



# ENVIRONMENTAL SCAN FOR STRATEGIC PLANNING

Prepared for Arlington Public Schools

June 2023

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# INTRODUCTION

Arlington Public Schools (APS) requires support in preparing for its next strategic plan, beginning in 2023. APS has partnered with Hanover Research (Hanover) to identify external factors that will likely have short- and/or long-term impacts on district operations. In 2017, Hanover provided a similar environmental scan to support APS's strategic planning committee. That report served as an important guide for committee members as they considered how to best plan for resourcing the district over the next five years.

As APS completes one strategic plan and begins developing the next one, APS needs an update to the 2017 environmental scan. This report will be designed to guide a new group of committee members in anticipating national, state, and local trends and to inform how the district might plan resources to address these trends. The trend categories of interest to APS are as follows:

- **Socio-demographics** – changes in Arlington County's resident make-up and characteristics of the student population (e.g., age, race, gender, household income, special education needs, English language learners).
- **Economics** – trends related to employment, state and federal funding, and local tax revenue.
- **Political and Regulatory** – local, state, and federal policies and regulations affecting APS.
- **Technological and Scientific** – trends in the use of technology or scientific advances for operations and learning.
- **Educational Trends** – any innovations in educational practices.
- **Customers and Citizens** – trends in the needs, interests, desires, and concerns of Arlington community groups (e.g., students, parents, community members).
- **Competition** – trends related to organizations or companies providing the same services as APS.
- **Enrollment Management** – managing existing enrollment (which has stabilized in recent years) and identify strategies for balancing school capacity (i.e., alleviating schools that are over capacity and increasing enrollment for schools that are under capacity).

The Table of Contents on the preceding page includes hyperlinks to each section.

## SOCIO-DEMOGRAPHICS

Arlington County's overall population is expected to continue growing through 2035. However, this population growth is projected to be concentrated among adults over the age of 65, and the population of school-aged children is projected to decline. This trend aligns with statewide, national, and international population trends reflecting declining birthrates. As a result, enrollment in Arlington Public Schools is projected to begin declining in 2026. The population of Arlington County is also projected to become more racially and ethnically diverse, with growth in the percentages of the population identifying as Asian and Hispanic or Latino. The population of English learners enrolled in APS may also grow.

Arlington County's population declined slightly in 2021 before increasing by about one percent per year in 2022 and 2023, to a total population estimate of 237,300 in 2023. Of this population, 34,670 individuals were between the ages of 5 and 19, making up 14.6% of the total.<sup>1</sup> Figure 1 presents Arlington Public Schools' projected PK-12 enrollment in APS from 2023 to 2032. Based on current trends, this projection anticipates enrollment to decline slightly beginning in 2026. This forecast partially reflects an anticipated decline in the number of births to Arlington County parents from 2,542 in 2021 to 2,464 in 2026. The enrollment projection also incorporates the anticipated construction of new housing units based on trends from previous years.<sup>2</sup> However, Arlington County has recently adopted a missing middle housing policy which will expand options for building housing in the county.<sup>3</sup> This policy may result in increased population growth in Arlington County. However, the missing middle policy is unlikely to result in a substantial increase in APS enrollment. APS estimates that the missing middle policy will increase student enrollment by between nine and 13 students per year.<sup>4</sup>

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<sup>1</sup> "Profile 2023." Arlington County Department of Community Planning, Housing, and Development. p. 3.

<https://www.arlingtonva.us/files/sharedassets/public/projects/documents/data-and-research/profile2023.pdf>

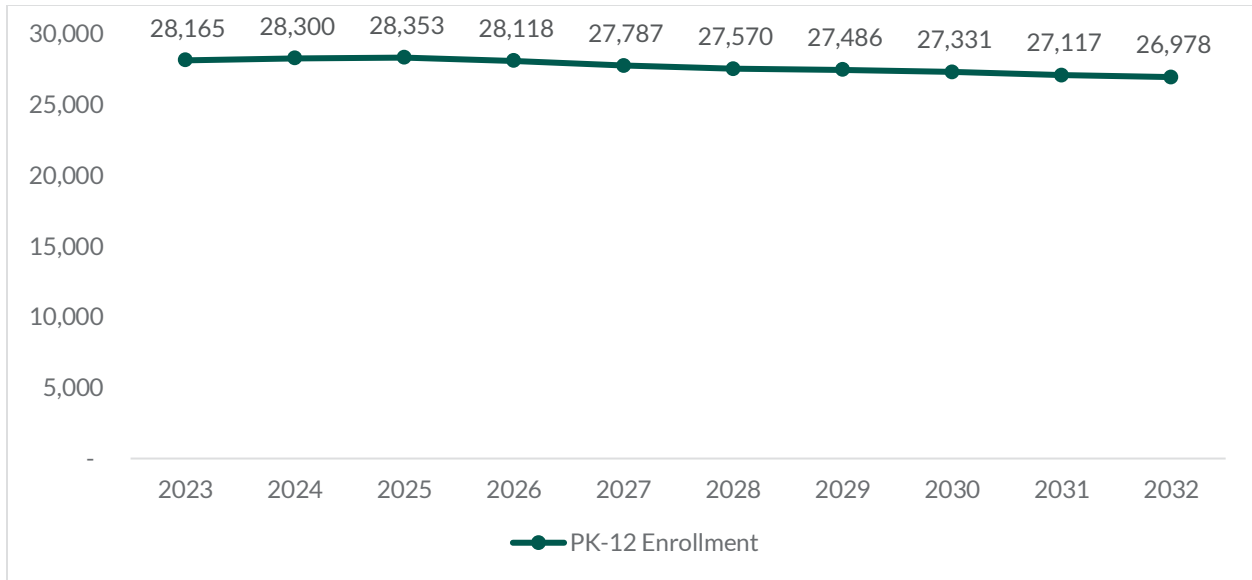
<sup>2</sup> "Arlington Public Schools Fall 2022 10-Year Enrollment Projections Report." Arlington Public Schools, December 2022. p. 6.

<https://www.apsva.us/wp-content/uploads/2022/12/APS-Fall-2022-10-Year-Enrollment-Projections.pdf>

<sup>3</sup> "Missing Middle Housing Study." Arlington County. <https://www.arlingtonva.us/Government/Programs/Housing/Housing-Arlington/Tools/Missing-Middle>

<sup>4</sup> "Missing Middle Housing Study: Expanding Housing Choice Phase 2 Analysis and Draft Framework." Arlington Virginia, May 2, 2022. p. 23. [https://www.arlingtonva.us/files/sharedassets/public/housing/documents/missing-middle/mmhs-phase-2-public-presentation\\_05.02.pdf](https://www.arlingtonva.us/files/sharedassets/public/housing/documents/missing-middle/mmhs-phase-2-public-presentation_05.02.pdf)

**Figure 1: Arlington Public Schools Enrollment Projection 2023 to 2022**



Source: Arlington Public Schools

Figure 2 presents projections for population and household growth in Arlington County from 2020 to 2035. Although school enrollment is projected to decline, the overall population of Arlington County is projected to grow from 238,643 in 2020 to 272,900 in 2035. This trend reflects an increase in the population of residents aged 65 and older combined with a decrease in the birth rate in Arlington County. Arlington’s Joint Facilities Advisory Commission notes that the population of residents between the ages of 20 and 34 has been declining since 2013, while the population aged 65 and older was the only age cohort to experience an increase in population from 2020-2021. The number of births in Arlington County is projected to continue to decline, in line with national trends.<sup>5</sup>

**Figure 2: Arlington County Population Projections, 2020-2035**

YEAR	HOUSING UNITS	HOUSEHOLDS	POPULATION
2020 Census	119,085	109,912	238,643
2025	126,500	118,200	245,800
2030	135,200	126,200	260,200
2035	142,800	133,300	272,900
Population Growth 2020-2035	12.89%	12.77%	11.03%

Source: Arlington County Department of Community Planning, Housing, and Development<sup>6</sup>

The Weldon Cooper Center for Public Service at the University of Virginia projects population growth rates for cities and towns in Virginia as well as for the state, as shown in Figure 3. The Weldon Cooper Center’s growth projection for Arlington is higher than the county’s projection due to differences in the methodology

<sup>5</sup> Hardy, E. and E. Garrett. “Demographic Update: Population Estimates, Birth, and Forecast.” Arlington Virginia Joint Facilities Advisory Commission, February 22, 2023. p. 26.  
[https://www.arlingtonva.us/files/sharedassets/public/commissions/documents/jfac/jfac\\_demographic\\_update\\_2023\\_02\\_22.pdf](https://www.arlingtonva.us/files/sharedassets/public/commissions/documents/jfac/jfac_demographic_update_2023_02_22.pdf)

<sup>6</sup> Chart taken verbatim from: “Profile 2023,” Op. cit., p. 4.

used for projection. Arlington County is projected to grow at a substantially faster rate than Virginia as a whole.<sup>7</sup>

**Figure 3: Arlington and Virginia Population Projections, 2020-2055**

YEAR	ARLINGTON POPULATION	VIRGINIA POPULATION
2020 Census	238,643	8,644,727
2030 Projection	265,794	9,129,002
2035 Projection	275,950	9,444,186
Population Growth 2020-2035	15.63%	9.25%

Source: Weldon Cooper Center for Public Service<sup>8</sup>

Although K-12 enrollment in public schools is expected to decline across the United States, the expected rate of decline varies geographically.<sup>9</sup> The Weldon Cooper Center notes that although overall enrollment in public schools in Virginia increased by 42,000 students from 2010 to 2019, the majority of divisions in the state experienced an enrollment decline in this period driven by a decline in the state’s birth rate from 108,416 births in 2007 to 94,474 in 2020, which was initially most pronounced in rural areas of the state. This decline is projected to drive a statewide decrease in enrollment of 50,000 students from 2020 to 2030. Although Northern Virginia counties experienced continued growth in enrollment during the 2010s, birth rates in this region began declining in 2016.<sup>10</sup> Virginia began experiencing net out-migration in 2013, driven by a reduction in federal employment concentrated in the Northern Virginia and Hampton Roads regions.<sup>11</sup> This out-migration resulted in a decline in the birth rate due to a smaller number of young adults and families. The Weldon Cooper Center reports that the number of births in Arlington County declined by 18 percent from 2016 to 2020. This decline in birth rates is in line with national and international trends. The Weldon Cooper Center notes that the net birth rate among countries participating in the Organization for Economic Cooperation and Development (OECD) declined from 2.1 births per woman in 2005 to 1.65 in 2020.<sup>12</sup>

In addition to enrollment declines caused by fewer births, the Weldon Cooper Center notes that many students left public schools during the COVID-19 pandemic. It is unclear whether these students will remain outside the public school system or return to public schools following the pandemic. The Weldon Cooper Center projects that the statewide enrollment decline from 2020 to 2030 will be closer to 100,000 than 50,000 if the large majority of students who left public schools during the pandemic do not return.<sup>13</sup> The Weldon Cooper Center plans to publish specific enrollment projections for Virginia and individual school divisions in December 2023.<sup>14</sup> Figure 4 presents the Weldon Cooper Center’s school-age population estimates for Arlington County and Virginia as of 2021, the most recent year for which data are available.

<sup>7</sup> “Virginia Population Projections.” Weldon Cooper Center for Public Service. <https://demographics.coopercenter.org/virginia-population-projections>

<sup>8</sup> Chart contents taken verbatim from: “Virginia Population Estimates.” Weldon Cooper Center for Public Service. <https://demographics.coopercenter.org/virginia-population-estimates> [2] “Virginia Population Projections,” Op. cit.

<sup>9</sup> Ladd, H. and A. Huberlie. “Declining Enrollment in Public K-12 Schools.” EY Parthenon, January 6, 2023. [https://www.ey.com/en\\_us/strategy/declining-enrollment-in-public-k-12-schools](https://www.ey.com/en_us/strategy/declining-enrollment-in-public-k-12-schools)

<sup>10</sup> “School Enrollment in a Post-Pandemic Virginia.” Weldon Cooper Center for Public Service, January 26, 2022. <https://statchatva.org/2022/01/26/school-enrollment-in-a-post-pandemic-virginia/>

<sup>11</sup> Lombard, H. “Out-Migration from Virginia Continues for a Fourth Consecutive Year.” Weldon Cooper Center for Public Service, December 7, 2017. <https://statchatva.org/2017/12/07/out-migration-from-virginia-continues-for-a-fourth-consecutive-year/>

<sup>12</sup> “School Enrollment in a Post-Pandemic Virginia,” Op. cit.

<sup>13</sup> Lombard, Op. cit.

<sup>14</sup> “School Enrollment Projections.” Weldon Cooper Center for Public Service. <https://demographics.coopercenter.org/school-enrollment-projections/>

**Figure 4: Weldon Cooper Center School Age Population Estimates**

GEOGRAPHY	WELDON COOPER CENTER POPULATION ESTIMATE (JULY 1, 2021) AGES 5-19	SPECIAL EDUCATION CHILD COUNT (DECEMBER 1, 2021) AGES 2-4, 20-21	TOTAL POPULATION ESTIMATE FOR SALES TAX DISTRIBUTION
Arlington County	33,864	232	34,096
Statewide	1,602,140	11,720	1,613,860

Source: Weldon Cooper Center for Public Service<sup>15</sup>

Strategies adopted by districts across the United States that have already begun experiencing enrollment declines provide insight into how districts respond to declining enrollment. For example, Michigan has experienced declining enrollment at the state level since 2003. This decline has resulted in funding challenges for districts in the state, as Michigan allocates state funding on a per-student basis, and decreases in enrollment do not necessarily result in a proportionate decrease in expenses, particularly for smaller districts. Small districts in Michigan have responded by implementing strategies to reduce expenditures, such as eliminating low-enrollment courses in the secondary grades and combining students from two grades in the same class. Districts in Michigan have also adopted strategies to compete with school choice options for enrollment, such as offering online courses and partnering with independent schools.<sup>16</sup> Larger school districts have responded to enrollment declines by closing schools.<sup>17</sup> For example, Jefferson County Public Schools in Colorado closed 16 schools in 2022 in response to ten years of declining enrollment.<sup>18</sup>

As of 2021, 4.8 percent of households in Arlington County were classified as Limited English Proficient based on the American Community Survey’s 5-year estimates, and another 26 percent of households were classified as Proficient in English and Another Language. The ACS estimated that 22.5 percent of residents were born outside the United States in 2021, and 5,037 residents moved to Arlington from outside the United States in 2020, suggesting APS may experience an increase in the number of English Learners enrolling in the school division.<sup>19</sup> Figure 5 presents student enrollment in Arlington Public Schools by race or ethnicity for the 2022-2023 school year.

<sup>15</sup> Chart contents taken verbatim from: “School-Age Population Estimates.” Weldon Cooper Center for Public Service. <https://demographics.coopercenter.org/school-age-population-estimates/>

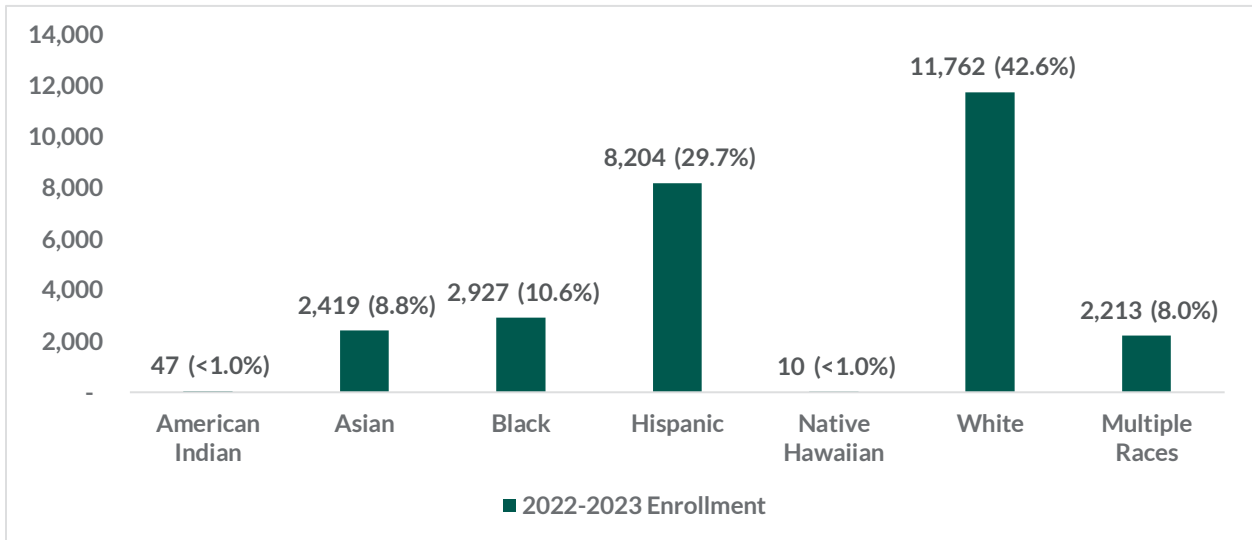
<sup>16</sup> Mack, J. “Record Low Birth Rate Puts Pressure on Michigan’s K-12 Schools.” MLive, October 27, 2019. <https://www.mlive.com/news/2019/10/record-low-birth-rate-puts-pressure-on-michigans-k-12-schools.html>

<sup>17</sup> Asmar, M. et al. “4 Takeaways on Enrollment, Birth Rates, and More as Districts Consider School Closures.” Chalkbeat Colorado, November 10, 2022. <https://co.chalkbeat.org/2022/11/9/23450225/takeaways-enrollment-analysis-schools-closing-jeffco-denver-aurora-census-data>

<sup>18</sup> Summers, D. “No Babies, No Schoolkids: How Colorado’s Birth Rate Tracks with Jeffco, Denver School Closures.” FOX31 Denver, October 27, 2022. <https://kdvr.com/news/data/no-babies-no-schoolkids-how-colorados-birth-rate-tracks-with-jeffco-denver-school-closures/>

<sup>19</sup> “Profile 2023,” Op. cit., p. 3.

