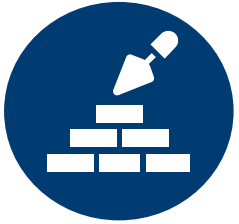


OVERVIEW OF VIRGINIA'S SCHOOL PERFORMANCE AND SUPPORT FRAMEWORK FOR SCHOOL YEAR 2024-2025

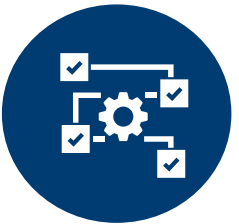
VIRGINIA DEPARTMENT OF EDUCATION

School Year 2024-2025

Purpose



Provide the foundation and overview of Virginia's federal and state accountability system: the School Performance and Support Framework



Describe the indexing and calculating process to reach an overall framework score



Demonstrate how to locate and use available resources

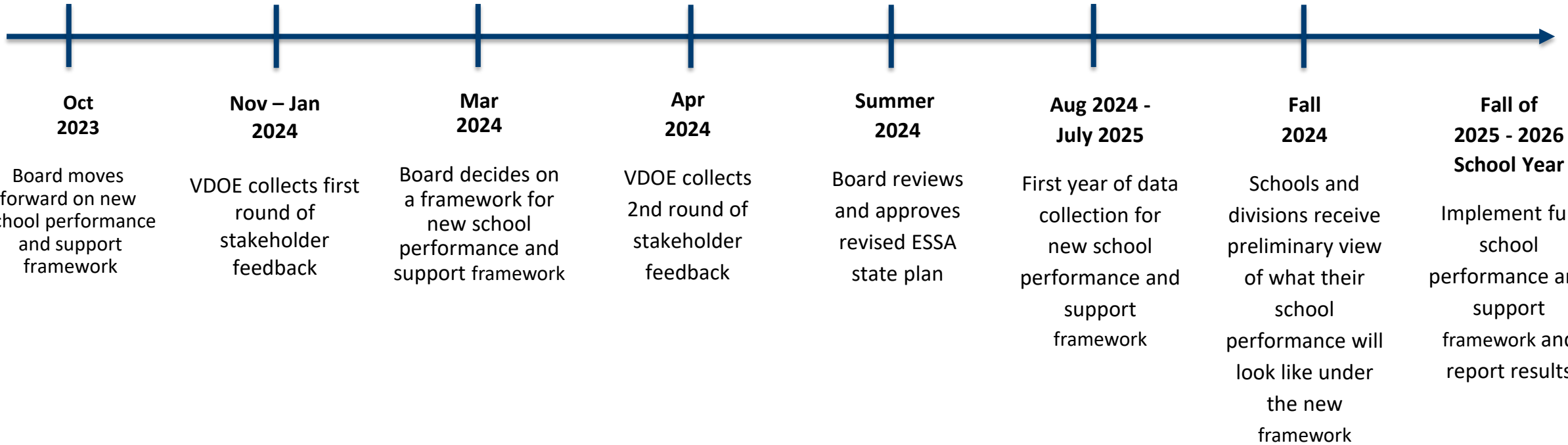


Share next steps in implementation of the School Performance and Support Framework

OVERALL GUIDING PRINCIPLES FOR THIS WORK

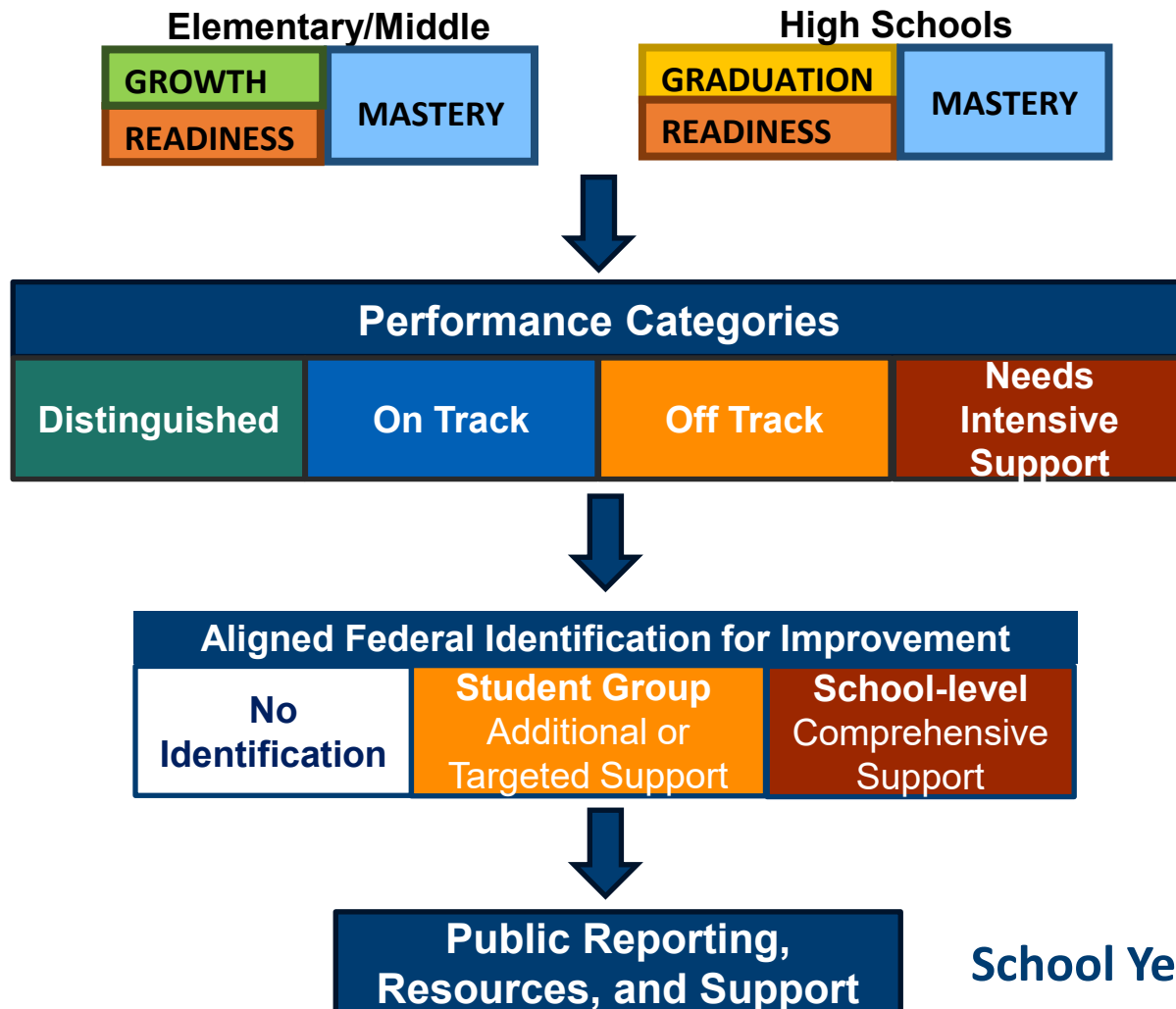
1. **The North Star is high expectations for every student.** Proficiency definitions will be set by benchmarking against the demands of Virginia employers and higher education, as well as against states who have the most rigorous definitions of proficiency in the nation.
2. **Transparency and access to actionable information** will be a hallmark of our approach and our new system.
3. Student academic growth and proficiency are both vital measures, but the **system must prioritize getting every student to proficiency/mastery.**
4. The purpose of accountability is **to build trust between schools, parents, and students through transparent, concrete, and easy to understand reporting.** We must provide necessary supports and work alongside schools in need of help.
5. **Stakeholder input is critical.** Teachers, parents, students, and education leaders will inform the Board's process to build a best-in-class accreditation and accountability (school performance) system.

