



COMMONWEALTH of VIRGINIA

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August 1, 2026

The Honorable Barbara A. Favola, Chair
Senate Education and Health Committee
201 North 9th Street, Room 509
Richmond, VA 23219

The Honorable Sam Rasoul, Chair
House Education Committee
201 North 9th Street, Room 1107
Richmond, VA 23219

Dear Chairs Favola and Rasoul:

Please accept the Virginia Department of Education's Comprehensive Plan and Timeline for Consideration and Implementation of Updates to the School Performance and Support Framework pursuant to [House Bill 643](#).

That the Department of Education (the Department) shall develop a comprehensive plan and timeline to facilitate the Board of Education's work to consider and implement changes and improvements to the School Performance and Support Framework, including those changes and improvements described in the first enactment of this act. Such plan and timeline shall also include information regarding how the Department will make preliminary results for each public school for the immediately preceding school year available to each local school division prior to the start of the following school year, including, for each public school in the local school division, the anticipated (i) federal identification status and (ii) preliminary school performance label. Such plan and timeline shall be submitted to the Chairs of the House Committee on Education and the Senate Committee on Education and Health by August 1, 2026.

HB 643 requires the Department to submit a comprehensive plan and timeline for facilitating the Board of Education's consideration and implementation of updates to the School Performance and Support Framework, including specific recommendations brought forward by the Joint Legislative Audit and Review Commission (JLARC) in its December 2025 [report](#). The

Department's plan and timeline also describes how the agency will make preliminary school-level results available to Virginia school divisions before the start of the following school year, including anticipated federal identification status and preliminary school performance labels.

This plan and timeline are informed not only by the Department's accountability experts, but also by JLARC's report on Virginia's K-12 school accountability system and the [Commonwealth Listening Tour](#) completed pursuant to Executive Order 4. Moreover, it reflects the Department's continued work to ensure that the Commonwealth's accountability system provides clear, timely, and actionable information to support school improvement.

If you have questions or require additional information relating to this plan and timeline, please contact Anne Hyslop, Deputy Superintendent of Assessment, Performance, and School Improvement at Anne.Hyslop@doe.virginia.gov.

Sincerely,

A handwritten signature in black ink, appearing to read 'Jenna Conway', with a stylized flourish at the end.

Jenna Conway
Superintendent of Public Instruction

CC: Secretary of Education, Dr. Jeffery O. Smith

Updating the School Performance and Support Framework

HB 643 Plan and Timeline

August 1, 2026



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House Bill (HB) 643 (2026) directs the Virginia Department of Education (VDOE) to develop a comprehensive plan and timeline to facilitate the Board of Education's work to consider and implement [changes](#) to the School Performance and Support Framework (SPSF) recommended by the Joint Legislative Audit and Review Commission (JLARC).

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Executive Summary

Charge of HB 643

Under HB 643, the Virginia Department of Education shall:

- “Develop a **comprehensive plan and timeline** to facilitate the Board of Education's work to **consider and implement changes and improvements to the School Performance and Support Framework...**” *
- “Such plan and timeline shall also include information regarding how the Department will **make preliminary results for each public school for the immediately preceding school year available to each local school division prior to the start of the following school year**, including, for each public school in the local school division, the anticipated (i) federal identification status and (ii) preliminary school performance label.”
- “Such plan and timeline shall be **submitted to the Chairs of the House Committee on Education and the Senate Committee on Education and Health by August 1, 2026.**”

*Many of the changes to the SPSF that are under consideration align with those outlined in the [2025 report](#) on Virginia's K-12 school accountability system from JLARC.

SPSF Changes for Consideration

HB 643 requires the Board to consider 10 recommendations for the SPSF – which fall into 3 categories – Indicator, Regulatory, and Overall Design.

- Important note: most overall design changes cannot occur until after indicator and regulatory changes.

Indicator Changes

Considerations that change how individual indicators are measured and weighted

- (3): Update the **Mastery Index** that measures student performance on reading, math, and science assessments
- (5) and (6): Strengthen the **3E Readiness indicator** to improve rigor and quality of measures for high school students' preparation for future enrollment, employment, and enlistment
- (7): Revisit the **English Learner (EL) Progress indicator** to ensure how the SPSF measures student's growth in English language proficiency (ELP) is consistent with other indicators
- (9): Ensure **recently arrived ELs** are included fairly in mastery and growth components

Regulatory Changes

Considerations that require changes to regulations

- (2): Update how **federal identification for school improvement** affects a **school's performance category**
- (4): Rebalance the overall weight of the **growth component versus proficiency** (mastery)

After indicator changes and regulatory changes are enacted, overall design changes can be accomplished.

Overall Design Changes

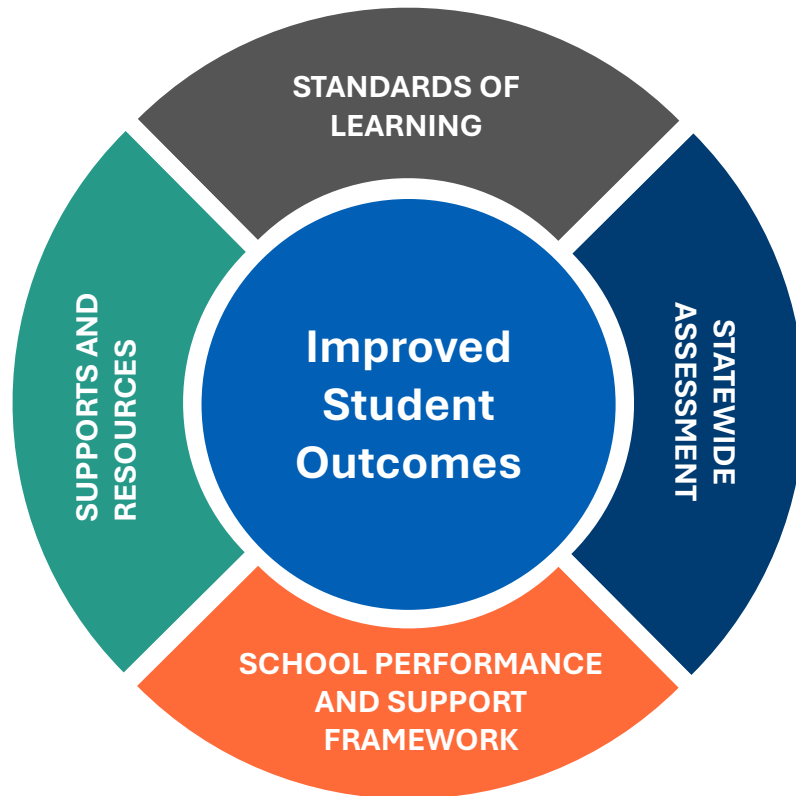
Considerations that impact the SPSF as a whole

- (1): Develop new **school performance category terms**
- (4): Rebalance the overall weight of the **growth component versus proficiency** (also requires regulatory change)
- (8): Redistribute the **weight of the EL progress indicator**, if missing, more fairly
- (10): Recalibrate **scoring thresholds between school performance categories**

Measurement as Foundation for Improvement

Virginia's students are as capable as any in the nation and have high aspirations.

