**School Accreditation**

*for the*

*2023-2024 Accreditation Year*

Virginia’s School Accreditation Model

*Based on the 2017 Regulations Establishing Standards for Accrediting Public Schools in Virginia*

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### Purpose

The purpose of this document is to provide more detail surrounding the accreditation model as described in the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA) Part VIII, Sections 370-400, which can be found [at this link.](https://law.lis.virginia.gov/admincode/title8/agency20/chapter131/section370/)

### Overview of School Accreditation Model

# School Quality Indicators

School accreditation ratings are based on student performance across nine school quality indicators:

* ***Academic Achievement -English*** *(includes reading and writing)*
* ***Achievement Gap-English*** *(includes reading and writing)*
* ***Academic Achievement-Mathematics***
* ***Achievement Gap-Mathematics***
* ***Academic Achievement-Science***
* ***Chronic Absenteeism***
* ***Graduation and Completion Index*** *(GCI)* *(only applies to schools with a 12th grade)*
* ***Dropout Rate*** *(only applies to schools with a 12th grade)*
* ***College, Career, and Civic Readiness Index (CCCRI*)** *(only applies to schools with a 12th grade)* ***\*\*Active in accreditation year 2023-2024.***

# Performance Level Descriptions

# Performance on each school quality indicator falls into three levels:

* **Level One-At or Above Standard**: Performance meets or exceeds the state standard by using the best of the current or cumulative three-year rate; OR current year rate is in the Level Two range and performance demonstrates adequate improvement from the previous year.
* **Level Two-Near Standard**: Performance meets a specified range using the best of the current or cumulative three-year rate; OR current year rate is in the Level Three range and performance demonstrates adequate improvement from the previous year.
* **Level Three-Below Standard:** Performance meets a specified range using the best of the current or cumulative three-year rate; OR performance has stayed at a Level Two or Level Three rating through four consecutive years (Level Three-4 YRS rating).

## Demonstrating Adequate Improvement

* Demonstrating adequate improvement is accomplished by either reducing a rate by at least 10% from the previous year (designated as R10) or increasing the Graduation and Completion Index by at least 2.5% (designated as I2) from the previous year.
* R10 is used in all *Academic Achievement* and *Achievement Gap* indicators, as well as *Chronic Absenteeism*, and *Dropout Rate*.

## “Three-year rate” and “Previous year” for 2023-2024 Accountability Year

* The “three-year rate” will be calculated using accountability years 2019-2020 (based on 2018-2019 school year data), 2022-2023 (based on 2021-2022 school year data), and 2023-2024 (based on 2022-2023 school year data).
* The “previous year” will be data from the 2022-2023 accountability year (based on 2021-2022 school year data).­­­­­­­­­

## Accreditation Ratings

A school’s accreditation rating of *Accredited* or *Accredited with Conditions* is determined by its performance on all school quality indicators.

* **Accredited**: the performance levels of all school quality indicators are Level One or Level Two.
* **Accredited with Conditions**: the performance level of any school quality indicator is Level Three.

There are three additional accreditation ratings:

* **Accreditation Denied:** determined by the Board of Education when a school designated as *Accredited with Conditions* fails to adopt and implement school division or school corrective action plans with fidelity;
* **Accreditation Withheld:** used when there is a serious testing irregularity, and the validity of data cannot be determined**;** and
* **New School:** awarded for a one-year period to a new school that comprises students who previously attended one or more existing schools; provides the opportunity to evaluate the performance of students on school quality indicators.
	+ In September 2019, the Board of Education adopted special provisions for schools that had a *New School* rating during the year in which the data used for accreditation are collected and only have one year of data on which to evaluate indicator performance levels, such that −
		- If an academic indicator is rated Level Three based on current year data and the combined rate in English or mathematics (elementary and middle schools), or the mathematics pass rate (EOC) or science pass rate (elementary, middle, and high school) is at least 50%, the indicator shall be rated a Level Two.
		- If the chronic absenteeism rate, dropout rate, or Graduation and Completion Index are rated Level Three based on current year data, the indicator shall be rated as Level Two.

## Board Adoption of Special Provisions for 2023-2024 Accreditation Year

* For the 2023-2024 accreditation year, only the current year rate will be used to determine chronic absenteeism performance level,[per the Board of Education](https://www.doe.virginia.gov/home/showpublisheddocument/27114/638045706874730000).

