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

## Date: July 25, 2019

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

#### Presenter: 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:**

An amendment to Virginia’s consolidated state plan under the *Every Student Succeeds Act of 2015* (ESSA) is recommended to make multiple changes to the plan. If approved, accountability changes will be implemented beginning with the accountability ratings for the 2019-2020 school year.

Graduation Rate

The Federal Graduation Indicator (FGI) is currently calculated using the previous year’s cohort data. Under ESSA, states are no longer required to identify schools for support and improvement prior to the beginning of the school year. This more flexible timeline permits Virginia to use the current year’s cohort data to calculate the FGI. The amendment proposes to use current year data for this calculation; no changes to the targets are proposed.

Mathematics Targets

In accordance with Virginia’s standards and assessment review schedule, new Standards of Learning mathematics tests were administered during the 2018-2019 school year. The new targets must be submitted to the U.S. Department of Education (USED) for review and approval. The proposed targets are provided in the table below. As in previous years when new tests were administered, the new baseline for each student group is used as the current year’s target. In instances where the targets have changed, the previous targets are denoted using strikethrough and the new targets are underlined.

**Mathematics Targets**

|  | **Baseline** | **Year 2 Targets** | **Year 3 Targets** | **Year 4 Targets** | **Year 5 Targets** | **Year 6 Targets** | **Long Term Goal** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment Year** | 2018-2019 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
| **Accountability Year** |  | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 |
| **All Students** | 75 | ~~74\*~~75 | ~~74\*~~75\* | ~~74\*~~75\* | ~~74\*~~75\* | ~~74\*~~75\* | 70 |
| **Asian Students** | 91 | ~~89\*~~91 | ~~89\*~~91\* | ~~89\*~~91\* | ~~89\*~~91\* | ~~89\*~~91\* | 70 |
| **Black Students** | 60 | ~~62~~60 | ~~63~~62 | ~~65~~64 | 66 | 68 | 70 |
| **Economically Disadvantaged Students** | 63 | ~~64~~63 | ~~65~~64 | 66 | 67 | 68 | 70 |
| **English Learners** | 61 | ~~59~~61 | ~~61~~62 | ~~63~~64 | ~~65~~66 | ~~67~~68 | 70 |
| **Hispanic Students** | 65 | 65 | 66 | 67 | 68 | 69 | 70 |
| **Students with Disabilities** | 40 | ~~47~~40 | ~~51~~46 | ~~56~~52 | ~~60~~58 | ~~65~~64 | 70 |
| **White Students** | 83 | ~~81\*~~83 | ~~81\*~~83\* | ~~81\*~~83\* | ~~81\*~~83\* | ~~81\*~~83\* | 70 |

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

Chronic Absenteeism Targets

The chronic absenteeism targets were calculated using the average rate of chronic absenteeism in each student group as the baseline and ten percent or less of students chronically absent as the long term goal. The amendment proposes to use the chronic absenteeism rate of the school at the 20th percentile of enrollment as the baseline and to update the baseline data by using the 2017-2018 school year as the baseline year. This methodology is aligned with the methodology used to determine other federal targets. The proposed targets are provided in the table below.

**Chronic Absenteeism Targets**

|  | **Baseline** | **Year 2 Targets** | **Year 3 Targets** | **Year 4 Targets** | **Year 5 Targets** | **Year 6 Targets** | **Long Term Goal** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment Year** | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
| **Accountability Year** |  | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 |
| **All Students** | 15 | 14 | 13 | 12 | 12 | 11 | 10 |
| **Asian Students** | 10 | 10 | 10 | 10 | 10 | 10 | 10 |
| **Black Students** | 16 | 15 | 14 | 13 | 12 | 11 | 10 |
| **Economically Disadvantaged Students** | 21 | 19 | 17 | 15 | 13 | 11 | 10 |
| **English Learners** | 14 | 13 | 13 | 12 | 12 | 11 | 10 |
| **Hispanic Students** | 16 | 15 | 14 | 13 | 12 | 11 | 10 |
| **Students with Disabilities** | 22 | 20 | 18 | 16 | 14 | 12 | 10 |
| **White Students** | 16 | 15 | 14 | 13 | 12 | 11 | 10 |

Title II, Part A, Use of State Set-Aside Funds

In the coming months, the Board of Education will consider revisions to the teacher performance standards and evaluation criteria. The amendment proposes to use Title II, Part A, state level set-aside funds to support training and technical assistance to school divisions on upcoming revisions to the teacher evaluation system. This use of funds is proposed as an addition to initiatives that are currently supported with Title II, Part A, state level set-aside funds.

Additional Description to Support Amendment Two

In late June, USED approved the second amendment to Virginia’s state plan. The amendment provided the definition of ineffective teacher – *a teacher who is both out-of-field and inexperienced* – that was approved by the Board to meet federal reporting requirements. The approval letter indicated that by September 15, 2019, Virginia must include in the state plan a description of how low-income and minority students enrolled in Title I schools are not served at disproportionate rates by ineffective teachers. USED has indicated that updating a data table in the plan to include data on the new definition should fulfill this requirement. The proposed additions to the plan are underlined in the plan excerpt below.

*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* |

## Action Requested:

Final review: Action requested at this meeting.

## Superintendent’s Recommendation:

The Superintendent of Public Instruction recommends the Board of Education approve the amendment to Virginia’s consolidated state plan.

## Rationale for Action:

Approval at this meeting will allow Department staff to submit the amendment so that it can be reviewed by USED prior to the release of federal accountability determinations for the 2019-2020 accountability year.

## Previous Review or Action:

Previous review and action. Specify date and action taken below:

Date: June 20, 2019

Action: The Board received for first review the recommended amendment to Virginia’s consolidated state plan.

## **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, two amendments have been approved. 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, which was approved in June 2019, provided the definition of ineffective teacher that the state will use for required federal reporting. The approval letter for this amendment indicated the requirement to provide by September 15, 2019, a description of how low-income and minority students enrolled in Title I schools are not served at disproportionate rates by ineffective teachers for additional information. USED has indicated that updating the data previously provided in the plan to include data on the new definition will fulfill this requirement.

If approved by the Board, amendment three will be submitted to make the changes summarized below:

* Use the current year’s cohort data to calculate the FGI;
* Revise the federal mathematics targets to reflect statewide data from new SOL mathematics tests administered during the 2018-2019 school year;
* Revise the federal chronic absenteeism targets to calculate the targets using the same methodology used on other federal indicators;
* Use Title II, Part A, state level set-aside funds to support training and technical assistance to school divisions on upcoming revisions to the teacher evaluation system; and
* Provide data on teachers identified as both out-of-field and inexperienced during the 2016-2017 school year.

Following approval by USED, accountability changes will be implemented beginning with the accountability ratings for the 2019-2020 school year.

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

Upon approval by the Board of Education, the amendment will be submitted to USED for review and approval.

## 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.