

# Virginia's Teacher Equity Plan Update

Association of Federal Program  
Administrators (VAFEPA)

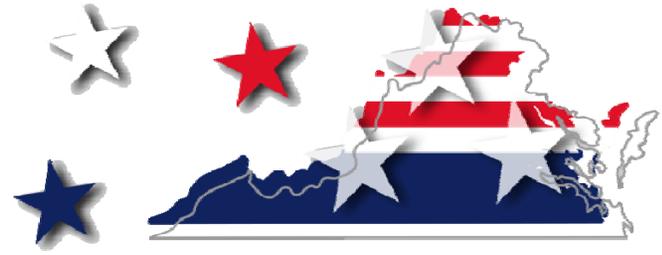
November 15, 2011

Virginia Department of Education  
Office of Program Administration and Accountability



# Overview

- Background of Teacher Distribution Requirement
- Key Goals of Virginia's Teacher Equity Plan
- Progress Toward Equitable Distribution in Virginia
- Strategies To Address Teacher Distribution
- School Division Approaches



# Background



# Background

- States and school divisions must ensure that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
- State equity plan was initially developed in 2006.
- Plan is updated annually.



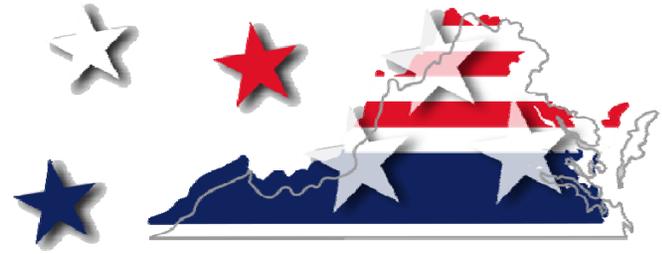
# Background of Equitable Distribution of Teachers

- Critical priority for USED programs:
  - No Child Left Behind
  - Race to the Top
  - State Fiscal Stabilization Funds
  - Elementary and Secondary Education Act (ESEA) Waiver Guidance



# Virginia's Equity Plan – Key Goals

- **KEY GOAL 1:** Increase the percentage of Virginia's highly qualified teachers to 100 percent
- **KEY GOAL 2:** Continuously monitor the distribution patterns of Virginia's teachers to ensure that poor and minority students are not being taught at higher rates than other children by inexperienced, unqualified, and out-of-field teachers
- **KEY GOAL 3:** Improve teacher effectiveness to ensure that poor and minority students are not being taught by ineffective teachers at higher rates than other children

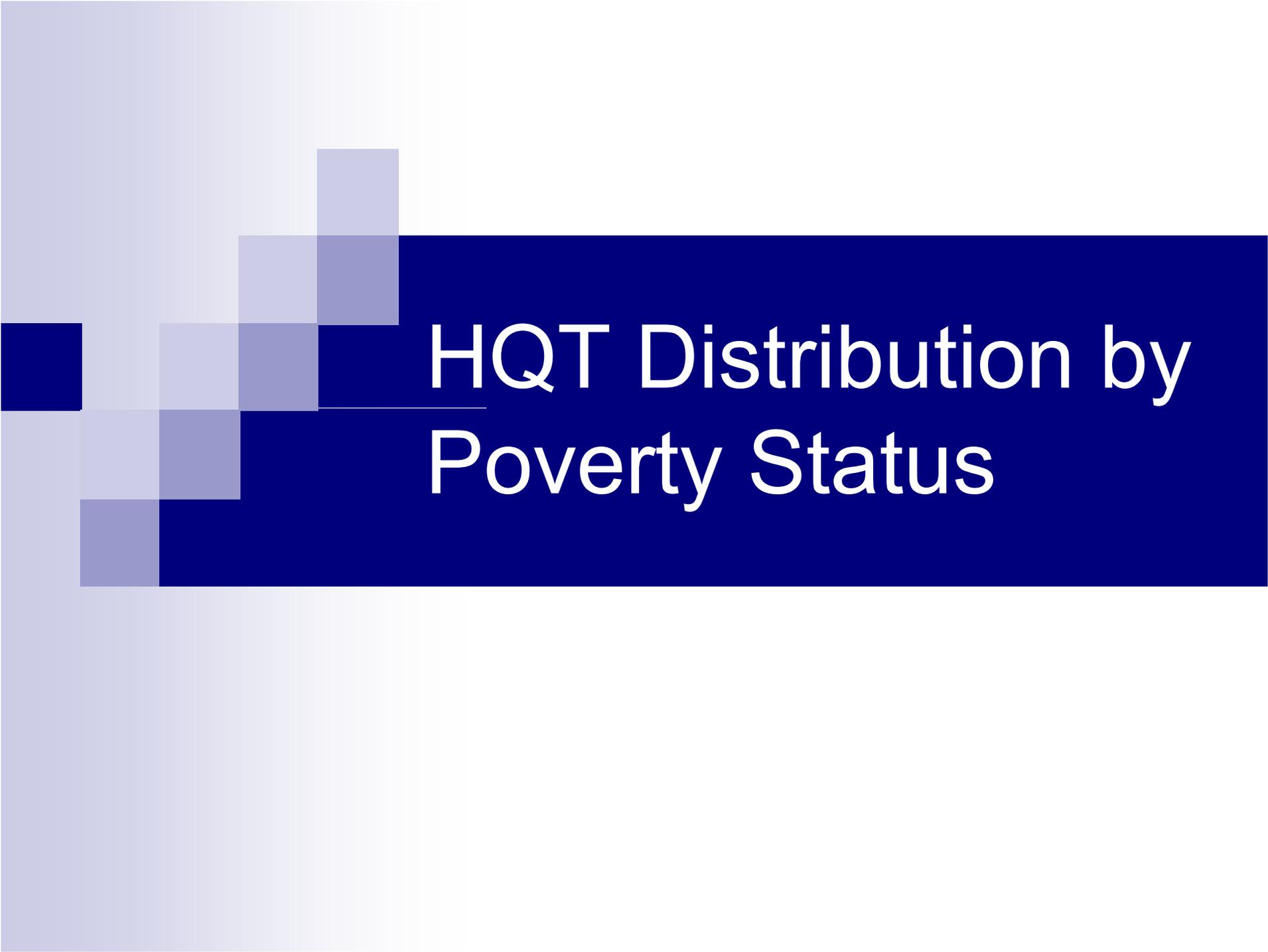


# Teacher Distribution Data and Progress

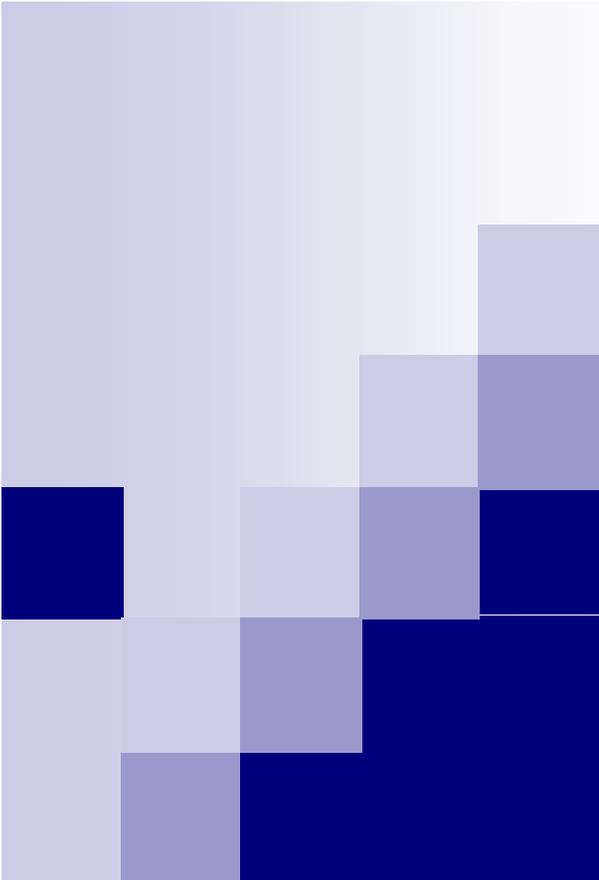


# Equitable Distribution Areas

- Highly Qualified Teachers (HQT)
- Teacher Experience
- Effectiveness/Student Performance
- Hard-to-Staff Schools
- Content Areas
- Regional Analysis



# HQT Distribution by Poverty Status



# Challenge Question

Do the following data reflect teacher distribution patterns in your division?

