



SUFFOLK
PUBLIC SCHOOLS

#SPSCreatesAchievers

Suffolk Public Schools New Accountability Model

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#SPSCreatesAchievers



Agenda

- Previous Accreditation Overview
- The Previous Model versus The Proposed Model (Side by Side Comparison)
- Explanation of Calculations
- Next Steps

School & Link	Over all Rating	Academic Achievement English	Academic Achievement Math	Academic Achievement Science
BTWES	Accredited With Conditions	76.43	79.72	60.00
CES	Accredited	81.32	82.07	71.55
EFES	Accredited	73.54	75.95	60.53
FBES	Accredited	82.41	90.05	66.14
HES	Accredited	75.23	78.57	59.43
KSES	Accredited	79.91	82.69	56.25
MBES	Accredited With Conditions	76.80	82.72	48.78
NPES	Accredited	90.40	89.25	80.36
NSES	Accredited	88.86	89.82	78.86
OES	Accredited	92.76	94.64	78.95
SES	Accredited	80.98	80.45	72.82
ES Average		81.69	84.18	66.70
CFCMS	Accredited	83.42	81.88	78.37
FGMS	Accredited	81.76	85.96	71.79
JFKMS	Accredited With Conditions	74.83	77.64	55.86
JYMS	Accredited	88.95	89.11	82.81
KFMS	Accredited	71.93	69.67	55.04
MS Average		80.18	80.85	68.77
KFHS	Accredited With Conditions	91.33	77.17	56.58
LHS	Accredited	92.59	84.80	64.86
NRHS	Accredited	91.89	87.85	73.80
HS Average		91.94	83.27	65.08
Division Average		82.72	83.10	67.06

All schools, with the exception of King's Fork Middle School, achieved level one status in English.

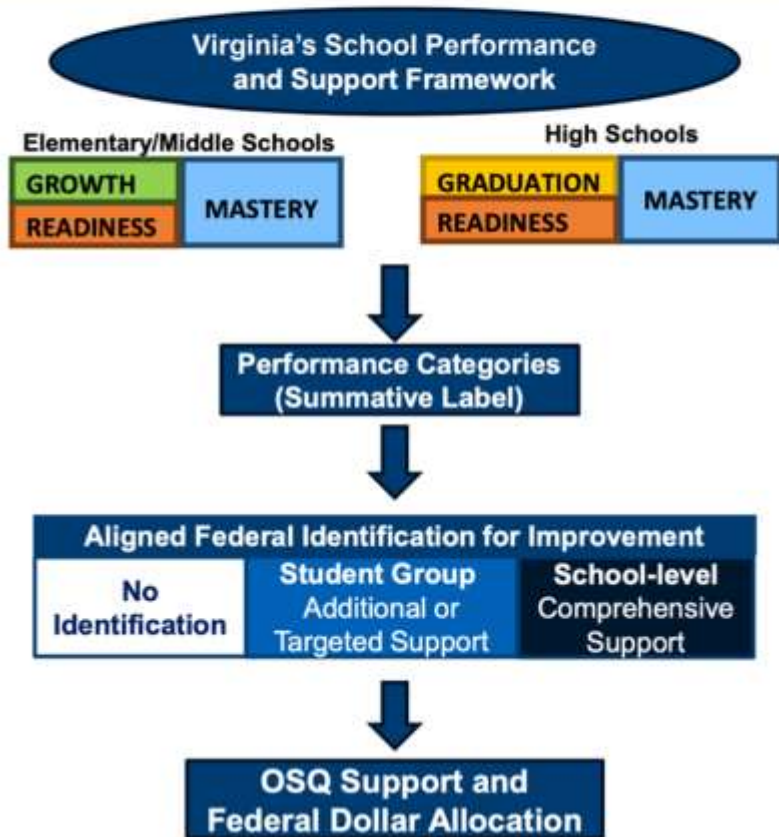
All schools achieved level one status in Mathematics.

Science achievement is the current division focus, as the average achievement levels were below expectations.

