

Overview of the Board of Education's Comprehensive Plan 2007-2012

***Adopted on September 26, 2007
Reviewed on April 29, 2009***



Statutory Authority

§ 22.1-253.13:7, Code of Virginia:

The Board of Education shall adopt a statewide comprehensive, unified, long-range plan based on data collection, analysis, and evaluation. Such plan shall be developed with statewide participation. The Board shall review the plan biennially and adopt any necessary revisions ...

Statutory Authority

§ 22.1-253.13:7, Code of Virginia:

This plan shall include the objectives of public education in Virginia, including strategies for first improving student achievement, particularly the achievement of educationally at-risk students, then maintaining high levels of student achievement; an assessment of the extent to which these objectives are being achieved; a forecast of enrollment changes; and an assessment of the needs of public education in the Commonwealth ...

Objectives

- **OBJECTIVE 1:** The Board of Education will continue to enhance the quality standards for all public schools in Virginia.
- **OBJECTIVE 2:** The Board of Education will provide leadership to help schools and school divisions eliminate the achievement gap between groups of students and increase the academic success of all students.

Objectives

- **OBJECTIVE 3:** The Board of Education will support accountability for all schools, focusing on assisting chronically low-performing schools and school divisions while recognizing all schools and school divisions as they move towards excellence.
- **OBJECTIVE 4:** The Board of Education will work cooperatively with partners to help ensure that all young people are ready to enter kindergarten with the skills they need for success.

Objectives

- **OBJECTIVE 5:** The Board of Education will establish policies that support the attainment of literacy skills of all students, kindergarten through grade 12.
- **OBJECTIVE 6:** The Board of Education will establish policies and standards that enhance the preparation, recruitment, and retention of educational personnel, including their meaningful, ongoing professional development.

Objectives

- **OBJECTIVE 7:** The Board of Education will provide leadership in implementing the provisions of state and federal laws and regulations.
- **OBJECTIVE 8:** The Board of Education will provide leadership to help schools and school divisions ensure a safe and secure environment conducive to facilitating the teaching and learning process.

BOARD OF EDUCATION COMPREHENSIVE PLAN: 2007-2012



Board of Education
Commonwealth of Virginia

Adopted
September 26, 2007

Reviewed: April 2009

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BOARD OF EDUCATION
COMPREHENSIVE PLAN: 2007-2012
Executive Summary

The Board of Education's *Comprehensive Plan: 2007-2012* updates the objectives set forth in the Board's previous plan, which covered the years 2005-2010. Building upon the previous plan, the two-year update reflected in this document provides the framework for resources and policy development to continue Virginia's forward momentum in student achievement.

Highlights of the Board of Education's *Comprehensive Plan: 2007-2012*:

- The Board of Education's vision and mission statements and objectives for public education provide the framework for leadership, advocacy, and oversight for the public education system in Virginia. The statements are forward-looking and acknowledge the programs and services of Virginia's public schools as well as the increasingly diverse needs of students who will live and work in an expanding and complex global, high tech economy.
- The Board of Education's Vision:
The vision of the Board of Education and Superintendent of Public Instruction, in cooperation with their partners, is to create an excellent statewide system of public education that derives strength from our diversity and that ensures equality of opportunity for each student in a safe and healthy learning environment that prepares all students to be capable, responsible, and self-reliant citizens in the global society.
- The Board of Education's Mission:
The mission of the Board of Education and Superintendent of Public Instruction, in cooperation with their partners, is to set education policy and provide leadership that improves the achievement of all students by advocating for effective programs that address individual and diverse learning needs of students, establishes high standards and has high expectations for learning, measures student performance, provides accountability to the public, and promotes a culture of lifelong learning.
- The Board of Education's objectives for public education for 2007-2012 are as follows:

OBJECTIVE 1: The Board of Education will continue to enhance the quality standards for all public schools in Virginia.

OBJECTIVE 2: The Board of Education will provide leadership to help schools and school divisions eliminate the achievement gap between groups of students and increase the academic success of all students.

OBJECTIVE 3: The Board of Education will support accountability for all schools, focusing on assisting chronically low-performing schools and school divisions while recognizing all schools and school divisions as they move towards excellence.

OBJECTIVE 4: The Board of Education will work cooperatively with partners to help ensure that all young children are ready to enter kindergarten with the skills they need for success.

OBJECTIVE 5: The Board of Education will establish policies that support the attainment of literacy skills of all students, kindergarten through grade 12.

OBJECTIVE 6: The Board of Education will establish policies and standards that enhance the preparation, recruitment, and retention of educational personnel, including their meaningful, ongoing professional development.

OBJECTIVE 7: The Board of Education will provide leadership in implementing the provisions of state and federal laws and regulations.

OBJECTIVE 8: The Board of Education will provide leadership to help schools and school divisions ensure a safe and secure environment conducive to facilitating the teaching and learning process.

- The comprehensive plan also includes an assessment of the extent to which the objectives for public education are being met. The assessment shows that for the past eight years in which the current accreditation requirements have been in place, Virginia's public schools have steadily improved.
- The Board of Education is adamant that all of Virginia's children—regardless of their personal circumstances—must have the school environment, the resources, and the teachers to help them be successful at school. However, there remain persistent and troubling differences in the achievement level of students who are struggling academically, and many students need costly, intensive instructional support to succeed in school.
- Record enrollment in public elementary and secondary schools will continue over the next five years, according to research conducted by UVA's Weldon Cooper Center for Public Service (2007). In 2011, Virginia's public schools will enroll over 1.2 million students in Kindergarten through the 12th grade, an increase of 31,857 students over current membership. While enrollment overall will grow, not all divisions will experience growth. Sixty-three of the state's 132 school divisions will enroll more students in five years, and six school divisions projected to lose over 1,000 students in the next five years.
- Demographic trends show clearly that diverse population groups (i.e., limited English proficient and economically disadvantaged families) are increasingly making up a larger proportion of the overall population and that Virginia is experiencing shortages of teachers in certain subject areas. These trends pose serious challenges for public school leaders.

Statutory Requirement for Updating the Comprehensive Plan

§ [22.1-253.13:6](#). Standard 6. Planning and public involvement.

A. The Board of Education shall adopt a statewide comprehensive, unified, long-range plan based on data collection, analysis, and evaluation. Such plan shall be developed with statewide participation. The Board shall review the plan biennially and adopt any necessary revisions. The Board shall post the plan on the Department of Education's website if practicable, and, in any case, shall make a hard copy of such plan available for public inspection and copying.

This plan shall include the objectives of public education in Virginia, including strategies for improving student achievement then maintaining high levels of student achievement; an assessment of the extent to which these objectives are being achieved; a forecast of enrollment changes; and an assessment of the needs of public education in the Commonwealth. In the annual report required by § [22.1-18](#), the Board shall include an analysis of the extent to which these Standards of Quality have been achieved and the objectives of the statewide comprehensive plan have been met. The Board shall also develop, consistent with, or as a part of, its comprehensive plan, a detailed comprehensive, long-range plan to integrate educational technology into the Standards of Learning and the curricula of the public schools in Virginia, including career and technical education programs. The Board shall review and approve the comprehensive plan for educational technology and may require the revision of such plan as it deems necessary...

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BOARD OF EDUCATION COMPREHENSIVE PLAN: 2007-2012

Eighty percent of the jobs today's kindergartners will occupy sometime in the future do not yet exist, and the average kindergartner of today will experience four different careers and nine different jobs in his lifetime.

Ed Barlow, April 26, 2007

These were the words of a nationally recognized futurist, Ed Barlow, as he recently addressed a conference on Virginia's Workforce for the 21st Century. The members of the Board of Education were present to hear Mr. Barlow describe in vivid terms the future awaiting Virginia's young people, a future that will be far different than that of their parents and grandparents. Mr. Barlow echoed the urgent theme of the National Center on Education and the Economy's Commission on the Skills of the American Workforce (2007), which pulls no punches about the education challenges ahead:

This is a world in which a very high level of preparation in reading, writing, speaking, mathematics, science, literature, history, and the arts will be an indispensable foundation for everything that comes after for most members of the workforce. It is a world in which comfort with ideas and abstractions is the passport to a good job, in which creativity and innovation are the key to the good life, in which high levels of education — a very different kind of education than most of us have had — are going to be the only security there is. . . . The best employers the world over will be looking for the most competent, most creative and most innovative people on the face of the earth and will be willing to pay them top dollar for their services. This will be true not just for the top professionals and managers, but up and down the length and breadth of the workforce. Those countries that produce the most important new products and services can capture a premium in world markets that will enable them to pay high wages to their citizens.

There are obvious questions for the Board of Education as it sets its goals for the coming years: Will Virginia's young people be ready? Will they be equipped with the knowledge and skills they need to be successful? What is the role of the Board of Education in leading the charge for excellence?

