



Overview of K-12 Education in Virginia

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Elementary and Secondary Education Subcommittee
House Appropriations Committee

Public Education in Virginia

1.273 Million Enrolled Students

1,860 Public Schools

- 34 Preschools
- 1,156 Elementary Schools (K-5)
- 311 Middle Schools (6-8)
- 312 High Schools (9-12)
- 47 Combined Schools



VDOE's Multiple Roles Include:

Monitoring and Compliance of:

- School Accreditation
- Standards of Quality
- Standards of Learning (SOL)
- SOL Tests and Assessments
- State and Federal Regulations

Identify and Disseminate Best Practices for:

- College and Career Ready Graduates
- High Quality Teachers and Staff
- Instructional Effectiveness

Research and Development to:

- Encourage Innovation
- Facilitate Professional Development
- Analyze Data and Research to Inform Policy

**Success: Virginia's schools reported
across-the-board student gains on
rigorous academic standards and
outperformed their peers on
national assessments.**

Standards of Learning (SOL) Scores Increased Across Subjects

State Pass Rates by Subject

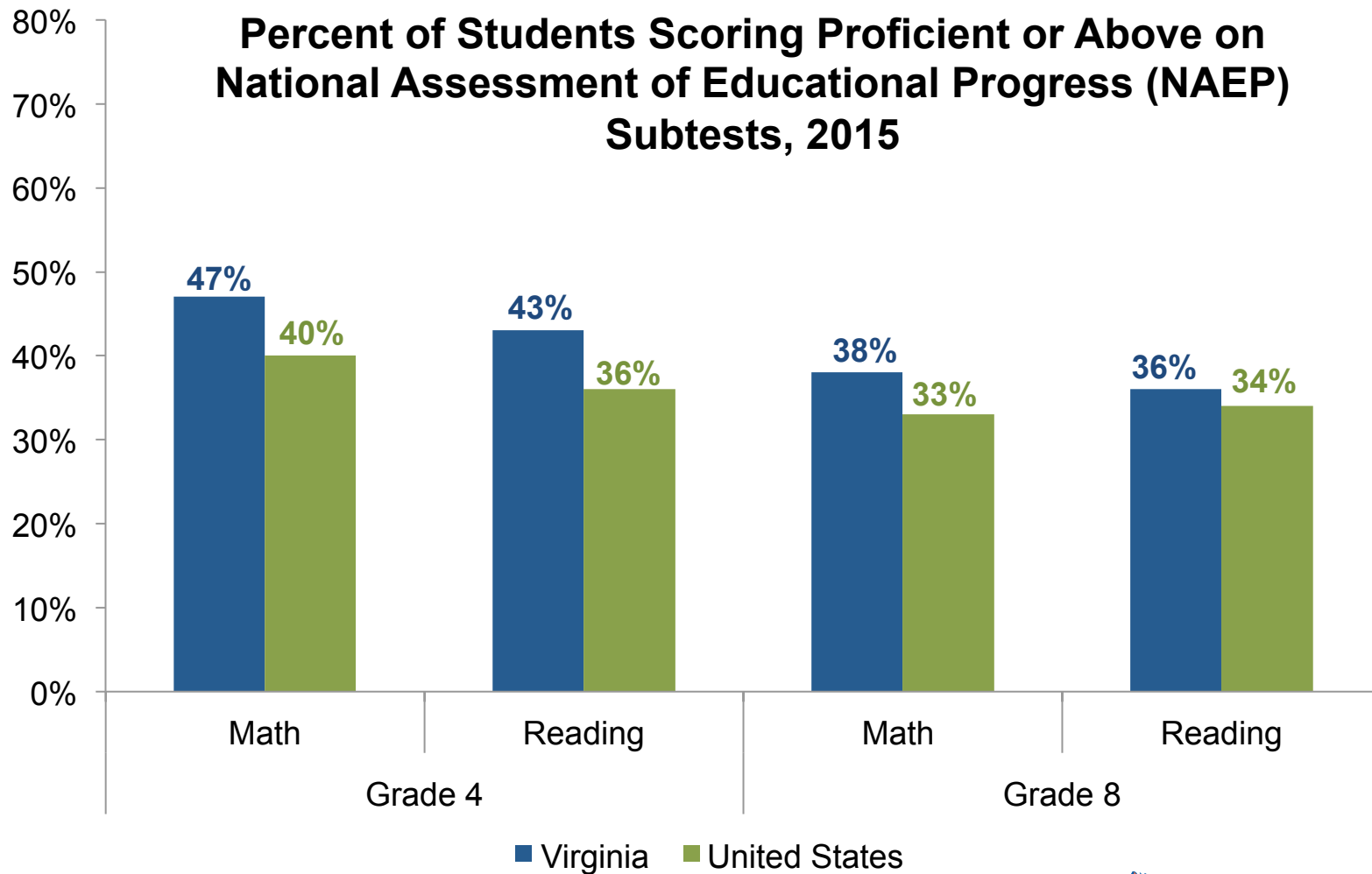
Subject	2013-14	2014-15
Reading	74.4	79 (+4.6)
Writing	75.1	77 (+1.9)
History/Soc Sci	84.4	86 (+1.6)
Mathematics	74.3	79 (+4.7)
Science	79.9	82 (+2.1)

Expedited retakes matter.

On average, student test scores increased by about **4 points** on expedited retakes in 2014-15, the first year they were allowed for SOL tests in grades 3-8 reading, math, science, and history.

Pass rates for writing, history/social science and science for 2014-2105 are based on fewer tests than previous years due to tests eliminated by the General Assembly in 2014.

Virginia Students Outperform Peers on NAEP Reading and Math

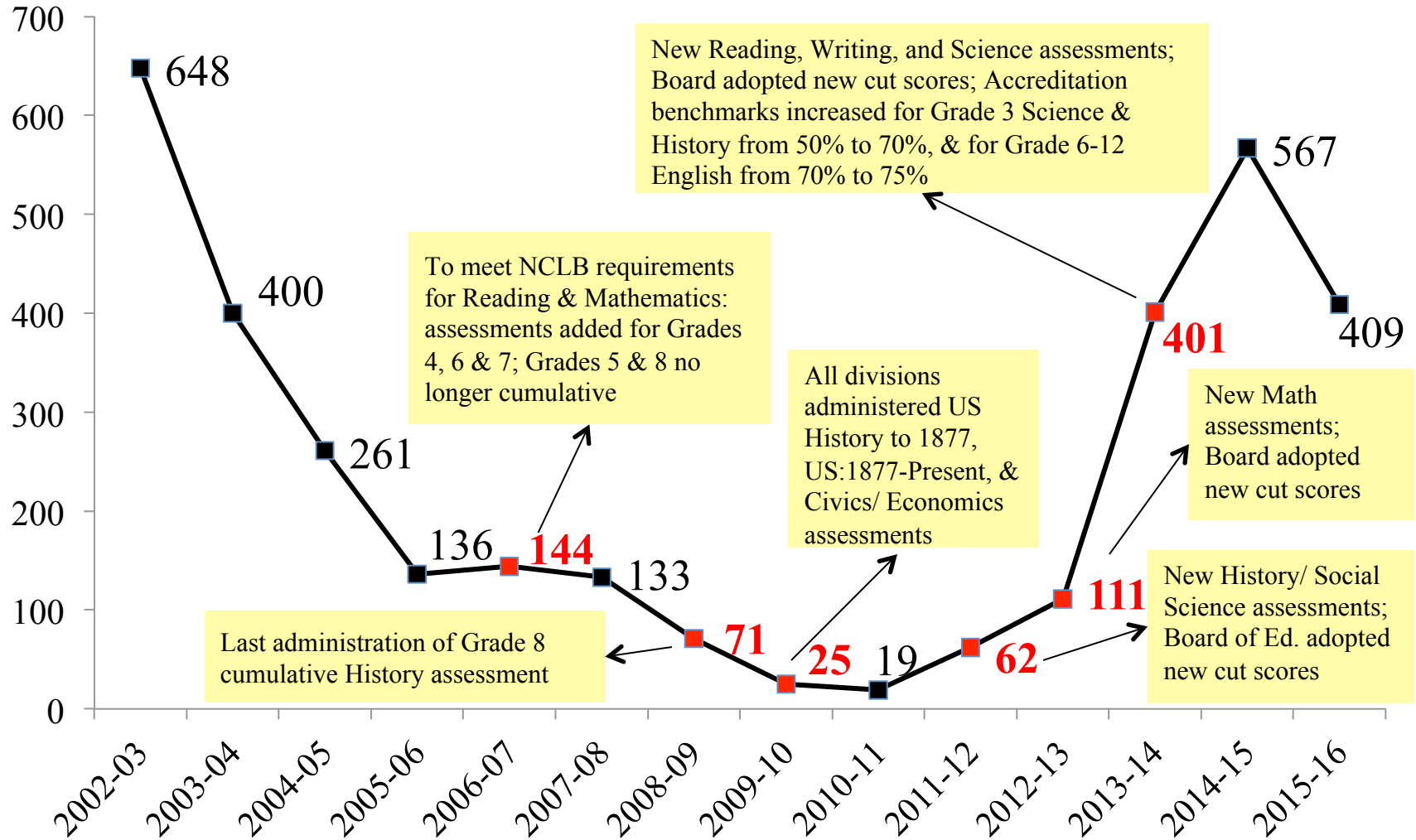


**Success: More of Virginia's schools
are rated as Fully Accredited in
2015-16.**

Accreditation 2015

- **78%, or 1,414 of Virginia's 1,823 public schools, are rated as Fully Accredited for the 2015-16 school year, compared to 68% for 2014-15**
- **The number of schools not fully accredited decreased to 409 in 2015-16 from 567 in 2014-15**
- **Of the 541 schools “Accredited with Warning” in 2014-15, 200 are now fully accredited for 2015-16**

Schools Not *Fully Accredited* 2002-2003 through 2015-2016



2015-2016 Accreditation Ratings

Accreditation Rating	Number of Schools	Percent of All Schools
Fully Accredited	1,414	78
Partially Accredited: Approaching Benchmark-Pass Rate	46	3
Partially Accredited: Approaching Benchmark-GCI	1	<1
Partially Accredited: Improving School-Pass Rate	76	4
Partially Accredited: Improving School-GCI	0	0
Partially Accredited: Warned School-Pass Rate	215	12
Partially Accredited: Warned School-GCI	0	0
Partially Accredited: Reconstituted School	0	0
Accreditation Denied	13	<1
Conditionally Accredited (New Schools)	9	<1
To Be Determined	49	3
Total Schools	1,823	100%

Focus on Challenged Schools

3 Core Components

1. Teaching

- Quality and Continuity
 - Expand teacher residency programs
 - Utilize Teach for America
- Expand virtual instruction to “fill gaps” (Algebra Project)
- Provide direct teacher professional development

