

Board of Education Annual Report

Virginia Board of Education
President David Foster
Vice President Betsy Beamer

January 20, 2014



Executive Summary

Excerpt:

Over the last five years, expectations have been raised through the introduction of more rigorous curriculum standards and challenging new Standards of Learning (SOL) assessments that test students' problem-solving and critical-thinking skills as well as their content knowledge.

Standards of Learning: *Timeline of Reform*

- **1995** – Board of Education revises Standards of Learning
- **1997** – Board revises Standards of Accreditation to create SOL-based accountability system
- **1998** – SOL testing begins
- **2000** – Board approves list of substitute tests for verified credit
- **2001** – NCLB (mandatory math, reading and science tests)

Standards of Learning:

Timeline of Reform

- **2004** – First high school class required to pass SOL tests graduates
- **2007** – College- and Career-Readiness Initiative: College Board, ACT, American Diploma Project and Achieve review English SOL and Mathematics SOL
- **2008** – General Assembly requires content-specific history/social science tests in grades 4-8

Standards of Learning: *Timeline of Reform*

- **2008** – More rigorous History/Social Science SOL adopted; new tests introduced in 2010-2011
- **2009** – More rigorous Mathematics SOL adopted; new tests introduced in 2011-2012
- **2010** – More rigorous English SOL and Science SOL adopted; new tests introduced in 2012-2013

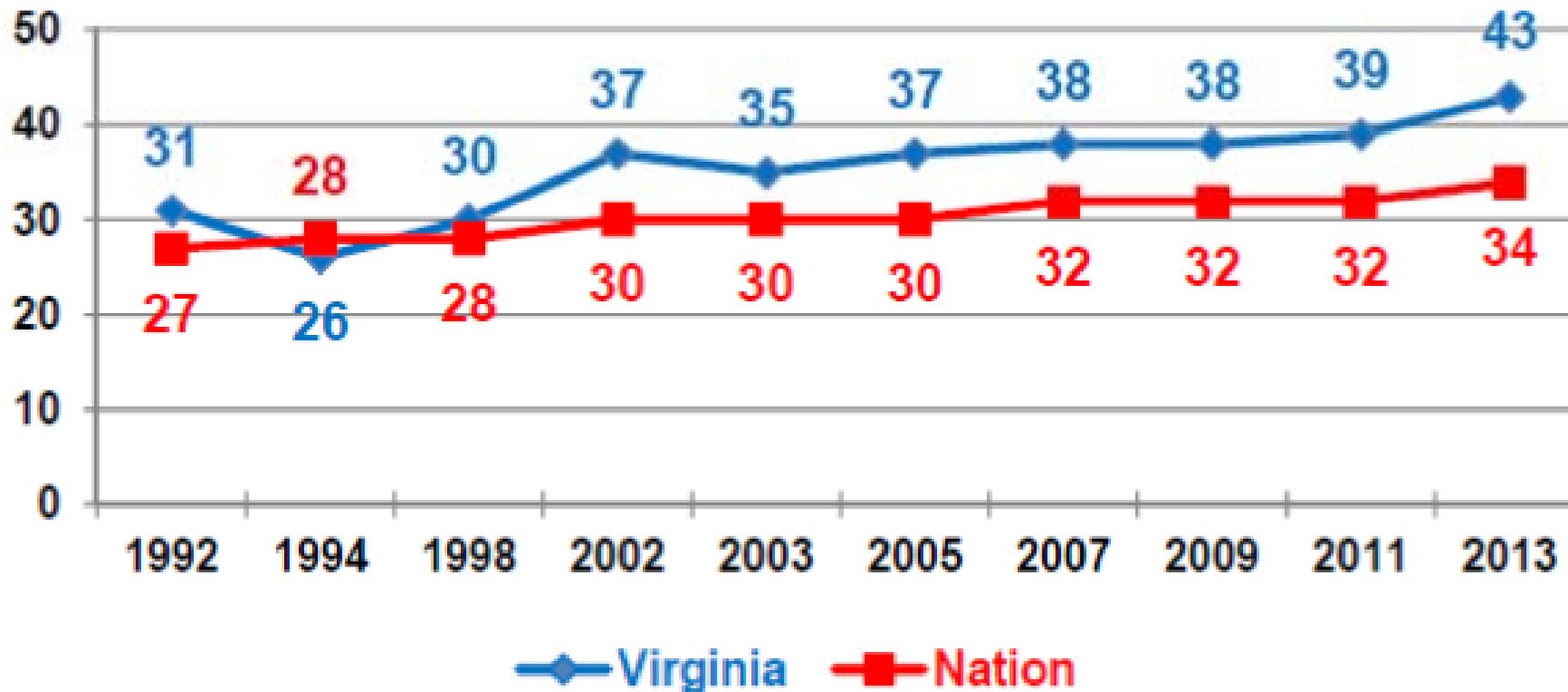
Standards of Learning: *Two Decades of Reform*

- **2011** – All high school SOL tests delivered online
- **2012** – All middle school SOL tests delivered online
- **2013** – All elementary school SOL tests delivered online
- **2014** – Board of Education approves updated list of substitute tests for verified credit

