



#187-22

**Commonwealth of Virginia
Virginia Department of Education
Superintendent's Memo #187-22**

DATE: August 26, 2022
TO: Division Superintendents
FROM: Jillian Balow, Superintendent of Public Instruction
SUBJECT: **Opportunity to Comment on Proposed Amendment 5 to Virginia's ESSA Consolidated State Plan**

The Virginia Department of Education (VDOE) is seeking input on proposed Amendment 5 to [Virginia's Consolidated State Plan](#) (CSP). The proposed revisions to the CSP include, in part, (a) previously submitted and approved changes in the COVID-19 Amendment that need to be made permanent, (b) proposed changes to the reading and mathematics measures of interim progress and long-term goals due to new state assessments, and (c) updating the growth methodology for federal accountability so that growth can be measured using the spring 2021 Standards of Learning (SOL) tests and the fall 2021 growth assessments. If Amendment 5 is approved, it would:

- 1) Add a *multiple races* student group for reporting purposes.
 - a) Consistent with ESEA section 1111(c)(2)(B), all major racial and ethnic groups should be included in federal accountability reporting. The Virginia Department of Education has long defined a major racial or ethnic group as a student group that represents five percent or more of the student population in Virginia. The *multiple races* group, which consists of student records that are marked with two or more races, currently represents more than five percent of the student population in Virginia.

- 2) Provide technical edits, for clarification purposes, to step 3 of the identification processes for Comprehensive Support and Improvement Schools (CSI) and Targeted Support and Improvement schools (TSI).
 - a) Standard Three of the [Standards of Quality \(§ 22.1-253.13:3\)](#) states that once a school has been *Accredited* for three consecutive years, it will have the status of *Accredited* for the following three consecutive years (this is known as “triennial accreditation”). The technical edits to step 3 of the identification processes for CSI and TSI are necessary to clarify that a school which is labeled as *Accredited* because it is under triennial accreditation can be identified for federal support and improvement if the school does not meet the data benchmarks required to be *Accredited* using the most recent school year data. This clarification is needed in several sections of the document.
 - b) This change was previously submitted and approved under the COVID-19 Addendum and is being incorporated into the CSP.
- 3) Change the methodology for determining growth for accountability year 2022-2023, based on 2021-2022 school year data.
 - a) In the current Consolidated State Plan, the indicators *Growth English Reading* and *Growth Mathematics* include students who passed the current year’s SOL test, and those who showed growth from the previous year SOL test to the current year SOL test. However, Virginia administered growth assessments for the first time in fall 2021, and it is being proposed to incorporate those assessments into the growth methodology for federal accountability.
 - b) The proposed growth methodology for accountability year 2022-2023 is similar to the growth methodology being used in accreditation, which allows the newly administered fall growth assessments to be used in the determination of growth, in addition to the previous spring SOL test score.
 - c) Another amendment will be submitted for accountability year 2023-2024 and beyond once a growth measure for accountability year 2023-2024 is determined.

4) Shift measures of interim progress (“targets”) forward two years for Chronic Absenteeism, the Federal four-year graduation Index (FGI), and English Learner Progress.

- a) This change was previously approved in the COVID-19 Addendum. However, since the shift forward is a permanent change, it is necessary to update the CSP.
- b) The targets being proposed for the 2022-2023 accountability year were the targets that were originally intended for the 2020-2021 accountability year. Targets for Years 4-7 were also shifted forward two years.

Measures of Interim Progress and Long-Term Goal for Chronic Absenteeism

N/A	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 Yr.	2017- 2018	2018- 2019	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
Accountability Yr.	2018- 2019	2019- 2020	2022- 2023	2023- 2024	2024- 2025	2025- 2026	2026- 2027
All students	9	14	13	12	12**	11	10
Asian students	5	10	10**	10**	10**	10**	10**
Black students	9	15	14	13	12	11	10
Econ Disadvan students	13	19	17	15	13	11	10
English Learners	8	13	13**	12	12**	11	10
Hispanic students	9	15	14	13	12	11	10
Multiple races		16	15	14	12	11	10
Students with Disabilities	14	20	18	16	14	12	10
White students	9	15	14	13	12	11	10

** indicates the rate must meet or improve from the previous year

Measures of Interim Progress and Long-Term Goal for Federal Graduation Index (FGI)

