

# REPORT OUT AND DISCUSSION: ACCOUNTABILITY LISTENING SESSION

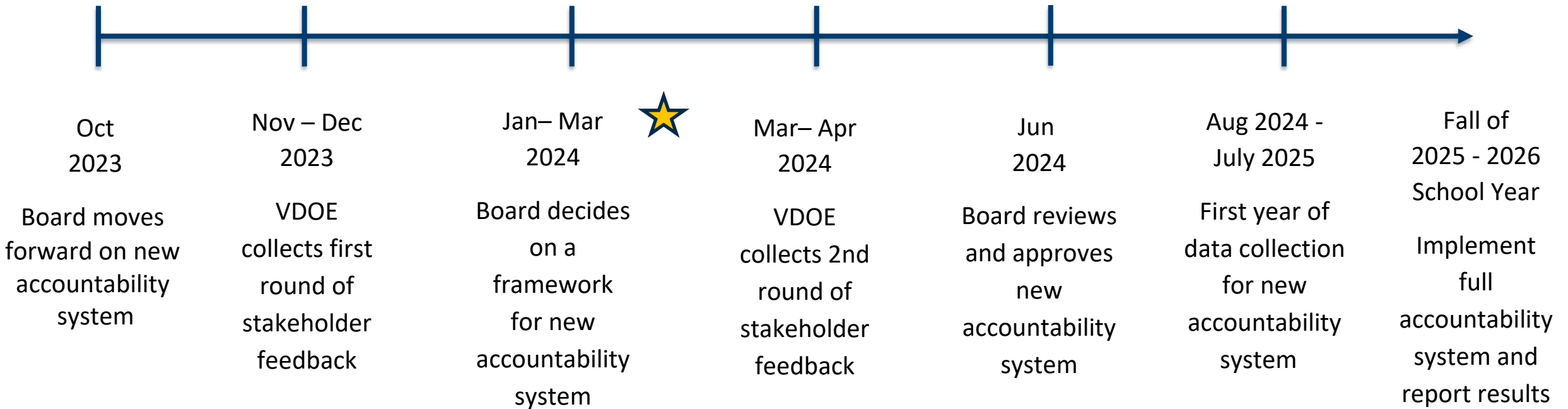
Virginia Board of Education

January 24, 2024



**VIRGINIA DEPARTMENT OF EDUCATION**

# WHERE WE HAVE BEEN AND WHERE WE ARE GOING



*\*\*Note: This timeline does not account for any potential regulatory delays. With additional delays, full implementation could move to SY 2026-27.*

# AGENDA FOR TODAY'S CONVERSATION

- 1. Report-out on stakeholder conversations:**
  - What we did
  - What we heard: themes from stakeholder input
  - What we suggest based on stakeholder input
2. Options for pulling everything together
3. What comes next

# STAKEHOLDER FEEDBACK MEETINGS

- In-person meetings in each of Virginia's 8 Superintendent regions:
  - Invited Board members, local elected officials, and district leaders
  - Reached out to the public via "Superintendent's Memo"
  - Amplified through social media, radio, and print media
- Hosted a total of **375 attendees**, including:
  - Parents
  - Teachers
  - Principals
  - School Board members
  - Division Superintendents
  - Division Directors of Testing

# STAKEHOLDER FEEDBACK MEETINGS

- Gathered feedback on:
  - Achievement and growth
  - Readiness indicators
  - Anything else on stakeholders' mind related to accountability

## Elementary and Middle Schools

### ACHIEVEMENT

- Reading
- Math
- Science

### GROWTH (VVAAS)

- Reading\*
- Math

### READINESS

- Chronic Absence

## High Schools

### ACHIEVEMENT

- Reading
- Math
- Science

### READINESS

- Chronic Absence
- Graduation Rate
- College, Career, Military, and Civic Readiness

### GROWTH (VVAAS)

- Reading\*
- Math

# ACHIEVEMENT AND GROWTH: BOTH ARE IMPORTANT

- **Widespread acceptance that achievement matters**
  - General support for an achievement index...
  - ...But keep it as **simple as possible!**
- **Broad support for the inclusion of growth**
  - General agreement growth should be, at least, **weighted equally** to achievement if not more (especially in K-8)
  - Questions around the mechanics of VVAAS
  - Some confusion/concerns around measuring growth for high schools

