

The Every Student Succeeds Act of 2015 (ESSA):
Virginia's Federal Programs Application
Part 1

Virginia Board of Education
Committee on School and Division Accountability

April 26, 2017

Structure of Federal Accountability Requirements under ESSA

Continued requirement to:

- Assess **reading/language arts and mathematics** annually in grades 3-8 and once in high school
- Assess **science** once in grades 3-5, once in grades 6-9, and once in grades 10-12
- **Disaggregate** results of accountability indicators for all students and designated reporting groups

Structure of Federal Accountability Requirements under ESSA

Each state's federal accountability system must address:

- ✓ Academic achievement;
- ✓ Academic progress;
- ✓ Graduation rates;
- ✓ Progress in English Learners gaining proficiency in English; and
- ✓ School quality*.



*Academic indicators must carry much greater weight than the school quality indicator.

Structure of Federal Accountability Requirements under ESSA

Based on the state's federal accountability system, ESSA requires the identification of **two categories of schools for improvement:**

- Comprehensive Support and Improvement
- Targeted Support and Improvement

Comprehensive Support and Improvement

- The **lowest 5%** of **Title I schools** based on performance of **all** students
- **Any high school** with a federal four-year cohort graduation rate below **67%**
- Comprehensive support and improvement schools will be identified beginning with the **2018-2019 school year**
 - Schools identified for targeted support and improvement due to low-performing reporting groups will also be identified for comprehensive support if they fail to improve over time.

Targeted Support and Improvement

- **Low-performing** – any school in which one or more reporting groups is performing at a very low level when compared with comprehensive schools
 - Low-performing schools will be identified beginning with the 2018-2019 school year
- **Consistently underperforming** – any school with one or more low-performing reporting groups over two years
 - Consistently underperforming schools will be identified beginning with the 2019-2020 school year

Priorities for Developing Federal Accountability System under ESSA

- Identification of required federal accountability indicators will be **informed** by Board decisions on accountability indicators for state accreditation
- The state's methodology will be **integrated** into the federal system whenever possible
- Virginia's federal accountability application should **align** with the state accountability system such that schools identified for federal improvement are also designated in the "yellow" or "red" levels on the state accountability matrix

Federal Accountability Requirements and Virginia's Accountability System

Some rules used in Virginia's state accountability calculations are not permitted under ESSA:

