Accountability Matrix Indicator Update: GCI & Dropout Rate

Board of Education's Committee on School and Division Accountability

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Philosophy of Accountability Guiding 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

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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?

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High Level Recap: Building a Comprehensive Accountability System

Indicator Performance Ratings

Level 1 Exemplar: Model School	Level 2 Monitor: School is performing at an acceptable rate	Level 3 Guide: Division Corrective Action Plan	Level 4 Intervene: State provides support for intervention

Achievement on Assessments
March: Achievement and Achievement Gaps
April: Student Growth
May: English Learner Progress

Graduation/School Progress
January Meeting: Graduation Indicator & Dropout Rate

College & Career Readiness
May: College & Career Readiness Index

Student Participation & Engagement
February Meeting: Chronic Absenteeism Rate

Graduation Completion Index (GCI): Indicator Review

	Level 1 Exemplar	Level 2 Monitor	Level 3 Guide	Level 4 Intervene
DRAFT Criteria	School three-year average GCI is equal to or greater than 97 (85th percentile)	School three-year average GCI rate is between 88 and 96	School three-year average GCI meets narrow margin criteria range, set at 80-87 Or School that has a three-year average GCI below 80 but has shown at least a five point improvement compared to previous year.	School three-year average does not meet the benchmark, narrow margin criteria, or improvement (five point improvement). School has met criteria for Level 3 for more than three consecutive years.
Number of Schools	56	229	29	5

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Note: All 5 schools in Level 4 serve special populations and are currently under alternative accreditation plans.

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GCI: Indicator Update

Relationships among School-Level GCI and Student Demographic Percentages

	Economic Disadvantage	Students with Disabilities	English Learners
GCI	**Moderate** (-0.34*)	Weak (-0.29*)	**Strong** (-0.65*)

*Correlation is significant at .01 level

GCI: Stakeholder Feedback

Considerations for allowances:

- Student immigrants over 17 who enroll in school in for the first time who have limited language skills.

- Students who enroll who are over 17 who have limited credits earned.

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Dropout Rate: Indicator Review

	Level 1 Exemplar	Level 2 Monitor	Level 3 Guide	Level 4 Intervene
DRAFT Criteria	School three-year average dropout rate is less than 3%. (75th percentile)	School three- year average dropout rate is between 3% and 5.9%. **OR** School in Level 3 the prior year decreases dropout rate by 1.5% or more	School three-year average is between 6% and 8.9%. **OR** School in Level 4 the prior year decreases dropout rate by 1.5% or more	School three-year average does not meet the benchmark or improvement. School has met criteria for Level 3 for more than 3 consecutive years.
Number of Schools	85	159	50	25

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Dropout Rate: Stakeholder Feedback

- Some divisions concerned about use of dropout as indicator due to special circumstances
- Schools can choose from 48 codes to record a student's exit status; VDOE can explore more for special circumstances
- VDOE can provide support to schools to assure that students are coded properly so that a reliable report of dropout is collected.

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Dropout Rate: Indicator Update

Relationships among Dropout Rates and select student demographic percentages

	Economic Disadvantage	Students with Disabilities	English Learners
Dropout Rate	Weak 0.20*	Weak 0.23*	**Strong** **0.73***

*Correlation is significant at .01 level

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Relationships Among School-Level Academic Achievement & Student Demographics Percentages

	Academic Indicator: SOL Pass Rates				
	English	**Math**	**Science**	**Writing**	**History**
Economic Disadvantage	**Strong** **-0.66***	**Strong** **-0.55***	**Strong** **-0.55***	**Strong** **-0.67***	**Moderate** **-0.45***
Students with Disabilities	Weak -0.13*	Weak -0.16*	Weak -0.12*	Weak -0.24*	Weak -0.12*
English Learners	Weak -0.29*	Weak -0.25*	**Moderate** **-0.40***	Weak -0.19*	Weak -0.20*

*Correlation is significant at .01 level

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GCI & Dropout Rate: Next Steps

- Research practical meaning of correlations further
- Explore three column matrix and ways to recognize continuous improvement and/or exemplar performance

Questions or Comments about GCI or Dropout progress?

