

Previous and Pending Standards of Quality (SOQ) Recommendations by the Board of Education

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§§ 22.1-253.13:1 through 22.1-253.13:10, Code of Virginia

1. Instructional programs supporting the Standards of Learning;
2. Instructional, administrative, and support personnel;
3. Accreditation, other standards, and assessments;
4. Student achievement and graduation requirements;
5. Quality of classroom instruction and educational leadership;
6. Planning and public involvement;
7. School board policies;
8. Compliance;
9. Virginia Index of Performance incentive program; and
10. Standards of Learning Innovation Committee.

2012 Board of Education Recommendations

- Reaffirm prior staffing recommendations:

SOQ Staffing Recommendations	General Assembly Action
One reading specialist / 1,000 students in K-12	None
One mathematics specialist / 1,000 students in K-8	None
One data coordinator / 1,000 students in K-12	None
One full-time assistant principal / 400 students in K-12	None
One full-time principal in every elementary school	None
Speech-language pathologist caseload – 60 students	None
Include state costs for blind and visually impaired students in SOQ	Funds appropriated (FY14)

2012 Board of Education Recommendations

- Propose SOQ language to provide school divisions the flexibility to deploy required school counselors, librarians, and school-based clerical personnel to the schools with the greatest needs, so long as they employ a sufficient number of personnel divisionwide to meet the total number required in SOQ staffing requirements.
 - General Assembly Action: Approved in 2013 (HB 2066/SB 1172)
- Request the Joint Legislative Audit and Review Commission (JLARC) to conduct a study of the SOQ.
 - General Assembly Action: Study mandate approved in 2013 (SJR 328); JLARC released report in September 2015

2012 Board of Education Recommendations

- **Codify the provisions of the Early Intervention Reading Initiative and the Algebra Readiness program in the Standards of Quality and require all school divisions to provide these interventions with funding currently appropriated for these programs.**
 - **General Assembly Action: Approved in 2013 (HB 2068/SB 1171)**
- **Propose legislation to shift the review of the SOQ from even to odd-numbered years to be aligned more effectively with the legislative budget process.**
 - **General Assembly Action: Legislation was not introduced.**

Outstanding Issues

- **Funding for prior SOQ staffing recommendations:**

SOQ Staffing Recommendations

One reading specialist / 1,000 students in K-12

One mathematics specialist / 1,000 students in K-8

One data coordinator / 1,000 students in K-12

One full-time assistant principal / 400 students in K-12

One full-time principal in every elementary school

Speech-language pathologist caseload – 60 students

- **Legislation to shift the review of the SOQ from even to odd-numbered years to be aligned more effectively with the legislative budget process.**

Additional items Board requested JLARC to study:

- Converting prevailing costs for each major category of the support services positions into ratios (for example, based on positions per 1,000 students), and including ratios for some or all of the categories in the appropriation act;
- Establishing alternative staffing approaches to provide school divisions with additional instructional resources to address identified needs, which could include ratios based on positions per 1,000 students for assistant principals, school counselors, and library-media specialists;
- Assigning weights for students who may be at-risk or who may have disabilities and requiring additional support, including services to special education students, to English language learners, and to disadvantaged students;

Additional items Board requested JLARC to study:

- Updating technology staffing ratios, taking into consideration the increased role of technology in instruction, assessment, and operations since staffing standards were first established in the SOQ;
- Mitigating the perverse incentive of reducing a school division's special education funding when it includes students with disabilities into general education classrooms or uses Response to Intervention (RtI) and/or other instructional supports to meet students' needs without special education services; and
- Updating career and technical education staffing ratios, taking into consideration the implementation of new curricular pathways that require high-tech equipment and specialized instruction.