Considerations for an Accountability System in Virginia

VASCD's Position for Advancing Assessment and Accountability

VIRGINIA ASCD Advocacy

Virginia ASCD (Association for Supervision and Curriculum Development), an affiliate of ASCD, is a non-profit membership organization dedicated to advancing excellence in Virginia's schools. We have 1,800 members in Virginia who are teachers, superintendents, teacher educators, school leaders, students, and central office administrators. We represent a variety of roles and share a single purpose – ensuring a world-class education for every Virginia student.

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Purpose

The purpose of this document is to identify and compare the accountability systems of four states, analyze the components within each, and generate considerations for moving forward to create an accountability system of the future for Virginia.

Comparing Accountability Systems

The table on page 3 identifies, in a side-by-side comparison, the accountability systems of Virginia, Florida, Massachusetts, and Tennessee. Florida, Massachusetts, and Tennessee have been mentioned in the Commonwealth of Virginia to be effective systems of accountability that we might want to emulate.

Virginia

Massachusetts

Florida

Tennessee

COMPARISON TABLE

	Virginia	Florida	Massachusetts	Tennessee

Summative Rating	• Accredited
	• Accredited with Conditions
	• Accreditation Denied
		A-F	Percentile/Index
			• Schools of recognition
			• Progress toward targets
			  ◦ Meeting / Exceeding
			  ◦ Substantial
			  ◦ Moderate
			  ◦ Limited or no
			• Focused/targeted supports
			• Broad / comprehensive support
				A-F

Summative Rating Calculation	Red/Yellow/Green indicator summation	Calculated by mean of indicator scores (0-100)	Weighted indicators (percentages below)	Weighted indicators (percentages below)

TABLE, CONTINUED

	Virginia	Florida	Massachusetts	Tennessee

Indicators	• Proficiency or growth in English (K-12)
	• Proficiency or growth in Math (K-12)
	• Proficiency in Science (K-12)
	• English achievement gaps among student groups (K-12)
	• Math achievement gaps among student groups (K-12)
	• Chronic Absenteeism (K-12)
	• Graduation Rate (HS)
	• Dropout Rate (HS)
	• College, Career, Civic Readiness (HS)
		• Achievement (English, Math, Science, History)
		• Learning Gains (English and Math)
		• Graduation (HS)
		• Acceleration Success (HS and MS)
		• Focus on students who need the most support (English and Math)
			• Achievement in English Language Arts, Math, Science (ES/MS: 60%, HS: 40%)
			• Growth in English Language Arts (20%)
			• HS Completion (20%)
			  ◦ On-Time Graduation
			  ◦ Graduation Completion (5-Year)
			  ◦ Dropout Rate
			• Progress toward English proficiency for English Learners (10%)
			• Chronic Absenteeism (ES/MS: 10%, HS: 5%)
			• Advanced Coursework Completion (5%)
			
			Weighting is different for ES/MS and HS; further differentiated for schools with EL populations vs without
				• Achievement (30%)
				• Growth (25%)
				• Ready Graduate (20%)
				  ◦ SAT
				  ◦ ACT
				• Graduation Rate (5%)
				• Chronic Absenteeism (10%)
				• English Language Proficiency (10%)
				
				Each indicator is further weighted as 60% for all students and 40% for historically underserved students

FURTHER ANALYSIS

For further analysis, we recommend using effect size data from John Hattie's thorough research and meta-analyses. Information regarding background, methodology, and an extensive listing of influences and effect sizes related to student achievement can be found on the **Visible Learning website**. As a note, an effect size of .4 is equivalent to a year's worth of growth and what Hattie refers to as the 'hinge-point' for influences. Additional effect sizes are included in Consideration #5.