WHERE WE HAVE BEEN AND WHERE WE ARE GOING

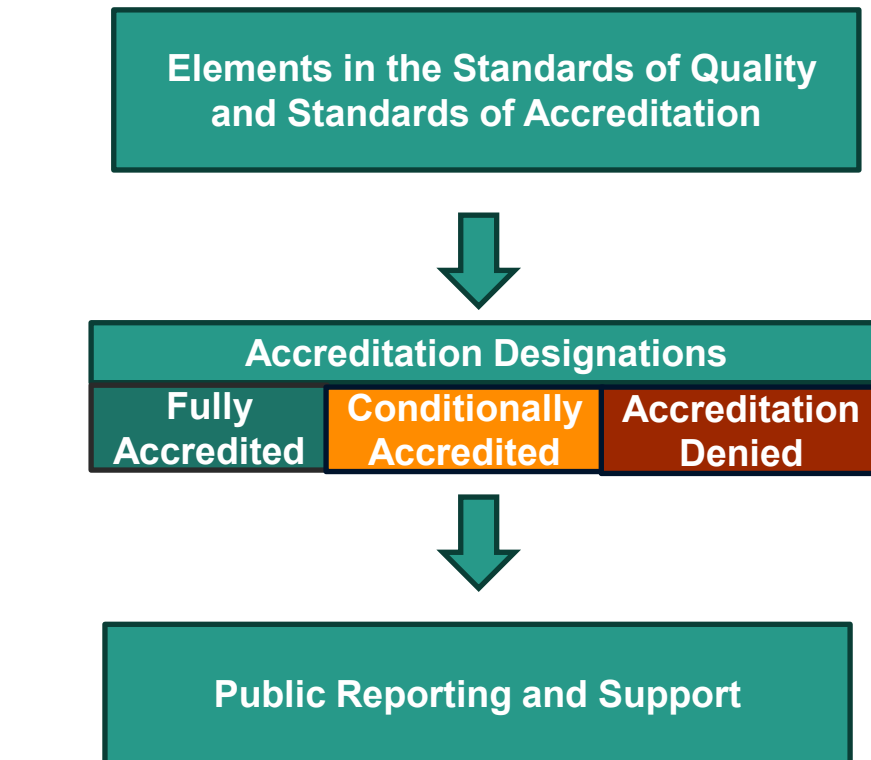


ACCOUNTABILITY AND ACCREDITATION

Virginia's School Performance and Support Framework



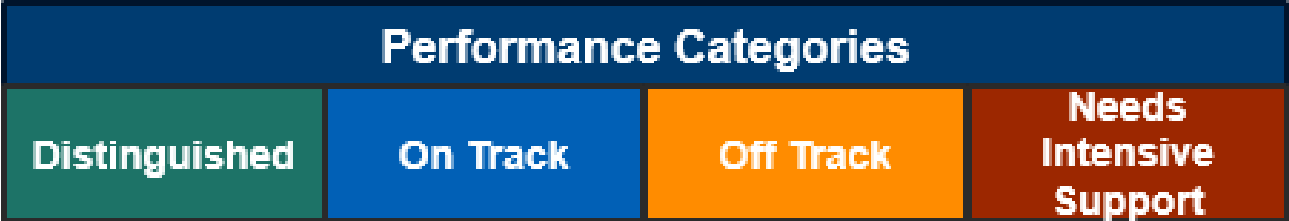
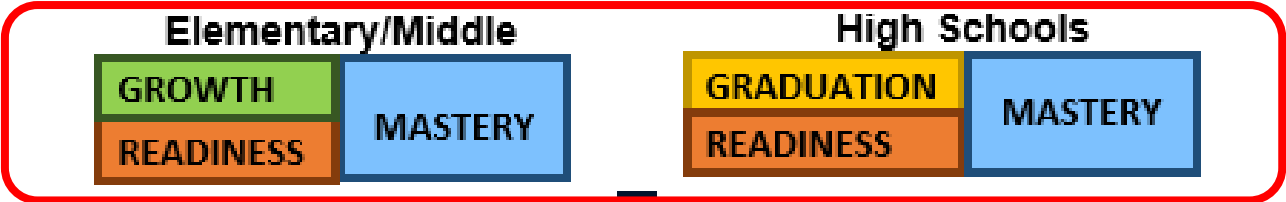
Virginia's Accreditation System



School Year 2024-2025

Virginia School Performance and Support Framework

Virginia's School Performance and Support Framework



Public Reporting, Resources, and Support
School Year 2024-2025

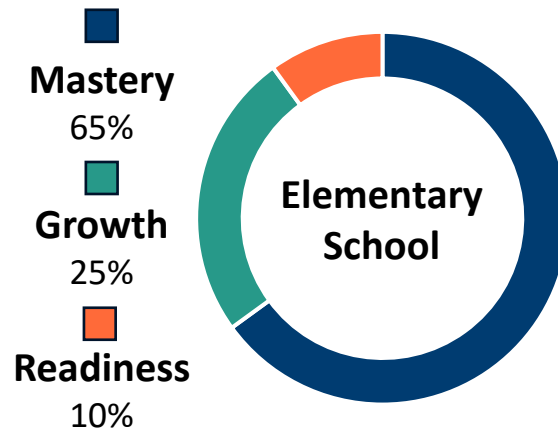


FRAMEWORK WEIGHTING

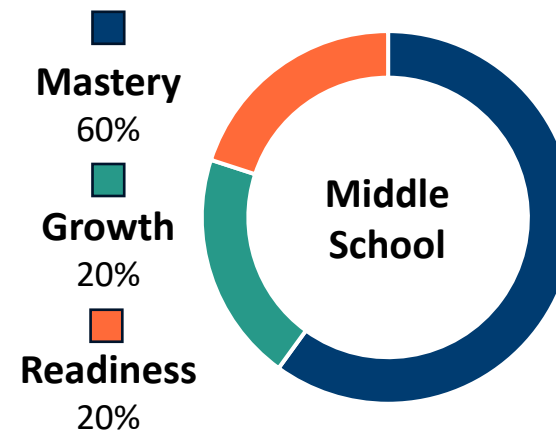
The School Performance and Support Framework is a weighted index.

