Revised State Template for the Consolidated State Plan

The Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act

U.S. Department of Education
Issued: March 2017

Original Application Approved by Virginia Board of Education on July 27, 2017
Revisions Submitted September 21, 2017
Revisions Submitted February 5, 2018
Revisions Submitted March 21, 2018
Revisions Submitted April 24, 2018
Amendment 1 Submitted September 4, 2018
Amendment 2 Submitted March 29, 2019
Amendment 3 Submitted July 26, 2019
Amendment 4 Submitted October 21, 2020
Amendment 5 Submitted September 16, 2022
Amendment 5 Submitted September 16, 2022
Amendment 6 Submitted November 14, 2023
Amendment 7 Submitted August 30, 2024
Amendment 8 Submitted May 22, 2025
Amendment 9 Submitted July 15, 2026

OMB Number: 1810-0576
Expiration Date: September 30, 2017

Paperwork Burden Statement According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0576. The time required to complete this information collection is estimated to average 249 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this collection, please write to: U.S. Department of Education, Washington, DC 20202-4537. If you have comments or concerns regarding the status of your individual submission of this collection, write directly to: Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Ave., S.W., Washington, DC 20202-3118.

Introduction

Section 8302 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA),[1] requires the Secretary to establish procedures and criteria under which, after consultation with the Governor, a State educational agency (SEA) may submit a consolidated State plan designed to simplify the application requirements and reduce burden for SEAs. ESEA section 8302 also requires the Secretary to establish the descriptions, information, assurances, and other material required to be included in a consolidated State plan. Even though an SEA submits only the required information in its consolidated State plan, an SEA must still meet all ESEA requirements for each included program. In its consolidated State plan, each SEA may, but is not required to, include supplemental information such as its overall vision for improving outcomes for all students and its efforts to consult with and engage stakeholders when developing its consolidated State plan.

Completing and Submitting a Consolidated State Plan

Each SEA must address all of the requirements identified below for the programs that it chooses to include in its consolidated State plan. An SEA must use this template or a format that includes the required elements and that the State has developed working with the Council of Chief State School Officers (CCSSO).

Each SEA must submit to the U.S. Department of Education (Department) its consolidated State plan by one of the following two deadlines of the SEA's choice:

- **April 3, 2017**; or
- **September 18, 2017**.

Any plan that is received after April 3, but on or before September 18, 2017, will be considered to be submitted on September 18, 2017. In order to ensure transparency consistent with ESEA section 1111(a)(5), the Department intends to post each State plan on the Department's website.

Alternative Template

If an SEA does not use this template, it must:

1) Include the information on the Cover Sheet;
2) Include a table of contents or guide that clearly indicates where the SEA has addressed each requirement in its consolidated State plan;
3) Indicate that the SEA worked through CCSSO in developing its own template; and
4) Include the required information regarding equitable access to, and participation in, the programs included in its consolidated State plan as required by section 427 of the General Education Provisions Act. See Appendix B.

Individual Program State Plan

An SEA may submit an individual program State plan that meets all applicable statutory and regulatory requirements for any program that it chooses not to include in a consolidated State plan. If an SEA intends to submit an individual program plan for any program, the SEA must submit the individual program plan by one of the dates above, in concert with its consolidated State plan, if applicable.

Consultation

Under ESEA section 8540, each SEA must consult in a timely and meaningful manner with the Governor, or appropriate officials from the Governor's office, including during the development and prior to

[1] Unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by the ESSA.

submission of its consolidated State plan to the Department. A Governor shall have 30 days prior to the SEA submitting the consolidated State plan to the Secretary to sign the consolidated State plan. If the Governor has not signed the plan within 30 days of delivery by the SEA, the SEA shall submit the plan to the Department without such signature.

Assurances

In order to receive fiscal year (FY) 2017 ESEA funds on July 1, 2017, for the programs that may be included in a consolidated State plan, and consistent with ESEA section 8302, each SEA must also submit a comprehensive set of assurances to the Department at a date and time established by the Secretary. In the near future, the Department will publish an information collection request that details these assurances.

For Further Information: If you have any questions, please contact your Program Officer at OSS.[State]@ed.gov (e.g., OSS.Alabama@ed.gov).

Cover Page

Contact Information and Signatures	
SEA Contact (Name and Position) Mark Jennings Assistant Superintendent of Assessment and Accountability	Telephone 804-750-8746
Mailing Address: 101 N 14th Street Richmond, VA 23219	Email Address: Mark.Jennings@doe.virginia.gov
By signing this document, the SEA, through its authorized representative, agrees to the enclosed and attached assurances and certifications.	
Authorized SEA Representative (Printed Name) **Jenna Conway** **Superintendent of Public Instruction**	Telephone: (804) 225-2057
Signature of Authorized SEA Representative Jenna Conway Digitally signed by Jenna Conway Date: 2026.07.16 11:52:01 -04'00'	Date: 7/16/26

Programs Included in the Consolidated State Plan

Instructions: Indicate below by checking the appropriate box(es) which programs the SEA included in its consolidated State plan. If an SEA elected not to include one or more of the programs below in its consolidated State plan, but is eligible and wishes to receive funds under the program(s), it must submit individual program plans for those programs that meet all statutory and regulatory requirements with its consolidated State plan in a single submission.

☒ Check this box if the SEA has included all of the following programs in its consolidated State plan.

or

If all programs are not included, check each program listed below that the SEA includes in its consolidated State plan:

☐ Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies

☐ Title I, Part C: Education of Migratory Children

☐ Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

☐ Title II, Part A: Supporting Effective Instruction

☐ Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

☐ Title IV, Part A: Student Support and Academic Enrichment Grants

☐ Title IV, Part B: 21st Century Community Learning Centers

☐ Title V, Part B, Subpart 2: Rural and Low-Income School Program

☐ Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth Program (McKinney-Vento Act)

Instructions

Each SEA must provide descriptions and other information that address each requirement listed below for the programs included in its consolidated State plan. Consistent with ESEA section 8302, the Secretary has determined that the following requirements are absolutely necessary for consideration of a consolidated State plan. An SEA may add descriptions or other information, but may not omit any of the required descriptions or information for each included program.

A. Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)

1. Challenging State Academic Standards and Assessments *(ESEA section 1111(b)(1) and (2) and 34 CFR §§ 200.1−200.8.)*[2]

2. Eighth Grade Math Exception (*ESEA section 1111(b)(2)(C) and 34 CFR § 200.5(b)(4)*):
   i. Does the State administer an end-of-course mathematics assessment to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA?
      X Yes
      □ No

   ii. If a State responds "yes" to question 2(i), does the State wish to exempt an eighth-grade student who takes the high school mathematics course associated with the end-of-course assessment from the mathematics assessment typically administered in eighth grade under section 1111(b)(2)(B)(v)(I)(aa) of the ESEA and ensure that:
      a. The student instead takes the end-of-course mathematics assessment the State administers to high school students under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;
      b. The student's performance on the high school assessment is used in the year in which the student takes the assessment for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA;
      c. In high school:
         1. The student takes a State-administered end-of-course assessment or nationally recognized high school academic assessment as defined in 34 CFR § 200.3(d) in mathematics that is more advanced than the assessment the State administers under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;
         2. The State provides for appropriate accommodations consistent with 34 CFR § 200.6(b) and (f); and
         3. The student's performance on the more advanced mathematics assessment is used for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA.

      X Yes
      □ No

   iii. If a State responds "yes" to question 2(ii), consistent with 34 CFR § 200.5(b)(4), describe, with regard to this exception, its strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school.

[2] The Secretary anticipates collecting relevant information consistent with the assessment peer review process in 34 CFR § 200.2(d). An SEA need not submit any information regarding challenging State academic standards and assessments at this time.

This exception is requested for grade 8 students taking advanced mathematics only; a waiver request will continue to be submitted to the U.S. Department of Education for additional flexibility in other middle school grades.

The Virginia Board of Education ensures that every student in the state has the opportunity to be prepared for and take courses at an advanced level prior to high school through a provision in the Standards of Accreditation which requires that instructional programs in all middle schools offer at least one level of a foreign language and an Algebra I course. (Part C of 8VAC20-132-90). For example, testing data show that 46.24 percent of Virginia 8th grade students took the Algebra I, Geometry, or Algebra II End-of-Course (EOC) Standards of Learning (SOL) assessment in the 2022-2023 school year. When such students are enrolled in high school, the students are assessed on an additional high-school level mathematics assessment, consistent with the state's mathematics content. The students' results on the additional high-school level mathematics assessment administered during high school are included in federal accountability determinations for the students' high school. It should be noted that new mathematics tests will be administered during the 2024-2025 school year.

Test results for students who take the Algebra I (SOL) test in middle school will be included in the academic achievement indicator (i.e., the mastery component) and in the participation rate for the school of enrollment.

Amendment 7: For high school mathematics, a cohort rate will be calculated for achievement and participation. To calculate the mastery index, the numerator will include math assessment results for students in the 12th grade cohort who took the Algebra I SOL test in high school, or an additional EOC mathematics test for students who took the Algebra I SOL test in middle school, or the Virginia Alternate Assessment for high school mathematics for students with significant cognitive disabilities. Weights will be applied to the math assessment results in the numerator as described in response to 4.v.a (e.g., students scoring at the advanced levels on their respective assessments will be weighted 1.25). The denominator for the mastery index will consist of the greater of: 1) 95% of the students in the 12th grade cohort; or 2) the number of students in the 12th grade cohort who took the Algebra I SOL test, or an additional EOC mathematics test for students who took the Algebra I SOL test in middle school, or the Virginia Alternate Assessment for high school mathematics for students with significant cognitive disabilities, by 12th grade. To calculate the participation rate, the numerator will consist of the number of students in the 12th grade cohort who took the Algebra I SOL test, or an additional EOC mathematics test for students who took the Algebra I SOL test in middle school, or the Virginia Alternate Assessment for high school mathematics for students with significant cognitive disabilities, by 12th grade. The denominator for the participation rate will consist of the number of students in the 12th grade cohort.

3. Native Language Assessments *(ESEA section 1111(b)(2)(F) and 34 CFR § 200.6(f)(2)(ii)) and (f)(4)*:
    i. Provide its definition for "languages other than English that are present to a significant extent in the participating student population," and identify the specific languages that meet that definition.

Virginia considers languages other than English that are spoken by five percent or more of the English Learner (EL) population to be present to a significant extent in the participating student population. The languages that are spoken to a significant extent in the EL population are below.

Language	Number of ELs	Percent of ELs
Spanish (Castilian)	69,265	68.72%
Arabic	5,486	5.44%

To develop this definition, consideration was also given to special populations. Spanish (Castilian) is spoken by over 89% of migrant students who are also identified as ELs (282 students). This is the only predominant language other than English in this special population. Of the other four languages spoken by students who are migrant and ELs, 22 or fewer students are reported speaking each language.

ii. Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available.
Assessments are not available in languages other than English. Virginia offers the bilingual dictionary to ELs who qualify for accommodations on state assessments, as well as other accommodations.

iii. Indicate the languages identified in question 3(i) for which yearly student academic assessments are not available and are needed.
Content instruction in Virginia is not provided in languages other than English except on a very limited basis and in foreign language classes. To administer academic assessments in languages other than the language in which students are taught is not considered to be aligned with the instruction.

iv. Describe how it will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population including by providing
   a. The State's plan and timeline for developing such assessments, including a description of how it met the requirements of 34 CFR § 200.6(f)(4);
   b. A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and
   c. As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.
   At this time, the state does not plan to develop assessments in languages other than English. As noted above, content instruction in Virginia is not provided in languages other than English except on a

very limited basis and in foreign language classes. Virginia offers the bilingual dictionary to ELs who qualify for accommodations on state assessments, as well as other accommodations.

Virginia gathered meaningful input on this topic during stakeholder engagement meetings with participants representing multiple stakeholder groups. Participants expressed concerns about assessing students in a language other than the language in which they receive instruction. Further, participants were concerned about the mechanics of testing in languages other than English. Finally, participants were hesitant to assess students in their native language without knowing if students were proficient in that language. Participants did respond positively to the option to offer accommodations for ELs in years 1 or 2 of monitoring, which may include continued use of the bilingual dictionary; Virginia intends to implement this change beginning with the 2017-2018 assessment year.

4. Statewide Accountability System and School Support and Improvement Activities *(ESEA section 1111(c) and (d))*:
   i. Subgroups *(ESEA section 1111(c)(2))*:
      a. List each major racial and ethnic group the State includes as a subgroup of students, consistent with ESEA section 1111(c)(2)(B).
      The major racial and ethnic groups that Virginia includes as individual groups of students for the purposes of calculating accountability, consistent with ESEA section 1111(c)(2)(B), are groups that are present in five percent or more of the student population.
         1. White (not of Hispanic origin)
         2. Black (not of Hispanic origin)
         3. Hispanic
         4. Asian
         5. Multiple races

      b. If applicable, describe any additional subgroups of students other than the statutorily required subgroups (*i.e.*, economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners) used in the Statewide accountability system.
      Virginia will not include additional groups of students other than the statutorily required groups.

      c. Does the State intend to include in the English learner subgroup the results of students previously identified as English learners on the State assessments required under ESEA section 1111(b)(2)(B)(v)(I) for purposes of State accountability (ESEA section 1111(b)(3)(B))? Note that a student's results may be included in the English learner subgroup for not more than four years after the student ceases to be identified as an English learner.
      X Yes
      □ No

d. If applicable, choose one of the following options for recently arrived English learners in the State:
☒ Applying the exception under ESEA section 1111(b)(3)(A)(i); or
☐ Applying the exception under ESEA section 1111(b)(3)(A)(ii); or
☐ Applying the exception under ESEA section 1111(b)(3)(A)(i) or under ESEA section 1111(b)(3)(A)(ii). If this option is selected, describe how the State will choose which exception applies to a recently arrived English learner.
This is not applicable to Virginia because option 1 has been selected.

ii. Minimum N-Size *(ESEA section 1111(c)(3)(A))*:

a. Provide the minimum number of students that the State determines are necessary to be included to carry out the requirements of any provisions under Title I, Part A of the ESEA that require disaggregation of information by each subgroup of students for accountability purposes.
Virginia will lower the minimum *n* from 30 to 15 students for accountability purposes. Lowering this number will allow the State to better identify low performing schools and provide supports to groups of students within these schools without inappropriately identifying successful schools or permitting unsuccessful schools to avoid accountability.

b. Describe how the minimum number of students is statistically sound.
Important factors in selecting a minimum *n* include minimizing the exclusion of student outcomes in the accountability system, while at the same time making sure that Personally Identifiable Information (PII) for individual students is not disclosed. Also, it was important to establish a minimum *n* that would not place undue emphasis on the assessment scores of one or two students with respect to a school's federal accountability status.

The table below shows the number of schools with each student group based on representative data on math test-takers in the 2022-2023 assessment year. For example, by lowering the n-size from 30 to 15, an additional 448 schools will be held accountable for the performance of students with disabilities, an additional 230 schools will be held accountable for the performance of Hispanic students, an additional 266 schools will be held accountable for the performance of English learners, and an additional 312 schools will be held accountable for the performance of Black students that otherwise would not be captured by the system. At the student level, that will lead to an additional 10,028 students with disabilities, 3,839 Hispanic students, 5,607 English learners, and 6,547 Black students who will be counted under the lower n-size.

Table of Student Groups in Virginia by *n*-size				
Student Group	**Percentage of schools included when n ≥ 30**	**Percentage of schools included when n ≥ 15**	**Additional schools included by dropping n-size from 30 to 15**	**Additional students included by dropping n-size from 30 to 15**
Asian students	26%	39%	181	3,791
Black students	56%	74%	312	6,547
Economically disadvantaged students	87%	94%	134	2,982
English Learners	43%	60%	266	5,607
Hispanic students	51%	69%	320	3,839
Students with Disabilities	61%	86%	448	10,028
White students	81%	92%	191	4,172

c. Describe how the minimum number of students was determined by the State, including how the State collaborated with teachers, principals, other school leaders, parents, and other stakeholders when determining such minimum number.

Data and explanations supporting a minimum *n* of 15 are provided in response to 2.a. and 2.b. above. The minimum *n* was discussed at several listening sessions in regions across the Commonwealth and with stakeholder groups, including at meetings of the Committee of Practitioners and the state Board of Education. Virginia will continue to report extensive student group performance information to the public, divisions, and schools.

d. Describe how the State ensures that the minimum number is sufficient to not reveal any personally identifiable information.[3]

[3] Consistent with ESEA section1111(i), information collected or disseminated under ESEA section 1111 shall be collected and disseminated in a manner that protects the privacy of individuals consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g, commonly known as the "Family Educational Rights and Privacy Act of 1974"). When selecting a minimum n-size for reporting, States should consult the Institute for Education Sciences report "Best Practices for Determining Subgroup Size in Accountability Systems While Protecting Personally Identifiable Student Information" to identify appropriate statistical disclosure limitation strategies for protecting student privacy.

Using a minimum n of 15 for accountability provides both statistical reliability across accountability indicator calculations and privacy protection for those student groups too small to report without disclosing personally identifiable information. Virginia will continue using a minimum *n* of 10 for reporting purposes. This number has been effective in maintaining necessary protection of PII.

e. If the State's minimum number of students for purposes of reporting is lower than the minimum number of students for accountability purposes, provide the State's minimum number of students for purposes of reporting.
A minimum of 10 students will be used for purposes of reporting.

iii. Establishment of Long-Term Goals *(ESEA section 1111(c)(4)(A))*:

c. Academic Achievement. *(ESEA section 1111(c)(4)(A)(i)(I)(aa))*

1. Describe the long-term goals for improved academic achievement, as measured by proficiency on the annual statewide reading/language arts and mathematics assessments, for all students and for each subgroup of students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; and (iii) how the long-term goals are ambitious.

Data for school year 2021-2022 was used to set a baseline for Academic Achievement in reading and mathematics. New reading assessments based on a new set of standards (administered for the first time in 2021-2022 to a fully representative population of students), as well as a new alternate assessment for students with significant disabilities in reading and mathematics required a new baseline to be set for these two indicators. The baseline is the local educational agency pass rate at 50% of enrollment, for each student group, for the 2021-2022 testing year.

The long-term, seven-year goal for the Academic Achievement indicators in reading and mathematics is the same for all students overall and for all student groups. The long-term goal is determined by subtracting the baseline year pass rate for the "All Students" group from 100, dividing that number in half, and adding the resulting number to the baseline. The long-term goal, therefore, closes the difference between the baseline and 100% proficiency by 50%. The determination of long-term goals uses a different methodology than was previously used (previous long-term goals aligned with the state accreditation benchmarks of 75% for reading and 70% for mathematics). The long-term goals for mathematics increased from 70% to 85% and the long-term goals for reading increased from 75% to 88%.

Amendment 7: Virginia recently adopted new standards for reading and mathematics. The new standards will be

implemented and first assessed in the 2024-2025 school year. The Virginia Department of Education will be conducting standard setting in late 2024, with the Virginia Board of Education adopting new assessment cut scores in early 2025. The Virginia Department of Education and Board of Education will review and adjust the long-term goals and measures of interim progress in a future amendment, following the approval of new cut scores and an analysis of baseline year data.

2. Provide the measurements of interim progress toward meeting the long-term goals for academic achievement in Appendix A. The measures of interim progress for each student group in reading and mathematics were determined by subtracting the baseline pass rate from the long-term goal and dividing that difference into six intervals (Year 1 to 2, Year 2 to 3, Year 3 to 4, Year 4 to Year 5, Year 5 to Year 6, and Year 6 to Year 7).

   If the baseline pass rate is greater than the long-term goal, the student group must meet or exceed the pass rate from the previous year throughout years two through seven.

   Once a measure of interim progress pass rate meets or exceeds the long-term goal, the student group must continue to demonstrate progress in subsequent years.

   Baseline data and measures of interim progress for each student group are provided in Appendix A.

3. Describe how the long-term goals and measurements of interim progress toward the long-term goals for academic achievement take into account the improvement necessary to make significant progress in closing statewide proficiency gaps.
   The proposed targets require some student groups to make greater overall increases towards the same long-term goal, within the same time frame, than other groups. The measures of interim progress for groups with a lower baseline, therefore, have larger intervals relative to groups that have a higher baseline. For example, in mathematics, the baseline for multiple race students is 73% and the student group is expected to increase 2 points per year to meet the long-term goal in year 7; the baseline for students with disabilities is 40% and this group is expected to increase 7-8 points per year to meet the long-term goal in year 7. This places emphasis on the necessity and urgency to close the gaps between student groups.

   It is also important to note that as approved through the COVID-19 addendum, the previous measures of interim progress (based on previous assessments and a previous baseline year) from accountability year 2020-2021 were shifted forward two years to accountability year 2022-2023, and all subsequent measures of

interim progress were shifted forward two years as well. This is not relevant for reading and mathematics at this time since the baseline data, measures of interim progress, and long-term goals have been reestablished.

d. Graduation Rate. *(ESEA section 1111(c)(4)(A)(i)(I)(bb))*

1. Describe the long-term goals for the four-year adjusted cohort graduation rate for all students and for each subgroup of students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; and (iii) how the long-term goals are ambitious.

To establish long-term goals for the federal four-year graduation rate that will result in closing the achievement gap such that all subgroups meet the state-determined target over a seven-year period, Virginia used state-level graduation data from the 2015-2016 accountability year to establish the baseline. The state average federal four-year cohort graduation rate of 84% was set as the target for all students and all subgroups. The methodology below was used to establish measures of interim progress for graduation rate:

1. Determined the average graduation rate for each subgroup.
2. Set the state average federal four-year cohort graduation rate for all students as the long-term goal for each subgroup.
3. Set increasing graduation rates at seven intervals, starting with the 2017-2018 assessment year, for accountability ratings for the 2018-2019 school year, to result in all subgroups meeting the state-determined target by the seventh year.*

*Note: subgroups that meet or exceed the interim target must improve from the previous year.

Virginia established a seven-year timeline for the attainment of long-term goals for graduation rate to align with the state's timeline for attainment of academic achievement goals. Using the gap-closing model, the long-term goals are particularly rigorous for subgroup with lower baseline rates.

2. If applicable, describe the long-term goals for each extended-year adjusted cohort graduation rate, including (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; (iii) how the long-term goals are ambitious; and (iv) how the long-term goals are

more rigorous than the long-term goal set for the four-year adjusted cohort graduation rate.
Virginia will not use extended year graduation rates in its system of meaningful differentiation.

3. Provide the measurements of interim progress toward the long-term goals for the four-year adjusted cohort graduation rate and any extended year adjusted cohort graduation rate in Appendix A.

   Baseline data and measures of interim progress are provided in Appendix A.

   It is important to note that as approved through the COVID-19 addendum, the measures of interim progress from accountability year 2020-2021 were shifted forward two years to accountability year 2022-2023, and all subsequent measures of interim progress were shifted forward two years as well.

4. Describe how the long-term goals and measurements of interim progress for the four-year adjusted cohort graduation rate and any extended year adjusted cohort graduation rate take into account the improvement necessary to make significant progress in closing statewide graduation rate gaps.
   The methodology used to develop the long-term goal and interim measures of progress for the graduation rate benchmark takes into account the improvement necessary to close statewide graduation rate gaps. Subgroups with lower graduation rates must make greater progress to meet the long-term goal.

e. English Language Proficiency. *(ESEA section 1111(c)(4)(A)(ii))*

1. Describe the long-term goals for English learners for increases in the percentage of such students making progress in achieving English language proficiency, as measured by the statewide English language proficiency assessment including: (i) baseline data; (ii) the State-determined timeline for such students to achieve English language proficiency; and (iii) how the long-term goals are ambitious.
   In 2007, the Virginia Board of Education adopted the ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners) as the statewide English language proficiency (ELP) assessment for Virginia. The ACCESS for ELLs was developed by the World-Class Instructional Design Assessment (WIDA) consortium through a United States Department of Education Enhanced Assessment grant. In 2008, the Virginia Board of Education adopted the WIDA ELP standards as the ELP standards for the state. Virginia continues to partner with WIDA as enhanced versions of the ELP standards and assessments have been released.

During the 2015-2016 assessment year, WIDA released new ELP online assessments – ACCESS for ELLs 2.0 – which were administered in Virginia in early 2016. Standards-setting studies were conducted by WIDA on the new assessments during the summer of 2016. Overall, the recommendations made by the WIDA standards-setting committee and adopted by WIDA resulted in higher scale score to proficiency level cut scores across all domains. In some areas, the English language proficiency expectations increased significantly.

To establish long-term goals and interim measures of progress for increases in the percentage of ELs making progress in achieving English language proficiency, Virginia used ACCESS for ELLs 2.0 assessment results under the new scale from the 2015-2016 and 2016-2017 assessment years. The methodologies used to determine the EL exit criterion and to define EL progress are provided in A.4.iv.d.