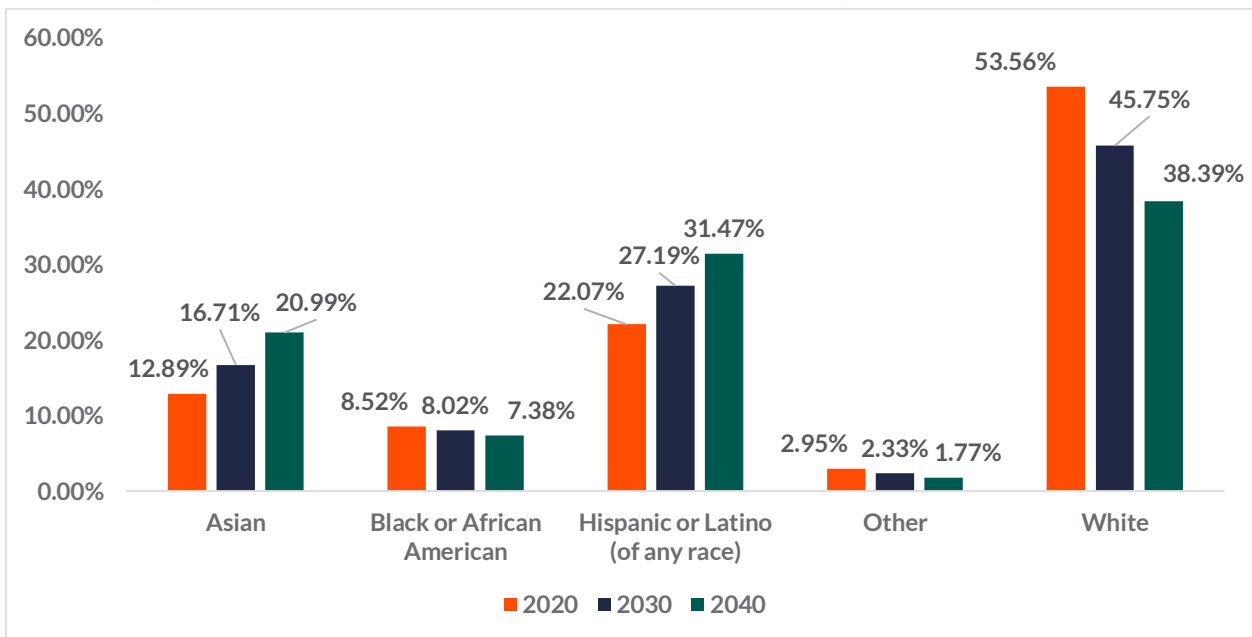
**Figure 5: Arlington Public Schools Enrollment by Race or Ethnicity, 2022-2023**



Source: Virginia Department of Education<sup>20</sup>

Figure 6 presents the Virginia Employment Commission’s projection of the percentage distribution of Arlington County’s population by race or ethnicity from 2020 to 2040. Overall, the county is projected to become more racially and ethnically diverse, with a particular increase in the percentage of the population identifying as Asian and/or Hispanic or Latino.<sup>21</sup>

**Figure 6: Projected Population by Race or Ethnicity for Arlington County, 2020-2040**



Source: Virginia Employment Commission<sup>22</sup>

<sup>20</sup> Chart contents obtained from: “Arlington County Public Schools.” Virginia School Quality Profiles, May 3, 2023.

<https://schoolquality.virginia.gov/divisions/arlinton-county-public-schools>

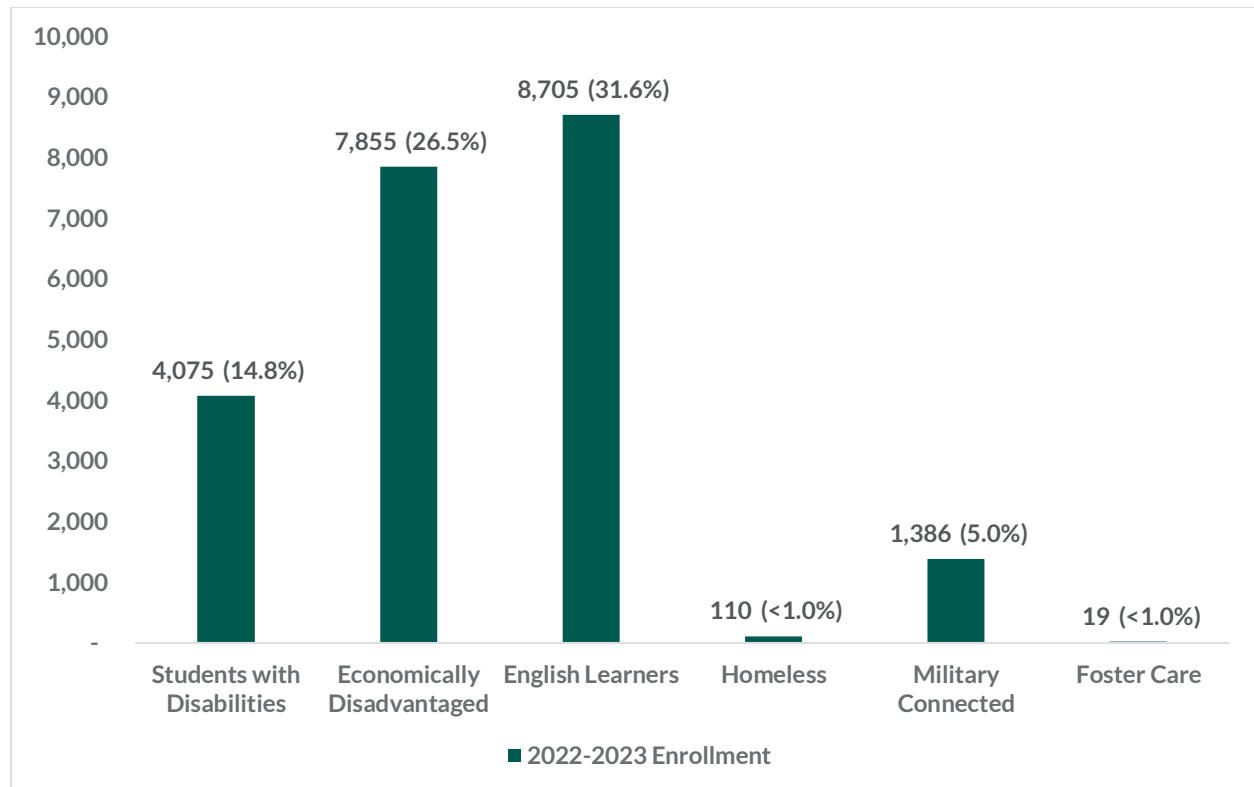
<sup>21</sup> “Arlington County Community Profile.” Virginia Employment Commission. [https://virginiaworks.com/\\_docs/Local-Area-Profiles/5104000013.pdf](https://virginiaworks.com/_docs/Local-Area-Profiles/5104000013.pdf)

<sup>22</sup> Chart contents adapted from: Ibid., p. 10.



Figure 7 presents Arlington Public Schools’ enrollment of students with needs highlighted by the Virginia Department of Education in its accountability reporting system. The largest population with identified student needs consists of English Learners, with 8,705 students enrolled during the 2022-2023 school year. Arlington Public Schools also serves a substantial population of military connected students, with 1,386 enrolled during the 2022-2023 school year.<sup>23</sup>

**Figure 7: APS Enrollment by Reporting Group, 2022-2023**



Source: Virginia Department of Education<sup>24</sup>

## ECONOMICS

Arlington County’s projected economic growth rate appears to be somewhat higher than projected statewide growth rates. Total funding allocated to APS from Arlington County increased from \$500,830,023.00 in 2019 to \$584,382,149.00, although total tax revenue decreased slightly, presumably due to allocations beyond the standard 47 percent of the Arlington County Budget allocated to APS.

Figure 8 summarizes Arlington County’s total budget and allocation of funding to Arlington Public Schools from 2019-2023. The school allocation includes revenue sharing and one-time allocations to Arlington Public Schools, which collectively make up around 47 percent of the county’s budget each year. Figure 8 also presents the percentage of Arlington Public Schools’ budget derived from local tax revenue as reported to the VDOE for the 2019-2021 fiscal years. Data from the VDOE are not yet available for the 2022-2023 fiscal years.

<sup>23</sup> “Arlington County Public Schools,” Op. cit.

<sup>24</sup> Chart contents obtained from: Ibid.

**Figure 8: County Budget and School Funding Summary, 2019-2023**

FISCAL YEAR	TOTAL TAX REVENUE	ARLINGTON PUBLIC SCHOOLS FUNDING	PERCENT OF BUDGET ALLOCATED TO ARLINGTON PUBLIC SCHOOLS	PERCENT OF ARLINGTON PUBLIC SCHOOLS BUDGET DERIVED FROM LOCAL TAX REVENUE
2019 <sup>25</sup>	\$1,276,000,000.00	\$500,830,023.00	46.6%	83.1% <sup>26</sup>
2020 <sup>27</sup>	\$1,132,423,417.02	\$532,329,006.00	47.0%	83.1% <sup>28</sup>
2021 <sup>29</sup>	\$1,116,236,363.83	\$524,631,091.00	47.0%	78.6% <sup>30</sup>
2022 <sup>31</sup>	\$1,127,477,148.94	\$529,914,260.00	47.0%	--
2023 <sup>32</sup>	\$1,254,038,946.35	\$584,382,149.00	46.6%	--

Source: Multiple

Figure 9 presents economic projections for Arlington County from 2020 to 2050. The total number of jobs in the county is projected to increase from 221,600 reported at the 2020 Census to an estimate of 259,200. The increase in the number of jobs will outpace the increase in the number of households, which is projected to rise from 109,912 in 2020 to 133,300 in 2035.<sup>33</sup>

**Figure 9: Arlington County Economic Projections, 2020-2035**

YEAR	HOUSING UNITS	HOUSEHOLDS	POPULATION	JOBS
2020 Census	119,085	109,912	238,643	221,600
2025	126,500	118,200	245,800	223,200
2030	135,200	126,200	260,200	236,700
2035	142,800	133,300	272,900	259,200

Source: Arlington County Department of Community Planning, Housing, and Development<sup>34</sup>

The Virginia Employment Commission provides short-term and long-term labor market projections for the state of Virginia and for Local Workforce Development Areas (LWDAs). Figure 10 presents the statewide projection from 2020 to 2030 for all occupations. The Virginia Employment Commission projects a total statewide growth rate of slightly over 10 percent.

**Figure 10: Virginia Labor Market Projections, 2020-2030**

GEOGRAPHY	ESTIMATED EMPLOYMENT, 2020	PROJECTED EMPLOYMENT, 2030	NUMERIC CHANGE	TOTAL PERCENT CHANGE	ANNUAL CHANGE	ANNUAL TRANSFERS	ANNUAL OPENINGS	ANNUAL EXITS
Statewide	4,018,590	4,420,741	402,151	10.007	40,215	275,172	492,017	176,630

<sup>25</sup> "Fiscal Year 2019 Adopted Budget." Arlington County. pp. 5, 110. [https://arlingtonva.s3.amazonaws.com/wp-content/uploads/sites/18/2018/06/FY19\\_AllinOne-FINAL-1.pdf](https://arlingtonva.s3.amazonaws.com/wp-content/uploads/sites/18/2018/06/FY19_AllinOne-FINAL-1.pdf)

<sup>26</sup> "Arlington County Public Schools," Op. cit.

<sup>27</sup> "Fiscal Year 2020 Adopted Budget." Arlington County. pp. 5, 28. <https://www.arlingtonva.us/Government/Programs/Budget-Finance/FY-2020-Adopted-Budget>

<sup>28</sup> "Arlington County Public Schools," Op. cit.

<sup>29</sup> "Fiscal Year 2021 Adopted Budget." Arlington County. p. 27. <https://www.arlingtonva.us/Government/Programs/Budget-Finance/FY-2021-Adopted-Budget>

<sup>30</sup> "Arlington County Public Schools," Op. cit.

<sup>31</sup> "Fiscal Year 2022 Adopted Budget." Arlington County. p. 71. <https://www.arlingtonva.us/Government/Programs/Budget-Finance/FY-2022-Adopted-Budget>

<sup>32</sup> "Fiscal Year 2023 Adopted Budget." Arlington County. p. 56. <https://www.arlingtonva.us/Government/Programs/Budget-Finance/FY-2023-Adopted-Budget>

<sup>33</sup> "Profile 2023," Op. cit.

<sup>34</sup> Chart taken verbatim from: Ibid., p. 4.

Source: Virginia Employment Commission<sup>35</sup>

Figure 11 presents the Virginia Employment Commission’s projection for LWDA XII, encompassing Alexandria and Arlington, from 2018 to 2028. The projected total growth rate of 12.298 percent is slightly higher than that for Virginia from 2020 to 2030. The Virginia Employment Commission does not appear to publish projections for all occupations for LWDA XI, which encompasses northern Virginia outside Alexandria and Arlington.

**Figure 11: Labor Market Projections, 2018 - 2028**

GEOGRAPHY	ESTIMATED EMPLOYMENT, 2018	PROJECTED EMPLOYMENT, 2028	NUMERIC CHANGE	TOTAL PERCENT CHANGE	ANNUAL CHANGE	ANNUAL TRANSFERS	ANNUAL OPENINGS	ANNUAL EXITS
Alexandria and Arlington (LWDA XII)	318,898	358,117	39,212	12.298	3,922	22,790	39,599	12,887

Source: Virginia Employment Commission<sup>36</sup>

Figure 12 presents the industries with the highest project numeric change in employment from 2018 to 2028 in LWDA XII. Employment growth is projected to be concentrated in professional services, including business and scientific and technical services.

**Figure 12: Fastest Growing Industries, LWDA XII, 2018-2028**

INDUSTRY	NUMERIC CHANGE
Professional and Business Services	13,955
Professional, Scientific, and Technical Services	11,211
Leisure and Hospitality	5,179
Food Services and Drinking Places	3,965
Government	3,598

Source: Virginia Employment Commission<sup>37</sup>

Figure 13 presents the five six-digit Standard Occupational Classification (SOC) codes with the largest projected annual changes in employment from 2018-2028 for LWDA XII. For more detailed information on labor market trends and projections, Hanover recommends partnering with APS to complete a full Labor Market Analysis.

**Figure 13: Fastest Growing Occupations, LWDA XII, 2018-2028**

OCCUPATION (SOC CODE)	ANNUAL CHANGE
Combined Food Preparation and Serving Workers (353021)	94
Waiters and Waitresses (353031)	87
Operations Research Analysts (152031)	73
Computer Systems Analysts (151121)	72
Sales Representatives, Services, All Other (413099)	63

Source: Virginia Employment Commission<sup>38</sup>

<sup>35</sup> Chart contents taken verbatim from: “Occupational Projections.” Virginia Employment Commission. <https://viriniaworks.com/Occupational-Projections>

<sup>36</sup> Chart contents taken verbatim from: Ibid.

<sup>37</sup> {Citation}

<sup>38</sup> Chart contents taken verbatim from: Ibid.

## POLITICAL AND REGULATORY

Accountability for school districts in Virginia reflects state accreditation using the Virginia School Quality Indicators as well as indicators reported to the federal government under Virginia’s approved Every Student Succeeds Act (ESSA) plan. In addition to accreditation policies, the Virginia General Assembly has recently enacted several policies related to social and emotional learning (SEL) and student well-being. In 2020, the General Assembly directed the Virginia Department of Education to develop a uniform definition of SEL and voluntary standards for classroom SEL instruction, as well as a law requiring teachers and other school personnel to receive mental health awareness training.

