

Calculating Accreditation

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Updates for 2019-2020 Accountability: *Updates to this document for the 2019-2020 accountability year are highlighted in yellow and are noted whether the update is a clarification of existing processes or a change in the processes from the previous year.*

Purpose

- The purpose of this document is to describe the calculations and decision rules used to determine whether a school has met the requirements for achieving accredited status.
- The Regulations Establishing Standards For Accrediting Public Schools in Virginia 8 VAC 20-131-5 et seq. can be found at www.doe.virginia.gov/boe/accreditation

Overview of School Quality Indicators

- School accreditation ratings are based on student performance across nine school quality indicators:
 - [Academic achievement in English reading and writing](#)
 - [Academic achievement in mathematics](#)
 - [Academic achievement in science](#)
 - [Achievement gaps in English reading and writing](#)
 - [Achievement gaps in mathematics](#)
 - [Chronic absenteeism rate](#)
 - [Graduation and Completion Index \(only applies to schools with a 12th grade\)](#)
 - [Dropout rate \(only applies to schools with a 12th grade\)](#)
 - [College, Career, and Civic Readiness Index \(only applies to schools with a 12th grade\)](#)

Overview of Performance Levels

- Performance on each school quality indicator falls into three levels:
 - *Level One - At or Above Standard:* School demonstrates acceptable performance, performance above the state benchmark, or adequate improvement from Level Two;
 - *Level Two - Near Standard:* School's achievement on the specific indicator, although below Level One, is within specified ranges of performance which represent either: (1) achievement near Level One; or (2) improvement from Level Three within a specified range; or
 - *Level Three - Below Standard:* School's achievement on the specific indicator is below the performance benchmarks for Level One and Level Two.

- A school quality indicator with a status of Level Two or Level Three through four consecutive years will be designated in the fifth year as Level Three – Below Standard (noted as Level Three – 4YRS) if the fifth year’s performance remains at Level Two or Level Three.
 - [Clarification]: The count of consecutive years a school quality indicator has a status of Level Two or Level Three is based on the selected rate, meaning the better of the current year or the cumulative three-year rate when applicable.
 - Any indicator that does not meet the minimum student group size, and is therefore rated Too Small (TS), will not be included in the count of consecutive years for the Level Three (4 YRS) rating.
 - [Clarification]: The baseline year for calculating consecutive years of Level Two or Level Three performance designation will begin in the 2018-2019 accountability year (based on data from the 2017-2018 school year) for the following indicators:
 - Academic achievement gaps in English;
 - Academic achievement gaps in mathematics;
 - Dropout rate; and
 - Chronic absenteeism.
 - [Clarification]: Certain school quality indicators in the revised accreditation system have been the basis for school accreditation under the previous system. Because these are not new school quality indicators, the baseline year for calculating consecutive years of Level Two or Level Three performance designation will be the 2014-2015 accountability year (based on data from the 2013-2014 school year) for the following indicators:
 - Academic achievement for all students in English;
 - Academic achievement for all students in mathematics;
 - Academic achievement for all students in science; and
 - The Graduation and Completion Index.
 - [Clarification]: The College, Career, and Civic Readiness Index will be considered when determining accreditation ratings for the first time in the 2022-2023 accountability year (based on data through the 2021-2022 school year).

Therefore, the baseline year for calculating consecutive years of Level Two or Level Three performance for this school quality indicator will be 2022-2023 accountability year.

- Example of Level Three – 4YRS Rating for Science Pass Rates:

Assessment Year	Accountability Year	Science Rate	Performance Level
2013-2014	2014-2015	65	Level Three
2014-2015	2015-2016	67	Level Two
2015-2016	2016-2017	62	Level Three
2016-2017	2017-2018	50	Level Three (4 th consecutive year of Level Two or Level Three)
2017-2018	2018-2019	55	Level Three (4YRS) (5 th consecutive year is also Level Two or Level Three)

- A school quality indicator designated as Level Three – Below Standard after four consecutive years will remain Level Three until the indicator meets Level One – At or Above Standard criteria by either meeting the benchmark for Level One or demonstrating adequate improvement from Level Two.

