

**VIRGINIA BOARD OF EDUCATION
COMPREHENSIVE PLAN: 2018-2023**



Commonwealth of Virginia

**Adopted
November 16, 2017**

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

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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: 2018-2023

PURPOSE OF THE COMPREHENSIVE PLAN

The Board of Education’s Comprehensive Plan: 2018-2023 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.

THE OBJECTIVE OF EDUCATION

Virginia is approaching the 150th anniversary of constitutionally mandated free public education. The Constitution of 1870 directed the General Assembly

To provide by law, at its first session under this Constitution, a uniform system of public free schools and for its gradual equal and full introduction into all the counties of the state by the year 1876, and as much sooner as possible.¹

Judge Underwood, who presided over the Virginia Convention in 1867-68, urged the delegates of the convention to adopt “a Constitution which shall provide for all the children of Virginia that noblest and cheapest defense of States and preventive of crimes, a thorough and efficient mental and moral education, diffusing knowledge and wisdom as the sun diffuses light and heat, promoting industry, art, manufactures and commerce, and encouraging all the higher developments of mind and heart which give elation of purpose, dignity and refinement of character, and spread the kind charities and sweet amenities of republican civilization through all the activities of public and private, of social and domestic life.”²

The importance of an education to the civic health of the Commonwealth as well as its relationship to the development of each individual is as clear today as it was in 1867. Virginia’s current constitution, the 1971 constitution, expresses one objective of our education system – the perpetuation of free government. “That free government rests, as does all progress, upon the broadest possible diffusion of knowledge, and that the Commonwealth should avail itself of those talents which nature has sown so liberally among its people by assuring the opportunity for their fullest development by an effective system of education throughout the Commonwealth.”³ This provision establishes education for the purposes of maintaining free government and maximizing the personal development of the people of the Commonwealth as principle objectives of the K-12 system in Virginia.

In 2016, the General Assembly passed section 22.1-253.13:4 of the *Code of Virginia*, which required the Board of Education to create “a *Profile of a Virginia Graduate* that identifies the knowledge and skills

that students should attain during high school in order to be successful contributors to the economy of the Commonwealth, giving due consideration to critical thinking, creative thinking, collaboration, communication and citizenship.”⁴ This statute established a third objective of the public education system – to provide those skills that will allow each student to participate in the economic health of the Commonwealth. The 2016 *Profile of a Virginia Graduate* mandate is consistent with the Commonwealth’s desire to “align educational priorities with the needs of public and private sector employers in order to supply students . . . with the skills they need to thrive in a diversified 21st century economy.”⁵

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 equity 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, in cooperation with their partners, is to develop policies and provide leadership that improve student achievement and prepare students to succeed in postsecondary education and the workplace, and to become engaged and enlightened citizens.

WHERE WE ARE

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, 52.5 percent, of Virginia’s students graduated from high school with the Commonwealth’s Advanced Studies 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 a total of 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.

However, despite our successes, there are still areas of concern. It is the nature of a document such as this, focused on improvement, to highlight areas of weakness and provide a path forward to strengthen the public education system. In a system as large as Virginia's public education system, it is unrealistic to believe that all issues can be solved in a short time. Some issues arise as the unintended consequence of new policies; some from broader shifts in society. Some issues have not achieved sufficient priority to attract needed resources. For its *Comprehensive Plan: 2018-2023*, the Board has agreed to apply significant focus to the issues it considers to be the most pressing for public education. The focus on a few issues should not be interpreted to mean that the Board does not regard other matters to be important for our children; it is more a recognition that spreading Board attention among all those issues that might merit intense study may yield lesser results than a concentrated effort with regard to a limited number of issues. Further, the comprehensive plan is revisited every two years. The review of the comprehensive plan will allow for the addition of other areas of study as work concludes on our initial three areas of focus.

The major components of the comprehensive plan are equity in our schools, teachers and school leaders and implementation of the recent revisions to the *Regulations Establishing Standards for Accrediting Schools (Standards of Accreditation)*, including accountability and graduation requirements. These will be described in more detail later in the comprehensive plan.

BACKGROUND

ENROLLMENT TRENDS

Overall enrollment in Virginia's public schools has increased for the past ten years. Projections for the next five years indicate that enrollment will taper off. However, our schools are seeing changes in demographics which impact resource needs.

The number of economically disadvantaged students is 38 percent of the student population, an increase from 29 percent ten years ago.⁶ 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 and currently represents 12 percent of the student population, an

increase from seven percent ten years ago.⁷ In addition, during that same period, the number of students identified with autism has increased by 203 percent.⁸ The number of students identified in the other health impairments disability category has increased by 27 percent.⁹

Research supports what intuition tells us: schools serving more economically disadvantaged children, more English Learners, and more children with challenging conditions need more resources than their more advantaged counterparts to yield successful student outcomes.

EQUITY

Article VIII, Section 1 of the Constitution of Virginia states:

The General Assembly shall provide for a system of free public elementary and secondary schools for all children of school age throughout the Commonwealth, and shall seek to ensure that an educational program of high quality is established and continually maintained.

The language of the Constitution is clear – the Commonwealth shall seek to provide an education program of high quality for *all (emphasis added)* children of school age throughout the Commonwealth. Further, all children in a public school should have equality of opportunity.

