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## Additional Information for 10-Minute Meeting Presenter

This document provides a script to accompany VEA's 10-minute ESSA meeting. The additional notes for each slide are extra information if questions arise after the meeting or if there is time to elaborate.

### *Script for slide 3:*

No Child Left Behind, the misguided federal law that greatly increased standardized testing in our schools, is no longer with us. It actually expired in 2007 and was kept alive through a system of waivers. Now it's gone.

### *Additional notes on slide 3:*

No Child Left Behind (NCLB)

- Increased federal test requirements to 17 which led to increased state and local test requirements
  - States are still mandated to test annually in math and reading grades 3-8 and once in high school with grade span testing for science (once each in grades 3-5, 6-9, and 10-12)
  - States have flexibility in the type of assessments used and can set target limit of aggregate testing time
- Required the one size fits all approach with adequate yearly progress (AYP)
  - This has been eliminated; proficiency rates are no longer federally mandated at 100%, it is up to the state to define proficiency goals
- Caused massive identification of schools across the country
- NCLB was signed into law in 2002. It expired in 2007.
  - There were 4 congressional reauthorization attempts – 2007, 2011, 2013, and 2015.
  - The reauthorization in 2015 finally stuck giving us the *Every Student Succeeds Act*.
  - Because of the 4 reauthorization attempts, the US Department of Ed created a patchwork of waiver relief. The waivers required school improvement models and teacher evaluation systems based on state tests. NCLB waivers came to be in 2009.

***Script for slide 4:***

No more one-size-fits-all AYP, no more Race to the Top, no more worrying about waivers, and no more punitive labels slapped on struggling schools.

***Additional notes on slide 4:***

- What is behind us (federally)?
  - Annual Yearly Progress (AYP): proficiency rates are no longer federally mandated at 100%, it is up to states to define proficiency goals
  - Federal punitive labels for schools
  - Race to the Top, federally required teacher evaluations, based on standardized test scores: states are no longer required to set up teacher evaluation systems based in significant part on test scores
  - Accountability systems based solely on standardized test scores: accountability systems must include at least one indicator of schools' success or student supports that will help ensure resource and opportunity equity such as those outline in the NEA Opportunity Dashboard (there is a link to this)
  - Definition of Highly Qualified Teacher (HQT): it is up to states to determine requirements for teacher qualifications
  - Mandates dictated by the US Secretary of Education: ESSA prohibits the federal government from mandating teacher evaluations or defining teacher effectiveness
  - NCLB Waivers – null and void August 1, 2016: these waivers were the impetus for Virginia's adoption of the Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents. This included standard 7 being set at 40% of the evaluation. As of August 1, 2016, this is no longer a FEDERAL requirement. We do not know what Virginia will do with this yet. It is within the BOE's ability to decrease or even eliminate the percentages.

***Script for slide 5:***

Today, we have the promise—and the rightful return—of local school decisions being made locally. We'll also have a hand in creating new student accountability measures, local school improvement plans, and more educator participation over teaching and learning decisions.

***Additional notes on slide 5:***

- Current version of the Elementary and Secondary Education Act of 1965.
- Replacement for the No Child Left Behind Act of 2002.
- Like its predecessor, it outlines federal requirements for education policies.
- Unlike its predecessor, it emphasizes local and state control over how the policies are shaped and implemented.

**Additional notes on slide 5 (continued):**

- Excerpt from an NEA overview:
  - In December 2015, President Obama signed the *Every Student Succeeds Act* (ESSA) into law, revising ESEA and replacing the flawed No Child Left Behind (NCLB) with ESSA. NCLB represented an era of federal oversight and accountability that has often been referred to as test and punish; we learned that what affects our students affects our communities. ESSA attempts to address problems of NCLB by returning decision making power to states, local districts and mandates input from educators, paraeducators and other stakeholders.

**Script for slide 6:**

As you can see from this list of ESSA features, educators and students will be coming out from under unnecessary burdens we've carried for too long.

