

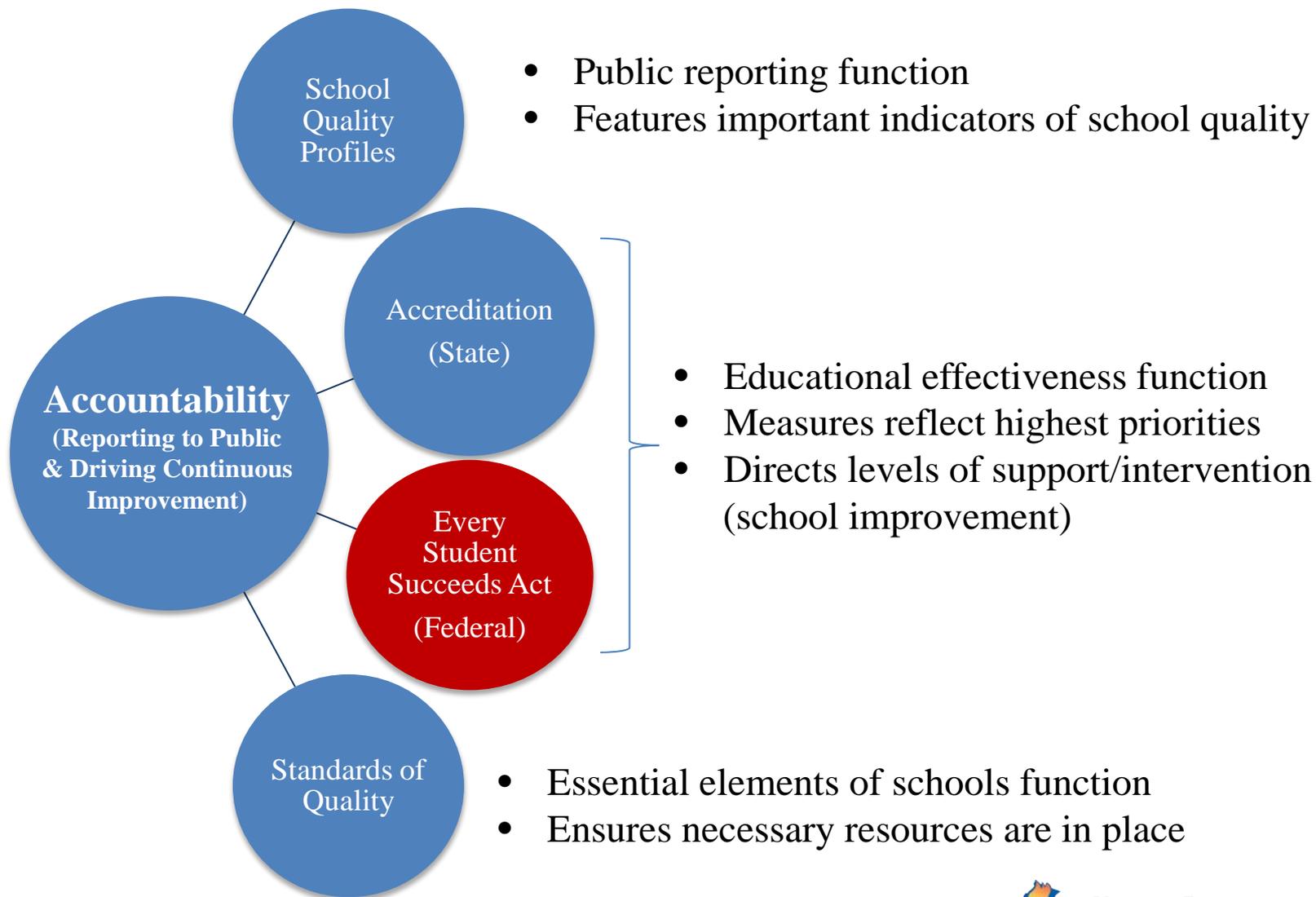


The Every Student Succeeds Act of 2015 (ESSA):
Virginia's Federal Programs Application
Part 2

Virginia Board of Education
Committee on School and Division Accountability

May 23, 2017

Mechanisms of Accountability



Review of April Discussion of Elements in Virginia's ESSA Program Application

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

Comprehensive Support and Improvement

- The **lowest five percent** 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**
 - Title I 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.

