

**Virginia Department of Education
ESSA Accountability Roundtable
November 1, 2016
9 a.m. – Noon**

**Eastern Henrico Recreation Center
1440 North Laburnum Avenue
Henrico, Virginia 23223**

AGENDA

9:00 a.m. – 9:45 a.m.	Welcome, Introductions, Overview of ESSA
9:45 a.m. – 10:30 a.m.	Breakout Discussions
	I. Accountability Indicators
	II. Teacher/Principal Effectiveness, Recruitment, and Retention
	III. Engaging Families and Communities and Reporting School Success
10:30 a.m. – 10:45 a.m.	Break
10:45 a.m. – 11:30 a.m.	Breakout Discussions, Repeated
11:30 a.m. – noon	Report Out and Conclusion

**Virginia Department of Education
Accountability Indicators Roundtable
ESSA Stakeholder Input ~ Meeting Notes
November 1, 2016**

Accountability Indicators

Consider the list of school quality indicators below. Which of these should be considered for inclusion in Virginia's accountability system, and why? NOTE: The school quality indicator must be disaggregated by reporting group, and must result in meaningful differentiation between schools.

- College and career readiness
- Student attendance rate
- Percentage of students who are absent 10% or more of the school year
- Student discipline rate
- Teacher qualifications
- School climate and safety

To establish long term goals and interim measures of progress for the EL progress towards proficiency indicator, states are permitted to consider a number of factors. In addition to a student's entry level proficiency in English, which of the factors below should be considered when establishing targets for this indicator, and why? Which factors should not be considered?

- Time in language instruction educational programs
- Grade level
- Age
- Native language proficiency level
- Limited or interrupted formal education, if any

Additional Comments

Name _____

Organization or School Division _____

**Virginia Department of Education
Accountability Indicators Roundtable
ESSA Stakeholder Input ~ Meeting Notes
November 1, 2016**

Teacher Effectiveness Definition

Proposed regulations in ESSA require states and school divisions to define “ineffective teacher” or provide guidelines that enable the reporting on the percentages of low-income and minority students taught by **ineffective** teachers in Title I schools, compared with non-low-income and non-minority students in schools not receiving Title I funds.

The following states have posted draft definitions for “Ineffective Teacher”:

Arizona - An “ineffective teacher” is one who consistently fails to meet expectations and requires a change in performance due to minimal competency with adopted professional standards. Students with an ineffective teacher generally make unacceptable levels of academic progress.

Illinois (draft) - A teacher who has received an “unsatisfactory” rating in his/her most recent performance evaluation rating or a teacher who has received a “needs improvement” on an evaluation and in a subsequent evaluation has received an “unsatisfactory” or “needs improvement.”

Pennsylvania (draft) - Ineffective teachers are not properly credentialed (have not completed an approved teacher certification program), and are incompetent in subject matter and instructional practice for the core content area(s) they teach. These teachers fail to demonstrate proficiency in one or more of the four Danielson Framework domains (or an approved alternate measure). An ineffective teacher is one who has failed to improve after they are given an improvement plan and appropriate supports.

What are the pros and cons to each of these definitions? Which definition do you think might be appropriate for Virginia to consider? What do you suggest would be an appropriate definition of “ineffective teacher” for Virginia? Consider implications for data collection and public reporting locally and at the state level.

Recruitment and Retention of Effective Teachers (particularly in high-need schools)

ESSA permits states to use Title II, Part A, state set-aside funds for a number of purposes, including recruitment and retention of effective teachers, principals, and other school leaders, particularly in high-need academic subjects in low-income schools and school divisions (Section 2101(c)(4)(v) and 2101(c)(4)(vii)).

What barriers or challenges are you aware of related to the recruitment and/or retention of effective teachers/principals and how have the challenges been addressed? How could the state support divisions in addressing these barriers or challenges?

Additional Comments

Name _____

School Division or Organization _____

**Virginia Department of Education
Accountability Indicators Roundtable
ESSA Stakeholder Input ~ Meeting Notes
November 1, 2016
(Break Out)**

Engaging Families and Communities

ESSA places emphasis on conducting meaningful parent and family engagement activities, including identifying:

- Barriers to participation in family engagement activities;
- The need of parents and family members to assist with their children’s learning, including engaging with school personnel and teachers; and
- Strategies to support successful school and family interactions.

What are challenges in meaningfully involving families in education programs? How might divisions and schools overcome these challenges?

The Department recently released a survey to collect information about what accountability indicators are important and why. The survey will be available on the VDOE website through November 9. From the indicators below, which are the most important to school success, and why?

- Percentage of students passing SOL tests in reading/language arts, mathematics, science, and history
- SOL pass rate reported by groups of diverse learners (e.g., students with disabilities, English learners, economically disadvantaged students, etc.)
- Student year-to-year academic growth and progress
- Graduation and drop-out rates
- College and career readiness
- Attendance rates and/or percentage of students absent 10% or more of the school year
- Student discipline data
- Teacher qualifications
- School climate

Additional Comments

Name _____

Organization or School Division _____