



VIRGINIA BOARD OF EDUCATION

AGENDA ITEM

Agenda Item: Q

Date: July 25, 2024

Title: First Review of School Performance and Support Framework and Revised ESS State Plan

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

Purpose of Presentation

Action required by state or federal law or regulation.

Executive Summary

The Board of Education (“Board”) began discussing a revision to Virginia’s current accreditation and accountability systems in the summer of 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 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 framework, the Board will take a necessary action to address student achievement.

As a note, the following principles have guided the school performance framework work over the past year and will continue to inform the Board as it revises the school performance 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 framework and challenges experienced by students since the pandemic. These discussions focused on bifurcating the current accreditation system and school performance framework, so that the accreditation system focused on “inputs” and the school performance 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 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 framework to increase transparency on school performance. At the September 2023 meeting, the Board voted on several key decisions for the school performance 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. 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%

Following the March Board meeting, the Superintendent and the Board conducted a second round of eight regional listening sessions on the school performance and support framework. The listening sessions included feedback on the mastery index, readiness indicators for elementary and middle school, readiness measures for high school, and school performance and identification. 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.

Then at the June Board meeting, the Board reviewed 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. The Board approved the following school performance categories:

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

At this meeting, the Board received a final draft of regulations of the Standards of Accreditation for the new school performance framework. The review and vote on the final draft regulations

allows the Virginia Department of Education to further develop the school performance framework under ESSA and model different systems results during today’s meetings.

At this meeting the Board also received the following:

- The Elementary School readiness component weighting for the school performance and support framework.
- The Middle School readiness component weighting for the school performance and support framework.
- The High School readiness component weighting for the school performance and support framework.
- Virginia’s ESSA State Plan.
- The overall School Performance and Support Framework proposal.

The listening sessions and previous Board discussions guided the weighting of the Elementary, Middle, and High school readiness components, which are as follows:

Elementary School Readiness Weighting			
	Chronic Absenteeism	5 C’s Performance Task	Total
Year 1 (2024 -2025)	10%	Pilot the performance task and report results	10%
Year 2 (2025-2026) and beyond	5%	5%	10%

Middle School Readiness Weighting				
	Chronic Absenteeism	Advanced Coursework	Career Exploration and 5 C’s Performance Task	Total
Year 1 (2024 - 2025)	10%	10%, Math Only	Pilot the performance task and report results	20%
Year 2 (2025-2026) and beyond	5%	7.5% expanded to include Science and History/Social Science	7.5%	20%

High School Readiness Weighting				
	Chronic Absenteeism	6-year Extended Year Graduation	Ready for Life: 3E Framework	Total

		Rate with Applied Studies		
Year 1 (2024 - 2025) and beyond	5%	5%	25%	35%

Board discussion and stakeholder feedback also guide the drafting the ESSA state plan (Attachment 1) and the overall School Performance and Support Framework, which includes the performance categories.

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 action will be requested at a future meeting: August 2024.

Superintendent’s Recommendation

The Superintendent of Public Instruction recommends that the Board of Education receive for first review the following:

- The Elementary School readiness component weighting for the school performance and support framework.
- The Middle School readiness component weighting for the school performance and support framework.
- The High School readiness component weighting for the school performance and support framework.
- Virginia’s ESSA State Plan.
- The overall School Performance and Support Framework proposal.

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 March 2024 to approve the school performance and support framework weighting models that guided the ESSA state plan development. The Board also voted in June 2024 to approve the performance categories that will be used to communicate the results of the school performance and support framework.

Background Information and Statutory Authority

Section [22.1-16](#) of Code of Virginia establishes the Board of Education’s authority to promulgate regulations that are necessary to fulfill its powers and responsibilities generally:

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 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 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.

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.

On May 6, 2024, the proposed draft regulations of the Standards of Accreditation was published by the Virginia Registrar in the Virginia Register of Regulations ([Volume: 40 Issue: 19](#)). VDOE held an online public hearing on June 4, 2024.

The Virginia Town Hall hosts the space for public comment forums which allow all Virginia's citizens to participate in the making and changes to state regulations. This [Public Comment Forum](#) opened May 6, 2024, and closed at 11:59 pm on July 5, 2024, with 34 comments.

Implementation and Communication

Once accepted by the Board, the ESSA state plan will be posted for 30-day public comment. VDOE will communicate the posting of the ESSA state plan to stakeholders via the weekly VDOE newsletter.

Impact on Fiscal and Human Resources

The revisions can be managed by the agency's existing resources at this time. If the agency is required to fulfill additional responsibilities related to this activity, other services may be impacted.