



VIRGINIA
IS FOR
LEARNERS

COVID AND PREK-12 EDUCATION IN VIRGINIA

Presented to
VACO Education Steering Committee

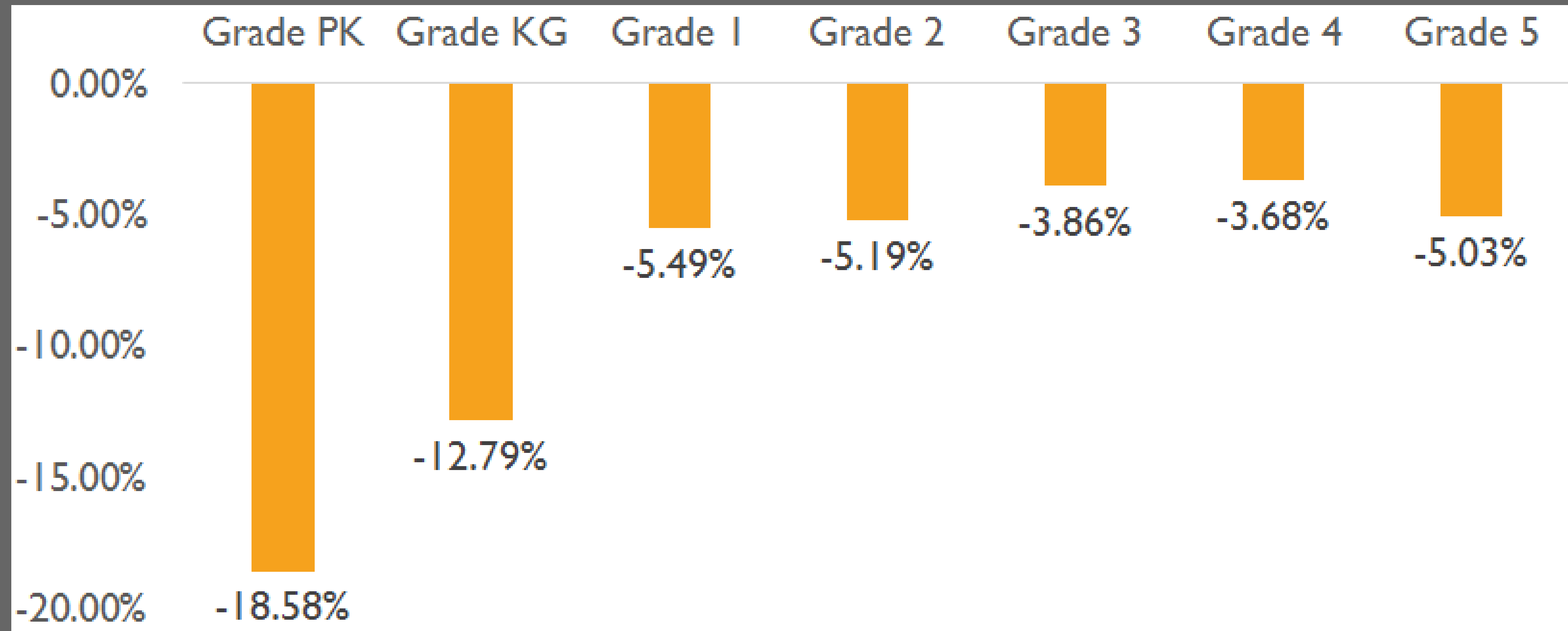
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REFLECTING ON AND RECOVERING FROM THE PANDEMIC