Helping students achieve these aspirations requires a measurement and improvement system where each **interdependent component** works together to improve school and **student outcomes**. HB 643 can help strengthen a key component of this system.



Standards of Learning

Sets high expectations for what students should know and be able to do and serves as the basis for student assessments.



Statewide Assessment

Measures how well students meet the high expectations in our standards, highlighting strengths and identifying gaps.



Supports and Resources:

Prioritizes students, educators, and schools needing improvement and the most support to meet high expectations.



School Performance and Support Framework

Measures how well schools support students to meet our high expectations and identifies schools needing support to guide targeted resources that lead to student improvement.

Revised SPSF Improves Student Outcomes

The SPSF, when fully revised in response to HB 643, will provide clear and consistent performance information to drive support and improvement for divisions, leaders, educators, families, and – most importantly – students. To ensure impact, [HB 924 \(2026\)](#) requires the Board and VDOE to administer an effective school improvement program for schools in greatest need.



Division leaders will direct more effective and better targeted support to schools with a clearer understanding of specific areas of need.



Principals and other school leaders will direct support to teachers based on clearer measures of student performance towards meeting high expectations in key areas, like mastery and readiness.



Teachers will support students based on clearer information on their performance towards meeting high expectations and where they need the most support.



Parents and families will support students based on a clearer understanding of how their school is performing and their growth areas towards meeting high expectations.



Students will receive a clearer picture of their progress towards higher expectations and receive the support they need to close gaps in key areas.



State policymakers will use this information to inform strategies to continue strengthening Virginia's K-12 education system over the coming years and ensure all students, but especially those furthest from opportunity, receive the support they need to meet Virginia's high expectations.

VDOE's Approach to Implementing Changes

VDOE will follow a clear and consistent path for implementing HB 643 changes:

Prepare

VDOE models how a proposed change would affect schools and divisions using real data, gathers feedback from divisions, schools, educators, and families, and brings a data-informed recommendation to the Board.



Preview

When the Board approves a change to the SPSF, VDOE models its impact using real data and shares that analysis with schools and divisions, so they see how it might affect them before it ever counts.



Implement

Following approval and previewing any SPSF changes to the field, VDOE will implement changes to the SPSF and continue providing supports for the field to ensure SPSF results drive meaningful improvement and set high expectations for students, educators, schools, and divisions.

Additional Context for Considerations

As noted in JLARC report, VDOE and the Board should account for the following as SPSF recommendations are considered:

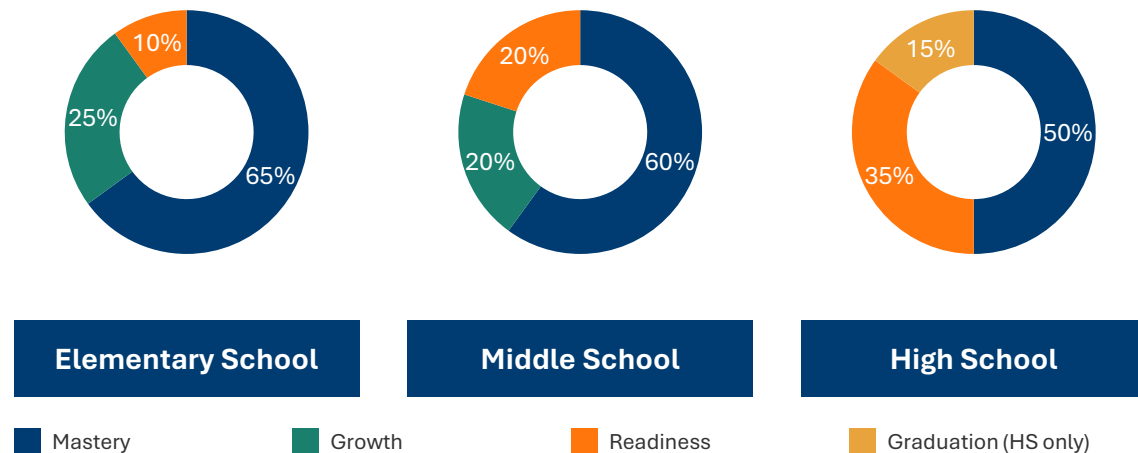
- 1. Changes to the SPSF must account for SOL test changes, including cut score increases.** Up to 90% of the SPSF results are based on SOL test results so major changes to cut scores (as set forth in the Board-approved [plan](#)) must be accounted for when implementing HB 643 recommendations.
- 2. Changes to the SPSF must be sequenced to allow for modeling with current data and must reflect actual results.** Failure to do so will result in skewed ratings that are not reflective of actual student experiences and risk reducing support to schools and students in greatest need.
- 3. New data and insights each year will necessitate flexibility and adaptability.** This plan reflects an initial timeline for HB 643 recommendations. With each year of additional SPSF data and feedback from the field, other changes will likely be needed to improve the SPSF.

Background and Context

What is the SPSF?

The SPSF is Virginia's system for measuring school performance and identifying areas of and schools in greatest need for improvement.

Each school earns a combined score from up to four weighted components...



Mastery: All SOL/VAAP test results in reading, math, and science and ELP progress

Growth: Expected versus actual learning growth in reading and math

Readiness: Absenteeism, advanced coursework, postsecondary readiness (varies by type)

Graduation: Four-year cohort rate (high school only)

...that places the school into one of four performance categories.

DISTINGUISHED	ON TRACK	OFF TRACK	NEEDS INTENSIVE SUPPORT
90+ points	80–89 points	65–79 points	Below 65 pts
Exceeding expectations. Serves as a model for other schools.	Meeting expectations.	Not yet meeting expectations.	Significantly not meeting expectations.

Guiding Principles

Virginia's guiding principles for a strong measurement and improvement system:



Sets a standard of excellence for what students must know and be able to do to succeed in the next grade, next course, higher education, and Virginia's workforce.



Includes a strategically chosen set of high-quality statewide assessments and accountability measures that value both proficiency and progress.



Encourages the instructional practices Virginia wants in every classroom, with measurement and instruction reinforcing one another.



Includes all student groups and prioritizes students furthest from opportunity, making high expectations non-negotiable and achievable.



Provides valid and clear information that families, educators, schools, and divisions can understand and use to drive improvement.

JLARC Findings on SPSF

Following the SPSF's launch in 2024-25, JLARC found that the SPSF is effective, but additional refinements are needed to ensure the framework is clear, fair, and drives improvement.

JLARC's work included:

- Conducting interviews, leading focus groups, and sharing surveys with various stakeholders, including content experts, VDOE staff, and division superintendents;
- Analyzing student outcome and performance data;
- Reviewing accountability systems in other states; and,
- Other research and analysis activities.

“The SPSF structure is generally sound, but refinements are needed...SPSF as constructed for the 2024-25 school year is sufficiently effective and useful at measuring school performance that its general structure should be used for school accountability in Virginia going forward.”

Source: [JLARC Report on Virginia's K-12 School Accountability System \(2025\)](#), p. 13

JLARC Recommendations in HB 643

HB 643 charges VDOE and the Board to consider and evaluate 10 SPSF changes:

This presentation uses this numbering to indicate changes for consideration. Full text of HB 643 is in [Appendix](#).

