

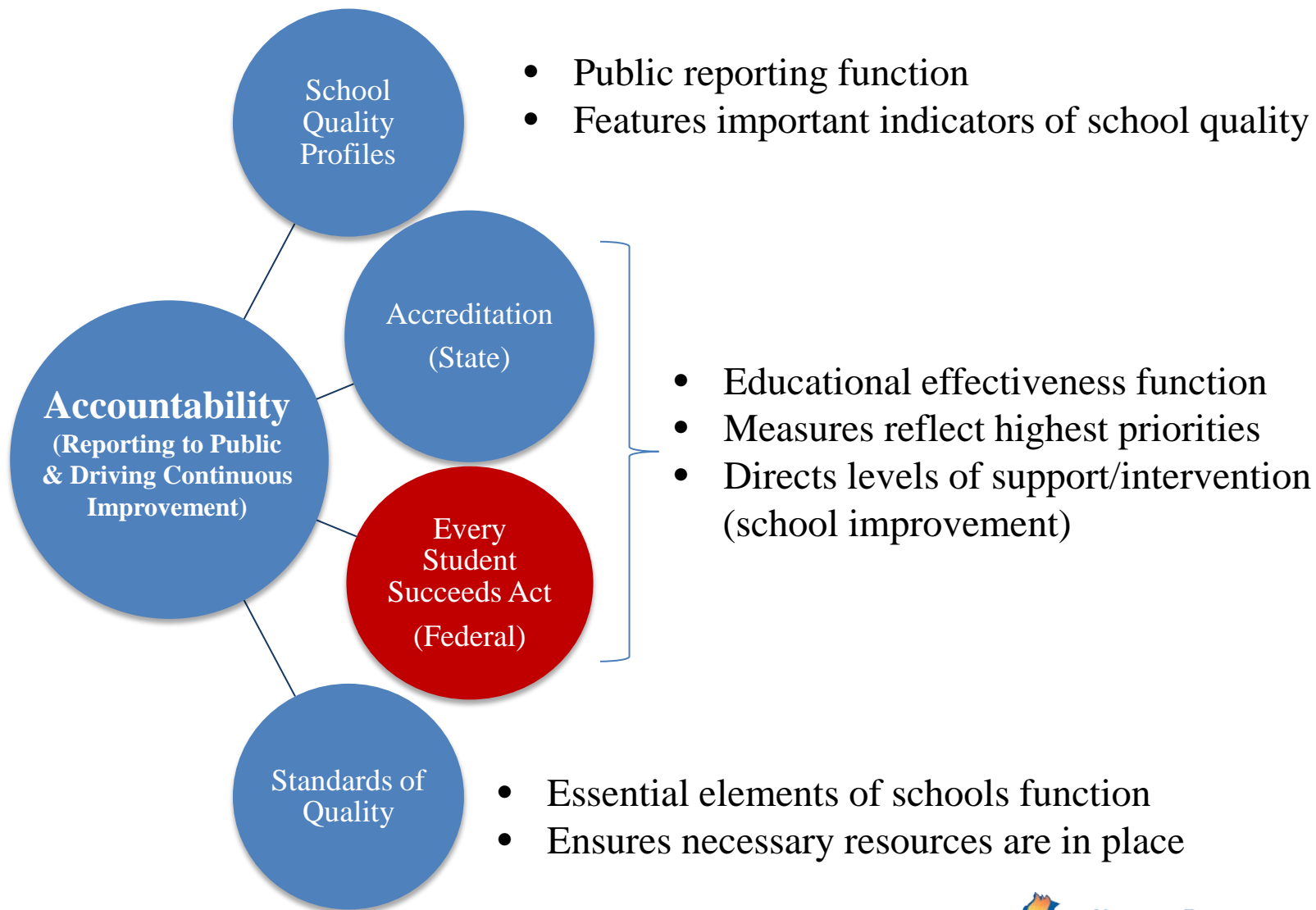


The Every Student Succeeds Act of 2015 (ESSA):
**Review of Proposed Changes to
Virginia's Federal Programs Application**

