

Virginia Board of Education Agenda Item



Agenda Item: J
Date: October 26, 2017
Title: First Review of the Board of Education's *Comprehensive Plan: 2017-2023*
Presenter: Ms. Emily V. Webb, Director of Board Relations
Email: Emily.Webb@doe.virginia.gov **Phone:** (804) 225-2924

Purpose of Presentation:
Action required by state or federal law or regulation.

Executive Summary:

The current iteration of the Comprehensive Plan is in effect for 2012-2017. The *Code* requires that the plan be reviewed and revised as needed every two years. The plan describes the Board's priorities and goals to accomplish the Board's mission, as set forth in the document. In addition to detailing the Board of Education's goals for public education in Virginia, the plan contains data on enrollment trends.

The draft plan is a revision from the current iteration of the Comprehensive Plan. The draft plan is direct, concise, and easy to communicate with the public and policymakers. The Board's Annual Report will update the public, governor, and General Assembly on the extent to which the priorities and goals, established in the Comprehensive Plan, are being met.

The Board held three public work sessions – May 23, 2017, July 26, 2017, and September 27, 2017 - to discuss its priorities and goals. Additionally, the Board solicited comments and suggestions from the public during its summer public hearings held in Fairfax, Wytheville, Harrisonburg, Virginia Beach, and Mecklenburg. The current draft of the *Comprehensive Plan: 2017-2023* takes into consideration public comment and the discussions held during Board work sessions.

The Comprehensive Plan includes the following sections:

- Purpose of the Comprehensive Plan
- Board of Education's Vision
- Board of Education's Mission
- Priorities and Goal for Public Education: 2017-2023
- Assessment of the Extent to Which the Goals are Being Met
- Appendices

Action Requested:

Action will be requested at a future meeting. Specify anticipated date below:
November 16, 2017

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education accept for first review the *Comprehensive Plan: 2017-2023*, and directs department staff to make necessary revisions to reflect Board member comments and suggestions.

Timetable for Further Review/Action:

The draft *Comprehensive Plan: 2017-2023* will be revised to reflect all Board member comments and suggestions. A final draft of the plan will be presented at the November 15, 2017, Board of Education meeting.

Background Information and Statutory Authority:

The *Code of Virginia* states the following:

§ 22.1-253.13:6. Standard 6. Planning and public involvement.

A. The Board of Education shall adopt a statewide comprehensive, unified, long-range plan based on data collection, analysis, and evaluation. Such plan shall be developed with statewide participation. The Board shall review the plan biennially and adopt any necessary revisions. The Board shall post the plan on the Department of Education's website if practicable, and, in any case, shall make a hard copy of such plan available for public inspection and copying.

This plan shall include the objectives of public education in Virginia, including strategies for improving student achievement then maintaining high levels of student achievement; an assessment of the extent to which these objectives are being achieved; a forecast of enrollment changes; and an assessment of the needs of public education in the Commonwealth. In the annual report required by § 22.1-18, the Board shall include an analysis of the extent to which these Standards of Quality have been achieved and the objectives of the statewide comprehensive plan have been met. The Board shall also develop, consistent with, or as a part of, its comprehensive plan, a detailed comprehensive, long-range plan to integrate educational technology into the Standards of Learning and the curricula of the public schools in Virginia, including career and technical education programs. The Board shall review and approve the comprehensive plan for educational technology and may require the revision of such plan as it deems necessary...

Impact on Fiscal and Human Resources:

Any costs associated with the development and dissemination of the document will be provided by Department of Education funds according to state procurement policies and procedures.

DRAFT – 10/16/2017

**VIRGINIA BOARD OF EDUCATION
COMPREHENSIVE PLAN: 2017-2023**



Commonwealth of Virginia

**Adopted
November XX, 2017**

**Members of the Virginia Board of Education
as of November 16, 2017**

Mr. Daniel A. Gecker, President
Chesterfield, VA

Mrs. Diane T. Atkinson, Vice President
Ashland, VA

Ms. Kim E. Adkins
Martinsville, VA

Mr. James H. Dillard
Fairfax, VA

Ms. Anne B. Holton
Richmond, VA

Mrs. Elizabeth V. Lodal
McLean, VA

Mr. Sal Romero, Jr.
Harrisonburg, VA

Dr. Tamara K. Wallace
Christiansburg, VA

Dr. Jamelle S. Wilson
Ashland, VA

Superintendent of Public Instruction

Dr. Steven S. Staples
Virginia Department of Education

Statutory Requirement for Adopting the Comprehensive Plan

§ [22.1-253.13:6](#). Standard 6. Planning and public involvement.

A. The Board of Education shall adopt a statewide comprehensive, unified, long-range plan based on data collection, analysis, and evaluation. Such plan shall be developed with statewide participation. The Board shall review the plan biennially and adopt any necessary revisions. The Board shall post the plan on the Department of Education's website if practicable, and, in any case, shall make a hard copy of such plan available for public inspection and copying.

