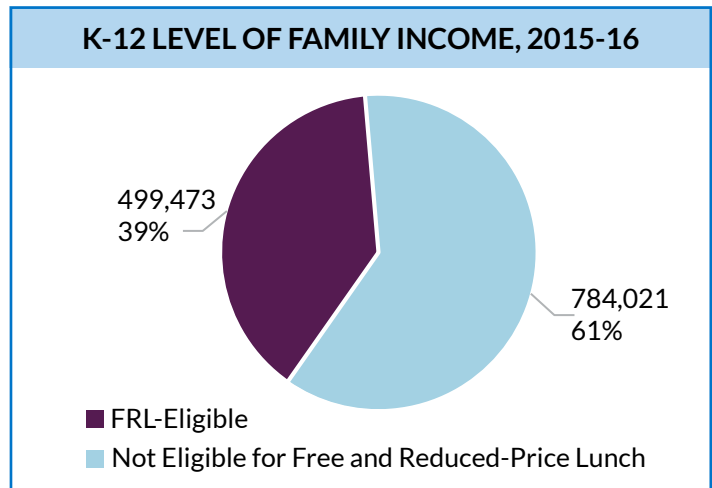
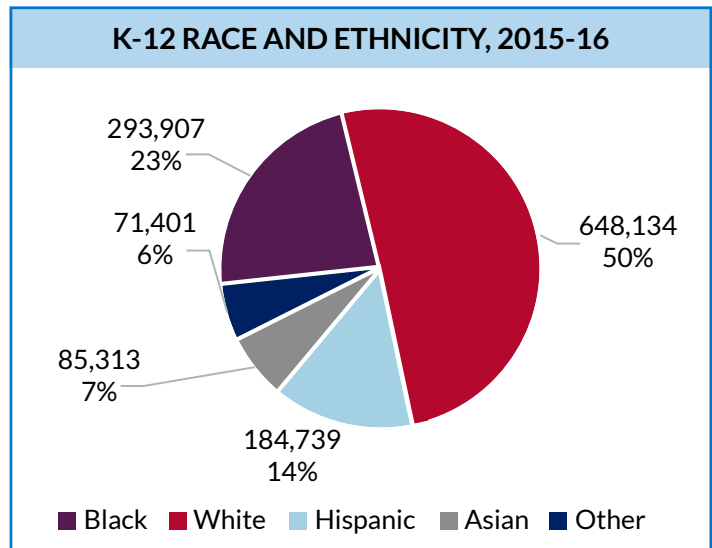


**Q & A:**

**A Briefing prepared for the 2016 Virginia Education Summit**

*What does the K-12 landscape look like in the Commonwealth?<sup>1</sup>*

- 1,273,825**  
Public school students
- 2,197**  
Public schools
- 130**  
School districts
- \$10,413**  
Average total per-pupil expenditure



