

BOARD OF EDUCATION COMPREHENSIVE PLAN: 2012-2017

DRAFT OUTLINE For Discussion Purposes

- A. Purpose of the Comprehensive Plan - updates the goals set forth in the Board's 2011-2016 plan
- B. Statutory Requirement - § 22.1-253.13:6
- 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.
 - b. This plan shall include:
 - the objectives of public education in Virginia, including strategies for first improving student achievement, particularly the achievement of educationally at-risk students, 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.
- C. Board's Mission - The mission of the Board of Education and Superintendent of Public Instruction, in cooperation with their partners, is to set education policy and provide leadership that improves the achievement of all students by advocating for effective programs that address individual and diverse learning needs of students, establishes high standards and has high expectations for learning, measures student performance, provides accountability to the public, and promotes a culture of lifelong learning.
Discussion Point: Does this still describe accurately our mission? Can we make it more concise and understandable?
- D. Board's Goals
- a. Main Focus of Board of Education in Near Future
 - 1. Accountability and Accreditation**
 - Expanding the method used for accrediting schools to a multi-dimensional and multi-tiered system
 - Incorporating student academic progress and decreasing the achievement gap into an accreditation system that is more comprehensive than just measuring proficiency
 - Achieving a minimum level of proficiency for all students in addition to student academic growth

- Incorporating goals related to college readiness, AP takers, graduation rates, etc.

Discussion Point: Is a unified fed/state system a long-term goal?

2. **Teacher and Principal Professionalism**

- Emphasizing the importance of recruiting and retaining the best and brightest teachers and administrators
- Setting metrics for attracting top students into teacher profession
- Providing training and professional development opportunities
- Increasing morale
- Finding ways to better encourage, reward and support teachers and administrators
- Recognizing the breadth of partners involved in this goal – education schools, school divisions, the General Assembly, etc. *Discussion Point: others, such as business community? Military?*

3. **Community Engagement**

- Engagement of all major stakeholders (education groups, public, General Assembly, etc.) in Board work early in the process
- Clear, understandable communication with public
- Explanation of Board goals and activities in multiple media (work product, letters to stakeholders, Op Eds, etc.)

b. Long-term Goals

1. **Accountability for Student Learning:** The Board of Education will support accountability for all public schools by establishing policies that help schools increase the academic success of all students, especially those who are at-risk or in underperforming school systems. Incorporating student academic progress and narrowing the achievement gap into the accountability system will provide for a more comprehensive identification of student achievement. Using improved longitudinal data systems, the Board will monitor schools' progress in closing achievement gaps among groups of students.
2. **Rigorous Standards to Promote College-and-Career Readiness:** The Board of Education will continue to raise the bar on standards for public schools in Virginia. Our schools will lead the nation in rigor and quality and our students will compete and excel in postsecondary education and/or in the global workplace. Building on the success of the SOL program and to better prepare students to compete in today's global economy, more rigorous standards and expectations are being and will continue to be implemented that meet national and international benchmarks for college-and-career readiness. Particular emphasis will be placed on supporting the attainment of literacy and mathematics skills for all students, pre-K through grade 12.
3. **Expanded Opportunities to Learn:** The Board of Education will put in place policies and guidelines for initiatives that expand learning

opportunities for all children. These policies relate to high-quality charter schools, college partnership laboratory schools, online learning programs, and additional Governor's Science, Technology, Engineering, and Mathematics (STEM) academies, which can provide options for parents and students while allowing communities and educators to create innovative instructional programs that can be replicated elsewhere in the public school system.

4. **Nurturing Young Learners:** The Board of Education will work cooperatively with partners to promote new and innovative partnerships to help ensure that all young children are ready to enter kindergarten with the skills they need for success.
5. **Highly Qualified and Effective Teachers and Administrators:** The Board of Education will establish policies and standards that strengthen the preparation, recruitment, and retention of the best and brightest of Virginia's educational personnel, including their meaningful and ongoing professional development, especially in teacher shortage areas and in hard-to-staff schools.
6. **Sound Policies for Student Success:** The Board of Education will provide leadership to develop and implement the provisions of state and federal laws and regulations in effective and efficient ways to improve and expand opportunities for all of Virginia's schoolchildren to excel academically.
7. **Safe and Secure Schools:** The Board of Education will provide leadership to create safe and secure school environments.

E. Assessment of the Extent to which the Goals are Being Met

a. A Report on the Board's Performance Measures to include current results, one year trend, and three year trend of:

1. Percent of third-grade students reading on grade level
2. Percent of middle school students enrolled in Algebra I or higher
3. Virginia on time graduation rate
4. High school dropout rate
5. Students earning Advanced Studies or Standard Diplomas in at least four years
6. Percent of graduated earning advanced studies diplomas
7. Percent of graduated who enroll in institutions of higher education (IHE) nationwide
8. Percent of students scoring advanced proficient on statewide assessments
 - English (reading and writing)
 - Mathematics
 - History and Social Science
 - Science
9. Percent of students earning industry certifications, or other Board-recognized career credentials (passing state licensure examinations,

- National Occupational Competency Testing Institute examinations, or the Virginia workplace skills assessment)
10. Percent of schools rated fully accredited
 11. Number and percent of schools and divisions that demonstrate relatively high growth in student achievement
 12. Number and percent of schools that maintain a passing rate on Virginia assessment program tests of 95 percent or above in each of the four core academic areas
 13. Number of schools earning recognition under the Virginia Index of Performance
 14. Number of schools that are chronically low performing by state and federal standards
 15. Number and percent of schools and divisions meeting or exceeding federal accountability measures

