

**DRAFT MINUTES**  
**Virginia Board of Education**  
**Standing Committee on School and Division Accountability**  
**Tuesday, May 23, 2017**  
**1:00 p.m.**  
**Jefferson Conference Room, James Monroe Building**  
**101 North 14th Street, Richmond, Virginia**

**Welcome and Opening Comments**

The following Board of Education (Board) members were present for the May 23, 2017 meeting of the Committee on School and Division Accountability: Kim Adkins; Diane Atkinson; Dr. Billy Cannaday, Jr.; James Dillard; Daniel Gecker; Anne Holton; Elizabeth Lodal; Sal Romero, Jr.; and Dr. Jamelle Wilson. Dr. Steven Staples, the Superintendent of Public Instruction, was also present.

Ms. Atkinson, chair of this committee, convened the meeting at 1:00 p.m.

**Approval of the Minutes from the April 26, 2017 Committee Meeting**

Ms. Lodal made a motion to approve the minutes from the April 26, 2017 committee meeting. Dr. Cannaday seconded the motion, and the draft minutes were approved, with Ms. Holton and Mr. Romero abstaining.

**Public Comment**

Heidi Casper, an English Language Learner teacher in Chesterfield County, spoke in favor of stakeholder participation and transparency in the Board's federal accountability plan.

**Presentation: *The Every Student Succeeds Act of 2015 (ESSA) - Virginia's Federal Program Application, Part II***

(Link to presentation: [ESSA: Virginia's Federal Programs Application Part Two](#))

Dr. Lynn Sodat, Director of the Office of Program Administration and Accountability for the Virginia Department of Education (VDOE), and Shelley Loving-Ryder, Assistant Superintendent for Student Assessment and School Improvement for VDOE, presented the Board with information on federal accountability under ESSA and Virginia's Federal Program Application.

- Dr. Sodat reviewed the five indicators required for federal accountability under ESSA:
  - Student achievement (pass rates on Standards of Learning [SOL] reading and mathematics assessments)

- Student growth for elementary and middle schools
  - Graduation rates for high schools (Federal Graduation Indicator [FGI])
  - Progress in English Learners (ELs) gaining proficiency in English (ACCESS for EL's 2.0 Assessment)
  - A state-selected school quality or student success indicator (chronic absenteeism, VDOE's proposed indicator, which would be given less weight than the other indicators)
- ESSA requires states to identify the lowest five percent of Title I schools for "Comprehensive Support and Improvement." This category also includes any high school with a federal four-year cohort graduation rate below 67 percent. Comprehensive support and improvement schools will be identified beginning with the 2018-2019 school year.
  - Dr. Sodot presented the proposed methodology for identifying schools for comprehensive support and improvement in the lowest five percent. For each Title I school, the combined rate proposed for state accreditation for all students in reading and the combined rate for all students in mathematics would be averaged. This average would be used to identify the lowest five percent of the schools, using chronic absenteeism as a tiebreaker, if necessary. This would identify 37 schools for comprehensive support and improvement in Virginia.
  - Dr. Sodot discussed the proposed exit criteria for the lowest five percent of Title I schools identified for comprehensive support and improvement.
    - Such schools would be required to implement interventions to improve student performance in reading and mathematics over that two year period.
    - At the end of year two, schools no longer in the bottom five percent could exit comprehensive support and improvement status.
    - Schools that exit this status at the end of year two would be required to implement sustainability plans for at least one additional year. Implementation of interventions for exited schools would be monitored during the required additional year.
    - If a school has not met the exit criteria after three years, more rigorous interventions would be required.
  - Dr. Sodot discussed the proposed exit criteria for schools identified for comprehensive support and improvement only due to having an FGI below 67 percent. Such schools would be required to implement interventions designed to address the issues causing the school to miss the threshold for graduating students. Once a high school has a federal

graduation rate above the threshold for identification, the school would exit from comprehensive support and improvement status.

- ESSA also requires states to identify schools for “Additional Targeted Support and Improvement.” This category includes any school, regardless of Title I status, in which one or more reporting groups is performing at a very low level when compared with the schools identified for comprehensive support. These low-performing schools will be identified beginning with the 2018-2019 school year and identified every three years.
- Dr. Sodat presented the proposed methodology for identifying schools for additional targeted support and improvement, using “interim measures of progress” that will be established in the states ESSA plan. For all schools in Virginia not meeting the interim measure of progress in one or more student reporting groups, the combined rate proposed for state accreditation for reading and mathematics would be averaged for each identified student reporting group. Any school with an average rate below the highest averaged rate among comprehensive schools would be identified for targeted support and improvement. Additionally, of the high schools not meeting the interim measures of progress in one or more reporting groups for the federal four-year, five-year, and six-year adjusted cohort graduation rates, any high school with a reporting group below 67 percent for their four-year federal graduation rate would be identified for additional targeted support and improvement.
- ESSA includes options for assessment of ELs having been enrolled in a U.S. school for less than 12 months. The three options are:
  - Option One – Exclude from one administration of the reading/language arts assessment and exclude results of first year mathematics assessment.
  - Option Two – Exclude results for the first year, include a measure of growth for the second year, and report the results as with all students in year three.
  - Option Three – Develop criteria to determine whether the other two options would apply to each student.
- Dr. Sodat recommended Option One for Virginia’s plan, using the combined rates currently proposed for state accreditation purposes.

The Board discussed the following points:

- One Board member asked why the methodology for identifying schools for comprehensive support and improvement includes only reading and mathematics. Dr. Sodat stated that those two subjects are the two required by ESSA. Ms. Loving-Ryder added that progress tables as a measure of student growth are not available for science or social studies, as those subjects are not tested every year; thus, calculating a combined

rate for those subjects would be difficult. It would, however, be possible to use the pass rate for science or social studies, without including growth.

- Board members discussed the importance of aligning the state accountability system and the federal accountability system. The proposed federal plan uses only the minimum requirements of ESSA, whereas the state accreditation plan may go beyond those requirements. In doing so, the Board would have more flexibility to change the state plan without having to amend the federal plan.
- One Board member asked about funding for schools that will require interventions. Dr. Sodot stated that under ESSA, seven percent of the funding allocated to states must be reserved for the schools identified for support.

**Presentation: Review of the Board-Approved Revisions to the *Regulations Establishing the Standards for Accrediting Public Schools in Virginia, Parts I-VII***

(Link to presentation: [Board-Approved Revisions to the Regulations Establishing the Standards for Accrediting Public Schools in Virginia, Parts I-VII](#))

Dr. Cynthia Cave, Assistant Superintendent for Policy and Communications for VDOE, reviewed the proposed changes to Parts I-VII of the Standards of Accreditation, which were approved by the Board in January 2017.

The Board had the following comments:

- A Board member expressed concern that career exposure and opportunities should include knowledge of regional workforce needs.
- Board members expressed concern with decreasing the number of verified credits required in English from two to one, as reading and writing are assessed with different end-of-course tests. Writing has been identified as an important skill by business, community, and higher education leaders, and as such, writing skills should be demonstrated through a verified credit.
- A Board member suggested that language should be added to clarify that a student must complete the course in history and social science in order to earn a verified credit through authentic performance assessments.
- One Board member suggested changes to strengthen the Community Engagement and Civic Responsibility domain of the Profile of a Virginia Graduate, including additional emphasis on responsible citizenship.

**Adjournment**

There being no further business, the meeting was adjourned at 3:30 p.m.