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Accountability Matrix Benchmark Selection: Chronic Absenteeism

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Chronic Absenteeism Defined

Chronically absent students:

1. Are enrolled in the given school for at least 50 percent of the school year.

2. Miss 10 percent of the school year (~18 days)

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Chronic Absenteeism: Examples

Student 1: Enrolled in a school for less than 50 percent of the year. NOT counted as chronically absent.

Student 2: Missed 14 days of school for the entire year. NOT counted as chronically absent

Student 3: Student who enrolls in a school for more than 50 percent of the year AND misses 18 days of school. COUNTED as chronically absent.
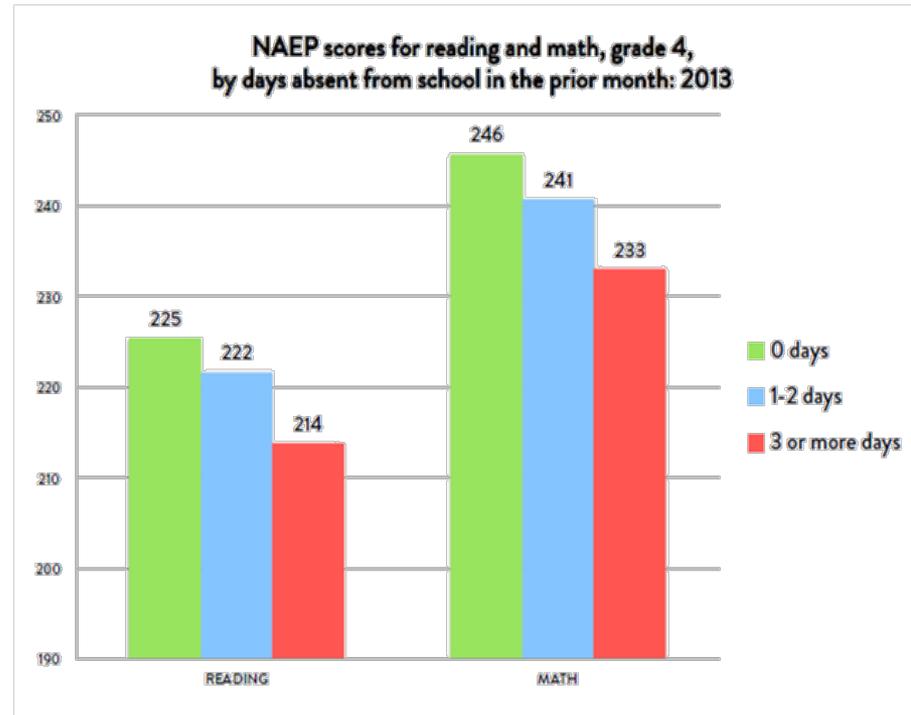
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Panel Discussion on Chronic Absenteeism

- The Honorable Frank W. Somerville, Presiding Judge, Culpeper Juvenile and Domestic Relations District Court, 16th Judicial District of Virginia

- Dr. Kevin Siers, Superintendent, Pulaski County Public Schools

- Ms. Jane Moreland, Program Administrator of Outreach Services, Newport News Public Schools

- Mr. John R. Van Wyck, Director of Student Services & Title-I, Page County Public Schools

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Chronic Absenteeism: Research

Scientific studies show:

- Attendance makes a significant difference in student achievement and growth.

- Attendance explains about 25 percent of the overall poverty achievement gap.

- School-based action can make a significant difference in student attendance.

NAEP scores for reading and math, grade 4, by days absent from school in the prior month: 2013

Legend: 0 days, 1-2 days, 3 or more days

Source: Ginsburg, A., Jordan, P. & Chang, H. (2014). Absences add up: How school attendance influences student success. Attendance Works. Available at: http://www.attendanceworks.org/wordpress/wp-content/uploads/2014/09/Absenses-Add-Up_090114-1-1.pdf

Chronic Absenteeism: Other States

States that currently use chronic absenteeism as an indicator in accountability systems:

- Hawaii: schools are divided into performance quintiles based on previous year's chronic absenteeism rate

- Connecticut: index system where schools earn points based on rate's proximity to state goal of 5 percent or less

- Wisconsin: index system where points are deducted if school rate exceeds state goal of 13 percent or less

