



Review of Accountability Measure: Chronic Absenteeism

Virginia Board of Education
Committee on School and Division Accountability

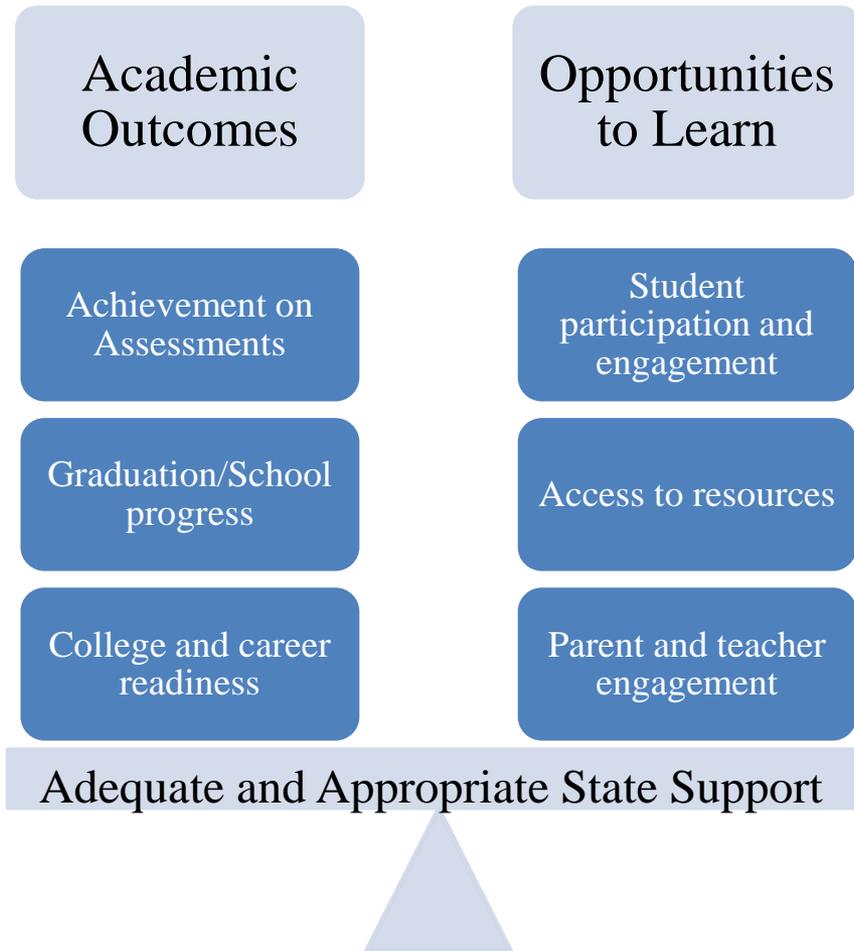
March 22, 2017

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

Overview: Matrix-based system

School quality is measured through a process which is based on multiple measures and drives continuous improvement

- **More than a single school quality indicator**
- **Schools assigned performance levels for each measure**

	Performance Levels			
School Quality Indicators	High			Low
Indicator A				
Indicator B				
Indicator C				

Criteria for Selecting Quality Accreditation Measures

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

Process for Defining School Performance Benchmarks

Important questions:

- Does the benchmark reflect our objectives and expectations?
 - Aspirational goals versus continuous improvement
- What are the unintended consequences?
- How will we know if we are moving in the right direction?

Chronic Absenteeism: Indicator Review

	Level 1 Exemplar	Level 2 Monitor	Level 3 Guide	Level 4 Intervene
DRAFT Criteria	School three-year average chronic absenteeism rate is 8% or less	School three-year average chronic absenteeism rate is between 8% and 15% OR School in Level 3 the prior year decreases chronic absenteeism rate by 2% or more	School three-year average chronic absenteeism rate is between 16% and 24% OR School in Level 4 the prior year decreases chronic absenteeism rate by 2% or more	School three-year average chronic absenteeism rate is 25% or higher School has stayed at criteria for Level 3 for more than 3 consecutive years.

