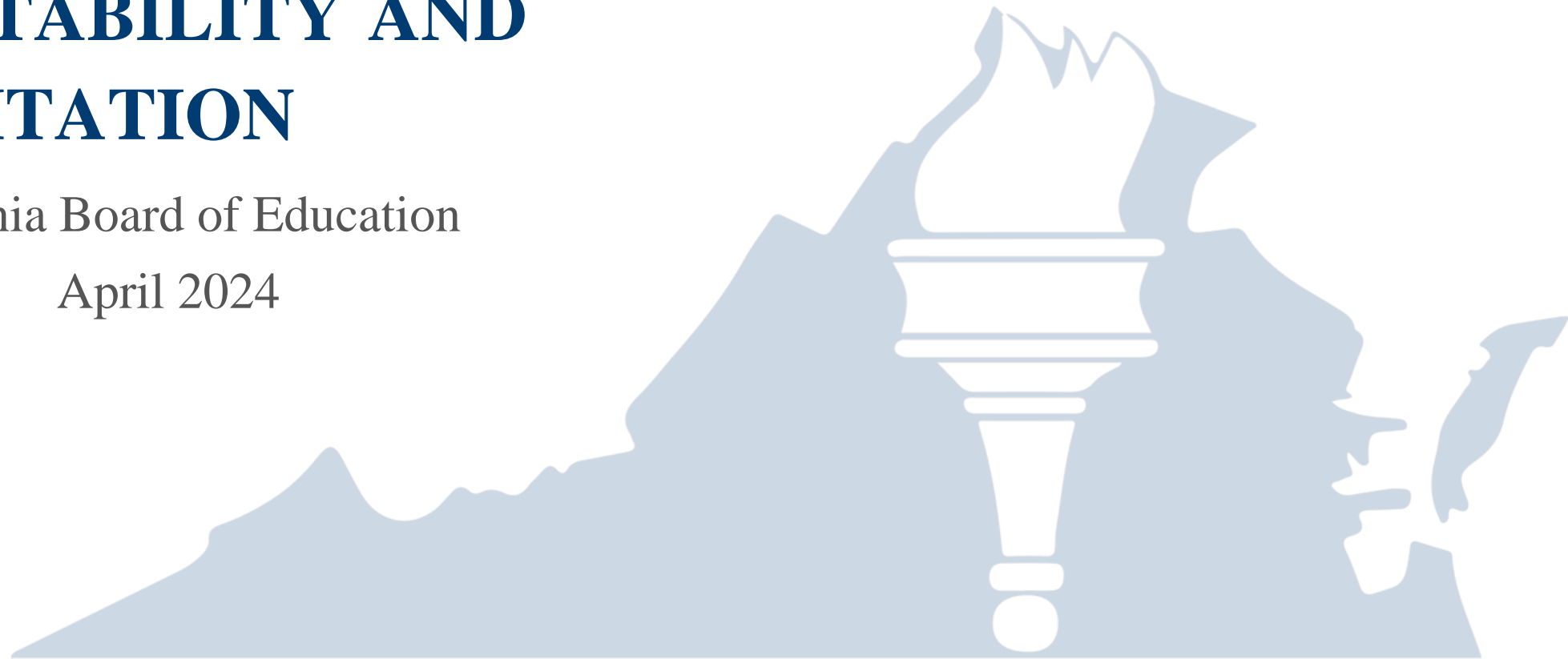# Presentation and Discussion on Accountability and Accreditation
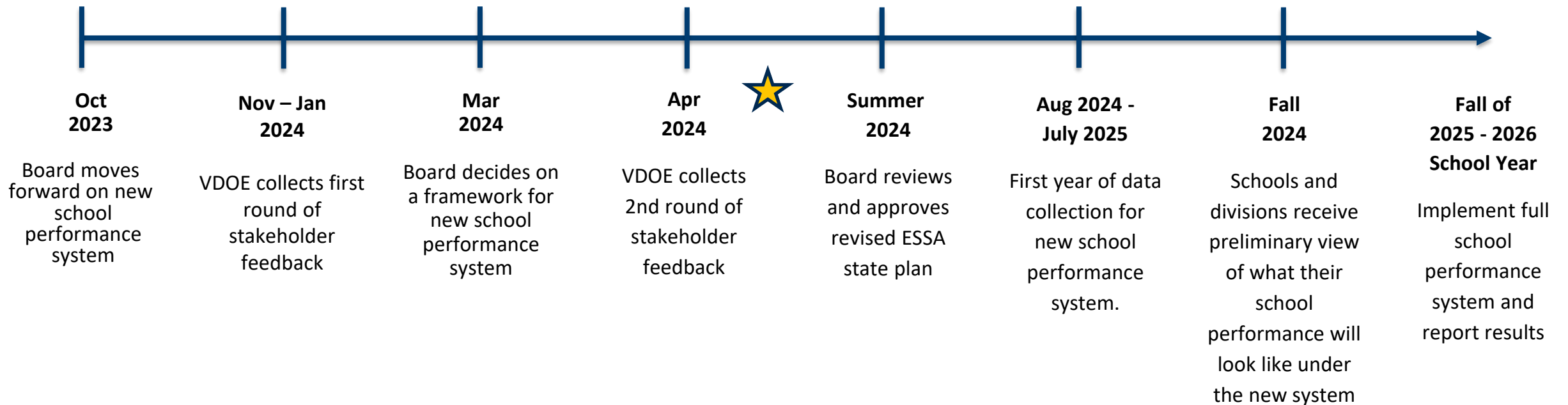
Virginia Board of Education

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.

VIRGINIA DEPARTMENT OF EDUCATION

Where we have been and where we are going

Oct 2023	Nov – Jan 2024	Mar 2024	Apr 2024	Summer 2024	Aug 2024 - July 2025	Fall 2024	Fall of 2025 - 2026 School Year
Board moves forward on new school performance system	VDOE collects first round of stakeholder feedback	Board decides on a framework for new school performance system	VDOE collects 2nd round of stakeholder feedback	Board reviews and approves revised ESSA state plan	First year of data collection for new school performance system.	Schools and divisions receive preliminary view of what their school performance will look like under the new system	Implement full school performance system and report results