- (1) Develop new school performance category terminology
- (2) Update how federal identification for school support and improvement affects a school's performance category
- (3) Reduce points awarded in mastery index calculations (i.e., the academic performance indicators) for students who score "Fail/Does Not Meet Proficiency" on state assessments from 0.75 to 0.5*
- (4) Rebalance the weight of the growth component to be at least equal with the proficiency (mastery) component
- (5) Cap the total points a high school as a whole or any individual student can receive in the 3E Readiness indicator
- (6) Award points for student achievement under the enlistment category of 3E Readiness that are more commensurate with the time and effort required for students to show achievement in enrollment and employment categories
- (7) Measure English Language proficiency (ELP) in the English Learner (EL) progress indicator using a performance index, granting partial credit for students below target and extra credit for those above it
- (8) Redistribute the weight of the EL progress indicator, if missing, proportionately across remaining indicators
- (9) Modify how recently arrived ELs are included in mastery and growth components
- (10) Set a timeline to recalibrate scoring thresholds between school performance categories, after making changes 1-9, that are unique to schools by grade band (e.g., elementary, middle, and high schools) and that balance the distribution of school performance categories similarly across schools of different grade bands

SPSF and SOL Tests: Simultaneous Changes

As interdependent components of Virginia’s measurement and improvement system, SOL test changes will impact SPSF changes.

Here are two ways in which SOL test changes currently underway will impact implementation of HB 643-related SPSF changes:

- 1. Cut score increases for SOL tests:** Virginia is currently implementing a Board-approved plan to [raise](#) SOL cut scores to foster higher expectations and make test results more comparable to other states. These changes must be communicated and considered in the modeling VDOE conducts to evaluate SPSF changes. This is critical because measures based on state tests are the basis for most of a school’s SPSF results.
 - *“The new cut scores for the state’s standardized tests will likely result in substantially lower school ratings in general under the SPSF and therefore should be considered when setting thresholds.”* ([JLARC Report on Virginia’s K-12 School Accountability System \(2025\)](#), p. 30)
- 2. SOL test vendor selection:** Virginia is in [process](#) of selecting an updated statewide assessment vendor, as the current contract expires at the end of 2027. Changes in test design, administration, and results may need to be accounted for when considering SPSF changes.

Comprehensive Plan and Anticipated Timeline

VDOE's Approach to HB 643 Considerations

VDOE will follow a clear and consistent path for implementing HB 643 changes:

Prepare

VDOE models how a proposed change would affect schools and divisions using real data, gathers feedback from divisions, schools, educators, and families, and brings a data-informed recommendation to the Board.



Preview

When the Board approves a change to the SPSF, VDOE models its impact using real data and shares that analysis with schools and divisions, so they see how it might affect them before it ever counts.



Implement

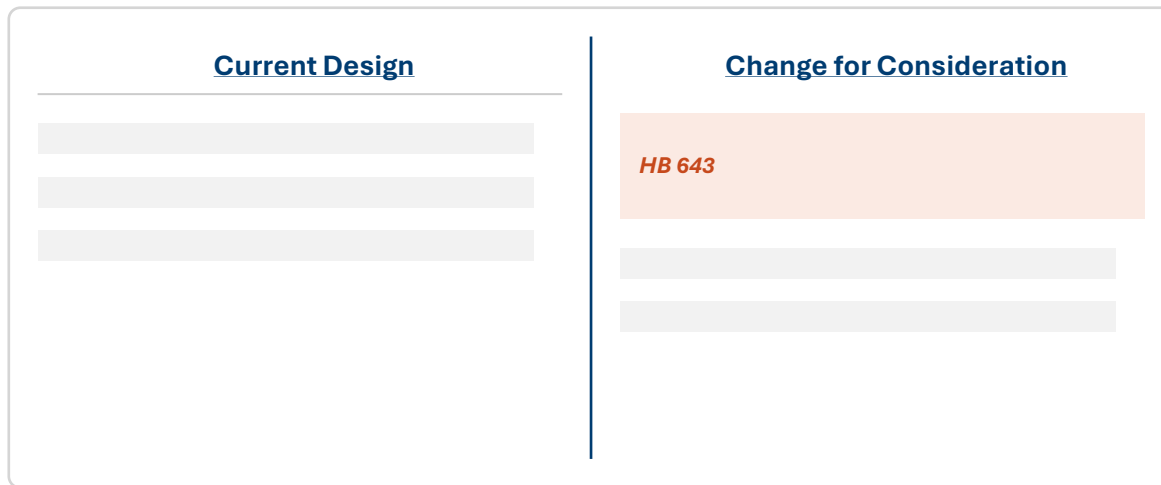
Following approval and previewing any SPSF changes to the field, VDOE will implement changes to the SPSF and continue providing supports for the field to ensure SPSF results drive meaningful improvement and set high expectations for students, educators, schools, and divisions.

Detail: Ten Items for Consideration

Each of the ten items named in HB 643 is discussed in two slides:

SLIDE 1

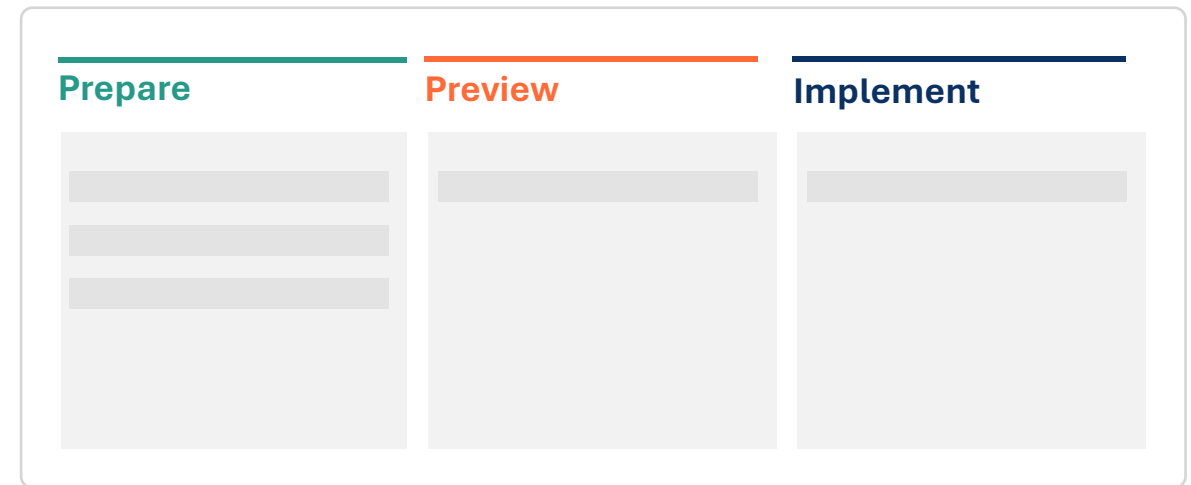
Current Design → Change for Consideration



Describes the current design of the component or indicator and the rationale behind the change for consideration.

SLIDE 2

Prepare → Preview → Implement



Shows when VDOE models and reviews each change, when divisions see a preview, and when it takes effect, if approved by the Board.