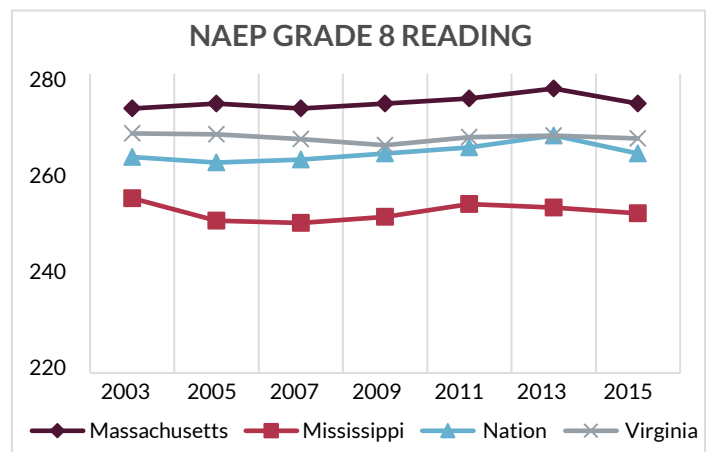
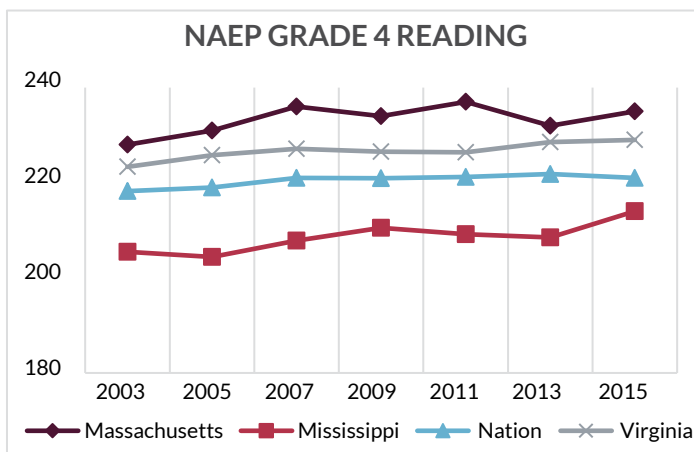
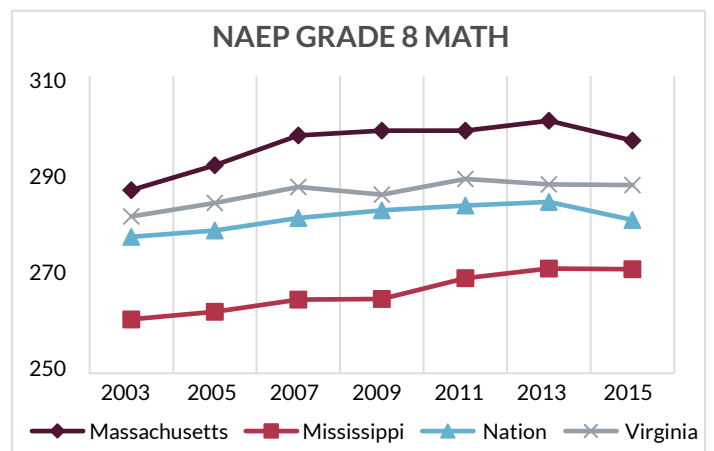
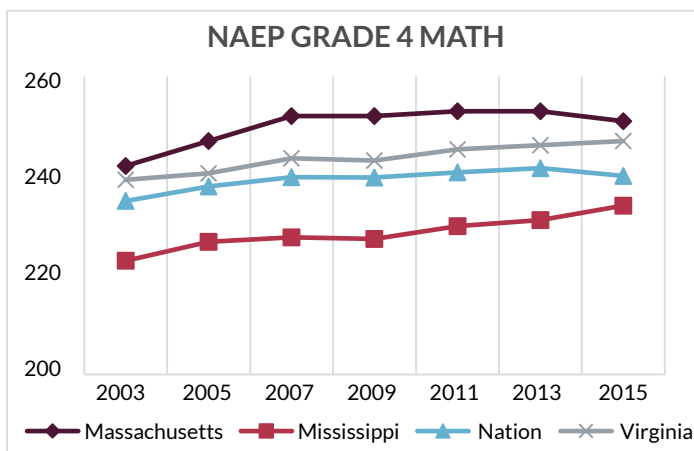
*How are students performing in Virginia?<sup>2</sup>*

Virginia administers the Virginia Standards of Learning (SOL) to students in third through eighth grades in core subjects, with reading and math tested each year. Virginia students were tested on new math standards in 2012 and new reading standards in 2013; assessment results from years prior are not comparable. Below are results from the first year of testing under new standards and the most recent results:

	Reading Pass %		Math Pass %	
	2013	2016	2013	2016
Grade 3	72%	76%	65%	77%
Grade 4	70%	77%	75%	83%
Grade 5	73%	81%	69%	79%
Grade 6	74%	77%	78%	82%
Grade 7	75%	82%	61%	72%
Grade 8	71%	75%	62%	73%
<b>All Grades</b>	<b>75%</b>	<b>80%</b>	<b>69%</b>	<b>78%</b>

# 2016 VIRGINIA EDUCATION SUMMIT

The National Assessment of Educational Progress (NAEP) is the largest nationally representative and continuing assessment of what America’s students know and can do in various subject areas, serving as the “Nation’s Report Card.” Assessments are conducted every two years in math, reading, science, writing, the arts, civics, economics, geography, U.S. history, and technology and engineering literacy. Nationally, students have been making consistent, modest gains on NAEP tests. **Virginia students have scored at or above the national average for NAEP reading and math in fourth and eighth grades over the past decade.** Scores from Mississippi and Massachusetts are provided to highlight Virginia’s performance in relation to consistently low- and high-performing states.



*Does Virginia have achievement gaps?<sup>3</sup>*

Average scores (“All Students” in the following tables) can mask variations in performance among subgroups. When proficiency rates are disaggregated by race and economic status, disparities in achievement can be seen. Further analyzing proficiency over time can show how the differences between subgroups—the “achievement gap”—have narrowed or widened.

SOL | Math Proficiency | All Grades

Subgroup	2013	2016	Change Across Time
White	76%	85%	+9%
Black	52%	64%	+12%
Hispanic	61%	70%	+9%
FRL-Eligible	54%	66%	+12%
Not Eligible	79%	87%	+8%
<b>All Students</b>	<b>69%</b>	<b>78%</b>	<b>+9%</b>

SOL | Reading Proficiency | All Grades

Subgroup	2013	2016	Change Across Time
White	82%	86%	+4%
Black	58%	66%	+8%
Hispanic	65%	70%	+5%
FRL-Eligible	49%	66%	+7%
Not Eligible	85%	88%	+3%
<b>All Students</b>	<b>75%</b>	<b>80%</b>	<b>+5%</b>