# ACHIEVEMENT AND GROWTH: HOW TO PROCEED?

Based on stakeholder feedback:

- K-8 schools
  - o Measure achievement through a **simple "mastery" index**
  - o **Prioritize achievement and growth equally** in the accountability system
- High schools
  - o Use **similar "mastery" index** as in early grades
  - o Along with achievement, **prioritize graduation and readiness measures**; drop growth from HS until growth measure can be investigated and established

# EXAMPLES: MASTERY INDEX

Performance Level	Weight
Not Tested	0.0
Below Basic	0.3
Basic	0.6
Proficient	1.0
Advanced	1.2

Performance Level	Weight
Not Tested	0.0
Does Not Meet	0.4
Proficient	1.0
Advanced	1.2

*Included for discussion purposes. Index weights would not need to be dictated in regulations to allow flexibility for future assessment changes.*



# K-8 READINESS INDICATORS: MEASURE ATTENDANCE

- **Complicated feelings around chronic absenteeism**
  - Widespread acceptance that attendance matters
  - Widespread concerns that schools don't have full control over it
- Would like to see “something else” in K-8 readiness measures
  - **But no consensus on the “something else”**

# K-8 READINESS INDICATORS: HOW TO PROCEED?

Based on stakeholder feedback:

- Does the Board have thoughts on the use of **chronic absenteeism** in the accountability system?
- Does the Board agree with a **streamlined accountability system**, focused on student outcomes for achievement, growth, and attendance?
  - o If not, what other indicators would the Board recommend?

# OPTIONS FOR WEIGHTING IN ES AND MS

- ❑ **Option 1:** Achievement 40%, Growth 40%, Attendance 10%, English Language Proficiency 10% (where applicable)
- ❑ **Option 2:** Do not put percentages in regulations, instead **rely on descriptive language** that preserves Board flexibility until modeling is complete.
- ❑ **Option 3:** Is there something else you heard during listening session that you would recommend?

# HS READINESS INDICATORS: STRONG SUPPORT FOR READINESS MEASURES

- **Broad support for a variety of readiness measures** reflecting multiple pathways to college, careers, and military.
  - Interest in a civics measure but no clear measure shared
  - General support—although not universal—on treating the readiness measure as a cohort measure
  - Support for recognizing multiple pathways but concerns about turning it into a new “combined rate” that treats all pathways equally
- Like with K-8, same **complicated feelings around chronic absenteeism**

# HS READINESS INDICATORS: HOW TO PROCEED?

- Based on stakeholder feedback:
  - Does the Board have thoughts on the use of **chronic absenteeism** in the accountability system?
  - Does the Board agree with adopting a **readiness measure** defined as % of graduates who:
    - **Earn early postsecondary opportunities** (e.g., college credit via AP, IB, Cambridge or dual credit);
    - **Earn an industry credential in a high-demand occupation**; or
    - **Earn at least 31 on Military Entrance Assessment (or ASVAB)**
    - **With bonus** for students who demonstrate readiness in multiple ways (or earning various Diploma Seals)

# HS GRADUATION RATE: 4-YEAR GRAD RATES ALONG WITH EXTENDED-YEAR RATES

- Emphasize **four-year graduation rates**
  - But also give **credit to extended-year rates**
- **Mixed opinions on pathways beyond the Standard and Advanced diplomas**
  - Concerns that too many students are being pushed toward Applied Studies diplomas
  - For students where it is appropriate, important to recognize the work of students (and schools) to earn an Applied Studies diploma or other certificate
  - Strong positive feedback on the college, career and military emphasis

# HS GRADUATION INDICATOR: HOW TO PROCEED?

- Based on stakeholder feedback:
  - Does the Board agree with **discontinuing the Graduation and Completion Index (GCI)** for accountability purposes, which includes all diploma types and GEDs and certificates of completion?
  - Instead, the new accountability system would:
    - **Emphasize four-year adjusted cohort rate** (federal graduation rate)
    - **Also consider including the five-year or six-year adjusted cohort rate**, weight much less than the four-year rate (e.g., 5% versus 20%)

# OPTIONS FOR WEIGHTING IN HS

- ❑ **Option 1:** Achievement 30%, Graduation 30%, Readiness 20%, Attendance 10%, English Language Proficiency 10% (where applicable)
- ❑ **Option 2:** Achievement 30%, Graduation 20%, Readiness 30%, Attendance 10%, English Language Proficiency 10% (where applicable)
- ❑ **Option 3:** Do not put percentages in regulations, instead **rely on descriptive** language that preserves Board flexibility until modeling is complete.
- ❑ **Option 4:** Is there something else you heard during listening session that you would recommend?

