| **Virginia Board of Education Agenda Item** | **Seal of the Commonwealth of Virginia** |
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# Agenda Item: J

## Date: September 19, 2019

### Title: First Review of a Proposal to Adopt Special Provisions Related the Use of School Quality Indicators

#### Presenter: Mrs. Shelley Loving-Ryder, Assistant Superintendent for Student Assessment, Accountability, and ESEA Programs

##### Email: Shelley.Loving-Ryder@doe.virginia.gov Phone: (804) 225-2102

###### Purpose of Presentation:

Action required by state or federal law or regulation.

Executive Summary:

Under the 2017 revision to the *Regulations Establishing Standards for Accrediting Public Schools in Virginia,* the accreditation ratings for schools are based on the performance levels the school earns on various school quality indicators. A school’s performance level on a particular indicator may be raised based on improvements to the indicator’s rate from the previous year. Specifically, indicators evaluated as Level Three based on current data can move to Level Two under the following conditions:

1. on the academic indicators if the current year’s combined rate in English and mathematics or pass rate in science was at least 50% and the failure rate was decreased by 10% from the previous year,
2. on the chronic absenteeism indicator if the chronic absenteeism rate was decreased by 10% from the previous year,
3. on the dropout indicator if the dropout rate was decreased by 10% from the previous year, or
4. on the Graduation and Completion Index if the index increased by 2.5% over the previous year.

However, schools that were determined by the Virginia Department of Education (VDOE) to be new in the 2018-2019 school year have no prior year data and are unable to benefit from improvements in the indicators over the previous year. Instead, their performance on the accreditation indicators is based on the current year data only.

*The Standards for Accrediting Public Schools in Virginia* at 8VAC20-131-380 F3 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.”

The Board will be asked to consider the adoption of special provisions related to measurement of school quality indicators for schools that were new in the current year (2018-2019) and are not able to benefit from the opportunities for improvement in the indicators because they have only one year of data.

Action Requested:

Final review: Action requested at this meeting.

## The Board is requested to waive first review and approve special provisions for schools that were new during the year in which the data used for accreditation were collected and only have one year of data on which to evaluate indicator performance levels.

Superintendent’s Recommendation:

## The Superintendent of Public Instruction recommends that the board waive first review and approve the following special provisions for schools that were new during the year in which the data used for accreditation were collected and only have one year of data on which to evaluate indicator performance levels:

* + If an academic indicator is rated at Level Three based on current year data and the combined rate in English and mathematics or the pass rate in science is at least 50%,, the indicator shall be rated at Level Two.
	+ If the chronic absenteeism, dropout rate, or graduation and completion rate indicators are rated Level Three based on current year data on the indicator shall be rated as Level Two.

Background Information and Statutory Authority:

Under the 2017 revision to the *Regulations Establishing Standards for Accrediting Public Schools in Virginia,* the accreditation rating for schools is based on the performance levels the school earns on various school quality indicators. A school’s performance level on a particular indicator may be raised based on improvements to the indicator’s rate from the previous year. Specifically, indicators evaluated as Level Three based on current data can move to Level Two under the following conditions:

1. on the academic indicators if the current year’s combined rate in English and mathematics or pass rate in science was at least 50% and the failure rate was decreased by 10% from the previous year,
2. on the chronic absenteeism indicator if the chronic absenteeism rate was decreased by 10% from the previous year,
3. on the dropout indicator if the dropout rate was decreased by 10% from the previous year, or
4. on the Graduation and Completion Index if the index increased by 2.5% over the previous year.

However, schools that were determined by VDOE to be new in the 2018-2019 school year have no prior year data and are unable to benefit from improvements in the indicators over the previous year. Instead, their performance on the accreditation indicators is based on the current year data only.

*The Regulations Establishing Standards for Accrediting Public Schools in Virginia* at 8VAC20-131-380 F1 describe the school quality indicators used for accreditation.

F. School quality indicators for accreditation purposes. Effective with the 2018-2019 school year, the board shall measure performance levels on the school quality indicators and apply them to accreditation, except as provided in [8VAC20-131-390](https://law.lis.virginia.gov/admincode/title8/agency20/chapter131/section390/) B 1 for the 2018-2019 school year.