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

July 26, 2017

Mechanisms of Accountability

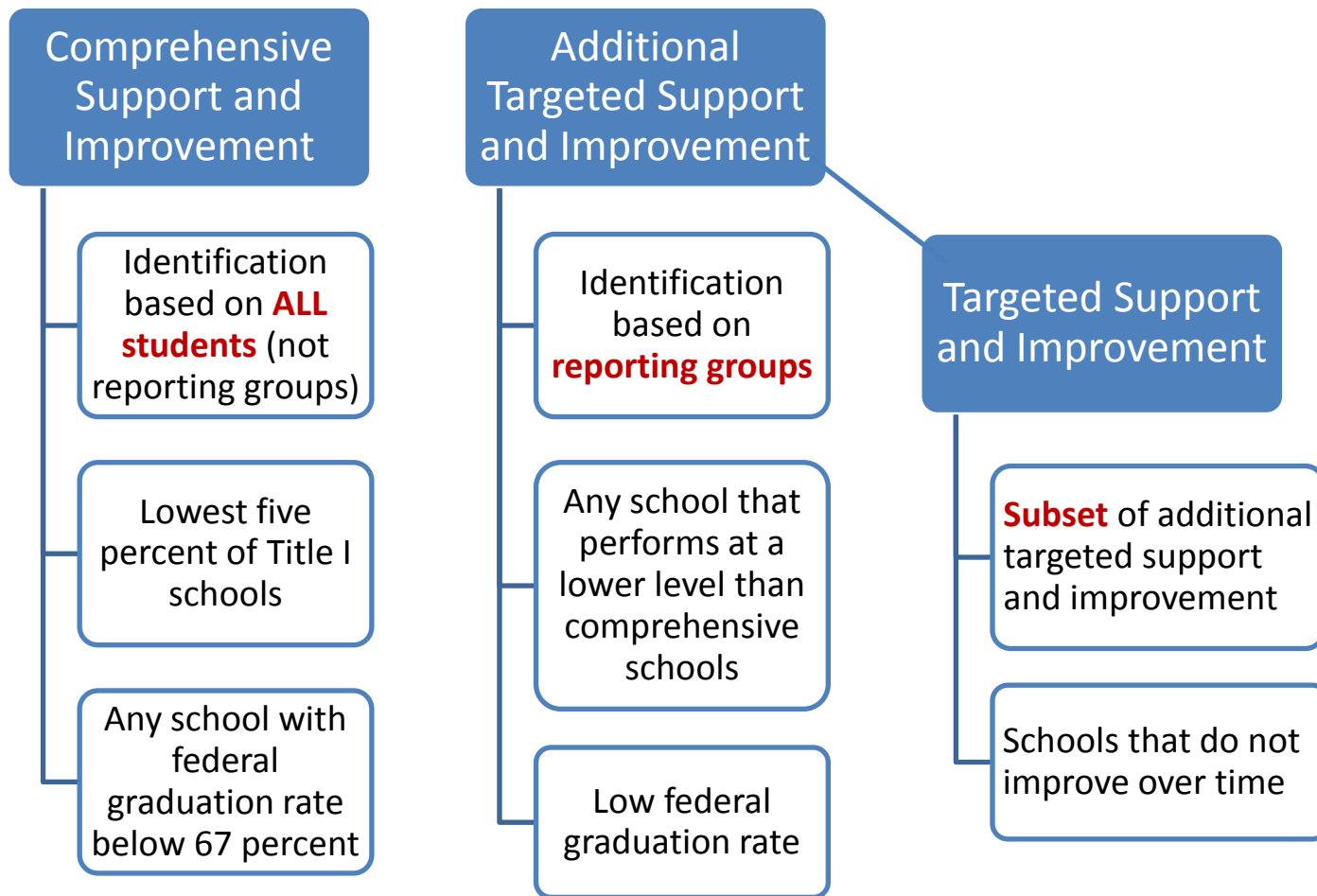


Timeline – to First Review

- **November 2016** – Board received briefing on ESSA state plan requirements
- **March 2017** – U.S. Department of Education (USED) released revised template for the consolidated state plan
- **April 2017** – Board received briefing on Virginia’s state plan (Part 1)
- **May 2017** – Board received briefing on Virginia’s state plan (Part 2)
- **June 2017** – Board accepted Virginia’s state plan for first review

Comprehensive and Targeted Support and Improvement Trajectories

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%

Examples of Comprehensive Support and Improvement Trajectories

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
A	Identified for comprehensive support - receives intervention	Continues intervention	Exit criteria reached Implements sustainability plan	--	--
B	Identified for comprehensive support - receives intervention	Continues intervention	Continues intervention	Exit criteria reached	--
C	Identified for comprehensive support - receives intervention	Continues intervention	Continues intervention	Identified for more rigorous interventions	Continues intervention
D	--	--	--	Identified for comprehensive support - receives intervention	Continues intervention

Additional Targeted Support and Improvement Identification Criteria

Additional Targeted Support and Improvement

Identification based on **reporting groups**

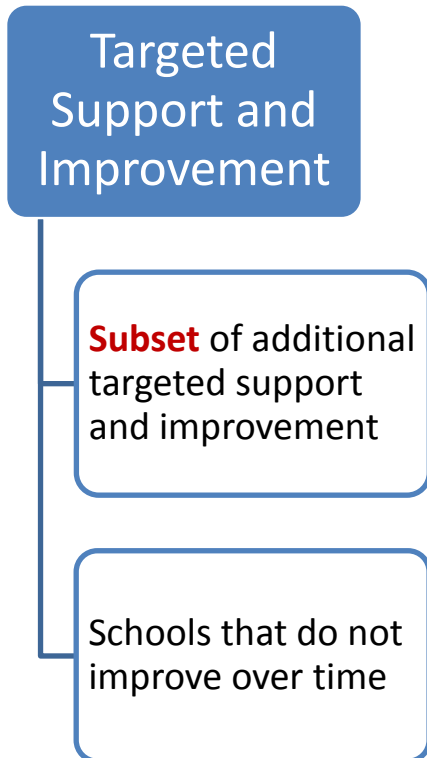
Any school that performs at a lower level than comprehensive schools