This model allows easy translation into the number of points earned or a score.

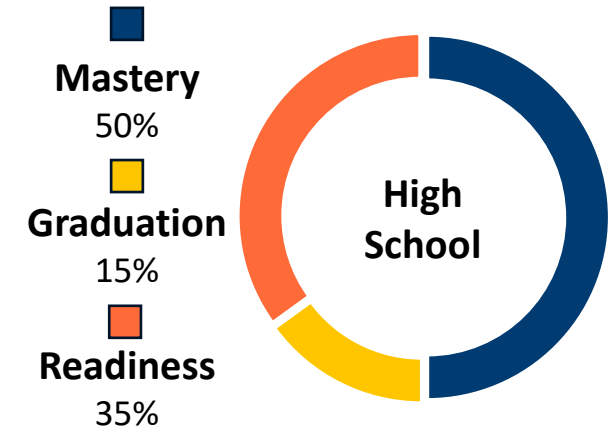
All total scores will be out of 100, but component scores vary based on grade span.



Elementary Schools	
Mastery	65%
Growth	25%
Readiness	10%
Total	100



Middle Schools	
Mastery	60%
Growth	20%
Readiness	20%
Total	100



High Schools	
Mastery	50%
Graduation	15%
Readiness	35%
Total	100

INDICATORS WITHIN EACH COMPONENT

Elementary School

<p><u>GROWTH</u> 25%</p> <ul style="list-style-type: none"> • Reading Expected Growth: 12.5% • Math Expected Growth: 12.5% 	<p><u>MASTERY</u> 65%</p> <ul style="list-style-type: none"> • Reading SOL/VAAP tests: 22.5% • Math SOL/VAAP tests: 22.5% • Science SOL/VAAP tests: 10% • Progress in English Language Proficiency: 10%
<p><u>READINESS</u> 10%</p> <ul style="list-style-type: none"> • Chronic Absenteeism: 10% 	

Middle School

<p><u>GROWTH</u> 20%</p> <ul style="list-style-type: none"> • Reading Expected Growth: 10% • Math Expected Growth: 10% 	<p><u>MASTERY</u> 60%</p> <ul style="list-style-type: none"> • Reading SOL/VAAP tests: 20% • Math SOL/VAAP tests: 20% • Science SOL/VAAP tests: 10% • Progress in English Language Proficiency: 10%
<p><u>READINESS</u> 20%</p> <ul style="list-style-type: none"> • Chronic Absenteeism: 10% • Advanced Coursework: 10% 	

High School

<p><u>GRADUATION</u> 15%</p> <ul style="list-style-type: none"> • Federal Graduation Indicator: 4-year Adjusted Cohort Rate 	<p><u>MASTERY</u> 50%</p> <ul style="list-style-type: none"> • Reading SOL/VAAP tests: 15% • Math SOL/VAAP tests: 15% • Science SOL/VAAP tests: 10% • Progress in English Language Proficiency: 10%
<p><u>READINESS</u> 35%</p> <ul style="list-style-type: none"> • Chronic Absenteeism: 5% • 6-year Extended Year Graduation Rate with Applied Studies: 5% • 3E Framework: 25% <p>The 3E Framework focuses on students graduating high school ready for Enrollment, Employment, and/or Enlistment.</p>	

MASTERY COMPONENT

Mastery Index Weighting					
Grade Span	Reading	Math	Science	English Language Progress	Total
Elementary	22.5%	22.5%	10%	10%	65%
Middle	20%	20%	10%	10%	60%
High School	15%	15%	10%	10%	50%

MASTERY INDEX WEIGHTING AND EXAMPLE

Weighting	
<i>Advanced</i> Performance Level	1.25
<i>Proficient</i> Performance Level	1.0
<i>Basic/Does not Meet</i> Performance Level	0.75
<i>Below Basic</i> Performance Level	0.25