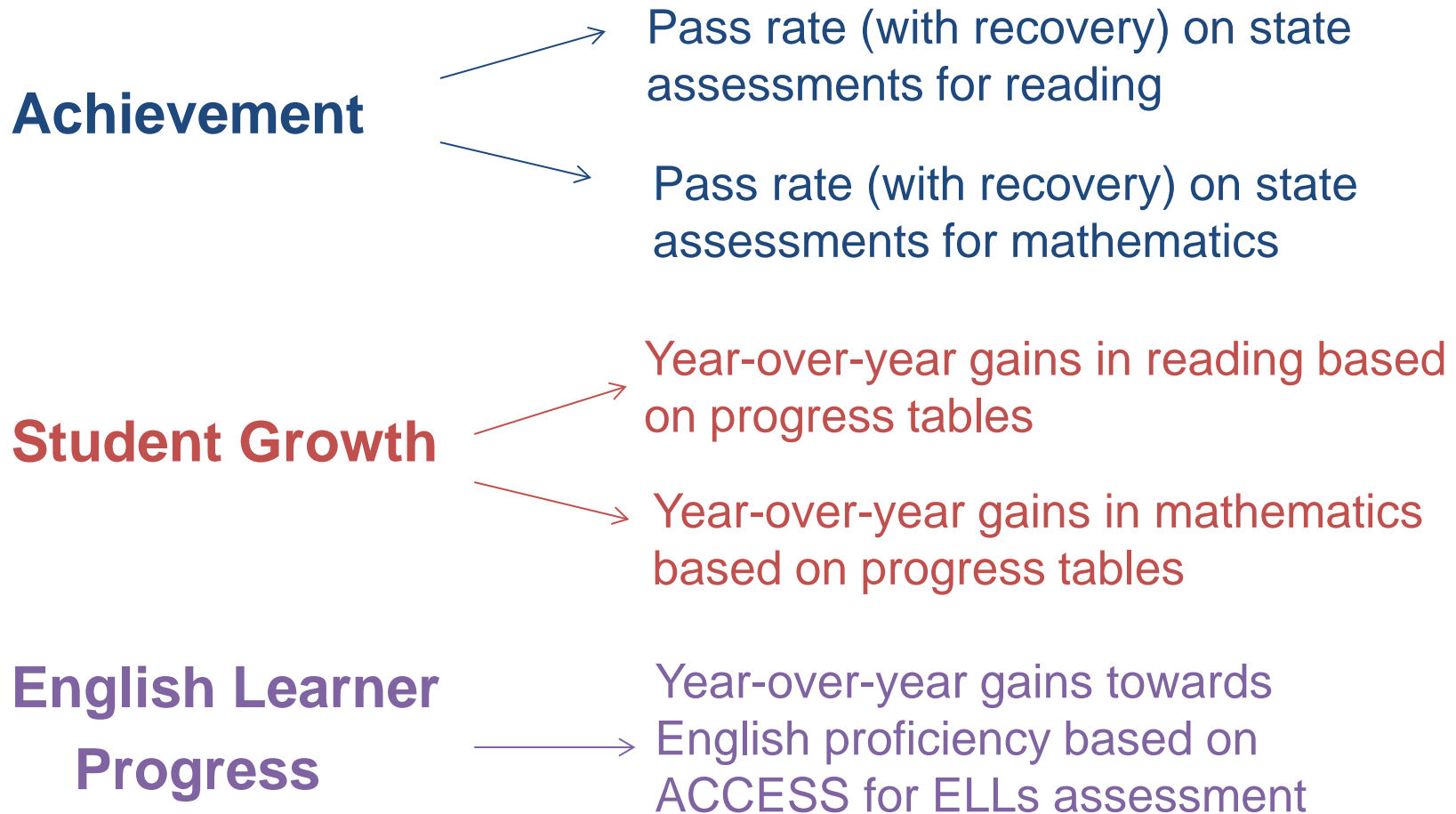
- Graduation and Completion Index (GCI)
 - Incorporates all diploma types into graduation calculation
 - Does not penalize schools if students continue to attend high school after the fourth year as they pursue completion of diploma requirements
- Assessment of English Learners (ELs)
 - If the student has been enrolled in the Virginia schools for fewer than 11 semesters, the student's score counts in accreditation only if it is passing

Identification of Federal Benchmarks

ESSA requires **long-term goals** and **interim measures of progress** for each indicator:

- **Student achievement** – pass rates on SOL reading and mathematics assessments
- **Growth for elementary and middle schools** – progress tables (value tables)
- **Graduation rates for high schools** – federal graduation indicator
- **Progress in English Learners gaining proficiency in English** – ACCESS 2.0
- **School quality or student success indicator** – chronic absenteeism

State Accountability Considerations for Developing Achievement Indicators



State Accountability Considerations for Developing Achievement Indicators

Considerations:

- Combination rate gives equal weight to growth or progress among students who do not pass state assessments
- Students are only counted once in the numerator (recovery is the exception)
- Achievement metrics can be reported individually for increased transparency
- The combination rate **incorporates growth** for elementary and middle schools, **and English learner progress** towards proficiency in English

Student Achievement Indicator: Reading

Pass rate on state assessments:



= 6

Student growth:



= 1

English Learner progress:



= 1

PLUS

PLUS

Reading combination rate

8 / 10 = 80%

Number of test takers

10

DRAFT/PROPOSED

PROPOSED Federal Targets - Reading

Reading Targets - Accountability Years 2018-2019 through 2024-2025

	Year 1 Targets	Year 2 Targets	Year 3 Targets	Year 4 Targets	Year 5 Targets	Year 6 Targets	Year 7– Long Term Goal
Assessment Year	2017-2018	2018-2019	2019-2020	2020-2021*	2021-2022	2022-2023	2023-2024
Accountability Year	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All students	74	74	74				75
Asian students	Meet or Exceed Long Term Goal						75
Black students	63	65	68				75
Economically Disadvantaged students	64	68	69				75
English learners	57	61	64				75
Hispanic students	66	68	69				75
Students with Disabilities	45	51	57				75
White students	Meet or Exceed Long Term Goal						75

*New assessment will be administered during the 2020-2021 assessment year. Revised targets will be established following the standards-setting process.

