



**2017 Annual Report**

**Virginia Board of Education**

**2017 ANNUAL REPORT ON  
THE CONDITION AND NEEDS OF  
PUBLIC SCHOOLS IN VIRGINIA**

**DRAFT**

**VIRGINIA BOARD OF EDUCATION**

**PRESENTED TO THE GOVERNOR  
AND GENERAL ASSEMBLY**

**NOVEMBER 2017**

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## STATUTORY REQUIREMENTS

The following sections of the *Code of Virginia* outline the statutory requirements for the Virginia Board of Education's *Annual Report on the Condition and Needs of Public Schools in Virginia* presented to the Governor and General Assembly:

§ 22.1-18. Report on education and standards of quality for school divisions; when submitted and effective.

By December 1 of each year, the Board of Education shall submit to the Governor and the General Assembly a report on the condition and needs of public education in the Commonwealth and shall identify any school divisions and the specific schools therein that have failed to establish and maintain schools meeting the existing prescribed standards of quality. Such standards of quality shall be subject to revision only by the General Assembly, pursuant to Article VIII, Section 2 of the Constitution of Virginia. Such report shall include:

1. A complete listing of the current standards of quality for the Commonwealth's public schools, together with a justification for each particular standard, how long each such standard has been in its current form, and whether the Board recommends any change or addition to the standards of quality;
2. Information regarding parent and student choice within each school division and any plans of such school divisions to increase school choice;
3. A complete listing of each report that local school divisions are required to submit to the Board or any other state agency, including name, frequency, and an indication of whether the report contains information that the local school division is also required to submit to the federal government; and
4. A complete listing of each report pertaining to public education that local school divisions are required to submit to the federal government, including name and frequency.

§ 22.1-212.15. Report of public charter schools.

The Board shall report the number of public charter schools established in the Commonwealth, as well as the number of charters denied, in its annual report to the Governor and the General Assembly pursuant to § 22.1-18.

§ 22.1-212.25. Information regarding online courses and virtual programs; report.

... C. Beginning November 1, 2011, and annually thereafter, the Board of Education shall include in its annual report to the Governor and the General Assembly information regarding multidivision online learning during the previous school year. The information shall include but not be limited to student demographics, course enrollment data, parental satisfaction, aggregated student course completion and passing rates, and activities and outcomes of course and provider approval reviews. The November 1, 2011, report shall be an interim progress report and include information on the criteria and processes adopted by the Board and outcomes of provider applications...

§ 22.1-253.13:3. Standard 3. Accreditation, other standards, assessments, and releases from state regulations.

- A. ...The superintendent and the school board chairman shall certify to the Board of Education, as a part of certifying compliance with the Standards of Quality, that there is a justification in the Individual Education Program for every student who takes the Virginia Grade Level Alternative. Compliance with this requirement shall be monitored as a part of the special education monitoring process conducted by the Department of Education. The Board shall report to the Governor and General Assembly in its annual reports pursuant to § 22.1-18 any school division that is not in compliance with this requirement.

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

- A. ...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....

§ 22.1-253.13:8. Compliance.

Noncompliance with the Standards of Quality shall be included in the Board of Education's annual report to the Governor and the General Assembly as required by § 22.1-18.

### **For Additional Copies**

Additional copies of the report are available by contacting the Office of Board Relations at the Virginia Department of Education, P.O. Box 2120, Richmond, VA 23218; phone: 804- 225-2540; or e-mail [BOE@doe.virginia.gov](mailto:BOE@doe.virginia.gov).

The report may be viewed online at: [www.doe.virginia.gov/boe/reports](http://www.doe.virginia.gov/boe/reports)

## 2017 ANNUAL REPORT ON THE CONDITION AND NEEDS OF PUBLIC SCHOOLS IN VIRGINIA

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 life.

The *2017 Annual Report on the Condition and Needs of the Public Schools in Virginia* presents the:

- Achievement of students and schools;
- Condition of public education;
- Priorities and goals of the Board of Education; and
- Recommendations for revising the Standards of Quality (SOQ) to support continued improvement.

