School and Division Support for Student Success

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Strengthening the Approach to Support Success

If we use quantitative and qualitative data to identify strengths and challenges in student learning, then we can align and target evidence-based supports that measurably improve student outcomes.

Statewide Approach to Improvement is Focused, Collaborative, and Built to Last

- **Data Informed Decisions** – Support is grounded in data and student outcomes.
- **Customized for Success** – Support is tailored to the unique strengths and needs of students in each school and division.
- **Effective Practices** – Support is focused on the most impactful, evidence-based practices that lead to measurable gains in student achievement.
- **Sustainable Structures** – Support is designed to build capacity and create lasting improvement.

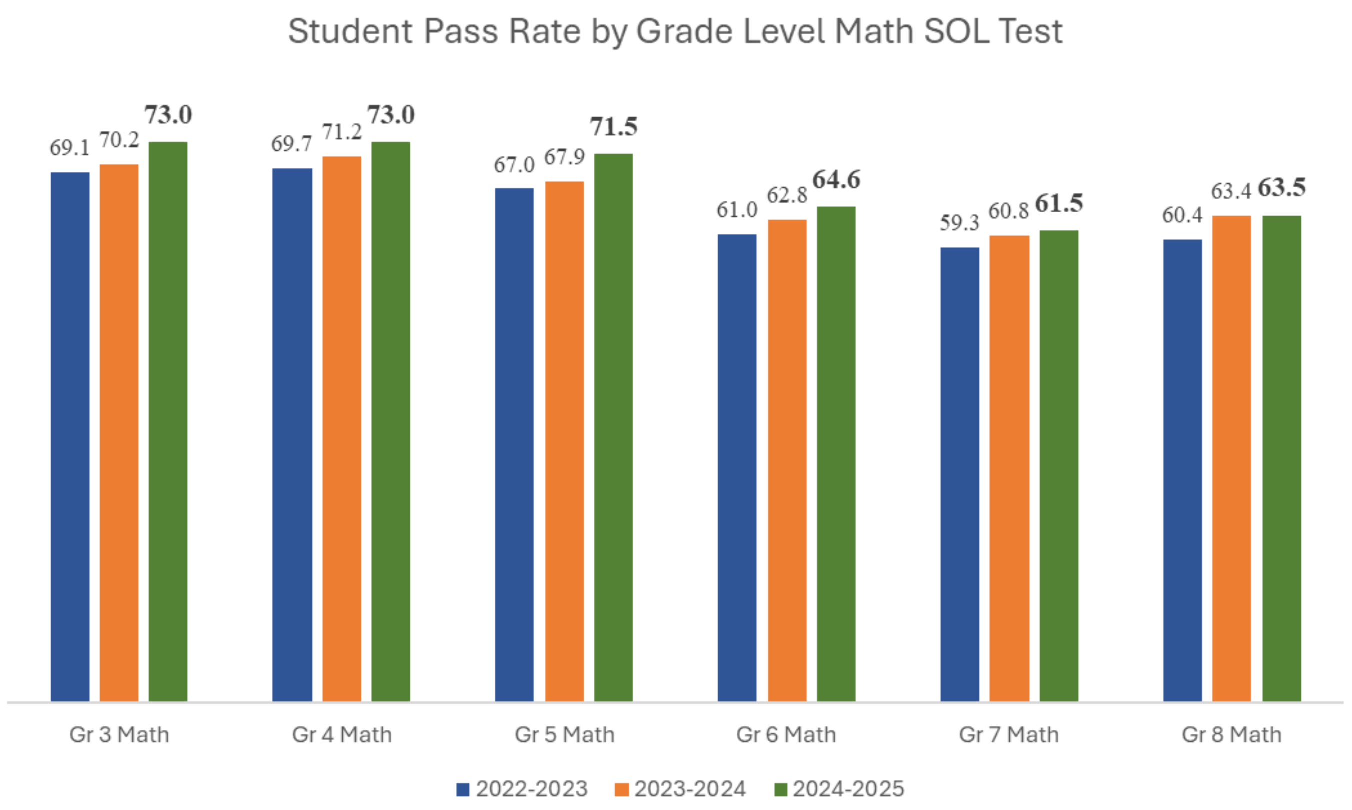
Data Informed Decisions – Support is grounded in data and student outcomes.

