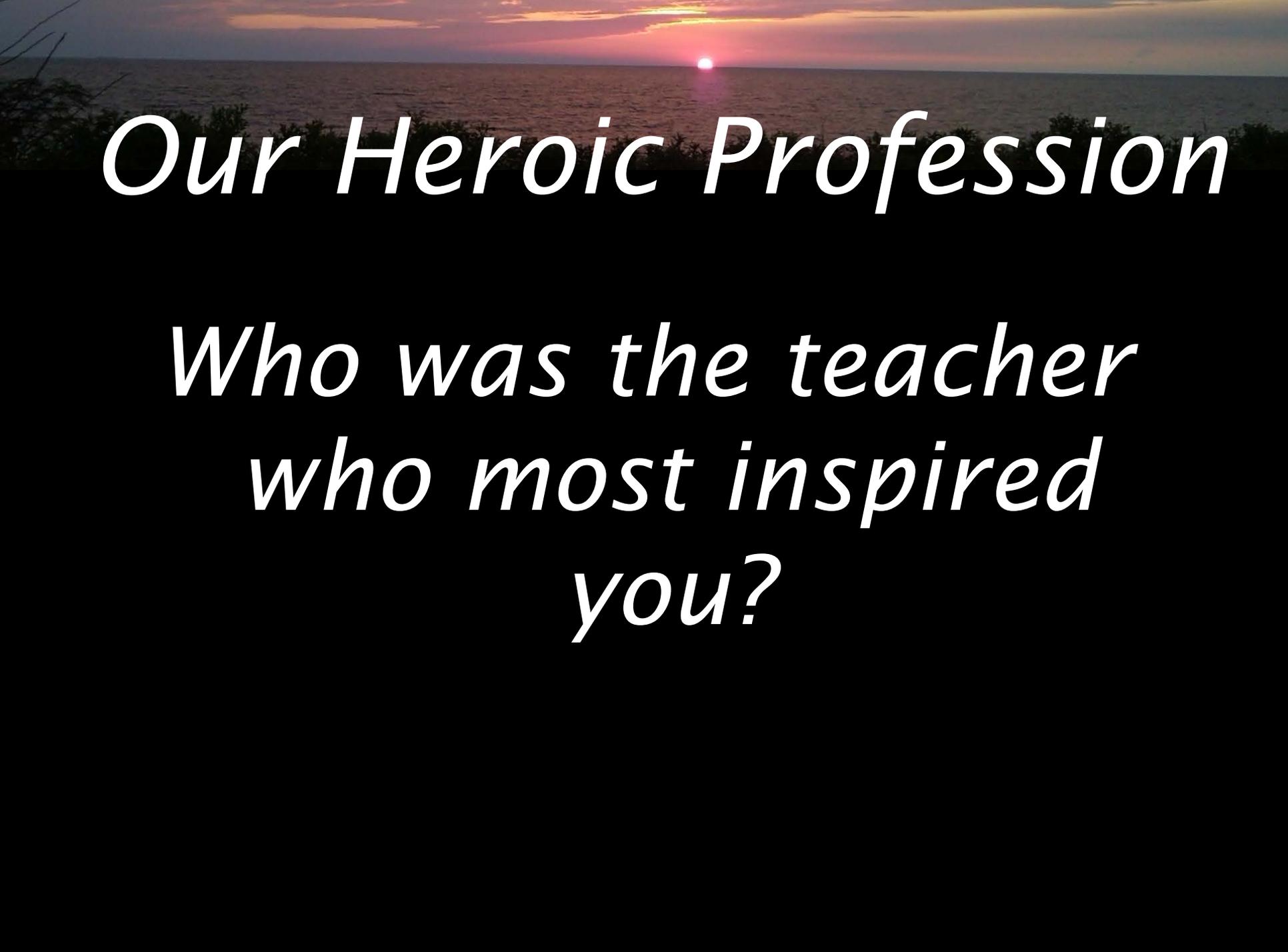
A sunset scene over a body of water with silhouetted trees in the foreground. The sun is low on the horizon, creating a bright glow and reflecting on the water. The sky is filled with soft, colorful clouds in shades of orange, yellow, and blue.

**Student Growth,
Professional Evaluation,
& Strategic
Compensation:
What Works, What Doesn't,
and What's Next**

December 3, 2012



Our Heroic Profession

*Who was the teacher
who most inspired
you?*

A sunset over the ocean with a bright sun low on the horizon, casting a glow over the water and sky. The foreground shows dark silhouettes of trees and bushes.

Role Model

Love of Children

High Expectations

*What were the most
common characteristics
of these great teachers?*

Showed Respect

Inspiring

Passionate &

Enthusiastic

Earned Respect

Non-judgmental



What was the Evidence?

A photograph of a sunset over the ocean. The sun is a bright white circle on the horizon, with a pink and orange glow around it. The sky is dark with some light clouds. The ocean is dark and calm. In the foreground, there are dark silhouettes of trees and bushes.

What was the Evidence?

*How could it be
measured?!*



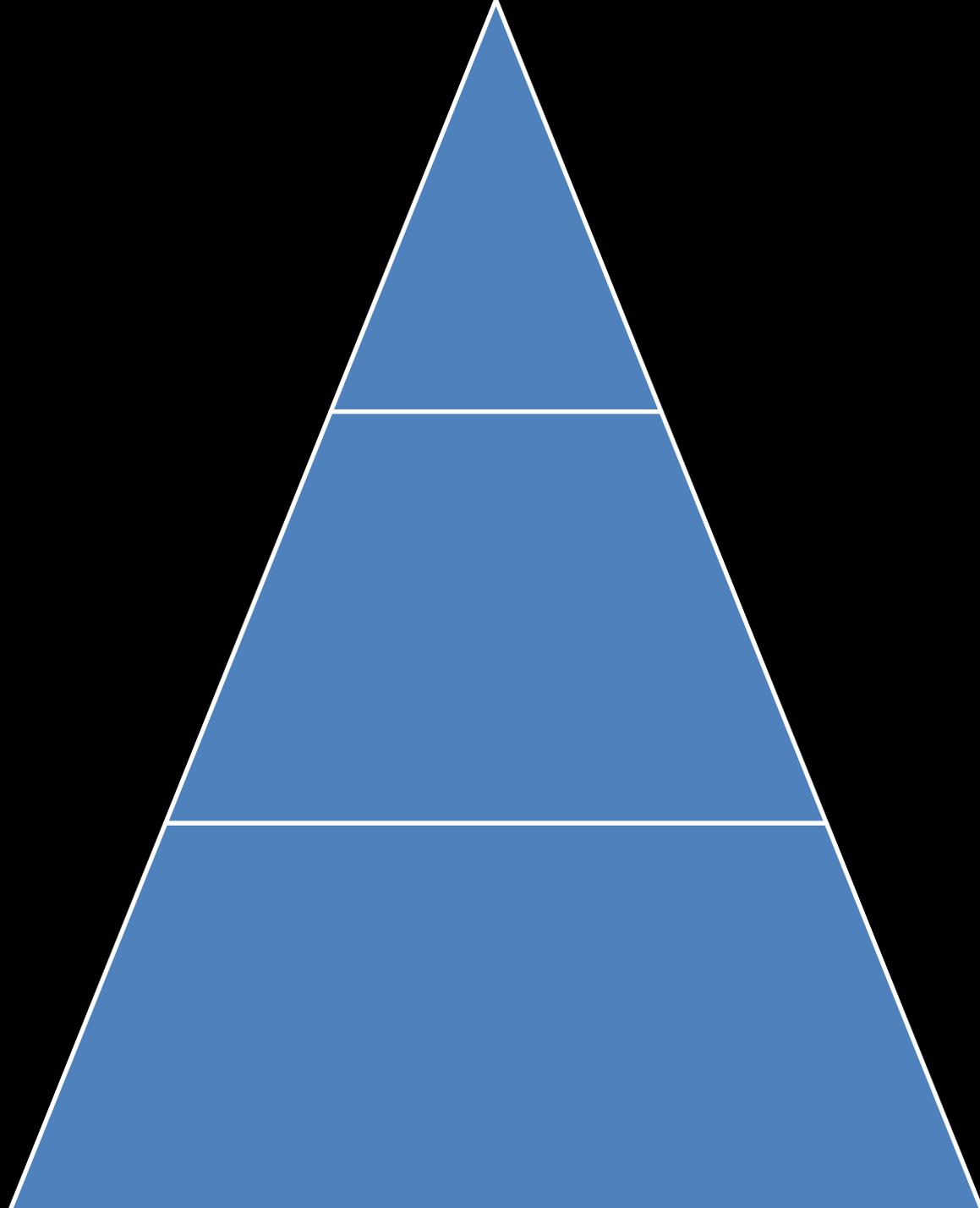
*Not everything that matters
can be measured;
not everything that can be
measured matters.*

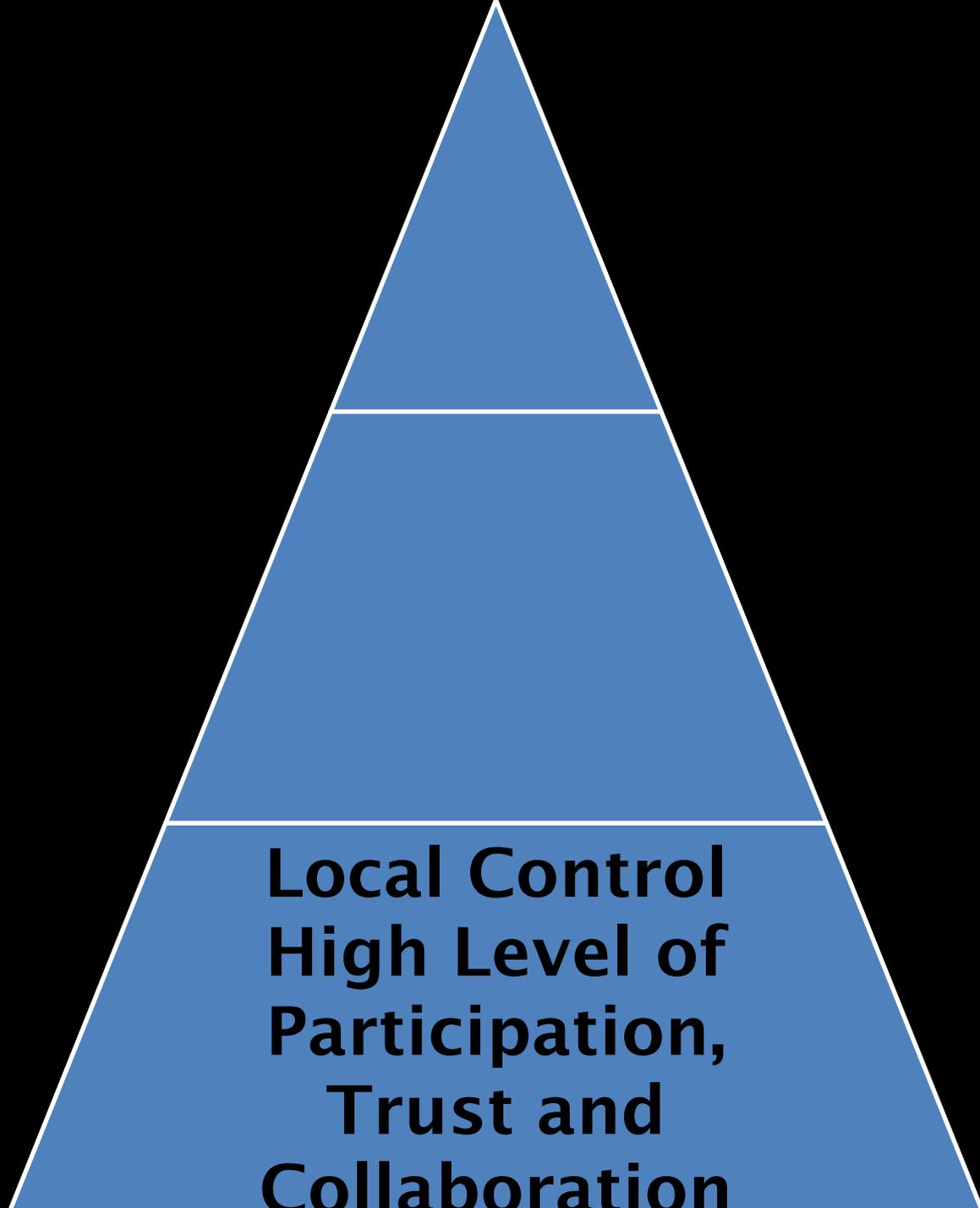
- Albert Einstein

A photograph of a sunset over the ocean. The sun is a bright red orb on the horizon, with a pink and orange glow in the sky. The water is dark and calm. In the foreground, there are dark silhouettes of trees and bushes.

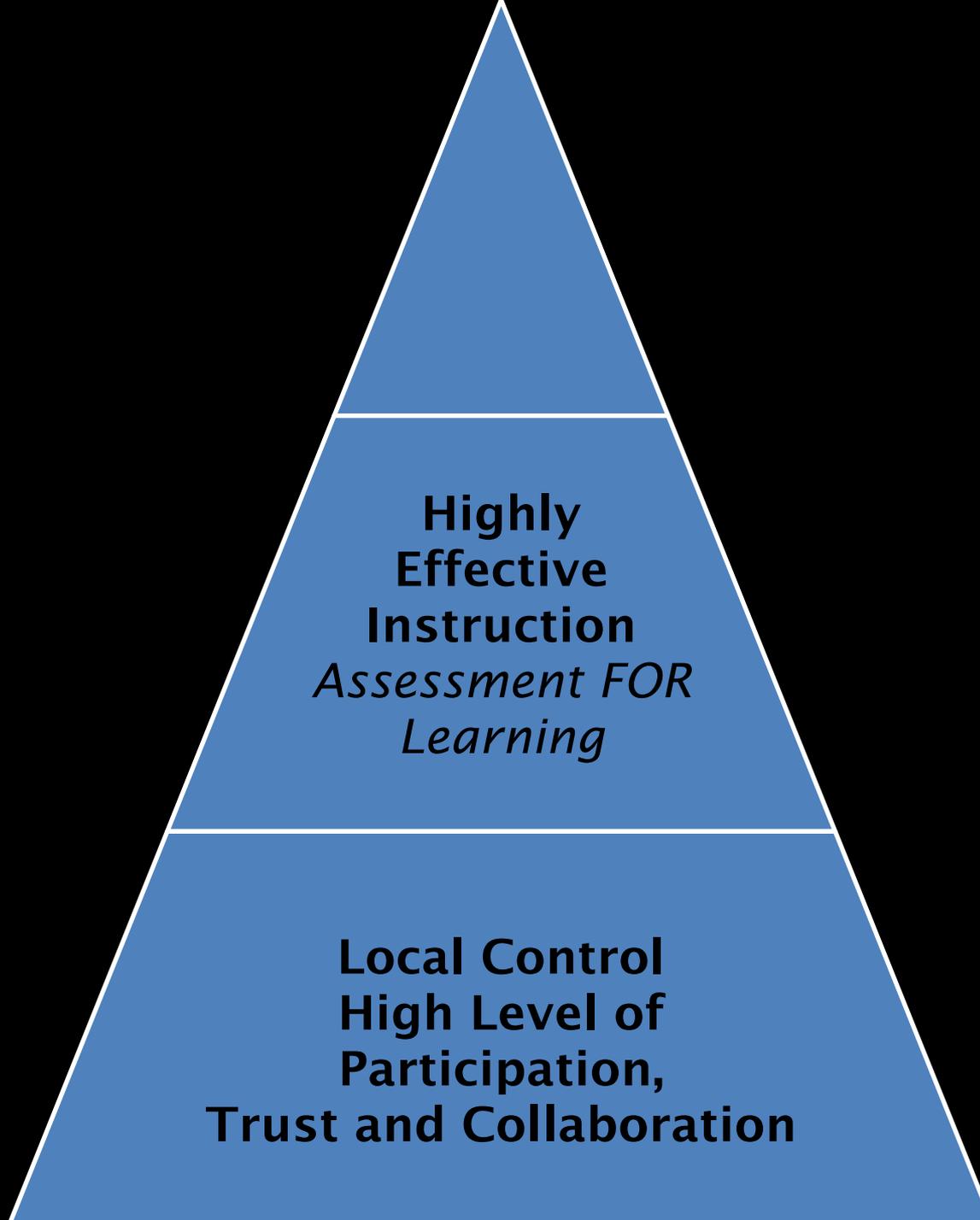
Disclaimer:

*This presentation is about one part
of a much bigger process.*



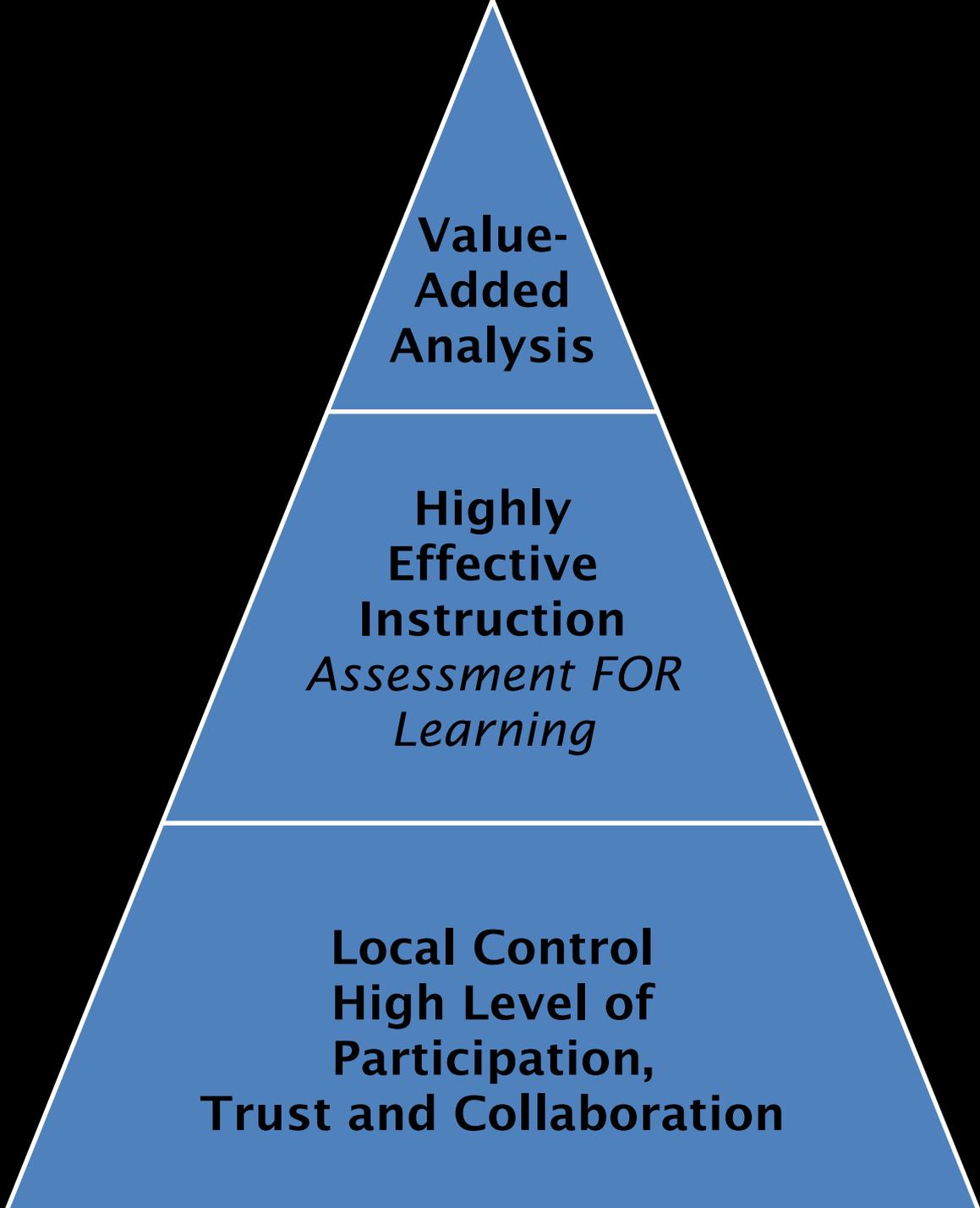


**Local Control
High Level of
Participation,
Trust and
Collaboration**



**Highly
Effective
Instruction**
*Assessment FOR
Learning*

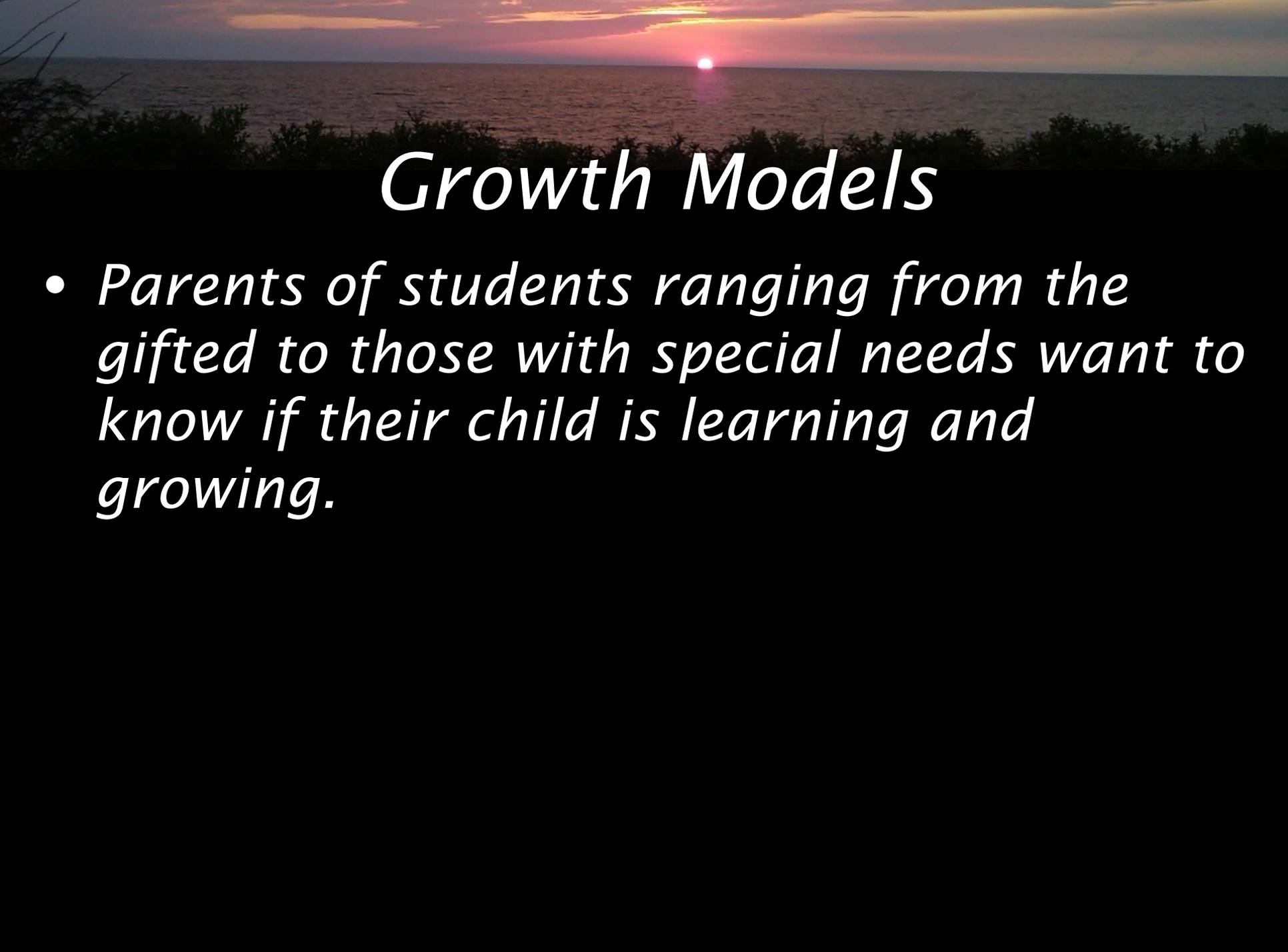
**Local Control
High Level of
Participation,
Trust and Collaboration**



**Value-
Added
Analysis**

**Highly
Effective
Instruction**
*Assessment FOR
Learning*

**Local Control
High Level of
Participation,
Trust and Collaboration**

A sunset over the ocean with a bright sun low on the horizon, casting a glow over the water and sky. The foreground is dark, suggesting a silhouette of trees or bushes.

Growth Models

- *Parents of students ranging from the gifted to those with special needs want to know if their child is learning and growing.*

U.S. NEWS

Brightest Stall, Low Achievers Gain

Some Say Top Students Need Attention Given to Weaker Performers, as Smart Kids' Scores Barely Move

By STEPHANIE BANCHERO

A national focus on the lowest-achieving students has helped boost their academic performance, but it has left the country's brightest young minds behind, prompting calls to rethink how schools teach top kids.

Recent data, including results released last week from national math and reading exams, show high achievers are stagnating and falling behind their international counterparts.

A report by the National Association for Gifted Children released this week said public schools deny top-performing children the resources, properly trained teachers and coherent policies they need to excel. It called for policy changes that don't require additional spending, such as holding schools accountable for the scores of the top-fliers.

"There is this myth that gifted and talented children will be fine on their own," said Jane Clarenbach, director of the National Association for Gifted Children, a nonprofit advocacy group. "But I think history is showing us that this is not true, and we now have a crisis in this nation where our top achievers are being ignored."

Proponents of gifted education say a preoccupation with the lowest performers has relegated the most promising students to unchallenging classrooms. They point to the 1990s

school reading, writing, math and social studies exams shows dramatic progress—sometimes double-digit increases—for the lowest achievers over the last two decades, especially after No Child Left Behind. But the scores of the brightest students have, for the most part, inched up marginally or stalled.

In fourth-grade reading, for example, the average score of students in the lowest 10% was 174 out of 500 in 2011, up 15 points from 2000. The score of students in the top 10% was 264, statistically unchanged since 2000 at 262.

In fact, of the 17 subject exams given in elementary and high school over the last decade, top-scoring kids showed progress on only four: fourth and eighth grade math, and minimal gains in 8th and 12th grade reading. Meantime, the lowest achievers improved on 11 exams.

Among all U.S. students, the average national scores on most exams have ticked up slightly, except for elementary school math, where students have made double-digit gains.

Only 10% of U.S. students scored in the top tier on the math and science portions of the 2009 Program for International Student Assessment, an international exam, behind many other developed countries, including South Korea, Finland and Canada.

Ulrich Boser, a senior fellow



Eighth-graders Drew Hickman, center left, and Fatima Ndiaye show off their teepee this week to younger students at Hall County Schools' Da Vinci Academy for gifted students in Gainesville, Ga.

focus our attention and make the most gains with these students," he said.

The gifted association's report found that only 31 states require schools to identify gifted and talented children. Twenty-six states mandate targeted services for top achievers and 23 set aside funding for such students.

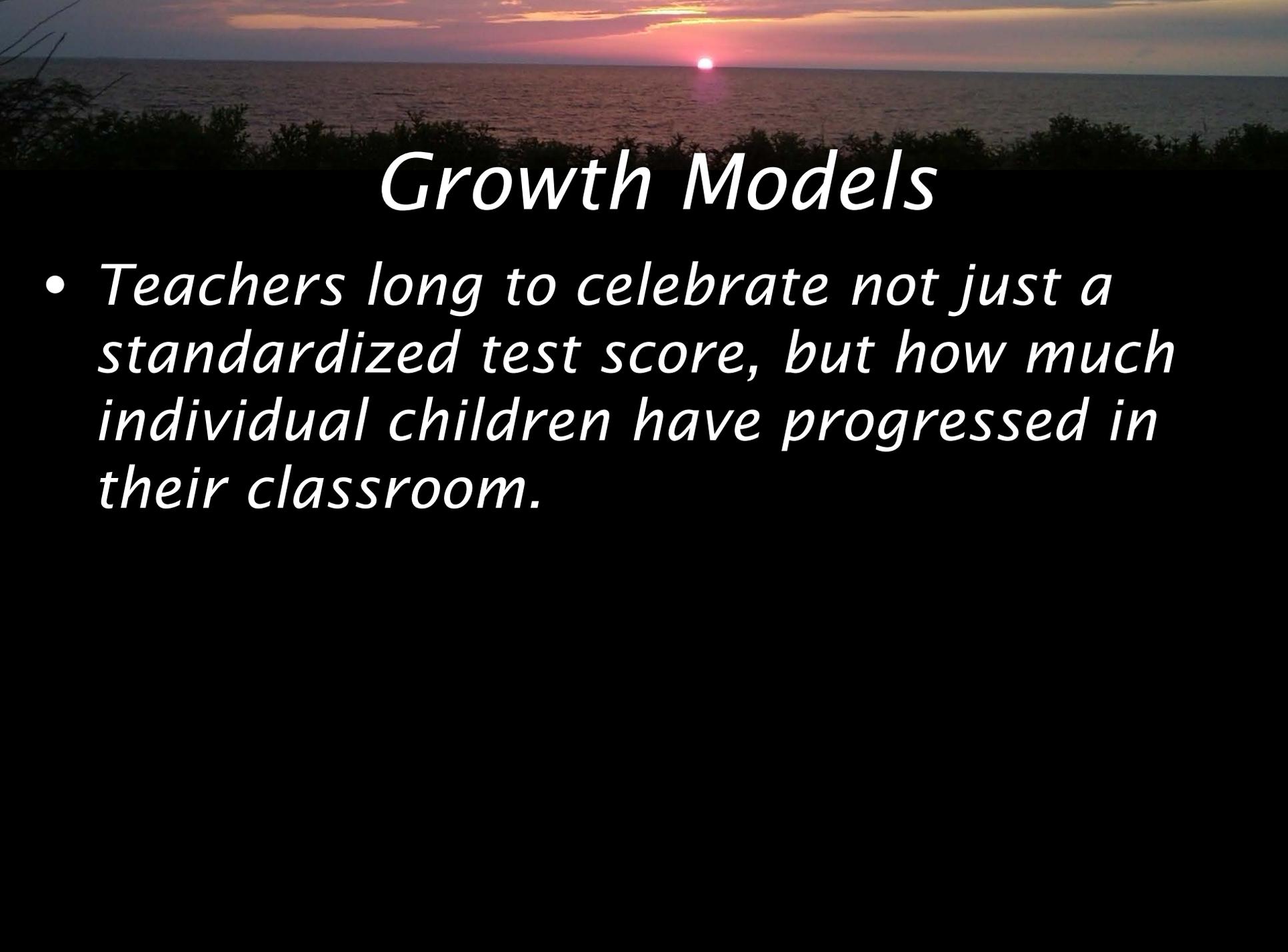
And even though the majority of the nation's estimated three million gifted and talented students

federal laws require schools to provide intensive services for them. The report recommends ways to improve the situation without significantly raising costs for strapped districts.

One is to make it easier for top-performing children to skip grades. Only eight states have policies that let smart kids skip grades, while the remaining leave it up to local school districts to decide, the report said.

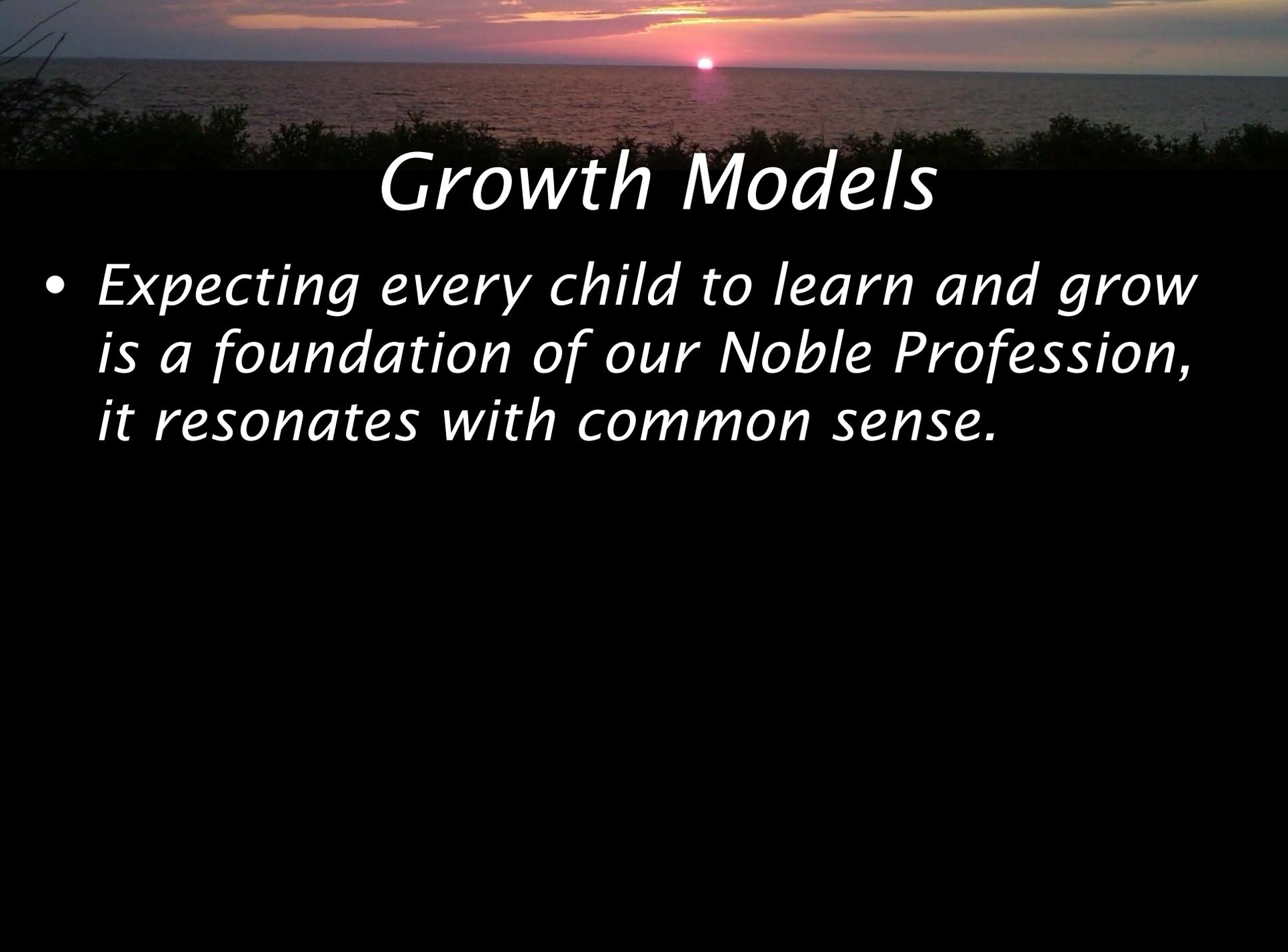
take college-level classes. They opened a school for high-achieving students and found ways to motivate junior high students interested in the arts, sciences and technology. And they pushed about 300 of the district's 1,700 general-education teachers to take courses in how to teach advanced students.

The district, which is racially diverse and 60% low income, has seen an increase in students scoring in the top tier on state

A sunset over the ocean with a bright sun low on the horizon, casting a glow over the water and sky. The foreground is dark, suggesting a silhouette of trees or bushes.

Growth Models

- *Teachers long to celebrate not just a standardized test score, but how much individual children have progressed in their classroom.*

A sunset over the ocean with a bright sun low on the horizon, casting a glow over the water and sky. The foreground is dark, suggesting a silhouette of trees or bushes.

Growth Models

- *Expecting every child to learn and grow is a foundation of our Noble Profession, it resonates with common sense.*



Student Growth
VS.
Student Achievement
What's the Difference?!