Beginning in 1930, the General Assembly recognized that resources play an important role in education and that poorer jurisdictions, typically rural counties, needed assistance in order to reduce the inequality of educational opportunities among the various school divisions.¹⁰ In 1930, the General Assembly appropriated a fund for the equalization of education.¹¹

We find ourselves in a similar position today – we have school divisions that are too under-resourced to provide the same, equal public education to their children that other school divisions can provide. Many of these are rural divisions, as in the 1930s, and many are the school divisions in our urban cores. Further, in some areas, the disparity of opportunity exists within a single school division.

TEACHERS AND SCHOOL LEADERS

Most studies conclude that teacher quality is the single most important school-related factor in student achievement.¹² Virginia is blessed with many committed and extraordinary teachers and school leaders. However, we are faced with a declining number of individuals entering the teaching profession and we are having issues with their retention. This problem is not unique to Virginia – it is a national issue – but it is one that we need to address if we are to be able to provide a high quality public education system. The teacher shortage issue is particularly acute in those areas that need strong teachers the most

– the relatively poor and under-resourced divisions have the most difficulty attracting and retaining quality teaching professionals.

ACCOUNTABILITY AND ACCREDITATION

Our current accountability system and *Standards of Accreditation* has its origins in public concern in the mid-1980s that schools were underperforming. In 1983, President Reagan’s National Commission on Excellence in Education published its report, *A Nation At Risk: The Imperative for Educational Reform*. The report stated, “We report to the American people that while we can take justifiable pride in what our schools and colleges have historically accomplished and contributed to the United States and the well-being of its people, the educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a Nation and a people. What was unimaginable a generation ago has begun to occur--others are matching and surpassing our educational attainments.”¹³

In the Commonwealth in the mid 90’s, the Board adopted a plan to revise the state’s education system. At that time, Virginia employed the Literacy Passport Test that assessed 8th graders on minimal standards (basic elementary literacy & numeracy). One third of our 8th graders were failing that exam. To address this issue, the Board (1) established minimum standards to create continuity of curriculum—1995 adopted new learning expectations for the 4 core areas (the Standards of Learning); (2) developed assessments to validate student & school performance for the revised SOLs—in 1998 SOL assessments were first given; (3) established a means for communicating to the public how each school was performing through report cards—1998 implemented a school based report card that addressed SOL assessment performance, as well as fall membership, student attendance, teacher education attainment, and school safety; and (4) revised the Board’s accreditation system to an outcome-based model rather than the input-based model—revised initially in 1997 and further revised in 2000. Accreditation ratings were employed as early as 2001; however, a school would not be identified as accreditation denied until it had failed to achieve full accreditation by the end of the 2005-2006 school year.

The *No Child Left Behind Act of 2001* required the implementation of accountability measures. The premises of the accountability measures were (1) clear definitions and targets for desired outcomes—in this case, high academic achievement for all students—will provide both incentives and indicators for improvement; (2) identification of districts and schools not meeting their improvement targets will help focus assistance and interventions where they are needed most; (3) widely available information about performance will enable parents, educators, and other stakeholders to make appropriate decisions about how best to serve their students; and (4) targeted assistance and consequences will stimulate school and district improvement.¹⁴ Virginia instituted additional requirements to meet these federal accountability requirements. Those requirements addressed identifying the performance of students on the statewide SOL assessments by reporting groups as well as establishing performance targets for those reporting groups.

Over the last few years, the Board has undertaken actions to revise the state accountability system, to include revising the school performance report card, renamed the *School Quality Profile*, as well as what factors we will consider when we accredit schools.

In revising the system for accrediting schools, the Board's goals were to (1) provide a more comprehensive picture of school quality by including additional factors that impact student academic achievement; (2) emphasize a philosophy of continuous improvement for all schools—from encouraging increased performance for high-performing schools to reducing the gap in performance across reporting groups; (3) address some of the unintended consequences from the current accreditation system; and (4) provide the data to inform areas of VDOE technical assistance and prioritize the use of school improvement resources to the areas most in need. The revised state accreditation system as well as the changes in ESSA have allowed the Board to more closely align our federal accountability requirements from ESSA, to what the Board believes should be used in the Commonwealth, thus eliminating the need to have two parallel accountability systems. The Board of Education has proposed changes in the *Standards of Accreditation* which have the effect of broadening the measures and increasing the areas of focus from exclusively outcome-based to a blend of input- and outcome-based measurements.

Despite the recent work done with regards to the *Standards of Accreditation*, the Board believes that there are some unanticipated consequences of the *Standards of Accreditation*. In many instances, the standards have become a goal rather than a tool. This side effect impacts both who gets taught and what gets taught. The concept of “teaching to the test” is widely discussed. Teaching to the test leads to reduced educational value for students and reduced job satisfaction for teachers.

In addition, there is evidence that the rating system has increased economic segregation.¹⁵ Families with children will make housing choices based on the perceived quality of schools. Perceived quality is influenced greatly by published ratings of the schools. As families with children move to the “best” school they can afford, income segregation increases.

The Board recognizes the positive results achieved following the introduction of the accountability system and the *Standards of Accreditation*, along with some unintended challenges. This year, the Board adopted significant changes to the *Standards of Accreditation*, to more closely align graduation requirement to the *Profile of a Virginia Graduate* and to promote a system of continuous improvement for all students and schools. Successfully implementing these changes, and studying the impact thereof including potentially both positive and negative outcomes that may prompt additional modifications, will merit significant Board attention in the next five years.