The state-determined timeline for ELs to achieve English language proficiency is five years; the timeline to obtain the long-term goal for EL progress, consistent with the timelines for all other indicators, is seven years. The methodology below was used to determine the baseline, long-term progress goal, and interim measures of progress for this indicator:

1. Determined the school level percentile rankings from the 10th to the 90th percentile of students who met the ELP progress targets.
2. Selected the 20th percentile as the baseline (44%).
3. Selected the 75th percentile as the long-term goal (58%).
4. Calculated the percentage difference between the baseline and the long-term goal.
5. Divided the number calculated in #4 by seven.
6. Set increasing targets at seven intervals for increasing the percentage of ELs making progress in achieving English language proficiency, starting with the 2017-2018 assessment year for accountability ratings for the 2018-2019 school year.

This methodology is consistent with recommendations from the WIDA consortium for establishing rigorous long-term goals and interim measures of progress and is aligned with the timeline used for the other indicators.

2. Provide the measurements of interim progress toward the long-term goal for increases in the percentage of English learners making progress in achieving English language proficiency in Appendix A.

Baseline data and measures of interim progress are provided in Attachment A.

It is important to note that as approved through the COVID-19 addendum, the measures of interim progress from accountability year 2020-2021 were shifted forward two years to accountability year 2022-2023, and all subsequent measures of interim progress were shifted forward two years as well.

iv. Indicators *(ESEA section 1111(c)(4)(B))*

a. Academic Achievement Indicator. Describe the Academic Achievement indicator, including a description of how the indicator (i) is based on the long-term goals; (ii) is measured by proficiency on the annual statewide reading/language arts and mathematics assessments; (iii) annually measures academic achievement for all students and separately for each subgroup of students; and (iv) at the State's discretion, for each public high school in the State, includes a measure of student growth, as measured by the annual Statewide reading/language arts and mathematics assessments.

Virginia's state Standards of Learning (SOL) assessment results in English and mathematics are the measures used for the academic achievement indicator. The SOL for Virginia public schools establishes minimum expectations for what students should know and be able to do at the end of each grade or course. SOL tests measure the success of students in meeting the state Board of Education's expectations for learning and achievement. All items on SOL tests are reviewed by Virginia classroom teachers for accuracy and fairness and teachers also assist the state Board of Education in setting achievement standards for the tests. Virginia SOL tests have demonstrated validity, reliability, and comparability across all LEAs in the state through the U.S. Department of Education's peer review process.

Based on feedback from stakeholders, Virginia will measure academic achievement using a weighted mastery index to differentiate schools beginning in the 2025-26 school year, based on data from the 2024-25 school year. Starting with the 2024-25 school year, the mastery index will use the following weights:

0.0: Non-test takers (e.g. parent refusals, absent and medical emergency) and Students found to be cheating, Student refusals
0.25: Students scoring at the "Below Basic" performance level,
0.75: Students scoring at the "Basic"/"Does Not Meet" performance level,
1.0: Students scoring at the "Proficient" performance level, and
1.25: Students scoring at the "Advanced" performance level.

Virginia uses these four performance levels for most of its SOL tests. However, for other tests with only three performance levels (which lack a "Below Basic" performance level), such as high school End of

Course (EOC) assessments and the Virginia Alternate Assessment Program (VAAP), the mastery index will exclude the 0.25 weight.

Virginia has conducted numerous statistical evaluations of the new mastery index. For example, one risk with this approach is that a school could have a disproportionately high percentage of students earning extra credit for scoring at the "Advanced" performance level who compensate for students scoring at the "Basic" or "Below Basic" levels. To test for potential masking, we found a small percentage of schools—2-4% depending on the grade and subject—that had a higher-than-average share of students scoring at both the Advanced and Below Basic performance levels. However, no school was even one standard deviation outside the statewide average in these two categories. As a final check, we also found an extremely tight correlation of 0.99 between the mastery index and a raw calculation of the percentage of students reaching proficiency.

Given that alignment, the Virginia State Board of Education determined that the mastery index is both fairer for schools and values students who advance along the full performance spectrum, particularly those students who move from the lowest achievement levels to higher levels of performance. Virginia will also continue, for reporting purposes, to publicly report pass rates on reading, mathematics, and science statewide assessments.

All students are expected to participate in Virginia's assessment program as required under the ESEA. Virginia's assessment system includes students with disabilities and ELs. Students with disabilities and ELs may take SOL tests with or without accommodations. Students with significant cognitive disabilities may be assessed using an alternate assessment aligned with alternative achievement standards. Test results from alternate assessments are included in the academic achievement indicator (mastery component).

To calculate the mastery index and ensure participation rates are taken into account, the denominator will be the greater of: 1) 95% of all students in the grades assessed who are enrolled in the school; or 2) the number of all such students who participated in the content area assessment. Test results for students who take high school math courses prior to 9th grade will be included in the mastery index and in the participation rate for the school of enrollment.

For high school mathematics, a cohort rate will be calculated for mastery and participation. To calculate the mastery index, the numerator will include mathematics assessment results for students in the 12th grade cohort who took the Algebra I test in high school, or an additional EOC mathematics test for students who took the Algebra I SOL test in middle school, or the Virginia Alternate Assessment for high school mathematics for students with significant cognitive disabilities. The weights described above will be applied to the math

assessment results for each student in the numerator (e.g., students scoring at the advanced levels on their respective assessments will be weighted 1.25). The denominator for the mastery index will consist of the greater of: 1) 95% of the students in the 12th grade cohort; or 2) the number of students in the 12th grade cohort who took the Algebra I SOL test, or an additional EOC mathematics test for students who took the Algebra I SOL test in middle school, or the Virginia Alternate Assessment for high school mathematics for students with significant cognitive disabilities, by 12th grade. To calculate the participation rate, the numerator will consist of the number of students in the 12th grade cohort who took the Algebra I test, or an additional EOC mathematics test for students who took the Algebra I SOL test in middle school, or the Virginia Alternate Assessment for high school mathematics for students with significant cognitive disabilities, by 12th grade. The denominator for the participation rate will consist of the number of students in the 12th grade cohort.

b. Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator). Describe the Other Academic indicator, including how it annually measures the performance for all students and separately for each subgroup of students. If the Other Academic indicator is not a measure of student growth, the description must include a demonstration that the indicator is a valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance.

The Other Academic Indicator for elementary and secondary schools that are not high schools is a measure of academic growth in reading and mathematics, as measured by an individual student's year-over-year progress on summative statewide SOL tests for grades 4-8.

Virginia uses a Value Table methodology to determine growth for students. Value tables are organized by test level (rows) and assessment score ranges (columns) using vertical scale scores for the SOL tests. Each of the four performance levels (Below Basic, Basic, Proficient, and Advanced) has been divided into two subsections to create eight ranges.

Students in grades 4-8 demonstrate growth by maintaining or advancing range levels when comparing the scores on the previous SOL test to the current year SOL tests in Reading and Mathematics.

Higher credit is awarded as students move multiple ranges. Additional credit is also given when students move performance levels, such as moving from Below Basic or Basic to Proficient or Advanced, or from Proficient to Advanced.

Table 1 demonstrates examples of students earning points using the Value Tables and the criteria below:

Growth Calculations when Advancing a Range or Staying in Range VIII

Criteria for Growth using Year over Year Measure	Point Values
Advancing 1 Range level	1 point
Advancing 2 or more Range levels	1.25 points
Advancing from Range I-IV to Range V-VIII	1.25 points
Advancing from Range V-VI to Range VII-VIII	1.25 points

Table 1

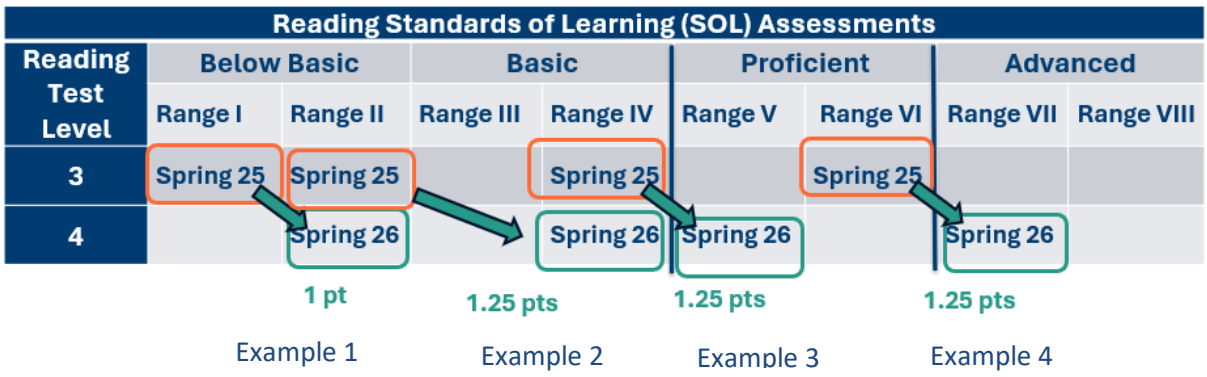
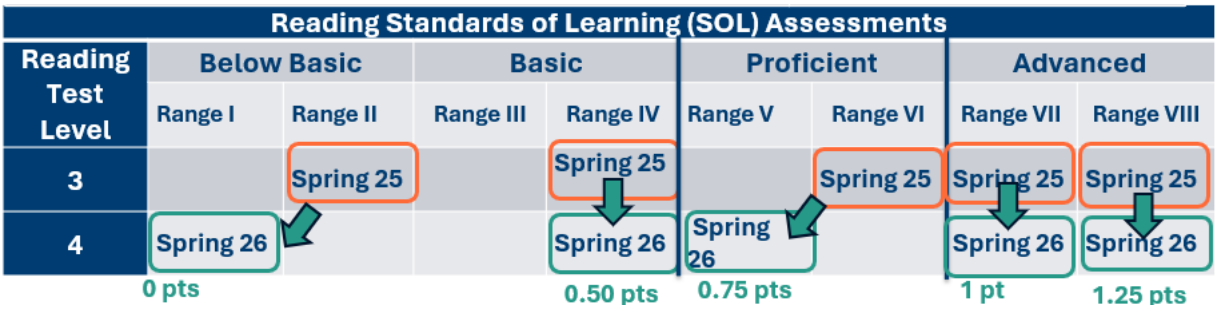


Table 1 demonstrates the point values when students advance one or more ranges or remain at the highest range. In Example 1, the student advanced one range from third to fourth grade on the Reading SOL assessments; therefore, one point is awarded for growth on the current year assessment. In Example 2, the student advanced two ranges from the prior to the current year, so additional credit is given with a 1.25 point value. Example 3 demonstrates a student moving one range, which is also one performance level to another (Basic to Proficient) so additional credit is given with 1.25 points. In Example 4, a student also moved one range (VI to VII), which is also moving between performance levels from Proficient to Advanced, so additional credit is given of 1.25.

Growth Calculations when Moving Back or Staying in a Range

Criteria for Growth using Year over Year Measure	Point Values
Moving back one or more Ranges (Ending Range I-IV)	0 points
Staying in the same Range (I-IV)	0.50 points
Moving back one or more Ranges (Ending Range V-VII)	0.75 points
Staying in Same Range (V-VII)	1 point
Staying in Same Range (VIII)	1.25 points

Table 2



Example 5 Example 6 Example 7 Example 8 Example 9

Examples using a Value Table with the criteria above to determine growth are shown in Table 2. In Example 5, the student moved back one range from third to fourth grade on the Reading SOL assessments; therefore, no points are awarded for growth on the current year assessment. In Example 6, the student maintained a level of growth from the prior to the current year, so the student is awarded 0.50 points for growth. In Example 7, the student moved back one range, but is still in the Proficient performance level, so 0.75 points is awarded. In Example 8, a student maintains the same range as in the prior year, but is in the Advanced performance level, so the student is awarded 1 point. In Example 9, the student remains at the highest range from the prior to the current year, so 1.25 points are awarded.

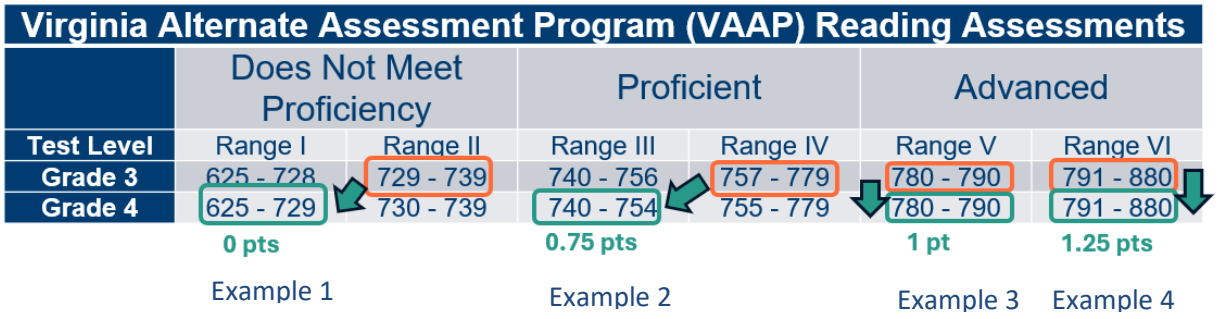
Measuring Growth on the Virginia Alternate Assessment Program (VAAP)

Students taking the VAAP Reading and Mathematics assessment have similar criteria but there are only six ranges in the VAAP Value Table since the VAAP Reading and Mathematics assessment only have three performance levels.

Criteria for Growth for the Reading and Mathematics VAAP Tests

Criteria	Point Values
Advancing 2 or more Ranges	1.25
Staying in the same Range (VI)	1.25
Advancing from Ranges I - II to Ranges III to VI	1.25
Advancing from Ranges III - IV to Ranges V-VI	1.25
Advancing 1 Range	1.0
Staying in the same Range (IV-V)	1.0
Moving back one or more Ranges (Ending in Ranges III-V)	0.75
Staying in the same Range (III)	0.75
Staying in the same Range (Ending in Ranges I-II)	0.50
Moving Back One or More Ranges (Ending in Ranges I-II)	0

Table 3



Examples using a Value Table with the VAAP criteria above to determine growth are shown in Table 3. In Example 1, the student moved back one range from third to fourth grade on the Reading VAAP test; therefore, no points are awarded for growth on the current year assessment. In Example 2, the student moved back one range, but is still in the Proficient performance level, so 0.75 points is awarded. In Example 3, a student maintains the same range as in the prior year, but is in the Advanced performance level, so the student is awarded 1 point. In Example 4, the student remains at the highest range from the prior to the current year, so 1.25 points are awarded.

c. Graduation Rate. Describe the Graduation Rate indicator, including a description of (i) how the indicator is based on the long-term goals; (ii) how the indicator annually measures graduation rate for all students and separately for each subgroup of students; (iii) how the indicator is based on the four-year adjusted cohort graduation rate; (iv) if the State, at its discretion, also includes one or more extended-year adjusted cohort graduation rates, how the four-year adjusted cohort graduation rate is combined with that rate or rates within the indicator; and (v) if applicable, how the State includes in its four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rates students with the most significant cognitive disabilities assessed using

an alternate assessment aligned to alternate academic achievement standards under ESEA section 1111(b)(2)(D) and awarded a State-defined alternate diploma under ESEA section 8101(23) and (25). The Federal Graduation Indicator (FGI), consistent with section 8105(25) of the ESEA, is calculated based on students earning a standard or advanced diploma and was used to determine the long-term goal and interim measures of progress for graduation rate that are described in question 4.iii.b. and Appendix A. The interim measures of progress increase incrementally over a seven-year period following a gap-closing model. Subgroups with lower graduation rates must make greater progress to meet the long-term goals.

Prior to the 2019-2020 accountability year, Virginia calculate FGI using previous year's data – based on a one-year lag in the graduation cohort. Beginning with the 2019-2020 accountability year, Virginia will calculate FGI using the current year's data. Adjusted cohort graduation rates are calculated based on the number of students who earned a regular or advanced high school diploma divided by the total number of students in the cohort, accounting for students who are considered dropouts and transfers.

Stakeholders expressed a desire to include in the FGI calculation students with the most significant cognitive disabilities who are assessed using Virginia's alternate assessments and complete the requirements for the Applied Studies Diploma. Virginia is considering making adjustments to the requirements for the Applied Studies Diploma in order to include this diploma type in the FGI calculation; however, the Applied Studies Diploma will not be included in the FGI calculation at this time.

d. Progress in Achieving English Language Proficiency (ELP) Indicator. Describe the Progress in Achieving ELP indicator, including the State's definition of ELP, as measured by the State ELP assessment. As described in A.4.iii.c.1., Virginia will use the WIDA ACCESS for ELLs 2.0 assessment to measure progress in achieving ELP.

To determine the EL exit criterion under the new scale, ACCESS for ELLs 2.0 data were used to identify the composite score that was most consistent with passing or failing the state reading assessment (consistency rate). This methodology indicated a composite score of 4.4, which was selected as Virginia's ACCESS for ELLs 2.0 exit criterion.

To define ELP, 2015-2016 and 2016-2017 year ACCESS for ELLs 2.0 data were analyzed using the new scale. Several grade clusters and composite score groupings were compared to determine which could be combined. The data indicated three grade clusters (grades K-2, grades 3-5, and grades 6-12) and three composite score groupings (1.0-2.4, 2.5-3.4, and 3.5-4.4). For these groupings, average growth from

2015-2016 to 2016-2017 was calculated to identify the ELP requirements below.

Composite Proficiency Level Gains			
Proficiency Level	**Grades K-2**	**Grades 3-5**	**Grades 6-12**
1.0-2.4	1.0	0.7	0.4
2.5-3.4	0.4	0.4	0.2
3.5-4.4	0.2	0.2	0.1

The school level baseline data, long-term goals, and interim measures of progress for the ELP indicator are described in section A.4.iii.c. and are provided in Attachment A.

Alternate ACCESS

A committee of educators who specialize in the instruction and assessment of dually identified English Learners convened to conduct Standard Setting to determine exit criteria and progress levels for the WIDA Alternate ACCESS assessment that became operational in 2023-2024. The WIDA Alternate ACCESS (Alternate ACCESS) is a large-print, pencil-and-paper test individually administered to students in grades K-12 who are identified as English learners with the most significant cognitive disabilities. Alternate ACCESS is intended for English learners who participate in Virginia's Alternate Assessment Program (VAAP).

Scale scores on Alternate ACCESS range from 900-980. Scale Scores take item difficulty into account so they can be used to examine groups of students, or student performances, over time.

Proficiency Level Scores provide an interpretation of scale scores. Alternate ACCESS proficiency level scores are whole numbers. Proficiency levels on Alternate ACCESS range from 1-5, and are unique from other ACCESS assessments. A student who scores a Proficiency Level 1 on Alternate ACCESS is not necessarily at the entering level on the WIDA ACCESS Online and Paper assessments.

The following table provides the Alternate ACCESS cut scores based on Standard Setting conducted by the WIDA consortium in July 2024.

Alternate ACCESS Overall Composite Cut Scores					
Grade	P1	P2	P3	P4	P5
K-2	900-940	941	949	957	964
3-5	900-942	943	951	958	965
6-8	900-944	945	952	960	968
9-12	900-945	946	953	961	970

Progress on the Alternate ACCESS will be measured based on the following:
To define English Learner Progress, data from the Alternate ACCESS for 2023-2024 and 2024-2025 years were analyzed using the new composite and scale scores. Several grade clusters and composite score groupings were compared to determine which could be combined. The data indicated four grade clusters (grades K-2, grades 3-5, grades 6-8, and grades 9-12) and proficiency level groupings (1-4). For these groupings, average growth from 2023-2024 to 2024-2025 was calculated to identify the English Learner Progress requirements for Alternate ACCESS below.

Given the performance of students at different proficiency levels and grade clusters, the measure of expected growth varies.

For a student participating in all four, three, and two domains of the Alternate ACCESS, growth will be measured by increasing the overall scale score from the prior year.

Students at proficiency level 1 in any grade who increase their overall scale score by one point from the prior year will earn one point in the English Learner Progress Indicator. Students at proficiency level 1 who score more than one point on the overall scale score will earn 1.25 points in the English Learner Progress Indicator.

Students at proficiency levels 2-4 in any grade who increase their overall scale score by one point from the prior year will earn 0.50 points.

Students at proficiency levels 2-4 in any grade who increase their overall scale score by two points from the prior year will earn one point in the English Learner Progress Indicator.

Students at proficiency levels 2-4 who score more than two points on the overall scale score will earn 1.25 points in the English Learner Progress Indicator.

Students who do not increase their overall scale score receive 0 points.

The tables below demonstrate the proficiency levels, grade clusters, and associated point values.

Overall Scale Score Gains to Demonstrate Progress on the Alternate ACCESS Test Grades K-12						
Proficiency Level	**Some Growth**	**ELP Point Value**	**Expected Growth**	**ELP Point Value**	**Exceeds Growth**	**ELP Point Value**
1	--	--	1 point	1	>1	1.25
2 -4	1	.50	2 points	1	>2	1.25

For very rare, individualized circumstances in which a student participates in one domain of the Alternate ACCESS, that domain scale score should be considered as the overall scale score. Growth should be considered as increasing in the overall scale score by one or more points.

Note: for an Alternate ACCESS test taker participating in one domain to auto exit or band exit, they must continue to be exempted from all domains except one and meet exit criteria. If they are able to participate in more domains in the future, this will reset the exit criteria.

e. School Quality or Student Success Indicator(s). Describe each School Quality or Student Success Indicator, including, for each such indicator: (i) how it allows for meaningful differentiation in school performance; (ii) that it is valid, reliable, comparable, and statewide (for the grade span(s) to which it applies); and (iii) of how each such indicator annually measures performance for all students and separately for each subgroup of students. For any School Quality or Student Success indicator that does not apply to all grade spans, the description must include the grade spans to which it does apply.

Virginia will use a set of rigorous school quality and success indicators to meaningfully differentiate schools that are calculated for all students and disaggregated for each group of students, tailored to specific grade bands, and help prepare students for success in their next level of school and in life.

Mastery in Science (All Grade Bands)

Using the same weights previously described in the mastery index for academic achievement in reading and mathematics, Virginia will also calculate a mastery index to measure student performance in science in grade 5, grade 8, and in high school (using results from the grade 5, grade 8, and high school Biology EOC assessment), including students with significant cognitive disabilities assessed on the VAAP. As these assessments have three performance levels, the 0.25 weight will not be applicable to the science portion of the mastery index.

Chronic Absenteeism (All Grade Bands)

In response to a near doubling of chronic absenteeism in Virginia classrooms resulting from extended pandemic-era closures of schools, Virginia created a Chronic Absenteeism Task Force to help schools boost school attendance rates. As a key pillar of the comprehensive ALL In VA plan to accelerate the learning loss recovery by addressing Attendance, Literacy and Learning, the task force helped develop resources and distribute action plans for school divisions to address the record-high student absenteeism rates across the Commonwealth. For example, students who missed 18+ days of school scored 26 percentage points lower in math than students with regular attendance.

Chronic absenteeism in Virginia is defined as missing 10 percent or more of the school year. Research suggests that chronically absent students are less likely to achieve at high levels, and are less likely to graduate from high school. Rates of chronic absenteeism among Virginia's public schools in 2022-23 are high but varied widely among schools.

Advanced Middle School Coursework

Virginia has long encouraged middle school students to take high-school-level math courses, and it has become a common pathway, with 96% of middle schools (438/455) having at least one student passing an end-of-course (EOC) math course in 8th grade. The pass rates for those students are very high—97.7%, which is much higher than the pass rate for all grade 8 students taking a math assessment. Such a high pass rate suggests more students could be challenged to take a high-school-level math course. Currently, less than 1% of 6th grade students (112 students) are taking an EOC math course while nearly 13% of 7th grade students (11,718 students) and over 46% of 8th grade students (43,423 students) are taking an EOC math course.

Some stakeholders expressed concern that including a measure based more on participation of middle school students in high school math assessments (rather than simply performance of middle school students already in these pathways) would place pressure on educators to push students into advanced math prematurely. Moreover, research suggests that advanced math courses are good for students—but only if those students are ready to succeed.

To honor that stakeholder feedback and to align with the research, Virginia will use a Middle School Advanced Coursework indicator for annual meaningful differentiation of middle schools starting in the 2025-26 school year (using data from the 2024-25 school year) that includes students with potential to succeed in advanced mathematics, as described below. By including the EOC assessment results of middle school students taking high school-level mathematics courses (i.e. Algebra 1, Geometry, or Algebra II) in the accountability system, Virginia will motivate school divisions to identify capable students and ensure they are given opportunities for acceleration. This will allow students to be exposed to higher-level academic content earlier and put them on a pathway to take more high-level courses once they reach high school, such as Probability and Statistics, Trigonometry, Discrete Math, Calculus, Statistics, and Computer Science. Students taking advanced coursework in middle school will also have the opportunity to engage in a more advanced, state-administered mathematics assessment, such as Geometry or Algebra II, or nationally recognized high school mathematics assessment (that meets the requirements in 34 CFR 200.3(d)) and the student's performance on and participation in that assessment will be used for the purposes of measuring academic achievement and participation as it relates to the school-based accountability system required under the ESEA. In the future, Virginia will research the addition of other advanced courses.