Overview of Accreditation Ratings

- A school’s accreditation rating as “accredited” or “accredited with conditions” is determined by its performance on all school quality indicators:
 - *Accredited*: School has each of its school quality indicators at Level One or Level Two; or
 - *Accredited with Conditions*: School has any school quality indicator at Level Three.

- There are two additional accreditation ratings:
 - *Accreditation Denied*: Determined by the Board of Education if a school designated as Accredited with Conditions fails to adopt and implement school division or school corrective action plans with fidelity; and
 - *New School*: Awarded for a one-year period to a new school – comprising students who previously attended one or more existing schools – to provide the opportunity to evaluate the performance of students on school quality indicators.
- Schools with current three-year waivers from annual accreditation under §22.1-253.13:3 or §22.1-253.13:9 of the Code of Virginia remain exempt for the period of their waivers.
- Schools rated “Fully Accredited” under the previous accreditation system and schools rated “Accredited” under the new accreditation system are considered synonymous for the purposes of identifying schools eligible for multi-year accreditation status.

Academic Achievement Indicators

- This section describes the calculations and performance levels for the *English Reading and Writing*, *Mathematics*, *Science* and *Achievement Gap* indicators.

Calculations

Specific to English Reading and Writing

- Academic achievement in English is measured using a combined rate that includes students who (1) passed state assessments, (2) failed state assessments but showed growth, or (3) failed state assessments and did not show growth but showed progress towards proficiency as an English Learner (EL).
- The growth portion of the combined rate is applicable to students in grade 4 (examining growth from grade 3) to grade 8. The combined rate is not applicable to end-of-course tests in grades 9 through 12.
- The EL progress portion of the combined rate is applicable to students in grade 3 (examining progress from grade 2) until the student reaches proficiency or is no longer enrolled in a public school.
- To calculate the combined rate when both reading and writing assessments are administered, students who take both assessments will be counted twice in the denominator. A student will be counted once in the numerator if the student passes the

writing assessment. The same student will be counted in the numerator again if the student passes the reading assessment, fails the reading assessment but shows growth from the previous year, or fails the assessment, shows no growth, but is an EL student who demonstrates progress on the ACCESS for ELLs 2.0 from the previous year.

Specific to Mathematics

- Academic achievement in mathematics is measured using a combined rate that includes students who (1) pass state assessments or (2) failed state assessments but show growth.
- The combined rate is applicable to students in grade 4 (examining growth from grade 3) to grade 8. The combined rate is not applicable to end-of-course tests in grades 9 through 12.

Specific to Science

- Academic achievement in science is measured using a standard pass rate that includes students who pass state assessments divided by total number of test takers.

Specific to Achievement Gaps

- Academic achievement gaps are calculated for both English reading and writing and mathematics using the combined rate and based on the following student groups:
 - Asian students
 - Black students
 - Hispanic students
 - White students
 - Economically disadvantaged students
 - English learners
 - Students with disabilities (excludes 504 students)
- For race and ethnicity, students are assigned to only one student group based on data collected as part of the assessment record. Each of the 32 race types are summarized into seven federal race categories. If the student falls into Hispanic, Asian, Black or White categories, then her test score is included based on the following algorithm:
 - Ethnic Flag = Y then Race = ‘Hispanic’ (regardless of race designation)

- Ethnic Flag = N and Race = 3 then Race = ‘Black’
- Ethnic Flag = N and Race = 2 then Race = ‘Asian’
- Ethnic Flag = N and Race = 5 then Race = ‘White’
- [Clarification]: For the 2019-2020 accountability year, Students identifying as American Indian or Alaskan Native, Native Hawaiian or Other Pacific Islander, or as two or more races are not included in any student racial group for accountability, but are included in the all students calculations for English, mathematics, and science.
- [Change]: Beginning in the 2020-2021 accountability year, based on data from the 2019-2020 school year, students identifying as two or more races will be added as a student group to the academic achievement gaps in English and academic achievement gaps in mathematics.

