



# Accountability Matrix Benchmark Selection: College and Career Readiness

Virginia Board of Education  
Committee on School and Division Accountability

April 26, 2017

# From the *Profile of a Virginia Graduate*

- **Increase internships and work-based learning experiences**
- **Increase career exposure, exploration and planning**
- **Emphasize the 5Cs: critical thinking, creative thinking, collaboration, communication, and citizenship**
- **Expand performance assessments and reduce the number of credits verified by SOL tests**

# National Recommendations

- **From the Center for American Progress**
  - **Participation rates** in advanced coursework and CTE courses
  - **Performance** in advanced coursework or exams and attainment of industry-recognized certificates
- **From the Council on Chief State School Officers**
  - **Co-curricular Learning and Leadership Experiences:** Extended work-based learning, internships, apprenticeships, service learning projects, and other experiences
  - **Assessment of Readiness:** Higher cut scores on state assessments, as well as Advanced Placement, International Baccalaureate, and industry-recognized credentials

# Common Indicators Used in Other States

Indicator	Number of States
Performance on college entry exams	23
Career preparedness performance	21
Participation in advanced course work	16
Performance in advanced course work	15
Career preparedness participation	11

# Example State Model: Georgia

- **Post High School Readiness Index**
  - Measured in percent of graduates
  - Counts students who:
    - complete career/college pathway programs
    - earn CTE industry credentials
    - earn advanced high school credit
    - meet readiness benchmarks on state assessments
    - miss less than six days of school

# Virginia's Proposed College and Career Readiness Index

**Unduplicated count of:**

- **Students receiving credit for advanced coursework**
- **CTE completers also having a CTE credential**
- **Students with a work-based learning experience**

---

**Divided by number of students in graduation cohort**

**DRAFT/PROPOSED**

# Virginia's Proposed College and Career Readiness Index

Received credit for advanced coursework:



= 6

CTE completer with credential:



= 1

Work-based learning experience:



= 1

PLUS

PLUS

College and Career Readiness Index:

8 / 10 = 80%

Number of graduates

10

**DRAFT/PROPOSED**

# Virginia's Proposed College and Career Readiness Index

- **Number of students receiving credit for advanced coursework**
  - Includes Advanced Placement (AP), International Baccalaureate (IB) and dual-enrollment courses
  - Beginning 2016-17, divisions will indicate whether students received credit for passing the course in addition to capturing participation
  - For the 2015-16 graduating class:
    - 46.56% participated in AP or IB courses
    - 26.55% participated in dual-enrollment courses

# Virginia's Proposed College and Career Readiness Index

- **Number of CTE completers also having a CTE credential**
  - A CTE completer is a student who has met the requirement for a CTE concentration (sequence)
  - CTE credentials are earned when a student passes an exam that tests technical skills
  - For the 2015-16 graduating class:
    - 72.96% earned a CTE credential
    - 46.94% completed a CTE sequence
    - 38.90% completed a CTE sequence and earned a credential

# Virginia's Proposed College and Career Readiness Index

- **Number of students with a work-based learning experience**
  - Currently only collected for CTE students but can be expanded to all students
  - Defined as a coordinated, coherent sequence of career-development experiences related to students' career interests or goals
  - Includes cooperative education, apprenticeships, internships, and clinical experiences but could be expanded to other experiences
  - In 2015-16, 6.84% of students participated in work-based learning

# Proxy Benchmark Selection

- **Current data only captures *participation* in AP, IB or dual-enrollment courses**
  - For the first time this year, schools will identify students who earned credit for those courses
- **Current data only captures work-based learning experiences for CTE students**
  - Recommend expanding data collection to all students

# College and Career Readiness Index Benchmark Selection (PROXY)

	Monitor	Guide	Intervene
DRAFT Criteria	Index for graduating class is at or above 85%	Index for graduating class is between 70% and 85%	Index for graduating class is 70% or lower
Number of high schools	74 (22.56%)	148 (45.12%)	97 (39.57%)

**DRAFT/PROPOSED**

# Value of College and Career Readiness Index

- **Captures multiple student pathways**
- **Cohort measure places focus on graduating students**
- **Captures work-based learning experiences**
- **Avoids duplication with other accountability indicators**

# Proposed Implementation

- **Align with implementation of new graduation requirements from *Profile of a Virginia Graduate***
- **Begin data collection with freshman class of 2018-19**
- **Indicator becomes applicable to school accountability with graduating class of 2022**



