



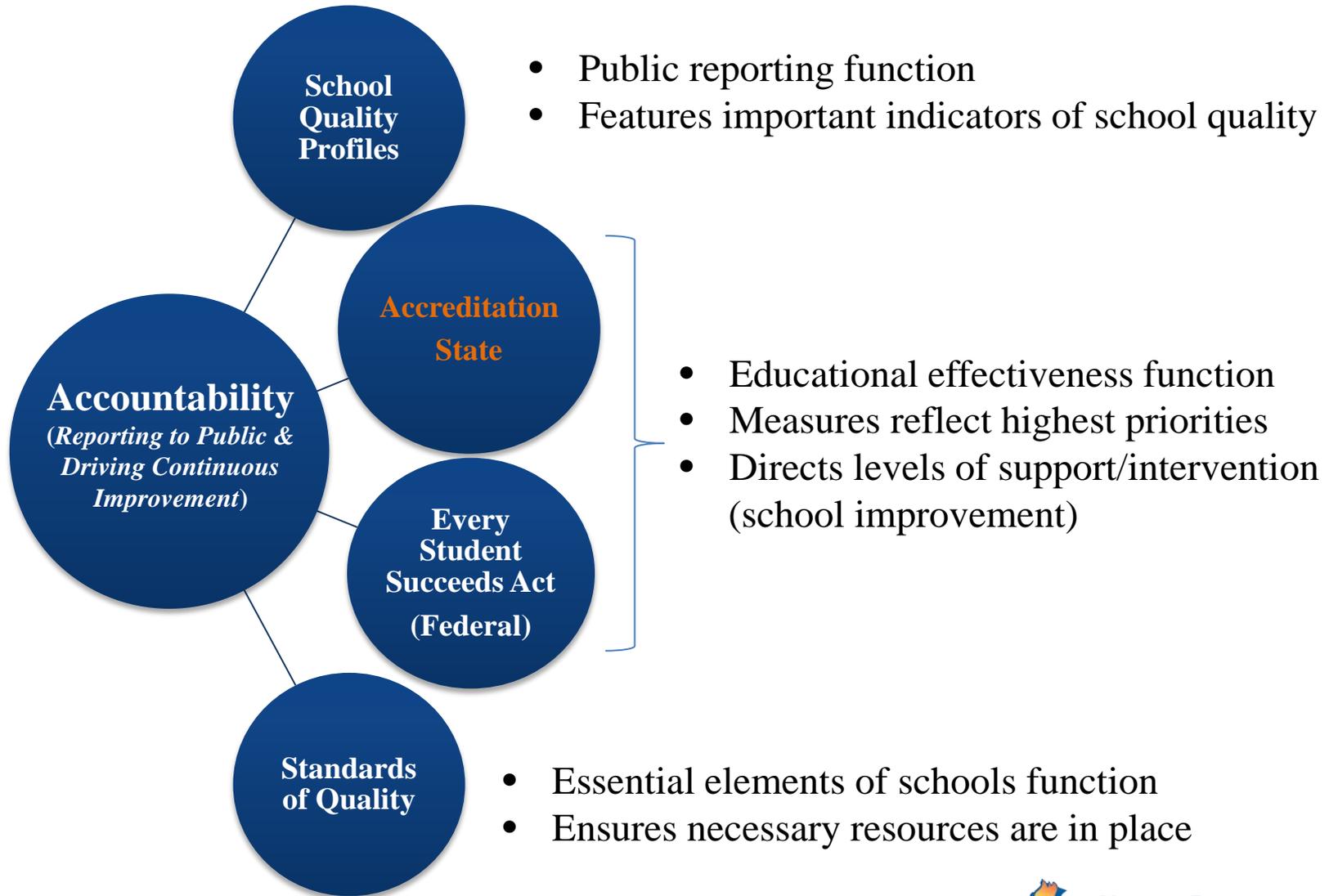
# Standards of Accreditation Revised Part VIII Overview

**Virginia Board of Education  
Committee on School and Division Accountability**

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# Mechanisms of Accountability



# Defining School Quality

## Existing accreditation system:

- **Outcome-based, using primarily two measures of school quality, passing rates and Graduation Completion Index**
- **Provides a summative accreditation rating based on measure of academic outcomes**
- **“Full accreditation” status represents an “endpoint” with no state driver for further improvement**