PRIORITIES AND GOALS FOR PUBLIC EDUCATION: 2018-2023

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: Provide high-quality, effective learning environments for all students

Consistent with the constitutional mandate, the Board seeks to provide a high-quality, effective learning environment for all students. The current standards have not resulted in educational equity. There is a persistent achievement gap.¹⁶ The Board will focus on the factors that may be causal.

Students in high poverty schools have less experienced instructors, less access to high level science, math, and advanced placement courses, and lower levels of state and local spending on instructors and instructional materials.¹⁷ High poverty divisions in Virginia get 86 cents for every dollar compared to low poverty divisions.¹⁸ Additionally, the average teacher salary during the 2013-2014 school year in high poverty schools was over \$11,000 less than in low poverty schools.¹⁹ Currently, 32.46 percent of Virginia public school students are at-risk. Among schools that have been denied accreditation, the median percentage of at-risk students is 64.89 percent. Among schools that have been fully accredited for the past five years, the median percentage of at-risk students is 27.06 percent. Through the work in school improvement over the past decade, the Board has learned that our children in poverty oftentimes need additional services to be able to benefit from educational opportunity. Our schools in high poverty areas do not have access to the same funding that schools in low-poverty areas do, and they have greater numbers of students that may require access to additional services in order to receive the full benefit of the education being offered. Many challenges will need to be addressed to close the achievement and opportunity gap including access to healthy food, school infrastructure, advanced courses and technology, and the need for wrap-around services, in addition to great teachers and school leaders.

To promote educational equity, the Board will:

- Develop Standards of Quality, policies, and guidelines to reflect its understanding of the diverse nature of the modern student body.
- Advance policies that expand equitable learning opportunities with access to a variety of learning platforms, courses and programs and reduce barriers to technology access.
- Advocate for the resources required to fully support a system of quality education for all students, regardless of background, including tools for collaborative oversight and support at the Virginia Department of Education for schools that are not yet meeting standards.

- Actively foster equitable, supportive, and safe academic, disciplinary, and physical environments and encourage the engagement of all families in the academic lives of their children.
- Support and promote wrap-around services and mental and physical wellness and intervention programs to increase opportunities for all students to achieve.

Priority 2: Advance policies that increase the number of candidates entering the teaching profession and encourage and support the recruitment, development, and retention of well-prepared 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. This decline is correlated with low teacher salaries and lack of commitment to tap the financial resources to correct this crucial situation. Virginia’s teacher shortage is due in significant 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 an 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. Diversity within the teacher workforce should reflect diversity in the classroom. Evidence suggests that students perform better when taught by teachers from diverse backgrounds.

The number of unfilled teacher positions across the Commonwealth has increased by 42 percent over the past 10 years, from 760 to 1,080, and has become an emergency in many high poverty school divisions. For example, two months before the beginning of the 2017 school year, Petersburg City Public Schools had 142 unfilled teaching positions out of a total of 400 positions, over one-third of their teaching positions. Another example is in Middlesex County Public Schools, where one month into the 2016 school year, over 20 percent of their teaching positions were unfilled. Although shortages occur in every region of the Commonwealth, divisions with the highest concentrations of poverty – both urban and rural – tend to have the hardest time attracting and retaining high-quality teachers.

In addition to attracting teachers, curbing teacher turnover is important. Teacher attrition in the United States has increased steeply since the 1990s.²⁰ Currently, the annual teacher attrition is about eight percent and accounts for roughly 90 percent of the demand for new teachers.²¹ Another eight percent of teachers shift to different schools each year, bringing the total annual teacher turnover rate close to 16 percent.²² These figures are even worse in high poverty schools. Multiple factors influence teachers to leave the profession for reasons other than retirement including: (1) concerns about over-testing and accountability, which creates stress and stifles creativity; (2) unhappiness with school administration and school climate; and (3) career dissatisfaction, which is often linked to a lack of adequate preparation for the challenges of a classroom.²³

Part of the discussion on teacher recruitment, development, and retention must focus on teacher salaries. When compared to similarly educated professions across the country, Virginia teacher wages are less competitive, earning about 27 percent less than similarly educated professions.²⁴

The Board recognizes the importance of recruiting, retaining, and appropriately training a well-prepared and diverse educator workforce. To support educator recruitment, development, and retention, the Board will:

- Promote instructional and support personnel capacity building through teacher preparation programs and ongoing professional development that supports a culture of continuous growth.
- Advocate for adequate resources for educator salaries.
- Promote equitable allocation of resources, including an equitable distribution of high-quality school personnel, that enable all school divisions to fund the necessary staff and infrastructure required to provide a quality education for all students.
- Advocate for new teacher mentorship programs to be implemented in local school divisions to support the development and retention of instructional personnel.
- Encourage respectful, caring relationships among staff and students for a positive school climate and life experience of teachers.
- Support policies for attracting top students into the education profession, including revisions as necessary to Board policies that might hinder entry into or retention in 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.

Priority 3: Ensure successful implementation of the *Profile of a Virginia Graduate* and the accountability system for school quality as embodied in the revisions to the *Standards of Accreditation*

The Board, with the support of the General Assembly and vigorous engagement of education leaders and the public across the Commonwealth, has adopted significant changes to the *Standards of Accreditation*, including the development of the *Profile of a Virginia Graduate* and reforms to school accreditation. The *Profile* outlines the knowledge, skills, competencies, and experiences students should attain during their K-12 education to make them “life-ready,” to be on a path to successful citizenship and participation in the evolving global economy. The *Profile* further articulates the importance of the 5 C’s – critical thinking, creative thinking, collaboration, communication, and citizenship and provides more flexibility for student choice of courses and reduces Standards of Learning (SOL) testing.

