Virginia Support Framework
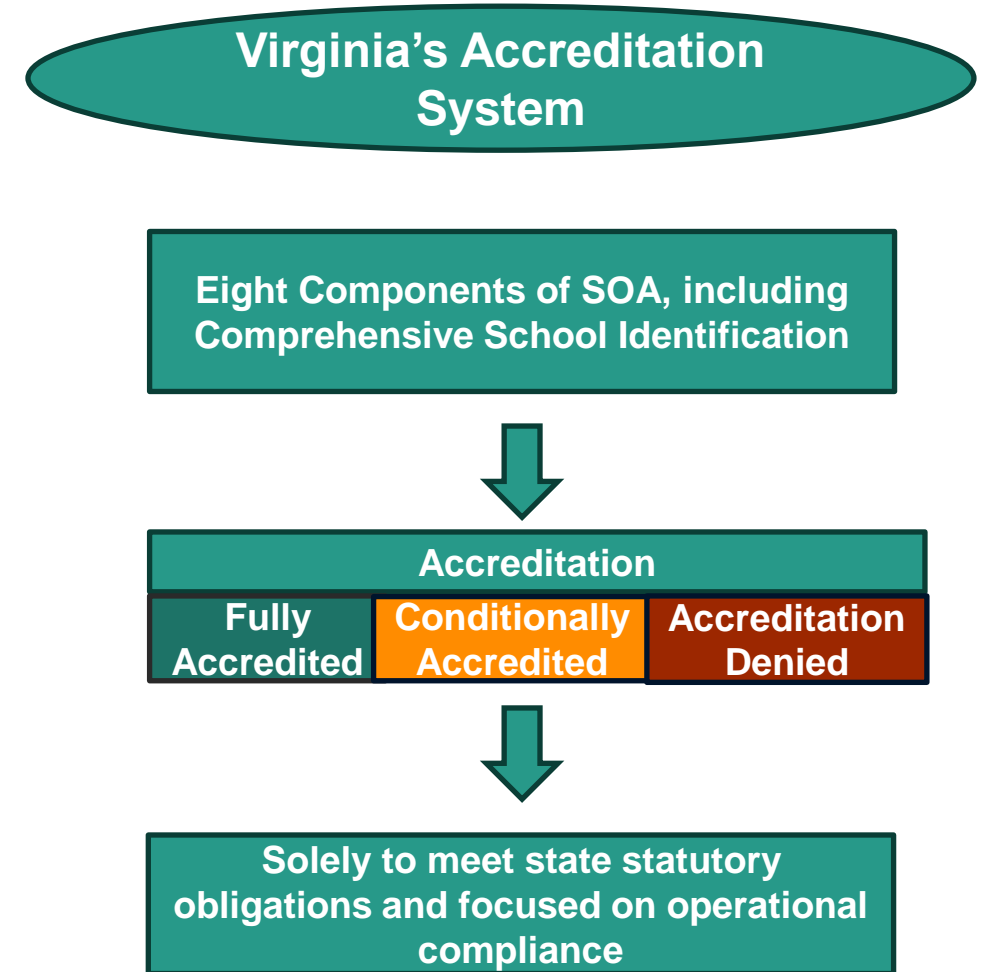