

An Update to Virginia's Teacher Equity Plan

February 2011

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TEACHER EQUITY PLAN UPDATE OVERVIEW 2010-2011

February 2011

INTRODUCTION

Providing a highly qualified and effective teacher in every classroom is an integral component of Virginia's plan to ensure all children receive a high-quality education. Inherent in Virginia's education plan is the commitment to: 1) address inequities in the distribution of highly qualified teachers between high- and low-poverty schools; and 2) ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers.

Recognizing the critical role that teacher quality plays in ensuring a high-quality education for all students, Virginia examines a variety of teacher distribution and student achievement data on an ongoing basis and reports the results annually through equity plan updates. The most recent report was completed in December 2009. This 2010-2011 update provides details on progress made since that time, and examines trend data since 2006 when the initial Virginia State Teacher Equity Plan was developed and approved by the United States Department of Education (USED).

Based on the results of the data, Virginia has developed and implemented a wide range of targeted activities designed to address three key goals, which are stated below. Activities in the original plan and each updated plan have been organized around the following six categories: 1) data and reporting systems; 2) teacher preparation and out-of-field strategies; 3) recruitment and retention strategies; 4) professional development and specialized skills; 5) improving working conditions; and 6) policy coherence. By examining data, implementing and refining the strategies and activities outlined in the plan, Virginia continues to achieve success in ensuring that all students, particularly those in high-poverty or high-minority schools, have access to highly qualified and effective teachers. This document addresses the progress that has been made since the time the original plan was posted and provides descriptions of additional strategies and activities that have been implemented.

Below are the three goals of Virginia's equity plan:

GOAL 1: Meet the federal benchmark of 100 percent of classes being taught by highly qualified teachers;

GOAL 2: Ensure that poor and minority students are not being taught at higher rates than other children by inexperienced, unqualified and out-of-field teachers; and

GOAL 3: Improve teacher effectiveness to ensure that all children are being taught by effective teachers.

EXECUTIVE SUMMARY

Below is a synopsis of the progress made since December 2009 related to the equitable distribution of teachers in Virginia:

Statewide

- The state made progress toward the goal of 100 percent of classes taught by highly qualified teachers (HQT), increasing from 98.4 percent in 2008-2009 to 98.9 percent in 2009-2010.
- In 2009-10, there were 19 school divisions that reported 100 percent of classes taught by highly qualified teachers, up from 12 in 2008-2009. Only one school division reported less than 90 percent of classes taught by HQT (89.3 percent), down from three divisions in 2008-2009.
- At the school level, 70.3 percent (1,309 schools) met the 100 percent HQT goal, up from 61.7 percent (1,129 schools) in the previous year.

Poverty

- The percentage of classes taught by HQT in both high- and low-poverty elementary and secondary schools increased from 2008-2009 to 2009-2010.
- The gap in the percentage of classes taught by high- and low-poverty classes at the elementary level decreased from 1.1 percent in 2008-2009 to 1.0 percent in 2009-2010. At the secondary level, the gap decreased from 3.2 percent in 2008-2009 to 2.0 percent in 2009-2010.

Minority

- The percent of classes taught by HQT in both high- and low-minority schools increased from 2008-2009 to 2009-2010.
- The gap between the percentage of classes taught by HQT in high- and low-minority schools decreased from 1.4 percent in 2008-2009 to 1.1 percent in 2009-2010.

Teacher Experience

- Statewide, the percentage of inexperienced teachers (three years or less) has decreased to 20.6 percent in 2009, down from 23.5 percent in 2008, and the percentage of experienced teachers (greater than ten years) has increased to 47.3 percent in 2009, up from 46.1 percent in 2008.
- The percentage of inexperienced teachers has decreased in both high- and low-poverty schools, as well as high- and low-minority schools.

AYP Performance

- Across the state, fewer schools made Adequate Yearly Progress (AYP) in 2009 than in 2008. This may be due to revised graduation indicator targets for high schools as well as higher pass rate targets for English/language arts and mathematics. Also, for the first time, assessment results for students with severe cognitive disabilities were required to be included in AYP calculations.

- A gap of 18.3 points exists between the percentage of high- and low-poverty schools meeting AYP targets each year, down three points from the previous year.
- Schools with the most experienced teachers and 100 percent HQT exceeded state average AYP pass rates, compared with other schools.

Hard-to-Staff Schools

In addition to examining the performance and distribution of HQT in high-poverty and high-minority schools, Virginia identifies and examines progress in hard-to-staff (HTS) schools on an annual basis. While many of these schools are classified as high-poverty and/or high-minority, approximately half of the schools have moderate or low degrees of poverty/minority status, yet experience significant challenges related to student performance and/or teacher qualifications. Specialized programs such as the Hard-to-Staff Mentoring Program and the Virginia Middle School Mathematics Teacher Corps have been instituted to provide additional support to these schools. Additionally, the 2011 Virginia General Assembly appropriated funding for a pilot teacher performance incentive program for HTS schools for the 2011-2012 school year.

Schools that meet at least four of the following criteria are identified as hard-to-staff:

- Accredited with warning;
 - Average daily attendance is two 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; and
 - One or more inexperienced teachers in a critical shortage area.
- In 2009-2010, 169 schools were identified as HTS, down from 203 in 2008-2009. Of these, 78 schools were classified as high-poverty and 97 were considered high-minority schools in 2009-2010.
 - The percentage of HTS schools meeting AYP targets increased by 5.9 points to 46.3 percent; however, the pass rate lags behind the state average (61.2 percent) and high-poverty schools (64.4 percent).
 - In 2008-2009, a lower percentage of HTS schools made AYP compared with high-poverty, high-minority, or all schools in the state. However, the gap between the percentage of HTS schools making AYP and other schools was halved from 31.6 points in 2008 to 14.9 points in 2009. The 24 point gap that existed in 2008-2009 related to AYP performance in HTS schools, compared with high-poverty schools, was cut to 8.9 points in 2009.

Superintendents' Regions

- All superintendents' regions either increased or maintained HQT percentages from 2008-2009 to 2009-2010, and all decreased the percentages of inexperienced teachers.
- Region VIII continued to be identified as the region of highest need of HQT in 2009-2010, as it was in 2008-2009, although gains were made in several areas. In 2009-2010, the region had the highest percentage of schools in poverty; the highest percentage of minority students; the lowest average HQT percentage; the highest percentage of inexperienced teachers, and the highest percentage of HTS schools. Among the strategies employed to assist this region were the Southside Virginia No Child Left Behind Partnership Office and Highly Qualified Teacher Scholarships.

Content Area

- In 2008-2009, at the state level, science, mathematics and special education were the content areas with the largest numbers of classes taught by non highly qualified teachers. In 2009-2010, modest increases of HQT were evident in each of these areas, particularly special education with an increase of .7 percentage points statewide.
- In reading and special education, five superintendents' regions reported less than the state average of classes taught by HQT.
- The lowest HQT percentages were reported in the areas of science, mathematics, and foreign language in Region VIII; Grade 7 in Region VII; and history/social science in Region IV.