Calculation to Determine Students’ Passing

- Tests include those taken in the Summer of the previous school year and Fall and Spring of the current school year.
- The number of students who pass state assessments in English reading and writing, mathematics, and science is determined for all schools based on the following tests:
 - Standards of Learning (SOL);
 - Virginia Alternate Assessment Program (VAAP); and
 - Most Board-approved substitute tests.
- All passing and failing test records are included in the calculation except:
 - Test records marked as cheating (Testing Status 7);
 - Test records marked as Grade code “TT”;
 - Tests records marked as Parent Refusals (Testing Status 51);
 - Test records of public school students attending non-public schools;
 - [Clarification]: Test records marked as Absent (Testing Status 1);
 - [Clarification]: Test records marked as Medical Emergency (Testing Status 4);
 - [Clarification]: Test records marked as Student passed test in a previous administration (Testing Status 9);
 - [Clarification]: Test records marked as Other (Testing Status 6, 8, or 15);

- [Clarification]: Test records marked as English Learner Exemption (Testing Status 3);
 - Failing initial test attempt if Retest is passed; and
 - Failing Retest.
 - [Clarification]: Board-approved substitute tests in mathematics (i.e., SAT, ACT, AP, and IB tests) submitted to meet federal accountability requirements in high school for students who have passed the Algebra I SOL test and attempted the Geometry, and Algebra II tests prior to 9th grade (submitted as Test Code 565 in Substitute Test Application)
- For SOA EL and transfer students, the following rules apply:
 - Scores marked with the SOA adjustment- EL flag will be counted in the combined rate for English and math if: 1) the SOL score is passing, 2) the SOL scores shows growth based on the progress tables in reading or mathematics, or 3) for English only, the ACCESS for ELLS 2.0 score meets the criteria for making progress in learning English. The scores of students with the SOA adjustment EL flag will be removed from the calculations only if they do not meet any of these criteria.
 - Students with the Transfer flag will be included in the combined rate for English and math if their scores are passing, if they show growth on reading or mathematics based on the progress tables, or, in the case of English only, an EL student's ACCESS for ELLs 2.0 score meets the criteria for making progress in learning English. The scores of students with the Transfer flag will be removed from the calculations only if they do not meet any of these criteria.
 - The following criteria apply to recovery tests:
 - Passing mathematics and English recovery tests scores count as two tests instead of one (twice in the numerator and twice in the denominator);
 - Failing recovery tests scores for 4th through 7th grade count as one test;
 - Failing 8th grade recovery tests scores are excluded only if the student has previously taken the same test in any school year (past or present).

- The table below documents code specifications that apply to the calculation of students' passing:

Numerator	Denominator
<ul style="list-style-type: none"> ○ [Clarification]: Testing Status \neq 1, 3, 4, 7, 8, 9, 15, 51 ○ Test Type = SOL, VAAP, and substitute tests ○ Grade Code \neq TT ○ School Code \neq 8888 ○ For Pass: Proficiency Level = 1, 2 or 8 	<ul style="list-style-type: none"> ○ [Clarification]: Testing Status \neq 1, 3, 4, 7, 8, 9, 15, 51 ○ Proficiency Level = 1, 2, 3, 4, 5 or 8 ○ Test Type = SOL, VAAP, and substitute tests ○ Grade Code \neq TT ○ Retest = Y only when Proficiency Level = 1, 2 or 8 ○ SOA Adjustment –EL = Y only when Proficiency Level = 1, 2 or 8 ○ Transfer = Y only when Proficiency Level = 1, 2 or 8 ○ School Code \neq 8888

