Agenda

6:05 **State Accreditation and School Performance and Support Framework**

- Dr. Tim Neall, Director of Research, Assessment, and Data Services

6:50 **Break**

7:00 **Update on Virginia Standards of Learning (SOL)**

- Dr. Paul Parker, Supervisor of Testing

7:25 **Break**

7:30 **Flexible Options for Credit**

- Dr. Ashley Cramp, Director of Student Learning

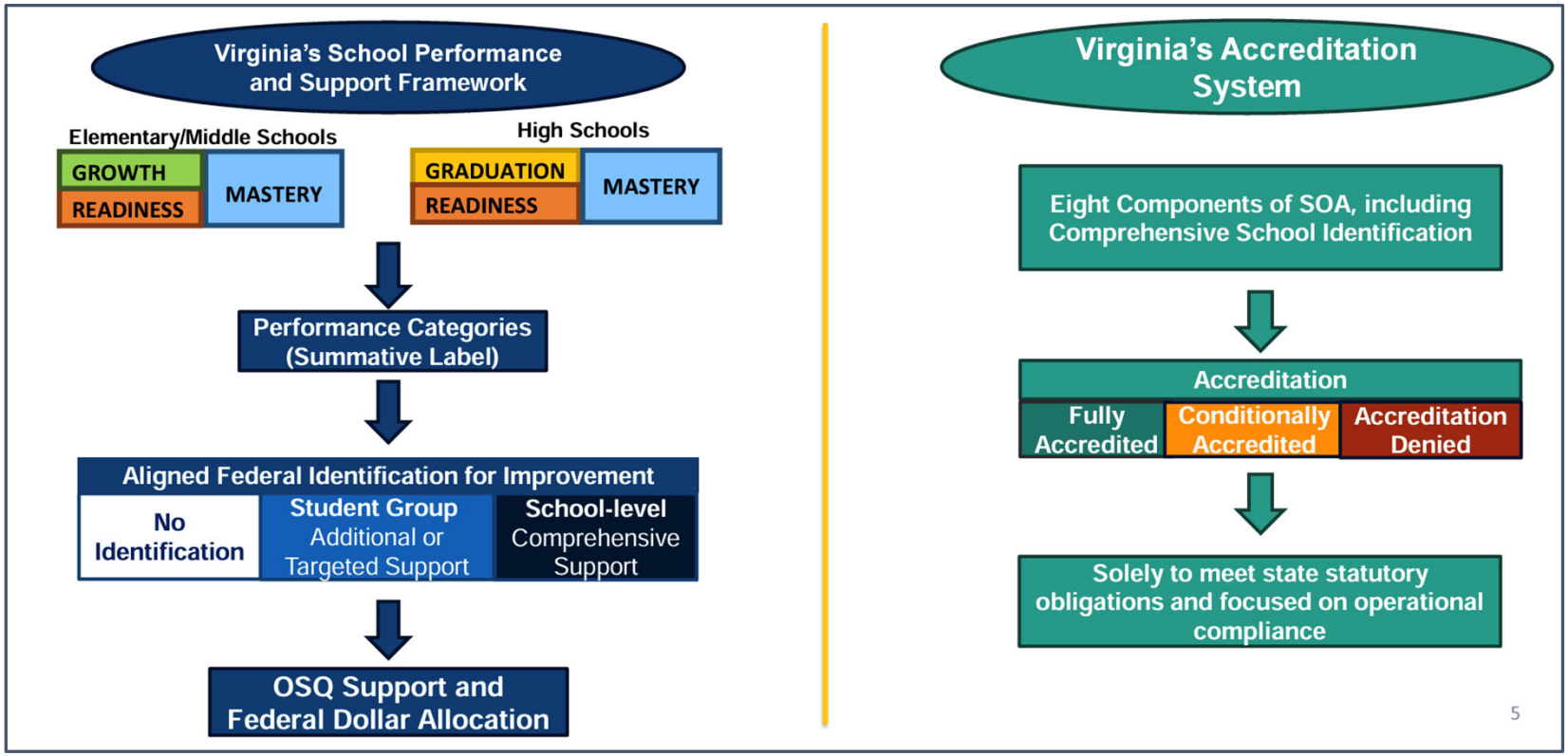
7:50 **Work Session for December Meeting**

