

# FIRST REVIEW AND APPROVAL TO MOVE THE REGULATIONS INTO THE PUBLIC COMMENT PROCESS



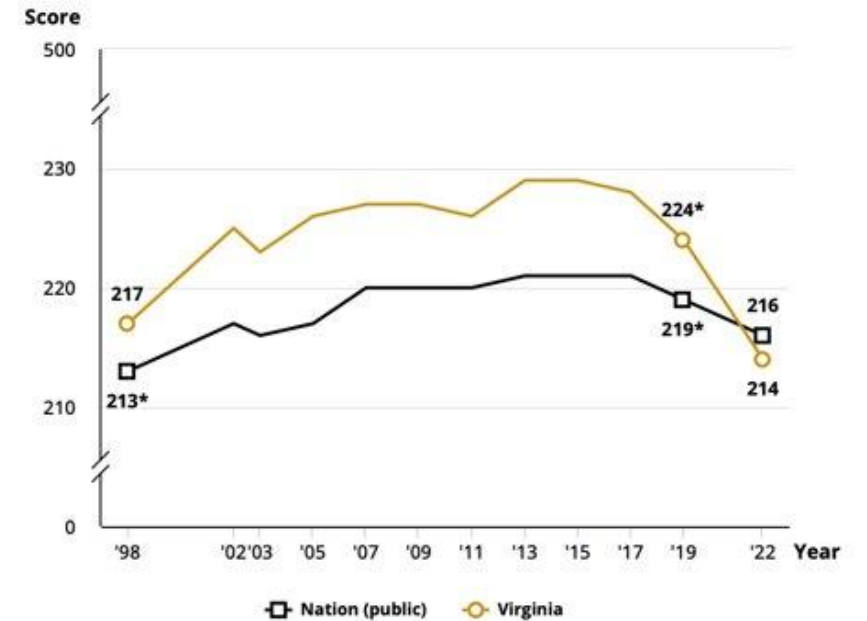
**VIRGINIA DEPARTMENT OF EDUCATION**

# PURPOSE

- 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 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 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.

**Virginia Achievement on NAEP Grade 4 Reading Compared with the National Average**

**AVERAGE SCORES FOR STATE/JURISDICTION AND THE NATION (PUBLIC)**



Source: National Assessment of Educational Progress (NAEP) and Watershed

# BACKGROUND

- **Fall 2022:** The Board held a series of work sessions where it explored Virginia’s current accountability system and its difficulties addressing the challenges experienced by students since the pandemic.
  - These discussions focused on bifurcating the current accreditation and accountability systems, so that the accreditation system focused on “inputs” and the school performance framework focused on “outputs.”
- **Summer 2023:** The Superintendent of Public Instruction conducted a series of meetings with stakeholder groups on revisions to the school performance framework. During those sessions, three themes surfaced: mastery; growth, and career readiness.
- **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.
- **September 2023:** The Board voted on several key decisions for the school performance framework regarding mastery, readiness, and a summative measure.
- **November/December 2023:** The Board conducted 8 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.
- **January 2024:** The Board received a summary of the feedback.

# PROPOSED REGULATIONS

- During the March 2024 working session, the Board received a proposed draft of regulations of the Standards of Accreditation. These regulations:
  - Create one school performance framework aligned to federal requirements, that provides transparent school performance information through performance labels and identifies schools for support.
  - Create an accreditation system that is aligned to state requirements and is focused on inputs/minimum operating requirements.
  - Allow the Board to shift the school performance framework in the future by using ranges for weights and the ability to add indicators.
  - Align actions for divisions and schools to take based on identification to federal requirements.

