

DESIGNING VIRGINIA'S SCHOOL PERFORMANCE AND SUPPORT FRAMEWORK

Virginia Board of Education

July 2024



VIRGINIA DEPARTMENT OF
EDUCATION

PURPOSE OF TODAY

Today, we will review:

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

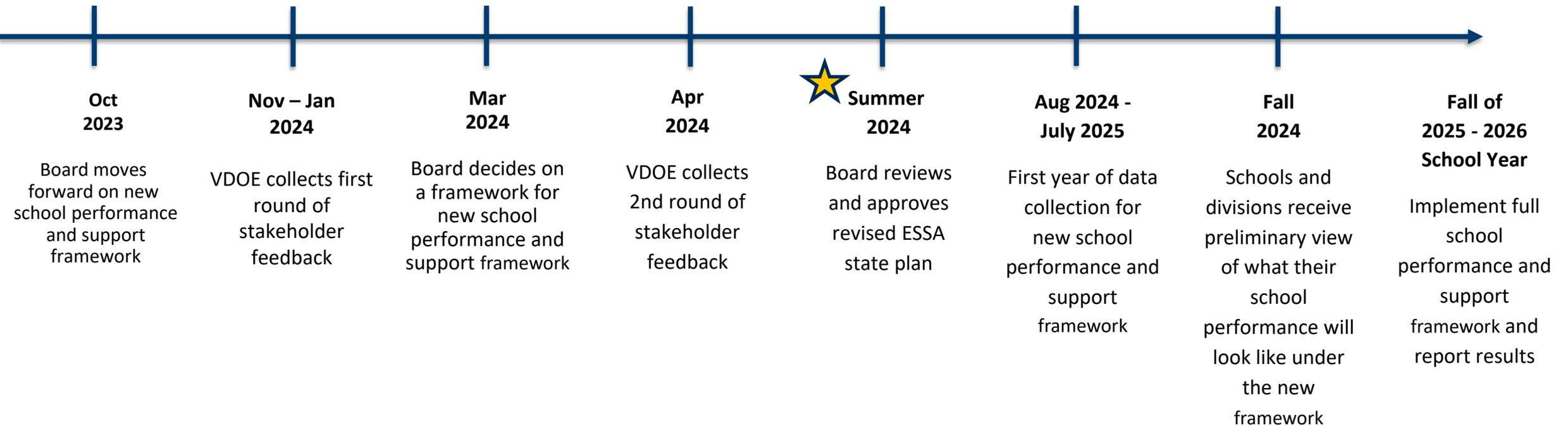
We will discuss next steps on the following:

1. Framework Modeling
2. 3E Framework
3. Readiness Indicators and Weighting
4. ESSA State Plan
5. 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.

