

Tuesday, March 19, 2024 at 17:44:50 Eastern Daylight Time

Subject: FW: Responsive records and invoice in VA-DOE-24-0011
Date: Tuesday, March 19, 2024 at 3:37:53 PM Eastern Daylight Time
From: Mariuxi Pintado
To: AO Records
Attachments: Balow Letterhead.docx, interim30dayreportoninhere.pdf, Our-Commitment-to-Virginians - Final Report.pdf, African American History Elective Course edits (002).docx, Appendix of Actions 5.docx, VDOE News Release re Executive Order 1 Final Report.docx, final invoice.xlsx

From: Elizabeth Haddix <elizabeth.haddix@americanoversight.org>
Date: Tuesday, March 19, 2024 at 3:29 PM
To: Paralegals <paralegals@americanoversight.org>
Subject: Responsive records and invoice in VA-DOE-24-0011

****NOTE INVOICE ATTACHED TOO—and I'm not sure their math is right. Please check the amount on deposit we sent?**

Please process the attached production as responsive to VA-DOE-24-0011

Related Litigation: none

Response Status (Interim/Final): final

Response Type (Docs/NRR/Glomar/Rejection): documents

Legal Reviewer: Elizabeth

Lead Investigator: Nicholas

Many thanks-- and don't hesitate to reach out with questions,

Elizabeth

From: DOE - FOIA (DOE) <FOIA@doe.virginia.gov>
Date: Monday, March 18, 2024 at 6:07 PM
To: Elizabeth Haddix <elizabeth.haddix@americanoversight.org>
Subject: RE: : Virginia Freedom of Information Act Request (VA-DOE-24-0011)

EXTERNAL SENDER

Good afternoon,

All records prepared by or on behalf of, or received by, the Superintendent of Public Instruction, which consist of or pertain to the following:

- 1. Department of Education (“the Department”) policies that were “ended” pursuant to EO 1 because they “promoted inherently divisive concepts;”**
- 2. Materials that have been removed or eliminated pursuant to EO 1 because they “promote[d] or endorse[d] divisive or inherently racist concepts;”**
- 3. Changes to the Department’s Cultural Competency Training made pursuant to EO 1;**
- 4. The Superintendent’s recommendations on model professional development and training regarding engaging students on important civics and historical issues;**
- 5. All changes made to Superintendent’s Memo #050-19 pursuant to EO 1;**
- 6. All changes made to the Commonwealth of Virginia’s public education curriculum pursuant to EO 1;**
- 7. All changes made to the “EdEquityVA” and Governor’s School programs pursuant to EO 1; and**

The Superintendent’s reports submitted to the Governor and Secretary of Education as required by EO 1’s numbered paragraph 9

Please see the attached records responsive to this request as well as the final invoice for this request.

Thank you,
VDOE FOIA Officer

From: DOE - FOIA (DOE) <FOIA@doe.virginia.gov>
Sent: Monday, March 11, 2024 11:25 AM
To: Elizabeth Haddix <elizabeth.haddix@americanoversight.org>
Subject: RE: : Virginia Freedom of Information Act Request (VA-DOE-24-0011)

Good morning,

This email is in response to your recent FOIA request. The VDOE is currently processing and reviewing records responsive to your recent FOIA request. Due to high volume of key staff commitments, we would like to negotiate additional time to fulfill this request. We would like to propose a new due date of March 18, 2024 for this request. Thank you for your patience.

Thank you,
VDOE FOIA Officer

From: DOE - FOIA (DOE) <FOIA@doe.virginia.gov>
Sent: Thursday, February 29, 2024 3:29 PM
To: Elizabeth Haddix <elizabeth.haddix@americanoversight.org>
Subject: RE: : Virginia Freedom of Information Act Request (VA-DOE-24-0011)

Good afternoon,

This email is in response to your FOIA request. The VDOE anticipates that it will not be practically possible to provide the requested records within the five-work-day period allowed by FOIA due to staff commitments; therefore, we are invoking the additional seven working days allowed by Section 2.2-3704 B.4 of the Virginia FOIA. The VDOE's revised due date to respond is March 11, 2024.