2015 NAEP | Percent Proficient

Subgroup	Grade 4, Math	Grade 8, Math	Grade 4, Reading	Grade 8, Reading
White	57%	46%	52%	44%
Black	25%	12%	19%	16%
Hispanic	29%	29%	32%	25%
FRL-Eligible	27%	17%	22%	17%
Not Eligible	62%	50%	58%	48%
<b>All Students</b>	<b>47%</b>	<b>38%</b>	<b>43%</b>	<b>36%</b>

2015 NAEP | Achievement Gaps

Subgroup Comparison	Grade 4, Math	Grade 8, Math	Grade 4, Reading	Grade 8, Reading
Black-White	32%	34%	33%	28%
Hispanic-White	28%	17%	20%	19%
FRL-Eligible-Not FRL- Eligible	35%	33%	36%	31%

**What is the Every Student Succeeds Act?<sup>4</sup>**

The *Every Student Succeeds Act of 2015* (ESSA) is the sixth reauthorization of the *Elementary and Secondary Education Act* (ESEA). Signed into law in December 2015, ESSA replaces the previous ESEA reauthorization, *No Child Left Behind* (NCLB), which had been in place since 2001. States will be expected to make changes in accordance with the new law by the start of the 2017-18 school year.

**Why did Congress want to change the law?**

Since its passage more than 14 years ago, NCLB has been a major topic of discussion in education policy. As the most sweeping education reform ever enacted in the United States, the law drew both praise and critique. Here are a few of the most commonly identified successes and criticisms of NCLB:

NCLB SUCCESSES	NCLB CRITICISMS
<ul style="list-style-type: none"> <li>● <b>Rigor:</b> Until 2002, states had limited requirements for standardizing content. NCLB required all states to establish core content standards, addressing several critical elements that are reviewed by their peers and experts.</li> <li>● <b>Increased Accountability:</b> NCLB’s assessment and adequate yearly progress (AYP) requirements ensured all schools were tracking student performance and disaggregating results by subgroups.</li> <li>● <b>Data Driven Solutions:</b> NCLB’s accountability focus greatly increased the amount of data collected on student achievement. As a result, states were better able to assess a school’s performance and address the needs of all students, with particular emphasis on disadvantaged students.</li> <li>● <b>Choice:</b> NCLB required states and districts to provide public information regarding the performance of schools. Parents have the choice to send their children to better performing schools, should their children’s schools be labeled as failing.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Expectations:</b> In 2010, nearly half of all schools in the United States did not make AYP and had been labeled as failing.</li> <li>● <b>Restrictions:</b> NCLB’s limited pass/fail designations over-identified schools as failing without recognizing school improvement or growth in student achievement.</li> <li>● <b>Funding:</b> The federal government established unprecedented funding commitments to lessen NCLB cost burdens, but never fully funded to those levels.</li> <li>● <b>Testing:</b> To avoid added sanctions as a result of low student performance, critics assert that high-stakes testing resulted in an emphasis on test-based instruction.</li> <li>● <b>Narrowed Curriculum:</b> As a result of high-stakes tests, curriculums often placed heavy emphasis on math and reading, spending significantly less time and resources on non-tested subjects.</li> </ul>

### What are the key things I need to know about ESSA?<sup>5</sup>

#### Standards

Despite added guidelines about alignment, **states should not expect much to change with the academic standards** they already have in place.

- **Maintained:** States are required to adopt academic standards in reading, math, and science.
- **Changed:** Standards must be “aligned with entrance requirements for credit-bearing coursework in the system of public higher education in the state and relevant state career and technical education standards.”
- **Changed:** Explicitly states that the U.S. Secretary of Education may not coerce or mandate states to adopt a particular set of standards, including Common Core.

#### Assessments

States will be able to keep their current assessment systems, but will have more flexibility to innovate if they desire.

- **Maintained:** Annual assessments in reading and math for grades three through eight are still in place, as well as the requirement to test once in science during each of the following grade spans: 3-5, 6-9, and 10-12.
- **Maintained:** Schools and districts must test 95 percent of students on state assessments.
- **Changed:** States may set a cap on the total amount of time students spend testing, but are not required to do so.
- **Changed:** One percent of the total student population may take an alternate assessment aligned to alternate academic achievement standards for students with disabilities.
- **Changed:** States may participate in a pilot program to develop and implement innovative assessments at the local level.
- **Changed:** States may choose to allow local school districts to offer nationally-recognized assessments like the SAT or ACT at the high school level instead of the state exam.
- **Changed:** States may measure student achievement and growth through a single, summative assessment or through multiple, statewide interim assessments during the course of the academic year that result in a single, summative score.

Accountability

In an effort to move away from high-stakes testing, **accountability systems will need to encompass factors beyond test scores**, but states will be able to determine what factors to include and how much to weight them. States will also need to **craft evidence-based intervention plans for low-performing schools**.

