



**VSBA**

**Virginia School Boards Association**

Leadership • Advocacy • Support

REPORT OF THE VSBA  
TASK FORCE ON  
STUDENTS AND  
SCHOOLS  
IN CHALLENGING  
ENVIRONMENTS 3.0

JUNE 2022

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## **VSBA TASK FORCE ON SCHOOLS IN CHALLENGING ENVIRONMENTS** **State of Students and Schools in Challenging Environments and 3.0 Reports**

### A Brief History:

The Virginia School Boards Association (VSBA) Task Force on Schools in Challenging Environments was created by the VSBA Board of Directors at its June 6, 2013, meeting to make recommendations to the Virginia Board of Education and the Virginia Department of Education on ways to help challenged schools in Virginia. The task force was created as a result of requests for as-

- The task force played a significant role in preventing legislation created by then Governor Bob McDonnell related to the grading of public schools on an A-F scale.
- The task force, along with the VSBA and the Norfolk City School Board, was instrumental in preventing the state takeover of public schools through the Opportunity Educational Institution (OEI).
- The Challenged School Task force led the charge in creating a summit entitled “Practices of Promise for Schools in Challenging Environments.”
- The Challenged School Task Force has been instrumental in advocating for an equity framework which includes model equity policies utilized by school divisions across the Commonwealth. In October 2014, the Virginia School Board Association adopted a comprehensive and aspirational report from the Task Force on Schools in Challenging Environments.
- The Task Force affectionately named this report 1.0 with an emphasis on following up with future work. The Task Force, after considerable deliberation and attention to best practices and research, prioritized five domains in the 1.0 report, which were each addressed individually:
  - Community & Family Engagement
  - Funding & Resources
  - Specialized Training
  - Student Learning
  - Teacher Quality

The Task Force targeted the following groups and aligned practices with advocacy of these groups:

- ◇ School Board / Governance Leadership Teams
- ◇ Community Groups
- ◇ Internal / External Stakeholders (e.g., faculty, parents, business, community, local government)
- ◇ General Assembly, including the governor and state offices

In the Spring and Summer of 2018, the VSBA asked the Task Force to review the impact of the report. Surveys were completed by school divisions across the Commonwealth indicating that there was a profound impact from the Task Force report (embed document), with still much work to be done. In March 2019, the VSBA Board of Directors approved a name change to the VSBA Task Force on Students and Schools in Challenging Environments.

After analyzing the impact of the 1.0 Report, the Task Force members decided that a sample of best practices in each of the five domains would continue practical guidance for school leaders and inspire educators to engage in best practices shared by school division personnel across the Commonwealth. The 2.0 Report, released in September 2020, provided a framework and collection of best practices based on recommendations made in the initial 1.0 Report.

At the time of the 2.0 Report's release, the Commonwealth and nation were facing multiple issues stemming from the Coronavirus/COVID-19 pandemic. The 2.0 Report acknowledged the deep concerns from Task Force members of the COVID-19 pandemic and the subsequent shut down of schools from face-to-face instruction and the detrimental impact on the equity framework that the Task Force has consistently advocated. The Task Force is laser focused on ensuring that COVID-19 does not become a tipping point for the re-segregating of students and schools who lack the necessary resources and supports to be successful in school. Unfortunately, the resource chasm will widen during this unfortunate time due to the following realities:

- Lack of availability of internet services
- Lack of exposure to technology
- Lack of face to face instruction for the most vulnerable students

Whereas those schools in affluent areas benefit from the following assets:

- Robust Internet access
- Parental resources that allow for tutoring
- Parental resources that allow for appropriate childcare

The future work of the Task Force will revolve around the need to address these issues by providing recommendations and best practices based on data. The Task Force believes it is a moral responsibility to continue to bring heightened awareness to the student academic performance gaps and the inequities that existed prior to the COVID-19 pandemic with a renewed focus on ensuring the vast amounts of federal and state investments to public education to address these issues are done with a focus on accelerating student achievement for our Commonwealth's most vulnerable students and schools.

#### State of Students and Schools In Challenging Environments and 3.0 Reports:

Following the release of the task force's 2.0 Report in September 2020, members of the task force committed to studying the effects of the pandemic on students and schools in challenging environments. The charge to study this topic and make recommendations was affirmed by the Virginia School Boards Association (VSBA) Board of Directors at the August 2021 meeting of the board.

Work leading to the contents of this report began in earnest in the spring of 2021. The contents found in this report were approved for consumption by the public at the June 2022 meeting of the VSBA Board of Directors. A special thanks is extended to all task force members for their work in developing this report. Additionally, the Task Force thanks the VSBA Board of Directors for lending its partnerships with Frontline Education to support the creation of the "State of" report.

The results of Virginia's 2020-2021 Standards of Learning tests affirm for many the ramifications of significant shifts the COVID-19 pandemic era has had on teaching and learning and student outcomes. For many, the pandemic era 2020-21 SOL tests results are described as "unprecedented." For far too many students and schools in challenging environments, COVID-19 worsened structural inequities that have long produced a pandemic of unfinished learning.

**There are a total of 132 School Divisions in the Commonwealth.**

- 79 of them have a student population with over 50% socioeconomic disadvantage in at least one of the last three years - 2020 was removed from the data due to the COVID-19 pandemic impacting school divisions nationwide in unprecedented ways.
- 57% of the school divisions in the entire state ~ over half of the divisions greet students daily that are experiencing financial hardships at home that impact their daily lives.
- 7 of them are in a hyper-poverty status, with more than 70% of their student body identifying as socioeconomically disadvantaged.

Hyper-poverty within a school division typically follows high rates of socioeconomic disadvantage and impacts African American and Hispanic student populations more often than other cohorts. This presentation will explore several of the divisions identified and how they relate to student performance in both years before the global health crisis and the year following the cancellation of state assessment testing due to the pandemic.

Contained herein are a collection of data highlighting student outcomes before and after the pandemic. This report is not meant to shame any individual school division or school building, as we acknowledge exceptional work is transpiring across the Commonwealth's public schools. Rather, this report seeks to draw attention to trends in student outcomes that are not solely derived from the pandemic that have impacted school division operations since the first cases of COVID-19 were reported in Virginia ultimately leading to the state-wide closure of schools by former Governor Ralph S. Northam on March 13, 2020.

To address the unfinished learning that many of our students have experienced for far too long, we must resist the temptation to categorize the 2020-2021 testing data as an anomaly brought upon by events beyond the control of educators. We fear the tendency will be to analyze testing data from the 2021-2022 academic year for signs of student learning recovery leading to education policymakers to declare that Virginia is on a path of education recovery. We know that as focus shifts from the loss of learning to other policy matters, students and schools in challenging environments will remain to experience the cycles that existed prior to the pandemic unless significant investments in resources and policy changes are made by state and local leaders with improving student outcomes at the center.

In addition to the academic data found in the State of Students and Schools in Challenging Environments report, a set of recommended initiatives to advance success and opportunities for students and schools in challenging environments is included which we refer to as the 3.0 Report. The 3.0 Report is not intended to be a complete or exhaustive list of recommendations; rather, as with the task force's 1.0 and 2.0 reports, these recommendations were developed to serve as "starting points" as school divisions continue to grapple with the long-term effects of the pandemic.

VSBA Task Force on Students and Schools in Challenging Environments (“Challenged Schools Task Force”) created five domains in the initial report: Community and Family Engagement, Funding and Resources, Specialized Training, Student Learning, and Leadership & Teacher Quality. Each domain had both recommendations and aspirations. In addition, the Challenged Schools Task Force targeted the following groups: School Board, Community Groups, Internal/ External Stakeholders, General Assembly, and the Virginia School Boards Association.

