

# **An Update to Virginia's Teacher Equity Plan**

**September 2012**

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# TEACHER EQUITY PLAN UPDATE OVERVIEW

## July 2012

### 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 February 2011. This 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 students 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.

## 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 five 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 99.3 percent in 2010-2011. 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 98.4 percent in 2010-2011. The table below also shows 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 2010-2011.

**Table 1.1**

<b>Core Academic Classes Taught by Highly Qualified Teachers in High- and Low-Poverty Schools* from 2006-2007 to 2010-2011</b>					
<b>School Type</b>	<b>HQT Percentage 2006-2007</b>	<b>HQT Percentage 2007-2008</b>	<b>HQT Percentage 2008-2009</b>	<b>HQT Percentage 2009-2010</b>	<b>HQT Percentage 2010-2011</b>
<b>All Schools in the State</b>	<b>96.8</b>	<b>97.9</b>	<b>98.4</b>	<b>98.9</b>	<b>99.3</b>
<b>Elementary Schools</b>					
High-Poverty Elementary Schools	96.6	97.5	98.0	98.3	99.3
Low-Poverty Elementary Schools	98.5	98.7	99.1	99.3	99.7
<b>Gap Between High- and Low-Poverty Elementary Schools</b>	<b>1.9</b>	<b>1.2</b>	<b>1.1</b>	<b>1.0</b>	<b>.4</b>
<b>Secondary Schools</b>					
High-Poverty Secondary Schools	93.5	95.9	95.9	97.4	98.4
Low-Poverty Secondary Schools	98.1	98.9	99.1	99.4	99.6
<b>Gap Between High- and Low-Poverty Secondary Schools</b>	<b>4.6</b>	<b>3.0</b>	<b>3.2</b>	<b>2.0</b>	<b>1.2</b>

\* 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 2006-2007 to 99.3 percent in 2010-2011. 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 2010-2011, 27 school divisions, or 20 percent, met the goal of 100 percent of classes taught by HQT. One hundred school divisions, or 76 percent, are within five percentage points of meeting the goal. All school divisions reported more than 90 percent of classes taught by HQT.

**Table 1.2**

<b>Progress of School Divisions Toward 100 Percent HQT Goal from 2006-2007 to 2010-2011</b>				
	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
2010-2011	27	100	5	0

**C. Distribution of Highly Qualified Teachers Relative to Minority Status**

Table 1.3 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 1.3**

<b>Core Academic Classes Taught by Highly Qualified Teachers in High and Low-Minority Schools* from 2006-2007 to 2010-2011</b>					
<b>School Type</b>	<b>HQT Percentage 2006-2007</b>	<b>HQT Percentage 2007-2008</b>	<b>HQT Percentage 2008-2009</b>	<b>HQT Percentage 2009-2010</b>	<b>HQT Percentage 2010-2011</b>
<b>All Schools in the State</b>	<b>96.8</b>	<b>97.9</b>	<b>98.4</b>	<b>98.9</b>	<b>99.3</b>
High-minority schools	95.9	97.2	97.7	98.2	99.0
Low-minority schools	98.1	98.8	99.1	99.3	99.5
<b>Gap between high- and low-minority schools</b>	<b>2.2</b>	<b>1.6</b>	<b>1.4</b>	<b>1.1</b>	<b>0.5</b>

\* 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 1.4 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 1.4**

<b>Comparison of High- and Low-Poverty and Minority Schools Related to Teacher Experience from 2007-2008 through 2010-2011</b>												
<b>School Type</b>	<b>Percentage of Inexperienced Teachers (three years or less)</b>				<b>Percentage of Moderately Experienced Teachers (four to ten years)</b>				<b>Percentage of Veteran Teachers (ten years or more)</b>			
	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
<b>All Schools Statewide</b>	24.6	23.5	20.6	18.2	29.7	30.8	32.1	33.1	45.7	46.1	47.3	48.8
<b>High-poverty</b>	27.8	27.0	26.1	22.8	28.8	30.0	30.8	32.9	43.4	43.0	43.1	44.3
<b>Low-poverty</b>	23.1	21.4	17.5	16.3	31.0	32.1	33.7	33.9	45.9	46.5	48.8	49.8
<b>Gap</b>	4.7	5.6	8.6	6.5	2.2	2.1	2.9	1.0	2.5	3.5	5.7	5.5
<b>High-minority</b>	28.9	27.5	25.4	22.8	31.5	33.0	33.8	35.0	39.6	39.6	40.8	42.2
<b>Low-minority</b>	21.3	20.1	17.8	14.9	27.1	28.0	29.8	31.5	51.5	52.0	52.4	54.0
<b>Gap</b>	7.6	7.4	7.6	7.9	4.4	5.0	4.0	3.5	11.9	12.4	11.6	11.8

Data presented in Table 1.4 above 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 ten years) is increasing each year.
- Nearly half of Virginia’s teaching force has greater than ten 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 relatively lower percentages of inexperienced teachers than high-poverty and high-minority schools.

