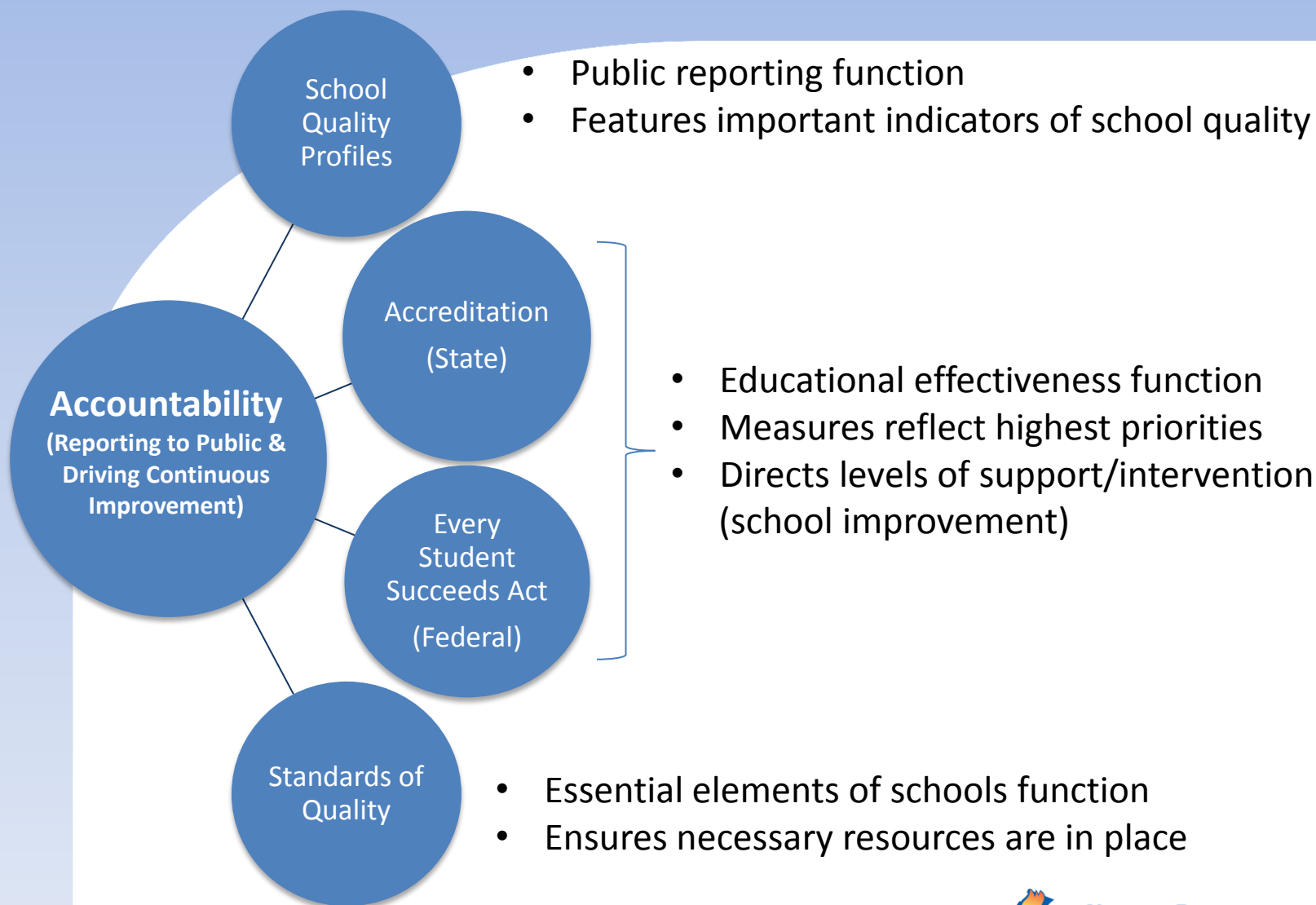


# Federal Accountability Provisions under the Every Student Succeeds Act of 2015 (ESSA)

**Joint Committee to Study the Future of Public Elementary and  
Secondary Education in the Commonwealth:  
Subcommittee #3: Revisions to the Standards of Accreditation, the  
Standards of Learning, and the Standards of Quality  
September 20, 2017**

# Mechanisms of Accountability



## Priorities for Developing Federal Accountability System under ESSA

- Identification of required federal accountability indicators would be **informed** by Board decisions on accountability indicators for state accreditation
- The state's methodology would 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 identified as needing improvement on the state accountability matrix.

