



VIRGINIA DEPARTMENT OF EDUCATION

Virginia Department of Education
 Office of Program Administration and Accountability
 P. O. Box 2120
 Richmond, Virginia 23218

Title I, Part A, Crosswalk from No Child Left Behind (NCLB) to the Every Student Succeeds Act (ESSA)

Section	New under ESSA	Continued from NCLB
<p>Statement of Purpose</p>	<p>Emphasis is placed on closing achievement gaps.</p>	<p>All children will be provided an opportunity to receive a fair, equitable high-quality education.</p>
<p>Accountability (Assessment)</p>	<p>States have new flexibility in meeting annual testing requirements:</p> <ul style="list-style-type: none"> • For each tested subject, states can use a single summative assessment or multiple interim assessments that produce a single summative score. • States can administer computer adaptive assessments. • LEAs with SEA permission can implement an alternative, nationally recognized high school level assessment, provided that the assessment is aligned to state standards. These assessments must also be vetted by USED through the assessment review process. • One percent cap on administration of alternate assessments limited to students with “significant cognitive disabilities.” 	<ul style="list-style-type: none"> • 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 • Divisions receiving Title I, Part A, funds must participate in the Administration of the NAEP in grades 4 and 8. • Disaggregate results of accountability indicators for all students and subgroups (reporting groups) • 95% testing participation rate



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<p>Accountability (Indicators)</p>	<p>State accountability systems must address:</p> <ul style="list-style-type: none"> • Academic Progress • Progress in English Learners (ELs) gaining proficiency • School Quality 	<p>State accountability systems must address:</p> <ul style="list-style-type: none"> • Academic Achievement • Graduation Rates
<p>Accountability (Report Cards)</p>	<p>Reporting on academic achievement levels on state assessments will include:</p> <ul style="list-style-type: none"> • Children of military parents • Foster children • Homeless students • Migrant students • Gender categories <p>Reporting must include:</p> <ul style="list-style-type: none"> • School quality, climate, and safety data • Teacher equity data • Per pupil expenditure information 	<p>Reporting on academic achievement levels on state assessments will still include:</p> <ul style="list-style-type: none"> • All students • Major racial/ethnic groups • Students with disabilities • Economically disadvantaged • English Learners
<p>Accountability Comprehensive Support and Improvement</p>	<ul style="list-style-type: none"> • Determined by each school’s summative rating among all students over no more than three years. Identification criteria: <ul style="list-style-type: none"> ○ The lowest 5% of Title I schools ○ Any high school (Title I or non-Title I) with a federal four-year cohort graduation rate below 67% ○ Chronically low-performing subgroup – any Title I school that was identified for targeted support due to having one or more subgroups performing at 	



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	<p>or below the summative performance of all students in a school identified for comprehensive support, that has not improved, as defined by the state, after implementing a targeted support and improvement plan for no more than three years.</p>	
<p>Accountability Targeted Support and Improvement</p>	<ul style="list-style-type: none"> • Determined by school subgroup performance over no more than two years. Identification criteria: <ul style="list-style-type: none"> ○ Consistently underperforming – a school with one or more consistently underperforming subgroups ○ Low-performing subgroup receiving additional targeted support – a school in which one or more subgroups of students is performing at or below the summative level of performance of all students in any school identified for comprehensive support and improvement. 	
<p>Teacher and Paraprofessional Qualifications</p>	<ul style="list-style-type: none"> • The terms “highly qualified teacher” and “highly qualified paraprofessional” were eliminated as of August 1, 2016 • Starting with the 2016-2017 school year, “highly qualified” data will no longer be collected and reported, nor 	<ul style="list-style-type: none"> • Students must still be taught by teachers who are properly licensed and endorsed for the classes they are assigned to teach. • Data will continue to be collected through the Master Schedule Collection (MSC) and Instructional Personnel and Licensure Report (IPAL)