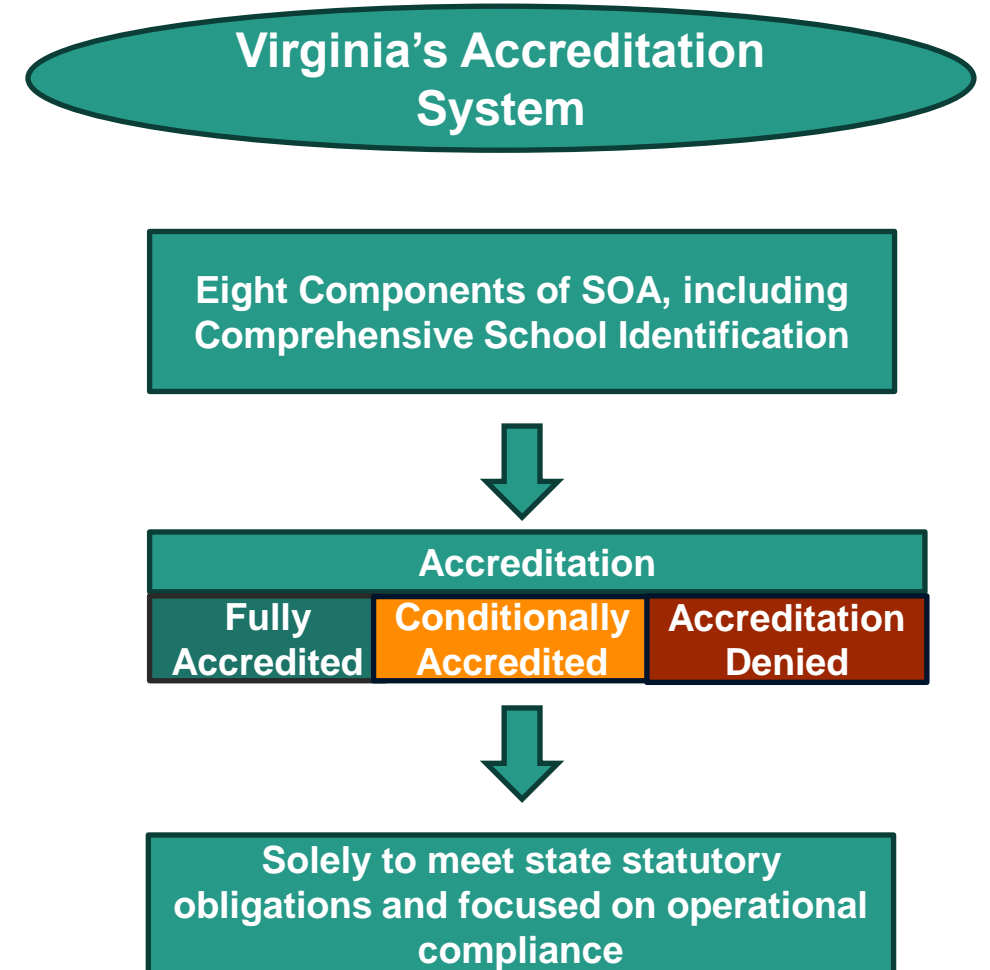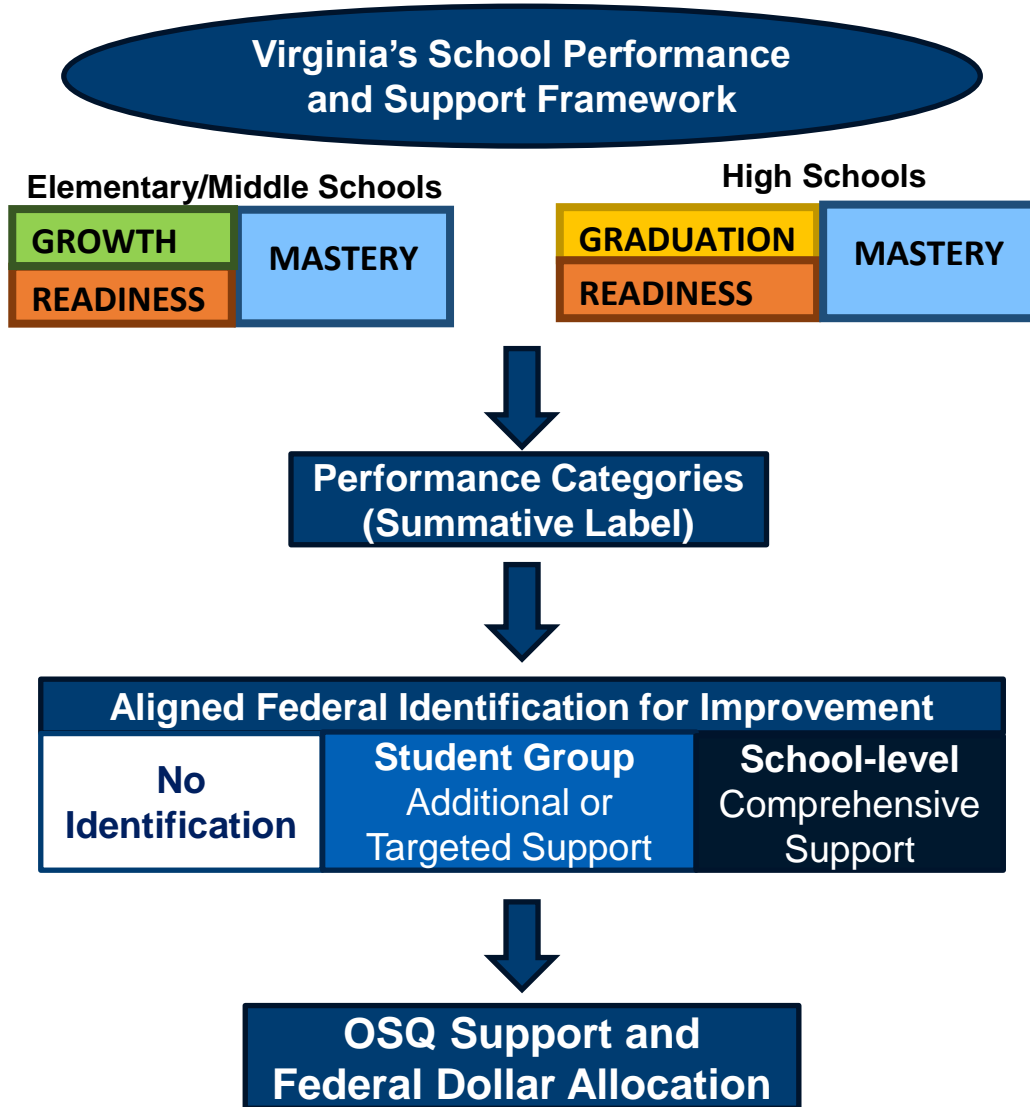# PURPOSE OF TODAY

Today, we will review:

1. Vision and guiding principles
2. Timeline and decisions/actions to date
3. Overview of Regulatory/ESSA outcomes
4. Summary of Feedback
5. What comes next: Modeling and initial redlines

Then, we will discuss next steps on the following specific steps.

1. All: Mastery Index Weights
2. ES/MS: Performance Tasks
3. Weights of Chronic Absenteeism
4. MS: Advanced Courses
5. HS Readiness Definition
6. Graduation & Indexing Options
7. Performance Structures
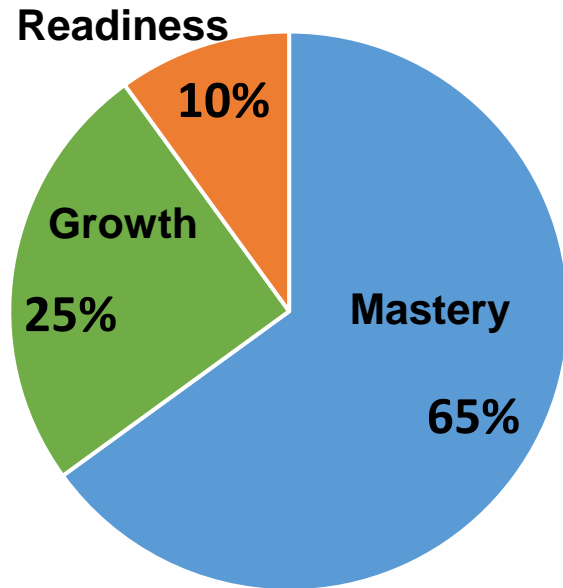
Background

