

Virginia Board of Education Agenda Item



Agenda Item: G

Date: November 21, 2013

Title	Final Review of Proposed A-F School Grading Formula Developed in Response to the 2013 Acts of Assembly		
Presenter	Mrs. Shelley Loving-Ryder, Assistant Superintendent, Division of Student Assessment and School Improvement		
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Purpose of Presentation:

Action required by state or federal law or regulation.

Previous Review or Action:

Previous review and action. Specify date and action taken below:

Approval of Growth Indicators – July 25, 2013

First Review – September 26, 2013

Final Review – October 24, 2013 (final action delayed until the November 21, 2013, meeting)

Action Requested:

Final review: Action requested at this meeting.

Action: Approval of A-F School Grading Formula

Alignment with Board of Education Goals: Please indicate (X) all that apply:

X	Goal 1: Accountability for Student Learning
	Goal 2: Rigorous Standards to Promote College and Career Readiness
	Goal 3: Expanded Opportunities to Learn
	Goal 4: Nurturing Young Learners
	Goal 5: Highly Qualified and Effective Educators
	Goal 6: Sound Policies for Student Success
	Goal 7: Safe and Secure Schools
	Other Priority or Initiative. Specify:

Background Information and Statutory Authority:

Goal 1: The approval of a school grading system will support accountability for student learning.

The 2013 Acts of Assembly requires the Virginia Board of Education (Board) to develop an A-F school grading system. By October 1, 2014, the Board must make both the grading system and individual school grades available to the public and provide a summary report to the General

Assembly.

Be it enacted by the General Assembly of Virginia:

1. § 1. *The Board of Education shall approve student growth indicators by July 31, 2013. The Department of Education shall provide a report to the Governor and the General Assembly on the approval of the student growth indicators and their uses by December 1, 2013. The growth indicators shall be used in the standards of accreditation of schools and in teacher evaluations.*

§ 2. *The Board of Education shall report individual school performance using a grading system that includes the standards of accreditation, state and federal accountability requirements, and student growth indicators in assigning grades. The grading system shall be based on an A-to-F grading scale. The Board, by October 1, 2014, shall (i) assign a grade from A to F to each public school in the Commonwealth; (ii) make both the system and the grade assigned to each school in the Commonwealth available to the public; and (iii) report to the General Assembly a summary of the system and the assigned grades.*

§ 3. *As used in this act, for purposes of assigning grades, "student growth" means (i) whether individual students on average fall below, meet, or exceed an expected amount of growth based on a statewide average or reference base year on state assessments or additional assessments approved by the Board; (ii) maintaining a proficient or advanced proficient performance level on state assessments; or (iii) making significant improvement within the below basic or basic level of performance on reading or mathematics assessments as determined by the Board.*

Summary of Important Issues: The Virginia School Grading System will assign a letter grade, A-F, to Virginia public schools that are part of the state accreditation system. The individual school grade will accompany the state accreditation and federal accountability ratings, both of which identify schools that need extra support to meet minimum proficiency standards in English (reading and writing), mathematics, science, and history and social science. The Virginia School Grading System will incorporate legislative requirements into the A-F grading scale by combining three primary focus areas that are important for students' long-term school and life success:

1. Proficiency of a school's students in core content areas of mathematics, English (reading and writing), science, and history and social science as measured by passing rates on statewide assessments
2. Growth or learning gains of an elementary or middle school's students in reading and mathematics as measured by year-to-year ("growth") on state assessments
3. College and career readiness of a high school's students as measured by indicators that students have graduated with college and career ready credentials, or are progressing on a pathway to graduating from high school prepared for college and careers

The revised proposed school grading formula may be found in Attachment A. **Revisions from the September 26, 2013 draft that were incorporated into the October 24, 2013, draft include technical and clarifying edits and the following substantive revisions, which appear in strikethrough version (yellow highlight):**

- The higher of the current year pass rate or the 3-year pass rate will be used in determining proficiency on state assessments.
- Meeting all federal annual measurable objectives is included in the bonus point options.
- At-risk students are those who failed the grade 8 reading or mathematics tests, who were chronically absent in grade 8, or who have been identified as at risk using additional criteria approved by the Board.
- The total number of bonus points available for schools was decreased from 100 to 50 points and commensurate adjustments made in the points available for earning the bonus points.
- Two changes are proposed in the decision rules. (1) Schools that are identified as Title I *Priority* or *Focus* schools under federal accountability and that have not met federal accountability assessment benchmarks shall not earn a grade of A or B. This change allows Priority and Focus schools to receive the grade they earn when they make progress even though the designations may not change. (2) Bonus points may increase a school's letter grade by a maximum of one grade level.

