



Governor K-12 “All Students” Agenda

Budget and Legislative proposals

The Honorable Laura W. Fornash
Secretary of Education

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Empowering Excellent Teachers



HB2151/SB1223 – THE EDUCATOR FAIRNESS ACT (R. P. BELL/NORMENT):

- The majority of educators in Virginia are providing Virginia's students a world-class education. We must do more to reward and recognize excellent educators.
- The Educator Fairness Act does not eliminate continuing contract.
- Extend the probationary window for teachers from 3 to 5 years which will allow for a much more thoughtful examination of those teachers being awarded continuing contract status.
- Provide for a definition of incompetence to include one or more unsatisfactory performance evaluations. This will cement the relationship between the evaluation and the contract.
- Streamline the grievance procedure will allow for an expedited decision for both the employee and the school board

2% SALARY INCREASE FOR VIRGINIA'S PUBLIC SCHOOL TEACHERS:

- Governor McDonnell has proposed **\$58.7 million** in FY 2014 to support state share of cost equivalent to a 2.0 percent salary increase for funded SOQ instructional positions, effective July 1, 2013.
- Includes teachers, professional school counselors, librarians, instructional aides, principals, and assistant principals. Participation is optional but requires a local match in order to receive the state funding.
- Salary increase is contingent on passage of the Educator Fairness Act.
- Last state-supported salary increase for public school employees occurred in FY 2008, effective on December 1.

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HB2083/SB1207 – STRATEGIC COMPENSATION GRANT INITIATIVE

(M.K. COX/VOGEL):

- Governor McDonnell proposed \$15 million to award competitive grants to school divisions for the design and implementation of compensation systems for teachers that provide incentives tailored to each participating school division's strategic goals and objectives.
- The grants would allow school divisions to award incentive payments to effective teachers who meet the school division's strategic compensation criteria, or to reward effective teacher leaders assuming additional responsibilities or priority assignments.
- The proposed Strategic Compensation Grants Initiative would provide incentive grants to approximately 3,000 teachers. Teachers would receive incentive payments of up to \$5,000 per year.

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STEM-H INCENTIVES (\$808,000):

- Governor McDonnell has proposed a total of \$808,000 to recruit, and retain high-quality individuals to teach science, technology, engineering, or mathematics (STEM-H) subjects in Virginia's middle and high schools.
- Successful teachers selected to participate in the pilot program will be eligible to receive a \$5,000 initial incentive award after the completion of their first, second or third year of teaching with a satisfactory performance evaluation and a contract for the following year.
- An additional \$1,000 incentive award may be granted for each year the eligible teacher receives a satisfactory evaluation and teaches middle education 6-8 mathematics, mathematics-algebra I, mathematics, middle education 6- 8 science, biology, chemistry, earth and space science, physics, and technology education for up to three years in a middle or high school in a Virginia school division.

GOVERNOR'S CENTER FOR EXCELLENCE IN TEACHING (\$220,191):

- Governor McDonnell proposed to establish the Governor's Center for Excellence in Teaching and has included \$220,191 in fiscal year 2014.
- The Center will provide professional development opportunities for exemplary teachers seeking to improve their instruction, knowledge of educational policy, and capacity to provide instructional leadership through a series of residential summer professional development academies for teachers.



FUNDING FOR READING SPECIALISTS (\$1,433,116):

- Provides the state share of funding to support one reading specialist per elementary school that scored below 75 percent on the third grade reading Standards of Learning (SOL) test.

HB2144 – READING IS FUNDAMENTAL (LANDES)

- Reading proficiency by third grade is an important predictor of high school graduation and career success. The governor's legislation will improve reading achievement for students reading below grade level by creating additional instructional time, through SOL testing waivers, for reading specialists to work with them.
- For a school to be eligible for the waiver, it must have a reading pass rate of less than 75 percent.



VIRGINIA OPPORTUNITY EDUCATIONAL INSTITUTION (\$600,926):

- The Governor's amended budget provides an additional \$600,926 in fiscal year 2014 to develop the Virginia Opportunity Educational Institution office within the Department of Education.



FUNDING FOR VISUALLY IMPAIRED (\$4,908,789):

- Provides support to localities in the costs of teachers, teacher's aides and staff for blind or visually impaired students, lifting an unfunded mandate by providing financial relief to local school divisions that are tasked with providing specialized staff for Virginia's more than 1,000 blind or visually impaired students.