# Accountability Matrix Benchmark Selection: Achievement Gaps

Virginia Board of Education  
Committee on School and Division Accountability

April 27, 2017

# Achievement Gaps Discussion

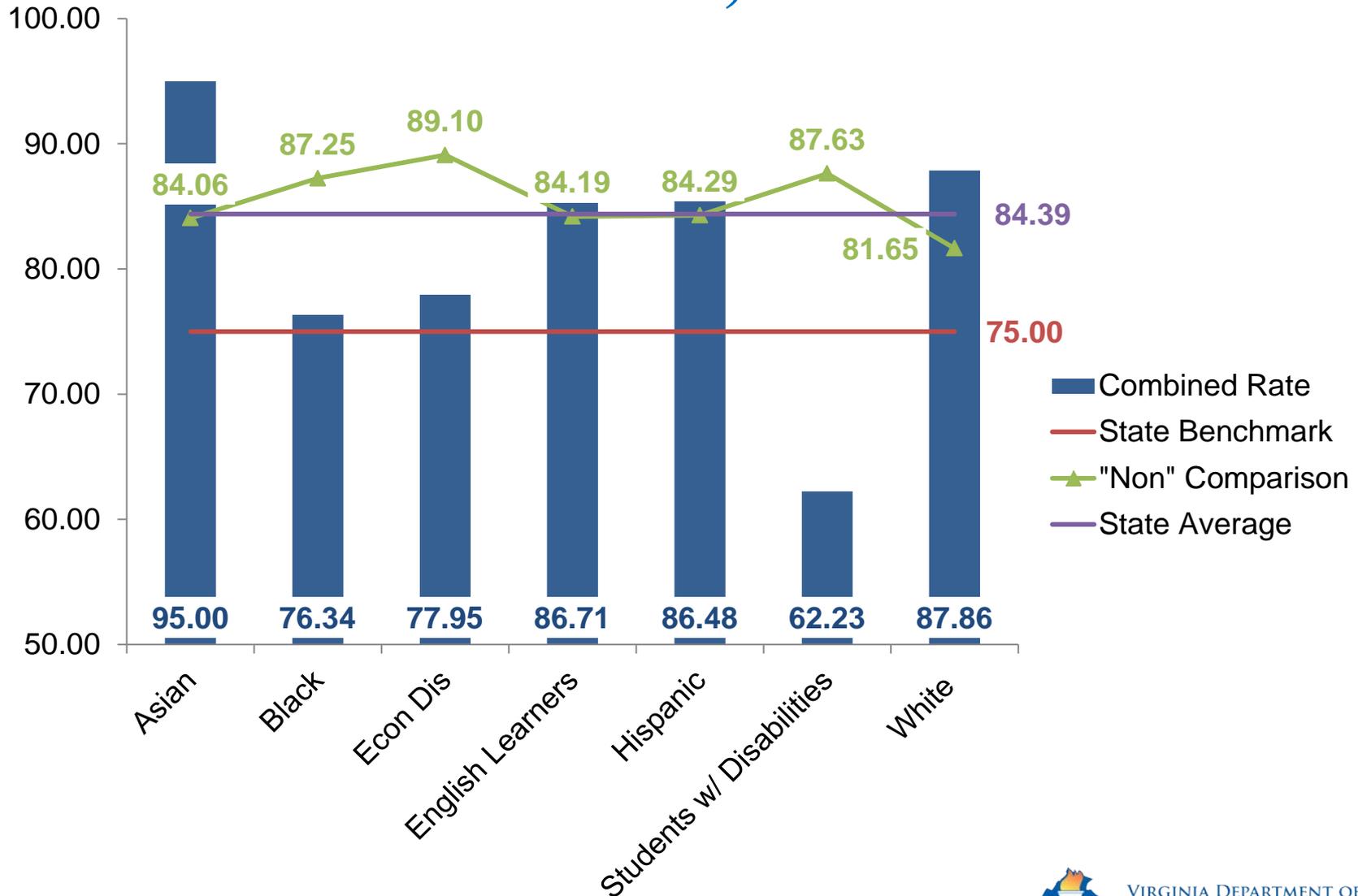
- **Considerations:**
  - How will achievement gaps be defined for accreditation?
  - How will student groups be defined for accreditation?
- **Achievement for all students and for each student group will be reported on School Quality Profiles**

# Defining the Gap

1. **Selecting the state benchmark (75% for English; 70% for Math)**
  - Advantages: stable over time; aligns with state standard for student performance
  - Challenges: does not address gaps in higher-performing schools
  
2. **Selecting the all students state average**
  - Advantages: captures gaps in higher-performing schools
  - Challenges: changes year-to-year; significantly higher than state benchmark
  