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. In order to create strong and effective schools and school divisions, the Board of Education provides leadership and develops policies to improve student achievement, without regard to race, gender, ethnicity, disability, family background, family income, or geographic location, and prepare students to succeed in postsecondary education and the workplace, and to become engaged and enlightened citizens.

With this mission in mind, the Board has dedicated much of its work in 2017 to revising the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, which are the regulations setting the expectations for education programs, graduation requirements, and school effectiveness. These comprehensive revisions include the development of the *Profile of a Virginia Graduate* and reforms to school accreditation.

The *Profile* describes the knowledge, skills, competencies, and experiences students should attain during their K-12 education to make them “life-ready,” and prepared to succeed in the evolving economy. The *Profile of a Virginia Graduate* articulates four broad areas that are key to preparing students for life after high school – *content knowledge, workplace skills, community engagement and civic responsibility, and career exploration*. It also includes increased career exposure, exploration, and planning beginning in the elementary grades. In the high school grades, there is an emphasis on increased opportunities for internships, and work and service-based learning experiences to achieve workplace and citizenship skills.

As part of the *Profile*, the Board proposed changes to Virginia’s graduation requirements to provide more flexibility for student choice of courses and to reduce Standards of Learning (SOL) testing. For the standard diploma, the number of required verified credits is reduced from 6 to 5

and for an advanced diploma, the number of verified credits is reduced from 9 to 5. A student will need to earn a verified credit in mathematics, science, social studies, and in English – one verified credit in reading and one in writing. Currently, credits are verified through a SOL test or Board-approved substitute assessment. The *Profile* further articulates the importance of the 5 Cs – critical thinking, creative thinking, collaboration, communication, and citizenship. The approved changes provide for verification of student mastery of academic content in different ways, such as authentic performance assessments. The new graduation requirements go into effect for the entering ninth grade class of 2018-2019.

In addition to creating the *Profile* and amending graduation requirements, the Board proposed amendments to the Standards of Accreditation to reflect changes to Virginia's accountability system – how school quality is measured, how schools are accredited, how schools needing improvement are supported, and how information about how schools are doing is communicated to the public.

Through a matrix approach which includes multiple indicators, Virginia's new accreditation system will: (1) provide a comprehensive picture of school quality; (2) drive continuous improvement for all schools; and (3) inform areas of technical assistance and school improvement resources from the Virginia Department of Education. Throughout the first part of the year, the Board reviewed potential school quality indicators, which include student academic outcomes and other factors correlated with student learning. Specific indicators designated by the Board for accreditation include:

- Academic achievement for all students in English (reading and writing), mathematics, and science as measured through board-approved assessments, including measures of student growth in English (reading), mathematics, and English learner progress;
- Academic achievement gaps in English (reading and writing) and mathematics for designated reporting groups, as determined through the performance of each reporting group against the state standard;
- Graduation and school progress for schools with a graduating class as measured by the Graduation Completion Index;
- Dropout rates in schools with a graduating class;
- Student participation and engagement as measured by chronic absenteeism in schools; and
- College, career, and civic readiness in schools with a graduating class.

Each school will be held accountable for attainment on each of the school quality indicators adopted by the board for accreditation, based on performance benchmarks. Performance benchmarks measure actual performance or improvement or decline in performance over time, or a combination of the two, for each school quality indicator. Based on achievement and school improvement, schools will receive an accreditation designation of accredited, accredited with conditions or accreditation denied. The Board approved the proposed (final) revisions to the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* in November, 2017.

In addition to revising the Standards of Accreditation, the Board worked extensively on developing Virginia's State Plan under the *Every Student Succeeds Act of 2015* (ESSA). ESSA

provides increased flexibility to states in developing and implementing, within federal guidelines, long term goals and interim measures of progress to identify schools for support and improvement. Virginia's State Plan was drafted to meet the federal requirements and minimize the occurrences of schools being identified for federal support and improvement and not being identified for state support under the amended system of accreditation. Virginia's system of accountability incorporates federal requirements but is much broader and more comprehensive, using multiple school quality indicators. Federal accountability requirements can be viewed as a subset of overall accountability in Virginia. The Board approved the state plan for the implementation of the *Every Student Succeeds Act* in July 2017.