# HQT Analysis By Poverty Status

*Core Academic Classes Taught by Highly Qualified Teachers in  
High and Low-Poverty Schools from 2006-2007 to 2009-2010*

School Type	HQT Percentage 2006-2007	HQT Percentage 2009-2010
<b>All Schools in the State</b>	<b>96.8</b>	<b>98.9</b>
High-Poverty Elementary Schools	96.6	98.3
Low-Poverty Elementary Schools	98.5	99.3
<b>Gap Between High and Low- Poverty Elementary Schools</b>	<b>1.9</b>	<b>1.0</b>
High-Poverty Secondary Schools	93.5	97.4
Low-Poverty Secondary Schools	98.1	99.4
<b>Gap Between High- and Low Poverty Secondary Schools</b>	<b>4.6</b>	<b>2.0</b>

# HQT Analysis By Poverty Status

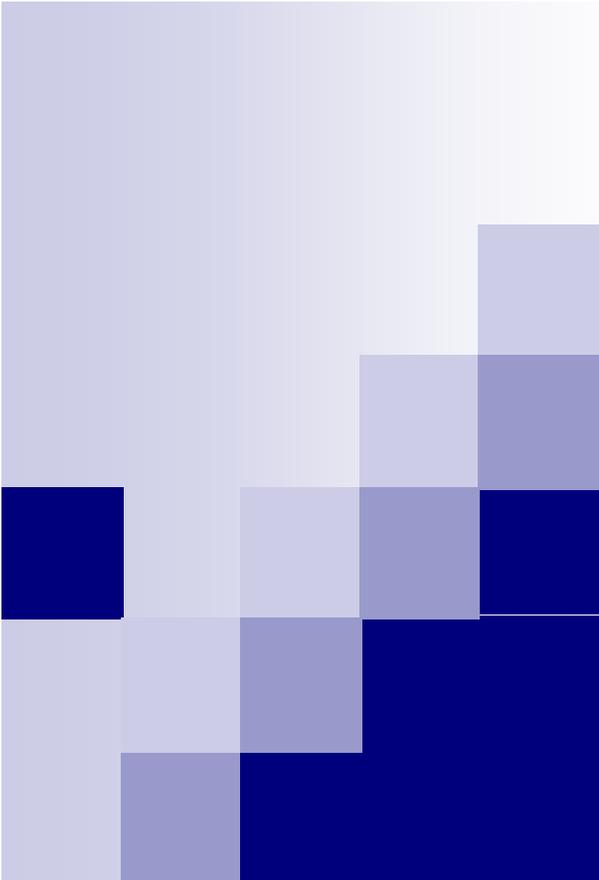
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School Type	HQT Percentage 2006-2007	HQT Percentage 2009-2010	
<b>All Schools in the State</b>	<b>96.8</b>	<b>98.9</b>	<b>+ 2.1</b>
High-Poverty Elementary Schools	96.6	98.3	+ 1.7
Low-Poverty Elementary Schools	98.5	99.3	+ 0.8
<b>Gap Between High and Low-Poverty Elementary Schools</b>	<b>1.9</b>	<b>1.0</b>	<b>-0.9</b>
High-Poverty Secondary Schools	93.5	97.4	+ 3.9
Low-Poverty Secondary Schools	98.1	99.4	+ 1.3
<b>Gap Between High- and Low-Poverty Secondary Schools</b>	<b>4.6</b>	<b>2.0</b>	<b>-2.6</b>

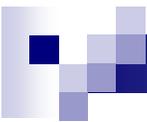


# HQT Distribution By Poverty Status: Findings

- Gap has decreased since 2006 at elementary and secondary levels.
- High and low-poverty schools are making progress toward 100 percent HQT.
- Gap has decreased from 1.9 to 1 percent at elementary level and from 4.6 to 2 percent at secondary level.



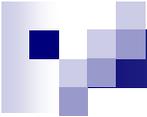
# HQT Distribution by Minority Status



# HQT Analysis by Minority Status

*Core Academic Classes Taught by Highly Qualified Teachers in High-Minority and Low-Minority Schools from 2006-2007 to 2009-2010*

<b>School Type</b>	<b>HQT Percentage 2006-2007</b>	<b>HQT Percentage 2009-2010</b>
<b>All Schools in the State</b>	<b>96.8</b>	<b>98.9</b>
High-Minority Schools	95.9	98.2
Low-Minority Schools	98.1	99.3
<b>Gap Between High and Low-Minority Schools</b>	<b>2.3</b>	<b>1.1</b>



# HQT Analysis by Minority Status

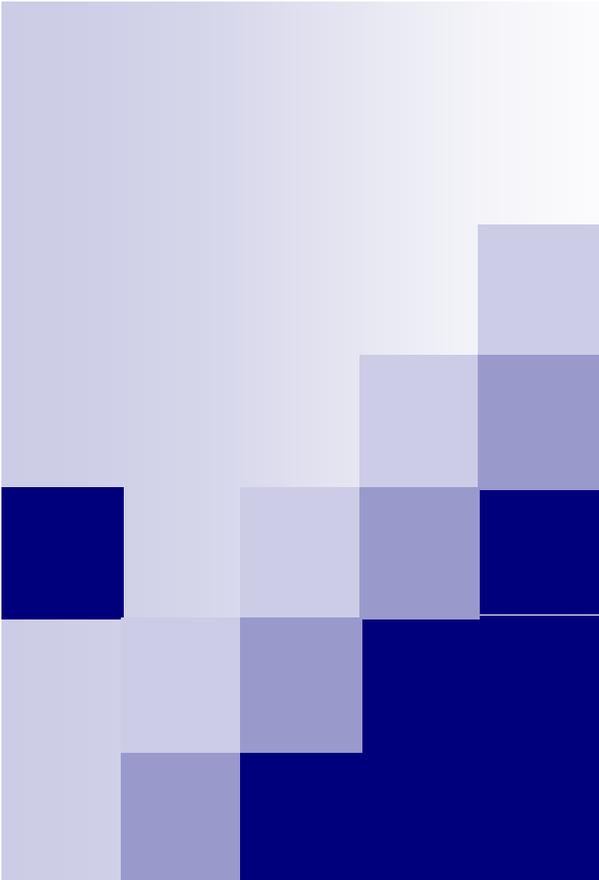
*Core Academic Classes Taught by Highly Qualified Teachers in High-Minority and Low-Minority Schools from 2006-2007 to 2009-2010*

School Type	HQT Percentage 2006-2007	HQT Percentage 2009-2010
All Schools in the State	96.8	98.9 + 2.1
High-Minority Schools	95.9	98.2 + 2.3
Low-Minority Schools	98.1	99.3 + 1.2
Gap Between High and Low-Minority Schools	2.3	1.1 -1.2



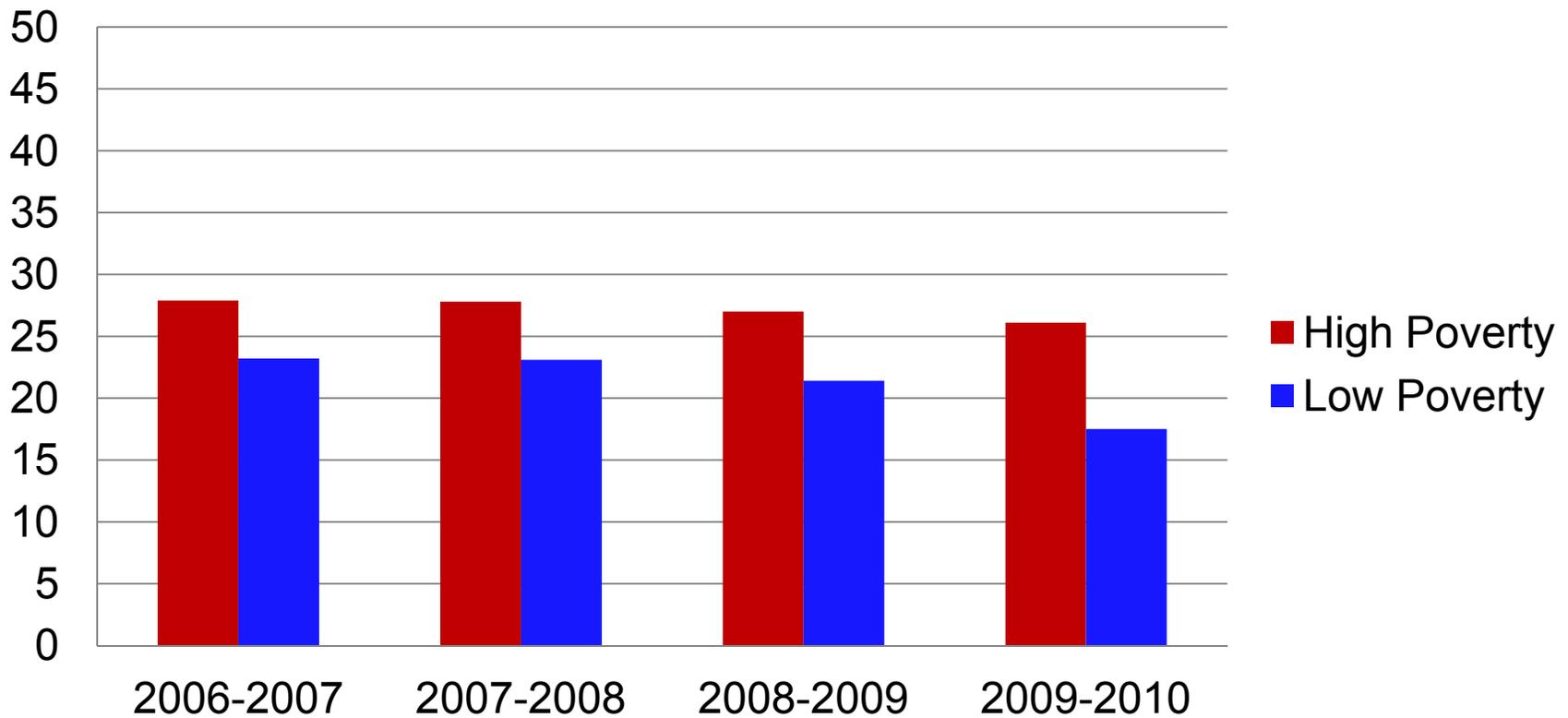
# HQT Analysis by Minority Status: Findings

