



**POWHATAN COUNTY PUBLIC SCHOOLS**



# Assessments and Accreditation

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October 12, 2021

# 2021-2022 Accreditation



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Accreditation ratings were waived for both the  
2020- 2021 and 2021-2022 accreditation years.

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**The calculation of school accreditation will resume with the  
2022-2023 ratings based on data from 2021-2022.**

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- The VDOE plans to combine data from the 2017- 2018, 2018-2019, and 2021-2022 school years to calculate the three-year rates used to determine accreditation indicator performance levels in the 2022-2023 accreditation year.
  - Improvement criteria for performance level increases will compare data from the 2018-2019 school year to that of the 2021-2022 school year.
  - Use of Student Growth Assessment
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# Accreditation Calculations

## All Students

### School Quality Indicators: Achievement of All Students

Indicator	Level One	Level Two	Level Three
English Combined Rate	At least 75% OR 10% decrease in failure if previously Level Two	66-74% OR 10% reduction in failure if previous rate 50-65%	65% or lower OR Level Two for more than four consecutive years
Math Combined Rate (Elementary and Middle)	At least 70% OR 10% decrease in failure if previously Level Two	66-69% OR 10% reduction in failure if previous rate 50-65%	65% or lower OR Level Two for more than four consecutive years
Math Pass Rate (High Schools)	At least 70% OR 10% decrease in failure if previously Level Two	66-69% OR 10% reduction in failure if previous rate 50-65%	65% or lower OR Level Two for more than four consecutive years
Science Pass Rate	At least 70% OR 10% decrease in failure if previously Level Two	66-69% OR 10% reduction in failure if previous rate 50-65%	65% or lower OR Level Two for more than four consecutive years

## Achievement Gaps

### School Quality Indicators: Achievement Gaps

Indicator	Level One	Level Two	Level Three
English Achievement Gaps	No more than one student group at Level Two in English	Two or more student groups at Level Two in English; no more than one at Level Three	Two or more student groups at Level Three in English
Math Achievement Gaps	No more than one student group at Level Two in Math	Two or more student groups at Level Two in Math; no more than one at Level Three	Two or more student groups at Level Three in Math

## Student Engagement

### School Quality Indicators: Student Engagement

Indicator	Level One	Level Two	Level Three
Graduation and Completion Index (High Schools)	At least 88 OR 2.5% increase if previously Level Two	81-87 OR 2.5% increase if previously Level Three	80 or lower OR Level Two for more than four consecutive years
Dropout Rate (High Schools)	0-6% OR 10% decrease if previously Level Two	7-9% OR 10% decrease if previously Level Three	10% or higher OR Level Two for more than four consecutive years
Chronic Absenteeism	0-15% OR 10% decrease if previously Level Two	16-24% OR 10% decrease if previously Level Three	25% or higher OR Level Two for more than four consecutive years
College, Career and Civic Readiness (High Schools)	At least 85%	71-84%	70% or lower OR Level Two for more than four consecutive years

Accredited – Schools with all school quality indicators at either Level One or Level Two.

Accredited with Conditions – Schools with one or more school quality indicators at Level Three.

← Accreditation Denied – Schools that fail to adopt or fully implement required corrective actions to address Level Three school-quality indicators. →

# Student Engagement



## Graduation and Completion Index

2021 equivalent to  
Level 1

**2021 – 96%**

2020 – 97.54%

2019 – 96.2%

## Dropout Rate

2021 equivalent to  
Level 1

**2021 – 1.4%**


2020 – 1.72%

2019 – 2.92%

## College, Career and Civic Readiness

TBD

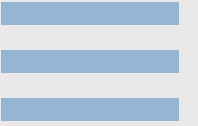
Metrics are still being developed.



The index awards full credit for students who earn a Board of Education-approved diploma and partial credit for other outcomes



# College, Career and Civic Readiness



	16-17	17-18	18-19	19-20*	20-21**
<b>State Licensures</b>	10	12	11	5	8
<b>Industry Certifications</b>	391	479	495	466	476
<b>Total Credentials Earned</b>	401	491	506	471	484
<b>Total Number of CTE Sections - PMS and PHS</b>	123	146	132	135	150
<b>Total Enrollment - PMS and PHS</b>	2382	2480	2343	2274	2596

