ALL In VA
Frequently Asked Questions
Updated October 19, 2023

In September 2023, the Governor announced the ALL In VA initiative which provides recommendations for school divisions in responding to the dramatic numbers of students with unfinished learning across the Commonwealth. Please see our website with more information regarding ALL In VA.

ALL In VA focuses on three areas:

1. implementing high-intensity tutoring,
2. expanding and accelerating the Virginia Literacy Act, and
3. addressing the increased rates of chronic absenteeism across Virginia.

The VDOE leadership team has spoken with superintendents and instructional supervisors across the state, and the department has worked closely with school divisions to understand their questions and needs for support. This FAQ serves as an update to the ALL In Playbook based on those questions.

High-Intensity Tutoring Student Selection

When making student selection decisions for high-intensity tutoring, school divisions should review local 2023 school division data and prioritize decisions based on local populations of at-risk and non- proficient students. This process may require school divisions to weigh multiple factors in prioritizing students for high-intensity tutoring.

Which Grade 3 through 8 students are considered "at-risk"?

Students who fall into the low proficiency band of SOL assessment scores are considered "at-risk." The low proficiency band was developed in 2015-2016 and indicates students who scored one to three questions above the proficiency cut score. Because the 2023 low proficiency band represents a large amount of third through eighth graders (153,180 students statewide in math, 173,336 students statewide in reading) and many of these students are falling below proficiency over time, it is essential that we support our at-risk students now as well as our non-proficient students with high-intensity tutoring.

Have the proficiency cut scores changed over the past decade?

Over the past several years, state level decisions were made to change how students were considered proficient by changing the scale score required to meet the proficiency benchmark.

New SOL reading tests based on revised Standards of Learning were administered for the first time in spring 2021. Cut scores were adopted by the Virginia Board of Education (Board) in November 2020. Math cut scores were revised in spring 2019, and new cut scores were used during that same testing administration. These changes made it hard to see how the pandemic learning loss truly impacted students because what to be proficient meant changed based on the changes in cut scores.

Because of these challenges, the department has looked at additional data including low proficiency bands that have historically been used for determining growth for Grade 3 through 8 students. Because the low proficiency band shows that many students are stuck in this group and frequently are dropping

below proficiency, the 2023 low proficiency band data has given educators across the state a better understanding of those students still suffering from unfinished learning. Moreover, this additional data has helped clarify those students who need immediate supports.

If our school division has a large number of students who qualify for tutoring, where should we start?

School divisions should look at their local data and prioritize students who have the large st amounts of unfinished learning. In addition, students in early grades who are struggling with reading and who are not receiving other interventions should be prioritized for tutoring.

For example, if a student is part of the Early Intervention Reading Initiative (EIRI) and receiving intervention through this program, the student may not need tutoring in addition to this support. A student who does not qualify for EIRI but demonstrates lack of proficiency should be prioritized for tutoring. School divisions should look at multiple approaches as they are making their priority student groups for tutoring.

Other students who may not be able to be served during the initial tutoring roll out should receive opportunities for different intervention programs, additional classroom support, and access to digital practice tools.

How should we address students who need math and reading tutoring?

If a student needs reading and math tutoring, local school divisions have multiple options in considering how to serve these students. School divisions could work with the child's family and choose to serve a student with tutoring in both reading and math by splitting weekly tutoring sessions between both content areas. A planning team could also place a student in reading or math tutoring based on conversations with the student's family and analysis of additional data. Each decision should take into consideration the student's most intensive needs, discussions with the family, and ensure that the student's tutoring is focused on recovering unfinished learning.

How should we communicate with families of students who need tutoring?

The department has provided:

- ALL In Parent Guide and Letter
- Score Report at a Glance
- Guiding Questions for Caregivers and Parents

which can be found on our ALL In VA website. These resources will support families in understanding their child's current performance and what ALL In Tutoring provides. The department will continue to add videos and additional resources as requested by local school divisions. Each of these resources can and should be customized to meet local school division needs.

If a student has been retained and scored "at risk" or non-proficient on their SOL reading and/or math test, should they receive tutoring in addition to the retention?

Student retention decisions are made at the local school division level and should not weigh into high- intensity tutoring decisions as retention and tutoring are separate supports for students. Students who fall into any below

proficient category and/or scored in low proficiency bands for Grades 3 through 8 should have the opportunity to participate in high-intensity tutoring. Many students have multiple factors that need to be addressed in the decision to tutor students; ultimately, the school division should determine who should be prioritized in tutoring decisions. This includes students who were retained in the eighth grade.

