

Virginia Board of Education Agenda Item



Agenda Item: I

Date: July 26, 2012

Title	First Review of Modifications to the Academic Review Process		
Presenter	Dr. Kathleen M. Smith, Director of the Office of School Improvement		
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Purpose of Presentation:

Action required by Board of Education regulation.

Previous Review or Action:

No previous review or action.

Action Requested:

Action will be requested at a future meeting. Specify anticipated date below:
September 27, 2012

Alignment with Board of Education Goals: Please indicate (X) all that apply:

	Goal 1: Expanded Opportunities to Learn
X	Goal 2: Accountability of Student Learning
	Goal 3: Nurturing Young Learners
	Goal 4: Strong Literacy and Mathematics Skills
	Goal 5: Highly Qualified and Effective Teachers and Administrators
	Goal 6: Sound Policies for Student Success
	Goal 7: Safe and Secure Schools
	Other Priority or Initiative. Specify:

Background Information and Statutory Authority:

Goal 2: Modifying the Academic Review Process Guidelines to include the *Priority* and *Focus* schools in accordance with Virginia’s approved waiver application from certain requirements of the *Elementary and Secondary Schools Education Act of 1965* (ESEA) will support schools and school divisions in increasing the academic success of all students, especially those who are at-risk or in underperforming school systems.

The *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA) , at 8VAC 20-131-310, require the Virginia Department of Education to develop a school academic review process and monitoring plan designed to assist schools rated as *Accredited with Warning*.

The Virginia Board of Education must approve and adopt all procedures and operations for the academic review process. In an effort to integrate the support provided to low performing schools, the guidelines for the academic review process have been expanded to address both schools that do not meet federal accountability requirements as well as those that are not fully accredited.

Based on the approval of *Virginia’s Application for U.S. Department of Education Flexibility from Certain Requirements of the Elementary and Secondary Education Act of 1965 (ESEA)*, the academic review process guidelines must be modified to include provisions for schools designated as Title I *Priority* or *Focus* schools under this approved application. The purpose of this item is to substitute the academic review process for any Title I Focus or Priority school not fully accredited with prescribed interventions as defined in the waiver request. Attachment A adds two new tiers to reflect the ESEA waiver application to the academic review process (Tier 3: Title I Focus Schools Not Fully Accredited and Tier 4: Title I Priority Schools Not Fully Accredited). The criteria for identification as *Priority* or *Focus* school as described in the approved application are provided below.

Criteria for the Identification of Priority Schools:

Based on 723 schools identified as Title I in school year 2011-2012, Virginia will identify a number of schools equal to five percent of the state’s Title I schools, or 36 schools (5 percent of 723 schools), as priority schools for school year 2012-2013. Priority schools will be identified as Tier 4 schools (see Attachment A). If identified as a priority school, the school must select a Lead Turnaround Partner and implement one of the four USED models as required in *Virginia’s Application for U.S. Department of Education Flexibility from Certain Requirements of the Elementary and Secondary Education Act of 1965 (ESEA)*.

The state will identify any school meeting one or more of the criteria below as a priority school:

Criterion A	Schools receiving School Improvement Grant (SIG) funds under Section 1003(g) of ESEA in Federal Fiscal Year 2009 (Cohort I) or 2010 (Cohort II) and identified and served as a Tier I or Tier II school
Criterion B	Title I high schools with a federal graduation indicator* of 60 percent or less for two or more of the most recent consecutive years
Criterion C	Title I schools based on the “all students” performance in reading and/or mathematics performance on federal AMOs
Criterion D	Title I schools failing to meet the 95 percent participation rate in reading and/or mathematics for three consecutive years

* The ESEA federal graduation indicator recognizes only Standard and Advanced Studies diplomas.

Criteria for the Identification of Focus Schools:

For accountability purposes, *Title I schools* with one or more proficiency gap groups not meeting performance expectations in reading and mathematics will be considered for inclusion in the focus school category. Title I schools with one or more proficiency gap groups failing to meet the 95 percent participation rate in reading and/or mathematics will also be considered for inclusion in the focus school category. The department will 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 schools will be identified as Tier 3 schools (see Attachment A). Virginia’s academic review process emphasizes the participation and continuous involvement of division-level administrators in the

school improvement process as well as targeted interventions at the school level for students at-risk for not passing a grade-level assessment. The academic review process is aligned to the requirements for focus schools in the *Application for U.S. Department of Education Flexibility from Certain Requirements of the Elementary and Secondary Education Act of 1965* (ESEA).