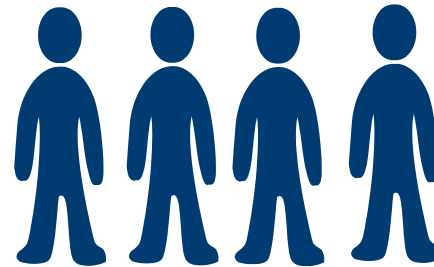
100 Students in a Middle School

40 score at the
Advanced level



$$40 \times 1.25 = 50$$

40 score at the
Proficient level



$$40 \times 1.0 = 40$$

10 score at the
Basic level



$$10 \times 0.75 = 7.5$$

10 score at the
Below Basic level



$$10 \times 0.25 = 2.5$$

School Year 2024-2025

$$50 + 40 + 7.5 + 2.5 = 100 \text{ points}$$

GROWTH COMPONENT

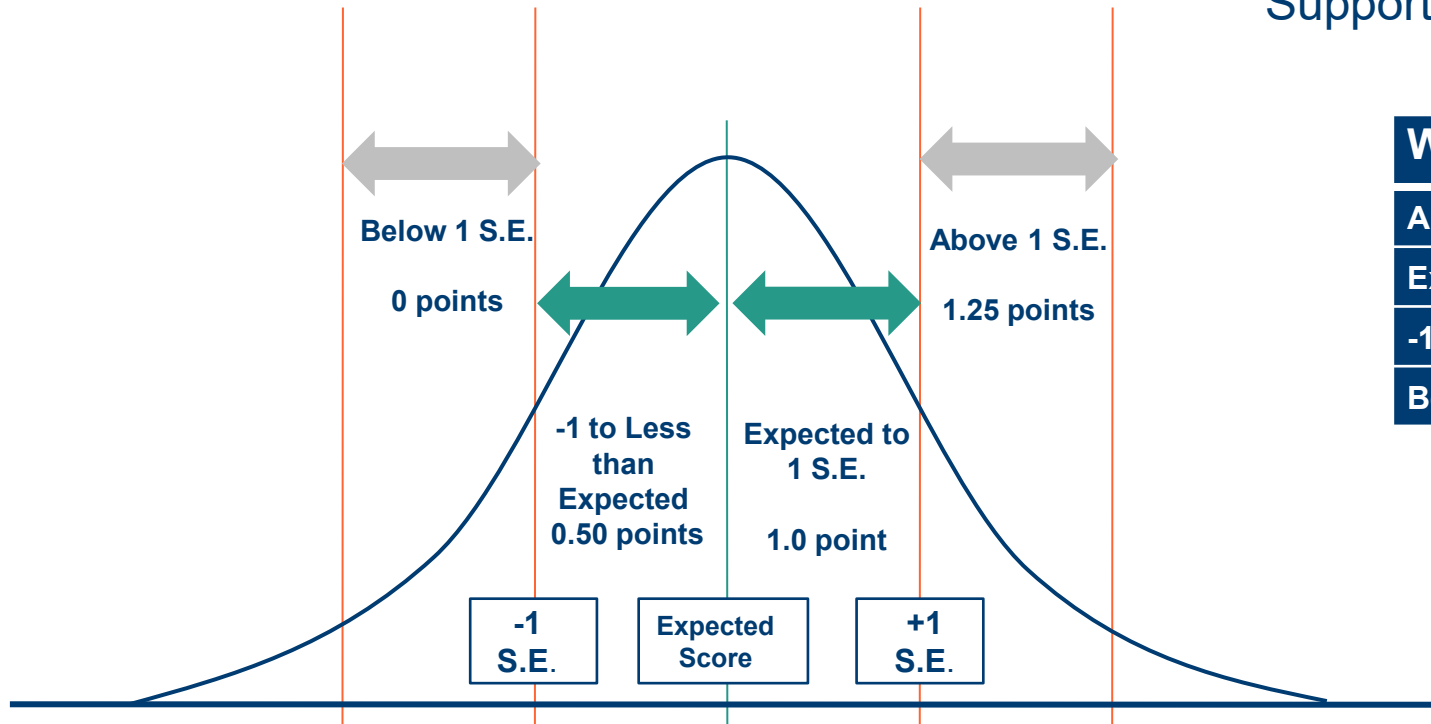
ELEMENTARY AND MIDDLE SCHOOL

- Virginia's growth model for Grades 4-8:
 - The numerator includes students who partially met, met, or exceeded their expected growth.

Growth Weighting			
Grade Span	Math	Reading	Total
Elementary	12.5%	12.5%	25%
Middle	10%	10%	20%

ELEMENTARY & MIDDLE GROWTH

Growth Index within the School Performance and Support Framework using VVAAS for SOL tests



Weighting	
Above 1 Standard Error (S.E.)	1.25
Expected to 1 S.E.	1.0
-1 S.E. to Less than Expected	0.50
Below -1 S.E.	0

DETERMINING GROWTH ON VAAP ASSESSMENTS

- Growth on grades 4-8 VAAP reading and mathematics assessments is determined by comparing the test results from the prior year results on the VAAP assessment to the current results on the VAAP assessment using Progress (Value) Tables.
- Growth on the VAAP assessments is indexed based on a student's scaled score and movement of ranges from the prior school year to the current year. Students remaining in the same range from the prior year receive 0.50 points for partial growth, students advancing one range receive 1 point for meeting expected growth, and students advancing more than one range earn 1.25 points for exceeding growth.

DETERMINING GROWTH FOR VAAP TESTS (1 OF 2)

VAAP Growth Component Index

Weighting	
Advances more than 1 Range from Prior Year	1.25
Advances 1 Range from Prior Year Results	1.0
Remains in same Range from Prior Year	0.50
Below Prior Year Range	0

Steps:

1. Determine the previous spring and current spring VAAP tests, based on the overall test scaled scores.
2. Next, compare the scaled score range from prior year test (spring 2024) to the scaled score range from the current year (spring 2025) VAAP test on the appropriate Progress (Value) Table.
3. If a student remains in the same range from the prior year, then they receive 0.50 points for partial growth. If a student advanced one range, then the student receives 1 point for meeting expected growth. If a student advanced more than one range, then the student earns 1.25 points for exceeding growth.

DETERMINING GROWTH FOR VAAP TESTS (2 OF 2)

Example:

- A student took the grade 4 **VAAP reading test** in spring 2024 and had an overall scaled score of 700 (green box). In spring 2025, the student took the grade 5 VAAP reading test and had an overall scaled score of 735 (blue box).
- Since the student advanced at least one range from spring 2024 to spring 2025, the student demonstrated expected growth and receives 1 point.

Virginia Alternate Assessment Program (VAAP) Reading Assessments						
Test Level	Does Not Meet Proficiency		Proficient		Advanced	
	Range I	Range II	Range III	Range IV	Range V	Range VI
Grade 3	625 - 728	729 - 739	740 - 756	757 - 779	780 - 790	791 - 880
Grade 4	625 - 729	730 - 739	740 - 754	755 - 779	780 - 790	791 - 880
Grade 5	625 - 730	731 - 739	740 - 751	752 - 779	780 - 792	793 - 880
Grade 6	625 - 725	726 - 739	740 - 757	758 - 779	780 - 794	795 - 880
Grade 7	625 - 725	726 - 739	740 - 757	758 - 779	780 - 792	793 - 880
Grade 8	625 - 727	728 - 739	740 - 756	757 - 779	780 - 790	791 - 880

PROGRESS (VALUE) TABLES FOR VIRGINIA ALTERNATE ASSESSMENT PROGRAM (VAAP) READING AND MATHEMATICS TESTS FOR ASSESSMENT YEAR 2024-2025

Reading

Virginia Alternate Assessment Program (VAAP) Reading Assessments						
	Does Not Meet Proficiency		Proficient		Advanced	
Test Level	Range I	Range II	Range III	Range IV	Range V	Range VI
Grade 3	625 - 728	729 - 739	740 - 756	757 - 779	780 - 790	791 - 880
Grade 4	625 - 729	730 - 739	740 - 754	755 - 779	780 - 790	791 - 880
Grade 5	625 - 730	731 - 739	740 - 751	752 - 779	780 - 792	793 - 880
Grade 6	625 - 725	726 - 739	740 - 757	758 - 779	780 - 794	795 - 880
Grade 7	625 - 725	726 - 739	740 - 757	758 - 779	780 - 792	793 - 880
Grade 8	625 - 727	728 - 739	740 - 756	757 - 779	780 - 790	791 - 880

