



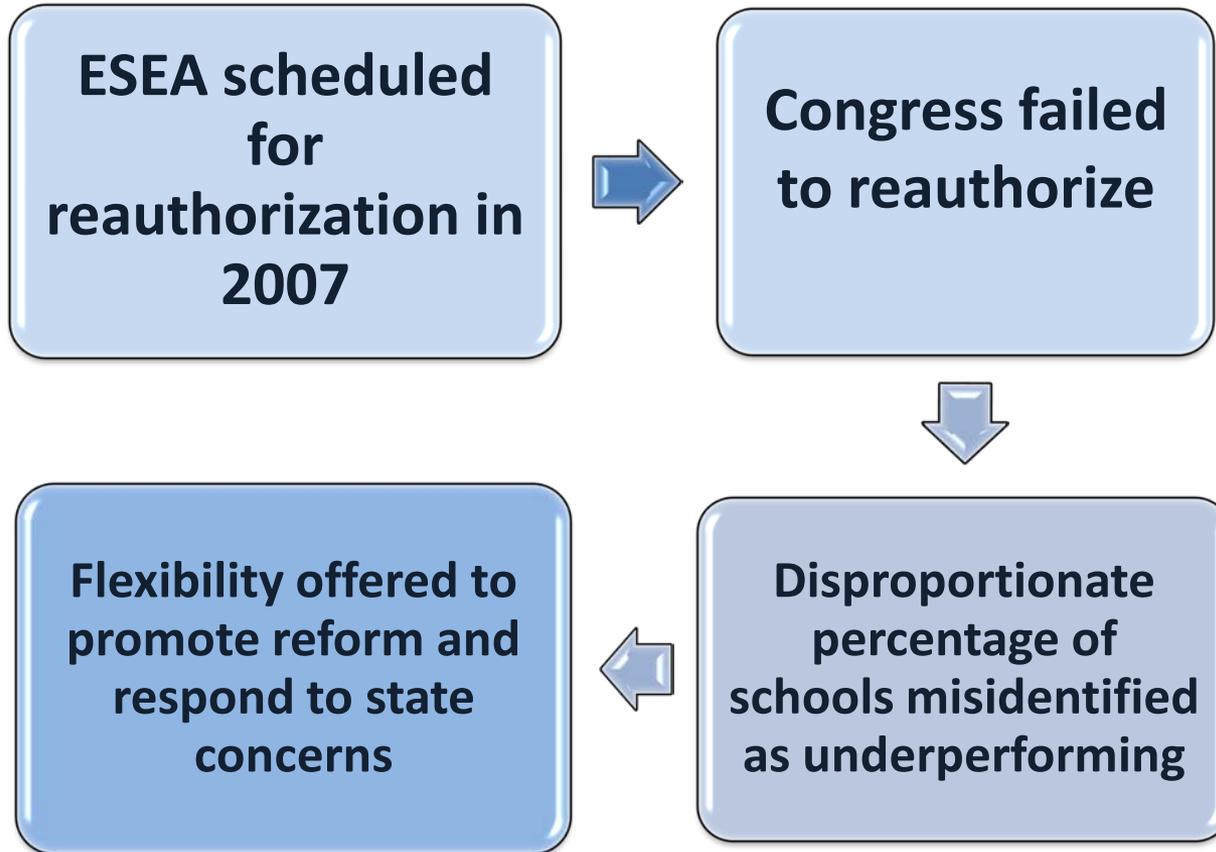
# Requirements for Cohort 2 Focus Schools 2013-2014

**October 3, 2013**

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 (AMO) for reading in Year 2 and subsequent years reflect the impact on achievement of new, more rigorous reading 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.

