Revised State Template for the Consolidated State Plan

The Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act

U.S. Department of Education
Issued: March 2017

Original Application Approved by Virginia Board of Education on July 27, 2017
Revisions Submitted September 21, 2017
Revisions Submitted February 5, 2018
Revisions Submitted March 21, 2018
Revisions Submitted April 24, 2018
Amendment 1 Submitted September 4, 2018
Amendment 2 Submitted March 29, 2019
Amendment 3 Submitted July 26, 2019

OMB Number: 1810-0576
Expiration Date: September 30, 2017

Paperwork Burden Statement According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0576. The time required to complete this information collection is estimated to average 249 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this collection, please write to: U.S. Department of Education, Washington, DC 20202-4537. If you have comments or concerns regarding the status of your individual submission of this collection, write directly to: Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Ave., S.W., Washington, DC 20202-3118.

Introduction

Section 8302 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA),[1] requires the Secretary to establish procedures and criteria under which, after consultation with the Governor, a State educational agency (SEA) may submit a consolidated State plan designed to simplify the application requirements and reduce burden for SEAs. ESEA section 8302 also requires the Secretary to establish the descriptions, information, assurances, and other material required to be included in a consolidated State plan. Even though an SEA submits only the required information in its consolidated State plan, an SEA must still meet all ESEA requirements for each included program. In its consolidated State plan, each SEA may, but is not required to, include supplemental information such as its overall vision for improving outcomes for all students and its efforts to consult with and engage stakeholders when developing its consolidated State plan.

Completing and Submitting a Consolidated State Plan

Each SEA must address all of the requirements identified below for the programs that it chooses to include in its consolidated State plan. An SEA must use this template or a format that includes the required elements and that the State has developed working with the Council of Chief State School Officers (CCSSO).

Each SEA must submit to the U.S. Department of Education (Department) its consolidated State plan by one of the following two deadlines of the SEA's choice:

- **April 3, 2017**; or
- **September 18, 2017**.

Any plan that is received after April 3, but on or before September 18, 2017, will be considered to be submitted on September 18, 2017. In order to ensure transparency consistent with ESEA section 1111(a)(5), the Department intends to post each State plan on the Department's website.

Alternative Template

If an SEA does not use this template, it must:

1) Include the information on the Cover Sheet;
2) Include a table of contents or guide that clearly indicates where the SEA has addressed each requirement in its consolidated State plan;
3) Indicate that the SEA worked through CCSSO in developing its own template; and
4) Include the required information regarding equitable access to, and participation in, the programs included in its consolidated State plan as required by section 427 of the General Education Provisions Act. See Appendix B.

Individual Program State Plan

An SEA may submit an individual program State plan that meets all applicable statutory and regulatory requirements for any program that it chooses not to include in a consolidated State plan. If an SEA intends to submit an individual program plan for any program, the SEA must submit the individual program plan by one of the dates above, in concert with its consolidated State plan, if applicable.

Consultation

Under ESEA section 8540, each SEA must consult in a timely and meaningful manner with the Governor, or appropriate officials from the Governor's office, including during the development and prior to submission of its consolidated State plan to the Department. A Governor shall have 30 days prior to the

[1] Unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by the ESSA.

SEA submitting the consolidated State plan to the Secretary to sign the consolidated State plan. If the Governor has not signed the plan within 30 days of delivery by the SEA, the SEA shall submit the plan to the Department without such signature.

Assurances

In order to receive fiscal year (FY) 2017 ESEA funds on July 1, 2017, for the programs that may be included in a consolidated State plan, and consistent with ESEA section 8302, each SEA must also submit a comprehensive set of assurances to the Department at a date and time established by the Secretary. In the near future, the Department will publish an information collection request that details these assurances.

For Further Information: If you have any questions, please contact your Program Officer at OSS.[State]@ed.gov (e.g., OSS.Alabama@ed.gov).

Cover Page

Contact Information and Signatures

SEA Contact:

Lynn Sodat
Director, Office of Program Administration and Accountability
Virginia Department of Education
804 (225) 2870
Virginia Department of Education
P.O. Box 2120
Richmond, VA 23218-2120
lynn.sodat@doe.virginia.gov

By signing this document, I assure that:
To the best of my knowledge and belief, all information and data included in this plan are true and correct.
The SEA will submit a comprehensive set of assurances at a date and time established by the Secretary, including the assurances in ESEA section 8304.
Consistent with ESEA section 8302(b)(3), the SEA will meet the requirements of ESEA sections 1117 and 8501 regarding the participation of private school children and teachers.

Authorized SEA Representative:

Steven M. Constantino, Ed.D
Acting Superintendent of Public Instruction
(804) 225-2023

Date Signed: April 24, 2018 - **Signature may be viewed in the PDF version of this document.**

Governor:

Terence R. McAuliffe

Date SEA Provided plan to Governor under ESEA section 8540: August 7, 2017 - **Signature may be viewed in the PDF version of this document.**

Programs Included in the Consolidated State Plan

Instructions: Indicate below by checking the appropriate box(es) which programs the SEA included in its consolidated State plan. If an SEA elected not to include one or more of the programs below in its consolidated State plan, but is eligible and wishes to receive funds under the program(s), it must submit individual program plans for those programs that meet all statutory and regulatory requirements with its consolidated State plan in a single submission.

☒ Check this box if the SEA has included all of the following programs in its consolidated State plan.

or

If all programs are not included, check each program listed below that the SEA includes in its consolidated State plan:

☐ 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: English Language Acquisition, Language Enhancement, and Academic Achievement

☐ 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 (McKinney-Vento Act)

Instructions

Each SEA must provide descriptions and other information that address each requirement listed below for the programs included in its consolidated State plan. Consistent with ESEA section 8302, the Secretary has determined that the following requirements are absolutely necessary for consideration of a consolidated State plan. An SEA may add descriptions or other information, but may not omit any of the required descriptions or information for each included program.

A. Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)

1. Challenging State Academic Standards and Assessments *(ESEA section 1111(b)(1) and (2) and 34 CFR §§ 200.1−200.8.)*[2]

2. Eighth Grade Math Exception (*ESEA section 1111(b)(2)(C) and 34 CFR § 200.5(b)(4))*:
   i. Does the State administer an end-of-course mathematics assessment to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA?
      X Yes
      □ No

   ii. If a State responds "yes" to question 2(i), does the State wish to exempt an eighth-grade student who takes the high school mathematics course associated with the end-of-course assessment from the mathematics assessment typically administered in eighth grade under section 1111(b)(2)(B)(v)(I)(aa) of the ESEA and ensure that:
      a. The student instead takes the end-of-course mathematics assessment the State administers to high school students under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;
      b. The student's performance on the high school assessment is used in the year in which the student takes the assessment for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA;
      c. In high school:
         1. The student takes a State-administered end-of-course assessment or nationally recognized high school academic assessment as defined in 34 CFR § 200.3(d) in mathematics that is more advanced than the assessment the State administers under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;
         2. The State provides for appropriate accommodations consistent with 34 CFR § 200.6(b) and (f); and
         3. The student's performance on the more advanced mathematics assessment is used for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA.

      X Yes
      □ No

   iii. If a State responds "yes" to question 2(ii), consistent with 34 CFR § 200.5(b)(4), describe, with regard to this exception, its strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school.

[2] The Secretary anticipates collecting relevant information consistent with the assessment peer review process in 34 CFR § 200.2(d). An SEA need not submit any information regarding challenging State academic standards and assessments at this time.

This exception is requested for grade 8 students taking advanced mathematics only; a waiver request will be submitted to the U.S. Department of Education for additional flexibility.

The Virginia Board of Education ensures that every student in the state has the opportunity to be prepared for and take courses at an advanced level prior to high school through a provision in the Standards of Accreditation which requires that instructional programs in all middle schools offer at least one level of a foreign language and an Algebra I course. (Part C of 8VAC20-131-90). Testing data show that 50.4 percent of Virginia 8th grade students took the Algebra I, Geometry, or Algebra II End-of-Course (EOC) assessment in the 2015-2016 school year. When such students are enrolled in high school, the students are assessed on an additional high-school level mathematics assessment, consistent with the state's mathematics content. The students' results on the additional high-school level mathematics assessment administered during high school are included in federal accountability determinations for the students' high school. It should be noted that new mathematics tests will be administered during the 2018-2019 school year.

Test results for students who take Algebra I in 8th grade will be included in the pass rate and in the participation rate for the school of enrollment.

For high school mathematics, a cohort rate will be calculated for performance and participation. To calculate the pass rate, the numerator will consist of the number of students in the 12th grade cohort who passed the Algebra I test, or an additional EOC mathematics test for students who passed Algebra I in 8th grade, or the Virginia Alternate Assessment for high school mathematics for students with significant cognitive disabilities, by 12th grade. The denominator for the pass rate will consist of the greater of: 1) 95% of the students in the 12th grade cohort; or 2) the number of students in the 12th grade cohort who took the Algebra I test, or an additional EOC mathematics test for students who passed Algebra I in 8th grade, or the Virginia Alternate Assessment for high school mathematics for students with significant cognitive disabilities, by 12th grade. To calculate the participation rate, the numerator will consist of the number of students in the 12th grade cohort who took the Algebra I test, or an additional EOC mathematics test for students who passed Algebra I in 8th grade, or the Virginia Alternate Assessment for high school mathematics for students with significant cognitive disabilities, by 12th grade. The denominator for the participation rate will consist of the number of students in the 12th grade cohort.

3. Native Language Assessments *(ESEA section 1111(b)(2)(F) and 34 CFR § 200.6(f)(2)(ii)) and (f)(4)*:
   i. Provide its definition for "languages other than English that are present to a significant extent in the participating student population," and identify the specific languages that meet that definition.
   Virginia considers languages other than English that are spoken by five percent or more of the English Learner (EL) population to be present to a significant extent in the participating student population. The languages that are spoken to a significant extent in the EL population are below.

Language	Number of ELs	Percent of ELs
Spanish (Castilian)	69,265	68.72%
Arabic	5,486	5.44%

To develop this definition, consideration was also given to special populations. Spanish (Castilian) is spoken by over 89% of migrant students who are also identified as ELs (282 students). This is the only predominant language other than English in this special population. Of the other four languages spoken by students who are migrant and ELs, 22 or fewer students are reported speaking each language.

ii. Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available.
Assessments are not available in languages other than English. Virginia offers the bilingual dictionary to ELs who qualify for accommodations on state assessments, as well as other accommodations.

iii. Indicate the languages identified in question 3(i) for which yearly student academic assessments are not available and are needed.
Content instruction in Virginia is not provided in languages other than English except on a very limited basis and in foreign language classes. To administer academic assessments in languages other than the language in which students are taught is not considered to be aligned with the instruction.

iv. Describe how it will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population including by providing

a. The State's plan and timeline for developing such assessments, including a description of how it met the requirements of 34 CFR § 200.6(f)(4);
b. A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and
c. As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.

At this time, the state does not plan to develop assessments in languages other than English. As noted above, content instruction in Virginia is not provided in languages other than English except on a very limited basis and in foreign language classes. Virginia offers the bilingual dictionary to ELs who qualify for accommodations on state assessments, as well as other accommodations.

Virginia gathered meaningful input on this topic during stakeholder engagement meetings with participants representing multiple stakeholder groups. Participants expressed concerns about assessing students in a language other than the language in which they receive

instruction. Further, participants were concerned about the mechanics of testing in languages other than English. Finally, participants were hesitant to assess students in their native language without knowing if students were proficient in that language. Participants did respond positively to the option to offer accommodations for ELs in years 1 or 2 of monitoring, which may include continued use of the bilingual dictionary; Virginia intends to implement this change beginning with the 2017-2018 assessment year.

4. Statewide Accountability System and School Support and Improvement Activities *(ESEA section 1111(c) and (d))*:
   i. Subgroups *(ESEA section 1111(c)(2))*:
      a. List each major racial and ethnic group the State includes as a subgroup of students, consistent with ESEA section 1111(c)(2)(B).
      The major racial and ethnic groups that Virginia includes as subgroups of students for the purposes of calculating accountability, consistent with ESEA section 1111(c)(2)(B), are groups that are present in five percent or more of the student population.
         1. White (not of Hispanic origin)
         2. Black (not of Hispanic origin)
         3. Hispanic
         4. Asian

      b. If applicable, describe any additional subgroups of students other than the statutorily required subgroups (*i.e.*, economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners) used in the Statewide accountability system.
      Virginia will not include additional subgroups of students other than the statutorily required subgroups.

      c. Does the State intend to include in the English learner subgroup the results of students previously identified as English learners on the State assessments required under ESEA section 1111(b)(2)(B)(v)(I) for purposes of State accountability (ESEA section 1111(b)(3)(B))? Note that a student's results may be included in the English learner subgroup for not more than four years after the student ceases to be identified as an English learner.
      X Yes
      □ No

      d. If applicable, choose one of the following options for recently arrived English learners in the State:
      ☒ Applying the exception under ESEA section 1111(b)(3)(A)(i); or
      ☐ Applying the exception under ESEA section 1111(b)(3)(A)(ii); or
      ☐ Applying the exception under ESEA section 1111(b)(3)(A)(i) or under ESEA section 1111(b)(3)(A)(ii). If this option is selected, describe how the State will choose which exception applies to a recently arrived English learner.

This is not applicable to Virginia because option 1 has been selected.

ii. Minimum N-Size *(ESEA section 1111(c)(3)(A))*:

a. Provide the minimum number of students that the State determines are necessary to be included to carry out the requirements of any provisions under Title I, Part A of the ESEA that require disaggregation of information by each subgroup of students for accountability purposes.
Virginia will continue to use a minimum *n* of 30 students for accountability purposes. For several years, this number has been used to identify low performing schools without inappropriately identifying successful schools or permitting unsuccessful schools to avoid accountability.

b. Describe how the minimum number of students is statistically sound.
Important factors in selecting a minimum *n* include minimizing the exclusion of student outcomes in the accountability system, while at the same time making sure that Personally Identifiable Information (PII) for individual students is not disclosed. Also, it was important to establish a minimum *n* that would not place undue emphasis on the assessment scores of one or two students with respect to a school's federal accountability status.

The table below shows the number of schools with each subgroup based on data from the 2015-2016 assessment year.

Subgroup	Number of schools excluded when n ≥ 30	Number of schools with at least one assessment in the reporting group	Percent of schools excluded when n ≥ 30 of all public schools (N = 1,786)	Percent of schools excluded when n ≥ 30 among schools with at least one assessment in the reporting group
All Students	9	1786	0.50%	0.50%
Asian	1,153	1515	64.56%	76.11%
Black	647	1729	36.23%	37.42%
Economically Disadvantaged	157	1783	8.79%	8.81%
English Learners	1,076	1559	60.25%	69.02%
Hispanic	966	1746	54.09%	55.33%
Students with Disabilities	697	1783	39.03%	39.09%
White	167	1780	9.35%	9.38%

c. Describe how the minimum number of students was determined by the State, including how the State collaborated with teachers, principals, other school leaders, parents, and other stakeholders when determining such minimum number.
Data and explanations supporting a minimum *n* of 30 are provided in response to 2.a. and 2.b. above. The minimum *n* was discussed with stakeholder groups on several occasions, including at meetings of the

Virginia ESL Supervisors' Association, the Committee of Practitioners, and the state Board of Education.

d. Describe how the State ensures that the minimum number is sufficient to not reveal any personally identifiable information.[3]
While some research indicates that a higher number than 30 is needed to fully protect against the risk of disclosing PII, the minimum *n* of 30 that Virginia has implemented for accountability calculations, and the minimum *n* of 10 that Virginia has implemented for reporting, has been effective in maintaining necessary protection of PII.

e. If the State's minimum number of students for purposes of reporting is lower than the minimum number of students for accountability purposes, provide the State's minimum number of students for purposes of reporting.
A minimum of 10 students will be used for purposes of reporting.

iii. Establishment of Long-Term Goals *(ESEA section 1111(c)(4)(A))*:

c. Academic Achievement. *(ESEA section 1111(c)(4)(A)(i)(I)(aa))*

1. Describe the long-term goals for improved academic achievement, as measured by proficiency on the annual statewide reading/language arts and mathematics assessments, for all students and for each subgroup of students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; and (iii) how the long-term goals are ambitious.
For over twenty years, Virginia has implemented a state accountability system that includes rigorous state content standards and assessments for all students that are updated on a regular basis. Under ESSA, Virginia's rigorous accountability benchmarks in reading and mathematics that were adopted by the state Board of Education as part of the state accountability system are identified as the long-term goals for all students and subgroups. These benchmarks have been proven to differentiate and identify schools for support and improvement. The alignment of federal long-term goals with state accountability benchmarks was requested and supported by stakeholders. Should the state benchmarks change, an amendment may be provided to reflect adjustments to the long term goals.

Baseline data from the 2015-2016 assessment year were used to confirm the rigor and relevance of the long term goals for all students and subgroups, and to determine the measures of

[3] Consistent with ESEA section1111(i), information collected or disseminated under ESEA section 1111 shall be collected and disseminated in a manner that protects the privacy of individuals consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g, commonly known as the "Family Educational Rights and Privacy Act of 1974"). When selecting a minimum n-size for reporting, States should consult the Institute for Education Sciences report "Best Practices for Determining Subgroup Size in Accountability Systems While Protecting Personally Identifiable Student Information" to identify appropriate statistical disclosure limitation strategies for protecting student privacy.

interim progress as noted below. The timeline for meeting the long-term goals is seven years. This timeline provides the most reasonable and attainable interval for the attainment of the interim measures of progress for low-performing subgroups and aligns with Virginia's timeline for state standards and assessments review and revision.

Virginia's accountability benchmarks, adopted as long-term goals, place the federal accountability focus on subgroups that have historically failed to meet growth targets. This gap-closing model is rigorous and attainable and emphasizes the importance of improved achievement for low-performing subgroups.

2. Provide the measurements of interim progress toward meeting the long-term goals for academic achievement in Appendix A. Baseline data and measures of interim progress are provided in Appendix A.

3. Describe how the long-term goals and measurements of interim progress toward the long-term goals for academic achievement take into account the improvement necessary to make significant progress in closing statewide proficiency gaps.
To establish measures of interim progress for all subgroups that will result in closing the achievement gap such that all subgroups meet the state-determined target over a seven year period, the methodology below was used.

    1. Determined the pass rate of the school at the 20th percentile of enrollment among all schools and set that rate as the baseline.
    2. Set the state-determined target for all students as the long-term goal for each subgroup.
    3. Set increasing interim targets at seven intervals for mathematics and reading, starting with the 2017-2018 assessment year for accountability ratings for the 2018-2019 school year, to result in all subgroups meeting the state-determined target by the seventh year.*

    *Note: subgroups that meet or exceed the interim target must improve from the previous year.

    The methodology described above demonstrates that the long-term goals and interim measures of progress take into account the improvement necessary to close subgroup gaps. Subgroups with lower baseline rates must make greater progress to meet the long-term goals.

d. Graduation Rate. *(ESEA section 1111(c)(4)(A)(i)(I)(bb))*
    1. Describe the long-term goals for the four-year adjusted cohort graduation rate for all students and for each subgroup of

students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; and (iii) how the long-term goals are ambitious.

To establish long-term goals for the federal four-year graduation rate that will result in closing the achievement gap such that all subgroups meet the state-determined target over a seven year period, Virginia used state-level graduation data from the 2015-2016 accountability year to establish the baseline. The state average federal four-year cohort graduation rate of 84% was set as the target for all students and all subgroups. The methodology below was used to establish measures of interim progress for graduation rate:

1. Determined the average graduation rate for each subgroup.
2. Set the state average federal four-year cohort graduation rate for all students as the long-term goal for each subgroup.
3. Set increasing graduation rates at seven intervals, starting with the 2017-2018 assessment year, for accountability ratings for the 2018-2019 school year, to result in all subgroups meeting the state-determined target by the seventh year.*

*Note: subgroups that meet or exceed the interim target must improve from the previous year.

Virginia established a seven year timeline for the attainment of long-term goals for graduation rate to align with the state's timeline for attainment of academic achievement goals. Using the gap-closing model, the long-term goals are particularly rigorous for subgroup with lower baseline rates.

2. If applicable, describe the long-term goals for each extended-year adjusted cohort graduation rate, including (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; (iii) how the long-term goals are ambitious; and (iv) how the long-term goals are more rigorous than the long-term goal set for the four-year adjusted cohort graduation rate.

   Virginia will not use extended year graduation rates in its system of meaningful differentiation.

3. Provide the measurements of interim progress toward the long-term goals for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate in Appendix A.

Baseline data and measures of interim progress are provided in Appendix A.

4. Describe how the long-term goals and measurements of interim progress for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate take into account the improvement necessary to make significant progress in closing statewide graduation rate gaps.
The methodology used to develop the long-term goal and interim measures of progress for the graduation rate benchmark takes into account the improvement necessary to close statewide graduation rate gaps. Subgroups with lower graduation rates must make greater progress to meet the long-term goal.

e. English Language Proficiency. *(ESEA section 1111(c)(4)(A)(ii))*

1. Describe the long-term goals for English learners for increases in the percentage of such students making progress in achieving English language proficiency, as measured by the statewide English language proficiency assessment including: (i) baseline data; (ii) the State-determined timeline for such students to achieve English language proficiency; and (iii) how the long-term goals are ambitious.
In 2007, the Virginia Board of Education adopted the ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners) as the statewide English language proficiency (ELP) assessment for Virginia. The ACCESS for ELLs was developed by the World-Class Instructional Design Assessment (WIDA) consortium through a United States Department of Education Enhanced Assessment grant. In 2008, the Virginia Board of Education adopted the WIDA ELP standards as the ELP standards for the state. Virginia continues to partner with WIDA as enhanced versions of the ELP standards and assessments have been released.