- **Maintained:** States must report student performance by subgroups.
- **Changed:** The new law replaces AYP with state-designed accountability systems to identify low-performing schools. States may set the weight of the various measures, but academic indicators must count for *much more* than additional indicators:

**Indicators to be Measured**  
*5 indicators are required*

which must be used to establish

**A System of Annual Meaningful Differentiation**

through which the state will

**Identify Schools**

**All Schools**

- Academic Achievement (with optional student growth)
- English Language Proficiency
- Additional Indicator(s) of School Quality or Student Success

**Elementary Schools**

- Additional Academic Measure (or student growth)

**High Schools**

- Four-Year Graduation Rate

The system will differentiate **all public schools** every year with two important rules:

- Will provide substantial weight to the indicators – with four indicators having *much more* weight than School Quality or Student Success
- Include differentiation of any school in which any subgroup of students is consistently underperforming based on all the indicators

- Beginning in 2017-18, identify schools for Comprehensive Support and Improvement (CSI).
- CSI schools will be no less than five percent of the lowest-performing schools and include all high schools that graduate fewer than two-thirds of their students.
- Additionally, schools with low-performing subgroups will be identified for Targeted Support and Improvement.

- **Changed:** States are required to improve student learning in the lowest-performing five percent of schools and high schools with graduation rates below 67 percent, but the U.S. Secretary of Education may not prescribe the specific intervention or improvement strategy.
- **Changed:** States and districts are responsible for how to address schools that test less than 95 percent of students.

### Teacher Quality

States may continue to use their current teacher evaluation systems, but are no longer required to do so. States that were required to provide additional documentation on their teacher evaluation systems to the U.S. Department of Education for waiver purposes will no longer need to provide that information.

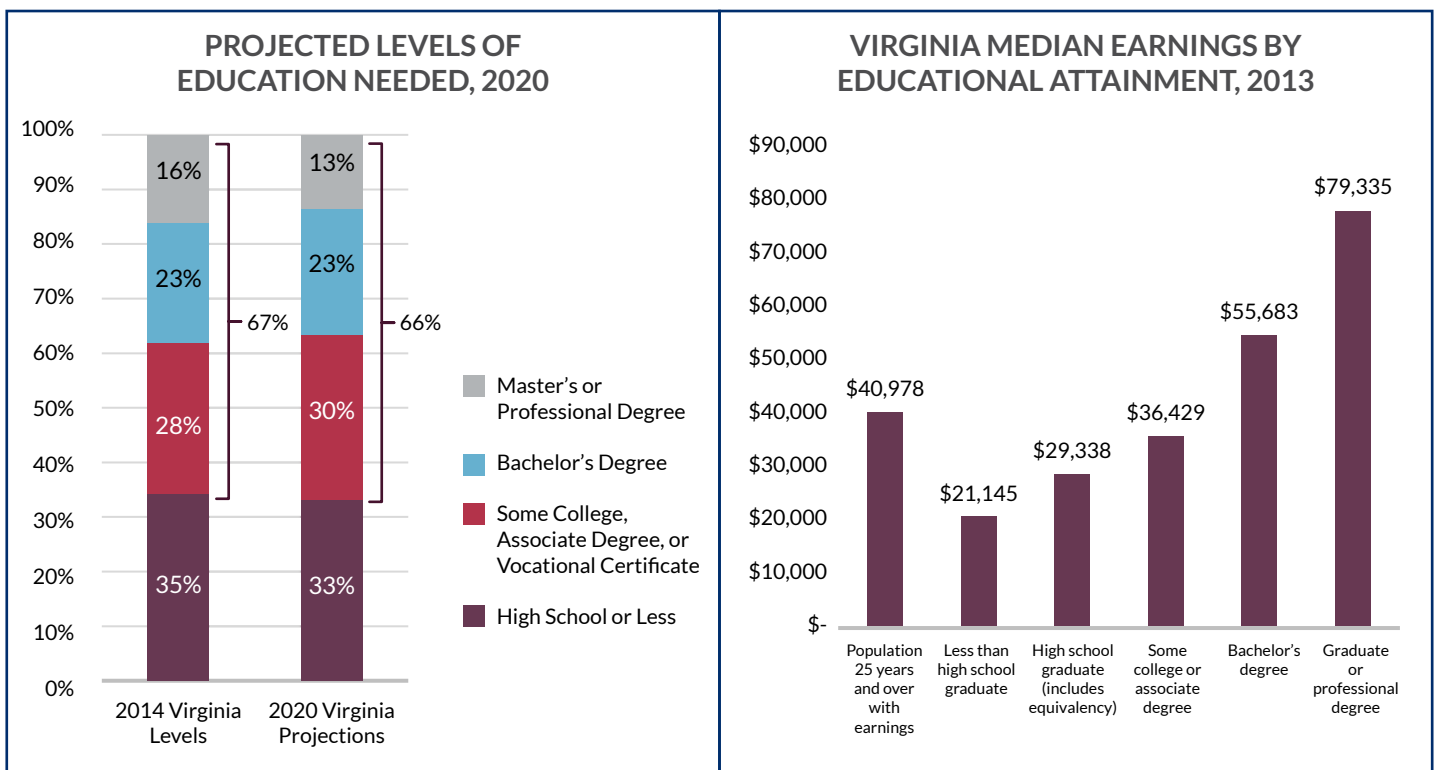
- **Changed:** The “highly qualified teacher” requirement is eliminated.
- **Changed:** States are not required to establish teacher evaluation systems as previously required by the ESEA flexibility waivers.

