



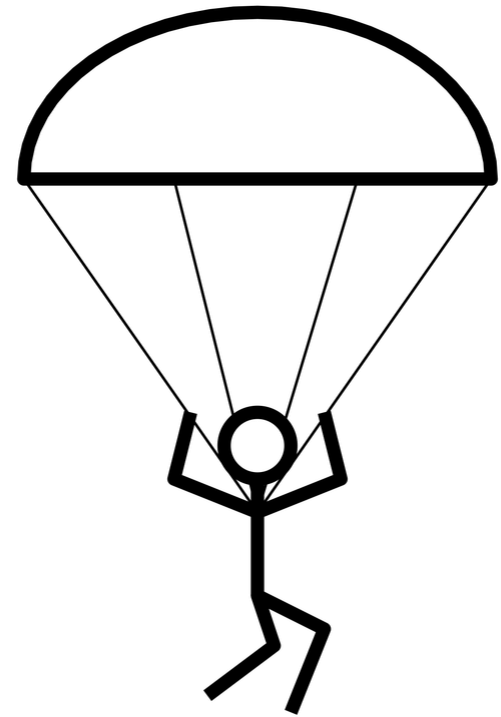
# Proposed Accreditation Matrix

Presentation to Virginia Association of  
School Superintendents Membership Meeting

November 17, 2016

# Overview of Presentation

- **Philosophy of accountability**
- **Mechanisms of accountability**
- **Matrix-based accreditation**
- **Progress to date:**
  - Selection of indicators
  - Selection of benchmarks
- **Timeline and next steps**

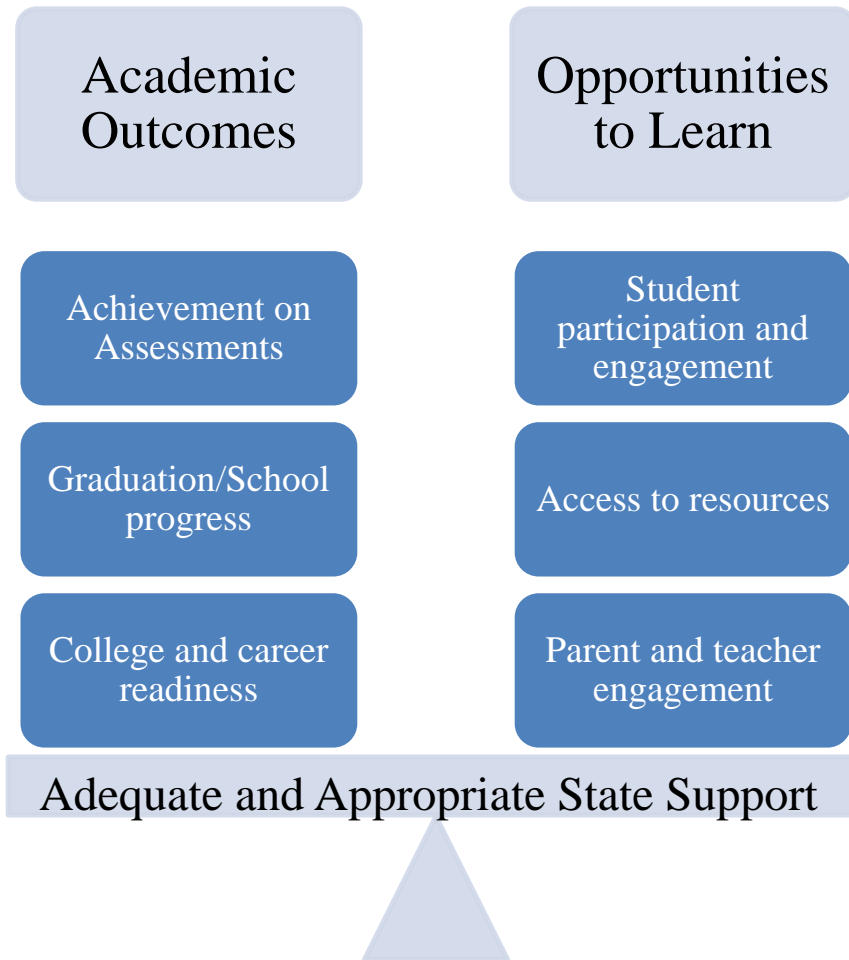


# Philosophy of Accountability

## Principles:

- Provides comprehensive picture of school quality
- Drives continuous improvement for all schools
- Builds on strengths and addresses gaps in current system
- Informs areas of technical assistance and school improvement resources
- Informs stakeholders