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. Each school will be held accountable for attainment on multiple 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 and divisions will receive differential levels of oversight and support from the Virginia Department of Education to ensure continuous improvement toward the goal of a quality education for all students.

Successful implementation of the *Profile* and new accountability system will require support from the Board, Virginia Department of Education, General Assembly, Governor, and local school divisions. Additionally, it will require hard work and collaboration with local school boards, teachers, education and community leaders, parents, and students. In the coming years, the Board will continue to look at the impact of accreditation in the accountability system and increased student achievement and other societal impacts.

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

- Support statewide systems that track achievement and improvement for all students.
- Oversee successful implementation of the revisions to the *Standards of Accreditation* to ensure they are meeting intended goals.
- Advocate for the resources required to fully support a system of continuous improvement for all students.
- Use evaluative data to identify additional measures impacting student achievement or school quality appropriate for public information and accountability
- Ensure rigorous standards to promote college, career, and civic readiness.
- Promote closer alignment and continuity with higher education and workforce needs.
- Review and identify best practices, and promising approaches that would benefit local school divisions.

CONCLUSION

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 will continue to think creatively and work collaboratively to make sure that its priorities and goals are relevant, practical, and effective.

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

References and End Notes

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- ¹ Article VIII, Section 3.
- ² State of Virginia. (1867-68). *The Debates and Proceedings of the Constitutional Convention of the State of Virginia*. 7-8.
- ³ Constitution of Virginia, Article I, Section 15.
- ⁴ *Code of Virginia*, §22.1-253.13:4 (2014)
- ⁵ *New Virginia Economy* [Brochure], (2014). (N.P.) Office of the Governor. p.3.
<https://commerce.virginia.gov/media/3501/new-virginia-economy-12052014.pdf>.
- ⁶ The number of economically disadvantaged students has increased from 350,095 students in 2006-2007 to 487,834 students in 2016-2017.
- ⁷ The number of English Learners has increased from 86,390 students in 2006-2007 to 154,020 students in 2016-2017.
- ⁸ The number of students identified with autism has increased from 5,674 students in 2006-2007 to 18,256 students in 2016-2017.
- ⁹ The number of students identified in the other health impairment disability category has increased from 25,600 students in 2005-2006 to 32,283 students in 2015-2016.
- ¹⁰ Buck, J.L. Blair. (1952) *The Development of Public Schools in Virginia, 1607-1952*, p. 227. Commonwealth of Virginia - State Board of Education. Richmond, VA
- ¹¹ Ibid.
- ¹² Teachers Matter: Understanding Teachers' Impact on Student Achievement. Santa Monica, CA: RAND Corporation, 2012.
https://www.rand.org/pubs/corporate_pubs/CP693z1-2012-09.html.
- ¹³ National Commission on Excellence in Education. United States Department of Education. (1983). *A nation at risk : the imperative for educational reform : a report to the Nation and the Secretary of Education, United States Department of Education*. Washington, D.C.:The Commission.
- ¹⁴ Taylor, J., Stecher, B., O'Day, J., Naftel, S., Le Floch, K.. (2010) *State and Local Implementation of the No Child Left Behind Act*. U.S. Department of Education, Washington, DC: Office of Planning, Evaluation and Policy Development.
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- ¹⁵ Owens, Ann. (2016) *Inequality in Children's Contexts: Income Segregation of Households With and Without Children*. American Sociological Review, Vol 81, Issue 3, p. 549 – 574.
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https://nces.ed.gov/nationsreportcard/subject/studies/pdf/school_composition_and_the_bw_achievement_gap_2015.pdf
- ¹⁷ Duncombe, Chris. (2017) *Unequal Opportunities: Fewer Resources, Worse Outcome for Students in Schools with Concentrated Poverty*. Richmond, VA: The Commonwealth Institute. http://www.thecommonwealthinstitute.org/wp-content/uploads/2017/10/unequal_opportunities.pdf.
- ¹⁸ Baker, Farrie, Johnson, Luhm, Sciarra. (2017) *Is School Funding Fair? A National Report Card (Sixth Edition)*. Newark, NJ: Education Law Center and Rutgers Graduate School of Education.
<https://drive.google.com/file/d/0BxtYmwryVI00VDhjRGIDOUh3VE0/view>.

¹⁹ Duncombe, *Unequal Opportunities: Fewer Resources, Worse Outcome for Students in Schools with Concentrated Poverty*. Richmond, VA: The Commonwealth Institute. http://www.thecommonwealthinstitute.org/wp-content/uploads/2017/10/unequal_opportunities.pdf.

²⁰ Carver-Thomas, D. & Darling-Hammond, L. (2017) *Teacher turnover: Why it matters and what we can do about it*. Palo Alto: Learning Policy Institute. <https://learningpolicyinstitute.org/product/teacher-turnover>.

²¹ Ibid.

²² Ibid.

²³ Advisory Committee on Teacher Shortages. (October 2017) *Preliminary Report*. Richmond, VA. https://www.dropbox.com/sh/mrfi003udnhr9su/AAC6FiZdaxTWKecyXFn7z_nIa?dl=0&preview=Final+ACTS+Report.pdf.