During the 2015-2016 assessment year, WIDA released new ELP online assessments – ACCESS for ELLs 2.0 – which were administered in Virginia in early 2016. Standards-setting studies were conducted by WIDA on the new assessments during the summer of 2016. Overall, the recommendations made by the WIDA standards-setting committee and adopted by WIDA resulted in higher scale score to proficiency level cut scores across all domains. In some areas, the English language proficiency expectations increased significantly.

To establish long-term goals and interim measures of progress for increases in the percentage of ELs making progress in achieving English language proficiency, Virginia used ACCESS for ELLs 2.0 assessment results under the new scale from the 2015-2016 and 2016-2017 assessment years. The methodologies

used to determine the EL exit criterion and to define EL progress are provided in A.4.iv.d.

The state-determined timeline for ELs to achieve English language proficiency is five years; the timeline to obtain the long-term goal for EL progress, consistent with the timelines for all other indicators, is seven years. The methodology below was used to determine the baseline, long-term progress goal, and interim measures of progress for this indicator:

1. Determined the school level percentile rankings from the 10th to the 90th percentile of students who met the ELP progress targets.
2. Selected the 20th percentile as the baseline (44%).
3. Selected the 75th percentile as the long-term goal (58%).
4. Calculated the percentage difference between the baseline and the long-term goal.
5. Divided the number calculated in #4 by seven.
6. Set increasing targets at seven intervals for increasing the percentage of ELs making progress in achieving English language proficiency, starting with the 2017-2018 assessment year for accountability ratings for the 2018-2019 school year.

This methodology is consistent with recommendations from the WIDA consortium for establishing rigorous long term goals and interim measures of progress, and is aligned with the timeline used for the other indicators.

2. Provide the measurements of interim progress toward the long-term goal for increases in the percentage of English learners making progress in achieving English language proficiency in Appendix A.
Baseline data and measures of interim progress are provided in Attachment A.

iv. Indicators *(ESEA section 1111(c)(4)(B))*

a. Academic Achievement Indicator. Describe the Academic Achievement indicator, including a description of how the indicator (i) is based on the long-term goals; (ii) is measured by proficiency on the annual statewide reading/language arts and mathematics assessments; (iii) annually measures academic achievement for all students and separately for each subgroup of students; and (iv) at the State's discretion, for each public high school in the State, includes a measure of student growth, as measured by the annual Statewide reading/language arts and mathematics assessments.
Virginia's state Standards of Learning (SOL) assessment results in English (reading) and mathematics are the measure used for the academic achievement indicator. The SOL for Virginia public schools establish minimum expectations for what students should know and be

able to do at the end of each grade or course. SOL tests measure the success of students in meeting the state Board of Education's expectations for learning and achievement. All items on SOL tests are reviewed by Virginia classroom teachers for accuracy and fairness and teachers also assist the state Board of Education in setting achievement standards for the tests. Virginia SOL tests have demonstrated validity, reliability, and comparability across all LEAs in the state through the U.S. Department of Education's peer review process. Virginia submitted additional evidence for the peer review of its assessment system in late December 2017 and is waiting for a response from the U.S. Department of Education regarding the most recent submission.

All students are expected to participate in Virginia's assessment program as required under the ESEA. Virginia's assessment system includes students with disabilities and ELs. Students with disabilities and ELs may take SOL tests with or without accommodations. Students with significant cognitive disabilities may be assessed using an alternate assessment aligned with alternative achievement standards. Test results from alternate assessments are included in the academic achievement indicator.

At the school level, the long-term goals and interim measures of progress for the academic achievement indicator may be met by: 1) meeting or exceeding the targets in the current year; or 2) if not met in the current year, by meeting the targets using a three-year average that includes the current year and the two previous years.

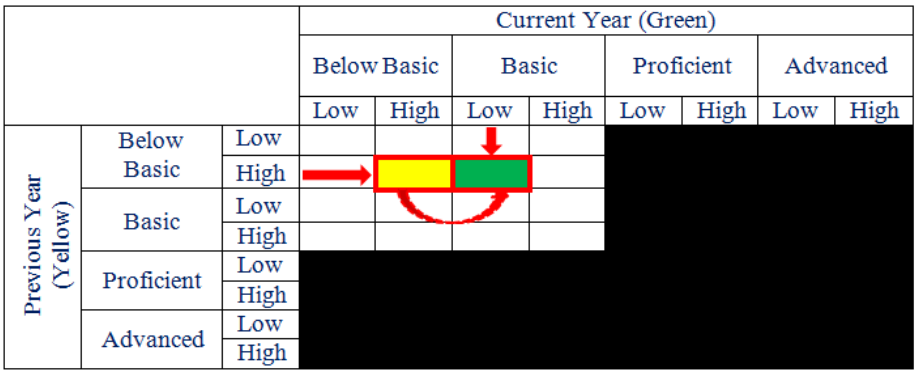
To calculate the pass rate for this indicator, the denominator will be the greater of: 1) 95% of all students in the grades assessed who are enrolled in the school; or 2) the number of all such students who participated in the content area assessment. Test results for students who take Algebra I in 8th grade will be included in the pass rate and in the participation rate for the school of enrollment.

For high school mathematics, a cohort rate will be calculated for performance and participation. To calculate the pass rate, the numerator will consist of the number of students in the 12th grade cohort who passed the Algebra I test, or an additional EOC mathematics test for students who passed Algebra I in 8th grade, or the Virginia Alternate Assessment for high school mathematics for students with significant cognitive disabilities, by 12th grade. The denominator for the pass rate will consist of the greater of: 1) 95% of the students in the 12th grade cohort; or 2) the number of students in the 12th grade cohort who took the Algebra I test, or an additional EOC mathematics test for students who passed Algebra I in 8th grade, or the Virginia Alternate Assessment for high school mathematics for students with significant cognitive disabilities, by 12th grade. To calculate the participation rate, the numerator will consist of the number of students in the 12th grade cohort who took the Algebra I test, or an additional EOC mathematics test for students who passed

Algebra I in 8th grade, or the Virginia Alternate Assessment for high school mathematics for students with significant cognitive disabilities, by 12th grade. The denominator for the participation rate will consist of the number of students in the 12th grade cohort.

b. Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator). Describe the Other Academic indicator, including how it annually measures the performance for all students and separately for each subgroup of students. If the Other Academic indicator is not a measure of student growth, the description must include a demonstration that the indicator is a valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance.

The Other Academic Indicator for elementary and secondary schools that are not high schools is a measure of academic growth derived from SOL test data. Using this measure, students who passed the SOL English (reading) or mathematics test in the current year are deemed to have made growth. For students who did not pass the SOL test in the current or previous year, student growth is determined by comparing the student's test score in the current year to his/her prior year's test score. The performance levels used for students who do not pass the SOL tests in English (reading) and mathematics – Basic and Below Basic – are each divided in half to create two sublevels for each level. The resulting sublevels are: Low Basic, High Basic, Low Below Basic, and High Below Basic. Student progress is measured by the number of sublevels a student who failed the SOL the previous year has moved based on the current year's data. A student has demonstrated sufficient student growth if the student who failed the test the previous year has grown by at least one sublevel. For example, a student whose score on the grade 3 English (reading) test fell in the "High Below Basic" range the previous year would be considered to have made growth if her score on the grade 4 reading test fell in the "Low Basic" level in the current year.



c. Graduation Rate. Describe the Graduation Rate indicator, including a description of (i) how the indicator is based on the long-term goals; (ii) how the indicator annually measures graduation rate for all students

and separately for each subgroup of students; (iii) how the indicator is based on the four-year adjusted cohort graduation rate; (iv) if the State, at its discretion, also includes one or more extended-year adjusted cohort graduation rates, how the four-year adjusted cohort graduation rate is combined with that rate or rates within the indicator; and (v) if applicable, how the State includes in its four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rates students with the most significant cognitive disabilities assessed using an alternate assessment aligned to alternate academic achievement standards under ESEA section 1111(b)(2)(D) and awarded a State-defined alternate diploma under ESEA section 8101(23) and (25).
The Federal Graduation Indicator (FGI), consistent with section 8105(25) of the ESEA, is calculated based on students earning a standard or advanced diploma, and was used to determine the long-term goal and interim measures of progress for graduation rate that are described in question 4.iii.b. and Appendix A. The interim measures of progress increase incrementally over a seven year period following a gap-closing model. Subgroups with lower graduation rates must make greater progress to meet the long-term goals.

Amendment 3: Prior to the 2019-2020 accountability year, Virginia ~~will continue to~~ calculated FGI using previous year's data – based on a one year lag in the graduation cohort. Beginning with the 2019-2020 accountability year, Virginia will calculate FGI using the current year's data. Adjusted cohort graduation rates are calculated based on the number of students who earned a regular or advanced high school diploma divided by the total number of students in the cohort, accounting for students who are considered dropouts and transfers.

Stakeholders expressed a desire to include in the FGI calculation students with the most significant cognitive disabilities who are assessed using Virginia's alternate assessments and complete the requirements for the Applied Studies Diploma. Virginia is considering making adjustments to the requirements for the Applied Studies Diploma in order to include this diploma type in the FGI calculation; however, the Applied Studies Diploma will not be included in the FGI calculation at this time.

d. Progress in Achieving English Language Proficiency (ELP) Indicator. Describe the Progress in Achieving ELP indicator, including the State's definition of ELP, as measured by the State ELP assessment.
As described in A.4.iii.c.1., Virginia will use the WIDA ACCESS for ELLs 2.0 assessment to measure progress in achieving ELP.

To determine the EL exit criterion under the new scale, ACCESS for ELLs 2.0 data were used to identify the composite score that was most consistent with passing or failing the state reading assessment (consistency rate). This methodology indicated a composite score of 4.4, which was selected as Virginia's ACCESS for ELLs 2.0 exit criterion.

To define ELP, 2015-2016 and 2016-2017 year ACCESS for ELLs 2.0 data were analyzed using the new scale. Several grade clusters and composite score groupings were compared to determine which could be combined. The data indicated three grade clusters (grades K-2, grades 3-5, and grades 6-12) and three composite score groupings (1.0-2.4, 2.5-3.4, and 3.5-4.4). For these groupings, average growth from 2015-2016 to 2016-2017 was calculated to identify the ELP requirements below.

Composite Proficiency Level Gains

Proficiency Level	Grades K-2	Grades 3-5	Grades 6-12
1.0-2.4	1.0	0.7	0.4
2.5-3.4	0.4	0.4	0.2
3.5-4.4	0.2	0.2	0.1

The school level baseline data, long-term goals, and interim measures of progress for the ELP indicator are described in section A.4.iii.c. and are provided in Attachment A.

e. School Quality or Student Success Indicator(s). Describe each School Quality or Student Success Indicator, including, for each such indicator: (i) how it allows for meaningful differentiation in school performance; (ii) that it is valid, reliable, comparable, and statewide (for the grade span(s) to which it applies); and (iii) of how each such indicator annually measures performance for all students and separately for each subgroup of students. For any School Quality or Student Success indicator that does not apply to all grade spans, the description must include the grade spans to which it does apply.

Virginia will use two school quality or student success indicators, both of which apply to all grade spans and all subgroups.

Chronic Absenteeism

Chronic absenteeism in Virginia is defined as missing 10 percent or more of the school year. Research suggests that chronically absent students are less likely to achieve at high levels, and are less likely to graduate from high school. The table below shows that rates of chronic absenteeism among Virginia's public schools vary widely among schools.

Chronic Absenteeism

Subgroup	Number of Schools with 0 to 10 Percent Chronic Absenteeism	Number of Schools with Greater Than 10 Percent Chronic Absenteeism
All students	1,249	577
Asian students	1,361	251
Black students	1,223	566
Economically Disadvantaged students	817	1,009

Subgroup	Number of Schools with 0 to 10 Percent Chronic Absenteeism	Number of Schools with Greater Than 10 Percent Chronic Absenteeism
English Learners	1,263	411
Hispanic students	1,226	578
Students with Disabilities	740	1,086
White students	1,206	620

Based on this school-level data analysis and research, a rate of chronic absenteeism no greater than 10 percent was established as the long-term goal for all students and for all subgroups. Amendment 3: To establish measures of interim progress for chronic absenteeism, the methodology below was used.

- Determined the chronic absenteeism rate for each subgroup at the 20th percentile of enrollment among all schools and set that rate as the baseline.
- Set the state-determined target for all students as the long-term goal for each subgroup.
- Set decreasing interim targets to result in all subgroups meeting the state-determined target by the 2023-2024 assessment year.

As with the academic indicators, this indicator will be measured annually. The baseline data, long-term goal, and interim measures of progress for this indicator are provided in Appendix A.

Standards of Accreditation (SOA) Rating

The Virginia Board of Education's accreditation standards provide a comprehensive view of school quality. The standards measure performance on multiple school quality indicators:

- Overall proficiency and growth in achievement
- Achievement gaps among subgroups
- Absenteeism
- Graduation and completion
- Dropout rate

Performance on each school quality indicator is rated at one of three levels:

- Level One – Meets or exceeds standard or sufficient improvement
- Level Two – Near standard or making sufficient improvement
- Level Three – Below standard

Under the SOA system, schools earn one of the following three accreditation ratings:

- Accredited – schools with all school quality indicators at either Level One or Level Two
- Accredited with Conditions – Schools with one or more school quality indicators at Level Three

- Accreditation Denied – Schools that fail to adopt or fully implement required corrective actions to address Level Three school quality indicators.

The SOA Rating indicator is able to meaningful differentiate school performance. For example, using data through the 2016-2017 school year, 525 schools were determined to have an acceptable performance level across all indicators, 793 schools had one or more indicators that is near standard, and 416 schools had below standard performance in one or more indicators. The SOA Rating will be applied to all schools and all subgroups.

v. Annual Meaningful Differentiation *(ESEA section 1111(c)(4)(C))*

a. Describe the State's system of annual meaningful differentiation of all public schools in the State, consistent with the requirements of section 1111(c)(4)(C) of the ESEA, including a description of (i) how the system is based on all indicators in the State's accountability system, (ii) for all students and for each subgroup of students. Note that each state must comply with the requirements in 1111(c)(5) of the ESEA with respect to accountability for charter schools.

Virginia will identify schools for comprehensive or targeted support and improvement using a multi-step process that includes all indicators. The ordering of the steps ensures that the academic indicators in the aggregate are given substantially more weight than the indicators of school quality or student success.

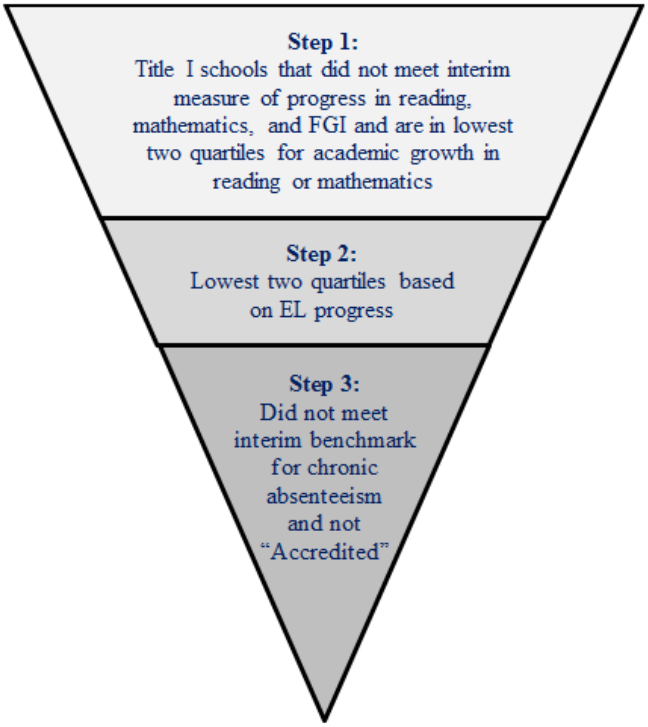
Comprehensive Support and Improvement – for all students

- Step 1: Identify Title I schools that did not meet the interim measure of progress for English (reading), mathematics, and FGI and are in the lowest two quartiles for academic growth in English (reading) or mathematics.
- Step 2: Of those schools identified in Step 1, identify schools that did not meet the interim measure for EL progress and are in the lowest two quartiles for EL progress.
- Step 3: Of those schools identified in Step 1 through 2, identify schools that did not meet the interim measure of progress for chronic absenteeism and have an SOA rating of Accredited with Conditions or Accreditation Denied. Amendment 1: ~~Rank those schools by the rate of chronic absenteeism, and identify~~ Identify a number equal to 5% of Title I schools for comprehensive support and improvement.

  Notes:
  - Schools identified in Step 1 that are missing the EL progress indicator will move to Step 3.
  - If additional schools must be identified at the end of Step 3 to meet the requirement to identify 5% of Title I schools, the remaining schools identified in Step 3 (and previous steps if needed) will be ranked by

English (reading) and mathematics achievement, with the lowest achieving schools identified until the 5% threshold is met.

Identification of Schools for Comprehensive Support and Improvement

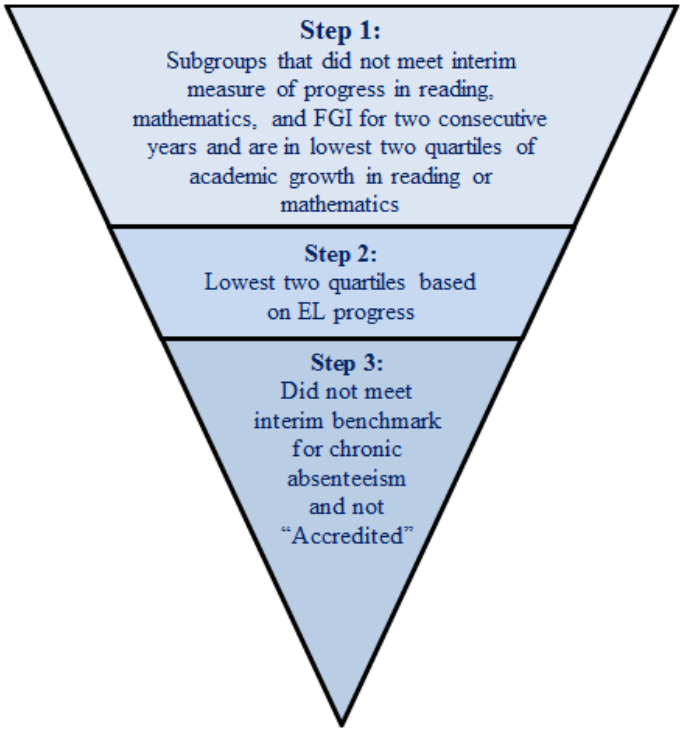


Targeted Support and Improvement – for all subgroups

- Step 1: Identify schools that did not meet the interim measure of progress for two consecutive years in one or more subgroups for English (reading), mathematics, and FGI and are in the lowest two quartiles for academic growth in English (reading) or mathematics.
- Step 2: Of those schools identified in Step 1, identify schools that did not meet the interim measure for EL progress and are in the lowest two quartiles for EL progress.
- Step 3: Of those schools identified in Step 1 through 2, identify schools that did not meet the interim measure of progress for chronic absenteeism for two consecutive years and have an SOA rating of Accredited with Conditions or Accreditation Denied.

  Notes:
  - Schools identified in Step 1 that are missing the EL progress indicator will move to Step 3.

Identification of Schools for Targeted Support and Improvement



Charter schools in Virginia must meet the same accountability standards as all public schools, and will be included in the accountability system.

b. Describe the weighting of each indicator in the State's system of annual meaningful differentiation, including how the Academic Achievement, Other Academic, Graduation Rate, and Progress in ELP indicators each receive substantial weight individually and, in the aggregate, much greater weight than the School Quality or Student Success indicator(s), in the aggregate.
Virginia's system of annual meaningful differentiation prioritizes indicators based on the multi-step methodology described above. In Step 1, achievement and growth are given the greatest weight in the system. In Step 2, EL progress is given significant but less weight than the indicators in Step 1. In Step 3, the indicators of school quality or student success carry the least weight in the system.

c. If the States uses a different methodology or methodologies for annual meaningful differentiation than the one described in 4.v.a. above for schools for which an accountability determination cannot be made (*e.g.*, P-2 schools), describe the different methodology or methodologies, indicating the type(s) of schools to which it applies.
Virginia will pair schools that have no tested grades and/or grades for which the other academic indicator applies with other schools that serve students who attended those schools in a feeder relationship to determine federal accountability status.

vi. Identification of Schools *(ESEA section 1111(c)(4)(D))*

a. Comprehensive Support and Improvement Schools. Describe the State's methodology for identifying not less than the lowest-performing five percent of all schools receiving Title I, Part A funds in the State for comprehensive support and improvement, including the year in which the State will first identify such schools.