-  *a non-profit based in Ohio*

Visit www.battelleforkids.org

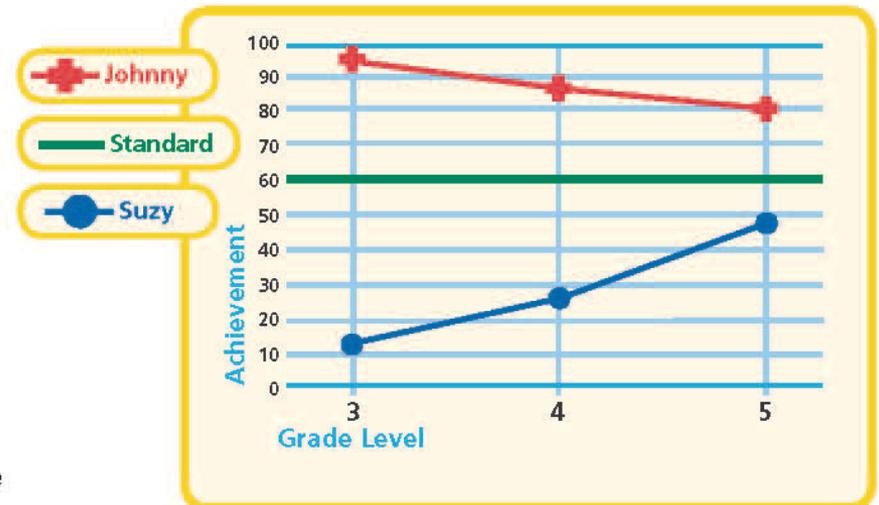
Why Measuring Students' Academic Progress is Important

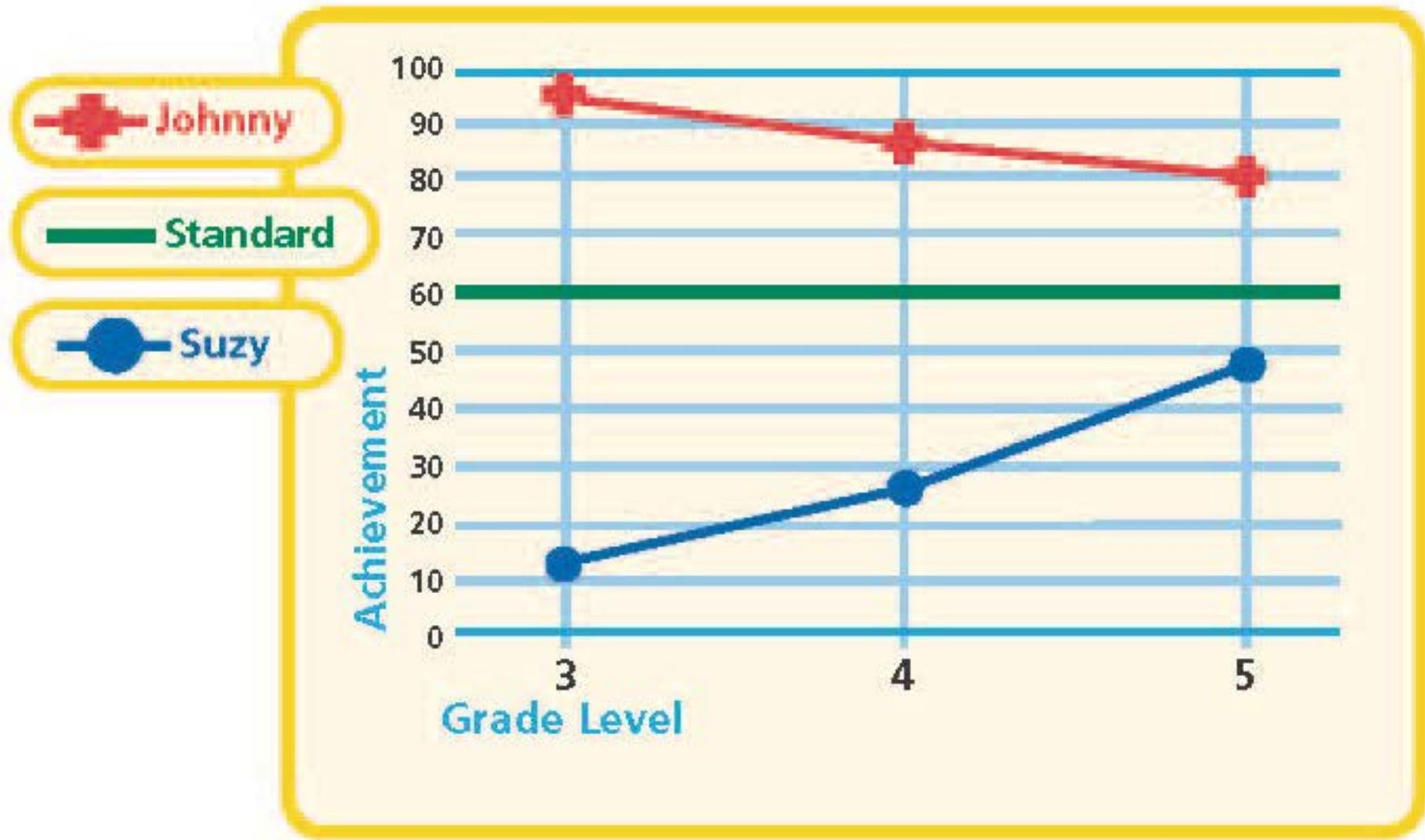
Consider this example:

Johnny is scoring above state and federal proficiency levels, but is experiencing less than expected academic growth. **Suzy** isn't meeting academic standards, but she is making significant growth for the year and making progress in the right direction.

To date, most state accountability systems annually evaluate a school's success based on the average achievement level of students at each grade. In this type of system, Johnny and his school would be considered successful, while Suzy and her school would be below standard.

By measuring students' academic achievement and progress, schools and districts have a more robust, comprehensive picture of their effectiveness in raising student performance.

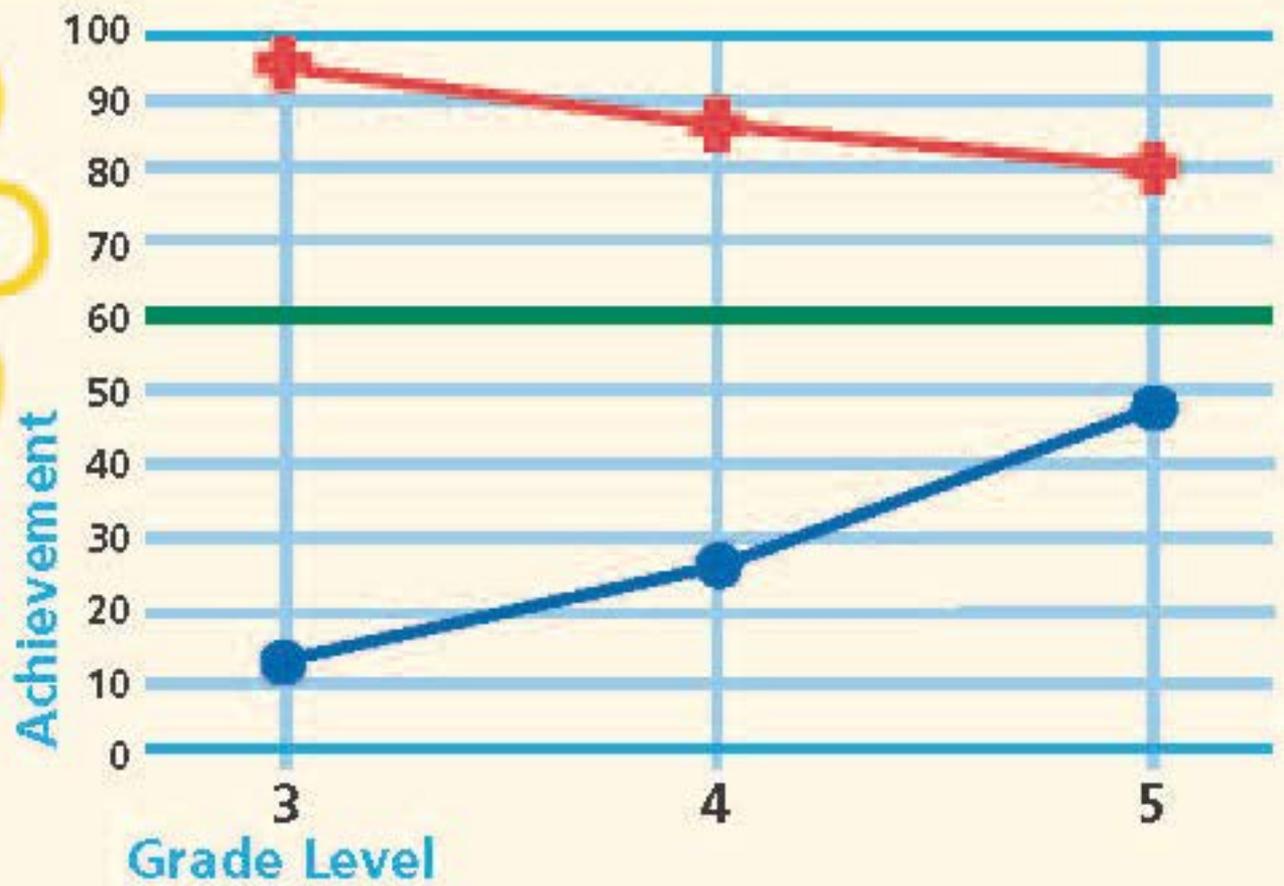


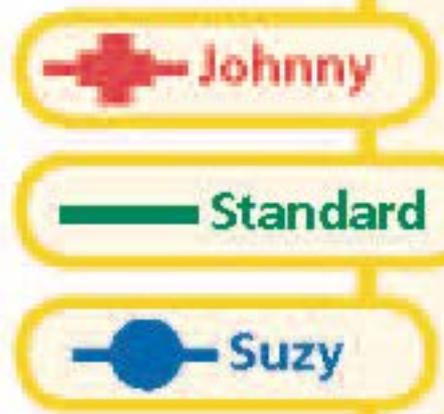


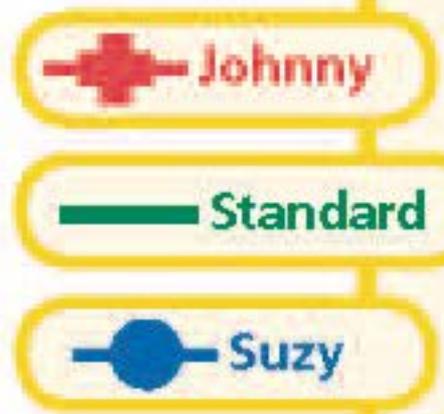
Johnny

Standard

Suzy

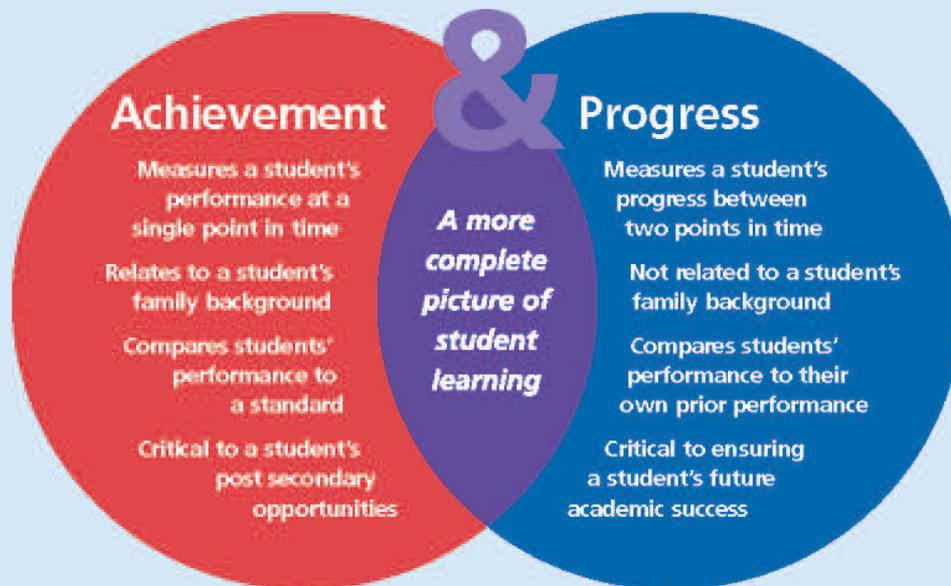






Achievement vs. Progress

In education, the words “achievement” and “progress” are often used interchangeably. However, their meanings are very different.



Achievement is measured by students' performance at a single point in time and how well those students perform against a standard. Achievement typically has been measured by students' performance on state tests and how well students perform in relation to state standards and the “bar” established for proficiency. To date, performance of districts, schools and teachers has been determined almost exclusively by the number of students who pass the state tests.

Progress is measured by how much “gain” or “growth” students make over time (i.e., year to year, semester to semester, etc.). Think of academic progress in terms of a child's growth chart. A growth chart shows a child's height at age two, three, etc. These data points can be plotted to display that child's physical growth over a specific period of time.

*The Commonwealth of
Virginia's Current Assessment
& Accountability System:*

*Exclusively based on
Student Achievement*

*The Commonwealth of
Virginia's Current Assessment
& Accountability System:*

*A 1990's Solution to a
1980's Problem*

The Commonwealth of Virginia's Current Assessment & Accountability System:

A 1990's Solution to a 1980's Problem

One that has been amended, appended, and adapted by NCLB, considerations for students with disabilities, English language learners, Race to the Top compliance, and now the NCLB Waiver

SOL
(Achievement)
Tests

34

Authentic
Growth
Measures

0

*We are not suggesting that
Achievement (SOL) Tests are
not important...*

*We are not suggesting that
Achievement (SOL) Tests are
not important...*

*They are entirely necessary,
at key points in time but
must only be used for the
intended purpose*



www.eBaumsWorld.com

The American Recovery and Reinvestment Act of 2009 (ARRA Stimulus) funds for education required that teacher administrator evaluations feature significant emphasis on student growth



8/10/2010

Virginia still rejecting national education...

The Washington Post

Virginia still rejecting national education standards

Advertisement

Tuesday, August 10, 2010; A 16

IF THERE WAS any lingering fear about the new national education standards lacking rigor, it was erased by Massachusetts's decision to sign on to the movement.

Widely seen as having the toughest state standards in the country, Massachusetts nonetheless recognized the advantages -- and wisdom -- of common academic standards. It is not alone in that judgment: More than half the states and the District of Columbia have already adopted the standards, and about a dozen more are seen as leaning in that direction. Which makes Virginia's decision to sit it out all the more puzzling.

*The American Recovery and
Reinvestment Act of 2009
(ARRA Stimulus) funds
had strings attached*

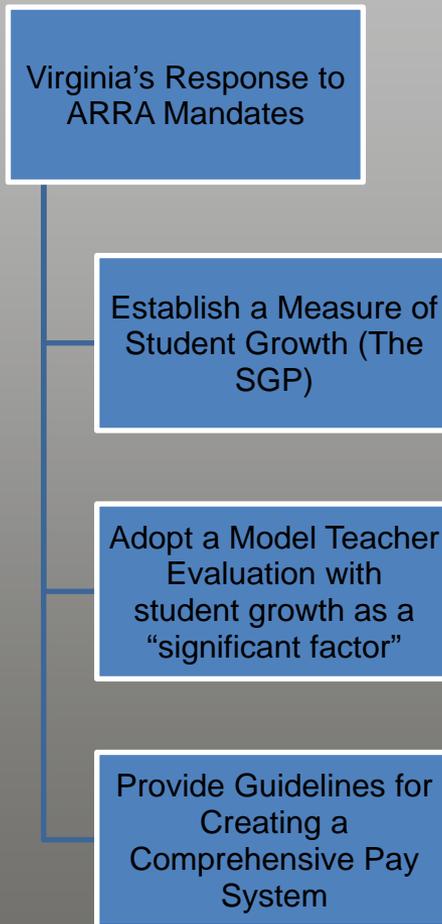


*The American Recovery and
Reinvestment Act of 2009
(ARRA Stimulus) funds
had strings attached*



The Virginia DOE rapidly responded to ensure compliance

The Virginia DOE helped Divisions comply with ARRA Mandates



Virginia plans to weigh student growth in teacher evaluations

RICHMOND

Virginia's weak teacher accountability provisions are getting a fresh look.

According to plans presented to the state Board of Education on Thursday, new guidelines would require evaluations to consider student growth as a "significant" factor.

Current law only requires evaluations to be conducted every three years and does not tie them to pay.

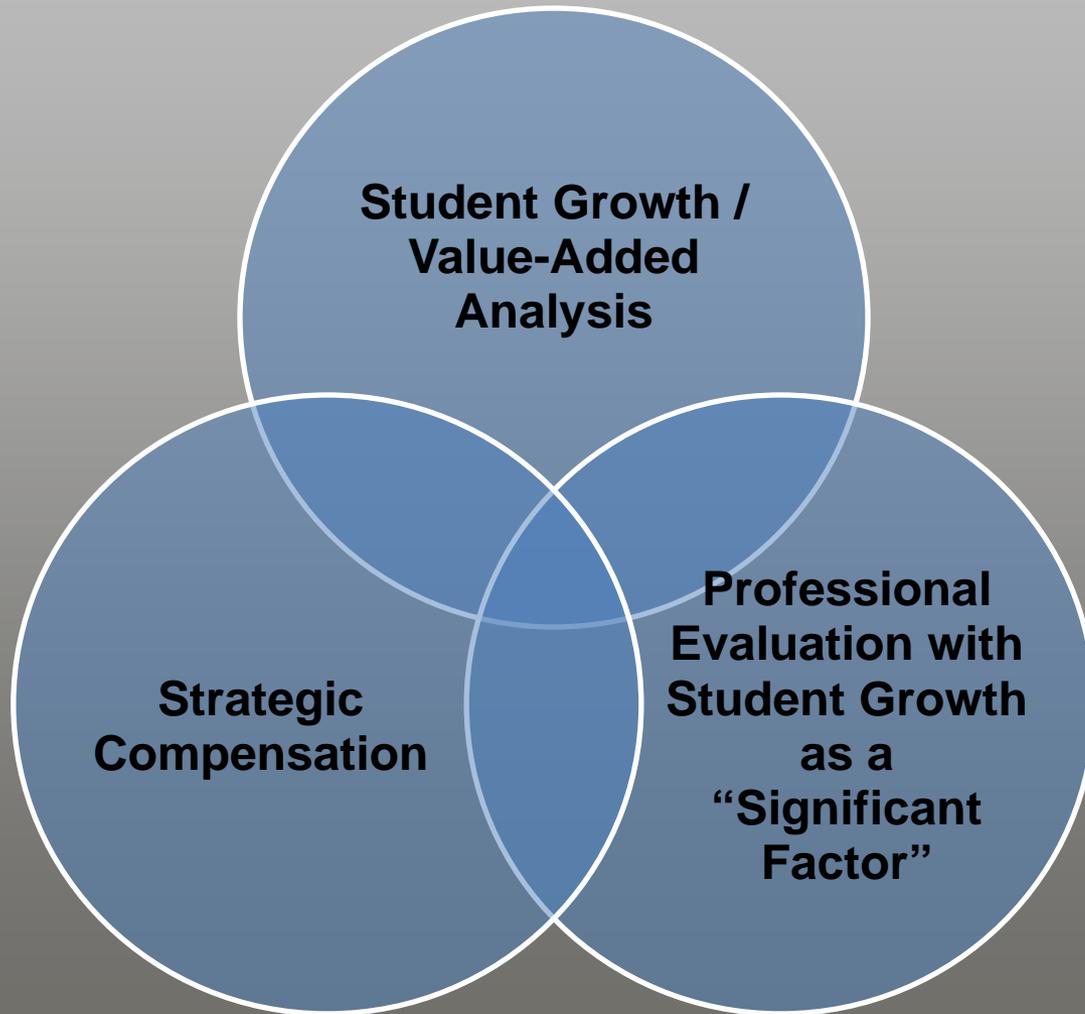
The state Department of Education plans to design new research-based evaluation models over the next few months. Officials hope to try out the models next year in school divisions with low-achieving and high-poverty schools.

State Superintendent Patricia Wright said the models must be strong enough to allow schools to use evaluations to make performance pay decisions, if they so choose. "It is not a mandate," she said.

Teachers and leaders in Salem City Schools rejected a linear approach and embraced the fact that what we do is profoundly
complex and interconnected.



Three Inextricably Linked Future Realities for Public Education





A Republican Administration



The 2011 General Assembly approved Governor McDonnell's request for \$3 million to reward teachers in hard-to-staff schools based on student growth and other performance measures during the 2011-2012 school year.

*Bob McDonnell
Virginia Governor
April 19, 2011*

A Democratic Administration



...moving away from this focus on AYP, and focusing on growth and gains. I think this is a much fairer, much more thoughtful way to evaluate progress...

