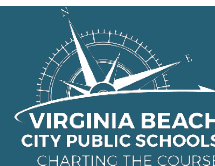


ASSESSMENT BRIEF

DEPARTMENT OF PLANNING, INNOVATION, AND ACCOUNTABILITY
OFFICE OF STUDENT ASSESSMENT – September 2017



Standards of Learning Assessment Program Annual Division Highlights

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ABSTRACT

Virginia Beach City Public Schools divisionwide passing rates increased or stayed the same on 20 of the 29 Standards of Learning (SOL) tests from last year, increases ranged from 1 percentage point to 3 percentage points.

Decreases were seen in grade 3 mathematics (2 percentage points), grade 7 mathematics (5 percentage points), Algebra II and Geometry (1 percentage point each), grade 5 science (3 percentage points), end-of-course (EOC) reading (1 percentage point), Biology and Earth Science (1 and 2 percentage points respectively), and Geography (2 percentage points).

BACKGROUND

The Standards of Learning for Virginia public schools describe the commonwealth's expectations for student learning and achievement in grades K-12 in English, mathematics, science, history/social science, technology, the fine arts, foreign languages, health and physical education, and driver education. Students participate in state-mandated assessments in the core areas of English, mathematics, history/social science, and science.

In 1995, the first SOLs were approved by the Virginia Board of Education. The first SOL assessments were administered in 1998. In spring 2013, all schools administered all writing and non-writing SOL tests online. In spring 2015, five SOL tests were eliminated by the Virginia Board of Education. These tests included grade 3 science, grade 5 writing, and grades 3, 6, and 7 history.

This report summarizes the division-level passing rates for grades 3-8 and EOC over the past five years. Data are summarized for the division overall combined passing rates for SOL assessments including the alternate and alternative assessments, Virginia Grade Level Alternative (VGLA), the Virginia Alternate Assessment Program (VAAP), and through 2013-2014 the Virginia Modified Achievement Standards Test (VMAST). In 2014-2015, the VMAST assessment was eliminated as an assessment option. Adjusted data (including SOL and alternate and alternative assessments) are presented for reporting groups that were monitored under the No Child Left Behind Act of 2001 in the areas of combined reading, writing, mathematics, history, and science for the past five years. Performance data for ethnicity reporting groups as well as students with disabilities, students identified as economically disadvantaged, and students who are limited English proficient are summarized in this brief.

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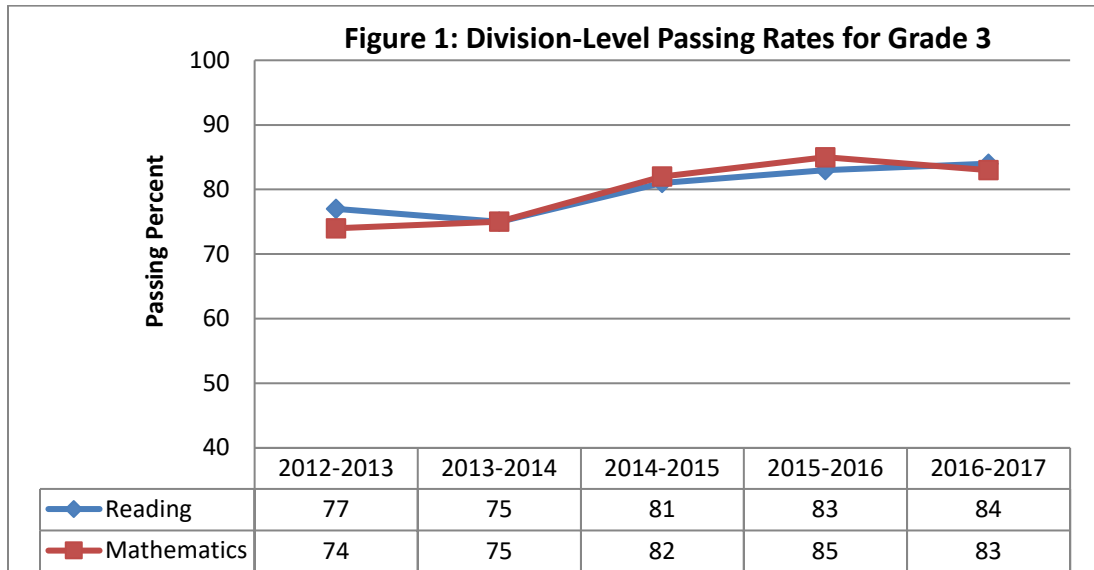
METHODOLOGY

The Virginia Beach City Public Schools (VBCPS) data summarized herein were obtained from the [SOL Test Results posted on the Virginia Department of Education \(VDOE\) website](#). The passing rates used in this brief for all levels are adjusted. Substitute test scores, retakers, and alternate and alternative assessment scores are included in these results.

OVERALL PERCENTILE RANKS – PERCENT PASSING

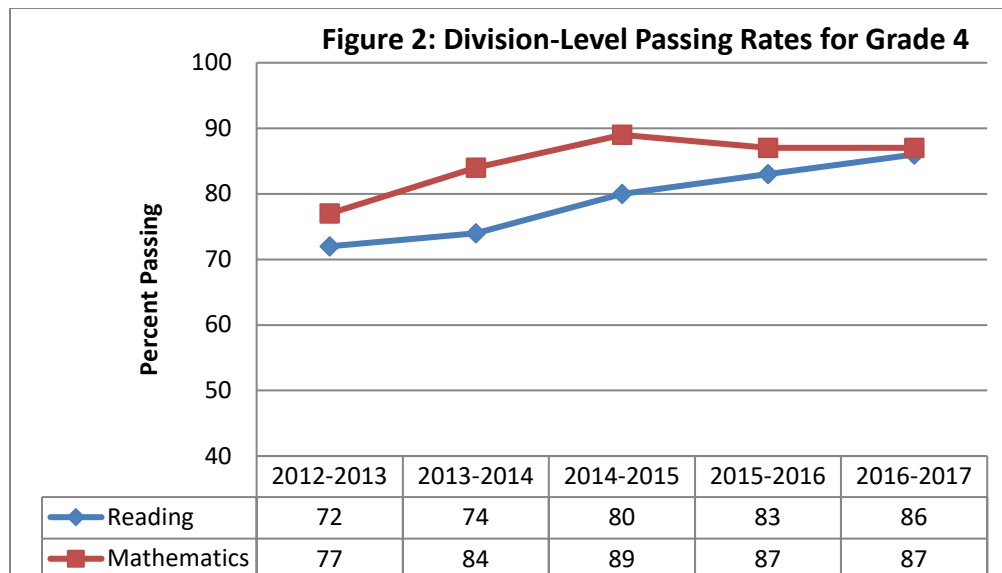
Grade 3

The division-level passing rate for grade 3 reading showed a 7 percentage-point increase from 2012-2013, as noted in Figure 1. After a 2 percentage-point decrease in 2013-2014, passing rates increased each of the following years. The division-level passing rate for grade 3 mathematics showed a 9 percentage-point increase from 2012-2013 and has increased each of the following years until 2016-2017 where passing rates dropped 2 percentage points from the previous year.



