# Superintendent’s Memo #159-19


**COMMONWEALTH of VIRGINIA
Department of Education**

DATE: July 12, 2019

TO: Division Superintendents

FROM: James F. Lane, Ed.D., Superintendent of Public Instruction

## SUBJECT: Update on Proposed Amendment to Virginia’s *Every Student Succeeds Act of 2015* (ESSA) State Plan

[Superintendent’s Memo #127-19](http://www.doe.virginia.gov/administrators/superintendents_memos/2019/127-19.docx) and [Superintendent’s Memo #135-19](http://www.doe.virginia.gov/administrators/superintendents_memos/2019/135-19.docx) announced the opportunity to comment on an amendment to Virginia’s [ESSA State Plan](http://www.doe.virginia.gov/federal_programs/esea/virginia-essa-plan-amendment-2-redline.pdf). Additional information on the proposed amendment is provided below.

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.

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* |

*Summary:*

* *Non-Title I schools reported slightly more out-of-field teachers than Title I schools, resulting in a slight reverse gap.*
* *High-minority schools reported slightly more out-of-field teachers than low-minority schools.*
* *Title I schools report more inexperienced teachers than non-Title I schools, resulting in a relatively small gap of 1.2 percent.*
* *High-minority schools report more inexperienced teachers than low-minority schools, resulting in a gap of 1.3 percent.*
* *There are no significant gaps between Title I and non-Title I schools relative to teachers who are both out-of-field and inexperienced.*

The Department welcomes comments on this amendment. Comments may be submitted electronically by Thursday, July 25, 2019, to ESSA@doe.virginia.gov. Comments may also be presented in person during the Board of Education Business Meetings on Thursday, July 25, 2019. This meeting will convene at 9:00 a.m. in the Jefferson Conference Room, 22nd floor, James Monroe Building, 101 N. 14th Street, Richmond, Virginia. Speakers intending to present comment are encouraged to contact Sonya Broady, Secretary, Office of Board Relations, at sonya.broady@doe.virginia.gov to be placed on the speaker list.

Questions regarding Virginia’s ESSA State Plan may be submitted to ESSA@doe.virginia.gov.

JFL/ls