Virginia & NAEP

Percent Proficient or Above

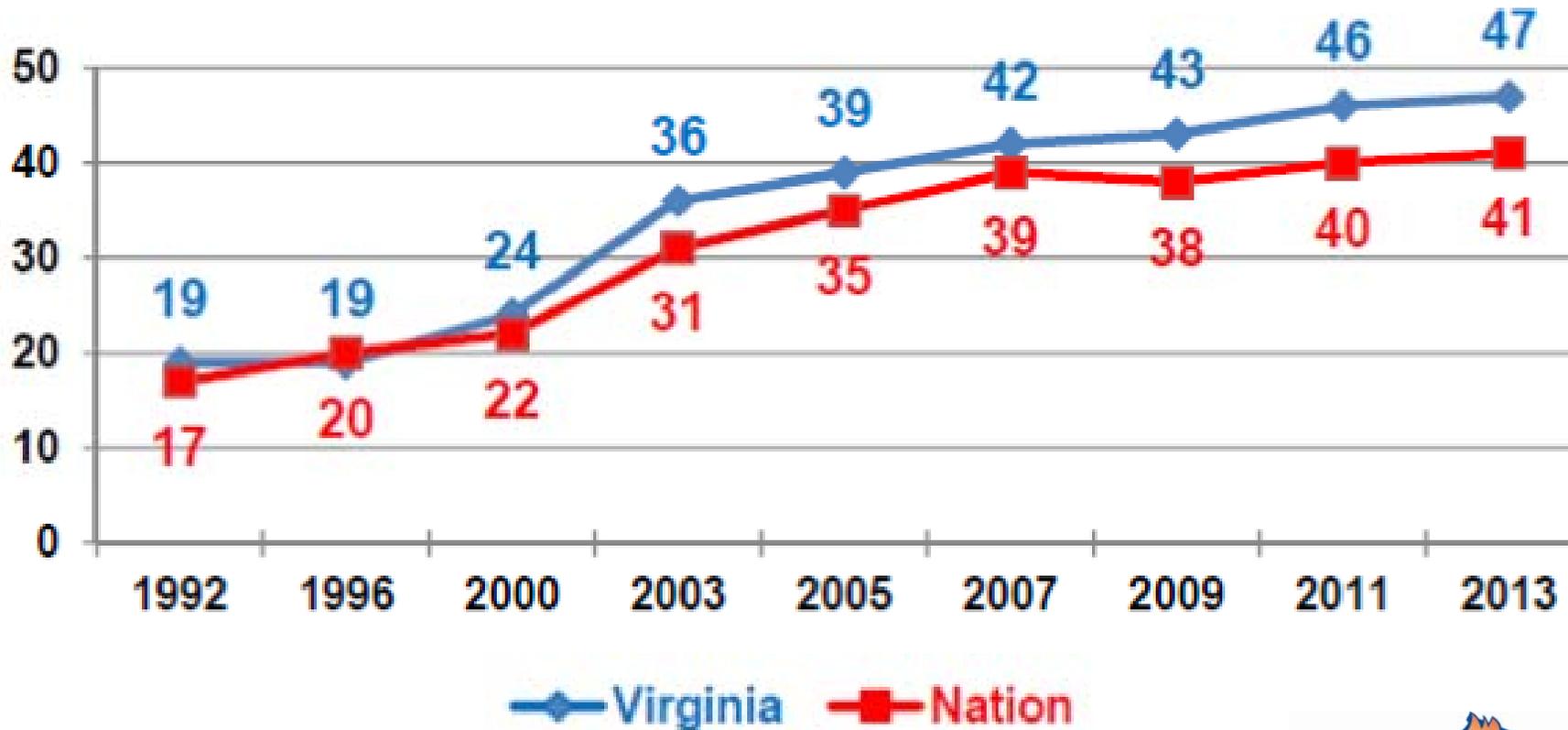
Grade-4 Reading



Virginia & NAEP

Percent Proficient or Above

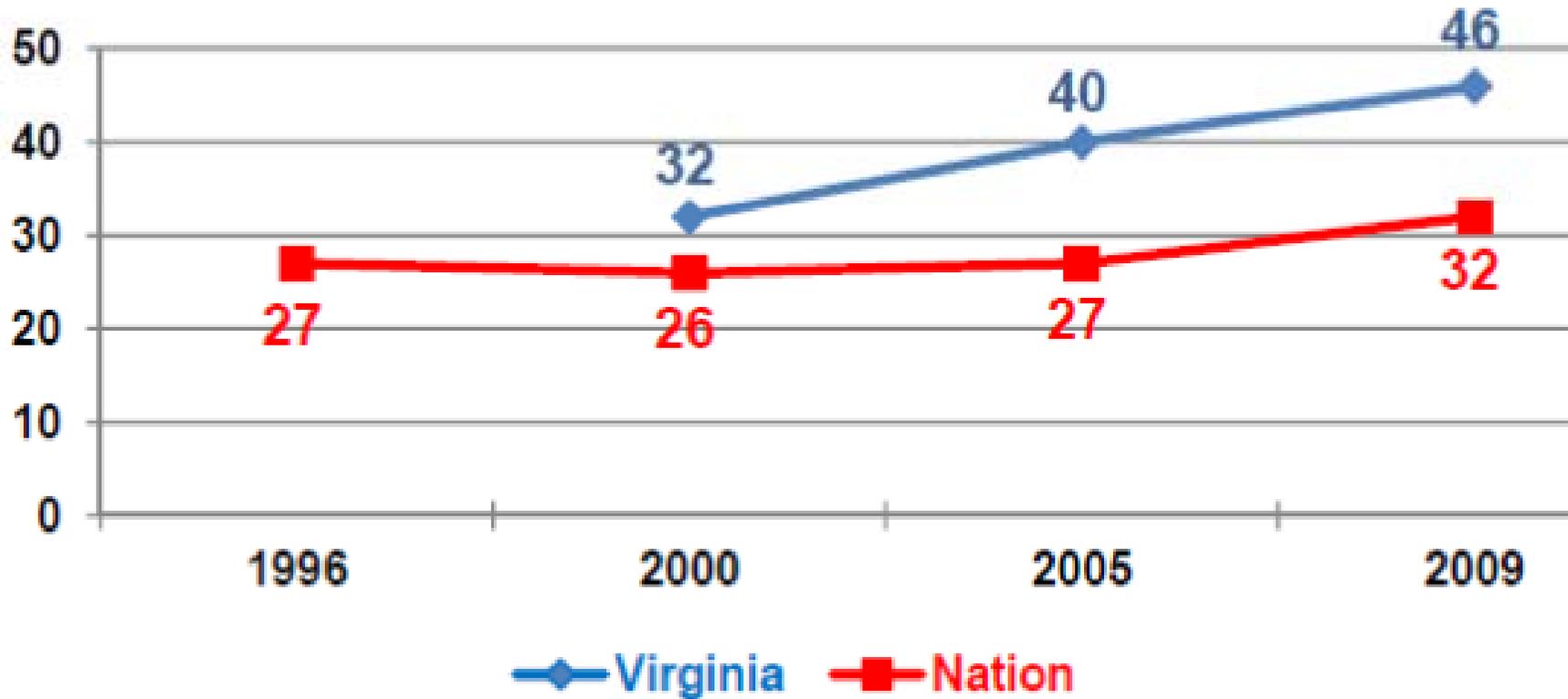
Grade-4 Mathematics



Virginia & NAEP

Percent Proficient or Above