# Identification of Federal Benchmarks

ESSA requires **long-term goals** and **interim measures of progress** for **five** indicators:

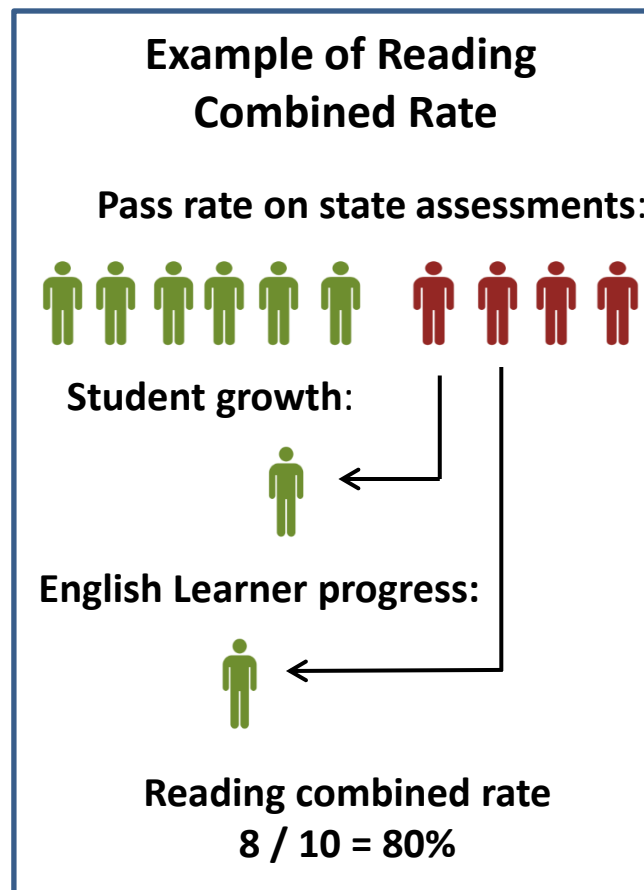
- **Academic achievement** – in reading and mathematics;
  - **Academic progress**—for elementary and middle schools, to be determined using a measure of growth;
  - **Graduation rates** for schools that have graduating classes. Under ESSA, the four-year cohort rate must be used;
  - **English learners’ progress** towards gaining proficiency in English; and
  - **An indicator of school quality**. This is a new requirement, and Virginia’s plan includes chronic absenteeism as a school quality indicator.
- **Virginia’s accountability benchmarks** were selected as the long-term goals for reading and mathematics.
  - A **combined rate** will be used to give credit for students who do not pass the test but who demonstrate growth and progress for English Learners towards gaining proficiency in English.

# Use of Combined Rate for Accountability Calculations for Reading and Mathematics

Integrates **achievement, growth,** and **progress** for EL students towards gaining proficiency in reading.

A student will be counted in the numerator if:

- The student passes the assessment or
- The student does not pass the assessment but demonstrates growth using the progress tables or
- Is an EL and demonstrates progress as measured by the ACCESS for ELLs 2.0 assessment.



