



Review of Proposed Changes to Standards of Accreditation

Virginia Board of Education
Committee on School and Division Accountability

June 21, 2017

Overview of Presentation

- **Review of feedback on indicators**
 - College and Career Readiness Index
 - Chronic absenteeism
 - Achievement gaps
 - Growth among English Learners
 - Recognition criteria for exemplar performance
 - Improvement/growth criteria
- **Update on state-wide accreditation data**
- **Summary of changes to SOA regulations**

College, Career, and Civic Readiness Index

- **Proposed**

- Add civic to indicator name and include a measure of civic engagement
- Capture *successful completion* of service- and work-based learning

College, Career, and Civic Readiness Index

Unduplicated count of:

- Students receiving credit for advanced coursework
- CTE completers also having a CTE credential
- Students **successfully completing** a work-based learning experience
- **Students successfully completing a service learning experience**

Divided by number of students in graduation cohort

DRAFT/PROPOSED

Service Learning Experience as Measure of Civic Engagement

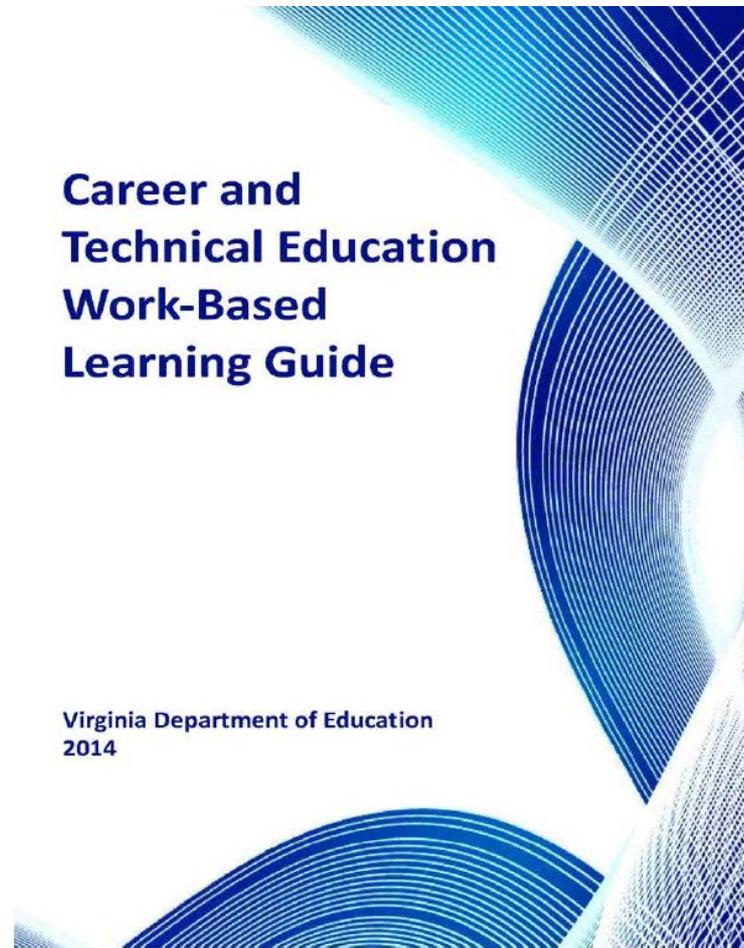
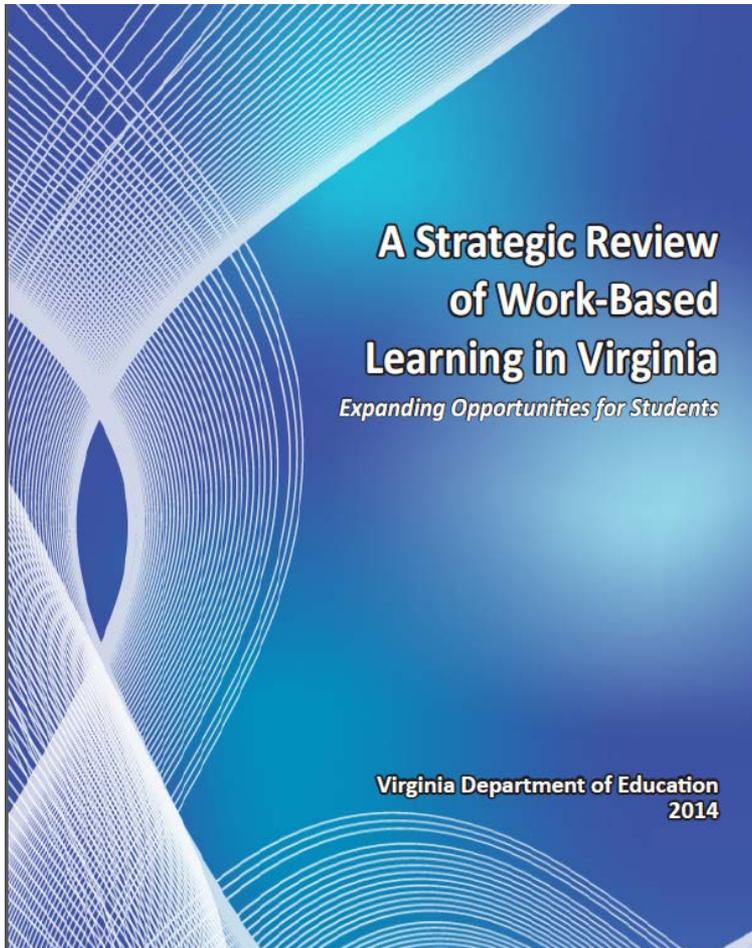
- **Identified as a proven practice for effective civic learning**
- **Tenets:**
 - Active engagement in meaningful and personally-relevant service activity
 - Addresses community problems and issues
 - Related to classroom instruction
 - Results in and development of personal, workplace readiness, academic and citizenship skills