### Additional Details Regarding Accreditation

## Level Three – 4 YRS Performance Rating

* A school quality indicator with a status of Level Two or Level Three through four consecutive years will be designated in the fifth year as *Level Three – Below Standard*(noted as Level Three – 4 YRS) if the fifth year’s performance remains at Level Two or Level Three.
* For the *Achievement Gap-Mathematics* and *Achievement Gap-English* indicators, the Level Three - 4 YRS designation applies to the student groups within the indicator, not to the overall *Achievement Gap* level designation.
* Any indicator that does not meet the minimum student group size, and is therefore rated Too Small (TS), will not be included in the count of consecutive years for the Level Three - 4 YRS rating.
* The baseline year for calculating consecutive years of Level Two or Level Three performance designations will begin in the 2018-2019 school year (based on data from the 2017-2018 school year) for the following indicators:
	+ *Achievement Gap-English*;
	+ *Achievement Gap-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 OR Level Three performance designations will be 2014-2015 school year for the following indicators:
	+ *Academic Achievement-English;*
	+ *Academic Achievement-Mathematics;*
	+ *Academic Achievement-Science;* and
	+ *Graduation and Completion Index (CGI)*.
* The *College, Career, and Civic Readiness Index* will be effective for accreditation in the 2023-2024 accreditation year. Therefore, the baseline year for calculating consecutive years of Level Two or Level Three performance for this school quality indicator will be 2023-2024.

Example of Level Three – 4 YRS Rating for Science Pass Rates:

|  |  |  |
| --- | --- | --- |
| **Assessment Year** | **Accreditation Year** | **Performance Level** |
| 2016-2017 | 2017-2018 | Level Two |
| 2017-2018 | 2018-2019 | Level Three |
| 2018-2019 | 2019-2020 | Level Two |
|  **WAIVED ACCREDITATION YEARS 2020-2021 and 2021-2022** |
| 2021-2022 | 2022-2023 | Level Two (4th consecutive year of Level Two or Three) |
| 2022-2023 | 2023-2024 | If the 5th consecutive year is a Level Two or Three, rating will be: Level Three − 4 YRS |

* A school quality indicator designated as Level Three – 4 YRSwill remain Level Three until the indicator meets Level Onecriteria by either meeting or exceeding the benchmark for Level One or demonstrating adequate improvement from Level Two.

## Triennial Accreditation

* Part of [§22.1-253.13:3 A](https://law.lis.virginia.gov/vacode/title22.1/chapter13.2/section22.1-253.13%3A3/) of the Code of Virginia:

*The Board shall review the accreditation status of a school once every three years if the school has been fully accredited for three consecutive years. Upon such triennial review, the Board shall review the accreditation status of the school for each individual year within that triennial review period. If the Board finds that the school would have been accredited every year of that triennial review period the Board shall accredit the school for another three years.*

* Schools rated *Fully Accredited* under the previous accreditation system and schools rated *Accredited* under the new accreditation system are considered synonymous for the purposes of identifying schools eligible for multi-year accreditation status.

Example:

|  |  |  |
| --- | --- | --- |
| **Accreditation Year** | **School Performance** | **School Accreditation Status** |
| 2016-2017 | Met all Benchmarks | *Fully Accredited* |
| 2017-2018 | Met all Benchmarks | *Fully Accredited* |
| 2018-2019 | All indicators are Level One or Level Two | *Accredited* |
| 2019-2020 | All indicators are Level One or Level Two | *Accredited* under Triennial Accreditation |
| 2022-2023 | One indicator is a Level Three | *Accredited* under Triennial Accreditation |
| 2023-2024 | All indicators are Level One or Level Two | *Accredited* under Triennial Accreditation |
| 2024-2025 | One indicator is a Level Three | *Accredited with Conditions* |

* In accreditation year 2019-2020, the school starts its triennial accreditation period because it was *Accredited* or *Fully Accredited* the previous three consecutive years.
* After accreditation year 2023-2024, the triennial review indicates that the school did not meet the status *Accredited* using its data in accreditation year 2022-2023, therefore the triennial review does not result in another triennial accreditation period.
* In 2024-2025, the Level Three performance level gives the school a status of *Accredited with Conditions.*

