



VIRGINIA BOARD OF EDUCATION

Title: Implementing House Bill 938 from the 2022 Regular Session of the Virginia General Assembly Regarding an Evaluation of the Goals of Public Education

Date: August 17, 2022

Presented to: Work Session

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Summary of the Topic:

During its 2022 Regular Session, the General Assembly passed [House Bill 938](#) (HB938) requiring the Virginia Board of Education (Board) to collaborate with the Superintendent of Public Instruction and the Secretary of Education to convene stakeholders to evaluate and make recommendations on certain enumerated goals of public education. The language of HB938 reads:

§ 1. The Board of Education (the Board) shall collaborate with the Superintendent of Public Instruction and the Secretary of Education to convene a group of stakeholders to include parents, public school principals, public school superintendents, public school board members, public school teachers, institutions of higher education, the State Council of Higher Education for Virginia, industry partners and employers, and other concerned stakeholders to evaluate, to implement where possible, and to otherwise make recommendations to the General Assembly regarding the following goals:

1. Promoting excellence in instruction and student achievement in mathematics;
2. Expanding the Advanced Studies Diploma as an option for students in public high schools in the Commonwealth;
3. Increasing the transparency of performance measures for public elementary and secondary schools in the Commonwealth;



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4. Ensuring that performance measures for public elementary and secondary schools prioritize the attainment of grade-level proficiency and growth during the course of a school year and from school year to school year in reading and mathematics for all students, especially in grades kindergarten through five;
5. Ensuring that the Commonwealth's proficiency standards on Standards of Learning assessments in reading and mathematics are maintained; and
6. Ensuring a strong accreditation system that promotes meaningful accountability year-over-year.

§ 2. No later than November 30, 2022, the Secretary of Education and the Superintendent of Public Instruction shall report to the Chairmen of the House Committee on Education and the Senate Committee on Education and Health the results of the evaluation conducted pursuant to § 1 of this act and recommendations to achieve the goals set forth in § 1 of this act.

Because the Board serves as a convener of stakeholders around the above goals and issue areas, this work session item is intended to provide additional clarity and direction on how the Board and stakeholders will define, evaluate, and address the above goals. The attached presentation itemizes each of six goals and identifies questions that may be used to frame the review and evaluative process with stakeholders.

Timetable for Follow-up or Next Steps:

The final results of the evaluation and draft report will return to the Board during the October and/or November meetings for review and discussion. In the interim, members of the Board will be asked to participate in stakeholder meetings.

HOUSE BILL 938: REFLECTING ON THE GOALS OF PUBLIC EDUCATION IN VIRGINIA

Presented to the Virginia Board of Education

August 17, 2022

HOUSE BILL 938

- House Bill 938 (Robinson) from the 2022 Regular Session of the General Assembly requires the Board of Education to collaborate with the Superintendent and the Secretary of Education to convene a group of stakeholders to evaluate, to implement where possible, and to otherwise make recommendations to the General Assembly regarding the following goals:
 - Promoting excellence in instruction and student achievement in mathematics;
 - Expanding the Advanced Studies Diploma as an option for students in public high schools;
 - Increasing the transparency of performance measures for public schools;
 - Ensuring that performance measures for public schools prioritize the attainment of grade-level proficiency and growth during the course of a school year and from school year to school year in reading and mathematics for all students, especially in grades kindergarten through five;
 - Ensuring that the proficiency standards on Standards of Learning assessments in reading and mathematics are maintained; and
 - Ensuring a strong accreditation system that promotes meaningful accountability year-over-year.
- A report is due to the education committees on stakeholder findings and recommendations no later than November 30, 2022.

STAKEHOLDER ENGAGEMENT

- The list of stakeholders to be included in the review and evaluation process, per bill language, include:
 - Parents
 - Public school principals
 - Public school superintendents
 - Public school board members
 - Public school teachers
 - Institutions of higher education
 - The State Council of Higher Education for Virginia
 - Industry partners and employers
 - Other concerned stakeholders

FRAMING STAKEHOLDER DISCUSSION

EXCELLENCE IN ACHIEVEMENT AND MATHEMATICS

GOAL ONE: Promoting excellence in instruction and student achievement in mathematics.

FRAMING THE TASK:

- What actions should be considered that would promote excellence in student achievement in mathematics?
 - This might include the Mathematics Standards of Learning review process, a staffing prescription during the Standards of Quality biennial review, or considering what teacher education or licensing changes may be required.
 - How do we ensure access to advanced mathematics courses?

OPTIONS FOR AN ADVANCED STUDIES DIPLOMA

GOAL TWO: Expanding the Advanced Studies Diploma as an option for students in public high schools.

FRAMING THE TASK:

- How can the Advanced Studies Diploma be revised or expanded without compromising rigor, high expectations, and college and career readiness?
- What do parents and counselors observe as the primary barriers to the Advanced Studies Diploma?
 - **What actions could middle schools take to help create pathways to the Advanced Studies Diploma?**
 - **How has recent legislation permitting the substitution of computer science courses for world language (in limited circumstances) removed barriers to the Advanced Studies Diploma?**

PROMOTING TRANSPARENCY

GOAL THREE: Increasing the transparency of performance measures for public schools.

FRAMING THE TASK:

- To support transparency, how can the Board and the Department help make complex concepts, like the accreditation model, more understandable to users?
- What information do the School Quality Profiles already provide to school communities and constituents and what additional information is needed?
- What additional actions could the Board or Department take to promote availability and transparency of data?

PERFORMANCE MEASURES IN READING AND MATHEMATICS

GOAL FOUR: Ensuring that performance measures for public schools prioritize the attainment of grade-level proficiency and growth during the course of a school year and from school year to school year in reading and mathematics for all students, especially in grades kindergarten through five.

FRAMING THE TASK:

- How can the current methodology for including growth in accreditation be reconsidered in order to place emphasis on both growth and proficiency?
 - **Should proficiency and growth be independent indicators in the accreditation model (vs. the combined rate)? And how does this work serve transparency?**
- How should the within-year measurement of growth facilitated by the "through year" growth assessments best be used?
- How can a "year-to-year" measurement of growth continue to be included in school performance measures?

PROFICIENCY STANDARDS ON THE STANDARDS OF LEARNING

GOAL FIVE: Ensuring that the proficiency standards on Standards of Learning assessments in reading and mathematics are maintained.

FRAMING THE TASK:

- Should the current methodology for setting the "cut scores" or proficiency standards on the Standards of Learning assessments in reading and mathematics be modified?

ACCREDITATION AND ACCOUNTABILITY

GOAL SIX: Ensuring a strong accreditation system that promotes meaningful accountability year-over-year.

FRAMING THE TASK:

- Are there changes that should be made to the current accreditation system to promote meaningful accountability year-over-year?
- Should the option for triennial accreditation in which schools that are accredited for three years are automatically identified as “accredited” for three more years be removed to ensure all schools, both high and low performing, are assessed on an annual basis?
 - **Triennial accreditation is in Code of Virginia language and so any change to this accreditation requirement would necessitate a legislative change.**



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QUESTIONS AND DISCUSSION