

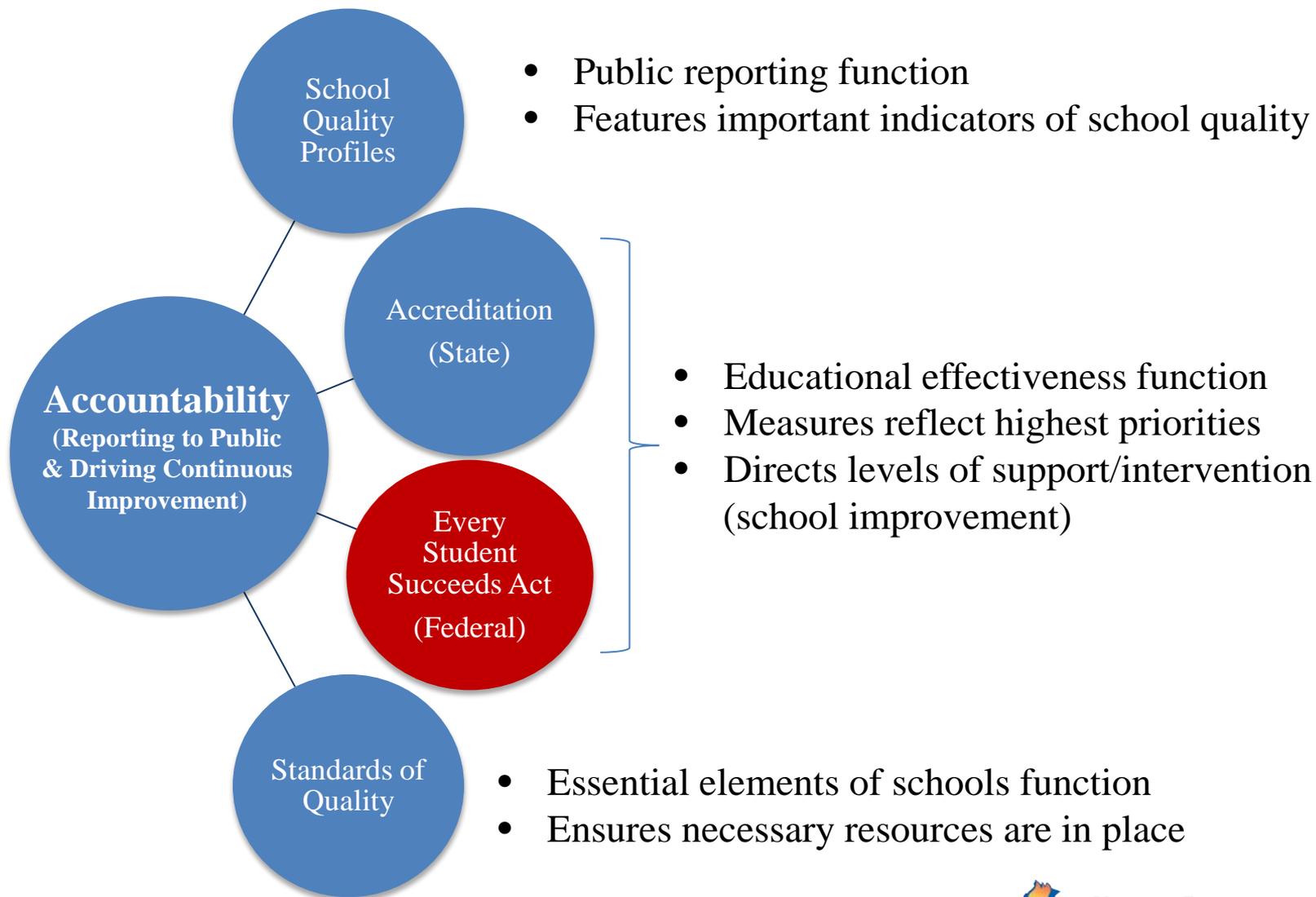


The Every Student Succeeds Act of 2015 (ESSA):
**Summary of Virginia's Federal Programs
Application**

