TRANSFORMING VIRGINIA'S ACCREDITATION SYSTEM
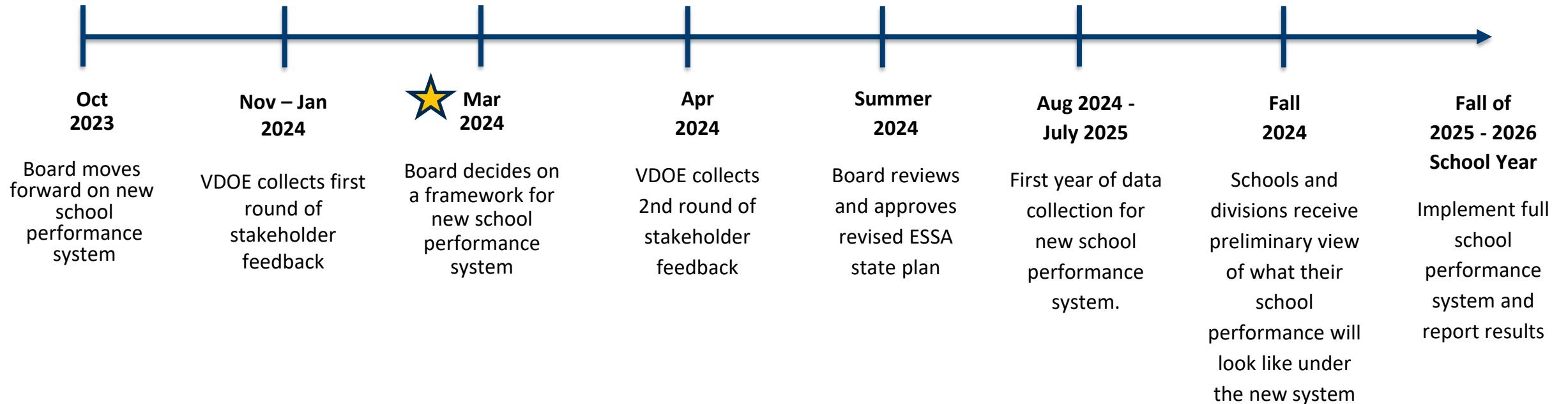
Virginia Board of Education

March 2024

VIRGINIA DEPARTMENT OF EDUCATION

OVERALL GUIDING PRINCIPLES FOR THIS WORK

1. **The North Star is high expectations for every student.** Proficiency definitions will be set by benchmarking against the demands of Virginia employers and higher education, as well as against states who have the most rigorous definitions of proficiency in the nation.

2. **Transparency and access to actionable information** will be a hallmark of our approach and our new system.

3. Student academic growth and proficiency are both vital measures, but the **system must prioritize getting every student to proficiency/mastery**.

4. The purpose of accountability is **to build trust between schools, parents, and students through transparent, concrete, and easy to understand reporting.** We must provide necessary supports and work alongside schools in need of help.

5. **Stakeholder input is critical.** Teachers, parents, students, and education leaders will inform the Board's process to build a best-in-class accreditation and accountability (school performance) system.

VIRGINIA DEPARTMENT OF EDUCATION

WHERE WE HAVE BEEN AND WHERE WE ARE GOING

Oct 2023

Board moves forward on new school performance system

Nov – Jan 2024

VDOE collects first round of stakeholder feedback

Mar 2024

Board decides on a framework for new school performance system

Apr 2024

VDOE collects 2nd round of stakeholder feedback

Summer 2024

Board reviews and approves revised ESSA state plan

Aug 2024 - July 2025

First year of data collection for new school performance system.

Fall 2024

Schools and divisions receive preliminary view of what their school performance will look like under the new system

Fall of 2025 - 2026 School Year

Implement full school performance system and report results

PURPOSE OF TODAY

Today, we are focused on Decisions for Regulations

1. Create an accountability framework focused on school performance and supports, with the key components of mastery index, readiness, growth, English Language Progress (ELP), and graduation measures

2. Accreditation system shifts to focus on operational compliance

3. Align the division and school support system to one set of requirements

In April, we will pivot to focus on Decisions for the ESSA State Plan

1. Clearly define measures within the school performance framework (e.g., additional indicators, like, 3rd grade growth, specific weight percentages for chronic absenteeism)

2. Framework name and performance categories (i.e., labels) for summative measure

3. Weights of mastery index

4. Finalize school identification

Regulations guide the development of the ESSA State Plan.

Agenda for Today's Conversation

- Summary of Previous Conversations and Feedback Sessions

- Today's Items for Board Discussion and Decisions on Regulatory Language

  - Review draft regulatory language

  - Weighting models based on regulatory language

- What comes next: ESSA Redesign

Background

CURRENT SYSTEM

**Virginia's
Accountability System**
- Reading Proficiency
- Mathematics Proficiency
- Growth for Reading and Mathematics
- English Learner Progress
- Chronic Absenteeism
- Graduation Rate
- Accreditation Rating

**Virginia's
Accreditation System**
- Combined Rate for Reading and Mathematics (Proficiency and Growth)
- Proficiency in Science
- Combined rates Reading and Mathematics achievement gaps
- Chronic Absenteeism
- Dropout Rate
- Graduation and Completion Index
- College, Career, and Civic Readiness Index

Both are measuring outcomes

Aligned Federal Identification for Improvement

Accredited | **With Conditions** | **Denied**

CURRENT ACCREDITATION SYSTEM

- The current accreditation system operates as a state accountability system.

