



# Update on Accreditation Matrix

Presentation to Committee on  
School and Division Accountability

October 26, 2016

# Mechanisms of Accountability



- Public reporting function
- Features important indicators of school quality

- Educational effectiveness function
- Measures reflect highest priorities
- Directs levels of support/intervention (school improvement)

- Essential elements of schools function
- Ensures necessary resources are in place

# Virginia's Draft Accreditation Matrix: Academic Outcomes

INDICATORS	Indicator Performance Ratings				PROPOSED VA ACCRED	REQUIRED IN ESSA
	Level 1	Level 2	Level 3	Level 4		
<i>Achievement on Assessments</i>						
Pass Rates on State Assessments*					Yes	Yes
Achievement Gaps*					Yes	Yes
Student Growth/Progress <i>elementary and middle*</i>					Yes	Yes
English Learner Progress					Yes	Yes
<i>Graduation/School Progress</i>						
Graduation Indicator* <i>high school</i>					Yes (GCI)	Yes (FGI)
Drop Out Rates <i>(e.g., 3-year cohort rate, grades 6-9 and 4-year cohort rate, grades 9-12)</i>					Yes	No <sup>‡</sup>
<i>College &amp; Career Readiness</i>						
College & Career Readiness Index					Yes	No <sup>‡</sup>

*Note:* GCI = Graduation Completion Index; FGI = Federal Graduation Indicator

\* ESSA requires that these indicators be measured for all students and reporting groups (major racial/ethnic, students with disabilities, disadvantaged, English learners)

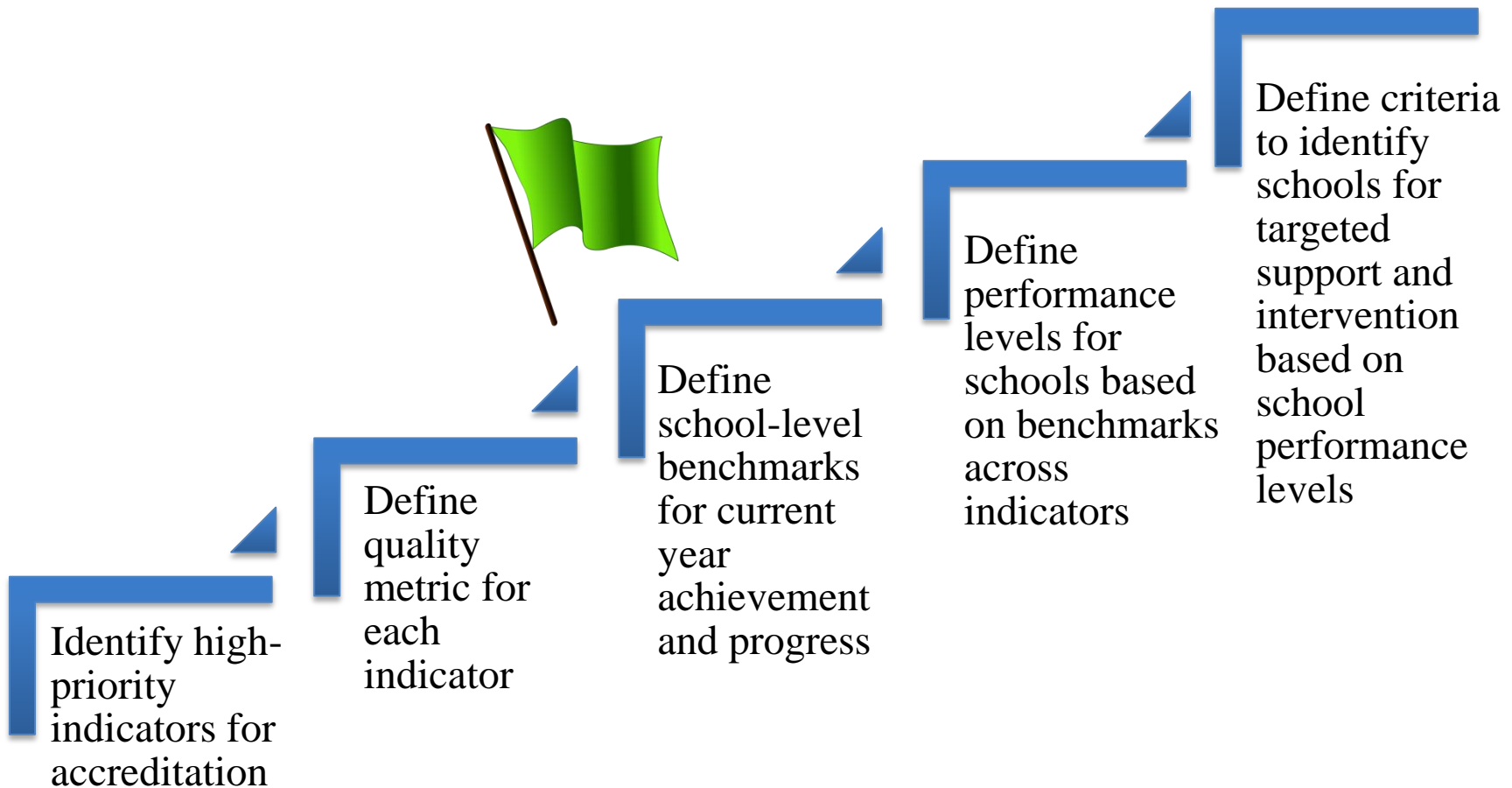
‡ At least one indicator of school quality is required for ESSA.

