

**DRAFT – 10/16/2017**

**VIRGINIA BOARD OF EDUCATION  
COMPREHENSIVE PLAN: 2017-2023**



**Commonwealth of Virginia**

**Adopted  
November XX, 2017**

**Members of the Virginia Board of Education  
as of November 16, 2017**

Mr. Daniel A. Gecker, President  
Chesterfield, VA

Mrs. Diane T. Atkinson, Vice President  
Ashland, VA

Ms. Kim E. Adkins  
Martinsville, VA

Mr. James H. Dillard  
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Richmond, VA

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McLean, VA

Mr. Sal Romero, Jr.  
Harrisonburg, VA

Dr. Tamara K. Wallace  
Christiansburg, VA

Dr. Jamelle S. Wilson  
Ashland, VA

**Superintendent of Public Instruction**

Dr. Steven S. Staples  
Virginia Department of Education

## **Statutory Requirement for Adopting 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...

## **VIRGINIA BOARD OF EDUCATION**

### **COMPREHENSIVE PLAN: 2017-2023**

Education plays a vital role in determining how someone will spend his or her adult life and can lead to higher earnings, better health, and a longer life. By the same token, the long-term social and financial cost of educational failure is high. A fair and inclusive system that makes the advantages of education available to all is one of the most powerful levers to achieve equity in our society. Every student deserves an education that prepares him or her to be a lifelong learner and to succeed in a fast-paced, ever-changing global society.

Virginia schools continue to grow in diversity. During the last ten years, the total student population has increased by just over five percent (66,271 students), from 1,220,440 students in 2006-2007 to 1,286,711 students in 2016-2017. However, the number of economically disadvantaged students, English Learners, and students with disabilities has increased dramatically. The changing makeup of our schools affects the resources required to meet all students' needs, especially some of our most vulnerable student populations.

Over the past decade, Virginia's population has grown by almost nine percent. According to the Weldon Cooper Center, the urban crescent of Northern Virginia, the Richmond region, and Hampton Roads witnessed the vast majority of this growth, and are projected to account for nearly 90 percent of the Commonwealth's total population gains in the coming decades. At the same time, most rural Virginia counties are likely to experience slower growth or more population decline than in the past. The divide between urban and rural Virginia is projected to become increasingly sharp, with Virginia's urban population being younger, growing faster and becoming more racially diverse than most communities in rural Virginia. *(Include data on urban and rural school divisions)*

Not only is Virginia changing in size, but also in composition. Over the past decade, all eight regions saw increased diversity through growing Hispanic and Asian populations. Enrollment in Virginia's public schools has increased for the past ten years, and projections for the next five years indicate this trend will continue. The northern Virginia region will experience the most growth, mirroring the growth witnessed by the state's overall population changes.

The challenges for our public schools become more acute in light of Virginia's changing demographics. Economically disadvantaged students are students who: (1) are eligible for Free/Reduced Meals; (2) receive Temporary Assistance for Needy Families (TANF); (3) are eligible for Medicaid; or (4) identify as either Migrant or experiencing Homelessness. The number of economically disadvantaged students is 39 percent of the student population and has increased by 39 percent (137,739 students), from 350,095 students in 2006-2007 to 487,834 students in 2016-2017. The number of English Learners has increased by 78 percent (67,630 students), from 86,390 students in 2006-2007 to 154,020 students, and currently represents seven percent of the student population. In addition, during that same period, the number of students identified with autism has increased by 222 percent (12,582 students), from 5,674 students in 2005-2006 to 18,256 in 2015-2016. The number of students identified in the other health impairments disability category has increased by 26 percent (6,683 students), from 25,600 students in 2005-2006 to 32,283 students in 2015-2016.

The Virginia Board of Education has set its mission, priorities, and goals for the next several years for K-12 education. By working with its many partners, the Board intends to move Virginia's education system forward by: (1) promoting equitable access to high-quality, effective learning environments for all students and educators; (2) promoting policies that increase the candidates entering the profession and encourage and support the recruitment, retention, and development of knowledgeable, caring, and skilled teachers and school leaders; and (3) promoting and measuring continuous improvement in school quality and the impact on all students. Virginia's young people are the hope of a bright future, not only for themselves and their families, but also for the state and the nation.