The Virginia Department of Education’s accreditation process assigns performance levels of At or Above Standard, Near Standard, or Below Standard for each of the school quality indicators listed in Figure 14. Schools with all quality indicators rated as At or Near Standard are rated as Accredited, while schools with one or more quality indicators rated as Below Standard are rated as Accredited with Conditions.<sup>39</sup>

**Figure 14: Virginia School Quality Indicators**

INDICATOR	DESCRIPTION
Academic Achievement -English	Uses results from state assessments to report the academic achievement of all students.
Achievement Gap-English	Uses results from state assessments to report the academic achievement of groups of students.
Academic Achievement- Mathematics	Uses results from state assessments to report the academic achievement of all students.
Achievement Gap-Mathematics	Uses results from state assessments to report the academic achievement of groups of students.
Academic Achievement-Science	Uses results from state assessments to report the academic achievement of all students.
Chronic Absenteeism	The percent of students in a school who miss 10% or more of their enrolled days during an academic school year.
Graduation and Completion Index (GCI) (only applies to schools with a 12th grade)	A measure for a graduating cohort based on weighted student outcomes. Outcomes include students who earn a diploma, a GED, Certificate of Completion, or remain active in school membership on the last day of school.
Dropout Rate (only applies to schools with a 12th grade)	A rate that includes any student whose latest status is "dropout" or unconfirmed" in the graduating cohort.
College, Career and Civic Readiness Index (CCCRI) (only applies to schools with a 12th grade)	An index that measures, for the graduating cohort, student preparation for college and careers while in high school. Credit is given for advanced coursework, CTE courses and credentials, JROTC coursework and credentials, work-based learning, and service learning.

Source: Virginia Department of Education<sup>40</sup>

At the federal level, school and district accountability is governed by Every Student Succeeds Act (ESSA). Virginia’s state plan for ESSA was approved in 2020 and includes the indicators listed in Figure 15.

**Figure 15: Virginia ESSA Indicators**

INDICATOR	USE
<b>Reading Performance:</b> The percent of students who pass the SOL or VAAP tests in reading.	To identify schools for support and improvement

<sup>39</sup> “School Accreditation.” Virginia Department of Education. <https://www.doe.virginia.gov/data-policy-funding/data-reports/statistics-reports/accreditation-federal-reports/soa-school-accreditation>

<sup>40</sup> Chart taken verbatim from: Ibid.

INDICATOR	USE
<b>Mathematics Performance:</b> The percent of students who pass the SOL or VAAP tests in mathematics.	To identify schools for support and improvement
<b>Growth in English Reading and Mathematics:</b> A rate that includes students who passed the state assessment or demonstrated growth (applies to elementary and middle schools).	To identify schools for support and improvement
<b>English Learner (EL) Progress:</b> The percent of EL students who demonstrated growth on the ACCESS for ELLs 2.0 English Language Proficiency assessment from the previous year.	To identify schools for support and improvement
<b>Chronic Absenteeism:</b> The percent of students in a school who are absent 10% or more of their enrolled days.	To identify schools for support and improvement (indicator of School Quality or Student Success)
<b>Federal Graduation Indicator (FGI) 4-Year Rate:</b> A high school graduation rate that accounts for the percent of students who graduated within four years of entering high school.	To identify schools for support and improvement
<b>State Accreditation Rating</b>	To identify schools for support and improvement (indicator of School Quality or Student Success)
<b>English Reading Participation; Mathematics Participation:</b> The percent of students who participate in state assessments: Standards of Learning (SOL) tests or Virginia Alternate Assessment Program (VAAP) tests.	To identify schools who must develop an improvement plan to meet the federal requirement of 95% participation for all student groups (ESEA section 1111(c)(4)(E)(iii))
<b>Science Performance and Science Participation</b>	To meet ESSA reporting requirements

Source: Virginia Department of Education<sup>41</sup>

In addition to accreditation policies, the Virginia General Assembly has recently enacted several policies related to social and emotional learning (SEL) and student well-being. In 2020, the General Assembly directed the Virginia Department of Education to develop a uniform definition of SEL and guiding standards for classroom SEL instruction. These standards are voluntary and do not create a new mandate. Arlington Public Schools may choose to adopt the [Virginia Social Emotional Learning Guidance Standards](#) or modify them to reflect local needs and priorities.<sup>42</sup> Figure 16 highlights bills and resolutions pertaining to education that was passed by the General Assembly and enacted by the Governor of Virginia during the 2023 session that are likely to impact APS. A fuller list of all bills relevant to education is available in an appendix to this report.

**Figure 16: Legislation Enacted by the General Assembly Pertaining to Education, 2023 Session**

BILL	SUMMARY
HB 1526: Student literacy measures; scope, students in grades four through eight, English SOLs.	Student literacy measures; scope; students in grades four through eight. Expands several provisions of the Virginia Literacy Act, enacted during the 2022 Regular Session of the General Assembly, effective with the 2024–2025 school year, and currently applicable to students in kindergarten through grade three, to students in grades four through eight, including (i) requiring each local school board to provide a program of literacy instruction to such students that is aligned with science-based reading research and provides evidenced-based literacy instruction; (ii) requiring each local school board to provide reading intervention services to such students who demonstrate substantial deficiencies based on their individual performance on the Standards of Learning reading assessment or

<sup>41</sup> Chart taken verbatim from: “Federal Accountability.” Virginia Department of Education. <https://www.doe.virginia.gov/data-policy-funding/data-reports/statistics-reports/accreditation-federal-reports/federal-accountability>

<sup>42</sup> “Virginia Social Emotional Learning Guidance Standards.” Virginia Department of Public Schools, 2021. p. 6. <https://www.doe.virginia.gov/home/showpublisheddocument/35008/638054191734066171>

BILL	SUMMARY
	<p>a literacy screener provided or approved by the Department of Education; (iii) permitting the reading plan required for certain students in grades six through eight to include a literacy course, in addition to the course required by the Standards of Learning in English, that provides the specific evidence-based literacy instruction identified in such plan; (iv) requiring the Department to develop a list of core literacy curricula, supplemental instruction practices and programs, and intervention programs that consist of evidence-based literacy instruction aligned with science-based reading research for such students; (v) requiring each local school board to employ one reading specialist for each 550 students in kindergarten through grade eight; (vi) requiring the Board of Education to provide guidance on and each local school board to provide high-quality professional development and training in science-based reading research and evidence-based literacy instruction for certain middle school personnel; and (vii) requiring each divisionwide comprehensive plan to include a divisionwide literacy plan for such students.</p>
<p>HB 1575: Internet Safety Advisory Council; powers and duties.</p>	<p>Permits the Internet Safety Advisory Council (the Council) established by the Superintendent of Public Instruction to collaborate with certain agencies and organizations with expertise in child online safety issues and human trafficking prevention and requires the Council to establish model instructional content on certain student internet safety topics and post on the Department of Education website resources and assistance programs available for any child or parent who may have encountered online solicitation by sexual predators or other illegal online communications or activities, including the National Center for Missing and Exploited Children's CyberTipline.</p>
<p>HB 1629 Virginia Parent Data Portal; Board of Education to create and maintain, report.</p>	<p>Requires the Board of Education, on or before July 1, 2025, to create and maintain the Virginia Parent Data Portal that, among other things, (i) displays individualized student assessment data on all state-supported assessments, as that term is defined in the bill, (a) in a format that shows both current and cumulative data over time and (b) within 45 days of a state-supported assessment window closing for each state-supported assessment; (ii) provides a description of the purpose of each state-supported assessment, an explanation of how to interpret student data on each state-supported assessment, and a comparison of a student's performance on each state-supported assessment with the performance of the student's school, the student's school division, and the Commonwealth; (iii) is viewable from a mobile device in addition to a desktop computer; and (iv) provides functionality to enable school division personnel to manage and restrict user access to students and their parents.</p> <p>The bill requires the Board and the Department of Education to provide certain guidance and technical assistance to local school divisions on professional development for principals and teachers in parent engagement on and interpretation of student assessment data available through the Portal and requires each school board to annually provide high-quality professional development to principals and teachers on such topics. The foregoing provisions of the bill do not become effective unless reenacted by the 2024 Session of the General Assembly.</p> <p>Finally, the bill establishes a workgroup for the purpose of advising the Board of Education on the criteria for and the process of procuring the goods and services necessary to implement the Portal and requires such work group to submit a report containing its findings and any recommendations to the Board of Education and the General Assembly no later than November 1, 2023</p>
<p>HB 1762: Teacher Reengagement Program; established, report.</p>	<p>Establishes the Teacher Reengagement Program for the purpose of addressing instructional personnel shortages and COVID-19 pandemic-related student learning loss. The bill permits any school board to hire an individual pursuant to the Program, subject to the following conditions and limitations: (i) the individual works on a part-time basis; (ii) the individual is compensated with part-time pay, with any health, dental, and vision insurance coverage that is available to full-time school board employees, or with some combination of such pay and coverage; (iii) in the case of an individual who holds a renewable or provisional teaching license issued by the Board of Education, the individual's duties consist of teaching students, providing one-on-one tutoring services to students, or</p>

BILL	SUMMARY
	mentoring teachers, or some combination thereof; (iv) in the case of an individual who does not hold a renewable or provisional teaching license issued by the Board, the individual has professional experience or expertise in a certain subject matter area and the individual's duties consist of providing one-on-one tutoring services to students in such subject matter area; and (v) the individual complies with all laws, regulations, and school board policies and procedures applicable to part-time school board employees. The bill requires any school board that hires any part-time employee pursuant to the Program to annually report to the Department of Education such data on the implementation of the Program that the Department deems necessary to evaluate its continued effectiveness at addressing instructional personnel shortages and student learning loss. The foregoing provisions of the bill expire on July 1, 2028. The bill requires the Department to submit to the General Assembly no later than October 1, 2027, its recommendation for preserving, extending, or eliminating such expiration date.
HB 1928: School bus operators; training, remote online and Spanish language options.	Permits the training program developed by the Board of Education for school bus operators to offer the option for an applicant for employment as a school bus operator to (i) except as otherwise provided in relevant law, complete all or any portion of the required hours of classroom training in a remote online format, as determined by the local school division, and (ii) receive instruction in the Spanish language for all or any portion of the required hours of classroom training, as determined by the local school division.
HB 2124: School psychologists; staffing flexibility, DOE to ensure process & criteria to obtain licensure.	Provides that in order to fill vacant school psychologist positions, any local school board may employ, under a provisional license issued by the Department of Education for three school years with an allowance for an additional two-year extension with the approval of the division superintendent, clinical psychologists licensed by the Board of Psychology, provided that any such individual makes progress toward completing the requirements for full licensure as a school psychologist during such period of employment. The bill requires the Department to consult the Virginia Academy of School Psychologists, and other stakeholders as necessary, to ensure that the process and criteria for provisionally licensed school psychologists to obtain full licensure as school psychologists appropriately address the challenges that are unique to school psychology training requirements and the school psychology profession generally.
HB 2137: School boards; division-wide literacy plans.	School boards; division-wide literacy plans; contents; posting. Requires each division-wide literacy plan to be submitted to the Department of Education and to identify which core literacy curricula, supplemental instructional practices and programs, and intervention programs from the list developed by the Department or alternative programs approved by the Department that consist of evidence-based literacy instruction and align with science-based reading research will be used in each grade level, kindergarten through 12, at each of the schools within such school division. The bill requires each local school board to post, maintain, and update as necessary on such school board's website a copy of its division-wide literacy plan and the job description and contact information for any reading specialist employed by such school division pursuant to relevant law and for any dyslexia specialist employed by such school division. The bill requires the Department to post each division-wide literacy plan on its website.
HB 2187: School counselors; required percentage of staff time during school hours, etc.	Defines the terms "direct counseling" and "program planning and school support" for the purpose of the provision of law that requires each school counselor to spend at least 80 percent of his staff time during normal school hours in the direct counseling of individual students or groups of students and clarifies that each school counselor may also spend up to 20 percent of his staff time during normal school hours on program planning and support. This bill is a recommendation of the Behavioral Health Commission and the Joint Legislative Audit and Review Commission.
HB 2375: Provisional teacher licensure; permissive extension, satisfactory performance evaluations.	Requires the Board of Education to extend for at least one additional year, but for no more than two additional years, the three-year provisional license of a teacher upon receiving from the division superintendent (i) a recommendation for such extension and (ii) satisfactory performance evaluations for such teacher for each year during the original three-year provisional license that such teacher was actually employed.

BILL	SUMMARY
<p>HB 2457: Public elementary and secondary school teachers; temporary employment, training activities, report.</p>	<p>Prohibits any public elementary or secondary school teacher from being required to participate more frequently than once every five years in certain training relating to the appropriate management of student conduct and student offenses in violation of school board policies or relating to secure mandatory test violations. The bill also permits, during the 2023-2024 and 2024-2025 school years, any school board to employ a temporarily employed teacher to fill a vacancy for a period of time not to exceed 180 days during one school year, with certain conditions and limitations.</p>
<p>SB 1175: Student literacy measures; scope, students in grades four through eight.</p>	<p>Student literacy measures; scope; students in grades four through eight. Expands several provisions of the Virginia Literacy Act, enacted during the 2022 Regular Session of the General Assembly, effective with the 2024-2025 school year, and currently applicable to students in kindergarten through grade three, to students in grades four through eight, including (i) requiring each local school board to provide a program of literacy instruction to such students that is aligned with science-based reading research and provides evidenced-based literacy instruction; (ii) requiring each local school board to provide reading intervention services to such students who demonstrate substantial deficiencies based on their individual performance on the Standards of Learning reading assessment or a literacy screener provided or approved by the Department of Education; (iii) permitting the reading plan required for certain students in grades six through eight to include a literacy course, in addition to the course required by the Standards of Learning in English, that provides the specific evidence-based literacy instruction identified in such plan; (iv) requiring the Department to develop a list of core literacy curricula, supplemental instruction practices and programs, and intervention programs that consist of evidence-based literacy instruction aligned with science-based reading research for such students; (v) requiring each local school board to employ one reading specialist for each 550 students in kindergarten through grade five and for each 1,100 students in grades six through eight; (vi) requiring the Board of Education to provide guidance on and each local school board to provide high-quality professional development and training in science-based reading research and evidence-based literacy instruction for certain middle school personnel; and (vii) requiring each divisionwide comprehensive plan to include a divisionwide literacy plan for such students.</p>
<p>SB 1329: Virginia Parent Data Portal; Board of Education to create and maintain, report.</p>	<p>Board of Education; creation and maintenance of Virginia Parent Data Portal; report. Requires the Board of Education, on or before July 1, 2025, to create and maintain the Virginia Parent Data Portal that, among other things, (i) displays individualized student assessment data on all state-supported assessments, as that term is defined in the bill, (a) in a format that shows both current and cumulative data over time and (b) within 45 days of a state-supported assessment window closing for each state-supported assessment; (ii) provides a description of the purpose of each state-supported assessment, an explanation of how to interpret student data on each state-supported assessment, and a comparison of a student's performance on each state-supported assessment with the performance of the student's school, the student's school division, and the Commonwealth; (iii) is viewable from a mobile device in addition to a desktop computer; and (iv) provides functionality to enable school division personnel to manage and restrict user access to students and their parents.</p> <p>The bill requires the Board and the Department of Education to provide certain guidance and technical assistance to local school divisions on professional development for principals and teachers in parent engagement on and interpretation of student assessment data available through the Portal and requires each school board to annually provide high-quality professional development to principals and teachers on such topics. The foregoing provisions of the bill do not become effective unless reenacted by the 2024 Session of the General Assembly.</p> <p>Finally, the bill establishes a work group for the purpose of advising the Board of Education on the criteria for and the process of procuring the goods and services necessary to implement the Portal and requires such work group to submit a report containing its</p>



BILL	SUMMARY
	findings and any recommendations to the Board of Education and the General Assembly no later than November 1, 2023. This bill is identical to HB 1629.

Source: Virginia Department of Education<sup>43</sup>

In 2020, the Virginia General Assembly enacted a law requiring all teachers and other relevant staff members of school divisions in Virginia to complete mental health awareness training. Districts can provide this training internally or contract with a certified provider to provide training and can use online modules to facilitate training.<sup>44</sup>

In 2022, the United States Department of Homeland Security enacted a Deferred Action for Childhood Arrivals (DACA) policy that will protect undocumented immigrants who arrived in the United States as children before June 15, 2007 from deportation and authorize them to work in the United States.<sup>45</sup> This policy may protect Arlington Public Schools students who are the children of DACA-eligible parents from trauma associated with their parents' deportation or inability to secure work authorization. However, the DACA policy is currently subject to litigation, and may be overturned by the courts or a future administration. It should also be noted that the number of individuals eligible for DACA is gradually declining due to the policy's restrictions on age and date of entry to the United States.<sup>46</sup>

## TECHNOLOGICAL AND SCIENTIFIC

The VDOE adopted Standards of Learning (SOLs) for Digital Learning Integration in 2020 and supports the implementation of these SOLs through a State Technology Plan, which is due to be replaced in 2024. APS is required to develop a division technology plan which aligns with the state's Standards of Quality. National trends in technology integration include a transition from BYOD to 1:1 device models, an increased focus on cybersecurity, and ongoing challenges supporting home internet access.