- PWCS State of the Schools

8:00 **Closing & Adjourn**

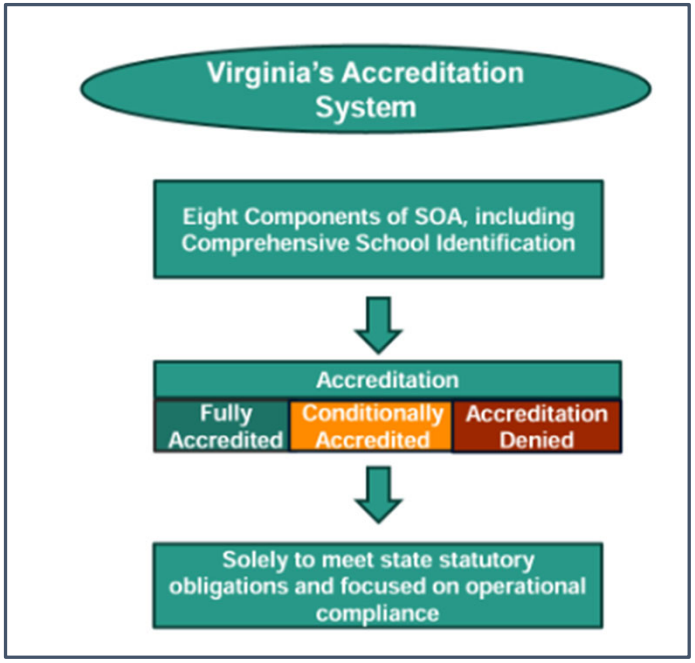
Accreditation and School Performance and Support Framework

Research, Assessment and Data Services
November 2026


Virginia's School Performance and Support Framework
Elementary/Middle Schools
GROWTH
READINESS
MASTERY
High Schools
GRADUATION
READINESS
MASTERY
Performance Categories (Summative Label)
Aligned Federal Identification for Improvement
No Identification
Student Group Additional or Targeted Support
School-level Comprehensive Support
OSQ Support and Federal Dollar Allocation
Virginia's Accreditation System
Eight Components of SOA, including Comprehensive School Identification
Accreditation
Fully Accredited
Conditionally Accredited
Accreditation Denied
Solely to meet state statutory obligations and focused on operational compliance
5

Accreditation

Accreditation System



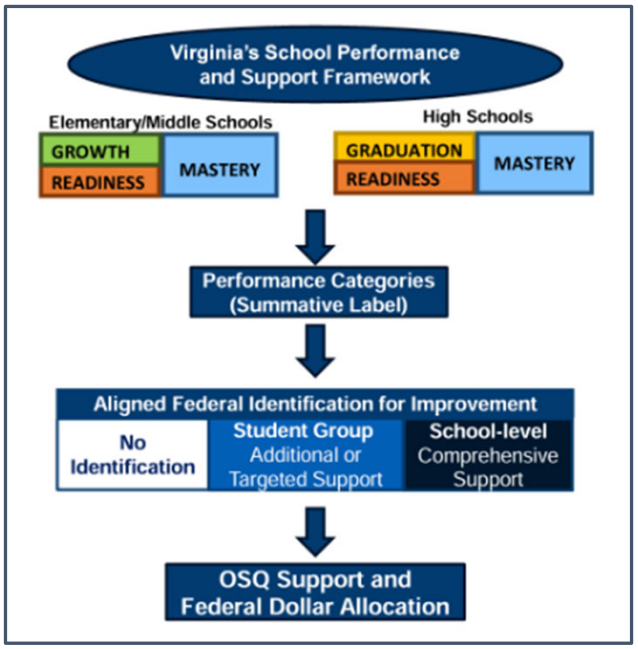
Accreditation is based on operations and compliance.

1. SOL-based curriculum & instruction
2. Instructional programming
3. History & writing content
4. Course offerings for graduation
5. Promotion/retention policies
6. Facilities/safety
7. Staffing requirements
8. Parental notification requirements

All PWCS Schools are **Fully Accredited** for SY2026-27.

