

Virginia Board of Education Agenda Item



Agenda Item: Q

Date: June 27, 2013

Title	First Review of Proposed Growth Indicators in Response to the 2013 Acts of the Assembly		
Presenter	Mrs. Shelley Loving-Ryder, Assistant Superintendent, Division of Student Assessment and School Improvement		
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Purpose of Presentation:

Action required by state or federal law or regulation.

Previous Review or Action:

No previous review or action.

Action Requested:

Other. Specify below:

Action: First review

Alignment with Board of Education Goals: Please indicate (X) all that apply:

X	Goal 1: Accountability for Student Learning
	Goal 2: Rigorous Standards to Promote College and Career Readiness
	Goal 3: Expanded Opportunities to Learn
	Goal 4: Nurturing Young Learners
	Goal 5: Highly Qualified and Effective Educators
	Goal 6: Sound Policies for Student Success
	Goal 7: Safe and Secure Schools
	Other Priority or Initiative. Specify:

Background Information and Statutory Authority:

Goal 1: The approval of growth indicators for the use in the Standards of Accreditation, teacher evaluation and a school rating system will support accountability for students learning.

The 2013 Acts of Assembly, Chapter 672, requires the Virginia Board of Education (Board), by July 31, 2013, to approve student growth indicators for use in the Standards of Accreditation and teacher evaluations. This legislation also requires the Board, by October 1, 2014, to report individual school performance based on an A-F grading system that must include student growth indicators in addition to accreditation and state and federal accountability requirements. The Board is required by October 1, 2014, to make both the grading system and individual school grades available to the public and provide a summary report to the General Assembly. The legislation provides a definition of "student growth" for purposes of assigning grades to individual schools.

2013 Acts of Assembly Chapter 672 (HB 1999)

An Act to require the Board of Education to develop a grading system for individual school performance.

Be it enacted by the General Assembly of Virginia:

1. § 1. The Board of Education shall approve student growth indicators by July 31, 2013. The Department of Education shall provide a report to the Governor and the General Assembly on the approval of the student growth indicators and their uses by December 1, 2013. The growth indicators shall be used in the standards of accreditation of schools and in teacher evaluations.

§ 2. The Board of Education shall report individual school performance using a grading system that includes the standards of accreditation, state and federal accountability requirements, and student growth indicators in assigning grades. The grading system shall be based on an A-to-F grading scale. The Board, by October 1, 2014, shall (i) assign a grade from A to F to each public school in the Commonwealth; (ii) make both the system and the grade assigned to each school in the Commonwealth available to the public; and (iii) report to the General Assembly a summary of the system and the assigned grades.

§ 3. As used in this act, for purposes of assigning grades, "student growth" means (i) whether individual students on average fall below, meet, or exceed an expected amount of growth based on a statewide average or reference base year on state assessments or additional assessments approved by the Board; (ii) maintaining a proficient or advanced proficient performance level on state assessments; or (iii) making significant improvement within the below basic or basic level of performance on reading or mathematics assessments as determined by the Board.

Summary of Important Issues:

Proposed growth indicators in reading and mathematics to be used in the development of a school grading system and for accrediting schools will be presented to the board. Student growth indicators for high schools include college and career readiness measures.

The Board of Education approved a policy on student growth indicators for purposes of teacher evaluations in the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers*, Performance Standard 7, on April 28, 2011. This student academic progress policy for purposes of teacher evaluations has been in effect since July 1, 2012. Student growth indicators may include the Board's growth indicators for school grading and accreditation, if appropriate for the teacher's assignment. A copy of the proposed growth indicators is attached.

Impact on Fiscal and Human Resources:

Costs will be absorbed within the Department's of Educations existing resources.

Timetable for Further Review/Action:

Final Review---July 25, 2013

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board accept for first review the proposed growth indicators for use in the Standards of Accreditation, a school grading system, and teacher evaluations.

Draft Proposal June 26, 2013

Student Growth Indicators Approved by the Board of Education In Response to 2013 Acts of Assembly, Chapter 672

Background and Statutory Authority

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This legislation also requires the Board, by October 1, 2014, to report individual school performance based on an A-F grading system that must include student growth indicators in addition to accreditation and state and federal accountability requirements.

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§ 3. As used in this act, for purposes of assigning grades, "student growth" means (i) whether individual students on average fall below, meet, or exceed an expected amount of growth based on a statewide average or reference base year on state assessments or additional assessments approved by the Board; (ii) maintaining a proficient or advanced proficient performance level on state assessments; or (iii) making significant improvement within the below basic or basic level of performance on reading or mathematics assessments as determined by the Board.