# ELEMENTARY SCHOOL MODELS

## Model 1

<b><u>GROWTH</u></b> <b>20%</b>	<b><u>MASTERY</u></b> <b>70%</b>
<ul style="list-style-type: none"><li>• VVAAS in Reading Grades (starting grade 4)</li><li>• VVAAS in Math Grade (starting grade 4)</li><li>• English Language Progress*</li></ul>	<ul style="list-style-type: none"><li>• Reading SOL</li><li>• Math SOL</li><li>• Science Grade 5</li></ul>
<b><u>READINESS</u></b> <b>10%</b>	
<ul style="list-style-type: none"><li>• Access to Learn: Chronic Absence all grades</li><li>• Performance Task</li></ul>	

## Model 2

<b><u>GROWTH</u></b> <b>25%</b>	<b><u>MASTERY</u></b> <b>50%</b>
<ul style="list-style-type: none"><li>• VVAAS in Reading Grades (starting grade 4)</li><li>• VVAAS in Math Grade (starting grade 4)</li><li>• English Language Progress*</li></ul>	<ul style="list-style-type: none"><li>• Reading SOL</li><li>• Math SOL</li><li>• Science Grade 5</li></ul>
<b><u>READINESS</u></b> <b>25%</b>	
<ul style="list-style-type: none"><li>• Access to Learn: Chronic Absence all grades</li><li>• Performance Task</li></ul>	

*Notes: \*Some schools may not have this indicator if they do not have English language learners.*

# MIDDLE SCHOOL MODELS

## Model 1

<b><u>GROWTH</u></b> <b>20%</b>	<b><u>MASTERY</u></b> <b>70%</b>
<ul style="list-style-type: none"><li>• VVAAS in Reading</li><li>• VVAAS in Math</li><li>• English Language Progress*</li></ul>	<ul style="list-style-type: none"><li>• Reading SOL</li><li>• Math SOL</li><li>• Science Grade 8</li></ul>
<b><u>READINESS</u></b> <b>10%</b>	
<ul style="list-style-type: none"><li>• Access to Learn: Chronic Absence all grades</li><li>• Middle School Advanced Coursework</li></ul>	

## Model 2

<b><u>GROWTH</u></b> <b>25%</b>	<b><u>MASTERY</u></b> <b>50%</b>
<ul style="list-style-type: none"><li>• VVAAS in Reading</li><li>• VVAAS in Math</li><li>• English Language Progress*</li></ul>	<ul style="list-style-type: none"><li>• Reading SOL</li><li>• Math SOL</li><li>• Science Grade 8</li></ul>
<b><u>READINESS</u></b> <b>25%</b>	
<ul style="list-style-type: none"><li>• Access to Learn: Chronic Absence all grades</li><li>• Middle School Advanced Coursework</li></ul>	

Notes: \*Some schools may not have this indicator if they do not have English language learners.

# HIGH SCHOOL MODELS

## Model 1

<b><u>GRADUATION</u> 20%</b> <ul style="list-style-type: none"><li>• 4-year Adjusted Cohort Rate</li><li>• Graduation and Completion Index (GCI)</li></ul> **	<b><u>MASTERY</u> 60%</b> <ul style="list-style-type: none"><li>• Reading End of Course</li><li>• Mathematics End of Course</li><li>• Science End of Course</li><li>• English Language Progress*</li></ul>
<b><u>READINESS</u> 20%</b> <ul style="list-style-type: none"><li>• Access to Learn: Chronic Absence all grades</li><li>• College, Career, Military, and Civic Readiness</li></ul>	

## Model 2

<b><u>GRADUATION</u> 15%</b> <ul style="list-style-type: none"><li>• 4-year Adjusted Cohort Rate</li><li>• Graduation and Completion Index (GCI)</li></ul> **	<b><u>MASTERY</u> 50%</b> <ul style="list-style-type: none"><li>• Reading End of Course</li><li>• Mathematics End of Course</li><li>• Science End of Course</li><li>• English Language Progress*</li></ul>
<b><u>READINESS</u> 35%</b> <ul style="list-style-type: none"><li>• Access to Learn: Chronic Absence all grades</li><li>• College, Career, Military, and Civic Readiness</li></ul>	

Notes: \*Some schools may not have this indicator if they do not have English language learners.

\*\* Will require federal approval.