- Teacher estimate of achievement, 1.29
- Outcomes-Based and Performance-Based Assessments, .97
- Evaluation and reflection, .75
- Mastery Learning, .61
- Practice testing, .54
- Enrichment programs, .53
- Formative Evaluation, .4
- Alternative Assessment Methods, .36
- **External accountability systems, .31**
- Teaching Test Taking and Coaching, .30
- Whole-school improvement programs, .28
- Retention (holding students back), -.32

CONSIDERATIONS

Consideration 1

Decision makers must first agree on the purpose of an accountability system. Without a collective and singular purpose, there may never be agreement and consensus on an effective system. This deep, complex dialogue is step one before moving toward any level of construction. We respectfully suggest that the necessary time to develop a shared purpose of an accountability system be invested. Furthermore, we strongly recommend a similar process for stakeholders across the Commonwealth to develop a shared purpose.

VASCD is prepared to facilitate the development of a purpose statement through a collaborative process.

Consideration 2

We respectfully suggest careful consideration to establish a methodical and intentional process that collaboratively generates a set of recommendations involving thoughtful input and dialogue from a variety of stakeholders and diverse perspectives. We also suggest the use of this **Assessment Summit Executive Summary*** as a starting point for input.

VASCD offers its expertise and is prepared to lead, facilitate, and support such a process.

*A one-page overview of the executive summary is included on page 15 of this brief.

CONSIDERATIONS

Consideration 3

We suggest careful consideration to the exclusion of a Summative Rating for schools and move solely to indicator performance, maintaining the Red/Yellow/Green rating.

- Each indicator signals its own targeted level of support
- Color-band rating indicators receive resources and supports at a level consistent with ratings over time
- Multiple color-band indicators increase the intensity of the support and resource provision
- Consistent performance over time on green-rating indicators provides schools/divisions freedom and flexibility from mandatory requirements to explore innovative instruction and assessment practices

Should a Summative Rating be a non-negotiable feature, we suggest consideration of as few delineations as possible. Virginia is 1 of 10 states to use Federal Tiers of Support, there are 15 states that use an Index Rating System, and 15 states use either A-F or 1-5 Stars. Although we could not find a state with three delineations for their summative rating, we believe that three would be sufficient - Red, Yellow, and Green - in clarity of school performance.

VASCD offers its expertise and is prepared to lead, facilitate, and support such a process.

CONSIDERATIONS

Consideration 4

The table on page 9 draws upon Virginia's current accountability system and enhances its impact with the inclusion of additional indicators that exist in other states with effective systems of accountability. There are indicators included that do not currently exist that would need near-term development. Each indicator should include an all students rating and ratings for disaggregated student groups as currently used. In elementary, middle, and high schools, there would be 10 indicators; with appropriate difference for grade levels.

We recommend replacing the Chronic Absenteeism Indicator with Student Engagement or School Climate and Safety Survey Data with further possible measurement tools in Consideration 5. Additionally, we recommend replacing Dropout Rate with Retention Rate, as this provides more accurate and actionable data across all grades, K–12.

VASCD is prepared to lead, facilitate, and support the process to develop the added indicators.

MODERNIZING VIRGINIA'S INDICATORS

Indicator	Rating	Response	Federal Requirement
Achievement in English, Math, Science (3-12)		Indicator Resource, Support, or Flexibility	Yes
Growth in English, Math (3-12)*		Indicator Resource, Support, or Flexibility	Yes
Growth in PALS and Math (K-2)*		Indicator Resource, Support, or Flexibility	
Performance-Based Assessment (K-12)*		Indicator Resource, Support, or Flexibility	
Student Engagement or School Climate and Safety, see Consideration 5 (K-12)*		Indicator Resource, Support, or Flexibility	Yes (SQSS)
Retention Rate (K-12)*		Indicator Resource, Support, or Flexibility	
On-Time Graduation Rate (HS)		Indicator Resource, Support, or Flexibility	Yes (GRI)
College, Career, Civic Readiness (HS)		Indicator Resource, Support, or Flexibility	Yes (SQSS)

*Indicators that do not currently exist and would need near-term development

CONSIDERATIONS

Consideration 5

In near-future iterations, we respectfully suggest consideration of additional indicators in the system that do not currently exist and will need development. VASCD is prepared to lead, facilitate, and support the process to develop the following examples of future indicators. The indicators listed below have effect sizes in parentheses.