*Secretary Arne Duncan
January 27, 2011*

Bill & Melinda Gates Foundation



*Once we start to
measure excellence,
we'll unleash the true
power of teachers.*

Bill Gates

November 19, 2010



*Republicans, Democrats,
and Billionaires agree*

that

- 1. Highly effective teachers help students learn*
- 2. Student growth should be a measure of teacher effectiveness*
- 3. Compensations systems should reflect #'s 1 and 2*

Virginia's public educators and parents agree that...

- 1. Highly effective teachers help students learn*
- 2. Student growth should be a measure of teacher effectiveness*
- 3. There may be compensations systems that reflect #'s 1 and 2*
- 4. The SOL tests were not designed to do any of this and efforts to use SOL tests this way will likely meet opposition*

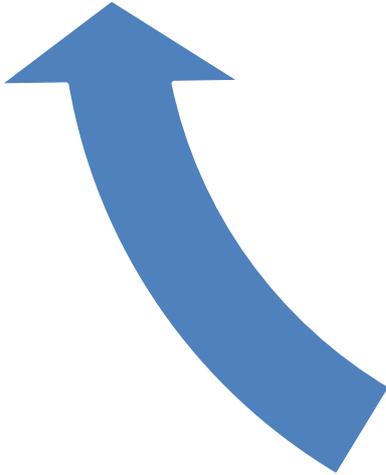


Why?

A photograph of a sunset over the ocean. The sun is a bright orange circle on the horizon, with a vertical line of light reflecting on the water. The sky is a mix of orange, pink, and blue. The foreground is dark, showing the silhouettes of trees and bushes.

*The Commonwealth of
Virginia's Current Assessment
& Accountability System:*

*Exclusively based on
Student Achievement*

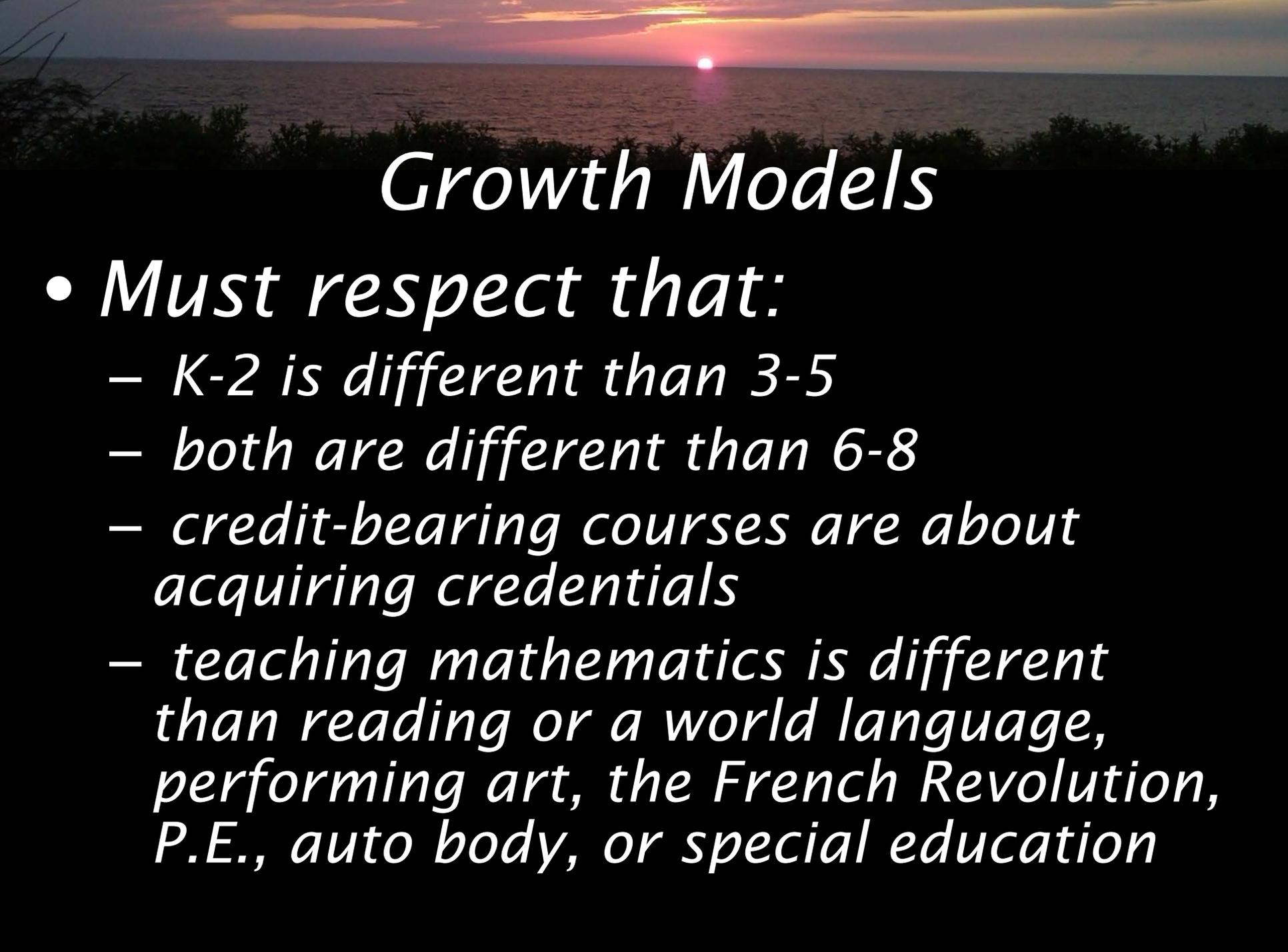


What about the SOLs?!

- The SOLs represent the minimum (until very recently, anyway)*
- A one-shot, standardized measure of achievement (even a technologically enhanced, more rigorous one) is at odds with the reality that instruction is becoming more and more individualized*
- The LPT was inadequate and was eventually jettisoned for a 1990's approach to assessment*
- Virginia's teachers and school leaders are looking forward to the day that Virginia has a 21st Century, balanced assessment system.*

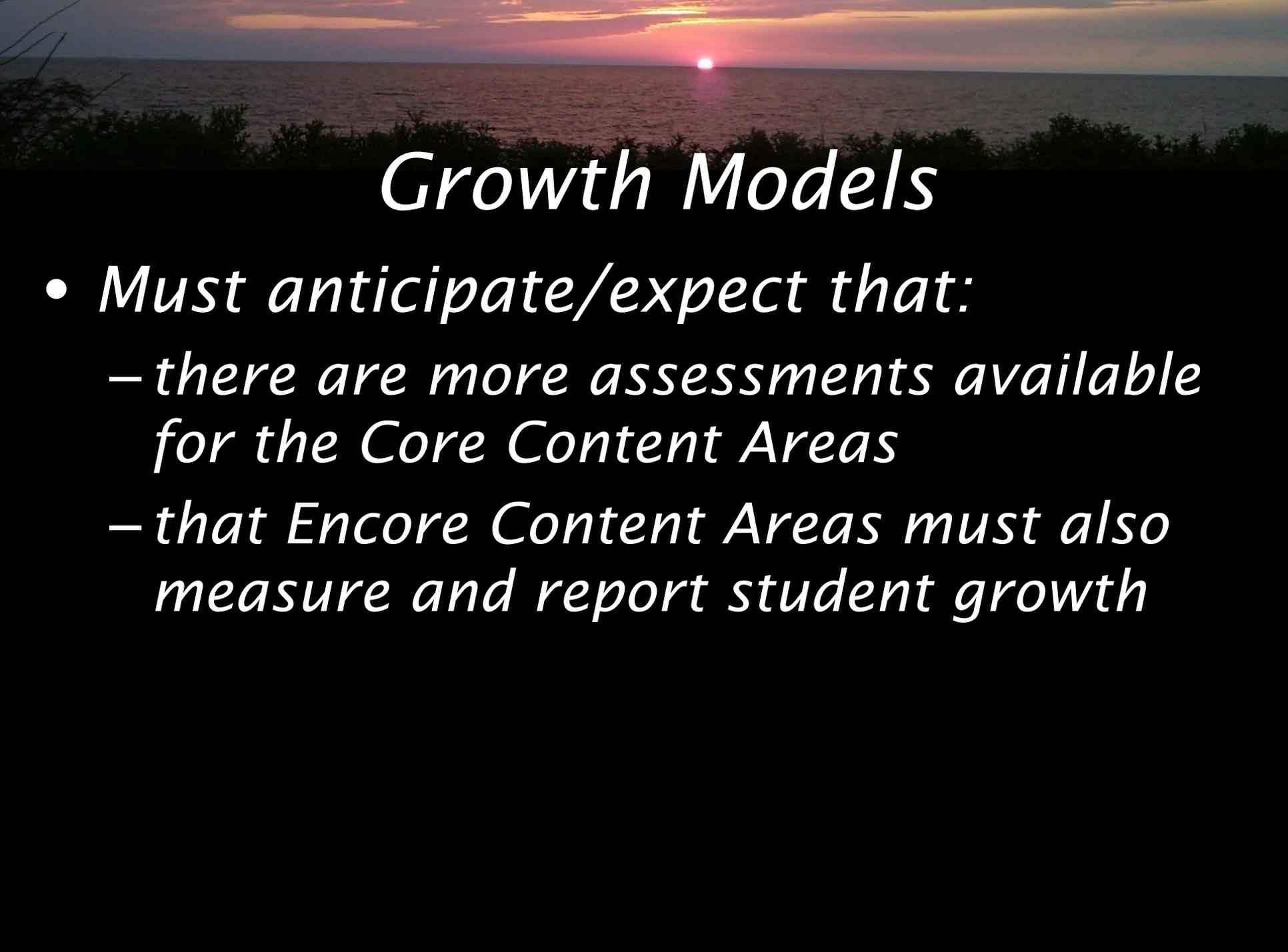


Student Growth

A sunset over the ocean with a bright sun low on the horizon, casting a reflection on the water. The sky is a mix of orange, red, and purple, and the foreground shows dark silhouettes of trees and bushes.

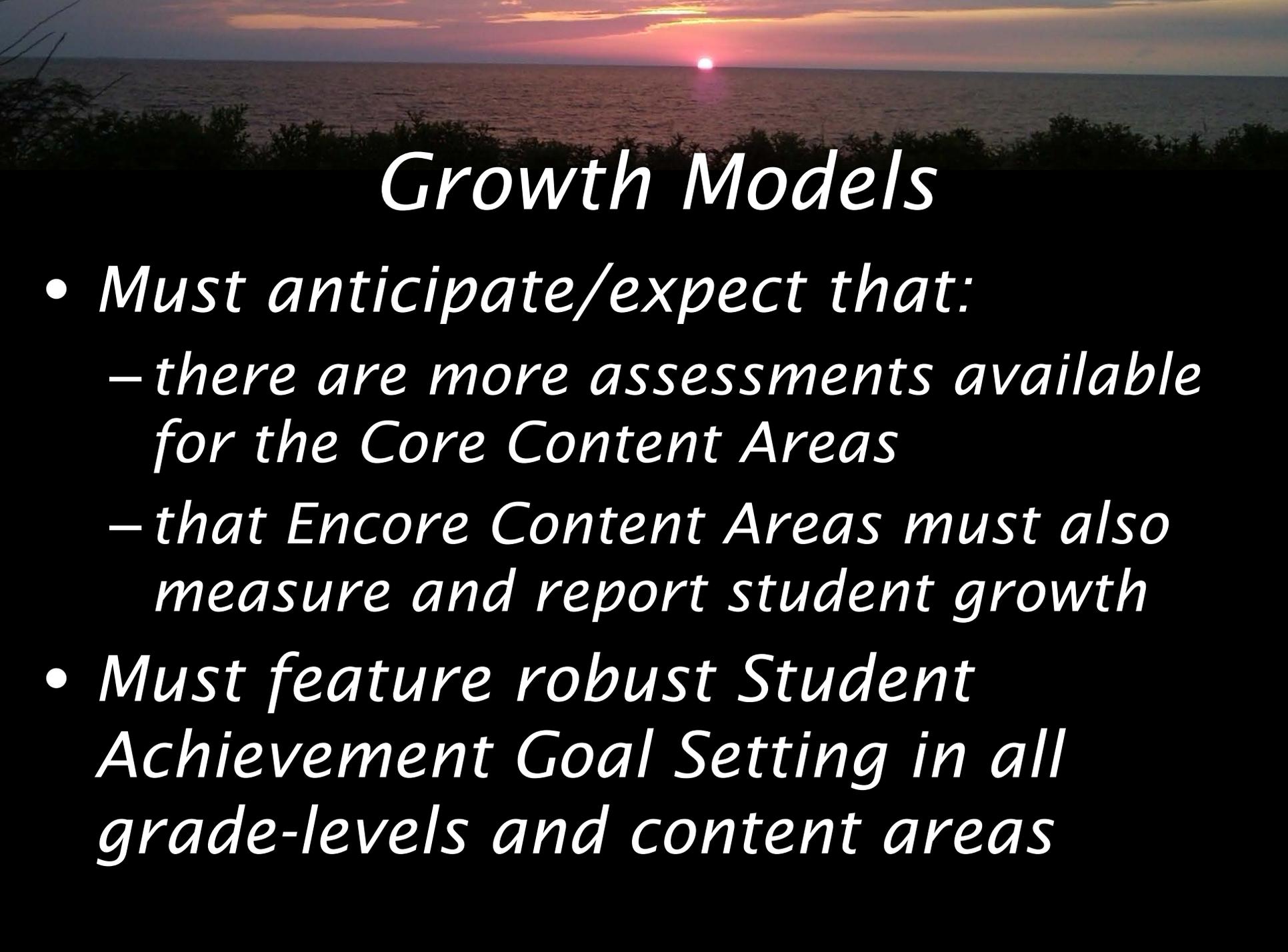
Growth Models

- *Must respect that:*
 - *K-2 is different than 3-5*
 - *both are different than 6-8*
 - *credit-bearing courses are about acquiring credentials*
 - *teaching mathematics is different than reading or a world language, performing art, the French Revolution, P.E., auto body, or special education*

A sunset over the ocean with a bright sun low on the horizon, casting a glow over the water and sky. The foreground is dark, suggesting a silhouette of trees or bushes.

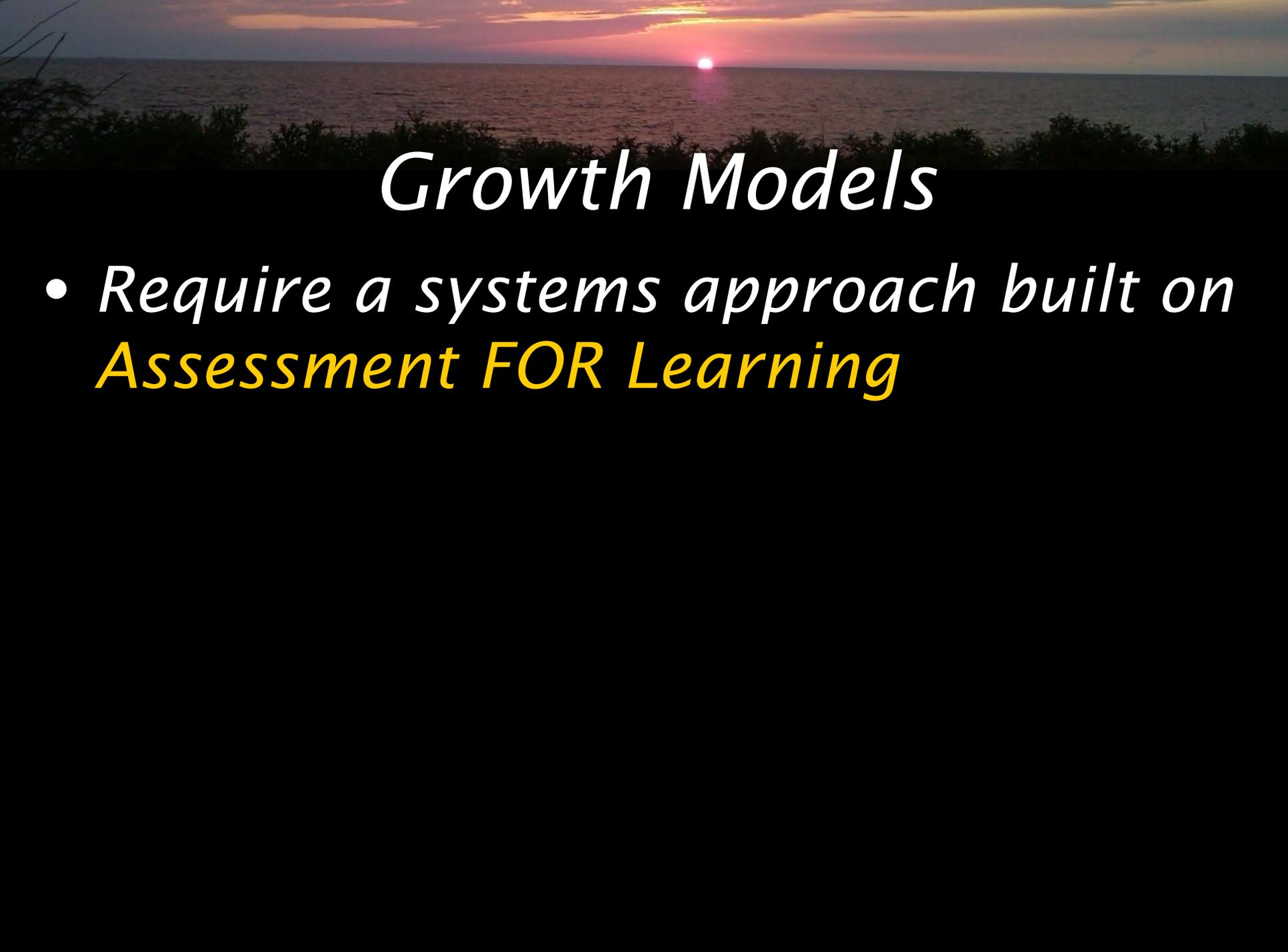
Growth Models

- *Must anticipate/expect that:*
 - *there are more assessments available for the Core Content Areas*
 - *that Encore Content Areas must also measure and report student growth*

A sunset over the ocean with a bright sun low on the horizon, casting a reflection on the water. The sky is a mix of orange, red, and purple, and the foreground shows dark silhouettes of trees and bushes.

Growth Models

- *Must anticipate/expect that:*
 - *there are more assessments available for the Core Content Areas*
 - *that Encore Content Areas must also measure and report student growth*
- *Must feature robust Student Achievement Goal Setting in all grade-levels and content areas*

A sunset over the ocean with the sun low on the horizon, casting a glow over the water and sky. The foreground is dark, suggesting a silhouette of trees or bushes.

Growth Models

- *Require a systems approach built on
Assessment FOR Learning*

A sunset over the ocean with the sun low on the horizon, casting a glow over the water and sky. The foreground shows dark silhouettes of trees and bushes.

Growth Models

- *Require a systems approach built on
Assessment FOR Learning*

Teacher as

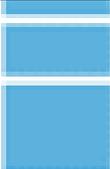
“Provider of Sit-N-Get”

vs.