*Want to learn more about ESSA?*

Visit [www.hunt-institute.org/essa](http://www.hunt-institute.org/essa) for a compilation of resources on the *Every Student Succeeds Act*.

## How are workforce demands projected to change in Virginia? <sup>6</sup>

Economists estimate that 65 percent of all jobs nationwide will require training or a credential beyond high school by the year 2020. Opportunities for students who drop out or have only a high school diploma continue to decrease. Bachelor's degrees are not the only credential employers are seeking: nationally, there are 29 million middle-skills jobs available. Those jobs pay \$35,000 a year, on average, and require less than a bachelor's degree, but more than a high school diploma—for example, employer-based training, industry-based certifications, apprenticeships, postsecondary certificates, or associate degrees.

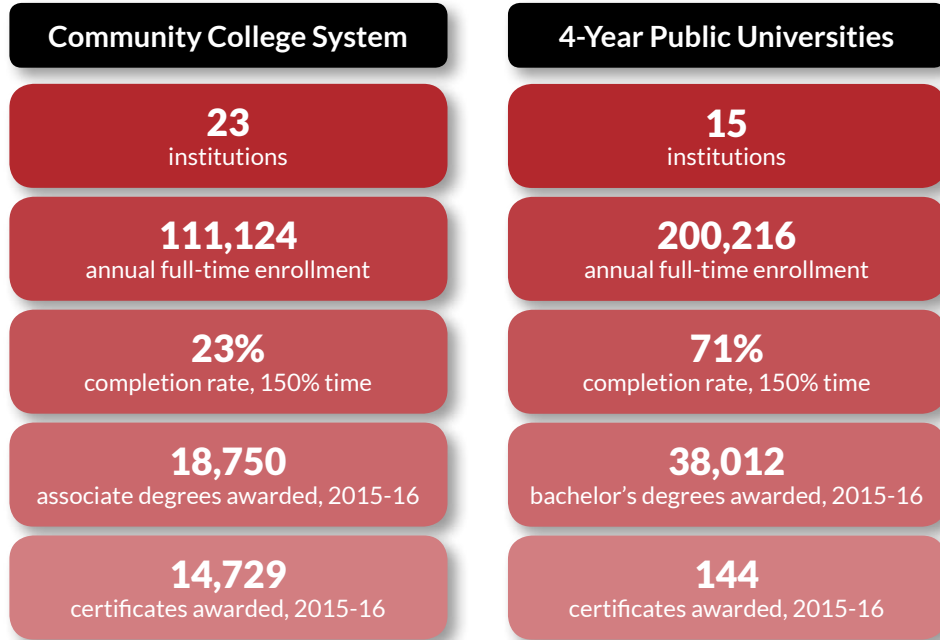


## What areas are growing the fastest in Virginia? <sup>7</sup>

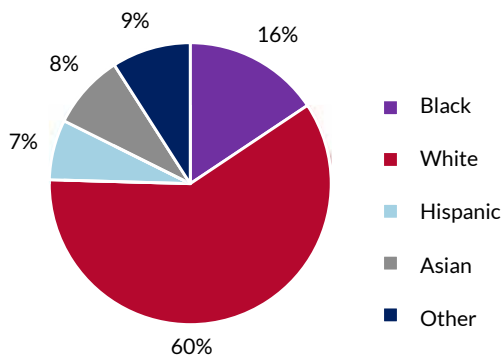
<p><b>Fastest Growing Industries 2010 to 2020</b></p> <ul style="list-style-type: none"> <li>Professional, Scientific and Technical (40%)</li> <li>Healthcare and Social Assistance (36%)</li> <li>Educational Services (34%)</li> </ul>	<p>From 2010 to 2020, The Georgetown Center on Education and the Workforce projects</p> <p><b>1,526,000</b></p> <p>total job openings in Virginia, a growth rate of 21%.</p>	<p><b>Fastest Growing Occupations 2010 to 2020</b></p> <ul style="list-style-type: none"> <li>Healthcare Support (42%)</li> <li>Social Sciences (34%)</li> <li>STEM (32%)</li> </ul>
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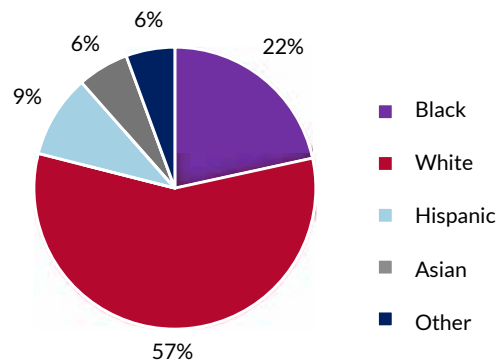
What does the postsecondary landscape look like in Virginia?<sup>8</sup>

