

Virginia's State Plan

*Every Student
Succeeds Act*



Virginia Department of Education

**Virginia Department of Education
Office of Program Administration and Accountability
VAFEPA Stakeholder Involvement Roundtables
October 12, 2016**

Every Student Succeeds Act of 2015 (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”

ESEA Flexibility (NCLB Waivers)

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

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

ESSA – General Information

Increased Flexibilities in Federal Accountability System

- States set college- and career-ready standards and create assessments
- States (not federal government) are responsible for school improvement decisions
- States determine teacher evaluation systems
- Limited authority for U.S. Department of Education and Secretary of Education

ESSA – General Information

Continued from NCLB

- Most “Title” programs continue
- Testing still mandated
- Data must be disaggregated by subgroups (reporting groups)
- Schools must be identified for improvement
 - Comprehensive Support
 - Targeted Support

ESSA – General Information

Testing Requirements

- Assess reading/language arts and mathematics annually in grades 3-8 and once in grades 9-12
- 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)

ESSA Accountability Indicators

State accountability systems must address:

1. Academic achievement;
2. Academic progress;
3. Graduation rates;
4. Progress in English Learners gaining proficiency; and
5. School quality or student success.



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

ESSA Achievement Indicators

- Academic Achievement – *performance on state assessments*
- Academic Progress – *growth or other academic indicator (elementary and middle)*
- Graduation Rates – *4 year cohort rate; extended year rate at states' discretion*
- Progress in English learners toward gaining proficiency – *removed from Title III*

ESSA School Quality or Student Success Indicator

This indicator may measure:

- Student engagement;
- Educator engagement;
- Student access to and completion of advanced coursework;
- Postsecondary readiness;
- School climate and safety; or
- Other chosen by state.

Academic indicators must carry much greater weight than the school quality or student success indicator.

Aligning Virginia's Accountability System with ESSA

- Virginia is considering the development of a “**Matrix Model**” that will include ESSA and State Accreditation requirements.



ACCOUNTABILITY

- A **Matrix Model** expands Virginia's Accountability System to include test scores and other important indicators of school quality.

Draft Matrix

Virginia's Accountability System

		Indicator Performance Ratings				PROPOSED VA ACCRED	REQUIRED IN ESSA
METRIC		Level 1	Level 2	Level 3	Level 4		
Indicators of Academic Achievement	SOL Performance*					Yes	Yes
	Achievement Gaps*					Yes	Yes
	SOL Growth/Progress (elementary and middle)*					Yes	Yes
	Graduation Indicator* (high school)					Yes (GCI)	Yes (FGR)
	English Learner Progress					Considering	Yes

Note: GCI = Graduation Completion Index; FGR = Federal Graduation Rate

* ESSA requires that these indicators be measured for all students and reporting groups

Draft Matrix

Virginia's Accountability System

		Indicator Performance Ratings					
METRIC		Level 1	Level 2	Level 3	Level 4	PROPOSED VA ACCRED	REQUIRED IN ESSA
Indicators of School Quality*	Chronic Absenteeism					Considering	Considering
	CTE Credentials/AP Enrollment (high school)					Phase 2	Phase 2
	Retention (all grades) & Dropout rates (9-12 only)					Considering	Considering
	Student Discipline (in-/out-of-school suspensions)					Considering	Considering
	School Climate (self-report survey)					Phase 2	Phase 2
	Teacher Absenteeism					Phase 2	Phase 2

* ESSA requires that these indicators be measured for all students and reporting groups

Changes to English Learner Accountability

- Removes terminology of “Limited English Proficient” – now **English Learners (ELs)**
- EL accountability now part of state accountability plan under Title I
- States may include ELs in subgroup for up to 4 years after reaching proficiency in English
- Reporting required on the number and percentage of ELs that have achieved English language proficiency

Title III – Exemption for Recently Arrived ELs

States may choose to:

- Exclude recently arrived ELs who have been enrolled in a U.S. school for less than 12 months from one administration of the reading/language arts assessment;

OR

- Exclude results of arrived ELs who have been enrolled in a U.S. for less than 12 months in the state accountability system for the first year; include a measure of growth for the second year; and report the results as with all students in year 3.

Alternately, states may develop guidelines for divisions to use to make exemption determinations.

Report Card Requirements

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

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**

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 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.

School Improvement – State Role

- Make technical assistance available to divisions
- Develop strategies for divisions to use in identified schools (in addition to division-identified strategies)
- Ensure divisions implement strategies in identified schools
- Monitor and evaluate school intervention and support strategies by divisions and use the results of the evaluation to change or improve strategies

Virginia's State Plan Development

[VDOE ESSA Transition web page](#)








Additional Opportunities for Stakeholder Involvement

- Check the [ESSA Web site](#) for announcements related to:
 - Program updates
 - Opportunities to provide comment
 - ESSA Survey
 - State Board meetings on ESSA
 - Posting of the state's ESSA plan
- Program area webinars – October

ESSA Questions or Comments

Virginia's Transition to ESSA

Federal ESSA Communications

- [The Every Student Succeeds Act](#)  (PDF)
- [Notice of Proposed Rulemaking](#)  (PDF)
- [Transitioning to ESSA](#)  (PDF)
- [ESSA Dear Colleague Letter](#)  (PDF)
- [Dear Colleague Letter on Stakeholder Engagement](#) 

Questions or Comments?

Email ESSA@doe.virginia.gov or use the form below:

Name: Email:

Roundtable Discussions

1. Entrance and Exit Criteria for EIs
2. ESSA Accountability Indicators
3. Teacher Effectiveness Definition

Select two topics of interest -

9:45 – 10:30 Session 1

10:45 – 11:30 Session 2 (repeated)

Contact Information

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