



Review of Possible School Quality Indicators and Example School Accreditation Matrices

Virginia Board of Education
May Work Session

May 24, 2017

Overview of Presentation

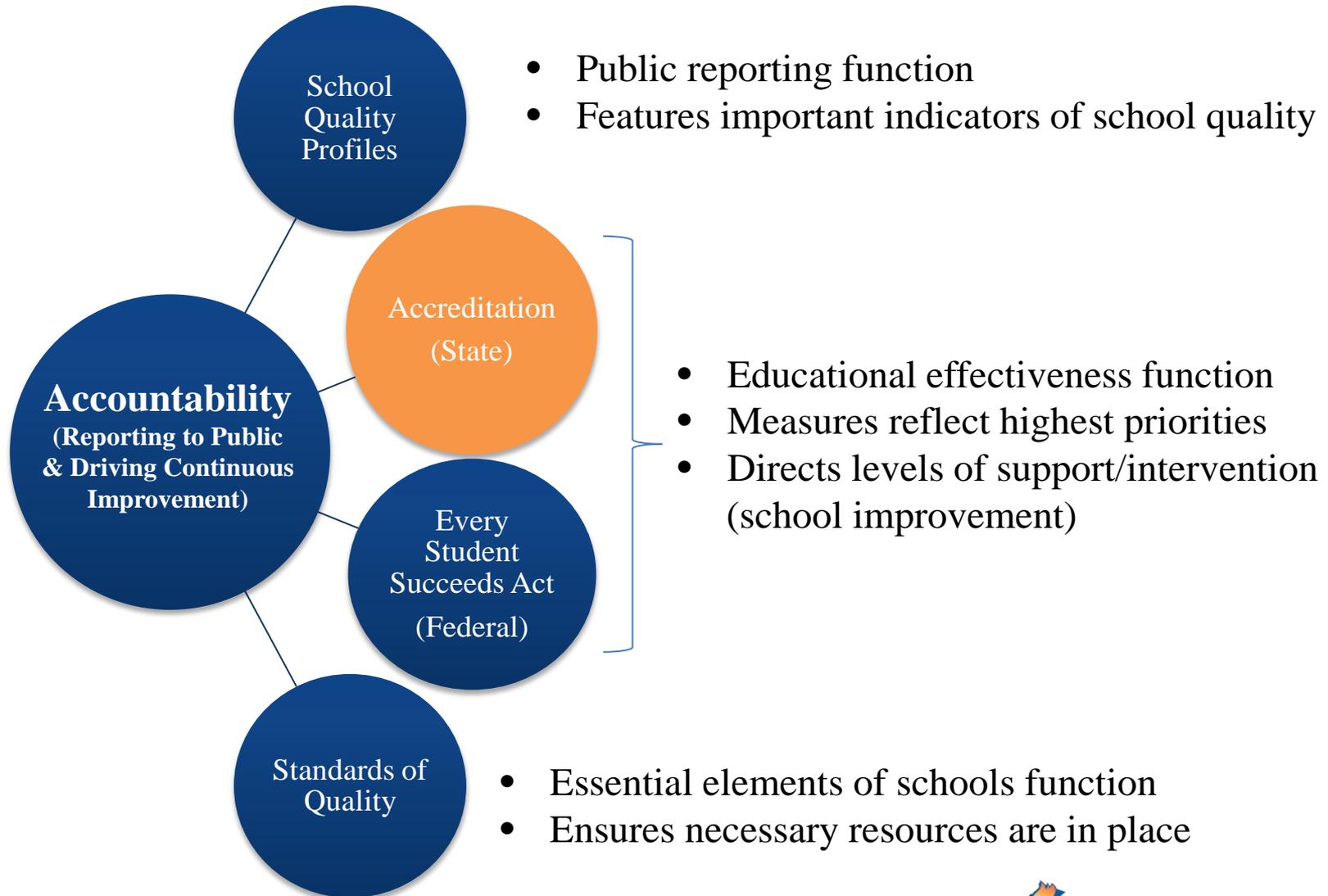
- **Review philosophy of accountability**
- **Examine criteria for each accreditation indicator**
- **Visualize application to schools with example matrices**
- **Summarize matrix at state level using existing data**

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**

Mechanisms of Accountability



Indicator Selection Progress to Date

JANUARY

Graduation/School Progress
Graduation Indicator & Dropout Rate

FEBRUARY

Student Participation & Engagement
Chronic Absenteeism Rate

MARCH

Achievement on Assessments
Achievement
Student Growth
English Learner Progress

APRIL

Achievement on Assessments
Achievement Gaps
College & Career Readiness
College & Career Readiness Index

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

Choosing Calculations:

- ✓ Scientific studies on meaningful cut points
- ✓ Models from other states

Setting and Testing Benchmarks:

- ✓ Analysis of Virginia's data for patterns and trends
- ✓ "What if?" data modeling scenarios
- ✓ Validity checks
- ✓ Relationship with other drivers of school performance

**Caveat: Modeling based on data from 2013-14,
2014-15 and 2015-16**

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?