Calculation to Determine Student Growth

- For students who failed the English reading or mathematics state assessment, but showed growth with a Progress Indicator ≥ 1 , their growth counts towards the combined rate for academic achievement.
- Growth is assessed based on the highest test score the previous year for students who have multiple retakes.
- Students who are retained and retake an assessment will not be counted in the growth portion of the combined rate.
- Standards of Learning (SOL) tests included in the calculation of growth are:
 - Grades 3-8 reading
 - Grades 3-8 mathematics and Algebra I through grade 8
- The Virginia Alternate Assessment Program (VAAP) tests included in the calculation of growth are:
 - Grades 3-8 reading

- Grades 3-8 mathematics
- Growth is measured by whether a student advances toward demonstrating proficiency of the state standards based on established progress tables for each test subject and test type.
- The progress table below provides the sub-level cut scores for the Virginia reading SOL for grades 3-8:

Grade	Below Basic – Low	Below Basic - High	Basic - Low	Basic – High
3	0-280	281-309	310-361	362-399
4	0-277	278-302	303-359	360-399
5	0-270	271-294	295-360	361-399
6	0-291	292-316	317-364	365-399
7	0-291	292-314	315-365	366-399
8	0-293	294-316	317-366	367-399

- As an example, a student whose grade 3 reading SOL score was in the “Below Basic – High” performance sub-level and whose grade 4 reading SOL score was in the “Basic – Low” performance sub-level demonstrated growth.

- The progress table below provides the sub-level cut scores for the Virginia mathematics SOL for grades 3-8:

Grade	Below Basic – Low	Below Basic - High	Basic - Low	Basic – High
3	0-305	306-330	331-365	366-399
4	0-310	311-330	331-369	370-399
5	0-312	313-335	336-370	371-399
6	0-331	332-349	350-377	378-399
7	0-303	304-328	329-367	368-399
8	0-323	324-340	341-376	377-399

- The sub-level cut scores for Virginia Algebra I SOL for grade 8 are as follows:
 - Low Fail: 0-375
 - High Fail: 376-399
- The progress table below provides the sub-level cut scores for the VAAP reading for grades 3-8:

Grade	Fail – Low	Fail – High
3	0-2	3-6
4	0-3	4-7
5	0-3	4-7
6	0-2	3-6
7	0-2	3-6
8	0-2	3-6

- The progress table below provides the sub-level cut scores for the VAAP mathematics for grades 3-8:

Grade	Fail – Low	Fail – High
3	0-2	3-6
4	0-2	3-6
5	0-2	3-6
6	0-2	3-6
7	0-2	3-6
8	0-2	3-6

English Learner Progress

- EL progress is included in the English combined rate for the achievement indicator for students who failed the English reading SOL, did not demonstrate growth via the progress tables, but showed progress towards proficiency on the ACCESS for ELLs 2.0 assessment.
- EL progress is assessed for students tested beginning in grade 3 (compared to ACCESS for ELLs 2.0 results in grade 2) and through grade 12 or until the student reaches proficiency.
- **[Clarification]:** Formerly Limited English Proficient (FLEP) students are counted in the EL student group if the student passes the state assessment or fails the state assessment but shows growth. The scores of FLEP students will be removed from the EL student group if they do not meet either of the criteria. **Scores of FLEP students are counted in the all students reporting group.**

- The table below shows the composite proficiency level gains required for students to demonstrate progress on the ACCESS for ELLs 2.0 assessment by grade and previous year proficiency level:

Previous Year Proficiency Level	Grades K-2 – Current Year	Grades 3-5 – Current Year	Grades 6-12 – Current Year
1.0-2.4	1.0	0.7	0.4
2.5-3.4	0.4	0.4	0.2
3.5-4.4	0.2	0.2	0.1

Failure Rate Calculation

- [Clarification]: The failure rate is calculated as the number of students failing the assessment divided by the number of students tested. Students who fail the assessment and have an SOA adjustment flag (EL or transfer) are excluded from the denominator and the numerator of the pass rate calculation.
- The failure rate does not include recovery tests.
- Performance levels for the achievement indicators are adjusted if schools demonstrate a 10 percent reduction in the failure rate between the current and previous year. The failure rate is rounded to the nearest hundreds place to determine if the reduction is 10 percent or more.