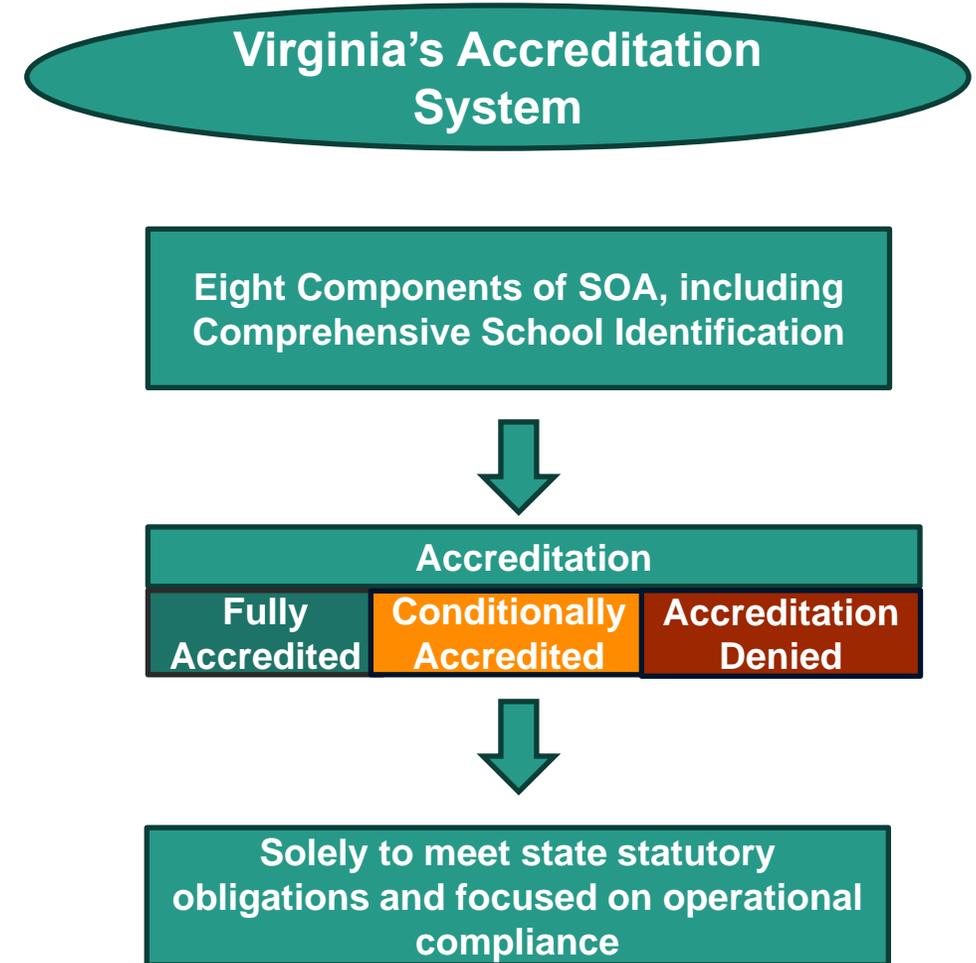
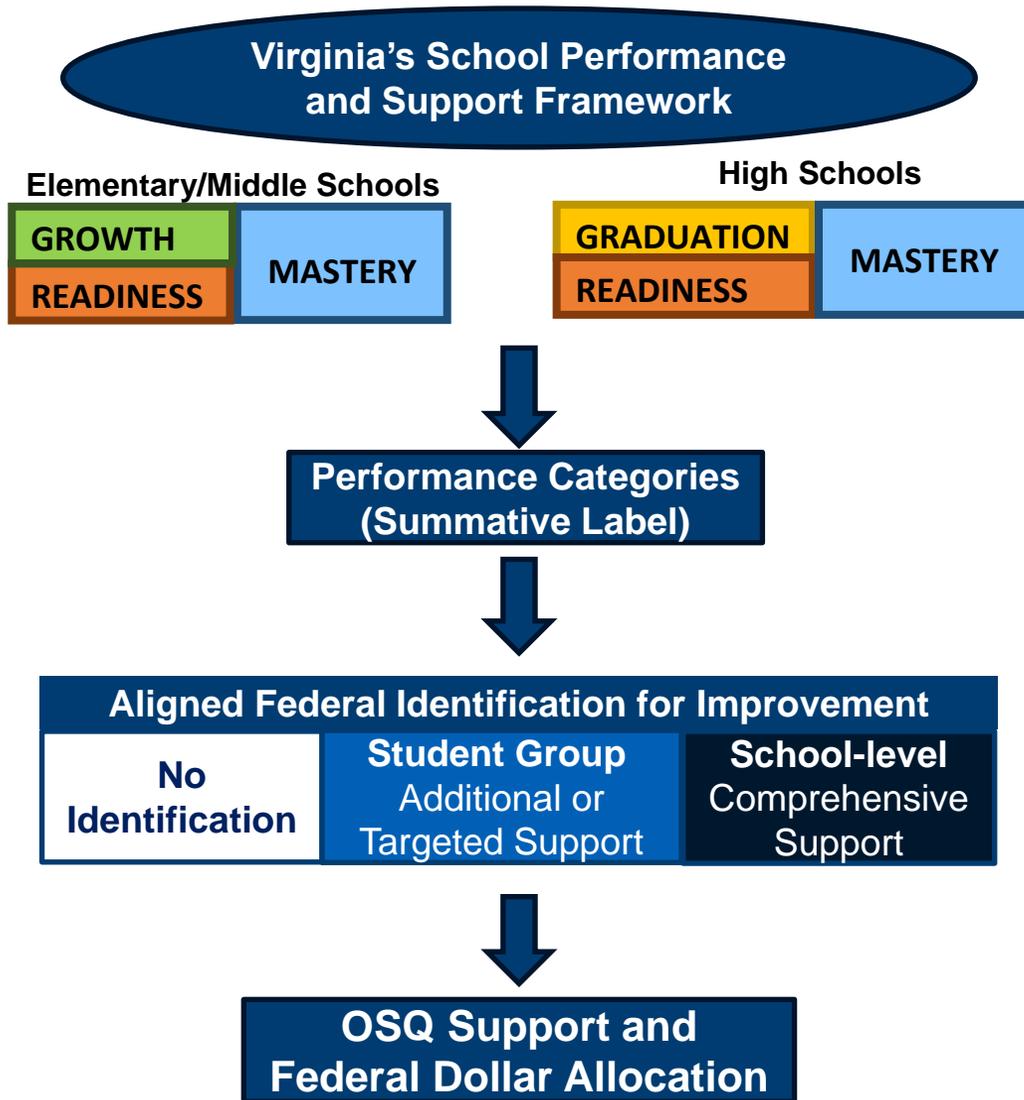
WHERE WE HAVE BEEN AND WHERE WE ARE GOING



