



VIRGINIA BOARD OF EDUCATION

AGENDA ITEM

Agenda Item: K

Date: June 21, 2024

Title: First Review and Approval of the School Performance and Support Framework Performance Categories

Presenter: Katie Carroll, Deputy Superintendent of Student Performance and Support

Purpose of Presentation

Action required by state or federal law or regulation (i.e., a change in law requires a change in program requirements; this is part of a regulatory action).

Executive Summary

The Board of Education (“Board”) began discussing a revision to Virginia’s current accreditation and accountability systems in summer 2022 following the publication of [Our Commitment to Virginians](#) and the release of the 2022 Nation’s Report Card. These reports illuminated for the Board that Virginia’s students are experiencing declines in both reading and mathematics performance. An accountability system, or school performance and support framework, is a key element in driving student outcomes because it sets performance targets and incentivizes school-level practices. By revising Virginia’s school performance and support framework, the Board will take a necessary action to address declining student achievement. Additionally, the Board should regularly revise and update its regulations to reflect current priorities and to address the needs of all students.

As a note, the following principles have guided the school performance and support framework work over the past year and will continue to inform the Board as it revises the framework.

1. **The North Star is high expectations for every student.** Proficiency definitions will be set by benchmarking against the demands of Virginia employers and higher education as well as against states who have the most rigorous definitions of proficiency in the nation.
2. **Transparency and access to actionable information** will be a hallmark of our approach and our new system.
3. Student academic growth and proficiency are both vital measures, but the **system must prioritize getting every student to proficiency/mastery.**

4. The purpose of accountability is **to build trust between schools, parents, and students through transparent, concrete, and easy to understand reporting.** We must provide necessary supports and work alongside schools in need of help.
5. **Stakeholder input is critical.** Teachers, parents, students, and education leaders will inform the Board’s process to build a best-in-class accreditation and accountability system.

Since the fall of 2022, the Board has held a series of work sessions where it explored Virginia’s current school performance and support framework and its difficulties addressing the challenges experienced by students since the pandemic. These discussions focused on bifurcating the current accreditation system and school performance and support framework, so that the accreditation system focused on “inputs” and the framework focused on “outputs.” Additionally, during the summer of 2023, the Superintendent of Public Instruction ("Superintendent") conducted a series of meetings with stakeholder groups on revisions to the school performance and support framework. During those sessions, three themes surfaced: achievement/mastery, growth, and career readiness.

At a special meeting in August 2023, the Board approved a Notice of Intended Regulatory Action (“NOIRA”) to repeal 8VAC20-131 and replace with a new chapter in order to bifurcate accreditation and school performance and revise the school performance and support framework to increase transparency on school performance. At the September 2023 meeting, the Board voted on several key decisions for the framework regarding mastery, readiness, and a summative measure. These decisions allowed the Department of Education to release the NOIRA for public comment and then engage in a series of stakeholder listening sessions across the commonwealth.

Between November and December 2023, the Superintendent and the Board conducted eight regional listening sessions, hosted by the Hunt Institute. There was a total of 375 attendees, including legislative members, parents, teachers, principals, school board members, Division Superintendents, and Division Directors of Testing. Attendees provided feedback on the mastery, growth, and readiness indicators as well as other matters related to school performance. At the January 2024 meeting, the Board received a summary of the feedback. The Board also reviewed and discussed language regarding regulatory language for weighting of indicators.

Then, at the March 2024 Board meeting, the Board received a proposed draft of regulations of the Standards of Accreditation and reviewed the weighting models for the new school performance and support framework. The Board voted to move the proposed regulations to the public comment stage and votes on the weighting models for the new framework as follows:

School Level	Weighting
Elementary	Mastery: 65% Growth: 25% Readiness: 10%
Middle	Mastery: 60% Growth: 20%

	Readiness: 20%
High	Mastery: 50% Graduation: 15% Readiness: 35%

At this meeting, the Board will review a proposal for the four categories for the school performance and support framework. The proposed regulations allow the Board to determine at least four performance categories for purposes of communicating school performance to the public.