Develop New School Performance Category Terms (1): Change for Consideration

Current Design

Schools are placed into one of four performance categories:



Each category reflects how a school is meeting the state's expectations for achievement, growth, readiness, and graduation, but the four names don't signal any relationship to one another.

Change for Consideration

HB 643: *“Develop and apply new school performance label terminology that more clearly communicates school performance as part of a continuous scale.”*

- “On Track” and “Off Track” imply a trajectory (improving or declining) that isn't the intent of the performance categories and doesn't accurately describe every school that receives them.
- The four categories aren't related to each other as part of a continuous scale, so stakeholders can't easily tell how they compare. Some perceive “Off Track” as worse than “Needs Intensive Support,” even though it isn't.

Source: [JLARC Report on Virginia's K-12 School Accountability System \(2025\)](#), p. 27

Why This Change Matters for Students:

Performance categories are a form of communication. They indicate how schools and students are doing, including the areas of greatest need, help reinforce high expectations, and motivate the changes that help students meet those expectations.

Develop New School Performance Category Terms (1): Prepare, Preview, and Implement

VDOE's proposed timeline for considering this change is described below and may be subject to change.

Prepare

- **VDOE** initial design, stakeholder engagement, and recommendation: **Summer 2026**
- **Board** action: **Summer 2026**
- **VDOE** continues stakeholder engagement and reviews additional options, if needed, based on other SPSF changes: throughout 2026-27 and 2027-28 school years
- **Board** action, if needed, coincides with updated scoring thresholds (10): **Late Summer/ Fall 2028**



Preview

- Divisions would not see a preview of the initial update to school performance categories made in Summer 2026, as these categories would take immediate effect for results released **Fall 2026**.
- Divisions see any preview of further updates to school performance categories in **Fall 2028**, if needed, based on 2027-28 data before they “count.”



Implement

- Initial change implemented for SPSF results based on 2025-26 data, released in **Fall 2026**.
- Further change, if needed, would be effective with SPSF results based on 2028-29 data released in **Fall 2029**.

Implications for Improvement:

Change will support more consistent understanding of both student learning and school performance, and better signal what and where resources are needed.

Align SPSF with ESSA Identification (2): Change for Consideration

Current Design

Currently, federal identification under the Every Student Succeeds Act (ESSA) affects a school's performance category in two different ways: Comprehensive Support and Improvement (CSI) schools cannot be in the Distinguished category (the top category only), while all Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI) schools have their performance category lowered by one level.

Schools identified for improvement based on federal requirements are labeled as:

- **Comprehensive Support and Improvement (CSI):** the lowest-performing 5% of Title I schools, all high schools graduating 67% or fewer students in four years, and Title I ATSI schools that have not reached exit status;
- **Targeted Support and Improvement (TSI):** schools where one or more individual groups of students in the school perform as poorly as the state's lowest 5% of Title I schools in CSI in a single year; or
- **Additional Targeted Support and Improvement (ATSI):** schools that have been identified for TSI for a group of students for multiple years.

Change for Consideration

HB 643: Amend 8VAC20-132-280 to provide that (i) any school with a federal CSI designation shall be labeled in the lowest performance category, (ii) no school with a TSI designation for one year shall be labeled in the highest performance category, and (iii) no school with ATSI or TSI status for the same subgroup two years running that scores in the second-highest category shall be labeled in either of the top two categories.

- In 2024-25, only 18% of CSI schools received the state's lowest label; the remaining 82% scored high enough to avoid it.
- This sends an inconsistent message: a school federally identified as needing the most intensive support can still be designated above the state's lowest performance category.

Source: [JLARC Report on Virginia's K-12 School Accountability System \(2025\)](#), p. 31

Why This Change Matters for Students:

SPSF should send consistent signals on the extent to which students are meeting shared high expectations. When performance labels do not match federal identification, there may be less urgency to improve student outcomes.

Align SPSF with ESSA Identification (2):

Prepare, Preview, Implement

VDOE's proposed timeline for considering this change is described below and may be subject to change.

Prepare

- VDOE drafts and **Board** votes to initiate a Notice of Intended Regulatory Action (NOIRA): **Fall 2026**
- VDOE develops and **Board** votes to publish proposed regulatory text after public comment: **Summer 2027**
- VDOE develops and **Board** votes to publish final text after public comment: **Winter 2028**
 - 30-day waiting period before updated rule goes into effect



Preview

- Divisions see preview of any updates to federal identification rules based on 2027-28 data in **Fall 2028** before they “count.”



Implement

- Any change would take effect with SPSF results based on 2028-29 data, released in **Fall 2029**.
- Updated identification for CSI, ATSI, and TSI would occur based on 2028-29 data in **Fall 2029**.
- This will require waiver from U.S. Department of Education, as VDOE is set to identify CSI/ATSI schools using 2027-28 data.

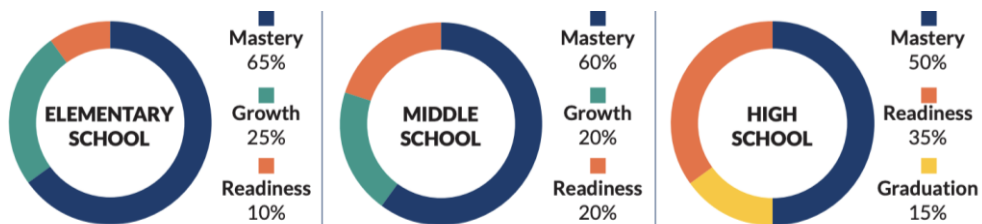
Implications for Improvement:

The SPSF will send more consistent signals on school quality and make clear where additional action and support is needed.

Adjust Mastery Index Weighting (3): Change for Consideration

Current Design

Mastery is a weighted component of the SPSF, with four indicators. Three of its indicators (Math, Reading, and Science Performance) use a Mastery index to awards points per student based on their performance level (e.g., Advanced) on state assessments.



Scoring for SPSF proficiency indicators

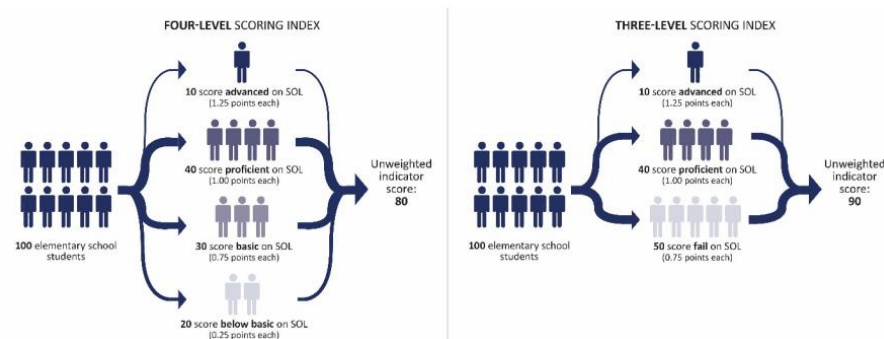
Performance levels	Points	Assessments
Four	0.25 pts: Fail/Below basic	Grades 3–8 reading SOLs Grades 3–8 math SOLs
	0.75 pts: Fail/Basic	
	1 pt: Proficient	
	1.25 pts: Advanced	
Three	0.75 pts: Fail/Does not meet proficiency	Science SOLs
	1 pt: Proficient	High school reading and math SOLs
	1.25 pts: Advanced	VAAP assessments

Source: [JLARC Report on Virginia's K-12 School Accountability System \(2025\)](#), p. 35

Change for Consideration

HB 643: Reduce the points awarded in mastery index calculations for students who score “Fail/Does Not Meet Proficiency” from 0.75 to 0.5 on assessments with three performance levels.

