Trends

No Data Available

Legend:
✦ Increase, ✦ Decrease, ✦ Steady

Key Performance Areas

No Data Available

Productivity

No Data Available

Legend:
✦ Improving, ✦ Worsening,
✦ Maintaining

For more information on administrative key, and productivity measures, go to www.vaperforms.virginia.gov /agencylevel/index.cfm

Background & History

The Virginia Department of Education (VDOE) is the administrative agency for the commonwealth's public K-12 schools. VDOE provides the staff and other resources to implement the constitutional and statutory requirements placed on the Board of Education. The Board of Education and Superintendent of Public Instruction, in cooperation with their partners, develop policies and provide leadership that improve student achievement and prepare students to succeed in postsecondary education and the workplace.

Primary Product & Services

The staff of the Department of Education focus efforts on promoting leadership and service among administrators and educators who teach the children enrolled in Virginia's public schools. The department also provides resources and services that directly impact children and their schools, including:

• Distributing funds and providing assistance to school divisions in accounting, budget, pupil transportation, school nutrition programs, facilities and energy and procurement.
• Assisting school divisions in the design and implementation of instructional programs.
• Assisting the Board, the governor and the General Assembly in the development of legislation, regulations and policies that promote student achievement.
• Providing timely and accurate information about public education.
• Providing expertise and leadership regarding special education in professional development, parental involvement, and the interpretation of federal and state initiatives, policies, regulations and guidelines.
• Managing test development, administration, scoring and reporting of results for the various statewide assessment programs.
• Implementing regulations governing Virginia's approved education preparation programs and regulations for the licensure of school personnel.
• Providing a program of training, consulting services and current information to educators to enhance the use of educational technology and adult and career education.
• Providing training workshops, professional development and technical assistance related to school finances, facilities, pupil transportation, special education, instruction, assessment, teacher education and licensure, student support, school health, career and technical education, and technology issues.
• Reporting required data and information to state and federal officials.
• Managing and analyzing education data.

Customer Base

All Virginia residents are potential customers of the Department of Education's services through the department's work with public school officials in the 132 local school divisions in Virginia. Department staff members provide services for and respond to all inquiries and requests for information from sources including school personnel, potential teachers, parents, students, other state agencies, other states, professional/civic organizations, media, and political leaders.

The Weldon Cooper Center's Enrollment Projections for Virginia Public Schools, 2009-10 to 2014-15 indicates that enrollment in Virginia's public schools has increased steadily for the past ten years, and projections for the next five years indicate this trend will continue. Most enrollment growth will be confined to the elementary grades, and growth in a relatively small number of metropolitan and suburban school divisions. Many urban and rural divisions in Virginia are losing enrollment.

The challenges for our public schools become more acute in light of Virginia's changing demographics. The Limited English Proficient (LEP) population has almost doubled since 2003, and the number of economically disadvantaged students has grown significantly.

Customer Listing

No Data Available

Key Agency Statistics

The following statistics provide a comprehensive snapshot of the magnitude and range of the Department of Education's services for the 2011-2012 school year.

Finances

The Department of Education is funded through both General Fund and Nongeneral Fund sources. These funds support the Department of Education and Board of Education's Central Office Operations, and do not include approximately $6.7 billion in Direct Aid to Public Education funds, which are transferred directly to localities and grant recipients. In addition, the FY 2013 appropriation for Nongeneral Fund - Federal Trust includes approximately $11.9 million in statewide data systems and school improvement grants funded by one-time federal grants.

The Central Office Operations funds support the activities of the Department of Education, which include the Superintendent of Public Instruction, special education and student services, school improvement, school nutrition, pupil transportation, teacher licensure and education, technology, accounting, budgeting, and policy services.

Fund Sources

No Data Available

Revenue Summary Statement

The Department of Education's revenues listed in the Revenue Collection Table consist primarily of federal grants and special fund revenue collections. Significant sources of federal grant funds include Title I, Individuals with Disabilities Education Act (Special Education), Perkins Act (Career and Technical Education), Longitudinal Data Systems Expansion, state assessment grant, and school nutrition programs. Federal grant revenue helps provide the resources necessary for the Department of Education to operate various federal programs, administer the Standards of Learning testing program, and develop and maintain the statewide longitudinal data system. Special fund revenue collected by the Department of Education primarily assist in operating the Office of Teacher Licensure and Education, various summer Governor's School programs, and the Virtual Virginia online learning program.

Key Risk Factors

Several factors will have a significant impact on the agency over the next several years.

The demographic of the aging state workforce provides challenges in maintaining institutional knowledge and expertise within the agency. School divisions also face challenges in hiring qualified educators in certain critical subject areas, and to work in hard-to-staff schools. Additionally, the agency has limited staff and budget resources; however, expectations by stakeholders, federal mandates, and the need for technical assistance to local school divisions, continues to increase. As state and local revenues are slow to recover, school divisions also struggle to balance significant budget cuts the last several years with increased expectations and accountability.

