

**FIRST REVIEW KEY DECISIONS
FOR THE SCHOOL
PERFORMANCE AND SUPPORT
FRAMEWORK PERFORMANCE
AND THE ESSA STATE PLAN**

Virginia Board of Education

July 2024



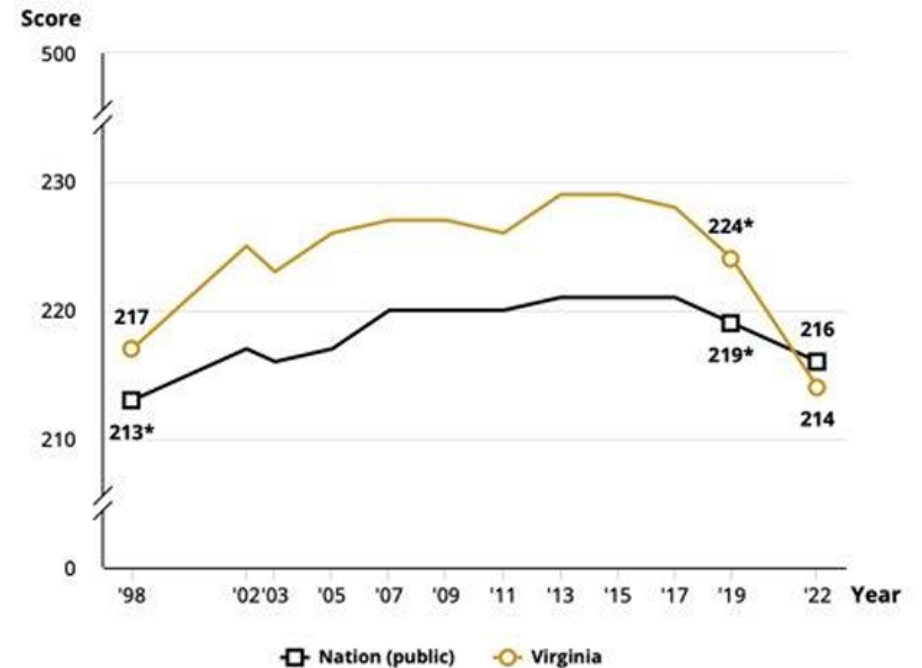
VIRGINIA DEPARTMENT OF EDUCATION

PURPOSE

- The Board of Education (“Board”) began to deeply discuss a revision to Virginia’s current accreditation and accountability systems in summer 2022 following the publication of Our Commitment to Virginians and the release of the 2022 Nation’s Report Card.
- These reports illuminated for the Board that Virginia’s students are experiencing declines in both reading and mathematics performance.
- An accountability system, or school performance framework, is a key element in driving student outcomes because it sets performance targets and incentivizes school-level practices.
- By revising Virginia’s school performance framework, the Board is taking the necessary action to address declining student achievement. Additionally, the Board should regularly revise and update its regulations to reflect current priorities and to address the needs of all students.

Virginia Achievement on NAEP Grade 4 Reading Compared with the National Average

AVERAGE SCORES FOR STATE/JURISDICTION AND THE NATION (PUBLIC)



Source: National Assessment of Educational Progress (NAEP) and Watershed

READINESS

Elementary Readiness Weighting

	Chronic Absenteeism	5 C's Performance Task	Total
Year 1 (2024 -2025)	10%	Pilot the performance task and report results	10%
Year 2 (2025-2026) and beyond	5%	5%	10%

Middle School Readiness Weighting

	Chronic Absenteeism	Advanced Coursework	Career Exploration and 5 C's Performance Task	Total
Year 1 (2024 -2025)	10%	10%, Math only	Pilot the performance task and report results	20%
Year 2 (2025-2026) and beyond	5%	7.5% expanded to include Science and History/Social Science	7.5%	20%

High School Readiness Weighting

	Chronic Absenteeism	6-year Extended Year Graduation Rate with Applied Studies	Ready for Life: 3E Framework	Total
Year 1 (2024 -2025) and beyond	5%	5%	25%	35%

ESSA STATE PLAN

- 1) Readiness Component (School Quality or Student Success Indicator)
 - Chronic Absenteeism
 - Advanced Mathematics Coursework in Middle School
 - 6-year Extended Year Graduation Rate with Applied Studies in High School
 - Ready for Life: 3E's in High School
 - Mastery index for Science is included in this section
 - Year 2 items, such as performance tasks, will be included in a future amendment
 - 2) Mastery Component (Academic Achievement Indicator)
 - Mastery Index Weighting
 - No Change: Continued with 95% participation rate
 - 3) Growth Component (Other Academic Indicator)
 - Expected Growth
 - 4) Minimum Student Group Size of 15 for accountability
 - 5) Weighting of Components and Indicators
- Technical Edits or Alignment to Regulations
 - Identification of Schools: Aligned to Regulations
 - Technical Assistance and Supports: Aligned to Regulations
 - Advanced Mathematics: Aligned to the Advanced Coursework measure
 - Long-term Goals
 - No updates required
 - Graduation Index: Continuing with current measure
 - Progress Towards English Language Proficiency: Continuing with current measure

