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

## Date: October 18, 2018

### Title: First Review of Request for Appeal of a Performance Level Designation for a Specific School Quality Indicator for Schools

**Presenter: Beverly W. Rabil, Director, Office of School Improvement, Division of Student Assessment and School Improvement**

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## Purpose of Presentation:

Action required by state or federal law or regulation.

**Executive Summary:**In July, Dr. Lane convened a meeting of the Superintendent’s Leadership Advisory Committee, to discuss the 2018-2019 appeals process. On September 4, 2018, a Superintendent’s Email about the appeals process for 2018-2019 was sent to division superintendents with the appeals form attached. The schools in the chart below are *Accredited with Conditions* for the 2018-2019 school year and have submitted a Virginia Department of Education Office of School Improvement Appeal Form.

| **Name of Division** | **Name of School Requesting Appeal** | **Recommended Action** | **Attachment** |
| --- | --- | --- | --- |
| Chesapeake City Public Schools | Truitt Intermediate School (Gr. 3-5)/Rena B. Wright Primary School (Gr. PK-2) | Deny | A2 |

Data for the school division is included in Attachment A1. The attachment contains the school’s appeal form and achievement data. Specific information about the appeal is contained in the attached appeal form. The chart below contains the indicator(s) and a brief summary of the reason for the appeal.

| **Name of Division** | **Name of School Requesting Appeal** | **Indicator(s) Being Appealed** | **Brief Summary of Reason for Appeal** |
| --- | --- | --- | --- |
| Chesapeake City Public Schools | Rena B. Wright Primary School (Gr. PK-2)/Truitt Intermediate School (Gr. 3-5) | Achievement Gap-Math for Hispanic students | Small *n*\* calculation for three year average  OR  Duplicated count of students represented in the three year average |

\*See Background Information and Statutory Authority for small *n* information.

## Action Requested:

Other. Specify below:

The Board is asked to waive first review and take action October 18, 2018.

## Superintendent’s Recommendation:

The Superintendent of Public Instruction recommends that the Virginia Board of Education waive first review and deny the Request for Appeal of a Performance Level Designation for a Specific School Quality Indicator from Chesapeake City Public Schools for Rena B. Wright Primary School and Truitt Intermediate School.

**Rationale for Action:** Appeal data for these schools do not represent limited circumstances that warrant special consideration in designating performance levels.

## Previous Review or Action:

Other. Specify below:

Previous actions of the Board, if any, and historical information on accreditation status are included with the information for each school in the attachments.

Background Information and Statutory Authority:

This Board item relates to Priority 1 of the *Virginia Board of Education Comprehensive Plan: 2018-2023* to provide high-quality, effective learning environments for all students.

The 2018 Standards of Quality at § 22.1-253.13:3 provide that the Board's regulations establishing standards for accreditation shall ensure that the accreditation process is transparent and based on objective measurements and that any appeal of the accreditation status of a school is heard and decided by the Board.

The 2017 Standards of Accreditation at 8VAC20-131-380.F.6 provide that the board shall provide a process for a local school board to appeal the performance level designation for a specific school quality indicator for any school in the division. The board shall grant such appeals only in limited circumstances that warrant special consideration in designating performance levels.In order to appeal such designation the local school board shall submit a request to the board, signed by the chairman of the school board and the school superintendent, explaining why the school board is appealing the designation and shall include documentation supporting the request to change the performance level designation.

Small *n* Rules Used for Determining State Accreditation (Criteria Updated August 2018)

1. For student groups where the current year rate includes 30 or more students, the performance level is based on the current year or the three-year cumulative rate, whichever is more favorable. (*This rule is unchanged from the July 2018 release.)*
2. For student groups where the current year rate includes less than 30 students and is Level One or Level Two, the group’s performance level will be based on the current year rate, or the three-year cumulative rate, whichever is more favorable.

*(This rule represents a change from the July 2018 release. The rule now applies to all indicators. Previously, the rule applied only to achievement gap indicators. This rule also allows the more favorable rate between the current year and the three-year cumulative rate to be selected when the current year rate includes less than 30.)*

1. If the current year rate includes less than 30 students and is Level Three, the performance level will be based on the three-year cumulative rate if it includes 30 or more students. If the three-year cumulative rate also includes less than 30 students, the indicator is excluded from consideration. *(This rule is unchanged from the July 2018 release)*

Timetable for Further Review/Action:

None

**Impact on Fiscal and Human Resources:**

The Office of School Improvement will use the academic review budget to fund appropriate technical assistance.

Attachment A1

**Virginia Department of Education** Page 1 of 1

**State/Federal Accountability Data**

**Truitt Intermediate**

**Grades: 03 - 05**

**Chesapeake City**

**State Accountability - Accreditation Designation**

Accreditation is based on assessments taken in the previous year.

| **Year** | **Based on Statewide Assessments in** | **Accreditation Rating** | **Area(s) not Meeting Benchmark** |
| --- | --- | --- | --- |
| 2013-2014 | 2012-2013 | Accredited with Warning | Mathematics |
| 2014-2015 | 2013-2014 | Accredited with Warning | English |
| 2015-2016 | 2014-2015 | Partially Accredited: Warned School-Pass Rate | English |
| 2016-2017 | 2015-2016 | Partially Accredited: Reconstituted School | English |
| 2017-2018 | 2016-2017 | Partially Accredited: Reconstituted School | English, Science |
| 2018-2019 | 2017-2018 | Accredited with Conditions | English |

