



Every Student Succeeds Act of 2015:
Highlights and
Implementation Updates

Teacher Effectiveness Roundtable
September 30, 2016

Every Student Succeeds Act (ESSA)

- 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

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 subgroups (reporting groups).

ESEA Flexibility (NCLB Waivers)

ESEA Flexibility waivers expired on August 1, 2016. Except as otherwise indicated by USED:

- States will operate under NCLB requirements for 2016-2017; and
- All provisions of ESSA take effect in the 2017-2018 school year.

ESSA Focus Areas

- 1) Challenging State Academic Standards and Academic Assessments
- 2) Accountability, Support, and Improvement for Schools
- 3) Supporting Excellent Educators
- 4) Supporting All Students

ESSA Accountability Indicators

State accountability systems must address:

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



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

Comprehensive Support and Improvement

- ESSA requires identification of at least 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 subgroups (reporting groups) may also be identified for comprehensive support if they fail to improve over time.

Targeted Support and Improvement

ESSA requires identification of schools that are:

- Consistently underperforming — any school with one or more consistently underperforming subgroups (reporting groups) of students; or
- Low-performing – any school in which one or more subgroups (reporting groups) is performing at or below the summative level of performance of all students in any school identified for comprehensive support,

for targeted support and improvement.

Report Card Requirements

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

Change for 2016-2017: “Highly Qualified” Teachers

- [Superintendent’s Memo #076-16](#)
- The terms “**highly qualified teacher**” and “**highly qualified paraprofessional**” were eliminated as of August 1, 2016
- Starting with the 2016-2017 school year, “**highly qualified**” data will no longer be collected or reported, nor will calculations be made related to percentages of classes being taught by highly qualified teachers

Change for 2016-2017: “Highly Qualified” Teachers

- Under ESSA and [§22.1-298.1 of the Code of Virginia](#), students must still be taught by teachers who are properly licensed and endorsed for the classes they are assigned to teach. Data will continue to be collected through the Master Schedule Collection (MSC) and Instructional Personnel and Licensure Report (IPAL).

Educator Reporting Requirements

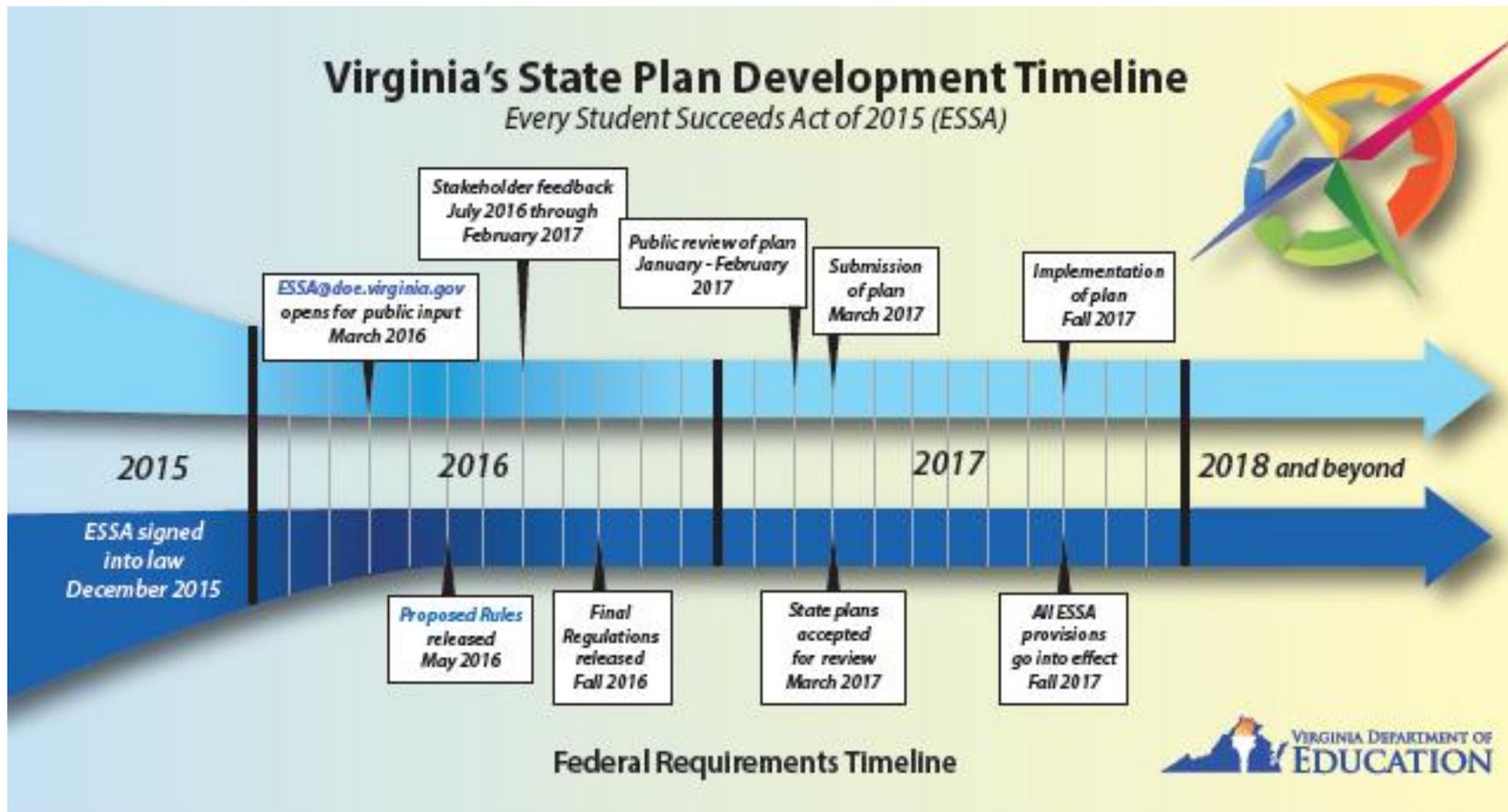
- Teacher equity data (proposed regulations):
 - Report annually the rates at which low-income students in Title I schools and non-low-income students in non-Title I schools are taught by
 - » **Ineffective teachers**
 - » **Inexperienced teachers; and**
 - » **Out-of-field teachers**

