



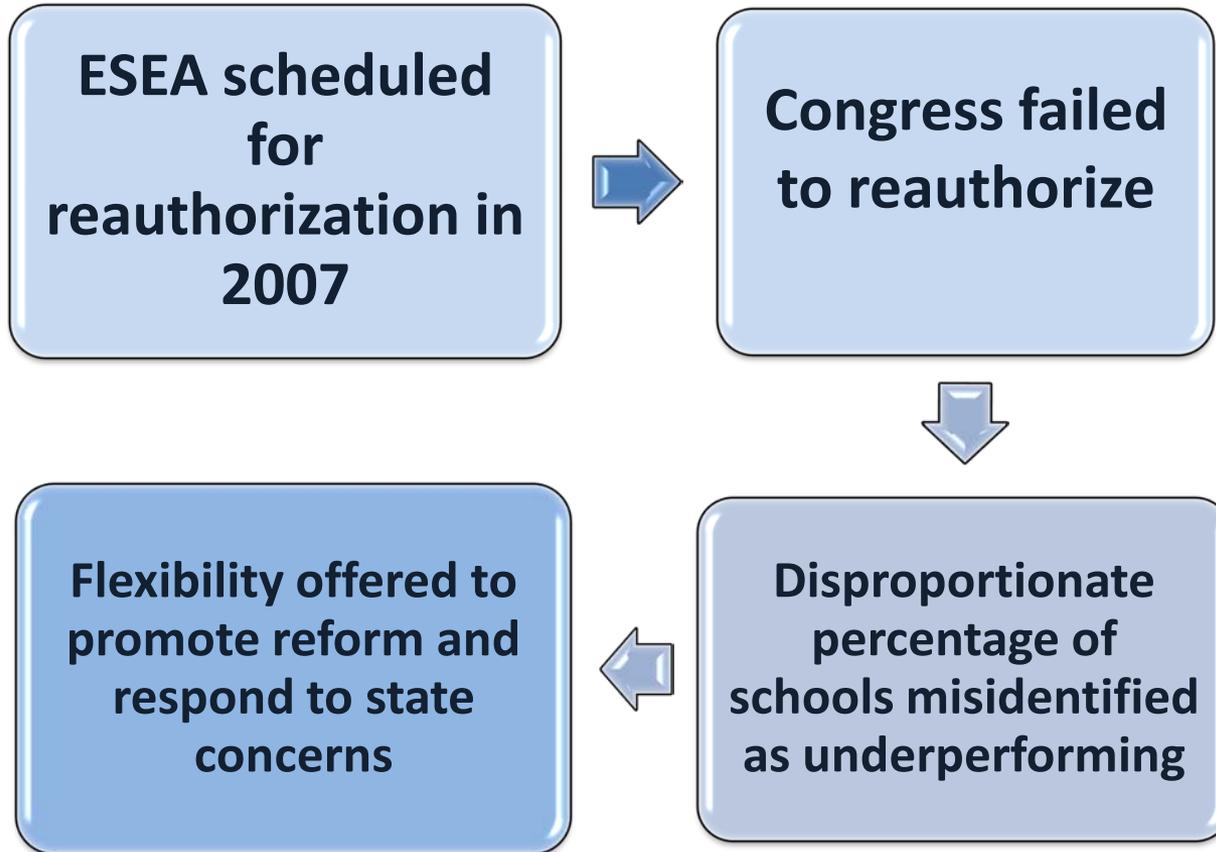
Focus Schools Conference

October 10, 2014

Yvonne A. Holloman, Ph.D.
Associate Director
Office of School Improvement
Virginia Department of Education

Elementary and Secondary Education Act of 1965 (ESEA) Flexibility Waiver

Purpose of ESEA Flexibility



Flexibility Principles



College- and career-ready standards and assessments



Differentiated supports and interventions for underperforming schools



Teacher and principal evaluation systems

System of Differentiated Recognition, Accountability, and Support

**Gap Group 1
(unduplicated)**

**Students with Disabilities
English Language Learners
Economically Disadvantaged**

Gap Group 2

**Black students,
not of Hispanic origin***

Gap Group 3

**Hispanic students,
of one or more races***

***to include students with disabilities, English language learners, and economically disadvantaged students**

Reading Benchmarks

The annual measurable objectives (AMOs) for reading in Year 2 and subsequent years reflect the impact on achievement of new, more rigorous reading Standards of Learning (SOL) tests introduced in 2012-2013. The reading AMOs culminate in Year 6 with student subgroups in all schools expected to achieve pass rates of 78 percent or higher.