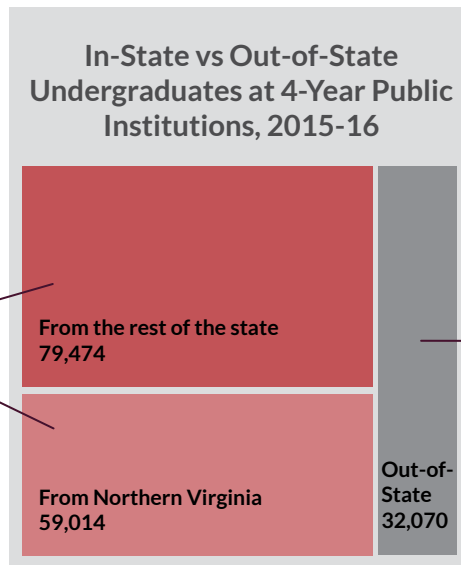


RACE & ETHNICITY OF UNDERGRADUATES AT 4-YEAR PUBLIC INSTITUTIONS, 2014



RACE & ETHNICITY OF UNDERGRADUATES AT 2-YEAR PUBLIC INSTITUTIONS, 2014





*How many Virginia adults have a degree?<sup>9</sup>*

Forty-seven percent of Virginia’s adult population has at least a two-year degree, seven percent higher than the national average. However, when you disaggregate the data by race, disparities emerge:

**Degree Attainment by Race, Ages 25-64, 2014**

	Virginia	Nation
White	50%	44%
Black	31%	28%
Hispanic	29%	20%
<b>All Adults</b>	<b>47%</b>	<b>40%</b>

*How many students are completing their degrees at public universities and Virginia community colleges?<sup>10</sup>*

Efforts to increase the average level of educational attainment will need to focus on specific populations that have low rates of degree attainment and college completion. As seen above, within the current adult population, communities of color are less likely to have college degrees. This trend seems likely to continue as current students of color have lower college graduation rates.

**Virginia Public College Graduation Rates by Race, 2013**

	4-year college (within 4 years)	4-year college (within 6 years)	2-year college (within 3 years)
White	56%	74%	26%
Black	32%	54%	11%
Hispanic	49%	69%	19%
<b>All Students</b>	<b>52%</b>	<b>71%</b>	<b>22%</b>

## ***What are Virginia's goals for higher education?***<sup>11</sup>

The Virginia Plan for Higher Education was approved by the State Council of Higher Education in 2014 and endorsed by the General Assembly in 2015. The plan provides a framework towards the objective of making Virginia the best educated state by 2030.

To accomplish this feat, the Plan identifies four main goals and aligned strategies:

### **1. Provide affordable access for all**

- Expand outreach to PK-12 and traditionally underserved populations
- Improve the college readiness of all students
- Cultivate affordable postsecondary education pathways for traditional, non-traditional and returning students
- Align state appropriations, financial aid and tuition and fees such that students have broader access to postsecondary education opportunities regardless of their ability to pay

### **2. Optimize student success for work & life**

- Strengthen curricular options to ensure that graduates are prepared with the competencies necessary for employment and civic engagement
- Provide effective academic and student services infrastructures focused on persistence and completion
- Increase on-time completion of certificates and degrees
- Engage adults and veterans in certificate and degree completion and lifelong learning