Assessment Data Informs Improvement

- Local assessment data – leading indicators that inform immediate instructional modifications.
- State assessment data – lagging indicators that inform long-term planning.
- Outcomes of **both** local and state assessments can be used to **improve teaching and learning**.

The statewide approach to improvement will support schools and divisions in **using assessment data** to **inform instruction and interventions** that improve **student outcomes.**

Aggregate Data Supports the “Big Picture” Analysis of Student Performance

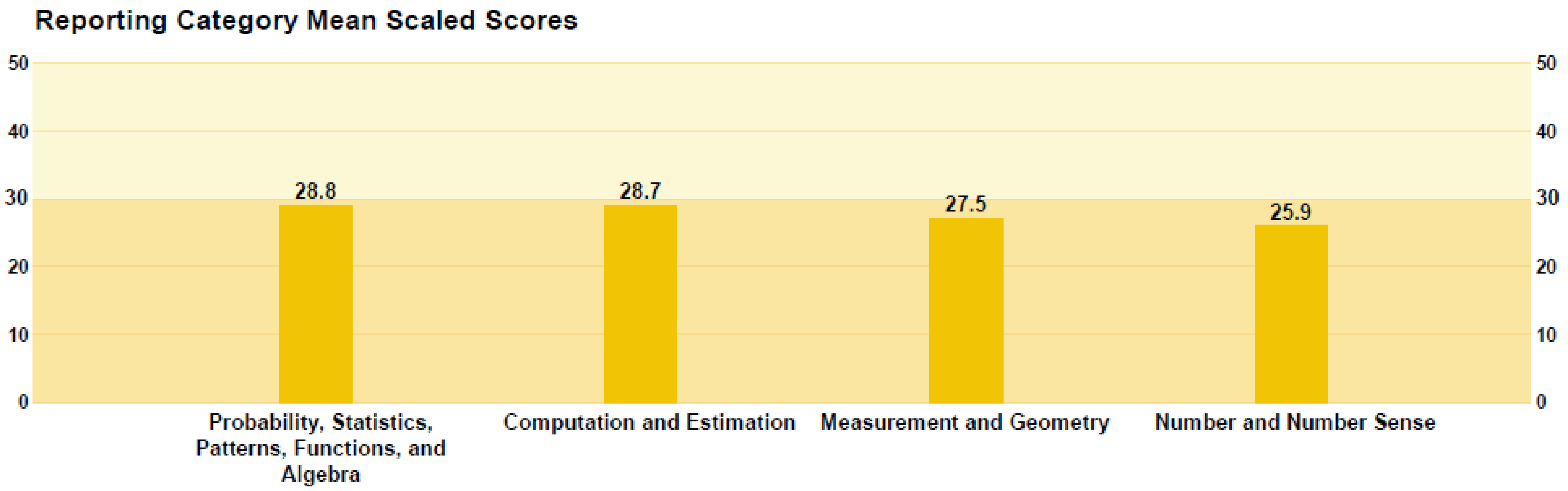


Analyzing aggregate statewide pass rates alone is not enough to inform school improvement.

Deeper Statewide Data Analysis:

Which overarching skills or standards are challenging for students statewide?

Mean scaled scores show how well students statewide performed on a set of related content or skills.



Each SOL test is divided into reporting categories that represent related content or skills. Reporting category mean scaled scores range from 0 to 50. A reporting category mean scaled score of 40 or above indicates a potential area of strength for students in the state who attempted this test. A reporting category mean scaled score below 30 indicates a potential area where students may benefit from additional instruction.

Reporting Category - Group of related skills or standards

Mean Scaled Score – Average performance of a group

Deeper Statewide Data Analysis:

Where are students facing challenges and where are they excelling?