The VDOE adopted Standards of Learning (SOLs) for Digital Learning Integration in 2020.<sup>47</sup> These standards identify targeted student outcomes in the seven domains of digital learning listed in Figure 17. The VDOE supports the implementation of the SOLs for Digital Learning Integration through its State Technology Plan. The current iteration of the State Technology Plan covers the period from 2018 to 2023 and is due to be replaced in 2024. Individual divisions in Virginia are also required to develop and publish technology plans that comply with the state's Standards of Quality.<sup>48</sup>

<sup>43</sup> Chart contents obtained verbatim through: "2023 Bills & Resolutions." Virginia Department of Education. <https://www.doe.virginia.gov/data-policy-funding/virginia-board-of-education/education-legislation/2023-bills-resolutions>

<sup>44</sup> "Mental Health Awareness Training." *Code of Virginia*. <https://law.lis.virginia.gov/vacode/title22.1/chapter15/section22.1-298.6/>

<sup>45</sup> "Deferred Action for Childhood Arrivals." Federal Register, August 30, 2022. <https://www.federalregister.gov/documents/2022/08/30/2022-18401/deferred-action-for-childhood-arrivals>

<sup>46</sup> "Key Facts on Deferred Action for Childhood Arrivals (DACA)." Kaiser Family Foundation, April 13, 2023. <https://www.kff.org/racial-equity-and-health-policy/fact-sheet/key-facts-on-deferred-action-for-childhood-arrivals-daca/>

<sup>47</sup> "Digital Learning Integration." Virginia Department of Education. <https://www.doe.virginia.gov/teaching-learning-assessment/k-12-standards-instruction/digital-learning-integration-standards-of-learning>

<sup>48</sup> "Educational Technology Planning." Virginia Department of Education. <https://www.doe.virginia.gov/teaching-learning-assessment/k-12-standards-instruction/digital-learning-integration/technology-in-education/educational-technology-planning>

Figure 17: Domains of Digital Learning



Source: Virginia Department of Education<sup>49</sup>

In addition to supporting technology integration for students, districts face both opportunities and challenges using technology to support district functions. A national survey of district technology administrators responsible for information technology (IT) sponsored by the Consortium for School Networking (CoSN) identifies the key trends impacting technology listed in Figure 18.<sup>50</sup>

Figure 18: Key Trends Impacting Technology

IT leaders identify cybersecurity as their top priority but do not fully appreciate the risk of cyber crimes

84 percent of districts are implementing 1:1 device models, and have largely discontinued bring your own device (BYOD) strategies

Districts continue to face challenges supporting home internet access

81 percent of districts have networks capable of greater than 100 Mbps, and 80 percent are in at least the initial phases of supporting data interoperability

Source: Consortium for School Networking<sup>51</sup>

## EDUCATIONAL TRENDS

Educational trends identified by APS largely reflect the ongoing impacts of the COVID-19 pandemic. Districts across the United States pivoted rapidly to virtual learning during the pandemic and continue to seek to build on what they have learned during the pandemic to provide diverse learning experiences for students. However, research suggests negative outcomes associated with virtual learning, and districts across the United States and the Washington metropolitan area have discontinued virtual options for the 2022-2023 school year. In addition, both students and teachers experienced substantial stress during the pandemic, contributing to challenges in recruiting and retaining teachers and an increase in mental health needs among students. Districts are turning to social and emotional learning (SEL) and targeted mental health interventions to meet students' social, emotional, and mental health needs. Districts incorporate interventions into multi-tiered systems of support (MTSS), flexible frameworks that provide students with academic, behavioral, social-emotional, and mental health supports that meet their individual needs as determined through a combination of screening and progress monitoring assessments.

APS also identified career and technical education (CTE) and professional learning communities (PLCs) as trends of interest. A number of districts across the United States, including several districts in northern Virginia, use career academies to support CTE goals and provide students with a more personalized

<sup>49</sup> Chart contents taken verbatim from: "Digital Learning Integration Standards of Learning for Virginia Public Schools." Virginia Department of Education, October 2020. p. 5.  
<https://www.doe.virginia.gov/home/showpublisheddocument/11288/638031727533530000>

<sup>50</sup> "State of EdTech Leadership." Consortium for School Networking, 2022. <https://www.cosn.org/edtech-topics/state-of-edtech-leadership/>

<sup>51</sup> Chart contents adapted from: Ibid.

secondary experience. A number of districts also use PLCs to provide teachers with opportunities for collaborative professional learning. Although empirical research on the extent of PLCs is limited, the secondary literature suggests that PLCs are a common professional development model across schools in the United States.

Arlington Public Schools identifies the trends listed in Figure 19 as focus areas for the 2023 planning cycle. Figure 19 also links to suggested Hanover reports that can facilitate Arlington Public Schools’ exploration of each trend.

**Figure 19: Educational Trends**

TREND	SUGGESTED RESEARCH
Virtual/Distance Learning in K-12	<ul style="list-style-type: none"> <li>▪ <a href="#">Psychological Impact of Virtual Learning on Students</a></li> <li>▪ <a href="#">Virtual Learning Implementation Guide</a></li> <li>▪ <a href="#">Virtual Learning Program Logic Model and Evaluation Framework</a></li> </ul>
Social-Emotional Learning	<ul style="list-style-type: none"> <li>▪ <a href="#">Rebuilding Culture and Climate Benchmarking Report</a></li> <li>▪ <a href="#">Vendor Scan for SEL Curricula</a></li> <li>▪ <a href="#">Program Planning Guide: Social-Emotional Learning</a></li> </ul>
Career and Technical Education	<ul style="list-style-type: none"> <li>▪ <a href="#">Best Practices in CTE Programming Implementation</a></li> <li>▪ <a href="#">Best Practices in CTE Advanced Career Offerings</a></li> </ul>
Professional Learning Communities	<ul style="list-style-type: none"> <li>▪ <a href="#">District Leaders Guide for Developing a Professional Learning Plan</a></li> <li>▪ <a href="#">Benchmarking Professional Development Plans</a></li> </ul>
Tiered Systems of Support	<ul style="list-style-type: none"> <li>▪ <a href="#">Benchmarking Learning Loss Recovery Efforts</a></li> <li>▪ <a href="#">Best Practices in Academic Tier II Interventions at the Secondary Level</a></li> <li>▪ <a href="#">MTSS Readiness Self-Assessment Tool</a></li> </ul>
Mental Health and Substance Abuse Education	<ul style="list-style-type: none"> <li>▪ <a href="#">Best Practices for School Mental Health Screenings</a></li> <li>▪ <a href="#">Violence Prevention Programs</a></li> <li>▪ <a href="#">Suicide Prevention Programs</a></li> <li>▪ <a href="#">Brain Research Resiliency and Learning Recovery</a></li> </ul>
Teacher Recruitment and Retention	<ul style="list-style-type: none"> <li>▪ <a href="#">Teacher Recruitment and Retention</a></li> <li>▪ <a href="#">Benchmarking Recruitment, Hiring, and Retention</a></li> <li>▪ <a href="#">Best Practices in K-12 Human Resources</a></li> <li>▪ <a href="#">Best Practices for Increasing Staff Diversity</a></li> </ul>

Source: Arlington Public Schools

## VIRTUAL/DISTANCE LEARNING IN K-12

Districts across the United States pivoted rapidly to virtual learning in response to the COVID-19 pandemic.<sup>52</sup> The National Center for Education Statistics reports that 77 percent of public schools and 73 percent of private schools moved classes to virtual formats in the spring of 2020, an increase from 21 percent of public schools offering any entirely online course during the 2017-2018 school year.<sup>53</sup>

<sup>52</sup> Rouleau, K. et al. “Digital Lessons Learned: How the Online Pivot of 2020 Can Make Teaching and Learning Better Forever.” McREL International, 2021. p. 1. [https://eric.ed.gov/?q=virtual+learning&ft=on&ff1=dySince\\_2017&id=ED611354](https://eric.ed.gov/?q=virtual+learning&ft=on&ff1=dySince_2017&id=ED611354)

<sup>53</sup> “Fast Facts: Distance Learning.” National Center for Education Statistics. <https://nces.ed.gov/fastfacts/display.asp?id=79>

Following the pandemic, teachers and leaders have sought to build on what they learned during the pandemic to improve learning and create diverse experiences for students.<sup>54</sup> However, research finds that virtual learning during the pandemic was associated with negative student outcomes, suggesting that schools and districts will need to invest in improvements in virtual learning to support student success.<sup>55</sup> In response to these findings, districts across the United States have moved to scale back virtual learning options. A study of 100 large urban school districts conducted by the Center for Reinventing Public Education (CRPE) in 2022 finds that 35 were planning to discontinue full-time virtual learning options for the 2022-2023 school year.<sup>56</sup> The *Washington Post* reported in April of 2022 that school divisions in northern Virginia, including APS and Fairfax County Public Schools, were moving to discontinue virtual learning options. Other divisions, including Prince William County Public Schools, were moving to limit enrollment in virtual learning options, with preferences given to students who could demonstrate a medical need. Alexandria City Public Schools and Loudon County Public Schools both planned to continue offering virtual programs during the 2022-2023 school year.<sup>57</sup>

## SOCIAL-EMOTIONAL LEARNING AND MENTAL HEALTH

Mental health has emerged as a major challenge for districts in recent years, as the number of students experiencing mental health challenges has risen, particularly in the wake of the COVID-19 pandemic.<sup>58</sup> A 2022 survey conducted by the National Center for Education Statistics finds that 70 percent of schools report an increase in the number of students seeking help for mental health concerns following the pandemic, while 76 percent report an increase in the number of staff members expressing concerns about individual students' mental health. The study also finds that 96 percent of schools report providing mental health services, with the most common being those listed in. However, only 56 percent of schools moderately or strongly agree that they can provide effective mental health supports to all students who need them.<sup>59</sup>

**Figure 20: Most Common Mental Health Services Provided by Schools**

SERVICE	PERCENT OF SCHOOLS PROVIDING
Individual-Based Interventions	84%
Case Management	70%
External Mental Health Referrals	66%

Source: National Center for Education Statistics<sup>60</sup>

In recent years, districts have focused on social and emotional learning (SEL) as an improvement strategy to address mental health concerns as well as to prepare students for postsecondary success and improve learning outcomes. This focus reflects research findings that structured SEL supports improve a variety of student outcomes.<sup>61</sup> A 2022 survey conducted by the magazine *Education Week* identifies the trends in SEL presented in Figure 21.

<sup>54</sup> Rouleau et al., Op. cit., p. 1.

<sup>55</sup> Pitts, C. et al. "Virtual Learning, Now and Beyond." Center on Reinventing Public Education, January 2022. <https://eric.ed.gov/?q=virtual+learning&ft=on&id=ED617325>

<sup>56</sup> "CRPE 2021–22 School District Plans Database." Center on Reinventing Public Education. [https://docs.google.com/spreadsheets/d/1K1q9TxYbw0yt3pBJ68K-S\\_4TqCnapiHQbH4-QRQdSAk/edit?usp=embed\\_facebook](https://docs.google.com/spreadsheets/d/1K1q9TxYbw0yt3pBJ68K-S_4TqCnapiHQbH4-QRQdSAk/edit?usp=embed_facebook)

<sup>57</sup> Natanson, H. "Online Learning to Shrink or Go Away in D.C.-Area Schools next Year." *Washington Post*, April 30, 2022. <https://www.washingtonpost.com/education/2022/04/30/online-learning-a-thing-of-the-past/>

<sup>58</sup> "Mental Health." Centers for Disease Control and Prevention Division of Adolescent and School Health, May 1, 2023. <https://www.cdc.gov/healthyyouth/mental-health/index.htm>

<sup>59</sup> "Roughly Half of Public Schools Report That They Can Effectively Provide Mental Health Services to All Students in Need -." National Center for Education Statistics, May 31, 2022. [https://nces.ed.gov/whatsnew/press\\_releases/05\\_31\\_2022\\_2.asp](https://nces.ed.gov/whatsnew/press_releases/05_31_2022_2.asp)

<sup>60</sup> Chart contents taken verbatim from: Ibid.

<sup>61</sup> Durlak, J.A. et al. "The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions." *Child Development*, 82:1, 2011. <https://casel.s3-us-east-2.amazonaws.com/meta-analysis-child-development-1.pdf>

**Figure 21: Trends in SEL**

- 60 percent of school and district leaders anticipate an increase in funding for SEL in the near future
- 86 percent of educators report that their school and district teach SEL, up from 74 percent in 2020
- Respondents in districts with 10,000 students or more are more likely to report that their school or district teaches SEL (93%) than respondents in districts with fewer than 2,500 students (79%)
- School and district leaders in affluent districts are more likely to report encountering parent opposition to SEL (54%) than leaders in high-poverty districts

Source: Education Week<sup>62</sup>

## CAREER AND TECHNICAL EDUCATION

To support CTE goals and provide students with a more personalized secondary experience, a number of districts in the United States offer career academies at the high school level. These programs have been in place for around 50 years, and the National Career Academy Coalition estimates that around 7,000 career academies currently serve around one million students.<sup>63</sup> Figure 22 presents regional examples of career academies in the northern Virginia region.

**Figure 22: Regional Career Academy Examples**

DISTRICT	PROGRAM
Prince William County Public Schools	▪ <a href="#">Global Pathways Program at Gainesville High School</a>
Fairfax County Public Schools	▪ <a href="#">John R. Lewis Leadership Program</a> ▪ <a href="#">Academy Programs</a>
Stafford County Public Schools	▪ <a href="#">Stafford Academy for Technology</a>

## PROFESSIONAL LEARNING COMMUNITIES

Schools have long used professional learning communities (PLCs) to provide teachers with collaborative professional development.<sup>64</sup> Although empirical research on the percentage of schools using PLCs is limited, a 2017 study of professional development identifies PLCs as “one currently popular model” of professional development. This study also finds that PLCs yield a positive effect on student achievement when they focus on analyzing student work and assessment data to develop a common understanding of effective instructional strategies. PLCs can also enhance their effectiveness by connecting teachers across schools or districts.<sup>65</sup>

## TIERED SYSTEMS OF SUPPORT

An increasing number of schools and districts have implemented a multi-tiered system of supports (MTSS) framework to efficiently provide students with the academic, behavioral, and mental health supports they

<sup>62</sup> Chart contents adapted from: “Social-Emotional Learning: 10 Trends In 10 Charts.” Education Week Research Center, November 11, 2022. p. 2. <https://www.edweek.org/research-center/reports/social-emotional-learning-10-trends-in-10-charts>

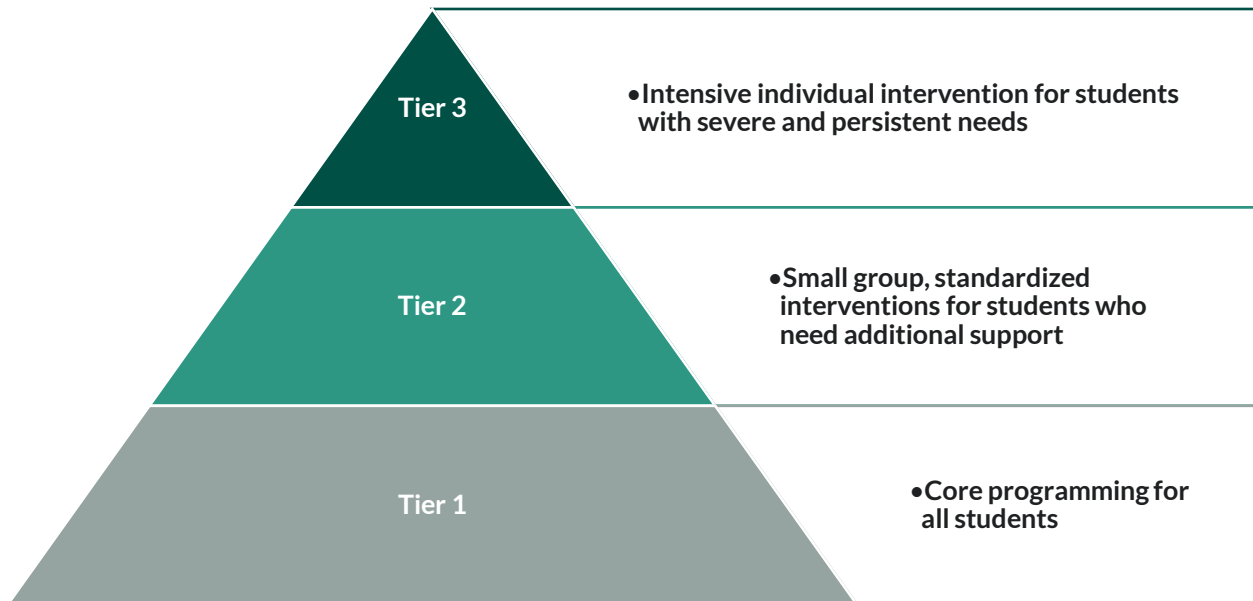
<sup>63</sup> “About Career Academies.” National Career Academy Coalition. <https://www.ncacinc.com/nsop/academies>

<sup>64</sup> Barton, R. and J. Stepanek. “The Impact of Professional Learning Communities.” *Principal’s Research Review*, 7:4, July 2012. p. 1.