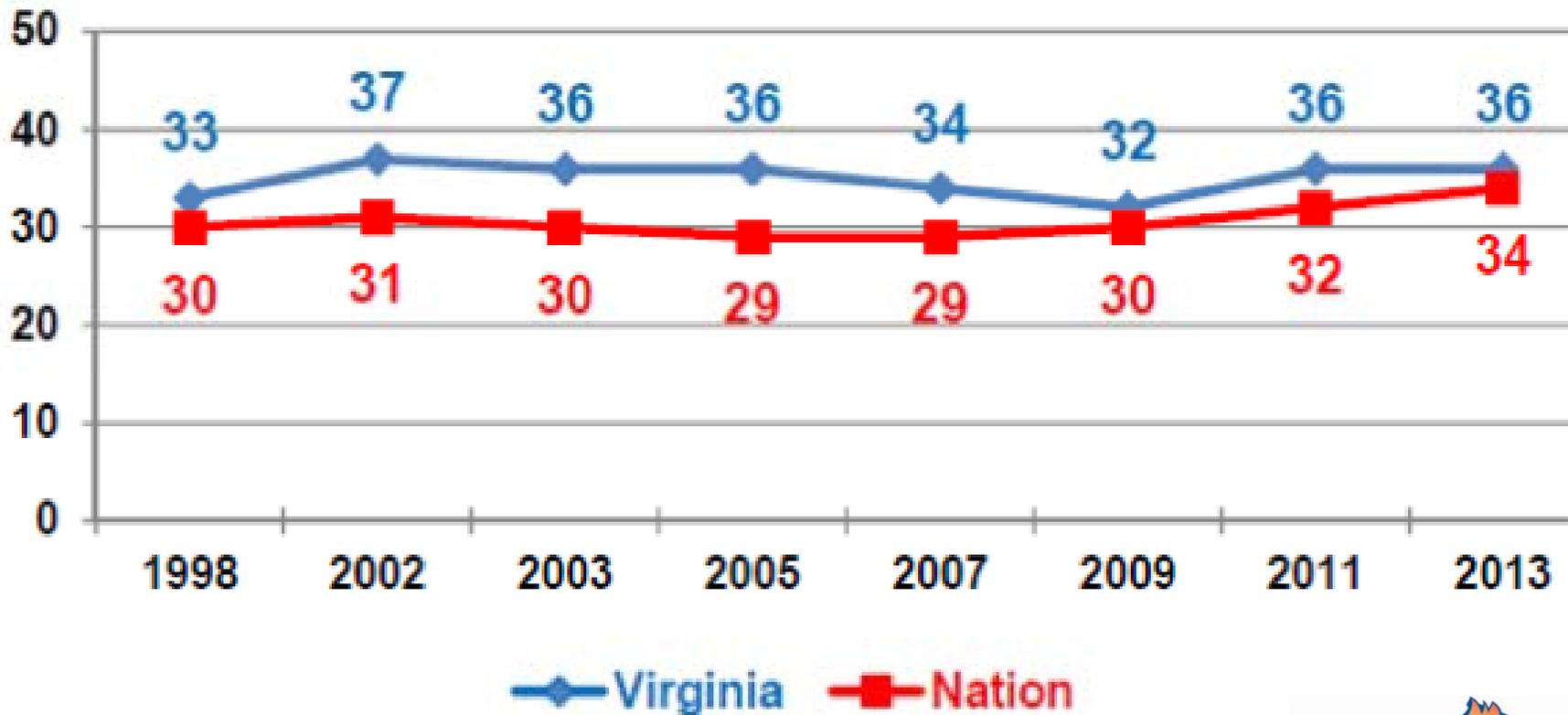
Grade-4 Science



Virginia & NAEP

Percent Proficient or Above

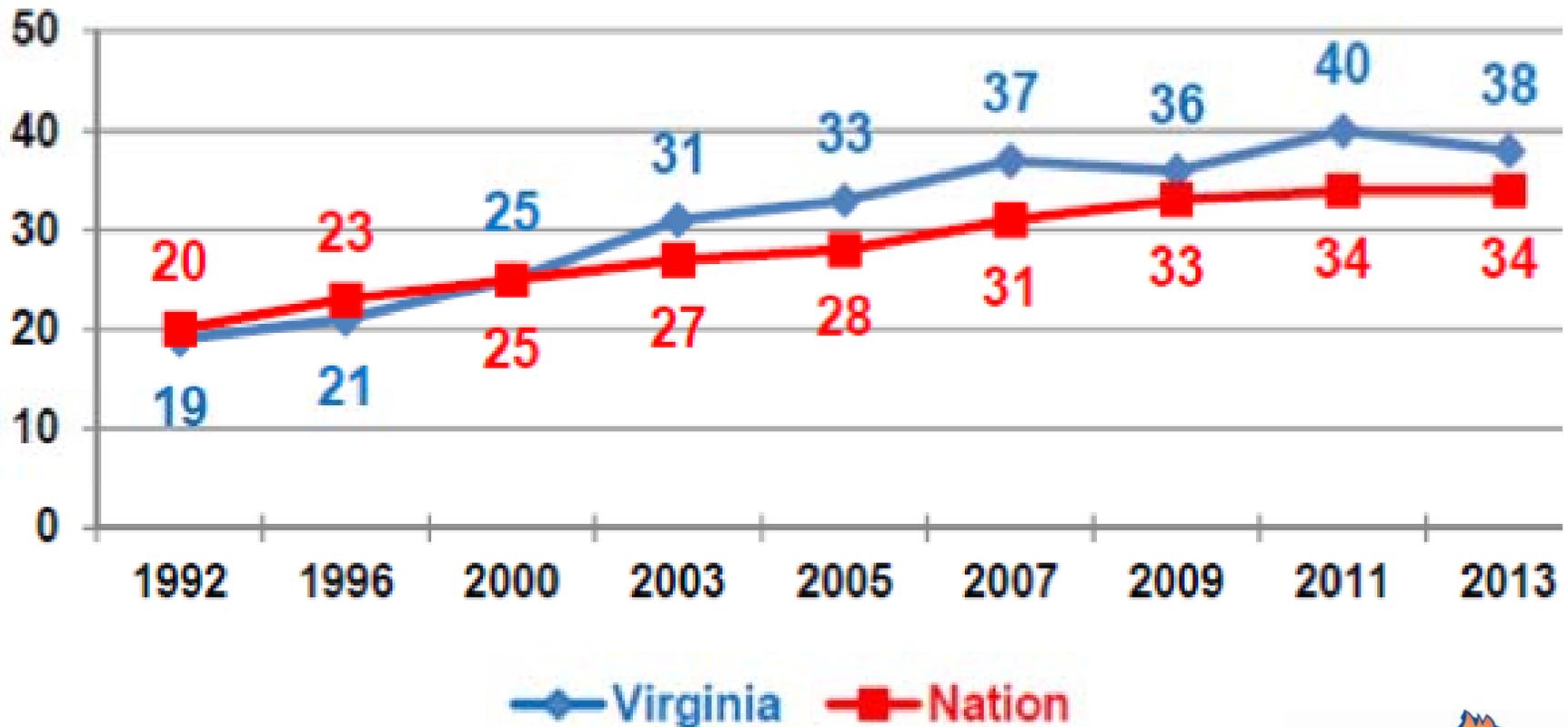
Grade-8 Reading



Virginia & NAEP

Percent Proficient or Above

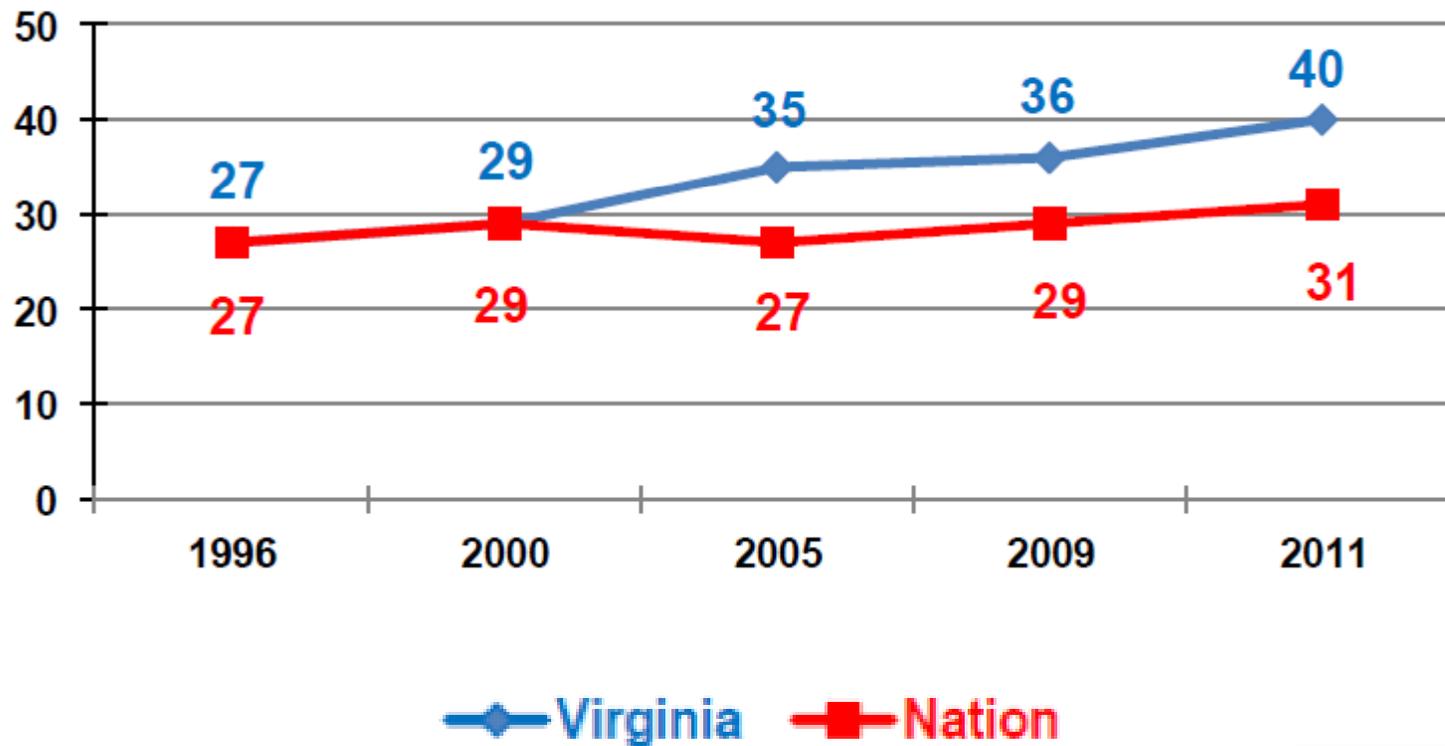
Grade-8 Mathematics



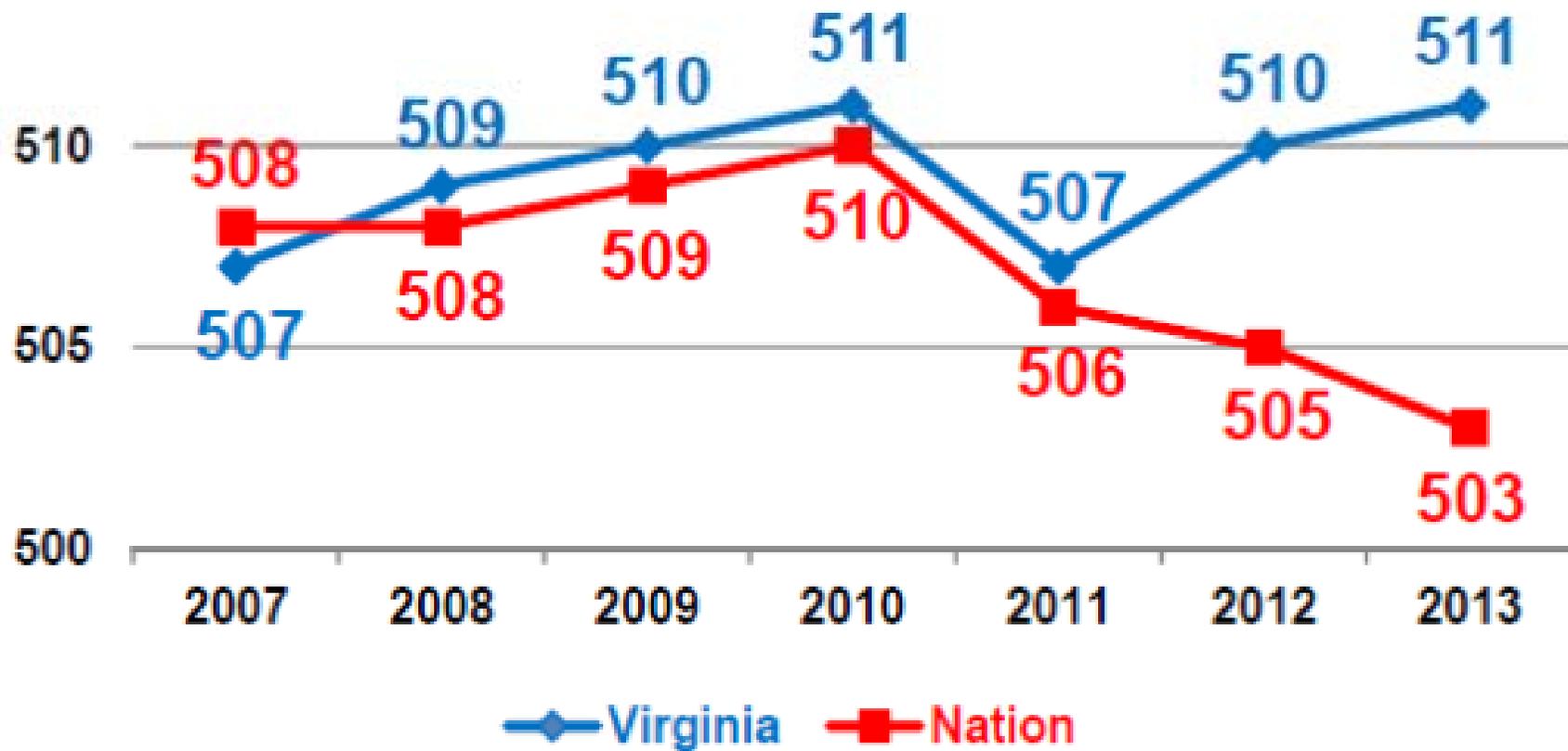
