AMAOs) for limited English proficient (LEP) student progress toward attaining English language skills, proficiency in attaining English language skills, and reading and mathematics proficiency.

The existing Title III AMAOs, provided in Attachment 14, rise incrementally each year through the 2013-2014 school year as required under NCLB. To better align the state and federal accountability system, Virginia proposes to hold the current progress and proficiency targets and apply the SOA reading and mathematics targets as shown in the table below:

Proposed English Language Proficiency Title III AMAOs*					
School Year		2010-2011	2011-2012	2012-2013	2013-2014
Progress		65**	65	65	65
Proficiency		15**	15	15	15
English (Reading & Writing Combined Where Applicable)	Grade 3 – 5	75**	75	75	75
	Grade 6 – 8 & EOC Reading & Writing	70**	70	75	75
Mathematics	Grade 3 – 8 & EOC High School Courses	70**	70	70	70

* Proficiency targets shown are for the previous year's assessment cycle, for ratings applied in the current academic year
** Currently Approved

Additionally, Virginia requests a modification to the 2006 flexibility to allow LEP students newly arrived to the country to be exempt from testing during the first 11 months of school. The proposed modification would allow exemption from testing for newly arrived students for up to two full years, depending on local decision-making to determine if the additional time is needed for individual students.

Future Revisions of Expectations and Growth Indicators

The state is implementing new college- and career-ready (CCR) mathematics assessments in the spring of 2012 and new CCR reading and science assessments in the spring of 2013, which will affect accountability results for schools and may require expectations to be recalibrated. Virginia will annually examine annual measurable objectives (i.e., expectations and growth indicators) to determine if they remain appropriate considering trends in the academic progress of the state's schools and divisions over time. In particular, the state recently made available student-level growth data in December of 2011. At this point, it is not possible to determine growth to standard requirements without additional data. The state will examine available growth data after a three-year period to determine whether revisions are needed to the methodology when including the data in the annual determinations of schools. ~~Also, the state is implementing new college- and career-ready (CCR) mathematics assessments in the spring of 2012 and new CCR reading and science assessments in the spring of 2013, which will affect accountability results for schools and may require expectations to be recalibrated.~~

Should the state determine that adjustments are needed to the performance expectations proposed in this ESEA flexibility application, the state will submit revisions to USED for review and approval.

State Report Card: Additional data about the current academic performance of Virginia's divisions, schools, and subgroups are available in the state report card.

2.C REWARD SCHOOLS

2.C.i Describe the SEA's methodology for identifying highest-performing and high-progress schools as reward schools.

The Virginia Board of Education will recognize highest-performing and high-progress schools as reward schools through the *Virginia Index of Performance* (VIP) incentives program and the state Title I Distinguished Schools program.

VIP Incentives Program

The VIP incentives program was designed to measure the extent to which students are progressing towards advanced proficiency levels in reading, mathematics, science, and history and social science, recognize achievement of other key indicators of school success, and encourage schools' and divisions' efforts to provide Virginia's students with excellent educational opportunities. Currently, schools and school divisions become eligible for VIP awards by meeting applicable state and federal achievement benchmarks (school accreditation and adequate yearly progress or AYP) for two consecutive years.

The VIP award requirements encourage school divisions to increase the percent of students earning advanced proficiency on state mathematics and science assessments, and provide incentives for schools to meet additional Virginia performance objectives. On February 17, 2011, revisions were approved by the Virginia Board of Education to retain the previously established program objectives while adding components that provide additional incentives for school divisions and schools to promote student achievement in the STEM areas and college and career readiness in general. As well, the revisions provide an opportunity for schools with no tested grades to earn VIP awards.

The VIP program uses a weighted methodology to calculate a VIP achievement index based on assessment results in each content area (English, mathematics, science, and history/social science), and provides opportunities for schools and school divisions to apply additional or "bonus" points to the content area indices by meeting additional VIP indicators.

The VIP Base Index weights the proficiency levels on statewide assessments as follows: (a) Advanced proficient: 100; (b) Proficient: 75; (c) Basic: 25; and, (d) Fail: 0. The weighted index is applied to all assessments taken in the school or division. Separate base scores are calculated for each content area – English, mathematics, science, and history/ social science - using the following formula: (# Advanced Proficient scores x 100) + (# Proficient scores x 75) + (# Basic scores x 25) divided by total tests administered.

Attachment 15 contains a chart with details of the criteria that comprise the VIP incentive program.

Title I Distinguished Schools

Virginia's Title I Distinguished Schools program will offer recognition to schools and divisions that meet the following criteria:

1. **Title I Distinguished School:** (a) achieves a mean score at the 80th percentile for both English and mathematics; and (b) meets full accreditation for a minimum of two consecutive years.
2. **Title I Highly Distinguished School:** (a) achieves mean score at the 80th percentile for both English and mathematics; (b) meets full accreditation for a minimum of two consecutive years; and (c) exceeds the statewide average for English and mathematics in the current and previous year for all proficiency gap groups of students.
3. **Title I Distinguished School Division:** exceeds the SOA proficiency targets for English and mathematics and graduation in the current and previous year for all students.
4. **Title I Highly Distinguished School Division:** (a) exceeds the SOA proficiency targets for English and mathematics and graduation in the current and previous year for all students; and (b) exceeds the statewide average for English and mathematics in the current and previous year for all proficiency gap groups of students.

2.C.ii Provide the SEA's list of reward schools in Table 2.

Table 2 may not reasonably accommodate the extensive list of Reward Schools; therefore, links to the lists of Virginia's Reward Schools, based on 2011 VIP Incentive Program criteria and 2011 state Title I Distinguished Schools criteria, are provided in the response to Question 2.C.iii and directly below Table 2. Updated and accurate lists for both reward categories will be made available for 2012-2013, based on 2011-2012 assessment results.

2.C.iii Describe how the SEA will publicly recognize and, if possible, reward highest-performing and high-progress schools.

The Virginia Board of Education will publicly recognize highest-performing and high progress schools during Board meetings and through press releases such as the ones available at the following links:

- **Governor McDonnell & Board of Education Honor High-Performing Virginia Schools & School Divisions** – *2011 Virginia Index of Performance Awards Announced*
- **Schools & School Divisions Recognized for Raising Achievement of Economically Disadvantaged Students**

Recognized schools may receive banners or certificates acknowledging their accomplishment. Schools recognized under the Title I Distinguished Schools program may also receive a small monetary academic achievement award as allowable under Section 1117(b)-(c).

2.D PRIORITY SCHOOLS

2.D.i Describe the SEA's methodology for identifying a number of lowest-performing schools equal to at least five percent of the State's Title I schools as priority schools.

Virginia is committed to identifying and providing support to the state's lowest-performing schools. The state will identify any school meeting one or more of the criteria below as a priority school:

Criterion A	Schools receiving School Improvement Grant (SIG) funds under Section 1003(g) of ESEA in Federal Fiscal Year 2009 (Cohort I) or 2010 (Cohort II) and identified and served as a Tier I or Tier II school
Criterion B	Title I ~~and Title I eligible~~ high schools with a federal graduation indicator* of 60 percent or less for two or more of the most recent consecutive years
Criterion C	Title I schools with a rating of *Accreditation – Denied* or *Conditionally Accredited – Reconstituted* for the "all students" performance in reading and/or mathematics
Criterion D *(see additional notes below)*	Title I schools with a rating of *Accreditation – Warned* for the "all students" performance in reading and/or mathematics

* The ESEA federal graduation indicator recognizes only Standard and Advanced Studies diplomas.

Based on 723 schools identified as Title I in school year 2011-2012, Virginia will identify a number of schools equal to five percent of the state's Title I schools, or 36 schools (5 percent of 723 schools), as priority schools for school year 2012-2013. The number of schools identified as priority schools in subsequent years may fluctuate due to an increase or decrease in the number of schools identified for Title I services, which will impact the number of schools that comprise an amount equal to 5 percent of the state's Title I schools.

Criterion D: This criterion will be applied only as necessary to identify as priority schools a number of schools that comprise an amount equal to 5 percent of the state's Title I schools. Should Criterion D be invoked, schools in this category will be rank-ordered based on the sum of the difference(s) between the performance of the "all students" group in reading and mathematics compared to the respective proficiency targets. Those schools with the largest gaps in performance will be included in the priority school list, up to the number of schools needed to equal the five percent requirement. The example that follows is provided for illustrative purposes.

Example: A Title I elementary school with a proficiency rate of 65 percent in reading and 60 percent in mathematics would miss the SOA proficiency targets by 10 points in both subjects (see SOA proficiency targets in the response to 2.B). For this school, the sum of the differences between the performance of the "all students" group in reading and mathematics would be 20 points. The school would rank higher and be identified as a priority school before a school with a summed difference in reading and mathematics performance of 19 points or less. The school would rank lower than a school with a summed difference of 21 points, and so forth.

2.D.ii Provide the SEA's list of priority schools in Table 2.

2.D.iii Describe the meaningful interventions aligned with the turnaround principles that an LEA with priority schools will implement.

A school division with a school receiving SIG funds as a Tier I or II school currently implementing a transformation or restart model will be expected to continue to implement the model according to the timeline indicated in its approved application for SIG funding.

School divisions with schools newly identified as priority schools will be required, at a minimum, to implement all requirements of the USED turnaround principles as outlined below.

Turnaround Principles: Meaningful interventions designed to improve the academic achievement of students in priority schools must be aligned with all of the following "turnaround principles" and selected with family and community input:

- providing strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget;
- ensuring that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; (2) preventing ineffective teachers from transferring to these schools; and (3) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs;
- redesigning the school day, week, or year to include additional time for student learning and teacher collaboration;
- strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards;
- using data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data;
- establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs; and
- providing ongoing mechanisms for family and community engagement.

Priority schools will hire an external Lead Turnaround Partner (LTP) or other external partner that is agreed upon by the Virginia Department of Education and the local school board to assist in implementing a model that meets the USED turnaround principles or one of the four USED models:

- **Turnaround Model**: Replace the principal, screen existing school staff, and rehire no more than half the teachers; adopt a new governance structure; and improve the school through curriculum reform, professional development, extending learning time, and other strategies.
- **Restart Model**: Convert a school or close it and re-open it as a charter school or under an education management organization.
- **School Closure**: Close the school and send the students to higher-achieving schools in the division.
- **Transformation Model**: Replace the principal and improve the school through comprehensive curriculum reform, professional development, extending learning time, and other strategies.

The Virginia Department of Education has established a state contract of approved LTP providers that local school boards may choose to contract for services. If a different LTP is desired, the selection must be by mutual agreement of the Department of Education and the local school board.

The state will provide extensive support and guidance to ensure divisions, together with the selected LTP(s) or other external partner(s), implement a model that meets the USED turnaround principles or one of the four USED intervention models in priority schools. The state will appoint an experienced external educational consultant to work closely with a division team to monitor division- and school-level improvement efforts.

2.D.iv Provide the timeline the SEA will use to ensure that its LEAs that have one or more priority schools implement meaningful interventions aligned with the turnaround principles in each priority school no later than the 2014–2015 school year and provide a justification for the SEA's choice of timeline.

A school division with a school *currently receiving SIG funds* as a Tier I or II school, and implementing a turnaround or transformation model, will be expected to continue to implement the model according to the timeline indicated in their approved application for SIG funding.

School divisions with schools *newly identified* as priority schools will be required to implement, at a minimum, all requirements of the USED turnaround principles or one of the four USED models in its priority school(s) and hire an LTP to assist in implementing the intervention no later than the beginning of the 2013-2014 school year. These school divisions will receive technical assistance from the state during the 2012-2013 school year to prepare to implement the selected intervention strategies or USED model in the 2013-2014 school year. In keeping with the established timeline for interventions in SIG schools, newly identified priority schools will be expected to implement the selected intervention strategies or USED model over a three-year period (2013-2014 through 2015-2016).

2.D.v Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement exits priority status and a justification for the criteria selected.

Virginia will use the following criteria to determine when a school that is making significant progress in improving student achievement exits priority status:

Reason for Priority School Identification		Exit Criteria*
Criterion A	Schools receiving School Improvement Grant (SIG) funds under Section 1003(g) of ESEA in Federal Fiscal Year 2009 (Cohort I) or 2010 (Cohort II) and identified and served as a Tier I or Tier II school	Will exit priority status at the conclusion of implementation of the chosen three-year intervention model**
Criterion B	Title I ~~and Title I eligible~~ high schools with a federal graduation indicator of 60 percent or less for two or more of the most recent consecutive years	Will exit after achieving a federal graduation indicator of more than 60 percent for two consecutive years
Criterion C	Schools with a rating of *Accreditation – Denied* for the "all students" performance in reading and/or mathematics	Will exit priority status after achieving a rating of *Full Accreditation*
Criterion D	Schools with a rating of *Accreditation – Warned* or *Conditionally Accredited – Reconstituted* for the "all students" performance in reading and/or mathematics	Will exit priority status after achieving a rating of *Full Accreditation*

* Schools that exit priority status must continue to implement the chosen intervention model or strategies for the full three year period.

** A Tier I or Tier II SIG school will continue to be identified as a priority school if it meets Criterion B, C, or D at the conclusion of the three-year period to implement a SIG model.

2.E FOCUS SCHOOLS

2.E.i Describe the SEA's methodology for identifying a number of low-performing schools equal to at least 10 percent of the State's Title I schools as "focus schools."

Virginia is committed to identifying and providing support to schools with significant gaps in subgroup performance in reading and mathematics. Virginia will continue to annually disaggregate and publicly report performance data for all seven subgroups. For accountability purposes, *Title I schools* with one or more proficiency gap groups not meeting performance expectations in reading and mathematics, as defined in the response to Section 2.B, will be considered for inclusion in the focus school category. The calculation to determine the list of focus schools is described below.

Methodology for Identifying Focus Schools

The calculation to determine the list of Title I focus schools having the largest proficiency gaps is described below:

1. Exclude any schools identified as priority schools.
2. Calculate for each school the difference between the SOA target and each gap group's performance in reading and mathematics to determine proficiency gap points.
3. Exclude from each school's calculation any gap group that meets or exceeds the SOA target.
4. Sum the proficiency gap points in reading and mathematics and divide by the number of gap groups represented at the school.
5. Rank schools in order of the total number of average proficiency gap points.
6. Identify from the list of schools ranked by proficiency gap points a number equal to 10 percent of the state's total Title I schools.

The examples below are provided to illustrate the focus school calculation:

School #1: Example of School Proficiency Gap Performance						
Gap Group	**Reading Target Grade 3-5**	**Reading Performance School-level Grade 3-5**	**Reading Performance Gap Points Grade 3-5**	**Math Target**	**Math Performance School-level**	**Math Performance Gap Points**
Gap Group 1	75	70	5	70	64	6
Gap Group 2	75	60	15	70	60	10
Gap Group 3	75	65	10	70	75	NI*
Sum of Proficiency Gap Points	add point differences for each gap group		30	add point differences for each gap group		16
Average Proficiency Gap Points	divide sum by number of gap groups represented at the school		10	divide sum by number of gap groups represented at the school		8
Total Average Proficiency Gap Points	(add average proficiency gap points)					18

*NI – Not Included because the gap group met or exceeded the subject area target

School #2: Example of School Proficiency Gap Performance						
Gap Group	**Reading Target** **Grade 6-8**	**Reading Performance School-level** **Grade 6-8**	**Reading Performance Gap Points** **Grade 6-8**	**Math Target**	**Math Performance School-level**	**Math Performance Gap Points**
Gap Group 1	70	67	3	70	59	11
Gap Group 2	70	75	NI*	70	60	10
Gap Group 3	70	70	NI*	70	68	2
Sum of Proficiency Gap Points	add differences for each gap group		3	add differences for each gap group		23
Average Proficiency Gap Points	divide sum by number of gap groups represented at the school		3	divide sum by number of gap groups represented at the school		7.7
Total Average Proficiency Gap Points	(add average proficiency gap points)					10.7

*NI – Not Included because the gap group met or exceeded the subject area target

For the example schools above, School #1 has a higher total average proficiency gap (18 points) than School #2 (10.7 points). School #1 would rank as a higher-need school than School #2.

Ranking schools by highest average proficiency gap points using the methodology described above, Virginia will identify as focus schools 10 percent of the Title I schools, or 72 of the state's 723 Title I schools.

Because all Title I ~~and Title I eligible~~ high schools with federal graduation rates below 60 percent for two or more years will be served as priority schools, graduation rates will not be used as a factor in determining focus schools.

2.E.ii Provide the SEA's list of focus schools in Table 2.

The list of priority schools included in Table 2 are those schools that would have been identified as such in the 2011-2012 school year, based on 2010-2011 assessment results, according to the criteria describe in 2.D.i. An updated and accurate list of priority schools for 2012-2013, based on 2011-2012 assessment results, will be made available in early fall of 2012.

2.E.iii Describe the process and timeline the SEA will use to ensure that its LEAs that have one or more focus schools will identify the specific needs of the SEA's focus schools and their students and provide examples of and justifications for the interventions focus schools will be required to implement to improve the performance of students who are the furthest behind.

Virginia's Focus School Improvement Process

Virginia emphasizes the participation and continuous involvement of division-level administrators in the school improvement process as well as targeted interventions at the school-level for students at-risk for not passing a grade-level assessment including students with disabilities and English language learners. In Virginia's successful school improvement process, the state works directly with division-level staff to ensure processes are in place to

support the improvement of schools (the state builds capacity at the division level), and then supports the division in working with its schools to ensure improvement is achieved for all students (the division builds capacity at the school level). The process begins by conducting needs sensing interviews with divisions using the *VDOE Change Map for Capacity Building* which determines the level of support needed to affect change at the division-level. Through collaboration with representatives from various VDOE offices as well as partnering organizations, the change map was developed in August 2011 based on the following theory of action:

> *Effective school divisions demonstrate the ability to continuously improve, adhere to a vision, maximize student learning, provide strong leadership, offer high quality instruction, and conduct relevant professional development. The school division leadership team cultivates a culture of capacity-building and continuous improvement. The school division consistently adheres to a vision that drives strategic planning and subsequent actions* ***(strategic planning)****. The school board and superintendent intentionally organize the division to maximize student learning* ***(system organization)****. Leaders are proactive and intentional, and allocate resources to achieve the vision. Leaders model systemic thinking by communicating and making transparent decisions* ***(leadership)*** *Leaders continuously align curriculum, instruction, and assessment. Leaders implement and monitor differentiated, research-based instruction, and services provided to meet diverse student needs* ***(curriculum, instructional practices, and services)****. The school division provides and assesses the effectiveness of professional development that is needs-based and job-embedded* ***(professional development)****.*

Virginia's Capacity Building Process for Divisions to Support Focus Schools

At the beginning of the academic year, each division with one or more focus schools will be assigned an external VDOE contractor, with extensive experience in the education field. The VDOE contractor will facilitate the needs sensing interview based upon the following components of the school improvement theory of action:

- Strategic planning;
- System organization;
- Leadership;
- Curriculum, instructional practices, and services (including targeted interventions for students with disabilities and English language learners); and
- Professional development (including developing research-based teacher evaluation systems that support teacher improvement and effectiveness).

Information gleaned from the needs sensing interview will be used to determine whether a division is operating at the *exploration, emerging, full,* or *sustainability* level of implementation for each theory of action component. The interview will enable the division to engage in reflective practice by identifying specific needs at both the division- and school-levels.

The division will be required to convene a division team comprised of administrators or other key staff representing Title I, instruction, special education, and English language learners.

Using the results of the needs sensing interview, the division team will be tasked with developing, implementing, and monitoring the division improvement plan using the CII Web-based planning tool, Indistar®. The Indistar® tool includes division-level indicators that are aligned with rapid improvement school indicators. These research-based indicators will serve as the foundation for the support needed to implement strategies to reduce proficiency gaps and create full division-level sustainability for reform efforts.

Each focus school will have a school-level team, as described in the academic review process section of the response to Question 2.F, that will receive support and monitoring from the division team. The division will engage a contractor from a state-approved list via a Memorandum of Understanding (MOU) to facilitate division strategies to support focus school(s) to develop interventions for students who are at-risk of not passing a state assessment in reading or mathematics including students with disabilities and English language learners. The contractor will help the division build its capacity to support leadership practices to support improved teacher effectiveness (as described in the teacher and principal performance standards in Principle 3):

1. Provide leadership and teacher professional development focused on what evidence to look for when observing classrooms; coaching for literacy and mathematics; effective modeling practices; planning based on classroom observations; research-based intervention practices; and, response to intervention;
2. Provide implementation support and coaching throughout the year for principals and teachers. Model effective practices and provide guided practice until practices are in-place independently of the contractor;
3. Provide modeling to principals in providing feedback to teachers, and provide guided practice to principals until the principal is able to exhibit practices independently;
4. Implement, monitor, and support an intervention model at the school-level with a focus on students with disabilities and English language learners; and
5. Build the division's capacity to support low-performing schools and increase student achievement.

Data-Driven Interventions

The school must develop an intervention strategy for all students who have failed an SOL assessment in the past or are identified as below grade level on the Algebra Readiness Diagnostic Test (Grades 5-8) or the Phonological Awareness Literacy Screening (K-3). Each focus school will be required to regularly analyze a variety of data points to make strategic, data-driven decisions to implement needed interventions for identified students including students with disabilities and English language learners. Analysis of the data points from these reports will be used by school improvement teams each quarter to adjust school- and division-level improvement plans to address emerging needs of the focus school(s). Additional details about the tools and strategies available for data analysis are available in the response to Question 2.G.

The process to support focus schools will bring coherence to improvement efforts through implementation of strategies grounded within a responsive system of support that begins with a division-level plan to support schools and ends with specific interventions in focus schools for students at-risk of not being academically successful.

The school support team will be tasked with developing, implementing, and monitoring the school improvement plan using the CII Web-based planning tool, Indistar®. The Indistar® tool includes rapid improvement school indicators. These research-based indicators will serve as the foundation for the support needed to implement strategies to reduce proficiency gaps and create full school-level sustainability for reform efforts.

2.E.iv Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits focus status and a justification for the criteria selected.

To provide timely support to schools identified as having the most significant proficiency gaps for the gap groups identified in the response to Question 2.B, Virginia will identify a new list of focus schools annually based on the methodology described in the response to Question 2.E.i. with the total in any given year not to exceed 10 percent of the state's Title I schools. Once identified as a focus school, a school will be expected to implement interventions for a minimum of two consecutive years, with the support of a state-approved contractor, regardless of whether the school is identified as a focus school in the second year of implementing intervention strategies.

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

Provide the SEA's list of reward, priority, and focus schools using the Table 2 template. Use the key to indicate the criteria used to identify a school as a reward, priority, or focus school.

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

LEA Name	School Name	School NCES ID #	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
	27 elementary and middle schools			C	
	9 high schools			D-2	
	72 schools				X
TOTAL # of Schools:			**323* (duplicate count)**	**36**	**72**

* The list of schools recognized as Reward Schools is extensive and would not be practically accommodated in the table above.

- The list of schools meeting the 2011 criteria for the VIP Incentive Program is available at the following link: Governor McDonnell & Board of Education Honor High-Performing Virginia Schools & School Divisions – *2011 Virginia Index of Performance Awards Announced*
- The list of schools meeting the 2011 criteria for the state's Title I Distinguished Schools Program is available at the following link: Schools & School Divisions Recognized for Raising Achievement of Economically Disadvantaged Students

Note: Priority and focus schools included in Table 2 are those schools that would have been identified as such in the 2011-2012 school year, based on 2010-2011 assessment results, according to the criteria describe in 2.D.i and 2.E.i. An updated and accurate list of priority schools for 2012-2013, based on 2011-2012 assessment results, will be made available in early fall of 2012.

Total # of Title I schools in the State: 723
Total # of Title I-participating high schools in the State with graduation rates less than 60%: 3

Key	
Reward School Criteria: **A.** Highest-performing school **B.** High-progress school **Priority School Criteria:** **C.** Among the lowest five percent of Title I schools in the State based on the proficiency and lack of progress of the "all students" group **D-1.** Title I-participating high school with graduation rate less than 60%	**Focus School Criteria:** • Has the largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s) or, at the high school level, has the largest within-school gaps in the graduation rate • Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate • A Title I-participating high school with graduation rate less than 60% over a number of years that is not identified as a priority school

over a number of years **D-2.** Title I-eligible high school with graduation rate less than 60% over a number of years • Tier I or Tier II SIG school implementing a school intervention model	

2.F PROVIDE INCENTIVES AND SUPPORTS FOR OTHER TITLE I SCHOOLS

2.F Describe how the SEA's differentiated recognition, accountability, and support system will provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA's new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps, and an explanation of how these incentives and supports are likely to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

The state's *VIP Incentive Program* and the *Title I Distinguished Schools Program*, as described in the response to Question 2.C, provide incentives for continuous improvement of student achievement for Title I schools not identified as priority or focus schools. The state's accountability and support system for other Title I schools is the same as for non-Title I schools. Schools that do not receive a rating of *Fully Accredited* are supported through a rigorous academic review process and intensive interventions as described below.

Academic Review

The SOA requires schools that are *Accredited with Warning, Accredited with Warning-Graduation Rate,* or *Provisionally Accredited – Graduation Rate* to undergo an academic review and prepare a three-year school improvement plan. Attachment 16 contains an overview of the academic review process.

The academic review is designed to help schools identify and analyze instructional and organizational factors affecting student achievement. The focus of the review process is on the systems, processes, and practices that are being implemented at the school and division levels. Specifically, information is gathered that relates to the following areas of review:

- Implementation of curriculum aligned with the Standards of Learning
- Use of time and scheduling practices that maximize instruction
- Use of data to make instructional and planning decisions (including teacher effectiveness data and teacher evaluation data as aligned to the state standards as indicated in Principle 3)
- Design of ongoing, school-based program of professional development
- Implementation of a school improvement plan addressing identified areas of weakness
- Implementation of research-based instructional interventions for schools warned in English or mathematics
- Organizational systems and processes
    - Use of school improvement planning process that includes data analysis and input of faculty, parents, and community

- School culture, including engagement of parents and the community
- Use of learning environments that foster student achievement
- Allocation of resources aligned to areas of need

These areas of review are based on state and federal regulations, and research-based practices found to be effective in improving student achievement. Within each of these areas, indicators reflecting effective practices have been identified for review (with an emphasis on effective pedagogy and teaching practices). The academic review team collects and analyzes data that demonstrate the school's status in implementing these practices. Based on their findings, the academic review team provides the school and the division with information that can be used to develop or revise, and implement the school's three-year school improvement plan, as required by the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*.

The school-level academic review process is tailored to meet the unique needs and circumstances presented by the school. The first year that a school is rated "accredited with warning" an academic review team conducts a comprehensive review of the areas related to the systems, processes, and practices that are being implemented at the school and division levels as indicated above. Throughout the school's continued status in warning, the academic review process is designed to monitor the implementation of the school improvement plan and provide technical assistance to support the school's improvement efforts.

An academic review team, either state or locally directed, will conduct an on-site review and assist the school in identifying areas of need and writing an effective three-year school improvement plan. Concurrent with developing a school improvement plan, priority assistance is prescribed by the academic review team and approved by the Virginia Department of Education for immediate delivery.

If the school is not fully accredited in the year following the academic review team visit, the Department of Education will identify a school support team to provide technical assistance to the school and/or division to modify, monitor, and implement the school improvement plan.

The focus of the review process is on the systems, processes, and practices that are being implemented at the school and division levels. The academic review team, consisting of Department of Education staff, division staff, and/or independent contractors trained in the academic review process, assists the school in writing the school improvement plan based on the final report of findings.

For those schools that were warned in the previous year and received an on-site academic review, the school support team reviews the current plan and provides technical assistance to the school to update the school improvement plan based on new accountability data. The school support team consists of Department of Education staff, division staff, and/or independent contractors trained in developing, implementing, and monitoring the school improvement plan. The school support team provides technical assistance based on the specific needs of the school

and/or division. In some schools, only school intervention is needed, while in other schools, division intervention and allocation of resources may have to be refocused to support the efforts of the school(s) to improve. The school support team monitors and provides technical assistance to the school during the time it is rated accredited with warning.

The academic review process also addresses graduation and academic issues as well as the required elements of three-year school improvement plans for high schools that are *Accredited with Warning* in specific academic areas and/or in achievement of the minimum threshold for the graduation and completion index or *Provisionally Accredited – Graduation Rate*.

Data Driven Strategy Development for High Schools with Low Graduation Rates – Virginia Early Warning System (VEWS)

The Virginia Early Warning System (VEWS) was developed for the Department of Education in collaboration with the National High School Center as a data tracking tool designed to assist schools in identifying which students show signs that they are at-risk of failure or dropping out. The VEWS indicators are based upon predictors of drop out and graduation that have been validated by national research and by four Virginia school divisions that participated in a pilot program. The VEWS data provides quarterly reports to the school team to track progress on selected indicators. These indicators include attendance, grades, credits earned, scores on SOL assessments, and behavior. The 7-Step VEWS implementation process is available in Attachment 17.

An academic review contractor that is assigned by the Department of Education, the division team, and the school team will review the VEWS data as well as other available data. These data may include identifying the number of over-age students at each grade, reviewing PALS data in grades K-3, identifying the percent of students not reading on grade-level at third grade over the past three years, and other significant data the division may find relevant to strategies needed to prevent students from entering high school at risk of not graduating on time or at all.

The contractors assigned by the Department of Education will identify the needs of each school *Accredited with Warning* (in specific academic areas and/or in achievement of the minimum threshold for the graduation and completion index) or *Provisionally Accredited – Graduation Rate* by reviewing the same data as the division and school teams. The contractor, in collaboration with the division and school teams, will customize a framework for improvement developed by either the National High School Center (NHSC) and/or the Center on Innovation and Improvement (CII).

Individual technical assistance will be provided to each school as needed and determined by the contractor. Guided by the systematic review of the VEWS data and the division's and school's self-assessment report, the contractor will identify and will communicate to the Office of School Improvement the priority needs for technical assistance for each school and division. In addition

to individualized technical assistance, the state will provide regional trainings. Regional training serves two purposes: 1) the cost of training is greatly reduced; and 2) schools with similar needs and demographics can learn from each other.

Web conferences developed by the contractors, a select group of principals, and other educational leaders, will be provided throughout the year. The Web conferences will meet the needs of Virginia's schools that have low graduation rates and/or low academic achievement and will be aligned with the research-based strategies available from the NHSC and CII. The Eight Elements of High School Improvement from NHSC are available in Attachment 18 and high school rapid improvement indicators from CII are available in Attachment 19.

Follow-up by Division- and School-Level Teams

As part of the academic review process, two teams will be established. The division team will include the principal of the school rated *Accredited with Warning* in specific academic areas and/or in achievement of the minimum threshold for the graduation and completion index or *Provisionally Accredited – Graduation Rate*, the division's top elementary, middle and secondary leaders, and membership from Title I and special education. For high schools, the division team will review data from the VEWS to make decisions about resources, policies, and strategies that will impact high school achievement (academic and graduation) at all grade levels.

The school team will include the school's principal and membership from guidance, special education and instruction. At least one member, other than the principal, of the division team will serve on the school team as well, preferably the division's top instructional leader. For high schools, the school team will utilize the VEWS implementation process in order to identify and intervene with students at-risk of failure or drop out.

The Office of School Improvement, the National High School Center, the Appalachia Regional Comprehensive Center, the Center on Innovation and Improvement, the Virginia Foundation of Educational Leadership, the College of William and Mary, the Virginia Association of Elementary Principals, and the Virginia Association of Secondary School Principals have collaborated to develop a framework of technical assistance that provides intensive systems of support for the division and the school.

As a result of the development and implementation of the academic review process for schools not meeting graduation targets over the past four years, graduation rates have increased across all subgroups, as shown in the table below.

Virginia Federal Graduation Indicator
Four Year Graduation Indicator
2011 Data as of September 26, 2011

	2008	2009	2010	2011	One-year point change	Point change since 2008
All Students	75.0%	76.9%	79.9%	81.6%	1.7	6.6
Black	63.9%	66.6%	70.6%	72.8%	2.3	9.0
Hispanic	57.9%	59.9%	66.1%	70.9%	4.9	13.0
White	81.0%	82.8%	85.1%	86.3%	1.2	5.3
Students with Disabilities	37.9%	42.7%	44.1%	47.3%	3.2	9.4
Economically Disadvantaged	57.2%	60.9%	66.4%	70.1%	3.6	12.9
Limited English Proficient	55.8%	56.4%	60.4%	63.3%	2.9	7.6

Electronic Comprehensive Improvement Planning Tool

The division and school teams will use an online electronic improvement planning tool to develop, implement and monitor a comprehensive three-year improvement plan using either the targeted indicators from CII or the broader indicators provided by the NHSC. Once the teams review the data and develop a comprehensive school improvement plan, the plan will be monitored for three years. In years two and three, the teams will continue to meet, discuss data, modify, and implement the school improvement plan.

For high schools with a low graduation rate, throughout the course of the first year, the division and school teams will use the VEWS data and other data to complete an in-depth and thorough needs assessment using tools developed by the NHSC and CII. These tools can be customized by the contractor to meet the needs of each school. The selection of the appropriate tool will be decided by the contractor, in collaboration with the division and school teams, based on the review of VEWS and other data. The division and school teams will use selected indicators to develop a single comprehensive plan that includes division and school strategies. The division strategies will focus on K-12 needs, while the school strategies will focus on strategies needed for student success at the high school.

Requirements for Schools that are Denied Accreditation

Any school rated *Accreditation Denied* must provide parents of enrolled students and other interested parties with written notice of the school's accreditation rating; a copy of the school division's proposed corrective action plan to improve the school's accreditation rating; and an opportunity to comment on the division's proposed corrective action plan. The school enters a

Memorandum of Understanding (MOU) between the Virginia Board of Education and the local school board. The local school board submits a corrective action plan to the Board of Education for its consideration in prescribing actions in the MOU within 45 days of the notification of the rating.

The local board submits status reports detailing implementation of actions prescribed by the MOU to the Board of Education. The status reports are signed by the school principal, division superintendent, and the chair of the local school board. The school principal, division superintendent, and the chair of the local school board are required to appear before the Board of Education to present status reports.

The MOU includes, but is not limited to:

1. Undergoing an educational service delivery and management review. The Board of Education prescribes the content of such review and approves the reviewing authority retained by the school division.
2. Working with a specialist approved by the state to address those conditions at the school that may impede educational progress and effectiveness and academic success.

As an alternative to the MOU, a local school board may choose to reconstitute a school rated *Accreditation Denied* and apply to the Board of Education for a rating of *Conditionally Accredited*. The application must outline specific responses that address all areas of deficiency that resulted in the *Accreditation Denied* rating.

If a local school board chooses to reconstitute a school, it may annually apply for an accreditation rating of *Conditionally Accredited*. The *Conditionally Accredited* rating is granted for a period not to exceed three years if the school is making progress toward a rating of *Fully Accredited* in accordance with the terms of the Board of Education's approval of the reconstitution application. The school will revert to a status of *Accreditation Denied* if it fails to meet the requirements to be rated *Fully Accredited* by the end of the three-year term or if it fails to have its annual application for such rating renewed.

The local school board may choose to close a school rated *Accreditation Denied* or to combine such school with a higher performing school in the division. A local school board that has any school with the status of *Accreditation Denied* annually reports each school's progress toward meeting the requirements to be rated *Fully Accredited* to the Board of Education.

2.G BUILD SEA, LEA, AND SCHOOL CAPACITY TO IMPROVE STUDENT LEARNING

2.G Describe the SEA's process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, including through:

i. timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools;
ii. holding LEAs accountable for improving school and student performance, particularly for turning around their priority schools; and
iii. ensuring sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools identified under the SEA's differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources).

Explain how this process is likely to succeed in improving SEA, LEA, and school capacity.

Monitoring of, and Technical Assistance for, Division Implementation of Interventions in Priority and Focus Schools

Overseeing improvement efforts in numerous divisions and schools across a state requires a strong support infrastructure. The Department of Education will use a variety of systems to facilitate and streamline data collection, file sharing, and reporting mechanisms for priority and focus schools. The division will engage a contractor from a state-approved list via a Memorandum of Understanding (MOU) to facilitate division strategies to support focus school(s) to develop interventions for students who are at-risk of not passing a state assessment in reading or mathematics including students with disabilities and English language learners. The contractor will help the division build their capacity to support leadership practices to support improved teacher effectiveness (see Principle 3):

1. Provide leadership and teacher professional development focused on what evidence to look for when observing classrooms; coaching for literacy and mathematics; effective modeling practices; planning based on classroom observations; research-based intervention practices; and, response to intervention;
2. Provide implementation support and coaching throughout the year for principals and teachers. Model effective practices and provide guided practice until practices are in-place independently of the contractor;
3. Provide modeling to principals in providing feedback to teachers, and provide guided practice to principals until the principal is able to exhibit practices independently;
4. Implement, monitor and support an intervention model at the school-level with a focus on students with disabilities and English language learners; and
5. Build the division's capacity to support low-performing schools and increase student achievement.

The contractors will meet at least quarterly with Department of Education staff to share common issues across the state and discuss strategies for addressing emerging issues in the field.

To allow the state to better monitor school improvement progress throughout the school year and over the course of the interventions, priority and focus schools will be required to use the same assessments, online planning tool, and data analysis systems, such as:

- *Indistar®*, which is an online portal created and managed by the Center on Innovation and Improvement (CII). *Indistar®* will be used by both focus and priority schools and division and LTP staff to develop, coordinate, track, and report improvement activities. A number of evidence-based practices and indicators are provided to inform improvement efforts, but the system can also be customized to reflect customized division or school indicators of effective practice or rubrics for assessment. Indistar® is used to collect meeting minutes, professional development activities, strategies for extending learning opportunities, parent activities, and indicators of effective leadership and instructional practice. Indistar® also provides online tutorials on the indicators, including video of teachers, principals, and teams demonstrating the indicators. Many of the videos are from Virginia schools.
- *iStation's Indicators of Progress* (ISIP), which is an online computer adaptive testing (CAT) system that administers short tests to determine each student's overall reading ability. The system adjusts the difficulty of questions based on performance, and tracks the performance of individual students, classrooms, and the school over time. Students are assessed monthly and then grouped by tiers and skill need. The system can be used in conjunction with the iStation reading program as well as other programs. Priority and focus schools will be required to utilize this progress monitoring tool to track the efficacy of interventions for selected students. iStation automatically reports student achievement each month. This information will be used by the assigned external consultants and the SEA to determine subsequent actions. *iStation's Indicators of Progress* (ISIP) is piloting a mathematics program for K-5. If this program's effectiveness is demonstrated in the Virginia pilot schools, it will be considered as a requirement to monitor progress in mathematics. (Other assessments selected by the division may be approved by the Virginia Department of Education. These assessments must be norm-referenced, offer a Lexile score, or be provided frequently throughout the year.)
- The *Algebra Readiness Diagnostic Test* (ARDT), which is a Web-based application that employs computer adaptive testing to help determine student proficiency in mathematics. The test items are correlated to the *Mathematics Standards of Learning* for grades 3, 4, 5, 6, 7, 8 and Algebra I and were reviewed by a group of Virginia educators for accuracy and validity. Results from the diagnostic test are available immediately and provide information correlated to the Standards of Learning reporting categories. This information is beneficial in developing and focusing an intervention

program for those students who are most at risk. Priority and focus schools at the middle school level will be required to utilize this diagnostic tool and report the results to the state quarterly.

- Datacation by Casenex, which is an electronic query system that provides principals with data needed to make data-driven decisions at the school-level. Each focus and priority school will be required to analyze a variety of data points on a quarterly basis using the "Virginia Dashboard," a Web-based data analysis and reporting tool. School and division teams will use the tool to make strategic, data-driven decisions to implement needed interventions for students who: 1) are not meeting expected growth measures; 2) are at risk of failure; or 3) at risk of dropping out of school. In addition, the Virginia Dashboard allows the school leadership team to follow interventions throughout the year to determine their effectiveness. The Virginia Dashboard generates monthly reports which include, at a minimum, the following forms of data:
    - Student attendance;
    - Teacher attendance;
    - Benchmark results;
    - Reading and mathematics grades;
    - Student discipline reports;
    - Phonological Awareness Literacy Screening (PALS) data;
    - World-Class Instructional Design and Assessment (WIDA) data for ELL students;
    - Student transfer data; and
    - Student Intervention Participation by Intervention Type.

Analysis of the data points from the quarterly reporting system will be used by school improvement teams each quarter, and if needed, monthly, to respond to the following questions:

- Based upon analysis of data in your benchmark results and grade distribution, do you need to assign additional tasks for your current indicators?
- Based upon analysis of data in your benchmark results, grade distribution, formative and summative assessments, which indicators will be added to your Indistar® online plan to address or modify your current plan?
- Correspondingly, what Indistar® tasks will the school, through the principal, the governance committee, or the school improvement team, initiate in each of the Indistar® indicators identified above?
- What is the progress of your students needing intervention? What specific tiered interventions are being put in place as the result of your data analysis?
- What plan is in place to monitor this process?

Holding Divisions Accountable for Improving Schools and Student Performance, Particularly for Turning Around Priority Schools

In addition to the statewide accountability system described in Question 2.A.i and 2.F, the state will provide extensive support and guidance to ensure divisions, together with the selected LTP(s) or other external partner(s), implement a model that meets the USED turnaround principles or one of the four USED intervention models in priority schools. The state will appoint an experienced external educational consultant to work closely with a division team to monitor division- and school-level improvement efforts. This technical assistance will be monitored by a monthly online reporting system.

The state will monitor the implementation of school improvement interventions in priority, as well as focus and other schools, on a cyclical basis.

Ensuring Sufficient Support for Implementation of Interventions in Priority Schools, Focus Schools, and other Title I Schools Identified under the SEA's Differentiated Recognition, Accountability, and Support System, Including through Leveraging Available Funds

As described in the responses to Questions 2.D.iii, 2.E.iii, and 2.F, the state provides support to schools missing SOA targets through the academic review process and requires divisions with priority and focus schools to hire partners to assist in the implementation of improvement strategies. Divisions with schools identified as priority schools will be awarded Section 1003(a) and 1003(g) school improvement funds, as available, and may also reserve an appropriate portion of their Title I, Part A, funds, not to exceed 20 percent, to implement the requirements of the turnaround principles or one of the four USED intervention models. Divisions with focus schools may be awarded Section 1003(a) funds, if available, and may also reserve an appropriate portion of their Title I, Part A, funds, not to exceed 20 percent, to hire a state-approved contractor to provide guidance and technical assistance in the improvement planning process and in the implementation of strategies to improve the performance of proficiency gap groups and other subgroups.

The efficacy of Virginia's system for building state, division, and school capacity is premised on the intentional engagement of stakeholders to direct improvement efforts. At the state level, a differentiated system of support has been developed through collaboration among various offices within the Department of Education as well as a multitude of educational partners. Local capacity will be built with targeted and differentiated supports and interventions determined by diagnostic reviews of student performance and practice, well-coordinated, and delivered with quality and accountability.

PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

3.A DEVELOP AND ADOPT GUIDELINES FOR LOCAL TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

Select the option that pertains to the SEA and provide the corresponding description and evidence, as appropriate, for the option selected.

Option A	Option B
☐ If the SEA has not already developed and adopted all of the guidelines consistent with Principle 3, provide: i. the SEA's plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year; ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and iii. an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 14).	☒ If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide: ▪ a copy of the guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ▪ evidence of the adoption of the guidelines (Attachment 11); and ▪ a description of the process the SEA used to involve teachers and principals in the development of these guidelines.

Highly Qualified Teacher Data

With the new emphasis on teacher and principal evaluation and effectiveness, as part of the ESEA flexibility opportunity, Virginia requests to discontinue collecting and reporting data on teacher and paraprofessional highly qualified percentages. Virginia's percentage of highly qualified teachers was 99.3 percent for the 2010-2011 school year. The highly qualified percentage for high poverty schools was 98.8 percent. With the achievement of almost 100 percent of highly qualified teachers in Virginia, the request to eliminate this additional reporting requirement is merited. The Virginia Department of Education has met the requirements outlined in Section 9401of ESEA in terms of the process to notify school divisions and the public of the request and provide them an opportunity to comment on the proposal.

By virtue of Virginia's law, regulations, and accountability system, teachers meet the highly qualified designation. State law requires that teachers must be licensed. Board of Education regulations require that teachers must be endorsed appropriately for the teaching assignment. Teachers in federal core areas in Virginia are required to meet rigorous licensure and endorsement requirements. By meeting the licensure requirements, these teachers:

- hold at least an earned bachelor's degree from a regionally accredited college or university with a major in the arts or sciences (or the equivalent);
- have met specified content course work in the area taught (equivalent to a major for secondary teachers);
- satisfied professional studies requirements; and
- passed a reading and writing content assessment, an instructional reading assessment (for elementary and special educators), and the Praxis II content assessment. The qualifying scores for the Praxis II content assessments for Virginia are among the highest in the nation among those states using the Praxis II assessments.

Virginia is focusing on teacher and principal effectiveness. In the last year, the Board of Education has approved *Guidelines for the Uniform Performance Standards and Evaluation Criteria for Teachers and Principals.* These guidelines require student academic progress as one of the seven performance standards that must be addressed in teacher and principal evaluation. The Virginia Department of Education developed an automated system to collect information from each school division on the performance standards and evaluation system. This system requires school divisions to describe their evaluation systems for teachers and principals and provide summative ratings for teachers and principals. The information collected from the 132 school divisions is posted on the Department of Education's Web site [https://p1pe.doe.virginia.gov/tpec_public/]. Each evaluation system must address the uniform performance standards and student academic progress pursuant to state law. In addition, school division superintendents and school board chairs are required to certify compliance with *Code of Virginia* (state law) requirements relative to teacher and principal evaluation.

Virginia believes the focus should be on ensuring teachers and principals are highly effective – properly licensed and endorsed for their assignment and their efforts result in improved student academic progress. Eliminating the requirement for Virginia to collect and report highly qualified percentages provides school divisions and the Department of Education additional resources to focus on the objective of ensuring that instructional personnel are highly effective.

Governor's Proposed Legislation

The Governor of Virginia has proposed bold legislation that is moving through the General Assembly that will eliminate continuing contract status (referred to as tenure in some states) and improve the evaluation process for teachers and principals (includes assistant principals). The legislation proposes that the statute would become effective on July 1, 2013.*

The legislation would require:

- a probationary term of service for five years for teachers and principals in the same school division before being issued a three-year term contract;
- probationary teachers and principals to be evaluated each school year;
- teachers and principals who have achieved term contract status, if not evaluated formally, to be evaluated informally at least once during each of the first and second years of their term contract and evaluated formally in the third year;
- an overall summative rating in which student academic progress is a significant component of the evaluation of a teacher, principal, and superintendent;
- local school boards to be trained on evaluation of personnel and make provisions for superintendents to participate in high-quality professional development activities, including (among other things) the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Principals, and Superintendents* to superintendents annually;
- a change in the date from April 15 to June 15 for school divisions to notify teachers and principals of contract status for the following school year;
- a teacher who has achieved term contract status who receives an unsatisfactory formal evaluation in the first year of his term contract and who continues to be employed by the local school board to be formally evaluated in the second year of the term contract [Also, the legislation would not allow a teacher who has not achieved term contract status or who is in the last year of a three-year term contract to grieve nonrenewal of a contract]; and
- local school boards to establish reduction in force policies that must consider, among other things, the performance evaluations of the teachers potentially affected by the reduction in workforce. (Seniority could not be the sole factor for making reduction in force decisions.)

** Teachers, assistant principals/principals, or supervisors who have achieved continuing contract status in a school division by the first day of the 2013-14 school year and who are employed in the same division for the 2013-14 school year shall continue to have continuing contract status, during good behavior and competent service.*

This legislation will strengthen the evaluation of teachers and principals in Virginia. Student academic progress, currently required for teacher and principal evaluations, would be a significant component of teacher, principal, and superintendent evaluations. Teachers would be evaluated formally each year during the probationary term of five years (extended from three years). During the term contract, the teacher and principal must be evaluated each year.

In addition, the Governor's budget is requesting $277,000 the first year (Fiscal Year 13) and $138,500 the second year (Fiscal Year 14) from the general fund to be used to provide performance evaluation training to teachers, principals, division superintendents. This is in addition to the funds appropriated this year for the Performance-Pay Pilot that is implementing the new *Uniform Performance Standards and Evaluation Criteria for Teachers*.

Teacher Evaluation

Virginia has adopted all guidelines required for teacher evaluation.

Background: In response to the *1999 Education Accountability and Quality Enhancement Act* (HB2710 and SB1145) approved by the Virginia General Assembly, the Virginia Board of Education approved the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents* in January 2000. In May 2008, the Board of Education approved the guidance document, *Virginia Standards for the Professional Practice of Teachers* that responded to a recommendation from the Committee to Enhance the K-12 Teaching Profession in Virginia established by the Board of Education and the State Council of Higher Education for Virginia. In 2010, the Virginia Department of Education embarked on a major statewide initiative to revise the uniform performance standards and evaluation criteria for teachers, principals, and superintendents.

The *Code of Virginia* (state law) requires the Virginia Board of Education to establish performance standards and evaluation criteria for teachers, principals, and superintendents to serve as guidelines for school divisions to use in implementing educator evaluation systems. The *Code of Virginia* requires that (1) teacher 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 (2) school boards' procedures for evaluating instructional personnel address student academic progress.

Code of Virginia

Section 22.1-253.13:5 (**Standard 5. Quality of classroom instruction and educational leadership)** of the *Code of Virginia* states, in part, the following:

…B. Consistent with the finding that leadership is essential for the advancement of public education in the Commonwealth, teacher, administrator, and superintendent evaluations shall be consistent with the performance objectives included in the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents*. Teacher evaluations shall include regular observation and evidence that instruction is aligned with the school's curriculum. Evaluations shall include identification of areas of individual strengths and weaknesses and recommendations for appropriate professional activities….

Section 22.1-295 (**Employment of teachers**) states, in part, the following:

…C. School boards shall develop a procedure for use by division superintendents and principals in evaluating instructional personnel that is appropriate to the tasks performed and addresses, among other things, **student academic progress** [emphasis added] and the skills and knowledge of instructional personnel, including, but not limited to, instructional methodology,

classroom management, and subject matter knowledge.

Instructional personnel employed by local school boards who have achieved continuing contract status shall be evaluated not less than once every three years. Any instructional personnel, who has achieved continuing contract status, receiving an unsatisfactory evaluation who continues to be employed by the local school board shall be evaluated no later than one year after receiving such unsatisfactory evaluation. The evaluation shall be maintained in the employee's personnel file.

Revision of Teacher Performance Standards and Evaluation Criteria ~~Guidelines~~

At its July 2010 meeting, the Virginia Board of Education received a report from the Virginia Department of Education that provided a work plan to study and develop model teacher and principal evaluation systems that would result in revisions to the Board's uniform performance standards and evaluation criteria. The initial work focused on developing a model teacher evaluation system that could be used by school divisions in making decisions about performance pay.

The Virginia Department of Education established a statewide work group to conduct a comprehensive study of teacher evaluation in July 2010. The work group included teachers, principals, superintendents, human resources representatives, a higher education representative, and representatives from professional organizations (Virginia Association of Elementary School Principals, Virginia Association of Secondary School Principals, Virginia Association of School Superintendents, Virginia Education Association, Virginia School Boards Association and the Virginia Parent Teacher Association), expert consultants, and Department of Education

Teacher Evaluation Performance Standards and Evaluation Criteria: Policy Development

July 2010
Work Plan: The Virginia Board of Education received a recommended work plan to develop model teacher and principal evaluation systems.

Comprehensive Study: The Virginia Department of Education established a Teacher Evaluation Work Group, led by expert consultants, to conduct a comprehensive study of teacher evaluation.

August 2010 – March 2011
Teacher Evaluation Statewide Work Group: Teacher Evaluation Work Group meetings were held to develop and recommend uniform performance standards and evaluation criteria for teachers.

February 2011
State Budget Action: Governor Robert F. McDonnell and the General Assembly budgeted $3 million for a Virginia Performance Pay Pilot to be implemented in identified hard-to-staff schools. In addition, Title I School Improvement Grant Funds were designated to support the pilot in low-performing schools. Pilot schools must implement the teacher evaluation system recommended by the Board of Education.

March 2011 and April 2011
Virginia Board of Education Approval: The revised *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* and the *Virginia Standards for the Professional Practice of Teachers* were presented to the Virginia Board of Education in March 2011 and approved in April 2011.

July 1, 2012
Implementation Date: The Virginia Board of Education approved the *Guidelines for Uniform Performance Standards*

personnel.

Department of Education staff consulted with the Center for Innovative Technology (CIT) to coordinate the activities of the work group. Working with the Department, CIT engaged the services of two expert consultants to assist in revising the documents, developing revised standards, and creating new evaluation models. The consultants were Dr. James Stronge, Heritage Professor of Educational Policy, Planning, and Leadership, The College of William and Mary; and Dr. Terry Dozier, Associate Professor, Teaching and Learning, and Director, Center for Teacher Leadership, Virginia Commonwealth University. The goals of the work group were to:

- compile and synthesize current research on:
    - comprehensive teacher evaluation as a tool to improve student achievement and teacher performance, improve teacher retention, and inform meaningful staff development, and
    - effective models of differentiated and performance-based compensation including differentiated staffing models;
- examine selected research being conducted by faculty at Virginia colleges and universities involving teacher evaluation and differentiated and performance-based compensation;
- examine existing state law, policies, and procedures relating to teacher evaluation;
- examine selected teacher evaluation systems currently in use across Virginia;
- develop and recommend policy revisions related to teacher evaluation, as appropriate;
- revise existing documents developed to support teacher evaluation across Virginia, including the *Guidelines for Uniform Performance Standards for Teachers, Administrators and Superintendents* and the *Virginia Standards for the Professional Practice of Teachers* to reflect current research and embed the requirement to consider student growth as a significant factor of all teacher evaluation protocols;
- examine the use of teacher evaluation to improve student achievement with particular focus on high-poverty and/or persistently low-performing schools in Virginia;
- examine the use of teacher evaluation to improve teacher retention and guide meaningful professional development with particular focus on hard-to-staff, high-poverty, and/or persistently low-performing schools in Virginia;
- examine the use of teacher evaluation as a component of differentiated compensation or performance-based compensation both in Virginia and nationally;
- develop new models of teacher evaluation, including a growth model, that can be field tested by selected school divisions;
- provide technical support to selected school divisions as they field test new models; and
- evaluate field test results and use results to refine evaluation models, inform further policy development, inform legislative priorities, and support applications for federal or other grant funding to support further implementation of new evaluation models and performance-based compensation models across Virginia.

Work group meetings were held in Richmond in August 2010, Charlottesville in October 2010, and Newport News in December 2010. The work group concluded its work in December 2010, and a subcommittee of the work group met on March 9, 2011, to review the draft documents.

The work group developed two guidance documents requiring Board of Education approval:

> ***Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers***
> State statute requires that teacher evaluations be consistent with the performance standards (objectives) included in this document and evaluations must address student academic progress. The document is provided as guidance for local school boards in the development of evaluation systems for teachers.
>
> ***Virginia Standards for the Professional Practice of Teachers***
> The standards in this document define what teachers should know and be able to do, and they establish a foundation upon which all aspects of teacher development from teacher education to induction and ongoing professional development can be aligned. The revised *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* incorporate these teaching standards. This document serves as a resource for school divisions in the implementation of the Board of Education's performance standards and evaluation criteria for teachers and for colleges and universities in teacher preparation.

An extensive review of research was conducted for the development of the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers.* A document, *The Research Base for the Uniform Performance Standards for Teachers,* was prepared that provides the research base supporting the selection and implementation of the proposed performance standards and evaluation criteria. This document may be accessed at the following Web site: http://www.doe.virginia.gov/teaching/performance_evaluation/research_base_ups_teachers.pdf.

Teacher Performance Standards, Including Student Academic Progress

The document, *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers,* sets forth seven performance standards, including student academic progress, for all Virginia teachers. Pursuant to state law, teacher evaluations must be consistent with the following performance standards (objectives) included in this document:

> **Performance Standard 1: Professional Knowledge**
> *The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.*

Performance Standard 2: Instructional Planning
The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

Performance Standard 3: Instructional Delivery
The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.

Performance Standard 4: Assessment of and for Student Learning
The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

Performance Standard 5: Learning Environment
The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

Performance Standard 6: Professionalism
The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.

Performance Standard 7: Student Academic Progress
The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

The first six standards closely parallel the work of the Interstate New Teachers Assessment and Support Consortium as well as the National Board for Professional Teaching Standards. The seventh standard adds an increased focus on student academic progress. For each standard, sample performance indicators are provided. In addition, the evaluation guidelines provide assistance to school divisions regarding the documentation of teacher performance with an emphasis on the use of multiple measures for teacher evaluation rather than relying on a single measure of performance.

Teacher Performance Ratings

The evaluation rating scale provides a description of four levels of how well the standards (i.e., duties and responsibilities) are performed on a continuum from *Exemplary* to *Unacceptable.* The use of the scale enables evaluators to acknowledge effective performance (i.e., *Exemplary* and *Proficient*) and provides two levels of feedback for teachers not meeting expectations (i.e., *Developing/Needs Improvement* and *Unacceptable*). The following definitions offer general descriptions of the ratings.

Definitions of Terms Used in Rating Scale

Rating	Description	Definition
Exemplary	The teacher performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established standard. This rating is reserved for performance that is truly exemplary and done in a manner that exemplifies the school's mission and goals.	Exceptional performance: • consistently exhibits behaviors that have a strong positive impact on learners and the school climate • serves as a role model to others • sustains high performance over a period of time
Proficient	The teacher meets the standard in a manner that is consistent with the school's mission and goals.	Effective performance: • meets the requirements contained in the job description as expressed in the evaluation criteria • demonstrates willingness to learn and apply new skills • exhibits behaviors that have a positive impact on learners and the school climate
Developing/Needs Improvement	The teacher often performs below the established standard or in a manner that is inconsistent with the school's mission and goals.	Ineffective performance: • requires support in meeting the standards • results in less than quality work performance • leads to areas for teacher improvement being jointly identified and planned between the teacher and evaluator
Unacceptable	The teacher consistently performs below the established standard or in a manner that is inconsistent with the school's mission and goals.	Poor-quality performance: • does not meet the requirements contained in the job description as expressed in the evaluation criteria • may result in the employee not being recommended for continued employment

The *Code of Virginia* requires that school boards' procedures for evaluating teachers address student academic progress. The Board's *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* call for each teacher to receive a summative evaluation rating, and that the rating be determined by weighting the first six standards equally at 10 percent each, and that the seventh standard, student academic progress, account for 40 percent of the summative evaluation. There are three key points to consider in this model:

1. Student learning, as determined by multiple measures of student academic progress, accounts for a total of 40 percent of the evaluation.
2. At least 20 percent of the teacher evaluation (half of the student academic progress measure) is comprised of student growth percentiles as provided from the Virginia Department of Education when the data are available and can be used appropriately.
3. Another 20 percent of the teacher evaluation (half of the student academic progress measure) should be measured using one or more alternative measures with evidence that the alternative measure is valid. *Note:* Whenever possible, it is recommended that the second progress measure be grounded in validated, quantitative, objective measures, using tools already available in the school.