- For tests with three performance levels (e.g., high school tests, VAAP), students receive 0.75 points for failing to meet proficiency, even if they are very far below proficiency.
- This weighting can mask low performance, and therefore, mask the supports that students need to meet high expectations.



Source: [JLARC Report on Virginia's K-12 School Accountability System \(2025\)](#), p. 36

Why This Change Matters for Students:

The SPSF should clearly identify students who need significant extra support.

Adjust Mastery Index Weighting (3): Prepare, Preview, Implement

VDOE's proposed timeline for considering this change is described below and may be subject to change.

Prepare

- **VDOE** models options using 2025-26 data, engages stakeholders for feedback, and develops recommendations: **Fall/Winter 2026**
 - Options will consider the change in SOL cut scores reaffirmed by the Board in June 2026.
- **Board** first review: **Fall/Winter 2026**
- **Board** final review: **Spring 2027**



Preview

- Divisions see preview of any updates to Mastery index based on 2026-27 data in **Fall 2027** before it “counts.”



Implement

- Any change would be effective with SPSF results based on 2027-28 data, which are released in **Fall 2028**.

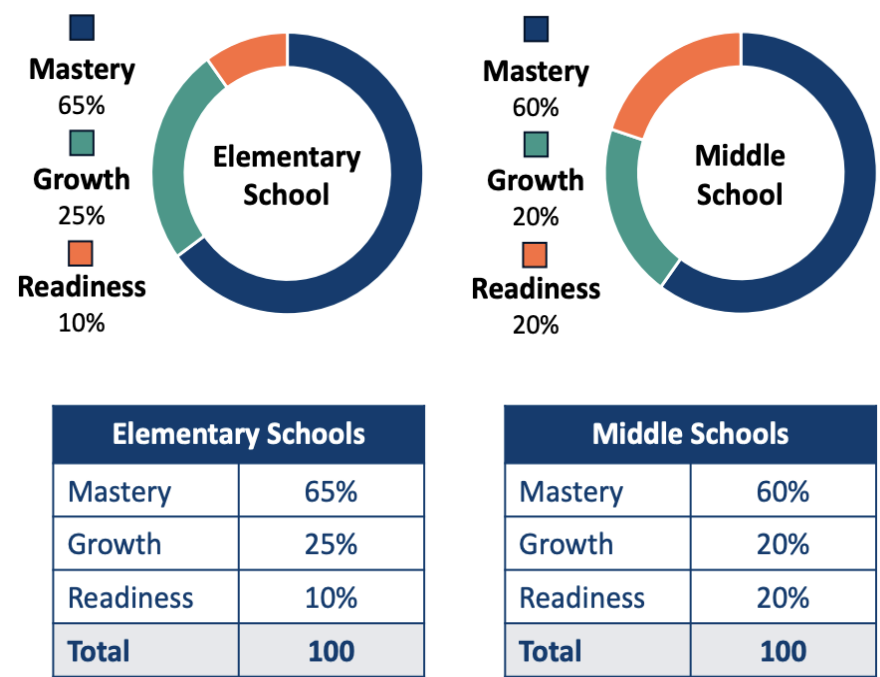
Implications for Improvement:

The SPSF results will more accurately highlight which students are furthest from proficiency which will help drive additional support and resources from teachers, schools, and VDOE.

Rebalance Growth Component Weighting (4): Change for Consideration

Current Design

Currently, the Growth component is weighted well below the Mastery component in elementary and middle schools.



Source: [JLARC Report on Virginia's K-12 School Accountability System \(2025\)](#), p. 43

Change for Consideration

HB 643: *Rebalance the weight assigned to growth, at least equally with proficiency, to more fully account for each school's contribution to student learning.*

- JLARC found proficiency currently carries 2.2 times the weight of growth in elementary schools and 2.5 times the weight in middle schools. Only Virginia and two other states prioritize proficiency more than growth.
- JLARC also noted that the Board’s own “listening session” participants generally agreed growth should be weighted at least the same as proficiency, and nearly all the subject-matter experts JLARC interviewed said the SPSF could weight growth more than it currently does.

Source: [JLARC Report on Virginia's K-12 School Accountability System \(2025\)](#), p. 41

Why This Change Matters for Students:

Students making significant progress year-over-year deserve recognition – and require different supports and resources than students who are behind and falling further behind each year.

Rebalance Growth Component Weighting (4): Prepare, Preview, Implement

VDOE's proposed timeline for considering this change is described below and may be subject to change.

Prepare

- **VDOE** drafts and **Board** votes on NOIRA (**Fall 2026**), and **VDOE** develops and **Board** votes on proposed text after public comment (**Summer 2027**)
 - One regulatory package will be used for actions 2 and 4.
- **VDOE** develops and **Board** votes on final text: **Winter 2028**
- **VDOE** models weighting options with 2026-27 and 2027-28 data, engages stakeholders, and drafts recommendations
- **Board** action on updated weighting: **Spring/Summer 2028**



Preview

- Divisions see preview of any updates to growth and mastery weighting in **Fall 2028**, based on 2027-28 data, before it “counts.”



Implement

- Any change would be effective with SPSF results based on 2028-29 data, released in **Fall 2029**.

Implications for Improvement:

Virginia can better recognize bright spots and differentiate supports and resources for schools where students are making progress toward meeting our higher expectations from those where students are not making gains.

Cap Points for the 3E Readiness Indicator (5): Change for Consideration

Current Design

The 3E Readiness indicator measures whether high school students graduate prepared for postsecondary enrollment, employment, or enlistment.

Currently, there is no limit, or “cap,” to the points schools can earn for the 3E Readiness indicator. Thus, SPSF ratings for high schools may be inflated by students earning points across all three pathways, giving 3E more weight in a school's rating than originally intended. In other words, 3E Readiness is the only indicator where the “maximum” number of points available is roughly 300 points, not 100 points, which may inflate high school SPSF results relative to other grade levels.

3Es indicator effectively accounts for more than its intended weight for schools with high 3Es scores (2024–25)		
	Intended weight (SPSF 3Es weighting)	Effective weight (Proportion of summative score comprised of 3Es)
Schools with an unweighted 3Es indicator score >125	25%	34%

Source: [Joint Legislative Audit and Review Commission \(JLARC\)](#)

Change for Consideration

HB 643: *Cap the total number of points that a high school is permitted to receive (i) as a whole or (ii) for any individual student pursuant to the 3E Framework established to calculate the readiness indicator for high schools (3E Readiness).*

- HB 643 directs VDOE and the Board to consider two approaches: a school-wide cap (limiting how much the entire indicator can contribute to a school's score) and a per-student cap (limiting how much any one student's performance can affect it).
- VDOE and the Board will need to determine an approach that keeps the 3E indicator closer to its intended weight in the overall accountability system.

