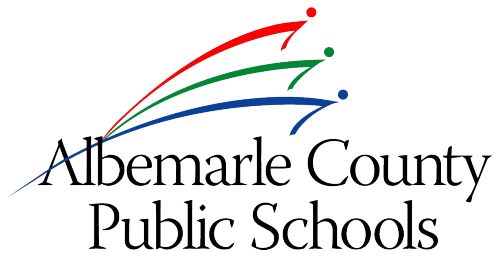




SOL Modernization

October 2026



Agenda

1

**School Accountability
Measures**

2

SOL Modernization

3

Questions

Strategic Plan: Learning for All

VISION

Our learners are engaged in authentic, challenging, and relevant learning experiences, becoming lifelong contributors and leaders in our dynamic and diverse society.

MISSION

Working together as a team, we will end the predictive value of race, class, gender, and special capacities for our children's success through high-quality teaching and learning for all. We seek to build relationships with families and communities to ensure that every student succeeds.

We will know every student.

VALUES

Equity
Excellence
Family and Community
Wellness

GOALS



Thriving Students



Affirming and Empowering Communities



Equitable, Transformative Resources

School Accountability Designations

Frameworks

State

[School Quality Profile](#) (pass rates for spring tests, no ratings)

[School Performance & Support Framework](#) (points earned across outcome metrics, ratings assigned)

[Accreditation](#) (compliance metrics, Fully/Partially/Not accredited)

Federal

Targeted Support and Improvement

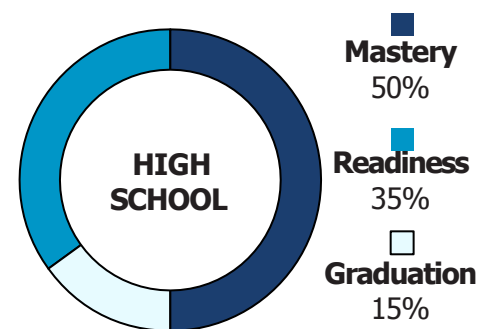
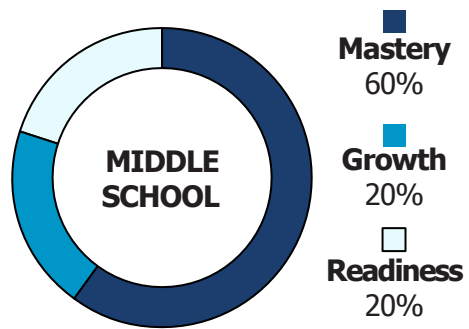
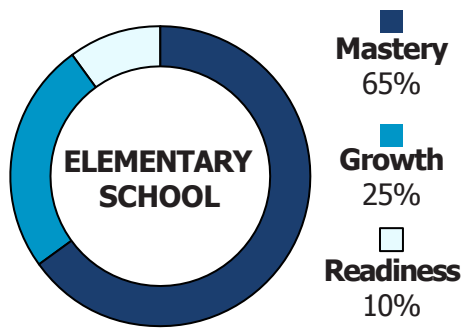
- Any school below established thresholds in at least one membership group

Comprehensive Support and Improvement School

- Title 1 schools with overall performance in the lowest 5% of the State

How the State Calculates Performance

Weighting of the Framework



How the State Calculates Performance

Descriptions of the Categories



Mastery:

Student performance in reading, math, and science, plus English learners' progress in acquiring English language skills, on state assessments.



Growth:

How much students improve in reading and math over the year in **elementary and middle schools**.



Readiness:

Indicators of future success, including consistent attendance, advanced **middle school** math coursework, postsecondary preparation (3E Readiness) in **high school**, and **high school graduation** within six years.



Graduation:

The percentage of **high school** students who earn a standard or advanced diploma within four years.

How the State Calculates School Performance and Support Framework Designations

Needs Improvement	Approaching Expectations	Meets Expectations	Distinguished
< 64.99	65.00 - 79.99	80.00 - 89.99	90.00 +
Schools are significantly not meeting the state's expectation for achievement, graduation, growth, and readiness. Schools may receive intensive support from the state or supports for student groups.	Schools are not meeting the state's expectation for achievement, graduation, growth, and readiness. Schools have access to additional state supports and may also receive support for student groups.	Schools are meeting the state's expectation for achievement, graduation, growth, and readiness. Schools have access to general state supports and may also receive support for student groups.	Schools are exceeding the state's expectation for achievement, graduation, growth, and readiness. Schools serve as models of best practices from which others learn. Schools have access to general state supports, such as support from regional instructional consultants and grants.

State Accountability Designations

Based on Points Earned

Needs Improvement	Approaching Expectations	Meets Expectations		Distinguished	
	Woodbrook	Agnor Baker-Butler Greer Mountain View Scottsville	Stone Rob Burley Journey Walton Albemarle HS	Broadus Wood Brownsville Crozet Hollymead Ivy Red Hill	Stony Point Murray Henley Lakeside Monticello WAHS

**Community Lab School is too small to receive a designation*

TSI Schools in ACPS

Elementary		Secondary
Agnor • Black • Hispanic • Students with Disabilities • English Learners	Mountain View Upper/Primary • Black • Students with Disabilities • Economically Disadvantaged • English Learners	Burley MS • Students with Disabilities
Crozet • Students with Disabilities	Stone Robinson • Students with Disabilities	Albemarle HS • Students with Disabilities
Greer • Students with Disabilities	Stony Point • Economically Disadvantaged	Western Albemarle HS • Students with Disabilities
Hollymead • Students with Disabilities	Woodbrook – Comprehensive School Improvement	

Note: 60% of the schools in the state that moved into TSI designation this year was because of Students with Disabilities performance. We anticipated this and requested the Berkley Report.

