

SOL Innovation Committee
Vote on Proposed Recommendations
10.10.2017

High School Redesign Subcommittee Recommendations	Vote Record and Outcome
<p>1. While maintaining rigorous standards, Virginia must redesign curriculum and instruction to integrate the “5Cs” in core and co-curricular courses, enrichment offerings, and other learning activities.</p> <p>a) Virginia should initiate a plan to require all high school students to obtain an authentic experience through any of the following: apprenticeship, internship, externship, other work-based learning experience, service project, or capstone project.</p> <p>b) To enhance the required academic career plan, all high school students should develop a portfolio or resume demonstrating their career competencies, with clear alignment among their career goals, work based learning experiences, and academic coursework.</p> <p>c) Virginia should conduct a comprehensive evaluation of mathematics and science course offerings; develop blended curriculum courses; ensure that a wide variety of applied mathematics courses are available to all students that align with mathematics competencies needed for their career pathways, and ultimately the Commonwealth’s workforce needs.</p>	<p>Unanimously approved by citizen and legislative members present</p> <p>ADVANCED</p>
<p>2. The Virginia Department of Education must build upon the success of the High School Innovation Grants to help equip all schools to deliver a redesigned high school experience. To accomplish this, VDOE should:</p> <p>a) Continue providing high school innovation grants over the next biennium, so schools can incorporate and implement the concepts identified in recommendations 1A, 1B, and 1C.</p> <p>b) Identify, compile and distribute best practices and exemplar models amongst all divisions in the spring of 2018.</p> <p>c) Identify outstanding policy barriers in code and regulations to facilitate implementation at scale. The VDOE should report back to the SOL Innovation Committee in the summer of 2018 with specific policy recommendations.</p>	<p>Unanimously approved by citizen and legislative members present</p> <p>ADVANCED</p>
<p>3. Virginia should replace the current workplace readiness certificate with one that is aligned with the “5Cs” and is a more relevant, rigorous and meaningful way for students to demonstrate career readiness.</p>	<p>Unanimously approved by citizen and legislative members present</p> <p>ADVANCED</p>
<p>4. A workgroup should be formed to develop specific policy recommendations to align teacher licensure and teacher preparation programs to the state’s vision for redesigned high school experiences. This workgroup should include a variety of stakeholders, including but not limited to VDOE, SCHEV, and teacher preparation program representatives.</p>	<p>Unanimously approved by citizen and legislative members present</p> <p>ADVANCED</p>
<p>5. The Virginia Department of Education and school divisions should provide relevant professional learning opportunities to all educators, including best practices learned through the high school innovation pilots. Professional learning content must include:</p> <p>a) The development and delivery of content that integrates the “5Cs” in curriculum and instruction, and the use of a balanced assessment system;</p> <p>b) The enhancement of educators’ understandings of relevant and contemporary career opportunities for students, and their ability to establish partnerships that facilitate work-based learning opportunities.</p>	<p>Unanimously approved by citizen and legislative members present</p> <p>ADVANCED</p>

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c) Training and development to address the academic, emotional, social, and physical needs so essential to student success.	
6. A strong, holistic accountability of schools and divisions is important to the successful implementation of these changes. As such, the Board of Education should consider how the College, Career and Civic Readiness indicator, included in the proposed accreditation matrix, might be updated to reflect meaningful and statewide implementation of these changes.	Unanimously approved by citizen and legislative members present ADVANCED
Assessment Subcommittee Recommendations	Vote Record and Outcome
7. For the short term, recommend the use of linked SOL item banks to measure growth in grades 3-8 reading and mathematics with the following assumptions: <ul style="list-style-type: none"> • Students are not required to sit for multiple test sessions in order to access questions above or below their grade level. • The average length of test sessions does not increase significantly in order to yield a growth measure. • The item bank is broad and robust enough to yield a growth score for students. *The subcommittee recognizes that there are limitations to the number of students for whom a growth measure is feasible in this system, if other recommendations are not to be violated (i.e. more tests or longer tests). <ul style="list-style-type: none"> • Growth scores are reported. *It is understood that the accountability calculation for a school will consider growth scores only for those students whose performance levels do not indicate on-grade-level proficiency. Growth should, however, be reported (including to parents) for all students for whom a growth score can be calculated. A communications plan should be developed to help all stakeholders understand and interpret growth scores.	Unanimously approved by citizen and legislative members present ADVANCED
8. Recommend ongoing research leading to implementation of more direct measures of student growth. Recognizing the limitations of linked SOL tests as proxies for growth, Virginia should have a long-term goal of replacing point-in-time achievement measures (SOL tests) with direct measures of growth in grades 3-8.	Unanimously approved by citizen members; and legislative members voted down 4-2 NOT ADVANCED
9. In order to align standards and assessments, we recommend that age-appropriate performance standards for the “5Cs” be integrated in the Standards of Learning as they are updated over time.	Unanimously approved by citizen and legislative members present ADVANCED
10. Recommend that the Virginia Board of Education develop a secured set of state-level performance assessments in elementary and middle school science (ESSA requires achievement testing in science at elementary and middle school levels). These assessments should require students to demonstrate their knowledge of content and skills from the Standards of Learning, and to demonstrate skill in two or more of the “5Cs”. Each assessment should require a written component aligned with the grade-level Standards of Learning in written communication.	Unanimously approved by citizen members; and legislative members voted down 4-2 NOT ADVANCED
11. To align with current practice in elementary school with the Virginia Studies performance assessment, we recommend that the middle school civics performance	Unanimously approved by citizen members; and