With these questions about the future sharply in mind, the Board of Education has set its vision, mission, and objectives for the next several years. By working with many partners, the Board of Education intends to move Virginia's education system dramatically forward, fostering the development of a 21st Century skills pipeline that will prepare today's students to be tomorrow's working adults—in short, an education system that equips all students to be responsible and self-reliant citizens of our increasingly complex and diverse global society.

Board of Education Vision Statement: 2007-2012

The vision of the Board of Education and Superintendent of Public Instruction, in cooperation with their partners, is to create an excellent statewide system of public education that derives strength from our diversity and that ensures equality of opportunity for each student in a safe and healthy learning environment that prepares all students to be capable, responsible, and self-reliant citizens in the global society.

Board of Education Mission Statement: 2007-2012

The mission of the Board of Education and Superintendent of Public Instruction, in cooperation with their partners, is to set education policy and provide leadership that improves the achievement of all students by advocating for effective programs that address individual and diverse learning needs of students, establishes high standards and has high expectations for learning, measures student performance, provides accountability to the public, and promotes a culture of lifelong learning.

Board of Education Objectives: 2007-2012

The Board of Education's objectives are constantly evolving. The objectives are revised every two years; therefore, they must be viewed as a continuous process of assessment and evaluation, all of which lead to adjustments as needed. Perhaps most importantly, the Board of Education's objectives, as well as the strategies and activities to implement the objectives, are tied closely to the requirements of state and federal statutes and regulations and on the availability and appropriation of funding for public education.

In addition to working to meet its objectives, the Board must also be keenly aware of and responsive to regulatory or statutory requirements. Thus, the Board will have major policy decisions to make during the next two years in the following areas:

- Career and technical education state plan and regulations;
- Special education regulations;
- Standards of Accreditation, including graduation rates and graduation policies in the accountability system and establishing the technical diplomas;
- Standards of Learning in history (2008), mathematics (2009), English (2010), and science (2010), followed by the curriculum framework and textbook adoption; and
- Standards of Quality

The Board of Education's objectives provide the roadmap for moving from competence to excellence for Virginia's public schools. The objectives define the important priorities for the actions and strategies the Board will use to set policies and directions for the public schools. During its planning session and discussions in May and June 2007, the Board set the following eight objectives:

OBJECTIVE 1: The Board of Education will continue to enhance the quality standards for all public schools in Virginia.

OBJECTIVE 2: The Board of Education will provide leadership to help schools and school divisions eliminate the achievement gap between groups of students and increase the academic success of all students.

OBJECTIVE 3: The Board of Education will support accountability for all schools, focusing on assisting chronically low-performing schools and school divisions while recognizing all schools and school divisions as they move towards excellence.

OBJECTIVE 4: The Board of Education will work cooperatively with partners to help ensure that all young children are ready to enter kindergarten with the skills they need for success.

OBJECTIVE 5: The Board of Education will establish policies that support the attainment of literacy skills of all students, kindergarten through grade 12.

OBJECTIVE 6: The Board of Education will establish policies and standards that enhance the preparation, recruitment, and retention of educational personnel, including their meaningful, ongoing professional development.

OBJECTIVE 7: The Board of Education will provide leadership in implementing the provisions of state and federal laws and regulations.

OBJECTIVE 8: The Board of Education will provide leadership to help schools and school divisions ensure a safe and secure environment conducive to facilitating the teaching and learning process.

Measures for Objectives: 2007-2012

The Virginia Board of Education is committed to assessing its progress in leading Virginia to create an excellent statewide system of public education. Part of that commitment involves assessing the Board's progress towards meeting the objectives described in the Board's comprehensive plan and the education system described in the Board's vision and mission statements. The metrics used to assess the Board's progress will provide information that describes how well the Board meets its objectives and the state of education in Virginia.

The Board's actions are intended to support all students' ability to achieve to their highest potential. The Board, however, is limited in the direct impact it can have on student achievement. As well, many of the actions taken by the Board will take years for any impact to be seen in achievement scores. Therefore, measures related to student outcomes will be considered over time and in conjunction with metrics that provide immediate information about the Board's progress in achieving its objectives.

OBJECTIVE 1: The Board of Education will continue to enhance the quality standards for all public schools in Virginia.

Metrics

The Board of Education regularly reviews and revises the Standards of Quality (SOQ), Standards of Accreditation (SOA), and Standards of Learning (SOL). Throughout this

process, the Board collects data and information that supports its ability to thoughtfully and deliberately make revisions that are designed to enhance the quality of the standards to which Virginia's students are held.

To measure whether the Board's actions continue to enhance the quality standards, the Board will initiate a process in which evidence from several sources are considered to determine whether changes to the standards are thought to enhance their quality. That is, standards will be considered with respect to research-based evidence and subject-matter experts' recommendations for best practices. The goals of this process are to validate the standards and assess whether the recommended changes will enhance their quality.

The specific measures used to assess the Board's actions in a given year will depend on which standards are reviewed and the amount of evidence available for the validation process.

OBJECTIVE 2: The Board of Education will provide leadership to help schools and school divisions eliminate the achievement gap between groups of students and increase the academic success of all students.

Metrics

- 1) Document specific actions taken by the Board that demonstrate leadership in the area of eliminating the achievement gaps between the majority of the population and students who:
 - are economically disadvantaged;
 - have disabilities;
 - are English language learners;
 - belong to subgroups consistent with the NCLB subgroups, which have historically achieved lower levels of academic performance than the majority of students.

Examples of such actions include providing direct support to low-performing schools with large populations of historically underperforming subgroups; recommending and supporting new initiatives that provide support to the educational success of these groups; and hosting speakers and attending workshops, forums, and conferences that provide information about demonstrated methods to eliminate the achievement gap.

- 2) Calculate changes over time in the percent of students in each NCLB subgroup performing at the basic, proficient, and advanced level in mathematics, reading, writing, history and social sciences, and science. Data would be disaggregated in accordance with the subgroups Virginia reports for purposes of NCLB.
- 3) Calculate changes over time in the percent of students earning diplomas and certificates of completion in each NCLB subgroup. Calculate changes over time for the high school graduation rate.
- 4) Calculate changes over time in the percent of students who drop out of school in each subgroup.

- 5) Identify the percent of schools and school divisions in which there is no statistically significant difference between the pass rates on statewide assessments at the proficient and advanced levels; graduation rates between subgroups consistent with NCLB reporting criteria and the statewide pass rate of all students; and observe changes over time.

OBJECTIVE 3: The Board of Education will support accountability for all schools, focusing on assisting chronically low-performing schools and school divisions while recognizing all schools and school divisions as they move towards excellence.

Metrics

- 1) Document major Board of Education activities that assist chronically low-performing schools become institutions that meet or exceed minimum accountability requirements.
- 2) Calculate the changes over time in the number and percent of schools that meet school accountability requirements.
- 3) Calculate changes over time in the number and percent of chronically low-performing schools and school divisions in the Commonwealth.
- 4) Document Board of Education actions taken to recognize schools moving towards excellence.
- 5) Calculate changes over time in the number and percentage of schools that meet excellence standards. This measure requires the Board to establish standards of excellence.

OBJECTIVE 4: The Board of Education will work cooperatively with partners to help ensure that all young children are ready to enter kindergarten with the skills they need for success.

Metrics

- 1) Document major Board of Education activities that support schools' ability to facilitate pre-kindergarten children's success.
- 2) Calculate changes over time in the percent of students in kindergarten who are considered ready for kindergarten upon entry, based on screening or proficiency assessments provided in kindergarten.¹
- 3) Calculate changes over time in the percentage of at-risk children served by the Virginia Preschool Initiative or other preschool programs with known quality standards.

¹ In 2007, the only measure used statewide screens students for their pre-literacy skills. If other measures become available, they should be included in this calculation.

Objective 5: The Board of Education will establish policies that support the attainment of literacy skills of all students, kindergarten through grade 12.

Metrics

- 1) Document new Board of Education policies that support literacy in all students.
- 2) Calculate changes over time in student performance on the reading and writing assessments in grades 3 through 8 and the end-of-course English reading and writing assessments.
- 3) Calculate changes over time for the high school graduation rate.
- 4) Assess students' preparation for postsecondary education and the workplace as information becomes available.

OBJECTIVE 6: The Board of Education will establish policies and standards that enhance the preparation, recruitment, and retention of educational personnel, including their meaningful, ongoing professional development.

Metrics

- 1) To measure whether the Board's actions enhance the *preparation, recruitment, retention and meaningful, ongoing professional development for educational personnel*, the Board will initiate a process in which evidence from several sources are considered to determine whether changes to the standards are thought to enhance their quality. That is, standards will be considered with respect to research-based evidence and subject-matter experts' recommendations for best practices. The goals of this process are to validate the Board's policies and standards and assess whether the recommended changes will enhance their quality.
- 2) Calculate changes over time in the percent of teachers who are highly qualified, as defined by Virginia's NCLB accountability workbook.
- 3) Document that school divisions are meeting the SOQ professional development requirements.
- 4) Calculate annual retention rates for educational personnel in Virginia.