Two point-to-grade conversion options for elementary and middle schools and two options for high schools, originally presented at the October 24, 2013, meeting, are included for the Board's consideration. Additionally a "hybrid" option that combines the original two options for high schools is presented. These point-to-grade conversion options represent grades prior to applying decision rules. All changes to the October 24, 2013, proposal are noted in strikethrough version (green highlight).

Pass rates that were used to estimate the proficiency component calculation and estimated grade distribution for the grading system proposal presented at the October 24, 2013, meeting were calculated using the federal accountability inclusion rules for Limited English Proficient (LEP) students and transfer students. At the October 24, 2013, meeting, Board members asked Department staff to calculate estimated grade distributions using the LEP exemption rules in the Standards of Accreditation (SOA). The Board expressed interest in knowing its impact on schools with high concentrations of LEP students. Department staff members were also asked to provide information regarding the differences in the number of schools estimated to be assigned each grade using the federal accountability inclusion rules and the accreditation adjustments. Comparisons of the number of schools estimated to achieve each grade based on current data and using the federal accountability inclusion rules as compared to the accreditation rules will be provided to the Board.

An explanation of the accreditation adjustments made to the pass rate calculations in the proficiency components may be found below.

Accreditation Adjustments

A school's accreditation rating may reflect adjustments to pass rates resulting from successful remediation efforts and for the allowable exclusion of some limited-English Proficient (LEP) students and transfer students.

Remediation & Retesting

Virginia's accountability system recognizes successful remediation programs that help students achieve minimum proficiency standards in reading and mathematics in all tested grades. A school is credited for successful remedial instruction when an elementary or middle school student — who failed a particular content-area assessment during the previous year — subsequently passes the content-area test at the next grade level. If a student fails a test required for graduation and successfully retests during the same school year, the result of the failed first test is not included in the accreditation calculation.

Limited-English Proficient (LEP) Students

The scores of LEP students enrolled in Virginia public schools fewer than 11 semesters may be excluded from the accreditation rating calculations. While all LEP students are expected to participate in the state assessment program, a school-based committee determines the level of participation of each LEP student. In kindergarten through grade 8, the school-based committee may grant the student a one-time exemption from testing in writing (in grade 5 or 8), science (in grade 3 only) and history/social science (once during grades 3-8).

Transfer Students

The scores of students transferring within a Virginia school division are included in the calculation of accreditation ratings. Students transferring into a school from another Virginia school division, another state, a private school, or who have been home schooled are expected to take the assessments for the content areas in which they received instruction. Under limited circumstances as described in Board of Education regulations, the failing scores of some transfer students may be excluded from the accreditation calculation.

Impact on Fiscal and Human Resources:

Costs will be absorbed within the Department of Education's existing resources.

Timetable for Further Review/Action:

Upon approval, the school grading formula and the Department's business rules for calculating points earned by schools will be communicated to school divisions. Additionally, a detailed plan to communicate the new grading formula to educators, parents, students, and citizens will be developed by Department staff. The components of such plan will be reported to the Board at a future meeting and periodic updates on the communications roll-out provided to the Board.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board 1) approve the A-F School Grading Formula including the point-to-grade conversions presented in Option B for elementary and middle schools and the "Hybrid A/B" option for high schools, 2) calculate pass rates for the proficiency component using accreditation adjustments, and 3) conduct an annual review of the grading formula following the release of school grades each fall.

DRAFT Virginia School Grading Formula

Background Specific Authority

The authority for Virginia's A-F school grading system is Chapter 672 of the 2013 Acts of Assembly.

CHAPTER 672

An Act to require the Board of Education to develop a grading system for individual school performance.

[H 1999]

Approved March 21, 2013

Be it enacted by the General Assembly of Virginia:

§ 1. The Board of Education shall approve student growth indicators by July 31, 2013. The Department of Education shall provide a report to the Governor and the General Assembly on the approval of the student growth indicators and their uses by December 1, 2013. The growth indicators shall be used in the standards of accreditation of schools and in teacher evaluations.

§ 2. The Board of Education shall report individual school performance using a grading system that includes the standards of accreditation, state and federal accountability requirements, and student growth indicators in assigning grades. The grading system shall be based on an A-to-F grading scale. The Board, by October 1, 2014, shall (i) assign a grade from A to F to each public school in the Commonwealth; (ii) make both the system and the grade assigned to each school in the Commonwealth available to the public; and (iii) report to the General Assembly a summary of the system and the assigned grades.

