

Making Progress, But Much Work Remains



COVID Learning Loss demonstrated 3rd thru 8th graders suffered significantly from lowered expectations and extended school closures.

- 2022 NAEP results showed Virginia 4th Graders with the nation's largest learning loss in reading and math.
- SOL scores confirmed over 60% of 3rd thru 8th graders failing or near-failing in reading and math.
- The lowered 2020-21 SOL proficiency cut scores masked the dramatic drops in post-pandemic student performance.
- Certain student reporting groups, including English Learners and students with disabilities saw even greater learning loss.



Chronic absenteeism also increased significantly and meaningfully impacted student performance.



ALL In Virginia, a \$418M multi-year effort, launched in the fall of 2023 to provide multi-year intensive tutoring, lessen chronic absenteeism, and accelerate Virginia Literacy Act roll-out.

- While all school divisions embraced ALL In, some were slower getting started and used different tools.
- 70% of school divisions showed improvement in reading, 75% in math.



Overall, Grade 3-8 reading and math scores improved albeit at different rates. Chronic absenteeism was reduced 16%. ALL In is working, but school divisions must continue with the multi-year effort to address the on-going impacts of COVID learning loss.

When it comes to our students, Virginia is ALL In.

ALL In Launch: September 2023 –June 2024



2023-2024 **ALL In Learning Supports** for Students

School divisions focused on four areas with ALL In learning support.

1. **High-Intensity Tutoring:** School divisions **hired additional tutors**, paid teachers stipends, and added more evidence-based tutoring during the school day.
2. **Extended Time:** School divisions **added hours before and after school** hours as well as added time on Saturdays to provide students additional time outside of the school day for tutoring.
3. **Summer Programs:** Schools also focused on **summer school hours and attendees**, and some schools added days to the beginning and end of the school year. Many schools added additional at-risk students and expanded hours of programming to support learning recovery.
4. **Resources:** Several schools focused on using the **state's free personalized supplemental math and reading resources**. 119 school divisions have signed up to use one or more of these state's free personalized resources in 2024-2025.

* See Appendix for details on state resources.

2023-2024 **Virginia Literacy Act** Supports

- Beginning this school year, the Virginia Literacy Act is being implemented in Grades K-3.
- **100%** of school divisions have submitted K-3 Division Literacy Plans to VDOE aligned to the VLA.
- **10,803** K-3 teachers have been trained in the new literacy screener to support earlier identification of struggling students.
- **1,731** principals and assistant principals attended training on implementing VLA this summer.
- Teachers, reading specialists, and educators have already dedicated **142,205** hours to learning effective instructional strategies grounded in evidence-based reading research.

2023-2024 **ALL In Chronic Absenteeism** Supports

- Key component of **ALL In** plans
- Established **statewide** Chronic Absenteeism Task Force
- Developed a Chronic Absenteeism **Action Kit** for Divisions and Schools
- Held a Chronic Absenteeism **Symposium** to apply resources from Action Kit to localized context with over 200 practitioners in attendance
- VDOE **#AttendanceMattersVA** Campaign with resources to replicate support local campaigns
- A cohort of **200 principals** who met virtually and in person to establish attendance teams, track barriers, and implement strategies for successful attendance

2023-2024 Key Findings



Responding to 2022-2023 data showing persistent learning loss in Grades 3-8, Governor Youngkin called for **ALL In VA** to help Virginia students recover from extended pandemic school closures.



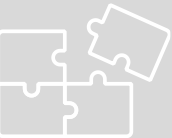
Chronic absenteeism **fell 16%** statewide with 40,974 more students now attending school regularly.



Grades 3-8 reading and math show **slow improvement**, and educators must continue to focus on strong instruction and evidence-based, high-intensity tutoring.



English Learners, Students with Disabilities, Black Students, and Economically Disadvantaged Students are showing faster growth than their peers in Grades 3-8.



School divisions who implemented strong **ALL In** plans and maximized evidence-based resources have seen the most growth in attendance, math, and reading.

When it comes to our students, Virginia is ALL In.

Bath County Grades 3-8 Reading Case Study

- Created a community-wide focus on literacy and improving the quality of literacy instruction in every classroom.
- Purchased High-Quality Instructional Materials (HQIM) in Fall of 2022 in advance of VLA implementation to create urgency around literacy instruction.
- Adopted significant supplemental interventions for tiered reading support.
- Connected teachers with other regional teachers to develop collaborative teaching literacy network facilitated by the Superintendent.
- Used ALL In funds to pay for tutoring and expanded tutoring capacity for students who needed support. The division used every staff member in tutoring.

Division	2022-2023 Gr 3-8 Pass Rate	2023-2024 Gr 3-8 Pass Rate	Percent Change in Pass Rate
Bath County	66.0%	78.5%	19.0%

Brunswick County Grade 3-8 Math Case Study

- Hired instructional coaches to provide additional training in math concepts and capacity-building for staff.
- Monitored student performance and made data-driven instructional decisions based on identified student needs.
- Implemented data-focused tutoring to support math gaps and ensure tutoring progressed at personalized rates.
- Added more tutors to increase tutor-to-student ratios by using ALL In funding.

Division	2022-2023 Gr 3-8 Pass Rate	2023-2024 Gr 3-8 Pass Rate	Percent Change in Pass Rate
Brunswick County	53.1%	64.4%	21.3%

Norton City Schools K-12 Attendance Case Study

- Hired two attendance interventionists with Communities in Schools funding (focused on home visits and removal of barriers).
- Enhanced Breakfast after the Bell and afterschool programs.
- Conducted home visits to engage families to better understand their challenges and to offer solutions.
- Increased incentives for positive or improved attendance.
- Expanded parent engagement events, including a community open house to make families feel welcome with a "How can we help you" theme.
- Increased teacher engagement to make positive calls and communications with parents/families.
- Developed creative transportation solutions to be used this school year.

Division	2022-2023 K-12 Chronic Absenteeism Rate	2023-2024 K-12 Chronic Absenteeism Rate	Percent Change in Chronic Absenteeism Rate
Norton City	25.9%	8.9%	-67%

Dupont Elementary in Hopewell City Gap Closure Case Study

- Focused on student success and removal of barriers.
- Dual Language specialists to engage families and empower families to support student success.
- Focused reading support and literacy programming including “One School, One Book” to emphasize the importance of literacy.
- Student-based attendance team focusing on awareness, monthly, incentives and support removing individualized attendance barriers.

	2022-2023	2023-2024	Percent Change in Chronic Absenteeism Rate
	K-12 Chronic Absenteeism Rate	K-12 Chronic Absenteeism Rate	
Dupont Elementary (Hopewell City Schools)	39.4%	27.9%	-29%
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	Reading Pass Rate	Reading Pass Rate	Percent Change in Reading
	49.6%	55.5%	12%
	Math Pass Rate	Math Pass Rate	Percent Change in Math
	46.8%	60.2%	28.6% 10