OBJECTIVE 7: The Board of Education will provide leadership in implementing the provisions of state and federal laws and regulations.

Metric

- 1) Document Board of Education policies and practices that demonstrate leadership in and compliance with implementing provisions of state and federal laws and regulations.

OBJECTIVE 8: The Board of Education will provide leadership to help schools and school divisions ensure a safe and secure environment conducive to facilitating the teaching and learning process.

Metrics

- 1) Document the Board’s actions that demonstrate leadership in creating safe and secure environments.

- 2) Calculate changes over time in quantitative measures of school safety and security. Measures will be developed using Virginia’s Web-based reporting system and evidence available from other sources.

Strategies to Implement Objectives: 2007-2012

OBJECTIVE 1: The Board of Education will continue to enhance the quality standards for all public schools in Virginia.

BACKGROUND: The Board of Education's constitutional responsibility is “to determine and prescribe” the Standards of Quality (SOQ) for Virginia’s school divisions. Revising and updating the SOQ to ensure that the standards are adequate and appropriate for today’s schools and students is ongoing.

The SOQ was updated in 2006, effective July 1, 2007; the Standards of Accreditation (SOA) were last revised in 2006. Standards of Learning (SOL) are revised by content area according to an existing schedule. In the planning period ahead, the Board will undertake review of a significant part of its education regulations.

In previous plans, activities related to the Standards of Learning have been included under objective 2, not objective 1. Since this objective addresses all standards, *review and adoption* of the Standards of Learning can reasonably be included under this objective.

Currently, there are no measurements in place that enable the Board to determine whether the “quality standards” are in place that will lead students to excel. As the Board reviews and revises standards, it may wish to identify measures that will provide some benchmarks for evaluating them.

STRATEGIES:

Action	05	06	07	08	09	10	11	12
1. Review and revise the Standards of Quality.	X	X	X	X		X		X
2. Review and revise the Standards of Accreditation.	X	X	X	X	X			
3. Review and revise the Standards of Learning in:								
Computer Technology	X							X
Fine Arts		X						
Foreign Languages			X					

Objective 1 continued: Health, Physical Education, & Driver Ed				X				
History and Social Sciences				X				
Mathematics					X			
English						X		
Science						X		
4. Review the English Proficiency standards and revise as necessary.		X						

Objective 2: The Board of Education will provide leadership to help schools and school divisions eliminate the achievement gap between groups of students and increase the academic success of all students.

BACKGROUND: The Board of Education’s priority for providing challenging academic standards is that they be student-centered, results-oriented, and supportive of local flexibility. This priority also provides the foundation of what the Board wants to achieve: a successful and accountable system of public education for all of Virginia’s citizens.

As noted in the previous analysis of objective 1, activities related to review and adoption of the Standards of Learning may be more appropriate under that objective; some activities related to implementation of the Standards of Learning may be appropriate under this objective.

This objective specifically addresses the “achievement gap,” the disparity in academic performance between groups of students. The Board has the opportunity to provide leadership to help schools and school divisions eliminate the achievement gap through greater use of disaggregated data, including test results and graduation rates by subgroups. The Board can emphasize the importance of using data throughout the public school system to manage school performance.

The term “achievement gap” addresses a measurable disparity in the academic performance of various groups of students that the Board is committed to addressing. At the same time, the Board wants to ensure that the top performing students continue to increase their academic achievement. Staff recommended replacing “academic success” with “academic achievement” since achievement can be more easily quantified and measured for all students.

STRATEGIES: (see next page)

Action	05	06	07	08	09	10	11	12
1. Support the establishment of data manager/ test coordinator positions to serve as a resource to principals and classroom teachers in analyzing and interpreting data for instructional purposes.			X	X	X	X	X	X
2. Support professional development and technical assistance for instructional staff, especially in low-performing schools.	X	X	X	X	X	X	X	X
3. Support a focus on civics, international education, technological literacy, and financial literacy to ensure the preparation of all students to be productive citizens.	X	X	X	X	X	X	X	X
4. Adopt policies that promote student preparation for college and work readiness in the 21 st century.			X	X	X	X	X	X
5. Establish modified achievement standards for students with disabilities who can make significant progress but may not reach grade-level achievement standards within the same time frame as other students.	X	X	X	X	X	X	X	X
6. Support programs and initiatives to expand opportunities that students have to earn a high school diploma.	X	X	X	X	X	X	X	X
7. Establish the requirements for a technical diploma and an advanced technical diploma.			X	X	X			
8. Support opportunities for students to have access to college-level courses in high school, including Advanced Placement courses, International Baccalaureate courses, and dual enrollment courses.			X	X	X	X	X	X
9. Support strategies for closing the achievement gap between high- and low-performing groups of students.	X	X	X	X	X	X	X	X
10. Promote the identification of industry certification opportunities for CTE teachers and students who lack such credentials.	X	X	X	X	X	X	X	X

Action	05	06	07	08	09	10	11	12
Objective 2 continued:								
11. Seek opportunities for assessing LEP students' English language proficiency and content knowledge in an equitable manner.			X	X	X	X	X	X
12. Support school divisions in conducting annual assessment in English language proficiency for all limited English proficient (LEP) students.			X	X	X	X	X	X
13. Review and revise the Regulations Governing Special Education Programs for Children with Disabilities.			X	X	X			
14. Review and revise the Regulations Governing Educational Services for Gifted Students.			X	X	X			
15. Establish policies that promote accountability for graduation and dropout rates for all student subgroups in schools and school divisions.			X	X	X	X	X	X
16. Provide incentives to schools and school divisions that succeed in closing the achievement gap and in improving student achievement.			X	X	X	X	X	X
17. Encourage school divisions to find innovative ways to bring foreign language study for all students, starting at the earliest elementary school level possible.			X	X	X	X	X	X
18. Recognizing divisions offering foreign languages to elementary school students.				X	X	X	X	X

Objective 3: The Board of Education will support accountability for all schools, focusing on assisting chronically low-performing schools and school divisions while recognizing all schools and school divisions as they move towards excellence.

BACKGROUND: A priority of the Board of Education is to support highly effective school accountability and improvement at the local school and at the division level as well. This has been a key area of action by the Board for many years and will continue to be one. There is a great deal of data available to measure the performance of the state’s public schools and its students. The Board has a number of ways to support school accountability, including taking the lead in developing solutions for schools and school divisions that are not meeting accountability requirements.

As currently written, the objective focuses on chronically low-performing schools and does not reflect the Board’s recognition of high-performing schools. Staff recommends that the objective be rewritten to include recognition of high performing schools. The Board may wish to consider strategies that provide incentives and recognize high-performing schools.

Because this objective somewhat duplicates objective 2, the Board may want to consider clarifying the different foci of these objectives (i.e., objective 2 focuses on students, objective 4 focuses on schools and divisions) through the strategies chosen to implement each objective respectively.

STRATEGIES:

Action	05	06	07	08	09	10	11	12
1. Receive periodic reports of findings of academic review teams, review and adopt policies to address recommendations in team reports, and continue to refine the academic review and division level review procedures.	X	X	X	X	X	X	X	X
2. Promote technical assistance on research-based instructional interventions that help improve the academic achievement in schools that are low-performing and those that are identified as in need of improvement under the NCLB Act.	X	X	X	X	X	X	X	X
3. Continue to review and approve instructional interventions for implementation in low-performing schools.	X	X	X	X	X	X	X	X

Action	05	06	07	08	09	10	11	12
Objective 3 continued:								
4. Support efforts to establish and maintain a state-level education information management system (EIMS) that will enable the department to meet increasing state and federal reporting requirements and enable stakeholders at all levels of education to make informed educational decisions based on accurate and timely information.	X	X	X	X	X	X	X	X
5. Establish and monitor the memorandum of understanding, or monitor the reconstitution of schools denied accreditation.	X	X	X	X	X	X	X	X
6. Establish and monitor the memorandum of understanding of school divisions in division-level academic review.			X	X	X	X	X	X
7. Establish recognitions and incentives for schools and school divisions that demonstrate significant improvement in student achievement, closing the achievement gap, and addressing overall educational excellence.			X	X	X	X	X	X
8. Recognize Highly Distinguished Title I schools and school divisions.			X	X	X	X	X	X

Objective 4: The Board of Education will work cooperatively with partners to help ensure that all young children are ready to enter kindergarten with the skills they need for success.

BACKGROUND: Research shows that from the time of birth to the first day of kindergarten, childhood development proceeds at a pace exceeding that of any subsequent stage of life. Efforts to understand this process have revealed the many remarkable accomplishments of the pre-school years, as well as the serious problems that confront some young children and their families. Striking disparities in what children know and can do are evident well before they enter kindergarten. This objective reflects the commitment of the Board to ensure that all children are adequately prepared for school when they enter it.

Leadership for and oversight of programs for pre-school-age children are predominately out of the purview and authority of the Board of Education. Nonetheless, the Board recognizes that getting pre-school age children ready to enter school is critically important to later success in school, as high quality intervention helps children to succeed. The strong link between a child's early learning environment and later school success is clear; therefore the Board of Education will seek new and effective ways to work cooperatively with other agencies and organizations concerned with the development of children of pre-school age.