Form: M--15
Core: 1
Level: EOC
[redacted]

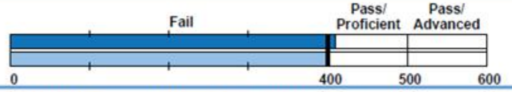
*School Detail by Question Summary Report**

Spring 2025

Virginia Standards of Learning (SOL) Assessment Program

ALGEBRA 1 (2023 SOL)

Number of Tests: 68
Test Mean Scaled Score: 408.9
Test Median Scaled Score: 401.0



The item descriptors and levels of difficulty for the test questions presented on this Algebra 1 (2023 SOL) test are grouped by reporting category and shown below.

H Item difficulty level is high.
M Item difficulty level is medium.
L Item difficulty level is low.

Reporting Category — **Expressions and Operations** — Mean Scaled Score: **31.5** Median Scaled Score: **31.0**

% Correct Sch	% Correct Div	Item Difficulty	Item Descriptor
28	31	M	Add, subtract, and multiply numeric square root and cube root expressions.
40	47	L	Translate between verbal and algebraic expressions.
43	45	M	Perform operations on polynomial expressions in one variable.
44	44	M	Use the laws of exponents to simplify an expression.
44	49	M	Translate between verbal and algebraic expressions.
46	51	L	Determine the product of a monomial and a polynomial.
50	52	M	Evaluate an expression given replacement values.
53	57	H	Simplify the cube root of a whole number.
53	54	M	Use the laws of exponents to simplify an expression.
57	57	M	Subtract polynomial expressions.
60	61	M	Multiply polynomial expressions.
60	52	L	Completely factor a polynomial.

Reporting Category — **Equations and Inequalities** — Mean Scaled Score: **30.7** Median Scaled Score: **30.0**

% Correct Sch	% Correct Div	Item Difficulty	Item Descriptor
22	26	M	Represent the solution to an inequality on a number line.
32	35	H	Find the algebraic solution to a quadratic equation.
37	45	M	Find solutions to a system of inequalities.
41	44	M	Solve a literal equation for a variable.
41	47	M	Graph a system of inequalities.
41	47	M	Determine the number of solutions to a linear equation in one variable.
41	51	L	Represent a contextual situation algebraically.
43	48	L	Create and/or solve a system of two linear equations to represent a contextual situation.
44	48	M	Find the algebraic solution to a multistep inequality.
46	49	M	Determine solution(s) to a system of two linear equations.
47	53	M	Find the solution to a multistep linear equation.
47	48	L	Find the solution to a quadratic equation modeled by a contextual situation.
47	53	L	Find the solution to a system of two linear equations modeled by a contextual situation.
56	59	L	Find the algebraic solution to a quadratic equation.
56	63	L	Create a system of two linear equations to represent a contextual situation.
57	53	M	Find the solution to a multistep linear equation.
68	67	M	Find the algebraic solution to a quadratic equation.

Reporting Category (continued) — **Functions and Statistics** — Mean Scaled Score: **30.9** Median Scaled Score: **29.0**

% Correct Sch	% Correct Div	Item Difficulty	Item Descriptor
34	31	M	Determine the equation of a line parallel or perpendicular to a given line.
37	41	L	Determine a representation of a function presented in another format.
37	47	L	Identify graph that best represents a given linear equation.
38	36	M	Determine the graph of a function given its zeros.
38	48	M	Complete a relation to create a function.
40	40	M	Determine whether a relation is a function.
40	44	M	Determine the exponential equation given a graph of the function.
41	42	M	Describe transformations defined by changes to slope and/or y-intercept.
46	39	M	Find the curve of best fit for a set of data.
47	53	L	Determine an equation given the slope and a point on the line.
50	45	L	Determine a zero of a given function.
59	60	L	Generate the slope-intercept form of a line given two points.
60	61	L	Calculate value of function given an element of its domain.
74	74	L	Determine the x- and/or y-intercepts of a function presented algebraically.