This plan shall include the objectives of public education in Virginia, including strategies for improving student achievement then maintaining high levels of student achievement; an assessment of the extent to which these objectives are being achieved; a forecast of enrollment changes; and an assessment of the needs of public education in the Commonwealth. In the annual report required by § [22.1-18](#), the Board shall include an analysis of the extent to which these Standards of Quality have been achieved and the objectives of the statewide comprehensive plan have been met. The Board shall also develop, consistent with, or as a part of, its comprehensive plan, a detailed comprehensive, long-range plan to integrate educational technology into the Standards of Learning and the curricula of the public schools in Virginia, including career and technical education programs. The Board shall review and approve the comprehensive plan for educational technology and may require the revision of such plan as it deems necessary...

VIRGINIA BOARD OF EDUCATION

COMPREHENSIVE PLAN: 2017-2023

Education plays a vital role in determining how someone will spend his or her adult life and can lead to higher earnings, better health, and a longer life. By the same token, the long-term social and financial cost of educational failure is high. A fair and inclusive system that makes the advantages of education available to all is one of the most powerful levers to achieve equity in our society. Every student deserves an education that prepares him or her to be a lifelong learner and to succeed in a fast-paced, ever-changing global society.

Virginia schools continue to grow in diversity. During the last ten years, the total student population has increased by just over five percent (66,271 students), from 1,220,440 students in 2006-2007 to 1,286,711 students in 2016-2017. However, the number of economically disadvantaged students, English Learners, and students with disabilities has increased dramatically. The changing makeup of our schools affects the resources required to meet all students' needs, especially some of our most vulnerable student populations.

Over the past decade, Virginia's population has grown by almost nine percent. According to the Weldon Cooper Center, the urban crescent of Northern Virginia, the Richmond region, and Hampton Roads witnessed the vast majority of this growth, and are projected to account for nearly 90 percent of the Commonwealth's total population gains in the coming decades. At the same time, most rural Virginia counties are likely to experience slower growth or more population decline than in the past. The divide between urban and rural Virginia is projected to become increasingly sharp, with Virginia's urban population being younger, growing faster and becoming more racially diverse than most communities in rural Virginia. *(Include data on urban and rural school divisions)*

Not only is Virginia changing in size, but also in composition. Over the past decade, all eight regions saw increased diversity through growing Hispanic and Asian populations. Enrollment in Virginia's public schools has increased for the past ten years, and projections for the next five years indicate this trend will continue. The northern Virginia region will experience the most growth, mirroring the growth witnessed by the state's overall population changes.

The challenges for our public schools become more acute in light of Virginia's changing demographics. Economically disadvantaged students are students who: (1) are eligible for Free/Reduced Meals; (2) receive Temporary Assistance for Needy Families (TANF); (3) are eligible for Medicaid; or (4) identify as either Migrant or experiencing Homelessness. The number of economically disadvantaged students is 39 percent of the student population and has increased by 39 percent (137,739 students), from 350,095 students in 2006-2007 to 487,834 students in 2016-2017. The number of English Learners has increased by 78 percent (67,630 students), from 86,390 students in 2006-2007 to 154,020 students, and currently represents seven percent of the student population. In addition, during that same period, the number of students identified with autism has increased by 222 percent (12,582 students), from 5,674 students in 2005-2006 to 18,256 in 2015-2016. The number of students identified in the other health impairments disability category has increased by 26 percent (6,683 students), from 25,600 students in 2005-2006 to 32,283 students in 2015-2016.

The Virginia Board of Education has set its mission, priorities, and goals for the next several years for K-12 education. By working with its many partners, the Board intends to move Virginia's education system forward by: (1) promoting equitable access to high-quality, effective learning environments for all students and educators; (2) promoting policies that increase the candidates entering the profession and encourage and support the recruitment, retention, and development of knowledgeable, caring, and skilled teachers and school leaders; and (3) promoting and measuring continuous improvement in school quality and the impact on all students. Virginia's young people are the hope of a bright future, not only for themselves and their families, but also for the state and the nation.

The Board of Education's intent is to create a quality system of public education that prepares all students for success, for realization of personal goals, and for responsible contributions to the quality of civic life in our state. Through its adopted policies, the Board conveys high standards for student learning and achievement in preparation for graduation and life beyond high school. Moreover, the Board's work to successfully realize its mission must focus on building the capacity of Virginia educators and the systems that support them.

Purpose of the Comprehensive Plan

The Board of Education's *Comprehensive Plan: 2017-2023* provides the framework for its leadership, advocacy, and oversight that will meet and prioritize the future needs and goals of students, educators, and schools. The priorities and goals are forward-looking to address the increasingly diverse needs of schools and of the students who will live and work in a complex global, high-technology economy.

Board of Education's Vision

The vision of the Board of Education and Superintendent of Public Instruction, in cooperation with their partners, is to create an excellent statewide system of public education that derives strength from diversity and that ensures equality of opportunity for each student in a safe and healthy learning environment that prepares all students to be capable, responsible, and self-reliant citizens in the global society.