READING ANNUAL MEASURABLE OBJECTIVES (Percent Passing) 							
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
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	
Proficiency Gap Group 1	76	52	59	65	72		
Proficiency Gap Group 2 (Black Students)	76	49	57	64	71		
Proficiency Gap Group 3 (Hispanic Students)	80	53	60	66	72		
Students with Disabilities	59	30	42	54	66		
LEP students	76	44	52	61	69		
Economically Disadvantaged Students	76	52	59	65	72		
White Students	90	74	75	76	77		
Asian Students	92	80	Continuous progress				
NOTE: AMOs for Years 2-6 are based on achievement on revised reading tests administered during 2012-2013							

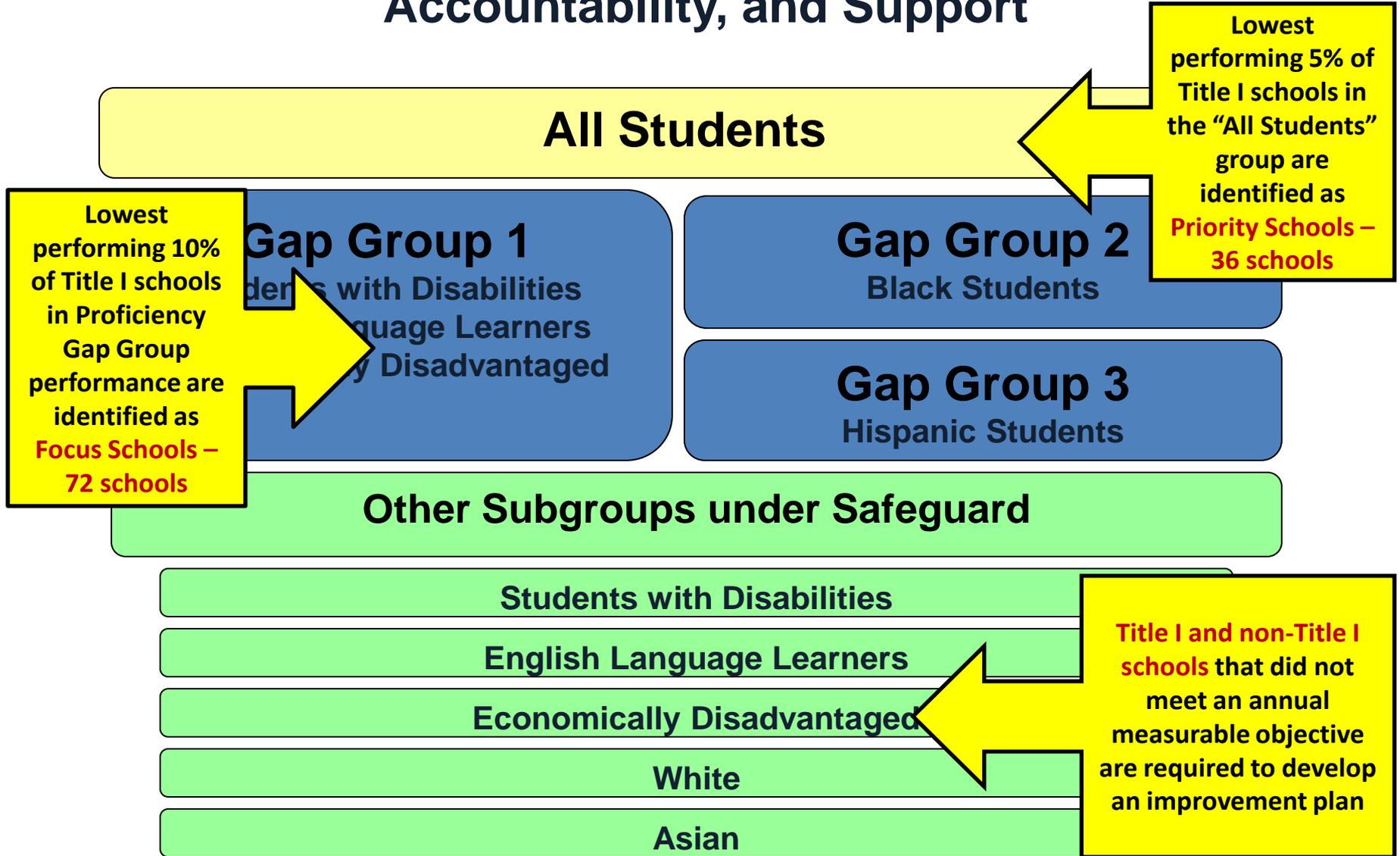
Mathematics Benchmarks

Virginia's annual objectives for mathematics culminate in Year 6 with student subgroups in all schools expected to achieve pass rates of 73 percent or higher.

MATHEMATICS ANNUAL MEASURABLE OBJECTIVES (Percent sing)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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
Proficiency Gap Group 1	47	52	57	63	68	
Proficiency Gap Group 2 (Black Students)	45	51	56	62	67	
Proficiency Gap Group 3 (Hispanic Students)	52	56	60	65	69	
Students with Disabilities	33	41	49	57	65	
LEP students	39	46	53	59	66	
Economically Disadvantaged Students	47	52	57	63	68	
White Students	68	69	70	71	72	
Asian Students	82	Continuous progress				

System of Differentiated Recognition, Accountability, and Support



Methodology for *Proficiency Gap Group* Calculation

- Virginia will rank order schools by *proficiency gap points*:
 - **Calculate difference** between the AMO target and each gap group's performance in reading and mathematics to determine proficiency gap points
 - **Sum the proficiency gap points** in reading and mathematics (exclude any group that exceeds or meets target)
 - **Rank schools** in order of the total number of average proficiency gap point
 - **Identify 10 percent** of Title I schools with the most gap points

Establishing *Proficiency Gap Group* Points

Gap Group	Reading Target (AMO)	Reading Performance	Reading Performance Gap Points
Gap Group 1	73	74	NI*
Gap Group 2	76	66	10
Gap Group 3	75	64	11