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

Background

UNDER THE NEW REGULATIONS



BOARD 2023-2024 REGULATORY ACTIONS

- **Categories:**
 - Achievement or Mastery
 - Growth (expected)
 - Readiness
- **Weights for Categories:**
 - Elementary schools
 - Middle schools
 - High schools
- Four Performance Categories for the Support and Performance Framework
 - Distinguished;
 - On Track;
 - Off Track;
 - Needs Intensive Support
- Braiding of federal and state support systems to create one system of support
- ***Tomorrow, the Board will vote to move the regulations to the final stage.***

COMMENTS FROM LISTENING SESSIONS

1. Appreciation for the opportunity to provide feedback in multiple formats.
2. Strong support for Mastery Index.
3. Consistent positive feedback on the concept of a 5 C's performance task for grades 5 and 8, with grade 8 including career exploration.
4. Strong feedback in favor of a narrative/descriptive approach rather than a categorical/numeric approach to describe the overall health of school. **(24 comments)**
5. Important to represent the hard work of educators and successes of students while clearly explaining the ongoing supports school needed to ensure every student is successful. **(24 comments)**

PUBLIC COMMENT AT BOARD MEETINGS

1. The Board has received **43 public comments** (oral and written) on the Standards of Accreditation regulatory action since September 2023.
2. Public comments **showed support for the proposed accountability framework**, especially after the proposed regulations were made public in March 2024.
3. **A major theme of public comment is the need for transparency, high academic standards, and career and college readiness and pathways.**
4. Significant public comment focused on the relative weighting of mastery and growth, with a wide variety of views expressed.

FINAL TOWN HALL COMMENTS

The public comment period **ended on Friday, July 5.**

1. Nearly **2/3 comments** were **supportive** of the proposed regulations.
2. Nearly **70% of the comments** on the weighting of growth vs. mastery were **supportive of a higher weighting for mastery.**
3. **60% of the comments on the number of semesters for English Learner inclusion were supportive of the regulatory change to 3 semesters.**
4. Over **85% of comments** supported a continued focus on chronic absenteeism.
5. Several comments focused on topics outside the scope of the regulations or this work, including a Fine Arts Diploma Seal and an increase in instructional hours.

Today's Items for Board Discussion

OUTLINE OF TODAY'S DISCUSSION

1. Framework Modeling
2. Ready for Life: 3E Framework
3. Readiness Indicators and Weighting
4. Support Overview for Performance and Support Framework
5. ESSA State Plan
6. School Performance and Support Framework

Modeling of Framework

BACKGROUND

- 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.
- 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.
 - SAS works with 13 states and Washington, DC, and is the only vendor that works with states to project expected growth.
 - SAS holds the current contract with VDOE to perform all expected growth calculations and reporting.
- Results of the initial modeling were provided at the June Board meeting.
- VDOE and SAS ran a third model for the July Board meeting based on Board direction.
 - Changes include: A weighting of 10% for English Language Progress, which resulted in changes across the mastery component for science, math, and reading.

