

REDESIGNING VIRGINIA'S SCHOOL PERFORMANCE AND SUPPORT FRAMEWORK

Virginia Board of Education

June 2024

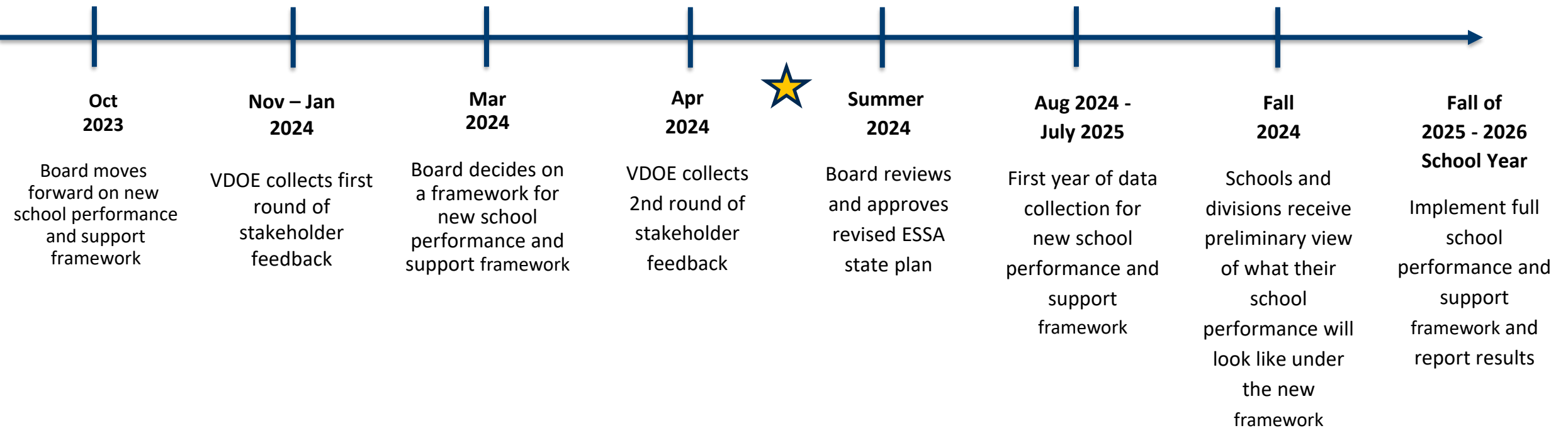


VIRGINIA DEPARTMENT OF EDUCATION

OVERALL GUIDING PRINCIPLES FOR THIS WORK

1. **The North Star is high expectations for every student.** Proficiency definitions will be set by benchmarking against the demands of Virginia employers and higher education, as well as against states who have the most rigorous definitions of proficiency in the nation.
2. **Transparency and access to actionable information** will be a hallmark of our approach and our new system.
3. Student academic growth and proficiency are both vital measures, but the **system must prioritize getting every student to proficiency/mastery.**
4. The purpose of accountability is **to build trust between schools, parents, and students through transparent, concrete, and easy to understand reporting.** We must provide necessary supports and work alongside schools in need of help.
5. **Stakeholder input is critical.** Teachers, parents, students, and education leaders will inform the Board's process to build a best-in-class accreditation and accountability (school performance) system.

WHERE WE HAVE BEEN AND WHERE WE ARE GOING



Critical Note: Work on the new school performance and support framework began 4 years ago with Board discussions and presentations from national experts.

PURPOSE OF TODAY

Today, we will review:

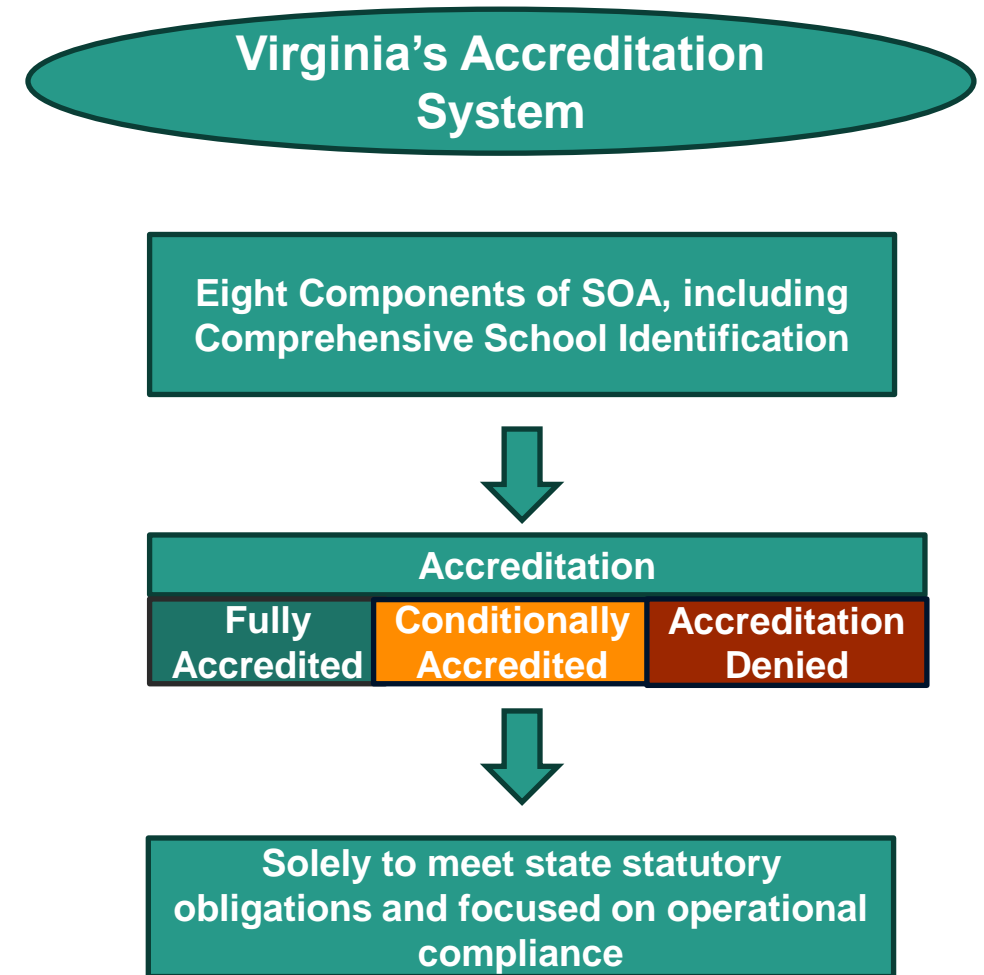
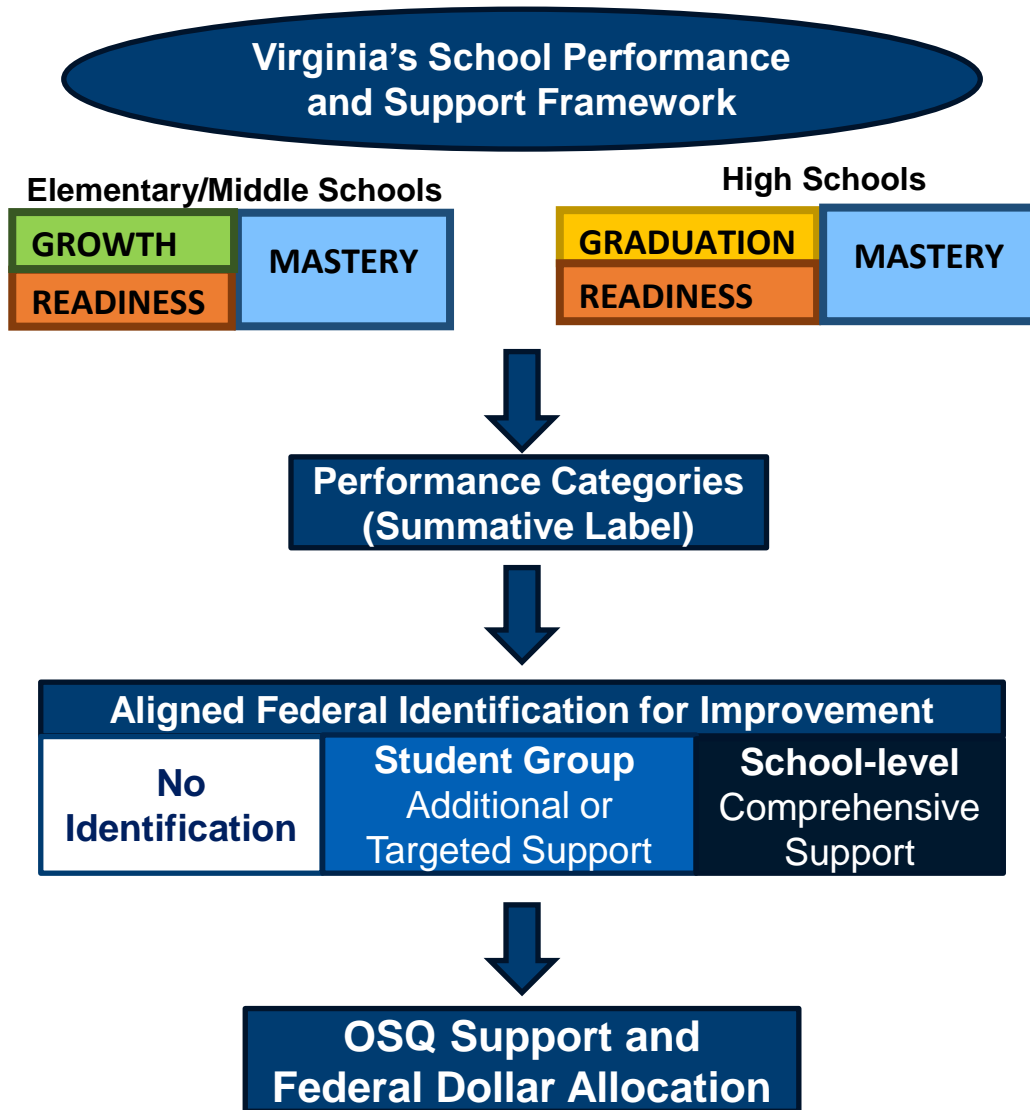
1. Vision and guiding principles
2. Timeline and decisions/actions to date
3. Overview of Regulatory/ESSA outcomes