- Gap has decreased between high and low-poverty schools from 2.3 to 1.1 percent.
- Overall percentage of HQT in both high- and low-minority schools is increasing.



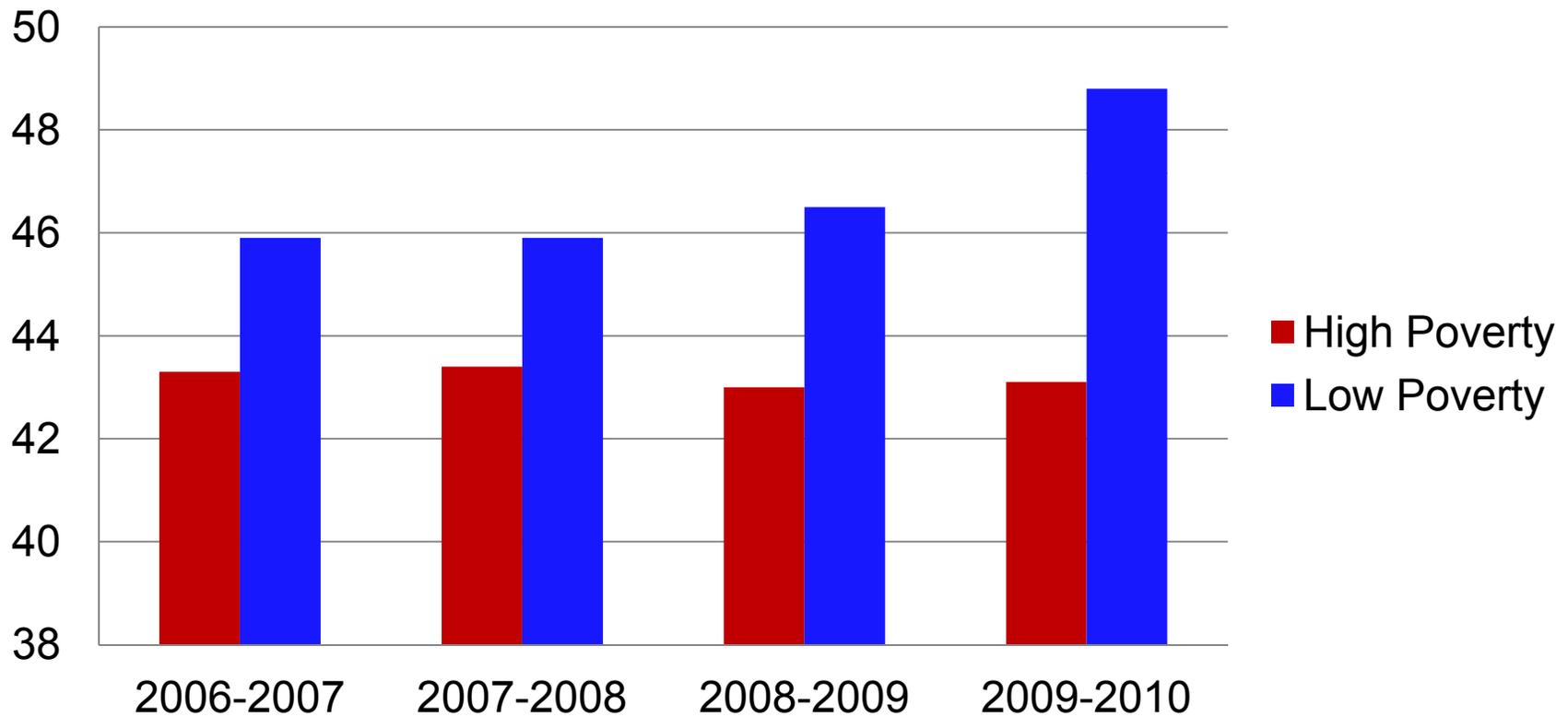
# Teacher Experience Analysis

# Distribution of Inexperienced Teachers (3 Years or Less) By Poverty Status



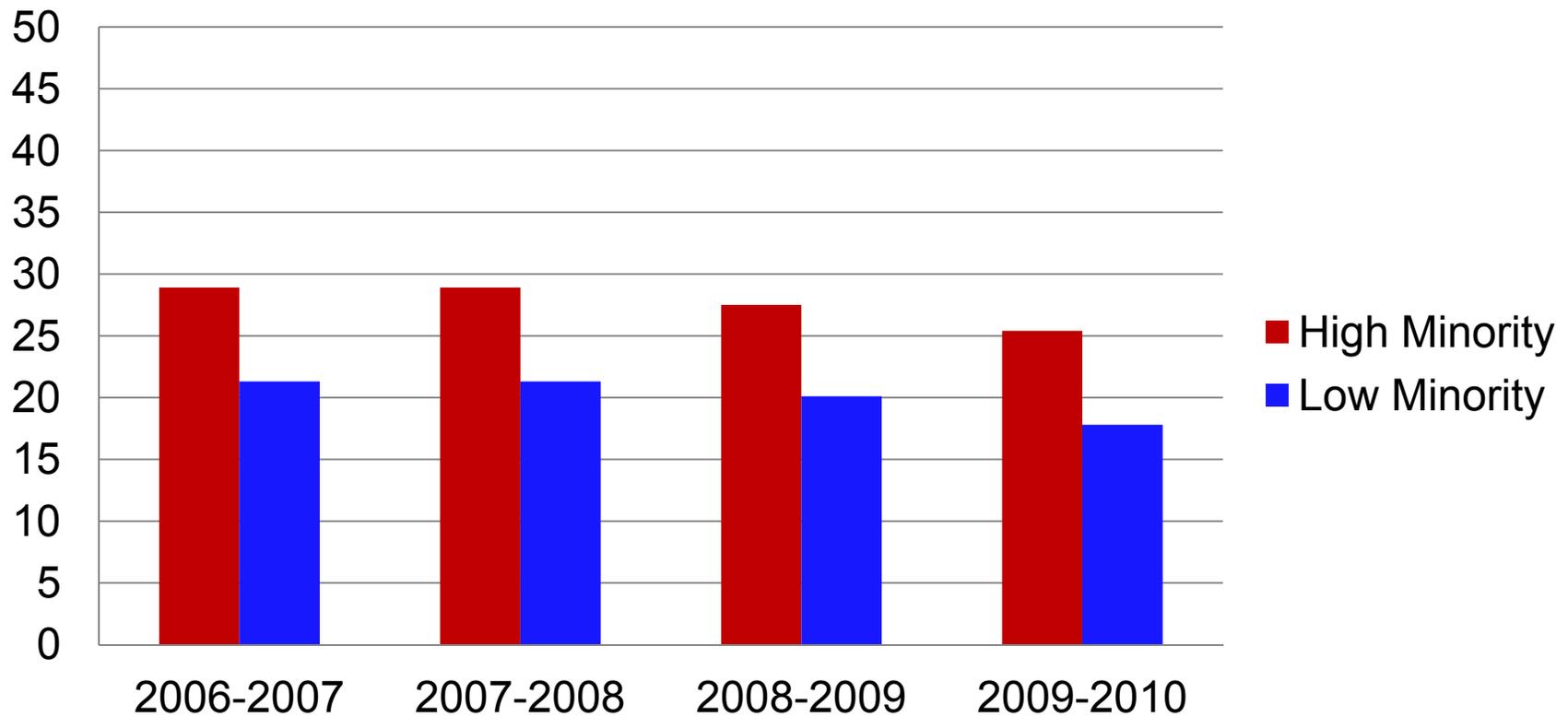
*High poverty schools have greater percentages of inexperienced teachers than low poverty schools.*