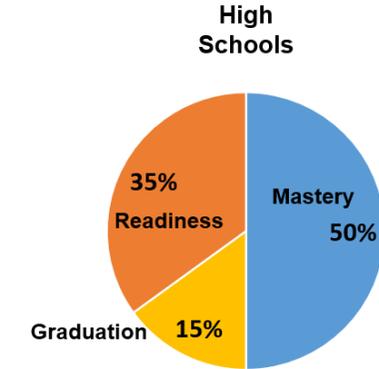
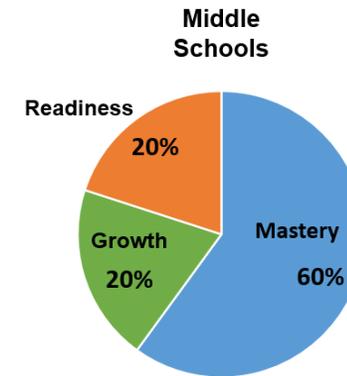
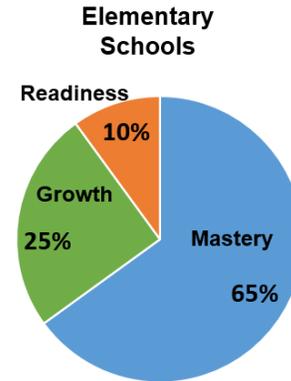
FRAMEWORK WEIGHTING

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 THE NEW MODEL?

Elementary School

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

Middle School

<p>GROWTH 20%</p> <ul style="list-style-type: none"> VVAAS in Reading VVAAS in Math 	<p>MASTERY 60%</p> <ul style="list-style-type: none"> Reading SOL Math SOL Science Grade 8 English Language Progress*
<p>READINESS 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>READINESS 35%</p> <ul style="list-style-type: none"> Chronic Absence Current CCCRI for Ready for Life: 3 E's Graduation and Completion Index or extended cohort + Applied Studies** 	<p>MASTERY 50%</p> <ul style="list-style-type: none"> Reading End of Course Mathematics End of Course Science End of Course English Language Progress*
<p>GRADUATION 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 NEW MODEL?

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	22.5%	22.5%	10%	10%	65%
Middle	20%	20%	10%	10%	60%
High School	15%	15%	10%	10%	50%

WHAT IS IN THE NEW MODEL?

GROWTH

Component Weighting in Framework

Elementary Schools: 25%

Middle Schools: 20%

High Schools: N/A

- Virginia's expected growth model (VVAAS) for Grades 4-8:
 - The numerator includes students who met or exceeded their expected growth.
 - Current data does not include data from VAAP, which assesses students with significant cognitive disabilities, but this will be included for the 2024-2025 school year.

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 NEW MODEL?

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 Rate	Total
Elementary	10%	-	-	-	10%
Middle	10%	10%	-	-	20%
High School	10%	-	20%	5%	35%

WHAT IS IN THE NEW MODEL?