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

Establishing Proficiency Gap Group Points

Gap Group 1: **NI**

Gap Group 2: **10**

Gap Group 3: **11**

Sum Groups: **21**

Divide by number of gaps: **21 / 2**

Gap Points for Reading: 10.5

Schools with Highest *Proficiency Gap Group* Points

21 22 23 33 35 35 35 35 35 35 35 35 35 35 35
GP




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 = 72 Schools

Focus School Cohorts

Cohort I Schools (13)

– Identified in 2012

Cohort II Schools (10)

– Identified in 2013

Cohort III Schools (49)

– Identified in 2014

A school will exit the focus status if the following criteria are met:

- The proficiency gap group(s) for which the school was originally identified meet(s) the AMOs for two consecutive years; and
- The school no longer falls into the bottom 10 percent of Title I schools for the subsequent school year based on the focus school methodology

Focus School Requirements

All requirements for focus schools and the associated division leadership teams are included in the **2014 Checklist** available on the **OSI Web page** and the **Indistar®Dashboard**.

**Office of School Improvement
Focus Schools and Division Leadership Teams – Cohort 1
2014 Schedule of Activities**

Date	Task
October 10, 2014	Focus school principals and division contact persons will participate in a Focus Schools Conference to review the 2014-2015 required activities for focus schools.
November 20, 2014 January 22, 2015 February 19, 2015 March 19, 2015	<p>School and/or division leadership teams may participate in School Improvement Support Session (SISS) webinars.</p> <ul style="list-style-type: none"> • These voluntary sessions will focus on the basic components of the Indistar® Web-based planning tool and improvement planning processes. • Participants will have an opportunity ask questions and receive technical assistance. • All sessions will begin at 10:00 a.m.
October 22-23, 2014 October 27-28, 2014 November 18-19, 2014	<p>Focus school principals will participate in regional Principals Academy workshops to be held in Charlottesville, Williamsburg, and Roanoke. Each principal will attend the workshops in <u>one</u> of the three locations.</p> <ul style="list-style-type: none"> • October 22-23, 2014 – Charlottesville Doubletree Hotel • October 27-28, 2014 – Roanoke Sheraton Hotel • November 18-19, 2014 – The College of William and Mary's School of Education
November 3, 2014	The focus school principal will submit the Data Query System Approval Form via the Indistar®Dashboard.
November 3, 2014	The focus school principal will submit the Adaptive Reading Assessment Approval Form via the Indistar®Dashboard.

Division Requirements

- **Collaborate** with an external VDOE contractor
- **Convene** a division leadership team including representatives of:
 - Title I
 - Instruction
 - Special education
 - English language learners
 - Principals of each focus school
- **Meet** as a division leadership team on a monthly basis
- **Develop, implement, and monitor** a division improvement plan that is aligned with the needs of each focus school
- **Participate** in quarterly meetings with focus schools to review data and make decisions about needed technical assistance
- **Modify** division improvement plan on a quarterly basis based on data analysis

School Requirements

- **Convene** a school leadership team including a member of the division leadership team
- **Utilize** a VDOE-approved adaptive reading assessment program to determine student growth at least quarterly
- **Utilize** the *Algebra Readiness Diagnostic Test (ARDT)* provided by the VDOE (*required only for focus schools with grade 5 or higher*)
- **Develop, implement, and monitor** a school improvement plan
- **Develop** an intervention strategy for all students who have failed an SOL assessment or failed to meet the fall PALS benchmark
- **Regularly analyze** a variety of data points to make strategic, data-driven decisions, and implement the needed interventions for identified students
- **Modify** school improvement plan on a quarterly basis based on data analysis

Parental Notification

A-16. What is the role of parents and the broader community in developing a request for, and then implementing, ESEA flexibility?

An SEA developing a request for ESEA flexibility must meaningfully engage and solicit input from teachers and their representatives, as well as diverse stakeholders, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes (see D-2). An SEA must also consult with its Committee of Practitioners, which includes parents, regarding the information set forth in its request (see D-3). If the SEA's request for flexibility is granted, an **LEA with one or more priority schools must seek input from families and the community in selecting the meaningful interventions aligned with the turnaround principles that will be implemented in these schools.** Additionally, an LEA's interventions in priority schools must include ongoing mechanisms for family and community engagement (see C-37).

Under ESEA flexibility, **parents will continue to receive information** on their children's progress in meeting State academic achievement standards as well as their school's success in helping all students meet those standards. **Parents will know whether their children's schools are succeeding, by being identified as reward schools, or falling short, by being identified as priority or focus schools.** When schools fall short, parents can be assured that school leaders will adopt strategies focused on school needs and targeted towards the students most at risk.

Contractors Assigned to Local Educational Agencies

Office of School Improvement (OSI) contractors are a team of highly skilled educators trained and assigned to work with division teams to support schools. These contractors provide guidance regarding the division's improvement efforts.

Activities that the OSI contractors will *coordinate* include :

- Conducting instructional walkthroughs
- Modeling teacher practices
- Modeling data analysis
- Assisting with the development and monitoring of division and school improvement plans
- Recommending additional technical assistance



Division Leadership Team

Per the ESEA flexibility waiver provisions, the division will be required to convene a **division team** comprised of administrators or other key staff representing Title I, instruction, special education, English language learners, and principals representing each focus school.