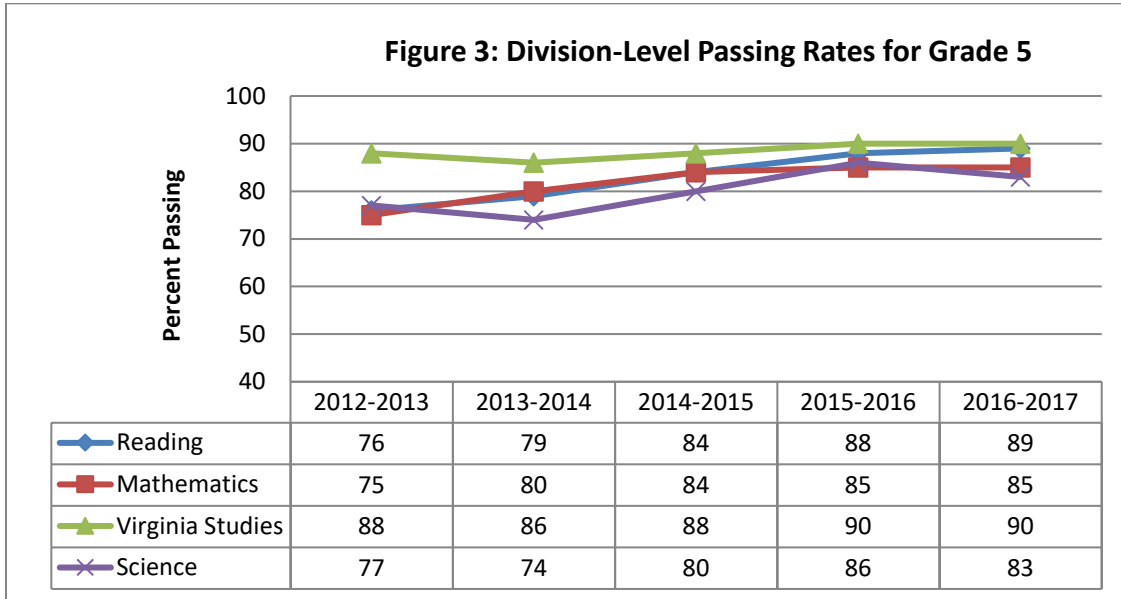
Grade 4

The division-level passing rate for grade 4 reading showed a 14 percentage-point increase from 2012-2013, as noted in Figure 2, and has increased each of the following years. The division-level passing rate for grade 4 mathematics showed a 10 percentage-point increase from 2012-2013. In 2015-2016, passing rates dropped 2 percentage points from the previous year and remained the same for 2016-2017.



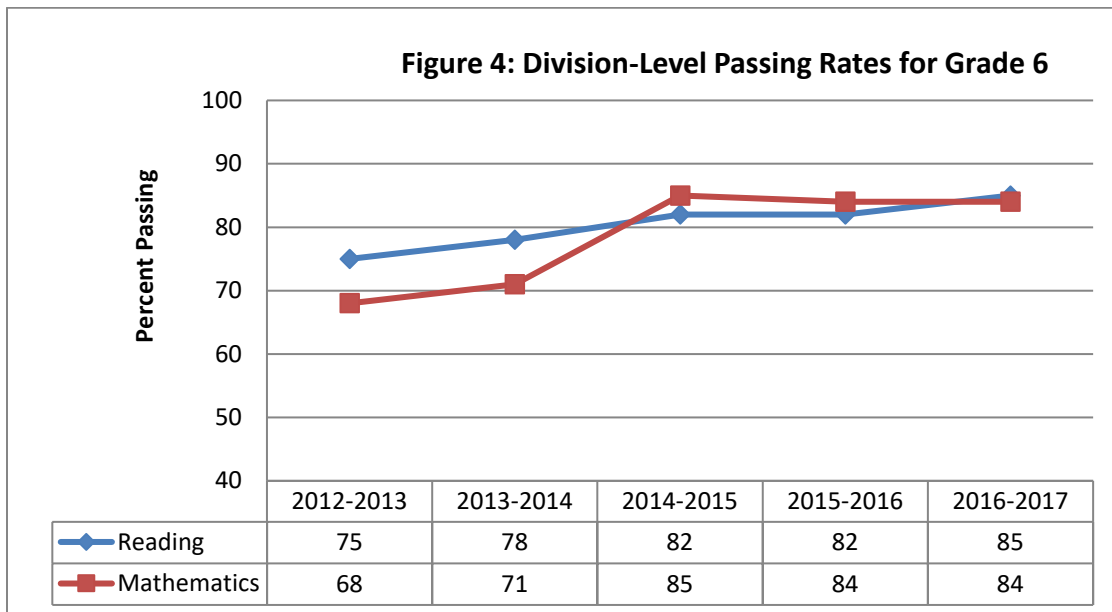
Grade 5

The division-level passing rate for grade 5 reading showed a 13 percentage-point increase from 2012-2013, as noted in Figure 3, and has increased each of the following years. The division-level passing rate for grade 5 mathematics showed a 10 percentage-point increase from 2012-2013 and has increased each of the following years until 2016-2017 where passing rates remained the same. The division-level passing rate for Virginia Studies showed a 2 percentage-point increase from 2012-2013. In 2013-2014, passing rates dropped 2 percentage points but then increased 2 percentage points in each of the following two years. Passing rates remained the same from 2015-2016. The division-level passing rate for grade 5 science showed a 6 percentage-point increase from 2012-2013. In 2016-2017, the passing rate decreased 3 percentage points.



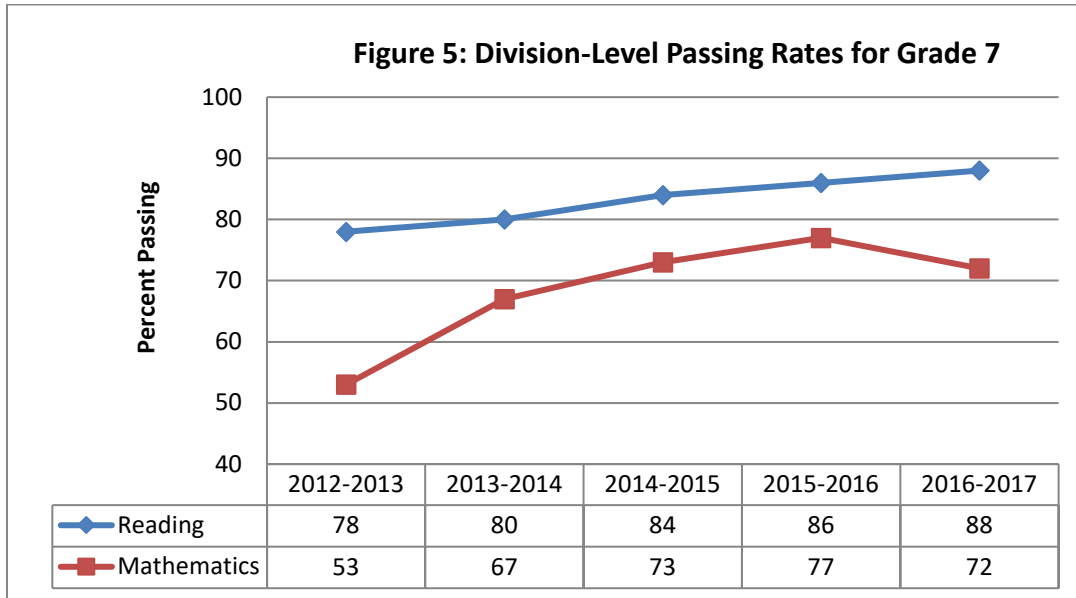
Grade 6

The division-level passing rate for grade 6 reading showed a 10 percentage-point increase from 2012-2013, as noted in Figure 4, and has increased or remained the same each of the following years. The division-level passing rate for grade 6 mathematics showed a 16 percentage-point increase from 2012-2013. After increasing for two years, the passing rate decreased by 1 percentage point in 2015-2016 and remained the same in 2016-2017.