When using VGA data to determine whether third grade students should receive high-intensity tutoring, how should school divisions reconcile large volumes of students who may screen as needing tutoring?

VGA is one singular data point for third graders, and this assessment represents the first formal assessment for students. School divisions should consider using multiple data points with early learners. For example, a school division could include the PALS or VALLS early literacy screening data or an equivalent diagnostic in mathematics as an additional data point for student selection. These data points will provide a more comprehensive picture of what early learners may need and whether to focus supports on intervention and/or learning acceleration (high-intensity tutoring).

Should a student that scored "low proficient" on an accelerated or advanced assessment (e.g., a Grade 4 student who took a Grade 5 test) be required to receive tutoring?

A school division should review all data points for students who fall outside of typical scoring patterns. When analyzing the needs of accelerated students, the school team should look at multiple data points to determine if a student who has completed an accelerated grade level assessment needs tutoring or if the student needs other supports for accelerated grade level experiences.

Can a student without a 2023 SOL assessment score or students who may have received a "O" on the 2023 SOL assessments receive high-intensity tutoring?

Students may have missed the 2023 assessment. The AllinVA initiative is intended to serve all students in need of support. Students without an SOL assessment score are still eligible for high-intensity tutoring. When a school division does not have SOL data, the school team should use multiple measures such as grades, classwork, and interim assessments to determine if a student needs tutoring.

Are parents allowed to decide that their student does not need to participate in the required tutoring?

As seen in the 2023 assessment results, persistent student learning loss and lack of student achievement are a significant focus of every educator across the Commonwealth. To ensure families can make strong decisions for their child, educators should do their due diligence in communicating student performance using student score reports, known as Student Detail by Question Report, in reading and math. School divisions should also work with parents to explain what tutoring is, how it will support their child and how the freely available resources will help the child be on the same performance level as their peers. For more information in communicating with families, please see VDOE's family resources above.

Tutors

How can we innovatively think about compensating teachers for tutoring during the school day?

As school divisions make staffing decisions, they should consider multiple staffing options. Research shows that certified educators have the most impact on accelerating learning, but many other educators have demonstrated significant success in supporting student learning loss recovery. School divisions have the flexibility and autonomy to incentivize educators within the scope that their board policies allow. Many regions have convened collaborative networks to develop strategic and innovative incentives. The department encourages school divisions to work together to consider appropriate staff models, staffing compensation, and incentives that work within the context of the school division.

When should ALL In tutor training be completed? Should school divisions retain records of training?

School divisions should retain all records of training to ensure that the school division captures the support provided to educators and other educators who choose to tutor.

As school divisions are beginning to staff their tutoring models and complete phased-in launch of their tutoring programs, school divisions want to access volunteers who are interested in tutoring. How do I access the online tutoring database for volunteer ALL In tutors?

Any Virginia volunteer can sign up on the ALL In web page here. We encourage any community member interested in tutoring to sign up if interested. If a school division wants to access VDOE's volunteer database, personnel should use their SSWS account and find the resources within their DOE suite of tools.

Fiscal Clarifications

When are school divisions expected to submit ALL IN spending plans?

All school divisions should submit their ALL In Spending Planning after they determine their specific needs around literacy and mathematics learning loss, review each of their school's needs to ensure chronic absenteeism challenges are not interfering with the ability to deliver high-quality instruction and decide what their school division needs to accomplish for full implementation of the Virginia Literacy Act in the 2023-24 school year.

Spending plans allow school divisions to demonstrate how their plans are in accordance with the language set forth by the General Assembly, as well as show their parents and local community the extraordinary efforts which they are undertaking to help their students. After spending plans are approved and published on VDOE's website here, VDOE will begin providing school divisions with bi- monthly disbursements.

What is the due date for divisions to submit their ALL In spending plans to VDOE?

To provide local flexibility, there is no specified due date for the ALL In spending plan to be submitted to VDOE. School divisions will begin receiving recurring payments from their ALL In funding allocation once they have submitted their spending plan and it's been approved by the State Superintendent.

Do ALL IN spending plans for fiscal agents and non-fiscal agents of contractually obligated school divisions need to be separate, or should we amend the existing spending plan spreadsheet to combine these divisions into a single application?

Every school division with a separate school number must submit a separate plan that outlines how the school division itself will spend funds in accordance with required budget language.

Is there language in the approved budget that indicates school divisions must report spending of the $418 million allocated by the General Assembly?

The budget language requires clear reporting requirements. The department is ensuring that school divisions complete the spending plan so that they can have regular disbursements and eliminate reimbursement requirements. End of year reporting will be limited as much as possible.