Thank you,
VDOE FOIA Officer

From: DOE - FOIA (DOE) <FOIA@doe.virginia.gov>
Sent: Friday, February 2, 2024 2:40 PM
To: Elizabeth Haddix <elizabeth.haddix@americanoversight.org>
Subject: RE: : Virginia Freedom of Information Act Request (VA-DOE-24-0011)

Good afternoon,

I am writing in response to your FOIA request emailed on **1/16/2024** and received the following business day.

VDOE staff has determined that it will take approximately **(38)** hours for staff to **search, review, and redact the requested document**. VDOE policy provides that a \$25.00 per hour fee shall be assessed for staff time to respond to FOIA requests and waives the first \$25.00 of charges. Therefore, your total estimated cost to respond to this request would be \$(**925.00**). Our policy, consistent with Section 2.2-3704 H of the Virginia FOIA, requires a fifty percent advance deposit for requests likely to exceed \$200.00. In order to proceed with your request for records, we will require a deposit of \$(**462.50**). Please do not pay the total estimated cost, only the deposit amount requested. You can mail this payment to:

Virginia Department of Education
Attn: Fiscal Services
Project Code 80155- FOIA Requests
PO Box 2120
Richmond, VA 23218

Thank you,



VDOE FOIA Officer

The information conveyed in this communication is intended for the use of the individual or entity named in the message or document, and may be legally privileged, confidential, and/or exempt from disclosure under applicable law. If you are not the intended recipient, then you have received it in error and are strictly prohibited from reading, copying, distributing, disseminating, or transmitting any of the information it conveys. If you received the communication in error, please destroy all electronic, paper, and other copies, and notify the sender of the error. Accidental transmission of this communication is not intended to waive any privilege or confidentiality protected under the Virginia Freedom of Information Act.

From: Elizabeth Haddix <elizabeth.haddix@americanoversight.org>

Sent: Monday, January 29, 2024 12:59 PM

To: DOE - FOIA (DOE) <FOIA@doe.virginia.gov>; AO Records <records@americanoversight.org>

Subject: : Virginia Freedom of Information Act Request (VA-DOE-24-0011)

Dear Ms. Robinson and Ms. Askew:

Thank you for your time on the phone last week. The information you provided helped me to craft language to narrow our request, which I hope will help reduce VDOE's January 18 cost estimate.

As we discussed (and as indicated in my email reply before our 2:00pm call on 1/25/2024), in light of the below- quoted specific provisions of Executive Order ("EO") 1 referencing the Superintendent of Public Instruction's obligations under the EO, our request can be narrowed to the following:

All records prepared by or on behalf of, or received by, the Superintendent of Public Instruction, which consist of or pertain to the following:

- 1. Department of Education (“the Department”) policies that were “ended” pursuant to EO 1 because they “promoted inherently divisive concepts;”**
- 2. Materials that have been removed or eliminated pursuant to EO 1 because they “promote[d] or endorse[d] divisive or inherently racist concepts;”**
- 3. Changes to the Department’s Cultural Competency Training made pursuant to EO 1;**
- 4. The Superintendent’s recommendations on model professional development and training regarding engaging students on important civics and historical issues;**
- 5. All changes made to Superintendent’s Memo #050-19 pursuant to EO 1;**
- 6. All changes made to the Commonwealth of Virginia’s public education curriculum pursuant to EO 1;**

7. **All changes made to the “EdEquityVA” and Governor’s School programs pursuant to EO 1; and**
8. **The Superintendent’s reports submitted to the Governor and Secretary of Education as required by EO 1’s numbered paragraph 9.**

As stated in our Jan. 16 request, the date range for these records is **Jan. 15, 2022 through the date of search.**

I look forward to hearing from you soon regarding the cost estimate in light of the above terms. As always, feel free to call me at the below number to discuss.