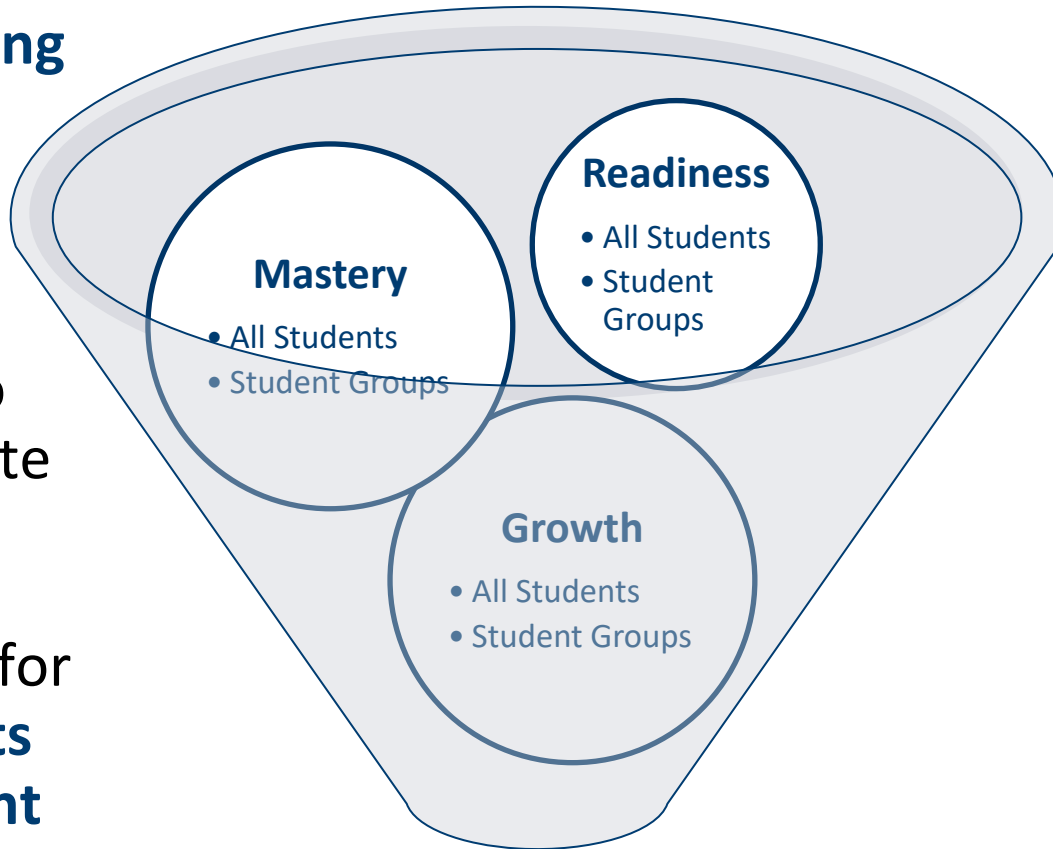


# AGENDA FOR TODAY'S CONVERSATION

1. Report-out on stakeholder conversations:
  - What we did
  - What we heard: themes from stakeholder input
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2. **Options for pulling everything together**
3. What comes next