Indicator: Graduation Completion Index		Category: Graduation/School Progress	
Definition: Cohort-based calculation that assigns point values for students earning Board of Education-approved diplomas and other outcomes			
Application: Indicator applies to schools with a graduating class			
	Level 1	Level 2	Level 3
Criteria	Current year or 3-year average GCI is 88 or higher OR School at Level 2 the prior year increases GCI by 10%	Current year or 3-year average GCI is between 80 and 88 OR School at Level 3 the prior year increases GCI by 10%	Current year or 3-year average GCI is 80 or lower OR School has stayed at criteria for Level 2 for 4 consecutive years.
Number of schools	278 (91.15%)	27 (8.85%)	0 (0.00%)

Indicator: Dropout Rate		Category: Graduation/School Progress	
Definition: Cohort-based rate of students who entered 9 th grade for the first time four years earlier			
Application: Indicator applies to schools with a graduating class			
	Level 1	Level 2	Level 3
Criteria	<p>Current year or 3-year average dropout rate is 6% or lower</p> <p>OR</p> <p>School at Level 2 the prior year decreases dropout rate by 10%</p>	<p>Current year or 3-year average dropout rate is between 6% and 9%</p> <p>OR</p> <p>School at Level 3 the prior year decreases dropout rate by 10%</p>	<p>Current year or 3-year average dropout rate is 9% or higher</p> <p>OR</p> <p>School has stayed at criteria for Level 2 for 4 consecutive years.</p>
Number of schools	253 (82.95%)	33 (10.82%)	19 (6.23%)

Indicator: Chronic Absenteeism	Category: Student Engagement
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Definition:
Percent of students missing 10% or more of the school year for any reason

Application:
Indicator applies to elementary and middle schools

	Level 1	Level 2	Level 3
Criteria	Current year or 3-year average chronic absenteeism rate is 15% or lower OR School at Level 2 the prior year decreases chronic absenteeism rate by 10%	Current year or 3-year average chronic absenteeism rate is between 15% and 25% OR School at Level 3 the prior year decreases chronic absenteeism rate by 10%	Current year or 3-year average chronic absenteeism rate is 25% or higher OR School has stayed at criteria for Level 2 for 4 consecutive years.
Number of schools	1,360 (93.86%)	84 (5.80%)	5 (0.35%)

Indicator: Combined Rate for English Reading and Writing	Category: Achievement
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Definition:
Unduplicated count of students who passed or showed growth on state assessments or English Learner students who showed progress towards English proficiency

Application:
Indicator applies to all schools

	Level 1	Level 2	Level 3
Criteria	Current year or 3-year average combination rate is at or above state benchmark OR School at Level 2 the prior year decreases failure rate by 10%	Current year or 3-year average combination rate is between 65% and state benchmark OR School at Level 3 the prior year decreases failure rate by 10%	Current year or 3-year average combination rate on state assessments is 65% or lower OR School has stayed at criteria for Level 2 for 4 consecutive years.
Number of schools	1,582 (89.89%)	144 (8.18%)	34 (1.93%)

Indicator: Combined Rate for Math	Category: Achievement
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Definition:
Unduplicated count of students who passed or showed growth on state assessments

Application:
Indicator applies to all schools

	Level 1	Level 2	Level 3
Criteria	Current year or 3-year average combination rate is at or above state benchmark OR School at Level 2 the prior year decreases failure rate by 10%	Current year or 3-year average combination rate is between 65% and state benchmark OR School at Level 3 the prior year decreases failure rate by 10%	Current year or 3-year average combination rate is 65% or lower OR School has stayed at criteria for Level 2 for 4 consecutive years.
Number of schools	1,672 (95.00%)	49 (2.84%)	39 (2.22%)

Indicator: Pass Rate for Science		Category: Achievement	
Definition: Percent of students who passed state assessments			
Application: Indicator applies to all schools			
	Level 1	Level 2	Level 3
Criteria	<p>Current year or 3-year average pass rate is at or above state benchmark</p> <p>OR</p> <p>School at Level 2 the prior year decreases failure rate by 10%</p>	<p>Current year or 3-year average pass rate is between 65% and state benchmark</p> <p>OR</p> <p>School at Level 3 the prior year decreases failure rate by 10%</p>	<p>Current year or 3-year average pass rate on state assessments is 65% or lower</p> <p>OR</p> <p>School has stayed at criteria for Level 2 for 4 consecutive years.</p>
Number of schools	1,598 (90.80%)	52 (2.95%)	50 (2.84%)