2. Leadership

- Strengthen Board authority for MOU/CAP process
- Mentor and support for superintendents and school boards
- Provide Principal training for instructional improvement

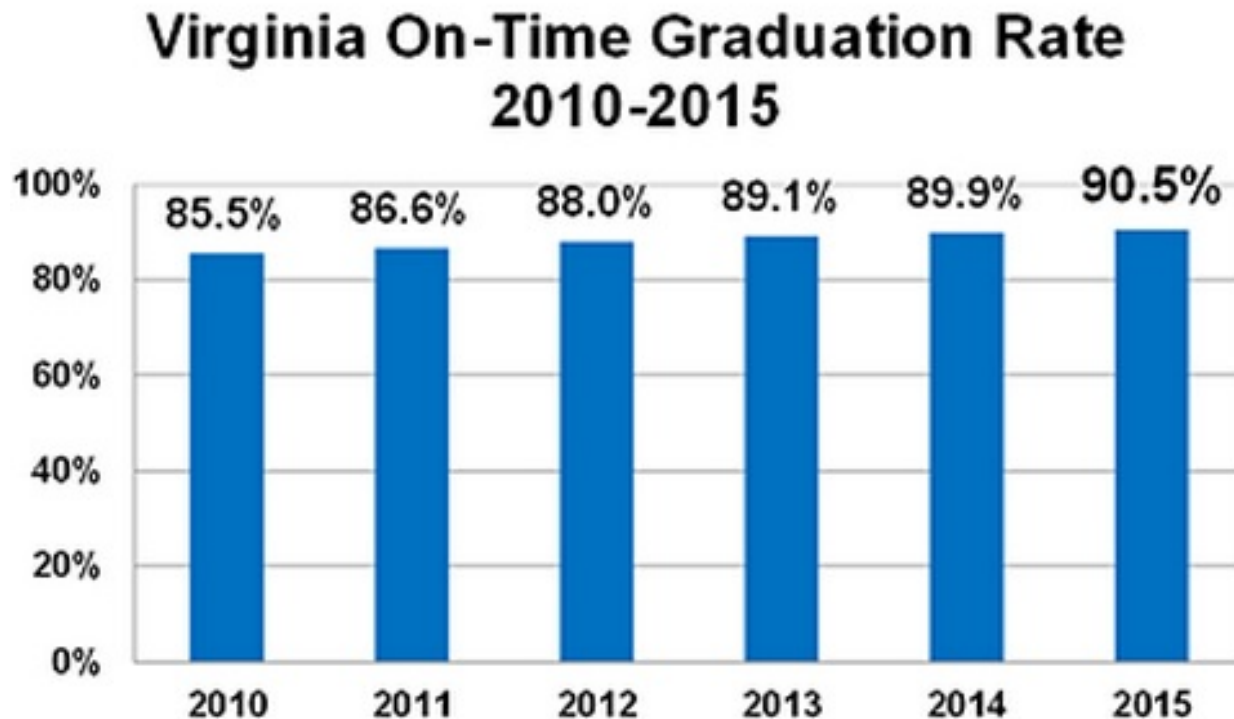
3. Enhanced support services to build community collaboration

- EX: nutrition, housing, attendance and behavioral issues....

Success: More of Virginia's high school students are graduating on time, outperforming their peers on college readiness assessments, and earning more workplace credentials.

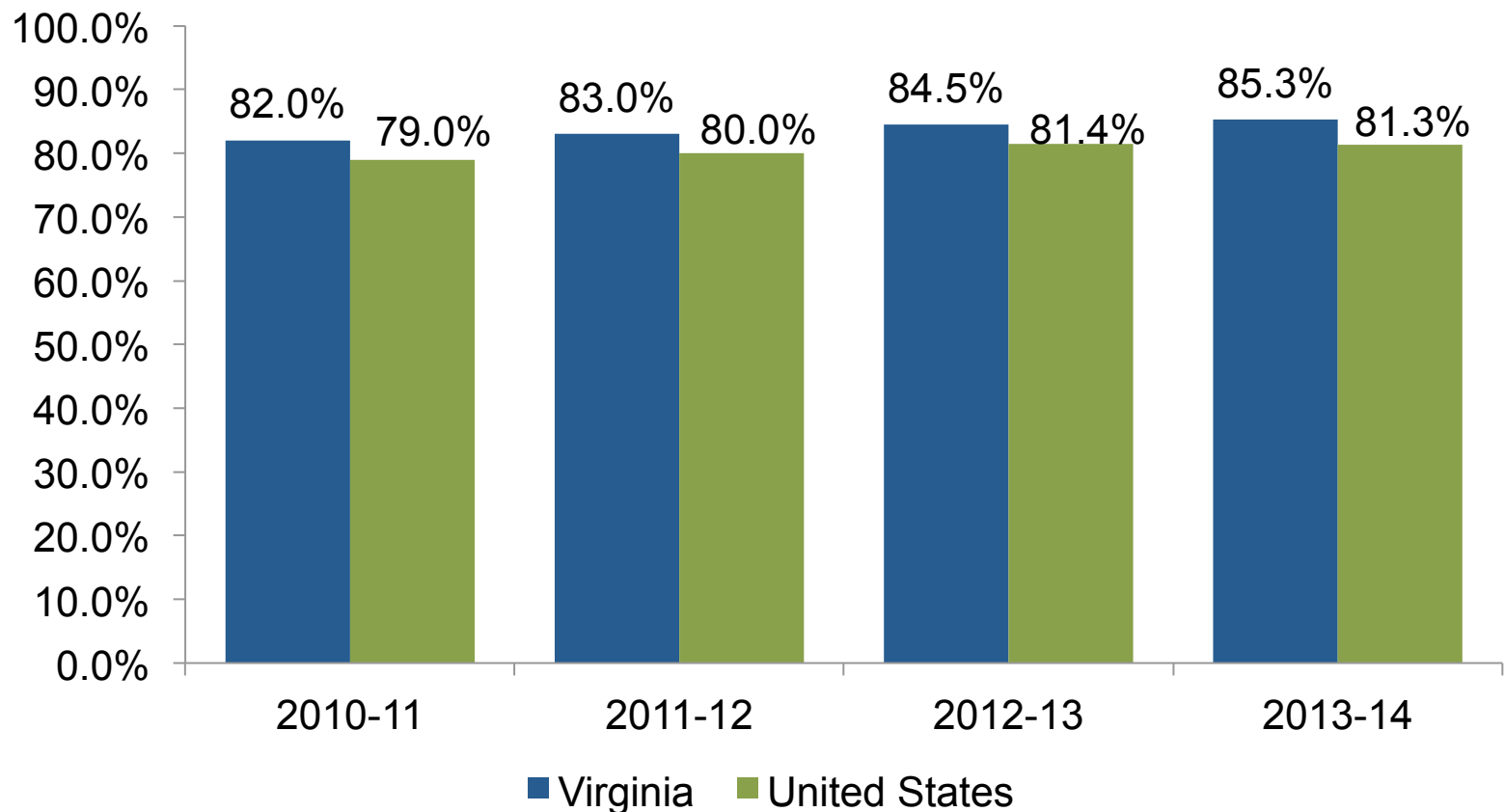
Graduation and Dropout Rates

- Virginia's on-time graduation rate climbed to **90.5%** for the class of 2015
- Dropout rate fell to 5.2%