Currently, JLARC is conducting a study, due out in January 2008, of the Virginia Pre-school Initiatives. This may be helpful to the Board in evaluating its actions under this objective.

STRATEGIES:

Action	05	06	07	08	09	10	11	12
1. Implement the activities, terms, and conditions of the Board's NASBE grant to promote early childhood learning.		X	X	X				
2. Continue to collaborate with other entities in maintaining and enhancing learning standards for preschool education, preparation programs for preschool teachers, and professional development opportunities for preschool teachers.	X	X	X	X	X	X	X	X
3. Support the Virginia Preschool Initiative, the Title I Preschool Program, the Early Childhood Special Education Program, and the Even Start Family Literacy Program.	X	X	X	X	X	X	X	X

Action	05	06	07	08	09	10	11	12
Objective 4 continued:								
4. Seek ways to cooperate with and encourage the Head Start programs.	X	X	X	X	X	X	X	X
5. Support a coordinated approach to delivering preschool programs in the Commonwealth.			X	X	X	X	X	X
6. Amend teacher licensure regulations to include the preschool add-on endorsement, and to increase the emphasis on preschool competencies for the PreK-3 and PreK-6 teacher licenses.			X					
7. Promote increased participation in and expansion of high quality preschool programs.		X	X	X	X	X	X	X
8. Develop a rubric to assist schools and school divisions in developing or selecting a high quality preschool curriculum.		X	X	X				
9. Collaborate with VCCS and SCHEV to promote consistent standards and a smooth transition to licensure for early childhood educators.				X	X	X	X	X

Objective 5: The Board of Education will establish policies that support the attainment of literacy skills of all students, kindergarten through grade 12.

BACKGROUND: This objective reflects the Board’s understanding that certain basic skills (i.e., “literacy”) are critical for all children if they are to perform successfully in school. The Board has little ability to directly assist teachers to improve the reading or “literacy” skills of children in Virginia. However, the Board does have the ability to influence policy in areas that affect the teaching and learning of reading, for example, teacher preparation and teacher licensure.

Current activities under this objective are focused on elementary level and adult initiatives. The Board may want to consider additional or revised activities that relate to all of the educational levels for which it is responsible.

STRATEGIES:

Action	05	06	07	08	09	10	11	12
1. Implement the requirement for the reading assessment for initial licensure for elementary teachers, specified special education teachers, and reading specialists.	X	X	X	X	X	X	X	X
2. Provide leadership for preschool to adult literacy initiatives, including programs that address the needs of speakers of languages other than English.	X	X	X	X	X	X	X	X
3. Support teacher preparation programs and pre-service programs for teachers to improve their skills in teaching reading.	X	X	X	X	X	X	X	X
4. Support programs to promote improved adolescent reading in all content areas.			X	X	X	X	X	X
5. Host an adolescent literacy policy summit for educators, business leaders, legislators, and other stakeholders to raise awareness about the need for improved literacy achievement.			X					
6. Continue to establish and enhance policies in the SOQ and SOA to promote literacy.			X	X	X	X	X	X
7. Support initiatives that provide additional information to parents and teachers to help them identify areas of reading strength among students and target assistance to students in areas of greatest weakness.			X	X	X	X	X	X

Objective 6: The Board of Education will establish policies and standards that enhance the preparation, recruitment, and retention of educational personnel, including their meaningful, ongoing professional development.

BACKGROUND: In developing this objective, the Board of Education believed it could play an important role in coordinating and exploring effective strategies for ensuring quality and results, chiefly through efforts in principal training and professional development.

The direct influence that the Board can have on the recruitment, retention, and development of teachers is limited. In previous plans, activities that the Board has undertaken/approved under this objective have primarily focused on teachers and have not extended to school administrators, even though effective school leadership is an essential component of successful schools.

Opportunities are available to the Board for supporting professional development for educators, particularly at the leadership level within the schools. For example, the Board can develop partnerships with professional organizations that do provide ongoing training and development opportunities for their members, it can align its efforts with what is currently required of local school divisions, it can evaluate license renewal policy, and identify and disseminate national “best practices” for recruiting and retaining teachers. The Board may also want to consider partnering with teacher education schools to teach their students how to use data at the teacher and administrator levels.

STRATEGIES:

Action	05	06	07	08	09	10	11	12
1. Support initiatives to increase the number of high quality teachers, especially for hard-to-staff schools, such as the mentoring programs in hard-to-staff schools, the Virginia Middle School Teacher Corps, and other incentive programs for qualified teachers.	X	X	X	X	X	X	X	X
2. Promote increasing the pool of teachers entering the profession by supporting strategies such as the career switcher program, the Teaching Scholarship Loan Program, and Teacher Cadet programs, to teach in general and critical shortage areas.	X	X	X	X	X	X	X	X

Action	05	06	07	08	09	10	11	12
Objective 6 continued:								
3. Supporting incentives for National Board Certification that are aligned with efforts to help hard-to-staff schools including placing National Board Certified Teachers in such schools, and encouraging teachers from these schools to pursue National Board Certification.	X	X	X	X	X	X	X	X
4. Support ways to attract and retain career and technical education teachers whose training and expertise meet the demands of students and employers in the commonwealth.	X	X	X	X	X	X	X	X
5. Support executive education opportunities to assist established school administrators in providing skilled leadership in chronically low-performing schools.	X	X	X	X	X	X	X	X
6. Support the implementation of recommendations for the preparation of school leaders in conjunction with the Commonwealth Educational Roundtable.	X	X	X	X	X	X	X	X
7. Establish requirements for highly qualified paraprofessionals, general, and special education teachers and for professional development of teachers under NCLB and IDEA.	X	X	X	X	X	X	X	X
8. Adopt revisions to regulations governing preparation and licensure requirements for school personnel.	X	X	X					
9. Support professional development and technical assistance for educational personnel, working with professional education associations and teacher educators.	X	X	X	X	X	X	X	X
10. Support, in conjunction with local divisions, professional development strategies that the local schools will use to help ensure the development of highly qualified professional educational personnel and paraprofessionals.	X	X	X	X	X	X	X	X

Objective 7: The Board of Education will provide leadership in implementing the provisions of state and federal laws and regulations.

BACKGROUND: This is a critical function of the Board. Although the Board currently has no way to measure if regulations are put in place “smoothly and with minimal disruption to local divisions,” the Board can consider processes that it can set up to help it evaluate the impact of specific regulations on local school divisions. Any such evaluation, however, will need to balance the benefit (quality education) of regulations with the cost (disruption to local school divisions).

STRATEGIES:

Action	05	06	07	08	09	10	11	12
1. Continue to monitor progress of schools, divisions, and the state in meeting Adequate Yearly Progress (AYP) requirements.	X	X	X	X	X	X	X	X
2. Receive annual report cards on progress of students in meeting state standards, graduation rates, elementary school attendance rates, names of schools needing improvement, professional qualifications of teachers, percentages of students not tested, and other information as required by NCLB.	X	X	X	X	X	X	X	X
3. Support Virginia’s participation in NAEP program in reading and math for 4 th and 8 th grades.	X	X	X	X	X	X	X	X
4. Support programs of technical assistance for schools identified as in the first and second year of school improvement.	X	X	X	X	X	X	X	X
5. Support procedures and disseminate via Web site notice to parents and the public of any pending corrective actions.	X	X	X	X	X	X	X	X
6. Support efforts to enlarge the pool of Supplemental Educational Services providers to provide remediation for low-performing students in Title I schools.	X	X	X	X	X	X	X	X

Action	05	06	07	08	09	10	11	12
Objective 7 continued:								
7. Continue to assist school divisions in implementing charter schools and other public school choice options.	X	X	X	X	X	X	X	X
8. Develop and submit the state plan for the Carl D. Perkins Act.	X		X	X				
9. Receive reports on the Workforce Investment Act, as necessary.	X	X	X	X	X	X	X	X
10. Revise Regulations Governing Special Education Programs for Children with Disabilities to comply with new federal IDEA requirements.	X	X	X	X				
11. Carry out provisions of the 2007 appropriation act regarding the consolidation of the Virginia School for the Deaf and the Blind at Staunton and the Virginia School for the Deaf, Blind, and Multi-disabled at Hampton.	X		X	X	X	X	X	X
12. Review and revise annually Virginia's Consolidated State Application Accountability Workbook under NCLB.	X	X	X	X	X	X	X	X
13. Monitor the reauthorization of NCLB and take appropriate action as needed.	X	X	X	X	X	X	X	X

Objective 8: The Board of Education will provide leadership to help schools and school divisions ensure a safe and secure environment conducive to facilitating the teaching and learning process.