This indicator will include a measure of *all* middle school students' performance in math, including results on high school end-of-course (EOC) assessments, to ensure there is a focus on helping all students succeed in math pathways in middle school. However, most of the weight (as described in 4.v.a) in this indicator will go toward a measure that only examines the subset of students whose past performance demonstrates they are ready for advanced math coursework. This "ready students" measure will use a unique denominator to recognize students with the potential to succeed in advanced high school mathematics in grade 8. "Ready students" in the denominator will include any middle school student in a given year who is enrolled in grades 6-8 who takes a high school math EOC *plus* any grade 8 student who is not enrolled in such a course but who scored advanced on the grade 7 math test in the prior year. Each student can only be counted once per year. For example, a student who takes Algebra I in 7th grade would be counted toward that school in that year. They would again be included in the subsequent year when they took Geometry in 8th grade. Virginia's Advanced Coursework as a School Quality/Student Success indicator is replicated after the Middle School Acceleration-Mathematics Achievement used in Florida as one of their School Quality/Student Success indicators.

Virginia's current cut score for proficient has shown to not be as rigorous as other states when compared to the proficiency standards for the National Assessment of Educational Progress, through a mapping

study conducted by the National Center for Education Statistics. Virginia will be setting new cut scores for Spring 2025 to be implemented during the 2025-2026 school year and will determine at that point if students scoring at the proficient level on the grade 7 math test should also be included in the denominator. The numerator then measures the percentage of those students who score proficient or advanced on a high school EOC math assessment in grade 8 (i.e., Algebra I, Geometry, or Algebra II), plus the percentage of those students who are in grade 6 or 7 who score proficient or advanced on a high school EOC math assessment. This will be an annual measure so an individual "ready" student will only be included one time in the numerator and one time in the denominator for the school year for advanced math coursework. If a student takes an HS EOC math course in each of grades 6, 7, and 8, however, a student may be counted as a "ready student" in in each of those three years.

Six-Year High School Graduation

As part of its state accreditation system, Virginia has long used a Graduation and Completion Index (GCI), a weighted index that gives schools credit based on the number of students who complete standard, advanced, or alternative diplomas or other certificates of completion. As Virginia moves to better align its accreditation system with its federal accountability system, stakeholders expressed a desire to continue using the GCI, or another high school graduation measure, if possible, within the unified accountability system, particularly to recognize students who need more time to graduate and students with disabilities who earn an Applied Studies diploma (students earning these diplomas are not counted in the four-year adjusted cohort graduation rate—i.e., the Federal Graduation Indicator, FGI).

In response to this feedback, and to ensure a more rigorous measure that also recognizes students who need more time to graduate and students who earn an Applied Studies diploma, Virginia will use a School Quality or Success Indicator for high schools that includes all students in the grade 12 cohort who earn an Advanced Studies, Standard, or Applied Studies diploma within six years. This indicator will be measured in the same manner as the six-year adjusted cohort graduation rate, except that students who earn an Applied Studies diploma will also be included in the numerator. This graduation indicator will be given much less weight in the system to annually meaningfully differentiate schools (as described in sections 4.v.a).

The 3E Readiness Framework

Virginia currently holds high schools accountable using a College, Career, and Civic Readiness index (CCCRI) that measures, for the graduating cohort of students, preparation for college and careers while in high school. Credit is given for student success in advanced coursework (Advanced Placement, International Baccalaureate,

Cambridge, or dual enrollment), CTE finishers earning a CTE credential, students completing JROTC coursework and earning a CTE credential, and students successfully completing work-based learning and service-based learning experiences. High schools have been successful at supporting their students through these experiences, with 77% of graduates statewide counted in the index in 2021-22 and 81% of in 2022-23.

However, feedback from the field suggests that the measures included in the CCCRI primarily focus on participation (as opposed to success) in postsecondary preparatory experiences and are not equally rigorous, and that disadvantaged students are potentially being tracked into those less-rigorous pathways. For example, low-income and Black students were far less likely to be included in the index for completing advanced coursework but were included at higher-than-average rates based on the CTE and service-learning components in recent years.

In response, Virginia is working with stakeholders to develop a more rigorous "Readiness for Life" indicator that will give high schools credit for helping students demonstrate readiness using a Three "E" Framework: Enrollment, Employment, and Enlistment. Each of the three components will have different tiers of attainment, awarding the highest weights to the most rigorous measures that are most strongly aligned with postsecondary success. For example, to measure Enrollment, graduates receiving scores that would be accepted for college credit on multiple AP, Cambridge, or IB exams could be awarded a higher weight than those who score at that level on a single AP exam. Students who demonstrate readiness in multiple components (e.g., both Enrollment and Employment) may be able to earn additional credit, to also recognize graduates who demonstrate readiness in multiple pathways. The more opportunities utilized by the student, the higher value they receive through the ability to earn credit in each of the three E's for a maximum of value of 3.25 points. Students can only earn credit once in each section.

The 3E Readiness Framework indicator is valid, reliable, and comparable statewide and has been modeled with data to demonstrate that it meaningfully differentiates across all high schools. The data will be disaggregated by all student groups to measure performance. Information on how the 3E Readiness builds off the previous College, Career, and Civic Readiness that high schools across the Commonwealth have been implementing and available resources to support schools is available through the VDOE website.

Below are the criteria and associated values. Since the 3E Readiness Framework is a performance-based indicator that provides opportunities requiring a set sequence and fulfillment of courses, the denominator is based on the 12th grade cohort.

In the Enrollment section of the 3E Readiness Framework, students can earn:

- **1.25** points for earning an associate's degree;
- **1** point for earning 3+ credit-bearing, college-ready* scores on AP, IB, Cambridge A/AS, or CLEP exams, passing 3+ dual enrollment courses with a "B" grade, or earning an Early College Scholar certificate. College ready scores are defined as at least a 3 on an AP exam, a 4 on a higher-level IB exam, a 5 for standard-level exam, an E on a Cambridge A/AS, or a 50 on CLEP exams;
- **0.75** Points are earned through 1-2 credit-bearing, college-ready* scores on AP, IB, Cambridge A/AS, or CLEP exam or passing 1-2 dual enrollment courses (3 credits) with a "B" grade; or
- **0.5** points are by completing an AP, IB, Cambridge A/AS, or CLEP exam or dual enrollment course (3 credits) with a "C" grade.

Within the Employment section of the 3E Readiness Framework, students can earn:

- **1.25 points:** A CTE completer who earns a state-approved industry recognized credential in a high-demand field as defined by VOEE and completes a high-quality work-based learning experience as defined by the Board
- **1 point**: A CTE completer who earned a state-approved industry recognized credential in a high-demand field as defined by VOEE
  OR
  A CTE completer who earned a state-approved industry recognized credential and completes a high-quality work-based learning experience as defined by the Board
- **0.75 point**: A CTE completer earning a state-approved industry recognized credential as defined by the Board
- **0.5 point**:
  A CTE completer who completed a high-quality work-based learning experience as defined by the Board

  * A CTE completer is a student who has met the requirements for a CTE concentration (sequence) and all requirements for high school graduation, or an approved alternative education program.

  ** Virginia Office of Education Economics (VOEE)

Within the Enlistment section of the 3E Readiness Framework, students can earn:

- **1 point** with an AFQT (ASVAB) score of 65 or higher;
- **0.75 points** with an AFQT (ASVAB) score of 50-64; or
- **0.5 points** by meeting the minimum Military Entrance Score (AFQT/ASVAB) of 31.

This data demonstrates the meaningful differentiation at the 10th, 50th, and 90th percentile based on performance in the School Quality or Student Success Indicator.

School Quality or Student Success Indicator	**Percentile**			**Number of Schools**
	10th	**50th**	**90th**	
Science	87.36	95.13	103.03	1783
Advanced Math Coursework	85.19	97.35	100.00	360
FGI 6-Year	85.33	93.88	98.50	322
3E Readiness Framework	47.08	79.7	110.74	327

v. Annual Meaningful Differentiation *(ESEA section 1111(c)(4)(C))*

a. Describe the State's system of annual meaningful differentiation of all public schools in the State, consistent with the requirements of section 1111(c)(4)(C) of the ESEA, including a description of (i) how the system is based on all indicators in the State's accountability system, (ii) for all students and for each subgroup of students. Note that each state must comply with the requirements in 1111(c)(5) of the ESEA with respect to accountability for charter schools.

Beginning in the fall of 2022, the Virginia State Board of Education began discussing improvements to its school identification and rating systems. At the time, the Commonwealth was essentially running two separate systems—one for state purposes (accreditation) and another to comply with federal ESSA rules. Operating two systems required two different sets of indicators, identification rules, and school improvement processes, and complicated the Virginia Department of Education and school divisions' work to provide additional supports and necessary resources to schools identified as low performing across both systems. The bifurcated approach also created redundancy and inefficiency, not to mention confusion for parents, educators, and other stakeholders.

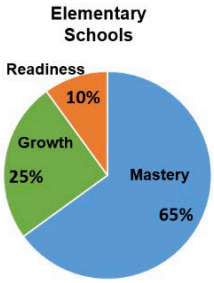
Moreover, the existing state accreditation system has done a poor job meaningfully differentiating schools based on their performance. While Viriginia's NAEP scores fell by 10 points in reading and 12 points in math, and its chronic absenteeism rate nearly doubled to 20%, the system still did not deny accreditation to a single school, and

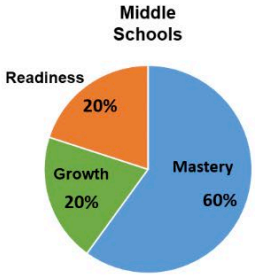
the percentage of schools “accredited with conditions” increased from just 7 to 12 percent. Roughly 88% of schools in the state are fully accredited.

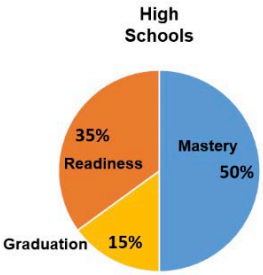
In response, the Board voted in the fall of 2023 to begin the process of adopting one, unified school performance and support framework to fulfill state and federal requirements that would be more clear, transparent, and meaningful. To ensure the new framework meaningfully differentiated across schools, the Board reviewed data on all of the individual measures described above, as well as how all of the pieces fit together, as it updated and finalized state regulations (effective September 2024). Each of the indicator results varied widely across the Commonwealth.

School ratings based on the new school performance and support framework will be released in the fall of 2025, based on data from the 2024-25 school year, and will clearly differentiate schools into four categories of performance: Distinguished, On Track, Off Track, and Needs Intensive Support. Preliminary school categories will be based on data for the “all students” groups; any school identified for targeted support and improvement or for additional targeted support and improvement will have their preliminary category lowered by one level (e.g., from “On Track” to “Off Track”). Further, no school identified for comprehensive support and improvement may receive the “Distinguished” rating.

Schools’ overall performance will be evaluated using an index, with weights depending on grade band, based on the three primary components depicted below: Mastery, Growth (for elementary and middle schools), Graduation (for high schools), and Readiness. Public charter schools in Virginia must meet the same accountability standards as all public schools and will be included in the accountability system.







Elementary Schools	
Mastery	65
Growth	25
Readiness	10
Total	**100**

Middle Schools	
Mastery	60
Growth	20
Readiness	20
Total	**100**

High Schools	
Mastery	50
Graduation	15
Readiness	35
Total	**100**

For elementary schools, the components will be weighted at 65% Mastery, 25% Growth, and 10% Readiness. As described earlier, the Mastery component (65% in total) is primarily based on the mastery index, a weighted achievement index that gives schools additional credit as students advance into higher and higher performance levels (e.g., Below Basic to Basic, Basic to Proficient, and Proficient to Advanced). Within the Mastery component, elementary schools can earn 22.5 points each for math and reading achievement, 10 points for science achievement, and 10 points for the progress of English learners towards English Language Proficiency. The Growth component (25% in total) is split equally between student growth in math and reading (based on the percentage of students who meet their individualized growth targets). The Readiness component (10% in total) for elementary schools will include chronic absenteeism in the 2024-25 school year, although the Board is exploring adding additional indicators, such as a performance task, in future years.

For middle schools, the components will be weighted at 60% Mastery, 20% Growth, and 20% Readiness. Like in elementary schools, the Mastery component (60%) is primarily based on the mastery index. Middle schools can earn 20 points each for math and reading achievement on the mastery index, 10 points for science achievement on the mastery index, and 10 points for the progress of English learners towards English Language Proficiency. The Growth component (20%) will continue to be split equally between growth in math and in reading. Finally, the Readiness component (20%) will

include both indicators for chronic absenteeism and success in advanced coursework, weighted equally.

For high schools, the components will be weighted at 50% Mastery, 15% Graduation, and 35% Readiness. Within the Mastery component (50%), schools will earn up to 15 points each for math and reading achievement using the mastery index, 10 points for science achievement using the mastery index, and 10 points for the progress of English learners toward English Language Proficiency. The Graduation component (15%) is based solely on the Federal Graduation Indicator (i.e., the four-year adjusted cohort graduation rate). Finally, the Readiness component (35%) will include 5 points for chronic absenteeism, 5 points for the 6-Year Graduation Rate, and 25 points for students' readiness for life after high school.

The information below demonstrates how calculations are made for the School Performance and Support Framework to achieve an overall composite score.

The mastery component includes reading, math, science, and English Learner Progress indicators. The Mastery component is calculated the same for all schools in Virginia, although the grade span of the school determines the overall weights that are used.

It begins with the Mastery Index, an index composed of reading, math, and science performance. Those calculations and an example are provided in further detail further in this section. Additionally, English Learner Progress is included in the Mastery Component at all grade levels. This is calculated as a percentage of students demonstrating growth over the prior year's proficiency level on the WIDA ACCESS assessment.

Section 4 (iv)(d) includes a table showing the composite proficiency level gains required for students to demonstrate progress on the ACCESS for ELLs assessment by grade and previous year proficiency level.

The table below demonstrates how the indexing for the Reading Performance Indicator within the Mastery Component using the elementary weights. Students receive points based on their performance level on the reading state assessment as described in section A. 4. IV. a of this plan. These values are then multiplied to reach a total for each performance level and then added for a total value of points. Next, the total points earned are divided with a denominator of 1) 95% of all students in the grades assessed who are enrolled in the school; or 2) the number of all such students who participated in the content area assessment.

Reading Performance	Advanced 1.25	Proficient 1.0	Basic 0.75	Below Basic 0.25	Points Earned	Total Number of Students	Percent of Possible Points	Indicator Score
All Students	20	50	20	10	92.5	100	92.5	20.81

The results from each indicator are then totaled for each component. In the example below of mastery component, the scores for reading, math, science and English Learner Progress are used to calculate an indicator score by multiplying the percent of possible points by the appropriate weights as earlier described in this section.

Component: Mastery					
Indicator	**Points Earned**	**No. of Students**	**Percent of Possible Points**	**Weight**	**Indicator Score**
Reading Performance	92.5	100	92.5	22.5%	20.81
Math Performance	94.50	105	90.00	22.5%	20.26
Science Performance	31	35	88.57	10%	8.87
English Learner Progress	15	20	75	10%	7.50
Total				65%	58.86

For the Growth component in Elementary and Middle Schools, an index is used based on the student meeting expected growth. Students above one standard error of meeting expected growth receive 1.25 points; students meeting expected growth to one standard error receive 1 point; students less than expected to negative one standard error receive 0.50 points, and students below negative one standard error receive no points. More information on expected growth is available through this resource.

All the other indicators (i.e. graduation rate indicator, advanced coursework, and 6-year graduation rate) are calculated as percentages and multiplied by their respective weights in the overall framework. The chronic absenteeism indicator is calculated as the inverse with the percent of possible points subtracted from 100 and multiplied by the respective weight. As in the example below, 304 students were chronically absent out of 2174 total number of students in the school. The percent of possible points (13.98) is calculated by dividing 304 by 2174 and then multiplying by 100. Next, the index value is calculated by subtracting 100 from the percent of possible points and multiplying by the respective weight (100-13.98 * 0.05 = 4.30). Other examples from the high school Readiness component are below.

Component: Readiness

Indicator	Points Earned	Total No. of Students	Percent of Possible Points	Weight	Indicator Score
Chronic Absenteeism	*304*	*2174*	*13.98*	*5%*	*4.30*
6-Year Federal Graduation Indicator with Applied Studies	557	568	98.06	5%	4.90
3E Readiness Framework	*467.75*	*543*	*86.14*	*25%*	*21.54*

The index values are added from each component of Mastery, Growth, Readiness, and Graduation, as applicable, to achieve an overall composite framework score as is seen in this example using elementary weights.

Student Group	Framework Score	Reading Mastery Indicator Score	Math Mastery Indicator Score	Science Mastery Indicator Score	EL Progress Index Indicator Score	Reading Growth Indicator Score	Math Growth Indicator Score	Chronic Absenteeism Indicator Score
All Students	85.18	20.81	20.26	8.87	7.50	10.54	8.75	8.45

These weights will be used to identify schools into performance categories and to identify schools in need of Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI).

Below is a crosswalk of the terminology Virginia has used for its components and measures, compared to the ESSA requirements.

Individual Measures	Individual Measure Weight	Virginia School Performance and Support Framework Component Name	Every Student Succeeds Act (ESSA) Indicator Name	ESSA Indicator Weighting
Elementary Schools				
Mastery: Reading	22.5%	Mastery	Academic Achievement	**45%**
Mastery: Math	22.5%	Mastery	Academic Achievement	
ELP Progress	10%	Mastery	ELP	**10%**
Growth: Reading	12.5%	Growth	Other Academic Indicator	**25%**
Growth: Math	12.5%	Growth	Other Academic Indicator	
Mastery: Science	10%	Mastery	SQSS	**20%**
Chronic Absenteeism	10%	Readiness	SQSS	
Middle Schools				
Mastery: Reading	20%	Mastery	Academic Achievement	**37.5%**
Mastery: Math	17.5%	Mastery	Academic Achievement	
ELP Progress	10%	Mastery	ELP	**10%**
Growth: Reading	10%	Growth	Other Academic Indicator	**20%**
Growth: Math	10%	Growth	Other Academic Indicator	
Mastery: Science	10%	Mastery	SQSS	**32.5%**
Chronic Absenteeism	10%	Readiness	SQSS	
Advanced Coursework: Ready Students	10%	Readiness	SQSS	
Advanced Coursework: All Students	2.5%	Mastery	SQSS	
High Schools				
Mastery: Reading	15%	Mastery	Academic Achievement	**30%**
Mastery: Math	15%	Mastery	Academic Achievement	
ELP Progress	10%	Mastery	ELP	**10%**
Federal Graduation Indicator	15%	Graduation	Graduation	**15%**
Mastery: Science	10%	Mastery	SQSS	**45%**
Chronic Absenteeism	5%	Readiness	SQSS	
Six-Year Graduation	5%	Readiness	SQSS	
3E Readiness Framework	25%	Readiness	SQSS	

b. Describe the weighting of each indicator in the State's system of annual meaningful differentiation, including how the Academic Achievement, Other Academic, Graduation Rate, and Progress in ELP indicators each receive substantial weight individually and, in the aggregate, much greater weight than the School Quality or Student Success indicator(s), in the aggregate.

See the crosswalk above. Progress in ELP is always weighted at 10%, regardless of grade band. Graduation rate (FGI) is weighted 15% in high schools, and the Other Academic Indicator (growth in reading and math) receives 20-25% of the weight in elementary and middle

schools. Academic achievement in reading and math is weighted 45% in elementary schools, 37.5% in middle schools, and 30% in high schools. Meanwhile, in the aggregate, School Quality or Student Success Indicators receive 20% of the weight in elementary schools, 32.5% in middle schools, and 45% in high schools.

c. If the States uses a different methodology or methodologies for annual meaningful differentiation than the one described in 4.v.a. above for schools for which an accountability determination cannot be made (*e.g.*, P-2 schools), describe the different methodology or methodologies, indicating the type(s) of schools to which it applies.
Virginia will pair schools that have no tested grades and/or grades for which the other academic indicator applies with other schools that serve students who attended those schools in a feeder relationship to determine federal accountability status.

Virginia will include the weighting for unique configuration schools (e.g., K-12, K-8, 5-8, etc.) in Virginia's accountability manual.

vi. Identification of Schools *(ESEA section 1111(c)(4)(D))*

a. Comprehensive Support and Improvement Schools. Describe the State's methodology for identifying not less than the lowest-performing five percent of all schools receiving Title I, Part A funds in the State for comprehensive support and improvement, including the year in which the State will first identify such schools.

Comprehensive support and improvement (CSI) schools have been identified every three years beginning with the 2018-2019 school year. In addition, as part of a previously approved USED waiver due to COVID-19, Virginia identified schools for CSI in fall 2022 using a previous methodology for determining the lowest-performing 5% of Title I schools.

Beginning with identification of CSI schools in the fall of 2025 (using data from the 2024-25 school year), Virginia will identify the lowest-performing 5% of Title I schools, separately by grade band, based on the indicators for all students and weighting described in its new school performance and support framework (see item A.4.v.a.)

To determine CSI identification for schools with unique grade level configurations, Virginia will use the following:

Grade Configuration	Threshold used
PK-3, 2-3, PK-4, K-4, 2-4, 3-4, 6-6, and 6-7	Elementary
5-8, 6-8, 7-8	Middle School
PK-8, K-8, 1-8, 2-8, 3-8	K-5 to use Elementary School threshold; 6-8 to use Middle School threshold
6-11, 6-12, 7-12, 8-12	6-8 to use Middle School threshold and 9-12 to use High School threshold
K-12	K-5 use Elementary School threshold; 6-8 to use Middle School threshold; and 9-12 to use High School threshold

All schools, including schools with unique grade level configurations, will be identified for CSI consistent with the VDOE rules for considering any missing indicators.

If any school meets the CSI threshold at any grade span, then the school will be identified as CSI.

Schools with the grade configurations of PK-3, 2-3, PK-4, K-4, 2-4, 3-4, 6-6, and 6-7 will use the Elementary School CSI threshold established by identifying the lowest performing 5% of elementary Title I schools using the elementary model of the School Performance and Support Framework.

Schools with a grade configuration of 5-8, 6-8, or 7-8, will use the Middle School CSI threshold established by identifying the lowest performing 5% of middle Title I schools using the middle model of the School Performance and Support Framework.

For unique grade configuration schools, multiple models are used based on the grade span.

For example, in a unique grade configuration school of K-8, with two grade spans (K-5 and 6-8, grades K-5 will use the Elementary School CSI threshold established from all elementary Title I schools in the state using the elementary model of the School Performance and Support Framework. grades 6-8 will use the Middle School CSI threshold established from all middle school Title I schools in the state. If any of the two grade spans is within the CSI threshold, then the school will be identified as CSI with an emphasis on school improvement at the grade span within the threshold.

In another example with three grade spans, when analyzing performance of a unique grade configuration K-12 school, grades K-5 will use the Elementary School CSI threshold from the elementary framework model; grades 6-8 will use the Middle School CSI threshold set by the middle school framework; and grades 9-12 will use the High School CSI threshold set by the high school framework. If any one of these three grade spans is within the CSI threshold, then the

school will be identified as CSI with an emphasis on school improvement at the grade span within the threshold.

Comprehensive Support and Improvement Schools. Describe the State's methodology for identifying all public high schools in the State failing to graduate one third or more of their students for comprehensive support and improvement, including the year in which the State will first identify such schools.

Virginia will review graduation rate data on all high schools, regardless of Title I status, to determine which schools fail to meet the federal, four-year adjusted cohort graduation rate of 67%. Any school failing to meet this rate will be identified for comprehensive support and improvement. These schools will be identified every three years beginning with the 2018-2019 school year. In addition, as part of a previously approved USED waiver due to COVID-19, Virginia will identify schools for CSI in fall 2022. Virginia will continue to identify any high school in the state with a four-year adjusted cohort graduation rate below 67% for CSI when it implements the new school performance and support framework in the fall of 2025.

Comprehensive Support and Improvement Schools. Describe the methodology by which the State identifies public schools in the State receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)(C) (based on identification as a school in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D)) and that have not satisfied the statewide exit criteria for such schools within a State-determined number of years, including the year in which the State will first identify such schools.

Virginia will identify schools for additional targeted support and improvement, as described in item A.4.vi.f. below, every three years beginning with the 2018-2019 school year. In addition, as part of a previously approved USED waiver due to COVID-19, Virginia will identify schools for ATSI in fall 2022. Virginia will continue working to support improvement in all currently identified ATSI schools until they meet their exit criteria (note: the next ATSI identification will occur, based on the new school performance and support framework, in the fall of 2028).

If, at the conclusion of three years, a Title I school identified for additional targeted support and improvement fails to meet the exit criteria for such schools described in item A.4.viii.b. below, the school will be identified for comprehensive support and improvement. The state will identify these schools beginning in fall 2024. Because the next cohort of ATSI schools (using the new school performance and support framework) will not be identified until the fall of 2028, Virginia will next identify Title I ATSI schools that have failed to meet the ATSI exit criteria for CSI in the fall of 2031.