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	<p>will calculations be made related to percentages of classes being taught by highly qualified teachers</p>	<ul style="list-style-type: none"> • Instructional Paraprofessionals in Title I Schools must meet the same qualifications as required under NCLB
<p>Eligible School Attendance Areas (Determining Eligibility)</p>	<ul style="list-style-type: none"> • Previous poverty threshold of 75% may be lowered to 50% for high schools at the discretion of the LEA 	
<p>Eligible School Attendance Areas (Reservation of Funds)</p>	<ul style="list-style-type: none"> • Funds set aside for homeless students may be determined based on a needs assessment of homeless children and youths. This needs assessment may be the same as the needs assessment conducted under McKinney-Vento Homeless Assistance Act. 	
<p>Schoolwide Programs (Eligibility)</p>	<ul style="list-style-type: none"> • A school for which less than 40 percent of the children enrolled are from low income families may apply for a waiver from the SEA to operate a schoolwide program. • A school currently operating a schoolwide program may continue to do so; however, it must amend its schoolwide plan within the first year of implementation of ESSA in order to comply with the new schoolwide plan guidelines. 	<ul style="list-style-type: none"> • No school participating in a schoolwide program is required to identify particular children as eligible to participate in a schoolwide program or to identify individual services as supplementary. • An eligible school must develop a comprehensive plan over the course of one year, unless the LEA through consultation with the school, determines that less time is needed to develop and implement the schoolwide program.



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<p style="text-align: center;">Schoolwide Programs (Stakeholder Engagement)</p>	<ul style="list-style-type: none"> • Stakeholders in addition to those previously designated in NCLB who should be involved in the development of the plan include: <ul style="list-style-type: none"> ○ Other school leaders ○ Paraprofessionals present in the school ○ The LEA ○ To the extent feasible, tribes and tribal organizations present in the community ○ Specialized instructional support personnel (if appropriate) 	<ul style="list-style-type: none"> • The plan should be developed with the involvement of: <ul style="list-style-type: none"> ○ Parents ○ Other members of the community to be served ○ Administrators ○ Teachers ○ Principals ○ Technical assistance providers ○ School staff ○ Students of a secondary school (if applicable)
<p style="text-align: center;">Schoolwide Programs (Coordination of Services)</p>	<ul style="list-style-type: none"> • If appropriate and applicable, the plan should be developed in coordination and integration with other federal, state, and local services, resources, and programs, including: <ul style="list-style-type: none"> ○ Programs supported under ESSA ○ Violence prevention programs ○ Nutrition programs ○ Housing programs ○ Adult education programs ○ Career and technical education programs ○ Schools implementing comprehensive support and improvement activities or targeted support and improvement activities 	<ul style="list-style-type: none"> • Head Start is one of the programs with which schools may coordinate.



<p>Schoolwide Programs (Plan Development)</p>	<p>In addition to the comprehensive needs assessment, three additional components are required:</p> <ul style="list-style-type: none">• Provide a description of schoolwide reform strategies that provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging state academic standards.• Provide a description of schoolwide reform strategies that use methods and instructional strategies that strengthen the academic program in the school; increase the amount and quality of learning time; and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.• Provide a description of schoolwide reform strategies that address the needs of all children in the school, but particularly the needs those at risk of not meeting the challenging state academic standards, through activities which may include—<ul style="list-style-type: none">○ Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students’ skills outside the	<ul style="list-style-type: none">• Development of the plan requires a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of students in relation to the challenging state academic standards, particularly the needs of students who are failing, or are at-risk of failing, to meet the challenging state academic standards and any other factors as determined by the local educational agency.
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	<p>academic subject areas;</p> <ul style="list-style-type: none">○ Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);○ Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);○ Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and	
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	<ul style="list-style-type: none">○ Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs and, if programs are consolidated, the specific state educational agency and local education agency programs and other federal programs that will be consolidated in the schoolwide program.	
Parent and Family Engagement	<ul style="list-style-type: none">● “Parental Involvement” is now “Parent and Family Engagement.”● Meaningful consultation has been expanded to include consultation with:<ul style="list-style-type: none">○ Employers○ Business leaders and philanthropic organizations○ Individuals with experience in effectively engaging parents and family members in education● Emphasis is placed on the fact that the LEA is not limited to only reserving 1 percent of its allocation for parent and family engagement.● 90 percent of 1 percent must be used at the school level.● Priority for receipt of parental involvement funds should be given to high need schools.	



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	<ul style="list-style-type: none">• Funds must be used in at least one of the following ways:<ul style="list-style-type: none">○ Supporting schools and non-profit organizations in providing professional development for LEA and school personnel, as well as parents regarding parent involvement strategies.○ Supporting programs that reach parents and family members at home, in the community, and at school.○ Disseminating information on best practices for increasing the engagement of economically disadvantaged parents and family members.○ Collaborating with or providing subgrants to schools to enable them to collaborate with community based or other organizations or employers with a record of success in improving or increasing parent/family engagement.○ Engaging in other activities that the LEA deems consistent with its parent and family engagement policy.	
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