**E. Areas of Critical Teacher Shortages**

According to the 2010-2011 critical shortage area survey, the following teaching areas comprised the top 10 critical shortage teaching areas in Virginia:

- 1) Special Education;
- 2) Elementary Education PreK-6;
- 3) Middle Education Gr. 6-8;
- 4) Career and Technical Education;
- 5) Mathematics Grades 6-12;
- 6) Science Grades 6-12;

- 7) Foreign Languages (Spanish PreK-12; Latin PreK-12);
- 8) School Counselor PreK-12;
- 9) Health and Physical Education PreK-12; and
- 10) English Grades 6-12.

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.

## **Section II: How Virginia Is Working with School Divisions Not Meeting the 100 Percent Highly Qualified Teacher (HQT) 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 outline the qualifications of each teacher. Reports are created that provide a detailed analysis for each school division and schools 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 following school year.
- *Annual Grant Applications for Funding Under the Elementary and Secondary Education Act of 1965 (ESEA)* – 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 highly qualified and non-highly qualified teachers. In addition, strategies are outlined to meet the goal of 100 percent of classes taught by highly qualified teachers. 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 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\\_part\\_a\\_monitoring\\_protocol.doc](http://www.doe.virginia.gov/federal_programs/esea/title2/part_a/forms/title2_part_a_monitoring_protocol.doc).
- *Monitoring Percentage of Teachers Receiving High-Quality Professional Development*
  - School divisions indicate the percentage 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 Student Performance Goals***

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

- The Office of School Improvement provides differentiated support to schools and divisions based on student performance. Examples include the provision of school-level and division-level school improvement coaches, training on 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.
- School divisions 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. The plan must include measurable objectives and specific strategies and funding sources for reaching HQT goals. The plan must be clearly described before the application is fully approved and funding is released.
- Prior to the implementation of flexibility waivers from USED that will go into effect for the 2012-2013 school year, divisions that did not meet adequate yearly progress (AYP) for three consecutive years and did not meet the 100 percent HQT goal for three consecutive years (Section 2141(c)) were required to outline within their annual ESEA application a comprehensive plan for increasing HQT and meeting AYP. Title II, Part A, funds must have coordinated with activities and goals outlined in the application. Technical assistance was provided to divisions as they developed and implemented these plans. Targeted Federal Program Monitoring for Title II, Part A, in identified school divisions was conducted with priority given to school divisions on the 2141(c) watch list and divisions with relatively low percentages of highly qualified teachers. Beginning in the 2012-2013 school year, the improvement sanctions under Section 2141 of the law were waived. Divisions will still be expected to collect and report HQT data; however, an increased focus on teacher effectiveness and improved teacher and principal evaluations is expected in lieu of the improvement sanctions.

### **Section III: Strategies to Address Teacher Equity**

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 from 2006 and subsequent updates. Below is a sampling of some ongoing strategies and several new initiatives that have been continued or implemented up to September 2011 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 (VDOE) in 2010 from the United States Department of Education. This grant has enabled several improvements to existing data systems, including: 1) Master Schedule Record Collection reporting; 2) enhanced Instructional Personal and Licensure (IPAL) reporting; 3) reporting on student growth percentiles; 4) linking student achievement data to teachers and principals; and 5) collecting and reporting data related to teacher and principal evaluations.

***Data System Enhancement Grants*** – Local school divisions had the opportunity to seek funding through a competitive grant program related to the data priorities of the State Fiscal Stabilization Fund (SFSF). VDOE awarded grants in April 2011 totaling nearly \$2 million to 41 school divisions to expand the capacity of teachers and administrators to improve teaching and learning through data-driven decision making and to help divisions meet and exceed new federal reporting requirements. The funded projects include the creation of centralized data warehouses and information portals to allow educators and administrators to link data from multiple sources and create reports to identify the needs of students and teachers.

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

***Virginia Teaching Scholarship Loan Program*** – The primary purpose of the Virginia Teaching Scholarship Loan Program (VTSLP) is to provide financial support to students who are preparing to teach in one of Virginia's Critical Shortage Teaching areas. The Critical Shortage Teaching areas are determined annually through the Supply and Demand Survey of Administrative and Instructional Personnel, distributed to every school division in Virginia by the Department of Education. Shortages in specific subject areas are derived from the top ten academic disciplines identified by the survey as shortage fields.