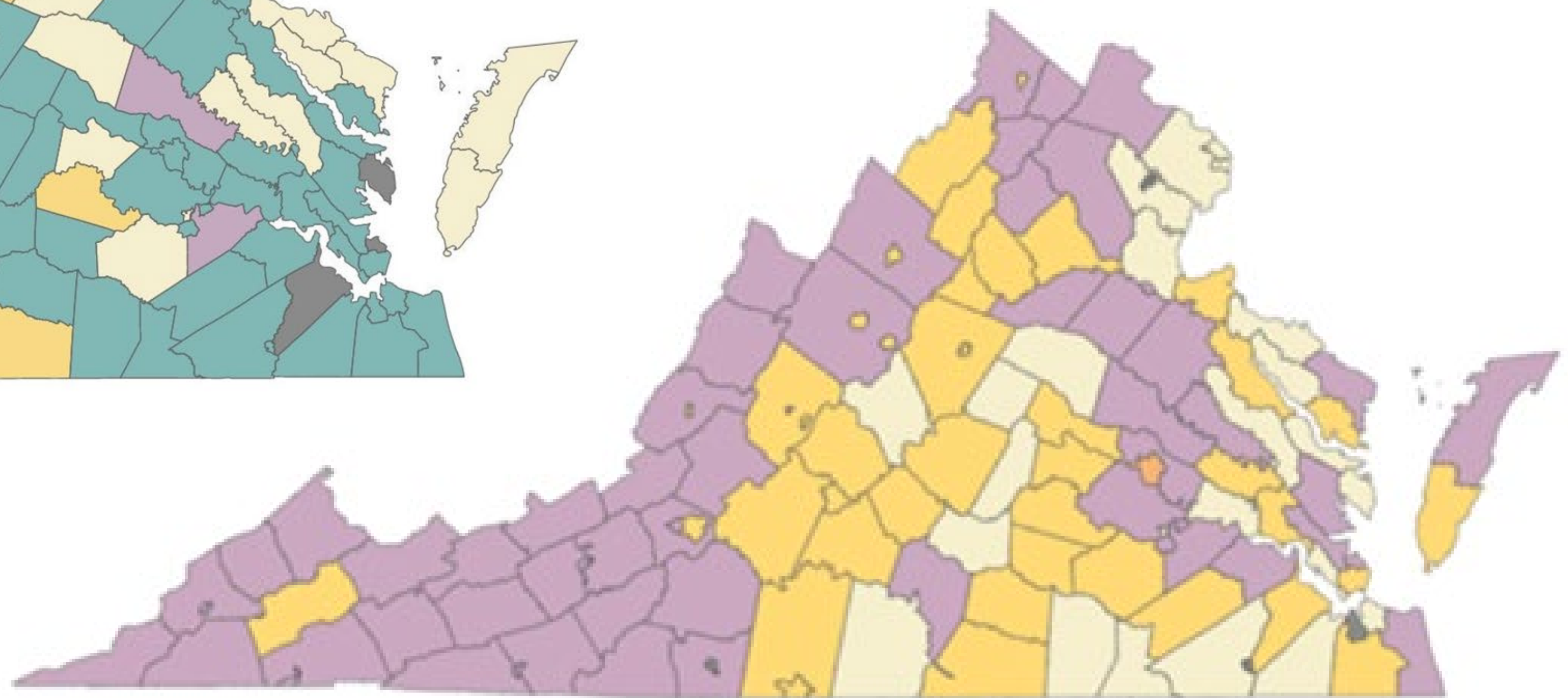
