



Virginia Board of Education Public Hearings on Student Expectations, School Accountability, and Resources

Summer 2016

Major Areas of Work for the Board

1. Identifying Conditions and Needs of Public Education
2. High School Redesign: *Profile of a Virginia Graduate*
3. Changes to Virginia's Accountability System
4. Recommendations for the Standards of Quality

Identifying Conditions and Needs of Public Education

Conditions and Needs of Public Schools

The Board's Annual Report to the Governor and General Assembly, and the Board's Comprehensive Plan will identify the conditions and needs of public education, and the Board's priorities/goals.

*Excerpt from the 2015 Annual Report on the Condition and Needs
of Public Schools in Virginia:*

The Board believes we must work with our education partners to further improve public education by:

- 1. Creating an accountability system that promotes continuous improvement, acknowledges progress, and measures quality across a broad spectrum of indicators.**
- 2. Building capacity in schools and school divisions to support the unique needs of all students, teachers, and administrators.**
- 3. Fostering positive, safe, and healthy school climates that promote high student achievement and social and emotional development.**

High School Redesign: *Profile of a Virginia Graduate*



Profile of a Virginia Graduate

**In Virginia, the Life Ready Individual Will,
During His or Her K-12 Educational Experience:**

CONTENT KNOWLEDGE

Achieve and apply appropriate academic and technical knowledge

Demonstrate productive workplace skills, qualities, and behaviors

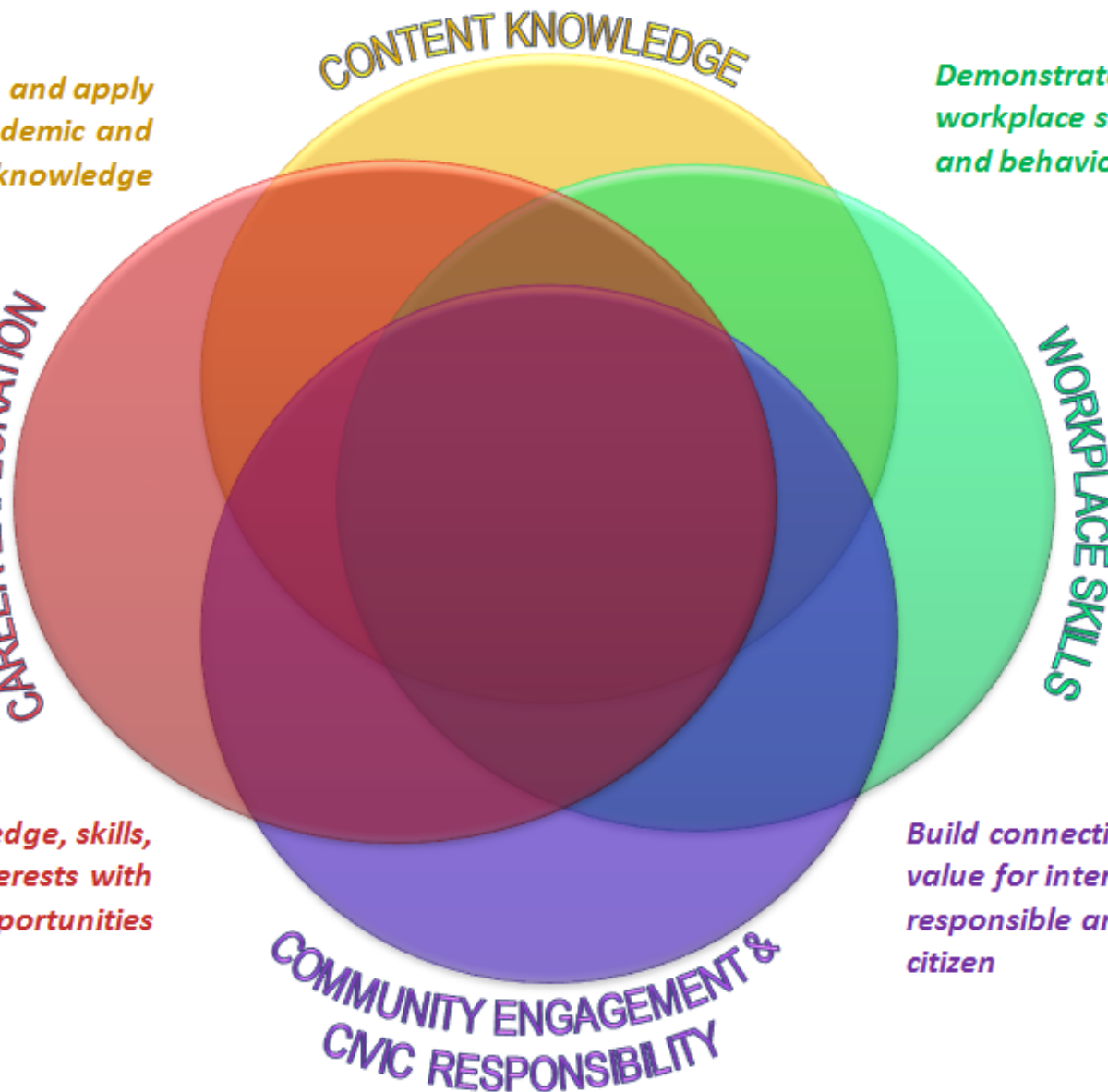
CAREER EXPLORATION

Align knowledge, skills, and personal interests with career opportunities

WORKPLACE SKILLS

Build connections and value for interactions, as a responsible and responsive citizen