Divisions and schools can access a *School Detail by Question Summary Report* for a detailed look at data.

Deeper Division and School Level Data Analysis:

Where are students facing challenges and where are they excelling?

Reporting Category **Expressions and Operations**			Mean Scaled Score: **31.5** Median Scaled Score: **31.0**
% Correct		**Item**	
Sch	**Div**	**Difficulty**	**Item Descriptor**
28	31	M	Add, subtract, and multiply numeric square root and cube root expressions.
40	47	L	Translate between verbal and algebraic expressions.
43	45	M	Perform operations on polynomial expressions in one variable.
44	44	M	Use the laws of exponents to simplify an expression.
44	49	M	Translate between verbal and algebraic expressions.
46	51	L	Determine the product of a monomial and a polynomial.
50	52	M	Evaluate an expression given replacement values.
53	57	H	Simplify the cube root of a whole number.
53	54	M	Use the laws of exponents to simplify an expression.
57	57	M	Subtract polynomial expressions.
60	61	M	Multiply polynomial expressions.
60	52	L	Completely factor a polynomial.

VDOE will use the *Detail School by Question Summary Report* to **customize support** for specific schools and divisions.

Statewide Data Analysis Informs Tailored Support to Schools and Divisions

- Professional learning is **tailored to help** educators improve student performance on **specific content and skills**.
- Resources are developed to support **strengthening instruction** on **specific content and skills.**
- Data is shared with **educator preparation programs** to inform preparation experiences.
- Faculty from educator preparation programs are invited to **participate in statewide professional learning.**

Turning Data Reports into Results
Targeted Support for Educators and Families

Parents and Teachers can Access Detailed Reports

Reporting Category Number and Number Sense				Scaled Score 34
Item Difficulty				
H	M	L	Item Descriptor and SOL Measured	
	✕		‡ Compare and order whole numbers. (3.NS.2a)	
	✕		‡ Model fractions and mixed numbers. (3.NS.3a)	
	✕		‡ Compare values of sets of coins and bills and make change. (3.NS.4c)	
		✕	‡ Model fractions and mixed numbers. (3.NS.3a)	
	✓		‡ Read and write numbers with no more than six digits. (3.NS.1a)	
	✓		‡ Read and write numbers with no more than six digits. (3.NS.1c)	
	✓		‡ Compare and order whole numbers. (3.NS.2b)	
	✓		‡ Compare fractions using models, words, and/or symbols. (3.NS.3f)	
	✓		‡ Compare fractions using models, words, and/or symbols. (3.NS.3f)	
	✓		‡ Compare values of sets of coins and bills and make change. (3.NS.4d)	

Resources and Support will be Provided to Help Communicate Results and Education Options for Students

Navigating Candid Conversations with Families:
Teacher FAQ on ALL In VA

Guidelines for Conversations with Families

- **Encourage Questions:** An open exchange of information and ideas can improve a parent's understanding of their child's progress and the purpose of state testing. Encourage families to ask questions, even the challenging ones, as opportunities to build trust and clarity.
- **Prepare and Communicate Transparently:** Have clear, plain-language responses ready for common questions about changes to the SOLs and the ALL In VA initiative using the information provided in the FAQs below. This helps parents feel supported and reinforces the partnership between families and educators in helping every child thrive.
- **Approach Conversations with Curiosity:** The insights families share can offer valuable patterns and context that go beyond test scores. Listening with curiosity helps you understand each student's experience and tailor support accordingly.
- **Encourage Collaborative Partnerships:** Use the moment as an opportunity to help families partner with you to support student growth. You share a common goal of helping their child succeed.

FAQ: Academic Performance and Progress

Q: What does it mean that the SOL tests are "computer-adaptive"?

A: Explain that the SOL tests in reading and math adjust in real time to each student's learning level, which improves engagement and eases frustration. The difficulty level of the test shifts based on how the student answers. If they get a question right, the next one may be a bit harder so they get questions at or above their level; if they miss one, the test adjusts the rigor so they aren't stuck or frustrated.

