

**Virginia Department of Education (VDOE)
Office of Program Administration and Accountability**

**Response to U.S. Department of Education (USED) Report
Based on Part B Monitoring of Virginia’s Implementation of
Elementary and Secondary Education Act of 1965 (ESEA) Flexibility
March 31, 2014**

On September 30, 2013, USED conducted Part B monitoring of Virginia’s implementation of ESEA flexibility (Part A was conducted in October 2012). On March 13, 2014, USED provided Virginia with a final report resulting from the Part B monitoring. The charts below summarize the two findings as presented in the Part B report, and contain Virginia’s plans to resolve both findings.

Element	Priority Schools (2.D)
<i>USED Summary and Status of Implementation</i>	<p>The VDOE is adding schools to its priority school list to replace schools that exit priority status. It has identified a new cohort (Cohort 4) of priority schools for school year 2013-2014. VDOE considers school year 2013-2014 to be the first year of implementation of interventions aligned with the turnaround principles for these new priority schools. These schools are in the process of planning and will implement a School Improvement Grant (SIG) transformation model by the spring. However, it is not clear that school divisions with new priority schools have met the requirement to review the performance of the current principal and either replaced the principal if such a change was necessary to ensure strong and effective leadership, or demonstrated to the state that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort. In order to be considered the first full year of implementation, the principal leading the school beginning at the start of the year must be the one who has already been determined to be the appropriate principal to lead the turnaround effort.</p> <p>A subset of the newly identified priority schools may not have met this timeline for counting school year 2013-2014 as the first year of implementation. If any of the newly identified priority schools have not met this timeline, they may not count school year 2013-2014 as the first year of implementation of priority school interventions.</p>
<i>USED Next Steps</i>	<p>Through the ESEA flexibility extension process, the VDOE must submit evidence demonstrating that the state has ensured or has a plan to ensure that all priority schools identified in Cohort 4 that are considering 2013-2014 as the first of three years of required implementation of interventions aligned with the turnaround principles had in place, at the start of that school year, a principal who was determined to be appropriate to lead the turnaround effort. This evidence should demonstrate that, prior to the start of the school year, school divisions with a newly identified priority school had done one of the following: 1) reviewed the performance and qualifications of the principal, and either demonstrated to the state that the current principal has a track record of improving achievement and has the ability to lead the turnaround effort or replaced the principal, as appropriate; 2) hired a new principal within the last two years as part of a school reform effort for those schools implementing either the transformation or turnaround models as described under the SIG program; or 3) implemented either the restart or closure model under the SIG program.</p>

If any of the newly identified priority schools have not met the requirement above, the VDOE must provide evidence that the school year 2014-2015, rather than the school year 2013-2014, will be counted as the first year of implementation of priority school interventions.

VDOE Response

To resolve the monitoring finding above, Virginia will revise the implementation timeline to count 2014-2015 as the first year of implementation of priority school interventions for priority schools that have not: 1) reviewed the performance and qualifications of the principal, and either demonstrated to the state that the current principal has a track record of improving achievement and has the ability to lead the turnaround effort or replaced the principal, as appropriate; or 2) hired a new principal within the last two years as part of a school reform effort for those schools implementing either the transformation or turnaround models as described under the SIG program. The chart below includes the Cohort 4 schools and the year the principal was replaced. P.B. Young, Sr. Elementary School in Norfolk City is the only Cohort 4 school that does not meet either requirement, and will count 2014-2015 as the first year of implementation of priority school interventions.

No Cohort 4 schools are implementing a restart or closure model.

Priority School Newly Identified in 2013-2014 - Cohort 4			
Division	School	School Year of Principal Replacement	Years Current Principal Has Been at School
Franklin City	S. P. Morton Elementary School	2012-2013	2nd year
Newport News City	Jenkins Elementary School	2011-2012	3rd year
Norfolk City	P. B. Young, Sr. Elementary School*	2008-2009	6th year
Norfolk City	Jacox Elementary School	2011-2012	3rd year
Norfolk City	Campostella Elementary School	2013-2014	1st year
Norfolk City	Lafayette-Winona Middle School	2012-2013	2nd year
Buckingham County	Buckingham Primary School	2012-2013	2nd year
Buckingham County	Buckingham Elementary School	2012-2013	2nd year
Martinsville City	Albert Harris Elementary School	2012-2013	2nd year
Henrico County	L. Douglas Wilder Middle School	2012-2013	2nd year
Richmond City	Binford Middle School	2012-2013	2nd year
Richmond City	Blackwell Elementary School	2012-2013	2nd year
Richmond City	Ginter Park Elementary School	2011-2012	3rd year
Richmond City	Oak Grove Elementary School	2013-2014	1st year

* 2014-2015 will be considered the first year of implementation of priority school interventions.

Element	State and Local Report Cards (Section 1111 of ESEA; 2.B and Assurance 14)
<i>USED Summary and Status of Implementation</i>	The state and school division report cards that the state published on data from school year 2012-2013 did not include all information required under Section 1111 of ESEA. In particular, those report cards were missing the following: state, school division, and school-level data on the percentage of students not tested for migrant students and disaggregated by gender; state-level data on the number of recently arrived English Learners exempted from state assessments; state and division-level achievement data for migrant students; state, school division, and school-level graduation rate data for Virginia’s combined subgroups; state, division, and school-level data comparing student academic achievement and new Annual Measurable Objectives for major racial and ethnic subgroups, English language learners, students with disabilities, and economically disadvantaged students; state, division, and school-level data related to the other academic indicator; and lists of reward, priority, and focus schools.
<i>USED Next Steps</i>	Through the ESEA flexibility extension process, the VDOE will submit evidence that it has a plan and a timeline in place to ensure that future report cards include all information required for ESEA and ESEA flexibility, consistent with USED’s February 8, 2013, guidance.
<i>VDOE Response</i>	Virginia will add the missing data elements identified above to report cards beginning with those published for school year 2014-2015, reflecting assessment data for school year 2013-2014. The revised report cards with the required additional data elements will be available at the following link in the fall of 2014: http://www.doe.virginia.gov/statistics_reports/school_report_card/index.shtml .

The *Additional Notes* section of the Part B monitoring report contained a request for Virginia to either provide evidence that the state continues to collect data as required under the State Fiscal Stabilization Funds (SFSF) data or, if the state no longer collects these data from all school divisions and schools in the state, develop an alternate plan and a timeline for monitoring and evaluating implementation of school division evaluation systems. The request in the *Additional Notes* section has been addressed in the red-lined version of Virginia’s request for a one-year extension of ESEA flexibility.

Questions about Virginia’s response to the ESEA flexibility Part B monitoring report should be addressed to Veronica Tate, director, Office of Program Administration and Accountability, at (804) 225-2870 or veronica.tate@doe.virginia.gov.