*Per the COVID-19 amendment 6, Virginia will not count the 2019-2020 or 2020-2021 school years toward the number of years in which an ATSI school must meet the criteria before it becomes a CSI school; and (2) for schools identified as ATSI in fall 2018, extend until fall 2024 the time for the schools to exit this status before becoming CSI schools.

b. Frequency of Identification. Provide, for each type of school identified for comprehensive support and improvement, the frequency with which the State will, thereafter, identify such schools. Note that these schools must be identified at least once every three years.
Schools identified for comprehensive support and improvement under items A.4.vi.a., b., and c. above will be identified once every three years following initial identification. Comprehensive support and improvement schools will have a planning year beginning with schools identified for the 2025-2026 school year, using data from 2024-2025.

c. Targeted Support and Improvement. Describe the State's methodology for annually identifying any school with one or more "consistently underperforming" subgroups of students, based on all indicators in the statewide system of annual meaningful differentiation, including the definition used by the State to determine consistent underperformance. *(ESEA section 1111(c)(4)(C)(iii))*.
Virginia will identify schools annually for targeted support and improvement beginning with the 2019-2020 school year. In addition, as part of a previously approved USED waiver due to COVID-19, Virginia will identify schools for TSI in fall 2022.

Beginning in fall 2025 (using data from the 2024-25 school year), schools will be annually identified for TSI based on the new school performance and support framework methodology described in item A.4.v.a. Virginia will identify schools for TSI using the cut point on the school performance and support framework for all students that determined the lowest-performing 5% of Title I schools requiring comprehensive support (this threshold for each grade span will be identified and calculated every year, regardless of whether or not Virginia is identifying schools for CSI in that particular school year). If the weighted score for any individual group of students in any school is below the score of the highest-performing school in CSI (based on all students' data) for that particular grade band, the school will be identified for targeted support and improvement.

d. Additional Targeted Support. Describe the State's methodology for identifying schools in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D), including the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools. *(ESEA section 1111(d)(2)(C)-(D))*
Additional targeted support and improvement schools were identified every three years beginning with the 2018-2019 school year. In

addition, as part of a previously approved USED waiver due to COVID-19, Virginia identified schools for ATSI in fall 2022. The VDOE will continue to support all currently identified ATSI schools until they meet their exit criteria (ATSI schools will next be identified in the 2028-29 school year). The VDOE will also determine whether Title I schools that have been identified for ATSI should be identified for CSI in fall 2024 (based on not meeting their exit criteria).

Beginning with identification in fall 2028, from among all schools identified for targeted support in the *prior* school year (e.g., fall 2027), Virginia will identify schools for additional targeted support that have one or more student groups performing at a lower level across all required indicators for each grade span on the school performance and support framework than the performance of the highest performing comprehensive support and improvement school for each grade span in the *current* school year (e.g., in fall 2028, based on data from the 2027-28 school year)

Additional targeted support and improvement schools will have a planning year beginning with schools identified for the 2028-29 school year, using data from 2027-2028.

Note: In each school year in which ATSI schools are identified, Virginia will also examine whether any school that was not identified for TSI in the prior year (e.g., fall 2027) but had been in TSI in *either of the two preceding* school years (e.g., TSI schools identified in fall 2025 and fall 2026) has a student group performing at a lower level than the highest-performing CSI school in the *current* school year (e.g., fall 2028) and was identified again for having a consistently underperforming group of students. These schools will be identified for TSI for federal purposes but will receive state supports similar to schools in ATSI due to their chronic identification for TSI.

e. Additional Statewide Categories of Schools. If the State chooses, at its discretion, to include additional statewide categories of schools, describe those categories.
This section is not applicable for Virginia.

vii. Annual Measurement of Achievement *(ESEA section 1111(c)(4)(E)(iii))*:
Describe how the State factors the requirement for 95 percent student participation in statewide mathematics and reading/language arts assessments into the statewide accountability system.
Schools that do not meet the 95% participation rate will be required to develop a plan that includes strategies for meeting participation requirements. Schools that do not meet the participation rate for three or more years, or that do not demonstrate progress towards meeting the 95% participation rate, will be required to implement additional actions and interventions as appropriate.

viii. Continued Support for School and LEA Improvement *(ESEA section 1111(d)(3)(A))*

a. Exit Criteria for Comprehensive Support and Improvement Schools. Describe the statewide exit criteria, established by the State, for schools identified for comprehensive support and improvement, including the number of years (not to exceed four) over which schools are expected to meet such criteria.

Comprehensive support and improvement schools identified as the lowest five percent of Title I schools will be required to implement interventions to improve student performance across the indicators in the school performance and support framework over a three-year period (including their planning year). At the end of the three years, a school that demonstrates improved student performance on the school performance and support framework as compared to performance when the school was identified and is no longer in the bottom five percent may exit comprehensive support and improvement status. A specific score (above the threshold used to initially identify schools for CSI) on the school performance and support framework will be determined based on baseline data in fall 2025 to ensure CSI schools demonstrate meaningful improvement in order to exit status and cannot exit simply because the threshold for CSI identification decreases over time. VDOE will submit a state plan amendment to the US Department of Education prior to implementation of these exit criteria.

Of the 50 CSI schools in the 2024-25 school year, 12 are eligible to exit status at the end of the 2024-25 school year including:

- 11 schools in year 3 of implementing CSI plans due to low-performance
- 1 school in year 3 of implementing a CSI plan due to a graduation rate below 67%

VDOE proposes to use the following criteria to determine if the 12 eligible schools may exit status following the 2024-25 school year.

- For schools in CSI due to low performance, the school may exit if (1) it does not meet the identification criteria for CSI schools used to identify schools in the fall of 2025 (i.e., the school is not among the lowest-performing 5% of Title I schools in the state) and (2) it has demonstrated improvement in both achievement and growth in reading and mathematics since the time of the school's identification.
- For the school in CSI due to graduation rate, they will improve graduation above 67%.

Of the remaining 38 CSI Schools:

- 26 schools in year 1 of implementing CSI plans due to not exit prior to implementation (these schools are NOT eligible to exit after the 2024-25 school year because they are in their first year of implementing more rigorous interventions; VDOE will submit exit criteria for these schools

in its Fall 2025 amendment, using the baseline date from the school support and performance framework)

- 12 schools in year 1 of implementing CSI plans due to being Title I schools that did not exit additional targeted support and improvement status after three years (these schools are NOT eligible to exit after the 2024-25 school year because they are in their first year of implementation; VDOE will submit exit criteria for these schools in its Fall 2025 amendment, using the baseline date from the school support and performance framework)

Comprehensive support and improvement schools identified due to graduation rate will be required to implement interventions for a period of two years (including a planning year) that are designed to address the issues causing the school to miss the threshold for graduating students as established by the FGI. Once a high school has made improvement such that the school has an FGI above the threshold for identification, the school will exit from comprehensive support and improvement status.

Comprehensive support and improvement schools identified based on not exiting additional targeted support and improvement status will implement interventions over a three-year period (including a planning year) to improve student performance for the student group or groups that caused the school to be identified. At the end of the three years, if a school meets the exit criterion described in item A.viii.b., the school will exit from comprehensive support and improvement status.

b. Exit Criteria for Schools Receiving Additional Targeted Support. Describe the statewide exit criteria, established by the State, for schools receiving additional targeted support under ESEA section 1111(d)(2)(C), including the number of years over which schools are expected to meet such criteria.

Schools identified for additional targeted support and improvement will be required to implement interventions over a three-year period (including a planning year) to improve student performance for the student group or groups that caused the school to be identified. To exit additional targeted support and improvement, a school must demonstrate improved student performance on the school performance and support framework for the affected student group(s) as compared to the group's performance when the school was initially identified. A specific score (above the threshold used to initially identify schools for ATSI) on the school performance and support framework will be determined based on baseline data from fall 2025 to ensure ATSI schools demonstrate meaningful improvement in order to exit status. VDOE will submit a state plan amendment to the US Department of Education prior to implementation of these exit criteria.

39 ATSI schools are eligible to exit status at the end of the 2024-25 school year.

Schools that were identified for ATSI prior to implementation of the new school support and performance framework will need to 1) be above the TSI identification threshold in the fall of 2025 and 2) demonstrate sustained progress for the student group(s) for which it was first identified over the past three years in the achievement in reading and math and English Learner Progress.

c. More Rigorous Interventions. Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State's exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i)(I) of the ESEA.

If a school identified for comprehensive support and improvement (due to being in the lowest five percent of Title I schools, failing to meet the federal graduation rate of 67%, or not exiting additional targeted support and improvement status) has not exited comprehensive support and improvement status after three years of interventions (including any planning year), Virginia will require the following additional actions in the fourth year* of comprehensive support and improvement status:

- The LEA will be required to revise its Division Support Plan showing how they will support schools entering into the status of More Rigorous Interventions.
- The LEA will be required to work with the school, and with greater support and direction from the Department, to revise the multi-year School Support Plan to include more rigorous, evidence-based actions to improve student outcomes.
- The Virginia Department of Education's Office of School Quality will provide technical assistance to the development and implementation of actions steps in the Division Support Plan. Technical assistance will include, but not be limited to, assistance with monitoring and implementing needs identified in a needs assessment, the evaluations of assets and their use in the school, and the implementation of effective instructional practices in the school.
- The LEA Superintendent and appropriate staff will meet at least three times a year with the Office of School Quality staff to review progress of the CSI school's multi-year support plan and quarterly data, which will include data points such as student attendance; teacher attendance; student discipline reports; student transfer data; student intervention participation and progress by intervention type; number of teacher observations and walkthroughs conducted per month; and local assessment data in the LEA. Specific next steps may be developed as needed.
- The LEA Superintendent will provide reports to the Office of School Quality, as requested, on the school's progress.

- The LEA Superintendent will ensure that an LEA team is assigned to the school to support all school improvement efforts. The LEA team must be comprised of appropriate staff including but not limited to key instructional staff, administrators, federal programs staff, content specific staff, special education staff, and the principal of the school.

*Per the COVID-19 amendment 6: Virginia will not count the 2019-2020 or 2020-2021 school years toward the number of years in which a CSI school must meet Virginia's criteria for a school to exit CSI status before it must take more rigorous State-determined action; and 2) It will also extend, until fall 2024, the time that a school can be in CSI status before Virginia requires more rigorous interventions. (If a school identified in fall 2018 does not exit CSI status by fall 2024, Virginia will require more rigorous interventions.)

Resource Allocation Review. Describe how the State will periodically review resource allocation to support school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement. Because a high proportion of schools identified for support within a single LEA may be indicative of a division-level failure to implement the Standards of Quality, school divisions with at least 40% of their schools identified for comprehensive or additional targeted support or 10 or more schools identified for comprehensive support will be required to undergo a division-level academic and resource allocation review conducted by the Virginia Department of Education.

The Office of School Quality will periodically review resource allocation and school improvement expenditures for LEAs with a significant number of schools identified for comprehensive or targeted support and improvement in the following ways:

- Upon initial awarding of SIG 1003(a) funds, LEAs will receive a Grant Award Notification from the Office of School Quality detailing the requirements and timelines around timely and efficient expenditure of funds;
- Sections of the state-developed budget template for SIG 1003(a) funds will continue to require LEAs to indicate not only how funding requests are aligned to identified needs, but also how other resources are coordinated with the SIG 1003(a) funds to meet the academic improvement needs of the school;
- Technical assistance will be provided to LEAs regarding initial alignment, use, and processing of SIG 1003(a) funds in the Virginia Department of Education's financial management system to ensure that resources are appropriately aligned to the school's approved application;
- The Office of School Quality will review, approve, and track expenditures via the financial management system, and will send mid-year and end-of-year grant spend-down notifications

to LEA financial managers reminding them of the expenditure criteria and timelines;
- The Office of School Quality will provide guidance to LEAs on resource allocation reviews and provide one-to-one technical assistance to LEAs as needed; and
- The Office of School Quality will review, through a Division Support plan, the division's monitoring of resource allocation across schools;
- The Office of School Quality will review the alignment of fiscal, human and instructional resources schools utilize to improve student outcomes.

d. Technical Assistance. Describe the technical assistance the State will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

The Office of School Quality developed standardized templates for multi-year School Support Plans for CSI schools (Section C of 8VAC20-132-280).

Technical assistance will be provided to LEA staff in the following ways:
- Self-selected menu of sessions;
- Office of School Quality-determined sessions;
- Required whole group sessions (combination of LEAs);
- Required small group sessions (subset of the whole-group);
- Individual LEA sessions; and
- One-to-one customized assistance.

Session topics will be developed based on identified needs for LEAs and may include:

- Conducting a needs assessment to determine the issues and conditions contributing to the school's performance;
- Developing and implementing a multi-year School Support Plan, which includes identifying the required resources and the development of goals and objectives;
- Leadership training around procedural components of school improvement such as data analysis, professional development, implementation and monitoring;
- Information on the Virginia Support Framework and the domains (Academic Supports, Staffing Supports, Professional Learning Supports, and School Climate Supports); and
- Selecting, implementing and monitoring research-based interventions.
- Overview on how to conduct a resource allocation review within a division.
- Implementation progress review to track improvement on school quality indicators and to determine next steps for improvement.

The Office of School Quality will monitor and provide feedback on implementation of technical assistance provided.

e. Additional Optional Action. If applicable, describe the action the State will take to initiate additional improvement in any LEA with a significant number or percentage of schools that are consistently identified by the State for comprehensive support and improvement and are not meeting exit criteria established by the State or in any LEA with a significant number or percentage of schools implementing targeted support and improvement plans.
Under Section G of 8VAC20-132-300 local school boards with at least 40% of their schools identified for comprehensive or additional targeted support or 10 or more schools identified for comprehensive support will enter into a memorandum of understanding with the Virginia Board of Education.

5. Disproportionate Rates of Access to Educators (*ESEA section 1111(g)(1)(B)):* Describe how low-income and minority children enrolled in schools assisted under Title I, Part A are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the SEA will use to evaluate and publicly report the progress of the SEA with respect to such description.[4]
The definitions and findings below were included in Virginia's 2015 *Equitable Access to Excellent Educators Teacher Equity Plan (Teacher Equity Plan)* (data comparisons refer to the 2006 plan).

An **out-of-field teacher** is defined as a licensed teacher who is assigned to teach a class outside of the teacher's endorsement area.

An **inexperienced teacher** is defined as a teacher in his or her first year of teaching.

A **minority student** in Virginia is defined as a "non-white" student.

A **High-minority school** is defined as being in the 25 percent of schools with the highest percentage of minority (non-white) students.

A **Low-minority school** is defined as being in the 25 percent of schools with the lowest percentage of minority (non-white) students.

Qualified Teachers According to Poverty Quartiles

- The overall percentage of classes taught by highly qualified teachers (HQT) increased at the state level, as well as within high-poverty and low-poverty schools at both the elementary and secondary levels.
- The gaps decreased between high- and low-poverty schools at both the elementary and secondary levels.
- The greatest increase from 2006 to the present in HQT was in high-poverty schools at the secondary level.
- There was a .6 percent gap between high and low-poverty schools at the elementary level.

[4] Consistent with ESEA section 1111(g)(1)(B), this description should not be construed as requiring a State to develop or implement a teacher, principal or other school leader evaluation system.

- There was a 1.3 percent gap between high- and low-poverty schools at the secondary level. This was considered a minor gap due to the progress made in this area, particularly in light of the fact that the most significant improvements occurred in high-poverty schools.

Qualified Teachers According to Minority Quartiles

- The overall percentage of classes taught by highly qualified teachers has increased at the state level, as well as within high- and low-minority schools.
- The greatest increase from 2006 in HQT was in high-minority schools, compared to low-minority schools.
- The gap between high-minority and low-minority schools decreased to .2 percent. The state did not consider this to be a significant gap, particularly in light of the improvements made in high-minority schools over time.

Teacher Experience

- The gap between high-and low-poverty school divisions related to inexperienced teachers was 1.3 percent.
- The gap between high- and low-minority school divisions related to inexperienced teachers was 2.0 percent.
- There was a gap of 6.5 percent inexperienced teachers between high- and low-poverty schools. This gap had increased by 4.0 points from the initial equity plan.
- There was a gap of 7.9 percent inexperienced teachers between high- and low-minority schools. This gap had increased by .3 points since the initial equity plan was submitted in 2006.

Out-of-Field Teaching

- The content areas with the lowest percentage of highly qualified teachers overall were mathematics and science.
- The greatest gaps between high- and low-poverty schools were in the areas of foreign language (2.3 percent gap) and special education (2.4 percent gap).
- There was a reverse gap in the area of mathematics. High-poverty schools had slightly more highly qualified mathematics teachers than low-poverty schools (.8 percent).

English Learners

- The gap between high- and low-poverty school divisions related to out-of-field English as a Second Language (ESL) teachers was 6.0 percent.
- The gap between high- and low-minority school divisions related to out-of-field ESL teachers was 3.0 percent.

Special Education

- There was a gap between high- and low-poverty and high- and low-minority schools with respect to the number of classes taught by appropriately endorsed special educators of 2.4 and 1.8 percent respectively.

The table below reflects an updated analysis of data from the 2016-2017 teacher quality data collection that distinguishes between Title I schools as compared with non-Title I schools regarding inexperienced and out-of-field teachers as well as high-minority versus low-minority schools.

Title I vs. Non-Title I Schools Teacher Quality Data Comparisons

	Out-of-Field Teachers	Inexperienced Teachers	Out-of-Field and Inexperienced Teachers
Title I Schools (Low-Income)	1.5	5.7	.2
Non-Title I Schools (Not Low-Income)	1.8	4.5	.3
Difference (gap)	-.3	1.2	-.1
High Minority Title I schools (highest quartile)	2.1	5.4	.4
Not High-Minority Non-Title I Schools (lowest quartile)	1.1	4.1	.3
Difference (gap)	1.0	1.3	.1

Summary:

- Non-Title I schools reported slightly more out-of-field teachers than Title I schools, resulting in a slight reverse gap.
- High-minority schools reported slightly more out-of-field teachers than low-minority schools.
- Title I schools report more inexperienced teachers than non-Title I schools, resulting in a relatively small gap of 1.2 percent.
- High-minority schools report more inexperienced teachers than low-minority schools, resulting in a gap of 1.3 percent.
- There are no significant gaps between Title I and non-Title I schools relative to teachers who are both out-of-field and inexperienced.

The Virginia Department of Education does not currently collect or report information on teacher effectiveness at the state level. Each school division determines effectiveness at the local level, in large part through the implementation of evaluative criteria outlined in the *Guidelines for Uniform Performance Standards and Evaluation Criteria*, which became effective on July 1, 2012, and was revised on July 23, 2015. Information on the guidelines is provided on the Board of Education Teacher Performance Standards and Evaluation Criteria webpage. School divisions utilize the educator performance standards to establish evaluation procedures that inform personnel decisions according to local school board policies.

For the purposes of meeting the requirements of this section, the Virginia Board of Education has determined that an ineffective teacher is defined as a teacher who is both out-of-field and inexperienced. Virginia's School Quality Profiles will be updated by September 15, 2019, to reflect the requirement to report this data element.

Virginia is committed to identifying and addressing disproportionality rates as outlined in its 2015 Teacher Equity Plan. In particular, the state will continue to focus efforts on the identified equity gap related to teachers of ELs, specifically between high- and low-poverty LEAs where data indicated a six-point gap. Progress toward reducing equity gaps will be monitored and data updates will be posted biennially on the Department's website.

Many LEAs struggle to find teachers with the requisite endorsements or expertise for working with ELs. At the time of our 2015 Teacher Equity Plan, there were 16 LEAs in the state that had an EL population but did not have any teachers endorsed to teach ESL. There were an additional 14 LEAs that at least had one teacher on staff with an ESL endorsement; however, the number of teachers was insufficient to satisfy the identified need.

Rural LEAs are at a particular disadvantage in locating and retaining teachers with the requisite endorsements and skills to effectively work with an increasingly diverse student population; however, even in larger LEAs, when the enrollment of ELs increases significantly over a relatively short period of time, finding qualified and prepared ESL teachers is challenging. Recruiting, retaining, and supporting teachers to work with ELs has been a critical focus in Virginia. The steps that the state has implemented to address this challenge include establishing partnerships with two universities to provide coursework leading to an ESL endorsement at no cost to identified teacher candidates in targeted high-poverty LEAs. This support will remain a focus of our work.

The state has also implemented the necessary steps to adjust data systems to enable the collection, analysis, and dissemination of data according to the timeline outlined in the equity plan, particularly around teacher and principal experience indicators.

The efforts of LEAs will continue to be monitored to ensure that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, inexperienced, or ineffective teachers in the following ways:

- *Instructional Personnel and Licensure Report (IPAL) and Master Schedule Record Collection (MSRC)* – Each LEA will continue to submit data on an annual basis that outlines the qualifications of each teacher. The Office of Teacher Education and Licensure will continue to provide assistance to ensure accurate reporting of teacher quality data. LEAs will utilize these reports when completing annual grant applications for funding to outline overall progress in ensuring that all teachers are appropriately licensed and endorsed, and in identifying areas of additional focus for recruitment, retention, and professional development efforts. These reports will continue to be analyzed and discussed during the federal program monitoring process.

- *Annual Grant Applications for ESEA Funding* – The annual LEA Title II, Part A, funding application requires each LEA to outline any teacher equity gaps it has identified, and the strategies being employed to address these gaps. Title II, Part A, specialists will continue to review these applications, engage in dialogue with

LEAs about the unique equity issues that may be identified during the process, and assist with suggestions for activities that may help to address an identified gap. The LEA Title II, Part A, funding application will be updated to include data analysis of teacher equity gaps between Title I and non-Title I schools.

- *Title II, Part A, Federal Program Monitoring* – All LEAs receive formal program reviews on a five-year cycle for Title II, Part A, federal program monitoring. As part of this monitoring, LEAs will continue to be required to provide evidence that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, inexperienced, or ineffective teachers. In additional, an analysis of teacher equity gaps between Title I and non-Title I schools will be included. If inequities are evident, the LEA will be expected to develop an improvement plan to address the gaps, with a timeline by which the expected issues will be addressed.

Additional technical assistance will be provided through activities such as the annual Federal Coordinators' Academy, webinars, and other conferences and presentations. The 2017-2018 update of the Teacher Equity Plan will provide information on stakeholder involvement and initiatives focusing on teacher equity, including:

- The Virginia Board of Education's Comprehensive Plan (2018-2023). This plan includes intense focus and scrutiny on equity issues across the state, including teacher shortage challenges, particularly in several rural and urban centers. It also outlines efforts to address the population changes in Virginia, including increases in students experiencing poverty and the English Learner population.
- Virginia Teacher Diversity Task Force
- Virginia Minority Educator Recruitment Summit
- Diversifying the Teacher Pipeline Action Group
- Governor's Summit on Teacher Shortages in the Commonwealth
- Professional Development Offerings for Teachers of English Learners

6. School Conditions (*ESEA section 1111(g)(1)(C)):* Describe how the SEA agency will support LEAs receiving assistance under Title I, Part A to improve school conditions for student learning, including through reducing: (I) incidences of bullying and harassment; (ii) the overuse of discipline practices that remove students from the classroom; and (iii) the use of aversive behavioral interventions that compromise student health and safety. The Virginia Department of Education will provide professional development, technical assistance and coaching through the Virginia Tiered Systems of Supports Research and Implementation Center (VTSS-RIC) to improve school conditions for student learning that reduces bullying and harassment and decreases discipline practices that remove students from classrooms, as well as the use of aversive behavioral interventions that compromise student health and safety. The VTSS is a systematic framework that uses data to transform how school districts align academics, social, emotional, and behavioral instruction to improve outcomes for students, including increasing academic achievement and attendance and decreasing disciplinary infractions. The process is anchored to a tiered model of supports and an implementation cycle that includes reviewing data, implementing evidence-based practices, and increasing the knowledge, skills and abilities of staff at the district, school and classroom levels to affect positive student outcomes. Each tier is led by a team of school professionals who assess the data at the district, school, classroom, and individual student levels to determine strengths and needs, develop plans, monitor implementation, and evaluate outcomes.

Currently, 91 Virginia schools within 35 school districts are receiving training and technical assistance to implement VTSS with fidelity. Each year, participating schools submit fidelity of implementation and student outcome data to the Virginia Department of Education. The following are highlights of positive outcomes of VTSS:

- There was a 34% decrease (general education students) and a 21% decrease (special education students) in the average number of Out-of-School Suspensions (OSSs) from End of Year (EOY) 2015 to EOY 2016;
- There was a 37% decrease (general education students) and a 16% decrease (special education students) in the average number of In-School Suspensions (ISSs) from EOY 2015 to EOY 2016;
- There was a 19% decrease (general education students) and a 15% decrease (special education students) in the average number of Office Discipline Referrals (ODRs) from EOY 2015 to EOY 2016;
- SOL assessment pass rates over the last four years increased for both reading and mathematics; and
- A cost benefit analysis using Virginia's office discipline referral data estimates that VTSS schools implementing Tier I with fidelity during the 2016 academic year saved 2,840 instructional minutes (over 6 days) and 5,680 administrative minutes (over 13 days) from 2015 to 2016. This is based on the conservative calculation that each discipline referral takes on average approximately 20 administrative minutes and 10 instructional minutes.