## Structure of Federal Accountability Requirements under ESSA

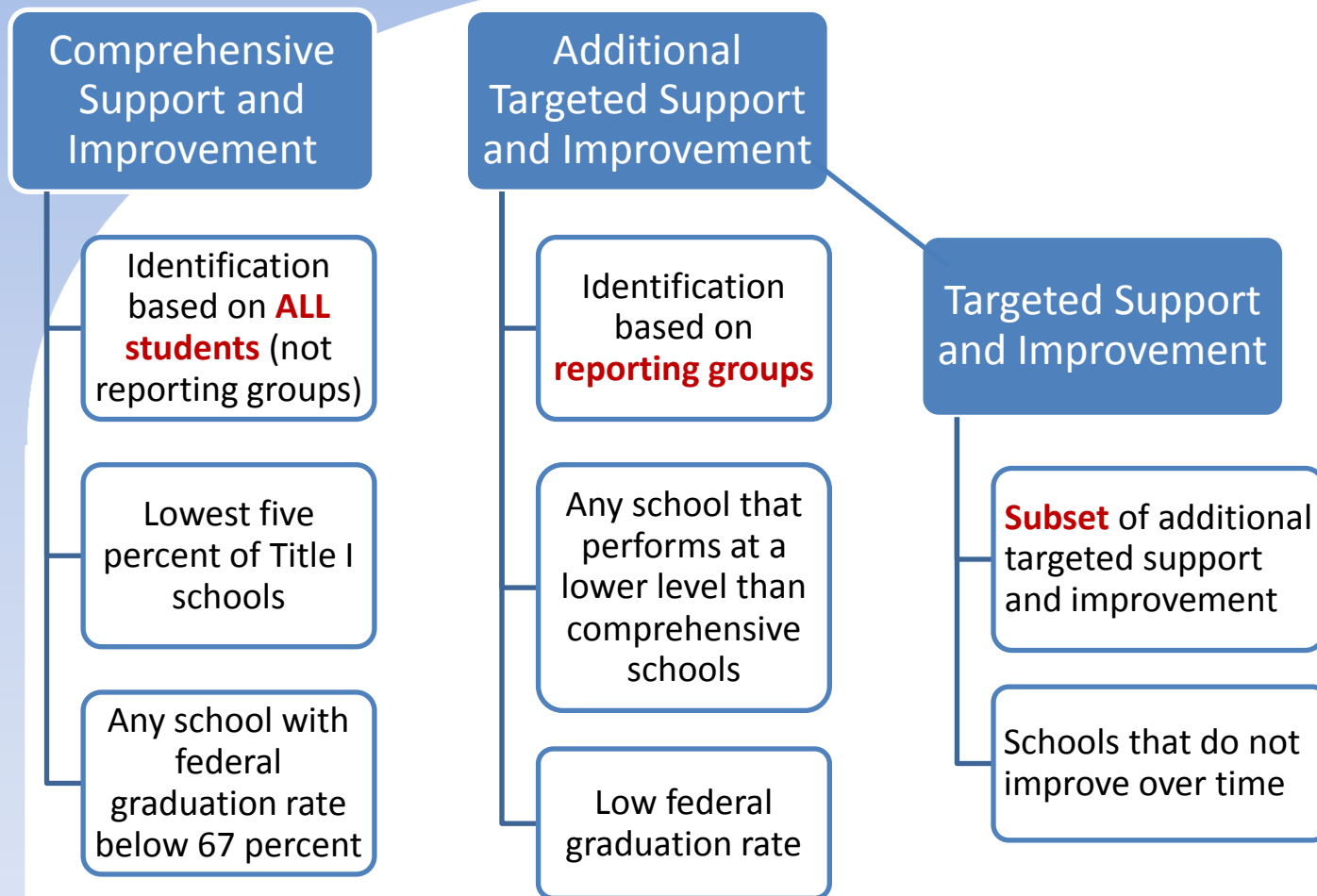
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**Based on the state's federal accountability system, ESSA requires the identification of **two categories** of schools for improvement:**

- **Comprehensive Support and Improvement**
- **Targeted Support and Improvement**

Those schools selected for comprehensive support or targeted support will be identified on the School Quality Profile.

# Identification of Schools for Support and Improvement



# Support for Identified Schools

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- Divisions with schools identified for **support and improvement** will receive individualized support to develop, implement, and monitor interventions.
- Support will mirror what will be provided to schools with indicators “below standard” in the state accreditation system.
  - School division staff will work with Virginia Department of Education staff to develop a corrective action plan
  - Support will be customized based on the needs of the school



# Per-pupil Expenditure Reporting Requirement

- **ESSA requires the inclusion of per-pupil expenditure information on school report cards:**

*The per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual nonpersonnel expenditures of federal, state, and local funds, disaggregated by source of funds, for each local educational agency and each school in the state for the preceding fiscal year.*

**Section 1111(h)(1)(C)(x)**

# Timeline to Implement Per-pupil Expenditure Reporting Requirement

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- USED issued a [Dear Colleague Letter](#) on June 28, 2017, that delayed the per-pupil expenditure reporting requirement for one year.
- States that delay reporting for one year must provide on report cards for the 2017-2018 school year a brief description of the steps the state and divisions are taking to ensure that information on per-pupil expenditures will be included beginning with report cards for the 2018-2019 school year.

# Federal Programs Included in Consolidated Application

- **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: Language Instruction for English Learners and Immigrant Students\***
- **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\***

\* This program will be peer-reviewed and will also be reviewed by the U.S. Department of Education.

# Next Steps: Virginia's Federal Programs Application

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- **ESSA plan submitted to USED – September 18, 2017**
- **USED review for substantial completion**
- **Peer review of plan – October 2017**
- **Preliminary determination letter**
- **Virginia's response and possible negotiation**
- **Final plan approval by USED**
- **Accountability measures take effect beginning with the 2018-2019 school year**