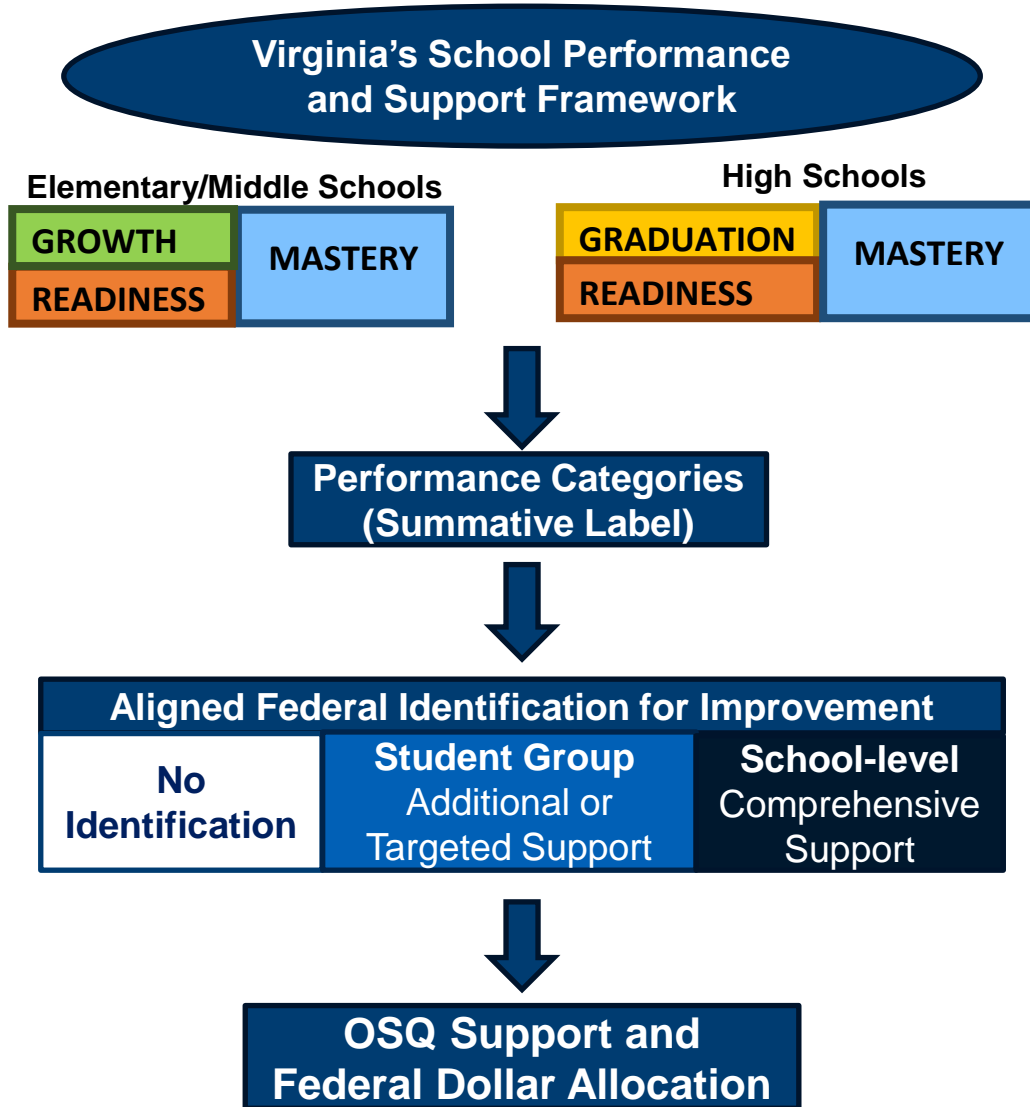
Virginia Board of Education