The Virginia Student Support and Conduct Committee (VSSCC) is a collaborative committee of district discipline hearing officers from across the state. The VSSCC works with the Virginia Department of Education to share best practices and evidence-based programming to reduce discipline incidents, including bullying and harassment; to reduce disparity in suspensions and expulsions; and to improve student support services (social, emotional, health, and safety). Many of the VSSCC hearing officers are from LEAs involved with VTSS. The VSSCC, in partnership with the Virginia Department of Education, provides professional development, technical assistance, and specific coaching for school district staff. The Office of Student Support Services will continue to lead the VSSCC, and to work closely with the VTSS leadership team. This collaboration integrates the VTSS process within the structure of school districts to improve school climate, students' engagement in classrooms and connectedness to the school community, improved student outcomes, and ultimately higher graduation rates for all students.

The Department of Criminal Justice Services Center for School and Campus Security (CSCS) operates under an MOU with the Virginia Department of Education, the goal of which is to ensure that schools maintain a positive and safe learning environment. Professional development, technical assistance, and ongoing school building security training will continue to be provided to district and school administrators, school resource officers, and security guards. This includes the differentiation of school discipline and legal offenses such as bullying and harassment, non-use of school resource officers' involvement in school discipline, and maintaining safe and secure school buildings through building safety audits and crisis intervention planning and execution. It also includes the training of district and school teams to conduct threat assessments and to assist students and families in obtaining supports (i.e., mental health

assessments, functional behavioral assessments and intervention plans, and legal consultation). School safety audits and LEA-level safety surveys will be conducted to identify and address areas in need of improvement and to inform crisis intervention plan updates. Community agency first responders will be involved in the planning process in case of a crisis situation.

School nurses are employed in every school in the Commonwealth either as district employees or contracted through local health agencies. They provide health prevention screenings as well as daily health services to students and consult with parents, community health providers and other school staff. They are also involved in crisis interventions to expedite immediate care to students and staff. The Virginia Department of Education will continue to provide training and individual consultation to school districts regularly, which includes the involvement of school nurses, working with pediatricians and other physical health agencies and providers at the state and local levels.

7. School Transitions *(ESEA section 1111(g)(1)(D))*: Describe how the State will support LEAs receiving assistance under Title I, Part A in meeting the needs of students at all levels of schooling (particularly students in the middle grades and high school), including how the State will work with such LEAs to provide effective transitions of students to middle grades and high school to decrease the risk of students dropping out.
The VTSS framework is intended to address the needs of students at all levels of schooling, particularly those in middle and high school to decrease the risk of students dropping out, as well as other vulnerable and mobile groups of students attending LEAs receiving assistance under Title I, Part A. Student transition data is a source of information that is analyzed at the district, school and individual student levels to determine strengths and needs, to develop and monitor transition implementation plans and to analyze outcomes and needed revisions. The intent of VTSS is to create a school climate that is positive, promotes academic and social engagement, school connectedness and supports students during transition periods. This includes not only those transitioning from one grade to the next grade but also those students transitioning into the district and/or a new school. Such students include those experiencing homelessness, being involved in foster care or kinship care, or moving into a district such as those living in military families. Virginia educates the largest number of students living in military families in the country. The Virginia Department of Education will continue to work across federal programs and with other state agencies to integrate supports and services for transitioning and vulnerable students at the local level.

The Virginia Department of Education will continue to provide support to school counselors who are responsible for working with student and their families in developing individualized Academic Career plans. Each plan is updated regularly, especially during transition periods from elementary to middle and from middle to high school. Additionally, school counselors assist students and their families during transitions into school from other districts, states, or countries. Military school liaison officers, in collaboration with the different branches of the Armed Services, are strategically located to serve districts with high military student populations. These professionals, along with the Virginia Department of Education military student and family specialist, work to ease the transition and support academic and career planning. School social workers, school psychologists, and coordinators for students experiencing homelessness work to assist all students in transition, especially those who are experiencing homelessness, in foster care,

or in kinship care. The Virginia Department of Education will provide professional development, training, and individual consultation to LEAs for these professionals, and works closely with state associations to advance Specialized Instructional Support Personnel teams (school counselors, social workers, school psychologists, military liaisons, homeless coordinators and other student support staff). This interdisciplinary model maximizes the potential of all students, especially those in transition periods.

Title I, Part C: Education of Migratory Children

1. Supporting Needs of Migratory Children *(ESEA section 1304(b)(1))*: Describe how, in planning, implementing, and evaluating programs and projects assisted under Title I, Part C, the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through:
    i. The full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;
    ii. Joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under Title III, Part A;
    iii. The integration of services available under Title I, Part C with services provided by those other programs; and
    iv. Measurable program objectives and outcomes.

Amendment 4: Virginia has three regional and three LEA Migrant Education Programs (MEPs) that provide supplemental services to migrant students during the regular school year, as well as during the summer. Each program is required to submit an annual application for funding that details how the program will meet student needs and provide services to all migrant students. The needs addressed in this plan were assessed through a comprehensive needs assessment conducted by the SEA in partnership with regional and LEA MEP staff and parents of migratory children. The Comprehensive Needs Assessment and Service Delivery Plan are updated every three years. Additionally, regional and LEA MEPs conduct an annual assessment of their individual program needs. Specific strategies and services can be located in our current Service Delivery Plan available on the Virginia's Department of Education's Title I, Part C, webpage.

Regional and LEA MEPs will be responsible for planning and implementation of the services listed in the Service Delivery Plan. SEA MEP staff will programmatically approve activities and services during the annual application review process. Regional and LEA MEPs will be responsible for evaluation of the efficacy of the services listed above. SEA MEP staff will continuously offer technical assistance to regional and LEA programs and will continue to cyclically evaluate these programs through the Federal Program Monitoring (FPM) process.

Virginia will continue to engage in joint planning and coordination with local, state, and federal programs in order to provide services to migrant students. Title I, Part A, and Title I, Part C, funds are used by LEAs to provide supplemental core content remediation and enrichment. Virginia will also engage in joint planning and coordination with Title IV, Part B; Title V, Part B, Subpart 2; and McKinney-Vento program staff as applicable.

MEP staff will coordinate with Title III, Part A, staff to ensure that migrant students with limited English proficiency are properly identified, screened, and placed in order to receive ESL services. LEAs will coordinate with career and technical centers as well as community colleges in order to provide ESL services to Out of School Youth and migratory children who have dropped out of school.

MEP staff will coordinate with career and technical education centers, community colleges, and other institutes of higher education throughout the state to provide college preparedness workshops, enrollment counseling, summer programs, and GED classes as

applicable, to migratory children enrolled in high school as well as Out of School Youth and migratory children who have dropped out of school.

MEP staff will coordinate with Virginia Preschool Initiative (VPI), HeadStart, Migrant Head Start, Bright Stars, and other applicable early learning programs to facilitate transfer of students' records, completion of enrollment requirements, preschool screenings, and related activities tasks to ensure that school readiness objectives are met.

MEP staff will coordinate with Title IV, Part B through services such as "The Gus Bus," a mobile literacy program providing literacy skill building to 0–5-year-old children and their families.

In divisions receiving Title V, Part B, Subpart 2 funds, program staff will coordinate with Title V, Part B, Subpart 2 staff to ensure that migrant children are entitled access to programs and services offered through this program.

MEP staff will work in cooperation with local health departments to locate migrant families and ensure immunization and healthcare records are current and updated. Additionally, MEP staff will coordinate with health care providers to provide dental services to migrant children. Mental health and therapeutic day treatment services will also be provided in coordination with social services and other agencies offering related services. MEP staff will also coordinate with school nutrition staff in order to communicate that children meeting the definition of migrant are considered categorically eligible to receive free/reduced lunch. MEPs will coordinate with local food banks as well.

MEP staff will coordinate with LEA homeless liaisons to identify needs of migrant families experiencing homelessness and coordinate with Title I, Part A, McKinney-Vento program staff, and also with local community service boards and welfare agencies, in order to assist migrant families experiencing homelessness.

Regional and LEA MEP staff will demonstrate joint planning and integration among local, state, and federal educational programs serving migratory children annually by describing such planning and integration in the Coordination of Services section of their funding applications. Coordination of services will be evaluated internally on an annual basis by regional and LEA programs to determine efficacy.

Measurable program objectives and outcomes can be located in our current Service Delivery Plan available on Virginia's Department of Education's Title I, Part C, webpage.

2. Promote Coordination of Services (*ESEA section 1304(b)(3)*): Describe how the State will use Title I, Part C funds received under this part to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year.
Virginia is a member of the MiraCORE consortium. This consortium is committed to improving the interstate coordination of MEPs by developing and sharing supplemental, technology-based reading instructional materials and assessments designed specifically to improve the literacy skills of migratory students and youth. The goals of MiraCORE are:
    1. Improved literacy skills for migrant students and youth;

2. The development of valid and reliable online diagnostic literacy assessments for all age levels of emergent and developing level readers that are mapped to the online Reading Tutorials;
3. Increased capacity of MEP teachers and staff to identify migrant student/Out of School Youth literacy needs;
4. Improved MEP staff skills for identifying/assessing student needs/skills; and
5. Scientifically-based literacy instruction and effectively utilizing the online student reading tutorials and other literacy resources on the Migrant Literacy Net.

Supplemental programs and credit accrual that are offered during the regular school year or summer intercession will be recorded in the Migrant Student Data Collection (MSDC) system, as well as the intrastate Migrant Student Information Exchange (MSIX) system. Counselors send education and health records to the receiving schools once the students leave our state and provide advance notification to other states of migrant students and families who are moving to ensure that education and support services are in place when the students arrive.

Virginia's MEPs will continue to use the MSDC database, which is Virginia's state maintained custom database that communicates on a nightly basis with the intrastate MSIX system. If a student moves from one LEA to another within the state during the regular school year or during summer intercession, MSDC is updated in a timely manner and the move is communicated to the appropriate regional coordinator. The state migrant director will ensure that intrastate coordination is maintained by holding quarterly teleconferences or onsite trainings. A quarterly MEP newsletter is distributed to the seven regional MEP coordinators and Title I, Part C, coordinators in each LEA. The migrant state director will also participate in Migrant and Season Farm Worker Advisory Board meetings to assist in ensuring intrastate coordination.

3. Use of Funds *(ESEA section 1304(b)(4))*: Describe the State's priorities for the use of Title I, Part C funds, and how such priorities relate to the State's assessment of needs for services in the State.
Priorities for the use of Title I, Part C, funds are provided in the table below.

	Sub granting Factors	**Percentage Reserved**
1	The number of migratory children who have made a qualifying move within the previous one-year period and who are failing, or most at risk of failing, to meet the challenging state academic standards; or have dropped out of school. ● Below proficient on the state reading and/or mathematics assessment ● ACCESS for ELs composite Level 1 or 2	40

	Sub granting Factors	Percentage Reserved
	The count of priority for service children will also include migrant students who are behind in appropriate verified credit and credit accrual, over age for grade, or have been retained.	
2	The number of eligible migratory children who are not included in Priority One. This number includes the total number of migrant children who are counted in each category below: ● eligible migratory children between the ages of three to 21 who did not make a move during the last 12 months but are failing in school or are most at risk of failing to meet the state standards, or are now out-of-school; ● all elementary and secondary migrant students identified as continuation of service students; and ● all eligible migratory students from birth to age three.	24
3	The number of migratory children served during the prior school year.	20
4	The number of migrant children served during the prior year's summer/intersession program.	15
5	The LEA's overall per-pupil expenditure is ten percent below the state average per-pupil expenditure. [These funds will be allocated to each MEP based on the number of children counted in Priority Three.]	1

B. Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

1. Transitions Between Correctional Facilities and Local Programs (ESEA section 1414(a)(1)(B)): Provide a plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.

   The Virginia Department of Education will: 1) provide technical assistance to State Agencies (Subpart 1) and LEAs (Subpart 2) that receive Title I, Part D, funding as they design, implement, and monitor transition and supportive services to meet the needs of neglected and delinquent children and youth transitioning from correctional facilities to locally operated programs as well as transitioning from locally operated programs to correctional facilities, including assisting them in completing their education; and 2) monitor transition services provided by State Agencies and LEAs through the application for federal funds, reimbursement, and monitoring processes, including ensuring that at least 15 percent but not more than 30 percent of the State Agencies' annual allocation is utilized to support transition services for neglected and delinquent children and youth.

2. Program Objectives and Outcomes *(ESEA section 1414(a)(2)(A))*: Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the Title I, Part D program in improving the academic, career, and technical skills of children in the program.

   Virginia's Title I, Part D, plan objectives include:

   - Improving the educational services to children in local and state institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same challenging state content and academic achievement standards, including the development of an Academic and Career Plan, that all children in the state will be expected to meet;
   - Providing neglected or delinquent children and youth the services needed to make a successful transition from institutionalization to further schooling or employment; and
   - Preventing at-risk youth from dropping out of school, and providing dropouts and youth returning from institutions with a support system to that will enable them to continue their education.

   To accomplish these goals and assess program effectiveness, state agencies and LEAs will:

   - Submit a program application that reflects the objectives in the state's Title I, Part D, plan;
   - Use multiple assessment measures that align with the state academic content standards, including but not limited to state assessments;
   - Report the number of neglected, delinquent, or at-risk students that improve student academic performance in mathematics and reading, enroll in career and technical educations courses, earn career and technical education credentials, earn high school course credits, earn a GED diploma or a high school diploma, and successfully transition into further schooling or employment; and
   - Provide data and evaluate their program through the state's monitoring process that is conducted on a three-year cycle.

C. Title II, Part A: Supporting Effective Instruction

1. Use of Funds *(ESEA section 2101(d)(2)(A) and (D))*: Describe how the State educational agency will use Title II, Part A funds received under Title II, Part A for State-level activities described in section 2101(c), including how the activities are expected to improve student achievement.

   Virginia will distribute 95 percent of Title II, Part A, funds to LEAs to carry out evidence-based initiatives designed to meet the specific needs of each LEA. Four percent of the state set-aside will be used to carry out strategies to support a variety of instructional and leadership activities designed to meet specific content and teacher quality needs, and one percent will be utilized to administer the program. Overwhelmingly, stakeholders were not in favor of reducing LEA funding in order for the state to apply the optional set aside of up to three percent to implement activities for principals and other school leaders. Stakeholders indicated that they would best be able to develop specific activities based on local needs and preferred to maintain access to the full amount of available funding.

   Title II, Part A, state set-aside funds will continue to be used to develop and provide critical supports to LEAs across the state in a variety of teacher quality efforts. In response to stakeholder feedback and through ongoing analysis of student achievement and teacher quality data, pending available funding from Title II, Part A, Virginia will maintain and expand support for a variety of targeted, evidence-based initiatives designed to support teachers and school leaders. State-level funds will be used to improve student achievement and teacher quality in a variety of ways. A summary of significant state initiatives is provided below.

   Professional Development: LEA staff will continue to receive quality professional development opportunities to effectively utilize the state standards for instruction and assessment. Examples of the types of activities that may be provided are below.

   Content Teaching Academies and Institutes include opportunities for teachers to engage in in-depth studies in each of the core content areas. Academies are designed to engage participants in critical dialogues of practice, including the challenges associated with teaching diverse learners, including ELs, special needs students, as well as gifted and talented learners. These academies prepare teachers to align instruction with state standards and provide evidence-based strategies to develop and implement engaging lessons and aligned formative assessments for use in the classroom.

   Experiential Interdisciplinary Learning: Virginia will partner with other state and local agencies and community partners to provide multi-day hands-on experiential learning opportunities for teacher leaders to build content knowledge, while engaging in high-interest learning activities. These activities bring together teams of educators, including school principals and teachers of diverse student populations, including special needs students, English learners, as well as gifted and talented students. These teams develop action plans for implementation at the school site.

   Support for Teachers of English Learners: The state plans to continue a significant focus on the professional development needs of educators working with ELs. These efforts are more fully outlined in Questions D.2 and D.4

Support for LEA Implementation of Teacher Evaluation Guidelines: Research indicates that teacher performance evaluation systems are a potential tool for increasing teacher effectiveness and improving student achievement (*The Impact of Providing Performance Feedback to Teachers and Principals*, 2017). Evaluator training can be a key factor in implementing new or revised evaluation systems (*Redesigning Teacher Evaluation: Lessons from a Pilot Implementation*, 2015). Title II funds will be used to provide professional development and resources to support LEAs in implementing the revised teacher evaluation guidelines. Support will include professional development related to best practices for improving instruction and evaluation as well as training on available resources to assist teachers and education leaders in implementing the revised evaluation guidelines. These activities meet the purposes of Title II, Part A, specifically a) to improve the quality and effectiveness of teachers, principals, and other school leaders; and b) to increase the number of teachers, principals, and other school leaders who are effective in improving student achievement in schools.

Teacher Direct: Virginia will continue to use Title II, Part A funds to support an innovative tool to provide direct communication with teachers across the Commonwealth. In 2011-2012, a survey was sent to all teachers in the state, soliciting input on needs of teachers. Over 11,000 teachers responded, indicating a need for improved communication directly to the classroom level. Subsequently, the state braided available funds to create the Teacher Direct portal. This weekly communication provides teachers with links to curriculum resources, lesson plans, professional development, and scholarship opportunities, as well as a resource library with videos and narrated PowerPoint presentations related to instruction, assessment, and other available resources.

Recruitment and Retention: Virginia will continue to support a statewide recruitment initiative, TeachVirginia. Among the features is an online program that allows LEAs to post openings and screen applicants, while serving as a vehicle to allow applicants to submit applications and videos for consideration by multiple LEAs. During stakeholder meetings, many LEAs indicated that this was a critical asset for recruitment endeavors, particularly in rural areas and for LEAs seeking applicants in hard-to-fill content areas.

Under Consideration:

Principal Preparation: In 2016, Virginia State University was selected by the Wallace Foundation as one of seven universities across the nation to reform its principal preparation program through the University Principal Preparation Initiative (UPPI). This initiative includes collaboration with the Virginia Department of Education in the development of an electronic leadership preparation tracking tool, which has the potential to be used with other principal preparation programs in the state. Additionally, under consideration is an endeavor to convene a summit of university and school leaders to highlight effective leadership development practices.

Working Conditions Surveys: In 2016, the Virginia Department of Education completed a legislative study which was submitted to the state General Assembly related to the use and implementation of working conditions surveys across the state. Additionally, within stakeholder meetings, it was suggested that the state consider providing support for LEAs in learning more about the use of working conditions surveys and how they may help LEAs to understand critical determinants for teacher

satisfaction and retention. The state is considering methods by which to support LEAs that wish to consider implementing working conditions surveys. Title II, Part A, funding may be a potential funding source for some of this work.

Additional Potential Areas of Focus: Based on stakeholder feedback and data analysis, the following areas will be considered for increased focus (contingent on availability of funding): 1) improving new teacher and principal mentoring/induction programs; 2) improving educator pipelines, with a focus on mathematics, science, special education, and teacher diversity; and 3) promoting the teaching profession to improve recruitment efforts. These focus areas reflect priorities set forth in the Virginia Board of Education's strategic priorities and goals. Outlined in the Comprehensive Plan for 2012-2017, the Virginia Board of Education made teacher quality one of its three major priorities and established strategic goals around recruiting, retaining, and supporting teachers, particularly in hard-to-staff schools.

2. Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools *(ESEA section 2101(d)(2)(E))*: If an SEA plans to use Title II, Part A funds to improve equitable access to effective teachers, consistent with ESEA section 1111(g)(1)(B), describe how such funds will be used for this purpose.

   Virginia's commitment to ensure equitable access to qualified and effective teachers aligns with the state's commitment to ensure academic growth for all students, close achievement gaps, and ensure that all students, particularly those at-risk for failure or dropping out, have equitable access to well-prepared, dedicated, and excellent educators. During the development of the 2015 Teacher Equity Plan, data analysis indicated that the most pressing equity gap related to teachers of ELs. Pending available funds, Virginia plans to maintain and further advance activities outlined in its 2015 Teacher Equity Plan, including the following:

   - **University Partnerships**: Collaborative partnerships with universities have allowed teachers from across the state to participate in low-cost or no-cost programs leading to an ESL endorsement. The George Washington TELL program enables teachers from several targeted rural LEAs in the state to earn an ESL credential. Title II, Part A, funds support an online ESL endorsement program through George Mason University. Ongoing efforts are planned to collaborate with the University of Richmond on an ESL endorsement preparation program which will involve the creation of videos demonstrating effective practices in working with ELs. A partnership has also been established with Virginia Commonwealth University to support teachers in earning an ESL endorsement.
   - **ESL Endorsement by Testing**: In 2016, the state approved the ***English to Speakers of Other Languages Test (5362)*** as a pathway for teachers to earn an ESL endorsement to their license.
   - **Coursework:** Partnerships have been established with George Mason University, Virginia Commonwealth University, and the University of Mary Washington to offer coursework to teachers in a variety of topics. Courses that will be supported for teachers in targeted high-need LEAs during the 2017-2018 school year include: 1) Differentiation of Instruction; 2) Introduction to Culturally and Linguistically Diverse Learners; and 3) Teaching English as a Second Language (which also provides support to teachers in preparing for the ESOL Praxis test.)
     WIDA Workshops and Professional Development Academies: Teachers are supported with professional development opportunities to assist in integrating the

standards within core academic instruction. Concerted efforts have been made not only to continue and expand current training efforts around integration of WIDA standards into instruction and assessment of ELs, but also to increase focus on serving the needs of early learners, ELs with disabilities, and ELs with limited and interrupted formal education. A variety of focused training events have been planned for the 2017-2018 school year in partnership with leading experts such as West-Ed, Margarita Calderon, and Center for Applied Linguistics (CAL). Information on additional supports for teachers of ELs may be found at: http://www.doe.virginia.gov/instruction/esl/index.shtml and http://www.doe.virginia.gov/instruction/early_childhood/esl/index.shtml.
Educator pipelines: As noted in the state's Teacher Equity plan, workgroup meetings and convenings with university partners and LEA leaders will continue to develop strategies for increasing the pipeline of teachers in critical shortage areas and to increase teacher diversity. Of critical concern are pipelines to produce the numbers of mathematics teachers needed to serve all classrooms in the state.

3. System of Certification and Licensing *(ESEA section 2101(d)(2)(B))*: Describe the State's system of certification and licensing of teachers, principals, or other school leaders.

Section **§ 22.1-299** of the *Code of Virginia* (state law) requires that **"**[no] teacher shall be regularly employed by a school board or paid from public funds unless such teacher holds a license or provisional license issued by the [Virginia] Board of Education." The statute further requires the Board of Education to prescribe by regulation the requirements, including assessments, for the licensure of teachers and other school personnel required to hold a license. A 24-member Advisory Board on Teacher Education and Licensure advises the Virginia Board of Education on matters related to the preparation and licensure of school personnel. The *Licensure Regulations for School Personnel* may be accessed at http://law.lis.virginia.gov/admincode/title8/agency20/chapter22/, and the assessments for licensure may be viewed at http://doe.virginia.gov/teaching/licensure/prof_teacher_assessment.pdf. After a comprehensive review, the *Licensure Regulations for School Personnel* are in the final stages of approval.

Virginia has the following types of licenses. With the exception of the Division Superintendent License and School Manager License, the licenses are issued with specific endorsement areas that must match the licensees' areas of assignment.

License Type	Validity Period		
	Five Years (renewable)	Three Years	Two Years
Provisional License		X	
International Educator License		X	
Career and Technical Education License		X	
Teacher for America License			X
Collegiate Professional License	X		
Postgraduate Professional License	X		
Pupil Personnel Services License	X		
Technical Professional License	X		
Division Superintendent License	X		
School Manager License	X		

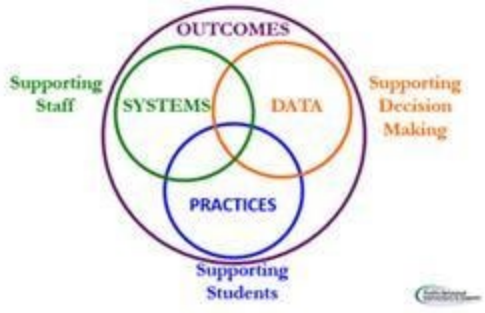
The licensure regulations provide various routes to licensure, including the completion of approved programs and alternate routes to licensure. Included in the alternate routes to licensure are the Career Switcher Program, provisional route to licensure, and experiential learning. Specific information on routes to licensure may be viewed on the following website:
http://law.lis.virginia.gov/admincode/title8/agency20/chapter22/section90/.
An individual who holds a teaching license may add an additional endorsement to the license by passing a rigorous academic subject test prescribed by the Virginia Board of Education. This testing option does not apply to individuals who are seeking an early/primary preK-3 or elementary education preK-6 endorsement or who hold a technical professional license, vocational evaluator license, pupil personnel services license, school manager license, or division superintendent license.