Summary of Important Issues:

The Department of Education is required to develop academic review guidelines to support schools that are *Accredited with Warning* (in specific academic areas and/or in achievement of the minimum threshold for the graduation and completion index) or *Provisionally Accredited–Graduation Rate* (8VAC 20-131-310). Concurrently, the Department of Education provides support to schools that are designated as *Priority* or *Focus* schools in accordance with Virginia’s approved waiver *Application for U.S. Department of Education Flexibility from Certain Requirements of the Elementary and Secondary Education Act of 1965* (ESEA). While some schools are designated for technical assistance because they fail to meet federal achievement thresholds, many schools fail to meet both state and federal thresholds. The proposed guidelines establish a differentiated academic review process to address academic and graduation issues for schools that are working to meet state and/or federal accountability achievement requirements (see Attachment A).

Impact on Fiscal and Human Resources:

The proposed guidelines will not increase or decrease the cost of the academic review. Every effort has been made to keep the cost minimal by using LEA staff to serve on academic review teams and by limiting the number of paid contractors needed.

Timetable for Further Review/Action:

Final review on September 27, 2012.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education accept for first review the proposed modifications to the academic review process.

Differentiated Academic Review Process Based on Tier

	School Tier/Accountability Status			
	Tier 1: Title I or non-Title I Schools Accredited with Warning or Provisionally Accredited that Meet Federal Benchmarks for Each of the Three Proficiency Gap Groups	Tier 2: Title I or non-Title I Schools Accredited with Warning or Provisionally Accredited that Do Not Meet Federal Benchmarks for Each of the Three Proficiency Gap groups	Tier 3: Title I Focus Schools Not Fully Accredited	Tier 4: Title I Priority Schools Not Fully Accredited
Year 1 of Status	<ul style="list-style-type: none"> • Assignment of SEA contractor • Needs sensing interview • Formation of school and division support teams • On-site review led by SEA contractor and LEA with participation by other LEA representatives on the academic review team • Technical assistance and training on school improvement planning and monitoring tools • Development of school improvement plan and aligned division goals; quarterly progress monitoring reports • Differentiated technical assistance 	<ul style="list-style-type: none"> • Assignment of SEA contractor • Needs sensing interview • Formation of school and division support teams • On-site review led by SEA with participation by other assigned SEA contractors and LEA representatives on the academic review team • Technical assistance and training on school improvement planning and monitoring tools • Development of school improvement plan focusing on data from each of the three proficiency gap groups; development of aligned division goals; quarterly progress monitoring reports • Differentiated technical assistance 	<ul style="list-style-type: none"> • Assignment of SEA contractor • Needs sensing interview • Formation of school and division support teams • Implement all requirements in Flexibility Waiver • On-site review led by SEA contractor with participation by LEA representatives on the academic review team 	<ul style="list-style-type: none"> • Assignment of SEA contractor • Implement all requirements of USED Turnaround Principles or USED Turnaround Model including the requirement to select a Lead Turnaround Partner (LTP) • On-site review led by SEA contractor with participation by the LTP and other LEA representatives on the academic review team • Monthly data review required
Year 2 and Year 3 of Status	<ul style="list-style-type: none"> • Continued assignment of contractor • Division team and school team implement, monitor and modify the school improvement plan 	<ul style="list-style-type: none"> • Continued assignment of contractor • Division team and school team implement, monitor and modify the school improvement plan 	<ul style="list-style-type: none"> • Continued assignment of contractor • Implement all requirements in Flexibility Waiver • Differentiated 	<ul style="list-style-type: none"> • Continued assignment of contractor • Continue to implement all requirements of USED Turnaround Principles or USED Turnaround Model

	<ul style="list-style-type: none"> • Differentiated technical assistance provided by OSI 	<ul style="list-style-type: none"> • Differentiated technical assistance provided by OSI 	<ul style="list-style-type: none"> • Differentiated technical assistance provided by OSI 	<ul style="list-style-type: none"> • Differentiated technical assistance provided by OSI • Monthly data review required
Year 4 of Status	<ul style="list-style-type: none"> • Move to Accreditation Denied status • Develop MOU with the Board of Education 			