During April 2024, the Board hosted a series of listening sessions. The in-person listening sessions were in each of Virginia’s eight Superintendent regions, with 211 attendees (i.e., parents, teachers, principals, school board members, division superintendents). The Department of Education also hosted virtual listening sessions with the Virginia School Boards Association, the Virginia Middle School Association, the Virginia Association of Elementary School Principals, The Virginia Association of Secondary School Principals, the Virginia Association of School Superintendents, and the Virginia Parent Teacher Association. Over 600 participants attended virtual sessions. Lastly, the Department of Education also gathered public comment and received 170 comments.

During the stakeholder engagement events, feedback was gathered on the performance categories. The feedback included the following:

- Strong agreement with Board amongst stakeholders to not use A-F scale.
- Strong feedback in favor of using descriptive category descriptions.
- Strong feedback on using “support” language.

The following school performance categories for the school performance and support framework will be presented to the Board:

- Distinguished
- On Track
- Off Track
- Needs Intensive Support

These four performance categories would be in addition to the three federally required support and improvement identification (Comprehensive, Targeted, Additional Targeted).

This item supports Priorities 1 (to set and help every learner meet high expectations) and 2 (to support learning loss recovery) of the Board’s [Comprehensive Plan 2024–2029](#) by ensuring the school performance framework holds schools accountable for actual performance.

Action Requested

Final review: Action requested at this meeting.

Superintendent’s Recommendation

The Superintendent of Public Instruction recommends the Board waive first review and approve the school performance and support categories as proposed in this item.

Rationale for Action

The review and vote on the performance categories will allow the Virginia Department of Education to further develop the school performance framework under the Every Student Succeeds Act (“ESSA”).

Previous Review or Action

The Board voted in August 2023 to approve a NOIRA and then voted in September 2023 on the following:

- A mastery indicator;
- Chronic absenteeism and a college, career, and civic measure for the readiness indicator; and
- A summative measure, based on multiple indicators for the school performance framework.

The Board then voted in March 2024 to move the proposed regulations to public comment and the weighting of the components.

Background Information and Statutory Authority

Section [22.1-16](#) of *Code of Virginia* establishes the Board of Education’s general authority to promulgate regulations:

The Board of Education may adopt bylaws for its own government and promulgate such regulations as may be necessary to carry out its powers and duties and the provisions of this title.

The Board’s specific authority to promulgate regulations governing standards for accrediting public schools is found in § [22.1-253.13](#)(A) of the *Code of Virginia*:

The Board of Education shall promulgate regulations establishing standards for accreditation pursuant to the Administrative Process Act (§ 2.2-4000 et seq.), which shall include student outcome measures, requirements and guidelines for instructional programs and for the integration of educational technology into such instructional programs, administrative and instructional staffing levels and positions, including staff positions for supporting educational technology, student services, auxiliary education programs such as library and media services, requirements for graduation from high school, community relations, and the philosophy, goals, and objectives of public education in Virginia.

Stakeholder Engagement

Between June and August 2023, the Superintendent conducted stakeholder engagement meetings across Virginia, including the following:

- Eight regional superintendents' meetings in June;
- Virginia Association of Elementary School Principals (VAESP);
- Virginia Association of Secondary School Principals (VASSP) conferences; and
- Weekly superintendents meeting throughout during July and August.

Between November and December 2023, the Superintendent and the Board conducted eight regional listening sessions. There was a total of 375 attendees, including legislative members, parents, teachers, principals, school board members, Division Superintendents, and Division Directors of Testing.

Then in April 2024, the Superintendent and the Board conducted a second round of eight regional listening sessions as well as virtual listening session with Virginia-based education associations. There were 211 participants at the in-person listening sessions and over 600 participants at the virtual sessions. The Department of Education also gathered 170 written public comments.

Implementation and Communication

Once approved by the Board, the Department of Education will work to incorporate the performance categories into the Virginia ESSA State Plan. Further work will be completed over the next year to finalize and communicate the performance categories.

Impact on Fiscal and Human Resources

The revisions can be absorbed by the agency's existing resources at this time. If the agency is required to absorb additional responsibilities related to this activity, other services may be impacted. Additional resources are being considered to support implementation.