# Distribution of Veteran Teachers (Greater Than 10 Years) By Poverty Status



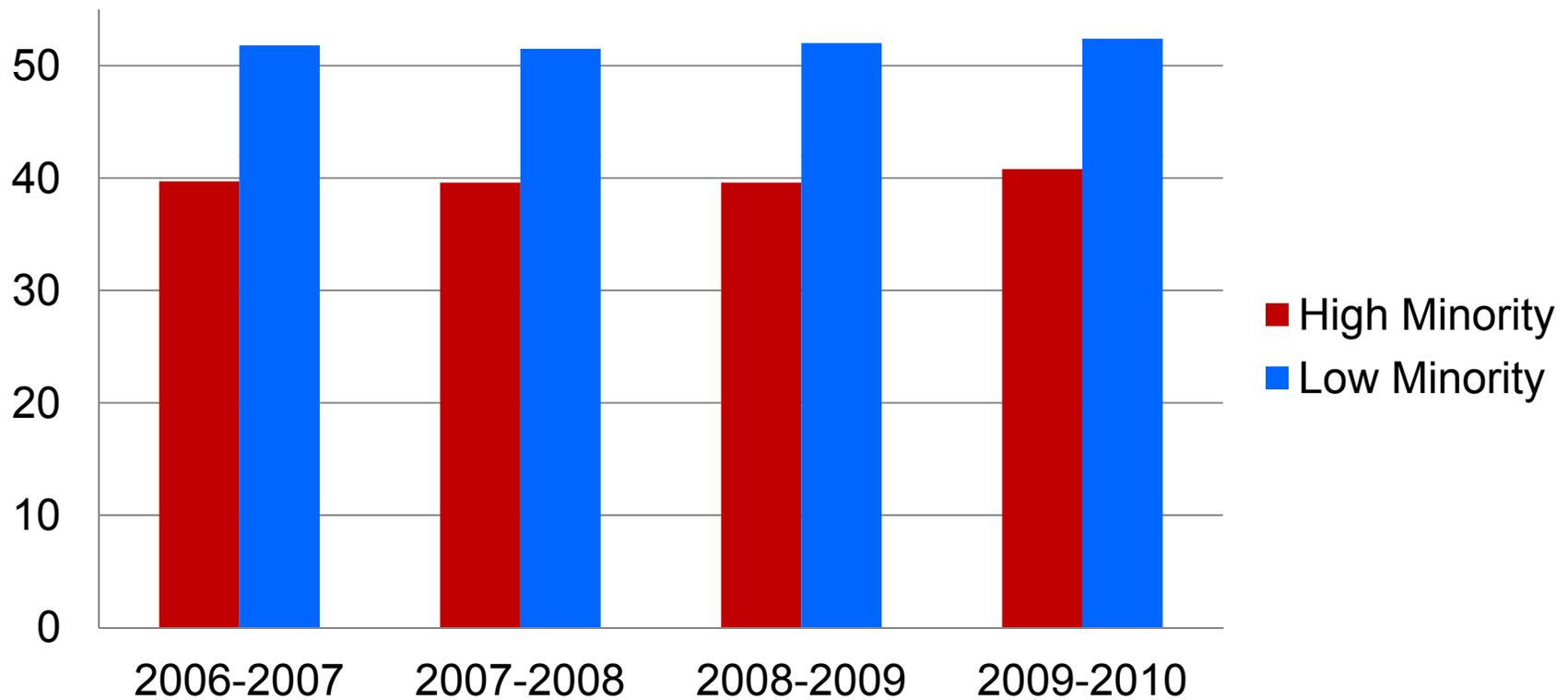
*High poverty schools have lower percentages of veteran teachers than low poverty schools.*

# Distribution of Inexperienced Teachers (3 Years or Less) By Minority Status

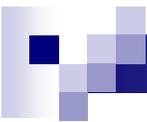


*High minority schools have greater percentages of inexperienced teachers than other schools.*

# Distribution of Veteran Teachers (Greater Than 10 Years) By Minority Status



*High minority schools have smaller percentages of veteran teachers than other schools.*



# Experience Analysis

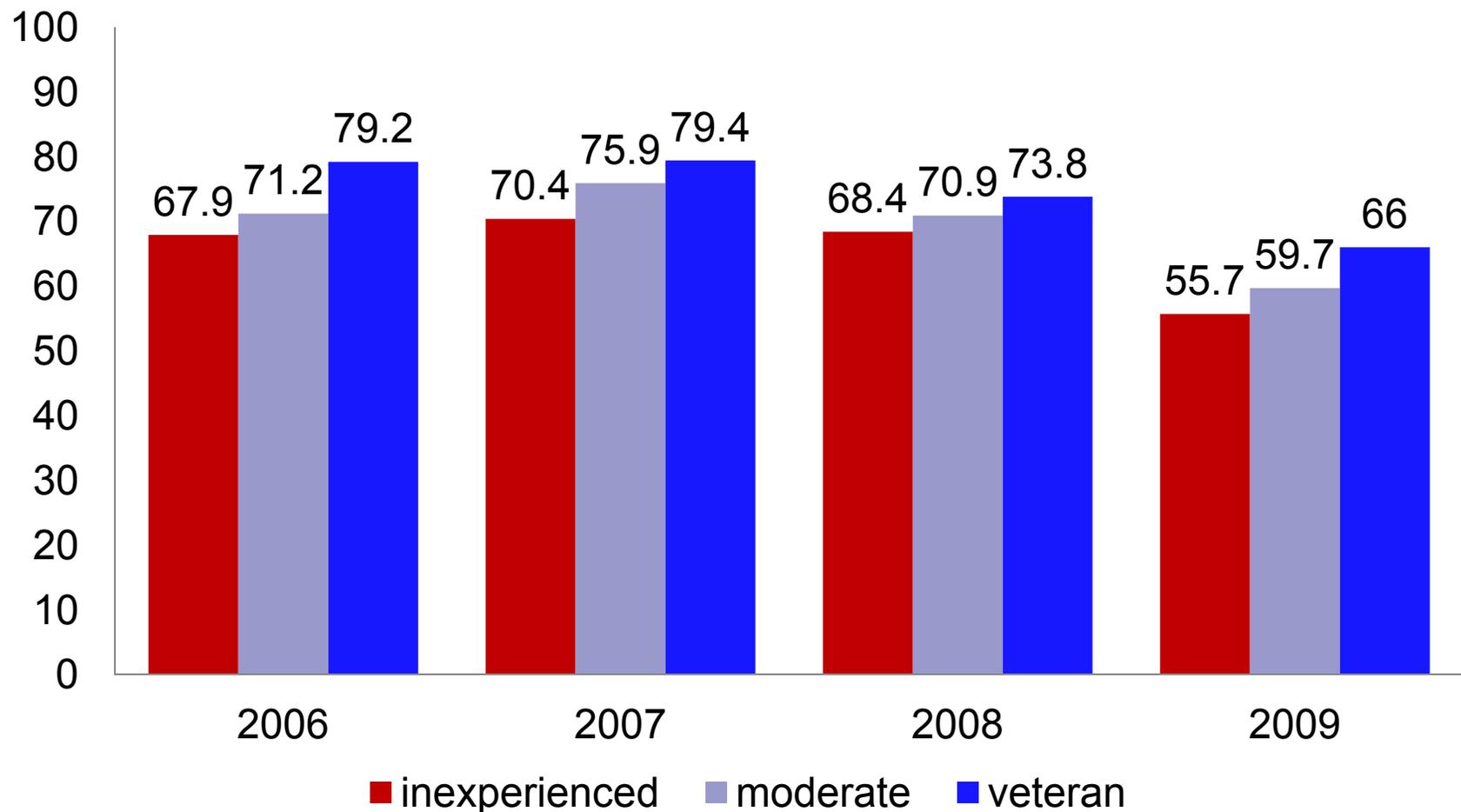
- Statewide, the distribution of teachers according to experience is approximately 25 percent novice teachers (less than three years), 30 percent moderate experience (four-ten years); and 45 percent veteran teachers (over ten years).
- The percentage of inexperienced teachers has decreased in both high-poverty and low-poverty schools from 2006-2007 to 2008-2009.
- Low-minority schools have a greater percentage of veteran teachers and a relatively lower percentage of inexperienced teachers.
- High-poverty and high-minority schools have a greater percentage of inexperienced teachers and a lower percentage of veteran teachers than other schools.