The Board of Education's intent is to create a quality system of public education that prepares all students for success, for realization of personal goals, and for responsible contributions to the quality of civic life in our state. Through its adopted policies, the Board conveys high standards for student learning and achievement in preparation for graduation and life beyond high school. Moreover, the Board's work to successfully realize its mission must focus on building the capacity of Virginia educators and the systems that support them.

### **Purpose of the Comprehensive Plan**

The Board of Education's *Comprehensive Plan: 2017-2023* provides the framework for its leadership, advocacy, and oversight that will meet and prioritize the future needs and goals of students, educators, and schools. The priorities and goals are forward-looking to address the increasingly diverse needs of schools and of the students who will live and work in a complex global, high-technology economy.

### **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 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's Mission**

The mission of the Board of Education and Superintendent of Public Instruction is to provide leadership and develop policies that improve student achievement and prepare all students, without regard to race, gender, ethnicity, disability, family background, family income, or geographic location, to succeed in postsecondary education and the workplace, and to become engaged and enlightened citizens.

## **Priorities and Goals for Public Education: 2017-2023**

The Board of Education's priorities and goals are the foundation for providing high-quality educational opportunities for all public school students in Virginia. In identifying these priorities and goals, the Board has reached out to families, students, educators, administrators, community members, business leaders, higher education institutions, and the public through hundreds of comments provided during Board public hearings, presentations, and through correspondence. To ensure that all children in the Commonwealth have access to a high-quality education that prepares them for a successful, healthy, and fulfilling life, the Board has developed the following priorities and goals:

### **Priority 1: Promote equitable access to high-quality, effective learning environments for all students**

Educational equity means that all students have access to the resources and academic supports he or she needs throughout their schooling years, without regard to race, gender, ethnicity, disability, family background, family income, or geographic location. The benefits of greater equity in education extend to all – when inequity persists, it costs everyone in terms of lost opportunities for economic growth, greater reliance on government services, and fewer individuals ready to serve as business, community, and military leaders. Some students from historically disadvantaged backgrounds are starting with less than their peers, and will require more targeted resources and wrap-around services, based on individual needs, to achieve the same level of success as their peers. Currently, 42 percent of Virginia public school students are eligible for free or reduced-price school meals. With the number of economically disadvantaged students growing each year, many challenges will continue to grow to close the achievement and opportunity gap including access to healthy food, school infrastructure, access to advanced courses, and the need for wrap-around services.

While some progress has been made, the Board recognizes that achievement and opportunity gaps persist and that more must be done to advance equity. To promote equitable access, the Board will:

- Recognize that Virginia students come from many different backgrounds and some students will require different services to allow for their success in our system and life.
- Develop Standards of Quality, policies, and guidelines to reflect its understanding of the diverse nature of the modern student body.
- Foster policies and best practices that encourage the engagement of all families in the academic lives of their children.
- Support policies that expand equitable learning opportunities with access to courses and programs.
- Advocate for the resources required to fully support a system of continuous improvement for all students.
- Actively foster equitable, supportive, and safe academic, disciplinary, and physical environments.
- Promote closer alignment and continuity with higher education and workforce needs.
- Recognize and support the essential role that student school support personnel play in providing wrap-around services for a high-quality education.
- Support efforts to reduce barriers to technology access.

- Promote mental and physical wellness and interventions to increase equal opportunity for all students to achieve.