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%

Targeted Support and Improvement



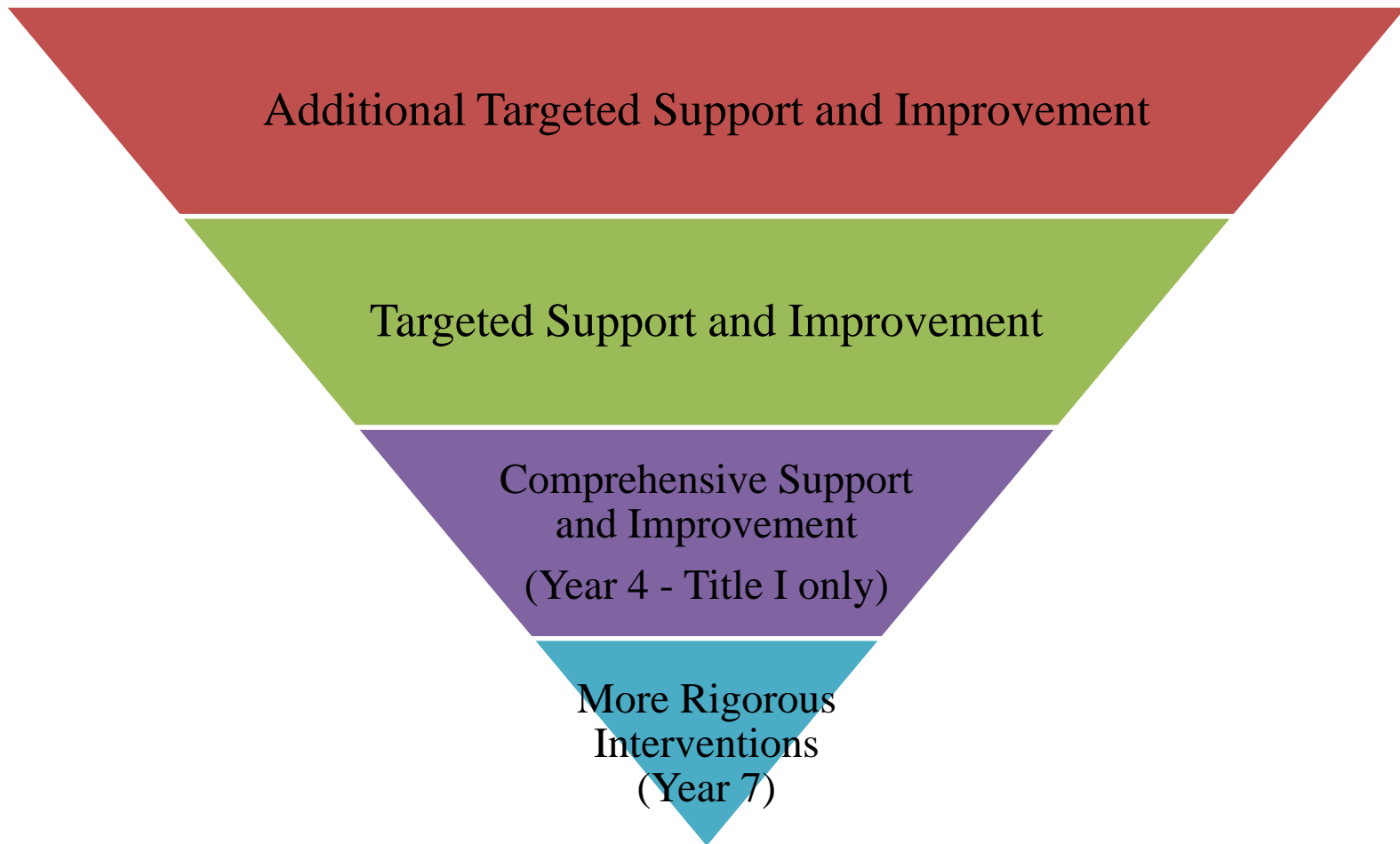
- Any school that, one or more years after being identified for additional targeted support and improvement, does not reduce the failure rate by ten percent from the previous year in the reporting group(s) for which the school was identified
- or
- Graduation rate – any high school that, one or more 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 reporting group(s) for which the school was identified