Board of Education's Mission

The mission of the Board of Education and Superintendent of Public Instruction is to provide leadership and develop policies that improve student achievement and prepare all students, without regard to race, gender, ethnicity, disability, family background, family income, or geographic location, to succeed in postsecondary education and the workplace, and to become engaged and enlightened citizens.

Priorities and Goals for Public Education: 2017-2023

The Board of Education's priorities and goals are the foundation for providing high-quality educational opportunities for all public school students in Virginia. In identifying these priorities and goals, the Board has reached out to families, students, educators, administrators, community members, business leaders, higher education institutions, and the public through hundreds of comments provided during Board public hearings, presentations, and through correspondence. To ensure that all children in the Commonwealth have access to a high-quality education that prepares them for a successful, healthy, and fulfilling life, the Board has developed the following priorities and goals:

Priority 1: Promote equitable access to high-quality, effective learning environments for all students

Educational equity means that all students have access to the resources and academic supports he or she needs throughout their schooling years, without regard to race, gender, ethnicity, disability, family background, family income, or geographic location. The benefits of greater equity in education extend to all – when inequity persists, it costs everyone in terms of lost opportunities for economic growth, greater reliance on government services, and fewer individuals ready to serve as business, community, and military leaders. Some students from historically disadvantaged backgrounds are starting with less than their peers, and will require more targeted resources and wrap-around services, based on individual needs, to achieve the same level of success as their peers. Currently, 42 percent of Virginia public school students are eligible for free or reduced-price school meals. With the number of economically disadvantaged students growing each year, many challenges will continue to grow to close the achievement and opportunity gap including access to healthy food, school infrastructure, access to advanced courses, and the need for wrap-around services.

While some progress has been made, the Board recognizes that achievement and opportunity gaps persist and that more must be done to advance equity. To promote equitable access, the Board will:

- Recognize that Virginia students come from many different backgrounds and some students will require different services to allow for their success in our system and life.
- Develop Standards of Quality, policies, and guidelines to reflect its understanding of the diverse nature of the modern student body.
- Foster policies and best practices that encourage the engagement of all families in the academic lives of their children.
- Support policies that expand equitable learning opportunities with access to courses and programs.
- Advocate for the resources required to fully support a system of continuous improvement for all students.
- Actively foster equitable, supportive, and safe academic, disciplinary, and physical environments.
- Promote closer alignment and continuity with higher education and workforce needs.
- Recognize and support the essential role that student school support personnel play in providing wrap-around services for a high-quality education.
- Support efforts to reduce barriers to technology access.

- Promote mental and physical wellness and interventions to increase equal opportunity for all students to achieve.

Priority 2: Promote policies that increase the candidates entering the profession and encourage and support the recruitment, development, and retention of knowledgeable, caring, and skilled teachers and school leaders

Like much of the nation, Virginia is facing a growing shortage of high-quality educators entering and remaining in Virginia’s public schools. Virginia’s teacher shortage is due in large part to a shrinking pool of candidates entering the teaching profession. Nationally, the number of individuals enrolling in teacher preparation programs has declined by 30 percent since 2008. According to the enrollment data from the State Council of Higher Education for Virginia (SCHEV), Virginia has seen a similar decline in teacher preparation program enrollment. Over the same time period, student enrollment in Virginia has grown by five percent. These trends are of particular concern in a state like Virginia with a rapidly growing and increasingly diverse population. Currently, non-white students made up 48.7 percent of Virginia’s student population, but only 21.4 percent of the state’s educators are non-white.

In addition to attracting teachers, curbing teacher turnover is important. According to the Learning Policy Institute, teacher attrition in the United States has increased steeply since the 1990s. Currently, the annual teacher attrition is about eight percent and accounts for roughly 90 percent of the demand for new teachers. Another eight percent of teachers shift to different schools each year, bringing the total teacher turnover rate close to 16 percent. The Board recognizes the importance of recruiting, retaining, and appropriately training a well-prepared and diverse educator workforce. The Board recognizes the importance of recruiting, retaining, and appropriately training a well-prepared and diverse educator workforce.

To support educator attraction, development, and retention, the Board will:

- Promote instructional and support personnel capacity building through professional development and teacher preparation programs.
- Support policies that promote and measure equitable distribution of high-quality teachers.
- Advocate for new teacher mentorship programs to be implemented in local school divisions.
- Promote an equitable distribution of high-quality school personnel in consideration of economic and other risk indicators.
- Promote equitable allocation of resources that enable all school divisions to fund the necessary staff and infrastructure required to provide a quality education for all students.
- Encourage respectful, caring relationships among staff and students for a positive school climate.
- Support policies for attracting top students into the teaching profession.
- Guide and support teacher preparation programs that address classroom instructional skills that support implementation of the *Profile of a Virginia Graduate*, understanding of student behavior, and cultural competencies for working with diverse and economically disadvantaged students, families, and communities as part of the curriculum.
- Promote a culture of continuous growth through ongoing professional learning.