Can ALL In funds be carried over multiple fiscal years? How should the program budget language allowing remaining ALL In funds to be carried over to fiscal year 2025 *"if the division certifies to provide the local match for the At-Risk Add-On Program in Item 137 for the 2024-2026 biennium"* be interpreted?

This means that divisions may carryover remaining ALL In funds to fiscal year 2025 if they certify to VDOE they will participate in the state At-risk Add-on program (and provide the local match) in fiscal year 2025. This certification will be captured in the annual RLE/RLM data collection in Spring 2024. Divisions must also meet their required local effort for the SQQ and required local match for Incentive and Lottery programs they participate in for fiscal year 2024. The same requirements will apply for any carryover to fiscal year 2026. Any ALL In funds that are carried over must continue to be used in alignment with the approved division spending plan.

Can school divisions use ALL In flexible funds to pay teachers who will not actually provide tutoring but who are planning the program and services? Also, can teachers be paid a stipend to provide tutoring during their planning periods, lunch, or other unencumbered time during the instructional day?

Yes, a reasonable and necessary amount of ALL In flexible funding can be used to pay teachers that are involved in creating tutoring lesson plans, provide tutoring services or other services under the approved uses of flexible funds if these responsibilities are above and beyond their contractual day obligations. Teachers can also be paid a stipend to provide tutoring during their planning periods, lunch periods, or other unencumbered times during the instructional day. Such compensation to teachers should also comply with any applicable local school board policies.

Can school divisions use the ALL In flexible funds to meet the context of their school divisions?

Yes, school divisions should use the funds in alignment with the spending plan, the flexible funding budget language and if funds show clear alignment to learning loss recovery, implementation of the Virginia Literacy Act and/or reducing attendance barriers.

Do ALL In spending plans for fiscal agents and non-fiscal agents of jointly-operated school divisions need to be separate submissions, or should the existing spending plan spreadsheet be revised to combine these divisions into a single spending plan?

Each school division has been allocated their own allotment of funds, and each school division should review their data and design their own spending plan.

Is there additional language that indicates school divisions must have an approved spending plan in place to be eligible for the state funding? If a division did not submit a spending plan at all, would they not receive any of this funding, even those receiving the guaranteed minimum $150,000?

VDOE requires submission of a spending plan for approval by the State Superintendent prior to the distribution of the state ALL In funds. Spending plan approval by the State Superintendent will trigger the release of funds. It is not uncommon for VDOE to require certifications from school divisions for new programs to ensure use of the funds aligns to program intent and goals. Further, the state appropriation act allows the State Superintendent to establish guidelines for the distribution of state funds to school divisions.

Although there are three fiscal years (FY24, FY25, and FY26) shown on the spending plan template, the budget language only references carry over to fiscal year 2025. Please clarify the grant period for this funding.

One condition for carryover in the state budget is participation in the At-risk Add-on program "for the 2024-2026 biennium." In addition, divisions are permitted to use any remaining fund balance "until the funds are expensed for the qualifying purpose." Therefore, the ALL In funds may be used through fiscal year 2026. However, school divisions are expected to begin using their funds as quickly as possible during the 2024-2025 school year to address immediate student needs.

Will school divisions receive their full amount of ALL In state funding in FY 2024 or only the amount they budget in the spending plan for FY 2024?

As the funding is from fiscal year 2024 state appropriations, school divisions will receive their total formula allocation in semi-monthly recurring installments during fiscal year 2024. Payments will begin after approval of their spending plan by the State Superintendent and continue through June 30, 2024. School divisions may carry over any remaining funding to FY 2025 to continue their ALL In services during summer 2024 and the 2024-2025 school year, as indicated above.

How will the 4th spending category of the spending plan of the ALL in VA funds be considered/evaluated? And what activities/services can divisions budget in this category?

The priorities for the state ALL In funds should be on evidence-based interventions and services to students in the areas of tutoring/learning recovery (goal of 70% of funding), implementation and expansion of the Virginia Literacy Act (goal of 20%) and addressing chronic absenteeism (goal of 10%). While the focus should be on these three priority areas, a limited amount of the funding may be used for other school division operations and infrastructure needs that are described and justified in the spending plan narrative for category four. Divisions are also encouraged to budget funds under category four for strategies that address learning recovery other than tutoring or chronic absenteeism.

What are the allowable expenditures/timeframes - especially in relationship to attendance expenditures?