Share that this approach provides a more accurate and engaging measure of what the student knows and can do without overwhelming them or giving them questions far below their ability.

August 2025 1

Family Supports

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Supporting Virginia's Families

Parents are a child's first teacher. They are the most important partners and champion a child's success in school and life. The Virginia Department of Education has gathered a collection of resources to help parents with important aspects of supporting their child's learning from home in math, reading, and science.

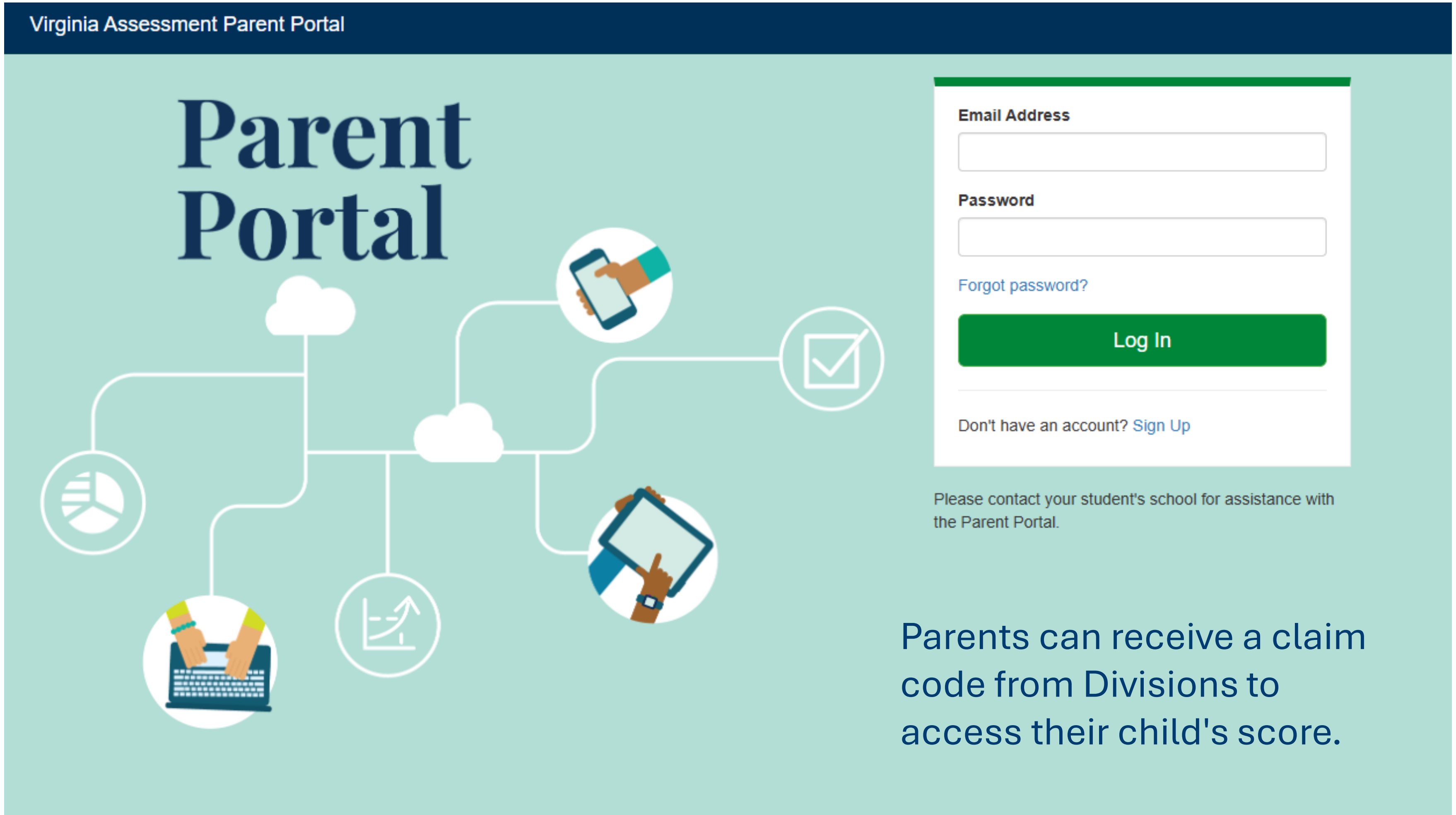
Establishing a strong Parent Teacher Partnership is an important first step in communicating with teachers. Parents can use the Parent Teacher Planning Tool for teacher conferences (available in English and Spanish) to discuss how their child is doing and what support they may need.

