



# Virginia Accountability System Under the Every Student Succeeds Act

American Institutes for Research (AIR) has compiled profiles of each state educational agency's proposed accountability system under the Elementary and Secondary Education Act of 1965 as reauthorized by the Every Student Succeeds Act (ESSA) of 2015. The profile is based on initial plans submitted to the U.S. Department of Education. Upon final approval, profiles will be updated. For an overview and full set of profiles, visit [www.air.org/ESSAAccountability](http://www.air.org/ESSAAccountability).

- Virginia annually differentiates across all public schools based on scores for individual accountability measures (not annual summative ratings for all schools/all students); however, schools for comprehensive and targeted support and improvement (CSI/TSI) are identified using business steps (see "Annual Differentiation System").
- Virginia uses chronic absenteeism as a "tie breaker" for identifying CSI schools that are otherwise equally ranked.

## Accountability Snapshot

Snapshot data here capture accountability highlights across states. Accountability measures are grouped by readiness to learn, persistence, and college and career readiness to highlight states' data-based leverage points across the educational trajectory.

Annual Meaningful Differentiation		
<input type="checkbox"/> <b>Annual summative rating</b> (Annually calculates overall performance rating for all schools and "all students" using all indicators, beyond CSI/TSI schools)		
<input checked="" type="checkbox"/> <b>Data dashboard only</b> (CSI/TSI schools identification only)		
Summative Ratings		
Not applicable		
Accountability Measures	Included in Accountability	
Academic		
Achievement status	✓	
Achievement growth	✓	
<b>GAP</b> Achievement gap		
<b>ELP</b> English language proficiency/progress	✓	
4-year graduation rate	✓	
<b>EAR</b> Early learning		
<b>WRE</b> Well-rounded education		
Persistence		
<b>EXT</b> Extended-year graduation rate(s)	✓	
<b>OTG</b> On-track to graduation		
Dropout rate		
College and career readiness		
<b>COL</b> College enrollment		
<b>ADV</b> Advanced coursework or sequence		
<b>CPT</b> College placement test(s)		
<b>CTE</b> Career and technical education or work-based learning		
Readiness to learn		
<b>CFL</b> Conditions for learning/school climate		
<b>SEL</b> Social-emotional learning		
<b>CHR</b> Chronic absenteeism	✓	

Note: CSI=comprehensive support and improvement; TSI=targeted support and improvement

## Student Groups for Accountability Determinations

(N = 30 for accountability, N = 10 for reporting)

Major racial/ethnic subgroups
Asian
Black
Hispanic
White
Other required subgroups
Economically disadvantaged
Students with disabilities
English learners
Nonrequired subgroups
Not applicable

## Subjects Used for Accountability





Subject	Status	Growth
Math	✓	✓
Reading/English language arts (ELA)	✓	✓
Writing		
Science		
Social studies		
Other		



## Annual Differentiation System




Virginia annually differentiates across all public schools based on scores for individual accountability measures (not annual summative ratings for all schools/all students based on all indicators). Schools for CSI and TSI are identified using the business steps in the following table (also see “School Improvement Categories”).

### Virginia Business Steps for Determination of CSI Schools, 2017–18 Proposed State Plan

ESSA Indicator	State Measure	Steps for CSI Determination
		Elementary, Middle, and High Schools
 Academic achievement	Proficiency (ELA, math)	<p><b>Bottom 5% of Title I Schools for CSI:</b></p> <p>Step 1: Rank all Title I schools by the “combined rate”, which is the percentage of students who meet any 1 of the following annual benchmarks (calculated separately for each subject):</p> <ul style="list-style-type: none"> <li>• Score proficient on ELA or math state tests (counted twice in numerator if nonproficient in previous year) <u>or</u></li> <li>• Demonstrate sufficient growth toward proficiency on ELA or math state tests <u>or</u></li> <li>• Demonstrate sufficient growth toward proficiency on state ELP test (ELA calculation only)</li> </ul>
 Other academic	Student growth (ELA, math)	
ELP English language proficiency progress	ELP growth	
 School quality or student success	Chronic absenteeism	Step 2: Break ties in the rankings from step 1 by comparing chronic absenteeism scores
 Graduation rate	4-year graduation rate	<p><b>Low graduation rate schools for CSI (high schools):</b></p> <p>Graduation rate less than 67%</p>