- Percentage of students engaged in extra-curricular activities including clubs, service organizations, and sports both in and outside of school (Creativity programs - .62, Enrichment programs - .53, Outdoor/adventure programs - .43, After-school programs - .4, Extra-curriculuar programs - .2)
- Student perceptions toward school from climate survey (Teacher credibility - .9, Positive peer influences - .53, Teacher-student relationships - .52, Student rating of quality teachers - .5, Strong classroom cohesion - .44, School climate - .32)
- Family perceptions toward school from climate survey (Parental involvement - .5, School climate - .32)
- Staff perceptions toward school from climate survey (Generalized school effects - .48, Principals/school leaders - .32, School climate - .32)
- Teacher-evaluated student portfolio consisting of demonstrated mastery of curricular standards as well as student reflection (Teacher estimate of achievement - 1.29, Evaluation and reflection, .75)
- Participation in external excellence and innovation opportunities; e.g. Blue Ribbon Distinguished School Award, VDOE Partner Schools for Improvement/Innovation, VaLIN, School Division of Innovation, etc. (Collective teacher efficacy - 1.57, Professional development programs - .42, Whole-school improvement programs - .28)

CONSIDERATIONS

Consideration 6

Develop a method for determining a division's accountability rating for each indicator based on an aggregate of the schools' performance.

VASCD is prepared to lead, facilitate, and support the process to develop such a rating.

Consideration 7

Establish a methodical and intentional process to collaboratively review and analyze the accountability system for necessary adjustments at appropriate time intervals.

VASCD is prepared to lead, facilitate, and support the process to develop the criteria for review.

Sample School Reports

The sample reports, shared as appendices, include a summative rating system should that feature be absolutely critical for the system to exist. The numbers within each cell indicate performance levels and include overall data columns for three years. Within the summative rating, the number of indicators that fall within each color-band are indicated for a clear summary with a detailed table of performance.

CLOSING

Virginia ASCD stands ready to support you as both a thought partner and an organization positioned to engage in the hard work associated with these transformational decisions. We are both eager and poised to collaborate with VDOE, VBOE, and other stakeholders in the Commonwealth.

Respectfully submitted,



Christopher M. Jones, Executive Director
On behalf of the VASCD Policy Team

APPENDIX A

APPENDIX A: ELEMENTARY SCHOOL A SUMMATIVE REPORT

1 Indicator	2 Indicators	7 Indicators

Indicator	Current Yr Overall	Last Yr Overall	Two Years Prior	Asian	Black	Econ Dis	ELs	Hisp	Mult Races	SWD	White
Achievement in English	82	67	56	NS	83	80	NS	TS	TS	81	TS
Achievement in Math	90	81	45	NS	89	88	NS	TS	TS	88	TS
Achievement in Science	53	61	56	NS			NS	TS	TS		TS
Growth in English				NS			NS	TS	TS		TS
Growth in Math				NS			NS	TS	TS		TS
Growth in PALS (K-2)				NS			NS	TS	TS		TS
Growth in Math (K-2)				NS			NS	TS	TS		TS
Performance-Based Assessment				NS			NS	TS	TS		TS
Student Engagement	71.8			NS			NS	TS	TS		TS
Retention Rate				NS			NS	TS	TS		TS

Summative Reports for elementary schools will include an overall rating that depicts the number of indicators achieved in each color-band for a total of 10 indicators. In this example, Elementary School A earned 1 Red Indicator (Achievement in Science), 2 Yellow Indicators (Growth in PALS and Student Engagement), and 7 Green Indicators. The accountability report gives clarity in strengths and areas for growth as well as where school, division, and state resources and supports need to flow.

Each cell will indicate actual level of performance, achievement, and growth. There may be schools with populations of students with either No Students (NS) or Too Small (TS) a number to report.