April 2024
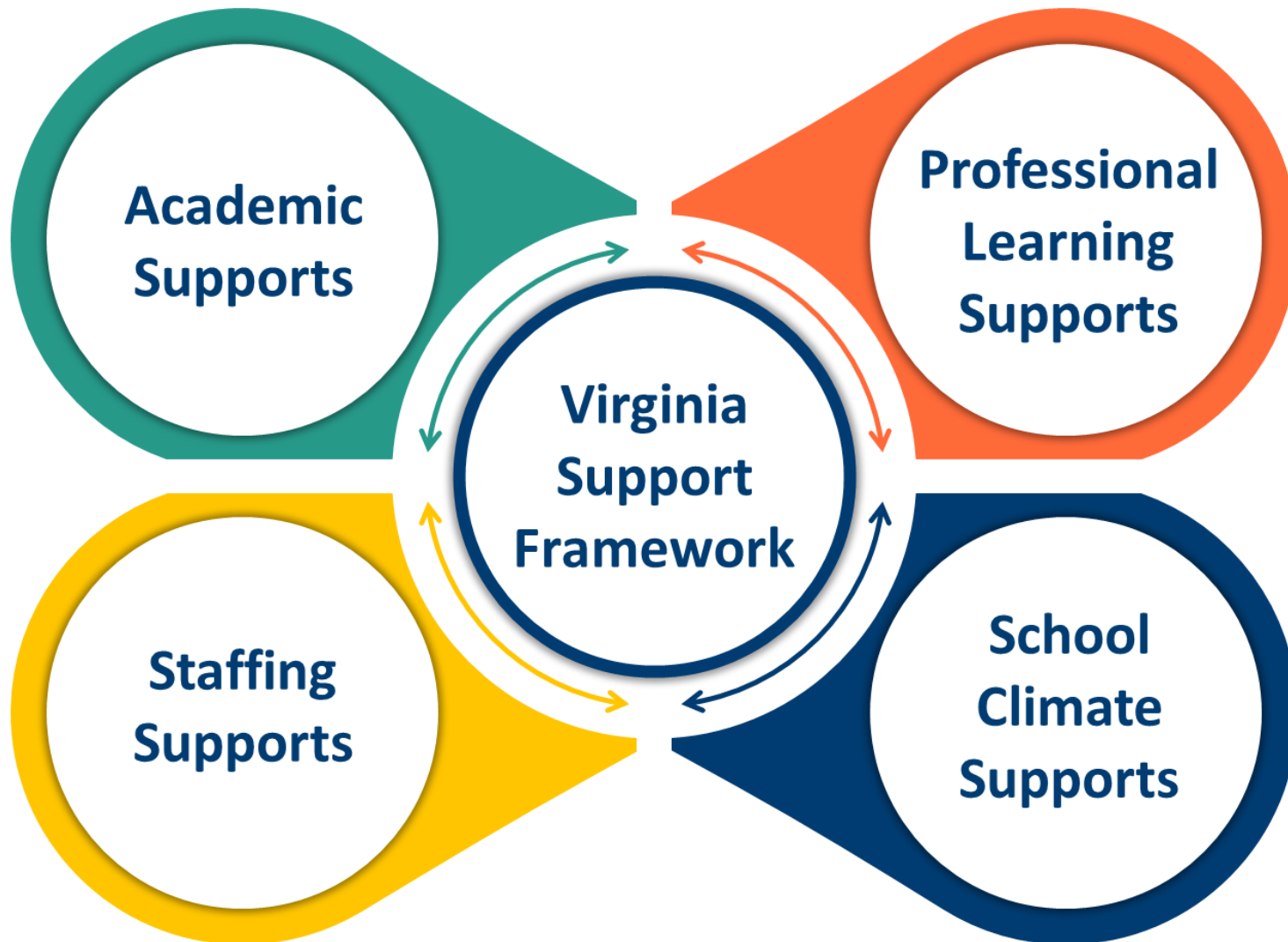
VIRGINIA DEPARTMENT OF EDUCATION