Examples of Additional Targeted Support and Improvement Trajectories

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2023-2024
A	Identified for additional targeted support - receives intervention	Exit criteria reached	--	--	--	--	--
B	Identified for additional targeted support - receives intervention	Continues intervention	Exit criteria reached	--	--	--	--
C	Identified for additional targeted support - receives intervention	Continues intervention - did not improve from previous year*	Continues intervention - did not improve from previous year*	Identified for comprehensive support (if Title I)	Continues intervention	Continues intervention	Identified for more rigorous interventions
D	--	--	--	Identified for additional targeted support - receives intervention	Continues intervention	Exit criteria reached	--

*Identified for targeted support and improvement

Trajectory for Additional Targeted Support and Improvement Schools that Do Not Exit



Case Studies – Additional Targeted Support

School A: Students with Disabilities Reporting Group

	Combined Rate	Interim Target Met?	Reduction in Failure Rate?	Status
Year 1	38	No	No	<ul style="list-style-type: none">• Identified for additional targeted support and improvement• Needs assessment and targeted intervention
Year 2	42	No	No	<ul style="list-style-type: none">• Continued implementation
Year 3	57	Yes	Yes	<ul style="list-style-type: none">• Exit based on meeting interim targets

Case Studies Additional Targeted Support

School B (Title I): English Learner Reporting Group

	Combined Rate	Interim Target Met?	Reduction in Failure Rate?	Status
Year 1	40	No	No	<ul style="list-style-type: none">• Identified for additional targeted support and improvement• Needs assessment and targeted intervention
Year 2	46	No	Yes	<ul style="list-style-type: none">• Continued implementation
Year 3	46	No	No	<ul style="list-style-type: none">• Identified for targeted support
Year 4	47	No	No	<ul style="list-style-type: none">• Identified for comprehensive support

Substantive Updates Proposed in the Current Plan

Recent USED Communications

ESSA-related documents released over the past two months:

- June 13, 2017 – Preliminary determination letters to [Delaware](#), [Nevada](#), and [New Mexico](#)
- June 30, 2017 – [Subgranting FY 2017 Title IV-A Funds to LEAs: Questions and Answers](#)
- June 30, 2017 – Preliminary determination letters to [Connecticut](#), [Louisiana](#), [New Jersey](#), [Oregon](#), and [Tennessee](#)

Title I, Part A

Growth measure for elementary and middle schools:

Virginia is considering other growth measures for elementary and middle schools. If a measure other than the value tables is selected, an amendment will be provided.

Title I, Part A

Additional targeted support and improvement – federal graduation rate:

High schools not meeting the FGI must either meet the interim measure of progress or must increase the FGI by 2.5 percent for two consecutive years in the subgroup or subgroups for which the school was identified.

Note: identification criteria also adjusted to reflect 2.5 percent

Title I, Part A

Disproportionate rates of access to educators:

- Data from Virginia's 2015 Equity Plan explicitly included in state plan:
 - Qualified teachers according to poverty quartiles
 - Qualified teachers according to minority quartiles
 - Teacher experience
 - Out-of-field teaching
 - English Learners
 - Special education

Title I, Part C – Migrant Education Program

- Added detail about services for preschool students and out-of-school youth who are identified as migrant
- Described how the migrant education program will classify dropout students for the purposes of program monitoring and evaluation
- Provided additional detail on coordination of services with other programs
- Updated measurable objectives to reflect input from Virginia's migrant education program coordinators

Title II, Part A – Supporting Effective Instruction

- Provided additional detail on programs and activities for students identified as Gifted
- Provided information about the development of a working group

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

- Described the procedures that Virginia will use to award funds to divisions based on recent guidance from USED

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

- Provided additional information on support for school personnel to heighten the awareness of the specific needs of unaccompanied homeless youth
- Described in greater detail activities to address barriers to accessing academic and extracurricular activities

Appendix B

- Provided information on the inclusion of the inclusion of provisions of Section 427 of the General Education Provisions Act (GEPA) in ESSA program applications

Timeline – to USED Approval

- **July 2017** – Board action requested on state plan
- **August 2017** – Plan submitted to Governor for thirty day review
- **September 2017-** Plan submitted to USED
- **Fall and Winter 2017**
 - USED review for substantial completeness
 - Peer and USED review
 - Preliminary determination letter from USED
 - Response from Virginia
 - Possible negotiation
 - Final determination

Amendments

- Required when changes are made to the accountability system*
 - Ninety day USED review period
 - No peer review process
 - USED must approve amendments before they can be implemented
- Anticipated amendments over time:
 - To adjust targets following standard-setting for new reading and mathematics state assessments
 - To change the measure of growth for elementary and middle schools

**ESSA Section 1111(a)(6)(B)*

Board Discussion