# PULLING EVERYTHING TOGETHER

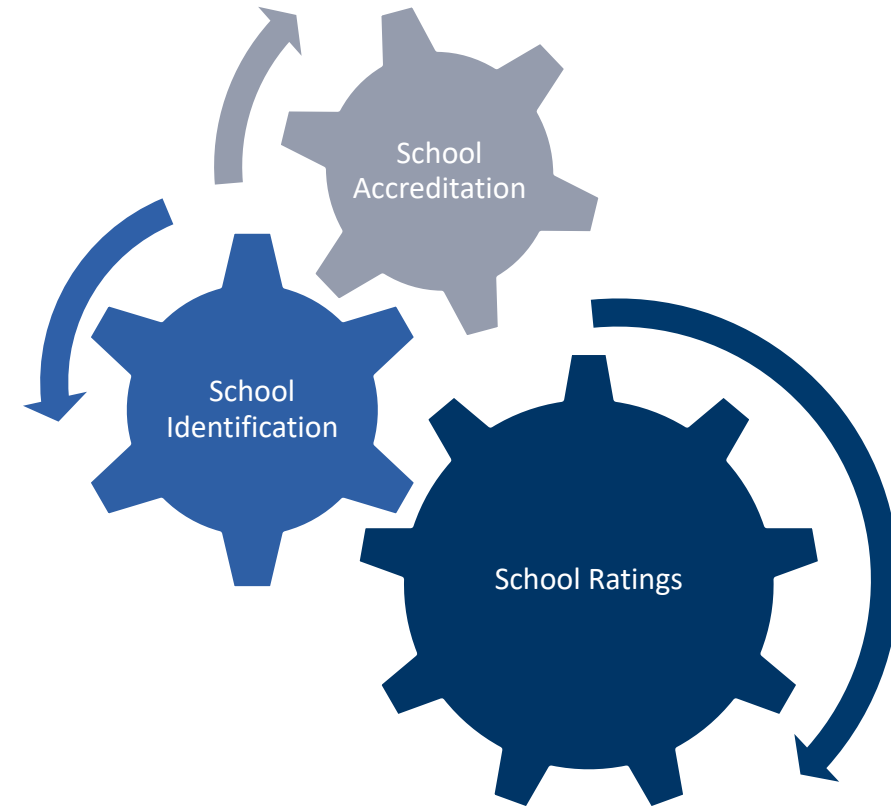
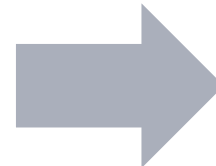
By **weighting indicators** and combining them, it is possible to differentiate schools based on outcomes for **all students** and **student groups**.



**Differentiation of Schools**

-Ratings

-Identification for Support



School **ratings**, **identification**, and **accreditation** can be interconnected.

