

# VIRGINIA'S SCHOOL PERFORMANCE AND SUPPORT FRAMEWORK

Virginia Board of Education &  
Virginia Department of Education

Listening Series II

April 2024

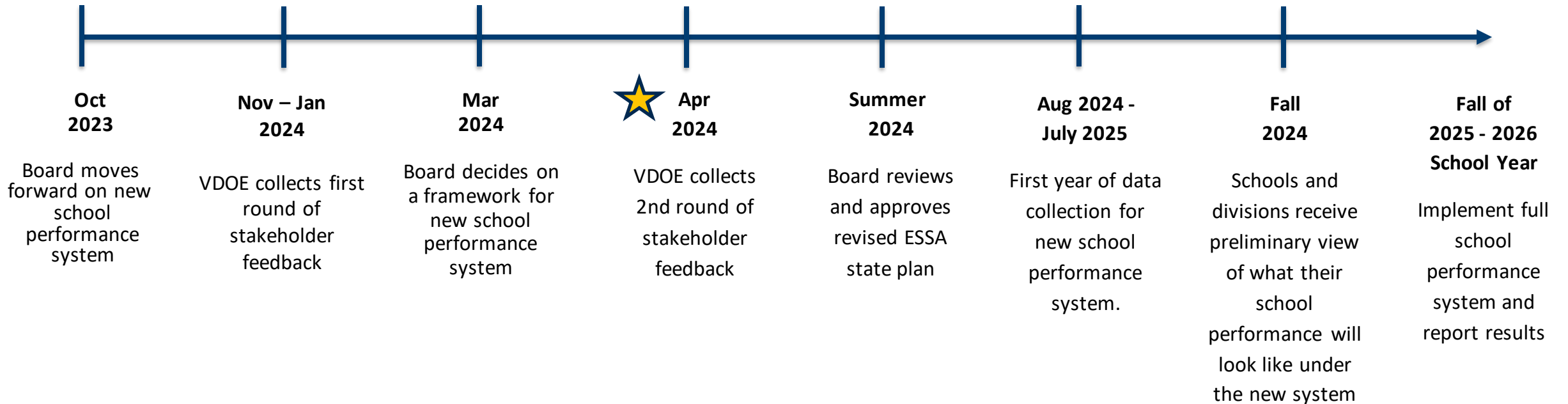


**VIRGINIA DEPARTMENT OF EDUCATION**

# 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.

# WHERE WE HAVE BEEN AND WHERE WE ARE GOING



# PURPOSE OF TODAY

**Today, we are focused on the following:**

1. Share the current progress on a revised Performance and Support Framework for schools and school divisions.
2. Explain the new way that VDOE will use the current accreditation ratings and the school performance framework to share school health.
3. Gather feedback from the field on other components that will inform the Board's discussions on both the current phase of regulations and on the revisions to Virginia's ESSA State Plan.

Feedback can also be submitted via an online form:

***Please submit feedback by end of day April 19<sup>th</sup>.***



# Proposed Regulations

# CURRENT ACCREDITATION SYSTEM

## Virginia's Accountability System

- Reading Proficiency
- Mathematics Proficiency
- Embedded Growth
- English Language Learners
- Chronic Absenteeism
- Graduation Rate
- Accreditation Rating