**Table of Recommendations:**

Community and Family Engagement

- Student Support Position Ratios
- Building Trust with Families

Funding and Resources

- Broadband
- School Infrastructure
- School HVAC and Roofing

Specialized Training

- Pandemic Best Practices
- Come Back to In-Person- Culture, Climate, and Caring Campaign
- Student Attendance and Academic Performance Data

Student Learning

- Expanding Services to Meet Students Needs
- Cultural Competency

Leadership and Teacher Quality

- Teacher Salary
- Grow Your Own Program
- Underrepresented Populations in the Teacher Profession
- Professional Learning Post COVID-19
- Mental Health Needs of Educators



Student Support Position Ratios

Domain:	Community and Family Engagement
Target Group	Virginia General Assembly
Data Points (i.e. – current conditions)	The COVID-19 pandemic has had a profound effect on the mental health of families. 40% of adults in the U.S. have reported symptoms of anxiety or depressive disorder during the pandemic <sup>1</sup> . By extension these affects spread to children in our communities. A morbidity and mortality study published by the CDC showed that mental health–related Emergency Room visits increased 24% among children aged 5–11 years and 31% among adolescents aged 12–17 years, comparing Mar-Oct 2020 to the previous year <sup>2</sup> . The fact that Emergency Rooms are a primary source of mental health care for so many students point to a shortage of quality mental-health care in our schools as a first line of defense for the community.
Recommendation	Increase the SOQ ratios for School Psychologists 500:1, Social Workers 400:1, and School Counselors 250:1 based on the National Association of School Psychologists (NASP) recommendation <sup>3</sup> . Task the VDOE to collect data on the number of students in school divisions across the Commonwealth experiencing the trauma categories identified by the NASP <sup>4</sup> and the academic progress of those students.
Anticipated Outcomes	Mitigation or elimination of the following adverse academic effects on students as identified in the NASP’s report on Creating Trauma-Sensitive Schools: Child abuse and neglect Exposure to violence or victim of violent crime Homelessness, poverty, and food insecurity First-generation immigrant family Incarcerated parents Military deployment
Accountability	Local School Divisions will track services against these challenge areas and work to increase academic progress for students experiencing these challenges.
Timeline	Introduce Legislation in 2023 Commission a Joint Legislative Audit and Review Commission study to analyze the effectiveness of the increasing SOQs for a period of at least four years 2023-2027
Budgetary Considerations	Utilize Federal CARES Act funding

<p>Research / References</p>	<p>The Implications of COVID-19 for Mental Health and Substance Use. (2021, April 14). KFF. <a href="https://www.kff.org/coronavirus-covid-19/issue-brief/the-implications-of-covid-19-for-mental-health-and-substance-use/">https://www.kff.org/coronavirus-covid-19/issue-brief/the-implications-of-covid-19-for-mental-health-and-substance-use/</a></p> <p>Leeb, R. T., Bitsko, R. H., Radhakrishnan, L., Martinez, P., Njai, R., &amp; Holland, K. M. (2020). Mental Health–Related Emergency Department Visits Among Children Aged &lt;18 Years During the COVID-19 Pandemic — United States, January 1–October 17, 2020. MMWR. Morbidity and Mortality Weekly Report, 69(45), 1675–1680. <a href="https://doi.org/10.15585/mmwr.mm6945a3">https://doi.org/10.15585/mmwr.mm6945a3</a></p> <p>National Association of School Psychologists. (2013, January). NASP Recommendations for Comprehensive School Safety Policies January 2013. National Association of School Psychologists, 4340 East West Highway, Suite 402, Bethesda, MD 20814, (301) 657–0270www.nasponline.org. <a href="https://www.nasponline.org/research-and-policy/nasp-research-center/research-summaries">https://www.nasponline.org/research-and-policy/nasp-research-center/research-summaries</a></p> <p>National Association of School Psychologists. (2015, January). Creating Trauma-Sensitive Schools: Supportive Policies and Practices for Learning. National Association of School Psychologists, 4340 East West Highway, Suite 402, Bethesda, MD 20814, 301–657–0270, www.nasponline.org. <a href="https://www.nasponline.org/research-and-policy/nasp-research-center/research-summaries">https://www.nasponline.org/research-and-policy/nasp-research-center/research-summaries</a></p>
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Building Trust with Families

Domain	Community and Family Engagement														
Target Group	Students/Families, Local School Divisions														
Data Points (i.e. – current conditions)	Families in challenging environments face many obstacles that have been exacerbated by the COVID pandemic from inadequate access to technology, to childcare responsibilities, job displacement, etc. These challenges are not new but have been compounded by the recent crisis. While causes like technology access or available learning time are systemic in our communities and many recommendations in this report address those systemic challenges, individual children still need specific and targeted intervention.														
Recommendations	<p>Implement a home-visitation program in local school divisions. The Education Trust has developed a strategic framework for building positive relationships between teachers and families, and families to schools.<sup>1</sup> The framework combined with formal home-visits will build specific and targeted support systems for individual students.</p> <table border="1"> <thead> <tr> <th colspan="2">BUILDING DEVELOPMENTAL RELATIONSHIPS</th> </tr> <tr> <th>Elements</th> <th>Sample Actions (and Explanations)</th> </tr> </thead> <tbody> <tr> <td>Express Care</td> <td>Be dependable (Be someone I can trust) Listen (Really pay attention) Encourage (Praise my efforts and achievements) Believe in me (Make me feel known and valued)</td> </tr> <tr> <td>Challenge Growth</td> <td>Expect my best (Expect me to live up to my potential) Hold me accountable (Insist I take responsibility for my actions) Help me reflect on failures (Help me learn from my mistakes) Stretch me (Push me to go further)</td> </tr> <tr> <td>Provide Support</td> <td>Navigate (Guide me through hard situations) Empower me (Build my confidence to take charge of my life) Advocate (Defend me when I need it) Set boundaries (Establish limits to keep me on track)</td> </tr> <tr> <td>Share Power</td> <td>Respect me (Take me seriously and treat me fairly) Include me (Involve me in decisions that affect me) Collaborate (Work with me to solve problems and reach goals) Let me lead (Create opportunities for me to take action)</td> </tr> <tr> <td>Expand Possibilities</td> <td>Inspire (Inspire me to see possibilities for my future) Broaden horizons (Expose me to new experiences, ideas, and places) Connect (Introduce me to more people who can help me)</td> </tr> </tbody> </table> <p><small>Note: This is adapted from page four of Roehlkepartain, Eugene, Kant Pikel, Amy Sjøvortsen, Jenna Sethi, Theresa Sullivan, and Peter Scales. Relationships First: Creating connections that help young people thrive. Minneapolis, MN: Search Institute. 2017.</small></p> <p>Teachers ask about the interests of the student and the goals of the family for that student during each home visit. Teachers then share actionable information with school administrators to remove barriers, and provide specific assistance tailored to the student.</p>	BUILDING DEVELOPMENTAL RELATIONSHIPS		Elements	Sample Actions (and Explanations)	Express Care	Be dependable (Be someone I can trust) Listen (Really pay attention) Encourage (Praise my efforts and achievements) Believe in me (Make me feel known and valued)	Challenge Growth	Expect my best (Expect me to live up to my potential) Hold me accountable (Insist I take responsibility for my actions) Help me reflect on failures (Help me learn from my mistakes) Stretch me (Push me to go further)	Provide Support	Navigate (Guide me through hard situations) Empower me (Build my confidence to take charge of my life) Advocate (Defend me when I need it) Set boundaries (Establish limits to keep me on track)	Share Power	Respect me (Take me seriously and treat me fairly) Include me (Involve me in decisions that affect me) Collaborate (Work with me to solve problems and reach goals) Let me lead (Create opportunities for me to take action)	Expand Possibilities	Inspire (Inspire me to see possibilities for my future) Broaden horizons (Expose me to new experiences, ideas, and places) Connect (Introduce me to more people who can help me)
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<p>Anticipated Outcomes</p>	<p>Co-creation (families and schools) of strategies to achieve mutually agreed upon outcomes for students is the most effective form of Family engagement.</p> <p>“It is worth noting that the study examining what distinguished high from low-performing Chicago public schools showed that the high performers had more family and community engagement. This increased regular attendance, which in turn enabled improved instruction and led ultimately to better literacy and math outcomes in sixth grade.”</p> <p>“The teachers want parents and guardians to work with them and partner with them. The child will see the partnership, and how everyone is on the same page and has the same goals for the student. And that creates a better environment to build a trusting relationship. IF there is a need to address challenges later in the year, the interactions are likely to be more positive, given that trust and a relationship has already been established.”</p>
<p>Accountability</p>	<p>Local school divisions should track home visits and correlate that volume to increases in student activities, attendance, GPA, etc.</p>
<p>Timeline</p>	
<p>Budgetary Considerations</p>	<p>Staff workdays in School Calendar</p>
<p>Research / References</p>	<p>The-Importance of Strong Relationships as a Strategy to Solve Unfinished Learning. (2021, March). <a href="https://edtrust.org/wp-content/uploads/2014/09/The-Importance-of-Strong-Relationships-as-a-Strategy-to-Solve-Unfinished-Learning-March-2021.pdf">https://edtrust.org/wp-content/uploads/2014/09/The-Importance-of-Strong-Relationships-as-a-Strategy-to-Solve-Unfinished-Learning-March-2021.pdf</a></p> <p>J.M. Bolivar, and J.H. Chrispeels. “Enhancing parent leadership through building social and intellectual capital. American Educational Research Journal 48, no.1 (2011), pp. 4–38</p> <p>Global Family Research Project. (2018, October). Joining Together to Create a Bold Vision for Next Generation Family Engagement Engaging Families to Transform Education. <a href="https://media.carnegie.org/filer_public/f8/78/f8784565-4bd6-4aa3-bd80-2b98fd43380e/parent-engagement-2018.pdf">https://media.carnegie.org/filer_public/f8/78/f8784565-4bd6-4aa3-bd80-2b98fd43380e/parent-engagement-2018.pdf</a></p>