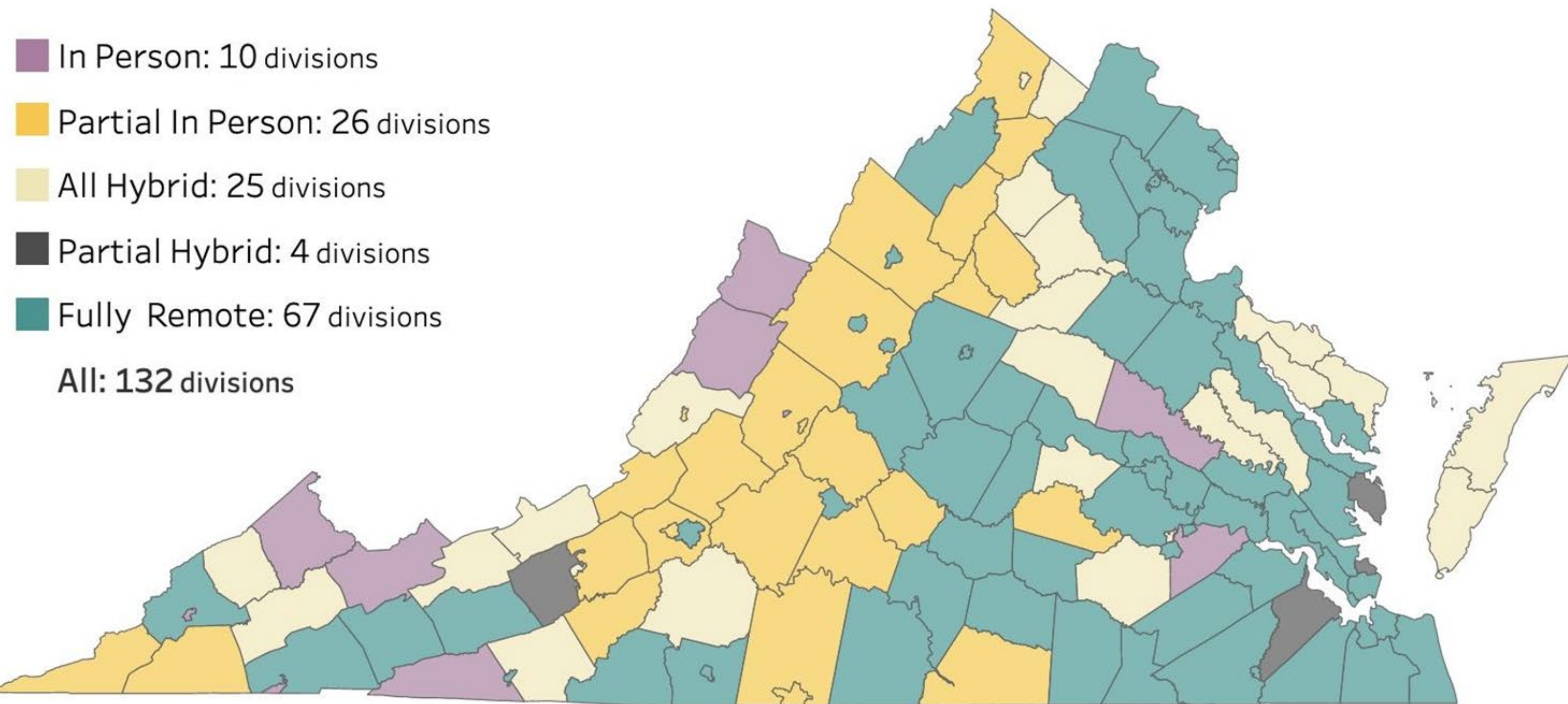
FALL '21 ENROLLMENT TRENDS