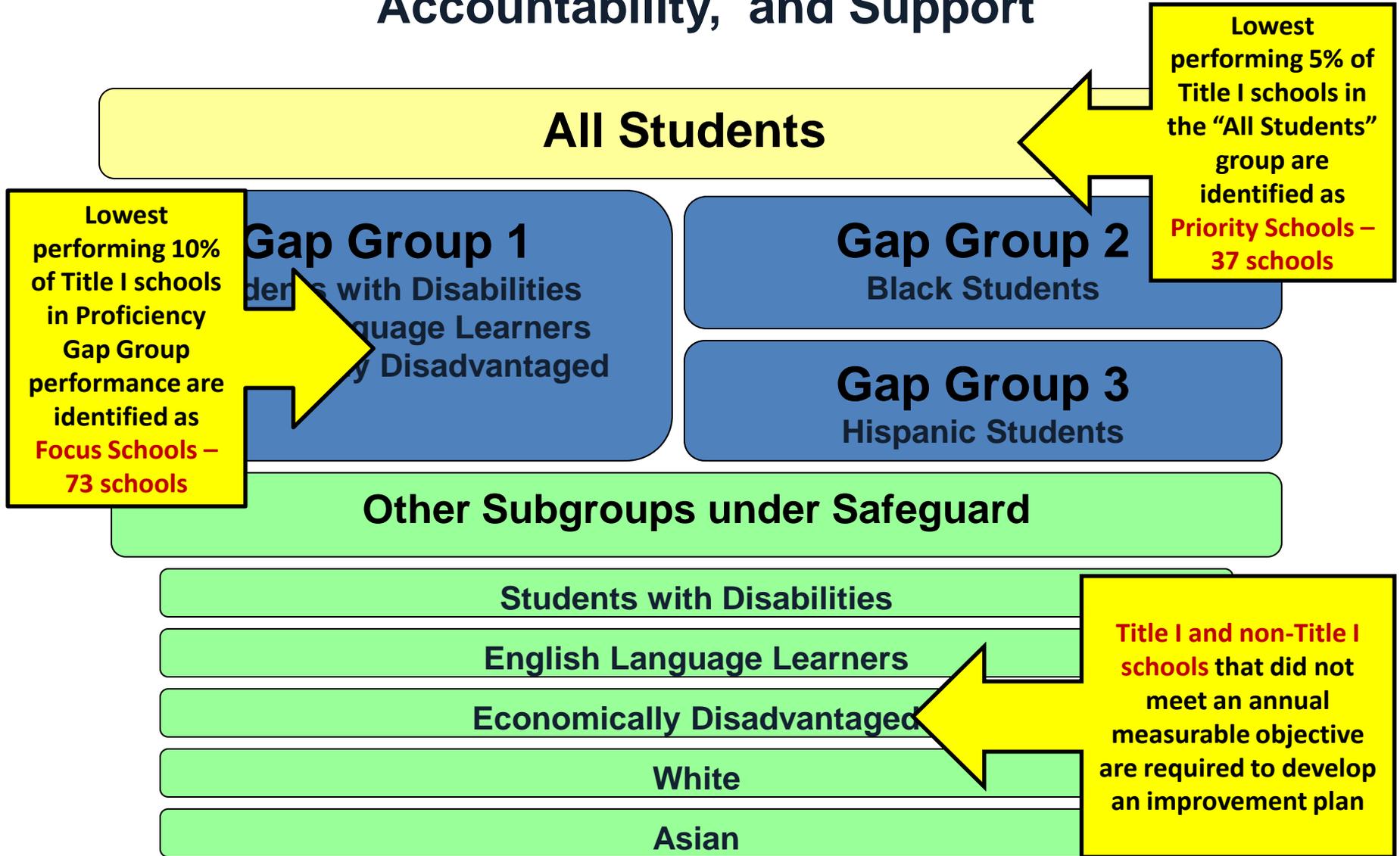
<b>READING ANNUAL MEASURABLE OBJECTIVES (Percent Passing)</b>							
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	
<b>Accountability Year</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	
<b>Assessment Year</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	
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				
<b>NOTE: AMOs for Years 2-6 are based on achievement on revised reading tests administered during 2012-2013</b>							

## 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.

<b>MATHEMATICS ANNUAL MEASURABLE OBJECTIVES (Percent Passing)</b>						
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Accountability Year</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
<b>Assessment Year</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
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



# Focus Schools

- States must identify **ten percent** of the state's Title I schools as focus schools based on:
  - Low performance in one or more proficiency gap groups
  - Total: 72 schools

# Focus School Requirements

All requirements for focus schools and the associated division leadership teams are included in the **2013 Checklist** available on the **OSI Web page** and the **Indistar®Dashboard**.