Comprehensive Support and Improvement Identification Criteria

Proposed methodology to identify schools for comprehensive support and improvement:

- Identify all Title I schools that did not meet the interim target in reading and mathematics using the **combined rate for all students**
- Of those schools, average the combined rates for reading and mathematics
- Identify the **bottom five percent of Title I schools** based on the averaged rates

Comprehensive Support and Improvement Identification Criteria

Proposed methodology to identify schools for comprehensive support and improvement:

- 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%**

NOTE: Any school that is identified for comprehensive support and improvement that failed to meet the interim target for chronic absenteeism will address chronic absenteeism during the school improvement process.

Comprehensive Support and Improvement Exit Criteria

Lowest five percent of Title I schools:

- Required to implement interventions to improve student performance in reading and mathematics over a **two year period**
- At the end of year two, schools no longer in the bottom five percent may exit comprehensive support and improvement status
- Schools that exit this status at the end of year two will be required to implement **sustainability plans** for at least one additional year
- Implementation of interventions for exited schools will be monitored during the required sustainability year
- If a school has not exited comprehensive support and improvement status after **three years** of interventions, more rigorous interventions will be required in the fourth year of comprehensive support and improvement status

Comprehensive Support and Improvement Exit Criteria

Federal graduation rate below 67 percent:

- Required to implement interventions designed to address the issues causing the school to miss the threshold for graduating students
- Once a high school has a federal graduation rate above the threshold for identification, the school will exit from comprehensive support and improvement status

Additional Targeted Support and Improvement

- **Low-performing** – any school in which one or more reporting groups is performing at a low level when compared with comprehensive schools
- Low-performing schools will be identified beginning with the 2018-2019 school year, and must be identified every three years
- These schools are referred to in the federal programs application as schools identified for Additional Targeted Support and Improvement

Additional Targeted Support and Improvement Identification Criteria

Proposed methodology for identifying schools with low achieving reporting groups:

- Using the **combined rates**, identify schools that did not meet the interim measure of progress in one or more reporting groups in reading and mathematics
- Of those schools, average the combined rates for reading and mathematics for each identified reporting group
- Identify for **additional targeted support and improvement** any school with an averaged rate below the highest averaged rate among comprehensive schools

NOTE: Any school that is identified for additional targeted support and improvement that failed to meet interim targets for chronic absenteeism will address chronic absenteeism during the school improvement process.

Additional Targeted Support and Improvement Identification Criteria

Proposed methodology for identifying high schools with low graduation rates in reporting groups:

- Identify high schools that did not meet the interim measures of progress in one or more reporting groups for the federal four-year, five-year, and six-year adjusted cohort graduation rates
- Of those schools, identify for **additional targeted support and improvement** any school with a reporting group that has a four-year federal graduation rate below 67%

NOTE: Any school that is identified for additional targeted support and improvement that failed to meet interim targets for chronic absenteeism will address chronic absenteeism during the school improvement process.

Assessment of Recently Arrived English Learners

ESSA includes three options for including assessments of ELs enrolled in a U.S. school for less than 12 months in federal accountability calculations:

- **Option 1** - Exclude from one administration of the reading/language arts assessment and exclude results of first year mathematics assessment
- **Option 2** - Exclude results for the first year; include a measure of growth for the second year; and report the results as with all students in year three
- **Option 3** – develop criteria to determine whether Option 1 or 2 will apply to each student

Assessment of Recently Arrived ELs

Using the **combination rate**, Virginia proposes **Option 1** for recently-arrived ELs.

Reading Assessment

- Year 1 – Not required to take the Reading SOL
- Year 2 – A passing score will be counted if the student passes the SOL **or** demonstrates growth as measured by ACCESS 2.0
- Year 3 – A passing score will be counted if the student passes the SOL **or** demonstrates growth on progress table **or** demonstrates growth as measured by ACCESS 2.0

Assessment of Recently Arrived ELs

Using the **combination rate**, Virginia proposes **Option 1** for recently-arrived ELs.

Mathematics Assessment

- Year 1 – Assessment score not counted in the pass rate
- Year 2 and 3 – A passing score will be counted if the student passes the SOL **or** demonstrates growth on progress table

Minimum N for Accountability Calculations and Reporting

Virginia proposes the following minimum n designations:

- Continue to use a **minimum n of 30 for accountability** calculations (current year or 3-year average)
- Continue to use a **minimum n of 10 for reporting**

Next Steps: Virginia's Federal Programs Application

- ESSA plan presented to Board for first review
– June Board meeting
- ESSA plan presented to Board for final review – July Board meeting
- ESSA plan presented to Governor for review
– August
- ESSA plan submitted to USED – by September 18, 2017