Virginia & NAEP

Percent Proficient or Above

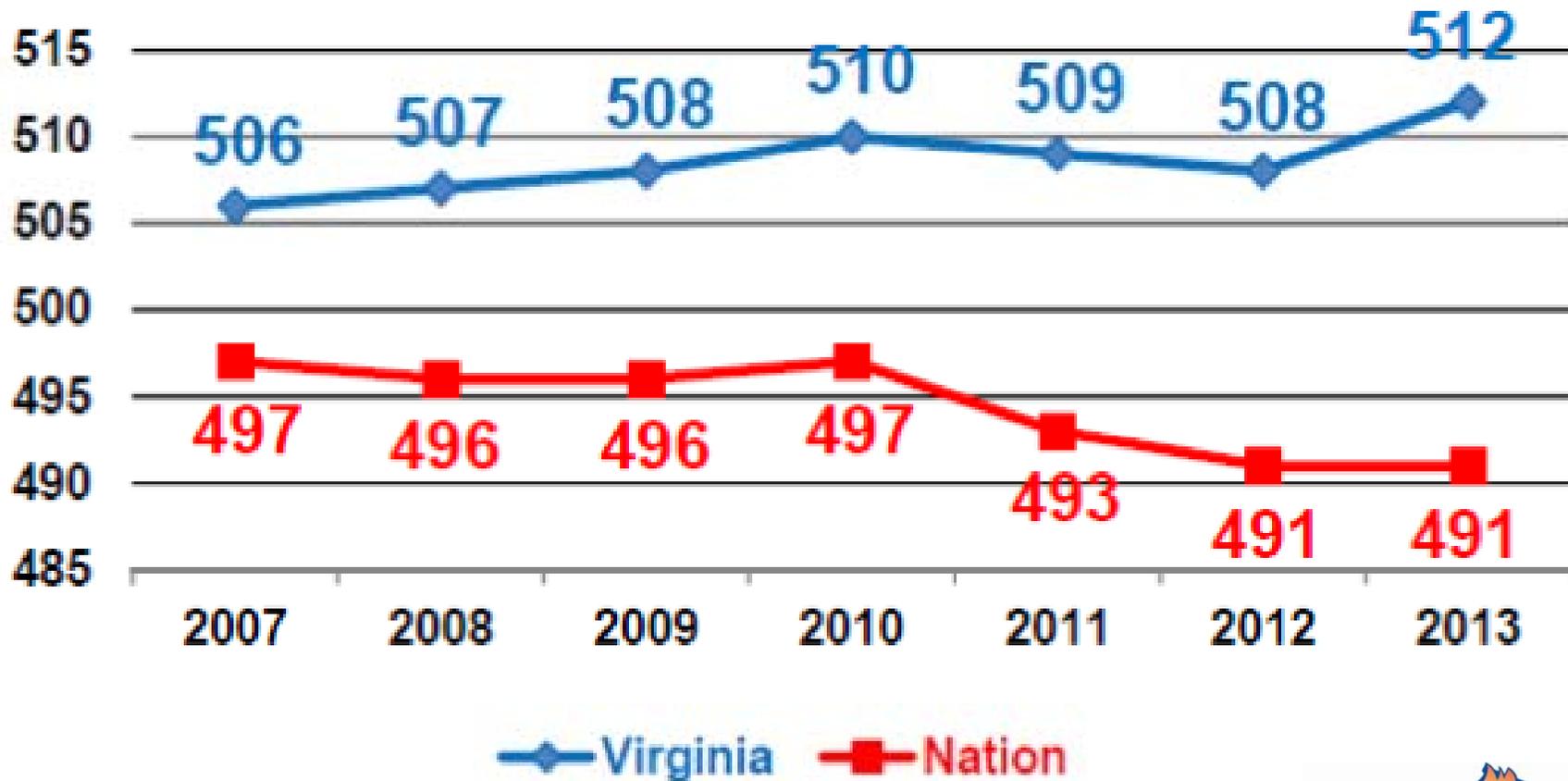
Grade-8 Science



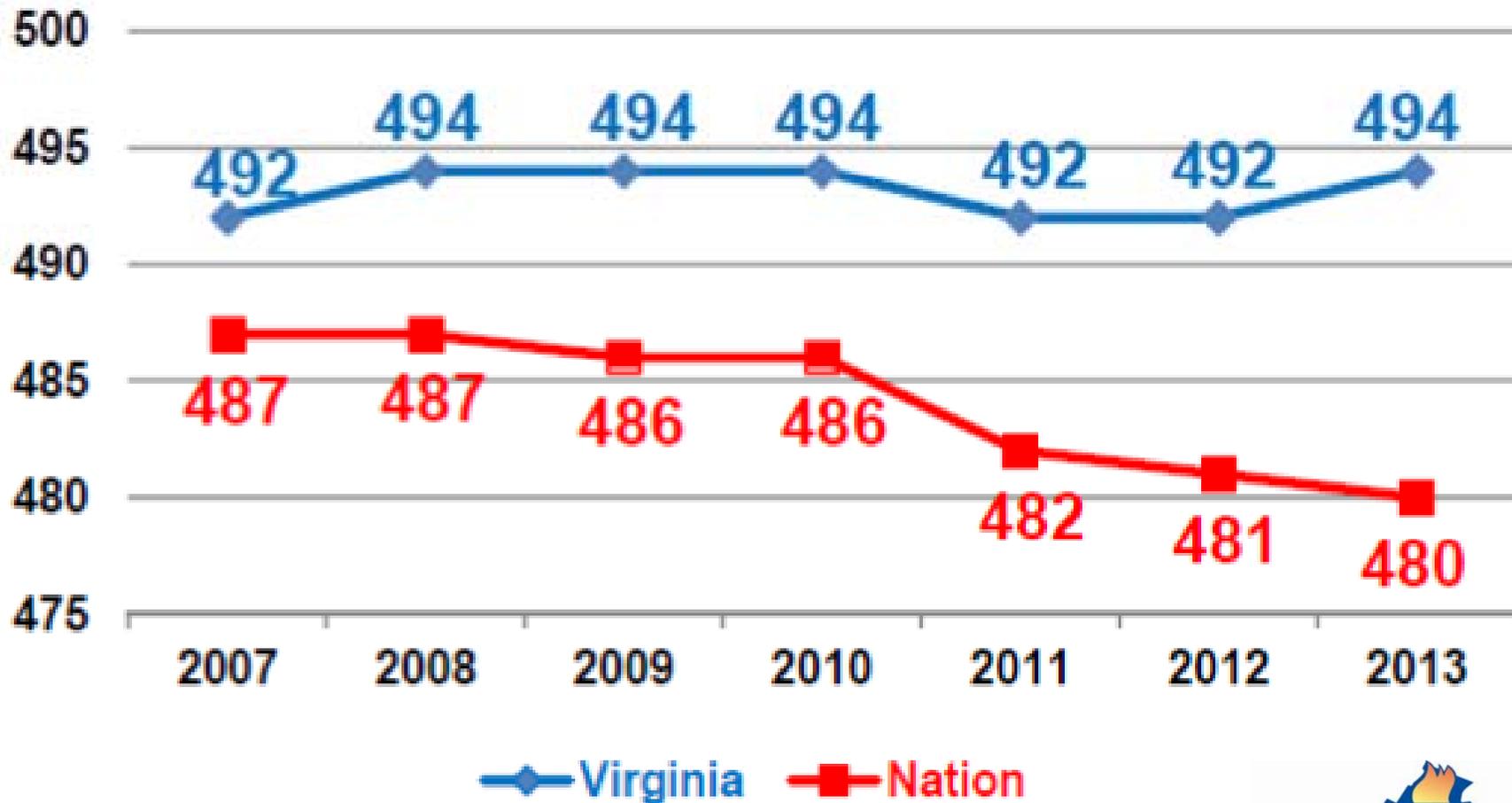
SAT: *Mathematics*



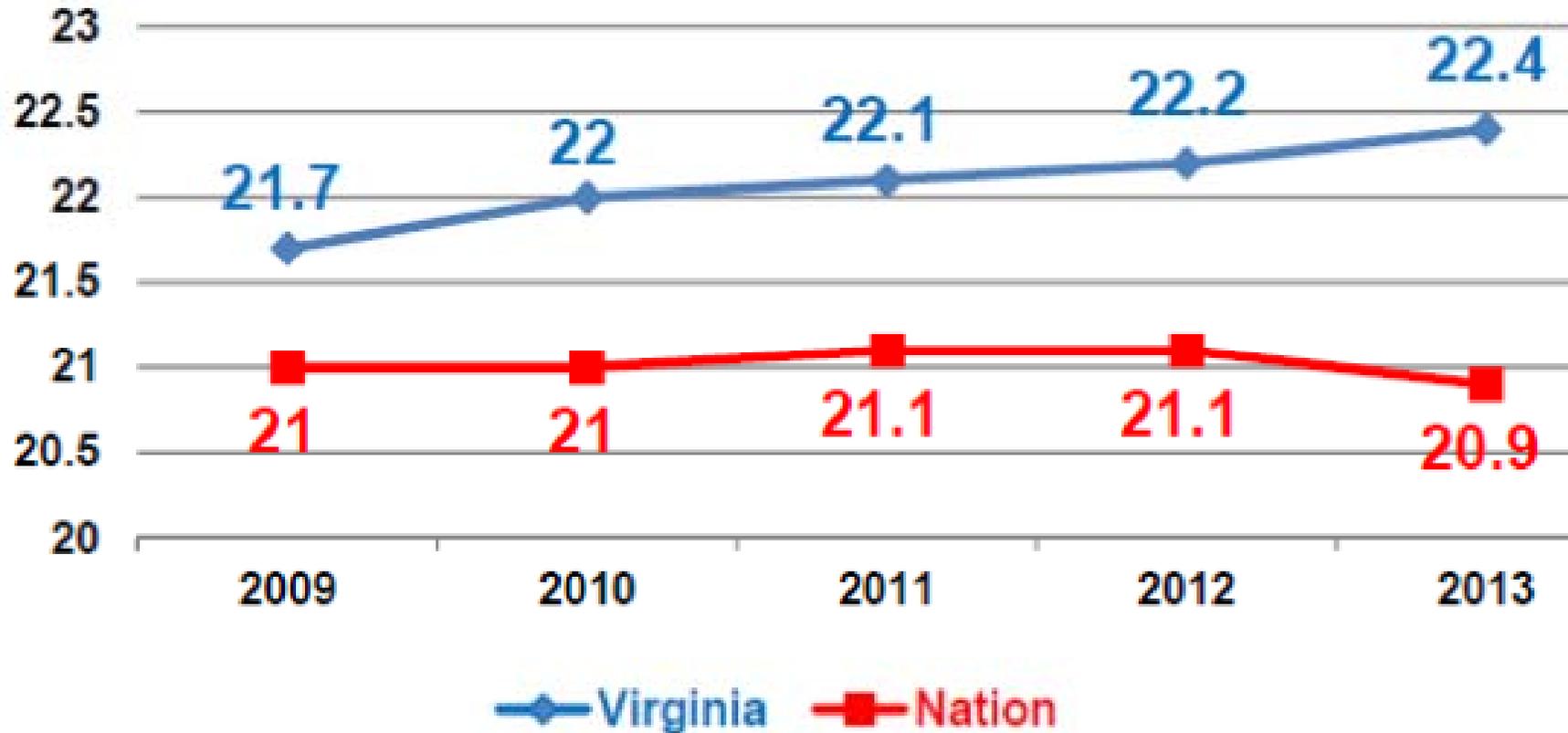
SAT: *Reading*



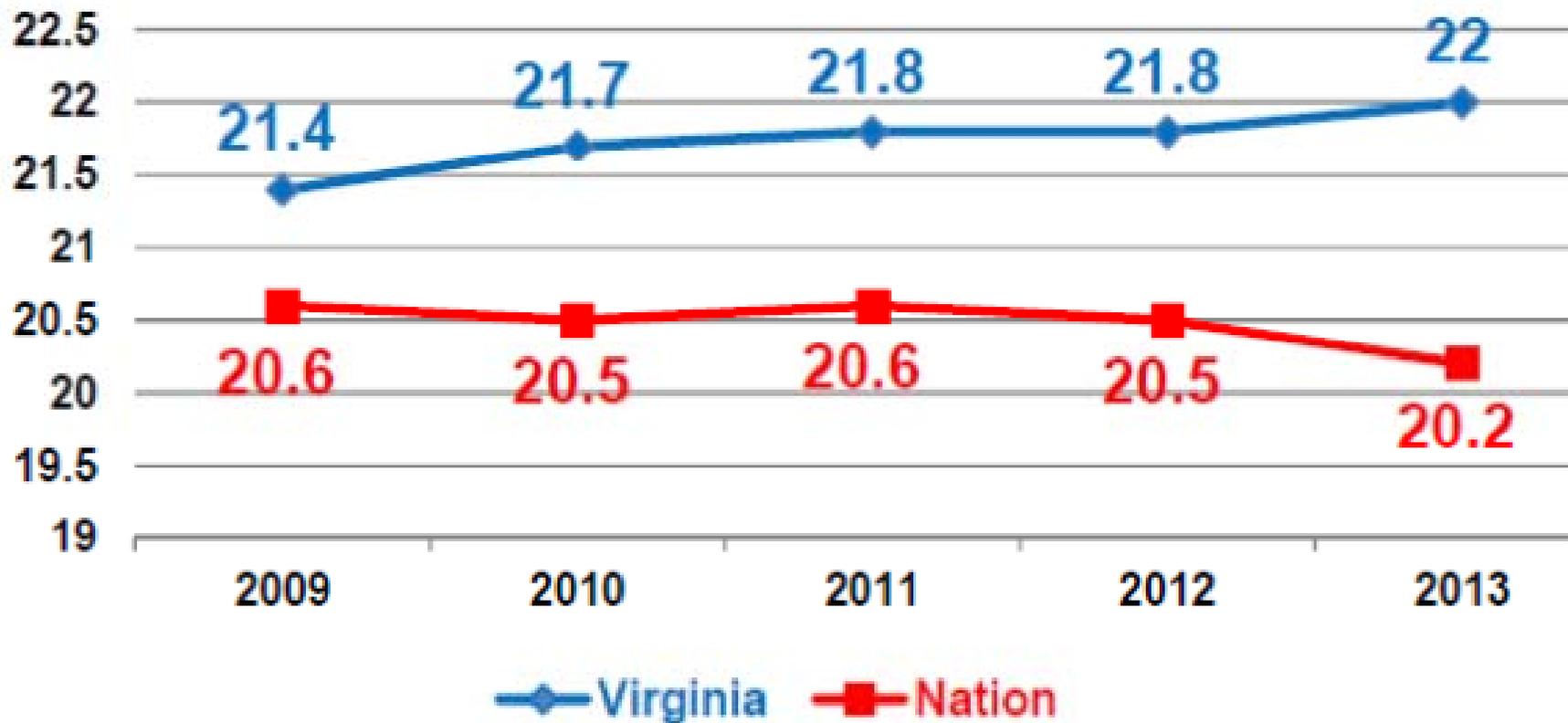
