

Highlights of Progress and Activities Towards Meeting Board of Education Objectives

Deborah Jonas

Executive Director for Research and Strategic Planning

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Objective 1: Enhancing quality standards

Using college ready benchmarks to understand SOL results

Study of the relation between SAT scores and SOL scores*

- Student SAT scores were matched with SOL outcomes for Virginia's students
 - Matched students include 58 and 56 percent of *all* students in the 2005 and 2006 graduating classes;
 - Matching included more than 90 percent of students who participated in SAT testing.
- Analyzed how SOL proficiency levels relate to “College Ready Benchmarks” established by the College Board (Kobrin, 2007).
- College Board “College Ready” Benchmarks on SAT are based on the probability that a student will succeed in the first year of college.
 - High benchmark: $\geq 65\%$ chance of earning 2.7 GPA or higher
 - Low benchmark: $\geq 65\%$ chance of earning 2.0 GPA or higher

*VDOE analyses conducted with technical assistance from Laura Holian, REL Appalachia Field Scientist. Results apply only to students who participated in SOL *and* SAT testing. SAT test-takers may not be representative of Virginia's population.

Kobrin, J. L. (2007). Determining SAT benchmarks for college readiness. (College Research Note No. RN-30). New York, NY: College Board.

Using college ready benchmarks to understand SOL results

Percent of students scoring at or above SAT benchmarks and each SOL proficiency level

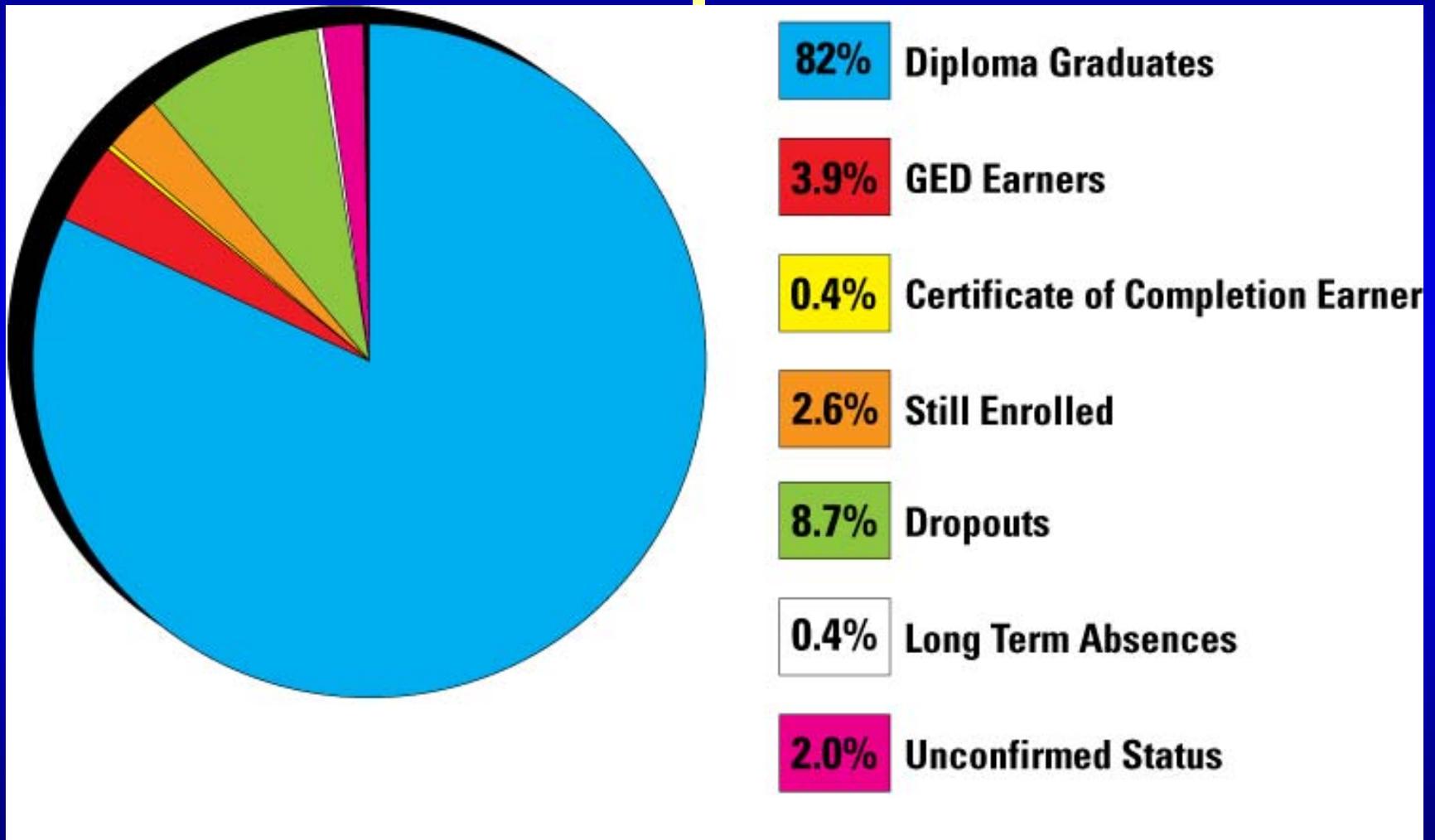
SOL	<i>At or above Low SAT Benchmark*</i>		<i>At or above High SAT Benchmark*</i>	
	Proficient (SOL)	Advanced Proficiency (SOL)	Proficient (SOL)	Advanced Proficiency (SOL)
Algebra I	90 %	100 %	10 %	49 %
Algebra II	94 %	99 %	10 %	44 %
Geometry	92 %	100 %	8 %	49 %
Reading	89 %	99 %	7 %	43 %
Writing	87 %	100 %	6 %	40 %

