

November 20, 2008

**EXPRESSING THE SENSE OF THE BOARD OF EDUCATION  
ON THE STANDARDS OF QUALITY:  
FOR CONSIDERATION BY THE GOVERNOR AND  
THE 2009 SESSION OF THE GENERAL ASSEMBLY**

WHEREAS, the Virginia Board of Education believes that public education is of the highest priority in the state budget; and

WHEREAS, the Standards of Quality (SOQ) define the minimum foundation the Commonwealth must provide to meet its constitutional obligation to maintain “an educational program of high quality” for the children of Virginia; and

WHEREAS, without sufficient support to implement these important standards, Virginia’s public schools would not have made the progress and earned the national recognition for academic achievement the citizens of the Commonwealth have been celebrating for over a decade; and

WHEREAS, the Board has reviewed the current requirements in the SOQ and recommendations that have yet to be adopted and funded by the General Assembly; and

WHEREAS, the Board acknowledges the economic conditions facing the Commonwealth in the next year and the challenges that are before the Governor and the General Assembly to deal with budget constraints while protecting core services in the area of Pk-12 education; and

WHEREAS, the Board wishes to communicate its SOQ priorities to the Governor and the General Assembly for their consideration in the 2009 General Assembly Session;

NOW, THEREFORE, BE IT RESOLVED that the Board of Education affirms its support for those provisions of the Standards of Quality that have been recommended by the Board in recent years and that are yet to be adopted and funded (see attached status chart). The Board intends to request approval and full funding of these staffing requirements beginning in the next biennium.

BE IT FURTHER RESOLVED that the Board of Education requests approval during the 2009 Session of “intermediate SOQ implementation options” that would enable school divisions to use existing SOQ and incentive program funding to hire data coordinators, reading specialists, mathematics teacher specialists, and English Language Learner (ELL) teachers to provide additional support in classrooms. A description of the four SOQ options is attached.

BE IT FURTHER RESOLVED that the Board’s recommendations contained herein shall be communicated to the Governor and the 2009 General Assembly for their consideration.

**Standards of Quality Status:  
Estimated Cost of the Board of Education’s Unfunded SOQ Recommendations  
Fiscal Year 2009-2010  
Based on Chapter 879, 2008 Acts of Assembly**

<b>Recommendation</b>	<b>State Cost</b>	<b>Local Cost</b>
Require one full-time position per 1,000 students in grades kindergarten through 12 to provide schools support in data management and the utilization and administration of state assessments. The data manager/test coordinator would hold a license issued by the Board of Education and would serve as a resource to principals and classroom teachers in analyzing and interpreting data for instructional purposes;	\$ 41.7 million	\$ 33.4 million
Require one full-time principal in every elementary school, middle school, and high school;	7.7 million	4.2 million
Require one assistant principal for each 400 students in every elementary school, middle school, and high school;	57.3 million	47.9 million
Require one full-time equivalent instructional position for each 1,000 students in average daily membership to serve as reading specialists for the school division;	41.7 million	33.4 million
Require local school boards to employ speech-language pathologists in sufficient numbers to ensure that a caseload does not exceed 60 students per position;	4.3 million	3.6 million
Require one full-time instructional position for each 1,000 students in grades kindergarten through eight to serve as the mathematics teacher specialist; and	28.6 million	22.8 million
Require local school boards to employ instructional and paraprofessional staff to ensure the following maximum pupil-teacher ratios for students who are blind or vision impaired:	3.8 million	3.2 million

<ul style="list-style-type: none"><li>• Level I, resource teacher, 24 to one;</li><li>• Level II, self-contained with an aide, 10 to one; or</li><li>• Level II, self-contained without an aide, eight to one; or</li><li>• Level II, self-contained, student weight of 2.5.</li></ul>		
Total	\$185.2 million	\$148.5 million

### Standards of Quality (SOQ) Intermediate Implementation Options

Description of Unfunded Recommendation	Fiscal Year 2010 - Estimated State Share	Fiscal Year 2010 - Estimated Local Share	Total Cost	Recommended Intermediate Implementation Options	Background Information on Options
<p>Requires one full-time position per 1,000 students in grades kindergarten through 12 to provide schools support in data management and the utilization and administration of state assessments. The data manager/test coordinator would hold a license issued by the Board of Education and would serve as a resource to principals and classroom teachers in analyzing and interpreting data for instructional purposes.</p> <p>Years Recommended: 2006 and 2007</p>	<p>No additional cost in current biennium</p>	<p>No additional cost in current biennium</p>	<p>No additional cost in current biennium</p>	<p>Affirm need for this requirement, but support an intermediate implementation option and defer implementation of requirement to a later year.</p> <p>The Standards of Quality currently provide funding for one instructional technology resource teacher (ITRT) per 1,000 students. As an intermediate implementation option, provide flexibility to school divisions to use the instructional technology resource teacher funding to hire a data coordinator position, an instructional technology resource teacher position or a data coordinator/instructional resource teacher <u>blended</u> position. SOQ language would need to be amended.</p>	<p>Standards of Quality: § <a href="#">22.1-253.13:2</a>. Standard 2. Instructional, administrative, and support personnel.</p> <p>Local school boards shall employ two full-time equivalent positions per 1,000 students in grades kindergarten through 12, one to provide technology support and one to serve as an instructional technology resource teacher.</p>

