



# VIRGINIA BOARD OF EDUCATION

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# AGENDA ITEM

**Agenda Item:** H

**Date:** June 15, 2022

**Title:** First Review of a Proposal to Adopt Special Provisions Regarding Accreditation Indicators

**Presenter:** Amy Siepka, Director of Accountability

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**Purpose of Presentation:**  
Action required by state or federal law or regulation

### Executive Summary

The *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA) at [8VAC20-131-380 F 3](#) states the following:

The board may adopt special provisions related to the measurement and use of a school quality indicator 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 Virginia Department of Education (VDOE) requests that the Board adopt special provisions to

- temporarily alter the inclusion of Virginia Alternate Assessment Program (VAAP) failing test records from the determination of the performance level for the student group “students with disabilities” in the *Achievement Gap-English* and *Achievement Gap-Mathematics* indicators for accreditation year 2022-2023, when the performance level for that student group is a level three and the rating is based solely on failing VAAP test records; and
- alter the measurement of the College, Career, and Civic Readiness Index (CCCRI) by adding an additional qualifying criteria, beginning in accreditation year 2023-2024.

### VAAP Test Records in Achievement Gap Indicators

The VAAP is a statewide assessment designed to evaluate the achievement of students with significant cognitive disabilities, approximately one percent of the student population, in grades

3-8 and high school. A student with significant cognitive disabilities whose Individualized Education Program (IEP) team determines that he or she is eligible under the Individuals with Disabilities Education Act (IDEA), and who meets the [VAAP participation criteria](#), may be assessed through the VAAP.

Previously, the VAAP was a portfolio-based assessment where students submitted work samples to be evaluated using a state-developed rubric. However, during the 2021-2022 school year, a new multiple-choice assessment replaced the portfolio assessment in the content areas of reading, mathematics, and science, as required by the United States Department of Education (USED).

There are five indicators in Virginia’s accountability system which rely, in part, on VAAP scores: *Academic Achievement-English*, *Academic Achievement-Mathematics*, *Academic Achievement-Science*, *Achievement Gap-English* and *Achievement Gap-Mathematics*. The VAAP assessment scores are included, along with Standards of Learning (SOL) assessment scores, in the determination of a school’s combined rate or accreditation pass rate in English, mathematics and science. In addition, a student who fails the grades 3-8 reading or mathematics state assessment, including both VAAP and SOL assessments, but meets certain growth criteria, is counted in the numerator of the combined rate.

[In July 2021](#), the Board approved the methodology for the determination of growth for students being administered the grades 3-8 reading and mathematics SOL tests in 2021-2022. However, since 2021-2022 is the first year that the VAAP is being administered in its new format for reading and mathematics, there is not a previous score from which to measure or calculate growth. Therefore, the combined rate for the 2021-2022 school year data for grades 3-8 reading and mathematics will not include a growth component for students who take the VAAP assessments.

In order to mitigate the impact of not being able to calculate growth on failing VAAP assessments in the “students with disabilities” student group, the VDOE proposes that special provisions be given, in a particular circumstance, when assigning the performance level to the “students with disabilities” group in the *Achievement Gap-English* and *Achievement Gap-Mathematics* indicators.

The overall performance level for the *Achievement Gap-English* and *Achievement Gap-Mathematics* indicators is a two-step process. First, a performance level is assigned to each of eight student groups (one of which is “students with disabilities”). Second, a set of decision rules is applied across all student groups to determine the overall performance level rating for the *Achievement Gap* indicator. The performance level for the *Achievement Gap* indicator is a level three if two or more student groups are rated a level three.

The VDOE proposes that, for accreditation year 2022-2023 only, if failing VAAP scores are the sole reason for a level three designation in the “students with disabilities” group, then the performance level will be reassigned based on a combined rate calculation that does not include the failing VAAP assessments. The *Accreditation Detail Report* found in the Single Sign-on Web Systems (SSWS) and the publicly reported combined rate data will be based on all assessments given, including all VAAP scores. However, in this particular situation, the performance level will be reassigned to reflect a combined rate that does not include the failing VAAP scores. This will maintain transparency of the actual earned combined rate while also mitigating the accreditation impact of a new VAAP assessment on schools in the “students with disabilities” student group, who participate in the VAAP assessment and fail.

This proposal only applies to accreditation year 2022-2023. In accreditation year 2023-2024, year-over-year growth will be determined by comparing performance on the spring 2022 assessment to the spring 2023 assessment.