N/A	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 Yr.	2017- 2018	2018- 2019	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
Accountability Yr.	2018- 2019	2019- 2020	2022- 2023	2023- 2024	2024- 2025	2025- 2026	2026- 2027
All students	84	84**	84**	84**	84**	84**	84**
Asian students	90	90**	90**	90**	90**	90**	84**
Black students	82	82**	82**	83	83**	83**	84
Econ Disadvan students	78	79	80	81	82	83	84
English Learners	65	68	71	74	77	80	84
Hispanic students	81	81	82	82**	83	83**	84
Multiple races		89	89**	89**	89**	89**	84**
Students with Disabilities	56	61	65	70	74	79	84
White students	86	86**	86**	86**	86**	86**	84**

** indicates the rate must meet or exceed the rate from the previous year

Measures of Interim Progress and Long-Term Goal for English Learner (EL) Progress

N/A	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 Yr.	2017- 2018	2018- 2019	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
Accountability Yr.	2018- 2019	2019- 2020	2022- 2023	2023- 2024	2024- 2025	2025- 2026	2026- 2027
EL Measure of Progress	46	48	50	52	54	56	58

5) Update the CSP with new reading and mathematics measures of interim progress and long-term goals.

- a) ESEA section 1111(c)(4)(A)(i)(I)(aa) requires that a State's measures of interim progress and long-term goals be based on student performance on the State's current annual assessments.
- b) New measures of interim progress and long-term goals are necessary because a new reading assessment was administered for the first time to a fully representative student population during the 2021-2022 school year. Additionally, new mathematics and reading Virginia Alternate Assessment Program (VAAP) assessments were administered for the first time during the 2021-2022 school year.
- c) The new measures of interim progress and long-term goals are shown in the following tables.

Proposed Reading Measures of Interim Progress and Long-Term Goals

Mathematics	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 Yr.	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026	2026- 2027	2027- 2028
Accountability Yr.	2022- 2023	2023- 2024	2024- 2025	2025- 2026	2026- 2027	2027- 2028	2028- 2029
All students	75	77	79	81	83	85	88
Asian students	91	91**	91**	91**	91**	91**	88**
Black students	60	64	68	73	78	83	88
Hispanic students	59	63	68	73	78	83	88
White students	83	84	85	86	87	88	88**
Multiple races	81	82	83	84	85	86	88
Students with Disabilities	43	50	57	64	72	80	88
English Learners	47	53	60	67	74	81	88
Econ Disadvan students	59	63	68	73	78	83	88

** indicates the rate must meet or exceed the rate from the previous year

Proposed Mathematics Measures of Interim Progress and Long-Term Goals

Mathematics	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 Yr.	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026	2026- 2027	2027- 2028
Accountability Yr.	2022- 2023	2023- 2024	2024- 2025	2025- 2026	2026- 2027	2027- 2028	2028- 2029
All students	70	72	74	76	79	82	85
Asian students	90	90**	90**	90**	90**	90**	85**
Black students	51	56	61	67	73	79	85
Hispanic students	53	58	63	68	73	79	85
White students	79	80	81	82	83	84	85
Multiple races	73	75	77	79	81	83	85
Students with Disabilities	40	47	54	61	69	77	85
English Learners	46	52	58	64	71	78	85
Econ Disadvan students	52	57	62	67	73	79	85

** indicates the rate must meet or exceed the rate from the previous year

6) Add detail to Virginia's accreditation system description.

- a) Virginia's accreditation system is an indicator of school quality that is used in Step 3 of the identification process for CSI and TSI.
- b) The United States Department of Education (USED) asked for additional details in the *School Quality or Student Success Indicator* section so that it was evident that Virginia's accreditation system allowed for differentiation of school success.

7) Change a year reference in the CSP so that the timeline to exit ATSI, before a school is designated as CSI, matches the temporary one-year extension granted in the COVID-19 Addendum. Schools identified in 2018-2019 that do not meet the exit criteria for ATSI by the end of accountability year 2023-2024 will be assigned a CSI status in fall 2024.

[Amendment 5 is posted to the Virginia Department of Education website](#). Comments may be submitted electronically to accountability@doe.virginia.gov by September 23, 2022. Use the subject line: *Proposed Amendment 5*.

For more information

For questions regarding Virginia's Consolidated State Plan, contact Amy Siepka, Director of Accountability, at accountability@doe.virginia.gov or (804) 225-2102.

JB/abs