***Traineeships for Education of Special Education Personnel*** – The Virginia General Assembly allocated funds for special education personnel traineeships. These funds were appropriated to support institutions of higher education delivering special education coursework leading to an endorsement in Special Education: General Curriculum K-12. Teacher candidates may participate in either part-time or full-time study programs designed to qualify them as special education personnel in the public schools of Virginia. State funding for the traineeships for education of special education personnel is expected to continue for the 2012-2013 school year.

***Highly Qualified Teacher Scholarships*** – Funding was targeted to assist teachers in high-poverty and/or high-minority schools to become highly qualified. Two

hundred forty-six teachers (246) in 93 schools across 18 school divisions were assisted in their efforts. Eighty-four percent of the targeted schools increased their percentage of HQT, and 36 of the targeted schools attained 100 percent HQT status.

### 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 hard-to-staff schools, for which \$3 million was appropriated. Twenty-five (25) schools applied for funding and began participating in this pilot program during the 2011-2012 school year. Schools are expected to implement model teacher evaluation instruments and link student achievement to teachers and principals to provide pay bonuses to teachers based, in part, on student performance.

***Virginia Middle School Mathematics Teacher Corps*** – The Virginia Middle School Teacher Corps program provides the structure and incentives for school divisions to hire experienced mathematics teachers for middle schools that have been designated as "at risk in mathematics" as a result of being accredited with warning in mathematics or not meeting federal benchmarks. A school eligible to participate in the Teacher Corps has the opportunity to take part in the initiative for up to three years based on available funding. Teachers recruited into the program participate in specialized training to enhance coaching and modeling skills to assist other mathematics teachers in their schools. Funding has been appropriated by the General Assembly to continue the program for the 2012-2013 school year.

***Teacher Incentive Fund (TIF) Grants*** – Richmond City, Henrico County, and Prince William County Public Schools received funding from the United States Department of Education to develop differentiated pay systems in high-needs schools. These divisions began planning and implementing their programs during the 2011-2012 school year.

### 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, which is used 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 was established to develop a statewide literacy plan to address literacy needs across all student subgroups and content areas. The plan is available at [http://www.doe.virginia.gov/instruction/english/literacy/literacy\\_plan.pdf](http://www.doe.virginia.gov/instruction/english/literacy/literacy_plan.pdf).

***College- and Career-Readiness Initiatives*** – The VDOE has planned and implemented a host of initiatives focused on strengthening students’ preparation for college and the work force before leaving high school. These initiatives ensure 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: 1) the development of performance expectations, created in concert with two- and four-year colleges and universities and aligned to national and international college and work force readiness standards; 2) the development of capstone courses for high school students to ensure college and work-force readiness; 3) the provision of technical assistance and professional development to educators across the state to support implementation of these performance expectations; 4) alignment of state assessments to ensure student mastery of the more rigorous standards; and 5) 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, evaluation, 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.

***Virginia System of Tiered Interventions (VSTI)*** – Launched in 2007 and based on Response to Intervention (RtI), VSTI is a comprehensive student-centered assessment and intervention model used to identify and address individual student difficulties before referral to special education. VDOE offered (statewide training sessions to many high-need school divisions in a pilot program from 2007 to 2009. Initially, 16 pilot schools were identified to participate from the following school divisions: Alleghany County, Augusta County, Bath County, Gloucester County, Loudoun County, Manassas Park City, Martinsville City, Mecklenburg County, Northampton County, Portsmouth City, Prince Edward County, Prince William County, Pulaski County, Shenandoah County, and Smyth County. Additional cohorts of schools have been added on an ongoing basis to participate in training to expand the initiative and ensure quality implementation of the strategies.

***World Class International Design and Assessment (WIDA) English Language Proficiency (ELP) PreK-12 Standards and Instructional Resources*** – The WIDA Consortium is a nonprofit cooperative of states working together to meet the federal requirements for English Language Learners (ELLs) with innovative standards and assessments. Virginia is one of 29 member states in the consortium. The WIDA standards incorporate performance indicators for ELL students from PreK through grade 12 in five content areas, and address the four language domains (listening, speaking, reading, and writing) for each content area. The five content areas of the standards are: Social and Instructional Language, English Language Arts, Mathematics, Science, and Social Studies. Professional development institutes have been developed to assist teachers of ELLs with implementation of these standards.