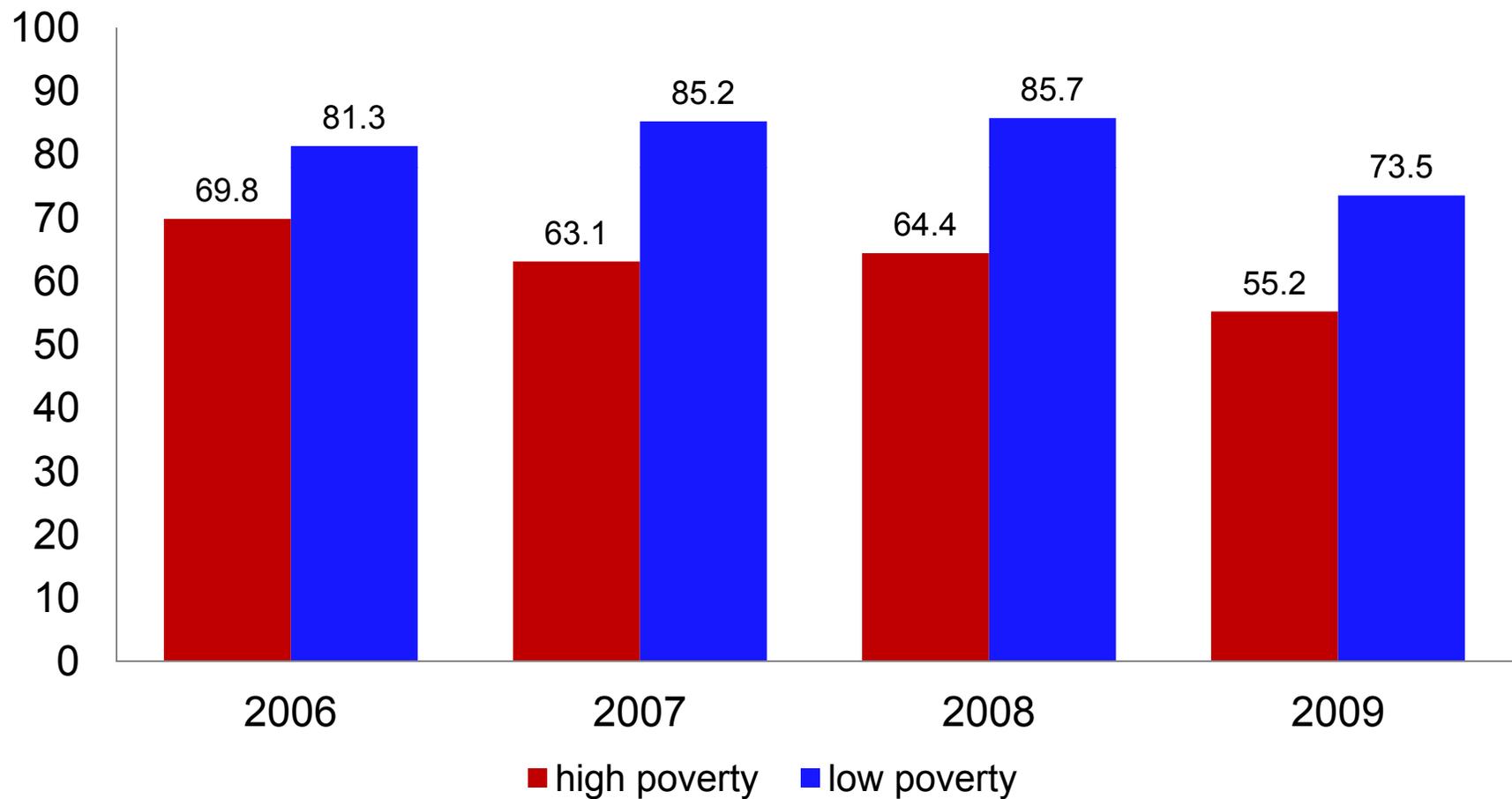
Why is this important?