Teacher as

“Designer of Opportunity”

Authentic Measures of Student Growth



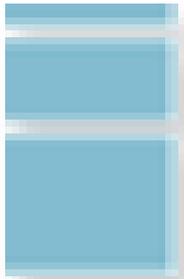
NWEA

Northwest Evaluation Association

Partnering to help all kids learn

MAP

Measures of
Academic Progress

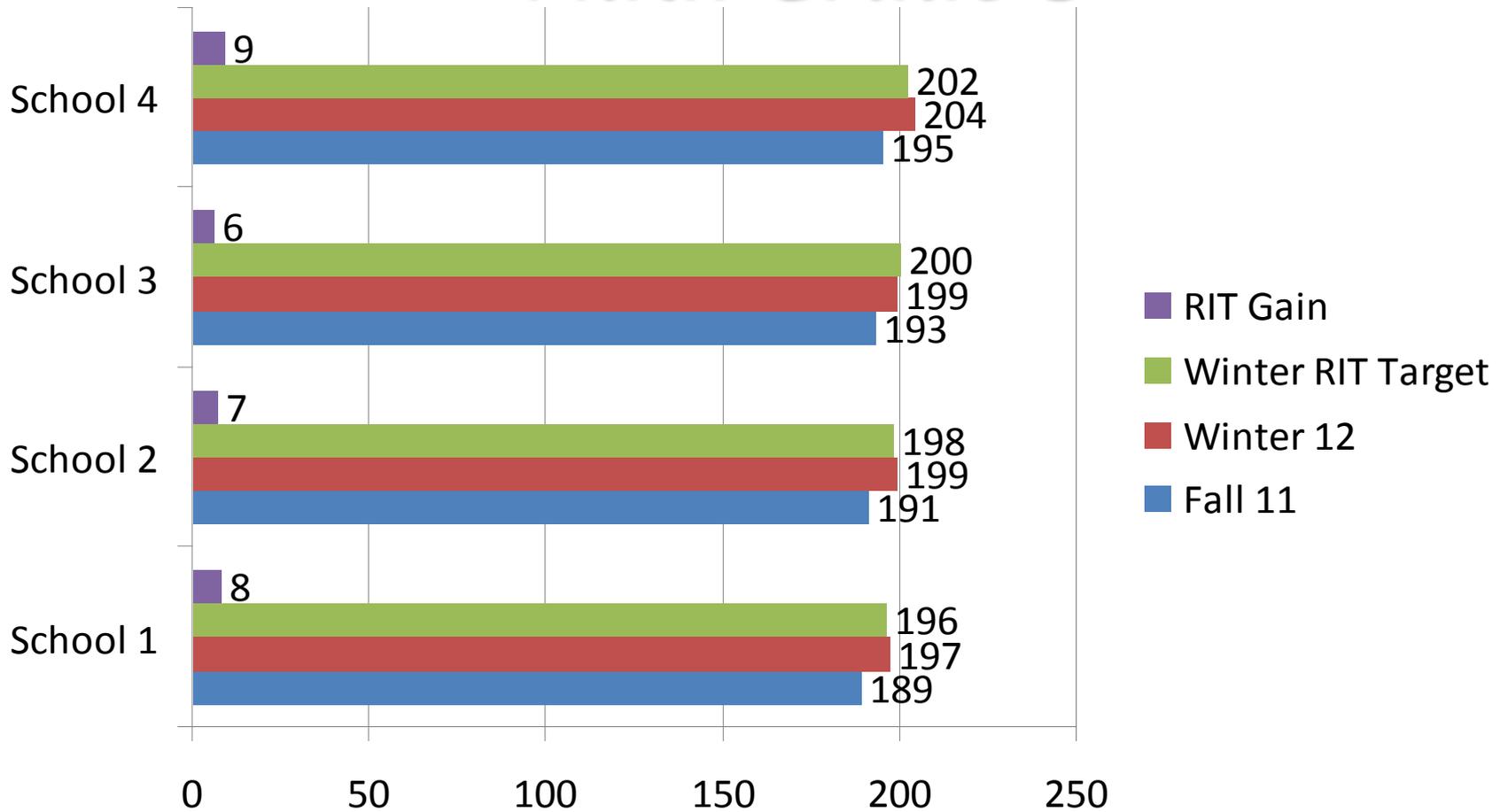


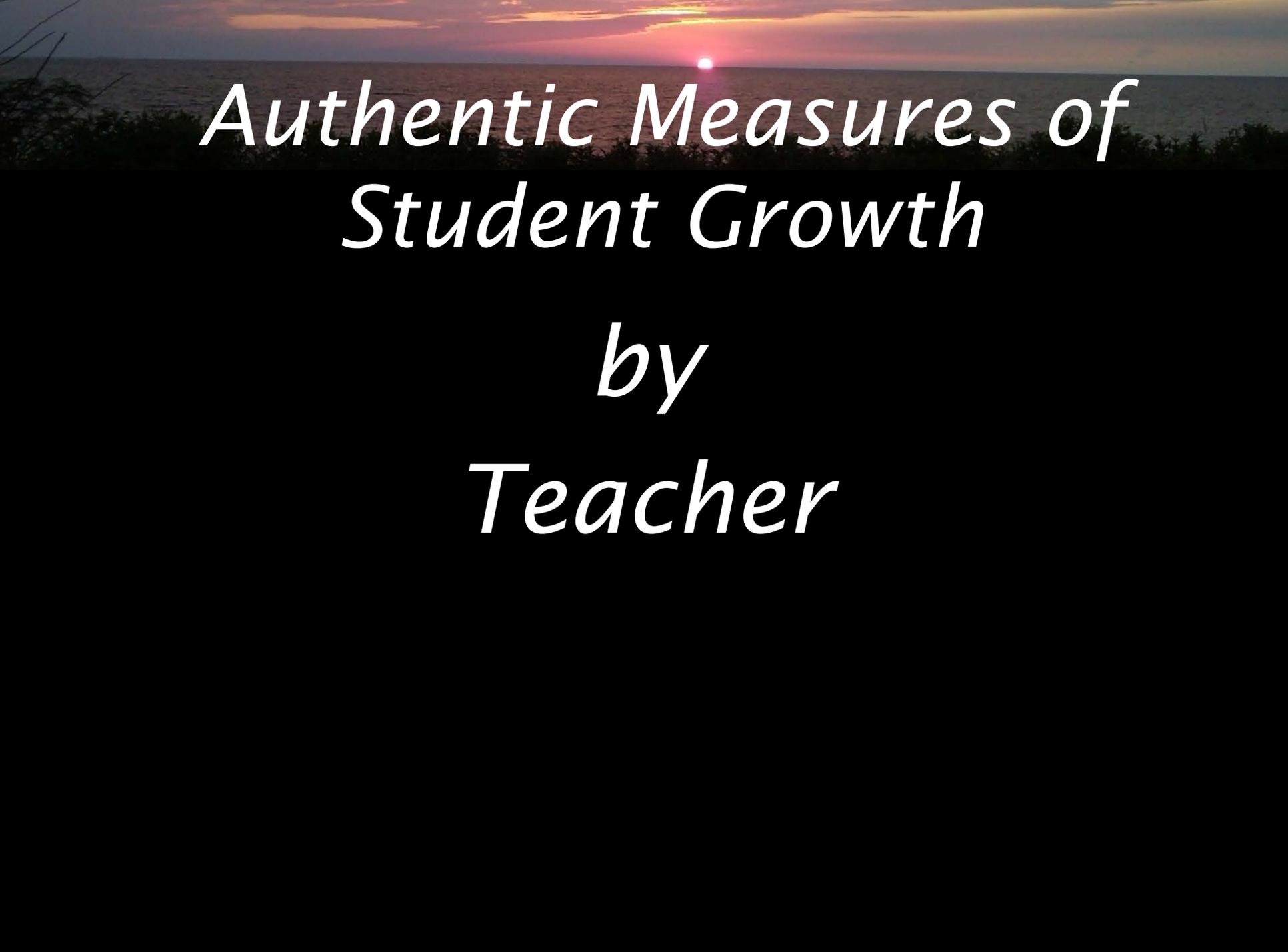
A sunset over the ocean with a dark foreground. The sun is a bright red dot on the horizon, with orange and yellow light reflecting on the water. The sky is a mix of orange, yellow, and blue. The foreground is dark, with some silhouettes of trees or bushes.

*Authentic Measures of
Student Growth*

*by
School*

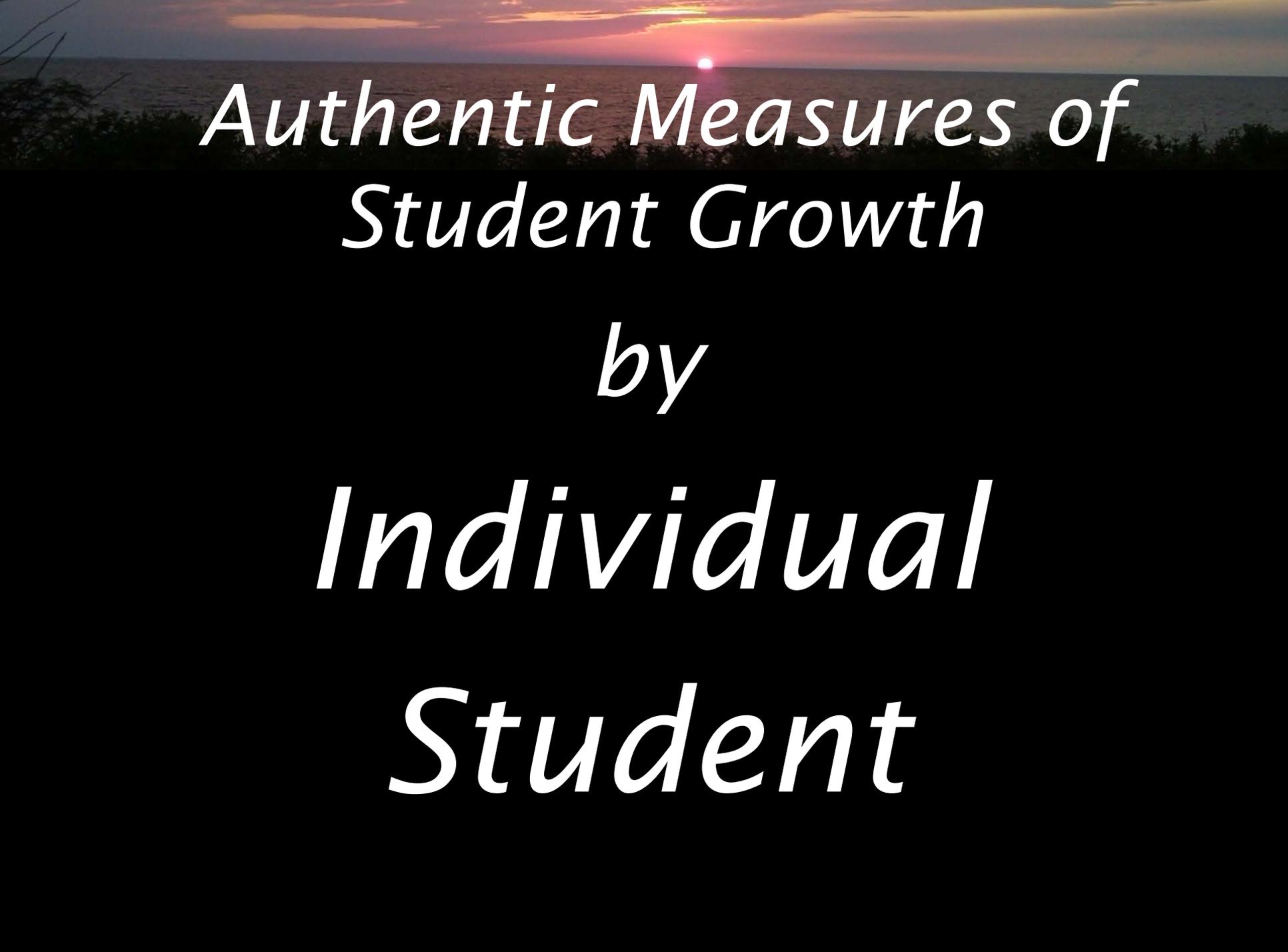
MAP Testing Means by RIT Results Math Grade 3



A sunset over the ocean with a dark foreground. The sun is a bright red orb on the horizon, casting a glow across the sky. The water is dark, and the foreground is mostly black with some faint silhouettes of trees or bushes.

*Authentic Measures of
Student Growth*

*by
Teacher*

A sunset over the ocean with a dark foreground. The sun is a bright red dot on the horizon, with orange and yellow light reflecting on the water. The sky is a mix of orange, yellow, and grey. The foreground is dark, with some silhouettes of trees or bushes.

*Authentic Measures of
Student Growth*

by

Individual

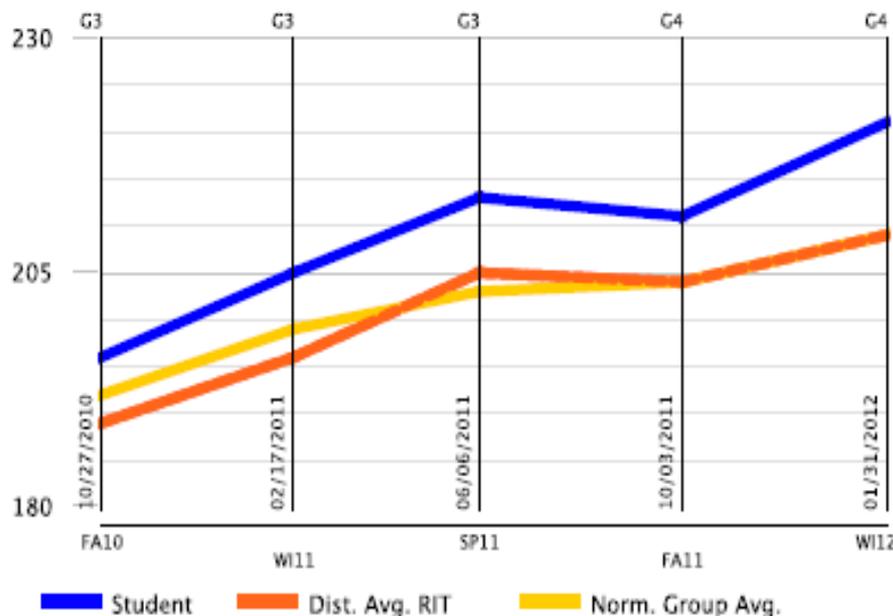
Student

Student Progress Report

[Redacted]

Term: Winter 2011-2012
District: [Redacted]
School: [Redacted]
Growth Measured from Fall to Winter

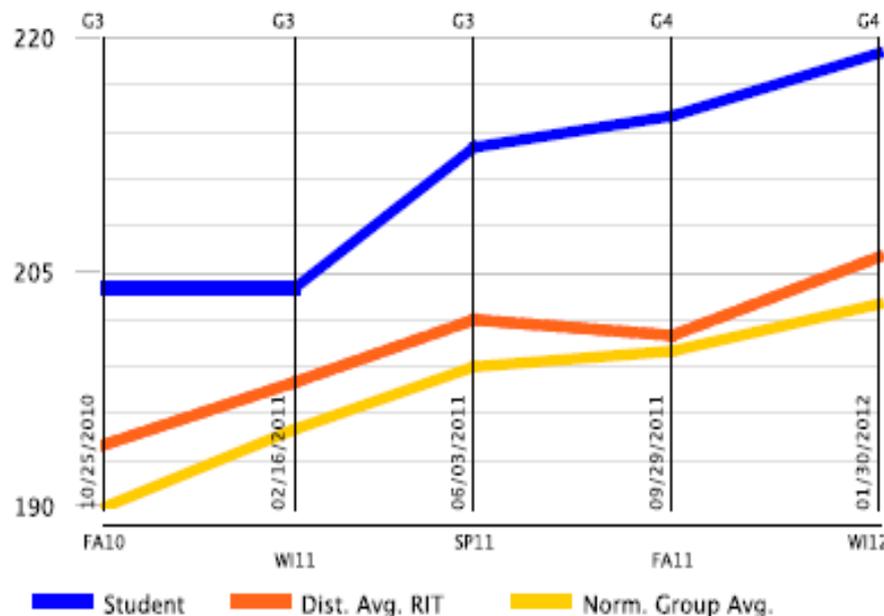
Mathematics



Mathematics Goals Performance - Winter 2011-2012

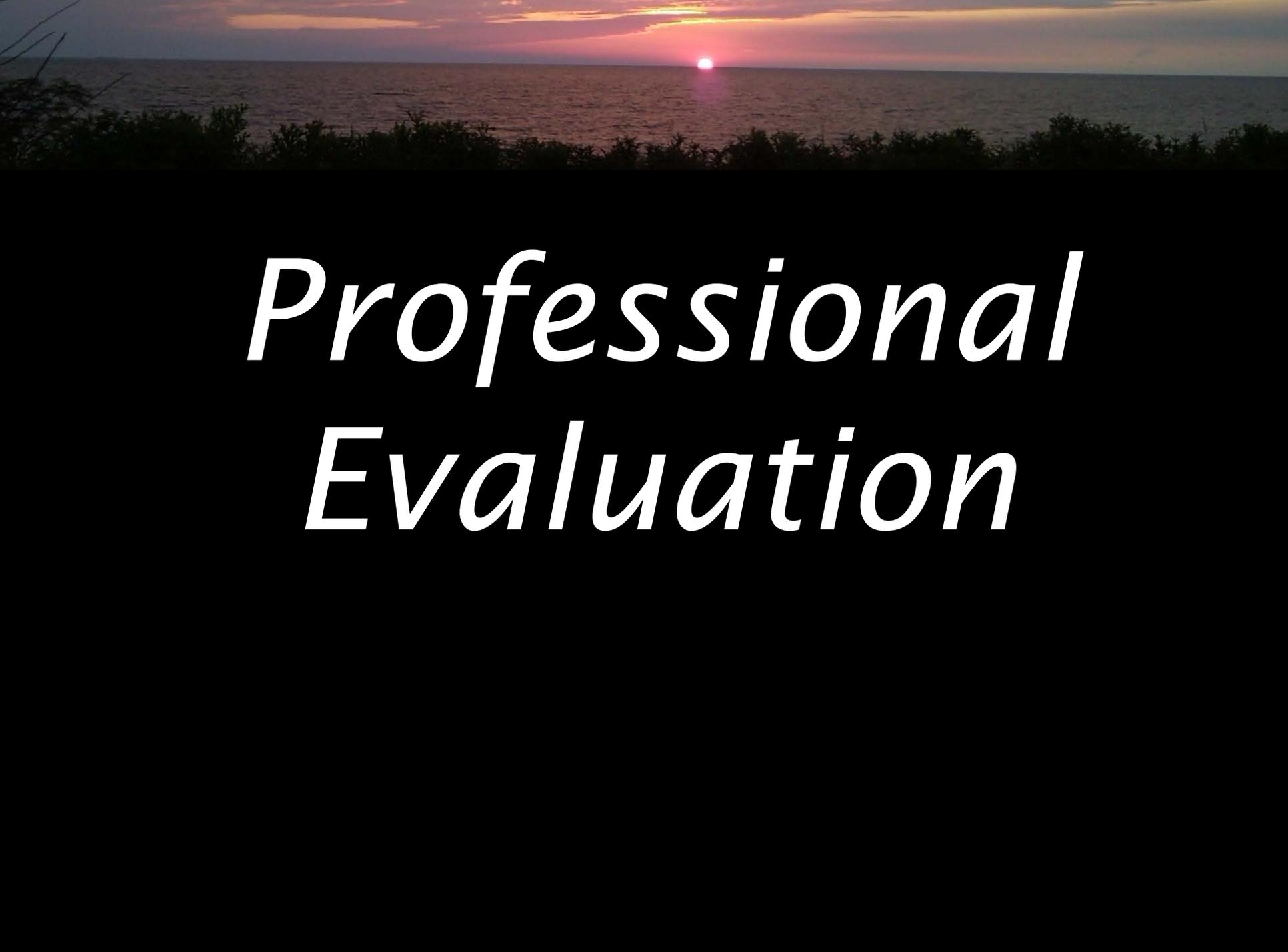
Number and Number Sense	High
Computation and Estimation	HiAvg
Measurement	Avg
Geometry	High
Probability and Statistics	HiAvg
Patterns, Functions, and Algebra	High