# Virginia's Draft Accreditation Matrix: Opportunities to Learn

INDICATORS	Indicator Performance Ratings				PROPOSED VA ACCRED	REQUIRED IN ESSA
	Level 1	Level 2	Level 3	Level 4		
<i>Student Participation &amp; Engagement</i>						
Chronic Absenteeism <i>(e.g., absent 10% or more of school year)</i>					Yes	No <sup>‡</sup>
Student Discipline <i>(e.g., short-term suspensions for most frequently reported incidents or disproportionality of short-term suspensions)</i>					Yes	

‡ At least one indicator of school quality is required for ESSA.

# Process Moving Forward



# Process for Defining School Performance Benchmarks

Indicator Performance Ratings			
Level 1	Level 2	Level 3	Level 4

## Setting Benchmarks:

- ✓ Scientific studies on meaningful cut points
- ✓ Models from other states
- ✓ Analysis of Virginia's data for patterns and trends

## Testing Benchmarks:

- ✓ "What if?" data modeling scenarios
- ✓ Validity checks
- ✓ Relationship with other drivers of school performance

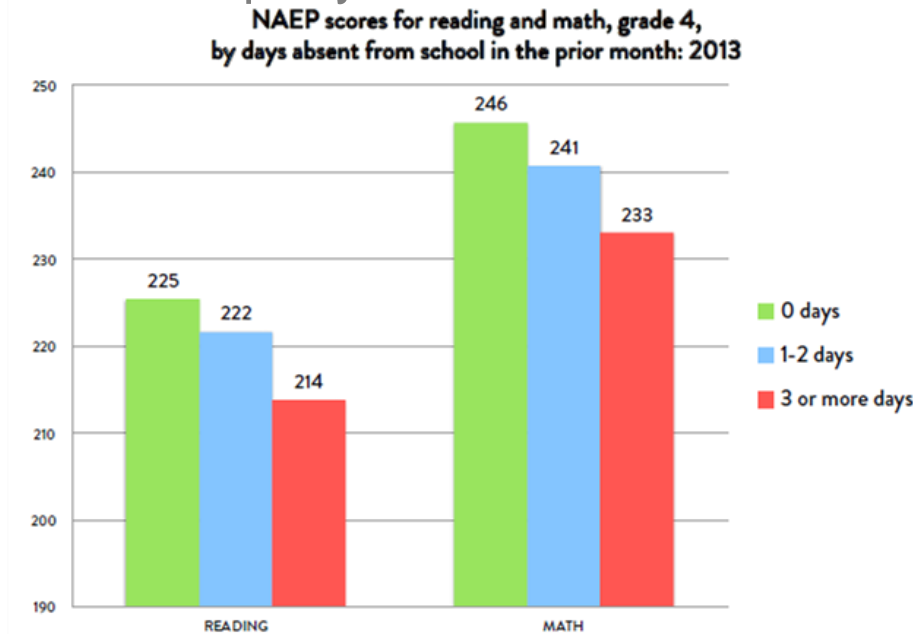
# Process for Defining School Performance Benchmarks