SCHOOL PERFORMANCE AND SUPPORT FRAMEWORK

School Performance and Support Framework



Performance Categories

Distinguished 90 points and above	On Track 80 to 89 points	Off Track 65 to 79 points	Needs Intensive Support Below 65 points
Schools are exceeding the state's expectation for growth, achievement, and readiness. Schools serve as models of best practices from which others learn. Schools have access to general state supports, such as support from regional instructional consultants and grants.	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.	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.	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.

Identification for Support

A school may also be identified for federal support based on full school or student group performance:

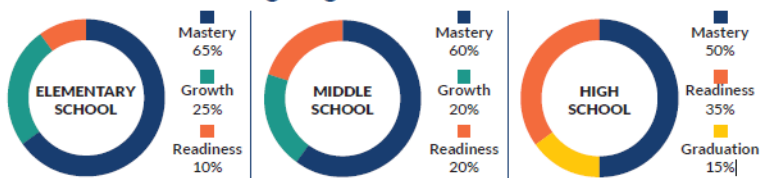
- Comprehensive Support = Full School Support
- Additional Targeted Support = Intensive Student Group Support
- Targeted Support = Student Group Support

Note: Schools identified with a Targeted or Additional Targeted Support and Improvement student group will have their performance category lowered one level.

Memorandum of Understanding (MOU) Divisions

A local school board will enter into a MOU when at least 40% of the division's schools are identified for comprehensive or additional targeted support or 10 or more schools are identified for comprehensive support.

Weighting of the Framework



Middle School

MASTERY 60%	<ul style="list-style-type: none"> • Reading SOL, including the integrated reading and writing component, and VAAP tests: 20% • Mathematics SOL and VAAP tests: 20% • Science SOL and VAAP tests: 10% • Progress in Achievement English Language Proficiency: 10%
Growth 20%	<ul style="list-style-type: none"> • Reading Expected Growth: 10% • Mathematics Expected Growth 10%
Readiness 20%	<ul style="list-style-type: none"> • Chronic Absenteeism: 5% • Advanced Coursework: 7.5% • Career 5 C's Performance Task: 7.5% <p><small>In year one, chronic absenteeism and Advanced Coursework will be 10% as the performance task is created. Also, Advanced Coursework will only include mathematics in year one.</small></p>

Elementary School

MASTERY 65%	<ul style="list-style-type: none"> • Reading SOL (Standards of Learning), including the integrated reading and writing component, and the Virginia Alternate Assessment Program (VAAP) tests: 22.5% • Mathematics SOL and VAAP tests: 22.5% • Science SOL and VAAP tests: 10% • Progress in Achievement English Language Proficiency: 10%
Growth 25%	<ul style="list-style-type: none"> • Reading Expected Growth: 12.5% • Mathematics Expected Growth 12.5%
Readiness 10%	<ul style="list-style-type: none"> • Chronic Absenteeism: 5% • 5 C's Performance Task: 5% <p><small>In year one, chronic absenteeism will be 10% as the performance task is created.</small></p>

High School

MASTERY 50%	<ul style="list-style-type: none"> • Reading SOL, including the integrated reading and writing component, and VAAP tests: 15% • Mathematics SOL and VAAP tests: 15% • Science SOL and VAAP tests: 10% • Progress in Achievement English Language Proficiency: 10%
Readiness 35%	<ul style="list-style-type: none"> • Chronic Absenteeism: 5% • 6-year Extended Year Graduation Rate with Applied Studies: 5% • Ready for Life 3E Framework: 25% <p><small>The Ready for Life 3E Readiness Framework focuses on students graduating high school ready for enrollment, employment, and/or enlistment. Schools will attain points for students that meet defined expectations across enrollment (i.e., dual credit or credit-bearing coursework), employment (i.e., high demand industry-recognized credentials), and enlistment (i.e., scores on a military assessment).</small></p>
Graduation 15%	<ul style="list-style-type: none"> • Federal Graduation Indicator (4-year adjust cohort rate): 15%

SUPERINTENDENT'S RECOMMENDATION

- The Superintendent of Public Instruction recommends that the Board of Education receive for first review the following:
 - The Elementary School readiness component weighting for the school performance and support framework.
 - The Middle School readiness component weighting for the school performance and support framework.
 - The High School readiness component weighting for the school performance and support framework.
 - Virginia's ESSA State Plan.
 - The overall School Performance and Support Framework proposal.