BACKGROUND: Everyone wants safe schools in which students, teachers and support staff can concentrate on learning and not have to worry about crime and violence. The Virginia Board of Education supports programs and policies for school-wide and division-wide safety and prevention plans that consistently address the needs of all students and encourage a safe and healthy learning environment. The Board is committed to policies that provide a positive learning environment for all children and teachers. Through partnerships, resources, data collection, and evaluation, the Board of Education can do much to address the needs of children as well as those who are providing services that protect our children.

STRATEGIES:

Action	05	06	07	08	09	10	11	12
1. Promote annual, and ongoing, staff training that address the health/safety needs of students and staff.	X	X	X	X	X	X	X	X
2. Build a foundation to work towards the goal of establishing a coordinated school health program.	X	X	X	X	X	X	X	X
3. Encourage school divisions to find innovative ways to keep students with behavioral challenges in school.	X	X	X	X	X	X	X	X
4. Support professional development and technical assistance in classroom management for instructional staff.	X	X	X	X	X	X	X	X
5. Develop and support programs and initiatives that emphasize prevention and creation of a positive school climate.	X	X	X	X	X	X	X	X
6. Provide incentives and rewards to schools that maintain low rates of, or reduce, disciplinary incidents, suspensions and expulsions, and threats to school safety.	X	X	X	X	X	X	X	X
7. Provide technical assistance for conducting threat assessments.	X	X	X	X	X	X	X	X
8. Promote the establishment of student assistance programs to provide comprehensive services to address the needs of students.	X	X	X	X	X	X	X	X
9. Collect and analyze discipline data and support the use of the Prevention through Information data system and programs.	X	X	X	X	X	X	X	X
10. Provide annual training to school divisions on discipline-related data collection to ensure accurate and consistent data collection, analysis, and statewide reporting.	X	X	X	X	X	X	X	X
11. Support opportunities for students with behavioral challenges to have access to high quality alternative programs in lieu of suspension or expulsion.	X	X	X	X	X	X	X	X

Assessment of Progress in Achieving Objectives

High achieving schools have much in common: challenging expectations for all students; clear, measurable goals; a consistent curriculum; and a staff that pores over data to see where teachers and students can improve. Such schools have teachers who are not only willing to push students but also come armed with up-to-date textbooks and other helpful resources.

With these imperatives in mind two years ago, the Board of Education set long-term objectives in its comprehensive plan of action for the years 2005 through 2010. Progress has been made to meet each of the eight objectives that were set forth in that plan.

An assessment of the Board's progress to date in meeting the 2005-2010 objectives is contained in Appendix A.

The gratifying student achievement and progress seen so far should not obscure the challenges that remain. More details about the various objective measures used to gauge student progress may be found in the Board of Education's Annual Report on the Condition and Needs of the Public Schools in Virginia, which is submitted annually in late November to the Governor, the General Assembly, and members of the public. For the latest report, see

http://www.doe.virginia.gov/VDOE/VA_Board/home.shtml

Enrollment Projections for Virginia's Schools

The period covered by the comprehensive plan will be a time of great demographic change for Virginia as a whole, and especially for Virginia's public education system. The 2000 U.S. Census data show that Virginia was the 16th fastest growing state, with a population increase from 6.2 to 7.1 million in the 1990s. During that time period, over two-thirds of Virginia's population growth came from minority residents.

Dr. Michael Spar, research associate for the Demographics and Workforce Section of the Weldon Cooper Center at the University of Virginia, reported the following in the 2007 study, *Virginia School Enrollment Trends, 2007-2011*:

Virginia's public elementary and secondary school membership soared to a new record in September 2006 when 1,200,407 students enrolled. Student enrollment was 6,239 more than the year before. But enrollment for the 2007-08 school year is forecast to be even higher, at 1,204,631 students. The newest projections from the Demographics and Workforce section of UVA's Weldon Cooper Center for Public Service show enrollment growing each year over the next five years, peaking at 1,232,264 students in 2011-2012, the last projection year. The total number of students attending public school in the Commonwealth will increase by nearly 32,000 between fall 2006 and 2011.

Digging deeper, the Weldon Cooper Center's research finds that the growth is centered in certain areas, while other areas are expected to shrink in enrollment. The variance in enrollment growth will have significant impact—a rippling effect on funding, school construction, school closings, consolidation of programs, the teaching workforce, and economic viability of localities. The report shows the following variance in the growth and reduction of enrollments across the state:

Although enrollment is increasing statewide, only 63 of the state's 132 school divisions will enroll more students in five years. Divisions with the largest increases are located in, or adjacent to, the state's three major metropolitan areas, and include Loudoun (+21,197), Prince William (+15,984), Chesterfield (+3,727), Henrico (+3,394), Frederick (+1,981), Suffolk (+1,928), Spotsylvania (+1,781), Culpeper (+1,756), Stafford (+1,585), and Williamsburg-James City (+1,355). . . . Six school divisions projected to lose over 1,000 students in the next five years include Newport News (-1,044), Portsmouth (-1,249), Hampton (-1,612), Richmond (-2,132), Norfolk (-2,369), and Virginia Beach (-3,804).

The Weldon Cooper's report concludes by stating:

Expenditures for education consume the largest share of most localities' budgets throughout Virginia. Changes in school-age population and school enrollment can, in the case of significant increases, place additional demands on teaching and administrative staffs, require new hiring, burden existing school facilities that may result in new school construction, and increase school transportation expenses. Additionally, the large increases forecast in grades K-5 will gradually move through the educational pipeline, placing demands on the upper grades in the next decade. Conversely, declines in the school-age population not only impact employment for school personnel, but may also reflect underlying demographic trends in a community suggesting impending shortages of available workers.

The full text of the Weldon Cooper school enrollment trends study may be viewed at: http://www.coopercenter.org/demographics/sitefiles/documents/pdfs/schoolforecasts/2007-enrollment_report.pdf

Important Demographic Trends for Virginia's Schools

The challenges for our public schools become more acute in light of Virginia's changing demographics, which show clearly that diverse population groups (i.e., limited English proficient and economically disadvantaged) are increasingly making up a larger proportion of the overall population. These students often require additional labor-intensive and cost-intensive services in order to be successful in school. Important demographic trends include the following that have powerful implications for our public school system.

Growth in the enrollment of Limited English Proficient (LEP) students:

- In Virginia, the Limited English Proficient population has doubled in just the past five years, and this trend is expected to continue. In 1994, Virginia's public schools enrolled a total of 20,000 LEP students. In 2006, that number had increased to 78,216.
- The latest data (2006-2007) show that more than 90 percent of Virginia's school divisions now have Limited English Proficient (LEP) students enrolled. While more than two-thirds of Virginia's LEP students are enrolled in a division in the northern Virginia region, pockets of sizable concentrations of LEP students dot many areas of the state.

- For 2006-2007, some divisions report the LEP students represent as much as 31 percent (Arlington) to 40 percent (Harrisonburg) of the total student population. Manassas City and Manassas Park have 34 percent and 36 percent, respectively.

Diversity of economic and educational opportunity factors:

- For the 2006-2007 school year, slightly more than one-third (33.5 percent) of the students in Virginia's public schools were eligible for free and reduced-price lunch. The percent varies widely across the school divisions, from a high of more than 75 percent to a low of 9 percent.
- Based on the latest census data (2000), more than 700,000 adults in Virginia are without high school credentials. Virginia has the 21st highest percentage of adults, 18.5 percent, without high school diplomas among the 50 states.
- On the other side of the economic spectrum, Virginia has the highest percentage of the workforce in science and engineering occupations of the 50 states. The relatively high percentage reflects Virginia's large knowledge-intensive sector.
- Clearly, this is a case of the educational haves and have-nots with profound implications for the economic well-being of our citizens and the state as a whole. The public schools have a huge role in providing the education necessary for equal opportunities for economic success.

Teacher preparation and teacher shortages:

- A perfect storm is brewing: the student population is going up while Virginia's ability to attract and hire teachers is going down.
- Data from Virginia's 2001-2002 teacher supply and demand survey concur with national projections: significant and growing shortages throughout the country, particularly in the endorsement areas of science, mathematics, foreign languages, and special education.
- Finding and retaining minority teachers continues to be a significant challenge statewide.
- The same teacher shortage areas show up year after year in the Virginia Department of Education's annual surveys, showing the persistent problem for staffing our public schools.

Additional Planning Documents

As noted in the above, the *Code of Virginia* requires the Board of Education to include in its comprehensive plan an assessment of the needs of public education and a plan to integrate educational technology into the Standards of Learning and the curricula, including career and technical education programs. Pursuant to that requirement, the Board of Education has adopted three documents in addition to its comprehensive plan: (1) the Board of Education's Annual Report on the Condition and Needs of the Public Schools in Virginia; (2) the Six-Year Plan for

Technology; and (3) the state plan for career and technical education. When viewed with the comprehensive plan contained herein, the documents provide a comprehensive view of the Board's priorities, the condition and needs upon which the priorities are based, and the future direction and needs of our system of public education.