The Board of Education shall approve student growth indicators—criteria for determining growth— for purposes of developing a school grading system and accrediting schools based on reading and mathematics state assessments or additional assessments approved by the Board in reading and mathematics. Student growth indicators for high schools shall include college and career readiness measures approved by the Board.

The Board will establish in the school grading formula the role of student growth indicators and the criteria for approving assessments other than the state assessments to measure student growth. The Board will establish the school grading formula by October 1, 2013 and report individual school grades by October 1, 2014.

The Board will include in the *Regulations for Accrediting Public Schools in Virginia* the role of student growth indicators and the criteria for approving assessments other than the state assessments to measure growth for school accreditation.

Criteria for Approving Additional Student Growth Assessments

The Board of Education may from time to time approve reading and mathematics assessments other than the state assessments to measure student growth for the purposes of accreditation and assigning grades to individual schools. In order for a test to be considered by the Board for approval as an additional assessment to enable schools to meet student growth indicators approved by the Board, the test must, at a minimum, meet the following criteria:

1. The test must be standardized and graded independently of the school or school division in which the test is given;
2. The test must be knowledge based;
3. The test must be
 - i. administered on a multistate or international basis, or
 - ii. administered as part of another state's accountability assessment program, or
 - iii. listed on the Virginia Department of Education Student Growth Assessment state contract as an approved student growth assessment for local use; and
4. To be counted in a specific academic area, the test must measure content that incorporates or exceeds the SOL content in the area for which student growth is required; and
5. The test must measure and report individual student growth relative to a year's worth of progress.

Elementary and Middle School Indicators

In elementary and middle schools, individual students who take the statewide reading and mathematics assessments or additional assessments approved by the Board in reading and mathematics for grades 4-8 and Algebra I, Geometry, and Algebra II shall be assigned a growth status based on the indicators approved by the Board.

In elementary and middle schools, student growth indicators shall include one or more of the following:

1. Percent of students taking the state reading assessment and
 - i. Maintaining a pass/proficient or pass/advanced performance level from one year to the next; or
 - ii. Moving to a higher performance level from one year to the next (progress from basic to proficient or above; progress from proficient to advanced); or
 - iii. Making significant improvement within the below basic or basic performance level (significance to be established after data available for standard setting)
2. Percent of students obtaining a student growth percentile (SGP) on the state reading assessment that indicates moderate or high growth
3. Percent of students obtaining a year's worth of progress as measured on additional reading assessments requested by a school division and approved by the Board
4. Percent of lowest performing 25 percent of students making growth on the state reading assessments or making a year's worth of progress as measured on additional reading assessments requested by a school division and approved by the Board
5. Percent of students taking the state mathematics assessment and
 - i. Maintaining a pass/proficient or pass/advanced performance level from one year to the next; or
 - ii. Moving to a higher performance level from one year to the next (progress from basic to proficient or above; progress from proficient to advanced); or
 - iii. Making significant improvement within the below basic or basic performance level (significance to be established after data available for standard setting)

6. Percent of students obtaining a student growth percentile (SGP) on the state mathematics assessment that indicates moderate or high growth
7. Percent of students obtaining a year's worth of progress as measured on additional mathematics assessments requested by a school division and approved by the Board
8. Percent of lowest performing 25 percent of students making growth on the state mathematics assessments or making a year's worth of progress as measured on additional mathematics assessments requested by a school division and approved by the Board

The Board of Education may from time to time approve additional student growth indicators and additional assessments for measuring student growth.

High School Indicators

High school students are not required to take annual state assessments in reading and mathematics; students meet college and career readiness indicators at different times during their high school career. To determine individual student growth, a growth status shall be assigned to each student at the end of the 12th grade based on the student meeting one or more growth indicators approved by the Board. Additional indicators of college and career readiness shall be approved by the Board and calculated as school-wide or cohort percentages of students.