UNDER THE NEW REGULATIONS

Virginia's School Performance and Support Framework

Virginia's Accreditation System

Elementary/Middle Schools

| GROWTH | MASTERY |
| READINESS | |

High Schools

| GRADUATION | MASTERY |
| READINESS | |

↓

Performance Categories (Summative Label)

↓

Aligned Federal Identification for Improvement

| No Identification | Student Group
Additional or Targeted Support | School-level
Comprehensive Support |

↓

OSQ Support and Federal Dollar Allocation

Eight Components of SOA, including Comprehensive School Identification

↓

Accreditation

| Fully Accredited | Conditionally Accredited | Accreditation Denied |

↓

Solely to meet state statutory obligations and focused on operational compliance

VIRGINIA'S BEST IN CLASS SUPPORT FRAMEWORK

Academic Supports

Professional Learning Supports

Virginia Support Framework

Staffing Supports

School Climate Supports

The **Virginia Support Framework (VSF)** is deeply grounded in evidence and research that demonstrates a "best in class" model for supporting school divisions. VDOE will ensure coherence across teams to provide tiered support for school divisions based on demonstrated need.

Inside school turnaround: What drives success?

VSF: ACADEMIC SUPPORTS DOMAIN

Academic Supports	High-Quality Instructional Materials	• School division acquires high-quality instructional materials that are aligned to learning expectations. • School division develops & implements a curriculum and assessment plan that is rigorous, intentional, and aligned to the Virginia Standards of Learning. **Evidence behind the model:** • See CCSSO Evidence Framework and CCSSO Roadmap • See Tim Shanahan's research summary • Importance of Access: The Baseball Study • The Opportunity Myth
	High-Quality Instructional Routines	• School division leaders aid school leaders in developing school operations and logistical instructional routines that support efficient and optimal learning. • School division leaders assist school leaders as they seek ways to provide an instructional program that actively engages all students by using effective, varied, and evidence-based practices to improve student academic performance. **Evidence behind the model:** • See Case Study Evidence • See Johns Hopkin's Research by David Steiner: https://learningforward.org/wp-content/uploads/2018/12/materials-matter.pdf, and https://education.jhu.edu/edpolicy/wp-content/uploads/sites/8/2023/06/km-introductionfinal.pdf
	High-Quality Prioritized Placement	• School division reallocates highest performing internal teachers and principals to schools and classrooms with greatest turnaround need. **Evidence behind the model:** • IES Research on Teacher Placement

VSF: STAFFING SUPPORT (RECRUITMENT & RETENTION) DOMAIN

|		
Staffing Supports	Teacher Recruitment	• School division actively recruits and allocates teachers with instructional expertise and experience with high-risk populations to schools requiring greatest need and with highest vacancy rates. • School division seeks out innovative means of recruiting hard to fill teaching positions, including grow-your-own programs, career switching, and foreign recruitment programs. • School division retains high-quality teachers. **Evidence behind the model:** • [Understanding Teacher's Impact on Student Achievement](#) • [Supporting State Education Agencies to Design and Implement Grow Your Own Teacher Programs](#) • [Teacher Quality: Recruitment and Retention](#)
	Principal Recruitment	• School division actively recruits and allocates school leaders with turnaround experience to instructional expertise in the schools requiring greatest need and with highest vacancy rates. • School Division Leadership Team creates a learning culture and develops leadership capacity among existing teacher corps. • School division retains high-quality principals. **Evidence behind the model:** • [The Relationship between Principal Characteristics, School-Level Teacher Quality and Turnover, and Student Achievement](#) • [The Influence of Principal Retention and Principal Turnover on Teacher Turnover](#)

VSF: PROFESSIONAL LEARNING SUPPORTS DOMAIN

Professional Learning Supports	Logistical & Operational	- School division provide guidance to schools on tight student movement protocols that eliminate disruption and supports a learning-friendly environment. - School Division develops a calendar and master schedule that prioritizes focused learning. **Evidence behind the model:** - Operational Authority, Support, and Monitoring of School Turnaround - The State Role in School Turnaround: 8 Emerging Best Practices
	Instructional Support Cycles	- School division isolates patterns of teachers' behaviors that affect student progress and implements supports to align teachers for improved student learning outcomes. - School Division Leadership Team provides instructionally-centered decisions focused on support for teaching and learning, organizational direction and high growth expectations. **Evidence behind the model:** - See CCSSO Evidence Framework and CCSSO Roadmap - Instructional Rounds in Education Instructional Coaching: A Method for Shifting Teacher Professional Practice
	Career Development	- School division will equip instructional staff with evidence-based professional learning that targets student learning outcomes. - School division leaders will equip school leaders with professional development and observational tools that support optimal student learning. - School Division Leadership Team implements performance evaluation procedures to improve teaching and learning. **Evidence behind the model:** - The School Turnaround FIELD GUIDE

