



VIRGINIA DEPARTMENT OF EDUCATION

Crosswalk from No Child Left Behind (NCLB) to the Every Student Succeeds Act (ESSA)

Title II, Part A

Section	What's Changed	Continued from ESEA/NCLB
Statement of Purpose	<p>Emphasis is placed on improving teacher, principal, and school leader effectiveness and to increase access for low-income and minority students to effective educators.</p>	<p>Student academic achievement will increase by improving the number and quality of well-prepared, knowledgeable teachers and principals.</p>
Funding	<p>Hold-harmless provisions are eliminated at the LEA level beginning in 2017-2018 and are gradually phased out each year for SEAs through 2020.</p> <p>Funding formulas are adjusted annually to focus more heavily on numbers of students from poverty.</p> <p>By 2021, the full allocation will be distributed based on 20 percent student population/80 percent population of students living in poverty.</p>	<p>Funds are allocated on an annual basis to states and school divisions by formula. A hold-harmless provision provided a baseline of funding, based on the amounts available to states and school divisions under the former Eisenhower Professional Development and Class-Size Reduction programs in FY 2001.</p>
State Use of Funds	<p>States may use funds for many of the same activities that were allowable under NCLB, with several additional flexibilities:</p>	<p>Funds may be used to support:</p> <ul style="list-style-type: none"> ● Alternate routes to licensure; ● Recruitment and retention of effective teachers and principals;



VIRGINIA DEPARTMENT OF EDUCATION

- Designing and implementing teacher or school leader evaluation systems, and associated training;
- Improving equitable access to effective teachers;
- Supporting school libraries;
- Providing preschool and transition program training;
- Providing college, career, and workforce readiness training;
- Providing trauma, mental health, and school safety training;
- Providing student privacy training;
- Providing science, technology, engineering and mathematics (STEM) and career and technical education (CTE) training; and
- Providing sexual abuse recognition and prevention training.

Additionally, states may use up to three percent of funding allocated to school divisions to implement subgrants for the development of leadership academies or leadership residency programs.

Among activities that were allowable

- New teacher and principal mentoring and induction programs;
- Differential pay programs to recruit or retain teachers in high-need academic areas;
- High quality professional development;
- Leadership development;
- Technology integration training;
- Reforming or improving teacher preparation programs; and
- Program monitoring activities.



VIRGINIA DEPARTMENT OF EDUCATION

	<p>under NCLB, but not included under ESSA, are:</p> <ul style="list-style-type: none">• Activities designed to recruit, retain, and prepare “highly qualified teachers” and supporting teachers to meet certification, licensing, or other requirements to become “highly qualified”;• Activities to encourage men to become elementary school teachers; and• Establishing statewide centers for recruitment of teachers.	
State Plans	<p>State plans must include:</p> <ul style="list-style-type: none">• A description of the state’s certification and licensure system for educators;• A description of how activities are aligned with challenging State standards;• A description of how activities are expected to improve student achievement;• Descriptions of activities designed to improve teacher equity for low-income and minority students or educator evaluation systems, if applicable;	<p>States must submit plans to the United States Department of Education (USED) for approval.</p>



VIRGINIA DEPARTMENT OF EDUCATION

	<ul style="list-style-type: none">• Description of how activities will address needs of students with disabilities, English learners, students with low literacy skills, and gifted students;• Description of how the State will encourage opportunities for increased autonomy and flexibility for educators, such as by establishing innovation schools; and• Description of actions the state may take to improve educator preparation programs. <p>The U.S. Secretary of Education is prohibited from mandating, directing, or controlling:</p> <ul style="list-style-type: none">• Educator evaluation systems;• Educator effectiveness definitions; and• Educator standards, certifications, or licensing.	
Local Plans	A formal needs assessment is no longer required; however, an extensive list of stakeholders must be involved in the development of local plans, and their feedback must be considered during plan	School divisions must develop and submit plans to the state for approval, outlining priorities and proposed uses of funds according to established criteria.



VIRGINIA DEPARTMENT OF EDUCATION

	<p>development. At a minimum, stakeholders must include:</p> <ul style="list-style-type: none"> • Teachers; • Principals; • Other school leaders; • Paraprofessionals; • Instructional support personnel; • Parents; and • Community partners <p>Plans must include:</p> <ul style="list-style-type: none"> • Description of how activities align with State academic standards; • Description of the school division’s professional development system; • How funds will be prioritized for comprehensive and targeted support schools, if applicable; and • Description of how activities will address needs of students with disabilities, English learners, and gifted students. 	
<p>Uses of Funds (School Divisions)</p>	<p>Most activities that were allowable under NCLB remain in effect, but instead of focusing on “highly qualified teachers” and federal core content areas, the focus is on improving educator effectiveness and equity. Funding is not</p>	<p>Funds may be used for a variety of activities to support teachers and principals, including:</p> <ul style="list-style-type: none"> • High quality, personalized, sustained professional development;



VIRGINIA DEPARTMENT OF EDUCATION

limited to federal core content areas; thus, it may be used to support all educators, as long as the activities are evidence-based. Expanded (additional) uses of funds include:

- Evaluation systems and associated training;
- Screening/early hiring systems;
- Working conditions surveys and publication of data;
- Hiring **effective** teachers to reduce class size, based on evidence;
- Student data and privacy training;
- Family engagement (to include workshops for families/parents);
- Preschool and transition program training;
- Experiential learning training;
- Positive Behavior Interventions and Supports (PBIS) and multi-systems of support training;
- Trauma, mental health, sexual abuse prevention; alcohol/drug abuse prevention; and school safety training;
- Effective library systems;
- Dual enrollment; STEM and

- New teacher and principal mentoring and induction activities;
- Recruitment and retention of properly licensed, effective teachers;
- Technology integration training;
- Leadership development;
- Grow-your-own teacher programs;
- Differential and performance pay initiatives; and
- Evaluation of professional development programs.



