

VIRGINIA BOARD OF EDUCATION
Special Committee to Review the Standards of Accreditation
Wednesday June 17, 2020, 2 p.m.
Virtual Meeting

Pursuant to Chapter 1283 of the 2020 Acts of Assembly, the Virginia Board of Education convened in a virtual meeting on June 17, 2020 at 2p.m. The meeting was open to the public via livestream on the VDOE YouTube webpage.

The following Board of Education (Board) members were present for the June 17, 2020 meeting of the Special Committee to Review the Standards of Accreditation: Mr. Daniel Gecker, Mrs. Diane Atkinson, Ms. Pamela Davis-Vaught, Dr. Francisco Durán, Ms. Anne Holton, Dr. Tammy Mann, Dr. Keisha Pexton, and Dr. Jamelle Wilson. Dr. James Lane, Superintendent of Public Instruction and VDOE staff, Shelley Living-Ryder, Dr. Jennifer Piver-Renna, Ms. Julie Moliq, Dr. Leslie Sale and Ms. Emily Webb were also present.

Dr. Pexton, chair, welcomed Board members and staff to the meeting. Dr. Pexton stated that purpose of the committee was to conduct a review of the accreditation system to look at positive, negative and unintended outcomes of performance indicators.

Mr. Gecker added that this committee will focus on priority 3 of the Board's Comprehensive Plan to ensure successful implementation of the Profile of a Virginia Graduate and the accountability system for school quality as embodied in the revisions to the Standards of Accreditation.

Overview of the School Accreditation Process and 2017 Revisions to the Standards of Accreditation

Mrs. Loving-Ryder, Dr. Piver-Renna and Ms. Moliq provided a review of Virginia's accreditation model and the 2017 revisions to the Standards of Accreditation. The presentation consisted of:

- History of accreditation in Virginia
- Review the philosophy of Virginia's accountability systems
- Review the criteria and process used to select indicators for accreditation
- Review of selected indicators
- Review how benchmarks were established
- Review how to determine accreditation status

Mrs. Loving-Ryder stated that prior to 1997, school accreditation was based on an input model. In 1997, revision to SOA signaled a shift to school accreditation based on student outcomes. The comprehensive revisions, approved by the Board in 2017 revisions, were precipitated by a desire for a more comprehensive picture of school quality.

Dr. Piver-Renna provided a timeline for the SOA revisions, beginning in July 2016. Although the process moved along quickly, the Board spent significant time each month considering possible indicators and performance levels. The final revisions were approved in November 2017, with 2018-2019 as a transition year where schools could be accredited based on the previous or new rules, and 2019-2020 as full implementation of revised accreditation system.

Dr. Piver-Renna reviewed the Board’s philosophy of accountability that the Board agreed would serve as the foundation and framework of the revisions to SOA:

- Provides comprehensive picture of school quality
- Drives continuous improvement for all schools
- Builds on strengths and addresses gaps in previous system
- Informs areas of technical assistance and school improvement resources

Dr. Piver-Renna explained the criteria that was used to select the accreditation indicators on slide 10.

Dr. Piver-Renna also reviewed the state accreditation indicators (chart below) and the process used to determine the benchmarks for each indicator.

Category	Indicator
Achievement	English Academic Indicator <i>Includes passing state reading and writing assessments, student growth in reading and English learner progress</i>
	Math Academic Indicator <i>Includes passing state assessments and student growth</i>
	Science Academic Indicator <i>Includes passing state assessments</i>
Category	Indicator
Graduation/ School Progress	Graduation and Completion Index (high schools)
	Dropout Rate (high schools)
Student Engagement	Chronic Absenteeism

College and Career Readiness	College, Career, and Civic Readiness Index (high schools) <i>Includes advanced coursework, CTE credentials, and work-based learning</i>
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Ms. Molique provided an overview of each accreditation indicator with examples (slides 14-38), the approved performance levels and the calculation for the combined rate for English, math and science (student achievement indicators). The intent of the performance levels was to identify schools with multiple student groups who are not achieving to expectations and who may benefit from support from the VDOE staff.

Ms. Molique also reviewed the final accreditation ratings and provided sample schools for the committee to review.

A copy of the presentation can be viewed at:

http://www.doe.virginia.gov/boe/committees_standing/soa/2020/special-committee-accreditation-review-june.pptx

Following the presentation, Board members engaged in a discussion on future topic areas for the committee. Dr. Pexton shared that she would like more details about public engagement activities from the 2017 revisions and a comparison of Virginia's accreditation system with other state systems.

Ms. Holton suggested that the committee review alignment of Virginia's accreditation system with the federal system and continue to make equity and student growth a focal point of the review. She stated that these items were considered in the 2017 revisions.

Dr. Wilson stated that she would like to know more about valid and reliable data and other indicators that maybe weren't available to the Board during the 2017 review.

Ms. Holton would like to know more about what's working in the current system, what's not working and what new data may be available.

Mr. Gecker stated that he would like to know more about what levers in the accreditation system are driving change in local school divisions. It may be too early to know this information because of COVID-19 but what levers have change behavior and resource allocation in local school divisions.

Dr. Pexton suggested that the committee hear from other superintendents and principals about needed changes and garner a better understanding of implications of the current system.

The committee discussed what areas/data they would like to dig deeper on. Ms. Holton suggested the committee look at the growth rate for third grade, equity indicators and teacher quality indicators. Dr. Lane suggested the committee look at the way growth is measured. Dr. Mann asked to know more about resource allocation and better understand what it takes to make progress in this area. Dr. Duran suggested looking at an English Learner growth indicator. Dr. Lane suggested the committee revisit the data on student discipline and school climate.

Dr. Pexton thanked the committee for their engagement and participation and announced that the committee will meet again on Thursday June 18, 2020, for a working meeting.

Dr. Pexton adjourned the meeting at 3:58p.m.

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