The priority and focus of spending the state funding should be on interventions and services to students in the areas of tutoring/learning recovery (goal of 70% of funding), implementation and expansion of the Virginia Literacy Act (goal of 20%) and addressing chronic absenteeism (goal of 10%). Expenditures that support these three areas and align to the expense object codes shown in the spending plan are allowable. After the approval notification by VDOE, school divisions should focus on delivering services and spending their state ALL In funding as quickly as possible during the 2023-2024 school year to address the immediate learning recovery, literacy, and attendance needs of their students. Planning for the launch and delivery of services should be occurring as the spending plan is being developed. While the focus should be on these three priority areas, a limited amount of the funding may be used for other school division operations and infrastructure needs that are described and justified in the spending plan narrative for category four.

Remaining funds may be carried over to FY 2025 but the immediate focus should be on spending funds and delivering services during the 2023-2024 school year.

Can divisions use a portion of the ALL In funds for pupil transportation and/or student snacks or meals outside of the regular instructional day?

Yes, a reasonable and necessary amount of ALL In funds may be used for support services such as pupil transportation and/or student snacks or meals when delivering tutoring or attendance recovery services to students outside of the regular instructional day when scheduled transportation or student snacks/meals are not available. However, the primary emphasis on using the funds should be on direct instructional or intervention services to students.

Is any of the ALL In funding from federal funding or is it all state funding?

The source for the ALL In funding is state general funds.

Can any of the ALL In funds be used by divisions as local match for other state programs with match requirements?

No, local match requirements for other state programs must be met with local funds. There is no local match requirement for the ALL In program itself.

May school divisions use their ALL In funds for locally chosen online tutoring resources (other than the forthcoming state-provided online literacy and math tutoring resources)?

VDOE encourages divisions to use the online literacy and math tutoring resources to be provided to them at no cost as much as possible to maximize their ALL In funding and so that vetted resources meeting state requirements are used for the program. However, divisions have the option to use other tutoring products if they have been thoroughly reviewed by the division, use evidence-based interventions and approaches, and are aligned to the Standards of Learning.

Academic Interventions

Why is learning acceleration different than traditional intervention and what is the evidence basis for this approach?

High-intensity tutoring has a strong, evidence base grounded in learning acceleration. The department has organized the evidence into the high-intensity tutoring playbook. Please access this playbook here: High-Intensity Academic Tutoring Playbook. Founding research from this model is from the Annenberg research study and from Zearn. Additional practical implementation evidence can be found reviewing performance data for Louisiana, Texas and Tennessee.

If a school division chooses to add summer programming into their high-intensity tutoring design, is attendance in summer programming mandatory?

School divisions have the autonomy to design tutoring schedules, models and tutor session to meet the needs of each individual school division. The department encourages school divisions to use models that provide the strongest opportunities for student attendance, work closely with families to understand the importance of tutoring, and set strong local expectations around attendance for tutoring and summer programming.

Learning Platforms

NEW **What are the learning platforms that have been awarded tutoring contracts?**

Through a rigorous RFP process, Ignite was awarded the reading digital platform contract and Zearn was awarded the math digital platform contract.

The platforms will be releasing open training, support rollout of digital platforms and prep sessions, and help school divisions use these platforms. These platforms can be used to guide in-person tutoring sessions, provide students digital practice in school, and as resources for families at home.

NEW **How do we use the Zearn and Ignite platforms to assist our students?**

These free, no cost platforms are available to all school divisions. School divisions should use the ALL In interest survey to indicate opt in interest into these no-cost digital platforms. Once the form is completed, the digital partners will reach out and work with school divisions to loas their students into the free, no cost platform.

Do we have to use Ignite and Zearn if we have a locally acquired tool?

The math and ELA digital platforms are free, opt-in platforms that provide digital practice, progress monitoring, and lesson plan development for tutoring.

How should school divisions think about "planning" or "preparation for tutoring"?

The online digital platforms will provide students with curriculum and lessons that are guided by tutors within the platform and provide students with just-in-time feedback on the lessons that they are working through. Teachers and tutors will not have to plan lessons for tutoring as the digital platforms will provide evidence-based curriculum and content for students to progress through that will assist them with the gaps in learning because of learning loss due to the pandemic. School divisions may choose to spend their funds on additional tutors to support students as they work on specific skills and standards and in small groups to continue to accelerate their learning, but they will not have to plan lessons using the digital platforms provided by the VDOE.

Chronic Absenteeism

Where can I find strong resources to support chronic absenteeism?

The Virginia Department of Education recommends that school divisions use John Hopkin's University's Attendance Works website. This website has both evidence-based and practically developed tools to be used as school divisions look at their unique attendance needs.

In addition, the Governor has convened a cross functioning task force that includes superintendents, school leaders and community members to help develop critical strategies and recommendations for the state to launch in January 2024.