Individuals are required to continue professional development to maintain their licenses. Five-year, renewable licenses must be renewed by earning 180 professional development points and completing training in technology standards; child abuse recognition and intervention; emergency first aid, cardiopulmonary resuscitation, and the use of an automated external defibrillator; and awareness of dyslexia. Individuals endorsed to teach civics also must complete training in Virginia history or state and local government, and school counselors must complete training in the recognition of mental health disorder and behavioral distress.

4. Improving Skills of Educators *(ESEA section 2101(d)(2)(J))*: Describe how the SEA will improve the skills of teachers, principals, or other school leaders in order to enable them to identify students with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels, and provide instruction based on the needs of such students.
Pending available funding, Virginia will provide numerous programs and professional development opportunities designed to improve skills of educators to meet the needs of students with specific learning needs as indicated below.

Support for Educators Working with Students with Disabilities:

- ***The Virginia Tiered Systems of Supports (VTSS)*** is a data-driven decision-making framework for establishing the academic, behavioral and social-emotional supports needed for a school to be an effective learning environment for all students. The VTSS systemic approach allows LEAs, schools and communities to provide multiple levels of supports to students in a more effective and efficient, clearly defined process. Implementing the VTSS requires the use of evidence-based, system-wide practices with fidelity to provide a quick response to academic, behavioral, social and emotional needs. The practices are progress-monitored frequently to enable educators to make sound, data-based instructional decisions for students.



VTSS functions under the anchor process of integrating data, practices and systems to affect outcomes. The essential elements of an effective VTSS framework are:

- Data-informed decision-making;
- Evidence-based practices;
- Family, school and community partnerships;
- Monitoring student progress (including universal screening); and
- Evaluation (outcomes and fidelity).

The program has been funded through a grant from the U.S. Department of Education's Office of Special Education Programs; continuation is contingent upon continued funding.

- ***Co-Teaching Demonstration Sites*** showcase general and special education teachers sharing responsibility for the achievement of all students in the general education classroom through co-teaching, collaboration, and implementation of inclusive and research-based practices. Teachers observe first-hand as general and special educators share responsibility for co-planning, co-instructing, and co-assessing using inclusive and research-based practices. Teachers have an opportunity to shadow their general or special education counterpart and observe the dynamics of an effective collaborative relationship. After the visit, teachers may maintain contact with the demonstration site co-teaching team through communication tools such as email and Skype. Teachers who are unable to visit a demonstration site may access training via webinars which include general information about co-instructing, co-planning, and co-assessing, with videos of demonstration site co-teachers engaging in these activities. The SOL Enhanced Scope and Sequence Lesson Plans adapted for co-teaching are shared, along with other resources.

- ***Aspiring Special Education Leaders*** - The Aspiring Special Education Leaders Academies are designed for educators who aspire to be in a leadership position and who are not currently special education directors. This is a yearlong program that includes workshops, seminars, observations, assignments, and field experiences. Participants have opportunities to gain knowledge, skills, and experiences that will help them excel in positions of special education leadership.

- ***Special Education Training and Technical Assistance Centers (T-TAC)*** are regional service centers, associated with university partners, that provide a host of onsite and web-based technical assistance, training, and professional development activities solely focused on meeting the needs of students with disabilities. Further information is available at http://ttaconline.org/regional-ttacs.

Additional professional development, technical assistance, and other supports for educators working with special needs students are outlined at http://www.doe.virginia.gov/special_ed/tech_asst_prof_dev/index.shtml.

Support for Teachers of ELs:

- ***WIDA English Language Proficiency PreK-12 Standards and Instructional Resources*** –The WIDA standards incorporate performance indicators for ELs from PreK through grade 12 in five content areas (social and instructional language, English/language arts, mathematics, science, and social studies), and address the four language domains (listening, speaking, reading, and writing) for each content area. Professional development institutes and online resources have been developed to assist teachers of ELs with implementation of these standards.

- ***University Partnerships:*** **ELs with and without Disabilities:**
  Old Dominion University will provide approximately 100 educators in high-need LEAs with training to improve assessment, identification, and instruction of ELs with or without disabilities. Additionally, participants will earn a 12-hour graduate credit Special Education/ESL certificate. As a part of this effort, Old Dominion University plans to redesign its undergraduate pre-service special education program to include specific content on the assessment, identification, and instruction of ELs with disabilities. It is expected that 528 pre-service undergraduate special education teacher candidates will earn this certificate.

- **Early Childhood English Learners:**
  George Washington University will establish a professional learning sequence for preK-12 educators based on strong theory and evidence as outlined in the What Works Clearinghouse through its *"GW-VA SEA Whole School NPD*" program. It is expected that participants will be able to improve instruction for English Learners through a 12-credit online graduate certificate in Teachers of Speakers of Other Languages and face-to-face institutes of teachers, administrators, and specialists that complement and extend learning. The project will be targeted primarily to high-need LEAs in Virginia and is expected to impact approximately 740 teachers, administrators, and other school leaders over a five-year period.

Gifted and Talented:

Virginia has established over 40 **Governor's School** sites which are designed to provide some of the state's most able students academically and artistically with challenging programs beyond those offered in their home schools. With the support of the Virginia Board of Education and the General Assembly, the Governor's Schools presently include summer residential, summer regional, and academic-year programs serving more than 7500 gifted students from all parts of the state.

The state has established the **Virginia Advisory Committee for Advanced Learning (VACAL)** that provides guidance to the Board of Education and Superintendent of Public Instruction about the educational needs of gifted students. Additionally, the VACAL helps to promote professional development opportunities for teachers of the gifted, including twice exceptional students, ELs and economically disadvantaged students.

Virginia predominately uses non-federal funds to support specific training for teachers of gifted and talented learners both in traditional schools as well as Governor's school programs; however, the Content Academies and Institutes previously described provide strategies for teachers working with diverse student populations, including advanced learners and gifted and talented students. In addition, the activities summarized below have traditionally been supported in part with Title II, Part A funds, and may continue to be supported, pending available funding.

- ***Advanced Placement (AP) Academy*:** This week-long professional development training, in concert with the College Board, is designed for new AP teachers, defined as those with 0–3 years of experience teaching AP courses in a particular subject. The training provides new AP teachers with an overview of the curriculum structure, teaching strategies, and the relationship of the course to the AP Examination. As evidence of impact, in February 2017, the College Board recognized Virginia as having the nation's sixth-highest percentage of public high school seniors qualifying for college credit on AP examinations.

- ***Biotechnology Educator Conference:*** This conference is designed to provide technical and content updates for middle and high school life science and biology teachers in the pure and applied life sciences. Priority is given to teachers from high schools not meeting academic benchmarks in science.

Low Literacy: Activities supported with Title II, Part A, funds to increase student literacy may include:

- **Content Teaching Academies and Institutes**, outlined previously in the plan, are carefully designed to ensure focus on meeting diverse student needs. The academies include strategies to assist teachers in assessing, addressing and improving students' content literacy abilities.
- **Expediting Reading Comprehension for English Language Learners –** The department has partnered with Dr. Margarita Calderon to offer this critical training to teachers to improve the reading comprehension of ELs.
- **Teaching English Learners and Students with Learning Difficulties in the Inclusive Classroom –** This training, in concert with West-Ed is designed to assist teachers of dually-identified ELs.

5. Data and Consultation *(ESEA section 2101(d)(2)(K))*: Describe how the State will use data and ongoing consultation as described in ESEA section 2101(d)(3) to continually update and improve the activities supported under Title II, Part A.
The Department will utilize a variety of data sources and processes to continually update and improve the activities supported under Title II, Part A.

   - ***Online Management of Education Grant Awards (OMEGA)*** is the Virginia Department of Education's automated grant application and reimbursement system. OMEGA eliminates paper submissions associated with grant applications and reimbursement requests, and enables grant recipients to:
     - Review award balances for all open awards;
     - Prepare and submit grant applications electronically; and
     - Use a consistent system for preparing, approving, and submitting grant reimbursement and object code transfer requests.

Program specialists will continue to review applications, reimbursements, and budget transfers, and access a variety of spend-down reports which provide valuable data on the appropriate use of funds, using the OMEGA system. As part of the review process, program specialists engage in ongoing communication with school divisions regarding program planning and implementation of planned Title II, Part A, activities.

- ***Annual Grant Applications for ESEA Funding*** –Each LEA is required to submit an annual application for funding. In the application, LEAs describe their professional development plans, include an analysis of teacher quality and equity data, and outline the priorities and funding levels for uses of funding allocations. Title II, Part A, specialists will review these applications and engage in dialogue with LEAs about the unique issues that may be identified during the process.

- ***Instructional Personnel and Licensure Report (IPAL) and Master Schedule Record Collection (MSRC)*** – Each LEA will continue to submit data on an annual basis that outlines the qualifications of each teacher. The Office of Teacher Education and Licensure will continue to provide assistance to ensure accurate reporting of teacher quality data. LEAs will utilize these reports when completing annual grant applications for funding to outline overall progress in ensuring that all teachers are appropriately licensed and endorsed, and in identifying areas of additional focus for recruitment, retention, and professional development efforts. These reports will continue to be analyzed and discussed during the federal program monitoring process.

- ***Title II, Part A, Federal Program Monitoring*** –The state will continue to conduct annual federal program monitoring for the Title II, Part A, program on a five year cycle. As part of this process, a risk assessment is conducted to identify LEAs in need of additional supports and monitoring. A key part of this risk assessment involves the analysis of a variety of data points, including:
    - Prior findings from monitoring visits;
    - Teacher quality data;
    - Application development and how priorities for funding are derived;
    - Timeliness of application submissions, revisions, and amendments;
    - Timeliness of drawdown of funds and accuracy of reimbursement; and
    - Equitable services to private schools.

  The purposes of federal program monitoring include: 1) compliance with federal statute; 2) provision of technical assistance; and 3) identification of exemplary practices. The results of monitoring visits will be analyzed to determine areas in which statewide technical assistance is needed. LEAs with exemplary practices are invited to share their practices through such efforts as statewide webinars, conferences, and the annual Federal Coordinators' Academy.

- ***Monitoring Percentage of Teachers Receiving High Quality Professional Development***
    - LEAs indicate the percentages of teachers each year who have participated in high quality professional development when they submit their annual instructional personnel data. This information is included in

the IPAL report that is sent to LEA superintendents and available online to designated LEA personnel.
    - Professional development plans for each LEA are reviewed through the Title II, Part A, application and federal program monitoring processes. Additionally, reimbursements for professional development activities are reviewed and approved by the program specialists for Title II, Part A.

- ***Teacher Licensure Query*:** This online application enables educators, parents and other stakeholders to review up-to-date information on the qualifications of teachers and administrators through a web-based data system.

- ***Critical Shortage Areas Surveys*:** Virginia will continue to conduct an annual "Top Ten Critical Shortage Endorsement Areas" survey to determine the areas with the greatest shortage of qualified candidates statewide. The results will help to drive agency efforts to address the challenge areas and formulate programs funded through Title II, Part A, and other available funding streams. These data will continue to be reported annually to the Virginia General Assembly to help inform policy decisions and to support funding for targeted initiatives to address these areas.

- ***State Longitudinal Data System*:** As described previously**,** Virginia has a robust state longitudinal database that provides student achievement, school climate, and teacher quality data. A variety of reports are frequently accessed and analyzed to inform the development of professional development activities and other teacher quality initiatives.

- ***Educator Effectiveness Working Group*:** The Virginia Department of Education will reconvene a cross-agency working group, comprised of representatives who work with a wide range of external stakeholders, to collaborate, share information, and examine activities funded through Title II, Part A, and other funding sources to ensure equitable access to effective educators as well as other teacher quality measures. The working group will focus on teacher quality, teacher diversity, assessments, clinical experiences, use of data for continuous improvement, and preparation for working in high poverty schools. Below is a listing of some of the external stakeholder groups with whom team members will consult to continually regularly to update and improve the activities supported under Title II, Par A. The external stakeholder groups are comprised stakeholders consistent with ESEA section 2101(d)(3), including teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners and others with expertise in teacher quality programs and activities.
    - Virginia Association of Elementary School Principals (VAESP)
    - Virginia Association of Secondary School Principals (VASSP)
    - Advisory Board on Teacher Education and Licensure (ABTEL)
    - Virginia Education Association (VEA)
    - Federal program Coordinators (via annual conferences conducted twice yearly; monthly webinars;
    - Virginia's Private School/Equitable Services Workgroup (meets at least 3 times annually)
    - Virginia Committee of Practitioners

- Virginia Association of Science Teachers
- School-University Research Network (SURN)
- Virginia Council of Teachers of Mathematics
- Virginia Association of Teachers of English
- State Council of Higher Education in Virginia (SCHEV)
- Virginia ESL Supervisors' Association
- Association of Teacher Educators in Virginia

- ***Title IIA "University"***
  The Title II, Part A program specialists will host a series of webinars related to the Title II, Part A, program and effective use of funds. The intent of the webinar will be to highlight effective practices across the state and to engage in ongoing dialogue with stakeholders to determine additional areas of focus. Planned topics include: 1) Evidence-Based Practices for Professional Development; 2) Instructional Coaching Models; 3) Recruitment and "Grow Your Own" Programs; 4) Effective Practices for Teachers of English Learners; 5) Leadership Development and 6) Equity.

6. Teacher Preparation *(ESEA section 2101(d)(2)(M))*: Describe the actions the State may take to improve preparation programs and strengthen support for teachers, principals, or other school leaders based on the needs of the State, as identified by the SEA.
   Section 23.1-902 of the *Code of Virginia* (state law) requires that education preparation programs offered by public institutions of higher education and private institutions of higher education shall meet the requirements for accreditation and program approval as prescribed by the Virginia Board of Education in its regulations. As provided in § 22.1-298.2, the Virginia Board of Education shall prescribe an assessment of basic skills for individuals seeking entry into an approved education preparation program and shall establish a minimum passing score for such assessment.

   The Virginia Board of Education has approved comprehensive revisions in the *Regulations Governing the Review and Approval of Education Programs in Virginia*. These regulations are in the final stage of the state regulatory approval process. Once the regulations become effective, the Virginia Department of Education will work with preparation programs to implement the new regulations. Among the revisions in the regulations are the following:
   - All college and university programs must obtain national accreditation through the Council for the Accreditation of Educator Preparation (CAEP). Through the state partnership agreement, CAEP will accredit the institutions, and program approval will continue through the Virginia Board of Education. The Virginia Department of Education will continue to support the programs in making the transition to compliance with the proposed regulations. Career Switcher programs will continue to be required to be reviewed and certified by the Virginia Department of Education;
   - Competencies within programs must be aligned with the competencies set forth in the regulations. The competencies were reviewed to ensure alignment with Virginia's SOL. Additionally, programs are required to include within professional studies programs competencies in "Assessment of and for Learning."

- Programs are required to submit biennial reports, including candidate progress and performance, to the Virginia Board of Education. Employer job satisfaction documentation is to address teachers' performance including student academic progress." The Virginia Board of Education approves programs on biennially.
- An Annual Report Card will be required and posted.
- In the area of STEM, a new endorsement in Engineering is proposed.
- New endorsements were established to create add-on endorsements in Special education – General Curriculum K-6 (add-on to an elementary endorsement); Special Education – General Curriculum 6-8 (add-on to middle education content endorsements); and Special Education – General Curriculum Secondary Grades 6-12 (add-on endorsement to English, History and Social Sciences, Mathematics, Biology, Chemistry, Physics, or Earth Science).
- A Mathematics Specialist for Elementary Education is proposed. Virginia currently offers an endorsement as a Mathematics Specialist for Elementary and Middle Education.

The Virginia Department of Education will work with colleges and universities as they align programs with the competencies and requirements set forth in the proposed regulations. Staff will provide technical assistance as institutions develop revised programs.

The Virginia Department of Education will convene a working group to collaborate and share information, such as teacher quality, assessments, clinical experiences, use of data for continuous improvement, and preparation for working in high poverty schools. Additionally, a focus will be on addressing critical shortage areas.

The Virginia Department of Education will continue implementing major initiatives to support program candidates and teachers. Programs include: clinical faculty programs, special education traineeships, support of programs in special education, Virginia Career Switcher Program, Virginia Teachers for Tomorrow Program, Virginia Teaching Scholarship Loan Program, Mentoring Program, and National Board Certification Incentive Awards.

The Virginia Department of Education will continue as a partner in the Wallace Foundation grant to explore how university programs can improve training for principals. Virginia State University was selected as one of seven universities and their state and district partners to participate in this $47-million University Principal Preparation Initiative to develop models over the next four years to improve university principal preparation programs and to examine state policy to see if it could be strengthened to encourage higher-quality training statewide. In the fifth year, an independent study will be conducted. The Virginia Department of Education will convene representatives from colleges and universities preparing school leaders to learn from the work of the grant recipients and collaborate with Virginia State University.

D. Title III, Part A, Subpart 1: English Language Acquisition and Language Enhancement

1. Entrance and Exit Procedures *(ESEA section 3113(b)(2)):* Describe how the SEA will establish and implement, with timely and meaningful consultation with LEAs representing the geographic diversity of the State, standardized, statewide entrance and exit procedures, including an assurance that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State.
To develop statewide entrance and exit procedures for ELs, the Virginia Department of Education conducted meaningful consultation with LEA leaders, teachers, and community stakeholders through roundtable sessions and other face-to-face meetings. Further consultation was sought through Virginia Department of Education presentations at conferences and during webinars, as well as requests for input to the state ESSA mailbox. The geographic diversity of the state was represented during face-to-face meetings and via webinars.

   Entrance Procedures:
   - All students entering school in Virginia are required to answer at a minimum the three identifying questions recommended in joint guidance released by the U.S. Department of Education and U.S. Department of Justice in 2015.
     - What is the primary language used in the home, regardless of the language spoken by the student?
     - What is the language most often spoken by the student?
     - What is the language that the student first acquired?
   - The identifying questions should be included on registration documents or on a separate home language survey provided to all students enrolling in an LEA.
   - LEAs should develop a protocol to ensure that registration documents or home language survey are reviewed and action taken to notify in a timely fashion the designated personnel in the school or LEA responsible for the identification process for incoming ELs. All students enrolling in the LEA should be identified in the same manner to ensure that students are not over or under identified as ELs.

   Virginia conducts annual training on standardized entrance procedures for ELs and requires assurances from all LEAs that ELs are identified within 30 days.

   Identification Screening Process:
   i. Designated personnel should review documents submitted to the school for education information, language, and current WIDA ACCESS scores to determine the next step.
   ii. If a valid ACCESS for ELLs score (within one year of ACCESS testing) is provided, then the parents should be notified of the EL status and the services to be provided.
   iii. If no valid WIDA ACCESS score is provided, designated personnel should administer a WIDA screening tool to determine a proficiency level.

   Administration of a WIDA Screening Tool:
   - The LEA must use a WIDA screening tool to determine EL status.
   - The LEA may select from the available WIDA Screener options. Currently, those options are:

    - WIDA Screener;
    - WIDA Alternate Screener;
    - Screener for Kindergarten;
- Staff administering the screening tool must have completed an annual WIDA online training.
- Within 30 days of identification the LEA must provide written notification to the parents of the identified EL with information about the student's EL status and the services to be provided.

Exit Criteria:

In 2007, the Virginia Board of Education adopted the ACCESS for ELLs as the statewide ELP) assessment for Virginia, now called WIDA ACCESS. The WIDA ACCESS was developed by the WIDA consortium through a United States Department of Education Enhanced Assessment grant. In 2008, the Virginia Board of Education adopted the WIDA ELP standards as the ELP standards for the Commonwealth. Virginia continues to partner with WIDA to support implementation of the WIDA 2020 Standards.

During the 2015-2016 assessment year, WIDA released new ELP online assessments – ACCESS for ELLs 2.0 – which were administered in Virginia in early 2016. Standards-setting studies were conducted by WIDA on the new assessments during the summer of 2016. Overall, the recommendations made by the WIDA standards-setting committee and adopted by WIDA resulted in higher scale score to proficiency level cut scores across all domains. In some areas, the English language proficiency expectations increased significantly.

To determine the EL exit criterion under the new scale, ACCESS for ELLs 2.0 data were used to identify the composite score that was most consistent with passing or failing the state reading assessment (consistency rate). This methodology indicated a composite score of 4.4, which was selected as Virginia's ACCESS for ELLs 2.0 exit criterion.

Alternate ACCESS

A committee of educators who specialize in the instruction and assessment of dually identified English Learners convened to conduct Standard Setting to determine exit criteria and progress levels for the WIDA Alternate ACCESS assessment that became operational in 2023-2024. The WIDA Alternate ACCESS (Alternate ACCESS) is a large-print, pencil-and-paper test individually administered to students in grades K-12 who are identified as English learners with the most significant cognitive disabilities. Alternate ACCESS is intended for English learners who participate in Virginia's Alternate Assessment Program (VAAP).

Scale scores on Alternate ACCESS range from 900-980. Scale Scores take item difficulty into account so they can be used to examine groups of students, or student performances, over time.

Proficiency Level Scores provide an interpretation of scale scores. Alternate ACCESS proficiency level scores are whole numbers. Proficiency levels on Alternate ACCESS range from 1-5, and are unique from other ACCESS assessments. A

student who scores a Proficiency Level 1 on Alternate ACCESS is not necessarily at the entering level on the WIDA ACCESS Online and Paper assessments.

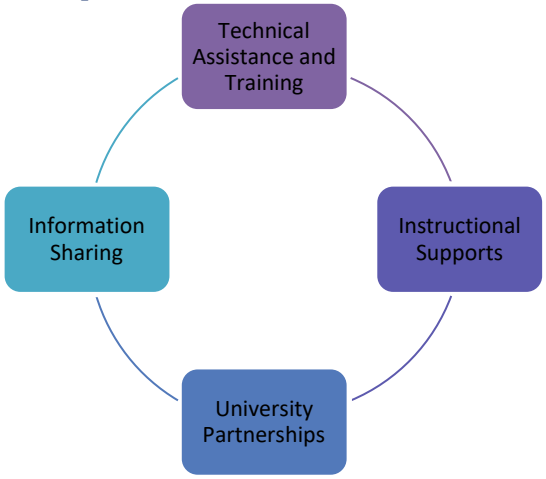
The following table provides the Alternate ACCESS cut scores based on Standard Setting conducted by the WIDA consortium in July 2024.

Alternate ACCESS Overall Composite Cut Scores					
Grade	P1	P2	P3	P4	P5
K-2	900-940	941	949	957	964
3-5	900-942	943	951	958	965
6-8	900-944	945	952	960	968
9-12	900-945	946	953	961	970

Based on Virginia's Standard Setting process of reviewing performance level descriptors for the Alternate ACCESS test and available data of student performance on newly designed Alternate ACCESS and Virginia's Alternate Assessment Program (VAAP), an English Learner student with a composite score of P4 on the Alternate Access test will be eligible to exit.

2. SEA Support for English Learner Progress *(ESEA section 3113(b)(6))*: Describe how the SEA will assist eligible entities in meeting:
   i. The State-designed long-term goals established under ESEA section 1111(c)(4)(A)(ii), including measurements of interim progress towards meeting such goals, based on the State's English language proficiency assessments under ESEA section 1111(b)(2)(G); and
   ii. The challenging State academic standards.
   iii. The challenging State academic standards.

   The Virginia Department of Education will continue to assist Title III grant recipients in meeting the state's long-term goals, interim measurements of progress, and challenging state standards in several ways. A continuum of support will be provided to LEAs as listed below



Technical Assistance and Training:

- **Federal Program Coordinators' Academy** – this annual training academy provides Title III coordinators with critical information on program compliance. Session topics frequently include, but are not limited to: orientation for new coordinators; updates for experienced coordinators; WIDA ACCESS ; incorporating the WIDA 2020 Standards in alignment with the instructional standards; federal program monitoring; and promising practices for effective instruction. National speakers are often featured and provide information on topics such as family engagement, student engagement, school culture, and legal obligations to serve ELs.
- **Title III Statewide Consortium Symposium** – Virginia offers statewide consortium membership for LEAs that are awarded less than $10,000 in Title III funds. Statewide consortium members are encouraged to attend an annual professional development symposium. Coordinator training is provided at the symposium, as well as an array of professional development offerings for administrators and teachers of ELs. Past presentations include: using data for differentiation, improving graduation rates for ELs, engaging parents of ELs, strategies for dually identified students, and creating ESL programs beyond the school day.
- **WIDA ACCESS** – Assessment administration updates are provided regularly to local Title III coordinators and assessment directors. WIDA test administration training is offered annually, as well as training on how to use score reports for instruction

Instructional Supports:

- Federal Program Coordinators' Academy and Title III Statewide Consortium Symposium – presentations on instructional supports are integrated into both of these annual professional development offerings.
- Instructional supports at conferences in regional locations – a wide array of professional development offerings for teachers of ELs are provided across the state. A sampling of topics offered is below.
    - Sheltered Instruction Observation Protocol (SIOP)
    - Collaboration and Co-teaching for Els.
    - Boosting Achievement for Students with Limited or Interrupted Formal Education (SLIFE)
    - The Persistence of SLIFE to Graduate
    - Seven Steps to a Language Rich Classroom
    - WIDA 2020 Standards: Customizing Instruction for ELs Training
    - WIDA 2020 Standards-Based Lesson Planning for ELs Training

University Partnerships - Virginia will continue to partner with several universities to offer coursework to teachers of ELs. Some program sequences lead to an ESL endorsement.