Virginia has established the methodology below to identify schools for comprehensive support and improvement (also stated in item A.4.v.a.):

- Step 1: Identify Title I schools that did not meet the interim measure of progress for English (reading), mathematics, and FGI and are in the lowest two quartiles for academic growth in English (reading) or mathematics.
- Step 2: Of those schools identified in Step 1, identify schools that did not meet the interim measure for EL progress and are in the lowest two quartiles for EL progress.
- Step 3: Of those schools identified in Step 1 through 2, identify schools that did not meet the interim measure of progress for chronic absenteeism and have an SOA rating of Accredited with Conditions or Accreditation Denied. Rank those schools by the rate of chronic absenteeism, and identify a number equal to 5% of Title I schools for comprehensive support and improvement.

Notes:

- Schools identified in Step 1 that are missing the EL progress indicator will move to Step 3.
- If additional schools must be identified at the end of Step 3 to meet the requirement to identify 5% of Title I schools, the remaining schools identified in Step 3 (and previous steps if needed) will be ranked by English (reading) and mathematics achievement, with the lowest achieving schools identified until the 5% threshold is met.

Comprehensive support and improvement schools will be identified every three years beginning with the 2018-2019 school year.

b. Comprehensive Support and Improvement Schools. Describe the State's methodology for identifying all public high schools in the State failing to graduate one third or more of their students for comprehensive support and improvement, including the year in which the State will first identify such schools.

Virginia will review graduation rate data on all high schools, regardless of Title I status, to determine which schools fail to meet the federal, four-year adjusted cohort graduation rate of 67%. Any school failing to meet this rate will be identified for comprehensive support and improvement. These schools will be identified every three years beginning with the 2018-2019 school year.

c. Comprehensive Support and Improvement Schools. Describe the methodology by which the State identifies public schools in the State receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)(C) (based on identification as a school in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D)) and that have not satisfied the statewide exit criteria for such schools within a State-determined number of years, including the year in which the State will first identify such schools.

Virginia will identify schools for additional targeted support and improvement, as described in item A.4.vi.f. below, every three years beginning with the 2018-2019 school year. If, at the conclusion of three years, a Title I school identified for additional targeted support and improvement fails to meet the exit criteria for such schools described in item A.4.viii.b. below, the school will be identified for comprehensive support and improvement. The state will identify these schools beginning with the 2021-2022 school year.

d. Frequency of Identification. Provide, for each type of school identified for comprehensive support and improvement, the frequency with which the State will, thereafter, identify such schools. Note that these schools must be identified at least once every three years.

Schools identified for comprehensive support and improvement under items A.4.vi.a., b., and c. above will be identified once every three years following initial identification.

e. Targeted Support and Improvement. Describe the State's methodology for annually identifying any school with one or more "consistently underperforming" subgroups of students, based on all indicators in the statewide system of annual meaningful differentiation, including the definition used by the State to determine consistent underperformance. *(ESEA section 1111(c)(4)(C)(iii))*.

Any subgroup that does not meet the interim measure of progress for two consecutive years and is in the lowest two quartiles for growth and EL progress as described in the methodology below is considered "consistently underperforming". Schools with one or more consistently underperforming subgroups will be identified for targeted support and improvement (also stated in item A.4.v.a.).

- Step 1: Identify schools that did not meet the interim measure of progress for two consecutive years in one or more subgroups for English (reading), mathematics, and FGI and are in the lowest two quartiles for academic growth in English (reading) or mathematics.
- Step 2: Of those schools identified in Step 1, identify schools that did not meet the interim measure for EL progress and are in the lowest two quartiles for EL progress.
- Step 3: Of those schools identified in Step 1 through 2, identify schools that did not meet the interim measure of progress for chronic absenteeism for two consecutive years and have an

SOA rating of Accredited with Conditions or Accreditation Denied.

Notes:

- High schools identified in Step 1 will move to Step 3.
- Schools identified in Step 1 that are missing the EL progress indicator will move to Step 3.

Virginia will identify schools annually for targeted support and improvement beginning with the 2019-2020 school year.

f. Additional Targeted Support. Describe the State's methodology for identifying schools in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D), including the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools. *(ESEA section 1111(d)(2)(C)-(D))*
Additional targeted support and improvement schools will be identified every three years beginning with the 2018-2019 school year. From among schools identified for targeted support, Virginia will identify schools for additional targeted support that have one or more subgroups performing at a lower level on all required indicators than the performance of the highest performing comprehensive support and improvement school on each indicator.

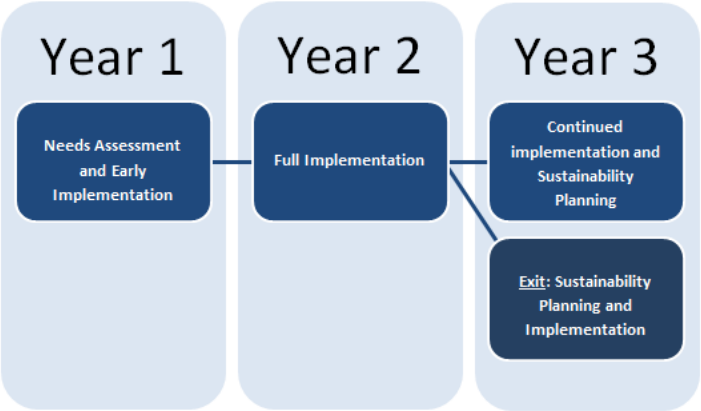
g. Additional Statewide Categories of Schools. If the State chooses, at its discretion, to include additional statewide categories of schools, describe those categories.
This section is not applicable for Virginia.

vii. Annual Measurement of Achievement *(ESEA section 1111(c)(4)(E)(iii))*: Describe how the State factors the requirement for 95 percent student participation in statewide mathematics and reading/language arts assessments into the statewide accountability system.
Schools that do not meet the 95% participation rate will be required to develop a plan that includes strategies for meeting participation requirements. Schools that do not meet the participation rate for three or more years, or that do not demonstrate progress towards meeting the 95% participation rate, will be required to implement additional actions and interventions as appropriate.

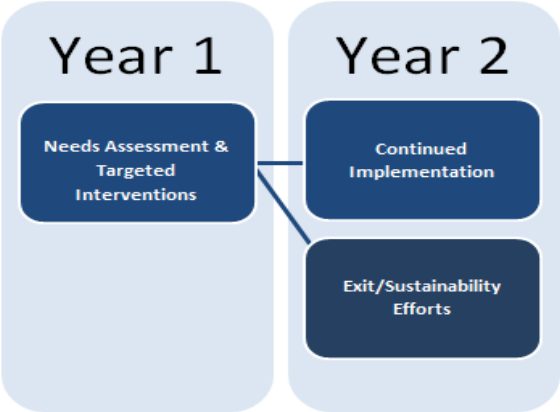
viii. Continued Support for School and LEA Improvement *(ESEA section 1111(d)(3)(A))*

a. Exit Criteria for Comprehensive Support and Improvement Schools. Describe the statewide exit criteria, established by the State, for schools identified for comprehensive support and improvement, including the number of years (not to exceed four) over which schools are expected to meet such criteria.
Comprehensive support and improvement schools identified as the lowest five percent of Title I schools will be required to implement interventions to improve student performance in reading and

mathematics over a two year period. At the end of year two, a school that demonstrates improved student performance as compared to performance when the school was identified and is no longer in the bottom five percent may exit comprehensive support and improvement status. In instances when new tests are administered during the period of a school's identification, changes to interim measures of progress resulting from standards-setting will be taken into account when considering how this criterion is met. Schools that exit this status at the end of year two will be required to implement sustainability plans for at least one additional year. The Virginia Department of Education will continue to monitor implementation of exited schools during the required sustainability year.



Comprehensive support and improvement schools identified due to graduation rate will be required to implement interventions for a period of one year that are designed to address the issues causing the school to miss the threshold for graduating students as established by the FGI. Once a high school has made improvement such that the school has an FGI above the threshold for identification, the school will exit from comprehensive support and improvement status.



Comprehensive support and improvement schools identified based on not exiting additional targeted support and improvement status will implement interventions for a period of one year to improve student

performance in the subgroup or subgroups that caused the school to be identified. Once a school meets the exit criterion described in item A.v.viii.b., the school will exit from comprehensive support and improvement status.

b. Exit Criteria for Schools Receiving Additional Targeted Support. Describe the statewide exit criteria, established by the State, for schools receiving additional targeted support under ESEA section 1111(d)(2)(C), including the number of years over which schools are expected to meet such criteria.
Schools identified for additional targeted support and improvement will be required to implement interventions for a period of one year to improve student performance in the subgroup or subgroups that caused the school to be identified. To exit additional targeted support and improvement, a school must meet the interim measure of progress in the subgroup or subgroups for which the school was identified. In instances when new tests are administered during the period of a school's identification, changes to interim measures of progress resulting from standards-setting will be taken into account when considering how this criterion is met.

c. More Rigorous Interventions. Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State's exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i)(I) of the ESEA.
If a school identified for comprehensive support and improvement (due to being in the lowest five percent of Title I schools, failing to meet the federal graduation rate of 67%, or not exiting additional targeted support and improvement status) has not exited comprehensive support and improvement status after three years of interventions, Virginia will require the following additional actions in the fourth year of comprehensive support and improvement status:

- The LEA will be required to enter into a school-level Memorandum of Understanding (MOU) with the Virginia Board of Education and/or develop a corrective action plan.
- The Virginia Department of Education's Director of the Office of School Improvement will coordinate with the LEA Superintendent, LEA staff as appropriate, principal, and other Virginia Department of Education offices to provide technical assistance in support of the MOU and corrective action plan. Technical assistance will include, but not be limited to, the following: assistance with monitoring and implementing needs identified in a comprehensive needs assessment; the evaluations of assets and their use in the school; and effective instructional practices in the school.
- The local School Board will direct the LEA Superintendent and appropriate staff to meet at least three times a year with the Office of School Improvement staff to review progress of the corrective action plan and quarterly data, which will include data points such as student attendance; teacher attendance; student discipline

reports; student transfer data; student intervention participation and progress by intervention type; number of teacher observations and walkthroughs conducted per month; and local assessment data in the LEA. Specific next steps may be developed as needed.

- The local School Board will provide reports to the Office of School Improvement and the Virginia Board of Education, as requested, on the school's progress.
- The LEA will ensure that an LEA team is assigned to the school to support all school improvement efforts. The LEA team must be comprised of appropriate staff including but not limited to key instructional staff, administrators, federal programs staff, content specific staff, special education staff, and the principal of the school.

d. Resource Allocation Review. Describe how the State will periodically review resource allocation to support school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement. The Office of School Improvement will periodically review resource allocation and school improvement expenditures for LEAs with a significant number of schools identified for comprehensive or targeted support and improvement in the following ways:

- Upon initial awarding of SIG 1003(a) funds, LEAs will receive a Grant Award Notification from the Office of School Improvement detailing the requirements and timelines around timely and efficient expenditure of funds;
- Sections of the state-developed budget template for SIG 1003(a) funds will continue to require LEAs to indicate not only how funding requests are aligned to identified needs, but also how other resources are coordinated with the SIG 1003(a) funds to meet the academic improvement needs of the school;
- Technical assistance will be provided to LEAs regarding initial alignment, use, and processing of SIG 1003(a) funds in the Virginia Department of Education's financial management system to ensure that resources are appropriately aligned to the school's approved application;
- The Office of School Improvement will review, approve, and track expenditures via the financial management system, and will send mid-year and end-of-year grant spend-down notifications to LEA financial managers reminding them of the expenditure criteria and timelines;
- The Office of School Improvement will provide one-to-one technical assistance to LEAs as needed; and
- The Office of School Improvement will conduct evaluations of assets and their use in schools with an identified need as another means of periodically reviewing resource allocation.

e. Technical Assistance. Describe the technical assistance the State will provide to each LEA in the State serving a significant number or

percentage of schools identified for comprehensive or targeted support and improvement.
Technical assistance will be provided to LEA staff in the following ways:

- Self-selected menu of sessions;
- Office of School Improvement-determined sessions;
- Required whole group sessions (combination of LEAs);
- Required small group sessions (subset of the whole-group);
- Individual LEA sessions; and
- One-to-one customized assistance.

Session topics will be developed based on identified needs for LEAs and may include:

- Developing and implementing a continuous school improvement planning model that includes a comprehensive needs assessment;
- Leadership training around procedural components of school improvement such as data analysis, professional development, implementation and monitoring;
- Alignment of written, taught and tested curriculum; and
- Selecting, implementing and monitoring research-based interventions.

The Office of School Improvement will monitor and provide feedback on implementation of technical assistance provided.

f. Additional Optional Action. If applicable, describe the action the State will take to initiate additional improvement in any LEA with a significant number or percentage of schools that are consistently identified by the State for comprehensive support and improvement and are not meeting exit criteria established by the State or in any LEA with a significant number or percentage of schools implementing targeted support and improvement plans.
This optional section is not applicable for Virginia.

5. Disproportionate Rates of Access to Educators (*ESEA section 1111(g)(1)(B)):* Describe how low-income and minority children enrolled in schools assisted under Title I, Part A are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the SEA will use to evaluate and publicly report the progress of the SEA with respect to such description.[4]
The definitions and findings below were included in Virginia's 2015 *Equitable Access to Excellent Educators Teacher Equity Plan (Teacher Equity Plan)* (data comparisons refer to the 2006 plan).

An **out-of-field teacher** is defined as a licensed teacher who is assigned to teach a class outside of the teacher's endorsement area.

[4] Consistent with ESEA section 1111(g)(1)(B), this description should not be construed as requiring a State to develop or implement a teacher, principal or other school leader evaluation system.

An **inexperienced teacher** is defined as a teacher in his or her first year of teaching.

A **minority student** in Virginia is defined as a "non-white" student.

A **High-minority school** is defined as being in the 25 percent of schools with the highest percentage of minority (non-white) students.

A **Low-minority school** is defined as being in the 25 percent of schools with the lowest percentage of minority (non-white) students.

Qualified Teachers According to Poverty Quartiles

- The overall percentage of classes taught by highly qualified teachers (HQT) increased at the state level, as well as within high-poverty and low-poverty schools at both the elementary and secondary levels.
- The gaps decreased between high- and low-poverty schools at both the elementary and secondary levels.
- The greatest increase from 2006 to the present in HQT was in high-poverty schools at the secondary level.
- There was a .6 percent gap between high and low-poverty schools at the elementary level.
- There was a 1.3 percent gap between high- and low-poverty schools at the secondary level. This was considered a minor gap due to the progress made in this area, particularly in light of the fact that the most significant improvements occurred in high-poverty schools.

Qualified Teachers According to Minority Quartiles

- The overall percentage of classes taught by highly qualified teachers has increased at the state level, as well as within high- and low-minority schools.
- The greatest increase from 2006 in HQT was in high-minority schools, compared to low-minority schools.
- The gap between high-minority and low-minority schools decreased to .2 percent. The state did not consider this to be a significant gap, particularly in light of the improvements made in high-minority schools over time.

Teacher Experience

- The gap between high-and low-poverty school divisions related to inexperienced teachers was 1.3 percent.
- The gap between high- and low-minority school divisions related to inexperienced teachers was 2.0 percent.
- There was a gap of 6.5 percent inexperienced teachers between high- and low-poverty schools. This gap had increased by 4.0 points from the initial equity plan.
- There was a gap of 7.9 percent inexperienced teachers between high- and low-minority schools. This gap had increased by .3 points since the initial equity plan was submitted in 2006.

Out-of-Field Teaching

- The content areas with the lowest percentage of highly qualified teachers overall were mathematics and science.
- The greatest gaps between high- and low-poverty schools were in the areas of foreign language (2.3 percent gap) and special education (2.4 percent gap).

- There was a reverse gap in the area of mathematics. High-poverty schools had slightly more highly-qualified mathematics teachers than low-poverty schools (.8 percent).

English Learners

- The gap between high- and low-poverty school divisions related to out-of-field English as a Second Language (ESL) teachers was 6.0 percent.
- The gap between high- and low-minority school divisions related to out-of-field ESL teachers was 3.0 percent.

Special Education

- There was a gap between high- and low-poverty and high- and low-minority schools with respect to the number of classes taught by appropriately endorsed special educators of 2.4 and 1.8 percent respectively.

The table below reflects an updated analysis of data from the 2016-2017 teacher quality data collection that distinguishes between Title I schools as compared with non-Title I schools regarding inexperienced and out-of-field teachers as well as high-minority versus low-minority schools.

Title I vs. Non-Title I Schools Teacher Quality Data Comparisons

	Out-of-Field Teachers	Inexperienced Teachers	Out-of-Field and Inexperienced Teachers
Title I Schools (Low-Income)	1.5	5.7	.2
Non-Title I Schools (Not Low-Income)	1.8	4.5	.3
Difference (gap)	-.3	1.2	-.1
High Minority Title I schools (highest quartile)	2.1	5.4	.4
Not High-Minority Non-Title I Schools (lowest quartile)	1.1	4.1	.3
Difference (gap)	1.0	1.3	.1

Summary:

- Non-Title I schools reported slightly more out-of-field teachers than Title I schools, resulting in a slight reverse gap.
- High-minority schools reported slightly more out-of-field teachers than low-minority schools.
- Title I schools report more inexperienced teachers than non-Title I schools, resulting in a relatively small gap of 1.2 percent.
- High-minority schools report more inexperienced teachers than low-minority schools, resulting in a gap of 1.3 percent.
- Amendment 3: There are no significant gaps between Title I and non-Title I schools relative to teachers who are both out-of-field and inexperienced.

The Virginia Department of Education does not currently collect or report information on teacher effectiveness at the state level. Each school division determines effectiveness at the local level, in large part through the implementation of evaluative criteria outlined in the *Guidelines for Uniform Performance Standards and Evaluation Criteria*, which became effective on July 1, 2012, and was revised on July 23, 2015. Information on the guidelines is provided on the Board of Education Teacher Performance Standards and Evaluation Criteria webpage. School divisions utilize the educator performance standards to establish evaluation procedures that inform personnel decisions according to local school board policies.

Amendment 2: ~~Beginning in the spring of 2018, Virginia will develop guidelines and collection methods for teacher effectiveness data. The Virginia Department of Education will collect and report aggregate school-level data on teacher effectiveness by September 15, 2019.~~ For the purposes of meeting the requirements of this section, the Virginia Board of Education has determined that an ineffective teacher is defined as a teacher who is both out-of-field and inexperienced. Virginia's School Quality Profiles will be updated by September 15, 2019 to reflect the requirement to report this data element.

Virginia is committed to identifying and addressing disproportionality rates as outlined in its 2015 Teacher Equity Plan. In particular, the state will continue to focus efforts on the identified equity gap related to teachers of ELs, specifically between high- and low-poverty LEAs where data indicated a six point gap. Progress toward reducing equity gaps will be monitored and data updates will be posted biennially on the Department's website.

Many LEAs struggle to find teachers with the requisite endorsements or expertise for working with ELs. At the time of our 2015 Teacher Equity Plan, there were 16 LEAs in the state that had an EL population but did not have any teachers endorsed to teach ESL. There were an additional 14 LEAs that at least had one teacher on staff with an ESL endorsement; however, the number of teachers was insufficient to satisfy the identified need.

Rural LEAs are at a particular disadvantage in locating and retaining teachers with the requisite endorsements and skills to effectively work with an increasingly diverse student population; however, even in larger LEAs, when the enrollment of ELs increases significantly over a relatively short period of time, finding qualified and prepared ESL teachers is challenging. Recruiting, retaining, and supporting teachers to work with ELs has been a critical focus in Virginia. The steps that the state has implemented to address this challenge include establishing partnerships with two universities to provide coursework leading to an ESL endorsement at no cost to identified teacher candidates in targeted high-poverty LEAs. This support will remain a focus of our work.

The state has also implemented the necessary steps to adjust data systems to enable the collection, analysis, and dissemination of data according to the timeline outlined in the equity plan, particularly around teacher and principal experience indicators.

The efforts of LEAs will continue to be monitored to ensure that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, inexperienced, or ineffective teachers in the following ways:

- *Instructional Personnel and Licensure Report (IPAL) and Master Schedule Record Collection (MSRC)* – Each LEA will continue to submit data on an

annual basis that outlines the qualifications of each teacher. The Office of Teacher Education and Licensure will continue to provide assistance to ensure accurate reporting of teacher quality data. LEAs will utilize these reports when completing annual grant applications for funding to outline overall progress in ensuring that all teachers are appropriately licensed and endorsed, and in identifying areas of additional focus for recruitment, retention, and professional development efforts. These reports will continue to be analyzed and discussed during the federal program monitoring process.

- *Annual Grant Applications for ESEA Funding* – The annual LEA Title II, Part A, funding application requires each LEA to outline any teacher equity gaps it has identified and the strategies being employed to address these gaps. Title II, Part A, specialists will continue to review these applications, engage in dialogue with LEAs about the unique equity issues that may be identified during the process, and assist with suggestions for activities that may help to address an identified gap. The LEA Title II, Part A, funding application will be updated to include data analysis of teacher equity gaps between Title I and non-Title I schools.