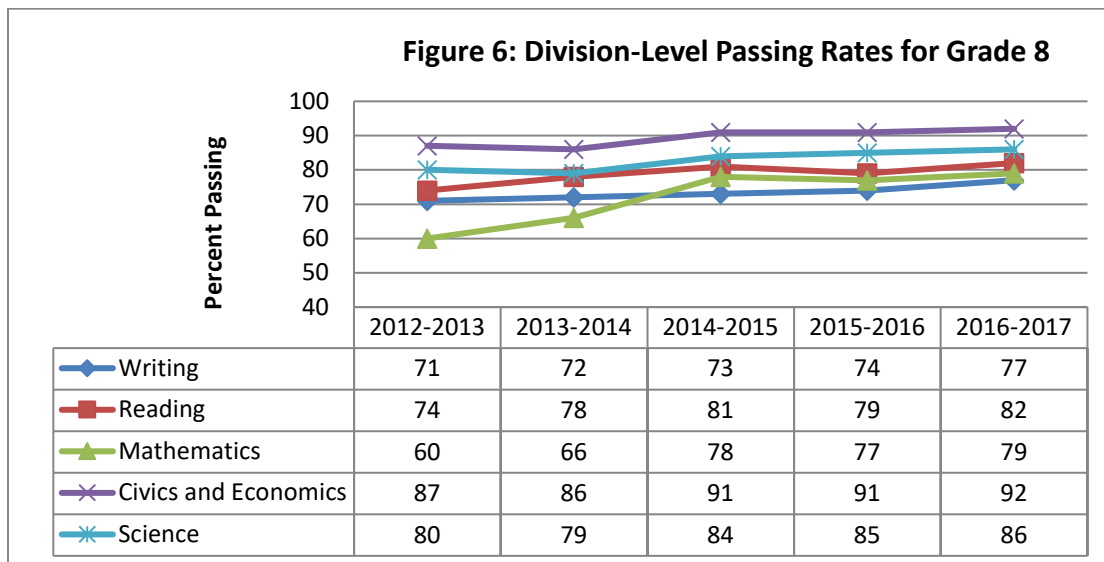
Grade 7

The division-level passing rate for grade 7 reading showed a 10 percentage-point increase from 2012-2013, as noted in Figure 5, and has increased each of the following years. The division-level passing rate for grade 7 mathematics showed a 19 percentage-point increase from 2012-2013. After increasing for three years, the passing rate decreased by 5 percentage points in 2016-2017.



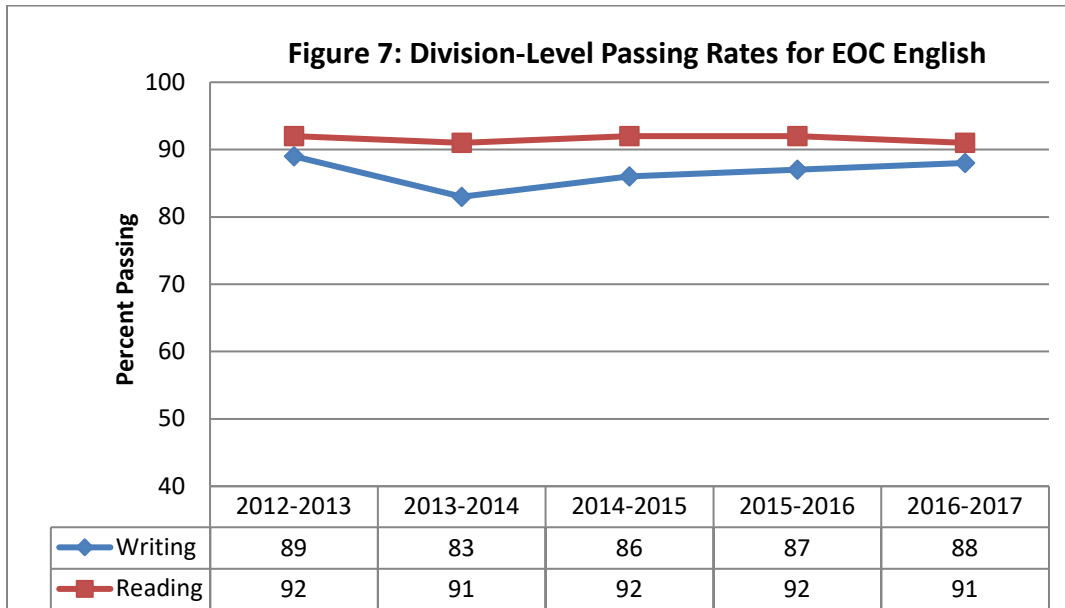
Grade 8

The division-level passing rate for grade 8 writing showed a 6 percentage-point increase from 2012-2013, as noted in Figure 6, and has increased each of the following years. The division-level passing rate for grade 8 reading showed an 8 percentage-point increase from 2012-2013. With the exception of a 2 percentage-point dip in 2015-2016, the passing rate has increased each year. The division-level passing rate for grade 8 mathematics showed a 19 percentage-point increase from 2012-2013. With the exception of a 1 percentage-point dip in 2015-2016, the passing rate has increased each year. The division-level passing rate for Civics and Economics showed a 5 percentage-point increase from 2012-2013. The passing rate has increased or stayed the same each of the past three years. The division-level passing rate for grade 8 science showed a 6 percentage-point increase from 2012-2013. With the exception of a 1 percentage-point dip in 2013-2014, the passing rate has increased each year.