§ 3. As used in this act, for purposes of assigning grades, "student growth" means (i) whether individual students on average fall below, meet, or exceed an expected amount of growth based on a statewide average or reference base year on state assessments or additional assessments approved by the Board; (ii) maintaining a proficient or advanced proficient performance level on state assessments; or (iii) making significant improvement within the below basic or basic level of performance on reading or mathematics assessments as determined by the Board.

Summary

The Virginia School Grading System will assign a letter grade, A-F, to Virginia public schools that are part of the state accreditation system.¹ The individual school grade will accompany the state accreditation and federal accountability ratings, both of which identify schools that need extra support to meet minimum proficiency standards in English (reading and writing), mathematics, science, and history and social science. The Virginia School Grading System incorporates legislative requirements into the A-F grading scale by combining three primary

¹ Appendix A: Virginia School Grading System School and Student Inclusion Rules provides more information about the public schools that will earn grades.

focus areas that are important for students' long-term school and life success:

1. Proficiency of a school's students in core content areas of mathematics, English (reading and writing), science, and history and social science as measured by passing rates on statewide assessments
2. Growth or learning gains of an elementary or middle school's students in reading and mathematics as measured by year-to-year ("growth") on state assessments
3. College and career readiness of a high school's students as measured by indicators that students have graduated with college and career ready credentials, or are progressing on a pathway to graduating from high school prepared for college and careers

The Virginia School Grading System also gives schools an opportunity to earn bonus points before the final grade is assigned. The Bonus Points recognize school efforts to move students beyond proficiency—to achieve more advanced levels of proficiency—and to decrease the achievement gaps among groups of students through meeting all federal annual measurable objectives.

Schools' letter grades are based primarily on the total number of points earned in the three focus areas. To calculate school totals, the Board will assign points to multiple measures within each focus area. In elementary and middle schools, proficiency outcomes represent half of a school's grade. The remaining half of the grade is based on growth for all students and growth for at-risk students. In high schools, proficiency accounts for one-third (33%) of the final grade. The remainder of the grade is based on students' achievement of or progress in meeting college and career ready indicators. These indicators are diverse and represent the variety of pathways students take during high school in preparation for additional postsecondary education and careers. Before issuing a final grade, the decision rules adopted by the Board that place limits on grades schools can earn if they have not met state and federal accountability requirements will be applied.

The Virginia Department of Education will calculate total points and assign school grades based on the grading formula adopted by the Board of Education.

Virginia School Grading System

Point calculations

School grades will be based on the total points earned in accordance with Board-approved measures. The Department will calculate points associated with each indicator described in the grading formula and create a summary table that shows the points earned for each indicator and the total points earned for all indicators combined. The total points earned coupled with any decision rules approved by the Board will determine each school's final grade.

The tables that follow provide summary tables with maximum point values and the percentage of points for each focus area. The elementary and middle school tables are shown first, followed by a list of the indicators that comprise points in the focus areas. These are followed by the table of high school points and the list of focus area indicators for high schools.

Maximum Possible Points for Virginia Grading System Elementary Schools (800 maximum base points)			
English (reading and writing)	Mathematics	Science	History and Social Science
State Accreditation and Federal Accountability State accreditation and federal accountability do not contribute base points but may affect the maximum possible grade for a school.			
Proficiency-based indicators Percent scoring at or above proficient on state assessments (The higher of the current year pass rate or the 3-year pass rate will be used.) Maximum possible points = 400 50% of points in model			
100	100	100	100
Growth for all students Based on Board-approved growth measures in reading and mathematics Maximum possible points = 200 25% of points in model			
100	100		
Growth for the lowest achieving 25% of students Based on Board-approved growth measures in reading and mathematics Maximum possible points = 200 25% of points in model			
100	100		
Bonus Points (maximum = 100 50) Added to school's final score before grade is determined Percent scoring pass/advanced on state assessments ¹ School meets all federal annual measurable objectives²			
<u>50-25</u>	<u>50-25</u>	<u>50-25</u>	<u>50-25</u>

¹ Schools earn 1/2 1/4 point for each percent of students who earn pass/advanced scores on state assessments in each of the four content areas, up to 100 points total.

² Schools may earn 25 points for meeting all federal annual measurable objectives.