Based on the Fall 2021 Student Record Collection

INSTRUCTIONAL MODALITIES

SEPTEMBER 8, 2020 v. MAY 3, 2021

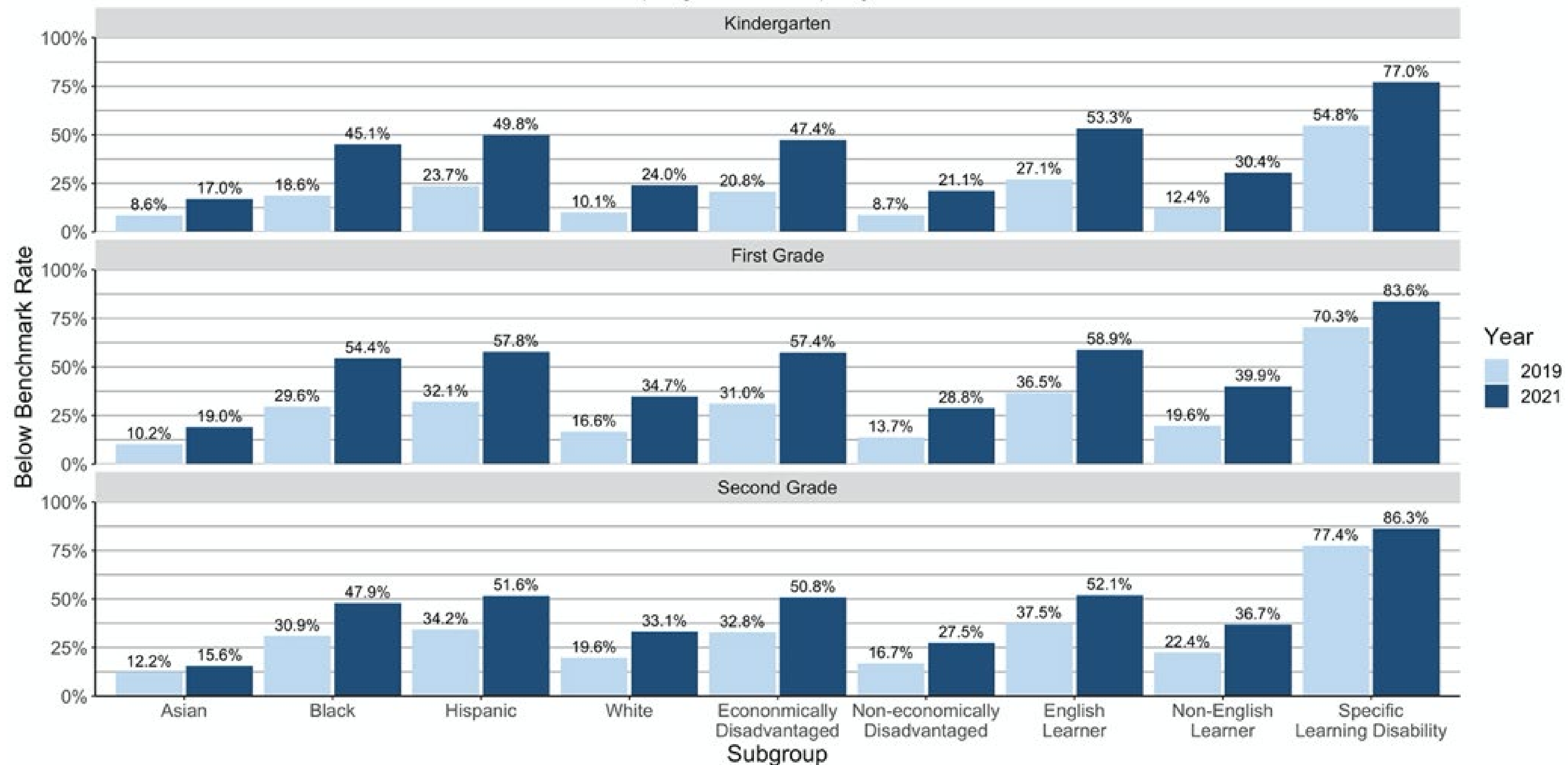


YOUNG LEARNER OUTCOMES: PALS K-3

- The PALS K-3 screening tools identify students at-risk in early reading and this guides the allocation of EIRI funding to support early intervention.
- PALS data from Spring 2021 showed that:
 - Significantly more (1.8 times as many) students ended the school year at high risk for reading difficulties as compared to Spring 2019.
 - Literacy learning of students who are Black, Hispanic, have low-income backgrounds, and English learners were disproportionately identified as high risk for reading difficulties.
 - The remote administration option for PALS was an important tool for creating visibility of the early reading risk of all students enrolled in public school, and particularly for Asian, Black, Hispanic, and EL students.

PALS DATA BY DEMOGRAPHIC

K-2 Below Benchmark Rates by Demographic Variables
Spring 2019 and Spring 2021



STATEWIDE STUDENT OUTCOMES



- Statewide SOL Test Results will be released next week. These are not truly comparable to previous years results.
- Data to be used to design instruction and guide recovery efforts and state, local and classroom level.
- All schools will be receive “Accreditation Waived” status again this year
- With fewer students enrolled, there are fewer students participating in SOL tests last spring. Remote assessments not included in SOL Pass rates.

LEVERAGING FEDERAL PANDEMIC FUNDS TO INNOVATE INTO THE FUTURE

ARP STATE SET ASIDE

Parameters of ARP State Set Aside

- Stakeholder engagement and State Plan Development
- Maintenance of Equity and Maintenance of Effort

Required Uses of Funds:

- 5% for learning loss = \$105M
- 1% for evidence-based summer programs = \$21M
- 1% for evidence-based after school programs = \$21M

Other Considerations and Feedback on State Needs:

- Unfinished learning, particularly early math and literacy
- Workforce support , including teacher recruitment and retention
- Upgrading nearly obsolete technology and data tools
- Continuing investments, such as Virtual Virginia, growth assessments, etc.

The Future of Virtual Learning

- Limited utilization in the 2021 -2022 school year, pursuant to legislation requiring in -person for all students all year long
- Most divisions are opting to offer some form of virtual instruction for those students who choose it
- VDOE has issued guidance on how to ensure students electing virtual are prepared to succeed in that environment
- Virginia Board of Education has initiated the regulatory process necessary to set statewide standards specific to virtual instruction, regardless of the provider (public or private).

VIRTUAL VIRGINIA

\$7M provided in FY22 to maintain learning management system which is available at no cost to all public school divisions.