GRADUATION

Component Weighting in Framework

Elementary Schools: N/A

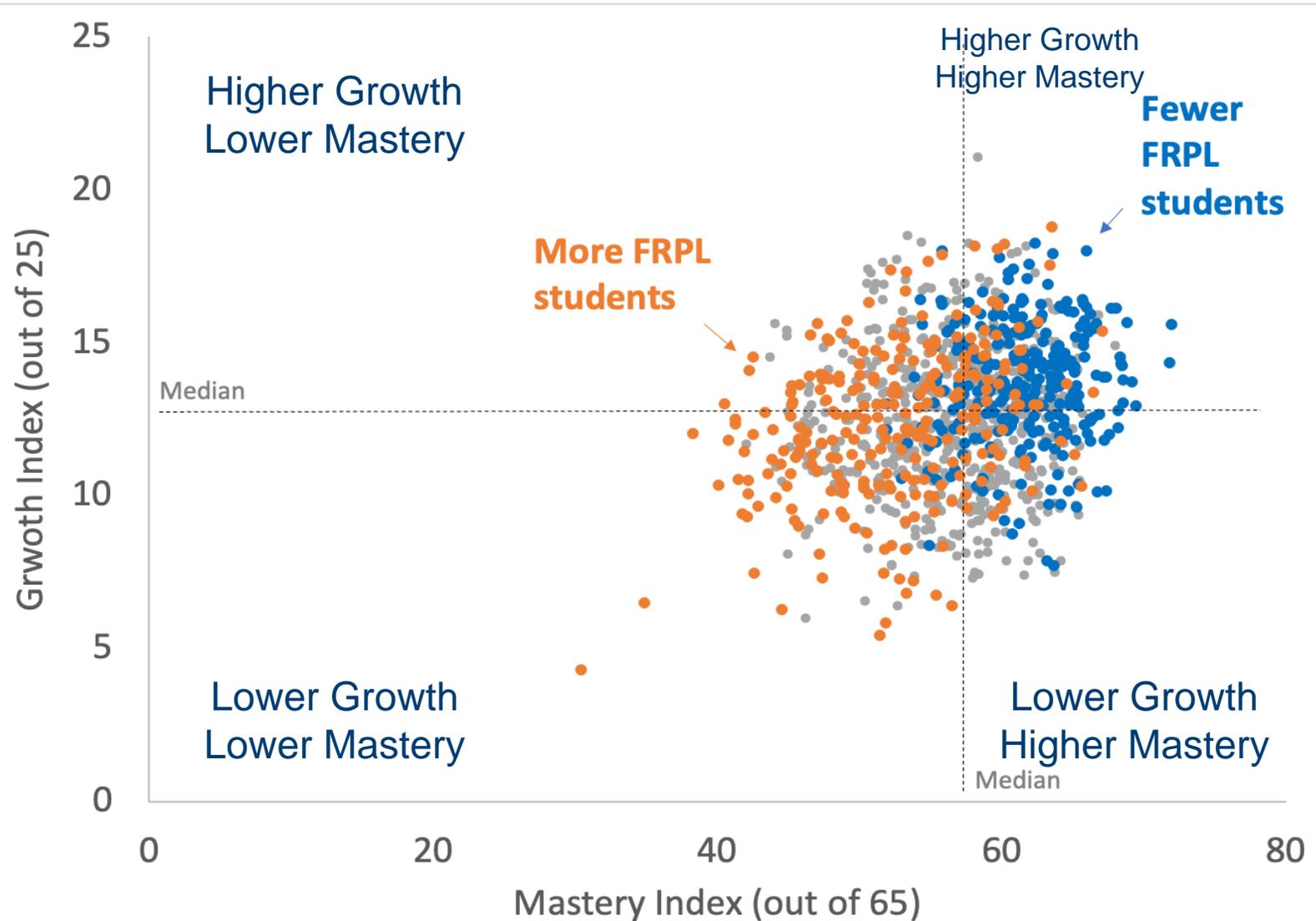
Middle Schools: N/A

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.