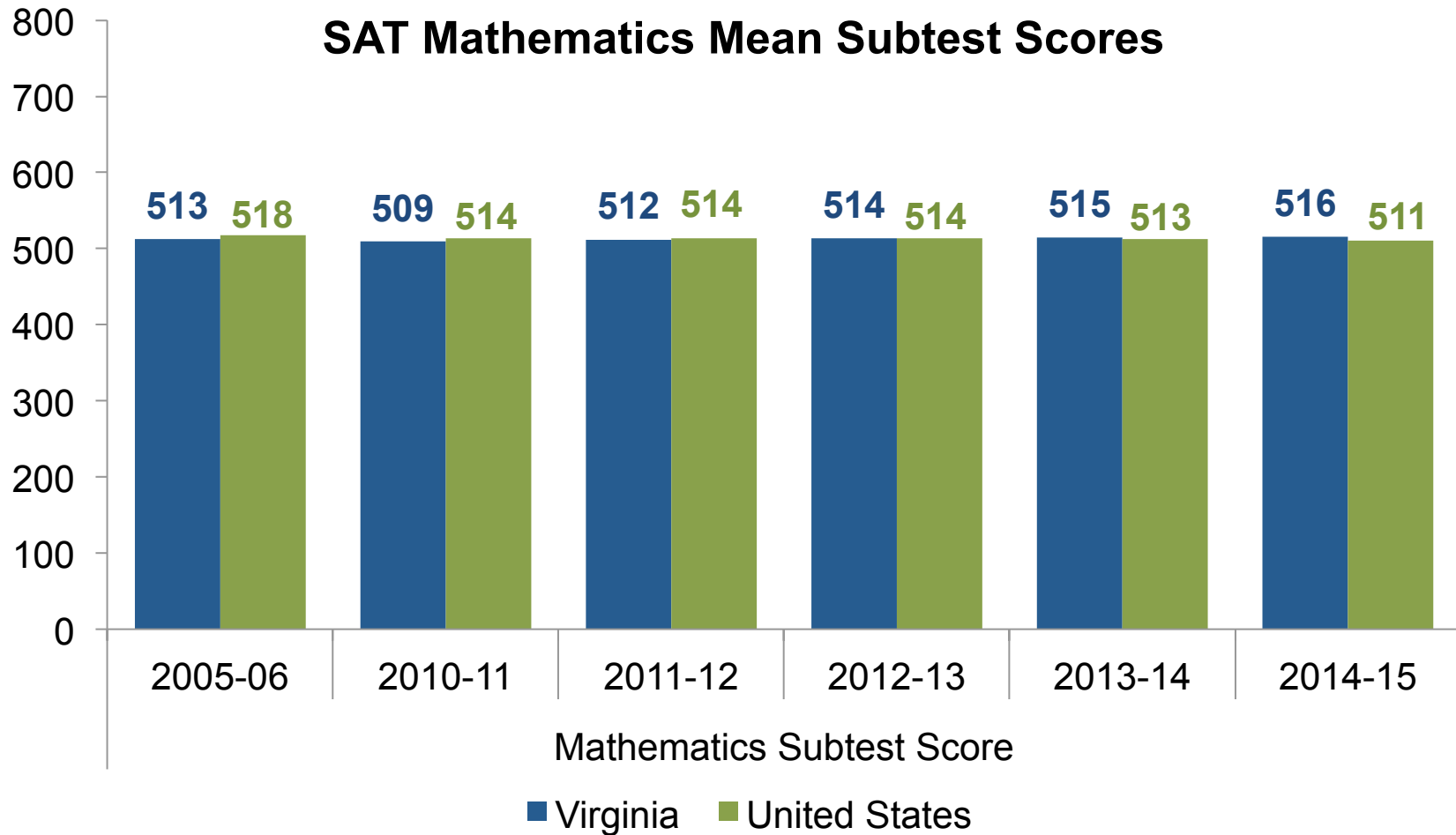


Virginia Students Graduate at Rates Higher than National Average

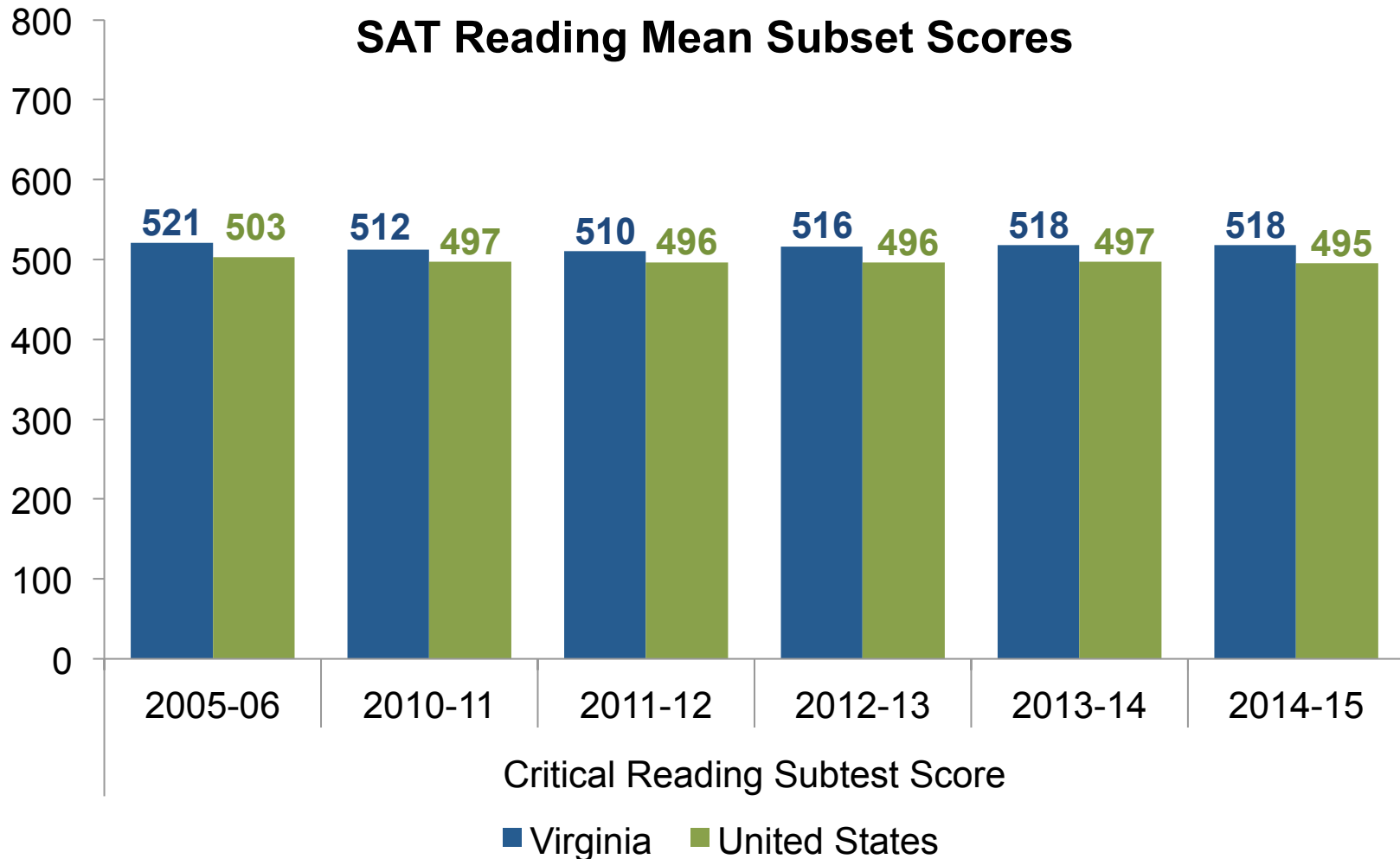
Federal Four-Year Adjusted Cohort Graduation Rate



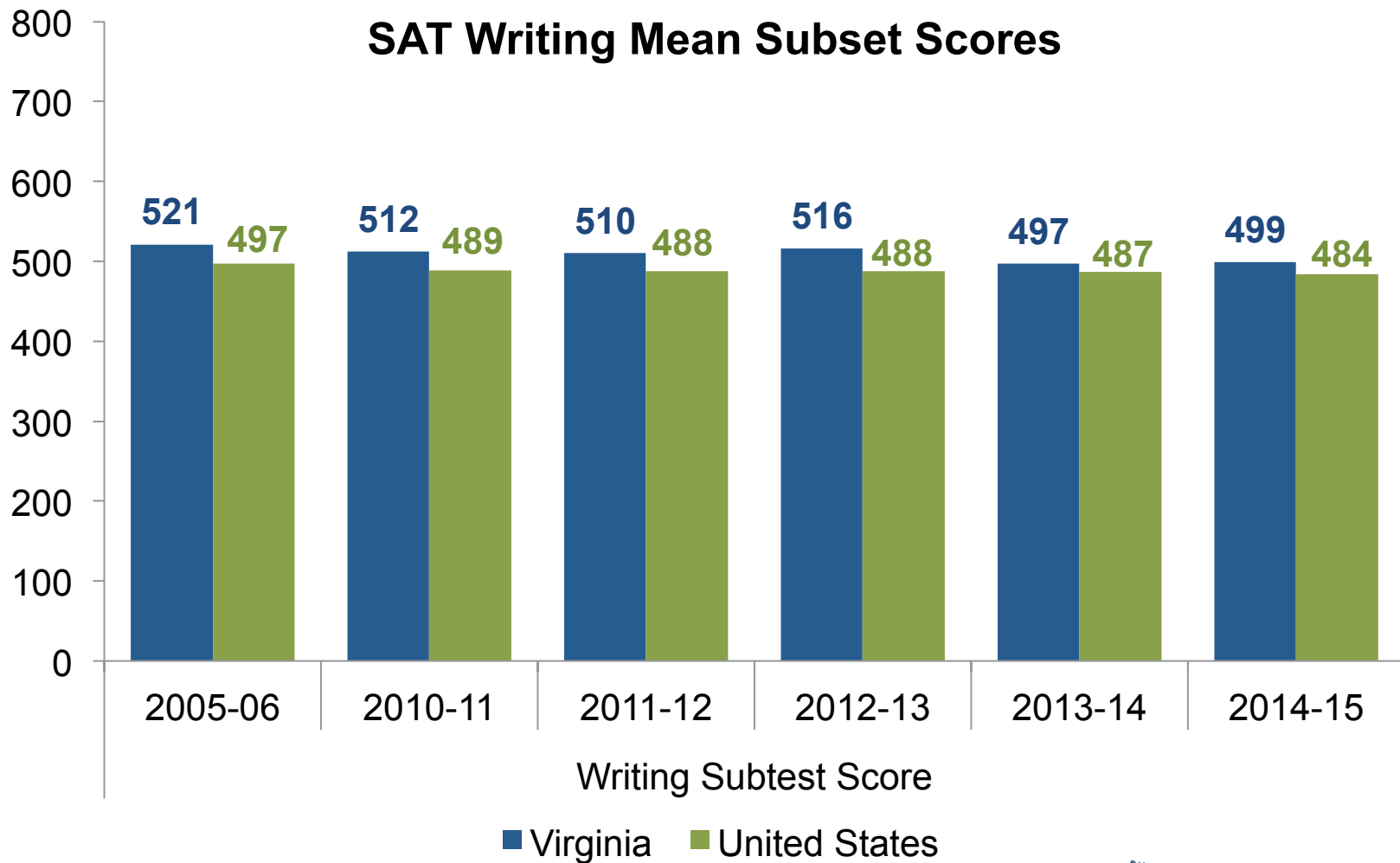
Virginia Students Outperform Nation on SAT Mathematics Subtest



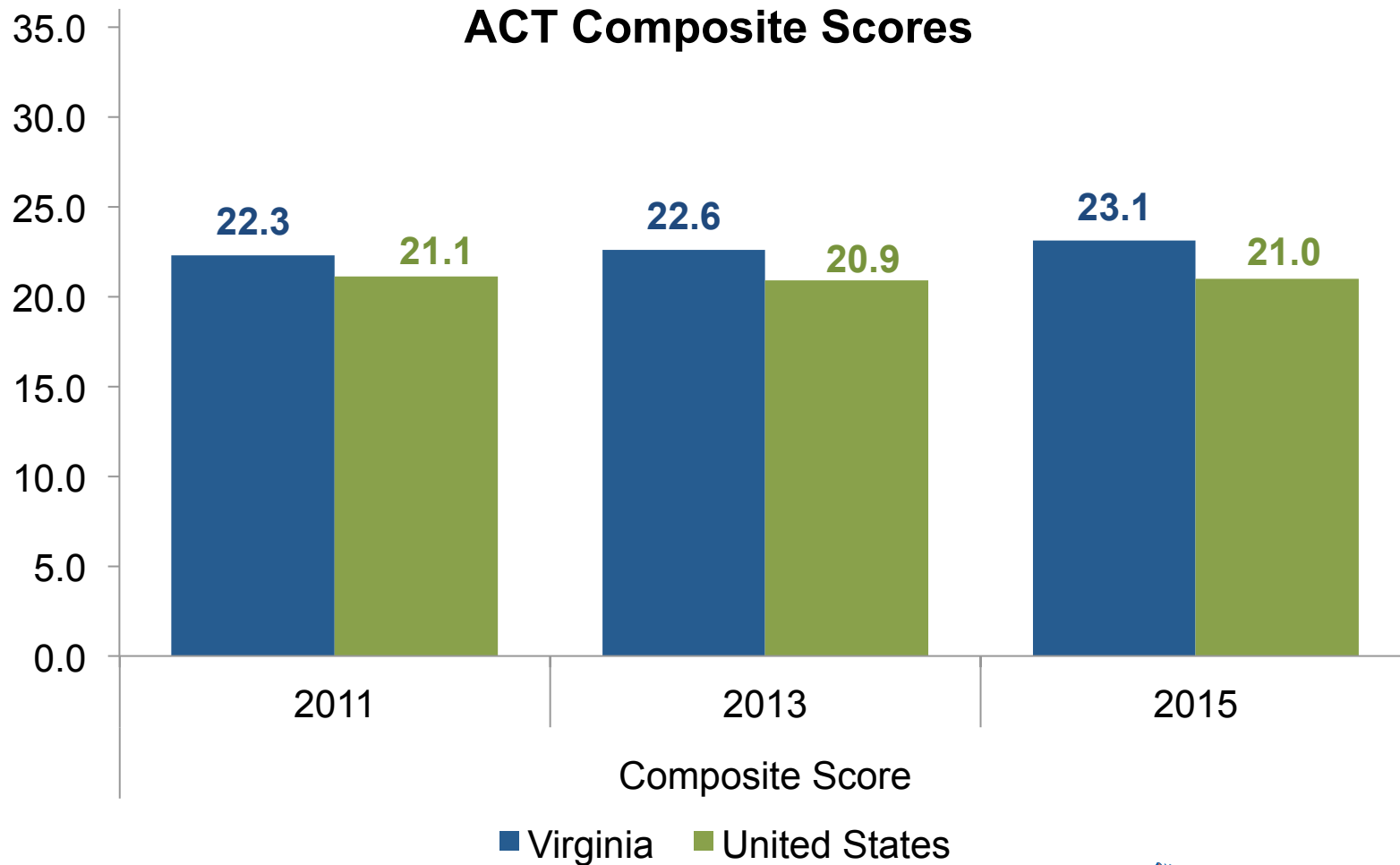
Virginia Students Outperform Nation on SAT Reading Subtest