Students take tests throughout the year to show how they are progressing in their learning. Families can use literacy screener, English proficiency, growth assessments, and end-of-year test results to support learning at home, practice missing skills, or to advocate for additional help from school.

Lastly, an interactive roadmap just for parents gives a glimpse of how to prepare children on their journey from pre-k to college.

Reading	Mathematics	Science
Chronic Absenteeism	English Learners	Readiness
Removing Non-Academic Barriers		

Timely, Transparent Access to Student Data
SOL Results for Your Child in the Parent Portal



Parents can receive a claim code from Divisions to access their child's score.

https://va-results.pearsonaccessnext.com/login

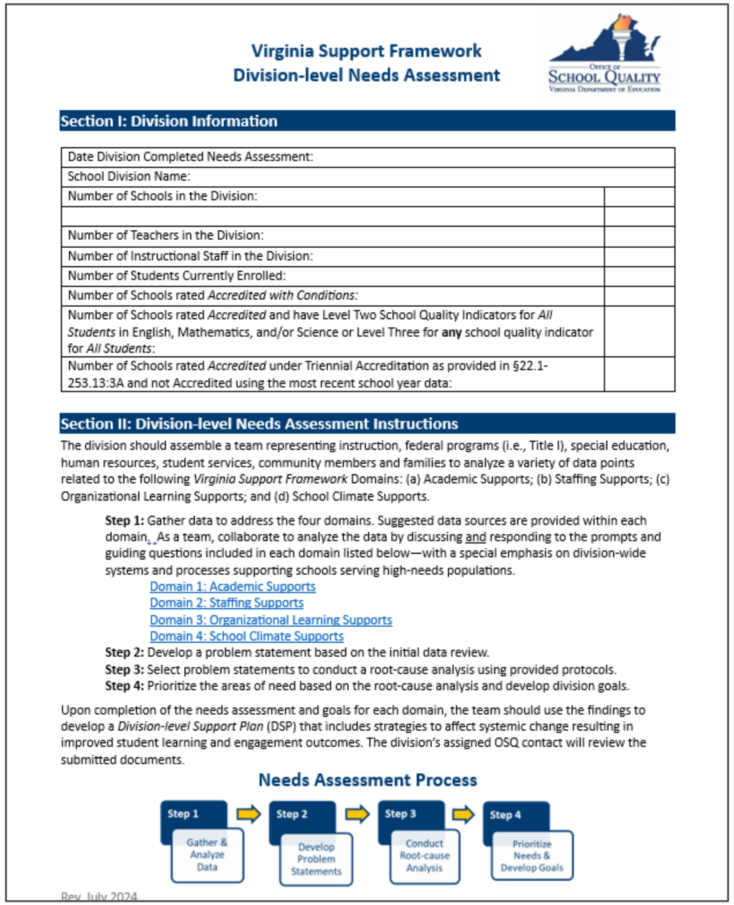
Customized for Success - Support is tailored to the unique strengths and needs of students in each school and division.

Focus on Strengths and Needs to Support Improvement

- New Office of Excellence and Best Practices
  - Elevate proven, evidence-based practices that improve academic achievement.
  - Identify and promote local innovation and replication of success.
- Revised needs assessment and monitoring process to strengthen focus on what matters most, **student outcomes**.