Research / References	<p>Dallas ISD News Hub. (2021, January). Dallas ISD Home Visitation Program Expands to Several Schools with Predominantly Black Student Populations. <a href="https://thehub.dallasisd.org/2021/01/14/dallas-isd-home-visitation-program-expands-to-several-schools-with-predominantly-black-student-populations/?amp">https://thehub.dallasisd.org/2021/01/14/dallas-isd-home-visitation-program-expands-to-several-schools-with-predominantly-black-student-populations/?amp</a></p> <p>Steven B. Sheldon &amp; Sol Bee Jung. The Family Engagement Partnership Student Outcome Evaluation. (2015, Sep) Johns Hopkins University School of Education. <a href="http://www.pthvp.org/wp-content/uploads/2016/09/JHU-STUDY_FINAL-REPORT.pdf">http://www.pthvp.org/wp-content/uploads/2016/09/JHU-STUDY_FINAL-REPORT.pdf</a></p>
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Broadband

Domain:	Funding and Resources
Target Group	General Assembly
Data Points (i.e. – current conditions)	An estimated 14% of K-12 students in Virginia do not have broadband at home.
Recommendation	Use ARPA Capital Projects Fund and State Fiscal Recovery Fund dollars to support fully funding VATI and expanding affordability pilot projects
Anticipated Outcomes	<p>Full broadband coverage across the state</p> <p>Broadband reimbursement to help qualifying families access affordable options</p> <p>Improved broadband access for families will achieve more equity in access to online education resources for students</p>
Accountability	General Assembly, Virginia Department of Housing and Community, Tobacco Region
Timeline	December 2024 for completion of broadband infrastructure. July 1, 2022 for instatement of DSS pilot project
Budgetary Considerations	Use of the \$222m from the ARPA Capital Fund could free up an existing \$50m VATI investment in the state budget for FY22. This money could partially be repurposed for increasing the broadband reimbursement program as proposed in <a href="#">SB1462</a> .
Research / References	SCHEV - <a href="#">A Closer Look at Virginia's Digital Divide in Education</a>

<https://schev.edu/index/reports/insights/insights/2020/09/10/a-closer-look-at-virginia-s-digital-divide-in-education>

<https://www.democrats.senate.gov/final-state-and-local-allocation-output-030821>

School Infrastructure

Domain:	Funding and Resources
Target Group	General Assembly, Board of Supervisors, Mayors
Data Points (i.e. – current conditions)	Virginia has drastically reduced state support for school infrastructure over the past decade - zeroing out funding of the school grant program and greatly diminishing support for school construction from the Literary Fund. Today, all neighboring states and DC provide direct support to schools for infrastructure. Our outdated and dilapidated infrastructure issues are well documented and getting worse the longer the state withholds from providing support. There are major equity issues at play because localities have vastly different resources and abilities to raise revenue to support school renovation and new construction.
Recommendation	The state and local governments should use the State and Local Fiscal Recovery Fund from ARPA to support new school infrastructure projects. The state should distribute support for infrastructure projects using the At-Risk Add-On formula, which better accounts for student needs than the LCI, and leverage
Anticipated Outcomes	<p>Improved student test scores and graduation</p> <p>Improved student and staff health</p> <p>General budget savings for divisions over time due to lower maintenance costs</p> <p>Higher retention of teachers</p> <p>Higher property values and therefore local tax revenue in areas with updated schools</p> <p>Improved equity: localities with higher shares of student’s living in poverty and students of color generally have substantially less ability to raise revenue for school construction.</p> <p>Broad support of local economic activity through thousands of well-paying construction jobs across the state</p> <p>Improved energy efficiency and opportunity for renewable options like solar installation to reduce</p>
Accountability	General Assembly, VDOE (if provided through division
Timeline	Now - December, 2024

<p>Budgetary Considerations</p>	<p>The state will receive \$3.8 billion and localities will receive \$2.9 billion from the State and Local Fiscal Recovery Fund</p> <p>In the medium term, we need a sustainable approach to keeping our state’s school infrastructure up to date and that does not exacerbate inequities by placing the burden on school divisions with less resources to make updates. That means the state needs to consider sustainable revenue options that can begin making progress at the substantial needs of schools. Lawmakers should consider progressive revenue raising options for this funding that don’t worsen our already <a href="#">highly regressive</a> tax structure in the state.</p>
<p>Research / References</p>	<p>Fund Our Schools coalition - <a href="#">Virginia’s Moonshot Moment to Modernize Schools</a></p> <p>Center on Budget and Policy Priorities - <a href="#">K-12 Funding Cuts Include Capital Spending to Build and Renovate Schools</a></p> <p>Education Finance and Policy article (April, 2021) - <a href="#">“How Much Does Public School Facility Funding Depend on Property Wealth?”</a></p>

<https://www.democrats.senate.gov/final-state-and-local-allocation-output-030821>



