

2026 SESSION

INTRODUCED

26104413D

HOUSE BILL NO. 643

Offered January 14, 2026

Prefiled January 13, 2026

4 A BILL to require the Board of Education to make certain changes to its School Performance and Support
5 Framework.

6 Patron—Rasoul

7 Committee Referral Pending

8 **Be it enacted by the General Assembly of Virginia:**

9 1. *The Board of Education (the Board) shall make the following changes, to become effective no later
10 than July 1, 2027, to the School Performance and Support Framework (the Framework) adopted by the
11 Board in order to implement the School Accountability standards set forth in Part VIII (8VAC20-132-60 et
12 seq. of the Virginia Administrative Code) of the Virginia Standards of Accreditation:*

13 1. *Develop and apply new school performance label terminology that more clearly communicates school
14 performance as part of a continuous scale. In developing such terminology, the Board shall consider labels
15 such as exceeds standard, meets standard, partially meets standard, and does not meet standard or
16 substantially similar descriptive school performance terminology.*

17 2. *Amend 8VAC20-132-280 of the Virginia Administrative Code and such other regulations and rules as
18 may be necessary to provide that (i) any school with a federal Comprehensive Support and Improvement
19 designation shall be labeled as a school in the lowest performance category in the Framework, (ii) no school
20 with a federal Targeted Support and Improvement (TSI) designation for one year shall be labeled in the
21 highest performance category in the Framework, and (iii) no school with a federal Additional Targeted
22 Support and Improvement designation or TSI designation for two consecutive school years that scores in the
23 second highest performance category in the Framework shall be labeled as a school in either of the two
24 highest performance categories in the Framework.*

25 3. *Reduce from 0.75 to 0.5 the points awarded in mastery index calculations for students who score
26 "Fail/Does Not Meet Proficiency" on assessments with three performance levels.*

27 4. *Increase the weight assigned to growth to more fully account for each school's contribution to student
28 learning.*

29 5. *Cap the total number of points that a high school is permitted to receive (i) as a whole or (ii) for any
30 individual student pursuant to the 3E Framework established to calculate the readiness indicator for high
31 schools (3E Readiness).*

32 6. *Award points for student achievement under the enlistment category of 3E Readiness in a per student
33 amount that is more commensurate with the time and effort required for students to demonstrate achievement
34 in order to earn points in the enrollment and employment categories.*

35 7. *Score the English language proficiency (ELP) progress indicator based on a performance index that
36 awards (i) partial credit for students who demonstrate progress but fall short of the growth target and (ii)
37 extra credit for students who demonstrate significant progress above the growth target.*

38 8. *Proportionally redistribute the weight for the ELP progress indicator across all other indicators for
39 any school that does not have a sufficient number of enrolled English learner students to include the ELP
40 progress indicator in its summative score.*

41 9. *Submit to the federal Department of Education an amendment to its Consolidated State Plan pursuant
42 to the federal Elementary and Secondary Education Act of 1965, as amended by the federal Every Student
43 Succeeds Act of 2015 (P.L. 114-95), to select the exception under § 1111(b)(3)(a)(ii) and, if such amendment
44 is approved, exclude any recently arrived English learner who has been enrolled in a public elementary or
45 middle school for less than 12 months from such school's (i) reading and mathematics proficiency indicator
46 calculations until such student's third year in the school and (ii) reading and mathematics growth indicator
47 calculations until such student's second year in the school.*

48 10. *Establish a timeline within which it will, after each change required pursuant to subdivisions 1
49 through 9 has been implemented, develop and apply new scoring thresholds for assigning school
50 performance labels that are unique to each school level—elementary, middle, and high school—and result in
51 relatively comparable proportions of elementary, middle, and high schools receiving each school
52 performance label.*

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