Source: Guilfoile, J. & Delander, B. (2014). *Guidebook: Six Proven Practices for Effective Civic Learning*. Education Commission of the States and National Center for Learning and Civic Engagement.

Successful Completion of Work-based and Service Learning Experiences

- **Successful completion tied to structure of experience**
 - Student-learner is supervised by activity sponsor and provides evaluation or evidence of goals met to teacher
 - Culminates with an activity, project or other means of demonstrating the learning that has occurred

VDOE Model for Work-Based Learning



Chronic Absenteeism

- **Proposed**

- Create tolerance in rate calculation for students who are chronically ill

Chronic Absenteeism

- **Calculation adjustment**
 - Attendance records of students identified for homebound instruction at any point in the school year are removed from annual chronic absenteeism calculation
- **Homebound instruction**
 - Available to students who are confined at home or in a health care facility
 - Need certification by licensed provider

Chronic Absenteeism

Indicator: Chronic Absenteeism		Category: Student Engagement	
Definition: Percent of students missing 10% or more of the school year			
Application: Indicator applies to elementary and middle schools			
	Level One	Level Two	Level Three
No. of schools (previous)	1,360 (93.86%)	84 (5.80%)	5 (0.35%)
No. of schools (proposed)*	1,386 (95.65%)	59 (4.07%)	4 (0.28%)

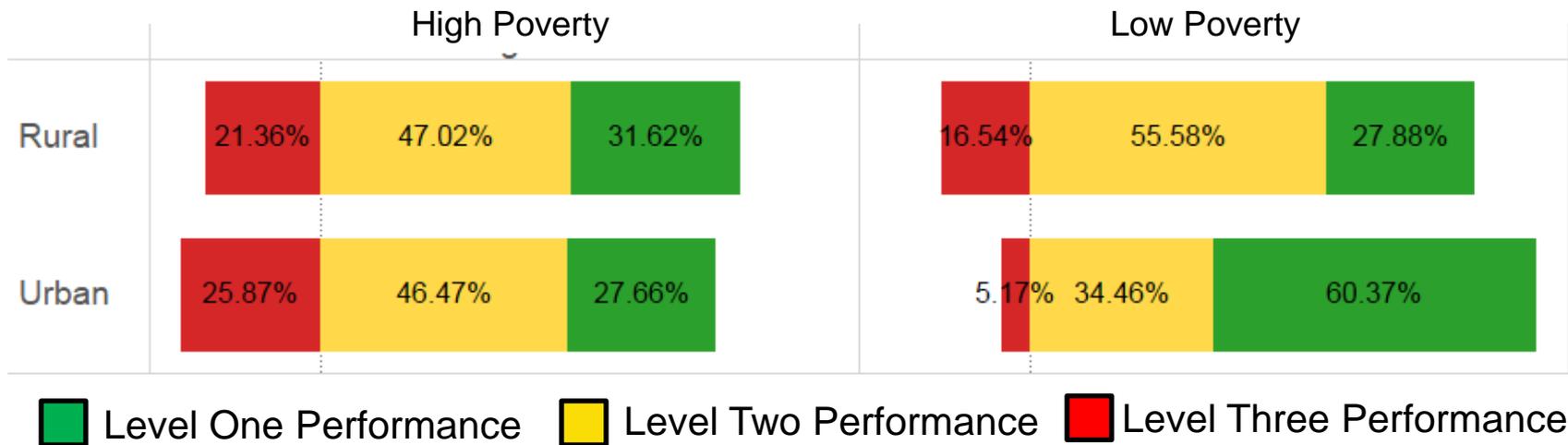
*Homebound students excluded from calculation

