

Board of Education Agenda Item

Item: _____ O. _____

Date: January 13, 2011

Topic: First Review of Revisions to Criteria for the Virginia Index of Performance, Virginia’s Incentive Program to Encourage and Recognize Outstanding Achievement (HB 1172/SB 145)

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Origin:

Topic presented for information only (no board action required)

Board review required by
 State or federal law or regulation
 Board of Education regulation
 Other: _____

Action requested at this meeting

Action requested at future meeting: February 17, 2011

Previous Review/Action:

No previous board review/action

Previous review/action

Background Information:

The *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (8VAC 20-131-325) authorize the Board of Education to establish guidelines for recognizing and rewarding school accountability performance.

In July 2007, the Board of Education established the *Virginia Index of Performance (VIP)* incentive program to recognize and reward fully accredited schools and school divisions that make significant progress toward achieving specific measurable goals and objectives established by the Board of Education and supported by the Governor.

The Virginia Standards of Accreditation (SOA) recognize student achievement as a fundamental component in determining the accreditation status of Virginia’s public schools. For more than a decade in Virginia, student performance has been measured by achievement on the Standards of Learning (SOL) tests or additional assessments approved by the Board of Education. Schools achieve fully accredited status primarily by meeting pass rates established for all students in four core academic content areas. Beginning in 2011-2012, schools with a graduating class must also meet certain graduation benchmarks in order to be fully accredited.

From its inception, the VIP program was intended to provide schools and divisions with incentives to strive for higher levels of achievement for all children. VIP was designed to measure the extent to which students are progressing towards advanced proficiency levels in reading, mathematics, science, and history and social science, recognize achievement of other key indicators of school success, and to encourage schools' and divisions' efforts to provide Virginia's students with excellent educational opportunities. Schools and school divisions become eligible for VIP awards by meeting applicable state and federal achievement benchmarks (school accreditation and adequate yearly progress or AYP) for two consecutive years.

Summary of Major Elements

In 2010, HB 1172 and SB 145 were passed and enrolled into the *Code of Virginia*. The bill codified provisions in the Standards of Accreditation § [22.1-253.13:9](#) that established the VIP program. Additionally, the legislation directed the Board to include in its guidelines for the VIP incentive program performance objectives and measures that promote student achievement in science, technology, engineering, and mathematics (STEM).

The current VIP award requirements encourage school divisions to increase the percent of students earning advanced proficiency on state mathematics and science assessments, and provide incentives for schools to meet additional Virginia performance objectives.

The proposed revisions were developed to retain the previously established program objectives while adding components that provide additional incentives for school divisions and schools to promote student achievement in the STEM areas and college and career readiness in general. The proposed revisions also make changes to the awards. Specifically, the proposed revisions would rename the VIP Competence to Excellence Award as the Distinguished Achievement Award, and eliminate the Rising Star award.

The proposed revisions would retain the approach to determining VIP awards adopted by the Board in 2009. Based on the approach adopted in 2009, the VIP program currently uses a weighted index to calculate a VIP achievement index based on SOL test results in each content area (English, mathematics, science, and history and social science), and provides opportunities for schools and school divisions to apply additional or "bonus" points to the content area indices by meeting additional VIP indicators.

The VIP Base Index weights the proficiency levels on statewide assessments using the following weights:

- Advanced proficient: 100
- Proficient: 75
- Basic: 25
- Fail: 0

The weighted index is applied to all assessments taken in the school or division. Separate base scores are calculated for each content area—English, mathematics, science, and history and social science—using the following formula:

$$(\# \text{ Advanced Proficient scores} \times 100) + (\# \text{ Proficient scores} \times 75) + (\# \text{ Basic scores} \times 25)$$

Total tests administered

Schools and divisions may earn additional VIP bonus points based on criteria established by the Board. When earned, they can be added to a school or division’s VIP index points in one or more content areas to meet award criteria.

Table 1 shows the proposed criteria, additional indicators for the revised VIP program, and defines the proposed requirements for earning each proposed VIP award. Items marked with an asterisk (*) are STEM indicators that are part of the VIP program; modified indicators are shown in italics; new indicators are identified with italics and underlined.