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Chronic Absenteeism: Follow-up Analysis

- **At what percent of enrollment should students count toward the chronic absenteeism rate?**
- **How does the distribution of schools across the matrix change with a lower threshold for improvement?**
- **Where does Virginia rank nationally on chronic absenteeism?**

Chronic Absenteeism: Student Enrollment Criteria

- **Considerations:**
 - Enrollment calculations are cumulative
 - Alignment with federal accountability
 - *Every Student Succeeds Act.* “...in the case of a student who has not attended the same school...for at least half of a school year, the performance of such student on the indicators...may not be used in the system of meaningful differentiation...”
 - Lower thresholds for enrollment capture more transient students in more schools
 - Availability of effective interventions for transient students

Chronic Absenteeism: Student Enrollment Criteria

Change in Enrollment Criteria	Level 1 Exemplar	Level 2 Monitor	Level 3 Guide	Level 4 Intervene
Student is enrolled <u>greater than 50%</u> of the school year	919 (50.33%)	705 (38.61%)	158 (8.65%)	44 (2.41%)
Student is enrolled <u>greater than 30%</u> of the school year	836 (45.78%)	756 (41.40%)	187 (10.24%)	47 (2.57%)
Student is enrolled <u>greater than 10%</u> of the school year	723 (39.59%)	826 (45.24%)	222 (12.16%)	55 (3.01%)

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Chronic Absenteeism: Improvement Criteria

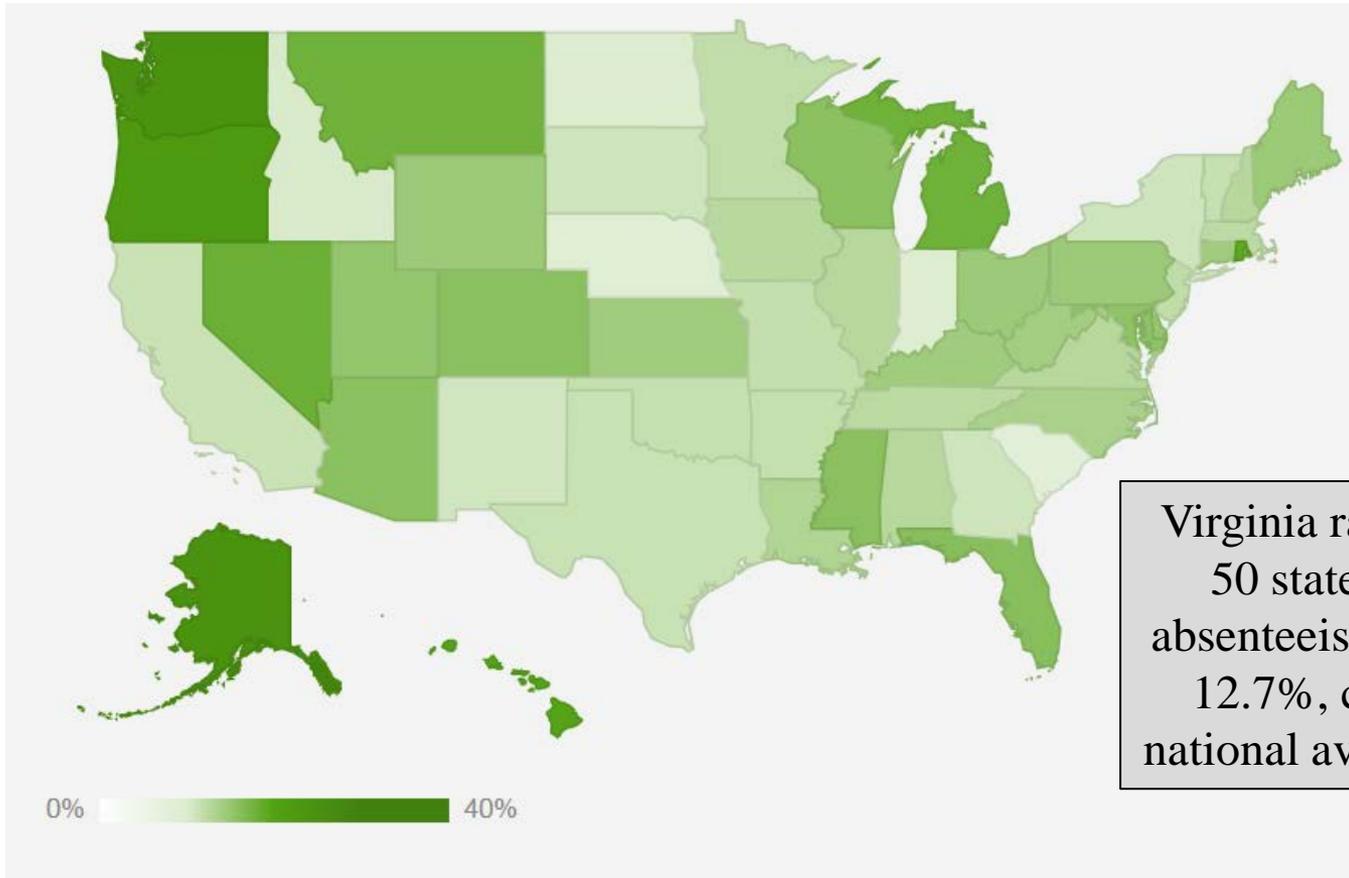
- **Considerations:**
 - Setting a meaningfully significant benchmark for improvement ensures schools are not identified by chance
 - Chronic absenteeism rates vary widely from year to year
 - Benchmark for effective interventions is 10% decrease in chronic absenteeism per year