Reading

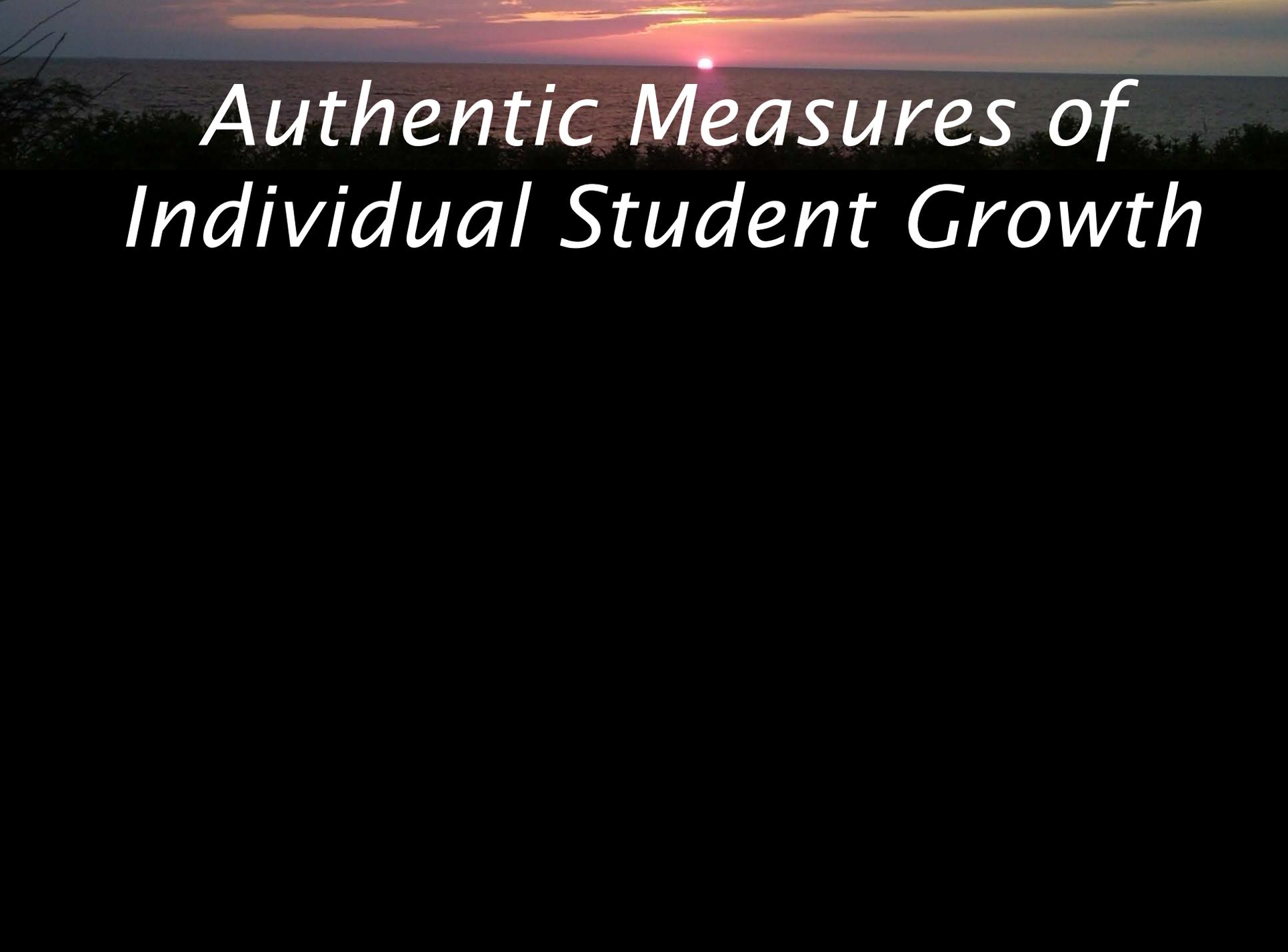


Reading Goals Performance - Winter 2011-2012

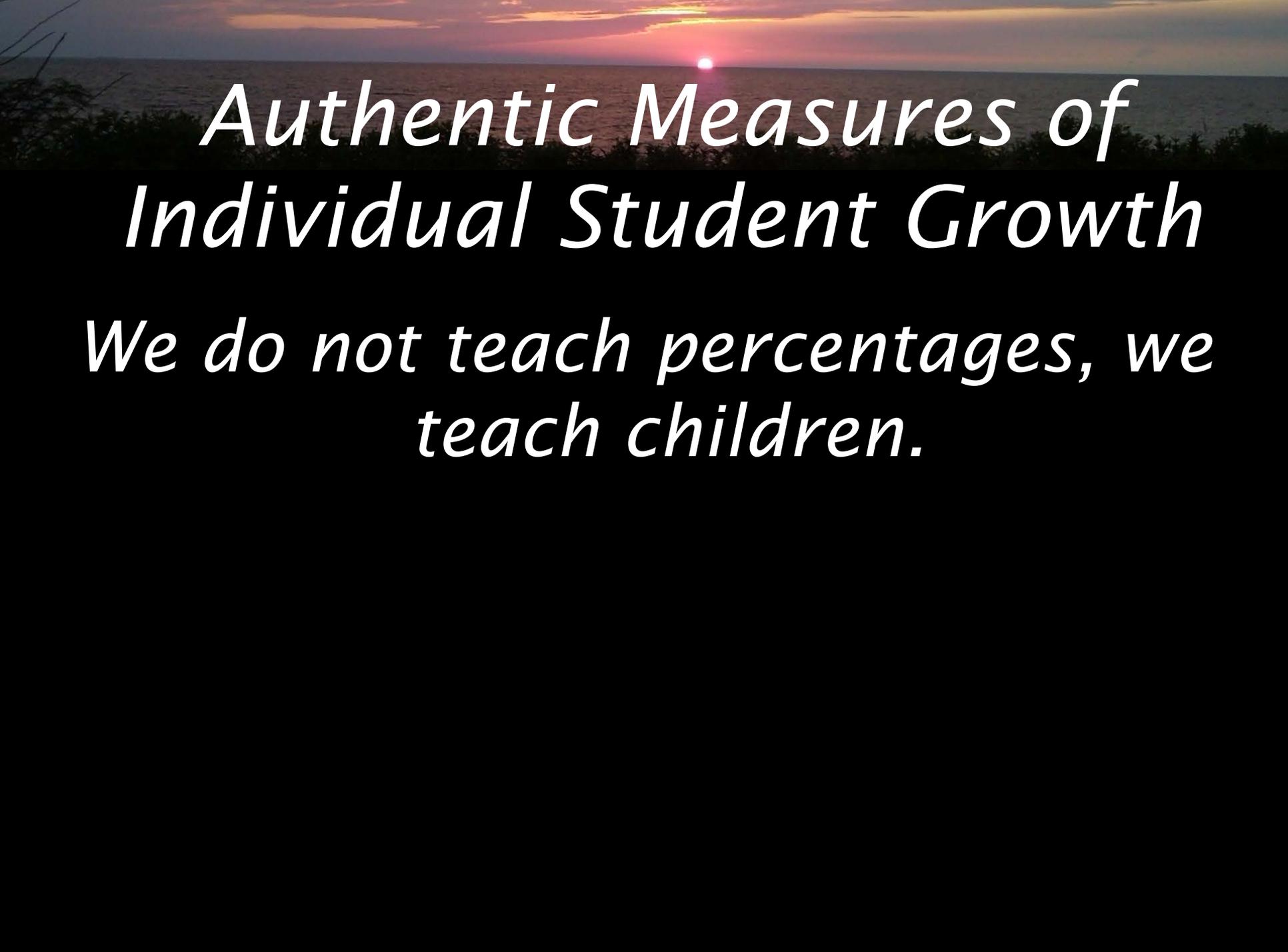
Word Origins, Expand Vocabulary, Semantics	High
Comprehension of a Variety of Fictional Texts	HiAvg
Comprehension of a Variety of Nonfiction Texts	High
Lexile® Range: 843-993L	

A sunset over the ocean with a dark foreground silhouette of trees. The sun is a bright red dot on the horizon, with a pink and orange glow in the sky. The water is dark and calm. The foreground is a dark silhouette of trees and bushes.

Professional Evaluation

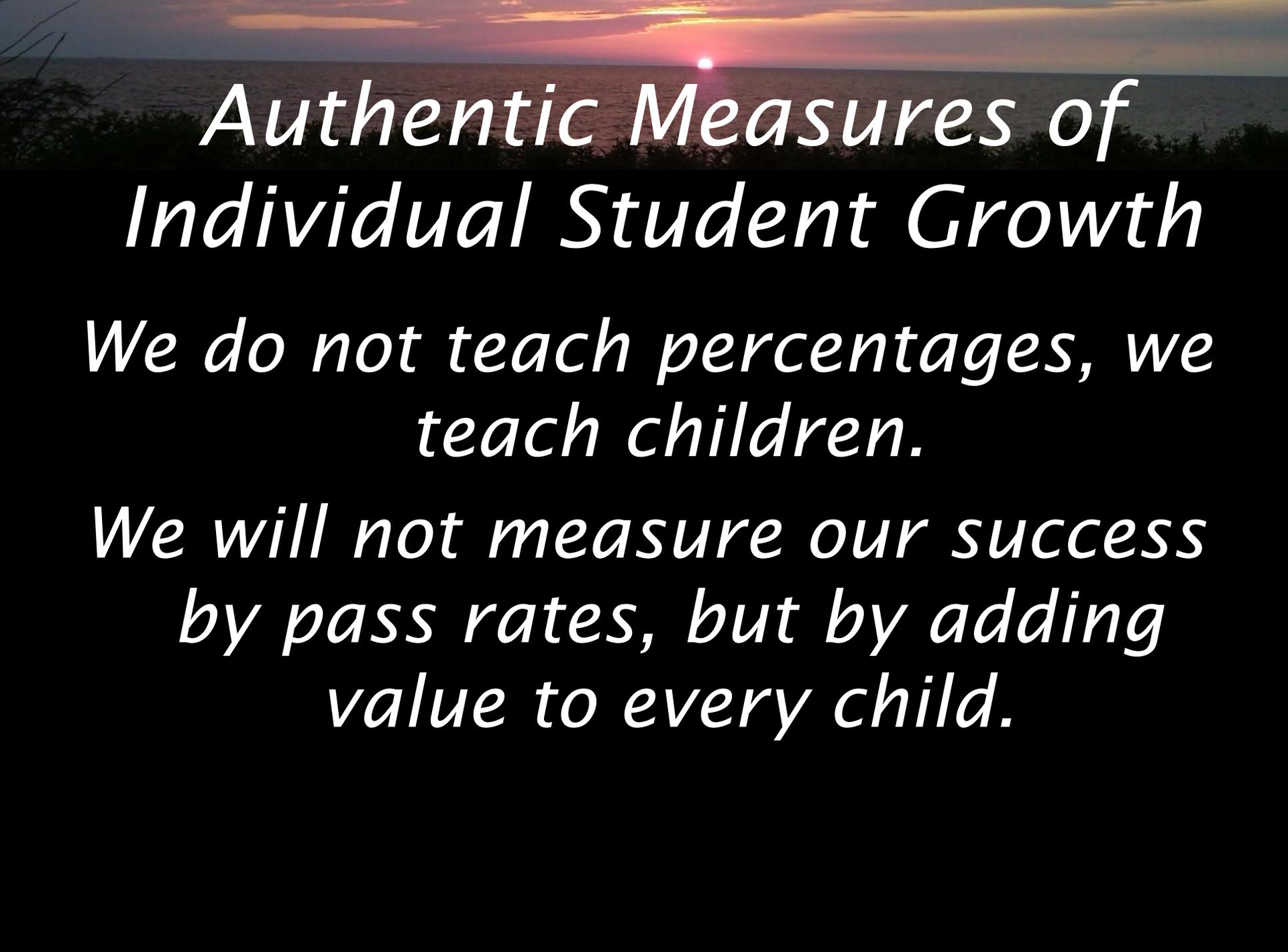
A sunset over the ocean with the sun low on the horizon, casting a warm glow across the sky and water. The foreground is dark, suggesting a silhouette of trees or a dark shore.

*Authentic Measures of
Individual Student Growth*

A sunset over the ocean with a dark foreground of trees. The sun is a bright orange circle on the horizon, with a gradient of colors from orange to purple in the sky.

*Authentic Measures of
Individual Student Growth*

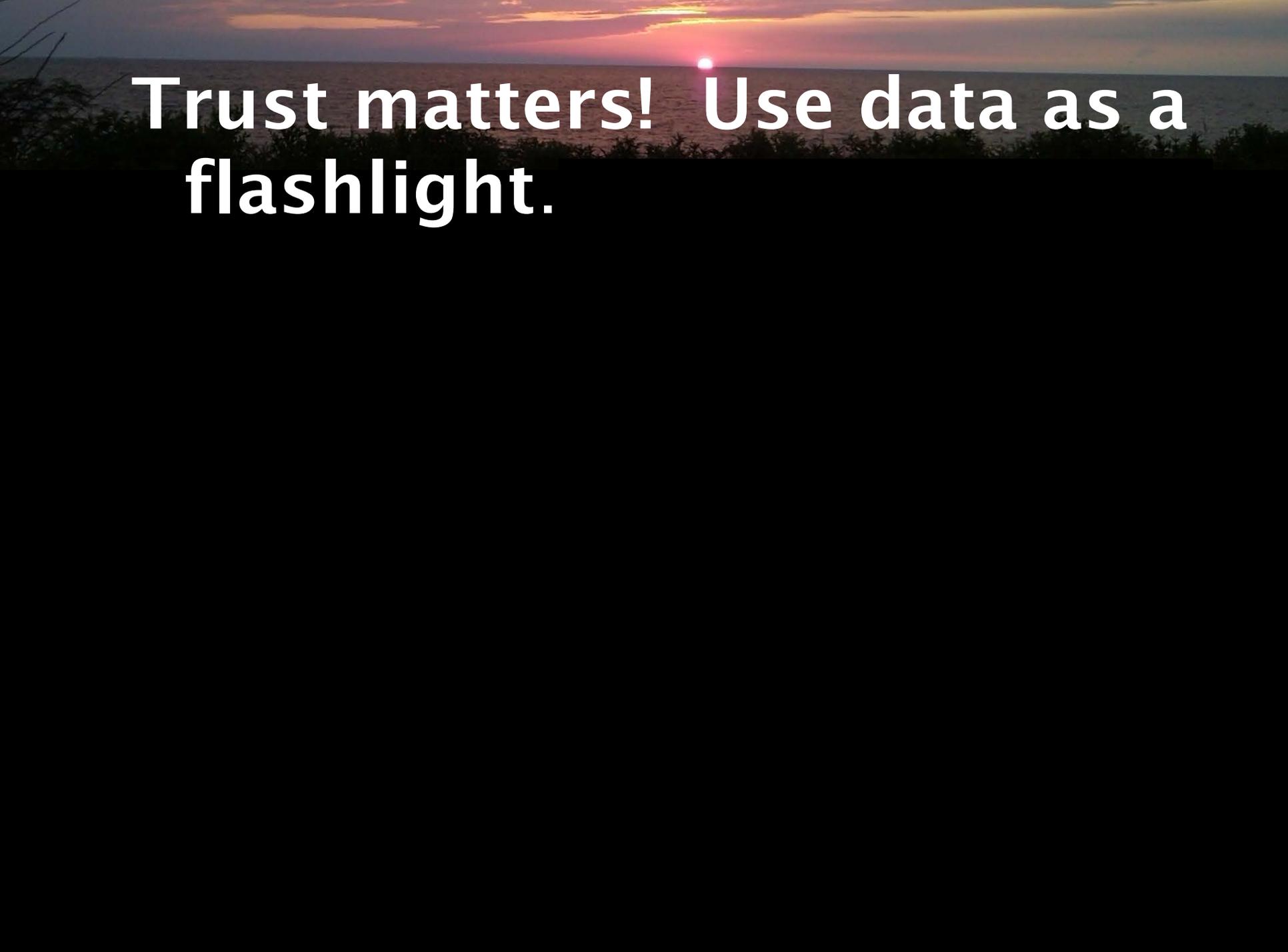
*We do not teach percentages, we
teach children.*

A sunset over the ocean with the sun low on the horizon, casting a warm glow over the water and sky. The foreground is dark, suggesting a silhouette of trees or a dark shore.

Authentic Measures of Individual Student Growth

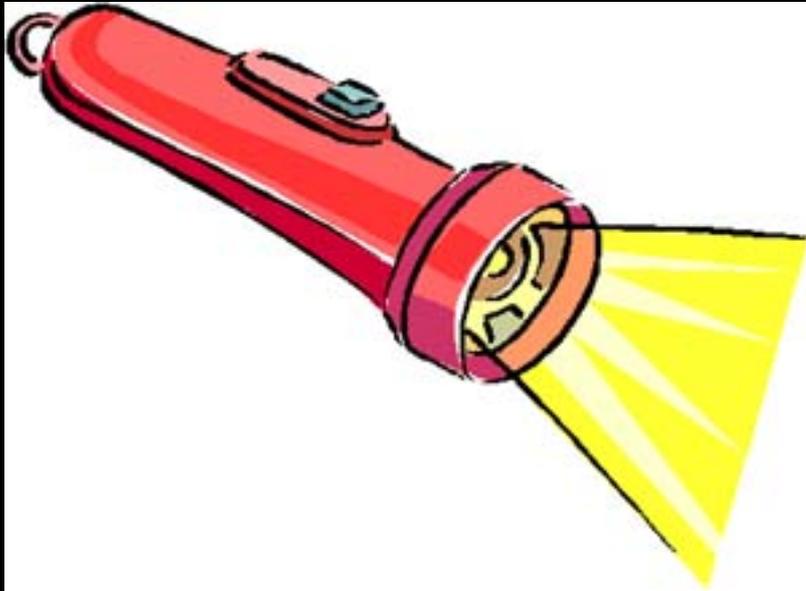
We do not teach percentages, we teach children.