School HVAC and Roofing

Domain:	Funding and Resources
Target Group	General Assembly, Virginia Department of Education,
Data Points (i.e. – current conditions)	<p>While collecting a state inventory of HVAC and roofing needs for schools is critical, based on national estimates, we can understand that the scale of need is likely significant in Virginia. The Government Accountability Office <a href="#">estimates</a> that about a third of schools need an upgraded HVAC system nationally, and the cost is about \$1 million per building. In Virginia, we have 1859 schools, meaning if we are in line with national trends, we would have around \$620 million in needed HVAC upgrade costs for our schools. Of course, divisions with more resources might be better able to absorb this cost and are more likely to have made improvements as needed over the years. The need for adequate roofing is another part of the equation.</p> <p>Divisions with the highest share of students of color and students from low-income families are more likely to have outdated HVAC systems, which puts their students and staff at increased risk of being exposed to COVID-19.</p> <p>Research suggests that indoor air quality and HVAC systems can play a major role in student academic performance. Poor air quality can trigger a host of health problems, including asthma and allergies, that increase absenteeism and reduce academic performance. In addition, air quality can impact teacher and staff productivity</p>
Recommendation	<p>Use funding from the Capital Projects Fund to provide grants through VDOE or DMME to schools for upgrading HVAC and Roofing Support and providing reimbursement to schools that recently upgraded their systems during the pandemic. Grants should be distributed to schools based on student need - giving preference to schools with the highest share of students living in poverty, English Learners, and disabilities, which are groups that have been disproportionately impacted by the health and economic impacts of the pandemic. The grants should also be structured to ensure that new roofing is built to allow solar panels to be added in the future to help meet <a href="#">Commonwealth Energy Policy</a> goals.</p>

[Paragraph 1](#)

<p>Anticipated Outcomes</p>	<p>The <a href="#">Environmental Protection Agency finds</a> that indoor air quality in schools affect numerous health conditions of staff and students, along with outcomes like attendance, performance, teacher and staff effectiveness, physical plant conditions, and community trust.</p> <p>While the per pupil cost of upgrading ventilation is normally very low (in the tens of dollars at the high-end), a <a href="#">comprehensive review of literature</a> on air quality in schools shows that this relatively small investment has a significant impact on math and reading performance for students.</p> <p>Investments to improve air quality in school buildings can lead to improved student outcomes; and thus reduce the incremental costs of remediation and other student intervention</p>
<p>Accountability</p>	<p>General Assembly, VDOE (if provided through division or</p>
<p>Timeline</p>	<p>Now - December, 2024</p>
<p>Budgetary Considerations</p>	<p>Energy use is the <a href="#">2nd highest cost</a> after salaries for many schools, and HVACs are among the equipment that consume the most energy in schools. Improvements to HVAC systems can significantly cut energy costs to a fraction of what they were. This allows for reinvestment in other critical areas for student achievement.</p> <p>High-poverty divisions are more likely to rely on state support and have less ability to raise local revenue. Additionally, we know that due to additional barriers to education, it costs more to provide adequate support to students from high-poverty settings (costing <a href="#">between 40 and over 100 percent</a> according to expert estimates). So divisions with a high share of students living in poverty have higher student cost needs and even less ability to fund needed upgrades like HVAC.</p>
<p>Research / References</p>	<p>Learning Policy Institute - <a href="#">“The Air We Breathe: Why Good HVAC Systems Are an Essential Resource for Our Students and School Staff”</a></p> <p>The Northeast Energy Efficiency Partnerships focuses on schools and has a zero-energy schools <a href="#">toolkit</a></p> <p>Chalkbeat - <a href="#">“As Biden eyes infrastructure, recent research suggests students’ environments affect academic success”</a></p>

<https://learningpolicyinstitute.org/blog/covid-hvac-systems-essential-resource>

Pandemic Best Practices

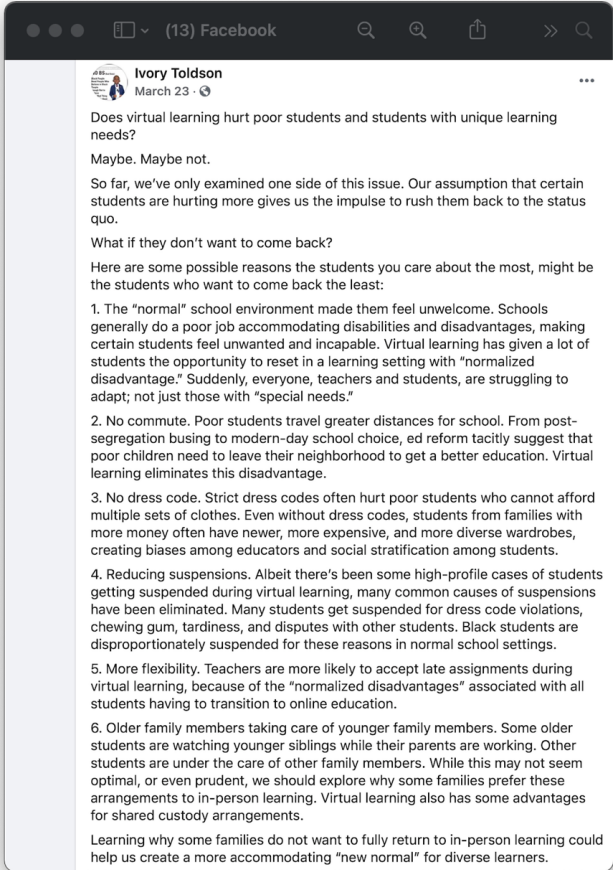
Domain:	Specialized Training
Target Group	Students/Families, Local School Divisions, VSBA, VDOE
Data Points (i.e. – current conditions)	<p>The pandemic has been horrible in many discernible ways for students, families, and staff. However, there have been numerous best practices which improve and facilitate learning as result of the pandemic.</p> <p>These practices should be used as a catalyst to increase student engagement and enhance in-person learning and virtual learning going forward.</p> <p>In both K-12 and higher education, much thought has been given to incorporating best practices gleaned from the pandemic.</p>
Recommendation	<p>Survey students, families, and staff to see what best practices occurred because of the pandemic, which should be maintained in an in-person environment.</p> <p>Survey students, families, and staff                      Identify trends in responses                      Incorporate impactful practices into in-person learning environment                      Interaction between school divisions and or an overarching compilation by VSBA/VDOE may help facilitate this process and amplify best practices                      Study best practices identified in literature and studies in both K-12 and higher education, and implement these practices where feasible</p>
Anticipated Outcomes	<p>Increased return to in-person selection for students in schools in challenging environments                      A more robust learning environment for students                      More effective and efficient cultivation of students’ potential                      Enhance and improve academic outcomes</p>
Accountability	
Timeline	Present – SY 23
Budgetary Considerations	TBD
Research / References	<p>Resources and Examples: Learning in the Time of COVID -19</p> <p><a href="https://learningpolicyinstitute.org/issue/covid-19-resources">https://learningpolicyinstitute.org/issue/covid-19-resources</a></p> <p>Best practices in higher education for COVID-19 and the post-pandemic future:</p> <p><a href="https://www.ringcentral.com/us/en/blog/6-best-practices-in-higher-education-for-covid-19-and-the-post-pandemic-future/">https://www.ringcentral.com/us/en/blog/6-best-practices-in-higher-education-for-covid-19-and-the-post-pandemic-future/</a></p>

Research / References	3 New Teaching Strategies for the Return to Classrooms: <a href="https://www.elmhurst.edu/blog/3-new-teaching-strategies/">https://www.elmhurst.edu/blog/3-new-teaching-strategies/</a>
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Come Back to In-Person– Culture, Climate, and Caring Campaign