APPENDIX B

HIGH SCHOOL B SUMMATIVE REPORT

0 Indicators	4 Indicators	7 Indicators

Indicator	Current Yr Overall	Last Yr Overall	Two Years Prior	Asian	Black	Econ Dis	ELs	Hisp	Mult Races	SWD	White
Achievement in English	82	92	90	94	78	67	71	79	89	51	86
Achievement in Math	60	84	83	72	51	51	56	55	59	35	71
Achievement in Science	60	81	84								
Growth in English											
Growth in Math											
Performance-Based Assessment											
Student Engagement	75.9										
On-Time Graduation Rate	93.2	95.5	94.8	95.7	94.1	85.8	79.6	86.8	97.5	93.5	94.7
Retention Rate	5.2	2.8	6.7	4.3	4.6	9.8	18.2	10.9	2.6	6.5	3.3
College, Career, Civic Readiness											

Summative Reports for high schools will include an overall rating that the depicts number of indicators achieved in each color-band for a total of 11 indicators. In this example, High School B earned 0 Red Indicators, 4 Yellow Indicators (Achievement in Math, Achievement in Science, and Student Engagement), and 7 Green Indicators. The accountability report gives clarity in strengths and areas for growth as well as where school, division, and state resources and supports need to flow.

Each cell will indicate actual level of performance, achievement, and growth. There may be schools with populations of students with either No Students (NS) or Too Small (TS) a number to report.

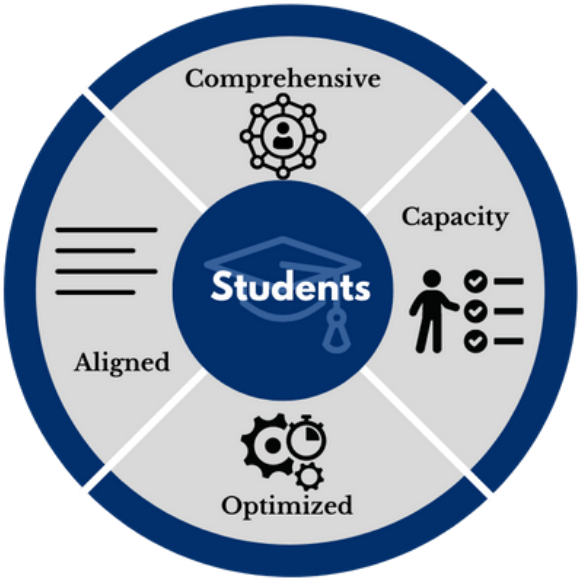
ASSESSMENT SUMMIT

EXECUTIVE SUMMARY

GUIDING PRINCIPLES

A **Comprehensive** *accountability system consists of assessments from a variety of sources that capture a student's proficiency, growth, and performance to include Virginia's 5 Cs and durable skills.*

A clearly **Aligned** *system of accountability connects standards of learning, instruction, and assessment.*



All stakeholders are engaged and informed, and have the **Capacity** *to effectively use assessments and accountability to measure student learning and understand the data.*

An accountability system is **Optimized** *when the assessments inform instruction, data are purposeful and actionable, and time is maximized.*

RECOMMENDATIONS

1. Develop stakeholder assessment and data literacy, efficacy, and engagement
2. Create a comprehensive accountability system that uses multiple measures of the most essential student learning outcomes
3. Reduce the number of required proficiency tests to an appropriate level
4. Improve the quality of data reporting so that they are actionable and can inform instruction
5. Explicitly align standards, instruction, and assessment throughout the accountability system using two-way development
6. Create a process for ongoing evaluation, revision, and iteration of assessment and accountability
7. Increase the value and role of teacher as assessor within the accountability system
8. Create flexibility for high-performing divisions through merit-based accountability measures and deploy resources to those divisions in need

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Daniel Smith, Co-Chair
daniel.w.smith@lcps.org

Joe Douglas, Co-Chair
joe_douglas@colonialhts.net

Chris Jones, Executive Director
vaeducatorcmj@gmail.com

http://vascd.org

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