EQUITY PLAN UPDATE - DETAILED ANALYSIS

SECTION I: Progress Toward Achieving Equity in Teacher Distribution

A. Distribution of Highly Qualified Teachers (HQT) Relative to Poverty

Closing the Gap

The table below shows the progress Virginia has made in increasing the number of core academic classes taught by highly qualified teachers at the elementary and secondary levels in high-poverty schools over the last four years. The percentage of core academic classes taught by highly qualified teachers in high-poverty schools at the elementary level has increased from 96.6 percent in 2006-2007 to 98.3 percent in 2009-2010. The percentage of core academic classes taught by highly qualified teachers in high-poverty schools at the secondary level has increased from 93.5 percent in 2006-2007 to 97.4 percent in 2009-2010. The table below also shows that the gap in the number of classes taught by highly qualified teachers in high-poverty elementary and secondary schools compared to low-poverty elementary and secondary schools has narrowed from 2006-2007 to 2009-2010.

Table 1.1

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 2007-2008	HQT Percentage 2008-2009	HQT Percentage 2009-2010
All Schools in the State	96.8	97.9	98.4	98.9
Elementary Schools				
High-Poverty Elementary Schools	96.6	97.5	98.0	98.3
Low-Poverty Elementary Schools	98.5	98.7	99.1	99.3
Gap Between High- and Low-Poverty Elementary Schools	1.9	1.2	1.1	1.0
Secondary Schools				
High-Poverty Secondary Schools	93.5	95.9	95.9	97.4
Low-Poverty Secondary Schools	98.1	98.9	99.1	99.4
Gap Between High- and Low-Poverty Secondary Schools	4.6	3.0	3.2	2.0

* High-poverty schools are defined as those in the top quartile of poverty based on free and reduced lunch data as reported in the Consolidated State Performance Report (CSPR). Low-poverty schools are defined as those in the bottom quartile. Details regarding the quartiles are included in the appendix.

B. Progress Toward the 100 Percent Highly Qualified Teacher Goal

1) Progress Toward the 100 Percent HQT Goal - Statewide Results

The data in Table 1.1 provide evidence that the state is making annual progress toward the goal of 100 percent of classes taught by highly qualified teachers (HQT), increasing from 96.8 percent in 2006-07 to 98.9 percent in 2009-10. Progress has been made in both high-poverty and low-poverty schools at elementary and secondary levels.

2) Progress Toward the 100 Percent HQT Goal - School Division Results

Table 1.2 shows the progress made by divisions toward the 100 percent HQT goal since 2006-2007. For 2009-2010, 19 school divisions, or 14 percent, met the goal of 100 percent of classes taught by HQT. Ninety-nine (99) school divisions, or 75 percent, are within five percentage points of meeting the goal. Only one school division reported less than 90 percent of classes taught by HQT. This division reported 89.3 percent of classes taught by HQT.

Table 1.2

Progress of School Divisions Toward 100 Percent HQT Goal				
	Number of divisions meeting 100 percent HQT	Number of divisions from 95-100 percent	Number of divisions from 90-95 percent	Number of divisions below 90 percent HQT
2006-2007	9	84	27	12
2007-2008	16	94	17	5
2008-2009	12	96	21	3
2009-2010	19	99	13	1

3) Progress Toward the 100 Percent HQT Goal - Individual School Results

Table 1.3 shows the progress that individual schools across the state have made toward the 100 percent HQT goal over the past four years. There has been a significant increase in the number and percentage of schools reaching the 100 percent goal, and a steady decrease in the number and percentage of schools reporting less than 90 percent HQT. Additional analysis indicates that, of the 32 schools reporting less than 90 percent HQT in 2009-2010, approximately half were located in school divisions with rural characteristics. Ten (10) schools were in urban settings, with the remaining five located in suburban areas.

Table 1.3

Progress of Individual Schools Toward 100 Percent HQT Goal				
	Percent and number of schools meeting 100 percent HQT	Percent and number of schools from 95-100 percent	Percent and number of schools from 90-95 percent	Percent and number of schools below 90 percent HQT
2006-2007	47.9% (860 schools)	34.0% (610 schools)	12.0% (215 schools)	6.1% (109 schools)
2007-2008	57.5% (1,039 schools)	29.4% (532 schools)	9.7% (175 schools)	3.4% (61 schools)
2008-2009	61.7% (1,129 schools)	29.0% (530 schools)	6.2% (113 schools)	3.1% (57 schools)
2009-2010	70.3% (1,309 schools)	22.3% (415 schools)	5.7% (107 schools)	1.7% (32 schools)

C. Distribution of Highly Qualified Teachers Relative to Minority Status

Table 1.4 shows that the number of core academic classes taught by HQT in high- and low-minority schools has increased over the past four years. Additionally, the gap between classes taught by HQT in high-minority schools, compared to classes taught by HQT in low-minority schools, has decreased each year.

Table 1.4

Core Academic Classes Taught by Highly Qualified Teachers in High and Low-Minority Schools* from 2006-2007 to 2009-2010				
School Type	HQT Percentage 2006-2007	HQT Percentage 2007-2008	HQT Percentage 2008-2009	HQT Percentage 2009-2010
All Schools in the State	96.8	97.9	98.4	98.9
High-minority Schools	95.9	97.2	97.7	98.2
Low-minority Schools	98.1	98.8	99.1	99.3
Gap Between High- and Low-minority Schools	2.3	1.6	1.4	1.1

* High-minority schools are defined as those in the top quartile for minority status. Low-minority schools are defined as those in the bottom quartile for minority status. Details regarding the quartiles are included in the appendix.

D. Distribution of Teachers Relative to Experience

Table 1.5 outlines the distribution of teachers according to teacher experience levels in high and low-poverty schools, as well as high- and low-minority schools.