Performance Levels

- For all academic achievement indicators, determination of the performance level is based on:
 - Performance during the most recent (current) school year using the combined rate,
 - Decrease in the failure rate between the current year and the previous year, and
 - Performance across a cumulative three-year total using the combined rate.
- The combined rate for reading and mathematics and the pass rate for science are rounded to the nearest hundredths place to determine placement in the performance levels.

Minimum Student Group Size (small n)

- To determine student group size:
 - For the indicators of *academic achievement in English reading and writing* (all students), *academic achievement in mathematics* (all students), *academic achievement gaps in English reading and writing* and *academic achievement gaps in mathematics*, the student group size is based on the total number of tests, counting passing recovery tests only once. This only impacts the determination of minimum group size and does not change how recovery tests are counted in pass rates and combined rates.
 - Student group size for *academic achievement in science* is based on the total number of tests.
 - Student group size for *chronic absenteeism* is based on the total number of students.
 - Student group size for *Graduation and Completion Index*, *dropout rate*, and *College, Career, and Civic readiness Index* is based on the students in the cohort.
- To determine minimum group size for performance levels *for all indicators*:
 - For student groups where the current year rate includes 30 or more students, the performance level will be based on the current year or the three-year cumulative rate, whichever is more favorable.
 - For groups where the current year rate includes less than 30 students and is rated Level One or Level Two, the group's performance level will be based on the current year rate, or the three-year cumulative rate, whichever is more favorable.
 - If the current year rate includes less than 30 students and is rated Level Three, the performance level will be based on the three-year cumulative rate if it includes 30 or more students. If the three-year cumulative rate also includes less than 30 students, the indicator is excluded from consideration.

Specific to English Reading and Writing

- For English reading and writing, the performance levels are as follows:
 - Level One: the current year or cumulative three-year combined rate is greater than or equal to the state benchmark (75 percent) or school is within Level Two range and decreased the failure rate by 10 percent from previous year;
 - Level Two: the current year or cumulative three-year combined rate is less than the state benchmark (75 percent) but greater than 65 percent or school has a combined rate between 50 percent and 65 percent and decreased the failure rate by 10 percent from previous year; and
 - Level Three: the current year or cumulative three-year combined rate is less than or equal to 65 percent or school has stayed at criteria for Level Two or Level Three through four consecutive years.

Specific to Mathematics

- For mathematics, the performance levels are as follows:
 - Level One: the current year or cumulative three-year combined rate is greater than or equal to the state benchmark (70 percent) or school is within Level Two range and decreased the failure rate by 10 percent from previous year;
 - Level Two: the current year or cumulative three-year combined rate is less than the state benchmark (70 percent) but greater than 65 percent or school has a combined rate between 50 percent and 65 percent and decreased the failure rate by 10 percent from previous year; and
 - Level Three: the current year or cumulative three-year combined rate assessments is less than or equal to 65 percent or school has stayed at criteria for Level Two or Level Three through four consecutive years.

Specific to Science

- For science, the performance levels are as follows:
 - Level One: the current year or cumulative three-year rate is greater than or equal to the state benchmark (70 percent) or school is within Level Two range and decreased the failure rate by 10 percent from previous year;

- Level Two: the current year or cumulative three-year rate is less than the state benchmark (70 percent) but greater than 65 percent or school has a rate between 50 percent and 65 percent and decreased the failure rate by 10 percent from previous year; and
- Level Three: the current year or cumulative three-year rate is less than or equal to 65 percent or school has stayed at criteria for Level Two or Level Three through four consecutive years.

Specific to Achievement Gaps

- The final performance level for achievement gaps is determined through a two-step process.
- First, a performance level is assigned to each student group based on the same criteria used for the all students' performance levels for English and mathematics for groups that meet the minimum student group size rules
- Second, a set of decision rules is applied across all student groups in which a final performance level is assigned to determine the overall performance level rating for the achievement gap indicator. The decision rules are as follows:
 - Schools with no more than one student group in Level Two and no student groups in Level Three will have an overall rating of Level One;
 - Schools with more than one student group in Level Two but no more than one student group in Level Three will have an overall rating of Level Two; and
 - Schools with two or more student groups in Level Three will have an overall rating of Level Three.