### *Academic Achievement* and *Achievement Gap* Indicators

This section provides the performance level descriptions, and the type of rate used for each of these indicators: *Academic Achievement-English, Achievement Gap-English, Academic Achievement-Mathematics, Achievement Gap-Mathematics and Academic Achievement-Science.*

## Performance Level Descriptions for all *Academic Achievement* and *Achievement Gap* Indicators

|  |  |  |  |
| --- | --- | --- | --- |
|  | **English (Included Reading and Writing Assessments)** | **Mathematics** | **Science** |
| **LEVEL ONE**Meets or exceeds state standard or sufficient improvement | Current or cumulative three-year rate is greater than or equal to **75%** ORCurrent year rate is in the Level Two range (less than 75% but greater than 65%) and the school decreased the failure rate by at least 10% (R10) from the previous year. | Current or cumulative three-year rate is greater than or equal to **70%** ORCurrent year rate is in the Level Two range (less than 70% but greater than 65%) and the school decreased the failure rate by at least 10% (R10) from the previous year. | Current or cumulative three-year rate is greater than or equal to **70%** ORCurrent year rate is in the Level Two range (less than 70% but greater than 65%) and the school decreased the failure rate by at least 10% (R10) from the previous year. |
| **LEVEL TWO**Near state standard or sufficient improvement | Current year or cumulative three-year rate is less than 75% but greater than 65% ORCurrent year rate is greater than or equal to 50% and less than or equal to 65% and the school decreased the failure rate by at least 10% (R10) from the previous year. | Current year or cumulative three-year rate is less than 70% but greater than 65% ORCurrent year rate is greater than or equal to 50% and less than or equal to 65% and the school decreased the failure rate by at least 10% (R10) from the previous year. | Current year or cumulative three-year rate is less than 70% but greater than 65% ORCurrent year rate is greater than or equal to 50% and less than or equal to 65% and the school decreased the failure rate by at least 10% (R10) from the previous year. |
| **LEVEL THREE**School demonstrated performance below the benchmarks for Level One and Level Two. | Current year or cumulative three-year rate is less than or equal to 65% ORSchool has stayed at a Level Two or Three through four consecutive years. (Level Three - 4 Years Rating) | Current year or cumulative three-year rate is less than or equal to 65% ORSchool has stayed at a Level Two or Three through four consecutive years. (Level Three - 4 Years Rating) | Current year or cumulative three-year rate is less than or equal to 65% ORSchool has stayed at a Level Two or Three through four consecutive years. (Level Three - 4 Years Rating) |

## *Achievement Gap* Student Groups

Performance rates for *Achievement Gap-English* and *Achievement Gap-Mathematic*s are calculated for the following student groups.

* Asian students
* Black students
* Hispanic students
* Multiple Races
* White students
* Economically disadvantaged students
* English Learners
* Students with disabilities (excludes 504 students)

## Determining the Performance Level for *Achievement Gap* Indicators

* The final performance level for achievement gaps is determined through a two-step process.
* First, for groups that meet the minimum student group size rules, a performance level is assigned to each student group based on the same criteria used for the “all students” group for English and mathematics.
* Second, a set of decision rules is applied across all student groups in which a final performance level is assigned to determine the overall performance level rating for the achievement gap indicator. The decision rules are as follows:
	+ Schools with no more than one student group in Level Two and no student groups in Level Three will have an overall rating of Level One;
	+ Schools with more than one student group in Level Two but no more than one student group in Level Three will have an overall rating of Level Two; and
	+ Schools with two or more student groups in Level Three will have an overall rating of Level Three.

This table provides three examples of the application of decision rules to determine the final performance level for achievement gap indicators.

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Groups** | **School A** | **School B** | **School C** |
| Asian | Level One | Level One | Level One |
| Black | Level One | Level Two | Level One |
| EconomicallyDisadvantaged | Level One | Level Two | Level One |
| English Learners | Level Two | Level One | Level Three |
| Hispanic | Level One | Level One | Level Three |
| Multiple Races | Level One | Level One | Level Two |
| Students withDisabilities | Level One | Level Three | Level Two |
| White | Level One | Level One | Level One |
| **Final Performance****Level** | **Level One** | **Level Two** | **Level Three** |

## Rate for the *Academic Achievement-Scienc*e Indicator

* *Academic Achievement-Science* is measured using a **pass rate** that includes test records of students who pass state assessments divided by the total number of tests taken.