VSF Domain: School Climate Supports

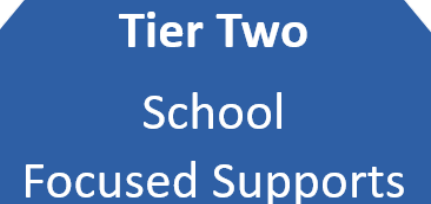| School Climate Supports	Family Engagement	• School Division Leadership Team engages with families and community groups to establish a culture of school and family partnership. • School division implements practices that create a welcoming environment to enhance the school and family relationship. **Evidence behind the model:** • Parent Satisfaction and Impact Study • Learning Heroes: Be a Learning Hero Family Engagement Resources • Effective and transparent communication with parents should be a goal for schools this year
	Family Instructional Supports	• School division assesses community needs to remove barriers to learning to meet the intellectual, social, career, and developmental needs of students. • School division provides materials and learning opportunities for family and community centers to support student learning. **Evidence behind the model:** • Family Engagement in Schools: A Comprehensive Guide Evidence-Based Strategies for Supporting and Enhancing Family Engagement
	Attendance Supports	• School division communicates with families to stress the value of school attendance. • School division establishes a Breakfast After the Bell program. • School division monitors attendance data and celebrates individual and group successes. • School division removes barriers to ensure that students have daily access to school. **Evidence behind the model:** • Attendance Works • Handout: Strategies to Address Chronic Absenteeism VDOE: Attendance and Engagement
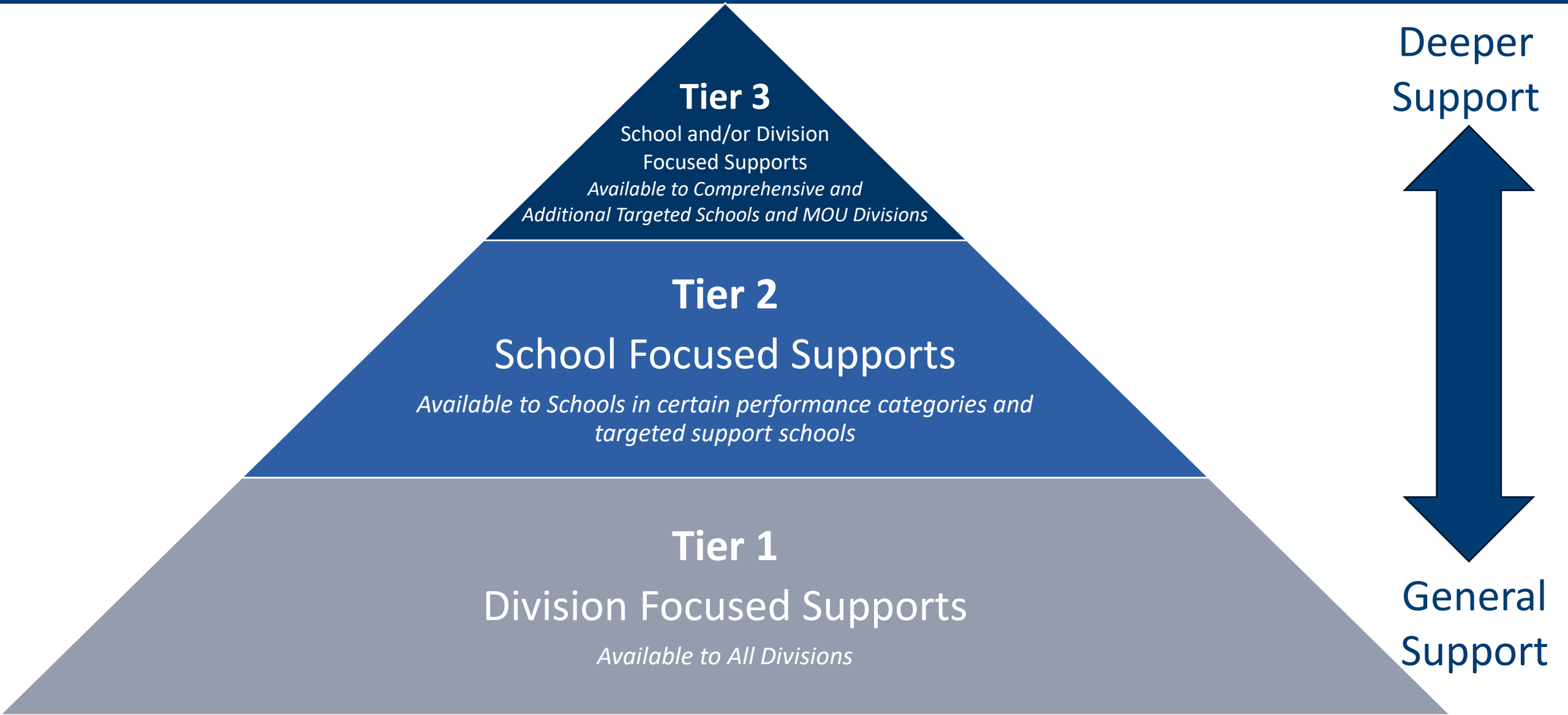
TIER ONE SUPPORTS

- Supports available to **all** divisions
  - General access to training, technical assistance, regional consultants, and grant opportunities from across the Virginia Department of Education

- Division and School Plans:
  - Division Long-range Comprehensive Plan (Strategic Plan)
  - School Long-range School Plan