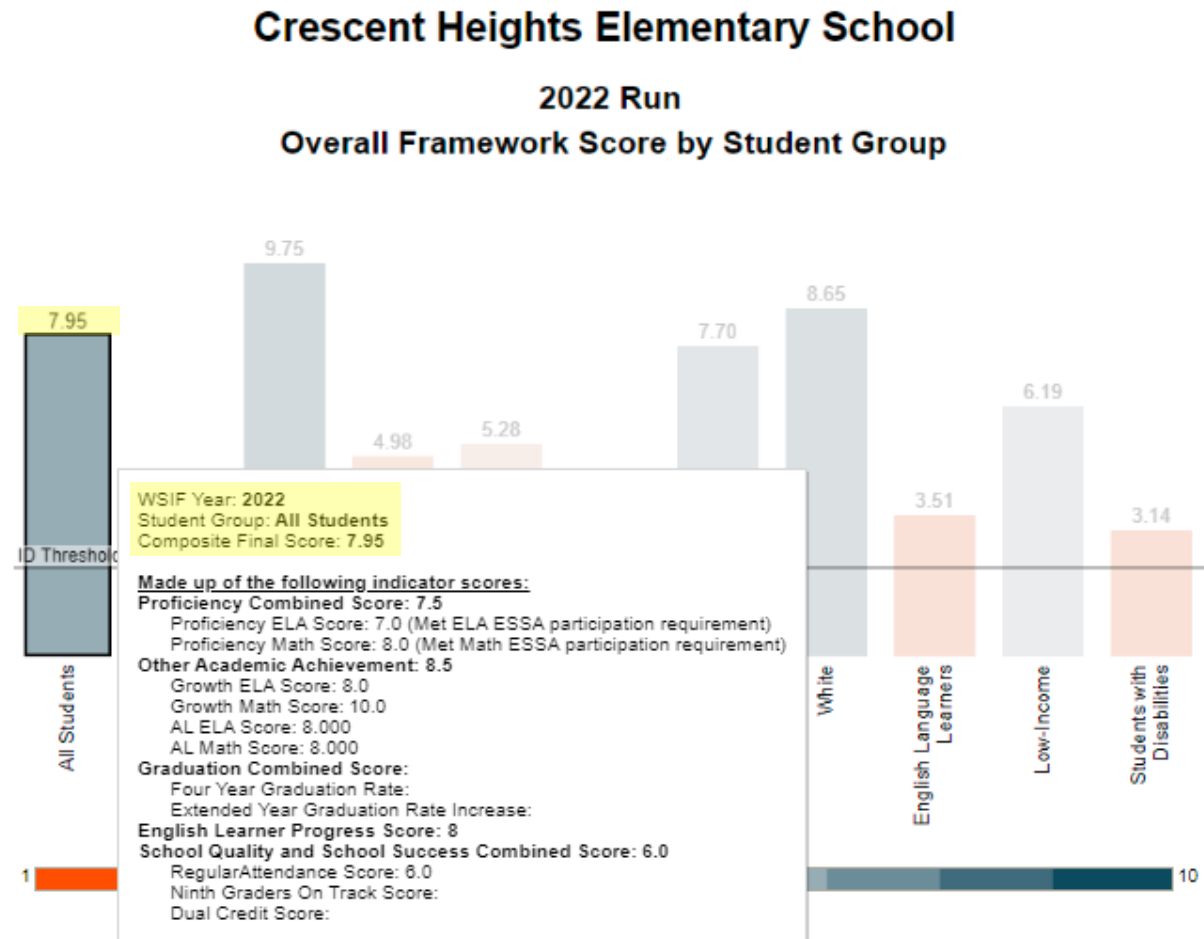
# OPTIONS FOR SCHOOL RATINGS

## Option 1: Continuous Ratings

- Washington state
- Connecticut
- Michigan
- South Dakota
- Washington, DC



How did each student group perform on the Washington School Improvement Framework?



# OPTIONS FOR SCHOOL RATINGS

## Option 1: Continuous Ratings

- Washington state
- Connecticut
- Michigan
- South Dakota**
- Washington, DC



### GRASS RANCH COLONY ELEMENTARY

**Overall Score**  
This school was identified for **GENERAL SUPPORT**

70

Parents are critical partners in a school's success. Just as your child's report card shows how he or she is performing, this school report card shows you how your child's school is performing in multiple areas. It is designed to show the school's strengths in addition to challenges that need to be addressed in order to ensure we are meeting the needs of all students.

### WHICH AREAS HAVE ROOM FOR IMPROVEMENT?

South Dakota is committed to supporting our schools to identify potential areas targeted for improvement in ensuring that all students are prepared to progress through our public schools. We aspire for all students to succeed in all aspects of realizing their education, career and life goals.

VIEW DETAILS


Area	Score
Room for Improvement	29.7
Student Performance	32.8
School Environment	10.0
English Language Learners Pro...	5.5
Student Progress	22.0

The school report card is just one piece of information, that when combined with a student's individual state test results, and report card grades, gives parents a more accurate picture of their children's academic experience.

NEXT: STUDENT PERFORMANCE ▶

# OPTIONS FOR SCHOOL RATINGS

## Option 2: Descriptive Labels

- South Carolina
- Maine** 
- Illinois
- Nebraska
- Massachusetts

### Emerging

Scores at this level indicate the need for support to move the school towards the state's expectation

### Developing

Scores at this level indicate that the school is moving towards the state's expectation

### Meeting

Scores at this level indicate that the school is meeting the state's expectation

### Excelling

Scores at this level indicate that the school is exceeding the state's expectation

Chronic Absenteeism  
Schoolwide



Schoolwide  
Emerging

Academic Progress  
English Language Arts  
3-8



3-8  
Meeting

Academic Achievement  
English Language Arts  
3-8



3-8  
Emerging

Academic Progress  
Mathematics  
3-8



3-8  
Developing

Academic Achievement  
Mathematics  
3-8



3-8  
Developing

# OPTIONS FOR SCHOOL RATINGS

- Option 2: Descriptive Labels

- South Carolina
- Maine
- Illinois
- Nebraska**
- Massachusetts



## J STERLING MORTON ELEM SCHOOL

Elementary School Classification ⓘ

EXCELLENT	GREAT	GOOD	NEEDS SUPPORT TO IMPROVE
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Beginning Status ⓘ

GREAT

NSCAS English Language Arts & Mathematics Proficiency

SUCCESS, ACCESS, AND SUPPORT

**Positive Partnerships, Relationships, and Success ⓘ**

In Development!