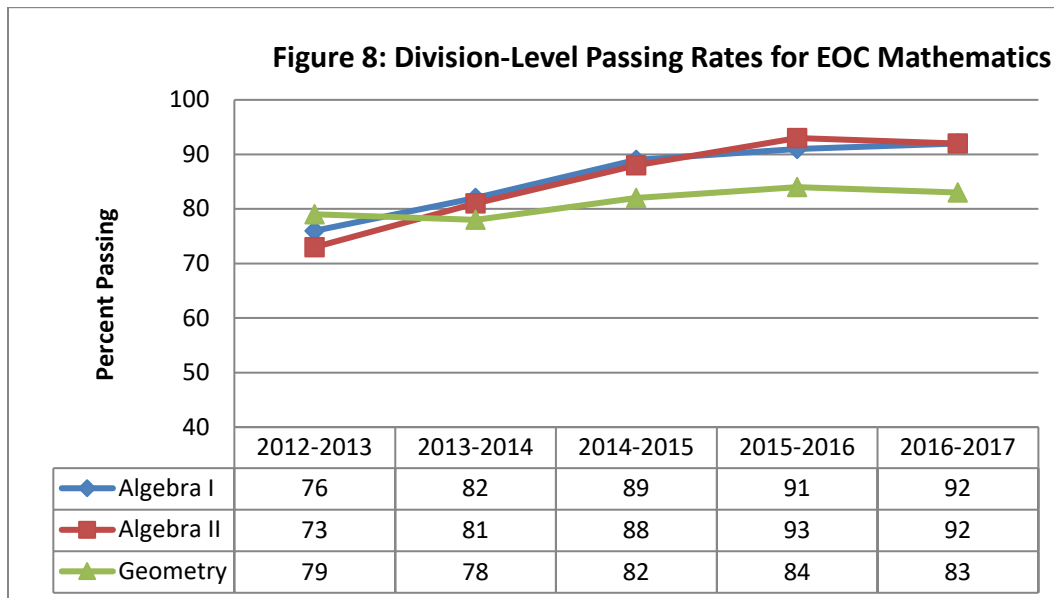
End-of-Course English

The division-level passing rate for EOC writing showed a 1 percentage-point decrease from 2012-2013, as noted in Figure 7. After a 6 percentage-point decrease in 2013-2014, the passing rate increased each of the following years. The division-level passing rate for EOC reading has remained stable over the past five years at 91 or 92 percent passing.



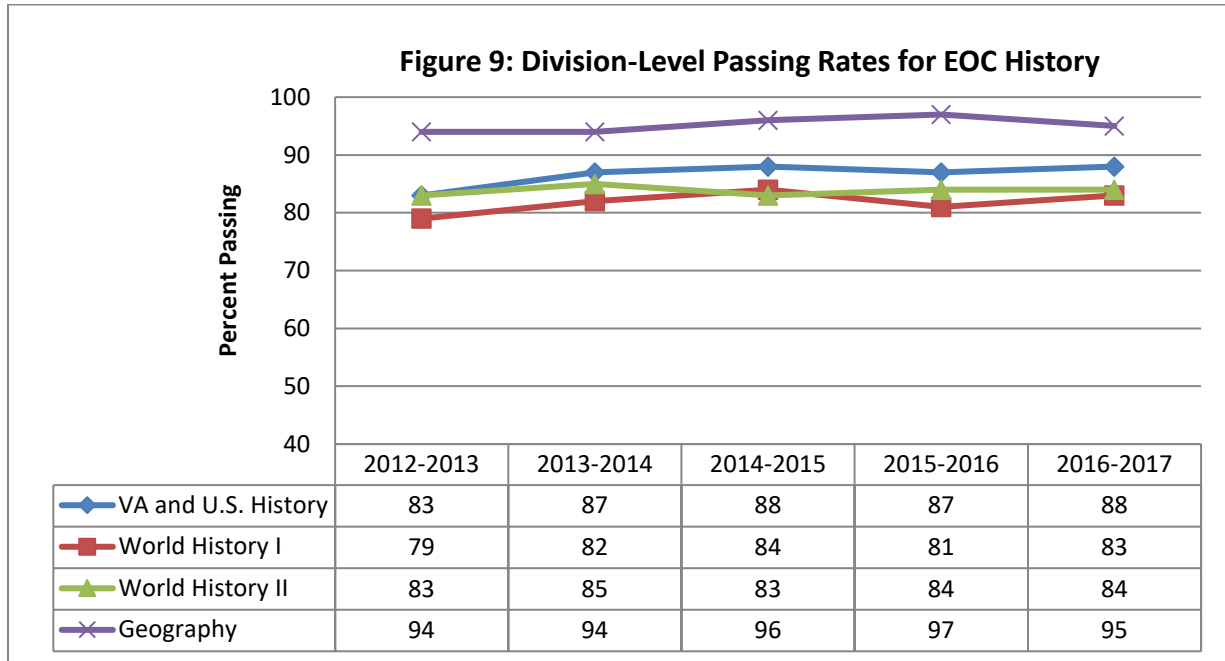
End-of-Course Mathematics

The division-level passing rate for EOC Algebra I showed a 16 percentage-point increase from 2012-2013, as noted in Figure 8, and has increased each of the following years. The division-level passing rate for EOC Algebra II showed a 19 percentage-point increase from 2012-2013, increasing each year until 2016-2017 when the passing rate decreased 1 percentage point. The division-level passing rate for EOC Geometry increased 4 percentage points from 2012-2013.



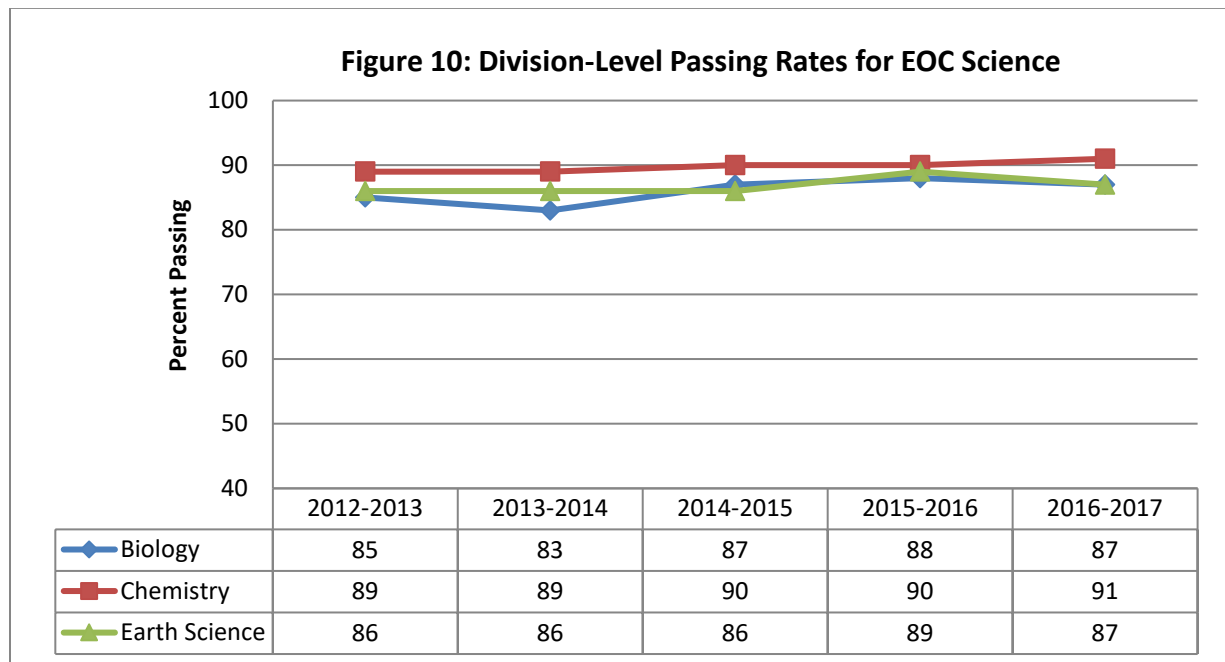
End-of-Course History

The division-level passing rate for VA and U.S. History showed a 5 percentage-point increase from 2012-2013, as noted in Figure 9, and has fluctuated between 87 and 88 percent over the past four years. The division-level passing rate for World History I showed a 4 percentage-point increase from 2012-2013, while both World History II and Geography show a 1 percentage-point increase from five years ago.