Board of Education Public Hearings

- The Board of Education held [public hearings](#) in July and August in Manassas, Williamsburg-James City County, Abingdon, and Lynchburg
- For more information, go to [Public Meetings](#) or download the [Public Hearings Presentation](#)
- Comments are continuously accepted at BOE@doe.virginia.gov

VDOE ESSA Web Site

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



Additional Opportunities for Stakeholder Involvement

- The [ESSA stakeholder engagement web page](#) provides announcements and resources related to stakeholder meetings:
 - Public Hearings
 - EL Roundtable
 - Teacher Effectiveness Roundtable
 - Accountability Roundtable
- Coming Soon – Accountability Indicators Survey

Title II, Part A – Key Changes from NCLB

- Funding formula
- Additional funding flexibilities
- Allows up to 3 percent state set-aside of LEA funds for LEA subgrants to establish leadership academies or principal residency programs

Title II, Part A – Key Changes from NCLB

- Eliminates Title II, Part A, State Agency for Higher Education (SAHE) competitive grants
- Eliminates “highly qualified teacher” requirements
- Focuses on teacher/principal/school leader effectiveness and teacher equity

Title II - Competitive Programs Under ESSA

- Teacher/School Leader Incentive Program (formerly TIF)
- Literacy Education for All
- American History and Civics Education
- Supporting Effective Educator Development
- School Leader Recruitment and Support
- STEM Master Teacher Corps

Current Use of State Title II, Part A, Funds for Teacher Quality Activities

- Statewide Recruitment Database
- ESL Endorsement Projects
- Teacher Equity Stakeholder Groups
- State Conferences
- Content Academies/Institutes
- Workshops/Trainings

ESSA State Plan Requirements (anticipated)

- **Definitions**
 - **Ineffective teacher**
 - Out-of-field teacher
 - Inexperienced teacher
 - Low-income student
 - Minority student

ESSA State Plan Requirements (anticipated)

- Describe state's **certification and licensing system** for teachers, principals, other school leaders
- Describe state's **educator preparation system** (particularly for low-income and minority students)
- Describe state's **system of professional growth and improvement**, which may include evaluation, including induction, development, compensation, and advancement. Alternatively, describe how state ensures each LEA implements such a system.

ESSA State Plan Requirements (anticipated)

- Describe the use of Title II, Part A (and other funds) to support state strategies to:
 - Increase student achievement consistent with State standards
 - Improve quality and effectiveness of teachers, principals, and other school leaders
 - Increase the number of teachers, principals, and other school leaders who are improving student achievement
 - Provide low-income and minority students greater access to effective teachers, principals, and other school leaders

ESSA State Plan Requirements (anticipated)

Describe how the SEA will improve the skills of teachers, principals, or other school leaders to work with:

- low-income students;
- lowest-achieving students;
- English learners;
- children with disabilities;
- children and youth in foster care;
- migratory children, including preschool migratory children and migratory children who have dropped out of school;

ESSA State Plan Requirements (anticipated)

- homeless children and youths;
- neglected, delinquent, and at-risk children under Title I, Part D;
- immigrant children and youth;
- students in LEAs eligible for grants under the Rural and Low-Income School Program;
- American Indian and Alaska Native students;
- students with low literacy levels; and
- students who are gifted and talented.

ESSA State Plan Requirements (anticipated)

- Identify disproportionalities between numbers of students in high-poverty/high-minority schools and low-poverty/low-minority schools taught by ineffective, out-of-field, or inexperienced teachers

ESSA State Plan Requirements (anticipated)

Stakeholder Engagement:

- teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals),
- specialized instructional support personnel,
- charter school leaders (in a State that has charter schools),
- parents,
- community partners, and
- other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this title;

Breakout Session Topics

- Teacher Effectiveness Definition
- Leadership Preparation and Professional Development
- Teacher Preparation, Mentoring, and Professional Development
- Recruitment and Retention of Effective Teachers and Principals

Questions or comments about ESSA
may be sent to:

ESSA@doe.virginia.gov