Why This Change Matters for Students:

3E Readiness can motivate schools to make pathway opportunities available to students and encourage their participation and success. Thus, it is critical that 3E incents schools and students to build durable and meaningful skills that are 1) likely to lead to post-secondary success and 2) aligned with other statewide initiatives to ensure access and affordability.

Cap Points for the 3E Readiness Indicator (5): Prepare, Preview, Implement

VDOE's proposed timeline for considering this change is described below and may be subject to change.

Prepare

- **VDOE** models options using 2025-26 data, engages stakeholders for feedback, and develops recommendation: **Winter 2026**
- **Board** first review: early **Spring 2027**
- **Board** final review: late **Spring 2027**



Preview

- Divisions see preview of any updates to 3E Readiness indicator based on 2026-27 and 2027-28 data in **Fall 2028** before it "counts."



Implement

- Any change would be effective with SPSF results based on 2028-29 data, released in **Fall 2029**.

Implications for Improvement:

The SPSF results for high schools will more accurately reflect how well they prepare students for post-secondary success and better identify where additional resources and supports are needed.

Adjust Enlistment Points in 3E Readiness Indicator (6): Change for Consideration

Current Design

Currently, students can earn points toward the 3E Readiness Indicator through Enrollment, Employment, or Enlistment, with each pathway using different criteria and point values to recognize readiness. As discussed in action 5, any one student can earn up to 3.5 points, because the Employment and Enrollment categories each have an option for earning 1.25 points.

Enlistment	Employment	Enrollment
1.0 pt: ASVAB 65+	1.25 pts: Credential (high-demand) + work-based learning	1.25 pts: Associate's degree
0.75 pt: ASVAB 50–64	1.0 pt: Credential OR credential + work-based learning	1.0 pt: 3+ AP/IB/dual-credit “B”+, or Early College Scholar
0.5 pt: Min. Entrance Score (ASVAB 31+)	0.75–0.5 pt: Credential only, or work-based learning only	0.75–0.5 pt: 1–2 exams/courses, “B” or “C”

Change for Consideration

HB 643: *Award points for student achievement under the enlistment category of 3E Readiness that are more commensurate with the time and effort required for students to show achievement in the enrollment and employment categories.*

- This item is distinct from the point cap under consideration for action 5. This potential change considers whether the point values related to activities in Enlistment fairly reflect the effort required by students to complete them, relative to Enrollment and Employment.
- However, this change must be considered alongside any changes made related to action 5. VDOE and the Board will need to determine an approach that keeps the 3E indicator closer to its intended weight in the overall system, while promoting comparability between each of the 3Es in terms of rigor and effort.

Why This Change Matters for Students:

Student efforts should be treated fairly and consistently, regardless of their postsecondary pathway. The SPSF should not preference the effort students make to prepare for military careers more or less than the effort students make to prepare for careers or college. 3E should also reflect student efforts to build durable and meaningful skills rather than performance on a singular assessment.

Adjust Enlistment Points in 3E Readiness Indicator (6): Prepare, Preview, Implement

VDOE's proposed timeline for considering this change is described below and may be subject to change.

Prepare

- **VDOE** models options using 2025-26 data, engages stakeholders for feedback, and develops recommendation: **Fall/Winter 2026**
- **Board** first review: early **Spring 2027**
- **Board** final review: late **Spring 2027**



Preview

- Divisions see preview of any updates to 3E Readiness indicator based on 2026-27 and 2027-28 data in **Fall 2028** before it "counts."



Implement

- Any change would be effective with SPSF results based on 2028-29 data, released in **Fall 2029**.

Implications for Improvement:

Recognizing all students' postsecondary readiness efforts more accurately will right-size incentives for high schools and provide clearer signals on how schools are supporting their preparation.

Create an EL Progress Index (7): Change for Consideration

Current Design

The EL Progress indicator is the fourth indicator in the Mastery component. Currently, ELs receive credit for meeting their required growth target on the WIDA ACCESS ELP test and earn no credit if they fall below the target. The current calculations does not differentiate between meeting and exceeding a growth target, except for students with the most significant cognitive disabilities who take the WIDA Alt-ACCESS test (new for Fall 2026 SPSF results, based on 2025-26 data).

English Learner Progress on ACCESS for ELLs 2.0

Previous Year Proficiency Level	Grades K-2 Current Year Level Must Increase By	Grades 3-5 Current Year Level Must Increase By	Grades 6-12 Current Year Level Must Increase By
1.0-2.4	1.0	0.7	0.4
2.5-3.4	0.4	0.4	0.2
3.5-4.4	0.2	0.2	0.1

Change for Consideration

HB 643: Score the ELP progress indicator based on a performance index that awards (i) partial credit for students who demonstrate progress but fall short of the growth target and (ii) extra credit for students who demonstrate significant progress above the growth target.

- “Partial credit” and “extra credit” mean a student’s score reflects how close they came to their progress target, not just whether they met or exceeded it (Note: an index is already used to measure reading, math, and science performance in the rest of the Mastery component).
- This change would remove the current “cliff” effect, where a student who falls just short of his or her target earns the same points (zero) as a student who makes no progress at all.

Why This Change Matters for Students:

Schools will be motivated to better tailor the level and kind of language instructional services they provide to EL students as they are building their English language skills, knowing that EL students develop English language proficiency on different timelines based on their prior schooling experiences, age, and other factors.

Create an EL Progress Index (7): Prepare, Preview, Implement

VDOE's proposed timeline for considering this change is described below and may be subject to change.

Prepare

- **VDOE** models options using 2025-26 data, engages stakeholders for feedback, and develops recommendation: **Winter 2027**
- **Board** first review: early **Spring 2027**
- **Board** final review: late **Spring 2027**



Preview

- Divisions see preview of any updates to EL progress indicator, if needed, based on 2026-27 and 2027-28 data in **Fall 2028** before it “counts”



Implement

- Any change would be effective with SPSF results based on 2028-29 data, released in **Fall 2029**.

Implications for Improvement:

EL Progress indicator will help set ambitious, but achievable targets for individual EL students' growth toward ELP and send appropriate instructional signals to schools, no matter the student's current level of English language proficiency.

Redistribute EL Progress Weight When Missing (8): Change for Consideration

Current Design

Currently, for elementary and middle schools, if a school's English Learner group is too small to be included in the SPSF (less than 15 students), the EL progress indicator weight is reallocated only to the Growth component. For high schools (that lack the Growth component), the EL progress indicator weight is redistributed proportionally to all the remaining indicators.

Progress in English Language Proficiency

If the English Learner student group is below 15, then the indicator weight is reallocated to the Growth component.

Original Reading & Math in the Growth component	Reallocated Weight for Reading and Math in the Growth component
12.5%	17.5%

Science

If the science indicator is missing, then the indicator weight is reallocated within the Mastery component

Original Reading & Math in the Mastery component	Reallocated Weight for Reading and Math in the Mastery component
22.5%	27.5%

Source: [School Performance and Support Framework](#)

Change for Consideration

HB 643: *Proportionally redistribute the weight for the ELP progress indicator across all other indicators for any school that does not have a sufficient number of enrolled English learner students to include the ELP progress indicator in its summative score.*

- “Proportionally” means every remaining indicator across Mastery, Growth, and Readiness would absorb a small share of the freed weight from EL Progress, instead of all of it flowing into the Growth component.
- This would ensure schools’ SPSF scores rely on the same relative mix of indicators overall, whether or not they have large numbers of English learner students. In this manner, it would increase the fairness of the SPSF and avoid artificially inflating the Growth component's importance in schools with fewer English learners.

