

# **Report on Differentiated School-Level Academic Review Process**

**Senate Finance Subcommittee on Education**

**April 2, 2013**

# Fully Accredited School Requirements

- Schools in which students meet or exceed all achievement objectives established by the Virginia Board of Education are rated as Fully Accredited.
- A school's accreditation rating reflects overall achievement in the four core academic areas of English, history/social science, mathematics, and science. High schools must also meet a minimum benchmark for graduation and completion.

# Fully Accredited Benchmarks

## Accreditation Benchmarks (Adjusted SOL Pass Rates)

Subject	Grade 3	Grades 4-5	Grades 6-12
English	75%	75%	70%*
Mathematics	70%	70%	70%
Science	50%*	70%	70%
History/Social Science	50%*	70%	70%

*\*Note: Ratings for the 2012-2013 school year are based on SOL achievement during 2011-2012 or on average achievement during the three most recent school years. Beginning with SOL tests administered in 2012-2013, the minimum pass rate for English will rise to 75 percent for all grades and the pass rates for the other three core areas – at all grade levels – will be 70 percent.*

- High schools are Fully Accredited if schools meet required pass rates in all four content areas and attain a point value of 85 or greater based on the Graduation and Completion Index (GCI).
- Until 2015-2016, high schools are rated Provisionally Accredited-Graduation Rate if schools meet required pass rates in all four content areas and a GCI from 81 to 84 points.

[http://www.doe.virginia.gov/statistics\\_reports/school\\_report\\_card/accountability\\_guide.shtml](http://www.doe.virginia.gov/statistics_reports/school_report_card/accountability_guide.shtml)



VIRGINIA DEPARTMENT OF  
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# Accreditation Ratings

- **Fully Accredited**
    - School meets all accreditation requirements
  - **Provisionally Accredited-Graduation Rate**
    - High school meets all pass rate requirements and Graduation and Completion Index from 81-84 points
  - **Accredited with Warning**
    - School fails to meet all requirements for full or provisional accreditation from 1 to 3 years
  - **Conditionally Accredited-Reconstituted**
    - School fails to meet full accreditation requirements for 4 consecutive years and receives approval from the Board of Education to reconstitute
  - **Accreditation Denied**
    - School fails to meet full accreditation requirements for *at least 4 years*
- \* *New schools are rated Conditionally Accredited-New their first year*

# School-Level Academic Reviews

- The school-level academic review is designed to help schools identify and analyze instructional and organizational factors affecting student achievement and develop plans of improvement.
- Academic reviews are required for schools accredited with warning or provisionally accredited due to graduation rate.
- Technical assistance is differentiated based on the years warned and identified needs.

# **Year 1: Accredited with Warning or Provisionally Accredited- Graduation Rate Status**

- **In Year 1 the Virginia Department of Education (VDOE) assigns a trained contractor to conduct an academic review and identify areas in which improvement is needed. The contractor supports the school in developing an improvement plan.**
- **VDOE provides technical assistance based on academic review findings. This could include, for example, assistance in aligning curriculum to the Standards of Learning and assistance in using data to evaluate programs and strategies.**
- **VDOE and the contractor monitor progress.**

# Profile of Schools in Year 1 Accredited with Warning or Provisionally Accredited-Graduation Rate Status 2012-2013

Type of School in Year 1	Number of Schools
Elementary and Combined	34
Middle (high grade 8)	27
High School Accredited with Warning	16
High School Provisionally Accredited/Graduation Rate	2

## **Year 2: Accredited with Warning or Provisionally Accredited- Graduation Rate Status**

- **The school improvement plan and school data are reviewed to determine what is working and what needs to be changed. VDOE meets with the school team and the improvement plan is revised.**
- **Additional assistance from VDOE is provided. This may include school visits, professional development, monthly review of data and reports of contractors, and quarterly reviews of the school's improvement plan with the local academic review team.**
- **VDOE monitors implementation of intervention programs selected by the school.**

# Profile of Schools in Year 2 Accredited with Warning or Provisionally Accredited-Graduation Rate Status 2012-2013

Type of School in Year 2	Number of Schools
Elementary and Combined	8
Middle (high grade 8)	6
High School Accredited with Warning	6
High School Provisionally Accredited /Graduation Rate	4

## **Year 3: Accredited with Warning or Provisionally Accredited-Graduation Rate and Year 4: Conditionally Accredited-Reconstituted Status**

- In Year 3 of warning or Year 4 if the school is approved by the Virginia Board of Education for Conditionally Accredited-Reconstituted status in lieu of denied accreditation, VDOE reviews the school's data and determines the amount of continued assistance the school will need.
- Emphasis is placed on the division support provided to the school. VDOE monitors implementation of intervention programs the school has purchased from external providers.