Achievement Gaps

- **Data request**
 - Examine achievement gaps among peer schools (high- and low-poverty, urban and rural schools)

Achievement Gaps

Distribution of Achievement Gap Performance Level by School Type: English Reading and Writing

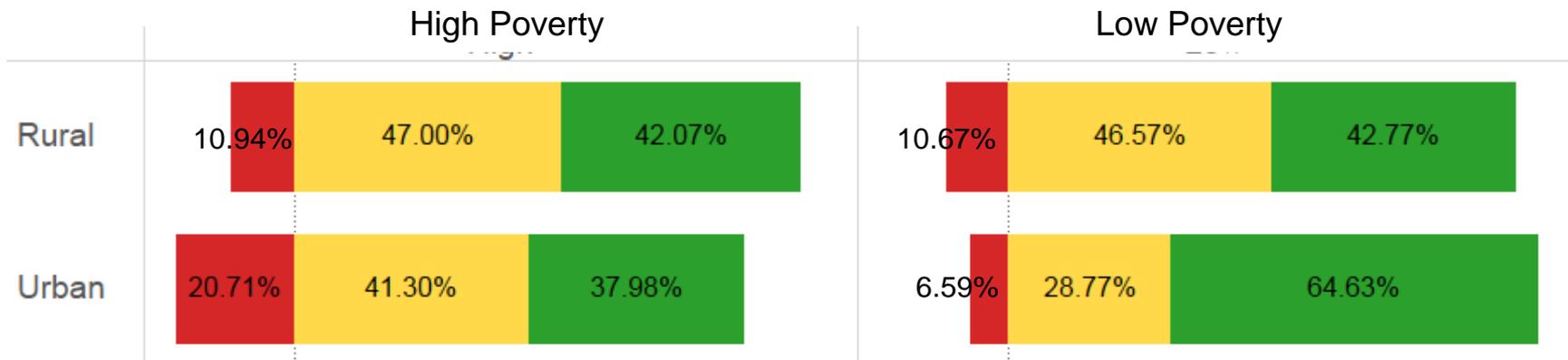


Takeaways:

- Achievement gaps in English exist among all school types
- Achievement gaps are more likely to occur in high poverty schools in both urban and rural settings

Achievement Gaps

Distribution of Achievement Gap Performance Level by School Type: Mathematics



■ Level One Performance ■ Level Two Performance ■ Level Three Performance

Takeaways:

- Achievement gaps in math exist among all school types
- Achievement gaps are more likely to occur in high poverty, urban schools but are more evenly distributed among high- and low-poverty rural schools

Measuring Progress for English Learners

- **Data request**
 - How does defining English Learner progress based on listening and speaking subscales rather than composite scores impact accreditation?

Measuring Progress for English Learners—Current Requirements

- **Scores on the ACCESS for ELLs test are reported in terms of six proficiency levels—level 1 is lowest level and level 6 is the highest**
- **Current progress requirements are based on the student’s overall composite score—a combined measure of listening, speaking, reading and writing**

Measuring Progress for English Learners—Current Requirements

- **Current progress requirements are differentiated based on the student's proficiency level the previous year**
- **Students at lower levels of English proficiency are expected to make greater annual gains to show progress than students at higher levels**

Measuring Progress for English Learners—Current Requirements

- **About 80% of English Learners have met the current progress targets in the last several years**

Measuring Proficiency for English Learners

- **WIDA: ACCESS for ELLs 2.0 (new test version) administered for the first time in 2015-16**
- **Two years of data to measure progress on new test version will be available in July**
- **Recommendation**
 - Revisit data request in Fall 2017 when two years of data from the new test version can be used to examine progress and validate findings

Performance Recognition Criteria

- **Proposed**
 - Add additional recognition category to identify high-performing, high-poverty schools