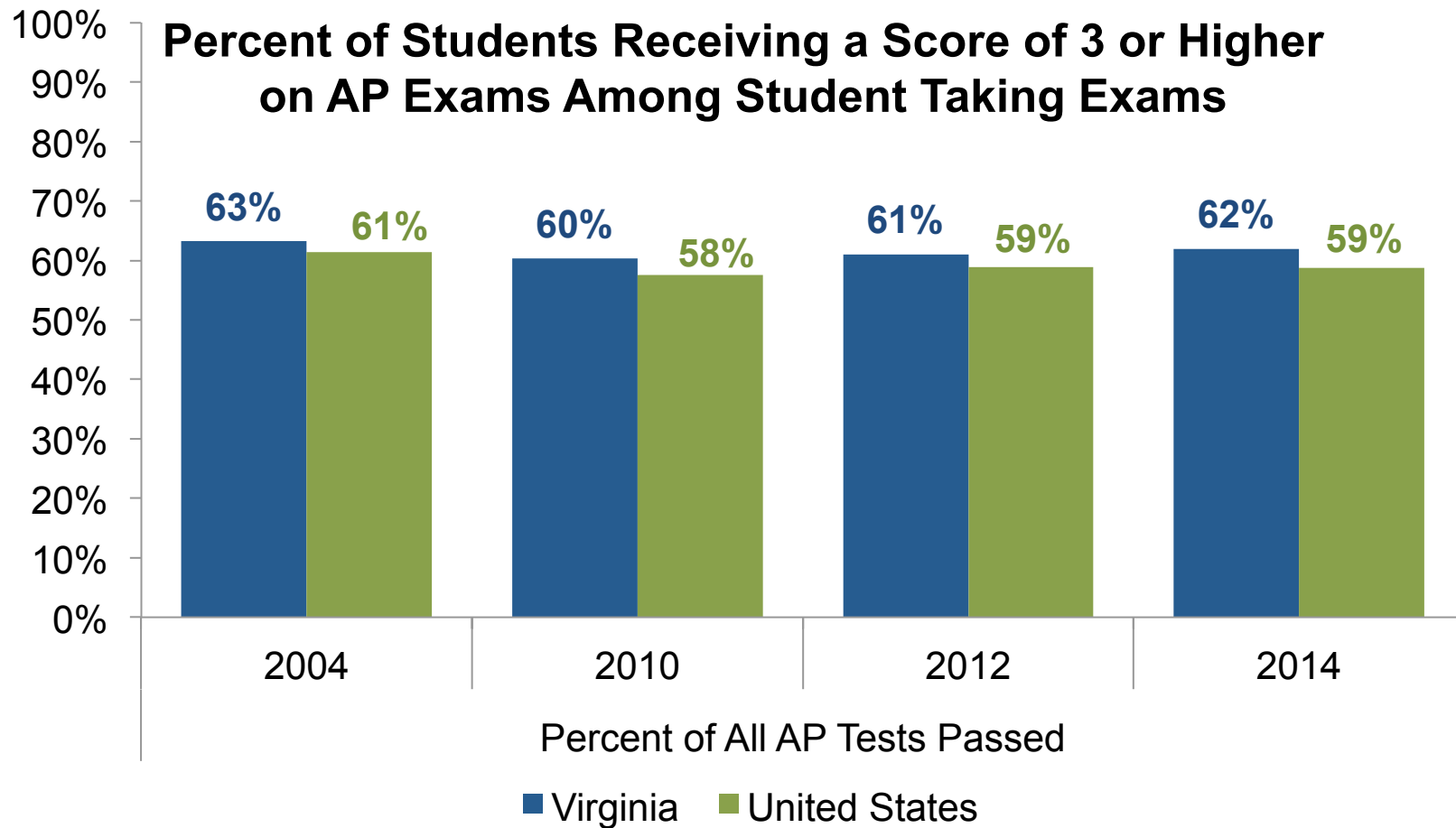
Virginia Students Outperform Nation on SAT Writing Subtest