- It is also very complex and not transparent.
  - Combined rate masks the true percentage of students that are proficient.

- It does not differentiate, or distribute, school performance significantly.
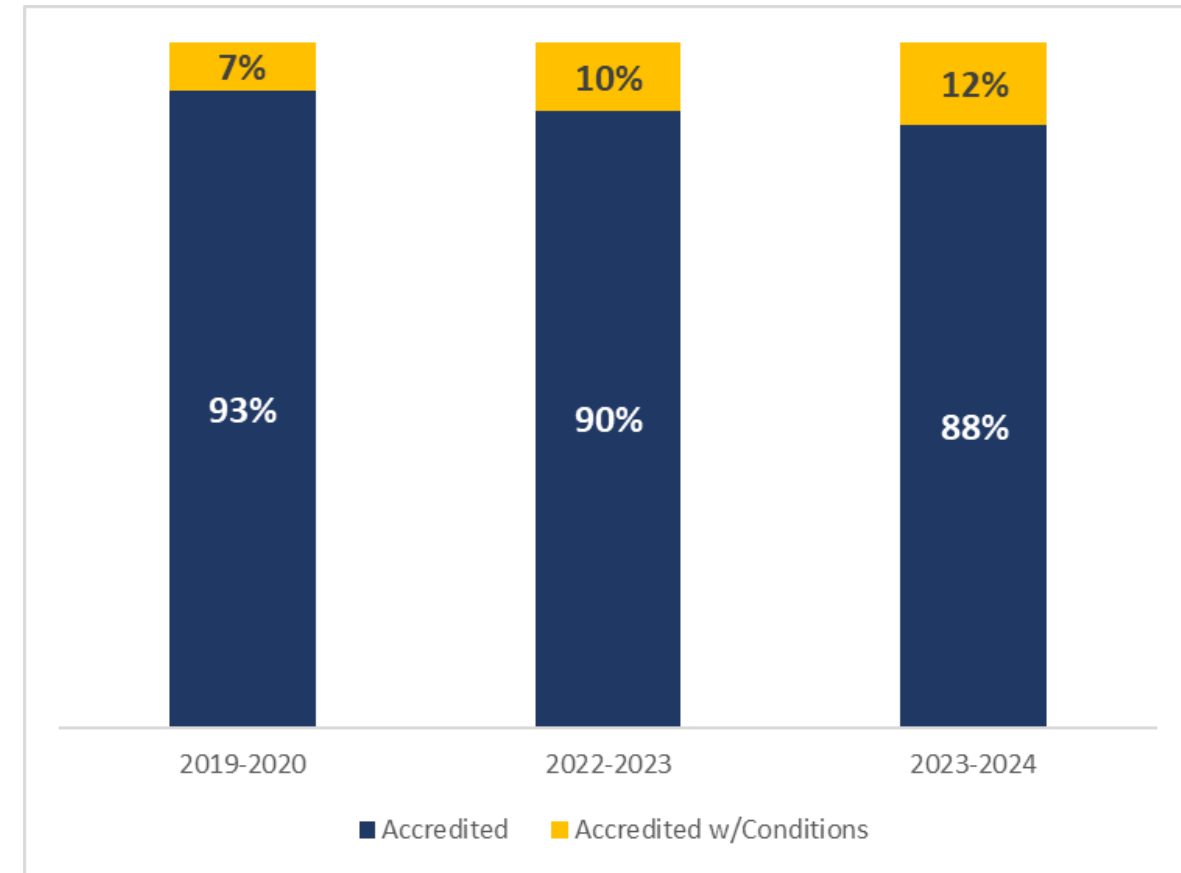
THE GOALS OF SYSTEM BIFURCATION

Virginia's School Performance and Supports Framework*

Virginia's Accreditation System

- Outcomes focused on how schools support student learning
- Aligned to federal requirements
- Identifies schools for support
- Also provides a summative measure that will more honestly and transparently communicate school performance (i.e., differentiate/distribute schools)

- Inputs focused on operational compliance
- Aligned to state accreditation requirements
- Ensures minimum school operating requirements are place
- Requires certain schools identified for support to provide additional evidence to be accredited

*Final name to be determined during a later meeting

DISCUSSIONS AND DECISIONS FROM THE FALL

- The Board discussed Mastery, Growth, and Readiness indicators at the August 2023 Board Meeting.