Aligned Federal Identification for Improvement

## Virginia's Accreditation System

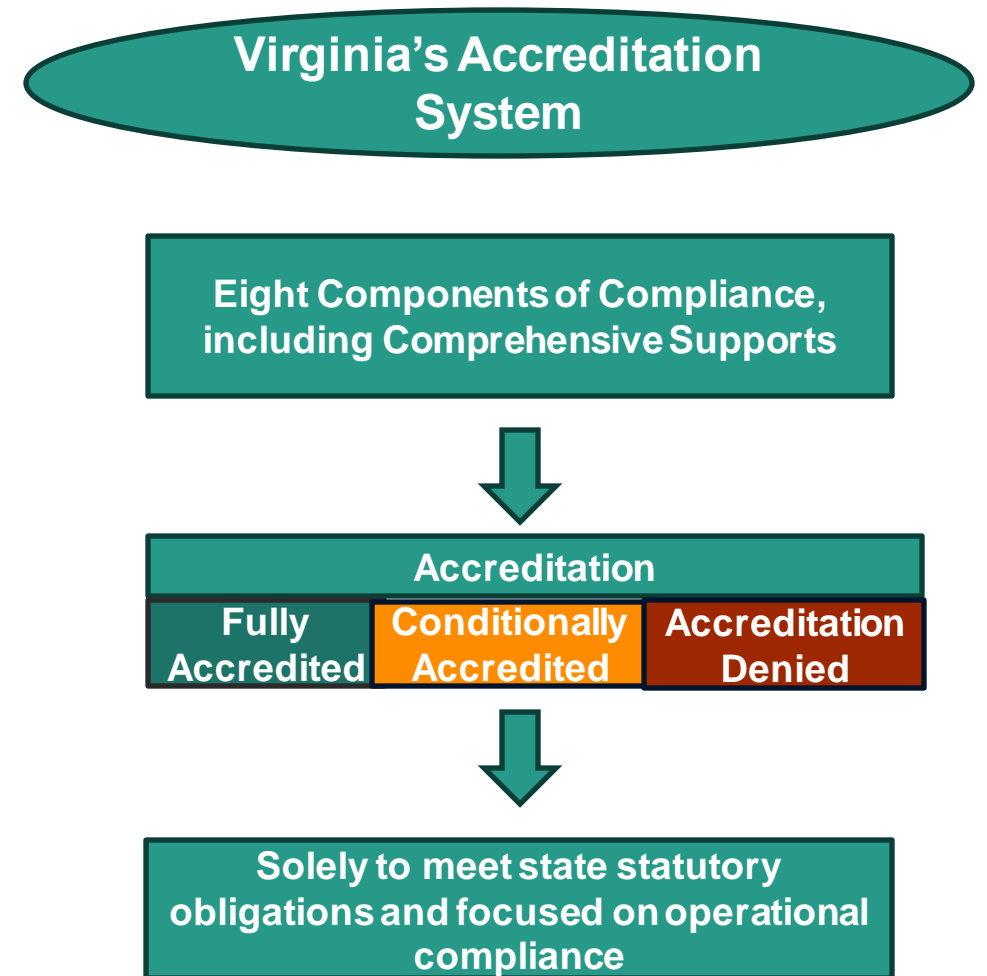
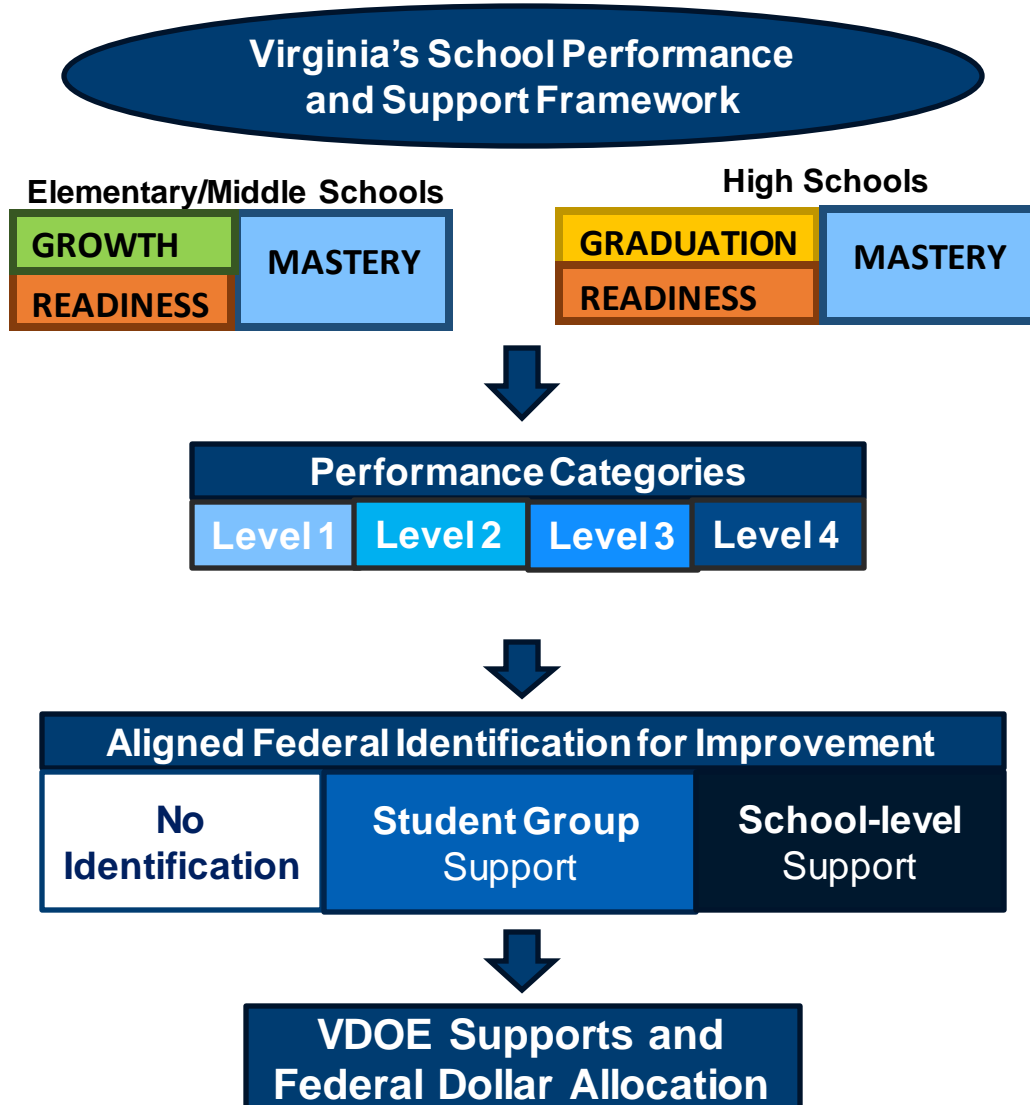
- Combined Rate for Reading and Mathematics (Proficiency and Growth)
- Proficiency in Science
- Combined Rates Reading and Mathematics achievement gaps
- Chronic Absenteeism
- Dropout Rate
- Graduation and Completion Index
- College, Career, and Civic Readiness Index



