Coordinators' Academy
July 29-31, 2014

Virginia Department of Education
Office of Program Administration and Accountability

Veronica Tate, Director

VIRGINIA DEPARTMENT OF EDUCATION

Presentation Goals

Review:

- **Purpose and long-term outlook** of ESEA flexibility
- **Status** of Virginia's ESEA flexibility plan
- **Recent Revisions** to Annual Measurable Objectives (AMOs) methodology

Presentation Goals
(continued)

Provide updates related to:

- State AMO performance data
- Federal program monitoring
- Submitting applications and budget transfers through OMEGA
- Coordinator contact lists
- Use of funds for food expenses

Purpose of Flexibility

- Promote **state-led reform efforts** under three main principles
- Provide **relief from restrictive requirements** of the *Elementary and Secondary Education Act of 1965* (ESEA), as amended by the *No Child Left Behind Act of 2001* (NCLB)
- Ten mandatory and three optional waivers available

Flexibility Timeline

- Approved states may:
  - Implement ESEA flexibility provisions for 2012-2013 and 2013-2014 (two years)
  - Request an extension for one additional year of implementation in 2014-2015
- Flexibility provisions are automatically superseded by a reauthorization of ESEA

Flex States

WA waiver revoked

AZ, KS, OR "high risk"

http://www2.ed.gov/policy/elsec/guid/esea-flexibility/index.html

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Flexibility Controversy

- Section 9401 of ESEA grants the Secretary of Education authority to grant certain waivers
- Timeline for 2015-2016 flexibility renewals
- Conflation of Common Core State Standards controversy and assessment delays
- Bipartisan bicameral legislation appears unlikely anytime soon

http://www2.ed.gov/policy/elsec/guid/esea-flexibility/index.html

Virginia's Flexibility Extension

- Applied to USED for a one-year extension through the 2014-2015 school year
  - Submitted March 31, 2014
  - Approved July 3, 2014
  - Amendments effective in 2014-2015 school year

Flexibility Principles

College- and career-ready standards and assessments

Differentiated supports and interventions for underperforming schools

Amended

Teacher and principal evaluation systems

Amended

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Principle 2: Differentiated Supports and Interventions for Underperforming Schools

Flexibility Includes a Waiver from…

Prescriptive AMO methodology, which includes that by 2013-2014:

Targets advance in equal increments up to 100% proficiency

All students and subgroups reach 100% proficiency in reading and mathematics

Revised AMOs

For All Students, Proficiency Gap Groups, and Other Individual Subgroups:

Participation
- Reading – 95%
- Mathematics – 95%

Performance
- Reading – by subgroup
- Mathematics – by subgroup

Federal Graduation Indicator (FGI) Rate
- All subgroups – 80%

Establishing AMOs: Methodology

GOAL: Reduce proficiency gaps by half over the next six years

Rank order schools by percent proficient on state assessments and:

- **Determine the pass rate of the school at the 20th and the 90th percentile of enrollment**
- **Calculate the point difference in the pass rates**
- **Divide the point difference in half to calculate the gains in pass rates and divide again by six**
- **Set increasing pass rates at six equal intervals for mathematics and reading**

Establishing AMOs: Methodology

USED approved Virginia's application in June 2012. Following approval:

- **AMOs were established with different end points for each subgroup**
- **USED advised Virginia in August 2012 that the AMOs did not:**
  - **significantly reduce achievement gaps; or**
  - **require lower-achieving subgroups to make greater progress over time**

Establishing AMOs: REVISED Methodology

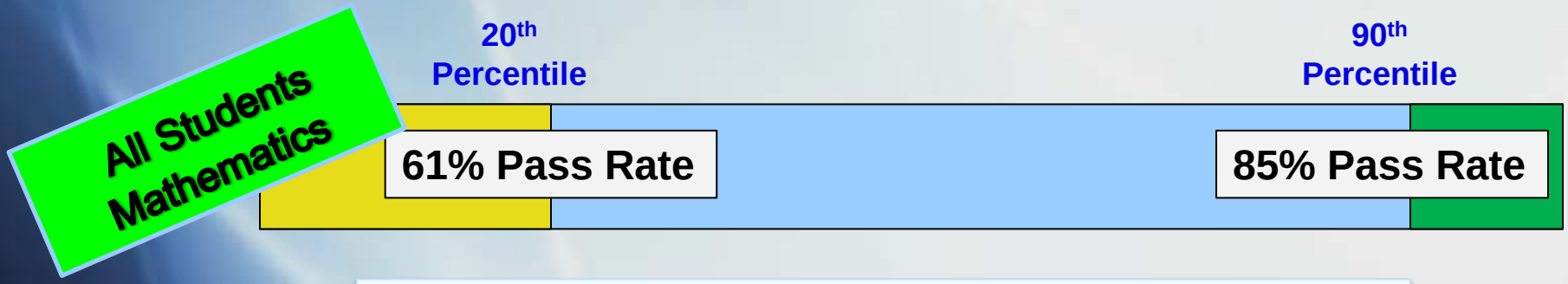
Changes approved by:

Virginia Board of Education (VBOE) - October 2012
U.S. Department of Education (USED) - March 2013

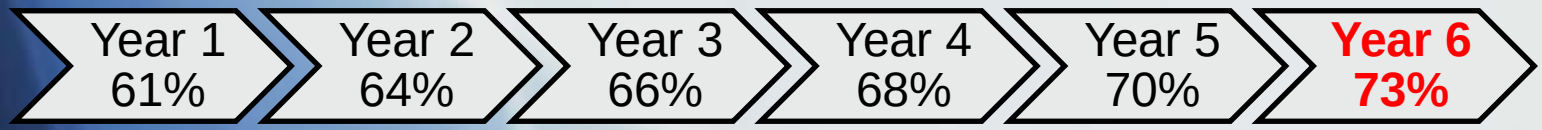
Previous methodology steps still used, except:

Methodology now uses performance of "all students" to establish end points for all subgroups

Establishing AMOs: REVISED Methodology



Difference:	**85% - 61% = 24%**
Divide in half:	**12%**
Divide by six:	**2 or 3% (to account for rounding)**



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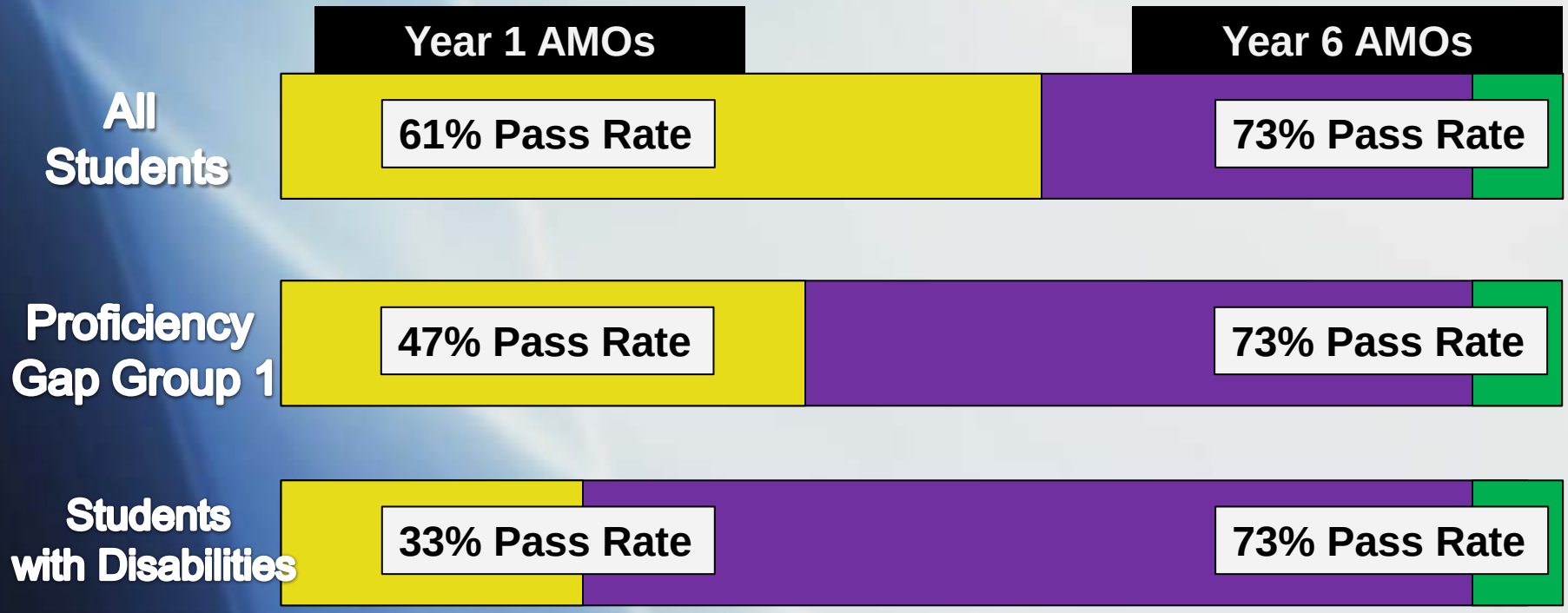
Establishing AMOs: REVISED Methodology