Chronic Absenteeism: Improvement Criteria

Change in Improvement Criteria	Level 1 Exemplar	Level 2 Monitor	Level 3 Guide	Level 4 Intervene
2 percent decrease	919 (50.33%)	705 (38.61%)	158 (8.65%)	44 (2.41%)
1 percent decrease	919 (50.33%)	727 (39.81%)	140 (7.67%)	40 (2.19%)

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Chronic Absenteeism: National Perspective



Source: Schanzenbach, D. W., Bauer, L. & Mumford, M. (2016). "Lessons for Broadening School Accountability under the Every Student Succeeds Act." The Hamilton Project, Washington, DC.

Data: U.S. Department of Education Office of Civil Rights Data Collection, 2013-2014

Chronic Absenteeism: Stakeholder Feedback

Considerations for allowances:

- Students with chronic illnesses or medical needs that cannot be filled at the school



Accountability Matrix Benchmark Selection: Academic Achievement Indicator

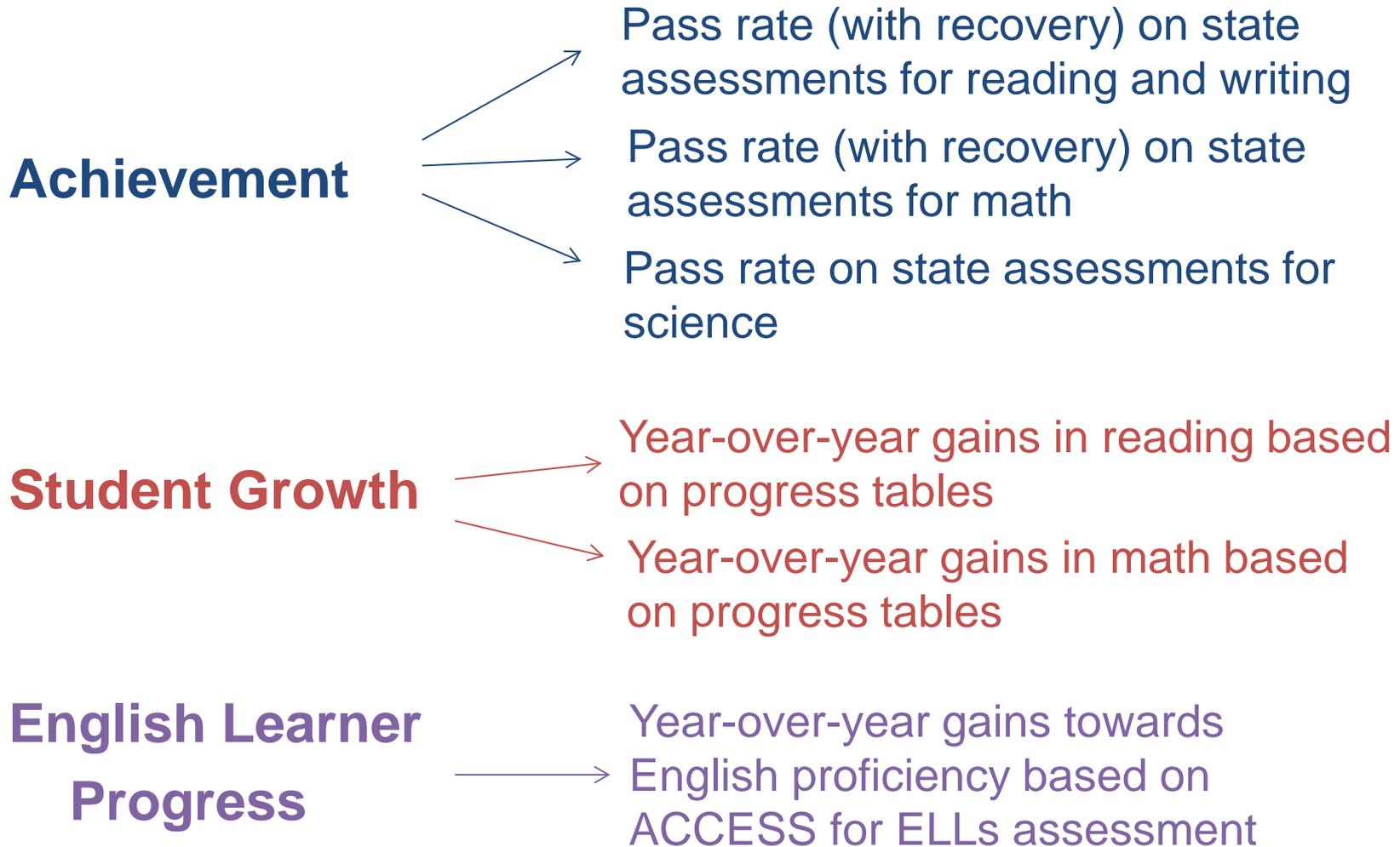
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High Level Recap: Building a Comprehensive Accountability System

