

First Review of Proposed Amendment 5 to Virginia's Consolidated State Plan under the *Every Student Succeeds Act of 2015 (ESSA)*

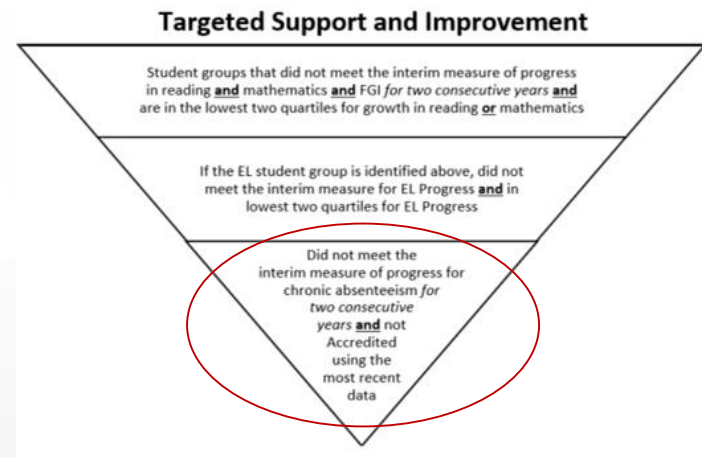
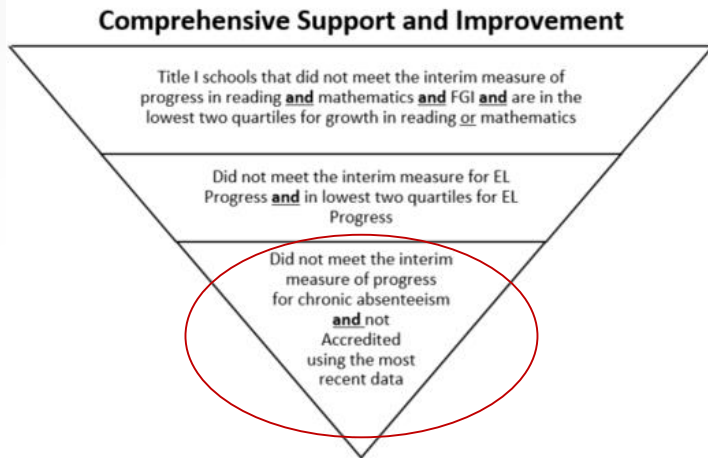
Presentation to the Virginia
Board of Education
July 21, 2022

Proposed Change #1: Addition of a *Multiple Races Student Group* for Reporting

- 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 (VDOE) 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.
- The student group *multiple races* was approved as a component of the state accreditation system in April, 2019.

Proposed Change #2: Technical Edit to Step 3 of CSI and TSI Identification

- There are three steps, or three sets of criteria, that are used to identify Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) schools.
- Technical edit: Necessary so that a school which is *Accredited* because it is in a triennial accreditation period can still be considered for improvement because its most recent school year data does not indicate that the school met *Accredited* criteria



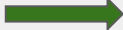
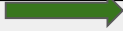

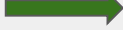


Proposed Change #3: Revising Growth Methodology for 2022-2023 Federal Accountability Year

- In the current Consolidated State Plan, growth is determined by comparing a student's previous year failing Standards of Learning (SOL) score to the student's current year failing SOL score to ascertain whether a student demonstrated growth. This matched how growth was previously determined in the state accreditation system.
- However, in July 2021 the Board approved another growth methodology for state accreditation purposes for the 2022-2023 accountability year. The change allows the newly administered fall growth assessments to be used in the determination of growth, in addition to the previous spring SOL test score.
- The proposal is to amend the Consolidated State Plan to reflect that change.
- Another amendment may need to be submitted for accountability year 2023-2024 and beyond if further changes to the accountability system regarding growth occur.

Proposed Change #4: Shift Targets Forward Two Years

- The proposed change shifts measures of interim progress (“targets”) forward two years for *Academic Achievement in Reading and Mathematics*, *Chronic Absenteeism*, the *Federal four-year graduation Index (FGI)*, and *English Learner Progress*.
- This change was previously approved by the Board in March 2022 and then submitted to and approved by the U.S. Department of Education (USED) in the COVID-19 Addendum. However, since the shift forward is a long-term change, USED has stated that it is necessary to update the Consolidated State Plan.

Proposed Change #4: Illustration of Target Shift

Mathematics	Baseline	Year 1 Targets	Year 2 Targets	Year 3 Targets	Accountability Waived 	Year 3 Targets	Year 4 Targets	Year 5 Targets	Year 6 Targets	Year 7 Targets Long Term Goal
Assessment Yr.	2015-2016	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Accountability Yr.	N/A	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
All students	74	74	75**	75**		75**	75**	75**	75**	70**
Asian students	89	89	91**	91**		91**	91**	91**	91**	70**
Black students	60	60	60	62		62	64	66	68	70
Economically Disadvantaged students	62	63	63	64		64	66	67	68	70
English Learners	55	57	61	62		62	64	66	68	70
Hispanic students	63	64	65	66		66	67	68	69	70
Students with Disabilities	39	42	40	46		46	52	58	64	70
White students	81	81	83**	83**		83**	83**	83**	83**	70**

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

Proposed Change #5: Edit a Reference Year

- As approved in the COVID-19 Addendum, schools that were initially identified as *Additional Targeted Support and Improvement (ATSI)* in 2018-2019 would enter *Comprehensive Support and Improvement* status if they did not exit ATSI by fall 2024.
- The current Consolidated State Plan references 2021-2022 (this year was determined pre-pandemic) and should be changed to 2024-2025 to reflect the change approved in the COVID-19 Addendum.