Indicator: Achievement Gap: English Reading and Writing		Category: Achievement Gaps	
Definition: Gap between combined rate for each reporting group and state benchmark			
Application: Indicator applies to all schools			
	Level 1	Level 2	Level 3
Criteria	Reporting group current year or 3-year average combined rate is at or above state benchmark OR School at Level 2 the prior year decreases failure rate by 10%	Reporting group current year or 3-year average combined rate is less than 10 points below state benchmark OR School at Level 3 the prior year decreases failure rate by 10%	Reporting group current year or 3-year average combined rate is 10 or more points below state benchmark OR School has stayed at criteria for Level 2 for 4 consecutive years.
Number of schools	793 (45.06%)	751 (42.67%)	216 (12.27%)

Indicator:
Achievement Gap: Mathematics

Category:
Achievement Gaps

Definition:
Gap between combined rate for each reporting group and state benchmark

Application:
Indicator applies to all schools

	Level 1	Level 2	Level 3
Criteria	Reporting group current year or 3-year average combined rate is at or above state benchmark OR School at Level 2 the prior year decreases failure rate by 10%	Reporting group current year or 3-year average combined rate is less than 5 points below state benchmark OR School at Level 3 the prior year decreases failure rate by 10%	Reporting group current year or 3-year average combined rate is 5 or more points below state benchmark OR School has stayed at criteria for Level 2 for 4 consecutive years.
Number of schools	982 (55.80%)	610 (34.66%)	168 (9.55%)

Indicator: College and Career Readiness Index		Category: College and Career Readiness	
Definition: Cohort-based calculation of students receiving credit for advanced coursework, for earning CTE credentials, or for participating in work-based learning experiences			
Application: Indicator applies to schools with a graduating class			
	Level 1	Level 2	Level 3
Criteria	Index for graduating class is 85% or higher	Index for graduating class is between 70% and 85%	Index for graduating class is 70% or lower OR School has stayed at criteria for Level 2 for 4 consecutive years.
Number of schools	70 (23.03%)	145 (47.70%)	89 (29.28%)

DRAFT/PROXY

Example School Matrices

West Elementary School

Combined Rate: English
Reading and Writing

LEVEL 1

Combined Rate: Math

LEVEL 1

Achievement

Pass Rate: Science

LEVEL 1

Achievement Gaps: English
Reading and Writing

LEVEL 2

Achievement Gaps: Math

LEVEL 1

Student
Participation/
Engagement

Chronic Absenteeism

LEVEL 2

OVERALL

ACCREDITED

South Middle School

Combined Rate: English
Reading and Writing

LEVEL 2

Combined Rate: Math

LEVEL 1

Achievement

Pass Rate: Science

LEVEL 1

Achievement Gaps: English
Reading and Writing

LEVEL 2

Achievement Gaps: Math

LEVEL 2

Student
Participation/
Engagement

Chronic Absenteeism

LEVEL 1

OVERALL

ACCREDITED

North High School

Combined Rate: English
Reading and Writing **LEVEL 1**

Combined Rate: Math **LEVEL 1**

Achievement

Pass Rate: Science **LEVEL 1**

Achievement Gaps: English
Reading and Writing **LEVEL 2**

Achievement Gaps: Math **LEVEL 1**

Graduation/
School Progress

Graduation Completion Index **LEVEL 1**

Dropout Rate **LEVEL 2**

College and
Career Readiness

College and Career Readiness Index **LEVEL 3**

OVERALL

ACCREDITED WITH CONDITIONS

Recognition for Exemplar Performance

- Requested support from *Education Commission of the States* to identify models in other states
- Examined models from Colorado, South Carolina, Georgia and Pennsylvania
- All states recognized schools for absolute performance, growth, and achievement gap closure

Recognition for Exemplar Performance

- **Colorado:**
 - Schools with 75% or greater at-risk students that demonstrate the highest rates of student longitudinal growth
- **South Carolina:**
 - Makes substantial progress in closing the achievement gap based on state assessments (elementary and middle schools) or on-time graduation (high schools)
- **Pennsylvania:**
 - Attendance rates
 - Rates of employment related to the training received by area vocational-technical school graduates