**Virginia Board of Education
Committee on School and Division Accountability**

June 21, 2017

Mechanisms of Accountability



Federal Programs Included in Consolidated Application

- **Title I, Part A:** Improving Basic Programs Operated by Local Educational Agencies*
- **Title I, Part C:** Education of Migratory Children
- **Title I, Part D:** Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- **Title II, Part A:** Supporting Effective Instruction
- **Title III, Part A:** Language Instruction for English Learners and Immigrant Students*
- **Title IV, Part A:** Student Support and Academic Enrichment Grants
- **Title IV, Part B:** 21st Century Community Learning Centers
- **Title V, Part B, Subpart 2:** Rural and Low-income School Program
- **Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act:** Education for Homeless Children and Youth Program*

* This program will be peer-reviewed and will also be reviewed by the U.S. Department of Education.

Opportunities for Stakeholder Involvement

Stakeholder involvement activities conducted to receive feedback and provide information on the elements of the consolidated application have included:

- [State Board of Education Listening Tours](#) (Abingdon, Lynchburg, Manassas, Williamsburg)
- [ESSA Survey](#)
- Forty-five [meetings and coverings](#) to date, including:
 - Committee of Practitioners
 - Communities in Schools
 - State Special Education Advisory Committee
 - Southwest Virginia Public Education Consortium
 - Indian Tribal Leaders
 - Virginia Career and Technical Education Advisory Committee
 - State Superintendent's Teacher Advisory Committee
 - Virginia Association of Science Teachers
 - Virginia ESL Supervisors' Association
 - Virginia Association of School Librarians
 - Virginia Partnership for Out-of-School Time
 - Civil Rights Roundtable

Opportunities for Stakeholder Involvement

- Topical roundtable discussions involving teachers, division leaders, higher education, education organizations, private school leaders, advocacy groups, and parents. Discuss topics included:
 - Accountability Provisions
 - Provisions for English Language Learners
 - Engaging Families and Communities
 - Leadership Preparation and Professional Development
 - Teacher Preparation, Mentoring, and Professional Development
 - Recruitment and Retention of Effective Teachers and Leaders
 - School Improvement
 - Equitable Services for Private School Students
- Webinars for division federal program coordinators (fall and spring)
- Written feedback received through a dedicated email (ESSA@doe.virginia.gov)

Title I, Part A: Federal Accountability Provisions

Priorities for Developing Federal Accountability System under ESSA

- Identification of required federal accountability indicators would be **informed** by Board decisions on accountability indicators for state accreditation
- The state's methodology would be **integrated** into the federal system whenever possible
- Virginia's federal accountability application should **align** with the state accountability system such that schools identified for federal improvement are also designated in the "yellow" or "red" levels on the state accountability matrix

Identification of Federal Benchmarks

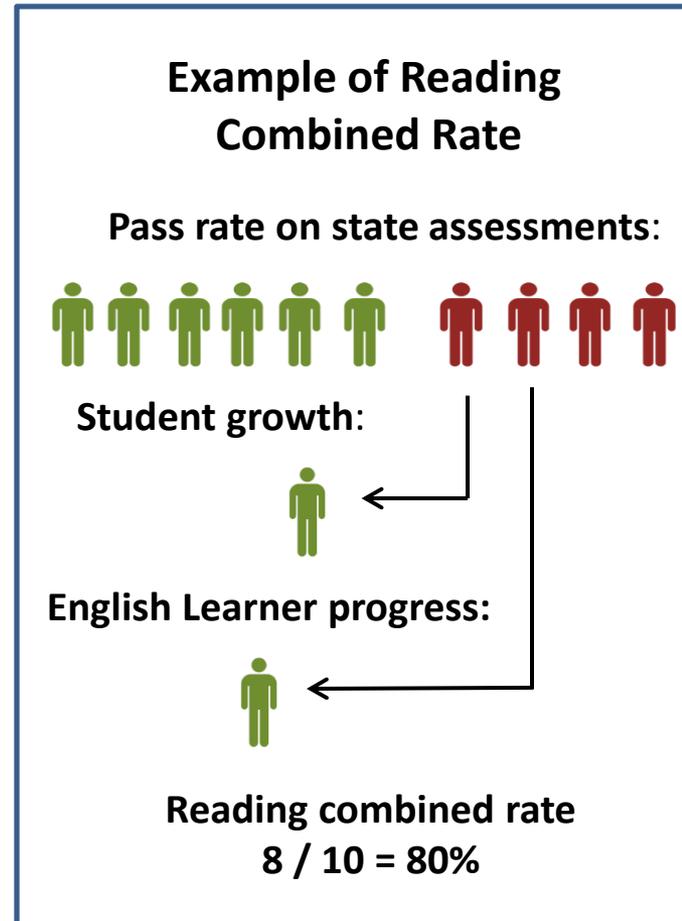
ESSA requires **long-term goals** and **interim measures of progress** for each indicator:

ESSA Requirement	Virginia's Indicator
Student achievement	Combined rates on SOL reading and mathematics assessments
Growth for elementary and middle schools	Progress tables (value tables)
Graduation rates	Federal Graduation Indicator
Progress in English Learners gaining proficiency in English	ACCESS for ELLs 2.0 assessment
School quality or student success	Chronic absenteeism

Combined Rate for Accountability Calculations

Reading and Mathematics

- Integrates **achievement, growth,** and **progress** for EL students towards gaining proficiency in reading.
- A student will be counted in the numerator of the reading or mathematics combined rate if:
 - The student passes the assessment*; or
 - The student does not pass the assessment but demonstrates growth using the progress tables; or
 - For the reading assessment only, the student does not pass the assessment or demonstrate growth, but is an EL and demonstrates progress as measured by the ACCESS for ELLs 2.0 assessment.



*Includes recovery

Federal Targets - Reading

Reading Targets - Accountability Years 2018-2019 through 2024-2025							
	Year 1 Targets	Year 2 Targets	Year 3 Targets	Year 4 Targets	Year 5 Targets	Year 6 Targets	Year 7– Long Term Goal
Assessment Year	2017-2018	2018-2019	2019-2020*	2020-2021	2021-2022	2022-2023	2023-2024
Accountability Year	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All students	73	73	73	74	74	74	75
Asian students	Meet or Exceed Long Term Goal						75
Black students	60	62	65	67	70	72	75
Economically Disadvantaged students	62	64	66	68	70	72	75
English Learners	53	57	60	64	67	71	75
Hispanic students	63	65	67	69	71	73	75
Students with Disabilities	39	45	51	57	63	69	75
White students	Meet or Exceed Long Term Goal						75

*New assessment will be administered during the 2019-2020 assessment year. Revised targets will be established following the standards-setting process.

Federal Targets - Mathematics

Mathematics Targets - Accountability Years 2018-2019 through 2024-2025

	Year 1 Targets	Year 2 Targets	Year 3 Targets	Year 4 Targets	Year 5 Targets	Year 6 Targets	Year 7– Long Term Goal
Assessment Year	2017-2018	2018-2019*	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Accountability Year	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All students	Meet or Exceed Long Term Goal						70
Asian students	Meet or Exceed Long Term Goal						70
Black students	60	62	63	65	66	68	70
Economically Disadvantaged students	63	64	65	66	67	68	70
English Learners	57	59	61	63	65	67	70
Hispanic students	64	65	66	67	68	69	70
Students with Disabilities	42	47	51	56	60	65	70
White students	Meet or Exceed Long Term Goal						70

*New assessment will be administered during the 2018-2019 assessment year. Revised targets will be established following the standards-setting process.