Priority 3: Promote and measure continuous improvement in school quality and the impact on all students

An accountability system holds schools and divisions responsible for raising student achievement, and providing support for improvement when necessary. It is an important tool for communicating the expectations and outcomes of schools and students to the public. Virginia's new accountability system provides a comprehensive picture of school quality, drives continuous improvement for all schools, and informs areas of technical assistance and school improvement resources from the Virginia Department of Education. In the coming years, the Board will continue to look at the impact of accreditation in the accountability system.

To foster continuous improvement in schools benefitting all students, the Board will:

- Support and monitor the implementation of the *Profile of a Virginia Graduate* and the state accountability system.
- Use evaluative data to identify additional measures of student achievement.
- Ensure rigorous standards to promote college, career, and civic readiness.
- Support and implement statewide systems that track achievement and improvement for all students.
- Review and identify best practices, and promising approaches that would benefit local school divisions.
- Identify additional measures of school quality appropriate for public information and accountability.

The Board will continue to meet all statutory and regulatory requirements and work to engage all stakeholders in policy decisions and actions related to the Board's priorities and goals. Current economic conditions remind us that the key to economic recovery is a strong education system. The Board of Education will continue to think creatively and work collaboratively to make sure that its priorities and goals are relevant, practical, and effective.

Assessment of the Extent to Which the Goals are Being Met

Board members believe that accountability in Virginia's public schools begins with them. Accordingly, the Board will update the public, the governor, and the General Assembly on the extent to which its goals are being met through its Annual Report.

APPENDICES

Appendix A: Summary of Compliance and Non-Compliance with the Standards of Quality (SOQ) for 2016-2017

Appendix B: School Divisions Reporting Full Compliance with the Standards of Quality (SOQ) for 2016-2017

Appendix C: School Divisions Reporting Noncompliance with One or More Provisions of the Standards of Quality (SOQ) for 2016-2017

Appendix D: *Educational Technology Plan for Virginia 2017 – 2023*

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Appendix A: Summary of Compliance and Non-Compliance with the Standards of Quality for 2016-2017

Legal requirement for reporting compliance

Section § 22.1-18 of the *Code of Virginia* requires the Board of Education to “identify any school divisions and the specific schools therein that have failed to establish and maintain schools meeting the existing prescribed standards of quality.” Each year, the Department of Education collects self-reported data from school divisions on their compliance with the provisions of § 22.1-253.13:1 through § 22.1-253.13:8 of the *Code of Virginia* (Standards of Quality). The school board chair and division superintendent certify the level of compliance with the standards and submit the information to the Department of Education via an electronic data collection system. For any instance of noncompliance, school divisions must also report a corrective action plan that will move the division into compliance.

Compliance and Noncompliance with the Standards of Quality

For the 2016-2017 school year, under the Standards of Quality (SOQ) that were in effect as of July 1, 2016, 50 school divisions (38 percent) reported full compliance with the provisions of the SOQ, and 82 school divisions (62 percent) reported noncompliance with one or more provisions of the SOQ. If not for school accreditation status, an additional 61 school divisions (46 percent) would have reported full compliance with the SOQ. Furthermore, 17 school divisions (13 percent) reported noncompliance with other standards in the SOQ in addition to school accreditation status. Four school divisions (three percent) maintained fully accredited schools but reported noncompliance with provisions in Standard Two.

Appendix B provides the list of 50 divisions reporting full compliance with the SOQ. Appendix C provides the areas of noncompliance with the SOQ.

Reports of Noncompliance with the Standards of Quality	
Standard	Number of Noncompliant Divisions
Standard One – Instructional Programs	7
Standard Two – Instructional, Administrative, and Support Personnel	14
Standard Three – Accreditation	78
Standard Three – Other Standards and Evaluation	0
Standard Four – Student Achievement and Graduation Requirements	2
Standard Five – Quality of Classroom Instruction and Educational Leadership	1
Standard Six – Planning and Evaluation	3
Standard Seven – School Board Policies	0
Standard Eight – Compliance	0