Maximum Possible Points for Virginia Grading System Middle Schools (800 maximum base points)			
English (reading and writing)	Mathematics	Science	History and Social Science
State Accreditation and Federal Accountability Do not contribute base points but may affect the maximum possible grade for a school.			
Proficiency-based indicators Percent scoring at or above proficient on state assessments (The higher of the current year pass rate or the 3-year pass rate will be used.) Maximum possible points = 400 50% of points in model			
100	100	100	100
Growth for all students Based on Board-approved growth measures in reading and mathematics Maximum possible points = 200 25% of points in model			
100	100		
Growth for the lowest achieving 25% of students Based on Board-approved growth measures in reading and mathematics Maximum possible points = 200 25% of points in model			
100	100		
Bonus Points (maximum = 100 50) Added to school's final score before grade is determined Percent scoring pass/advanced on state assessments in English, Science, and History and Social Science. For mathematics, scoring pass/advanced on state assessment OR earning a passing score on the Algebra I End-of-Course (EOC) test in or prior to grade 8. ¹ School meets all federal annual measurable objectives²			
50-25	50-25	50-25	50-25

¹ For schools with grade 8 only: Schools earn **1/2-1/4** point for each percent of students who earn pass/advanced scores on state assessments in each of the four content areas or passing the Algebra I EOC test in or prior to grade 8, **up to 100 points total**. Students may not count twice in the mathematics calculation (i.e., students who earn pass/advanced scores on the Algebra I EOC test can only be counted once).

² **Schools may earn 25 points for meeting all federal annual measurable objectives.**

Indicators in the Virginia School Grading System, Elementary and Middle Schools

Elementary and Middle School: Proficiency-based indicators

The maximum number of points available in the school proficiency component is 400. If there are no data available for one or more proficiency indicators, those remaining will be appropriately weighted so that the school can earn up to a total of 400 points, with each available indicator contributing equally to the formula. **Pass rates used for the proficiency component will be calculated using the accreditation calculation adjustments. The higher of the current year pass rate or the 3-year pass rate will be used.**

- One point for each percent of students who score at or above Proficient on state assessments in English (reading and writing) (total possible points = 100)
- One point for each percent of students who score at or above Proficient on state assessments in mathematics (total possible points = 100)
- One point for each percent of students who score at or above Proficient on state assessments in science (total possible points = 100)
- One point for each percent of students who score at or above Proficient on state assessments in history and social science (total possible points = 100)

Elementary and Middle School: Growth for all students

The maximum number of points available in the school growth component for all students is 200. If there are no data available for one or more indicators, the other growth indicators will be appropriately weighted so that the school can earn up to a total of 200 points, with each available indicator contributing equally to the formula. Appendix B includes student growth indicators initially approved by the Board on July 25, 2013.

- One point for each percent of students making growth on state reading assessments, as defined by student growth indicators, approved by the Board (total possible points = 100)
- One point for each percent of students making growth on state mathematics assessments, as defined by student growth indicators, approved by the Board (total possible points = 100)

Elementary and Middle School: Growth for the lowest achieving 25 percent of students

The maximum number of points available in the school growth component for the lowest achieving 25 percent of students is 200. If there are no data available for one or more indicators, the other growth indicators will be appropriately weighted so that the school can earn up to a total of 200 points, with each available indicator contributing equally to the formula. Appendix B includes initial student growth indicators approved by the Board on July 25, 2013.

- One point for each percent of the lowest performing 25 percent of students making growth in reading, as defined by student growth indicators, approved by the Board (total possible points = 100)

- One point for each percent of the lowest performing 25 percent of students making growth in mathematics, as defined by student growth indicators, approved by the Board (total possible points = 100)

Elementary and Middle School: Bonus points

There are ~~100~~ 50 total possible bonus points available for elementary and middle schools. If there are no data available for one or more bonus point indicators, those remaining will be appropriately weighted so that the school can earn up to a total of ~~100~~ 50 points, with each available indicator contributing equally to the formula.

- ~~1/2~~ 1/4 point for each percent of students who score Advanced on state assessments in English (reading and writing) (total possible points = ~~50~~ 25)
- ~~1/2~~ 1/4 point for each percent of students who score Advanced on state assessments in science (total possible points = ~~50~~ 25)
- ~~1/2~~ 1/4 point for each percent of students who score Advanced on state assessments in history and social science (total possible points = ~~50~~ 25)
- ~~1/2~~ 1/4 point for each percent of students who score Advanced on state mathematics assessments. In schools with a grade 8, ~~1/2~~ 1/4 point for each percent of students who earn Pass/Advanced scores on state mathematics tests OR earn a passing score on the Algebra I EOC test in or prior to grade 8² (total possible points = ~~50~~ 25).
- ~~50~~ 25 points for meeting all federal annual measurable objectives

² Students may not count twice in the mathematics calculation (i.e., students who earn Pass/Advanced scores on the Algebra I EOC test can only be counted once).