  
**VIRGINIA DEPARTMENT OF EDUCATION**

**Office of School Improvement**  
**Focus Schools and Division Leadership Teams**  
**2013 Checklist**

Date	Task
<b>August 6 and 7, 2013</b>	<b>Focus school principals and division contact persons</b> will participate in a <b>webinar with OSI staff and VDOE division liaisons</b> to discuss the 2013-2014 required activities for focus schools.
<b>September 16, 2013</b>	The <b>division contact person</b> will participate in the <i>Division Leadership Support Team</i> meeting at The College of William and Mary.
<b>September 19, 2013</b> <b>October 21, 2013</b> <b>November 17, 2013</b> <b>January 16, 2014</b> <b>February 20, 2014</b> <b>March 20, 2014</b>	<b>School and/or division leadership teams</b> may participate in <b>School Improvement Support Session (SISS) webinars</b> . <ul style="list-style-type: none"> <li>• These <b>voluntary</b> sessions will focus on the basic components of the Indistar® Web-based planning tool and improvement planning processes.</li> <li>• Participants will have an opportunity ask questions and receive technical assistance.</li> <li>• All sessions will begin at 10:00 a.m.</li> </ul>
<b>September 20, 2013</b>	The <b>focus school principal</b> will submit the <i>Data System Approval Form</i> via the Indistar®Dashboard.
<b>September 20, 2013</b>	The <b>focus school principal</b> will submit the <i>Adaptive Reading Assessment Approval Form</i> via the Indistar®Dashboard.
<b>October 1, 2013</b>	<b>School and division leadership teams</b> will revise and align their improvement plans using information gleaned from the Spring 2013 Standards of Learning (SOL) results and other relevant data.

Both revised improvement plans will be submitted 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 division liaison 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

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It allows read-only access to key documents.  
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My Online Tool(s)	Description	
 <a href="#">Virginia SIP - School Indicators</a>	The Virginia school improvement planning process for District and School Improvement Team	<a href="#">Review Progress</a>
 <a href="#">Transformation Toolkit</a>	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.)	<a href="#">Review Progress</a>
 <a href="#">Lead Turnaround Partner Requirements</a>	A set of indicators based on the RFP for Lead Turnaround Partners. (For use by specific Cohort I schools.)	<a href="#">Review Progress</a>
 <a href="#">High School Level Indicators</a>	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.	<a href="#">Review Progress</a>

A series of instructional videos regarding use of the Indistar® Web-based planning tool have been posted at: [http://www.doe.virginia.gov/support/school\\_improvement/indistar/index.shtml](http://www.doe.virginia.gov/support/school_improvement/indistar/index.shtml) .

**Worksheets** for each video as well as an **Indistar® User Guide** will also be posted at this location.

The videos are generic in nature so any school using the tool may view them.

## Technical Assistance Recorded Trainings

The Office of School Improvement has created a series of recorded trainings to support schools using Indistar to create school improvement plans. Each recording in the series "Using the Indistar Web-based Planning Tool to Support School Improvement" must be viewed by school leadership teams of **all** schools required to use Indistar to create a school improvement plan:

- Focus schools
- Schools rated Accredited with Warning
- Priority schools
- Title I schools that did not meet an AMO