**Transitions ⓘ**

Not applicable to Elementary Schools

AQuESTT uses 2021-2022 graduation rates

**Educational Opportunities and Access ⓘ**

Chronic Absenteeism Progress 9%

Progress Towards EL Proficiency 65%

TEACHING, LEARNING, AND SERVING

**Postsecondary, Career, and Civic Ready ⓘ**

In Development!

**Student Achievement & Growth ⓘ**

Individual Score Growth 68%

Non-Proficiency Reduction Yes

Science Proficiency Status 84%

**Educator Effectiveness ⓘ**

In Development!

# FEDERAL REQUIREMENTS FOR IDENTIFICATION

MOST  
SUPPORT



## 1 Comprehensive Support & Improvement (CSI)

- Lowest-performing 5% of schools for **all students**
- High schools with grad rates below 67% for **all students**
- *ATSI schools that have not improved after a state-set timeline*

1

## 2 Additional Targeted Support & Improvement (ATSI)

- Schools with a **group of students** performing similarly to the level of the lowest-performing 5% of Title I schools in CSI

2

## 3 Targeted Support & Improvement (TSI)

- Schools with a “consistently underperforming” (defined by the state) **group of students**

3

LEAST  
SUPPORT

# OPTIONS FOR CSI SCHOOL IDENTIFICATION

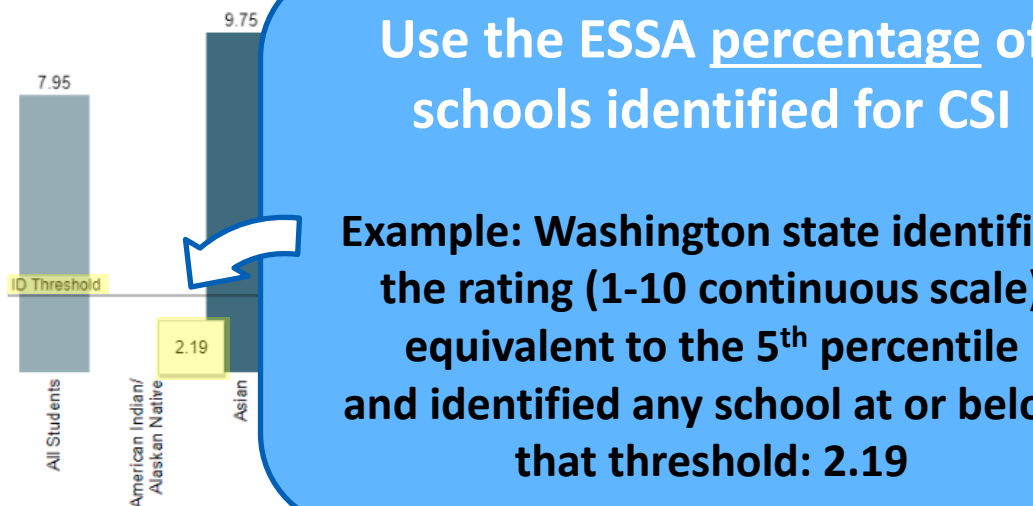
## Option 1: Statutory approach only

How did each student group perform on the Washington School Improvement Framework?

### Crescent Heights Elementary School

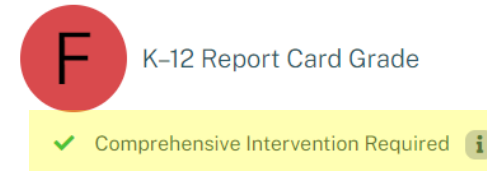
2022 Run

Overall Framework Score by Student Group



## Option 2: Standards-based ratings

What was this school's overall letter grade in 2021-2022?