Maximum Possible Points for Virginia Grading System High Schools (1200 maximum base points)				
English (reading and writing)	Mathematics	Science	History and Social Science	College and Career Readiness
State Accreditation and Federal Accountability Do not contribute base points but may affect the maximum possible grade for a school.				
Proficiency-based indicators Percent scoring at or above proficient on state assessments (The higher of the current year pass rate or the 3-year pass rate will be used.) Maximum possible points = 400 33% of points in model				
100	100	100	100	
College and Career Ready (CCR) Performance Indicators: All students Includes high school graduation rates, advanced career and technical (CTE) completion, and earning college credit while in high school Maximum possible points = 300 25% of points in model				300
College and Career Ready (CCR) Participation Indicators: All students Includes participation in dual-credit courses and CTE programs of study assessments approved by the Board Maximum possible points = 100 8% of points in model				
				100
College and Career Ready Growth Indicators: All students Based on Board-approved growth measures Maximum possible points = 200 17% of points in model				
				200
College and Career Ready Growth Indicators: At-risk students Based on Board-approved growth measures Maximum possible points = 200 17% of points in model				
				200
Bonus points (maximum = 100-50) Added to school's final score before grade is determined Percent scoring College Path or Pass/Advanced on state assessments School meets all federal annual measurable objectives¹				
50-25	50-25	50-25	50-25	

¹Schools may earn 25 points for meeting all federal annual measurable objectives.

Indicators in the Virginia School Grading System, High Schools

High School: Proficiency-based Indicators

The total possible points available in the school proficiency component are 400. If there are no data available for one or more proficiency indicators, the remaining indicators will be appropriately weighted so that the school can earn up to a total of 400 points, with each available indicator contributing equally to the formula. Pass rates used for the proficiency component will be calculated using the accreditation calculation adjustments. The higher of the current year pass rate or the 3-year pass rate will be used.

- One point for each percent of students who score at or above Proficient on end-of-course state assessments in English (reading and writing) (total possible points = 100)
- One point for each percent of students who score at or above Proficient on end-of-course state assessments in mathematics (total possible points = 100)
- One point for each percent of students who score at or above Proficient on end-of-course state assessments in science (total possible points = 100)
- One point for each percent of students who score at or above Proficient on end-of-course state assessments in history and social science (total possible points = 100)

High School: College and Career Ready Performance Indicators for all students

The maximum number of points available in the college and career ready performance component for all students is 300. If there are no data available for one or more performance indicators, the remaining indicators will be appropriately weighted so that the school can earn up to a total of 300 points, with each available indicator contributing equally to the formula.

- One point for each percent of students graduating from high school within four years (based on a four year cohort graduation rate using the federal reporting requirements under 34 CFR §200.19, known in Virginia as the Federal Graduation Indicator). (total possible points = 100)
- One point for each percent of students graduating from high school within four years (based on a four year cohort graduation rate using the Virginia On-Time Graduation Rate). (total possible points = 100)
- One-half (1/2) point for each percent of students in the graduating cohort earning an Advanced Studies diploma and completing a CTE program of study. Consistent with other college and career ready indicators, the denominator will be the students in the Virginia On-Time Graduation Rate cohort. (total possible points = 50)

- One-half (1/2) point for each percent of students who qualify to earn college credit as a result of enrollment in an AP, IB, or other dual credit course.³ Consistent with other college and career ready indicators, the denominator will be the students in the Virginia On-Time Graduation Rate cohort. (total possible points = 50)

High School: College and Career Ready Participation Indicators for all students

The maximum number of points available in the college and career ready participation component for all students is 100. If there are no data available for one or more participation indicators, the remaining indicators will be appropriately weighted so that the school can earn up to a total of 100 points, with each available indicator contributing equally to the formula.

- 1/2 point for each percent of students participating in one or more AP, IB, or dual credit courses out of the total number of 11th- and 12th-grade students (participants also include students in grades 9-10). (total possible points = 50)
- 1/2 point for each percent of students in grades 9-12, out of the total number of students in grades 11-12, who participate in CTE assessments approved by the Board of Education (total possible points = 50)

High School: College and Career Ready Growth Indicators for all students

The maximum number of points available in the college and career ready growth component is 200. If there are no data available for one or more growth indicators, the remaining indicators will be appropriately weighted so that the school can earn up to a total of 200 points, with each available indicator contributing equally to the formula. College and career ready progress/growth indicators were initially approved by the Board on July 25, 2013.