Why This Change Matters for Students:

The relative emphasis across Mastery, Growth, and Readiness should be consistent across schools. It is unfair to students – and their teacher and schools – if growth in reading and math matter more in certain schools, solely based on whether a school has a significant population of English learners.

Redistribute EL Progress Weight When Missing (8): Prepare, Preview, Implement

VDOE's proposed timeline for considering this change is described below and may be subject to change.

Prepare

- **Board** first review: **June 2026**
- **Board** final review: **August 2026**

Preview

No separate preview step for this item

Implement

- Any change would be effective with SPSF results based on 2026-27 data, released in **Fall 2027**.

Implications for Improvement:

Clear, consistent and fair SPSF results will help ensure appropriate supports and interventions are targeted where they are most needed.

Exemption for Recently Arrived English Learners (9): Change for Consideration

Current Design

Currently, recently arrived English Learners take assessments in math and science, if applicable, in their **first year** in Virginia public schools. They are not expected to take reading, however. In addition, their math and science test results are excluded from the SPSF in their first year in Virginia schools. In their **second year** in Virginia schools, these students begin to take reading assessments and are included in all Mastery calculations for SPSF (reading, math, and science performance, if applicable). In their **third year** in U.S. schools, they are included in all Mastery calculations and in Growth calculations for the SPSF. Because growth relies on two consecutive years of test data, recently arrived ELs cannot be fully included in the Growth component in the second year.

Component	When Recently Arrived ELs Count in SPSF Results
Mastery (Proficiency)	Included in the student’s second year in VA schools
Growth	Included in the student’s third year in VA schools

The exemption VDOE currently uses and the alternative posed by JLARC only apply to recently arrived ELs, not all ELs. And both expect students to be fully included in the SPSF by their third year in Virginia public schools.

Change for Consideration

HB 643: ...select the exception under §1111(b)(3)(A)(ii)... to exclude recently arrived English learners from proficiency calculations until their third year, and growth calculations until their second year.

- This change would require all recently arrived ELs to take reading assessments in their first year in Virginia schools, so that they could be included in the growth component of the SPSF in their second year rather than in mastery. To determine if the additional testing is beneficial, VDOE proposes to pilot this option in some divisions before making a statewide decision.
- Because a recently arrived EL’s test scores may reflect their lack of ELP more than their content knowledge, the current option may not produce a valid understanding of these students’ Mastery of reading, math, and science. A pilot would help better evaluate any tradeoffs of each exemption.

Why This Change Matters for Students:

Recently-arrived English Learners will benefit if the SPSF helps identify and reinforce the unique instructional supports these students need to reach proficiency in the English language, as well as in reading and math.

Exemption for Recently Arrived English Learners (9): Prepare, Preview, Implement

VDOE's proposed timeline for considering this change is described below and may be subject to change.

Prepare

- **VDOE** begins two-year pilot of other option for recently arrived EL inclusion in select divisions (if approved by USDOE): **Fall 2026**
- **VDOE** models impact of change using data from 2026-27 and 2027-28 pilot divisions and develops recommendation: **Spring 2028**
- **Board** action: **Summer 2028**



Preview

- Divisions see a preview, based on 2026-27 and 2027-28 data from pilot divisions in **Fall 2028**, before a decision is made about whether to implement statewide and when it would “count.”



Implement

- Any change would be effective with SPSF results based on 2028-29 data, which is released in **Fall 2029**.

Implications for Improvement:

Because there are relatively few recently arrived EL students, a pilot will help determine the impact on the SPSF and school improvement, including if a change would help refine how VDOE and divisions determine where to prioritize efforts to support English learners who may be struggling academically.

Establish a Timeline for New Scoring Thresholds (10):

Change for Consideration

Current Design

The same performance category thresholds apply uniformly across elementary, middle, and high schools, regardless of grade-span differences in what's being measured. For example, only high schools have 3E Readiness, a very high scoring indicator as previously discussed. This skews overall SPSF results.

Performance label	Summative score	Definition
Distinguished	≥90.0	Schools are <u>exceeding</u> the state's expectations for achievement, growth, readiness, and graduation. Schools serve as best practice models.
On Track	80.0-89.9	Schools are <u>meeting</u> the state's expectations for achievement, growth, readiness, and graduation.
Off Track	65.0-79.9	Schools are <u>not meeting</u> the state's expectations for achievement, growth, readiness, and graduation.
Needs Intensive Support	<65.0	Schools are <u>significantly not meeting</u> the state's expectations for achievement, growth, readiness, and graduation.

Change for Consideration

HB 643: *Establish a timeline within which it will... develop and apply new scoring thresholds for assigning school performance labels that are unique to each school level — elementary, middle, and high school — and result in relatively comparable proportions of elementary, middle, and high schools receiving each school performance label.*

- The same thresholds currently apply to elementary, middle, and high schools even though each level is measured very differently.
- As a result, high schools are far more likely to be labeled Distinguished, and elementary schools far more likely to be labeled Needs Intensive Support, despite no evidence that schools in either grade band perform better than the other.

Why This Change Matters for Students:

The SPSF should clearly and consistently communicate whether students in a school are meeting high academic expectations. For example, schools should be not Distinguished if most students are not meeting high expectations. Stark differences between elementary, middle and high school ratings suggest the system is not appropriately calibrated and students may not have access to the resources and supports they need to meet high expectations.

Establish a Timeline for New Scoring Thresholds (10): Prepare, Preview, Implement

VDOE's proposed timeline for considering this change is described below and may be subject to change.

Prepare

- **VDOE** models threshold options using 2027-28 data, *once every other SPSF change is finalized*, engages stakeholders for feedback, and develops recommendations
- **Board** first review of recommended thresholds: **Summer 2028**
- **Board** final review: **Late Summer/Fall 2028**



Preview

- Divisions see any preview of updated school performance categories based on 2027-28 data in **Fall 2028** before they “count.”



Implement

- Any change would be effective with SPSF results based on 2028-29 data, released in **Fall 2029**.

Implications for Improvement:

The SPSF will provide valid, accurate, fair, and comparable results, regardless of school type or grades served. Doing so will better identify exemplars where students are actually meeting or exceeding state expectations and prioritize schools where students need more support to meet high expectations.

Anticipated Timeline by Phase

	2026-2027			2027-2028			2028-2029		
	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer
#1 New performance category terms									
#2 Federal identification impact on performance category									
#3 Mastery index weighting									
#4 Growth/mastery rebalance									
#5 3E Readiness point cap									
#6 3E Enlistment options									
#7 EL progress indicator index									
#8 EL progress indicator weight redistribution									
#9 Recently-arrived ELs									
#10 New scoring thresholds									

Sharing Preliminary Results

As required by HB 643, VDOE has developed an approach for sharing preliminary, school-level SPSF results with divisions at the beginning of each school year.