1. The school quality indicators and performance levels for each are described in this subdivision:

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| School Quality Indicator | Performance Levels |
| a. Academic achievement indicator for all students for English (reading and writing): the academic indicator shall be calculated based on the rate of (i) students who passed board-approved assessments, (ii) any additional students who showed growth using board-approved measures, and (iii) any additional students who are English learners who showed growth toward English proficiency using board-approved measures. | Level One: Schools with a current year or three-year average rate of at least 75%, or schools that were at Level Two the prior year and decrease the failure rate by 10% or more from the prior year.Level Two: Schools not meeting Level One performance with a current year or three-year average rate of at least 66%, or schools with a prior year rate of at least 50% that decrease the failure rate by 10% or more from the prior year. A school shall not receive a Level Two performance designation for more than four consecutive years.Level Three: Schools not meeting Level One or Level Two performance. |
| b. Academic achievement indicator for all students for mathematics: the academic indicator shall be calculated based on the rate of (i) students who passed board-approved assessments and (ii) any additional students who showed growth using board-approved measures. | Level One: Schools with a current year or three-year average rate of at least 70%, or schools that were at Level Two the prior year and decrease the failure rate by 10% or more from the prior year.Level Two: Schools not meeting Level One performance with a current year or three-year average rate of at least 66%, or schools with a prior year rate of at least 50% that decrease the failure rate by 10% or more from the prior year. A school shall not receive a Level Two performance designation for more than four consecutive years.Level Three: Schools not meeting Level One or Level Two performance. |
| c. Academic achievement indicator for all students for science: the academic indicator shall be calculated based on the rate of students who passed board-approved assessments. | Level One: Schools with a current year or three-year average rate of at least 70%, or schools that were at Level Two the prior year and decrease the failure rate by 10% or more from the prior year.Level Two: Schools not meeting Level One performance with a current year or three-year average rate of at least 66%, or schools with a prior year rate of at least 50% and decrease the failure rate by 10% or more from the prior year. A school shall not receive a Level Two performance designation for more than four consecutive years.Level Three: Schools not meeting Level One or Level Two performance. |
| d. Academic achievement gaps for English (reading and writing): A single performance level is assigned for academic achievement gaps for English (reading and writing), based upon the composite of performance levels calculated individually for each reporting group using the same methodology and benchmarks as provided for in the academic achievement indicators for all students, as provided in subdivision F 1 a of this subsection. | Level One: Schools with no more than one reporting group demonstrating Level Two performance.Level Two: Schools with two or more reporting groups demonstrating Level Two performance and no more than one reporting group demonstrating Level Three performance.Level Three: Schools with two or more reporting groups demonstrating Level Three performance. |
| e. Academic achievement gaps for mathematics. A single performance level is assigned for academic achievement gaps for mathematics, based upon the composite of performance levels calculated individually for each reporting group using the same methodology and benchmarks as provided for in the academic achievement indicators for all students, as provided in subdivision F 1 b of this subsection. | Level One: Schools with no more than one reporting group demonstrating Level Two performance.Level Two: Schools with two or more reporting groups demonstrating Level Two performance and no more than one reporting group demonstrating Level Three performance.Level Three: Schools with two or more reporting groups demonstrating Level Three performance. |
| f. Graduation and completion index (GCI) for schools with a graduating class: The GCI is the percentage of students graduating from or completing high school based upon a graduation and completion index prescribed by the board. The board's GCI shall include weighted points for diploma graduates, recipients of high school equivalency credentials approved by the board, students not graduating but still in school, and students earning certificates of program completion. | Level One: Schools with a current year or three-year average index of at least 88, or schools that were at Level Two the prior year and increase the index by 2.5% or more from the prior year.Level Two: Schools not meeting Level One performance with a current year or three-year average index of at least 81, or schools that were at Level Three the prior year and increase the index by 2.5% or more from the prior year. A school shall not receive a Level Two performance designation for more than four consecutive years.Level Three: Schools not meeting Level One or Level Two performance. |
| g. Dropout rate for schools with a graduating class. | Level One: Schools with a current year or three-year average rate of no more than 6.0%, or schools that were at Level Two the prior year and decrease the rate by 10% or more from the prior year.Level Two: Schools not meeting Level One performance with a current year or three-year average rate of no more than 9.0%, or schools that were at Level Three the prior year and decrease the rate by 10% or more from the prior year. A school shall not receive a Level Two performance designation for more than four consecutive years.Level Three: Schools not meeting Level One or Level Two performance. |
| h. Chronic absenteeism: Chronically absent students are defined as those who are enrolled in a given school who miss 10% or more of the school year, regardless of reason. Students receiving homebound instruction, as defined in [8VAC20-131-5](https://law.lis.virginia.gov/admincode/title8/agency20/chapter131/section5/), shall be excluded from the chronic absenteeism rate. | Level One: Schools with a current year or three-year average rate of no more than 15%, or schools that were at Level Two the prior year and decrease the rate by 10% or more from the prior year.Level Two: Schools not meeting Level One performance with a current year or three-year average rate of no more than 25%, or schools that were at Level Three the prior year and decrease the rate by 10% or more from the prior year. A school shall not receive a Level Two performance designation for more than four consecutive years.Level Three: Schools not meeting Level One or Level Two performance. |
| i. College, career, and civic readiness index for schools with a graduating class: The college, career, and civic readiness index measures the extent to which a school's students successfully complete advanced coursework, career and technical education (CTE) coursework and credentialing, and work-based and service-based learning.Application of the college, career, and civic readiness index indicator to performance levels for accreditation purposes shall occur no later than the 2021–2022 school year. | Level One: Schools with a current year index of at least 85.Level Two: Schools not meeting Level One performance with a current year index of at least 71. A school shall not receive a Level Two performance designation for more than four consecutive years.Level Three: Schools not meeting Level One or Level Two perform |

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“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 Board will be asked to consider the adoption of special provisions related to measurement of school quality indicators for schools that were new during the year in which the data used for accreditation were collected (2018-2019. Such schools are not able to benefit from the opportunities for improvement in the indicators because they have only one year of data on which to evaluate indicator performance levels.

## Previous Review or Action:

No previous review or action.

Timetable for Further Review/Action:

The Board is asked to waive first review and adopt special provisions for schools that were new during the yearin which the data used for accreditation were collectedand only have one year of data on which to evaluate indicator performance levels.

## Impact on Fiscal and Human Resources:

## None