



Virginia's College and Career Readiness Initiative

Dr. Patricia I. Wright
Superintendent of Public Instruction

State Council of Higher Education for Virginia
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Virginia's College and Career Readiness Initiative is designed to:

- Ensure that college-ready standards in reading, writing and mathematics are taught in each Virginia high school classroom.
- Strengthen students' preparation for college and the work force before leaving high school.



- The CCRI builds on years of establishing, implementing, and revising learning standards and assessment-based accountability.
 - Rigorous Standards of Learning (SOL) were developed and implemented in the 1990s.
 - The most recent revisions to the Standards of Learning led to more rigorous content standards that are supported as college and career ready by nationally recognized organizations, The College Board, ACT, and Achieve.



Key Components of the College and Career Readiness Initiative

1. Define college- and career-ready performance expectations.
2. Align the state assessments to measure student mastery of the more rigorous mathematics and English standards and to include quantitative indicators of college readiness for certain high school end-of-course tests.
3. Develop elective “capstone courses” for students who need additional support to be college ready.
4. Provide professional development to Virginia’s educators to support implementation of the revised Standards of Learning.
5. Identify accountability measures and incentives for schools to increase the percentage of students who graduate high school with the academic and career skills needed for success in postsecondary education programs.





Define College- and Career-Ready Performance Expectations

- College- and Career-Ready Performance Expectations have been developed to define the level of performance students must reach to be academically prepared to enter and successfully complete credit-bearing courses in English and mathematics in college.
- The Performance Expectations are based on Virginia's validated Standards of Learning (SOL) in mathematics and English, along with:
 - The Common Core State Standards (CCSS)
 - The Virginia Community College System's learning goals and student outcomes
 - Career and Technical Education competencies
 - Other standards identified as important or critical for success by faculty at Virginia's two- and four-year colleges



Define College- and Career-Ready Performance Expectations

- Developed collaboratively with higher education faculty.
- Memorandum of Agreement signed by heads of all education agencies in Virginia:
 - Virginia Department of Education (K-12)
 - Virginia Community College System
 - State Council of Higher Education for Virginia
- Virginia's Standards of Learning and College- and Career-Ready Performance Expectations in English and mathematics have met the U.S. Department of Education's criteria as college and career ready.



Align State Assessments to Reflect Increased Rigor

- State assessments based on the new standards in mathematics, reading, writing, and science are:
 - Administered online, and
 - Include technology-enhanced items that require students to demonstrate content mastery in ways that were not possible with multiple-choice tests.
- Students must demonstrate mastery of more rigorous content in order to pass the revised state Standards of Learning tests.
- The Board of Education has established a college-ready achievement level to replace the current advanced proficient score on certain end-of-course tests. Higher education representatives served on the standard-setting committees.



Develop Elective Capstone Courses Based on the Performance Expectations

- VDOE partnered with The College of William and Mary, James Madison University, Radford University, and the University of Virginia to develop and pilot capstone courses in English and mathematics designed for students who:
 - Have participated in college-ready curriculum;
 - Passed their English II and/or Algebra II or Algebra, Functions, and Data Analysis courses but may not have fully met college-ready performance expectations;
 - May require a refresher course to be successful in entry-level college courses; or
 - Require additional skills needed for postsecondary success.



Accountability Measures and Incentives

- CCRI goals are included among indicators built into the Board of Education *Virginia Index of Performance* (VIP) program, which recognizes schools and divisions for exceeding minimum achievement expectations.
 - The VIP program provides incentives for continuous improvement and the achievement of excellence goals established by the Board of Education or Governor and General Assembly.





Research Supports the CCRI

- Research is focused on understanding high school indicators associated with enrollment in college, placement, and passing grades (C or better) in entry-level credit-bearing courses.
- Results are used to inform all aspects of the CCRI work and communicate achievement levels students need for college and career success.