<sup>65</sup> Darling-Hammond, L., M.E. Hyler, and M. Gardner. “Effective Teacher Professional Development.” Learning Policy Institute, June 2017. pp. 17–18. [https://learningpolicyinstitute.org/sites/default/files/product-files/Effective\\_Teacher\\_Professional\\_Development\\_REPORT.pdf](https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_REPORT.pdf)

need.<sup>66</sup> As shown in Figure 23, an MTSS framework assigns student to tiers of evidence-based intervention based on their individual needs determined through screening and progress monitoring assessments. This framework is flexible and can be used to support students across domains.<sup>67</sup> For example, an MTSS focused on academic supports is commonly referred to as a response to intervention (RTI) framework, while an MTSS focused on behavior may be referred to as positive behavioral interventions and supports (PBIS).<sup>68</sup>

**Figure 23: MTSS Framework**



Source: Center on Multi-Tiered Systems of Support at American Institutes for Research<sup>69</sup>

## TEACHER RECRUITMENT AND RETENTION

Teacher recruitment and retention are likely to be particularly strong challenges for Arlington Public Schools in the next few years. A 2022 survey of principals across the United States conducted by the RAND Corporation finds that the majority of principals experienced challenges hiring and retaining enough teachers to staff classrooms during the 2021-2022 school year.<sup>70</sup> Previous research by the RAND Corporation finds that educators, particularly teachers of color, report high levels of job-related stress and low levels of wellbeing.<sup>71</sup> Although recent national data on teacher attrition rates are limited, the VDOE reports that the number of unfilled teaching positions across the state increased from 1,063 during the 2019-2020 school year to 3,573 for the 2022-2023 school year, although this increase may partially reflect changes in the process for reporting vacancies.<sup>72</sup> Likewise, the percent of college graduates majoring in education declined from 19 percent of all graduates in 2001 to 4 percent of all graduates in 2020, the most recent year for which

<sup>66</sup> August, G.J., T.F. Piehler, and F.G. Miller. "Getting 'SMART' about Implementing Multi-Tiered Systems of Support to Promote School Mental Health." *Journal of School Psychology*, 66, February 2018.

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC5812372/>

<sup>67</sup> "Multi-Level Prevention System." Center on Multi-Tiered Systems of Support at American Institutes for Research.

<https://mtss4success.org/essential-components/multi-level-prevention-system>

<sup>68</sup> August, Piehler, and Miller, Op. cit.

<sup>69</sup> Chart contents adapted from: "Multi-Level Prevention System," Op. cit.

<sup>70</sup> Zuo, G., A. Huguet, and E.D. Steiner. "Principal Perspectives on School Staffing Struggles: Findings from the 2022 Learn Together Survey." RAND Corporation, 2023. [https://www.rand.org/pubs/research\\_reports/RRA827-14.html](https://www.rand.org/pubs/research_reports/RRA827-14.html)

<sup>71</sup> Steiner, E.D., L. Berdie, and S. Doan. "The State of the American Teacher and the American Principal." RAND Corporation. <https://www.rand.org/education-and-labor/projects/state-of-the-american-teacher-and-the-american-principal.html>

<sup>72</sup> "Turning the Tide: A Strategic Plan to Address the Educator Shortage." Virginia Department of Education. <https://www.doe.virginia.gov/teaching-learning-assessment/teaching-in-virginia/turning-the-tide>

data are available.<sup>73</sup> For the 2023-2024 school year, the U.S. Department of Education predicts that the areas listed in Figure 24 will experience teacher shortages across the state of Virginia.

**Figure 24: U.S. Department of Education Predicted Teacher Shortage Areas for Virginia**

SUBJECT MATTER	DISCIPLINE	GRADES
Special Education	-	Pre-K, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
Core Subjects	Elementary Education	Pre-K, K, 1, 2, 3, 4, 5, 6
General Shortages	Education General	6, 7, 8
Science	-	6, 7, 8, 9, 10, 11, 12
Language Arts	English	6, 7, 8, 9, 10, 11, 12
Mathematics	-	6, 7, 8, 9, 10, 11, 12
Career and Technical Education	-	6, 7, 8, 9, 10, 11, 12

Source: Virginia Department of Education<sup>74</sup>

## CUSTOMERS AND CITIZENS

Resident satisfaction with public schools in Arlington County declined from 2015 to 2022 but remains higher than the national average. The decline from 2018-2022 reflects a decline in public satisfaction with government services across Arlington County and the United States that may reflect the impact of the COVID-19 pandemic. The pandemic may also have influenced an increase in the number of students who reported that they did not feel safe at school in 2021 despite a decline in the number of students reporting specific unsafe conditions.

According to the Arlington County Resident Satisfaction Survey conducted by Probolsky Research on behalf of Arlington County, 65 percent of residents reported satisfaction with the county’s public schools in 2022.<sup>75</sup> This represents a decline from 84 percent in 2015 and 78 percent in 2018, as shown in Figure 25.<sup>76</sup> However, the rate of satisfaction with public schools in Arlington County remains substantially higher than the national average of 47 percent in 2022. The survey’s administrator notes that satisfaction with public services overall declined in Arlington County from 2018 to 2022, in line with a national trend that may reflect the impacts of the COVID-19 pandemic.<sup>77</sup>

<sup>73</sup> Schaeffer, K. “A Dwindling Number of New U.S. College Graduates Have a Degree in Education.” Pew Research Center, September 27, 2022. <https://www.pewresearch.org/short-reads/2022/09/27/a-dwindling-number-of-new-u-s-college-graduates-have-a-degree-in-education/>

<sup>74</sup> Chart contents taken verbatim from: “Teacher Shortage Areas.” U.S. Department of Education. <https://tsa.ed.gov/#/home/>

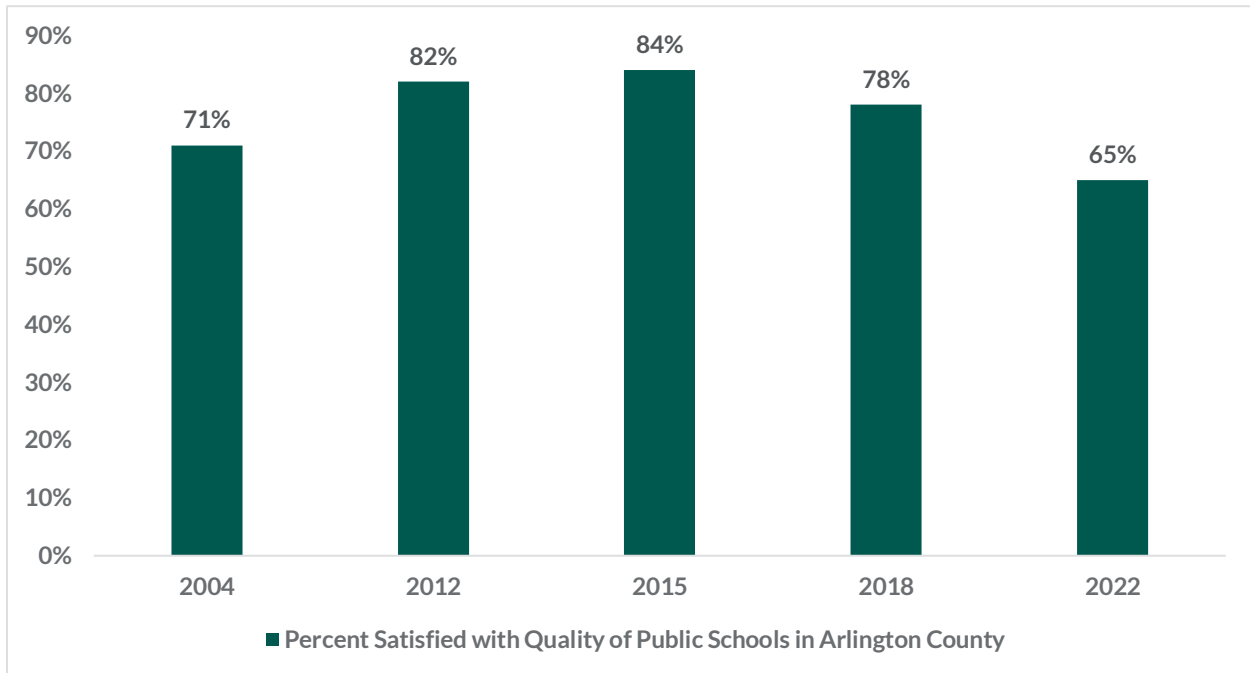
<sup>75</sup> “Resident Satisfaction Survey - 2022 Results.” Arlington County, 2022. p. 10.

<https://www.arlingtonva.us/Government/Departments/CMO/Resident-Satisfaction-Survey-2022-Results>

<sup>76</sup> “Environmental Scan for Strategic Plan Steering Committee Prepared for Arlington Public Schools.” Hanover Research, November 2017. p. 15. <https://documentcloud.adobe.com/spodintegration/index.html?locale=en-us>

<sup>77</sup> “Resident Satisfaction Survey - 2022 Results,” Op. cit., p. 18.

**Figure 25: Trends in Respondent Satisfaction with the Quality of Public Schools in Arlington County**



Source: Hanover Research and Arlington County<sup>78</sup>

At both the local and state levels, trends in youth outcomes may influence the effectiveness of schools in serving their constituents. Figure 26 presents statewide trends in responses to questions related to students’ experiences in school from the Youth Risk Behavior Survey (YRBS). Notably, although the percentage of students experiencing unsafe conditions at school declined from 2019 to 2021, the percentage of students who did not go to school because they felt unsafe increased, which may reflect safety concerns related to the COVID-19 pandemic.<sup>79</sup> Arlington County has not administered the survey since 2019.<sup>80</sup>

**Figure 26: Select Responses to the 2021 Youth Risk Behavior Survey for Virginia**

ITEM	2011	2013	2015	2017	2019	2021
Percentage of students who carried a weapon on school property (such as a gun, knife, or club, on at least 1 day during the 30 days before the survey)			2.6	3.8	2.1	1.7
Percentage of students who did not go to school because they felt unsafe at school or on their way to or from school (on at least 1 day during the 30 days before the survey)	5.5	5.4	6.1	7.1	8.6	11.2
Percentage of students who were threatened or injured with a weapon on school property (such as a gun, knife, or club, one or more times)	7.0	6.1	6.4	6.4	7.9	6.9

<sup>78</sup> Chart contents obtained from: “Environmental Scan for Strategic Plan Steering Committee Prepared for Arlington Public Schools,” Op. cit., p. 15. [2] “Resident Satisfaction Survey - 2022 Results,” Op. cit., pp. 10, 18, 22.

<sup>79</sup> “Virginia High School Survey Trend Analysis Report.” Virginia Department of Health, 2021.

<https://www.vdh.virginia.gov/content/uploads/sites/69/2023/01/2021VAH-Trend-Report.pdf>

<sup>80</sup> “YRBS 2019 Results.” Arlington County. <https://www.arlingtonva.us/Government/Programs/APCYF/YRBS-2019-Results>



ITEM	2011	2013	2015	2017	2019	2021
during the 12 months before the survey)						
Percentage of students who were bullied on school property (ever during the 12 months before the survey)	20.3	21.9	19.5	15.7	17.4	12.1
Percentage of students who were offered, sold, or given an illegal drug on school property (during the 12 months before the survey)			15.6	15.5	14.0	9.0
Percentage of students who report there is at least one teacher or other adult that they can talk to if they have a problem					70.3	63.6

Source: Virginia Department of Health<sup>81</sup>

## COMPETITION

Because Virginia has a limited number of charter schools, competition for enrollment in Arlington County comes primarily from independent schools. Although the majority of nursery or preschool students in Arlington County are enrolled in independent schools, this percentage declined as children enter Kindergarten, and between 78 and 88 percent of students in Grades 1-12 are enrolled in public schools.

Virginia’s legislation governing charter schools is comparatively restrictive, and there were only eight charter schools established in the state as of the 2018-2019 school year.<sup>82</sup> Arlington Public Schools’ competition for enrollment comes primarily from private schools, including but not limited to those listed in Figure 27.

**Figure 27: Private School Options for Arlington Students**

- BASIS Independent McLean
- Bishop O’Connell High School
- Brookfield School
- Burgundy Farm Country Day School
- Chatham Hall
- Commonwealth Academy
- Congressional School
- Edlin School
- Flint Hill School
- Foxcroft School
- Grace Episcopal Day School
- Interlochen Arts Academy
- Mercersburg Academy
- Our Savior Lutheran School
- St. John’s College High School
- St. Stephen’s & St. Agnes School

<sup>81</sup> Chart contents taken verbatim from: “Virginia High School Survey Trend Analysis Report,” Op. cit.

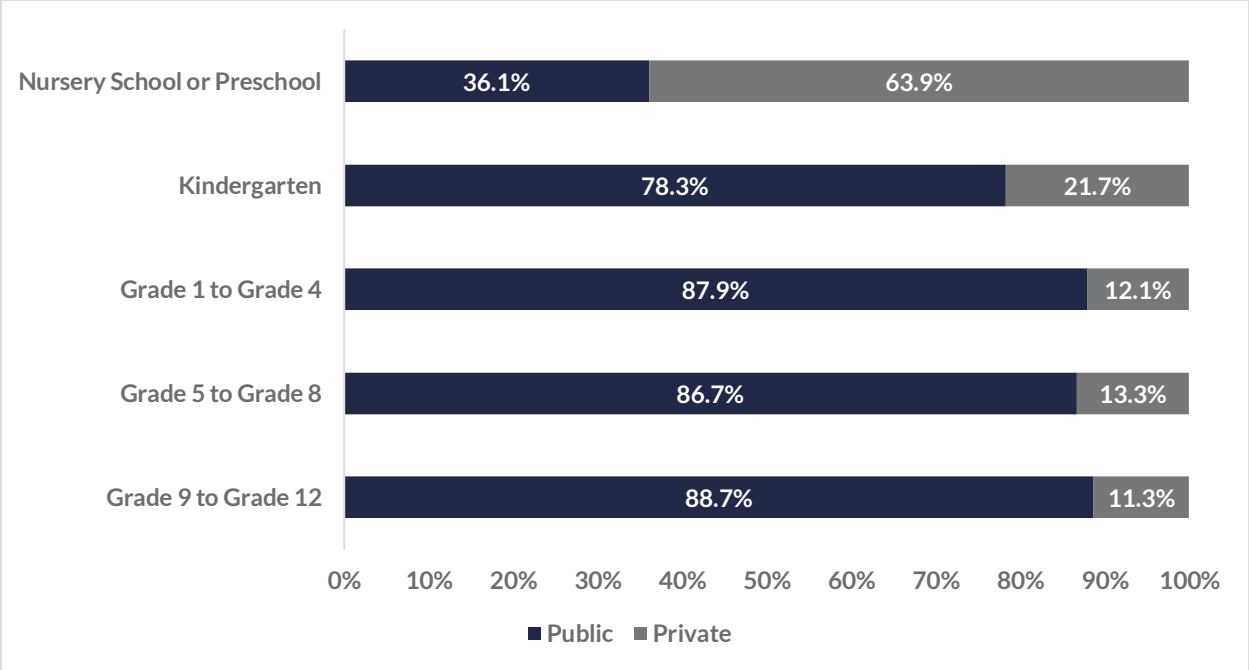
<sup>82</sup> “Virginia.” National Alliance for Public Charter Schools. <https://www.publiccharters.org/our-work/charter-law-database/states/virginia>

- Summertimes – St. Stephen’s and St. Agnes School
- The Auburn School
- The Langley School
- The Potomac School
- The Sycamore School
- The Village School
- Westminster School

Source: Arlington Magazine<sup>83</sup>

Figure 28 shows the percentage of Arlington County students enrolled in public or private schools by grade level. Most children enrolled in nursery schools or preschools in the county are enrolled in private schools, as are slightly more than 20 percent of kindergarten students. A much lower percentage of students in Grades 1-12, between 11.3 and 13.3 percent, are enrolled in private schools.