\* March 2020 -School Closure

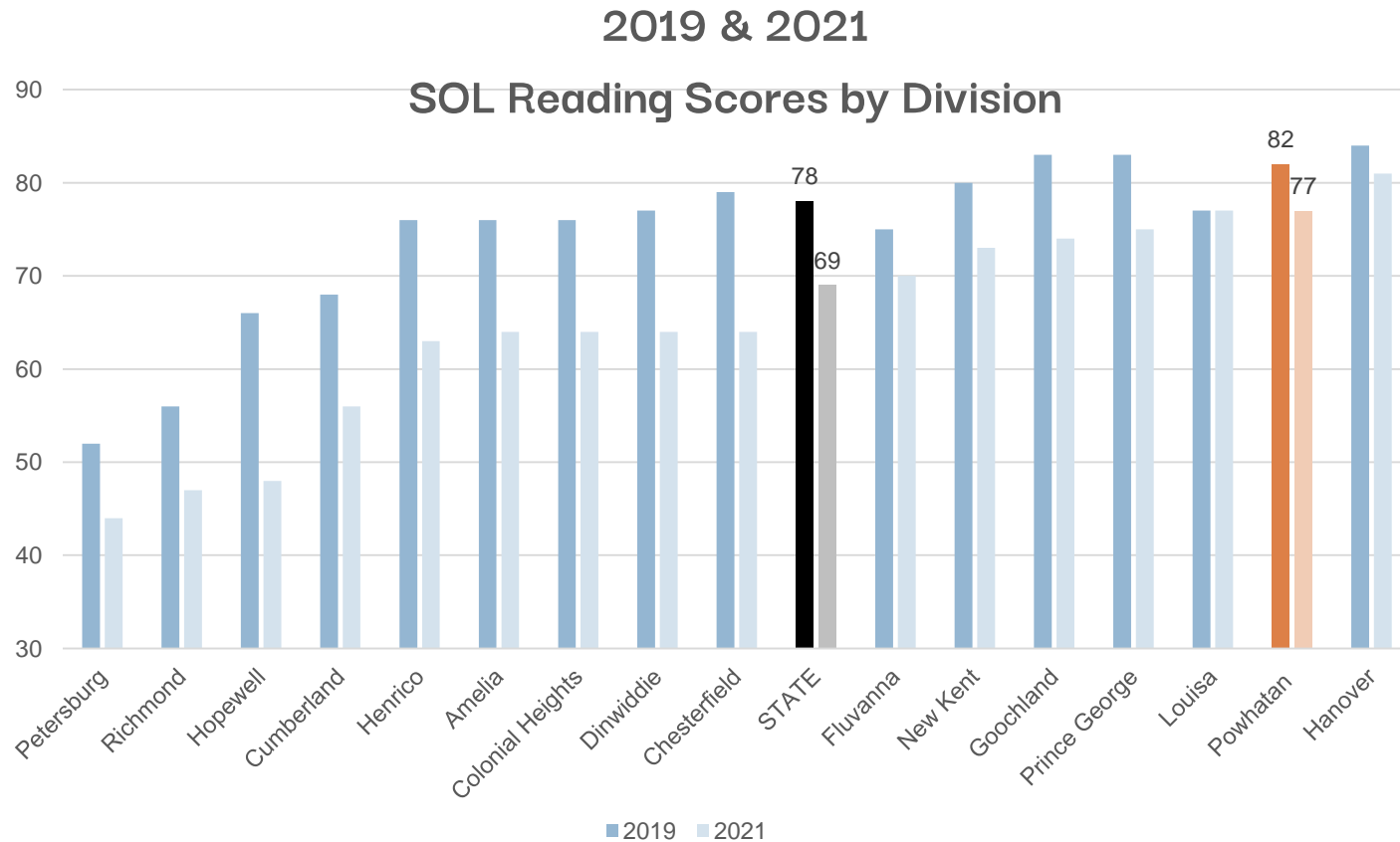
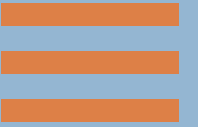
\*\* Hybrid Model

## CTE Credentials

- Early Childhood Education Exam
- Education Fundamentals Exam
- Cosmetology Licensure Exam
- Nail Technician Exam
- W!SE Financial Literacy
- MOS – PowerPoint, Word, Excel, Expert Exams
- NCCT Core Introductory Craft Exam
- ServSafe Manager Certification Exam
- Prostart Level 1: Restaurant Exam 1
- Prostart Level 2: Restaurant Exam 2
- Certified Nursing Assistant
- CKC Basic Canine Care and Handling Level 1



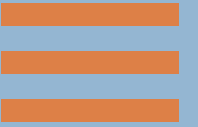
# 2019 & 2021 Reading SOLs – Division Results