## Accreditation system with multiple measures of school quality:

- **Process-based**
- **Drives continuous levels of improvement in areas affecting student achievement**
- **Encourages advancement to next performance level**
- **Indicates strengths and weaknesses**

# Importance of Multiple School Quality Measures

- **Among Virginia public schools in 2014-15:**
  - 8 of 10 schools with the highest rates of chronically absent students are fully accredited
  - 7 of 10 schools with the highest rates of grade retention are fully accredited
  - 7 of 10 high schools with the highest rates of dropouts are fully accredited; only 2 are warned based on their Graduation Completion Index

# Part VIII School Accreditation

**8VAC20-131-370. Expectations for School Accountability and Accreditation**

**8VAC20-131-380. Measurement of School Quality for Accreditation**

**8VAC20-131-390. Accreditation**

**8VAC20-131-400. Application of the School Quality Indicator Performances Levels to Actions**

**8VAC20-131-410. Recognitions and Rewards for School and Division Accountability Performance**

**8VAC20-131-420. Waivers and Alternative Accreditation Plans**

**8VAC20-131-430. Effective dates**

# **Expectations for School Accountability and Accreditation, 8VAC20-131-370**

## **Principles and purpose:**

- **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**

**Components of the accountability system include the Code of Virginia Standards of Quality; the School Quality Profile; the federal accountability system; and the state accreditation provisions for schools and school divisions in Part VIII**

# Measurement of School Quality for Accreditation 8VAC20-131-380

**School quality for the purposes of accreditation shall be measured for each school using multiple indicators as provided for in Part VIII.**

**School quality indicators include student academic outcomes and other factors which are associated with student learning.**

**Tolerances are provided for English Learners and transfer students when calculating the passing rates on Virginia assessment program tests**

# Measurement of School Quality for Accreditation

## Criteria for designation of school quality indicators:

- **Research demonstrates relationship to academic performance**
- **Standardized procedures for collection of data**
- **Data reliable and valid**
- **Performance on indicator modifiable through division and school-level policies**
- **Meaningful differentiation among schools**
- **Does not unfairly impact on type or group of schools or students**
- **Correlated with school-level pass rates on state assessments**

# Measurement of School Quality

**Specific school quality indicators designated by the board for accreditation purposes include, but are not limited to:**

- **Academic achievement as measured by passing rates, student growth, and progress in passing rates on English, Mathematics, science, and English Learner progress**
- **Academic achievement gaps**
- **Graduation and student progress measured by the Graduation Completion Index for high schools**
- **Dropout rates for high schools**
- **Chronic absenteeism for elementary and middle schools**
- **College and career readiness for high schools as measured by College and Career Readiness Index—to be applied no later than 2021-2022**

# Measurement of School Quality

## Performance Benchmarks

- **The board may adopt additional indicators of school quality, provided that performance benchmarks are established according to criteria for research, assessment of impact, and alignment with board values and expectations**
- **Each school is held accountable for achievement on each of the school quality indicators adopted by the board, based on its measurement against performance benchmarks as defined in board guidelines.**
- **Benchmarks form the upper and lower limits for the range of measurement defining each performance level for each school quality indicator.**
- **Performance levels on school quality indicators are determined through the definition and application of benchmarks according to board guidelines.**

# Measurement of School Quality

## Performance Levels

**Level One: At or Above Standard, represented by Green.** A school's achievement on the specific indicator demonstrates acceptable performance or performance above the benchmark, or adequate improvement in the indicator.

**Level Two: Near Standard, or Improvement from Level Three, represented by Yellow.** A school's achievement on the specific indicator, although below Level One: At or Above Standard, is within specified ranges of performance which represent either: (1) achievement near Level One; or (2) improvement from Level Three: Below Standard. A school quality indicator within the Level Two range which does not improve to the Level One at the end of four years shall be designated as Level Three: Below Standard, at the end of the four-year period.

**Level Three: Below Standard, represented by Red.** A school's achievement on the specific indicator is below the performance benchmarks for Level One: At or Above Standard, and Level Two: Near Standard, or Improvement from Level Three.

