



Additional Measures for Consideration in an Accreditation Model

Virginia Board of Education
Committee on School and Division
Accountability

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What are Potential Areas of School Quality?

Academic Outcomes

- Achievement on assessments
- Student progress
- Graduation
- Dropout rates
- Students completing college preparatory coursework/ approved CTE sequence, or both

Opportunities to Learn

- Participation in rigorous coursework
- School climate for learning
- Access to resources
- Teacher opportunity to learn

Student Engagement

- Attendance/Absences
- Disciplinary outcomes
- Social-Emotional skills

Parent Engagement

Teacher Engagement

Measuring School Quality Using Multiple Indicators

- **Provides a more comprehensive picture of school quality than a single measure**
- **Academic performance is a priority, but not full representation**
- **Reflects strengths and needs for improvement in areas associated with student learning**
- **Ensures focus on continuous improvement for all schools**
- **Informs technical assistance and use of resources for school improvement**

Importance of Multiple School Quality Measures

- **Among Virginia public schools in 2014-15:**
 - 8 of 10 schools with the highest rates of chronically absent students are fully accredited
 - 7 of 10 schools with the highest rates of grade retention are fully accredited
 - 7 of 10 high schools with the highest rates of dropouts are fully accredited; only 2 are warned based on their Graduation Completion Index

Why Consider a Multiple Measures Accountability System?

- **Use of information from focus areas related to student performance creates a framework for differentiation among schools.**
- **The redesigned School Quality Profile (SQP) provides a broad scope of measures for a better informed public.**
- **Accountability indicators required for the ESSA State Plan can be drawn from the SQP to provide an opportunity for one aligned and integrated accreditation system.**
- **School systems can become informed in advance about the use of multiple measures and have time to prepare for implementation.**

Under ESSA

State Accountability Systems must address:

- ✓ Academic achievement;
- ✓ Academic progress;
- ✓ Graduation rates;
- ✓ Progress in English Learners gaining proficiency; and
- ✓ One or more other indicators of school quality.

Example Matrix Summarization

School A Accountability Matrix

State Indicators	All Student Performance	
English Language Arts Assessment Results	High	Improved Significantly
Math Assessment Results	Median	Maintained
English Learner Proficiency	Median	Declined
Graduation Rate	Very High	Maintained
Suspension Rate	Low	Maintained
College and Career	Very Low	Declined

Example Matrix: Possible Ways of Identifying Schools for Support

- **Every school in the “red zone” on any indicator is identified for assistance or self-study on that indicator**
- **Every school in the “red zone” on any indicator of academic achievement or on 3 or more indicators is identified for intensive assistance**
- **5% most in need are given priority for state intervention and assistance**
- **Progress and performance for subgroups can also be factored in**
- **Goals: transparency and effective assistance**

Draft Matrix

Virginia's Accountability System

		Indicator Performance Ratings				PROPOSED VA ACCRED	REQUIRED IN ESSA
METRIC		Level 1	Level 2	Level 3	Level 4		
Indicators of Academic Achievement	SOL Performance*					Yes	Yes
	Achievement Gaps*					Yes	Yes
	SOL Growth/Progress (elementary and middle)*					Yes	Yes
	Graduation Indicator* (high school)					Yes (GCI)	Yes (FGR)
	English Learner Progress					Considering	Yes

Note: GCI = Graduation Completion Index; FGR = Federal Graduation Rate

* ESSA requires that these indicators be measured for all students and reporting groups
(major racial/ethnic, students with disabilities, disadvantaged, English learners)

Draft Matrix

Virginia's Accountability System

		Indicator Performance Ratings					
METRIC		Level 1	Level 2	Level 3	Level 4	PROPOSED VA ACCRED	REQUIRED IN ESSA
Indicators of School Quality*	Chronic Absenteeism					Considering	Considering
	CTE Credentials/AP Enrollment (high school)					Phase 2	Phase 2
	Retention (all grades) & Dropout rates (9-12 only)					Considering	Considering
	Student Discipline (in-/out-of-school suspensions)					Considering	Considering
	School Climate (self-report survey)					Phase 2	Phase 2
	Teacher Absenteeism					Phase 2	Phase 2

* ESSA requires that these indicators be measured for all students and reporting groups (major racial/ethnic, students with disabilities, disadvantaged, English learners)

Research on Indicators of School Quality: Relationship with Student Achievement

- **Chronic Absenteeism**
 - The gap in attendance between low- and high-income students explains about 25% of the overall income achievement gap
 - 9th grade absenteeism (even moderate absenteeism) is significantly related to high school graduation
- **Course Access (CTE & AP)**
 - Students who take CTE courses are more likely to graduate, especially those who concentrate CTE courses in a substantive content area (e.g., business)
 - AP students perform better on end-of-course exams than similar students who attend schools where only the non-AP version of a course is offered (e.g., Economics vs. AP Economics)
- **Grade Retention**
 - Late grade retention negatively impacts students' likelihood of graduation
 - 6th grade retention does not predict high school graduation, but retained 8th graders are 14% less likely to graduate compared to their non-retained peers with similar test scores

Research on Indicators of School Quality: Relationship with Student Achievement

- **Student Discipline**
 - Students who receive discipline referrals are more likely to score below proficiency in math
 - Student math performance increased after a policy shift in Chicago Public Schools resulted in fewer suspensions
- **School Climate**
 - Schools were more likely to be rated “exemplary” in Texas’s accountability system when teachers described the climate as being more “goal focused” and “adaptive” (particularly in regards to stress management support and administrative stability)
- **Teacher Absenteeism**
 - The difference in math achievement between students in classrooms where the teacher is absent 10 or more days is equal to about 20% of the difference in student achievement between classrooms with a first- and a second-year teacher

Relationship between School Quality & SOL Performance in Virginia

We examined the relationship between four indicators of school quality (*short term suspensions, chronic absenteeism, grade retention, and high school dropout rates*) with school pass rates on five SOL subject tests (*reading, math, science, history, and writing*)

- **In Elementary Schools:**

- Short-term suspensions and chronic absenteeism were moderately correlated with pass rates in all SOL subjects, with the strongest associations between these outcomes and schools' reading and math pass rates. Grade retention was not correlated with SOL scores.

- **In Middle Schools:**

- Short-term suspensions and chronic absenteeism were highly correlated with all SOL subjects. Grade retention was weakly correlated with all SOL subjects.

- **In High Schools:**

- Chronic absenteeism was highly correlated with all SOL subjects. Short term suspensions, student dropout rate, and grade retention were moderately correlated with all SOL subjects. Grade retention is highly correlated with dropout rates.

Scan of State Accountability Systems

Other Accountability Systems (as of December 2013)

System	Grades	Rating	AYP Only	Index Score	Performance Categories	None
Number of States Using System	14	9	4	3	15	6
Example Scoring	A-F	1-5 Stars	Yes/No	1-100 points	“Exemplary” – “Struggling”	--

Other Accountability Systems (as of December 2013)

Most Common Indicators	Assessment scores	Graduation Rate	Academic Growth	Achievement gap closure	Attendance Rate	College & career readiness
Number of States Including Indicator	51*	51*	41	39	26	24

Average number of indicators included: 8

Data from the Education Commission of the States

*Includes Washington DC