- The table below provides three examples of the application of decision rules to determine the final performance level for achievement gap indicators.

Student Groups	School A	School B	School C
Asian	Level One	Level One	Level One
Black	Level One	Level Two	Level One
Economically Disadvantaged	Level One	Level Two	Level One
English Learners	Level Two	Level One	Level Three
Hispanic	Level One	Level One	Level Three
Students with Disabilities	Level One	Level Three	Level Two
White	Level One	Level One	Level One
Final Performance Level	Level One	Level Two	Level Three

Chronic Absenteeism

- This section describes the calculations and performance levels for the *Chronic Absenteeism* indicator.

Calculations

- Students who are absent for 10 percent or more of the school year are considered to be chronically absent, regardless of whether absences are excused or unexcused.
- Students receiving homebound instruction for medical illness at any point in the year are excluded from the chronic absenteeism calculations.
- Students receiving homebased instruction for discipline issues are excluded from the chronic absenteeism calculations.
- Chronic absenteeism is calculated using a three-step process.
 - **[Clarification]:** First, a student's end-of-year membership is determined by dividing the student's total days present, absent **and unscheduled** by the total days

in session for a given school. If the student's average daily membership is $\geq .5$ in a given school, the student is included in the chronic absenteeism calculation.

- **[Clarification]:** Next, a student is determined to be chronically absent if the rate of their days absent divided by their total days in membership is greater than or equal to 10%. Transfer students are counted in a school's chronic absenteeism rate if they are enrolled in the school for $\geq 50\%$ of the school year.
- **[Clarification]:** Lastly, to determine the school absentee rate, the number of students that are absent 10 percent or more is divided by the total number of students (with membership $\geq .5$) in a school's end-of-year membership.

- The table below shows the code specifications for calculating the student absentee rate:

	Numerator	Denominator
Determining a student's End-of-Year Membership	[Clarification]: Days Present + Days Absent + Unscheduled from the End-of-Year Student Record Collection	Days in Session from the End-of-Year Student Record Collection
Determining a Student's Absenteeism Rate	<p>Total Days Absent in a Given School.</p> <p>This calculation includes student records with the following specifications:</p> <ul style="list-style-type: none"> ○ [Clarification]: Average Daily Membership ≥ 0.5 in a given school ○ School Code \neq 9998 (homebound), 9999 (homebased) ○ Grade Code \neq TT or PK or PG 	<p>Total Days in Membership in a Given School.</p> <p>This calculation includes student records with the following specifications:</p> <ul style="list-style-type: none"> ○ [Clarification]: Average Daily Membership ≥ 0.5 in a given school ○ School Code \neq 9998 (homebound), 9999 (homebased) ○ Grade Code \neq TT or PK or PG

	Numerator	Denominator
Determining a School's Chronic Absenteeism Rate	<p>Total Number of Students with an Absenteeism Rate $\geq 10\%$.</p> <p>This calculation includes student records with the following specifications:</p> <ul style="list-style-type: none"> ○ [Clarification]: Average Daily Membership ≥ 0.5 in a given school ○ School Code \neq 9998 (homebound), 9999 (homebased) ○ Grade Code \neq TT or PK or PG 	<p>Total Number of Students in the End-of-Year Membership.</p> <p>This calculation includes student records with the following specifications:</p> <ul style="list-style-type: none"> ○ [Clarification]: Average Daily Membership ≥ 0.5 in a given school ○ School Code \neq 9998 (homebound), 9999 (homebased) ○ Grade Code \neq TT or PK or PG