School Performance and Support Framework

School Performance and Support Framework

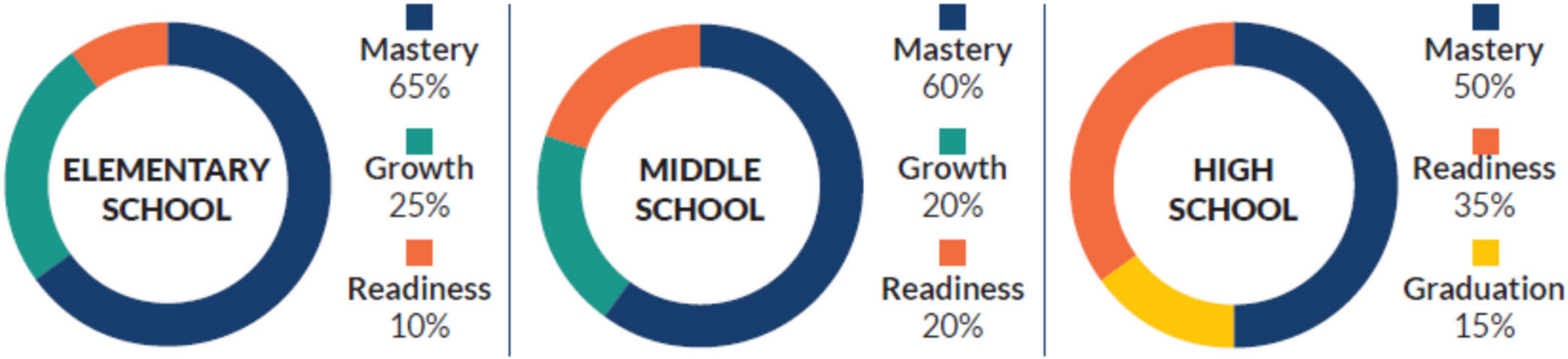


- Focuses on proficiency/mastery with different weighting and components for each level
- New Performance Categories
- Intended to be better aligned with federal accountability system

Performance Categories

Distinguished 90 points and above	**Meets Expectations** 80 to 89 points	**Approaching Expectations** 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 are meeting the state's expectations 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 expectations for growth, achievement, and readiness. Schools will receive additional support from VDOE.	Schools are significantly not meeting the state's expectations for growth, achievement, and readiness. Schools will receive more intensive supports (Tier 3) from VDOE.

Weighting of the Framework



Mastery

Elementary School

Mastery 65%	• Reading SOL (Standards of Learning) and VAAP: 22.5% • Mathematics SOL and VAAP tests: 22.5% • Science SOL and VAAP tests: 10% • English Learner Progress: 10%
Growth 25%	• Reading Growth: SOL and VAAP assessments: 12.5% • Math Growth: SOL and VAAP assessments: 12.5%
Readiness 10%	• Chronic Absenteeism: 10%

Middle School

Mastery 60%	• Reading SOL (Standards of Learning) and VAAP: 20% • Mathematics SOL and VAAP tests: 20% • Science SOL and VAAP tests: 10% • English Learner Progress: 10%
Growth 20%	• Reading Growth: SOL and VAAP assessments: 10% • Math Growth: SOL and VAAP assessments: 10%
Readiness 20%	• Chronic Absenteeism: 10% • Advanced Coursework: 10%

High School

Mastery 50%	• Reading SOL (Standards of Learning) and VAAP: 15% • Mathematics SOL and VAAP tests: 15% • Science SOL and VAAP tests: 10% • English Learner Progress: 10%
Readiness 35%	• Chronic Absenteeism: 5% • 6-Year Extended Year Graduation Rate with Applied Studies: 5% • Reading for Life 3E Framework: 25%
Graduation 15%	• Federal Graduation Indicator (4-year adjusted cohort rate): 15%

