

Virginia's State Plan

*Every Student
Succeeds Act*



Virginia Department of Education

Lunch Keynote Presentation – August 3, 2016

**Virginia Department of Education
Office of Program Administration and Accountability
2016 Coordinators' Technical Assistance Academy
August 2-4, 2016**



Agenda

- ESSA Implementation
 - Overview of Requirements
 - NCLB to ESSA Transition
 - Virginia's State Plan Development
- Program Updates

The Coordinators' Academy has been funded with federal funds from the U.S. Department of Education; however, the content shared by VDOE and other presenters does not necessarily represent the policies or views of the U. S. Department of Education, and you should not assume endorsement by the Federal Government.

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”

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.

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

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.

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

School Support and Recognition

- ESSA **eliminates** the statewide system of support and recognition described in Section 1117 of NCLB:
 - School support teams
 - Academic achievement awards program
 - Title I Distinguished schools
 - Optional awards to teachers
- ESSA **eliminates** Section 1003(G) School Improvement Grants (SIG)

2016-2017 Transition Year

Consolidated Appropriations Act of 2016

In general, Fiscal Year 2016 formula grant funds for the 2016-2017 school year will be awarded and administered in accordance with the ESEA, as amended by NCLB.

USED Authority for Orderly Transition to ESSA

The Secretary shall take such steps as are necessary to provide for the orderly transition to, and implementation of, programs authorized under the ESEA, as amended by ESSA, from programs authorized under the ESEA, as amended by NCLB.

(Section 4(b) of ESSA)

ESEA Flexibility (NCLB Waivers)

ESEA Flexibility waivers expire 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.

“Highly Qualified” Teachers

- [Revised Superintendent’s Memo #076-16](#)
- The terms “highly qualified teacher” and “highly qualified paraprofessional” will be 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.

“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).
- Additional information regarding licensure for teachers in Virginia may be found on the [VDOE Web site](#).

“Highly Qualified” Paraprofessionals

- [Superintendent’s Memo #181-16](#)
- Updated [FAQ](#) released by USED on June 29, 2016
- Instructional paraprofessionals in Title I schools must meet the same qualifications as required under NCLB

“Highly Qualified” Paraprofessional Requirements

- High school diploma or its recognized equivalent, and:
 - Two years of study at an institution of higher education; or
 - Associate (or higher) degree; or
 - Demonstrate, through a formal state or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness).
- A specified course of study is not required to fulfill the requirements of the first two options above.

2016-2017 Identification of Priority and Focus Schools

Superintendent's Memo #080-16

- Priority and focus schools meeting exit criteria will exit during summer of 2016
- New schools will be identified for the 2016-2017 school year
- Virginia will not identify “Other Title I Schools in Improvement” for 2016-2017

Elimination of VGLA Reading Assessment

- Section 1111(b)(2) of ESSA requires states to use the same academic assessments to measure the achievement of all public elementary school and secondary school students in the state.
- States are permitted to provide for alternate assessments aligned with alternate academic achievement standards **only** for students with the most significant cognitive disabilities.

Elimination of VGLA Reading Assessment

- ESSA implementation in 2017-2018 will be based on student assessment data collected during the 2016-2017 school year.
- Limited English proficient (LEP) students will be expected to participate in the Standards of Learning (SOL) *Reading* tests beginning in the 2016-2017 school year.

Elimination of VGLA Reading Assessment

- SOL testing may be discontinued for LEP students who struggle with reading the test items after the student has responded to five items (not including the sample items).
- Students who answer at least five items will be counted as participants in the Reading test for purposes of federal accountability.
- The Standards of Accreditation (SOA) adjustment remains available for students who are currently classified as LEP and have been enrolled in a Virginia public school for fewer than 11 semesters, as does the one-time exemption in Reading for recently arrived LEP students in grades 3 through 8.

Elimination of VGLA Reading Assessment

- This information was be conveyed to the field via a Superintendent's E-mail on August 1, 2016.
- A Superintendent's Memo may also be posted.
- The Department will continue to work with the Board of Education to address concerns regarding the impact that this change may have on accreditation.

Virginia's State Plan Development

[VDOE ESSA Transition web page](#)



Board of Education Public Hearings

The Board of Education has scheduled public hearings for the following dates and locations:

- July 14 – Manassas
- July 19 – Williamsburg-James City County
- August 24 – Abingdon
- August 25 – Lynchburg

For more information, go to [Public Meetings](#) or download the [Public Hearings Presentation](#).






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:

Program Updates

Program Applications – **due July 1, 2016**

Program	Submitted	Reviewed
Title I, Part A	124	95
Title I, Part C	7	7
Title I, Part D	9	8
Title II	124	114
Title III (non-consortium)	47	35
Title VI	33	28
TOTAL	344	287

Object Code Budgets - Conference and Travel

Conference **registration** and **fees** belong in OC5000 because these expenses are considered **training**.

5000 OTHER CHARGES - Includes expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, travel (Staff/Administration), office phone charges, **training**, leases/rental, indirect cost, and other. Meals for working lunch and dissemination of material is capped at the per diem rates for the meal listed in the state travel policy times the number of persons.

Object Code Budgets – Food Expenses

OC3000: ANY catered food services (typically procured through a contract), but also including take out food from restaurants (even if not previously contracted) such as Subway and other direct food purchases

OC4000: Food provided by the school division's food services department

OC5000: Meals specifically related to travel expenses

OC6000: Food related materials and supplies (typically grocery store purchases of bottled water, snacks, etc.)

Object Code Budgets – Subscriptions and Licenses

OC3000: Online subscriptions or site licenses that are handled through contracts. They may be **one time purchases or renew** on a revolving basis (monthly, annually, etc.).

3000 PURCHASED/CONTRACTUAL SERVICES -

Services acquired from outside sources (i.e. private vendors, public authorities or other governmental entities). **Purchase of the service is on a fee basis or fixed time contract basis.** Payment for rentals and utilities are not included in this account description. (You can only charge indirect on the first 25,000 of a contract).

Setting OMEGA Permissions and Updating Division Coordinator Contact Information

OMEGA

- [New OP1 form](#) effective August 1, 2016
- Email completed form to OMEGA.support@doe.virginia.gov

Division Coordinator Contact Information

- Contact information should be kept current in the ERA application of SSWS
- Only one contact per program area
- These contacts are used for all communication from PAA
- See your division SSWS administrator to request adjustments

Upcoming Training Opportunities

- [12th Annual Rural and Low-income Schools Symposium](#)
 - September 22-23, 2016 in Charlottesville
- [21st CCLC Annual New Coordinators' Academy](#)
 - October 4-6, 2016 in Richmond
- [Annual VAFEPA Conference](#)
 - October 10-12, 2016 in Richmond
- [Interpreting ACCESS Scores to Guide Instruction](#)
 - Various dates and locations



Conference Announcements

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