The *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* provide school divisions with a model evaluation system, including sample forms and templates that may be implemented "as is" or used to refine existing local teacher evaluation systems. Properly implemented, the evaluation system provides school divisions with the information needed to support systems of differentiated compensations or performance-based pay.

On April 28, 2011, the Board of Education approved the revised documents, *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* and the *Virginia Standards for the Professional Practice of Teachers*. The documents may be accessed at the following Web site: http://www.doe.virginia.gov/teaching/performance_evaluation/index.shtml. The guidelines and standards will become effective statewide on July 1, 2012; however, school boards and divisions are authorized to implement them prior to July 1, 2012. Schools participating in the Governor's Performance-Pay Pilot were required to use the standards and evaluation criteria during the 2011-2012 school year.

Principal Evaluation

Virginia has adopted all guidelines required for principal evaluation.

Background: In response to the *1999 Education Accountability and Quality Enhancement Act* (HB2710 and SB1145) approved by the Virginia General Assembly, the Board of Education approved the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents* in January 2000. At its July 2010 meeting, the Board of Education received a report from the Virginia Department of Education that provided a work plan to study and develop model teacher and principal evaluation systems that would result in revisions to the Board's uniform performance standards and evaluation criteria for teachers and principals.

The Virginia Board of Education is required to establish performance standards and evaluation criteria for teachers, principals, and superintendents to serve as guidelines for school divisions to use in implementing educator evaluation systems. The *Code of Virginia* requires that (1)

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 (2) school boards' procedures for evaluating principals address student academic progress.

Code of Virginia

Section 22.1-253.13:5 of the *Code of Virginia* states, in part, the following:

…B. Consistent with the finding that leadership is essential for the advancement of public education in the Commonwealth, teacher, administrator, and superintendent evaluations shall be consistent with the performance objectives included in the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents*. Teacher evaluations shall include regular observation and evidence that instruction is aligned with the school's curriculum. Evaluations shall include identification of areas of individual strengths and weaknesses and recommendations for appropriate professional activities….

…E. Each local school board shall provide a program of high-quality professional development… (iv) for administrative personnel designed to increase proficiency in instructional leadership and management, including training in the evaluation and documentation of teacher and administrator performance based on student academic progress and the skills and knowledge of such instructional or administrative personnel.

Section 22.1-294 of the *Code of Virginia* states, in part, the following:

…B. Each local school board shall adopt for use by the division superintendent clearly defined criteria for a performance evaluation process for principals, assistant principals, and supervisors that are consistent with the performance objectives set forth in the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents* as provided in § 22.1-253.13:5 and that includes, among other things, an assessment of such administrators' skills and knowledge; **student academic progress** and school gains in student learning; and effectiveness in addressing school safety and enforcing student discipline. The division superintendent shall implement such performance evaluation process in making employment recommendations to the school board pursuant to § 22.1-293.

Revision of Principal Performance Standards and Evaluation Criteria

The Virginia Department of Education established a statewide work group to conduct a comprehensive study of principal evaluation in fall 2011. The work group included teachers, principals, superintendents, a human resources representative~~s~~, higher education representatives, a parent representative, and representatives from professional organizations (Virginia Association of Elementary School Principals, Virginia Association of Secondary School Principals, Virginia Association of School Superintendents, Virginia Education Association,

Virginia School Boards Association and the Virginia Parent Teacher Association), expert consultants, and Department of Education personnel.

The goals of the principal evaluation work group were to:

- develop and recommend policy revisions related to principal evaluation, as appropriate;
- compile and synthesize current research related to principal evaluation and principal performance standards;
- examine existing state law, policies, and procedures relating to principal evaluation;
- establish the use of multiple data sources for documenting performance, including opportunities for principals to present evidence of their own performance as well as student growth;
- develop a procedure for conducting performance reviews that stresses accountability, promotes professional improvement, and increases principals' involvement in the evaluation process;
- revise existing documents developed to support principal evaluation across Virginia, including the *Guidelines for Uniform Performance Standards for Teachers, Administrators, and Superintendents* to reflect current research and embed student growth as a significant factor of principal evaluation protocols; and
- examine the use of principal evaluation to improve student achievement.

Work group meetings were held in Richmond in October and December 2011. The work group concluded its work in early December 2011, and a subcommittee of the work group met

Principal Evaluation Performance Standards and Evaluation Criteria: Policy Development

July 2010
Work Plan: The Virginia Board of Education received a recommended work plan to develop model teacher and principal evaluation systems.

August- September 2011
Comprehensive Study: The Virginia Department of Education established a Principal Evaluation Work Group to conduct a comprehensive study of principal evaluation.

Expert Consultants: The Virginia Department of Education secured expert consultants led by Dr. James Stronge, heritage professor of educational policy, planning, and leadership at The College of William and Mary to assist with the development of the principal evaluation system.

October-December 2011
Principal Evaluation Work Group: The Principal Evaluation Work Group meetings were held to develop and recommend uniform performance standards and evaluation criteria for principals.

January and February 2012
Virginia Board of Education Approval: The revised document, *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals*, were presented to the Virginia Board of Education in January 2012 and approved in February 2012 [Pending Approval].

May 2012
Statewide Training Materials: New resources, *Training Materials for the Implementation of Virginia's Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals*, will be developed and posted for use by all school divisions.

July 1, 2013
Implementation Date: The Virginia Board of Education approved the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals* to become effective July 1, 2013; however, school boards and divisions are authorized to implement them prior to July 1, 2013. [Pending Approval]

later in December 2011 to review the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals* before the final recommendation was made to the Virginia Board of Education.

An extensive review of research was conducted in the development of the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals*. A document, *Research Synthesis of Virginia Principal Evaluation Competencies and Standards,* was prepared that provides the research base supporting the selection and implementation of the proposed performance standards and evaluation criteria.

Principal Performance Standards, Including Student Academic Progress

The *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals* set forth seven performance standards for all Virginia principals. The performance standards refer to the major responsibilities and duties performed by a principal. For all principals there is a set of standards unique to the specific position that serves as the basis of the principal evaluation. Pursuant to state law, principal evaluations must be consistent with the following performance standards (objectives):

Performance Standard 1: Instructional Leadership
The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.

Performance Standard 2: School Climate
The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.

Performance Standard 3: Human Resources Management
The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.

Performance Standard 4: Organizational Management
The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.

Performance Standard 5: Communication and Community Relations
The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.

Performance Standard 6: Professionalism
The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.

Performance Standard 7: Student Academic Progress
The principal's leadership results in acceptable, measurable student academic progress based on established standards.

Included within the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals* are guidelines for implementing Virginia's Principal Evaluation System. Virginia's Principal Evaluation System is a performance appraisal process that articulates the duties and responsibilities of principals and the criteria by which to judge their effectiveness. It is designed to help focus principals as they implement practices to improve student learning and to support the professional growth of school and division staff. The system is used both formatively and summatively for improvement and accountability.

Principal Performance Ratings

The major consideration used to assess job performance during the principal's summative evaluation is documentation of the actual performance of the standards through evidence. To assist with making a judgment regarding performance on each of the ratings a four-point rating scale along with performance appraisal rubrics for each of the principal standards are provided as part of Virginia's Principal Evaluation System.

The rating scale consists of four levels of how well the performance standards are performed on a continuum from *Exemplary* to *Unacceptable*. The use of the scale enables evaluators to acknowledge principals who exceed expectations (i.e., *Exemplary*), note those who meet the standard (i.e., *Proficient*), and use the two lower levels of feedback for principals who do not meet expectations (i.e., *Developing/Needs Improvement* and *Unacceptable*). The following definitions offer general descriptions of the ratings.

Definitions of Terms Used in Rating Scale

Rating	Description	Definition
Exemplary	The principal performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established performance standard, and does so in a manner that exemplifies the school's mission and goals. This rating is reserved for performance that is truly exemplary and is demonstrated with significant student academic progress.	Exceptional performance: • sustains high performance over the evaluation cycle • empowers teachers and students and consistently exhibits behaviors that have a strong positive impact on student academic progress and the school climate • serves as a role model to others
Proficient	The principal meets the performance standard in a manner that is consistent with the school's mission and goals and has a positive impact on student academic progress.	Effective performance: • consistently meets the requirements contained in the job description as expressed in the evaluation criteria • engages teachers and exhibits behaviors that have a positive impact on student academic progress and the school climate • demonstrates willingness to learn and apply new skills
Developing/ Needs Improvement	The principal is starting to exhibit desirable traits related to the standard, but has not yet reached the full level of proficiency expected or the principal's performance is lacking in a particular area. The principal often performs less than required in the established performance standard or in a manner that is inconsistent with the school's mission and goals and results in below average student academic progress.	Below acceptable performance: • requires support in meeting the standards • results in less than expected quality of student academic progress • requires principal professional growth be jointly identified and planned between the principal and evaluator
Unacceptable	The principal consistently performs below the established performance standard or in a manner that is inconsistent with the school's mission and goals and results in minimal student academic progress.	Ineffective performance: • does not meet the requirements contained in the job description as expressed in the evaluation criteria • results in minimal student academic progress • may contribute to a recommendation for the employee not being considered for continued employment

The *Code of Virginia* requires that school boards' procedures for evaluating principals address student academic progress. The Board's *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals* calls for each principal to receive a summative evaluation rating and that the rating be determined by weighting the first six standards equally at 10 percent each, and that the seventh standard, student academic progress, account for 40 percent of the summative evaluation. There are three key points to consider in this model:

1. Student learning, as determined by multiple measures of student academic progress, accounts for a total of 40 percent of the evaluation.
2. For elementary and middle school principals:
   - At least 20 percent of the principal evaluation (half of the student academic progress measure) is comprised of the student growth percentiles in the school as provided from the Virginia Department of Education when the data are available and can be used appropriately.
   - Another 20 percent of the principal evaluation (half of the student academic progress measure) should be measured using *Student Academic Progress Goals* with evidence that the alternative measure is valid. ***Note:*** Whenever possible, it is recommended that the second progress measure be grounded in validated, quantitative, objective measures, using tools already available in the school. These should include improvement in achievement measures (e.g., *Standards of Learning* assessment results, state benchmarks) for the school.
3. For high school principals: The entire 40 percent of the principal evaluation should be measured using Student Academic Progress Goals with evidence that the alternative measure is valid. These should include improvement in achievement measures (e.g., *Standards of Learning* assessment results, state benchmarks) for the school.

The *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals* provide school divisions with a model evaluation system, including sample forms and templates that may be implemented "as is" or used to refine existing local principal evaluation systems. Properly implemented, the evaluation system provides school divisions with the information needed to support systems of differentiated compensations or performance-based pay.

The ultimate goal of Virginia's Principal Evaluation System is to support principal growth and development. By monitoring, analyzing, and identifying areas of strength and areas for growth within these comprehensive standards, principals and their supervisors can be assured that principal performance is continually enhanced and refined. In other words, leadership development is an ongoing and valued aspect of the Virginia Principal Evaluation System.

Virginia Board of Education Approval of Guidelines and Evaluation Criteria for Principals

The document, *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals,* was presented to the Virginia Board of Education for first review on January 12, 2012. The Board of Education adopted the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals* at its February 23, 2012, meeting [pending approval]. School divisions must align principal evaluation systems with the Board approved performance standards and evaluation criteria for principals by July 1, 2013; however, school boards and divisions are authorized to implement the guidelines and standards prior to July 1, 2013.

Division Superintendent Evaluation

Background: In response to the *1999 Education Accountability and Quality Enhancement Act* (HB2710 and SB1145) approved by the Virginia General Assembly, the Virginia Board of Education approved the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents* in January 2000. In 2010, the Virginia Department of Education embarked on a major statewide initiative to revise the uniform performance standards and evaluation criteria for teachers, principals, and superintendents.

Code of Virginia

Section 22.1-253.13:5 of the *Code of Virginia* states, in part, the following:

> …B. Consistent with the finding that leadership is essential for the advancement of public education in the Commonwealth, teacher, administrator, and superintendent evaluations shall be consistent with the performance objectives included in the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents*. Teacher evaluations shall include regular observation and evidence that instruction is aligned with the school's curriculum. Evaluations shall include identification of areas of individual strengths and weaknesses and recommendations for appropriate professional activities….
>
> …E. Each local school board shall provide a program of high-quality professional development… (iv) for administrative personnel designed to increase proficiency in instructional leadership and management, including training in the evaluation and documentation of teacher and administrator performance based on student academic progress and the skills and knowledge of such instructional or administrative personnel.

The Board of Education is required to adopt performance standards and evaluation criteria for division superintendents to be used by school boards in evaluating superintendents. Planning is underway in Virginia to conduct research and develop a statewide work group to

make recommendations to the Board of Education to revise the standards and evaluation criteria for superintendents. The anticipated plan is to make final recommendations to the Board of Education in September 2012.

3.B ENSURE LEAS IMPLEMENT TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

3.B Provide the SEA's process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA's adopted guidelines.

The *Code of Virginia* requires teacher, administrator, and superintendent evaluations be consistent with the performance objectives approved by the Board of Education. Student academic progress must be addressed in the evaluation, as referred to in the following excerpts from the *Code of Virginia*. The statute in Virginia requires that each school division must provide professional development for administrative personnel in the evaluation and documentation of teacher and administrator performance. In addition, state law requires that school boards must develop a procedure for use by division superintendents and principals in evaluating instructional personnel that is appropriate to the tasks performed and addresses, among other things, **student academic progress** [emphasis added] and the skills and knowledge of instructional personnel, including, but not limited to, instructional methodology, classroom management, and subject matter knowledge.

> Section 22.1-253.13:5 (**Standard 5. Quality of classroom instruction and educational leadership)** of the *Code of Virginia* states, in part, the following:
>
> …B. Consistent with the finding that leadership is essential for the advancement of public education in the Commonwealth, teacher, administrator, and superintendent evaluations shall be consistent with the performance objectives included in the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents*. Teacher evaluations shall include regular observation and evidence that instruction is aligned with the school's curriculum. Evaluations shall include identification of areas of individual strengths and weaknesses and recommendations for appropriate professional activities….
>
> …E. Each local school board shall provide a program of high-quality professional development… (iv) for administrative personnel designed to increase proficiency in instructional leadership and management, including training in the evaluation and documentation of teacher and administrator performance based on student academic progress and the skills and knowledge of such instructional or administrative personnel.

Section 22.1-294**. (Probationary terms of service for principals, assistant principals and supervisors; evaluation; reassigning principal, assistant principal or supervisor to teaching position)** states, in part, the following:

…B. Each local school board shall adopt for use by the division superintendent clearly defined criteria for a performance evaluation process for principals, assistant principals, and supervisors that are consistent with the performance objectives set forth in the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents* as provided in § 22.1-253.13:5 and that includes, among other things, an assessment of such administrators' skills and knowledge; **student academic progress** and school gains in student learning; and effectiveness in addressing school safety and enforcing student discipline. The division superintendent shall implement such performance evaluation process in making employment recommendations to the school board pursuant to § 22.1-293.
Section 22.1-295 (**Employment of teachers**) states, in part, the following:

…C. School boards shall develop a procedure for use by division superintendents and principals in evaluating instructional personnel that is appropriate to the tasks performed and addresses, among other things, **student academic progress** [emphasis added] and the skills and knowledge of instructional personnel, including, but not limited to, instructional methodology, classroom management, and subject matter knowledge.

Instructional personnel employed by local school boards who have achieved continuing contract status shall be evaluated not less than once every three years. Any instructional personnel, who has achieved continuing contract status, receiving an unsatisfactory evaluation who continues to be employed by the local school board shall be evaluated no later than one year after receiving such unsatisfactory evaluation. The evaluation shall be maintained in the employee's personnel file.

Teacher and Principal Evaluation Reporting System and Assurance of Compliance

Required Reporting on Teacher and Principal Evaluation: The Virginia Department of Education developed an automated system to collect information from each school divisions on their performance standards and evaluation systems. The first collection was for the 2010-2011 school year. School divisions are required to submit the following information annually to the Virginia Department of Education:

- Description of the teacher and principal evaluation system;
- How the results of performance evaluations are used in decisions regarding teacher and principal development, compensation, promotion, retention, and removal;
- How student achievement outcomes or student growth data are used as evaluation criteria for both teachers and principals; and
- Information on the number of teachers (by school) and number of principals (by division) receiving each evaluation rating.

~~This system requires school divisions to describe their evaluation systems for teachers and principals and provide summative ratings for teachers and principals.~~ The information collected from the 132 school divisions is posted on the Department of Education's Web site.

Support and Monitoring: As part of the Academic Review Process (refer to section 2F), each school division with an identified focus school will engage a contractor from a state-approved list via a Memorandum of Understanding (MOU) to facilitate division strategies to support the focus school(s). The contractor will help the division build its capacity to support leadership practices to improve teacher effectiveness. This will include providing targeted technical assistance to build school division capacity for implementing Virginia's revised *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers and Principals* and to:

1. Provide leadership and teacher professional development focused on teacher evaluation, including gathering evidence through classroom observations;
2. Provide implementation support and coaching throughout the year for teachers and teachers;
3. Provide modeling to principals in giving feedback to teachers;
4. Implement, monitor, and support an intervention model at the school-level; and
5. Build the division's capacity to support low-performing schools and increase student achievement.

Assurance of Compliance Required: Each year as a part of the annual report to the General Assembly on the condition and needs of public education in Virginia, the Board of Education is required to report the level of compliance by local school boards with the requirements of the *Standards of Quality* (state law). As part of the report to the General Assembly, the division superintendent and chairman of the school board must certify divisionwide compliance with the requirements that instructional personnel be evaluated according to the law. ~~Each system must address the uniform performance standards and student academic progress pursuant to state law. In addition, school division superintendents are required to certify compliance with *Code of Virginia* requirements relative to teacher and principal evaluation~~.

Effective Date of Revised Teacher and Principal Professional Standards and Evaluation

On April 28, 2011, the Board of Education approved the revised documents, *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* and the *Virginia Standards for the Professional Practice of Teachers*. The guidelines and standards will become effective statewide on July 1, 2012; however, school boards and divisions are authorized to implement them prior to July 1, 2012. Schools participating in the Governor's Performance-Pay Pilot were required to use the standards and evaluation criteria during the 2011-2012 school year.

The Board of Education adopted the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals* at its February 23, 2012, meeting [pending approval]. School divisions must align principal evaluation systems with the Board approved performance standards and evaluation criteria for principals by July 1, 2013; however, school boards and divisions are authorized to implement the guidelines and standards prior to July 1, 2013.

Performance Pay-Incentives Initiative

Performance-Pay Pilot

On July 21, 2011, Governor Bob McDonnell announced that teachers in 25 schools across the Commonwealth would participate in performance-pay pilot programs. With participating schools located in 13 of the 132 school divisions in the Commonwealth, or 10 percent of Virginia's school divisions, the program has broad participation for a pilot. ~~Teachers in 25 schools are participating in Governor Robert F. McDonnell's Virginia Performance-Pay Incentives Initiative.~~ The participating schools must implement the performance standards and model teacher evaluation system approved by the Board of Education in April 2011.

The 2011 General Assembly approved Governor Robert F. McDonnell's request for $3 million to reward teachers in hard-to-staff schools based on student growth and other performance measures during the 2011-2012 school year. The legislation authorizes incentive payments of up to $5,000 for teachers earning exemplary ratings. In addition, incentive payments of up to $3,000 based on performance during 2012-2013 are available for exemplary-rated teachers in participating schools with federal School Improvement Grants. The competitive grant application packet for the Virginia Performance Pay Incentives (VPPI) in Hard-to-Staff Schools may be accessed on the following Web site: http://www.doe.virginia.gov/teaching/career_resources/performance_pay/index.shtml.

Extensive training was held for teams from the 25 pilot schools during the summer of 2011. An additional training was held in October, and another session was held in January 2012. Consultants provided a review of the evaluation components as outlined below:

1. Analyze and provide feedback to principals in the schools on the quality of student achievement goals.
    a. Analysis will be conducted based on "SMART" criteria and "Level of Rigor" rubric.
    b. Selected goals will be revised, as needed, to improve quality based on "SMART" criteria and "Level of Rigor" rubric.
    c. A minimum of four goals or 10 percent of all submitted goals for each school will be selected for analysis and revision.
    d. Recommendations for revisions of selected goals will be delivered to principals.

2. Selected student achievement goals will be collected to create a handbook of recommended goals.
3. Analyze summative ratings of all reported teachers.
    a. Ratings of the seven teacher performance standards will be analyzed to investigate frequency of ratings for each standard.
    b. Patterns for ratings of the seven teacher performance standards will be documented.
    c. Final summative ratings will be analyzed in terms of frequency of ratings for the four levels on the performance appraisal rubric.
    d. A comparison of summative ratings for teachers with student growth percentiles (SGPs) and those without SGPs will be reported.

Site Visits and Support

1. An on-site visit will be made to each of the schools by a member of the Virginia Teacher Evaluation team.
    a. A conference will be held with the school administrative team, as desired by the school administrators, to discuss progress made and support needed as part of the evaluation pilot.
    b. A minimum of one classroom observation of a participating teacher will be conducted with the principal of each school.
    c. Feedback will be provided to the principal of each school regarding areas of inter-rater agreement in the observation and discrepancies in the observation that should be considered.
2. Based on the site visits, additional support that may be beneficial to the administrative team will be provided.
    a. Guidance that may be pertinent to observation will be offered to each principal.
    b. Recommended materials that may be pertinent to improved implementation of the pilot will be provided.

Below is a brief overview of the primary activities, including a timeline, for the Teacher Performance-Pay Initiative. ~~summary of the primary activities of the pilot.~~

Project Description	Primary Teacher Performance-Pay Initiative Activities	Timeline
Development of training materials	• ~~Development of required training materials~~ • Conducted research on performance-pay initiatives • Prepared training materials	Spring 2011
Administrator orientation training in use of teacher evaluation system	• Planned training for administrators and key instructional leaders • ~~Delivered training materials and activities~~ • ~~Delivered~~ Held a three-day workshop ~~(conducted an additional 3-day training to accommodate HTS administrators)~~ – participants received copies of training materials, five texts related to the new system, and electronic access to resources	Summer 2011
Teacher orientation in use of performance evaluation system	• Developed and provided fact sheets to update teachers and other educators on development and design features of new teacher evaluation system • ~~Delivered training materials and activities~~ • ~~Field trainers shared their~~ Scheduled ~~of~~ school trainings with consultants • Conducted a follow-up Webinar for teachers on student achievement goal setting ~~became available to teachers and administrators~~ • ~~For SIG pilot schools: On-site workshops~~ Held on-site workshops to orient teachers to the evaluation system and introduce student achievement goal setting conducted August-October. • ~~Follow-up training determined with input from administrators.~~ • Reviewed goals	Spring 2011 – Fall 2011
Administrator inter-rater reliability training: teacher evaluation	• Planned training workshop materials, including simulations of teacher evaluation • ~~Delivered materials and activities~~ • Delivered workshop – one-day training in October was available to administrators in pilot ~~HTS~~ schools • Conducted joint teacher observations with principals and expert consultants ~~W&M trainer will participate in joint teacher observations with principals~~	Fall 2011
Administrator training on making summative decisions	• Planned training workshop materials, including simulations of teacher evaluation • ~~Delivered materials and activities~~ • Delivered workshop (held January 26, 2012)	Winter 2012

Project Description	Primary Teacher Performance-Pay Initiative Activities	Timeline
Training Materials and Continued Support ~~**Additional materials in development that will be shared with pilot HTS schools**~~	• Produced the Frequently Asked Questions (FAQ) document and an electronic newsletter with updates and new resources • ~~Posting of~~ Posted sample goals and appropriate assessments on Wiki • Conducted follow-up session from October training ~~(from Oct training) roundtable Questions and Answers on-site and distance learning, based on input from the field~~	Fall 2011-Spring 2012
Pilot year ~~**Support**~~ **evaluation**	~~• Focus groups with teachers and administrators regarding how system is working~~ • Conduct an evaluation of the pilot by outside evaluators	Fall 2011 - Fall 2012
Refinement of teacher evaluation system	• Reconvene teacher design team to review pilot year results and modify evaluation system, as needed • Revise teacher evaluation system based on recommendations from design team	Fall 2012

Training and On-Site Support for Pilot Schools

Extensive training on teacher evaluation was held for teams from the 25 pilot schools during the summer of 2011. An additional training was held in October 2011, and another session was held in January 2012.

~~Consultants provided a review of the evaluation components as outlined below:~~ Expert consultants, with national expertise on teacher evaluation, provided extensive training to the school divisions participating in the pilot. In addition to the professional development workshops, the consultants will provide additional support to the schools, including the following:

1. Analyze and provide feedback to principals in the schools on the quality of student achievement goals.
    a. Analysis will be conducted based on "SMART" criteria and "Level of Rigor" rubric.
    b. Selected goals will be revised, as needed, to improve quality based on "SMART" criteria and "Level of Rigor" rubric.
    c. A minimum of four goals or 10 percent of all submitted goals for each school will be selected for analysis and revision.
    d. Recommendations for revisions of selected goals will be delivered to principals.

~~2. Selected student achievement goals will be collected to create a handbook of recommended goals.~~ Collect selected student achievement goals to create a handbook of recommended goals.

3. Analyze summative ratings of all reported teachers.
    a. Ratings of the seven teacher performance standards will be analyzed to investigate frequency of ratings for each standard.
    b. Patterns for ratings of the seven teacher performance standards will be documented.
    c. Final summative ratings will be analyzed in terms of frequency of ratings for the four levels on the performance appraisal rubric.
    d. A comparison of summative ratings for teachers with student growth percentiles (SGPs) and those without SGPs will be reported.

~~Site Visits and Support~~

In addition, the following on-site support will be provided to each of the pilot schools:

1. An on-site visit will be made to each of the schools by a member of the Virginia Teacher Evaluation team.
    c. A conference will be held with the school administrative team, as desired by the school administrators, to discuss progress made and support needed as part of the evaluation pilot.
    d. A minimum of one classroom observation of a participating teacher will be conducted with the principal of each school.
    e. Feedback will be provided to the principal of each school regarding areas of inter-rater agreement in the observation and discrepancies in the observation that should be considered.
3. Based on the site visits, additional support that may be beneficial to the administrative team will be provided.
    a. Guidance that may be pertinent to observation will be offered to each principal.
    b. Recommended materials that may be pertinent to improved implementation of the pilot will be provided.

Training Materials and Professional Development

TRAINING SUPPORT

July-August 2011
Performance-Pay Pilot Training: Six days of extensive training on the *Revised Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* were provided to administrators and key instructional leaders.

Statewide Training Materials: New resources, *Training Materials for the Implementation of Virginia's Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers*, are posted for use by all school divisions in the state at the following Web site: http://www.doe.virginia.gov/teaching/performance_evaluation/index.shtml.

October 2011
Performance-Pay Pilot Training: Administrators and key instructional leaders received training in the Student Achievement Goal Setting process.

Teacher Evaluation Statewide Training: The Virginia Department of Education collaborated with the Virginia Association of School Superintendents to launch a workshop series for school division leaders, school leaders, and lead teachers on improving teacher performance by improving teacher evaluation using Virginia's model evaluation system.

Student Growth Percentiles Statewide Training: The Virginia Department of Education partnered with The Center for Educational Partnerships at Old Dominion University (TCEP) and the Center for Innovative Technologies (CIT) to develop and deliver professional development workshops designed to increase division leadership teams' knowledge of the student growth measure and how it can be used as a tool to inform decision making. Student Growth Percentiles are one of the recommended measures to be used for making teacher and principal evaluation decisions.

December 2011
State Budget Action: The Governor's 2012-2014 Introduced Budget requested funding in Fiscal Year 2013 and Fiscal Year 2014 for the Department of Education to conduct intensive, training of principals, division superintendents, and other administrators who will conduct evaluations using the revised uniform performance standards and guidelines.

January 2012
Performance-Pay Pilot Training: Administrators and key instructional leaders received training in making summative rating decisions on each teacher performance standard and an overall summative rating using the state recommended four-level rating scale.

Spring 2012
Performance-Pay Pilot Training: Expert consultants will continue to provide support to the pilot schools.

Training materials, accessible on the following Web site: http://www.doe.virginia.gov/teaching/performance_evaluation/index.shtml, were developed for the 2011-2012 performance pay pilot schools. The training materials are intended to help all school divisions in aligning their current evaluation systems with the revised *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers*. The training materials provide practice in implementing a teacher evaluation system that is aligned with the guidelines through simulations and activities. Based on the implementation of the teacher evaluation system by pilot schools, there may be revisions to these training materials. ~~These materials may be accessed at the following Web site:~~

~~The evaluation of the performance-pay pilot will be reviewed to determine if modifications are needed to strengthen the evaluation criteria.~~ Additionally, training materials will be available to assist all Virginia school divisions in aligning their evaluation systems with the revised *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals*.

The Governor's 2012-2014 Introduced Budget requests funding in Fiscal Year 2013 and Fiscal Year 2014 for the Department of Education to conduct intensive, training of principals, division superintendents, and other administrators who will conduct evaluations using the revised uniform performance standards and guidelines. By undergoing this training, principals, division superintendents, and other administrators will have the opportunity to be documented as trained evaluators of teachers and principals based on the Board's uniform standards and criteria. Two waves of on-site training are being planned, for evaluators of teachers and evaluators of principals, and will be provided as two-day sessions in the eight superintendent's regions around the state.

Training materials developed and used in the regional training sessions are made available for use by all school divisions in conducting more intensive sessions at the local level.

Evaluation of the Performance-Pay Pilot

The Virginia Department of Education secured an outside evaluator to determine the outcomes of the pilot, the quality of the training provided, the strengths and weaknesses of the teacher evaluation standards and performance-pay model, and the lessons learned from the pilot. Results will be used to inform the state as school divisions implement revised teacher evaluation systems.

The evaluation of the performance-pay pilot will serve to answer key questions regarding the implementation of the revised *Uniform Performance Standards and Evaluation Criteria for Teachers* and the use of the state's performance-pay model. Key questions to be answered include:

1. What were the outcomes of the pilot (e.g., summative ratings of participating teachers, number of teachers receiving performance pay)?;
2. What was the quality of the training and technical assistance provided by the state to implement the performance-pay model?;
3. What lessons were learned in the pilot period about the implementation of the Pay for Performance model overall?;
4. What if any were challenges in the implementation of the *Uniform Performance Standards and Evaluation Criteria for Teachers*?;
5. What if any were the suggested changes to the performance standards for teachers?; and
6. What were the attitudes and beliefs of participants regarding the performance-pay pilot?

Answers to these questions will be used to inform and guide the ongoing and future work of teacher evaluation both at the state and local levels.

Attachment 1 – Notice to Local Educational Agencies (LEAs)

From: McHale, Juanita (DOE) on behalf of Wright, Patricia (DOE)
Sent: Wednesday, October 26, 2011 10:56 AM
To: McHale, Juanita (DOE)
Subject: SUPTS E-MAIL: ESEA Flexibility Update
Attachments: Schedule of Stakeholder Input.pdf

On Friday, September 23, 2011, the U.S. Department of Education (USED) invited state educational agencies (SEAs) to request flexibility from certain requirements of ESEA, as amended by the *No Child Left Behind Act of 2001* (NCLB), in exchange for rigorous and comprehensive state-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. In a letter to state chief school officers, U.S. Secretary of Education Arne Duncan stated that many NCLB requirements have unintentionally become barriers to state and local forward-looking educational reform efforts not anticipated when the original legislation was enacted in 2001. The flexibility offer is intended to support state and local reform efforts in the areas of college- and career-ready standards and assessments, differentiated support and interventions for underperforming schools, and teacher and principal evaluation systems. Virginia has already advanced significant reform in each of these three areas.

To receive relief from the regulatory requirements impeding progress in the three areas, states will need to submit applications that agree to certain requirements of the ESEA flexibility offer as outlined below. At its meeting on September 22, 2011, the Board of Education endorsed the recommendation of Superintendent Patricia I. Wright, that it submit an application for the flexibility provisions. As part of the process of preparing a flexibility application, the Board is soliciting input from various stakeholder groups, educational organizations, and special interest groups on the following requirements:

College- and Career-Ready Standards and Assessments
To receive flexibility to develop new ambitious but achievable annual measurable objectives (AMOs) in reading/language arts and mathematics, a state must:

- Demonstrate that it has college- and career-ready expectations for all students in the state by adopting college- and career-ready standards in at least reading/language arts and mathematics and implement them statewide;
- Develop and administer annual, statewide, aligned, high-quality assessments that measure student growth in at least grades 3-8 and at least once in high school; and
- Support limited English proficient (LEP) students by adopting English language proficiency standards and assessment that correspond to the state's college- and career-ready standards.

Differentiated Accountability Systems
To receive flexibility from existing ESEA school and division improvement requirements, a state must develop and implement a system of differentiated recognition, accountability, and support for all local educational agencies (LEAs) in the state and for all Title I schools in these LEAs. The statewide system:

- Must consider student achievement in at least reading/language arts and mathematics and all student subgroups required for disaggregation under existing ESEA requirements;

- Must take into account student growth; and
- Must create incentives and include differentiated interventions and support to improve student achievement and graduation rates and close the achievement gaps for all subgroups, including interventions specifically focused on improving the performance of LEP students and students with disabilities.

Teacher and Principal Evaluation and Support Systems
To receive flexibility from existing accountability provisions related to existing ESEA highly qualified teacher requirements, a state and each school division must commit to develop, adopt, pilot, and implement, teacher and principal evaluation and support systems that:

- Will be used for continual improvement of instruction and to inform personnel decisions;
- Differentiate performance using at least three performance levels;
- Including as a significant factor student growth; and
- Require evaluation on a regular basis and provide clear, timely, and useful feedback.

A schedule of opportunities for stakeholder input is attached.

The Board intends to submit a comprehensive state plan aligned with the principles of the USED flexibility offer by mid-February. Pending a spring 2012 approval of Virginia's application, new accountability determinations would be implemented for the 2012-2013 school year based on 2011-2012 assessment results. Additional information about the flexibility offer is available at: http://www.ed.gov/esea/flexibility.

Virginia Department of Education
ESEA Flexibility
October 26, 2011

Schedule of Stakeholder Input

As part of the process of preparing an ESEA Flexibility application, the Virginia Board of Education will accept input from various stakeholder groups, educational organizations, and special interest groups as indicated in the schedule below.

Date*	Forum	Stakeholders Providing Input
Wednesday, 10/26/11 Starting at 2:30 p.m.	Board Committee on School and Division Accountability	Representatives from the following organizations: • Virginia Association of School Superintendents (VASS) • Virginia Parent Teacher Association (VPTA) • Virginia School Boards Association (VSBA)
Thursday, 10/27/11 Starting at 9 a.m.	Board of Education Meeting	Public comment will be received by persons that indicate their interest in speaking using the procedure outlined at: http://www.doe.virginia.gov/boe/meetings/info_attending.shtml.
Monday, 10/31/11 10 a.m. to noon	Accountability Round Table	Selected division personnel required to implement accountability provisions
Tuesday, 11/8/11 1 p.m. to 3 p.m.	*No Child Left Behind Act of 2001* (NCLB) Committee of Practitioners Meeting	Selected educators representing various segments of Virginia's education community, as outlined in the ESEA
Wednesday, 11/16/11 Please check http://townhall.virginia.gov/L/meetings.cfm for meeting time	Board Committee on School and Division Accountability	1. Representatives from the following organizations: • Virginia Association of Elementary School Principals (VAESP) • Virginia Association of Secondary School Principals (VASSP) • Virginia ESL Supervisors' Association (VESA) • Virginia Council of Special Education Administrators (VCASE) • Virginia Educators Association (VEA) 2. A panel of selected teachers representing a diversity of regions, grade levels, and subject areas
Thursday, 11/17/11 Starting at 9 a.m.	Board of Education Meeting	Public comment will be received by persons who indicate their interest in speaking using the procedure outlined at: http://www.doe.virginia.gov/boe/meetings/info_attending.shtml.
No later than Friday, 11/18/11	Written Comment	Selected special interest groups
Monday, 11/21/11 10 a.m. to noon	Teacher and Principal Round Table	Principals and teachers nominated by VEA, VAESP, and VASSP
Monday, 11/21/11 1 p.m. to 3 p.m.	Superintendents Round Table	Superintendents, and one division personnel versed in NCLB accountability requirements, nominated by regional representatives of the Superintendents' Leadership Advisory Council (SLAC)
Wednesday, 1/18/12	Board Committee on School and Division Accountability	To Be Determined
Thursday, 1/19/12	Board of Education Meeting	Public comment will be received by persons that indicate their interest in speaking using the procedure outlined at: http://www.doe.virginia.gov/boe/meetings/info_attending.shtml.

*Other meetings may be scheduled based on need.

Attachment 2 – Comments on Request Received from LEAs, Stakeholder Meetings, and Others)

Board of Education Committee on School and Division Accountability
October 26, 2011

Flexibility Principle 1: College- and Career-Ready Standards and Assessments
Discussion points and ideas shared for the waiver request are the following: • Stakeholders support Virginia's college- and career-ready standards.
Other general discussion included the following: • Additional *Standards of Learning* (SOL) assessments are needed in order that rigor and high expectations are increased. • Grade 3 data should be examined as a predictor of future success. • Use of "pass advanced" performance category should be used as an indicator for college success.
Flexibility Principle 2: Differentiated Support and Interventions for Underperforming Schools
Discussion points and ideas shared for the waiver request are the following: • Multiple measures need to be included in the accountability system, i.e., student growth and classroom data.
Other general discussion included the following: • None provided.
Flexibility Principle 3: Teacher and Principal Evaluation Systems
Discussion points and ideas shared for the waiver request are the following: • Stakeholders support the teacher and principal evaluation criteria, but suggest greater consistency between teacher and principal models. • Assessments used in the evaluation of teachers should be formative as well as evaluative.
Other general discussion included the following: • Increased professional development is needed for all staff conducting evaluations so that they are conducted in a uniform manner. • Student records should not be available through the *Freedom of Information Act* (FOIA) because partial progress may affect teacher evaluations.

Board of Education Meeting
Public Comment
October 27, 2011

Flexibility Principle 1: College- and Career-Ready Standards and Assessments
Discussion points and ideas shared for the waiver request are the following: • None provided.
Other general discussion included the following: • Reconsider the decision to label an advanced score on the Algebra II and English SOL assessments as indicative of College and Career Readiness. • Retain "pass advanced" and develop multiple criteria from a variety of sources to define college and career readiness.
Flexibility Principle 2: Differentiated Support and Interventions for Underperforming Schools
Discussion points and ideas shared for the waiver request are the following: • None provided.
Other general discussion included the following: • None provided.
Flexibility Principle 3: Teacher and Principal Evaluation Systems
Discussion points and ideas shared for the waiver request are the following: • None provided.
Other general discussion included the following: • None provided.

Accountability Roundtable
October 31, 2011

Flexibility Principle 1: College- and Career-Ready Standards and Assessments
Discussion points and ideas shared for the waiver request are the following: • None provided.
Other general discussion included the following: • Feature writing skills more prominently as a subset of college- and career-ready skills.
Flexibility Principle 2: Differentiated Support and Interventions for Underperforming Schools
Discussion points and ideas shared for the waiver request are the following: • Ensure data calculations are not so complex that school divisions and schools cannot run preliminary data to make predictions. • Move toward a blended state and federal system with realistic standards. • Include all four content areas, but weight reading and mathematics higher. • Raise accreditation benchmarks in all four content areas (e.g., add five percent and determine where schools are ranked). • Set benchmarks for "all" students, then identify focus schools based on achievement gap. • Consider having "warned schools" be designated as "priority schools." • Set targets for subgroups and provide an opportunity for "safe harbor" to be used where applicable. • Consider combining subgroups for focus and reward designations (e.g., English language learners, economically disadvantaged students, students with disabilities, etc.). • Increase the exemption timelines to two or three years for assessments in reading and mathematics of the Limited English Proficient (LEP) subgroup to ensure second language acquisition. • Consider using "pass advanced" as an indicator with internal targets set at intervals to meet locally established school-level goals. • Continue to provide comprehensive student achievement data, identifying sanctions for each school regardless of Title I status. • Consider an index model differentiated by grade-level. • Include some flexibility in waivers for an appeals process for designation as a "focus" or "priority" school in extenuating circumstances.
Other general discussion included the following: • Consider developing a growth model with consistent multiple measures across the state. • Consider growth by movement of students via *Standards of Learning* assessment scores through bands. • Consider growth measures in non-tested grades in reading and mathematics. • Use Phonological Awareness Literacy Screening (PALS) for K-3 reading as growth measure.

• Consider statewide equivalency of PALS for mathematics. • Consider a pre- and post-test to show growth annually.
Flexibility Principle 3: Teacher and Principal Evaluation Systems
Discussion points and ideas shared for the waiver request are the following: • None provided.
Other general discussion included the following: • Consider multiple assessments and measures in pay-for-performance model.

Correspondence Related to Accountability Round Table Meeting on October 31, 2011

From: ---------
Sent: Tuesday, November 01, 2011 4:50 PM
To: Tate, Veronica (DOE)
Subject: Follow-up Accountability Round Table

Veronica,

Thank you for the opportunity to participate in the Accountability Round Table. It was a great format, and you did a nice job of moderating the discussion. I have summarized my thoughts below as suggested. I appreciate the opportunity to safely share them. My words do not represent the views of ------- (not because they are opposed but because I have not gotten feedback from my colleagues).

My Thoughts:

- I suggested raising accreditation benchmarks and incorporating the proposed index with a growth measure to categorize schools (priority, focus and reward). It would be interesting to review state data to see how this would change ratings while seizing a good opportunity to combine high expectations with setting realistic targets. Historical AMO data throughout VA could be reviewed to set the target carefully.
- Does the data indicate at what point when the AMO was raised schools were inappropriately labeled as failing schools?
- Would 80% be an appropriate target for reading and 75% for math?
- ALL schools should be categorized and have their scores made public. This is an opportunity for Virginia to show dedication to the success of ALL students (not just in schools that receive federal Title I funds and have 50 or more students in a subgroup). Continue to provide Title I schools with additional supports as with NCLB- but eliminate the punishment.
- Non Title I schools identified as priority or focus would receive support as determined by the LEA.
- The index could include looking at the performance of ALL students (with the benchmark being 80%, for example) and then look at the achievement gap with each subgroup. This is an exciting time where the language at the Federal level has changed from static benchmarks to highlighting "the greatest achievement gap."
- What defines an achievement gap? The National Assessment of Educational Progress (NAEP) defines it this way "achievement gaps occur when one group of students out performs another group and the difference in average scores for the two groups is statistically significant (that is, larger than the margin of error)" http://nces.ed.gov/nationsreportcard/studies/gaps/understand_gaps.asp
- http://nces.ed.gov/nationsreportcard/studies/gaps/
- If the NAEP measures trends over time, could the SOL test?
- Could the Virginia Department of Education (VDOE) define a "statistically significant gap" using previous/current state data?

- The cornerstone of Virginia's state accountability system should be rewarding schools for adequate growth rather than punishing and labeling schools for missing static target. VDOE could identify Focus schools as only those schools that have not made progress toward closing the gap- they are the schools in need of the greatest support and focus.
- I mentioned not losing sight of the purpose in which assessments were created. PALs (as suggested yesterday for K-2) and SOL tests were not written to measure growth or teacher performance.
- Virginia should continue to report all subject areas for Accreditation purposes. If an index is used, reading and math outcomes should drive each school's designation as Priority, Focus and Reward schools.
- Differentiated Accountability for elementary, middle and secondary- YES! This is efficient and practical- a great opportunity to hold each level accountable while being sensitive to their unique challenges.
- Flexible Appeal Process- YES for HIGHLY unusual circumstances
- Race should continue to be a subgroup. There was a lot of discussion regarding race being a subgroup. Race should not be a factor in a student's academic performance, but the reality is that large achievement gaps exist. They exist and we cannot ignore them. This problem is bigger than Virginia- it is a national epidemic, which only punctuates our duty to deal with it. From my professional experience, the gap between African American and White students is alarming. In --------, our Hispanic students are outperforming our African American students. If we believe what is "monitored is respected" (or what is measured gets done), we need to monitor this.

Committee of Practitioners Meeting
No Child Left Behind Act of 2001

Virginia Department of Education
Jefferson Conference Room

November 8, 2011
1 p.m.

MINUTES

Attendance

- *Committee:* Dr. Randy Barrack, Donna Bates, Dr. Kitty Boitnott, Dr. Al Butler, Anne Carson, Dr. Linda Hayes, Herbert Monroe, Megan Moore, Dr. Marcus Newsome, Jeff Noe, Teddi Predaris, Dr. Ernestine Scott, Dr. Ellery Sedgwick, and Dr. Philip Worrell

- *Department of Education:* Dr. Patricia Wright, Dr. Linda Wallinger, Veronica Tate, Dr. Mark Allan, Diane Jay, Becky Marable, Stacy Freeman, Patience Scott, Carol Sylvester, and Duane Sergent

- *Guest*: Dr. Tom Smith

Veronica Tate, director of program administration and accountability, opened the meeting with greetings. Dr. Linda Wallinger, assistant superintendent for instruction, facilitated the introductions of staff and committee members. Dr. Wallinger provided a background on the status of reauthorization and the U.S. Department of Education's (USED) invitation to states to request flexibility from certain requirements of the *Elementary and Secondary Education Act of 1965* (ESEA), as amended *No Child Left Behind Act of 2001* (NCLB), until the law is reauthorized. The flexibility offer is intended to support state and local reform efforts in three areas: college- and career-ready standards and assessments; differentiated support and interventions for underperforming schools; and teacher and principal evaluation systems. Dr. Wallinger stated that the committee is broadly represented, with the responsibility of advising the Department and Virginia Board of Education on carrying out its responsibilities under ESEA.

Dr. Wright, superintendent of public instruction, reiterated the importance of stakeholder input and the urgency for flexibility for federal accountability requirements. While some states are not seeking waivers, others are submitting for the first round in November. Virginia plans to submit its comprehensive waiver plan aligned with the USED flexibility provisions during the second round of submissions in February 2012. The Board will conduct a first review of the plan in January and final review in February.

Dr. Wright stated that the current NCLB barriers must be replaced by strong educational reform efforts that work for Virginia. Dr. Wright's charge to the stakeholders was to seek advice on resetting targets and to create a classification system to mesh with our state accreditation system, using the state's system as a base and integrating the federal mandates. With the short timeline, it is not possible to recommend changes in the Standards of Accreditation (SOA) which would necessitate going through the Administrative Processes Act.

Dr. Wright said that Virginia must demonstrate that the state's college- and career-readiness standards are strong in reading/language arts and mathematics, including English language proficient standards that correspond to the college- and career-readiness standards. The Annual Measurable Objectives (AMOs) must be ambitious, yet reasonable by showing a differentiated accountability system reflecting student growth and differentiated interventions including those for Title I priority and focus schools. The accountability system must be reflective of improving the performance for all students and identified subgroups, including Limited English Proficient (LEP) students and students with disabilities.

Virginia's teacher evaluation system was adopted by the Board in the spring 2011, and the principal evaluation system will be presented to the Board for approval in February. The waiver request must demonstrate that Virginia's principal and teacher evaluation systems support continued improvement of instruction; is differentiated and uses at least three performance levels; includes a student growth model; and requires evaluation on a regular basis.

Ms. Tate facilitated the stakeholder comments regarding the three flexibility principles.

Flexibility Principle 1: College- and Career-Ready Standards and Assessments
Discussion points and ideas shared for the waiver request are the following: • Continue to use the World-Class Instructional Design and Assessment (WIDA) proficiency standards. • Include additional indicators for career readiness for high school students, for example, industry certification(s).
Other general discussion included the following: • Provide additional clarification to parents to better understand the meaning of different diplomas as they relate to college and career readiness. • Change the proposed name of the Pass/College Ready cut score on the *Algebra II Standards of Learning* assessment to a different term. • Consider a student who meets the rigorous "proficient" score as "college ready."

Flexibility Principle 2: Differentiated Support and Interventions for Underperforming Schools
Discussion points and ideas shared for the waiver request are the following: • Definition for Limited English Proficient (LEP) subgroup should include formerly LEP students as well. • Build upon the positive impacts of NCLB by considering subgroups, but measure growth over time instead of holding students to one standard. • Continue a primary focus on reading and mathematics. • When establishing new cut scores, consideration should be given to the new targets in relation to the new tests. • Dissolve School Choice with the new flexibility application. Funds saved in transportation costs could be used in critical areas that would have a direct benefit to students.
Other general discussion included the following: • If School Choice remains as part of Virginia's accountability system and parents opt-out, transportation should be the responsibility of the parent.

Flexibility Principle 3: Teacher and Principal Evaluation Systems
Discussion points and ideas shared for the waiver request are the following: • When implementing teacher and principal evaluation systems, give consideration to possible unintended consequences that may affect teachers and principals.

Ms. Tate encouraged the Committee to send additional comments. The meeting was adjourned at 3 p.m.

Handouts:

- Agenda
- List of Committee Members
- Legislation relative to Committee of Practitioners
- ESEA Flexibility Application Handout
- List of Waivers
- Accountability Requirements
- Standards of Accreditation AMOs

Board of Education Committee on School and Division Accountability
November 16, 2011

Flexibility Principle 1: College- and Career-Ready Standards and Assessments
Discussion points and ideas shared for the waiver request are the following: • Support utilization of World-Class Instructional Design and Assessment (WIDA) standards and allow English language learners (ELLs) to have additional time to graduate and remain in school until age 22.
Other general discussion included the following: • Equal emphasis should be given to performance at the early grades (K-3) in addition to the emphasis placed on high school performance. • *Standards of Learning* (SOL) tests emphasis must commence in grades K-2 because children behind in second grade usually remain behind in future years and leave school. • Support rigorous standards but be mindful when comparing small rural divisions to large urban school divisions. • Once the educational philosophy of the country has been established, maintain it regardless of the change in leadership at the local, state, and national levels. • Focus on interventions in the areas of early childhood, effective school leadership, highly effective teachers, and an early warning system to prevent dropping out of high school. Also, concentrate on schools with high poverty levels and low graduations rates. • "Pass advanced" performance category should be used as an indicator for college success; also examine third grade data as an indicator/predictor of future success. • Extend time for graduation for special needs students. Make high school a five- to six-year or age-out option. • Identify students where they are and provide appropriate assessments to more accurately identify ability and progress. • Retest certain students in elementary and middle school, as appropriate. • Fold the *Learn Act* into the waiver application while focusing on rigor, relevance, and relationships.
Flexibility Principle 2: Differentiated Support and Interventions for Underperforming Schools
Discussion points and ideas shared for the waiver request are the following: • SOL assessments need to be featured in the accountability system in order that rigor and high expectations would be increased. • Maintain consistency between teacher and principal evaluation models. • AYP sanctions should by omitted but continue holding the lowest-performing schools accountable. • Remove AYP sanctions to narrow the number of schools in school improvement. • Provide "priority" and "focus" schools with additional resources for student subgroups. • Support inclusion of growth models.

• Continue to identify subgroups, disaggregate data by subgroups, and maintain high expectations for students with disabilities, but be mindful of alternate assessments. • Consider student growth versus student achievement as a measure. • Use a fixed percentage for proficiency rather than an increase to show progress.
Other general discussion included the following: • Keep present rigor and do not add more requirements to make testing even more difficult. • Expand ELL subgroup to include successful/exited ELL students in testing and use Virginia Grade Level Alternative (VGLA) as a test option. • Create an assessment system reflecting student growth not measured by the SOL tests. • Support efforts to reform neighborhood schools instead of sending children and accompanying federal funds to school in other areas.
Flexibility Principle 3: Teacher and Principal Evaluation Systems
Discussion points and ideas shared for the waiver request are the following: • Assessments need to be formative as well as evaluative; multiple measures need to be included in the accountability system, i.e., student growth and classroom data. • Emphasize the use of multiple assessment measures in evaluating teachers and principals. • Consider unintended consequences of "value-added" measures labeling a teacher/principal and impact their employment and salary. • Ensure funds and scheduled times are available for thorough training of teachers, principals, and superintendents regarding their roles and responsibilities in the evaluation process.
Other general discussion included the following: • Include teachers in the process as well as stringent training for teachers, principals, and superintendents. • Emphasis should be placed on site trainings, not solely webinars. Evaluators and those being evaluated must be thoroughly aware of the evaluation process. • Assure that teachers and principals impacted by the evaluation system have input in their creation.

Board of Education Meeting
Public Comment
November 17, 2011

Flexibility Principle 1: College- and Career-Ready Standards and Assessments
Discussion points and ideas shared for the waiver request are the following: • None provided.
Other general discussion included the following: • None provided.
Flexibility Principle 2: Differentiated Support and Interventions for Underperforming Schools
Discussion points and ideas shared for the waiver request are the following: • Do not lower academic expectations for subgroups.
Other general discussion included the following: • None provided
Flexibility Principle 3: Teacher and Principal Evaluation Systems
Discussion points and ideas shared for the waiver request are the following: • None provided.
Other general discussion included the following: • None provided.
Optional Flexibility Request: Use of 21st Century Community Leaning Centers (CCLC) Funds for Approved Activities During the Extended School Day
Discussion points and ideas shared for the waiver request are the following: • Recommendation is not to apply for the optional waiver request because if granted, funds presently supporting 21st Century Community Learning Centers (CCLC) programs could be diverted to other programs or initiatives, including less-cost-effective extended day programs that would put the current and future of the 21st CCLC programs at risk of continuing. • Little research is available about the impact of a longer school day on improving the academic outcomes of students. • Several cited studies provide positive data for maintaining the current 21st CCLC program as it now operates.
Other general discussion included the following: • Maintain the current three-year funding structure of the 21st CCLC out-of-school time programs since the structure provides an excellent vehicle for expanded learning opportunities. • Losing access to afterschool opportunities and programs increase the number of young people at risk and also opens up times for children to be unsupervised, unsupported, and vulnerable to negative influences. • The program presently operating in Virginia offers strong partnerships between the 21st CCLC programs and the community.

Superintendents' Round Table
November 21, 2011

Flexibility Principle 1: College- and Career-Ready Standards and Assessments
Discussion points and ideas shared for the waiver request are the following: • None provided.
Other general discussion included the following: • None provided.
Flexibility Principle 2: Differentiated Support and Interventions for Underperforming Schools
Discussion points and ideas shared for the waiver request are the following: • In addition to reading and mathematics, include science, social studies, and writing for "all students" group. • Use current Standards of Accreditation (SOA) targets as benchmarks for all schools. • Use student growth measures in conjunction with SOA targets. • Develop multiple paths for accountability. • Use multiple measures for determining proficiency such as the following: – Advanced Placement (AP) participation and pass rates; – Industry standards - competency tests; – Participation rates for preschool programs; – Growth measures (including subgroups); – Closing achievement gap results; and – Lexile scores in reading and Quantile scores in mathematics. • Performance in reading and mathematics should be used to determine "priority" and "focus" schools. • Combine the economically disadvantaged, English language learners, and students with disabilities subgroups into one subgroup. – This would eliminate the lack of accountability for schools with subgroup populations smaller than the minimum group size for reporting. – The combined subgroup should receive concentrated resources to reduce the performance gap between these populations and the "all students" group. – The combined subgroup could also have negative implications and reinforce stereotypes toward minority students since black students are over-represented in these subgroups. • Use multiple measures of proficiency and growth in student progress measures for both the "all students" group and subgroups and find an effective way to measure progress toward reducing the achievement gap.

• Schools could better use funding from Supplemental Educational Services (SES) to fund their own tutoring programs. The effectiveness of SES has not been demonstrated from Virginia's annual evaluations. Challenges have included: – Monitoring SES providers for quality of service; – Fiscal issues; and – Higher rates paid by SES providers to teachers than offered by the school division. • Discontinue Public School Choice (PSC) but allow current PSC students to attend their current school.
Other general discussion included the following: • Use of the Phonological Awareness Literacy Screening (PALS) as a valid measure of progress for the purpose of this waiver is questionable. • Use of the current state benchmarks may be perceived by the public as less rigorous.
Flexibility Principle 3: Teacher and Principal Evaluation Systems
Discussion points and ideas shared for the waiver request are the following: • Strongly emphasize teacher effectiveness as opposed to the current "highly qualified" provisions of NCLB.
Other general discussion included the following: • None provided.

Correspondence Related to Superintendents' Round Table Meeting on November 21, 2011

From: -------
Date: November 22, 2011 10:24:34 AM EST
To: "Wright, Patricia (DOE)" <Patricia.Wright@doe.virginia.gov>
Subject: Thank you

Dr. Wright,

Thanks so much for hosting the roundtable yesterday. I thought the conversation was worthwhile. In addition, we all you do to advocate for our schools.

Finally, I know the brunt of the meeting yesterday was regarding AMOs and how we will readjust. However, from our perspective there are two areas we think are most important when comes to reauthorization. First, is an emphasis on preschool education. Our data demonstrates that our students that have preschool experience do much better. In fact, 86% of those students passed the 3rd grade reading test last year. Obviously, funding and space are our obstacles. Second, we are very much in support of wrap around services that increase activity in after school programs and summer programs; and programs that involve the various community agencies that support the schooling process.

Attached, you will find our comments.

Warmest regards,

Attachment to E-mail Above

Elementary and Secondary Education Act Reauthorization
Round Table Discussion
November 21, 2011, Richmond, VA

Support:

6. Growth measures
    a. Fully support accountability and believe aspects of the high-stakes testing model have made us better by making us more data driven.
    b. Consider flexibility and multiple methods to determining measures of growth and improvement.
    c. End 100% mandates

7. Wrap-around Services
    a. After-school and summer programs under the school's roof, and inclusive of community agencies and services.

b. Health care, career coaches, psychiatric counseling, family counseling, social services, child care, adult education.

Concerns:

1. School choice and funding support for Charter schools
    a. Charter schools need to be measured the same as public schools. Particularly cohort graduation rates.
    b. Public Schools have the same regulatory flexibility as charter school (class sizes- Charters have the option to set class size limits and stop enrollment when classes are full)
2. Identifying the bottom 5% of school, divisions, and state
    a. Under this measure, there will always be a bottom 5%
    b. Who are they?
    c. Will growth be recognized?
    d. Will social factors be taken into account?

Recommendations:

1. Funding for Pre-K
    a. Earlier exposure to public school means better success for children; especially those in poverty
2. Align ESEA and IDEA
    a. Congruency of language and definitions (i.e., Highly Qualified)
    b. Parallel standards (One shouldn't contradict the other)
3. Fund all public schools and not allow competitive funding to push administrative agenda's.

