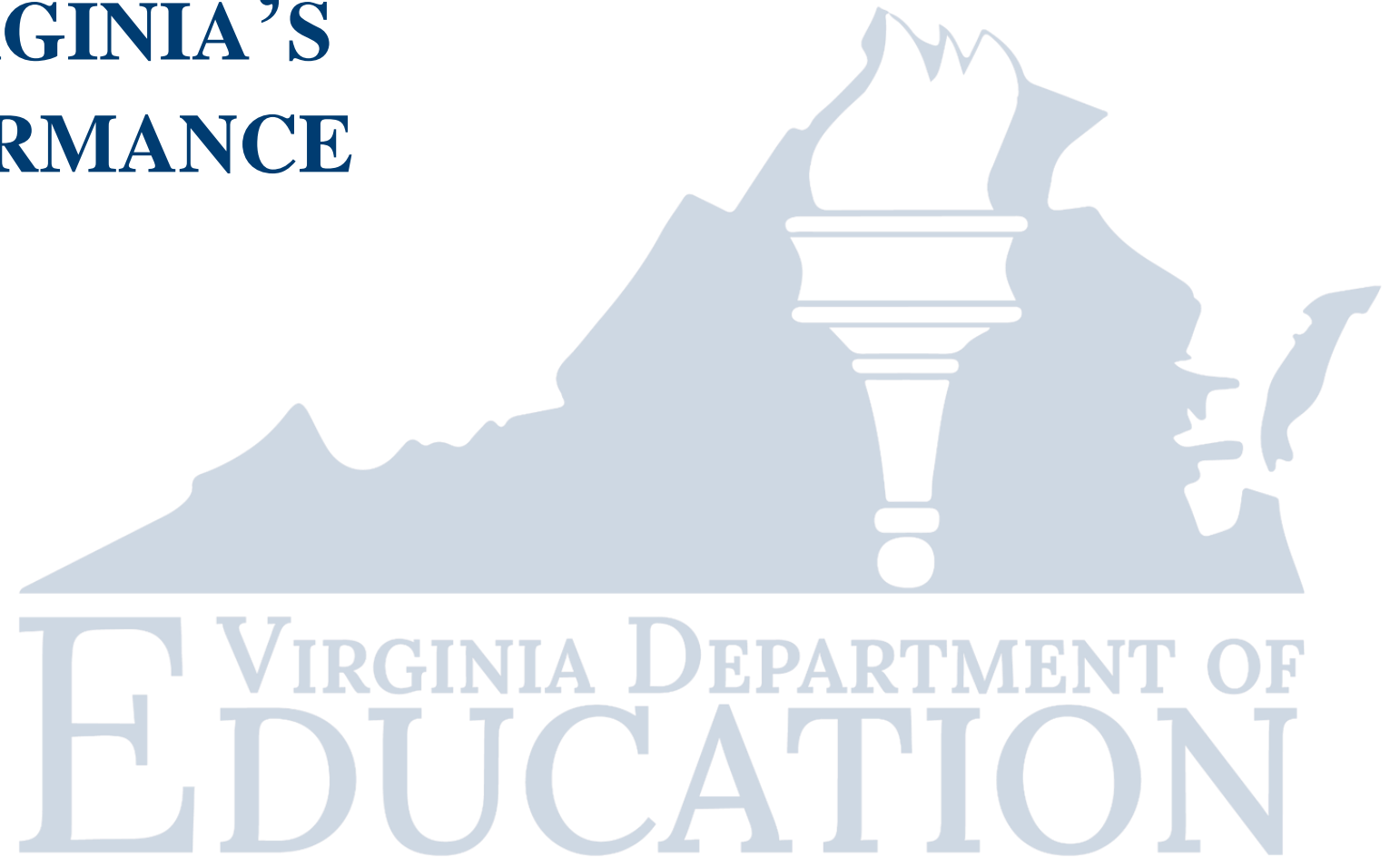


FINALIZING VIRGINIA'S SCHOOL PERFORMANCE AND SUPPORT FRAMEWORK

Virginia Board of Education
August 2024



PURPOSE OF TODAY

Today, we will review:

1. Vision and guiding principles
2. Timeline and decisions/actions to date
3. Overview of New System under Regulations
4. Framework Modeling

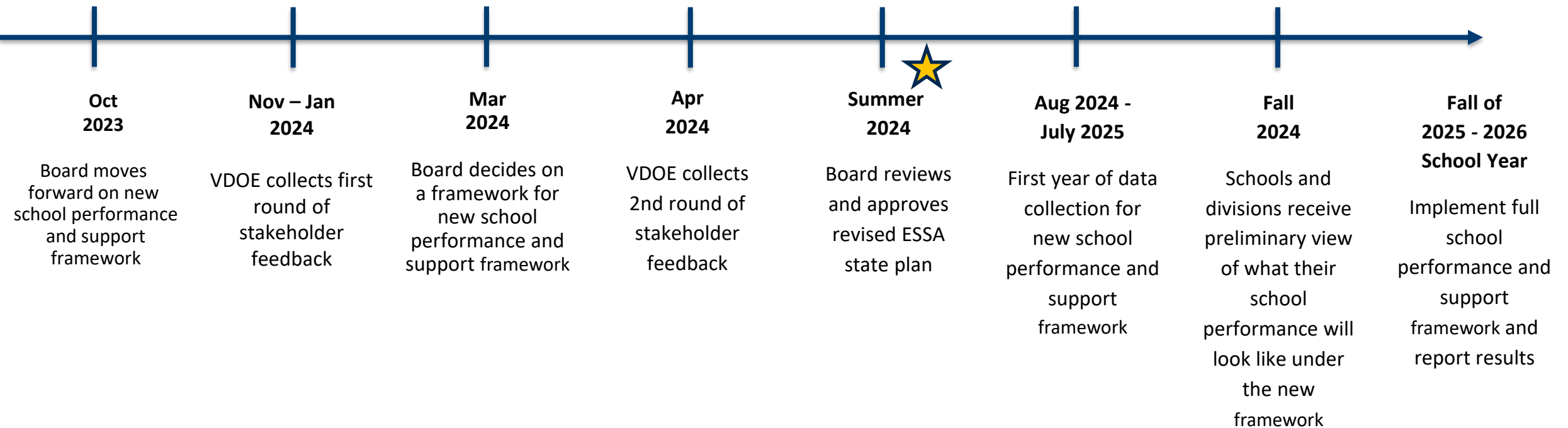
The Board will then vote on the following:

1. Readiness Indicators and Weighting
2. ESSA State Plan
3. School Performance and Support Framework

OVERALL GUIDING PRINCIPLES FOR THIS WORK

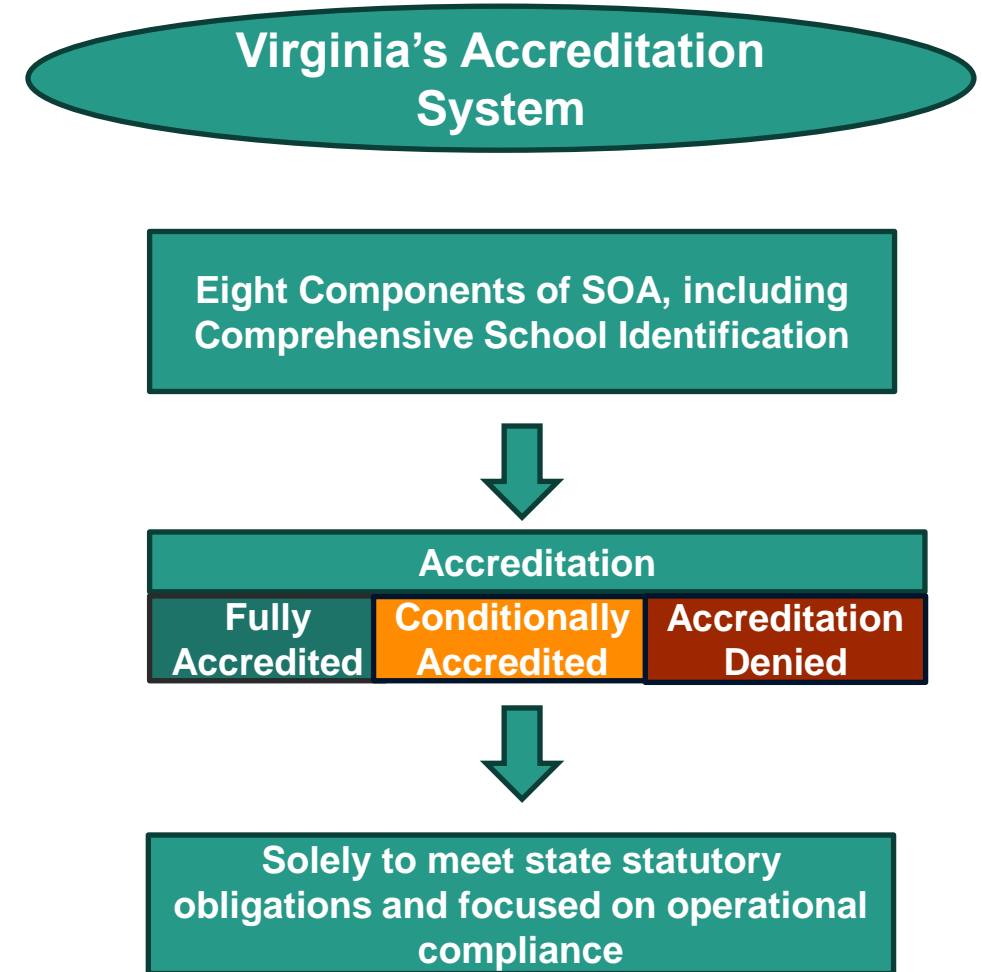
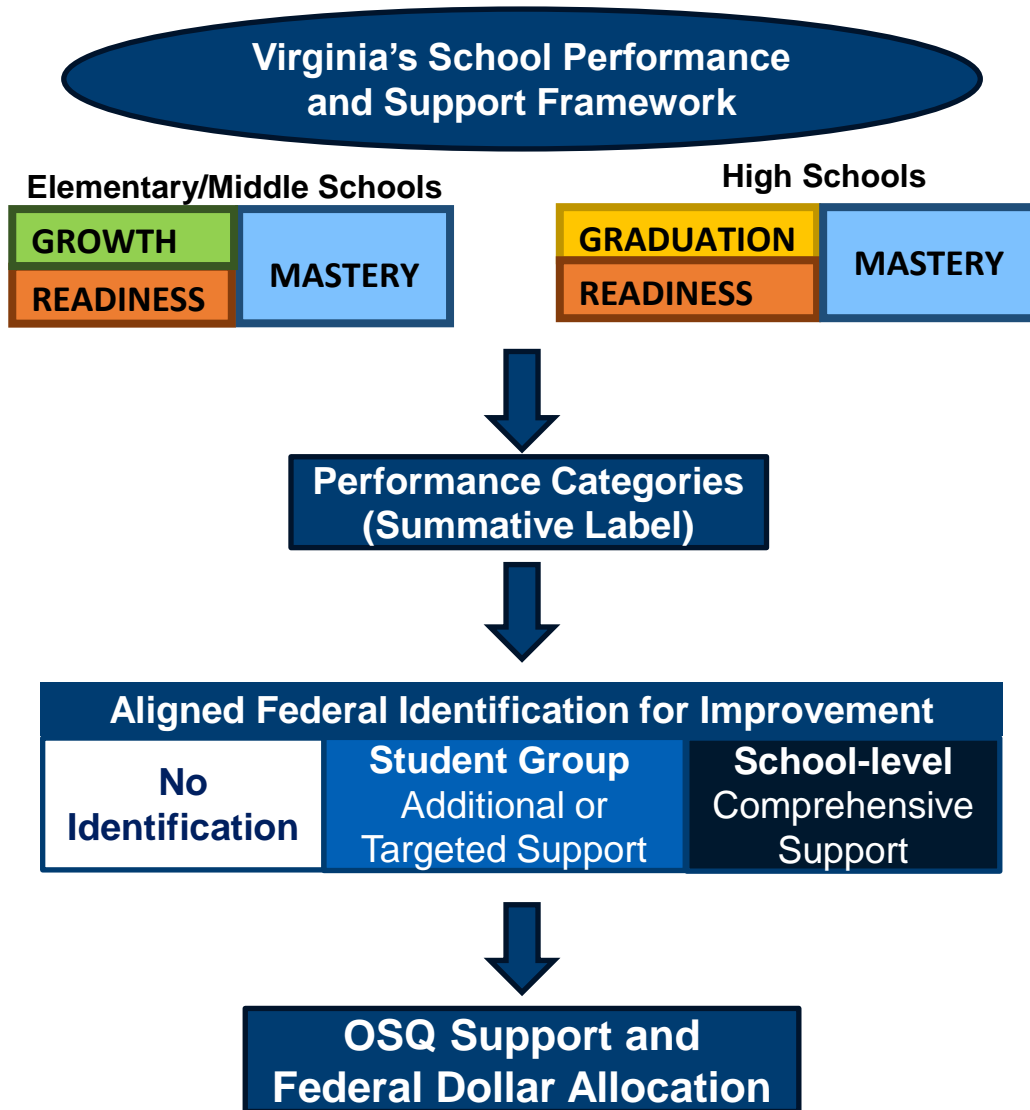
1. **The North Star is high expectations for every student.** Proficiency definitions will be set by benchmarking against the demands of Virginia employers and higher education, as well as against states who have the most rigorous definitions of proficiency in the nation.
2. **Transparency and access 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.