We will not measure our success by pass rates, but by adding value to every child.

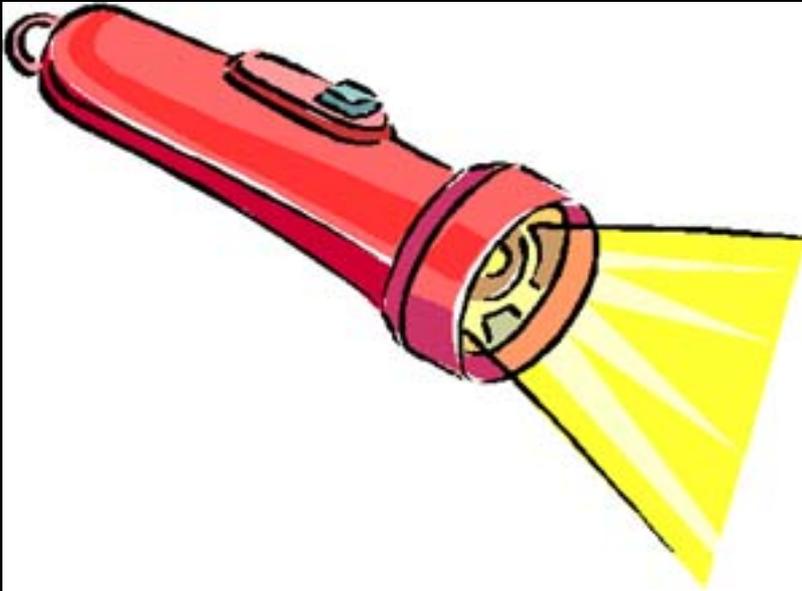
A sunset over the ocean with a bright sun low on the horizon, casting a glow across the sky. The foreground is dark, showing silhouettes of trees and bushes. The text "Trust matters! Use data as a flashlight." is overlaid in white, bold font.

Trust matters! Use data as a flashlight.

Trust matters! Use data as a flashlight.



Trust matters! Use data as a flashlight...not a hammer!



Trust matters! Use data as a flashlight...not a hammer!



**Must have multiple measures
over multiple years**

A sunset over the ocean with a dark foreground silhouette of trees. The sun is low on the horizon, casting a warm glow across the sky and water. The foreground is mostly black, with some dark green foliage visible on the left side.

Strategic Compensation

A sunset over the ocean with a dark foreground. The sun is low on the horizon, casting a glow over the water. The foreground is dark, possibly silhouettes of trees or bushes.

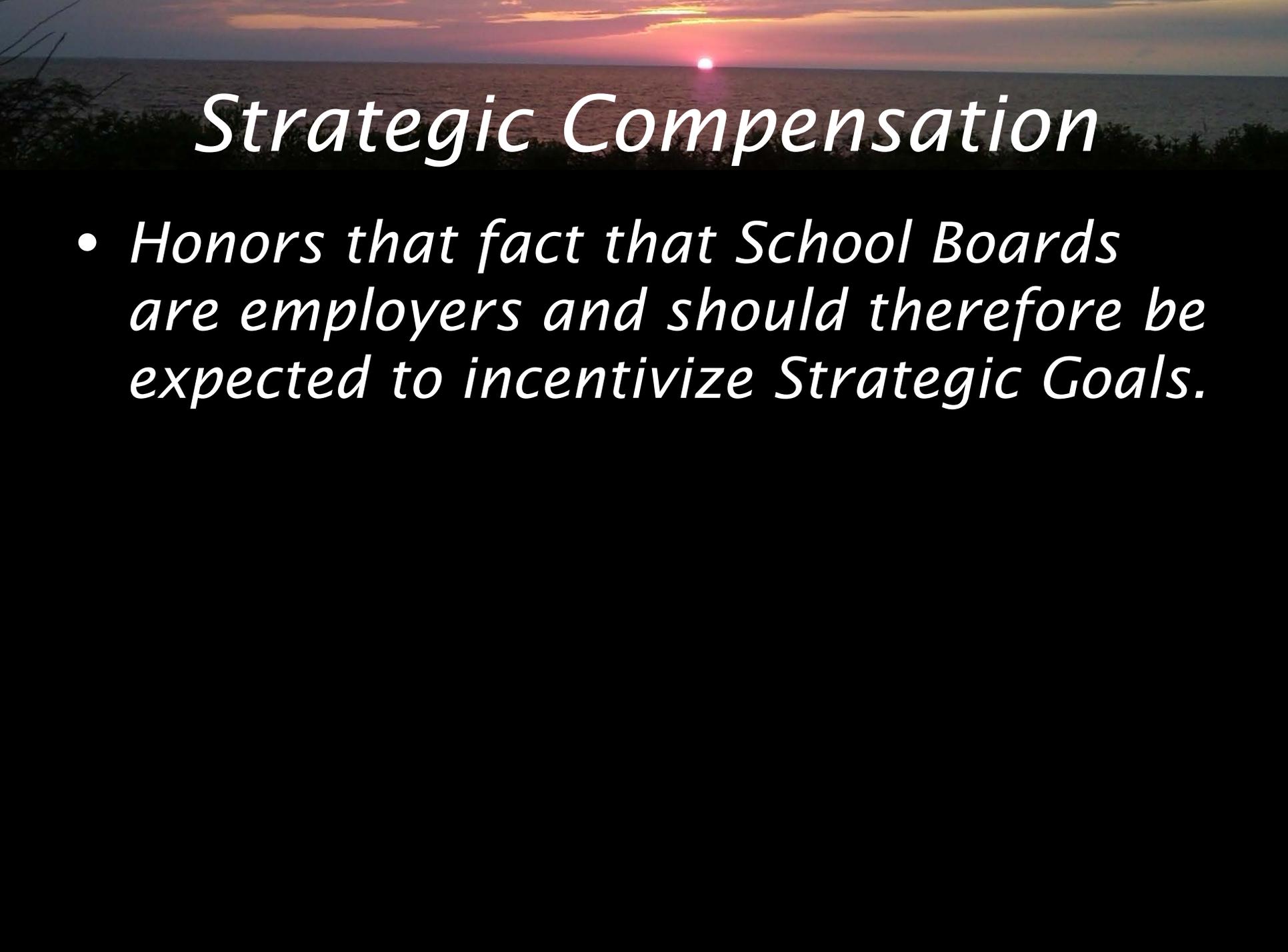
*Strategic
Compensation
is not...*

MERIT PAY

A sunset over the ocean with a bright sun low on the horizon, casting a glow across the sky and water. The foreground is dark, suggesting a silhouette of trees or a dark shore.

Strategic Compensation is...

- *a large, complex, and evolving area of research*
- *a topic that needs further research to identify and organize the best components for consideration*

A sunset over the ocean with a dark foreground. The sun is a bright orange circle on the horizon, with a lens flare effect. The sky is a mix of orange, yellow, and blue. The water is dark and reflects the light from the sun. The foreground is dark and out of focus, showing some silhouettes of trees or bushes.

Strategic Compensation

- Honors that fact that School Boards are employers and should therefore be expected to incentivize Strategic Goals.*

DRAFT DISCUSSION DOCUMENT

Figure 3.13: *Comparative Advantages of Compensation Models*

	Single-Salary Schedule	Extra Duty/ Additional Responsibility	Career Ladder	Knowledge- and Skills-Based	Individual Evaluation	Performance-Based
Ease of administration and record keeping	X	X				
Clarity	X	X				
Ease of alignment with other models	X				X	
Promotes pursuit of higher education	X					
Promotes loyalty and longevity within school division	X					
Fairness	X					
Flexibility		X	X	X		
Promotes involvement and leadership		X	X			
Rewards effort		X				
Aligned with school/division goals		X		X	X	
Emphasizes professional development			X	X		
Rewards initiative and competence			X	X		
Promotes mentorship & collaboration			X			
Support from teacher compensation experts				X		X
Greater teacher control					X	
Emphasizes teacher accountability					X	
Capacity for individualization					X	
Focus on outcome and accountability					X	X
Promotes monitoring of student progress						X
Focus on improving student achievement					X	X

DRAFT DISCUSSION DOCUMENT

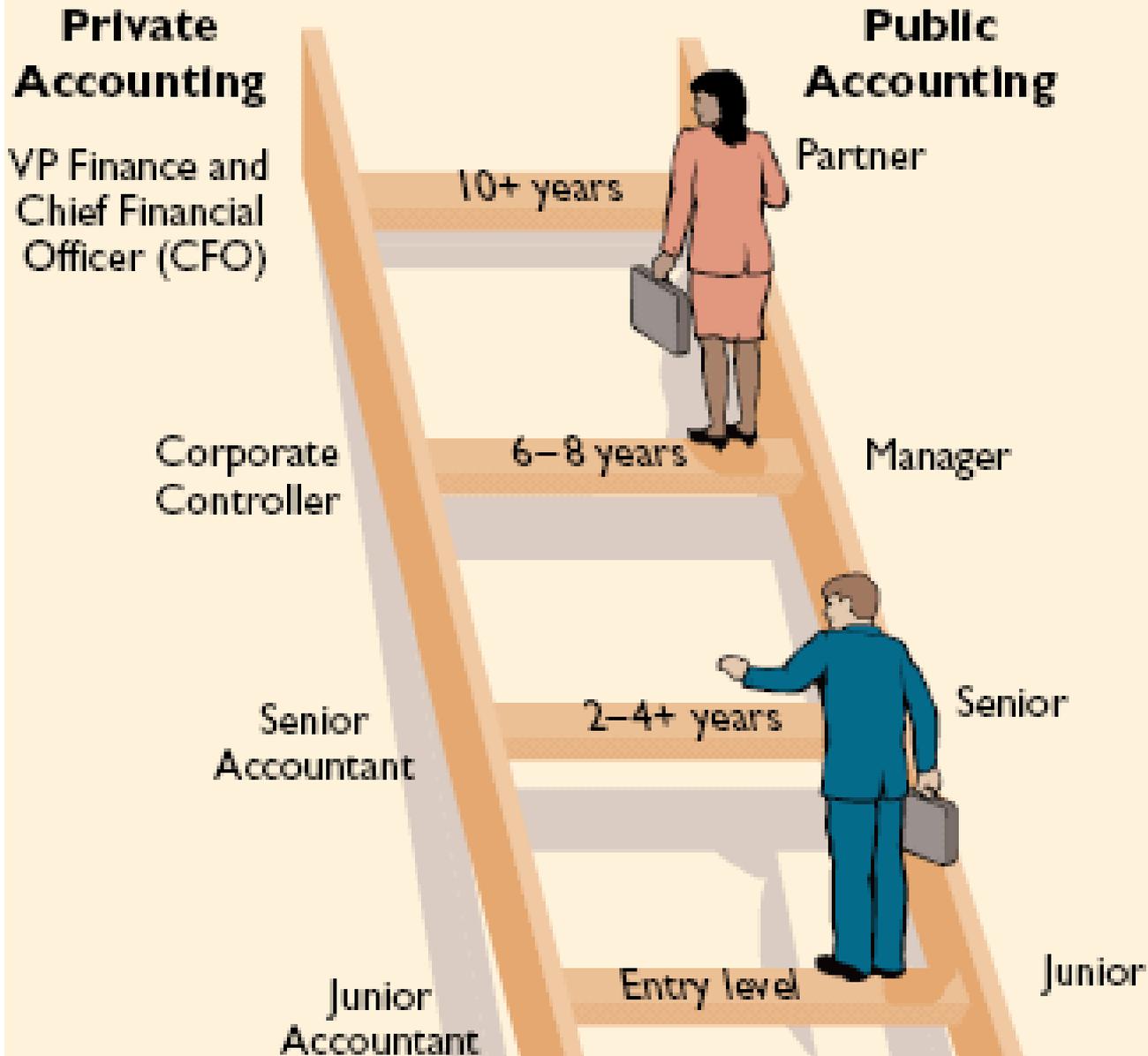
Figure 3.14: *Comparative Disadvantages of Compensation Models*

	Single-Salary Schedule	Extra Duty/ Additional Responsibility	Career Ladder	Knowledge- and Skills-Based	Individual Evaluation	Performance-Based
Fairness	X	X	X	X	X	X
Response to market demands	X					
Applicability of additional education	X					
Getting started & topping out	X					
Relationship to school reform	X					
Taxpayer resistance	X					
Expectations for pay		X				
Overload		X	X			
Competition			X	X	X	
Quotas			X			X
Leaving the classroom			X			
Cumbersome				X	X	X
Track record				X		
Performance problem					X	
Funding					X	
Test stress						X
Linking teacher effort to student performance						X
"Haves" and "Have-nots"						X

RECOMMENDED GUIDELINES

When considering a teacher compensation model, it is important for local education agencies (LEAs) to be able to answer two basic questions:

ACCOUNTING CAREER LADDER



Your Career



Master Teacher

Career Teacher

Probationary Teacher

Your Career



Captain

Starter

Rookie

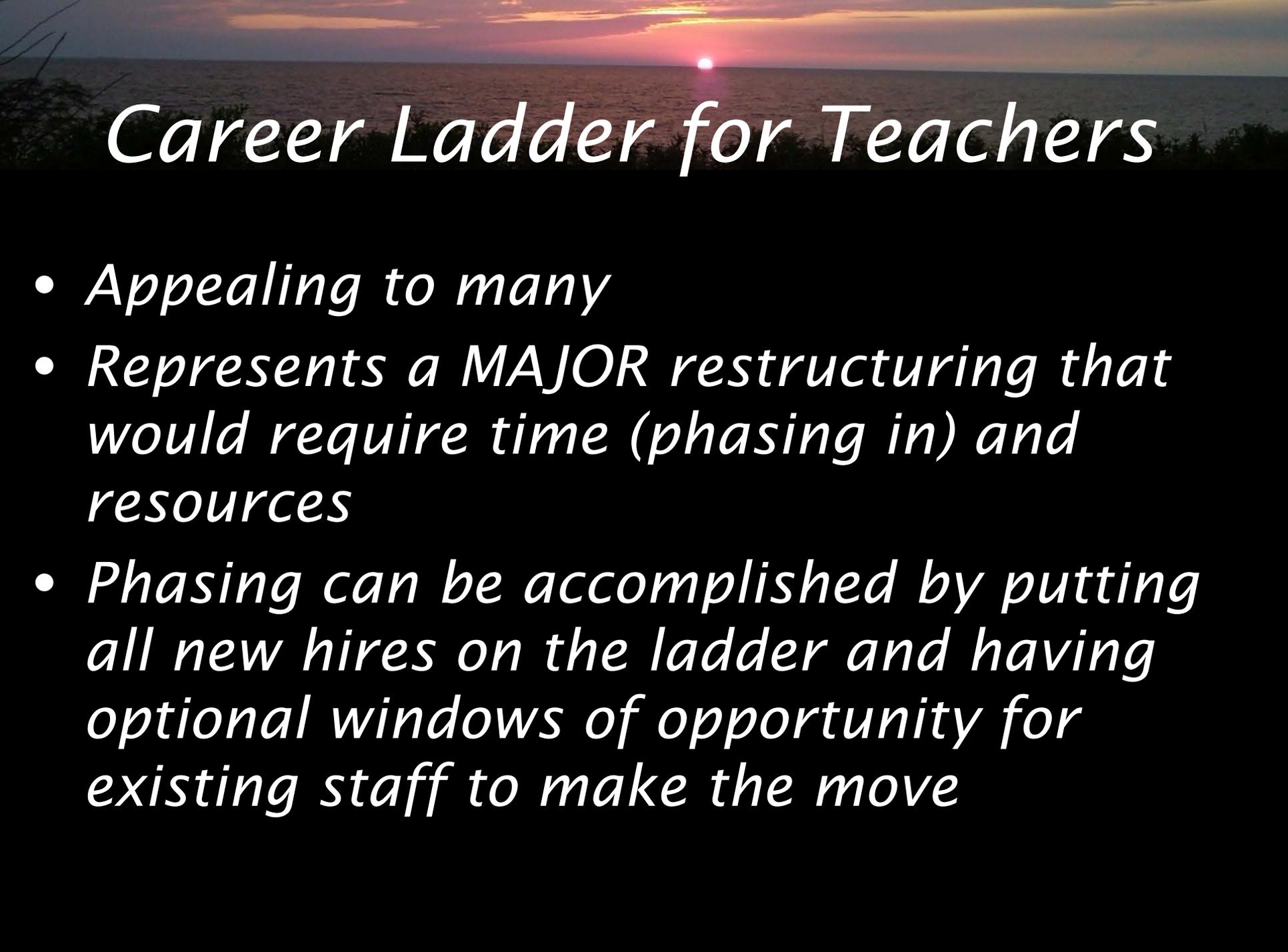
Your Career



Guru

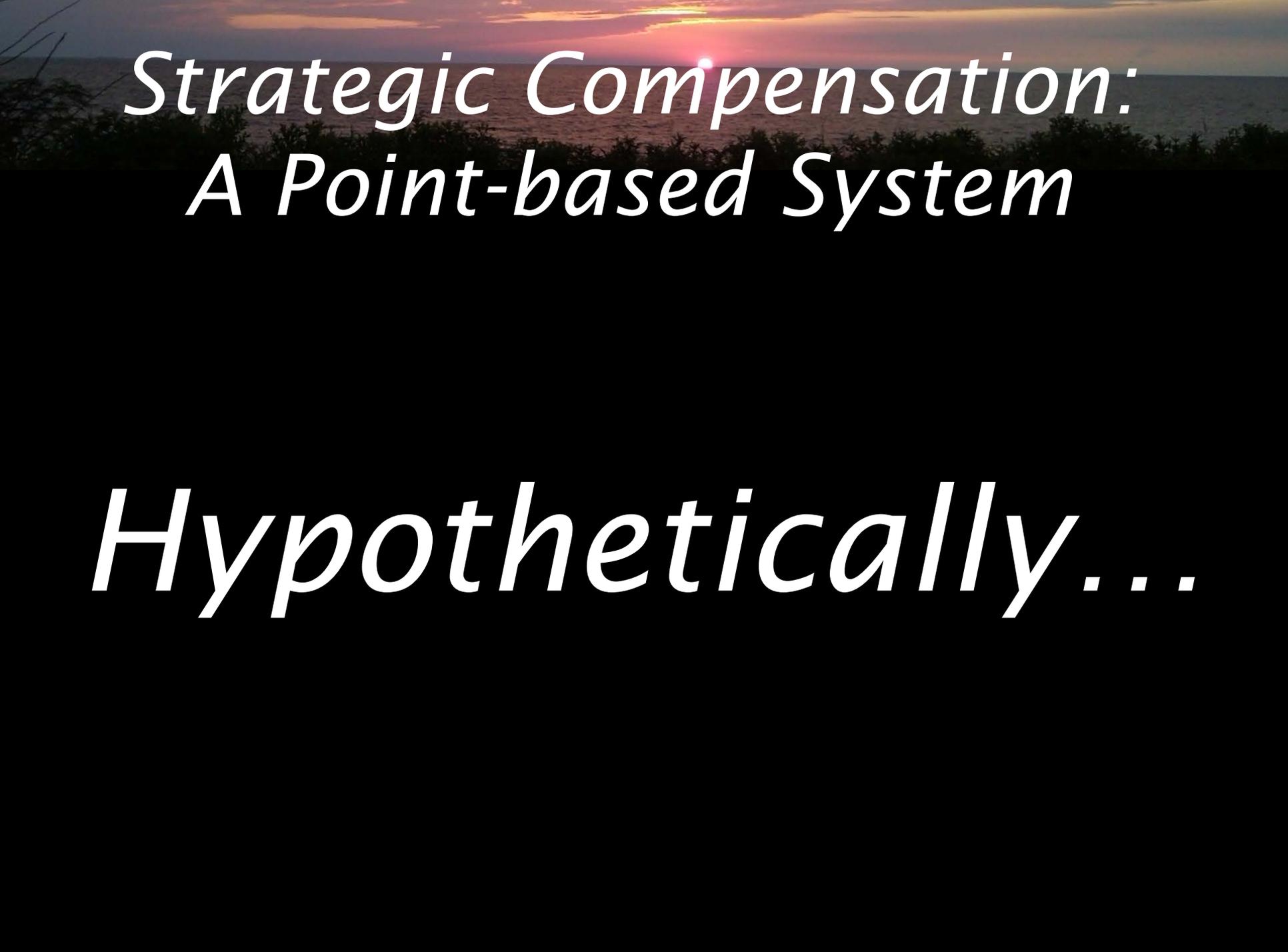
Yeoman

Whippersnapper

A sunset over the ocean with the sun low on the horizon, casting a warm glow across the sky and water. The foreground is dark, suggesting a shoreline with some vegetation.

