

# Virginia Accreditation Accountability Update



School Board Meeting  
January 11, 2018



*Every Student Succeeds*

# Essential Questions

- Where does Virginia aim to go in **Accountability**?
- What is the **timeline for the changes**?
- **What are the changes** to the accountability system?
- What does **student growth** look like?
- What are the **benchmarks** and how will **accountability statuses** be applied to schools?

# 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



# 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 ]



**9**



**10**

**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**

# How is “enough” growth determined?

- For SOL tests at the elementary and middle school levels VDOE will use SOL Progress Tables.
- For English Proficiency VDOE will compare WIDA performance from one year to the next.
- Additional information to come from VDOE

SOL Progress Table Example

			Current Year									
			Below Basic		Basic		Proficient		Advanced			
			Low	High	Low	High	Low	High	Low	High		
Previous Year	Below Basic	Low										
		High										
	Basic	Low										
		High										
	Proficient	Low										
		High										
	Advanced	Low										
		High										

*Note: In the original image, a red dashed box highlights the 'High' cell under 'Previous Year' and 'Basic', and a red dashed box highlights the 'Low' cell under 'Current Year' and 'Basic'. A red dashed arrow points from the 'High' cell to the 'Low' cell, and a red dashed arrow points from the 'Low' cell to the 'High' cell, indicating a transition.*



# 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

# Accreditation Indicators & Benchmarks

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

# Accreditation Indicators & Benchmarks\*

Indicator	Performance Levels		
	Level 1	Level 2	Level 3
<b>Graduation Completion Index<sup>†</sup></b>	88 or higher	Between 81 and 87	80 or lower
<b>Dropout Rate<sup>‡</sup></b>	6% or lower	Between 7% and 8%	9% or higher
<b>Chronic Absenteeism<sup>‡</sup></b>	15% or lower	Between 16% and 24%	25% or higher

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

<sup>†</sup>Schools can improve the performance level on the indicator by increasing the index value by 10% or more.

<sup>‡</sup>Schools can improve the performance level on the indicator by decreasing the rate by 10% or more.

# Application of Indicator Performance Levels & Actions

Performance Level	Actions Required
Level One: At or Above Standard	<ul style="list-style-type: none"> <li>• Monitor indicators and school improvement plan for continuous improvement</li> </ul>
Level Two: Near Standard	<ul style="list-style-type: none"> <li>• Review factors related to indicator through comprehensive needs assessment</li> <li>• Develop and implement school improvement plan</li> <li>• May request technical assistance from Department</li> </ul> <p><i>Additionally:</i> if academic achievement indicators are within Level Two range, an academic review is required</p>
Level Three: Below Standard	<ul style="list-style-type: none"> <li>• Work with Department to develop corrective action plan</li> <li>• Undergo academic review by Department</li> <li>• Tailored technical assistance and intervention from Department, including agreements between state and local superintendent</li> </ul>

# 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.

# Fictional Example – North Elementary

Achievement	Combined Rate: English Reading and Writing	LEVEL 1
	Combined Rate: Math	LEVEL 1
	Pass Rate: Science	LEVEL 1
	Achievement Gaps: English Reading and Writing	LEVEL 2
	Achievement Gaps: Math	LEVEL 1
Student Participation/Engagement	Chronic Absenteeism	LEVEL 2
<b>OVERALL</b>	<b>ACCREDITED</b>	

# Fictional Example – South High School

Achievement	Combined Rate: English Reading and Writing	LEVEL 1
	Combined Rate: Math	LEVEL 1
	Pass Rate: Science	LEVEL 1
	Achievement Gaps: English Reading and Writing	LEVEL 2
	Achievement Gaps: Math	LEVEL 1
Graduation/ School Progress	Graduation Completion Index	LEVEL 1
	Dropout Rate	LEVEL 2
College and Career Readiness	College and Career Readiness Index	LEVEL 3
<b>OVERALL</b>	<b>ACCREDITED WITH CONDITIONS</b>	

# Timeline for Accreditation Transition (repeated)





# Questions and Discussion



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## Thank you!