

# Standards of Quality (SOQ) Review

**Dr. Cynthia A. Cave**  
**Assistant Superintendent for Policy and Communications**

**Virginia Board of Education**  
**Committee on the Standards of Quality**  
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# Standard 1. Instructional Programs

## Board discussion points

- Preamble recognizes dependence of quality education upon commitment of adequate resources; new mandates should have corresponding funding allocations
- Remediation required in Grade 3 for students at-risk of failing an SOL assessment; however, no specific requirement for intervention in mathematics in K-3
- Language for notification of parents and students of career and technical education (CTE) opportunities is not in Standard 1, although references to CTE programs and knowledge of careers and types of employment opportunities are, including middle school.



# **Standard 4. Graduation Requirements**

**Changes to graduation requirements put in place by HB 895, passed this year are in Standard 4.**

- Board development of Profile of a Virginia Graduate**
- Reference to critical thinking, creative thinking, collaboration, communication, and citizenship**
- Reference to early development of core skill sets**
- Board establishment of multiple paths toward college and career readiness, including opportunities for internships, externships, and credentialing**



# **Standard 3. Accreditation and Assessment**

**SB 368 passed this year amended Standard 3 to provide:**

- Board authority to accredit once every two years or once every three years**
- Board requirement to provide three-year accreditation period to schools achieving full accreditation for three consecutive years**
- Board authority to return corrective action plans to school boards with directions for amendments according to Board guidance.**



# Standard 8. Compliance

**Changes to the Appropriation Act support compliance with corrective action plans:**

- **Support withholding of At-Risk Add-On Funds for lack of timeliness in development and progress implementation**
- **Standard 8 currently references Board authority to petition circuit court to enforce school division compliance with SOQ**



# Standard 2. Staffing

## School Counselors

- Individual student planning time will be critical to implement the redesigned high school diploma.
- Counselor duties have expanded to include non-counseling roles, such as: testing, clerical, discipline, social worker.
- Existing Virginia counselor to student ratio is approximately 1:320.
- SOQ-funded positions are provided for approximately 1:410.



# Standard 2. Staffing

## Support Positions

- There are no existing minimum staffing requirements for support positions, except school-based clerical positions.
- State funding for support positions may be used to provide support or instructional positions.
- State funding for support positions has been capped at 2009 levels through the Appropriation Act.
- Establishing minimum staffing levels for school psychologists, school nurses, and social workers would ensure a minimum level of student services are available to students.



# Standard 2. Staffing

## Special Education and Career and Technical Positions

- Appropriation Act guarantees every school division receives funding for six Special Ed/CTE positions per 1,000 ADM
- Required positions are established through:
  - Special Education Regulations (currently under study)
  - Occupational Safety and Health Administration maximum class sizes for CTE



# Standard 2. Staffing

## Funding cliffs:

- **Certain positions are required to be deployed based on student population brackets rather than staff to student ratios**
- **Example:**
  - Schools up to 999 students require one librarian
  - At 1,000 students, one additional librarian is required
- **Prior Board requested JLARC to study converting these brackets to ratios**



# Standard 2. Staffing

## Assistant Principals

- Existing Virginia assistant principal to student ratio is approximately 1:475
- SOQ-funded positions are provided for approximately 1:1315
- Prior Boards have recommended a full-time assistant principal for each 400 students



# Standard 5. Professional Development

- Professional development will be needed for school personnel to implement and assess the “5 C’s”
- Ongoing professional development will be needed prior to, during, and after implementation of the redesigned high school diploma
- Consider adequacy of existing professional development provided to school boards, administrators and school staff



# Standard 6. Comprehensive Planning

- **The Standards of Quality require little alignment between the statewide plan and each division-wide plan.**
- **School-level comprehensive plans must be considered by school boards when developing division-wide plans; however, alignment between the school- and division-wide plan is not required.**



# Recession-Era Appropriation Act Language

## SOQ student to staff requirements were waived for:

- Elementary resource teachers
- Prevention, intervention, and remediation positions
- English as a second language teachers
- Career and technical education teachers (unless OSHA requirements override)
- Gifted teachers
- Guidance counselors (new hires only)
- Librarians (new hires only)
- Technology support positions (new hires only)



# Recession-Era Appropriation Act Language

- **SOQ maximum student to teacher ratios were increased by one student.**
- **State funding is provided, regardless of whether the position is filled.**
- **There is no accurate data describing how many school divisions are using these flexibility provisions.**



# Other Considerations

- **Shift the SOQ review from even to odd-numbered years to align with the budget process.**
  - **Consistent with prior Board recommendations**



# Next Steps

- **July**                      **Preliminary Staff Recommendations**
- **Summer**                **Public Hearings**
- **September**          **First Review of Proposed Recommendations**
- **October**                **Final Review**