*Content specific benchmarks were used (e.g., Algebra I SOL scores compared with SAT mathematics scores).

Suggests that both the proficient and advanced levels on end-of-course SOL assessments are associated with college readiness.

Objective 2: Increase academic success for all students

High school graduation and dropout



Source: VDOE Cohort Report generated March 30, 2009

Challenges remain for many Virginia students

Subgroup	% Graduated On-Time	% Completed school on time	% Still Enrolled	% Dropout	% Long-term leave	% Unconfirmed status
All Students	82.1%	86.3%	2.6%	8.7%	0.4%	2.0%
Female	85.0%	88.4%	2.1%	7.4%	0.4%	1.7%
Male	79.2%	84.3%	3.1%	9.9%	0.4%	2.2%
Black	73.9%	78.0%	4.8%	12.6%	0.7%	3.9%
Hispanic	71.5%	75.2%	2.9%	19.9%	0.3%	1.6%
White	85.9%	90.4%	1.7%	6.3%	0.3%	1.3%
Asian	93.4%	94.5%	1.3%	3.6%	0.1%	0.5%
American Indian	75.7%	79.3%	5.0%	13.9%	0.0%	1.8%
Native Hawaiian	85.2%	89.8%	3.4%	4.6%	0.0%	2.3%
Other	90.5%	92.4%	1.8%	4.7%	0.1%	0.9%
Students with Disabilities	81.8%	86.4%	n/a	13.5%	0.0%	0.2%
Identified as Disadvantaged	70.6%	77.5%	4.7%	13.5%	0.7%	3.6%
Limited English Proficient	69.2%	72.0%	n/a	27.0%	0.0%	0.7%
Identified as Migrant	75.4%	80.7%	0.0%	15.8%	0.0%	3.5%
Homeless	60.2%	65.1%	10.6%	18.7%	2.0%	3.6%

Postsecondary enrollment

Postsecondary enrollment	Year Graduated/Completed High School		
	2006	2007	2008
Enrolled within one year	Percent enrolled		
4-year institution	38%	38%	37%
2-year institution	22%	24%	25%
Less than 2 year institution	< 1%	< 1%	< 1%
Total	60%	63%	62%
Enrolled anytime since high school completion			
4-year institution	40%	40%	37%
2-year institution	29%	28%	25%
Less than 2 year institution	< 1%	< 1%	< 1%
Total	69%	68%	62%

Preliminary analyses of data from the National Student Clearinghouse.

Postsecondary credentials

	2-year institution	4-year institution*	Less than 2-year institution
Class of 2006 (2.5 years since HS graduation)			
Number of postsecondary degrees earned	1901	163	41
Percent of high school graduating class	3 %	< 1%	<1%
Percent of students enrolled in postsecondary institution	11 %	< 1%	30 %
Class of 2007 (1.5 years since HS graduation)			
Number of postsecondary degrees earned	312	14	1
Percent of high school class	< 1%	< 1%	< 1%
Percent of students enrolled in postsecondary institution	2%	< 1%	< 1%

Preliminary analyses of data from the National Student Clearinghouse.

*Includes students who earn 2-year degrees from 4-year institutions.

**Objective 3: Support
accountability for all schools**

School accountability

	2003-2004*‡	2008-2009‡
Fully accredited Schools	78%	95%
Made AYP: Schools	55%	74%
Made AYP: Divisions	14%	41%

*First year AYP was calculated.

‡Results are based on test data from the prior school year.

