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Description automatically generatedAll Students: Increase Support for School Divisions Serving**

**Students with Limited or Interrupted Formal Education (SLIFE)**



Background:  Virginia Senate Bill 933, passed during the 2020 General Assembly, requires the Virginia Department of Education (VDOE) to develop and adopt a common statewide definition for the term SLIFE, or "students with limited or interrupted formal education."  A secondary requirement of the legislation is for the Board of Education (BOE) to determine whether calculations for the school quality indicators within the Board's Regulations Establishing the Standards for Accrediting Public Schools in Virginia are appropriate and to make the necessary revisions to impact the methodology for the calculation of school accreditation ratings.

Current Reality:  Graduation rates posted without consideration for schools serving larger numbers of Students with Limited or Interrupted Formal Education (SLIFE) do not accurately reflect the schools’ performance and may negatively impact a school’s accreditation status.

In recent years, large numbers of students who are English Learners (EL) with Limited or Interrupted Formal Education have enrolled in high school across Virginia and around the country.  Schools and communities that welcome EL students and all immigrant families are eager to provide instruction and support for students and their families.  The increased enrollment of new EL students into welcoming communities distorts Virginia’s school accountability measures, particularly related to Virginia’s On-Time Graduation Rate.

RCPS recommends the General Assembly Direct the State Board to:

1. Remove SLIFE dropouts from graduation rate and dropout calculations **if** the student has not been enrolled in a Virginia school for at least 4 semesters.
2. Incentivize programs, pathways, and supports that encourage SLIFE to remain enrolled and ultimately graduate, such as:
   1. Funding for additional teachers and other professional staff who are trained in dealing with issues related to social-emotional learning needs of SLIFE,
   2. Funding for specialized career and technical programs and internships, and
   3. Adjustments to passing score criteria for SLIFE on EOC Reading and Writing SOL tests, such as: SLIFE may earn graduation credit for EOC Reading and/or Writing through the combination of:
      1. demonstrating sufficient progress toward English proficiency as measured by the WIDA ACCESS 2.0 test;
      2. demonstrating growth on the EOC Reading and/or Writing SOL test, and;
      3. achieving a score of 350 or higher on the EOC Reading and/or Writing SOL test.