- **Important questions:**
  - Does the benchmark reflect our values and expectations?
    - Aspirational goals versus continuous improvement
  - What are the unintended consequences?
  - How will we know if we are moving in the right direction?

# Benchmark Selection Example: Chronic Absenteeism

- **Scientific studies:**

- Defining chronic absenteeism: absent 10% or more of the school year for any reason (approximately 18 days)
- Defining improvement in chronic absenteeism: 10% decrease in rate per year



Source: Ginsburg, A., Jordan, P. & Chang, H. (2014). Absences add up: How school attendance influences student success. Attendance Works. Available at: [http://www.attendanceworks.org/wordpress/wp-content/uploads/2014/09/Absences-Add-Up\\_090114-1-1.pdf](http://www.attendanceworks.org/wordpress/wp-content/uploads/2014/09/Absences-Add-Up_090114-1-1.pdf)

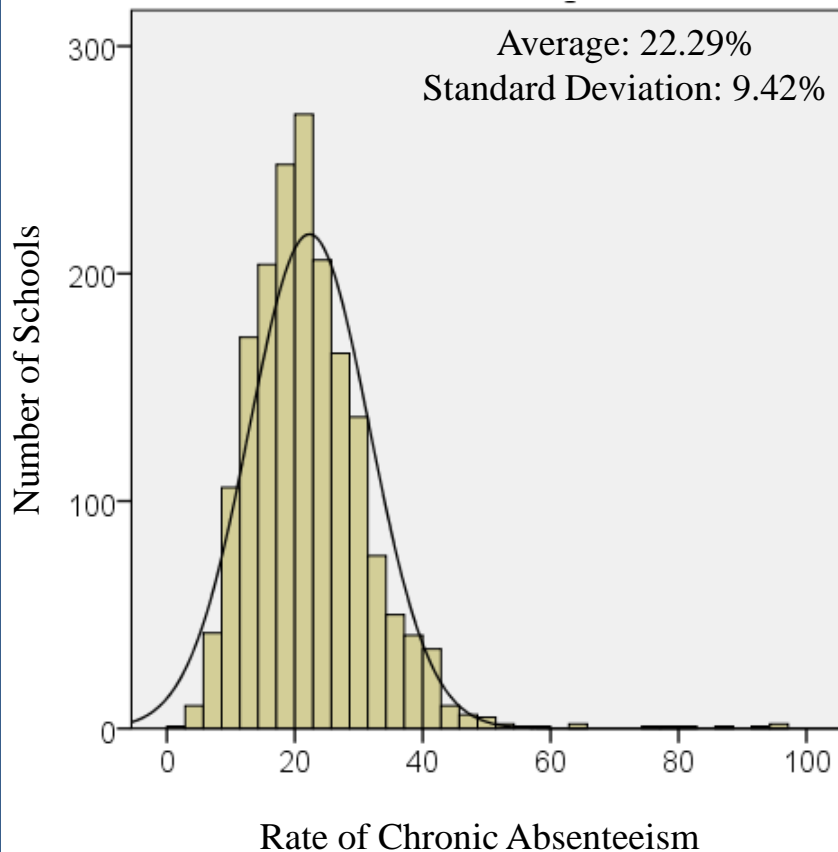


# Benchmark Selection Example: Chronic Absenteeism

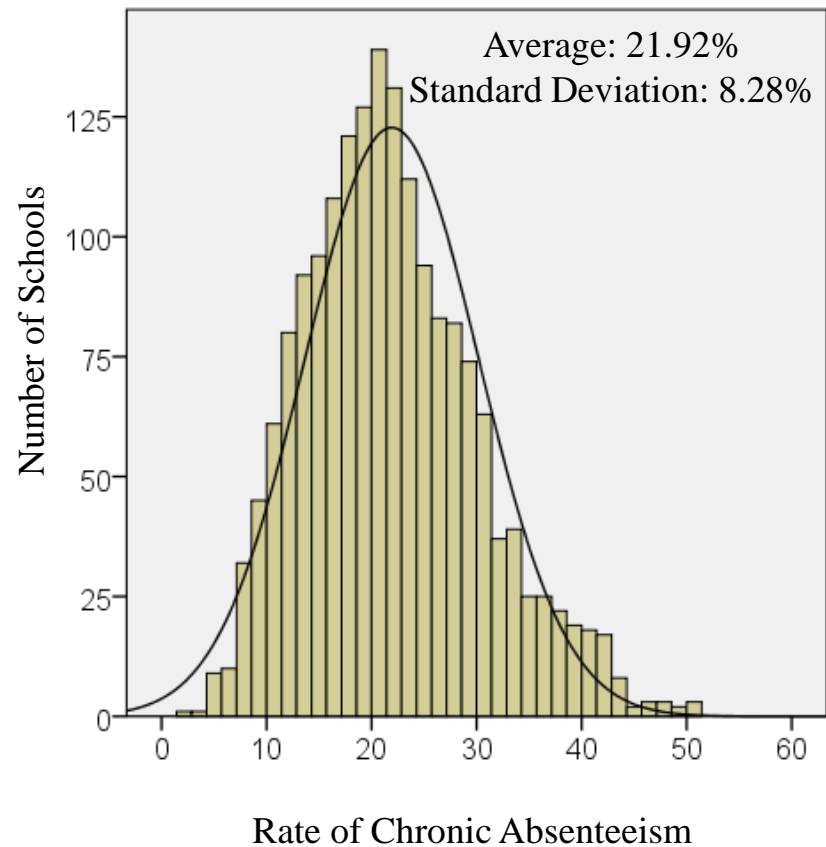
- **States that currently use chronic absenteeism as an indicator in accountability systems:**
  - Hawaii: schools are divided into performance quintiles based on previous year's chronic absenteeism rate
  - New Hampshire: four school performance levels set at 5% or less chronically absent students, 6-10%, 11-20%, and greater than 20%
  - Connecticut: index system where schools earn points based on rate's proximity to state goal of 5% or less
  - Wisconsin: index system where points are deducted if school rate exceeds state goal of 13% or less

# Benchmark Selection Example: Chronic Absenteeism

Three-Year Chronic Absenteeism Rate,  
2015-2016 (All Virginia Schools)