## Rate for *Academic Achievement-English* and *Achievement Gap-English* Indicators

* State assessment scores in reading and writing are used to calculate the performance rates for the *Academic Achievement-English* and *Achievement Gap-English* indicators.
* For students in grades 3 through 8, both the *Academic Achievement-English* and *Achievement Gap-English* indicators are measured using a **combined rate** that includes students who (1) passed the reading and/or writing state assessments, (2) failed the reading state assessment but showed growth, or (3) failed the reading state assessment and did not show growth but showed progress towards proficiency in English as an English Learner (EL) as measured by the English language proficiency assessment (ACCESS for ELLS 2.0).
* For students taking the EOC English assessments, the *Academic Achievement-English* indicator is measured using a combined rate that includes students who (1) passed EOC Reading or failed the EOC Reading assessment but showed progress towards English proficiency on the WIDA Access for ELLs assessment as an EL student and/or (2) passed EOC Writing.
* A student who takes both reading and writing assessments will be counted twice in the denominator. The student will be counted up to two times in the numerator.
* Some examples:

|  |  |  |
| --- | --- | --- |
| **Scenario** | **Numerator** | **Denominator** |
| A grade 8 student passes the Grade 8 Reading assessment but fails the Grade 8 Writing assessment | 1 | 2 |
| A grade 8 student passes the Grade 8 Reading assessment and the Grade 8 Writing assessment | 2 | 2 |
| A student fails the EOC Reading assessment and fails the EOC Writing assessment | 0 | 2 |
| A high school EL student who fails the EOC Reading assessment, but makes progress in English Language Proficiency, and fails the EOC Writing assessment  | 1 | 2 |
| A student fails the EOC Reading assessment and participates in a performance assessment to earn verified credit in writing rather than taking the EOC Writing test. | 0 | 1 |

## Rate for *Academic Achievement-Mathematics* and *Achievement Gap-Mathematics* Indicators

* Both *Academic Achievement-Mathematics* and *Achievement Gap-Mathematics* is measured using a **combined rate** in elementary and middle school (grades 3 through 8), and a **pass rate** in high school (grades 9 through 12).
* The combined rate includes students who (1) pass state assessments or (2) fail state assessments but show growth.
* The progress table found in Appendix B of this document should be used to determine whether a student in grades 3 through 8 have demonstrated growth.

### Tests included in Accreditation Calculations

* Tests include those taken in the summer of the previous school year and fall and spring of the current school year.
* The following tests are used to determine the number of students who pass state assessments in English reading and writing, mathematics, and science:
	+ Standards of Learning (SOL);
	+ Virginia Alternate Assessment Program (VAAP); and
	+ Most Board-approved substitute tests.

For Recovery tests, the following rules apply:

* Passing mathematics and reading recovery tests scores count as two tests instead of one (twice in the numerator and twice in the denominator).
* Failing recovery test scores count as one test, with the exception:
	+ Failing 8th grade recovery tests scores are excluded only if the student has previously taken the same test in any school year (past or present).

## Failure Rate Calculation

* The failure rate is calculated as the number of students failing the assessment divided by the number of students tested.
* Tests marked as recovery are counted one time.
* Students who fail the state assessment and have an *SOA Adjustment-EL* or *Transfer* flag are excluded from the failure rate.
	+ Students who fail the state assessment but show growth, OR EL students who fail the state assessment, do not show growth but show EL progress, are counted as a failure since they failed the test.

### Student Growth

Student growth is a component of the combined rates for grades 3-8 reading and mathematics, and Algebra I through grade 8. Students who failed the reading or mathematics SOL or VAAP assessments, but showed growth, are included in the combined rate for *Academic Achievement-English*, *Academic Achievement-Mathematics*, *Achievement Gap-English*, and *Achievement Gap-Mathematics.* This section provides details regarding how growth is calculated.

# Standards of Learning Tests

 Standards of Learning (SOL) tests included in the calculation of growth are:

* + Grades 3-8 reading; and
	+ Grades 3-8 mathematics and Algebra I administered through grade 8.