- University of
- Richmond for Praxis Prep

-
- Educate VA for Praxis Prep and New EL teacher Academy

Information Sharing - The Virginia Department of Education Title III Website provides comprehensive "one stop" access to key information and resources for Title III program implementation, compliance, monitoring, and assessment. Useful tools are available for internal and external stakeholders at the state, LEA and local level. Information is updated regularly and is available to the public. Resource topics include:

- The Title III Toolkit;
- Assessing ELs;
- Equitable Services for Private School Students;
- Teacher Resources; and
- Parental Outreach
- The Department English Learner Education Website provides important information and links to resources that support all educators in providing instruction and services to English learners across the content areas. Useful tools are available for internal and external stakeholders at the state, LEA, and local level. Information is updated regularly and available to the public. Resource topics include:
  - Standards and Assessments
  - Language Instruction Educational Program (LIEP) Models in Virginia
  - Students with Limited and/or Interrupted Formal Education (SLIFE) Resources
  - Web-based applications to support the alignment of the WIDA English Language Development Standards with the Virginia *Standards of Learning* for English, History and Social Science, Mathematics, and Science

3. Related Programs, Services, and Resources Support Monitoring and Technical Assistance *(ESEA section 3113(b)(8))*: Describe:
   i. How the SEA will monitor the progress of each eligible entity receiving a Title III, Part A subgrant in helping English learners achieve English proficiency; and
   ii. The steps the SEA will take to further assist eligible entities if the strategies funded under Title III, Part A are not effective, such as providing technical assistance and modifying such strategies.

Virginia has 131 LEAs organized into eight superintendent's regions. Each region will continue to be supported by a Title III Specialist assigned by the Virginia Department of Education to provide technical assistance and supports for Title III and ESL program implementation. Program specialists will review and approve all annual applications. This process is a critical part of LEA monitoring, as it provides the opportunity to review the programs and activities that each LEA implements for ELs. Program specialists will also review budget and reimbursement requests.

In Virginia's federal program monitoring process, LEAs are monitored on a five-year cycle that is determined through a risk analysis. The federal program monitoring protocol document used for Title III grant recipients is

reviewed and updated annually. The protocol includes the following indicators: the EL identification process; EL participation in Virginia's assessment program; program models for ELs including staffing, resources, and professional development; the number of ELs who have met proficiency, refused services, and been identified for specialized programs; the monitoring of exited students; parent and family engagement; and budget expenditures.

The federal program monitoring process identifies areas for continued focus for all subgrantees, as well as individual subgrantees requiring additional technical assistance to strengthen their language instruction educational programs in order to improve academic outcomes and increase the numbers of ELs meeting proficiency. In addition to the technical assistance and professional development offerings described above, individualized technical assistance support will be provided through site visits, webinars, conference calls, and emails. Instructional supports training opportunities may be offered on-site to targeted LEAs as needed. LEAs with limited numbers of teachers with ESL endorsements will continue to receive priority when coursework that leads to an ESL endorsement is offered.

E. Title IV, Part A: Student Support and Academic Enrichment Grants

1. Use of Funds *(ESEA section 4103(c)(2)(A)):* Describe how the SEA will use funds received under Title IV, Part A, Subpart 1 for State-level activities.

Virginia will use Title IV, Part A, Subpart 1, state set-aside funds to assist local education agencies as they build their capacity to:

v. Provide all students with access to a well-rounded education;
vi. Improve school conditions for student learning; and
vii. Improve the use of technology in order to improve the academic achievement and digital literacy of all students.

Title IV, Part A, state-level activities funds will be used to support the following initiatives:

- Professional learning and curriculum development to improve instruction and student engagement. Experiences include but are not limited to: integration of science, technology, engineering, arts, and mathematics (STEAM), writing across the curriculum, social and emotional development, and digital literacy.
- Project-based learning and authentic performance assessment development.
- District-wide capacity building to develop professional learning to address targeted needs. Experiences include but are not limited to: evidence-based programs, instruction and achievement, and effective use of technology (including digital literacy).
- Support for the Virginia Tiered Systems of Support, including physical and mental wellness promotion, substance abuse prevention, bullying and violence prevention efforts, and physical and mental health and violence intervention supports.

- Amendment 4: Support for LEAs in identifying and addressing technology readiness needs, technology infrastructure and access, internet connectivity, data security, data privacy, and E-rate participation.

2. Awarding Subgrants *(ESEA section 4103(c)(2)(B))*: Describe how the SEA will ensure that awards made to LEAs under Title IV, Part A, Subpart 1 are in amounts that are consistent with ESEA section 4105(a)(2).
   Virginia will follow the *Subgranting FY 2017 Title IV-A Funds to LEAs: Questions and Answers* guidance provided on June 30, 2017 by the U.S. Department of Education to ensure that awards made to LEAs are consistent with ESEA requirements. All LEA awards will be made on a formula basis.

F. Title IV, Part B: 21st Century Community Learning Centers

1. Use of Funds *(ESEA section 4203(a)(2))*: Describe how the SEA will use funds received under the 21st Century Community Learning Centers program, including funds reserved for State-level activities.

   Virginia's 21st CCLC funds will be distributed as follows:

   - 93 percent of the award is distributed to subgrantees on a competitive basis;
     - Monthly or quarterly drawdowns will be encouraged;
     - Beginning in the spring each year, monthly notices from the SEA will be sent with remaining balances and due date for closing awards; and
     - Grantees will be required to expend 85 percent of their year's allocation by May 31 each year;
   - Two percent will be reserved for state administrative costs (staff salaries, travel, and indirect costs, etc.), including establishing and implementing a peer review process for grant applications and supervising the awarding of funds to eligible entities; and
   - Five percent will be reserved for monitoring and evaluation of programs, technical assistance, and professional development including the following:
     - Onsite fall pre- and spring monitoring to all grantees (LEAS and non-LEAs) in year one of the three-year grant, with follow-up monitoring as needed in years two and three;
     - Collecting and reporting data as part of the evaluation process to measure program core components of: (a) educational outcomes; (b) the range of high-quality educational, developmental, and recreational services; and (c) the state's progress toward meeting established performance indicators; and
     - Assigning state specialists to programs; conducting an annual grant and site coordinators' meeting at the beginning of each school year; assigning mentors to first-year grant coordinators; hosting an annual spring academy to share best practices as well as state and national updates; and maintaining a resource sharing website as well as an up-to-date webpage on the Department's web site.
       - An administrative handbook will be published and updated annually.
       - Webinars will be developed as needed.
       - The Department will continue to partner with the Virginia Partnership for Out-of-School Time (VPOST), funded by the Mott Foundation, which holds an annual professional development conference and has several members serving as stakeholders on the Department's 21st CCLC consultation committee.

   Virginia's comprehensive plan for use of funds will enable grantees to have a strong support system and varied opportunities for technical assistance and professional development which will benefit Virginia's 21st CCLC students.

2. Awarding Subgrants *(ESEA section 4203(a)(4)):* Describe the procedures and criteria the SEA will use for reviewing applications and awarding 21st Century Community Learning Centers funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a proposed community learning center will help participating

students meet the challenging State academic standards and any local academic standards.

The annual competitive process will involve a team of peer reviewers with expertise in academic, enrichment, youth development, and related child services, and with no conflict of interest in the applications submitted, who will review and rate applications using a comprehensive, analytical peer review rubric.

- To further ensure a rigorous process, control readers, with no affiliation to the applicants, will review peer ratings and comments to ensure consistency.
- State 21st CCLC staff and upper level management, familiar with the programs, will ensure the peer review process is rigorous; that criteria are met, that a risk analysis reveals no issues; budgets are reasonable; activities are allowable; and that 21st CCLC grants are awarded to eligible entities that support student academic achievement through enriched, content-based learning; assist students to meet or exceed state and local standards in core academic subjects; and offer families of students served opportunities for literacy and related educational development.

Virginia's request for proposal (RFP) will continue to require that eligible entities submit applications to serve students who primarily attend schools implementing comprehensive support and improvement activities or targeted support and improvement activities. Virginia will give priority points to applicants that:

- Serve schools that do not meet state accountability benchmarks;
- Jointly submit applications between at least one local LEA and at least one public or private community organization;
- Serve students in middle or high schools; and
- Serve students in schools with 75 percent or more of students who qualify for free or reduced-price meals through the National School Lunch program.

To provide an equitable geographic distribution of awards, consideration will be given to the top scoring applications from each of Virginia's eight geographical regions that include urban and rural localities.

The RFP will require that the applicants address the following:

- A safe and easily accessible facility;
- Transportation needs of students;
- Dissemination of information to the community and parents;
- Sustainability plans;
- Consultation with private schools;
- Partnerships;
- Snacks or meals using resources other than 21st CCLC funds;
- Access for students with disabilities, English learners, and immigrant youth;
- Operation hours and number of weeks, with 300 hours being a minimum;
- Needs assessment to evaluate the needs and available resources for the program and how program will address those needs;

- Evidence of experience or promise of success in providing activities;
- Assurance that the community has been notified of its intent to apply; and
- Involvement of participants' families.

Grant awards will be for a three year cycle with a minimum of $50,000 and a maximum annual award of $200,000. Grantees will be required to submit an annual application for second- and third-year continuation awards contingent upon the SEA's determination that the grantee has made substantial progress toward meeting the objectives set forth in the approved application, the availability of federal funds, and operation of the grant program as submitted in the application.

Communication to announce the RFP statewide will include, but not be limited to: a state Superintendent's Memo, which will be posted on the Virginia Department of Education website; a listing on the website of prescreened external organizations that have proven success; a press release sent statewide; VPOST newsletter; posting on GrantWatch.com (daily listing service providing information about current grants and funding opportunities); and notices sent to the major private school organizations in the state, including faith-based.

To provide technical assistance training for the RFP, the Virginia Department of Education will conduct three regional workshops for potential applicants. In the development of its RFP, Virginia will involve its consultation committee which will include members from other state agencies, including the Governor's office, businesses, higher education, and other educators.

Virginia's RFP process will enable those students most in need of 21st CCLC services to have the opportunities to meet state and local standards in core academic subjects through remediation, academic growth, and enrichment activities. In addition, the process will ensure that educational services to the families of participating children are a strong component of the programs.

G. Title V, Part B, Subpart 2: Rural and Low-Income School Program

1. Outcomes and Objectives *(ESEA section 5223(b)(1))*: Provide information on program objectives and outcomes for activities under Title V, Part B, Subpart 2, including how the SEA will use funds to help all students meet the challenging State academic standards.
   Title V, Part B, funds are intended to address the unique needs of rural school districts. Funds may be used to support a broad array of local activities to increase student achievement through one or more of the following categories:
   - Activities authorized under Title I, Part A, Improving Basic Programs Operated by Local Educational Agencies;
   - Activities authorized under Title II, Part A, Supporting Effective Instruction;
   - Activities authorized under Title III, Part A, Language Instruction for English Learners and Immigrant Students;
   - Activities authorized under Title IV, Part A, Student Support and Academic Enrichment Grants; and
   - Parental involvement activities.

   Each LEA receiving Title V, Part B, Subpart 2, funds will be notified of eligibility to participate in the Rural and Low-income School (RLIS) program through a Superintendent's Memo. The notification memo will also provide the award amount and application information. As part of the application process, LEAs will describe needs and establish measurable objectives for the RLIS program, which must be aligned with the state's overall goals. Program activities must contribute to the attainment of the LEA's measurable objectives. All LEA applications will be reviewed and approved by the SEA.

   The overall state objectives for this program are consistent with the state's long-term goals and interim measures of progress as detailed in the accountability framework. Specifically, the state's program objective is to provide support for LEAs receiving RLIS funds to ensure that the LEAs utilize funds in one or more of the allowable categories to enhance the LEAs' instructional program and to increase student achievement. State level funds will be used for activities such as:
   - Providing support for a state-level Title V, Part B, coordinator;
   - Conducting federal program monitoring of subgrantees;
   - Providing professional development offerings at regional locations across the state to increase accessibility for rural LEAs; and
   - Providing annual training for LEA coordinators, which may be delivered in-person, by webinar, by conference call, or by recorded presentation.

2. Technical Assistance *(ESEA section 5223(b)(3))*: Describe how the SEA will provide technical assistance to eligible LEAs to help such agencies implement the activities described in ESEA section 5222.
   Technical assistance will be provided to LEAs to assist them in implementing the RLIS activities described in program applications. The state activities described above – federal program monitoring, professional development offerings, and annual training opportunities – will be offered to all grant recipients. Program-specific training for RLIS coordinators will be provided annually at the Federal Program Coordinators Academy. Additional individualized technical assistance, which many include phone conferences, webinars, and/or LEA site visits.

H. Education for Homeless Children and Youth Program, McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B

1. Student Identification *(722(g)(1)(B) of the McKinney-Vento Act)*: Describe the procedures the SEA will use to identify homeless children and youth in the State and to assess their needs.

   Since 1995, the Virginia Office of the State Coordinator for the Education of Homeless Children and Youth (EHCY) program has been housed at the College of William and Mary School of Education through a grant from the Virginia Department of Education. The program is called Project HOPE-Virginia. The activities listed below either already occur and will be ongoing or will be newly implemented under ESSA.

   Identification

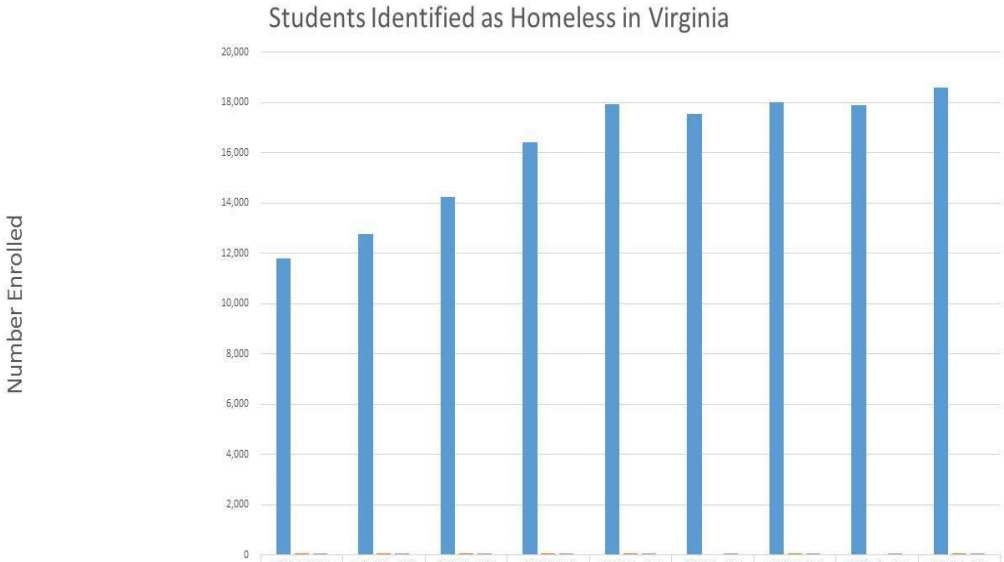
   To ensure proper identification, an accurate understanding of the definition of homelessness in the EHCY program is needed. This information is provided via:

   - Information briefs developed by Project HOPE-VA;
   - Posting on the HOPE website;
   - Extensive presentations across the commonwealth, including, but not limited to:
     - Annual regional liaison trainings;
     - Housing/homeless conferences;
     - Early childhood through higher education conferences;
     - Teacher, administrator, and school social worker conferences;
     - Child welfare conferences;
     - Guest lectures by the state coordinator to university classes (including teachers, school psychologists, social workers, school counselors, and school leadership programs); and
     - Invited lectures for community organizations; and
   - Project HOPE-Virginia has contracted with Edify and is currently reviewing/revising the online liaison training system to meet the needs of Virginia liaisons. It is anticipated that the system will be implemented during the 2017-2018 school year.

   A systematic process and infrastructure to capture, track, and verify students experiencing homelessness is required.

   - Students experiencing homelessness are flagged in LEA data systems and reported to Virginia Department of Education with a unique student identifier through the student information system. The state coordinator will continue consultation with the Office of Educational Information Management staff at the Virginia Department of Education to ensure processes are coordinated to verify the accuracy of child count data.
   - Liaison trainings and McKinney-Vento monitoring of LEAs include discussion of ways localities ensure students are flagged.
   - Residency questionnaires at enrollment and during back-to-school events are encouraged; samples forms are collected and shared.
   - Project HOPE-VA distributes posters and family brochures to all liaisons at the beginning of each school year to increase school and community awareness. These are updated, as needed, and have been revised to align with ESSA. The HOPE posters now have a QR code which, when scanned by a phone, links directly to the HOPE Web site. Additional supplies of posters and brochures are available upon request.

- During training and monitoring, coordination with school personnel and community agencies to improve identification is discussed. This includes systems for verifying data, such as triangulating with school nutrition or having schools confirm their students are identified properly.
- Data provided directly to the state coordinator by subgrantees is compared to Virginia Department of Education data and discrepancies in counts are explored and reconciled prior to the Consolidated State Performance Report submission.
- During training and monitoring, liaisons are asked to look at the "reasonableness" of their child count data based on the local poverty rate. An identification rate that appears significantly lower than might be expected (less than three percent of the Census Bureau Small Area Income and Poverty Estimate (SAIPE) rate for children ages 5-17) has been a trigger to prioritize a monitoring visit.
- Longitudinal statewide identification rates are posted on the HOPE homepage in graphic format, and LEA level data have been posted annually since 2010-11 (for LEAs with at least 10 students reported). Recent statewide counts are approximately 10 percent of children living in poverty based on the SAIPE. This rate has been considered a reasonable level since proposed by the Urban Institute in the 1990's.



	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Enrollment	11,776	12,768	14,223	16,420	17,940	17,538	18,026	17,876	18,577
% difference from previous year	18.97%	8.42%	11.40%	15.45%	9.26%	-2.24%	2.78%	-0.83%	3.92%
% difference since 2006-07	19.0%	29.0%	43.7%	65.9%	81.2%	77.2%	82.1%	80.6%	87.7%

Assessing Needs:

- Common needs are included in trainings and presentations.
- Liaison trainings and monitoring provide opportunities to share sample intake/needs assessment forms.
- During trainings and monitoring, liaisons are encouraged to disaggregate achievement data for students experiencing homelessness and to use these data as part of a needs assessment when determining the appropriate Title I, Part A, reservation for McKinney-Vento students.

- In addition to McKinney-Vento monitoring, Title I, Part A, monitoring includes a discussion of how the reservation is made and how needs are assessed.
- The state coordinator has had an Advisory Board since the late 1990s. The Advisory Board is comprised of state and local representatives, including liaisons, school staff, and shelter and other housing providers who represent different geographical areas of the commonwealth. One role of the Advisory Board is to identify unmet needs and emerging needs that will need a state-level response.
- Achievement data will be disaggregated by homeless status on Virginia's School Quality Profiles (school, division, and state-level report cards). Potential statewide needs and state-initiated supports will be identified.

2. Dispute Resolution *(722(g)(1)(C) of the McKinney-Vento Act)*: Describe procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youth.
Virginia developed its previous dispute resolution process in 2003, using the U.S. Department of Education non-regulatory guidance and National Center for Homeless Education (NCHE) briefs as resources. The process was announced via a Superintendent's Memo. The process was amended in 2005. The process included the following:
    - Worksheet for Determining Feasibility for School Placement with directions;
    - Written Notification of Enrollment Decision; and
    - Enrollment Dispute Resolution Process for Virginia Public Schools.

    The state coordinator worked with the Virginia School Board Association (VSBA) whose sample Homeless Education Policy includes a local dispute process. VSBA policies are adopted by many LEAs across Virginia. Local dispute resolution processes are reviewed during monitoring.

    During fall 2016 and winter 2017, following passage of ESSA and the inclusion of eligibility as a disputable issue, the state coordinator worked with the HOPE Advisory Board to amend the dispute resolution process. The following changes were made:
    - The feasibility form was revised to focus on best interest;
    - A separate dispute resolution process for eligibility issues was created with a streamlined appeal;
    - The timelines for school of origin/school selection appeals were shortened;
    - All prior forms were reworded based on experience and legislative changes; and
    - More extensive directions were developed.

    Eligibility appeals will be decided by the state coordinator or designee, while school selection decisions will be investigated by the state coordinator and forwarded to the state Superintendent of Public Instruction with a recommendation for final resolution. The HOPE Advisory Board assists with appeals that are subjective to provide more perspectives in making a final determination or recommendation.

    The new forms have been piloted by liaisons on the Board. The new process was announced through Superintendent's Memo #215-17 on July 21, 2017. The revised process and forms will be posted to the HOPE Web site, emailed to liaisons, and explained to liaisons via webinar. The new process includes the following:
    - McKinney-Vento Best Interest Determination (BID) for School Placement;

- Written Explanation of McKinney-Vento Determination;
- Dispute Resolution Process for Virginia Public Schools - Eligibility for McKinney-Vento Services; and
- Dispute Resolution Process for Virginia Public Schools - School Selection or Enrollment.

The state coordinator has reached out to the VSBA to offer assistance as it updates its local policies. A breakout session on the new process is planned for the fall 2017 Virginia Association of Federal Education Program Administrators (VAFEPA) state conference. The process will be embedded in future regional liaison trainings, Edify modules, and an updated liaison toolkit.

All disputes that have been appealed to the state level have been resolved within the timeframe outlined in the process. The office of the state coordinator provides technical support to prevent disputes by proactively working with liaisons, lawyers, parents, and other school administrators to ensure different parties have the same information when making decisions and to ensure all processes are followed. All such correspondence is documented in emails or case notes from phone conversations.

3. Support for School Personnel *(722(g)(1)(D) of the McKinney-Vento Act)*: Describe programs for school personnel (including the LEA liaisons for homeless children and youth, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youth, including runaway and homeless children and youth.
    - Annual regional liaison trainings specifically target all liaisons. However, these trainings are open to all staff and community representatives. In addition, subgrantee meetings are held annually.
    - Emails are sent to all liaisons for any trainings that are provided by the state coordinator and others provided by related agencies that may be of interest and assistance. For example, liaisons were provided notification of a Virginia Housing Alliance training on landlord and tenant rights.
    - Homeless Education stand-alone state conferences are provided when fiscally feasible.
    - When a stand-alone conference is not held, the state coordinator partners with other conferences to provide a homeless education strand. For example, the 2017 VAFEPA Conference will include an extensive homeless education strand, with keynote and concurrent sessions on McKinney-Vento.
    - The state coordinator is included in the Virginia Department of Education Federal Program Coordinators' Academy, which provides training to LEA federal program administrators. In addition, the state coordinator frequently presents at conferences for school nurses and school social workers.
    - The state coordinator periodically presents at the Virginia Pupil Transportation conference, including a general session in June 2017. In addition, the state coordinator recently presented at the National Association for Pupil Transportation when hosted in Virginia.
    - Webinars are recorded and posted to the HOPE Web site for later viewing by anyone interested in the topic. Recent webinars include an overview of the transition to ESSA and Virginia's approach to McKinney-Vento changes, how to

prepare for local McKinney-Vento federal program monitoring, and the 2017-20 McKinney-Vento subgrant application process.

- Project HOPE-Virginia has developed a variety of information briefs with specific audiences in mind, including teachers, special education staff, school social workers, enrollment staff, school nurses, administrators, school counselors, and school psychologists. Other briefs have a specific content focus, such as unaccompanied homeless youth in *Identifying Homeless Youth on Their Own* and *When School is Home and Family: Supporting the Attendance and Success of Youth on Their Own*.
- McKinney-Vento posters and family brochures are sent to all liaisons for dissemination during the beginning of each school year. These and other materials are available at conferences when HOPE has a display, and at all trainings and monitoring visits.
- When invited, the state coordinator provides local LEA training for staff targeted by the liaison.
- All 132 LEAs in Virginia have been monitored multiple times since the 2002 reauthorization of McKinney-Vento. This provides an opportunity for 1-1 training and ensures that ALL LEAs have been provided such personalized training.
- Monitoring includes discussions of unaccompanied homeless youth identification, needs, and resources; the monitoring protocol includes a question for liaisons to identify their training needs.
- The office of the state coordinator tracks Project HOPE-VA training of all liaisons, regardless of subgrant status. This system is being updated for ease of access and analysis.
- As noted previously, Project HOPE-Virginia has contracted with Edify and is currently reviewing/revising the on-line liaison training system to meet the needs of Virginia liaisons. It is anticipated that the system will be implemented during the 2017-2018 school year. Training will be provided to liaisons and, depending upon capacity, may be offered to other interested staff.
- With input from the HOPE Advisory Board, a process for new liaison induction will be developed.
- Sample plans for local staff training by liaisons will be developed and distributed; sessions for liaisons related to their responsibilities to train staff a will be presented at future conferences.