The Board of Education has also identified several challenges facing public education:

- Raising the rigor of Virginia's academic standards to reflect the Board's focus on college and career readiness, while maintaining public understanding and support as schools strive to meet those higher standards, will be challenging. There may be further

declines in accreditation, as schools implement more rigorous SOLs and SOL tests, as evidenced by mathematics this year, which will be followed by English and science during 2012-2013.
- Virginia, as other states, has a long way to go to eliminate achievement gaps among subgroups of students. Family income, race, and other demographic factors remain too strong an indicator of passing rates on SOL tests, high school graduation rates, and other measures of academic success.
- A small but significant number of schools remain chronically low-performing by state and federal standards. Improving these schools and better serving the children who attend them will require focus, perseverance, resources, and teamwork.

Performance Highlights

A multitude of factors can impact students' learning, from unhealthy behaviors to high poverty or poor nutrition. In addition, it will take years for the impact of many of the actions taken by the Department and the Board to be seen in achievement measures. Therefore, measures related to student outcomes should be considered over time. There are several key indicators of student outcomes that provide critical information on the successes and challenges our schools face.

Performance Measures

Management Discussion & Analysis

General Information about the Ongoing Status of the Agency

In addition to the day to day services provided by the Department of Education, the agency provides for implementation of many of the Governor's and General Assembly's priorities related to K-12 education. The Department will provide guidance to the Board as it performs comprehensive reviews of the Standards of Accreditation, and regulations governing school personnel, teacher education programs, and the employment of professional personnel. The Department will also continue its focus on providing educational options for students, including public charter schools, college partnership laboratory schools, virtual learning options, and Science, Technology, Engineering, and Mathematics (STEM) opportunities for students.

The Department will also assist the Board of Education in addressing its goals as articulated in the Board's Comprehensive Plan: 2012-2017, including:

- Accountability for Student Learning
- Rigorous Standards to Promote College and Career Readiness
- Expanded Opportunities to Learn
- Nurturing Young Learners
- Highly Qualified and Effective Educators
- Sound Policies for Student Success
- Safe and Secure Schools

Information Technology

The Virginia Department of Education has a strong information management program that is supported by a Systems Development Life Cycle, a Database Architecture, Information Architecture, and Information Security program. These elements of information management work together to ensure that education data collected and reported by the Department of Education are of the highest possible quality.

The Office of Educational Information Management collects, processes, and reports educational information that enables the Department of Education to meet the reporting requirements of state and federal laws and regulations, and support Virginia's education research agenda.

Virginia began establishing a statewide longitudinal data system in 2002. Since that time, the system has evolved significantly to enable the Commonwealth to meet state and federal reporting requirements while providing significant data and information to educators throughout the Commonwealth and to the public. The Virginia Department of Education, in partnership with the Office of the Governor, the State Council of Higher Education, the Virginia Community College System, the Virginia Employment Commission, the Virginia Information Technologies Agency, and Virginia's workforce agencies, received a substantial longitudinal data systems grant from the United States Department of Education. The grant funded development of the Virginia Longitudinal Data System (VLDS). The VLDS provides state policy makers, authorized researchers, and citizens with access to educational and workforce training date from multiple sources while protecting the privacy of Virginia students.

The agency is currently involved in implementing the data collection and reporting requirements of the American Recovery and Reinvestment Act as they relate to agency requirements and school division reporting mandate. Federal laws such as the Elementary and Secondary Education Act and the Individuals with Disabilities Education Improvement Act also have significant data reporting requirements for the agency which are in turn passed on to school divisions. The agency also struggles to respond to an increasing demand for education data and a backlog of requests for system development.

Workforce Development

The demographic of the aging agency workforce provides challenges in maintaining institutional knowledge and expertise within the agency. Effective July 1, 2013, approximately 30 percent of the Department of Education' s workforce will be eligible to retire with unreduced benefits. Many of these employees are in supervisory or management roles. This challenge is compounded by position reducation and the hiring freeze experienced by many state agencies. With limited staff and increasing expectations due to federal and state mandates, the agency is stretched to capacity.

As a strategy to manage reduced staff resources, the Department of Education' s Risk Management and Internal Controls Program stresses that managers cross-train for critical business functions by developing up-to-date written documentation to support critical functions and to adequately train backup personnel. In some situations it is difficult to schedule time for training backup personnel because staff time is spent on keeping workload current.

Physical Plant

The Department of Education leases several floors of office, utility, and storage/warehouse space in the James Monroe Building from the Department of General Services. The agency has reduced non-office space the last several years as part of its budget reductions, but also acquired additional office space to accommodate office reorganizations and to provide more space for employees. Even with this additional space, most employee office, storage, and utility spaces are smaller than those of other agencies in the building. Many of the office cubicles are over 30 years old, and carpet and other furnishings need replacement. Efforts will be made to provide improved space for employees as resources allow. Any improvements are funded with unexpended agency balances saved for this purpose. The agency is modernizing its teleproduction studio with new web-enabled equipment that requires less space than older production equipment. As funding allows, the agency is installing security doors on each floor to better secure employees and sensitive records.