Mathematics

Virginia Alternate Assessment Program (VAAP) Mathematics Assessments						
	Does Not Meet Proficiency		Proficient		Advanced	
Test Level	Range I	Range II	Range III	Range IV	Range V	Range VI
Grade 3	625 - 731	732 - 739	740 - 755	756 - 779	780 - 816	817 - 880
Grade 4	625 - 722	723 - 739	740 - 754	755 - 779	780 - 819	820 - 880
Grade 5	625 - 727	728 - 739	740 - 757	758 - 779	780 - 801	802 - 880
Grade 6	625 - 725	726 - 739	740 - 756	757 - 779	780 - 826	827 - 880
Grade 7	625 - 725	726 - 739	740 - 754	755 - 779	780 - 829	830 - 880
Grade 8	625 - 723	724 - 739	740 - 754	755 - 779	780 - 843	844 - 880

READINESS COMPONENT

Readiness Weighting					
Grade Span	Chronic Absenteeism	Middle School Advanced Coursework	3E Readiness Framework	6-year Extended Year Graduation Rate with Applied Studies	Total
Elementary	10%	-	-	-	10%
Middle	10%	10%	-	-	20%
High School	5%	-	25%	5%	35%

MIDDLE SCHOOL READINESS ADVANCED COURSEWORK

Advanced Coursework Ready Students

Numerator includes students passing an EOC Math SOL tests in grades 6-8

Denominator includes:

-
- any middle school student in grades 6-8 who takes a high school math EOC;
plus
 - any grade 8 student who is not enrolled in such a course but who scored advanced on the grade 7 math SOL test

HIGH SCHOOL READINESS

SIX-YEAR GRADUATION RATE WITH APPLIED STUDIES

Six Year Rate							
High School							
Subgroup	Total Graduates (*1)	Cohort (*2)	Advanced Studies Diploma	IB Diploma	Standard Diploma	Modified Standard Diploma	Applied Studies Diploma
All Students	548	568	265	0	283	0	9

Cohort calculates students two years prior to current cohort year (e.g. 2022 for SY 2024)

1. To calculate Points Earned, add **Total Graduates + Applied Studies**
2. For the Total No. of Students, use the **Cohort** number

GRADUATION COMPONENT

- The 4-year adjusted cohort graduation rate captures all students who graduate on-time in four years with a Standard or Advanced diploma.

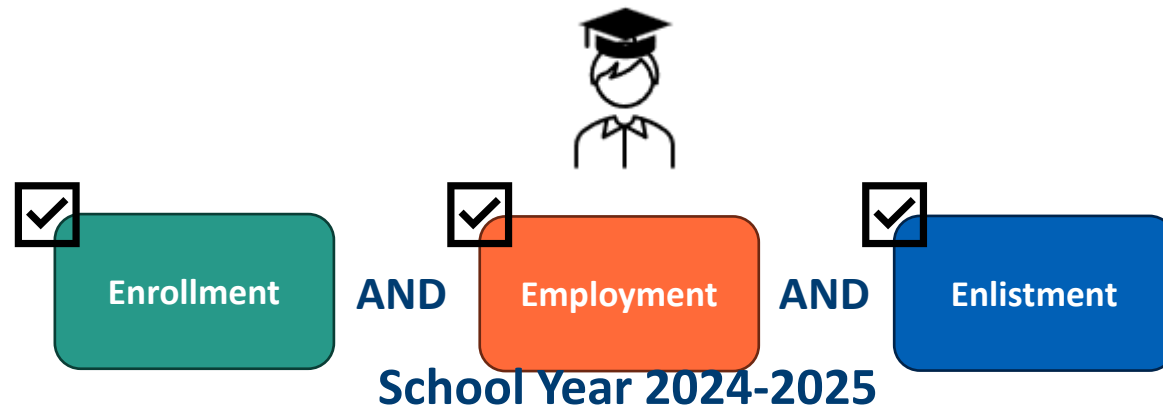
Graduation Weighting		
Grade Span	Federal Graduation Indicator 4-year Adjusted Cohort	Total
High School	15%	15%

High School: 3E Readiness Framework

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

THE 3E READINESS FRAMEWORK

- The 3E Readiness Framework:
 - Enrollment
 - Employment
 - Enlistment
- Index weighting based on rigor of experience, which is similar to the mastery index.
- Students/schools earn points for multiple experiences.



3E READINESS FRAMEWORK

Enrollment

- **1.25 points:** Earning an associate's degree
- **1 point:** Earning 3+ credit-bearing, college ready* scores on exams, 3+ dual credit courses with a "B" grade, or an Early College Scholar certificate
- **0.75 point:** 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
- **0.5 point:** Completing an AP, IB, Cambridge A/AS, or CLEP exam or dual credit course (3 credits) with a "C" grade

Employment

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

School Year 2024-2025

Enlistment

- **1 point:** AFQT (ASVAB) score of **65 or higher**
- **0.75 point:** AFQT (ASVAB) score of **50-64**
- **0.5 point:** Meeting the minimum **Military Entrance Score (AFQT/ASVAB) of 31**

These scores are equivalent to the careers in employment component.

ENROLLMENT (POST SECONDARY)

1.25 point

Earning an **associate's degree**

1 point

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**

0.75 points

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**

0.5 points

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

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

1 point

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

0.75 point

CTE completer who earned a state-approved industry recognized credential as defined by the Board

0.5 point

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) School Year 2024-2025

ENLISTMENT

1 point

AFQT (ASVAB) score of 65 or higher

(This score is equivalent to careers in employment component)

0.75 points

AFQT (ASVAB) score of 50-64

(This score is equivalent to careers in employment component)