# Measurement of School Quality

## Performance Levels

- **Performance levels illustrate a school's standing for each school quality indicator.**
- **Displaying accountability information in this manner provides a comprehensive picture of a school's areas of strength, as well as specific areas where improvement is needed.**
- **Areas needing improvement shall be addressed through an improvement plan or corrective action plan, which will include specific interventions and strategies.**

# **School Quality Indicators for Accreditation Purposes: Academic Achievement Indicators, All Students**

**Measured for all students for each of the content areas of English (reading and writing), mathematics, and science for each school, according to the number of Standards of Learning tests provided in each content area.**

**The components of the academic achievement indicators are as follows:**

**For English (reading and writing): the academic indicator will be calculated based on a combination of the student passing rate, student growth for Grades 3 through 8, and English Learner progress, as defined in board guidelines.**

**For Mathematics: the academic indicator will be calculated based on a combination of the student passing rate and student growth for Grade 3 through Algebra I, as defined in board guidelines.**

**For Science, the academic indicator will be calculated based on the student passing rate, as defined in board guidelines.**

# **School Quality Indicators for Accreditation Purposes: Graduation and Completion Index**

**Measured for high schools**

**Defined as the percentage of students graduating from or completing high school based upon a graduation and completion index prescribed by the board as provided for in its guidelines**

**Includes weighted points for diploma graduates, recipients of high school equivalency credentials approved by the board, students not graduating but still in school, and students earning certificates of program completion**

## **School Quality Indicators for Accreditation Purposes: Academic Achievement Gaps**

**Determined through board guidelines across designated reporting groups for English (reading and writing) and for Mathematics**

**Achievement gap performance level benchmarks will be defined within board guidelines, using a measure of the magnitude and change of the gap against a state Standard.**

# **School Quality Indicators for Accreditation Purposes: Dropout Rate**

**Measured for high schools**

**Includes a dropout reduction criterion to account for school achievement in decreasing the number of dropouts**

**Benchmarks and performance levels for the dropout rate indicator will be determined and applied to high schools according to board guidelines.**

**Guidelines may provide for allowances in a school's dropout rate calculation, based on specified circumstances.**

# **School Quality Indicators for Accreditation Purposes: Chronic Absenteeism**

**Measured for elementary and middle schools**

**Defined as those who are enrolled in a given school who miss ten percent or more of the school year regardless of reason**

**Benchmarks and performance levels for the chronic absenteeism indicator determined according to board guidelines**

**Includes reduction in the rate of chronic absenteeism as a factor**

# **School Quality Indicators for Accreditation Purposes: College and Career Readiness Index**

**Measured for high schools no later than the school year 2021-2022**

**Measures extent to which a school's students are engaged in advanced coursework, Career and Technical Education (CTE) coursework and credentialing, and work-based learning.**

**Based on data from a student cohort, and applicable to school quality measurement and accountability, according to board guidelines.**

# School Quality Indicators for Accreditation Purposes

**Effective with the 2018-2019 school year, the board will apply performance levels to the school quality indicators and apply them to accreditation, with the exception of the college and career ready index. That index will be applied no later than the 2021-2022 school year.**

**The academic year 2018-2019 will be considered a transition year. For 2018-2019 only, a school may achieve full accreditation by meeting the criteria and rules of either the 2017-2018 year or those effective 2018-2019, whichever benefits it the most.**

# Accreditation

## 8VAC20-131-390

Pre-accreditation conditions must be met.

Accreditation designations are:

**Accredited:** When each school quality indicator is in the Level One or Level Two range. For the transition year of 2018-2019, a school which meets the accreditation standards for designation as “Accredited” under either the 2017-2018 accreditation rules or the 2018-2019 rules for multiple school quality indicators will be so designated.

**Accredited with Conditions:** When a school has any school quality indicator in the Level Three, Below Standard range.

**Accreditation Denied:** When a school or school division fails to implement school division or school corrective action plans according to planned timelines, or has taken no action on identified strategies and interventions, the school is reviewed for potential designation by the board as “Accreditation Denied.” The board shall deny accreditation for any school that continues to demonstrate Level Three performance levels in any school quality indicator due to a failure to implement actions prescribed in a corrective action plan.

# Accreditation

## Establishment of Review Cycles as required by Code

Annual review of accreditation status for all schools required unless a school has been fully accredited for three consecutive years.