#### 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 Revisions*** – The VDOE 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 guide equitable distribution of teachers across school divisions. The revised guidelines and evaluation criteria for teachers were approved by the Virginia Board of Education in April 2011. School divisions with high-poverty schools, persistently low-performing schools, and hard-to-staff schools served as initial pilot sites for revised evaluation models and have been involved in comprehensive training during the 2011-2012 school year. The revised standards and evaluation systems for teachers will be implemented statewide by July 1, 2012, with additional training for all school divisions being offered. Additionally, colleges and universities with approved teacher preparation programs are beginning to align their program requirements with the revised Uniform Teacher Performance Standards. Work began in fall 2011 to examine and revise performance standards for principals. The revised performance standards and evaluation criteria were approved by the Virginia Board of Education in February 2012. Training and piloting of the revised evaluation models for principals will occur during the 2012-2013 school year, and full state implementation will occur by July 1, 2013.

## 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 student performance

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

**State 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 ESEA applications for funds

**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

**State 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

**State 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.

<b>Element 1: Data Systems</b>		
	<b>Steps To Be Taken</b>	<b>Examples of Strategies/Programs</b>
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.	1) Educational Information Management System (EIMS) 2) Master Schedule Collection (MSC)
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

<b>Element 2: Teacher Preparation and Out-of-Field Teaching</b>		
	<b>Steps To Be Taken</b>	<b>Examples of Strategies/Programs to address each step</b>
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

<b>Element 3: Recruitment and Retention of Experienced Teachers</b>		
	<b>Steps To Be Taken</b>	<b>Examples of Strategies/Programs</b>
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
3.3	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
3.4	Provide prioritized funding for teachers seeking National Board Certification in high-needs schools.	Prioritized Funding for National Board Certification
3.5	Provide assistance to school divisions in recruitment efforts through the development of Web-based recruitment tools.	1) Teachers-Teachers.com 2) Teachers Rock Campaign
3.6	Provide additional funding to encourage recruitment and retention of effective teachers in high-needs schools.	Teacher Performance Pay Pilot for Hard-to-Staff Schools
3.7	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

<b>Element 4: Professional Development and Specialized Training</b>		
	<b>Steps To Be Taken</b>	<b>Examples of Strategies/Programs</b>
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"> <li>1) Teacher Leader Training (required for divisions that have missed state accreditation or student performance goals for four years)</li> <li>2) Classroom Management Course for new teachers in targeted schools</li> <li>3) Inclusion Training for teachers in targeted schools</li> <li>4) Indistar School Improvement Tool and Rapid Improvement Indicator training for schools in improvement</li> <li>5) School and division coaches for schools in improvement</li> </ul>
4.2	Provide targeted assistance to school divisions through regional service offices.	<ul style="list-style-type: none"> <li>1) Region VIII No Child Left Behind Partnership</li> <li>2) Technical Training and Assistance Centers (T/TAC) for special education</li> </ul>
4.3	Develop professional development academies focused on teachers in critical shortage areas.	<ul style="list-style-type: none"> <li>1) Regional Summer Content Academies</li> <li>2) Become One (focused on special education)</li> </ul>
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"> <li>1) Content and Language Integration as a Means of Bridging Success (CLIMBS) Training</li> <li>2) Mathematics and Science Partnership</li> <li>3) State Agency for Higher Education (SAHE) Teacher Quality Activities</li> <li>4) Virginia System of Tiered Interventions (VSTI)</li> <li>5) From Vision to Practice Summer Institutes</li> <li>6) Partnership for Achieving Successful Schools (PASS)</li> </ul>
4.6	Provide professional development opportunities to address performance issues for particular high-need student populations.	<ul style="list-style-type: none"> <li>1) Differentiated Instruction Across the Curriculum Training for Teachers of English Language Learners</li> <li>2) Early Reading Intervention Symposium</li> <li>3) State Literacy Task Force</li> <li>4) Algebra Readiness Training</li> </ul>

<b>Element 5: Working Conditions</b>		
	<b>Steps To Be Taken</b>	<b>Examples of Strategies/Programs</b>
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
<b>Element 6: Policy Coherence</b>		
	<b>Steps To Be Taken</b>	<b>Examples of Strategies/Programs</b>
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) Virginia Board of Education review and approval of revised standards and evaluation criteria for teachers and principals 3) Teacher and Principal Standards and Evaluation workshops and institutes

## 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**

<b>Poverty Quartiles</b>				
	<b>High-poverty elementary</b>	<b>Low-poverty elementary</b>	<b>High-poverty secondary</b>	<b>Low-poverty secondary</b>
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%
2010-2011	Greater than 64.3%	Less than 26.5%	Greater than 53.5%	Less than 24.3%

**Minorities** are defined as those students identified in Virginia’s Education Information Management System (EIMS) in all non-White categories. These include 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**

<b>Minority Quartiles</b>		
	<b>High-minority</b>	<b>Low-minority</b>
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%
2010-2011	Greater than 64.9%	Less than 19.1%