### Using the Indistar Web-based Planning Tool to Support School Improvement



- [Play Video](#)  **Session 1** – Introduction, Entering School Information, and Selecting Indicators to Assess (37:02)
- [Play Video](#)  **Session 2** – Creating a School Plan (34:28)
  - [Play Video](#)  **Supplemental Session** (to be viewed after Session 2) – Targeted Intervention Indicators (23:27)
- [Play Video](#)  **Session 3** – Monitoring the Improvement Plan (31:43)

**The school- and division-level leadership teams** will view a series of four recorded webinars on how to use the Indistar® Web-based Planning Tool ([www.indistar.org](http://www.indistar.org)) to create improvement plans. The recorded webinars will be available for viewing online at the following link:

[http://www.doe.virginia.gov/support/school\\_improvement/planning/index.shtml](http://www.doe.virginia.gov/support/school_improvement/planning/index.shtml)

- **October 16, 2013** - **Session 1** of the webinar series should be viewed.
- **November 13, 2013** - **Session 2** AND the session regarding the *Target Intervention Indicators* should be viewed.
- **December 11, 2013** - **Session 3** of the webinar series should be viewed.

School and division teams will **develop and align their improvement plans** using information gleaned from the recorded webinars.

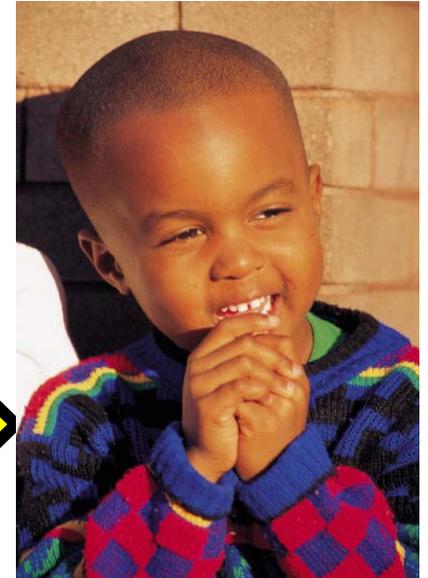
The **division leadership team** will meet with the **school improvement team of each focus school** to **align** the district improvement indicators with the rapid improvement indicators selected by each focus school.

Meeting minutes and agendas must be posted on the Indistar® web site for review by the division liaison.