- Accreditation for three consecutive years results in board review of the accreditation status of the school at end of another three years.
- When the triennial review takes place, the board shall review the accreditation status of each school for each individual year within that triennial period. (This would include reviewing the status of performance levels for school quality indicators applied to accreditation.)
- If the board finds that the school would have been accredited every year of the triennial review period, the board shall accredit the school for another three years.

A multiyear accreditation status shall not relieve any school or division of annual reporting requirements.

A multiyear accreditation status shall not relieve any school or division of annual review of school quality indicators used for school accreditation and subsequent actions as appropriate and provided for in 8VAC20-131-400, depending on performance level.

# **Application of School Quality Indicator Performance Levels to Actions 8VAC20-131-400**

**All schools shall conduct a comprehensive needs assessment, in collaboration with their school division staff, to identify needed actions to ensure continuous improvement for their students.**

**Results of the comprehensive needs assessment shall be used to develop a multi-year improvement plan. The multi-year improvement plan shall be reviewed and updated as needed on an annual basis.**

# Application of Indicator Performance Levels to Actions

## Level One: At or Above Standard (Green)

- **School divisions and schools monitor indicators at the Level One standard and plan for continuous improvement, as led by the superintendent and principal.**
- **The multi-year school improvement plan is reviewed through a process established by the Department of Education.**

# Application of Indicator Performance Levels to Actions

## Level Two: Near Standard or Improvement from Level Three (Yellow)

### The school and school division:

**Have primary responsibility to determine the issues and conditions which are likely contributing to the school's performance on the indicator;**

**Plan and implement the essential actions and research-based strategies designed to improve performance on the indicator to achieve the Level One standard.**

# Application of Indicator Performance Levels to Actions

**For an indicator in Level Two, required actions for school division and school:**

- **Identify factors related to the school's performance through a comprehensive needs assessment**
- **Develop a multi-year school improvement plan to address the factors related to the performance on the indicator**
- **Submit the multi-year improvement plan for review through a department-established process**
- **Implement essential actions and research/based strategies with fidelity**
- **Regularly evaluate school's progress in implementing the plan, monitor changes on the school quality indicator, and make adjustments as warranted**

# Application of Indicator Performance Levels to Actions

## Level Two: Near Standard or Improvement from Level Three

**The school division and staff shall:**

**evaluate progress for the school quality indicator(s) at the end of each year;**

**assess results of the school improvement plan actions at the end of two years.**

**If no progress is made within the two-year period on the school quality indicators, the plan shall be revised.**

**A school quality indicator within the Level Two range which does not improve to the Level One at the end of four years shall be designated as Level Three: Below Standard, at the end of the four-year period.**

# Application of Indicator Performance Levels to Actions

## **Level Two: Near Standard of Improvement from Level Three, Technical Assistance**

- **School divisions with indicators in the Level Two performance range may request technical assistance from the department.**
- **If the school quality indicator “Academic achievement for all students” is within the Level Two range, the school must undergo an academic review conducted by the department, or under its guidance, to further identify required actions to improve student achievement.**

# Application of Indicator Performance Levels to Actions

## Level Three: Below Standard (Red)

**The school and school division:**

**Work cooperatively with the department, under its direction, to determine the issues and conditions which are likely contributing to the school's performance on the indicator;**

**Plan and implement the essential actions and research-based strategies to achieve improvement to the Level One standard;**

**Must undergo a review conducted by the department, or under its guidance, to further identify required actions**

# Application of Indicator Performance Levels to Actions

## Level Three: Below Standard

**Considerations for implementing corrective actions and level of direction and intervention from department include:**

- **Specific characteristics of the school and school division**
- **Number of indicators in the Level Three performance range for the school**
- **School's trajectory on the indicator(s) in Level Three**
- **Length of time the school indicator has been Below Standard**
- **Number of schools in the division with multiple indicators in Level Three**

# Application of Indicator Performance Levels to Actions

## Level Three: Below Standard; Corrective Action Plan

Under the direction of department staff, school division and school staff shall:

- Identify factors related to the school's performance on the indicators as part of the school's comprehensive needs assessment
- Develop a multi-year corrective action plan to address the factors
- Submit the completed corrective action plan to the department, through the division superintendent
- Implement the essential actions and research-based strategies with fidelity
- Meet regularly with department staff to monitor evidence of the school's progress in implementing the plan, to track improvement on the indicator, and to identify next steps

# Application of Indicator Performance Levels to Actions

## Level Three: Below Standard; Memorandum of Understanding

A Memorandum of Understanding is:

- required for school divisions that do not demonstrate evidence of progress in implementing the corrective action plan(s) for a school(s) with indicators in the Level Three performance
- delineates responsibilities for the local school board, the Virginia Board of Education, school division staff, school staff, and department staff and includes required essential actions to improve student achievement and to improve performance on school quality indicators.