# **Year 3: Accredited with Warning or Provisionally Accredited- Graduation Rate and Year 4: Conditionally Accredited-Reconstituted Status**

- **The VDOE assigned contractor reports more frequently to the VDOE and local division staff on the school's progress. The school's data are analyzed and the school improvement plan is reviewed and revised accordingly.**
- **Technical assistance is further differentiated, and the improvement plan is revised. Technical assistance and any intervention programs purchased by the school are monitored for fidelity of implementation.**

# Profile of Schools in Year 3: Accredited with Warning or Provisionally Accredited- Graduation Rate and Year 4: Conditionally Accredited- Reconstituted Status 2012-2013

Type of School in Year 3: Warning/Provisional- Graduation Rate Status or Year 4: Conditionally Accredited-Reconstituted Status	Number of Schools AW/P-GR or Conditional
Elementary and Combined	1 Accredited with Warning 2 Conditional
Middle (high grade 8)	1 Accredited with Warning

## **Year 4: Accreditation Denied Status**

- In Year 4, the Virginia Board of Education and local school board develop a Memorandum of Understanding (MOU) based on the needs of the school denied accreditation. Emphasis is placed on the division support provided to the school and school leadership and teacher quality.**
- If a Priority School (among the lowest 5 percent of Title I schools statewide or lowest high school graduation rate) under federal accountability, emphasis is also placed on the role of the required external Lead Turnaround Partner.**

# Accreditation Denied Status

- The schools and division are assigned a VDOE Office of School Improvement contractor to monitor the implementation of the MOU and to provide technical assistance to the division. If the school is a Priority School and receives federal funding for a Lead Turnaround Partner, the VDOE monitors implementation.
- The VDOE Office of School Improvement staff provide intensive technical assistance throughout the year.

# Profile of Schools in Accreditation Denied Status 2012-2013

Type of School in Denied Status	Number of Schools
Elementary and Combined	2
Middle (high grade 8)	2

Division Name	School Name	Years Failing (Not Fully Accredited)
Alexandria City	Jefferson-Houston	10 out of 11
Norfolk City	Lafayette-Winona Middle	9 out of 11
Norfolk City	William H. Ruffner Middle	8 out of 11
Petersburg City	Peabody Middle	11 out of 11

# Key Lessons Learned from School Improvement Efforts:

## Lesson 1

- Most schools who fall into “Accredited with Warning” come out of that status within the first year.
  - After the first year of being rated “Accredited with Warning”, approximately 74 percent of schools reach full accreditation.
  - After the second consecutive year of being rated “Accredited with Warning”, approximately 90 percent of schools reach full accreditation.

Schools Warned for 2012 by the number of consecutive years of “Accredited with Warning” status		OEI Eligibility (SB1324)	
Years	# of Schools	# of Schools	
1	77	NOT ELIGIBLE FOR TRANSER	
2	20	NOT ELIGIBLE FOR TRANSFER	
3	2	<u>MAY</u> be eligible	
<b>Conditionally Accredited – Reconstituted or Denied Accreditation Schools 2012</b>			
4 Denied and 2 Conditionally Accredited Schools (6)		2013-2014	6

# Key Lessons Learned: Lesson 2

- 2. Schools that are unable to meet the benchmark for full accreditation in two to three years are uniquely different from each other and intervention and technical assistance strategies must be differentiated to meet those needs. Assistance also must include building capacity to sustain improvements.**
  - 18% (18 out of 99) of schools warned in 2012-2013 have been fully accredited in the past five years**

# **Key Lessons Learned: Lesson 3**

- 3. Without state authority to make decisions about the selection and evaluation of school leadership and instructional personnel, curricula and instructional programs, time, and resources, state assistance becomes advisory. Current state statute limits what the Commonwealth can require of local school boards, especially in areas dealing with personnel—the key factor to student achievement.**

# Key Lessons Learned: Lesson 4

4. The federal *Elementary and Secondary Education Act* (ESEA, a.k.a. NCLB) provides the state more authority to intervene in failing schools than current state statute. The U.S. Department of Education requires the state to identify the lowest-performing Title I schools in the state and, with federal funds, require the schools to contract with external providers, called Leader Turnaround Partners (LTP). The school board, however, selects the LTP.

# Key Lessons Learned: Lesson 5

5. “On-the-ground” support almost daily from experienced turnaround leaders **and** a laser focus on implementing the turnaround plans with fidelity from the school board or principal are necessary conditions to raise student achievement in the lowest-performing schools.

# Senate Bill 1324: Opportunity Educational Institution

- VDOE's differentiated academic review process, coupled with Virginia's Lead Turnaround Partner (LTP) program, has been successful in helping most schools improve. However, more drastic efforts need to be taken in a few schools.
- SB 1324, passed by the 2013 General Assembly, requires the Commonwealth to intervene in chronically low-performing schools and gives the state authority to make decisions about policies, school personnel, instructional programming, and use of resources in schools with a history of failure.