From: --------
Sent: Tuesday, November 22, 2011 10:38 AM
To: Redd, Barbara (DOE)
Subject: Recommendations from Region VI

Ms. Redd,

Dr. Wallinger asked that I submit Region VI's recommendations from yesterday's meeting in an electronic format. They are attached. Could you get them to the right person?

Thanks!

Attachment to E-mail Above

Region VI Recommendations for the Superintendents' Roundtable
November 21, 2011

College- and Career- Ready Standards

- It is our assumption that the bulk of this requirement is met by the adoption of the 2009 Mathematics and 2010 English Standards of Learning.
- We support the use of a new term to replace "college-ready." We are not, however, pleased with the newer term "advanced/college path." The term "college path" indicates that students who do not earn an advanced score are not on the path to college, which is a dangerous message to send to 17- and 18-year olds. A term such as "advanced/RCE*" would be appropriate. The asterisk would refer to a more in-depth description at the bottom of the parent report with "RCE" signifying "Remedial Course Exempt."

Differentiated Accountability Systems

- We feel that an accountability system based on the existing VIP model could potentially be appropriate, but the details of the system implementation are as important as the system itself. Some recommendations if such a system were implemented are listed below.
- Include multiple pathways to success, including improvement in SOL proficiency, meeting student growth objectives, closing achievement gaps, and increasing the graduation rate.
- In the Massachusetts ESEA waiver request, Students with Disabilities, LEP, and Economically Disadvantaged students are combined into a "high need" reporting group. Each is tracked separately but reported together to help bring additional schools into the accountability system and reduce the phenomena of students counting multiple times

because they are in different subgroups. If paired with a reasonable minimum *n* and the elimination of current NCLB sanctions, this would be useful.

- Rather than setting AMOs at static VIP index points, Virginia may want to consider the percentile approach similar to the accountability system detailed in Colorado's ESEA waiver request. Schools in the 90th percentile and above (based on the previous year's VIP calculations, or in the event of new standards/tests, on the current year's performance) would be on one tier with the other tiers being the 50th percentile to 89th percentiles, the 15th to 49th percentiles, the 5th to 14th percentile, and schools below the 5th percentile.
- Please give us adequate opportunities to respond to Virginia's draft waiver application prior to submission.
- We support approaches that seamlessly account for changes in test difficulty from year to year. For example, the current AYP accountability system will likely show a drop in math scores that will make safe harbor nearly impossible for schools to attain. Use of any system based on percentiles would help offset this issue.
- We support the long-term consideration of adaptive testing similar to that being proposed by the Common Core's SMARTER Balanced Assessment Consortium.
- We support an improved state data reporting system modeled after the Colorado's School View (http://www.schoolview.org/).

Teachers and Principal Evaluation and Support Systems

- It is our understanding that the Virginia Uniform Performance Standards meet much of this section.
- We recommend clarification of best practices or additional support for determining appropriate student achievement measures in non-core subjects such as art and physical education.

Teacher and Principal Round Table
November 21, 2011

Flexibility Principle 1: College- and Career-Ready Standards and Assessments
Discussion points and ideas shared for the waiver request are the following: • None provided.
Other general discussion included the following: • Broaden the base of what identifies college and career ready beyond mathematics and reading.
Flexibility Principle 2: Differentiated Support and Interventions for Underperforming Schools
Discussion points and ideas shared for the waiver request are the following: • Include all subgroups within the school as a measure of the school's growth. • Consider setting the Annual Measurable Objectives (AMOs) at 80 percent for the "all students" category. • A ten percent reduction in the gap between the "all students" category and subgroups should be considered. • AMOs should be recalibrated every three years. • Expand content area targets beyond reading and mathematics to include history/social sciences and science at the "all students" category. • Consider removing or lowering the minimum group size for accountability purposes. • Consider students' "pass advance" scores for school recognition. • Differentiate AMOs at the individual school level so each school would be held to different benchmarks.
Other general discussion included the following: • Provide additional opportunities for expedited retakes on *Standards of Learning* (SOL) reading and mathematics assessments for elementary and middle schools. • To address the incompatibility between IDEA and NCLB, Individual Education Plans (IEPs) should be considered to measure progress of "students with disabilities" subgroup, not solely SOL grade level tests. • Investigate ways in which STEM initiatives might be considered in the accountability plan. • Consider assessing students more than one time per year. • Specifically define the growth model and provide in-depth training to all involved.
Flexibility Principle 3: Teacher and Principal Evaluation Systems
Discussion points and ideas shared for the waiver request are the following: • Teacher evaluations should not have a tiered rating level because of the potential impact on teacher morale. • Ensure school divisions are implementing evaluation systems with fidelity.

Other general discussion included the following:

- Adequate training is needed for teachers, principals, superintendents, school board members, and the public at large in the following areas:
  - Student goal setting for non-tested content;
  - Conducting teacher evaluations including linking student performance to teachers;
  - Using multiple measures of student performance;
  - Evaluating individual teachers when a child is taught by multiple teachers; and
  - Using student growth measures appropriately.

Committee of Practitioners Meeting
No Child Left Behind Act of 2001

Virginia Department of Education
Jefferson Conference Room

December 19, 2011
2 p.m.

MINUTES

Attendance

- *Committee:* Dr. Kitty Boitnott, Anne Carson, Barbara Warren Jones, Megan Moore, Teddi Predaris, and Dr. Philip Worrell

- *Department of Education:* Dr. Linda Wallinger, Veronica Tate, Diane Jay, Patience Scott, and Carol Sylvester

Veronica Tate, director of program administration and accountability, introduced staff and committee members and facilitated the meeting.

The meeting provided an overview and discussion of the proposed annual measurable objectives (AMOs) for all schools that Virginia is supporting in its flexibility application from certain requirements under the *Elementary and Secondary Education Act of 1965* (ESEA), as amended by the *No Child Left Behind Act of 2001* (NCLB).

Key Features of the Proposed AMOs:

- Builds on Virginia's current state accountability system by using Standards of Accreditation (SOA) targets as the primary AMOs that all schools are expected to meet
- Incorporates subgroup performance to ensure schools continue to focus on closing proficiency gaps
- Maintains accountability by issuing annual school accreditation ratings and a proficiency gap dashboard, reported on the school, division, and state report cards, that indicates whether proficiency gaps exist for Virginia's traditionally lower performing subgroups of students
- Eliminates additional ESEA accountability labels related to meeting or not meeting Adequate Yearly Progress (AYP)
- Reduces the number of AMOs that are established for schools, allowing greater focus of resources where they are needed most
- Incorporates growth and college- and career-ready indicators

- Continues to report all student subgroups as currently required under ESEA, in addition to the data described in the new AMOs

Measuring performance. A school's performance would be measured by meeting:

- Standards of Accreditation (SOA) targets in core content areas for the "all students" group, including the Graduation and Completion Index;
- Test participation rates of $\geq$95 percent for reading and mathematics and SOA participating rates for other subjects; and
- Proficiency gap group targets as described below.

Proficiency Gap Groups. Virginia would establish three "Proficiency Gap Groups" as follows:

- **Gap Group 1** – Students with Disabilities, English Language Learners (ELLs), and Economically Disadvantaged Students
- **Gap Group 2** – Black students not included in Gap Group 1
- **Gap Group 3** – Hispanic students not included in Gap Group 1

Proficiency Gap AMOs for Elementary and Middle Schools. In order for there to be no proficiency gap indicated on the dashboard in a specific gap group for reading and/or mathematics, in each subject each group must:

- Meet the test participation rate of at least 95 percent; *AND*
- Meet SOA targets; *OR*
- A majority of the students who failed the reading or mathematics assessment must show at least moderate growth, if sufficient data are available; *OR*
- Reduce the failure rate by 10 percent.

Proficiency Gap AMOs for High Schools. In order for there to be no proficiency gap indicated on the dashboard in a specific gap group for reading and/or mathematics, in each subject each group must:

- Meet the test participation rate of at least 95 percent; *AND*
- Meet SOA targets; *OR*
- Meet a state goal of 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.

Following the suggestions from stakeholders, the SOA targets for the proficiency gap groups are only in reading and mathematics. To be accredited, a school is expected to meet the targets in the four core content areas in the "all students" category. During the discussion, the definition of "moderate growth" was explained to represent students with a Student Growth Percentile of 35 and 65 percent.

The reasoning for grouping Students with Disabilities, ELLs, and Economically Disadvantaged Students into one proficiency gap group was discussed. The advantage is that these groups often fall into the small "n" category; therefore, the proposed combined configuration allows a sufficient number of these students to be reported at the school-level when aggregated into one result. In addition, Virginia's data from the annual Consolidated State Performance Report (CSPR) submitted to USED demonstrates that over the past few years, the three groups dramatically underperform in reading and mathematics; therefore, these groups need additional targeted support and interventions. However, schools would continue to receive disaggregated data for all seven of Virginia's groups to aid in decision making at the local level.

The point was made that parents need to be able to understand the new system. A question was raised if the Graduation and Completion Index point system could be reexamined to better account for ELLs who by law who may remain in school until age 21 if so permitted by the school division. However, at this point, this is not possible because it would involve Board action and changing the SOA. The federal graduation indicator will continue to be reported as it is presently, which permits ELLs to "slide" among cohorts if they remain in school.

The plan will be presented for first review to the Board of Education in early January and will be posted on Virginia's Web site by the first Friday in January. It was noted that the principal evaluation system will also be presented to the Board for first review in January.

Ms. Tate asked the Committee to send any additional comments in the next few days. The meeting was adjourned at 2:30 p.m.

Handout:

- Agenda
- Virginia's Proposed Annual Measurable Objectives (AMOs)

Board of Education Committee on School and Division Accountability Meeting
January 11, 2012

Flexibility Principle 1: College- and Career-Ready Standards and Assessments
Discussion points and ideas shared for the waiver request are the following: • None provided.
Other general discussion included the following: • None provided.
Flexibility Principle 2: Differentiated Support and Interventions for Underperforming Schools
Discussion points and ideas shared for the waiver request are the following: • None provided.
Other general discussion included the following: • None provided.
Flexibility Principle 3: Teacher and Principal Evaluation Systems
Discussion points and ideas shared for the waiver request are the following: • None provided.
Other general discussion included the following: • None provided.

Board of Education Meeting
January 12, 2012

Flexibility Principle 1: College- and Career-Ready Standards and Assessments
Discussion points and ideas shared for the waiver request are the following: • None provided.
Other general discussion included the following: • None provided.
Flexibility Principle 2: Differentiated Support and Interventions for Underperforming Schools
Discussion points and ideas shared for the waiver request are the following: • Letter shared by the JustChildren expressing concerns about subgroup accountability (the letter is included in Attachment 2 of this application)
Other general discussion included the following: • None provided.
Flexibility Principle 3: Teacher and Principal Evaluation Systems
Discussion points and ideas shared for the waiver request are the following: • Letter shared by the Virginia Education Coalition expressing concerns about appropriate training for the implementation of evaluation systems for principals and teachers (the letter is included in Attachment 2 of this application)
Other general discussion included the following: • None provided.

Written Comments

November 16, 2011

Dr. Patricia I. Wright, Ed.D.
Superintendent of Public Instruction
Commonwealth of Virginia Department of Education
P.O. Box 2120
Richmond, VA 23218-2120

Dear Dr. Wright,

The Virginia Partnership for Out-of-School Time (VPOST) would like to share with you our comments and recommendations regarding Virginia's intent to request flexibility from certain requirements of the Elementary and Secondary Education Act of 1965 (ESEA) through application to the U.S. Department of Education, especially in reference to the Optional Flexibility Waiver provision.

While we recognize that this voluntary waiver may provide educators and State and local authorities with options regarding certain specific requirements of the No Child Left Behind Act of 2001 (NCLB), this particular provision could have serious and negative consequences on funds that are now directed to afterschool program funding.

Successful afterschool and summer programs are effective for several reasons. The services are provided when the children who need them most would be otherwise unsupervised, thus not supported or engaged in meaningful and enriching activities. In addition, the scope of personal development and academically enriching programs is broad, giving all youth who are in such programs a wide variety of options that provide a counterpoint to the academic day.

Our primary concern with the Optional Flexibility waiver is that if the state chose to "check the box" for the waiver, funds that now go to support effective afterschool and summer programs could be diverted, and the community partnerships so effective in providing hands-on learning opportunities of all kinds would be forced to end, depriving thousands of youth from safe and valuable programs. Given the high cost of extended learning time programs compared to afterschool, it is estimated that for each school that uses 21st Century Community Learning Centers (21st CCLC) funds to add an hour to its day, six afterschool programs would lose their funding.

A secondary but related concern is the consistency of programming that would be available. Currently parents, youth and schools are able to count on 21st CCLC funding for programs being available for a minimum of three years. Consistency of approach and availability is critical to academic growth and positive youth development programming, and we believe that funding uncertainty would be detrimental to these programs and to the youth who participate in them.

We are all dedicated to the same goals of ensuring that all our school-age youth are given every possible opportunity to succeed academically, socially, and emotionally, and believe that continuing to fund 21st CCLC programming in Virginia is a critical piece of that effort, especially for those children who need these programs the most.

Thank you for the opportunity to share our comments and concerns.

Sincerely,

Blaire U. Denson
Director

cc: Patience Scott
Eleanor B. Saslaw
David M. Foster
Betsy D. Beamer
Christian N. Braunlich
Dr. Billy K. Cannaday, Jr.
Isis M. Castro
K. Rob Krupicka
Dr. Virginia L. McLaughlin
Winsome E. Sears

From: Emily C. Dreyfus [emily@justice4all.org]
Sent: Wednesday, November 16, 2011 3:38 PM
To: Tate, Veronica (DOE)
Subject: RE: ESEA Flexibility Input

Thank you for your note. I do not see anyone on this list who has a specific purpose of representing parents of students with disabilities. I would like to convey the very strong concerns held by parents that high expectations and high accountability for the achievement of students with disabilities is imperative. Waiving sub-group accountability will threaten the progress gained over the last several years. I hope that the Board of Education will not take a step backward by requesting a waiver of these important requirements. They have made a life-changing difference in the lives of thousands of students whose futures are brighter because expectations for their success were raised. We need to continue that forward momentum.

Thank you,
Emily

From: Tate, Veronica (DOE) [mailto:Veronica.Tate@doe.virginia.gov]
Sent: Wednesday, November 16, 2011 12:58 PM
To: Emily C. Dreyfus
Subject: RE: ESEA Flexibility Input

Emily,

The Virginia Council for Administrators of Special Education (VCASE) was asked to provide input. As well, several members of the NCLB Committee of Practitioners were asked to serve in part because of their association with students with disabilities. The Committee of Practitioners represents a wide variety of stakeholders. Finally, organizations such as VEA, VPTA, VASS, etc, represent the interests of all students groups, including students with disabilities. Please let me know if I can provide you with any additional information.

I look forward to listening in on the comment provided by JustChildren during the meeting of the Board Committee on School and Division Accountability.

Veronica Tate, Director
Office of Program Administration and Accountability
Virginia Department of Education
P.O. Box 2120
Richmond, VA 23218-2120
Voice: (804) 225-2870
Fax: (804) 371-7347
E-mail: veronica.tate@doe.virginia.gov

From: ----------
Sent: Thursday, November 17, 2011 11:22 AM
To: Tate, Veronica (DOE); Sheehan, Ann (DOE)
Cc: Wilder, Amanda; Williams, Judy
Subject: parent comment re SES

Dear Ann and Veronica:
I know you are still in the throes of writing your request for waivers from the NCLB sanctions, and I thought I would pass along a parent comment that was received by the assistant principal at -------- Elementary School. In the back of our SES parent handbook, I have included a statement that the information was provided by VDOE and a note to call me with any questions about SES. Instead of calling, one parent returned the handbook with this question written on that page: "*Why should our children participate when only a few had 'evidence of effectiveness' and that showed no difference*??!"

This question seems to be all one would need to justify a waiver to SES requirements!

From: ----------
Sent: Wednesday, November 30, 2011 12:10 PM
To: Tate, Veronica (DOE)
Subject: NCLB Waiver input

Please allow me to add my "2 cents worth" of input into the NCLB Waiver input process. Any way to allow students to be counted in only one subgroup? Some of our students are in two and three subgroups. If they pass, that is fine. If they do not pass, then it is double or triple jeopardy against a school division and/or an individual school.

The elimination of SES would prevent the consequences of 20% of the Division's total allocation being used in only one school. (Especially since research results do not indicate convincing evidence of SES effectiveness.) I support the elimination of SES.

If School Choice is eliminated, what happens to the families who are currently in School Choice? What about their younger siblings who are not yet enrolled in school? Would they be grandfathered in?

Reducing the Pass Rates to a more achievable level, 2009-10, with continued expectations that all students progress and show growth would be ideal. VDOE could change the cut scores allowing more students to Pass. Why is there so much difference in the percent of questions answered correctly for a student to Pass between elementary, middle, and high schools? At some grade levels the percent of questions needing to be correct is 50% (H.S. End of Course) and at other grade levels it is 70% (5th grade Math).

Thank you for allowing me to share. Best wishes to you and the rest of the Committee who are working on the NCLB Waivers Plan for Virginia.

VIRGINIA ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT

513 Half Mile Branch Road
Crozet, VA 22932

November 18, 2011

Dr. Patricia Wright, Superintendent of Public Instruction
Virginia Department of Education
101 N. 14th Street
Richmond, VA 23219

Dear Dr. Wright:

On behalf of the Virginia ASCD Board of Directors, thank you for the opportunity to provide comments to the Department of Education regarding Virginia's ESEA Flexibility application. VASCD is encouraged that USED responds to the public's questions about ESEA with the following statement:

> *Under ESEA flexibility, States will begin to move beyond the bubble tests and standards that are based on arbitrary standards of proficiency. By measuring student growth and critical thinking, new assessments will inspire better teaching and greater student engagement across a well-rounded curriculum. By setting standards based on college- and career-readiness, States will challenge students to make progress toward a goal that will prepare them for success in the 21st century knowledge economy. (USED, Sept 2011)*

As an organization of teachers, administrators, and higher education faculty, we support efforts to enhance the quality of teaching, learning, and leading across the Commonwealth, and we understand that preK-12 education is in a transformational state. VASCD joins other public education stakeholders grappling with how to define 21st century learning, how to build new assessment systems, how to measure student growth, and how to design meaningful ways to evaluate educators. The offer of flexibility and the promotion of pilot programs and innovative practices in classrooms and school divisions provide an excellent opportunity for VDOE to collaborate with Virginia educators and to shape the future of public education in Virginia.

College- and Career-Ready Standards and Assessments

VASCD applauds Virginia's efforts to revise and align the Standards of Learning with the Common Core State Standards. Our members indicate a high level of interest in information about the Common Core and its relationship to the SOL. On December 14, VASCD will offer a symposium focused on building on the SOL foundation plus maintaining alignment with the Common Core. VASCD's guiding position

statement, Teaching, Learning, and Leading in a Changing World, speaks to the rapidly changing nature of learning and working environments and notes, "Testing and accountability systems must go beyond selected response tests to include the assessment of student-generated products." (VASCD, 2010) In the *Blueprint for the Future of Public Education*, Virginia's division superintendents opine students must graduate with skills that go well beyond facts and content and encourage Virginia stakeholders to, "Define and develop an integrated model of rigorous content and core performance competencies that combines Virginia's excellent content standards and international/21st century performance standards." (VASS, 2011) A system of instruction and assessment that prepares students for college and the workforce is essential, but the definition of "college- and career-ready" is complicated, is changing, and should not be defined by a single test score. We view the flexibility application as an opportunity to pilot problem-based instruction and new assessment systems that highlight the application of knowledge in multiple ways.

Differentiated Accountability Systems

VASCD recognizes the importance of student growth as one piece of a differentiated accountability system; however, we question multiple choice test performance as a valid and reliable way to measure student growth. In particular, we are concerned about student growth measures based on SOL scores of some students taught in some subjects by some teachers. We are concerned about transient populations, students scoring above 570 on SOL tests, and measures based on SOL scores alone.

We recognize and appreciate that AYP measures and the related accountability system have caused schools to pay greater attention to the needs and progress of all students, particularly those who may have been underserved in some schools in the past. However, we believe that the keys to unlocking the vision of learning for all students are found in supports for evidence-based practices, not in sanctions or punitive measures.

We hope that Virginia will use the flexibility offered by USED to establish a rigorous but reasonable set of targets for student achievement and growth in our public schools. We believe it is imperative that teachers and administrators continue to challenge their students and themselves each and every day in order to ensure that all students achieve at the highest possible levels. When schools struggle, we hope that the response from the state level will be a research-driven and flexible set of strategies that focus on support for quality implementation. We agree with the recommendation made by USED that, for schools that are low-performing or have the largest achievement gaps, interventions be tailored to the unique needs of these schools, their districts, and their students.

Teacher and Principal Evaluation

Virginia ASCD values and supports an evaluation system that informs and improves instruction and has a positive impact on student learning. If an evaluation system has high stakes for educators, the tools and information used must be correlated to student learning and must include multiple measures of teacher effectiveness. Given the lack of agreement among educators on how to approach this challenge, we believe research on five measures of teacher effectiveness (MET Project from the Bill & Melinda Gates Foundation) is worth considering:

1. Student achievement gains on state standardized assessments and supplemental assessments designed to measure higher-order conceptual thinking;
2. Classroom observations and teacher reflections;

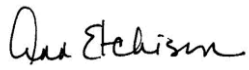
3. Teachers' pedagogical content knowledge;
4. Students' perceptions of the classroom instructional environment; and,
5. Teachers' perceptions of working conditions and instructional support at their schools

While the research associated with this project is ongoing, the goal is to identify reliable and credible measures of teacher effectiveness that predict the biggest student achievement gains. Preliminary findings suggest that student perceptions of the classroom instructional environment have high correlation to student achievement data. The project's soon-to-be-released conclusions reinforce the importance of an evaluation system that includes a variety of proven measures of teacher effectiveness. VASCD supports efforts to define teacher effectiveness through research-based multiple measures as well as to design evaluation systems aligned with the research findings.

The documents produced by USED regarding ESEA flexibility emphasize the need to move beyond assessments of students, teachers, and schools based on a single standardized test on a single day. The terms *well-rounded curriculum* and *multiple measures* indicate an interest in moving away from test prep classrooms toward rich and rigorous learning environments that provide the flexibility needed to ensure the success of each student. Virginia ASCD is ready to assist in shaping the preK-12 programs and systems that will increase the quality of instruction and assessment, provide meaningful feedback to educators, and ultimately prepare Virginia's students for a variety of post-secondary paths.

We are grateful for the opportunity to provide input on this important matter.

Sincerely,



Ann Etchison, Virginia ASCD Executive Director

Mission: Advancing Excellence in Teaching, Learning, and Leadership

Virginia Association of Federal Education Program Administrators

www.vafepa.org

2011 VAFEPA POSITION PAPER

Flexibility Waiver

for the

Elementary & Secondary Education Act

On Friday, September 23, 2011, the U.S. Department of Education (USED) invited state educational agencies (SEAs) to request flexibility from certain requirements of ESEA, as amended by the *No Child Left Behind Act of 2001* (NCLB), in exchange for rigorous and comprehensive state-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. Since the introduction of the *NCLB in 2001,* school districts in the state of Virginia have worked tirelessly to improve instruction and learning for all students.

Members of the VAFEPA organization have prepared this position paper organized around required areas identified by the U.S. Department of Education:

I. College- and Career-Ready Expectations for All Students
II. State-Developed Differentiated Recognition, Accountability, and Support
III. Supporting Effective Instruction and Leadership

I. College- and Career-Ready Expectations for All Students

To receive flexibility, a state must develop new ambitious but achievable annual measurable objectives (AMOs) in reading/language arts and mathematics, and create a system aligned with college and career ready expectations.

VAFEPA supports:

a. The college- and career-ready expectations for all students in the state by adopting college- and career-ready standards in at least reading/language arts and mathematics and implement them statewide;
b. Annual, statewide, aligned, high-quality assessments measuring student growth for students in grades 3-8 and high school; and
c. Adopting English language proficiency standards and assessment corresponding to the state's college- and career-ready standards for English Language Learners.

II. State-Developed Differentiated Recognition, Accountability, and Support

To receive flexibility from NCLB school and division improvement requirements, a state must develop and implement a system of differentiated recognition, accountability, and support system. This system must improve the academic achievement of all students, close persistent achievement gaps, and improve equity.

VAFEPA supports:

a. Achievable AMOs for reading/language arts and mathematics that measure all LEAs, schools, and subgroups, to provide meaningful goals that incorporate a method to establish AMO's for growth and proficiency;
b. An accountability system which recognizes student growth, school progress, and aligns accountability determinations with support and capacity-building efforts;
c. An incentive based system recognizing the success of schools that are able to improve student achievement and graduation rates and close the achievement gaps for all subgroups; and
d. Providing interventions specifically focused on improving the performance of English Language Learners and students with disabilities.

III. Supporting Effective Instruction and Leadership

To receive flexibility from existing accountability provisions related to existing NCLB highly qualified teacher requirements, states and school divisions must develop, adopt, pilot, and implement an evaluation and support system. This system must provide meaningful information about the effectiveness of teachers and principals.

VAFEPA supports:

a. A fair, rigorous evaluation and support systems which supports continuous improvement of instruction;
b. A system to meaningfully differentiate performance using multiple performance levels;
c. Performance measures to include student growth for all students and other measures of professional practice; and

d. Regularly scheduled evaluations of teachers and principals providing clear, timely, and useful feedback that identifies needs and guides professional development.

Conclusion

VAFEPA members believe NCLB was an important piece of legislation creating a renewed focus on student achievement and accountability in K-12 education, while highlighting the needs of typically underperforming student populations. However, the law suffers from significant flaws, including its failure to give credit for progress and an ineffective approach to labeling schools as failing.

Currently LEAs across Virginia are faced with 205 Title I schools in improvement that are performing at a high level of performance and treated with the same sanctions as the lowest five percent of schools in the state. NCLB requires districts to set-aside 20% of Title I funding to pay for SES and transportation costs related to Public School Choice. LEA's across Virginia are faced with the burden of School Choice and SES, which costs close to ten million dollars. Studies have shown limited effectiveness of these programs and costs will continue to increase rapidly over the next few years, as we approach the target of 100% pass rate by 2014. VAFEPA proposes using the 20% set-aside in Title I for other school improvement efforts that expand beyond the lowest 5% of schools not being able to meet AMO targets, including a growth percentile calculation.

Accountability systems should exist to advance student learning and ensure students graduate from high school with college and career ready skills. VAFEPA believes the plan presented by the State will increase accountability for school performance and serve as a mechanism to improve achievement for all students. It will also more accurately measure schools performance through a growth model, and provide flexibility with regulations on school improvement.

Dr. Sheila Bailey
President
Hopewell Public Schools
103 North 12th Avenue
Hopewell, VA 23860
(804) 541-6400
FAX: (804) 541-6401
sbailey@hopewell.k12.va.us

Mr. Jim Gallagher
President Elect
Amherst County PS
PO Box 1257
Amherst, VA 24521
(434) 946-9341
FAX: (434) 946-9346
Jgallagher@amherst.k12.va.us

Mr. Scott Hand
Secretary
Rockingham County PS
100 Mt. Clinton Pike
Harrisonburg, VA 22802
(540) 564-3228
FAX (540) 564-3250
shand@rockingham.k12.va.us

Ms. Angela Neely
Treasurer
Culpeper County Schools
450 Radio Lane
Culpeper, VA 22701
(540) 825-3677
FAX: (540) 727-0985
ANeely@culpeperschools.org

Mr. Wyllys VanDerwerker
Past President
Lynchburg City Schools
915 Court Street
Lynchburg, VA 24505
(434) 522-3700, ext. 183
FAX: (434) 522-3774
vanderwerkerwd@lcsedu.net

Ms. Marylou Wall
Executive Director
7403 Park Terrace Dr.
Alexandria, VA 22307
(703) 201-9732
marylwall@aol.com

VCASE
Virginia Council of Administrators of Special Education

November 22, 2011

Greetings,

The Virginia CASE membership appreciates the opportunity to provide input regarding Virginia's ESEA Flexibility Application. Special Education Administrators have expressed concerns related to the implementation of some ESEA requirements and the education of students with disabilities. The lack of flexibility, in certain areas such as assessments and diploma status, has created a system that can be rigid and difficult to comply with given the challenges students with disabilities encounter each day.

There are areas of direct conflict with the Individual with Disabilities Act (IDEA 2004). IDEA clearly places the responsibility for educational decisions for students with disabilities in the hands of the Individualized Education Plan Committee. ESEA requirements often conflict with IDEA and the rights and responsibilities of the IEP Committee.

- Virginia's current SOL assessments should be tailored to meet the standards associated with college and career readiness. Students with disabilities must be afforded multiple opportunities to demonstrate their achievement through SOL assessments both with and without accommodations, alternate assessments and alternative assessments. Students who work diligently toward the Modified Standard Diploma should count toward the division's graduation rate in a positive way. The growth model that has been presented does not include students that score above 500 on SOL tests or students that have alternate or alternative assessments. There will be challenges incorporating an equitable system of evaluation for teachers who provide educational services to students with disabilities
- The use of Virginia's Standards of Accreditation should be considered in the application for ESEA flexibility given the restrictions that USED has placed on schools related to the 1% and 2% flexibility. The application of these percentages are not very realistic given the demographic variations. Localities that exceed the 1% must convert some passing scores to failing for AYP purposes. The same will occur with the 2% if this is not changed. IEP teams follow the criteria developed by the state when making decisions. Converting a passing score for a student who meets the criteria for the assessment to failing is in direct conflict with the decisions of IEP teams.

- Considering differentiated accountability systems- consistency is a concern as we discuss incentives and differentiated interventions that support improvements for targeted groups. Students with disabilities often progress at rates that do not reflect a year's growth within a school year. They, however, are meeting the targets associated with their IEP goals. This must be considered when developing accountability systems that are central to teacher evaluation and support.

Special Education Administrators support high standards for students with disabilities. Accountability should be reflected in any system of evaluation of teacher effectiveness. While there have been many positive improvements associated with ESEA, there is a demonstrated need to incorporate flexibility that recognizes the accomplishments of both our students and teachers.

The membership of Virginia CASE recognizes the challenges that await our Commonwealth as we develop and implement plans to address the achievement gap, increase equity and improve the quality of instructions.

We welcome each opportunity to offer insight, recommendations, or support as we work toward the ultimate goal- improved outcomes for all students. Please continue to call upon Virginia CASE Leadership and Membership.

Sincerely,

Sheila B. Bailey, Ph.D.
President, Virginia CASE

JUSTCHILDREN

A Program of the

LEGAL AID JUSTICE CENTER

Angela A. Ciolfi
Legal Director
angela@justice4all.org

December 9, 2011

Dr. Patricia Wright
Superintendent of Public Instruction
Virginia Department of Education
P.O. Box 2120
Richmond, VA 23218-2120

BY ELECTRONIC MAIL AND FIRST CLASS MAIL

Re: Virginia's ESEA Flexibility Application

Dear Dr. Wright:

Thank you for the opportunity to provide input on Virginia's ESEA wavier application. JustChildren represents students who are always low income, often minority, sometimes experiencing a disability or language barrier, and occasionally homeless. In this letter, I outline principles that are critical for the clients we serve and all of the children you do.

Virginia should select AMOs that will lead to the greatest gains for all low performing students and each existing subgroup.

Virginia should choose Option A plus GCI: Setting AMOs in reading, math, *and the graduation and completion index* in annual equal increments toward a goal of reducing by half the percentage of students in the "all students" group and in each subgroup who are not proficient within six years.[1]

Using Option A plus GCI, Virginia can customize its AMOs for individual school, school division, and subgroup within a school, as long as the AMOs require greater gains for students who are farthest behind and result in reducing by half the percentage of students who are not proficient within six years. The advantage of Option A is that it allows states to set ambitious, but realistic targets based on baseline data for each school and subgroup. This customization recognizes that not all schools and subgroups are equally situated on day one of the accountability system.

If Virginia chooses Option C, it should create AMOs that are at least as ambitious as those that would have been established under Option A and include the GCI.

Please note: JustChildren strongly urges Virginia to require all existing subgroups to meet the new AMOs. Virginia should not combine subgroups to make larger subgroups, as this will result in masking both the achievements and weaknesses of discreet groups of students.

[1] See p. 7 of ESEA Frequently Asked Questions, U.S. Dep't of Education (describing Options A, B, and C).

1000 Preston Avenue, Suite A. • Charlottesville, VA 22903
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Virginia should identify Priority, Focus, and Reward schools based on multiple measures of school performance, including indicators that reflect student achievement, school climate, student attendance, teacher effectiveness, and credit accumulation.

Research increasingly recognizes that schools cannot adequately prepare today's young people for tomorrow's jobs without first meeting their social and emotional needs. Virginia should recognize that reality by setting targets for a wide variety of academic and non-academic indicators in order to identify schools struggling to meet expectations for all students or only for one or more groups of students.

Priority schools would be schools in the lowest 5% based on proficiency and lack of progress on any of the following indicators for all students:

- SOL test passage rates in reading and math
- Out-of-school suspension and expulsion rates
- Disciplinary alternative program placement rates
- Attendance rates
- Student mobility rates
- Arrests/juvenile court referral rates
- Performance on the Uniform Performance Standards and Evaluation Criteria for Teachers
- Disproportionality in special education enrollment
- Disproportionality in disciplinary referral and/or suspension rates
- (High schools only) Graduation and Completion Index score
- (High schools only) Special Diploma rates (i.e., to capture over-use of Special Diplomas)
- (High schools only) Over-age, under-credited rate (i.e., what percentage of students are at least one year behind their same-age peers in grade level or credit accumulation?)
- (Elementary and middle schools only) SOL test passage rates in writing and science
- (Elementary schools only) PALS performance

Focus schools would be schools that have the largest gap between subgroup performance and the relevant comparison group (e.g., economically disadvantaged students vs. non-economically disadvantaged students) for any of the above indicators.

Reward schools would be schools that have the highest performance or progress on many of the above indicators for all students *and* all student subgroups. It is important to recognize schools that are meeting the social and emotional needs of their students, in addition to high academic performance.

Please note: Virginia should use the same indicators described above to identify schools that need improvement, but do not meet the criteria for Focus and Priority status.

Virginia should provide Priority and Focus schools with the resources necessary to implement programs that have proven effective in improving student achievement.

Virginia should require Priority and Focus schools to use Title I and School Improvement Grant funding to implement research-based interventions that fit the identified area of need, such as:

- **Early Warning System.** All schools identified as Priority, Focus, or schools needing extra support should be required to implement **Dashboard**, Virginia's early warning system. The system predicts which students are most at risk of dropping out based on a number of factors, including test scores, attendance, and disciplinary history and allows schools to intervene early in a student's career to give them the best chances of graduating college and career ready. Importantly, Dashboard also allows schools to measure the effect of its interventions on individual student progress.

- **Early Childhood Education.** A 2007 report by the Joint Legislative and Audit Review Commission found that children who participate in VPI are significantly better prepared for kindergarten.[2]

- **Early Reading Intervention.** JLARC's recent Third Grade Reading report highlighted the importance of early reading intervention programs and reading specialists in getting students reading by grade three.

- **Effective Schoolwide Discipline.** Effective Schoolwide Discipline has significantly reduced office disciplinary referrals, in-school suspensions, and out-of-school suspensions. Most significantly, it has reduced out-of school suspensions by 75% for general education students and 85.6% for special education students. ESD has also saved 9.2 hours of administrative time and 4.6 hours of instructional time weekly. Schools participating in ESD have also seen increased SOL pass rates in math for students with and without disabilities.

- **Extended Learning Time.** Expanding the school day, week, or year can offer opportunities for remediation and other enriching coursework.

- **Inter-district School Choice.** In some places, like Petersburg, the public school choice option has been limited by the lack of availability of higher performing schools in the school division. Give **Reward** schools financial incentives to accept economically disadvantaged students from schools identified as Priority or Focus schools.

- **Highly Effective Teachers.** Teachers are the most important school-level variable in a student's success, but high poverty schools often have the least experienced teachers. School divisions with Priority and Focus Schools should be required to provide incentives for their most effective teachers to serve their schools with the greatest needs.

[2] Joint Legislative Audit and Review Commission, *Virginia Preschool Initiative (VPI): Current Implementation and Potential Changes*, HD No. 44 (2007) *available at* http://jlarc.state.va.us/reports/Rpt364.pdf

- **Family and Community Engagement.** Struggling schools should be required to increase family and community involvement by holding public meetings to review school performance and develop improvement plans, implement complaint procedures for families having any area of difficulty, provide parent education classes, and/or convene student assistance teams with outside service providers to develop wraparound service plans for students with emotional or behavioral health needs. In addition, schools should give students and parents access to their own information via Dashboard. In New York, a data system developed by the same company has been used to allow parents and students to access their own information, including grades, attendance, and tardies.

Schools that do not meet the criteria for Priority and Focus schools should be provided technical assistance to help them implement the above interventions, as appropriate.

Finally, I am enclosing a copy of our recent report, *Educate Every Child*, which documents the over-use of out-of-school suspension in Virginia schools, the negative impact on minority students and students with disabilities, and the impressive results achieved by schools implementing Effective Schoolwide Discipline. I hope Virginia will consider incorporating indicators and interventions related to school climate into its ESEA waiver application.

Please feel free to contact me if I may provide additional information.

Sincerely,

Angela A. Ciolfi

cc: Veronica Tate, Director, Office of Program Administration and Accountability

enclosures

VIRGINIA EDUCATION COALITION

Virginia Assoc. of Elementary School Principals
Virginia Assoc. of School Superintendent
Virginia Assoc. of Secondary School Principals
Virginia Assoc. for Supervision and Curriculum Development
Virginia Congress of Parents and Teachers
Virginia Counselors Association
Virginia Education Association
Virginia Middle School Association
Virginia Professors of Educational Leadership
Virginia School Counselor Association
Virginia Association of Colleges for Teacher Education
Virginia School Boards Association

Contact Person: Dr. Kitty Boitnott
Virginia Education Association
116 South Third Street
Richmond, VA 23219
1-800-552-9554 Toll Free
(804) 648-5801 - Work
(804) 775-8379 - Fax

January 3, 2012

Dr. Patricia Wright, Superintendent of Public Instruction &
Members of the Virginia Board of Education
Virginia Department of Education
101 N. 14th Street
Richmond, VA 23219

Dear Dr. Wright and Members of the Virginia Board of Education:

At the November 30th meeting of the Virginia Education Coalition, representatives of the member organizations discussed the issue of Virginia's ESEA Flexibility application. As a result, it was decided that we would write a letter as a collective body addressing some of the common concerns that we share as stakeholders.

A major area of concern centers on the issue of training for all groups involved as teachers and administrators undertake the new evaluation systems that have been approved by the Virginia Board of Education in response to federal requirements. It is the consensus of all members of the coalition that proper training is absolutely critical to the success of the new evaluation models. Therefore, it is imperative that localities be provided adequate resources, incentives, and training in order to facilitate the comprehensive change that accompanies the implementation of the evaluation systems for both teachers and administrators. In addition, we feel that the Virginia Department of Education should provide additional recommendations and guidance to local education agencies on adoption of the new guidelines, as well as specific recommendations on how teachers and principals are to be trained on its implementation.

There is also consensus that clarification is needed as to where money for training purposes might be obtained and how much is expected to be necessary in order to properly prepare all teachers and administrators for the implementation of the new evaluation systems. This is a question that no one in the coalition felt has been adequately addressed; therefore clarification would be greatly appreciated.

The Virginia Education Coalition works to include voices of its member organizations in discussions about public policy and any initiative designed to enhance student learning and the public school experience. We hope that you will accept the communication of these concerns as constructive feedback and welcome our participation in the policy process. All of the member groups of the VEC are interested in assisting as Virginia moves forward in the implementation of the new teacher and principal evaluation systems and in the ESEA waiver process. Both of these initiatives are critically important to Virginia at this point in time.

Sincerely,

Kitty J. Boitnott

Kitty J. Boitnott, Ph.D., NBCT
Chair, Virginia Education Coalition

JUSTCHILDREN

A Program of the

LEGAL AID JUSTICE CENTER

Angela Ciolfi
Legal Director
angela@justice4all.org

January 12, 2011

RE: Virginia's ESEA Flexibility Application

President Saslaw, Superintendent Wright, and members of the Board:

I read the draft ESEA waiver application and listened to yesterday's committee meeting online. My comments relate to some of the big policy choices embedded in Principle 2 and in no way detract from my appreciation for the amount of sweat and anguish it must have taken to put together such an impressively detailed application.

I urge you to reconsider de-linking subgroup performance from accountability. If you divorce the two, there will be two sets of schools. Those that have incentives to close achievement gaps and those that do not. Only 4% of Virginia's schools will fall into the first category. (Those are the so-called "Focus" schools.) The other 96% have only to meet the target pass rates and GCI index scores for *all students* in order to receive our state's stamp of approval. That will be a great tragedy for low-income and minority students, students with disabilities, and LEP students.

It has been pointed out that some schools will have greater difficulty than others in meeting the threshold for Full Accreditation, especially after the new reading and math tests go into effect. That may be true. But the fact remains that even those schools will not feel any pressure to close achievement gaps. They just have to focus their resources on those 70% or 75% of students who are most likely to pass, which is exactly the opposite of what NCLB – and the waiver requirements – are designed to accomplish.[1]

Reporting is not accountability. The Proficiency Gap Dashboard may provide a measure of the achievement gaps that exist in reading and math performance. But it leaves out graduation gaps altogether. And, more important, if the sign above the door says Fully Accredited, who will understand or care about the Proficiency Gap points? It will just be another statistic. And statistics do not change systems.[2]

This process has unveiled some flaws in the SOA that are important to address; namely, the SOA do not ensure that schools provide meaningful educational opportunity to our most vulnerable

[1] Guidance from the U.S. Department of Education indicates that states must set AMOs that "(1) are ambitious but achievable and (2) require schools and subgroups that are further behind to make greater rates of annual progress than other schools and subgroups." The proposed AMOs are not ambitious, since 96% of our schools have already met them, and they do not require subgroups that are further behind to make greater rates of annual progress. In fact, they incentivize schools to focus more on those students who are most likely to pass and less on the lowest performing students.

[2] The draft application does not address how schools that are Fully Accredited and have not been identified as Focus schools will be provided incentives and supports needed to close achievement gaps. The academic review process described in Section 2.F will only apply to the small percentage of schools that are not Fully Accredited.

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groups of students. I hope your next step is to address these deficiencies so that the state system is strong no matter what happens on the federal level.

But you don't have to revise the SOA to do the right thing with this application. We talk about NCLB as if it is a wholly separate accountability system that impedes our state system. But NCLB never created a separate system. It always rested on top of the state system you designed. It simply created an overlay that forced schools to give historically neglected groups of students a chance to meet the same state standards you set for all students.

And that is all I am asking you to do today. Design an overlay that preserves the core premise of No Child Left Behind, a premise we all share: that schools should be accountable for providing meaningful educational opportunity for every child in the building, even the underperforming ones. There must be middle ground between guaranteeing outcomes for 100% of the students and giving up on 25 to 30% of them. I urge you to rethink this approach and seriously consider some of the ideas expressed at yesterday's committee meeting. We cannot afford to backslide on ten years of progress closing achievement gaps.[3]

Thank you.

[3] It should be noted that since Virginia has chosen Option C to comply with requirement 2.B, its application will be peer-reviewed, and the AMOs set by the state will be compared to what the state's AMOs would have been under Options A and B. The AMOs chosen under Option C must be "similarly ambitious" to those chosen under Option C. Under Option A, states must set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the "all students" group *and in each subgroup* who are not proficient within six years. Under Option B, states must set AMOs that increase in annual equal increments and result in 100% of students achieving proficiency no later than the end of the 2019-2020 school year. It is clear that the AMOs in Virginia's application do not increase annually and are not "similarly ambitious" as those that would have been set under Options A and B. **Before approving the application, the Board should request that the AMOs that would have been set under Options A and B be presented to the Board so that it can evaluate the application's chances of successfully satisfying requirement 2.B.**

VIRGINIA COALITION FOR STUDENTS WITH DISABILITIES

January 12, 2012

Virginia Board of Education

Dear Board Members:

The Virginia Coalition of Students with Disabilities has worked together over the years with other groups to encourage the development of strong standards and assessments for students with disabilities in Virginia schools. We believe Virginia has maintained a solid history of increased expectations for teaching and learning in Virginia.

But we must add our voice to those concerned over Virginia's request for a flexibility waiver to the No Child Left Behind amendment. These new changes allowed by a flexibility waiver could not only lower achievement expectations for students but also prevent many from the opportunity to successfully achieve higher standards of education that will lead them forward towards college or careers. This is not the type of education reform Virginia should participate in by requesting a flexibility waiver from the current No Child Left Behind standards.

The Virginia Coalition for Students with Disabilities urges Virginia Board of Education to reject any changes by maintaining the current assessments and standards for students with disabilities under the No Child Left Behind amendments to ESEA. The Virginia Coalition for Students with Disabilities wishes to see Virginia protect the rights of students with disabilities, not lessen them.

The Virginia Coalition for Students with Disabilities
The Virginia Board for People with Disabilities
Blue Ridge Center for Independent Living
Endependence Center Incorporated

From: Blaire Denson [Blaire@vachildcare.org]
Sent: Fri 1/20/2012 1:55 PM
To: Tate, Veronica (DOE)
Subject: From Superintendent of Public Instruction RE: Virginia's ESEA Flexibility Proposal

Veronica,
It was a pleasure to speak with you after the Board of Education meeting last week. I appreciate the opportunity to provide comments regarding Virginia's proposed ESEA flexibility application. Specifically, The Virginia Partnership for Out-of-School Time (VPOST) would like to see some additional language included within the application regarding the optional waiver. Attached are our recommendations to be considered. Please contact me with any questions or comments, and I thank you for the opportunity to provide our recommendations.
With Kind Regards,
Blaire

Blaire U. Denson, Director
Virginia Partnership for Out-of-School Time
308 Turner Road, Suite A
Richmond, VA 23225
Phone: (804) 612-0307
Fax: (804) 285-0847
blaire.denson@v-post.org
www.v-post.org

VPOST
VIRGINIA PARTNERSHIP FOR OUT-OF-SCHOOL TIME

Attachment to 1/20/2012 VPOST E-mail

21st Century Community Learning Centers (21st CCLC): A Priority School that is currently receiving or is awarded a 21st CCLC grant may submit an amendment to their original grant application to use a limited percentage of their 21st CCLC funds for extended learning time in accordance with the guidance provided by the SEA and based on a comprehensive needs assessment. This amendment must be approved by the SEA. The extended learning time must include the following:

- School Community Partnerships: To ensure that expanded learning programs are high quality, creative, and maximize the potential of each local community, strong partnerships that emphasize collaboration, data and resource sharing, communication, and alignment between schools and community-based/faith-based organizations should be at the core of expanded learning time programs. Meaningful, active collaboration at all levels increase the likelihood of success.
- Engaged Learning: Expanded learning programs should be used to enhance and complement—but not replicate—learning that takes place during the traditional school day. Quality expanded learning opportunities provide children and youth with hands on, student-centered learning that motivates and inspires them. These meaningful experiences, involving science, math, physical activity, music, arts and opportunities for service, complement but do not replicate the traditional school day and take place in an

environment that is less stressful than the traditional school day. Expanded learning programs should provide opportunities for mentoring, tutoring, internships, apprenticeships, individualized and group learning, college and career exploration, and even jobs.

- Family Engagement: Expanded learning programs should maintain parental choice, community involvement, and family engagement. Quality programs succeed because parents and children choose to fully participate. This forces programs to ensure that the learning is meaningful, engaging, and relevant, particularly for older children and youth. Expanded learning time programs can make it easier for working parents to interact with instructors. A wide body of research points to active parent involvement in their children's education as a factor in student success, and community-based/faith-based organizations partnering with schools on expanded learning time can help facilitate that involvement. Expanded learning programs should focus on meeting the needs of the most at-risk students to ensure that resources are appropriately directed to students most in need of additional supports. For these reasons, expanded learning programs should emphasize parental engagement and parental choice.
- Prepared staff: Forming healthy relationships with program staff can lead to a positive emotional climate for students, allowing them to feel comfortable learning and exploring. Factors that serve as a catalyst for establishing these bonds are a small staff-child ratio and a well-prepared and compensated staff. Professional development in both content areas and youth development allows struggling students to catch up to their classmates, while helping all students hone the skills necessary for success in school.
- Intentional programming: The best programs are structured with explicit goals and activities designed with these goals in mind. For instance, program goals might address improving a specific set of academic or social skills, building on previous knowledge, meeting age-specific developmental needs or maximizing engagement in school. Programs should be intentionally aligned with traditional school-day instruction.
- Student participation and access: In order for youth to take advantage of all that expanded learning opportunities offer, there must be steady access to programs over a significant period of time. Programs that contain components of quality – specifically safety, youth engagement, and supportive relationships – are more likely to keep children in school.
- Ongoing assessment and improvement: Programs that employ management practices focused on continuous improvement have the most success in establishing and maintaining quality services. Frequent assessment, both informal and formal, and regular evaluation, both internal and external, are ingredients needed to refine and sustain expanded learning programs.

From: Diane Elliott [D.Elliott@arlingtondiocese.org]
Sent: Thu 2/2/2012 1:23 PM
To: Tate, Veronica (DOE)
Cc: mcotton@richmonddiocese.org; Wright, Patricia (DOE); Wallinger, Linda (DOE); Marable, Rebecca (DOE); Jay, Diane (DOE); Josie Webster (jwebster@vcpe.org); Sr. Bernadette McManigal
Subject: RE: ESEA Waiver and private school consultation

Veronica-
In the introductory sections of the application, I request that the following language be inserted as a means of protecting the equitable participation of eligible private school students. "Continued provision of equitable services for eligible Title I students attending nonpublic schools is an important consideration in the implementation of this plan. As a result, we are directing each local educational agency with Title I eligible children attending nonpublic schools to expend an equitable share of any funds the agency designates for priority and focus schools, in addition to the funds already designated for equitable services. If the LEA decides to transfer Title IIA funds, private school students will still benefit from at least the percentage of allocated Title IIA funds that was received under equitable participation in 2011-12."

Diane Elliott
Special Services Coordinator
Arlington Diocese Catholic Schools
703-841-3818

From: Tate, Veronica (DOE) [mailto:Veronica.Tate@doe.virginia.gov]
Sent: Wednesday, January 25, 2012 10:51 AM
To: Diane Elliott
Cc: mcotton@richmonddiocese.org; Wright, Patricia (DOE); Wallinger, Linda (DOE); Marable, Rebecca (DOE); Jay, Diane (DOE)
Subject: RE: ESEA Waiver and private school consultation

Diane,

Thank you for your interest in Virginia's ESEA flexibility application. As you are aware, the flexibility offer does not waive equitable services provisions. You may also know that the U.S. Department of Education has provided guidance to states regarding the possible effect of the waivers on equitable services. Please be aware that a division may still need to reserve a portion of its Title I, Part A, funds that would have been reserved for school improvement activities to fund interventions in schools identified as priority or focus schools. Any funds that are no longer reserved for school improvement efforts are subject to the equitable services provisions. Virginia plans to provide technical assistance to school divisions to ensure they are aware of the possible effect of the waivers on equitable services. The effects will be case-specific and vary by division.

Regarding input on Virginia's application, the application process has included a wide variety of stakeholders, including the NCLB Committee of Practitioners which includes private school representation. Following completion of a draft proposal, the attached e-mail announcing the availability of the draft was sent to stakeholders for additional comment. Please feel free to review the proposed ESEA application. Should you have any comments or input, please submit them directly to me by e-mail no later than Friday, February 3, 2012. As I am sure you understand, we are on an exceptionally limited timeline to make final revisions, but we welcome your thoughts. You will note, however, that the application is not designed to address equitable services as these provisions are not waived nor are they part of the broader state accountability system which addresses standards, assessments, identification of low-performing schools, and principal and teacher evaluations for public school divisions and schools.

Sincerely,
Veronica Tate, Director
Office of Program Administration and Accountability
Virginia Department of Education
P.O. Box 2120
Richmond, VA 23218-2120
Voice: (804) 225-2870
Fax: (804) 371-7347
E-mail: veronica.tate@doe.virginia.gov

From: Diane Elliott [mailto:D.Elliott@arlingtondiocese.org]
Sent: Monday, January 23, 2012 2:48 PM
To: Marable, Rebecca (DOE)
Cc: Miriam Cotton
Subject: ESEA Waiver and private school consultation

Becky-
I am writing to you regarding the state's application to the U.S. Department of Education for waivers of provisions of the Elementary and Secondary Education Act (ESEA) proposed to be sent to US DOE in February. By way of this letter, I want to share with you my thoughts concerning the implications of waivers on the equitable participation of private school students.

As you are aware, ESEA does not permit the equitable participation of private school students to be waived. However, other actions could affect private school students' participation in Title IA programs.

Private and public school students generate funding for Title IA in the same manner—low-income students residing in Title IA attendance areas generate funds. When, through the waiver authority, funds are freed up that had previously been used for required set asides, it is important that the needs of the private school students be considered in the determination of the new use of those funds.

Prior to the allocation of any freed up funds, the district has the obligation to consult with private school officials and consider the needs of private school students prior to making any decision regarding expenditure of these funds. These topics should be added to the agenda of ongoing consultation or a special consultation meeting should be scheduled. I am interested in knowing how this consultation will work with the LEAs that are by-passed as they generally do not consult with the private schools.

The waiver authority also calls for review of the state's application from a wide range of stakeholders. Because of the importance of equitable participation in the Title I program, I ask that you include private school officials in this review process. Reviewers representing the interests of private school students in the Title I program should be those with experience in the program participation of private school students. I am happy to serve in this capacity and/or suggest others that are appropriately qualified.

Thank you for your consideration. My contact information is

Diane Elliott
Special Services Coordinator
Arlington Diocese Catholic Schools
200 North Glebe Road, Suite 503
Arlington, VA 22203
703-841-3818
d.elliott@arlingtondiocese.org
www.arlingtondiocese.org

Attachment 3 – Notice and Information Provided to the Public Regarding the Request

The Virginia Department of Education provided notice and information to the public through its process for stakeholder input as described in the *Consultation* section of the application. Invitation letters were sent to each of groups invited to participate in the meetings shown on the schedule below:

Date	Forum	Stakeholders Providing Input
10/26/11	Board Committee on School and Division Accountability	Representatives from the following organizations: • Virginia Association of School Superintendents (VASS) • Virginia Parent Teacher Association (VPTA) • Virginia School Boards Association (VSBA)
10/27/11	Board of Education Meeting	Public Comment
10/31/11	Accountability Round Table	Selected division personnel required to implement accountability provisions
11/8/11	*No Child Left Behind Act of 2001* (NCLB) Committee of Practitioners Meeting	Selected educators representing various segments of Virginia's education community, as outlined in the ESEA
11/16/11	Board Committee on School and Division Accountability	1. Representatives from the following organizations: • Virginia Association of Elementary School Principals (VAESP) • Virginia Association of Secondary School Principals (VASSP) • Virginia ESL Supervisors' Association (VESA) • Virginia Council of Administrators for Special Education (VCASE) • Virginia Education Association (VEA) 2. Selected teachers
11/17/11	Board of Education Meeting	Public Comment
11/18/11	Written Comment*	Selected special interest groups
11/21/11	Teacher and Principal Round Table	Principals and teachers nominated by VEA, VAESP, and VASSP
11/21/11	Superintendents Round Table	Superintendents, and one division personnel versed in NCLB accountability requirements, nominated by regional representatives of the Superintendent's Leadership Advisory Council (SLAC)
12/19/11	*No Child Left Behind Act of 2001* (NCLB) Committee of Practitioners Meeting	Selected educators representing various segments of Virginia's education community, as outlined in the ESEA
1/11/12	Board Committee on School and Division Accountability	Public Comment
1/12/12	Board of Education Meeting	Public Comment

Attachment 4 – Evidence That Virginia Has Adopted College- and Career-Ready Standards, Consistent with the State's Approved Standards Adoption Process

A Brief History of the Standards of Learning Development in Virginia

The last seventeen years of educational policy and practice in Virginia have demonstrated a significant commitment to positive educational reform on behalf of the Governor's Office, the General Assembly, the Virginia Board of Education (Board), the Virginia Department of Education (VDOE), as well as Virginia's 132 school divisions, 2000 schools, 1.3 million students, their parents, and citizens of the Commonwealth. Spanning five different governors, representing both political parties, Virginia's systemic reform has remained on course while responding to emerging needs and incorporating innovative and forward-looking components to meet those needs. Public education in Virginia has undergone a thorough transformation to a highly-integrated system founded on academically-rigorous, college- and career-ready standards in all academic disciplines.

In 1994, Virginia initiated significant reform of its K-12 educational system, which has adapted and evolved as the state and national educational landscape has changed. The reform consists of several major elements among them being: 1) nationally-validated academic content standards; 2) an assessment program to measure progress; 3) a robust and comprehensive data system to inform research and policy; and 4) a comprehensive accountability system.

In June 1995, after a fourteen-month development effort that involved K-12 teachers and administrators, higher education representatives, community and agency partners, and citizen groups, the Board adopted a set of statewide standards, the Virginia Standards of Learning (SOL). Virginia's SOL set forth learning standards for every child from kindergarten through grade 12 in English, mathematics, science, and history and social science. Overtime, the standards were expanded to include the areas of fine arts, foreign language, health and physical education, driver education, and computer technology.

The Virginia Board of Education's Authority to Establish and Revise the Standards of Learning

The Board is legislatively charged with the authority to establish learning standards for Virginia's public schools. As part of that authority, state policy leaders recognized the need for regular review and evaluation of the state's standards, and legislation was passed requiring review of the standards at least every seven years. The Code of Virginia, Section § 22.1-253.13:1, Subsection B states:

> *The Board of Education shall establish educational objectives known as the Standards of Learning, which shall form the core of Virginia's educational program, and other educational objectives, which together are designed to ensure*

> *the development of the skills that are necessary for success in school and for preparation for life in the years beyond. At a minimum, the Board shall establish Standards of Learning for English, mathematics, science, and history and social science.*
>
> *The Standards of Learning in all subject areas shall be subject to regular review and revision to maintain rigor and to reflect a balance between content knowledge and the application of knowledge in preparation for eventual employment and lifelong learning. The Board of Education shall establish a regular schedule, in a manner it deems appropriate, for the review, and revision as may be necessary, of the Standards of Learning in all subject areas. Such review of each subject area shall occur at least once every seven years. Nothing in this section shall be construed to prohibit the Board from conducting such review and revision on a more frequent basis.*

Based on the Board's established review schedule for the standards, revised *History and Social Science SOL* were adopted by the Board in 2001 and 2008, revised *Mathematics SOL* in 2001and 2009, and revised *English and Science SOL* in 2002 and 2010.