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<p>assessment be locally administered and scored. School divisions should be required to attest to implementation.</p>	<p>legislative members voted down 4-2</p> <p>NOT ADVANCED</p>
<p>12. Recommend that the Virginia Board of Education develop and test state rubrics and scoring protocols for the science state level assessments. The rubrics and protocols should be pilot-tested and revised as necessary before state-wide use to ensure (1) the assessment’s validity for measuring the intended learning goals, and (2) consistency and reliability in scoring student work.</p>	<p>Unanimously approved by citizen members; and legislative members voted down 4-2</p> <p>NOT ADVANCED</p>
<p>13. Recommend that when the science state-level performance assessment is implemented in school divisions, the Board of Education use research-based mechanisms such as sampling, auditing, and objective third-party scoring to ensure reliability of results and integrity of the process.</p>	<p>Unanimously approved by citizen members; and legislative members voted down 4-2</p> <p>NOT ADVANCED</p>
<p>14. Recommend that the balanced assessment system continue to include point-in-time achievement measures. As Virginia’s Standards of Learning and the accompanying SOL tests are revised over time, recommend including and emphasizing the “5Cs” where they align with grade-level content. [* The federal Every Student Succeeds Act requires achievement tests in grades 3-8 reading and mathematics.]</p>	<p>Unanimously approved by citizen members; and legislative members voted down 4-2</p> <p>NOT ADVANCED</p>
<p>15. Recommend continuous examination and application of the most current and rigorous research available as changes are made to individual tests as well as to the system as a whole.</p>	<p>Unanimously approved by citizen members; and legislative members voted down 4-2</p> <p>NOT ADVANCED</p>
<p>16. In conjunction with recommendation 9; school divisions should integrate the “5Cs” into their local curriculum and provide teachers in all grade levels and content areas access to resources that support their use of a variety of assessment techniques (questioning and feedback strategies, aligned test items, performance tasks and rubrics, for example).</p>	<p>Unanimously approved by citizen and legislative members present</p> <p>ADVANCED</p>
<p>17. Recommend that VDOE create a collection of exemplar classroom and school level performance assessments and a process for assessing the quality of performance tasks.</p>	<p>Unanimously approved by citizen and legislative members present</p> <p>ADVANCED</p>
<p>18. There must be sustained, high quality professional learning in order for this vision to be achieved. Therefore, wherever funds are available for professional learning, it should be directed to differentiated and customized professional learning activities which include opportunities to observe others, plan and design with colleagues, and receive quality feedback on the job.</p>	<p>Unanimously approved by citizen and legislative members present</p> <p>ADVANCED</p>
<p>19. Recommend that specific skills and competencies for teachers and leaders be identified to encourage school divisions, professional associations, Universities and other</p>	<p>Unanimously approved by citizen and legislative</p>

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stakeholders to align programs and state licensure requirements with those competencies. To that end, we recommend micro-credentialing be an approved option for teacher recertification as one way in which teachers and leaders can document their learning and transfer it into practice.

[A micro-credential in performance assessment, for example, would require teachers to first participate in an approved professional learning seminar, workshop, or other type of program. Then the teacher would design and/or implement a performance assessment using Virginia's Quality Criteria as guidelines, and submit the assessment along with samples of student work to the school division for evaluation and approval. If earned, the micro-credential (like several current types of documentation of professional learning) would be used by the school division to award recertification points.]*

members present

ADVANCED