While most Virginia students continue to show academic growth, the Board recognizes the constitutional and shared responsibility to ensure that all children in the Commonwealth, regardless of their circumstances, have access to a quality education that prepares them for a successful, healthy, and fulfilling life. To reach this goal, based on feedback from public hearings and written correspondence, the Board established the following priorities through its *Comprehensive Plan: 2017-2023*:

- To promote equitable access to high-quality, effective learning environments for all students and educators;
- To promote 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
- To promote and measure continuous improvement in school quality and the impact on all students.

Addressing conditions that affect student learning and well-being requires a continued investment of resources, as recommended in the revisions to the Standards of Quality (SOQ) articulated in this report. Addressing these needs will also require partnerships between the Board of Education, the General Assembly, the Governor, local school boards and divisions, educators, families, community organizations, institutions of higher education, and business industries.

## **I. Public Education in Virginia**

By nearly every national and state measure, Virginia's public K-12 schools, students, and educators continue to improve and lead the way in academic achievement and accountability:

- Virginia students outperform their peers nationwide on the ACT by 18 or more points. Virginia public school 2017 graduates achieved gains on all four portions of the ACT (English, mathematics, reading and science) compared with the average scores in 2016.
- The average science scores of Virginia fourth-grade and eighth-grade students on the 2015 National Assessment of Educational Progress (NAEP) – also known as "The Nation's Report Card" – were significantly higher than the averages of their national peers.

- Virginia’s on-time graduation rate was 91.1 percent in 2017. More than half, 52.2 percent, of Virginia’s students graduated from high school with the Commonwealth’s most rigorous diploma.
- Virginia students performed at least 21 points higher than the national average in math, and 31 points higher in reading and writing on the SAT college-admissions test. Sixty-three percent of Virginia’s 2017 public school graduates took the SAT.
- During the 2016-2017 school year, students earned 157,490 Career and Technical Education (CTE) credentials, and 126,113 students earned one or more CTE credential, an increase of 15 percent and 16 percent, respectively, over the 2015-2016 school year.

### **Student Demographics**

Our schools continue to grow in diversity, representing our every-changing communities. During the last ten years, the total student population has increased 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 number of economically disadvantaged students has increased by 39 percent (137,739 students), from 350,095 students in 2006-2007 to 487,834 students in 2016-2017, currently representing 39 percent of the student population. 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 English Learners has increased by 78 percent (67,630 students), from 86,390 students in 2006-2007 to 154,020 students, currently representing 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, and 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 changing makeup of our schools has an impact on resources and supports needed for students, as well as the additional costs to educate some of our most vulnerable student populations.

### **Accreditation Status**

More than eight out of ten Virginia public schools are now fully accredited as the result of improved performance of students on SOL tests. Legislation passed in 2016 provided multi-year accreditation for schools that have consistently met the commonwealth's accountability standards.

Eighty-six percent, or 1,573, of Virginia's 1,823 public schools are rated as Fully Accredited for 2017-2018, a five-point improvement over 2016-2017, when 82 percent of schools earned the state's top accountability rating. All schools are fully accredited in 65 of the Commonwealth's 132 school divisions, compared with 53 divisions last year.

The number of students attending schools meeting the state’s expectation for Full Accreditation continues to increase; however there is a growing and urgent concern for the students who attend schools which have been denied accreditation due to persistently low achievement. For 2017-2018, 88 schools in 27 divisions were denied accreditation, down from 94 schools in 31 divisions in 2016-2017. The school divisions with at least one school in accreditation denied status range from urban cities to rural counties.

