

ALL In



Virginia 2022-2023 Standards of Learning Assessment Results Frequently Asked Questions

In September 2023 the Virginia Department of Education (VDOE) released the 2022-2023 Virginia Standards of Learning (SOL) assessment results along with the announcement of the ALL In initiative which requires “at risk” and failing students to receive high-intensity tutoring. Below are responses to frequently asked questions regarding the 2022-2023 assessment results.

What do the 2022-2023 SOL results tell us about student performance in Virginia?

In 2022-23, many students in Grades 3 through 8 struggled to meet the same performance as their pre-pandemic peers. More than half (334,687 students) are at risk or failing to meet grade level expectations in reading, and two thirds of Grade 3 through 8 math students (327,598 students) are at risk or failing to meet grade level expectations.

Reading 3-8 SOL Results: Seventy percent of students passed the 2022-2023 Reading SOL tests. This is a slight decrease from 2021-2022 where 71% of students passed the Reading SOL tests. Students in grades 3-8 continue to be **6 points behind** their pre-pandemic peers.

Math 3-8 SOL Results: Sixty-five percent of students passed the Math SOL test. This is an increase of 4 points from 2021-2022. Students in grade 3-8 are **now 15 points behind** their pre-pandemic peers.

How do we know one half of students are struggling in reading and two thirds of our students are struggling in math?

In Grade 3 through 8, 30% of students failed their reading scores. An additional 32% of students are “at risk” for not meeting grade level expectations in reading. That is a total of 62% of students “at risk” or failing.

In Grade 3 through 8, 35% of students failed their math scores. However, an additional 31% of students are “at risk” for not meeting grade level expectations in math. That is a total of 66% of students “at risk” or failing.

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How are “at risk” students calculated for reading and math?

In 2015-2016, the VDOE developed the “low proficiency” category as part of the creation of the progress tables used as a growth measure for failing students.

Mathematics			Reading		
2022-23 Grade	Low Proficient or “At Risk” 18 weeks required	Not Proficient 36 weeks required	2022-23 Grade	Low Proficient or “At Risk” 18 weeks required	Not Proficient 36 weeks required
Grade 3	400 - 447	0 - 399	Grade 3	400 - 446	0 - 399
Grade 4	400 - 448	0 - 399	Grade 4	400 - 448	0 - 399
Grade 5	400 - 443	0 - 399	Grade 5	400 - 445	0 - 399
Grade 6	400 - 442	0 - 399	Grade 6	400 - 447	0 - 399
Grade 7	400 - 440	0 - 399	Grade 7	400 - 447	0 - 399

**Note that the grade level represents the previous year’s score. For example, the grade 3 SOL score will be used to determine if a current grade 4 student is required to receive tutoring.*

A student that is “low proficient” falls in a specific score range (shown above) on SOL tests. If a student in the “low proficient” range would have answered one to three more questions, they could have failed the assessment.

All students in low proficiency are considered “at-risk” and should receive supports to ensure they can be successful moving forward.

Did some students show more progress than others?

2022-23 data show that our English Learner, Black, and Hispanic students struggled the most.

- Black and Hispanic student groups suffered from a 20-percentage point drop in Grade 3 through 8 mathematics.
- 7 in 10 English Learner students failed their reading and math SOL.
- 6 in 10 Students with Disabilities failed their reading and math SOL.

How did our high school students perform last year on their End of Course exams?

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Our high school students are demonstrating recovery. In Reading, students demonstrated nearly the same proficiency as their pre-pandemic peers (1 point behind). In Math, students are 5 points behind their pre-pandemic peers and have remained stable for two years in a row.

How did student attendance play into performance?

Students are missing more school than their pre-pandemic peers. The United States Department of Education defines chronically absent as missing more than 18 school days in a year.

Chronic absenteeism in grades 3 through 8 doubled between 2018-19 and 2022-23, resulting in a significant increase in students missing foundational instruction.

Students who missed 18+ days of school scored 25% lower on the Math SOLs than students with regular attendance, and chronically absent students scored 18% lower in reading than their peers who attended school regularly.

How will incoming Grade 3 students be identified for support?

Incoming third grade students will take the Virginia Growth Assessments (VGA) this fall. The VGA scores for students that require tutoring for students in grade 3 are:

Mathematics			Reading		
	Low Proficient or "At Risk" <i>18 weeks required</i>	"At Significant Risk" or Not Proficient* <i>36 weeks required</i>		Low Proficient or "At Risk" <i>18 weeks required</i>	"At Significant Risk" or Not Proficient* <i>36 weeks required</i>
Grade 3	1367-1477	900-1366	Grade 3	1407-1550	900-1406

*The VGA does not provide achievement levels based on student performance; instead, the FALL VGA provides academic data on where a student should be at the entry of the third-grade school year.

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How should students in Grades 3 through 8 receive support?

The [ALL In High-Intensity Tutoring Playbook](#) provides a road map for schools to implement proven high-intensity tutoring to support those students who failed or are “at-risk”.

Where can additional information be found regarding an individual school’s 2022-2023 SOL results?

Additional data on the performance of students on the 2022-2023 assessments — including grade-level and course-specific rates for schools, school divisions and the Commonwealth — is available on the [VDOE website](#) and on the department’s [School Quality Profile](#) reports.

What resources are available for families to help understand their own student’s score report?

VDOE has provided families with several tools to support the reading of score reports and recommended questions for parent-teacher conferences. See [here](#) for the resources.