F. Strategies for Improving Student Achievement

1. Accountability for Student Learning
 - Review and revise the Standards of Accreditation
 - Report accreditation status of schools in the Commonwealth
 - Establish and monitor memorandums of understanding with schools denied accreditation and those with school divisions in academic review
 - Revise graduation requirements to promote college and career ready standards
 - Review criteria for the Virginia Index of Performance
 - Review requests for alternative accreditation plans
 - Consider options for addressing chronically low-performing schools and school divisions (may include legislative changes)
2. Rigorous Standards to Promote College-and-Career Readiness
 - Review and revise the Standards of Quality
 - Review and revise the Standards of Accreditation
 - Review and revise the Standards of Learning in
 - a. Computer/Technology (2012)
 - b. Fine Arts (2013)
 - c. Foreign Language (2014)
 - d. Health, Physical Education, and Drive Education (2015)
 - e. History and Social Science (2015)
 - f. Mathematics (2016)
 - g. Science (2017)
 - h. English (2017)
 - Adopting rigorous cut scores for assessments
 - Adopting list of recommended textbooks
 - Approving substitute tests for verified credit, accepted in lieu of applicable SOL assessments
 - Approving list of industry certification examinations, occupational competency assessments, and licenses

- Approving additions to Board's Approved Courses to Satisfy Graduation Requirements
 - Review and approve a list of credit accommodations for modified graduation requirements
3. Expanded Opportunities to Learn
- Review and approve innovative programs that require Board of Education approval (opening before Labor Day, Governor's schools, STEM academies, or programs that require a waiver from the SOA)
 - Revise the criteria for charter schools, the application for charter schools, and the procedures for receiving and reviewing charter school applications as necessary
 - Revise the criteria, application for College Partnership Laboratory Schools, and the procedures for receiving, reviewing, and ruling on College Partnership Laboratory School Application as necessary
 - Review charter school applications and determine if they meet the Board's criteria
 - Review and approve college laboratory school applications
 - Approve multidivision online providers
 - Approve the establishment of Governor's STEM Academies
4. Nurturing Young Learners
- Continue to collaborate with other entities in maintaining and enhancing learning standards for preschool education, preparation programs for preschool teachers, and professional development opportunities for preschool teachers
 - Support the Virginia Preschool Initiative, the Title I Preschool Program, the Early Childhood Special Education Program, the Smart Beginnings Local Coalitions, Virginia's Start Quality Initiative, and the Head Start programs
 - Review and approve Virginia's Foundation Blocks For Early Learning: Comprehensive Standards for Four-Year-Olds and associated rubric/planning tool
 - Support coordination and alignment between early childhood programs and the K-12 system, including the inclusion of school readiness in school assessment criteria
5. Highly Qualified and Effective Teachers and Administrators
- Approve education programs offered by Virginia institutions of higher education
 - Review and revise the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Superintendents*
 - Provide training opportunities to implement the revised *Guidelines for Uniform Performance Standards and Evaluation Criteria*
 - Approving cut scores for the Praxis and other teacher education assessments
6. Sound Policies for Student Success

- Continue to support a reauthorization of the *Elementary and Secondary Education Act of 1965* (ESEA) that respects state authority for public education while ensuring policies are implemented at the state and local levels that address closing achievement gaps.
- Continue to monitor progress of schools, divisions, and the state in meeting ESEA annual measurable objective requirements
- Publish annual report cards on progress of students in meeting state standards, graduation rates, schools needing improvement, professional qualifications of teachers, and other information as required by ESEA and the SOQ
- Respond to the increased demand for data related to the State Fiscal Stabilization Funds and other programs under the American Recovery and Reinvestment Act (ARRA)
- Conduct periodic review and revision of Board of Education regulations that have not undergone such review in significant years
- Review and revise guideline documents to update as necessary to comport with state or federal legislative changes

7. Safe and Secure Schools

- Conduct periodic review and revision of Board of Education regulations that have not undergone such review in significant years
- Review and revise guideline documents to update as necessary to comport with state or federal legislative changes

G. Enrollment Trends and Forecast

- a. Enrollment Figures
- b. Demographic/Sub Group Figures
 1. Economically disadvantaged
 2. Students with disabilities
 3. LEP
- c. Instructional Personnel Data

H. Challenges in Public Education

- a. Schools need continued investment in resources that are integral to improving student performance, closing achievement gaps, and graduating all students college and career ready.
- b. Virginia needs the flexibility under federal law to establish a single comprehensive, understandable accountability system that maintains high expectations for student achievement, monitors student academic progress — overall and by subgroup—and accurately identifies schools most in need of improvement.
- c. Schools need help and resources to implement new learning opportunities for students, including an emphasis on Science, Technology, Engineering, and

Mathematics (STEM) programs; charter school programs; college partnership laboratory programs; and online learning programs.

- d. Raising the rigor of Virginia’s academic standards to reflect the Board’s focus on college and career readiness standards—including workplace skills and knowledge—that are internationally competitive creates communications and other challenges. As schools implement more rigorous standards and tests, starting with mathematics this year and followed by English during 2012-2013, there may be further declines in accreditation.
- e. One of the most pressing education-policy challenges that Virginia faces is the persistent achievement gaps that exist among subgroups of students.
- f. Another form of achievement gap is the gap between the academic performance of students in the United States compared to other countries. Virginia lacks information, however, on the performance of its students on recognized international tests.
- g. Promoting high-quality preschool programs is important. Increasing the number of children served by the VPI program is critical to preparing Virginia’s students for success early in their school years.
- h. A high priority for the public schools is dealing effectively with the reality that many children face difficult personal circumstances such as high poverty, high crime in their neighborhoods, high rates of unhealthy behaviors, poor nutrition, lack of parental support, limited English proficiency, and other circumstances that obstruct their learning at school.
- i. Attracting the best and the brightest individuals into the teaching profession, and retaining those who excel at the profession, are high priorities.