



# ***Every Student Succeeds Act of 2015:*** Highlights and Implementation Updates

Virginia Board of Education  
Committee on School and Division Accountability  
November 16, 2016

# *Every Student Succeeds Act (ESSA)*

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- Signed into law on December 15, 2015
- Amends the *Elementary and Secondary Education Act of 1965* (ESEA)
- Replaces the most recent ESEA amendment, the *No Child Left Behind Act of 2001* (NCLB)

***“ . . . to ensure that every child achieves ”***

# *ESSA – General Information*

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Continued **requirement** to:

- Assess reading/language arts and mathematics annually in grades 3-8 and once in high school
- Assess science once in grades 3-5, once in grades 6-9, and once in grades 10-12
- Disaggregate results of accountability indicators for all students and reporting groups

# *ESSA Accountability Indicators*

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## **State accountability systems must address:**

- ✓ Academic achievement;
- ✓ Academic progress;
- ✓ Graduation rates;
- ✓ Progress in English Learners gaining proficiency in English; and
- ✓ School quality\*.



**Virginia's state plan will be submitted to the U.S. Department of Education by March 2017.**

\*Academic indicators must carry much greater weight than the school quality indicator.

# *Comprehensive Support and Improvement*

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- ESSA requires identification of the **lowest 5%** of Title I schools based on performance for all students, and all high schools with a federal four-year cohort graduation rate below 67%, for comprehensive support and improvement.
- Schools identified for targeted support and improvement due to low-performing reporting groups may also be identified for comprehensive support if they fail to improve over time.

# *Targeted Support and Improvement*

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ESSA requires the identification of schools for targeted support and improvement that have low performing reporting groups.

- Consistently underperforming – any school with one or more low performing reporting groups over two years
- Low-performing – any school in which one or more reporting groups is performing at a very low level when compared with comprehensive schools

