

Context for Consideration of the Next Phase of the Standards of Accreditation (SOA) Graduation and Accountability

Dr. Cynthia A. Cave

Assistant Superintendent for Policy and Communications

March 2016

BOARD OF EDUCATION

October 22, 2014: BOE Retreat

- Review of history and context of Virginia's accountability system, current regulations, and pending 2013 proposals
- Proposed revisions included elimination of the 140 clock hour requirement for a standard credit, with demonstration of mastery of course content
- Discussion of the meaning of college and career-ready
- Examination of accountability factors used/proposed by other states
- Discussion of what accountability could look like for the next generation of learning and for driving school improvement

November 20, 2014 Withdrawal of Pending Revisions in the SOA for Comprehensive Review

- Revisions of SOA adopted October 2013
- BOE withdrew pending proposed revisions to SOA in order to consider a more comprehensive and extensive review

April 22, 2015 BOE Retreat

- Section-by-section review of the SOA and potential revisions
- Extensive discussion of issues and staff proposals, including changes to graduation requirements, assessments and accreditation procedures
- Potential approaches discussed affected standard and verified credits, use of "real work" experience in learning as part of graduation, competency-based tests, multiple factors leading to accreditation; knowledge and skills mastered upon graduation

BOE Committee on School and Division Accountability: 2015

Identification of short-term and long-term systemic changes to graduation and accountability system

Focus for committee work:

- Redesigned Report Card: data and schematic
- Review of revisions for “Fast Track” SOA
- Development of new accreditation ratings

July 2015 Board of Education Adoption of Fast Track SOA

- Effective October 2015
- Accreditation ratings reflecting improvement and near attainment of benchmarks for academics and graduation rates
- Waiver of 140 hour clock hour requirement according to BOE developed guidelines
- Implementation of legislative requirements for graduation (career and technical, health, biliteracy diploma seal)

BOE Committee on School and Division Accountability: 2015, cont.

- September meeting included *Briefing on State Exemplars for Graduation and Accountability*
- October meeting included introduction of definition and framework for expected knowledge, skills, and competencies of a Virginia graduate including:
 - Workplace skills
 - Content knowledge
 - Community and civic engagement
 - Personal understanding of career pathways

BOE Committee on School and Division

Accountability: 2016

- January meeting included discussion of graduation concepts, profile of a graduate, graduation requirements, verifying credits, “strawman” Virginia diploma
- February 2016 meeting included influences from other States in developing “Profile of a Graduate” and further discussion of possible elements of Virginia Diploma

STANDARDS OF LEARNING INNOVATIONS COMMITTEE

Created by HB 930 in 2014 legislative session

- Purpose: provide Board of Education and General Assembly with suggestions about Standards of learning assessments, student growth measures, and innovative teaching in the classroom

Full committee meetings of July and September 2014

- Included briefings on current accountability and assessment systems

October 2014 Secondary Subcommittee Meeting

- Included briefings on Carnegie alternatives and high school innovations and assessment innovators

November 2014 Committee Interim Recommendations

- Revise SOA accreditation ratings to recognize progress and significant growth and to provide flexibility in accreditation cycles
- Provide incentives for school divisions to provide alternative ways for students to accrue standard credits and earn verified credits beyond testing
- Expand availability of locally awarded verified credits if proficiency is demonstrated in alternative assessment
- Revise Standards of Learning to reflect complexity of knowledge and skills needed for global community
- Consider revisions to SOA to give attention to skills supporting success in college, career, and citizenship

October 2015 Committee Recommendations

- BOE, in cooperation with stakeholders, should develop a Profile of a Virginia Graduate, including critical thinking, creative thinking, collaboration, communication, and citizenship
- Identify knowledge and skills to meet profile expectations
- Adjust high school graduation requirements for attainment of core knowledge and skills in early years and alternative paths to college and career readiness in later years
- Update the Standards of Learning
- Identify types and timing of assessments that align with the Profile
- Measure individual student growth in accountability system and revise accountability system to include a variety of school quality indicators

General Assembly Actions

2014 Legislation

- Required that the Board consider computer science course credits to be counted as sciences, mathematics, or career and technical educations credits
- Reduced the number of Standards of Learning assessments in grade three through eight to 17, with testing in third grade only to be for mathematics and English reading
- Delayed the A-F school performance grading system by two years

2015 Legislation

- Provided for the waiver of 140 clock hours on instruction to earn a standard unit of credit at the local level, based on Board guidelines addressing demonstration of learning content and skills
- Repealed A-F grading system
- Provided for redesign of School Performance Report Card; multi-year review of school accreditation status; and promulgation of regulations for school accreditation rating to recognized progress and growth
- Provided for expedited retakes at all grade levels; provided for integration of end-of-course and end-of grade assessment in multiple subject areas

2016 Legislation

Graduation: High School Redesign

HB 895 (Greason) and SB 336 (Miller)

- Requires Board to develop a Profile of a Virginia Graduate and provides for high school redesign
- Removes existing Code language specifying types of diplomas and credits (standard and verified)
- Profile of a Graduate identifies knowledge and skills that students should attain
- Board is to consult with stakeholders
- Profile of a Graduate must include consideration of critical thinking, creative, thinking, collaboration, communication, and citizenship

Profile of graduate/high school redesign cont.

- Provides for emphasis by Board in development of core skills sets in early years of high school, and then establishment of multiple paths towards college and career readiness in the later years, including opportunities for internships, externships, and credentialing
- Currently includes timeline for Board of Education action
- Applies to freshmen after July 1, 2018

2016 Legislation: Assessments

- Four bills introduced and incorporated in bill carried over to 2017 that provide that Standards of learning (SOL) assessments In all grades cannot exceed minimum federal requirement SB 203 (Miller)
- Bill to specify length of SOL assessments carried over to 2017
SB 428 (Miller)
- Bill passed and communicated to Governor to exclude opting out of SOL assessments in accreditation calculations
SB 427 (Miller)

2016 Legislation: SOL Innovations Committee

- Adjust the membership provisions of the SOL Innovations Committee and establish voting procedures; requires the Committee to make recommendations to the Board of Education, with the Board reporting any recommendations it adopts or endorses to the General Assembly

HB 894 (Greason)

- Includes a study of number, subjects, and compositions of standardized tests given to high school students, with a report to the Board and to the General Assembly

HB 525 (LeMunyon)

2016 Legislation: Accreditation

SB 368 (McDougle)

- Requires the Board to review accreditation status of school once every three years if the school has been fully accredited for three consecutive years
- Permits Board to review accreditation status of certain schools once every two years or once every three years, with multiyear accreditation status conveyed with a multiyear correction action plan
- Permits Board to require a division-level academic review if failure of schools within the division related to school division action or inaction, and requires each school board to submit a corrective action pan after the review to the Board for approval
- Permits the Board to return corrective action plan to school board with directions for amendments, if the Board finds it is not sufficient to enable school within the division to achieve accreditation

Thank You