²⁴ Baker, Farrie, Johnson, Luhm, Sciarra. (2017) *Is School Funding Fair? A National Report Card (Sixth Edition)*. Newark, NJ: Education Law Center and Rutgers Graduate School of Education. <https://drive.google.com/file/d/0BxtYmwryVI00VDhjRGIDOUh3VE0/view>

APPENDICES

Appendix A: Report Card on the Board's Performance Measure

Appendix B: Assessment of the Extent to Which the Goals of the Virginia Board of Education's 2012-2017 Comprehensive Plan Were Met

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

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

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

Appendix F: *Educational Technology Plan for Virginia: 2018-2023*

APPENDIX A: REPORT CARD ON THE BOARD’S PERFORMANCE MEASURES

Performance Measures to Gauge Progress in Meeting Goals	Baseline 2011-2012	Current Year 2016-2017¹	Performance Trend
Percent of third-grade students reading on grade level	86%	76%	Declining
Percent of 8th grade students taking Algebra I or higher in middle school	52%	50%	Stable
Virginia on-time graduation rate	88%	91%	Improving
High school dropout rate	6.5 %	5.8%	Improving
Federal graduation indicator (students earning Advanced Studies or Standard Diplomas in at least four years)	83%	87%	Improving
Percent of graduates earning advanced studies diplomas ²	49%	56%	Improving
Percent of students scoring advanced proficient on statewide assessments			
English (Reading and Writing)	35.1%	18.7%	Declining
Mathematics	11.1%	17.2%	Declining
History and Social Science	29.1%	26.1%	Declining
Science	29.2%	15.3%	Declining
Number of at-risk four-year-olds served by Virginia Preschool Initiative	16,618	18,023	Improving
Percentage of teachers Nationally Board Certified	1.96%	1.97%	Stable
Number of CTE students who earned one or more Board-approved credential(s)	42,218	126,113	Improving
Percent of schools rated fully accredited ³	93%	82%	Declining
Number of innovative options reviewed by the Board			
Charter School Applications	3	6 ⁴	N/A
College Lab School Applications	0	1 ⁵	N/A
Governor’s STEM or Health Science Academies	5	23 ⁶	N/A
Percent of schools that maintain a passing rate on Virginia assessment tests of 95% or above in each of the four core academic areas	0.6%	2%	Improving
Number of schools earning recognition under Virginia Index of Performance	447	403	Declining
Percentage of schools fully accredited in the Governor’s designated high-poverty communities ⁷	26% (2014)	56%	Improving

¹ Based on SY2016-17 data unless otherwise noted

² Represents 9th grade cohort

³ Results of the new college-and career-ready mathematics tests, first introduced during 2011-2012, are included in the accreditation ratings

⁴ Since the baseline year, the Board has reviewed six charter school applications

⁵ Since the baseline year, the Board has reviewed one college lab school application

⁶ Since the baseline year, the Board has reviewed 15 Governor’s STEM Academy applications and eight Governor’s Health Science Academy applications

⁷ Governor’s designated high-poverty communities was defined as Norfolk City Public Schools, Petersburg City Public Schools, and Richmond City Public Schools

APPENDIX B: ASSESSMENT OF THE EXTENT TO WHICH THE GOALS OF THE VIRGINIA BOARD OF EDUCATION'S 2012-2017 COMPREHENSIVE PLAN WERE MET

The Virginia Board of Education is committed to assessing its progress in meeting its goals. The following information provides a summary of the Board's accomplishments in meeting its goals from the *2012-2017 Comprehensive Plan*.

Goal 1: Accountability for Student Learning

The Board has dedicated much of its work over the past few years to revising the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*. 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.

In 2016 and 2017, 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, to be effective with the graduating class of 2022.

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 final proposed revisions to the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* in November, 2017.

Goal 2: Rigorous Standards to Promote College and Career Readiness

To ensure rigorous standards to promote college and career readiness, the Board developed the *Profile of a Virginia Graduate*. 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 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 two 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 a graduation requirement to acquire and demonstrate 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 the *Profile*, the Board has raised the bar on academic performance standards with more rigorous and relevant expectations, by revising the following Standards of Learning:

- Fine Arts (2013)
- Health Education, Physical Education, and Driver Education (2015)
- History and Social Science (2016)
- Mathematics (2016)
- English (2017)
- Computer Science (2017)

Additionally, the Board has been an active partner in the work of the Standards of Learning Innovation Committee.

Goal 3: Expanded Opportunities to Learn

The Board has continued to put policies and initiatives in place to support the expansion of learning opportunities for all children. Since 2012, the Board has approved nine Governor’s STEM Academies, for a total of 23 Academies. Governor’s STEM Academies are programs designed to expand options for the general student population to acquire STEM (Science, Technology, Engineering and Mathematics) literacy and other critical skills, knowledge and credentials that will prepare them for high-demand, high-wage, and high-skill careers in Virginia. Each academy is a partnership among school divisions, postsecondary institutions and

business and industry. In 2013, the Board approved eight Governor’s Health Science Academies and one Governor’s Health Science Academy in 2014. Governor’s Health Sciences Academies are programs designed to expand options for students’ health science literacy and other critical knowledge, skills, and credentials that will prepare them for high-demand, high-wage, and high-skills careers in Virginia. Each academy is a partnership among school divisions, postsecondary institutions and business and industry.

