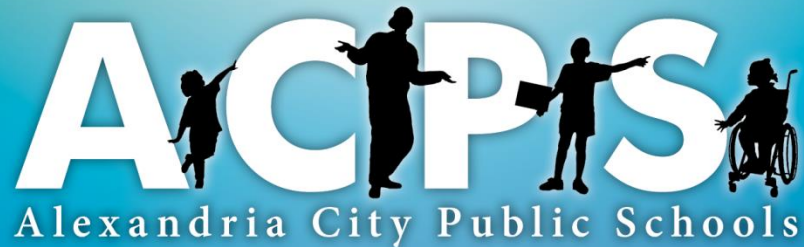


Review of New Virginia Accreditation Accountability System

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Board Brief

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EVERY STUDENT SUCCEEDS

Essential Questions

- What is Virginia's **new state accountability system**?
- What is the **timeline for the changes**?
- What does **student growth** look like?
- What are the **benchmarks** and how will **accountability statuses** be applied to schools?
- How did **ACPS perform in 2017-2018** according to Virginia's new state accountability system?
- What is the **timeline for reporting** Accreditation results from the current school year?

A Revised Vision of Accountability in Virginia

Four Main Principles:

1. Provide **comprehensive** picture of school quality
2. Drive **continuous improvement** for all schools
3. Build on strengths and **address gaps and unintended outcomes** in current system
4. Inform areas of VDOE technical assistance and use of school improvement resources

Timeline for Accreditation Transition

- SOL results from SY 17-18 were applied to both the new and old Accreditation systems with the most beneficial status being assigned to schools.
- Starting with SOL results from SY 18-19 all school statuses will be determined under the new Accreditation system only.

Overview of Indicators

ALL SCHOOLS

- Overall proficiency and growth in **English** reading/writing achievement
- Overall proficiency and growth in **mathematics**
- Overall proficiency in **science**
- English and mathematics **achievement gaps** among student groups
- **Chronic Absenteeism**

High Schools ONLY

- Graduation and Completion Index
- Dropout rate
- College, career and civic readiness (effective 2021-2022)

Student Growth - Math

Students may be considered passing if:


- Students passed current year SOL

Or


- Students who showed growth from previous year's SOL (excluding high school)

SAMPLE School Quality Indicator:
Mathematics Elementary and Middle Schools


10 students take assessment:



With the following results:



6 Students Pass
(blue)




4 Students Fail
3 Show Growth (orange) &
1 Shows No Growth (pink)


To determine the combined rate:

Add together the number of students who passed
AND the number of students who showed growth

[6 Pass (blue) + 3 Show Growth (orange) = 9]



THEN
Divide by total number of test takers (10)



Which Yields: 90% Combined Rate

Student Growth - English

Students may be considered passing if:

- Students passed current year SOL

Or


- Students who showed growth from previous year's SOL (excluding high school)

Or





- Students who made progress toward English proficiency

**SAMPLE School Quality Indicator:
English Elementary and Middle Schools**

10 students take assessment:



With the following results:




6 Students Pass
(blue)

4 Students Fail
2 Show Growth (orange)
1 English Learner Shows Progress (purple)
1 Shows No Growth (pink)


To determine the combined rate:

Add together the number of students who passed
AND the number of students who showed growth
AND the number of English Learners who showed progress

[6 Pass (blue) + 2 Shows Growth (orange) + 1 English Learner Shows Progress (purple) = 9]



9



10

THEN
Divide by total number of test takers (10)

Which Yields: 90% Combined Rate

School Quality Indicator Performance Levels

Level One: At or Above Standard (represented by color Green).

- A school's achievement on the specific indicator demonstrates performance at or above the benchmark, or
- Adequate improvement in the indicator, based on performance benchmarks.

Level Two: Near Standard or Improvement from Below Standard (Yellow).

- A school's achievement on the specific indicator is below the performance benchmarks but close to the range of measurement for the Level One performance level.
- The yellow level may also indicate improvement from Level Three.
- A school quality indicator within the yellow range which does not improve to the green range at the end of four years shall be designated as Red at the end of the four-year period.

Level Three: Below Standard (Red).

- A school's achievement is well below the performance benchmarks

Application of Performance Levels to Overall School Rating

Accredited

- When each school quality indicator is in the Level I (**Green**) range or Level II (**Yellow**) range.

Accredited with Conditions

- When a school has any school quality indicator in the Level III (**Red**) range.