Using the **results of the needs assessment**, the division team will be tasked with **developing, implementing, and monitoring** the division improvement plan using the Center on Innovations in Learning (CIL) 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 division will select indicators based on their specific needs. The OSI contractor will work with the division team to select the most appropriate indicators from the following categories:

- Setting ambitious targets for improvement
- Tracking data over time
- Stressing resource reallocation
- Engaging parents and the wider community
- Intervening in low-performing schools

Improvement Plan Requirements

School- and division-level teams will be required to develop improvement plans using the Indistar® Web-based Tool


VIRGINIA DEPARTMENT OF EDUCATION

VA-test School
Happy Hills Public Schools



Filing Cabinet



Dashboard Tutorial



School Bulletin Board

Please share this Guest Login with the Leadership Team and others.
It allows read-only access to key documents.
*Guest Login - Password / **guestva2309 - guestva2309***

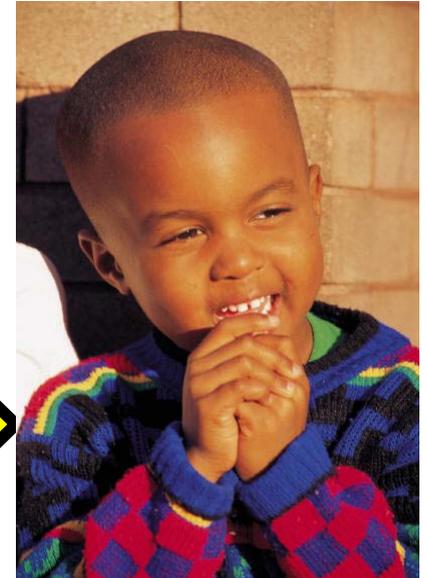
Home
Forms to Complete
Required Reports
Docs & Links

My Online Tool(s)	Description	
 Virginia SIP - School Indicators	The Virginia school improvement planning process for District and School Improvement Team	Review Progress
 Transformation Toolkit	A set of indicators based on the Center on Innovation and Improvement's transformation toolkit that address all USED required actions for implementation of the transformational model. (For use by Cohort II and III and specific Cohort I schools.)	Review Progress
 Lead Turnaround Partner Requirements	A set of indicators based on the RFP for Lead Turnaround Partners. (For use by specific Cohort I schools.)	Review Progress
 High School Level Indicators	A set of targeted indicators focused on the school's current practices that are critical to the rapid improvement of the graduation rate and academic achievement at the school level.	Review Progress

Quarterly Data Reviews

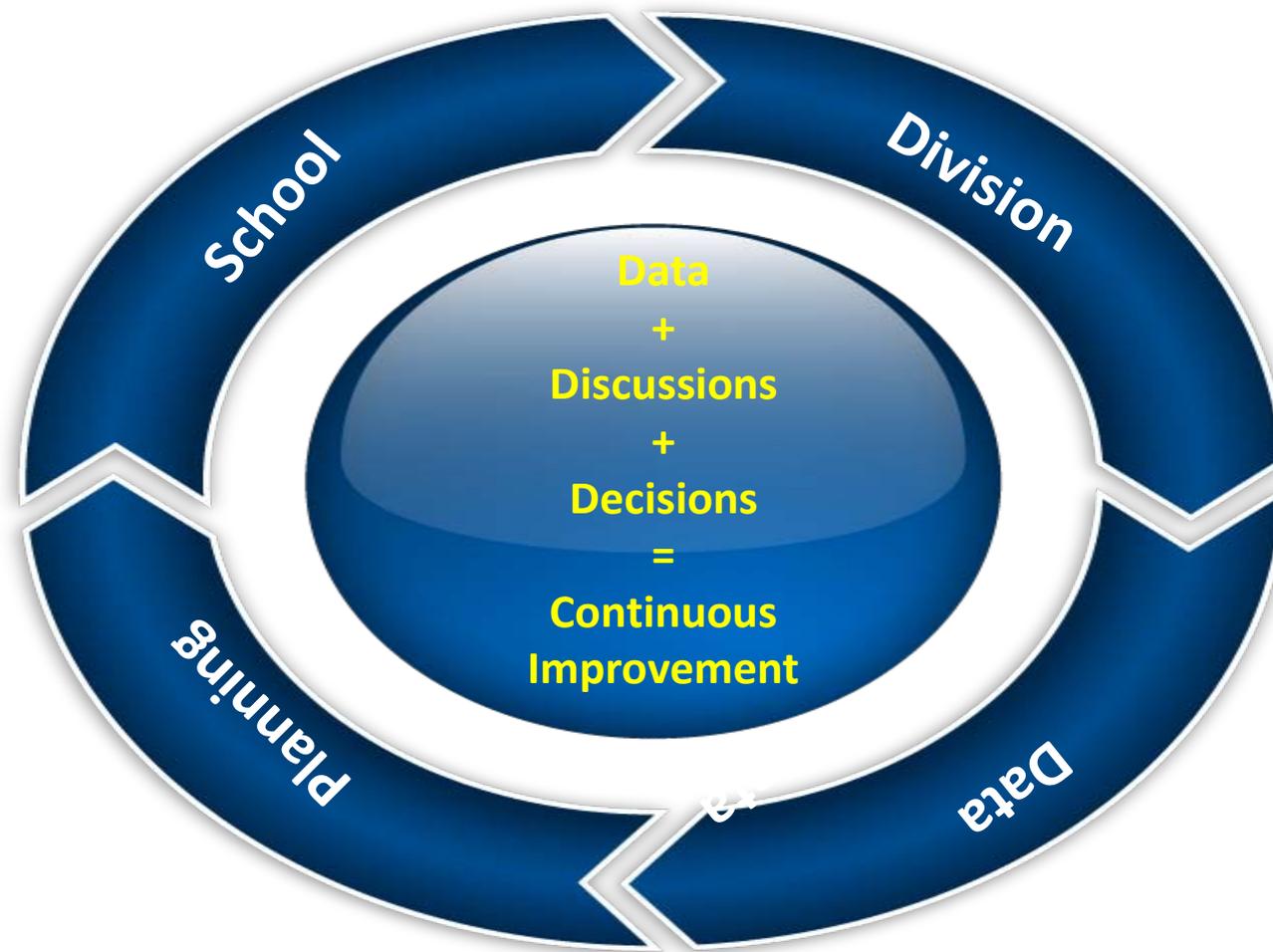
On a quarterly basis, focus schools will analyze the following data points regarding students at-risk of failure:

- **Student Report Card Grades in reading and mathematics**
- **Benchmark/Formative Assessment results**
- **Student Attendance**
- **Student Discipline**
- **Data related to the Tier 2 or Tier 3 interventions provided to the student**



The data provide a holistic view of the student

Effective use of data is a critical component of the **continuous improvement cycle.**



All focus schools are required to utilize a **VDOE-approved Data Query System** to monitor the achievement of students receiving Tier 2 and 3 interventions.

Virginia

Focus Schools – Data System Approval Form

Per the ESEA Flexibility Waiver, focus schools are required to analyze a variety of data points on a quarterly basis using an electronic data query system. The **Virginia Dashboard - Datacation** or a **VDOE-approved data system** may be used to compile student data and track interventions. Please complete and submit this form via the Indistar Dashboard.

Page 1 of 1

School Name:	Happy Hills Elementary
Division:	Happy Town

1. Name of electronic data query system:
Note: If the Virginia Dashboard – Datacation is being used, please disregard questions 2-5.

Virginia Dashboard - Datacationfda

2. Provide a brief description of the proposed electronic data query system:

fda

3. Will the proposed electronic data query system generate reports including the following:

This form is available on the focus school's Indistar® Dashboard



On a quarterly basis, **spreadsheets** containing the **required data points** must be **uploaded** into the focus school's **Indistar® filing cabinet**.

VIRGINIA DEPARTMENT OF EDUCATION

VA-test School
Happy Hills Public Schools

 Filing Cabinet  Dashboard Tutorial

School Bulletin Board

Please share this Guest Login with the Leadership Team and others.
It allows read-only access to key documents.
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Home Forms to Complete Required Reports Docs & Links

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Sample Spreadsheet

Third Grade Students Receiving Tier 2 interventions in Reading (Gap Group 1) – Roaring Reader Program

	Absences	Reading Grade	Reading Benchmark Score	Math Grade	Math Benchmark Score	Discipline Infractions	PALS Fall Benchmark (If applicable)	Transfer Student (Y/N)
Student 1								
Student 2								
Student 3								
Student 4								
Student 5								
Student 6								
Student 7								

Guidelines for Focus School Quarterly Data Analysis Report

NOTE: Completing the Quarterly Report should be a part of the School Improvement Team meetings in each school and documented in Indistar® meeting minutes.

Fill in the requested information.

Facilitator	
Division	
School	
Date	

Indicate the quarter for which you are reporting. Quarter: First Second Third Fourth

Respond to the following 3 prompts.

<p>1. Based upon analysis of all minimal required data points, and any additional data points the school has identified, which indicators or tasks will be added to your online plan? Identify the indicator and describe the newly assigned associated tasks.</p> <p><u>Directions for completing this section</u></p> <ul style="list-style-type: none">• As a team, define the data points that are used for this report.• Review the data as a team.• After reviewing the data, this response can be a list that includes the Indistar® Indicator letter and number and the task(s) that will be added. <p>For example:</p> <ul style="list-style-type: none">• <i>ID13- Grade level teams will use 6 summer days to unpack curriculum standards (grades K-3) and (grades 4-8) with support by four literacy and math coaches. Common formative and summative assessments will be developed for first quarter. Mastery criteria for assessments will be established for formative assessments.</i> <ul style="list-style-type: none">• Tasks can be copied and pasted from Indistar®.• Comments under Tasks do not need to be included.• Each quarter, include only tasks being added.
<p>2. What is the progress of your students needing intervention? Describe how the intervention process (identification of problem, data analysis, planning, implementation, monitoring, modification) has been modified based on data analysis for this quarter. What specific tiered interventions are being continued, discontinued, or implemented as a result of your data analysis?</p> <p><u>Directions for completing this section</u></p> <ul style="list-style-type: none">• Response to this section will be inserted into the chart.• It should be the same data that is in your school plan for indicators TA01 and TA02.• Describe progress of students needing interventions in reading and math by grade level and subject as applicable to your school. (Reading Gr. 3, Math Gr. 3, etc.)• Include tools used to identify students, number of students identified and at what level if

The **Focus School Quarterly Data Analysis Report** will be completed by the school leadership team and submitted via the Indistar Dashboard at the end of each quarter.