Mathematics Example



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REVISED Mathematics AMOs

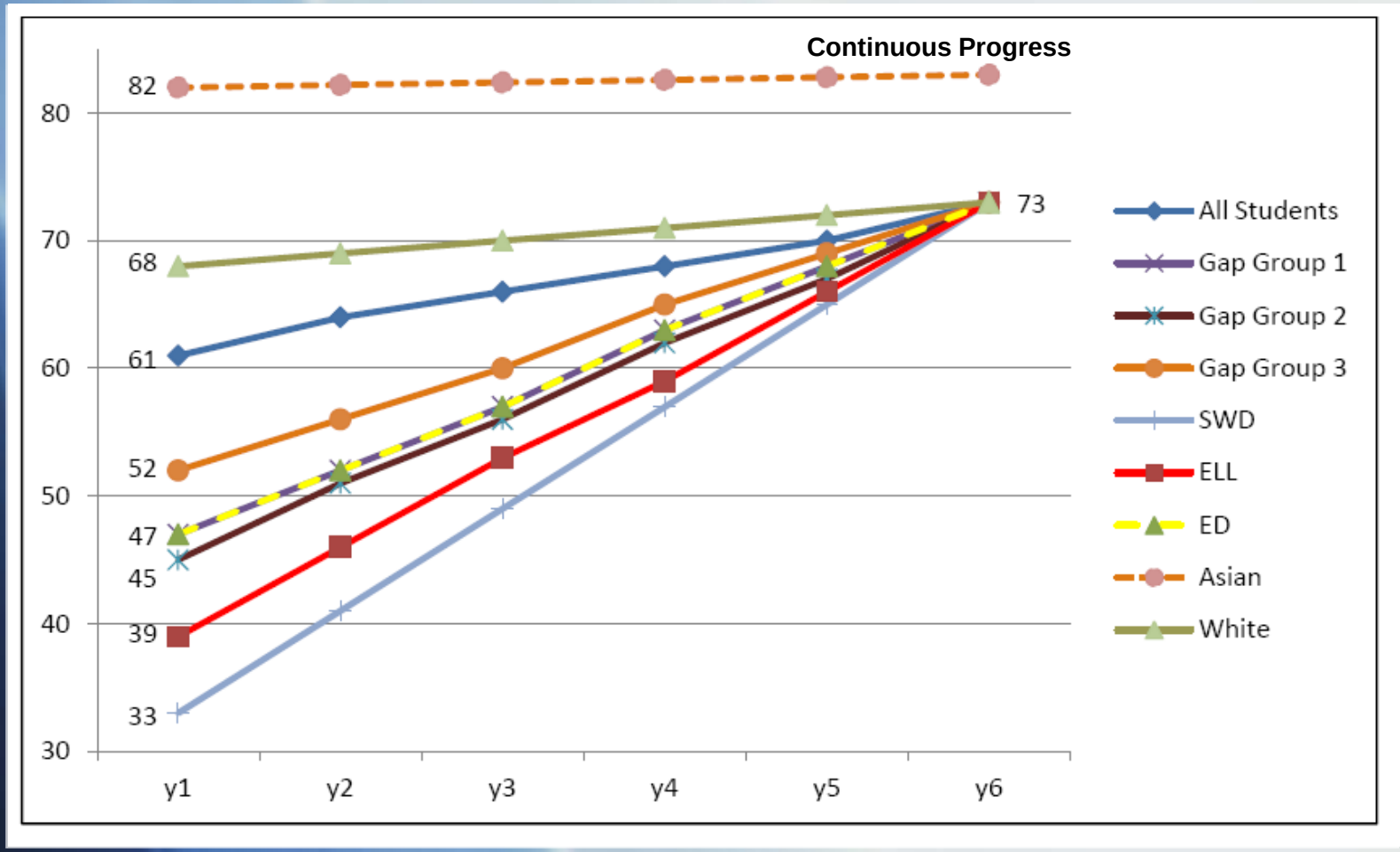
	Same as approved by USED on June 29	← Intermediate Progress Measures in Relatively Equal Increments to 73% →				Same for all subgroups	
	Year 1 AMO	Year 2 AMO	Year 3 AMO	Year 4 AMO	Year 5 AMO	Year 6 AMO	Gap Points Closed
Accountability Year	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	
Assessment Year	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
All Students	61	64	66	68	70	73	12
Gap Group 1 (Combined)	47	52	57	63	68		26
Gap Group 2 (Black)	45	51	56	62	67		28
Gap Group 3 (Hispanic)	52	56	60	65	69		21
Students with Disabilities	33	41	49	57	65	73	40
English Language Learners	39	46	53	59	66		34
Economically Disadvantaged	47	52	57	63	68		26
White	68	69	70	71	72		5
Asian	82	Continuous progress					