Come Back to In-Person

Domain:	Specialized Training																																	
Target Group	Local School Divisions, VSBA, VDOE																																	
Data Points (i.e. – current conditions)	<p>Students in Virginia’s Schools in Challenging Environments are disproportionately African-American and Hispanic.                  African-American and Hispanic individuals are disproportionately impact by COVID-19                  “Students of color <a href="#">are projected to be</a> six to months behind academically due to COVID-19, compared with four to eight months for white students.”</p> <p>“The steady march to in-person learning is happening more quickly for white students“</p> <hr/> <p><b>Views of whether schools should wait to reopen until teachers are vaccinated vary along demographic, partisan lines</b></p> <p><i>% saying K-12 schools that are not currently open for any in-person instruction should ...</i></p> <table border="1"> <thead> <tr> <th></th> <th>Reopen as soon as possible, even if many teachers who want the coronavirus vaccine haven't received it</th> <th>Wait to reopen until all teachers who want the coronavirus vaccine have received it</th> </tr> </thead> <tbody> <tr> <td>All adults</td> <td>40</td> <td>59</td> </tr> <tr> <td>White</td> <td>48</td> <td>51</td> </tr> <tr> <td>Black</td> <td>19</td> <td>80</td> </tr> <tr> <td>Hispanic</td> <td>30</td> <td>69</td> </tr> <tr> <td>Asian*</td> <td>27</td> <td>72</td> </tr> <tr> <td>Lower income</td> <td>32</td> <td>67</td> </tr> <tr> <td>Middle income</td> <td>43</td> <td>57</td> </tr> <tr> <td>Upper income</td> <td>48</td> <td>52</td> </tr> <tr> <td>Rep/Lean Rep</td> <td>65</td> <td>34</td> </tr> <tr> <td>Dem/Lean Dem</td> <td>20</td> <td>79</td> </tr> </tbody> </table> <p><small>* Asian adults were interviewed in English only.                  Note: Share of respondents who didn't offer an answer not shown. White, Black and Asian adults include those who report being only one race and are not Hispanic. Hispanics are of any race. Family income tiers are based on adjusted 2019 earnings.                  Source: Survey of U.S. adults conducted Feb. 16-21, 2021.                  PEW RESEARCH CENTER</small></p>		Reopen as soon as possible, even if many teachers who want the coronavirus vaccine haven't received it	Wait to reopen until all teachers who want the coronavirus vaccine have received it	All adults	40	59	White	48	51	Black	19	80	Hispanic	30	69	Asian*	27	72	Lower income	32	67	Middle income	43	57	Upper income	48	52	Rep/Lean Rep	65	34	Dem/Lean Dem	20	79
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Recommendation	<p>Develop a promotional campaign encouraging families of color and those most likely to benefit from in-person learning to return to in-person learning within a caring, culturally competence, equitable learning environment.</p> <p>Give intentional attention to opinions and climate surveys of target audience.                  Demonstrate through intentional action school climate, culture, and supports to meet the needs of families.                  See Constantino’s work of Family Engagement Welcoming Black Families: What Schools Can Learn from Churches: <a href="http://www.ascd.org/publications/educational-leadership/sept17/vol75/num01/Welcoming-Black-Families@-What-Schools-Can-Learn-from-Churches.aspx">http://www.ascd.org/publications/educational-leadership/sept17/vol75/num01/Welcoming-Black-Families@-What-Schools-Can-Learn-from-Churches.aspx</a></p>																																	

<p>Recommendation</p>	
<p>Anticipated Outcomes</p>	<p>Increased return to in-person selection for students in schools in challenging environments.                  Create model schools of culturally affirming and welcoming teaching and learning environments.                  Inform academic outcome focus toward culturally affirming remote learning environments.</p>
<p>Accountability</p>	
<p>Timeline</p>	<p>Present – SY 22</p>
<p>Budgetary Considerations</p>	<p>TBD</p>

<p>Research / References</p>	<p>"How can I trust it now?" Wary of the system, Black families opt for remote learning: <a href="https://www.cbsnews.com/news/distance-remote-learning-black-families/">https://www.cbsnews.com/news/distance-remote-learning-black-families/</a></p> <p>U.S. minority children lag whites in full-time classroom learning -education secretary <a href="https://www.reuters.com/world/us/us-minority-children-lag-whites-full-time-classroom-learning-education-secretary-2021-05-06/">https://www.reuters.com/world/us/us-minority-children-lag-whites-full-time-classroom-learning-education-secretary-2021-05-06/</a></p> <p>Some Black parents say remote learning during pandemic has kept students safe from racism in classroom <a href="https://www.chicagotribune.com/coronavirus/ct-aud-nw-black-students-racism-remote-learning-20210504-yhycne3n7fdgpidxtnavmn7yqq-story.html">https://www.chicagotribune.com/coronavirus/ct-aud-nw-black-students-racism-remote-learning-20210504-yhycne3n7fdgpidxtnavmn7yqq-story.html</a></p> <p>In Virginia Beach, white students are nearly twice as likely to return for in-person classes as Black students <a href="https://www.pilotonline.com/news/education/vp-nw-virginia-beach-reopening-demographics-20210311-xqq4d3lzznff3blvkr3nmwk64i-story.html">https://www.pilotonline.com/news/education/vp-nw-virginia-beach-reopening-demographics-20210311-xqq4d3lzznff3blvkr3nmwk64i-story.html</a></p> <p>Students of color more likely to be learning virtually during pandemic: survey <a href="https://thehill.com/homenews/administration/544807-students-of-color-more-likely-to-be-learning-virtually-during-pandemic">https://thehill.com/homenews/administration/544807-students-of-color-more-likely-to-be-learning-virtually-during-pandemic</a></p>
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Student Attendance and Academic Performance Data