Best regards,

Elizabeth

Elizabeth Haddix | she/hers
Senior Counsel | American Oversight
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African American History Elective Course

Suggested Revisions in regard to Executive Order One (2022)

August 2023

[Executive Order One \(2022\)](#): For the purposes of this Executive order “inherently divisive concepts” means advancing any ideas in violation of Title IV and Title VI of the Civil Rights Act of 1964, including, but not limited to of the following concepts (i) one race, skin color, ethnicity, sex, or faith is inherently superior to another race, skin color, ethnicity, sex, or faith; (ii) an individual, by virtue of his or her race, skin color, ethnicity, sex or faith, is racist, sexist, or oppressive, whether consciously or subconsciously, (iii) an individual should be discriminated against or receive adverse treatment solely or partly because of his or her race, skin color, ethnicity, sex or faith, (iv) members of one race, ethnicity, sex or faith cannot and should not attempt to treat others as individuals without respect to race, sex or faith, (v) an individual's moral character is inherently determined by his or her race, skin color, ethnicity, sex, or faith, (vi) an individual, by virtue of his or her race, skin color, ethnicity, sex, or faith, bears responsibility for actions committed in the past by other members of the same race, ethnicity, sex or faith, (vii) meritocracy or traits, such as a hard work ethic, are racist or sexist or were created by a particular race to oppress another race. The full text of EO1 can be found [here](#).

	Location	Content	Action Taken	Rationale
Course Map				
1.	p. 6	Equity and Culturally Responsive Teaching Practices	<ul style="list-style-type: none"> Rename: Best Practices Remove all references to EdEquityVA and Design Principles outlined in the Five Ways a Culturally Responsive Curriculum Impacts the Student Experience. 	Identified by the SOPI as policies, programs, training or curricula that fall within the definition of divisive concepts. (Interim Report to the Governor 2/22)
2.	p. 7	<ul style="list-style-type: none"> Competencies and Outcomes: Don't forget about the Joy! 	<ul style="list-style-type: none"> Revise #2 by removing a and b. Remove: <i>Black joy is an extension of agency, resistance, and perseverance. Its purpose is to counter the acts of white oppression and power. Black joy is a liberation and radical project that defied oppressive structures of the time.</i> 	EO1: (ii) an individual, by virtue of his or her race, skin color, ethnicity, sex or faith, is racist, sexist, or oppressive, whether

	Location	Content	Action Taken	Rationale
				consciously or subconsciously,
3.	p.9	Talking about Race and Racism	<ul style="list-style-type: none"> • Content to Explore: Remove Implicit bias and stereotypes. • Learning Objectives: Revise <ul style="list-style-type: none"> ○ distinguish between intent and impact and reflect on what it means in the context of class discussions. ○ describe how stereotypes inform our implicit ○ biases and how implicit bias impacts our interactions. • Resources to Consider: <ul style="list-style-type: none"> ○ Delete: Talking About Race and Racism Sample Lesson ○ Fix Broken Link: Ten Tips for Facilitating Classroom Discussions on Sensitive Topics 	Items contained within the article’s content deemed in violation of E01 by SOPI. (Interim Report to the Governor 2/22)
4.	p. 10	The Size of Africa	<ul style="list-style-type: none"> • Learning Objectives: Remove <ul style="list-style-type: none"> ○ analyze various maps that show Africa as smaller than other areas, even though in reality it is much, much larger. ○ identify, describe, and create graphic representations of physical features, locations, and contributions of the societies of West Africa and their interactions. 	Redundant with existing learning objectives.
5.	p. 12	Evolution of Racism in America	<ul style="list-style-type: none"> • Topic: Evolution of Racism in America <ul style="list-style-type: none"> ○ Revise to read: Codification of American Slavery • Learning Objectives: <ul style="list-style-type: none"> ○ explore the early colonial laws of Virginia to draw conclusions and make inferences regarding the rise of racism in America using institutions, such as slavery, as the mechanism of enforcement. ○ Revise to read: explore the early colonial laws of Virginia to draw conclusions and make inferences regarding discriminatory practices in America and using institutions such as slavery as the mechanism of enforcement. ○ view, read, and listen to a variety of sources to determine what is explicit (bias) and make logical inferences from it. 	EO1: (ii) an individual, by virtue of his or her race, skin color, ethnicity, sex or faith, is racist, sexist, or oppressive, whether consciously or subconsciously,