In June, the Board approved revisions to the Standards of Accreditation that place increased emphasis on closing achievement gaps among student groups – and continuous improvement in all schools – while providing a more comprehensive view of school quality. A final vote on the new accreditation system and revised standards is expected in November 2017. **\*\*\*will be updated after the November Board meeting.**

### **Achievement Gaps Among Demographic Groups**

#### *Standards of Learning (SOL) Assessment Performance*

Student achievement on SOL tests during 2016-2017 was relatively unchanged compared with performance during the previous school year.

Overall, 80 percent of students achieved proficient or advanced scores in reading, and 79 percent passed tests in mathematics, compared with 80 percent in both subjects in 2015-2016. Eighty-two percent passed grade-level or end-of-course SOL tests in science, compared with 83 percent previously.

Student achievement in English writing improved by two points, with 79 percent passing compared with 77 percent during 2015-2016. Overall achievement in history/social science was unchanged, with 86 percent of students passing SOL tests in the subject.

Some of the highest pass rates in English, mathematics, science and history/social science were on the end-of-course tests high school students must pass to earn credit toward graduation, with results as follows:

- 87 percent passed the end-of-course reading test and 84 percent passed the high school writing assessment;
- 82 percent passed the Algebra I test; 78 percent passed the Geometry test, and 90 percent passed the Algebra II test;
- 82 percent passed the Earth Science and Biology assessments and 89 percent passed the Chemistry test.
- 83 percent passed in Geography, 85 percent in World History I, 87 percent in World History II and 86 percent in Virginia and U.S. History.

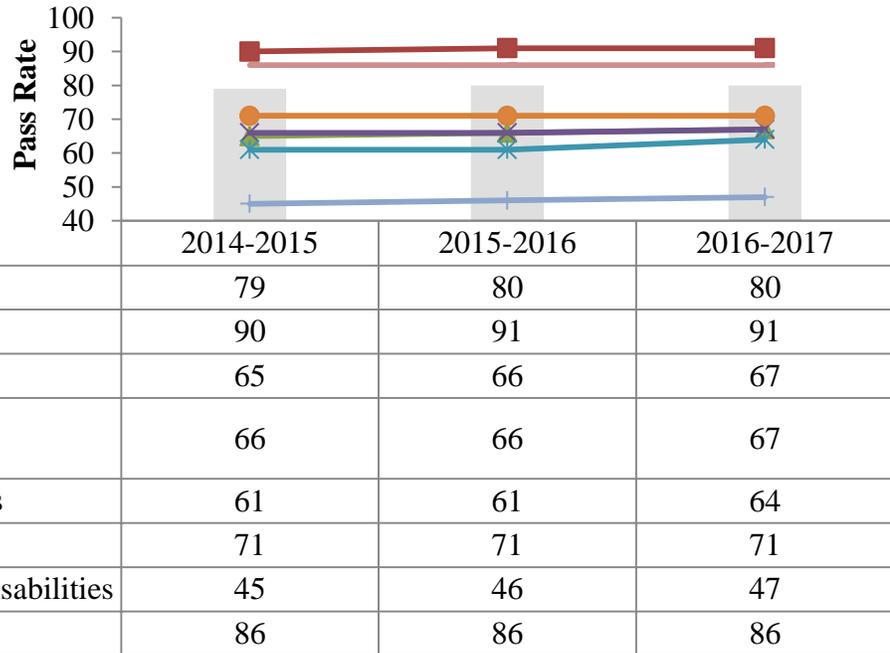
Fourth graders, sixth graders and eighth graders all improved in reading, as follows:

- 79 percent of fourth graders achieved proficient or advanced scores in reading, a two-point improvement compared with 2015-2016;
- 78 percent of sixth graders earned proficient or advanced scores in reading, a one-point gain compared with 2015-2016; and
- 76 percent of eighth-graders achieved proficient or advanced scores in reading, a one-point gain compared with 2015-16.

Of the 1,805 public schools with reportable test results, 680 improved in mathematics, 800 in reading and 411 improved in both subjects.