UNDER THE NEW REGULATIONS

Virginia's School Performance and Support 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
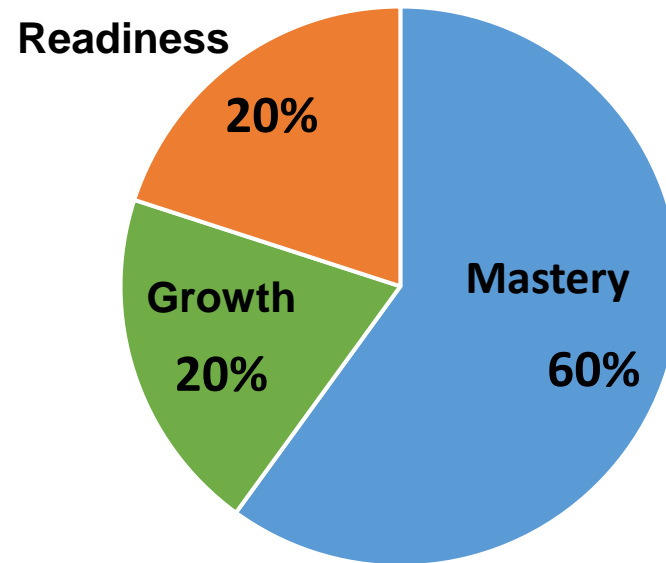
BOARD REGULATORY ACTIONS

- Categories:
  - Achievement or Mastery,
  - Growth (expected vs. formative), and
  - Readiness

- Weights for Categories
  - Elementary schools
  - Middle schools
  - High schools

- Four Performance Categories for the Support and Performance Framework NOT for Accreditation

- Braiding of federal and state systems to create one system of support
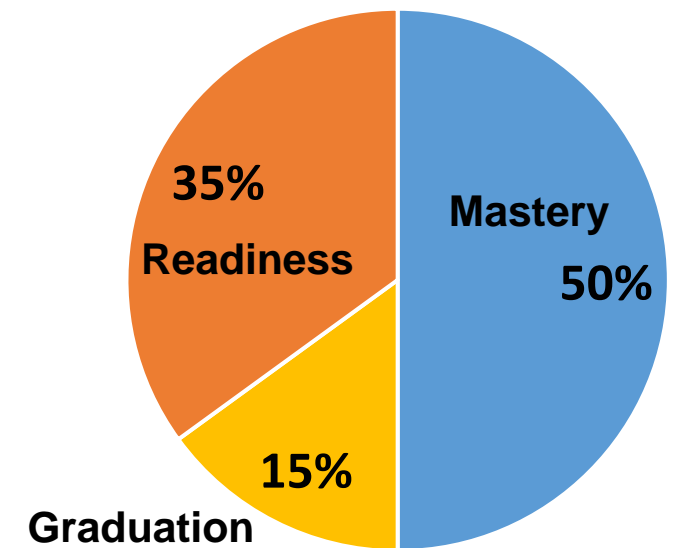
CURRENT REGULATORY DECISIONS FROM THE BOARD

Elementary Schools

Readiness 10%
Growth 25%
Mastery 65%

Middle Schools

Readiness 20%
Growth 20%
Mastery 60%

High Schools

Mastery 50%
Readiness 35%
Graduation 15%

April Listening Sessions

Stakeholder Feedback Summary

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 the Virginia Education Update
  - Amplified through social media and print media

- Hosted a total of 211 attendees, including:
  - Parents
  - Teachers
  - Principals
  - School Board members
  - Division Superintendents
  - Division Directors of Testing
  - General Assembly Members

- Hosted virtual meetings with over 600 participants with VSBA, VMSA, VAESP, VASSP, VASS, VPTA

- 170 comments have also been received on proposed regulatory decisions and ESSA next steps.
  - Some of the comments addressed all areas of the listening session presentation while other comments focused on one topic. If there were a large number of comments on a topic it is included in the following slides.

Overall April Feedback

1. Appreciation for the opportunity to provide feedback in multiple formats

2. Often participants attended an in person and virtual sessions. Stakeholders stated that when they attended multiple sessions, they were able to provide more comprehensive feedback

3. Continue to be engaged as the Board continues to develop the components of the Performance and Support Framework

4. Extremely interested in a narrative, descriptive approach rather than a categorical/numeric approach to describing the overall health of school.

5. Important to represent the hard work and successes of educators while clearly explaining the ongoing supports school need to ensure every student is successful

Stakeholder Feedback: Mastery Index

- Strong support for the mastery index

- Performance Levels
  - Majority of feedback was providing equal incremental weighting across the performance levels *(25 comments)*
  - Want to ensure that averages of performance levels don't cause advanced performance level to "hide" basic or below basic performance

- Participation Rate
  - Significant interest in whether participation rate will be included and how zeros are calculated in mastery index
  - Comments expressing that "non-tested students should not count against schools in mastery index" *(15 comments)*

- Categories and Performance Labels
  - Interest in adding a performance level for Science tests and for End of Course tests

Feedback is current as of April 19th . Additional feedback will be provided to the Board in writing.

Stakeholder Feedback: Elementary Growth in Grade 1-3

- Acknowledgement that growth is important in all grades including Grades 1-3, but the types of measures may not be worth calculating growth

- Some concerns shared about how this might add more testing and encouraged the Board to find a way to add growth without adding assessments

- Some discussion around VALLS included in a growth measure-apprehension if it needs to be a standardized or secure environment and need to ensure all students are included in the measure, especially students that take alternate assessments *(4 comments supportive of VALLS and 7 comments that had concerns regarding VALLS)*

- Some comments around through year assessments but limited consensus

Feedback is current as of April 19th. Additional feedback will be provided to the Board in writing.

STAKEHOLDER FEEDBACK: READINESS

- Percentage of readiness for chronic absenteeism
  - Strong feedback to weight chronic absenteeism lower than other measures *(15 comments)*

- Performance Tasks for Elementary
  - Consistent positive feedback in the concept of a 5 C's performance task
  - Request to balance number of assessments in 5th grade
  - Questions around would the performance task drop to fourth grade in schools that are not K-5

Feedback is current as of April 19th . Additional feedback will be provided to the Board in writing.

Stakeholder Feedback: Readiness

- Advanced Coursework Options and Concerns *(37 comments with the majority having concerns but supportive of Advanced Math)*
  - Several comments that a focus only on advanced coursework does not measure high school readiness for all learners
    - Interest in utilizing Advanced Math balanced with other options
    - Strong interest in foreign language *(3 comments)*
    - Some interest in World Geography
  - Comments on ensuring that the BOE consider staffing needs for advanced coursework
  - Strong feedback that another indicator needs to be added with advanced course work participation
- Inclusion of a middle school performance task after first three listening sessions of feedback *(7 comments in support with 5 comments on an Academic Career Plan)*
  - Performance task in Middle School that measures career planning and the 5 C's into one cohesive measure of career planning readiness
- Inclusion of CTE electives or service learning *(15 comments)*

Feedback is current as of April 19th . Additional feedback will be provided to the Board in writing.

Stakeholder Feedback: High School Measures

- High School Readiness Components CCMCRI
  - Strong interest in ways to create a measurable work-based learning experience as well as ensuring dual/concurrent enrollment are included *(18 comments)*

- Civics Readiness
  - Interest in Civics Readiness as a continued component
  - Strongest feedback around a clear measure was through community service hour project or another civics experience *(6 comments)*

- Graduation Rate
  - Understanding of 4 Year Cohort being a federal requirement
  - Strong interest in including ALL students through a metric that includes alternative diplomas, extended year options for graduation, and GED *(27 comments)*

Feedback is current as of April 19th . Additional feedback will be provided to the Board in writing.