- New Hampshire: four school performance levels set at 5 percent or less chronically absent students, 6-10 percent, 11-20 percent, and greater than 20 percent

Chronic Absenteeism: Data Patterns

Three-Year Average Chronic Absenteeism Rate
School Years 2013-14 through 2015-16

Average Chronic Absenteeism Rate:
10.73 percent of students
Standard Deviation: 7.32
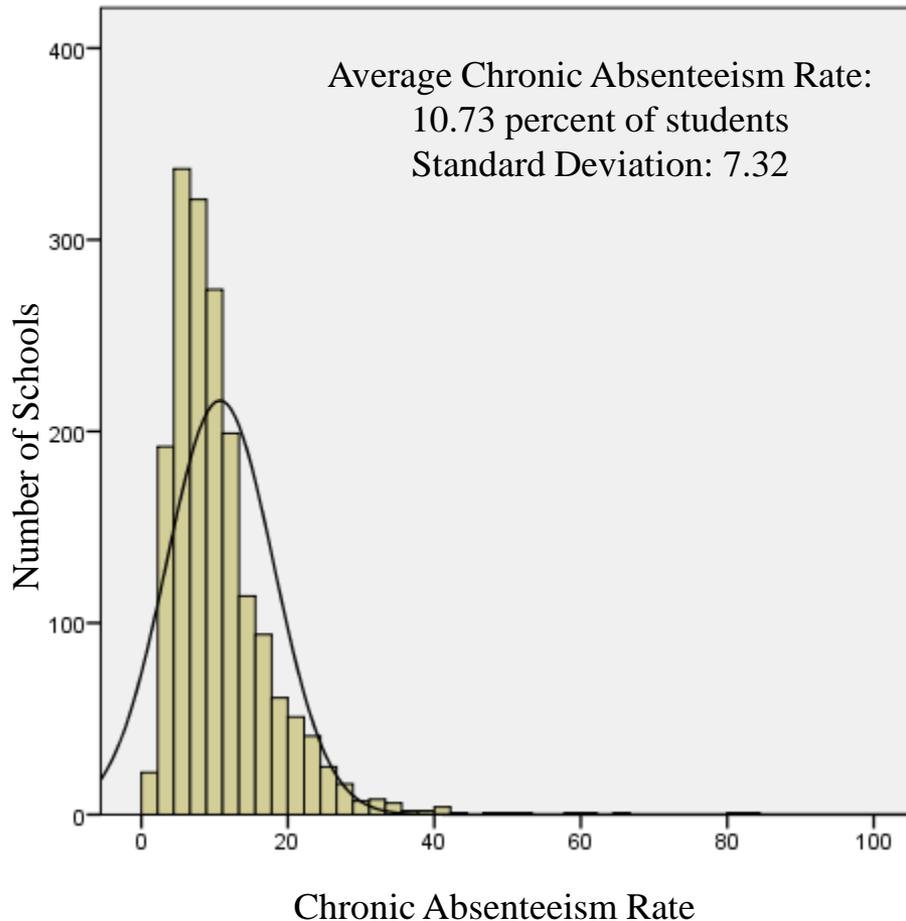
- Distribution of chronic absenteeism rate among Virginia schools is skewed, but average is still 10.73 percent of students are chronically absent.

- Using a three-year average stabilizes the scores so that schools aren't moving across accountability levels yearly

- Standard deviation is 7.32

Chronic Absenteeism: Benchmark Selection

	Level 1 Exemplar	Level 2 Monitor	Level 3 Guiding	Level 4 Intervene
DRAFT Criteria	School three-year average chronic absenteeism rate is less than 8%.	School three-year average chronic absenteeism rate is between 8% and 15%. **OR** School in Level 3 the prior year decreases chronic absenteeism rate by 2% or more	School three-year average chronic absenteeism rate is between 16% and 24%. **OR** School in Level 4 the prior year decreases chronic absenteeism rate by 2% or more	School three- year average chronic absenteeism rate is 25% or higher. School has stayed at criteria for Level 3 for more than 3 consecutive years.
Number of Schools	762	756	200	65

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Chronic Absenteeism: Policy Implications

Why Chronic Absenteeism?

- Significant relationship to academic achievement

- Significant relationship to graduation

- Research-based interventions enable schools to have an impact on the metric

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