# Philosophy of Accountability



# 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

# Mechanisms of Accountability



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# Approaches to Accreditation

- **Input-based system**
  - Virginia's original system
  - Considered inputs through minimum standards for staffing, facilities, and other resources
- **Output-based system**
  - Virginia's current system
  - Considers student achievement through pass rates on standardized tests
- **Continuous improvement system**
  - Virginia's proposed system
  - Uses a matrix to display performance across multiple areas of school quality

# Value of Matrix-based Accreditation

- **Balance inputs (conditions for learning) and outputs (student achievement)**
- **Supports targeted, strategic improvement and interventions**
- **Increases transparency of school quality**



# Criteria for Selecting Quality Accreditation Metrics

- ✓ Research indicates metric drives academic performance
- ✓ Standardized data collection procedures exist across schools and divisions
- ✓ Data for metric are reliable and valid
- ✓ Metric is modifiable through school-level policies and practices
- ✓ Metric meaningfully differentiates among schools based on progress of all students and student subgroups
- ✓ Metric does not unfairly impact one type/group of schools or students
- ✓ School-level metric is moderately to strongly correlated with school-level pass rates on state assessments

# Virginia's Draft Accreditation Matrix

| INDICATORS                                  | Indicator Performance Ratings |         |         |         | REQUIRED IN ESSA |
|---|-------------------------------|---------|---------|---------|------------------|
|   | Level 1                       | Level 2 | Level 3 | Level 4 |                  |
| <i>Achievement on Assessments</i>           |                               |         |         |         |                  |
| Pass Rates on State Assessments*            |                               |         |         |         | Yes              |
| Achievement Gaps*                           |                               |         |         |         | Yes              |
| Student Growth/Progress *                   |                               |         |         |         | Yes              |
| English Learner Progress                    |                               |         |         |         | Yes              |
| <i>Graduation/School Progress</i>           |                               |         |         |         |                  |
| Graduation Indicator*                       |                               |         |         |         | Yes (FGI)        |
| Drop Out Rates                              |                               |         |         |         | No‡              |
| <i>College &amp; Career Readiness</i>       |                               |         |         |         |                  |
| College & Career Readiness Index            |                               |         |         |         | No‡              |
| <i>Student Participation and Engagement</i> |                               |         |         |         |                  |
| Chronic Absenteeism                         |                               |         |         |         | No‡              |
| Student Discipline                          |                               |         |         |         | No‡              |

Note: 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.

# Future Accountability Indicators

## Future Considerations:

- Student Participation and Engagement
- Parent/Community Engagement
- Teacher Engagement
- Teacher Effectiveness
- School Leadership

# 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

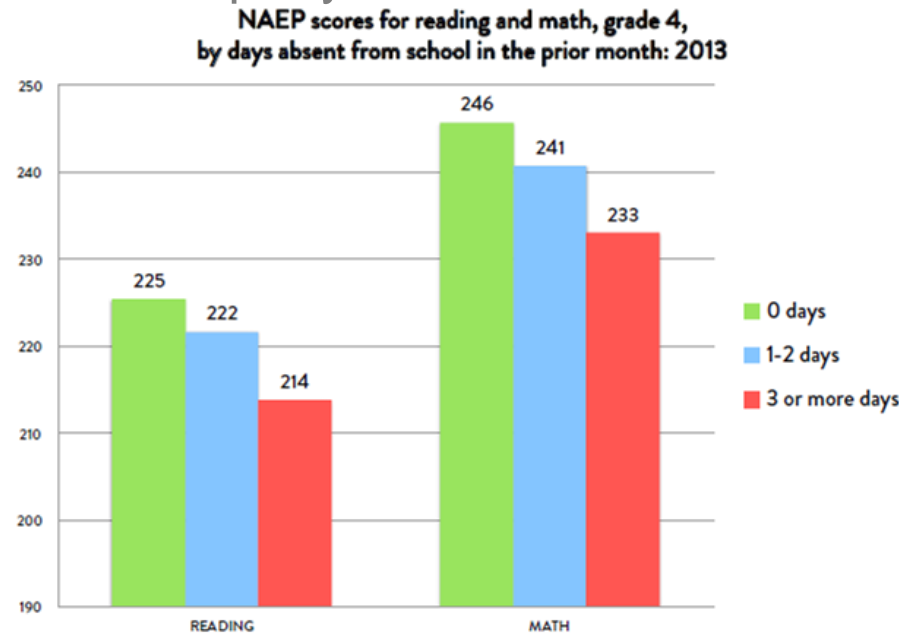
# Process for Defining School Performance Benchmarks

