



# *School Quality Indicators and Accountability*

Board of Education's Committee on School and Division Accountability

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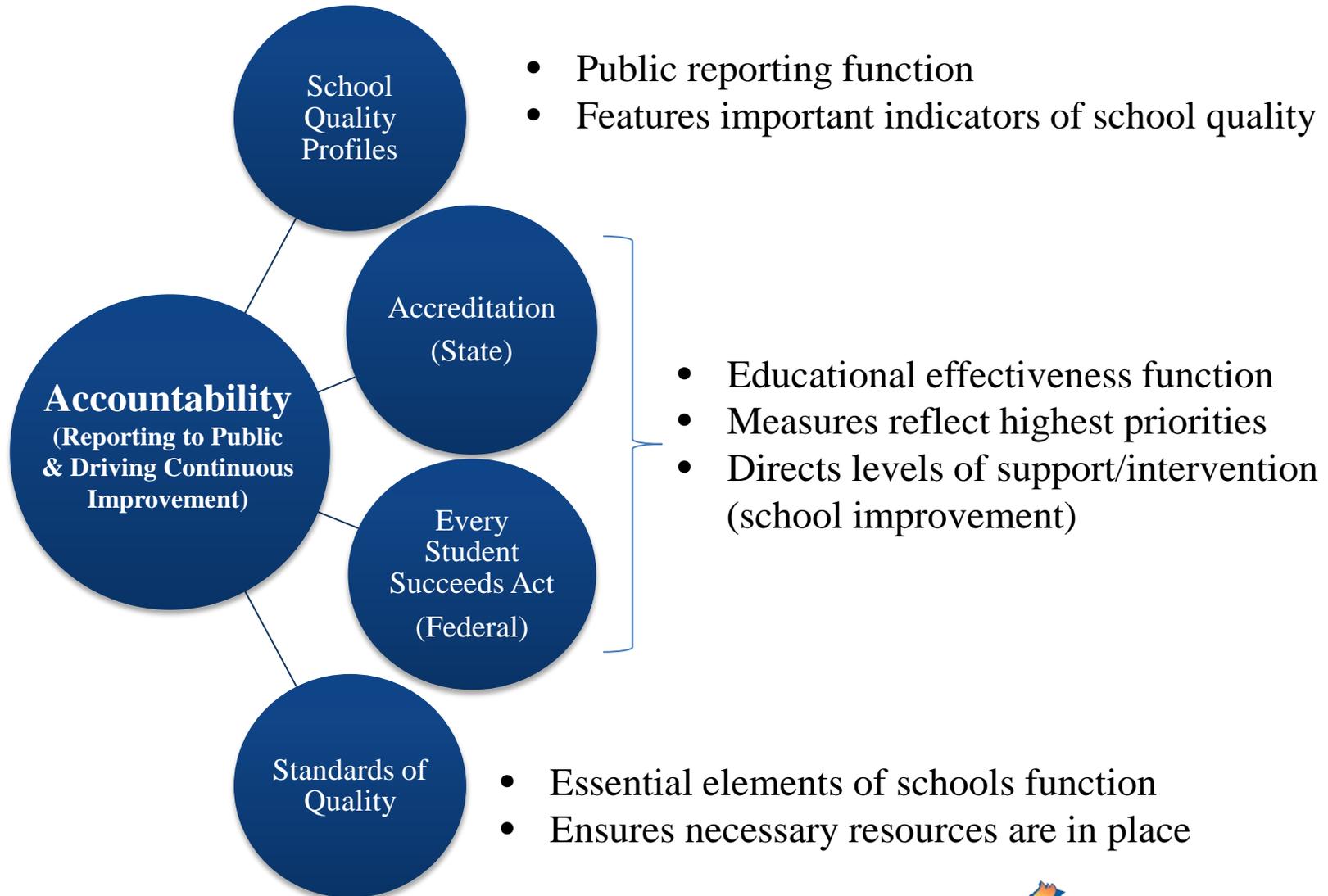
January 25, 2017

# Philosophy of Accountability

## Principles:

- **Provides comprehensive picture of school quality**
- **Drives continuous improvement for all schools**
- **Builds on strengths and addresses gaps in current system**
- **Informs areas of technical assistance and school improvement resources**

# Mechanisms of Accountability



# Measuring School Quality Using Multiple Indicators

- **Concept 1: Defining School Quality**
- **Concept 2: School Quality Measures**
- **Concept 3: Performance Levels**
- **Concept 4: Benchmarks**
- **Concept 5: Actions**
- **Concept 6: Transition**

# Concept 1: Defining School Quality

**System with multiple measures of school quality:**

- **Process-based**
- **Encourages advancement to next performance level**
- **System can recognize continuous levels of improvement**
- **Indicates strengths and weaknesses**

# A Matrix-based System

Matrix-based system:

- Uses multiple school quality indicators, or measures
- Each measure is assigned a performance levels

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

# Concept 2: School Quality Indicators

## Criteria for selection of indicators:

- **Is there research demonstrating that the indicator is related to academic performance?**
- **Are there standardized data collection procedures across schools and school divisions?**
- **Is the data reliable and valid?**
- **Is performance modifiable through school-level policies and procedures?**
- **Does the indicator meaningfully differentiate among schools based on progress of all students and subgroups?**
- **Does the indicator equitably identify schools across different school types or student compositions?**
- **Is there a moderate to strong correlation with school-level pass rates on state assessments?**

# Virginia's Draft Accreditation Matrix: Possible Academic Outcomes

INDICATORS	Indicator Performance Ratings				Consider for possible use in VA ACCRED	REQUIRED IN ESSA
	Level 1	Level 2	Level 3	Level 4		
<i>Achievement on Assessments</i>						
Pass Rates on State Assessments*					Yes	Yes
Achievement Gaps*					Yes	Yes
Student Growth/Progress <i>elementary and middle*</i>					Yes	Yes
English Learner Progress					Yes	Yes
<i>Graduation/School Progress</i>						
Graduation Indicator* <i>high school</i>					Yes (GCI)	Yes (FGI)
Drop Out Rates <i>(e.g., 3-year cohort rate, grades 6-9 and 4-year cohort rate, grades 9-12)</i>					Yes	No <sup>‡</sup>
<i>College &amp; Career Readiness</i>						
College & Career Readiness					Yes—Phase 2 ?	No <sup>‡</sup>

Note: GCI = Graduation Completion Index; FGI = Federal Graduation Indicator

\* ESSA requires that these indicators be measured for all students and reporting groups (major racial/ethnic, students with disabilities, disadvantaged, English learners)

‡ At least one indicator of school quality is required for ESSA.

# Virginia's Draft Accreditation Matrix: Possible for Opportunities to Learn

INDICATORS	Indicator Performance Ratings				Consider for Possible Use in VA ACCRED	REQUIRED IN ESSA
	Level 1	Level 2	Level 3	Level 4		
<i>Student Participation &amp; Engagement</i>						
Chronic Absenteeism <i>(e.g., absent 10% or more of school year)</i>					Yes	No <sup>‡</sup>
Student Discipline <i>(e.g., short-term suspensions for most frequently reported incidents or disproportionality of short-term suspensions)</i>					Yes	

<sup>‡</sup> At least one indicator of school quality is required for ESSA.

# Concept 3: Performance Levels

Performance Levels			
Level 1 Exemplar	Level 2 Monitor	Level 3 Guide	Level 4 Intervene
Demonstrating best practices.	Meets minimum standard.	Does not meet minimum standard.  Should take action.	Far below minimum standard.  Intervention should occur.

# Concept 4: Benchmarks

- **A standard process is needed to determine appropriate benchmarks for grouping schools into four performance ratings for each indicator.**
  - **Identify several potential benchmarks, by examining research, other state models, and Virginia's data**
  - **Test potential benchmarks using “what if” scenarios**
  - **Determine whether the benchmark drives continuous improvement.**
  - **Periodically re-evaluate the benchmark after implementation**

# 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?

# Concept 4: Benchmarks

		Performance Levels			
		Level 1 Exemplar	Level 2 Monitor	Level 3 Guide	Level 4 Intervene
School Quality Indicators	Performance Benchmarks	highest performance	acceptable performance	substandard performance	lowest performance
	Trending Benchmarks		sharply increasing	moderately increasing	stable or declining
	Combination	highest performance	acceptable performance or sharply increasing	substandard performance or moderately increasing	lowest performance or stable/declining

# Concept 5: Actions

Performance Levels	Action
<b>Level 1 Exemplar</b>	These schools have demonstrated the highest level of performance in the given indicator. Actions taken by these schools should serve as an example for schools seeking to improve.
<b>Level 2 Monitor</b>	These schools should monitor their performance in the corresponding indicator and continue to strive for advancement to Level 1.
<b>Level 3 Guide</b>	These schools should closely analyze their performance, and be required to develop and implement corrective action plans for the corresponding indicator. These schools will receive technical assistance and guidance from VDOE. Schools that remain at this level for multiple years and do not show improvement may drop to Level 4 and receive state intervention.
<b>Level 4 Intervene</b>	These are the lowest performing schools, and state level-intervention should occur for each corresponding indicator, to include a corrective action plan from the school and school division.

# Concept 6: System Transition

## Questions:

How should the transition to the new system occur?

Is a three-year transition appropriate?

# Process Moving Forward

Reach concurrence on high-priority indicators for accreditation

Define quality metric for each indicator

Define school-level benchmarks for current year achievement and progress

Define performance levels for school based on benchmarks across indicators

Define criteria to identify schools for targeted support and intervention based on school performance levels