*Every school is expected to meet AMO or the prior year's pass rate, whichever is higher, up to 90 percent, for all students and every student subgroup.

Safe harbor and other flexibility provisions remain in effect and included in Virginia's NCLB Flexibility Plan. An additional safe harbor provision is included for schools that exceed the AMOs, but fall short of the previous year's passing rate.

- Federal requirements may be met if the failure rate is reduced by 10 percent or greater.
- Federal requirements may be met if the passing rate exceeds the AMO target and falls within 5 percent of the previous year's passing rate. This provision may not be used for more than two consecutive years.

REVISED Mathematics AMOs



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REVISED Reading AMOs

	Same as approved by USED on June 29	← Intermediate Progress Measures in Relatively Equal Increments to 78% →				Same for all subgroups	
	Year 1 AMO	Year 2 AMO	Year 3 AMO	Year 4 AMO	Year 5 AMO	Year 6 AMO	Gap Points Closed
Accountability Year	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	
Assessment Year	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
All Students	85	66	69	72	75	78	12
Gap Group 1 (Combined)	76	52	59	65	72	78	26
Gap Group 2 (Black)	76	49	57	64	71		29
Gap Group 3 (Hispanic)	80	53	60	66	72		25
Students with Disabilities	59	30	42	54	66		48
English Language Learners	76	44	52	61	69		34
Economically Disadvantaged	76	52	59	65	72		26
White	90	74	75	76	77		4
Asian	92	80	Continuous progress				

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- Federal requirements may be met if the failure rate is reduced by 10 percent or greater.
- Federal requirements may be met if the passing rate exceeds the AMO target and falls within 5 percent of the previous year's passing rate. This provision may not be used for more than two consecutive years.

Existing Provisions Remained

A subgroup could meet an AMO by achieving a pass rate*:

- **In the current year equal to or higher than the current year's target;**
- **Using a three year average equal to or higher than the current year's target; or**
- **That reduces the failure rate 10% or more as compared to the prior year.**

**** Exceptions applied under October 2012 VBOE provisions.***

Exceptions to AMO "Met" Provisions

October 2012 VBOE revisions to the AMO methodology included exceptions, which came to be known as…

"Higher Expectations"

Continuous Improvement (CI) Provision

Subgroups with a higher Year 1 AMO target than the Year 6 target were expected to:

Meet the Year 1 AMO target

Then…

Make continuous improvement

Maintain Progress (MP) Provision "No Backslide"

A subgroup that performed *higher* in the prior year than the current year's AMO target was expected to:

***Meet or exceed* the prior year's pass rate**

Or…

be within *five percent of the prior year's pass rate**

Could not be used more than two consecutive years

Maintain Progress (MP) Provision "No Backslide"

MP immediately impacted 2013-2014 determinations

MP *would have* impacted 2014-2015 determinations

Subject	Assessment Year	Accountability Year
Mathematics AMOs	2012-2013	2013-2014
Reading AMOs	2013-2014	2014-2015

Federal Annual Measurable Objective (FAMO) Reports

- As a result of the VBOE October 2012 AMO revisions, schools were designated as one of the following in 2013-2014:
  - Met All Federal AMOs; or
  - Did Not Met All Federal AMOs – MHE; or
  - Did Not Meet All Federal AMOs

Establishing AMOs: Methodology Revised Again

Second round of changes approved by:

Virginia Board of Education (VBOE) - March 2014
U.S. Department of Education (USED) - July 2014

Methodology steps approved by USED in March 2013 still used, *except*:

"Higher Expectations" become an incentive

Continuous Improvement (CI) Provision REVISED

Subgroups with a higher Year 1 AMO target than the Year 6 target that:

Meet the Year 1 AMO target

Then…

Make continuous improvement

Receive a status of Yes – CI.