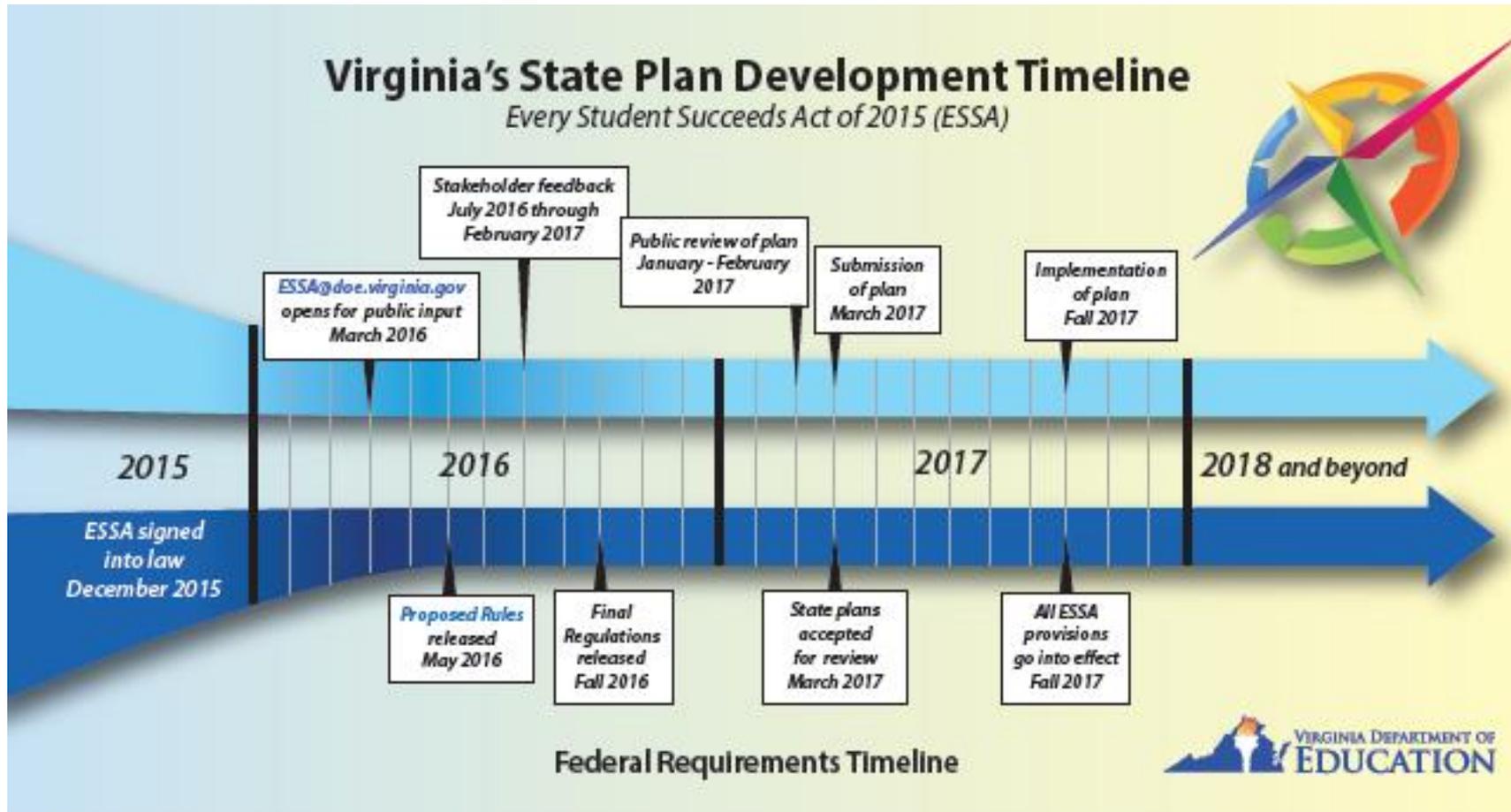
# *Report Card Requirements*

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- Reporting on academic achievement levels on state assessments will include:
  - Children of military parents
  - Children in foster care
  - Children experiencing homelessness
  - Migrant students
  - Gender categories
- Reporting must also include school quality, climate, and safety data; teacher equity data; and per pupil expenditure information.