STAKEHOLDER FEEDBACK: SCHOOL PERFORMANCE AND IDENTIFICATION

- Strong agreement with Board amongst stakeholders to not use A-F scale
- Strong feedback in favor of using descriptive category descriptions *(24 comments)*
  - Maine language was well liked of "Exemplar, Meeting, Developing, Emerging," with some edits
  - Mixed feedback on aligning to teacher evaluation
  - Mixed feedback on using signals such as numbers and colors
- Strong feedback on using "support" language *(24 comments, same as above)*
  - What types of supports is the school receiving
- Communication will be key and with a summative measure provide a placemat approach as well for transparency
- Ensure deep support for schools identified for TSI, ATSI, and CSI *(4 comments)*

Feedback is current as of April 19th . Additional feedback will be provided to the Board in writing.

Today's Items for Board Discussion

Two Models Mastery Index Weights

Model One: Standardized Increments

Category	Weight
Advanced	1.33
Proficient	1.0
Basic	.67
Below Basic	.33

A parallel weighting for high schools would be 0.5, 1.0, and 1.5.

Model Two: Proficiency Emphasis

Category	Weight
Advanced	1.2
Proficient	1.0
Basic	.5
Below Basic	.2

A parallel weighting for high schools would be 0.2, 1.0, and 1.2.

MASTERY INDEX DATA (ELEMENTARY EXAMPLE)

Model One: Standardized Increments
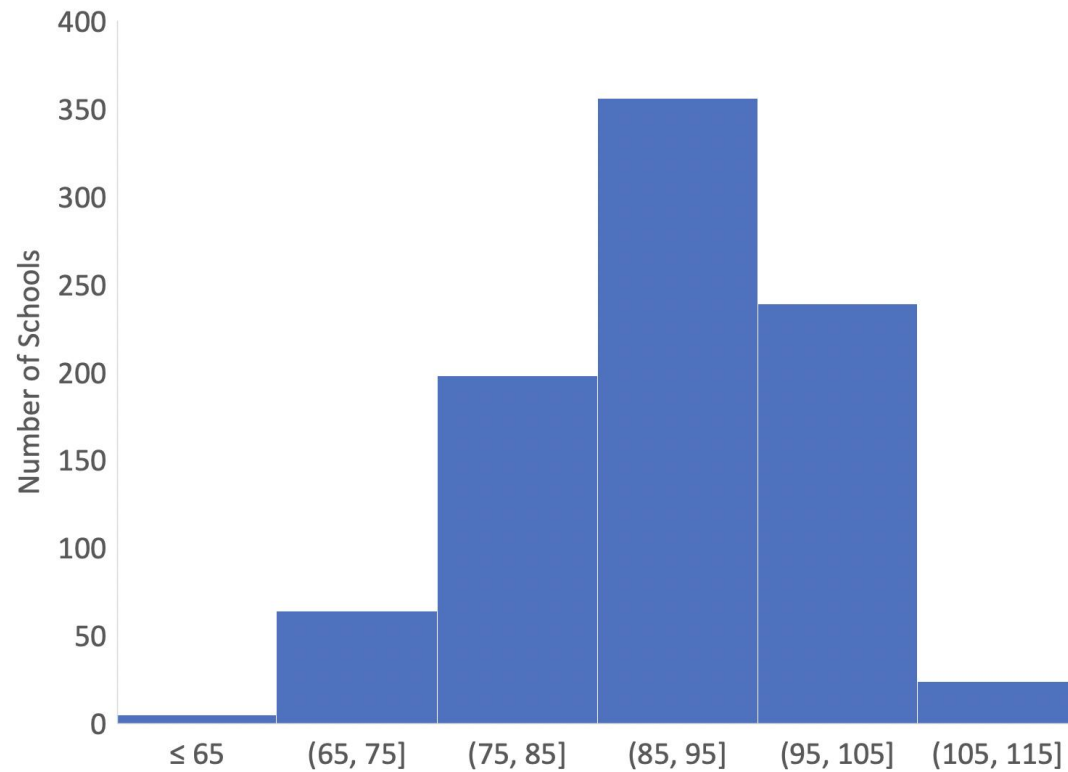
Model Two: Proficiency Emphasis
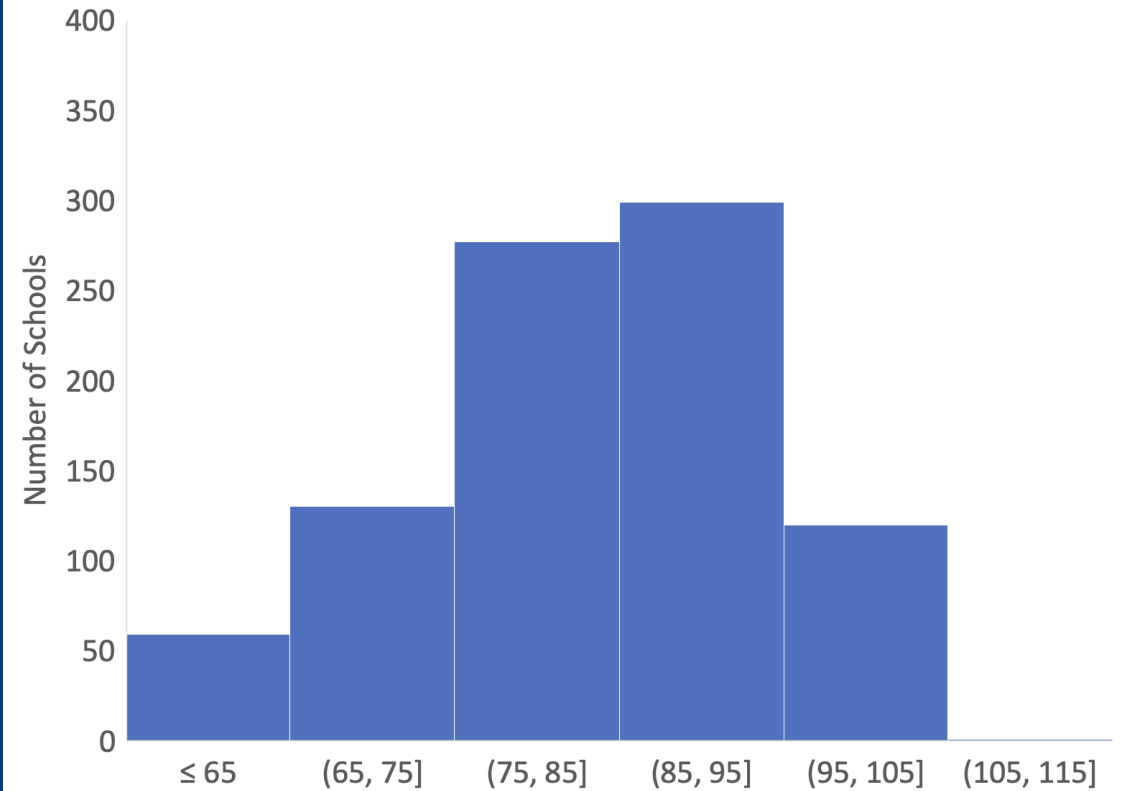
MASTERY INDEX DATA (ELEMENTARY EXAMPLE)
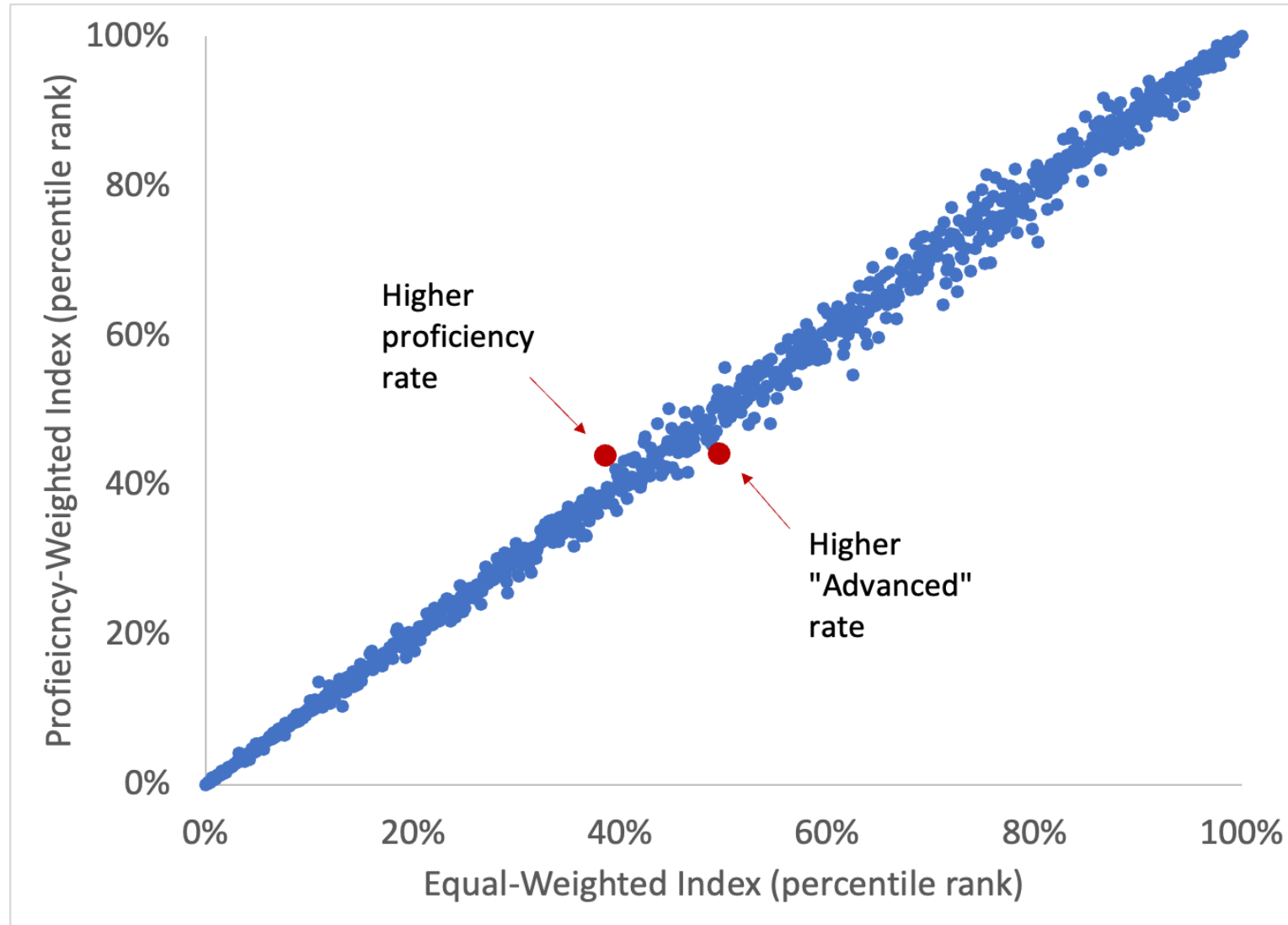
MASTERY INDEX DATA (ELEMENTARY EXAMPLE)

