

Department of Planning and Budget
2025 General Assembly Session
State Fiscal Impact Statement

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ORIGINAL

Bill Number: HB2244S1

Patron: Cousins

Bill Title: Standards of Quality; standards of accreditation; measurement of student educational performance and academic achievement; calculation of proportionality score required.

Bill Summary: Directs the Board of Education (the Board), in consultation with the Department of Education (the Department), to establish and implement standards for determining and recognizing student educational performance and academic achievement in the form of a weighted proportionality score for each school, to account for no less than five percent of such school's accreditation rating score or metric under the current school accountability system, for the purpose of identifying, accounting for in determining accreditation ratings, and addressing disparities in access to educational resources across racial, ethnic, and socioeconomic groups in public schools in the Commonwealth. The bill requires the Department to (i) develop a metric for calculating the weighted proportionality score for each school using certain variables calculated by the Department, including (a) a variable based on the percentage of each racial, ethnic, and socioeconomic subgroup in such school as compared to the percentage of each such subgroup in the locality in which such school is located, (b) a variable based on access to certain educational resources associated with student educational performance and academic access for each subgroup identified, and (c) any such other variables deemed necessary by the Department; (ii) develop a metric for calculating the improvement of a school's proportionality score received year over year; (iii) assign for each school based on such school's proportionality score a proportionality designation of "highly proportional," "proportional," "somewhat disproportional," and "highly disproportional"; and (iv) require any school board that contains within the school division a school assigned a proportionality designation of "highly disproportional" to develop and submit to the Department a remediation plan detailing the actions such school board will take to reduce disparities in access to education resources. The bill contains provisions providing for the weighted proportionality score to be accounted for in the school accreditation process for each school, including the inclusion of such proportionality scores and associated data in any annual reports and considerations required as a part of the accreditation process. The bill directs the Board to amend regulations relating to the school accountability system to include as a school quality indicator the weighted proportionally score in accordance with this legislation. The bill also directs the Board to submit to the U.S. Department of Education within 90 days of the effective date of the bill any amendments to its state plan pursuant to the federal Elementary and Secondary Education Act, as amended, that are necessary to implement the provisions of the legislation. Finally, the bill requires its provisions to be implemented beginning with the 2025-2026 school year.

Budget Amendment Necessary: No

Items Impacted: None

Explanation: The Department of Education can complete the work of the bill with existing staff; therefore no budget amendment is necessary.

Fiscal Summary: See below.

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General Fund Expenditure Impact:

<u>Agency</u>	<u>FY2025</u>	<u>FY2026</u>	<u>FY2027</u>	<u>FY2028</u>	<u>FY2029</u>	<u>FY2030</u>
201 (DOE)	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0

Fiscal Analysis: The Department of Education (DOE) can absorb any impact to establish and implement the weighted proportionality score as required by the bill.

Other: This bill includes a clause that requires DOE to submit to US DOE amendments to its state plan pursuant to the Every Student Succeeds Act (ESSA). DOE notes that if US DOE does not approve the amendments to the ESSA plan, non-implementation of the approved accountability plan (School Performance and Support Framework) would violate federal law and could result in sanctions and withholding of Virginia's federal education funds.