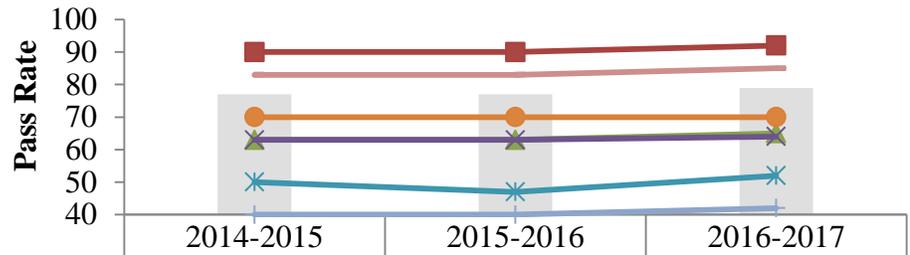
However, the performance of demographic groups presents significant differences in pass rates on academic subjects, as shown by the following tables:

### English: Reading



The pass rate benchmark for English Reading is 75 percent. Black, economically disadvantaged, and Hispanic students, English Learners, and students with disabilities are consistently lagging behind the state average of 80 percent.

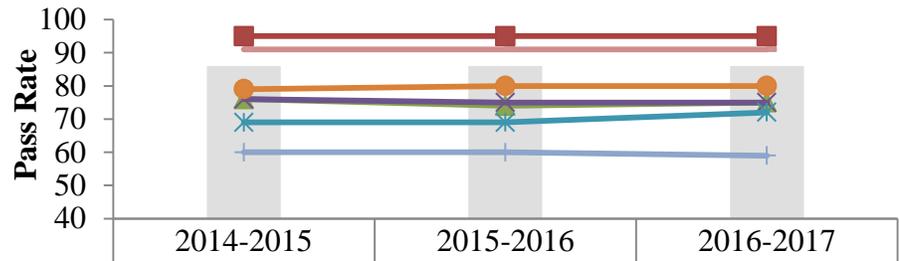
### English: Writing



	2014-2015	2015-2016	2016-2017
All Students	77	77	79
Asian	90	90	92
Black	63	63	65
Economically Disadvantaged	63	63	64
English Learners	50	47	52
Hispanic	70	70	70
Students with Disabilities	40	40	42
White	83	83	85

The pass rate benchmark for English Writing is 75 percent. Black, economically disadvantaged, and Hispanic students, and English Learners are behind the state average of 79 percent. There is a significant achievement gap for students with disabilities.

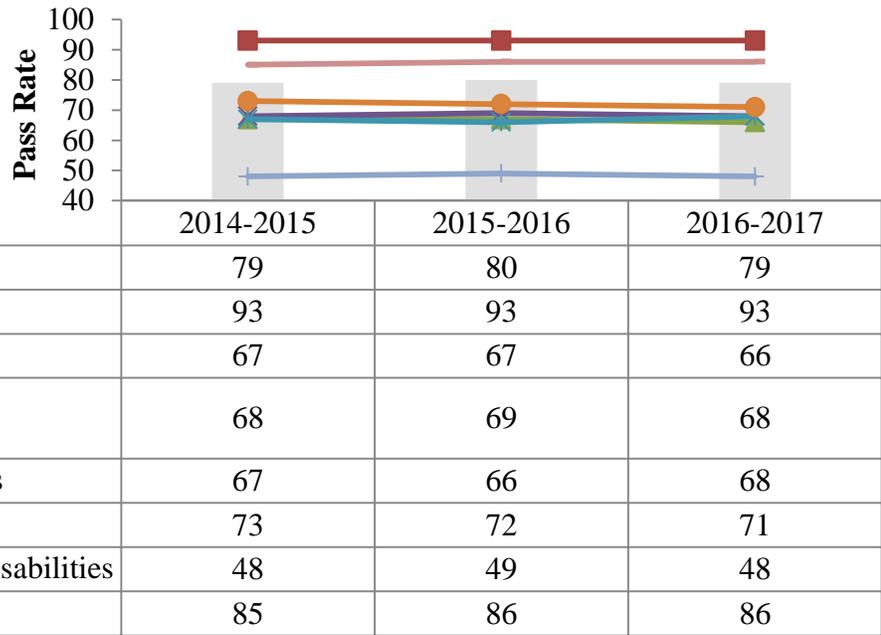
## History & Social Sciences



	2014-2015	2015-2016	2016-2017
All Students	86	86	86
Asian	95	95	95
Black	76	74	75
Economically Disadvantaged	76	75	75
English Learners	69	69	72
Hispanic	79	80	80
Students with Disabilities	60	60	59
White	91	91	91