The Board of Education's Annual Report on the Condition and Needs of the Public Schools in Virginia may be viewed at http://www.pen.k12.va.us/VDOE/VA_Board/home.shtml and the Six-Year Plan for Technology may be viewed at <http://www.pen.k12.va.us/VDOE/Technology/OET/resources.shtml#etp>. Information about Virginia's career and technical programs may be viewed at <http://www.pen.k12.va.us/VDOE/Instruction/CTE/>.

As required by the federal Carl D. Perkins Act, the Board of Education will review and revise the State Plan for Career and Technical Education during the 2007 and 2008 calendar years.

Key Policy Documents for Implementing Objectives

Of particular note, the Board of Education's priorities for Virginia's public schools are embedded throughout the provisions of the Standards of Quality, the Standards of Accreditation, and the Standards of Learning. These and other key policy and regulatory documents of the Board of Education may be viewed on the Department of Education's Web site: www.doe.virginia.gov. The *No Child Left Behind Act of 2001* also contains performance expectations for the state and for the school divisions and the individual schools within the divisions.

Appendix A:

Actions and Accomplishments to Meet Board of Education Objectives: 2005-2007

Section [22.1-253.13:6](#) of the *Code of Virginia* requires that the Board of Education's comprehensive plan contain "an assessment of the extent to which objectives are being achieved."

The following tables contain an outline of the activities and strategies that were set forth in 2005 by the Board of Education as its plan to meet objectives contained in the comprehensive plan for 2005-2010.

The tables show activities and strategies that are substantially underway or that have been completed between 2005 and September 2007. Also listed on the table are the various actions taken to accomplish each activity/strategy.

The check-mark (✓) for each activity/strategy indicates that the activity or strategy is either substantially underway or completed as of September 2007. As may be seen in the following tables, the Board of Education is on schedule to accomplish its objectives that it set in 2005.

Objective 1: The Board of Education will improve the quality standards for all public schools in Virginia.

Strategies/Activities	Complete/ In Process	Actions: 2005 to date
Review and revise the Standards of Quality: 2005, 2006, and 2008	✓	<p>Reviewed the Standards of Quality and initiated discussion on possible areas for revision: April 2006 planning session</p> <p>Held 10 hearings across Virginia to receive public comments: 9/2006; Adopted revisions to the Standards of Quality and forwarded prescribed amendments to the 2007 General Assembly: 11/29/2006</p> <p>Board's SOQ Committee examined current school safety initiatives and reviewed and discussed proposed amendments to the SOQ, which were subsequently adopted by the full Board.</p>
Review and revise the Standards of Accreditation	✓	<p>Expanded list of industry, professional or trade association examinations and occupational competency assessments to meet requirements of SOA (CTE/Advanced Mathematics Seal and student-selected verified credit): 2/23/2005; 11/29/2006</p> <p>Reviewed/approved requests for waivers of provisions of the SOA: 2/23/2005</p> <p>Reviewed and amended the SOA, effective September 2006; Initiated regulatory review process to revise certain sections of the SOA: 2/28/2007; proposed regulations anticipated for first review in the Fall 2007 to be final in 2008</p> <p>Held forums on the proposed technical diplomas and proposed provisions for graduation rate formula in the SOA: 7/24/2007; 9/25/2007</p> <p>Approved special provisions of SOA related to the use of test scores in calculating accreditation ratings for 2005-2006: 7/2005</p> <p>Approved special provisions of SOA related to the use of test scores in calculating accreditation ratings for 2005-2006: 7/2005</p> <p>Approved requests from local school boards for increased graduation requirements: 4/20/2005; 6/28/2006; 7/25/2007, 9/26/2007</p> <p>Revised and updated the Guidance Document Governing Certain Provisions of the SOA: 9/27/2006</p> <p>Approved an appeals process for instructional interventions to satisfy provisions of the SOA: 6/28/2007</p> <p>Reviewed/Approved requests for Conditionally Accredited Rating from local divisions: 10/25/2006; 9/26/2007</p> <p>Reviewed and adopted additions to the Board-approved list of instructional models/programs that include instructional methods to satisfy provisions for the SOA: quarterly</p> <p>Approved requests for Conditional Accreditation rating: 9/27/2007</p>

Objective 2: The Board of Education will provide leadership to help schools and school divisions close the achievement gap and increase the academic success of all students.

Strategies/Activities	Complete/In Process	Actions: 2005 to date
<p>Review and revise the Standards of Learning:</p> <ul style="list-style-type: none"> -Computer/Tech: 2005 -Fine Arts: 2006 -Foreign Language: 2007 -Health, Physical Educ, and Driver Educ: 2008 -History and Social Sciences: 2008 -Mathematics: 2009 -English: 2010 -Science: 2010 	✓	<p>Adopted revised Standards of Learning in the following subjects:</p> <ul style="list-style-type: none"> • Computer Technology for Grades K-12: 6/25/2005 • Fine Arts: 4/26/2006 • Foreign Language: 2/28/2007 • English Language Proficiency: final adoption scheduled for fall 2007 <p>Established objectives for Economics and Financial Literacy: 4/26/2006</p> <p>Initiated revision of Health, Physical Education, and Driver Education: completion date is scheduled for early 2008</p> <p>Initiated revision of History and Social Science SOL: completion date is scheduled for early 2008</p> <p>Adopted SOL for new, optional high school mathematics course: 6/28/2007</p>
<p>Support professional development and technical assistance for instructional staff, especially in low-performing schools.</p>	✓	<p>Adopted list of approved textbook and instructional materials for mathematics, English and literature, and foreign language: 1/12/2005</p>
<p>Support a focus on civics and financial literacy to ensure the preparation of all students to be productive citizens.</p>	✓	<p>Established objectives for Economics and Financial Literacy for middle and high school students: 4/26/2006</p> <p>Participated as a member of the NASBE task force on civics education and Virginia's Commission on Civics Education: 2006</p>
<p>Review the English Proficiency Standards and revise as necessary.</p>	✓	<p>Revised SOL for English Language Proficiency: final adoption scheduled for mid-2007</p> <p>Approved locally developed and/or selected English Language Proficiency assessments for LEP: 10/26/2005</p> <p>Adopted the English Language Proficiency Assessment to be Administered in 2008-2009 9/27/2007</p>
<p>Support programs and initiatives to expand opportunities for students to earn a high school diploma.</p>	✓	<p>Approved adjustments to cut scores for reading subtest of Stanford English Language Proficiency Test when used as a substitute for the Standards of Learning Grade 3 English test and the grades 5 and 8 Standards of Learning Reading tests: 5/25/2005</p> <p>Set or reviewed cut scores for the following:</p> <ul style="list-style-type: none"> • SOL End-of-course English: Reading and Algebra II tests: 11/30/2005 • SOL Mathematics and Reading tests in grades 3 through 8: 5/24/2006 • SOL Writing tests for grades 5 and 8: 5/25/2006 • Virginia Alternate Assessment Program: 7/26/2006; 6/28/2007

		<p><i>Objective 2 continued:</i></p> <ul style="list-style-type: none"> • Literacy and numeracy assessments required for Modified Standard Diploma: 7/26/2006 • Mathematics and reading for Virginia Grade Level Alternative (VGLA): 11/29/2006 • ACT: Plan, the TABE Algebra/Geometry test and the Cambridge International Examination when used as substitute tests: 4/26/2006 • SAT I Writing test when used as a substitute test for the SOL end-of-course English: Writing test: 2/28/2007 <p>Approved the establishment of the Mountain Vista Governor's School: 1/11/2006</p> <p>Approved a new graduation rate formula: 11/29/2006</p> <p>Initiated a revision of the Regulations Governing Educational Services for Gifted Students: 6/28/2007</p> <p>Board's Literacy Committee received detailed briefing on the proposed English Language Proficiency Standards, the Limited English Proficiency (LEP) Research Study, and members participated in meetings with USED regarding LEP assessments; sponsored panel discussions on successful practices, interventions, and literacy approaches at middle and high schools.</p>
Establish policies regarding the new numeracy and literacy assessments for students with disabilities pursuing the modified standard diploma.	✓	Set cut scores for Literacy and numeracy assessments required for Modified Standard Diploma: 7/26/2006
Establish policies regarding the revised Virginia Alternate Assessment Program.	✓	Set cut scores for Virginia Alternate Assessment Program: 7/26/2006
Establish modified achievement standards for students with disabilities who can make significant progress but may not reach grade-level achievement standards within the same time frame as other students.	✓	Set cut scores for mathematics and reading for Virginia Grade Level Alternative (VGLA): 11/29/2006

Objective 3: The Board of Education will work to ensure meaningful, ongoing professional development for professional educational personnel.