0.5 points

Meeting the minimum Military Entrance Score (AFQT/ASVAB) of 31

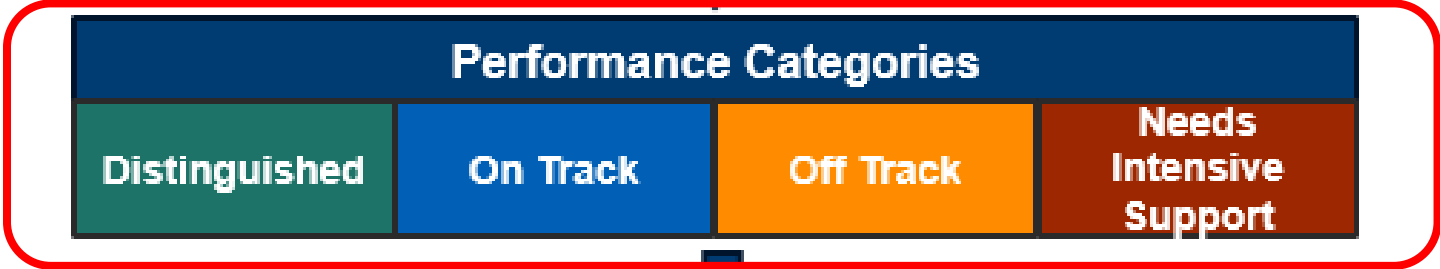
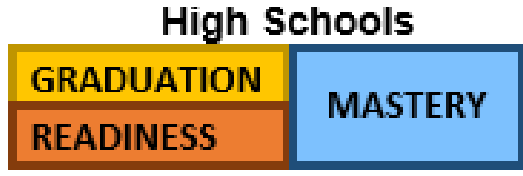
(This score is equivalent to careers in employment component)

***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.

School Year 2024-2025

Virginia's School Performance and Support Framework



PERFORMANCE CATEGORIES

Distinguished

Schools are exceeding the state's expectation for achievement, growth, graduation, and readiness.

90 points and above

On Track

Schools are meeting the state's expectation for achievement, growth, graduation, and readiness.

Between 80 to 89 points

Off Track

Schools are not meeting the state's expectation for achievement, growth, graduation, and readiness.

Between 65 to 79 points

Needs Intensive Support

Schools are significantly not meeting the state's expectation for achievement, growth, graduation, and readiness.

Below 65 points

Schools that are federally identified as Targeted or Additional Targeted Support and Improvement will have their category lowered by one.

Calculating the Overall Framework Score

Stage 1: Gather Indicator Data

Stage 2: Calculate of indicator Indices

Stage 3: Calculate the components

Stage 4: Calculate Overall Performance

STAGE 1: GATHER INDICATOR DATA

Components and Indicators

- Mastery
 - Reading SOL/VAAP Tests
 - Math SOL/VAAP Tests
 - Science SOL/VAAP Tests
 - Progress in English Language Proficiency using ACCESS tests
- Readiness
 - Chronic Absenteeism
 - 6-year Extended Graduation Rate with Applied Studies
 - 3E Readiness Framework
- Graduation
 - Federal Graduation Indicator: 4-year Adjusted Cohort Rate

STAGE 2: CALCULATE INDICATOR INDICES

Mastery

Weighting	
Pass/Advanced Performance Level	1.25
Pass/Proficient Performance Level	1.0
Fail/Basic/Does not Meet Performance Level	0.75
Fail/Below Basic Performance Level	0.25

Reading Performance: Grades 3-5					
Performance Level	No. of Students		Points	Total	Percent of Possible Points
Advanced	90	X	1.25	112.50	
Proficient	145	X	1	145	
Basic	45	X	0.75	33.75	
Below Basic	20	X	0.25	5	
Total	300			296.25	98.75

Percent of Possible Points=Points Earned/No. of Students X 100

School Year 2024-2025

STAGE 2: CALCULATE INDICATOR INDICES

Growth

Weighting	
Above 1 Standard Error (S.E.)	1.25
Expected to 1 S.E.	1.0
-1 S.E. to Less than Expected	0.50
Below -1 S.E.	0

Indicator: Reading Growth

Value	No. of Students	Points	Total	Percent of Possible Points
Above 1 Standard Error (S.E.)	112	1.25	140	
Expected to 1 S.E.	104	1	104	
-1 S.E. to Less than Expected	98	0.50	49	
Below -1 S.E.	51	0	0	
Total number of Students	365		293	80.27

Percent of Possible Points=Points Earned/No. of Students X 100 **School Year 2024-2025**

STAGE 2: CALCULATE INDICATOR INDICES

3E Readiness Framework

Readiness Component 3E Readiness Framework			
Enrollment			
Criteria	No. of Students	Points	Total
Earning an Associate's Degree	1	1.25	1.25
3+ credit-bearing, college-ready scores on exams; 3+ dual credit courses with minimum of "B" grade, or an Early College Scholar certificate	133	1	133.00
1-2 credit-bearing, college-ready* scores on exams, or passing 1-2 dual credit courses (3 credits) with a minimum of "B" grade	110	0.75	82.50
Completing an AP, IB, Cambridge A/AS, or CLEP exam or dual credit course (3 credits) with a "C" grade	26	0.50	13.00
Totals	270		229.75

STAGE 3: CALCULATE THE COMPONENTS

Component: Mastery Index					
Indicator	Points Earned	No. of Students	Percent of Possible Points	Weight	Index Value
Reading Performance	296.25	300	98.75	22.5%	22.22
Math Performance	305	315	96.83	22.5%	21.79
Science Performance	108	118	91.53	10%	9.15
English Learner Progress	15	20	75	10%	7.5

Calculation:

- Percent of Possible Points= Points earned/Students X 100
- Index Value= Percent of Possible Points X Weight

School Year 2024-2025

STAGE 4: CALCULATE OVERALL PERFORMANCE

Elementary School Example

Component: Mastery					
Indicator	Points Earned	No. of Students	Percent of Possible Points	Weight	Index Value
Reading Performance	296.25	300	98.75	22.5%	22.22
Math Performance	305	315	96.83	22.5%	21.79
Science Performance	108	118	91.53	10%	9.15
English Learner Progress	15	20	75	10%	7.5
Total				65%	60.66



Component: Growth					
Indicator	Points Earned	No. of Students	Percent of Possible Points	Weight	Index Value
Reading	293	365	80.27	12.5%	10.03
Math	309.75	372	83.27	12.5%	10.41
Total				25%	20.44



School Year 2024-2025

STAGE 4: CALCULATE OVERALL PERFORMANCE

Elementary School Example

Component: Readiness					
Indicator	Points Earned	No. of Students	Percent of Possible Points	Weight	Index Value
Chronic Absenteeism	81	725	11.17	10%	8.88
Total				10%	8.88



Component	Weight	Index Value	
Mastery	65%	60.66	
Growth	25%	20.44	
Readiness	10%	8.88	
Total		93.56	Total Performance Category