**Figure 28: Arlington County Students Enrolled in Public and Private Schools**



Source: Arlington County Department of Community Planning, Housing, and Development<sup>84</sup>

Figure 29 presents summary data on enrollment by race or ethnicity at national peer districts of Arlington Public Schools. Hanover identified peer districts using the K12 DataLab tool, which identifies peers with similar enrollment and student demographics.

<sup>83</sup> Chart contents taken verbatim from: “Private School Guide.” *Arlington Magazine*.  
<https://www.arlingtonmagazine.com/private-school-guide/>

<sup>84</sup> Chart contents obtained through: “Profile 2023,” Op. cit., p. 13.

**Figure 29: National Peer Districts – Race/Ethnicity**

DISTRICT NAME	STATE	ENROLLMENT	AMERICAN INDIAN OR ALASKA NATIVE	ASIAN	BLACK	HISPANIC	MULTI-RACIAL	PACIFIC ISLANDER	WHITE
Arlington County Public Schools	VA	26,831	0.15%	8.95%	10.30%	28.91%	7.69%	0.03%	43.97%
Saddleback Valley Unified	CA	24,954	0.13%	12.19%	1.20%	37.30%	8.53%	0.22%	40.41%
Mt. Diablo Unified	CA	29,908	0.14%	12.20%	3.06%	42.95%	12.74%	0.64%	28.26%
CUSD 300	IL	20,216	0.23%	5.48%	5.47%	40.16%	3.52%	0.14%	45.00%
Lewisville ISD	TX	49,361	0.37%	15.48%	11.59%	30.45%	4.35%	0.10%	37.65%
Newport-Mesa Unified	CA	18,559	0.13%	5.58%	0.84%	46.26%	5.46%	0.50%	41.22%
Livermore Valley Joint Unified	CA	13,305	0.42%	13.24%	1.17%	31.98%	8.80%	0.29%	44.10%
Placentia-Yorba Linda Unified	CA	24,296	0.17%	19.67%	1.16%	44.23%	3.86%	0.20%	30.70%
San Jose Unified	CA	27,430	0.21%	16.23%	2.55%	50.97%	6.29%	0.32%	23.43%
Wylie ISD	TX	17,482	0.41%	11.69%	15.24%	22.48%	4.44%	0.14%	45.60%
Orange Unified	CA	25,420	0.17%	11.98%	1.17%	56.68%	4.26%	0.21%	25.52%
Average	--	25,251	0.23%	12.06%	4.89%	39.31%	6.36%	0.25%	36.90%

Source: Hanover Research<sup>85</sup>

Figure 30 presents data on additional demographic characteristics, including the percent of students receiving English learner (EL) and special education (SPED) services. Figure 30 also presents the four-year cohort graduation rate for each district for the 2021-2022 school year, taken from state report cards. Arlington Public Schools’ graduation rate of 93.4 percent is slightly lower than the peer group average of 94.44 percent.

<sup>85</sup> Peer districts identified and enrollment data obtained from: “Peer Generator Dashboard.” Hanover Research K12 DataLab.

**Figure 30: National Peer Districts – Other Demographic Characteristics**

DISTRICT NAME	STATE	ENROLLMENT	% EL	% SPED	% CHILDREN IN POVERTY	MEDIAN HOUSEHOLD INCOME	FOUR-YEAR GRADUATION RATE
Arlington County Public Schools	VA	26,831	18%	15%	6%	\$ 122,604	93.4% <sup>86</sup>
Saddleback Valley Unified	CA	24,954	18%	13%	5%	\$ 103,264	94.1% <sup>87</sup>
Mt. Diablo Unified	CA	29,908	20%	13%	7%	\$ 102,575	88.3% <sup>88</sup>
CUSD 300	IL	20,216	17%	15%	7%	\$ 91,212	95.9% <sup>89</sup>
Lewisville ISD	TX	49,361	17%	14%	6%	\$ 95,269	96.6% <sup>90</sup>
Newport-Mesa Unified	CA	18,559	20%	11%	8%	\$ 106,676	92.8% <sup>91</sup>
Livermore Valley Joint Unified	CA	13,305	11%	15%	5%	\$ 132,297	96.8% <sup>92</sup>
Placentia-Yorba Linda Unified	CA	24,296	13%	11%	7%	\$ 106,515	94.3% <sup>93</sup>
San Jose Unified	CA	27,430	23%	12%	7%	\$ 113,777	93.5% <sup>94</sup>
Wylie ISD	TX	17,482	12%	12%	5%	\$ 104,569	97.7% <sup>95</sup>
Orange Unified	CA	25,420	21%	12%	8%	\$ 102,088	95.4% <sup>96</sup>
Average	--	25,251	17%	13%	6%	\$107,350	94.44%

Source: Hanover Research<sup>97</sup>

## ENROLLMENT MANAGEMENT

Overall enrollment is projected to grow at a modest rate from 2022-2027 and then decline slightly through 2032. Population growth is projected to be concentrated in Arlington County’s three planning corridors, which also account for the majority of current enrollment in APS.

Overall enrollment in Arlington Public Schools is projected to grow at a modest rate from 2022 to 2027 and decline slightly by 2032.<sup>98</sup> Arlington Public Schools’ student population is concentrated in the county’s three

<sup>86</sup> “Arlington County Public Schools,” Op. cit.

<sup>87</sup> “DataQuest.” California Department of Education.

<https://dq.cde.ca.gov/dataquest/dqcensus/CohRate.aspx?aggllevel=district&year=2021-22&cds=3073635>

<sup>88</sup> Ibid.

<sup>89</sup> “CUSD 300.” Illinois Report Card.

<https://www.illinoisreportcard.com/District.aspx?source=trends&source2=graduationrate&Districtid=31045300026>

<sup>90</sup> “Lewisville ISD.” Texas Education Agency School Report Cards.

<https://txschools.gov/?view=district&id=061902&tab=performance|achievement&lng=en>

<sup>91</sup> “DataQuest,” Op. cit.

<sup>92</sup> Ibid.

<sup>93</sup> Ibid.

<sup>94</sup> Ibid.

<sup>95</sup> “Wylie ISD.” Texas Education Agency School Report Cards.

<https://txschools.gov/?view=district&id=043914&tab=performance|achievement&lng=en>

<sup>96</sup> “DataQuest,” Op. cit.

<sup>97</sup> Peer districts identified and enrollment data obtained from: “Peer Generator Dashboard,” Op. cit.

<sup>98</sup> “Arlington Public Schools Fall 2022 10-Year Enrollment Projections Report,” Op. cit., p. 3.

planning corridors, with 24 percent of all students living in the Columbia Pike Corridor. Figure 31 lists the number of students living in each planning corridor by grade level as of September 30, 2022.

**Figure 31: Arlington Public Schools Students Living in Planning Corridors**

GRADE LEVEL	ROSSLYN-BALLSTON CORRIDOR	RICHMOND HIGHWAY CORRIDOR	COLUMBIA PIKE CORRIDOR
Total Arlington Public Schools Students	3,061	721	6,388
Elementary (K-5)	1,572	399	2,963
Middle	620	132	1,413
High School	869	190	2,012

Source: Arlington County Department of Community Planning, Housing, and Development<sup>99</sup>

Population growth through 2050 is projected to remain concentrated in the planning corridors, with 62 percent of the total population projected to live in one of the planning corridors by 2050.<sup>100</sup> However, a higher percentage of households in the planning corridors (81%) consists of one or two persons than households outside the planning corridors (62%).<sup>101</sup> As of 2023, a substantial portion of the land in these corridors is zoned for medium and high-density residential and commercial development, while most land in Arlington County outside the planning corridors is zoned for low to medium-density residential development.<sup>102</sup> Arlington County’s recently adopted Missing Middle policy may result in increased population growth outside the planning corridors.<sup>103</sup>

Figure 32 shows the percentage of the total population under the age of 20 for each planning corridor. The Columbia Pike Corridor has the highest percentage of residents under 20 at 23.10 percent.<sup>104</sup>

**Figure 32: Distribution of Population Under 20 for Planning Corridors**

AGE	ROSSLYN-BALLSTON CORRIDOR	RICHMOND HIGHWAY CORRIDOR	COLUMBIA PIKE CORRIDOR
Under 5 Years	3.5%	2.6%	8.6%
5 to 19 Years	6.4%	4.3%	14.5%
Total Under 20	9.90%	6.90%	23.10%

Source: Arlington County Department of Community Planning, Housing, and Development<sup>105</sup>

<sup>99</sup> Chart contents taken verbatim from: “Profile 2023,” Op. cit., p. 14.

<sup>100</sup> Ibid., p. 19.

<sup>101</sup> Ibid., p. 8.

<sup>102</sup> Ibid., p. 2.

<sup>103</sup> “Missing Middle Housing Study,” Op. cit.

<sup>104</sup> “Profile 2023,” Op. cit., p. 4.

<sup>105</sup> Chart contents taken verbatim from: Ibid.

# APPENDIX A – ADDITIONAL DATA SOURCES

In this appendix, Hanover presents additional data sources for each trend category.

**Figure A.1: Additional Data Sources – Sociodemographic Factors**

SOURCE	DESCRIPTION
<b>Arlington County Community Profiles</b>	
<a href="#"><u>Virginia Employment Commission</u></a>	The Virginia Employment Commission publishes community profiles for all counties in the state, providing demographic statistics of the population including age, race/ethnicity, and gender characteristics; unemployment rates; employment by industry; and educational attainment levels.
<a href="#"><u>Arlington County Government</u></a>	The Arlington County government also produces a similar Community Profile on an annual basis.
<b>Other Demographic Data Sources</b>	
<a href="#"><u>American Community Survey</u></a>	Data from the American Community Survey can provide information on a wide range of population demographic characteristics (age, race/ethnicity, and gender), as well as data on household composition, income, employment, foreign-born population and migration trends, language spoken at home, housing status (e.g., rent or own), and receipt of public assistance. Data can be analyzed at various geographic levels, e.g., state, city, county, zip code, and census tract.
<a href="#"><u>Data USA</u></a>	Data USA, a data visualization engine managed by Deloitte, Macro Connections, and Datawheel, also provides visualizations of ACS-derived demographic data at the county level
<a href="#"><u>Arlington Community Facilities Study</u></a>	Arlington County completed a Community Facilities Study in 2015 that provides population projections for the county through 2040 and school enrollment projections through 2025.
<a href="#"><u>County Population and Employment Forecasts</u></a>	Arlington County’s planning office also posts population and employment forecasts online on a regular basis.
<b>Health and Quality of Life Data</b>	
<a href="#"><u>County Health Rankings</u></a>	The County Health Rankings compare Arlington County’s outcomes for a variety of health and quality of life indicators to other counties in the state and to Virginia as a whole.

**Figure A.2: Additional Data Sources – Economic Factors**

SOURCE	DESCRIPTION
<b>Labor Market Data</b>	
<a href="#"><u>Bureau of Labor Statistics</u></a>	The Bureau of Labor Statistics (BLS) provides long-term industry and occupational projections from 2021 to 2031 at the national level.
<a href="#"><u>Virginia Employment Commission</u></a>	The Virginia Employment Commission provides long-term (2020-2030) and short-term (2022-2024) industry and occupation projections at the state level
<b>Local and State Development and Housing Market</b>	
<a href="#"><u>Development Tracking - Arlington County Government</u></a>	Arlington County tracks residential and commercial development activity in Arlington and publishes an annual report highlighting trends development trends over the past 10 years.
<a href="#"><u>Housing Price Index</u></a>	The Federal Housing Finance Agency publishes monthly and quarterly reports of the House Price Index (HPI), which measures changes in the price of single-family homes for various geographic levels.

SOURCE	DESCRIPTION
<a href="#">Northern Virginia Realtor Association</a>	The Northern Virginia Realtor Association provides monthly information on average home sale prices
<a href="#">Mobility Lab</a>	Arlington County's Mobility Lab publishes research on the availability and use of transportation options in the county
<b>Local Tax Rates</b>	
<a href="#">Local Tax Rates</a>	Arlington County's current budget includes local tax rates.
<b>Spending and Inflation</b>	
<a href="#">Consumer Price Index</a>	The Consumer Price Index (CPI) provides information on inflation and the cost of various goods and services; BLS publishes CPI data for the Washington metropolitan area every other month.
<a href="#">Consumer Expenditure Survey</a>	The Census Bureau conducts an annual Consumer Expenditure Survey, which collects data on the proportion of income that consumers spend on housing, transportation, insurance, food, healthcare, and other goods and services. The most recent CES data for the Washington metropolitan area is from 2020-2021.
<a href="#">Employment Cost Index</a>	The Employment Cost Index (ECI) provides information on the price of labor (such as the cost of wages and benefits that employers provide), which can affect inflation in the price of goods and services. BLS reports this data on a quarterly basis.
<b>Other National, State, and Local Indicators</b>	
<a href="#">New Economy Index</a>	The new economy index, last updated in 2020, provides information on 25 indicators related to the prevalence of knowledge-based, information-technology focused, and entrepreneurial businesses in state economies.
<a href="#">Bureau of Economic Analysis</a>	The U.S. Bureau of Economic Analysis publishes national, state, and metropolitan area-level GDP data on an annual basis.
<a href="#">Brooking Institution Metro Monitor Dashboard</a>	The Brookings Institution's Metro Monitor Dashboard provides key economic growth and prosperity indicators for the Washington metropolitan area on an annual basis, such as job growth and gross metropolitan product.
<a href="#">Arlington Economic Development</a>	Arlington Economic Development issues a quarterly report with information including office vacancy rates, housing listings and sales, housing prices, hotel occupancy rates, and retail sales.
<a href="#">Virginia Employment Commission</a>	In addition to occupational projections, the Virginia Employment Commission publishes quarterly reports on labor market data at the state and Metropolitan Statistical Area levels.

**Figure A.3: Additional Data Sources – Political and Regulatory**

SOURCE	DESCRIPTION
<a href="#">Education Week Research Center</a>	Education Week publishes surveys on a variety of issues related to teaching and learning
<a href="#">Virginia Department of Education ESSA Plan</a>	The VDOE's Consolidated State Plan for compliance with ESSA, and information on proposed changes to the plan, is available on the VDOE's website

**Figure A.4: Additional Data Sources – Technological and Scientific**

SOURCE	DESCRIPTION
<a href="#">EDUCAUSE Horizon Reports</a>	The EDUCAUSE Foundation publishes periodic reports on topics related to technology in schools, including data governance, hybrid learning, analytics, teaching and learning, privacy, and information security

SOURCE	DESCRIPTION
<a href="#">COSN State of EdTech Leadership Survey</a>	COSN conducts an annual survey of administrators responsible for educational technology to identify trends and concerns.

**Figure A.5: Additional Data Sources – Educational Trends**

SOURCE	DESCRIPTION
<b>Teacher Recruitment and Retention</b>	
<a href="#">Staffing and Vacancy Report</a>	The VDOE publishes an annual report on open staffing vacancies at the state, division, school, and regional levels
<a href="#">Tuition and Fees Report</a>	The State Council of Higher Education for Virginia publishes an annual report listing tuition and fees at public colleges and universities in Virginia.
<a href="#">Teacher Shortage Areas</a>	The U.S. Department of Education reports annual data on teacher shortage areas by state, subject matter, and discipline.
<b>Specialized Programs</b>	
<a href="#">National Career Academy Coalition</a>	The National Career Academy Coalition (NCAC) provides information and resources to support career academy programs.
<a href="#">Advance CTE</a>	Advance CTE provides resources to support all forms of career and technical education.
<a href="#">College and Career Alliance Support Network</a>	The College and Career Alliance Support Network (CCASN) provides information and resources to support career academy programs

**Figure A.6: Additional Data Sources – Customers and Citizens**

SOURCE	DESCRIPTION
<a href="#">APCYF Community Data Center</a>	The Arlington Partnership for Children, Youth, and Families maintains a data center which reports indicators of community and family wellbeing, early childhood experiences, and school culture. These data draw from multiple sources and vary in date.
<a href="#">Arlington Resident Satisfaction Survey</a>	Arlington County conducted a resident satisfaction survey in 2022, assessing satisfaction with a variety of county services, including public schools.

**Figure A.7: Additional Data Sources - Competition**

SOURCE	DESCRIPTION
<a href="#">Virginia Charter School Laws</a>	These laws govern the potential creation of charter schools in Virginia
<a href="#">American Community Survey</a>	The American Community Survey includes data on public and private school enrollment,

## APPENDIX B – LEGISLATION

In this appendix, Hanover presents all legislation enacted by the Virginia General Assembly pertaining to education during the 2023 legislative session.