Note: ELA=English language arts

## Accountability Measure Descriptions

ESSA Indicator		State Measure		Description
	Academic achievement	Combined rate	Proficiency (weighted evenly for ELA, math)	Percentage of students scoring at the performance level indicating grade-level proficiency or higher on annual statewide assessments.
	Other academic		Student growth (weighted evenly for ELA, math)	Percentage of students demonstrating growth by at least 1 sublevel of performance on statewide tests.
ELP	English language proficiency progress		ELP growth	Percentage of students making expected progress toward English language proficiency within a state-determined number of years, based on historical averages by grade span.
		<i>Participation rate inclusion</i>		Participation rate is not included in the achievement calculation. Schools with participation rate less than 95% must develop an improvement plan. Schools that fail to meet this participation rate for 3 consecutive years and do not demonstrate adequate progress must implement additional interventions.
	Graduation rate	4-year graduation rate		The percentage of students within an <a href="#">adjusted cohort</a> who graduate within 4, 5, or 6 years, as applicable, with a regular high school diploma.
		5-year graduation rate (for TSI determinations)		
		6-year graduation rate (for TSI determinations)		
SQSS	School quality or student success	Chronic absenteeism		Percentage of students absent for more than 10% of enrolled school days.

Note: ELA=English language arts; TSI=targeted support and improvement

## School Improvement Categories

	Comprehensive Support and Improvement (CSI) Schools	Targeted Support and Improvement (TSI) Schools	Additional Targeted Support (ATS) Schools
Identification criteria	<ul style="list-style-type: none"> <li>Low-performing school: From those Title I schools that did not meet or make enough progress towards meeting annual ELA and math goals for the “combined rate”, the bottom 5% of schools as ranked by the combined rate and chronic absenteeism (see “Annual Differentiation” for business steps)</li> <li>Low graduation rate school: 4-year graduation rate less than 67%</li> <li>Chronically underperforming subgroup (i.e., 3 years failure to exit Title I ATS status)</li> </ul>	From schools identified for ATS in the previous year, those meeting either of the following criteria: <ul style="list-style-type: none"> <li>Not reducing failure rate (the difference between 1 and the combined rate) by 10%, or</li> <li>Not raising the graduation rate for which it was identified for ATS</li> </ul>	Any school with a subgroup that either: <ul style="list-style-type: none"> <li>Fails to meet or make sufficient progress toward meeting annual ELA and math goals for the “combined rate” and has a combined rate below the threshold score for the identification of bottom 5% of Title I schools based on all students, or</li> <li>For each of the 4-, 5-, and 6-year adjusted cohort graduation rates, does not either meet its subgroup interim goal or increase the rate by 2.5%</li> </ul>
First year and frequency of identification	<ul style="list-style-type: none"> <li>2018–19 for low-performing and low graduation rate schools and every 3 years thereafter</li> <li>2020–21 for chronically underperforming subgroup schools and every 3 years thereafter</li> </ul>	2019–20 and annually thereafter	2018–19 and every 3 years thereafter
Years of improvement to exit status	1 year of improvement required to exit CSI status (within 2 years of required CSI status)	States are not required to determine exit criteria for consistently underperforming subgroups	1–2 consecutive years of improvement required to exit ATS status

## Inclusion of Recently Arrived English Learners in Accountability

Under Sec. 1111(b)(2)(B)(v)(I) of ESSA, states may exempt English learners (ELs) who have been enrolled in a school in the United States for less than 12 months from taking the reading/ELA statewide assessment in their first year according to the following 3 options.

State Options Under Sec. 1111(b)(2)(B)(v)(I) of ESSA	Year of Student Enrollment		
	Year 1	Year 2	Year 3
1	✓ Exempt all recent ELs from ELA/reading statewide testing	Test new ELs and include proficiency scores in accountability for all statewide tests for the first time	Test ELs and include proficiency and growth in accountability
2	Test all recent ELs in ELA/reading but exclude from accountability	Test ELs and include achievement growth scores in accountability for all statewide tests for the first time	Test ELs and include proficiency and growth in accountability
3	Uniform procedure for assigning individual ELs to either Option 1 or Option 2		