Table 1.5

Comparison of High- and Low-Poverty and Minority Schools Related to Teacher Experience from 2006-2007 through 2009-2010												
School Type	Percentage of Inexperienced Teachers (three years or less)				Percentage of Moderately Experienced Teachers (four to ten years)				Percentage of Veteran Teachers (ten years or more)			
	2006-2007	2007-2008	2008-2009	2009-2010	2006-2007	2007-2008	2008-2009	2009-2010	2006-2007	2007-2008	2008-2009	2009-2010
All Schools Statewide	24.8	24.6	23.5	20.6	29.7	29.7	30.8	32.1	45.7	45.7	46.1	47.3
High-poverty	27.9	27.8	27.0	26.1	28.7	28.8	30.0	30.8	43.3	43.4	43.0	43.1
Low-poverty	23.2	23.1	21.4	17.5	31.0	31.0	32.1	33.7	45.9	45.9	46.5	48.8
Gap	4.7	4.7	5.6	8.6	2.3	2.2	2.1	2.9	2.5	2.5	3.5	5.7
High-minority	28.9	28.9	27.5	25.4	31.4	31.5	33.0	33.8	39.7	39.6	39.6	40.8
Low-minority	21.1	21.3	20.1	17.8	27.1	27.1	28.0	29.8	51.8	51.5	52.0	52.4
Gap	7.8	7.5	7.4	7.6	4.3	4.4	5.0	4.0	12.1	11.9	12.4	11.6

Data presented in Table 1.5 on the previous page indicate the following:

- Statewide, the percentage of inexperienced teachers (three years or less) is decreasing each year, and the percentage of experienced teachers (greater than 10 years) is increasing each year.
- Nearly half of Virginia’s teaching force has greater than 10 years of teaching experience.
- The percentage of inexperienced teachers has decreased in both high- and low-poverty schools, as well as high- and low-minority schools.
- Low-poverty and low-minority schools have a greater percentage of veteran teachers and a relatively lower percentage of inexperienced teachers than high-poverty and high-minority schools.

E. Distribution of Effective Teachers According to AYP Performance

In Virginia, teacher and principal evaluation systems are developed by the local school division, with approval by the school board, according to guidelines established by the Virginia Board of Education. The *Code of Virginia* requires that instructional personnel who have achieved continuing contract status receive formal evaluations no less than once every three years. Further, the evaluation of instructional personnel must be based, in part, on student academic progress and school gains in student learning. Data from these evaluations are kept on file in each school division and historically have not been collected by the state; however, in 2010, Virginia received a longitudinal data system (LDS) grant from USED that will enable the following data elements to be collected and reported by September 2011:

- For each school division –
 - A description of the system used to evaluate teachers;
 - A description of the system used to evaluate principals;
 - An indication of whether the systems used to evaluate teachers include student achievement outcomes or student growth data as an evaluation criterion;
 - An indication of whether the systems used to evaluate principals include student achievement outcomes or student growth data as an evaluation criterion;
 - The number and percentage (including numerator and denominator) of teachers rated at each performance rating or level; and
 - The number and percentage (including numerator and denominator) of principals rated at each performance rating or level.
- For each school –
 - The number and percentage (including numerator and denominator) of teachers rated at each performance rating or level.

Until these data become available, school Adequate Yearly Progress (AYP) performance data have been used as a proxy for estimating effectiveness of the teachers by school and division, as well as the means for examining teacher distribution trends relative to student performance. Table 1.6 provides data regarding AYP performance based on poverty, minority status, teacher experience, and HQT distribution. To measure the possible effect of teacher experience factors, AYP pass rates were examined for schools with staffs having higher than the state average percentages of teachers at each experience ranking. For example, as indicated previously in Table 1.5, on average, a school in Virginia in 2009-2010 was staffed with 20.6 percent inexperienced teachers (less than three years); 32.1 percent

moderately experienced teachers (four to ten years); and 47.3 percent veteran teachers (greater than ten years). Therefore, AYP pass rates were examined in schools with overall staff experience levels differing from the state average (i.e., if the staff at a school were composed of greater than 20.6 percent inexperienced teachers, it would be deemed an inexperienced staff overall. If a staff were composed of more than 47.3 percent veteran teachers, it would be deemed a veteran staff overall). The AYP pass rates in schools according to these teacher experience compositions were examined and may indicate the degree to which teacher experience impacts student performance.

Finally, to determine whether HQT status had an impact on student performance, AYP pass rates were examined for schools related to the percentage of staff deemed as highly qualified according to the school percentages that were previously presented in Table 1.3.

Table 1.6

Comparison of Schools According to AYP Performance				
	Percentage of Schools Making AYP Targets			
	2006-2007	2007-2008	2008-2009	2009-2010
All schools	72.8	74.2	72.0	61.2
Poverty Status				
High-poverty	69.8	63.1	64.4	55.2
Low-poverty	81.3	85.2	85.7	73.5
Gap between high- and low-poverty schools	11.5	22.1	21.3	18.3
Minority Status				
High-minority	62.6	63.1	64.6	44.5
Low-minority	86.7	85.1	81.5	72.5
Gap between high- and low-minority schools	24.2	22.0	16.9	28.0
Experience				
Schools with greater than 20.6 percent inexperienced teachers (0-3 years)	67.9	70.4	68.4	55.7
Schools with greater than 32.1 percent moderately experienced teachers (4-10 years)	71.2	75.9	70.9	59.7
Schools with greater than 47.3 percent veteran teachers (over 10 years)	79.2	79.4	73.8	66.0
HQT Distribution				
100 percent HQT	81.5	81.6	77.0	64.3
95-99 percent HQT	69.2	69.7	64.9	53.3
90-95 percent HQT	65.1	60.6	63.7	57.7
Below 90 percent HQT	64.2	52.5	54.4	50.0

Findings from data presented in Table 1.6 indicate the following:

- Statewide, as AYP targets increased annually, fewer schools across the state met them each year.
- A gap exists between high- and low-poverty schools as measured by the percentage of schools meeting AYP targets each year, but it decreased by three percentage points in 2009.
- Both high and low-minority schools reported lower AYP pass rates in 2009 than in previous years. The gap between high- and low-minority schools widened.

- Schools with the most experienced teachers and 100 percent HQT percentages exceeded state average AYP pass rates, compared with other schools.

It should be noted that, across the state, fewer schools made Adequate Yearly Progress (AYP) in 2009 than in 2008. This may be due to revised graduation indicator targets for high schools as well as higher pass rate targets for English/language arts and mathematics. Also, for the first time, assessment results for students with severe cognitive disabilities were required to be included in AYP calculations.

F. Identification of Hard-to-Staff Schools

Recognizing that staffing schools with effective teachers is a key component to successful student performance, Virginia identifies HTS schools on an annual basis that meet at least four of the following criteria:

- Accredited with warning;
- Average daily attendance is two 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; and
- One or more inexperienced teachers in a critical shortage area.

In 2009-2010, there were 169 schools designated as HTS, representing 62 school divisions in the state, down from 203 schools in 64 divisions the previous year. Specialized programs such as the Hard-to-Staff Mentoring Program and the Virginia Middle School Mathematics Teacher Corps have been instituted to provide additional support to these schools. Additionally, a proposal is before the 2011 General Assembly to provide funding for a pilot teacher performance incentive program for HTS schools for the 2011-2012 school year.

