



#035-22

**Commonwealth of Virginia
Virginia Department of Education
Superintendent's Memo #035-22**

DATE: February 11, 2022
TO: Division Superintendents
FROM: Jillian Balow, Superintendent of Public Instruction
SUBJECT: **Opportunity to Comment on Virginia's Addendum to the ESSA Consolidated State Plan due to COVID-19**

The Virginia Department of Education is seeking input on an addendum request to [Virginia's ESSA Consolidated State Plan](#). The U.S. Department of Education (USED) has created a streamlined process to amend the state plan's accountability and school identification requirements that have resulted from the disruptions to accountability in school years 2020-2021 and 2021-2022.

If approved, the addendum would allow:

1. **State measures of interim progress to be shifted forward by two years for reading performance, mathematics performance, chronic absenteeism, and English Learner progress.** The shift forward of the state measures of interim progress (the "targets") for reading and mathematics performance, chronic absenteeism, and English Learner progress indicators result in the targets from the 2019-2020 school year (2020-2021 accountability year) being used as the targets for the 2021-2022 school year (2022-2023 accountability year). Long term goals would remain the same. The [current measures of interim progress](#) are available for review on the Virginia Department of Education website.

2. A change in step 3 of the identification process for Comprehensive Support and Improvement (CSI) schools and Targeted Support and Improvement Schools (TSI).

The change to the identification process involves the way in which chronic absenteeism is used in the final step (step 3) of the identification process for CSI and TSI identification.

For CSI, rather than identifying schools that do not meet the interim measure of progress in chronic absenteeism and have an accreditation rating of *Accredited with Conditions* or *Accreditation Denied*, the final step will be to rank order schools (that were identified in previous steps of the process) by chronic absenteeism rate and then selecting the bottom five percent of schools that also do not meet the requirements for being *Accredited* using the most recent data.

Similarly, for TSI, rather than identifying schools that did not meet the interim measure of progress for chronic absenteeism for two consecutive years (2018-2019 and 2021-2022) and have an accreditation rating of *Accredited with Conditions* or *Accreditation Denied*, the final step will be to select schools identified in previous steps of the process that a) did not meet the interim measure of progress for chronic absenteeism in 2018-2019 and b) do not meet the requirements for being *Accredited* using the most recent data. The identified schools will then be ranked by chronic absenteeism rate using 2021-2022 school year data. Schools with the highest rate of chronic absenteeism will be selected, not to exceed ten percent of the public schools in Virginia.

3. Omission of the 2019-2020 and 2020-2021 school years toward the number of years in which a school must meet the criteria in order to exit CSI and Additional Targeted Support and Improvement (ATSI) status in fall 2022. The request to omit the 2019-2020 and 2020-2021 school years provides clarity surrounding the status of previously identified CSI and ATSI schools and when they are eligible to exit their current identification.

Schools identified in fall 2018, based on 2017-2018 school year data, are considered to be on year three of CSI identification during the 2021-2022 school year. All current CSI schools are eligible to exit in fall 2022 if they meet the one-time exit criteria being requested in the addendum (see # 4).

Schools that were in year two of ATSI identification during the 2019-2020 school year are considered to be in year three of ATSI identification during the 2021-2022 school year. Schools that do not meet the exit criteria based on 2021-2022 data will receive a CSI identification.

4. **A revision to how schools are exited from CSI in fall 2022 based on data from the 2021-2022 school year.** The state plan currently states that, *“at the end of year two of CSI, 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.”*

Due to all schools identified in fall 2018 remaining in CSI status for the 2021-2022 school year, all schools are in year three of CSI identification. In order to exit in fall 2022, the revised criteria will be, *“a school currently identified for CSI that is no longer in the bottom five percent of schools based on data from the 2021-2022 school year, may exit comprehensive support and improvement status.”*

This request is applicable ONLY to fall 2022. All schools who exit based on this criteria will be in their sustainability year during the 2022-2023 school year.

Lastly, as a reminder, per [Superintendent’s Memorandum 145-21](#), Virginia must identify schools for CSI, ATSI, and TSI in fall 2022 consistent with the assurance in its waiver of accountability requirements for the 2020-2021 school year.

For more information

The Virginia Department of Education welcomes comments on this addendum request. The addendum is [posted for review](#) on the Virginia Department of Education website. Comments may be submitted electronically by **Friday, March 14, 2022**, to Accountability@doe.virginia.gov.

JB/SLR/abs