Strategies/Activities	Complete/In Process	Actions: 2005 to date
Support professional development and technical assistance for professional educational personnel, working with professional education associations and teacher educators.	✓	<p>Adopted criteria for implementing experiential learning credits for alternate route applicants seeking initial licensure: 9/21/2005</p> <p>Established designations on licenses to reflect stages in the professional development of teachers and promoted continuing growth and career paths as educators: 3/29/2007</p>
Promote the identification of industry certifications opportunities for all teachers who lack such credentials.	✓	Expanded list of industry, professional or trade association examinations and occupational competency assessments to meet requirements of SOA (CTE/Advanced Mathematics Seal and student-selected verified credit): 2/23/2005; 11/29/2006
Support, in conjunction with local divisions, professional development strategies that the local schools, especially those in small school divisions, will use to help ensure the development of highly qualified professional educational personnel and paraprofessionals.	✓	<p>Revised requirements for renewing a license.</p> <ul style="list-style-type: none"> • Renewal activities must be based on an individualized professional development plan that includes ongoing, sustained, and high-quality professional development. • Definitions of the renewal options have been incorporated in the regulations. <p>Board's Literacy Committee sponsored the statewide Literacy Policy Summit for key policymakers in local divisions: Closing the Achievement Gap: A Focus on Adolescent Literacy: 5/1/2007</p>

Objective 4: The Board of Education will support accountability for all schools, with a focus on assisting chronically low-performing schools and school divisions.

Strategies/Activities	Complete/In Process	Actions: 2005 to date
<p>Receive periodic reports of findings of academic review teams, review and adopt policies to address recommendations in team reports, and continue to refine the academic review and division level review procedures.</p>	<p>✓</p>	<p>Examined findings of the school-level academic review process: 7/27/2005</p> <p>Promulgated regulations for conducting division-level academic reviews: 10/25/2006</p> <p>Reviewed and modified the school-level academic review process: 9/21/2005</p> <p>Board's Committee on School and Division Accountability advised the Board on findings: review process for alternative accreditation plans for special purpose schools, reviewed the SOA guidance document; requests for the accreditation rating of Conditionally Accredited; and the Memorandum of Understanding framework.</p>
<p>Adopt strategies for closing the achievement gap between high- and low-performing groups of students.</p>	<p>✓</p>	<p>Adopted report on regional alternative education programs: annually</p> <p>Adopted the Incentive Program to encourage and recognize school performance and competence to excellence: 7/25/2007</p>
<p>Promote technical assistance on research-based instructional interventions that help improve the academic achievement in schools that are low-performing and those that are identified as in need of improvement under the NCLB Act.</p>	<p>✓</p>	<p>Met with Petersburg City school officials to examine and discuss status of the Memorandum of Understanding (MOU): 10/25/2007; 11/29/2006; 2/27/2007; 5/30/2007; 7/24/2007</p> <p>Examined the progress of Sussex County schools in meeting the MOU goals agreed to by the respective boards: 10/25/2007; 11/29/2006; 2/27/2007; 5/30/2007; 7/24/2007</p> <p>Released Lee County (11/29/2006) and Richmond City (2/28/2007) from the division-level academic review process</p> <p>Board's Literacy Committee received detailed briefings on the proposed English Language Proficiency Standards, the Limited English Proficiency (LEP) Research Study, and members participated in meetings with USED regarding LEP assessments; sponsored panel discussions on successful practices, interventions, and literacy approaches at middle and high schools.</p>
<p>Continue to review and approve instructional methods and/or models for implementation in low-performing schools.</p>	<p>✓</p>	<p>Adopted report on state-funded remedial programs: annually</p> <p>Added qualified providers or deleted providers no longer qualified on at least a quarterly basis.</p> <p>Added qualified instructional methods and deleted those no longer qualified: quarterly.</p>
<p>Address measures to be taken in schools whose accreditation is denied.</p>	<p>✓</p>	<p>Approved alternative accreditation plans for schools in Chesterfield, Hampton, Henrico, and Richmond City: 11/30/2005; extended approval for Hampton and Henrico: 9/27/2006;</p>

		<p><i>Objective 4 continued:</i></p> <p>Approved additional request from Richmond City (Richmond Alternative School): 5/30/2007</p> <p>Approved withholding accreditation rating of Nandua High School and Oak Grove Elementary for test security violations: 9/21/2005</p>
<p>Support programs that assist schools and students meet performance expectations.</p>	<p>✓</p>	<p>Revised the Remediation Recovery Guidelines: 10/26/2005</p> <p>Clarified pass rates required for the new reading and mathematics tests in grades 4, 6, and 7 for the 2006-2007 accreditation ratings: 2/15/2006</p> <p>Adopted an Incentive Program to Encourage and Recognize School Accountability Performance and Competence to Excellence (VIP) 7/25/2007</p>

Objective 5: The Board of Education will work cooperatively with partners to help ensure that young children are ready for school.

Strategies/Activities	Complete/In Process	Actions: 2005 to date
Establish academic standards to support preparation for pre-school students to be ready to successfully enter into kindergarten.	✓	<p>Received and implemented a grant from the National Association of State Boards of Education (NASBE) for Early Childhood Education: 6/2006- present</p> <p>Adopted approved program regulations that established an add-on endorsement for Early Childhood for Three- and Four-Year-Olds: 3/29/2007</p>
Continue to cooperate with other entities involved in developing and implementing <i>Virginia's Foundation Blocks for Early Learning: Standards for Literacy and Mathematics</i> .	✓	<p>Supported Department of Education staff on the following preschool standards:</p> <ul style="list-style-type: none"> • Virginia's Foundation Blocks for Early Learning: Standards for Literacy and Mathematics: 1/12/2005 • Virginia's Foundation Blocks for Early Learning: Standards for Science, History and Social Science, and Personal and Social Development: 10/26/2005 • Virginia's Foundation Blocks for Early Learning: Standards for Physical and Motor Development and for Personal and Social Development: 2/28/2007 • Preschool Curriculum Review Rubric and Planning Tool: 7/25/2007
Support the Virginia Preschool Initiative.	✓	<p>Participated as a member of NASBE's national study group on creating high quality early learning environments</p> <p>Board's Quality Preschool Program Committee examined the Virginia Preschool Initiative, the Virginia Preschool Initiative Start-Up and Expansion Grants, and discussed the Early Childhood Alignment Project: 9/26/2006</p> <p>NASBE grant committee members observed Virginia Preschool Initiative classrooms in Arlington: 2/2007</p>
Support the Title I Preschool programs and Early Childhood Special Education Program.	✓	<p>Participated in meetings and activities of the Governor's Start Strong Council</p> <p>Quality Preschool Committee received briefing and discussed Title I preschool programs and Early Childhood Special Education and technical assistance: 2006</p>
Support the Even Start Family Literacy Program.	✓	<p>Participated in meetings and activities of the Governor's Start Strong Council: on-going</p> <p>Board's committee participated in the Alignment Project for Virginia; discussed Benchmarks for Smart Beginnings, early learning program standards, and professional competencies for Smart Beginnings: on-going</p>
Seek ways to cooperate with and encourage the Head Start programs.	✓	<p>Participated in meetings and activities of the Governor's Start Strong Council: on-going</p>

Objective 6: The Board of Education will assist teachers to improve the reading skills of all students, kindergarten through grade 12.

Strategies/Activities	Complete/In Process	Actions: 2005 to date
Ensure the communications and literacy skills of teachers by implementing the requirement for the reading assessment for initial licensure for teachers in the early grades.	✓	Set cut score for the Virginia Reading Assessment test: 7/27/2005
Provide leadership for preschool to adult literacy initiatives, including programs that address the needs of speakers of languages other than English.	✓	Sponsored the Literacy Summit attended by local division policymakers across Virginia: 5/1/2007
Support teacher preparation programs and pre-service programs for teachers to improve their skills in teaching reading.	✓	<p>Board adopted approved program regulations including professional studies for the following competency areas:</p> <ul style="list-style-type: none"> • Human growth and development; • Curriculum and instructional procedures; • Foundations of Education; and • Reading. 3/29/2007 <p>Established revised professional studies requirements for licensure to include six semester hours in reading: 3/29/2007</p>

Objective 7: The Board of Education will continue efforts to enhance the training, recruitment, and retention of highly qualified teachers, educational support personnel, and administrators, with a focus on the needs of “hard to staff” schools.