- **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



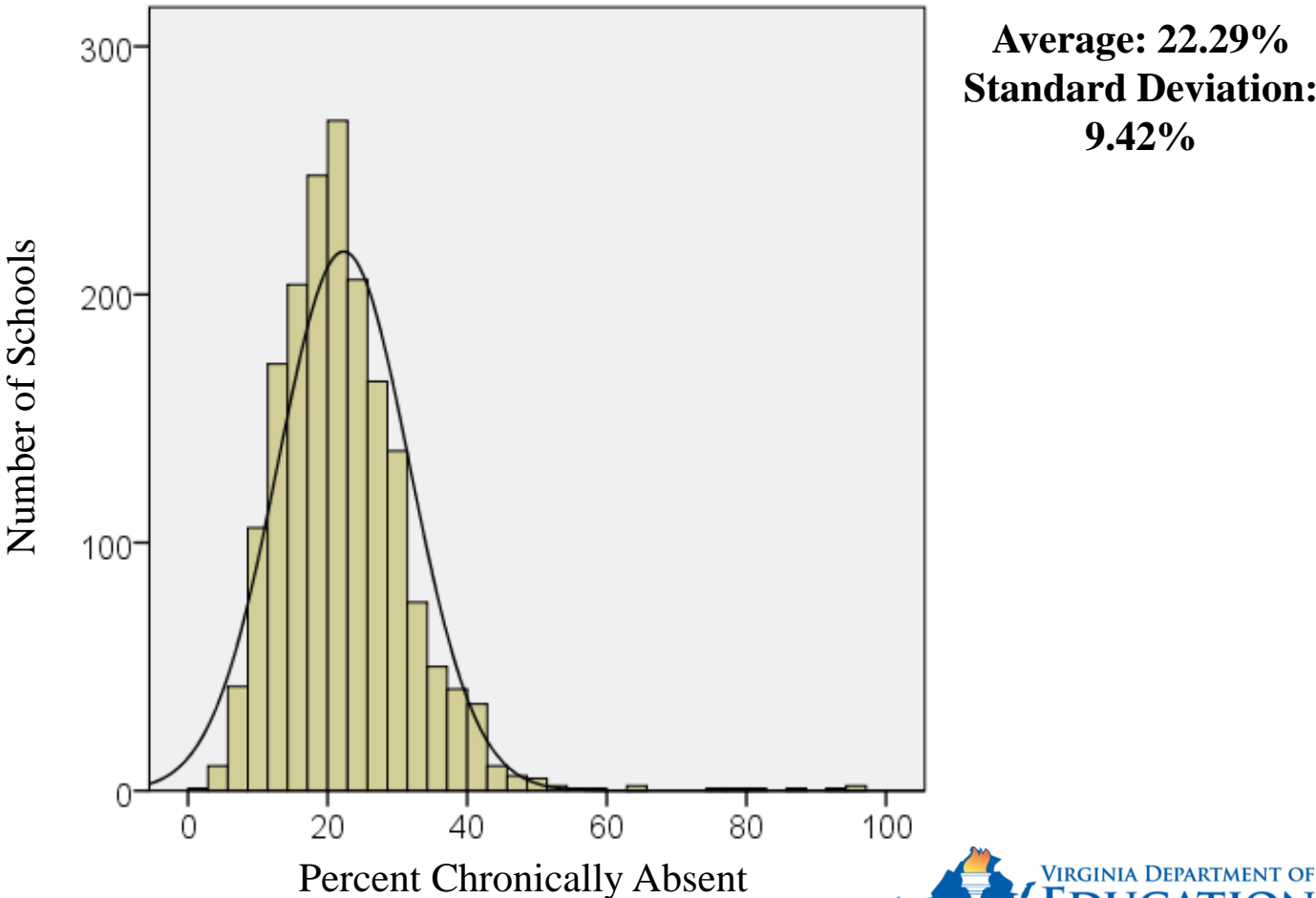
Source: Ginsburg, A., Jordan, P. & Chang, H. (2014). Absences add up: How school attendance influences student success. Attendance Works. Available at: [http://www.attendanceworks.org/wordpress/wp-content/uploads/2014/09/Absences-Add-Up\\_090114-1-1.pdf](http://www.attendanceworks.org/wordpress/wp-content/uploads/2014/09/Absences-Add-Up_090114-1-1.pdf)