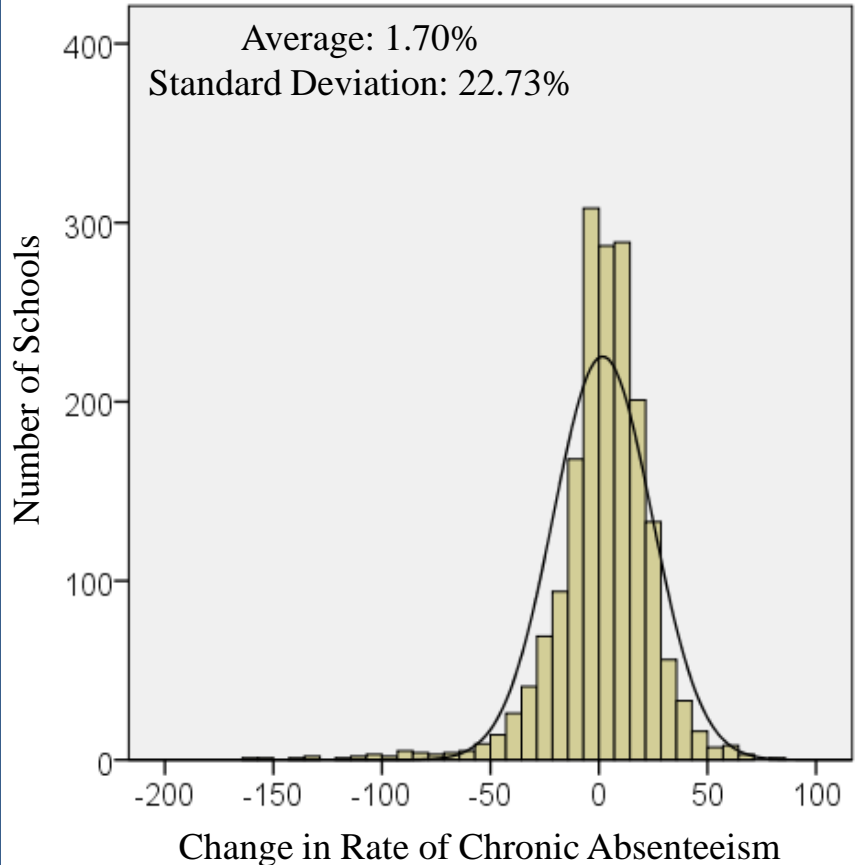


Three-Year Chronic Absenteeism Rate,  
2015-2016 (Outliers Removed)

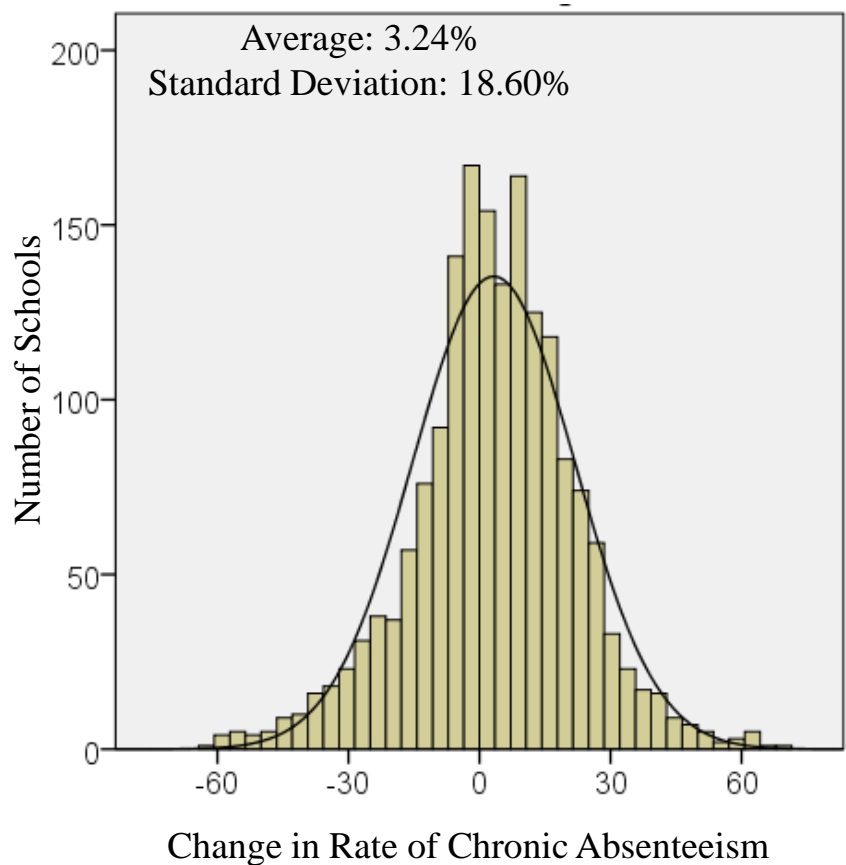


# Benchmark Selection Example: Chronic Absenteeism

Three-Year Change in Chronic Absenteeism Rate, 2015-2016 (All Virginia Schools)



Three-Year Change in Chronic Absenteeism Rate, 2015-2016 (Outliers Removed)



Source: Virginia Department of Education Student Record Collection, 2015-2016

# Benchmark Selection Example: Chronic Absenteeism

- **What if? scenarios**

- Quartiles based on current year data



- Pros: Easier to understand
- Cons: No defined goal; Assumes average rate is acceptable