Accredited With Conditions Denied

Both are measuring outcomes, and both are identifying two sets of schools for supports

# FUTURE SYSTEM: PERFORMANCE & SUPPORT & ACCREDITATION



# Reviewing State Board Decisions



# BOARD ACTION

## Current Board Decisions

- Categories:
  - Achievement or Mastery,
  - Growth (expected vs. formative)
  - Readiness
- Weights for Categories
  - Elementary schools
  - Middle schools
  - High schools
- Four Performance Categories for the Support and Performance Framework NOT for Accreditation
- Support Structures for Schools with Student Group and School-based needs as well as supports for school divisions
- Braiding of federal and state systems to create one system of support

## April Feedback For Future Board Sessions

- The specific indicator bullets under each category e.g., performance task or the specific courses under middle school advanced coursework
- The weights of the specific indicator bullets within each category
- The Board did not vote on school labels such as an A-F System, specific bullets in each category, or ways to sanction schools

# ELEMENTARY SCHOOL MODELS

<b><u>GROWTH</u></b> <b>25%</b> <b>Potential indicators include:</b> <ul style="list-style-type: none"><li>• Expected Growth in Reading Grades (starting grade 4)</li><li>• Expected Growth in Math Grade (starting grade 4)</li><li>• English Language Progress*</li></ul>	<b><u>MASTERY</u></b> <b>65%</b> <b>Potential indicators include:</b> <ul style="list-style-type: none"><li>• Reading SOL and VAAP</li><li>• Math SOL and VAAP</li><li>• Science Grade 5 and VAAP</li></ul>
<b><u>READINESS</u></b> <b>10%</b> <b>Potential indicators include:</b> <ul style="list-style-type: none"><li>• Access to Learn: Chronic Absence in all grades</li><li>• Performance Task</li></ul>	