# Determining Growth on SOL Tests

**Growth on grades 4-8 SOL reading and mathematics assessments** is determined by comparing test results from the spring 2022 SOL test to the spring 2023 SOL test. For students who have expedited retakes in the same test administration, the highest vertical scaled score achieved is used for the comparison.

**For a grade 4-8 student** to demonstrate growth for accountability purposes, the student must have failed the previous year’s SOL test (spring 2022) and the current year’s SOL test (spring 2023), and then advanced at least one range on the progress table.

**Growth on the grade 3 SOL reading and mathematics assessments** is determined by comparing test results from the fall 2022 growth assessment to the spring 2023 SOL test. For students who have expedited retakes in the same test administration, the highest vertical scaled score achieved is used for the comparison.

**For a grade 3 student**to demonstrate growth for accountability purposes, the student must have failed the current year’s SOL test (spring 2023) and then advanced at least one range on the progress table from the fall 2022 growth assessment to the spring 2023 SOL test.

# Virginia Alternate Assessment Program (VAAP)

The Virginia Alternate Assessment Program (VAAP) tests included in the calculation of growth are:

* + Grades 4-8 reading; and
	+ Grades 4-8 mathematics

# Determining Growth on VAAP Assessments

**Growth on grades 4-8 VAAP reading and mathematics assessments** (spring 2022 VAAP assessments to spring 2023 VAAP assessments). Growth is determined by comparing test results from the spring 2022 VAAP assessment to the spring 2023 VAAP assessment. Students in grade 3 who participate in VAAP are not eligible to demonstrate growth for accountability purposes at this time.

**For a grade 4-8 VAAP student** to demonstrate growth for accountability purposes, the student must have failed the previous year’s VAAP test (spring 2022) and the current year’s VAAP test (spring 2023), and advanced at least one range on the progress table.

# Progress Tables

Progress tables are available within the [Single Sign-on Web Systems](https://p1pe.doe.virginia.gov/ssws/) application (in the *Calculating Accreditation* document within the Accreditation application).

# English Learner Progress

EL progress is included in the *Academic Achievement-English* and *Achievement Gap-English* combined rates for students who failed the reading SOL, did not demonstrate growth (grades 3 through 8 only), but showed progress towards English proficiency on the ACCESS for ELLs 2.0 assessment.

EL progress is assessed for students tested beginning in grade 3 (compared to ACCESS for ELLs 2.0 results in grade 2) through grade 12, or until the student reaches proficiency.

## English Learner Progress Table

This table shows the composite proficiency level gains required for students to demonstrate progress on the ACCESS for ELLs 2.0 assessment by grade and previous year proficiency level:

|  |  |  |  |
| --- | --- | --- | --- |
| **Previous Year****Proficiency Level** | **Grades K-2 –****Current Year** | **Grades 3-5 –****Current Year** | **Grades 6-12 –****Current Year** |
| 1.0-2.4 | 1.0 | 0.7 | 0.4 |
| 2.5-3.4 | 0.4 | 0.4 | 0.2 |
| 3.5-4.4 | 0.2 | 0.2 | 0.1 |

**Example:** A current grade 5 student had an overall proficiency level of 2.8 the previous year when he was in grade 4. To show progress, the student must increase his proficiency level by at least 0.4 points. Therefore, the student’s overall proficiency on the current year’s ACCESS for ELLs 2.0 assessment must be at least 3.2 (2.8 + 0.4).

|  |  |  |  |
| --- | --- | --- | --- |
| **Previous Year****Proficiency Level** | **Grades K-2 –****Current Year** | **Grades 3-5 –****Current Year** | **Grades 6-12 –****Current Year** |
| 1.0-2.4 | 1.0 | 0.7 | 0.4 |
| 2.5-3.4 | 0.4 | 0.4 | 0.2 |
| 3.5-4.4 | 0.2 | 0.2 | 0.1 |

Special note about Grades K-5 students: If a student has a score below 4.4 in the previous year, and a score 4.4 and greater in the current year, that student has made progress for accountability purposes, regardless of the difference between the two scores. For example, a grade 3 student who has a score of 4.3 in the previous year and a score of 4.4 in the current year is considered to have made progress for accountability purposes.

### *Chronic Absenteeism* Indicator

This section describes the performance levels for the *Chronic Absenteeism* indicator as well as how it is calculated.

