| **Virginia Board of Education Agenda Item** | **Seal of the Commonwealth of Virginia** |
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# Agenda Item: G

## Date: September 17, 2020

### Title: First Review of an Amendment to Virginia’s Consolidated State Plan under the *Every Student Succeeds Act of 2015* (ESSA) – Amendment 4

#### Presenters: Julie Molique, Director, Office of Accountability and Dr. Lynn Sodat, Director, Office of ESEA Programs

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## Purpose of Presentation:

Action required by state or federal law or regulation.

## **Executive Summary:**

A fourth amendment to Virginia’s consolidated state plan under the *Every Student Succeeds Act of 2015* (ESSA) is recommended to make three changes to the plan. A description of each proposed change follows.

Mathematics Exemption

In 2018, Virginia applied and was approved for a waiver that would allow students below grade eight who are enrolled in advanced mathematics courses to take the end-of-course (EOC) test that is aligned with their mathematics course of study instead of the grade level mathematics test for the grade in which they are enrolled. This flexibility was already granted to students in 8th grade in ESSA. However, all students who take advantage of these flexibilities will be required to take a higher level end-of-course mathematics test while enrolled in high school to meet assessment requirements under ESSA.

Virginia’s current Consolidated State Plan under ESSA indicates that these students must pass the Algebra I Standards of Learning (SOL) test prior to 9th grade to be eligible to use a higher level end-of-course mathematics assessment, other than Algebra I, to meet federal assessment requirements in high school. This amendment proposes changing this language to use a student’s higher level math end-of-course assessment taken in high school to fulfill the high school federal accountability requirements if a student took the Algebra I SOL test prior to 9th grade.

The following is an example of the proposed change:

“…or an additional EOC mathematics test for students who ~~passed~~ took the Algebra I SOL test in 8th grade…”

Title I, Part C – Modify the objectives related to the Education of Migratory Children

The objectives for the Title I, Part C, program are updated periodically. The amendment directs the United States Department of Education (USED) to the Virginia Department of Education’s Title I, Part C, webpage as the current objectives are posted at this location.

Those objectives are:

1. By the end of the 2020-2021 school year and each year thereafter, proficiency in phonemic awareness skills in reading will increase by an average of 4 percent for migrant students targeted as below proficient in beginning reading skills as measured by state assessment results, teacher ratings and/or other assessments of student performance.
2. By the end of the 2020-2021 school year and each year thereafter, proficiency in writing will increase by an average of 4 percent for all migrant students as measured by state assessment results, teacher ratings and/or other assessments of student performance.
3. By the end of the 2020-2021 school year and each year thereafter, proficiency in reading vocabulary skills will increase by an average of 4 percent for migrant students targeted for reading instruction as measured by state assessment results, teacher ratings and/or other assessments of student performance.
4. By the end of the 2020-2021 school year and each year thereafter, proficiency in algebra readiness skills (patterns, functions, and algebra) will increase by an average of 3 percent for migrant students targeted for mathematics instruction as measured by state assessment results, teacher ratings and/or other assessments of student performance.
5. By the end of the 2020-2021 school year and each year thereafter, proficiency in number sense and computation will increase by an average of 3 percent for migrant students targeted for mathematics instruction as measured by state assessment results, teacher ratings and/or other assessments of student performance.
6. By the end of the 2020-2021 school year and each year thereafter, proficiency in the Virginia SOL process goals and standards (problem solving, communication, reasoning, connections, and representations) will increase by an average of 3 percent for migrant students targeted for mathematics instruction as measured by state assessment results or teacher ratings and/or other assessments of student performance.
7. By the end of the 2020-2021 school year and each year thereafter, proficiency in reading comprehension skills will increase by an average of 5 percent for secondary migrant students identified as less than proficient in reading as measured by state assessment results, teacher ratings and/or other assessments of student performance.
8. By the end of the 2020-2021 school year and each year thereafter, 75 percent of secondary migrant students and parents who participate in Migrant Education Program (MEP) sponsored family engagement activities targeting the importance of graduation will report increased understanding of the importance of school completion as measured by student and parent surveys.
9. By the end of the 2020-2021 school year and each year thereafter, 75 percent of staff who participate in trainings provided by the MEP program on how to assist migrant students with credit accrual and records transfer will report an increased ability to effectively assist students overcome these barriers to graduation as measured by staff surveys.
10. By the end of the 2020-2021 school year and each year thereafter, 100 percent of dropout students will receive information about educational services specific to their situation as measured by agendas and communication logs.

Title IV, Part A – Student Support and Academic Enrichment Grant Addition of Acceptable Use

The amendment expands the list of state-level activities supported by Title IV, Part A funds to include support for Local Education Agencies (LEAs) in identifying and addressing technology readiness needs, technology infrastructure and access, internet connectivity, data security, data privacy, and E-rate participation.

If approved, changes will be submitted to USED for approval.

## Action Requested:

Action will be requested at a future meeting. Specify anticipated date below:

October 15, 2020

## Superintendent’s Recommendation:

The Superintendent of Public Instruction recommends the Board of Education receive for first review the amendment to the consolidated state plan.

## Previous Review or Action:

No previous review or action.

## **Background Information and Statutory Authority:**

Section 1111 of ESSA requires states to submit significant changes to their consolidated state plans to USED for review and approval.

Virginia’s consolidated state plan was approved by USED in May 2018. Since that time, three amendments have been submitted. The first amendment to the plan, which was approved by USED in October 2018, reflected a minor change to the process for identifying schools for comprehensive support and improvement. The second amendment to the plan was submitted in March 2019 to provide the definition of ineffective teacher that the state will use for required federal reporting. The third amendment to the plan, which was approved by USED in September of 2019, provided updates to chronic absenteeism targets, adjusted mathematics targets due to new assessments, and modified the graduation rate indicator to represent the current year’s cohort.

If approved by the Board, amendment four will be submitted to:

* Use a higher level math test as the federal mathematics assessment in high school for students who took the Algebra I SOL test in middle school, rather than for those students who passed the Algebra I SOL test in middle school;
* Direct the United States Department of Education to the Virginia Department of Education’s Title I, Part C, webpage to access the current objectives for this program; and
* Add additional uses of Title IV, Part A, state set-aside funds to support technology needs.

## **Timetable for Further Review/Action:**

Final review is expected at the Board’s October 15, 2020 meeting.

## Impact on Fiscal and Human Resources:

Costs associated with the implementation of the consolidated state plan amendment will be provided by federal funds awarded under ESSA.