



# Overview of System of Accountability and Update on Accreditation Matrix

Presentation to Committee on  
School and Division Accountability

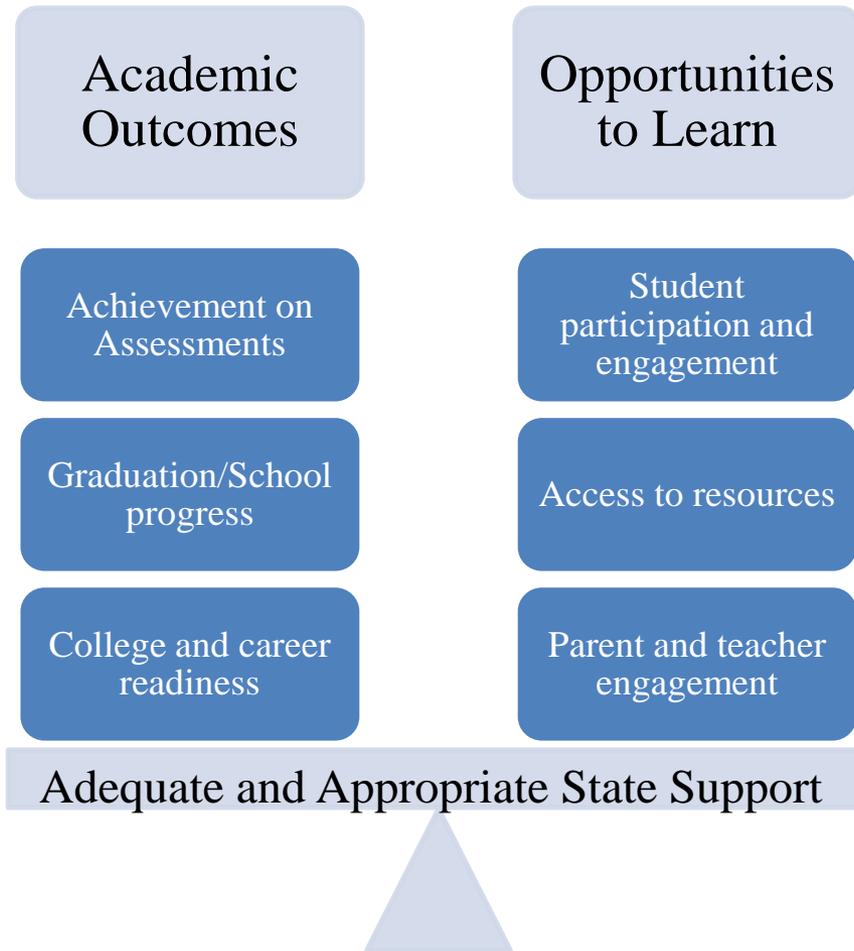
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# Philosophy of Accountability

## Principles:

- **Provides comprehensive picture of school quality**
- **Drives continuous improvement for all schools**
- **Builds on strengths and addresses gaps in current system**
- **Informs areas of technical assistance and school improvement resources**

# Philosophy of Accountability



# Mechanisms of Accountability



- Public reporting function
- Features important indicators of school quality

- Educational effectiveness function
- Measures reflects highest priorities
- Directs levels of support/intervention (school improvement)

- Essential elements of schools function
- Ensures necessary resources are in place

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# Previous Conversations about Accreditation

- **Virginia accreditation model reflects:**
  - Framework aligned with priorities for school performance
  - Multiple measures to examine student achievement and opportunities
  - Matrix model to support targeted, strategic interventions
  - Transparency in school effectiveness and quality

# Criteria for Selecting Quality Accreditation Metrics

- ✓ Research indicates metric is related to academic performance
- ✓ Standardized data collection procedures exist across schools and divisions
- ✓ Data for metric are reliable and valid
- ✓ Metric is modifiable through school-level policies and practices
- ✓ Metric meaningfully differentiates among schools based on progress of all students and student subgroups
- ✓ Metric does not unfairly impact one type/group of schools or students
- ✓ School-level metric is moderately to strongly correlated with school-level pass rates on state assessments

# Virginia's Draft Accreditation Matrix: Academic Outcomes

INDICATORS	Indicator Performance Ratings				PROPOSED VA ACCRED	REQUIRED IN ESSA
	Level 1	Level 2	Level 3	Level 4		
<i>Achievement on Assessments</i>						
Pass Rates on State Assessments*					Yes	Yes
Achievement Gaps*					Yes	Yes
Student Growth/Progress <i>elementary and middle*</i>					Yes	Yes
English Learner Progress					Yes	Yes
<i>Graduation/School Progress</i>						
Graduation Indicator* <i>high school</i>					Yes (GCI)	Yes (FGI)
Drop Out Rates <i>(e.g., 3-year cohort rate, grades 6-9 and 4-year cohort rate, grades 9-12)</i>					Yes	No
<i>College &amp; Career Readiness</i>						
College & Career Readiness Index					Yes	No

*Note:* GCI = Graduation Completion Index; FGI = Federal Graduation Indicator

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

# Virginia's Draft Accreditation Matrix: Opportunities to Learn

INDICATORS	Indicator Performance Ratings				PROPOSED VA ACCRED	REQUIRED IN ESSA
	Level 1	Level 2	Level 3	Level 4		
<i>Student Participation &amp; Engagement</i>						
Chronic Absenteeism <i>(e.g., absent 10% or more of school year)</i>					Yes	*At least one indicator of school quality required
Student Discipline <i>(e.g., short-term suspensions for most frequently reported incidents or disproportionality of short-term suspensions)</i>					Yes	

# Virginia's Draft Accreditation Matrix

## Future Considerations:

- Student Participation and Engagement
- Parent/Community Engagement
- Teacher Engagement
- Teacher Effectiveness

# Process Moving Forward