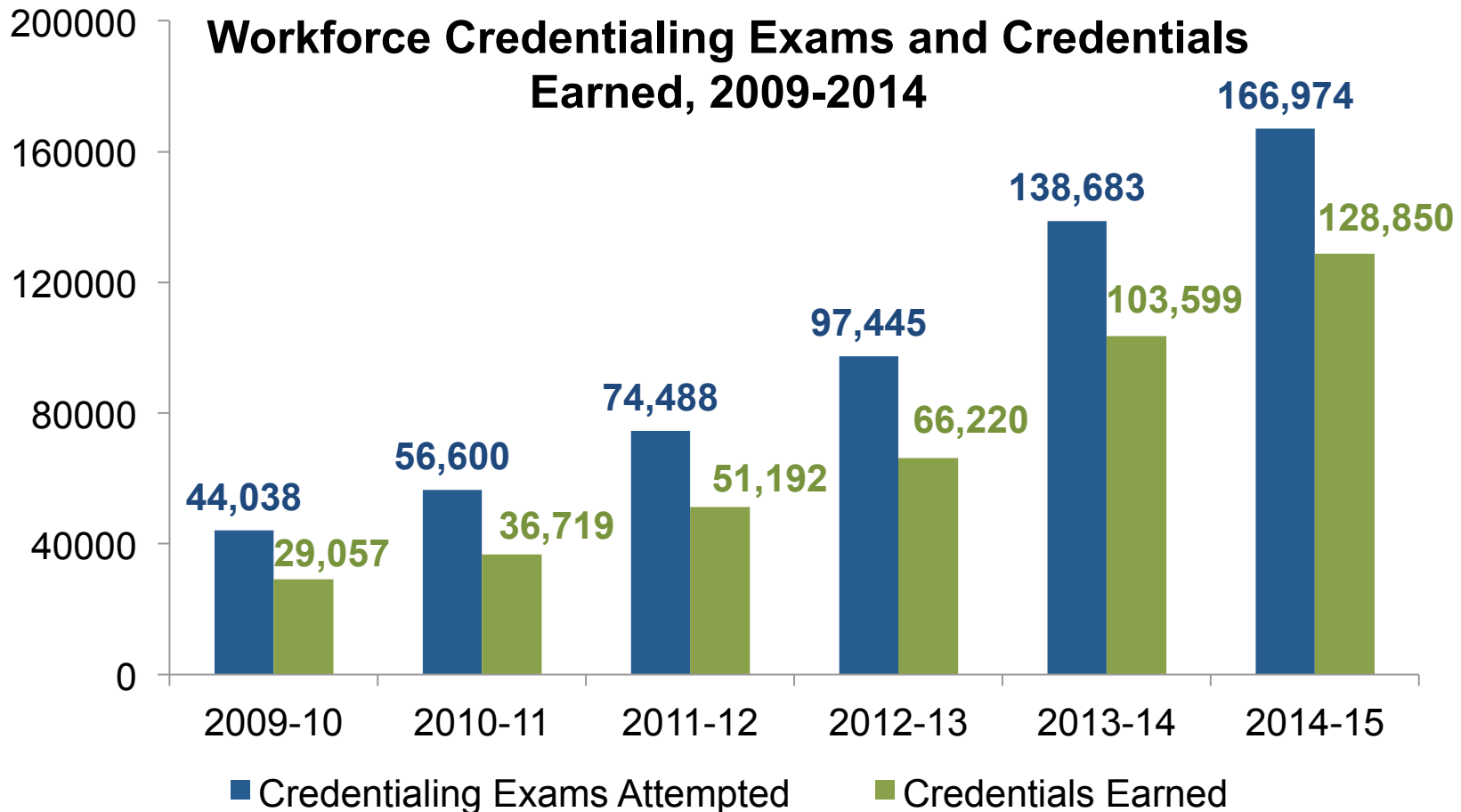
Virginia Students Outperform on ACT



Higher AP Pass Rates Among Virginia Students

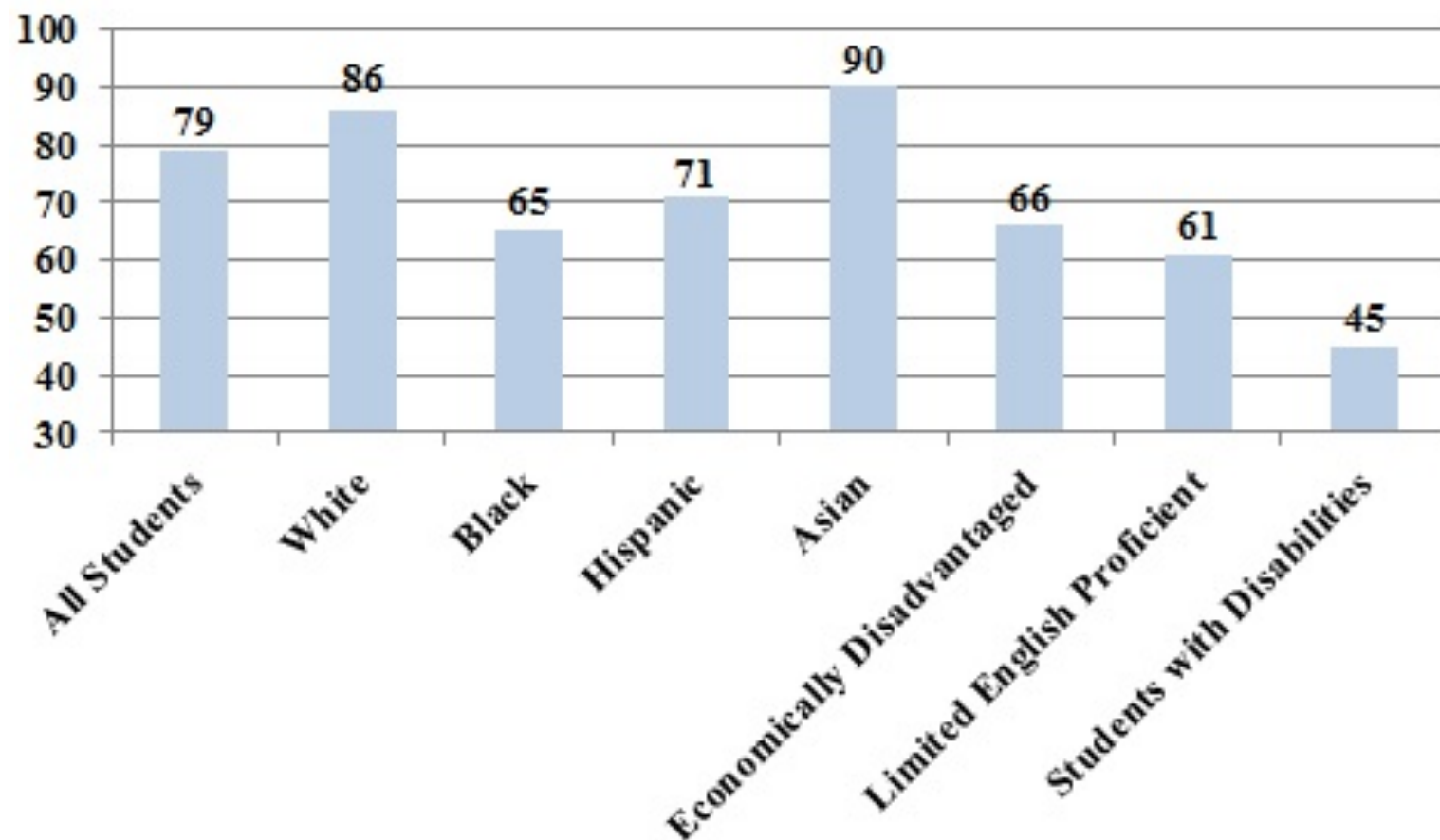


Virginia Students Earning More Workforce Credentials

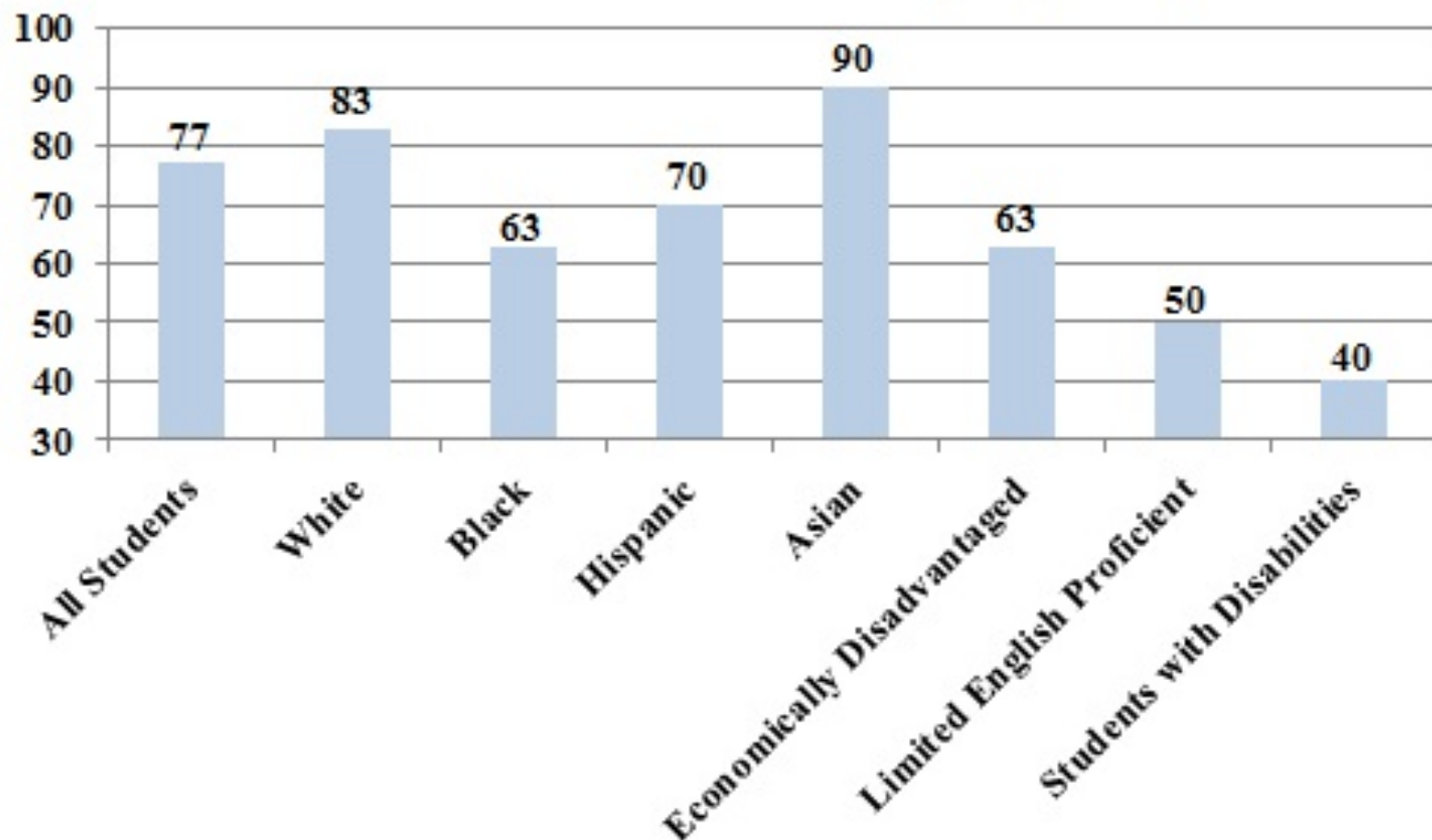


**Opportunities: Achievement gaps
between subgroups persist.**

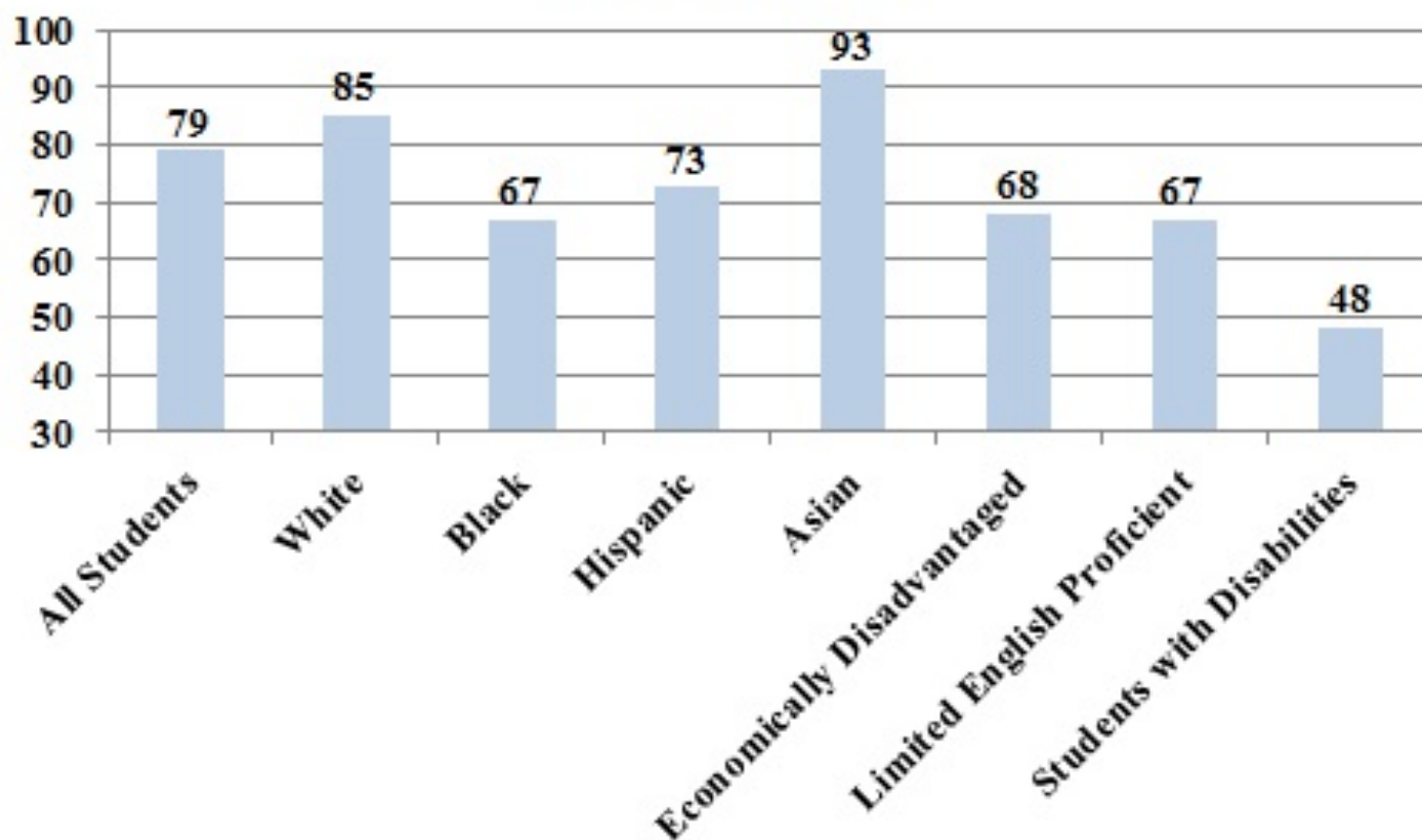
Percentage of Students Passing the Reading SOL Assessment in 2014-2015 by Subgroup