Further, the Board has supported the expansion of Virtual Virginia to expand learning opportunities for students. During the 2015-2016 academic year, Virtual Virginia began a full-time high school pilot program based on the current program model. For the first time, students were able to complete the requirements for a standard or advanced diploma fully online. Virtual Virginia added thirteen new core courses to the curriculum. In the first year, the pilot was open to a maximum of 100 students; fifty-eight students completed the pilot with 314 course enrollments. Students registered through their local public schools. During the 2016-2017 school year, the full-time pilot was open to 200 students and as of September 2016, 142 were enrolled with 833 course enrollments. Eighty-five students completed the pilot with full-time status. The full-time pilot is open to 200 students for the 2017-2018 school year. As of September 2017, 121 were enrolled with 588 course enrollments.

Goal 4: Nurturing Young Learners

The Board has been an active partner with the School Readiness Committee to build a highly competent early childhood workforce through advancing policy and programmatic recommendations for an effective professional development and credentialing system in order to positively impact Virginia’s young children birth to age 5.

In 2014, the Board partnered with several agencies and Governor McAuliffe to receive a U.S. Department of Education federal Preschool Development Grant (PDG), allowing the Commonwealth to serve additional at-risk four-year-olds in new, high-quality preschool classes and will fund enhanced services to children in existing preschool classes. The Preschool Expansion Grant, called VPI Plus (VPI+), builds on the success of the Virginia Preschool Initiative (VPI) that has supported school readiness of at-risk four-year-olds since 1996. The VPI+ meets and exceeds every element of the VPI program. The VPI+ model includes use of evidenced-based curriculum and formative assessments, summative assessments, professional development and coaching for teachers, classroom-level evaluations, and community partnerships to provide comprehensive services. Currently, eleven school divisions are participating in VPI+ allowing an opportunity to field test and refine VPI+ innovations throughout Virginia to ensure high-quality programs, appropriate flexibility tailored to local circumstances, and broad replicability. By the end of the grant period, approximately 13,000 four-year-olds at or below 200 percent of the Federal Poverty Level will have been served in VPI+ classrooms or in improved VPI classrooms.

Goal 5: Highly Qualified and Effective Educators

The Board has established policies and standards that strengthen the preparation, recruitment, and retention of the best and brightest educators by adopting *Guidelines for Uniform*

Performance Standards and Evaluation Criteria for Teachers, Principals, and Superintendents (2015) and revising the *Regulations Governing the Review and Approval of Education Programs in Virginia* and the *Licensure Regulations for School Personnel* (2016). Further, the Board has been an active partner in the work of the Teacher Diversity Task Force and Advisory Committee on Teacher Shortages.

Goal 6. Sound Policies for Student Success

Throughout 2016 and 2017, the Board has worked extensively to develop 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.

Goal 7: Safe and Secure Schools

The Board has supported the creation of Virginia Tiered Systems of Supports (VTSS) through the integration of Positive Behavior Interventions and Supports and the Response to Intervention Initiative. VTSS is a data-driven decision making framework for establishing the academic, behavioral, and social-emotional supports needed for a school to be an effective learning environment for all students. Since the creation of VTSS in 2012, 40 school divisions have implemented the multi-year process which will lead to the program's sustainability.

The Board has supported improved support services for student success by:

- Adopting model policies to address bullying in schools (2013 and 2017)
- Approving guidance related to the maximum class size requirement for grades K-6 (2014)
- Adopting guidelines for concussion policies (2015 and 2016)
- Adopting regulations governing the collection and reporting of truancy related data (2016)
- Adopting regulations governing nutritional guidelines (2016)

Community Engagement

Finally, community and stakeholder engagement has been a top priority for the Board. Since 2013, the Board has held 31 public hearings across the Commonwealth, countless stakeholder meetings, and launched Virginia's School Quality Profiles. Virginia's School Quality Profiles provide information about student achievement, college and career readiness, program completion, school safety, teacher quality and other topics of interest to parents and the general public. Report cards are available for schools, school divisions and for the Commonwealth. In revising the *Standards of Accreditation*, the Board has reached out to elicit information and recommendations from students, teachers, parents, counselors, superintendents, principals,

coordinators for English Learners, school boards, businesses, the military, higher education deans, faculty, and admission directors, career and technical (CTE) centers, education content specialists, the department's advisory CTE council, Science, Technology, Engineering and Mathematics (STEM) Academies, and recipients of high school innovation grants through roundtables and panel discussions at committee meetings. Throughout the development of Virginia's ESSA plan, outreach to stakeholders was a sustained effort over time. During the fall of 2016, a survey was conducted seeking public feedback on the development of the plan with over 15,000 responses received. Since May 2016, over fifty stakeholders meetings were held. Topical roundtable discussions were held on specific aspects of plan requirements, including: accountability provisions; provisions for English Learners; engaging families and communities; leadership preparation and professional development; teacher preparation, mentoring, and professional development; recruitment and retention of effective teachers and leaders; school improvement; and equitable services for private school students.