- *Title II, Part A, Federal Program Monitoring* – All LEAs receive formal program reviews on a five-year cycle for Title II, Part A, federal program monitoring. As part of this monitoring, LEAs will continue to be required to provide evidence that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, inexperienced, or ineffective teachers. In additional, an analysis of teacher equity gaps between Title I and non-Title I schools will be included. If inequities are evident, the LEA will be expected to develop an improvement plan to address the gaps, with a timeline by which the expected issues will be addressed.

Additional technical assistance will be provided through activities such as the annual Federal Coordinators' Academy, webinars, and other conferences and presentations. The 2017-2018 update of the Teacher Equity Plan will provide information on stakeholder involvement and initiatives focusing on teacher equity, including:

- The Virginia Board of Education's Comprehensive Plan (2018-2023). This plan includes intense focus and scrutiny on equity issues across the state, including teacher shortage challenges, particularly in several rural and urban centers. It also outlines efforts to address the population changes in Virginia, including increases in students experiencing poverty and the English Learner population.
- Virginia Teacher Diversity Task Force
- Virginia Minority Educator Recruitment Summit
- Diversifying the Teacher Pipeline Action Group
- Governor's Summit on Teacher Shortages in the Commonwealth
- Professional Development Offerings for Teachers of English Learners

Amendment 2: ~~Beginning in the spring of 2018, Virginia will develop guidelines and collection methods for teacher effectiveness data. The Virginia Department of Education will collect and report aggregate school-level data on teacher effectiveness by September 15, 2019.~~

6. School Conditions (*ESEA section 1111(g)(1)(C)):* Describe how the SEA agency will support LEAs receiving assistance under Title I, Part A to improve school conditions for student learning, including through reducing: (i) incidences of bullying and harassment;

(ii) the overuse of discipline practices that remove students from the classroom; and (iii) the use of aversive behavioral interventions that compromise student health and safety. The Virginia Department of Education will provide professional development, technical assistance and coaching through the Virginia Tiered Systems of Supports Research and Implementation Center (VTSS-RIC) to improve school conditions for student learning that reduces bullying and harassment and decreases discipline practices that remove students from classrooms, as well as the use of aversive behavioral interventions that compromise student health and safety. The VTSS is a systematic framework that uses data to transform how school districts align academics, social, emotional, and behavioral instruction to improve outcomes for students, including increasing academic achievement and attendance and decreasing disciplinary infractions. The process is anchored to a tiered model of supports and an implementation cycle that includes reviewing data, implementing evidence based practices, and increasing the knowledge, skills and abilities of staff at the district, school and classroom levels to affect positive student outcomes. Each tier is led by a team of school professionals who assess the data at the district, school, classroom, and individual student levels to determine strengths and needs, develop plans, monitor implementation, and evaluate outcomes.

Currently, 91 Virginia schools within 35 school districts are receiving training and technical assistance to implement VTSS with fidelity. Each year, participating schools submit fidelity of implementation and student outcome data to the Virginia Department of Education. The following are highlights of positive outcomes of VTSS:

- There was a 34% decrease (general education students) and a 21% decrease (special education students) in the average number of Out-of-School Suspensions (OSSs) from End of Year (EOY) 2015 to EOY 2016;
- There was a 37% decrease (general education students) and a 16% decrease (special education students) in the average number of In-School Suspensions (ISSs) from EOY 2015 to EOY 2016;
- There was a 19% decrease (general education students) and a 15% decrease (special education students) in the average number of Office Discipline Referrals (ODRs) from EOY 2015 to EOY 2016;
- SOL assessment pass rates over the last four years increased for both reading and mathematics; and
- A cost benefit analysis using Virginia's office discipline referral data estimates that VTSS schools implementing Tier I with fidelity during the 2016 academic year saved 2,840 instructional minutes (over 6 days) and 5,680 administrative minutes (over 13 days) from 2015 to 2016. This is based on the conservative calculation that each discipline referral takes on average approximately 20 administrative minutes and 10 instructional minutes.

The Virginia Student Support and Conduct Committee (VSSCC) is a collaborative committee of district discipline hearing officers from across the state. The VSSCC works with the Virginia Department of Education to share best practices and evidence-based programming to reduce discipline incidents, including bullying and harassment; to reduce disparity in suspensions and expulsions; and to improve student support services (social, emotional, health, and safety). Many of the VSSCC hearing officers are from LEAs involved with VTSS. The VSSCC, in partnership with the Virginia Department of Education, provides professional development, technical assistance, and

specific coaching for school district staff. The Office of Student Support Services will continue to lead the VSSCC, and to work closely with the VTSS leadership team. This collaboration integrates the VTSS process within the structure of school districts to improve school climate, students' engagement in classrooms and connectedness to the school community, improved student outcomes, and ultimately higher graduation rates for all students.

The Department of Criminal Justice Services Center for School and Campus Security (CSCS) operates under an MOU with the Virginia Department of Education, the goal of which is to ensure that schools maintain a positive and safe learning environment. Professional development, technical assistance, and ongoing school building security training will continue to be provided to district and school administrators, school resource officers, and security guards. This includes the differentiation of school discipline and legal offenses such as bullying and harassment, non-use of school resource officers' involvement in school discipline, and maintaining safe and secure school buildings through building safety audits and crisis intervention planning and execution. It also includes the training of district and school teams to conduct threat assessments and to assist students and families in obtaining supports (i.e., mental health assessments, functional behavioral assessments and intervention plans, and legal consultation). School safety audits and LEA-level safety surveys will be conducted to identify and address areas in need of improvement and to inform crisis intervention plan updates. Community agency first responders will be involved in the planning process in case of a crisis situation.

School nurses are employed in every school in the Commonwealth either as district employees or contracted through local health agencies. They provide health prevention screenings as well as daily health services to students and consult with parents, community health providers and other school staff. They are also involved in crisis interventions to expedite immediate care to students and staff. The Virginia Department of Education will continue to provide training and individual consultation to school districts regularly, which includes the involvement of school nurses, working with pediatricians and other physical health agencies and providers at the state and local levels.

7. School Transitions *(ESEA section 1111(g)(1)(D))*: Describe how the State will support LEAs receiving assistance under Title I, Part A in meeting the needs of students at all levels of schooling (particularly students in the middle grades and high school), including how the State will work with such LEAs to provide effective transitions of students to middle grades and high school to decrease the risk of students dropping out.
The VTSS framework is intended to address the needs of students at all levels of schooling, particularly those in middle and high school to decrease the risk of students dropping out, as well as other vulnerable and mobile groups of students attending LEAs receiving assistance under Title I, Part A. Student transition data is a source of information that is analyzed at the district, school and individual student levels to determine strengths and needs, to develop and monitor transition implementation plans and to analyze outcomes and needed revisions. The intent of VTSS is to create a school climate that is positive, promotes academic and social engagement, school connectedness and supports students during transition periods. This includes not only those transitioning from one grade to the next grade but also those students transitioning into the district and/or a new school. Such students include those experiencing homelessness, being

involved in foster care or kinship care, or moving into a district such as those living in military families. Virginia educates the largest number of students living in military families in the country. The Virginia Department of Education will continue to work across federal programs and with other state agencies to integrate supports and services for transitioning and vulnerable students at the local level.

The Virginia Department of Education will continue to provide support to school counselors who are responsible for working with student and their families in developing individualized Academic Career plans. Each plan is updated regularly, especially during transition periods from elementary to middle and from middle to high school. Additionally, school counselors assist students and their families during transitions into school from other districts, states, or countries. Military school liaison officers, in collaboration with the different branches of the Armed Services, are strategically located to serve districts with high military student populations. These professionals, along with the Virginia Department of Education military student and family specialist, work to ease the transition and support academic and career planning. School social workers, school psychologists, and coordinators for students experiencing homelessness work to assist all students in transition, especially those who are experiencing homelessness, in foster care, or in kinship care. The Virginia Department of Education will provide professional development, training, and individual consultation to LEAs for these professionals, and works closely with state associations to advance Specialized Instructional Support Personnel teams (school counselors, social workers, school psychologists, military liaisons, homeless coordinators and other student support staff). This interdisciplinary model maximizes the potential of all students, especially those in transition periods.

B. Title I, Part C: Education of Migratory Children

1. Supporting Needs of Migratory Children *(ESEA section 1304(b)(1))*: Describe how, in planning, implementing, and evaluating programs and projects assisted under Title I, Part C, the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through:
    i. The full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;
    ii. Joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under Title III, Part A;
    iii. The integration of services available under Title I, Part C with services provided by those other programs; and
    iv. Measurable program objectives and outcomes.

Virginia has three regional and three LEA Migrant Education Programs (MEPs) that provide supplemental services to migrant students during the regular school year, as well as four weeks during the summer. Each program is required to submit an annual application for funding that details how the program will meet student needs and provide services to all migrant students. The needs addressed in this plan were assessed through a comprehensive needs assessment conducted by the SEA in partnership with regional and LEA MEP staff and parents of migratory children during the 2015-2016 school year. Additionally, regional and LEA MEPs conduct an annual assessment of their individual program needs. As a result of the comprehensive needs assessment, it was determined that migrant students will be provided the following services during both the regular school year and summer intercession:

- Core content remediation and enrichment;
- Services for ELs (if identified);
- Preschool through Virginia Preschool Initiative (VPI), VPI+, HeadStart, Migrant Head Start, Bright Stars, and/ or Title I;
- Credit recovery opportunities for high school students;
- ESL and/or General Education Development (GED) classes for Out of School Youth;
- In home or camp-based tutoring;
- Early learning opportunities;
- Access to Mira-CORE Migrant Literacy Net and other online resources;
- Dental, nutrition, and other health related services; and
- Academic consultation, mentoring, and tutoring services to assist migratory children who have dropped out of school in obtaining a GED.

For the Title I, Part C, program, Virginia classifies "dropout students" in grades 7-12 as either summer or term dropouts. Summer dropouts are students who complete one school year and fail to return by October 1 of the following school year. Term dropouts are students that discontinue school during the regular school year and fail to return by October 1of the following school year. Historically, the Virginia MEP has reported one or fewer than one dropout student annually.

Regional and LEA MEPs will be responsible for planning and implementation of the services listed above. SEA MEP staff will programmatically approve activities and services during the annual application review process. Regional and LEA MEPs will be

responsible for evaluation of the efficacy of the services listed above. SEA MEP staff will continuously offer technical assistance to regional and LEA programs, and will continue to cyclically evaluate these programs every three years through the Federal Program Monitoring (FPM) process.

Virginia will continue to engage in joint planning and coordination with local, state, and federal programs in order to provide the services listed above. Title I, Part A, and Title I, Part C, funds are used by LEAs to provide supplemental core content remediation and enrichment. Virginia will also engage in joint planning and coordination with Title IV, Part B; Title V, Part B, Subpart 2; and McKinney-Vento program staff as applicable.

MEP staff will coordinate with Title III, Part A, staff to ensure that migrant students with limited English proficiency are properly identified, screened, and placed in order to receive ESL services. LEAs will coordinate with career and technical centers as well as community colleges in order to provide ESL services to Out of School Youth and migratory children who have dropped out of school.

MEP staff will coordinate with career and technical education centers, community colleges, and other institutes of higher education throughout the state to provide college preparedness workshops, enrollment counseling, summer programs, and GED classes as applicable, to migratory children enrolled in high school as well as Out of School Youth and migratory children who have dropped out of school.

MEP staff will coordinate with Virginia Preschool Initiative (VPI), VPI+, HeadStart, Migrant Head Start, Bright Stars, and other applicable early learning programs to facilitate transfer of students' records, completion of enrollment requirements, preschool screenings, and related activities tasks to ensure that school readiness objectives are met.

MEP staff will coordinate with Title IV, Part B through services such as "The Gus Bus," a mobile literacy program providing literacy skill building to 0-5 year old children and their families.

In divisions receiving Title V, Part B, Subpart 2 funds, program staff will coordinate with Title V, Part B, Subpart 2 staff to endure that migrant children are entitled access to programs and services offered through this program.

MEP staff will work in cooperation with local health departments to locate migrant families and ensure immunization and healthcare records are current and updated. Additionally, MEP staff will coordinate with health care providers to provide dental services to migrant children. Mental health and therapeutic day treatment services will also be provided in coordination with social services and other agencies offering related services. MEP staff will also coordinate with school nutrition staff in order to communicate that children meeting the definition of migrant are considered categorically eligible to receive free/reduced lunch. MEPs will coordinate with local food banks as well.

MEP staff will coordinate with LEA homeless liaisons to identify needs of migrant families experiencing homelessness and coordinate with Title I, Part A, McKinney-Vento program staff, and also with local community service boards and welfare agencies, in order to assist migrant families experiencing homelessness.

Regional and LEA MEP staff will demonstrate joint planning and integration among local, state, and federal educational programs serving migratory children annually by describing such planning and integration in the Coordination of Services section of their funding applications. Coordination of services will be evaluated internally on an annual basis by regional and LEA programs to determine efficacy.

Virginia has established the measureable objectives and program outcomes below. These will be updated as needed based on the evaluation of data.

1) By the end of the 2017-2018 school year and each year thereafter, the percentage of migrant students attaining "Passing" level or above in reading/language arts on the Virginia Standards of Learning will increase by 2 percent annually.
2) By the end of the 2017-2018 school year and each year thereafter, 40 percent of migrant parents who participated in parent activities will report an increased ability to support the reading/language arts achievement of their child.
3) By the end of the 2017-2018 school year and each year thereafter, 75 percent of teachers who work with migrant students will report that participation in professional development in reading/language arts has improved their delivery of reading/language arts content instruction.
4) By the end of the 2017-2018 school year and each year thereafter, the percentage of migrant students attaining "Passing" level or above in mathematics on the Virginia Standards of Learning will increase by 2 percent annually.
5) By the end of the 2017-2018 school year and each year thereafter, 40 percent of migrant parents who participated in parent activities will report an increased ability to support the mathematics achievement of their child.
6) By the end of the 2017-2018 school year and each year thereafter, 75 percent of teachers who work with migrant students will report that participation in professional development in mathematics has improved their delivery of mathematics content instruction.
7) By the end of the 2017-2018 school year and each year thereafter, 75 percent of the students identified as migrant in the graduated class will graduate.
8) By the end of the 2017-2018 school year and each year thereafter, 25 percent of parents of migrant secondary students who participated in parent activities will report an increased ability to support the education and graduation goals of their child as measured by parent surveys.
9) By the end of the 2017-2018 school year and each year thereafter, MEP staff, including, but not limited to teachers and paraprofessionals, will participate in a minimum of two professional development sessions annually related to improving migrant student graduation rates.
10) By the end of the 2017-2018 school year and each year thereafter, the percentage of migrant students entering preschool who have acquired school readiness skills will increase by 2 percent as measured by the PALS-K or Brigance assessments.
11) By the end of the 2017-2018 school year and each year thereafter, after participating in parent involvement activities, 10 percent of parents of migrant students entering preschool will report an increased awareness of community resources to help them support the school readiness of their children as measured by parent surveys.
12) By the end of the 2017-2018 school year and each year thereafter, 25 percent of MEP staff will report an increase in their skills to help support the school readiness of migrant students entering preschool as measured by staff surveys.

13) By the end of the 2017-2018 school year and each year thereafter, 100 percent of dropout students will receive information about educational services specific to their situation.

2. Promote Coordination of Services (*ESEA section 1304(b)(3))*: Describe how the State will use Title I, Part C funds received under this part to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year.
Virginia is a member of the MiraCORE consortium. This consortium is committed to improving the interstate coordination of MEPs by developing and sharing supplemental, technology-based reading instructional materials and assessments designed specifically to improve the literacy skills of migratory students and youth. The goals of MiraCORE are:
    1. Improved literacy skills for migrant students and youth;
    2. The development of valid and reliable online diagnostic literacy assessments for all age levels of emergent and developing level readers that are mapped to the online Reading Tutorials;
    3. Increased capacity of MEP teachers and staff to identify migrant student/Out of School Youth literacy needs;
    4. Improved MEP staff skills for identifying/assessing student needs/skills; and
    5. Scientifically-based literacy instruction and effectively utilizing the online student reading tutorials and other literacy resources on the Migrant Literacy Net.

    Supplemental programs and credit accrual that are offered during the regular school year or summer intercession will be recorded in the Migrant Student Data Collection (MSDC) system, as well as the intrastate Migrant Student Information Exchange (MSIX) system. Counselors send education and health records to the receiving schools once the students leave our state, and provide advance notification to other states of migrant students and families who are moving to ensure that education and support services are in place when the students arrive.

    Virginia's MEPs will continue to use the MSDC database, which is Virginia's state maintained custom database that communicates on a nightly basis with the intrastate MSIX system. If a student moves from one LEA to another within the state during the regular school year or during summer intercession, MSDC is updated in a timely manner and the move is communicated to the appropriate regional coordinator. The state migrant director will ensure that intrastate coordination is maintained by holding quarterly teleconferences or onsite trainings. A quarterly MEP newsletter is distributed to the seven regional MEP coordinators and Title I, Part C, coordinators in each LEA. The migrant state director will also participate in Migrant and Season Farm Worker Advisory Board meetings to assist in ensuring intrastate coordination.

3. Use of Funds *(ESEA section 1304(b)(4))*: Describe the State's priorities for the use of Title I, Part C funds, and how such priorities relate to the State's assessment of needs for services in the State.
Priorities for the use of Title I, Part C, funds are provided in the table below.

Priority	Subgranting Factors	Percentage Reserved
1	The number of migratory children who have made a qualifying move within the previous one year period and who are failing, or most at risk of failing, to meet the challenging state academic standards; or have dropped out of school. • Below proficient on the state reading and/or mathematics assessment • ACCESS for ELs composite Level 1 or 2 The count of priority for service children will also include migrant students who are behind in appropriate verified credit and credit accrual, over age for grade, or have been retained.	40
2	The number of eligible migratory children who are not included in Priority One. This number includes the total number of migrant children who are counted in each category below: • eligible migratory children between the ages of three to 21 who did <u>not</u> make a move during the last 12 months but are failing in school or are most at risk of failing to meet the state standards, or are now out-of-school; • all elementary and secondary migrant students identified as continuation of service students; and • all eligible migratory students from birth to age three.	24
3	The number of migratory children served during the prior school year.	20
4	The number of migrant children served during the prior year's summer/intersession program.	15
5	The LEA's overall per-pupil expenditure is ten percent below the state average per-pupil expenditure. [These funds will be allocated to each MEP based on the number of children counted in Priority Three.]	1

C. Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

1. Transitions Between Correctional Facilities and Local Programs (ESEA section 1414(a)(1)(B)): Provide a plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.

   The Virginia Department of Education will: 1) provide technical assistance to State Agencies (Subpart 1) and LEAs (Subpart 2) that receive Title I, Part D, funding as they design, implement, and monitor transition and supportive services to meet the needs of neglected and delinquent children and youth transitioning from correctional facilities to locally operated programs as well as transitioning from locally operated programs to correctional facilities, including assisting them in completing their education; and 2) monitor transition services provided by State Agencies and LEAs through the application for federal funds, reimbursement, and monitoring processes, including ensuring that at least 15 percent but not more than 30 percent of the State Agencies' annual allocation is utilized to support transition services for neglected and delinquent children and youth.

2. Program Objectives and Outcomes *(ESEA section 1414(a)(2)(A))*: Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the Title I, Part D program in improving the academic, career, and technical skills of children in the program.

   Virginia's Title I, Part D, plan objectives include:

   - Improving the educational services to children in local and state institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same challenging state content and academic achievement standards, including the development of an Academic and Career Plan, that all children in the state will be expected to meet;
   - Providing neglected or delinquent children and youth the services needed to make a successful transition from institutionalization to further schooling or employment; and
   - Preventing at-risk youth from dropping out of school, and providing dropouts and youth returning from institutions with a support system to that will enable them to continue their education.

   To accomplish these goals and assess program effectiveness, state agencies and LEAs will:

   - Submit a program application that reflects the objectives in the state's Title I, Part D, plan;
   - Use multiple assessment measures that align with the state academic content standards, including but not limited to state assessments;
   - Report the number of neglected, delinquent, or at-risk students that improve student academic performance in mathematics and reading, enroll in career and technical educations courses, earn career and technical education credentials, earn high school course credits, earn a GED diploma or a high school diploma, and successfully transition into further schooling or employment; and
   - Provide data and evaluate their program through the state's monitoring process that is conducted on a three-year cycle.

D. Title II, Part A: Supporting Effective Instruction

1. Use of Funds *(ESEA section 2101(d)(2)(A) and (D))*: Describe how the State educational agency will use Title II, Part A funds received under Title II, Part A for State-level activities described in section 2101(c), including how the activities are expected to improve student achievement.

   Virginia will distribute 95 percent of Title II, Part A, funds to LEAs to carry out evidence-based initiatives designed to meet the specific needs of each LEA. Four percent of the state set-aside will be used to carry out strategies to support a variety of instructional and leadership activities designed to meet specific content and teacher quality needs, and one percent will be utilized to administer the program. Overwhelmingly, stakeholders were not in favor of reducing LEA funding in order for the state to apply the optional set aside of up to three percent to implement activities for principals and other school leaders. Stakeholders indicated that they would best be able to develop specific activities based on local needs and preferred to maintain access to the full amount of available funding.