Performance Levels

- For chronic absenteeism, determination of the performance level is based on:
 - Performance during the most recent (current) school year,
 - Decrease in the failure rate between the current year and the previous year, and
 - Performance across a cumulative three-year total.
- The chronic absenteeism rate is rounded to the nearest hundredths place to determine placement in the performance levels.
- For chronic absenteeism, the performance levels are as follows:
 - Level One: Current or cumulative three-year chronic absenteeism rate is 15 percent or lower or schools within Level Two range decrease chronic absenteeism rate by 10 percent from the previous year.
 - Level Two: Current or cumulative three-year chronic absenteeism rate is greater than 15 but less than 25 percent or schools within Level Three range decrease chronic absenteeism by 10 percent from the previous year.

- Level Three: Current year or cumulative three-year chronic absenteeism rate is 25 percent or higher or school has stayed at Level Two or Level Three criteria through four consecutive years.

Graduation and Completion Index

- This section describes the calculations and performance levels for the *Graduation and Completion Index* indicator.

Calculations

- The Graduation and Completion Index is calculated for schools that have a 12th grade.
- The Graduation Completion Index (GCI) comprises students in the cohort of expected on-time graduates (students who were first-time ninth graders four years ago, plus transfers in and minus transfers out) and students carried over from previous cohorts.
- The GCI formula also excludes any student who fails to graduate because the student is in the custody of the Department of Corrections, the Department of Juvenile Justice, or local law enforcement.
- More detailed information regarding GCI coding and reports can be found in the “Cohort Graduation” application in SSWS.

- The table below shows the code specifications for calculating GCI:

Numerator	Denominator
<ul style="list-style-type: none"> ○ # of adjusted and carry-over diplomas earned multiplied by 100 plus ○ # of adjusted and carry-over GEDs earned multiplied by 75 plus ○ # of adjusted and carry-over Certificates of Completion earned multiplied by 25 plus ○ # of adjusted and carry-over students that remain active in school membership on the last day of school in the expected graduation year multiplied by 70 plus ○ # of dropouts multiplied by 0 	<ul style="list-style-type: none"> ○ Total number of students in the adjusted graduation cohort plus carry-over students multiplied by 100

Performance Levels

- For GCI, determination of the performance level is based on:
 - Performance during the most recent graduating student cohort,
 - Decrease in the dropout rate between the current cohort and the previous cohort, and
 - Cumulative performance across the past three cohorts
- GCI is rounded to the nearest hundredths place to determine placement in the performance levels.
- The performance levels for the Graduation and Completion Index are as follows:
 - Level One: current year or cumulative three-year GCI is greater than or equal to 88 or schools within Level Two range increase GCI by 2.5 percent from the previous year

- Level Two: current year or cumulative three-year GCI is less than 88 but greater than 80 or schools within Level Three range increase GCI by 2.5 percent from the previous year
- Level Three: current year or cumulative three-year GCI is less than or equal to 80 or school has stayed at Level Two or Level Three criteria through four consecutive years

Dropout Rate

- This section describes the calculations and performance levels for the *Dropout Rate* indicator.

Calculations

- Dropouts include any student whose latest status is “Dropout” or “Unconfirmed” in the on-time graduation cohort (OGR).
- The table below shows the code specifications for calculating dropout rate:

Numerator	Denominator
<ul style="list-style-type: none"> ○ # of students whose latest status is “Dropout” ○ A Dropout is a student: <ul style="list-style-type: none"> ▪ With an Exit/Withdrawal Code = W8xx or ▪ Who was active on the last day of school, but did not return by October 1st of the following year plus ▪ # of students whose latest status is “Unconfirmed” ○ [Clarification]: An Unconfirmed student: <ul style="list-style-type: none"> ▪ Transferred to another LEA and was assigned a new STI or ▪ Reported transferred to another LEA but discontinued public schooling instead 	<ul style="list-style-type: none"> ○ # of students in the on-time graduation cohort (OGR)