	Location	Content	Action Taken	Rationale
			<ul style="list-style-type: none"> ○ Revise to read: view, read, and listen to a variety of sources to determine and make logical inferences about the author's purpose and audience of the information source. 	
6.	Online Module 1	1.2 Introduction: Africans and British North America	<ul style="list-style-type: none"> ● Introduction - Warm-up: Paragraph 3 <ul style="list-style-type: none"> ○ Even though race is not a biological reality, it has been an important aspect of American history. Racism has shaped the public and private institutions in the United States. There is a connection between race and discrimination. ○ Revise to read: Even though race is not a biological reality, it has been an important aspect of American history. There is a connection between race and discrimination. 	
7.	p.13	Tobacco and Colonial Virginia	<ul style="list-style-type: none"> ● Learning Objectives: <ul style="list-style-type: none"> ○ Combine learning objectives: <ul style="list-style-type: none"> ▪ analyze featured sources focused on tobacco production and the treatment of enslaved workers on plantations. and ▪ consider economic decisions of their own. ○ Revise to read: analyze featured sources focused on tobacco production to understand the economic decisions of the plantation owners and the treatment of enslaved Blacks cultivating tobacco. 	Clarity
8.	p.13	Slavery as a Form of Racialized Social Control	<ul style="list-style-type: none"> ● Content to Explore <ul style="list-style-type: none"> ○ Remove . . . and the birth of white privilege. ● Learning Objectives: <ul style="list-style-type: none"> ○ explain how categories of race were socially constructed as a method of controlling slaves and perpetuating the institution of chattel slavery and white supremacy. ○ Revise to read: explain how race was used as a method of controlling enslaved people and perpetuate the institution of chattel slavery. ○ describe how slavery was maintained by systematically preventing white and black members of poor and lower classes from forming alliances. ○ Revise to read: discuss how the institution of slavery was utilized to prevent the poor blacks and whites from forming alliances. 	<p>E01: (iv) members of one race, ethnicity, sex or faith cannot and should not attempt to treat others as individuals without respect to race, sex or faith,;</p> <p>E01: (vii) meritocracy or traits, such as a hard work ethic, are racist or sexist or were created by a particular race to oppress another race.</p>

	Location	Content	Action Taken	Rationale
			<ul style="list-style-type: none"> ○ ask and answer their own text-dependent questions to recognize multiple perspectives and uncover assumptions and biases within a text. ○ Revise to read: construct text-dependent questions to identify multiple perspectives within a text. ● Resources to Consider <ul style="list-style-type: none"> ○ Remove: Book excerpt: Chapter 1: The Rebirth of Caste from The New Jim Crow by Dr. Michelle Alexander (pgs. 1 -2) 	
9.	p.15	Rebellion, Revolution, and “Freedom Fever” (1730s – 1830s)	<ul style="list-style-type: none"> ● Learning Objectives: <ul style="list-style-type: none"> ○ evaluate and discuss the white fears and black resistance in the American South due to the Haitian Revolution in Saint-Domingue. ○ Revise to read: evaluate and discuss the fear and resistance in the American South due to the Haitian Revolution in Saint-Domingue. 	Clarity
10.	p.16	Domestic Trade of the Enslaved in Richmond	<ul style="list-style-type: none"> ● Learning Objectives: <ul style="list-style-type: none"> ○ gain an understanding of the slave trade, the sites where people were bought and sold in Richmond, imagine what they recognize the significant physical footprint of slave trading in its commercial district. ○ Revise to read: gain an understanding of the slave trade in Richmond, VA and the significant physical footprint of slave trading in its commercial district. ○ explore how African American agency differed from that of White abolitionists when confronting slavery. ○ Revise to read: explore the impact the creation of organizations such as the Free African Society, the Colored Convention Movement, the American Moral Reform Society, and Black Nationalism had on the agency of enslaved and enslaved Blacks and the abolition of slavery. 	Clarity
11.	Online Module 3	Civil War (1861 – 1865)	<ul style="list-style-type: none"> ● The Bureau of Colored Troops <ul style="list-style-type: none"> ○ Paragraph 3: The U.S. government and the Union Army recognized that free and liberated black soldiers were needed to win the war. Despite this, black 	