VIRGINIA e-LEARNING DIGITAL BACKPACK:

- Provision to advance the goal of providing every 9th grade student attending a public high school that is not fully accredited with a tablet computer. This can be achieved by redirecting the Virginia Public School Authority supplemental grant funds in the amount of \$3.7 million currently allocated for ANY school not fully accredited. These funds are in addition to the \$26,000 each school receives from VPSA. The proposed strategy will leave sufficient resources to fully implement and support online Standards of Learning (SOL) test administration.



EFFECTIVE SCHOOLWIDE DISCIPLINE (\$618,040):

- This budget initiative supports implementation of effective school-wide discipline system in schools by providing funding to develop and conduct statewide training for public school teachers and administrators on implementation of an effective school-wide discipline system that reduces disruptive behavior in the classroom.

KINDERGARTEN READINESS (\$750,000):

- Provides funding for a pilot assessment to measure kindergarten readiness. The assessment tools will allow for a better understanding of the range of skills children have as they enter kindergarten and progress through the school year.



Virginia Performance Pay Incentives Pilot

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Virginia Performance Pay Incentives Pilot



Purposes:

- To reward teachers in Hard-to-Staff Schools up to \$5,000 and teachers in schools with federal School Improvement Grants up to \$3,000 who received an “exemplary” summative evaluation rating. The evaluation was based on student academic progress (40% of the summative eval.) and six other performance standards during the 2011-2012 school year.
- To pilot the Virginia Board of Education’s *Uniform Performance Standards and Evaluation Guidelines for Teachers*.
- To provide training to pilot school division personnel in the implementation of the teacher evaluation system.

Virginia Performance Pay Incentives Pilot



	Hard-to-Staff (HTS) Schools [State Funded]	Schools with School Improvement Grants (SIG) [Federally Funded]	TOTAL
Number of Participating School Divisions	6	8	13*
Number of Participating Schools	9	16	25
Number of Participants	340	442	782
Number of Incentive Awards	125 (37%)	100 (23%)	225 (29%)
Approximate Total of Incentive Awards (incl. FICA) for Hard-to-Staff Schools and Schools in Improvement	\$597,673	\$322,950	\$920,623

**One school division had both a HTS school and several SIG schools participating in the pilot.*

Virginia Performance Pay Incentives Pilot



RMC Research Corporation conducted an independent evaluation of the Pilot. Some of the major findings and recommendations are as follows:

- Strong training and technical assistance was provided to principals and teachers in pilot schools in a variety of modes and formats.
- The short time frame for implementation resulted in a steep learning curve for principals and teachers.
- Internal consistency measures showed principals reliably used standards in making judgments across teachers.
- In general, principal knowledge and understanding of the VPPI model and perceptions of fairness, feasibility, value and success of implementation were higher than teacher perceptions on the same topics. Some principals expressed a need for additional assistance, especially in Standard 7-Student Academic Progress.
- Some teachers responded that they were significantly challenged by time and effort constraints, as well as the ability to effectively use the guidelines to promote data-driven instructional change that would improve student learning.
- In general, the VPPI was found to be well-designed, with only refinements suggested.



HB2098/SB1189 – K-12 RED TAPE REDUCTION (TATA/MARTIN)

- This legislation strengthens the ability of school divisions to request waivers from the State Board of Education from certain state requirements.
- Local school divisions may be released from Board of Education-approved regulations and standards of quality requirements.

HB2066/SB1172 – STAFF FLEXIBILITY FOR SCHOOL DIVISIONS (PEACE/BLEVINS)

- Currently, the Standards of Quality legislation prescribes the number of librarians, school counselors and school-based clerical staff required for each school.
- This legislation, that comes from the Board of Education, provides flexibility for school divisions to assign staff to schools with particular needs and areas of focus rather than blanket mandates.



HB2068/SB1171 – ALGEBRA READINESS INITIATIVE **(LEMUNYON/BLEVINS)**

- Success in algebra is a key indicator of success in STEM-H disciplines. Governor McDonnell supports legislation to embed Algebra Readiness and the Early Intervention Reading Initiative in the Standards of Quality.
- This legislation will ensure algebra intervention services to students in grades 6, 7, 8 and 9 who are at risk of failing the Algebra I end-of-course test and the Early Intervention Reading Services to students in grades kindergarten through 3 who demonstrate reading deficiencies.