We will discuss next steps on the following:

1. Performance Categories
2. Framework Modeling Results
3. All: Mastery Index Weights
4. MS: Advanced Courses
5. HS: GCI and Extended Year Options
6. HS: Ready for Life Measure

Background

UNDER THE NEW REGULATIONS



BOARD 2023-2024 REGULATORY ACTIONS

- Categories:
 - Achievement or Mastery,
 - Growth (expected vs. formative), and
 - Readiness
- Weights for Categories
 - Elementary schools
 - Middle schools
 - High schools
- Four Performance Categories for the Support and Performance Framework NOT for Accreditation
- Braiding of federal and state systems to create one system of support

CURRENT STATUS OF REGULATIONS

- The revised Standards of Accreditation are now posted to Town Hall for public comment (comment period closes July 5).
 - As of June 10, only one public comment via Town Hall on a Fine Arts Diploma Seal.
- The Board and VDOE hosted a public hearing on June 4.
 - 12 people provided comments.
 - Majority of comments were supportive of the work to develop a new framework or focused on developing a Fine Arts Diploma Seal.

Today's Items for Board Discussion

School Performance and Support Framework Categories

BACKGROUND

- The Board voted at the September meeting to utilize a summative rating measure when communicating the results of the new school performance and support framework.
- In April 2024, VDOE and the Board conducted a series of stakeholder listening sessions where they heard from the field the following:
 - Strong agreement with Board and stakeholders to not use A-F scale
 - Strong feedback in favor of using descriptive category descriptions
 - Strong feedback on using “support” language

PROPOSAL: PERFORMANCE CATEGORIES

- Below is a proposal for the performance category labels:

The descriptors are included only as examples of future work of the Board to determine the descriptors of schools in each category. Descriptors will be updated based on Board feedback.

Distinguished

Schools are exceeding the state's expectation for growth, achievement, and readiness.

Schools have access to general state supports, such as support from regional instructional consultants and grants. Schools serve as models of best practices from which others learn.

On Track

Schools are meeting the state's expectation for growth, achievement, and readiness.

Schools have access to general state supports and may also receive support for student groups.

Off Track

Schools are not meeting the state's expectation for growth, achievement, and readiness.

Schools have access to additional state supports and may also receive support for student groups.

Needs Intensive Support

Schools are significantly not meeting the state's expectation for growth, achievement, and readiness.

Schools may receive intensive support from the state or supports for student groups.

PERFORMANCE CATEGORIES AND IDENTIFICATION

- With the School Performance and Support Framework being a weighted measure (*learn more on slide 17*), it is expected that schools identified for federal support may not necessarily be in the lowest performance category.
 - For example, a school may be identified for support based on the performance of a specific student group. So as a school, they may be On Track but also need federal support to meet the needs of all students.
- Given this, we can add an additional layer to communicate if the school is identified for federal support by adding the following language to indicate the supports:
 - Comprehensive Support = Full School Support
 - Additional Targeted = Intensive Student Group Support
 - Targeted Support = Student Group Support

School A

Performance Category: **On Track**
Federal Support: **None**
What the public sees: **On Track**

School B

Performance Category: **On Track**
Federal Support: **Targeted**
What the public sees: **On Track –
Receiving Student Group
Support**

School C

Performance Category: **Off Track**
Federal Support: **None**
What the public sees: **Off Track**

School D

Performance Category: **Off Track**
Federal Support: **Comprehensive**
What the public sees: **Off Track –
Receiving Full School Support**

NEXT STEPS

- Tomorrow, during the June Business Meeting, the Board will review and vote on the school performance summative rating categories.
- The school performance categories will then be included in the draft of the Every Student Succeeds Act (ESSA) state plan
 - Provided current sections of ESSA state plan as an attachment.

Modeling of Framework

BACKGROUND

1. Based on current Board discussions, VDOE and the consultants worked with SAS to run modeling of the framework.
 - SAS is a statistical company that runs state accountability systems and is our consultant to run models of the framework.
2. Results of the modeling will be provided today at the June Board meeting.
3. Additional models, as necessary, will be provided at the July Board meeting.

WHY ARE WE RUNNING MODELS OF THE FRAMEWORK?

