

DRAFT MINUTES
Virginia Board of Education
Standing Committee on School and Division Accountability
Wednesday, April 25, 2018
2:00 p.m.
Jefferson Conference Room, James Monroe Building
101 North 14th Street, Richmond, Virginia

Welcome and Opening Comments

The following Board of Education (Board) members were present for the April 25, 2018 meeting of the Committee on School and Division Accountability: Diane Atkinson; James Dillard; Daniel Gecker; Anne Holton; Elizabeth Lodal; Sal Romero, Jr.; Dr. Tamara Wallace and Dr. Jamelle Wilson. Dr. Steven Constantino, Acting Superintendent of Public Instruction, was also present. Kim Adkins was absent.

Ms. Atkinson, chair of this committee, convened the meeting at 2:10 p.m.

Approval of the Minutes from the March 21, 2018 Committee Meeting

Ms. Lodal made a motion to approve the minutes from the March 21, 2018 committee meeting. Ms. Holton seconded the motion, and the draft minutes were approved unanimously; Mr. Romero and Dr. Wilson abstained.

Public Comment

Michael Hasley, legislative liaison for the Virginia Social Studies Leadership Consortium, spoke in favor of implementing performance assessments in social studies and adding more professional development for teachers.

Donna Sayegh of Portsmouth spoke about the importance of family involvement, high quality teachers, and accommodating different student learning styles.

Presentation: Review of Board of Education's Guidelines on Exemplar School Recognition

Link to presentation: [Board of Education Guidelines on Exemplar School Recognition](#) (PPT)

Dr. Jennifer Piver-Renna, Senior Executive Director of Research for the Virginia Department of Education (VDOE), presented proposed guidelines for exemplar school recognition. These guidelines include criteria for each of the three areas of recognition: highest achievement, continuous improvement, and innovative practice. This criteria was presented for first review at the March 21, 2018 meeting of the Committee on School and Division Accountability.

Dr. Piver-Renna presented changes to the proposed criteria that were made in response to comments from Board members at the March meeting.

- Continuous improvement: Previously, the criteria for continuous improvement for academic indicators were based on a reduction in the failure rate. The revised criteria are based on an increase in the combined rate.
- Innovative practice: The list of priority areas for the innovative practice recognition was amended to include implementation of the *Profile of a Virginia Graduate*.

No changes were suggested for the criteria for the highest achievement recognition area. On first review, Board members discussed using the combined rate instead of the pass rate for the highest achievement recognition in order to be more aligned with the accreditation system. However, after examining data for this approach, the working group recommended retaining the pass rate so that schools recognized for highest achievement are truly meeting the state benchmarks for passing scores and not growth.

One Board member asked whether the proposed guidelines for exemplar recognitions have been vetted with leadership from school divisions. Dr. Piver-Renna stated that the proposed guidelines were presented to the State Superintendents Leadership Council.

Discussion: Guidelines for the Use of Performance Assessments for Verified Credit

Shelley Loving-Ryder, Assistant Superintendent for Student Assessment and School Improvement for VDOE, led the Board in a discussion on developing guidelines for the use of performance assessments for verified credit. The purpose of the discussion was to obtain initial guidance from the Board in order to prepare guidelines for the use of performance assessments for verified credit. The intent of the guidelines is to provide statewide consistency while also permitting flexibility for school divisions.

The new *Regulations Establishing Standards for Accrediting Public Schools in Virginia (Standards of Accreditation or SOA)*, which become effective for the 2018-2019 school year, provide that a verified credit in history/social studies and English (writing) may be earned through the use of an authentic performance assessment that complies with guidelines adopted by the Board.

During the 2018 session of the General Assembly, [SB 969](#) (Newman) was introduced that would have prevented the use of performance assessments for verified credit for history/social studies. Although the bill did not pass, language regarding performance assessments is currently pending in the budget. As the General Assembly is still in budget deliberations, Ms. Loving-Ryder's presentation did not address the potential outcome of the budget language impacting history/social studies.

Currently, the English writing assessment includes a performance based assessment writing prompt. Ms. Loving-Ryder provided the Board with an example of a writing prompt used on the English writing assessment.

The Board's guidelines for the use of performance assessments for verified credit will need to address the following areas:

- Content and skills coverage – what students will need to be able to do and demonstrate to earn the verified credit in writing (e.g. proficiency in persuasive, argumentative, and analytical writing).
- Quality of the performance assessments – criteria schools will use to evaluate the quality of the assessment.
- Expectations of the student work – common rubric of standard expectations of student performance (including examples) focusing on skills students are expected to master, while still providing flexibility in the task.

One Board member asked if the local school divisions would be selecting the examples of student performance to be used as part of the expectations of student work. Ms. Loving-Ryder explained that student work would be selected from local school divisions by VDOE so that there would be a statewide set of examples.

Board members encouraged staff to utilize the existing work being done in the Commonwealth for performance assessments. Ms. Loving-Ryder stated that staff has been collecting examples of the tasks currently being used and samples of student work as part of the research for this initiative.

Board members discussed the difference between performance assessment and project based learning/assessment. Board members requested more information about what performance assessment encompasses and what will be used in the training sessions staff will be conducting throughout the Commonwealth.

Adjournment

There being no further business, the meeting was adjourned at 3:05 p.m.