

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

Presentation to the Virginia Board of Education
June 15, 2022

Adopting Special Provisions

- *The Standards for Accrediting Public Schools in Virginia (SOA) ([8VAC20-134380 F 3](#))* provide the Virginia Board of Education with the authority to adopt special provisions related to the use of a school quality indicator in determining the accreditation status of schools. Specifically, the language states:
 - *“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.”*

Virginia Alternate Assessment Program (VAAP)

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.

Achievement Indicators (1 of 2)

- There are five indicators which rely, in part, on VAAP scores: *Academic Achievement-English*, *Academic Achievement-Mathematics*, *Academic Achievement-Science*, *Achievement Gap-English* and *Achievement Gap-Mathematics*.

Achievement Indicators (2 of 2)

- [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.

Achievement Gap Indicator Performance Level

Achievement Gap - English								
Asian	Current Year	53	4		1	63	92.06	*Level One
	Previous Year	63	3	1		77	87.01	
	Cumulative 3 Year	170	9	1	2	202	90.10	Level One
Black	Current Year	214	11	8		301	77.41	*Level One
	Previous Year	240	7	5		339	74.34	
	Cumulative 3 Year	658	30	20		970	72.99	Level Two
Economically Disadvantaged	Current Year	551	23	15	4	749	79.17	*Level One
	Previous Year	581	22	17	3	788	79.06	
	Cumulative 3 Year	1,668	78	51	7	2,305	78.26	Level One
English Learners	Current Year	22	2	1	4	32	90.63	Level One
	Previous Year	23	2	1	3	30	96.67	
	Cumulative 3 Year	68	6	3	8	89	95.51	*Level One
Hispanic	Current Year	183	3	4	3	228	84.65	Level One
	Previous Year	187	6	4	3	231	86.58	
	Cumulative 3 Year	513	15	15	6	647	84.85	*Level One
Students with Disabilities	Current Year	119	9	16	1	225	64.44	*Level Three
	Previous Year	110	9	13		216	61.11	
	Cumulative 3 Year	339	27	48	1	682	60.85	Level Three
White	Current Year	657	19	13		801	86.02	*Level One
	Previous Year	676	16	18		828	85.75	
	Cumulative 3 Year	2,075	66	49		2,573	85.11	Level One

Level Two

Students with Disabilities Student Group

Achievement Gap-English

Students with Disabilities	Current Year	119	9	16	1	225	64.44	*Level Three
	Previous Year	110	9	13		216	61.11	
	Cumulative 3 Year	339	27	48	1	682	60.85	Level Three



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- In this data, there are 8 VAAP students who failed and were unable to show growth due to the new test format.
- When the 8 students are removed from the number of students tested, and the combined rate is recalculated, it is 69.71%, which is in the level two performance range.
- The rate of 64.44% is reported, but the performance level designation will be changed to level two.

College, Career, and Civic Readiness Index (CCCRI)

The Virginia Department of Education (VDOE) requests that the Board adopt special provisions to alter the measurement of the College, Career, and Civic Readiness Index (CCCRI) by adding an additional qualifying criteria, beginning in accreditation year 2023-2024.

Current Qualifying Criteria

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.

Add Additional Qualifying Criteria

- A student 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, the Workplace Readiness Skills test, College and Work Readiness Assessment (CWRA+), National Career Readiness Certificate Assessment).

Questions?

