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

## Date: October 18, 2018

### Title: First Review of Guidance for the Designation of Level Three Performance in School Quality Indicators Due to Level Two Performance for More Than Four Years.

#### Presenter: Mr. Zachary Robbins, Director of Policy

#### Email: [Zachary.Robbins@doe.virginia.gov](mailto:Zachary.Robbins@doe.virginia.gov) Phone: 804-225-2092

## Purpose of Presentation:

Action required by Board of Education regulation.

## **Executive Summary:**

The Board of Education’s 2017 Regulations Establishing Standards for Accrediting Public Schools in Virginia, or Standards of Accreditation (SOA), provide that a school quality indicator for a school may only be designated Level Two for a maximum of four consecutive years. If an indicator is designated at Level Two performance for a fifth consecutive year, it would be assigned Level Three for the fifth year. This guidance clarifies the application of this provision beginning with the 2018-2019 accreditation ratings.

The guidance provides that school quality indicators that are new with the 2017 SOA revisions, the baseline year for calculating consecutive years of Level Two performance will be 2018-2019, using data from the 2017-2018 school year. For school quality indicators that were used in the previous accreditation system, the baseline year for calculating consecutive years of Level Two performance will be 2014-2015, using data from the 2013-2014 school year.

This guidance aligns with the Board of Education’s *Comprehensive Plan* goal to ensure successful implementation of the revised accountability system for school quality.

## Action Requested:

Other. Specify below:

The Board is requested to waive first review and approve the Guidance for the Designation of Level Three Performance in School Quality Indicators Due to Level Two Performance for More Than Four Years.

## Superintendent’s Recommendation: The Superintendent of Public Instruction recommends the Board of Education waive first review and approve the Guidance for the Designation of Level Three Performance in School Quality Indicators Due to Level Two Performance for More Than Four Years.

## Previous Review or Action:

No previous review or action.

## Background Information and Statutory Authority:

The Board of Education’s 2017 Regulations Establishing Standards for Accrediting Public Schools in Virginia, or Standards of Accreditation (SOA), became effective at the beginning of the 2018-2019 school year. The revised school accreditation system is set out in Part VIII of the 2017 SOA, which establishes multiple school quality indicators, and provides that for each school a performance level will be designated for each such indicator. There are three performance levels:

* Level One – performance above state benchmarks in an indicator;
* Level Two – performance near state benchmarks in an indicator; and
* Level Three – performance below the state benchmark in an indicator.

The regulations provide at [8VAC20-131-380](https://law.lis.virginia.gov/admincode/title8/agency20/chapter131/section380/).F that “[e]ffective with the 2018-2019 school year, the board shall measure performance levels on the school quality indicators and apply them to accreditation…” and “[a] school shall not receive a Level Two performance designation for more than four consecutive years.” If a school quality indicator would remain at Level Two for a fifth-consecutive year, it would be designated as Level Three.

This guidance is being provided to clarify how the four-year maximum duration of Level Two performance will apply to the revised accreditation system, beginning with the accreditation ratings released for the 2018-2019 school year. For school quality indicators that are new and first included in the accountability system, the baseline year for calculating consecutive years of Level Two performance will be 2018-2019, using data from the 2017-2018 school year. These indicators are:

* Academic achievement gaps in English;
* Academic achievement gaps in mathematics;
* Dropout rate; and
* Chronic absenteeism.

Certain school quality indicators in the revised accreditation system have been the basis for school accreditation under the previous system. Because these are not new to the accountability system, the baseline year for calculating consecutive years of Level Two performance will be 2014-2015, using data from the 2013-2014 school year. These indicators are:

* Academic achievement for all students in English;
* Academic achievement for all students in mathematics;
* Academic achievement for all students in science; and
* The graduation and completion index.

In May 2018, the acting Superintendent of Public Instruction communicated to local division superintendents that for the 2018-2019 accreditation ratings, the maximum duration of Level Two performance would not be considered for the indicators for chronic absenteeism and academic achievement gaps. The maximum duration of Level Two performance would be considered for the indicators of all students academic achievement, the graduation and completion index, and dropout rate.

The school accreditation data released in September 2018 was calculated applying the four-year maximum duration of Level Two performance as it was communicated in May 2018, including dropout rates. While the proposed guidance would no longer apply this rule to dropout rates, no school received a Level Three designation for dropout rates due to the four-year maximum duration of Level Two performance. As such, this guidance will not change the accreditation ratings that were released in September 2018.

## **Timetable for Further Review/Action:**

This item will be presented to the Board of Education for final review on November 15, 2018.

## Impact on Fiscal and Human Resources:

The administrative impact required to implement this guidance is expected to be minimal.

# Attachment A

## Guidance for the Designation of Level Three Performance in School Quality Indicators Due to Level Two Performance for More Than Four Years

### 8VAC20-131-380.F states, in part:

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 B 1 for the 2018-2019 school year.

Each School Quality Indicator and the corresponding Performance Levels for each Indicator are described in subsection F.1. This subsection provides that a school shall not receive a Level Two performance designation for more than four consecutive years in any individual School Quality Indicator. This rule applies to each school quality indicator, as well as the individual reporting groups that are calculated for achievement in English and mathematics to produce the composite school quality indicators for Academic Achievement Gaps in English and mathematics.

If a school quality indicator would be designated Level Two performance for a fifth consecutive year, it would be assigned Level Three performance for the fifth year.

### Guidance:

This guidance clarifies how the four-year maximum duration for Level Two performance will apply to the revised accreditation system beginning with the accreditation ratings released for the 2018-2019 school year and through the 2021-2022 school year.

For certain school quality indicators, the baseline year for calculating consecutive years of Level Two performance designation will be 2018-2019.[[1]](#footnote-1) The four-year maximum duration for Level Two performance in the following school quality indicators will become applicable beginning with the accreditation ratings released for the 2022-2023 school year:

* Academic achievement gaps in English;
* Academic achievement gaps in mathematics;
* Dropout rate; and
* Chronic absenteeism.

Certain school quality indicators in the revised accreditation system have been the basis for school accreditation under the previous system. Because these are not new school quality indicators, the baseline year for calculating consecutive years of Level Two performance designation for these indicators will be 2014-2015.[[2]](#footnote-2) The four-year maximum duration for Level Two performance for these school quality indicators will become applicable beginning with the accreditation ratings released for the 2018-2019 school year. Those school quality indicators are:

* Academic achievement for all students in English;
* Academic achievement for all students in mathematics;
* Academic achievement for all students in science; and
* The Graduation and Completion Index.

The College, Career, and Civic Readiness Index is a school quality indicator that will not be effective for school accreditation until the 2022-2023 school year. Because this indicator is based on a four-year cohort beginning with ninth graders entering high school in the 2018-2019 school year, no data will exist to calculate this school quality indicator prior to the 2022-2023 school year. The baseline year for calculating consecutive years of Level Two performance for this school quality indicator will be 2022-2023.[[3]](#footnote-3) The four-year maximum duration for Level Two performance will become applicable to this school quality indicator beginning with the accreditation ratings released for the 2026-2027 school year.

1. 2018-2019 accreditation ratings, using school quality data from the 2017-2018 school year. [↑](#footnote-ref-1)
2. 2014-2015 accreditation ratings, using school quality data from the 2013-2014 school year. [↑](#footnote-ref-2)
3. 2022-2023 accreditation ratings, using school quality data from the 2021-2022 school year. [↑](#footnote-ref-3)