Performance Levels

- For dropout rate, determination of the performance level is based on:
 - Performance during the most recent graduating student cohort,
 - Decrease in the dropout rate between the current cohort and the previous cohort, and
 - Cumulative performance across the past three cohorts.
- The dropout rate is rounded to the nearest hundredths place to determine placement in the performance levels.
- The performance levels for dropout rate are as follows:
 - Level One: Current year or cumulative three-year dropout rate is less than or equal to 6 percent or schools within Level Two range decrease dropout rate by 10 percent from the previous year
 - Level Two: Current year or cumulative three-year dropout rate is greater than 6 percent but less than 9 percent or schools within Level Three range decrease dropout rate by 10 percent from previous year
 - Level Three: current year or cumulative three-year dropout rate is greater than or equal to 9 percent or school has stayed at Level Two or Level Three criteria through four consecutive years

College, Career, and Civic Readiness Index

- This section describes the calculations and performance levels for the *College, Career, and Civic Readiness Index* indicator.

Calculations

- The College, Career, and Civic Readiness (CCCRI) is a cohort-based calculation of students receiving credit for advanced coursework, earning CTE credentials, or participating in work-based or service learning experiences.
- [Clarification]: The data are collected beginning with the students entering the 9th grade for the first time in 2018-2019 (Cohort of 2022) and the indicator becomes applicable to school accountability during the 2022-2023 accountability year, based on data through the 2021-2022 school year.

- **[Change]:** The table below shows the code specifications for calculating the CCCRI:

CCCRI Elements	Data Sources
Advanced Coursework (AP, IB, Cambridge, or Dual Enrollment)	<ul style="list-style-type: none"> ○ Total unduplicated count of students who successfully completed AP, IB, Cambridge, or dual enrollment courses ○ This calculation includes student records with the following specifications: <ul style="list-style-type: none"> ▪ AP or IB SCED Code and Credit Awarded Flag = Y on the MSC ▪ Cambridge Programme Code = 1 or 2 on the SRC ▪ Dual Enrollment Flag and Credit Awarded Flag = Y on the MSC
CTE finishers also having a CTE credential	<ul style="list-style-type: none"> ○ Total unduplicated count of students who earned two or more standard credits for state-approved courses in a CTE program (CTE finisher) and also earned a CTE credential ○ This calculation includes student records with the following specifications: <ul style="list-style-type: none"> ▪ CTE Finisher Code = 1, 2, or 5 on the SRC ▪ Passing Score on a CTE Credentialing Exam on the CTECC
Completion of work-based learning experiences	<ul style="list-style-type: none"> ○ Total unduplicated count of students who successfully completed a work-based learning experience ○ This calculation includes student records with the following specifications: <ul style="list-style-type: none"> ▪ Work-based learning code = 1, 2, 3, 7, 8, 9 on the MSC
Completion of service learning experience	<ul style="list-style-type: none"> ○ Total unduplicated count of students who successfully completed a service learning experience ○ Work-based learning code = 6 on the MSC

Numerator	Denominator
Total unduplicated count of students in each element	Number of students in the on-time graduation cohort (OGR)

Performance Levels

- For CCCRI, determination of the performance level is based on performance during the most recent graduating student cohort.
- The CCCRI is rounded to the nearest hundredths place to determine placement in the performance levels.
- The performance levels for the College, Career, and Civic Readiness Index are as follows:
 - Level One: Index value for graduating class is greater than or equal to 85 percent
 - Level Two: Index value for graduating class is less than 85 percent but greater than 70 percent
 - Level Three: Indicator value for graduating class is less than or equal to 70 percent or school has stayed at criteria for Level Two or Three through four consecutive years

Contact

- For questions regarding how accreditation ratings were determined, please contact the Research Director at (804) 225-3698.
- For questions regarding the Virginia assessment program, please contact the student assessment staff at (804) 225-2102.
- For questions regarding how your data were used to calculate accreditation, please contact Educational Information Management at ResultsHelp@doe.virginia.gov.

Other available resources:

- **User Guide for School Accreditation Detail Report** – breakdown of each section in the detail report and tips for understanding the report