Table 1.7

Demographic Comparison of Hard-to-Staff Schools and Other Schools in the State				
Percent of schools that are:	All Schools In State 2008	Hard-to-Staff Schools 2008	All Schools In State 2009	Hard-to-Staff Schools 2009
High-Poverty	25.0	46.2	25	45.1
Low-Poverty	25.0	12.6	25	9.8
High-Minority	25.0	52.0	25	55.5
Low-Minority	25.0	10.1	25	12.7
BOTH High-Poverty and High-Minority	14.6	33.7	15.1	36.4

Findings from data presented in Table 1.7 on the previous page indicate the following:

- HTS schools have higher percentages of students from poverty and higher percentages of high-minority schools, compared with other schools in the state.
- In 2009-2010, 45.1 percent of HTS schools were classified as high poverty, down 1.1 percent from 2008.
- In 2009-2010, 55.5 percent of HTS schools were classified as high minority, up 3.5 percent from 2008.
- In 2009-2010, over one-third of HTS schools were classified as both high poverty and high minority, compared with 15.1 percent of all other schools in the state.

Data from HTS schools were analyzed and compared with high-poverty, high-minority, and all other schools in the state related to AYP performance, distribution of teachers by experience and distribution of highly qualified teachers. These data are outlined in Table 1.8.

Table 1.8

Student Performance and Teacher Distribution Comparison Table for 2008-2009 to 2009-2010								
	All Schools 2008-2009	All Schools 2009-2010	Hard-to-Staff Schools 2008-2009	Hard-to-Staff Schools 2009-2010	High-Poverty Schools 2008-2009	High-Poverty Schools 2009-2010	High-Minority Schools 2008-2009	High-Minority Schools 2009-2010
AYP Pass Rates								
Percentage of Schools Making AYP	72.0	61.2	40.4	46.3	64.4	55.2	64.6	44.5
Teacher Experience								
Percentage of Inexperienced Teachers (less than 3 years)	23.5	20.6	33.1	33.2	27.0	26.1	27.5	25.4
Percentage of Moderately Experienced Teachers (4-10 years)	30.8	32.1	31.7	30.5	30.0	30.8	33.0	33.8
Percentage of Veteran Teachers (more than 10 years)	46.1	47.3	35.2	36.4	43.0	43.1	39.6	40.8
HQT Percentages								
Percentage of Schools with 100 percent HQT	62.0	70.3	36.9	42.6	33.7	66.9	35.0	63.0
Percentage of Schools from 95-99 percent HQT	28.4	22.3	37.9	32.0	33.7	20.1	39.8	24.9
Percentage of Schools from 90-95 percent HQT	6.2	5.7	14.6	21.9	17.4	9.7	16.5	8.9
Percentage of Schools with less than 90 percent HQT	3.4	1.7	10.6	3.5	15.2	3.0	8.7	3.0

Findings from data presented in Table 1.8 indicate the following:

- The percentage of HTS schools meeting AYP targets increased by 5.9 points in 2009; however, the pass rate still lags behind the state average and high-poverty schools.
- In 2008-2009, a lower percentage of HTS schools made AYP compared with high-poverty, high-minority, or all schools in the state. However, the gap between the percentage of HTS schools making AYP and other schools was halved from 31.6 points in 2008 to 14.9 points in 2009. The 24 point gap between AYP performance in HTS schools and high-poverty schools that existed in 2008-2009 was cut to 8.9 points in 2009-2010. AYP pass rates in HTS schools exceeded pass rates in high-poverty schools in 2009-2010 by 1.8 points.
- HTS schools have a higher percentage of inexperienced teachers, compared with high-poverty, high-minority, or all other schools in the state. There is a 12.6 point gap between HTS schools and all schools in the state, related to the percentage of inexperienced teachers, and a 7.1 point gap between HTS schools and high-poverty schools.
- HTS schools have a lower percentage of veteran teachers, compared with high-poverty, high-minority, or other schools in the state.
- HTS schools have the lowest percentage of schools reporting 100 percent HQT, compared with high-poverty, high-minority, or other schools in the state.

G. Distribution of Teachers by State Superintendents' Regions

Virginia has eight designated superintendents' regions. These are geographic designations, and each region includes multiple school divisions. Data have been analyzed to determine areas of need so that priority assistance may be targeted based on that need. The chart below shows the differences between schools within each of the regions in the following six categories, and how the region compares with state averages in each instance: 1) percentage of high-poverty schools; 2) percentage of minority students; 3) percentage of classes taught by highly qualified teachers; 4) percentage of inexperienced teachers (less than three years experience); 5) percentage of schools making AYP; and 6) percentage of schools classified as HTS.

By analyzing the data by region according to the elements shown in Table 1.9 on the next page, the state is able to target technical assistance geographically. The following findings were identified:

- In all regions, HQT percentages either increased from 2008-2009 to 2009-2010 or stayed level.
- In all regions, the percentage of inexperienced teachers from 2008-2009 to 2009-2010 decreased.
- In all regions, the percentage of schools meeting AYP targets decreased.
- Region VIII was identified as the region of highest need with variances from the state average in all but one of the categories. The region consists primarily of rural school divisions, with the highest percentages of schools in poverty and the highest percentage of minority students. This region had the lowest average HQT percentage, the highest percentage of inexperienced teachers, and the highest percentage of HTS schools among all regions in 2009-2010.
- Regions with the lowest percentage of classes taught by highly qualified teachers are Regions VIII and III.
- Regions with the lowest percentage of schools meeting AYP targets were Regions III and II.

- Regions with the highest percentage of inexperienced teachers were Regions VIII, I, IV, and III.
- Regions with the highest percentage of HTS schools were Regions VIII, I, and IV.

Table 1.9

Statewide Comparison of Teacher Quality and Performance Targets by Superintendents' Regions for 2008-2009 and 2009-2010												
	Percent of High-Poverty Schools 2008-2009	Percent of High-Poverty Schools 2009-2010	Percent of Minority Students 2008-2009	Percent of Minority Students 2009-2010	Percent of Classes Taught By Highly Qualified Teachers 2008-2009	Percent of Classes Taught By Highly Qualified Teachers 2009-2010	Percent of Inexperienced Teachers (less than three years) 2008-2009	Percent of Inexperienced Teachers (less than three years) 2009-2010	Percent of Schools Making AYP 2008-2009	Percent of Schools Making AYP 2009-2010	Percent of Hard-to-Staff Schools 2008-2009	Percent of Hard-to-Staff Schools 2009-2010
State	25.0	25.0	43.6	41.0	98.4	98.9	23.5	20.6	72.0	61.2	10.6	9.1
Region I	32.0	35.7	51.9	47.4	98.0	99.0	25.5	21.6	77.7	61.3	15.0	16.0
Region II	32.8	31.3	55.1	52.2	98.8	99.1	20.4	19.7	65.6	53.0	7.6	6.4
Region III	12.8	9.3	41.6	33.5	96.8	97.8	24.7	21.0	69.8	51.7	13.3	7.7
Region IV	9.7	12.0	47.3	44.5	98.2	98.9	25.1	21.3	68.5	62.4	15.2	12.2
Region V	16.1	17.2	25.9	24.4	99.1	99.5	21.5	18.2	66.8	59.5	2.9	1.5
Region VI	32.4	35.5	28.5	27.9	98.2	98.9	21.1	19.3	74.3	70.4	4.9	4.9
Region VII	35.9	34.3	5.3	5.1	98.8	98.8	20.7	19.3	81.4	71.0	8.8	9.4
Region VIII	57.8	57.1	51.8	53.0	95.5	95.9	24.1	23.2	67.7	65.3	17.2	16.3