Career Ladder for Teachers

- *Appealing to many*
- *Represents a MAJOR restructuring that would require time (phasing in) and resources*
- *Phasing can be accomplished by putting all new hires on the ladder and having optional windows of opportunity for existing staff to make the move*



*Strategic Compensation:
A Point-based System*

Hypothetically...

Strategic Compensation: A Point-based System

- Consider a school division with approximately 350 licensed professionals interested in piloting a point-based strategic compensation system. \$300,000 is set aside for strategic incentives and a number of strategic, point-based indicators are established.*

Strategic Compensation: A Point-based System

- *During the school year, licensed employees earn points. Many may be earned voluntarily and others are earned as part of the Professional Evaluation Process and established Student Growth Measures.*

Strategic Compensation: A Point-based System

- *At the end of the school year, points are tallied:*
- *Division-wide, 16,843 points were earned – an average of 48 points per professional, but ranging from a low of 26 to a high of 114).*
- *Dividing the total points earned into the budgeted amount determines the value of each point*
 - $\$300,000 / 16,843 \text{ points} = \17.81 per point

Strategic Compensation: A Point-based System

- *Multiplying the point value by the number of points earned results in the Strategic Point Bonus*
 - *ranging from \$516 to \$2030*
- *Collaborative, Sustainable, and Meaningful*
- *Not perfect*



What's Next?



*What gets measured
gets done...*

A photograph of a sunset over the ocean. The sun is a bright orange-red circle on the horizon, with a vertical line of light reflecting on the water. The sky is a mix of orange, pink, and purple. The foreground is dark, showing the silhouettes of trees and bushes.

*Therefore, we must
update the
Commonwealth's
Assessment and
Accountability System*



*There are currents of
change....*

Virginia Blueprint

Bringing Reason To Reform



Superintendents' Blueprint for Virginia Education Reform



*The DOE took an
important step on
September 25, 2012*

**COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
REQUEST FOR PROPOSAL (RFP)**

Issue Date: September 25, 2012 RFP# DOE-SGA-2012-15

Title: Student Growth Assessments

Commodity Code: 92420

Issuing Agency: Commonwealth of Virginia
Virginia Department of Education
101 North 14th Street, 21st Floor
Richmond, Virginia 23219

Using Agencies: Local Education Agencies including
Virginia Public School Divisions and
Virginia Public Schools

Work to be Performed: Offsite

Initial Period Of Contract: From Date of Award Through November 15, 2014; (Renewable).

Sealed Proposals Will Be Received Until 2:00 PM October 29, 2012, For Furnishing The Goods/Services Described Herein.

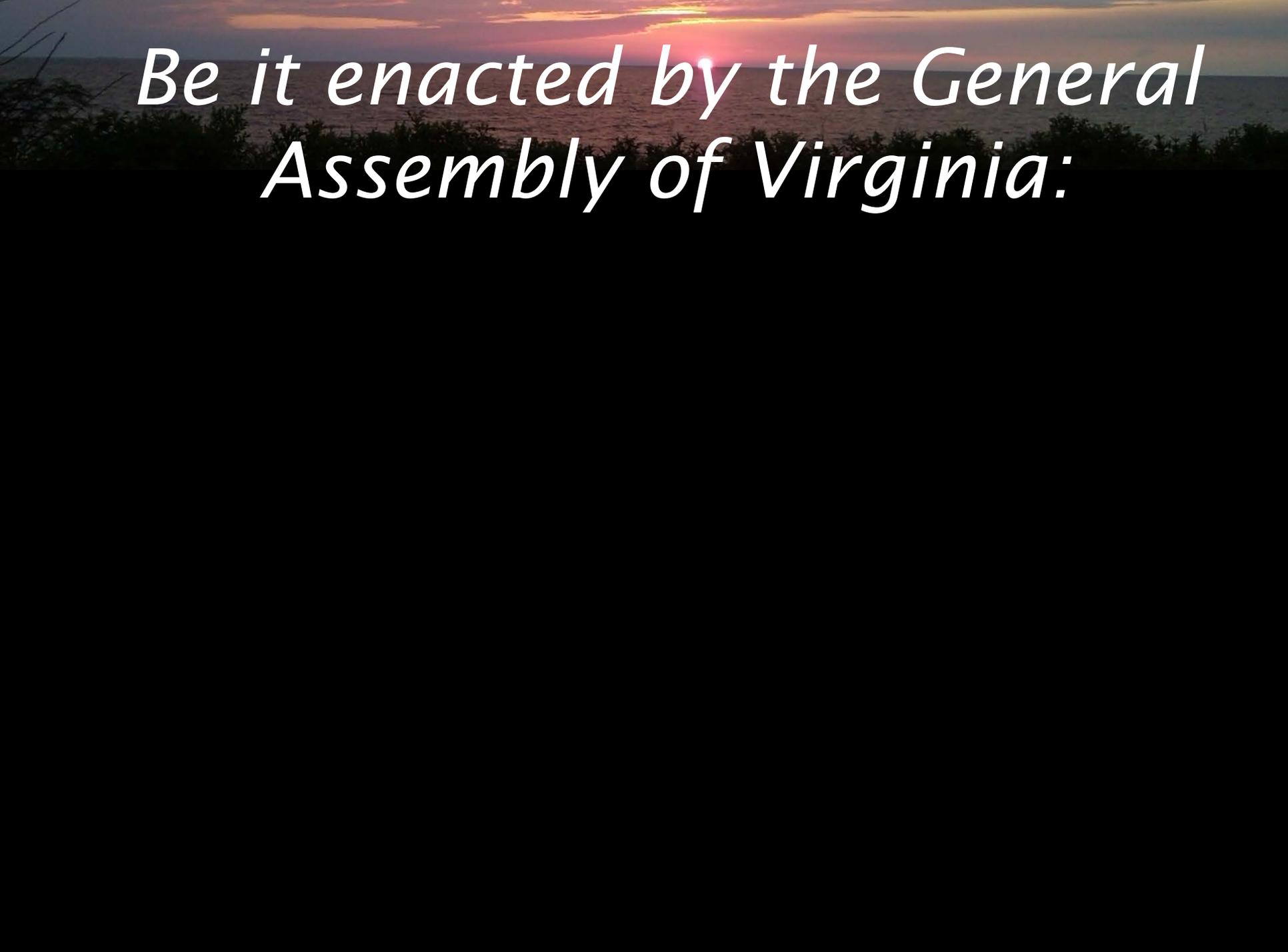
All Inquiries For Information Should Be Directed To: Marie Williams, Contract Officer, at (804) 225-2040.

PROPOSALS MUST BE DELIVERED TO THE JAMES MONROE BUILDING, 101 N. 14TH STREET, RICHMOND, VA, 23219, 21ST FLOOR, PROCUREMENT OFFICE, TO THE ATTENTION OF MONIQUE ROBINSON (See Section VIII, C. Identification of Proposal Envelope.) This is NOT a mailing address. It is recommended that proposals be hand delivered.

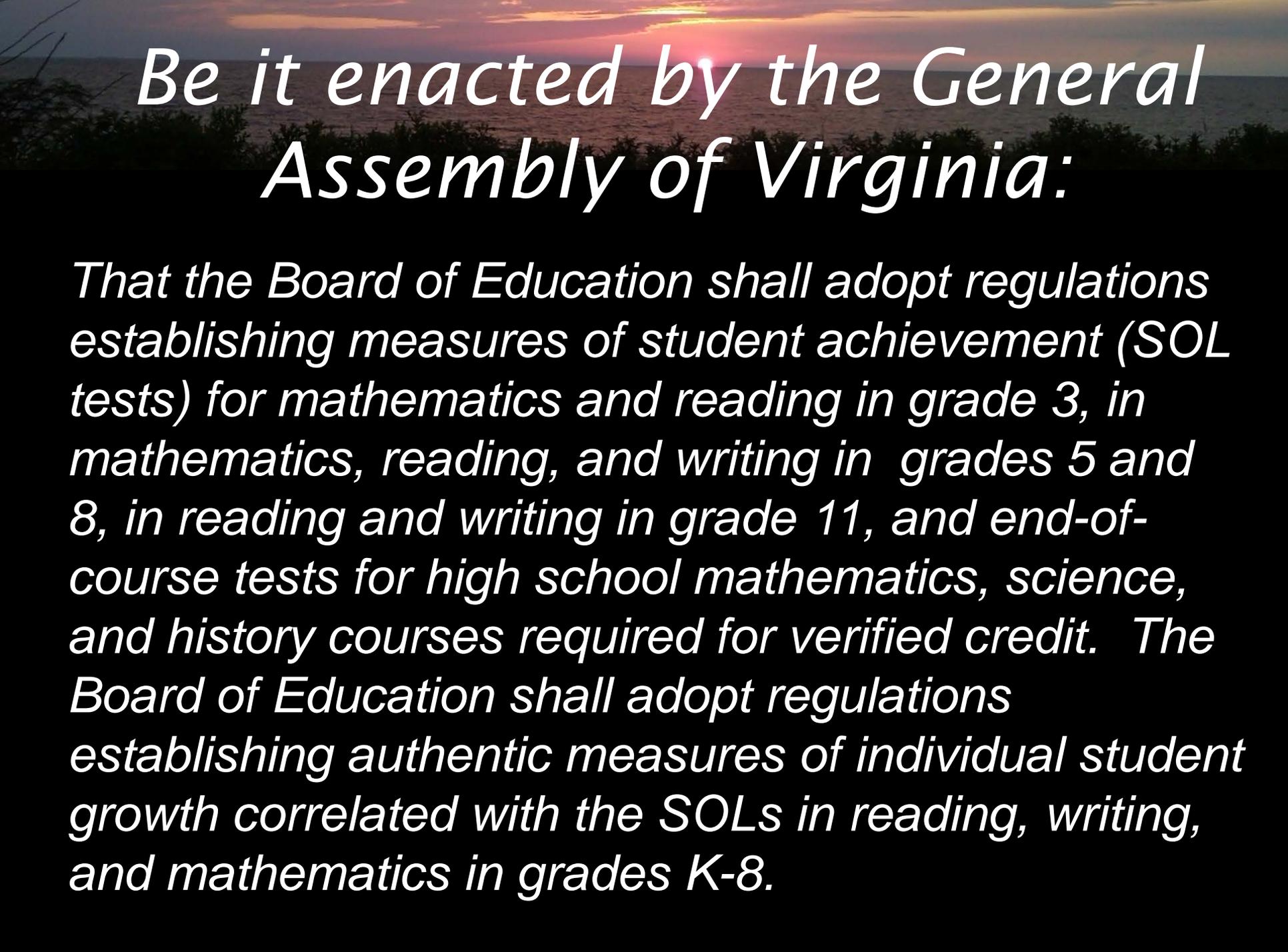
In compliance with this Request For Proposals (RFP) and all conditions imposed in this RFP, the undersigned firm hereby offers and agrees to furnish all goods and services in accordance with the attached signed proposal or as mutually agreed upon by subsequent negotiation, and the undersigned firm hereby certifies that all information provided below and in any schedule attached hereto is true, correct, and complete.

A photograph of a sunset over the ocean. The sun is a bright white circle on the horizon, surrounded by a glow of orange and red. The sky is filled with soft, colorful clouds. The foreground is dark, showing the silhouettes of trees and bushes.

*Could Legislation
Be Next?!*

A sunset scene over a body of water, with the sun low on the horizon and its light reflecting on the water. The sky is a mix of orange, red, and purple. The foreground is dark, showing silhouettes of trees and bushes.

*Be it enacted by the General
Assembly of Virginia:*

A background image of a sunset over a body of water, with the sun low on the horizon and its light reflecting on the water. The sky is a mix of orange, red, and purple, and the water is dark with some reflections.

Be it enacted by the General Assembly of Virginia:

That the Board of Education shall adopt regulations establishing measures of student achievement (SOL tests) for mathematics and reading in grade 3, in mathematics, reading, and writing in grades 5 and 8, in reading and writing in grade 11, and end-of-course tests for high school mathematics, science, and history courses required for verified credit. The Board of Education shall adopt regulations establishing authentic measures of individual student growth correlated with the SOLs in reading, writing, and mathematics in grades K-8.

Be it enacted by the General Assembly of Virginia:

*That the Board of Education shall adopt regulations establishing measures of **student achievement (SOL tests)** for mathematics and reading in grade 3, in mathematics, reading, and writing in grades 5 and 8, in reading and writing in grade 11, and end-of-course tests for high school mathematics, science, and history courses required for verified credit. The Board of Education shall adopt regulations establishing **authentic measures of individual student growth** correlated with the SOLs in reading, writing, and mathematics in grades K-8.*

SOL
(Achievement)
Tests

19

Authentic
Growth
Measures

18

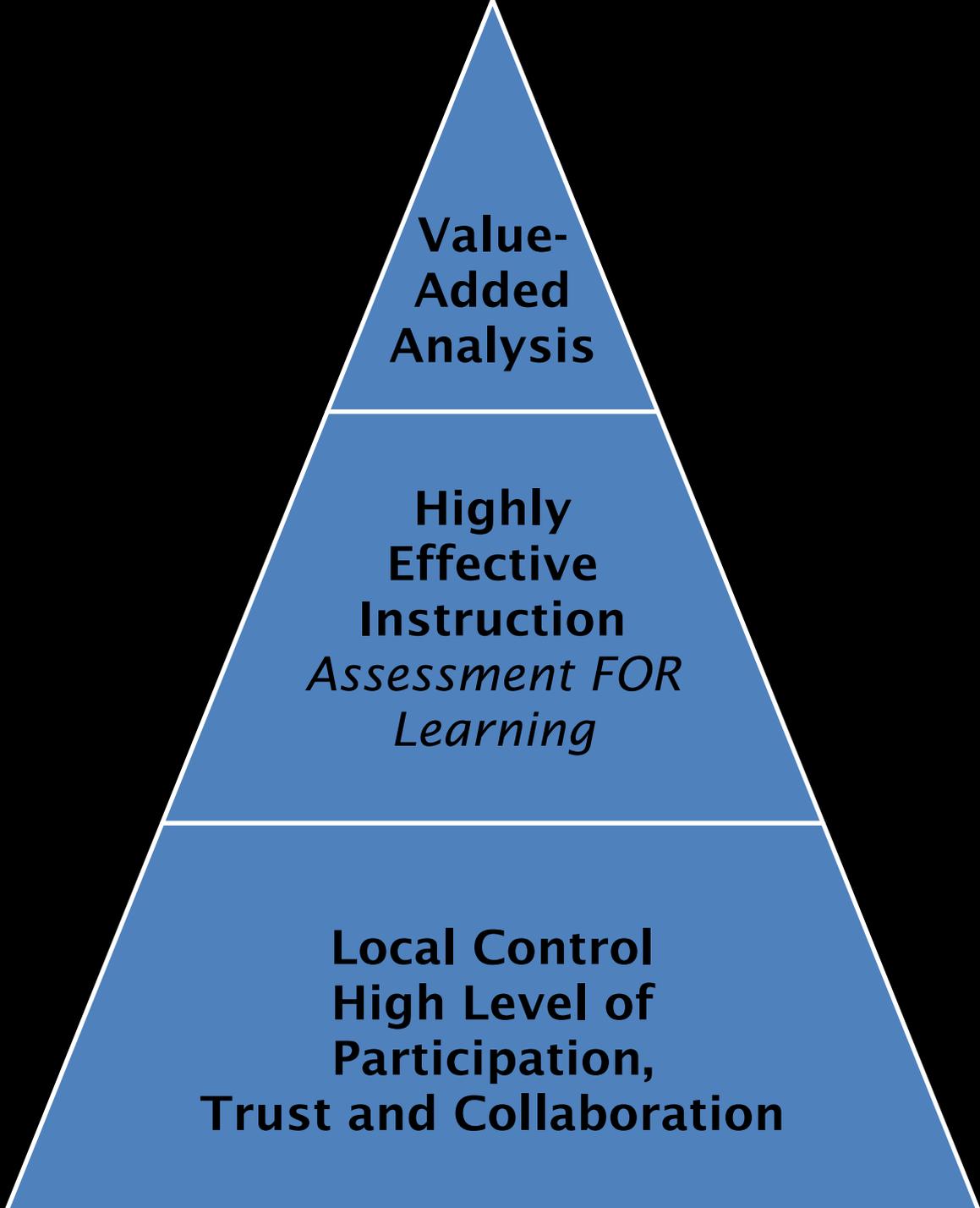
*What about History
and Science?*

SOL
(Achievement)
Tests

23

Authentic
Growth
Measures

18



**Value-
Added
Analysis**

**Highly
Effective
Instruction**
*Assessment FOR
Learning*

**Local Control
High Level of
Participation,
Trust and Collaboration**



Teaching



*Teaching
is a calling*



Thank you



*Thank you
for answering the call to
teach!*