   Title II, Part A, state set-aside funds will continue to be used to develop and provide critical supports to LEAs across the state in a variety of teacher quality efforts. In response to stakeholder feedback and through ongoing analysis of student achievement and teacher quality data, pending available funding from Title II, Part A, Virginia will maintain and expand support for a variety of targeted, evidence-based initiatives designed to support teachers and school leaders. State-level funds will be used to improve student achievement and teacher quality in a variety of ways. A summary of significant state initiatives is provided below.

   Professional Development: LEA staff will continue to receive quality professional development opportunities to effectively utilize the state standards for instruction and assessment. Examples of the types of activities that may be provided are below.

   Content Teaching Academies and Institutes include opportunities for teachers to engage in in-depth studies in each of the core content areas. Academies are designed to engage participants in critical dialogues of practice, including the challenges associated with teaching diverse learners, including ELs, special needs students, as well as gifted and talented learners. These academies prepare teachers to align instruction with state standards, and provide evidence-based strategies to develop and implement engaging lessons and aligned formative assessments for use in the classroom.

   Experiential Interdisciplinary Learning: Virginia will partner with other state and local agencies and community partners to provide multi-day hands-on experiential learning opportunities for teacher leaders to build content knowledge, while engaging in high-interest learning activities. These activities bring together teams of educators, including school principals and teachers of diverse student populations, including special needs students, English learners, as well as gifted and talented students. These teams develop action plans for implementation at the school site.

   Support for Teachers of English Learners: The state plans to continue a significant focus on the professional development needs of educators working with ELs. These efforts are more fully outlined in Questions D.2 and D.4

Amendment 3: Support for LEA Implementation of Teacher Evaluation Guidelines: In partnership with state universities and education organizations, Virginia is developing profiles to impact instructional practices and influence teacher evaluation guidelines. The Profile of a Virginia Classroom, Profile of a Virginia Educator, and Profile of a Virginia Education Leader will examine competencies, skill sets, and dispositions aligned with research and best practices in instruction. Educator convenings will be held to ensure that school and division level practitioners are included in the development of the Profiles. The Profiles will inform revisions to Virginia's teacher evaluation guidelines.

Research indicates that teacher performance evaluation systems are a potential tool for increasing teacher effectiveness and improving student achievement (*The Impact of Providing Performance Feedback to Teachers and Principals*, 2017). Evaluator training can be a key factor in implementing new or revised evaluation systems (*Redesigning Teacher Evaluation: Lessons from a Pilot Implementation*, 2015). Title II funds will be used to provide professional development and resources to support LEAs in implementing the revised teacher evaluation guidelines. Support will include professional development related to best practices for improving instruction and evaluation as well as training on available resources to assist teachers and education leaders in implementing the revised evaluation guidelines. These activities meet the purposes of Title II, Part A, specifically a) to improve the quality and effectiveness of teachers, principals, and other school leaders; and b) to increase the number of teachers, principals, and other school leaders who are effective in improving student achievement in schools.

Teacher Direct: Virginia will continue to use Title II, Part A funds to support an innovative tool to provide direct communication with teachers across the Commonwealth. In 2011-2012, a survey was sent to all teachers in the state, soliciting input on needs of teachers. Over 11,000 teachers responded, indicating a need for improved communication directly to the classroom level. Subsequently, the state braided available funds to create the Teacher Direct portal. This weekly communication provides teachers with links to curriculum resources, lesson plans, professional development, and scholarship opportunities, as well as a resource library with videos and narrated PowerPoint presentations related to instruction, assessment, and other available resources.

Recruitment and Retention: Virginia will continue to support a statewide recruitment initiative, TeachVirginia. Among the features is an online program that allows LEAs to post openings and screen applicants, while serving as a vehicle to allow applicants to submit applications and videos for consideration by multiple LEAs. During stakeholder meetings, many LEAs indicated that this was a critical asset for recruitment endeavors, particularly in rural areas and for LEAs seeking applicants in hard-to-fill content areas.

Under Consideration:

Principal Preparation: In 2016, Virginia State University was selected by the Wallace Foundation as one of seven universities across the nation to reform its principal preparation program through the University Principal Preparation Initiative (UPPI). This initiative includes collaboration with the Virginia Department of Education in the development of an electronic leadership preparation tracking tool, which has the potential to be used with other principal preparation programs in the

state. Additionally, under consideration is an endeavor to convene a summit of university and school leaders to highlight effective leadership development practices.

Working Conditions Surveys: In 2016, the Virginia Department of Education completed a legislative study which was submitted to the state General Assembly related to the use and implementation of working conditions surveys across the state. Additionally, within stakeholder meetings, it was suggested that the state consider providing support for LEAs in learning more about the use of working conditions surveys and how they may help LEAs to understand critical determinants for teacher satisfaction and retention. The state is considering methods by which to support LEAs that wish to consider implementing working conditions surveys. Title II, Part A, funding may be a potential funding source for some of this work.

Additional Potential Areas of Focus: Based on stakeholder feedback and data analysis, the following areas will be considered for increased focus (contingent on availability of funding): 1) improving new teacher and principal mentoring/induction programs; 2) improving educator pipelines, with a focus on mathematics, science, special education, and teacher diversity; and 3) promoting the teaching profession to improve recruitment efforts. These focus areas reflect priorities set forth in the Virginia Board of Education's strategic priorities and goals. Outlined in the Comprehensive Plan for 2012-2017, the Virginia Board of Education made teacher quality one of its three major priorities and established strategic goals around recruiting, retaining, and supporting teachers, particularly in hard-to-staff schools.

2. Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools *(ESEA section 2101(d)(2)(E))*: If an SEA plans to use Title II, Part A funds to improve equitable access to effective teachers, consistent with ESEA section 1111(g)(1)(B), describe how such funds will be used for this purpose.

   Virginia's commitment to ensure equitable access to qualified and effective teachers aligns with the state's commitment to ensure academic growth for all students, close achievement gaps, and ensure that all students, particularly those at-risk for failure or dropping out, have equitable access to well-prepared, dedicated, and excellent educators. During the development of the 2015 Teacher Equity Plan, data analysis indicated that the most pressing equity gap related to teachers of ELs. Pending available funds, Virginia plans to maintain and further advance activities outlined in its 2015 Teacher Equity Plan, including the following:

   - **University Partnerships**: Collaborative partnerships with universities have allowed teachers from across the state to participate in low-cost or no-cost programs leading to an ESL endorsement. The George Washington TELL program enables teachers from several targeted rural LEAs in the state to earn an ESL credential. Title II, Part A, funds support an online ESL endorsement program through George Mason University. Ongoing efforts are planned to collaborate with the University of Richmond on an ESL endorsement preparation program which will involve the creation of videos demonstrating effective practices in working with ELs. A partnership has also been established with Virginia Commonwealth University to support teachers in earning an ESL endorsement.
   - **ESL Endorsement by Testing**: In 2016, the state approved the ***English to Speakers of Other Languages Test (5362)*** as a pathway for teachers to earn an ESL endorsement to their license.

- **Coursework:** Partnerships have been established with George Mason University, Virginia Commonwealth University, and the University of Mary Washington to offer coursework to teachers in a variety of topics. Courses that will be supported for teachers in targeted high-need LEAs during the 2017-2018 school year include: 1) Differentiation of Instruction; 2) Introduction to Culturally and Linguistically Diverse Learners; and 3) Teaching English as a Second Language (which also provides support to teachers in preparing for the ESOL Praxis test.)
  WIDA Workshops and Professional Development Academies: Teachers are supported with professional development opportunities to assist in integrating the standards within core academic instruction. Concerted efforts have been made not only to continue and expand current training efforts around integration of WIDA standards into instruction and assessment of ELs, but also to increase focus on serving the needs of early learners, ELs with disabilities, and ELs with limited and interrupted formal education. A variety of focused training events have been planned for the 2017-2018 school year in partnership with leading experts such as West-Ed, Margarita Calderon, and Center for Applied Linguistics (CAL). Information on additional supports for teachers of ELs may be found at: http://www.doe.virginia.gov/instruction/esl/index.shtml and http://www.doe.virginia.gov/instruction/early_childhood/esl/index.shtml.
  Educator pipelines: As noted in the state's Teacher Equity plan, workgroup meetings and convenings with university partners and LEA leaders will continue to develop strategies for increasing the pipeline of teachers in critical shortage areas and to increase teacher diversity. Of critical concern are pipelines to produce the numbers of mathematics teachers needed to serve all classrooms in the state.

3. System of Certification and Licensing *(ESEA section 2101(d)(2)(B))*: Describe the State's system of certification and licensing of teachers, principals, or other school leaders.

   Section **§ 22.1-299** of the *Code of Virginia* (state law) requires that **"**[no] teacher shall be regularly employed by a school board or paid from public funds unless such teacher holds a license or provisional license issued by the [Virginia] Board of Education." The statute further requires the Board of Education to prescribe by regulation the requirements, including assessments, for the licensure of teachers and other school personnel required to hold a license. A 24-member Advisory Board on Teacher Education and Licensure advises the Virginia Board of Education on matters related to the preparation and licensure of school personnel. The *Licensure Regulations for School Personnel* may be accessed at http://law.lis.virginia.gov/admincode/title8/agency20/chapter22/, and the assessments for licensure may be viewed at http://doe.virginia.gov/teaching/licensure/prof_teacher_assessment.pdf. After a comprehensive review, the *Licensure Regulations for School Personnel* are in the final stages of approval.

   Virginia has the following types of licenses. With the exception of the Division Superintendent License and School Manager License, the licenses are issued with specific endorsement areas that must match the licensees' areas of assignment.

License Type	Validity Period		
	Five Years (renewable)	Three Years	Two Years
Provisional License		X	
International Educator License		X	
Career and Technical Education License		X	
Teacher for America License			X
Collegiate Professional License	X		
Postgraduate Professional License	X		
Pupil Personnel Services License	X		
Technical Professional License	X		
Division Superintendent License	X		
School Manager License	X		

The licensure regulations provide various routes to licensure, including the completion of approved programs and alternate routes to licensure. Included in the alternate routes to licensure are the Career Switcher Program, provisional route to licensure, and experiential learning. Specific information on routes to licensure may be viewed on the following website:
http://law.lis.virginia.gov/admincode/title8/agency20/chapter22/section90/.
An individual who holds a teaching license may add an additional endorsement to the license by passing a rigorous academic subject test prescribed by the Virginia Board of Education. This testing option does not apply to individuals who are seeking an early/primary preK-3 or elementary education preK-6 endorsement or who hold a technical professional license, vocational evaluator license, pupil personnel services license, school manager license, or division superintendent license.

Individuals are required to continue professional development to maintain their licenses. Five-year, renewable licenses must be renewed by earning 180 professional development points and completing training in technology standards; child abuse recognition and intervention; emergency first aid, cardiopulmonary resuscitation, and the use of an automated external defibrillator; and awareness of dyslexia. Individuals endorsed to teach civics also must complete training in Virginia history or state and local government, and school counselors must complete training in the recognition of mental health disorder and behavioral distress.

4. Improving Skills of Educators *(ESEA section 2101(d)(2)(J))*: Describe how the SEA will improve the skills of teachers, principals, or other school leaders in order to enable them to identify students with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels, and provide instruction based on the needs of such students.
Pending available funding, Virginia will provide numerous programs and professional development opportunities designed to improve skills of educators to meet the needs of students with specific learning needs as indicated below.

Support for Educators Working with Students with Disabilities:

- ***The Virginia Tiered Systems of Supports (VTSS)*** is a data-driven decision making framework for establishing the academic, behavioral and social-emotional supports needed for a school to be an effective learning environment for all students. The VTSS systemic approach allows LEAs, schools and

communities to provide multiple levels of supports to students in a more effective and efficient, clearly defined process. Implementing the VTSS requires the use of evidence-based, system-wide practices with fidelity to provide a quick response to academic, behavioral, social and emotional needs. The practices are progress-monitored frequently to enable educators to make sound, data-based instructional decisions for students.

VTSS functions under the anchor process of integrating data, practices and systems to affect outcomes. The essential elements of an effective VTSS framework are:

- Data-informed decision-making;
- Evidence-based practices;
- Family, school and community partnerships;
- Monitoring student progress (including universal screening); and
- Evaluation (outcomes and fidelity).

The program has been funded through a grant from the U.S. Department of Education's Office of Special Education Programs; continuation is contingent upon continued funding.

- ***Co-Teaching Demonstration Sites*** showcase general and special education teachers sharing responsibility for the achievement of all students in the general education classroom through co-teaching, collaboration, and implementation of inclusive and research-based practices. Teachers observe first-hand as general and special educators share responsibility for co-planning, co-instructing, and co-assessing using inclusive and research-based practices. Teachers have an opportunity to shadow their general or special education counterpart and observe the dynamics of an effective collaborative relationship. After the visit, teachers may maintain contact with the demonstration site co-teaching team through communication tools such as email and Skype. Teachers who are unable to visit a demonstration site may access training via webinars which include general information about co-instructing, co-planning, and co-assessing, with videos of demonstration site co-teachers engaging in these activities. The SOL Enhanced Scope and Sequence Lesson Plans adapted for co-teaching are shared, along with other resources.

- ***Aspiring Special Education Leaders*** - The Aspiring Special Education Leaders Academies are designed for educators who aspire to be in a leadership position and who are not currently special education directors. This is a yearlong program that includes workshops, seminars, observations, assignments, and field

experiences. Participants have opportunities to gain knowledge, skills, and experiences that will help them excel in positions of special education leadership.

- ***Special Education Training and Technical Assistance Centers (T-TAC)*** are regional service centers, associated with university partners, that provide a host of onsite and web-based technical assistance, training, and professional development activities solely focused on meeting the needs of students with disabilities. Further information is available at http://ttaconline.org/regional-ttacs.

Additional professional development, technical assistance, and other supports for educators working with special needs students are outlined at http://www.doe.virginia.gov/special_ed/tech_asst_prof_dev/index.shtml.

Support for Teachers of ELs:

- ***WIDA English Language Proficiency PreK-12 Standards and Instructional Resources*** –The WIDA standards incorporate performance indicators for ELs from PreK through grade 12 in five content areas (social and instructional language, English/language arts, mathematics, science, and social studies), and address the four language domains (listening, speaking, reading, and writing) for each content area. Professional development institutes and online resources have been developed to assist teachers of ELs with implementation of these standards.

- ***University Partnerships:*** **ELs with and without Disabilities:**
  Old Dominion University will provide approximately 100 educators in high-need LEAs with training to improve assessment, identification, and instruction of ELs with or without disabilities. Additionally, participants will earn a 12 hour graduate credit Special Education/ESL certificate. As a part of this effort, Old Dominion University plans to redesign its undergraduate pre-service special education program to include specific content on the assessment, identification, and instruction of ELs with disabilities. It is expected that 528 pre-service undergraduate special education teacher candidates will earn this certificate.

- **Early Childhood English Learners:**
  George Washington University will establish a professional learning sequence for preK-12 educators based on strong theory and evidence as outlined in the What Works Clearinghouse through its *"GW-VA SEA Whole School NPD*" program. It is expected that participants will be able to improve instruction for English Learners through a 12-credit online graduate certificate in Teachers of Speakers of Other Languages and face-to-face institutes of teachers, administrators, and specialists that complement and extend learning. The project will be targeted primarily to high-need LEAs in Virginia and is expected to impact approximately 740 teachers, administrators, and other school leaders over a five year period.

Gifted and Talented:

Virginia has established over 40 **Governor's School** sites which are designed to provide some of the state's most able students academically and artistically with challenging programs beyond those offered in their home schools. With the support of the Virginia

Board of Education and the General Assembly, the Governor's Schools presently include summer residential, summer regional, and academic-year programs serving more than 7500 gifted students from all parts of the state.

The state has established the **Virginia Advisory Committee for the Education of the Gifted (VACEG)** that provides guidance to the Board of Education and Superintendent of Public Instruction about the educational needs of gifted students. Additionally, the VACEG helps to promote professional development opportunities for teachers of the gifted, including twice exceptional students, ELs and economically disadvantaged students.

Virginia predominately uses non-federal funds to support specific training for teachers of gifted and talented learners both in traditional schools as well as Governor's school programs; however, the Content Academies and Institutes previously described provide strategies for teachers working with diverse student populations, including advanced learners and gifted and talented students. In addition, the activities summarized below have traditionally been supported in part with Title II, Part A funds, and may continue to be supported, pending available funding.

- ***Advanced Placement (AP) Academy*:** This week-long professional development training, in concert with the College Board, is designed for new AP teachers, defined as those with 0–3 years of experience teaching AP courses in a particular subject. The training provides new AP teachers with an overview of the curriculum structure, teaching strategies, and the relationship of the course to the AP Examination. As evidence of impact, in February 2017, the College Board recognized Virginia as having the nation's sixth-highest percentage of public high school seniors qualifying for college credit on AP examinations.

- ***Biotechnology Educator Conference:*** This conference is designed to provide technical and content updates for middle and high school life science and biology teachers in the pure and applied life sciences. Priority is given to teachers from high schools not meeting academic benchmarks in science.

Low Literacy: Activities supported with Title II, Part A, funds to increase student literacy may include:

- **Content Teaching Academies and Institutes**, outlined previously in the plan, are carefully designed to ensure focus on meeting diverse student needs. The academies include strategies to assist teachers in assessing, addressing and improving students' content literacy abilities.
- **Expediting Reading Comprehension for English Language Learners –** The department has partnered with Dr. Margarita Calderon to offer this critical training to teachers to improve the reading comprehension of ELs.
- **Teaching English Learners and Students with Learning Difficulties in the Inclusive Classroom –** This training, in concert with West-Ed is designed to assist teachers of dually-identified ELs.

5. Data and Consultation *(ESEA section 2101(d)(2)(K))*: Describe how the State will use data and ongoing consultation as described in ESEA section 2101(d)(3) to continually update and improve the activities supported under Title II, Part A.

The Department will utilize a variety of data sources and processes to continually update and improve the activities supported under Title II, Part A.

- ***Online Management of Education Grant Awards (OMEGA)*** is the Virginia Department of Education's automated grant application and reimbursement system. OMEGA eliminates paper submissions associated with grant applications and reimbursement requests, and enables grant recipients to:
    - Review award balances for all open awards;
    - Prepare and submit grant applications electronically; and
    - Use a consistent system for preparing, approving, and submitting grant reimbursement and object code transfer requests.

  Program specialists will continue to review applications, reimbursements, and budget transfers, and access a variety of spend-down reports which provide valuable data on the appropriate use of funds, using the OMEGA system. As part of the review process, program specialists engage in ongoing communication with school divisions regarding program planning and implementation of planned Title II, Part A, activities.

- ***Annual Grant Applications for ESEA Funding*** –Each LEA is required to submit an annual application for funding. In the application, LEAs describe their professional development plans, include an analysis of teacher quality and equity data, and outline the priorities and funding levels for uses of funding allocations. Title II, Part A, specialists will review these applications and engage in dialogue with LEAs about the unique issues that may be identified during the process.

- ***Instructional Personnel and Licensure Report (IPAL) and Master Schedule Record Collection (MSRC)*** – Each LEA will continue to submit data on an annual basis that outlines the qualifications of each teacher. The Office of Teacher Education and Licensure will continue to provide assistance to ensure accurate reporting of teacher quality data. LEAs will utilize these reports when completing annual grant applications for funding to outline overall progress in ensuring that all teachers are appropriately licensed and endorsed, and in identifying areas of additional focus for recruitment, retention, and professional development efforts. These reports will continue to be analyzed and discussed during the federal program monitoring process.

- ***Title II, Part A, Federal Program Monitoring*** –The state will continue to conduct annual federal program monitoring for the Title II, Part A, program on a five year cycle. As part of this process, a risk assessment is conducted to identify LEAs in need of additional supports and monitoring. A key part of this risk assessment involves the analysis of a variety of data points, including:
    - Prior findings from monitoring visits;
    - Teacher quality data;
    - Application development and how priorities for funding are derived;
    - Timeliness of application submissions, revisions, and amendments;
    - Timeliness of drawdown of funds and accuracy of reimbursement; and
    - Equitable services to private schools.

  The purposes of federal program monitoring include: 1) compliance with federal statute; 2) provision of technical assistance; and 3) identification of exemplary

practices. The results of monitoring visits will be analyzed to determine areas in which statewide technical assistance is needed. LEAs with exemplary practices are invited to share their practices through such efforts as statewide webinars, conferences, and the annual Federal Coordinators' Academy.

- ***Monitoring Percentage of Teachers Receiving High Quality Professional Development***
    - LEAs indicate the percentages of teachers each year who have participated in high quality professional development when they submit their annual instructional personnel data. This information is included in the IPAL report that is sent to LEA superintendents and available online to designated LEA personnel.
    - Professional development plans for each LEA are reviewed through the Title II, Part A, application and federal program monitoring processes. Additionally, reimbursements for professional development activities are reviewed and approved by the program specialists for Title II, Part A.

- ***Teacher Licensure Query*****:** This online application enable educators, parents and other stakeholders to review up-to-date information on the qualifications of teachers and administrators through a web-based data system.