H. Areas of Critical Teacher Shortages

According to the 2009-2010 critical shortage area survey, the following teaching areas comprised the top 10 critical shortage teaching areas in Virginia:

- 1) Special Education;
- 2) Speech-language disorders PreK-12;
- 3) Mathematics Grades 6-12;
- 4) English as a Second Language;
- 5) Elementary Education PreK-6;
- 6) Foreign Languages (Spanish PreK-12; Latin PreK-12);
- 7) Science Grades 6-12;
- 8) Mathematics (Algebra I);
- 9) Reading Specialist; and
- 10) Career and Technical Education

Virginia has implemented numerous initiatives to address these critical needs. Examples of such initiatives include Mathematics-Science Partnership programs, the Virginia Teaching Loan Scholarship Program (VTSLP), and specialized core content academies, with particular emphasis or priority given to school divisions with critical needs.

I. Regional Analysis of HQT Distribution by Content Area

An analysis was conducted to determine if content area needs were consistent among all superintendents' regions of the state or whether there were variations according to geographic area. The results are included below in Table 1.10. Table 1.11 on the next page shows the degree of change in the percentages of HQT by grade or content-level from 2008-2009 to 2009-2010.

Table 1.10

Distribution of Highly Qualified Teachers by Content Area and Superintendents' Regions for 2009-2010									
	Statewide	Region I	Region II	Region III	Region IV	Region V	Region VI	Region VII	Region VIII
Kindergarten	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	98.8	99.5	99.5	100.0	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	100.0	100.0	99.7	100.0	97.4	98.9	100.0
Grade 7	95.4	n/a*	100.0	100.0	100.0	100.0	100.0	91.3	100.0
Reading	98.7	98.9	96.6	96.7	97.8	100.0	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 Education	98.5	99.6	98.2	97.2	98.5	99.4	98.3	97.8	94.1
Foreign Language	99.4	99.8	99.6	98.9	99.6	100.0	99.8	98.9	90.6
Art	99.6	99.4	99.8	100.0	99.9	98.2	100.0	99.0	100.0
Music	99.5	99.9	99.9	99.5	99.6	99.4	99.1	99.0	98.3

**No schools in Region I reported Grade 7 teachers. Middle schools in this region all departmentalize for content area instruction.*

Findings from data presented in Table 1.10 include the following:

- Statewide, the lowest HQT areas were in Grade 7, science, mathematics, and special education.
- Five regions reported less than the state average of HQT in reading and special education.
- Regionally, the lowest HQT percentages were reported in the areas of science, mathematics, and foreign language in Region VIII; Grade 7 in Region VII; and history/social science in Region IV.
- Regions III and VIII reported less than the state average in 11 out of 17 grade levels/content areas.

- Six regions reported 100 percent of grade 7 teachers as highly qualified; four regions reported 100 percent of grade 6 teachers as highly qualified; and three regions reported 100 percent of art classes taught by highly qualified teachers.

Table 1.11

Change in Percentage of Highly Qualified Teachers by Superintendent's Region and Content Area From 2008-2009 to 2009-2010									
	Statewide	Region I	Region II	Region III	Region IV	Region V	Region VI	Region VII	Region VIII
Kindergarten	-0.1	-0.1	0.5	1.3	0.4	0.5	0.2	0.5	0.3
Grade 1	-0.4	-0.3	-0.3	0.2	0.1	0.4	-0.1	-0.6	4.8
Grade 2	0	0.7	2.2	1.9	0.5	0.2	1.1	0.2	-0.8
Grade 3	-0.3	0.4	-0.5	1.5	0.5	-0.3	0.2	-1.1	0
Grade 4	-0.1	0.3	0.2	-0.7	0.6	-0.1	0.2	0.2	1.8
Grade 5	0	0.3	-0.2	1.2	0.3	0	1.1	0	0.5
Grade 6	-0.1	0.9	1.9	2.2	0.4	0	-2.6	-0.5	2
Grade 7	-2.7	*n/a	17.6	0	0	0	9.6	-7.7	0
Reading	-0.3	2.3	-2.5	-0.7	-0.6	0.1	0.6	0.3	5.3
English	-0.4	0.4	-0.3	-0.2	0.3	-0.1	2.8	0.3	-0.3
Mathematics	0.4	1.1	0.8	1.9	1.2	0.6	0.7	1.2	-2.2
Science	0.4	-0.1	1.1	1.2	0.8	0.5	1.8	0.3	3.7
History/Social Science	0.1	0.6	0.4	1	-5.5	0.3	0.5	0	1.4
Special Education	0.7	1.3	1	-0.7	0.7	1.7	0.7	-0.7	-2.7
Foreign Language	0.2	0	0.2	3.6	0.4	0.6	0.3	-0.7	3.1
Art	-0.1	-0.3	0.4	0	0.4	-1.2	0	-1	0
Music	-0.1	0.5	0.9	1.9	0	-0.1	-0.8	-0.7	-0.5
# Increase	5	11	12	11	13	9	13	7	9
# Decrease	10	4	5	4	2	5	3	8	5
Maintain	2	2	0	2	2	3	1	2	3

*No schools in Region I reported Grade 7 teachers.

Findings from data presented in Table 1.11 indicate the following:

- In 2008-2009, at the statewide-level, science, mathematics, and special education were the content areas with the largest numbers of classes taught by non highly qualified teachers. In 2009-2010, increases were made in each of these areas. The area with the greatest overall improvement in HQT was in Special Education, with an increase of 0.7 percent.
- Regionally, the largest increases in HQT were Grade 7 in Regions II and VI; reading, Grade 1, and science in Region VIII; and reading in Region I.
- The greatest decreases in HQT were Grade 7 in Region VII, and art in Region V.
- The divisions that reported increases in the greatest number of grade levels/content areas were Regions IV and VI. The regions that reported decreases in the largest number of grade levels/content areas were Regions I and VI.