- **July:** Divisions complete all needed SPSF data submissions to VDOE for the prior school year. VDOE examines data for potential coding errors and works with divisions to correct data submissions preemptively. VDOE also receives applicable external data.
- **August:** VDOE provides each division with secure access to preliminary SPSF data reports and divisions validate that their submitted data is accurate or submit corrections so that VDOE can update SPSF calculations and reports. School divisions submit summer graduation data, and VDOE continues to receive external data.
- **September:** VDOE makes SPSF corrections based on division resubmissions. Data submission is closed and VDOE processes federal identification which is contingent on complete, finalized data for all divisions and schools.
- **October:** School divisions preview final results, including federal identification results, before public release. VDOE publicly releases SPSF results.

Conclusion and Next Steps

VDOE, in partnership with the Board, is committed to fully and effectively implementing the considerations for the SPSF as set forth in HB 643 and administering an aligned and effective school improvement program for schools in greatest need.

- While some SPSF changes may go into effect as soon as Fall 2026, most changes will be phased in over the next 3 school years with all changes in place by Fall 2029.
- VDOE will use actual data to model impact, ensure clarity and transparency and deepen understanding of changes and why they matter for Virginia students.
- VDOE will continually communicate potential changes to the SPSF broadly, including sharing previews of their impact, to ensure accountability helps drive supports and improvement for teachers and students.
- VDOE will concurrently implement [HB 924](#) (2026) which calls for an effective school improvement program that prioritizes students and schools in greatest need.

Appendix A.

HB 643

SPSF Changes for Consideration

HB 643 SPSF Changes for Consideration *(1 of 3)*

1. Develop new school performance category terminology

"Develop and apply new school performance label terminology that more clearly communicates school performance as part of a continuous scale. In developing such terminology, the Board shall consider labels such as exceeds standard, meets standard, partially meets standard, and does not meet standard or substantially similar descriptive school performance terminology."

2. Align the SPSF with Every Student Succeeds Act (ESSA) federal identification (CSI, TSI, ATSI)

"Amend 8VAC20-132-280 of the Virginia Administrative Code and such other regulations and rules as may be necessary to provide that (i) any school with a federal Comprehensive Support and Improvement designation shall be labeled as a school in the lowest performance category in the Framework, (ii) no school with a federal Targeted Support and Improvement (TSI) designation for one year shall be labeled in the highest performance category in the Framework, and (iii) no school with a federal Additional Targeted Support and Improvement designation or TSI designation for one or more of the same subgroups for two consecutive school years that scores in the second highest performance category in the Framework shall be labeled as a school in either of the two highest performance categories in the Framework."

3. Adjust Mastery Index weighting

"Reduce from 0.75 to 0.5 the points awarded in mastery index calculations for students who score "Fail/Does Not Meet Proficiency" on assessments with three performance levels."

HB 643 SPSF Changes for Consideration *(2 of 3)*

4. Rebalance Growth component weighting

"Rebalance the weight assigned to growth, at least equally with proficiency, to more fully account for each school's contribution to student learning."

5. Cap points for the 3E Readiness indicator

"Cap the total number of points that a high school is permitted to receive (i) as a whole or (ii) for any individual student pursuant to the 3E Framework established to calculate the readiness indicator for high schools (3E Readiness)."

6. Adjust points for enlistment in the 3E Readiness indicator

"Award points for student achievement under the enlistment category of 3E Readiness in a per student amount that is more commensurate with the time and effort required for students to demonstrate achievement in order to earn points in the enrollment and employment categories."

7. Create an EL progress index for ELP

"Score the English language proficiency (ELP) progress indicator based on a performance index that awards (i) partial credit for students who demonstrate progress but fall short of the growth target and (ii) extra credit for students who demonstrate significant progress above the growth target."

HB 643 SPSF Changes for Consideration *(3 of 3)*

8. Redistribute the weight of the ELP progress indicator when missing

"Proportionally redistribute the weight for the ELP progress indicator across all other indicators for any school that does not have a sufficient number of enrolled English learner students to include the ELP progress indicator in its summative score."

9. Apply Exception B for recently-arrived EL

"Submit to the federal Department of Education an amendment to its Consolidated State Plan pursuant to the federal Elementary and Secondary Education Act of 1965, as amended by the federal Every Student Succeeds Act of 2015 (P.L. 114-95), to select the exception under § 1111(b)(3)(a)(ii) and, if such amendment is approved, exclude any recently arrived English learner who has been enrolled in a public elementary or middle school for less than 12 months from such school's (i) reading and mathematics proficiency indicator calculations until such student's third year in the school and (ii) reading and mathematics growth indicator calculations until such student's second year in the school."

10. Establish a timeline for implementing new performance categories and thresholds

"Establish a timeline within which it will, after each change required pursuant to subdivisions 1 through 9 has been implemented, develop and apply new scoring thresholds for assigning school performance labels that are unique to each school level—elementary, middle, and high school—and result in relatively comparable proportions of elementary, middle, and high schools receiving each school performance label."

Appendix B.

Glossary

Glossary

- **Performance Category:** A school's overall SPSF rating (e.g., “Distinguished”, “On Track”, “Off Track”, or “Needs Intensive Support” under the current system). Each school’s category is based on its summative score, combining all weighted components. A school’s performance category does not trigger development of a school improvement plan. Identification for CSI, ATSI, and TSI requires schools to develop an improvement plan, and only CSI, ATSI, and TSI schools are eligible for extra federal funding for school improvement. However, a school’s performance category may be lowered if the school is federally identified.
- **Component:** One of four weighted areas in the SPSF that combine into a school's score: Mastery, Growth, Readiness, and Graduation. Each carries a different weight depending on grade span. Most schools’ SPSF scores are based on three components. High schools have the graduation component, for example, but do not have the growth component. Certain combined schools (i.e., K-12 schools) are measured on all four components.
- **Indicator:** A single measure of school performance within a component (e.g., Reading Performance in Mastery, Chronic Absenteeism in Readiness).
- **CSI (Comprehensive Support and Improvement):** Schools identified for improvement based on federal requirement. CSI schools are the lowest-performing 5% of Title I schools, all high schools graduating 67% or fewer students in four years, or Title I ATSI schools that have not reached exit status (ESSA §1111(c)(4)(D)). CSI schools will next be identified in the 2029-30 school year, based on data from the 2028-29 school year
- **ATSI (Additional Targeted Support and Improvement):** Schools identified for improvement based on federal requirements. ATSI schools are schools in which one or more individual groups of students in the school perform as poorly as the state's lowest 5% of Title I schools in CSI (ATSI schools don’t meet the criteria for CSI identification). (ESSA §1111(d)(2)(C)). In Virginia, ATSI schools are those that have been identified for TSI for a group of students for multiple years. They will next be identified in the 2029-30 school year, based on data from the 2028-29 school year.
- **TSI (Targeted Support and Improvement):** Schools identified for improvement based on federal requirements. TSI schools have at least one group of students identified as consistently underperforming on the state's accountability indicators (ESSA §1111(d)(2)(B)). In Virginia, TSI schools are those in which one or more individual groups of students in the school perform as poorly as the state's lowest 5% of Title I schools in CSI in a single year. They are identified annually.