Pre-establish a cut point below which schools are identified for CSI

Example: Louisiana identifies any school rated "D" or "D" for 3 consecutive years (more than 5% of schools were identified)

## Option 3: Hybrid

- Use option 1 to identify CSI schools in year 1 and then switch to option 2, using year 1 data to set the cut point for future CSI identification



# FEDERAL REQUIREMENTS FOR INCLUDING STUDENT GROUPS

**3 WAYS** students in each major racial/ethnic group, students from low-income families, students with disabilities, and English Learners (ELs) must be included:

## 1 Reporting

- Report disaggregated data for each indicator for each group
- Progress in English Language Proficiency indicator just for ELs

## 2 School Identification

- Schools with “consistently underperforming” groups are identified for targeted or additional targeted support and improvement (TSI and ATSI)
- Must identify schools for ATSI if a group performs similarly to students in the bottom 5% of schools

## 3 School Ratings

- Must consider group performance on all indicators.

All indicators under consideration can be disaggregated and meet requirement #1

# OPTIONS FOR TSI SCHOOL IDENTIFICATION

## 2

### School identification

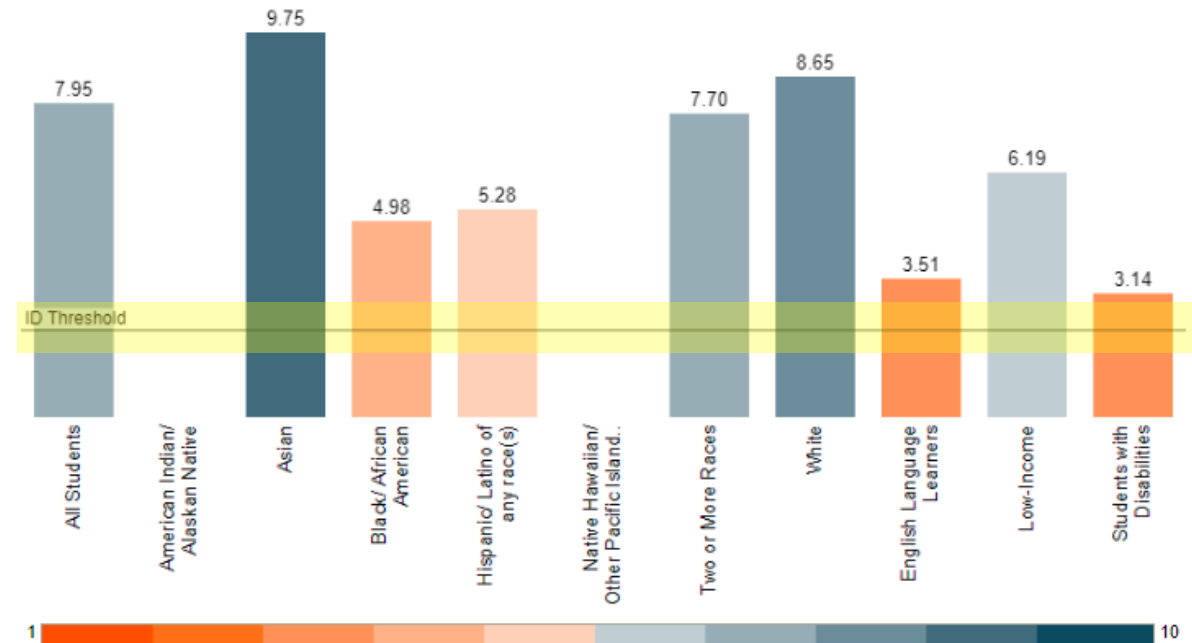
- ❑ **Option 1: Statutory approach only**
  - ❑ Define “consistently underperforming” as a group performing similarly to students in the bottom 5% of schools
  - ❑ Example: Washington state identifies schools for support if an individual group performs, based on all indicators, below the “ID Threshold” for CSI (which is based on all students’ data)

How did each student group perform on the Washington School Improvement Framework?

#### Crescent Heights Elementary School

2022 Run

Overall Framework Score by Student Group



# OPTIONS FOR TSI SCHOOL IDENTIFICATION

## 2

### School identification

#### ❑ Option 2: Statutory approach + Standards-based approach

- ❑ Expand “consistently underperforming” to include a group performing at the lowest level on all or on key indicators

- ❑ Example: Louisiana identifies schools where a student group performs at the level of “F” schools for 2 years

#### Economically Disadvantaged

For this group, the school performed better than **20%** of schools in Louisiana in 2021-2022.