- Compared to a straight proficiency measure, both options shrink the variance across schools

- The two options produce *very* similar results (correlation of .99)

- The two models agree on 46/48 of the bottom 5% of schools

- Some schools get bumps from the equal-weighted version (more weight for Advanced scores)

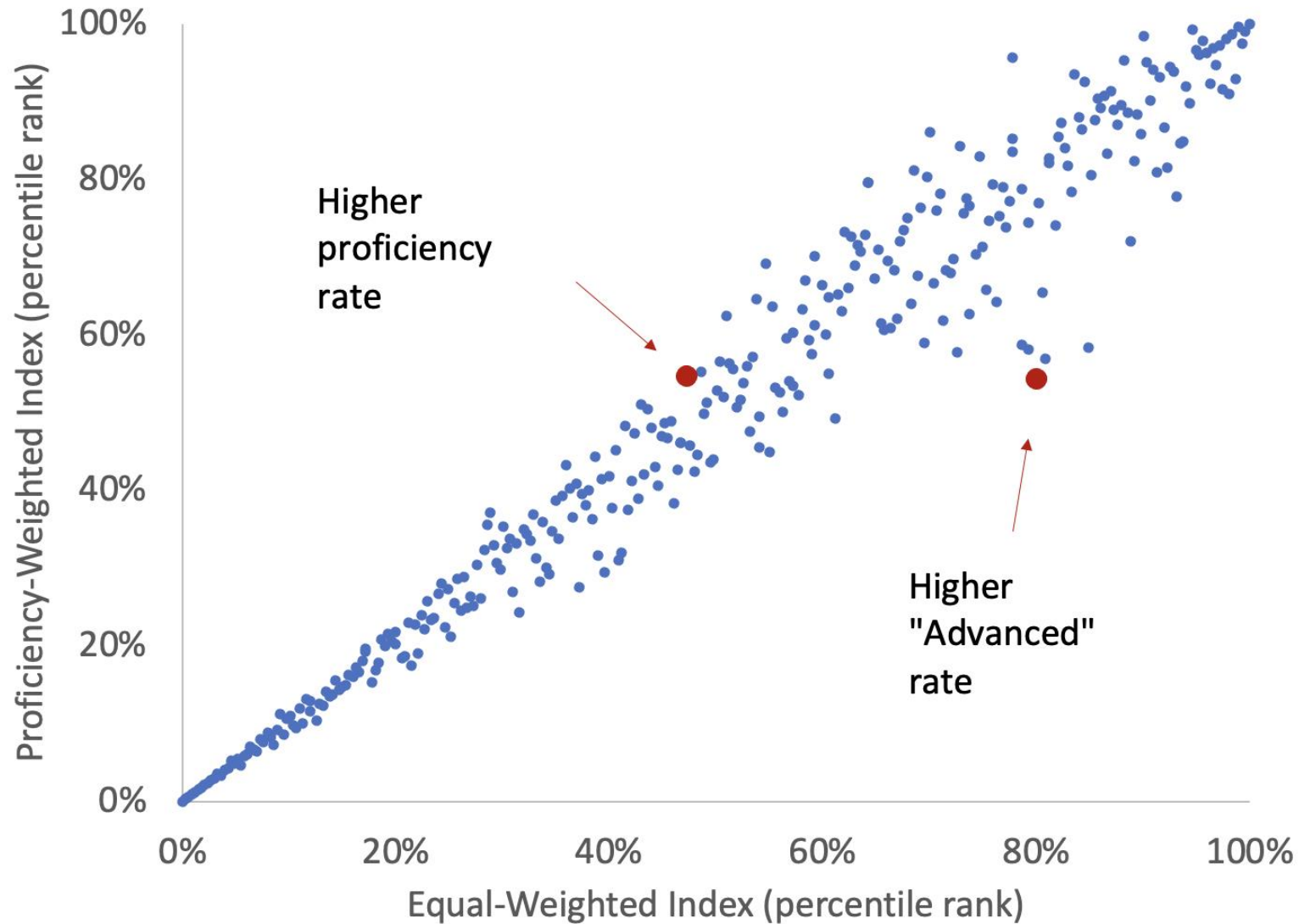# MASTERY INDEX DATA (HIGH SCHOOL EXAMPLE)
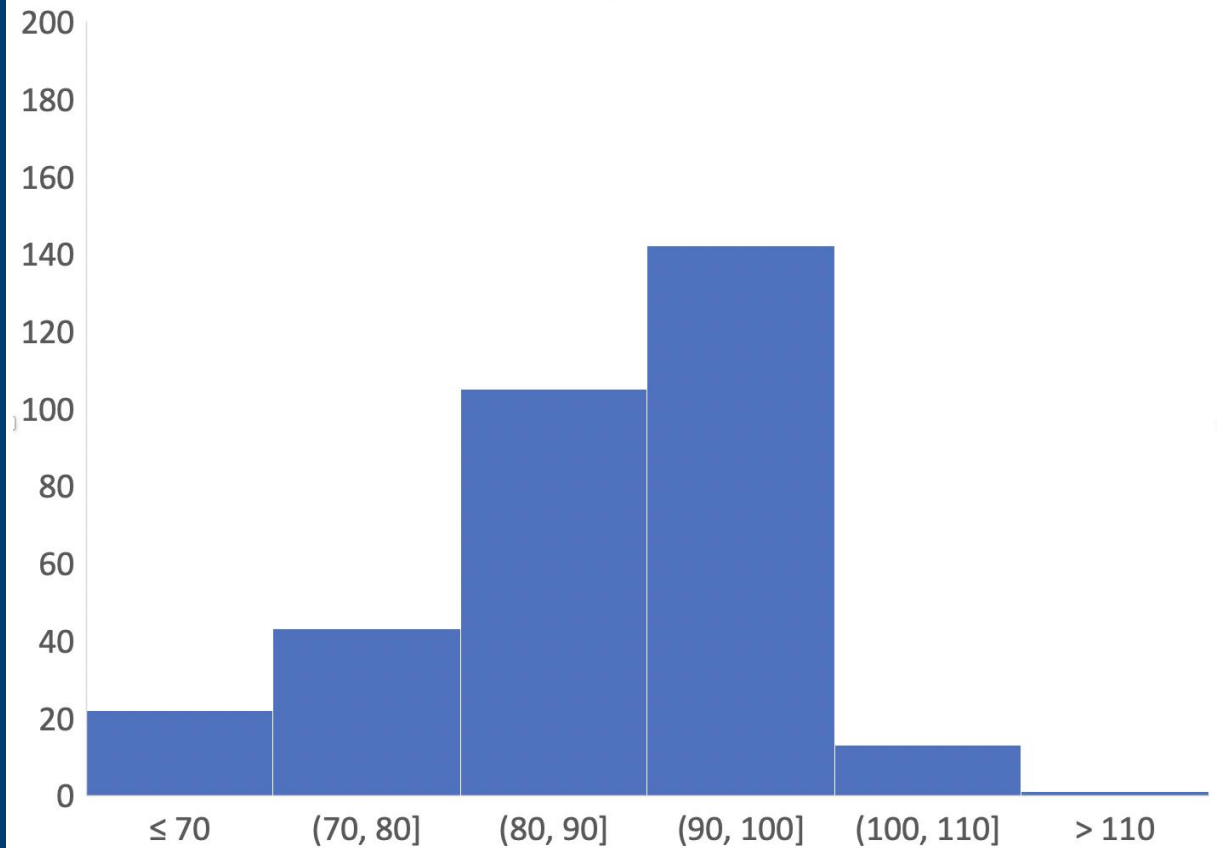
MASTERY INDEX DATA (HIGH SCHOOL EXAMPLE)

MASTERY INDEX DATA (HIGH SCHOOL EXAMPLE)

- Again, the two options are very similar (correlation of .97)

- The two models agree on 16/17 of the bottom 5% of schools

- The biggest "winners" from the equally-weighted version tend to be outliers in the percentage of students scoring Advanced

DIRECTION NEEDED: TWO MODELS MASTERY INDEX WEIGHTS

Model One: Standardized Increments

Category	Weight
Advanced	1.33
Proficient	1.0
Basic	.67
Below Basic	.33

A parallel weighting for high schools would be 0.5, 1.0, and 1.5.

Model Two: Proficiency Emphasis

Category	Weight
Advanced	1.2
Proficient	1.0
Basic	.5
Below Basic	.2

A parallel weighting for high schools would be 0.2, 1.0, and 1.2.

DIRECTION NEEDED: MEASURES TO INCLUDE

Elementary Growth

- Grades 1-3
- Type of Measure (VALLS)
- Type of Measure (Growth)
- Other Options

Elementary Performance Task

- Student Choice
- Academic or Interest Based
- School Structures and Student Groups
- Balanced Assessments

Middle School Performance Task

- Inclusion?
- Career Focused or Academics Focused
- School Structures and Student Groups
- Balanced Assessments

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Direction Needed: Middle School Advanced Coursework

- Among the 395 Virginia schools with 8th grade students, 383 (97%) had at least one student who passed the Algebra I EOC

- Among middle schoolers who took the Algebra I EOC, their pass rates are *very* high (the school-level median is 97.7%)

- The Florida version of this indicator narrows the denominator only to students who score proficient in 7th grade, or who otherwise choose to enroll in an EOC in 8th grade

DIRECTION NEEDED: HIGH SCHOOL READINESS

CCCRI

College
- AP, IB, Cambridge, or dual enrollment credit

Career
- CTE finisher (2 credits for state-approved sequence in a CTE program) and a CTE credential
- Work-Based Learning

Military
- 3 JROTC Courses and a CTE credential

Civics
- Service-Learning experience

Ready for Life Indicator

College
- **AP, IB, Cambridge exam score** or dual enrollment credit

Career
- **State-approved, in-demand CTE credential**
- **Standardized** work-based learning **that is part of a CTE Program**

Military
- **ASVAB/ASVAB equivalent exam score**
- 3 JROTC Courses and **State-approved, in-demand CTE credential**

Civics
- **Standardized and measurable** service-learning experience
- ***Currently lack consensus on other Civics measures***

1. **Emphasizes meaningful outcomes** over experiences or participation

2. **Includes new pathways** to show military career readiness

3. **Recognizes work-based and service-based learning** given stakeholder feedback

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DIRECTION NEEDED: GRADUATION AND COMPLETION

How could pieces of the Graduation Completion Index be maintained?

