



# School Quality Indicators Accountability and Accreditation

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

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# **Outline of Proposed Content of Sections in Part VIII Revised Standards of Accreditation**

# Expectations for School Accountability and Accreditation

## 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

**School accreditation based on meeting pre-accreditation conditions and on continuous improvement of performance levels on school quality indicators**

# Measurement of School Quality

**School quality measured using multiple indicators including student academic outcomes and other factors associated with student learning are listed:**

- **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 and dropouts**
- **Dropout rates**
- **Chronic absenteeism**
- **College and career readiness as measured by College and Career Readiness Index**

# Measurement of School Quality

## Criteria for designation of school quality indicators provided:

- **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

Performance levels of school quality indicators addressed

- **Each school held accountable for achievement on each of the school quality indicators adopted by the board, based on its measurement against performance benchmarks**
- **The board may adopt additional indicators of school quality, provided that performance benchmarks are established according to criteria for research, review against data, reflection of expectations**
- **Benchmarks form the upper and lower limits for the range of measurement defining each performance level for each school quality indicator.**

# Measurement of School Quality

Performance levels are defined.

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

**Level Two: Near Standard, Yellow.** A school's achievement on the specific indicator is below the performance benchmarks for the At or Above Standard, Green, designation but close to the range of measurement for the Green performance level. The yellow level may also indicate improvement from Level Three, Red. A school quality indicator within the yellow range which does not improve to the green range at the end of three years shall be designated as Red at the end of the three-year period.

**Level Three: Below Standard, 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.

# Performance Levels

<b>GREEN</b> Level 1	<b>YELLOW</b> Level 2	<b>RED</b> Level 3
At or Above Standard	Near Standard	Below Standard

# Measurement of School Quality

**Each school quality indicator is described, with references to calculation of performance levels defined in guidelines**

**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.**

**School pairing for the establishment of performance levels for school quality indicators based on Virginia Assessment Program outcome data described (in current regulations)**

# Accreditation

**Pre-accreditation conditions and requirements are presented (in current regulations)**

**Basis of accreditation designations provided:**

**Full Accreditation:** When each school quality indicator is in the green range or yellow range. For the transition year of 2018-2019, a school which meets the accreditation standards for designation as fully accredited under either the 2017-2018 accreditation calculation 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 red 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, Red, 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 status of the performance levels for school quality indicators of all schools in the Commonwealth.**
- **If a school has been fully accredited for three consecutive years, the board shall review the status of each of its school quality indicators every three years. Upon such triennial review, the board shall review the status of the school quality indicators for each individual year within that triennial review period. If that the school would have been fully accredited every year of that triennial review period, the board shall accredit the school for another three years.**

# Application of Indicator Performance to Actions

**Presentation of actions and responses to be taken by school divisions and schools, according to performance level on a school quality indicator**

<b>Performance Levels</b>	<b>Action</b>
<b>Level 1</b>	These schools should monitor their performance in the corresponding indicator and continue to strive for advancement to Level 1.
<b>Level 2</b>	These schools should closely analyze their performance, and should develop and implement improvement plans for the corresponding indicator. These schools will receive technical assistance and guidance from VDOE offices. Schools that remain at this level for multiple years and do not show improvement may drop to Level 3 and receive state intervention.
<b>Level 3</b>	These are the lowest performing schools, and department intervention and direction should occur for each corresponding indicator, to include a corrective action plan from the school and school division.

# Application of Indicator Performance to Actions

## Green performance level:

- **The school division and school will continue to monitor the indicator and plan for continuous improvement.**
- **The school's comprehensive plan may serve as one means for documenting plans at the local level.**
- **No review by the department or submittal of reports by the school division or school is required.**

# Application of Indicator Performance to Actions

## Yellow performance level:

School and its school division have primary responsibility to analyze the issues and conditions which are probable causes and to determine, plan, and implement interventions and strategies to achieve improvement to the Green standard.

### Possible actions by a school division and school:

- analysis of data to identify which students are affected and how and potential causes
- requests for technical assistance from the department
- selection of evidenced-based interventions to address the causes and progress to a higher performance level in an indicator
- identification of evaluation and tracking methodologies to use to measure and document change
- development of a multi-year plan improvement plan, which may incorporate more than one indicator in the yellow range

**TO BE DETERMINED:** Specific regulatory requirements for action when an indicator is in the yellow range.

# Application of Indicator Performance to Actions

**Red Performance Level, corrective actions:**

**School and school division would work cooperatively with the department, and with its direction, to analyze the issues and conditions which are probable causes of the indicator's level and to determine, plan, and implement the interventions and strategies to achieve improvement to the Green 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 Red performance level for the school**
- **School's trajectory on the indicator(s) in the Red performance level**
- **Length of time the school indicator has been below standard**
- **Number of schools in the division with multiple indicators in the Red performance level**

# Application of Indicator Performance to Actions

**Red performance level, corrective actions**

**Considerations for range of levels of intervention from department:**

- **Academic review**
- **Submission of a corrective action plan to the department, according to requirements**
- **Agreement between the local school division superintendent and the Superintendent of Public Instruction**
- **Memorandum of Understanding between the local school board and the Virginia Board of Education**

**TO BE DETERMINED: Specific regulatory corrective actions and department intervention when an indicator is in the red range**

# Application of Indicator Performance 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**

# Recognition and Rewards for School and Division Accountability Performance

**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 (CRITERIA TO BE DETERMINED.)**

# Waivers and Alternative Accreditation

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

- **Waivers or 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 for School Divisions of Innovation, as established and specified in 2017 legislation**
- **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

## 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**

### Proposed:

- **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**

# Waivers and Alternative Accreditation

## Special Provisions (modified from current regulations)

The board may adopt special provisions related to the measurement and administration and use of the school quality measures of dropout and the graduation and completion index, as prescribed by the board.

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 programs test in a content area.

## Effective Dates

**Graduation requirements prescribed in 8VAC20-131-51 B and C for the Standard Diploma and the Advanced Studies Diploma shall become effective with the ninth-grade class of 2018-2019.**

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

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