

2023 STANDARDS OF QUALITY PRESCRIPTIONS

PRESENTED TO THE VIRGINIA BOARD OF
EDUCATION

November 15, 2023



SUMMARY OF INPUT FROM SUPERINTENDENTS

2019 Needs

1. Reading Specialists
2. Assistant Principals
3. Enhanced At-Risk Add-on
4. School Counselors

2023 Emerging Needs

1. Virginia Literacy Act
2. Teacher Licensure
3. Math Standards Implementation
4. Work-based Learning

THEMES FROM OCTOBER BOARD DISCUSSION

- Flexibility in funding
- Literacy
- Work-based learning and high school re-design
- Educator pipeline development

ADDITIONAL STAKEHOLDER ENGAGEMENT

- Focus groups with:
 - Virginia School Boards Association Discussion
 - Elementary and Secondary Principals Advisory Panel
 - Regional Teachers of the Year Advisory Panel
 - Teacher Survey
 - Parent Survey

PARENT SURVEY AS OF 11/9/23

- 612 respondents, representing 48 school divisions

Areas of strength:

- Nearly two thirds of respondents felt that their child's school placed appropriate emphasis on daily student attendance.
- Nearly six out of ten of the respondents indicated that their child's school had effective and highly qualified classroom teachers.

Areas of concern:

- Four in ten respondents indicated that appropriate number of school counselors available to students needed to be improved.
- Slightly over 1/3 of respondents felt that their child's school does not provide opportunities for mental health support and staff to students.
- One in three respondents at this time said that if their child needed additional academic assistance, their child's school was unable to provide adequate support.

Note: Survey will close on November 22. Additional updates will be provided after survey closes.

TEACHER SURVEY AS OF 11/9/23

- 928 respondents, representing 110 school divisions

Teacher Recruitment and Retention

- Over 90% of respondents agreed that competitive wages, including benefits, would attract and retain talented candidates to the teaching profession.
- Just over half of the respondents agree that school leadership would help attract talented candidates to teaching careers.

Area of Strength

- Nearly half of responses indicated that teachers in their school are valued and supported for the work they do in the classroom.

Area of Concern

- Half of responses said that if a student at their school needs academic assistance, they may not receive the intervention and remediation support they need.

Note: Survey will close on November 22. Additional updates will be provided after survey closes.

PRESCRIPTION ONE: FLEXIBLE FUNDING

Amendment

The Board of Education recommends the General Assembly establish a student-weighted funding formula for purposes of determining the required state and local shares of cost for the Standards of Quality.

PRESCRIPTION TWO: **ACADEMIC FLEXIBLE FUNDING**

Amendment

The Board of Education recommends the General Assembly provide flexible funding for innovations in learning that can include the support of literacy, mathematics, learning acceleration and/or loss recovery to ensure that school divisions can meet the unique needs of students struggling with persistent learning loss in reading and math.

PRESCRIPTION THREE:

WORK-BASED LEARNING/HIGH SCHOOL RE-DESIGN

Amendment

The Board of Education recommends that General Assembly require high school students have the opportunity to pursue individualized academic and career-based experiences in high school. Upon graduation, all students should earn an industry recognized credential (IRC) from among the current VDOE list of meaningful IRCs or participate in a meaningful work-based learning experience. High schools must use flexible scheduling and flexible seat-time to ensure all students are able to engage in a credentialing program, work-based learning experience, or work-based learning seminar.

PRESCRIPTION FOUR: SPECIAL EDUCATION

Amendment

The Board of Education recommends the General Assembly provide funding for a statewide IEP system to ensure that school divisions meet the diverse needs of students with special and specific needs, allowing for prioritized monitoring by the VDOE and transparency for stakeholders. In order to ensure the system is used appropriately, statewide training on IEP writing and IEP implementation should be funded by the legislature to ensure that all educators can provide the highest quality instruction, accommodations, and modifications for students with exceptional needs as required by law.

PRESCRIPTION FIVE : EDUCATOR PIPELINE DEVELOPMENT

Amendment

The Board of Education recommends that to address local teacher vacancy rates, school divisions experiencing a teacher vacancy rate of more than 3% based on the Positions and Exits Collection (PEC) will develop, implement, and maintain a teacher apprenticeship program for at least 24 months and until their school division vacancy rate is below 3% based on PEC. School divisions should be encouraged to work with other school divisions in their region as well as both public and private teacher education providers to develop a teacher apprenticeship program.

PRESCRIPTION SIX: DATA MODERNIZATION

Recommendation

The Board of Education recommends the General Assembly appropriate funding for VDOE to purchase a state-wide student information system (SIS) that allows for local divisions and the VDOE to maintain federated (segmented by division so that only that division can see/access) data in one system. With strict data sharing agreements in place, this system will allow for data to be securely stored, retrieved, and analyzed in real-time so that policy makers, administrators, VDOE, and local school division staff can make informed decisions at anytime. While the initial implementation is significant, a state-wide SIS will save school divisions thousands of hours in personnel time and result in tens of millions of dollars in licensing fee savings over the next 10 years.

DISCUSSION