APPENDIX C: 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 D: SCHOOL DIVISIONS REPORTING FULL COMPLIANCE WITH THE STANDARDS OF QUALITY FOR 2016-2017

School Division	2016 - 2017 Was Division Compliant?	2015 - 2016 Was Division Compliant?	2014 - 2015 Was Division Compliant?	2013 - 2014 Was Division Compliant?
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 Compliant?	2014 - 2015 Was Division Compliant?	2013 - 2014 Was Division Compliant?
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 E: 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

§ 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?
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
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

Section Header 1: Enhance Personalized, Equitable Student Learning Experiences With Technology
Goal: Promote and support student personalized, deeper learning experiences to demonstrate workplace readiness by creatively solving complex problems, thinking critically, collaborating, communicating and demonstrating responsible citizenship
Resources/Partnerships: Institutions of higher education, educational stakeholder groups, professional organizations, business and industry groups, and local school divisions
Timeframe: 2023

Results (What do we want to accomplish?)	Indicators (What evidence will exist of completion?)	Action (What action will be taken?) Note: Actions in bold are Board of Education Comprehensive Plan Priorities.
<ul style="list-style-type: none"> ● Students will develop deeper learning skills by leveraging technology as a resource or tool. ● Current and emerging technologies will be leveraged to increase opportunities for students to follow personalized learning pathways. ● Students will apply technology effectively to support the construction and application of content knowledge and skills ● Students will demonstrate mastery in a variety of ways, including the use of technology through the creation of digital artifacts. ● All students will be exposed to careers and college opportunities including those in the technical fields to promote workplace and college readiness through advanced 	<ul style="list-style-type: none"> ● Technology Integration survey to analyze technology based resources used by students and innovative learning experiences such as, but not limited to blended learning, project-based learning, and personalized learning. ● Collect information on the number of students enrolled in advanced coursework (e.g., dual enrollment, AP, IB) internships, and mentorships or receiving industry certifications. 	<ul style="list-style-type: none"> ● Research, vet, and develop digital resources for divisions to assist in providing innovative, personalized and deeper learning experiences for all students. ● Develop and revise existing policy and guidance document to support innovative learning experiences. ● Work collaboratively with teacher and technology stakeholders to create instructional resources that can be used by all educators across the state to support innovative learning experiences. ● Provide virtual learning resources that deliver multiple pathways for learning through blended and fully online models in ways that actually increase quality of education and equity for students. ● Promote in-school and out-of-school technology-based learning opportunities (such as pursuit of industry certifications, professional licenses, and dual enrollment courses) along with career exploration, exposure, and planning opportunities. ● Provide technology and computer science cross-curricular connections starting in the elementary grades and across all

coursework, mentorships and internships.		<p>disciplines to promote meaningful, real world applications of knowledge and skills and promote deeper learning opportunities aligned to the Virginia Standards of Learning.</p> <ul style="list-style-type: none"> ● Prepare our students for a participatory culture by providing resources related to Internet safety, digital citizenship skills, and student awareness of and skills for personal and data privacy (as specified by the Code of Virginia § 22.1-70.20).
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Section Header 2: Support Innovative Professional Learning With Technology
Goal: Promote and support current and emerging technology-based resources that support educators in developing and employing innovative strategies and practices to support student-centric learning models to increase quality of education and equity for students.
Resources/Partnerships: Institutions of higher education, educational stakeholder groups, professional organizations, business and industry groups, local school divisions, and federal and state grants.
Timeframe: 2023

Results (what do we want to accomplish?)	Indicators (What Evidence will exist of completion?)	Action (What action will be taken?) Note: Actions in bold are Board of Education Comprehensive Plan Priorities.
<ul style="list-style-type: none"> ● Educators support personalized, deeper learning experiences that are enhanced through appropriate and meaningful technology integration ● Through the use of technology supports (e.g., learning and/or content management systems, student information systems, adaptive technologies) educators will monitor students’ progress to personalize learning and inform instructional practices. 	<ul style="list-style-type: none"> ● Types and numbers of professional learning opportunities are documented and recorded. ● Number of professional online courses and resources offered to educators and number of participant completers. 	<ul style="list-style-type: none"> ● Develop and revise existing policy and guidance document to support innovative learning experiences. ● Work collaboratively with teacher and technology stakeholders to create instructional resources that can be used by educators to support innovative learning experiences. ● Revise the Technology Standards for Instructional Personnel to support the recruitment, development, and retention of knowledgeable and skilled teachers and school leaders. ● Promote the use of micro-credentialing to provide avenues teachers

<ul style="list-style-type: none"> ● Educators utilize the instructional technology resource teacher model to support student engagement through technology in the classroom. ● Educators understand how to enhance performance-based and alternative assessments through the intentional integration of technology. ● Educators will make connections to content and careers in technical fields by providing students with meaningful, real-world learning experiences to promote workplace, citizenship and college readiness skill development. 	<ul style="list-style-type: none"> ● Current and emerging technology-based resources used by educators as indicated by the Technology Usage Survey responses. ● Collect information on the number of students enrolled in advanced coursework (e.g., dual enrollment, AP, IB) internships, and mentorships or receiving industry certifications. 	<p>can use to pursue individual professional goals in the integration of technology in teaching and learning.</p> <ul style="list-style-type: none"> ● Provide communication on the continued Board of Education work in support of the <i>Profile of a Virginia Graduate</i>, the Accreditation Matrix, and the College, Career, and Civic Readiness Index. ● Integrate the proficient use of technology into professional learning activities sponsored by the Virginia Department of Education (VDOE). ● Guide and support teacher education programs for the inclusion of technology skills that promote adaptation and integration of current and emerging technologies into professional practices, the use of assistive technology, as well as working knowledge of digital citizenship skills and issues. ● Provide information about assistive technology availability and uses through the Training and Technical Assistance Centers (TTAC). ● Support instruction in the development of rubrics for use with performance-based assessment that integrate technology. ● Coordinate and collaborate partnership with professional organizations and local school divisions to align agency professional learning goals to ensure targeted and strategic professional learning experiences in the area of instructional technology for teachers statewide.
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Section Header 3: Create Cultures of Change through Innovative Leadership Practices

Goal: Promote leadership that supports deeper learning experiences for students and innovative instructional practices by educators through the use of technology.