- Modeling of the framework will allow us to see how the 3 components and indicators interact so the Board can make data-driven decisions on changes to the framework.
- In the following slides, we will review what was included in the modeling.
 - We will focus today's overview on the second model but may discuss the first model at points (differences across models includes weighting, minimum number of students, and inclusion of schools with unique grade configurations).
 - Additional models may follow for the July Board meeting as needed.
- Each slide will include:
 - Title: Component area
 - The weighting for the component in elementary, middle, and high school
 - What indicators/data are included in the component
 - The weighting of the indicators within each component
 - If there are two weights, the first number was in the first model and the second number was in the second model

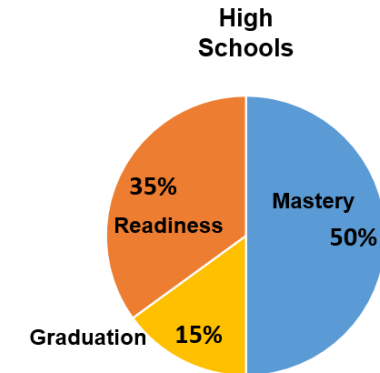
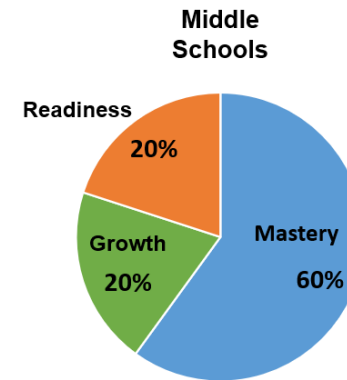
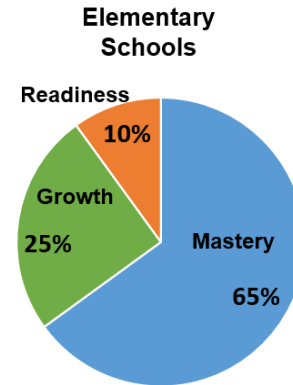
FRAMEWORK WEIGHTING

The School Performance and Support Framework is a weighted index.

This model allows easy translation into the number of points earned or a score.

Throughout the presentation, we will talk about total score or scores on a specific component based on the weighting.

All total scores will be out of 100, but component scores vary based on grade span.



Elementary Schools	
Mastery	65
Growth	25
Readiness	10
Total	100

Middle Schools	
Mastery	60
Growth	20
Readiness	20
Total	100

High Schools	
Mastery	50
Graduation	15
Readiness	35
Total	100

WHAT'S IN MODELING

Elementary School

<p><u>GROWTH</u> 25%</p> <ul style="list-style-type: none"> VVAAS in Reading Grades (starting grade 4) VVAAS in Math Grade (starting grade 4) 	<p><u>MASTERY</u> 65%</p> <ul style="list-style-type: none"> Reading SOL Math SOL Science Grade 5 English Language Progress*
<p><u>READINESS</u> 10%</p> <ul style="list-style-type: none"> Chronic Absence 5th Grade Performance Task (Data not yet available) 	

Middle School

<p><u>GROWTH</u> 20%</p> <ul style="list-style-type: none"> VVAAS in Reading VVAAS in Math 	<p><u>MASTERY</u> 60%</p> <ul style="list-style-type: none"> Reading SOL Math SOL Science Grade 8 English Language Progress*
<p><u>READINESS</u> 20%</p> <ul style="list-style-type: none"> Chronic Absence Advanced Coursework 8th Grade Career Pathways Performance Task (Data not yet available) 	

High School

<p><u>READINESS</u> 35%</p> <ul style="list-style-type: none"> Chronic Absence College, Career, Military, and Civic Readiness Alternate Graduation measure, GCI or extended cohort + Applied Studies** 	<p><u>MASTERY</u> 50%</p> <ul style="list-style-type: none"> Reading End of Course Mathematics End of Course Science End of Course English Language Progress*
<p><u>GRADUATION</u> 15%</p> <ul style="list-style-type: none"> 4-year Adjusted Cohort Rate 	

Notes: *Some schools may not have this indicator if they do not have English language learners.

** Will require federal approval.

WHAT IS IN THE MODELING?

MASTERY

Component Weighting in Framework

Elementary Schools: 65%

Middle Schools: 60%

High Schools: 50%

Mastery Index

Standards of Learning (SOL) tests and Virginia Alternate Assessment Program (VAAP) results

Performance Levels Weighting

Four Levels (Grade 3-8 Math and Reading)	Three Levels (VAAP End- of-Course, and Science)
Advanced = 1.25	Advanced = 1.25
Proficient = 1.0	Proficient = 1.0
Basic = 0.75	Does not meet = 0.75
Below Basic = 0.25	

WHAT IS IN THE MODELING?

MASTERY

Component Weighting in Framework

Elementary Schools: 65%

Middle Schools: 60%

High Schools: 50%

Mastery Component Weighting

Mastery Index Assessment Weighting

Grade Span	Reading	Math	Science	English Language Progress	Total
Elementary	20% / 25%	20% / 25%	10%	15% / 5%	65%
Middle	20% / 25%	20% / 25%	5%	15% / 5%	60%
High School	15% / 20%	15% / 20%	5%	15% / 5%	50%

WHAT IS IN THE MODELING?

GROWTH

Component Weighting in Framework

Elementary Schools: 25%

Middle Schools: 20%

High Schools: N/A

- Based on Board conversations in April, growth will only be included for Elementary and Middle schools (Grades 4-8)
- Virginia's expected growth model (VVAAS)
 - Did a student make expected growth or not
 - Current data does not include data from VAAP, which assesses students with significant cognitive disabilities, but we are working to have it included

Growth Weighting			
Grade Span	Math	Reading	Total
Elementary	12.5%	12.5%	25%
Middle	10%	10%	20%

Note: High school does not include a growth component.

WHAT IS IN THE MODELING?

READINESS

Component Weighting in Framework

Elementary Schools: 10%

Middle Schools: 20%

High Schools: 35%

Readiness Weighting

Grade Span	Chronic Absenteeism	Middle School Advanced Coursework	Ready for Life (Current CCCRI)	Alternate Graduation Metric	Total
Elementary	10%	-	-	-	10%
Middle	10%	10%	-	-	20%
High School	10%	-	20%	5%	35%

WHAT IS IN THE MODELING?