Level 1 Exemplar: Model School	Level 2 Monitor: School is performing at an acceptable rate	Level 3 Guide: Division Corrective Action Plan	Level 4 Intervene: State provides support for intervention
JANUARY <i>Graduation/School Progress</i> <i>Graduation Indicator & Dropout Rate</i>			
FEBRUARY <i>Student Participation & Engagement</i> <i>Chronic Absenteeism Rate</i>			
MARCH <i>Achievement on Assessments</i> <i>Achievement</i> <i>Student Growth</i> <i>English Learner Progress</i>			
APRIL <i>Achievement on Assessments</i> <i>Achievement Gaps</i> <i>College & Career Readiness</i> <i>College & Career Readiness Index</i>			

Developing Achievement Indicators



Developing Achievement Indicators

- **Goals:**
 - Accurately reflect student achievement
 - Align important elements of achievement
 - Actionable at the school level
 - Transparent and succinct

Developing Achievement Indicators

- **Science pass rate**: accreditation pass rate and decrease in failure rate
- **Math combination rate**: combination of accreditation pass rate with recovery, student growth (Grade 3 through Algebra I) and decrease in failure rate
- **English reading and writing combination rate**: combination of accreditation pass rate with recovery, student growth (Grades 3 through 8), English Learner progress and decrease in failure rate

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Achievement Indicator: Science Benchmark Selection

	Level 1 Exemplar	Level 2 Monitor	Level 3 Guide	Level 4 Intervene
DRAFT Criteria	Current year or 3-year average pass rate is 93% or higher	Current year or 3-year average pass rate is between 70% and 93% OR School in Level 3 the prior year decreases failure rate by 10%	Current year or 3-year average pass rate is between 69% and 65% OR School in Level 4 the prior year decreases failure rate by 10%	Current year or 3-year average pass rate on state assessments is 65% or below School has stayed at criteria for Level 3 for more than 3 consecutive years.
Number of Schools	247 (14.29%)	1,344 (77.78%)	82 (4.75%)	55 (3.18%)

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Achievement Indicator: Math Benchmark Selection

Pass rate on state assessments:



= 6

Student growth:



PLUS

= 2

**Math
combination
rate**

8 / 10 = 80%

Number of test takers

10

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Achievement Indicator: Math Benchmark Selection