External Reviews of the Mathematics and English Standards of Learning

In January 2007, as Virginia began its College and Career Readiness Initiative (CCRI), the Board authorized the VDOE to conduct studies to determine factors contributing to success in postsecondary education. As part of that effort, the Department requested ACT, The College Board, and Achieve, the American Diploma Project (ADP), to conduct studies comparing their respective standards for postsecondary readiness to the Standards of Learning in mathematics and English. The College Board, ACT, and Achieve found that Virginia's *Mathematics* and *English Standards of Learning* showed strong alignment with their respective postsecondary readiness standards and likely prepared students for college and career success. Results of the studies are Attachments A to the January 2010 Board agenda items at:
http://www.doe.virginia.gov/boe/meetings/2010/01_jan/agenda_items/item_h.pdf.

Among the findings from The College Board's report on Virginia's *Mathematics SOL* is the following:

> *This study reveals that Virginia has much to be proud of. There is clearly good reason why the current Virginia Mathematics Standards have supported a decade-long trend of high performance in mathematics on the National Assessment of Education Progress (NAEP). Overall, there is strong alignment between the Virginia Mathematics Standards and the College Board Mathematics Standards.*

A summary statement from Achieve's review of Virginia's English standards includes the following:

> *The proposed revised Virginia English Standards of Learning Curriculum Framework presents student learning expectations that are intellectually demanding and well aligned with the ADP Benchmarks. If Virginia students master the state standards, they will likely be prepared for both college and career success.*

The specific input received from 1) ACT, 2) The College Board, and 3) Achieve, the American Diploma Project was thoroughly incorporated in the revision processes that began in 2008 for Virginia's *Mathematics Standards of Learning* and in 2009 for its *English Standards of Learning*.

The Mathematics Standards of Learning Revision Process (2008-2009)

On March 19, 2008, the Board approved a plan to review the mathematics standards during 2008-2009. In accordance with the Board's transparent and systematic standards-revision process, the VDOE took the following steps to produce a draft of proposed revised *Mathematics Standards of Learning*:

- Received online comments from stakeholders, including K-12 teachers and administrators, higher education faculty, parents, and community members;
- Met with a review committee that consisted of recommended individuals solicited from school divisions to 1) review the public comment; 2) consider recommendations and reports from Achieve, The College Board, ACT; and 3) review the National Assessment of Educational Progress (NAEP) Frameworks, the Curriculum Focal Points from the National Council of Teachers of Mathematics (NCTM), Principles and Standards for School Mathematics from NCTM, the Singapore Curricula, and the Report of the President's National Mathematics Advisory Panel;
- Solicited a postsecondary review committee comprised of mathematics and mathematics education faculty and met with the review committee;
- Solicited a business leaders review committee and sent a summary of the public comment with the then current (2001) *Mathematics Standards of Learning*, requesting comments; and
- Developed a draft of the proposed revised *Mathematics Standards of Learning* and presented the draft to the Board for its first review at its October 2008 public meeting.

In November 2008, the Board conducted five public hearings at locations around the state, garnering additional input and comment. From this final public input, the VDOE developed a second draft of revised *Mathematics Standards of Learning* and presented the proposed draft to the Board at its February 2009 public meeting. The proposed revised *Mathematics Standards of Learning* were approved at this meeting. The complete description of the mathematics standards-review process and proposed revised standards is available at: http://www.doe.virginia.gov/boe/meetings/2009/02_feb/agenda_items/item_d.pdf.

The English Standards of Learning Revision Process (2009-2010)

On January 15, 2009, the Board approved a plan to review and revise the 2002 *English Standards of Learning*. In accordance with the Board's standards-revision process, the VDOE took the steps outlined below over the next eight months to develop proposed revised standards.

- Received online comments from stakeholders, including teachers, parents, administrators, business persons, and higher education faculty;
- Solicited a postsecondary review committee comprised of English and English education faculty and met with the review committee;
- Solicited business leaders' comments;
- Convened a state *English SOL* revision team comprised of K-12 personnel, higher education faculty, and other stakeholders to: 1) review public comment; 2) consider specific recommendations from Achieve, The College Board, and ACT; and 3) review reports and recommendations from national organizations including the National Association of Teachers of English (NCTE), the International Reading Association (IRA) Standards, the American Association of School Librarians (AASL) Standards for the 21st Century Learner, and the NCTE 21st Century Skills Map; and
- Developed a draft of the proposed revised *English Standards of Learning* and presented the draft to the Board for its first review at its October 2009 public meeting.

In November 2009, the Board conducted five public hearings at locations around the state, garnering additional input and comment. From this final public input, the VDOE developed a second draft of revised *English Standards of Learning* and presented the proposed draft to the Board at its January 2010 meeting. The proposed revised *English Standards of Learning* were approved at this meeting. The complete description of the English standards-review process and proposed revised standards is available at: http://www.doe.virginia.gov/boe/meetings/2010/01_jan/agenda_items/item_h.pdf.

Virginia Mathematics and English SOL/Common Core State Standards Comparisons

In June 2010, the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO) released the *Common Core State Standards (CCSS) for English/Language Arts* and the *Common Core State Standards for Mathematics*. Since Achieve, The College Board, and ACT were partners with NGA and CCSSO, their earlier work with states in the American Diploma Project (ADP) Network (including Virginia) provided a foundation upon which the *CCSS* were developed. As such, Virginia's 2009 *Mathematics Standards of Learning* and *Mathematics Curriculum Framework* and 2010 *English Standards of Learning* and *English Curriculum Framework* had strong alignment to the *Common Core State Standards* for the two disciplines.

In September 2010, the Board received for first review a preliminary analysis of the content of Virginia's 2010 *English Standards of Learning* compared with the *CCSS* for English. In October

2010, the Department convened a committee of K-16 English educators to further review and refine the analysis to ensure full alignment. The committee made minor revisions including language for clarification or enhancement of content. The 2010 *English Standards of Learning* and revised *Curriculum Framework* together have full alignment with the *CCSS*, and in some areas, exceed the content of the national document. The revised *English SOL Framework* and English revised SOL/CCSS correlation are attached to the November 2010 Board agenda item located at:
http://www.doe.virginia.gov/boe/meetings/2010/11_nov/agenda_items/item_j.pdf.

To ensure full alignment of the 2009 *Mathematics Standards of Learning* and *Curriculum Framework* with the *CCSS for Mathematics*, the VDOE staff conducted a preliminary analysis of the content from the two sets of standards, and presented a report to the Board at its September 2010 meeting. Both the *CCSS* and the *SOL* appeared to provide a detailed account of mathematics expectations for student learning and understanding. The content topics covered in both documents were clearly defined and sequential. Students progressing into high school mathematics content through the *CCSS* or *SOL* would have received most of the same mathematical content delivered through different learning progressions.

In October 2010, the Department convened a committee of K-16 mathematics educators to further review and refine the analysis. The review committee identified certain concepts in the *Curriculum Framework* for the 2009 *Mathematics Standards of Learning* that needed to be strengthened to ensure that Virginia's standards were equal to or more rigorous in content and scope than the *CCSS*.

The Department developed a crosswalk of the mathematics content for a proposed supplement to the *Curriculum Framework* for the 2009 *Mathematics Standards of Learning* for final review. The committee that reviewed the preliminary analysis indicated that addition of this material would complete and strengthen the content of the *Curriculum Framework* such that the 2009 *Mathematics Standards of Learning* and *Curriculum Framework* would equal or exceed the content and rigor of the *Common Core State Standards for Mathematics*. The supplement received additional public comment during fall 2010, and the Board approved the proposed supplement to the *Curriculum Framework* for the 2009 *Mathematics SOL* at its January 2011 meeting. The Board agenda item containing the revised *Curriculum Framework* supplement and the revised SOL/CCSS correlation, is found at:
http://www.doe.virginia.gov/boe/meetings/2011/01_jan/agenda_items/item_m.pdf.

The final *Mathematics SOL Curriculum Framework* supplement is located at:
http://www.doe.virginia.gov/testing/sol/frameworks/mathematics_framewks/2009/mathematics_curriculum_frmwrk_supplement.pdf.

Final, side-by-side, SOL/CCSS comparisons for English and mathematics are located at

- http://www.doe.virginia.gov/testing/sol/standards_docs/english/sol_ccss_comparison_english.pdf (English)
- http://www.doe.virginia.gov/testing/sol/standards_docs/mathematics/sol_ccss_comparison_mathematics.pdf (mathematics)

Development of Virginia's College and Career Ready English and Mathematics Performance Expectations

In January 2007, the Board of Education authorized the VDOE to conduct studies of key indicators of college readiness that may be used to develop measures that identify students as likely prepared for postsecondary educational programs. Since that time, VDOE has been engaged in several analytic efforts to identify indicators that suggest graduates are academically prepared for postsecondary educational success. The primary goal of the studies was to understand the associations between achievement as measured by end-of-course SOL assessments in English and mathematics and postsecondary success. Through this research, VDOE identified indicators of college readiness that were independently associated with a high probability of enrollment and persistence in four-year postsecondary institutions from across the country. The research aspect of Virginia's CCRI is ongoing and continues to inform other components of the initiative, especially policy implications related to coursework, school incentives, and higher education matriculation.

In 2009, Virginia became one of five states participating in the Southern Regional Education Board's (SREB) *College and Career Readiness Initiative*, supported by a grant from the Bill & Melinda Gates Foundation. Virginia used SREB's *Key Steps in a Statewide College Readiness Initiative* as a framework to evaluate existing strategies and to guide the development and implementation of a strong state policy agenda to improve high school students' readiness for success in college and career training. Working closely with SREB, Virginia was poised to move rapidly forward with the next phase of its CCRI.

In January 2010, Virginia Governor, Timothy Kaine (D), and Governor-elect, Robert McDonnell (R) jointly appeared at a state-sponsored policy forum for K-16 education leaders, stressing the importance of college and career readiness and the high value both leaders placed on this initiative. SREB was an active participant at the forum, and a Virginia-specific college and career readiness progress report SREB had developed was a key resource at the day-long policy discussions. Recommendations in the SREB document further assisted Virginia in defining the major areas of emphasis for the next phase of the initiative. These emphases include:

- defining college- and career-ready performance expectations aligned to national and international college- and career-ready standards;

- developing elective "capstone courses" to support students who need additional instruction to meet college- and career-ready performance expectations before leaving high school;
- providing technical assistance and professional development to Virginia's educators to support implementation of the revised English and mathematics standards and the college- and career-ready performance expectations;
- aligning the state assessments to measure student mastery of the more rigorous mathematics and English standards adopted in 2009 and 2010. Certain high school end-of-course tests will include quantitative indicators of whether students have met or exceeded the achievement levels needed to be successful in introductory mathematics and English courses in college; and
- identifying accountability measures and incentives for schools to increase the percentage of students who graduate high school having demonstrated the academic and career skills needed to be successful in postsecondary education programs.

One important recommendation from the SREB's progress report that helped frame the next step for Virginia's CCRI effort is quoted below:

> *Virginia already has a core of state standards — reviewed by Achieve, College Board, and ACT — that are part of the state's Standards of Learning (SOL) and can be used to determine students' college readiness. These standards, the state curriculum, and the SOL statewide tests place Virginia ahead of many states in establishing a data-driven foundation to improve students' college readiness. <u>It is also important that the public schools work with postsecondary education to identify those SOL that most strongly indicate students' readiness for college-level work. Through this process, the most important readiness standards among the current SOL can be highlighted, further defined and recognized by all stakeholders.</u>* (underlining added)

VDOE instruction, research, and assessment staff, along with representatives from the State Council of Higher Education for Virginia (SCHEV) and the Virginia Community College System (VCCS), worked together closely in framing how the performance expectation development process would be conducted. The performance expectations would be defined as those standards considered <u>important or essential</u> for students to master to be academically prepared to succeed in entry-level credit-bearing English and mathematics courses in college. The skills in English and mathematics would also support student success in college courses in other subject areas such as science and history.

Various models were reviewed and discussed, and a step-by-step plan was formulated and agreed upon. An SREB-supported consultant served as a member of the state team, helping to manage logistical and communication aspects of the process.

As a first step in identifying Virginia's college- and career-ready performance expectations, and keeping in mind SREB's recommendations concerning Virginia's own SOL, VDOE reviewed other sources of state and national learning standards and outcomes related to college readiness. These documents included:

- The CCSS;
- VCCS's learning goals and student outcomes;
- Career and Technical Education competencies; and
- Critical Workplace Skills for Virginia's Economic Vitality from the Weldon Cooper Center at the University of Virginia.

The team worked to determine how Virginia could utilize the accumulated effort and thinking of these vetted and validated standards to identify a preliminary draft of English and mathematics performance expectations. It was decided that the college- and career-ready anchor standards in the CCSS would be used as reference points from which to "back-map" Virginia's secondary *English* and *Mathematics SOL*.

Following the SREB recommendation quoted earlier in this text, staff determined that a distinct subset of the ninth- through twelfth-grade *English SOL* and secondary *Mathematics SOL* correlated strongly with the national anchors standards. (In a few instances, English expectations were "imported" from the national document when matching statements in Virginia's standards were not present; however, these apparent gaps are fully covered in the SOL *Curriculum Framework* documents.)

Fully fleshed-out drafts of the performance expectations were developed and scrutinized internally at VDOE. The back-mapping process further validated the results of the earlier ACT, The College Board, and Achieve studies from 2008 and the observations of SREB's state progress report. These preliminary sets of college- and career-ready performance expectations for English and mathematics were then ready to serve as starting points for further systematic higher education review.

VDOE's assessment division developed online surveys (through LogicDepot) focusing on the draft performance expectations for both disciplines. College and university faculty and additional expert input would determine how important each expectation was for students' success in credit-bearing college courses. A four-point Likert scale was recommended by consulting psychometricians and used in the surveys. The rating scale used in both surveys is provided below:

1 = Not relevant for college- and career- readiness
2 = Helpful for college- and career- readiness
3 = Important for college- and career- readiness
4 = Essential for college- and career- readiness

The survey windows were open for 30 days. With assistance from VCCS and SCHEV in

recruitment, faculty at two- and four-year institutions of higher education provided feedback about the importance of each of the draft college- and career-ready performance expectations. A sample of secondary English curriculum supervisors was included to participate in the English survey; the mathematics survey process was limited to two- and four-year higher education faculty. Over 100 respondents participated in each survey.

English and mathematics consensus/review teams composed of two- and four-year higher education institution staff, representatives of SCHEV and VCCS, and secondary content area experts were assembled to provide expert review of the compiled survey data. Detailed data books had been prepared for each of the two surveys with descriptive statistics for each performance expectation displayed for the responding subgroups. Data books were sent in advance to the consensus team members to allow longer reflection and analysis of the results.

During the day-long consensus meetings, the review teams analyzed the data and made recommendations to the VDOE about the performance expectations reaching the level of "important" or "critical" for college and career readiness. The consensus teams also made recommendations about ways to organize the expectations and discussed the teacher professional development that would be needed. From this final layer of expert review and recommendation, the *English Performance Expectations* (EPE) and *Mathematics Performance Expectations* (MPE) were identified.

The *English* and *Mathematics Performance Expectations* were accepted by the Board at its regularly-scheduled public meetings in November 2010, and February 2011, respectively.

The final *English* and *Mathematics Performance Expectations* documents are available at the Virginia Department of Education's Web site.

The 2011 SREB publication, *State College and Career Readiness Initiative: Final Progress Reports*, summarized the results of its multistate effort "Strengthening Statewide College/Career Readiness Initiative." The report's final observation (p. 45) about Virginia's progress in college- and career-ready standards follows:

> *Over the short period of approximately two years, Virginia has taken college and career readiness from an idea to a statewide education reform initiative. Driven by strong leadership in the state Department of Education and the Virginia Community College System, and with ongoing support from the State Council of Higher Education for Virginia, Virginia has made dramatic progress in developing a college-readiness agenda.*
>
> *Virginia is the only state in the SSCRI that has developed data-driven, validated college- and career-readiness cut scores for the state end-of-course SOL exams in English III and Algebra II, and it is the only state with a fully funded creation and implementation plan for teacher development for college- and career-readiness courses.*

While other states began their readiness work by passing legislation, Virginia has outlined an agency-led approach. Virginia's education agencies worked together to develop and have committed to the new performance expectations for college and career readiness, they have vetted and approved the course descriptions for the capstone courses, and they have thoroughly assessed the necessary assessments and cut scores to denote college- and career-ready knowledge and skills. Following the future work on the higher education teacher development grants, implementation of the new postsecondary placement test, and use of accountability measures for college and career readiness, Virginia will have implemented all of the steps in SREB's recommended model agenda.

With this agency-led effort, Virginia has established a strong, sustainable foundation for successful reform in the commonwealth's high schools and community colleges. After statewide implementation takes place, Virginia will have one of the most comprehensive college- and career-readiness agendas in the region and the nation.

Joint Agreement on Virginia's *College and Career Ready English and Mathematics Performance Expectations*

In March 2011, the VDOE, SCHEV, and VCCS approved a joint agreement on the performance expectations in English and mathematics high school graduates must meet to be successful in freshman-level college courses or career training. The agreement signifies the endorsement by all three agencies of specific English and mathematics achievement and performance levels developed by the VDOE at the direction of the Board and in collaboration with high school educators and college and university faculty. For the first time, high-school exit expectations and college entrance expectations in the Commonwealth were the same. The Superintendent's Memorandum announcing publicly this important agreement is located at: http://www.doe.virginia.gov/administrators/superintendents_memos/2011/065-11.shtml.

On September 14, 2011, at a college- and career-readiness forum hosted by the VCCS, a VDOE team met with the academic deans of Virginia's 23 community colleges to discuss the MPE and EPE. The ongoing dialogue represents another milestone as Virginia works to improve the K-16 pathways for postsecondary success.

Attachment 5 – Memorandum Of Understanding Or Letter From A State Network Of IHEs Certifying That Meeting The State's Standards Corresponds To Being College- And Career-Ready Without The Need For Remedial Coursework At The Postsecondary Level (if applicable)

Joint Agreement on Virginia's College and Career Ready Mathematics and English Performance Expectations

In 2010, Governor Robert McDonnell set an ambitious goal for Virginia to create 100,000 additional degrees from the Commonwealth's two- and four-year institutions of higher education over the next 15 years. In order to be on track to meet this important goal, Virginia's elementary and secondary schools and institutions of higher education must "re-set the bar" so that all students, parents, K-12 educators, higher education faculty, and other citizens clearly understand what it takes not only to graduate from high school but also to succeed in college and careers. Virginia's students must be fully prepared to take freshman-level courses or career training without first having to be remediated. Having all students ready for the mathematics and communications demands of the 21st century will require a renewed focus on college and career readiness.

To this end, Virginia has undertaken a statewide effort, the Virginia College and Career Readiness Initiative, the goals of which are:

1) To ensure that college and career ready learning standards in mathematics and English are taught and learned in every Virginia high school classroom; and
2) To strengthen students' preparation for college and the workforce before leaving high school.

As a key step in this initiative and through a systematic process involving Virginia's community colleges and four-year institutions, Virginia has identified college and career ready performance expectations for mathematics and English. These performance expectations define the level of achievement students must reach to be academically prepared for success in entry-level, credit-bearing, college courses in mathematics and English or further career and technical training after high school. Virginia's *College and Career Ready Mathematics* and *English Performance Expectations* build upon the solid foundation of the *Virginia Standards of Learning* and are fully aligned to national and international college and career readiness standards including the *Common Core State Standards.*

Therefore, be it resolved that Virginia's *College and Career Ready Mathematics* and *English Performance Expectations* shall serve as the Commonwealth's college and career ready

CCRI College and Career Readiness Initiative

Joint Agreement on Virginia's College and Career Ready Mathematics and English Performance Expectations
Page 2

performance expectations for mathematics and reading, writing, and communicating, and that by this agreement, these performance expectations are recognized by the Commonwealth's education agencies, the Virginia Department of Education, the Virginia Community College System, and the State Council of Higher Education for Virginia, for this purpose.

Patricia I. Wright — 2-11-11
Date

Dr. Patricia I. Wright
Superintendent of Public Instruction
Virginia Department of Education

2.16.11
Date

Dr. Glenn DuBois
Chancellor
Virginia Community College System

2/14/11
Date

Dr. Andrew B. Fogarty
Interim Director
State Council of Higher Education for Virginia

CCRI College and Career Readiness Initiative

Attachment 6 – State's Race to the Top Assessment Memorandum of Understanding (MOU) (if applicable)

Virginia is not a Race to the Top state. This attachment is not applicable for Virginia's ESEA flexibility application.

Attachment 7 – Evidence That The State Has Submitted High-Quality Assessments and Academic Achievement Standards to the Department for Peer Review, or a Timeline of When the State Will Submit Assessments and Academic Achievement Standards to the Department for Peer Review (if applicable)

Peer review documentation for the n**ew mathematics assessments** will be submitted beginning in 2011-2012. Peer review documentation for the **new reading assessments** will be submitted during the 2012-2013 school year.

Attachment 8 – Copy of the Average Statewide Proficiency Based on Assessments Administered in the 2010-2011 School Year in Reading/Language Arts and Mathematics for the "All Students" Group and All Subgroups (if applicable)

2010-2011 Statewide Average		
Subgroup	**Reading**	**Mathematics**
All Students	88	87
Economically Disadvantaged	80	78
Students with Disabilities	67	66
Limited English Proficient	79	82
Asian*	NA	NA
Black	80	77
Hispanic	84	83
White	92	90

* As described in Virginia's Consolidate State Accountability Workbook, results for the Asian subgroup will be available beginning with assessments administered in the 2011-2012 school year.

Attachment 9 – A Table of Reward, Priority, and Focus Schools

The number of schools identified as reward, priority, and focus schools, based on the most recently available data, is provided in Section 2.E of this application. A list will be developed to reflect updated and accurate data, based on performance expectations outlined in Principle 2 of this application, following the availability of 2011-2012 assessment results.

Attachment 10 - Copy Of Guidelines State Has Already Developed And Adopted For Local Teacher And Principal Evaluation And Support Systems (if applicable)

Web links to the full versions of the guidelines adopted for teacher and principal evaluation and support systems are provided below:

Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers,
Approved by the Virginia Board of Education on April 28, 2011:
http://www.doe.virginia.gov/teaching/regulations/2011_guidelines_uniform_performance_standards_evaluation_criteria.pdf

Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals,
Approved by the Virginia Board of Education on February 23, 2012:
[pending approval]

Attachment 11 – Evidence that the State has Adopted One or More Guidelines of Local Teacher and Principal Evaluation and Support Systems

Superintendent's Memo #136-11

COMMONWEALTH of VIRGINIA
Department of Education

May 13, 2011

TO: Division Superintendents

FROM: Patricia I. Wright, Superintendent of Public Instruction

SUBJECT: Revised *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* and *Virginia Standards for the Professional Practice of Teachers*

On April 28, 2011, the Board of Education approved the revised documents, *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* and the *Virginia Standards for the Professional Practice of Teachers*. The guidelines and standards will become effective on July 1, 2012; however, school boards and divisions are authorized to implement them prior to July 1, 2012.

The Board of Education's action was based on recommendations from a Work Group on Teacher Evaluation established by the Virginia Department of Education. The Work Group included teachers, principals, superintendents, human resources representatives, a higher education representative, and representatives from professional organizations (Virginia Association of Elementary School Principals, Virginia Association of Secondary School Principals, Virginia Association of School Superintendents, Virginia Education Association, Virginia School Boards Association and the Virginia Parent Teacher Association), expert consultants (Dr. James Stronge, Heritage Professor of Educational Policy, Planning, and Leadership, The College of William and Mary; and Dr. Terry Dozier, Associate Professor, Teaching and Learning, and Director, Center for Teacher Leadership, Virginia Commonwealth University), and Department of Education personnel. The Department of Education is planning to establish a second work group in fall 2011 to review performance standards and evaluation criteria for principals. The guidelines for uniform performance standards and evaluation criteria for principals and superintendents that were approved on January 6, 2000, will continue to be effective until revisions are presented and approved by the Board of Education.

The Board of Education is required to establish performance standards and evaluation criteria for teachers, principals, and superintendents to serve as guidelines for school divisions to use in implementing educator evaluation systems. The *Code of Virginia* requires (1) that teacher evaluations be consistent with the **performance objectives** (standards) included in the Board of

Education's *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents* and (2) that school boards shall develop procedures in evaluating instructional personnel that address **student academic progress**.

The *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* set forth seven performance standards for all Virginia teachers. Pursuant to state law, teacher evaluations must be consistent with the following performance standards (objectives) approved by the Board:

Performance Standard 1: Professional Knowledge
The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

Performance Standard 2: Instructional Planning
The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

Performance Standard 3: Instructional Delivery
The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.

Performance Standard 4: Assessment of and for Student Learning
The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

Performance Standard 5: Learning Environment
The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

Performance Standard 6: Professionalism
The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.

Performance Standard 7: Student Academic Progress
The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

The *Code of Virginia* requires that school boards' procedures for evaluating teachers and principals address student academic progress; how this requirement is met is the responsibility of local school boards. Though the recommended teacher evaluation model is not mandated, the Board's *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* recommend that each teacher receive a summative evaluation rating, and that the rating be determined by weighting the first six standards equally at 10 percent each, and that the seventh standard, student academic progress, account for 40 percent of the summative evaluation. The

document provides guidance for incorporating multiple measures of student academic progress into teacher performance evaluations.

The *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* provide school divisions with a model evaluation system, including sample forms and templates that may be implemented "as is" or used to refine existing local teacher evaluation systems. Properly implemented, the evaluation system provides school divisions with the information needed to support systems of differentiated compensations or performance-based pay.

The *Virginia Standards for the Professional Practice of Teachers* define what teachers should know and be able to do, and they establish a foundation upon which all aspects of teacher development from teacher education to induction and ongoing professional development can be aligned. The revised *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* incorporate these teaching standards. The document serves as a resource for school divisions in the implementation of the Board of Education's performance standards and evaluation criteria for teachers and for colleges and universities in teacher preparation.

The revised documents are available on a new page on the Department of Education Web site and can be accessed at http://doe.virginia.gov/teaching/performance_evaluation/. The reference document, *The Research Base for the Uniform Performance Standards for Teachers*, also will be posted on this site. This site will be used to post training and support materials for the new evaluation model as they are developed.

If you have any questions or need additional information, please contact Dr. James W. Lanham, director of teacher licensure and school leadership, via e-mail at James.Lanham@doe.virginia.gov or telephone at (804) 371-2471.

PIW/psp

c: School Division Human Resources and Licensure Contacts
Virginia College and University Deans and Directors of Education

Attachment 12 – Virginia's Student Growth Percentiles

VIRGINIA DEPARTMENT OF EDUCATION INFO
DIVISION OF POLICY AND COMMUNICATIONS · P.O. BOX 2120, RICHMOND, VA 23218-2120

Student Growth Percentiles

In fall 2011, the Virginia Department of Education (VDOE) will report growth percentiles in addition to scaled scores for students who participate in Standards of Learning (SOL) testing for reading and mathematics in grades 4-8 and Algebra I through grade 9. These student-level reports will be available to administrators through VDOE's secure SSWS web portal and to teachers as authorized locally.

What is a student growth percentile?
A growth percentile expresses how much progress a student has made in either reading or mathematics relative to the progress of students whose achievement was similar on previous assessments.

Student growth percentiles are calculated by identifying all students in the state whose previous SOL scaled scores in a subject are statistically similar and, then, comparing the achievement of these students on the next grade-level test. The achievement of each student relative to that of the other students in the group is expressed as a percentile.

Student growth percentiles range from 1 to 99, and represent the percent of students who had similar prior academic achievement (based on SOL tests) and earned lower scores on the most recent test in the content area. Higher numbers represent higher growth and lower numbers represent lower growth. For example, a student who earns a student growth percentile of 65 scored better than 65 percent of students who had similar prior achievement, while a classmate with a student growth percentile of 13 scored better than only 13 percent.

Let's examine the meaning of the hypothetical student growth percentiles of four elementary students who all achieved scaled scores of 313 on the 2010 grade-3 reading test.

Example Grade-3 Reading:
SOL Scores and Student Growth Percentiles

Name	2010 Grade-3 Reading	2011 Grade-4 Reading	Growth Percentile
Student A	313	307	15
Student B	313	358	48
Student C	313	387	66
Student D	313	445	91

In the chart above, Student D was the highest achieving of the group, and the only one to exceed the minimum scaled score for proficiency of 400. Student D also showed the most growth because he achieved at a higher level than 91 percent of students statewide with similar histories.

Student A was the lowest achieving of the four students on the grade-4 test. The growth percentile of 15 indicates that Student A achieved at a higher level than 15 percent of students statewide with similar score histories.

Student B, with a student growth percentile of 48, demonstrated close-to-typical growth in reading compared with students with similar score histories. About half of the students who performed similarly on past assessments experienced more growth and about half experienced less.

(more)

Now, let's compare the growth of four students who each earned a scaled score of 412 on the 2010 grade-3 mathematics test.

Example Grade-3 Mathematics:
SOL Scores and Student Growth Percentiles

Name	2010 Grade-3 Mathematics	2011 Grade-4 Mathematics	Growth Percentile
Student A	412	372	13
Student B	412	409	33
Student C	412	443	58
Student D	412	510	92

Student D earned a 510 on the fourth-grade test in 2011 and showed more growth in mathematics than 92 percent of similar students statewide. Student A showed the least growth relative to similar students.

Why is Virginia reporting student growth percentiles to teachers and administrators?
A student growth percentile complements a student's SOL scaled score and gives his or her teacher, parents and principal a more complete picture of achievement and progress. A high growth percentile is an indicator of effective instruction, regardless of a student's scaled score.

Analysis of student growth percentile data can help educators identify best practices, evaluate teacher effectiveness and plan data-driven professional development that meets the needs of educators and students. Student growth percentiles also can provide encouragement during parent-teacher conferences by quantifying progress towards higher levels of student achievement.

In addition, to receive certain federal funds under the federal American Recovery and Reinvestment Act of 2009, states are required to provide timely data on student growth to teachers in a manner that helps quantify the impact of individual teachers on student achievement.

Under the federal requirements, states are required to provide growth data to each assessed student's current and previous teacher. So, if a student is a fifth grader in the fall, his fifth-grade teacher and his fourth-grade teacher during 2010-2011 will receive student growth data.

Will teachers receive student growth percentile reports for all students?
VDOE will report student growth percentiles for students who participate in 2010-2011 SOL testing for reading and mathematics in grades 4-8 and Algebra I through grade 9.

Reporting a student growth percentile requires SOL scaled scores for at least two years. VDOE will not report student growth percentiles for:

- Students who did not attend a Virginia public school in 2010 and/or did not take a SOL reading and/or mathematics test in 2010; and
- Students who took an alternate or alternative assessment in reading and/or mathematics in 2010 or 2011.

Additionally, currently available data will not permit VDOE to report student growth percentiles for students who achieved perfect or near-perfect SOL scaled scores during 2009-2010 and 2010-2011. The introduction of enhanced SOL assessments in mathematics during 2011-2012 and reading in 2012-2013 (based on more rigorous content standards in both subjects) will allow VDOE to report growth percentiles for more of the commonwealth's highest-performing students.

# # #

Additional information about Virginia's student growth percentiles is available at the following link: http://www.doe.virginia.gov/testing/scoring/student_growth_percentiles/index.shtml.

Attachment 13 – Sample Report Card Cover Page

Virginia Department of Education • www.doe.virginia.gov

Name of School
Address of School
Name of Division

Principal
Name
Telephone Number

Superintendent
Name
Telephone Number

Accreditation Status
Gap Group Status
Focus or Priority Indication, if applicable

The Commonwealth of Virginia is committed to providing quality education for all students. This commitment includes keeping parents of the public informed through the Virginia School Report Card of the progress of our schools in raising student achievement and enhancing the learning environment. The ratings for school accreditation and gap group proficiency for a specific school year are based on the achievement of students on tests taken during the previous academic year.

This School's Area(s):
General Education, Title I – School Wide Program

Annual Measureable Objective for Mathematics is 70
Annual Measureable Objective for Reading/Language Arts is 75

Subject	Accreditation Status					
	2009-2010		2010-2011		2011-2012	
	1 Yr.	3 Yr.	1 Yr.	3 Yr.	1 Yr.	3 Yr.
English						
Mathematics						
History						
Science						

Proficiency	Proficiency Gap Group Status						
		Reading			Mathematics		
	Met Overall Performance Expectations*	Met SOA Target	Met Growth Target	Reduced Failure Rate	Met SOA Target	Met Growth Target	Reduced Failure Rate
Gap Group 1							
Gap Group 2							
Gap Group 3							

* Each Proficiency Gap Group must meet at least one indicator in Reading and one indicator in mathematics to be considered meeting overall Proficiency Gap Group performance expectations.

Notes:

1. Accreditation Status labels include Fully Accredited, Conditionally Accredited – New School, Provisionally Accredited, Accredited with Warning, Conditionally Accredited - Reconstituted, Accreditation Denied
2. Gap Group Status labels include Met All Gap Group Proficiency Targets or Did Not Meet All Gap Group Proficiency Targets
3. Focus or Priority Identification based on definitions within ESEA flexibility application

Attachment 14 – Virginia's Former NCLB Title I Reading and Mathematics Annual Measurable Objectives and Current Title III AMAOs

In January 2011, the Virginia Board of Education adopted the **reading and mathematics annual measurable objectives (AMOs)**, shown in the table below, to comply with the requirements in Section 1111 of NCLB.

Former Title I Reading and Mathematics AMOs				
Content Area	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**
Reading	86	91	96	100
Mathematics	85	90	95	100

In February 2011, the Virginia Board of Education adopted the **Title III Annual Measurable Achievement Objectives (AMAOs)**, shown in the table below, to comply with the requirements in Section 3122 of NCLB.

Existing English Language Proficiency Title III AMAOs				
	2010-2011	**2011-2012**	**2012-2013**	**2013-2014**
AMAO 1 Progress	65	66	67	68
AMAO 2 Proficiency	15	16	17	18
AMAO 3 Reading	86	91	96	100
AMAO 3 Mathematics	85	90	95	100

The targets shown in both table above are for the assessment cycle in the year identified, for accountability results applied to the next school year.

Attachment 15 – Virginia Index of Performance

Virginia Index of Performance
Criteria, Indicators, and Award Requirements
February 17, 2011

Criteria	Board of Education Distinguished Achievement Award	Board of Education Excellence Award	Governor's Award for Educational Excellence
A. Eligibility – Schools must have met accreditation and federal benchmarks for two consecutive years; school divisions must have made federal benchmarks for two consecutive years	All Schools and School Divisions	All Schools and School Divisions	All Schools and School Divisions
B. Number of index points on the weighted VIP index, using the established weightings in each of the following content areas: (a) English/reading (combined reading and writing); (b) mathematics*; (c) science*; and (d) history and social science. Schools with no grades in which tests are administered earn index points based on test data used to make federal and state accountability determinations. All non-test criteria, such as bonus points for foreign language instructional services and the Governor's Nutrition and Physical Activity Scorecard Program, will be determined based on the individual school's data.	At least 75 in each content area, including additional index points where applicable	At least 80 in each content area, including additional index points where applicable	At least 80 in each content area
C. No significant testing irregularities were verified during the applicable school year.	All Schools and School Divisions	All Schools and School Divisions	All Schools and School Divisions
D. Students passing the Grade 3 state reading assessment (percent passing increases annually, state goal 95%)	3	3	At least 95%
E. Students passing the Grade 5 state reading and writing assessments (percent passing increases annually, state goal 95%)	1	1	Increases annually or is at least 95%
F. School offers foreign language instruction in the elementary grades	1	1	Yes

Criteria	Board of Education Distinguished Achievement Award	Board of Education Excellence Award	Governor's Award for Educational Excellence
For Middle Schools			
G. Students enrolled in Algebra I by Grade 8* (percent participating increases annually, state goal 50%)	2	2	At least 50%
H. Students passing the Grade 8 state reading and writing assessments (percent passing increases annually, state goal 95%)	1	1	Increases annually or is at least 95%
For High Schools			
I. High school students enrolled in one or more AP, IB, or dual enrollment courses (increases annually, state goal 30%)	1	1	At least 30%
J. High school students earning career and technical industry certifications, state licenses, or successful national occupational assessment credentials (number or percent increases annually) OR Students who participate in advanced coursework in the STEM areas, including Advanced Placement courses, International Baccalaureate courses, and dual enrollment courses* (Percent increases annually).	1	1	Number or percent of CTE credentials increases annually OR The percent of students participating in advanced coursework in STEM areas increases annually
K. Students who graduate high school in four, five, or six years with a standard or advanced studies diploma (based on the federal graduation indicator; percent increases annually, state goal 85%)	At least 85% or increases annually	At least 85%	At least 85%
L. High school graduates earning an Advanced Studies Diploma out of the total number of Board of Education-approved diplomas awarded (increases annually, state goal 60%)	1	1	At least 60%
M. Students in each subgroup who graduate from high school with a Standard or Advanced Studies Diploma (increases annually, state goal 85%)	1	1	Increases annually, or is at least 85%
N. Students who graduate from high school having taken Calculus, Chemistry, and Physics* (increases annually)	1	1	Increases annually

Criteria	Board of Education Distinguished Achievement Award	Board of Education Excellence Award	Governor's Award for Educational Excellence
O. Students who graduate from high school having earned advanced proficient scores on each of the state end-of-course assessments in English reading, English writing, and Algebra II* (increases annually)	1	1	Increases annually
P. Students who drop out of high school (10% or less, based on the four-year dropout rate)	10% or less	10% or less	10% or less
For all Schools and Divisions			
Q. Increase participation in the Governor's Nutrition and Physical Activity Scorecard Awards program (schools must earn an award; divisions increase program participation)	1	1	1
R. Increase the percentage of students in each subgroup earning higher levels of proficiency on state assessments (increase required for subgroups used to make federal accountability determinations in mathematics and reading)	1	1	1
For School Divisions Only			
S. Eligible schools participate in the Virginia Preschool Initiative for at-risk four-year-olds.	1	1	Yes
T. Students in the division enroll in Board of Education-approved Governor's STEM Academies or a Regional Academic Year Governor's School with a focus on STEM*	1	1	Yes
U. Schools offer foreign language instruction in the elementary grades (number increases annually, state goal 100%)	1	1	Increases annually or equals 100%
V. Increase the percentage of schools that are fully accredited and making Adequate Yearly Progress (annual increase, state goal 100%)	1	1	1

* Indicates STEM components of the VIP program

Note: Items listed in italics are proposed modifications from the current VIP program; items listed in italics and underlined are proposed changes that are new to the VIP program.

Attachment 16 – Academic Review Process Overview

Academic Review Process for All Schools

Year of Warning	Non-Title I Schools Accredited with Warning or Provisionally Accredited	Title I Schools Accredited with Warning	Focus Schools	Priority Schools
Year 1	Academic Review and assignment of a school and division support team Develop the school improvement plan and division improvement plan VDOE contractor assigned to the division – Needs sensing interview	Academic Review and assignment of a school and division support team Develop the school improvement plan and division improvement plan Supplement intervention strategies using Title I, 1003a or 1003g funding VDOE contractor assigned to the division – Needs sensing interview	Academic Review and assignment of a school and division support team Develop the school improvement plan and division improvement plan Supplement intervention strategies using Title I, 1003a or 1003g funding VDOE contractor assigned to the division – Needs sensing interview Closely follow all requirements in 2E and 2 G	Academic Review and assignment of a school and division support team Develop the school improvement plan and division improvement plan Select and implement one of USED models or implement all turnaround principles (funded through Title I, 1003a or 1003g) LTP contractor assigned to the school/division VDOE contractor assigned to the division and school Closely follow all requirements in 2D and 2G

Year of Warning	**Non-Title I Schools Accredited with Warning or Provisionally Accredited**	**Title I Schools Accredited with Warning**	**Focus Schools**	**Priority Schools**
If warned in Year 2	Division team and school team Implement, monitor and modify the school improvement plan VDOE contractor assigned to the division and/or school	Division team and school team Implement, monitor and modify the school improvement plan VDOE contractor assigned to the division and/or school	Division team and school team Implement, monitor and modify the school improvement plan VDOE contractor assigned to the division and school Supplement intervention strategies using Title I, 1003a or 1003g funding Closely follow all requirements in 2D and 2G	LTP, division team and school team Implement and monitor the USED model or all turnaround principles. VDOE contractor assigned to the division and school.
If warned in Year 3	Division team and school team Implement, monitor and modify the school improvement plan VDOE contractor assigned to the division and the school	Division team and school team Implement, monitor and modify the school improvement plan VDOE contractor assigned to the division and the school	Division team and school team Implement, monitor and modify the school improvement plan VDOE contractor assigned to the division and school Supplement intervention strategies using Title I, 1003a or 1003g funding Closely follow all requirements in 2D and 2G	LTP, division team and school team Implement and monitor the USED model or all turnaround principles. VDOE contractor assigned to the division and school.
If warned in Year 4	Move to Accreditation Denied Status Develop a MOU with the Board of Education	Move to Accreditation Denied Status and Priority Status Develop a MOU with the Board of Education	Move to Accreditation Denied Status and Priority Status Develop a MOU with the Board of Education	Move to Accreditation Denied Status and Continue in Priority Status Develop a MOU with the Board of Education

Attachment 17 – 7-Step Virginia Early Warning System (VEWS) Implementation Process

In order to comprehensively address the barriers to student success that lead to drop out, a strategic process of data-driven decision making that includes systematic student identification, intervention, monitoring, and evaluation must be implemented. The 7-Step VEWS implementation process, developed by the National High School Center, will be executed over the course of the year in alignment with the academic calendar.

Specific steps are undertaken during defined periods of the year, many in a recurring or continuous manner, so that the process of reviewing VEWS data and identifying appropriate dropout strategies and interventions is timely and responsive to individual student needs. In the longer term, the process allows ongoing evaluation and revision across academic years to ensure that the VEWS achieves maximum efficiency and efficacy in the local context. The process is defined below:

Step 1: Establish Roles and Responsibilities
A diverse, well-informed school team is essential to the success of this process. The team should include a broad representation of staff within the school and, ideally, the division. Membership may include the school principal or assistant principal, representatives from feeder middle and elementary schools, guidance counselors, teachers, and division central office representatives. The school team will meet regularly throughout the school year.

Step 2: Use the VEWS Tool
The VEWS tool uses information about student attendance, course failures, grade point average (GPA), and credits earned to identify, or flag, students who are at-risk for dropping out. The tool is designed to primarily monitor students while they are in high school; however, a pre-high school risk indicator has also been integrated into the tool. Once data are imported into the tool using an Excel file format, the tool automatically flags students as "at-risk" on the basis of the indicators that are predictive of whether students will graduate or drop out. The school team ensures that the tool is regularly updated and that VEWS information is disseminated appropriately to maintain confidentiality while facilitating the decision making process. The VEWS tool is available at http://www.doe.virginia.gov/support/school_improvement/early_warning_system/index.shtml.

Step 3: Review the VEWS Data
In Step 3, VEWS data are reviewed to identify students at risk for dropping out and to understand patterns in student engagement and academic performance. This is a critical step when using any type of early warning data, although the focus here is on information and reports that are in the VEWS tool. A wide variety of reports are available to disaggregate data into manageable pieces that can be sorted, organized, and prioritized so

that the school team can take action. The VEWS tool provides student- and school-level reports that the team can then review to better understand patterns and begin to consider the allocation of dropout prevention resources to flagged students. These reports allow the team to review summary information on the number and percentage of students in the school who are flagged (for any reason) and who are flagged for particular indicators.

Step 4: Interpret the VEWS Data

This step builds on the review of VEWS data conducted in Step 3 by encouraging the team to look more closely at the characteristics of flagged students. Indicators of risk are merely signs of deeper and likely more complex problems related to student disengagement with school and academic failure. The team should gather data from a variety of sources. These sources may include classroom teachers or other adults in the school who interact with flagged students. Additionally, the team should consider conducting one-on-one meetings with individual students, their parents, or both. On the basis of their investigations, the team should be able to identify some common and individual needs among students, and prepare to identify and implement appropriate intervention strategies (Step 5) and monitor students' responses to these interventions (Step 6).

Step 5: Assign and Provide Interventions

During Step 5, the school team matches individual students to specific interventions after having gathered information about: (1) potential root causes for individual flagged students, and (2) the available dropout prevention and academic and behavioral support programs in the school, division, and community. A tiered approach to intervention, in which increasingly intensive levels of intervention are provided to the students with the greatest needs, is recommended. The VEWS tool allows schools to identify and prescribe multiple levels of intervention for flagged students. Interventions are then assigned by tier, date, and person responsible.

tterhighschools.org

Step 6: Monitor Students

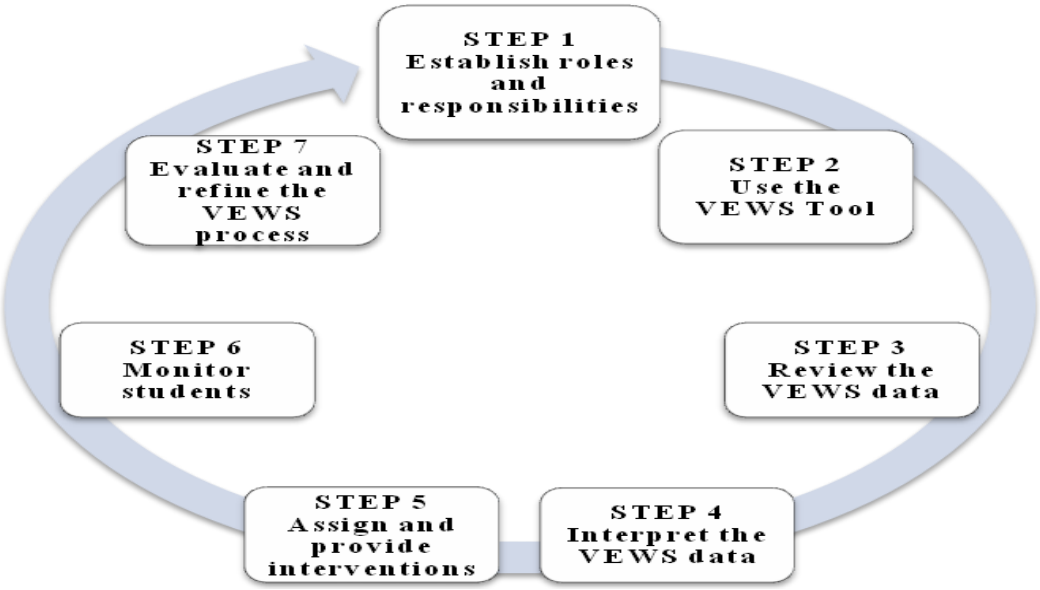
In this step, the school team uses progress monitoring information to evaluate the impact of interventions on individual students and on students with common needs. Students who were previously flagged and assigned to one or more interventions should be monitored closely to determine whether they are again flagged and for which reasons. Issues that arise with students who are receiving supports and who continue to show signs that they are at risk for dropping out should be addressed. New interventions that are not currently available to meet the needs of students may be identified. In these cases, the team must conduct a search and develop a list of potential interventions and strategies that may serve the need, with the associated costs of implementing the intervention or strategy (e.g., resources, funding, staff time). After the team shares the level of need and potential solutions and shares the information with leadership and staff, appropriate intervention(s) can be implemented. Families should be informed when students appear

to make improvements, and they should also be informed when there is lack of improvement or further decline.

Step 7: Evaluate and Refine the VEWS Process

On an annual basis (at a minimum), the school team should reflect on the VEWS implementation process. In this step, the team reflects on the VEWS process based upon data and evidence and identifies successes and challenges. As part of this step, the team makes recommendations for improving the process. Finally, the current school team, in addition to other school and division leadership, identifies new school team members and ensures that they are trained and that they understand the implementation process. Step 7 also includes an analysis of the VEWS risk indicators to determine the extent to which they are accurately predicting students who are at-risk of dropping out of high school. Having multiple years of data to look at these percentages is critical to testing the predictive power of the VEWS indicators for the local context. If the validation analysis shows that the system is not very predictive in the local context, modification of the indicators or the thresholds/benchmarks may be warranted.

7-Step VEWS Implementation Process Developed by the National High School Center



Attachment 18 – The Eight Elements of High School Improvement from the National High School Center

Element	Sample Indicators of Effectiveness
Rigorous Curriculum and Instruction	• Rigorous content and instruction are aligned to local, state, and national standards. • Research- and evidence-based instructional strategies are incorporated across all content areas for all students. • College and career readiness skills are incorporated across all content areas.
Assessment and Accountability	• Multiple assessment strategies, including formative assessment, are implemented across all content areas. • Instructional staff members regularly analyze assessment data of instructional planning. • An early warning system is used to identify students at risk for failure and dropping out; identified students are provided appropriate interventions.
Teacher Quality and Professional Development	• Teachers have the necessary content and pedagogical knowledge, as well as prerequisite training and pre-service experiences. • Instructional staff members work collaboratively to meet student needs across all content areas and in all categorical programs. • Professional development is job-embedded, ongoing throughout each school year, and aligned with school and division improvement initiatives.
Student and Family Supports	• Programs that engage and support family members are provided. • Transition programs are in place that support students as they transition in and out of high school. • A positive school climate which includes school safety and respect is fostered.
Stakeholder Engagement	• Multiple stakeholders are engaged in high school improvement strategies and initiatives. • Partnerships with stakeholders are fostered to enhance teaching and learning opportunities. • Multiple communication strategies are implemented.
Leadership and Governance	• A distributed leadership approach is in place to promote high school improvement. • High school improvement strategies and initiatives are guided by an effective high school improvement team. • School leaders possess the prerequisite knowledge of school change to support high school initiatives and improvement strategies.
Organization and Structure	• Organizational structures that foster collaboration among instructional staff are in place. • Schoolwide structures that support effective classroom management across all content areas are implemented. • Organizational structures to support innovative instruction and opportunities to learn through nontraditional settings are in place.
Resources for Sustainability	• Appropriate time and necessary fiscal support are provided so that high school improvement strategies and initiatives can be implemented and sustained. • Facilities and materials are continually assessed and upgraded to keep pace with evolving standards and technology. • Teachers and principals continuously develop their knowledge and skills to incorporate high school improvement strategies and initiatives within their instructional leadership practices.

Attachment 19 – High School Rapid Improvement Indicators from the Center on Innovation and Improvement

Element	Indicators of Effectiveness
Team Structure	• The division and school teams regularly examine individual and collective student data (e.g., course grades and completion, overall grade point average, attendance rates, behavior referrals, suspensions, end-of-course exams, state exam results) to identify areas for improvement across all content areas and throughout the school. • The division and school teams monitor rates of student transfer, dropout, graduation, and post-high school outcome (e.g., student enrollment in college, students in careers) using a longitudinal data system. • The division and school teams implement, monitor, and analyze results from an early warning system at the school level using indicators (e.g., attendance, academic, behavior monitoring) to identify students at risk for dropping out of high school. • A team structure is officially incorporated into the school improvement plan and school governance policy. • All teams have written statements of purpose and bylaws for their operation. • All teams operate with work plans for the year and specific work products to produce. • All teams prepare agendas for their meetings. • All teams maintain official minutes of their meetings. • The principal maintains a file of the agendas, work products, and minutes of all teams. • The division and school teams meet regularly (twice a month or more for an hour each meeting). • The division and school team serve as a conduit of communication to the faculty and staff. • The division and school teams regularly look at school performance data and aggregated classroom observation data and use that data to make decisions about school improvement and professional development needs. • Teachers are organized into grade-level, grade-level cluster, or subject-area instructional teams. • Instructional teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning.

Element	Indicators of Effectiveness
Principal's Role	• The traditional roles of the principal and other administrators (e.g., management, discipline, security) are distributed to allow adequate time for administrative attention to instruction and student supports. • The principal keeps a focus on instructional improvement and student learning outcomes. • The principal monitors curriculum and classroom instruction regularly. • The principal spends at least 50 percent of his/her time working directly with teachers to improve instruction, including classroom observations. • The principal challenges, supports and monitors the correction of unsound teaching practices. • The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers. • The division and school teams review the principal's summary reports of classroom observations and take them into account in planning professional development. • Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management. • Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management. • Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management. • Teachers are required to make individual professional development plans based on classroom observations. • Professional development of individual teachers includes an emphasis on indicators of effective teaching. • Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. • The principal plans opportunities for teachers to share their strengths with other teachers.

Element	Indicators of Effectiveness
Opportunity to Learn: Content Mastery and Graduation	• The school confirms that a student has mastered prerequisite content knowledge before allowing the student to take higher-level courses. • All students demonstrating prerequisite content mastery are given access to higher-level courses. • The curriculum and schedule provide pathways for all students to acquire missing content knowledge. • The school provides all students with academic supports (e.g., tutoring, co-curricular activities, tiered interventions) to keep them on-track for graduation. • The school provides all students extended learning opportunities (e.g., summer bridge programs, after-school and supplemental educational services, Saturday academies, enrichment programs) to keep them on-track for graduation. • The school provides all students with opportunities for content and credit recovery that are integrated into the regular school day to keep them on-track for graduation. • Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others. • Teachers re-teach based on post-test results. • All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. • All teachers test frequently using a variety of evaluation methods and maintain a record of the results. • All teachers develop weekly lesson plans based on aligned units of instruction.
Opportunity to Learn: Extended Learning Opportunities	• The school expects all students to participate in activities to develop skills outside of the classroom (e.g., service learning, athletics, enrichment, internships). • The school provides all students with opportunities to learn through nontraditional educational settings (e.g., virtual courses, dual enrollment, service learning, work-based internships). • The school provides all students with formal supports and a network of contacts with school personnel, community members, and workplace personnel to ensure the social capital necessary to make informed life decisions.
Opportunity to Learn: Transitions	• The school provides freshman students with formal supports as they make the transition to high school (e.g., summer bridge programs, freshman academies). • The school provides senior students with formal supports as they make the transition out of high school (e.g., college and career planning, job fairs). • The school tracks the postsecondary school placements and experiences of their graduates and reports the results to the school board, faculty, and school community.

Virginia Board of Education Agenda Item

Agenda Item: C. **Date:** February 23, 2012

Title	Final Review of Revised *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals*		
Presenter	Dr. Mark R. Allan, Director of Licensure and School Leadership		
E-mail	Mark.Allan@doe.virginia.gov	**Phone**	(804) 371-2471

Purpose of Presentation:
Action required by state or federal law or regulation.

Previous Review or Action:
Previous review and action. Specify date and action taken below:
Date: July 22, 2010
Action: Report on the Study and Development of Model Teacher and Administrator Evaluation Systems
Date: January 12, 2012
Action: First Review of Revised *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals*

Action Requested:
Final review: Action requested at this meeting.

Alignment with Board of Education Goals: Please indicate (X) all that apply:

	Goal 1: Expanded Opportunities to Learn
X	Goal 2: Accountability of Student Learning
	Goal 3: Nurturing Young Learners
	Goal 4: Strong Literacy and Mathematics Skills
X	Goal 5: Highly Qualified and Effective Teachers and Administrators
	Goal 6: Sound Policies for Student Success
X	Goal 7: Safe and Secure Schools
	Other Priority or Initiative. Specify:

Background Information and Statutory Authority:
Goal 2: The *Code of Virginia* requires that school boards' procedures for evaluating principals address student academic progress. The proposed *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals* call for each principal to receive a summative evaluation rating and that the rating be determined by weighting the first six standards equally at 10 percent each, and that the seventh standard, student academic progress, account for 40 percent of the summative evaluation.

Goal 5: Because principals are so fundamentally important to school improvement and student success, improving the evaluation of principal performance is particularly relevant as a means to recognize excellence in leadership and to advance principal effectiveness.

Goal 7: The proposed *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals* include a performance standard of "school climate." The principal is to foster the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders. A positive school climate focused on student learning is correlated to student achievement. Since principals play a pivotal role in fostering and sustaining school climate, this is an important evaluation standard for principals.

In response to the *1999 Education Accountability and Quality Enhancement Act* (HB2710 and SB1145) approved by the Virginia General Assembly, the Board of Education approved the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents* in January 2000. At the July 2010 meeting, the Board of Education received a report from the Virginia Department of Education that provided a work plan to study and develop model teacher and principal evaluation systems that would result in revisions to the Board's uniform performance standards and evaluation criteria. On April 28, 2011, the Board of Education approved revised *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers*.

The *Code of Virginia* requires that (1) 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 (2) school boards' procedures for evaluating principals address student academic progress.

Section 22.1-253.13:5 of the *Code of Virginia* states, in part, the following: …B. Consistent with the finding that leadership is essential for the advancement of public education in the Commonwealth, teacher, administrator, and superintendent evaluations shall be consistent with the performance objectives included in the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents*. Teacher evaluations shall include regular observation and evidence that instruction is aligned with the school's curriculum. Evaluations shall include identification of areas of individual strengths and weaknesses and recommendations for appropriate professional activities…. …E. Each local school board shall provide a program of high-quality professional development… (iv) for administrative personnel designed to increase proficiency in instructional leadership and management, including training in the evaluation and documentation of teacher and administrator performance based on student academic progress and the skills and knowledge of such instructional or administrative personnel.
Section 22.1-294 of the *Code of Virginia* states, in part, the following: …B. Each local school board shall adopt for use by the division superintendent clearly defined criteria for a performance evaluation process for principals, assistant principals, and supervisors that are consistent with the performance objectives set forth in the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers,*

Administrators, and Superintendents as provided in § 22.1-253.13:5 and that includes, among other things, an assessment of such administrators' skills and knowledge; **student academic progress** and school gains in student learning; and effectiveness in addressing school safety and enforcing student discipline. The division superintendent shall implement such performance evaluation process in making employment recommendations to the school board pursuant to § 22.1-293.

Summary of Important Issues:
The Virginia Department of Education established a work group to conduct a comprehensive study of principal evaluation in fall 2011. The work group included principals, teachers, superintendents, a human resources representative, higher education representatives, a parent representative, and representatives from professional organizations (Virginia Association of Elementary School Principals, Virginia Association of Secondary School Principals, Virginia Association of School Superintendents, Virginia Education Association, Virginia School Boards Association, and the Virginia Parent Teacher Association), expert consultants, and Department of Education personnel. Virginia's principal evaluation work group members are listed within Attachment A.

The goals of the principal evaluation work group were to:

- develop and recommend policy revisions related to principal evaluation, as appropriate;
- compile and synthesize current research related to principal evaluation and principal performance standards;
- examine existing state law, policies, and procedures relating to principal evaluation;
- establish the use of multiple data sources for documenting performance, including opportunities for principals to present evidence of their own performance as well as student growth;
- develop a procedure for conducting performance reviews that stresses accountability, promotes professional improvement, and increases principals' involvement in the evaluation process;
- revise existing documents developed to support principal evaluation across Virginia, including the *Guidelines for Uniform Performance Standards for Teachers, Administrators, and Superintendents* to reflect current research and embed student growth as a significant factor of principal evaluation protocols; and
- examine the use of principal evaluation to improve student achievement.