- Goal of 5% or less



- Pros: Sets standard for state
- Cons: Unrealistic benchmark; Does not account for improvement

- High benchmark and improvement



- Pros: Sets a standard that will drive improvement
- Cons: Dual metric adds complexity in interpretation

# Benchmark Selection Example: Chronic Absenteeism

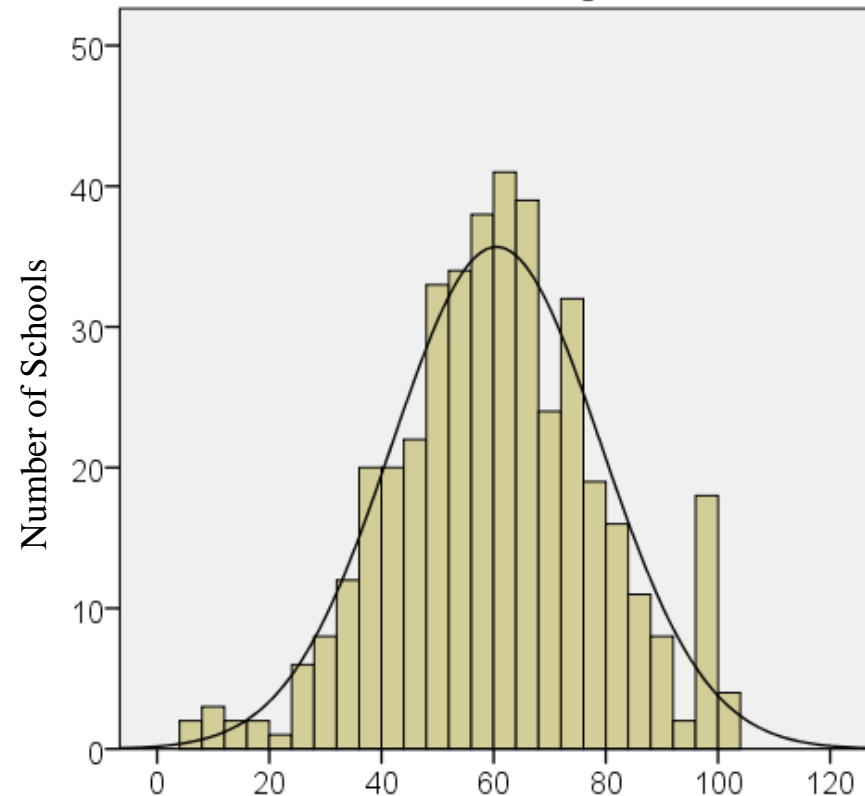
	Level 1 Exemplar	Level 2 Monitor	Level 3 Guiding	Level 4 Intervene
DRAFT Criteria	3-year rate is less than 10% of all students enrolled	3- year rate is between 10% and 15% of all students enrolled <b>OR</b> rate decreased by more than 10% across a three year average	3-year rate is between 15% and 25% of all students enrolled <b>OR</b> rate decreased between 5% and 10% across a three year average	3-year rate is 25% or more of all students enrolled <b>AND</b> rate increased or decreased less than 5% across a three year average
Number of Schools	98	550	731	418

**DRAFT**

# Benchmark Selection Example: Chronic Absenteeism

- **Relationship with other drivers of school performance:**
  - Chronic absenteeism rate and rate of economically disadvantaged students are strongly correlated
  - However, Level 4 schools reflect the full range of student poverty

Distribution of Economically Disadvantaged Students Among Schools Identified for Intervention on Chronic Absenteeism Indicator



Percent of Students Identified as Economically Disadvantaged

# Virginia's Draft Accreditation Matrix

## Progress update on future considerations:

- Piloting school climate survey in Spring 2017 with select schools participating in Virginia Tiered Systems of Support cohorts
  - Student Participation and Engagement
  - Parent/Community Engagement
  - Teacher Engagement
- Teacher Effectiveness: Following implementation studies in other states and examining Virginia's current guidelines
- School Leadership: Examining other state models of measurement