Resources/Partnerships: Institutions of higher education, educational stakeholder groups, professional organizations, business and industry groups, local school divisions, and federal and state grants

Timeframe: 2023

Results (what do we want to accomplish?)	Indicators (What Evidence will exist of completion?)	Action (What action will be taken?) Note: Actions in bold are Board of Education Comprehensive Plan Priorities.
<ul style="list-style-type: none"> ● Educational leaders develop a vision for teaching and learning that includes the appropriate use of technology. ● Educational leaders are able to communicate and guide the implementation of division and school goals for teaching and learning that integrate technology and promote innovation. ● Educational leaders model tolerance for risk and experimentation and create a culture of trust and innovation. ● Educational leaders support, secure and advocate for resources to sustain technology initiatives and goals including those designed to support personalized learning environments. ● Promote the use of a variety of innovative instructional strategies 	<ul style="list-style-type: none"> ● Types and numbers of professional learning opportunities are documented and recorded. ● Number of professional online courses and resources offered to educators and number of participant completers. ● Current and emerging technology-based resources used by leaders, schools, and/or divisions as indicated by the Technology Usage Survey responses. 	<ul style="list-style-type: none"> ● Provide guidelines for qualifications and hiring practices for all school leadership positions that reflect the need to have a deep understanding of the use of technology in learning and school operations. ● Provide opportunities (e.g. pilot projects, requirement waivers, resources, etc.), within or between school divisions to implement and evaluate new technologies and instructional approaches. ● Provide communication on the continued Board of Education work in support of the Profile of a Virginia Graduate, Accreditation Matrix, and the College, Career, and Civic Readiness Index. ● Promote and provide professional learning opportunities regarding educational technology leadership and research and reforms in education. ● Promote the effective and efficient use of Instructional Technology Resource Teachers. ● Collaborate with other organizations to provide opportunities for leaders to meet, collaborate, and share ideas, resources, and effective practices, and to promote

<p>and practices developed with current and emerging technology-based resources to support the innovative instructional approaches in the classroom.</p> <ul style="list-style-type: none"> ● Educational leaders possess the capability to efficiently and effectively use technology in the performance of job duties (data-driven decision making, educator evaluations, communications, and more). ● Technology is included in technical assistance and school improvement resources provided by to educational leaders based upon school and school division needs as determined by criteria such as Accreditation Matrix Performance Levels. 		<p>professional learning networks through social networking tools.</p> <ul style="list-style-type: none"> ● Support the role of technology in statewide systems to collect, monitor, and report achievement to inform practices surrounding continuous improvement efforts.
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Section Header 4: Secure and Robust Infrastructure
Goal: Promote and support a secure and robust technology infrastructure to support access, adequacy, and equity.
Resources/Partnerships: Institutions of higher education, educational stakeholder groups, professional organizations, business and industry groups, local school divisions, and federal and state grants
Timeframe: 2023

Results (what do we want to accomplish?)	Indicators (What Evidence will exist of completion?)	Action (What action will be taken?) Note: Actions in bold are Board of Education Comprehensive Plan Priorities.
<ul style="list-style-type: none"> ● Students, educators, and leaders have equitable access to secure and robust networks that provide high quality, 	<ul style="list-style-type: none"> ● Increased reporting of equitable and continuous access to 	<ul style="list-style-type: none"> ● Promote equitable access to high quality, effective learning environments for all students by supporting efforts to reduce barriers to technology access.

<p>reliable access to the Internet and other networks.</p> <ul style="list-style-type: none"> ● Schools and school divisions use best practices that comply with federal, state, and industry guidelines and recommendations to minimize network threats and vulnerabilities and protect educational data. ● Students, educators, and leaders have equitable access to computing devices and other digital resources, including assistive technologies. ● School divisions have access to technical and human resources that enable the effective evaluation of infrastructure costs and other considerations necessary for high quality and reliable access to the Internet and other networks used by students, educators, and leaders in innovative ways. 	<p>secure and reliable networks by students, educators, and leaders as indicated by the Technology Usage Survey</p>	<ul style="list-style-type: none"> ● Provide technical assistance such as network standards, recommendations, and other information available from various stakeholder organizations that provide guidance on interoperability, broadband, and network capabilities. ● Promote the continual expansion of broadband capability to support digital learning and innovative education using guidance provided by relevant stakeholder organizations. ● Promote local participation in federal (such as e-Rate) and state (such as the Virginia Public School Authority) programs to maximize resources available to students, educators, and school leaders. ● Provide assistance to school divisions on the evaluation of infrastructure costs related to broadband to ensure equity; encourage cooperative purchase agreements when appropriate. ● Provide assistance to school boards and leaders on the development of plans and programs that balance safety and security issues while allowing for instructional innovation. ● Provide evaluation criteria and standards that allow school divisions to make informed purchases of computing devices and other digital resources, including assistive technologies. ● Provide assistance to divisions on the development of regional contracts for planning, acquiring, managing, and maintaining technology, including assistive technology. ● Provide information about evaluation criteria and standards for hardware and software adoption to include a focus on interactivity, personalization and universal design features.
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		<ul style="list-style-type: none">● Ensure that assistive technology services and devices are implemented in accordance with the Individuals With Disabilities Education Act (IDEA).● Provide guidance on the efficient use of the technical support personnel required in the Standards of Quality.
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