UNDER THE NEW REGULATIONS



FINAL PUBLIC COMMENT

- ESSA State Plan was posted for public comment for 30 days from July 25th to August 24th.
- Received 68 comments from parents, school board members, community members, educators, and other stakeholders.
- Nearly 2/3 of the comments were supportive of the changes in the ESSA state plan.
- Comments on chronic absenteeism, advanced coursework, and the weighting of the mastery index were overall supportive of this indicator.
- 80% of comments on the language that will be used to communicate school performance (Distinguished, On Track, Off Track, Needs Intensive Support) were supportive.
- Commenters were somewhat divided on reporting group size of students and the number of semesters for English learners. Those in favor of smaller student group reporting and earlier reporting for English Learners flagged that educators, schools and the state should be aware of the students who were struggling earlier to ensure that they had earlier supports.

Modeling of Framework

PERFORMANCE LEVELS: JULY MODEL 3 (2022-2023 DATA)

Distinguished

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

90 points and above
69 schools

On Track

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

Between 80 to 89 points
606 schools

Off Track

Schools are not meeting the state's expectation for growth, achievement, and readiness. Schools will receive additional support (Tier 2) from VDOE.

Between 65 to 79 points
926 schools

Needs Intensive Support

Schools are significantly not meeting the state's expectation for growth, achievement, and readiness. Schools will receive more intensive support (Tier 3) from VDOE in Fall 2025.

Below 65 points
109 schools

This is based on partially modeled data.

Schools that are federally identified as Targeted or Additional Targeted Support and Improvement will have their category lowered by one.

PERFORMANCE LEVELS: MODEL 4 (2023-2024 DATA)

Distinguished

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

90 points and above
99 schools

On Track

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

Between 80 to 89 points
681 schools

Off Track

Schools are not meeting the state's expectation for growth, achievement, and readiness. Schools will receive additional support (Tier 2) from VDOE.

Between 65 to 79 points
916 schools

Needs Intensive Support

Schools are significantly not meeting the state's expectation for growth, achievement, and readiness. Schools will receive more intensive support (Tier 3) from VDOE in Fall 2025.