**Appendix B: School Divisions Reporting Full Compliance with the Standards of Quality
for 2016-2017**

School Division	2016 - 2017 Was Division Compliant?	2015 - 2016 Was Division Complaint?	2014 - 2015 Was Division Complaint?	2013 - 2014 Was Division Complaint?
Appomattox County	YES	YES	NO	NO
Arlington County	YES	NO	NO	NO
Bath County	YES	NO	NO	NO
Bland County	YES	NO	NO	NO
Botetourt County	YES	NO	NO	NO
Clarke County	YES	NO	NO	NO
Colonial Beach	YES	YES	NO	NO
Colonial Heights City	YES	YES	NO	NO
Covington City	YES	NO	NO	NO
Craig County	YES	YES	YES	YES
Dickenson County	YES	NO	NO	NO
Falls Church City	YES	YES	YES	YES
Fluvanna County	YES	YES	YES	NO
Franklin County	YES	YES	NO	YES
Fredericksburg City	YES	YES	YES	YES
Galax City	YES	NO	YES	NO
Giles County	YES	NO	NO	YES
Goochland County	YES	YES	NO	NO
Greene County	YES	NO	NO	NO
Highland County	YES	NO	NO	NO
Isle of Wight County	YES	NO	NO	NO
King George County	YES	NO	NO	YES
King William County	YES	NO	YES	NO
King and Queen County	YES	NO	NO	NO
Lexington City	YES	YES	YES	YES
Louisa County	YES	NO	NO	NO
Mathews County	YES	YES	NO	YES
Middlesex County	YES	YES	NO	YES

School Division	2016 - 2017 Was Division Compliant?	2015 - 2016 Was Division Complaint?	2014 - 2015 Was Division Complaint?	2013 - 2014 Was Division Complaint?
New Kent County	YES	YES	YES	YES
Norton City	YES	YES	NO	YES
Patrick County	YES	NO	NO	YES
Poquoson City	YES	NO	YES	YES
Powhatan County	YES	YES	YES	YES
Prince George County	YES	NO	NO	YES
Radford City	YES	YES	NO	YES
Rappahannock County	YES	YES	YES	NO
Richmond County	YES	YES	YES	YES
Roanoke County	YES	YES	YES	YES
Russell County	YES	NO	NO	NO
Salem City	YES	YES	YES	YES
Scott County	YES	YES	NO	NO
Southampton County	YES	NO	NO	NO
Stafford County	YES	YES	NO	YES
Surry County	YES	NO	NO	YES
Tazewell County	YES	YES	NO	NO
Washington County	YES	NO	NO	NO
West Point	YES	YES	YES	YES
Williamsburg-James City County	YES	YES	YES	YES
Wise County	YES	YES	YES	YES
Wythe County	YES	NO	NO	NO

**Appendix C: School Divisions Reporting Noncompliance with One or More Provisions of
the Standards of Quality for 2016-2017**

§ 22.1-253.13:1 - STANDARD 1: INSTRUCTIONAL PROGRAMS					
Requirement	Noncompliant School Division	2016 - 2017 Was Division Compliant?	2015 - 2016 Was Division Compliant?	2014 - 2015 Was Division Compliant?	2013 - 2014 Was Division Compliant?
Proficiency in the use of computers and related technology, computer science and computational thinking, including computer coding.	Danville City	NO	YES	YES	YES
The school division provides programs of prevention, intervention, or remediation for students who are educationally at-risk including, but not limited to, students who fail to achieve a passing score on any Standards of Learning assessment in grades three through eight or who fail an end-of-course test required for the award of a verified unit of credit required for the student's graduation. Such programs include components that are research-based.	Richmond City	NO	YES	YES	YES
Annual notice on its web site to enrolled high school students and their parents of the availability of the postsecondary education and employment data published by the State Council of Higher Education on its web site pursuant to § 23.1-204 of the <i>Code of Virginia</i> .	Accomack County	NO	YES	YES	N/A
	Henrico County	NO	NO	NO	N/A
	Lunenburg County	NO	YES	YES	N/A
Knowledge and skills needed to qualify for further education, gainful employment, or training in a career or technical field.	Richmond City	NO	YES	YES	YES
Adult education programs for individuals functioning below the high school completion level.	Lunenburg County	NO	YES	YES	YES
A plan to make achievement for students who are educationally at risk a division-wide priority that includes procedures for measuring the progress of such students.	Richmond City	NO	YES	YES	YES

§ 22.1-253.13:1 - STANDARD 1: INSTRUCTIONAL PROGRAMS

Requirement	Noncompliant School Division	2016 - 2017 Was Division Compliant?	2015 - 2016 Was Division Compliant?	2014 - 2015 Was Division Compliant?	2013 - 2014 Was Division Compliant?
An agreement for postsecondary degree attainment with a community college in the Commonwealth specifying the options for students to complete an associate's degree or a one-year Uniform Certificate of General Studies from a community college concurrent with a high school diploma.	Waynesboro City	NO	YES	YES	YES
A plan to notify students and their parents of the availability of dual enrollment and advanced placement classes, the International Baccalaureate program, and Academic Year Governor's School Programs, the qualifications for enrolling in such classes and programs, and the availability of financial assistance to low-income and needy students to take the advanced placement and International Baccalaureate examinations.	Petersburg City	NO	YES	YES	YES
	Waynesboro City	NO	YES	YES	YES
Early identification, diagnosis, and assistance for students with reading and mathematics problems and provision of instructional strategies and reading and mathematics practices that benefit the development of reading and mathematics skills for all students.	Richmond City	NO	YES	YES	YES
The school division reports the results of the diagnostic tests to the Department of Education on an annual basis.	Danville City	NO	YES	YES	YES
The school division assesses each student who receives algebra readiness intervention services again at the end of that school year.	Danville City	NO	YES	YES	YES
Incorporation of art, music, and physical education as a part of the instructional program at the elementary school level.	Richmond City	NO	YES	YES	YES