Maintain Progress (MP) Provision "No Backslide" REVISED

Subgroups that performed *higher* in the <u>prior year</u> than the current year's AMO target *and*:

***Meet or exceed* the prior year's pass rate**

Or…

stay within *five percent* of the prior year's pass rate

Receive a status of Yes – MP.

FAMO Reports

- Preliminary reports for 2014-2015 available in the Single Sign-On for Web Systems (SSWS)

- Schools designated as:
  - Met All Federal AMOs; or
  - Met All Federal AMOs – HE; or
  - Did Not Meet All Federal AMOs

FAMO Reports

- Schools designated as "Did Not Meet All Federal AMOs" have a *temporary* status of **Improvement Plan Required**
- Preliminary priority and focus school lists will be determined after **data are "locked" on August 18**
- **Press release** with final results scheduled for September 16

Principle 3: Teacher and Principal Evaluation Systems

USED Flexibility Part B Monitoring – Fall 2013

Requirement resulting from monitoring:

- **Provide evidence that the state continues to collect data as required under the State Fiscal Stabilization Funds (SFSF); *or***
- **Develop an alternate plan and a timeline for monitoring and evaluating school division implementation of evaluation systems**

USED Flexibility Part B Monitoring – Fall 2013

Virginia's Response:

- **Collect detailed evaluation data** from all priority schools (as is collected from SIG schools); and
- **Revise Title II, Part A, monitoring protocol** to include questions related to evaluation implementation

ESEA Flexibility Web Page

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Get Kids Ready for a New School Year

Research shows that children who read for pleasure in the summer do better and forget less when they go back to school. Kids who don't read over the summer can slide backward in all subject areas. Check out Virginia is for Lovers of Summer Learning for fun reading, mathematics, science and history resources geared toward students.

Governor's School Educator is History Teacher of the Year

John Struck, an educator at Thomas Jefferson High School for Science and Technology in Fairfax County, was named the 2014 Virginia History

teaches Advanced Placement (AP) US History, AP Government and honors 20th-Century World History. Struck is the

Quick Links:

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- Technology in Education
- ESEA Flexibility
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- Job Opportunities

ELEMENTARY & SECONDARY EDUCATION ACT (ESEA)

ESEA FLEXIBILITY

News & Announcements

July 3, 2014, News Release – Flexibility Extended for Virginia Public Schools

ON THIS PAGE: ▪ AMOs for Identifying Low-Performing Schools ▪ Priority, Focus & Reward Schools ▪ Virginia's Reform Initiatives ▪ Provisions under ESEA Flexibility ▪ VDOE Communications

In June 2012, the U.S. Department of Education (USED) granted Virginia waivers from certain requirements of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the No Child Left Behind Act of 2001 (NCLB).

Annual Measurable Objectives (AMOs) for Identifying Low-Performing Schools

Virginia, under No Child Left Behind Act flexibility waivers granted by USED, established annual measurable objectives (AMOs) in reading and mathematics for reducing proficiency gaps

Virginia's ESEA Flexibility

Virginia's ESEA Flexibility Extension Request – *March 31, 2014*

- Extension Request Letter (PDF)
  - Attachment A (PDF)
  - Attachment B (PDF)
  - Attachment C (PDF)

See **Virginia's Final Approved ESEA Flexibility Request** effective through June 30, 2014

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ESEA Flexibility Resources

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July 3, 2014

- MEMO #178-14
  U.S. Department of Education (USED) Approval of Virginia's Application for a One-Year Extension of Waivers from Certain Requirements of the *Elementary and Secondary Education Act of 1965* (ESEA)
- MEMO #177-14
  2014 Year-Round School Planning Grant Application and Instructions
- MEMO #176-14
  Table 15 from the Superintendent's Annual Report Worksheet – Update for Chapter 2 of the 2014 Acts of Assembly Special Session I for Fiscal Year 2015 Worksheet
- MEMO #175-14
  Applications for Support Under the ConnectED Initiative
- MEMO #174-14
  School Safety Survey Requirements for 2014-2015
- MEMO #173-14
  Nominations for Career and Technical Education Curriculum Review Committees