Work group meetings were held in Richmond in October and December 2011. The work group concluded its work in early December 2011, and a subcommittee of the work group met later in December 2011 to review the draft documents before the final recommendation was made to the Virginia Board of Education.

The work group developed the guidance document *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals* (Attachment A) requiring Board of Education approval.

> ***Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals***
> State statute requires that principal evaluations be consistent with the performance standards (objectives) included in this document. The additional information contained in the document is provided as guidance for local school boards in the development of evaluation systems for principals.

Also included in the Board item is a document, *Research Synthesis of Virginia Principal Evaluation Competencies and Standards* (Attachment B), that provides the research base supporting the selection

and implementation of the proposed performance standards and evaluation criteria. This is an informational Department of Education document that does not require Board of Education approval.

The attached document, *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals*, sets forth seven performance standards for all Virginia principals. Pursuant to state law, principal evaluations must be consistent with the following performance standards (objectives) included in this document:

Performance Standard 1: Instructional Leadership
The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.

Performance Standard 2: School Climate
The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.

Performance Standard 3: Human Resources Management
The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.

Performance Standard 4: Organizational Management
The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.

Performance Standard 5: Communication and Community Relations
The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.

Performance Standard 6: Professionalism
The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.

Performance Standard 7: Student Academic Progress
The principal's leadership results in acceptable, measurable student academic progress based on established standards.

A fair and comprehensive evaluation system provides sufficient detail and accuracy so that both principals and evaluators (i.e., superintendent, supervisor) reasonably understand the job expectations. The expectations for professional performance are defined using a two-tiered approach of performance standards and performance indicators. Performance standards define the criteria expected when principals perform their major duties. Performance indicators provide examples of observable, tangible behavior that indicate the degree to which principals are meeting each standard. For each standard, sample performance indicators are provided. In addition, the evaluation guidelines provide assistance to school divisions regarding the documentation of principal performance with an emphasis on the use of multiple measures for principal evaluation rather than relying on a single measure of performance.

The *Code of Virginia* requires that school boards' procedures for evaluating principals address student academic progress. The Board's *Guidelines for Uniform Performance Standards and Evaluation*

Criteria for Principals call for each principal to receive a summative evaluation rating and that the rating be determined by weighting the first six standards equally at 10 percent each, and that the seventh standard, student academic progress, account for 40 percent of the summative evaluation. There are three key points to consider in this model:

1. Student learning, as determined by multiple measures of student academic progress, accounts for a total of 40 percent of the evaluation.

2. For elementary and middle school principals:

   - At least 20 percent of the principal evaluation (half of the student academic progress measure) is comprised of the student growth percentiles in the school as provided by the Virginia Department of Education when the data are available and can be used appropriately.

   - Another 20 percent of the principal evaluation (half of the student academic progress measure) should be measured using *Student Academic Progress Goals* with evidence that the alternative measure is valid. ***Note:*** Whenever possible, it is recommended that the second progress measure be grounded in validated, quantitative, objective measures, using tools already available in the school. These should include improvement in achievement measures (e.g., Standards of Learning assessment results, state benchmarks) for the school.

3. For high school principals: The entire 40 percent of the principal evaluation should be measured using Student Academic Progress Goals with evidence that the alternative measure is valid. These should include improvement in achievement measures (e.g., Standards of Learning assessment results, state benchmarks) for the school.

Impact on Fiscal and Human Resources:
Section 22.1-253.13:5 of the *Code of Virginia* states that each local school Board shall provide a program of high-quality professional development in the use and documentation of performance standards and evaluation criteria.

Implementation of the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals* will require training for principals and supervisors. Training costs and time spent in training employees will be a fiscal impact on school boards. Possible funding sources may include federal Title II Part A and Standards of Quality funds. The Governor's 2014 Introduced Budget includes funding to support performance evaluation training for teachers, principals, and division superintendents.

Timetable for Further Review/Action:
N/A

Superintendent's Recommendation:
The Superintendent of Public Instruction recommends that the Board of Education approve the revised *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals,* to become effective on July 1, 2013; however, school boards and divisions are authorized to implement the guidelines and standards prior to July 1, 2013.

Attachment A

Virginia Department of Education
P. O. Box 2120
Richmond, Virginia 23218-2120

Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals

February 23, 2012

Acknowledgements

The Virginia Department of Education expresses appreciation to the members of the Virginia Principal Evaluation Work Group for their invaluable input and support of the project.

Virginia Principal Evaluation Work Group

Ms. Debbie Anderson, Principal, Rhea Valley Elementary School, Washington County Public Schools; Southwest Zone Director, Virginia Association of Elementary School Principals

Mr. Jim Baldwin, Executive Director, Virginia Association of Elementary School Principals

Dr. Randy Barrack, Executive Director, Virginia Association of Secondary School Principals

Dr. Michelle Belle, Superintendent, Franklin City Public Schools

Ms. Carolyn Bernard, Principal, Grassfield High School, Chesapeake City Public Schools; President, Virginia Association of Secondary School Principals

Mr. Vincent Darby, Principal, Granby Elementary School, Norfolk Public Schools; Urban Representative, Virginia Association of Elementary School Principals

Mr. David Ellena, Principal, Tomahawk Creek Middle School, Chesterfield County Public Schools; Region I Director, Virginia Association of Secondary School Principals

Dr. Lyle Evans, Assistant Superintendent for Human Resources and Administrative Services, Chesterfield County Public Schools

Dr. Rachel Foglesong, Principal, A. M. Davis Elementary School, Chesterfield County Public Schools; Capitol Zone Director, Virginia Association of Elementary School Principals

Ms. Deborah Frazier, Principal, Harrison Road Elementary School, Spotsylvania County Public Schools; President-Elect, Virginia Association of Elementary School Principals

Dr. Glenn L. Koonce, Associate Dean for Accountability and Accreditations; Associate Professor and Chair, Educational Leadership and Educational Specialist Programs; School of Education, Regent University

Ms. Janice Koslowski, Principal, Potomac Falls High School, Loudoun County Public Schools; National Coordinator, Virginia Association of Secondary School Principals

Mr. D. Patrick Lacy, Virginia School Boards Association

Dr. Roger Morris, Superintendent, Patrick County Public Schools

Dr. Betsy Roberson, Director, Office of Teaching and Learning, Virginia Education Association

Ms. Bekah Saxon, Assistant Director, Office of Teaching and Learning, Virginia Education Association

Dr. Jeffrey Smith, Superintendent, West Point Public Schools

Dr. Elizabeth Thomas, Superintendent, Grayson County Public Schools

Dr. Pamela Tucker, Professor, Administration and Supervision, Curry School of Education, University of Virginia

Ms. Mary Voss, Tidewater District Director, Virginia Parent Teacher Association

Mr. Donald Wilms, Teacher, Chesterfield County Public Schools; Chesterfield Education Association

Dr. John A. Word, Sr., Principal, Kenmore Middle School, Arlington Public Schools; Member-At-Large, Virginia Association of Secondary School Principals

Dr. Phil Worrell, Superintendent, Greensville County Public Schools

Dr. Harold Wright, Jr., Associate Professor of Education, Department of Educational Leadership, Virginia Commonwealth University

Project Consultants

Dr. James H. Stronge, Heritage Professor of Educational Policy, Planning, and Leadership, The College of William and Mary, Williamsburg, Virginia

With assistance from: **Dr. Virginia Caine Tonneson**, The College of William and Mary
Dr. Xianxuan Xu, The College of William and Mary
Dr. Leslie W. Grant, Old Dominion University

Department of Education Staff

Dr. Patricia I. Wright, Superintendent of Public Instruction, Virginia Department of Education

Dr. Mark R. Allan, Director of Licensure and School Leadership and Evaluation Project Coordinator, Virginia Department of Education

Dr. Deborah Jonas, Executive Director for Research and Strategic Planning, Virginia Department of Education

Dr. Lolethia Kibble, Title II Part A Specialist, Virginia Department of Education

Mrs. Patty S. Pitts, Assistant Superintendent for Teacher Education and Licensure, Virginia Department of Education

Dr. Kathleen Smith, Director of School Improvement, Virginia Department of Education

Ms. Carol Sylvester, Title II Part A Specialist, Virginia Department of Education

Ms. Michelle Vucci, Director of Policy, Virginia Department of Education

Ms. Anne Wescott, Assistant Superintendent for Policy and Communications, Virginia Department of Education

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Part 1: Introduction

Why Good Evaluation is Necessary[1]

Principal evaluation matters because school leadership matters. In fact, "school leadership is frequently described as the key element of a high-quality school, and stories of the inspirational and effective principal are plentiful and oft-repeated."[2] Research in the field has consistently revealed that school leadership has an important impact on student achievement gains or progress over years.[3] In addition to its impact on student achievement, research also indicates that effective school leadership has significant positive effect on student attendance, student engagement with school, student academic self-efficacy, staff satisfaction, and collective teacher efficacy.[4] Evaluation systems must be of high quality if we are to discern whether our principals are of high quality. The role of a principal requires a performance evaluation system that acknowledges the complexities of the job. Principals have a challenging task in meeting the educational needs of an educationally diverse student population, and good evaluation is necessary to provide the principals with the support, recognition, and guidance they need to sustain and improve their efforts.[5]

Because principals are so fundamentally important to school improvement and student success, improving the evaluation of principal performance is particularly relevant as a means to recognize excellence in leadership and to advance principal effectiveness. A meaningful evaluation focuses on professional standards, and through this focus and timely feedback, enables teachers and leaders to recognize, appreciate, value, and develop excellent leadership. The benefits of a rigorous evaluation system are numerous and well documented. Goldring and colleagues noted that when the process of evaluation is designed and implemented appropriately, it can be valuable for improvement of leadership quality and overall organizational performance in several ways, including:[6]

- as a benchmarking and assessing tool to document the effectiveness of principals for annual reviews and compensation;
- as a targeting tool to help principals focus on performance domains and behaviors that are associated with student learning;
- as a tool of continuous learning and development to provide both formative and summative feedback to principals, identify areas in need of improvement, and enable principals to make informed individualized decisions regarding professional development in order to bridge the gap between current practices and desired performance; and
- as a collective accountability tool to set the organizational goals and objectives of the school leader and larger schoolwide improvement.

Problems with Current Evaluation Systems

Unfortunately, even though a principal's effectiveness[7] is recognized as an important factor in improving student achievement, schools rarely measure, document, or use effectiveness ratings to inform decision-making.[8] The result is that it is difficult to distinguish among poor, average,

good, and excellent principals. A comprehensive review of principal leadership evaluation practices in the United States indicated that although states and divisions focused on a variety of performance areas (such as management, external environment, or personal traits) when evaluating their principals, they had very limited coverage of leadership behaviors that ensured rigorous curriculum and quality instruction, which are linked with schoolwide improvement for student learning, the ultimate purpose of schooling.[9] When examining the process of principal evaluation more closely, it was found that the usual practices of principal evaluation lacked justification and documentation in terms of the utility, psychometric properties, and accuracy of the instruments.[10] Ginsberg and Thompson commented that "the state of research on principal evaluation emphasizes the lack of empirically supported information about best practices."[11]

Other flaws in the current principal evaluation process include:

- an absence of meaningful and timely feedback from evaluation to most principals;
- a lack of impact and consequence of evaluation;
- an absence of clear communication of criteria and standard protocols in principal evaluation;
- a lack of relevance of the evaluation to enhance principal motivation and improve performance;[12] and
- inconsistencies in evaluation instruments that do not align with professional standards, which could produce role conflict and subsequent role strain as principals find it challenging to comprehend what they should focus their attention on.[13]

Importance of Recognizing Principal Effectiveness

Characterizing principal effectiveness is important because there is a substantial relationship between the quality of the principal and student achievement. Principal leadership plays an important role in the selection, support, and success of school-level instructional process.[14] Waters, Marzano, and McNulty conducted a meta-analysis of research on effects of principal leadership practices on student achievement.[15] After analyzing studies conducted over a 30-year period, they found that the effectiveness of a school's leadership is significantly associated with increased student academic performance. For instance, a number of leader behaviors related to vision, such as establishing clear goals and fostering shared beliefs, were associated with student learning. They found the average effect size between leadership and student achievement is .25. That means a one standard deviation improvement in leadership effectiveness can translate into an increase of ten percentile points in student achievement on a standardized, norm-referenced test. It is important to recognize that effective principals influence student learning, either directly or indirectly. It is also important to understand the ways and means by which principals influence their schools' educational programs. Therefore, a rigorous principal evaluation system should be able to discriminate the performance of principals and provide informative feedback for improvement.

Purposes of Evaluation

The primary purposes of a quality principal evaluation system are to:

- optimize student learning and growth;
- contribute to the successful achievement of the goals and objectives defined in the vision, mission, and goals of the school division;
- provide a basis for leadership improvement through productive principal performance appraisal and professional growth; and
- implement a performance evaluation system that promotes collaboration between the principal and evaluator and promotes self-growth, leadership effectiveness, and improvement of overall job performance.[16]

A high quality evaluation system includes the following distinguishing characteristics:

- benchmark behaviors for each of the principal performance standards;
- a focus on the relationship between principal performance and improved student learning and growth;
- the use of multiple data sources for documenting performance, including opportunities for principals to present evidence of their own performance as well as student growth;
- a procedure for conducting performance reviews that stresses accountability, promotes professional improvement, and increases principals' involvement in the evaluation process; and
- a support system for providing assistance when needed.[17]

Purposes of this Document

This document was developed specifically for use with school principals and assistant principals. For the purpose of this document the term principal will be used to reference both principals and assistant principals. The Board of Education is required to establish performance standards and evaluation criteria for teachers, principals, and superintendents to serve as guidelines for school divisions to use in implementing educator evaluation systems.

The *Code of Virginia* requires (1) that 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 (2) that school boards' procedures for evaluating principals and assistant principals address student academic progress.

> Section 22.1-253.13:5 (Standard 5. Quality of classroom instruction and educational leadership) of the *Code of Virginia* states, in part, the following:
>
> B. Consistent with the finding that leadership is essential for the advancement of public education in the Commonwealth, teacher, administrator, and

superintendent evaluations shall be consistent with the performance objectives included in the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents*. Teacher evaluations shall include regular observation and evidence that instruction is aligned with the school's curriculum. Evaluations shall include identification of areas of individual strengths and weaknesses and recommendations for appropriate professional activities….

Section 22.1-294. (Probationary terms of service for principals, assistant principals and supervisors; evaluation; reassigning principal, assistant principal or supervisor to teaching position) states, in part, the following:

B. Each local school board shall adopt for use by the division superintendent clearly defined criteria for a performance evaluation process for principals, assistant principals, and supervisors that are consistent with the performance objectives set forth in the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents* as provided in § 22.1-253.13:5 and that includes, among other things, an assessment of such administrators' skills and knowledge; **student academic progress** and school gains in student learning; and effectiveness in addressing school safety and enforcing student discipline. The division superintendent shall implement such performance evaluation process in making employment recommendations to the school board pursuant to § 22.1-293.

The *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals* set forth seven performance standards for all Virginia principals. Pursuant to state law, principal evaluations must be consistent with the performance standards (objectives) included in this document.

The *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals* provide school divisions with a model evaluation system, including sample forms and templates that may be implemented "as is" or used to refine existing local principal evaluation systems. Properly implemented, the evaluation system provides school divisions with the information needed to support systems of differentiated compensations or performance-based pay.

The *Code of Virginia* requires that school boards' procedures for evaluating principals address student academic progress. The *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals* call for each principal to receive a summative evaluation rating and that the rating be determined by weighting the first six standards equally at 10 percent each, and the seventh standard, Student Academic Progress, account for 40 percent of the summative evaluation.

Part 2: Uniform
Performance Standards for Principals

The uniform performance standards for principals are used to collect and present data to document performance that is based on well-defined job expectations. They provide a balance between structure and flexibility and define common purposes and expectations, thereby guiding effective leadership. The performance standards also provide flexibility, encouraging creativity and individual principal initiative. The goal is to support the continuous growth and development of each principal by monitoring, analyzing, and applying pertinent data compiled within a system of meaningful feedback.

Defining Principal Performance Standards

Clearly defined professional responsibilities constitute the foundation of the principal performance standards. A fair and comprehensive evaluation system provides sufficient detail and accuracy so that both principals and evaluators (i.e., superintendent, supervisor) reasonably understand the job expectations.

The expectations for professional performance are defined using a two-tiered approach of performance standards and performance indicators.

Performance Standards

Performance standards define the criteria expected when principals perform their major duties. For all principals, there are seven performance standards as shown in Figure 2.1.

Figure 2.1: *Performance Standards*

1. Instructional Leadership *The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.*
2. School Climate *The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.*
3. Human Resources Management *The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.*
4. Organizational Management *The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.*
5. Communication and Community Relations *The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.*

6.	**Professionalism** *The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.*
7.	**Student Academic Progress** *The principal's leadership results in acceptable, measurable student academic progress based on established standards.*

Performance Indicators

Performance indicators provide examples of observable, tangible behavior that indicate the degree to which principals are meeting each standard. This helps principals and their evaluators clarify performance levels and job expectations. That is, the performance indicators provide the answer to what must be performed. Performance indicators are provided as examples of the types of performance that will occur if a standard is being fulfilled. However, the list of performance indicators is not exhaustive, and they are not intended to be prescriptive. It should be noted that indicators in one standard may be closely related to indicators in another standard. This is because the standards, themselves, are not mutually exclusive and may have overlapping aspects.

Evaluators and principals should consult the sample performance indicators for clarification of what constitutes a specific performance standard. ***Performance ratings are made at the performance standard level, NOT at the performance indicator level. Additionally, it is important to document a principal's performance on each standard with evidence generated from multiple performance indicators.*** Sample performance indicators for each of the performance standards follow.

Performance Standard 1: Instructional Leadership

The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

1.1 Leads the collaborative development and sustainment of a compelling shared vision for educational improvement and works collaboratively with staff, students, parents, and other stakeholders to develop a mission and programs consistent with the division's strategic plan.

1.2 Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to school improvement.

1.3 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.

1.4 Possesses knowledge of research-based instructional best practices in the classroom.

1.5 Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.

1.6 Provides teachers with resources for the successful implementation of effective instructional strategies.

1.7 Monitors and evaluates the use of diagnostic, formative, and summative assessment to provide timely and accurate feedback to students and parents, and to inform instructional practices.

1.8 Provides collaborative leadership for the design and implementation of effective and efficient schedules that protect and maximize instructional time.

1.9 Provides the focus for continued learning of all members of the school community.

1.10 Supports professional development and instructional practices that incorporate the use of achievement data and result in increased student progress.

1.11 Participates in professional development alongside teachers when instructional strategies are being taught for future implementation.

1.12 Demonstrates the importance of professional development by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams).

1.13 Evaluates the impact professional development has on the staff/school improvement and student academic progress.

Performance Standard 2: School Climate

The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.

2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.

2.3 Utilizes shared decision-making and collaboration to build relationships with all stakeholders and maintain positive school morale.

2.4 Models and inspires trust and a risk-tolerant environment by sharing information and power.

2.5 Maintains a collegial environment and supports the staff through the stages of the change process.

2.6 Addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly-effective personnel.

2.7 Develops and/or implements a safe school plan that manages crisis situations in an effective and timely manner.

2.8 Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment that reflects state, division, and local school rules, policies, and procedures.

2.9 Develops and/or implements best practices in schoolwide behavior management that are effective within the school community and communicates behavior management expectations to students, teachers, and parents.

2.10 Is visible, approachable, and dedicates time to listen to the concerns of students, teachers, and other stakeholders.

2.11 Maintains a positive, inviting school environment that promotes and assists in the development of the whole student and values every student as an important member of the school community.

Performance Standard 3: Human Resources Management

The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

3.1 Actively participates in the selection process, where applicable, and assigns highly-effective staff in a fair and equitable manner based on school needs, assessment data, and local, state, and federal requirements.

3.2 Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.

3.3 Provides a mentoring process for all new and targeted instructional personnel, as well as cultivates leadership potential through personal mentoring.

3.4 Manages the supervision and evaluation of staff in accordance with local and state requirements.

3.5 Properly implements the teacher and staff evaluation systems, supports the important role evaluation plays in teacher and staff development, and evaluates performance of personnel using multiple sources.

3.6 Documents deficiencies and proficiencies, provides timely formal and informal feedback on strengths and weaknesses, and provides support, resources, and remediation for teachers and staff to improve job performance.

3.7 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic progress as a primary consideration.

3.8 Recognizes and supports the achievements of highly-effective teachers and staff and provides them opportunities for increased responsibility.

3.9 Maximizes human resources by building on the strengths of teachers and staff members and providing them with professional development opportunities to grow professionally and gain self-confidence in their skills.

Performance Standard 4: Organizational Management

The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

4.1 Demonstrates and communicates a working knowledge and understanding of Virginia public education rules, regulations, laws, and school division policies and procedures.

4.2 Establishes and enforces rules and policies to ensure a safe, secure, efficient, and orderly facility and grounds.

4.3 Monitors and provides supervision efficiently for the physical plant and all related activities through an appropriately prioritized process.

4.4 Identifies potential organizational, operational, or resource-related problems and deals with them in a timely, consistent, and effective manner.

4.5 Establishes and uses accepted procedures to develop short- and long-term goals through effective allocation of resources.

4.6 Reviews fiscal records regularly to ensure accountability for all funds.

4.7 Plans and prepares a fiscally responsible budget to support the school's mission and goals.

4.8 Follows federal, state, and local policies with regard to finances, school accountability, and reporting.

4.9 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in a smoothly operating workplace.

Performance Standard 5: Communication and Community Relations

The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

5.1 Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.

5.2 Communicates long- and short-term goals and the school improvement plan to all stakeholders.

5.3 Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.

5.4 Involves students, parents, staff, and other stakeholders in a collaborative effort to establish positive relationships.

5.5 Maintains visibility and accessibility to students, parents, staff, and other stakeholders.

5.6 Speaks and writes consistently in an explicit and professional manner using standard oral and written English to communicate with students, parents, staff, and other stakeholders.

5.7 Provides a variety of opportunities for parent and family involvement in school activities.

5.8 Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.

5.9 Advocates for students and acts to influence local, division, and state decisions affecting student learning.

5.10 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.

Performance Standard 6: Professionalism

The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

6.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders and models these attributes on a daily basis.

6.2 Works within professional and ethical guidelines to improve student learning and to meet school, division, state, and federal requirements.

6.3 Maintains a professional appearance and demeanor.

6.4 Models professional behavior and cultural competency to students, staff, and other stakeholders.

6.5 Maintains confidentiality.

6.6 Maintains a positive and forthright attitude.

6.7 Provides leadership in sharing ideas and information with staff and other professionals.

6.8 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to promote and support the vision, mission, and goals of the school division.

6.9 Assumes responsibility for personal professional development by contributing to and supporting the development of the profession through service as an instructor, mentor, coach, presenter, and/or researcher.

6.10 Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.

Performance Standard 7: Student Academic Progress

The principal's leadership results in acceptable, measurable student academic progress based on established standards.

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

7.1 Collaboratively develops, implements, and monitors the school improvement plan that results in increased student academic progress.

7.2 Utilizes research-based techniques for gathering and analyzing data from multiple measures to use in making decisions related to student academic progress and school improvement.

7.3 Communicates assessment results to multiple internal and external stakeholders.

7.4 Collaborates with teachers and staff to monitor and improve multiple measures of student progress through the analysis of data, the application of educational research, and the implementation of appropriate intervention and enrichment strategies.

7.5 Utilizes faculty meetings, team/department meetings, and professional development activities to focus on student progress outcomes.

7.6 Provides evidence that students are meeting measurable, reasonable, and appropriate achievement goals.

7.7 Demonstrates responsibility for school academic achievement through proactive interactions with faculty/staff, students, and other stakeholders.

7.8 Collaboratively develops, implements, and monitors long- and short-range achievement goals that address varied student populations according to state guidelines.

7.9 Ensures teachers' student achievement goals are aligned with building-level goals for increased student academic progress and for meeting state benchmarks.

7.10 Sets benchmarks and implements appropriate strategies and interventions to accomplish desired outcomes.

Note: Performance Standard 7: If a principal effectively fulfills all previous standards, it is likely that the results of his or her leadership – as documented in Standard 7: Student Academic Progress – would be positive. The Virginia principal evaluation system includes the documentation of student growth as indicated within Standard 7 and recommends that the evidence of progress be reviewed and considered throughout the year. Trend analysis should be used where applicable.

Part 3: Documenting Principal Performance

The role of a principal requires a performance evaluation system that acknowledges the contextual nature and complexities of the job. Multiple data sources provide for a comprehensive and authentic "performance portrait" of the principal's work. The sources of information described in Figure 3.1 were selected to provide comprehensive and accurate feedback on principal performance.

Figure 3.1: *Suggested Documentation Sources for Principal Evaluation*

Data Source	Definition
Self-Evaluation	Self-evaluation reveals principals' perceptions of their job performance. Results of a self-evaluation should inform principals' personal goals for professional development.
Informal Observation/ School Site Visits	Informal observations/school site visits, applied in a variety of settings, provide information on a wide range of contributions made by principals. Informal observations/school site visits may range from watching how a principal interacts with others, to observing programs and shadowing the administrator.
Portfolio/ Document Log	Portfolios/document logs provide documentation generated by principals as evidence of meeting the seven performance standards.
Teacher/Staff Survey	Climate surveys provide information to principals about perceptions of job performance. The actual survey responses are seen only by the principal who prepares a survey summary for inclusion in the portfolio/document log.
Goal Setting	Principals, in conjunction with their evaluators, set goals for professional growth and school improvement.

Note: All recommended data sources may not always be necessary in a principal evaluation system. Rather, options are provided from which local decisions can be made to design the evaluation system in a manner that best fits local needs.

To address the contextual nature of the principal's job, each principal should provide a school profile narrative to his or her evaluator. This may be done via the *Student Academic Progress Goal Setting Form*. It is strongly recommended that the principal also discuss the unique characteristics of the school with the evaluator.

Alignment of Performance Standards with Data Sources

Whether a principal is meeting the performance standards may be evidenced through multiple data sources. Figure 3.2 shows the alignment of performance standards by data sources.

Figure 3.2: Aligning Multiple Data Sources with Performance Standards

Performance Standard	**Self-Evaluation**	**Informal Observation/ School Site Visits**	**Portfolio/ Document Log**	**Teacher/Staff Survey***	**Goal Setting**
1. Instructional Leadership	/	/	X	X	
2. School Climate	/	X	X	X	
3. Human Resources Management	/		X	X	
4. Organizational Management	/	/	X	/	
5. Communication and Community Relations	/	X	X	/	
6. Professionalism	/	X	X	/	X
7. Student Academic Progress			X		X

** Survey summaries are part of the portfolio/documentation log.*
X = Primary Data Source / = Secondary Data Source

Evaluators may choose to use the *Formative Assessment Form* at the end of the chapter to document evidence from any of these sources.

Self-Evaluation

Self-evaluation is a process by which one may judge the effectiveness and adequacy of his or her performance, effects, knowledge, and beliefs for the purpose of self-improvement.[18] By thinking about what works, what does not work, and what type of changes one might make to be more successful, the likelihood of knowing how to improve and actually making the improvements increases dramatically.[19] Evidence suggests that self-evaluation is a critical component of the evaluation process and is strongly encouraged. Furthermore, self-evaluation can help a principal to target areas for professional development. A sample *Principal Self-Evaluation Form* is provided on the following pages.

SAMPLE Principal Self-Evaluation Form

Directions: Principals should use this form annually to reflect on the effectiveness and adequacy of their practice based on each performance standard. Please refer to the performance indicators for examples of behaviors exemplifying each standard.

Principal: _____ **Date:** _____

1. Instructional Leadership

The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.

Areas of strength:

Areas needing work/strategies for improving performance:

2. School Climate

The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.

Areas of strength:

Areas needing work/strategies for improving performance:

3. Human Resources Management

The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining of quality instructional and support personnel.

Areas of strength:

Areas needing work/strategies for improving performance:

4. Organizational Management

The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.

Areas of strength:

Areas needing work/strategies for improving performance:

5. Communication and Community Relations

The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.

Areas of strength:

Areas needing work/strategies for improving performance:

6. Professionalism

The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.

Areas of strength:

Areas needing work/strategies for improving performance:

7. Student Academic Progress

The principal's leadership results in acceptable, measurable student academic progress based on established standards.

Areas of strength:

Areas needing work/strategies for improving performance:

Informal Observation/School Site Visits

Informal observations/school site visits, applied in a variety of settings, provide information on a wide range of contributions made by principals. Informal observations/school site visits may range from watching how a principal interacts with others to observing programs and shadowing the administrator.

Site visits are a method by which evaluators may gain insight into whether principals are meeting the performance standards. Evaluators are encouraged to conduct multiple site visits to the principal's school. During a site visit, evaluators should discuss various aspects of the job with the principal. This can take the form of a formal interview or a less structured discussion. Through questioning, the evaluator may help the principal reflect on his or her performance, which may provide insight into how the principal is addressing the standards. Such a discussion may also help the principal to think through the artifacts he or she might submit to the evaluator to demonstrate proficiency in each standard. In addition, evaluators can use the principal's responses to the questions to determine issues they would like to further explore with the principal's faculty and staff. Furthermore, it is recognized that in many cases it takes time to effect change in a school, and by having an honest, open discussion, the principal is provided an opportunity to explain the successes and trials the school community has experienced in relation to school changes. The site visit also provides an opportunity for the evaluator to offer feedback. Suggested guiding questions an evaluator may want to address are included on the *Informal Observation/Site Visit Form* on the following page. Following the site visit, evaluators should provide feedback to the principal.

SAMPLE Informal Observation/Site Visit Form

Directions: Evaluators should use this form to document evidence related to the standards obtained from informal observations or site visits. Suggested guiding questions for discussion are listed under each standard.

Principal: _____ Date: _____

Evaluator: _____

1. Instructional Leadership

The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.

Suggested Guiding Questions/Prompts:

- *What opportunities have you created this year for collaboration among teachers?*
- *How have you strived this year to improve the teachers' effective instructional practices associated with different subject areas?*
- *How do you make sure curriculum standards are taught by the teachers and mastered by the students?*
- *How do you monitor teachers' performance and provide constructive feedback to them?*
- *What types of teacher learning and development activities or programs have you participated in this year? What have you learned?*
- *How do you involve the expertise of teacher leaders?*

Comments:

Performance Standard 2: School Climate

The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.

Suggested Guiding Questions/Prompts:

- *Please give some examples of the strategies you use to create and sustain a positive and safe learning environment in your school.*
- *What are the strategies you use to nurture and sustain a climate of trust in your school?*
- *Please provide a few examples of how you model care for children or model other desired characteristics for teachers and staff.*
- *What are the internal and external factors that you perceive are affecting your school?*
- *How have you strived this year to make the school environment more academically rigorous?*

Comments:

Performance Standard 3: Human Resources Management
The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.

Suggested Guiding Questions/Prompts:

- *Please give examples of professional development initiatives implemented and/or continued this school year to improve teacher performance.*
- *In what ways do you support the achievements of high-performing teachers?*
- *How do you ensure new teachers and staff receive the support they need during their first year?*
- *How do you foster an atmosphere of professional learning among staff?*
- *What are the most difficult human resources management decisions you have made this year? What aspects went well and what aspects were challenging?*

Comments:

Performance Standard 4: Organizational Management
The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.

Suggested Guiding Questions/Prompts:

- *How do you establish routines and procedures for the smooth running of the school that staff members understand and follow?*
- *What information is used to inform the decisions related to organizational management?*
- *Instructional time is one of the most essential resources for student success in learning. What are you doing to protect instructional time?*
- *What are the strengths, weaknesses, opportunities, and challenges you have perceived in your school's organizational management?*

Comments:

Performance Standard 5: Communication and Community Relations
The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.

Suggested Guiding Questions/Prompts:

- *How do you engage in open dialogue with multiple stakeholders from the larger school community?*
- *How do you involve parents and families in student learning?*
- *How do you disseminate needed information (such as student academic progress) to students, staff, parents, and the greater learning community?*
- *Please give an example of how you network with individuals and groups outside the school (e.g., business and government organizations) to build partnerships for pursuing shared goals.*

Comments:

Performance Standard 6: Professionalism
The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.

Suggested Guiding Questions/Prompts:

- *How do you communicate professional beliefs and values to all stakeholders?*
- *Give an example of a skill that you learned during professional interactions with colleagues that you have used successfully in your school.*
- *What professional learning have you sought out this year?*
- *In what ways have you observed a change in your role as a school leader and your leadership style?*
- *In what ways do you take an active role in professional organizations?*

Comments:

Performance Standard 7: Student Academic Progress
The principal's leadership results in acceptable, measurable student academic progress based on established standards.

Suggested Guiding Questions/Prompts:

- *What is the goal setting process in your school for student academic achievement?*
- *Please give some examples of the goals your school has set this year that are directly associated with student achievement.*
- *Please explain how interventions are designed and implemented to support student learning.*
- *What type of midcourse corrective actions do you take to accomplish desired student academic outcomes?*
- *How do you empower teachers to be truly engaged in improving student success?*

Comments:

Evaluator's Signature _____ Date _____

Portfolio/Document Log

School divisions should consider a version of a portfolio or document log to best fit their needs. Artifacts of a principal's performance can serve as a valuable and insightful data source for documenting the work that principals actually do. These artifacts can be organized as portfolios or document logs as a formal aspect of the data collection system. Various school divisions call the principals' own documentation of their work by various names, but the purpose is essentially the same – to provide evidence of leadership excellence.

Documentation provides evaluators with information related to specific standards and provides principals with an opportunity for self-reflection, demonstration of quality work, and a basis for two-way communication with their evaluators. Documentation can confirm a principal's effort to document exemplary performance, can show continuing work at a proficient level, or can demonstrate progress in response to a previously identified deficiency.

Artifacts are not created solely for a portfolio or document log, but are readily reviewed in portfolio/document log form. They should provide evidence of one or more of the performance standards. Each artifact may include a caption since the artifact will be viewed in a context other than that for which it was developed. Within that binder or folder, principals may organize the material in any way they see fit; however, the emphasis should be on the quality of work, not the quantity of materials presented.

Portfolios

The professional portfolio is an organized collection of work that demonstrates the educator's skills, talents, and accomplishments for the evaluation cycle. It contains a broader, more comprehensive collection of material than does a document log, and the selection of material to be included is often at the discretion of the principal. The portfolio provides an opportunity to demonstrate professional competence with regard to meeting performance standards and is therefore an important part of the evaluation process. Written analysis and reflection about artifacts should be included in the portfolio to provide insight into the rationale for the events and process documented in each entry. The portfolio is an official document that is maintained by the principal and reviewed periodically by the evaluator. It is the property of the principal and follows the principal when work assignments change. The division should provide the guidelines for the portfolio and may provide the physical notebook, cover, and dividers if it is to be submitted in hard copy.

A sample of the table of contents for a portfolio is provided on the next page. The principal may complete a table of contents for each performance standard including the activity names and any comments and place the artifacts immediately behind it.

SAMPLE Portfolio Table of Contents

Standard _____	
Activity Name	**Principal Comments (Optional)**

Document Logs

Document logs are similar in many ways to portfolios, yet are typically more concise. They tend to contain a more confined collection of specific artifacts, sometimes containing just those documents required by the school division.

A sample *Documentation Cover Sheet* is provided on the following page. This sheet is designed to help a principal organize documents. Also, the sheet provides examples of the types of material a principal might consider providing to show evidence of proficiency in the seven performance standards.

While the preceding paragraphs have referred to the principal providing his or her own documentation as evidence of meeting the performance standards, evaluators are free to maintain their own documentation (e.g., evaluator notes or a running record) relative to the principal's performance. This type of evaluator documentation may come from a variety of sources such as those mentioned in the *Informal Observation* section (informally observing the principal during meetings, watching his or her interactions with others, etc.). <u>This type of documentation should be considered along with the principal's own documentation when making formative and summative assessments.</u> As such, evaluators should write comments related to their own documentation on the *Formative Assessment Form* or the *Summative Assessment Form*, as applicable.

SAMPLE Documentation Cover Sheet

Directions: The principal should list the items he or she plans to submit as documentation of meeting each performance standard to supplement evidence gathered through other means. This form is optional. Documentation also may need to be supplemented with conversation, discussion, and/or annotations to clarify the principal's practice and process for the evaluator.

Principal: _____

School: _____ **School Year:**_____

Standard	Documentation Included
1. Instructional Leadership *The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.*	
2. School Climate *The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.*	
3. Human Resources Management *The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining of quality instructional and support personnel.*	
4. Organizational Management *The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.*	
5. Communication and Community Relations *The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.*	

Standard	Documentation Included
6. Professionalism *The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.*	
7. Student Academic Progress *The principal's leadership results in acceptable, measurable student academic progress based on established standards.*	

Suggested documentation that may be included: *(This list is intended to provide examples and will vary based on the school's unique characteristics.)*

1. Instructional Leadership: school improvement plan; strategic plan; vision/mission/core belief statements; staff evaluation grid; leadership/school improvement team agendas; building administrator responsibility chart; professional goals; master schedule; student progress monitoring data; schedules for students in the alternative education program; project-specific summaries of a goal; compliance with *Standards of Accreditation*; program development; staff development plan; school committees and members.

2. School Climate: monthly discipline report; Teacher of the Year recommendation; annual report of discipline, crime, and violence; teacher/staff appreciation; summary of surveys of staff; student recognition; student groups/clubs.

3. Human Resources Management: staff evaluation schedule including observation schedule; evidence of teachers and staff serving as leaders in the school, school division, and school community; monthly discipline report by teacher; teacher licensure renewal schedule; staff evaluations; staff recognition program; Performance Improvement Plans; mentorship program.

4. Organizational Management: building schedules; administrator responsibility chart; master schedule and course compliance; facility use log; physical plant and grounds management schedule; annual financial audits; uncollected debts; inventory records; career and technical education compliance; special education compliance; long-range goals; short-range goals.

5. Communication and Community Relations: faculty meeting agendas; newsletters; PAC/PTO/PTA agendas; optional parent/community survey; Web site link; completion of annual school safety audit; Safe School's committee agendas and minutes of meetings; School Health Advisory Board agendas and minutes of meetings; media communications; presentation to civic/community groups.

6. Professionalism: staff development activity agendas; department/grade level meeting documentation; summary of staff surveys; professional conference attendance; professional organization membership.

7. Student Academic Progress: analysis of grades for the marking period; documentation of meeting established annual goals (e.g., school improvement plan); student growth percentile data, if available and appropriate; data on student achievement from other valid, reliable sources (e.g., percent of students taking the SATs, pattern of improvement in advanced pass rate on Standards of Learning assessments, etc. *See listing in the Goal Setting section of this document.*).

Teacher/Staff Surveys

Surveys are an important data collection tool used to gather client (in this instance, teacher/staff) data regarding their perceptions of the principal's performance. Among the advantages of using a survey design include the rapid turnaround in data collection, the limited cost in gathering the data, and the ability to infer perceptions of a larger population from smaller groups of individuals.

One of the benefits of using surveys is that the collected information may help the principal set goals for continuous improvement (i.e., for formative evaluation) — in other words, to provide feedback directly to the principal for professional growth and development. Teacher/staff surveys also may be used to provide information to evaluators that may not be accurately obtained through other types of documentation.

Principals should administer annual teacher/staff surveys according to school division guidelines during a specified time period (for example, the second nine weeks). The principal will retain sole access to the teacher/staff surveys; however, the principal will provide a summary of the surveys to the evaluator as part of the portfolio/document log.

The survey asks teachers/staff to report on items that they have directly experienced. The survey questions address the first six of the leader performance standards. At the principal's discretion, additional questions may be added to the survey. The table of specifications in Figure 3.3 illustrates the alignment between the survey items and performance standards.

Figure 3.3: Table of Specifications

Principal Performance Standards	Survey Item #
1 - Instructional Leadership	1, 3, 10, 13, 18
2 - School Climate	7, 11, 14, 22
3 - Human Resources Management	4, 5, 12, 15, 21, 22
4 - Organizational Management	6, 7, 8, 9, 10, 16, 20
5 - Communication and Community Relations	2, 17, 20, 21, 23
6 - Professionalism	11, 19, 24, 25

SAMPLE Teacher/Staff Survey[a]

Principal's Name: _____ **Date:** _____

Survey Respondent is: ☐ Teacher/Instructional Staff ☐ Support Staff

Directions: Please respond to each statement fairly to help the principal improve his/her performance. If an area is marked with a D, please provide a written explanation. The principal will tally the results and share them with his/her immediate supervisor.

Key: E – Exceeds expectations of performance M – Meets expectations of performance
D – Demonstrates unacceptable performance N – No basis for judgment

The principal…	**E**	**M**	**D**	**N**
1. Is interested in building a quality school which provides quality education.				
2. Maintains open lines of communication with employees.				
3. Visits my classroom or work space.				
4. Makes helpful recommendation to me for improvement of performance.				
5. Carries out the evaluation program as it is outlined.				
6. Uses judgment, creativity, and logical thinking in solving problems.				
7. Initiates change for the good of students and for the running of the school.				
8. Balances curricular and co-curricular assignments/duties.				
9. Procures needed materials and equipment.				
10. Involves teachers appropriately in decision-making.				
11. Treats all teachers fairly.				
12. Supports teachers in conferences with students and/or parents to the extent circumstances permit.				
13. Keeps class interruptions to a minimum.				
14. Assists in the supervision of students in the halls and cafeteria.				
15. Seeks teacher recommendations for meaningful in-service programs.				
16. Keeps paperwork to a minimum.				
17. Keeps teachers informed appropriately of communications from the superintendent and other central office personnel.				
18. Gives leadership in the improvement of instruction.				
19. Keeps current on educational research and trends.				
20. Involves teachers in developing the biannual school plan.				
21. Gives constructive criticism to teachers in private.				
22. Builds/maintains desirable morale level among teachers.				
23. Listens to the views of parents and other citizens and implements their recommendations when feasible.				
24. Displays a pleasant disposition.				
25. Earns respect from teachers.				

[a] Questions adapted from prior work with Orange County Public Schools

COMMENTS:

SAMPLE Survey Summary Form

Principal's Name: _____ Date: _____
School: _____ School Year: _____-_____

Directions: Principals should tabulate and analyze the teacher/staff surveys and provide a summary of the results. This should be included as part of the principal's documentation.

1. How many surveys did you distribute?

2. How many completed surveys were returned?

3. What is the percentage of completed questionnaires you received? **_____%**

Teacher/Staff Satisfaction Analysis

4. Describe your survey population(s).

5. List factors that might have influenced the results.

6. Analyze survey responses and answer the following questions:

   A) What did teachers/staff perceive as your major strengths?

   B) What did teachers/staff perceive as your major weaknesses?

   C) How can you use this information for continuous professional growth?

SAMPLE Formative Assessment Form

Note: The formative assessment form is included as an option to be used if it is determined to be in the best interest of the local school division.

Directions: Use this form to comment on evidence related to the standards from discussions with the principal, site visitations, student academic progress and achievement data, and documentation provided by the principal. Evaluators may use multiple formative assessment forms, as applicable.

Principal: _____ Date: _____
Evaluator: _____

Performance Standard 1: Instructional Leadership
The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.

Sample Performance Indicators
Examples may include, but are not limited to:

The principal:

1.1 Leads the collaborative development and sustainment of a compelling shared vision for educational improvement and works collaboratively with staff, students, parents, and other stakeholders to develop a mission and programs consistent with the division's strategic plan.

1.2 Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to school improvement.

1.3 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.

1.4 Possesses knowledge of research-based instructional best practices in the classroom.

1.5 Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.

1.6 Provides teachers with resources for the successful implementation of effective instructional strategies.

1.7 Monitors and evaluates the use of diagnostic, formative, and summative assessment to provide timely and accurate feedback to students and parents, and to inform instructional practices.

1.8 Provides collaborative leadership for the design and implementation of effective and efficient schedules that protect and maximize instructional time.

1.9 Provides the focus for continued learning of all members of the school community.

1.10 Supports professional development and instructional practices that incorporate the use of achievement data and result in increased student progress.

1.11 Participates in professional development alongside teachers when instructional strategies are being taught for future implementation.

1.12 Demonstrates the importance of professional development by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams).

1.13 Evaluates the impact professional development has on the staff/school improvement and student academic progress.

Comments:

Performance Standard 2: School Climate
The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.

Sample Performance Indicators
Examples may include, but are not limited to:

The principal:

2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.

2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.

2.3 Utilizes shared decision-making and collaboration to build relationships with all stakeholders and maintain positive school morale.

2.4 Models and inspires trust and a risk-tolerant environment by sharing information and power.

2.5 Maintains a collegial environment and supports the staff through the stages of the change process.

2.6 Addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly-effective personnel.

2.7 Develops and/or implements a safe school plan that manages crisis situations in an effective and timely manner.

2.8 Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment that reflects state, division, and local school rules, policies, and procedures.

2.9 Develops and/or implements best practices in schoolwide behavior management that are effective within the school community and communicates behavior management expectations to students, teachers, and parents.

2.10 Is visible, approachable, and dedicates time to listen to the concerns of students, teachers, and other stakeholders.

2.11 Maintains a positive, inviting school environment that promotes and assists in the development of the whole student and values every student as an important member of the school community.

Comments:

Performance Standard 3: Human Resources Management
The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.

Sample Performance Indicators
Examples may include, but are not limited to:

The principal:

3.1 Actively participates in the selection process, where applicable, and assigns highly-effective staff in a fair and equitable manner based on school needs, assessment data, and local, state, and federal requirements.

3.2 Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.

3.3 Provides a mentoring process for all new and targeted instructional personnel, as well as cultivates leadership potential through personal mentoring.

3.4 Manages the supervision and evaluation of staff in accordance with local and state requirements.

3.5 Properly implements the teacher and staff evaluation systems, supports the important role evaluation plays in teacher and staff development, and evaluates performance of personnel using multiple sources.

3.6 Documents deficiencies and proficiencies, provides timely formal and informal feedback on strengths and weaknesses, and provides support, resources, and remediation for teachers and staff to improve job performance.

3.7 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic progress as a primary consideration.

3.8 Recognizes and supports the achievements of highly-effective teachers and staff and provides them opportunities for increased responsibility.

3.9 Maximizes human resources by building on the strengths of teachers and staff members and providing them with professional development opportunities to grow professionally and gain self-confidence in their skills.

Comments:

Performance Standard 4: Organizational Management
The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.

Sample Performance Indicators
Examples may include, but are not limited to:

The principal:

4.1 Demonstrates and communicates a working knowledge and understanding of Virginia public education rules, regulations, laws, and school division policies and procedures.

4.2 Establishes and enforces rules and policies to ensure a safe, secure, efficient, and orderly facility and grounds.

4.3 Monitors and provides supervision efficiently for the physical plant and all related activities through an appropriately prioritized process.

4.4 Identifies potential organizational, operational, or resource-related problems and deals with them in a timely, consistent, and effective manner.

4.5 Establishes and uses accepted procedures to develop short- and long-term goals through effective allocation of resources.

4.6 Reviews fiscal records regularly to ensure accountability for all funds.

4.7 Plans and prepares a fiscally responsible budget to support the school's mission and goals.

4.8 Follows federal, state, and local policies with regard to finances, school accountability, and reporting.

4.9 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in a smoothly operating workplace.

Comments:

Performance Standard 5: Communication and Community Relations
The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.

Sample Performance Indicators
Examples may include, but are not limited to:

The principal:

5.1 Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.

5.2 Communicates long- and short-term goals and the school improvement plan to all stakeholders.

5.3 Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.

5.4 Involves students, parents, staff and other stakeholders in a collaborative effort to establish positive relationships.

5.5 Maintains visibility and accessibility to students, parents, staff, and other stakeholders.

5.6 Speaks and writes consistently in an explicit and professional manner using standard oral and written English to communicate with students, parents, staff, and other stakeholders.

5.7 Provides a variety of opportunities for parent and family involvement in school activities.

5.8 Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.

5.9 Advocates for students and acts to influence local, division, and state decisions affecting student learning.

5.10 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.

Comments:

Performance Standard 6: Professionalism
*The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession***.**

Sample Performance Indicators
Examples may include, but are not limited to:

The principal:

6.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders and models these attributes on a daily basis.

6.2 Works within professional and ethical guidelines to improve student learning and to meet school, division, state, and federal requirements.

6.3 Maintains a professional appearance and demeanor.

6.4 Models professional behavior and cultural competency to students, staff, and other stakeholders.

6.5 Maintains confidentiality.

6.6 Maintains a positive and forthright attitude.

6.7 Provides leadership in sharing ideas and information with staff and other professionals.

6.8 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to promote and support the vision, mission, and goals of the school division.

6.9 Assumes responsibility for personal professional development by contributing to and supporting the development of the profession through service as an instructor, mentor, coach, presenter and/or researcher**.**

6.10 Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.

Comments:

Performance Standard 7: Student Academic Progress
The principal's leadership results in acceptable, measurable student academic progress based on established standards.

Sample Performance Indicators
Examples may include, but are not limited to:

The principal:

7.1 Collaboratively develops, implements, and monitors the school improvement plan that results in increased student academic progress.

7.2 Utilizes research-based techniques for gathering and analyzing data from multiple measures to use in making decisions related to student academic progress and school improvement.

7.3 Communicates assessment results to multiple internal and external stakeholders.

7.4 Collaborates with teachers and staff to monitor and improve multiple measures of student progress through the analysis of data, the application of educational research, and the implementation of appropriate intervention and enrichment strategies.

7.5 Utilizes faculty meetings, team/department meetings, and professional development activities to focus on student progress outcomes.

7.6 Provides evidence that students are meeting measurable, reasonable, and appropriate achievement goals.

7.7 Demonstrates responsibility for school academic achievement through proactive interactions with faculty/staff, students, and other stakeholders.

7.8 Collaboratively develops, implements, and monitors long- and short-range achievement goals that address varied student populations according to state guidelines.

7.9 Ensures teachers' student achievement goals are aligned with building-level goals for increased student academic progress and for meeting state benchmarks.

7.10 Sets benchmarks and implements appropriate strategies and interventions to accomplish desired outcomes.

Comments:

Commendations:

Areas of Growth:

Evaluator's Signature _____ Date _____

Part 4: Connecting Principal Performance to Student Academic Progress

Research in the field has consistently revealed that school leadership has an impact on student achievement gains or progress over years.[20] Simply stated, a school with strong leadership can have a positive effect on student learning, whereas a school with ineffective leadership can negatively affect student achievement.[21] Research also strongly supports the argument that ineffective teachers negatively impact students' learning while effective teachers lead to higher student achievement growth. Principals represent a key component in this equation as they are charged with supporting and accurately evaluating teachers, and in many cases, are directly responsible for selecting and retaining them. Using measures of student academic progress to inform principal evaluation only makes sense because the most direct measure of teacher quality appears to be student achievement, and principals have a direct impact on teacher quality.

Why Connect Principal Performance to Student Academic Progress?

There are many reasons for including student academic progress as part of the principal evaluation process.

- Principals have an indirect, but powerful, influence on student achievement. The effect is most apparent through principals' influence on those who directly interact with students in instructional settings.[22]
- Principals influence student achievement through their leadership style[23] and their influence on school climate.[24]
- Principals of schools with high student achievement empower teachers to focus on student achievement and to make their own decisions in the classroom.[25]
- A strong leader committed to education is a common element in schools with at-risk populations that exceed expectations for student achievement.[26]

Implementation Concerns

The role of a principal requires a performance evaluation system that acknowledges the contextual nature and complexities of the job. When deciding to include student academic progress in principal evaluation, divisions need to be aware of several implementation concerns:

- The increased focus on using student learning measures in principal evaluation may be new for some principals and their evaluators. Thus, there may be initial concerns to this change in evaluation practices.
- Testing programs in many states and school divisions do not fully reflect the taught curriculum, and it is important to choose multiple measures that reflect the intended curriculum.

- While the Virginia Department of Education has developed the capability to calculate student growth percentiles, they will only be calculated for teachers of grades 4-8 in reading and mathematics and in Algebra I through grade 9.

Virginia Law

Virginia law requires principals, assistant principals, and teachers to be evaluated using measures of student academic progress. Section 22.1-294 of the *Code of Virginia* (Probationary terms of service for principals, assistant principals and supervisors; evaluation; reassigning principal, assistant principal or supervisor to teaching position) states, in part, the following:

B. Each local school board shall adopt for use by the division superintendent clearly defined criteria for a performance evaluation process for principals, assistant principals, and supervisors that are consistent with the performance objectives set forth in the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents* as provided in § 22.1-253.13:5 and that includes, among other things, an assessment of such administrators' skills and knowledge; **student academic progress** and school gains in student learning; and effectiveness in addressing school safety and enforcing student discipline. The division superintendent shall implement such performance evaluation process in making employment recommendations to the school board pursuant to § 22.1-293.

Methods for Connecting Student Performance to Principal Evaluation

The *Uniform Performance Standards and Evaluation Criteria* incorporate student academic progress as a significant component of the evaluation while encouraging local flexibility in implementation. These guidelines recommend that student academic progress account for 40 percent of a principal's summative evaluation. There are three key points to consider in this model:

1. Student learning, as determined by multiple measures of student academic progress, accounts for a total of 40 percent of the evaluation.

2. For elementary and middle school principals:
   - At least 20 percent of the principal evaluation (half of the student academic progress measure) is comprised of the student growth percentiles in the school as provided by the Virginia Department of Education when the data are available and can be used appropriately.[27]
   - Another 20 percent of the principal evaluation (half of the student academic progress measure) should be measured using *Student Academic Progress Goals* with evidence that the alternative measure is valid. ***Note:*** Whenever possible, it is recommended that the second progress measure be grounded in validated, quantitative, objective measures, using tools already available in the school. These should include improvement in achievement measures (e.g., Standards of Learning assessment results, state benchmarks) for the school.

3. For high school principals: The entire 40 percent of the principal evaluation should be measured using *Student Academic Progress Goals* with evidence that the alternative measure is valid. These should include improvement in achievement measures (e.g., Standards of Learning assessment results, state benchmarks) for the school.

Student Growth Percentiles

Student growth percentiles (SGPs) provide student-level progress information for students. SGPs range from 1 to 99, where higher numbers represent higher relative progress and lower numbers represent lower progress, relative to students who have similar SOL test scores in the past. The statistical method works independently of SOL performance levels. Therefore, nearly all students for whom a student growth percentile is available, no matter the scores they earned on past SOL tests, have equal chances to demonstrate growth across the range of percentiles on the next year's test.

SGPs describe the percentile for ***change in achievement***, not absolute achievement.[a] Percentiles are values that express the percentage of cases that fall below a certain score. When applied to student achievement data, a student's SGP represents the percent of students who have similar prior academic achievement and who earned lower scores on the SOL test. For example, a student who earned an SGP of 90 on an SOL reading assessment earned a score that was as high as or higher than 90 percent of the other students statewide who had similar SOL score histories in reading. Only 10 percent of students with similar prior achievement histories earned higher scores. Similarly, a student who earned a student growth percentile of 25 on his/her mathematics SOL test earned a score that was as high or higher than 25 percent of the students statewide who had SOL score histories in mathematics, whereas 75 percent of students with similar SOL score histories earned higher scores.

For use in principal evaluation, it will be necessary for school divisions to aggregate the SGP data at the school level to determine a progress measure. The median SGP is the most appropriate single measure to determine typical growth in a school. The median SGP represents the midpoint in the distribution of student growth percentiles ─ half of students earned higher SGPs and half earned lower SGPs.

As shown in Table 1, VDOE has defined categories of growth levels to assist in interpreting the student growth percentile data.

Table 1: *Recommended interpretation of median growth percentiles when used in principal performance evaluation*

Range of median student growth percentile	Interpretation
< 35	The majority of students demonstrated low growth
35 to 65	The majority of students demonstrated moderate or higher growth*

[a] For more information, visit http://www.doe.virginia.gov/testing/scoring/student_growth_percentiles/index.shtml.

> 65	The majority of students demonstrated high growth

* This recommendation should only be applied after reviewing the distribution of the data. When a group of students has a median SGP between 35 and 65 but most of the students actually fall in the high and low growth categories ─ with few showing moderate growth ─ there would be a different interpretation that must be reflected in the growth indicator.

These categories were chosen based on evidence that interpretive categories are more stable over time when three categories are used.[b] Over time and with more experience with the data, school divisions may choose to use more categories (e.g., very low, low, moderate, high, very high) if evidence supports the reliability of the measure.

Before using the median SGP as 20 percent of a principal's evaluation, it is important to determine whether sufficient student growth percentile data are available to apply to the evaluation. Minimum requirements for sufficient data are:

- Data from at least 40 students are available, possibly from multiple years;
- Data from students are representative of students in the school; and
- Data from at least two years are available; three years should be reviewed whenever possible.

Figure 4.1 shows how SGPs should be incorporated into principals' performance evaluations when the above conditions are met. Note that when there are insufficient SGPs to be representative of students in the school, it may still be appropriate to use SGPs as one component of the evaluation of student academic progress but at a lower percentage; in such cases, other validated quantitative measures of growth should be incorporated.

[b] Measuring growth in student performance on MCAS: The growth model. Presentation from Robert Lee, Massachusetts Department of Education. Presentation to Virginia Stakeholders, November 2010.

Figure 4.1: *Guidance for Incorporating Multiple Measures of Student Academic Progress into Principal Performance Evaluations*

Principal	Application of Student Growth Percentiles	Other Measures of Student Growth and Achievement
Elementary School and Middle School	20 percent of the total evaluation based on student growth percentiles*	20 percent of the total evaluation based on other measures of student academic progress. • Quantitative measures already available in the school that are validated and provide measures of growth (as opposed to absolute achievement) should be given priority. • Goal setting should incorporate data from valid achievement measures (e.g., SOL assessment results, state benchmarks) that focus on school improvement whenever possible.
High School	Not applicable	40 percent of the total evaluation based on measures of student academic progress other than the SGP. • Quantitative measures already available in the school that are validated and provide measures of growth (as opposed to absolute achievement) should be given priority. However, school improvement in absolute achievement can be used as an indicator for overall student academic progress. • Goal setting should incorporate data from valid achievement measures (e.g., SOL assessment results, state benchmarks) that focus on school improvement whenever possible.

***** When there are not sufficient SGPs to be representative of students in the school, it may be appropriate to use student growth percentiles as one component of the student academic progress standard but at less than 20 percent of the full evaluation, incorporating other validated quantitative measures of growth.

Goal Setting

One approach to linking student academic progress to principal performance involves building the capacity for principals and their supervisors to interpret and use student achievement data to set target goals for student improvement. Setting goals ─ not just any goals, but goals set squarely on student performance ─ is a powerful way to enhance professional performance and, in turn, positively impact student academic progress. *Student Academic Progress Goal Setting* is designed to improve student learning.

In many cases, measures of student performance can be directly documented. A value-added or gain score approach can be summarized using the equation in Figure 4.2.