Weighted Mastery Index

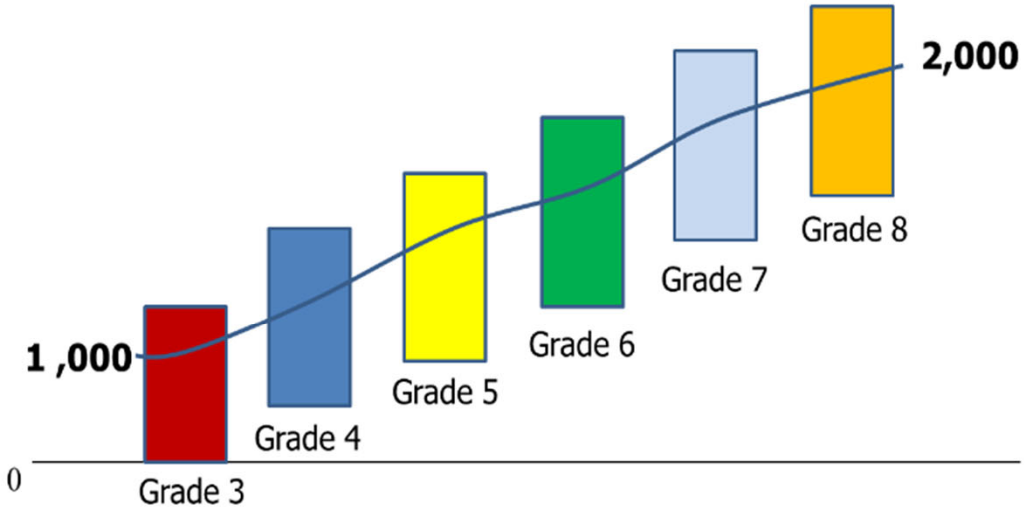
Students receive points based on their performance level on the SOL tests.

- Pass Advanced scores receive more than one point.
- Pass Proficient scores receive one point.
- Basic or below basic scores receive less than one point.
- Approaching—Point values are unknown

Math Science Reading

Growth

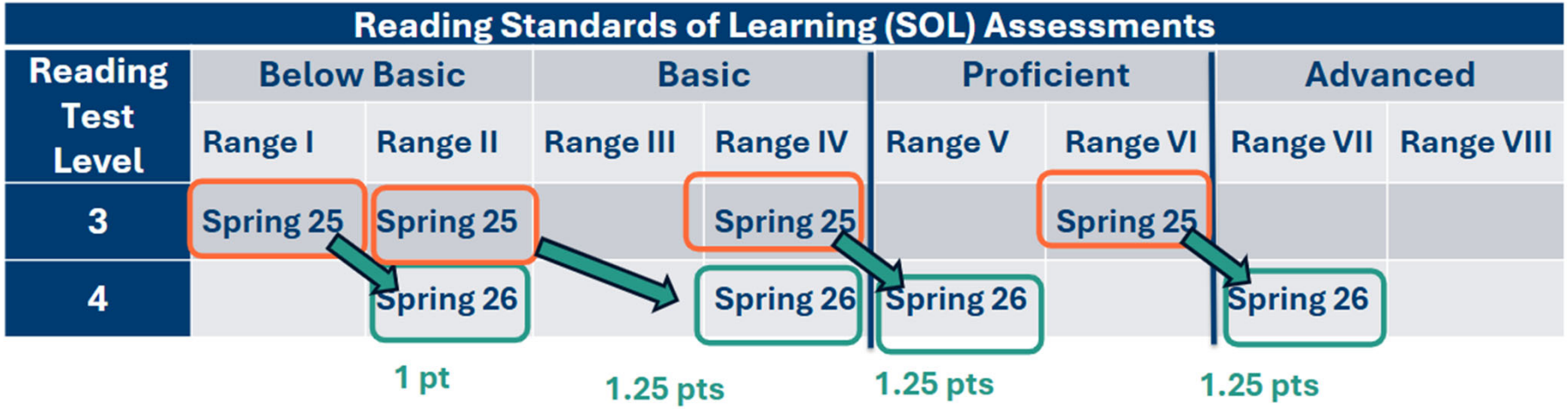
- A vertical scale allows for the reporting of scores across SOL tests and can be used to measure student growth along the scale and is more sensitive measure than progress tables that use performance levels.
- Growth is based on comparing a student's performance to their own previous performance.
- Expectations for growth can be defined so that teachers and students know what is needed at the beginning of the year.