§ 22.1-253.13:1 - STANDARD 1: INSTRUCTIONAL PROGRAMS					
Requirement	Noncompliant School Division	2016 - 2017 Was Division Compliant?	2015 - 2016 Was Division Compliant?	2014 - 2015 Was Division Compliant?	2013 - 2014 Was Division Compliant?
A program of student services for kindergarten through 12 designed to aid students in their educational, social, and career development.	Richmond City	NO	YES	YES	YES
The collection and analysis of data and the use of the results to evaluate and make decisions about the division's instructional program.	Richmond City	NO	YES	YES	YES

§ 22.1-253.13:2 - STANDARD 2: INSTRUCTIONAL, ADMINISTRATIVE, AND PROFESSIONAL SUPPORT PERSONNEL					
Requirement	Noncompliant School Division	2016 - 2017 Was Division Compliant?	2015 - 2016 Was Division Compliant?	2014 - 2015 Was Division Compliant?	2013 - 2014 Was Division Compliant?
The school board employs licensed instructional personnel qualified in the relevant subject areas.	Floyd County	NO	NO	NO	NO
	Greensville County	NO	NO	NO	NO
	Manassas Park City	NO	YES	YES	YES
	Martinsville City	NO	NO	NO	NO
Twenty-five to one in grades four through six with no class larger than thirty-five pupils.	Henrico County	NO	YES	YES	YES
	York County	NO	YES	YES	YES
After September 30 of the school year, anytime the number of students in a class exceeds the class size limit established by § 22.1-253.13:2, the local school division has notified the parent of each student in such class of such fact no later than 10 days after the date on which the class exceeded the class size limit.	Richmond City	NO	N/A	N/A	N/A

§ 22.1-253.13:2 - STANDARD 2: INSTRUCTIONAL, ADMINISTRATIVE, AND PROFESSIONAL SUPPORT PERSONNEL

Requirement	Noncompliant School Division	2016 - 2017 Was Division Compliant?	2015 - 2016 Was Division Compliant?	2014 - 2015 Was Division Compliant?	2013 - 2014 Was Division Compliant?
The school division employs in addition to the positions supported by basic aid and those in support of regular school year programs of prevention, intervention, and remediation, 17 full-time equivalent instructional positions for each 1,000 students identified as having limited English proficiency.	Richmond City	NO	YES	YES	N/A
Librarians in elementary schools, one part-time to 299 students, one full-time at 300 students; librarians in middle schools, one-half time to 299 students, one full-time at 300 students, two full-time at 1,000 students; librarians in high schools, one half-time to 299 students, one full-time at 300 students, two full-time at 1,000 students. Local school divisions that employ a sufficient number of librarians to meet this staffing requirement may assign librarians to schools within the division according to the area of greatest need, regardless of whether such schools are elementary, middle, or secondary.	Amherst County	NO	NO	NO	NO
	Martinsville City	NO	YES	YES	YES
	Prince William County	NO	NO	NO	NO
	Warren County	NO	NO	NO	YES
The school board employs two full-time equivalent positions per 1,000 students in grades K-12, one who provides technology support and one who serves as an instructional technology resource teacher. To provide flexibility, school divisions may use the state and local funds for instructional technology resource teachers to employ a data coordinator position, an instructional technology resource teacher position, or a data coordinator/instructional resource teacher blended position.	Lee County	NO	NO	YES	YES
	Norfolk City	NO	NO	NO	YES

§ 22.1-253.13:2 - STANDARD 2: INSTRUCTIONAL, ADMINISTRATIVE, AND PROFESSIONAL SUPPORT PERSONNEL

Requirement	Noncompliant School Division	2016 - 2017 Was Division Compliant?	2015 - 2016 Was Division Compliant?	2014 - 2015 Was Division Compliant?	2013 - 2014 Was Division Compliant?
The school board, annually, on or before January 1, reports to the public the actual pupil teacher ratios (excluding resource personnel) in elementary school classrooms by school for the current year. The board also reports the pupil/teacher ratio including resource teachers in the same report. The report includes identification of the schools but ensures confidentiality of all teacher and pupil identities.	Hanover County	NO	YES	YES	YES
	Lynchburg City	NO	YES	YES	YES