**Figure B.1: Legislation Enacted by the Virginia General Assembly Pertaining to Education, 2023 Session**

BILL	SUMMARY
HB 1419: Brown v. Board of Education Scholarship Program; extension of eligibility.	Extends eligibility for the Brown v. Board of Education Scholarship Program to the lineal and collateral descendants of persons who were residing in jurisdictions in Virginia in which the public schools were closed to avoid desegregation between 1954 and 1964 and



BILL	SUMMARY
	whose educations were affected by the school closings. Currently, only persons who resided in such jurisdictions at the time of the school closings are eligible for the program.
HB 1423: School Readiness Committee; renaming as Commission on Early Childhood Care and Education.	Renames the School Readiness Committee as the Commission on Early Childhood Care and Education and makes several changes to the Commission, including adjusting its purpose, increasing and adjusting its membership, and establishing eight enumerated powers and duties for the Commission.
HB 1492: Special education and related services; certain deadlines.	Requires the Board of Education to amend certain regulations to permit local educational agencies to shorten the deadline of 65 business days from the date of receipt of referral for an initial evaluation or a reevaluation of a child to determine eligibility for special education and related services.
HB 1514: Deceased high school seniors; waiver of graduation requirements and award of posthumous programs.	Requires the Board of Education, in establishing high school graduation requirements, to provide for the waiver of certain graduation requirements and the subsequent award of a high school diploma upon the request of the parent of any high school senior who died in good standing prior to graduation during the student's senior year. The bill provides that such waivers shall be granted only for good cause and shall be considered on a case-by-case basis.
HB 1550: Child abuse or neglect; findings of local department of social services, appeal.	Provides that in cases in which a teacher licensed by the Board of Education or through an alternative pathway and employed by a local school board is found by a local department of social services to have committed child abuse or neglect, the teacher may, after exhausting all options for review by the local department and Commissioner of Social Services, petition the circuit court for a de novo review of such finding.
HB 1554: Public high schools; identification of faculty member responsible for spec. education transitioning.	Requires each public high school in the Commonwealth to publicly identify on its official website the faculty member responsible for special education transition planning and coordination at such high school.
HB 1575: Internet Safety Advisory Council; powers and duties.	Permits the Internet Safety Advisory Council (the Council) established by the Superintendent of Public Instruction to collaborate with certain agencies and organizations with expertise in child online safety issues and human trafficking prevention and requires the Council to establish model instructional content on certain student internet safety topics and post on the Department of Education website resources and assistance programs available for any child or parent who may have encountered online solicitation by sexual predators or other illegal online communications or activities, including the National Center for Missing and Exploited Children's CyberTipline.
HB 1592: Public schools; codes of student conduct, policies and procedures prohibiting bullying.	Requires each local school board to require the principal of each public school or his designee to notify the parent of any student who is involved in an alleged bullying incident of the alleged incident within 24 hours of learning of such allegation. Current law only requires the principal to notify any such parent of the status of any investigation into an alleged incident of bullying within five school days of when such allegation was made.
HB 1629 Virginia Parent Data Portal; Board of Education to create and maintain, report.	Requires the Board of Education, on or before July 1, 2025, to create and maintain the Virginia Parent Data Portal that, among other things, (i) displays individualized student assessment data on all state-supported assessments, as that term is defined in the bill, (a) in a format that shows both current and cumulative data over time and (b) within 45 days of a state-supported assessment window closing for each state-supported assessment; (ii) provides a description of the purpose of each state-supported assessment, an explanation of how to interpret student data on each state-supported assessment, and a comparison of a student's performance on each state-supported assessment with the performance of the student's school, the student's school division, and the Commonwealth; (iii) is viewable from a mobile device in addition to a desktop computer; and (iv) provides functionality to enable school division personnel to manage and restrict user access to students and their parents.

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	<p>The bill requires the Board and the Department of Education to provide certain guidance and technical assistance to local school divisions on professional development for principals and teachers in parent engagement on and interpretation of student assessment data available through the Portal and requires each school board to annually provide high-quality professional development to principals and teachers on such topics. The foregoing provisions of the bill do not become effective unless reenacted by the 2024 Session of the General Assembly.</p> <p>Finally, the bill establishes a workgroup for the purpose of advising the Board of Education on the criteria for and the process of procuring the goods and services necessary to implement the Portal and requires such work group to submit a report containing its findings and any recommendations to the Board of Education and the General Assembly no later than November 1, 2023</p>
<p>HB 1636: Child day program or family day system; operating or engaging in the conduct thereof.</p>	<p>Operating or engaging in the conduct of a child day program or family day system without a license; penalty. Clarifies that, for the purpose of the Class 4 felony prescribed for any parent, guardian, or other person responsible for the care of a child younger than the age of 18 who by willful act or willful omission or refusal to provide any necessary care for the child's health causes or permits serious injury to the life or health of such child, the term "willful act or willful omission" includes operating or engaging in the conduct of a child day program or family day system without first obtaining a license such person knows is required by relevant law or after such license has been revoked or has expired and not been renewed.</p>
<p>HB 1698: Child day programs; exemption from licensure, certain programs offered by local school divisions.</p>	<p>Exempts from the requirement to be licensed by the Board of Education any child day program offered by a local school division that is operated for no more than four hours per day on full instructional days or for more than four hours per day on shortened instructional days or noninstructional days, staffed by local school division employees, and attended by children who are at least three years of age and are enrolled in public school or a preschool program within such school division.</p>
<p>HB 1726: Virginia-based nonprofit organizations; schools for adults to earn credentials, college credit, etc.</p>	<p>Requires the Department of Education to authorize a Virginia-based nonprofit organization with demonstrated evidence of positive student outcomes to provide schools for adults to earn (i) (a) an industry-recognized credential awarded through a partnership with a Virginia-based community college or an approved training provider or (b) dual college credit awarded through a partnership with a Virginia-based community college and (ii) a high school diploma on one or more diploma pathways set forth in the relevant Board of Education regulation in which enrollment is open, on a space-available basis, to adults who reside throughout the Commonwealth.</p>
<p>HB 1762: Teacher Reengagement Program; established, report.</p>	<p>Establishes the Teacher Reengagement Program for the purpose of addressing instructional personnel shortages and COVID-19 pandemic-related student learning loss. The bill permits any school board to hire an individual pursuant to the Program, subject to the following conditions and limitations: (i) the individual works on a part-time basis; (ii) the individual is compensated with part-time pay, with any health, dental, and vision insurance coverage that is available to full-time school board employees, or with some combination of such pay and coverage; (iii) in the case of an individual who holds a renewable or provisional teaching license issued by the Board of Education, the individual's duties consist of teaching students, providing one-on-one tutoring services to students, or mentoring teachers, or some combination thereof; (iv) in the case of an individual who does not hold a renewable or provisional teaching license issued by the Board, the individual has professional experience or expertise in a certain subject matter area and the individual's duties consist of providing one-on-one tutoring services to students in such subject matter area; and (v) the individual complies with all laws, regulations, and school board policies and procedures applicable to part-time school board employees. The bill requires any school board that hires any part-time employee pursuant to the Program to annually report to the Department of Education such data on the implementation of the Program that the Department deems necessary to evaluate its continued effectiveness at addressing instructional personnel shortages and student learning loss. The foregoing provisions of the bill expire on July 1, 2028. The bill requires the Department to submit to</p>

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	the General Assembly no later than October 1, 2027, its recommendation for preserving, extending, or eliminating such expiration date.
HB 1822: Public school employees; offense involving solicitation of sexual molestation, etc.	Provides that the convictions that bar employment and contract work that requires direct contact with students on school property during school hours or school-sponsored activities in public schools include any offense involving the solicitation of sexual molestation, physical or sexual abuse, or rape of a child.
HB 1884: Students with disabilities; assessment frequency.	Requires the work group established by the Secretary of Education and the Superintendent of Public Instruction to study and develop a plan relating to revisions to Standards of Learning assessments to consider the effectiveness of assessments for students with disabilities, including the Virginia Alternate Assessment Program for those students with the most significant cognitive disabilities, and the use of those assessments to improve and individualize instruction.
HB 1928: School bus operators; training, remote online and Spanish language options.	Permits the training program developed by the Board of Education for school bus operators to offer the option for an applicant for employment as a school bus operator to (i) except as otherwise provided in relevant law, complete all or any portion of the required hours of classroom training in a remote online format, as determined by the local school division, and (ii) receive instruction in the Spanish language for all or any portion of the required hours of classroom training, as determined by the local school division.
HB 1982: Public school principals; parental notification of certain student violations.	Requires the principal of any public elementary or secondary school or his designee to notify the parents of any student who violates a school board policy or the compulsory school attendance requirements when such violation is likely to result in the student's suspension or the filing of a court petition.
HB 2025: SNAP benefits program; parent information sheet, free or reduced-price meals application.	Requires the Department of Social Services to develop, annually update, and provide to each school board in advance of the start of each school year an information sheet on the SNAP benefits program that sets forth the application process and such other information as the Department deems necessary or appropriate in order to properly inform the parents of students enrolled in public elementary and secondary schools of such program and encourage application by those who are eligible. The bill requires each school board to ensure that such information sheet is sent home with each student enrolled in a public elementary or secondary school in the local school division at the beginning of each school year or, in the case of any student who enrolls after the beginning of the school year, as soon as practicable after enrollment. The bill also requires each school board to ensure that a fillable free or reduced-price meals application is sent home with each such student at the beginning of each school year or, in the case of any student who enrolls after the beginning of the school year, as soon as practicable after enrollment.
HB 2124: School psychologists; staffing flexibility, DOE to ensure process & criteria to obtain licensure.	Provides that in order to fill vacant school psychologist positions, any local school board may employ, under a provisional license issued by the Department of Education for three school years with an allowance for an additional two-year extension with the approval of the division superintendent, clinical psychologists licensed by the Board of Psychology, provided that any such individual makes progress toward completing the requirements for full licensure as a school psychologist during such period of employment. The bill requires the Department to consult the Virginia Academy of School Psychologists, and other stakeholders as necessary, to ensure that the process and criteria for provisionally licensed school psychologists to obtain full licensure as school psychologists appropriately address the challenges that are unique to school psychology training requirements and the school psychology profession generally.
HB 2137: School boards; division-wide literacy plans.	School boards; division-wide literacy plans; contents; posting. Requires each division-wide literacy plan to be submitted to the Department of Education and to identify which core literacy curricula, supplemental instructional practices and programs, and intervention programs from the list developed by the Department or alternative programs approved by the Department that consist of evidence-based literacy instruction and align with science-based reading research will be used in each grade level, kindergarten through 12, at each of the schools within such school division. The bill requires each local school board to post, maintain, and update as necessary on such school board's website a copy of its division-wide literacy plan and the job description and contact information for any reading

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	specialist employed by such school division pursuant to relevant law and for any dyslexia specialist employed by such school division. The bill requires the Department to post each division-wide literacy plan on its website.
HB 2140: Epinephrine; policies for possession & administration at early childhood care, etc.	Limits, in the context of early childhood care and education entities, the requirement for the implementation of policies for the possession and administration of epinephrine to child day centers.
HB 2187: School counselors; required percentage of staff time during school hours, etc.	Defines the terms "direct counseling" and "program planning and school support" for the purpose of the provision of law that requires each school counselor to spend at least 80 percent of his staff time during normal school hours in the direct counseling of individual students or groups of students and clarifies that each school counselor may also spend up to 20 percent of his staff time during normal school hours on program planning and support. This bill is a recommendation of the Behavioral Health Commission and the Joint Legislative Audit and Review Commission.
HB 2225: Student assessment results; availability to teachers, parents, principals, and other school leaders.	Requires each school board to provide teachers, parents, principals, and other school leaders with their students' results on any Standards of Learning assessment or Virginia Alternate Assessment Program assessment as soon as practicable after the assessment is administered.
HB 2375: Provisional teacher licensure; permissive extension, satisfactory performance evaluations.	Requires the Board of Education to extend for at least one additional year, but for no more than two additional years, the three-year provisional license of a teacher upon receiving from the division superintendent (i) a recommendation for such extension and (ii) satisfactory performance evaluations for such teacher for each year during the original three-year provisional license that such teacher was actually employed.
HB 2457: Public elementary and secondary school teachers; temporary employment, training activities, report.	Prohibits any public elementary or secondary school teacher from being required to participate more frequently than once every five years in certain training relating to the appropriate management of student conduct and student offenses in violation of school board policies or relating to secure mandatory test violations. The bill also permits, during the 2023-2024 and 2024-2025 school years, any school board to employ a temporarily employed teacher to fill a vacancy for a period of time not to exceed 180 days during one school year, with certain conditions and limitations.
HB 2469: Standards of Learning; assessment revision work group, etc.	Prohibits the Department of Education from releasing a Request for Proposal for a provider of revised Virginia Standards of Learning summative assessments of proficiency until after the work group convened for the purpose of developing a plan for the implementation of such revised assessments has submitted its initial iteration of such plan. The bill permits the Department of Education to extend the current state assessment contract until December 31, 2025, to ensure continuity in the administration of the state assessment program.
SB 821 Arrests, certain, and convictions of certain individuals; reports to division safety officials.	<p>Public elementary and secondary schools; reports of certain arrests and convictions; receipt, report, and compilation. Requires each division superintendent to annually designate an employee in the local school division as the division safety official whose duty is to receive all reports required to be made pursuant to relevant law from (i) every state official or agency and every sheriff, police officer, or other local law-enforcement officer or conservator of the peace having the power to arrest for a felony upon arresting a person who is known or discovered by the arresting official to be a full-time, part-time, permanent, or temporary teacher or any other employee in such local school division for a felony or a Class 1 misdemeanor or an equivalent offense in another state and (ii) the clerk of any circuit court or any district court in the Commonwealth upon the felony conviction of any person known by such clerk to be employed by such local school division.</p> <p>The bill requires each division superintendent to include such division safety official designation in the collated packet of school safety audits submitted to the Virginia Center for School and Campus Safety pursuant to relevant law and requires the Center to designate an employee of the Center as the school personnel safety official for the</p>

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	<p>Commonwealth whose duty is to compile, maintain, and make publicly available a list of each such division safety official. The bill requires such designation to include updated contact information for the division safety official and requires such safety official to at least annually confirm with each division superintendent that such contact information is up to date and accurate.</p> <p>The bill also provides that a probation and parole officer who is supervising a person employed by a local school division in the Commonwealth shall, upon discovering that such supervised person has been arrested or convicted of a felony offense or an equivalent offense in another state, report such arrest or conviction to the Superintendent of Public Instruction and the designated division safety official in the local school division where such supervised person is employed as soon as practicable. The bill requires any such report to be transmitted via certified mail to the mailing address identified by the division superintendent or via fax and email to the fax number and email address identified by the division superintendent, pursuant to the applicable provisions of the bill. Finally, the bill requires, until July 1, 2027, that all such arresting officials or agencies request in writing that the Virginia Employment Commission provide the name of the current employer of each arrested person for purposes of determining whether such notice is required. This bill is identical to HB 1704.</p>
<p>SB 943: Public high schools; identification of faculty member responsible for spec. education transitioning.</p>	<p>Public high schools; special education; identification of faculty member responsible for school transition planning and coordination. Requires each public high school in the Commonwealth to publicly identify on its official website the faculty member responsible for special education transition planning and coordination at such high school. This bill is identical to HB 1554.</p>
<p>SB 964: Child day programs, certain; exempt from licensure by the Superintendent of Public Instruction.</p>	<p>Certain child day programs exempt from licensure by the Superintendent of Public Instruction; age of children in attendance. Clarifies that any child day program offered by a private school accredited by and in good standing with the Virginia Council for Private Education, operated for no more than four hours per day, staffed by the accredited private school's employees, and attended by school-age children who are enrolled in the accredited private school is exempt from licensure by the Superintendent of Public Instruction. Current law provides a licensure exemption for any such program that is attended by children who are at least five years of age. This bill is identical to HB 1713.</p>
<p>SB 1019: Virginia-based nonprofit organizations; schools for adults to earn credentials, college credit, etc.</p>	<p>Department of Education; Virginia-based nonprofit organizations; schools for adults to earn credentials, college credit, and high school diplomas. Requires the Department of Education to authorize a Virginia-based nonprofit organization with demonstrated evidence of positive student outcomes to provide schools for adults to earn (i) (a) an industry-recognized credential awarded through a partnership with a Virginia-based community college or an approved training provider or (b) dual college credit awarded through a partnership with a Virginia-based community college and (ii) a high school diploma on one or more diploma pathways set forth in the relevant Board of Education regulation in which enrollment is open, on a space-available basis, to adults who reside throughout the Commonwealth. This bill is identical to HB 1726.</p>
<p>SB 1043 Public education; student mental health and counseling, definitions, licensure requirements.</p>	<p>Public education; student mental health and counseling; definitions; licensure requirements. Requires the Department of Education, in consultation with the Department of Behavioral Health and Developmental Services and the Department of Medical Assistance Services, to develop, adopt, and distribute to each school board a model memorandum of understanding between a school board and a public or private community mental health services provider that sets forth parameters for the provision of mental health services to public school students enrolled in the local school division by such provider. The bill requires the memorandum of understanding to be available to each school board no later than the beginning of the 2023–2024 school year. The bill also permits, in order to fill vacant school psychologist positions, any local school board to employ, under a provisional license issued by the Department of Education for three school years with an allowance for an additional two-year extension, clinical psychologists licensed by the Board of Psychology, provided that any such individual makes progress toward completing the requirements for full licensure as a school psychologist during such</p>