Tier 1

Division Focused Supports

Tier Two Supports

- Supports available to schools in certain performance categories or identification statuses, such as targeted support and improvement (TSI)
  - Prioritized options for network supports, such as the Literacy Implementation Support Network or networks focused on supporting student groups identified for support
  - Prioritized options for state grants

- Complete School Support Plans if identified for targeted support and improvement

Tier Two

School
Focused Supports

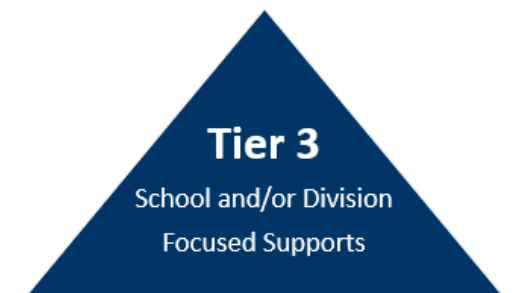# Tier Three Supports: Office of School Quality

Mission

Coordinate resources to support division and school continuous improvement efforts that advance learning outcomes.
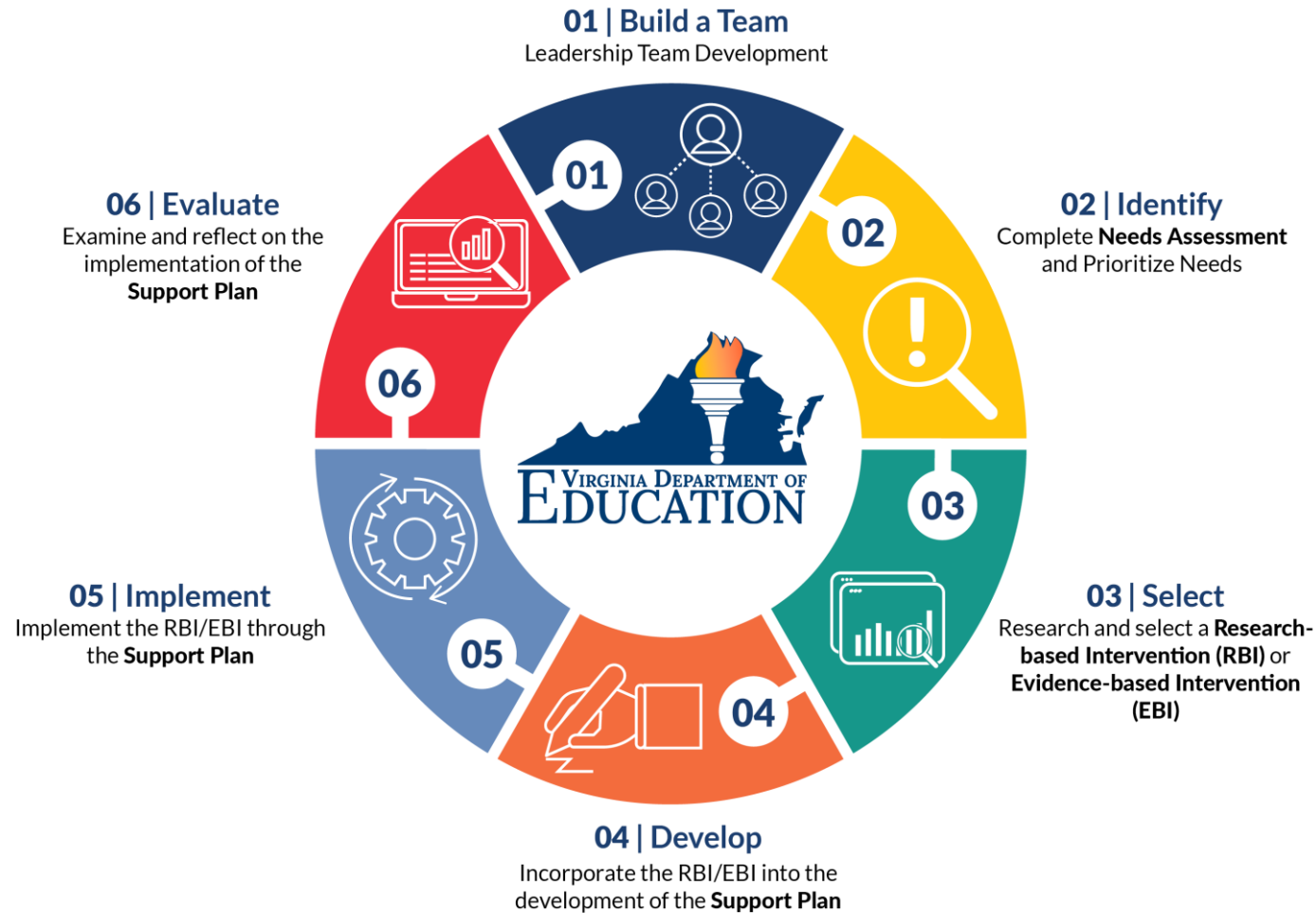
VIRGINIA DEPARTMENT OF EDUCATION