- ***Critical Shortage Areas Surveys*****:** Virginia will continue to conduct an annual "Top Ten Critical Shortage Endorsement Areas" survey to determine the areas with the greatest shortage of qualified candidates statewide. The results will help to drive agency efforts to address the challenge areas and formulate programs funded through Title II, Part A, and other available funding streams. These data will continue to be reported annually to the Virginia General Assembly to help inform policy decisions and to support funding for targeted initiatives to address these areas.

- ***State Longitudinal Data System*****:** As described previously**,** Virginia has a robust state longitudinal database that provides student achievement, school climate, and teacher quality data. A variety of reports are frequently accessed and analyzed to inform the development of professional development activities and other teacher quality initiatives.

- ***Educator Effectiveness Working Group*****:** The Virginia Department of Education will reconvene a cross-agency working group, comprised of representatives who work with a wide range of external stakeholders, to collaborate, share information, and examine activities funded through Title II, Part A, and other funding sources to ensure equitable access to effective educators as well as other teacher quality measures. The working group will focus on teacher quality, teacher diversity, assessments, clinical experiences, use of data for continuous improvement, and preparation for working in high poverty schools. Below is a listing of some of the external stakeholder groups with whom team members will consult to continually regularly to update and improve the activities supported under Title II, Par A. The external stakeholder groups are comprised stakeholders consistent with ESEA section 2101(d)(3), including teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel,

parents, community partners and others with expertise in teacher quality programs and activities.

- Virginia Association of Elementary School Principals (VAESP)
- Virginia Association of Secondary School Principals (VASSP)
- Advisory Board on Teacher Education and Licensure (ABTEL)
- Virginia Education Association (VEA)
- Federal program Coordinators (via annual conferences conducted twice yearly; monthly webinars;
- Virginia's Private School/Equitable Services Workgroup (meets at least 3 times annually)
- Virginia Committee of Practitioners
- Virginia Association of Science Teachers
- School-University Research Network (SURN)
- Virginia Council of Teachers of Mathematics
- Virginia Association of Teachers of English
- State Council of Higher Education in Virginia (SCHEV)
- Virginia ESL Supervisors' Association
- Association of Teacher Educators in Virginia

- ***Title IIA "University"***
  The Title II, Part A program specialists will host a series of webinars related to the Title II, Part A, program and effective use of funds. The intent of the webinar will be to highlight effective practices across the state and to engage in ongoing dialogue with stakeholders to determine additional areas of focus. Planned topics include: 1) Evidence-Based Practices for Professional Development; 2) Instructional Coaching Models; 3) Recruitment and "Grow Your Own" Programs; 4) Effective Practices for Teachers of English Learners; 5) Leadership Development and 6) Equity.

6. Teacher Preparation *(ESEA section 2101(d)(2)(M))*: Describe the actions the State may take to improve preparation programs and strengthen support for teachers, principals, or other school leaders based on the needs of the State, as identified by the SEA.
   Section 23.1-902 of the *Code of Virginia* (state law) requires that education preparation programs offered by public institutions of higher education and private institutions of higher education shall meet the requirements for accreditation and program approval as prescribed by the Virginia Board of Education in its regulations. As provided in § 22.1-298.2, the Virginia Board of Education shall prescribe an assessment of basic skills for individuals seeking entry into an approved education preparation program and shall establish a minimum passing score for such assessment.

   The Virginia Board of Education has approved comprehensive revisions in the *Regulations Governing the Review and Approval of Education Programs in Virginia*. These regulations are in the final stage of the state regulatory approval process. Once the regulations become effective, the Virginia Department of Education will work with preparation programs to implement the new regulations. Among the revisions in the regulations are the following:
   - All college and university programs must obtain national accreditation through the Council for the Accreditation of Educator Preparation (CAEP). Through the

state partnership agreement, CAEP will accredit the institutions, and program approval will continue through the Virginia Board of Education. The Virginia Department of Education will continue to support the programs in making the transition to compliance with the proposed regulations. Career Switcher programs will continue to be required to be reviewed and certified by the Virginia Department of Education;

- Competencies within programs must be aligned with the competencies set forth in the regulations. The competencies were reviewed to ensure alignment with Virginia's SOL. Additionally, programs are required to include within professional studies programs competencies in "Assessment of and for Learning."
- Programs are required to submit biennial reports, including candidate progress and performance, to the Virginia Board of Education. Employer job satisfaction documentation is to address teachers' performance including student academic progress." The Virginia Board of Education approves programs on biennially.
- An Annual Report Card will be required and posted.
- In the area of STEM, a new endorsement in Engineering is proposed.
- New endorsements were established to create add-on endorsements in Special education – General Curriculum K-6 (add-on to an elementary endorsement); Special Education – General Curriculum 6-8 (add-on to middle education content endorsements); and Special Education – General Curriculum Secondary Grades 6-12 (add-on endorsement to English, History and Social Sciences, Mathematics, Biology, Chemistry, Physics, or Earth Science).
- A Mathematics Specialist for Elementary Education is proposed. Virginia currently offers an endorsement as a Mathematics Specialist for Elementary and Middle Education.

The Virginia Department of Education will work with colleges and universities as they align programs with the competencies and requirements set forth in the proposed regulations. Staff will provide technical assistance as institutions develop revised programs.

The Virginia Department of Education will convene a working group to collaborate and share information, such as teacher quality, assessments, clinical experiences, use of data for continuous improvement, and preparation for working in high poverty schools. Additionally, a focus will be on addressing critical shortage areas.

The Virginia Department of Education will continue implementing major initiatives to support program candidates and teachers. Programs include: clinical faculty programs, special education traineeships, support of programs in special education, Virginia Career Switcher Program, Virginia Teachers for Tomorrow Program, Virginia Teaching Scholarship Loan Program, Mentoring Program, and National Board Certification Incentive Awards.

The Virginia Department of Education will continue as a partner in the Wallace Foundation grant to explore how university programs can improve training for principals. Virginia State University was selected as one of seven universities and their state and district partners to participate in this $47-million University Principal Preparation Initiative to develop models over the next four years to improve university principal preparation programs and to examine state policy to see if it could be strengthened to encourage higher-quality training statewide. In the fifth year, an independent study will

be conducted. The Virginia Department of Education will convene representatives from colleges and universities preparing school leaders to learn from the work of the grant recipients and collaborate with Virginia State University.

E. Title III, Part A, Subpart 1: English Language Acquisition and Language Enhancement

1. Entrance and Exit Procedures *(ESEA section 3113(b)(2)):* Describe how the SEA will establish and implement, with timely and meaningful consultation with LEAs representing the geographic diversity of the State, standardized, statewide entrance and exit procedures, including an assurance that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State.
To develop statewide entrance and exit procedures for ELs, the Virginia Department of Education conducted meaningful consultation with LEA leaders, teachers, and community stakeholders through roundtable sessions and other face-to-face meetings. Further consultation was sought through Virginia Department of Education presentations at conferences and during webinars, as well as requests for input to the state ESSA mailbox. The geographic diversity of the state was represented during face-to-face meetings and via webinars.

Entrance Procedures:

- All students entering school in Virginia are required to answer at a minimum the three identifying questions recommended in joint guidance released by the U.S. Department of Education and U.S. Department of Justice in 2015.
    - What is the primary language used in the home, regardless of the language spoken by the student?
    - What is the language most often spoken by the student?
    - What is the language that the student first acquired?
- The identifying questions should be included on registration documents or on a separate home language survey provided to all students enrolling in an LEA.
- LEAs should develop a protocol to ensure that registration documents or home language survey are reviewed and action taken to notify in a timely fashion the designated personnel in the school or LEA responsible for the identification process for incoming ELs. All students enrolling in the LEA should be identified in the same manner to ensure that students are not over or under identified as ELs.

Virginia conducts annual training on standardized entrance procedures for ELs, and requires assurances from all LEAs that ELs are identified within 30 days.

Identification Screening Process:

i. Designated personnel should review documents submitted to the school for education information, language, and current ACCESS for ELLs scores to determine the next step.
ii. If a valid ACCESS for ELLs score (within one year of ACCESS testing) is provided, then the parents should be notified of the EL status and the services to be provided.
iii. If no valid ACCESS for ELLs score is provided, designated personnel should administer a WIDA screening tool to determine a proficiency level.

Administration of a WIDA Screening Tool:

- The LEA must use a WIDA screening tool to determine EL status.
- The LEA may select from the available WIDA Screener options. Currently, those options are:

- WIDA Screener;
- WIDA Model;
- W-APT; and
- Kindergarten W-APT.

- Staff administering the screening tool must have completed an annual WIDA online training.
- Within 30 days of identification the LEA must provide written notification to the parents of the identified EL with information about the student's EL status and the services to be provided.

Exit Criteria:

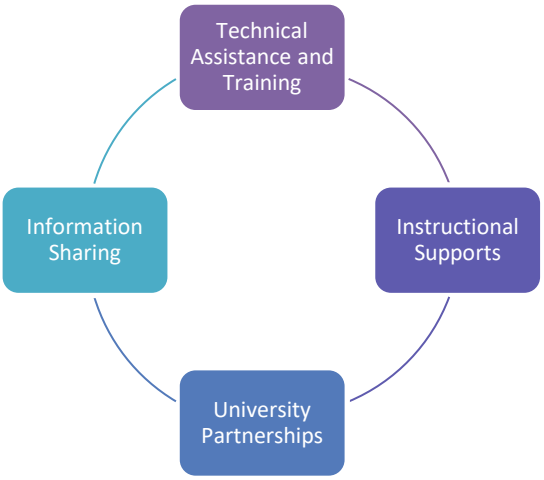
In 2007, the Virginia Board of Education adopted the ACCESS for ELLs as the statewide ELP) assessment for Virginia. The ACCESS for ELLs was developed by the WIDA consortium through a United States Department of Education Enhanced Assessment grant. In 2008, the Virginia Board of Education adopted the WIDA ELP standards as the ELP standards for the Commonwealth. Virginia continues to partner with WIDA as enhanced version of the ELP standards and assessments have been released.

During the 2015-2016 assessment year, WIDA released new ELP online assessments – ACCESS for ELLs 2.0 – which were administered in Virginia in early 2016. Standards-setting studies were conducted by WIDA on the new assessments during the summer of 2016. Overall, the recommendations made by the WIDA standards-setting committee and adopted by WIDA resulted in higher scale score to proficiency level cut scores across all domains. In some areas, the English language proficiency expectations increased significantly.

To determine the EL exit criterion under the new scale, ACCESS for ELLs 2.0 data were used to identify the composite score that was most consistent with passing or failing the state reading assessment (consistency rate). This methodology indicated a composite score of 4.4, which was selected as Virginia's ACCESS for ELLs 2.0 exit criterion.

2. SEA Support for English Learner Progress *(ESEA section 3113(b)(6))*: Describe how the SEA will assist eligible entities in meeting:
   i. The State-designed long-term goals established under ESEA section 1111(c)(4)(A)(ii), including measurements of interim progress towards meeting such goals, based on the State's English language proficiency assessments under ESEA section 1111(b)(2)(G); and
   ii. The challenging State academic standards.

   The Virginia Department of Education will continue to assist Title III grant recipients in meeting the state's long-term goals, interim measurements of progress, and challenging state standards in several ways. Specialists in the Office of Program Administration and Accountability provide a continuum of supports to LEAs.



Technical Assistance and Training:

- Federal Program Coordinators' Academy – this annual training academy provides Title III coordinators with critical information on program compliance. Session topics frequently include, but are not limited to: orientation for new coordinators; updates for experienced coordinators; ACCESS for ELLs; incorporating the WIDA ELD standards; federal program monitoring; and promising practices for effective instruction. National speakers are often featured and provide information on topics such as family engagement, student engagement, school culture, and legal obligations to serve ELs.
- Title III Statewide Consortium Symposium – Virginia offers statewide consortium membership for LEAs that are awarded less than $10,000 in Title III funds. Statewide consortium members are encouraged to attend an annual professional development symposium. Coordinator training is provided at the symposium, as well as an array of professional development offerings for administrators and teachers of ELs. Past presentations include: using data for differentiation, improving graduation rates for ELs, engaging parents of ELs, strategies for dually identified students, and creating ESL programs beyond the school day.
- ACCESS 2.0 – Assessment administration updates are provided regularly to local Title III coordinators and assessment directors. WIDA test administration training is offered annually, as well as training on how to use score reports for instruction.

Instructional Supports:

- Federal Program Coordinators' Academy and Title III Statewide Consortium Symposium – presentations on instructional supports are integrated into both of these annual professional development offerings.
- Instructional supports conferences in regional locations – a wide array of professional development offerings for teachers of ELs are provided across the state. A sampling of topics offered is below.
    - Parents as Educational Partners (PEP)

- Expediting Reading Comprehension for English Language Learners (ExC-ELL)
- Newcomers in Your School: Cultural Connections and Instructional Strategies
- Teaching ELs and Students with Learning Difficulties in the Inclusive Classroom
- ELD Standards: Customizing Instruction for ELs Training
- ELD Standards-Based Lesson Planning for ELs Training

University Partnerships - Virginia will continue to partner with several universities to offer coursework to teachers of ELs. Some program sequences lead to an ESL endorsement.

- George Washington University Teachers of English Language Learners (TELL) Certificate Program
- GMU ESL for Practitioners Program
- The National Professional Development discretionary grants program, administered by the Office of English Language Acquisition (OELA) - George Washington University and Old Dominion University
- University of Mary Washington - Differentiated Instruction for ELs

Information Sharing - The Virginia Department of Education Title III Website provides comprehensive "one stop" access to key information and resources for Title III program implementation, compliance, monitoring, and assessment. Useful tools are available for internal and external stakeholders at the state, LEA and local level. Information is updated regularly and is available to the public. Resource topics include:

- The Title III Toolkit;
- Assessing ELs;
- Equitable Services for Private School Students;
- Teacher Resources; and
- Parental Outreach.

3. Monitoring and Technical Assistance *(ESEA section 3113(b)(8))*: Describe:
   i. How the SEA will monitor the progress of each eligible entity receiving a Title III, Part A subgrant in helping English learners achieve English proficiency; and
   ii. The steps the SEA will take to further assist eligible entities if the strategies funded under Title III, Part A are not effective, such as providing technical assistance and modifying such strategies.

   Virginia has 132 LEAs organized into eight superintendent's regions. Each region will continue to be supported by a Title III Specialist assigned by the Virginia Department of Education to provide technical assistance and supports for Title III and ESL program implementation. Program specialists will review and approve all annual applications. This process is a critical part of LEA monitoring, as it provides the opportunity to review the programs and activities that each LEA implements for ELs. Program specialists will also review budget and reimbursement requests.

In Virginia's federal program monitoring process, LEAs are monitored on a three year cycle that is determined through a risk analysis. The federal program monitoring protocol document used for Title III grant recipients is reviewed and updated annually. The protocol includes the following indicators: the EL identification process; EL participation in Virginia's assessment program; program models for ELs including staffing, resources, and professional development; the number of ELs who have met proficiency, refused services, and been identified for specialized programs; the monitoring of exited students; parent and family engagement; and budget expenditures.

The federal program monitoring process identifies areas for continued focus for all subgrantees, as well as individual subgrantees requiring additional technical assistance to strengthen their language instruction educational programs in order to improve academic outcomes and increase the numbers of ELs meeting proficiency. In addition to the technical assistance and professional development offerings described above, individualized technical assistance support will be provided through site visits, webinars, conference calls, and emails. Instructional supports training opportunities may be offered on-site to targeted LEAs as needed. LEAs with limited numbers of teachers with ESL endorsements will continue to receive priority when coursework that leads to an ESL endorsement is offered.

F. Title IV, Part A: Student Support and Academic Enrichment Grants

1. Use of Funds *(ESEA section 4103(c)(2)(A)):* Describe how the SEA will use funds received under Title IV, Part A, Subpart 1 for State-level activities.
   Virginia will use Title IV, Part A, Subpart 1, state set-aside funds to assist local education agencies as they build their capacity to:
   v. Provide all students with access to a well-rounded education;
   vi. Improve school conditions for student learning; and
   vii. Improve the use of technology in order to improve the academic achievement and digital literacy of all students.

   Title IV, Part A, state-level activities funds will be used to support the following initiatives:

   - Professional learning and curriculum development to improve instruction and student engagement. Experiences include but are not limited to: integration of science, technology, engineering, arts, and mathematics (STEAM), writing across the curriculum, social and emotional development, and digital literacy.
   - Project-based learning and authentic performance assessment development.
   - District-wide capacity building to develop professional learning to address targeted needs. Experiences include but are not limited to: evidence-based programs, instruction and achievement, and effective use of technology (including digital literacy).
   - Support for the Virginia Tiered Systems of Support, including physical and mental wellness promotion, substance abuse prevention, bullying and violence prevention efforts, and physical and mental health and violence intervention supports.

2. Awarding Subgrants *(ESEA section 4103(c)(2)(B))*: Describe how the SEA will ensure that awards made to LEAs under Title IV, Part A, Subpart 1 are in amounts that are consistent with ESEA section 4105(a)(2).
   Virginia will follow the *Subgranting FY 2017 Title IV-A Funds to LEAs: Questions and Answers* guidance provided on June 30, 2017 by the U.S. Department of Education to ensure that awards made to LEAs are consistent with ESEA requirements. All LEA awards will be made on a formula basis.

G. Title IV, Part B: 21st Century Community Learning Centers

1. Use of Funds *(ESEA section 4203(a)(2))*: Describe how the SEA will use funds received under the 21st Century Community Learning Centers program, including funds reserved for State-level activities.

   Virginia's 21st CCLC funds will be distributed as follows:

   - 93 percent of the award is distributed to subgrantees on a competitive basis;
     - Monthly or quarterly drawdowns will be encouraged;
     - Beginning in the spring each year, monthly notices from the SEA will be sent with remaining balances and due date for closing awards; and
     - Grantees will be required to expend 85 percent of their year's allocation by May 31 each year;
   - Two percent will be reserved for state administrative costs (staff salaries, travel, and indirect costs, etc.), including establishing and implementing a peer review process for grant applications and supervising the awarding of funds to eligible entities; and
   - Five percent will be reserved for monitoring and evaluation of programs, technical assistance, and professional development including the following:
     - Onsite fall pre- and spring monitoring to all grantees (LEAS and non-LEAs) in year one of the three-year grant, with follow-up monitoring as needed in years two and three;
     - Collecting and reporting data as part of the evaluation process to measure program core components of: (a) educational outcomes; (b) the range of high-quality educational, developmental, and recreational services; and (c) the state's progress toward meeting established performance indicators; and
     - Assigning state specialists to programs; conducting an annual grant and site coordinators' meeting at the beginning of each school year; assigning mentors to first-year grant coordinators; hosting an annual spring academy to share best practices as well as state and national updates; and maintaining a resource sharing website as well as an up-to-date webpage on the Department's web site.
       - An administrative handbook will be published and updated annually.
       - Webinars will be developed as needed.
       - The Department will continue to partner with the Virginia Partnership for Out-of-School Time (VPOST), funded by the Mott Foundation, which holds an annual professional development conference and has several members serving as stakeholders on the Department's 21st CCLC consultation committee.

   Virginia's comprehensive plan for use of funds will enable grantees to have a strong support system and varied opportunities for technical assistance and professional development which will benefit Virginia's 21st CCLC students.

2. Awarding Subgrants *(ESEA section 4203(a)(4)):* Describe the procedures and criteria the SEA will use for reviewing applications and awarding 21st Century Community Learning Centers funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a proposed community learning center will help participating

students meet the challenging State academic standards and any local academic standards.

The annual competitive process will involve a team of peer reviewers with expertise in academic, enrichment, youth development, and related child services, and with no conflict of interest in the applications submitted, who will review and rate applications using a comprehensive, analytical peer review rubric.

- To further ensure a rigorous process, control readers, with no affiliation to the applicants, will review peer ratings and comments to ensure consistency.
- State 21st CCLC staff and upper level management, familiar with the programs, will ensure the peer review process is rigorous; that criteria are met, that a risk analysis reveals no issues; budgets are reasonable; activities are allowable; and that 21st CCLC grants are awarded to eligible entities that support student academic achievement through enriched, content-based learning; assist students to meet or exceed state and local standards in core academic subjects; and offer families of students served opportunities for literacy and related educational development.

Virginia's request for proposal (RFP) will continue to require that eligible entities submit applications to serve students who primarily attend schools implementing comprehensive support and improvement activities or targeted support and improvement activities. Virginia will give priority points to applicants that:

- Serve schools that do not meet state accountability benchmarks;
- Jointly submit applications between at least one local LEA and at least one public or private community organization;
- Serve students in middle or high schools; and
- Serve students in schools with 75 percent or more of students who qualify for free or reduced-price meals through the National School Lunch program.

To provide an equitable geographic distribution of awards, consideration will be given to the top scoring applications from each of Virginia's eight geographical regions that include urban and rural localities.

The RFP will require that the applicants address the following:

- A safe and easily accessible facility;
- Transportation needs of students;
- Dissemination of information to the community and parents;
- Sustainability plans;
- Consultation with private schools;
- Partnerships;
- Snacks or meals using resources other than 21st CCLC funds;
- Access for students with disabilities, English learners, and immigrant youth;
- Operation hours and number of weeks, with 300 hours being a minimum;

- Needs assessment to evaluate the needs and available resources for the program and how program will address those needs;
- Evidence of experience or promise of success in providing activities;
- Assurance that the community has been notified of its intent to apply; and
- Involvement of participants' families.