Performance Recognition Criteria

- **Performance and improvement among high-poverty schools (70% or more students are economically disadvantaged)**
 - Any indicator at or above the 90th percentile compared to peer, high-poverty schools
 - For achievement gaps, awarded to any school where all reporting groups are above the state benchmark
 - School meets the growth or improvement criteria for any indicator for two consecutive years
 - For achievement gaps, awarded to any school where all reporting groups show decreases in the failure rate on state assessments for two consecutive years

Improvement Criteria

- **Data request**
 - Review validity of Level One improvement criteria on all indicators
 - Criteria allows schools to move from Level Two to Level One based on improvement in the indicator
 - Clarify language, as appropriate

Improvement Criteria

- **Current Level One improvement criteria benefits schools for most indicators**
- **Number of schools that benefit from improvement criteria for selected indicators**
 - English Reading and Writing – 20 schools
 - Chronic absenteeism – 18 schools
 - Achievement gaps – over 100 schools

Improvement Criteria

- **Level One improvement criteria for Graduation and Completion Index (GCI) does not currently add value**
- **Improvement criteria will become important if benchmarks for GCI are raised to drive continuous improvement**
- **Recommend retaining improvement criteria as written**

Improvement Criteria

- **Clarification in language**
- **Previous**
 - School at Level 2 the prior year decreases failure rate by 10%
 - School at Level 2 the prior year decreases [indicator] by 10%
- **Proposed**
 - Schools within Level Two range decrease failure rate by 10% from previous year
 - Schools within Level Two range decrease [indicator] by 10% from previous year

Improvement Criteria

- **Recommend adding qualifying range to Level Two improvement criteria for academic and achievement gap indicators**
- **Ensures schools with very low combined rates (less than 50%) receive intensive interventions earlier**
- **Improves alignment of actions between ESSA and state accountability systems**

Improvement Criteria

- **Clarification in language**
- **Previous**
 - School at Level 3 the prior year decreases failure rate by 10%
- **Proposed**
 - Schools with a combined rate between 50% and 65% decrease failure rate by 10% from previous year

Indicator: Achievement Gap: English Reading and Writing	Category: Achievement Gaps
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Definition:
Gap between combined rate for each reporting group and state benchmark

Application:
Indicator applies to all schools

	Level One	Level Two	Level Three
Criteria	Reporting group current year or 3-year average combined rate is at or above state benchmark OR Schools within Level Two range decrease failure rate by 10% from previous year	Reporting group current year or 3-year average combined rate is less than 10 points below state benchmark OR School with a combined rate between 50% and 65% decrease failure rate by 10% from previous year	Reporting group current year or 3-year average combined rate is 10 or more points below state benchmark OR School has remained within Level Two range for 4 consecutive years
No. of schools (previous)	793 (45.06%)	751 (42.67%)	216 (12.27%)
No. of schools (proposed)*	759 (43.13%)	770 (43.75%)	231 (13.13%)