Urgent Intervention Needed



# OPTIONS FOR TSI SCHOOL IDENTIFICATION

## 2

### School identification

- ❑ **Option 3: Statutory approach + Priority Indicator approach**
  - ❑ Expand “consistently underperforming” to consider group performance on a high-priority indicator
  - ❑ Example: Washington state **ALSO** identifies schools if ELs are among the lowest performing for English language proficiency progress
  - ❑ Example: Louisiana **ALSO** identifies schools with high suspension rates for a group



Which schools are receiving additional support based on the Washington School Improvement Framework?

Paul Rumburg Elementary

Support Status: Support Tier 2: Targeted ELP Progress

# INCLUDING STUDENT GROUPS IN RATINGS

## 3 School ratings

- Option 1. Rate schools based on all indicators for all groups of students
  - Virginia currently examines group outcomes for some, but not all, indicators
  - Ratings are very complicated when they are based on a weighted average of each group's outcomes, which is also based on a weighted average across multiple indicators (example: **Colorado**)



Performance	Measure/Metric	Rating	Point Value		
Academic Achievement & ELP On Track Growth	The district or school's mean scale score (or percent On Track) was*: see tables below for actual values		All Students	Each Disaggregated	ELP On Track Growth
	• at or above the 85th percentile	Exceeds	8	1.00	2.0
	• at or above the 50th percentile but below the 85th percentile	Meets	6	0.75	1.5
	• at or above the 15th percentile but below the 50th percentile	Approaching	4	0.50	1.0
	• below the 15th percentile	Does Not Meet	2	0.25	0.5
	Students Previously Identified for a READ Plan (bonus point)				
	• CMAS ELA Mean scale score at or above 725 (Approaching Expectations cut-score)		1 bonus point		
Academic Growth	Median Growth Percentile was:		All Students	Each Disaggregated	ELP
	• at or above 65	Exceeds	8	1.00	2.0
	• at or above 50 but below 65	Meets	6	0.75	1.5
	• at or above 35 but below 50	Approaching	4	0.50	1.0
	• below 35	Does Not Meet	2	0.25	0.5
	Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was**:		All Students	Each Disaggregated Group	

Indicator	Total Possible Points	Elementary/Middl	High/District
Achievement	36 points (8 per subject for all students, 4 per subject by disaggregated group)	40%	30%
Growth	28 total points (8 per subject for all students, 4 per subject by disaggregated group, 2 for ELP growth, 2 for ELP On Track Growth)	60%	40%
Postsecondary Readiness	52 total points (16 for graduation, 4 for matriculation, 16 for dropout, 8 per CO SAT subject)	not applicable	30%

1.00
0.75
0.50
0.25
Each Disaggregated Group
1.00
0.75
0.50
0.25
Each Disaggregated Group
2.0
1.5
1.0
0.5
All Students
4
3
2
1
Each Disaggregated Group
2.0
1.5
1.0
0.5
29
1.5
1.0
0.5

• below 75.0%	Does Not Meet	2	0.5
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# INCLUDING STUDENT GROUPS IN RATINGS

## 3 School ratings

- ❑ **Option 2. Lower the ratings of schools where a group of students has been identified for ATSI or TSI**
  - ❑ Far simpler approach and ensures alignment of school ratings with school identification
  - ❑ For example, a school “meeting” expectations for all students, but identified for TSI for low-income students would instead receive the “developing” rating (the next lowest level)



# OPTIONS FOR FOLDING ACCOUNTABILITY RATINGS INTO ACCREDITATION

- ❑ **Any school identified for CSI will be reviewed further to determine if it should be "accredited with conditions"**
  - ❑ Alternatively, CSI identification could *automatically* result in "accredited with conditions" status
- ❑ **Any school whose rating is in the lowest category will be reviewed further to determine if it should be "accredited with conditions"**

**Keep in mind: accreditation status will not be determined solely based on the accountability indicators, as is current practice. A school or division may be "accredited with conditions" based on inputs (not accountability indicators or outcomes).**

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1. Report-out on stakeholder conversations:
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# NEXT STEPS

- For March:
  - First data runs
  - Draft regulatory text for the Board to review
- After March Board meeting, VDOE will take proposed accountability system back out for stakeholder feedback
- What else would the Board like to discuss regarding the new accountability system?