
ESEA Flexibility

Renewal Form

Virginia

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RENEWAL FORM

SECTION I: COVER SHEET, WAIVERS, ASSURANCES AND CONSULTATION

Each SEA must remove the Cover Sheet, Waivers, and Assurances pages from its currently approved ESEA flexibility request. It must replace those pages with the completed Cover Sheet, Waivers, and Assurances pages from this form as part of its renewal request.

SEA Notes:

The 2014 Cover Sheet, Waivers, and Assurances pages in Virginia's ESEA flexibility application have been removed and replaced with the updated 2015 versions provided in this renewal form.

CONSULTATION

An SEA must provide a description of how it meaningfully solicited input on the implementation of ESEA flexibility, and the changes that it made to its currently approved ESEA flexibility request in order to seek renewal, from LEAs, teachers and their representatives, administrators, students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities, organizations representing English Learners, business organizations, institutions of higher education (IHEs) and Indian tribes.

[The consultation process used to solicit input from stakeholders on Virginia's ESEA flexibility renewal is described on pages 14-16 of Virginia's ESEA flexibility renewal request application.](#)

SECTION II: CONTINUED COMMITMENT TO AND PROGRESS TOWARDS ESEA FLEXIBILITY PRINCIPLES

An SEA must provide a narrative response updating the SEA's currently approved ESEA flexibility request to address each of the items under Section II. Specifically, an SEA must address each of the Principles as described below through at least the end of the 2017–2018 school year (an SEA that is eligible for and requests a four-year renewal must address each of the Principles as described below through at least the end of the 2018–2019 school year).

For each of the following items, an SEA should make revisions in a redline version of its currently approved ESEA flexibility request, and indicate in the text boxes on this form the pages where relevant changes have been made. To the extent that an SEA has sufficiently addressed any requirement in its currently approved request, the SEA may reference the relevant pages and existing text in its approved request in response to that requirement.

Principle 1: College and Career-Ready Expectations for All Students

In its request for renewal of ESEA flexibility, each SEA must update its currently approved ESEA flexibility request to describe how it will continue to ensure all students graduate from high school ready for college and a career, through implementation of college- and career-ready standards and high-quality aligned assessments (general, alternate, and English language proficiency), including how the SEA will continue to support all students, including English Learners, students with disabilities, low-achieving students, and economically disadvantaged students, and teachers of those students.

[A description of Virginia's continued efforts to ensure all students graduate from high school ready for college and a career and provide support to all students, subgroups, and educators to meet this goal are described on pages of 22-32 and 34-46 of Virginia's ESEA flexibility renewal request application and repeated throughout relevant areas of the application.](#)

Principle 2: State-Developed Systems of Differentiated Recognition, Accountability, and Support

Each SEA must provide narrative responses for each of the items enumerated below. In providing these narrative responses, each SEA must describe its process for continuous improvement of its systems and processes supporting implementation of its system of differentiated recognition, accountability, and support. In describing its process for continuous improvement, an SEA should consider how it will use systematic strategies to analyze data and revise approaches to address implementation challenges in order to ensure that it and its LEAs are meeting the needs of all students.

2.A. Develop and Implement a State-Based System of Differentiated Recognition, Accountability, and Support: In its request for renewal of ESEA flexibility, each SEA must demonstrate that a school may not receive the highest rating in the SEA's differentiated recognition, accountability, and support system if there are significant achievement or graduation rate gaps across subgroups that are not closing in the school.

For a school in Virginia to receive the highest possible rating as part of the state's accountability system, all of the subgroups in the school and the all students group must, at a minimum, meet the reading and mathematics annual measurable objectives (AMOs), and one or more subgroups must meet additional higher performance expectations as described on page 69 of Virginia's ESEA flexibility renewal request application. Schools meeting these criteria receive a status of *Met All Federal AMOs – HE* (Higher Expectations).

2.D. Priority Schools: In its request for renewal of ESEA flexibility, each SEA must:

- Submit either (i) its updated list of priority schools based on the most recent available data, for implementation beginning in the 2015–2016 school year, or (ii) an assurance that it will provide an updated list of priority schools based on school year 2014–2015 data no later than January 31, 2016, for implementation beginning no later than the 2016–2017 school year;
- Provide its timeline for implementation of interventions aligned with all of the turnaround principles in all priority schools; and
- Describe its process for identifying any schools that, after implementing interventions for three school years, have not made sufficient progress to exit priority status and describe how the SEA will ensure increased rigor of interventions and supports in these schools by the start of the 2015-2016 school year.

A link to the list of Virginia's update priority schools is available on page 79 and also in Attachment 9 of Virginia's ESEA flexibility renewal request application. The timeline for implementing interventions aligned with all of the turnaround principles is embedded in the response to Question 2.D.iii on pages 79-91 and stated in the response to Question 2.D.iv on page 91.

The process to determine if a priority school remains in priority status because it has not made sufficient progress is described in the response to Question 2.D.v on page 92. The process the state will use to increase the rigor of interventions and supports for these non-exited schools is described in the response to Question 2.D.iii on pages 90-91.