*Qualifying range on Level Two improvement criteria included



Indicator: Achievement Gap: Mathematics	Category: Achievement Gaps
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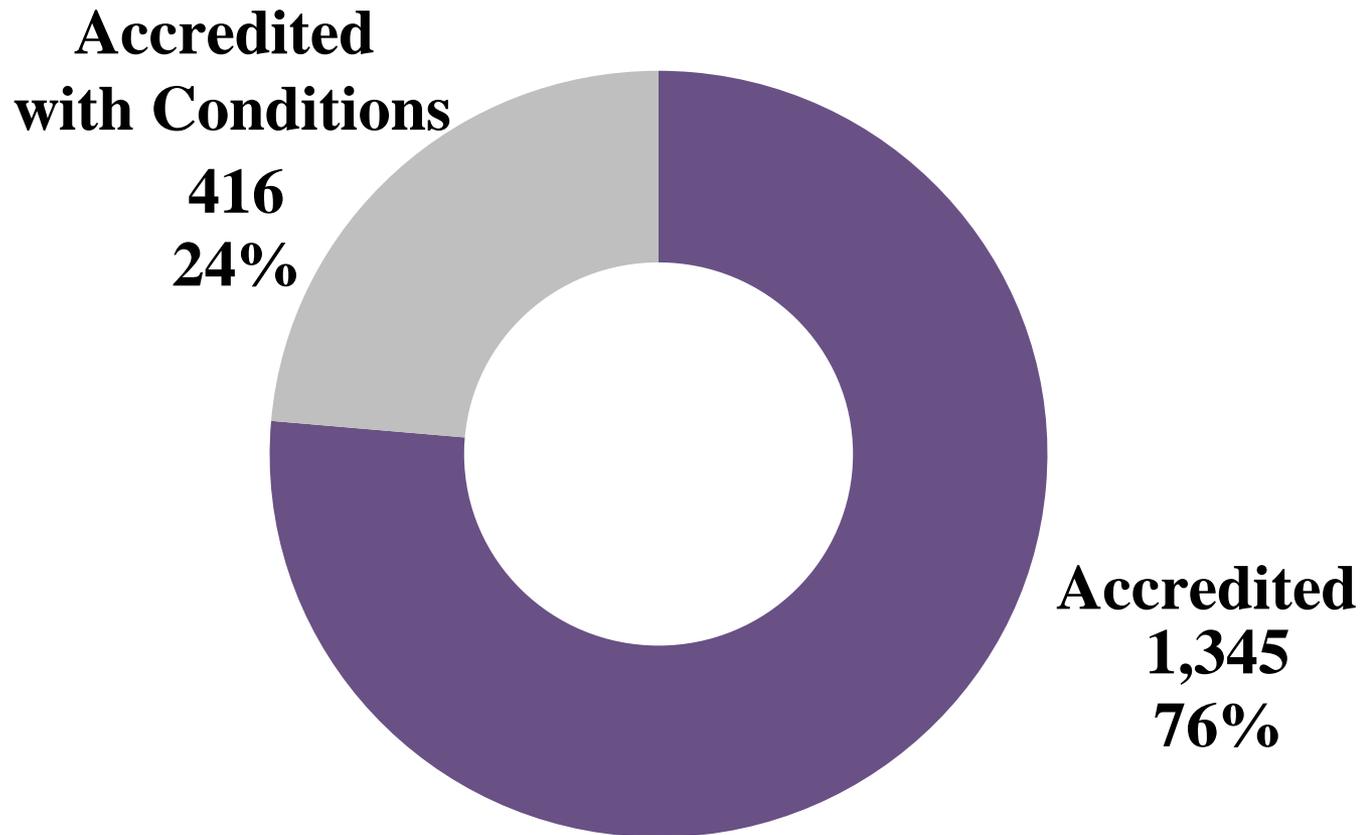
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Gap between combined rate for each reporting group and state benchmark

Application:
Indicator applies to all schools

	Level One	Level Two	Level Three
Criteria	Reporting group current year or 3-year average combined rate is at or above state benchmark OR Schools within Level Two range decrease failure rate by 10% from previous year	Reporting group current year or 3-year average combined rate is less than 5 points below state benchmark OR School with a combined rate between 50% and 65% decrease failure rate by 10% from previous year	Reporting group current year or 3-year average combined rate is 5 or more points below state benchmark OR School has remained within Level Two range for 4 consecutive years
Number of schools (previous)	982 (55.80%)	610 (34.66%)	168 (9.55%)
Number of schools (proposed)*	920 (52.27%)	658 (37.39%)	182 (10.34%)

*Qualifying range on Level Two improvement criteria included

Accreditation Designation for Virginia's Public Schools



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

Application of Indicator Performance Levels to Actions

Performance Level	Actions Required	Number of Schools
Level One: At or Above Standard	<ul style="list-style-type: none"> • Monitor indicators and school improvement plan for continuous improvement • Plan subject to review by Department-established process 	525
Level Two: Near Standard	<ul style="list-style-type: none"> • Monitor indicators and school improvement plan for progress toward Level One • Plan subject to review by Department-established process • May request technical assistance from Department 	768
	<ul style="list-style-type: none"> • <i>Additionally:</i> if academic achievement indicators are within Level Two range, an academic review is required 	52
Level Three: Below Standard	<ul style="list-style-type: none"> • Work with Department to develop corrective action plan using results from state-directed reviews • Tailored technical assistance and intervention from Department, including agreements between state and local superintendent 	416

Summary of Edits to Standards of Accreditation Regulations

College, Career, and Citizenship Ready

8VAC20-131-20. Philosophy, goals and objectives

- Amended the expectation for students to be equipped “for citizenship” to “to be responsible citizens.”
- Amended “college and career ready” to “college, career, and citizenship ready.”
- Amended language to expand civic readiness by expecting students to attain and demonstrate knowledge and skills necessary for productive citizenship and participation in communities and governments.