COMMUNITY ENGAGEMENT & CIVIC RESPONSIBILITY



Profile of a Virginia Graduate

In Virginia, the Life Ready Individual:

CONTENT KNOWLEDGE

- Uses the knowledge and skills described in the Standards of Learning for core instruction areas (English, math, science, and history/social science), the arts, personal wellness, languages, and Career and Technical education programs.
- Demonstrates the knowledge and skills necessary to transition to and achieve in a global society and be prepared for life beyond high school graduation.
- Explores multiple subject areas that reflect personal interests and abilities.

WORKPLACE SKILLS

- Demonstrates productive work ethic, Professionalism, and personal responsibility.
- Communicates effectively in a variety of ways, and to a variety of audiences, to interact with individuals and within groups.
- Demonstrates workplace skills including collaboration, communication, creative thinking, critical thinking, problem solving, and responsible citizenship.

COMMUNITY ENGAGEMENT & CIVIC RESPONSIBILITY

- Makes connections and is involved in the community through civic opportunities.
- Demonstrates integrity, maintains personal health and wellness, and shows respect for others.
- Shows respect for diversity of individuals, groups, and cultures in words and actions.
- Understands and demonstrates citizenship by participating in community and government decision-making.

CAREER EXPLORATION

- Understands knowledge, skills and abilities sought by employers for career opportunities.
- Aligns knowledge, skills, and abilities with personal interests to identify career opportunities.
- Sets goals and has knowledge of a variety of pathways, course work, and/or requirements to achieve goals.
- Develops skills to align to current workplace needs, and that adapt to evolving job opportunities.
- Applies skills and knowledge by participating in workplace experiences.

Critical Thinking, Creative Thinking, Collaboration, Communication, and Citizenship

Areas of Board Consensus

- **EXPAND** the use of performance assessments and **REDUCE** the number of credits verified by SOL tests
- **INCREASE** internships and work-based learning experiences
- **INCREASE** career exposure, exploration, and planning
- **EMPHASIZE** the “5 Cs” (critical thinking, creative thinking, collaboration, communication, and citizenship)

Changes to Virginia's Accountability System

- How schools are accredited
- Support to schools needing improvement
- School Quality Profile (School Report Card)

Two Areas of Impact on Virginia's Accountability System

1. *Profile of a Virginia Graduate*
2. **Changes in Federal Law - Every Student Succeeds Act (ESSA)**

Every Student Succeeds Act of 2015 (ESSA)

- Signed into law on December 15, 2015
- Amends the Elementary and Secondary Education Act of 1965 (ESEA)
- Replaces the most recent ESEA amendment, the No Child Left Behind Act of 2001 (NCLB)

“ . . . to ensure that every child achieves”

Every Student Succeeds Act (ESSA) Requirements

**State Plan to be submitted to U.S.
Department of Education by March 2017.**

**State Accountability Systems must
address:**

- ✓ Academic achievement,
- ✓ Academic progress,
- ✓ Graduation rates,
- ✓ Progress in English Learners gaining proficiency, and
- ✓ School quality.



Recommendations for the Standards of Quality

Standards of Quality (SOQ)

Standards of Quality are prescribed in the *Code of Virginia* for **instructional programs, school staffing, graduation and achievement expectations, assessment, and school accreditation.**

The Board will be making **recommendations for revisions** to the SOQ to reflect the *Profile of a Virginia Graduate* and needs of public school divisions.

Planned Work and Timeline

Planned Work & Timeline

Ongoing

- Public comment will be elicited through VDOE Web site survey, and written correspondence – BOE@doe.virginia.gov or PO Box 2120, Richmond, VA 23218

Summer 2016:

- The Board will begin to consider changes to its accountability system
- Public comment will be sought through public hearings:
 - July 14 – Manassas
 - July 19 – Williamsburg
 - August 24 – Abingdon
 - August 25 – Lynchburg

Planned Work & Timeline

Early Fall 2016:

- Proposed revisions to the Standards of Accreditation (SOA) will be considered by the Board – proposed revisions will include the *Profile of a Virginia Graduate* expectations, revised graduation requirements, and changes to the accountability system
- Recommendations for revisions to the Standards of Quality (SOQ) will be considered by the Board
- Additional opportunities for public comment on SOA, SOQ, and ESSA

Planned Work & Timeline

Late Fall 2016:

- The Board will approve proposed revisions to the SOA and submit for executive review, pursuant to the Administrative Process Act.
 - * ***The proposed changes must become effective for the freshman class of 2018-2019.***
- The Board will make recommendations for revisions to the SOQ
- The Board will submit its Annual Report to the Governor and General Assembly
- Additional opportunities for public comment on ESSA

Planned Work & Timeline

Early 2017:

- ESSA State Plan will be considered and approved by the Board. ***State Plan must be submitted to U.S. Department of Education by March 2017.**
- The Board will update its Comprehensive Plan



Thank you!

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