# Quarterly Data Reviews

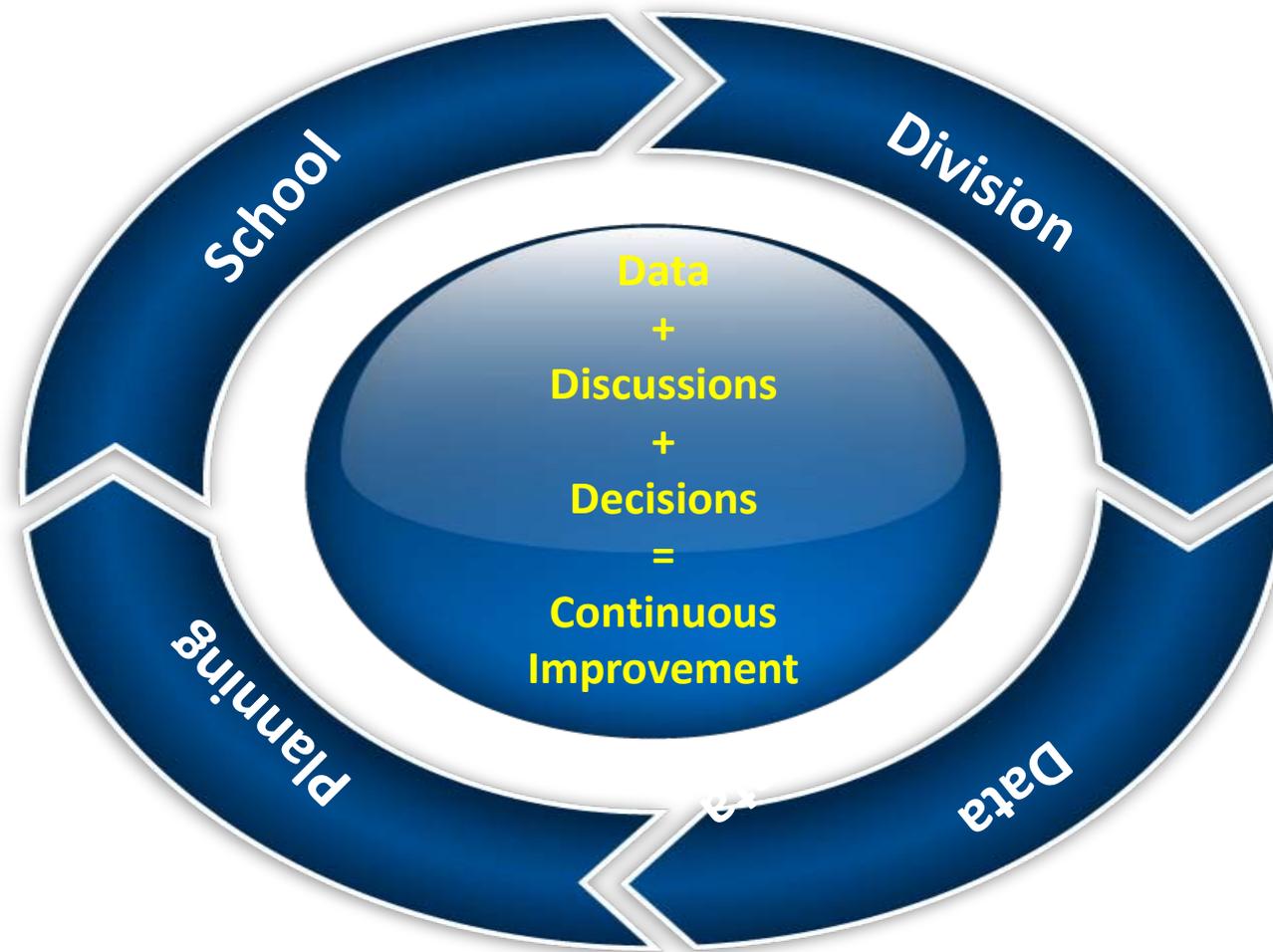
On a quarterly basis, focus schools will analyze the following data points regarding students at-risk of failure:

- **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.

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<b>School Name:</b>	Happy Hills Elementary
<b>Division:</b>	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

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## Sample Spreadsheet

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

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

# 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.

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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"> <li>ARDT Division Coordinators</li> </ul>

[http://www.doe.virginia.gov/instruction/mathematics/middle/algebra\\_readiness/diagnostic\\_test/index.shtml](http://www.doe.virginia.gov/instruction/mathematics/middle/algebra_readiness/diagnostic_test/index.shtml)

The new ARDT is currently still in the 2012-2013 Administration. **The 2013-2014 Administration will begin on August 26, 2013.** On or close to August 19, 2013, **ARDT division coordinators** will receive specific information related to ARDT and live training via Webinar for new users that will occur early in September.

### **Transition from the current (2012-2013) to the next (2013-2014) ARDT Administration**

- The current administration of the ARDT will transition to the next administration on August 26, 2013. **NOTE: No ARDT testing will be available between August 17-25, 2013.**
- New allocations of testing units will be transferred to school divisions at the time of switchover between the current and next administration. Allocations will be roughly the same as in February 2013.
- Unused testing units that were purchased by school divisions will be carried over to the 2013-2014 administration.

### **Audio Versions of ARDT**

The contractor, Pearson, is currently working on the development of audio versions of the ARDT. The audio versions will be available in the late fall of the 2013-2014 ARDT Administration.