Federal Graduation Indicator Targets – Four Year Rate

Federal Four Year Cohort Graduation Targets - Accountability Years 2018-2019 through 2024-2025

	Year 1 Targets	Year 2 Targets	Year 3 Targets	Year 4 Targets	Year 5 Targets	Year 6 Targets	Year 7– Long Term Goal
Assessment Year	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Accountability Year	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All students	Meet or Exceed Long Term Goal						84
Asian students	Meet or Exceed Long Term Goal						84
Black students	82	82	82	83	83	83	84
Economically Disadvantaged students	78	79	80	81	82	83	84
English Learners	65	68	71	74	77	80	84
Hispanic students	81	81	82	82	83	83	84
Students with Disabilities	56	61	65	70	74	79	84
White students	Meet or Exceed Long Term Goal						84

Federal Targets* – Chronic Absenteeism

Targets to Decrease the Rate of Chronic Absenteeism							
Accountability Years 2018-2019 through 2024-2025							
	Year 1 Targets	Year 2 Targets	Year 3 Targets	Year 4 Targets	Year 5 Targets	Year 6 Targets	Year 7– Long Term Goal
Assessment Year	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Accountability Year	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All students	11	11	11	11	11	11	10
Asian students	Meet or Exceed Long Term Goal						10
Black students	11	11	11	11	11	11	10
Economically Disadvantaged students	14	14	13	12	12	11	10
English Learners	Meet or Exceed Long Term Goal						10
Hispanic students	11	11	11	11	11	11	10
Students with Disabilities	14	14	13	12	12	11	10
White students	11	11	11	11	11	11	10

*Targets identify the percent of students who are chronically absent.

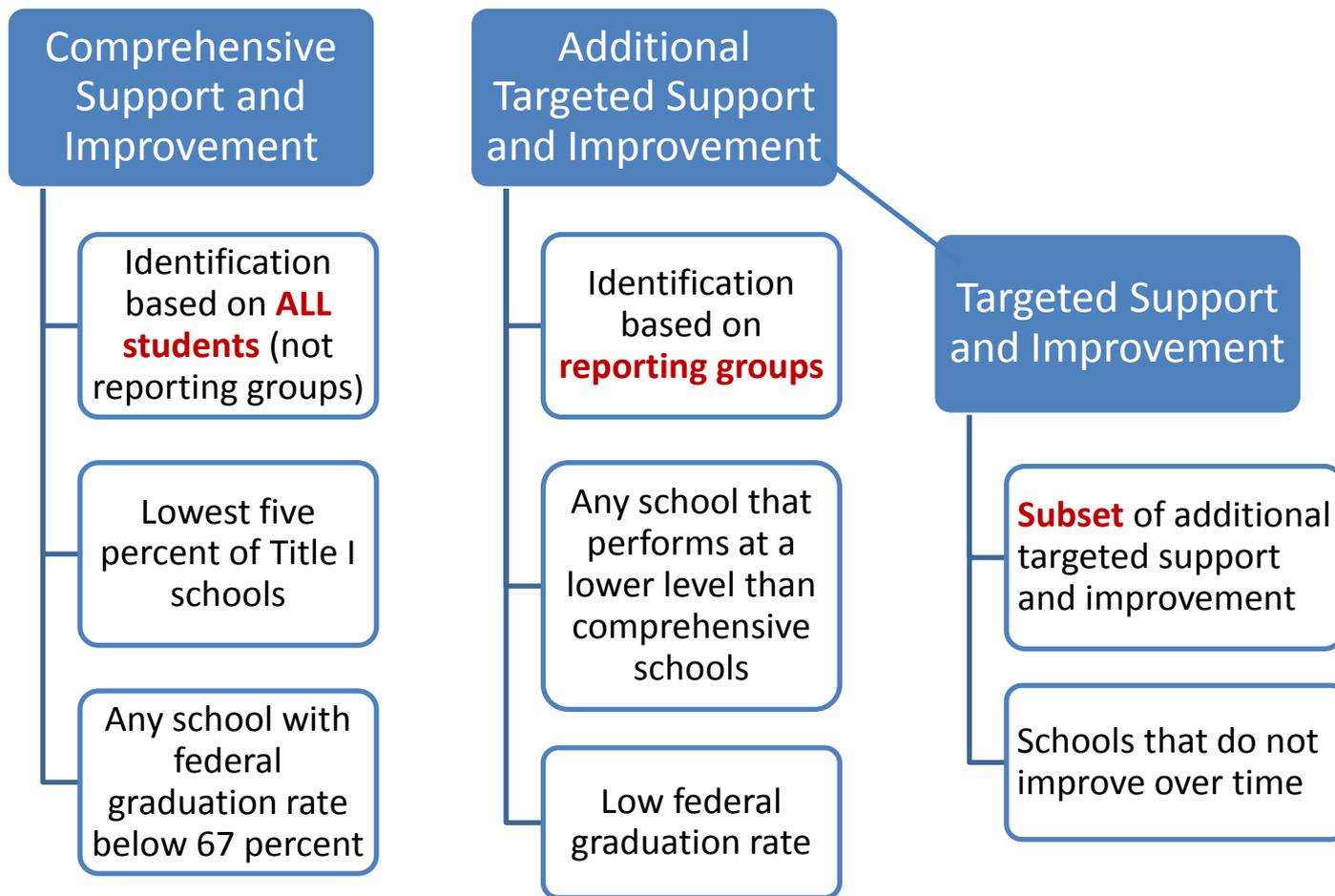
Federal Targets – Progress in English Learners Gaining Proficiency in English