# 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

Distribution of Three-Year Chronic Absenteeism Rate,  
All Virginia Schools



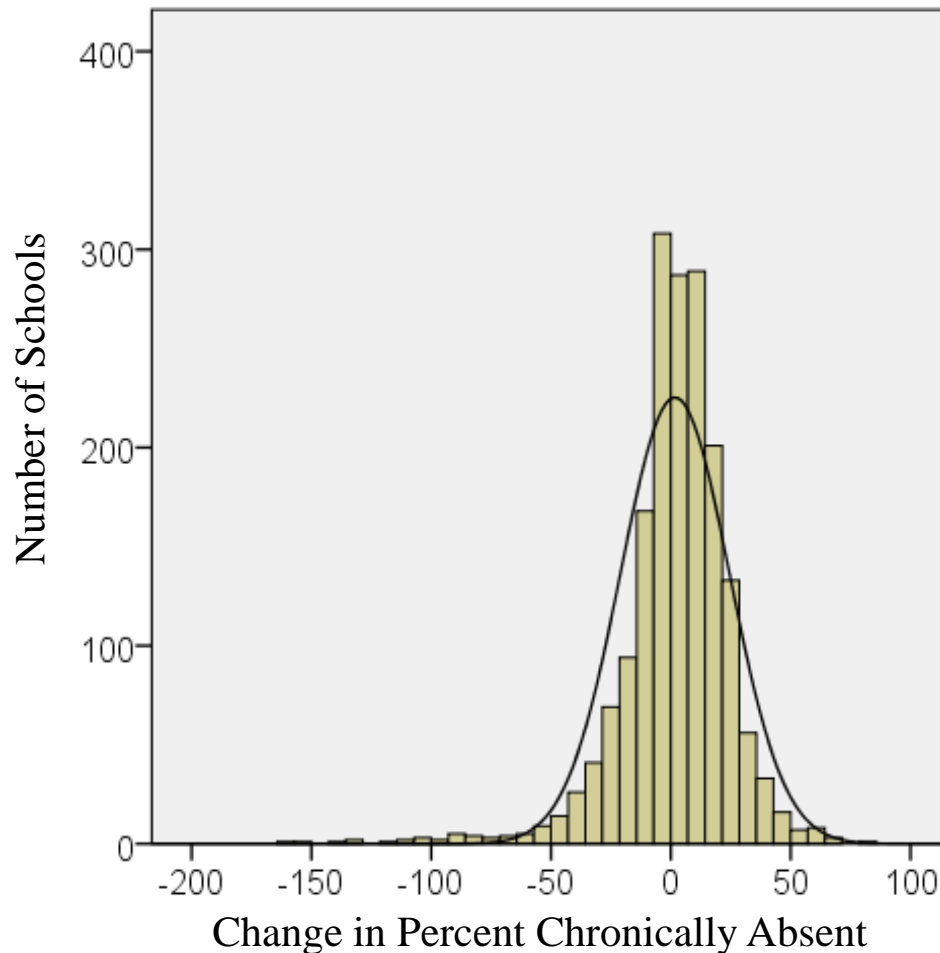
Source: Virginia Department of Education Student Record Collection, 2015-2016