Research and Resources

- Virginia College and Career Readiness Website:
 - http://www.doe.virginia.gov/instruction/college_career_readiness/index.shtml
- Research Reports on CCRI Website
 - [High School Predictors of College Readiness: Determinants of High School Graduates' Enrollment and Successful Completion of First-Year Mathematics and English College Courses in Virginia](#) (PDF) Jonas, D., Dougherty, C., Herrera, A.W., LaTurner, J., Garland, M., and Ware A. (2012).
 - [High School Predictors of College Readiness: Determinants of Developmental Course Enrollment and Second-Year Postsecondary Persistence in Virginia](#) (PDF) – Garland, M., LaTurner, J., Herrera, A. W., Ware, A., Jonas, D., and Dougherty, C. (2011).
 - [The Role of Data in the Virginia College Readiness Initiative](#) (PPT) – presented at the National Center for Education Statistics (NCES) [Annual MIS Conference 2011](#) by Deborah Jonas, Virginia Department of Education; Marshall Garland and Anne Ware, The University of Texas at Dallas; Chrys Dougherty, National Center for Educational Achievement. More information [about the presentation](#) can be found at the conference website.
 - [High school factors associated with postsecondary enrollment in Virginia](#) (PDF) – report from the Center for Assessment, Evaluation and Educational Programming (CAEEP), Virginia Tech School of Education
 - [An Initial View of VCCS Student Success in the Workforce - Using UI Wage Data to Examine Rates of Employment and Wages](#) (PDF) – Virginia Community College System.





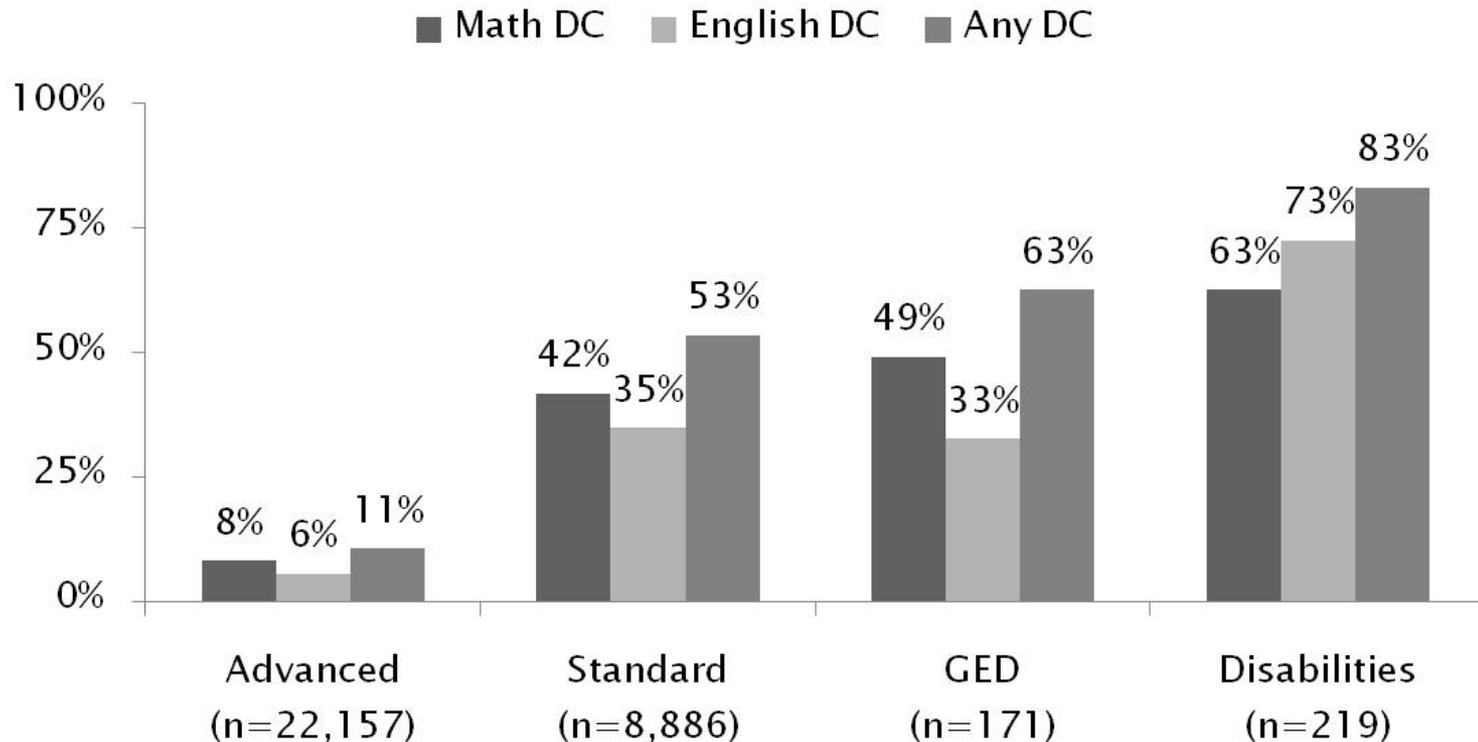
Independent Indicators of College Readiness in Virginia*