In high schools, student growth indicators shall include one or more of the following:

1. Percent of graduates earning an advanced studies diploma
2. Percent of graduates earning a score of advanced/college path on one or more of the following Standards of Learning (SOL) tests
 - i. Algebra II
 - ii. EOC Writing
 - iii. EOC Reading
3. Percent of graduates earning a standard diploma and two or more Board-approved career and technical education credentials
4. Percent of graduates earning a standard diploma and at least 3 dual enrollment credits
5. Percent of graduates earning a standard diploma and "college ready" scores on SAT or the ACT

6. Percent of graduates earning a standard diploma and a score of “3” or greater on at least one Advanced Placement (AP) exam
7. Percent of graduates earning a standard diploma and “college ready” scores on at least one International Baccalaureate (IB) exam
8. Percent of graduates earning a standard diploma and successfully completing courses in Algebra II and Chemistry or earning passing scores on the state end-of-course exams
9. Percent of students participating in an AP, IB, or dual enrollment course out of the total number of 11th and 12th grade students (participants also include students in grades 9-10)
10. Percent of graduates earning a standard or advanced studies diploma who failed the Grade 8 reading or mathematics state assessment

The Board of Education may from time to time approve additional student growth indicators and additional assessments for measuring student growth.

Student Growth Indicators—Teacher Evaluations

The use of student growth indicators for evaluating teachers shall be consistent with the Board’s policy for rating Performance Standard 7 in the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers*, effective July 1, 2012.

Student growth indicators for purposes of evaluating teachers may include the Board’s growth indicators for school grading and accreditation, if appropriate for the teacher’s assignment. State assessments, additional assessments that already are being used locally, and other measures of student academic progress may be used to determine student growth. Appropriateness shall be determined at the local level.

Excerpts of the Board's *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers*, April 28, 2011 (pp.42-44) related to student academic progress follow.

Performance Standard 7: Student Academic Progress

The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

The Uniform Performance Standards and Evaluation Criteria incorporate student academic progress as a significant component of the evaluation while encouraging local flexibility in implementation. These guidelines recommend that student academic progress account for 40 percent of an individual's summative evaluation. There are three key points to consider in this model:

- 1. Student learning, as determined by multiple measures of student academic progress, accounts for a total of 40 percent of the evaluation.*
- 2. At least 20 percent of the teacher evaluation (half of the student academic progress measure) is comprised of student growth percentiles as provided from the Virginia Department of Education when the data are available and can be used appropriately.*
- 3. Another 20 percent of the teacher evaluation (half of the student academic progress measure) should be measured using one or more alternative measures with evidence that the alternative measure is valid. **Note:** Whenever possible, it is recommended that the second progress measure be grounded in validated, quantitative, objective measures, using tools already available in the school.*

It is important to understand that less than 30 percent of teachers in Virginia's public schools will have a direct measure of student academic progress available based on Standards of Learning assessment results. When the state-provided growth measure is available, it is important that the data be reviewed for accuracy and appropriateness before including in a teacher's performance evaluation. Guidance for applying student growth percentiles to teacher performance evaluation are provided in Figure 4.3. It is important to recognize that, there must be additional measures for all teachers to ensure that there are student academic progress measures available for teachers who will not be provided with data from the state, and to ensure that more than one measure of student academic progress can be included in all teacher's evaluations. Quantitative measures of student academic progress based on validated achievement measures that already are being used locally should be the first data considered when determining local progress measures; other measures are recommended for use when two valid and direct measures of student academic progress are not available.

In choosing measures of student academic progress, schools and school divisions should consider individual teacher and schoolwide goals, and align performance measures to the goals. In considering the association between schoolwide goals and teacher performance, it may be appropriate to apply the state growth measure -- student growth percentiles (SGP) -- as one measure of progress for teachers who provide support for mathematics or reading instruction. For example, a school-level median growth percentile could be applied to all teachers in a grade-level, department, or whole school as one of multiple measures for documenting student academic progress. This would be appropriate only if all teachers were expected to contribute directly to student progress in mathematics or reading. Ultimately, the choice of how to apply student growth percentiles to teachers who are supporting mathematics and reading achievement would be a local one; it is critical that decisions to apply SGP data to support teachers as part of their evaluation must be made in a manner that is consistent with individual, school or school division goals.

In considering schoolwide goals, school leaders could decide that all teachers would be evaluated, in part, based on state-provided student growth percentiles...

Other measures of student academic progress are critical for determining teacher impact on performance. To the extent possible, teachers and administrators should choose measures of student academic progress that are based on validated quantitative measures, and provide data that reflect progress in student learning. Validated assessment tools that provide quantitative measures of learning and achievement should be the first choice in measuring student academic progress. Often, a combination of absolute achievement, as measured by nationally validated assessments and goal setting (described later in this document) is appropriate.

There also are teachers for whom validated achievement measures are not readily available. In these situations, student goal setting provides an approach that quantifies student academic progress in meaningful ways and is an appropriate option for measuring student academic progress.