Figure 4.2: *Gain Score Equation*

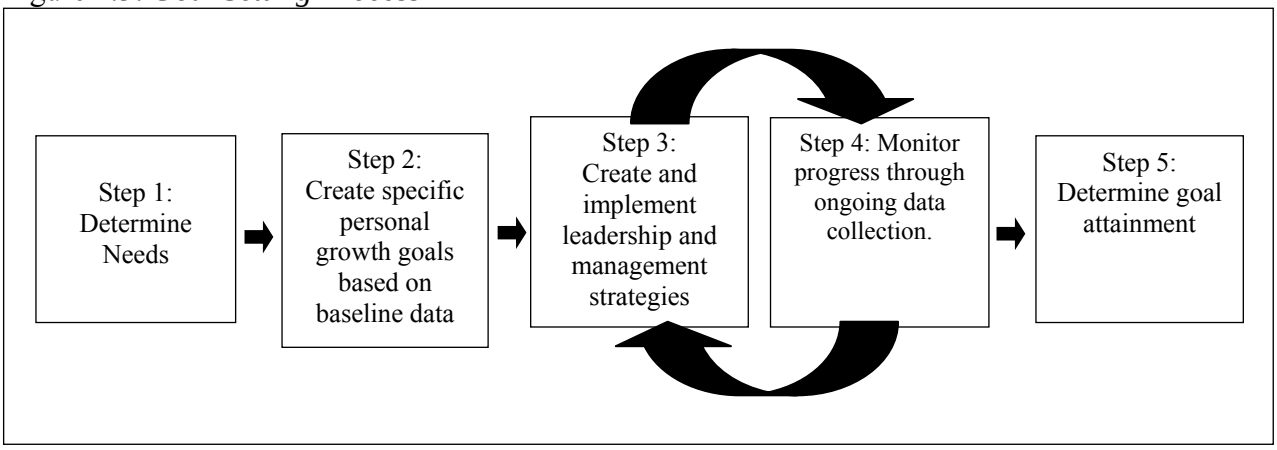
Student Learning End Result
- Student Learning Beginning Score
Student Gain Score

Goal Setting Process

Principals are responsible for setting professional growth goals that are tied directly to school improvement and improved student academic progress and/or to the school's strategic plans that are developed and updated regularly. The number of goals set should not be so numerous that there are too many goals to reach; therefore, diminishing the resources and focus brought to reaching each goal. The evaluator and the principal meet to discuss the baseline data and review the annual goals. New goals are identified each year. The goal should be customized for the particular school and its particular student population. The principal's and school goals should be aligned with division goals and the school improvement process. In fact, a strong school improvement process is synonymous to the goal setting process. The *Student Academic Progress Goal Setting Form* on the following pages may be used for developing and assessing each annual goal. Goals should be measured at the beginning of the year, at mid-year, and at the end of the year to determine the difference. In addition, there should be annual reporting and updates on annual goals and targets.

Goal setting involves several steps, beginning with knowing where students as a whole are in relation to what is expected of them. Then, principals can set specific, measurable goals based on both the demands of the curriculum and the needs of the students. The next part of the process is recursive in that the principal creates and implements strategies and monitors progress, and then makes adjustments to the strategies, as needed. Finally, a summative judgment is made regarding goal attainment over a specific period of time. Figure 4.3 depicts these steps.

Figure 4.3: *Goal Setting Process*[28]



Examples of Measures of Student Academic Progress

To be able to measure goal attainment, principals must identify valid measures of student academic progress appropriate to their school settings. Below are suggested focus areas for goal setting (not intended as an exhaustive list and each school division/school should determine valid measures that are appropriate for each unique school setting) that provide measures of student academic progress that focus on school improvement:

Possible Examples of Measures

- Pattern of improvement in SOL assessment pass rates
- Pattern of improvement in subgroup achievement on SOL assessments
- Pattern of improvement across grade levels on SOL assessments
- Decrease in achievement gaps between and among subgroups on SOL assessments
- Pattern of improvement in advanced pass rates on SOL assessments
- Decrease in the number/percent of children at risk of not learning to read by grade 3 (e.g., from fall to spring each year, reduce the percent of children failing to meet Phonological Awareness Literacy Screening [PALS] benchmarks for being on track to be proficient in reading by grade 3)
- Decrease in achievement gaps, as identified by PALS, between and among subgroups of students identified for reading intervention in grades K-2 and of students identified as meeting the High Benchmark status in spring of grade one
- Increase in the percentage of students meeting the PALS benchmark for Concept of Word in spring of kindergarten
- Increase in the percentage of students making at least one year's growth in Instructional Oral Reading Level, as measured by PALS or other valid reading assessments, in grades one through three
- Increase in the percentage of elementary students successfully meeting Curriculum Based Measurement benchmarks in English/reading, mathematics, science, and history and social science
- Decrease in the percentage of K-2 retentions by demonstrating more students are meeting or exceeding grade-level expectations
- Increase in the number/percent of students with disabilities meeting their Individualized Education Plan (IEP) goals
- Increase in the percentage of English Learners (ELs) making progress or proficiency on the English Language Proficiency assessment and increase the percentage of ELs achieving proficiency on English/reading and mathematics SOL assessments
- Pattern of improvement on formative assessments
- Pattern of increased percentage of first- through third-grade students reading on grade level

- Pattern of increased percentage of middle school students taking high school level courses
- Increase in examples of nonacademic core middle or high school classes or students receiving prestigious awards on a consistent basis (e.g., art, music, band, speech)
- Pattern of increased percentage of students who receive a high school diploma
- Increase in the number of students enrolled in college-level courses
- Pattern of increased number of students earning college credit while in high school
- Increase in the number/percentage of students in underperforming subgroups who enroll in college-level courses in high school
- Increase in the number/percentage of students in underperforming subgroups who earn college credit while in high school
- Increase in the number/percentage of students, particularly students from underperforming subgroups, who enroll in and are successful taking Algebra I by eighth grade
- Decrease in the percentage of students who leave eighth grade at risk of not graduating from high school with a Standard or Advanced Studies diploma
- Pattern of increased attainment of advanced diplomas
- Pattern of increased number of high school students earning career and technical industry certifications, state licenses, or successful national occupational assessment credentials
- Increase in the percent of students taking the SATs
- Increase in the percent of minority students taking Advanced Placement/dual enrollment courses
- Increase in the number/percent of students involved in one or more extracurricular activities

Quantitative measures of student academic progress based on validated achievement measures that already are being used locally should be the first data considered when determining local progress measures; other measures are recommended for use when two valid and direct measures of student academic progress are not available.

Developing Goals

Goals are developed early in the school year. The goals describe observable behavior and/or measurable results that would occur when a goal is achieved. The acronym SMART (Figure 4.4) is a useful way to self-assess a goal's feasibility and worth.

Figure 4.4: *Acronym for Developing Goals*

Specific:	The goal is focused.
Measurable:	An appropriate instrument/measure is selected to assess the goal.
Appropriate:	The goal is within the principal's control to effect change.
Realistic:	The goal is feasible for the principal and/or school.
Time limited:	The goal is contained within a single school year.

Submission of the Goal Setting Form

Principals complete a draft of their goals and schedule a meeting with their evaluators to look at the baseline data and discuss the proposed goal. Each year principals are responsible for submitting their goals to their evaluator early in the school year.

Mid-Year Review of Goal

A mid-year review of progress toward the goal is held for all principals. At the evaluator's discretion, this review may be conducted through peer teams or in another format that promotes discussion, collegiality, and reflection. The mid-year review should be held prior to March 1. It is the evaluator's responsibility to establish the format and select the time of the review.

End-of-Year Review of Goal

By the appropriate date, as determined by the evaluator, each principal is responsible for assessing the professional growth made on the goal and for submitting documentation to the evaluator. A principal may find it beneficial to draft the next year's goal as part of the reflection process in the event the goal has to be continued and/or revised. By mutual agreement, evaluators and individual principals may extend the due date for the end-of-year reviews in order to include the current year's data. In addition, as noted in the measures of academic achievement/growth noted on the previous page, data from previous years may be used to demonstrate a pattern toward attainment of goals.

SAMPLE Student Academic Progress Goal Setting Form

Directions: This form is a tool to assist principals in setting goals that result in measurable progress. There should be goals that directly relate to school improvement goals using student achievement results. All goals should address Standard 7: Student Academic Progress. Use a separate sheet for each goal.

Principal: _____

School: _____ **School Year:** _____

Evaluator: _____

I. School Profile (Describe the school setting and any unique circumstances impacting the school community as a whole.)	
II. Content/Subject/Field Area (Describe the area/topic addressed based on learner achievement, school achievement results, data analysis, or observational data.)	
III. Baseline Data (What does the current data show?)	☐ Data attached
IV. Goal Statement (Describe what you want learners/program to accomplish.)	

V. Means for Attaining Goal (Check the standard to which the strategies relate.)

☐ 1. Instructional Leadership ☐ 2. School Climate ☐ 3. Human Resources Management
☐ 4. Organizational Management ☐ 5. Communication and Community Relations
☐ 6. Professionalism ☒ 7. Student Academic Progress

Strategy	*Measurable By*	*Target Date*

VI. Mid-Year Review (Describe goal progress and other relevant data.)	Mid-year review conducted on_____ Initials _____ _____ Admin. Eval.
VII. End-of-Year Data Results (Describe accomplishments at the end of year.)	☐ Data attached

Initial Goal Submission (due by _____ to the evaluator)

Principal's Signature: _____ Date: _____

Evaluator's Signature: _____Date: _____

End-of-Year Review

☐ **Appropriate Data Received**

Did the strategies used and data provided demonstrate application of professional growth?
☐ **Yes** ☐ **No**

Principal's Signature: _____ Date: _____

Principal's Name: _____

Evaluator's Signature: _____ Date: _____

Evaluator's Name: _____

Part 5: Rating Principal Performance

The role of a principal requires a performance evaluation system that acknowledges the contextual nature and complexities of the job. For an evaluation system to be meaningful, it must provide its users with relevant and timely feedback. To facilitate this, evaluators should conduct both formative and summative evaluations of principals. While the superintendent has the ultimate responsibility for ensuring that the evaluation system is executed faithfully and effectively in the division, other division administrators may be designated by the evaluator to supervise, monitor, and assist with the multiple data source collection which will be used for these evaluations.

Interim Evaluation

Some principal evaluation systems include an interim or annual review, especially for beginning principals, in order to provide systematic feedback prior to the completion of a summative evaluation. The multiple data sources discussed in Part 3 are used to compile a *Principal Interim/Annual Performance Report* that indicates if a principal has shown evidence of each of the performance standards. The evaluator should share his or her assessment of the principal's performance by a given date (for example, the last school day before winter break). *Please note that the Principal Interim/Annual Performance Report is used to document evidence of meeting the seven standards, but does not include a rating of performance.* A sample *Principal Interim/Annual Performance Report* is provided on the next several pages. This form is optional, and its use should be decided on by the local school division.

SAMPLE Principal Interim/Annual Performance Report

Note: This is an optional report. Local school divisions should determine its use.

Directions: Evaluators use this form to maintain a record of evidence documented for each performance standard. Evidence can be drawn from informal observations, portfolio/document log review, and other appropriate sources. Evaluators may choose to use the "Evident" or "Not Evident" boxes provided under each standard to assist with documenting the principal's progress towards meeting the standard. This form should be maintained by the evaluator during the course of the evaluation cycle. This report is shared at a meeting with the principal held within appropriate timelines.

Principal: _____ Date: _____

Evaluator: _____

Strengths:

Areas of Improvement:

Principal's Signature: _____ Date: _____

Principal's Name: _____

Evaluator's Signature: _____ Date: _____

Evaluator's Name: _____

Performance Standard 1: Instructional Leadership
The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.

Sample Performance Indicators
Examples may include, but are not limited to:

The principal:

1.1 Leads the collaborative development and sustainment of a compelling shared vision for educational improvement and works collaboratively with staff, students, parents, and other stakeholders to develop a mission and programs consistent with the division's strategic plan.

1.2 Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to school improvement.

1.3 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.

1.4 Possesses knowledge of research-based instructional best practices in the classroom.

1.5 Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.

1.6 Provides teachers with resources for the successful implementation of effective instructional strategies.

1.7 Monitors and evaluates the use of diagnostic, formative, and summative assessment to provide timely and accurate feedback to students and parents, and to inform instructional practices.

1.8 Provides collaborative leadership for the design and implementation of effective and efficient schedules that protect and maximize instructional time.

1.9 Provides the focus for continued learning of all members of the school community.

1.10 Supports professional development and instructional practices that incorporate the use of achievement data and result in increased student progress.

1.11 Participates in professional development alongside teachers when instructional strategies are being taught for future implementation.

1.12 Demonstrates the importance of professional development by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams).

1.13 Evaluates the impact professional development has on the staff/school improvement and student academic progress.

Comments:

☐ Evident ☐ Not Evident

Performance Standard 2: School Climate
The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.

Sample Performance Indicators
Examples may include, but are not limited to:

The principal:

2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.

2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.

2.3 Utilizes shared decision-making and collaboration to build relationships with all stakeholders and maintain positive school morale.

2.4 Models and inspires trust and a risk-tolerant environment by sharing information and power.

2.5 Maintains a collegial environment and supports the staff through the stages of the change process.

2.6 Addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly-effective personnel.

2.7 Develops and/or implements a safe school plan that manages crisis situations in an effective and timely manner.

2.8 Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment that reflects state, division, and local school rules, policies, and procedures.

2.9 Develops and/or implements best practices in schoolwide behavior management that are effective within the school community and communicates behavior management expectations to students, teachers, and parents.

2.10 Is visible, approachable, and dedicates time to listen to the concerns of students, teachers, and other stakeholders.

2.11 Maintains a positive, inviting school environment that promotes and assists in the development of the whole student and values every student as an important member of the school community.

Comments:

☐ Evident ☐ Not Evident

Performance Standard 3: Human Resources Management
The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.

Sample Performance Indicators
Examples may include, but are not limited to:

The principal:

3.1 Actively participates in the selection process, where applicable, and assigns highly-effective staff in a fair and equitable manner based on school needs, assessment data, and local, state, and federal requirements.

3.2 Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.

3.3 Provides a mentoring process for all new and targeted instructional personnel, as well as cultivates leadership potential through personal mentoring.

3.4 Manages the supervision and evaluation of staff in accordance with local and state requirements.

3.5 Properly implements the teacher and staff evaluation systems, supports the important role evaluation plays in teacher and staff development, and evaluates performance of personnel using multiple sources.

3.6 Documents deficiencies and proficiencies, provides timely formal and informal feedback on strengths and weaknesses, and provides support, resources, and remediation for teachers and staff to improve job performance.

3.7 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic progress as a primary consideration.

3.8 Recognizes and supports the achievements of highly-effective teachers and staff and provides them opportunities for increased responsibility.

3.9 Maximizes human resources by building on the strengths of teachers and staff members and providing them with professional development opportunities to grow professionally and gain self-confidence in their skills.

Comments:

☐ Evident ☐ Not Evident

Performance Standard 4: Organizational Management
The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.

Sample Performance Indicators
Examples may include, but are not limited to:

The principal:

4.1 Demonstrates and communicates a working knowledge and understanding of Virginia public education rules, regulations, laws, and school division policies and procedures.

4.2 Establishes and enforces rules and policies to ensure a safe, secure, efficient, and orderly facility and grounds.

4.3 Monitors and provides supervision efficiently for the physical plant and all related activities through an appropriately prioritized process.

4.4 Identifies potential organizational, operational, or resource-related problems and deals with them in a timely, consistent, and effective manner.

4.5 Establishes and uses accepted procedures to develop short- and long-term goals through effective allocation of resources.

4.6 Reviews fiscal records regularly to ensure accountability for all funds.

4.7 Plans and prepares a fiscally responsible budget to support the school's mission and goals.

4.8 Follows federal, state, and local policies with regard to finances, school accountability, and reporting.

4.9 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in a smoothly operating workplace.

Comments:

☐ Evident ☐ Not Evident

Performance Standard 5: Communication and Community Relations
The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.

Sample Performance Indicators
Examples may include, but are not limited to:

The principal:

5.1 Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.

5.2 Communicates long- and short-term goals and the school improvement plan to all stakeholders.

5.3 Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.

5.4 Involves students, parents, staff and other stakeholders in a collaborative effort to establish positive relationships.

5.5 Maintains visibility and accessibility to students, parents, staff, and other stakeholders.

5.6 Speaks and writes consistently in an explicit and professional manner using standard oral and written English to communicate with students, parents, staff, and other stakeholders.

5.7 Provides a variety of opportunities for parent and family involvement in school activities.

5.8 Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.

5.9 Advocates for students and acts to influence local, division, and state decisions affecting student learning.

5.10 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.

Comments:

☐ Evident ☐ Not Evident

Performance Standard 6: Professionalism
The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.

Sample Performance Indicators
Examples may include, but are not limited to:

The principal:

6.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders and models these attributes on a daily basis.

6.2 Works within professional and ethical guidelines to improve student learning and to meet school, division, state, and federal requirements.

6.3 Maintains a professional appearance and demeanor.

6.4 Models professional behavior and cultural competency to students, staff, and other stakeholders.

6.5 Maintains confidentiality.

6.6 Maintains a positive and forthright attitude.

6.7 Provides leadership in sharing ideas and information with staff and other professionals.

6.8 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to promote and support the vision, mission, and goals of the school division.

6.9 Assumes responsibility for personal professional development by contributing to and supporting the development of the profession through service as an instructor, mentor, coach, presenter and/or researcher.

6.10 Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.

Comments:

☐ Evident ☐ Not Evident

Performance Standard 7: Student Academic Progress
The principal's leadership results in acceptable, measurable student academic progress based on established standards.

Sample Performance Indicators
Examples may include, but are not limited to:

The principal:

7.1 Collaboratively develops, implements, and monitors the school improvement plan that results in increased student academic progress.

7.2 Utilizes research-based techniques for gathering and analyzing data from multiple measures to use in making decisions related to student academic progress and school improvement.

7.3 Communicates assessment results to multiple internal and external stakeholders.

7.4 Collaborates with teachers and staff to monitor and improve multiple measures of student progress through the analysis of data, the application of educational research, and the implementation of appropriate intervention and enrichment strategies.

7.5 Utilizes faculty meetings, team/department meetings, and professional development activities to focus on student progress outcomes.

7.6 Provides evidence that students are meeting measurable, reasonable, and appropriate achievement goals.

7.7 Demonstrates responsibility for school academic achievement through proactive interactions with faculty/staff, students, and other stakeholders.

7.8 Collaboratively develops, implements, and monitors long- and short-range achievement goals that address varied student populations according to state guidelines.

7.9 Ensures teachers' student achievement goals are aligned with building-level goals for increased student academic progress and for meeting state benchmarks.

7.10 Sets benchmarks and implements appropriate strategies and interventions to accomplish desired outcomes.

Comments:

☐ Evident ☐ Not Evident

Summative Evaluation

Assessment of performance quality occurs only at the summative evaluation stage, which comes at the end of the evaluation cycle. The ratings for each performance standard are based on multiple sources of information and are completed only after pertinent data from all sources are reviewed. The integration of data provides the evidence used to determine the performance ratings for the summative evaluations for all principals.

There are two major considerations in assessing job performance during summative evaluation: 1) the actual performance standards, and 2) how well they are performed. The performance standards and performance indicators provide a description of well-defined expectations.

Definitions of Ratings

The rating scale provides a description of four levels of how well the standards (i.e., duties) are performed on a continuum from "Exemplary" to "Unacceptable." The use of the scale enables evaluators to acknowledge effective performance (i.e., "Exemplary" and "Proficient") and provides two levels of feedback for principals not meeting expectations (i.e., "Developing/Needs Improvement" and "Unacceptable"). The definitions in Figure 5.1 offer general descriptions of the ratings. *PLEASE NOTE: Ratings are applied to the seven performance standards and as an overall summative rating, not to performance indicators.*

Figure 5.1*: Definitions of Terms Used in Rating Scale*

Cat.	Description	Definition
Exemplary	The principal performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established performance standard and does so in a manner that exemplifies the school's mission and goals. This rating is reserved for performance that is truly exemplary and is demonstrated with significant student academic progress.	Exceptional performance: • sustains high performance over the evaluation cycle • empowers teachers and students and consistently exhibits behaviors that have a strong positive impact on student academic progress and the school climate • serves as a role model to others
Proficient	The principal meets the performance standard in a manner that is consistent with the school's mission and goals and has a positive impact on student academic progress.	Effective performance: • consistently meets the requirements contained in the job description as expressed in the evaluation criteria • engages teachers and exhibits behaviors that have a positive impact on student academic progress and the school climate • demonstrates willingness to learn and apply new skills
Developing/ Needs Improvement	The principal is starting to exhibit desirable traits related to the standard, but has not yet reached the full level of proficiency expected or the principal's performance is lacking in a particular area. The principal often performs less than required in the established performance standard or in a manner that is inconsistent with the school's mission and goals and results in below average student academic progress.	Below acceptable performance: • requires support in meeting the standards • results in less than expected quality of student academic progress • requires principal professional growth be jointly identified and planned between the principal and evaluator
Unacceptable	The principal consistently performs below the established performance standard or in a manner that is inconsistent with the school's mission and goals and results in minimal student academic progress.	Ineffective performance: • does not meet the requirements contained in the job description as expressed in the evaluation criteria • results in minimal student academic progress • may contribute to a recommendation for the employee not being considered for continued employment

How a Performance Rubric Works

Evaluators have two tools to guide their judgments for rating principals' performance for the summative evaluation: 1) the sample performance indicators, and 2) the performance rubric.

Sample Performance Indicators

Performance indicators are used in the evaluation system to identify, in observable behaviors, performance of the major job standards. They were introduced in Part 2, and examples are provided again in this section.

Performance Rubric

The performance rubric is a behavioral summary scale that describes acceptable performance levels for each of the seven performance standards. It states the measure of performance expected of principals and provides a general description of what a rating entails. The rating scale is applied to the summative evaluation of all principals. The performance rubrics guide evaluators in assessing *how well* a standard is performed. They are provided to increase reliability among evaluators and to help principals focus on ways to enhance their leadership practices. ***Please note: The rating of "Proficient" is the expected level of performance.*** *Additionally, the recommended performance rubrics presented here may be modified at the discretion of school division decision makers.*

Figure 5.2: *Example of a Performance Rubric*

Exemplary *In addition to meeting the requirements for Proficient...*	**Proficient** *Proficient is the expected level of performance.*	**Developing/ Needs Improvement**	**Unacceptable**
The principal actively and consistently employs innovative and effective leadership strategies that maximize student learning and result in a shared vision of teaching and learning that reflects excellence.	The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	The principal inconsistently fosters the success of students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to school improvement.	The principal does not foster the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to school improvement.

Performance Rubrics for Performance Standards

Principals are evaluated on the performance standards using the following performance appraisal rubrics:

Performance Standard 1: Instructional Leadership

The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

1.1 Leads the collaborative development and sustainment of a compelling shared vision for educational improvement and works collaboratively with staff, students, parents, and other stakeholders to develop a mission and programs consistent with the division's strategic plan.

1.2 Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to school improvement.

1.3 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.

1.4 Possesses knowledge of research-based instructional best practices in the classroom.

1.5 Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.

1.6 Provides teachers with resources for the successful implementation of effective instructional strategies.

1.7 Monitors and evaluates the use of diagnostic, formative, and summative assessment to provide timely and accurate feedback to students and parents, and to inform instructional practices.

1.8 Provides collaborative leadership for the design and implementation of effective and efficient schedules that protect and maximize instructional time.

1.9 Provides the focus for continued learning of all members of the school community.

1.10 Supports professional development and instructional practices that incorporate the use of achievement data and result in increased student progress.

1.11 Participates in professional development alongside teachers when instructional strategies are being taught for future implementation.

1.12 Demonstrates the importance of professional development by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams).

1.13 Evaluates the impact professional development has on the staff/school improvement and student academic progress.

Exemplary *In addition to meeting the requirements for Proficient...*	**Proficient** *Proficient is the expected level of performance.*	**Developing/ Needs Improvement**	**Unacceptable**
The principal actively and consistently employs innovative and effective leadership strategies that maximize student academic progress and result in a shared vision of teaching and learning that reflects excellence.	**The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.**	The principal inconsistently fosters the success of students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.	The principal does not foster the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.

Performance Standard 2: School Climate

The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.

2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.

2.3 Utilizes shared decision-making and collaboration to build relationships with all stakeholders and maintain positive school morale.

2.4 Models and inspires trust and a risk-tolerant environment by sharing information and power.

2.5 Maintains a collegial environment and supports the staff through the stages of the change process.

2.6 Addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly-effective personnel.

2.7 Develops and/or implements a safe school plan that manages crisis situations in an effective and timely manner.

2.8 Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment that reflects state, division, and local school rules, policies, and procedures.

2.9 Develops and/or implements best practices in schoolwide behavior management that are effective within the school community and communicates behavior management expectations to students, teachers, and parents.

2.10 Is visible, approachable, and dedicates time to listen to the concerns of students, teachers, and other stakeholders.

2.11 Maintains a positive, inviting school environment that promotes and assists in the development of the whole child/student, and values every child/student as an important member of the school community.

Exemplary *In addition to meeting the requirements for Proficient...*	**Proficient** *Proficient is the expected level of performance.*	**Developing/ Needs Improvement**	**Unacceptable**
The principal seeks out new opportunities or substantially improves existing programs to create an environment where students and stakeholders thrive and the rigor of academic expectations has significantly increased as evident through results.	**The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.**	The principal inconsistently promotes the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders.	The principal does not promote the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders.

Performance Standard 3: Human Resources Management

The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

3.1 Actively participates in the selection process, where applicable, and assigns highly-effective staff in a fair and equitable manner based on school needs, assessment data, and local, state, and federal requirements.

3.2 Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.

3.3 Provides a mentoring process for all new and targeted instructional personnel, as well as cultivates leadership potential through personal mentoring.

3.4 Manages the supervision and evaluation of staff in accordance with local and state requirements.

3.5 Properly implements the teacher and staff evaluation systems, supports the important role evaluation plays in teacher and staff development, and evaluates performance of personnel using multiple sources.

3.6 Documents deficiencies and proficiencies, provides timely formal and informal feedback on strengths and weaknesses, and provides support, resources, and remediation for teachers and staff to improve job performance.

3.7 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic progress as a primary consideration.

3.8 Recognizes and supports the achievements of highly-effective teachers and staff and provides them opportunities for increased responsibility.

3.9 Maximizes human resources by building on the strengths of teachers and staff members and providing them with professional development opportunities to grow professionally and gain self-confidence in their skills.

Exemplary *In addition to meeting the requirements for Proficient...*	**Proficient** *Proficient is the expected level of performance.*	**Developing/ Needs Improvement**	**Unacceptable**
The principal consistently demonstrates expertise in human resources management, which results in a highly-productive work force (e.g. highly satisfied stakeholders, increased student learning, teacher leaders).	**The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.**	The principal inconsistently assists with selection and induction and/or inconsistently supports, evaluates, and retains quality instructional and support personnel.	The principal inadequately assists with selection and induction, or inadequately supports, evaluates, and retains quality instructional and support personnel.

Performance Standard 4: Organizational Management

The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

4.1 Demonstrates and communicates a working knowledge and understanding of Virginia public education rules, regulations, laws, and school division policies and procedures.

4.2 Establishes and enforces rules and policies to ensure a safe, secure, efficient, and orderly facility and grounds.

4.3 Monitors and provides supervision efficiently for the physical plant and all related activities through an appropriately prioritized process.

4.4 Identifies potential organizational, operational, or resource-related problems and deals with them in a timely, consistent, and effective manner.

4.5 Establishes and uses accepted procedures to develop short- and long-term goals through effective allocation of resources.

4.6 Reviews fiscal records regularly to ensure accountability for all funds.

4.7 Plans and prepares a fiscally responsible budget to support the school's mission and goals.

4.8 Follows federal, state, and local policies with regard to finances, school accountability, and reporting.

4.9 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in a smoothly operating workplace.

Exemplary *In addition to meeting the requirements for Proficient...*	**Proficient** *Proficient is the expected level of performance.*	**Developing/ Needs Improvement**	**Unacceptable**
The principal is highly effective at organizational management and demonstrating proactive decision-making, coordinating efficient operations, and maximizing available resources.	**The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.**	The principal inconsistently supports, manages, or oversees the school's organization, operation, or use of resources.	The principal inadequately supports, manages, or oversees the school's organization, operation, or use of resources.

Performance Standard 5: Communication and Community Relations

The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

5.1 Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.

5.2 Communicates long-and short-term goals and the school improvement plan to all stakeholders.

5.3 Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.

5.4 Involves students, parents, staff and other stakeholders in a collaborative effort to establish positive relationships.

5.5 Maintains visibility and accessibility to students, parents, staff, and other stakeholders.

5.6 Speaks and writes consistently in an explicit and professional manner using standard oral and written English to communicate with students, parents, staff, and other stakeholders.

5.7 Provides a variety of opportunities for parent and family involvement in school activities.

5.8 Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.

5.9 Advocates for students and acts to influence local, division, and state decisions affecting student learning.

5.10 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.

Exemplary *In addition to meeting the requirements for Proficient...*	**Proficient** *Proficient is the expected level of performance.*	**Developing/ Needs Improvement**	**Unacceptable**
The principal proactively seeks and creates innovative and productive methods to communicate and engage effectively with stakeholders.	**The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.**	The principal inconsistently communicates or infrequently collaborates on issues of importance to stakeholders.	The principal demonstrates inadequate or detrimental communication or collaboration with stakeholders.

Performance Standard 6: Professionalism

The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

6.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders and models these attributes on a daily basis.

6.2 Works within professional and ethical guidelines to improve student learning and to meet school, division, state, and federal requirements.

6.3 Maintains a professional appearance and demeanor.

6.4 Models professional behavior and cultural competency to students, staff, and other stakeholders.

6.5 Maintains confidentiality.

6.6 Maintains a positive and forthright attitude.

6.7 Provides leadership in sharing ideas and information with staff and other professionals.

6.8 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to promote and support the vision, mission, and goals of the school division.

6.9 Assumes responsibility for personal professional development by contributing to and supporting the development of the profession through service as an instructor, mentor, coach, presenter and/or researcher**.**

6.10 Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.

Exemplary *In addition to meeting the requirements for Proficient...*	**Proficient** *Proficient is the expected level of performance.*	**Developing/ Needs Improvement**	**Unacceptable**
The principal demonstrates professionalism beyond the school division through published works, formal presentation(s), and/or formal recognition(s) or award(s).	**The principal fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.**	The principal is inconsistent in demonstrating professional standards, engaging in continuous professional development, or in contributing to the profession.	The principal shows disregard for professional standards and ethics and/or engaging in continuous professional development, or contributing to the profession.

Performance Standard 7: Student Academic Progress

The principal's leadership results in acceptable, measurable student academic progress based on established standards.

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

7.1 Collaboratively develops, implements, and monitors the school improvement plan that results in increased student academic progress.

7.2 Utilizes research-based techniques for gathering and analyzing data from multiple measures to use in making decisions related to student academic progress and school improvement.

7.3 Communicates assessment results to multiple internal and external stakeholders.

7.4 Collaborates with teachers and staff to monitor and improve multiple measures of student progress through the analysis of data, the application of educational research, and the implementation of appropriate intervention and enrichment strategies.

7.5 Utilizes faculty meetings, team/department meetings, and professional development activities to focus on student progress outcomes.

7.6 Provides evidence that students are meeting measurable, reasonable, and appropriate achievement goals.

7.7 Demonstrates responsibility for school academic achievement through proactive interactions with faculty/staff, students, and other stakeholders.

7.8 Collaboratively develops, implements, and monitors long- and short-range achievement goals that address varied student populations according to state guidelines.

7.9 Ensures teachers' student achievement goals are aligned with building-level goals for increased student academic progress and for meeting state benchmarks.

7.10 Sets benchmarks and implements appropriate strategies and interventions accomplish desired outcomes.

Exemplary *In addition to meeting the requirements for Proficient...*	**Proficient** *Proficient is the expected level of performance.*	**Developing/ Needs Improvement**	**Unacceptable**
In addition to meeting the standard, the principal's leadership results in a high level of student academic progress with all populations of learners.	**The principal's leadership results in acceptable, measurable, student academic progress based on established standards.**	The principal's leadership results in student academic progress that inconsistently meets the established standard.	The principal's leadership consistently results in inadequate student academic progress.

Performance Rubrics and Summative Evaluation

Evaluators make judgments about performance of the seven performance standards based on all available evidence. After collecting information gathered through multiple data sources, the evaluator applies the four-level rating scale to evaluate a principal's performance on all standards for the summative evaluation. Therefore, the summative evaluation represents where the "preponderance of evidence" exists, based on various data sources. A sample *Principal Summative Performance Report* is provided later in this document. The results of the evaluation must be discussed with the principal at a summative evaluation conference.

Summative evaluations should be completed in compliance with the *Code of Virginia* and school division policy. Summative ratings should apply the rating for each of the seven performance standards, with the most significant weight given to Standard 7 - Student Academic Progress. This document suggests that school divisions weight each of the first six standards equally at 10 percent, and that Standard 7 account for 40 percent of the evaluation. In determining the final summative rating, the following approach could be used:

1. Apply numbers 1 (Unacceptable) through 4 (Exemplary) to the rating scale
   Exemplary = 4
   Proficient = 3
   Developing/Needs Improvement = 2
   Unacceptable = 1;

2. Calculate the weighted contribution of each standard to the summative evaluation; and

3. Add the weighted contribution to achieve the final summative evaluation.

The following tables provide two examples of how this approach would apply.

Example of Weighted Calculations for Principal Performance Evaluation

Principal Performance Standard	Performance Rating	Points	Weight	Weighted Total (Points x Weight)
Standard 1	Exemplary	4	1	4
Standard 2	Proficient	3	1	3
Standard 3	Proficient	3	1	3
Standard 4	Proficient	3	1	3
Standard 5	Proficient	3	1	3
Standard 6	Exemplary	4	1	4
Standard 7	Exemplary	4	4	16
Cumulative Summative Rating				**36**

Principal Performance Standard	Performance Rating	Points	Weight	Weighted Total (Points x Weight)
Standard 1	Proficient	3	1	3
Standard 2	Developing/Needs Improvement	2	1	2
Standard 3	Proficient	3	1	3
Standard 4	Proficient	3	1	3
Standard 5	Proficient	3	1	3
Standard 6	Developing/Needs Improvement	2	1	2
Standard 7	Proficient	3	4	12
Cumulative Summative Rating				**28**

Divisions will have to determine the range of scores within the Cumulative Summative Rating that are indicative of "Exemplary," "Proficient," "Developing/Needs Improvement," and "Unacceptable" performance. The Department of Education will provide guidelines for school divisions.

SAMPLE Principal Summative Performance Report

Directions: Evaluators use this form prior to providing the principal with an assessment of performance. The principal should be given a copy of the form at the end of each evaluation cycle.

Principal: _____ School Year(s): _____
School: _____

Performance Standard 1: Instructional Leadership
The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.

Sample Performance Indicators
Examples may include, but are not limited to:

The principal:

1.1 Leads the collaborative development and sustainment of a compelling shared vision for educational improvement and works collaboratively with staff, students, parents, and other stakeholders to develop a mission and programs consistent with the division's strategic plan.

1.2 Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to school improvement.

1.3 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.

1.4 Possesses knowledge of research-based instructional best practices in the classroom.

1.5 Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.

1.6 Provides teachers with resources for the successful implementation of effective instructional strategies.

1.7 Monitors and evaluates the use of diagnostic, formative, and summative assessment to provide timely and accurate feedback to students and parents, and to inform instructional practices.

1.8 Provides collaborative leadership for the design and implementation of effective and efficient schedules that protect and maximize instructional time.

1.9 Provides the focus for continued learning of all members of the school community.

1.10 Supports professional development and instructional practices that incorporate the use of achievement data and result in increased student progress.

1.11 Participates in professional development alongside teachers when instructional strategies are being taught for future implementation.

1.12 Demonstrates the importance of professional development by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams).

1.13 Evaluates the impact professional development has on the staff/school improvement and student academic progress.

Comments:

RATING: ☐ Exemplary ☐ Proficient ☐ Developing/Needs Improvement ☐ Unacceptable

Performance Standard 2: School Climate
The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.

Sample Performance Indicators
Examples may include, but are not limited to:

The principal:

2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.

2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.

2.3 Utilizes shared decision-making and collaboration to build relationships with all stakeholders and maintain positive school morale.

2.4 Models and inspires trust and a risk-tolerant environment by sharing information and power.

2.5 Maintains a collegial environment and supports the staff through the stages of the change process.

2.6 Addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly-effective personnel.

2.7 Develops and/or implements a safe school plan that manages crisis situations in an effective and timely manner.

2.8 Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment that reflects state, division, and local school rules, policies, and procedures.

2.9 Develops and/or implements best practices in schoolwide behavior management that are effective within the school community and communicates behavior management expectations to students, teachers, and parents.

2.10 Is visible, approachable, and dedicates time to listen to the concerns of students, teachers, and other stakeholders.

2.11 Maintains a positive, inviting school environment that promotes and assists in the development of the whole student and values every student as an important member of the school community.

Comments:

RATING: ☐ **Exemplary** ☐ **Proficient** ☐ **Developing/Needs Improvement** ☐ **Unacceptable**

Performance Standard 3: Human Resources Management
The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.

Sample Performance Indicators
Examples may include, but are not limited to:

The principal:

3.1 Actively participates in the selection process, where applicable, and assigns highly-effective staff in a fair and equitable manner based on school needs, assessment data, and local, state, and federal requirements.

3.2 Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.

3.3 Provides a mentoring process for all new and targeted instructional personnel, as well as cultivates leadership potential through personal mentoring.

3.4 Manages the supervision and evaluation of staff in accordance with local and state requirements.

3.5 Properly implements the teacher and staff evaluation systems, supports the important role evaluation plays in teacher and staff development, and evaluates performance of personnel using multiple sources.

3.6 Documents deficiencies and proficiencies, provides timely formal and informal feedback on strengths and weaknesses, and provides support, resources, and remediation for teachers and staff to improve job performance.

3.7 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic progress as a primary consideration.

3.8 Recognizes and supports the achievements of highly-effective teachers and staff and provides them opportunities for increased responsibility.

3.9 Maximizes human resources by building on the strengths of teachers and staff members and providing them with professional development opportunities to grow professionally and gain self-confidence in their skills.

Comments:

RATING: ☐ **Exemplary** ☐ **Proficient** ☐ **Developing/Needs Improvement** ☐ **Unacceptable**

Performance Standard 4: Organizational Management
The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.

Sample Performance Indicators
Examples may include, but are not limited to:

The principal:

4.1 Demonstrates and communicates a working knowledge and understanding of Virginia public education rules, regulations, laws, and school division policies and procedures.

4.2 Establishes and enforces rules and policies to ensure a safe, secure, efficient, and orderly facility and grounds.

4.3 Monitors and provides supervision efficiently for the physical plant and all related activities through an appropriately prioritized process.

4.4 Identifies potential organizational, operational, or resource-related problems and deals with them in a timely, consistent, and effective manner.

4.5 Establishes and uses accepted procedures to develop short- and long-term goals through effective allocation of resources.

4.6 Reviews fiscal records regularly to ensure accountability for all funds.

4.7 Plans and prepares a fiscally responsible budget to support the school's mission and goals.

4.8 Follows federal, state, and local policies with regard to finances, school accountability, and reporting.

4.9 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in a smoothly operating workplace.

Comments:

RATING: ☐ Exemplary ☐ Proficient ☐ Developing/Needs Improvement ☐ Unacceptable

Performance Standard 5: Communication and Community Relations
The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.

Sample Performance Indicators
Examples may include, but are not limited to:
The principal:

5.1 Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.

5.2 Communicates long- and short-term goals and the school improvement plan to all stakeholders.

5.3 Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.

5.4 Involves students, parents, staff and other stakeholders in a collaborative effort to establish positive relationships.

5.5 Maintains visibility and accessibility to students, parents, staff, and other stakeholders.

5.6 Speaks and writes consistently in an explicit and professional manner using standard oral and written English to communicate with students, parents, staff, and other stakeholders.

5.7 Provides a variety of opportunities for parent and family involvement in school activities.

5.8 Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.

5.9 Advocates for students and acts to influence local, division, and state decisions affecting student learning.

5.10 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.

Comments:

RATING: ☐ **Exemplary** ☐ **Proficient** ☐ **Developing/Needs Improvement** ☐ **Unacceptable**

Performance Standard 6: Professionalism
The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.

Sample Performance Indicators
Examples may include, but are not limited to:
The principal:

6.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders and models these attributes on a daily basis.

6.2 Works within professional and ethical guidelines to improve student learning and to meet school, division, state, and federal requirements.

6.3 Maintains a professional appearance and demeanor.

6.4 Models professional behavior and cultural competency to students, staff, and other stakeholders.

6.5 Maintains confidentiality.

6.6 Maintains a positive and forthright attitude.

6.7 Provides leadership in sharing ideas and information with staff and other professionals.

6.8 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to promote and support the vision, mission, and goals of the school division.

6.9 Assumes responsibility for personal professional development by contributing to and supporting the development of the profession through service as an instructor, mentor, coach, presenter and/or researcher.

6.10 Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.

Comments:

RATING: ☐ **Exemplary** ☐ **Proficient** ☐ **Developing/Needs Improvement** ☐ **Unacceptable**

Performance Standard 7: Student Academic Progress
The principal's leadership results in acceptable, measurable student academic progress based on established standards.

Sample Performance Indicators
Examples may include, but are not limited to:
The principal:

7.1 Collaboratively develops, implements, and monitors the school improvement plan that results in increased student academic progress.

7.2 Utilizes research-based techniques for gathering and analyzing data from multiple measures to use in making decisions related to student academic progress and school improvement.

7.3 Communicates assessment results to multiple internal and external stakeholders.

7.4 Collaborates with teachers and staff to monitor and improve multiple measures of student progress through the analysis of data, the application of educational research, and the implementation of appropriate intervention and enrichment strategies.

7.5 Utilizes faculty meetings, team/department meetings, and professional development activities to focus on student progress outcomes.

7.6 Provides evidence that students are meeting measurable, reasonable, and appropriate achievement goals.

7.7 Demonstrates responsibility for school academic achievement through proactive interactions with faculty/staff, students, and other stakeholders.

7.8 Collaboratively develops, implements, and monitors long- and short-range achievement goals that address varied student populations according to state guidelines.

7.9 Ensures teachers' student achievement goals are aligned with building-level goals for increased student academic progress and for meeting state benchmarks.

7.10 Sets benchmarks and implements appropriate strategies and interventions to accomplish desired outcomes.

Comments:

RATING: ☐ **Exemplary** ☐ **Proficient** ☐ **Developing/Needs Improvement** ☐ **Unacceptable**

Overall Evaluation Summary (based on cumulative summative rating range decided by school division):
Include comments here

☐ **Exemplary**

☐ **Proficient**

☐ **Developing/Needs Improvement**

☐ **Unacceptable**

☐ **Recommended for placement on a *Performance Improvement Plan*. (One or more standards are *Unacceptable*, or two or more standards are *Developing/Needs Improvement*.)**

Commendations:

Areas Noted for Improvement:

Principal Improvement Goals:

Evaluator's Name	Principal's Name
Evaluator's Signature	Principal's Signature (Principal's signature denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.)
Date	Date
Superintendent's Name	
Superintendent's Signature	Date

Part 6: Improving Principal Performance

Supporting principals is essential to the success of schools. Many resources are needed to assist principals in growing professionally. Sometimes additional support is required to help principals develop so that they can meet the performance standards for their school.

There are two tools that may be used at the discretion of the evaluator. The first is the *Support Dialogue*, a division-level discussion between the evaluator and the principal. It is an optional process to promote conversation about performance in order to address specific needs or desired areas for professional growth. The second is the *Performance Improvement Plan* which has a more formal structure and is used for notifying a principal of performance that *requires* improvement due to less-than-proficient performance.

The tools may be used independently of each other. Figure 6.1 highlights key differences between the two processes.

Figure 6.1: *Two Tools to Increase Professional Performance*

	Support Dialogue	**Performance Improvement Plan**
Purpose	For principals who could benefit from targeted performance improvement OR who would like to systematically focus on his or her own performance growth	For principals whose work is in the "developing/needs improvement" "unacceptable" categories
Initiates Process	Evaluator or principal	Evaluator
Documentation	Form Provided: None Memo or other record of the discussion/ other forms of documentation at the division level	Form Required: *Performance Improvement Plan* Division level Superintendent is notified
Outcomes	Performance improvement is documented with the support dialogue continued at the discretion of the evaluator or the principal In some instances, little or no progress – the employee may be moved to a *Performance Improvement Plan*.	Sufficient improvement – recommendation to continue employment Inadequate improvement, recommendation to continue on *Performance Improvement Plan* OR dismiss the employee

Support Dialogue

The *Support Dialogue* is initiated by evaluators or principals at any point during the school year for use with personnel whose professional practice would benefit from additional support. It is designed to facilitate discussion about the area(s) of concern and ways to address those concerns. The *Support Dialogue* process should not be construed as applying to poor performing principals. The option for a *Support Dialogue* is open to any principal who desires assistance in a particular area.

During the initial conference, both parties share what each will do to support the principal's growth (see sample prompts in Figure 6.2) and decide when to meet again. To facilitate the improvements, they may choose to fill out the optional *Support Dialogue Form* on the following page. After the agreed-upon time to receive support and implement changes in professional practice has elapsed, the evaluator and principal meet again to discuss the impact of the changes (see sample follow-up prompts in Figure 6.2).

Figure 6.2: *Sample Prompts*

Sample Prompts for the Initial Conversation

What challenges have you encountered in addressing _____ (tell specific concern)?
What have you tried to address the concern of _____ (tell specific concern)?
What support can I or others in the division provide you?

Sample Prompts for the Follow-Up Conversation

Last time we met, we talked about _____ (tell specific concern). What has gone well?
What has not gone as well?

The entire *Support Dialogue* process is intended to be completed in a relatively short time period (for example, within a six-week period) as it offers targeted support. If the *Support Dialogue* was initiated by a principal seeking self-improvement, the evaluator and the principal may decide at any time either to conclude the process or to continue the support and allocate additional time or resources.

For principals for whom the evaluator initiated the *Support Dialogue*, the desired outcome would be that the principal's practice has improved to a proficient level. In the event that improvements in performance are still needed, the evaluator makes a determination either to extend the time of the *Support Dialogue* because progress has been made, or to allocate additional time or resources. If the necessary improvement is not made, the employee must be placed on a *Performance Improvement Plan*. Once placed on a *Performance Improvement Plan* the employee will have a specified time period (for example, 90 calendar days) to demonstrate that the identified deficiencies have been corrected.

SAMPLE: Support Dialogue Form *(optional)*

Directions: Principals and evaluators may use this form to facilitate discussion on areas that need additional support. This form is optional.

What is the area of targeted support?

What are some of the issues in the area that are causing difficulty?

What strategies have you already tried, and what was the result?

What new strategies or resources might facilitate improvement in this area?

Principal's Signature: _____Date: _____

Principal's Name: _____

Evaluator's Signature: _____ Date: _____

Evaluator's Name: _____

Performance Improvement Plan

If a principal's performance does not meet the expectations established by the school division, the principal will be placed on a *Performance Improvement Plan*. A *Performance Improvement Plan* is designed to support a principal in addressing areas of concern through targeted supervision and additional resources. It may be used by an evaluator at any point during the year for a principal whose professional practice would benefit from additional support. Additionally, a *Performance Improvement Plan* is implemented if one of the following scenarios occurs at the end of any data collection period:

- a principal receives two or more "Not Evident" ratings at the interim review;
- a rating of "Developing/Needs Improvement" on two or more performance standards; or
- a rating of "Unacceptable" on one or more performance standards or an overall rating of "Unacceptable."

Implementation of Performance Improvement Plan

When a principal is placed on a *Performance Improvement Plan,* the evaluator must:

a) provide written notification to the principal of the area(s) of concern that need(s) to be addressed;

b) formulate a *Performance Improvement Plan* in conjunction with the principal; and

c) review the results of the *Performance Improvement Plan* with the principal within established timelines.

Assistance may include:

- support from a professional peer or supervisor;
- conferences, classes, and workshops on specific topics; and/or
- other resources to be identified.

Resolution of Performance Improvement Plan

Prior to the evaluator making a final recommendation, the evaluator meets with the principal to review progress made on the *Performance Improvement Plan*, according to the timeline. The options for a final recommendation include:

a) Sufficient improvement has been achieved; the principal is no longer on a *Performance Improvement Plan* and is rated "Proficient."

b) Partial improvement has been achieved but more improvement is needed; the principal remains on a *Performance Improvement Plan* and is rated "Developing/Needs Improvement."

c) Little or no improvement has been achieved; the principal is rated "Unacceptable."

When a principal is rated "Unacceptable," the principal may be recommended for dismissal. If not dismissed, a new *Performance Improvement Plan* will be implemented. Following completion of the *Performance Improvement Plan*, if the principal is rated "Unacceptable" a second time, the principal will be recommended for dismissal.

Request for Review of an "Unacceptable" Rating

The principal may request a review of the evidence in relation to an "Unacceptable" rating received on a Summative Evaluation or, as a result of a *Performance Improvement Plan*, in accordance with the policies and procedures of the school division.

SAMPLE: Performance Improvement Plan Form

(Required for a Principal Placed on a Performance Improvement Plan)

Principal: _____ **School:** _____

Evaluator: _____ **School Year:**_____

Performance Standard Number	Performance Deficiencies Within the Standard to be Corrected	Resources/Assistance Provided; Activities to be Completed by the Employee	Target Dates

The principal's signature denotes receipt of the form, and acknowledgment that the evaluator has notified the employee of unacceptable performance.

Principal's Name: _____

Principal's Signature: _____ Date Initiated: _____

Evaluator's Name: _____

Evaluator's Signature: _____ Date Initiated: _____

Results of Performance Improvement Plan[a]

Performance Standard Number	Performance Deficiencies Within the Standard to be Corrected	Comments	Review Dates

Final recommendation based on outcome of Performance Improvement Plan:

- ☐ The performance deficiencies have been satisfactorily corrected: The principal is no longer on a *Performance Improvement Plan*.
- ☐ The deficiencies were not corrected. The principal is recommended for dismissal.

Principal's Name:_____

Principal's Signature: _____ Date Reviewed: _____
Signature denotes the review occurred, not necessarily agreement with the final recommendation.

Evaluator's Name: _____

Evaluator's Signature: _____ Date Reviewed: _____

[a] These sections are to be completed collaboratively by the evaluator and the principal. Pages may be added, if needed.

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Endnotes

[1] Portions of this section were adapted from principal evaluation handbooks published in various states, copyright [2010] by J. H. Stronge. Adapted with permission.

[2] Branch, G., Hanushek, E., & Rivkin, S. (2009). p. 1.

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[7] The usage of the terms "effective" and "ineffective" is consistent with that used in professional literature. These terms are not intended to connote particular technical definitions.

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[27] At the time that this document was completed, VDOE was developing the capability to calculate student growth percentiles. Information about student growth percentiles will be provided, when available.

[28] Stronge, J. H. & Grant, L. H. (2008).

Attachment B

Research Synthesis of Virginia Principal Evaluation Competencies and Standards

James H. Stronge, Ph.D.
College of William and Mary
Williamsburg, Virginia
jhstro@wm.edu

with
Lauri M. Leeper, Ph.D.
College of William and Mary

February 23, 2012

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SECTION 1

INTRODUCTION

Synthesis on Extant Research Related to Virginia Principal Evaluation Standards

The school principal's role has evolved over the past two decades. In addition to the largely management responsibilities of the past, today's principals are expected to lead their schools with the ultimate goal of increasing student learning while helping staff to grow professionally. What was once a largely managerial role has evolved to reflect the necessity of both management and leadership roles. Though the responsibilities are large, effective principals can and do address, prioritize, balance, and carry out these responsibilities.

The Virginia Principal Evaluation System is comprised of a set of common standards that reflect the qualities of effective principals. The purpose of these standards is to specify performance expectations in each of the seven performance areas. The ultimate goal is to support principal growth and development. By monitoring, analyzing, and identifying areas of strength and areas for growth within these comprehensive standards, principals and their supervisors can be assured that principal performance is continually enhanced and refined. In other words, leadership development is an ongoing and valued aspect of the Virginia Principal Evaluation System.

Virginia Principal Performance Standards address the *what* and the *how* of each standard—*what* the standard is, and *how* it is evidenced. This report supplies the *why* by providing an empirical review of the relevant research related to each of the Virginia Uniform Performance Principal Standards.

SECTION 2

AN OVERVIEW OF THE EXTANT RESEARCH RELATED TO EACH PRINCIPAL PERFORMANCE STANDARD

Performance Standard 1: Instructional Leadership

The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.

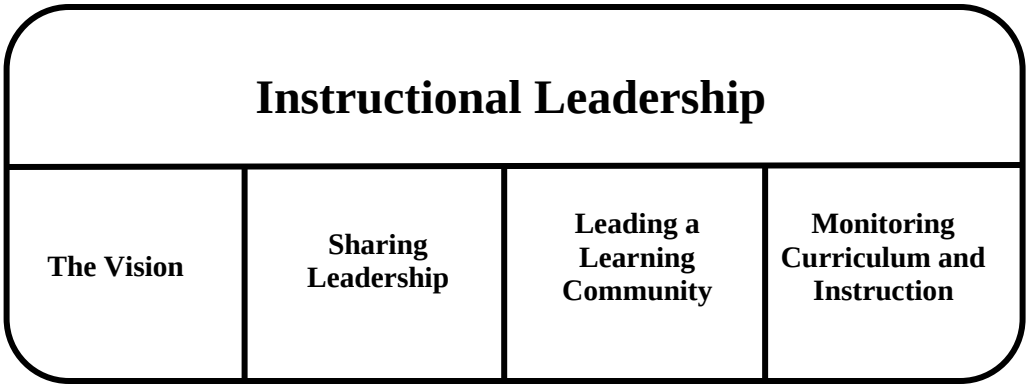
What does instructional leadership mean?

In general terms, instructional leadership is a focus on factors that promote and support teaching and learning.[1] More than ever, with the advent of stringent state and national learning standards, principals must concentrate on components that lead to student success and school improvement. Research indicates that instructional leaders do impact student achievement, though indirectly.[2] Thus, it behooves principals to prioritize their instructional role as one of critical importance.

What does research say about instructional leadership as it relates to school principals?

Effective instructional leaders focus their efforts on school improvement and student success. They do this in several ways. Creating a vision for the school community is a necessary first step. Sharing leadership so that responsibilities are distributed goes far in creating a cohesive team that has a stake in success as the outcome. Leading a learning community helps to ensure the principal demonstrates the importance of continual staff growth and development. Finally, effective principals monitor curriculum and instruction.

Figure 1. Instructional Leadership Responsibilities



Creating a Vision. Effective, forward-thinking principals understand that creating a vision is at the heart of what they do; a first step that becomes the impetus through which all future decisions, goals, and dreams are funneled.[3] They also understand that if a vision is to reach fruition it must be inspiring enough to be embraced by others within the organization: it must become a shared vision.[4]

Principals of high achieving schools are clear about the school's vision and goals.[5] A shared vision helps guide all in the school community to the destination—student success and school improvement. From the vision, goals for learning are established. Buy-in to both the vision and the learning goals is important—the savvy principal understands this and seeks commitment from the school community.[6] An example may help to illustrate the importance of shared vision.

Providence-St. Mel is a high achieving K-12 school serving urban, African American students. Located on Chicago's west side, 100 percent of its graduating students have been accepted to four-year colleges for the past 25 years. One of the findings noted by researchers is that principals "worked hard to create a common vision of the school, one that definitely plays out in every classroom."[7] Teachers embrace the vision and the learning goals believing that these are instrumental to the success enjoyed by their students.

Various research studies on high-achieving schools find that principals play an important role in building and sustaining the school's vision:

- High-achieving schools have principals who communicate to all that the school's most important mission is learning.[8]
- High-achieving schools have principals who believe that established school goals are attainable.[9]
- High-achieving schools have principals who expect that both teachers and students can meet established goals.[10]

Sharing Leadership. Sharing leadership is not to be confused with delegating responsibilities or garnering extra help. Rather, it can be defined broadly "as teachers' influence over and participation in schoolwide decisions."[11] Effective principals understand the value of

collaborative effort in successfully realizing the common vision. They realize that in order to meet instructional goals, they need buy-in from the staff.[12] By sharing leadership, the principal acknowledges that everyone has important contributions to make. Further, providing opportunities for stakeholders to participate in decision making about issues affecting them and that they are knowledgeable about, is an affirmation of the integral role they play in goal accomplishment.[13] Capitalizing on the leadership and instructional strengths of other staff members is smart leadership.

Strong leadership is necessary for turnaround in struggling schools. Principals chart a direction and influence others to stay the course to meet organizational goals. Principals who help develop teacher leaders are strengthening their school's instructional program.

Research indicates that principals who tap the expertise of the school's teacher leaders are beneficiaries of the following:

- Teacher leaders positively affect change from the classroom when they inquire about school improvement and then participate in answering the question.[14]
- As teacher leaders work with principals toward school improvement, they provide valuable insights and ideas.[15]
- Teacher leaders willingly take on additional tasks and responsibilities that are not required of classroom teachers that benefit the school and other teachers within it.[16]
- Principals who develop and tap the expertise of teacher leaders and refocus their emphasis on learning throughout the school improvement effort are more successful than those who do not.[17]

Leading a Learning Community. Learning is a lifelong process. Effective principals take the lead in promoting professional growth and learning for both themselves and their staffs. Two primary functions around which schools are organized include: (1) teaching and learning, and (2) organizing for teaching and learning.[18] Communicating this focus to every stakeholder in the school community is a crucial principal responsibility.

Principals who prioritize student learning are successful.[19] Prioritizing student learning means paying attention to and communicating the importance of curriculum, instruction, and assessment. This is where principals focus their instructional attention. It also means being visible in and around the school.[20] When staff see principals out and about, interested in the daily goings-on, they see principals who are engaged and involved.