## Performance Level Descriptions for the Chronic Absenteeism Indicator

|  |  |
| --- | --- |
| **LEVEL ONE**Meets or exceeds state standard or sufficient improvement | Current or cumulative three-year rate is less than or equal to 15% ORCurrent year rate is in the Level Two range (greater than 15% but less than or equal to 25%) and the school decreased the chronic absenteeism rate by at least 10% (R10) from the previous year. |
| **LEVEL TWO**Near state standard or sufficient improvement | Current year or cumulative three-year rate is greater than 15% but less than or equal to 25% ORCurrent year rate is greater than 25% and the school decreased the chronic absenteeism rate by at least 10% (R10) from the previous year. |
| **LEVEL THREE**School demonstrated performance below the benchmarks for Level One and Level Two. | Current year or cumulative three-year rate is greater than 25% ORSchool has stayed at a Level Two or Three through four consecutive years. (Level Three - 4 Years Rating) |

Important Note About Chronic Absenteeism

* For the 2023-2024 accreditation year, only the current year rate will be used to determine performance level, [per the Board of Education](https://www.doe.virginia.gov/home/showpublisheddocument/27114/638045706874730000).

## Calculation to Determine the *Chronic Absenteeism* Rate

* Students who are absent for 10 percent or more of the school year are chronically absent, regardless of whether absences are excused or unexcused.
* Students receiving homebound instruction for medical illness at any point in the year are excluded from the chronic absenteeism calculations.
* Students receiving homebased instruction for discipline issues are excluded from the chronic absenteeism calculations on the day(s) they are receiving homebased instruction.
* Chronic absenteeism is calculated using a three-step process.
	+ First, a student's end-of-year membership is determined by dividing the student’s total days present, absent, and unscheduled by the total days in session for a given school. If the student's average daily membership is greater than or equal to 0.5 in a given school, the student is included in the chronic absenteeism calculation.
	+ Next, a student is determined to be chronically absent if the rate of their days absent divided by their total days in membership is greater than or equal to 10%. Transfer students are counted in a school’s chronic absenteeism rate if they are enrolled in the school for greater than or equal to 50% of the school year.
	+ Lastly, to determine the school absentee rate, the number of students who are absent 10 percent or more is divided by the total number of students (with membership greater than or equal to 0.5) in a school’s end-of-year membership.

### *Graduation and Completion Index*

This section describes the performance levels and calculations for the *Graduation and Completion Index (GCI)*. The *Graduation and Completion Index* is calculated for schools that have a 12th grade.

## Performance Level Descriptions for the *Graduation and Completion Index*

Determination of the performance level is based on the performance of the most recent graduating student cohort.

|  |  |
| --- | --- |
| **LEVEL ONE**Meets or exceeds state standard or sufficient improvement | Current or cumulative three-year rate is greater than or equal to **88%** ORCurrent year rate is in the Level Two range (greater than 80% but less than 88%) and the school increases the GCI rate by at least 2.5% (I2) from the previous year. |
| **LEVEL TWO**Near state standard or sufficient improvement | Current year or cumulative three-year rate is greater than 80% but less than 88% ORCurrent year rate is less than or equal to 80% and the school increases the GCI rate by at least 2.5% (I2) from the previous year. |
| **LEVEL THREE**School demonstrated performance below the benchmarks for Level One and Level Two. | Current year or cumulative three-year rate is less than or equal to 80% ORSchool has stayed at a Level Two or Three through four consecutive years. (Level Three - 4 Years Rating) |