3. **Selecting the “non” comparison groups (e.g., English Learners versus non-English Learners)**
  - Advantages: avoids counting same students in reporting and comparison group
  - Challenges: changes year-to-year; creates inconsistent achievement goals across student groups

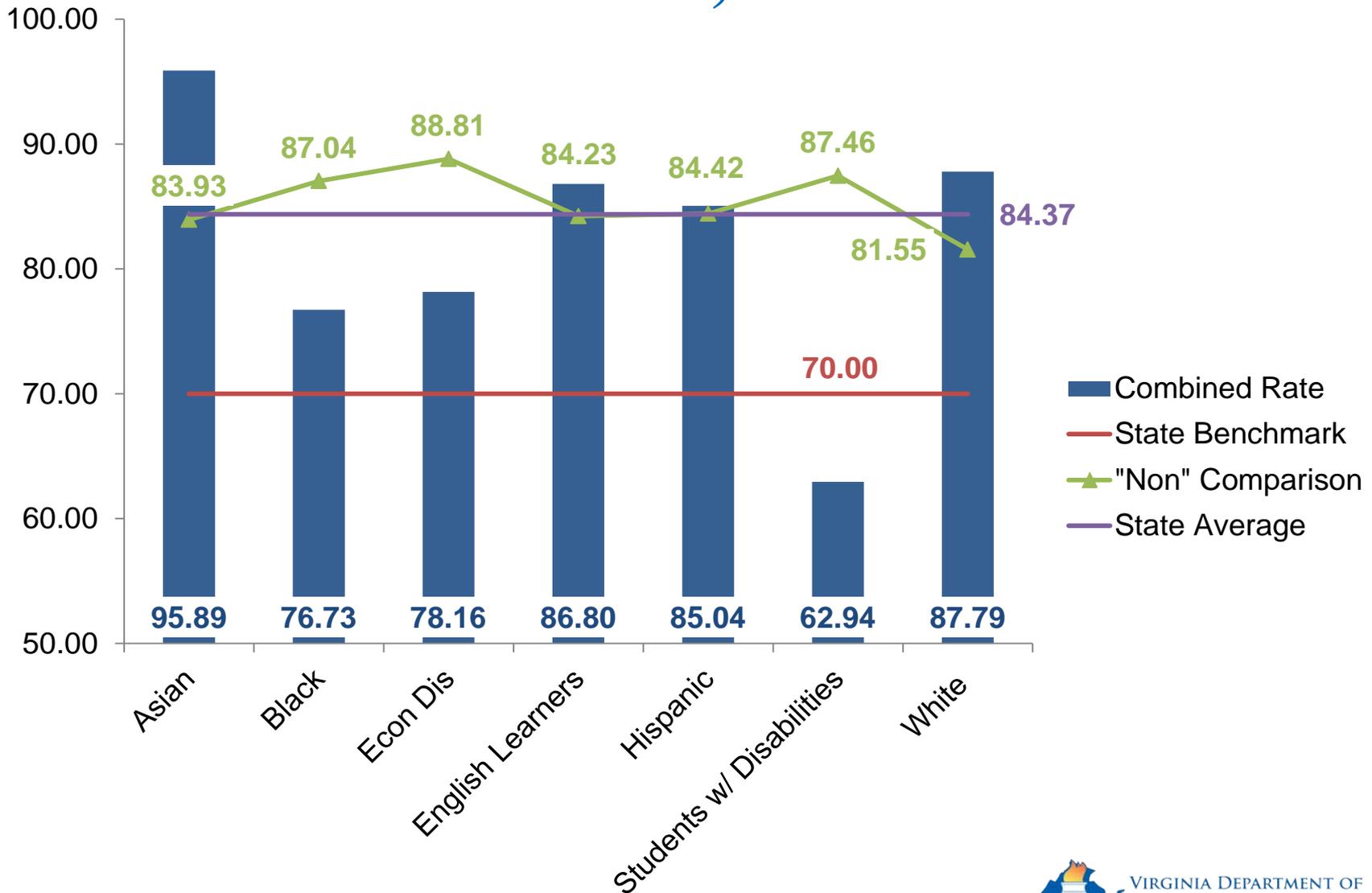
# English Reading and Writing

## All Schools, 2015-16



# Math

## All Schools, 2015-16



# Achievement Gap Criteria Selection: English Reading and Writing

	Monitor	Guide	Intervene
DRAFT Criteria	<p>Reporting group current year or 3-year average combined rate is at or above state benchmark</p> <p><b>OR</b></p> <p>School at “Guide” the prior year decreases failure rate by 10%</p>	<p>Reporting group current year or 3-year average combined rate is less than 10 points below state benchmark</p> <p><b>OR</b></p> <p>School at “Intervene” the prior year decreases failure rate by 10%</p>	<p>Reporting group current year or 3-year average combined rate is 10 or more points below state benchmark</p> <p>School has stayed at criteria for “Guide” for more than 3 consecutive years.</p>