- At the September Board meeting, the Board voted on the following to inform the development of regulations:
  - Mastery
  - Chronic Absenteeism
  - A College, Career, Civic measure
  - Summative measure

Mastery

Growth
VVAAS

Readiness
Chronic Absenteeism
College, Career, Civic
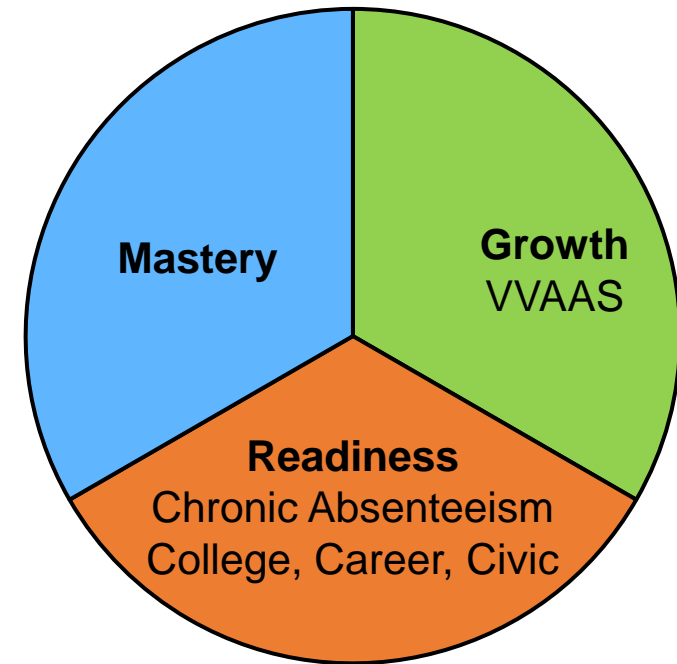
☑ **SUMMATIVE MEASURE**

MASTERY INDEX: REMINDER

100 students in grades 3-5 at a school

Sample Weights:
1.25 for Advanced
1.0 for Proficient
0.75 for Approaching
0.25 for Basic

20 score at the **Advanced** level

30 score at the **Proficient** level

30 score at the **Approaching** level
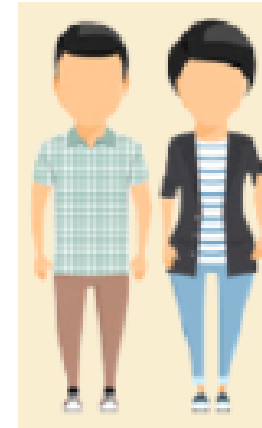
20 score at the **Basic** level

20 x **1.25** = 25

30 x **1.0** = 30

30 x **0.75** = 22.5

20 x **0.25** = 5

25+ 30 + 22.5 + 5 = 82.5 points

MASTERY INDEX: OHIO

- Can recognize performance at all levels of achievement, but provides schools greater credit for students meeting and exceeding grade-level proficiency

- Highly correlated with a straight proficiency rate

- Calculation can easily be shown based on number of tests and weighting

- The regulations include a mastery index but provide flexibility on defining the weights.

Ohio | Department of Education

PERFORMANCE LEVEL	WEIGHT
Advanced Plus	1.3
Advanced	1.2
Accomplished	1.1
Proficient	1.0
Basic	0.6
Limited	0.3
Tests Not Taken	0.0

GROWTH

- In Virginia, one way we measure year to year academic growth is by looking at a student's expected growth compared to their actual growth on SOL tests.

- This type of growth is measured through the Virginia Visualization and Analytics Solution (VVAAS).

- Ohio, North Carolina, Pennsylvania, and Tennessee have been using a similar model in their school performance frameworks for over 10 years

- Nearly every state includes a measure of growth in their school performance frameworks

- Provides a picture of how a school is supporting student learning.

Public Reports — How do divisions and schools compare in growth?

Growth Report — Are there issues at my division or school?

Diagnostic Report — Is the issue with all types of learners?

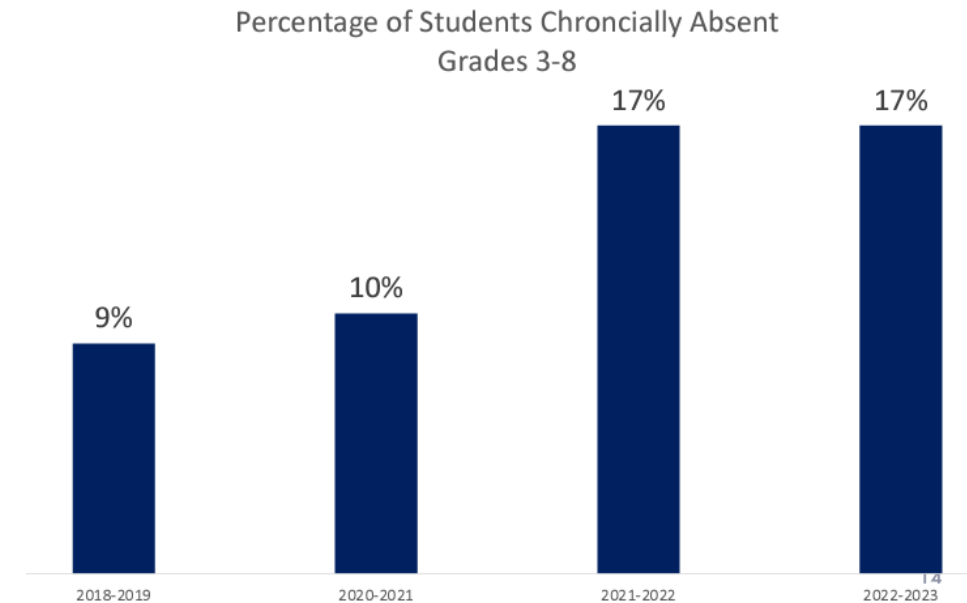Students' Projected Scores — How do we best support our students?