### **Focus and Priority Schools**

- All focus schools and priority schools with grade 5 or higher will be required to use the *Algebra Readiness Diagnostic Test* (ARDT) provided by VDOE.
- This Web-based application employs a computer adaptive testing engine to help determine student proficiency in mathematics. It will be required for students who failed the SOL assessment in the previous year, students with disabilities, and English language learners.
- For the purposes of elementary focus and elementary priority schools, the division may use a computer adaptive assessment from a vendor on the approved list of growth measure vendors rather than the ARDT. This list can be found at:

[http://www.doe.virginia.gov/school\\_finance/procurement/student\\_growth\\_assessments/index.shtml](http://www.doe.virginia.gov/school_finance/procurement/student_growth_assessments/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**

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**Division Name:**

**School Name:**

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**Grade-levels tested**

5  6  7  8  9  10  11  12

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**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"/>

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**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](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:

Station

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 2 Focus Schools

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

Each one-hour session will begin at 9:00 a.m. The **Cohort 2 Focus Schools Checklist** contains the link for logging-on to the sessions.

	Technical Assistance Sessions
<b>October 21, 2013</b>	Session 1 – Improvement planning with Indistar®
<b>November 14, 2013</b>	Session 2 – Targeted intervention indicators
<b>December 12, 2013</b>	Session 3 - Quarterly data reviews
<b>January 7, 2014</b>	Session 4 - Monitoring and revising improvement plans

# Voluntary Technical Assistance Webinars for Cohort 2 Focus Schools

The Office of School Improvement is sponsoring a series of webinars about **tiered interventions** and **reading instruction**. These **voluntary** webinars are designed to assist building level administrators with ensuring alignment of the written, taught, and tested reading curriculum.

A Virginia Department of Education (VDOE) reading specialist will share resources and priorities for elementary reading. Topics include: nonfiction texts: challenges and strategies, classroom look-fors, literacy center activities, and VDOE English updates

In addition, a VDOE consultant will share information regarding the use of tiered instruction to support student achievement. Outcomes of the webinar for participants include: identifying appropriate tasks which support the three required Indistar Indicators of TA01, TA02, and TA03; building a continuum of services to support reading achievement; and building strong core tier 1 instruction.

**Date: October 31, 2013**

**Time: 10:00 a.m.**

## To connect to the Web Conference:

=====

Click here: <https://connect20.uc.att.com/vait/meet/?ExEventID=84055322&CT=M>

TO CONNECT WITH YOUR \*TELEPHONE ONLY\* (no computer):

=====

1. Dial the Toll-Free Number (in USA): **(877)873-8018**.
2. When prompted, enter the **Meeting Access Code: 4055322#**

Information regarding requirements for focus schools may be found at:  
[http://www.doe.virginia.gov/support/school\\_improvement/index.shtml](http://www.doe.virginia.gov/support/school_improvement/index.shtml)

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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 students who 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.