ELEMENTARY OVERALL PERFORMANCE

STAGE 4: CALCULATE OVERALL PERFORMANCE

93.56 Performance Category Total	Weight	Indicator	Points Earned	Students	Percent of Possible Points	Indicator Score
64.24 Mastery	22.5%	Reading Performance	374.75	365	102.67	23.10
	22.5%	Math Performance	385.50	372	103.63	23.32
	10.0%	Science Performance	121.75	118	103.18	10.32
	10.0%	El Progress	15	20	75	7.50
20.44 Growth	12.5%	Reading	293.00	365	80.27	10.03
	12.5%	Math	309.75	372	83.27	10.41
8.88 Readiness	10.0%	Chronic Absenteeism	81	725	11.17	8.88

School Year 2024-2025

MIDDLE OVERALL PERFORMANCE

STAGE 4: CALCULATE OVERALL PERFORMANCE

84.66 Performance Category Total	Weight	Indicator	Points Earned	Students	Percent of Possible Points	Indicator Score
Mastery 51.61	20.00%	Reading Performance	393.25	431	91.24	18.25
	20.00%	Math Performance	407.25	435	93.62	18.72
	10.00%	Science Performance	137.50	146	94.18	9.42
	10.00%	El Progress	35.00	67	52.24	5.22
Growth 15.11	10.00%	Reading	318.25	437	72.83	7.28
	10.00%	Math	341.25	436	78.27	7.83
Readiness 17.94	10.00%	Chronic Absenteeism	45.00	453	9.93	9.01
	10.00%	Advanced Coursework	92.00	103	89.32	8.93

School Year 2024-2025

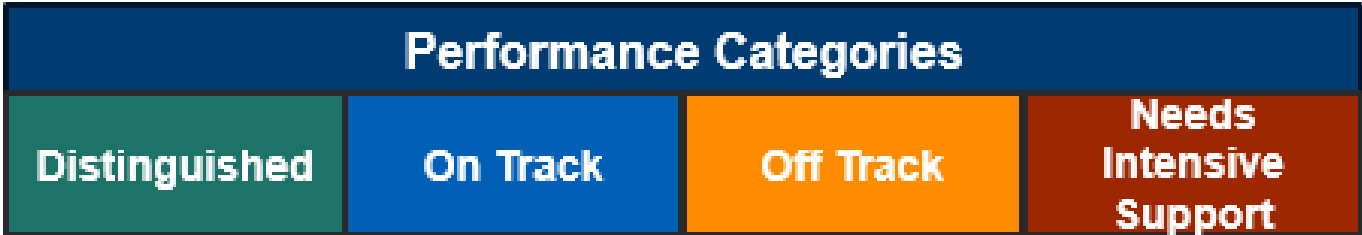
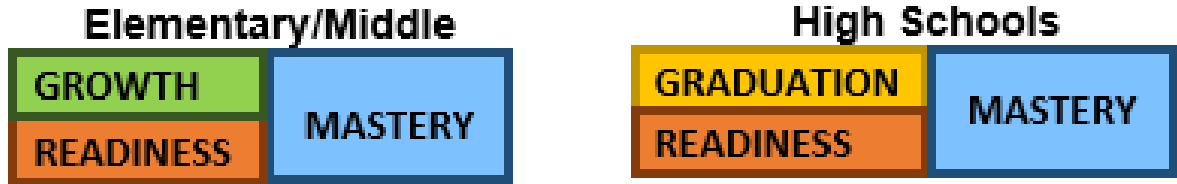
HIGH SCHOOL OVERALL PERFORMANCE

STAGE 4: CALCULATE OVERALL PERFORMANCE

93.23 Performance Category Total	Weight	Indicator	Points Earned	Students	Percent of Possible Points	Indicator Score
Mastery 47.39	15.00%	Reading Performance	552.25	552	100.05	15.01
	15.00%	Math Performance	534.50	544	98.25	14.74
	10.00%	Science Performance	544.00	552	98.55	9.86
	10.00%	El Progress	53.00	68	77.94	7.79
Graduation 14.06	15.00%	4-Year Adjusted Cohort	509.00	543	93.74	14.06
Readiness 31.78	5.00%	Chronic Absenteeism	304.00	2174	13.98	4.30
	5.00%	6-year Graduation	557.00	568	98.06	4.90
	25.00%	3E Framework	490.24	543	90.29	22.57

School Year 2024-2025

Virginia's School Performance and Support Framework



Public Reporting, Resources, and Support



FEDERAL SCHOOL IDENTIFICATION

Based on federal requirements, three categories of schools are identified for support..

Comprehensive Support and Improvement School (CSI)

Title I Schools** struggling the most

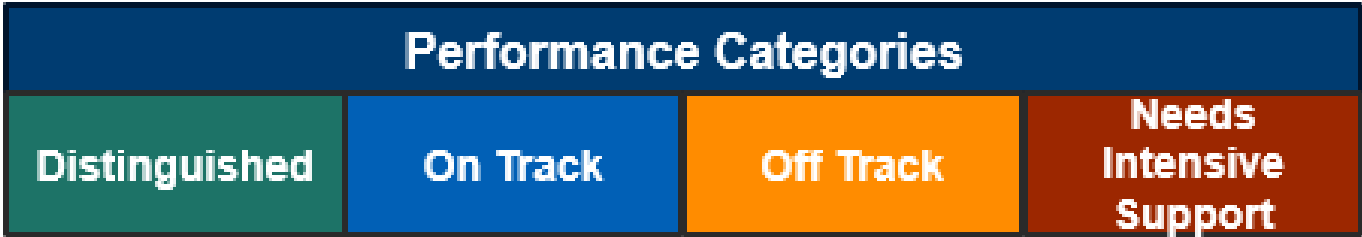
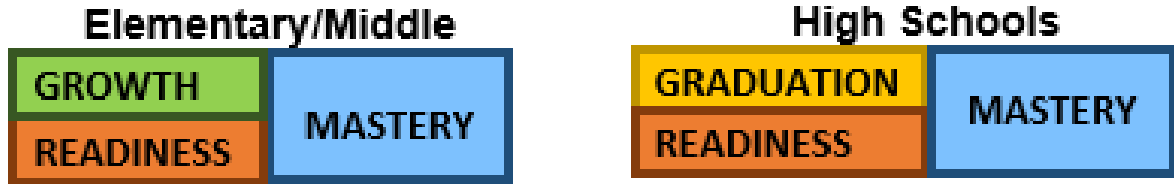
Targeted Support and Improvement School (TSI)

Schools with **student group(s)** struggling the most

Additional Targeted Support and Improvement School (ATSI)

Schools that **consistently** have **student group(s)** that struggle "the most"