- The ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners) is the statewide English language proficiency assessment for Virginia
- During the 2015-2016 assessment year, new English language proficiency online assessments – ACCESS for ELLs 2.0 – were released to replace the ACCESS for ELLs assessments. These were administered in Virginia in early 2016.
- Virginia has determined that two years of data are needed from the new ACCESS for ELLs 2.0 assessment before long-term goals and interim measures of progress can be established.

Federal Targets – Progress in English Learners Gaining Proficiency in English

- Once the data are available, the steps below will be taken:
 - Analyze score scales to establish exit criteria under the new assessment; and
 - Establish rigorous and reasonable progress measures, and a timeline for students to achieve English language proficiency, which may be differentiated by grade span or other learner characteristics if indicated by the data.

Identification of Schools for Support and Improvement



Comprehensive Support and Improvement Identification Criteria

Comprehensive Support and Improvement

Identification based on **ALL students** (not reporting groups)

Lowest five percent of Title I schools

Any school with federal graduation rate below 67 percent

Methodology:

- Identify all Title I schools that did not meet the interim target in reading and mathematics using the **combined rate** for all students
- Of those schools, average the combined rates for reading and mathematics
- Identify the **bottom five percent** of Title I schools based on the averaged rates
- If a “tie” occurs, use the rate of chronic absenteeism as the “tie breaker”
- Identify any high school with a federal four-year cohort graduation rate below 67%

Comprehensive Support and Improvement Exit Criteria

Lowest five percent of Title I schools:

- Required to implement interventions over a **two year period**
- At the end of year two, schools no longer in the bottom five percent may exit comprehensive support and improvement status
- Schools that exit this status at the end of year two will be required to implement **sustainability plans** for at least one additional year
- Implementation of interventions for exited schools will be monitored during the required sustainability year
- If a school has not exited comprehensive support and improvement status after **three years** of interventions, more rigorous interventions will be required in the fourth year of comprehensive support and improvement status

Comprehensive Support and Improvement Exit Criteria

Federal graduation rate below 67 percent:

- Required to implement interventions designed to address the issues causing the school to miss the threshold for graduating students
- Once a high school has a federal graduation rate above the threshold for identification, the school will exit from comprehensive support and improvement status

Additional Targeted Support and Improvement Identification Criteria

Additional Targeted Support and Improvement

Identification based on **reporting groups**

Any school that performs at a lower level than comprehensive schools

Low federal graduation rate

Methodology:

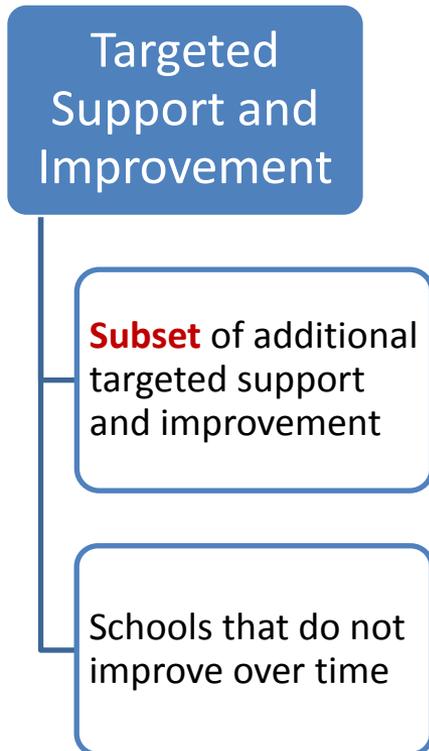
- Using the **combined rates**, identify schools that did not meet the interim measure of progress in one or more reporting groups in reading and mathematics
- Average the combined rates for each identified reporting group
- Identify any school with an averaged rate below the highest averaged rate among comprehensive schools
- Identify high schools that did not meet the interim measures of progress in one or more reporting groups for the federal four-year, five-year, and six-year adjusted cohort graduation rates
- Of those schools, identify for additional targeted support and improvement any school with a reporting group that has a four-year federal graduation rate below 67%

Additional Targeted Support and Improvement Exit Criteria

- For all indicators except the federal graduation rate:
 - Meet the interim measure of progress or
 - Reduce the failure rate by ten percent for two consecutive years in the subgroup or subgroups for which the school was identified.
- High schools identified for not meeting the federal graduation rate:
 - Meet the interim measure of progress or
 - Increase the federal graduation rate by ten percent over a two year period in the subgroup or subgroups for which the school was identified.

Title I schools that do not meet the exit criteria after three years of identification for additional targeted support and improvement will be identified for comprehensive support and improvement.

Targeted Support and Improvement



- Any school that, one or more years after being identified for additional targeted support and improvement, does not reduce the failure rate by ten percent from the previous year in the subgroup or subgroups for which the school was identified

or

- Graduation rate – any high school that, one or more years after being identified for additional targeted support and improvement due to graduation rate, does not increase the 4 year, 5 year, or 6 year rate in the subgroup or subgroups for which the school was identified

Support for Identified Schools

- Divisions with schools identified for comprehensive or targeted support and improvement will receive support from the Department to develop, implement, and monitor interventions.
- The support provided will be individualized based on the unique needs of the divisions and schools, and will be consistent with the support that the schools identified as “Accredited with Conditions” will receive.
- Title I schools identified for additional targeted support and improvement that do not meet the exit criteria after three years will be identified for comprehensive support and improvement.

Additional Actions for Comprehensive Schools

Additional actions at the division and school level will be required if schools identified for comprehensive support and improvement do not meet the exit criteria after three years, including:

- Entering into a Memorandum of Understanding (MOU) with the Virginia Board of Education and developing a corrective action plan;
- Meeting at least three times a year with the Office of School Improvement staff to review progress of the corrective action plan and quarterly data; and
- Providing reports to the Office of School Improvement and the Virginia Board of Education, as requested, on the school's progress.

**Other ESSA Programs:
Highlights from the
Consolidated Application**

Title I, Part C – Migrant Education Program

- Virginia has seven regional migrant education programs that provide supplemental services to migrant students during the regular school year, as well as four weeks during the summer.
- Migrant students are provided services during both the regular school year and summer intercession, including:
 - Core content remediation and enrichment;
 - Services for English Learners (if identified);
 - Credit recovery opportunities for high school students;
 - English as a Second Language and/or General Education Development (GED) classes for Out of School Youth;
 - In home or camp-based tutoring;
 - Early learning opportunities;
 - Access to Mira-CORE Migrant Literacy Net and other online resources; and
 - Dental, nutrition, and other health related services.