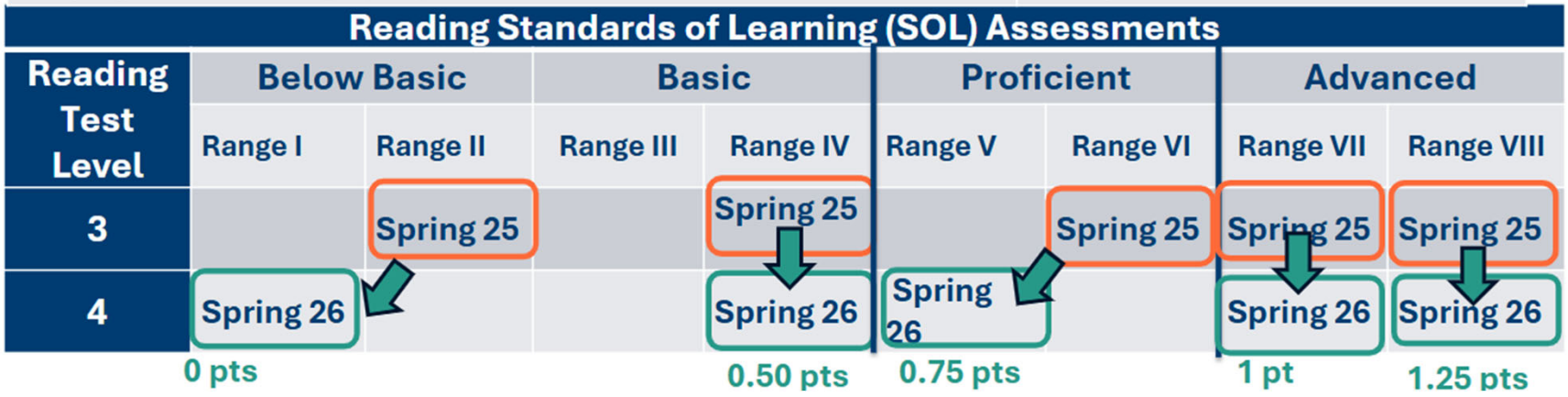
Criteria for Growth using Year over Year Ranges

Advancing Ranges and Staying in Range VIII

Criteria	Point Values
Advancing 1 Range	1 point
Advancing 2 or more Ranges	1.25 points
Advancing from Range I-IV to Range V-VIII	1.25 points
Advancing from Range V-VI to Range VII-VIII	1.25 points



Criteria	Point Values
Moving back one or more Ranges (Ending Range I-IV)	0 points
Moving back one or more Ranges (Ending Range V-VII)	0.75 points
Staying in the same Range (I-IV)	0.50 points
Staying in the same Range (V)	0.75 points
Staying in Same Range (VI-VII)	1 point
Staying in Same Range (VIII)	1.25 points



3E Readiness

3E Readiness

The Three "E" Readiness Framework: Enrollment, Employment, **AND** Enlistment

ENROLLMENT (Post Secondary)

1.25 points	1 point	0.75 point	0.5 point
Earning an **associate's degree**	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	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	**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.

EMPLOYMENT

1.25 points	1 point	0.75 point	0.5 point
CTE completer* who earned a state approved industry recognized credential in a **high-demand** field as defined by VOEE** and completed a high-quality work-based learning experience as defined by the Board	CTE completer who earned a state approved industry recognized credential in a **high-demand** field as defined by VOEE or CTE completer who earned a state approved industry recognized credential and completed a high-quality work-based learning experience as defined by the Board	CTE completer who earned a state approved industry recognized credential as defined by the Board	CTE completer who completed a high-quality work-based learning experience as defined by the Board

* A CTE completer is a student who has met the requirements for a CTE concentration (sequence) and all requirements for high school graduation, or an approved alternative education program.

** Virginia Office of Education Economics (VOEE)

About the Index

ENLISTMENT

1 point

AFQT (ASVAB) score of 65 or higher (This score is equivalent to careers in employment component)

0.75 point

AFQT (ASVAB) score of 50-64 (This score is equivalent to careers in employment component)

0.5 point

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.

FEDERAL DESIGNATIONS

Federal identification focuses support and improvement attention.

CSI

Comprehensive Support and Improvement

Identified every three years using statewide criteria, including the lowest-performing 5% of Title I schools and certain graduation-rate criteria.

TSI

Targeted Support and Improvement

Identified annually when one or more student groups meet Virginia's definition of underperformance.

ATSI

Additional Targeted Support and Improvement

Identified every three years from prior-year TSI schools that continue to have one or more underperforming student groups.

Federal Identification lowers the Performance Category one level.

F.A.Q

- **Supporting Schools:** Strategic Planning and Continuous Improvement takes the lead in offering additional supports to schools.