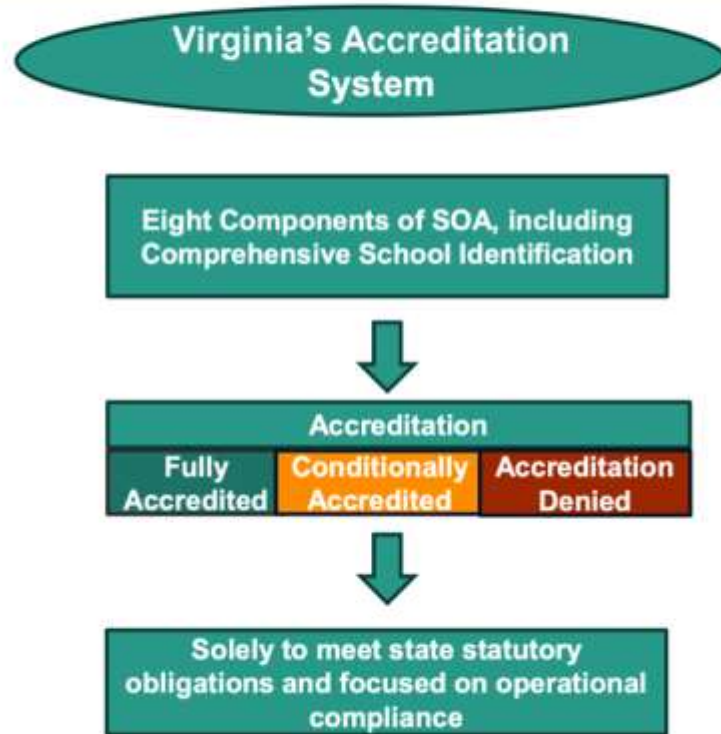
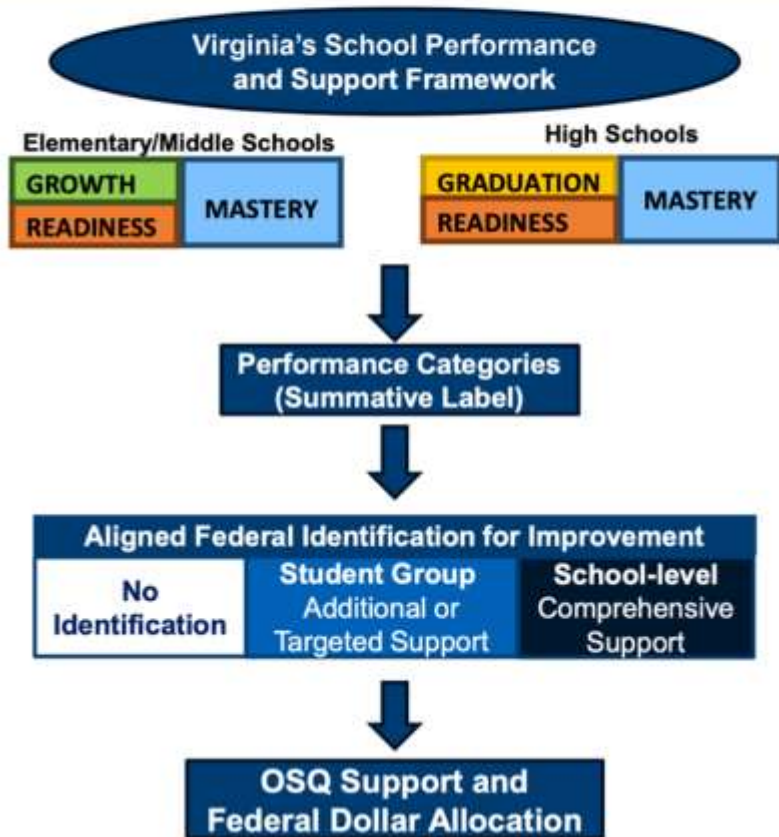
Booker T. Washington, Mack Benn Jr., John F. Kennedy, and King's Fork High received level 3 status, in Science, resulting in the rating of "Accredited with Conditions."

Kings Fork Middle, Hillpoint and Kilby Shores remained "Accredited," despite receiving a level 3 status due to achieving 3 consecutive years of overall level one status.

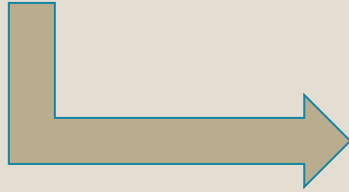
UNDER THE NEW REGULATIONS



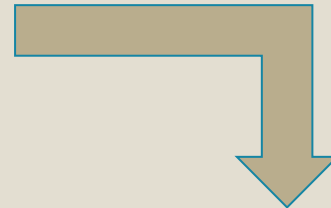
UNDER THE NEW REGULATIONS



**School
Performance**



**Single
Summed
Score**



**Accountability
Rating**

Disclaimer

This presentation is an oversimplification of a very robust system that applies complex mathematical formulas that would take away from the purpose of this informational session.