Domain:	Specialized Training																																										
Target Group	School Boards																																										
Data Points (i.e. – current conditions)	<p>“Meaningful Enrollment &amp; Engagement -- Missing Students Matter”</p> <p>In response to COVID-19 and in-person learning significantly reduced or eliminated in school divisions across Virginia, the State Superintendent of Public Instruction issued Superintendent’s Memo #188-20 (July 24, 2020) – Tracking Attendance for the 2020-2021 School Year.</p> <p>In the interest of students and schools in challenging environments, we must quantify “wow many students may be without or may have been without access to or engaged participation in education.”</p> <p>FIGURE 1 Changes to enrollment in VA public schools between fall 2019 and fall 2020 for pre-K, kindergarten, and grades 1-5 by socio-economic status and race</p> <p><i>Prekindergarten enrollment</i></p> <table border="1"> <caption>Prekindergarten enrollment</caption> <thead> <tr> <th>Category</th> <th>% change in enrollment</th> </tr> </thead> <tbody> <tr> <td>Total</td> <td>-19%</td> </tr> <tr> <td>Disadvantaged</td> <td>-32%</td> </tr> <tr> <td>Not disadvantaged</td> <td>-7%</td> </tr> <tr> <td>Black</td> <td>-21%</td> </tr> <tr> <td>Hispanic</td> <td>-24%</td> </tr> <tr> <td>White</td> <td>-17%</td> </tr> </tbody> </table> <p><i>Kindergarten enrollment</i></p> <table border="1"> <caption>Kindergarten enrollment</caption> <thead> <tr> <th>Category</th> <th>% change in enrollment</th> </tr> </thead> <tbody> <tr> <td>Total</td> <td>-13%</td> </tr> <tr> <td>Disadvantaged</td> <td>-13%</td> </tr> <tr> <td>Not disadvantaged</td> <td>-13%</td> </tr> <tr> <td>Black</td> <td>-8%</td> </tr> <tr> <td>Hispanic</td> <td>-9%</td> </tr> <tr> <td>White</td> <td>-18%</td> </tr> </tbody> </table> <p><i>First- through fifth-grade enrollment</i></p> <table border="1"> <caption>First- through fifth-grade enrollment</caption> <thead> <tr> <th>Category</th> <th>% change in enrollment</th> </tr> </thead> <tbody> <tr> <td>Total</td> <td>-4%</td> </tr> <tr> <td>Disadvantaged</td> <td>-1%</td> </tr> <tr> <td>Not disadvantaged</td> <td>-8%</td> </tr> <tr> <td>Black</td> <td>-3%</td> </tr> <tr> <td>Hispanic</td> <td>-2%</td> </tr> <tr> <td>White</td> <td>-8%</td> </tr> </tbody> </table> <p>Source: Data from the Division of School Readiness at the VA Department of Education via SEE-Partnerships.  <b>Note:</b> Students are identified as economically disadvantaged if they meet any one of the following criteria: eligible for free or reduced-price meals; receiving TANF; eligible for Medicaid; or identified as either migrant or experiencing homelessness. Race categories are based on federal race codes and reflect “one of the racial categories that most clearly reflects the student’s recognition of his or her community or</p>	Category	% change in enrollment	Total	-19%	Disadvantaged	-32%	Not disadvantaged	-7%	Black	-21%	Hispanic	-24%	White	-17%	Category	% change in enrollment	Total	-13%	Disadvantaged	-13%	Not disadvantaged	-13%	Black	-8%	Hispanic	-9%	White	-18%	Category	% change in enrollment	Total	-4%	Disadvantaged	-1%	Not disadvantaged	-8%	Black	-3%	Hispanic	-2%	White	-8%
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<p>Recommendation</p>	<p>Identify attendance and engagement policy for each school in a challenging environment per Task Force definition                  Collect and publish student attendance data for each school                  Collect and publish student academic data per school (i.e. - # of students receiving non-passing grades)</p>
<p>Anticipated Outcomes</p>	<p>Develop / produce a focused snapshot “slice” of students who can benefit from specialized supports toward accelerated learning                  Provide data for local policy revisions (temporary or permanent) to support academic and socioemotional needs of identified students and schools                  Create sense of urgency and awareness to prevent students from “falling through the cracks”</p>
<p>Accountability</p>	<p>School Board; Division Superintendent</p>
<p>Timeline</p>	<p>Prior to SY 21-22 30-Day Count</p>
<p>Budgetary Considerations</p>	<p>N/A</p>
<p>Research / References</p>	<p>Understanding COVID-19-era enrollment drops among early-grade public school students: <a href="https://www.brookings.edu/blog/brown-center-chalkboard/2021/02/22/understanding-covid-19-era-enrollment-drops-among-early-grade-public-school-students/">https://www.brookings.edu/blog/brown-center-chalkboard/2021/02/22/understanding-covid-19-era-enrollment-drops-among-early-grade-public-school-students/</a></p> <p>Missing in the Margins: Estimating the Scale of the COVID-19 Attendance Crisis : <a href="https://bellwethereducation.org/publication/missing-margins-estimating-scale-covid-19-attendance-crisis">https://bellwethereducation.org/publication/missing-margins-estimating-scale-covid-19-attendance-crisis</a></p> <p>COVID’S MISSING STUDENTS: <a href="https://www.the74million.org/wherearethekids/">https://www.the74million.org/wherearethekids/</a></p> <p>Virtual Learning Truancy: <a href="https://www.13newsnow.com/article/news/investigations/virtual-learning-truancy-some-hampton-roads-school-divisions-report-higher-levels-of-chronic-absenteeism-others-report-improving-attendance/291-51bd47a1-9735-49b8-9a49-72383f5b8d2b">https://www.13newsnow.com/article/news/investigations/virtual-learning-truancy-some-hampton-roads-school-divisions-report-higher-levels-of-chronic-absenteeism-others-report-improving-attendance/291-51bd47a1-9735-49b8-9a49-72383f5b8d2b</a></p>

Expanding Services to Meet Student Needs

Domain:	Student Learning
Target Group	School Boards, Virginia General Assembly, Virginia Board of Education
Data Points (i.e. – current conditions)	The pandemic has provided an opportunity to “rethink” several longstanding policies in education that do not reflect best practices for meeting students and families in their current circumstances.
Recommendation	Provide equitable education opportunities for all students based on measurable data: including access to the plethora of academic opportunities. Review of written policy Smaller class sizes Access to broadband Explore calendar reform- balanced calendar, summer opportunities, intersession opportunities Examine options to traditional school day for secondary students: asynchronous time, advisory time, work-based learning
Anticipated Outcomes	Expanding education opportunities will allow school divisions to provide additional services designed for each student’s academic and social/emotional needs.
Accountability	Virginia Board of Education, School Boards
Timeline	Ongoing
Budgetary Considerations	
Research / References	<a href="https://www.doe.virginia.gov/boe/meetings/2019/work-session/11-nov/instructional-hours-virtual-learning.pptx">https://www.doe.virginia.gov/boe/meetings/2019/work-session/11-nov/instructional-hours-virtual-learning.pptx</a>  <a href="https://www.doe.virginia.gov/instruction/virtual_learning/index.shtml">https://www.doe.virginia.gov/instruction/virtual_learning/index.shtml</a>  <a href="https://sites.google.com/view/r7va/home">https://sites.google.com/view/r7va/home</a>

Expanding Services to Meet Student Needs

Cultural Competency

Domain:	Student Learning
Target Group	School Board
Data Points (i.e. – current conditions)	The Virginia General Assembly passed legislation during the 2021 session requiring the inclusion of cultural competency as a category for teacher evaluation.
Recommendation	<p>Teachers provide instruction and classroom strategies that result in culturally inclusive and responsive learning environments.</p> <p>Disaggregates assessment, engagement, behavioral, and attendance data by student groups and identifies and applies differentiated strategies to address growth and learning needs of all students with specific attention to students within gap groups.</p> <p>Fosters classroom environments that create opportunities for access and achievement by acknowledging, valuing, advocating, and affirming cultural and social diversity in all aspects of the learning process,[1] including for gender, race, ethnicity, English Language Learners, and students with disabilities.</p> <p>Builds meaningful relationships with all students anchored in affirmation, mutual respect and validation utilizing culturally responsive teaching practices, and by modeling high expectations for all students.</p> <p>Utilizes inclusive curriculum and instructional resources that represent and validate diversity from all rings of culture that include generational, gender, religion, class, nationality, race, ethnicity, native language, ability, and sexuality by connecting classroom curriculum and instruction to the cultural examples, experiences, backgrounds, and traditions of all learners.</p> <p>Analyzes, selects, and integrates texts, materials, and classroom resources that reflect cultural inclusivity and the needs of all students, including for gender, race, ethnicity, English Language Learners, and students with disabilities.</p> <p>Uses communication strategies that are inclusive of the language, dialects, cultural, social and literacy needs of all students (including gender, race, ethnicity, English Language Learners, and students with disabilities).</p> <p>Teaches students the skills necessary to communicate and engage with diverse groups in ways that support the eradication of discrimination and bias while mitigating against classroom power imbalances (based on race, ethnicity, gender, identity, ability, and/or socioeconomic status) that perpetuate fear and anxiety of difference.</p>
Anticipated Outcomes	Greater inclusiveness in classrooms.
Accountability	Board of Education, DoE, Local School Boards
Timeline	2022-2023 Academic Year
Budgetary Considerations	N/A
Research / References	<a href="https://www.doe.virginia.gov/administrators/superintendents_memos/2021/164-21.pdf">https://www.doe.virginia.gov/administrators/superintendents_memos/2021/164-21.pdf</a>

