

OVERVIEW OF THE SOL INNOVATION COMMITTEE AND RECOMMENDATIONS

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Assessment 2.0 Subcommittee Chair

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Senate Finance Education Subcommittee



Overview

- Bipartisan committee of 40 members established by the General Assembly in 2014
- The Committee's focus is to ensure Virginia has an accountability system that is fair, balanced, and supportive of this vision as the Commonwealth prepares our students for success beyond their high school years.
- Charged with reforming Virginia's current system and to think creatively about the future of Virginia's Standards of Learning (SOLs), assessments, and accountability
- Subcommittees:
 - Elementary
 - Secondary
 - Accountability 2.0
 - Assessment 2.0

Initial Recommendations and Policy Changes

- Revised Standards of Accreditation to acknowledge school's progress in meeting benchmarks
- High school innovation grants
- Increased funding for both expedited re-takes and movement towards Computer Adaptive Testing
- Elimination of the 140 hour seat time requirement
- Provided additional professional development supports at the local level for alternative measures of growth

Fall 2015 Recommendations

- **Statement of Principle 1:** Virginia's education system should prepare our students for success in post-secondary education, the workforce, and participation as productive citizens.
 - Creation of Profile of a Virginia Graduate
 - New framework for assessing student learning
 - High school redesign
 - Use of fair, valid, developmentally appropriate student growth measures (such as Computer Adaptive Testing)
 - Coordinated PK-20 educational system

Fall 2015 Recommendations

- **Statement of Principle 2:** Appropriate changes to Virginia's existing accountability system can occur by increasing state's emphasis on measures of individual student growth while rebalancing the emphasis on students passing standardized tests.
 - Use of a variety of school quality indicators
 - School Quality Profiles and dashboard
 - Refined accountability system

Are Virginia graduates prepared for college, career, and citizenship?



Portrait of a Graduate

- Profile should consider:
 1. Critical Thinking
 2. Creative Thinking
 3. Collaboration
 4. Communication
 5. Citizenship
- Fairfax County Public Schools and Henry County Public Schools currently have profiles.

Proposed Framework for Assessing Student Learning

<i>Formative Classroom Assessment Pre-K through 12</i>				
Primary	Upper Elementary	Middle School	Early High School	Advanced High School
Diagnostic Assessment Measure for Reading/Language (not used for accountability ratings)	Growth Measure (e.g. CAT) for Mathematics Grades 3-5	Growth Measure (e.g. CAT) for Mathematics Grades 6-8	Achievement Measure for Algebra I, Geometry, and Algebra II (at least 1 Required)	Option 1: Earn Industry or Workplace Credential
Diagnostic Assessment Measure for Math Literacy (not used for accountability ratings)	Growth Measure (e.g. CAT) for Reading Grades 3-5	Growth Measure (e.g. CAT) for Reading Grades 6-8	Achievement Measure for High School Reading by Grade 10	Option 2: Successfully Complete an Apprenticeship and/or Internship
	Locally Administered and Scored Performance Assessment for Virginia Studies (Grade 4 or 5)	High Quality Civics Assessment* with Writing Component (Grade 7 or 8)	High Quality Science Assessment* (Earth Science or Biology) with Writing Component (at least 1 Required)	Option 3: Complete a series of Dual Enrollment or AP Courses (Early College)
	High Quality Science Assessment* with Writing Component (Grade 5)	High Quality Science Assessment* with Writing Component (Grade 7 or 8)	Option for Substitute tests (e.g. PSAT or VPT) to meet graduation requirements for ELA and Mathematics	Option 4: Complete Traditional High School Program and Successfully Complete a Locally Scored Portfolio Assessment
<p><i>English Language Learners – English Language Proficiency Measure (e.g. WIDA ACCESS for ELLs (K-12))</i> <i>Students with Significant Disabilities – Alternate Assessment (e.g. Virginia Alternate Assessment Program (K-12))</i></p>				

Computer Adaptive Testing (CAT)

HB30/SB30 includes \$5 million as one time cost to shorten additional SOL tests by converting to the CAT format

- Customizes test questions for each student, allowing for an accurate assessment of student achievement with fewer questions
- Rather than each student taking a previously developed version of the test with a pre-determined set of test questions, the computer customizes the items administered to the individual student.
- Therefore, fewer questions are necessary in these tests to accurately determine each student's achievement level. With this innovative technology, SOL test length can be reduced by 30%.
- CAT tests can also yield more institutionally useful information and measure student growth better than the current format.
- With this funding, by the end of the 2016-17 school year, all math and reading SOL tests in grades 3-8 will be converted to the new format.



High School Redesign

- First two years focus on developing core skills sets
- Later years focus on college and career readiness
 - Internships/apprenticeships
 - Early college
 - Workplace and career readiness certifications
 - Student portfolio
- Requires revision of graduation requirements and replacement/elimination of certain end-of-course assessments
- Allows flexibility for innovative course development, professional development for high school teachers, additional support and guidance for students, and ongoing partnerships with business and higher education community

High School Innovation Grants

HB30/SB30 includes \$500,000 in implementation grants and additional innovation grants in support of SOL Innovation Committee to enhance creativity and innovation in high school

- **Richmond Region** – Richmond Regional School for Innovation-CodeRVA
- **Fairfax County** - Global STEM Challenges Program
- **Newport News** – Student-Centered College-, Career-, and Citizen-Ready Micro Academies
- **Salem** – Personalized Learning Connecting Students to their Future
- **Williamsburg-James City County** – High School by Design

Proposed Legislation

SB 336 (Miller); HB 895 (Greason and Landes):

- Current design and structure does not make it easy to expose students to careers or earn practical skills and credentials
- This legislation will direct the Board of Education to develop a new Profile of a Graduate to define core competencies; from there they are to redefine graduation requirements and create flexible pathways for students to get there
- It will create more pathways to college and career readiness, to include opportunities for internships, credentials, and on the job training, while maintaining high expectations and rigor.