WHAT CHANGED?

Component
ACADEMIC MASTERY

Previous System

Used a percent model that incorporated growth.
Maximum score in any category was 100%.

New System

Uses a rating system in which every student receives points that are added together then multiplied by an identified metric, based on their performance. A weight is then applied, based on the category.

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On Track

Schools is meeting the state's expectation for growth, achievement, and readiness.

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School Quality Indicators

Academic Achievement		
English	Level One	
Mathematics	Level One	
Science	Level One	

Achievement Gaps		
English	Level One	
Mathematics	Level One	

Student Engagement & Outcomes		
Chronic Absenteeism	Level One	

Accredited: All indicators at Level One or Level Two or Waiver

Accredited With Conditions: One or more indicators at Level Three

Accreditation Denied: Under State Sanction

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		CURRENT Data Year: 23-24 Accreditation Year: 24-25		
Indicator	Student Group	Numerator	Denominator	Rate
Academic Achievement English	All Students	359	404	88.86
	Asian	17	18	94.44
	Black	145	173	83.82
	Hispanic	35	39	89.74
	Multiple Races	31	33	93.94
	White	128	136	94.12
Achievement Gap English	Economically Disadvantaged	98	114	85.96
	English Learners	3	3	100.00
	Students with Disabilities	31	42	73.81
Academic Achievement Math	All Students	353	393	89.82
Achievement Gap Math	Asian	18	18	100.00
	Black	147	167	88.02
	Hispanic	34	38	89.47
	Multiple Races	31	34	91.18
	White	118	131	90.08
	Economically Disadvantaged	90	109	82.57
	English Learners	3	3	100.00
	Students with Disabilities	25	41	60.98
Academic Achievement Science	All Students	97	123	78.86

New System

Uses a rating system in which every student receives points that are added together then multiplied by an identified metric, based on their performance. A weight is then applied, based on the category.

Indicator	Points Earned	No. of Students	Rate	Weight	Index Value
Reading Performance	373.5	401	93.14214464	22.50%	20.95698254
Math Performance	383.75	399	96.17794486	22.50%	21.64003759
Science Performance	123	130	94.61538462	10%	9.461538462
English Learner Progress	4	16	25	10%	2.5
Total	884.25	946	93.47251586	65.00%	54.5585586
Component: Growth Index					
Indicator	Points	No. of Students	Rate	Weight	Index Value
Reading	169	253	66.79841897	12.50%	8.349802372
Math	191.25	250	76.5	12.50%	9.5625
Total	360.25	503	71.62027833	25.00%	17.91230237
Component: Readiness Index					
Indicator	Points	No. of Students	Rate	Weight	Index Value
Chronic Absenteeism	114	797	14.30363864	10%	8.569636136
Total	114	797	14.30363864	10.00%	8.569636136

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Previous System

Previous System (Applied to 555 Students)

Used a percent model that incorporated growth. Maximum score in any category was 100%

Component
ACADEMIC MASTERY (English)

	Weight	Calculation	Rate	Growth (30 Students)	Calculation	Reported Percent
Number passed	450	$\frac{450}{555}$	81%	$\frac{450 + 30}{555 + 30}$	$\frac{480}{585}$	82%
Total Number	555					

*Please note that this an oversimplification of a very complex system

New System

New System (Applied to 555 Students)

Uses a rating system in which every student receives points that are added together then multiplied by an identified metric, based on their performance. A weight is then applied, based on the category.

Component
ACADEMIC MASTERY (English)

	Weight	Number of Students X Weight	Total Point Earned	Total Points Earned Divided By the Number of Students	Rate
Pass Advanced	1.25	200	250	$\frac{565}{555} \times 100$	102
Pass	1.0	250	250		
Basic	0.75	80	60		
Below Basic	0.25	20	5		
No Test <small>*Only applies if percent of students tested fall below 95%</small>	0	5	0		
Total		555	565		

ELEMENTARY

Component	Indicator	% of Overall Score
Mastery (Weighted Index)	English: Reading	22.5%
	Math	22.5%
	Science	10%
	EL Progress	10%
Growth	Growth: Reading	12.5%
	Growth: Math	12.5%
Readiness	Chronic Absenteeism	10%

*The weighting within the Readiness is expected to change in year two of the new system.