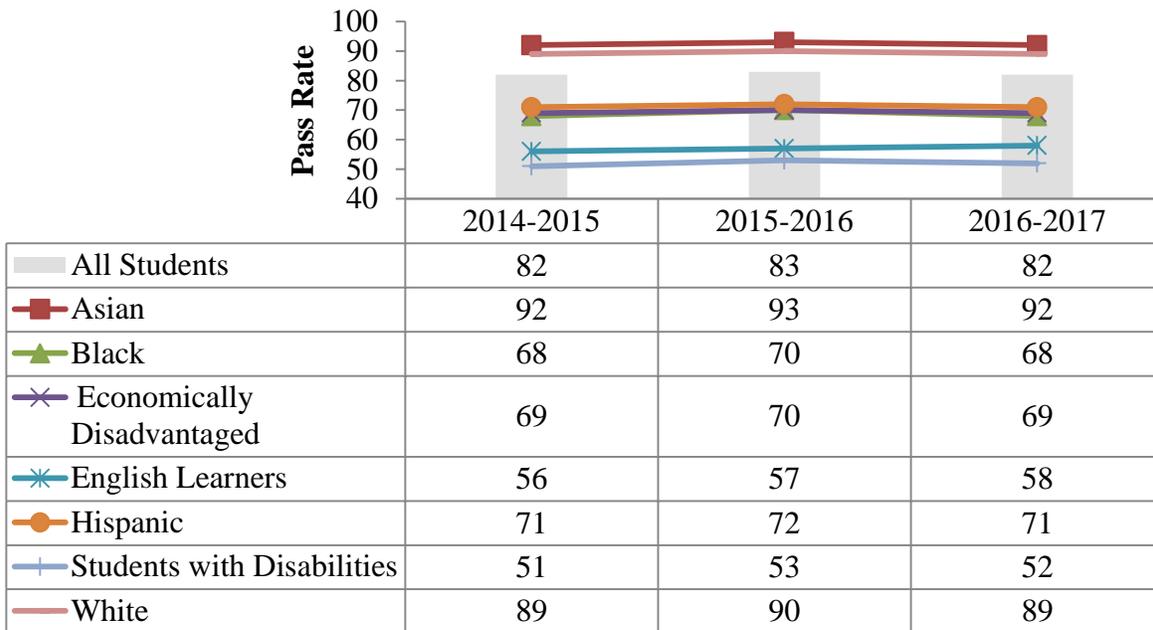
The pass rate benchmark for History and Social Sciences is 70 percent. Black, economically disadvantaged, and Hispanic students and English Learners are behind the state average of 86 percent but meet or exceed the benchmark.

## Mathematics



The pass rate benchmark for mathematics is 70 percent. Black and economically disadvantaged students and English Learners are behind the state average of 79 percent but are close to the benchmark. There is a significant achievement gap for students with disabilities.

## Science



The pass rate benchmark for science is 70 percent. Black and economically disadvantaged students are behind the state average of 82 percent but are close to the benchmark. There is a significant achievement gap for Hispanic students and students with disabilities.