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

# MIDDLE SCHOOL MODELS

<b><u>GROWTH</u></b> <b>20%</b> <b>Potential indicators include:</b> <ul style="list-style-type: none"><li>• Expected Growth in Reading</li><li>• Expected Growth in Math</li><li>• English Language Progress*</li></ul>	<b><u>MASTERY</u></b> <b>60%</b> <b>Potential indicators include:</b> <ul style="list-style-type: none"><li>• Reading SOL and VAAP</li><li>• Math SOL and VAAP</li><li>• Science Grade 8 and VAAP</li></ul>
<b><u>READINESS</u></b> <b>20%</b> <b>Potential indicators include:</b> <ul style="list-style-type: none"><li>• Access to Learn: Chronic Absence in all grades</li><li>• Middle School Advanced Coursework</li></ul>	

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

# HIGH SCHOOL MODELS

## **GRADUATION 15%**

### **Potential indicators include:**

- 4-year Adjusted Cohort Rate
- Graduation and Completion Index (GCI) \*\*

## **MASTERY 50%**

### **Potential indicators include:**

- Reading End of Course and VAAP
- Math End of Course and VAAP
- Science End of Course and VAAP
- English Language Progress\*

## **READINESS 35%**

### **Potential indicators include:**

- Access to Learn: Chronic Absence in 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.*

# School Performance and Support Framework

# MASTERY INDEX: ALL SCHOOLS



100 students  
in an  
elementary  
school

## Sample Weights:

1.25 for Advanced

1.0 for Proficient

0.75 for Basic

0.25 for Below Basic



20 score at the  
Advanced level



$$20 \times 1.25 = 25$$

30 score at the  
Proficient level



$$30 \times 1.0 = 30$$

30 score at the  
Basic level



$$30 \times 0.75 = 22.5$$

20 score at the  
Below Basic level



$$20 \times 0.25 = 5$$

$$25 + 30 + 22.5 + 5 = 82.5 \text{ points}$$

How should the categories of mastery index be weighted?

**\*(see Mastery Index handout)**

# Elementary School Discussion

# ELEMENTARY SCHOOLS: EXPECTED GROWTH

- **Expected Growth and/or Adequate Growth:**
  - The current federal growth measure includes grades 4 – 8.
- **Should 3<sup>rd</sup> Grade growth be included in the school performance and support framework?**
  - Year-over-year growth from 2<sup>nd</sup> to 3<sup>rd</sup> grade using an expected growth measure that uses VALLS or similar for reading only.
  - Within year 3<sup>rd</sup> grade growth measure (Fall to Spring) using the Virginia Growth Assessment or alternative "appropriate" growth option.



# ELEMENTARY SCHOOLS: READINESS CATEGORY WEIGHTED AT 10%

- **Chronic Absenteeism:**
  - What should the percentage of this indicator be within the readiness category?
- **Fifth Grade Performance Task**
  - This task focuses on disciplinary reading and writing, 5Cs and student choice. **\*(see Performance Task handout)**
- **For Discussion:**
  - How much should this indicator be weighted?
  - When should this task be given?
  - How should student groups such as students with disabilities, English learners be included and supported during this task?

# Middle School Discussion

# MIDDLE SCHOOLS: READINESS CATEGORY WEIGHTED AT 20%

- **Chronic Absenteeism:**
  - What should the percentage of this indicator be within the readiness category?
- **Advanced Coursework:**
  - **What advanced coursework should be included in the readiness measure?**
  - *(This would be a measure of students taking the coursework and scoring proficient on end-of-course exams by the end of 8<sup>th</sup> grade).*
  - Examples could include:
    - Mathematics: Algebra I, Geometry, Algebra II
    - Science: Biology, Earth Science, Chemistry
    - English: Grade 11 English End of Course test
    - History and Social Science: World Geography, World History I, World History II, and Virginia and U.S. History
  - **What should the percentage of this indicator be within the readiness category?**

# High School Discussion

# HIGH SCHOOLS: READINESS CATEGORY WEIGHTED AT 35%

*As a reminder all measures must be consistent and available to all schools.*

- **What student outcomes should be considered for college readiness?**
  - AP score of 3, IB score, Cambridge
- **What is a “high-demand” industry credential? How should these be weighted?**
- **What could the civics component of this indicator?**