MIDDLE SCHOOL

Component	Indicator	% of Overall Score
MASTERY [Weighted Index]	English: Reading	20%
	Math	20%
	Science	10%
	EL Progress	10%
Growth	Growth: Reading	10%
	Growth: Math	10%
Readiness	Chronic Absenteeism	10%
	Advanced Coursework	10%

*The weighting within the Readiness is expected to change in year two of the new system

HIGH SCHOOL

Component	Indicator	% of Overall Score
MASTERY [Weighted Index]	English: Reading	15%
	Math	15%
	Science	10%
	EL Progress	10%
Graduation	FGI (4 Year Adj)	15%
Readiness	Chronic Absenteeism	10%
	3 E's Framework	25%

*The weighting within the Readiness is expected to change in year two of the new system

HIGH SCHOOL- 3E's

APPENDIX: READY FOR LIFE: 3E FRAMEWORK

Enrollment

- 1.25 point: Earning an associate's degree
- 1 point: Earning **3+ credit-bearing, college ready scores** on exams, **3+ dual credit courses with a "B" grade**, or an **Early College Scholar certificate**
- 0.75 point: Earning **1-2 credit-bearing, college ready scores** on exams or **1-2 dual credit courses with a "B" grade**
- 0.5 point: **Completing** an exam or dual credit course with a "C" grade

Employment

- 1 point: CTE completer earning a state-approved industry recognized credential in a **high-demand, high wage** field as defined by VOEE
- 0.75 point: CTE completer earning a state-approved industry recognized credential in a **high-demand** field as defined by VOEE
- 0.5 point: CTE completer earning a state-approved industry recognized credential

Enlistment

- 1 point: AFQT (ASVAB) score of **65 or higher**
- 0.75 point: AFQT (ASVAB) score of **50-64**
- 0.5 point: Meeting the minimum **Military Entrance Score (AFQT/ASVAB) of 31**

These scores are equivalent to the careers in employment component.

New System

New System (Sample: Applied to 555 Students)

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Pass Advanced	1.25	200	250	$\frac{565}{555} \times 100$	102
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Total		555	565		

MIDDLE SCHOOL

Component	Indicator	% of Overall Score	Performance	Adjusted	Projected Rating
MASTERY [Weighted Index]	English: Reading	20%	102		On Track or Off Track
	Math	20%	96		
	Science	10%	87		
	EL Progress	10%	100		
Growth	Growth: Reading	10%	69		
	Growth: Math	10%	80		
Readiness	Chronic Absenteeism	10%	97		
	Advanced Coursework	10%	28		

*The weighting within the Readiness may not be accurate as it has been presented differently on different documents.

MIDDLE SCHOOL

Component	Indicator	% of Overall Score	Performance	Adjusted	Projected Rating
MASTERY [Weighted Index]	English: Reading	20%	102	20.4	On Track or Off Track
	Math	20%	96		
	Science	10%	87		
	EL Progress	10%	100		
Growth	Growth: Reading	10%	69		
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MASTERY [Weighted Index]	English: Reading	20%	102	20.4	85.7
	Math	20%	96	19.2	
	Science	10%	87	8.7	
	EL Progress	10%	100	10	
Growth	Growth: Reading	10%	69	6.9	
	Growth: Math	10%	80	8	
Readiness	Chronic Absenteeism	10%	97	9.7	
	Advanced Coursework	10%	28	2.8	

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Performance Categories

Distinguished	On Track	Off Track	Needs Intensive Support
90 points and above	80-89 points	65-79 points	Below 65 points
<p>Schools are exceeding the state's expectation for growth, achievement, and readiness.</p> <p>Schools serve as models of best practices from which others learn.</p>	<p>Schools are meeting the state's expectation for growth, achievement, and readiness.</p> <p>Schools have access to general state supports and may also receive support for student groups.</p>	<p>Schools are not meeting the state's expectation for growth, achievement and readiness.</p> <p>Schools will receive additional support from VDOE.</p>	<p>Schools are significantly not meeting the state's expectation for growth, achievement, and readiness.</p> <p>Schools will receive more intensive support (Tier 3) from VDOE.</p>

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Next Steps

- Monitor Changes
- Advocate for Appropriate Representation
- Adjust Models to Reflect Changes
- Continue Overall School Improvement Efforts
- Increase Pass Scores
- Focus on Advanced Achievement