<p>Coursework</p>	<ul style="list-style-type: none"> • Algebra II and a lab science (e.g., chemistry) • Participation in college-level coursework: <ul style="list-style-type: none"> – Dual enrollment – Advanced Placement courses – International Baccalaureate (IB) programs
<p>Diploma type</p>	<ul style="list-style-type: none"> • Advanced Studies
<p>SOL Test outcomes* <small>*Based on English SOL tests administered prior to 2012-2013 and Mathematics SOL tests administered prior to 2011-2012</small></p>	<ul style="list-style-type: none"> • Reading: Advanced proficient • Writing: Advanced proficient • Algebra I: Advanced proficient • Geometry: Advanced proficient • Algebra II: Advanced or near advanced proficient
<p>Other</p>	<ul style="list-style-type: none"> • College ready on external assessments (e.g., SAT, ACT)

Based on preparation for success in four-year schools. In Virginia, few students enrolled in four-year schools require remediation.



At 2- or 4-year IHEs, students who earned an Advanced Studies Diploma were less likely to enroll in a developmental course (DC) than those who earned a Standard Diploma.





2012 Legislation Affecting High School Diplomas

- 2012 General Assembly passed HB 1061/SB 489 to amend § 22.1-253.13:4 of the *Code of Virginia* to strengthen postsecondary and career preparation
- Effective with ninth-graders in 2013-2014:
 - Reduction in the number of Board of Education-approved diplomas from 7 to 3, retaining the Standard, Advanced Studies and Special Diplomas
 - Additional requirements for the Standard and Advanced Studies Diplomas
 - Amendments to the Board of Education's regulations that will allow students with disabilities to earn a Standard Diploma with accommodations





Diplomas and Postsecondary and Career Readiness

- Consistent with the legislation:
 - The Advanced Studies Diploma shall be the recommended diploma for students pursuing baccalaureate study.
 - Both the Standard and the Advanced Studies Diploma shall prepare students for postsecondary education and the career readiness required by the Commonwealth's economy.





Additional High School Diploma Requirements

- For a Standard Diploma, students must earn a career and technical education credential that has been approved by the Board of Education (in addition to 22 standard credits and 6 verified credits).
- Students pursuing a Standard or Advanced Studies Diploma must successfully complete one virtual course, which may be a noncredit-bearing course.

2012 Legislation Establishing Agreements for Postsecondary Attainment

- 2012 General Assembly passed HB 1184 requiring local school boards and community colleges to develop agreements allowing high school students to complete an associate's degree or a one-year Uniform Certificate of General Studies from a community college concurrent with a high school diploma.
 - *Each institution within the Virginia Community College System shall develop agreements for postsecondary degree attainment with the public high schools in the school divisions that they serve, specifying the options for students to complete an associate's degree or a one-year Uniform Certificate of General Studies concurrent with a high school diploma. § 23-9.2:3.02, Code of Virginia*



Teacher Preparation Pilot –Mathematics and Science Teacher Education Reform Initiative (MASTERI)

- The 2012 General Assembly provided \$300,000 in FY13 and \$400,000 in FY14 to establish a comprehensive pilot to recruit students to major in the fields of mathematics and science to help alleviate the shortage of qualified teachers in these fields.
- The intent was to create a program modeled after the University of Texas at Austin’s “UTeach” program.



MASTERI RFP Components

- Like UTeach, the Virginia RFP required that students:
 - graduate with a major in mathematics or science and teaching licensure in 4 years;
 - have ongoing experiences teaching in local classrooms beginning in their first semester of the program; and
 - take professional courses that are discipline specific, based on current research, taught by research faculty, and focused directly on STEM teaching and learning.
- Additionally, an institution could choose to replicate the UTeach model and become a UTeach affiliate.



MASTERI Proposal Selection

- Five Virginia universities submitted intent-to-submit notifications.
- Ultimately, only one proposal for the two-year, \$700,000 award was received.
- Review of and negotiated changes to the proposal by a secondary and higher education team is currently under way.
- An award of funding is expected to be made by the end of January 2013.



Future Policy Considerations

- Using certain high school assessments in lieu of college placement exams when research demonstrates a relationship to college readiness
- Strengthening teacher preparation and licensure requirements through a comprehensive review of Board of Education regulations
- Using the Virginia Longitudinal Data System to study relationships among preparation programs and teacher effectiveness