- **SOL Scores**: No impact on accreditation but a major component of the SPSF. If schools are Federally Identified as needing additional support, funding is available. Changes in the cut scores will have an impact on the SPSF Mastery Scores.

- **Opting out of testing**: Technically, no students opt out of testing, but rather it's a parent refusal. These count as fail scores.

- Curious about your school, visit the VDOE School Quality Profile Page

Break time!

Update on Virginia Standards of Learning (SOL)

Dr. Paul Parker, Supervisor
Data Science and Assessment
November 2026

Introduction

- The Virginia Board of Education (VBOE) recently updated performance standards (Pass Proficient and Pass Advanced) for the reading and math Standards of Learning (SOL) tests.
- Virginia is aligning reading and math SOL performance standards with NAEP expectations.
- Students are currently being assessed using Virginia's recently adopted academic standards.
  - What is changing now is the level of performance in those academic standards required to be classified as proficient.
- This transition is intentionally phased over four years (6 years for EOC Reading) to lessen the impact of higher cut scores.
- As the benchmarks rise, pass rates have the potential to decrease even when student learning and performance are comparable to prior years.

Key Takeaway: A change in an SOL performance level does not automatically mean a student learned less.

Transition to a New Standard

What is a cut score?
A cut score is the minimum score a student must earn to reach a particular achievement level.

Pass / Approaching

TEMPORARY TRANSITION LEVEL

- Temporary category
- Counts as passing during the phase-in
- Performance is below new benchmark
- Increases each year

Pass / Proficient

NEW PROFICIENCY BENCHMARK

- Represents Virginia's new proficiency benchmark
- Remains the proficiency target after the transition
- Becomes the required passing level after the phase-in

End-of-Course Reading follows a longer implementation schedule.

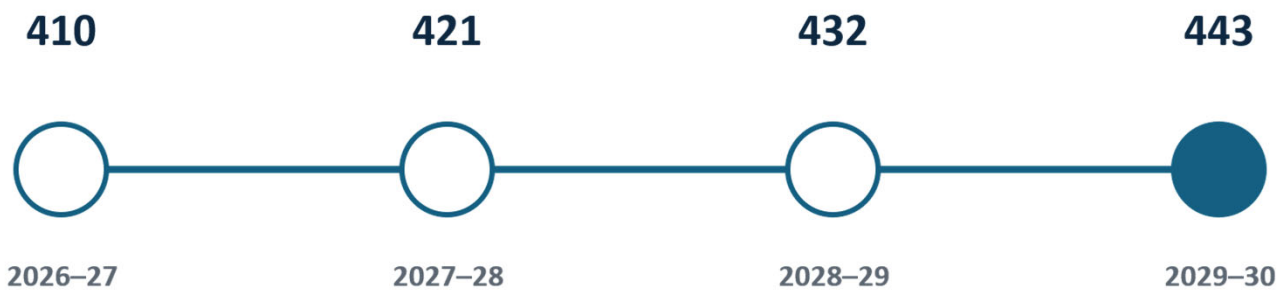
Grade 3 Math Implementation Schedule

Year	Fail/Below Basic	Fail/Basic	Pass/Approaching	Pass/Proficient	Pass/Advanced
2025-2026	0-341	342-399	-	**400***-499	500-600
2026-2027	0-375	376-409	**410***-442	443-520	521-600
2027-2028	0-375	376-420	**421***-442	443-520	521-600
2028-2029	0-375	376-431	**432***-442	443-520	521-600
2029-2030	0-375	376-442	-	**443***-520	521-600

*Indicates the passing score for a respective assessment cycle.

Grade 3 Math Example

Minimum score that counts as passing



Virginia is phasing in the higher passing benchmark rather than implementing the full increase at once.

The full Grade 3 Mathematics proficiency benchmark is 443.

Key Considerations

- Updated performance standards may necessitate recalibrating certain components of Elevate 2030 and school improvement plans.
- A decreased pass rate may reflect higher standards rather than declining student achievement.
- We recommended to our schools that they monitor year-over-year trends using achievement levels, scaled scores and growth.
- New cut scores may have an impact on school accountability calculations and ratings.
  - The School Performance and Support Framework (SFSF) awards points for Mastery and Growth based on the distribution of student performance across achievement levels.
  - Virginia's federal plan includes annual accountability targets based on the percentage of students scoring *Pass Proficient* or higher.
  - Because both systems rely on achievement levels, the revised standards will likely require both systems to be revisited.