# VDOE ESSA Website

## Virginia's State Plan Development Timeline *Every Student Succeeds Act of 2015 (ESSA)*

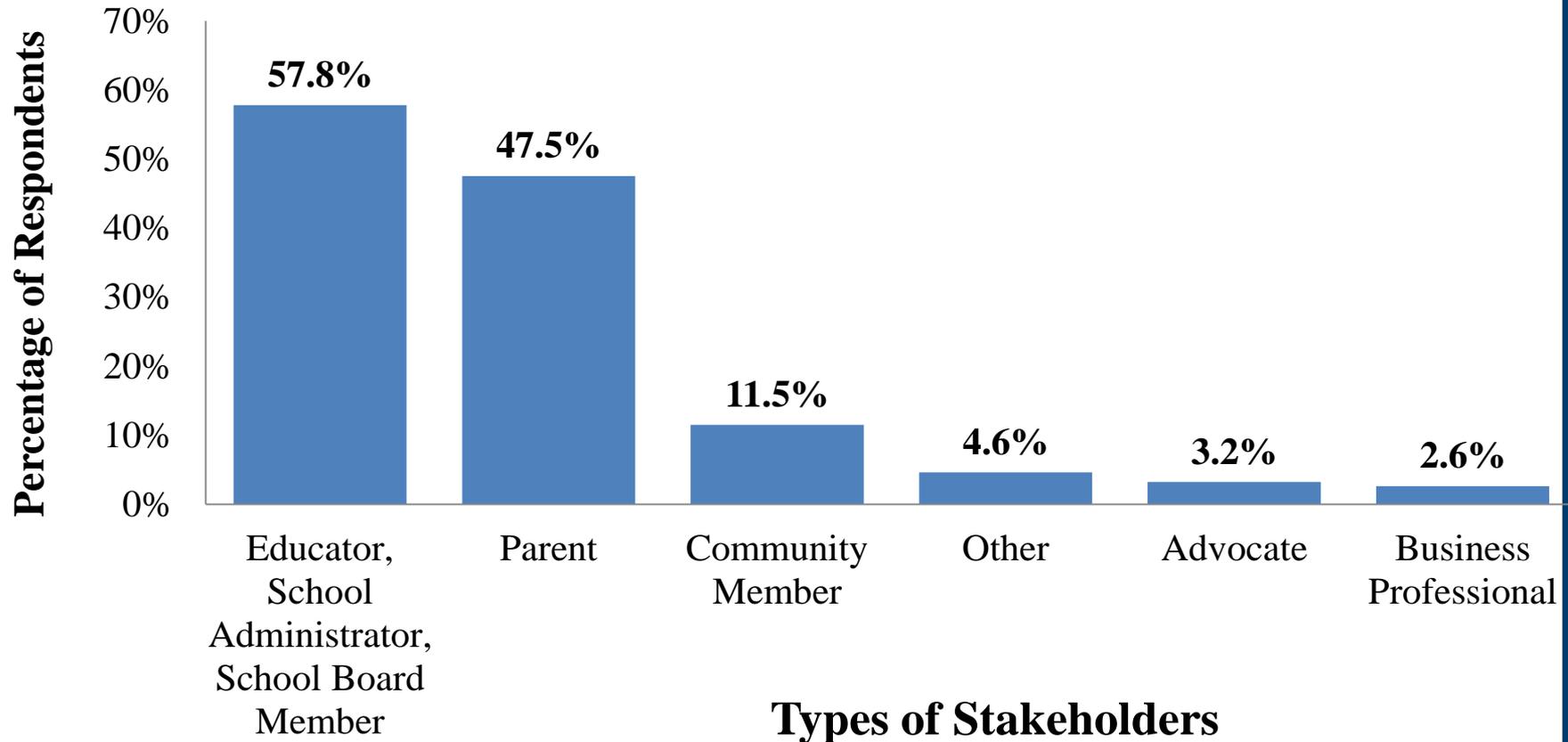


# *ESSA Stakeholder Survey*

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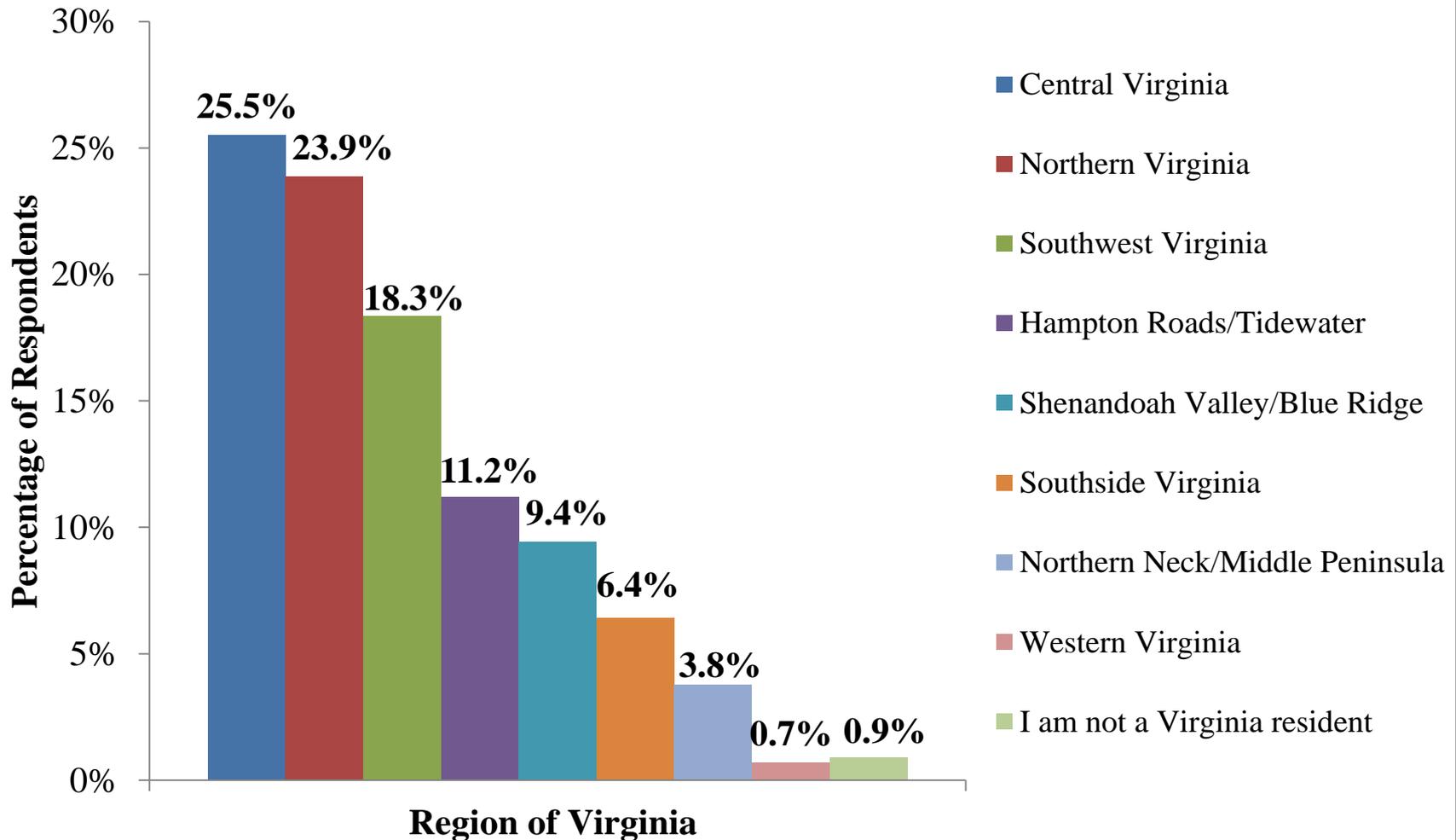
- **15,708 responses**
- **Collection occurred for three weeks**
  - October 18, 2016 – November 9, 2016
- **Key questions:**
  - Who responded to the survey?
  - What factors do stakeholders feel are important to know about schools?