SECTION II: How Virginia Is Working with School Divisions Not Meeting the 100 Percent Highly Qualified Teacher Goal

A. State Monitoring of School Division Compliance and Implementation

Virginia monitors compliance with school divisions' HQT plans in the following ways:

- *Instructional Personnel and Licensure Report (IPAL)* – Each school division submits data on an annual basis that outlines the qualifications of each teacher. Reports are created that provide a detailed analysis for each school division and school that list all teachers who are not highly qualified, their current assignments and areas of endorsement, and the reasons why they are not highly qualified. Designated personnel in each division are able to access these reports through a secure Internet connection. Additionally, the Virginia Department of Education provides a hard copy of a verified report for each school division superintendent on an annual basis to assist with program planning and targeting of funds for the next year.
- *Annual Grant Applications for NCLB Funding* – Each school division submits an annual application for federal funds, including Title II, Part A. Within the application, school divisions indicate the current number of classes being taught by non-highly qualified teachers. In addition, strategies are outlined to meet the goal of 100 percent of classes taught by highly qualified teachers. Applications must be fully approved, and funds are not released until each school division has provided its plan related to attaining the HQT goal.
- *Title II, Part A, Federal Program Monitoring* – Title II, Part A, programs receive formal reviews to evaluate plan progress on an eight-year cycle. The monitoring protocol document is available at the following link:
http://www.doe.virginia.gov/federal_programs/esea/title2/part_a/forms/title2_parta_monitoring_protocol.doc.
- *Monitoring Percentage of Teachers Receiving High Quality Professional Development*
 - School divisions indicate the percentages of teachers each year who have participated in high-quality professional development when they submit their annual instructional personnel data. This information is included in the IPAL report that is sent to division superintendents and available online to designated school division personnel.
 - Professional development plans for each school division are reviewed through the Title II, Part A, application and federal program monitoring processes. Additionally, reimbursement requests for professional development activities are reviewed and approved by the program specialists for Title II, Part A.

B. Provisions for Technical Assistance or Corrective Actions to School Divisions that Fail to Meet the Highly Qualified Teacher and AYP Goals

The following activities are provided for school divisions that fail to meet HQT and AYP goals:

- The Office of School Improvement provides differentiated support to schools and divisions based on AYP performance. Examples include the provision of school-level and division-level school improvement coaches, training in the Indistar school improvement reporting tool, summer School Improvement 1003(a) and 1003(g) training academies, and an ongoing series of specialized webinar training events. An

- electronic statewide system of support document is currently being updated to reflect the full array of support available to schools based on their specific needs.
- Schools not meeting HQT goals in any given year must outline a plan in their annual consolidated or individual Title II, Part A, application for federal funds including measurable objectives and specific strategies and funding sources for reaching this goal. The plan must be clearly delineated before the application is fully approved and funding is released.
 - Divisions that have not met AYP for three consecutive years and have not met the 100 percent HQT goal for three consecutive years (Section 2141(c)) must outline within their annual NCLB application a comprehensive plan for increasing HQT and meeting AYP. Use of Title II, Part A, funds must coordinate with activities and goals outlined in the application. Technical assistance is provided to divisions as they develop and implement these plans. Targeted Federal Program Monitoring for Title II, Part A, in identified school divisions is conducted with priority given to school divisions on the 2141(c) watch list and divisions with relatively low percentages of highly qualified teachers.

SECTION III: Strategies to Address Teacher Equity Since 2009-2010

The Department has initiated and continues to support a variety of strategies to address the equitable distribution of teachers, as outlined in the initial Teacher Equity Plan and the updated 2009 Plan. Below is a sampling of strategies and new initiatives that have been planned or implemented since December 2009 to address the six key elements of Virginia's Equity Plan. Additional ongoing initiatives are contained within the tables included in Section IV.

Element One: Data Systems

Longitudinal Data System Grant - A longitudinal data system (LDS) grant was awarded to the Virginia Department of Education. This grant will enable several improvements to existing data systems, including the linking of student achievement data to teachers and principals, as well as the ability to collect and report data related to teacher and principal evaluations.

Element Two: Teacher Preparation and Out-of-Field Teaching

Highly Qualified Teacher Scholarships - Additional funding was targeted to assist teachers in high-poverty and/or high-minority schools to become highly qualified. Two hundred forty-six (246) teachers in 18 school divisions have received funding to assist in their efforts, including Region VIII and teachers in high-need subject areas.

Element Three: Recruitment and Retention of Experienced Teachers

Hard-to-Staff (HTS) Performance Pay Pilot Program - The Governor submitted a funding proposal to the 2011 Virginia General Assembly for a teacher performance pay pilot program in HTS schools. Eligible school divisions will submit proposals that will entail the implementation of model teacher evaluation instruments and linking student achievement to teachers and principals to provide pay bonuses to teachers based, in part, on student performance.

Teacher Incentive Fund (TIF) Grants - Richmond City, Henrico County, and Prince William County received funding from the United States Department of Education to develop differentiated pay systems in high-needs schools.

Element Four: Professional Development and Specialized Training

School Improvement Training - Leadership teams and teachers in schools that are in improvement have received specialized training in the use of the Indistar system to analyze and track progress on school improvement efforts. In addition to providing coaches to work directly with schools in improvement, the state has also deployed coaches to work with leadership teams at the division level to assist with coordination of services. Summer training academies have been required for team members from schools receiving 1003(a) and 1003(g) school improvement funds, as well as ongoing training through webinars.

State Literacy Task Force - This task force has been established to develop a statewide literacy plan to address literacy needs across all student subgroups and content areas. Among the initial events planned will be an Early Reading Intervention Symposium during the 2010-2011 school year.

College-and Career-Readiness Initiatives - The Department has planned a host of initiatives focused on strengthening students' preparation for college and the work force before leaving high school and ensuring that college-and career-ready learning standards in reading, writing, and mathematics are taught in every Virginia high school classroom. Among the components of this initiative are the development of performance expectations, developed in concert with two- and four-year colleges and universities, aligned to national and international college and work force readiness standards; the development of capstone courses for high school students to ensure college and work force readiness; the provision of technical assistance and professional development to educators across the state to support implementation of these performance expectations; alignment of state assessments to ensure student mastery of the more rigorous standards; and identifying accountability measures and incentives for schools to increase the percentage of students who graduate high school having demonstrated the academic and career skills needed to be successful in postsecondary education programs.

Southside Virginia Region VIII No Child Left Behind Partnership Office - This regional professional development center was established in collaboration with twelve school divisions in Region VIII (Southside Virginia) to provide a host of professional development activities related to teacher quality, mentoring, school improvement, and instructional technology. As outlined in the state's initial Equity Plan, school divisions in this region traditionally have served high percentages of impoverished students, and many of the divisions face significant challenges in attracting and retaining highly qualified teachers by virtue of their rural nature and economic conditions. Consequently, this center provides targeted and individualized professional development assistance to teachers and principals in this region.

Element Five: Working Conditions

Virginia Index of Performance (VIP) Incentive Program - Criteria have been established to honor and recognize achievements of schools across the state on academic progress through Governor's Awards for Academic Excellence and two levels of awards through the Board of Education: Distinguished Achievement Awards and Excellence Awards.