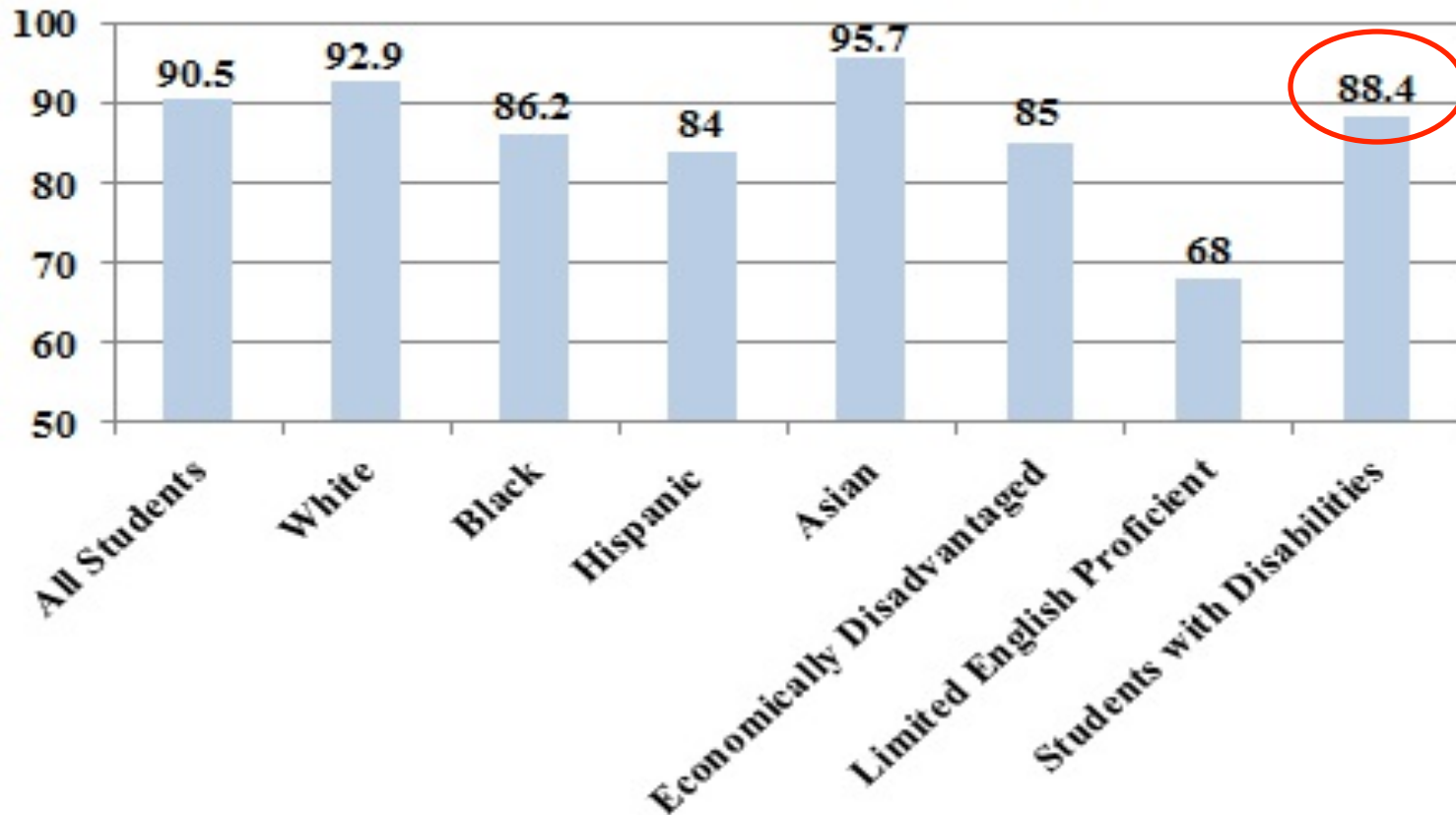
Percentage of Students Passing the Writing SOL Assessment in 2014-2015 by Subgroup



Percentage of Students Passing the Mathematics SOL Assessment in 2014-2015 by Subgroup

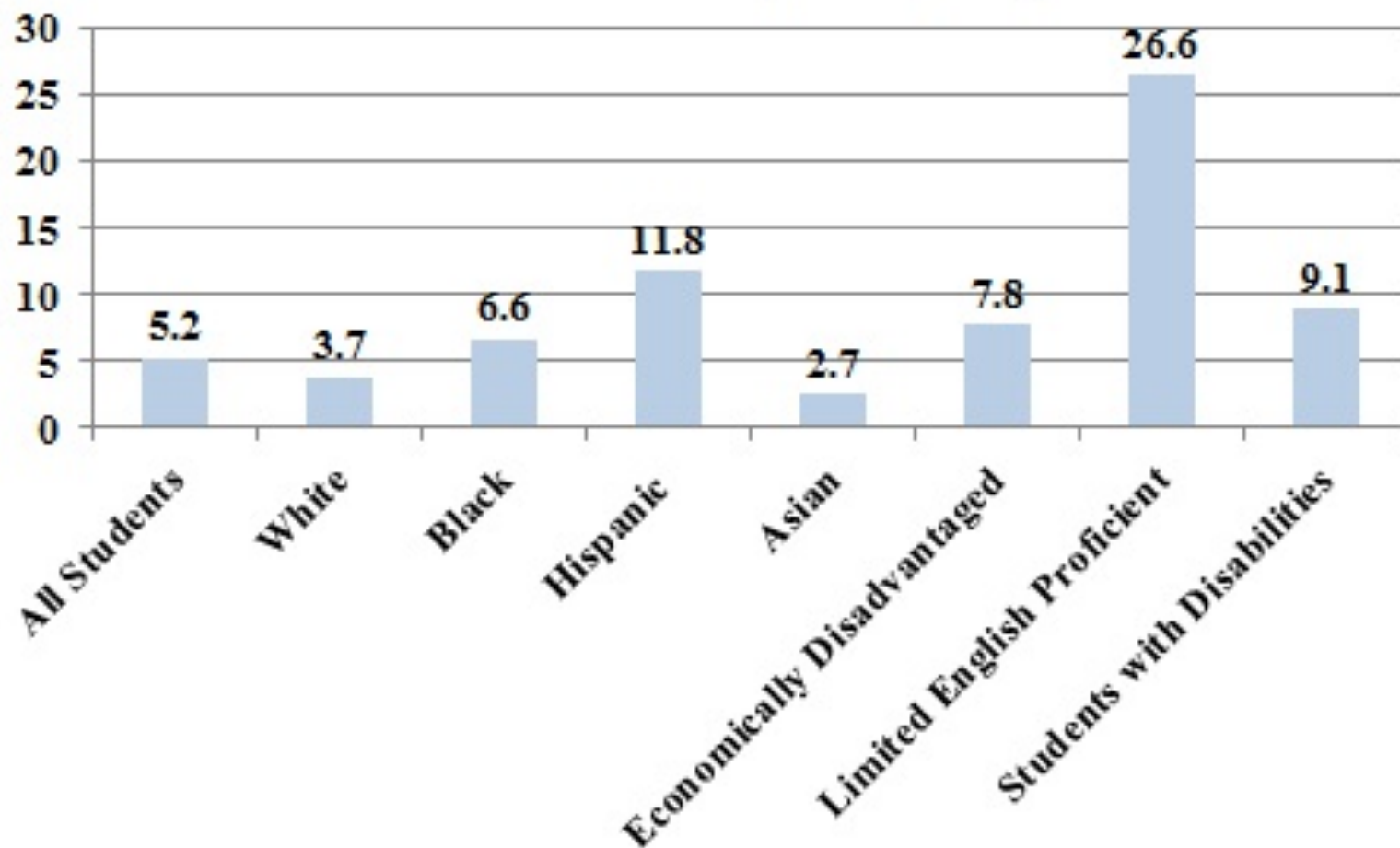


On-Time Graduation Rates for the Class of 2015 by Subgroup



The on-time graduation rate for students with disabilities has made large gains over the past 5 years, climbing from 82.6% in 2010 to 88.4% in 2015.

Dropout Rates for the Class of 2015 by Subgroup



Opportunities: Developing positive school climate is critical to the success of all students.

Positive School Climate

Developing positive school climate is multi-faceted:

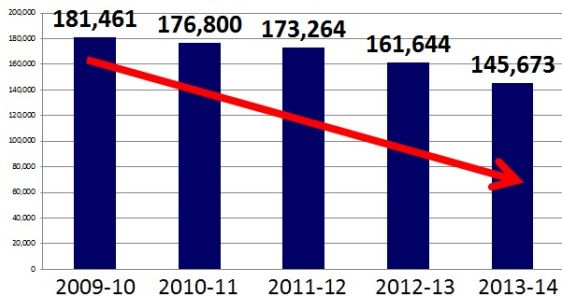
- **Families are engaged**
- **Students are fed**
 - More than one in six children in Virginia face a constant struggle against hunger
- **Students receive the needed “wrap-around” interventions to address mental health issues, substance abuse, homelessness, trauma, violence, transience, and poverty**
- **Students are in school**
 - Moving away from disciplinary actions that reduce learning time, such as suspensions and expulsions, to restorative accountability and positive behavior support systems

Student Discipline Rates

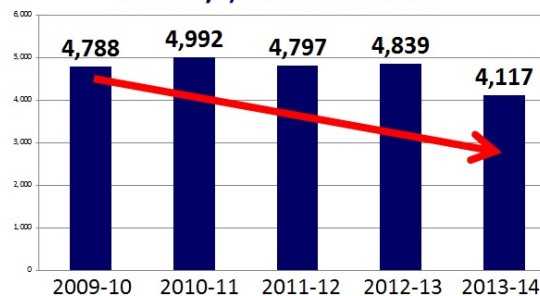
Since 2010,

- ✓ Short Term suspensions are down 19%
- ✓ Long Term suspensions are down 14%
- ✓ Expulsions are down 48%

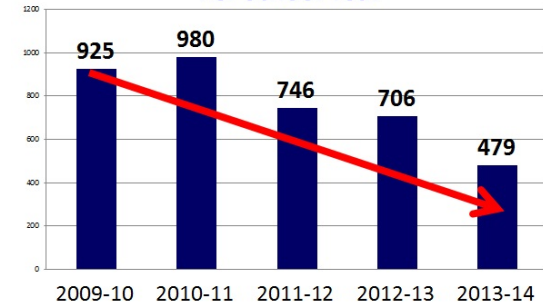
Total Number of Short Term Suspensions (1-10 Days) Per School Year



Total Number of Long-term Suspensions (11-364 Days) Per School Year

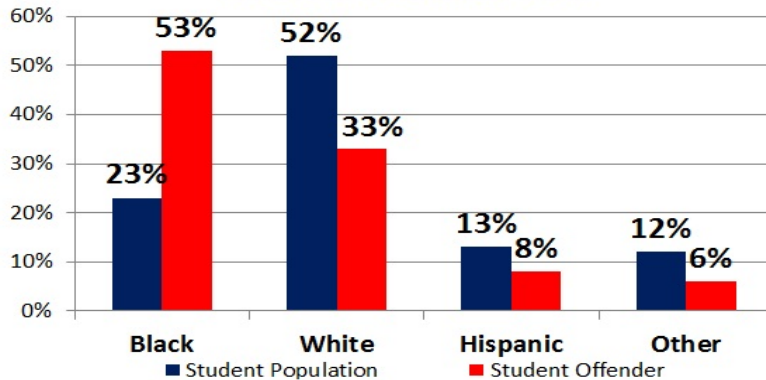


Total Number of Expulsions (365 Days) Per School Year

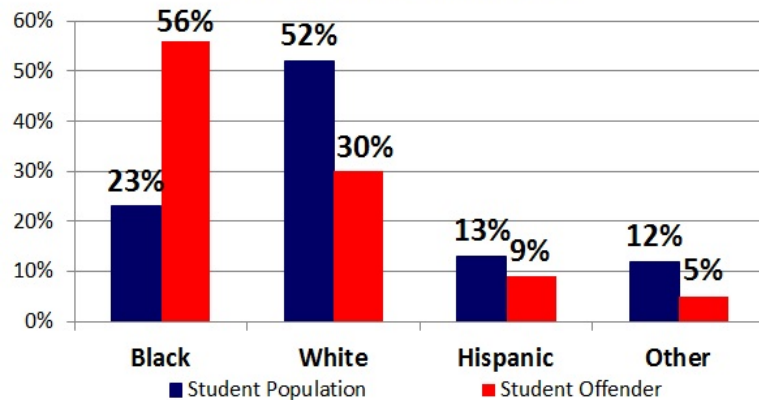


BUT “Gaps” among student subgroups still persist...