- Two points for each percent of students in the Virginia On-Time Graduation Rate Cohort meeting one or more college and career ready (growth) indicators approved by the Board (total possible points = 200)

High School: College and Career Ready Growth Indicators for at-risk students

The maximum number of points available in the college and career ready growth component for at-risk students is 200. At-risk students are those who failed the grade 8 reading or mathematics tests, **who were chronically absent in grade 8**, or who have been identified as at risk using additional criteria approved by the Board. If there are no data available for one or more college and career ready growth indicators, the remaining indicators will be appropriately weighted so that the school can earn up to a total of 200 points, with each available indicator contributing equally to the formula. College and career ready progress/growth indicators were initially approved by the Board on July 25, 2013.

- One point for each percent of at-risk students who graduate with a standard or advanced studies diploma. (total possible points = 100)

³ Includes dual enrollment courses and Cambridge International Education courses and exams that qualify for college credit.

- One point for each percent of at-risk students in the Virginia On-Time Graduation Rate Cohort meeting one or more college and career ready (growth) indicators approved by the Board (total possible points = 100)

High School: Bonus Points

The maximum number of points available for the bonus points is 100. If there are no data available for one or more bonus point indicators, those remaining will be appropriately weighted so that the school can earn up to a total of 100 points, with each available indicator contributing equally to the formula.

- ~~1/2~~ 1/4 point for each percent of students who score Advanced or College Path on state assessments in English (reading and writing) (total possible points = ~~50~~ 25)
- ~~1/2~~ 1/4 point for each percent of students who score Advanced or College Path on state assessments in mathematics (total possible points = ~~50~~ 25)
- ~~1/2~~ 1/4 point for each percent of students who score Advanced on state assessments in science (total possible points = ~~50~~ 25)
- ~~1/2~~ 1/4 point for each percent of students who score Advanced on state assessments in history and social science (total possible points = ~~50~~ 25)
- 25 points for meeting all federal annual measurable objectives

Decision Rules

Once schools' points have been calculated, each school will be assigned a letter grade based on the point values and additional decision rules approved by the Board. Proposed decision rules applied to schools regardless of points earned are:

- Schools that are rated accredited with warning, accreditation denied, or conditionally accredited-reconstituted under the state accountability system shall not earn a grade of A or B.
- Schools that are identified as *Priority* or *Focus* schools under federal accountability and that have not met federal accountability assessment benchmarks shall not earn a grade of A or B.
- Schools that are required to write a school improvement plan as part of the federal accountability system shall not earn an A grade.
- Bonus points will be added to the final score after all other calculations are completed. Bonus points may increase a school's letter grade by a maximum of one grade level.

Converting Points to School Grades

The tables below show options presented to the Board at the October 24, 2013, meeting for converting from total points earned (including bonus points) to a grading scale. Presented for the Board's consideration were two conversion options (Option A and Option B) for elementary and middle schools and two options (Option A and Option B) for high schools.

For final review, the Superintendent of Public Instruction recommends the Board of Education approve Option B point-to-grade conversion tables for elementary and middle schools. Additionally, a "Hybrid A/B" option for high schools that combines the point ranges of Options A and B is recommended. These point-to-grade conversion options represent grades prior to applying decision rules.

Total Points for School Grade—Elementary and middle

OPTION A: Elementary and Middle Schools	
School Letter Grade	Score Range out of Total Possible Points (800)
A	≥ 700
B	600-699
C	450-599
D	400-449
F	<400

OPTION B: Elementary and Middle Schools	
School Letter Grade	Score Range out of Total Possible Points (800)
A	≥ 650
B	550-649
C	450-549

D	400-449
F	<400

Total Points for School Grade—High schools

OPTION A: High Schools	
School Letter Grade	Score Range out of Total Possible Points (1200)
A	≥ 900
B	750-899
C	550-749
D	450-549
F	<450

OPTION B: High Schools	
School Letter Grade	Score Range out of Total Possible Points (1200)
A	≥ 875
B	725-874
C	600-724
D	525-599
F	<525

<i>“Hybrid” Option: High Schools</i>	
School Letter Grade	Score Range out of Total Possible Points (1200)
A	> 875
B	725-874
C	550-724
D	450-549
F	<450

Appendix A: Virginia School Grading System School and Student Inclusion Rules

The Virginia School Grading System will be applied to Virginia public schools based on the following criteria:

- The school has an accreditation rating and
- For high school college and career readiness measures, the school has students assigned to a graduating class assigned to a Virginia on-time graduation rate cohort from 9th grade.