Can create alignment from the student reports up to the state reports aligned to a school performance framework.

READINESS: ACCESS TO LEARN

- Access to Learn: Chronic Absenteeism

  - Over 30 states include a measure of Attendance or Chronic Absenteeism

  - Chronic absenteeism is a measure that can also be inclusive of grades K-2

  - Virginia is implementing statewide initiatives to address chronic absenteeism

The Board also discussed in December flexibilities for divisions and schools that would inform the calculation of chronic absenteeism.

Percentage of Students Chroncially Absent
Grades 3-8

2018-2019	2020-2021	2021-2022	2022-2023
9%	10%	17%	17%

Data presented from the ALL in VA September 2023 presentation.

READINESS: READY FOR MIDDLE SCHOOL, HIGH SCHOOL, AND LIFE

Level	Descriptor	Measure	Definition	Rationale
Elementary School	Ready for Middle School	Performance Task in Elementary School	% of students scoring proficient or above on a performance task.	A performance task provides a different measure of student learning and critical thinking than the SOL tests.
Middle School	Ready for High School	Advanced Coursework in Middle School	% of students who pass a high school End-of-Course exam by the end of 8th grade.	Middle school math scores are linked to higher graduation rates and future earnings.
High School	Ready for Life	College, Career, Military, and Civic Readiness	% of students who: • Earning early post-secondary opportunities through college or career readiness programs • Earning an industry credential in a regional high-demand occupation • Earning a passing ASVAB score and/or complete JROTC program • Civic readiness component	Nearly every state includes a measure of college and career readiness in their school performance system for high school. Measure that demonstrates students are fully prepared for life after high school.

GRADUATION RATE

- **ALL states** must use the four-year adjusted cohort graduation rate (**federal graduation indicator**) for school performance.
  - **36 states** also use the 5-, 6-, and/or 7-year adjusted cohort graduation rate.
  - **6 states** also use an alternate graduation or completion measure (for example, that also recognizes students earning GEDs).

Federal law specifies these rates can only include students earning Standard or Advanced Studies diplomas and cannot include GEDs or diplomas based on meeting IEP goals rather than state academic standards.

Virginia's **Graduation Completion Index** (used currently for accreditation) is similar to these measures and recognizes students who earn any diploma OR certificates of completion/GEDs.