School accountability (cont'd)

Virginia has fewer chronically low-performing schools, defined as schools that were accredited with warning for three consecutive years

School accreditation year	Number identified	Percent identified
2008-2009	33	2%
2007-2008	42	2%
2006-2007	58	3%

New VDOE tools to support school improvement

- 9th grade early identification tool
 - Data tool
 - Tool kit explaining and demonstrating through video clips the use of the tool
 - Can be used as part of the Academic Review process for high schools
- Watch list report (K-12 resource)
 - Will be available through Virginia's Education Information Management System (EIMS)
 - Provides school and student level "flags" for:
 - Attendance
 - SOL performance
 - Students two or more years overage for grade
 - Students who were retained.
- Postsecondary enrollment data that can help schools understand who is and who is not moving on to postsecondary education.

VIP program

Virginia Index of Performance is intended to measure the extent to which students are progressing towards advanced proficiency levels in reading, mathematics, science, and history and social science and on other indicators of school and student performance.

- VIP achievement measure is calculated using weighted student scores on Standards of Learning assessments.
- Scores are weighted according to the achievement levels of basic, proficient, and advanced with the advanced level having the highest weight.
- The VIP score is determined by adding up to five additional points to the achievement measure.

Additional measures

- ✓ Increase the percentage of third graders reading on grade level (95% state goal);
- ✓ Increase the percentage of students enrolled in Algebra I by grade 8 (45% state goal);
- ✓ Increase the percentage of high school students taking Advanced Placement, International Baccalaureate, and dual enrollment courses (25% state goal);
- ✓ Increase the number of career and technical industry certifications, state licenses, or successful national occupational assessment (15,000 state goal);
- ✓ Increase the percentage of high school graduates earning an Advanced Studies Diploma (57% state goal);
- ✓ Increase the percentage of students who receive a high school diploma recognized by the Board of Education (80% state target);

Additional measures (cont'd)

- ✓ Increase the percentage of schools that are fully accredited and making Adequate Yearly Progress (divisions only; 100% state goal);
- ✓ Increase the percent of at-risk four-year-olds who are being served by the Virginia Preschool Initiative (divisions only; 100% state goal);
- ✓ Increase the percentage of students in each student subgroup achieving at higher levels of proficiency on state assessments;
- ✓ Increase the percentage of students maintaining literacy proficiency throughout their adolescent years (95% state goal);
- ✓ Increase the percentage of schools offering foreign language instruction in the elementary grades; and
- ✓ Increase participation in the Governor's Nutrition and Physical Activity Scorecard Awards Program.

VIP awards

Number of schools and school divisions earning VIP awards

	Schools	Divisions	Schools	Divisions
	2008-2009		2007-2008	
Governor's Awards for Educational Excellence	162	0	89	0
BOE Excellence Awards	544	24	475	19
BOE Competence to Excellence Awards	276	10	322	25
BOE Rising Star Awards	2	0	N/A	N/A

N/A: Not applicable. Rising star awards were not available in the first year of the program.

Considerations for updates

- One goal of the VIP program is that:
“high school students earn a high school diploma, especially advanced studies diplomas, within four years.”
- When VIP was established only estimates of on-time graduation rates were available.
- With the availability of new data (e.g., cohort graduation and dropout rates) the Board may want to consider adopting revised eligibility criteria for the VIP program.
- Incorporating the new data provides further incentives for schools and divisions to strive for increasing graduation rates and reducing dropout rates.

Some ideas for revised eligibility criteria

- Incorporate into award eligibility:
 - On-Time Graduation Rate
 - Dropout rate
 - Provisions for improvement in terms of graduation and dropout rates
- Differentiate criteria between award levels

VIP: Ideas for revised eligibility criteria (1)

Governor's Award for Educational Excellence

BOE Excellence Award

1. Meet all current requirements; *and*
2. Meet or exceed the state goal for on-time high school graduation rate, (currently 80 percent).

BOE Competence to Excellence Award

BOE Rising Star Award

1. Meet all current requirements; *and*
2. Meet or exceed the state goal for on-time high school graduation rate, (currently 80 percent); *or*
Increase the on-time graduation rate by ten (10) percent or more of the percent of non-graduates.

VIP: Ideas for revised eligibility criteria (2)

Governor's Award for Educational Excellence BOE Excellence Award

1. Meet all current requirements; *and*
2. Meet or exceed the state goal for on-time high school graduation rate, (currently 80 percent); *and*
3. Cohort dropout rate is 10 percent or less.