- 4-year adjusted cohort graduation rate (**federal graduation indicator**) will be used
  - Only includes students earning a <u>Standard or Advanced Studies diploma</u>

Statewide for the class of 2023*:
- 51.4% received an Advanced Studies or IB diploma
- 37.4% received a Standard diploma

4-year Adjusted Cohort Graduation Rate

88.8% of cohort

- 1,828 Applied Studies diplomas
- 681 Individual Student Alternative Education Plan (ISAEP) completers
- 134 GEDs
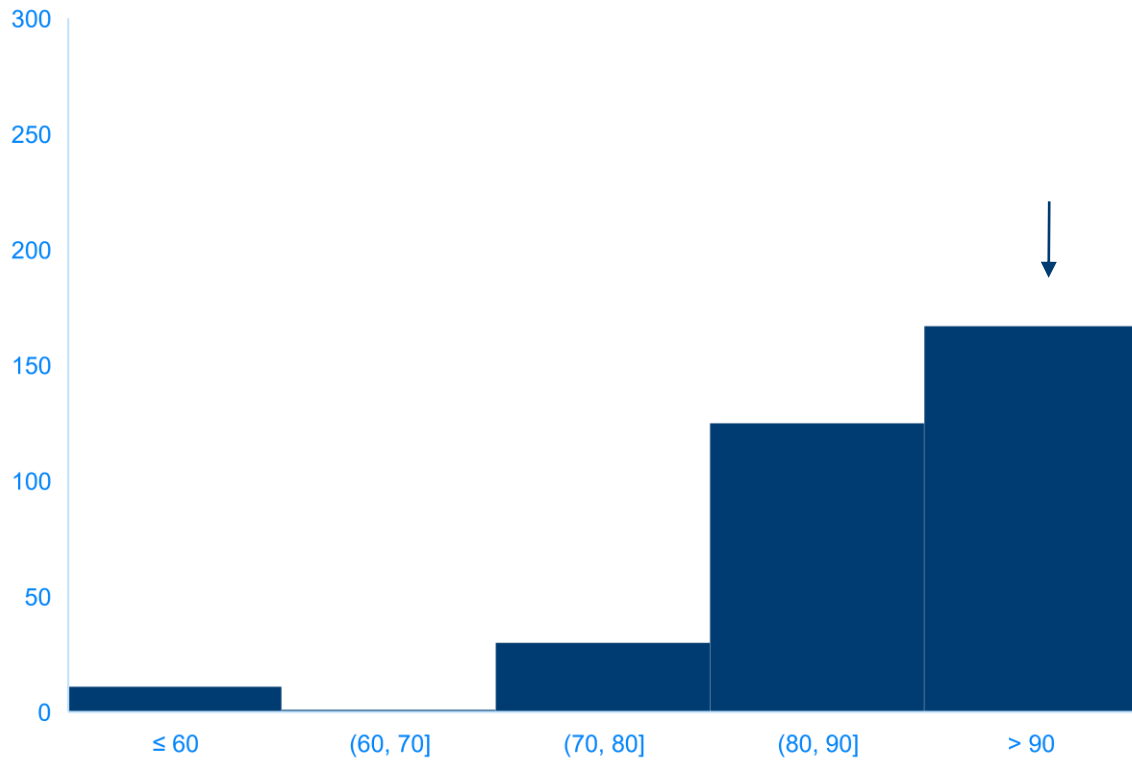- 125 Certificates of Completion
- 3,388 still enrolled

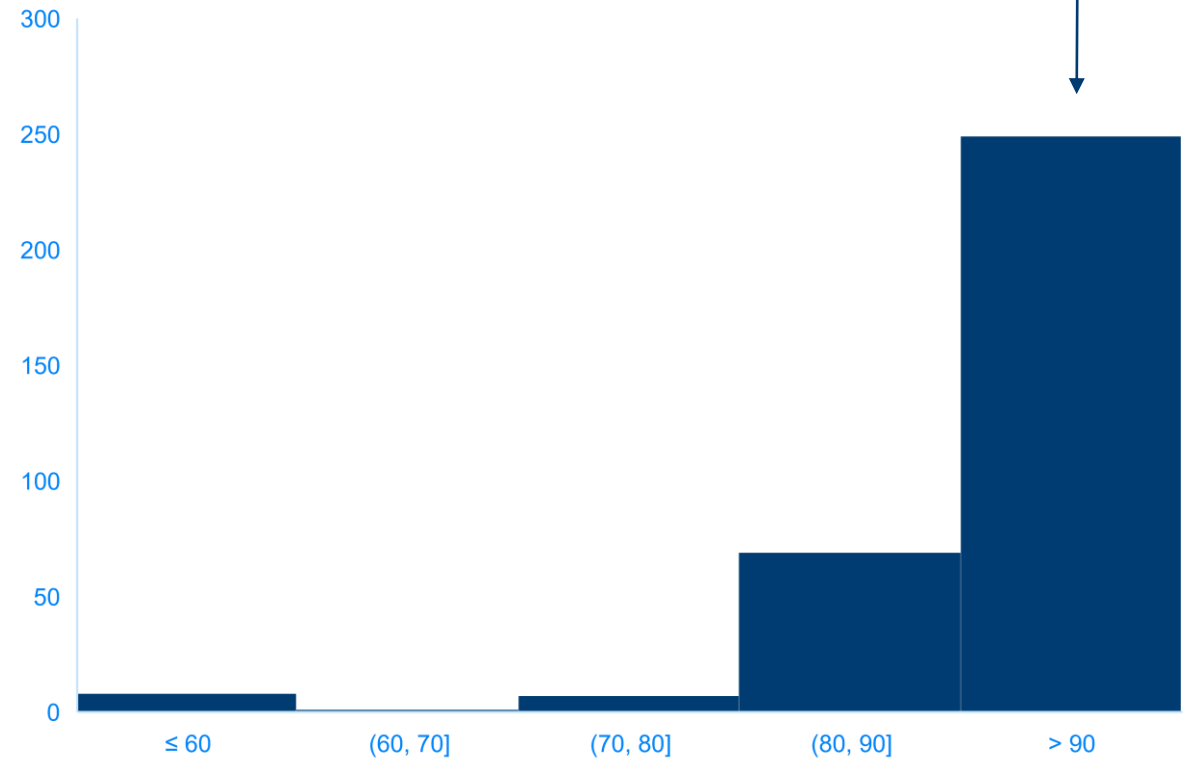**Additional Portions of Graduation and Completion Index**
6.5% of cohort