Board Discussion and Decision:
Review of Regulatory Text

PURPOSE OF TODAY

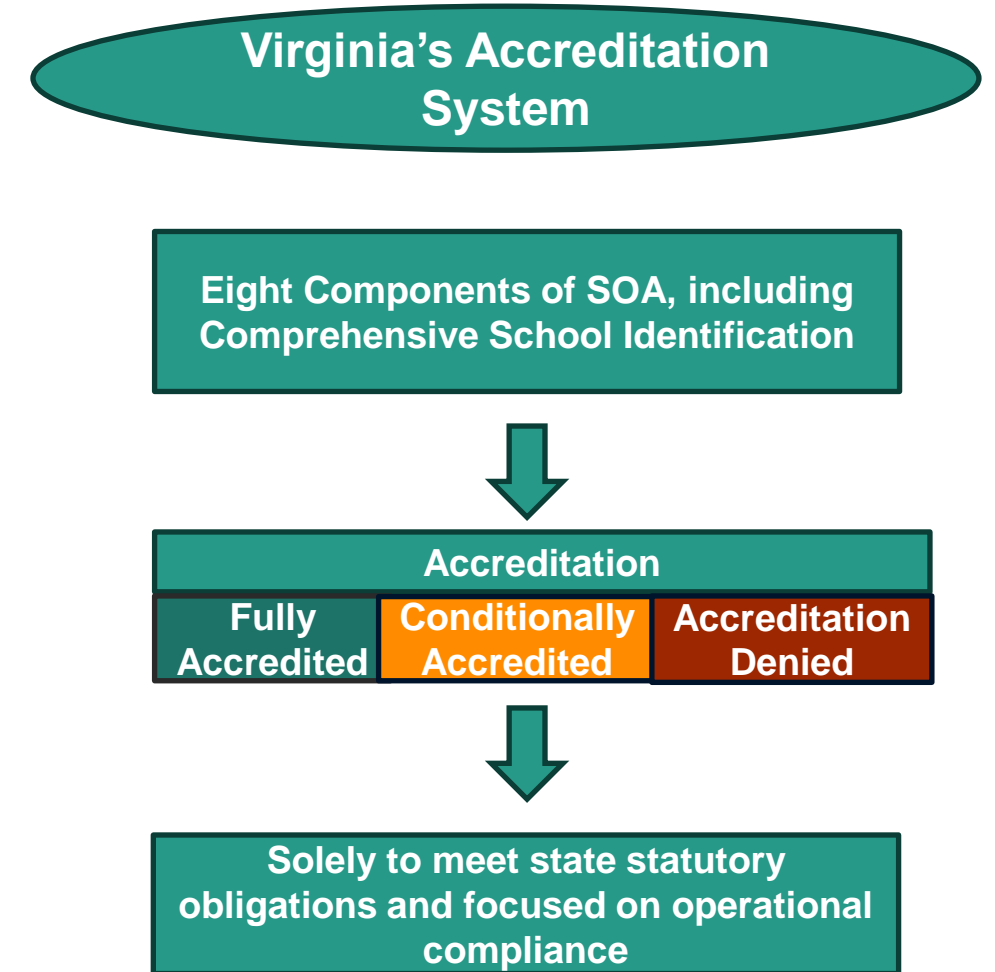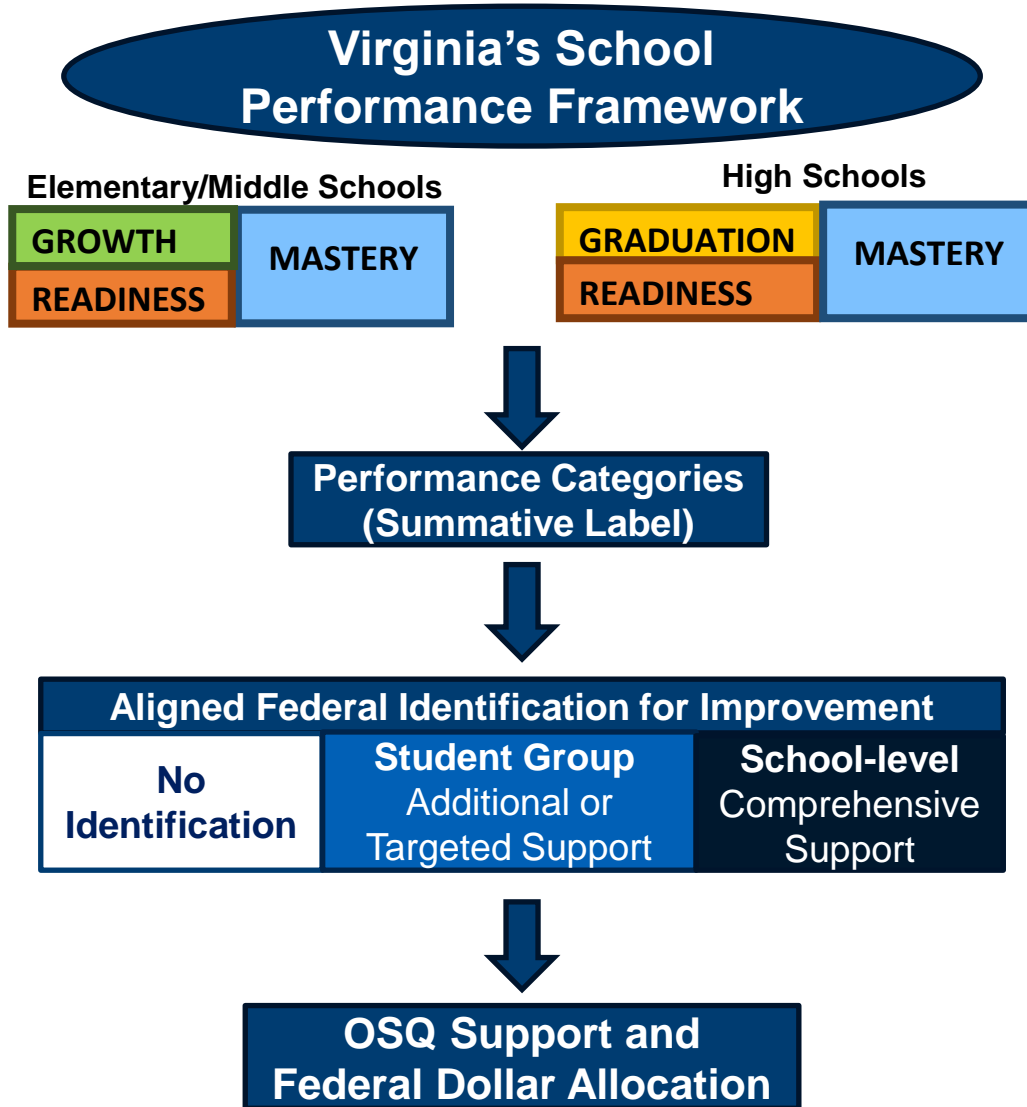## Today, we are focused on Decisions for Regulations

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In April, we will pivot to focus on Decisions for the ESSA State Plan

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2. Framework name and performance categories (i.e., labels) for summative measure

3. Weights of mastery index

4. Finalize school identification

*Regulations guide the development of the ESSA State Plan*. 18

UNDER THE NEW REGULATIONS

Virginia's School Performance Framework

Elementary/Middle Schools

GROWTH	MASTERY
READINESS	

High Schools

GRADUATION	MASTERY
READINESS	

↓

Performance Categories (Summative Label)

↓

Aligned Federal Identification for Improvement

No Identification	Student Group Additional or Targeted Support	School-level Comprehensive Support