SAT: *Writing*



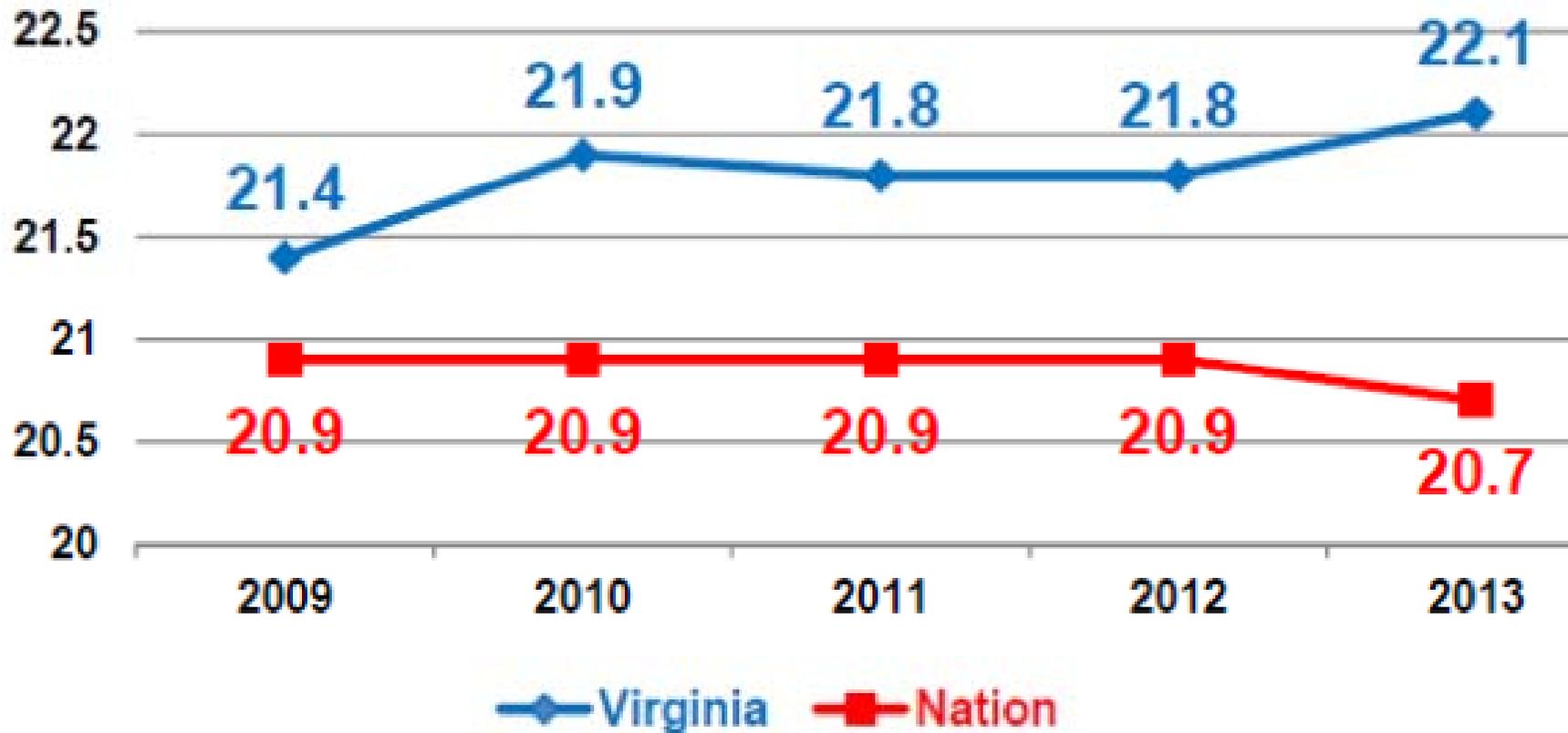
ACT: *Mathematics*



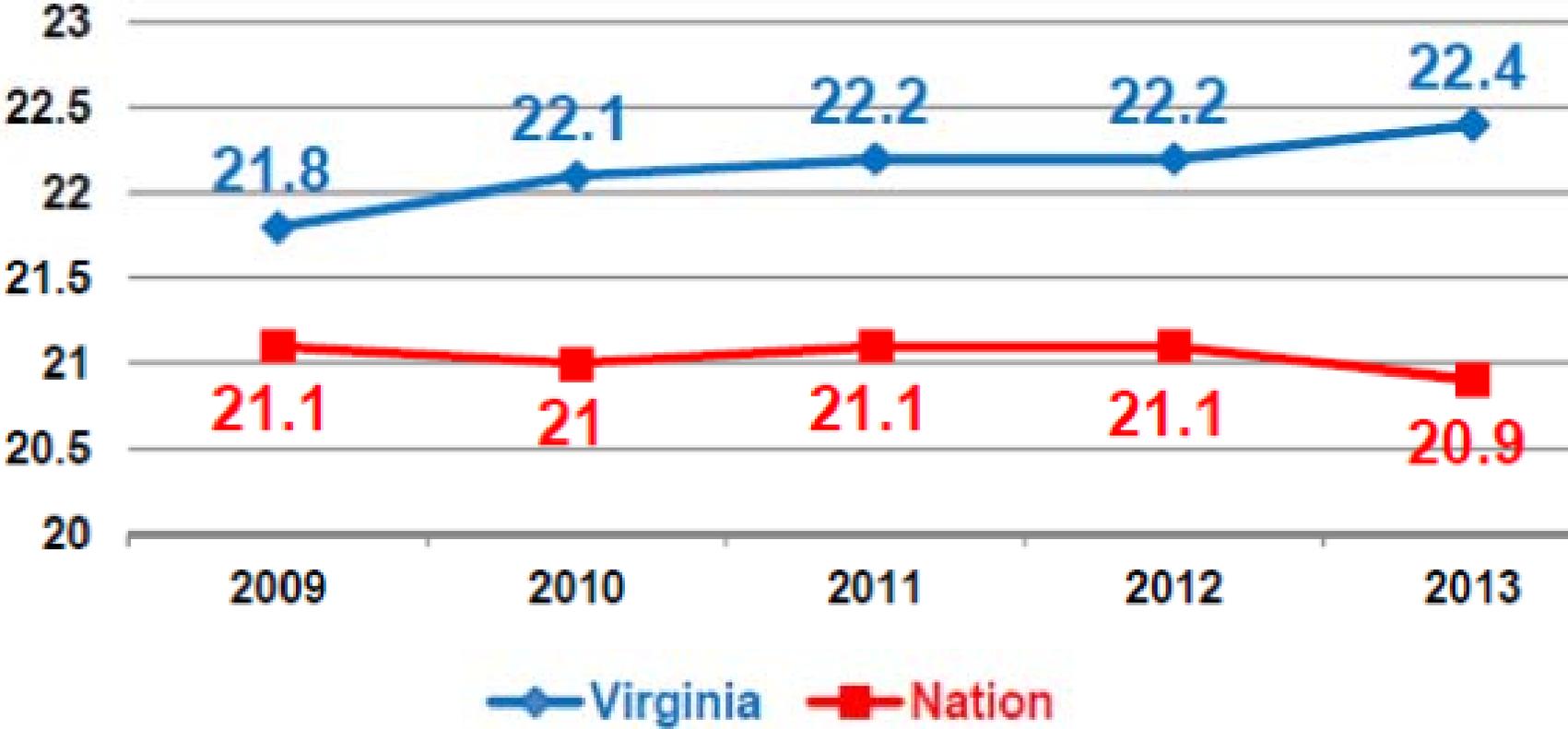
ACT: *Reading*



ACT: Science

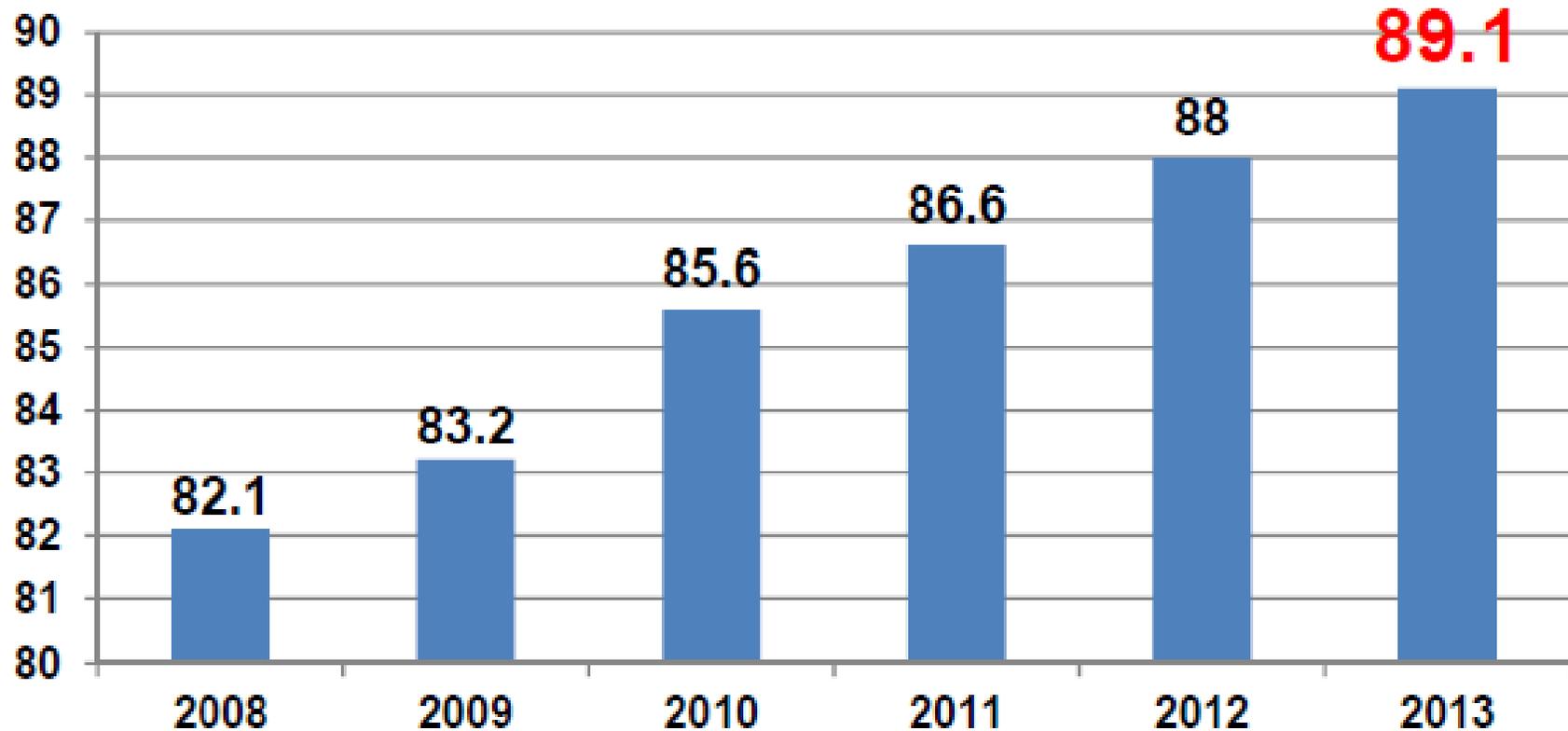


ACT: *Composite*

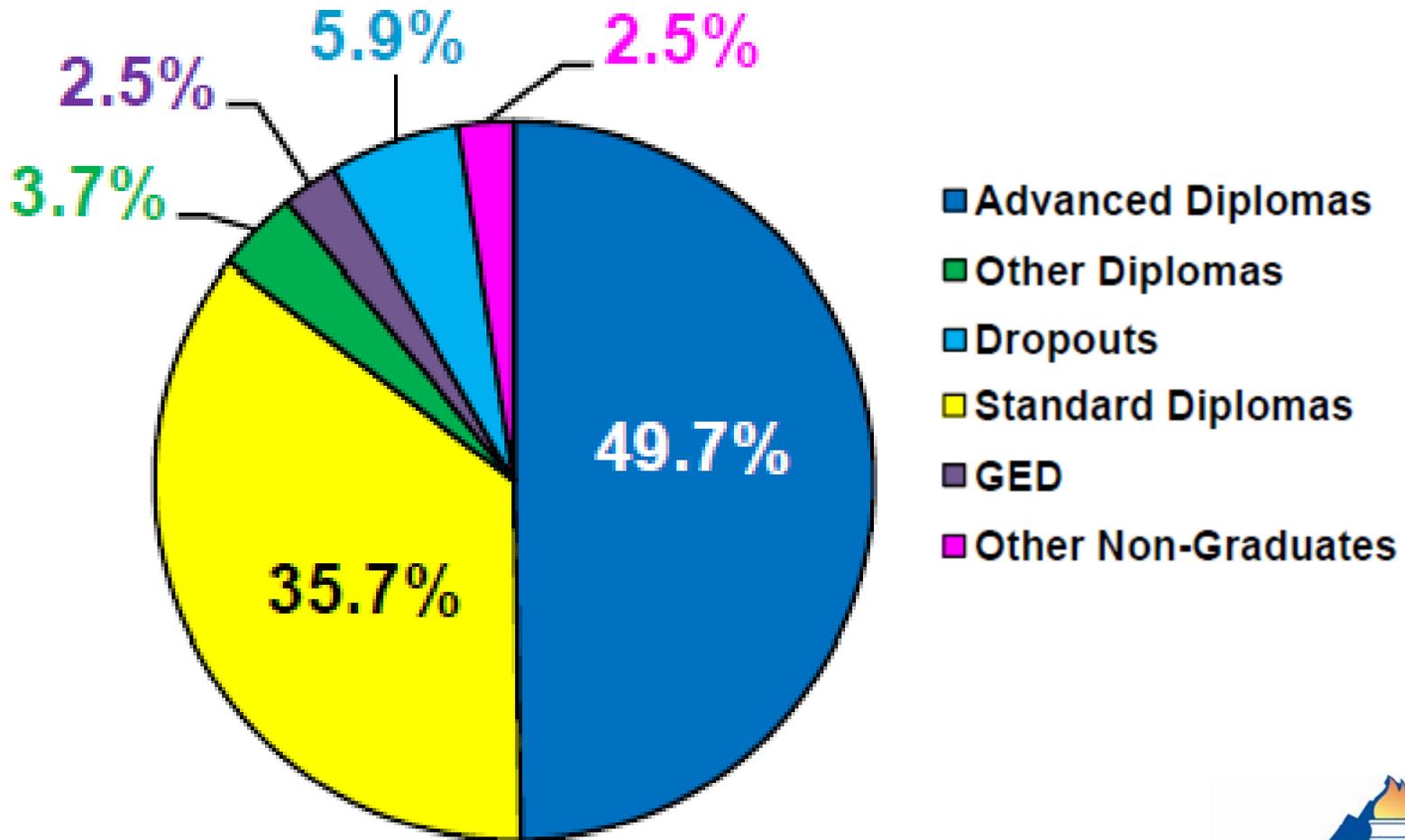


Graduation Trends