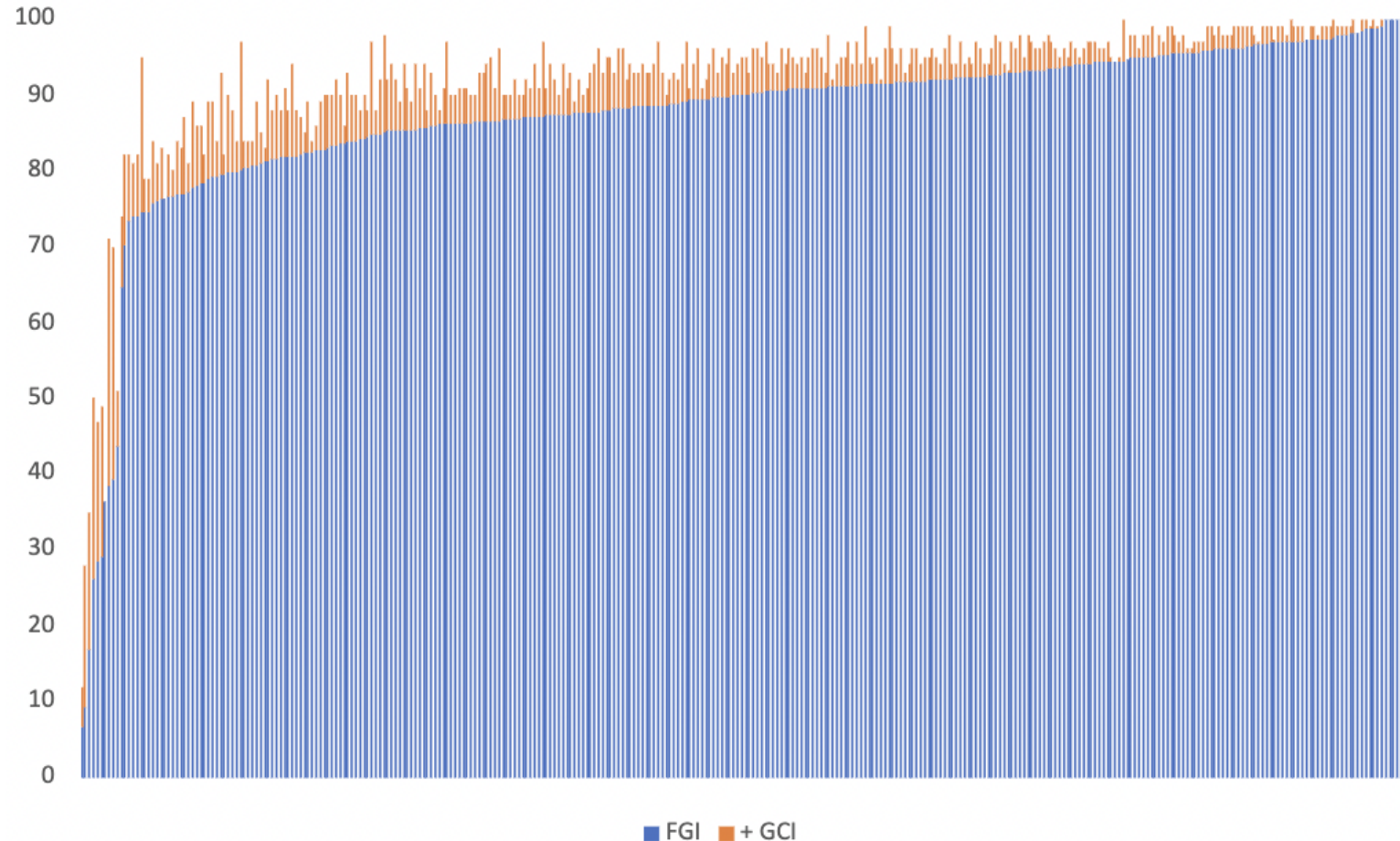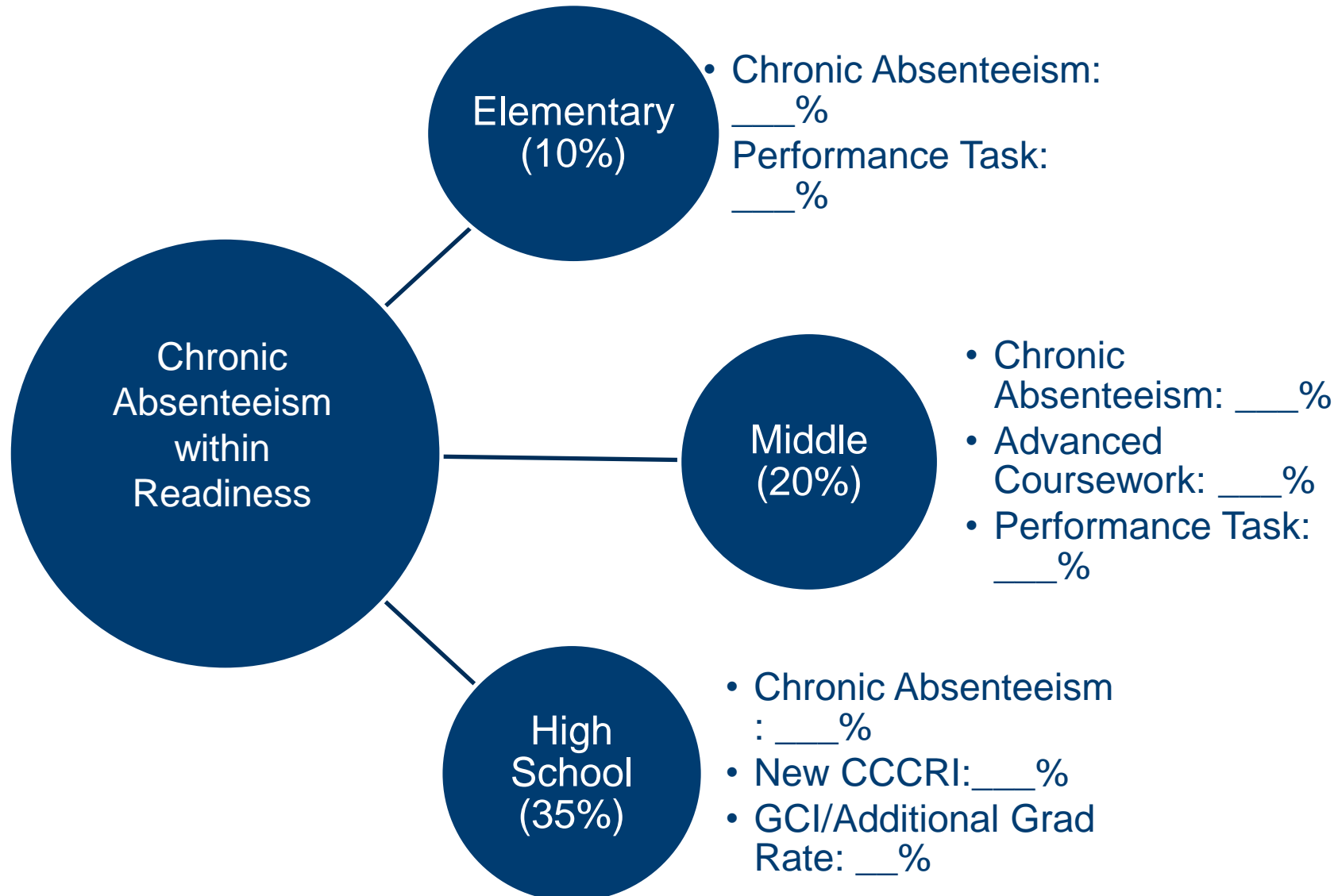# DIRECTION NEEDED: GRADUATION AND COMPLETION

Direction Needed: Graduation and Completion

- Each "line" is a school

- The GCI adds about 4% statewide. It adds 10% or more to 19 schools

- The GCI gain is mostly about extra time and the Applied Studies diploma

DIRECTION NEEDED: WEIGHT FOR CHRONIC ABSENTEEISM

Chronic Absenteeism within Readiness

Elementary (10%)
- Chronic Absenteeism: ___%
- Performance Task: ___%

Middle (20%)
- Chronic Absenteeism: ___%
- Advanced Coursework: ___%
- Performance Task: ___%

High School (35%)
- Chronic Absenteeism: ___%
- New CCCRI:___%
- GCI/Additional Grad Rate: __%

NEXT STEPS

1. Full system modeling, along with student group modeling, and preliminary decisions for ESSA State Plan (June)

2. Voting and Finalization on Elements of ESSA State Plan (June – August/September)

3. Thirty Day Public Comment Period for ESSA State Plan (July – August/September)

4. ESSA State Plan Finalized and Submitted to USED (late August/September)

5. Regulations Finalized (September)