# Application of Indicator Performance Levels to Actions

## **Level Three: Below Standard; Memorandum of Understanding**

**Department staff shall meet regularly with school division staff to:**

- **monitor the Memorandum of Understanding and corrective action plan**
- **track progress on the indicator(s)**
- **identify next steps.**

**School divisions that do not provide evidence of progress under the Memorandum of Understanding and the associated corrective action plan shall be subject to additional actions which may include more frequent meetings with department staff, required technical assistance, or appearance before the Virginia Board of Education.**

# Application of Indicator Performance Levels to Actions

**Required in Code and Appropriation Act: Assessment of timely implementation of corrective action plans and progress by the Superintendent of Public Instruction and preparation of a report to the board**

- **Withholding of payment of some or all At-Risk Add-On funds for pending fiscal year if determination made that required actions are not implemented due to local school board failure or refusal to meet these obligations.**
- **Local school board given opportunity to correct lack of action and, if completed in timely manner, may have funds restored at board's direction**

# Scenarios of Technical Assistance and Actions

Measure Category	Measure	Achievement
Achievement	Combined Rate: English	Green
	Combined Rate: Math	Green
	Combined Rate: Science	Green
Achievement Gap	English Gap	Green
	Mathematics Gap	Green
Graduation/ School Progress	Graduation Indicator	Green
	Dropout Rate	Yellow
College and Career Readiness	Readiness Index	Green

### Sample High School: Accredited

School division actions for indicators in the Level One, Green, range:

Monitor indicator and multi-year school improvement plan for continuous improvement

Plan developed based on a comprehensive needs assessment and submitted for review through a department-established process

School division actions for the indicator for dropout rate in the Level Two, Yellow, range:

- Identify factors related to the indicator level
- Use the results of the comprehensive needs assessment to develop multi-year school improvement plan
  - Implement the essential actions and research-based strategies identified in plan with fidelity
  - Regularly evaluate progress; if no progress made within two years, revise plan

The Division may request assistance from the department. The Office of Student Services provides professional development and technical assistance for dropout prevention.

### Sample Elementary School: Accredited with Conditions

Department intervention and direction and school division actions for indicators in Level Three, Red:

Under the direction of department staff, school division and school staff shall:

- Identify factors related to the school's performance on the indicators in the Level Three performance range as part of the school's comprehensive needs assessment
- Use the results of the comprehensive needs assessment to develop a multi-year corrective action plan
- Submit the completed corrective action plan to the department, through the division superintendent
- Implement the essential actions and research-based strategies with fidelity
- Meet regularly with department staff to monitor school's progress in implementing the plan, to track improvement on the indicator, and to identify next steps

Measure Category	Measure	Achievement
Achievement	Combined Rate: English	Green
	Combined Rate: Math	Red
	Combined Rate: Science	Green
Achievement Gap	English Gap	Green
	Mathematics Gap	Red
Student Participation & Engagement	Chronic Absenteeism	Green

The Department will provide intervention and technical assistance. In this case, the Division of Instruction, Office of Science, Technology, Engineering, and Mathematics could be the lead.



Measure Category	Measure	Achievement
Achievement	Combined Rate: English	Green
	Combined Rate: Math	Red
	Combined Rate: Science	Green
Achievement Gap	English Gap	Red
	Mathematics Gap	Green
Graduation/ School Progress	Graduation Indicator	Green
	Dropout Rate	Red
College and Career Readiness	Readiness Index	Green

### Sample High School: Accredited with Conditions

Department intervention and direction and school division actions for indicators in Level Three, Red:

Under the direction of department staff, school division and school staff shall:

- identify factors related to the school's performance on the indicators in the Level Three performance range as part of the school's comprehensive needs assessment
- use the results of the comprehensive needs assessment to develop a multi-year corrective action plan
- submit the completed corrective action plan to the department, through the division superintendent
- implement the essential actions and research-based strategies with fidelity
- meet regularly with department staff to monitor school's progress in implementing the plan, to track improvement on the indicator, and to identify next steps

The Department intervention, direction, and technical assistance in this case could involve more than one division, for example, Instruction and Special Education and Student Services. The Office of School Improvement would coordinate the Department intervention.