Indicators will be applied to schools in accordance to their National Center for Education Statistics (NCES) school classification code (elementary, middle, high, combined). Schools that serve students in grades 8 and 9 only will be considered middle schools for purposes of assigning grades.

- Elementary, middle, and regular high schools with a graduating class will have their grades calculated based on rules approved by the Board.
- Combined schools that serve students in grades 8 or lower will receive grades based on all applicable indicators for its school code classification. Available indicators will be weighted based on the school's grade distribution.
- Combined schools that have students who are assigned to a graduating class will receive a letter grade based on all available indicators. College and career readiness measures will be calculated in the same manner as they are in high schools. All indicators will be weighted such that all schools with students assigned to a graduating class can earn the maximum points associated with grades for high schools.
- High schools that do not have a graduating class shall have a grade based on available measures. Points will be weighted based on measures available.
- Schools that have a Board-approved alternative accreditation plan shall be eligible to apply for a Board-approved alternative A-F school grading plan. The grading plan shall be consistent with the alternative accreditation plan and include student proficiency, growth, and for high schools, indicators of college and career readiness.
- Schools that have no tested grades or those that have no available growth data on state assessments will be assigned student growth measures consistent with VDOE's implementation of school-pairings in state and federal accountability systems. Students enrolled in a school without tested grades or in a school with no growth data on the state assessments may be included in determining individual student growth in reading and mathematics subject to the Board's approval of a local school board's request for an alternative grading plan and alternative tests to measure growth in non-tested grades.

Students will be included in all calculations consistent with state and federal accountability requirements.

Appendix B: Student Growth Indicators for School Grading and Accreditation

Student Growth Indicators Approved by the Board of Education In Response to 2013 Acts of Assembly, Chapter 672 July 25, 2013

Background and Statutory Authority

The 2013 Acts of Assembly, Chapter 672, requires the Virginia Board of Education (Board), by July 31, 2013, to approve student growth indicators for use in the Standards of Accreditation and teacher evaluations.

This legislation also requires the Board, by October 1, 2014, to report individual school performance based on an A-F grading system that must include student growth indicators in addition to accreditation and state and federal accountability requirements.

The Board is required by October 1, 2014, to make both the grading system and individual school grades available to the public and provide a summary report to the General Assembly.

The legislation provides a definition of “student growth” for purposes of assigning grades to individual schools.

2013 Acts of Assembly Chapter 672 (HB 1999)

An Act to require the Board of Education to develop a grading system for individual school performance.

Be it enacted by the General Assembly of Virginia:

1. § 1. The Board of Education shall approve student growth indicators by July 31, 2013. The Department of Education shall provide a report to the Governor and the General Assembly on the approval of the student growth indicators and their uses by December 1, 2013. The growth indicators shall be used in the standards of accreditation of schools and in teacher evaluations.

§ 2. The Board of Education shall report individual school performance using a grading system that includes the standards of accreditation, state and federal accountability requirements, and student growth indicators in assigning grades. The grading system shall be based on an A-to-F grading scale. The Board, by October 1, 2014, shall (i) assign a grade from A to F to each public school in the Commonwealth; (ii) make both the system and the grade assigned to each school in the Commonwealth available to the public; and (iii) report to the General Assembly a summary of the system and the assigned grades.

§ 3. As used in this act, for purposes of assigning grades, "student growth" means (i) whether individual students on average fall below, meet, or exceed an expected amount of growth based on a statewide average or reference base year on state assessments or additional assessments approved by the Board; (ii) maintaining a proficient or advanced proficient performance level on state assessments; or (iii) making significant improvement within the below basic or basic level of performance on reading or mathematics assessments as determined by the Board.

The Board of Education shall approve student growth indicators—criteria for determining growth—for purposes of developing a school grading system and accrediting schools based on reading and mathematics state assessments or additional assessments approved by the Board in reading and mathematics. The Board will include science and history and social science state assessment results as components in the school grading formula. Student growth indicators for high schools shall include college and career ready measures approved by the Board.

The Board will establish in the school grading formula the role of student growth indicators and the criteria for approving assessments other than the state assessments to measure student growth. The Board intends to establish the school grading formula by October 1, 2013, and report individual school grades by October 1, 2014.

The Board will include in the *Regulations for Accrediting Public Schools in Virginia* the role of student growth indicators and the criteria for approving assessments other than the state assessments to measure growth for school accreditation.