↓

OSQ Support and Federal Dollar Allocation

Virginia's Accreditation System

Eight Components of SOA, including Comprehensive School Identification

↓

Accreditation

Fully Accredited	Conditionally Accredited	Accreditation Denied

↓

Solely to meet state statutory obligations and focused on operational compliance

KEY CHANGES TO THE VIRGINIA STANDARDS OF ACCREDITATION: OVERALL

Existing Challenges

- Accreditation = accountability/school performance

- Current Accreditation is not to designed to show meaningful differences in school performance

- Virginia *runs two* plans for school identifications that become confusing

- Each system comes with its own funding, reporting and compliance requirements
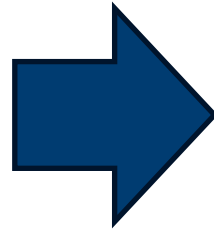
Improved Opportunity

- Accreditation and school performance frameworks serve different purposes

- Accreditation focused on inputs and a base level of operational quality

- School performance framework clearly and transparently reports on student outcomes

- One system that serves state and federal purposes and allows maximum support to each school

- Transparent school performance categories and a focus on school identification and support decisions

KEY CHANGES TO THE VIRGINIA STANDARDS OF ACCREDITATION: SCHOOL PERFORMANCE

Existing Challenges

- The "combined rate" does not clearly report which students are proficient and which students have shown growth to proficiency

- A "Level 3" on any one indicator can be determinative of a school's accreditation rating and doesn't prioritize student mastery

- Rigid regulatory performance expectations provide little room for process improvements that meet the higher expectations of student outcomes
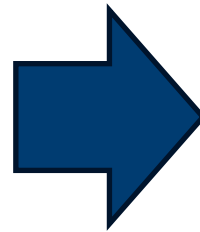
Improved Opportunity

- Clear separation between mastery and growth to show how every student is achieving and improving (struggling and high achieving)

- Separation of mastery and growth allow for transparent and clear communication of student outcomes

- Schools demonstrate components and holistic outcomes

- Ability to add indicators within categories in the future

KEY CHANGES TO THE VIRGINIA STANDARDS OF ACCREDITATION: SCHOOL IDENTIFICATION

Existing Challenges

- Schools identified for support across multiple systems that don't align in measures, supports or funding

- As of March 2024, that includes:
  - 0 schools unaccredited
  - 208 schools accredited with conditions
  - 52 comprehensive support schools
  - 144 targeted support schools
  - 49 additional targeted support schools

- Focus is more on compliance than student performance
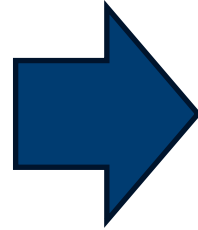
Improved Opportunity

- One fully integrated and aligned system of supports
  - 5% of schools high levels of intensive support
  - Schools with struggling student groups are identified for targeted support for those student groups
  - Targeted support schools that do not show improvement receive more comprehensive support over time

- Focus is on a coherent and clear school identification and support system that improves overall performance as well as the performance of specific student groups