**Priority 2: Promote policies that increase the candidates entering the profession and encourage and support the recruitment, development, and retention of knowledgeable, caring, and skilled teachers and school leaders**

Like much of the nation, Virginia is facing a growing shortage of high-quality educators entering and remaining in Virginia's public schools. Virginia's teacher shortage is due in large part to a shrinking pool of candidates entering the teaching profession. Nationally, the number of individuals enrolling in teacher preparation programs has declined by 30 percent since 2008. According to the enrollment data from the State Council of Higher Education for Virginia (SCHEV), Virginia has seen a similar decline in teacher preparation program enrollment. Over the same time period, student enrollment in Virginia has grown by five percent. These trends are of particular concern in a state like Virginia with a rapidly growing and increasingly diverse population. Currently, non-white students made up 48.7 percent of Virginia's student population, but only 21.4 percent of the state's educators are non-white.

In addition to attracting teachers, curbing teacher turnover is important. According to the Learning Policy Institute, teacher attrition in the United States has increased steeply since the 1990s. Currently, the annual teacher attrition is about eight percent and accounts for roughly 90 percent of the demand for new teachers. Another eight percent of teachers shift to different schools each year, bringing the total teacher turnover rate close to 16 percent. The Board recognizes the importance of recruiting, retaining, and appropriately training a well-prepared and diverse educator workforce. The Board recognizes the importance of recruiting, retaining, and appropriately training a well-prepared and diverse educator workforce.

To support educator attraction, development, and retention, the Board will:

- Promote instructional and support personnel capacity building through professional development and teacher preparation programs.
- Support policies that promote and measure equitable distribution of high-quality teachers.
- Advocate for new teacher mentorship programs to be implemented in local school divisions.
- Promote an equitable distribution of high-quality school personnel in consideration of economic and other risk indicators.
- Promote equitable allocation of resources that enable all school divisions to fund the necessary staff and infrastructure required to provide a quality education for all students.
- Encourage respectful, caring relationships among staff and students for a positive school climate.
- Support policies for attracting top students into the teaching profession.
- Guide and support teacher preparation programs that address classroom instructional skills that support implementation of the *Profile of a Virginia Graduate*, understanding of student behavior, and cultural competencies for working with diverse and economically disadvantaged students, families, and communities as part of the curriculum.
- Promote a culture of continuous growth through ongoing professional learning.

### **Priority 3: Promote and measure continuous improvement in school quality and the impact on all students**

An accountability system holds schools and divisions responsible for raising student achievement, and providing support for improvement when necessary. It is an important tool for communicating the expectations and outcomes of schools and students to the public. Virginia's new accountability system provides a comprehensive picture of school quality, drives continuous improvement for all schools, and informs areas of technical assistance and school improvement resources from the Virginia Department of Education. In the coming years, the Board will continue to look at the impact of accreditation in the accountability system.

To foster continuous improvement in schools benefitting all students, the Board will:

- Support and monitor the implementation of the *Profile of a Virginia Graduate* and the state accountability system.
- Use evaluative data to identify additional measures of student achievement.
- Ensure rigorous standards to promote college, career, and civic readiness.
- Support and implement statewide systems that track achievement and improvement for all students.
- Review and identify best practices, and promising approaches that would benefit local school divisions.
- Identify additional measures of school quality appropriate for public information and accountability.

The Board will continue to meet all statutory and regulatory requirements and work to engage all stakeholders in policy decisions and actions related to the Board's priorities and goals. Current economic conditions remind us that the key to economic recovery is a strong education system. The Board of Education will continue to think creatively and work collaboratively to make sure that its priorities and goals are relevant, practical, and effective.

#### **Assessment of the Extent to Which the Goals are Being Met**

Board members believe that accountability in Virginia's public schools begins with them. Accordingly, the Board will update the public, the governor, and the General Assembly on the extent to which its goals are being met through its Annual Report.



## **APPENDICES**

Appendix A: Summary of Compliance and Non-Compliance with the Standards of Quality (SOQ) for 2016-2017

Appendix B: School Divisions Reporting Full Compliance with the Standards of Quality (SOQ) for 2016-2017

Appendix C: School Divisions Reporting Noncompliance with One or More Provisions of the Standards of Quality (SOQ) for 2016-2017

Appendix D: *Educational Technology Plan for Virginia 2017 – 2023*

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