

ESEA Flexibility: Overview of Virginia's Plan

**Education and Capital Outlay Subcommittees
Senate Finance Committee
Gloucester, Virginia
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Flexibility Offered From...

Prescriptive annual measurable objectives (AMOs) methodology, which includes that by 2013-2014:

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

Targets advance in equal increments up to 100% proficiency

Status of USED Approvals

- **32 states and the District of Columbia have been approved for waivers.**
 - **First waivers were granted in February 2012.**
 - **Virginia received approval on June 29, 2012.**
- **5 states have outstanding requests.**
- **13 states and Puerto Rico have not yet requested a waiver.**
- **States have until September 6, 2012, to apply for the next round of waivers.**

Flexibility Principles



College- and career-ready standards and assessments



Differentiated supports and interventions for underperforming schools



Teacher and principal evaluation systems

Principle 1: College- and Career-Ready Standards and Assessments

Assessments Aligned With College-Ready Standards

- **2009 – New Mathematics Standards of Learning adopted**
- **2011-2012: New mathematics assessments that measure the new standards**
 - **Grades 3-8**
 - **Algebra I**
 - **Geometry**
 - **Algebra II – will have “advanced/college path” achievement level**

Assessments Aligned With College-Ready Standards

- **2010 – New English (reading and writing) Standards of Learning adopted**
- **2012-2013: New reading and writing assessments that measure the standards**
 - **Grades 3-8**
 - **High school end-of-course reading and writing assessments – will have an “advanced/college path” achievement level**

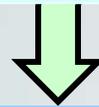
Principle 2: Differentiated Supports and Interventions for Underperforming Schools

Revised Reading and Mathematics Annual Measurable Objectives

- **Established based on performance trends for all students, each proficiency gap group, and each subgroup**
- **Must reduce proficiency gaps in half over the next six years for all students, all proficiency gap groups, and all subgroups**

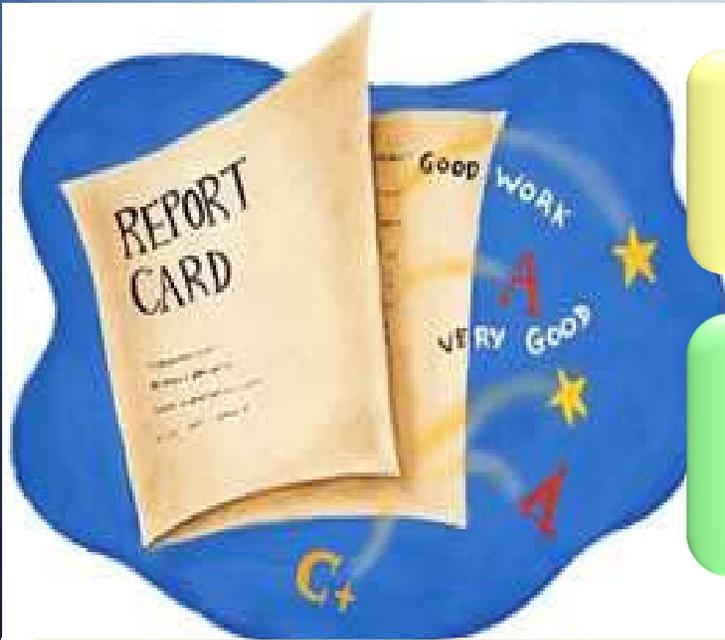
Revised Annual Measurable Objectives

Schools – Divisions – State



Three Proficiency Gap Groups	Individual Subgroups
<ul style="list-style-type: none">• Gap Group 1 – students with disabilities, English language learners, and economically disadvantaged students (unduplicated count)• Gap Group 2 – Black students, not of Hispanic origin*• Gap Group 3 – Hispanic students, of one or more races* <p>* Includes students with disabilities, English language learners, and economically disadvantaged students</p>	<ul style="list-style-type: none">• All students• Asian students• White students• Economically disadvantaged students• English language learners• Students with disabilities

School Report Cards



**Annual Accreditation Results
based on SOA expectations**

**Proficiency Gap Group
performance in meeting AMOs or
reducing proficiency gaps**

Individual subgroup performance will continue to be reported for all students and all subgroups, including white students, Asian students, students with disabilities, economically disadvantaged students, and English language learners

Annual Measurable Objectives for Elementary and Middle Schools

All students, proficiency gap groups, and individual subgroups must:

1) Meet a test participation rate of 95 percent for reading and mathematics; and

2) Meet AMO targets in reading and mathematics.

Annual Measurable Objectives for High Schools

All students, proficiency gap groups, and individual subgroups must:

1) Meet a test participation rate of 95 percent for reading and mathematics;

2) Meet AMO targets in reading and mathematics; and

3) Meet the federal graduation indicator.

Reward, Priority, and Focus Schools

- Recognition will be provided to reward schools
- Supports and interventions will be provided to priority and focus schools
- Monitor and support schools that do not meet AMOs

Reward Schools

- **High-performing and high-progress schools will be identified and recognized as reward schools under the:**
 - **Virginia Index of Performance (VIP) Incentives Program;**
 - **Title I Distinguished Schools Program; and/or**
 - **The Blue Ribbon Schools Program**

Priority Schools

Virginia will identify a number of schools equal to **five percent** of the state's Title I schools based on:

- Low reading and mathematics performance of the “all students” group
- Federal graduation rates
- Total: **36 schools**

System of Support for Priority Schools

- Provide meaningful interventions designed to improve the academic achievement of students
- Implement interventions aligned with federal “**turnaround principles**”
- Contract with **Lead Turnaround Partner** to assist with interventions

Focus Schools

Virginia will identify **ten percent** of the state's Title I schools as focus schools based on:

- Low proficiency gap group performance in reading or mathematics
- Total: **72 schools**

System of Support for Focus Schools

- Identify and implement interventions that will **increase achievement of low-performing students**
- Contract with **instructional coach** to assist with interventions

Revised Accountability System

- Establishes ambitious but achievable AMOs reflecting each subgroup's performance trends
- Uses meaningful criteria to target resources for interventions:

Previous Requirements	Revised Requirements
300+ Title I schools would likely be identified as "in improvement"	108 of the lowest-performing Title I schools needing the most support will be targeted for interventions

Principle 3: Teacher and Principal Evaluation Systems

Supporting Effective Instruction and Leadership

States must:

- **Develop and adopt guidelines** for local teacher and principal evaluation and support systems
- **Ensure divisions implement** teacher and principal evaluation and support systems

Board Approval: Performance Standards and Evaluation Criteria

- April 2011: Revised *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* were approved
 - Effective date: July 1, 2012
- February 2012: Revised *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals* were approved
 - Effective date: July 1, 2013

Student Academic Progress

- Evaluation criteria require student academic progress to account for **40 percent** of the teacher and principal evaluation
- **Multiple measures** of student academic progress must be used in making decisions about teacher and principal performance evaluations

Questions?

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