## Calculation to Determine the *Graduation and Completion Index*

* The *Graduation Completion Index* is calculated for an adjusted cohort of students. The adjusted cohort consists of students in the on-time graduation cohort (OGR cohort) plus, students carried over from previous cohorts who did not earn a diploma by their cohort year.
	+ The OGR cohort is the cohort of expected on-time graduates: students who were first-time ninth graders four years ago, plus transfers in, and minus transfers out and deceased students.
	+ Carry-over students are students who were members of a previous cohort and remained in school after their on-time graduation year to complete high school.
	+ The OGR Cohort takes into account “sliders.” Sliders are special education or EL students who have educational plans in place that allow them more time to graduate. Sliders take longer than four years to graduate and do not graduate with their original OGR cohort. These students “slide” into the next cohort as long as they are still enrolled at the end of each school year. Sliding essentially allows these students to be counted as “on-time” graduates because their educational plans allowed for more time.
* The GCI calculation excludes any student who fails to graduate because the student is in the custody of the Department of Corrections, the Department of Juvenile Justice, or local law enforcement.
* Dropouts, unconfirmed, and long-term absent students remain in the cohort for GCI calculations.
	+ A dropout is a student who discontinued schooling (Exit Code W880), and has not earned a diploma, GED, or certificate of completion. The student is not enrolled in another public school, private school, or approved education program; is not temporarily absent due to suspension or illness; and is not deceased.
	+ An unconfirmed student is a student whose records were properly reported to the state but whose status is inconclusive. The state does not have evidence that the student graduated, earned a GED, transferred to another public school, private school, or approved education program; or dropped out of school.
	+ A long-term absent student is a student who is on a long-term medical absence, emergency family absence, or suspension. These students have not earned a diploma or certificate and are not enrolled in school at the time the rate is calculated.

This table shows the specifications for calculating GCI:

|  |  |
| --- | --- |
| **Numerator** | **Denominator** |
| * # of adjusted and carry-over diplomas earned multiplied by 100 **plus**
* # of adjusted and carry-over GEDs earned multiplied by 75 **plus**
* # of adjusted and carry-over Certificates of Completion earned multiplied by 25 **plus**
* # of adjusted and carry-over students that remain active in school membership on the last day of school in the expected graduation year multiplied by 70 **plus**
* # of dropouts, unconfirmed, and long-term absent students multiplied by 0 (Dropouts are coded W880 and long term absent students are coded W9xx.)
 | * Total number of students in the adjusted graduation cohort plus carry-over students, multiplied by 100.
 |

### *Dropout Rate* Indicator

This section describes the performance levels and calculations for the *Dropout Rate* indicator. The *Dropout Rate* indicator is calculated for schools that have a 12th grade.

## Performance Level Descriptions for the *Dropout Rate* Indicator

Determination of the performance level is based on the performance of the most recent graduating student cohort.

|  |  |
| --- | --- |
| **LEVEL ONE**Meets or exceeds state standard or sufficient improvement | Current or cumulative three-year rate is less than or equal to **6%** ORCurrent year rate is in the Level Two range (greater than 6% but less than or equal to 9%) and the school decreases the Dropout rate by at least 10% (R10) from the previous year. |
| **LEVEL TWO**Near state standard or sufficient improvement | Current year or cumulative three-year rate is greater than 6% but less than or equal to 9% ORCurrent year rate is greater than 9% and the school decreases the Dropout rate by at least 10% (R10) from the previous year. |
| **LEVEL THREE**School demonstrated performance below the benchmarks for Level One and Level Two. | Current year or cumulative three-year rate is greater than 9% ORSchool has stayed at a Level Two or Three through four consecutive years. (Level Three - 4 Years Rating) |

## Calculation to Determine the Dropout Rate

The dropout rate includes any student whose latest status is “**Dropout**” or “**Unconfirmed**” in the on-time graduation cohort (OGR).

The table below shows the specifications for calculating dropout rate:

|  |
| --- |
| **Numerator** |
| # of students whose latest status is “Dropout”A Dropout is a student who has an Exit/Withdrawal Code = W880 **OR**Who was active on the last day of school, but did not return by October 1st of the following year.**PLUS**# of students whose latest status is “Unconfirmed”An unconfirmed student is a student whose status is inconclusive. The state does not have evidence that the student graduated, earned a GED, transferred to another public school, private school, or approved education program; or dropped out of school. An unconfirmed student may be a student who transferred to another LEA and was assigned a new STI, or reported as transferred to another school but discontinued public schooling instead. |
| **Denominator** |
| # of students in the on-time graduation cohort (OGR) |

### *College, Career, and Civic Readiness Index*

This section describes the performance levels and calculations for the *College, Career, and Civic Readiness Index.* The *CCCRI* is calculated for schools that have a 12th grade.