Student Achievement Indicator: Mathematics

Pass rate on state assessments:



= 6

Student growth:



PLUS

= 2

**Math
combination
rate**

8 / 10 = 80%

Number of test takers

10

DRAFT/PROPOSED

PROPOSED Federal Targets - Mathematics

Mathematics Targets - Accountability Years 2018-2019 through 2024-2025							
	Year 1 Targets	Year 2 Targets	Year 3 Targets	Year 4 Targets	Year 5 Targets	Year 6 Targets	Year 7– Long Term Goal
Assessment Year	2017-2018	2018-2019	2019-2020*	2020-2021	2021-2022	2022-2023	2023-2024
Accountability Year	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All students	Meet or Exceed Long Term Goal						70
Asian students	Meet or Exceed Long Term Goal						70
Black students	62	64					70
Economically Disadvantaged students	64	65					70
English learners	59	61					70
Hispanic students	65	66					70
Students with Disabilities	47	52					70
White students	Meet or Exceed Long Term Goal						70

*New assessment will be administered during the 2019-2020 assessment year. Revised targets will be established following the standards-setting process.

Federal Graduation Rate (FGI)

- Diploma must be “regular” diploma – Standard or Advanced Studies
- Does not include other diplomas or certifications

Student Achievement Indicator: Federal Graduation Rate (FGI)

Considerations:

- States **must** include the federal, four graduation rate into the federal calculation
- States **may** include extended year rates, such as the five-year and six-year rates
- If states include extended year rates, long-term goals for extended year rates must be more rigorous than the long-term goal for the four-year rate

PROPOSED FGI Targets – Four Year Rate

Federal Four-Year Cohort Graduation Targets - Accountability Years 2018-2019 through 2024-2025							
	Year 1 Targets	Year 2 Targets	Year 3 Targets	Year 4 Targets	Year 5 Targets	Year 6 Targets	Year 7– Long Term Goal
Assessment Year	2017-2018	2018-2019	2019-2020*	2020-2021	2021-2022	2022-2023	2023-2024
Accountability Year	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All students	Meet or Exceed Long Term Goal						84
Asian students	Meet or Exceed Long Term Goal						84
Black students	82	83	83	83	83	84	84
Economically Disadvantaged students	78	79	80	81	82	83	84
English learners	65	68	71	75	78	81	84
Hispanic students	81	82	82	83	83	84	84
Students with Disabilities	57	61	66	70	75	79	84
White students	Meet or Exceed Long Term Goal						84

PROPOSED Federal Targets – Chronic Absenteeism

Targets to Decrease the Rate of Chronic Absenteeism Accountability Years 2018-2019 through 2024-2025

	Year 1 Targets	Year 2 Targets	Year 3 Targets	Year 4 Targets	Year 5 Targets	Year 6 Targets	Year 7– Long Term Goal
Assessment Year	2017-2018	2018-2019	2019-2020*	2020-2021	2021-2022	2022-2023	2023-2024
Accountability Year	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All students	Meet or Exceed Long Term Goal						10
Asian students	Meet or Exceed Long Term Goal						10
Black students	Meet or Exceed Long Term Goal						10
Economically Disadvantaged students	14	13	12	12	11	11	10
English learners	Meet or Exceed Long Term Goal						10
Hispanic students	Meet or Exceed Long Term Goal						10
Students with Disabilities	14	13	12	12	11	11	10
White students	Meet or Exceed Long Term Goal						10

Proposed Methodology to Identify Schools for Comprehensive Support and Improvement

Steps to identify schools

- Rank all Title I schools using the **combined rate for all students** in reading
- Rank all Title I schools using the **combined rate for all students** in mathematics
- Average the ranks for reading and mathematics
- Identify the **bottom 5 percent of Title I schools** based on the averaged ranks
- If a “tie” occurs, use the rate of **chronic absenteeism** as the “tie breaker”
- Identify **any high school** with a federal four-year cohort graduation rate **below 67%**

Discussion of Elements in Virginia's ESSA Program Application

- Identification of required federal indicators
- Long term goals and interim measures of progress for required indicators
- Alignment with state accountability indicators
- Identification of schools for comprehensive support and improvement

May Discussion Topics: Virginia's Federal Programs Application Part 2

- Identification of schools for targeted support and improvement
- Inclusion of English Learner “newcomers” in accountability calculations