Student Achievement Impacts

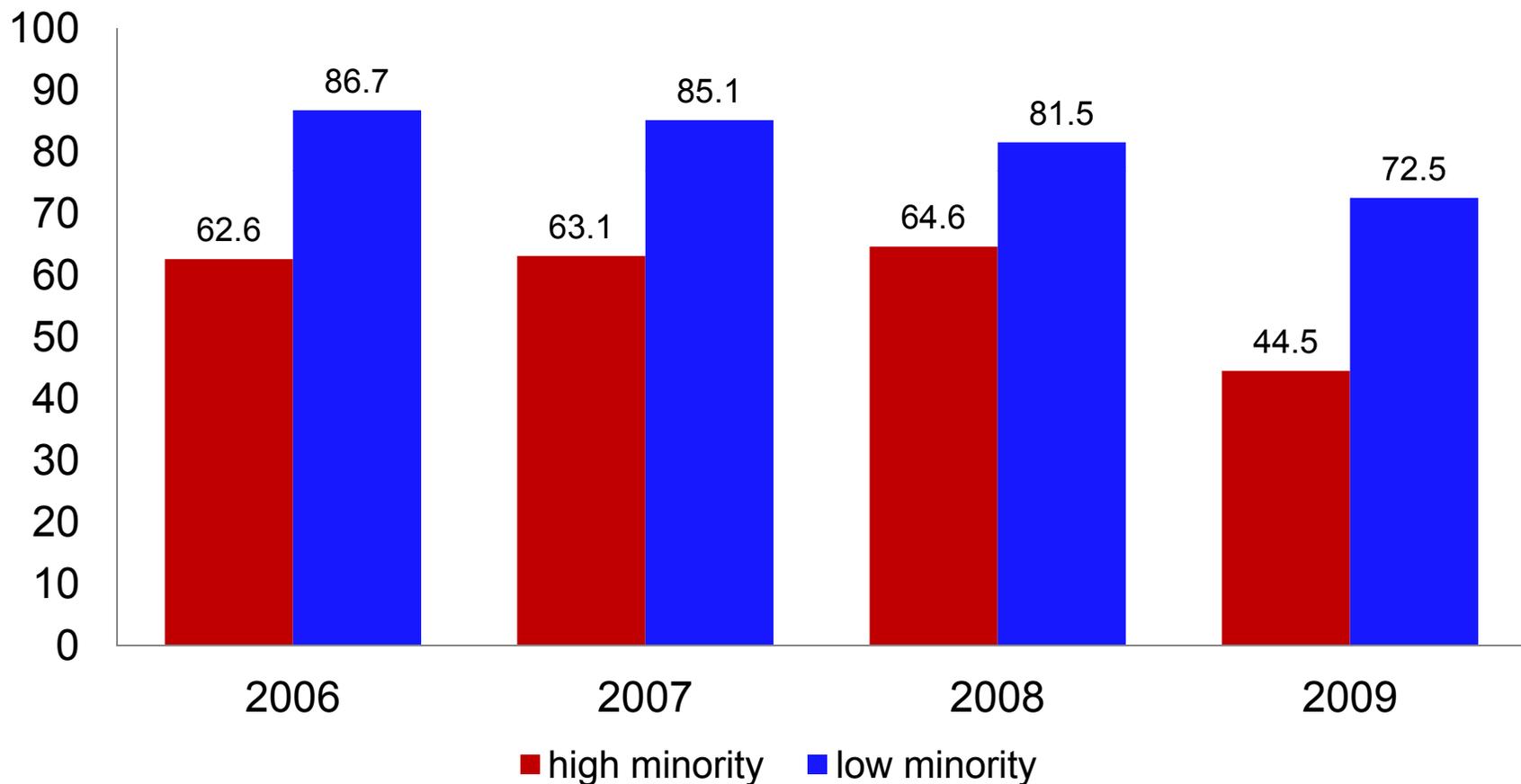
# AYP Performance By Teacher Experience



# AYP Performance By Poverty Status



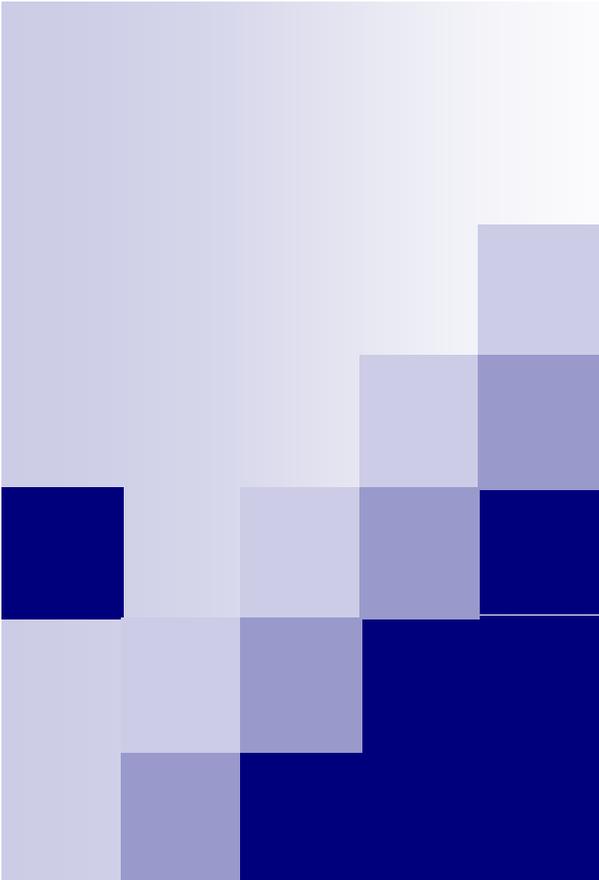
# AYP Performance By Minority Status





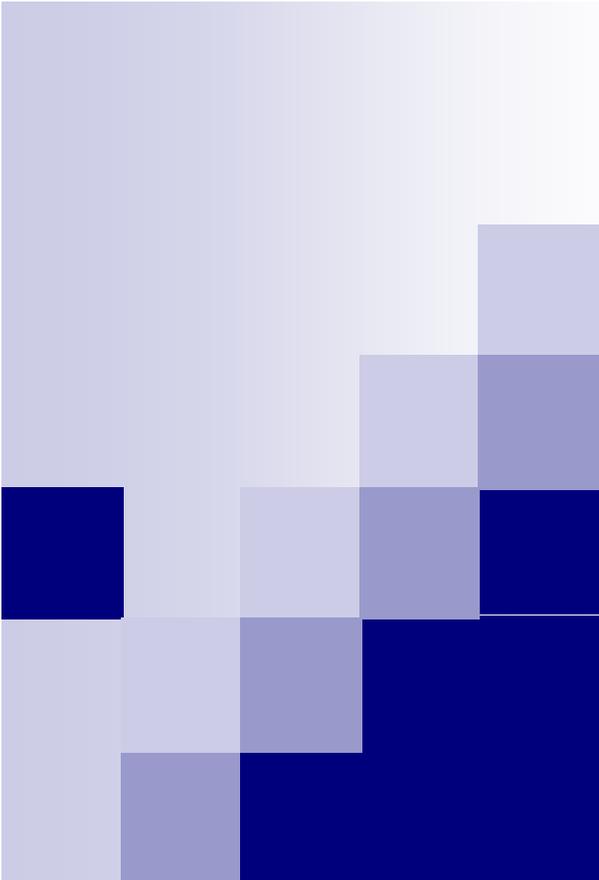
# Effectiveness Analysis

- A student achievement gap exists between high and low-poverty schools (from 11.5 percent in 2006-2007 to 18.3 percent in 2009-2010).
- High-minority schools have met AYP targets each year at lower rates than low-minority schools.
- The percentage of low-minority schools making AYP targets has decreased each year.
- Schools with higher than average percentages of veteran teachers meet AYP targets at a higher rate than lesser experienced staffs.



# Challenge Question

What implications are apparent for staffing? For professional development? For policy considerations?



# Hard-to-Staff Schools Analysis



# Hard-to-Staff Schools

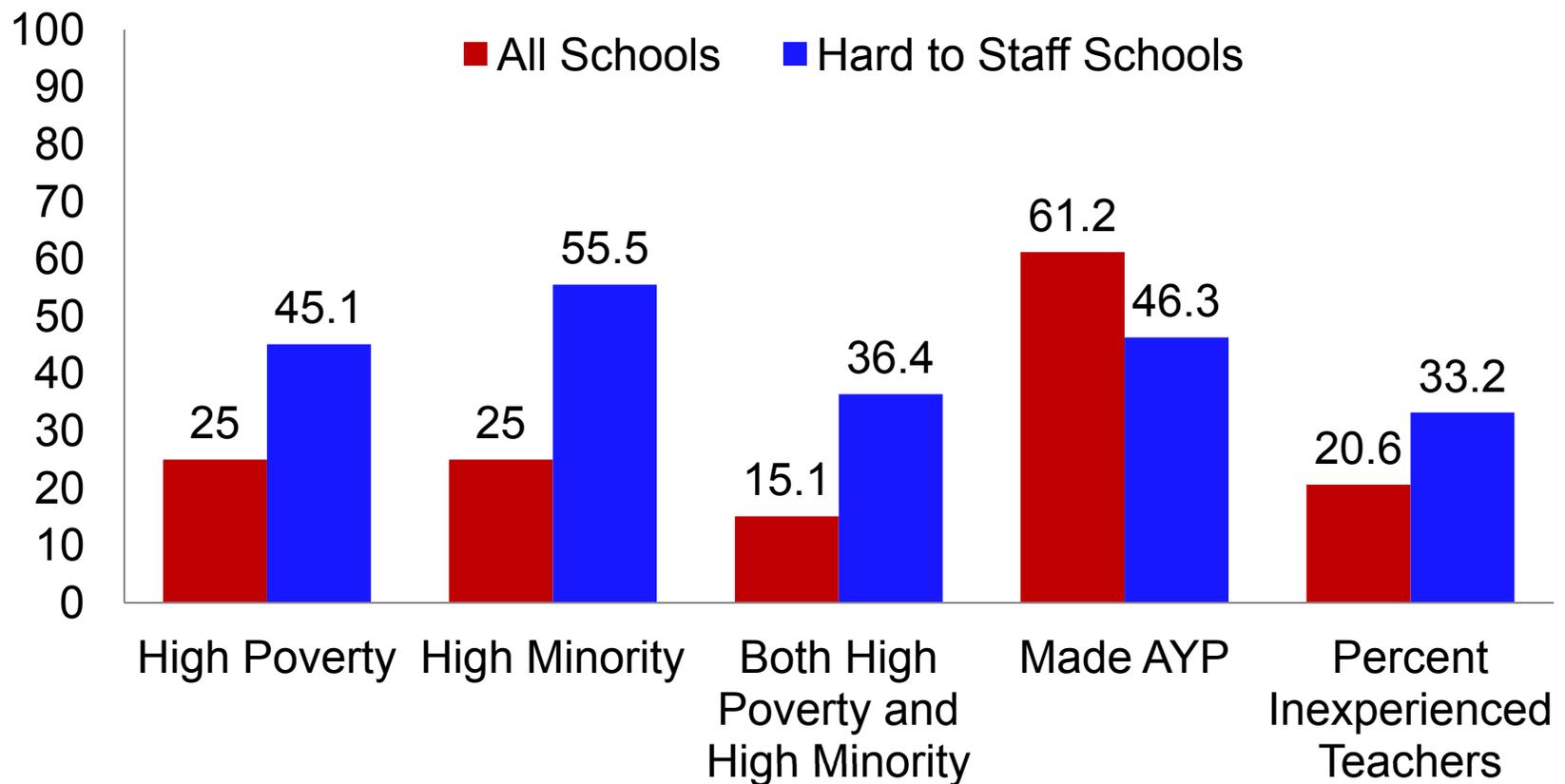
- Accredited with warning
- Average daily attendance is 2.00 percentage points below the statewide average
- Percent of special education students exceeds 150 percent of the statewide average
- Percent of limited English proficient students exceeds 150 percent of the statewide average
- Percent of teachers with provisional licenses exceeds 150 percent of the statewide average
- Percent of special education teachers with conditional licenses exceeds 150 percent of the statewide average
- Percent of inexperienced teachers hired to total teachers exceeds 150 percent of the statewide average
- Has one or more inexperienced teachers in a critical shortage area

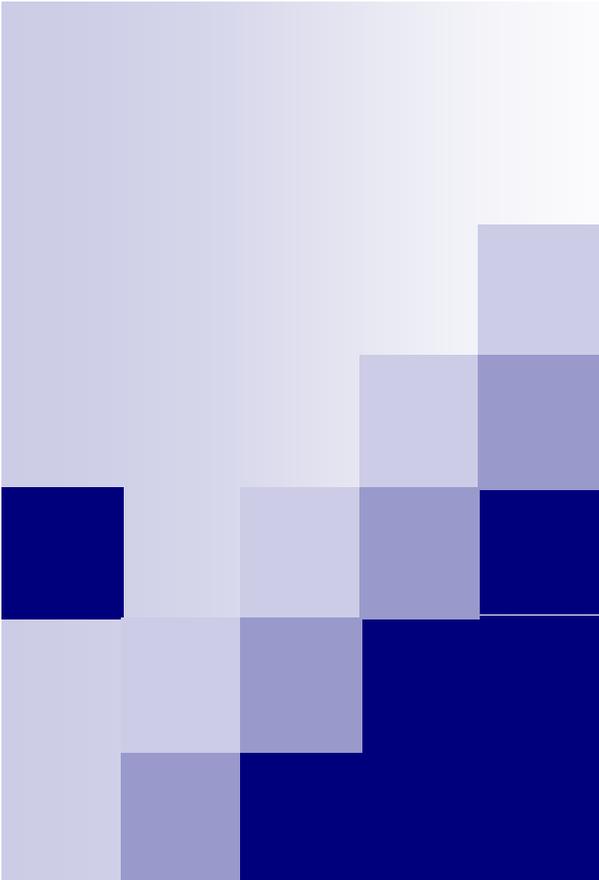


# Hard-to-Staff Schools (HTSS)

- 45.1 percent are high-poverty schools (compared with 25 percent statewide).
- 55.5 percent are high-minority schools.
- 36.4 percent are both high-poverty and high-minority (compared with 14.6 percent statewide).
- 46.3 percent made AYP, compared with 55.2 percent high-poverty schools and 44.5 percent high-minority schools.
- HTSS have a greater percentage of inexperienced teachers than high-poverty, high-minority or other schools.
- HTSS have a lower percentage of veteran teachers than other schools.