## Performance Level Descriptions for the *CCCRI*

Determination of the performance level is based on the performance of the most recent graduating student cohort.

|  |  |
| --- | --- |
| **LEVEL ONE**Meets or exceeds state standard or sufficient improvement | Current year rate is greater than or equal to 85% |
| **LEVEL TWO**Near state standard or sufficient improvement | Current year rate is greater than 70% but less than 85%  |
| **LEVEL THREE**School demonstrated performance below the benchmarks for Level One and Level Two. | Current year rate is less than or equal to 70% OR school has stayed at criteria for Level Two or Three through four consecutive years (Level Three - 4 Years Rating) |

## Calculation to Determine the *CCCRI*

*The College, Career, and Civic Readiness Index* is a cohort-based that measures student preparation for college and careers while in high school. Credit is given for advanced coursework, CTE courses and credentials, JROTC coursework and credentials, work-based learning, and service-learning.

The table below shows the code specifications for calculating the CCCRI:

|  |  |
| --- | --- |
| **CCCRI Elements** | **Data Sources** |
| Advanced Coursework (AP, IB, Cambridge, or Dual Enrollment)  | Total unduplicated count of students who successfully completed AP, IB Cambridge, or Dual Enrollment Courses |
| CTE finishers also having a CTE credential | Total unduplicated count of students who earned two or more standard credits for a state-approved sequence in a CTE Program (CTE Finisher) **and** also earned a CTE credential; |
| Completion of Work−Based Learning experience | Total unduplicated count of students who successfully completed a work−based learning experience; |
| Completion of Service-Learning experience | Total unduplicated count of students who successfully completed a service-learning experience |
| Completion of 3 JROTC Courses and earn a credential | Total unduplicated count of students who successfully completed three state approved Junior Reserve Officers’ Training Corps (JROTC) courses **and** earned a CTE credential (can be any); |

|  |  |
| --- | --- |
|  |  |
| **Numerator**Total **unduplicated** count of students in each element  | **Denominator**Number of students in the on-time graduation cohort (OGR) |

### Contact Information

* For questions regarding school accreditation process, please contact Amy Siepka at accountability@doe.virginia.gov.
* For questions regarding the Virginia assessment program, please contact the student assessment staff at student\_assessment@doe.virginia.gov.
* For questions regarding how your data were used to calculate accreditation, please contact Educational Information Management at ResultsHelp@doe.virginia.gov.

### Appendix A

## Color Coded Performance Level Chart for Achievement and Achievement Gap Indicators

|  |  |  |  |
| --- | --- | --- | --- |
|  | **English (Includes Reading and Writing Assessments)** | **Mathematics** | **Science** |
| **LEVEL ONE**Meets or exceeds state standard or sufficient improvement | Current or cumulative three-year rate is greater than or equal to **75%** ORCurrent year rate is less than 75% but greater than 65% and the school decreased the failure rate by at least 10% (R10) from the previous year. | Current or cumulative three-year rate is greater than or equal to **70%** ORCurrent year rate is less than 70% but greater than 65% and the school decreased the failure rate by at least 10% (R10) from the previous year. | Current or cumulative three-year rate is greater than or equal to **70%** ORCurrent year rate is less than 70% but greater than 65% and the school decreased the failure rate by at least 10% (R10) from the previous year. |
| **LEVEL TWO**Near state standard or sufficient improvement | Current year or cumulative three-year rate is **less than 75% but greater than 65%** ORCurrent year rate is greater than or equal to 50% and less than or equal to 65% and the school decreased the failure rate by at least 10% (R10) from the previous year. | Current year or cumulative three-year rate is **less than 70% but greater than 65%** ORCurrent year rate is greater than or equal to 50% and less than or equal to 65% and the school decreased the failure rate by at least 10% (R10) from the previous year. | Current year or cumulative three-year rate is **less than 70% but greater than 65%** ORCurrent year rate is greater than or equal to 50% and less than or equal to 65% and the school decreased the failure rate by at least 10% (R10) from the previous year. |
| **LEVEL THREE**School demonstrated performance below the benchmarks for Level One and Level Two. | Current year or cumulative three-year rate is **less than or equal to 65%** ORSchool has stayed at a Level Two or Three through four consecutive years. (Level Three - 4 Years Rating) | Current year or cumulative three-year rate is **less than or equal to 65%** ORSchool has stayed at a Level Two or Three through four consecutive years. (Level Three - 4 Years Rating) | Current year or cumulative three-year rate is **less than or equal to 65%** ORSchool has stayed at a Level Two or Three through four consecutive years. (Level Three - 4 Years Rating) |