§ 22.1-253.13:3 - STANDARD 3: ACCREDITATION, OTHER STANDARDS, AND EVALUATIONS

Requirement	Noncompliant School Division	2016 - 2017 Was Division Compliant?	2015 - 2016 Was Division Compliant?	2014 - 2015 Was Division Compliant?	2013 - 2014 Was Division Compliant?
All schools are fully accredited by the Board of Education.	Accomack County	NO	NO	NO	NO
	Albemarle County	NO	NO	NO	NO
	Alexandria City	NO	NO	NO	NO
	Alleghany County	NO	NO	NO	NO
	Amelia County	NO	NO	NO	NO
	Amherst County	NO	NO	NO	NO
	Augusta County	NO	NO	NO	NO
	Bedford County	NO	NO	NO	NO
	Bristol City	NO	NO	NO	NO
	Brunswick County	NO	NO	NO	NO
	Buchanan County	NO	NO	NO	NO
	Buckingham County	NO	NO	NO	NO
	Buena Vista City	NO	NO	NO	NO
	Campbell County	NO	NO	NO	NO
	Caroline County	NO	NO	NO	NO
	Carroll County	NO	NO	NO	NO
Charles City County	NO	NO	NO	NO	
Charlotte County	NO	NO	NO	NO	

§ 22.1-253.13:3 - STANDARD 3: ACCREDITATION, OTHER STANDARDS, AND EVALUATIONS

Requirement	Noncompliant School Division	2016 - 2017 Was Division Compliant?	2015 - 2016 Was Division Compliant?	2014 - 2015 Was Division Compliant?	2013 - 2014 Was Division Compliant?
All schools are fully accredited by the Board of Education.	Charlottesville City	NO	YES	NO	YES
	Chesapeake City	NO	NO	NO	NO
	Chesterfield County	NO	NO	NO	NO
	Culpeper County	NO	NO	NO	NO
	Cumberland County	NO	NO	NO	NO
	Danville City	NO	NO	NO	NO
	Dinwiddie County	NO	NO	NO	NO
	Essex County	NO	NO	NO	NO
	Fairfax County	NO	NO	NO	NO
	Fauquier County	NO	NO	NO	NO
	Franklin City	NO	NO	NO	NO
	Frederick County	NO	NO	NO	NO
	Gloucester County	NO	NO	NO	NO
	Grayson County	NO	NO	NO	NO
	Greensville County	NO	NO	NO	NO
	Halifax County	NO	NO	NO	NO
	Hampton City	NO	NO	NO	NO
	Harrisonburg City	NO	NO	NO	NO
	Henrico County	NO	NO	NO	NO
	Henry County	NO	NO	NO	NO
	Hopewell City	NO	NO	NO	NO
	Lancaster County	NO	NO	NO	NO
	Lee County	NO.	NO	NO	NO
	Loudoun County	NO	NO	NO	NO
	Lunenburg County	NO	NO	NO	NO
	Lynchburg City	NO	NO	NO	NO
	Madison County	NO	NO	NO	NO
	Manassas City	NO	NO	NO	NO
Martinsville City	NO	NO	NO	NO	
Mecklenburg County	NO	NO	NO	NO	
Montgomery County	NO	NO	NO	NO	
Nelson County	NO	NO	NO	YES	

§ 22.1-253.13:3 - STANDARD 3: ACCREDITATION, OTHER STANDARDS, AND EVALUATIONS

Requirement	Noncompliant School Division	2016 - 2017 Was Division Compliant?	2015 - 2016 Was Division Compliant?	2014 - 2015 Was Division Compliant?	2013 - 2014 Was Division Compliant?
All schools are fully accredited by the Board of Education.	Newport News City	NO	NO	NO	NO
	Norfolk City	NO	NO	NO	NO
	Northampton County	NO	NO	NO	NO
	Northumberland County	NO	NO	NO	YES
	Nottoway County	NO	NO	NO	NO
	Orange County	NO	YES	NO	YES
	Page County	NO	NO	NO	YES
	Petersburg City	NO	NO	NO	NO
	Pittsylvania County	NO	NO	NO	NO
	Portsmouth City	NO	NO	NO	NO
	Prince Edward County	NO	NO	NO	NO
	Prince William County	NO	NO	NO	NO
	Pulaski County	NO	NO	NO	NO
	Richmond City	NO	NO	NO	NO
	Roanoke City	NO	NO	NO	NO
	Rockbridge County	NO	NO	NO	NO
	Rockingham County	NO	NO	NO	YES
	Shenandoah County	NO	NO	NO	YES
	Smyth County	NO	NO	NO	NO
	Spotsylvania County	NO	NO	NO	NO
	Staunton City	NO	NO	NO	NO
	Suffolk City	NO	NO	NO	NO
	Sussex County	NO	NO	NO	NO
	Virginia Beach City	NO	NO	NO	NO
Warren County	NO	NO	NO	YES	
Waynesboro City	NO	NO	NO	NO	
Westmoreland County	NO	NO	NO	NO	
Winchester City	NO	NO	NO	NO	

§ 22.1-253.13:4 - STANDARD 4: STUDENT ACHIEVEMENT AND GRADUATION REQUIREMENTS

Requirement	Noncompliant School Division	2016 - 2017 Was Division Compliant?	2015 - 2016 Was Division Compliant?	2014 - 2015 Was Division Compliant?	2013 - 2014 Was Division Compliant?
The school board awards diplomas to students, including those who transfer from nonpublic schools or home instruction, who meet the requirements prescribed by the Board of Education, and meet such other requirements as may be prescribed by the local school board and approved by the Board of Education.	Richmond City	NO	YES	YES	YES
The school board awards certificates of program completion to students who complete a prescribed course of study as defined by the school board if they are not eligible to receive a Board of Education-approved diploma.	Prince William County	NO	NO	NO	NO