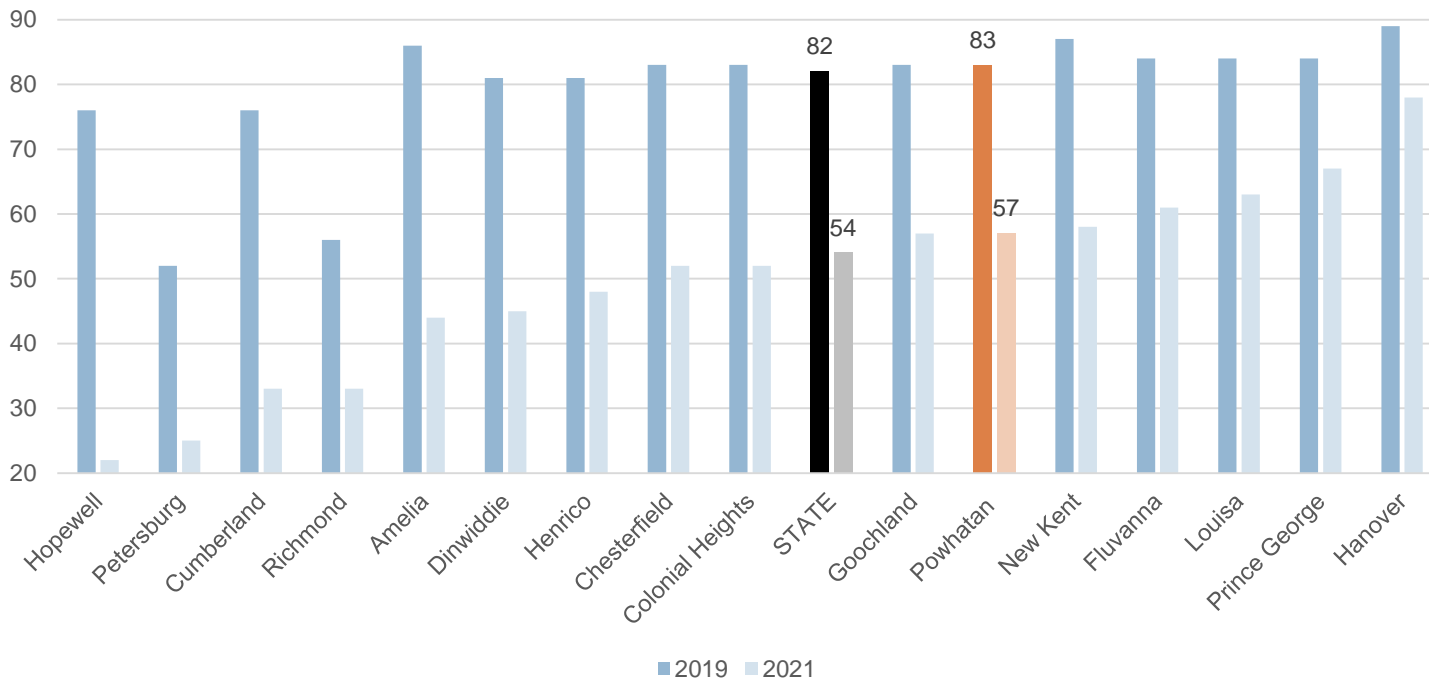
**3<sup>rd</sup>** of 17 regional divisions in 2019; **2<sup>nd</sup>** of 17 regional divisions in 2021  
**3<sup>rd</sup>** among regional divisions for % change between 2019 and 2021

	2019	2021
Amelia	76	64
Chesterfield	79	64
Colonial Heights	76	64
Cumberland	68	56
Dinwiddie	77	64
Fluvanna	75	70
Goochland	83	74
Hanover	84	81
Henrico	76	63
Hopewell	66	48
Louisa	77	77
New Kent	80	73
Petersburg	52	44
<b>Powhatan</b>	<b>82</b>	<b>77</b>
Prince George	83	75
Richmond	56	47
<b>STATE</b>	<b>78</b>	<b>69</b>

# 2019 & 2021 Math SOLs – Division Results



2019 & 2021  
SOL Math Scores by Division

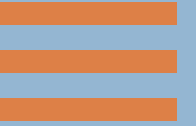


**5<sup>th</sup>** of 17 regional divisions in 2019; **6<sup>th</sup>** of 17 regional divisions in 2021  
**5<sup>th</sup>** among regional divisions for % change between 2019 and 2021

	2019	2021
Amelia	86	44
Chesterfield	83	52
Colonial Heights	83	52
Cumberland	76	33
Dinwiddie	81	45
Fluvanna	84	61
Goochland	83	57
Hanover	89	78
Henrico	81	48
Hopewell	76	22
Louisa	84	63
New Kent	87	58
Petersburg	52	25
<b>Powhatan</b>	<b>83</b>	<b>57</b>
Prince George	84	67
Richmond	56	33
<b>STATE</b>	<b>82</b>	<b>54</b>

# Impacts on SOLs in 2021

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## Learning Models

- 4<sup>th</sup> and 5<sup>th</sup> grade were *hybrid and fully face to face* or *fully virtual*. PMS and PHS were *hybrid* or *fully virtual*
- Focused on maximizing face-to-face time for direct instruction, not review and test preparation
- Participation varied widely whether students in-person or virtually, and on decisions by parents on whether to send their children to secure school settings for SOL testing

## Essential Knowledge

- Specialists, coaches, and teachers identified essential knowledge for instruction in 20-21
- Teachers had to incorporate unfinished learning from Spring 2020 into 20-21 instruction
- Instruction on content tested per the SOL blueprints may have been limited to maximize learning in content required for subsequent course work

## Procedural Notes

- The state waived accreditation (SOL-focused) to maximize teaching and learning time
- No expedited re-takes except for HS students with graduation requirements
- No major review ahead of testing
- 3<sup>rd</sup> and 4<sup>th</sup> graders had never participated in online state testing





# Questions?

Comments?