Strategies/Activities	Complete/In Process	Actions: 2005 to date
Support initiatives to increase the number of high quality teachers, especially for hard-to-staff schools, such as the mentoring programs in hard-to-staff schools, the Virginia Middle School Teacher Corps, and other incentive programs for qualified teachers.	✓	<p>Developed and adopted policies to be implemented in the Virginia Approved Programs for the Virginia Communications and Literacy Assessment, 11/30/2005</p> <p>Examined and revised Praxis I cut scores as recommended by ABTEL: 2/23/2005</p> <p>Set cut scores for the Virginia Communication and Literacy Assessment: 3/22/2006</p> <p>Acted on recommendations of the Board's special committee on teacher licensure assessments and revised licensure regulations: 2005</p> <p>Approved Continuing Program Status or Approval with Stipulations for several college and university teacher training programs: ongoing</p>
Support executive education opportunities, such as the Turnaround Specialist Program to assist established school administrators in providing skilled leadership in chronically low-performing schools.	✓	Supported Competitive School Division Grants for Leadership Development Preparation Programs: awarded by the Department of Education for fiscal years 2004-2005 and 2005-2006
Support the implementation of recommendations for the preparation of school leaders outlined by the Commission to Review, Study and Reform Educational Leadership.	✓	<p>Established and set cut score for the school leaders licensure assessment; 2005</p> <p>Established new licensure regulations including two levels for the administration and supervision prek-12 endorsement. Level I is required to serve as a building-level administrator or central office supervisor, and Level II is an optional endorsement to which an experienced building-level administrator may aspire: 3/29/2007</p> <p>Established via licensure regulations four options to become eligible for the administration and supervision endorsement: 3/29/2007</p>

<p><i>Objective 7 continued:</i></p> <p>Ensure that incentives for National Board Certification are aligned with efforts to help hard-to-staff schools including placing National Board Certified Teachers in such schools, encouraging teachers from these schools to pursue National Board Certification, and introducing a service component in state school improvement efforts into state supports for National Board teachers.</p>	<p>✓</p>	<p>Department of Education utilized the Board-approved guidelines for awarding National Teacher Certification grant funding; ongoing</p> <p>Established in licensure regulations designations that will reflect stages in the professional development of teachers and promote continuing growth and career paths as educators; new provisions recognize National Certified Teachers as eligible for Teacher as Leader designation; other provisions in new regulations recognize the National Board Certified teacher in the credentialing process: 3/29/2007</p>
<p>Support full compliance with NCLB and IDEA requirements for highly qualified paraprofessionals, general, and special education teachers and for professional development of teachers.</p>	<p>✓</p>	<p>Reviewed and aligned "Highly Qualified" policies to requirements for special education teachers under IDEA: 4/20/2005</p>
<p>Promote increasing the pool of teachers entering the profession through the career switcher program to teach in general and critical shortage areas.</p>	<p>✓</p>	<p>Reviewed and aligned "Highly Qualified" policies to requirements for special education teachers under IDEA: 4/20/2005</p>
<p>Support strategies for recruitment and retention of highly qualified teachers through the Teacher Quality Enhancement grant.</p>	<p>✓</p>	<p>Adopted a High Objective Uniform State Standard of Evaluation (HOUSSE) for Visiting International Faculty (VIF) cultural exchange teachers: 3/29/2007</p>
<p>Adopt revisions to regulations governing preparation and licensure requirements for school personnel.</p>	<p>✓</p>	<p>Adopted new provisions for the Regulations Governing the Review and Approval of Education Programs in Virginia: 2005, 2006, Final on 3/29/2007</p> <p>Adopted new provisions for the Regulations Governing the Licensure of School Personnel: 2005, 2006, Final on 3/29/2007</p>
<p>Support ways to attract and retain career and technical education teachers whose training and expertise meet the demands of students and employers in the Commonwealth.</p>	<p>✓</p>	<p>Adopted transitional state plan for career and technical education; final plan will be developed in consultation with academic and career and technical education teachers, faculty, and administrators; career guidance and academic counselors: 3/29/2007</p> <p>Participated in Southern Regional Education Board (SREB) High Schools That Work conference: 2006</p>

Objective 8: The Board of Education will provide leadership for implementing the provisions of state and federal laws and regulations smoothly and with minimal disruption to local divisions.

Strategies/Activities	Complete/In Process	Actions: 2005 to date
Continue to monitor progress of schools, divisions, and the state in meeting Adequate Yearly Progress (AYP) requirements.	✓	<p>Adopted amendments to Virginia's Consolidated State Application Accountability Plan under NCLB: 2005, 3/22/2006; 10/25/2006; 1/10/2007</p> <p>Received status reports on the requests for waivers and amendments under NCLB: 4/20/2005; 5/25/2005; 6/22/2005; 5/24/2006; 6/28/2006</p> <p>Requested additional flexibility in the inclusion of the performance of students with disabilities in the calculation of Adequately Yearly Progress: 5/25/2005</p> <p>Adopted a response to the NCLB compliance monitoring report on highly qualified teachers: 9/27/2006</p> <p>Adopted a plan to identify provisions of NCLB that are not integral or necessary to Virginia's statewide educational program and the waiver and exemption requests made by the Board: 9/27/2006</p>
Receive annual report cards on progress of students in meeting state standards, graduation rates, elementary school attendance rates, names of schools needing improvement, professional qualifications of teachers, percentages of students not tested, and other information as required by NCLB.	✓	<p>Annual School Report Card reported on Web site; ongoing briefings with Board committees as requested: ongoing</p> <p>Adopted 2006 Annual Report on the Condition and Needs of Public Schools in Virginia: 11/29/2006</p> <p>Initiated process for updating the Comprehensive Plan for 2007-2012: 3/29/2007</p>
Support the administration of new SOL tests annually in English (reading/language arts) and in mathematics for grades 3 through 8.	✓	Tests administered in 2006-07 for the first time, as required by NCLB, in grades 4, 6, and 7.
Support Virginia's participation in NAEP program in reading and math for 4 th and 8 th grades.	✓	Virginia is participating in the NAEP assessments on an ongoing basis each year and results are reported to the public when available.
Support school divisions in conducting annual assessment in English language proficiency for all limited English proficient (LEP) students.	✓	Advocated for student-centered assessments of LEP students during multiple meetings and correspondence with USED officials and congressional delegation: ongoing

<p><i>Objective 8 continued</i></p> <p>Support programs of technical assistance for schools identified as in the first and second year of school improvement.</p>	<p>✓</p>	<p>Promulgated regulations for conducting division-level academic reviews: 10/25/2006</p> <p>Reviewed and modified the school-level academic review process: 9/21/2005</p>
<p>Support procedures to disseminate via the Web site notices to parents and the public of any pending corrective actions, as required by NCLB.</p>	<p>✓</p>	<p>Updated School Report Card published by the Department of Education on the Web site: 9/2006</p>
<p>Support efforts to enlarge the pool of Supplemental Educational Services providers to provide remediation for low-performing students in Title I schools.</p>	<p>✓</p>	<p>Reviewed and adopted additions and deletions to the Board-approved list of Supplemental Educational Services Providers under NCLB: quarterly</p> <p>Examined a report on the implementation of the Supplemental Educational Services requirement under NCLB: 2/28/2007</p> <p>Adopted an appeals process for Supplemental Educational Services providers: 6/28/2007</p>
<p>Continue to assist school divisions in implementing charter schools and other public school choice options.</p>	<p>✓</p>	<p>Reviewed annual status report on public charter schools in Virginia: annually</p>
<p>Review and update the state plan for the Carl D. Perkins Act.</p>	<p>✓</p>	<p>Received a report from the Virginia Advisory Committee for Career and Technical Education: annually</p> <p>Adopted the 2007-2008 transitional state plan for the Carl D. Perkins Career and Technical Education Act of 2006: 3/29/2007</p>
<p>Receive reports on the Workforce Investment Act programs, as necessary.</p>	<p>✓</p>	<p>Received a report from the Virginia Advisory Committee for Career and Technical Education: annually</p> <p>Received statewide performance report for Career and Technical Education and the Virginia Community College System, as a Sub-recipient of Perkins Funds from the Department of Education</p>
<p>Include industry certification requirements in the teacher licensure regulations.</p>	<p>✓</p>	<p>Established provisions in new teacher licensure regulations requiring industry certification based upon the prescribed standard or examination, if applicable, for endorsement: 3/29/2007</p>
<p>Revise <i>Regulations Governing Special Education Programs for Children with Disabilities in Virginia</i> to comply with new federal requirements under the Individuals with Disabilities Education Act as amended in 2004.</p>	<p>✓</p>	<p>Regulatory revision process initiated: 10/25/2006; proposed regulations reviewed and approved to move to the next step of the regulatory process and public comment 9/26/2007</p>

<p><i>Objective 8 continued:</i></p> <p>Carry out provisions of the 2005 appropriation act regarding the consolidation of the Virginia School for the Deaf and the Blind at Staunton and the Virginia School for the Deaf, Blind, and Multi-disabled at Hampton.</p>		<p>Received updates and briefings on the status of the Virginia Schools for the Deaf and Blind at Hampton and Staunton: 4/20/2005</p> <p>Conducted the business of the Virginia Schools for the Deaf and Blind Foundation: annually</p> <p>Reviewed proposals submitted under the Public-Private Education Facilities and Infrastructure Act (PPEA) for the consolidation of the Virginia Schools for the Deaf and Blind: 7/27/2005</p> <p>Toured both campuses and held public hearings: 8/2005</p> <p>Reviewed options prepared by Trammell Crow under the PPEA related to the consolidation of the Virginia Schools for the Deaf and Blind: 9/21/2005</p> <p>Authorized the Virginia Department of General Services to proceed with the design work to consolidate the Virginia Schools for the Deaf and Blind: 9/27/2006</p> <p>Enter into a conventional design contract and a construction manager at risk contract with assistance from the Department of General Services: 5/30/2007</p>
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