State Accountability Designations

Based on Points Earned *and TSI Designation*

Needs Improvement	Approaching Expectations	Meets Expectations	Distinguished
	Agnor Greer Mountain View Stone Rob Woodbrook Burley MS Albemarle HS	Crozet Hollymead Baker-Butler Scottsville Stony Point Journey Walton WAHS	Broadus Wood Brownsville Ivy Red Hill Murray Henley Lakeside Monticello

**Community Lab School is too small to receive a designation*

So, What Does A School Being TSI Mean?

Misconception	It really means...
All of our TSI Schools are in the lowest 5% of schools in the State.	A TSI School has at least one Membership group score below the “All Students” threshold score. Note: <i>There are approximately 30-40% of schools in Virginia with a TSI Designation.</i>
Our improving SOL Scores mean nothing.	They are improving, but we struggle with some membership groups. Additionally, high schools need to focus on 3E Scores.
Woodbrook is still in the bottom 5% of schools in Virginia.	Woodbrook improved significantly (raising their framework score by 9 points) and would not have earned CSI designation based on last year alone.

Shifting Our Mindset

Growth Follows Mastery; therefore, we will:

- Focus on Mastery
- Get as Many Students to Mastery as Possible
- Measure Students learning to Grade Level Standards
- Align Teaching to Grade Level Standards

SOL Modernization



Raising Expectations in Virginia K-12 Education

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Overview

In September 2025, the Virginia Board of Education approved higher cut scores for Virginia students on our Standards of Learning (SOL) tests in reading and mathematics. This will align Virginia's proficiency cut scores with national benchmarks and ensure proficiency on state tests reflects student mastery of Virginia's more rigorous academic standards. In December 2025, the Board approved a four-year, phased-in implementation of those higher cut scores, with the first increase in cut scores occurring in the 2026-2027 school year.

Resources

School Year 2025 – 2026 and 2026 – 2027 Proficiency Implementation

- [Point Comparison for Reading and Math](#)
- [Plan Comparison: Reading and Math](#)

School Year 2026 – 2027 Proficiency Implementation Plan

- [Elementary Reading and Math](#)
- [Secondary Reading and Math](#)
- [Reading and Math](#)

[Four-Year Phase-In Proficiency Implementation Plan: Reading and Math](#)

[Explanation of Cut Scores](#): Overview of cut scores, how they are established and approved

Summary of Analyses between Virginia Standards of Learning and NAEP Framework: Overview of alignment between the 2023 and 2024 Virginia Standards of Learning (SOL) and the 2026 NAEP Framework for Proficient and Advanced Levels

- [Summary of Analysis between 2024 Virginia English Standards of Learning and 2026 NAEP Framework](#)
- [Summary of Analysis between 2023 Virginia Math Standards of Learning and 2026 NAEP Framework](#)



Raising Expectations

School Year 2026 – 2027 Proficiency Implementation Plan

Reading and Math



Reading Assessment Cut Scores: 2026 – 2027

Grade Level	Fail/Below Basic	Fail/Basic	Pass/Approaching	Pass/Proficient	Pass/Advanced
Grade 3	0-408	409-417	418*-443	444-501	502-600
Grade 4	0-414	415-425	426*-450	451-513	514-600
Grade 5	0-401	402-413	414*-445	446-509	510-600
Grade 6	0-389	390-412	413*-448	449-514	515-600
Grade 7	0-375	376-412	413*-448	449-510	511-600
Grade 8	0-385	386-412	413*-448	449-515	516-600

End of Course Reading Assessment Cut Scores: 2026 – 2027

Grade Level	Fail/Does Not Meet	Pass/Approaching	Pass/Proficient	Pass/Advanced
EOC Reading	0-399	—	400*-499	500-600

Math Assessment Cut Scores: 2026 – 2027

Grade Level	Fail/Below Basic	Fail/Basic	Pass/Approaching	Pass/Proficient	Pass/Advanced
Grade 3	0-375	376-409	410*-442	443-520	521-600
Grade 4	0-383	384-410	411*-444	445-517	518-600
Grade 5	0-378	379-410	411*-444	445-510	511-600
Grade 6	0-379	380-407	408*-432	433-506	507-600
Grade 7	0-387	388-407	408*-429	430-507	508-600
Grade 8	0-387	388-407	408*-429	430-502	503-600

End of Course Math Assessment Cut Scores: 2026 – 2027

Grade Level	Fail/Does Not Meet	Pass/Approaching	Pass/Proficient	Pass/Advanced
Algebra I	0-412	413*-452	453-517	518-600
Geometry	0-412	413*-451	452-509	510-600
Algebra II	0-410	411*-442	443-504	505-600

Note: Scale score in **bold with asterisks(*)** indicates the minimum score considered "passing" in the 2026-2027 school year. The dashes (—) indicate data is not applicable.

Additional Changes & Implications

Changes	Implications
Cut Score Changes	Expedited retake range adjusts based on lowest Pass / Approaching score
Grade 7 - 12 Ten day testing window; last ten full days of school	Reduced time for expedited retakes
New parent reports to explain changes	Communication Plan

Questions/Discussion