GRADUATION

Component Weighting in Framework

Elementary Schools: N/A

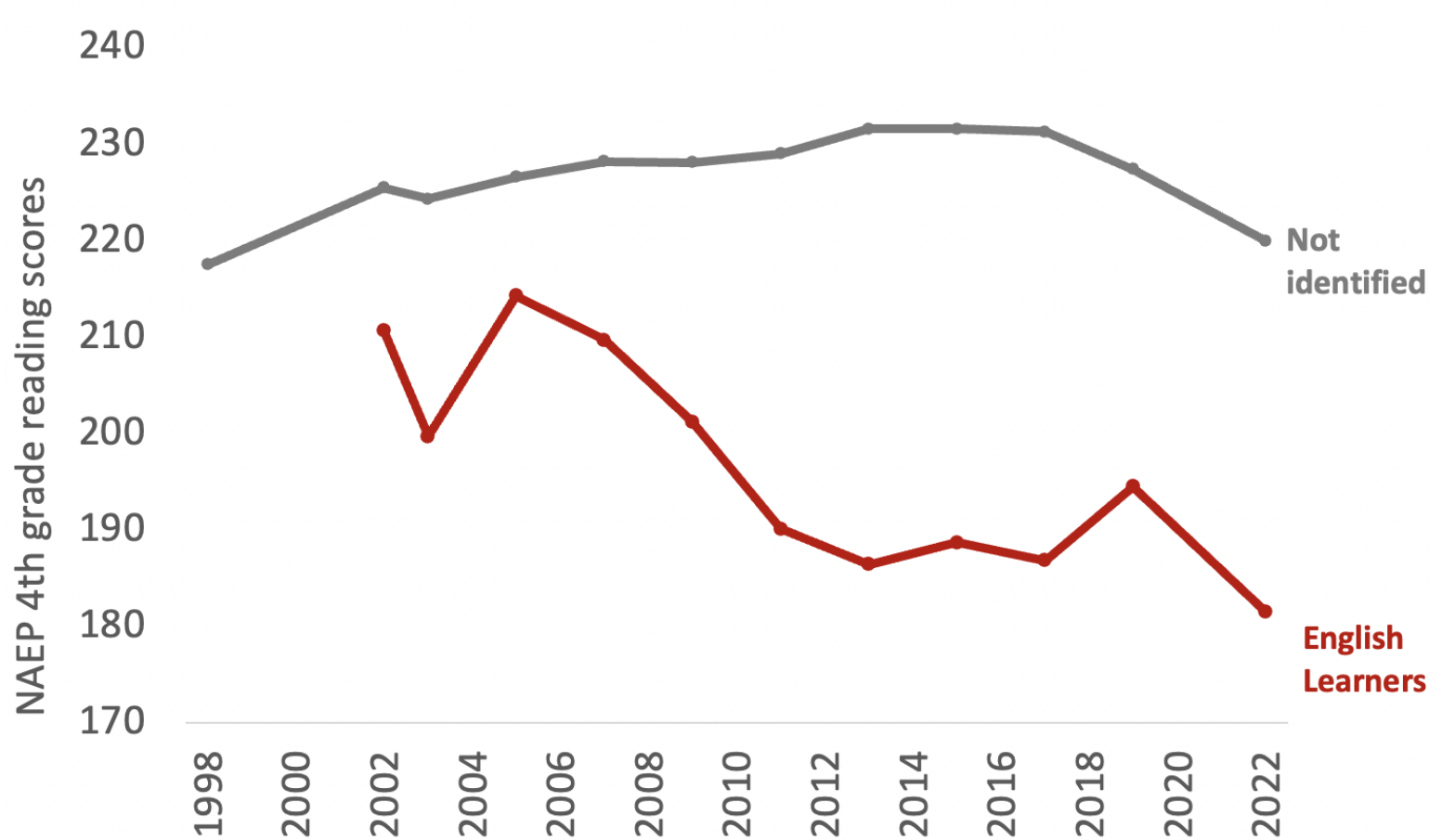
Middle Schools: N/A

High Schools: 15%

- The Board voted in March to include the 4-year adjusted cohort graduation rate for high schools at a weight of 15%.
- The 4-year adjusted cohort graduation rate captures all students who graduate on-time in four years with a Standard or Advanced diploma.
 - The Board has indicated a focus on 4-year graduation rate with the option to include additional graduation measures through the readiness component.
 - The inclusion of an additional graduation measure in readiness is due to federal requirements around the weighting of the 4-year graduation rate.

English Learners Inclusion in the Framework

ENGLISH LEARNER (EL) PERFORMANCE HAS SIGNIFICANTLY DECLINED SINCE 2002



Share of EL students

2005: 6.5%
2022: 9.4%

Gap between EL and non-EL students in 4th grade reading:

2005: 12 pts
2022: 39 pts

**Rules for EL inclusion changed slightly under ESSA, which was passed in 2015.*

Source: National Center for Education Statistics, National Assessment of Educational Progress (NAEP)

CHANGES AFFECTING ENGLISH LEARNERS

- To align state and federal requirements and create ONE system of performance and support, the draft regulation decreased the length of time newly arrived English Learners could be excluded.
 - Under the old state accreditation system's combined rate, non-proficient English Learners were excluded for up to 5.5 years (11 semesters).
 - The new system lowers that adjustment period to 1.5 years.
 - **1.5 years is the maximum allowed under federal law**; any higher and Virginia would be forced to continue operating two separate accountability systems (state and federal).
 - The majority of states have one system aligned to federal requirements.
- We estimate the new rules will ***include 35,000 students who were excluded*** under the old state accreditation system.

WE NEED TO SUPPORT ELS BEFORE THEIR WINDOW CLOSES

- The timeline for English Learners to attain full proficiency in multiple languages varies.

“There appears to be a **reclassification window** during the upper elementary grades, and students not reclassified by this point in time become less likely ever to do so.”

- *Measuring English Learners’ progress in the elementary grades helps reach those students before the “window” shuts.*

If we wait until 5.5 years to measure these students, the “window” may shut before targeted support is provided and these students may never receive the support they need.

- Identifies schools that may be struggling to **support English Learners** and helps VDOE and divisions **provide resources and services** at a critical time in these students’ academic trajectories.
- Rewards schools for their work in helping English Learners who gain language and content knowledge during this “window.”