Element Six: Policy Coherence

Teacher and Principal Performance Standards and Evaluation Workgroup - The Department formed a workgroup that began work in August 2010 to examine and revise teacher performance standards and to conduct a comprehensive study of teacher evaluation as a tool to improve student achievement. The study was designed to provide revised guidance documents and new evaluation models that can be used in school divisions to improve student achievement by improving teacher performance, increasing teacher retention, and developing meaningful, targeted professional development. Results of teacher evaluations can also be used to inform equitable distribution of teachers across school divisions. The workgroup plans to target school divisions with high-poverty schools, persistently low-performing schools, and hard-to-staff schools as initial pilot sites for revised evaluation models.

Teacher Quality Community of Practice - The Department has joined with the Appalachian Regional Comprehensive Center (ARCC) to participate in a community of practice with other states in the ARCC service area to examine teacher quality practices within and among states.

SECTION IV: State Equity Plan - Goals and Steps

Virginia's Goals to Address Any Inequities in Teacher Distribution as Evidenced by Data Findings

Goals

GOAL 1: Meet the federal benchmark of 100 percent of classes being taught by highly qualified teachers.

Goal 1 Measure: Percentage of highly qualified teachers in schools relative to poverty, minority, experience, and AYP performance

Publicly Report Progress: Virginia's Top Ten Critical Shortage Areas; State Report Card, Local Report Cards, Teacher Equity Plan updates

SEA Monitoring:

- Provide divisions with annual detailed verification reports on the percent of classes taught by highly qualified teachers
- Title II, Part A, Federal Program Monitoring
- Annual NCLB Applications for Funds
- Creation of Section 2141(c) watch list for divisions not making progress for three consecutive years on HQT and division AYP targets.

GOAL 2: Ensure that poor and minority students are not being taught at higher rates than other children by inexperienced, unqualified and out-of-field teachers.

Goal 2 Measure: Percentage of highly qualified teachers in Virginia's divisions/schools, particularly urban, rural, high-poverty, and low-achieving schools

Publicly Report Progress: State Report Card, Local Report Cards, Teacher Equity Plan updates

SEA Monitoring: Virginia's data and reporting systems track educator data over time for the purposes of analyzing supply and demand trends, demographics, distribution, and experience; and informing the development of policies to address any inequities in the distribution of teacher quality.

GOAL 3: Improve teacher effectiveness to ensure that all children are taught by highly effective teachers.

Goal 3 Measure: Number and percentage of effective and highly effective teachers in Virginia's divisions/schools, particularly urban, rural, high-poverty, and low-achieving schools

Publicly Report Progress: State Fiscal Stabilization Report on Teacher and Principal Evaluation data; Teacher Equity Plan updates; State, Division, and Local Report Cards

SEA Monitoring: Track student performance data by division and school through student management system (EIMS); teacher and principal evaluation data will be collected and analyzed.

Virginia's Steps to Support and Ensure the Equitable Distribution of Highly Qualified and Effective Teachers

The table below outlines the steps that Virginia will take to continue to work to assure the equitable distribution of highly qualified and effective teachers. The steps are organized to reflect required elements in the Equity Plan submitted to USED in September 2006. Examples are provided of programs that are in place or are planned in order to address each of the areas. While Virginia has developed a host of programs designed to improve instruction in all schools, the activities listed in this table are examples of some that specifically address issues in high-needs schools. As data are evaluated on an ongoing basis to determine effectiveness of activities, particularly related to high-poverty and high-minority schools, adjustments will be made and additional activities will be developed.

Element 1: Data Systems		
	Steps To Be Taken	Examples of Strategies/Programs
1.1	Collect and report on the distribution of highly qualified teachers for elementary and secondary schools by poverty level.	1) Consolidated State Performance Report 2) Instructional Personnel and Licensure Report (IPAL) 3 State and Local Report Cards
1.2	Collect data on teachers' endorsements/licenses held and HQT status; Enable educators, parents and other stakeholders to review up-to-date information on the qualifications of teachers and administrators through a Web-based data system.	1) Instructional Personnel and Licensure Report (IPAL) 2) Teacher Licensure Query
1.3	Monitor, on an ongoing basis, the specific staffing needs of Virginia's schools through the generation of data reports that identify subject area shortages.	Top Ten Critical Shortage Areas Report (Annual)
1.4	Improve data systems related to licensure to decrease turnaround time for processing licenses so that areas of shortage will be identified earlier.	Teacher Education and Licensure (TEAL)
1.5	Utilize and continuously improve a Web-based recruitment system that matches divisions' teaching vacancies with prospective teachers and administrators.	Teach Virginia
1.6	Develop data system that is able to link student achievement data to teacher and classroom data.	Educational Information Management System (EIMS)
1.7	Develop a data system to collect and report longitudinal teacher quality data, including information on teacher preparation programs, teacher retention and effectiveness, to include school and division factors, such as poverty and student diversity.	1) Virginia Improves Teaching and Learning (VITAL) 2) Longitudinal Data System for Teacher/Principal Evaluation and Effectiveness (in development)
1.8	Collect data related to teacher salaries by school to identify disparities between high- and low-poverty/minority schools.	School Salary Survey

Element 2: Teacher Preparation and Out-of-Field Teaching		
	Steps To Be Taken	Examples of Strategies/Programs to address each step
2.1	Revise licensure standards and ensure that these standards serve as the foundation for preparing all of Virginia's teachers.	Revised <i>Licensure Regulations for School Personnel</i> (adopted September 2007)
2.2	Develop an annual report on the quality of teacher education in Virginia that provides data on passing rates and the number and specialization of teachers produced by each institution of higher education.	Annual Accountability Measurement of Partnerships and Collaborations for Approved Teacher Education Programs
2.3	Advocate for college loan forgiveness programs to channel prospective teachers toward schools that have difficulty attracting sufficient numbers of qualified teachers; provide up-to-date information on available federal loan forgiveness programs to prospective students.	1) Virginia Teaching Scholarship Loan Program 2) Federal Teacher Loan Forgiveness Program
2.4	Provide a variety of professional development opportunities for teachers to become highly qualified in targeted high-poverty school divisions.	1) Highly Qualified Teacher Scholarships (targeted to high-poverty schools with low HQT) 2) Troops to Teachers
2.5	Provide a variety of professional development opportunities for teachers to become highly qualified in targeted critical shortage areas.	1) Special Education Regional Training Grants 2) Summer Content Area Academies for Special Education and Regular Education Teachers 3) Math-Science Partnership grants
2.6	Promote partnerships that help divisions recruit and hire qualified international teachers of hard-to-fill subjects and specializations.	Visiting International Faculty
2.7	Expand high quality alternate routes to licensure.	1) Career Switcher Program 2) Experiential Learning Credit
2.8	Provide assistance to divisions in developing "Grow-Your-Own" initiatives to identify and support promising individuals to go into the teaching field.	Teachers for Tomorrow
2.9	Revise teacher performance standards.	Teacher and Principal Performance Standards and Evaluation Workgroup