Algebra Readiness Diagnostic Test (ARDT)

All focus schools with grades 5 or higher will be required to administer the **Algebra Readiness Diagnostic Test (ARDT)** to students at risk of failure in mathematics.

VIRGINIA DEPARTMENT OF EDUCATION

Home » Instruction » Mathematics » Algebra Readiness Initiative » Diagnostic Test Staff Contacts | Search

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ALGEBRA READINESS INITIATIVE

ALGEBRA READINESS DIAGNOSTIC TEST (ARDT)

As teachers throughout Virginia implement the 2009 Mathematics Standards of Learning (SOL) and SOL tests that include technology-enhanced items (TEI) and increased rigor, the Virginia Department of Education has developed the ARDT that includes improved diagnostic and reporting features and TEI.

The ARDT is delivered in TestNav 7.5, the same Web-based application that delivers the current SOL tests. The ARDT includes all appropriate electronic tools available in TestNav. The online student and test management application is PearsonAccess, the same online management application used for SOL testing.

Two types of computer-adaptive diagnostic tests are available:

Grade-level Tests – This is the first diagnostic test administered to each student. These 30-item, computer-adaptive tests assess content mastery for a particular grade level. Grade-level tests may also contain questions from previous grade levels if grade-level mastery is not evident. Grade-level Test results may assist in determining the need for student intervention and in identifying specific content strands needing instructional remediation.

Strand Tests – Strand Tests can be assigned to a student after they have taken the Grade-level Test. The computer-adaptive Strand Tests are 10 problems in length and focus on a particular content strand. Strand Test results can be used to determine strengths and areas of challenge within the content strand.

The table below contains recorded trainings for each user role in the ARDT program including ARDT Division/School Coordinators, ARDT Project Managers, and ARDT Teachers/Aides.

Training Resources	Description	Target Audience
Working Within Districts/Leaves for ARDT	This training covers the following functions of PearsonAccess:	<ul style="list-style-type: none"> ARDT Division Coordinators

http://www.doe.virginia.gov/instruction/mathematics/middle/algebra_readiness/diagnostic_test/index.shtml

The results of the **Algebra Readiness Diagnostic Test (ARDT)** should be recorded on the **Algebra Readiness Diagnostic Test (ARDT) Reporting Form** posted on the **Indistar® Dashboard**.

Focus Schools - Algebra Readiness Diagnostic Test (ARDT) Reporting Form

Page 1 of 1

Division Name:

School Name:

Grade-levels tested

5 6 7 8 9 10 11 12

Part I: ARDT Data

Grade-level Test Administered	Content Included	Possible-level Test Scores	Pre-Test (Number of Students Scoring at Each Level)	Post-Test (Number of Students Scoring at Each Level)
CAT6	Grades 3-6	1300-1699	<input type="text"/>	<input type="text"/>
CAT7	Grades 3-7	1300-1799	<input type="text"/>	<input type="text"/>
CAT8	Grades 3-8	1300-1899	<input type="text"/>	<input type="text"/>
CATAlg	Algebra I	1900-1999	<input type="text"/>	<input type="text"/>

Part II: Exemption from ARDT Requirement

Please complete the information below if your school has been given a waiver by Dr. Kathleen Smith, director of the Office of School Improvement, from administering the ARDT to grade 5 students.

Date that exemption was granted by Dr. Smith:

Approved substitute assessment:

Note: Please upload the results of the substitute assessment into the Indistar Filing Cabinet by October 1, 2013

This form is available on the focus school's Indistar® Dashboard



Adaptive Reading Assessment

If a focus school does not have an **adaptive reading assessment** to determine **student growth at least quarterly**, one approved by the VDOE will be required for students who failed the SOL assessment in the previous year, with a particular focus on underperforming subgroups.

The selected **online computer adaptive testing (CAT) system** should administer assessments to determine each student's overall reading ability. The system must be able to **adjust the difficulty of questions** based on performance, and track the performance of individual students, classrooms, and the school over time. Students should be **grouped by tiers** for intervention based on the assessment results.

The assigned OSI contractor will monitor the LEA's implementation of this requirement on a quarterly basis.

The division may use a computer adaptive assessment from a vendor on the approved list of growth measure vendors. This list can be found at:
http://www.doe.virginia.gov/school_finance/procurement/student_growth_assessments/index.shtml

All focus schools will be required to administer a **VDOE-approved adaptive reading assessment** to students.

Virginia

Focus Schools - Adaptive Reading Assessment Program

Directions: Per the ESEA Flexibility Waiver, focus schools are required to implement a VDOE-approved adaptive reading program to determine student growth at least quarterly. Please enter the requested responses below.

Page 1 of 1

School Name: Happy Hills Elementary School

Division: Happy Town Public Schools

1. Name of adaptive reading program:
iStation

2. Provide a brief description of the program:

3. Describe the inputs necessary to implement the program with fidelity:

a. Staff time		-----
b. Teacher/student ratio		-----
c. Setting: lab, classroom, or both		-----
d. Hours per week for students at each tier:	i. Tier 1	
	ii. Tier 2	

This form is available on the focus school's Indistar® Dashboard

Technical Assistance for Focus Schools

Monthly Technical Assistance Webinars for Cohort 3 Focus Schools

The **division contact person** and **each focus school principal** will participate in **three** technical assistance webinars regarding the ESEA Flexibility Waiver requirements.

Each one-hour session will begin at 9:00 a.m. The **Cohort 3 Focus Schools Checklist** contains the link for logging-on to the sessions.