Title I, Part D – Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

- Title I, Part D, funds provide supportive services to meet the needs of neglected and delinquent children and youth returning to schools within the division or other alternative educational programs and to assist them in completing their education.
- Program objectives and services include:
 - Improving education services for students in local neglected and delinquent institutions;
 - Providing services needed to successfully transition to further school or employment; and
 - Preventing at-risk youth from dropping out of school, and providing dropouts and youth returning from institutions with a support system to that will enable them to continue their education.

Title II, Part A – Supporting Effective Instruction

- Title II, Part A, funds are used to increase student achievement consistent with challenging state standards; improve the quality and effectiveness of teachers, principals, and other school leaders; and provide low-income and minority students greater access to effective teachers, principals, and other school leaders.
- Funds are used to support a variety of initiatives at the state and division level, including:
 - Professional development and training;
 - Teacher recruitment and retention, including improving educator pipelines and increasing educator diversity; and
 - University partnerships to provide coursework for teachers, including teachers of English Learners.

Title III, Part A – Language Instruction for English Learners and Immigrant Students

- The purposes of Title III, Part A, include ensuring that all English Learners, including immigrant children and youth, attain English proficiency and achieve at high levels in academic subjects to meet the same challenging state standards that all students are expected to meet.
- Funds are used to support a variety of initiatives at the state and local level, including:
 - Professional development and training;
 - Collaboration with universities to increase the number of teachers who obtain an ESL endorsement, especially in high-need divisions; and
 - At the division and school level, a range of activities for teachers, students, and parents designed to increase English language proficiency and academic achievement.

Title IV, Part A – Student Support and Academic Enrichment Grants

- Funds awarded under this new grant program are intended to:
 - Provide all students with access to a well-rounded education;
 - Improve school conditions for student learning; and
 - Improve the use of technology to improve the academic achievement and digital literacy of all students.
- Funds may be used to support a variety of initiatives, including:
 - Improving instruction and student engagement in science, technology, engineering, arts, and mathematics (STEAM);
 - Initiatives to improve access to foreign language instruction, arts, and music education;
 - Support for programs that integrate health and safety practices into school, and programs that support a healthy, active lifestyle;
 - Support in providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities; and
 - Professional development, technical assistance, and other resources to support school communities in ensuring that school conditions are conducive to effective teaching and optimal student learning.

Title IV, Part B – 21st Century Community Learning Centers

- This program supports the creation of opportunities for academic enrichment during non-school hours for children, particularly students who attend high-poverty and low-performing schools.
- Grants are awarded to school divisions and community partners (which may include faith-based organizations) through a competitive application process.
- Funds are used to support a variety of initiatives at the state and division level, including:
 - After school and summer academic enrichment, including tutorial services;
 - Youth development activities, service learning, nutrition and health education;
 - Technology education, financial literacy, and environmental literacy programs; and
 - Literacy and other educational services for families of participating children.

Title V, Part B, Subpart 2 – Rural and Low-income School Program

- Funds awarded under this program are used to address the unique needs of rural school divisions.
- Funds may be used to support programs and initiatives that are allowable under several other federal programs:
 - Title I, Part A;
 - Title II, Part A;
 - Title III, Part A;
 - Title IV, Part A; and
 - Parental involvement activities.
- Approximately forty divisions in Virginia receive formula allocations for this program, which are used in various ways to support the identified needs of each division.

Title VII, Subpart B – McKinney-Vento Homeless Assistance Act

- Virginia’s McKinney-Vento program – Project HOPE-Virginia – is housed at the College of William and Mary School of Education.
- Objectives of the program including ensuring the enrollment, attendance, and school success of children and youth experiencing homelessness through public awareness efforts across the commonwealth and grants to local school divisions.
- Funds are used for programs and activities including early childhood education, mentoring, tutoring, parent education, summer enrichment programs, domestic violence prevention programs, emergency services, referrals for health services, transportation, school supplies, and costs related to obtaining school records.
- Approximately forty divisions in Virginia receive grants for this program.

Next Steps: Virginia's Federal Programs Application

- ESSA plan presented to Board for final review – July Board meeting
- ESSA plan presented to Governor for review – August
- ESSA plan submitted to USED – by September 18, 2017