In order to promote the practices that lead to effective teaching and mastery learning, principals not only plan and organize professional development, they also participate in the process. They become learners alongside their staffs. Barth commented that the principal as learner "is critical because there is a striking connection between learning and collegiality."[21] Effective principals recognize the value of collaborative participation in the learning community as a way to build trust, collective responsibility, and to further the goal of improved student learning.[22]

Principals realize that keeping abreast of and informing staff about current research and practice is critical to school success. They emphasize and communicate that schools are learning communities and they provide both formal and informal opportunities for collaborative learning.[23]

Research regarding effective principals and their role in leading the learning community includes the following:

- Effective principals participate in learning alongside their staffs.[24]
- Effective principals ensure learning opportunities are afforded to all members of their staffs.[25]
- Principals of successful schools provide meaningful staff development.[26]

Monitoring Curriculum and Instruction. Effective principals focus on curriculum and instruction. Monitoring teacher practice helps to identify instructional strengths and weaknesses. Principals are aware of instructional practices in their school buildings, are knowledgeable about the curriculum standards, and ensure that they are taught.[27] Principals trust their teachers to effectively implement instruction but visit classrooms regularly to observe the results of that instruction.[28]

In effective schools, principals are able to judge the effectiveness of teaching and serve as role models for expected behaviors of school staff.[29] The emphasis on teaching and learning means that principals consciously limit activities that diminish instructional time.[30] They allocate resources based on identified need which may include: materials, staffing, and staff development.[31] They encourage teacher reflection regarding instructional practices and their impact on student achievement.[32]

Research related to principals' roles in monitoring curriculum and instruction indicates the following:

- Both teachers and principals believe it important that someone is positioned to guide the curriculum and to make decisions about staff development needs.[33]
- Effective principals ensure continuity in the school instructional program.[34]
- Principals must spend time in classrooms to monitor instructional programs, curriculum implementation, and the quality of instructional practices.[35]

Performance Standard 2: School Climate

The principal promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.

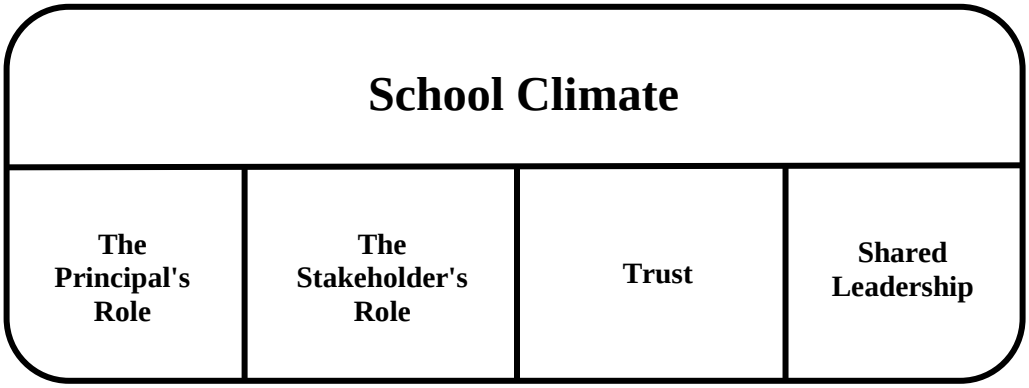
What does school climate mean?

In general terms, school climate "is the relatively enduring quality of the school environment that is experienced by participants, affects their behavior, and is based on their collective perception about behavior in schools."[36] More simply put, school climate "refers to the social and working relationships of staff and principals."[37] When you enter the school's front office, how does it feel? As you walk down the halls, what behaviors do you notice? What is the energy level of teachers and students in classrooms? Does the school community work as a team? All of these questions relate to school climate. These and many other factors affect the climate in a school.

What does research say about school climate as it relates to school principals?

School climate affects everyone in the school community. Enlisting the support of all stakeholders is an important first step on the road to establishing and maintaining a positive climate. Since school climate influences student outcomes, staff satisfaction, and overall school morale, principals should identify and implement practices that foster a positive climate.

Figure 2. School Climate Responsibilities



The Principal's Role. School climate and student performance are linked. A positive school climate focused on student learning is correlated to student achievement.[38] Successful schools have a school climate that is significantly more positive than their less successful counterparts.[39] Since principals play a pivotal role in fostering and sustaining school climate, it behooves them to concentrate effort in this area.[40] To maintain a positive school climate, principals should:

- Enlist the assistance of school community members (students, parents, staff, and community members) in helping to create a safe and positive learning environment.[41]
- Model respect and high expectations for all community members.[42]
- Share decision-making to maintain high school morale.[43]
- Maintain a current crisis and conflict action plan and implement it as necessary.[44]

- Cultivate a positive learning environment by using knowledge of the school community (social, cultural, leadership, and political dynamics).[45]

The Stakeholder's Role. Stakeholder involvement in school success is well-documented. Kythreodis and Pashiardis note that positive parent-school relations are one of ten factors in successful school leadership.[46] Building professional relationships between school principals and staff is one of the critical principal responsibilities cited by Marzano and colleagues in a meta-analysis of school leadership research.[47] Parent and community outreach is identified by Cotton as an essential trait of effective principals.[48] Effective principals build positive relations between the parent and the school, build professional relationships with the staff, and provide outreach to parents and the greater community.

When applied to school principals, the adage "no man is an island" is most apropos. Shared decision-making and collaboration strengthen rather than dilute leadership capacity in a school community. Creating a positive and safe learning environment is a job for all—students, parents, staff, and central office personnel. Relationships matter. Time taken to build relationships paves the way for productive gatherings that move forward in the right direction. As stakeholders work to reach consensus around school norms and expectations, the savvy principal ensures all voices are heard. Importantly, within this collaborative effort, is the need to focus on and never lose sight of the vision and school goals.[49] It is the responsibility of the principal to maintain the focus and the forward momentum.

The research surrounding principal and stakeholder involvement in school climate indicates the following:

- Principals possess the authority, power, and position to impact school climate.[50]
- A positive relationship that exists between school climate and leadership affects overall school effectiveness.[51]
- Fundamentally important to establishing and maintaining school success is the importance of stakeholder involvement and relationship building.[52]

Trust. Trust is a precursor to success in any relationship—be it organizational or individual. If members of a school community are distrustful of others' motives and actions, that community will most certainly fail. Moreover, anxiety, isolation, and estrangement are correlated with the absence of trust.[53] The effective school principal leads from a position of trust—modeled and fostered daily in the school environment.[54] Principals desiring a trustful environment can cultivate one by sharing information, power, and decision-making with teachers.[55]

Everyone in the organization benefits when trust abounds. Schools with high levels of trust are more open to new ideas, more likely to reach out to the community, and commit to organizational goals.[56] Teachers demonstrate greater professionalism when principals evidence trust and when they adopt a professional rather than a bureaucratic orientation.[57] Students are the recipients of higher levels of teacher trust when trust is a prevailing culture trait within a school faculty.[58] Multiple studies indicate that increased collaboration, improved academic productivity, and risk-tolerant climates are positively associated with trust in schools.[59] As is evidenced by the research base, trust between members of a school community benefits all members.

There are many facets of trust. Some of these include: benevolence, competence, honesty, openness, and reliability.[60] Principals can demonstrate these qualities and inspire trust in others in many ways. Just a few of these include:

- Making the time to listen to others;[61]
- Asking others for input from members of the school community;[62]
- Making decisions that foster student safety and achievement;[63]
- Being visible and participating in school activities; and[64]
- Supporting staff as both professionals and individuals.[65]

Shared Leadership. As the role of the principal has evolved from a primarily managerial one to both managerial and instructional, duties and responsibilities have increased. In order to meet the demands of the job it is increasingly necessary to share leadership. Paradoxically, when principals give power away they oftentimes become more powerful.[66] This enables them to narrow their focus and concentration to factors that contribute directly to school effectiveness.

Shared leadership has been defined as "multiple sources of guidance and direction, following the contours of expertise in an organization, made coherent through a common culture."[67] In essence, shared leadership results in the creation of multiple leaders within a school. It affects principals and stakeholders in different ways. For the principal, it lightens the load and provides support. For the stakeholder, it highlights the important role that everyone has in guiding and directing the school community toward the vision and goals. When decision-making becomes a team effort, the principal is more fully able to act as diagnostician and facilitator—identifying issues and resources necessary to address the issues.[68] With this structure, the principal does not relinquish responsibility, rather he/she promotes others, encourages shared decision making and builds relationships.[69] All of this contributes to a positive school climate.

The research surrounding school climate and shared leadership includes these findings:

- In effective schools, principals distribute administrative tasks and create multiple leaders.[70]
- Shared leadership has a positive effect on school improvement and reading achievement.[71]
- Shared leadership has a positive effect on school improvement and math achievement.[72]

Performance Standard 3: Human Resources Management

The principal fosters effective human resources management through the selection, induction, support, evaluation, and retention of quality instructional and support personnel.

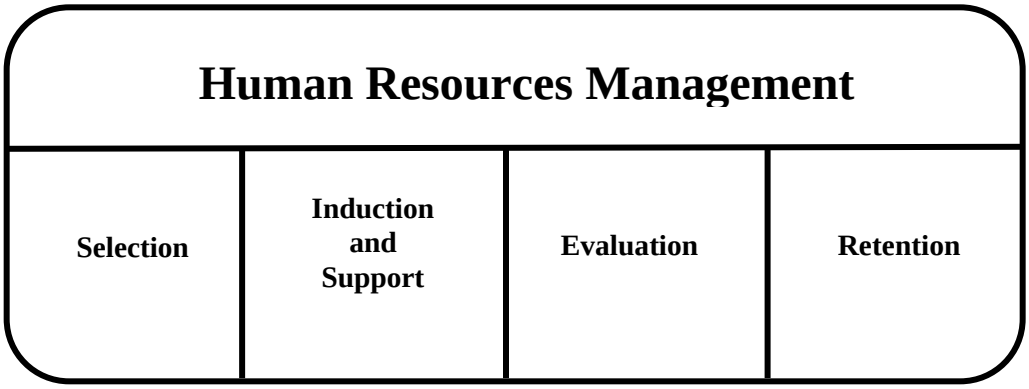
What does human resources management mean?

In general terms, human resources management encompasses "selecting quality teachers and staff, inducting and supporting new teachers, mentoring novice teachers, providing professional growth opportunities, and retaining quality staff."[73]

What does research say about human resources management as it relates to school principals?

Effective principals understand that one of their most important responsibilities is the selection, induction, support, evaluation, and retention of quality instructional and staff personnel.[74] They also understand that supporting, affirming, and finding opportunities for teachers and staff to grow professionally affects the bottom line, student achievement.[75] Targeting the right people to the right position is critical, and effective principals take this responsibility seriously.[76] As stated by Horng and Loeb, "school principals can have a tremendous effect on student learning through the teachers they hire, how they assign those teachers to classrooms, how they retain teachers, and how they create opportunities for teachers to improve."[77]

Figure 3. Human Resources Management Responsibilities



A study by Beteille, Kalogrides, and Loeb found that:

- School principals' organizational management practices—particularly, in the area of personnel management—appear to play a critical role in improving schools.
- Effective schools retain higher-quality teachers and remove lower-quality teachers.
- Teachers who work in more effective schools improve more rapidly than do those in less effective ones.[78]

Selection. Taking the time to make careful personnel selection decisions pays dividends later on. The principal's impact on school effectiveness may be indirect, but selecting quality teachers has a direct effect on student outcomes. Equally important is the careful selection of support staff.

Portin and colleagues note that principals in their study talked about the impact of support staff on the climate of the school.[79]

A study of 90/90/90 school principals is illustrative. These schools are composed of a student body of at least 90 percent minority, 90 percent receive free or reduced lunch, and the passing rate on standardized achievement tests is 90 percent or better. One of the factors cited in beating the odds is their "mindful allocation of staffing resources."[80] Setting schools up for success means principals staff their schools with quality instructional and staff personnel. Such is the case at these schools.

Additional findings from various research studies indicate:

- Principals trained in research-based hiring practices are more likely to use those practices in teacher interviews and selection. Practices include: multiple interviewers, prepared questions, and scoring rubrics.[81]
- Effective principals understand the school district's hiring system and use this knowledge to acquire the best qualified people for the positions they seek to fill.[82]

Induction and Support. Quality induction programs positively impact teacher retention.[83] "*Induction* is the process of systematically training and supporting new teachers, beginning before the first day of school and continuing through the first two or three years of teaching."[84] Principals have an important role to play in fostering and sustaining these programs. With high teacher turnover rates showing no signs of abatement, the savvy principal provides as much systematic training and support to teachers as is needed throughout induction. Wong outlines overarching objectives of induction programs.[85] These objectives include: (1) easing the transition into teaching, (2) improving classroom management and instruction, (3) promoting the district's culture, and (4) increasing teacher retention rate.

In a review of 15 research studies on induction programs, Ingersoll and Strong identified several interesting findings:[86]

- Beginning teachers who participate in induction have higher satisfaction, commitment, or retention than those who do not participate.
- Beginning teachers who participate in induction have more on-task students and viable lesson plans than those who do not participate.
- Beginning teachers who participate in induction are more likely to use effective student questioning practices and are more likely to adjust classroom activities to meet students' interests than those who do not participate.
- Beginning teachers who participate in induction are more likely to maintain a positive classroom atmosphere and demonstrate successful classroom management than those who do not participate.
- Beginning teachers who participate in induction have students with higher test scores or demonstrate greater gains on academic achievement tests than those who do not participate.

There are practices that principals can adopt that reduce new teacher turnover rates.[87] Smith and Ingersoll culled data from the Schools and Staffing Survey (SASS), administered by the National Center for Education Statistics. The statistics included all beginning teachers in the United States during the 1999-2000 academic year. Several factors appeared to affect turnover and retention rates. Researchers found that matching mentors and mentees by teaching specialty—subject or grade level—appeared to reduce turnover rate. Establishing a common planning time for collaboration was effective in reducing turnover. Finally, being part of an external network of teachers also reduced turnover. It behooves principals to keep these ideas in mind as they work to induct and support new teachers. Providing a culture of support where new teachers are supported by all staff can reduce new teacher attrition.[88]

Evaluation. The two major purposes of teacher/staff evaluation are professional growth and performance accountability. Though viewed by some as mutually exclusive, Stronge argues that:

> there is room in evaluation systems for both accountability and performance improvement purposes. Indeed, evaluation systems that reflect both accountability and personal growth dimensions are not only desirable but also necessary for evaluation to productively serve the needs of individuals and the community at large.[89]

The National Education Policy Center advocates an evaluation system that "targets both continual improvement of the teaching staff and timely dismissal of teachers who cannot or will not improve."[90] An effective system meets both of these objectives.

If teacher evaluation is to benefit teachers, principals must consider ways to improve the evaluation process so that it is marked by quality characteristics.[91] These characteristics include: positive climate, clear communications, teachers/staff and principals committed to the evaluation, and practices that are technically sound.

A positive climate is one characterized by mutual trust. "Evaluation conducted in an environment that fosters mutual trust between evaluator (representing the institution) and evaluatees holds the greatest potential for benefiting both parties."[92] A second characteristic is clear communication between teachers and principals during the evaluative process. Two-way communications where both parties are encouraged and able to share ideas and interpretations fosters mutual understanding. Principals and teachers committed to teacher evaluation is a third quality characteristic that can improve a teacher evaluation process. When principals are committed to the teacher evaluation system and prioritize their commitment, the evaluation process becomes a vehicle for teacher growth and improvement. Since effective teachers impact student achievement, a teacher evaluation system that improves teacher effectiveness can serve as a tool for increasing student achievement. Principals can demonstrate this priority by setting aside time and focusing attention on the evaluative process and by allocating resources that support the evaluation system and teacher improvement practices.[93] Finally, principals should ensure their evaluative practices are technically sound. This means principals participate in training to build knowledge and understanding of the teacher/staff evaluation system.[94]

Research related to these quality characteristics is summarized:

- Teachers/staff who participate more fully in the evaluation conference are more satisfied with both the conference and the principal than those who participate less.[95]
- More trustworthy relationships are built by principals who balance caring and high expectations than relationships characterized by high caring and low expectations or low caring and high expectations. Balance is key.[96]
- Teacher involvement at every level of the evaluation process is a requirement for an effective evaluation system.[97]

Multiple data sources inform understanding in every context. Teacher/staff evaluation is no different. Using multiple data sources or measurement tools increases information about teacher/staff effectiveness and thus provides a more fully rounded picture of teacher/staff levels of competency. Moreover, the use of different measurement tools can offset weaknesses found in others. Evaluation tools that are used without proper training can impact the validity of an evaluation.[98]

Teacher observation is the measurement tool used most often by principals during the teacher evaluation process. A study of measurement tools by Goe, Bell, and Little identified both strengths and weaknesses. Observations are feasible and can provide useful information. However, observations provide limited information because of the narrow focus on instructional delivery and classroom management. The whole of teachers' work—e.g., instructional planning, student assessment, professional development—is left unexamined.[99] The National Education Policy Center advocates multiple measures to include: classroom observation, instructional artifacts, portfolios, teacher self-reports, student surveys, and value-added assessment.[100] Though each has strengths and weaknesses, when combined, they can provide a holistic view of teacher/staff performance. This, in turn, provides the principal with both quantitative and qualitative data to fully inform the evaluation product.

Effective school principals understand the division guidelines of the personnel evaluation system. The following are research findings related to evaluation:

- School principals affect student learning primarily by hiring and supporting high-quality teachers and staff.[101]
- Effective principals hire, support, and retain good teachers while removing less-effective teachers.[102]
- School principals' abilities in performing evaluation affect the ability to remove teachers due to incompetence.[103]
- Remediating or removing low-performing teachers is the responsibility of the school principal.[104]
- Effective principals continue to document deficiencies while working to help struggling teachers so that they have the necessary documentation should dismissal become necessary. [105]

Retention. Approximately one-third of new teachers leave teaching during their first three years.[106] Within five years, one-half of new teachers leave the field. Providing an induction program and support for new teachers helps to reduce that rate and keeps new teachers in the classroom.[107] Principals can impact teacher loss in their schools. Supporting a systematic induction program is beneficial and a win-win strategy for all involved.

Marshak and Klotz identify specific actions principals can take to support new teachers.[108] The first three goals focus on the school and the division. Mentors, supported by principals, help new teachers to:

- become familiar with the school's culture, traditions, and rituals;
- learn more about the community's goals for education; and
- gain insight into district and school policies and procedures.

Instructionally, principals support new teachers by:

- assisting with instructional issues, such as helping new teachers learn to adjust delivery based on student need;
- helping new teachers build more skill in challenging students to think on a higher level and providing higher-level learning experiences; and
- assisting and supporting new teachers as they develop the necessary skills needed to collect, analyze, and apply data instructionally to increase student learning.

Principals also support new teachers by:

- encouraging and helping them to integrate new technologies to enhance instruction;
- supporting and encouraging ongoing collaborative efforts within and among grade levels and subject areas; and
- educating and supporting new teachers so that their instruction is aligned with state and national standards thereby ensuring students are taught what will be tested.

Performance Standard 4: Organizational Management

The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.

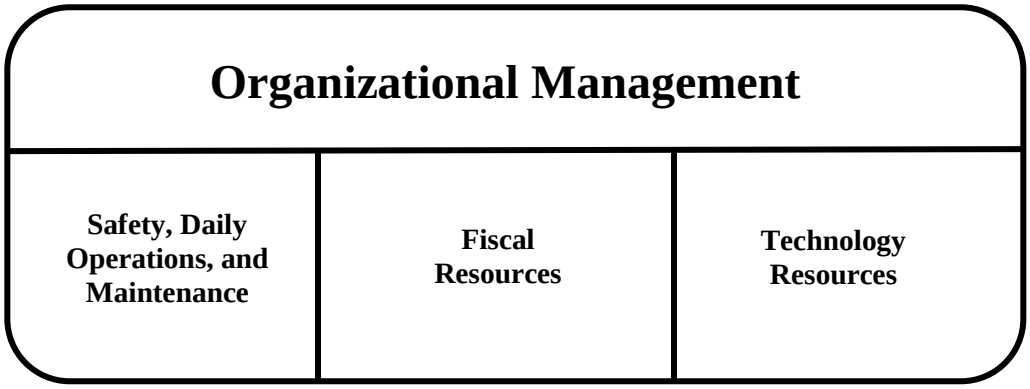
What does organizational management mean?

In general terms, organizational management pertains to those responsibilities relating to the functioning of the school. These include, but are not limited to: (1) coordinating a safe and orderly school environment, daily operations, and facility maintenance, (2) using data in organization management, (3) seeking and managing fiscal resources, and (4) organizing and managing technology resources.[109]

What does research say about organizational management as it relates to school principals?

Organizational management is a primary responsibility of the school principal. A smoothly functioning school requires a principal's focused time and effort on those factors that keep it running so. More than anything else, the school must first be a safe and positive learning environment for all. School principals are charged to ensure this.[110] However, they have other duties and responsibilities. They use data to inform decisions and to plan strategies for school improvement. School principals are also responsible for budgetary matters pertaining to the school. And, in more and more schools, technology plays a central role in teaching and learning. Principals must organize and manage their technology resources. If a school is to function efficiently and effectively careful thought and committed time must be allocated to each of these areas.

Figure 4. Organizational Management Responsibilities



School Safety, Daily Operations, and Facility Maintenance. The effective principal addresses each of these three areas realizing they can impact a smoothly functioning school. Each is addressed in turn.

School Safety. A school principal prioritizes safety of students and staff above all else. Routines and procedures are created and implemented to ensure a safe, orderly, and positive environment. In their meta-analysis of 69 empirical studies on school leadership, Marzano and colleagues

identified order as one of 21 responsibilities of principals. More specifically, they noted evidenced behaviors to include:

- Established routines regarding orderly school operations, which are understood and followed by staff.
- Established structures, rules, and procedures, provided and reinforced to the staff.
- Established structures, rules, and procedures, provided and reinforced to the students.[111]

Likewise, Cotton's research confirms that maintenance of a safe and orderly school environment is a priority of effective principals.[112] Cotton found that effective principals have behavior policies that are established with solicited input from staff and students. They set clear expectations for student behavior. Discipline is fairly and consistently enforced. Finally, teachers are granted authority to maintain the established discipline policies. Additionally, Cotton noted that crisis management plans are in place and current, and a trained school crisis management team is on board and ready to handle situations effectively.

Daily Operations and Facility Management. Principals complete a wide range of tasks on any given day. Some may seem unrelated to student outcomes. However, Lashway contends that even mundane tasks can affect student outcomes.[113] For instance, heating and cooling problems can certainly affect classrooms and student learning. It behooves the principal to keep the school running efficiently so that maximum learning occurs.

Master schedules, usually an administrative task, can impact student learning outcomes. Thoughtful and careful consideration while scheduling can result in more time for instruction.[114] Scheduling that maximizes blocks of instructional time, and decreases "wasted time," is beneficial to all. Building in co-teaching opportunities benefits both students with special needs and others as teaching capacity is doubled. More needs can be met when principals include key personnel in the collaborative creation of a master schedule.[115]

Seeking and Managing Fiscal Resources. The school principal is charged with responsible management of resources. This requires a thorough understanding of local school board and state policy.[116] It also requires a cycle of actions to plan and oversee the budget.

Resources include materials—books and equipment—but also included in the definition are opportunities for staff development and professional collaboration.[117] Sometimes managing resources requires creativity to maximize teaching and learning. Research indicates that:

- Effective school principals use resources creatively to improve teaching and learning.[118]
- Strong organizational managers are effective in allocating budgets and resources.[119]
- Schools showing academic improvement are more likely to have strong organizational managers.[120]

Organizing and Managing Technology Resources. As schools increase technology capabilities and applications, principals are expected to organize and manage those resources effectively. Principals must concern themselves with technology issues related to: instructionally appropriate allocation, equity, sustainability, and training. To facilitate student learning and staff

productivity, technology must be accessible and in working order. In addition, smart school principals hire technology staff who fully understand how best to capitalize on and exploit technology use for teaching and learning.

In a case study of 14 schools implementing technology use in both reading and mathematics, schools that achieved learning gains with technology were characterized in this way:[121]

- Schools provided support for implementation.
- Instructional vision between principals and teachers concerning how best to implement software use was consistent.
- Principal support included scheduling access to equipment and collaborative planning time for teachers to co-learn about the technology.
- Teachers collaborated and supported one another on the use of the technology.

Performance Standard 5: Communication and Community Relations

The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.

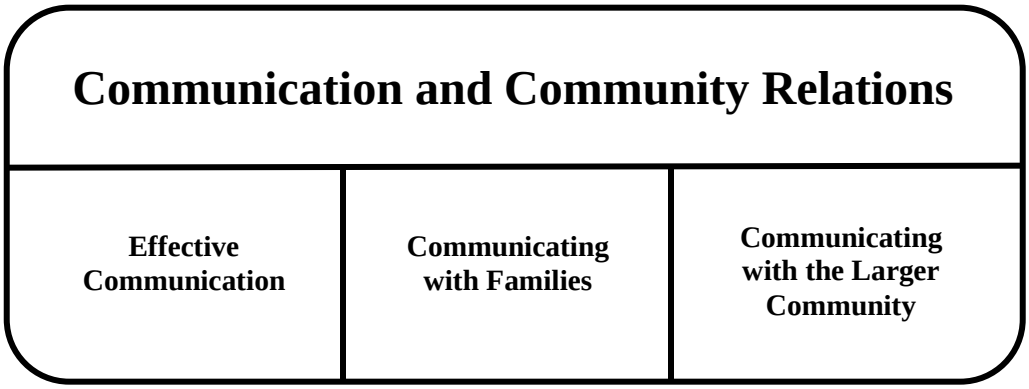
What does communication and community relations mean?

In general terms, communicating and community relations "consists of staff members' personal relations with colleagues, students, parents, and the larger community."[122]

What does research say about communication as it relates to school principals?

Communicating clearly and establishing strong relations with the community are critical school principal responsibilities. Increasingly, principals find themselves not only responsible to faculty, staff, and students but also responsible to parents, policy makers, and the larger community. Effective principals unite these various stakeholders into a cohesive group moving toward the same quality goal: educating children and raising student performance.[123] One of the ways they do this is through relationship building and effective communications. Effective principals understand they do not act in a vacuum; they realize the importance of bringing stakeholders into the mix in a collaborative decision-making model. Moreover, they reach out to stakeholders on a continual basis.[124]

Figure 5. Communication and Community Relations Responsibilities



Effective Communication. Effective school principals foster communication with and between all school constituents on an ongoing basis.[125] They realize they do not have all the answers. They are good listeners and value the opportunity to hear alternate views on topics.

Today's technologies offer an array of communication possibilities and opportunities.[126] Porterfield and Carnes advocate the use of both traditional and new media to open the lines of communication to build parent and community trust. They offer five suggestions for improving communications: [127]

(1) Make communications planning a top priority.

Communication planning should be a consideration whenever new programs are designed, test dates changed, or rules revised. Questions principals should ask themselves are: (a) Who should know about these changes? and (b) How do we assure they know? The answers to these questions ensure that all the affected parties are identified and a plan for communicating changes is in place. In other words, the authors advocate school principals, "get out ahead of the story, put your frame around it, and plan ahead."[128]

(2) Leave the office and network with others.

Networking builds relationships by increasing mutual understanding. It can include: being available to news agencies, attending committee meetings of special groups (e.g., special education and gifted education), breakfasting with PTA officers, and meeting with faculty liaison groups. This demonstrates that the principal values these groups and is anxious to listen to their viewpoints and issues of concern.

(3) Be aware of the different audiences served.

School principals serve varied constituencies. They have different interests and concerns. Do not lump all parents into one category; they are not monolithic. Ensure that employees are the first to hear of changes, that they hear the whole story, and they fully understand the ramifications. Then enlist their support to market the changes to parents and community members.

(4) Invite naysayers to work with you.

Look for those who find fault. Enlist them in efforts to realize the vision. Listen to their arguments and try to appreciate their views. When critics are invited in and become familiar with the school environment, relationships are built and new understanding is often forged. This is a way to become a team rather than adversaries.

(5) Be strategic with available technology.

Become familiar with how the school community receives its information. Parents under 50 oftentimes get news from online sources rather than printed newspapers. Survey parents to find out and then focus communication efforts in these areas.

Communicating with Families. It behooves all school principals to involve parents in the school community. Principals who reach out to involve parents and community members are more successful than others.[129] These principals articulate the school vision to parents.

In a series of focus groups and a nationally representative survey of 1,006 parents of current and recent high school students from urban, suburban, and rural communities, Bridgeland et al. note that among other findings: (1) high-performing schools do a better job of communicating with parents, (2) high-performing schools are more likely to be perceived as encouraging parental

involvement, (3) parents of students in low-performing schools are much less likely than their peers to talk with their children's teachers, and (4) high-performing schools are more likely than low-performing schools to notify and engage parents if their child is having performance issues at school.[130]

A review of existing literature on parental involvement found that some types of involvement benefit the school directly:

- Telling parents that their involvement and support greatly enhances their children's school progress.
- Fostering parent involvement from the time that students first enter school.
- Teaching parents that they are role models for reading behavior.
- Developing parent programs that are focused on instruction.
- Working to engage parents of disadvantaged students.
- Emphasizing that parents are partners of the school and that the school values their involvement.[131]

Communicating with the Larger Community. School principals serve as advocates of their schools. As such, it is their responsibility to "communicate a positive image of their schools."[132] Support from mass media sources is important; therefore, principals should develop positive relationships with various media outlets. According to a study by Brookings Institution, Americans want news coverage of their public schools. This means school principals must "learn how to navigate the new digital ecosystem."[133] Some of the suggestions include: developing relationships with journalists, creating in-house news networks focusing on positive school outcomes, and connecting local stories to national studies and trends. Reaching out to the media strengthens school vision and develops relationships undergirded by shared purpose and mutual support.[134]

Schools are part of a larger community network. Their effectiveness is in part influenced by these other agencies. School principals can garner resources, enlist support, and form relationships that are mutually beneficial. Forming partnerships can assist in furthering the school vision to the larger community and can directly benefit students and teachers.

In a study of partnering benefits, two Ontario secondary schools heavily involved in community partnerships served as the sample. Conclusions drawn about partnering benefits include: educators met the needs of their students and programs that could not be addressed in the school; partnering provided material, financial, and social support; principals obtained district resources unavailable to other schools; and the schools' reputations within the communities were raised. Partnering with outside agencies can benefit students, teachers, programs, and participating agencies.[135]

Performance Standard 6: Professionalism

*The principal fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession***.**

What does professionalism mean?

In general terms, professionalism is defined as "the conduct, aims, or qualities that characterize or mark a profession or a professional person."[136]

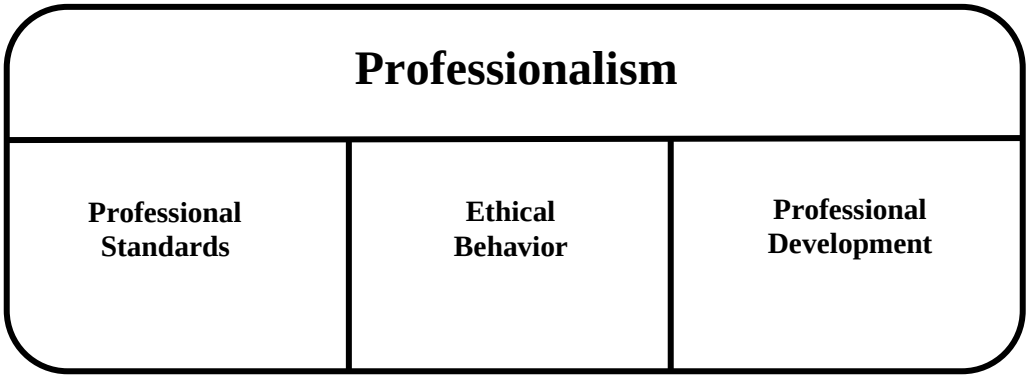
What does research say about professionalism as it relates to school principals?

School principals set the standard for professionalism in the school building and the community. This includes demonstrating professional standards and engaging in ethical behavior. As role models for teachers and staff, they engage in continuous professional development and contribute to the profession.

Wurtzel outlines tenets of professionalism and applies them to teachers. They are equally appropriate in describing principal professionalism. A professional:

- owes his/her primary duty to his/her clients;
- is accountable to that profession for results;
- has a duty to improve his/her own practice;
- has a duty to improve common or collective practice in the profession;
- adheres to a body of specialized knowledge, agreed-upon standards of practice, and specific protocols for performance; and
- is expected to exercise professional judgment.[137]

Figure 6. Professionalism Responsibilities



Professional Standards. The school principal has numerous duties and responsibilities; they continue to increase and change rapidly. The job has become increasingly complex. Compounding this complexity are the national, state and local accrediting and governing bodies

that have each established their own performance standards and guiding principles. The result is multiple standards which can confuse or even contradict one another.[138]

Leading performance standards for the principalship should support and complement the multi-faceted role of school leaders. Virginia's *Uniform Performance Standards and Evaluation Criteria for Principals* and the 2008 Interstate School Leaders Licensure Consortium (ISLLC) Standards are complementary. Moreover, the Virginia Principal Evaluation System and Council of Chief State School Officers standards are also complementary. When principals adhere to and demonstrate the professional standards set forth in the Virginia Principal Evaluation System, they can be assured that they are practicing professionalism and acting as role models to the school and larger community.

Ethical Behavior. School principals serve as role models, providing the moral purpose for their schools.[139] Moral purpose can be defined as "social responsibility to others and the environment."[140] In an educational environment, the school principal has a responsibility to students, staff, and the larger school community. First and foremost is the responsibility to behave ethically.

A survey of 180 K-12 educators found a correlation between effective leadership and ethical decision-making. Survey respondents ranked honesty and integrity as the most important characteristics educators value in principals.[141] Effective principals are fair and honest, have integrity, and expect to demonstrate ethical behavior.[142] They share their ethical beliefs with faculty, staff, parents, and students.[143]

Professional Development. To hone skills and continue to evolve in a highly skilled profession that is school principalship requires continuous professional development. In a study that focused on why good principals stay in the profession, professional development was key.[144] These principals viewed and described themselves as lifelong learners.

A study of 39 elementary schools whose principals participated in professional development found that: (1) the more professional development principals received, the more they were actively involved in the professional development of their teachers, (2) those teachers who received more professional development taught lessons that were of higher instructional quality, and (3) those schools where instructional quality was higher had higher levels of academic achievement.

When comparing effective professional development programs with those that are less so, LaPointe and Davis found that effective principals attended more professional development and found the sessions to be more helpful. They were also more likely to attend professional development along with their teachers, and were almost twice as likely to make visits to other schools. These principals were also more likely to participate in development networks with other principals, to mentor other principals, and to be willing to observe and critique fellow principals.[145]

Research findings about principal professional development include:

- Effective principals recognize the importance of professional development.[146]
- Effective principals participate in a variety of professional development activities. These include: attending conferences, networking with others, mentoring other principals, and observing other principals.[147]
- Research-based professional development programs providing what principals need to be successful are now available.[148]

Performance Standard 7: Student Academic Progress

The principal's leadership results in acceptable, measurable progress based on established standards.

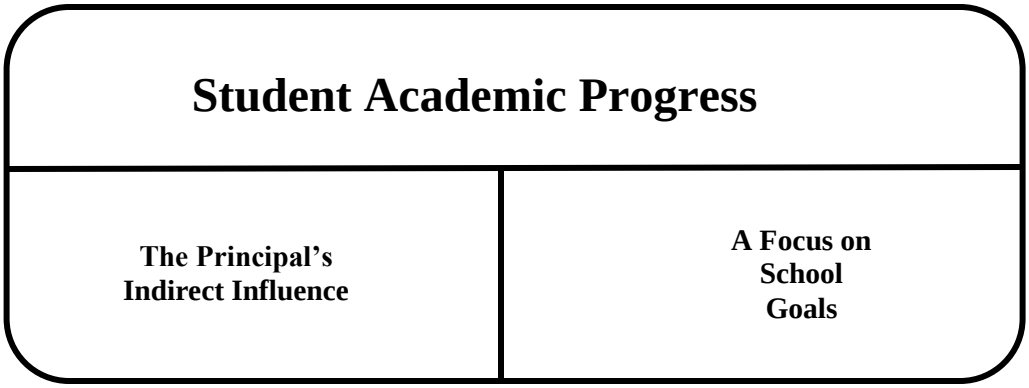
What does student academic progress mean?

In general terms, student progress is often equated with student academic achievement: the academic growth that a student makes as he/she proceeds through the school years. There are other measures of student success, but for purposes of this document, student progress will refer to student academic achievement.

What does research say about student academic progress as it relates to school principals?

Research in the field has consistently revealed that school leadership has an impact on student achievement gains or progress over years.[149] Waters, Marzano, and McNulty conducted a meta-analysis of research on effects of principals' leadership practices on student achievement. After analyzing studies conducted over a 30-year period, they found that the effectiveness of a school's leadership is significantly associated with increased student academic performance.[150]

Figure 7. Student Academic Progress Responsibilities



The Principal's Indirect Influence on Student Academic Progress. There is a link between school principals and student achievement. However, it is indirect. Hallinger and Heck noted the influence of principals on "those who come into more frequent direct contact with students."[151] Likewise, Mazzeo reported that school principals "exert a powerful, if indirect, influence on teaching quality and student learning"[152] Cotton identified three ways in which principals of effective schools influence student achievement: (1) they give their teachers the autonomy they need in their classrooms to organize and manage as they see fit; (2) they act to ensure instructional time is maximized by minimizing interruptions; and (3) they focus on student achievement.[153] Simply stated, a school with strong leadership can have a positive effect on student learning, whereas a school with ineffective leadership can negatively affect student achievement.[154] One aspect of effective leadership involves the use of data and how this can impact student achievement.

Using data to inform decisions is an intentional act designed to link school goals with goal attainment. Data is what fuels goal formation and goal realization. Usdan and colleagues summarized the important role that principals play in teaching and learning improvement saying that principals "must collect, analyze, and use data in ways that fuel excellence."[155] Effective principals monitor progress, identify performance, and use the information to make program adjustments.[156] They also encourage their staffs to use data to inform instruction and provide training to ensure they can do this effectively and efficiently.[157]

A Focus on School Goals and Student Academic Progress. Waters, Marzano, and McNulty identified a number of principal behaviors related to vision that were also associated with student learning. These included establishing clear goals and fostering shared beliefs. They found the average effect size between leadership and student achievement is .25. That means a one standard deviation improvement in leadership effectiveness can translate into an increase of 10 percentile points in student achievement on a standardized, norm-referenced test. In addition, they also found certain leadership responsibilities are particularly associated with student achievement. For instance:

Leadership Responsibilities	***The extent to which the principal…***	**Average Effect Size**
Situational awareness	is aware of the details and undercurrents in the running of the school, and uses this information to address current and potential problems	.33
Intellectual stimulation	ensures the faculty and staff are aware of the most current theories and practices, and makes the discussion of these a regular aspect of the school's culture	.32
Input	involves teachers in the design and implementation of important decisions and policies	.30
Change Agent	is willing to and actively challenges the status quo	.30
Culture	fosters shared beliefs and a sense of community and cooperation	.29
Outreach	is an advocate and spokesperson for the school to all stakeholders	.28
Monitors/Evaluates	monitors the effectiveness of school practices and their impact on student learning	.28
Order	establishes a set of standard operating procedures and routines	.26
Resources	provides teachers with materials and professional development necessary for the successful execution of their jobs	.26

Affirmation	recognizes and celebrates school accomplishments and acknowledges failures	.25
Ideals/Beliefs	communicates and operates from strong ideals and beliefs about schooling	.25
Discipline	protects teachers from issues and influences that would detract from their teaching time of focus	.24
Knowledge of Curriculum, Instruction, and Assessment	is knowledgeable about current curriculum, instruction, and assessment practices	.24
Communication	establishes strong lines of communication with teachers and among teachers	.23

Adapted from Waters, Marzano, and McNulty, 2003, p. 5.

Similarly, a meta-analysis by Robinson, Lloyd, and Rowe inductively derived leadership dimensions that have been supported by research as influencing student outcomes:[158]

- Setting, communicating, and monitoring learning goals, standards, and expectations, and involving staff and others in the process so that there is clarity and consensus about goals.
- Strategic resourcing which involves aligning resource selection and allocation to priority teaching goals.
- Direct involvement in the support and evaluation of teaching through regular classroom visits and provisions for formative and summative feedback to teachers.
- Direct oversight of curriculum through schoolwide coordination across classes and year levels, and alignment to school goals.
- Leadership that not only promotes but directly participates with teachers in formal or informal professional learning.
- Protecting time for teaching and learning by reducing external pressures and interruptions and establishing an orderly and supportive environment both inside and outside classrooms.

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Virginia Board of Education Agenda Item

Agenda Item: D. **Date:** February 23, 2012

Title	First Review of the Consensus Report from the Board of Education Charter School Committee on the Proposed Buffalo Creek Charter School Application		
Presenters	Mrs. Diane Jay, Associate Director, Office of Program Administration and Accountability; Mrs. Betsy D. Beamer and Mr. K. Rob Krupicka, Charter School Committee Members and Members of the Virginia Board of Education		
E-mail	Diane.Jay@doe.virginia.gov	**Phone**	(804) 225-2905

Purpose of Presentation:
Action required by state or federal law or regulation.

Previous Review or Action:
No previous review or action.

Action Requested:
Other. Specify below:
First review to be waived with final review and action taken at this meeting.

Alignment with Board of Education Goals: Please indicate (X) all that apply:

X	Goal 1: Expanded Opportunities to Learn
	Goal 2: Accountability of Student Learning
	Goal 3: Nurturing Young Learners
	Goal 4: Strong Literacy and Mathematics Skills
	Goal 5: Highly Qualified and Effective Teachers and Administrators
X	Goal 6: Sound Policies for Student Success
	Goal 7: Safe and Secure Schools
	Other Priority or Initiative. Specify:

Background Information and Statutory Authority:
Goal 1: In 2011, the Board of Education approved procedures for receiving and reviewing charter school applications and criteria used in reviewing applications.

Goal 6: The Board of Education has adopted expanded choices for student success. Charter schools are one avenue for parents and for children seeking new education options in the public education system.

As a result of legislation approved by the 2010 General Assembly, the *Code of Virginia*, Section 22.1-212.9, requires that all charter school applications be submitted to the Board prior to being submitted to the local school board. Applications must adhere to the format prescribed by the Board and address the application elements stated in the *Code of Virginia*, Section 22.1-212.8. The Board is required to render a decision on whether the application meets its approval criteria. A decision by the Board that an

application meets its approval criteria does not guarantee that the local school board will approve a request for a charter. Attachment A outlines the process required by charter school applicants. This attachment also references the applicable sections of the *Code of Virginia.*

To meet the intent of the legislation, the Board of Education has appointed a charter school committee to examine charter school applications submitted to the Board of Education and ensure they are consistent with existing state law. The Board of Education Charter School Committee met on January 11, 2012, to discuss the charter school application submitted by the Buffalo Creek School in Rockbridge County and to meet with the applicant. A copy of the application can be found at http://www.doe.virginia.gov/boe/committees_standing/meetings/2012/charter_schools/jan11/application.pdf. Minutes in Attachment B reflect the Charter School Committee's discussion regarding the criteria developed by the Board. Attachment C contains the complete checklist used by the committee to evaluate the Buffalo Creek School charter application. The table below displays the committee's recommendation as to whether the components of the application meet the Board's approval criteria.

Required Application Components		Met the Criterion
II.	Mission Statement	Yes
III.	Goals and Educational Objectives	Yes
IV.	Evidence of Support	Yes
V.	Statement of Need	Yes
VI.	Educational Program	Yes
VII.	Enrollment Process	Yes
VIII.	Economic Soundness	Yes
IX.	Displacement	Yes
X.	Management and Operation	Yes
XI.	Employment Terms and Conditions	Yes
XII.	Liability and Insurance	Yes
XIII.	Transportation	Yes
XIV.	Residential Charter School	N/A
XV.	Disclosures	Yes

Attachment D contains the Charter School Committee's consensus report.

Buffalo Creek Charter School has received a three-year grant from the United Stated Department of Education (USED). Since the funding period for the grant is limited to three years, the school has requested the Board of Education to waive first review and make the determination that the application meets the criteria at the February 2012 meeting of the Board of Education. Members of the Charter School Committee were supportive of this request.

Impact on Fiscal and Human Resources: There is a minimum impact on resources. The agency's existing resources can absorb costs at this time.

Timetable for Further Review/Action: No future action is required at this time. Following the action by the Board, the applicant will be formally notified by the Department of Education of the Board's decision within five business days. Concurrent with its notification to the applicant, the Rockbridge County School Board will also receive a formal notification of the Board's action.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education waive first review and approve the Charter School Committee's recommendation that the application for Buffalo Creek School in Rockbridge County meets all applicable Board of Education charter school application criteria.

Attachment A

Virginia Public Charter School Application Process

(Revised January 2012)

Melissa Luchau
Executive Assistant for Board Relations
Virginia Board of Education
P.O. Box 2120
Richmond, Virginia 23218-2120
Phone: (804) 225-2924
E-mail: Melissa.Luchau@doe.virginia.gov

Virginia Public Charter School Application Process
Virginia Board of Education

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Virginia Public Charter School Application Process
Virginia Board of Education

SECTION I: BACKGROUND

Section 22.1-212.5 of the *Code of Virginia* defines a public charter school as "a public, nonreligious, or non-home-based alternative school located within a public school division. A public charter school may be created as a new public school or through the conversion of all or part of an existing public school; however, no public charter school shall be established through the conversion of a private school or a nonpublic home-based educational program. A charter school for at-risk pupils may be established as a residential school."

The *Code of Virginia* requires all applications for public charter schools to be submitted to the Virginia Board of Education (Board) for review prior to the submission of the application to the local school board. (Section 22.1-212.9.H) The Board is required to review, comment, and make a determination as to whether the application meets approval criteria developed by the Board. Furthermore, all applications must address a list of elements required by the *Code of Virginia*, Section 22.1-212.8.

For additional information on public charter schools in Virginia, please visit the Virginia Department of Education's (VDOE) Web site at: http://www.doe.virginia.gov/instruction/charter_schools/index.shtml.

SECTION II: GENERAL INSTRUCTIONS

The *Code of Virginia*, Section 22.1-212.9, requires that all applications be submitted to the Board prior to being submitted to the local school board. Applications must adhere to the format prescribed by the Board and address the application elements stated in the *Code of Virginia*, Section 22.1-212.8. The Board is required to render a decision on whether the application meets its approval criteria. A decision by the Board that an application meets its approval criteria does not guarantee that the local school board will approve a request for a charter.

Applications for public charter schools should be submitted to the Board within a time frame that is adequate enough to ensure that the public charter school application will also be submitted to the local school board in accordance with the application policies of said local school board.

Unless otherwise addressed by the local school board policies, an applicant should consider allowing at least 18 months from the time the application is submitted to the local school board to the proposed opening date for the public charter school.

There is nothing that prohibits a prospective applicant from contacting a local school division for assistance in advance of submitting an application to the Board or the school division and its leadership from communicating with any applicant or potential applicant. The Board encourages an applicant to do so. Working with the local school division prior to submission of the application can help to ensure a smooth transition for any charter school that may be approved by the local school board and then established within the local school division.

Part A: Submission

Two hard copies of the completed application with the original signature of the authorized official on the cover page and on the certification page must be submitted to:

Melissa Luchau
Executive Assistant for Board Relations
Virginia Board of Education
P.O. Box 2120
Richmond, Virginia 23218-2120
Phone: (804) 225-2924

In addition, a PDF and Word version of the completed application document should be sent to Melissa Luchau at Melissa.Luchau@doe.virginia.gov.

Part B: Schedule for Review by the Virginia Board of Education

Initial Receipt of Application

When the Board receives an application, VDOE staff, on behalf of the Board, will send an acknowledgement to the applicant. VDOE will determine, on behalf of the Board, that an application is complete when all of the required application elements have been submitted in the required format.

If the application is deemed incomplete, VDOE will notify the applicant within 15 business days of the receipt of the application and request that the outstanding information be submitted within 30 business days of such notification to the applicant that additional information is needed.

If an applicant fails to respond to the initial request for additional information within the 30 business days, VDOE will contact the applicant and will make a second request for the outstanding information. In this communication, VDOE will indicate that the application will not be considered for review by the Board's Charter Schools Committee until all required information is received. The applicant may submit the additional information within 10 business days from the receipt of the second request or withdraw the application and resubmit it at a later date.

Meeting with the Virginia Board of Education Charter Schools Committee

If the application is deemed complete by VDOE, it will be sent to the Board's Charter Schools Committee members. The committee may appoint an advisory group to review the application and provide the committee with technical expertise. The Charter Schools Committee will meet not later than 60 business days after the completed application is received by VDOE. The individual applicant or a representative of the organization submitting the application for a public charter school must attend the meeting with the Board's Charter Schools Committee and should be prepared to discuss the contents of the application and address the committee members' questions. VDOE staff, on behalf of the Board, may also invite representatives of the applicable

local school board to attend the meeting or request public comment or schedule public hearings on the application to provide appropriate opportunity for input from parents, teachers, and other interested parties and to obtain information to assist the Board in its evaluation of a public charter school application. All meetings of the Board's Charter Schools Committee are publicly noticed at: http://www.doe.virginia.gov/boe/committees_standing/index.shtml#lab.

Action by the Virginia Board of Education

Following the meeting of the applicant with the Board's Charter Schools Committee, VDOE staff, on behalf of the committee, will prepare a report with the determination from the Board's Charter Schools Committee as to whether the application meets the Board's approval criteria. A copy of the report will be provided to the applicant within ten business days of the committee meeting.

The Charter Schools Committee report will be presented at the next regularly scheduled full Board meeting. The applicant will be requested to attend this meeting to answer questions or make comments on the application.

At this meeting, the Board will take one of the following actions:

> *Action 1:* The Board will render a decision that the application meets the Board's approval criteria.
>
> Following the action by the Board, the applicant will be formally notified by VDOE of the Board's decision within five business days. Concurrent with its notification to the applicant, the applicable local school board will also receive a formal notification of the Board's action.
>
> *Action 2:* The Board will render a decision that the application does not meet the Board's approval criteria.
>
> The Board will provide the applicant with an opportunity to address any deficiencies in the application. The applicant may also withdraw the application at any time and resubmit it at a later date.
>
> Following the action by the Board, the applicant will be formally notified by VDOE of the Board's decision within five business days. Concurrent with its notification to the applicant, the applicable local school board will also receive a formal notification of the Board's action.

For the purpose of full disclosure and to benefit the local school board, the application package submitted to the Board must be included as part of the application made to the local school board. A decision by the Board that an application meets its approval criteria does not guarantee that a local school board will approve a request for a charter.

Part C: Technical Assistance Following Submission to the Local School Board

If an applicant submits its application to a local school board and the application is not approved, or if the charter of a current school is revoked or not renewed, the applicant or charter school operator may petition the local school board for reconsideration. Prior to such petition, the applicant or charter school operator may seek technical assistance from VDOE as stated in Section 22.1-212.10, *Code of Virginia*. Requests, describing in detail the technical assistance needs, should be addressed to Diane Jay, associate director, office of program administration and accountability, at Diane.Jay@doe.virginia.gov or (804) 225-2905. VDOE staff will work with each applicant or charter school operator on a case-by-case basis to address individual technical assistance needs.

Part D: Additional Information

The following Web site contains additional information regarding public charter schools in Virginia: http://www.doe.virginia.gov/instruction/charter_schools/index.shtml. Inquiries regarding charter schools can be made to:

Diane Jay
Associate Director
Office of Program Administration and Accountability
Virginia Department of Education
P.O. Box 2120
Richmond, Virginia 23218-2120
Phone: (804) 225-2905
E-mail: Diane.Jay@doe.virginia.gov

The Virginia Freedom of Information Act (FOIA), §§ 2.2-3700 et seq. of the *Code of Virginia*, guarantees citizens of the Commonwealth and representatives of the media access to public records held by public bodies, public officials, and public employees. Please be advised that documents submitted to the Virginia Department of Education are subject to FOIA and must be released in response to a FOIA request unless the records are exempt as specifically provided by law.

SECTION III: APPLICATION COMPONENTS

Listed below are the required components of a complete application. The application is available on the Virginia Department of Education's (VDOE) Web site at: http://www.doe.virginia.gov/instruction/charter_schools/index.shtml.

Part A: Applicant Information

This section provides background information on the proposed public charter school, contact information for the applicant, and the prior experience of the applicant or organization submitting the application, with establishing and operating a charter school.

Part B: Narrative Information

This section provides a detailed description of the proposed public charter school.

I. ***Executive Summary:*** The executive summary is an overview of the proposed charter school and must include the need for the public charter school and its goals and objectives. (The suggested length is two pages.)

II. ***Mission Statement:*** The mission statement must be consistent with the principles of the Standards of Quality (SOQ). The following components must be addressed:
   1. A description of the public charter school's mission and show how it is consistent with the principles of the Virginia SOQ. (Section 22.1-253.13:1, *Code of Virginia*)
   2. A description of any specialized area of academic concentration.
   3. Information about the public charter school's anticipated student population consistent with Section 22.1-212.6, of the *Code of Virginia*.

III. ***Goals and Educational Objectives:*** The goals and educational objectives to be achieved by the public charter school, which educational objectives must meet or exceed the Standards of Learning (SOL). The following components must be addressed:
   1. A description of the performance-based goals.
   2. A description of the related measurable educational objectives to be achieved by the public charter school. (Section 22.1-253.13:1.B, *Code of Virginia*)

IV. ***Evidence of Support:*** Evidence that an adequate number of parents, teachers, pupils, or any combination thereof, supports the formation of a public charter school. The following components must be addressed:
   1. Information and materials indicating how parents, the community, and other stakeholders were involved in supporting the application for the public charter school.
   2. Tangible evidence of support for the public charter school from parents, teachers, students, and residents, or any combination thereof, including but not limited to information regarding the number of persons and organizations involved in the process and petitions related to the establishment of the charter school.

3. A description of how parental involvement will be used to support the educational needs of the students, the school's mission and philosophy, and its educational focus.

V. ***Statement of Need*:** A statement of the need for a public charter school in a school division or relevant school divisions in the case of a regional public charter school, or in a geographic area within a school division or relevant school divisions. The following components must be addressed:

1. A statement of the need for a public charter school that describes the targeted school population to be served and the reasons for locating the school within a particular school division.
2. An explanation of why the public charter school is being formed. (Is the school being formed at the requests of parents or community organizations? How was the need determined? What data were examined as part of the needs assessment? Briefly describe the need and include a summary of the quantitative data.)
3. An explanation of why a public charter school is the appropriate vehicle to address the identified need.

VI. ***Educational Program:*** The applicant should provide a description of the public charter school's educational program. The following components must be addressed:

1. A synopsis of the public charter school's educational program.
2. A description of the pupil performance standards and curriculum, which must meet or exceed any applicable Virginia SOQ. (Sections 22.1-253.13:1 through 22.1-253.13:9, *Code of Virginia*)
3. A description of how the Virginia SOL and the corresponding SOL Curriculum Framework will be used as the foundation for curricula to be implemented for each grade or course in the public charter school. Include within the description how the goals and objectives of the curricula will meet or exceed the Virginia Standards of Learning (SOL), address student performance standards, relate to state and federal assessment standards, and include measurable student outcomes (See http://www.doe.virginia.gov/testing/index.shtml on the Department's Web site for more information about the SOL).
4. A description of any assessments to be used to measure pupil progress towards achievement of the school's pupil performance standards, in addition to the SOL assessments prescribed by Section 22.1-253.13:3, in the *Code of Virginia.*
5. A description of the public charter school assessment plan to obtain student performance data, which includes how the data will be used to monitor and improve achievement and how program effectiveness will be measured over a specified period of time. Also, provide benchmark data on how student achievement will be measured and how these data will be established and documented in the first year of operation and how the data will be measured over each year of the term of the charter as approved by the local school board. The benchmark data should address targets for student improvement to be met in each year.
6. The timeline for achievement of pupil performance standards, in accordance with the Virginia SOL.

7. An explanation of the procedures for corrective actions needed in the event that pupil performance at the public charter school falls below the standards outlined in the Virginia Board of Education's *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, (8 VAC 20-131-310).
8. Information regarding the minimum and maximum enrollment per grade as well as class size and structure for each grade served by the public charter school.
9. Information regarding the proposed calendar and daily schedule, including any plans to open prior to Labor Day and how and when a waiver to open early will be submitted by the local school board to the Virginia Board of Education. (Section 22.1-79.1, *Code of Virginia*)
10. A description of plans for identifying and serving: a) students with disabilities; b) English Language Learners (ELLs); c) academically at-risk students; and d) gifted and talented students. Such plans must include the extent of the involvement of the local school board in providing such services and must comply with state and federal laws and regulations.
11. A description of the learning environment and scientifically research-based instructional strategies to be used at the public charter school to ensure student achievement.

If applicable, the following components should be addressed by the proposed public charter school:

12. If the public charter school plans to utilize virtual learning in its educational program, identify the virtual learning source, describe how virtual learning will be used and estimate how many students may participate.
13. A general description of any alternative accreditation plans, in accordance with the Virginia Board of Education's *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (8 VAC 20-131-280), that the public charter school would request the local school board to submit to the Virginia Board of Education for approval.
14. A general description of any alternative accreditation plan for serving students with disabilities, in accordance with the Virginia Board of Education's *Regulations Governing Special Education Programs For Children With Disabilities in Virginia* (8 VAC 20-80-40) that the public charter school would request the local school board to submit to the Virginia Board of Education for approval.

VII. ***Enrollment Process:*** A description of the enrollment process that is consistent with all federal and state laws and regulations and constitutional provisions prohibiting discrimination that are applicable to public schools and with any court-ordered desegregation plan in effect for the school division or, in the case of a regional public charter school, in effect for any of the relevant school divisions. (Section 22.1-212.6, *Code of Virginia*) The following components must be addressed:

1. A description of the lottery process to be used to determine the public charter school enrollment.

2. A lottery process shall also be developed for the establishment of a waiting list for such students for whom space is unavailable.
3. A description of a tailored admission policy that meets the specific mission or focus of the public charter school, if applicable.
4. A timeline for when the lottery process will begin for the first academic year of enrollment and when parents will be notified of the outcome of the lottery process.
5. A description of any enrollment-related policies and procedures that address special situations, such as the enrollment of siblings and children of faculty and founders and the enrollment of nonresident students, if applicable.
6. An explanation of how the applicant will ensure that, consistent with the public charter school's mission and purpose, community outreach has been undertaken so that special populations are aware of the formation of the public charter school and that enrollment is open to all students residing in the school division where the public charter school is located or in school divisions participating in a regional charter school.
7. A description of how the transfer of students to and from the public charter school will be accomplished.
8. A description of how students seeking enrollment after the school year begins will be accommodated.

VIII. ***Economic Soundness:*** Evidence that the plan for the public charter school is economically sound for both the public charter school and the school division or relevant school divisions. The following components should be addressed:

1. A description of the public charter school's financial plan, including financial controls and audit requirements in accordance with generally accepted accounting principles.
2. A start-up and three-year budgets with clearly stated assumptions and information regarding projected revenues and expenditures.
3. A start-up and three-year cash flow projections with clearly stated assumptions and indications of short- and long-term sources of revenue.
4. A description of anticipated fundraising contributions, if applicable.
5. A description of the funding agreement that the public charter school intends to have with the local education agency, including information regarding anticipated local, state, and federal per-pupil-amounts to be received and any information pertaining to the maintenance of facilities.