Table 1: Proposed Criteria, Indicators, and Award Requirements, Virginia Index of Performance

VIP Criteria	VIP Awards		
	<i>Board of Education Distinguished Achievement Award</i>	Board of Education Excellence Award	Governor’s Award for Educational Excellence
Eligibility and VIP Index			
A. Eligibility – Schools must have met accreditation and AYP benchmarks for two consecutive years; School divisions must have made AYP for two consecutive years	All Schools and School Divisions	All Schools and School Divisions	All Schools and School Divisions
B. Number of index points on the weighted VIP index, using the established weightings in each of the following content areas: a) English/reading (combined reading and writing); b) mathematics*; c) science*; and d) history and social science.	At least 75 in each content area, including additional index points where applicable	At least 80 in each content area, including additional index points where applicable	At least 80 in each content area
C. <u><i>No significant testing irregularities were verified during the applicable school year</i></u>	<u><i>All Schools and School Divisions</i></u>	<u><i>All Schools and School Divisions</i></u>	<u><i>All Schools and School Divisions</i></u>
Additional index points available, and award threshold if applicable			
For Elementary Schools			
D. Students passing the Grade 3 state reading assessment (percent passing increases annually, state goal 95%)	3	3	At least 95%
E. Students passing the Grade 5 state reading and writing assessments (percent passing increases annually, state goal 95%)	1	1	Increases annually or is at least 95%
F. School offers foreign language instruction in the elementary grades	1	1	<u><i>Yes</i></u>
For Middle Schools			
G. Students enrolled in Algebra I by Grade 8* (percent participating increases annually, state goal 50%)	2	2	<i>At least 50%</i>

VIP Criteria	VIP Awards		
	Board of Education Distinguished Achievement Award	Board of Education Excellence Award	Governor's Award for Educational Excellence
Additional index points available, and award threshold if applicable			
H. Students passing the Grade 8 state reading and writing assessments (percent passing increases annually, state goal 95%)	1	1	Increases annually or is at least 95%
For High Schools			
I. High school students enrolled in one or more AP, IB, or dual enrollment courses (increases annually, state goal 30%)	1	1	<i>At least 30%</i>
J. High school students earning career and technical industry certifications, state licenses, or successful national occupational assessment credentials (number or percent increases annually) <i>OR</i> <u><i>Students who participate in advanced coursework in the STEM areas, including Advanced Placement courses, International Baccalaureate courses, and dual enrollment courses* (Percent increases annually).</i></u>	1	1	Number or percent of CTE credentials increases annually <i>OR</i> <u><i>The percent of students participating in advanced coursework in STEM areas increases annually</i></u>
K. <i>Students who graduate high school in four, five, or six years with a standard or advanced studies diploma (based on the federal graduation indicator; percent increases annually, state goal 85%)</i>	<i>At least 85% or increases annually</i>	<i>At least 85%</i>	<i>At least 85%</i>
L. High school graduates earning an Advanced Studies Diploma out of the total number of Board of Education-approved diplomas awarded (increases annually, state goal 60%)	1	1	<i>At least 60%</i>
M. <u><i>Students in each subgroup who graduate from high school with a Standard or Advanced Studies Diploma (increases annually, state goal 85%)</i></u>	1	1	<u><i>Increases annually, or is at least 85%</i></u>
N. <u><i>Students who graduate from high school having taken Calculus, Chemistry, and Physics* (increases annually)</i></u>	1	1	<u><i>Increases annually</i></u>

VIP Criteria	VIP Awards		
	<i>Board of Education Distinguished Achievement Award</i>	Board of Education Excellence Award	Governor's Award for Educational Excellence
Additional index points available, and award threshold if applicable			
O. <u>Students who graduate from high school having earned advanced proficient scores on each of the state end-of-course assessments in English reading, English writing, and Algebra II* (increases annually)</u>	1	1	<u>Increases annually</u>
P. Students who drop out of high school (10% or less, based on the four-year dropout rate)	10% or less	10% or less	10% or less
For All Schools and School Divisions			
Q. Increase participation in the Governor's Nutrition and Physical Activity Scorecard Awards program (schools must earn an award; divisions increase program participation)	1	1	1
R. Increase the percentage of students in each subgroup earning higher levels of proficiency on state assessments (increase required for subgroups used to make federal accountability determinations in mathematics and reading)	1	1	1
For School Divisions Only			
S. Eligible schools participate in the Virginia Preschool Initiative for at-risk four-year-olds.	1	1	Yes
T. <u>Students in the division enroll in Board of Education-approved Governor's STEM Academies or a Regional Academic Year Governor's School with a focus on STEM*</u>	1	1	<u>Yes</u>
U. Schools offer foreign language instruction in the elementary grades (number increases annually, state goal 100%)	1	1	<i>Increases annually or equals 100%</i>
V. Increase the percentage of schools that are fully accredited and making Adequate Yearly Progress (annual increase, state goal 100%)	1	1	1

*Indicates STEM components of the VIP program

NOTE: Items listed in *italics* are proposed modifications from the current VIP program; items listed in italics and underlined are proposed changes that are new to the VIP program.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education accept for first review the proposed revisions to the criteria to earn VIP awards.

Impact on Resources:

The Department can absorb the costs to adjust the awards criteria for the VIP program.

Timetable for Further Review/Action:

The Department intends to return to the Board with final recommendations in February 2011.