Percentage of Students Earning Diplomas

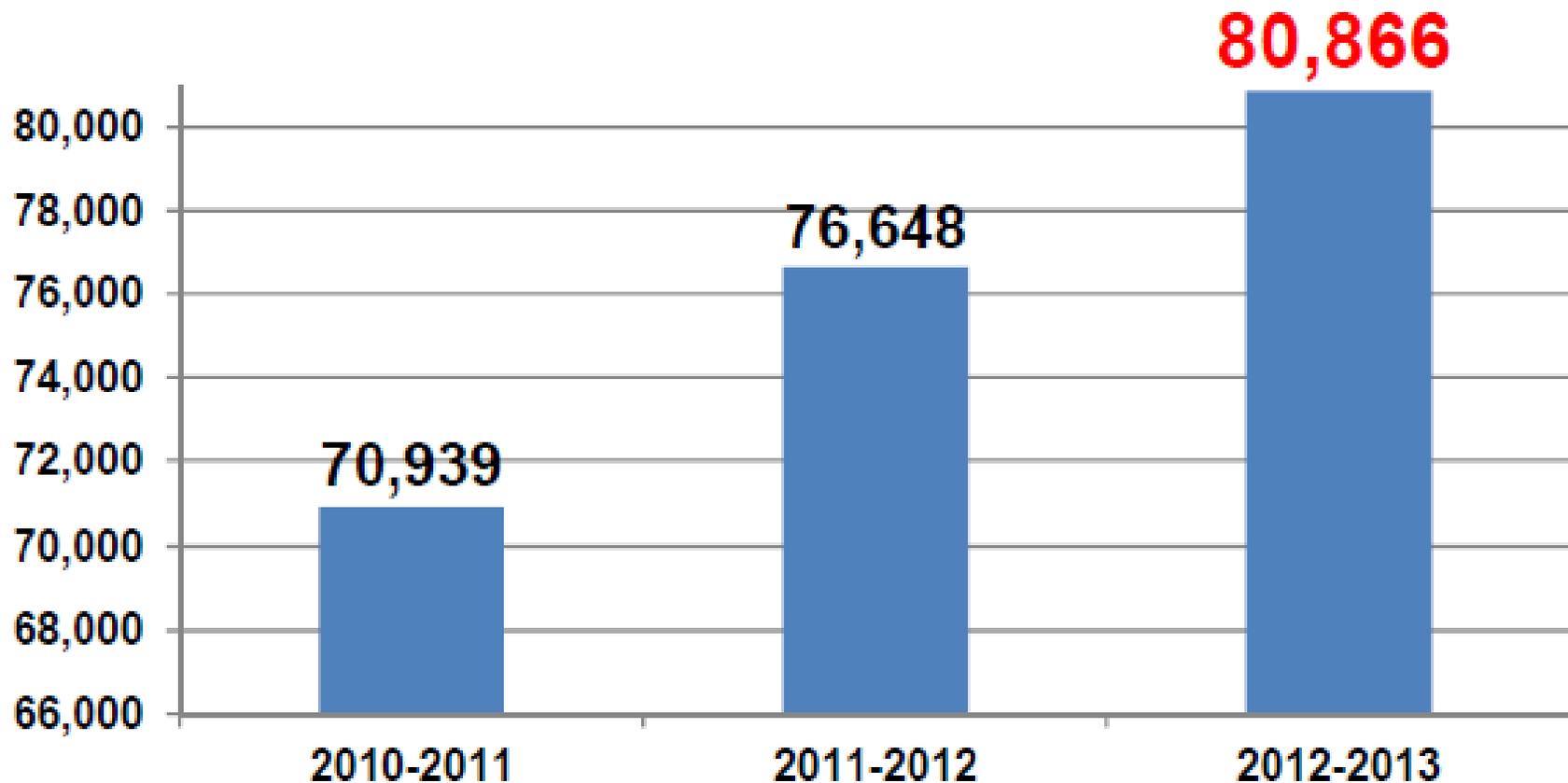


Graduation Rate: *Class of 2013*



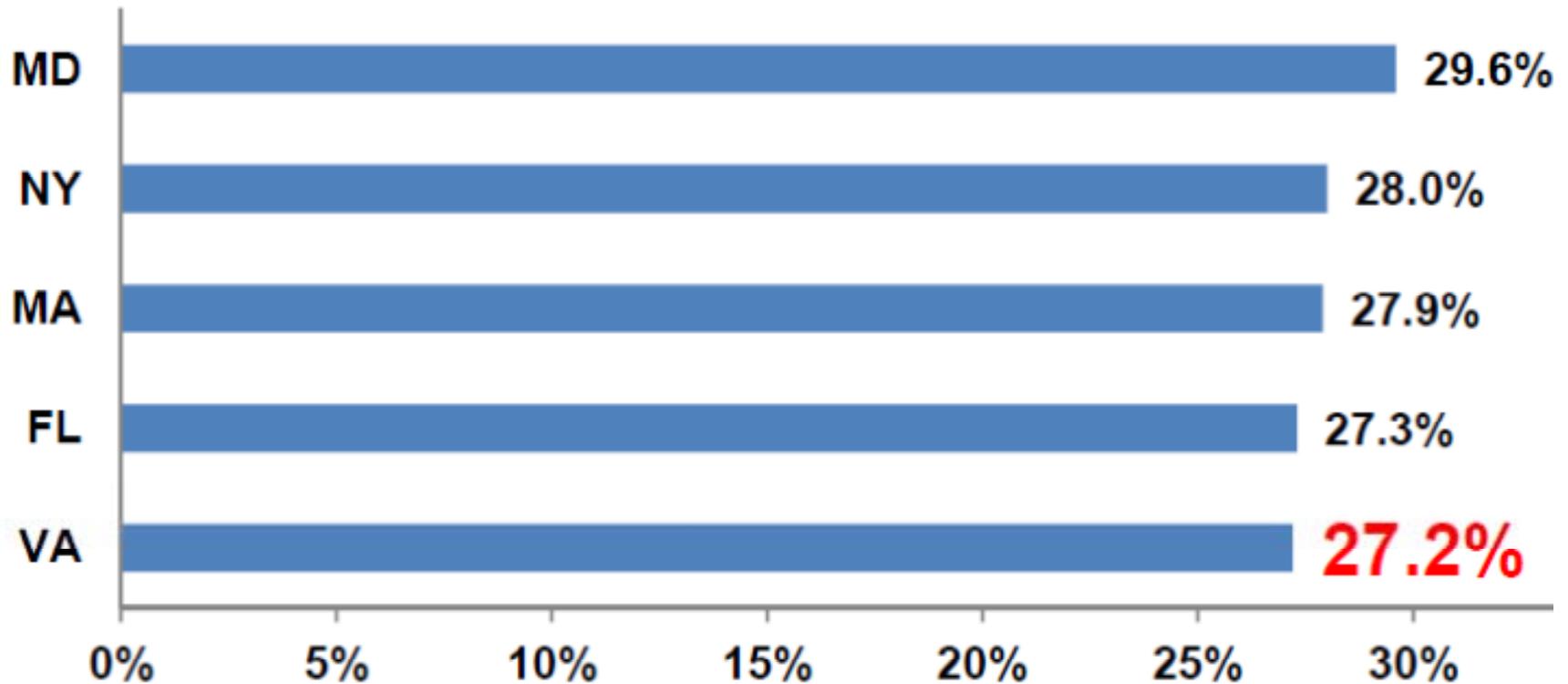
Advanced Placement Enrollment

Number of Students Enrolled



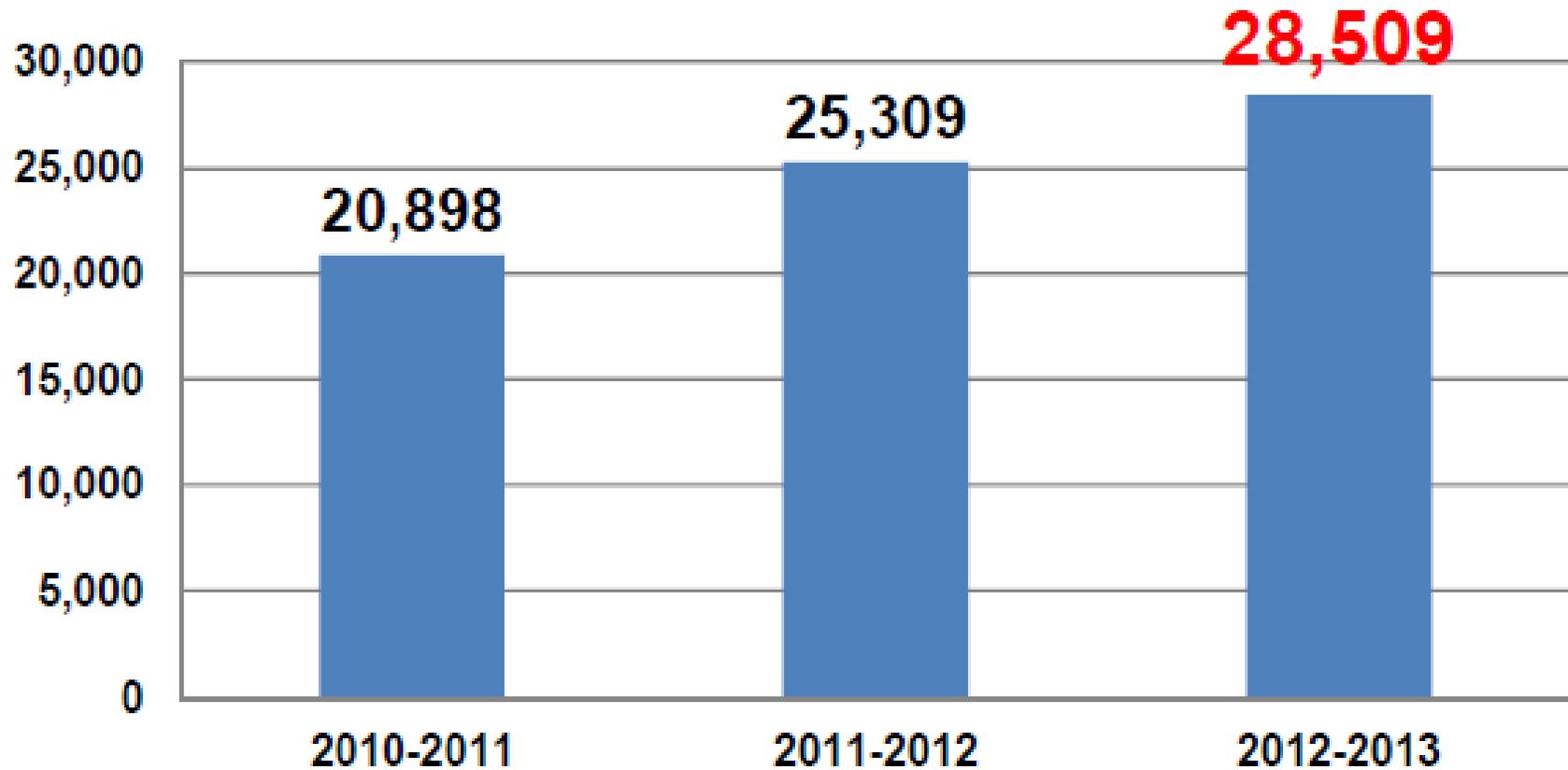
Advanced Placement:

2012 Graduates with at Least One Qualifying AP Score

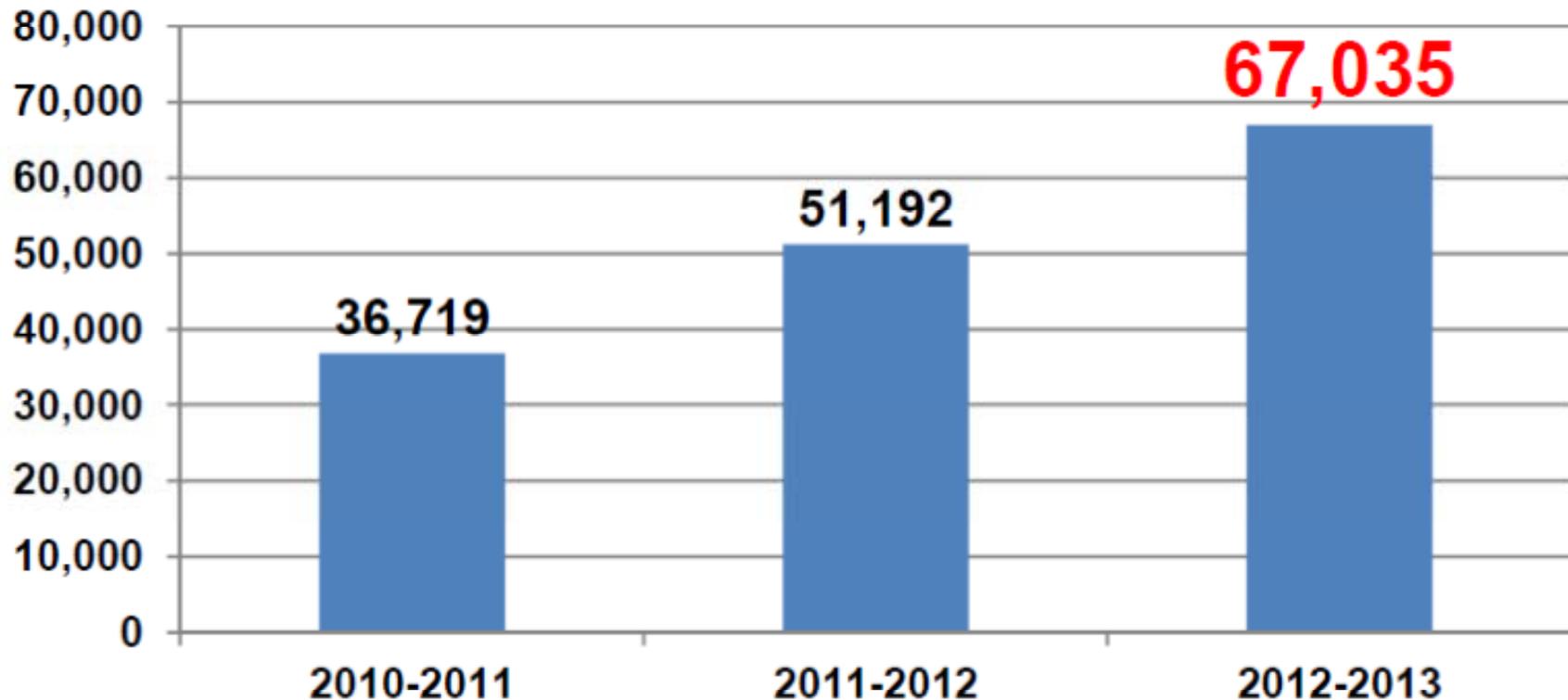


Dual Enrollment

Number of Students Enrolled



Career & Technical Education: *Certifications Earned by CTE Students*



Standards of Learning: *Technology-Enhanced Items*

- Math, reading, writing and science SOL tests in all grades now include technology-enhanced items
- Open-ended items that replicate typical classroom assignments
- Require problem-solving and critical-thinking skills
- Do not require advanced computer skills

Standards of Learning: *Technology-Enhanced Items*

Grade-6 Mathematics Sample Item

Directions: Click on a location above each bar to show the bar height.

Cindy surveyed 60 students about their favorite type of movie. This circle graph represents the results of the survey.

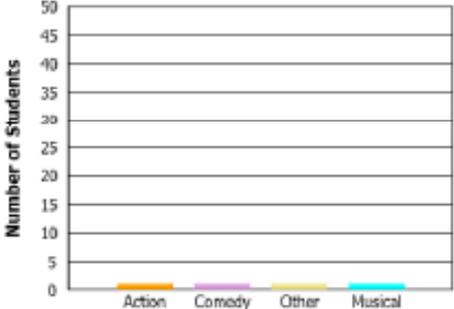
Construct a bar graph that could represent the same set of data.

Favorite Movies



Movie Type	Number of Students
Comedy	30
Musical	15
Action	10
Other	5

Favorite Movies



Movie Type	Number of Students
Action	10
Comedy	30
Other	5
Musical	15

Play for Review Question 10 of 35 Section Review Previous Next

Standards of Learning: *Technology-Enhanced Items*

Grade-8 Reading Sample Item

The screenshot displays a digital reading assessment interface. On the left, a passage is presented in a scrollable window with line numbers 13 through 19. The passage describes Keisha's reaction to reading an essay about Rosa Parks. On the right, a character chart for Keisha is shown. The chart has two columns: 'When she first meets Mrs. Watson' and 'After she reads her essay to Mrs. Watson'. The chart contains several emotion options, with 'Relieved and proud' being the correct answer for the second column. The interface includes a top toolbar with navigation icons, a status bar at the bottom with 'Page 3 of 4', 'Question 15 of 17', and 'Section 1', and a 'Play for Review' button.

13 Keisha decided that a change of subject would be beneficial. "I brought along some books to read," she said, pulling the books out of her backpack. "I have Maya Angelou's poetry and a book of funny stories."

14 "I don't like poetry, and I'm not in the mood for funny stories," Mrs. Watson retorted. "What else do you have?"

15 Nervously, Keisha pulled out her English notebook and opened it to her essay. She read the title aloud: "Rosa Parks: A Woman of Courage and Conviction." She glanced at Mrs. Watson to see what kind of reaction she might have, but to her surprise, Mrs. Watson's face had relaxed and her eyes shone with anticipation.

16 "Read to me about Rosa," Mrs. Watson said.

17 At first, Keisha read the essay haltingly, but she soon fell into the natural, dramatic rhythm of her narrative. She read how Rosa Parks had staunchly refused to give up her seat on a segregated bus to a white passenger in 1955; then she read how Rosa's action had inspired the Montgomery Bus Boycott, a protest that became a turning point in the struggle for civil rights.

18 After Keisha read her last sentence, she looked at Mrs. Watson's face. It was lit by a radiantly happy smile.

19 "I marched in Montgomery too, you know," Mrs. Watson said with pride. "I walked with Rosa Parks and Dr. Martin Luther King, Jr. The march was the greatest moment of my life because . . ." Mrs. Watson paused, seemingly overwhelmed by her memory of the event.

Directions: Click and drag the answers to the correct boxes.

Complete this character chart.

Keisha	
When she first meets Mrs. Watson	After she reads her essay to Mrs. Watson
Joyful and energetic	Irritated and bothered
Worried and concerned	Angry and frustrated
Relieved and proud	

Page 3 of 4

Question 15 of 17
Section 1

Play for Review Section Review Previous Next

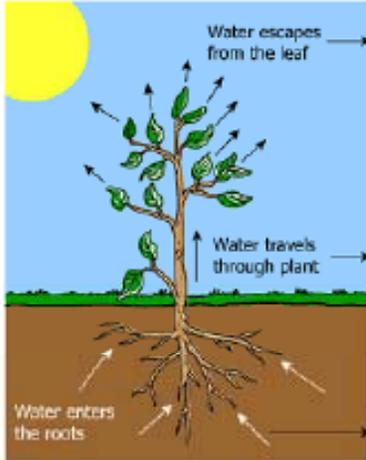
Standards of Learning: *Technology-Enhanced Items*

Biology End-of-Course Sample Item

Directions: Click and drag the answers to the correct boxes.

Which processes are responsible for the stages of transpiration in plants?

Transpiration



Water escapes from the leaf

Water travels through plant

Water enters the roots

Processes

- Absorption
- Cohesion
- Evaporation

Question 21 of 24
Section 1

Flag for Review Section Review Previous Next

Standards of Learning: *Technology-Enhanced Items*

Grade-5 Writing Sample Item

The screenshot displays a digital writing practice interface. On the left, a text passage is presented in a scrollable area. The passage consists of ten numbered sentences (1-10) describing the history and characteristics of draft horses in America. Sentence (2) is the focus of the task. On the right, a task box contains the directions: 'Directions: Click and drag the comma into the correct location within the sentence. There may be one or more correct locations.' Below the directions, the instruction 'Punctuate sentence 2 correctly.' is followed by a text box containing the sentence: 'The draft horse, the largest type of horse, helped plow fields pull wagons, and haul crops to the market.' A small icon of a comma is positioned below the text box, indicating it is to be dragged into the text. The interface includes a top toolbar with icons for navigation and help, a status bar at the bottom with 'Page 1 of 3', 'Question 16 of 27 Section 1', and navigation buttons for 'Previous' and 'Next'.

(1) In the past many people in America depended on the horse to complete tasks that otherwise would have been much harder or even impossible to do. (2) The draft horse, the largest type of horse, helped plow fields pull wagons, and haul crops to the market. (3) Draft horses, though, were not native to America. (4) A lot of these really tough animals were shipped to the United States from super far away. (5) In 1950, however, the American Cream Draft Horse was recognized as the only American draft horse breed. (6) Records show that the first horse of it's kind was a blond-colored mare known as Old Granny. (7) Old Granny lived in Iowa during the 1900s. (8) Her body was strong and powerful, she was about six feet tall at the shoulder and weighed nearly 1,600 pounds. (9) In addition to her uncommon coat color, she had light-colored eyes and a white mane and tail. (10) The mare's manner was friendly and patient.

Directions: Click and drag the comma into the correct location within the sentence. There may be one or more correct locations.

Punctuate sentence 2 correctly.

The draft horse, the largest type of horse, helped plow fields pull wagons, and haul crops to the market.