### Graduation and Dropout Rates

Virginia's on-time graduation rate dropped slightly to 91.1, from 91.3 percent, for the class of 2017. While more than nine out of ten students who entered the ninth grade in 2013 earned a diploma within four years, there are still gaps in graduation and dropout rates among groups of students:

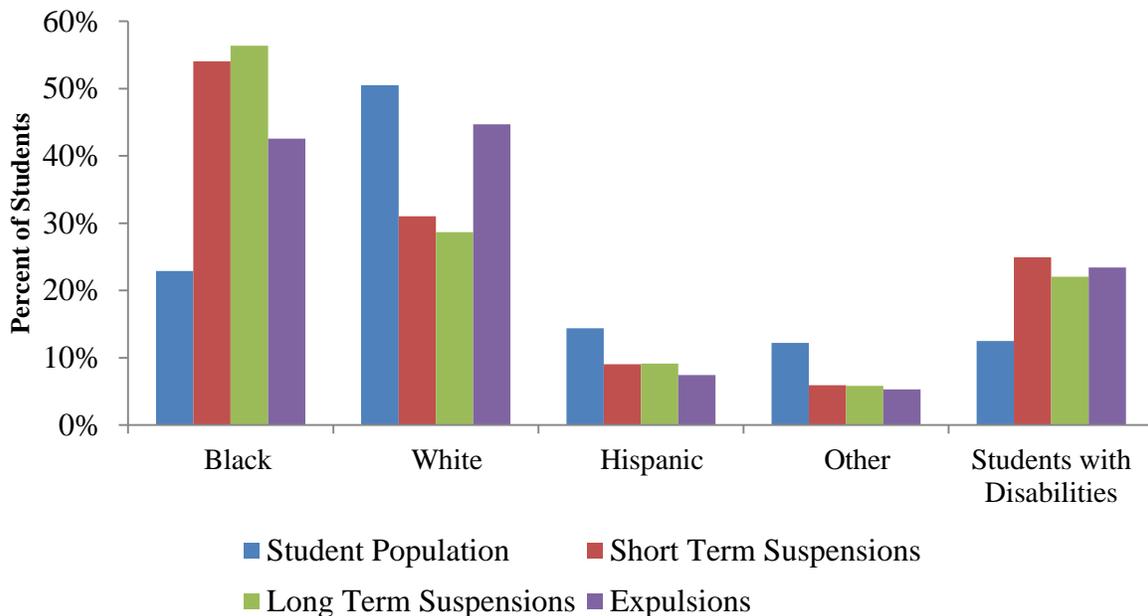
- English learners displayed the largest gaps from their peers, with a graduation rate of 73.8 percent - 17 percentage points below the average – and almost one out of four students dropping out.
- Hispanic students also exhibited concerning levels of graduation and dropout, at 81.1 percent and 16 percent, although a two point increase from the previous year respectively.
- Differences in graduation rates and dropout rates for black students, students with disabilities, and economically disadvantaged students still persist as well.

### Suspension Rates among Demographic Groups

The number of students expelled in Virginia continues to decline, down over 24 percent since 2013-14. In addition, schools in Virginia have also decreased the number of long-term suspensions for all students (down by two percent since 2013-14) and short-term suspensions

among students with disabilities (down by five percent since 2013-14). However, the number of short-term suspensions among all students and among minority students in particular remains high. Although Black students made up 23 percent of the student population in 2015, they accounted for 54 percent of the short-term suspensions, 56 percent of long-term suspensions, and 43 percent of expulsions.

**Percent of Suspensions and Expulsions by Race Groups for the 2015-2016 School Year**



### Education Funding as Compared to Other States

According to the Joint Legislative Audit and Review Commission’s report *Virginia Compared to the Other States: 2017 Edition*, Virginia ranks 26th of 50 for state and local per pupil funding for Pre K-12 education, and 38th of 50 for state per pupil funding. These figures demonstrate the gap between state and local funding of public education. The majority of public school funding in Virginia is from local and state sources (54 percent and 40 percent respectively) with six percent from federal sources. Virginia ranked 29<sup>th</sup> out of 50 for average salary of K-12 teachers.