# Benchmark Selection Example: Chronic Absenteeism

Distribution of Three-Year Change in Chronic Absenteeism Rate,  
All Virginia Schools



**Average: 1.70%**  
**Standard Deviation:**  
**22.73%**

# 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

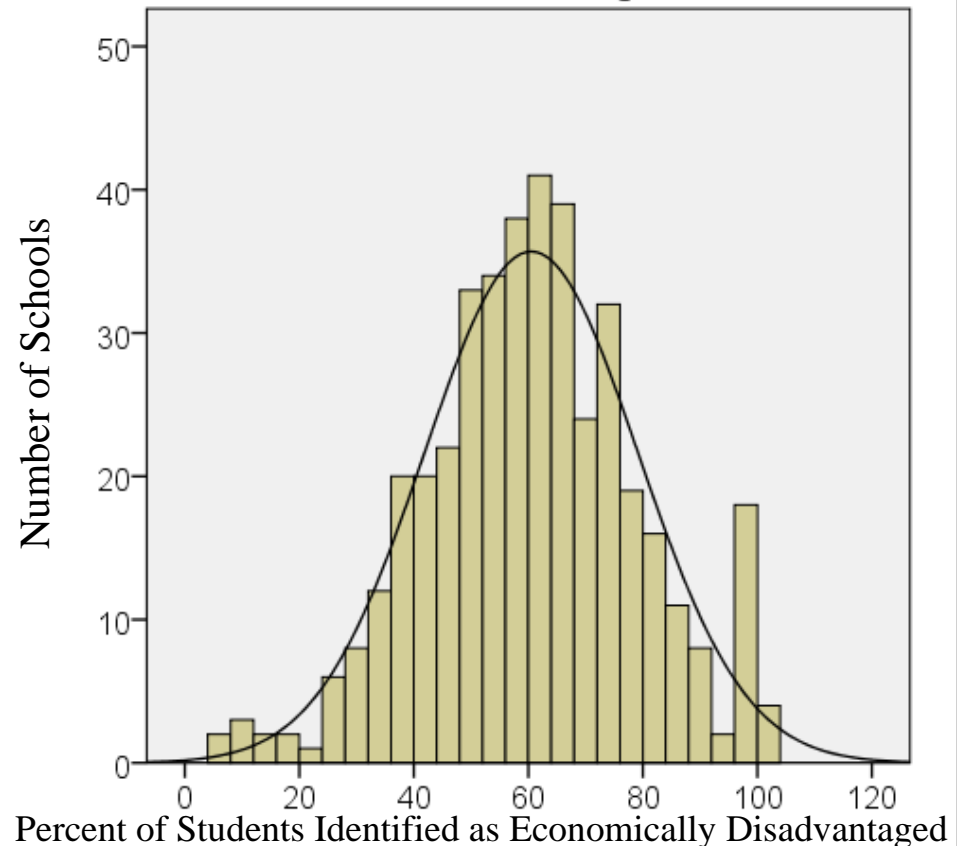
|                      | Level 1<br>Exemplify                                  | Level 2<br>Monitor   | Level 3<br>Guide  | Level 4<br>Intervene  |
|----------------------|---|--|---|---|
| DRAFT<br>Criteria    | 3-year rate is less than 10% of all students enrolled | 3- year rate is between 10% and 15% of all students enrolled<br><b>OR</b><br>rate decreased by more than 10% across a three year average | 3-year rate is between 15% and 25% of all students enrolled<br><b>OR</b><br>rate decreased between 5% and 10% across a three year average | 3-year rate is 25% or more of all students enrolled<br><b>AND</b><br>rate increased or decreased less than 5% across a three year average |
| Number of<br>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



# Process Moving Forward



Reach  
concurrence on  
high-priority  
indicators for  
accreditation

Define quality  
metric for each  
indicator

Define  
benchmarks for  
current year  
performance  
and/or growth

Define criteria to  
identify schools  
for support and  
intervention

# Timeline and Next Steps

- **Developing regulations and guidelines**
  - Final review of DRAFT regulations by Board of Education in January 2017
  - Administrative review and public comment
  - Final review of FINAL regulations by Board of Education anticipated Summer/Fall 2017
- **Anticipated transition to new system begins school year 2018-2019**