# HIGH SCHOOL: GRADUATION RATE WEIGHTED AT 15%

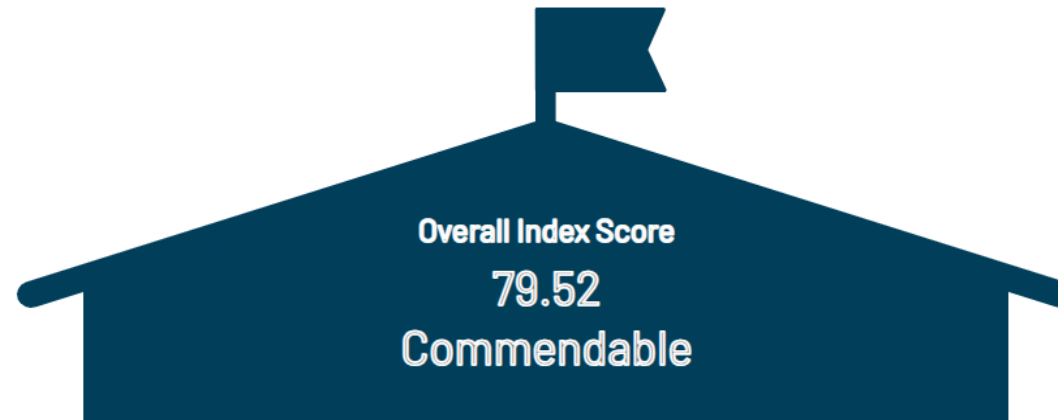
- **ALL states** must use the four-year adjusted cohort graduation rate (**federal graduation indicator**) for school performance.
  - These rates can only include students earning Standard or Advanced Studies diplomas.
  - **\*(see Graduation Rate handout)**
- Additional Graduation Rates that recognize more students:
  - **5-, 6-, and/or 7-year adjusted cohort graduation rate:** Includes students that need more than 4 years to graduate.
  - **Graduation or completion measure:** Virginia's **Graduation Completion Index** (used currently for accreditation) is an example and recognizes students who earn any diploma OR certificates of completion/GEDs.
- **Should Graduation Completion Index be included in the graduation indicator?**

# Overall School Supports Discussion

# EXAMPLE FOR PERFORMANCE CATEGORIES

*Performance categories will communicate to the public information on school performance.*

## Illinois Example



Exemplary; Commendable;  
Targeted Support;  
Comprehensive Support;  
Intensive Support

## Maine Example

### 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



# FEEDBACK FOR PERFORMANCE CATEGORIES FOR VIRGINIA SCHOOLS

## Four Categories (Outlined in Proposed Regulations)

### Virginia's School Performance and Support Framework

```
graph TD; A([Virginia's School Performance and Support Framework]) --- B[Category 4: Comprehensive Support School]; A --- C[Category 3: Making Improvements for the entire school and for student groups]; A --- D[Category 2: Meeting Needs of All Students and All Student Groups]; A --- E[Category 1: Highly Successful]
```

**Category 4:**  
Comprehensive  
Support **School**

**Category 3:**  
Making  
Improvements for  
the entire school  
and for student  
groups

**Category 2:**  
Meeting Needs of  
All Students and  
All Student  
Groups

**Category 1:**  
Highly  
Successful

These levels also align to federal supports and allow **one cohesive system** of student performance and support reporting.

# FEDERAL CATEGORY FEEDBACK FOR SUPPORT AND PERFORMANCE

Virginia must ALSO identify three groups of schools for support through the Office of School Quality (VDOE).

*Comprehensive Support and Improvement School*

Schools struggling the most

*Targeted Support and Improvement School*

Schools with student group(s) struggling the most

*Additional Targeted Support and Improvement School*

Schools that consistently (3 years) have student group(s) struggle "the most"

What is a student group?

- A student group allows us to see how groups of students are performing separately for all students. Student groups are broken down into the following identified groups: Economically disadvantaged students, children with disabilities, English learners, and students from each major racial/ethnic group.

Questions for Discussion:

- What number or percentage should be considered "struggling the most"?
- How many students should be considered to create a student group (Virginia currently uses 30)?
- What should be the levels of support for each of these three groups?

# Thank you!

We appreciate your willingness to partner with us to create Virginia's school performance and support framework.

Feedback can also be submitted via an online form



***Please submit feedback by end of day April 19<sup>th</sup>.***