### II. Board of Education Priorities and Goals (as outlined in the Board of Education’s Comprehensive Plan: 2017-2023)

While most Virginia students continue to show academic growth, the Board recognizes the constitutional and shared responsibility to ensure that all children in the Commonwealth, regardless of their circumstances, have access to a quality education that prepares them for a successful, healthy, and fulfilling life. To reach this goal, the Board established the following priorities through its *Comprehensive Plan: 2017-2023*:

- To promote equitable access to high-quality, effective learning environments for all students and educators;
- To promote 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
- To promote and measure continuous improvement in school quality and the impact on all students.

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.

Addressing conditions that affect student learning and well-being requires a continued investment of resources, as recommended in the revisions to the Standards of Quality (SOQ) articulated in this report. Addressing these needs will also require partnerships between the Board of Education, the General Assembly, the Governor, local school boards and divisions, educators, families, community organizations, institutions of higher education, and business industries.

### **III. Recommendations to Amend the Standards of Quality (SOQ)**

The Board is required by § 22.1-18.01 of the *Code of Virginia*, in odd years, to review the Standards of Quality, and either propose amendments to the standards or determine that no changes are necessary. Section 22.1-18 of the *Code* requires these findings to be transmitted to the General Assembly in the Board's *Annual Report on the Conditions and Needs of Public Schools in Virginia*.

Following a nearly year-long process, including public hearings and consideration of public comment from an array of stakeholders, on October 27, 2016, the Board of Education adopted its proposed recommendations to amend the Standards of Quality, which are summarized below. A thorough discussion and anticipated fiscal impacts for each recommendation are included in Appendix D.

#### **SUMMARY OF RECOMMENDATIONS**

- **Propose legislation to amend the *Code of Virginia* to ensure that students and parents are made aware of career and technical education opportunities.**
- **Require one full-time assistant principal for every 400 students in grades K-12.**  
*Estimated FY 2018 impact: \$71.4 million.*
- **Require one full-time principal in every elementary school.**  
*Estimated FY 2018 impact: \$6.8 million.*
- **Require one school counselor for every 250 students in grades K-12.**  
*Estimated FY 2018 impact: \$82.4 million.*
- **Require one full-time school psychologist for every 1,000 students.**  
*Estimated FY 2018 impact: \$42.7 million.*
- **Require one full-time social worker for every 1,000 students.**  
*Estimated FY 2018 impact: \$48.7 million.*
- **Require one full-time school nurse for every 550 students.**  
*Estimated FY 2018 impact: \$1.8 million.*
- **Provide additional resources to support professional development needs associated with the implementation of the *Profile of a Virginia Graduate*, as required by § 22.1-253.13:4 of the *Code of Virginia*.**
- **Eliminate the flexibility provisions established in the Appropriation Act that waive or override certain staff to student ratios that are established in the Standards of Quality.**
- **Eliminate the methodology established in the Appropriation Act that artificially**

**caps the number of state-funded support positions at one support position for every 4.03 instructional positions.**

*Estimated FY 2018 impact: \$339.6 million.*

- **Propose legislation to shift the review of the SOQ from even to odd-numbered years to be aligned more effectively with the legislative budget process.** [NOTE: The General Assembly addressed this recommendation through legislation in 2017]
- **Propose an in-depth study be conducted to ensure that adequate data is available regarding the local deployment of SOQ positions.**

**In addition to the SOQ recommendations, the Board supports an increase in funding for programs that directly support students learning. Those programs include:**

- **At-Risk Add-On;**
- **Virginia Preschool Initiative;**
- **Early Reading Intervention;**
- **K-3 Primary Class Size Reduction;**
- **School Breakfast Program;**
- **SOL Algebra Readiness;**
- **Supplemental Lottery Per Pupil Allocation; and**
- **Project Graduation.**

## **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: Recommendations to Amend the Standards of Quality (SOQ)

Appendix E: Current Standards of Quality (SOQ)

Appendix F: Charter School Report and Information on Parent and Student Options

Appendix G: Analysis of School Division Reporting Requirements in Response to House Bills 196 and 521 (2016)

Appendix H: Status Report Regarding Multidivision Online Learning

Appendix I: Virtual Virginia Brief