Expanding Virtual Virginia (VVA)

- Instructional content in grades K-12 was developed for all teachers' use during 2020-2021 and beyond.
- For 2021-2022, full-time virtual instruction was expanded to grades K-5.
- Summer 2021 programming for students expanded to include full course offerings for all learners in grades 6-12 and a new 3-5 Elementary Summer Enrichment Program that offers synchronous and asynchronous instruction in mathematics, reading, language arts, and STEM.



VIRTUAL VIRGINIA



Statewide Utilization

- All divisions use VVA in some way.
- All divisions have access to the statewide learning management system (VVA's Canvas), all course content from VVA, and professional learning (training/support).
- 110 (83%) divisions will be using VVA to provide some or all of their full -time virtual instruction in 2021 -2022.
- Full-time enrollment for 2021 -2022 (~5800 students and ~270 additional teachers) has increased dramatically when compared to last year's full -time enrollment (~900 students) .

Tuition C osts to School Divisions

- The GA appropriates funding to provide for the first 6,000 enrollments (classes) in VVA, up to 15 enrollments per course and per school.
- After reaching the statewide cap of 6,000 enrollments, divisions then pay tuition on a sliding scale, based on the local composite index (local ability to pay)

CAPITAL NEEDS

- School divisions are reporting major needs in new construction and renovation.
- VDOE has provided guidance related to the allowable uses of LEA formula funds (ESSER I, II and III) on such items
- USED has generally discouraged these types of investments with CARES and Education-related ARPA funds and has prioritized instructional, safety, and wellness needs.
- Per the Special Session: \$250M in state ARP funding to be matched with \$250M locally to complete many currently planned HVAC projects.

RECRUITING AND RETAINING WORLD CLASS TEACHERS

Teacher & Staff Shortages

Trends in teacher retention and atrophy during pandemic still largely anecdotal, but data collection is expanding:

- HB376 (2020) expanded vacancy data collection to include licensed and unlicensed personnel. Data typically collected annually in October and anticipated for release by winter 2021.
- Expanded exit survey program and data collection in 21-22 will provide insight to individuals leaving divisions and/or the profession.
- Anecdotally, we have seen larger numbers of teachers retire and will likely be reporting more issues with teacher shortages this year.
- Federal funds are allowed to support these needs.

Recruiting and Retaining Teachers

- \$11.5M Appropriated by the General Assembly in August (from ARPA ESSER III) to support teacher recruitment and retention.
- Designed to help fill instructional positions between August 15, 2021, and November 15, 2021.
- Incentives for both hard to staff positions or hard to staff schools (40% or more F/R lunch rates).
- \$2,500 incentive award for filling a non-hard-to-staff position, or an incentive award of \$5,000 for a hard-to-staff position.
- Individual receives half by January 1, 2022 and the balance after May 1, 2022 -- provided the individual receive a satisfactory performance evaluation and provides a written commitment to return to the same school for the 2022-2023 school year.

MODERNIZING ASSESSMENTS

Growth Assessments

- The 2021-2022 school year will begin the phased in implementation of the required through-course, growth assessments per HB2027/SB1357 (2021)
 - Fall computer-adaptive assessment in grades 3-8 math and reading will be administered.
 - Assessment will be shortened version of previous year's content.
- In 2022-2023, a fall, winter, and spring assessment will be administered with off-grade level content allowing the Commonwealth to better hone in on a student's proficiency.
- New state-developed assessments align to SOL content.
- New parent-portal will be available in late fall to support parent understanding of results.

Performance Assessments

During the 2020-21 school year, flexibility was provided to allow for performance assessments as an alternative to standardized testing in:

- Virginia Studies
- Grade 8 Writing
- Civics and Economics

While waivers have now expired, this flexibility allowed for capacity building to ultimately support better ways to assess the 5 C's in students across subject areas.

PALS 2.0

- VDOE is leveraging federal funding to support the development of PALS 2.0 in collaboration with UVA.
- This updated version will include elements discussed over past General Assembly Sessions such as increasing the accuracy of reading diagnostic screeners and assessments.
- It is anticipated that the updated PALS assessment will be fully implemented in the Fall 2024.
- Implementation will include an additional supplemental Spanish language assessment for PK-3 English learners.

QUESTIONS AND DISCUSSION