Measure Category	Measure	Achievement
Achievement	Combined Rate: English	Yellow
	Combined Rate: Math	Red
	Combined Rate: Science	Red
Achievement Gap	English Gap	Red
	Mathematics Gap	White
Student Participation & Engagement	Chronic Absenteeism	Red

**Sample Middle School:  
Accredited with Conditions**

Department intervention and direction and school division actions for indicators in Levels Two (Yellow) and Three (Red):

Under the direction of department staff, school division and school staff shall:

- identify factors related to the school's performance on the indicators in the Level Three performance range as part of the school's comprehensive needs assessment
- use the results of the comprehensive needs assessment to develop a multi-year corrective action plan
- submit the completed corrective action plan to the department, through the division superintendent
- implement the essential actions and research-based strategies with fidelity
- meet regularly with department staff to monitor school's progress in implementing the plan, to track improvement on the indicator, and to identify next steps

The Department intervention, direction, and technical assistance would be led and coordinated with appropriate divisions by the Office of School Improvement.

# **Recognition and Rewards for School and Division Accountability Performance 8VAC20-131-410**

**Description of recognitions and rewards available to  
schools and school divisions**

- **Virginia Index of Performance Incentive Program  
(current regulations)**
- **Exemplar achievement in one or more School  
Quality Indicators**

# Waivers and Alternative Accreditation Plans

## 8VAC20-131-420

**Provides conditions under which the board may grant waivers of regulations not mandated by state or federal law**

- **Waivers of regulations not mandated by state or federal law or designed to promote health or safety may be granted based on submission of request from division superintendent and chairman of the local school board for. (current regulations)**
- **Waivers for innovative and/or school experimental programs (current regulations)**
- **Waivers of students with disabilities whose Individualized Education Program or 504 Plan documents that they cannot meet requirements for training in emergency first aid, cardiopulmonary resuscitation, or use of automated external defibrillators**

# Waivers and Alternative Accreditation Plans

## Basis for board approval of alternative accreditation plans

### Current regulations:

- **Special purpose schools: Governor's schools; Special education schools; Alternatives schools; or career and technical schools that serve as school of principal enrollment**
- **Schools offering alternative education programs; schools with a graduation cohort of 50 or fewer**

### Revised language:

- **School board request, on behalf of one or more of its schools, for approval of an Individual School Accreditation Plan as authorized for other schools in the SOA, based on special circumstances**

# Waivers and Alternative Accreditation Plans

## Special Provisions (modified from current regulations)

The board may adopt special provisions related to the measurement and use of a school quality indicator

The board may also alter the inclusions and exclusions from the performance level calculations by providing adequate notice to local school boards.

The board may add new assessments or discontinue the use of existing assessments in the Virginia Assessment Program by providing adequate notice to local school boards.

The Board may adopt special provisions related to the administration and use of any Virginia Assessment program test in a content area for any period during which the test is being revised or phased in, with notice to school boards prior to statewide administration of the test .

## **Effective Dates**

### **8VAC20-131-430**

**Graduation requirements prescribed in 8VAC20-131-51 shall become effective with the students entering the ninth grade for the first time in the 2018-2019 school year.**

**Locally awarded verified credits conferred for English, mathematics, laboratory science, and history and social science as presented in 8VAC20-131-110.B.3.b will be effective for students entering the ninth grade for the first time in 2018-2019.**

**The Academic and Career Plan prescribed in 8VAC20-131-140.B shall become effective in the 2018-2019 academic year.**

**Application of the College and Career Readiness Index as a school quality indicator used for accreditation will be effective not later than the school year 2021-2022.**

**Unless otherwise specified, the remainder of these regulations shall be effective beginning with the 2018-2019 academic year.**