Proposed Recognition Criteria

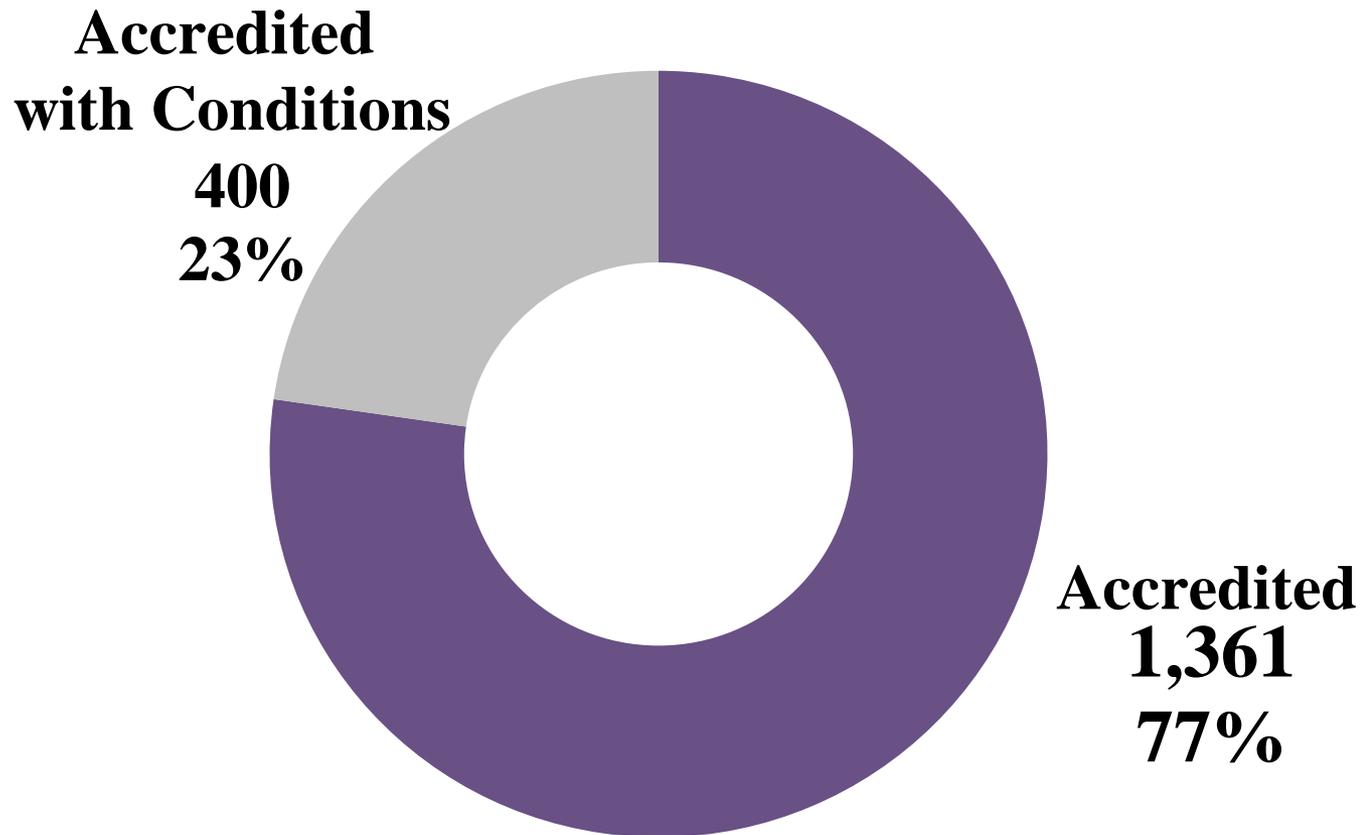
- **High overall achievement**
 - Awarded to any school for any indicator at or above the 95th percentile of all schools performance in the state
- **Improvement among schools with economically disadvantaged students**
 - Awarded to any school that enrolls a student population of which at least 70% are identified as economically disadvantaged and demonstrates the highest levels of improvement on any indicator

State-wide Summary of Accreditation Designation

Caveats to State Examination

- **Based on data from 2013-14, 2014-15 and 2015-16 school years**
- **Uses proxy for college and career readiness**
 - Captures participation, not credit, for advanced coursework
 - Captures work-based learning only for CTE students

Accreditation Designation for Virginia's Public Schools



Based on data from 2013-14, 2014-15, and 2015-16

Accreditation Designation for Virginia's Public Schools

- Of the 1,361 accredited schools, 542 (40%) were at **Level 1** for all indicators
- Of the 400 schools accredited with conditions, 274 (69%) were at **Level 3** on only one indicator
- Of the 274 at **Level 3** for only one indicator, 114 (42%) were at **Level 3** for achievement gaps in English Reading and Writing

Accreditation Designation by Division

Legend

- ☐ All schools accredited
- ☐ 80%-99% of schools accredited
- ☐ 60%-79% of schools accredited
- ☐ 40%-59% of schools accredited
- ☐ 20%-39% of schools accredited
- ☐ 0%-19% of schools accredited