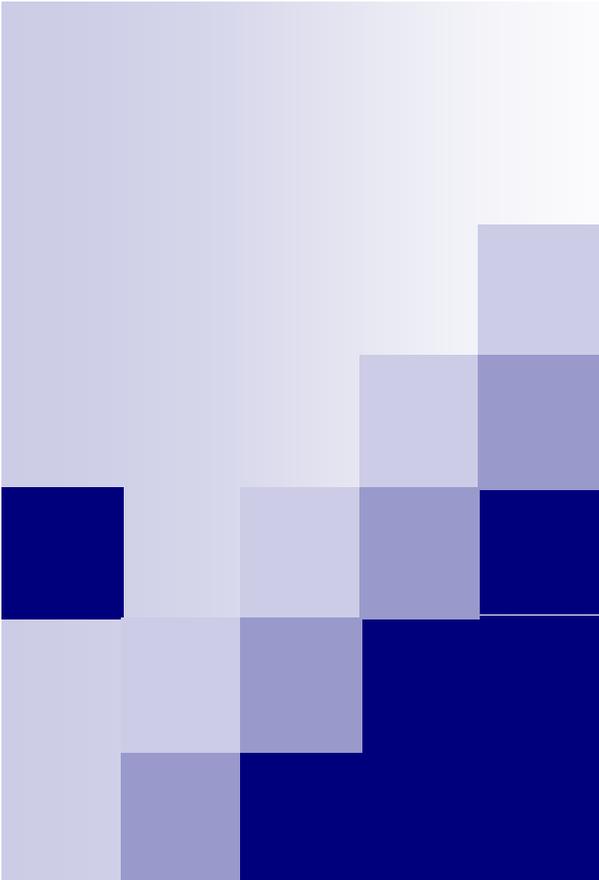
# Hard-to-Staff Schools Comparisons



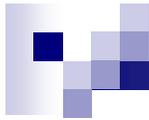


# Challenge Question

What targeted supports are provided to hard-to-staff schools in your division? What other supports may be beneficial?

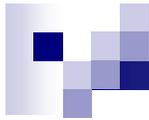


# Regional Analysis



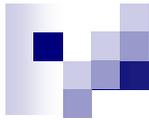
# Regional Analysis

<i>Statewide Comparison of Teacher Quality and Performance Targets by Superintendents' Regions for 2009-2010</i>					
	Percentage of High- Poverty Schools	Percentage of Minority Students	Percentage of Classes Taught By Highly Qualified Teachers	Percentage of Inexperienced Teachers	Percentage of Schools Making AYP
<b>State</b>	<b>25.0</b>	<b>41.0</b>	<b>98.9</b>	<b>20.6</b>	<b>61.2</b>
Region I	35.7	47.4	99.0	21.6	61.3
Region II	31.3	52.2	99.1	19.7	53.0
Region III	9.3	33.5	97.8	21.0	51.7
Region IV	12.0	44.5	98.9	21.3	62.4
Region V	17.2	24.4	99.5	18.2	59.5
Region VI	35.5	27.9	98.9	19.3	70.4
Region VII	34.3	5.1	98.8	19.3	71.0
Region VIII	57.1	53.0	95.9	23.2	65.3



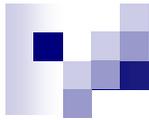
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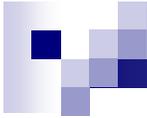
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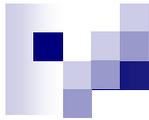
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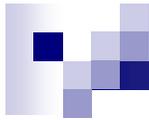
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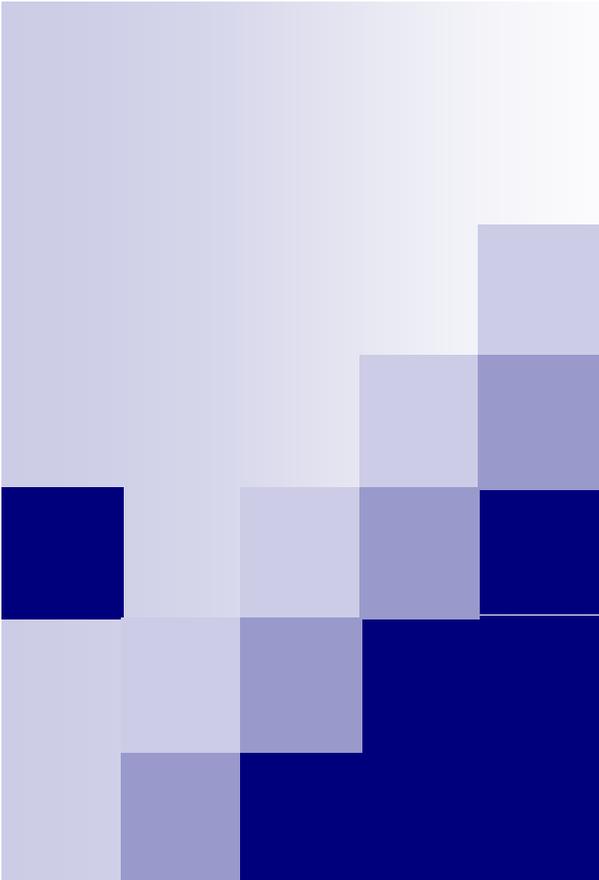
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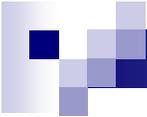
- Region VIII was identified as the region of highest need with variances in nearly all indicators related to distribution of teachers from 2009-2010 data.
- Regions with the lowest percentages of qualified teachers are Regions III and VIII.
- Regions with the lowest percentage of schools meeting AYP targets were Regions II and III.
- Regions with the highest percentage of inexperienced teachers were Regions I and IV.





# HQT Distribution by Content Area

Do these data reflect  
distribution patterns in your  
division?



# Content Area Distribution

Content	Statewide	Region I	Region II	Region III	Region IV	Region V	Region VI	Region VII	Region VIII
KG	99.1	99.3	99.6	98.1	98.4	99.7	99.5	99.7	97.5
Grade 1	99.0	98.7	99.0	97.5	98.7	99.7	99.7	99.2	99.2
Grade 2	99.2	99.0	99.2	97.8	99.2	99.6	99.5	99.7	98.4
Grade 3	99.1	99.7	98.9	96.7	99.0	99.7	99.5	98.4	99.4
Grade 4	99.2	99.8	99.6	96.1	99.7	99.5	99.5	100	99.3
Grade 5	99.0	99.6	98.4	96.9	99.0	98.9	99.7	99.5	97.8
Grade 6	99.1	92.6	100	100	99.7	100	97.4	98.9	100
Grade 7	95.4	n/a	100	100	100	100	100	91.3	100
Reading	98.7	98.9	96.6	96.7	97.8	100	98.5	99.7	98.0
English	99.5	99.6	99.4	98.6	99.7	99.8	99.7	99.5	97.1
Mathematics	98.3	98.6	98.7	98.3	99.0	99.2	97.6	98.6	88.6
Science	98.2	98.0	98.6	97.8	99.0	98.7	97.6	95.5	90.8
History/ Social Science	99.1	99.1	99.7	98.4	92.7	99.0	99.2	99.0	97.2
Special Ed.	98.5	99.6	98.2	97.2	98.5	99.4	98.3	97.8	94.1
Foreign Lang.	99.4	99.8	99.6	98.9	99.6	100	99.8	98.9	90.6
Art	99.6	99.4	99.8	100	99.9	98.2	100	99.0	100
Music	99.5	99.9	99.9	99.5	99.6	99.4	99.1	99.0	98.3