4. Access to Services *(722(g)(1)(F) of the McKinney-Vento Act)*: Describe procedures that ensure that:
   viii. Homeless children have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;
   ix. Homeless youth and youth separated from public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youth described in this clause from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies; and
   x. Homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement,

online learning, and charter school programs, if such programs are available at the State and local levels.

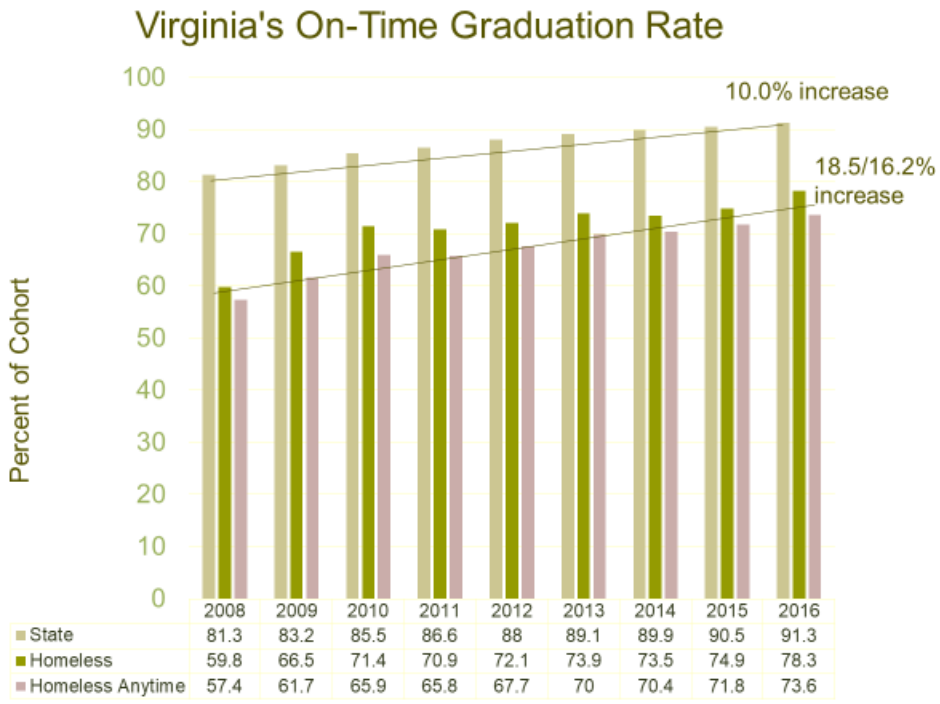
Public Preschool Programs

- The state coordinator is an active member of the following boards and committees that serve young children:
    - Virginia Head Start State Collaboration Office Advisory Council;
    - Virginia Interagency Coordinating Council (VICC) (Part C infant and toddler program under IDEA);
    - Virginia Cross-Sector Professional Development (VCPD) Team (providing professional development across early childhood systems);
    - Creating Connections to Shining Stars Conference Planning Team (VCPD-hosted statewide conference);
    - Early Childhood Special Education (ECSE) Network; and
    - Handle With Care (state team exploring substance-exposed infants and substance-affected children).
- The Head Start Collaboration Coordinator is a member of the HOPE Advisory Board.
- The state coordinator addresses homeless education issues at the following events:
    - Virginia Head Start Conferences;
    - Creating Connections to Shining Stars;
    - Virginia Preschool Initiative (VPI) and Virginia Preschool Initiative Plus (VPI+, federal early childhood expansion grant) – conferences and webinars;
    - Early Intervention Webinar – Talks on Tuesday; and
    - Child Care Block Development Grant Act Webinar hosted by the Virginia Department of Social Services for childcare providers.
- Applications and enrollment processes have been reviewed to ensure children experiencing homelessness are prioritized in statewide early childhood programs; LEA-administered preschool programs are reviewed during monitoring to ensure coordination is occurring.
- The VPI+ grant specifically addressed serving students experiencing homelessness and the state coordinator has worked with the grant administrator on implementation and outreach.
- Project HOPE-Virginia has created several information briefs that discuss early childhood education and homelessness. All are available on the HOPE Web site.
- A young child Parent Pak, modeled on the NCHE Parent Pak for school-age children, was developed with input from state and local representatives of homeless education and early childhood programs. The text on the Pak was revised during the winter 2017 to align with ESSA. The Pak is a sturdy folder to maintain important records with basic information about the McKinney-Vento program in Virginia. These can be ordered by any school or early childhood program in the commonwealth. They have been shared with local Head Start, Early Intervention, ECSE, VPI/VPI+, Title I preschool programs, and homeless liaisons, and will be distributed to all early childhood programs. When possible, Spanish versions of these items are included in a Spanish Parent Pak. The Pak includes:
    - A Developmental Wheel (provided by the state's ECSE program);
    - A HOPE family brochure;

    - A "Learn the Signs. Act Early" resource from CDC;
    - A safe sleep brochure from NIH;
    - Bookmarks with tips for reading to your child; and
    - A children's book.
- Resources for program administrators (e.g., October 2016 joint "Policy Statement on Meeting the Needs of Families with Young Children Experiencing and At Risk of Homelessness") will be developed and distributed with the Parent Pak.
- Recent Head Start regulations related to students experiencing homelessness, including the October 2016 joint policy statement referenced above, will be publicized.
- More formal participation of liaisons at the local level to advocate for referrals when students with younger/older siblings are identified by the early childhood program or the school will be encouraged.
- Practices that increase access for young children will be encouraged. For example:
    - Reserving slots for children experiencing homelessness, when allowed;
    - Contacting families with young children in January to encourage completion of prekindergarten applications; and
    - Maintaining school of origin and providing transportation when it is in the child's best interest (citing promising practices at the local level).
- The school of origin mandate in blended and braided programs will be clarified through training.
- Guidance to address families identified as homeless during the time of application who become permanently housed before the program begins and identify options to fill reserved slots will be developed.

Homeless Youth and Youth Separated from Public Schools

- Virginia established a flag in the student information system to capture unaccompanied homeless youth in all LEAs before such data were required for federal reporting.
- Virginia was one of the first states to disaggregate its on-time graduation rate for students experiencing homelessness. Students experiencing homelessness are identified in two ways: 1) "homeless" captures youth who were flagged as homeless at the time of graduation or when the youth was lost to the system (a potential dropout); and 2) "homeless anytime" captures students who were flagged as homeless at any point during their high school career. The graph below illustrates the progress made by Virginia's public schools in supporting these students. Since 2008, the overall state on-time graduation rate has increased ten percent; for students experiencing homelessness, the increase is more than 16 percent. The closing gap is visible in the graph below. The adjusted cohort graduation rate (ACGR) required in ESSA is being calculated to provide the same longitudinal tracking.



- The state coordinator is a member of the Governor's Interagency Partnership to Prevent and End Youth Homelessness. Major activities that are part of this initiative are listed below.
    - The State Council of Higher Education in Virginia (SCHEV) was awarded a GEAR UP grant with a pilot project targeting high school seniors experiencing homelessness and transitioning to higher education. The project is currently being implemented in four LEAs. Promising practices to support these youth are being identified to share.
    - The state coordinator has created a Higher Education Network. One initiative is identifying single points of contacts (SPOCs) in public colleges across Virginia. This is being implemented in collaboration with SCHEV.
    - In 2017, the state coordinator worked with the Virginia Department of Education High School Equivalency Specialist to create a form that youth without a driver's license may use to take the GED test. This form was shared with liaisons.
    - 2015 legislation passed by the Virginia General Assembly addressed expanded opportunities to learn as related to graduation requirements, including the flexibility to waive seat time requirements. This addresses some of the credit accrual challenges experienced by homeless youth.
    - In collaboration with the Virginia Department of Education Office of Student Services school counselor specialist, issues that may help or hinder youth experiencing homelessness, along with supports to assist with overcoming challenges, will be identified.
    - Credentialing programs and online courses that have been successful with youth experiencing homelessness will be identified.

- Initiatives in adult education and migrant education that may be adopted for youth experiencing homelessness (e.g., migrant PASS) will be explored.
- Transitioning between block and traditional schedules continues to be a challenge when students must change schools. Continue to look for options that lessen the impact of schedule changes (such as the transition between block and traditional schedules).
- The possibility of disaggregating graduation/dropout data to track youth who remain in-state versus those who leave Virginia will be explored. Promising practices to support youth both in-state and those who move out-of-state will be identified.
- To address concerns about schools that may be reluctant to enroll older youth, the following strategies have been identified:
    - Focus efforts on reaching older youth through the use of youth posters and building word-of-mouth momentum with youth groups in schools and communities;
    - Update 2-1-1 Virginia, a free resource that can be used to help older youth access a variety of services such as food assistance and childcare, to ensure resources will meet the needs of this population;
    - Monitor use of the new process for written explanation and maintaining school of origin for older youth; and
    - For youth accessing shelters, contact shelters who serve youth to explore current processes to notify schools that youth are not in school and identify any barriers shelters have observed.

Barriers to Accessing Academic and Extracurricular Activities

- The 2016 NCHE report, "Federal Data Summary School Years 2012-13 to 2104-15," provided data on student achievement by state. Virginia was one of only three states that scored above a 50 percent pass rate in reading/language arts, mathematics, and science. While the state compares well nationally, ongoing coordination is needed to ensure appropriate supports are provided. Key partners include:
    - Title I, Part A;
    - Special Education; and
    - Virginia's Tiered Systems of Support (VTSS).
- The state coordinator is consulted during the annual review the Title I, Part A, application for localities and has assisted in crafting the wording for the reservation of funds for students experiencing homelessness and the description of coordination between McKinney-Vento and Title I.
- The state coordinator participates in the State Special Education Advisory Committee.
- HOPE information briefs that address the intersection of IDEA and McKinney-Vento have been broadly disseminated and the content included in trainings and at conferences.
- The state coordinator is part of the same department that administers VTSS. The effectiveness of these initiatives for students experiencing homelessness will be evaluated.
- The state coordinator met with the Virginia Department of Education liaison to the Virginia High School League more than a decade ago. The League's

regulations were modified to prevent homelessness from being a barrier to participation.

- Participation in extracurricular activities is known to be a factor in retention and graduation rates. Liaisons have been encouraged to support participation in extracurricular activities. The modified language regarding extracurricular activities in ESSA has been shared with liaisons. Promising practices are being identified and will be shared through trainings and information briefs.
- Liaison training includes a discussion of specialized programs and preventing homeless status from being a barrier.
- The state coordinator assists liaisons in finding options to ensure students have access to summer programming, such as working with the LEA where the student currently resides if attending a school of origin without a summer school program.
- Virginia has eight charter schools. The Code of Virginia Section 22.1-212.6:1 requires charter schools to comply with all federal laws.
- The McKinney-Vento monitoring protocol will be revised to include a discussion of access to magnet schools, summer school, career and technical education, advanced placement, online learning, and charter school programs.

5. Strategies to Address Other Problems *(722(g)(1)(H) of the McKinney-Vento Act)*: Provide strategies to address other problems with respect to the education of homeless children and youth, including problems resulting from enrollment delays that are caused by—
   i. requirements of immunization and other required health records;
   ii. residency requirements;
   iii. lack of birth certificates, school records, or other documentation;
   iv. guardianship issues; or
   v. uniform or dress code requirements.

- Immediate enrollment is included in all McKinney-Vento trainings, is explained in the family brochure, and is stated on the Project HOPE-VA posters. The HOPE posters now have a code which, when scanned by a phone, links directly to the HOPE website.
- The Code of Virginia is consistent with the immediate enrollment requirements of McKinney-Vento.
  - The Code of Virginia, Section 22.1-271.2, was amended in 2004 to require immediate enrollment of students experiencing homelessness who lacked proof of immunizations and referral to the local liaison to assist in obtaining missing documents and/or completing needed immunizations.
  - The Code of Virginia, Section 22.1-270, was amended in 2000 to require schools to enroll students experiencing homelessness who lack physicals and refer them to the appropriate local health department.
  - Residency requirements listed in the Code of Virginia, Section 22.1-3, were amended to address students experiencing homelessness in 2000.
  - The Code of Virginia, Section 22.1-3.1, addresses birth certificates and includes the option to use an affidavit when the birth certificate is not available. Such flexibility in state code has been highlighted in training.
  - Handling student records is consistent with the current Code of Virginia and LEA practice.
- The state coordinator has collaborated with the Student Services school nurse coordinator and has presented at the annual School Nurse Conference multiple times. A Project HOPE information brief was created specifically for school nurses. When

questions arise regarding immunizations or other health records, both coordinators consult to ensure school nurses and homeless liaisons receive a consistent response.

- The state coordinator has not received complaints regarding delays in receiving school records from Virginia schools. When Project HOPE is contacted regarding the lack of records for enrollment needed from another state, staff assists schools in acquiring the needed information; however, enrollment is not delayed during the interim.
- The Liaison Toolkit includes a Caregiver's Affidavit that may be used when a student is not living with a parent or guardian and meets the definition of an unaccompanied homeless youth.
- Sample NCHE Parent Packs have been shared with liaisons to assist families in maintaining copies of important school documents.
- Uniform or dress code requirements are addressed locally. For example, when school uniforms are required, LEAs may set aside funds through McKinney-Vento or Title I, Part A, or maintain school-based clothes closets.
- In recent years, instances of denial of immediate enrollment are rarely brought to the attention of the state coordinator.
    - Local monitoring also suggests liaisons face fewer challenges and much less resistance from schools regarding immediate enrollment.
    - Should an instance where denial of immediate enrollment be brought to the attention of the state coordinator, the coordinator immediately contacts the liaison to provide technical assistance and ensure enrollment takes place and ensure the dispute resolution process is followed, if there is a disagreement. If needed, the state coordinator will clarify the mandate for immediate enrollment with staff should the liaison need support.

6. Policies to Remove Barriers (*722(g)(1)(I) of the McKinney-Vento Act)*: Demonstrate that the SEA and LEAs in the State have developed, and shall review and revise, policies to remove barriers to the identification of homeless children and youth, and the enrollment and retention of homeless children and youth in schools in the State, including barriers to enrollment and retention due to outstanding fees or fines, or absences.
    - At the SEA level, polices to remove barriers to the identification of homeless children and youth, and the enrollment and retention of homeless children and youth in schools in the State, including barriers to enrollment and retention due to outstanding fees or fines, or absences are reviewed based on cases brought to the attention of the state coordinator. Examples of actions that demonstrate such review and revision occurs are captured in subsequent bullets in this section.
    - LEAs are monitored to ensure review and revision of such polices at the local level. The state coordinator has offered assistance to the Virginia School Board Association which develops sample local policies, including those for McKinney-Vento. Local liaisons often consult with the state coordinator when changes in local policies are being considered. Feedback is maintained in the state coordinator's files.
    - Item 1 in this section of the plan outlined efforts to ensure identification. Barriers are handled on a case-by-case basis when brought to the attention of a liaison or the state coordinator. Barriers are tracked by the state coordinator; when patterns are identified, a state-level response is proposed in consultation with the HOPE Advisory Board.

- The new eligibility dispute resolution process, referenced in item 2, includes written explanation forms that will provide additional means for families and youth to challenge denial of eligibility and identification.
- Cases of barriers caused by outstanding fees or fines in Virginia public schools have rarely been brought to the attention of the state coordinator. It has been more than ten years since the state coordinator addressed this barrier. Those cases dealt with other states or private schools that did not receive federal funds. The importance of ensuring that fees do not pose a barrier to enrollment, retention, and graduation will be emphasized in trainings and in monitoring.
- Currently, data on school mobility and residential mobility is very limited in the state's student record collection system. The Virginia Department of Education is working with Virginia Tech to explore measures of mobility that can be tracked in a manner that avoids multiple inputs. The state coordinator has been invited to participate in the planning meetings for this initiative.
- Attendance initiatives are being spearheaded by the Virginia Department of Education Office of Student Services, and the state coordinator has been included as a presenter at an initial state conference and as a member of the state team for the June 2016 Every Student Every Day Conference.
    - The ESSA requirement to disaggregate attendance for students experiencing homelessness will provide additional baseline data for this population. Including a focus on these students when implementing strategies, such as those from Attendance Matters, will assist the state and localities in identifying additional supports for families and youth experiencing homelessness.
    - Training is planned to identify strategies related to attendance and chronic absenteeism, including a session at the October 2017 VAFEPA Conference.

7. Assistance from Counselors *(722(g)(1)(K))*: A description of how youths described in section 725(2) will receive assistance from counselors to advise such youths and prepare and improve the readiness of such youths for college.
    - The *Standards for School Counseling Programs in Virginia* are delivered by school counselors to all students through individualized and group interventions in the academic, career, and social emotional domains. Beginning with the 2013-2014 academic year, all public schools in Virginia began development of a personal Academic and Career Plan (ACP) for each seventh-grade student with completion by the fall of the student's eighth-grade year. The components of the ACP include, but are not limited to, the student's program of study for high school graduation and a postsecondary career pathway based on the student's academic and career interests. The ACP is developed in accordance with guidelines established by the Board of Education and signed by the student, student's parent or guardian, and school official(s) designated by the principal. The ACP is included in the student's record and is reviewed and updated, if necessary, before the student enters the ninth and eleventh grades. When students are identified as homeless, school counselors will review the ACP with the students and families. Liaisons should provide training to school counselors that describes how this review will be documented for the LEA. Sampling of training plans, actual ACPs, and continued tracking of the ACGR will be used to monitor progress on this requirement. Subsequent bullets in this section provide vehicles used to determine what processes should be in place and how those processes will be communicated to counselors for youth experiencing homelessness

to receive assistance from counselors to advise them and prepare and improve their readiness for college.

- Each year, liaisons are sent the NAEHCY scholarship application and asked to share it with their high school counselors. For 2017, the scholarship announcement from SchoolHouse Connection was sent to all liaisons.
- The state coordinator has presented at the state's school counselor conference.
- Liaisons have received training and have access to a template to verify unaccompanied homeless youth for FAFSA purposes.
- The state coordinator has met with the state's school counselor specialist and identified the following opportunities to coordinate. These will be shared with liaisons in trainings and will be highlighted when sharing McKinney-Vento information with school counselors as important means of preparing McKinney-Vento students to be college and career ready:
    - Profile of a Virginia Graduate;
    - Academic and Career Plans;
    - Virginia View – online resource with careers aligned to the state standards;
    - Middle School Career Investigation Course with mandated interest inventory and plan development;
    - Liaison verification for independent status on the FAFSA; and
    - The Interagency Partnership to Prevent and End Youth Homelessness (including the Higher Education Network and GEAR UP pilot described in item 4).
- The state coordinator will work with the state's school counselor specialist to identify school counselor training opportunities to share McKinney-Vento information and promising practices.
- The state's school counselor specialist will be included on the Higher Education Network to identify strategies to coordinate with school counselors.

Appendix A: Measurements of interim progress

Instructions: Each SEA must include the measurements of interim progress toward meeting the long-term goals for academic achievement, graduation rates, and English language proficiency, set forth in the State's response to Title I, Part A question 4.iii, for all students and separately for each subgroup of students, including those listed in response to question 4.i.a. of this document. For academic achievement and graduation rates, the State's measurements of interim progress must take into account the improvement necessary on such measures to make significant progress in closing statewide proficiency and graduation rate gaps.

The baseline, measures of interim progress, and long-term goals have been recalculated for *Academic Achievement-Reading* and *Academic Achievement-Mathematics*. The baseline data was calculated using the 2021-2022 results.

The measures of interim progress for *Chronic Absenteeism*, *Federal Graduation Indicator (Four-year rate)*, and *English Learner Progress* have been "shifted forward" two years. The targets for the 2022-2023 accountability year were the targets for the 2020-2021 accountability year. Targets for Years 4-7 were also shifted forward two years. This was previously approved through the COVID-19 addendum.

The student group "multiple races" has been added to the tables for *Academic Achievement*, *Chronic Absenteeism* and *Graduation Rate*.

A. Academic Achievement

Reading Targets and Long-term Goals
Accountability Years 2022-2023 to 2028-2029

As noted, Virginia recently adopted new standards for reading and mathematics. The new standards will be implemented and first assessed in the 2024-2025 school year. The Virginia Department of Education will be conducting standard setting in spring 2025, with the Virginia Board of Education adopting new assessment cut scores to follow. The Virginia Department of Education and Board of Education will review and adjust the long-term goals and measures of interim progress in a future amendment, following the approval of new cut scores and an analysis of baseline year data.

School Year	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
Accountability Year	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
	Year 1 (Baseline Year)	Year 2 Targets	Year 3 Targets	Year 4 Targets	Year 5 Targets	Year 6 Targets	Year 7 Targets (Long-Term Goal)
All students	75	77	79	81	83	85	88
Asian students	91	Maintain Progress **	Maintain Progress **	Maintain Progress **	Maintain Progress **	Maintain Progress **	Maintain Progress **
Black students	60	64	68	73	78	83	88
Hispanic students	59	63	68	73	78	83	88
White students	83	84	85	86	87	88	Maintain Progress **
Multiple Races	81	82	83	84	85	86	88
Students with Disabilities	43	50	57	64	72	80	88
English Learners	47	53	60	67	74	81	88
Economically disadvantaged students	59	63	68	73	78	83	88

**Student groups that meet or exceed the target must improve from the previous year

Mathematics Targets and Long-term Goals
Accountability Years 2022-2023 to 2028-2029

School Year	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
Accountability Year	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
	Year 1 (Baseline Year)	Year 2 Targets	Year 3 Targets	Year 4 Targets	Year 5 Targets	Year 6 Targets	Year 7 Targets (Long-Term Goal)
All students	70	72	74	76	79	82	85
Asian students	90	Maintain Progress **	Maintain Progress **	Maintain Progress **	Maintain Progress **	Maintain Progress **	Maintain Progress **
Black students	51	56	61	67	73	79	85
Hispanic students	53	58	63	68	73	79	85
White students	79	80	81	82	83	84	85
Multiple Races	73	75	77	79	81	83	85
Students with Disabilities	40	47	54	61	69	77	85
English Learners	46	52	58	64	71	78	85
Economically disadvantaged students	52	57	62	67	73	79	85

** Student groups that meet or exceed the target must improve from the previous year

B. Graduation Rates

Federal Four-Year Cohort Graduation Targets
Accountability Years 2018-2019 through 2026-2027

Assessment Year	2015-2016	2017-2018	2018-2019	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Accountability Year		2018-2019	2019-2020	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
	Baseline	Year 1 Targets	Year 2 Targets	Year 3 Targets	Year 4 Targets	Year 5 Targets	Year 6 Targets	Year 7 Targets (Long-term Goal)
All students	84	Maintain Progress**	Maintain Progress**	Maintain Progress**	Maintain Progress**	Maintain Progress**	Maintain Progress**	Maintain Progress**
Asian students	90	Maintain Progress**	Maintain Progress**	Maintain Progress**	Maintain Progress**	Maintain Progress**	Maintain Progress**	Maintain Progress**
Black students	82	82	82	82	83	Maintain Progress**	Maintain Progress**	Maintain Progress**
Hispanic students	81	81	81	82	82	83	83	84
White students	86	Maintain Progress**	Maintain Progress**	Maintain Progress**	Maintain Progress**	Maintain Progress**	Maintain Progress**	Maintain Progress**
Multiple Races			89	Maintain Progress**	Maintain Progress**	Maintain Progress**	Maintain Progress**	Maintain Progress**
Students with Disabilities	52	56	61	65	70	74	79	84
English Learners	62	65	68	71	74	77	80	84
Economically disadvantaged students	77	78	79	80	81	82	83	84

** Student groups that meet or exceed the target must improve from the previous year

C. Progress in Achieving English Language Proficiency

English Learner Progress Targets
Accountability Years 2018-2019 through 2026-2027

Assessment Year	2016-2017	2017-2018	2018-2019	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Accountability Year		2018-2019	2019-2020	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
	Baseline	Year 1 Targets	Year 2 Targets	Year 3 Targets	Year 4 Targets	Year 5 Targets	Year 6 Targets	Year 7 Targets – (Long-term Goal)
English Learner Progress	44	46	48	50	52	54	56	58

Appendix B

OMB Control No. 1894-0005 (Exp. 03/31/2017)

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Section 427 of GEPA

In accordance with provisions in Section 427 of GEPA, Virginia requires all applicants for federal ESSA funds to include in the individual or consolidated program application the steps that the applicant will take to ensure equitable access to, and participation in, ESSA funded programs for students, teachers, and other program beneficiaries with special needs. Information about this requirement is provided in the program application, in the application Guidelines, Instructions, and Assurances document, and on the ESSA Applications for Federal Funds webpage. A review of the steps to remove barriers under Section 427 of GEPA will be incorporated into the federal program monitoring process for ESSA programs. If during the monitoring process barriers to access are identified, the applicant will be required to develop and implement a plan to remove the barrier.