End-of-Course Science

The division-level passing rate for Biology showed a 2 percentage-point increase from 2012-2013, as noted in Figure 10. The division-level passing rate for Chemistry has remained stable over the past five years fluctuating between 89 and 91 percent passing. The division-level passing rate for Earth Science has increased or remained the same over the past five years ranging from 86 to 89 percent.



PASS ADVANCED RATES

Table 1 shows the adjusted overall combined division pass advanced rates for SOL assessments administered over the last five years. Scaled scores between 500 and 600 are considered pass advanced. Although one of our goals is to achieve a high passing rate, we continue to work toward increasing the number of students scoring in the pass advanced range.

Table 1: Pass Advanced Rates

<i>Subject Area</i>	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<i>Reading</i>	16%	16%	20%	18%	21%
<i>Writing</i>	21%	22%	21%	23%	26%
<i>History and Social Science</i>	26%	25%	23%	22%	22%
<i>Mathematics</i>	10%	16%	18%	19%	18%
<i>Science</i>	13%	13%	12%	15%	14%

Overall pass advanced rates have followed a similar pattern to the overall passing rate of an assessment. When overall passing rates decrease, most pass advanced rates decreased. When the overall pass rates have remained steady, so have the pass advanced rates. The pass advanced rates in reading and writing showed the largest increases from last year, each with a 3 percentage-point gain while mathematics showed the largest gain from five years ago with an 8 percentage-point gain.

PASSING RATES FROM GRADES 3 TO GRADE 7

Table 2 represents SOL reading passing rates comparing the grade 3 overall passing rate in 2012-2013 to the grade 7 overall passing rate in 2016-2017. The passing rates are derived from all students who participated in the listed grade level assessment in the year identified. Adjustments were not made to include only the students who were in attendance during all of the listed years and does not remove students who transferred in and out of the division during this time span. When comparing these reading data, test passing rates dipped in grade 4 and again in grade 6, however increased 11 percentage points from grade 3 to grade 7.

Table 2: Pass Rates Over Time - Reading

Year	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Percentage Point Change from 2012-2013
Test	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	
Passing Rate	77%	74%	84%	82%	88%	11

Table 3 represents SOL mathematics passing rates comparing the grade 3 overall passing rate in 2012-2013 to the grade 7 overall passing rate in 2016-2017. The passing rates are derived from all students who participated in the listed grade level assessment in the year identified. Adjustments were not made to include only the students who were in attendance during all of the listed years. Students in grade 6 may participate in several different level mathematics assessments (grade 6, pre-algebra, or Algebra I); the grade 6 data contains only data for students who took the grade 6 test. Subsequently, the same is true for the grade 7 data, the grade 7 data represents only students who took the grade 7 test. When comparing these data, passing rates at the elementary school level increased 10 percentage points from grade 3 to grade 5. When comparing the grade 6 test to the grade 7 test, passing rates decreased 12 percentage points.

Table 3: Pass Rates Over Time - Mathematics

Year	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Percentage Point Change from 2012-2013
Test	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	
Passing Rate	74%	84%	84%	84%	72%	-2

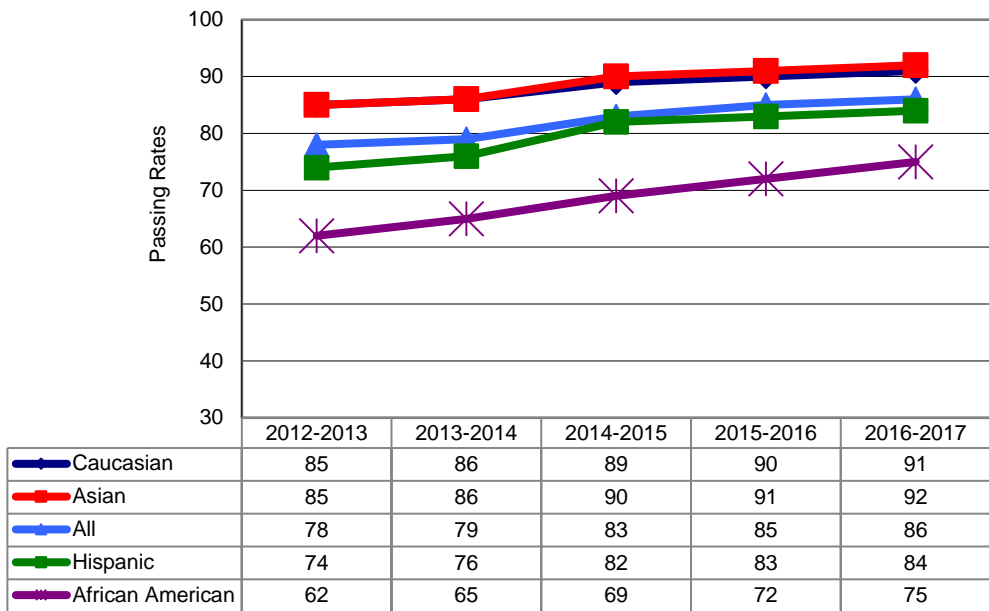
FIVE-YEAR PASSING RATES BY ETHNICITY REPORTING GROUPS

In addition to looking at overall passing rates and pass advanced rates, it is important to disaggregate SOL data by identified reporting groups. The ethnicity reporting groups identified for review are Caucasian, Asian, Hispanic, and African American. The pass rate for “All Students” reporting group is included for comparison purposes. Data will be presented in this document for combined reading, writing, mathematics, history, and science for the past five years.

Reading

As noted in Figure 11, all ethnicity reporting groups showed growth in each of the reporting years. The African American reporting group showed the largest increase from last year (3 percentage points), while the other ethnicity reporting groups each showed a 1 percentage-point gain. When comparing the four largest ethnicity reporting groups, the passing rate for the African American group showed the largest increase over the past 5 years with a 13 percentage-point increase since 2012-2013.

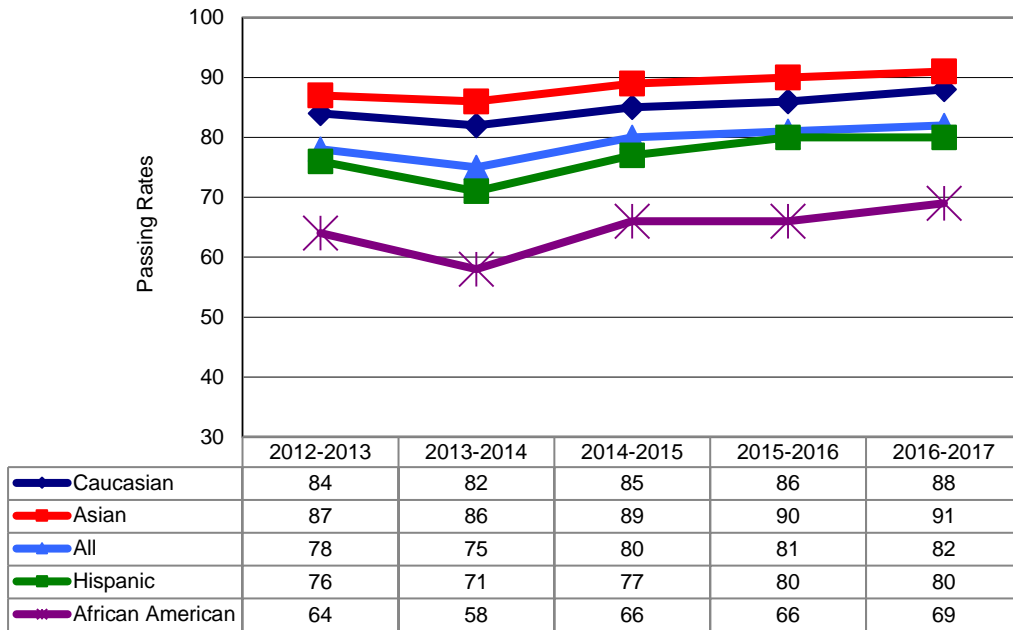
**Figure 11: Division, All Grade Levels
5-Year Passing Rates by Ethnicity Subgroups - Reading**