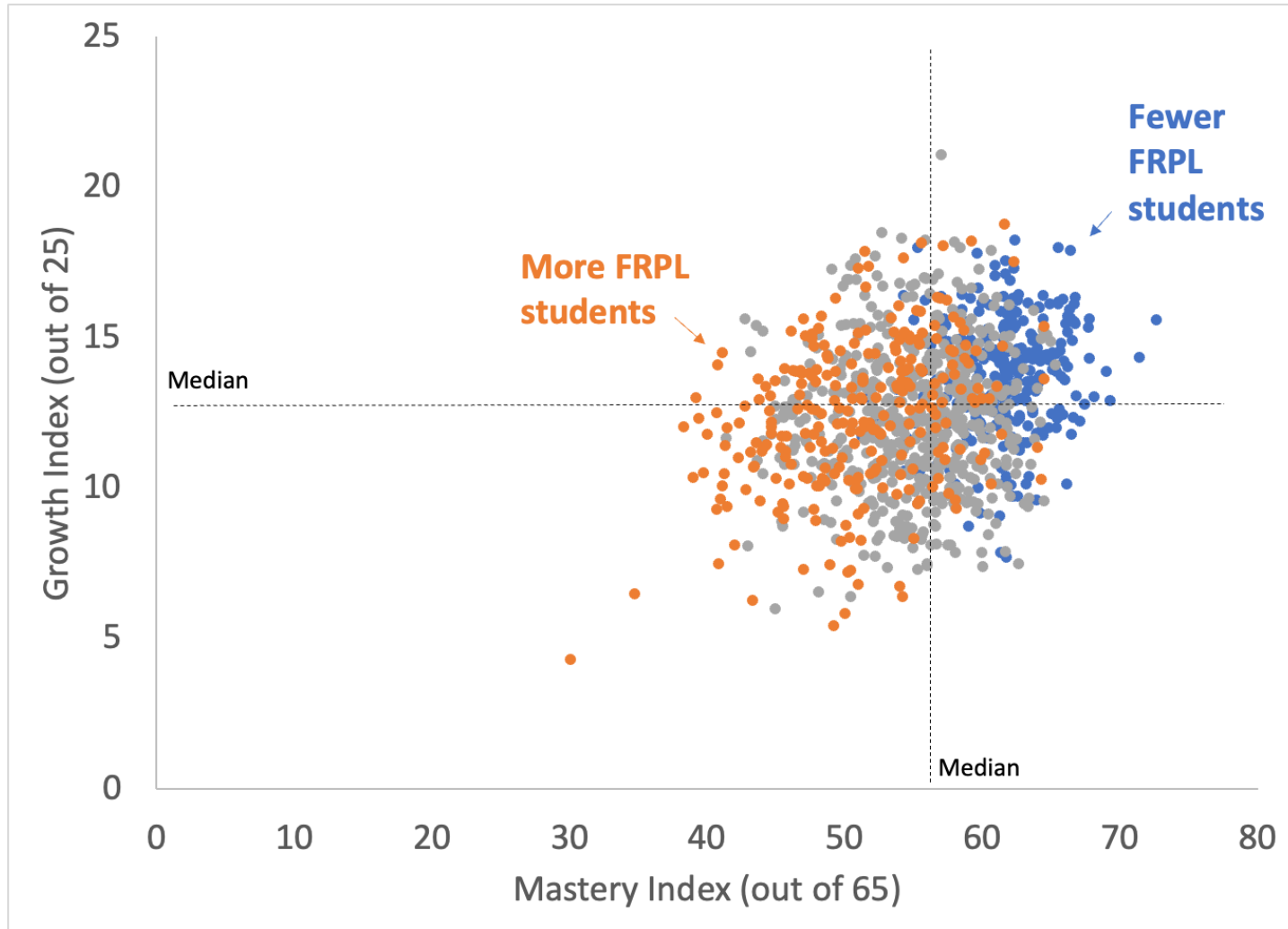
Model Results

MODEL RESULTS: GROWTH VS. MASTERY ELEMENTARY AND MIDDLE SCHOOLS

- In the following slides we will utilize a matrix to display the results of the modeling in elementary and middle school
 - The matrix is broken into four quadrants
 - The matrix will show how schools, based on school poverty level using eligibility for free and reduced lunch, growth and mastery performance compared
 - Each dot represent a school



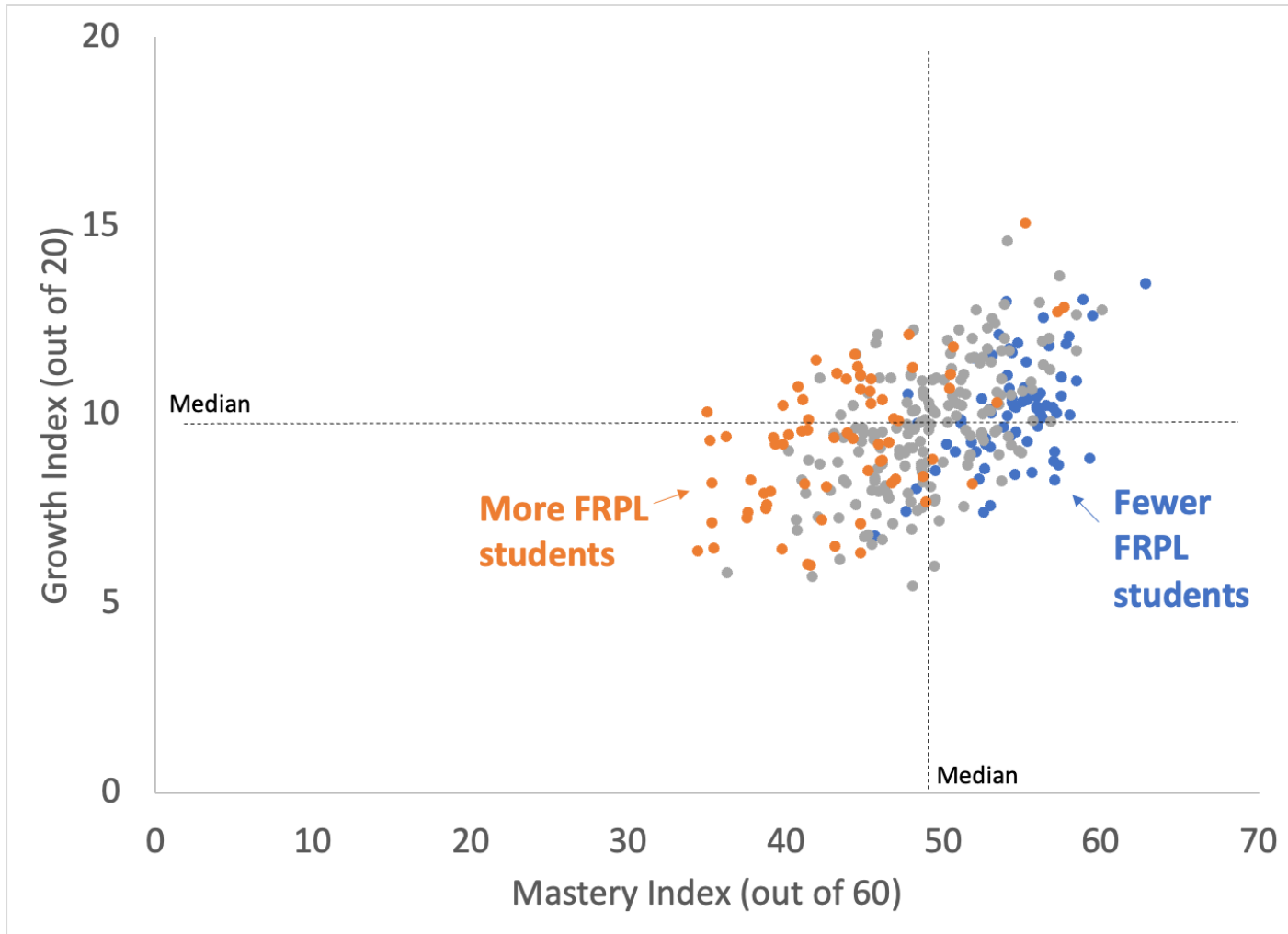
MODEL RESULTS: GROWTH VS. MASTERY ELEMENTARY



	Median Total Score (out of 100)
Schools with a low portion of economically disadvantaged students	84.3
School with a medium portion of economically disadvantaged students	76.0
Schools with a high portion of economically disadvantaged students	71.0

Note: FRPL = Free and Reduced-Price Lunch. Within each school type, "low" economically disadvantaged is the bottom 25% of schools, "high" is the schools at the 75th percentile or higher., and school in between are Medium.

MODEL RESULTS: GROWTH VS. MASTERY MIDDLE SCHOOLS



	Median Total Score (out of 100)
Schools with a low portion of economically disadvantaged students	81.4
School with a medium portion of economically disadvantaged students	72.2
Schools with a high portion of economically disadvantaged students	66.4

Note: FRPL = Free and Reduced-Price Lunch. Within each school type, "low" economically disadvantaged is the bottom 25% of schools, "high" is the schools at the 75th percentile or higher., and school in between are Medium.

MODELING: SCHOOL IDENTIFICATION (FEDERAL)*

Based on federal requirements, three categories of schools are identified for support. Below is a summary of the percentage of schools identified for support in the three categories from the modeling.