	Location	Content	Action Taken	Rationale
			<p>soldiers faced racial oppression and discrimination within the Union Army. Black soldiers were paid less than white soldiers with a similar rank.</p> <ul style="list-style-type: none"> ○ Revise to read: The U.S. government and the Union Army recognized that free and liberated black soldiers were needed to win the war. Despite this, black soldiers faced racial oppression and discrimination within the Union Army. Black soldiers were paid less than white soldiers with a similar rank. 	
12.	Online Module 3	Reconstruction (Presidential and Congressional) Social and Economic Transformations Resulting from the Civil War	<ul style="list-style-type: none"> ● Introduction <ul style="list-style-type: none"> ○ Paragraph 1: At the end of the Civil War, African Americans faced a variety of circumstances in the United States. After centuries of enslavement, new amendments to the Constitution outlawed the institution of slavery. They also granted African Americans citizenship and the right to vote. Yet, the re-entry of the Southern states to the United States helped solidify the cruel policies of the “Jim Crow” era and institutional racism. ○ Revise to read: At the end of the Civil War, African Americans faced a variety of circumstances in the United States. After centuries of enslavement, new amendments to the Constitution outlawed the institution of slavery. They also granted African Americans citizenship and the right to vote. Yet, the re-entry of the Southern states to the United States helped solidify the cruel policies of the “Jim Crow” era and discriminatory practices. 	
13.	Online Module 3	Reconstruction (Presidential and Congressional) Social and Economic Transformations Resulting from the Civil War	<ul style="list-style-type: none"> ● Virginia Reconstruction <ul style="list-style-type: none"> ○ Throughout the convention, delegates who supported African American rights and suffrage faced harassment and attack. Opponents wrote articles in newspapers and distributed political pamphlets to incite white fears. ○ Revise to read: Throughout the convention, delegates who supported African American rights and suffrage faced harassment and attack. Opponents wrote articles in newspapers and distributed political pamphlets to incite fears. 	
14.	Online Module 3	Reconstruction (Presidential and Congressional) Social and Economic Transformations	<ul style="list-style-type: none"> ● Slaughter-House Cases <ul style="list-style-type: none"> ○ The Supreme Court ruled that the Fourteenth Amendment addressed rights at the federal level only. Their ruling did not protect these same rights at the state level. Using this rationale, mostly-white legislatures in the South created restrictive laws for African Americans. 	

	Location	Content	Action Taken	Rationale
		Resulting from the Civil War	<ul style="list-style-type: none"> ○ Revise to read: The Supreme Court ruled that the Fourteenth Amendment addressed rights at the federal level only. Their ruling did not protect these same rights at the state level. Using this rationale, state legislatures in the South created restrictive laws for African Americans. 	
15.	p. 18	Slavery by Another Name	<ul style="list-style-type: none"> • Topic: <ul style="list-style-type: none"> ○ Revise to read: The Peonage System • Learning Objectives: <ul style="list-style-type: none"> ○ compare and contrast post-Civil War and contemporary labor systems and analyze present-day employment rates for African Americans. ○ Revise to read: Compare post-Civil War and contemporary labor systems and discuss the impact on post-Civil War and contemporary employment rates. ○ understand the historical, political, and economic context behind the forced labor systems enacted after the Civil War and how those labor systems helped to build the foundation for the industrialization of the South. ○ Revise to read: Investigate the labor system that built the industrialization of the south. ○ Remove: Select a media article and discuss how statistics are limited in telling the entire story. 	Clarity
16.	Online Module 3	Season of Hope – The Legal and Social Status of African Americans	<ul style="list-style-type: none"> • The Rise of “Jim Crow” <ul style="list-style-type: none"> • Throughout the nineteenth and early twentieth centuries, racist caricatures increased throughout American culture. They appeared in children's books, cartoons, dolls, and decorative objects. Companies used racist caricatures to brand and sell a variety of products. Using these images to portray African Americans helped nationalize the concept of white superiority, sometimes subtly and sometimes very blatantly. • Revise to read: Throughout the nineteenth and early twentieth centuries, racist caricatures increased throughout American culture. They appeared in children's 	