Writing

As noted in Figure 12, with the exception of the 2013-2014 testing year, each ethnicity reporting group showed an increase for each of the five years. The African American reporting group showed the largest increase from last year (3 percentage points), while the other ethnicity reporting groups showed either no change or a 1 to 2 percentage-point gain. When comparing the four largest ethnicity reporting groups, the passing rate for the African American reporting group showed the largest increase from 2012-2013 with a 5 percentage-point gain.

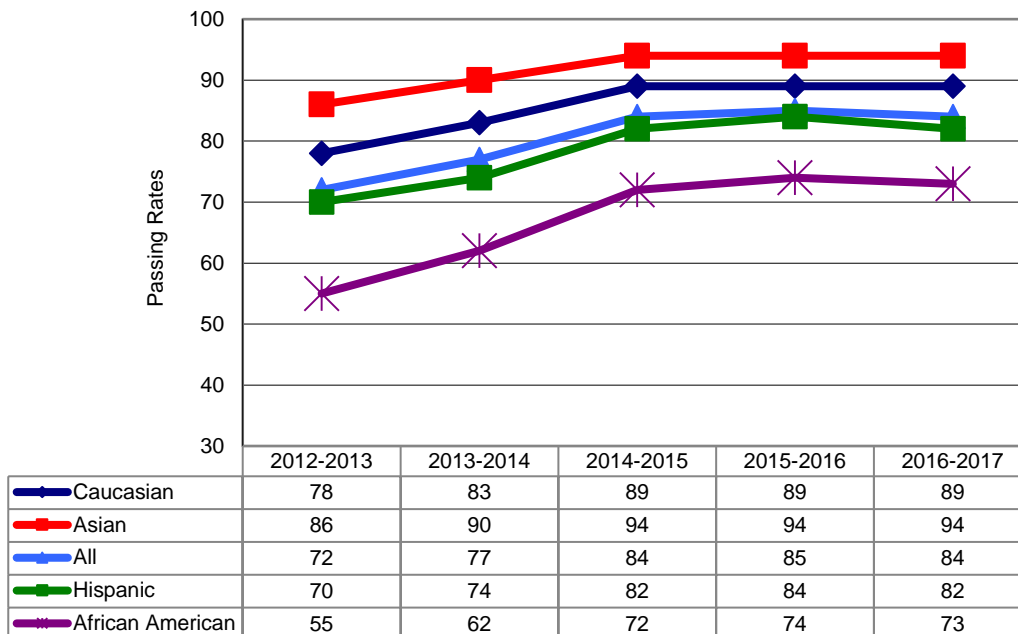
**Figure 12: Division, All Grade Levels
5-Year Passing Rates by Ethnicity Subgroups - Writing**



Mathematics

As noted in Figure 13, mathematics passing rates increased for all ethnicity reporting groups from five years ago ranging from 8 to 18 percentage points. Each of the ethnicity reporting groups have shown stable passing rates over the past 3 years (each either remaining the same from last year or showing a decrease ranging from 1 to 2 percentage points). When comparing the four largest ethnicity reporting groups, the passing rate for the African American reporting group showed the largest increase from 2012-2013 with an 18 percentage-point gain.

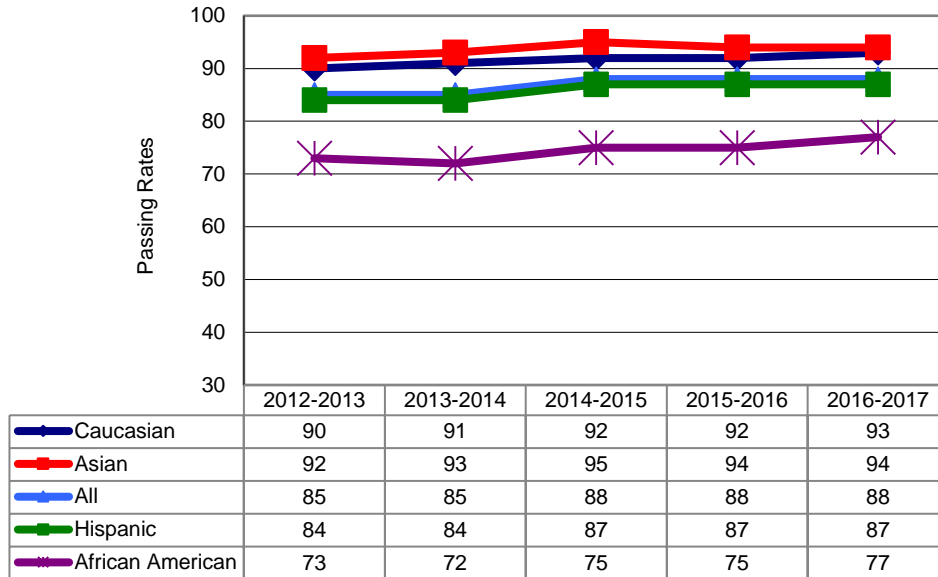
**Figure 13: Division, All Grade Levels
5-Year Passing Rates by Ethnicity Subgroups - Mathematics**



History

The overall history passing rate for all ethnicity reporting groups remained relatively stable over the past five years as noted in Figure 14. In 2016-2017, the passing rate for most reporting groups remained the same while the passing rate for the Caucasian and African American reporting groups increased by 1 and 2 percentage points respectively.

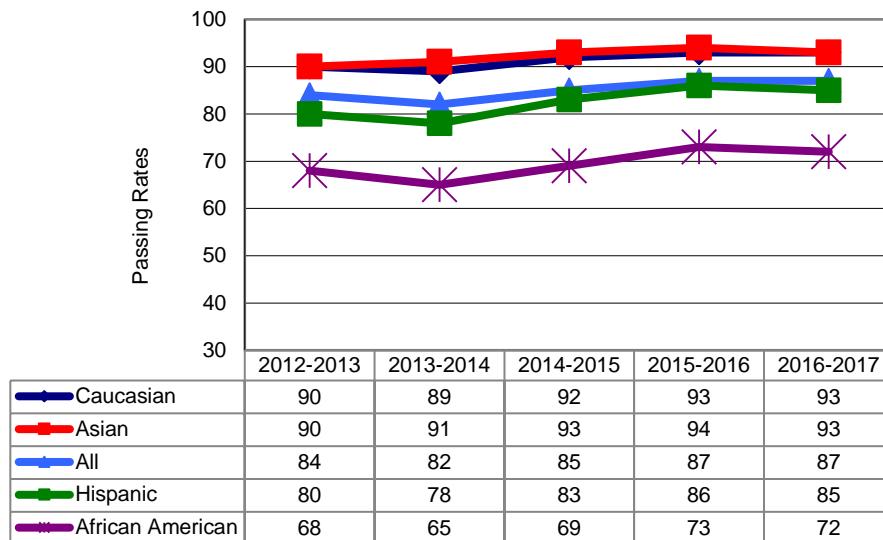
**Figure 14: Division, All Grade Levels
5-Year Passing Rates by Ethnicity Subgroups - History**



Science

The overall science passing rate for all ethnicity reporting groups remained relatively stable from last year, however showed an increase from five years ago as noted in Figure 15. The Hispanic reporting group showed the largest increase from five years ago (5 percentage points) followed by the African American reporting group (4 percentage points).