Comprehensive Support and Improvement School (CSI)

Title I Schools** struggling the most

- Model One: 5% of Title I (3% of all schools)
- Model Two: 5% of Title I (2% of all schools)

Targeted Support and Improvement School (TSI)

Schools with **student group(s)** struggling the most

- Model One: 9% of all (*included*) schools
- Model Two: 25% of all schools

Additional Targeted Support and Improvement School (ATSI)

Schools that **consistently (3 years)** have **student group(s)** struggle "the most"

- Model One: N/A**
- Model Two: N/A**

Both models identified a reasonable number of schools for support from the Office of School Quality.

*Modeling based on the performance labels is not able to occur until cut scores are established.

** Title I schools are schools with a large portion of students that are economically-disadvantaged.

***Additional Targeted Support schools are identified using multiple years of data and will be first identified in the 2028-2029 school year.

All Schools: Mastery Index Update

UPDATE: MASTERY INDEX MODELING

- We tested multiple models, all with high correlation.
- Given the principle of clear and understandable reporting, presenting the follow options today:

Weighting used in modeling results discussed earlier



Proficiency	Equal
Advanced = 1.25	Advanced = 1.25
Proficient = 1.0	Proficient = 1.0
Basic = 0.75	Basic = 0.75
Below Basic = 0.25	Below Basic = 0.5

- All models include reading, math, and science scores, as well as English Language Proficiency and VAAP results
- Tests with only three performance levels use only the first three weights

UPDATE: MASTERY INDEX MODELING

- The range of scores for each (elementary) Mastery Index were as follows
 - Reminder: These are all out of 65% weighting for the overall summative score

Proficiency	Equal
High = 72.3	High = 72.3
Low = 12.4	Low = 16.8

- How related, or similar, are each of these indices?
 - Relation is measured through correlations (1=perfect correlation; 0=uncorrelated)

	Proficiency	Equal
Proficiency	1.0	.
Equal	.989	1.0

DIRECTION NEEDED: MASTERY INDEX

Given the high correlation across all models, direction is needed on the final mastery index that will be used in the framework.

Option: Proficiency

0.25, 0.75, 1.0, 1.25

Option: Equal

0.5, 0.75, 1.0, 1.25

Middle School Readiness

MIDDLE SCHOOL READINESS

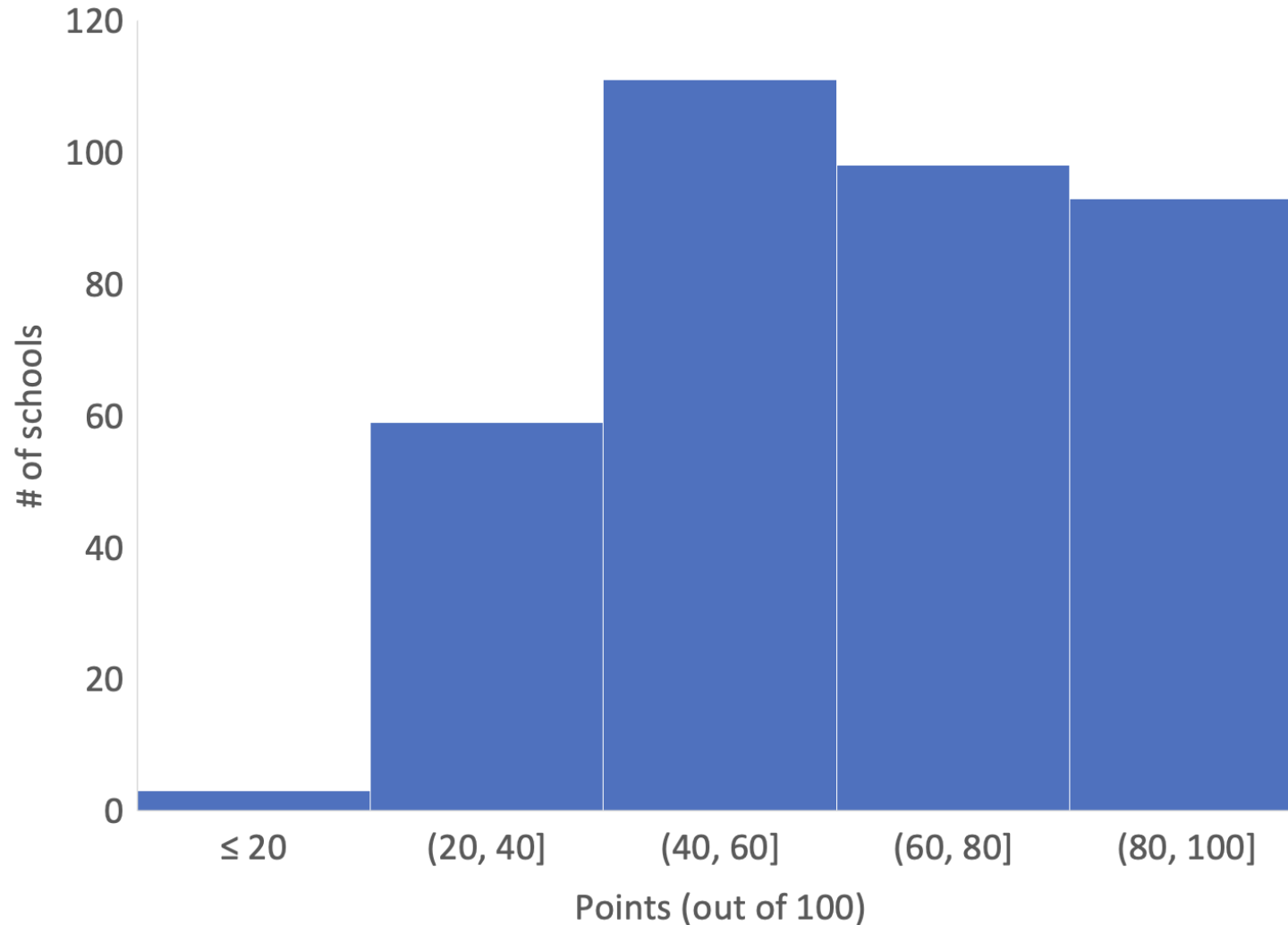
<p><u>GROWTH</u> 20%</p> <ul style="list-style-type: none">• VVAAS in Reading• VVAAS in Math	<p><u>MASTERY</u> 60%</p> <ul style="list-style-type: none">• Reading SOL• Math SOL• Science Grade 8• English Language Progress*
<p><u>READINESS</u> 20%</p> <ul style="list-style-type: none">• Chronic Absence• Advanced Coursework• 8th Grade Career Pathways Performance Task (Data not yet available)	

Middle School: Advanced Course-Taking Update

UPDATE: MIDDLE SCHOOL ADVANCED COURSES

- During the April 2024 listening session, several comments expressed the following opinions:
 - A focus only on advanced coursework does not measure high school readiness for all learners
 - Interest in utilizing Advanced Math balanced with other options
 - Strong interest in foreign language
 - Some interest in World Geography
 - Strong feedback that another indicator needs to be added with advanced course work participation
- The Board was receptive to a performance indicator being added while also continuing to prioritize the Advanced Coursework Indicator
 - The Board was clear they do not want Advanced Coursework limited solely to math.
- This indicator utilizes advanced Mathematics results in a way that ***incentivizes students who are ready*** for advanced Mathematics courses (i.e., Algebra I, Geometry, and Algebra II) to take the courses.
 - Using a cohort model to calculate “by 8th grade” advance coursework
 - For now, we limited the numerator to students who took and passed a math EOC exam.