Element 3: Recruitment and Retention of Experienced Teachers		
	Steps To Be Taken	Examples of Strategies/Programs
3.1	Require and fund high-quality mentoring programs for all new teachers, including those who enter the profession through alternative routes.	1) Virginia New Teacher Mentoring 2) Career Switcher Mentoring 3) Clinical Faculty Mentoring
3.2	Provide additional funding to support high-quality mentoring programs in hard-to-staff schools.	Hard-to-Staff Mentoring
3.2	Provide incentives and specialized training to highly qualified, highly effective teachers to teach and provide support to other teachers in high-needs schools.	Virginia Middle School Mathematics Teacher Corps
3.3	Provide prioritized funding for teachers seeking National Board Certification in high-needs schools.	Prioritized Funding for National Board Certification
3.4	Provide assistance to school divisions in recruitment efforts through the development of Web-based recruitment tools.	1) Teachers-Teachers.com 2) Teachers Rock Campaign 3) Teach-In Virginia Web site
3.5	Provide additional funding to encourage recruitment and retention of effective teachers in high-needs schools.	Teacher Performance Pay Pilot for Hard-to-Staff Schools
3.6	Encourage and support interested school divisions with high-needs schools to apply for Teacher Incentive Fund (TIF) Grants from USED.	Teacher Incentive Fund (TIF) Grants for Richmond City, Henrico County, and Prince William County

Element 4: Professional Development and Specialized Training		
	Steps To Be Taken	Examples of Strategies/Programs
4.1	Provide targeted assistance to teachers in chronically low-performing schools and school divisions that focuses on the use of data to help identify achievement gaps and raise academic performance of all students.	<ul style="list-style-type: none"> 1) Teacher Leader Training (required for divisions that have missed state accreditation or adequate yearly progress (AYP) for four years) 2) Classroom Management Course for new teachers in targeted schools 3) Inclusion Training for teachers in targeted schools 4) Indistar School Improvement Tool and Rapid Improvement Indicator training for schools in improvement 5) School and division coaches for schools in improvement
4.2	Provide targeted assistance to school divisions through regional service offices.	<ul style="list-style-type: none"> 1) Region VIII No Child Left Behind Partnership 2) Technical Training and Assistance Centers (T/TAC) for special education
4.3	Develop professional development academies focused on teachers in critical shortage areas.	<ul style="list-style-type: none"> 1) Regional Summer Content Academies 2) Become One (focused on special education)
4.4	Place mathematics specialists in high-needs middle schools.	Virginia Middle School Mathematics Teacher Corps
4.5	Provide professional development opportunities to address performance issues in high-needs schools.	<ul style="list-style-type: none"> 1) CLIMBS Training 2) Mathematics and Science Partnership 3) State Agency for Higher Education (SAHE) Teacher Quality Activities 4) Response to Intervention Pilot Program 5) Adolescent Content Literacy Training 6) From Vision to Practice Summer Academies 7) Striving Readers 8) Partnership for Achieving Successful Schools (PASS)
4.6	Provide professional development opportunities to address performance issues for particular high-need student populations.	<ul style="list-style-type: none"> 1) Differentiated Instruction Across the Curriculum Training for Teachers of English Language Learners 2) Early Reading Intervention Symposium 3) State Literacy Task Force 4) Algebra Readiness Training

Element 5: Working Conditions		
	Steps To Be Taken	Examples of Strategies/Programs
5.1	Strengthen school leadership through the development and implementation of new principal standards.	1) Revised <i>Licensure Regulations for School Personnel</i> (adopted September 2007) to include Level II, Principal of Distinction designation 2) School Leaders Licensure Assessment 3) Teacher and Principal Performance Standards and Evaluation Workgroup
5.2	Strengthen school leadership through the development of mentoring and induction programs for new building level administrators.	Virginia Elementary Principal Mentoring Program
5.3	Require building administrators to demonstrate effective leadership skills through rigorous testing to obtain licensure.	School Leaders Licensure Assessment
5.4	Provide recognition to high-poverty, high-minority schools that significantly raise student achievement.	1) Title I Distinguished Schools Awards 2) Governor's and Virginia Board of Education's Academic Excellence Awards
Element 6: Policy Coherence		
	Steps To Be Taken	Examples of Strategies/Programs
6.1	Allow teachers to add endorsements by rigorous testing.	Revised <i>Licensure Regulations for School Personnel</i> (adopted September 2007)
6.2	Encourage continual growth and career paths for classroom teachers through revised licensure regulations to include designations of Career Teacher, Mentor Teacher, and Teacher as Leader.	Revised <i>Licensure Regulations for School Personnel</i> (adopted September 2007)
6.3	Require school divisions to outline progress of local equity plans to ensure equitable distribution of highly qualified and effective teachers between and within schools.	1) Title II, Part A, Federal Program Monitoring 2) Annual application for Title II, Part A, funds
6.4	Encourage continual professional growth for teachers and administrators through development of revised teacher and principal performance standards and evaluation tools.	1) Teacher and Principal Performance Standards and Evaluation Workgroup 2) Teacher Quality Community of Practice through the Appalachian Regional Comprehensive Center (ARCC)

APPENDIX

Definitions, Quartiles, and Metrics

Poverty is the percent of students who are classified as economically disadvantaged. Virginia uses the percentages of students who qualify for the free or reduced-price lunch program to determine this designation. The table below outlines the quartile breaks established and included in annual consolidated state performance reports (CSPR) for each of the designated years.

Table A.1

Poverty Quartiles				
	High-poverty elementary	Low-poverty elementary	High-poverty secondary	Low-poverty secondary
2006-2007	Greater than 59.2%	Less than 21.7%	Greater than 47.9%	Less than 18.7%
2007-2008	Greater than 58.4%	Less than 21.8%	Greater than 48.4%	Less than 18.7%
2008-2009	Greater than 60.1%	Less than 22.4%	Greater than 50.3%	Less than 20.3%
2009-2010	Greater than 63.3%	Less than 24.8%	Greater than 53.7%	Less than 23.3%

Minorities are defined as those students identified in Virginia’s Education Information Management System (EIMS) in all non-White categories. Prior to 2010-2011, these included the following: American Indian; Asian; Black; Hispanic; Hawaiian; or Unspecified. Table A.2 below outlines the quartile breaks, which were established in the same manner that poverty breaks were recommended and established for CSPR reporting. Schools were rank ordered highest to lowest according to the percentage of minority students in each school. The list was then divided into four equal groups. Schools in the first (highest group) were designated as high-minority schools. Schools in the last group (lowest group) were designated as low-minority schools.

Table A.2

Minority Quartiles		
	High-minority	Low-minority
2006-2007	Greater than 59.9%	Less than 16.7%
2007-2008	Greater than 60.3%	Less than 17.2%
2008-2009	Greater than 64.1%	Less than 17.4%
2009-2010	Greater than 60.0%	Less than 15.5%