	Level 1 Exemplar	Level 2 Monitor	Level 3 Guide	Level 4 Intervene
DRAFT Criteria	Current year or 3-year average combination rate is 93% or higher	Current year or 3-year average combination rate is between 70% and 93% OR School in Level 3 the prior year decreases failure rate by 10%	Current year or 3-year average combination rate is between 69% and 65% OR School in Level 4 the prior year decreases failure rate by 10%	Current year or 3-year average combination rate is 65% or below School has stayed at criteria for Level 3 for more than 3 consecutive years.
Number of Schools	288 (16.13%)	1,399 (78.33%)	52 (2.91%)	47 (2.63%)

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Comparison of Current and Proposed Rate Calculations for Math

Change in Rate Criteria	State Average (2015-16)	Level 1 Exemplar	Level 2 Monitor	Level 3 Guide	Level 4 Intervene
Current Pass Rate	82.87%	224 (12.54%)	1,401 (78.44%)	68 (3.81%)	93 (5.21%)
Proposed Combination Rate with Growth	84.37%	288 (16.13%)	1,399 (78.33%)	52 (2.91%)	47 (2.63%)

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Achievement Indicator: English Reading and Writing

Pass rate on state assessments:



= 6

Student growth:



PLUS

= 1

English Learner progress:



PLUS

= 1

English Reading and
Writing combination
rate

$8 / 10 = 80\%$

Number of test takers

10

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Achievement Indicator: English Reading and Writing (75%)

	Level 1 Exemplar	Level 2 Monitor	Level 3 Guide	Level 4 Intervene
DRAFT Criteria	Current year or 3-year average combination rate is 93% or higher	Current year or 3-year average combination rate is between 75% and 93% OR School in Level 3 the prior year decreases failure rate by 10%	Current year or 3-year average combination rate is between 74% and 65% OR School in Level 4 the prior year decreases failure rate by 10%	Current year or 3-year average combination rate is 65% or below School has stayed at criteria for Level 3 for more than 3 consecutive years.
Number of Schools	264 (14.78%)	1,325 (74.19%)	160 (8.96%)	37 (2.07%)

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Comparison of Current and Proposed Rate Calculations for English

Change in Rate Criteria	State Average (2015-16)	Level 1 Exemplar	Level 2 Monitor	Level 3 Guide	Level 4 Intervene
Current Pass Rate (75%)	81.82%	191 (10.69%)	1,239 (69.37%)	253 (14.17%)	103 (5.77%)
Proposed Combination Rate with Growth and EL Progress	84.43%	264 (14.78%)	1,325 (74.19%)	160 (8.96%)	37 (2.07%)

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Achievement Indicator: English Reading and Writing (70%)

	Level 1 Exemplar	Level 2 Monitor	Level 3 Guide	Level 4 Intervene
DRAFT Criteria	Current year or 3-year average combination rate is 93% or higher	Current year or 3-year average combination rate is between 70% and 93% OR School in Level 3 the prior year decreases failure rate by 10%	Current year or 3-year average combination rate is between 69% and 65% OR School in Level 4 the prior year decreases failure rate by 10%	Current year or 3-year average combination rate is 65% or below School has stayed at criteria for Level 3 for more than 3 consecutive years.
Number of Schools	264 (14.78%)	1,424 (79.73%)	61 (3.42%)	37 (2.07%)

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Benchmark Comparison for English Reading and Writing Rate

Change in Benchmark	Level 1 Exemplar	Level 2 Monitor	Level 3 Guide	Level 4 Intervene
Proposed Combination Rate: 75% Benchmark	264 (14.78%)	1,325 (74.19%)	160 (8.96%)	37 (2.07%)
Proposed Combination Rate: 70% Benchmark	264 (14.78%)	1,424 (79.73%)	61 (3.42%)	37 (2.07%)

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Developing Achievement Indicators

- **Considerations:**
 - Combination rate gives equal weight to growth or progress among students who do not pass state assessments
 - Students are only counted once in the numerator (recovery is the exception)
 - Achievement metrics can be reported individually for increased transparency

Achievement Gaps Discussion

- **Considerations:**

- Defining the gap – state benchmarks versus all students
- Focus on size of gap or closing of gap, for all groups or certain groups
- Measuring change over time when number of reporting groups vary across schools and from year-to-year

- **Methods under review:**

- Average achievement gap across all reporting groups
- Achievement gap among de-duplicated count of students with historically large gaps
- Largest achievement gap among all reporting groups