UPDATE: MIDDLE SCHOOL MATH



Overall, 61.2% of "eligible" students took and passed an Advanced End-of-Course test in 8th grade

- 63% of White students
- 53% of Black students
- 52% of Hispanic students
- 83% of Asian students
- 47% of low-income students

UPDATE: MIDDLE SCHOOL MATH

Differences across geographies

- "Eligible" students took and passed an Advanced End-of-Course test in 8th grade:
 - 66% in Cities
 - 47% of Rural communities
 - 69% in Suburban schools
 - 43% in Towns

96% of middle schools (438/455) had at least 1 student passing an EOC math course in 8th grade.

High School Readiness

WHAT ABOUT OTHER MIDDLE SCHOOL ADVANCED COURSES?

- The Board could decide to expand and phase in additional advanced coursework, allowing divisions to expand their course offers
 - Note: This would have to be passing scores on End-of-Course assessments.
 - Course grades for courses like foreign languages or CTE would likely not meet that standard set by ESSA of consistent and comparable statewide.

Participation Numbers for Middle School End-of Course Tests by Subject		
Math	Science	History/Social Science
43,331	10,952	7,020

- 38% of middle schools had at least 1 student passing an EOC Science course
- 36% of middle schools had at least 1 student passing an EOC History course

HIGH SCHOOL READINESS

<p><u>READINESS</u> 35%</p> <ul style="list-style-type: none">• Chronic Absence• College, Career, Military, and Civic Readiness• Alternate Graduation measure, GCI or extended cohort + Applied Studies**	<p><u>MASTERY</u> 50%</p> <ul style="list-style-type: none">• Reading End of Course• Mathematics End of Course• Science End of Course• English Language Progress*
<p><u>GRADUATION</u> 15%</p> <ul style="list-style-type: none">• 4-year Adjusted Cohort Rate	

High School: Graduation and Completion Update

OTHER DIPLOMAS AND CERTIFICATES

- Applied Studies Diploma
 - Students must fulfill the requirements of their Individualized Education Plan (IEP)
 - Not aligned to state standards
 - May not qualify a child for higher education, federal financial aid, and some employment opportunities
 - *Under federal requirements, this is not considered a diploma that counts towards the 4-year graduation rate*
- Individual Student Alternative Education Plan (ISAEP)
- GEDs
- Certificate of completion
 - Students who complete prescribed programs of studies defined by a local school board but who do not qualify for a state diplomas.

DIRECTION NEEDED: GRADUATION AND COMPLETION

- The **current** GCI is a weighted index that gives a school:
 - 100 points for any student who earns any diploma (includes carry-over students)
 - 75 points for any student who completes a GED
 - 70 points for any student who remains in school and is not a "slider"
 - 25 points for any student who earns a certificate of completion
- "Carry-over" students are students who were members of a previous cohort and remained in school after their on-time graduation year to complete high school.
- "Sliders" are special education or EL students who have educational plans in place that allow them more time to graduate. These students are assigned to the next cohort to account for the extra time.

DIRECTION NEEDED: GRADUATION AND COMPLETION

Statewide for the class of 2023*:

- 51.4% received an Advanced Studies or IB diploma
- 37.4% received a Standard diploma

- 1,828 Applied Studies diplomas
- 681 Individual Student Alternative Education Plan (ISAEP) completers
- 134 GEDs
- 125 Certificates of Completion
- 3,388 still enrolled