**State Accreditation Pass Rates by Assessment Year**

| **Assessment Type** |  |  | **School Pass Rates** | |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
| English | \*77% | 69% | 69% | 72% | 72% | 72% |
| Graduation and Completion Index | N/A | N/A | N/A | N/A | N/A | N/A |
| History and Social Sciences | 78% | 89% | 85% | 83% | 76% | 80% |
| Mathematics | 59% | 81% | 77% | 75% | 74% | 71% |
| Science | \*75% | 78% | 78% | 75% | 64% | 71% |

**Federal Accountability Status**

| **Year** | **Based on Statewide Assessments in** | **Federal Rating** | **Federal Status** |
| --- | --- | --- | --- |
| 2013-2014 | 2012-2013 | Met All Federal AMOs | Title I - School Wide Program |
| 2014-2015 | 2013-2014 | Improvement Plan Required | Title I - School Wide Program |
| 2015-2016 | 2014-2015 | Improvement Plan Required | Title I - School Wide Program |
| 2016-2017 | 2015-2016 | Improvement Plan Required | Title I - School Wide Program |
| 2017-2018 | 2016-2017 | Improvement Plan Required | Title I - School Wide Program |
| 2018-2019 | 2017-2018 |  | Title I - School Wide Program |

**Federal Accountability Pass Rates by Assessment Year**

| **Assessment Type** |  |  | **School Pass Rates** | |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
| English: Reading | \*61% | 65% | 67% | 69% | 70% | N/A |
| English: Writing | 57% | 71% | N/A | N/A | N/A | N/A |
| History and Social Sciences | 80% | 88% | 86% | 83% | 75% | N/A |
| Mathematics | 58% | 78% | 76% | 73% | 67% | N/A |
| Science | \*76% | 78% | 78% | 64% | 63% | N/A |

\* This data reflects the first administration of new Standards of Learning assessments based on new content standards.

Attachment A1

**Virginia Department of Education**

**Office of School Improvement**

**Appeal Form**

**Division: Chesapeake**

**School: Truitt Intermediate School/Rena B. Wright Primary School**

As stated in the Standards of Quality (§ 22.1-253.13:3), the Board's regulations establishing standards for accreditation shall ensure that the accreditation process is transparent and based on objective measurements and that any appeal of the accreditation status of a school is heard and decided by the Board.

As stated in the Standards of Accreditation (8VAC20-131-380.A.6.), the board shall provide a process for a local school board to appeal the performance level designation for a specific school quality indicator for any school in the division. **The board shall grant such appeals only in limited circumstances that warrant special consideration in designating performance levels.** In order to appeal such designation the local school board shall submit a request to the board, signed by the chairman of the school board and the school superintendent, explaining why the school board is appealing the designation and shall include documentation supporting the request to change the performance level designation.

**Appeal**

| **Division: Chesapeake**  **School: Truitt Intermediate/Rena B. Wright Primary** |
| --- |
| **Date: 9-5-18** |

**School Data**

| **Content Area** | **2015-2016**  **Pass Rate**  **Based on**  **2014-2015**  **Assessments** | **2016-2017**  **Pass Rate**  **Based on**  **2015-2016**  **Assessments** | **2017-2018**  **Pass Rate**  **Based on**  **2016-2017**  **Assessments** |
| --- | --- | --- | --- |
| English | 70 | 72 | 72 |
| Mathematics | 77 | 78 | 74 |
| Science | 78 | 75 | 69 |
| History | 85 | 87 | 82 |
| Graduation and Completion Index (if applicable) | N/A | N/A | N/A |

**Preliminary 2018-2019 School Data**

| **School Quality Indicator** | **Preliminary Data** |
| --- | --- |
| Academic Achievement - English | Level One  All Students - 77.12 |
| Academic Gap - English | Level Two  Asian -100  Black - 76.67  Economically Dis. - 71.37  English Learners -100  Hispanic - 82.35  Students with Disabilities - 54.75  White - 81.22 |
| Academic Achievement - Math | Level One  All Students- 74.17 |
| Academic Gap - Math | Level Three  Asian -100  Black - 71.86  Economically Dis. - 68.44  English Learners -TS  Hispanic - 64.44  Students with Disabilities - 47.06  White - 81.22 |
| Academic Achievement - Science | Level One  All Students - 71.13 |
| Chronic Absenteeism | Level One  All Students - 9.75 |
| Graduation and Completion Index | N/A |
| Dropout Rate | N/A |
| College, Career, and Civic Readiness Index | N/A |

**State the specific School Quality Indicator being appealed and subgroup data if appropriate.**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Achievement Gap – Math  Hispanic   | **Data Source** | **Passing** | **Total Tested** | **Rate** | | --- | --- | --- | --- | | Current Year | 10 | 17 | 58.82 | | Previous Year | 6 | 11 | 63.64 | | Cumulative 3 Year | 28 | 45 | 64.44 | |

**Reason for Appeal**

| ***Briefly state reason for the appeal and include supporting documentation in the space provided. Documentation needs to be data driven and written without personally identifiable information. (Reason for Appeal* response may not exceed this page*.* Please do not send additional information in attachments. No attachments to the Appeal Form will be considered.*)***  Truitt Intermediate School tests a small number of Hispanic students. As this school is composed of only third, fourth and fifth grade students, fifth graders are likely duplicated in the cumulative three year count three times. This data most likely represents a small number of struggling students who are being counted over and over again. Statistically, this creates a negative, compounding impact on the results for the subgroup and thus gives an unfair representation of the performance of this subgroup. Analysis of performance indicates the students in this school are meeting success, making substantial progress and that the school is focusing on the achievement of all students. |
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