2.E. Focus Schools: In its request for renewal of ESEA flexibility, each SEA must:

- a) Submit either (i) its updated list of focus schools based on the most recent available data, for implementation beginning in the 2015–2016 school year, or (ii) an assurance that it will provide an updated list of focus schools based on school year 2014–2015 data no later than January 31, 2016, for implementation beginning no later than the 2016–2017 school year;
- b) Provide its process, including a timeline, for ensuring that its LEAs implement interventions targeted to a focus school’s reason for identification; and
- c) Describe its process for identifying any schools that have not made sufficient progress to exit focus status and describe how the SEA will ensure increased rigor of interventions and supports in these schools by the start of the 2015-2016 school year.

[A link to the list of Virginia’s update focus schools is available on page 95 and also in Attachment 9 of Virginia’s ESEA flexibility renewal request application. The timeline for implementing interventions targeted to a focus school’s reason for identification is provided in the response to Question 2.E.iii on page 95-103.](#)

[The process to determine if a focus school remains in focus status because it has not made sufficient progress is described in the response to Question 2.E.iv on page 103. The process the state will use to increase the rigor of interventions and supports for these non-exited schools is also provided in the response to this question on page 104.](#)

2.F. Other Title I Schools: In its renewal request, each SEA must update its plan for providing incentives and supports to other Title I schools to include a clear and rigorous process for ensuring that LEAs provide interventions and supports for low-achieving students in those schools when one or more subgroups miss either AMOs or graduation rate targets or both over a number of years.

[Virginia’s plan of providing incentives and supports to other Title I schools missing AMOs or graduation rate targets over a number of years for one or more subgroups is described in the response to Question 2.F on pages 102-116 of Virginia’s ESEA flexibility renewal request application.](#)

2.G. Build SEA, LEA, and School Capacity to Improve Student Outcomes: In its request for renewal of ESEA flexibility, each SEA must describe its statewide strategy to support and monitor LEA implementation of the State’s system of differentiated recognition, accountability, and support. This description must include the SEA’s process for holding LEAs accountable for improving school and student performance.

Virginia’s statewide strategy to support and monitor LEA implementation of the state’s system of differentiated recognition, accountability, and support and the process to hold LEAs accountable for improving school and student performance are described in the response to Question 2.G on pages 116-127 of Virginia’s ESEA flexibility renewal request application.

Principle 3: Supporting Effective Instruction and Leadership

An SEA that checked option C under assurance 15 must provide a narrative response to this item detailing:

- a) The progress made to date in ensuring that each LEA is on track to implement high-quality teacher and principal evaluation and support systems designed to support educators and improve instruction;
- b) The proposed change(s) and the SEA’s rationale for each change; and
- c) The steps the SEA will take to ensure continuous improvement of evaluation and support systems that result in instructional improvement and increased student learning.

Virginia selected Option A indicating the state has fully implemented its teacher and principal evaluation and support system as described in its most recently-approved ESEA flexibility request; therefore, this section is not applicable to Virginia.

SECTION III: ADDITIONAL AMENDMENTS (OPTIONAL)

If an SEA wishes to make any additional amendments to its currently approved ESEA flexibility request to clarify or revise how the SEA and its LEAs will close achievement gaps, improve student achievement, and increase the quality of instruction, the SEA must include those amendments in its redlined request and identify on the renewal request form the page numbers on which amendments have been made. An SEA need not make any amendments beyond those discussed in Sections I and II above in order to receive renewal of ESEA flexibility. For any additional amendments the SEA makes to its currently approved ESEA flexibility request, the SEA must provide a rationale for the proposed change(s), either in the text of the ESEA flexibility request or on the ESEA flexibility renewal form. In considering whether or not to make additional amendments to its approved ESEA flexibility request, an SEA should keep in mind that the Department will not approve any amendment that conflicts with the ESEA flexibility principles.

Flexibility Element(s) Affected by the Amendment	Page Number(s) Affected in Redlined Request	Brief Description of Requested Amendment	Rationale
<u>Update criteria for one reward school category: Virginia Index of Performance (VIP) Incentives Program</u>	<u>Page 75</u>	<u>Delete one award category, the Competence to Excellence Award, and add the Board of Education Distinguished Achievement Award</u>	<u>These category changes reflect updates made to the VIP awards as approved by the Board of Education in 2013</u>
<u>Criteria to determine if a school identified as a focus school has made sufficient progress to exit focus school status</u>	<u>Page 103</u>	<u>Delete the first exit criterion requiring that the proficiency gap group(s) for which the school was originally identified meet(s) the AMOs for two consecutive years.</u> <u>Maintain the criterion for the focus school to no longer fall in the bottom 10 percent of Title I schools with subgroup proficiency gaps.</u>	<u>Although conceptually sound, maintaining the first criterion to exit focus school status had the unintended consequence of keeping schools on the focus school list that had smaller subgroup proficiency gaps than other Title I schools demonstrating a greater need for support in this area. To be able to serve the Title I schools with the greatest gaps in subgroup proficiency, the state must use a one-step ranking method and select as focus schools those 10% with the highest gaps for subgroups as compared to the other schools.</u>