**Additional notes on slide 6:**

- What's ahead of us?
  - Increased local and state control over education policies: requires educator and other stakeholder voice via meaningful conversation in state and local planning
  - Accountability systems that include indicators of student and school supports: accountability systems must include at least one indicator of schools' success or student supports that will help ensure resource and opportunity equity such as those outline in the NEA Opportunity Dashboard (there is a link to this)
  - States are to design their own accountability systems which cannot be based solely on test scores
  - Differentiated school improvement plans designed at the local level:
  - States must identify schools for improvement which include the lowest 5% of schools, schools that fail to graduate 1/3 of students and schools with consistently underperforming subgroups
  - Districts and schools must partner with stakeholders on improvement strategies
  - A new definition of a well-rounded education: Newly defines a well-rounded education to correct NCLB's narrowing of curriculum: A well-rounded education includes *"English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience."*
  - Opportunity for educators to drive teaching and learning decisions to benefit students.

**Script for slide 7:**

If ESSA changes are to be made well, we need to have some say in plans for areas including teacher evaluation, school discipline and safety, testing, literacy education, and school funding.

**Additional notes slide 7:**

- ESSA = Opportunity
- After education legislation such as ESSA is signed into law, there is a rule-making process where regulations are drafted for the law's implementation by the United States Department of Education. There are several steps to proposing regulations. Visit [getESSAright.org](http://getESSAright.org) and sign up for updates about ESSA at the federal level. You will receive updates to join NEA members around the country who will file comments on the Department of ED's proposed regulations. This is one example of how we can be part of the conversation so that ESSA implementation is done correctly.
- ESSA covers many, many topics, meaning we have a chance to positively affect every aspect of public education! Topics and information for each can be found at [www.nea.org/essabegins](http://www.nea.org/essabegins).

**Script for slide 8:**

It's a new era in educator empowerment and voice—let's not let it slip by!

**Additional notes on slide 8:**

Educator Empowerment and Voice

- ESSA ensures educators' voices are part of decision-making at all levels!
- Calls for Committees of Practitioners
  - Teachers and ESPs (with recent classroom experience), parents, and community members work together to improve their local schools
- Includes engagement and specific mention of educators in decision making
  - Allows district funds to be used to enhance collaboration and teacher-led professional development aligned with students' learning needs

**Script for slide 9:**

Delegates to the VEA convention called for students to have full-time access to nurses, social workers and counselors; for better teacher mentoring programs; and for a revamped teacher evaluation system.

**Additional notes on slide 9:**

- NBI 6, 13, & 21 – student access to full time, licensed nurses, social workers, & school counselors
- NBI 10 – new teacher induction and mentoring programs

- NBI 15 – research & create a comprehensive plan that replaces the current teacher evaluation system
- NBI 18 – appropriate reading assessment of English Language Learners

**Script for slide 10:**

The state’s official ESSA plan will probably be announced in late fall or early winter.

**Additional notes on slide 10:**

- What’s happening statewide with the Department and Board of Ed?
- Current and Ongoing Work
  - *Redesign of Virginia’s School Report Card*: The design substitutes “School Quality Profiles” for “School Performance Report Card” as the public facing title of the online reports.
  - School Quality Profiles will address in the initial launch:
    - Student population
    - SAT performance
    - Postsecondary enrollment
    - Expulsions and long-term suspensions by student reporting group
    - Division per pupil spending
    - Division revenue sources and amounts
    - Percent of kindergartners meeting literacy benchmarks
    - Student-teacher ratios (division and state profiles)
    - Free and reduced-price meals eligibility and participation
    - Gifted identification by student reporting group
  - School Quality Profiles are linked very closely to ESSA’s opportunity dashboard. VEA can recommend other indicators as recommended by NEA for an opportunity dashboard.
  - *Profile of a Graduate*: The overall goal of the profile is to ensure that Virginia high school graduates are “life ready” and have well-rounded K-12 educational experiences. The profile will address multiple cognitive skills as well as social and self-advocacy skills. One goal of the redesign is to provide more individualization for students. Please see the last two pages of this document for VEA information about the *Profile of a Graduate*.
  - *Standards of Accreditation / Standards of Quality*
  - *State ESSA Plan*: Will most likely go to the Board of Education in January 2017 for first reading.