TIER THREE SUPPORTS

- Supports available to schools identified for:
  - Comprehensive Support and Improvement (CSI)
  - Additional Targeted Support and Improvement (ATSI)

- Supports available to divisions under a Memorandum of Understanding (MOU) with the Virginia Board of Education

- Would receive supports from the Office of School Quality (OSQ)
  - More to come on OSQ supports in next section

- Completes Needs Assessments and Support Plans

Tier 3
School and/or Division
Focused Supports

Virginia Continuous Improvement process

VIRGINIA CONTINUOUS IMPROVEMENT PROCESS

01 | Build a Team
Leadership Team Development

02 | Identify
Complete **Needs Assessment** and Prioritize Needs

03 | Select
Research and select a **Research-based Intervention (RBI)** or **Evidence-based Intervention (EBI)**

04 | Develop
Incorporate the RBI/EBI into the development of the **Support Plan**

05 | Implement
Implement the RBI/EBI through the **Support Plan**

06 | Evaluate
Examine and reflect on the implementation of the **Support Plan**

CURRENT ACCREDITATION SYSTEM & FEDERAL ACCOUNTABILITY SYSTEM

Virginia's Federal Accountability System

2 Schools are Identified using only Federal Accountability Measures

These schools receive federal funding to implement evidence-based interventions and complete support plans.

243 Schools Identified using both State and Federal measures

Virginia's State Accreditation System

509 Schools Identified using State Accreditation Measures

These schools do not receive funding but complete support plans.

OPPORTUNITIES UNDER THE NEW SYSTEM

The new school performance and support framework will allow the Office of School Quality (OSQ) to provide **deeper support** to divisions and schools across Virginia.

OSQ will continue to implement a **regional support model** to assist schools that provides divisions with consistent OSQ specialists and support.
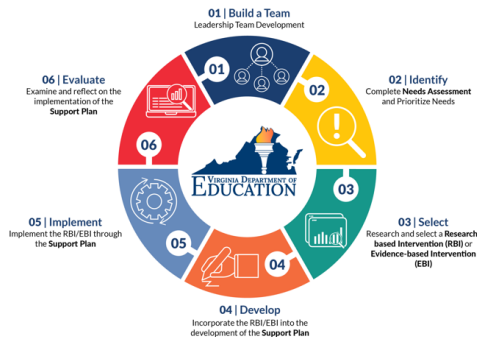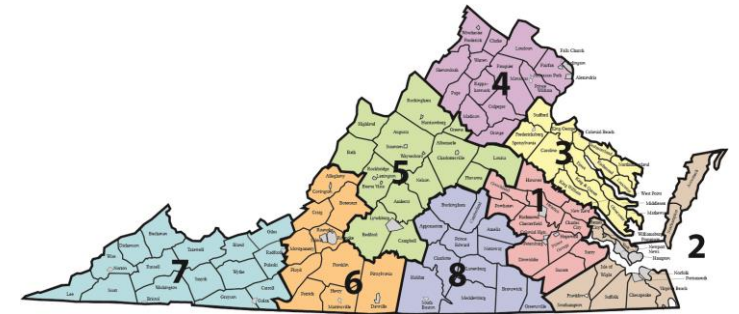
One cohesive system of support that capitalizes on federal funds will allow OSQ to work shoulder-to-shoulder with divisions to **ensure evidence-based interventions are implemented and improving student outcomes through the continuous improvement process.**