**Percent of Short Term Suspensions
(1-10 Days) by Sub Groups for the
2013-14 School Year**

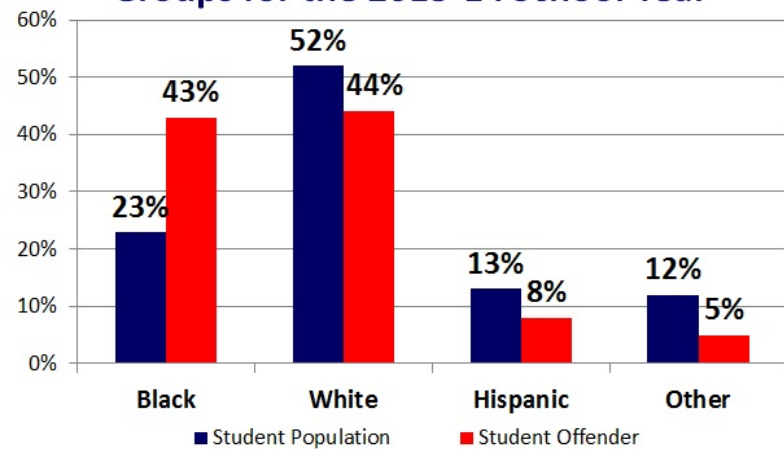


**Percent of Long Term Suspensions
(11-364 Days) by Sub Groups for the
2013-14 School Year**



Although black students only made up 23% of the student population in 2014, they accounted for 53% of the short term suspensions, 56% of long term suspensions, and 43% of expulsions

**Percent of Expulsions (365 Days) by Sub
Groups for the 2013-14 School Year**



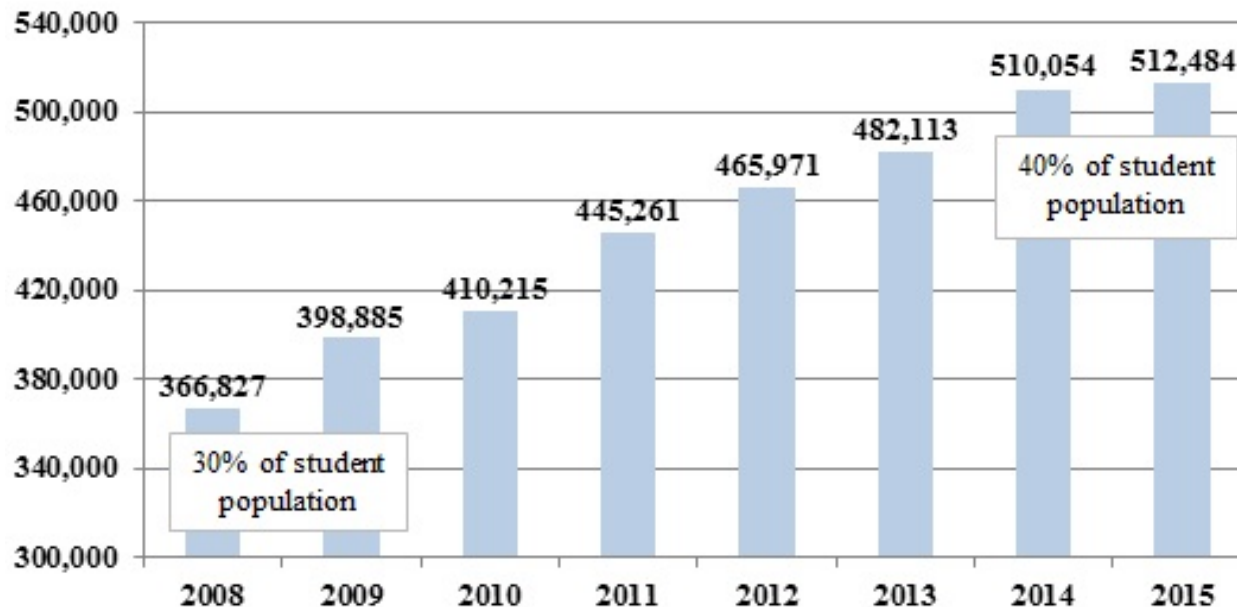
Factors Impacting the Work of Public Schools

Changing Demographics
Limited Funding
Workforce Capacity
Higher Expectations

Changing Demographics

- Since 2008, the total student population has increased by 4%, while the number of economically disadvantaged students has increased by 40% (representing 40% of the student population)

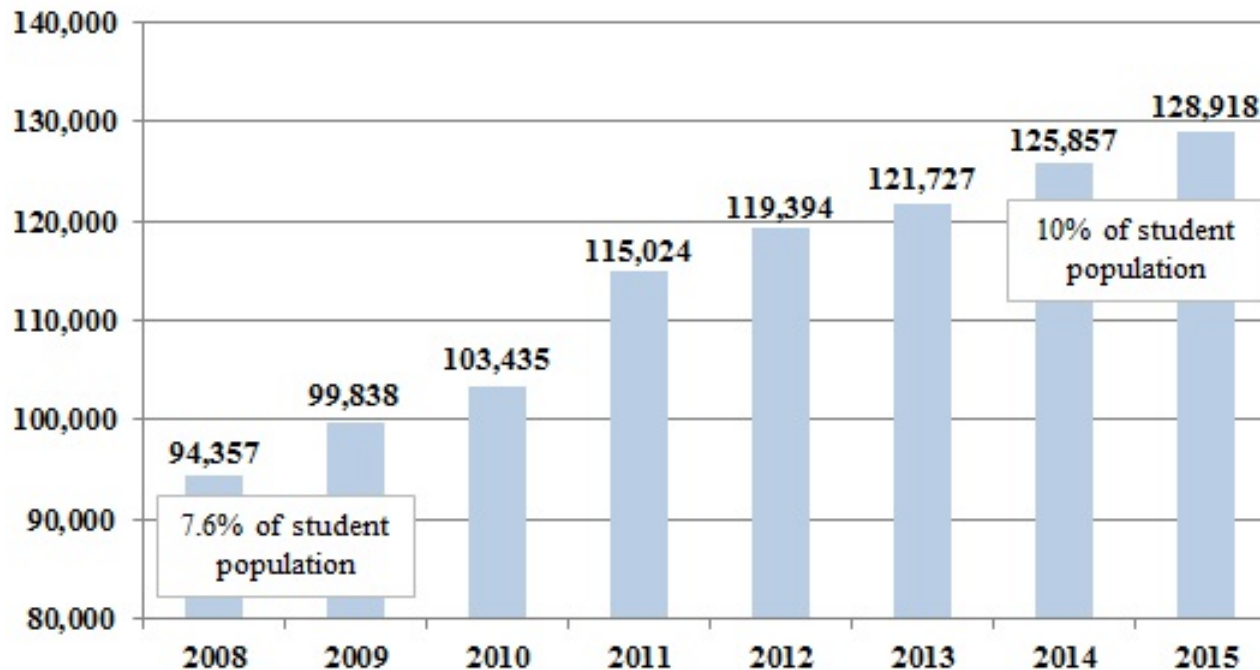
Enrollment of Economically Disadvantaged Students
by School Year



Changing Demographics

- The number of English language learners has increased by 37% (representing 10% of the student population)