# Who responded?

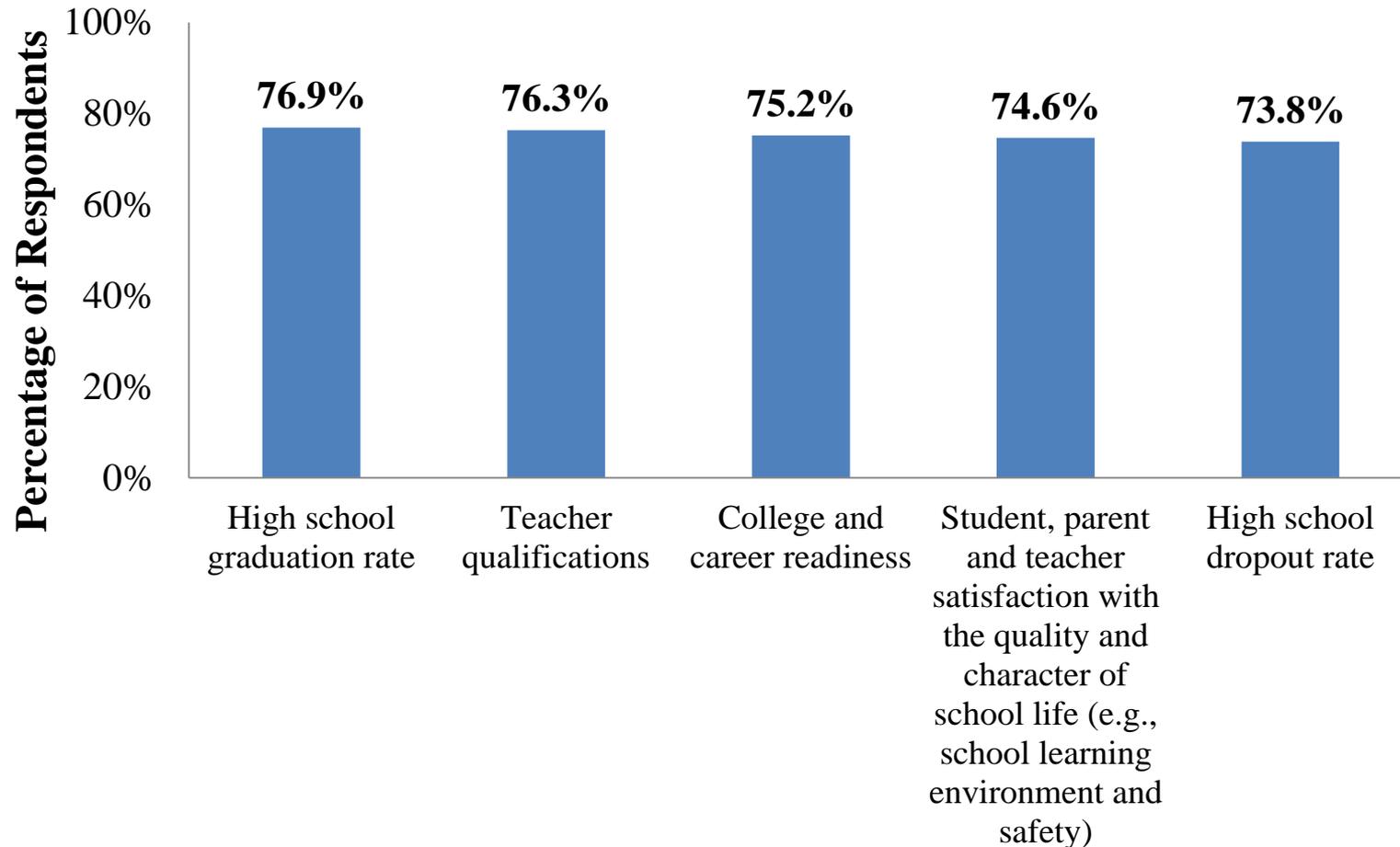


\*Note: Respondents were allowed to select multiple identifiers, therefore percentages do not sum to 100.

# Respondent Location



# Most Important Indicators to Stakeholders\*



## Potential ESSA Indicators

\*As indicated by stakeholder selection of “Important” or “Extremely Important” for each indicator.

# *Additional Opportunities for Stakeholder Involvement*

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[www.doe.virginia.gov/federal\\_programs/esea/essa/stakeholder-engagement/](http://www.doe.virginia.gov/federal_programs/esea/essa/stakeholder-engagement/)

- The **ESSA Stakeholder Engagement Webpage** provides the following announcements and resources:
  - Public Hearings
  - English Learner Roundtable
  - Teacher Effectiveness Roundtable
  - Accountability Roundtable