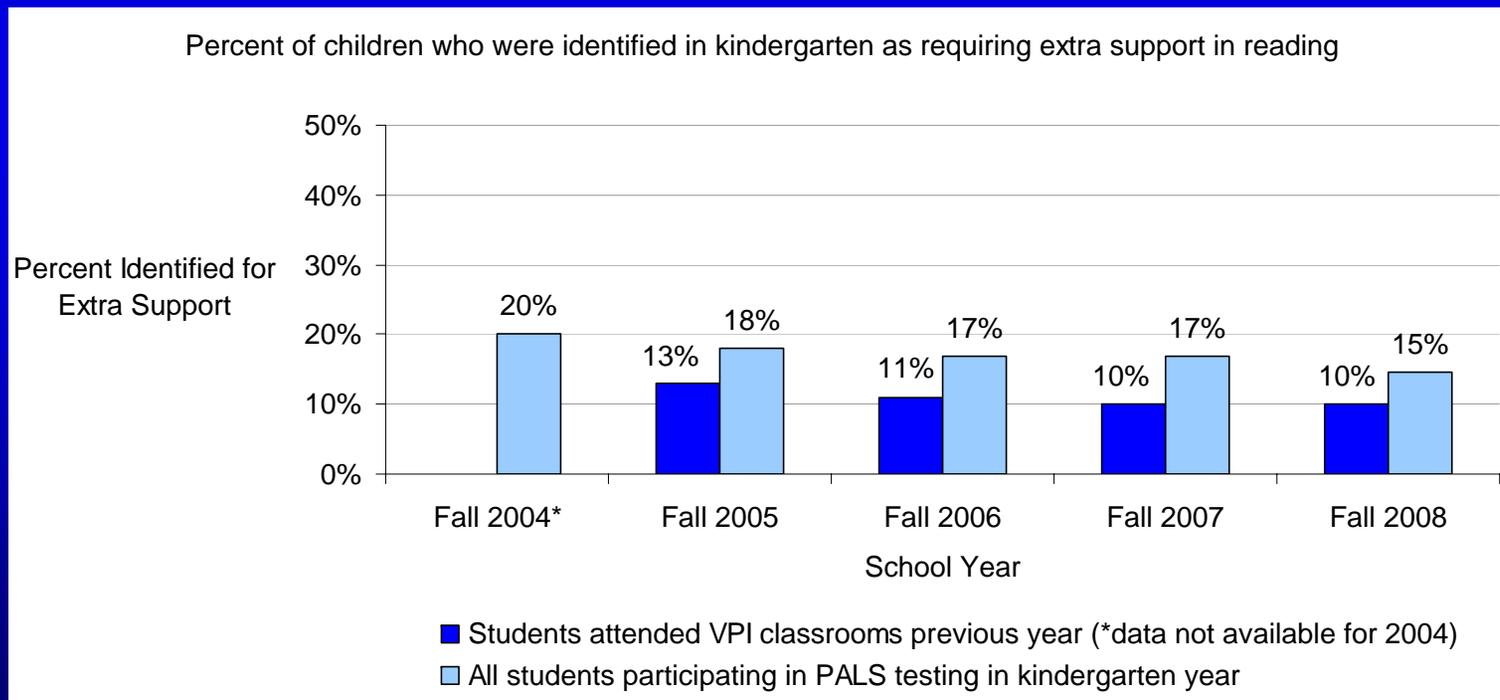
BOE Competence to Excellence Award BOE Rising Star Award

1. Meet all current requirements; *and*
2. Meet at least one of the following:
 - a. Meet or exceed the state goal for on-time high school graduation rate, (currently 80 percent); *or*
 - b. Increase the on-time graduation rate by ten (10) percent or more of the percent of non-graduates; *or*
 - c. Cohort dropout rate is 10 percent or less.

Objective 4: Kindergarten readiness

Pre-literacy screening

- Each year, more children are arriving at kindergarten with skills needed to learn to read.
- Children who participate in VPI and other public preK programs are less likely to be identified as needing extra support to become successful readers.



Challenges continue

More students are identified as needing additional support to become successful readers in schools that serve larger percentages of low income children.

Percent of students eligible for free or reduced price lunch in school	Percent identified as needing additional support to become successful readers
0-9.0%	5.6%
9.0-18.2%	9.3%
18.2-27.7%	12.9%
27.7-34.9%	13.9%
34.9-41.6%	16.6%
41.6-49.0	16.1%
49.0-56.23	15.9%
56.2-63.93	17.7%
63.9-74.6	19.7%
> 74.60	20.0 %
Total	14.4%

Data provided by the PALS Office, University of Virginia. PALS K, fall of 2008.

Research and data-related initiatives to improve school readiness

- Developing a “Ready Schools” self assessment tool for schools*;
- Participating in a VDSS-led data project focused on improving the collection, analysis, and interpretation of early care and education data;
- Collaborating with Smart Beginnings strategic initiatives to track early education outcomes; and
- Exploring the development of a brief comprehensive school readiness inventory.

*Collaborative effort led by Dr. Julie Linker at VCU. Project is funded by the Robbins Foundation, Norfolk Foundation, and State Farm of Virginia.

Questions?

Deborah Jonas, Ph.D.
Executive Director for Research and Strategic Planning
Virginia Department of Education
Deborah.Jonas@doe.virginia.gov
804-225-2067