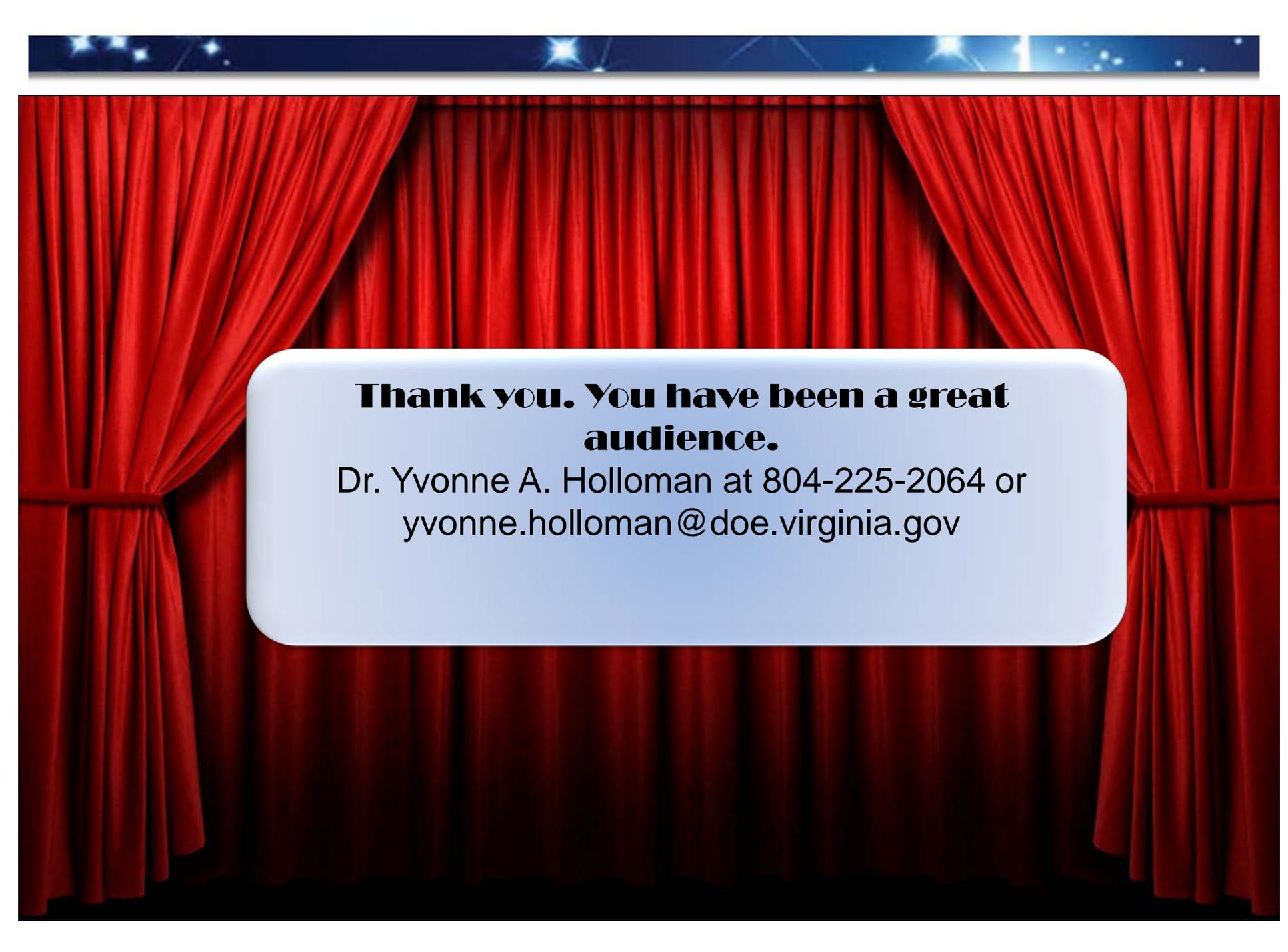
- *News Release, September 7, 2012* – [National Blue Ribbon Schools](#)
- *News Release, January 17, 2013* – [Title I Distinguished Schools and Divisions](#)

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1003(g) Title I School Improvement Resources  
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Virginia School Report Card  
Standards of Accreditation  
School Accreditation Ratings  
Board of Education Regulations

# Suggested Next Steps

Division Leadership Team	School Leadership Team
<ul style="list-style-type: none"><li>• <b>Review</b> the Cohort 2 Focus School Manual</li><li>• <b>Review</b> the Cohort 2 Focus School Checklist</li><li>• <b>Assist</b> the focus school with developing a parent notification letter</li><li>• <b>View</b> the Session 1 Indistar® video</li><li>• <b>Complete</b> and submit the Indistar registration spreadsheet for the division and focus schools to Dr. Yvonne Holloman at: <a href="mailto:yvonne.holloman@doe.virginia.gov">yvonne.holloman@doe.virginia.gov</a></li></ul>	<ul style="list-style-type: none"><li>• <b>Review</b> the Cohort 2 Focus School Manual</li><li>• <b>Review</b> the Cohort 2 Focus School Checklist</li><li>• <b>View</b> the Session 1 Indistar® video</li></ul>

**Next technical assistance webinar: October 21, 2013 at 9:00 a.m.**



**Thank you. You have been a great audience.**

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yvonne.holloman@doe.virginia.gov