Grant awards will be for a three year cycle with a minimum of $50,000 and a maximum annual award of $200,000. Grantees will be required to submit an annual application for second- and third-year continuation awards contingent upon the SEA's determination that the grantee has made substantial progress toward meeting the objectives set forth in the approved application, the availability of federal funds, and operation of the grant program as submitted in the application.

Communication to announce the RFP statewide will include, but not be limited to: a state Superintendent's Memo, which will be posted on the Virginia Department of Education website; a listing on the website of prescreened external organizations that have proven success; a press release sent statewide; VPOST newsletter; posting on GrantWatch.com (daily listing service providing information about current grants and funding opportunities); and notices sent to the major private school organizations in the state, including faith-based.

To provide technical assistance training for the RFP, the Virginia Department of Education will conduct three regional workshops for potential applicants. In the development of its RFP, Virginia will involve its consultation committee which will include members from other state agencies, including the Governor's office, businesses, higher education, and other educators.

Virginia's RFP process will enable those students most in need of 21st CCLC services to have the opportunities to meet state and local standards in core academic subjects through remediation, academic growth, and enrichment activities. In addition, the process will ensure that educational services to the families of participating children are a strong component of the programs.

H. Title V, Part B, Subpart 2: Rural and Low-Income School Program

1. Outcomes and Objectives *(ESEA section 5223(b)(1))*: Provide information on program objectives and outcomes for activities under Title V, Part B, Subpart 2, including how the SEA will use funds to help all students meet the challenging State academic standards.
   Title V, Part B, funds are intended to address the unique needs of rural school districts. Funds may be used to support a broad array of local activities to increase student achievement through one or more of the following categories:
   - Activities authorized under Title I, Part A, Improving Basic Programs Operated by Local Educational Agencies;
   - Activities authorized under Title II, Part A, Supporting Effective Instruction;
   - Activities authorized under Title III, Part A, Language Instruction for English Learners and Immigrant Students;
   - Activities authorized under Title IV, Part A, Student Support and Academic Enrichment Grants; and
   - Parental involvement activities.

   Each LEA receiving Title V, Part B, Subpart 2, funds will be notified of eligibility to participate in the Rural and Low-income School (RLIS) program through a Superintendent's Memo. The notification memo will also provide the award amount and application information. As part of the application process, LEAs will describe needs and establish measurable objectives for the RLIS program, which must be aligned with the state's overall goals. Program activities must contribute to the attainment of the LEA's measurable objectives. All LEA applications will be reviewed and approved by the SEA.

   The overall state objectives for this program are consistent with the state's long term goals and interim measures of progress as detailed in the accountability framework. Specifically, the state's program objective is to provide support for LEAs receiving RLIS funds to ensure that the LEAs utilize funds in one or more of the allowable categories to enhance the LEAs' instructional program and to increase student achievement. State level funds will be used for activities such as:
   - Providing support for a state-level Title V, Part B, coordinator;
   - Conducting federal program monitoring of subgrantees;
   - Providing professional development offerings at regional locations across the state to increase accessibility for rural LEAs; and
   - Providing annual training for LEA coordinators, which may be delivered in-person, by webinar, by conference call, or by recorded presentation.

2. Technical Assistance *(ESEA section 5223(b)(3))*: Describe how the SEA will provide technical assistance to eligible LEAs to help such agencies implement the activities described in ESEA section 5222.
   Technical assistance will be provided to LEAs to assist them in implementing the RLIS activities described in program applications. The state activities described above – federal program monitoring, professional development offerings, and annual training opportunities – will be offered to all grant recipients. Program-specific training for RLIS coordinators will be provided annually at the Federal Program Coordinators Academy. Additional individualized technical assistance, which many include phone conferences, webinars, and/or LEA site visits.

I. Education for Homeless Children and Youth Program, McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B

1. Student Identification *(722(g)(1)(B) of the McKinney-Vento Act)*: Describe the procedures the SEA will use to identify homeless children and youth in the State and to assess their needs.

   Since 1995, the Virginia Office of the State Coordinator for the Education of Homeless Children and Youth (EHCY) program has been housed at the College of William and Mary School of Education through a grant from the Virginia Department of Education. The program is called Project HOPE-Virginia. The activities listed below either already occur and will be ongoing, or will be newly implemented under ESSA.

   Identification

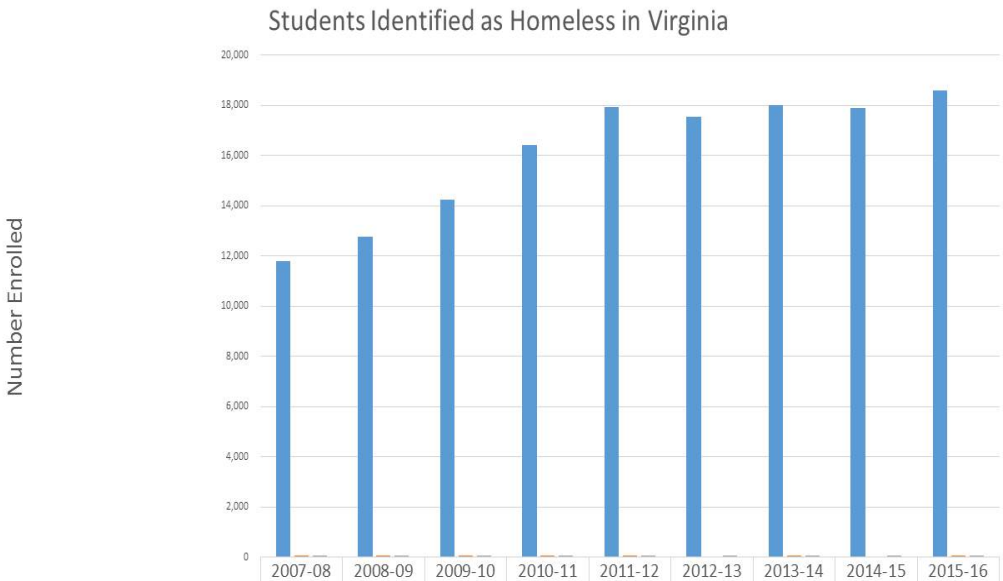
   To ensure proper identification, an accurate understanding of the definition of homelessness in the EHCY program is needed. This information is provided via:

   - Information briefs developed by Project HOPE-VA;
   - Posting on the HOPE website;
   - Extensive presentations across the commonwealth, including, but not limited to:
     - Annual regional liaison trainings;
     - Housing/homeless conferences;
     - Early childhood through higher education conferences;
     - Teacher, administrator, and school social worker conferences;
     - Child welfare conferences;
     - Guest lectures by the state coordinator to university classes (including teachers, school psychologists, social workers, school counselors, and school leadership programs); and
     - Invited lectures for community organizations; and
   - Project HOPE-Virginia has contracted with Edify and is currently reviewing/revising the online liaison training system to meet the needs of Virginia liaisons. It is anticipated that the system will be implemented during the 2017-2018 school year.

   A systematic process and infrastructure to capture, track, and verify students experiencing homelessness is required.

   - Students experiencing homelessness are flagged in LEA data systems and reported to Virginia Department of Education with a unique student identifier through the student information system. The state coordinator will continue consultation with the Office of Educational Information Management staff at the Virginia Department of Education to ensure processes are coordinated to verify the accuracy of child count data.
   - Liaison trainings and McKinney-Vento monitoring of LEAs include discussion of ways localities ensure students are flagged.
   - Residency questionnaires at enrollment and during back-to-school events are encouraged; samples forms are collected and shared.
   - Project HOPE-VA distributes posters and family brochures to all liaisons at the beginning of each school year to increase school and community awareness. These are updated, as needed, and have been revised to align with ESSA. The HOPE posters now have a QR code which, when scanned by a phone, links directly to the HOPE Web site. Additional supplies of posters and brochures are available upon request.

- During training and monitoring, coordination with school personnel and community agencies to improve identification is discussed. This includes systems for verifying data, such as triangulating with school nutrition or having schools confirm their students are identified properly.
- Data provided directly to the state coordinator by subgrantees is compared to Virginia Department of Education data and discrepancies in counts are explored and reconciled prior to the Consolidated State Performance Report submission.
- During training and monitoring, liaisons are asked to look at the "reasonableness" of their child count data based on the local poverty rate. An identification rate that appears significantly lower than might be expected (less than three percent of the Census Bureau Small Area Income and Poverty Estimate (SAIPE) rate for children ages 5-17) has been a trigger to prioritize a monitoring visit.
- Longitudinal statewide identification rates are posted on the HOPE homepage in graphic format, and LEA level data have been posted annually since 2010-11 (for LEAs with at least 10 students reported). Recent statewide counts are approximately 10 percent of children living in poverty based on the SAIPE. This rate has been considered a reasonable level since proposed by the Urban Institute in the 1990's.



	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Enrollment	11,776	12,768	14,223	16,420	17,940	17,538	18,026	17,876	18,577
% difference from previous year	18.97%	8.42%	11.40%	15.45%	9.26%	-2.24%	2.78%	-0.83%	3.92%
% difference since 2006-07	19.0%	29.0%	43.7%	65.9%	81.2%	77.2%	82.1%	80.6%	87.7%

Assessing Needs:

- Common needs are included in trainings and presentations.
- Liaison trainings and monitoring provide opportunities to share sample intake/needs assessment forms.
- During trainings and monitoring, liaisons are encouraged to disaggregate achievement data for students experiencing homelessness and to use these data as part of a needs assessment when determining the appropriate Title I, Part A, reservation for McKinney-Vento students.

- In addition to McKinney-Vento monitoring, Title I, Part A, monitoring includes a discussion of how the reservation is made and how needs are assessed.
- The state coordinator has had an Advisory Board since the late 1990s. The Advisory Board is comprised of state and local representatives, including liaisons, school staff, and shelter and other housing providers who represent different geographical areas of the commonwealth. One role of the Advisory Board is to identify unmet needs and emerging needs that will need a state-level response.
- Achievement data will be disaggregated by homeless status on Virginia's School Quality Profiles (school, division, and state-level report cards). Potential statewide needs and state-initiated supports will be identified.

2. Dispute Resolution *(722(g)(1)(C) of the McKinney-Vento Act)*: Describe procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youth.
Virginia developed its previous dispute resolution process in 2003, using the U.S. Department of Education non-regulatory guidance and National Center for Homeless Education (NCHE) briefs as resources. The process was announced via a Superintendent's Memo. The process was amended in 2005. The process included the following:
    - Worksheet for Determining Feasibility for School Placement with directions;
    - Written Notification of Enrollment Decision; and
    - Enrollment Dispute Resolution Process for Virginia Public Schools.

    The state coordinator worked with the Virginia School Board Association (VSBA) whose sample Homeless Education Policy includes a local dispute process. VSBA policies are adopted by many LEAs across Virginia. Local dispute resolution processes are reviewed during monitoring.

    During fall 2016 and winter 2017, following passage of ESSA and the inclusion of eligibility as a disputable issue, the state coordinator worked with the HOPE Advisory Board to amend the dispute resolution process. The following changes were made:
    - The feasibility form was revised to focus on best interest;
    - A separate dispute resolution process for eligibility issues was created with a streamlined appeal;
    - The timelines for school of origin/school selection appeals were shortened;
    - All prior forms were reworded based on experience and legislative changes; and
    - More extensive directions were developed.

    Eligibility appeals will be decided by the state coordinator or designee, while school selection decisions will be investigated by the state coordinator and forwarded to the state Superintendent of Public Instruction with a recommendation for final resolution. The HOPE Advisory Board assists with appeals that are subjective to provide more perspectives in making a final determination or recommendation.

    The new forms have been piloted by liaisons on the Board. The new process was announced through Superintendent's Memo #215-17 on July 21, 2017. The revised process and forms will be posted to the HOPE Web site, emailed to liaisons, and explained to liaisons via webinar. The new process includes the following:

- McKinney-Vento Best Interest Determination (BID) for School Placement;
- Written Explanation of McKinney-Vento Determination;
- Dispute Resolution Process for Virginia Public Schools - Eligibility for McKinney-Vento Services; and
- Dispute Resolution Process for Virginia Public Schools - School Selection or Enrollment.

The state coordinator has reached out to the VSBA to offer assistance as it updates its local policies. A breakout session on the new process is planned for the fall 2017 Virginia Association of Federal Education Program Administrators (VAFEPA) state conference. The process will be embedded in future regional liaison trainings, Edify modules, and an updated liaison toolkit.

All disputes that have been appealed to the state level have been resolved within the timeframe outlined in the process. The office of the state coordinator provides technical support to prevent disputes by proactively working with liaisons, lawyers, parents, other school administrators to ensure different parties have the same information when making decisions and to ensure all processes are followed. All such correspondence is documented in emails or case notes from phone conversations.

3. Support for School Personnel *(722(g)(1)(D) of the McKinney-Vento Act)*: Describe programs for school personnel (including the LEA liaisons for homeless children and youth, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youth, including runaway and homeless children and youth.
    - Annual regional liaison trainings specifically target all liaisons. However, these trainings are open to all staff and community representatives. In addition, subgrantee meetings are held annually.
    - Emails are sent to all liaisons for any trainings that are provided by the state coordinator and others provided by related agencies that may be of interest and assistance. For example, liaisons were provided notification of a Virginia Housing Alliance training on landlord and tenant rights.
    - Homeless Education stand-alone state conferences are provided when fiscally feasible.
    - When a stand-alone conference is not held, the state coordinator partners with other conferences to provide a homeless education strand. For example, the 2017 VAFEPA Conference will include an extensive homeless education strand, with keynote and concurrent sessions on McKinney-Vento.
    - The state coordinator is included in the Virginia Department of Education Federal Program Coordinators' Academy, which provides training to LEA federal program administrators. In addition, the state coordinator frequently presents at conferences for school nurses and school social workers.
    - The state coordinator periodically presents at the Virginia Pupil Transportation conference, including a general session in June 2017. In addition, the state coordinator recently presented at the National Association for Pupil Transportation when hosted in Virginia.
    - Webinars are recorded and posted to the HOPE Web site for later viewing by anyone interested in the topic. Recent webinars include an overview of the

transition to ESSA and Virginia's approach to McKinney-Vento changes, how to prepare for local McKinney-Vento federal program monitoring, and the 2017-20 McKinney-Vento subgrant application process.

- Project HOPE-Virginia has developed a variety of information briefs with specific audiences in mind, including teachers, special education staff, school social workers, enrollment staff, school nurses, administrators, school counselors, and school psychologists. Other briefs have a specific content focus, such as unaccompanied homeless youth in *Identifying Homeless Youth on Their Own* and *When School is Home and Family: Supporting the Attendance and Success of Youth on Their Own*.
- McKinney-Vento posters and family brochures are sent to all liaisons for dissemination during the beginning of each school year. These and other materials are available at conferences when HOPE has a display, and at all trainings and monitoring visits.
- When invited, the state coordinator provides local LEA training for staff targeted by the liaison.
- All 132 LEAs in Virginia have been monitored multiple times since the 2002 reauthorization of McKinney-Vento. This provides an opportunity for 1-1 training and ensures that ALL LEAs have been provided such personalized training.
- Monitoring includes discussions of unaccompanied homeless youth identification, needs, and resources; the monitoring protocol includes a question for liaisons to identify their training needs.
- The office of the state coordinator tracks Project HOPE-VA training of all liaisons, regardless of subgrant status. This system is being updated for ease of access and analysis.
- As noted previously, Project HOPE-Virginia has contracted with Edify and is currently reviewing/revising the on-line liaison training system to meet the needs of Virginia liaisons. It is anticipated that the system will be implemented during the 2017-2018 school year. Training will be provided to liaisons and, depending upon capacity, may be offered to other interested staff.
- With input from the HOPE Advisory Board, a process for new liaison induction will be developed.
- Sample plans for local staff training by liaisons will be developed and distributed; sessions for liaisons related to their responsibilities to train staff a will be presented at future conferences.

4. <u>Access to Services</u> *(722(g)(1)(F) of the McKinney-Vento Act)*: Describe procedures that ensure that:
   viii. Homeless children have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;
   ix. Homeless youth and youth separated from public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youth described in this clause from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies; and
   x. Homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement,

online learning, and charter school programs, if such programs are available at the State and local levels.

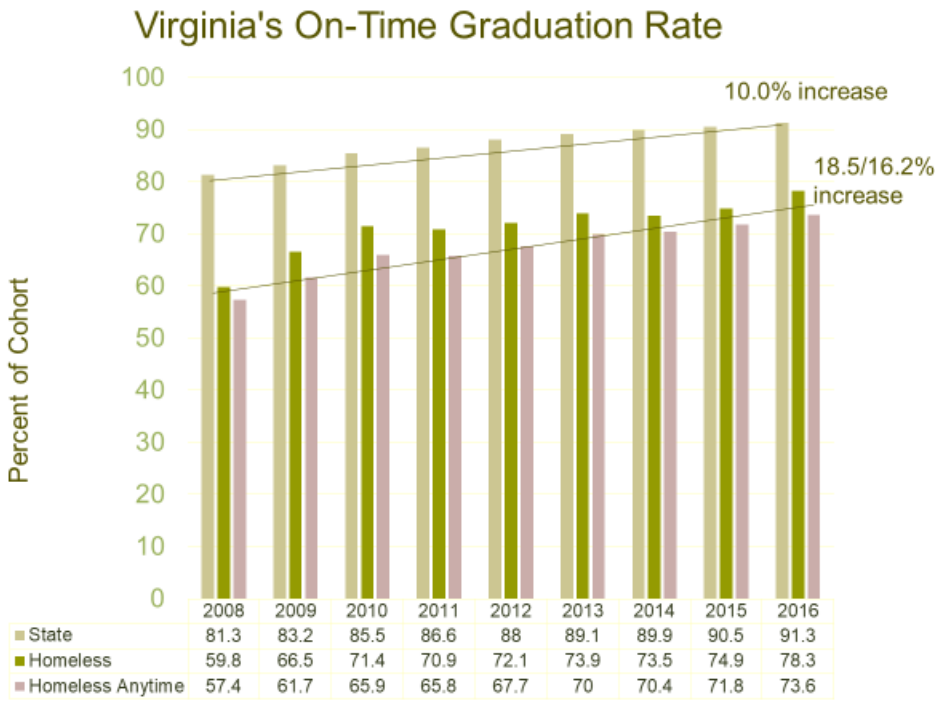
Public Preschool Programs

- The state coordinator is an active member of the following boards and committees that serve young children:
    - Virginia Head Start State Collaboration Office Advisory Council;
    - Virginia Interagency Coordinating Council (VICC) (Part C infant and toddler program under IDEA);
    - Virginia Cross-Sector Professional Development (VCPD) Team (providing professional development across early childhood systems);
    - Creating Connections to Shining Stars Conference Planning Team (VCPD-hosted statewide conference);
    - Early Childhood Special Education (ECSE) Network; and
    - Handle With Care (state team exploring substance-exposed infants and substance-affected children).
- The Head Start Collaboration Coordinator is a member of the HOPE Advisory Board.
- The state coordinator addresses homeless education issues at the following events:
    - Virginia Head Start Conferences;
    - Creating Connections to Shining Stars;
    - Virginia Preschool Initiative (VPI) and Virginia Preschool Initiative Plus (VPI+, federal early childhood expansion grant) – conferences and webinars;
    - Early Intervention Webinar – Talks on Tuesday; and
    - Child Care Block Development Grant Act Webinar hosted by the Virginia Department of Social Services for child care providers.
- Applications and enrollment processes have been reviewed to ensure children experiencing homelessness are prioritized in statewide early childhood programs; LEA-administered preschool programs are reviewed during monitoring to ensure coordination is occurring.
- The VPI+ grant specifically addressed serving students experiencing homelessness and the state coordinator has worked with the grant administrator on implementation and outreach.
- Project HOPE-Virginia has created several information briefs that discuss early childhood education and homelessness. All are available on the HOPE Web site.
- A young child Parent Pak, modeled on the NCHE Parent Pak for school-age children, was developed with input from state and local representatives of homeless education and early childhood programs. The text on the Pak was revised during the winter 2017 to align with ESSA. The Pak is a sturdy folder to maintain important records with basic information about the McKinney-Vento program in Virginia. These can be ordered by any school or early childhood program in the commonwealth. They have been shared with local Head Start, Early Intervention, ECSE, VPI/VPI+, Title I preschool programs, and homeless liaisons, and will be distributed to all early childhood programs. When possible, Spanish versions of these items are included in a Spanish Parent Pak. The Pak includes:
    - A Developmental Wheel (provided by the state's ECSE program);
    - A HOPE family brochure;

    - A “Learn the Signs. Act Early” resource from CDC;
    - A safe sleep brochure from NIH;
    - Bookmarks with tips for reading to your child; and
    - A children’s book.
- Resources for program administrators (e.g., October 2016 joint “Policy Statement on Meeting the Needs of Families with Young Children Experiencing and At Risk of Homelessness”) will be developed and distributed with the Parent Pak.
- Recent Head Start regulations related to students experiencing homelessness, including the October 2016 joint policy statement referenced above, will be publicized.
- More formal participation of liaisons at the local level to advocate for referrals when students with younger/older siblings are identified by the early childhood program or the school will be encouraged.
- Practices that increase access for young children will be encouraged. For example:
    - Reserving slots for children experiencing homelessness, when allowed;
    - Contacting families with young children in January to encourage completion of prekindergarten applications; and
    - Maintaining school of origin and providing transportation when it is in the child’s best interest (citing promising practices at the local level).
- The school of origin mandate in blended and braided programs will be clarified through training.
- Guidance to address families identified as homeless during the time of application who become permanently housed before the program begins and identify options to fill reserved slots will be developed.