KEY CHANGES TO THE VIRGINIA STANDARDS OF ACCREDITATION: SUPPORTS
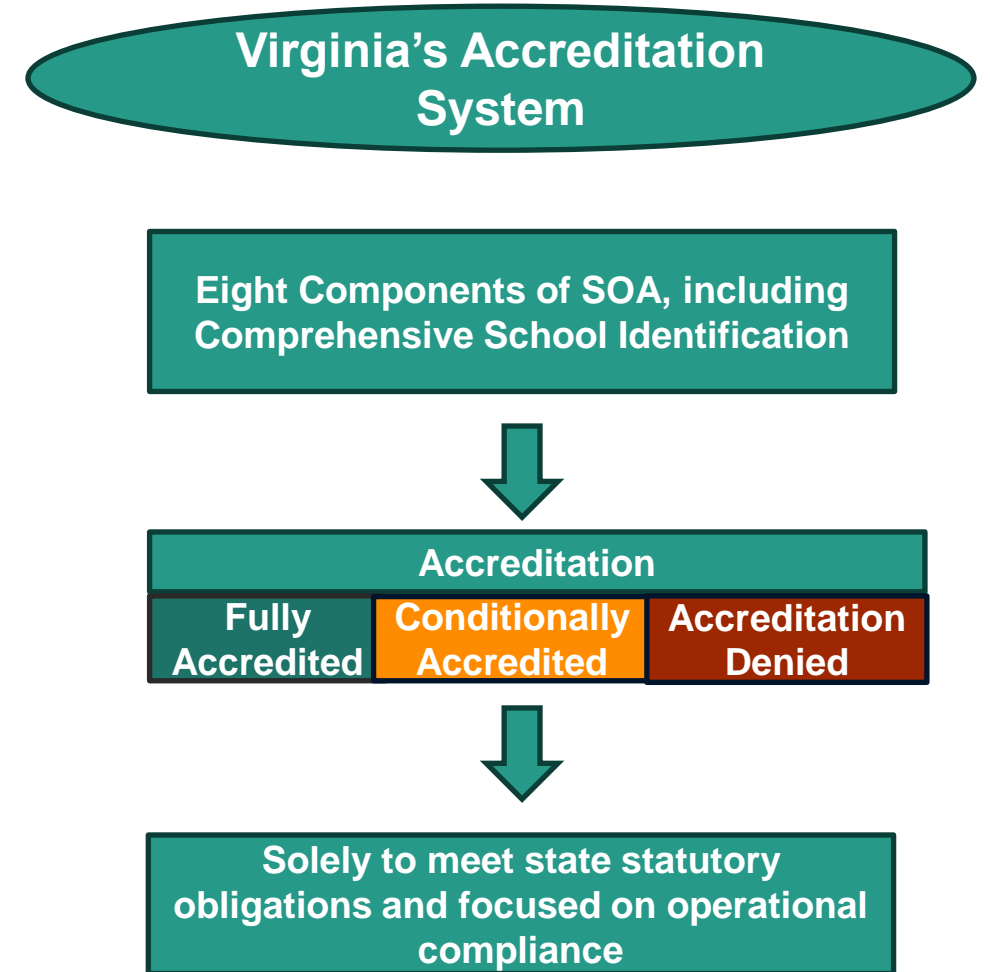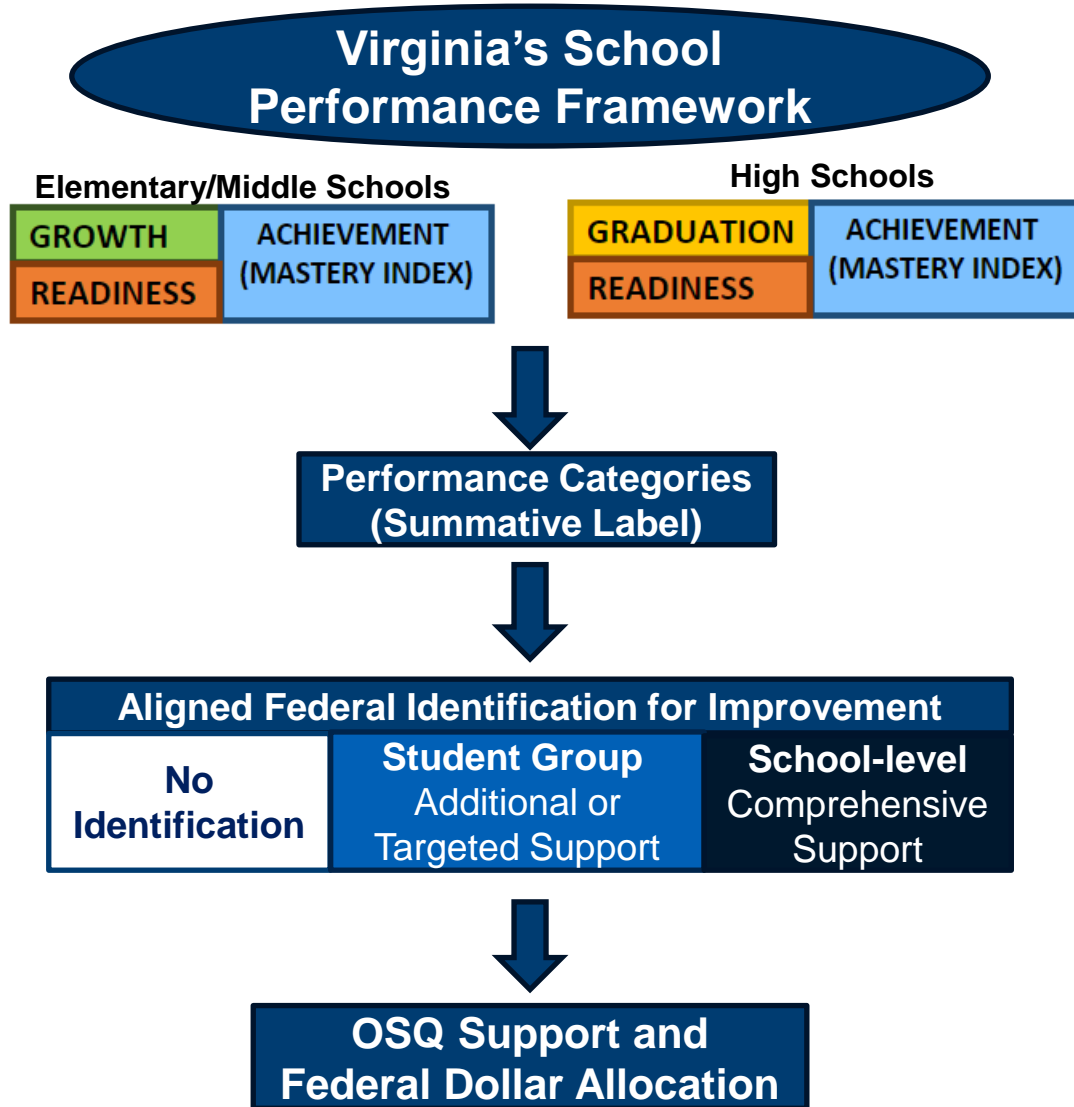
Existing Challenges

- Schools identified as accredited with conditions or identified for support have different requirements and timelines and cannot braid support funds