Below 65 points
58 schools

This is based on partially modeled data.

Schools that are federally identified as Targeted or Additional Targeted Support and Improvement will have their category lowered by one.

PERFORMANCE LEVELS AND SUPPORT

Performance Level	Model 3 # of Schools (2022-2023 Data)	Model 4 # of Schools (2023-2024 Data)	Support Level
Distinguished	69	99	Model Schools
On Track	606	681	Opt-in Tier 1
Off Track	926	916	Tier 2
Needs Intensive Support	109	58	Tier 3

School Divisions who show persistent challenges would receive MOU supports.

MODEL FOUR ACROSS THE GRADE LEVELS

Model 4 # of Schools by School Type (2023-2024 Data)

Performance Level	Elementary Schools	Middle Schools	High Schools	Unique Configuration Schools*	Total
Distinguished	34	1	59	5	99
On Track	451	75	146	9	681
Off Track	605	224	69	18	916
Needs Intensive Support	27	19	8	4	58

**These are schools that have unique grade configurations, such as K-8, K-6, K-12, or 8-12.*¹¹

Board Decisions

TODAY'S DECISIONS

The Board will be deciding to approve the following today:

1. The **edits and updates to Virginia's ESSA State Plan** to align to the new School Performance and Support Framework.
2. The **Elementary School readiness component weighting** for the school performance and support framework.
3. The **Middle School readiness component weighting** for the school performance and support framework.
4. The **High School readiness component weighting** for the school performance and support framework.
5. The Overall School Performance and Support Framework handout.

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
 Draft

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
This is based on partially modeled data.			
Schools are exceeding the state's expectation for growth, achievement, and readiness.	Schools are meeting the state's expectation for growth, achievement, and readiness.	Schools are not meeting the state's expectation for growth, achievement, and readiness.	Schools are significantly not meeting 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 and may also receive support for student groups.	Schools will receive additional support (Tier 2) from VDOE.	Schools will receive more intensive support (Tier 3) from VDOE in Fall 2025.

Identification for Support

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

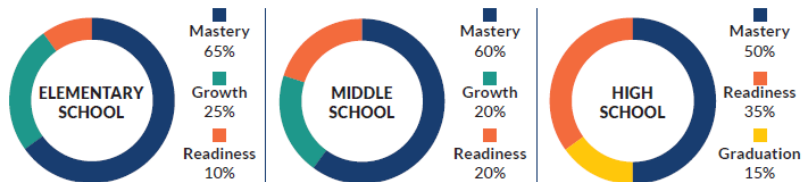
- Comprehensive Support = Full School Support
- Additional Targeted Support = Intensive Student Group Support (Starting 2028-2029)
- Targeted Support = Student Group Support

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



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%

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>

This is marked as draft until the Board votes to finalize.

APPENDIX: READY FOR LIFE: 3E FRAMEWORK

Enrollment

- 1.25 point: Earning an **associate's degree**
- 1 point: Earning **3+ credit-bearing, college ready scores** on exams, **3+ dual credit courses with a "B" grade**, or an **Early College Scholar certificate**
- 0.75 point: Earning **1-2 credit-bearing, college ready scores** on exams or **1-2 dual credit courses with a "B" grade**
- 0.5 point: **Completing** an exam or dual credit course with a **"C" grade**

Employment

- 1 point: CTE completer earning a state-approved industry recognized credential in a **high-demand, high wage** field as defined by VOEE
- 0.75 point: CTE completer earning a state-approved industry recognized credential in a **high-demand** field as defined by VOEE
- 0.5 point: CTE completer earning a state-approved industry recognized credential

Enlistment

- 1 point: AFQT (ASVAB) score of **65 or higher**
- 0.75 point: AFQT (ASVAB) score of **50-64**
- 0.5 point: Meeting the minimum **Military Entrance Score (AFQT/ASVAB) of 31**

These scores are equivalent to the careers in employment component.