MODEL RESULTS: GROWTH VS. MASTERY

ELEMENTARY

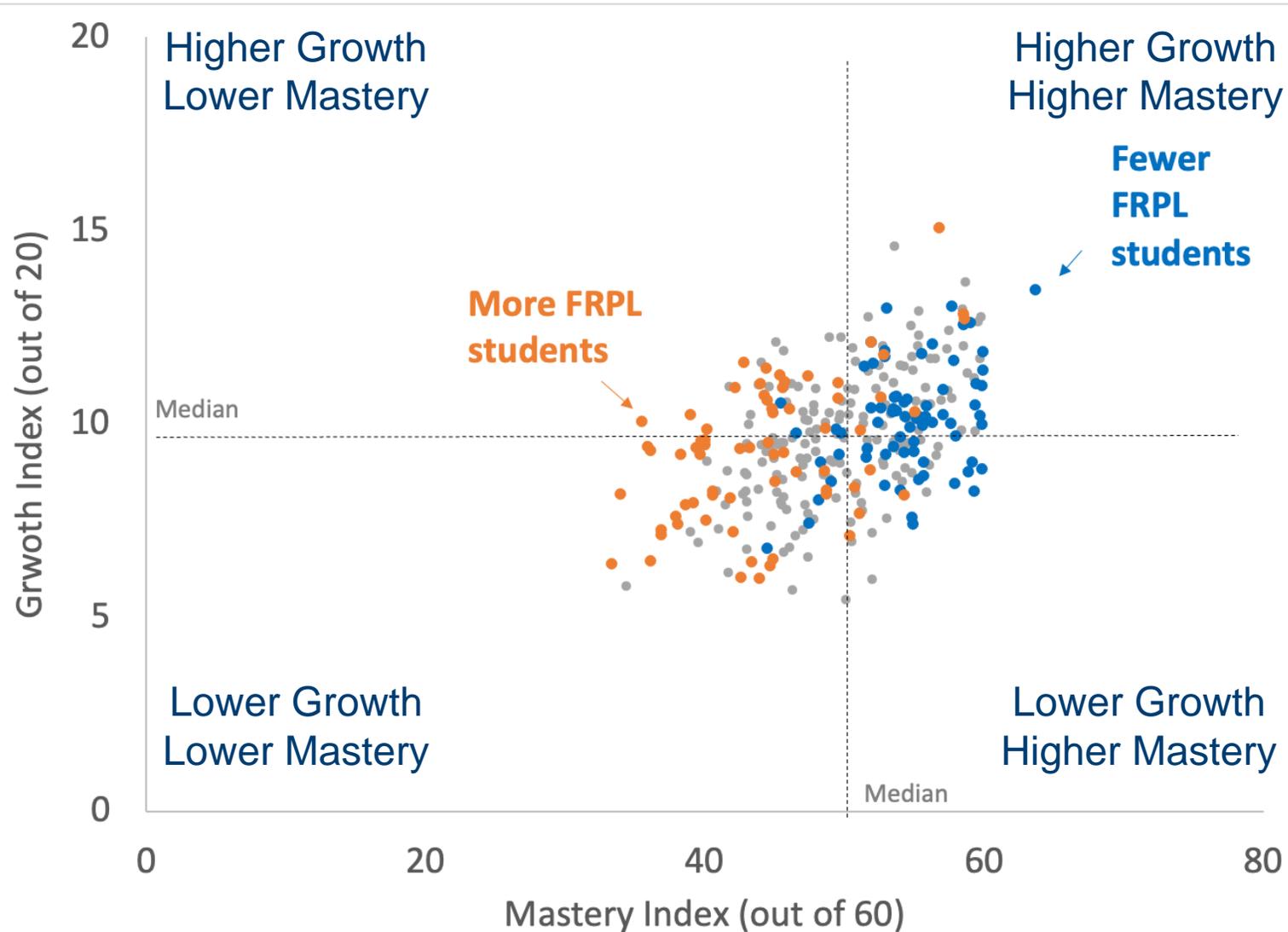


	Median Total Score (out of 100)
Schools with a low number of economically disadvantaged students	84.5
School with a medium number of economically disadvantaged students	77.1
Schools with a high number of economically disadvantaged students	73.0

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 schools in between are medium.

MODEL RESULTS: GROWTH VS. MASTERY MIDDLE SCHOOLS



	Median Total Score (out of 100)
Schools with a low number of economically disadvantaged students	81.2
School with a medium number of economically disadvantaged students	73.5
Schools with a high number of economically disadvantaged students	67.1

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 schools 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

5% of Title I
(2.4% of all schools)

*Note: 90% of these schools are already identified for CSI supports

Targeted Support and Improvement School (TSI)

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

19.6% of schools

*Note: 61% of these schools are already in a state or federal improvement process

Additional Targeted Support and Improvement School (ATSI)

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

N/A**

*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.

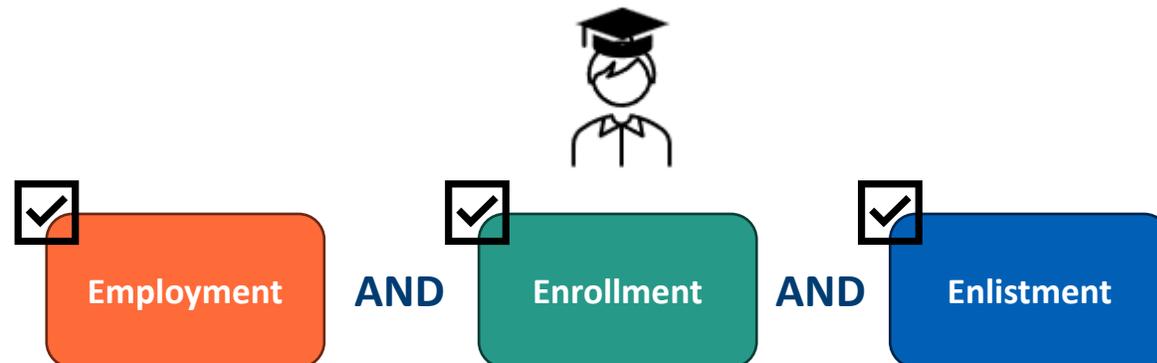
***Additional Targeted Support schools will be first identified in the 2028-2029 school year.

