

School Performance and Support Framework

Performance Categories

Distinguished 90 points and above	On Track 80-89 points	Off Track 65 to 79 points	Needs Intensive Support Below 65 points
Schools are exceeding the state’s expectation for growth, achievement, 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.	Schools are meeting the state’s expectation for growth, achievement, and readiness. Schools have access to general state supports and may also receive support for student groups.	Schools are not meeting the state’s expectation for growth, achievement, and readiness. Schools have access to additional state supports and may also receive support for student groups.	Schools are significantly not meeting the state’s expectation for growth, achievement, and readiness. Schools may receive intensive support from the state or supports for student groups.

Identification for Support

A school may also be identified for federal support based on full school or student group performance:

- Comprehensive Support = Full School Support
- Additional Targeted Support = Intensive Student Group Support
- Targeted Support = Student Group Support

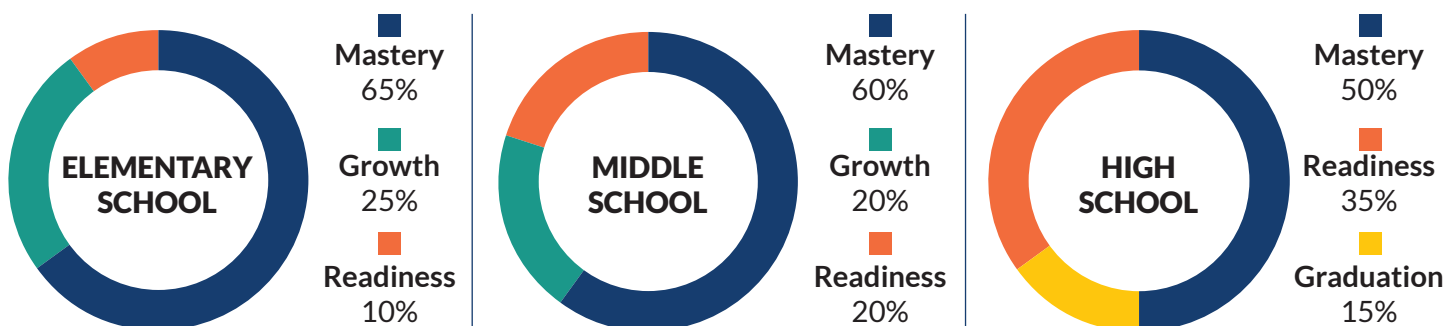
Note: Schools identified with a Targeted or Additional Targeted Support and Improvement student group will have their performance category lowered one level.

Memorandum of Understanding (MOU) Divisions

A local school board will enter into a MOU when at least 40% of the division’s schools are identified for comprehensive or additional targeted support or 10 or more schools are identified for comprehensive support.

The MOU is an agreement between the school division and VDOE to put plans and tiered supports in place to enable students to realize meaningful academic improvement while the public schools remain under the control and operation of their local school board.

Weighting of the Framework



Elementary School

MASTERY 65%	<ul style="list-style-type: none">• Reading SOL (Standards of Learning), including the integrated reading and writing component, and the Virginia Alternate Assessment Program (VAAP) tests: 22.5%• Mathematics SOL and VAAP tests: 22.5%• Science SOL and VAAP tests: 10%• Progress in Achievement English Language Proficiency: 10%
GROWTH 25%	<ul style="list-style-type: none">• Reading Expected Growth: 12.5%• Mathematics Expected Growth 12.5%
READINESS 10%	<ul style="list-style-type: none">• Chronic Absenteeism: 5%• 5 C's Performance Task: 5% <p>In year one, chronic absenteeism will be 10% as the performance task is created.</p>

Readiness in elementary school is focused on regular school attendance and student development of the 5 C's (critical thinking, creative thinking, collaboration, communication, and citizenship).

Note: As with all grade spans, there is also a focus on ensuring English learners are on the path to attaining English Language proficiency.

Middle School

MASTERY 60%	<ul style="list-style-type: none">• Reading SOL, including the integrated reading and writing component, and VAAP tests: 20%• Mathematics SOL and VAAP tests: 20%• Science SOL and VAAP tests: 10%• Progress in Achievement English Language Proficiency: 10%
GROWTH 20%	<ul style="list-style-type: none">• Reading Expected Growth: 10%• Mathematics Expected Growth 10%
READINESS 20%	<ul style="list-style-type: none">• Chronic Absenteeism: 5%• Advanced Coursework: 7.5%• Career 5 C's Performance Task: 7.5% <p>In year one, chronic absenteeism and Advanced Coursework will be 10% as the performance task is created. Also, Advanced Coursework will only include mathematics in year one.</p>

There is a heavier focus on readiness in middle school as students prepare for the academic rigor of high school. In middle school, regular attendance continues to be important, along with [a student's continued development of the 5 C's \(critical thinking, creative thinking, collaboration, communication, and citizenship\)](#) and **career exploration** in addition to gaining experience taking and succeeding in advanced coursework.

Note: As with all grade spans, there is also a focus on ensuring English learners are on the path to attaining English Language proficiency.

High School

MASTERY 50%	<ul style="list-style-type: none">• Reading SOL, including the integrated reading and writing component, and VAAP tests: 15%• Mathematics SOL and VAAP tests: 15%• Science SOL and VAAP tests: 10%• Progress in Achievement English Language Proficiency: 10%
READINESS 35%	<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 Readiness Framework focuses on students graduating high school ready for enrollment, employment, and/or enlistment. Schools will attain points for students that meet defined expectations across enrollment (i.e., dual credit or credit-bearing coursework), employment (i.e., high demand industry-recognized credentials), and enlistment (i.e., scores on a military assessment).</p>
GRADUATION 15%	<ul style="list-style-type: none">• Federal Graduation Indicator (4-year adjust cohort rate): 15%

The High School portion of the School Performance and Support Framework increases the focus on readiness, with preparing students for life after high school a key outcome of high school performance. In high school, regular attendance continues to be important in ensuring success in and outside of school. 3E Readiness Framework (Employment, Enlistment, and Enrollment) is included to measure success in the readiness options (more information above). The readiness component of high school also includes students who graduate on an extended year timeline (with applied studies included).

Note: As with all grade spans, there is also a focus on ensuring English learners are on the path to attaining English Language proficiency.