Teacher Salary

Domain:	Leadership and Teacher Quality
Target Group	Virginia General Assembly, Board of Supervisors, School Board Members
Data Points (i.e. – current conditions)	The average salary of \$52,000 for Virginia teachers puts the state at 31st in the country, according to a recent report by the state legislature. If you remove the Northern Virginia school divisions from the calculation, Virginia’s average salary falls to the bottom five.
Recommendation	Virginia must commit to a competitive average teacher salary, with the State bearing the largest percentage of this cost to reduce reliance on, and therefore disparities in, a locality’s ability to pay.
Anticipated Outcomes	Higher salaries, even small bonuses, can and do encourage teachers to remain in the profession and in the classroom. Longer tenure, high-quality teachers likely improve outcomes for their students.
Accountability	
Timeline	
Budgetary Considerations	Increasing teacher salaries via state funding would require a significant increase in state income taxes and/or other sources of state revenues.
Research / References	<p><a href="https://vadogwood.com/2020/07/28/virginia-has-the-4th-best-school-system-in-the-country-even-with-nationally-low-teacher-pay/#:~:text=Virginia%20was%20the%20highest%20Southern%20state%20ranked%20in%20the%20study.&amp;text=That%20ranking%20comes%20despite%20having, recent%20report%20by%20the%20legislature">https://vadogwood.com/2020/07/28/virginia-has-the-4th-best-school-system-in-the-country-even-with-nationally-low-teacher-pay/#:~:text=Virginia%20was%20the%20highest%20Southern%20state%20ranked%20in%20the%20study.&amp;text=That%20ranking%20comes%20despite%20having, recent%20report%20by%20the%20legislature</a></p> <p><a href="https://www.the74million.org/article/why-teacher-pay-matters-recruitment-and-retention-can-improve-results/">https://www.the74million.org/article/why-teacher-pay-matters-recruitment-and-retention-can-improve-results/</a></p>

REPORT OF THE VSBA TASK FORCE ON STUDENTS AND SCHOOLS IN CHALLENGING ENVIRONMENTS  
 Grow Your Own Program

Grow Your Own Program

Domain:	Leadership and Teacher Quality
Target Group	Virginia General Assembly, Board of Education, School Boards
Data Points (i.e. – current conditions)	Students of color exhibit positive <a href="#">social</a> and <a href="#">academic outcomes</a> when they have teachers with whom they identify. It is also well-documented that teachers of color tend to hold <a href="#">higher expectations</a> for their students of color and <a href="#">exhibit more cultural competency</a> than their white peers. Aside from their benefit to students of color, these teachers <a href="#">get high marks from students of all races</a> for creating engaging and supportive learning spaces.
Recommendation	<p>Develop a Grow Your Own (GYO) Program.</p> <p>GYO programs typically include financial support, guidance, and the promise of a job upon graduation. The program is typically run by a school district, or a partnership between a school district, higher education institution, and a community organization.</p> <p>GYO teaching programs are typically designed for three groups: existing employees who are not teachers, students, and community members. Part of the strategy is to provide wrap-around supports, such as learning cohorts, mentoring, coaching, test preparation assistance, and financial aid.</p> <p>The state of Illinois has a program that is uniquely comprehensive, going as far as to offer stipends for transportation and child-care.</p>
Anticipated Outcomes	<p>GYO programs cultivate pools of diverse, community-based teachers that could address shortages in the state’s high-need schools.</p> <p>School districts get a program that directly targets ongoing workforce needs. The district does not need to depend on random schools of education to provide the necessary candidates. The selection process is less costly, and the outcomes less random.</p> <p>Higher education institutions that partner with districts on GYO programs get similar benefits. They have a dedicated pool of students which is valuable in an industry with variable enrollment and heavy recruiting costs.</p> <p>GYO programs put educators in the classroom that know the reality the students experience at home. Students benefit from having educators of color at both the individual level and systemic level.</p>
Accountability	
Timeline	
Budgetary Considerations	GYO programs require upfront investments for a longer-term payoff. This is especially difficult at a time when local school district budgets are stressed.

Research / References	<p><a href="https://www.newamerica.org/education-policy/edcentral/diversifying-teacher-workforce-grow-your-own-pathways/">https://www.newamerica.org/education-policy/edcentral/diversifying-teacher-workforce-grow-your-own-pathways/</a></p> <p><a href="https://gtlcenter.org/blog/diversifying-teacher-workforce-through-grow-your-own-snapshot-three-programs">https://gtlcenter.org/blog/diversifying-teacher-workforce-through-grow-your-own-snapshot-three-programs</a></p> <p><a href="https://www.growyourownteachers.org/">https://www.growyourownteachers.org/</a></p> <p><a href="https://educatorfi.com/grow-your-own-teacher/#:~:text=Own%20Teacher%20Programs-,What%20Is%20a%20Grow%20Your%20Own%20Teacher%20Program%3F,support%20to%20enter%20the%20profession.">https://educatorfi.com/grow-your-own-teacher/#:~:text=Own%20Teacher%20Programs-,What%20Is%20a%20Grow%20Your%20Own%20Teacher%20Program%3F,support%20to%20enter%20the%20profession.</a></p> <p><a href="https://www.ewa.org/sites/main/files/file-attachments/conra-gist-grow-your-own.pdf">https://www.ewa.org/sites/main/files/file-attachments/conra-gist-grow-your-own.pdf</a></p> <p><a href="https://www.sciencedirect.com/science/article/abs/pii/">https://www.sciencedirect.com/science/article/abs/pii/</a></p>
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Underrepresented Populations in the Teacher Profession

Underrepresented Populations  
in the Teacher Profession

Domain:	Leadership and Teacher Quality
Target Group	Virginia General Assembly, Board of Education, School Boards
Data Points (i.e. – current conditions)	Black teacher turnover rates are significantly higher than those of other teachers in the U.S. Policy interventions such as teacher residencies, loan forgiveness, mentoring, and induction, and principal training programs might have promise for pulling Black teachers back into the profession.
Recommendation	Be deliberate in the recruitment, hiring, and retention of educators of color.
Anticipated Outcomes	Teachers of color boost the academic performance of students of color, including improved reading and math test scores, improved graduation rates, and increases in aspirations to attend college. Students of color and White students report having positive perceptions of their teachers of color, including feeling cared for and academically challenged. Greater diversity of teachers may mitigate feelings of isolation, frustration, and fatigue that can contribute to individual teachers of color leaving the profession when they feel they are alone.
Accountability	Recruiting and retaining TOCs will require explicit attention to structural, institutional, and environmental factors in preservice programs and schools. Teacher educators and program administrators must consider elements of preparation programs that need to be present to increase satisfaction, effectiveness, and retention.  Recommendations for building capacity with respect to a diverse teacher workforce include TOCs' involvement in the recruitment of new hires to ensure a diverse representation in these selection pools; ensuring opportunities for teachers to develop supportive communities of practice; and recognizing the insider/outsider positions of many historically marginalized teachers.
Timeline	
Budgetary Considerations	Requires a financial commitment to a district's human resources department.
Research / References	<a href="https://journals.sagepub.com/doi/full/10.1177/0022487118812418">https://journals.sagepub.com/doi/full/10.1177/0022487118812418</a>  <a href="https://learningpolicyinstitute.org/product/diversifying-teaching-profession-report">https://learningpolicyinstitute.org/product/diversifying-teaching-profession-report</a>  <a href="https://www.edweek.org/leadership/hiring-teachers-of-color-is-just-the-first-step-heres-how-to-keep-them/2019/09">https://www.edweek.org/leadership/hiring-teachers-of-color-is-just-the-first-step-heres-how-to-keep-them/2019/09</a>  <a href="https://www.edweek.org/leaders/2021/building-a-community-for-black-male-teachers">https://www.edweek.org/leaders/2021/building-a-community-for-black-male-teachers</a>