High School: Ready for Life

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

THE 3E READINESS FRAMEWORK

- The 3E Readiness Framework:
 - Enrollment
 - Employment
 - Enlistment
- Index weighting based on rigor of experience, which is similar to the mastery index.
- Students/schools earn points for multiple experiences.



READY FOR LIFE: ENROLLMENT (POST SECONDARY)

1.25 point

Earning an **associate's degree**

1 point

Earning **3+ credit-bearing, college-ready*** scores on AP, IB, Cambridge A/AS, or CLEP exams, passing **3+ dual credit courses with a "B" grade, or** earning an **Early College Scholar certificate**

0.75 points

Earning **1-2 credit-bearing, college-ready*** scores on AP, IB, Cambridge A/AS, or CLEP exam or passing **1-2 dual credit courses (3 credits) with a "B" grade**

0.5 points

Completing an AP, IB, Cambridge A/AS, or CLEP exam or **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

- A CTE **completer** is a student who has met the requirements for a CTE concentration (sequence) and all other graduation requirements. Completers must take two sequential CTE courses. For example:
 - Health and Medical Sciences Program Area - Nurse Aide I and Nurse Aide II
 - Technology and Engineering Education Program Area - Engineering Explorations I and Engineering Analysis and Applications II
- A **partial CTE completer**, would be a student that has taken at least one state-approved CTE course since grade 7 but has not met the requirements for a CTE concentration sequence, or a student that has completed two state-approved CTE courses in a sequence but has not met the requirements for graduation.
- All CTE course sequences are identified on our CTE Resource Center website.
- 45,501 students were CTE Completers in 2023. 90% of those students earned an industry credential.

READY FOR LIFE: EMPLOYMENT

1 point

CTE completer who also earns a state-approved **industry recognized credential in a high-demand, high-wage field as defined by VOEE***

0.75 points

CTE completer who also earns a state-approved industry recognized **credential in a high-demand field as defined by VOEE****

0.5 points

CTE completer earning a state-approved **industry recognized credential**

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

**VDOE will be working with multiple work groups to better define work-based learning opportunities and incorporate that work into the employment section in the future.

READY FOR LIFE: ENLISTMENT

1 point

AFQT (ASVAB) score of 65 or higher

(This score is equivalent to careers in employment component)

0.75 points

AFQT (ASVAB) score of 50-64

(This score is equivalent to careers in employment component)

0.5 points

Meeting the minimum Military Entrance Score (AFQT/ASVAB) of 31

(This score is equivalent to careers in employment component)

***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).**

JROTC will be considered as an option in the future for inclusion in the framework.

AWARDING STUDENTS FOR ALL E'S

- Index weighting based on rigor of experience, which is similar to the mastery index.
- Students/schools earn points for multiple experiences.



Enrollment

2 credit-bearing, college-ready scores on AP tests

0.75 points

AND



Employment

CTE completer with an industry recognized credential in a high-demand, high-wage field

1 point

AND



Enlistment

Received an ASVAB score of 60

0.75 points

This student would earn a total of 2.5 points in the 3E Framework.

Readiness Indicators and Weighting

Elementary, Middle, and High School

BOARD DECISION POINTS

- The Board has had multiple discussions regarding the indicators in the readiness component for elementary, middle, and high schools.
- Tomorrow, the Board will receive for first review the following portions of the **readiness component**:
 - elementary readiness indicators;
 - middle school readiness indicators;
 - high school readiness indicators; and
 - weighting for each **readiness indicator** within the **readiness component**.
- Today, we will provide an overview of the readiness indicators.