Criteria for Approving Additional Student Growth Assessments

The Board of Education may from time to time approve reading and mathematics assessments other than the state assessments to measure student growth for the purposes of accreditation and assigning grades to individual schools. In order for a test to be considered by the Board for approval as an additional assessment to enable schools to meet student growth indicators approved by the Board, the test must, at a minimum, meet the following criteria:

1. The test must be standardized and graded independently of the school or school division in which the test is given;
2. The test must be knowledge based;
3. The test must be
 - i. administered on a multistate or international basis, or
 - ii. administered as part of another state's accountability assessment program, or
 - iii. listed on the Virginia Department of Education Student Growth Assessment state contract as an approved student growth assessment for local use;
4. To be counted in a specific academic area, the test must measure content that incorporates or exceeds the SOL content in the area for which student growth is required; and
5. The test must measure and report individual student growth relative to a year's worth of progress.

Elementary and Middle School Indicators

In elementary and middle schools, *individual students* who take the statewide reading and mathematics assessments or additional assessments approved by the Board in reading and mathematics for grades 4-8 and Algebra I, Geometry, and Algebra II shall be assigned a growth status based on the indicators approved by the Board.

In elementary and middle schools, student growth indicators shall include one or more of the following:

1. Students taking the state reading assessment and
 - i. Maintaining a pass/proficient or pass/advanced performance level from one year to the next; or
 - ii. Moving to a higher performance level from one year to the next (progress from basic to proficient or above; progress from proficient to advanced); or
 - iii. Making significant improvement within the below basic or basic performance level (significance to be established after data available for standard setting)
2. Students obtaining a student growth percentile (SGP) on the state reading assessment that indicates moderate or high growth
3. Students obtaining a year's worth of progress as measured on additional reading assessments requested by a school division and approved by the Board
4. Students in the lowest performing 25 percent making growth on the state reading assessments or making a year's worth of progress as measured on additional reading assessments requested by a school division and approved by the Board
5. Students taking the state mathematics assessment and
 - i. Maintaining a pass/proficient or pass/advanced performance level from one year to the next; or
 - ii. Moving to a higher performance level from one year to the next (progress from basic to proficient or above; progress from proficient to advanced); or
 - iii. Making significant improvement within the below basic or basic performance level (significance to be established after data available for standard setting)
6. Students obtaining a student growth percentile (SGP) on the state mathematics assessment that indicates moderate or high growth
7. Students obtaining a year's worth of progress as measured on additional mathematics assessments requested by a school division and approved by the Board
8. Students in the lowest performing 25 percent making growth on the state mathematics assessments or making a year's worth of progress as measured on additional mathematics assessments requested by a school division and approved by the Board

The Board of Education may from time to time approve additional student growth indicators and additional assessments for measuring student growth.

High School Indicators

High school students are not required to take annual state assessments in reading and mathematics; instead, students take end-of-course assessments upon completion of course instruction. The focus of high school instruction is college and career readiness. Hence, high school growth indicators are defined as those indicators that are related to postsecondary success and career readiness. Students meet college and career readiness indicators at different times during their high school career. To determine individual student college and career readiness, a readiness (growth) status shall be assigned *to individual students* in the Virginia on-time graduation rate cohort, as defined in the graduation rate formula approved by the Board, based on the student meeting one or more college and career readiness indicators approved by the Board. Additional indicators of college and career readiness shall be approved by the Board.

In high schools, *individual students* in the Virginia on-time graduation rate cohort, shall be considered to have met a college and career readiness (growth) indicator if they demonstrate one or more of the following

1. Earn an advanced studies diploma
2. Earn a score of advanced/college path on one or more of the following Standards of Learning (SOL) tests
 - i. Algebra II
 - ii. EOC Writing
 - iii. EOC Reading
3. Earn a standard diploma and two or more Board-approved career and technical education credentials
4. Earn a standard diploma and at least 3 dual enrollment credits
5. Earn a standard diploma and “college ready” scores on SAT or the ACT
6. Earn a standard diploma and a score of “3” or greater on at least one Advanced Placement (AP) exam
7. Earn a standard diploma and “college ready” scores on at least one International Baccalaureate (IB) exam
8. Earn a standard diploma and successfully complete courses in Algebra II and Chemistry or earn passing scores on the state end-of-course exams
9. Failed the Grade 8 reading or mathematics test and earned a standard or advanced studies diploma

The Board of Education may from time to time approve additional student growth and college and career readiness indicators and additional assessments for measuring student growth.