	Technical Assistance Sessions
November 24, 2014	Webinar 1 – Improvement planning with Indistar [®] and Targeted intervention indicators
December 12, 2014	Webinar 2 – Quarterly data reviews
January 16, 2015	Webinar 3 - Monitoring and revising improvement plans

Visible Leaders: Developing Principal Instructional Leadership

Throughout the year, the Office of School Improvement and The College of William and Mary will offer regional training for principals of focus schools regarding procedures for providing **explicit feedback to teachers**. The ***Visible Leaders: Developing Principal Instructional Leadership Project*** builds the capacity of focus school principals and their assigned OSI contractors to improve teaching and learning.

Participants will:

- receive skills-based training in how to change teaching and learning practices;
- be supported, coached, and monitored in applying new practices ;
- submit observation data and receive data analysis for planning school improvement;
- receive professional development materials to use in school-based workshops with teaching staff; and
- gain ongoing access to the School University Research Network (SURN) Project Staff for feedback and problem solving

Focus school principals and one division contact person will attend regional workshops in one of the three locations as assigned by the OSI:

- **Charlottesville Doubletree Hotel** - October 22-23, 2014 and April 22, 2015*
- **Roanoke Sheraton Hotel** - October 27-28, 2014 and April 23, 2015*
- **The College of William and Mary's School of Education** - November 18-19, 2014 and April 21, 2015*

* *Principals only*

During the 2014-2015 school year, school and/or division leadership teams may participate in **School Improvement Support Session (SISS) webinars.**

- These **voluntary** sessions will focus on the basic components of the Indistar® Web-based planning tool and improvement planning processes.
- Participants will have an opportunity ask questions and receive technical assistance.
- All sessions will begin at 10:00 a.m.
- Dates:
 - November 21, 2014
 - January 22, 2015
 - February 19, 2015
 - March 19, 2015



Differentiated Technical Assistance

In an effort to assist the OSI contractors and division leadership teams with providing technical assistance, the Office of School Improvement, the Office of School Improvement has created **Differentiated Technical Assistance Online Resources**.

Topics include:

- Instructional preparation
- Instructional delivery
- Formative assessment
- Differentiated instruction
- Student engagement
- Leadership
- Scheduling
- Co-teaching/Inclusive Practices

The screenshot displays the Virginia Department of Education (VDOE) website. The main content area is titled "SCHOOL IMPROVEMENT & REFORM" and "DIFFERENTIATED TECHNICAL ASSISTANCE / TRAINING". It features a paragraph about the Partnership for Achieving Successful Schools (PASS) and a list of topics for technical assistance, including Co-Teaching and Inclusive Practices, Differentiated Instruction, Dropout Prevention, and others. The left sidebar contains navigation links for various VDOE services, and the right sidebar includes a search bar and links to related resources like the Teacher Direct tool.

http://www.doe.virginia.gov/support/school_improvement/training/index.shtml

Information regarding requirements for focus schools may be found at:
http://www.doe.virginia.gov/support/school_improvement/index.shtml

- DOE Home
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STUDENT & SCHOOL SUPPORT

SCHOOL IMPROVEMENT & REFORM

VDOE helps historically low-performing schools and school divisions implement effective instructional strategies and best practices to increase student achievement. The department's nationally-recognized comprehensive support system, known as the [Partnership for Achieving Successful Schools \(PASS\)](#), focuses on building division-level capacity to support schools in need of interventions. In partnering with school divisions, VDOE's Office of School Improvement ensures that each school's unique needs are addressed through differentiated assistance and interventions.

How does VDOE identify low-performing schools for PASS interventions and support?

The Office of School Improvement assists schools in which students are achieving at levels below federal and state accountability standards. Under the state Board of Education's [Standards of Accreditation](#) (SOA), low-performing schools are schools that are rated as follows:

- Accreditation Denied,
- Accredited with Warning in one or more content areas, or
- Conditionally Accredited-Reconstituted

[Also see Academic Reviews](#)

The Office of School Improvement also assists schools not meeting the annual measurable objectives of Virginia's federal No Child Left Behind flexibility waiver. These schools are as follows:

- **Priority schools** – identified based on overall student performance in reading and mathematics, including graduation rates in the case of high schools. Five percent of Virginia's Title I schools (36) are identified as [priority schools](#).
- **Focus schools** – identified based on the reading and mathematics performance of students in three "proficiency gap groups" comprising 10 percent of the historically have had difficulty meeting the state's achievement standards. Ten percent of Virginia's Title I schools (72) are identified as [focus schools](#).
 - **Proficiency Gap Group 1** – Students with disabilities, English language learners and economically disadvantaged students, regardless of race and ethnicity
 - **Proficiency Gap Group 2** – African-American students, not of Hispanic origin, including those also counted in Proficiency Gap Group 1
 - **Proficiency Gap Group 3** – Hispanic students, of one or more races, including those also counted in Proficiency Gap Group 1
- **Title I and Non-Title I schools** not meeting one or more federal annual measurable objective are required to develop a one-year [School Improvement Plan](#)

Reward Schools

VDOE also recognizes improving and high achieving schools and divisions.