### **Addition to Qualifying Criteria for the College, Career, and Civic Readiness Index**

The CCCRI is one of nine indicators in Virginia’s school accreditation system. Calculation of the CCCRI is based on the unduplicated count of students who meet at least one qualifying criteria (the numerator) divided by the number of students in the on-time graduation cohort (the denominator). Currently, a student is included in the numerator if they successfully complete one of these qualifying criteria: an Advanced Placement, International Baccalaureate, Cambridge, or Dual Enrollment course; two or more standard credits for a state-approved sequence in a Career and Technical Education (CTE) Program and earn a CTE credential; or a work-based or service learning experience.

The VDOE proposes an additional qualifying criteria to the CCCRI, beginning in accreditation year 2023-2024, that will include students who participate in a Junior Reserve Officers’ Training Corps (JROTC) program and earn an approved industry credential. JROTC is a nationally valued program that prepares students for post high school success by promoting academics, leadership, integrity, personal accountability, civic responsibility, and community service. The JROTC program is intended to prepare students for college, career, and civic duty. The VDOE’s proposal alters the CCCRI calculation by including a qualifying student in the numerator of the CCCRI. A qualifying student would be one that has successfully completed three years of JROTC coursework and has earned an [approved industry credential](#) (e.g., Armed Services Vocational Aptitude Battery test, JROTC Leadership and Employability Skills Assessment, or the Workplace Readiness Skills test).

Approval of this criteria is necessary prior to the 2022-2023 school year so that it may be communicated to school divisions and the VDOE can begin to collect data elements relative to

this criteria from school divisions Pursuant to the Board’s [decision in July 2021](#), the CCCRI will be included in school accreditation for the first time in accreditation year 2023-2024 based on data from the 2022-2023 school year.

**Action Requested:**

Approval will be requested at a future meeting:  
July 21, 2022

**Superintendent’s Recommendation**

The Superintendent of Public Instruction recommends that the Board accept for first review the proposal to adopt special provisions in order to

- temporarily alter the inclusion of Virginia Alternate Assessment Program (VAAP) failing test records from the determination of the performance level for the student group “students with disabilities” in the *Achievement Gap-English* and *Achievement Gap-Mathematics* indicators for accreditation year 2022-2023, when the performance level for that student group is a Level Three and the rating is based solely on failing VAAP test records; and
- alter the measurement of the College, Career, and Civic Readiness Index (CCCRI) by adding an additional qualifying criteria, beginning in accreditation year 2023-2024.

**Previous Review or Action:**

No previous review or action.

**Background Information and Statutory Authority:**

The *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA) at [8VAC20-131-380 F 3](#) states the following:

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

In this Board item, the VDOE requests that the Board adopt special provisions to

- temporarily alter the inclusion of Virginia Alternate Assessment Program (VAAP) failing test records from the determination of the performance level for the student group “students with disabilities” in the *Achievement Gap-English* and *Achievement Gap-Mathematics* indicators for accreditation year 2022-2023, when the performance level for that student group is a Level Three and the rating is based solely on failing VAAP test records; and
- alter the measurement of the College, Career, and Civic Readiness Index (CCCRI) by adding an additional qualifying criteria, beginning in accreditation year 2023-2024.

The first request regarding the inclusion of VAAP scores stems from the inability to calculate or measure growth on a new VAAP assessment being administered for the first time in 2021-2022. This particular issue was discussed on multiple occasions during the VDOE's Core Accountability Group meetings from September 2021 through April 2022. The Core Accountability group consists of staff members from the Offices of Accountability, Student Assessment, ESEA Programs, Data Services, Research, and the Assistant Superintendent of Student Assessment, Accountability and ESEA Programs. This proposal is the culmination of the discussions.

The second request regarding CCCRI was initiated by a constituent inquiry regarding the use of JROTC to meet CCCRI requirements. This prompted a discussion among staff from the Department of Learning and Innovation, the Office of Career and Technical Education, the Department of Student Assessment, Accountability, and ESEA Programs, the Office of School Accountability, and the Office of Data Services. The proposal results from the discussions between staff, and research into the JROTC Program components.

**Timetable for Further Review/Action:**

Final review is anticipated at the July 21, 2022, meeting of the Board. Following Board approval, school divisions will be notified of the Board's decision.

**Impact on Fiscal and Human Resources:**

There is no impact of the action on VDOE resources (fiscal or staff), nor will there be an impact on the resources of school divisions.