READINESS: ELEMENTARY SCHOOLS

Component Weighting in Framework
Elementary Schools: 10%

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%

READINESS: MIDDLE SCHOOL

Component Weighting in Framework

Middle Schools: 20%

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%

READINESS: HIGH SCHOOL

Component Weighting in Framework
High Schools: 35%

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%

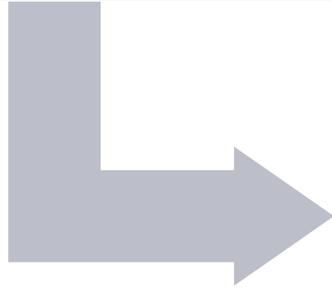
Support Framework

Goal: Ensure all schools reach distinguished status

FROM PERFORMANCE SUPPORT

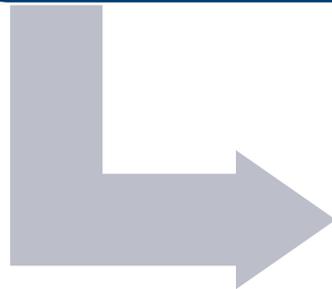
Performance Report

- Expected Growth
- Mastery
- Readiness



Needs Assessment & Corrective Action Plan

- ONE coherent plan
- Prioritize areas of focus rather than competing needs
- Focus on student outcomes



Intentionally Designed Support

- Tier I (Teaching & Learning Team)
- Tier II (prioritized options)
- Tier III (Office of School Quality)

SUPPORT FRAMEWORK

Challenges of Two Systems

1. Two reports signal different needs
2. Different systems require different supports
3. Bifurcation of team, funds, and support goals
4. Constantly assessing the problem versus tracking to solution

Coherent System

1. One tiered system of support
2. Focus on Support Framework
3. Allows for research-based supports for specific areas of need
4. Facilitates a regional network for sharing

ESSA State Plan

OVERVIEW

- Virginia's Every Student Succeeds Act (ESSA) State Plan provides additional detail regarding Virginia's school performance and support framework.
 - This plan is federally required, and every state submits an ESSA state plan.
 - As a reminder, the ESSA state plan will detail Virginia's new school performance and support plan as we are braiding the state and federal systems.
 - The ESSA state plan focuses on the changes for Year 1 of the school performance and support plan.
- Tomorrow, the Board will receive the ESSA state plan for first review and the plan will go to a 30-day public comment period.

ESSA STATE PLAN: UPDATES BASED ON BOARD DECISIONS

- 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

ESSA STATE PLAN: UPDATES BASED ON BOARD DECISIONS (WEIGHTING OF MEASURES)

- Updates were provided to the Weighting of Components and Indicators (Annual Meaningful Differentiation) for Year 1.
- In the ESSA State Plan, we provided a crosswalk to compare the weighting to the required ESSA indicators.
- The School Performance and Support Framework handout provides the weighting.

ESSA STATE PLAN: TECHNICAL EDITS OR SECTION WITH NO UPDATES

- Technical Edits or Alignment to Regulations
 - Identification of Schools: Aligned to Regulations and the inclusion of a planning year
 - 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

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:

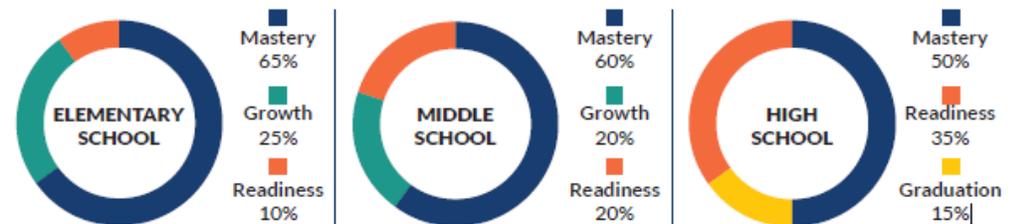
- Comprehensive Support = Full School Support
- Additional Targeted Support = Intensive Student Group Support
- Targeted Support = Student Group Support

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



SCHOOL PERFORMANCE AND SUPPORT FRAMEWORK: WEIGHTING

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>In year one, chronic absenteeism will be 10% as the performance task is created.</p>

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>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.</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>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).</p>
Graduation 15%	<ul style="list-style-type: none"> Federal Graduation Indicator (4-year adjust cohort rate): 15%

PERFORMANCE LEVELS

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 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 additional support from VDOE

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.

NEXT STEPS

1. First review of the ESSA state plan and vote on final regulations (Tomorrow)
2. Thirty-day public comment period for ESSA state plan (July – August)
3. Final vote of ESSA state plan and submitted to USED (late August)
4. Regulations finalized (September)