- No clear entry or exit requirements for most intensive support, or Memorandum of Understanding Divisions (MOU)

- Divisions also have the federal division-level review requirements that don't align to Virginia Accreditation for exit and for support
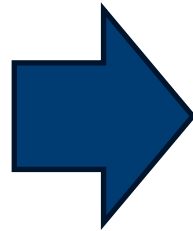
Improved Opportunity

- Schools identified for support through the school performance framework have one set of requirements based on *federal requirements*

- A shift in focus from minimum compliance to a more intensive support structure for student outcomes

- MOU entry and exit requirements are clearly outlined and aligned to support framework

Under the new Regulations

Virginia's School Performance Framework

Elementary/Middle Schools

GROWTH	ACHIEVEMENT (MASTERY INDEX)
READINESS	

High Schools

GRADUATION	ACHIEVEMENT (MASTERY INDEX)
READINESS	

↓

Performance Categories (Summative Label)

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Board Discussion and Decision:
Weighting Models

Weighting of Indicators

- The regulations include guidelines that allow for either weighting model.

- The following models are options that are possible under these draft regulations.

- The regulations also provide the Board with the flexibility to add indicators in future years.

ELEMENTARY SCHOOL MODELS

Model 1

GROWTH 20%
- VVAAS in Reading Grades (starting grade 4)
- VVAAS in Math Grade (starting grade 4)
- English Language Progress*

MASTERY 70%
- Reading SOL
- Math SOL
- Science Grade 5

READINESS 10%
- Access to Learn: Chronic Absence all grades
- Performance Task

Model 2

GROWTH 25%
- VVAAS in Reading Grades (starting grade 4)
- VVAAS in Math Grade (starting grade 4)
- English Language Progress*

MASTERY 50%
- Reading SOL
- Math SOL
- Science Grade 5

READINESS 25%
- Access to Learn: Chronic Absence all grades
- Performance Task

*Notes: *Some schools may not have this indicator if they do not have English language learners.*

Pause for Discussion

MIDDLE SCHOOL MODELS

Model 1

GROWTH 20%	MASTERY 70%
• VVAAS in Reading • VVAAS in Math • English Language Progress*	• Reading SOL • Math SOL • Science Grade 8

READINESS 10%
- Access to Learn: Chronic Absence all grades
- Middle School Advanced Coursework

Model 2

GROWTH 25%	MASTERY 50%
• VVAAS in Reading • VVAAS in Math • English Language Progress*	• Reading SOL • Math SOL • Science Grade 8

READINESS 25%
- Access to Learn: Chronic Absence all grades
- Middle School Advanced Coursework

*Notes: *Some schools may not have this indicator if they do not have English language learners.*

Pause for Discussion

High School Models

Model 1

GRADUATION 20%
- 4-year Adjusted Cohort Rate
- Graduation and Completion Index (GCI) **

MASTERY   60%
- Reading End of Course
- Mathematics End of Course
- Science End of Course
- English Language Progress*

READINESS   20%
- Access to Learn: Chronic Absence all grades
- College, Career, Military, and Civic Readiness

Model 2

GRADUATION 15%
- 4-year Adjusted Cohort Rate
- Graduation and Completion Index (GCI) **

MASTERY   50%
- Reading End of Course
- Mathematics End of Course
- Science End of Course
- English Language Progress*

READINESS   35%
- Access to Learn: Chronic Absence all grades
- College, Career, Military, and Civic Readiness

*Notes: *Some schools may not have this indicator if they do not have English language learners.*
*** Will require federal approval.*

Pause for Discussion

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Regulations guide the development of the ESSA State Plan.

33

Next Steps

NEXT STEPS

- Tomorrow you will vote on the proposed regulations, and if approved, these regulations will go through the next step and be posted for a **60-day public comment period that will begin in April.**

- The Board will host a series of listening sessions across the Commonwealth in April.

- The Board will also vote on weights for the elementary, middle, and high school models.

- VDOE and consultant team will begin working on updates to the Virginia state ESSA plan. These updates, plus stakeholder feedback, to the April Board working session to engage in the next step of redesign of the ESSA state plan.

April: Decisions for the ESSA State Plan

Following the April stakeholder listening sessions, the Board will weigh in on following items at the April Board Meeting:

Indicators and Performance Categories:

- ❑ Weights for Mastery Index
- ❑ Specifics on VVAAS as a growth measure
- ❑ Readiness indicator in elementary and middle school
- ❑ Components of the college, career, military, and civic measure for high school
- ❑ Graduation rates to include in graduation indicator
- ❑ Final performance categories for the summative rating

APRIL: DECISIONS FOR THE ESSA STATE PLAN

Following the April stakeholder listening sessions, the Board will weigh in on following items at the April Board Meeting:

Identification, Supports, and Miscellaneous:

- ❑ Finalize school identification methodology for CSI, TSI, and ATSI
- ❑ Planning year vs. no planning year for schools identified
- ❑ N-size/minimum number of students needed for a student group (school performance framework and reporting)
- ❑ Finalize exit criteria for CSI and ATSI schools
- ❑ Describe more rigorous interventions for schools that do not exit CSI
- ❑ School performance framework for alternative/special schools