College, Career, and Citizenship Ready

8VAC20-131-51. Requirements for Graduation

- **8VAC20-131-51.A -- Amended “college and career readiness” to “college, career, and citizenship readiness.”**
- **8VAC20-131-51.A. -- Amended requirements for graduation pathways to include workplace skills to also include citizenship skills.**
- **8VAC20-131-51.A -- Eliminated “work-based learning” from guidelines, since such guidelines also may include service-based learning.**

College, Career, and Citizenship Ready

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

- **8VAC20-131-380.A and E.1 – Added civic readiness to the college and career readiness indicator.**

School Quality Indicators

- **8VAC20-131-380.D.1, D.2, and D.3 – Deleted references to colors associated with performance levels**
- **8VAC20-131-380.E.1 – School quality indicators and performance levels reorganized and described in table, with benchmark minimums**
- **8VAC20-131-380.E.1 a-c – Academic achievement indicator benchmarks for Level Two now include a floor level of performance to recognize Level Three growth. Also referenced in D.2.**
- **8VAC20-131-380.E.3 – Permits the board to adopt special provisions for any indicator.**
- **VAC20-131-380.E.1.h – Chronic absenteeism description revised to exempt students who are receiving homebound instruction from the calculation.**
- **8VAC20-131-380.E.5 – Added language permitting school boards to appeal performance level designations in limited circumstances that would warrant special consideration.**

Performance Recognition

8VAC20-121-410. Recognitions and Rewards for School and Division Accountability Performance

- **8VAC20-131-410.B. Language added to provide examples of exemplar performance categories.**

Accreditation

- **8VAC20-131-400** –Language added to link SOQ-required school-level comprehensive plans to comprehensive needs assessments and multi-year improvement plans.
- **8VAC20-131-400.A and B.2** – Plans reviewed through a department-established process, which could include peer review, or selection by VDOE for review.
- **8VAC20-131-400.C** –Reorganized so that all actions under Level Three are outlined, according to level of department and board direction, oversight, and intervention
- **8VAC20-131-400.C.1.b.** – Language added to provide for a state superintendent to local superintendent agreement process, depending on the level of direction and intervention.

Accreditation

8VAC20-131-400.C.3

- **Language added to provide that “Accreditation Denied” occurs following a board review for failure to implement corrective action plans with fidelity.**
- **Language added to specify that a school board shall be given an opportunity to correct failure to act on corrective action plan and if successful in a timely manner, may have the denied accreditation status rescinded. Exit from “Denied Accreditation” status also referenced in 8VAC20-131-390.**

8VAC20-131-400.C.4 and 5

- **Inserts language from existing SOA and SOQ related to board authority to pursue additional remedies including division-level review and court action to seek compliance with school laws.**

Graduation Requirements: English (reading and writing) Verified Credit

8VAC20-131-51.B.2 and C.2 Credits required for graduation with a Standard Diploma and credits required for graduation with an Advanced Diploma

- **Verified credits required for English increased from one to two - so that a verified credit must be earned in both reading and writing. All references to “English” verified credits changed to “English (reading and writing).”**

Instructional Programs in Secondary Schools

8VAC20-131-100. Instructional Program in Secondary Schools

- **8VAC20-131-100.A.1 – Language added to require career and technical education choices to incorporate knowledge of regional workforce needs and opportunities.**

Clarification

8VAC20-131-51.B.2, diploma requirements and C.2; 8VAC20-131-110-B.4., standard and verified units of credit

- **Language added to clarify that the content of the associated course in history or social science course must be mastered along with the authentic performance assessment used to earn a verified credit.**

8VAC20-131-90. Instructional program in middle schools

- **8VAC20-131-90.A – Language added to clarify that the alternative means to deliver the career investigation course must also provide the foundation for students to develop Academic and Career plans.**
- **8VAC20-131-140. College and career readiness; career exposure, exploration, and planning; and opportunities for postsecondary credit**
- **8VAC20-131-140.B.2 – Language added to clarify that the career investigation course may be delivered through alternate means.**

8VAC20-131-380.B – Clarified that EL students with fewer than 11 semesters may only be removed from school quality indicators related to academic achievement.

Other

8VAC20-131-5. Definitions

- **Reporting group: Added definition of reporting group, since the term is applied to the achievement gap school quality indicator**

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

- **8VAC20-131-370.B.3. Added reference to the Individuals with Disabilities Act**

Wording edits