June 27, 2014

- MEMO #172-14
  School Divisions' Implementation of the *Fostering Connections to Success and Increasing Adoptions Act of 2008*
- MEMO #171-14

Business Session Agenda – Thursday, March 27, 2014

Full Board Convenes – 9:00 a.m.

Moment of Silence

Pledge of Allegiance

Approval of Minutes of the February 27, 2014, Meeting of the Board

Public Comment*

Consent Agenda

A. Final Review of Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) for a Passing Score for the Praxis II Health and Physical Education: Content Knowledge Test (5857)

Action/Discussion Items

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

C. Final Review of Findings from the Division-Level Review and Memorandum of Understanding for Franklin City Public Schools

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ESEA Flexibility Resources

- Superintendent's E-mails
- E-mails from Department staff
- Press Releases

Back to…
Other Presentation Goals

Provide updates related to:

- State AMO performance data
- Federal program monitoring
- OMEGA applications and budget transfers
- Coordinator contact lists
- Use of funds for food expenses

Statewide AMO Performance: Reading – 2013 Assessments

Subgroup	AMO Target	Pass Rate	AMO Met?
All Students	66%	74.63%	Yes
Gap Group 1	52%	58.94%	Yes
Gap Group 2	49%	58.55%	Yes
Gap Group 3	53%	65.17%	Yes
Asian	80%	86.58%	Yes
Economically Disadvantaged	52%	59.25%	Yes
Limited English Proficient	44%	54.19%	Yes
Students with Disabilities	30%	42.83%	Yes
White	74%	81.98%	Yes

Statewide AMO Performance: Mathematics – 2013 Assessments

Subgroup	AMO Target	Pass Rate	AMO Met?
All Students	64%	71.07%	Yes
Gap Group 1	52%	56.67%	Yes
Gap Group 2	51%	55.25%	Yes
Gap Group 3	56%	63.52%	Yes
Asian	82%	88.38%	Yes
Economically Disadvantaged	52%	56.75%	Yes
Limited English Proficient	46%	58.66%	Yes
Students with Disabilities	41%	40.60%	Yes
White	69%	77.40%	Yes

Statewide AMO Performance: 2013 Federal Graduation Indicator (FGI)

Subgroup	AMO Target	Grad Rate-4 Year	AMO Met?
All Students	80%	82.97%	Yes
Gap Group 1	80%	69.56%	No
Gap Group 2	80%	75.08%	No
Gap Group 3	80%	73.17%	No
Asian	80%	89.67%	Yes
Economically Disadvantaged	80%	72.13%	No
Limited English Proficient	80%	65.13%	No
Students with Disabilities	80%	49.11%	No
White	80%	87.38%	Yes

Federal Program Monitoring

Changes for 2014-2015:

- **Five-year to three-year* cycle**
- **Risk-based monitoring**
- **Blended onsite and virtual monitoring**

*** Divisions monitored in 2013-2014 will *not* be monitored again in 2014-2015**

Submitting OMEGA Applications and Amendments

Changes for 2014-2015:

- **Any changes to the program budget should first be reflected in an application amendment, followed by a budget transfer request within 7 business days of approval of the amended application.**
- **Beginning with Federal Fiscal Year 2014 grants, budget transfers *will no longer be accepted* without an approved amended application reflecting budget and/or programmatic changes.**

Coordinators' Contact Lists

Changes for 2014-2015:

- **Superintendent's Memo #160-14 announced the opening of the Educational Registry Application (ERA) in SSWS**
- **ESEA program choices have been expanded**
- **Please enter applicable program managers by the August 22 deadline**

Allowable Food Expenditures

Clarification for 2014-2015:

- **Food expenditures for students are generally <u>unallowable</u>**
- **Exceptions *may* include:**
  - **Professional development activities (working meals)**
  - **Certain parental involvement activities**
- **Consult your program area specialist**

Questions?

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Chris Kelly, Education Coordinator
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General ESEA Questions:
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