

Virginia: 2013 Accountability Profile

What new performance goal did Virginia adopt after receiving waivers to <i>No Child Left Behind</i> provisions?	
Performance Goal ➤	To reduce by half the percentage of non-proficient students by 2017 — for all students and for all student groups
Grade Level	Measures (Approved for 2013)
Elementary	State assessments: reading, mathematics Participation rate
Middle Grades	State assessments: reading, mathematics Participation rate
High	End-of-course exams: reading, Algebra I, Algebra II, geometry Participation rate Graduation rate
How will Virginia measure school performance and student progress after receiving waivers?	
<p>In Virginia, school performance is evaluated in two ways. Schools receive annual accreditation ratings based on overall achievement. In addition to accreditation ratings, schools must meet annual targets for: 1) participation rate on reading and math assessments; 2) academic progress or growth, for all students, three proficiency gap groups, and each individual student group in reading and math; and 3) high school graduation rate. The three proficiency gap groups include:</p> <ul style="list-style-type: none"> • Gap group 1: students with disabilities, English-language learners, and students from low-income families (unduplicated) • Gap group 2: Black students, not of Hispanic origin, including students with disabilities, English-language learners, and students from low-income families, and • Gap group 3: Hispanic students, of one or more races, including students with disabilities, English-language learners, and students from low-income families. <p>Virginia replaced <i>NCLB</i> school improvement labels with school accreditation ratings and proficiency gap determinations. Like all states that receive waivers to <i>NCLB</i> provisions, Virginia will continue to report proficiency levels, or the percentage of students meeting annual targets, for all students and individual student groups.</p>	
Virginia’s Accountability Model, 2013	
<p>To make annual progress, elementary and middle grades must:</p> <ul style="list-style-type: none"> • meet participation targets on reading and math assessments, and • meet reading and math performance targets for all students and proficiency gap groups. <p>To make annual progress, high schools must:</p> <ul style="list-style-type: none"> • meet participation target on reading and math assessments • meet graduation targets, and • meet reading and math performance targets for all students and proficiency gap groups. 	
<p>Source: Virginia ESEA Flexibility Request — http://www2.ed.gov/policy/eseaflex/approved-requests/va.pdf.</p>	

How will Virginia identify schools in its school accountability system, using the *Reward, Focus and Priority School* labels?

In Virginia, both Title I schools¹ and non-Title I schools are eligible for Reward status, but only Title I schools can be identified as Focus or Priority Schools. Keeping with the principles of flexibility, Virginia developed separate criteria for identifying these schools and differentiated levels of state intervention.

Category	Entrance Criteria	Interventions	Exit Criteria
Reward	<p>Title I and non-Title schools can be identified in three ways:</p> <ul style="list-style-type: none"> The Virginia Index of Performance (VIP) program selects top-performing schools based on all state assessments and college and career readiness. The Blue Ribbon Schools Program selects schools with high progress or performance and no significant achievement gaps. The Title I Distinguished Schools and School Divisions program recognizes Title I schools that meet or exceed annual targets. 	Public recognition and financial rewards	Identified annually
Focus	<p>Title I schools with:</p> <ul style="list-style-type: none"> one or more proficiency gap groups failing to meet 95 percent participation rate on reading or math assessments, or in the bottom 10 percent of schools with largest gaps among proficiency gap groups 	School improvement plan with customized interventions aligned to needs assessment	<p>After two years, schools can exit Focus status by</p> <ul style="list-style-type: none"> meeting annual targets for proficiency gap group(s) it has identified, and no longer ranking in the bottom 10 percent of schools with largest gaps among proficiency gap groups.
Priority	<p>Title I schools can be identified in four ways:</p> <ul style="list-style-type: none"> Tier I or Tier II SIG² school Title I high school with less than 60 percent graduation rate schools that fail to meet 95 percent participation rate in reading and math for three consecutive years, and schools in the bottom 5 percent of student performance in reading and math, based on all students 	<p>Tier I or Tier II SIG schools are expected to continue the established turnaround model; others choose from four models:</p> <ul style="list-style-type: none"> turnaround model restart model school closure transformation model 	<p>After three years, schools can exit Priority status according to the reason the status was identified:</p> <ul style="list-style-type: none"> SIG schools exit at conclusion of turnaround model schools with low graduation rates exit after 10 percent decrease of students not gaining diploma for two consecutive years schools with low participation exit after meeting participation target for all students for two consecutive years, and schools with low performance exit after meeting proficiency targets for all students for two consecutive years

Notes: ¹Title I schools are those that receive federal monies to serve a large population of students from low-income families.

²These schools receive funds under a federal Student Improvement Grant (SIG) to implement a turnaround model.

Source: Virginia ESEA Flexibility Request — <http://www2.ed.gov/policy/eseaflex/approved-requests/va.pdf>.

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