## **The Virginia Plan**

### **3. Drive change & improvement through innovation and investment**

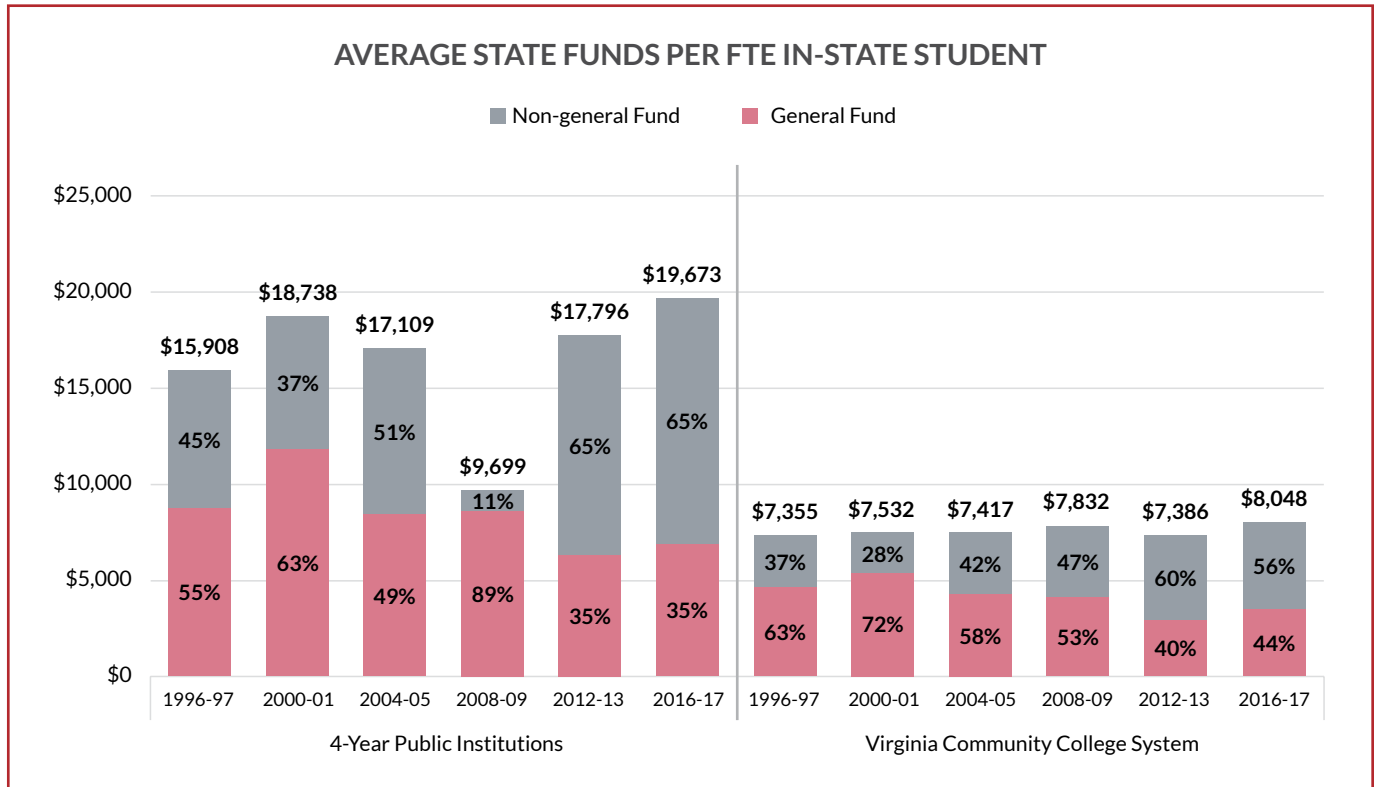
- Identify and implement public funding strategies to sustain long-term planning and responsiveness
- Cultivate innovations that enrich quality, promote collaboration and improve efficiency
- Foster faculty excellence, scholarship and diversity
- Enhance higher education leadership, governance and accountability

### **4. Advance the economic & cultural prosperity of the Commonwealth & its regions**

- Build a competitive, future-ready workforce for all regions
- Become a catalyst for entrepreneurship and a model for business incubation
- Target funding, resources and partnerships to support research and development
- Expand participation and engagement in public service and institutional service to the community
- Demonstrate the impact of higher education on state and regional economic development

## How has funding for higher education changed over time?

While the amount of funding has increased over recent years, the percentage of non-general funds versus general funds has flipped:



## What is Virginia doing to improve affordability?<sup>12</sup>

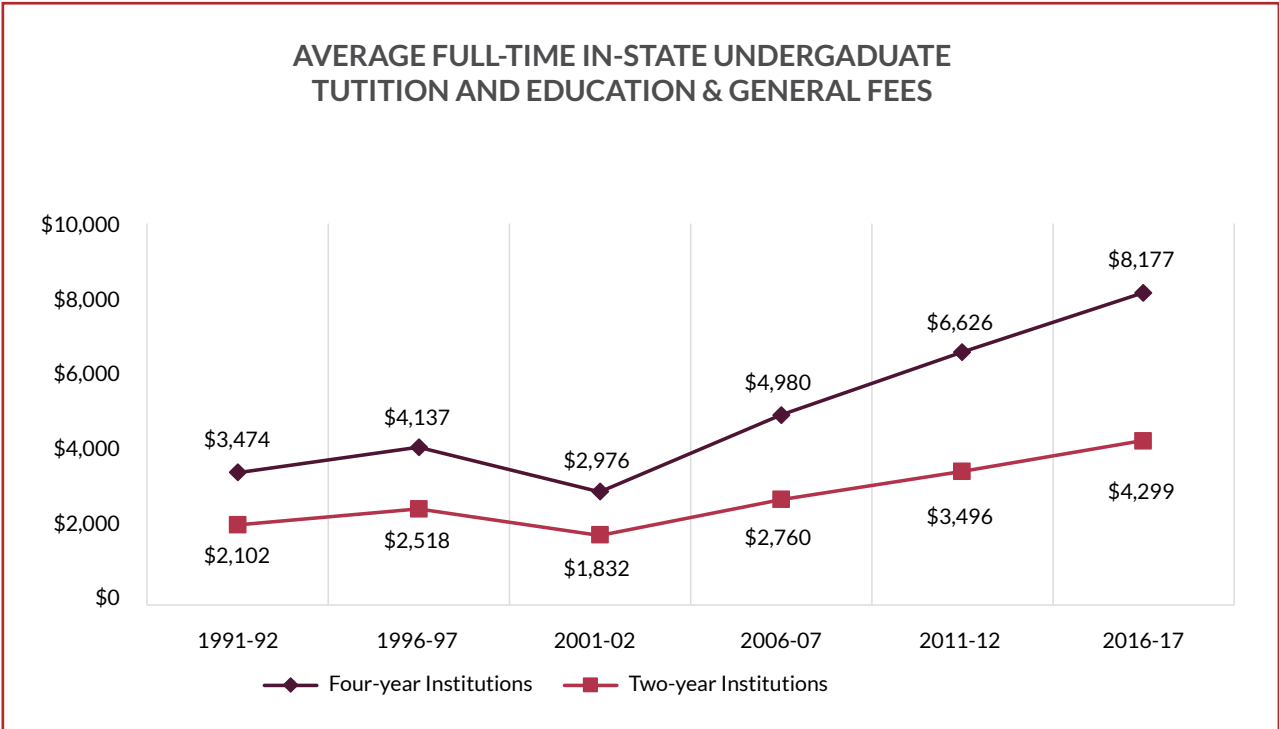
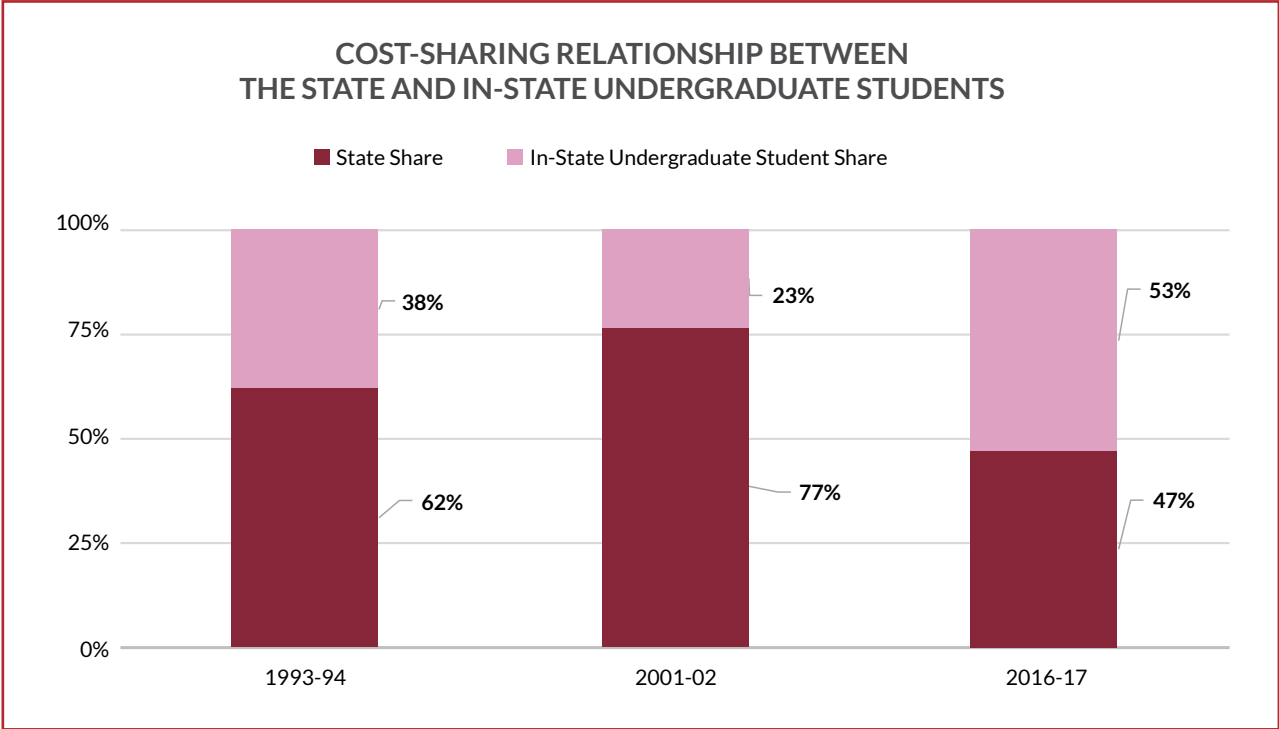
The governor and General Assembly have made providing affordable higher education a priority. In the 2016-18 biennium, the General Assembly has provided an additional **\$223 million** for operating budget and financial aid needs to higher education institutions— **62 percent** of this additional funding has gone towards controlling tuition increases for Virginia families.

- In fall 2016, Virginia undergraduates will see an average increase in tuition and mandatory education and general fees of 4.6 percent.
  - ◆ Ninety-seven percent of in-state undergraduates will see tuition increases of three percent or less.
- The goal of the tuition policy is for in-state students to pay 33 percent of the cost.
  - ◆ In 2016-17, in-state undergraduates paid approximately 53 percent of the costs, on average.

### Average In-State Tuition & Fee Increases 2016-17

4-year institutions:  
**\$367**

Community colleges:  
**\$112**



(Note: All data is in 2017 dollars.)

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1000 Park Forty Plaza | Suite 280 | Durham, NC 27713 | p: 984.377.5200 | f: 984.377.5200



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