# Content Area Distribution

Content	Statewide	Region I	Region II	Region III	Region IV	Region V	Region VI	Region VII	Region VIII
KG	99.1	99.3	99.6	98.1	98.4	99.7	99.5	99.7	97.5
Grade 1	99.0	98.7	99.0	97.5	98.7	99.7	99.7	99.2	99.2
Grade 2	99.2	99.0	99.2	97.8	99.2	99.6	99.5	99.7	98.4
Grade 3	99.1	99.7	98.9	96.7	99.0	99.7	99.5	98.4	99.4
Grade 4	99.2	99.8	99.6	96.1	99.7	99.5	99.5	100	99.3
Grade 5	99.0	99.6	98.4	96.9	99.0	98.9	99.7	99.5	97.8
Grade 6	99.1	92.6	100	100	99.7	100	97.4	98.9	100
Grade 7	95.4	n/a	100	100	100	100	100	91.3	100
Reading	98.7	98.9	96.6	96.7	97.8	100	98.5	99.7	98.0
English	99.5	99.6	99.4	98.6	99.7	99.8	99.7	99.5	97.1
Mathematics	98.3	98.6	98.7	98.3	99.0	99.2	97.6	98.6	88.6
Science	98.2	98.0	98.6	97.8	99.0	98.7	97.6	95.5	90.8
History/ Social Science	99.1	99.1	99.7	98.4	92.7	99.0	99.2	99.0	97.2
Special Ed.	98.5	99.6	98.2	97.2	98.5	99.4	98.3	97.8	94.1
Foreign Lang.	99.4	99.8	99.6	98.9	99.6	100	99.8	98.9	90.6
Art	99.6	99.4	99.8	100	99.9	98.2	100	99.0	100
Music	99.5	99.9	99.9	99.5	99.6	99.4	99.1	99.0	98.3

# Content Area Distribution

Content	Statewide	Region I	Region II	Region III	Region IV	Region V	Region VI	Region VII	Region VIII
KG	99.1	99.3	99.6	98.1	98.4	99.7	99.5	99.7	97.5
Grade 1	99.0	98.7	99.0	97.5	98.7	99.7	99.7	99.2	99.2
Grade 2	99.2	99.0	99.2	97.8	99.2	99.6	99.5	99.7	98.4
Grade 3	99.1	99.7	98.9	96.7	99.0	99.7	99.5	98.4	99.4
Grade 4	99.2	99.8	99.6	96.1	99.7	99.5	99.5	100	99.3
Grade 5	99.0	99.6	98.4	96.9	99.0	98.9	99.7	99.5	97.8
Grade 6	99.1	92.6	100	100	99.7	100	97.4	98.9	100
Grade 7	95.4	n/a	100	100	100	100	100	91.3	100
Reading	98.7	98.9	96.6	96.7	97.8	100	98.5	99.7	98.0
English	99.5	99.6	99.4	98.6	99.7	99.8	99.7	99.5	97.1
Mathematics	98.3	98.6	98.7	98.3	99.0	99.2	97.6	98.6	88.6
Science	98.2	98.0	98.6	97.8	99.0	98.7	97.6	95.5	90.8
History/ Social Science	99.1	99.1	99.7	98.4	92.7	99.0	99.2	99.0	97.2
Special Ed.	98.5	99.6	98.2	97.2	98.5	99.4	98.3	97.8	94.1
Foreign Lang.	99.4	99.8	99.6	98.9	99.6	100	99.8	98.9	90.6
Art	99.6	99.4	99.8	100	99.9	98.2	100	99.0	100
Music	99.5	99.9	99.9	99.5	99.6	99.4	99.1	99.0	98.3

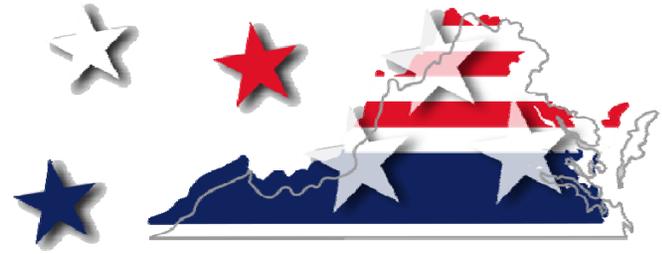
# Content Area Distribution

Content	Statewide	Region I	Region II	Region III	Region IV	Region V	Region VI	Region VII	Region VIII
KG	99.1	99.3	99.6	98.1	98.4	99.7	99.5	99.7	97.5
Grade 1	99.0	98.7	99.0	97.5	98.7	99.7	99.7	99.2	99.2
Grade 2	99.2	99.0	99.2	97.8	99.2	99.6	99.5	99.7	98.4
Grade 3	99.1	99.7	98.9	96.7	99.0	99.7	99.5	98.4	99.4
Grade 4	99.2	99.8	99.6	96.1	99.7	99.5	99.5	100	99.3
Grade 5	99.0	99.6	98.4	96.9	99.0	98.9	99.7	99.5	97.8
Grade 6	99.1	92.6	100	100	99.7	100	97.4	98.9	100
Grade 7	95.4	n/a	100	100	100	100	100	91.3	100
Reading	98.7	98.9	96.6	96.7	97.8	100	98.5	99.7	98.0
English	99.5	99.6	99.4	98.6	99.7	99.8	99.7	99.5	97.1
Mathematics	98.3	98.6	98.7	98.3	99.0	99.2	97.6	98.6	88.6
Science	98.2	98.0	98.6	97.8	99.0	98.7	97.6	95.5	90.8
History/ Social Science	99.1	99.1	99.7	98.4	92.7	99.0	99.2	99.0	97.2
Special Ed.	98.5	99.6	98.2	97.2	98.5	99.4	98.3	97.8	94.1
Foreign Lang.	99.4	99.8	99.6	98.9	99.6	100	99.8	98.9	90.6
Art	99.6	99.4	99.8	100	99.9	98.2	100	99.0	100
Music	99.5	99.9	99.9	99.5	99.6	99.4	99.1	99.0	98.3

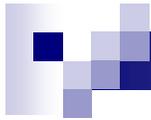


# Content Area Distribution

- Science, mathematics, and special education are content areas with lowest HQT percentages across the state.
- Regions VIII and III experience shortages in the greatest number of content areas across the state.



# Sampling of State Strategies



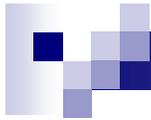
# Data Systems

- Revised Instructional Personnel and Licensure Report (IPAL)
- Education Information Management System (EIMS)
- Top Ten Critical Shortage Areas Report
- Salary Survey
- Longitudinal Data System
  - Teacher Evaluation Data
  - Master Schedule Data Collection
  - Student Growth Measures



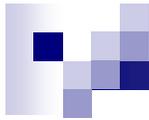
# Teacher Preparation and Out-of-Field Strategies

- Revised Licensure Regulations (teacher as leader; teacher as mentor; career teacher designations)
- Virginia Teaching Scholarship Loan Program (VTSLP)
- Highly Qualified Teacher Scholarship Program
- Special Education Regional Training Grants
- Career Switcher Program



# Recruitment and Retention

- Mentoring Programs
  - Hard to Staff Mentoring
  - Career Switcher Mentoring
  - Stepping Stones
- Virginia Middle School Mathematics Teacher Corps
- Teachers Rock Campaign
- Teach Virginia
- Hard-to-Staff Performance Pay Pilots
- Teacher Incentive Funds (Richmond City, Prince William, and Henrico)



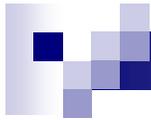
# Professional Development and Training

- Vertical Teams for Adolescent Literacy - partnered with State Agency for Higher Education (SAHE) Leadership Grant
- Region VIII No Child Left Behind (NCLB) Partnership Center
- Technical Training and Assistance Centers (T/TAC)
- Teacher Leader Training (required for schools in improvement)
- Classroom Management Training (targeted)
- Inclusion Training
- Response to Intervention Pilot
- Middle School Mathematics Teacher Corps
- College and Career Readiness Training
- From Vision to Practice Summer Academies
- Regional Summer Content Academies
- Specialized training for teachers of English Language Learners
- Literacy Task Force



# Working Conditions/Leadership

- Special Education Leadership Development Program
- Revised Licensure Regulations (Principals of Distinction)
- Virginia Elementary Principal Mentoring Program
- Leadership Development Grants
- Revising Principal Standards and Evaluations



# Policy Coherence

- Revised Licensure Regulations
- Federal Program Monitoring
- NCLB Grant Process
- Statewide System of Support
- Teacher and Principal Performance Standards and Evaluation Workgroup
- Virginia Index of Performance (VIP) Incentive Program



# Moving Forward

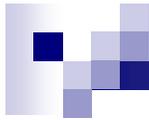
- Continue enhancement of data systems to link student achievement to teacher data
- Ongoing analysis of data to determine focus areas
- Continue technical assistance and targeting efforts to schools, divisions, regions identified with greatest needs
- Teacher Effectiveness focus
- Growth Measure Implementation
- Revising Statewide System of Support



# Examples of School Division Programs

## LEA Initiatives

- Differentiated Pay Models (Martinsville, Cumberland)
- Grow-Your-Own Initiatives (Henry)
- Equity Staffing Committees (Montgomery)
- Equity Departments (Virginia Beach; Lynchburg)



# Contact Information

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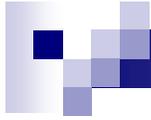
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Questions?