Homeless Youth and Youth Separated from Public Schools

- Virginia established a flag in the student information system to capture unaccompanied homeless youth in all LEAs before such data were required for federal reporting.
- Virginia was one of the first states to disaggregate its on-time graduation rate for students experiencing homelessness. Students experiencing homelessness are identified in two ways: 1) “homeless” captures youth who were flagged as homeless at the time of graduation or when the youth was lost to the system (a potential dropout); and 2) “homeless anytime” captures students who were flagged as homeless at any point during their high school career. The graph below illustrates the progress made by Virginia’s public schools in supporting these students. Since 2008, the overall state on-time graduation rate has increased ten percent; for students experiencing homelessness, the increase is more than 16 percent. The closing gap is visible in the graph below. The adjusted cohort graduation rate (ACGR) required in ESSA is being calculated to provide the same longitudinal tracking.



- The state coordinator is a member of the Governor's Interagency Partnership to Prevent and End Youth Homelessness. Major activities that are part of this initiative are listed below.
    - The State Council of Higher Education in Virginia (SCHEV) was awarded a GEAR UP grant with a pilot project targeting high school seniors experiencing homelessness and transitioning to higher education. The project is currently being implemented in four LEAs. Promising practices to support these youth are being identified to share.
    - The state coordinator has created a Higher Education Network. One initiative is identifying single points of contacts (SPOCs) in public colleges across Virginia. This is being implemented in collaboration with SCHEV.
    - In 2017, the state coordinator worked with the Virginia Department of Education High School Equivalency Specialist to create a form that youth without a driver's license may use to take the GED test. This form was shared with liaisons.
    - 2015 legislation passed by the Virginia General Assembly addressed expanded opportunities to learn as related to graduation requirements, including the flexibility to waive seat time requirements. This addresses some of the credit accrual challenges experienced by homeless youth.
    - In collaboration with the Virginia Department of Education Office of Student Services school counselor specialist, issues that may help or hinder youth experiencing homelessness, along with supports to assist with overcoming challenges, will be identified.
    - Credentialing programs and online courses that have been successful with youth experiencing homelessness will be identified.

    - Initiatives in adult education and migrant education that may be adopted for youth experiencing homelessness (e.g., migrant PASS) will be explored.
    - Transitioning between block and traditional schedules continues to be a challenge when students must change schools. Continue to look for options that lessen the impact of schedule changes (such as the transition between block and traditional schedules).
    - The possibility of disaggregating graduation/dropout data to track youth who remain in-state versus those who leave Virginia will be explored. Promising practices to support youth both in-state and those who move out-of-state will be identified.
    - To address concerns about schools that may be reluctant to enroll older youth, the following strategies have been identified:
        - Focus efforts on reaching older youth through the use of youth posters and building word-of-mouth momentum with youth groups in schools and communities;
        - Update 2-1-1 Virginia, a free resource that can be used to help older youth access a variety of services such as food assistance and child care, to ensure resources will meet the needs of this population;
        - Monitor use of the new process for written explanation and maintaining school of origin for older youth; and
        - For youth accessing shelters, contact shelters who serve youth to explore current processes to notify schools that youth are not in school and identify any barriers shelters have observed.

Barriers to Accessing Academic and Extracurricular Activities

- The 2016 NCHE report, "Federal Data Summary School Years 2012-13 to 2104-15," provided data on student achievement by state. Virginia was one of only three states that scored above a 50 percent pass rate in reading/language arts, mathematics, and science. While the state compares well nationally, ongoing coordination is needed to ensure appropriate supports are provided. Key partners include:
    - Title I, Part A;
    - Special Education; and
    - Virginia's Tiered Systems of Support (VTSS).
- The state coordinator is consulted during the annual review the Title I, Part A, application for localities and has assisted in crafting the wording for the reservation of funds for students experiencing homelessness and the description of coordination between McKinney-Vento and Title I.
- The state coordinator participates in the State Special Education Advisory Committee.
- HOPE information briefs that address the intersection of IDEA and McKinney-Vento have been broadly disseminated and the content included in trainings and at conferences.
- The state coordinator is part of the same department that administers VTSS. The effectiveness of these initiatives for students experiencing homelessness will be evaluated.
- The state coordinator met with the Virginia Department of Education liaison to the Virginia High School League more than a decade ago. The League's

regulations were modified to prevent homelessness from being a barrier to participation.

- Participation in extracurricular activities is known to be a factor in retention and graduation rates. Liaisons have been encouraged to support participation in extracurricular activities. The modified language regarding extracurricular activities in ESSA has been shared with liaisons. Promising practices are being identified and will be shared through trainings and information briefs.
- Liaison training includes a discussion of specialized programs and preventing homeless status from being a barrier.
- The state coordinator assists liaisons in finding options to ensure students have access to summer programming, such as working with the LEA where the student currently resides if attending a school of origin without a summer school program.
- Virginia has eight charter schools. The Code of Virginia Section 22.1-212.6:1 requires charter schools to comply with all federal laws.
- The McKinney-Vento monitoring protocol will be revised to include a discussion of access to magnet schools, summer school, career and technical education, advanced placement, online learning, and charter school programs.

5. Strategies to Address Other Problems *(722(g)(1)(H) of the McKinney-Vento Act)*: Provide strategies to address other problems with respect to the education of homeless children and youth, including problems resulting from enrollment delays that are caused by—
   i. requirements of immunization and other required health records;
   ii. residency requirements;
   iii. lack of birth certificates, school records, or other documentation;
   iv. guardianship issues; or
   v. uniform or dress code requirements.

- Immediate enrollment is included in all McKinney-Vento trainings, is explained in the family brochure, and is stated on the Project HOPE-VA posters. The HOPE posters now have a code which, when scanned by a phone, links directly to the HOPE website.
- The Code of Virginia is consistent with the immediate enrollment requirements of McKinney-Vento.
  - The Code of Virginia, Section 22.1-271.2, was amended in 2004 to require immediate enrollment of students experiencing homelessness who lacked proof of immunizations and referral to the local liaison to assist in obtaining missing documents and/or completing needed immunizations.
  - The Code of Virginia, Section 22.1-270, was amended in 2000 to require schools to enroll students experiencing homelessness who lack physicals and refer them to the appropriate local health department.
  - Residency requirements listed in the Code of Virginia, Section 22.1-3, were amended to address students experiencing homelessness in 2000.
  - The Code of Virginia, Section 22.1-3.1, addresses birth certificates and includes the option to use an affidavit when the birth certificate is not available. Such flexibility in state code has been highlighted in training.
  - Handling student records is consistent with the current Code of Virginia and LEA practice.
- The state coordinator has collaborated with the Student Services school nurse coordinator and has presented at the annual School Nurse Conference multiple times. A Project HOPE information brief was created specifically for school nurses. When

questions arise regarding immunizations or other health records, both coordinators consult to ensure school nurses and homeless liaisons receive a consistent response.

- The state coordinator has not received complaints regarding delays in receiving school records from Virginia schools. When Project HOPE is contacted regarding the lack of records for enrollment needed from another state, staff assists schools in acquiring the needed information; however, enrollment is not delayed during the interim.
- The Liaison Toolkit includes a Caregiver's Affidavit that may be used when a student is not living with a parent or guardian and meets the definition of an unaccompanied homeless youth.
- Sample NCHE Parent Packs have been shared with liaisons to assist families in maintaining copies of important school documents.
- Uniform or dress code requirements are addressed locally. For example, when school uniforms are required, LEAs may set aside funds through McKinney-Vento or Title I, Part A, or maintain school-based clothes closets.
- In recent years, instances of denial of immediate enrollment are rarely brought to the attention of the state coordinator.
    - Local monitoring also suggests liaisons face fewer challenges and much less resistance from schools regarding immediate enrollment.
    - Should an instance where denial of immediate enrollment be brought to the attention of the state coordinator, the coordinator immediately contacts the liaison to provide technical assistance and ensure enrollment takes place and ensure the dispute resolution process is followed, if there is a disagreement. If needed, the state coordinator will clarify the mandate for immediate enrollment with staff should the liaison need support.

6. Policies to Remove Barriers (*722(g)(1)(I) of the McKinney-Vento Act)*: Demonstrate that the SEA and LEAs in the State have developed, and shall review and revise, policies to remove barriers to the identification of homeless children and youth, and the enrollment and retention of homeless children and youth in schools in the State, including barriers to enrollment and retention due to outstanding fees or fines, or absences.
    - At the SEA level, polices to remove barriers to the identification of homeless children and youth, and the enrollment and retention of homeless children and youth in schools in the State, including barriers to enrollment and retention due to outstanding fees or fines, or absences are reviewed based on cases brought to the attention of the state coordinator. Examples of actions that demonstrate such review and revision occurs are captured in subsequent bullets in this section.
    - LEAs are monitored to ensure review and revision of such polices at the local level. The state coordinator has offered assistance to the Virginia School Board Association which develops sample local policies, including those for McKinney-Vento. Local liaisons often consult with the state coordinator when changes in local policies are being considered. Feedback is maintained in the state coordinator's files.
    - Item 1 in this section of the plan outlined efforts to ensure identification. Barriers are handled on a case-by-case basis when brought to the attention of a liaison or the state coordinator. Barriers are tracked by the state coordinator; when patterns are identified, a state-level response is proposed in consultation with the HOPE Advisory Board.

- The new eligibility dispute resolution process, referenced in item 2, includes written explanation forms that will provide additional means for families and youth to challenge denial of eligibility and identification.
- Cases of barriers caused by outstanding fees or fines in Virginia public schools have rarely been brought to the attention of the state coordinator. It has been more than ten years since the state coordinator addressed this barrier. Those cases dealt with other states or private schools that did not received federal funds. The importance of ensuring that fees do not pose a barrier to enrollment, retention, and graduation will be emphasized in trainings and in monitoring.
- Currently, data on school mobility and residential mobility is very limited in the state's student record collection system. The Virginia Department of Education is working with Virginia Tech to explore measures of mobility that can be tracked in a manner that avoids multiple inputs. The state coordinator has been invited to participate in the planning meetings for this initiative.
- Attendance initiatives are being spearheaded by the Virginia Department of Education Office of Student Services, and the state coordinator has been included as a presenter at an initial state conference and as a member of the state team for the June 2016 Every Student Every Day Conference.
    - The ESSA requirement to disaggregate attendance for students experiencing homelessness will provide additional baseline data for this population. Including a focus on these students when implementing strategies, such as those from Attendance Matters, will assist the state and localities in identifying additional supports for families and youth experiencing homelessness.
    - Training is planned to identify strategies related to attendance and chronic absenteeism, including a session at the October 2017 VAFEPA Conference.

7. Assistance from Counselors *(722(g)(1)(K))*: A description of how youths described in section 725(2) will receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for college.
    - The *Standards for School Counseling Programs in Virginia* are delivered by school counselors to all students through individualized and group interventions in the academic, career, and social emotional domains. Beginning with the 2013-2014 academic year, all public schools in Virginia began development of a personal Academic and Career Plan (ACP) for each seventh-grade student with completion by the fall of the student's eighth-grade year. The components of the ACP include, but are not limited to, the student's program of study for high school graduation and a postsecondary career pathway based on the student's academic and career interests. The ACP is developed in accordance with guidelines established by the Board of Education and signed by the student, student's parent or guardian, and school official(s) designated by the principal. The ACP is included in the student's record and is reviewed and updated, if necessary, before the student enters the ninth and eleventh grades. When students are identified as homeless, school counselors will review the ACP with the students and families. Liaisons should provide training to school counselors that describes how this review will be documented for the LEA. Sampling of training plans, actual ACPs, and continued tracking of the ACGR will be used to monitor progress on this requirement. Subsequent bullets in this section provide vehicles used to determine what processes should be in place and how those processes will be communicated to counselors for youth experiencing homelessness

to receive assistance from counselors to advise them and prepare and improve their readiness for college.

- Each year, liaisons are sent the NAEHCY scholarship application and asked to share it with their high school counselors. For 2017, the scholarship announcement from SchoolHouse Connection was sent to all liaisons.
- The state coordinator has presented at the state's school counselor conference.
- Liaisons have received training and have access to a template to verify unaccompanied homeless youth for FAFSA purposes.
- The state coordinator has met with the state's school counselor specialist and identified the following opportunities to coordinate. These will be shared with liaisons in trainings and will be highlighted when sharing McKinney-Vento information with school counselors as important means of preparing McKinney-Vento students to be college and career ready:
    - Profile of a Virginia Graduate;
    - Academic and Career Plans;
    - Virginia View – online resource with careers aligned to the state standards;
    - Middle School Career Investigation Course with mandated interest inventory and plan development;
    - Liaison verification for independent status on the FAFSA; and
    - The Interagency Partnership to Prevent and End Youth Homelessness (including the Higher Education Network and GEAR UP pilot described in item 4).
- The state coordinator will work with the state's school counselor specialist to identify school counselor training opportunities to share McKinney-Vento information and promising practices.
- The state's school counselor specialist will be included on the Higher Education Network to identify strategies to coordinate with school counselors.

Appendix A: Measurements of interim progress

Instructions: Each SEA must include the measurements of interim progress toward meeting the long-term goals for academic achievement, graduation rates, and English language proficiency, set forth in the State's response to Title I, Part A question 4.iii, for all students and separately for each subgroup of students, including those listed in response to question 4.i.a. of this document. For academic achievement and graduation rates, the State's measurements of interim progress must take into account the improvement necessary on such measures to make significant progress in closing statewide proficiency and graduation rate gaps.

A. Academic Achievement

Reading/Language Arts
Accountability Years 2018-2019 through 2024-2025

	Baseline	Year 1 Targets	Year 2 Targets	Year 3 Targets	Year 4 Targets	Year 5 Targets	Year 6 Targets	Year 7 Targets – Long Term Goal
Assessment Year	2015-2016	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	73	73	73	73	74	74	74	75
Asian students	87	Maintain Progress**	Maintain Progress**	Maintain Progress**	Maintain Progress**	Maintain Progress**	Maintain Progress**	75**
Black students	58	60	62	65	67	70	72	75
Economically Disadvantaged students	60	62	64	66	68	70	72	75
English Learners	50	53	57	60	64	67	71	75
Hispanic students	62	63	65	67	69	71	73	75
Students with Disabilities	35	39	45	51	57	63	69	75
White students	81	Maintain Progress**	Maintain Progress**	Maintain Progress**	Maintain Progress**	Maintain Progress**	Maintain Progress**	75**

*In accordance with Virginia's standards and assessment review schedule, new reading/language arts assessment will be administered during the 2019-2020 assessment year. Revised targets will be established following the standards-setting process.
** Subgroups that meet or exceed the target must improve from the previous year.

Mathematics Targets
Accountability Years 2018-2019 through 2024-2025

	Baseline	Year 1 Targets	Year 2 Targets	Year 3 Targets	Year 4 Targets	Year 5 Targets	Year 6 Targets	Year 7 Targets – Long Term Goal
Assessment Year	2015-2016	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	Maintain Progress**	~~Maintain Progress**~~ 75	Maintain Progress**	Maintain Progress**	Maintain Progress**	Maintain Progress**	70**
Asian students	89	Maintain Progress**	~~Maintain Progress**~~ 91	Maintain Progress**	Maintain Progress**	Maintain Progress**	Maintain Progress**	70**
Black students	60	60	~~62~~ 60	~~63~~ 62	~~65~~ 64	66	68	70
Economically Disadvantaged students	62	63	~~64~~ 63	~~65~~ 64	66	67	68	70
English Learners	55	57	~~59~~ 61	~~61~~ 62	~~63~~ 64	~~65~~ 66	~~67~~ 68	70
Hispanic students	63	64	65	66	67	68	69	70
Students with Disabilities	39	42	~~47~~ 40	~~51~~ 46	~~56~~ 52	~~60~~ 58	~~65~~ 64	70
White students	81	Maintain Progress**	~~Maintain Progress**~~ 83	Maintain Progress**	Maintain Progress**	Maintain Progress**	Maintain Progress**	70**

*Amendment 3: In accordance with Virginia's standards and assessment review schedule, new mathematics assessment ~~will be~~ were administered during the 2018-2019 assessment year. Revised targets ~~will be~~ were established following the standards-setting process. The school at the 20th percentile of enrollment among all schools was used to establish the new Year 2 target.
** Subgroups that meet or exceed the target must improve from the previous year.

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

	Baseline	Year 1 Targets	Year 2 Targets	Year 3 Targets	Year 4 Targets	Year 5 Targets	Year 6 Targets	Year 7 Targets – Long Term Goal
Assessment Year	2015-2016	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	9	Maintain Progress	~~Maintain Progress~~ 14	~~Maintain Progress~~ 13	~~Maintain Progress~~ 12	~~Maintain Progress~~ 12	~~Maintain Progress~~ 11	10
Asian students	5	Maintain Progress	Maintain Progress	Maintain Progress	Maintain Progress	Maintain Progress	Maintain Progress	10***
Black students	9	Maintain Progress	~~Maintain Progress~~ 15	~~Maintain Progress~~ 14	~~Maintain Progress~~ 13	~~Maintain Progress~~ 12	~~Maintain Progress~~ 11	10
Economically Disadvantaged students	13	13	~~13~~ 19	~~12~~ 17	~~12~~ 15	~~11~~ 13	11	10
English Learners	8	Maintain Progress	~~Maintain Progress~~ 13	~~Maintain Progress~~ 13	~~Maintain Progress~~ 12	~~Maintain Progress~~ 12	~~Maintain Progress~~ 11	10
Hispanic students	9	Maintain Progress	~~Maintain Progress~~ 15	~~Maintain Progress~~ 14	~~Maintain Progress~~ 13	~~Maintain Progress~~ 12	~~Maintain Progress~~ 11	10
Students with Disabilities	14	14	~~14~~ 20	~~13~~ 18	~~12~~ 16	~~12~~ 14	~~11~~ 12	10
White students	9	Maintain Progress	~~Maintain Progress~~ 15	~~Maintain Progress~~ 14	~~Maintain Progress~~ 13	~~Maintain Progress~~ 12	~~Maintain Progress~~ 11	10

*Targets identify the percent of students who are chronically absent.
**Amendment 3: Updated targets were set to reflect a revised methodology and updated baseline data. ~~As with the reading and mathematics targets, the school at the 20th percentile of enrollment among all schools was used to establish the baseline.~~
***Maintain progress

B. Graduation Rates

Federal Four-Year Cohort Graduation Targets
Accountability Years 2018-2019 through 2024-2025

	Baseline	Year 1 Targets	Year 2 Targets	Year 3 Targets	Year 4 Targets	Year 5 Targets	Year 6 Targets	Year 7 Targets – Long Term Goal
Assessment Year	2015-2016	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	84	Maintain Progress**	Maintain Progress**	Maintain Progress**	Maintain Progress**	Maintain Progress**	Maintain Progress**	84**
Asian students	90	Maintain Progress**	Maintain Progress**	Maintain Progress**	Maintain Progress**	Maintain Progress**	Maintain Progress**	84**
Black students	82	82	82	82	83	83	83	84
Economically Disadvantaged students	77	78	79	80	81	82	83	84
English Learners	62	65	68	71	74	77	80	84
Hispanic students	81	81	81	82	82	83	83	84
Students with Disabilities	52	56	61	65	70	74	79	84
White students	86	Maintain Progress**	Maintain Progress**	Maintain Progress**	Maintain Progress**	Maintain Progress**	Maintain Progress**	84**

** Subgroups that meet or exceed the target must improve from the previous year

C. Progress in Achieving English Language Proficiency

English Learner Progress Targets
Accountability Years 2018-2019 through 2024-2025

	Baseline	Year 1 Targets	Year 2 Targets	Year 3 Targets	Year 4 Targets	Year 5 Targets	Year 6 Targets	Year 7 Targets – Long Term Goal
Assessment Year	2016-2017	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
English Learner Progress Target	44	46	48	50	52	54	56	58

Appendix B

OMB Control No. 1894-0005 (Exp. 03/31/2017)

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and

we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Section 427 of GEPA

In accordance with provisions in Section 427 of GEPA, Virginia requires all applicants for federal ESSA funds to include in the individual or consolidated program application the steps that the applicant will take to ensure equitable access to, and participation in, ESSA funded programs for students, teachers, and other program beneficiaries with special needs. Information about this requirement is provided in the program application, in the application Guidelines, Instructions, and Assurances document, and on the ESSA Applications for Federal Funds webpage. A review of the steps to remove barriers under Section 427 of GEPA will be incorporated into the federal program monitoring process for ESSA programs. If during the monitoring process barriers to access are identified, the applicant will be required to develop and implement a plan to remove the barrier.