Professional Learning Post COVID-19

Domain:	Leadership and Teacher Quality
Target Group	Board of Education, School Boards
Data Points (i.e. – current conditions)	<p>An extraordinary shift is upon us in the field of education. Students are accessing information and demonstrating their capacity to learn differently. They are learning and using skill sets far different from past generations to prepare for life outside of the classroom. Indeed, the fast-pace of change regularly revolutionizes the <a href="#">skills needed</a> for adult success. The landscape for students is changing, and the landscape of what we ask of educators who teach and prepare students for the world and the workforce is also changing.</p> <p>Our collective expectations of teachers extend way beyond organizing lessons and measuring student performance. We expect teachers to cater to individual student needs, use different learning techniques, incorporate technology and address the social and emotional needs of students. These expectations are common threads for teachers who vary in practice and disposition. They also make the teaching profession much more difficult. Although teachers do a great job helping students succeed, the intricate demands and lack of professional development on the job has led to a decrease in the number of teachers who choose to remain in the profession after their first five years. The <a href="#">National Center for Education Statistics</a> ... found that 46% of those who left the profession said opportunities for professional development in their new position outside of education were better.</p> <p>Professional development is also becoming more relevant, personalized and useful. When translated on a larger scale, districts can use research to not only improve teaching practices, but to increase teacher retention and buy-in for the profession. Developing custom professional development options for teachers with different skills, levels of experience, and areas of interest can help increase teacher commitment to learning communities and help them take an interest in giving back to those communities. Educators should always have a choice in how and what they choose to learn. This can include classroom modeling and access to different learning activities, platforms, and online learning communities.</p>
Recommendation	Rethink Professional Learning to meet the demands of a post-COVID teaching environment
Anticipated Outcomes	<p>Teachers are better prepared to meet the demands of today’s learners in today’s learning environments</p> <p>Teachers are empowered through learning to grow in their profession and feel they are receiving the support they need to be successful, leading to greater job satisfaction and retention</p>
Accountability	
Timeline	



Budgetary Considerations	Requires a financial commitment to ongoing professional development for all staff
Research / References	<a href="https://www.hrdive.com/news/professional-development-among-top-retention-tools/560633/">https://www.hrdive.com/news/professional-development-among-top-retention-tools/560633/</a> <a href="https://www.edsurge.com/research/reports/how-teachers-are-learning-professional-development-remix">https://www.edsurge.com/research/reports/how-teachers-are-learning-professional-development-remix</a> <a href="https://www.rethinked.com/blog/blog/2017/03/22/shifting-the-professional-learning-model-to-improve-teacher-retention/">https://www.rethinked.com/blog/blog/2017/03/22/shifting-the-professional-learning-model-to-improve-teacher-retention/</a>

REPORT OF THE VSBA TASK FORCE ON STUDENTS AND SCHOOLS IN CHALLENGING ENVIRONMENTS  
Mental Health Needs of Educators

Mental Health Needs of Educators

Domain:	Leadership and Teacher Quality
Target Group	Board of Education, School Boards
Data Points (i.e. – current conditions)	<p>The emotional atmosphere in a classroom setting is important to the experiences of all students. That atmosphere is affected by the emotional stability of the teacher. A teacher with personal mental health problems can have a detrimental effect upon all of those students who are associated with him or her.</p> <p>Research shows teacher stress can contribute to <a href="#">low teacher retention rates and impact teacher-student relationships</a>.</p> <p>If schools don't prioritize caring for the wellbeing and mental health of teachers in the face of this rising stress, improved educational outcomes for children are unlikely. Teachers who are compromised by stress cannot be expected to create environments where children will thrive.</p> <p>Researchers at the UCL Institute of Education found that 5% of teaching staff had a long-lasting mental health problem. This is compared with just 1% in the 1990s. Teachers need emotional support, mental health resources, and healthy relationships with administrators and school boards.</p>
Recommendation	Meet the mental health needs of teachers
Anticipated Outcomes	Higher teacher retention Reduced teacher stress and anxiety Better classroom relationships, improved learning environments and improved student performance
Accountability	
Timeline	
Budgetary Considerations	Requires a financial commitment toward staff wellness resources
Research / References	<p><a href="https://ohsonline.com/articles/2020/02/07/why-school-wellness-isnt-just-for-kids-many-teachers-are-stressed-and-depressed.aspx">https://ohsonline.com/articles/2020/02/07/why-school-wellness-isnt-just-for-kids-many-teachers-are-stressed-and-depressed.aspx</a></p> <p><a href="https://www.personneltoday.com/hr/one-in-20-teachers-struggling-with-mental-health/">https://www.personneltoday.com/hr/one-in-20-teachers-struggling-with-mental-health/</a></p> <p><a href="https://pubmed.ncbi.nlm.nih.gov/258702/">https://pubmed.ncbi.nlm.nih.gov/258702/</a></p> <p><a href="https://thehill.com/opinion/education/488901-misdiagnosis-teachers-are-engaged-during-covid-19">https://thehill.com/opinion/education/488901-misdiagnosis-teachers-are-engaged-during-covid-19</a></p> <p><a href="https://hechingerreport.org/as-we-talk-about-reopening-schools-are-the-teachers-ok/">https://hechingerreport.org/as-we-talk-about-reopening-schools-are-the-teachers-ok/</a></p> <p><a href="https://www.forbes.com/sites/onemind/2020/10/06/the-mental-health-resources-that-teachers-need/?sh=12bb3f5e79b9">https://www.forbes.com/sites/onemind/2020/10/06/the-mental-health-resources-that-teachers-need/?sh=12bb3f5e79b9</a></p> <p><a href="https://teachertaskforce.org/knowledge-hub/supporting-teachers-back-school-efforts-toolkit-school-leaders">https://teachertaskforce.org/knowledge-hub/supporting-teachers-back-school-efforts-toolkit-school-leaders</a></p>

### Conclusion: Leadership and Teacher Quality

Based on a review of an extensive body of research on teacher recruitment and retention, we identify five major factors, and related policies, that influence teachers' decisions to enter, stay in, or leave the teaching profession. Those factors are:

- Salaries and other compensation
- Preparation and costs to entry
- Hiring and personnel management
- Induction and support for new teachers

Working conditions, including school leadership, professional collaboration and shared decision-making, accountability systems, and resources for teaching and learning.

Why do teachers leave the profession?

There are a variety of reasons for natural attrition in any type of job including relocation, family matters, different schedules, salaries, or distaste for management. For educators, the decision to leave can also stem from issues or concerns they feel cannot be resolved. According to the National Education Association, such issues include:

- Lack of support
- Unfair demands and mandates
- Lack of assistance with student discipline
- Underfunded programs and low salaries
- Lack of influence or respect at work
- References

<https://learningpolicyinstitute.org/product/solving-teacher-shortage-brief>



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