Other SOL Testing Changes Families May Notice

- Beginning with the 2026-27 school year, all SOL tests and local alternative assessments (mandatory and permissive) must be reported on a 100-pt scale.
- Beginning with the 2026-27 school year, grades 7-12 SOL testing cannot begin until the last 2 weeks of the semester or school year.
  - *Allows for additional instructional time in advance of testing*
- Remediation and expedited retakes will be made available to eligible students during the same 2-week window.
- State law includes a future requirement for SOL results to factor into grades for certain grades 7-12 students.
- Note: Virginia does not provide for a statutory “opt-out” of SOL testing.

Three Things to Remember

1

Virginia has raised the proficiency benchmark.

Students may receive a different performance classification even when their underlying achievement is similar.

2

Pass / Approaching provides a transition.

It temporarily counts as passing while Virginia phases in the higher benchmark.

3

Look at the whole picture.

SOL results are most useful when considered with growth, classroom performance, and teacher feedback.

Questions? Please contact your child's school.

Break time!

Flexible Credit Options

SACI
Dr. Ashley Cramp
Director of Student Learning
November 12, 2026

PWCS
PRINCE WILLIAM COUNTY PUBLIC SCHOOLS
LAUNCHING THRIVING FUTURES

Elevate 2030

Expanded opportunities for students are woven throughout Elevate 2030

- Commitment 1: Learning and Achievement for All
- Commitment 2: Positive Climate and Culture
- Commitment 3: Family and Community Engagement
- Commitment 4: Organizational Coherence



Regulation 681-4

Options for Credit:

- Virtual Prince William Regulation 630-3: Virtual High School
- Virtual Virginia
- Work-Based Learning Regulation 662-2: Graduation- Credits for Work-Based Learning Opportunities
- World Languages Credit-by-Assessment Regulation 662-6: World Languages Credit-by-Assessment
- Multidivisional Online Providers **MOP**
- Virginia Council for Private Education **VCPE**
- Alternative Accredited Providers
- Waiver of 140 Clock Hours
  - Alternative computer-based programs (Edmentum)
  - Achievement via national or international assessment

Alternate Providers

Multidivisional Online Providers MOP

- VDOE approves providers
- Each provider has approved courses from VDOE – check each MOP at the link above for their approved course list

Virginia Council for Private Education VCPE

- VCPE site has provider list
- Students can earn credit through providers listed on the site found at the link above

Alternative Accredited Providers

- There are many other **accredited** providers across the country
- Students may be able to earn credit through these providers

140 Clock Hour Waiver

Normally, a credit requires a minimum of 140 hours of class time.

Virginia Department of Education does provide for a waiver of the 140 clock hours in certain situations

Student Eligibility:

- Students enrolling in school after the 20th clock hour of instruction has been completed and cannot meet 140 clock hours of instruction.
- Students taking a course for a second time for the purpose of credit recovery.
- Students enrolling in a course to meet their on-time graduation target.
- Students with other extenuating circumstances as verified by the principal or designee.

140 Clock Hour Waiver

Waiver of 140 Clock Hours

- Alternative Computer-Based Programs offered by the division, not including VPW
  - Edmentum
  - During year and summer
  - New credit (accrual) or previously failed class (credit recovery)
  - SOL test required if applicable

- Achievement via national or international assessment

Key Considerations

- Each situation and each child is unique
  - For majority of students/situations, in-class instruction during the school day provided by PWCS is best option.
- Consider additional demands if a student wants to pursue additional coursework
- Each provider has different courses available, approved, or that may be approved
- Will my child do well learning mostly online?
- Discuss your child's situation with the counselor to determine options and best fit
- Courses may not be NCAA eligible
- Any costs associated with courses are student/family responsibility
- **Prior approval** is required and forms to obtain approval are included in the regulation

Who to Contact

Your child's school counselor

- Start here to talk through options and find the best fit for your child
- Your counselor can help with course approval and the required forms



Next Meeting:
December 10, 2026

- PWCS State of the Schools
  - Dr. LaTanya D. McDade, Superintendent of Schools

Closing and Adjournment