Virginia's School Performance and Support Framework



Resources & Support

UNDERSTANDING & UTILIZING THE RESOURCE HUB

Road to Readiness School Performance and Support Framework Resource Hub



RESOURCE HUB

- + TEACHING IN VIRGINIA
 - PROFESSIONAL LEARNING & DEVELOPMENT
 - TEACHERDIRECT
- + ALL IN VA
- ROAD TO READINESS SCHOOL PERFORMANCE AND SUPPORT FRAMEWORK RESOURCE HUB
 - + Framework Overview
 - School Data Toolkit
 - + Supporting Virginia Learners
- + EARLY CHILDHOOD CARE & EDUCATION
- + K-12 STANDARDS & INSTRUCTION
- + INSTRUCTIONAL RESOURCES & SUPPORT
- + STUDENT ASSESSMENT
- + SPECIALIZED INSTRUCTION
- + EDUCATIONAL OPTIONS

[Teaching, Learning & Assessment](#) >

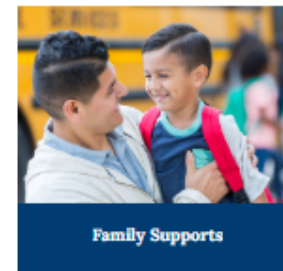
Road to Readiness School Performance and Support Framework Resource Hub

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Virginia's students, families, and educators have long deserved a system that prioritizes high expectations for every child and provides clarity on how each school is preparing students for success. Virginia's new accountability system, the School Performance and Support Framework, builds trust among schools, parents, and communities through transparent, easy-to-understand reporting on a school's performance. The Framework shows how students are mastering grade level content, whether each student is growing, and how the school is preparing students for their next phase of their education.



Equally important, the School Performance and Support Framework provides intentional and direct intensive support to schools that are most in need. With the Framework, schools will use actionable data and know where they need the most help, allowing parents, teachers, schools, and state leaders to work side by side on prioritized needs. Whether it's through attendance, staffing, mentorship support, learning resources or other training, Virginia's schools will be provided necessary and comprehensive supports to ensure every learner is successful. The Framework encourages and enables school communities to work together to implement changes that improve student and school performance - for every student in every school throughout the Commonwealth.



EDUCATOR SUPPORTS

+ TEACHING IN VIRGINIA

PROFESSIONAL LEARNING & DEVELOPMENT

TEACHERDIRECT

+ ALL IN VA

- ROAD TO READINESS SCHOOL PERFORMANCE AND SUPPORT FRAMEWORK RESOURCE HUB

+ Framework Overview

School Data Toolkit

- Supporting Virginia Learners

- Educator Supports

Reading

Mathematics

Science

Chronic Absenteeism

Removing Non-Academic Barriers

3E Readiness High School

Inclusive Practices

English Learners

+ Family Supports

+ EARLY CHILDHOOD CARE & EDUCATION

+ K-12 STANDARDS & INSTRUCTION

+ INSTRUCTIONAL RESOURCES & SUPPORT

+ STUDENT ASSESSMENT

+ SPECIALIZED INSTRUCTION

+ EDUCATIONAL OPTIONS

[Teaching, Learning & Assessment](#) » [Road to Readiness School Performance and Support Framework Resource Hub](#) » [Supporting Virginia Learners](#) »

Educator Supports

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Virginia educators are the cornerstone of the Commonwealth's best-in-class education system. Their expertise in their craft and compassion for students is greatly valued. The Commonwealth's students are as capable as any others in the country and deserve a high-quality education that prepares them for college and career.

Students depend on educators every day to be successful, and VDOE's role is to support educators in that success. As Virginia shifts to the School Performance and Support Framework, VDOE has provided resources and supports for teams by school performance category in literacy and English, math, and science. These focus on standards and curriculum implementation, effective instructional practices, and professional learning.

The pages below include academic supports for teachers, school leaders, and division leaders to refine and improve instruction in Grade K-12 reading, math, and science.

Staffing Supports

The VDOE Human Capital, Teacher Licensure, and Office of School Quality teams are committed to ensuring that there is a high quality, licensed teacher in every classroom in Virginia. Staffing needs for school divisions varies based on localized factors and conditions. In recognition of these unique needs and geographical challenges, [VDOE provides a continuum of supports for school divisions](#). These supports range from opportunities that may benefit all school divisions to more intensive supports for specific school divisions.

 Reading	 Mathematics	 Science	 Chronic Absenteeism
 Removing Non-Academic Barriers	 3E Readiness	 Advanced Coursework (Coming Soon)	 Graduation (Coming Soon)
 English Learners		 Inclusive Practices	

SUPPORTING VIRGINIA LEARNERS

- + TEACHING IN VIRGINIA
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Teaching, Learning & Assessment - Road to Readiness School Performance and Support Framework Resource Hub

Supporting Virginia Learners

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The School Performance and Support Framework is purposefully designed to clearly show where students are having success mastering content, how they are meeting growth expectations, and whether they are ready to move on to their next phase in school.

To help benefit all schools throughout the Commonwealth, the Framework also highlights *Distinguished* schools which serve as models for all school leaders to learn from so that they can continuously improve their own educational practices. Additionally, bringing more transparency to which students and schools are succeeding and which students are struggling allows educators, families, and community members to better direct resources and support towards those demonstrated student needs.

The Framework places heavy focus on providing individual students with supports they need for academic success, as well as ensuring they are prepared for their next phase of academic life or post-graduation career. The Framework sets high expectations for all students and encourages them to undertake advanced coursework when they are ready. To help build a good academic and personal foundation, the 5 C's are stressed for elementary and middle school students: Critical thinking, Creative thinking, Collaboration, Communication, and Citizenship. The Framework is also designed to help older students focus on success post-graduation by ensuring they receive meaningful experiences in the 3E areas- Employment, Enlistment, and Enrollment.

Moving from Support to Performance

When schools receive their performance report this fall, a needs assessment and support plan will be developed. The needs assessment and support plan for the school is a coherent strategy with clearly prioritized areas of focus to enhance student outcomes, rather than the previous approach of multiple plans, often with competing needs and uncertain goals.

Roadmaps to Readiness

The Department is committed to working side by side with Virginia educators and families to successfully implement the School Performance and Support Framework. These roadmaps provide the steps superintendents, principals, teachers, and parents can take to ensure student success.

- [Superintendent's Roadmap to Readiness](#)
- [Principal's Roadmap to Readiness](#)
- [Teacher's Roadmap to Readiness](#)
- [Parent's Roadmap to Readiness](#)



Family Supports



Educator Supports