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	<p>period of employment. Finally, the bill defines the terms "direct counseling" and "program planning and school support" for the purpose of the provision of law that requires each school counselor to spend at least 80 percent of his staff time during normal school hours in the direct counseling of individual students or groups of students. This bill incorporates SB 1257 and SB 1268.</p>
<p>SB 1044 Public schools and public higher educational institutions; student identification cards.</p>	<p>Public schools and public institutions of higher education; student identification cards; 988 Suicide and Crisis Lifeline telephone number required. Requires each local school division that issues student identification cards for any grade level, kindergarten through grade 12, and each public institution of higher education that issues student identification cards to clearly and conspicuously include on one side of each student identification card the telephone number for the 988 Suicide and Crisis Lifeline (formerly the National Suicide Prevention Lifeline) and to annually review the telephone number for accuracy and currency. The bill provides that each new student identification card and any replacement student identification card issued by any school division or by any public institution of higher education must comply with the provisions of the bill beginning with the 2023-2024 school year.</p>
<p>SB 1052: Teacher Education and Licensure, Advisory Board on; teacher recruitment and retention.</p>	<p>Advisory Board on Teacher Education and Licensure; teacher licensure, recruitment, and retention. Directs the Advisory Board on Teacher Education and Licensure to advise the Board of Education and submit recommendations on policies related to helping school divisions more effectively recruit and retain licensed teachers. The bill also requires the Board of Education to extend for at least one additional year, but for no more than two additional years, a teacher's three-year provisional license upon receiving from the division superintendent (i) a recommendation for such extension and (ii) satisfactory performance evaluations for such teacher for each year during the original three-year provisional license for which such teacher was actually employed and received a filed performance evaluation. Current law requires satisfactory performance evaluations for such teacher for each year of the original three-year provisional license in order to be eligible for such an extension.</p>
<p>SB 1072: Public schools; codes of student conduct, policies and procedures prohibiting bullying.</p>	<p>Public schools; codes of student conduct; policies and procedures prohibiting bullying; parental notification. Requires each local school board to require the principal of each public school or his designee to notify the parent of any student who is involved in an alleged bullying incident of the alleged incident within 24 hours of learning of such allegation. Current law only requires the principal to notify any such parent of the status of any investigation into an alleged incident of bullying within five school days of when such allegation was made. This bill is identical to HB 1592.</p>
<p>SB 1099: School Resource Officer Grants Program and Fund; awarding grants.</p>	<p>School Resource Officer Grants Program and Fund. Provides that matching grants from the School Resource Officer Incentive Grants Fund may be awarded to local law-enforcement agencies and local school boards for the expenses related to the equipment necessary for uniformed school resource officers, school security officers, and other relevant school safety personnel and the enhancement of the school-law enforcement partnership through training and programming as determined by the Department; provided, however, that such grants shall not be used for any expense related to the purchase of firearms, handcuffs or other wrist restraints, or any stun weapon. This bill is identical to HB 1691.</p>
<p>SB 1124: Public elementary &amp; secondary school bldgs.; amendments to SOQ, standards for maintenance &amp; operations.</p>	<p>Board of Education; standards for the maintenance and operations, renovation, and new construction of public elementary and secondary school buildings. Requires the Board of Education to make recommendations to the General Assembly for amendments to the Standards of Quality to establish standards for the maintenance and operations, renovation, and new construction of public elementary and secondary school buildings. The bill requires such recommendations to include standards for the percentage of the current replacement value of a public school building that a school board should budget for the maintenance and operations of the building and such other standards as the Board deems appropriate. The bill also requires the Board to solicit the input of relevant stakeholders and the public in developing such recommendations. Finally, the bill requires the Board to submit its recommendations to the Chairmen of the House Committee on Education and the Senate Committee on Education and Health no later than July 1, 2024.</p>

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	This bill is a recommendation of the Commission on School Construction and Modernization.
SB 1146: Epinephrine; policies for possession & administration at early childhood care, etc.	Policies for the possession and administration of epinephrine at early childhood care and education entities; scope. Limits, in the context of early childhood care and education entities, the requirement for the implementation of policies for the possession and administration of epinephrine to child day centers. Under current law, such requirement applies to all early childhood care and education entities, which include child day centers, family day homes, and family day systems serving children younger than the age of five. The bill also requires the Board of Education to amend its regulations to require each family day home provider or at least one other caregiver employed by such provider in the family day home to be trained in the administration of epinephrine and to notify the parents of each child who receives care in such family day home whether the provider stores an appropriate weight-based dosage of epinephrine in the residence or home in which the family day home operates. This bill is identical to HB 2140.
SB 1175: Student literacy measures; scope, students in grades four through eight.	Student literacy measures; scope; students in grades four through eight. Expands several provisions of the Virginia Literacy Act, enacted during the 2022 Regular Session of the General Assembly, effective with the 2024–2025 school year, and currently applicable to students in kindergarten through grade three, to students in grades four through eight, including (i) requiring each local school board to provide a program of literacy instruction to such students that is aligned with science-based reading research and provides evidenced-based literacy instruction; (ii) requiring each local school board to provide reading intervention services to such students who demonstrate substantial deficiencies based on their individual performance on the Standards of Learning reading assessment or a literacy screener provided or approved by the Department of Education; (iii) permitting the reading plan required for certain students in grades six through eight to include a literacy course, in addition to the course required by the Standards of Learning in English, that provides the specific evidence-based literacy instruction identified in such plan; (iv) requiring the Department to develop a list of core literacy curricula, supplemental instruction practices and programs, and intervention programs that consist of evidence-based literacy instruction aligned with science-based reading research for such students; (v) requiring each local school board to employ one reading specialist for each 550 students in kindergarten through grade five and for each 1,100 students in grades six through eight; (vi) requiring the Board of Education to provide guidance on and each local school board to provide high-quality professional development and training in science-based reading research and evidence-based literacy instruction for certain middle school personnel; and (vii) requiring each divisionwide comprehensive plan to include a divisionwide literacy plan for such students.
SB 1215: Public elementary and secondary school teachers; calculations for competitive compensation.	Department of Education; stakeholder work group; competitive teacher pay; report. Requires the Department of Education to convene a stakeholder work group no later than August 15, 2023, to consider and make recommendations no later than November 1, 2023, on the appropriateness, feasibility, potential fiscal impact, and potential unintended consequences of certain definitions for and calculations of competitive teacher pay.
SB 1253: Student assessment results; availability to teachers, parents, principals, and other school leaders.	Certain student assessment results; availability. Requires each school board to provide teachers, parents, principals, and other school leaders with their students' results on any Standards of Learning assessment or Virginia Alternate Assessment Program assessment as soon as practicable after the assessment is administered. This bill is identical to HB 2225.
SB 1277: High school students; academic credit for certain work experience and fine arts programs.	High school students; academic credit for certain work experience and fine arts programs; guidelines. Directs the Board of Education to develop guidelines and policies permitting any high school student in grades 11 and 12 to earn one-half standard unit of credit per semester for employment in certain fields or industries or participation in certain fine arts programs in which such student works or participates a certain minimum number of hours per week for each week of the semester, as determined by the Board. The bill requires the Board to collaborate with and seek input from the Coordinator of Fine Arts for the Department of Education and a representative from the Virginia Coalition for Fine Arts

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	Education in developing and implementing guidelines and policies for awarding academic credit for participation in certain fine arts programs.
SB 1281: Passport dual enrollment courses; course credit, guidelines.	Board of Education; Passport dual enrollment courses; course credit; guidelines. Directs the Board of Education to develop guidelines for prioritizing to the maximum extent practicable dual enrollment programs, including the Passport Program, the Uniform Certificate of General Studies Program, the New Economy Workforce Credential Grant Program, and other courses that allow high school students to receive credit toward the completion of an undergraduate course, degree, or credential offered in the Virginia Community College System. The bill provides that such guidelines shall include recommendations on how to direct prioritization of funding to such programs. The bill requires the Department of Education to convene a stakeholder work group, consisting of representatives from the Virginia Education Association, the Virginia Association of School Superintendents, and the local school boards, to make recommendations on policies for the prioritization of such dual enrollment programs and requires such recommendations to be submitted to the Chairmen of the House Committee on Education and the Senate Committee on Education and Health by November 1, 2024. The bill has a delayed effective date of July 1, 2024.
SB 1289: Virginia Retirement System; return to employment, report.	Virginia Retirement System; return to work. Reduces from 12 to six the number of months for the required break in service for a teacher, bus driver, school administrator, or school security officer to return to work full time and continue to receive his pension under the Virginia Retirement System (VRS). The bill adds specialized student support positions to the list of employees that may return to work with a six-month break in service and specifies that the employer shall include such employees' compensation in membership payroll for purposes of the employer contributions to VRS. The bill has an expiration date of July 1, 2028, for the reduction of the required break in service for all classes of employees. Finally, the bill requires VRS to submit a report regarding options for employing certain enumerated positions part-time during the required six-month break in service period.
SB 1300: Trauma Learning Modules; DOE & VTSS-RIC to make modifications.	Department of Education; Virginia Tiered Systems of Supports Research and Implementation Center; Trauma Learning Modules; modifications; report. Directs the Department of Education to collaborate with the Virginia Tiered Systems of Supports Research and Implementation Center (VTSS-RIC) to modify the existing Trauma Learning Modules provided by VTSS-RIC to incorporate (i) the definitions of "childhood trauma" and "trauma-informed" provided in the bill and (ii) information and guidance on concepts including (a) the impacts of childhood trauma on a child's physical, emotional, and behavioral development and health; (b) the importance of mental health and wellness; (c) how to foster a trauma-informed classroom environment; (d) how to recognize the signs of childhood trauma in students; (e) how to respond when a student informs a teacher of a traumatic experience or exhibits signs that such student has had a traumatic experience; and (f) when and how to contact support services or other resources outside the classroom to ensure any student who has experienced trauma receives the necessary support. The bill requires the Department and the VTSS-RIC to provide the report required pursuant to the bill to the Governor and the General Assembly by November 1, 2023.
SB 1329: Virginia Parent Data Portal; Board of Education to create and maintain, report.	Board of Education; creation and maintenance of Virginia Parent Data Portal; report. Requires the Board of Education, on or before July 1, 2025, to create and maintain the Virginia Parent Data Portal that, among other things, (i) displays individualized student assessment data on all state-supported assessments, as that term is defined in the bill, (a) in a format that shows both current and cumulative data over time and (b) within 45 days of a state-supported assessment window closing for each state-supported assessment; (ii) provides a description of the purpose of each state-supported assessment, an explanation of how to interpret student data on each state-supported assessment, and a comparison of a student's performance on each state-supported assessment with the performance of the student's school, the student's school division, and the Commonwealth; (iii) is viewable from a mobile device in addition to a desktop computer; and (iv) provides functionality to enable school division personnel to manage and restrict user access to students and their parents.



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	<p>The bill requires the Board and the Department of Education to provide certain guidance and technical assistance to local school divisions on professional development for principals and teachers in parent engagement on and interpretation of student assessment data available through the Portal and requires each school board to annually provide high-quality professional development to principals and teachers on such topics. The foregoing provisions of the bill do not become effective unless reenacted by the 2024 Session of the General Assembly.</p> <p>Finally, the bill establishes a work group for the purpose of advising the Board of Education on the criteria for and the process of procuring the goods and services necessary to implement the Portal and requires such work group to submit a report containing its findings and any recommendations to the Board of Education and the General Assembly no later than November 1, 2023. This bill is identical to HB 1629.</p>
<p>SB 1359: Public elementary and secondary schools; threat assessment team members, training requirement.</p>	<p>Public elementary and secondary schools; threat assessment team members; training requirement. Requires new threat assessment team members at each public elementary and secondary school to complete initial threat assessment training and all threat assessment team members to complete refresher training every three years.</p>
<p>SB 1404: School Readiness Committee; renaming as Commission on Early Childhood Care and Education.</p>	<p>School Readiness Committee; renaming as Commission on Early Childhood Care and Education; purpose; membership; powers and duties. Renames the School Readiness Committee as the Commission on Early Childhood Care and Education and makes several changes to the Commission, including adjusting its purpose, increasing and adjusting its membership, and establishing eight enumerated powers and duties for the Commission. This bill is identical to HB 1423.</p>
<p>SB 1430: English language learner students; reducing barriers to access paid-work based learning experiences.</p>	<p>Department of Education; work group on reducing barriers to access to paid work-based learning experiences for English language learner students. Requires the Department of Education to convene a stakeholder work group to make recommendations on reducing barriers to and improving the access of paid work-based learning experiences for English language learner students.</p>
<p>SB 1453: Public elementary and secondary schools; automated external defibrillators required.</p>	<p>Public elementary and secondary schools; automated external defibrillators required. Requires each local school board to develop a plan for the placement, care, and use of an automated external defibrillator in every public elementary and secondary school in the local school division and to place an automated external defibrillator in every public elementary and secondary school in the local school division. Under current law, such a plan is optional and there is no requirement for each school board to place an automated external defibrillator in every public elementary and secondary school in the local school division. Finally, the bill requires the Department of Education to compile and make publicly available on its website by August 1, 2024 a list of available public and private programs, grants, or funding sources for fulfilling the requirements of the act.</p>
<p>SB 1479: Virginia Retirement System; return to work, hiring retired teachers, bus drivers, etc.</p>	<p>Virginia Retirement System; return to work. Reduces from 12 to six the number of months for the required break in service for a teacher, bus driver, school administrator, or school security officer to return to work full time and continue to receive his pension under the Virginia Retirement System (VRS). The bill adds specialized student support positions to the list of employees who may return to work with a six-month break in service and specifies that the employer shall include such employees' compensation in membership payroll for purposes of the employer contributions to VRS. The bill has an expiration date of July 1, 2028, for the reduction of the required break in service period for all classes of employees. Finally, the bill requires VRS to submit a report regarding options for employing certain enumerated positions part-time during the required six-month break in service period.</p>
<p>SB 1498: Brown v. Board of Education</p>	<p>Brown v. Board of Education Scholarship Program; extension of eligibility. Extends eligibility for the Brown v. Board of Education Scholarship Program to the lineal and</p>

BILL	SUMMARY
Scholarship Program; extension of eligibility.	collateral descendants of persons who were residing in jurisdictions in Virginia in which the public schools were closed to avoid desegregation between 1954 and 1964 and whose educations were affected by the school closings. Currently, only persons who resided in such jurisdictions at the time of the school closings are eligible for the program. This bill is identical to HB 1419.
SB 1546: Restaurants; clarifies definition.	Department of Health; definition of restaurant; emergency. Adds any place or operation that prepares or stores food for distribution to child or adult day care centers or schools, regardless of whether the receiving day care center or school holds a restaurant license, to the definition of "restaurant" as it applies to Title 35.1 (Hotels, Restaurants, Summer Camps, and Campgrounds). The bill has an emergency clause.

Source: Virginia Department of Education<sup>106</sup>

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<sup>106</sup> Chart contents obtained verbatim through: "2023 Bills & Resolutions," Op. cit.

# ABOUT HANOVER RESEARCH

Hanover Research provides high-quality, custom research and analytics through a cost-effective model that helps clients make informed decisions, identify and seize opportunities, and heighten their effectiveness.

## OUR SOLUTIONS

### ACADEMIC SOLUTIONS

- **College & Career Readiness:**  
Support on-time student graduation and prepare all students for post-secondary education and careers.
- **Program Evaluation:**  
Measure program impact to support informed, evidence-based investments in resources that maximize student outcomes and manage costs.
- **Safe & Supportive Environments:**  
Create an environment that supports the academic, cultural, and social-emotional needs of students, parents, and staff through a comprehensive annual assessment of climate and culture.

### ADMINISTRATIVE SOLUTIONS

- **Family and Community Engagement:**  
Expand and strengthen family and community relationships and identify community partnerships that support student success.
- **Talent Recruitment, Retention & Development:**  
Attract and retain the best staff through an enhanced understanding of the teacher experience and staff professional development needs.
- **Operations Improvement:**  
Proactively address changes in demographics, enrollment levels, and community expectations in your budgeting decisions.

## LEADERSHIP SOLUTION

Build a high-performing administration that is the first choice for students, parents, and staff.

## OUR BENEFITS



### EXPERT

200+ analysts with multiple methodology research expertise



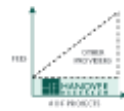
### FLEXIBLE

Ongoing custom research agenda adapts with organizations' needs



### DEDICATED

Exclusive account and research teams ensure strategic partnership



### EFFICIENT

Annual, fixed-fee model shares costs and benefits



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