| **Virginia Board of Education Agenda Item** | **Seal of the Commonwealth of Virginia** |
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# Agenda Item: F

## Date: March 21, 2019

### Title: First Review of Proposal to Include Multiple Races Student Group in State Accreditation

#### Presenter: Dr. Jen Piver-Renna

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## Purpose of Presentation:

Action required by Board of Education regulation.

## Executive Summary:

Virginia Department of Education guidelines indicate that any student groups comprising five percent or more of the annual student enrollment should be considered in accountability models. In the 2018-2019 school year, students identifying as two or more races (non-Hispanic) comprised 5.7 percent of all students enrolled. Students identifying as two or more races are currently only counted in the “All Students” student group for state accreditation. The Department recommends adding a “Multiple Races” student group to state accreditation beginning in the 2019-2020 school year to include students who identify as two or more races, affecting indicators of academic achievement gaps in English and academic achievement gaps in mathematics.

This recommendation aligns with Priority 1 of the Board’s 2018-2023 Comprehensive Plan to provide high quality, effective learning environments for all students, and with the Board’s intent expressed during the revisions to the *Standards of Accreditation* to address gaps in academic achievement for all students.

## Action Requested:

Action will be requested at a future meeting. Specify anticipated date below:

April 25, 2019

## Superintendent’s Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education receive this proposal for first review.

## Previous Review or Action:

No previous review or action.

## **Background Information and Statutory Authority:**

The *Regulations Establishing Standards for Accrediting Public Schools in Virginia (§8VAC20-131)* identifies six types of indicators for which schools are held accountable. One such type of indicator is academic achievement gaps, measured for English (reading and writing) and mathematics, and calculated as a composite of the difference between each reporting group’s performance and the state benchmark. In the regulations, reporting groups are defined as a “subgroup of students who are identified as having common characteristics such as: students identified as belonging to major racial and ethnic groups, economically disadvantaged students, students with disabilities, and English learners.”

The Department of Education’s school accountability guidelines have included a long-standing definition of “major racial and ethnic groups” as comprising five percent or more of the annual student enrollment. At the beginning of the 2018-2019 school year, five racial and ethnic groups exceeded 5 percent of student enrollment: Asian students (7.1 percent); Black students (22.2 percent); Hispanic students (16.2 percent); White students (48.4 percent); and students identifying as two or more races (5.7 percent). Students identifying as two or more races are included in the “All Students” reporting group for all other academic and school quality indicators used for state accreditation, but are not listed as a separate reporting group for the achievement gap indicators in English (reading and writing) and mathematics.

The Department recommends including a “Multiple Races” student group in state accreditation. The “Multiple Races” student group, defined as students of two or more races that are not also Hispanic, would be added to the seven reporting groups currently examined for the achievement gap indicators, including Asian students, Black students, Hispanic students, White students, economically disadvantaged students, English learner students, and students with disabilities. The rules for applying performance levels to the Multiple Races student group would be the same as the current reporting groups, and the overall decision rules for determining the final performance level of the achievement gap indicators would also remain the same.

Data on student race and ethnicity are collected locally and reported to the Department through most student-level data collections. Implementing this recommendation would not require any additional data collection from schools or students. States and divisions are required to follow federal standards for collecting race and ethnicity, including the use of a two-question format which first asks students (or parents/guardians, if the child cannot self-report) if they are Hispanic and then to select one or more races from the following options: American Indian or Alaska Native; Asian; Black or African American; Native Hawaiian or Other Pacific Islander; and White. Students identified as Hispanic are reported in the Hispanic student group only. Students not selecting Hispanic and selecting only one race are included in a single race group. Students not selecting Hispanic and selected any combination of two or more races are aggregated into a “two or more races” reporting group.

This recommendation aligns with Priority 1 of the Board’s 2018-2023 Comprehensive Plan to provide high quality, effective learning environments for all students, and with the Board’s intent expressed during the revisions to the *Standards of Accreditation* to address gaps in academic achievement for all students.

## **Timetable for Further Review/Action:**

This recommendation will be presented to the Board of Education for final review on April 25, 2019.

## Impact on Fiscal and Human Resources:

None.