**Figure 15: Division, All Grade Levels
5-Year Passing Rates by Ethnicity Subgroups - Science**



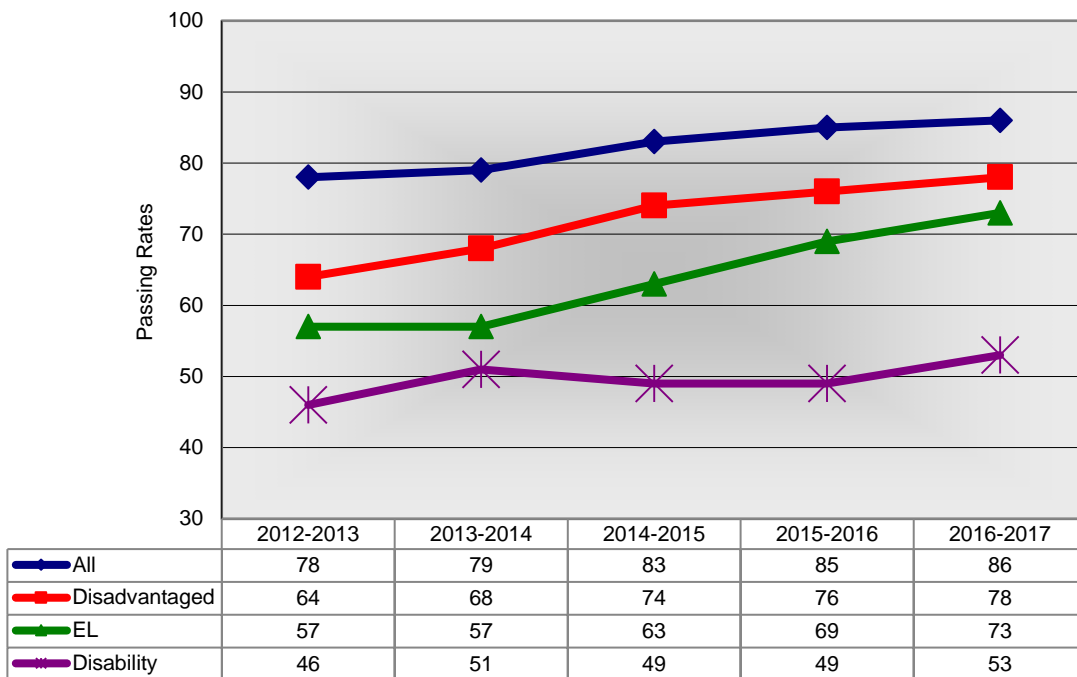
FIVE-YEAR PASSING RATES BY OTHER REPORTING GROUPS

In addition to ethnicity, it is necessary to closely monitor student performance for other reporting groups which include students with disabilities (Disability), students identified as economically disadvantaged (Disadvantaged), and students identified as English learners (EL). The pass rate for the “All Students” reporting group is included for comparison purposes. Data will be presented in this document for combined reading, writing, mathematics, history, and science for the past five years.

Reading

As noted in Figure 16, the reading passing rates for all reporting groups increased from five years ago ranging from 7 to 16 percentage points and from last year ranging from 2 to 4 percentage points. The reading passing rates for the students with disabilities reporting group continue to fall below the passing rates of other reporting groups.

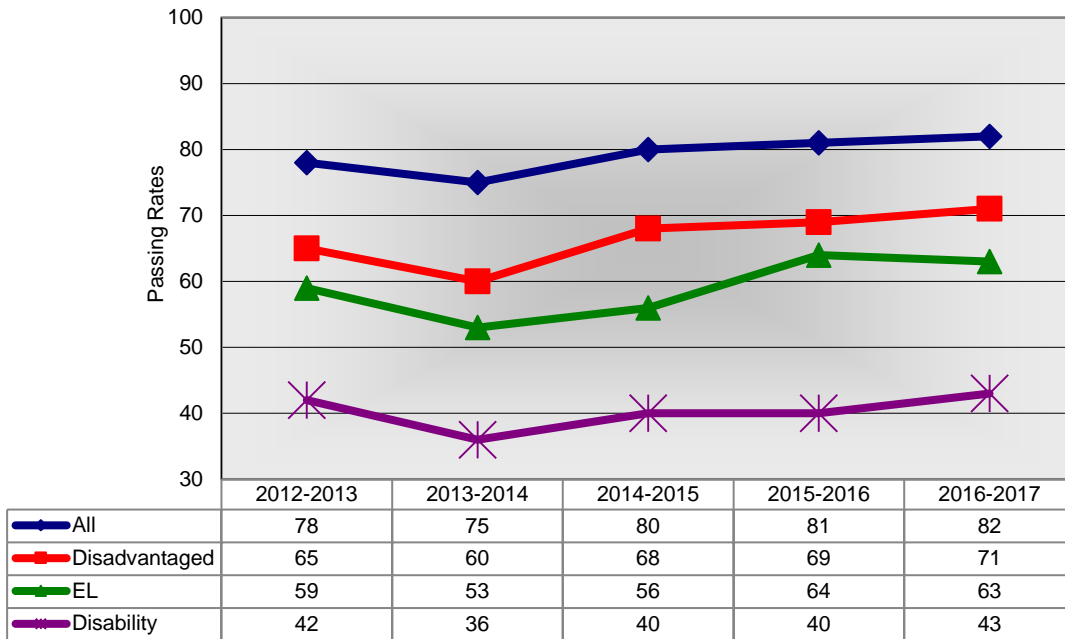
**Figure 16: Division, All Grade Levels
5-Year Passing Rates by Other Subgroups - Reading**



Writing

As noted in Figure 17, the writing passing rates for all reporting groups increased from five years ago ranging from 1 percentage point to 6 percentage points. The economically disadvantaged and students with disabilities reporting groups increased from last year 2 and 3 percentage points respectively. The English learner reporting group showed a 1 percentage-point decrease from last year.