§ 22.1-253.13:5 - STANDARD 5: QUALITY OF CLASSROOM INSTRUCTION AND EDUCATIONAL LEADERSHIP

Requirement	Noncompliant School Division	2016 - 2017 Was Division Compliant?	2015 - 2016 Was Division Compliant?	2014 - 2015 Was Division Compliant?	2013 - 2014 Was Division Compliant?
Each member of the school board participates annually in high-quality professional development activities at the state, local, or national levels on governance, including, but not limited to, personnel policies and practices; the evaluation of personnel; curriculum and instruction; use of data in planning and decision making; and current issues in education as part of their service on the local board.	Martinsville City	NO	YES	YES	YES

§ 22.1-253.13:6 - STANDARD 6: PLANNING AND PUBLIC INVOLVEMENT

Requirement	Noncompliant School Division	2016 - 2017 Was Division Compliant?	2015 - 2016 Was Division Compliant?	2014 - 2015 Was Division Compliant?	2013 - 2014 Was Division Compliant?
The local school board shall adopt a division-wide comprehensive, unified, long-range plan based on data collection, an analysis of the data, and how the data will be utilized to improve classroom instruction and student achievement. The plan was developed with staff and community involvement and shall include, or is consistent with, all other division-wide plans required by state and federal laws and regulations. Each local school board shall review the plan biennially and adopt any necessary revisions. Prior to the adoption of any division-wide comprehensive plan or revisions thereto, the local school board shall post the plan or revisions on the division's Internet Web site if practicable, and, in any case, shall make a hard copy of the plan or revisions available for public inspection and copying and shall conduct at least one public hearing to solicit public comment on the division-wide plan or revisions.	Buena Vista City	NO	YES	YES	YES
	Mecklenburg County	NO	YES	YES	YES
	Richmond City	NO	YES	YES	YES
the objectives of the school division including strategies for improving student achievement; particularly the achievement of educationally at-risk students, then maintaining high levels of student achievement;	Mecklenburg County	NO	YES	YES	YES
	Richmond City	NO	YES	YES	YES
an assessment of the extent to which these objectives are being achieved;	Mecklenburg County	NO	YES	YES	YES
	Richmond City	NO	YES	YES	YES
a forecast of enrollment changes;	Mecklenburg County	NO	YES	YES	YES

§ 22.1-253.13:6 - STANDARD 6: PLANNING AND PUBLIC INVOLVEMENT

Requirement	Noncompliant School Division	2016 - 2017 Was Division Compliant?	2015 - 2016 Was Division Compliant?	2014 - 2015 Was Division Compliant?	2013 - 2014 Was Division Compliant?
a plan for projecting and managing enrollment changes including consideration of the consolidation of schools to provide for a more comprehensive and effective delivery of instructional services to students and economies in school operations;	Mecklenburg County	NO	YES	YES	YES
an evaluation of the appropriateness of establishing regional programs and services in cooperation with neighboring school divisions;	Mecklenburg County	NO	YES	YES	YES
a plan for implementing such regional programs and services when appropriate;	Mecklenburg County	NO	YES	YES	YES
a technology plan designed to integrate educational technology into the instructional programs of the school division, including the school division's career and technical education programs, consistent with, or as a part of, the comprehensive technology plan for Virginia adopted by the Board of Education;	Mecklenburg County	NO	YES	YES	YES
an assessment of the needs of the school division and evidence of community participation, including parental participation, in the development of the plan;	Mecklenburg County	NO	YES	YES	YES
	Richmond City	NO	YES	YES	YES
any corrective action plan required pursuant to the results of a division-level academic review;	Mecklenburg County	NO	YES	YES	YES
a plan for parent and family involvement to include building successful school and parent partnerships that was developed with staff and community involvement, including participation by parents.	Mecklenburg County	NO	YES	YES	YES

§ 22.1-253.13:6 - STANDARD 6: PLANNING AND PUBLIC INVOLVEMENT

Requirement	Noncompliant School Division	2016 - 2017 Was Division Compliant?	2015 - 2016 Was Division Compliant?	2014 - 2015 Was Division Compliant?	2013 - 2014 Was Division Compliant?
The school board reports to the public by November 1 of each odd-numbered year the extent to which the objectives of the division-wide comprehensive plan have been met during the previous two school years.	Mecklenburg County	NO	YES	YES	YES
	Richmond City	NO	YES	YES	YES
Each school in the division prepared a comprehensive, unified, long-range plan that was considered by the local school board in developing the division-wide comprehensive plan.	Mecklenburg County	NO	YES	NO	YES
	Richmond City	NO	YES	NO	YES

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