**DRAFT/PROPOSED**



# Achievement Gap Criteria Selection: Math

	Monitor	Guide	Intervene
DRAFT Criteria	<p>Reporting group current year or 3-year average combined rate is at or above state benchmark</p> <p><b>OR</b></p> <p>School at “Guide” the prior year decreases failure rate by 10%</p>	<p>Reporting group current year or 3-year average combined rate is less than 5 points below state benchmark</p> <p><b>OR</b></p> <p>School at “Intervene” the prior year decreases failure rate by 10%</p>	<p>Reporting group current year or 3-year average combined rate is 5 or more points below state benchmark</p> <p>School has stayed at criteria for “Guide” for more than 3 consecutive years.</p>

**DRAFT/PROPOSED**

# Defining Student Groups for Accreditation

- 1. Economically disadvantaged students**
  - Free/reduced meal eligible, Medicaid eligible, receives TANF, or homeless or migrant
  - 476,679 students in 2016-17 (38% of Virginia students)
- 2. Race, ethnicity, and an unduplicated count of economically disadvantaged students, students with disabilities, and English Learners**
  - Formerly Gap Group 1 under federal accountability
  - 608,307 students in 2016-17 (47% of Virginia students)
- 3. Race, ethnicity, and separate groups for economically disadvantaged students, students with disabilities, and English Learners**

# Defining Student Groups for Accreditation

- **Selecting one or more groups for accreditation:**
  - Advantages: focused attention on students with historically low achievement in Virginia
  - Challenges: may be detrimental to the progress of other groups; data on combined groups is less actionable
- **Selecting each student group for accreditation:**
  - Advantages: increased transparency; alignment with ESSA
  - Challenges: multiple data points require additional interpretation for matrix
- **Achievement for all students and each student group will be reported on School Quality Profiles**

# Achievement Gap Benchmark

## Selection: Decision Rules

- **Explain how performance in each reporting group determines overall school performance on the achievement gap indicator**
- **For Monitor:**
  - All reporting groups are green
  - One reporting group is yellow
- **For Guide:**
  - Two or more reporting groups are yellow
  - One reporting group is red
- **For Intervene:**
  - Two or more reporting groups are red

# Achievement Gap Benchmark

## Selection: Decision Rules

Reporting Groups	School A
Asian	Monitor
Black	Monitor
Economically Disadvantaged	Monitor
English Learners	Guide
Hispanic	Monitor
Students w/ Disabilities	Monitor
White	Monitor

School B
Monitor
Guide
Guide
Monitor
Monitor
Intervene
Monitor

School C
Monitor
Monitor
Monitor
Intervene
Intervene
Guide
Monitor

<b>Determination</b>	<b>Monitor</b>
----------------------	----------------

<b>Guide</b>
--------------

<b>Intervene</b>
------------------

# Achievement Gap Criteria Selection: English Reading and Writing

DRAFT Criteria	Monitor	Guide	Intervene	Small Group
Economically disadvantaged students only	1246 (69.88%)	383 (21.48%)	131 (7.35%)	23 (1.29%)
Race, ethnicity, and student status group	1022 (57.22%)	498 (27.88%)	264 (14.78%)	2 (0.11%)
Race, ethnicity, ED, SWD, and ELs separately	810 (45.35%)	755 (42.27%)	219 (12.26%)	2 (0.11%)

ED = economically disadvantaged students

SWD = students with disabilities

ELs = English Learners

**DRAFT/PROPOSED**

# Achievement Gap Criteria Selection: Math

DRAFT Criteria	Monitor	Guide	Intervene	Small Group
Economically disadvantaged students only	1497 (84.01%)	144 (8.08%)	115 (6.45%)	26 (1.46%)
Race, ethnicity, and student status group	1346 (75.36%)	233 (13.05%)	205 (11.48%)	2 (0.11%)
Race, ethnicity, ED, SWD, and ELs separately	995 (55.71%)	616 (34.49%)	172 (9.63%)	3 (0.17%)

ED = economically disadvantaged students

SWD = students with disabilities

ELs = English Learners

**DRAFT/PROPOSED**