

ESEA FLEXIBILITY PART B MONITORING REPORT

MONITORING VISIT INFORMATION	
State Educational Agency (SEA)	West Virginia Department of Education (WVDE)
Request Approved	May 20, 2013
Request Amended	N/A
ESEA Flex Monitoring Activity	Desk Monitoring
Monitoring Review Date(s)	January 20 and 21, 2015
Exit Conference	February 26, 2015
Interviews Conducted	Michele Blatt, Clayton Burch, Tim Butcher, Beth Cipoletti, Robert Crawford, Melissa Gholson, Pat Homberg, Carla Howe, Randall Kirk, Melanie Purkey, Vaughn Rhudy, Andy Whisman, Larry White
U.S. Department of Education (ED) Monitors	Rachael Tutwiler Fortune and Victoria Hammer, Office of Elementary and Secondary Education, Office of State Support; Josiah Wiley, Office of Special Education Programs

OVERVIEW OF ESEA FLEXIBILITY MONITORING

The U.S. Department of Education (ED) is committed to supporting State educational agencies (SEAs) as they implement ambitious reform agendas through their approved ESEA flexibility requests. Consistent with this commitment, ED has designed a monitoring process to assess an SEA's implementation of the principles of ESEA flexibility and the State-level systems and processes needed to support that implementation.

Part B Monitoring

In Part B monitoring, SEA implementation of ESEA flexibility was reviewed across several key areas: State-level Systems and Processes, Principle 1, and Principle 2. The State's Principle 3 guidelines underwent peer review in fall 2014 and as a result additional information was not collected regarding the State's implementation of Principle 3 during this monitoring event. In each broad area, ED identified key elements that are required under ESEA flexibility and are likely to lead to increased achievement for students. Through examination of documentation submitted by the SEA and interviews with SEA staff, ED assessed the effectiveness of implementation of ESEA flexibility by identifying the extent to which an SEA:

1. Is ensuring that implementation is occurring consistent with the SEA's approved request and the principles and timelines of ESEA flexibility.
2. Is continuing to review and make adjustments to support implementation.
3. Is establishing systems and processes to sustain implementation and improvements.

The report contains the following sections:

- *Highlights of the SEA's Implementation.* This section identifies key accomplishments in the SEA's implementation of ESEA flexibility.
- *Status of Implementation of ESEA Flexibility.* This section indicates whether or not the SEA has met expectations for each element of ESEA flexibility.

- *Elements Requiring Next Steps.* When appropriate, this section identifies any elements where the SEA is not meeting expectations and includes Next Steps that the SEA must take to meet expectations.
- *Recommendations to Strengthen Implementation.* This section provides recommendations to support the SEA in continuing to meet the principles and timelines of ESEA flexibility and strengthening implementation.
- *Additional Comments.* When appropriate, this section includes any additional information related to the SEA’s implementation of ESEA flexibility not included elsewhere.

HIGHLIGHTS OF IMPLEMENTATION OF ESEA FLEXIBILITY

The SEA’s work includes the following key accomplishments relating to the implementation of ESEA flexibility and/or efforts to engage in a process of continuous review and analysis, particularly for those elements receiving a comprehensive review:

- WVDE has developed and implemented a differentiated strategy for supporting schools through which it varies the intensity of monitoring and technical assistance a school receives based on its designation in West Virginia’s accountability system. Specifically, the State plays a central role in monitoring of and providing technical assistance to its Priority Schools, while the State partners with its Regional Education Service Agencies (RESAs) and local educational agencies (LEAs) to support Focus and Support Schools. The State coordinates with staff at the RESAs (specifically, a special education coordinator and a professional development coordinator) to ensure that schools received targeted support based on the needs of students.
- WVDE assigned a State-level School Improvement Coordinator (SIC) to each Priority School and reduced the SIC responsibilities to allow them to devote their time primarily to working with the State’s Priority Schools. In this role, the SICs lead diagnostic visits, meet weekly with school leadership teams, and leverage evidence of implementation of the 7 Turnaround Principles (submitted through the State’s High Quality School Data Collection System) to guide school improvement support in the State’s Priority Schools.
- WVDE has shifted its strategy for supporting implementation of its college- and career-ready standards from large-scale, statewide trainings to differentiated trainings delivered via the RESAs. Further, through the RESAs, the State leverages school-level professional learning communities (PLCs) to identify and address implementation challenges at the grade level.

STATUS OF IMPLEMENTATION OF ESEA FLEXIBILITY

SEA Systems & Processes

Element	Status
Monitoring (EDGAR 80.40 and 2.G)	Meeting Expectations
Technical Assistance (2.G)	Meeting Expectations
Data Collection & Use (§9304(a)(6))	Meeting Expectations
Family & Community Engagement and Outreach (Implementation Letter)	Meeting Expectations

Principle 1

Element	Status
Transition to and Implement College- and Career-ready Standards (1.B)	Meeting Expectations
Adopt English Language Proficiency Standards (Assurance 2)	Meeting Expectations
Develop and Administer High-Quality Assessments (Assurance 3)	Meeting Expectations
Develop and Administer Alternate Assessments (Assurance 3)	Meeting Expectations
Develop and Administer English Language Proficiency Assessments (Assurance 4)	Meeting Expectations
Annually Reports College-going and College-credit Accumulation Rates (Assurance 5)	Meeting Expectations