Description of Unfunded Recommendation	Fiscal Year 2010 - Estimated State Share	Fiscal Year 2010 - Estimated Local Share	Total Cost	Recommended Intermediate Implementation Options	Background Information on Options
<p>Require one full-time equivalent instructional position for each 1,000 students in average daily membership to serve as reading specialists for the school division.</p> <p>Years Recommended: 2003, 2006, and 2007</p>	<p>No additional cost in current biennium</p>	<p>No additional cost in current biennium</p>	<p>No additional cost in current biennium</p>	<p>Affirm need for this requirement, but support an intermediate implementation option and defer implementation of requirement to a later year.</p> <p>As an intermediate implementation option, provide flexibility to school divisions to use Early Intervention Reading Initiative (EIRI) funding to hire reading specialists to provide the required intervention. The EIRI is a Lottery-funded incentive program outside of the SOQ. The SOQ could be amended to connect the reading specialists to the EIRI.</p>	<p>The Early Reading Intervention program is funded outside of the Standards of Quality. The estimated state share of funding for fiscal year 2010 is \$17.1 million and the local share is \$13.6 million, for total funding of \$30.7 million from the Lottery Fund. The program's intent is to reduce the number of students needing remedial services. The program funds are used by school divisions to fund:</p> <ol style="list-style-type: none"> <li>1) special reading teachers;</li> <li>2) trained aides;</li> <li>3) volunteer tutors under teacher supervision;</li> <li>4) computer-based reading tutorial programs; aides to instruct groups while teachers provide targeted assistance; or</li> <li>5) extended instructional time.</li> </ol> <p>The funding formula is based on a ratio of 1 teacher to 5 students in grades K through 3.</p>

Description of Unfunded Recommendation	Fiscal Year 2010 - Estimated State Share	Fiscal Year 2010 - Estimated Local Share	Total Cost	Recommended Intermediate Implementation Options	Background Information on Options
<p>Require one full-time instructional position for each 1,000 students in grades kindergarten through eight to serve as the mathematics teacher specialist.</p> <p>Years Recommended: 2006 and 2007</p>	<p>No additional cost in current biennium</p>	<p>No additional cost in current biennium</p>	<p>No additional cost in current biennium</p>	<p>Affirm need for this requirement, but support an intermediate implementation option and defer implementation of requirement to a later year.</p> <p>As an intermediate implementation option, provide flexibility to school divisions to use Algebra Readiness Intervention (ARI) initiative funding to hire mathematics teacher specialists to provide the required intervention. The ARI is a Lottery-funded incentive program outside of the SOQ. The SOQ could be amended to connect the mathematics teacher specialists to the Algebra Readiness Intervention initiative.</p>	<p>The SOL Algebra Readiness program is funded outside of the Standards of Quality. The estimated state share of funding for fiscal year 2010 is \$9.0 million and the local share is \$5.9 million, for total funding of \$14.9 million from the Lottery Fund. Funding is based on the estimated number of 7<sup>th</sup>- and 8<sup>th</sup>- grade students who are at-risk of failing the Algebra I end-of-course test. The number of at-risk students is approximated based on the free lunch eligibility percentage for each school division.</p>

**Additional Option:**

<b>Description of Proposed Language in SOQ</b>	<b>Fiscal Year 2010 - Estimated State Share</b>	<b>Fiscal Year 2010 - Estimated Local Share</b>	<b>Total Cost</b>	<b>Recommended Intermediate Implementation Options</b>	<b>Background Information on Options</b>
<p>Provide flexibility to address the instruction of English Language Learners (ELL) who have limited English proficiency</p>	<p>No additional cost</p>	<p>No additional cost</p>	<p>No additional cost</p>	<p>As an alternative for providing additional instructional services to English Language Learner (ELL) students, allow school divisions to use funds from the SOQ Prevention, Intervention, and Remediation account to hire additional ELL teachers to provide instruction to identified LEP students. This funding would supplement the instructional services provided by the current SOQ staffing standard of 17 per 1,000 LEP students.</p> <p>SOQ language would need to be amended.</p>	<p>Currently, the SOQ provides funding for 17 instructional positions for every 1,000 students identified as having limited English proficiency. The funding supports the salary and benefits cost of instructional positions needed for providing instruction to children not having English as their primary language.</p> <p>The Prevention, Intervention, and Remediation account is a funding mechanism that provides prevention, intervention, and remediation services to students in need of additional instruction in the Standards of Learning. The estimated state share of funding for fiscal year 2010 is \$69.5 million and the estimated local share is \$45.1 million, for total funding of \$114.6 million from general funds.</p> <p>Funding is based upon a pupil teacher ratio that is adjusted according to division level failure rates on SOL English and mathematics tests for a population of at-risk students (estimated based upon free lunch eligibility.)</p>