IX. ***Displacement:*** A plan for the displacement of pupils, teachers, and other employees who will not attend or be employed in the public charter school, in instances of the conversion of an existing public school to a public charter school, and for the placement of public charter school pupils, teachers, and employees upon termination or revocation of the charter. (Section 22.1-212.12, *Code of Virginia*) The following components must be addressed:

1. Identification of a member of the school's leadership who will serve as a single point of contact for all activities that may need to take place in order for the school to close, including but not limited to the transfer of students to another

school, the management of student records, and the settlement of financial obligations.

2. A notification process to parents/guardians of students attending the school and teachers and administrators of the closure date.
3. A notification process to parents/guardians of students attending the public charter school of alternative public school placements within a set time period from the date that the closure is announced.
4. Provisions for ensuring that student records are provided to the parent/guardian or another school identified by the parent or guardian within a set time period. If the student transfers to another school division, provisions for the transfer of the student's record to the school division to which the student transfers shall be made upon the request of that school division. (Section 22.1-289, *Code of Virginia*).
5. Notification to the local school board of a list of all students in the school and the names of the schools to which these students will transfer.
6. A placement plan for school employees that details the level of assistance to be provided within a set period of time from the date of closure. For teachers and administrators, the level of assistance should address finding employment within the school division where the public charter school is located or other public school divisions.
7. A close-out plan related to financial obligations and audits, the termination of contracts and leases, and the sale and disposition of assets within a set period of time from the date of closure. The plan shall include the disposition of the school's records and financial accounts upon closure.

X. ***Management and Operation:*** A description of the management and operation of the public charter school, including the nature and extent of parental, professional educator, and community involvement in the management and operation of the public charter school. (Section 22.1-212.7, *Code of Virginia*) The following components must be addressed:

1. A description of the functions, roles, and duties of the management committee as defined in Section 22.1-212.6 of the *Code of Virginia* and its proposed composition and bylaws.
2. An explanation of how support services will be provided. These services, include, but are not limited to: 1) food services; 2) school health services; 3) custodial services; 4) extracurricular activities; and 5) security services.
3. An explanation of any partnerships or contractual relationships (education management organization, food services, school health services, custodial services, security services, etc.) central to the school's operations or mission, including information regarding the relationship of all contractors to the governing board of the public charter school, and information regarding how contractors and the employees of the contractors having direct contact with students will comply with the provisions of Section 22.1-296.1, of the *Code of Virginia*.
4. A detailed start-up plan, identifying tasks, timelines, and responsible individuals.
5. A proposed organization chart.
6. Plans for recruiting school leadership and staff.

XI. ***Employment Terms and Conditions:*** An explanation of the relationship that will exist between the proposed public charter school and its employees, including evidence that the terms and conditions of employment have been addressed with affected employees. (Sections 22.1-212.13, 22.1-296.1 and 22.1-296.2, *Code of Virginia*) The following components must be addressed:

1. A plan that addresses the qualifications of teachers and administrators at the public charter school, including compliance with state law and regulation regarding Virginia Board of Education licensing endorsements.
2. A plan to provide high-quality professional development programs (Section 22.1-253.13:5, *Code of Virginia*).
3. Provisions for the evaluation of staff at regular intervals and in accordance with state law and regulation.
4. Provisions for a human resource policy for the public charter school that is consistent with state and federal law.
5. Notification to all school employees of the terms and conditions of employment.
6. A staffing chart for the school's first year and a staffing plan for the term of the contract.

XII. ***Liability and Insurance*:** An agreement between the parties regarding their respective legal liability and applicable insurance coverage. (Section 22.1-212.16, *Code of Virginia*) The following components must be addressed:

1. The types of insurance for the public charter school, its property, its employees, the charter school management committee, and the board and the levels of coverage sought. Types of insurance include, but are not limited to: a) general liability; b) health; and c) property.
2. A justification for each type of insurance coverage sought.
3. A description of any plans of the public charter school to provide indemnity for the local school division.

XIII. ***Transportation:*** A description of how the public charter school plans to meet the transportation needs of its pupils. The following components must be addressed:

1. A description of how the transportation of students will be provided: a) by the local school division; b) by the public charter school; c) by the parent(s); or d) through a combination of these options.
2. If transportation services will be provided by the public charter school, explain whether the school will contract for transportation with the local education agency or with another entity or have its own means of transportation and indicate whether transportation will be provided to all students attending the school.
3. A description of transportation services for students with disabilities in compliance with Section 22.1-221 of the *Code of Virginia* and the Board's *Regulations Governing Special Education Programs for Children with Disabilities in Virginia*.

XIV. ***Residential Charter School:*** If the application is for a residential charter school for at-risk students, the following components must be addressed:

1. A description of the residential program to include: a) the educational program; b) a facilities description to include grounds, dormitories, and staffing; c) a program for parental education and involvement; d) a description of after-care initiatives; e) the funding the residential facility and other services provided; f) any counseling and other social services to be provided and their coordination with current state and local initiatives; and g) a description of enrichment activities available to students.
2. A description of how the facility will be maintained including, but not limited to: a) janitorial and regular maintenance services and b) security services to ensure the safety of students and staff.

XV. ***Disclosures:*** Disclosure of any ownership or financial interest in the public charter school by the charter applicant and the governing body, administrators, and other personnel of the proposed public charter school, and a requirement that the successful applicant and the governing body, administrators, and other personnel of the public charter school shall have a continuing duty to disclose such interests during the term of any charter. The following components must be addressed:

1. A description of how the applicant and members of the management committee will disclose any ownership or financial interest.
2. Information regarding the frequency by which such disclosures will be made during the term of the charter. (Section 22.2-3114, *Code of Virginia*)
3. A description of ownership or financial interest of the applicant and/or members of the management committee in the proposed charter school. This includes any relationships that parties may have with vendors performing services at the school.

Part C: Assurances

Assurances in the *Code of Virginia*: The assurances in the *Code of Virginia* represent the policies and procedures that must be developed and addressed in the application by the public charter school to carry out the provisions of the law. By signing and submitting an application for a public charter school, the applicant expressly assures the Board that:

1. No tuition will be charged to students attending the public charter school.
2. The school will be nonreligious in its admission policies, employment practices, instruction, and all other operations.
3. The public charter school policies and procedures will comply with the federal *Family Educational Rights* and *Privacy Act* (FERPA) and the records retention schedules for public schools, and that such policies and schedules will be acceptable to the local education agency.
4. The public charter school programs, services, and activities will operate in accordance with all applicable federal and state laws and regulations, including the federal *Americans with Disabilities Act* (ADA), the federal *Individuals with Disabilities Education Improvement Act* (IDEA), Section 504 of the federal *Rehabilitation Act of 1973*, and the Virginia *Freedom of Information Act*.

5. The applicant has knowledge of and will comply with the *Virginia Conflict of Interest Act* and the *Virginia Public Procurement Act*.
6. Transportation will be provided consistent with state law and regulation. (Sections 22.1-176, 22.1-182, 22.1-186, 22.1-191, 22.1-221, 22.1-216, 22.1-218, *Code of Virginia* and the Virginia Board of Education's *Regulation Governing Pupil Transportation*)
7. The applicant will provide information regarding the proposed term of its contract with a local school board and notification of closure, should the charter be revoked or fail to be renewed. (Section 22.1-212.12, *Code of Virginia*)

Assurances approved by the Virginia Board of Education: By signing and submitting this application for a public charter school, the applicant expressly assures the Board that:

1. If the application is approved by the local school board, the applicant will take all actions necessary to enter into a contract with the local school board not later than nine months prior to the opening date of the public charter school.
2. If the application is approved by a local school board, the school leadership of the public charter school will be retained on contract no later than 60 days prior to the opening date of the school.
3. If the application is approved by a local school board, all requests for waivers from the Virginia Board of Education will be made by the local school board, on behalf of the applicant, no later than six months prior to the opening date of the school. (This does not preclude a public charter school from working with the local school board to request additional waivers once the school is operational.)
4. Facilities information will be provided, including but not limited to:
    a. Suitable instructional space;
    b. Provisions for library services;
    c. Provisions for the safe administration and storage of student records and student medications;
    d. Information regarding compliance with building and fire codes and compliance with the federal *Americans with Disabilities Act* (ADA);
    e. General information on emergency evacuation plans;
    f. Information regarding site location and preparation;
    g. The structure of operation and maintenance services; and
    h. Financial arrangements for facilities, including any lease arrangements with school divisions or other entities and whether debt will be incurred.
5. The public charter school will comply with all provisions of the Virginia Board of Education's *Regulations Governing Special Education Programs For Children With Disabilities in Virginia*.
6. The applicant will provide a model Student Code of Conduct policy that addresses student behavior, discipline, and participation in school activities. The plan should identify the role of teachers and administrators in discipline and mentoring and must demonstrate compliance with the code of conduct policy of the applicable school board.

Part D: Certification

The applicant must certify that to the best of his/her knowledge the information in the application is correct, and that the applicant has addressed all application elements that pertain to the proposed public charter school, and that the applicant understands and will comply with the assurances listed above.

SECTION IV: VIRGINIA'S CHARTER SCHOOL LAWS

***Code of Virginia* (July 1, 2010)**

Section 22.1-212.5. Objectives; definitions.

A. In order to (i) stimulate the development of innovative programs within public education; (ii) provide opportunities for innovative instruction and assessment; (iii) provide parents and students with more options within their school divisions; (iv) provide teachers with a vehicle for establishing schools with alternative innovative instruction and school scheduling, management and structure; (v) encourage the use of performance-based educational programs; (vi) establish high standards for both teachers and administrators; and (vii) develop models for replication in other public schools, public charter schools may be established in Virginia as provided in this article.

B. As used in this article:

"At-risk pupil" means a student having a physical, emotional, intellectual, socioeconomic, or cultural risk factor, as defined in Board of Education criteria, which research indicates may negatively influence educational success.

"Public charter school" means a public, nonreligious, or non-home-based alternative school located within a public school division. A public charter school may be created as a new public school or through the conversion of all or part of an existing public school; however, no public charter school shall be established through the conversion of a private school or a nonpublic home-based educational program. A charter school for at-risk pupils may be established as a residential school.

"Regional public charter school" means a public charter school operated by two or more school boards and chartered directly by the participating school boards.

Section 22.1-212.5:1. Public Charter School Fund established.

There is hereby created in the state treasury a special nonreverting fund to be known as the Public Charter School Fund, hereafter referred to as "the Fund." The Fund shall be established on the books of the Comptroller. Any gifts, grants, bequests, or donations from public or private sources shall be paid into the state treasury and credited to the Fund. Interest earned on moneys in the Fund shall remain in the Fund and be credited to the Fund. Any moneys remaining in the Fund, including interest thereon, at the end of each fiscal year shall not revert to the general fund but shall remain in the Fund. Moneys in the Fund shall be used solely for the purposes of establishing or supporting public charter schools in the Commonwealth that stimulate the development of alternative public education programs. Expenditures and disbursements from the Fund shall be made by the State Treasurer on warrants issued by the Comptroller upon written request signed by the Superintendent of Public Instruction. The Board of Education shall establish criteria for making distributions from the Fund to a public charter school requesting

moneys from the Fund and may issue guidelines governing the Fund as it deems necessary and appropriate.

Section 22.1-212.6. Establishment and operation of public charter schools; requirements.

A. A public charter school shall be subject to all federal and state laws and regulations and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services and shall be subject to any court-ordered desegregation plan in effect for the school division or, in the case of a regional public charter school, any court-ordered desegregation plan in effect for relevant school divisions.

Enrollment shall be open to any child who is deemed to reside within the relevant school division or, in the case of a regional public charter school, within any of the relevant school divisions, as set forth in Section 22.1-3, through a lottery process on a space-available basis. A waiting list shall be established if adequate space is not available to accommodate all students whose parents have requested to be entered in the lottery process. Such waiting list shall also be prioritized through a lottery process and parents shall be informed of their student's position on the list.

B. A public charter school shall be administered and managed by a management committee, composed of parents of students enrolled in the school, teachers and administrators working in the school, and representatives of any community sponsors, in a manner agreed to by the public charter school applicant and the local school board. Pursuant to a charter contract and as specified in Section 22.1-212.7, a public charter school may operate free from specified school division policies and state regulations, and, as public schools, shall be subject to the requirements of the Standards of Quality, including the Standards of Learning and the Standards of Accreditation.

C. Pursuant to a charter agreement, a public charter school shall be responsible for its own operations, including, but not limited to, such budget preparation, contracts for services, and personnel matters as are specified in the charter agreement. A public charter school may negotiate and contract with a school division, the governing body of a public institution of higher education, or any third party for the use of a school building and grounds, the operation and maintenance thereof, and the provision of any service, activity, or undertaking which the public charter school is required to perform in order to carry out the educational program described in its charter. Any services for which a public charter school contracts with a school division shall not exceed the division's costs to provide such services.

D. In no event shall a public charter school be required to pay rent for space which is deemed available, as negotiated by contract, in school division facilities. All other costs for the operation and maintenance of the facilities used by the public charter school shall be subject to negotiation between the public charter school and the school division or, in the case of a regional public charter school, between the regional public charter school and the relevant school divisions.

E. A public charter school shall not charge tuition.

Section 22.1-212.7. Contracts for public charter schools; release from certain policies and regulations.

An approved charter application shall constitute an agreement, and its terms shall be the terms of a contract between the public charter school and the local school board or, in the case of a regional public charter school, between the regional public charter school and the relevant school boards. The contract between the public charter school and the local school board or relevant school boards shall reflect all agreements regarding the release of the public charter school from school division policies. Such contract between the public charter school and the local school board or relevant school boards shall reflect all requests for release of the public charter school from state regulations, consistent with the requirements of subsection B of Section 22.1-212.6. The local school board or relevant school boards, on behalf of the public charter school, shall request such releases from the Board of Education.

If the charter application proposes a program to increase the educational opportunities for at-risk students, including those proposals for residential charter schools for at-risk students, the local school board or relevant school boards, as the case may be, on behalf of the public charter school, shall also request that the Board of Education approve an Individual School Accreditation Plan for the evaluation of the performance of the school as authorized by the Standards of Accreditation pursuant to 8 VAC 20-131-280 C of the Virginia Administrative Code.

Any material revision of the terms of the contract may be made only with the approval of the local school board or relevant school boards and the management committee of the public charter school.

Section 22.1-212.8. Charter application.

A. Any person, group, or organization, including any institution of higher education, may submit an application for the formation of a public charter school.

B. The public charter school application shall be a proposed agreement and shall include:

1. The mission statement of the public charter school that must be consistent with the principles of the Standards of Quality.

2. The goals and educational objectives to be achieved by the public charter school, which educational objectives must meet or exceed the Standards of Learning.

3. Evidence that an adequate number of parents, teachers, pupils, or any combination thereof, support the formation of a public charter school.

4. A statement of the need for a public charter school in a school division or relevant school divisions in the case of a regional public charter school, or in a geographic area within a school division or relevant school divisions, as the case may be.

5. A description of the public charter school's educational program, pupil performance standards, and curriculum, which must meet or exceed any applicable Standards of Quality; any assessments to be used to measure pupil progress towards achievement of the school's pupil performance standards, in addition to the Standards of Learning assessments prescribed by Section 22.1-253.13:3; the timeline for achievement of such standards; and the procedures for taking corrective action in the event that pupil performance at the public charter school falls below such standards.

6. A description of the lottery process to be used to determine enrollment. A lottery process shall also be developed for the establishment of a waiting list for such students for whom space is unavailable and, if appropriate, a tailored admission policy that meets the specific mission or focus of the public charter school and is consistent with all federal and state laws and regulations and constitutional provisions prohibiting discrimination that are applicable to public schools and with any court-ordered desegregation plan in effect for the school division or, in the case of a regional public charter school, in effect for any of the relevant school divisions.

7. Evidence that the plan for the public charter school is economically sound for both the public charter school and the school division or relevant school divisions, as the case may be; a proposed budget for the term of the charter; and a description of the manner in which an annual audit of the financial and administrative operations of the public charter school, including any services provided by the school division or relevant school divisions, as the case may be, is to be conducted.

8. A plan for the displacement of pupils, teachers, and other employees who will not attend or be employed in the public charter school, in instances of the conversion of an existing public school to a public charter school, and for the placement of public charter school pupils, teachers, and employees upon termination or revocation of the charter.

9. A description of the management and operation of the public charter school, including the nature and extent of parental, professional educator, and community involvement in the management and operation of the public charter school.

10. An explanation of the relationship that will exist between the proposed public charter school and its employees, including evidence that the terms and conditions of employment have been addressed with affected employees.

11. An agreement between the parties regarding their respective legal liability and applicable insurance coverage.

12. A description of how the public charter school plans to meet the transportation needs of its pupils.

13. Assurances that the public charter school (i) is nonreligious in its programs, admission policies, employment practices, and all other operations and (ii) does not charge tuition.

14. In the case of a residential charter school for at-risk students, a description of (i) the residential program, facilities, and staffing; (ii) any parental education and after-care initiatives; (iii) the funding sources for the residential and other services provided; and (iv) any counseling or other social services to be provided and their coordination with any current state or local initiatives.

15. [Expired.]

16. Disclosure of any ownership or financial interest in the public charter school, by the charter applicant and the governing body, administrators, and other personnel of the proposed public charter school, and a requirement that the successful applicant and the governing body, administrators, and other personnel of the public charter school shall have a continuing duty to disclose such interests during the term of any charter.

C. [Expired.]

D. The charter applicant shall include in the proposed agreement the results of any Board of Education review of the public charter school application that may have been conducted as provided in Subsection C of Section 22.1-212.9.

Section 22.1-212.9. Review of public charter school applications.

A. Public charter school applications shall be received and reviewed by the Board of Education and local school boards or, in the case of a regional public charter school, by all of the relevant school boards, as provided in Subsection C.

The Board of Education and each local school board shall establish procedures for receiving, reviewing, and, in the case of local school boards, ruling upon applications. The Board of Education and local school boards shall post their procedures on their Web sites and make a copy of the procedures available to all interested parties upon request. If any such board finds the public charter school application is incomplete, the board shall request the necessary information from the charter applicant.

B. To provide appropriate opportunity for input from parents, teachers, citizens, and other interested parties and to obtain information to assist local school boards in their decisions to grant or deny a public charter school application, local school boards shall establish a procedure for public notice and to receive comment on public charter school applications. A local school board shall give at least 14 days' notice of its intent to receive public comment on an application.

C. Prior to submission of an application to a local school board for review, the public charter school applicant shall submit its proposed charter application to the Board of Education for its review, comment, and a determination as to whether the application meets the approval criteria developed by the Board. The Board's review shall examine such applications for feasibility,

curriculum, financial soundness, and other objective criteria as the Board may establish, consistent with existing state law. The Board's review and comment shall be for the purpose of ensuring that the application conforms with such criteria, and the Board shall make a determination as to whether the application meets the approval criteria developed by the Board. Nothing in this section shall prevent a local school division from working with a charter school applicant before the application is submitted to the Board of Education for review and recommendation.

Section 22.1-212.10. Decision of local board final.

A. If a local school board denies a public charter school application, or revokes or fails to renew a charter agreement, it shall provide to the applicant or grantee its reasons, in writing, for such decision, and it shall post such reasons on its Web site. A public charter school applicant whose application was denied, or a grantee whose charter was revoked or not renewed, shall be entitled to petition the local school board for reconsideration. The petition for reconsideration shall be filed no later than 60 days from the date the public charter school application is denied, revoked, or not renewed. Such reconsideration shall be decided within 60 days of the filing of the petition.

B. Each local school board shall establish a process for reviewing petitions of reconsideration, which shall include an opportunity for public comment. The petition of reconsideration may include an amended application based on the reasons given by the local school board for such decision.

C. Prior to seeking reconsideration, an applicant or grantee may seek technical assistance from the Superintendent of Public Instruction to address the reasons for denial, revocation, or non-renewal.

D. Upon reconsideration, the decision of a local school board to grant or deny a public charter school application or to revoke or fail to renew a charter agreement shall be final and not subject to appeal.

E. Nothing in this section shall prohibit an applicant whose application has been denied or a grantee whose charter has been revoked or not renewed from submitting a new application, pursuant to Section 22.1-212.9.

Section 22.1-212.11. Public charter school restrictions.

A. Local school boards may establish public charter schools within the school division. Priority shall be given to public charter school applications designed to increase the educational opportunities of at-risk students, and at least one-half of the public charter schools per division shall be for at-risk students.

B. Local school boards shall report the grant or denial of public charter school applications to the Board and shall specify the maximum number of charters that may be authorized, if any; the number of charters granted or denied; and whether a public charter school is designed to increase the educational opportunities of at-risk students.

C. Nothing in this article shall be construed to prevent a school that is the only school in the division from applying to become a public charter school.

Section 22.1-212.12. Public charter school term; renewals and revocations.

A. A charter may be approved or renewed for a period not to exceed five school years. A public charter school renewal application submitted to the local school board or, in the case of a regional public charter school, to the relevant school boards shall contain:

1. A report on the progress of the public charter school in achieving the goals, objectives, program and performance standards for students, and such other conditions and terms as the school board or boards may require upon granting initial approval of the charter application.

2. A financial statement, on forms prescribed by the Board, that discloses the costs of administration, instruction, and other spending categories for the public charter school and that has been concisely and clearly written to enable the school board or boards and the public to compare such costs to those of other schools or comparable organizations.

B. Local school boards may revoke a charter if the public charter school:

1. Violates the conditions, standards, or procedures established in the public charter school application;

2. Fails to meet or make reasonable progress toward achievement of the content standards or student performance standards identified in the charter application;

3. Fails to meet generally accepted standards of fiscal management; or

4. Violates any provision of law from which the public charter school was not specifically exempted.

A charter may be revoked if the local school board determines, in its discretion, that it is not in the public interest or for the welfare of the students within the school division to continue the operation of the school or, in the case of a regional public charter school, to continue its participation in the operation of the school.

C. Nothing in this section shall be construed to restrict the authority of local school boards to decline to renew a charter agreement.

Section 22.1-212.13. Employment of professional, licensed personnel.

A. Public charter school personnel shall be employees of the local school board or boards granting the charter.

B. Professional, licensed education personnel may volunteer for assignment to a public charter school. Assignment in a public charter school shall be for one contract year. Upon request of the

employee and the recommendation of the management committee of the public charter school, reassignment to the public charter school shall occur on an annual basis.

C. At the completion of each contract year, professional, licensed education personnel who request assignment to a public noncharter school in the relevant school division or who are not recommended for reassignment in the public charter school, other than for the grounds cited in Section 22.1-307, shall be guaranteed an involuntary transfer to a public noncharter school in the school division according to the employment policies of the school division.

D. Professional, licensed personnel of a public charter school shall be granted the same employment benefits given to professional, licensed personnel in public noncharter schools in accordance with the policies of the relevant school board or boards.

E. Nothing in this section shall be construed to restrict the authority of the local school board to assign professional, licensed personnel to a public charter school or any other public school as provided in Sections 22.1-293 and 22.1-295.

F. School boards may employ such health, mental health, social services, and other related personnel to serve in residential charter schools for at-risk pupils as set forth in the charter agreement between such school board and the charter school; however, nothing herein shall require a school board to fund the residential or other services provided by a residential charter school.

Section 22.1-212.14. Funding of public charter schools; services provided.

A. For the purposes of this article, students enrolled in a public charter school shall be included in the average daily membership of the relevant school division and shall be reported in fall membership for purposes of calculating the state and local shares required to fund the Standards of Quality.

B. Insofar as constitutionally valid, a local school board or, in the case of a regional public charter school, the relevant school boards may establish by contract an agreement stating the conditions for funding the public charter school, including funding for the educational program to be provided by a residential charter school for at-risk students.

C. Services provided the public charter school by the local school board or the relevant school boards, in the case of regional public charter schools, may include food services; custodial and maintenance services; curriculum, media, and library services; warehousing and merchandising; and such other services not prohibited by the provisions of this article or state and federal laws.

D. Funding and service agreements between local school boards and public charter schools shall not provide a financial incentive or constitute a financial disincentive to the establishment of a public charter school, including any regional public charter school.

E. Any educational and related fees collected from students enrolled at a public charter school shall be credited to the account of such public charter school established by the relevant local school board.

F. Notwithstanding any other provision of law, the proportionate share of state and federal resources allocated for students with disabilities and school personnel assigned to special education programs shall be directed to public charter schools enrolling such students. The proportionate share of moneys allocated under other federal or state categorical aid programs shall be directed to public charter schools serving students eligible for such aid.

G. The management committee of a public charter school is authorized to accept gifts, donations, or grants of any kind made to the public charter school and to spend such funds in accordance with the conditions prescribed by the donor. However, no gift, donation, or grant shall be accepted by the management committee of a public charter school if the conditions for such funds are contrary to law or the terms of the agreement between the local school board and the public charter school or, in the case of a regional public charter school, the relevant school boards and the regional public charter school.

H. The Department of Education shall provide technical assistance to local school boards relating to receipt, review, and ruling upon applications for public charter schools.

Section 22.1-212.15. Evaluation of public charter schools; reports.

School boards shall submit annual evaluations of any public charter schools to the Board of Education. The Board shall review the evaluations against any Board regulations and policies waived for the public charter schools to determine the efficacy of such waivers and whether the public charter schools accomplished established goals and objectives. School boards shall also submit annually to the Board a comparison of the performance of public charter school students and students enrolled in the regular schools of such relevant school division and a report of the number of students enrolled in such public charter schools at the end of the school year.

The Board shall report annually its findings and evaluations of any public charter schools established in the Commonwealth, as well as the number of charters denied, to the Governor and the General Assembly.

Section 22.1-212.16. Immunity.

Public charter schools shall be immune from liability to the same extent as all other public schools in the Commonwealth, and the employees and volunteers in a public charter school are immune from liability to the same extent as the employees and volunteers in a public school.

Meeting Minutes
Virginia Board of Education
Charter School Committee
Wednesday, January 11, 2012

Mrs. Isis Castro, chair of the committee, called the meeting to order at 1 p.m. Committee members: Mrs. Betsy Beamer, Mr. Walter Cross, Mrs. Linda Hyslop, Mr. Rob Krupicka, and Dr. Rick Richardson attended. Also present were Board members: Mrs. Eleanor Saslaw, Mr. Chris Braunlich, and Superintendent of Public Instruction, Dr. Patricia Wright.

After opening remarks and introductions, Mrs. Castro described the steps of the review process and reviewed the committee's task of examining the Buffalo Creek public charter school application as stipulated in the *Code of Virginia*. Before the examination of the application, Mrs. Castro introduced the applicant, Mrs. Elise Sheffield, who in turn recognized Mr. John Reynolds, Rockbridge County Public Schools superintendent, and Ms. Laura Hoofnagle, school board chair. She then introduced the following members of the Buffalo Creek team: Dr. Patricia Schirmer, Dr. Lenna Ojure, Ms. Rabia Sandage, Ms. Laura Weeldreyer, and Ms. Gwyneth Parlow.

Mrs. Castro confirmed that the applicant information (Part A) was complete; an executive summary provided an overview of the proposed charter school; and the assurances (Part C) were signed.

The applicant then provided an overview of the main points of the application's components grouped into three areas: Education, Logistical, and Business. After the applicant addressed each area, the committee had the opportunity to ask questions. After the three areas were addressed, committee members reached a consensus as to whether the application addressed each of the following required application components:

Required Application Components		Met the Criterion
II.	Mission Statement	Yes
III.	Goals and Educational Objectives	Yes
IV.	Evidence of Support	Yes
V.	Statement of Need	Yes
VI.	Educational Program	Yes
VII.	Enrollment Process	Yes
VIII.	Economic Soundness	Yes
IX.	Displacement	Yes
X.	Management and Operation	Yes
XI.	Employment Terms and Conditions	Yes
XII.	Liability and Insurance	Yes
XIII.	Transportation	Yes
XIV.	Residential Charter School	N/A
XV.	Disclosures	Yes

A consensus report is being prepared. The report will be presented to the Board for first review at the February 23, 2012, meeting. The Board will review, comment, and make a determination as to whether the Buffalo Creek School application meets the approval criteria.

The meeting was adjourned by Mrs. Castro at 2:30 p.m.

Attachment C

Charter School Committee

Criteria Checklist
for
Buffalo Creek School

January 11, 2012

Virginia Board of Education
P.O. Box 2120
Richmond, Virginia 23218-2120

Buffalo Creek School Criteria Checklist

Required Application Components	Does the Response Meet the Board's Approval Criterion?
Cover Page Requested information has been provided and the authorized official has signed and dated the cover page.	☒ Yes ☐ No
Applicant Information Applicant information has been provided.	☒ Yes ☐ No
I. Executive Summary: The executive summary provides an overview of the proposed charter school and includes the need for the public charter school and its goals and objectives.	☒ Yes ☐ No
II. Mission Statement: The mission statement of the public charter school is consistent with the principles of the Standards of Quality (SOQ). The following components are addressed:	☒ Yes ☐ No
1. A description of the public charter school's mission and how it is consistent with the principles of the Virginia SOQ. (Section 22.1-253.13:1, *Code of Virginia*)	
2. A description of any specialized area of academic concentration.	
3. Information about the public charter school's anticipated student population consistent with Section 22.1-212.6, of the *Code of Virginia*.	
III. Goals and Educational Objectives: The goals and educational objectives to be achieved by the public charter school are stated, and meet or exceed the Standards of Learning. The following components are addressed:	☒ Yes ☐ No
1. A description of the performance-based goals.	
2. A description of the related measurable educational objectives to be achieved by the public charter school. (Section 22.1-253.13:1.B, *Code of Virginia*)	
IV. Evidence of Support: Evidence that an adequate number of parents, teachers, pupils, or any combination thereof, supports the formation of a public charter school is provided. The following components are addressed:	☒ Yes ☐ No
1. Information and materials indicating how parents, the community, and other stakeholders were involved in supporting the application for the public charter school.	
2. Tangible evidence of support for the public charter school from parents, teachers, students, and residents, or any combination thereof, including but not limited to information regarding the number of persons and organizations involved in the process and petitions related to the establishment of the charter school.	
3. A description of how parental involvement will be used to support the educational needs of the students, the school's mission and philosophy, and its educational focus.	
V. Statement of Need: A statement describing the need for a public charter school in a school division or relevant school divisions in the case of a regional public charter school, or in a geographic area within a school division or relevant school divisions, is provided. The following components are addressed:	☒ Yes ☐ No
1. An explanation of why the public charter school is being formed. (Is the school being formed at the request of parents or community organizations? How was the need determined? What data were examined as part of the needs assessment? Briefly describe the need and include a summary of the quantitative data.)	
2. An explanation of why a public charter school is the appropriate vehicle to address the identified need.	

Required Application Components	Does the Response Meet the Board's Approval Criterion?
VI. Educational Program: A description of the public charter school's educational program is provided. The following components are addressed:	☒ Yes ☐ No
1. A synopsis of the public charter school's educational program.	
2. A description of the pupil performance standards and curriculum, which must meet or exceed any applicable Virginia SOQ. (Sections 22.1-253.13:1 through 22.1-253.13:9, *Code of Virginia*)	
3. A description of how the Virginia SOL and the corresponding SOL Curriculum Framework will be used as the foundation for curricula to be implemented for each grade or course in the public charter school. Include within the description how the goals and objectives of the curricula will meet or exceed the Virginia Standards of Learning (SOL), address student performance standards, relate to state and federal assessment standards, and include measurable student outcomes (See http://www.doe.virginia.gov/testing/index.shtml on the Department's Web site for more information about the SOL).	
4. A description of any assessments to be used to measure pupil progress towards achievement of the school's pupil performance standards, in addition to the SOL assessments prescribed by Section 22.1-253.13:3, in the *Code of Virginia.*	
5. A description of the public charter school assessment plan to obtain student performance data, which includes how the data will be used to monitor and improve achievement and how program effectiveness, will be measured over a specified period of time. Also, provide benchmark data on how student achievement will be measured and how these data will be established and documented in the first year of operation and how the data will be measured over each year of the term of the charter as approved by the local school board. The benchmark data should address targets for student improvement to be met in each year.	
6. The timeline for achievement of pupil performance standards, in accordance with the Virginia SOL.	
7. An explanation of the procedures for corrective actions needed in the event that pupil performance at the public charter school falls below the standards outlined in the Virginia Board of Education's *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, (8 VAC 20-131-310).	
8. Information regarding the minimum and maximum enrollment per grade as well as class size and structure for each grade served by the public charter school.	
9. Information regarding the proposed calendar and daily schedule, including any plans to open prior to Labor Day and how and when a waiver to open early will be submitted by the local school board to the Virginia Board of Education. (Section 22.1-79.1, *Code of Virginia*)	
10. A description of plans for identifying and serving: a) students with disabilities; b) English Language Learners (ELLs); c) academically at-risk students; and d) gifted and talented students. Such plans must indicate the extent of the involvement of the local school board in providing such services and must comply with state and federal laws and regulations.	
11. A description of the learning environment and scientifically research-based instructional strategies to be used at the public charter school to ensure student achievement.	
If applicable, the following components are addressed by the proposed public charter school:	☒ Not Applicable

Required Application Components	Does the Response Meet the Board's Approval Criterion?
12. If the public charter school plans to utilize virtual learning in its educational program, identify the virtual learning source, describe how virtual learning will be used, and estimate how many students may participate.	
13. A general description of any alternative accreditation plans, in accordance with the Virginia Board of Education's *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (8 VAC 20-131-280), that the public charter school would request the local school board to submit to the Virginia Board of Education for approval.	
14. A general description of any alternative accreditation plan for serving students with disabilities, in accordance with the Virginia Board of Education's *Regulations Governing Special Education Programs For Children With Disabilities in Virginia* (8 VAC 20-80-40) that the public charter school would request the local school board to submit to the Virginia Board of Education for approval.	
VII. Enrollment Process: A description of the lottery process consistent with all federal and state laws and regulations and constitutional provisions prohibiting discrimination that are applicable to public schools and with any court-ordered desegregation plan in effect for the school division or, in the case of a regional public charter school, in effect for any of the relevant school divisions is provided. (Section 22.1-212.6, *Code of Virginia*). The following components are addressed:	☒ Yes ☐ No
1. A description of the lottery process to be used to determine the public charter school enrollment.	
2. A description of the lottery process for the establishment of a waiting list for such students for whom space is unavailable.	
3. A description of a tailored admission policy that meets the specific mission or focus of the public charter school, if applicable.	
4. A timeline for when the lottery process will begin for the first academic year of enrollment and when parents will be notified of the outcome of the lottery process.	
5. A description of any enrollment-related policies and procedures that address special situations, such as the enrollment of siblings and children of faculty and founders and the enrollment of nonresident students, if applicable.	
6. An explanation of how the applicant will ensure that, consistent with the public charter school's mission and purpose, community outreach has been undertaken so that special populations are aware of the formation of the public charter school and that enrollment is open to all students residing in the school division where the public charter school is located or in school divisions participating in a regional charter school.	
7. A description of how the transfer of students to and from the public charter school will be accomplished.	
8. A description of how students seeking enrollment after the school year begins will be accommodated.	
VIII. Economic Soundness: Evidence that the plan for the public charter school is economically sound for both the public charter school and the school division is provided. The following components are addressed:	☒ Yes ☐ No
1. A description of the public charter school's financial plan, including financial controls and audit requirements in accordance with generally accepted accounting principles.	
2. A start-up and three-year budgets with clearly stated assumptions and information regarding projected revenues and expenditures.	
3. A start-up and three-year cash flow projections with clearly stated assumptions and indications of short- and long-term sources of revenue.	

Required Application Components	Does the Response Meet the Board's Approval Criterion?
4. A description of anticipated fundraising contributions, if applicable.	
5. A description of the funding agreement that the public charter school intends to have with the local education agency, including information regarding anticipated local, state, and federal per-pupil-amounts to be received and any information pertaining to the maintenance of facilities.	
IX. Displacement: A description of the plan for the displacement of pupils, teachers, and other employees who will not attend or be employed in the public charter school, in instances of the conversion of an existing public school to a public charter school, and for the placement of public charter school pupils, teachers, and employees upon termination or revocation of the charter is provided. The following components are addressed:	☒ Yes ☐ No
1. Identification of a member of the school's leadership team who will serve as a single point of contact for all activities that may need to take place in order for the school to close, including but not limited to the transfer of students to another school, the management of student records, and the settlement of financial obligations.	
2. A notification process to parents/guardians of students attending the school and teachers and administrators of the closure date.	
3. A notification process to parents/guardians of students attending the public charter school of alternative public school placements within a set time period from the date that the closure is announced.	
4. Provisions for ensuring that student records are provided to the parent/guardian or another school identified by the parent or guardian within a set time period. If the student transfers to another school division, provisions for the transfer of the student's record to the school division to which the student transfers shall be made upon the request of that school division. (Section 22.1-289, *Code of Virginia*).	
5. Notification to the local school board of a list of all students in the school and the names of the schools to which these students will transfer.	
6. A placement plan for school employees that details the level of assistance to be provided within a set period of time from the date of closure. For teachers and administrators, the level of assistance should address finding employment within the school division where the public charter school is located or other public school divisions.	
7. A close-out plan related to financial obligations and audits, the termination of contracts and leases, and the sale and disposition of assets within a set period of time from the date of closure. The plan shall include the disposition of the schools' records and financial accounts upon closure.	
X. Management and Operation: A description of the management and operation of the public charter school, including the nature and extent of parental, professional educator, and community involvement in the management and operation of the public charter school is provided. (Section 22.1-212.7, *Code of Virginia*) The following components are addressed:	☒ Yes ☐ No
1. A description of the functions, roles, and duties of the management committee as defined in Section 22.1-212.6 of the *Code of Virginia* in the operation and oversight of the public charter school and its proposed constitution and bylaws.	
2. An explanation of how support services will be provided. These services, include, but are not limited to: 1) food services; 2) school health services; 3) custodial services; 4) extracurricular activities; and 5) security services.	

Required Application Components	Does the Response Meet the Board's Approval Criterion?
3. An explanation of any partnerships or contractual relationships (education management organization, food services, school health services, custodial services, security services, etc.) central to the school's operations or mission, including information regarding the relationship of all contractors to the governing board of the public charter school, and information regarding how contractors and the employees of the contractors having direct contact with students will comply with the provisions of Section 22.1-296.1, of the *Code of Virginia*.	
4. A detailed start-up plan, identifying tasks, timelines, and responsible individuals.	
5. A proposed organization chart.	
6. Plans for recruiting school leadership and staff.	
XI. Employment Terms and Conditions: An explanation of the relationship that will exist between the proposed public charter school and its employees, including evidence that the terms and conditions of employment have been addressed with affected employees is provided. (Sections 22.1-212.13, 22.1-296.1 and 22.1-296.2, *Code of Virginia*) The following components are addressed:	☒ Yes ☐ No
1. A plan that addresses the qualifications of teachers and administrators at the public charter school, including compliance with state law and regulation regarding Virginia Board of Education licensing endorsements.	
2. A plan to provide high-quality professional development programs (Section 22.1-253.13:5, *Code of Virginia*).	
3. Provisions for the evaluation of staff at regular intervals and in accordance with state law and regulation.	
4. Provisions for a human resource policy for the public charter school that is consistent with state and federal law.	
5. Notification to all school employees of the terms and conditions of employment	
6. A staffing chart for the school's first year and a staffing plan for the term of the contract.	
XII. Liability and Insurance: A description of the agreement between the parties regarding their respective legal liability and applicable insurance coverage is provided. (Section 22.1-212.16, *Code of Virginia*) The following components are addressed:	☒ Yes ☐ No
1. The types of insurance for the public charter school, its property, its employees, the charter school management committee, and the board and the levels of coverage sought. Types of insurance include, but are not limited to: a) general liability; b) health; and c) property.	
2. A justification for each type of insurance coverage sought.	
3. A description of any plans of the public charter school to provide indemnity for the local school division.	
XIII. Transportation: A description of how the public charter school plans to meet the transportation needs of its pupils is provided. The following components are addressed:	☒ Yes ☐ No
1. A description of how the transportation of students will be provided: a) by the local school division; b) by the public charter school; c) by the parent(s); or d) through a combination of these options.	

Required Application Components	Does the Response Meet the Board's Approval Criterion?
2. If transportation services will be provided by the public charter school, explain whether the school will contract for transportation with the local education agency or with another entity or have its own means of transportation and indicate whether transportation will be provided to all students attending the school.	
3. A description of transportation services for students with disabilities in compliance with Section 22.1-221of the *Code of Virginia* and the Board's *Regulations Governing Special Education Programs For Children With Disabilities in Virginia*.	
XIV. Residential Charter Schools: If the application is for a residential charter school for at risk students, the following components must be addressed:	☐ Yes ☐ No ☒ Not Applicable
1. A description of the residential program to include: a) the educational program; b) a facilities description to include grounds, dormitories, and staffing; c) a program for parental education and involvement; d) a description of after-care initiatives; e) the funding the residential facility and other services provided; f) any counseling and other social services to be provided and their coordination with current state and local initiatives; and g) a description of enrichment activities available to students.	
2. A description of how the facility will be maintained including, but not limited to: a) janitorial and regular maintenance services and b) security services to ensure the safety of students and staff.	
XV. Disclosures: Disclose ownership or financial interest in the public charter school by the charter applicant and the governing body, administrators, and other personnel of the proposed public charter school, and require that the applicant and the governing body, administrators, and other personnel of the public charter school shall have a continuing duty to disclose such interest during the term of any charter. The following components must be addressed:	☒ Yes ☐ No
1. A description of how the applicant and members of the management committee will disclose any ownership or financial interest.	
2. Information regarding the frequency by which such disclosures will be made (Section 22.2-3114, *Code of Virginia*).	
3. A description of ownership or financial interest of the applicant and/or members of the management committee in the proposed charter school. This includes any relationships that parties may have with vendors performing services at the school.	
Assurances The certification statement has been signed.	☒ Yes ☐ No

Attachment D

Virginia Board of Education
Charter School Committee

Consensus Report for Application Submitted by
Buffalo Creek Charter School
Rockbridge County, Virginia

January 11, 2012

The *Code of Virginia*, Section 22.1-212.9, requires that all public charter school applications be submitted to the Board prior to being submitted to the local school board. Applications must adhere to the format prescribed by the Board and address the application elements stated in the *Code of Virginia*, Section 22.1-212.8. The Board is required to render a decision on whether the application meets its approval criteria. A decision by the Board that an application meets its approval criteria does not guarantee that the local school board will approve a request for a charter.

To meet the intent of the legislation, the Board of Education established a Charter School Review Committee. The committee met at the Virginia Department of Education on January 11, 2012, to discuss the charter school application submitted by the Buffalo Creek School in Rockbridge County and to meet with the applicant.

It was confirmed by the committee that the applicant information was complete; an executive summary provided an overview of the proposed charter school; and the assurances were signed. The applicant provided an overview of the main points of the application's components grouped into three areas: Education, Logistical, and Business. After the applicant addressed each area, the committee had the opportunity to ask questions. After the three areas were addressed, committee members reached a consensus as to whether the application addressed each of the following required components:

Required Application Components		Met the Criterion
II.	Mission Statement	Yes
III.	Goals and Educational Objectives	Yes
IV.	Evidence of Support	Yes
V.	Statement of Need	Yes
VI.	Educational Program	Yes
VII.	Enrollment Process	Yes
VIII.	Economic Soundness	Yes
IX.	Displacement	Yes
X.	Management and Operation	Yes
XI.	Employment Terms and Conditions	Yes
XII.	Liability and Insurance	Yes
XIII.	Transportation	Yes
XIV.	Residential Charter School	N/A
XV.	Disclosures	Yes

The consensus report will be presented to the Board of Education at the meeting on February 23, 2012. The Board will make a determination as to whether the Buffalo Creek School application meets the approval criteria.

Virginia Board of Education Agenda Item

Agenda Item: E. **Date:** February 23, 2012

Title	First Review of Recommended Cut Scores for the Grades 3-8 Mathematics Standards of Learning Tests Based on the 2009 Mathematics Standards		
Presenter	Mrs. Shelley Loving-Ryder, Assistant Superintendent, Division of Student Assessment and School Improvement		
E-mail	Shelley.Loving-Ryder@doe.virginia.gov	**Phone**	804-225-2102

Purpose of Presentation:
Action required by Board of Education regulation.

Previous Review or Action:
Previous review and action. Specify date and action taken below:
Date: May 24, 2006
Action: Adoption of Cut Scores for the Standards of Learning Mathematics Tests for Grades 3-8

Action Requested:
Action will be requested at a future meeting. Specify anticipated date below:
Date: March 22, 2012

Alignment with Board of Education Goals: Please indicate (X) all that apply:

	Goal 1: Expanded Opportunities to Learn
X	Goal 2: Accountability of Student Learning
	Goal 3: Nurturing Young Learners
X	Goal 4: Strong Literacy and Mathematics Skills
	Goal 5: Highly Qualified and Effective Teachers and Administrators
	Goal 6: Sound Policies for Student Success
	Goal 7: Safe and Secure Schools
	Other Priority or Initiative. Specify:

Background Information and Statutory Authority:
Goal 2: The approval of cut scores for the new, more rigorous mathematics tests for grades 3-8 based on the 2009 mathematics Standards of Learning (SOL) will help schools and school divisions increase the academic success of all students.

Goal 4: The approval of cut scores for the new, more rigorous mathematics tests for grades 3-8 based on the 2009 mathematics SOL will support the development of numeracy skills for all students.

In 2011-2012 new SOL tests measuring the 2009 mathematics content standards will be administered. Because of the changes in the content measured by these tests, new passing scores must be adopted by the Virginia Board of Education. Consistent with the process used in 1998 and 2006, committees of educators were convened in February 2012 to recommend to the Board of Education (BOE) minimum cut scores for the achievement levels of *fail/basic*, *pass/proficient,* and *pass/advanced* for the grades 3-8 mathematics tests. More information about the process used by the committee of educators to develop the recommended cut scores may be found in Attachment A.

Summary of Important Issues:
Information about the range of cut scores recommended by the committees for the achievement levels of *fail/basic*, *pass/proficient,* and *pass/advanced* for the grades 3-8 mathematics tests is included in Attachment B.

The Board is asked to review this information and to adopt "cut" scores at the March 2012 meeting for the achievement levels of *fail/basic*, *pass/proficient,* and *pass/advanced* for the grades 3-8 SOL mathematics tests.

Impact on Fiscal and Human Resources:
N/A

Timetable for Further Review/Action:
Final review in March 22, 2012

Superintendent's Recommendation:
The Superintendent of Public Instruction recommends that the Board of Education accept for first review cut scores representing the achievement levels of *fail/basic*, *pass/proficient,* and *pass/advanced* for the grades 3-8 mathematics SOL tests as follows.

- Grade 3: 16 out of 40 for fails/basic, 26 out of 40 for pass/proficient, and 36 out of 40 for pass/advanced
- Grade 4: 17 out of 50 for fails/basic, 31 out of 50 for pass/proficient, and 45 out of 50 for pass/advanced
- Grade 5: 18 out of 50 for fails/basic, 31 out of 50 for pass/proficient, and 45 out of 50 for pass/advanced
- Grade 6: 16 out of 50 for fails/basic, 28 out of 50 for pass/proficient, and 45 out of 50 for pass/advanced
- Grade 7: 17 out of 50 for fails/basic, 31 out of 50 for pass/proficient, and 45 out of 50 for pass/advanced
- Grade 8: 17 out of 50 for fails/basic, 31 out of 50 for pass/proficient, and 46 out of 50 for pass/advanced

Standard Setting
Modified-Angoff Procedure

Standard setting is a systematic way of making a professional judgment on the number of questions on a test that must be answered correctly to signify that a student's achievement is at the *fails/ basic*, *pass*/*proficient,* or *pass*/*advanced* achievement level. The number of questions that a student must answer correctly to be classified as "basic," proficient or "advanced" is called a "cut score." In the case of the Standards of Learning (SOL) mathematics assessments for grades 3-8, four performance level categories have been established:

Pass/Advanced
Pass/Proficient
Fails/Basic
Fails/Below Basic

One cut score will distinguish *Fails/Basic* from *Fails/Below Basic.* A second cut score will distinguish *Pass/Proficient* from *Fails/ Basic* and a third cut score will distinguish *Pass/Advanced* from *Pass/Proficient*.

The procedure used for standard setting for the SOL mathematics tests is known as the modified-Angoff procedure. This procedure has been widely used on tests for a number of years. Steps used in the procedure are described below.

1. Judges receive training in the standard-setting process and complete a simulation activity.

2. Judges take the test on which cut scores are to be set to simulate the experience of the students who have taken the test.

3. Judges discuss the performance level descriptor for each achievement level (i.e., Fails/Below Basic, Fails/Basic, Pass/Proficient, and Pass/Advanced). An example of a performance level descriptor for the "pass/proficient" achievement level for the grade 7 mathematics test is shown below.

   A student performing at the proficient level should be able to:

   - Write a power of 10 with a negative exponent in fraction and decimal form.
   - Compare and order fractions, decimals, percents, and numbers written in scientific notation.
   - Determine the square root of perfect squares less than or equal to 400.
   - Use the number line to demonstrate the absolute value of a rational number.
   - Extend arithmetic and geometric sequences using the common difference or common ratio.
   - Add, subtract, multiply, and divide integers.
   - Use proportional reasoning to solve single and multistep practical problems.

- Solve practical problems involving the volume and surface area of rectangular prisms and cylinders; and describe how changing one measured attribute of a rectangular prism affects its volume and surface area.
- Use properties to compare and contrast characteristics of parallelograms, rectangles, rhombi, and trapezoids and use proportions to determine the corresponding sides and angles for similar figures.
- Sketch a reflection, dilation, rotation, or translation on the coordinate plane, given the graph or coordinates of the pre-image.
- Apply the experimental and theoretical probability formulas to determine the probability of an event or compound event containing no more than two events.
- Analyze histograms for a given data set, and compare and contrast them with other graphical representations of the same data.
- Use one representation of a relation to represent and describe the relation in another form.
- Use the properties of real numbers to evaluate verbal and algebraic expressions for replacement values and to solve one and two-step linear equations and inequalities in one variable.

Judges then discuss the characteristics of students who just make it into an achievement level: those who are "just basic," "just proficient," and "just advanced," to further define the particular knowledge and skills that separate those students in one achievement level from those in the others.

4. ***Round 1 Ratings***:
Judges independently examine each question on the test, thinking of students who are "just" *proficient* and estimating whether or not these students would answer each item correctly MOST of the time (2/3 of the time). (Note: Judges are instructed to determine what students *should* do, rather than what they *can* now do.) Judges use the same procedure for the *basic* and *advanced* categories. When Round 1 is completed, each judge has recorded "yes" or "no" for each question on the test for "basic," "proficient," and "advanced." Each judge's ratings on the questions are converted to a cut score.

5. ***Round 2 Ratings***:
Judges are provided with a table of each judge's ratings from Round 1, refine the definitions and descriptors, and repeat the process used in Round 1.

6. ***Round 3 Ratings***:
Judges are provided with a table of each judge's ratings from Round 2, refine the definitions and descriptors, and repeat the process used in Round 2.

Articulation Committee:
After the work of the standard setting committees has been completed, a smaller group of educators composed of two or three members from each of the standard setting committees is convened to review the results of round 3 for each test. In the case of the mathematics tests for grades 3-8, the purpose of this "articulation committee" was to review the round 3 results for each of the tests for to determine the reasonableness of the recommended cut scores in light of

the performance level descriptors and estimated impact data. The impact data reviewed by the articulation committee provided estimates, based on field test data, of the number of students who would fall into each achievement level if the recommended cut scores were adopted. Based on their review, the articulation committee recommended adjustments to the cut scores for some of the mathematics tests.

Recommendation Presented to the Board of Education:

The results of the standard setting committees and the articulation committee are presented as recommendations to the Board of Education as part of first review. On final review, the Board of Education is asked to adopt cut scores on each SOL test.

Summary and Background Information on Proposed Cut Scores for the Mathematics Tests for Grades 3-8 Based on the 2009 Standards of Learning

	Fail/Basic			
	Background Information		Standard Setting Summary	
Test Name *	Fail/Basic Cut Score for Previous Mathematics Test**	Fail/Basic Cut Score for New Test to Maintain Previous Level of Rigor	Round 3 Median for Basic	Articulation Committee Recommendation
Grade 3	21 out of 50	7 out of 40	6 out of 40	10 out of 40
Grade 4	16 out of 50	7 out of 50	7.5 out of 50	13 out of 50
Grade 5	23 out of 50	10 out of 50	8.5 out of 50	13 out of 50
Grade 6	22 out of 50	13 out of 50	7 out of 50	13 out of 50
Grade 7	19 out of 50	14 out of 50	14 out of 50	13 out of 50
Grade 8	19 out of 50	9 out of 50	8 out of 50	13 out of 50

* All tests based on the 2009 SOL have 50 items except for grade 3 which has 40 items
** Test based on the 2001 Mathematics Standards of Learning

Summary and Background Information on Proposed Cut Scores for the Mathematics Tests for Grades 3-8 Based on the 2009 Standards of Learning

	Pass/Proficient				Pass/Advanced			
	Background Information		Standard Setting Summary		Background Information			Standard Setting Summary
Test Name *	Pass/Proficient Cut Score for Previous Mathematics Test**	Pass/Proficient Cut Score for New Test to Maintain Previous Level of Rigor	Round 3 Median for Proficient	Articulation Committee Recommendation	Pass/Advanced Cut Score for Previous Mathematics Test**	Pass/Advanced Cut Score for New Test to Maintain Previous Level of Rigor	Round 3 Median for Advanced	Articulation Committee Recommendation
Grade 3	35 out of 50	16 out of 40	25.5 out of 40	26 out of 40	45 out of 50	28 out of 40	36 out of 40	36 out of 40
Grade 4	31 out of 50	20 out of 50 (-11)	30.5 out of 50	31 out of 50	43 out of 50	34 out of 50 (-9)	44 out of 50	45 out of 50
Grade 5	35 out of 50	22 out of 50 (-13)	26 out of 50	28 out of 50	44 out of 50	34 out of 50(-10)	44 out of 50	45 out of 50
Grade 6	34 out of 50	24 out of 50 (-10)	28 out of 50	28 out of 50	44 out of 50	35 out of 50 (-9)	44 out of 50	45 out of 50
Grade 7	31 out of 50	23 out of 50 (-8)	31 out of 50	31 out of 50	42 out of 50	35 out of 50 (-7)	44 out of 50	45 out of 50
Grade 8	32 out of 50	23 out of 50 (-9)	25 out of 50	27 out of 50	42 out of 50	33 out of 50 (-9)	46 out of 50	46 out of 50

* All tests based on the 2009 SOL have 50 items except for grade 3 which has 40 items
** Test based on the 2001 Mathematics Standards of Learning

Virginia Board of Education Agenda Item

Agenda Item: F. **Date:** February 23, 2012

Title	First Review of Timeline for the Review and Approval of the Revised *Fine Arts Standards of Learning*		
Presenter	Mrs. Cheryle C. Gardner, Principal Specialist of Fine Arts		
E-mail	Cherry.Gardner@doe.virginia.gov	**Phone**	804-225-2881

Purpose of Presentation:
Action required by state or federal law or regulation.

Previous Review or Action:
No previous review or action.

Action Requested:
Final review: Action requested at this meeting.

Alignment with Board of Education Goals: Please indicate (X) all that apply:

X	Goal 1: Expanded Opportunities to Learn
	Goal 2: Accountability of Student Learning
	Goal 3: Nurturing Young Learners
	Goal 4: Strong Literacy and Mathematics Skills
	Goal 5: Highly Qualified and Effective Teachers and Administrators
	Goal 6: Sound Policies for Student Success
	Goal 7: Safe and Secure Schools
	Other Priority or Initiative. Specify:

Background Information and Statutory Authority:

Goal 1: the Board of Education's comprehensive plan calls for a review of all Standards of Learning on a regular schedule.

The *Code of Virginia* also requires a review of Virginia's Standards of Learning every seven years.

Code of Virginia, Section 22.1-253.13:1-2 By October 1, 2000, the Board of Education shall establish a regular schedule, in a manner it deems appropriate, for the review, and revision as may be necessary of the Standards of Learning in all subject areas. Such review of each subject area shall occur at least once every seven years. Nothing in this section shall be construed to prohibit the Board from conducting such review and revision on a more frequent basis.

The *Fine Arts Standards of Learning* were adopted in 2006 and are scheduled for review in 2012-2013. The standards in dance arts, music, theatre arts, and visual arts may be viewed online at http://www.doe.virginia.gov/testing/sol/standards_docs/fine_arts/index.shtml.

Summary of Important Issues:

Using an established review process and criteria, the Department of Education plans a review of the current Standards of Learning for Fine Arts according to the attached timeline. The review team will consider the revised national fine arts standards and other relevant reports and documents to inform its review.

Impact on Fiscal and Human Resources:

The Department of Education administers the state standards review process. The agency's existing resources can absorb this responsibility at this time.

Timetable for Further Review/Action:

Upon approval, the Department of Education will provide information to all interested parties according to the timeline in Attachment A.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education waive first review and approve the timeline for the review of the *Fine Arts Standards of Learning* in a time frame consistent with the requirements of the *Code of Virginia* and the Board's comprehensive plan.

PROPOSED SCHEDULE FOR THE REVIEW OF THE *FINE ARTS STANDARDS OF LEARNING* 2012-2013

February 25, 2012

A Superintendent's Memorandum is distributed that: announces the schedule of the review process; announces the availability of a Standards of Learning review/comment page on the Department of Education Web site; and requests that division superintendents share information about the Web site with instructional staff and submit nominations for review team members.

The Department of Education posts on its Web site a Standards of Learning review/comment page for the 2006 *Fine Arts Standards of Learning*. The page will be active for 30 days.

April-May 2012

The Department of Education aggregates and conducts a preliminary analysis of the comments entered on the Web page.

July-August 2012

Each *Fine Arts Standards of Learning* discipline review team meets for three days to:

- analyze statewide Web page input;
- review national documents and reports as necessary; and
- make recommendations for potential changes.

October 2012

The *Fine Arts Standards of Learning* review team meets for one day to review available drafts of the 2012 *National Fine Arts Standards* to make recommendations for potential revisions to the *Fine Arts Standards of Learning* draft document.

November 2012-January 2013

The Department of Education staff prepares a draft of the proposed *Fine Arts Standards of Learning* that reflects team's comments.

The draft of the proposed *Fine Arts Standards of Learning* is made available to fine arts educators in Virginia, institutions of higher education, and professional organizations that focus on fine arts education for review and comment.

February 2013

The Department of Education and the steering committee, a subgroup of the review team, meet to discuss and review the draft *Fine Arts Standards of Learning* for first review by the Board of Education.

April 2013

The Department of Education presents the draft document to the Board for first review.

May 2013

The proposed Standards of Learning document is distributed for public comment. The document is placed on the Virginia Department of Education Web site for review. One or more public hearings are held as prescribed by the Board of Education.

July 2013	The Superintendent of Public Instruction presents the proposed *Fine Arts Standards of Learning* to the Board of Education for final review and adoption. The final document is posted on the Department of Education's Web site and school divisions are apprised of its availability.