

Guiding Questions for the Review of the Standards of Quality (SOQ) and Board Member Comments

1. What provisions in the SOQ are needed to support the direction of public education in Virginia over the next biennium?

How would the direction of public education be determined? Is this captured in the Board's comprehensive plan and in the Standards of Accreditation? The SOQ should be consistent with the comprehensive plan. This might be where the Board could address expectations for student achievement.

2. What are school divisions held accountable for that are not included in the SOQ?

Should school division accountability reflect increased emphasis on student achievement and narrowing the achievement gap? There is some sentiment on the Board that there should be more tools to reward school divisions that consistently demonstrate high student achievement and consequences for school divisions who persistently demonstrate low student achievement.

3. Are there provisions in the SOQ that are no longer relevant?

Are there provisions in the SOQ that don't relate to student achievement? If so, what is the rationale for those provisions, and do they serve another important purpose?

4. In order to provide for flexibility, what priorities should be set for the reallocation of resources?

What are the priorities, and to what extent does the General Assembly define those priorities? The General Assembly needs to be involved, especially as it relates to new funding or the reallocation of existing funding. Flexibility is critical, especially in these times of budget constraints. There should be more focus on outcomes and less on how the outcomes are achieved. It is also critical to look at ways to recruit and retain teachers and administrators.