Principle 2

Element	Status
Develop and Implement a State-Based System of Differentiated Recognition, Accountability, and Support (2.A)	Meeting Expectations
Reward Schools (2.C)	Strategy Change
Priority Schools (2.D)	Meeting Expectations
Focus Schools (2.E)	Meeting Expectations
Other Title I Schools (2.F)	Meeting Expectations
State and Local Report Cards (§1111 of the ESEA; 2.B and Assurance 14)	Not Meeting Expectations

Principle 3

Element	Status
Teacher Evaluation and Support Systems (3.B)	WVDE's guidelines under review
Principal Evaluation and Support Systems (3.B)	WVDE's guidelines under review

ELEMENTS REQUIRING NEXT STEPS

Element	Reward Schools (2.C)
Summary and Status of Implementation	The SEA changed its strategy for carrying out this element of its ESEA flexibility request and the principles and timelines outlined in the document titled <i>ESEA Flexibility</i> .

	Under its approved request for ESEA Flexibility, in addition to other activities that the State implemented, WVDE indicated that it would host a full day “Reward School Ceremony” to provide a celebration of Reward School achievements and create a network of Reward Schools through collaborative professional development sessions. Rather than this approach, WVDE recognized its Reward Schools by presenting them with plaques at local Board of Education meetings. This new approach is also consistent with the principles and timelines outlined in the document titled <i>ESEA Flexibility</i> . Further, this approach allows for a meaningful recognition in that it occurs onsite and allows for a broader participation from students, school staff, and other interested stakeholders.
Next Steps	Through the ESEA flexibility renewal process, WVDE must amend its request in this element to reflect that the State recognizes its Reward Schools in a variety of ways, including but not limited to presenting them with plaques at local Board of Education meetings, developing and distributing press releases acknowledging their achievement, and providing them with special considerations for a one-year exemption from the State’s ESEA/IDEA consolidated monitoring and Office of Education Performance Audits (OEPA) auditing for one monitoring cycle.

Element	State and Local Report Cards (§1111 of the ESEA; 2.B and Assurance 14)
Summary and Status of Implementation	<p>The SEA has not demonstrated that this element is carried out consistent with §1111 of the ESEA. Specifically, WVDE’s most recently published report cards did not include the following required components:</p> <ul style="list-style-type: none"> • The most recent State NAEP data or LEA performance against AMOs on LEA report cards. • The percentage of newly arrived English learners (ELs) not tested on the State assessment (as allowable) in school year 2012-2013 on State and LEA report cards.
Next Steps	As part of its request for renewal of ESEA flexibility, WVDE must provide a high-quality plan for including all required components on its State and local report cards beginning with the 2014–2015 school year.

Element	Principal and Teacher Evaluation and Support Systems (3.B)
Summary and Status of Implementation	On October 14 and 15, 2014, two expert peers reviewed WVDE’s Principle 3 guidelines for teacher and principal evaluation and support systems, as well as corresponding changes to the Principle 3 of WVDE’s request. In a December 22, 2014 letter from ED to WVDE, Assistant Secretary Deb Delisle indicated that WVDE had not yet adopted guidelines for teacher and principal evaluation and support systems that meet all requirements of ESEA flexibility, nor does it have a process for ensuring that each district in WVDE develops, adopts, pilots, and implements teacher and principal evaluation and support systems consistent with those guidelines as required under ESEA flexibility. This letter also provided WVDE feedback from that peer review identifying strengths, revisions that may be needed to meet Principle 3, and technical assistance suggestions.
Next Steps	As indicated in ED’s December 22, 2014 letter, through the process for renewing the SEA’s ESEA flexibility request, WVDE must submit to ED an

Element	Principal and Teacher Evaluation and Support Systems (3.B)
	amended request incorporating final guidelines for teacher and principal evaluation and support systems consistent with all requirements for these systems under Principle 3 of ESEA flexibility and consistent with the renewal requirements pertaining to Principle 3 described in the document titled <i>ESEA Flexibility Guidance for Renewal Process</i> (Nov. 13, 2014).

TO STRENGTHEN IMPLEMENTATION

The following recommendations are provided to support the SEA in continuing to meet the principles and timelines of ESEA flexibility and strengthening implementation through continuous improvement and the establishment of systems and processes to sustain implementation and improvement.

- WVDE should consider updating its monitoring protocol and report to specify in greater detail the evidence that Priority Schools can provide to demonstrate implementation of the 7 High Quality Standards (*i.e.*, the Turnaround Principles).
- WVDE should consider adjusting the template for its required extended school-level strategic plans (completed by Priority, Focus, and Support Schools) to ensure that these plans more closely align with the 7 Turnaround Principles; approved menu of best practices for subgroup interventions; and Memoranda of Understanding between Priority schools, WVDE, and County Boards of Education, as appropriate for a school’s designation.
- WVDE should consider publishing all of its State and local report card accountability data in one central location. Currently, WVDE publishes components of its accountability data on two different webpages of its main website. Consolidating this information on one webpage may increase accessibility of the data for stakeholders.