Accreditation Denied

- When a school or school division fails to implement school division or school corrective action plans according to planned timelines, or has taken no action on identified strategies and interventions, the school is reviewed for potential designation by the board as “Accreditation Denied.”
- The Board shall deny accreditation for any school that continues to demonstrate Level Three (**Red**) performance levels in any school quality indicator due to a failure to implement actions prescribed in a corrective action plan.

Accreditation Benchmarks

Indicator	Performance Levels		
	Level 1	Level 2	Level 3
Combined Rate for English Reading and Writing*	75% or higher (state benchmark)	Between 66% and 74%	65% or lower
Combined Rate for Math*	70% or higher (state benchmark)	Between 66% and 69%	
Pass Rate for Science*			
Achievement Gaps: English Reading and Writing*	75% or higher (state benchmark)	Less than 10 points below state benchmark	10 or more points below state benchmark
Achievement Gaps: Math*	70% or higher (state benchmark)	Less than 5 points below state benchmark	5 or more points below state benchmark

*Schools can improve the performance level on the indicator by decreasing the assessment failure rate by 10% or more if previous rate 50% or higher.

Accreditation Benchmarks

School Quality Indicators: Achievement Gaps			
Indicator	Level One	Level Two	Level Three
English Achievement Gaps	No more than one student group at Level Two in English	Two or more student groups at Level Two in English; no more than one at Level Three	Two or more student groups at Level Three in English
Math Achievement Gaps	No more than one student group at Level Two in Math	Two or more student groups at Level Two in Math; no more than one at Level Three	Two or more student groups at Level Three in Math

School Quality Indicators: Chronic Absenteeism			
Indicator	Level One	Level Two	Level Three
Chronic Absenteeism	0-15% OR 10% decrease if previously Level Two	16-24% OR 10% decrease if previously Level Three	25% or higher OR Level Two for more than four consecutive years

Accreditation Benchmarks

High School Only*

Indicator	Level One	Level Two	Level Three
Graduation and Completion Index (High Schools)	At least 88 OR 2.5% increase if previously Level Two	81-87 OR 2.5% increase if previously Level Three	80 or lower OR Level Two for more than four consecutive years
Dropout Rate (High Schools)	0-6% OR 10% decrease if previously Level Two	7-9% OR 10% decrease if previously Level Three	10% or higher OR Level Two for more than four consecutive years

*College and Career Readiness Index benchmarks will be established based off of baseline data and go into effect in SY 21-22.

VDOE Actions Required by Performance Level

Performance Level	Action or Intervention
<p>LEVEL ONE: At or Above Standard</p> <ul style="list-style-type: none"> ■ Performance at or above state standard for indicator ■ Sufficient improvement toward state standard for indicator from Level Two 	<p>Monitor performance on indicator and update multi-year school improvement plan as needed</p>
<p>LEVEL TWO: Near Standard or Improving</p> <ul style="list-style-type: none"> ■ Below state standard for indicator but approaching Level One performance ■ Sufficient improvement on indicator from Level Three 	<p>Revise multi-year improvement plan and implement revisions to improve performance on indicator</p>
<p>LEVEL THREE: Below Standard</p> <ul style="list-style-type: none"> ■ Performance on indicator below state standard ■ Performance on indicator at Level Two for more than four consecutive years 	<p>Implement state-approved corrective action plan following academic review conducted by Virginia Department of Education</p>

Last Year's State Accreditation Results

- **Fourteen of 16 ACPS schools are Fully Accredited** for the 2018-2019 school year. Jefferson-Houston and T.C. Williams were Accredited with Conditions.
- Douglas MacArthur, Matthew Maury, Mount Vernon, and George Washington were all Fully Accredited based ONLY on the old Accreditation System.
 - John Adams
 - Charles Barrett
 - Cora Kelly
 - Lyles-Crouch
 - *Douglas MacArthur**
 - George Mason
 - *Matthew Maury**
 - *Mount Vernon**
 - James K. Polk
 - William Ramsay
 - Samuel Tucker
 - Patrick Henry
 - Francis C. Hammond
 - *George Washington **

**These schools met Full Accreditation ONLY within the old system based on last year's transition year. Starting this year, school's statuses will only be determined by the new Accreditation system.*

Reporting Timeline

- No preliminary timeline has been released to date by VDOE for reporting of SY 18-19 results.
- Historically, VDOE has released Accreditation results in mid to late September.
- The Board will be apprised of release timelines once the information is received from VDOE.