Streamline Needs Assessment Process

Current Process is Focused on the 4 Domains



Virginia Support Framework
Division-level Needs Assessment

Section I: Division Information

Date Division Completed Needs Assessment:	
School Division Name:	
Number of Schools in the Division:	
Number of Teachers in the Division:	
Number of Instructional Staff in the Division:	
Number of Students Currently Enrolled:	
Number of Schools rated *Accredited with Conditions:*	
Number of Schools rated *Accredited* and have Level Two School Quality Indicators for *All Students* in English, Mathematics, and/or Science or Level Three for **any** school quality indicator for *All Students*:	
Number of Schools rated *Accredited* under Triennial Accreditation as provided in §22.1-253.13:3A and not Accredited using the most recent school year data:	

Section II: Division-level Needs Assessment Instructions

The division should assemble a team representing instruction, federal programs (i.e., Title I), special education, human resources, student services, community members and families to analyze a variety of data points related to the following *Virginia Support Framework* Domains: (a) Academic Supports; (b) Staffing Supports; (c) Organizational Learning Supports; and (d) School Climate Supports.

Step 1: Gather data to address the four domains. Suggested data sources are provided within each domain. As a team, collaborate to analyze the data by discussing and responding to the prompts and guiding questions included in each domain listed below—with a special emphasis on division-wide systems and processes supporting schools serving high-needs populations.

- Domain 1: Academic Supports
- Domain 2: Staffing Supports
- Domain 3: Organizational Learning Supports
- Domain 4: School Climate Supports

Step 2: Develop a problem statement based on the initial data review.
Step 3: Select problem statements to conduct a root-cause analysis using provided protocols.
Step 4: Prioritize the areas of need based on the root-cause analysis and develop division goals.

Upon completion of the needs assessment and goals for each domain, the team should use the findings to develop a *Division-level Support Plan* (DSP) that includes strategies to affect systemic change resulting in improved student learning and engagement outcomes. The division's assigned OSQ contact will review the submitted documents.

Needs Assessment Process

Rev. July 2024

Shift

Revised process will focus **on why the school or division was identified** and **criteria to exit status.**

Example: For Comprehensive Support and Improvement (CSI) Schools identified for low-performance, there will be a focus on specific reading and math supports.

Stronger Collaboration with Divisions and Schools to Inform Support and Resources

- Explore flexibility within the Every Student Succeeds Act (ESSA) Plan .
- Revisit MOUs with Division Leaders to discuss supports and exit plan.
- Meet with leaders of Divisions with schools identified for Comprehensive Support and Improvement (CSI) and other federal designations to find out what is working, what is not, and how we can improve support.
- Engage in a comprehensive review of grants (application, monitoring, etc.) to ensure alignment to effective practices and to strengthen focus on raising student outcomes.

Effective Practices – Support is focused on the most impactful, evidence-based practices that lead to measurable gains in student achievement.

Build Capacity to Implement Effective Practices and Maximize Opportunities for Students

- **Context Matters** – Support will be provided in using data to identify and implement strategies and resources that reflect student and staff needs, strengths, and community context.
  - Example: Adopting HQIM is not solely about selecting from a pre-approved list of materials, it is about selecting HQIM that truly fit the school's context and drive student achievement.

- **Maximize Opportunities for Students**
  - Additional School Days
  - Seat Time Flexibility and Flexible Instruction Time
  - Advanced Course Options
  - Revised Teacher Roles
  - Virtual Learning
  - Reimagine how School Space and Instructional Time is Used
  - Public Microschools, Laboratory Schools, Governor's Schools etc.

Next Steps

- Analyze state assessment data to pinpoint focus areas for professional learning and resource development.
- Revise the needs assessment, monitoring, reporting, and grant process to strengthen focus on student outcomes.
- Partner with school divisions, higher education, business, and others to inform support.
- Strengthen partnerships with schools and divisions identified for state support (MOU, CSI, etc.)

State support is focused on creating sustainable structures to build capacity and create lasting improvement.