VIRGINIA DEPARTMENT OF EDUCATION

	<p>computer science training;</p> <ul style="list-style-type: none">• CTE and workplace readiness training; and• Teacher and principal residency programs.	
<p>Leadership Development Funding</p>	<p>States may use up to three percent of funding allocated to school divisions to implement subgrants for the development of leadership academies or leadership residency programs.</p> <p>States may also use up to four percent of state activities funding for leadership development activities.</p>	<p>States and school divisions may use funds for leadership development programs, including professional development and mentoring/induction programs.</p>
<p>Assurances</p>	<p>States must assure that they will work with teacher preparation programs.</p>	<p>States and school divisions must assure that:</p> <ul style="list-style-type: none">• Equitable services will be provided to private schools;• Supplement, not supplant requirements remain applicable; and• Activities will be monitored and evaluated for effectiveness. <p>School divisions must coordinate professional development activities funding through Title II, Part A with professional development activities funded through other federal, State, or</p>



VIRGINIA DEPARTMENT OF EDUCATION

		other local funds.
Annual State and Local Reporting	<p>States and school divisions will need to submit annual reports describing:</p> <ul style="list-style-type: none"> • The use of funds and impact on educator effectiveness; • Where available, the annual retention rate of effective and ineffective teacher, principals, or other school leaders; and • How funds are used to carry out educator evaluations or to improve access to effective educators, if applicable. 	States and school divisions must report annually on teacher qualifications, including licensure and endorsement information.
Accountability	Improvement plans for school divisions not meeting “highly-qualified” targets are eliminated.	
Teacher and Paraprofessional Qualifications	<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 	<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



VIRGINIA DEPARTMENT OF EDUCATION

	<p>and reported, nor will calculations be made related to percentages of classes being taught by highly qualified teachers.</p>	<p>Licensure Report (IPAL).</p> <ul style="list-style-type: none">• Instructional paraprofessionals in Title I Schools must meet the same qualifications as required under NCLB.
<p>Professional Development</p>	<ul style="list-style-type: none">• Updates the definition of professional development to ensure personalized, ongoing, job-embedded activities that are:<ul style="list-style-type: none">○ Available to all school staff, including paraprofessionals;○ Part of broader school improvement plans;○ Collaborative and data-driven;○ Developed with educator input; and○ Regularly evaluated.• Expands “evidence based” professional development to include teachers of all subjects (not just federal core content areas outlined under NCLB), as well as school leaders, administrators, and other school staff (the term “evidence-based” is swapped with “scientifically-based” terminology from NCLB).	



VIRGINIA DEPARTMENT OF EDUCATION

<p>Teacher Equity Plans</p>	<p>ESSA replaces “unqualified teacher” with “ineffective teacher” as one of the key elements of state and local equity plans.</p>	<p>Maintains the NCLB requirement that schools receiving Title I, Part A funds must ensure that poor and minority children are not taught by “ineffective, out-of-field, or inexperienced” teachers at higher rates than other children.</p>
<p>Subgrants to Eligible Partnerships (SAHE)</p>	<p>State partnership grants with the state agency for higher education (SAHE) are eliminated.</p>	<p>States and school divisions may consult and partner with institutes of higher education to carry out activities.</p>
<p>National Activities</p>	<p>Several competitive grants are eliminated:</p> <ul style="list-style-type: none"> • Mathematics-Science Partnerships; • National Teacher Recruiting Campaign; • Troops to Teachers; • Transition to Teaching; and • Early Childhood Educator Professional Development. <p>Several competitive grants are maintained, combined, or developed:</p> <ul style="list-style-type: none"> • Teacher and School Leader Incentive Program (formerly Teacher Incentive Fund), focuses on performance-based compensation in high-need 	



VIRGINIA DEPARTMENT OF EDUCATION

	<p>schools;</p> <ul style="list-style-type: none">• Literacy Education for All: Focuses on PreK-12 literacy programs;• American History and Civics Education grants: establish Presidential Academies to provide professional development to teachers and Congressional Academies to provide workshops for rising high school juniors and seniors;• Supporting Effective Educator Development grants will focus on preparing/supporting teachers through such efforts as 1) alternate routes; 2) dual enrollment teachers; 3) reading, mathematics, and remediation teachers; or 4) advance teacher credentialing;• School Leader Recruitment and Support grants will focus on improving recruitment, preparation, placement, support, and retention of effective principals in high-need schools;• STEM Master Teacher Corps	
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VIRGINIA DEPARTMENT OF EDUCATION

	<p>provides grants to states to focus on 1) developing statewide STEM master teacher corps, particularly for high-need and rural schools; or 2) supporting implementation/replication/expansion of effective STEM professional development in schools; and</p> <ul style="list-style-type: none">• Teacher Quality Partnership Grants create model teacher preparation programs to grow the pool of quality new teachers.	
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