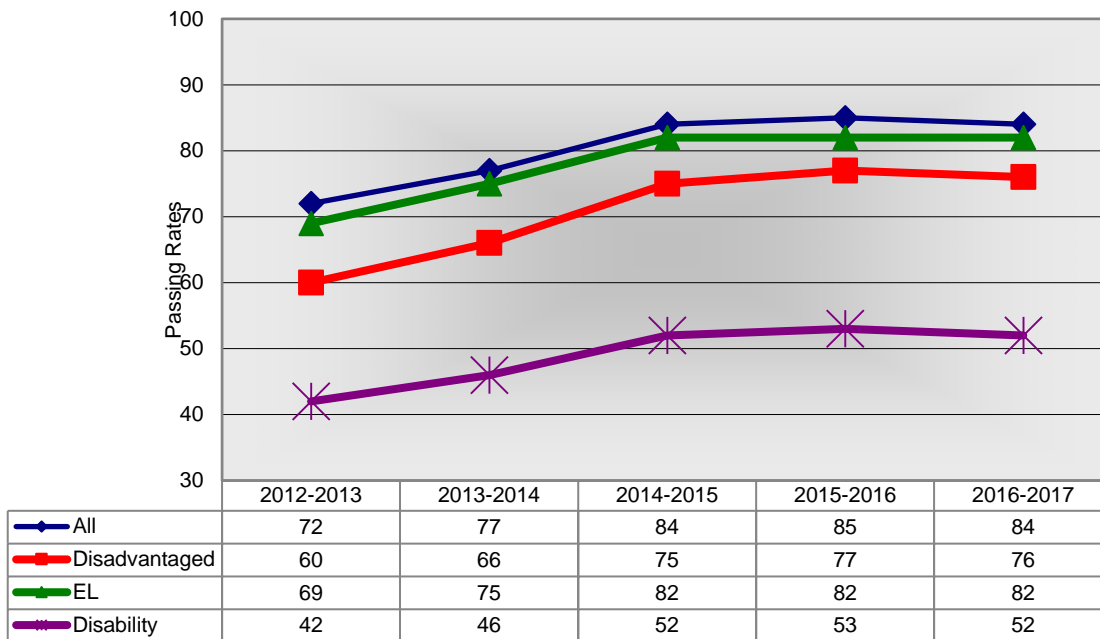
**Figure 17: Division, All Grade Levels
5-Year Passing Rates by Other Subgroups - Writing**



Mathematics

As noted in Figure 18, the mathematics passing rates for all reporting groups increased from five years ago ranging from 10 to 16 percentage points. The passing rates from last year either remained the same or showed a 1 percentage-point decrease. The English learner reporting group remained the same.

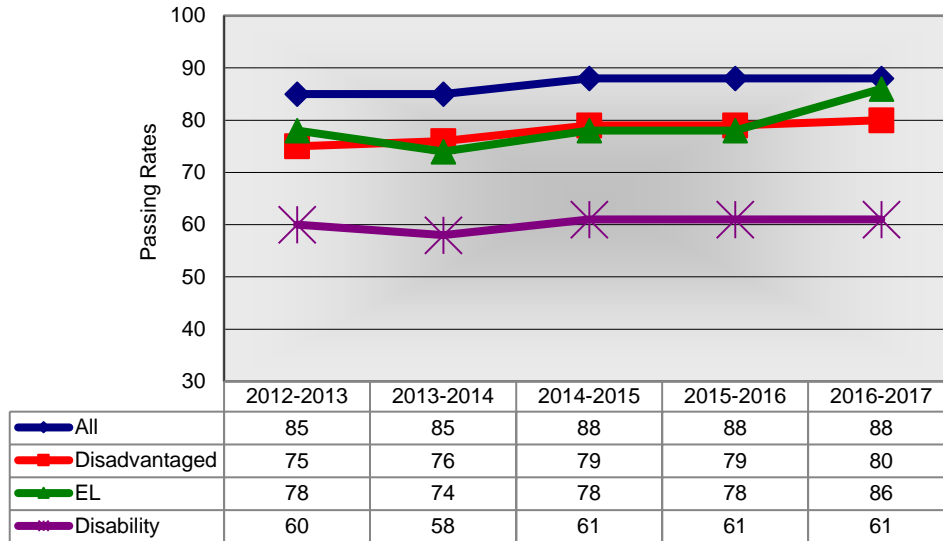
**Figure 18: Division, All Grade Levels
5-Year Passing Rates by Other Subgroups - Mathematics**



History

As noted in Figure 19, the history passing rates for all reporting groups increased from five years ago ranging from 1 percentage point to 8 percentage points. The economically disadvantaged and English learner reporting groups increased from last year 1 percentage point and 8 percentage points respectively. The students with disabilities reporting group has remained the same for the past three years.

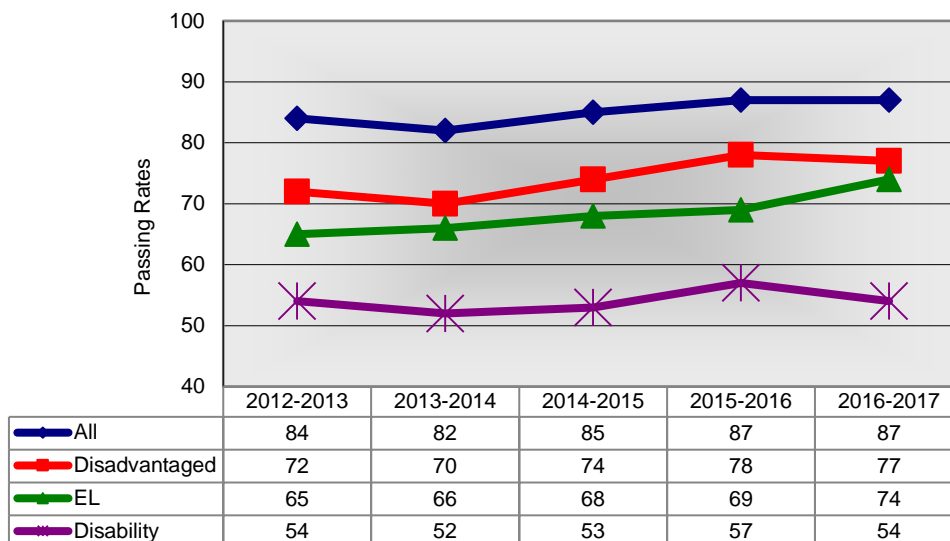
**Figure 19: Division, All Grade Levels
5-Year Passing Rates by Other Subgroups - History**



Science

As noted in Figure 20, the science passing rates for the economically disadvantaged and English learner reporting groups showed increases from five years ago (5 and 9 percentage points respectively). While the English learner reporting group showed a 5 percentage-point increase from last year, the economically disadvantaged and students with disabilities reporting groups showed decreases (1 percentage point and 3 percentage points respectively).

**Figure 20: Division, All Grade Levels
5-Year Passing Rates by Other Subgroups - Science**



SUMMARY

When looking at the overall division passing rates by grade level/test and by reporting group, increases were shown across most grade levels/tests and most reporting groups over the past five years and from last year. Overall, the largest increases have been in the area of mathematics which increased 12 percentage points from five years ago. Grades 7 and 8 mathematics and Algebra II all showed a 19 percentage-point increase from five years ago.

The largest gains when looking at ethnicity subgroups over the past five years was for the African American reporting group in the areas of mathematics and reading with 18 and 13 percentage-point gains respectively. The largest gain when reviewing data for the other monitored reporting groups was for the English learner reporting group with a 16 percentage-point gain in reading and the economically disadvantaged reporting group with a 16 percentage-point gain in mathematics from five years ago. Although we continue to see increases in reporting group performance, achievement gaps remain particularly for the African American and the students with disabilities reporting groups.

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September 2017