4-year Adjusted Cohort Graduation Rate

88.8% of cohort

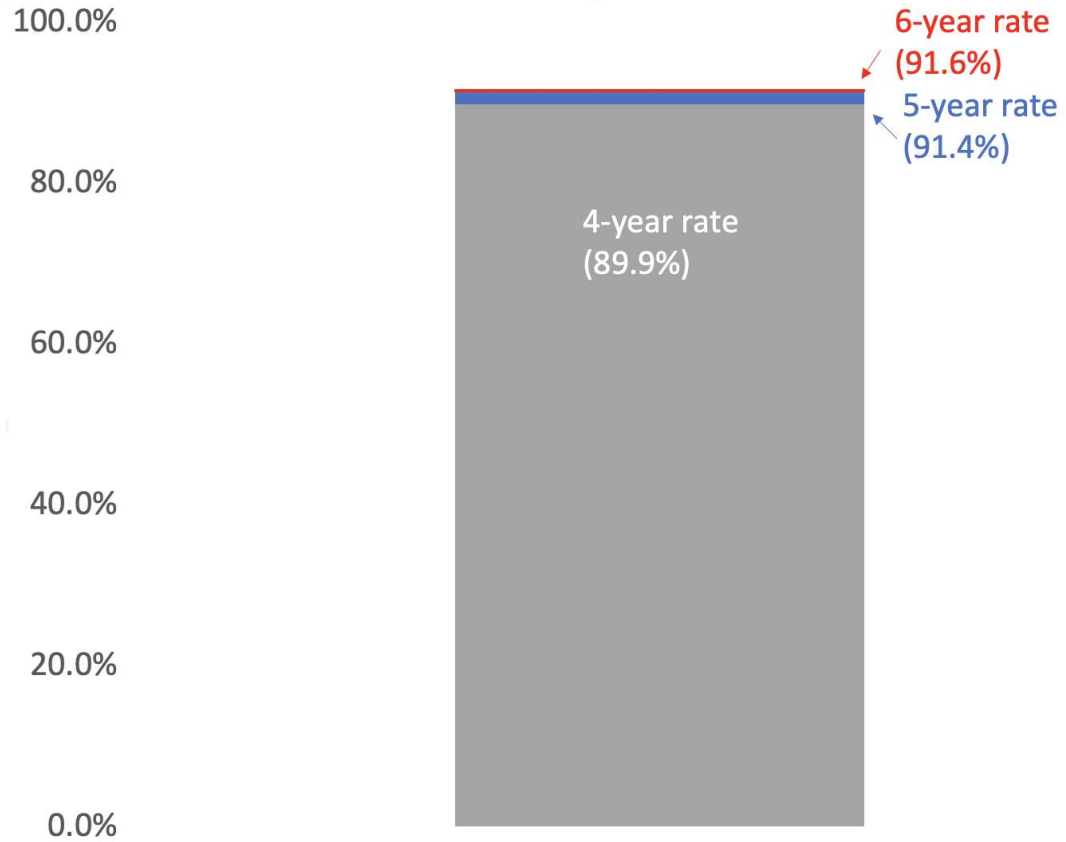


Additional Portions of Graduation and Completion Index

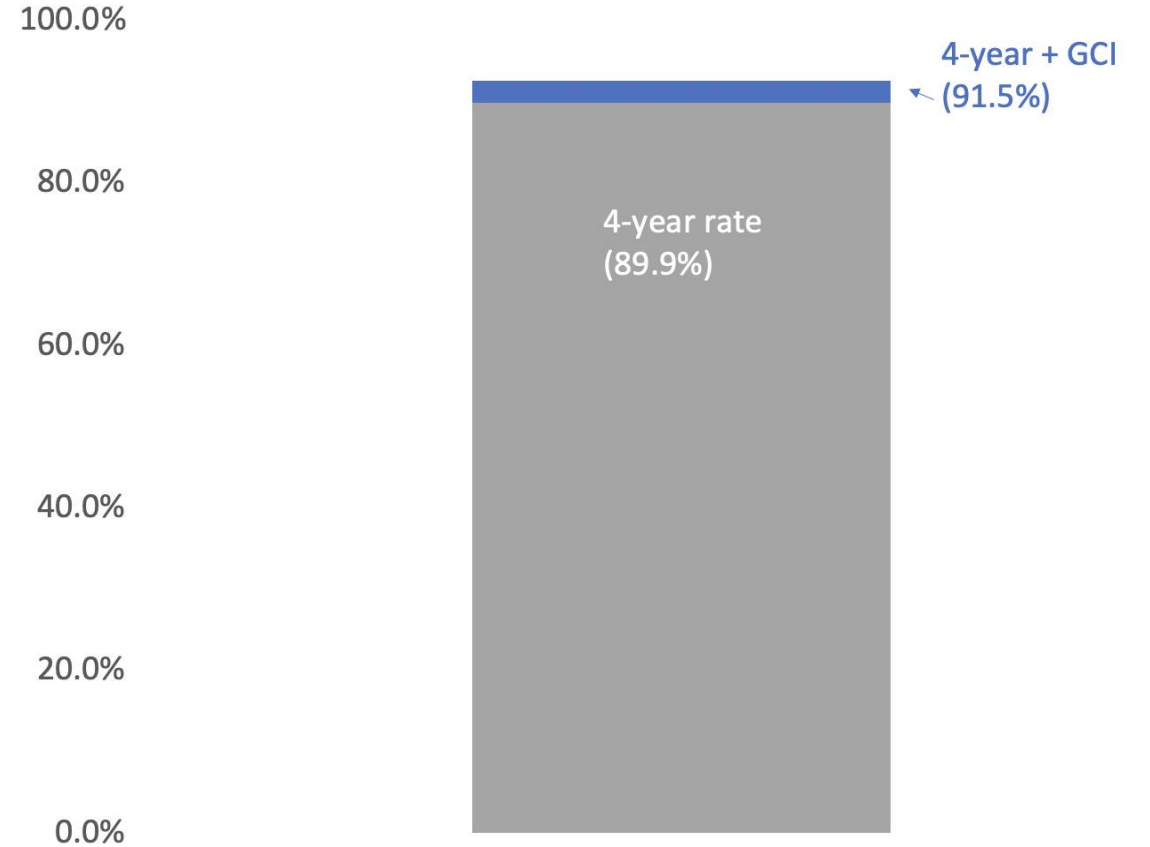
6.5% of cohort, though results in only 2 to 3% of the overall weighted GCI index

DIRECTION NEEDED: GRADUATION AND COMPLETION

Extended-Year Rates



Graduation and Completion Index



DIRECTION NEEDED: GRADUATION AND COMPLETION

- Both options would be *in addition* to the 4-year adjusted cohort graduation rate, which the Board voted to weight as 15% of a high school's summative rating.
- Both options would be part of the 35% for high school "Readiness" measures.

Current Option: Use the current Graduation and Completion Index (GCI) to give students more time to earn *any* diploma or certificate

Extended Rate Option: Use an extended graduation rate (e.g. the 5- or 6-year rate) to give students more time to earn a ***Standard*** diploma or ***Applied Studies*** diploma*

**Advanced Diplomas will also be included though the 4-year portion of the measure*

High School: Ready for Life

The Three “E” Framework: Employment, Enlistment, and Enrollment

DIRECTION NEEDED: READY FOR LIFE MEASURE

- For the Ready for Life index, we will utilize three tiers of attainment:
 - Tier 1 = highest weight (Example: 1.0)
 - Tier 2 = middle weight (Example: 0.75)
 - Tier 3 = lower weight (Example: 0.5)
- Questions for the Board:
 - What weighting should be used for each tier?
 - How do we acknowledge students that complete multiple pathways?

READY FOR LIFE: ENROLLMENT

Tier 1: 1 point

Earning a credit-bearing, college-ready* score on **multiple** AP, IB, Cambridge A/AS, or CLEP exams or passing **multiple** dual credit courses with a “B” grade, or earning an associate degree

Tier 2: 0.75 points

Earning a credit-bearing, college-ready* score on **one** AP, IB, Cambridge A/AS, or CLEP exam or passing **one** dual credit course (3 credits) with a “B” grade

Tier 3: 0.5 points

Scoring below the credit-bearing, college-ready* level on **one** AP, IB, Cambridge A/AS, or CLEP exam or passing **one** dual credit course (3 credits) with a "C" grade

***“College-ready” means receiving at least a 3 on an AP exam, a 4 on a higher-level IB exam, a 5 for a standard-level IB exam, an E on a Cambridge A/AS exam, or a 50 on CLEP exams.**

All Virginia community colleges accept these exam scores for credit when the equivalent course is offered by the college. Most (80%) of Virginia’s four-year public institutions also award credit for AP scores of 3 or higher in the majority of course subjects; however, standards for accepting credits at public four-year institutions can be department- and course-specific within each institution.

READY FOR LIFE: EMPLOYMENT

Tier 1: 1 point

CTE finisher earning an industry recognized credential from a list of state-approved [high-demand](#), high-wage credentials*

Tier 2: 0.75 points

CTE finisher (a) earning a state-approved industry recognized credential in mid-demand, mid-wage fields or (b) completing quality work-based learning

Tier 3: 0.5 points

CTE partial finisher (a) earning a state-approved industry recognized credential in varying-demand fields or (b) completing variable work-based or service-based learning

*Virginia is participating in the [LAUNCH Pathways](#), which will help further define the appropriate tiers for various industry recognized credentials.

READY FOR LIFE: ENLISTMENT

Tier 1: 1 point

CTE finisher earning a state-approved industry recognized credential and meeting career-ready AFQT* score

Tier 2: 0.75 points

CTE finisher or partial finisher earning a state-approved industry recognized credential and meeting AFQT* enlistment score

Tier 3: 0.5 points

Earning 3 JROTC credits and meeting AFQT* enlistment score

***Minimum AFQT scores (based on four of the ten ASVAB subscores) vary for different branches of the military, and minimum composite scores across the ASVAB subscores vary for different military roles (e.g., combat vs. skilled technical).**

READY FOR LIFE: CIVICS

- Several states, including Arizona, Arkansas, and Kentucky, require students to take the U.S. citizenship test, with some states requiring passing the test as a graduation requirement.

Virginia's Ready for Life: Civics

- All high school students will be offered the U.S. citizenship test.
- High schools will receive “bonus” points in the Ready for Life indicator for students who pass the U.S. citizenship test.
- The school will receive a bonus of 0.1 or 0.2 point per graduate.
 - A bonus point of 0.1 or 0.2 will continue to allow for a truer reporting of readiness

Next Steps

NEXT STEPS

1. Vote on performance categories (Tomorrow)
2. Continued system modeling, along with student group modeling (July)
3. Public comment for regulations end (July)
4. First review of the ESSA state plan and vote on final regulations (July)
5. Thirty-day public comment period for ESSA state plan (July – August)
6. Final vote of ESSA state plan and submitted to USED (late August)
7. Regulations finalized (September)