Page 1 of 3

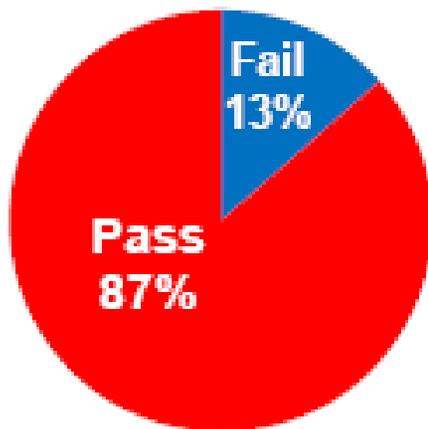
Question 16 of 27
Section 1

Flag for Review Section Review Previous Next

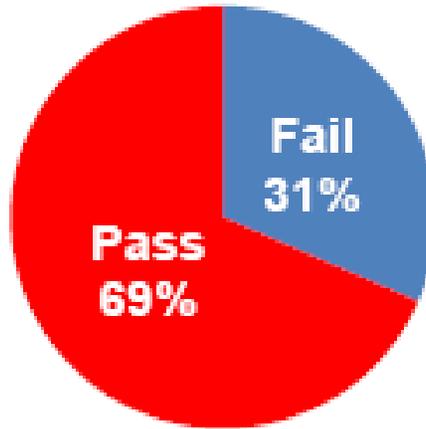
SOL Comparisons

Impact of New Mathematics Tests Introduced in 2011-2012

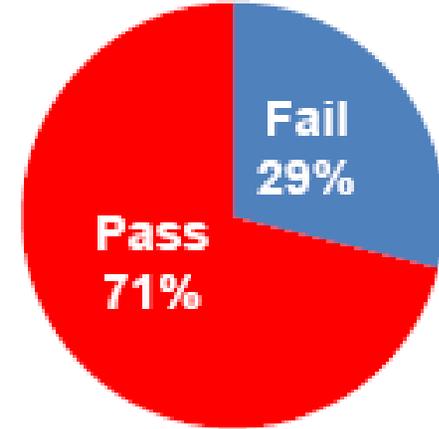
**SOL Mathematics
2010-2011**



**SOL Mathematics
2011-2012**



**SOL Mathematics
2012-2013**



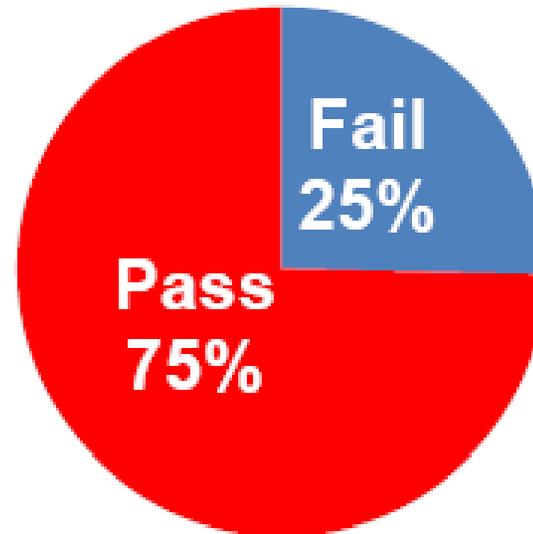
SOL Comparisons

Impact of New Reading Tests Introduced in 2012-2013

**SOL Reading
2011-2012**



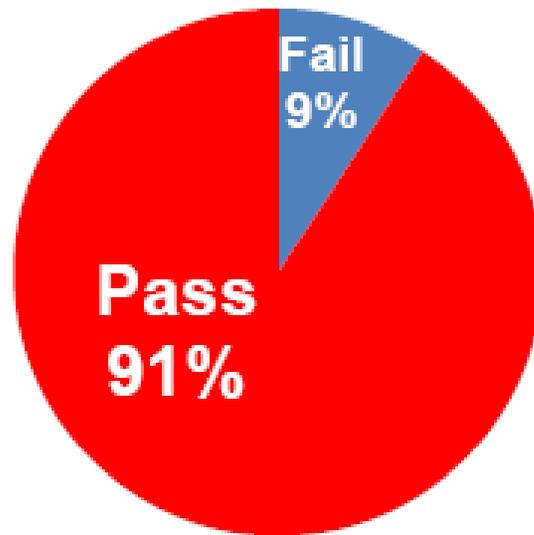
**SOL Reading
2012-2013**



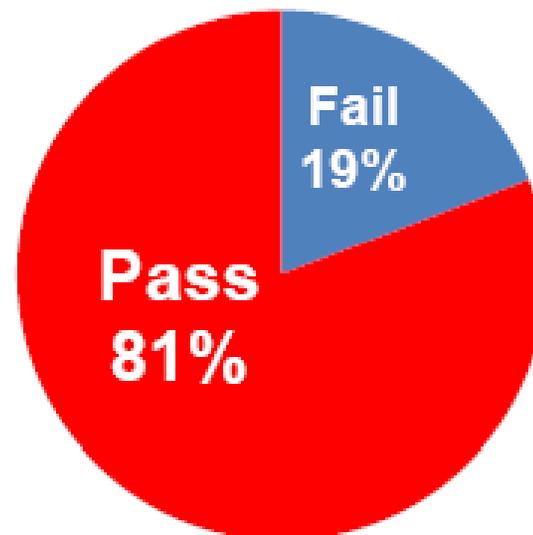
SOL Comparisons

Impact of New Science Tests Introduced in 2012-2013

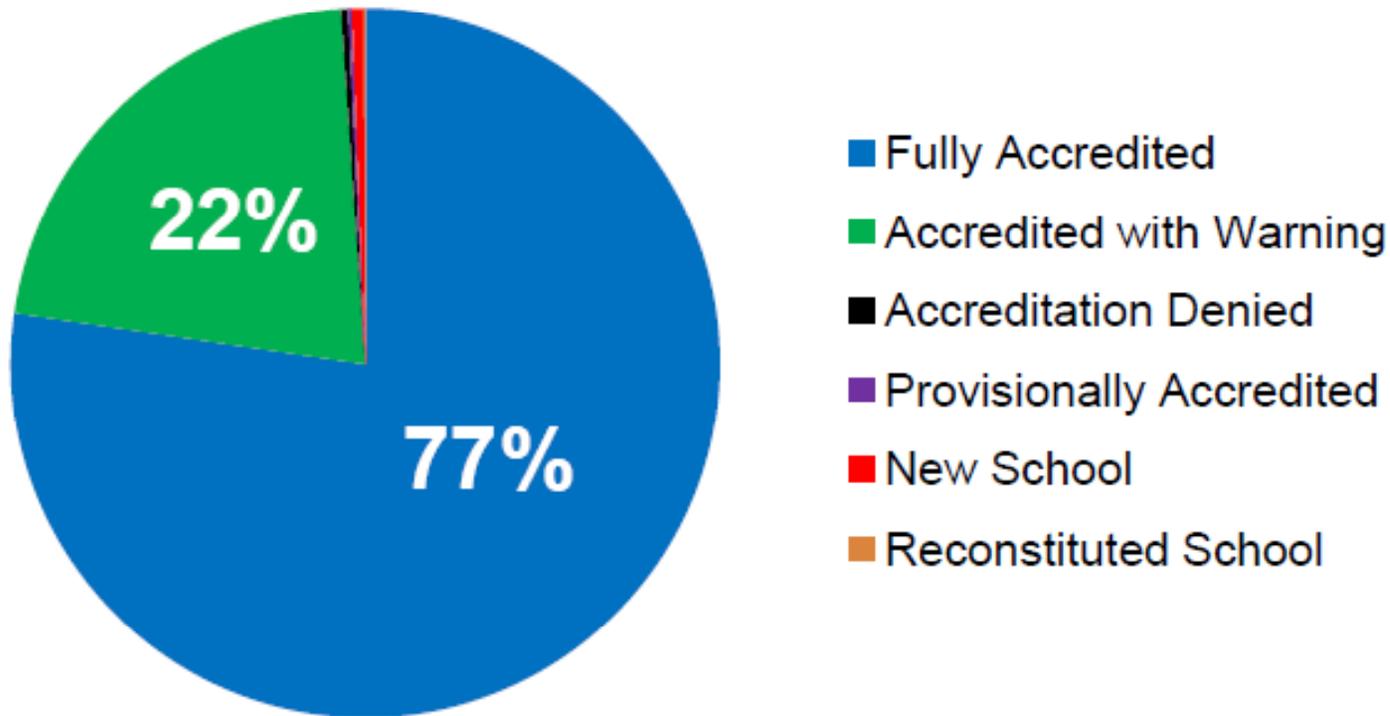
**SOL Science
2011-2012**



**SOL Science
2012-2013**



School Accountability: 2013-2014 Accreditation Results



School Improvement: Schools Not Fully Accredited

Accreditation Status	# of Schools
Accredited with Warning – 1 year	302
Accredited with Warning – 2 years	72
Accredited with Warning – 3 years	19
Provisionally Accredited Graduation Rate – 1 year	2
Provisionally Accredited Graduation Rate – 2 years	0
Provisionally Accredited Graduation Rate – 3 years	1
Conditionally Accredited Reconstituted – 3 years	1
Denied Accreditation – 1 year	2

Accreditation Status	# of Schools
Denied Accreditation – 2 years	2
Denied Accreditation – 3 years	0
Denied Accreditation – 4 years	1
Denied Accreditation – 5 years	0
Denied Accreditation – 6 years	0
Denied Accreditation – 7 years	0
Denied Accreditation – 8 years	1
TOTAL	403

Standards of Learning: *Computer Adaptive Testing (CAT) Pilot*

- **Grade-7 Math Pilot** – January 2014, approximately 1,500 students in 19 school divisions
- **Grade-8 Reading Pilot** – May/June 2014, approximately 1,500 students in 17 school divisions
- Results of the pilot will inform the redesign of state assessment system, beginning in 2015-2016

Standards of Learning: *Advantages of CAT*

- **Shorter testing times for many students**
- **Improved student motivation during testing as content is administered at more engaging levels of difficulty for struggling students**
- **Increased precision of measurement, especially for high-performing and struggling students**

Standards of Learning: *Advantages of CAT*

- **Well-suited for measuring student growth**
- **Improved test security since students are responding to different items**
- **Increased opportunities for retesting**
- **Efficient and secure mechanism for online delivery**
 - **More flexible administration windows**
 - **Simplified form construction process**

Standards of Learning: *Computer Adaptive Testing*

- All students must demonstrate the same level of achievement to be considered Proficient or Advanced
- However, instead of each student responding to the same items, the computer customizes the items for the individual student
- Computer scores responses and selects next item based on response

2013 NAEP-TIMSS Linking Study

Mathematics

Grade-8 Mathematics NAEP-TIMSS Comparisons		
<i>Statistically Higher than Virginia</i>	<i>Statistically the Same as Virginia</i>	<i>Statistically Lower than Virginia</i>
Republic of Korea Singapore Chinese Taipei Hong Kong SAR Japan Russian Federation Quebec, Canada	Israel	Finland Ontario, Canada United States England Alberta, Canada Hungary Australia 32 Others

2013 NAEP-TIMSS Linking Study Science

Grade-8 Science NAEP-TIMSS Comparisons		
<i>Statistically Higher than Virginia</i>	<i>Statistically the Same as Virginia</i>	<i>Statistically Lower than Virginia</i>
Singapore Chinese Taipei Republic of Korea Japan	Finland Alberta, Canada Slovenia Russian Federation Hong Kong SAR England	United States Hungary Ontario, Canada Quebec, Canada Australia Israel Lithuania 30 Others

Program of International Assessment (PISA)

- **Compares student performance in science, reading, mathematics and problem solving**
- **Participation in 2015 would provide information on how Virginia students compare internationally**
- **\$575,253 requested; \$141,116 in FY 2015 and \$434,137 in FY 2016 (plus an estimated \$25,000 in FY 2017)**

Teacher Quality:

Program Entry and Licensure

- **Preparation Program Entry** – Barred use of composite scores on Praxis Core Academic Skills test required for entry into Virginia teacher-preparation programs
- **Initial Licensure** – Higher minimum scores on Virginia Communication and Literacy Assessment (VCLA) required for initial licensure

Teacher Quality:

Praxis II Endorsement Area Tests

- **Higher minimum Praxis II scores required for middle school and high school mathematics and English endorsements, effective January 1, 2014**
- **Higher minimum Praxis II scores required for elementary education endorsement, effective July 1, 2014**

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