***Script for slide 11:***

You have an unprecedented opportunity to shape policy. This is new to everyone, so local Associations can, and should, play a critical role in making ESSA work.

***Script for slide 12:***

There will be plenty of backup and help as you move forward. Don't hesitate to contact members of these statewide teams.



## Virginia's High School Redesign

### What is High School Redesign?

You may have heard recent discussions about Virginia's High School Redesign. It is formally known as *Profile of a Virginia Graduate*.

The State Board of Education is tasked with developing the *Profile of a Virginia Graduate*. The overall goal of the profile is to ensure that Virginia high school graduates are "life ready" and have well-rounded K-12 educational experiences. The profile will address multiple cognitive skills as well as social and self-advocacy skills. One goal of the redesign is to provide more individualization for students.

### When will the high school redesign occur?

The "Profile" and changes in curriculum will begin in 2018. The first graduating class under the redesign will be the Class of 2022.

### What curriculum areas and skills are being considered?

The 5C's (Critical Thinking, Creative Thinking, Collaboration, Communication, and Citizenship) will guide the development of the Profile.

Skill development spans four major areas:

- 1) Content Knowledge
- 2) Workplace Skills
- 3) Community Engagement and Civic Responsibility, and
- 4) Career Exploration

Instruction in the core areas covered by Standards of Learning will continue. These include English, math, science, history/social sciences, the arts, health and personal wellness, languages, and career and technical education. Graduates should be able to demonstrate a strong work ethic, professionalism and personal responsibility, as well as good citizenship. Educators will use a variety of learning activities and assessments to gauge students' interests, and will work to personalize their instruction to meet those interests. Career goals and pathways will be explored throughout matriculation. One goal is to increase internships/work-based learning experiences, career exposure, exploration, and planning.

The redesign will most likely include expanding authentic performance assessments and reducing the number of credits verified by SOL tests.

### What is VEA's involvement in this redesign?

Much of the redesign work began with the Governor's SOL Innovation Committee. Immediate Past President Meg Gruber and current President Jim Livingston have been members of that Committee.

In addition, VEA leaders and staff attended the Board of Education spring 2016 retreat and provided feedback and suggestions for areas to be included in the profile. Public hearings were held around the state throughout the spring and summer of 2016, and VEA members participated in each of these hearings. The Board of Education will be inviting feedback through October, when the final plan is approved. VEA members are encouraged to share concerns and factors that should be considered.

### **What is VEA's stance on this redesign?**

- VEA believes that K-12 educational experiences should be rich and diverse, and meet the diverse needs of students. Solid content knowledge, real life experiences, civic engagement, and career exploration are essential.
- VEA welcomes the possibilities that the redesign offers. We will reinforce the importance of a well-rounded education that includes critical thinking and problem solving skills and that moves us beyond the one-size-fits-all premise of No Child Left Behind. We also support a greater emphasis on performance assessments and a decrease in high-stakes tests required for verified credit.
- VEA recognizes the importance of individualized instruction, which is one of the elements of the planned redesign. As educators, we know that nothing is more essential than being able to give each student the individual attention he or she deserves. We therefore call for barriers to individualized instruction—such as large class sizes and lack of planning time—to be removed so teachers can better meet the individual needs of diverse learners.
- VEA believes that in order to fulfil the goals of the redesign, all schools must have the resources to offer appropriate programs and support to students. Presently, some of Virginia's students attend modern schools with up-to-date labs and instructional materials; others put up with leaky ceilings, outdated materials, and a lack of student support services. It is imperative that adequate funding be allocated for teaching resources and the professional development necessary to help educators work to ensure a great public school for every student.
- The Profile of a Graduate is closely tied with state implementation of the Every Student Succeeds Act (ESSA) and the Virginia Standards of Quality (SOQ), which determine funding and staffing for public schools. VEA is working vigorously to ensure that the current SOQ funding cap is increased and that schools are fully staffed.