- [News Release, September 7, 2012 – National Blue Ribbon Schools](#)
- [News Release, January 17, 2013 – Title I Distinguished Schools and Divisions](#)

Student & School Support

SCHOOL IMPROVEMENT & REFORM

MAIN MENU

- News
- Virginia Dashboard for Quarterly Reporting
- Virginia Early Warning System (VEWS)
- 1003(a) Title I School Improvement Resources
- 1003(g) Title I School Improvement Resources
- Academic Reviews
- School Improvement Planning
- Differentiated Technical Assistance / Training
- Contractor Resources
- Focus Schools
- Priority Schools
- Indistar Planning Tool

Teacher Direct

You May Also Be Interested In:

- Title I, Part A
- Virginia School Report Card
- Standards of Accreditation
- School Accreditation Ratings
- Board of Education Regulations

Focus Schools Conference - Concurrent Sessions

Session Title	Location
Improvement Planning Using Indistar®	Dominion I and II
Division Leadership Team Meetings	Galanti
Quarterly Data Reviews	Dominion III
Using Data to Plan Interventions	Harris
Reading Interventions	Rowe – Hilton Garden Inn

Session 1 – 10:00 a.m. – 10:45 a.m.

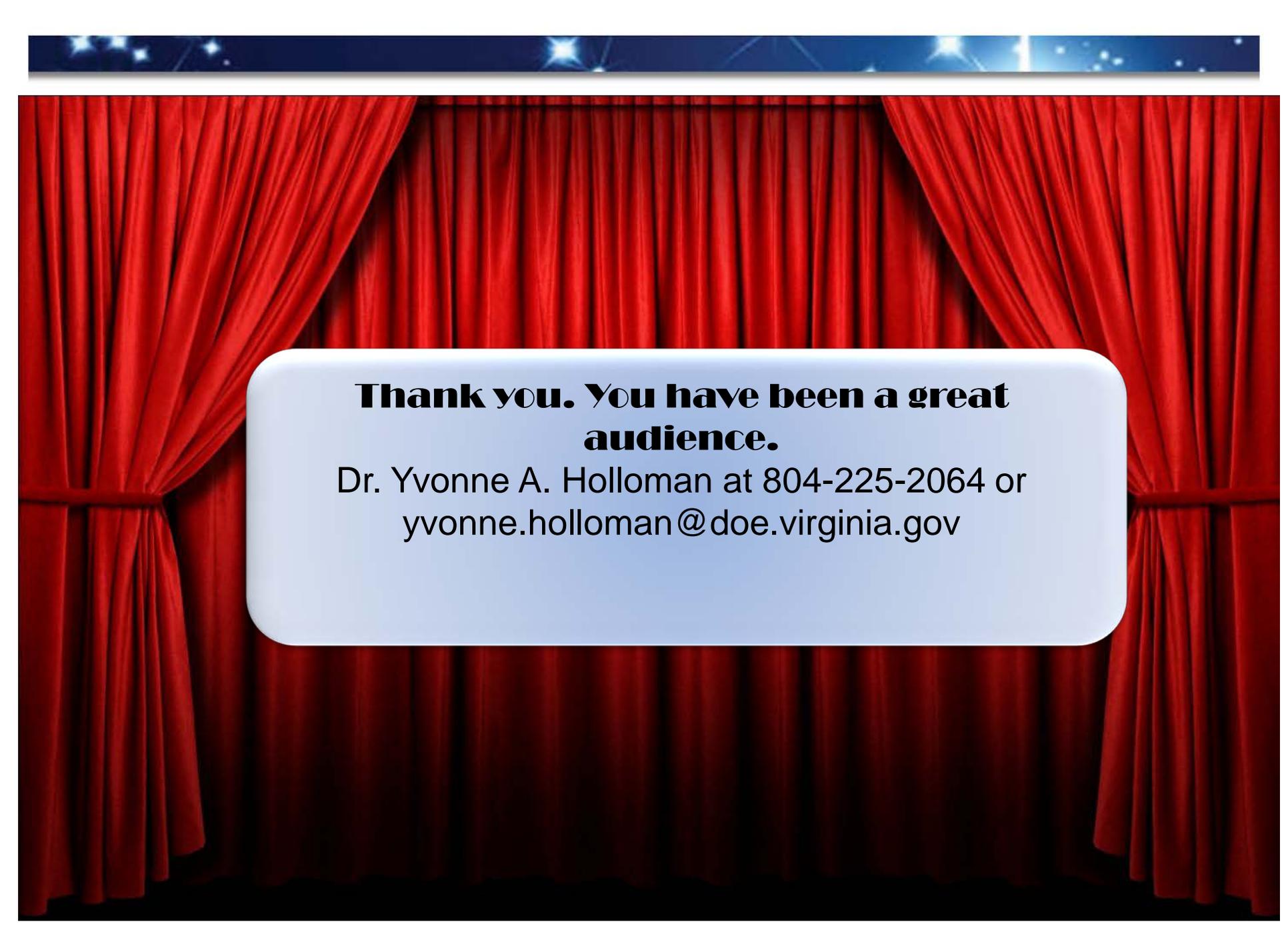
Session 2 – 11:00 a.m. – 11:45 a.m.

Session 3 – 1:15 p.m. – 2:00 p.m.

Session 4 – 2:15 p.m. – 3:00 p.m.

Session 5 – 3:15 p.m. – 4:00 p.m.

Closing Session in Dominion I and II – 4:00 p.m.



Thank you. You have been a great audience.

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