**Enrollment of English Language Learners
by School Year**



Changing Demographics

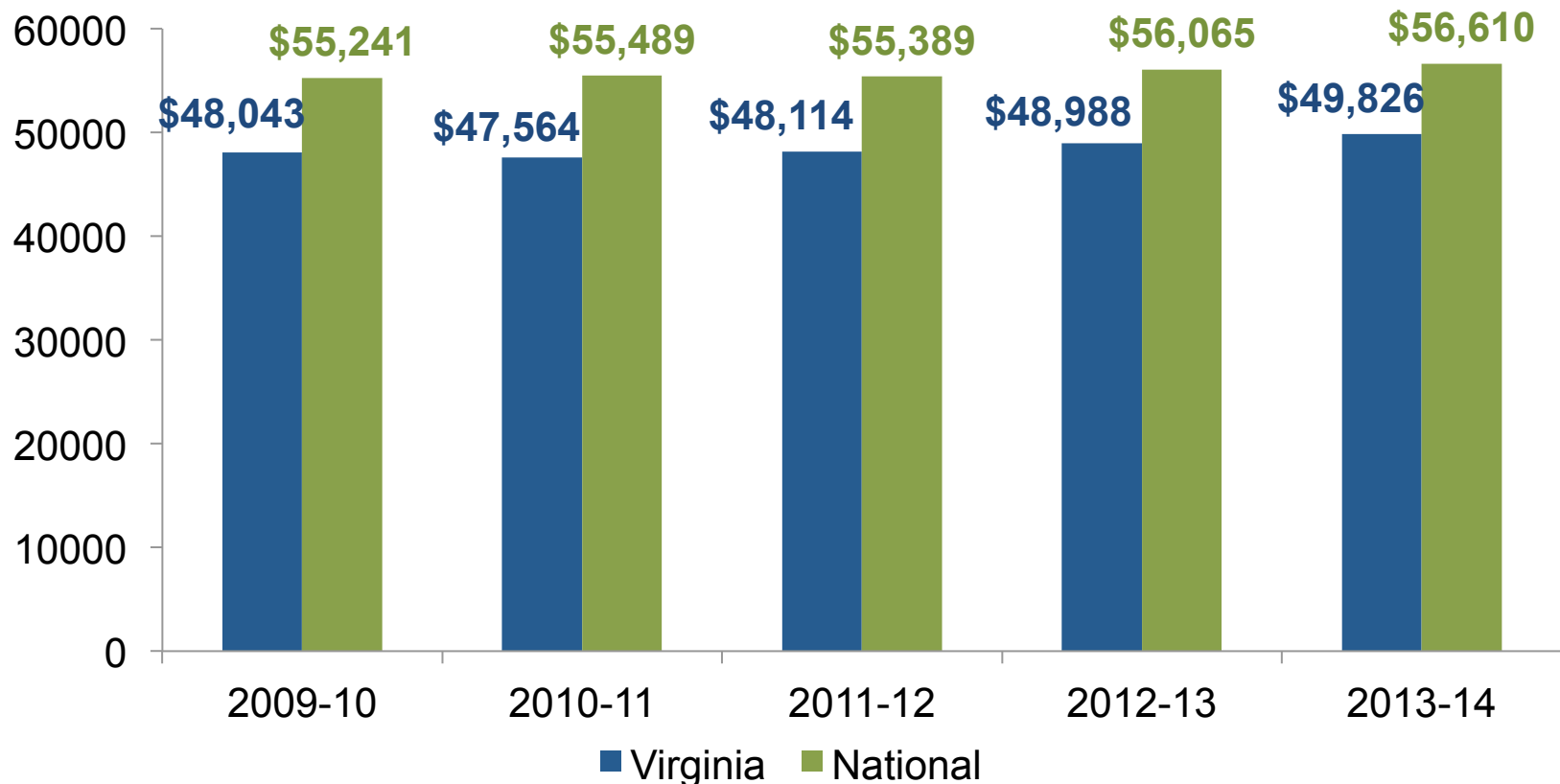
- While the number of students identified with disabilities has decreased slightly since 2008, students receiving special education services still represent roughly 12% of the student population in 2015.
- Two disability categories in particular, autism and other health impairments, have risen steadily within recent years - **autism by 45%** and other health impairments by 10% percent respectively.

Limited Funding

Measure	Virginia Rank	Virginia's Data
State and Local Per Pupil Education Funding, Pre-K-12	26	\$10,600
State Per Pupil Funding, Pre-K-12	41	\$4,426
Average Teacher Salaries, Pre-K-12	29	\$49,826

Virginia's Teacher Salaries were 88% of the National Average in 2013

Average Teacher Salaries, 2009-2013



Workforce Capacity

Local School Divisions:

Reduced instructional and student support personnel to support administrators, teachers, and students

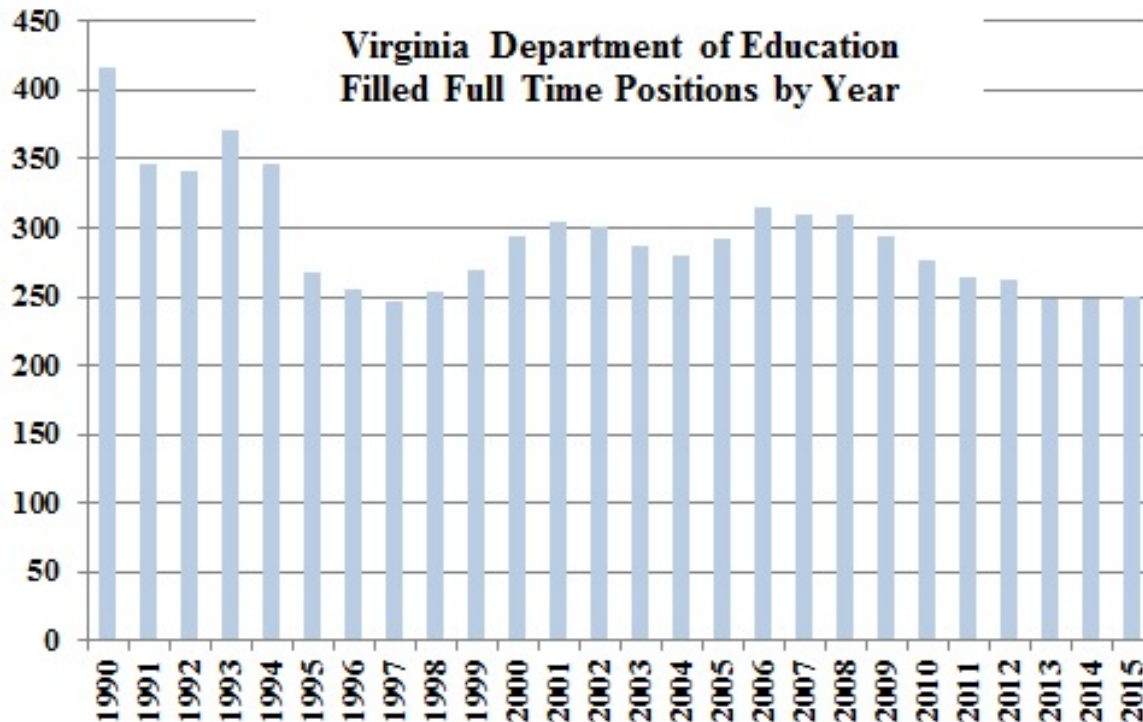
- Since 2008, K-12 public education staffing has been reduced by approximately 5,000 positions, while student enrollment has increased by almost 4 percent.
- Virginia's teacher-pupil ratio at 14.1 students/teacher remains below the national average of 16.1.

Workforce Capacity

Virginia Department of Education:

Limited capacity to support local school divisions with professional development resources

- From the dawn of the Standards of Learning era in 1990 through 2015, **VDOE staffing levels have dropped by 40%**



Workforce Capacity

Educator Workforce:

Difficulty recruiting and retaining the best educators

- High turnover, especially in the most challenging schools
- Fewer students entering Teacher Preparation Programs
- Shortage Areas by Licensure:
 1. Special Education
 2. Elementary Education PreK-6
 3. Middle Education Grades 6-8
 4. Career and Technical Education
 5. Mathematics Grades 6-12
 6. School Counselor PreK-12
 7. Foreign Languages PreK-12
 8. English (Secondary)
 9. Health and Physical Education PreK-12
 10. History and Social Science (Secondary)

Turnover and Trouble Recruiting in Challenged Schools

2014-2015 School Year Baseline Metrics

	Virginia	School Division #1	School Division #2	School Division #3
Percentage of Classes Taught by Teachers not Meeting Definition of Highly Qualified				
<i>Core</i>	1%	5%	1%	5%
<i>Non-Core</i>	3%	21%	2%	12%
Percentage of Provisionally Licensed Teachers				
<i>General</i>	4%	9%	4%	10%
<i>Special Education</i>	1%	2%	1%	2%
Percentage of New Teachers	4.4%*	8.5%	6.3%	9.1%
Percentage of Substitute Teachers	0.3%	13.3%	NR	16.6%

*Based on divisions responding to New Teacher Program Data Collection

Workforce Capacity

Educator Workforce (Continued):

Aging workforce

- Approximately 1/3 of Virginia's 97,000 public school teachers are over the age of 50 – prime candidates for retirement. Yet, Virginia schools of education produce about 4,000 new teachers a year.

Higher Expectations

- **More rigorous curriculum standards**
- **Challenging new SOL assessments that test students' problem-solving and critical-thinking skills, as well as their content knowledge**
- **Higher benchmark pass rates required for full accreditation**
- **High schools must meet goals for improving graduation rates**

Virginia General Assembly Mandates

Year	Mandates to VDOE/BOE	Mandates to School Division
2011	3	11
2012	16	9
2013	15	18
2014	13	16
Total	47	54

Next Steps

Next Steps

- **Focus on attracting and retaining quality teachers in struggling schools**
- **Continued focus on improving quality of instruction in classroom and the capacity of principals to provide helpful feedback to teachers**
- **Emphasis on providing “wrap around” services for students**

Resources

Continued restoration of funding is needed in response to:

- Funding reductions made during the recession
- Growing demands placed on schools and educators
- Growing student population

Resources are needed to:

- Build capacity through additional staff, especially, in the area of instructional and student support services
- Provide professional development
- Provide financial incentives for the most skilled educators to teach in and lead the most challenged schools
- Support strategic reinvestments in the Standards of Quality
- Improve the assessment system to better measure student achievement and growth, including expanding Computer Adaptive Testing (CAT), and supporting reliable and valid local assessment methods

Concluding Remarks

Q & A Time

Thank You

Back-up Slides

School Accreditation Ratings

- **The Virginia Board of Education revised school accreditation ratings to better inform the public about schools' progress toward meeting Virginia's high expectations for student learning and achievement.**
 - *Fully Accredited* - Meets all benchmarks for achievement levels
 - *Partially Accredited: Approaching Benchmark-Pass Rate* — Schools within two points of the adjusted SOL pass rates required for full accreditation in one or more subject areas
 - *Partially Accredited: Approaching Benchmark-Graduation and Completion Index* — High schools that have attained the adjusted pass rates required for full accreditation and are within one point of the GCI required for full accreditation
 - *Partially Accredited: Improving School-Pass Rate* — Schools that do not qualify for a rating of Partially Accredited: Approaching Benchmark-Pass Rate, but that are making acceptable progress toward full accreditation
 - *Partially Accredited: Improving School-Graduation and Completion Index* — High schools that have attained the adjusted pass rates required for full accreditation, and that have improved their GCI by at least one point from the previous year, but that are not within a narrow margin of the GCI required for full accreditation.

School Accreditation Ratings, cont.

- *Partially Accredited: Warned School-Pass Rate* - Schools that are not within a narrow margin of, nor making acceptable progress toward achieving the adjusted SOL pass rates required for full accreditation, receive this rating.
- *Partially Accredited: Warned School-GCI* - High schools that have achieved the adjusted SOL pass rates required for full accreditation, but that are not within a narrow margin of, nor making acceptable progress toward achieving the GCI required for full accreditation, receive this rating.
- *Partially Accredited: Reconstituted School* - Schools that fail to meet the requirements for full accreditation for four consecutive years and receive permission from the state Board of Education to reconstitute, receive this rating. A reconstituted school reverts to accreditation-denied status if it fails to meet full accreditation requirements within the agreed-upon term, or if it fails to have its annual application for Partially Accredited-Reconstituted School renewed.
- *Accreditation Denied* - Under the revised accreditation regulations, a school that has not been Fully Accredited for four consecutive years will still be denied accreditation
- *Conditionally Accredited* - A rating of Conditionally Accredited is awarded for one year to a new school — comprising students who previously attended one or more existing schools — to provide the opportunity to evaluate the performance of students on SOL tests and other statewide assessments.