	Location	Content	Action Taken	Rationale
			books, cartoons, dolls, and decorative objects. Companies used racist caricatures to brand and sell a variety of products. Using these images to portray African Americans helped nationalize the concept of white superiority, sometimes subtly and sometimes very blatantly.	
17.	Online Module 3	Season of Hope – The Legal and Social Status of African Americans	<ul style="list-style-type: none"> • Plessy v. Ferguson <ul style="list-style-type: none"> ○ By 1877, the federal government had withdrawn its troops from the South, officially ending the era of Reconstruction. Many former Confederate officers had been elected to state legislatures as Democrats. The Ku Klux Klan had been disbanded and outlawed, but white supremacy was still present throughout the South. ○ Revise to read: By 1877, the federal government had withdrawn its troops from the South, officially ending the era of Reconstruction. Many former Confederate officers had been elected to state legislatures as Democrats. The Ku Klux Klan had been disbanded and outlawed, but racial violence and discriminatory practices were still present. 	
18.	Online Module 3	Season of Hope – The Legal and Social Status of African Americans	<ul style="list-style-type: none"> • Springfield Race Riot of 1908 • Many newspapers fed into racial tension as well. They reported sensationalized stories about African American criminals. They often portrayed African Americans as a dangerous threat to whites. African Americans were also scapegoated by racist white politicians. • Revise to read: Many newspapers fed into racial tension as well. They reported sensationalized stories about African Americans. They often portrayed African Americans as a dangerous threat to whites. African Americans were also incriminated by white politicians. 	
19.	Online Module 3	Season of Hope – The Legal and Social Status of African Americans	<ul style="list-style-type: none"> • The National Association for the Advancement of Colored People (NAACP) • The “Lost Cause” Narrative – Interactivity – <ul style="list-style-type: none"> ○ In this interactivity, you will explore the “Lost Cause” and understand how it continues to influence American society. ○ Revise to read: In this interactivity, you will explore the “Lost Cause” and understand its influence American society. 	
20.	p. 19	Marcus Garvey	<ul style="list-style-type: none"> • Learning Objectives: 	Clarity

	Location	Content	Action Taken	Rationale
			<ul style="list-style-type: none"> ○ Compare two different secondary sources and provide evidence of conflicting opinions of Marcus Garvey and the “Back to Africa” movement. ○ Revise to read: Select text and analyze the differing perspectives of Marcus Garvey. 	
21.	p. 19	Virginia, Eugenics, and Racial Integrity	<ul style="list-style-type: none"> ● Content to Explore: <ul style="list-style-type: none"> ○ Impact of white supremacy as social control of African Americans ○ Revise to read: Impact of the Eugenics movement on social structure of Virginia ● Learning Objectives: <ul style="list-style-type: none"> ○ Investigate and understand that the University of Virginia was an institution on the forefront of Eugenics movement and that the Commonwealth used this pseudo-science to control African Americans. ○ Revise to read: Investigate and describe the Eugenics movement and the Commonwealth used it. 	Clarity
22.	p. 21	Blackface: The Birth of an American stereotype	<ul style="list-style-type: none"> ● Learning Objectives: <ul style="list-style-type: none"> ○ explore a variety of sources to determine the driving force behind the creation of “American culture” that was replete with negative stereotypes about African Americans. ○ Revise to read: explore a variety of sources to determine the driving force behind the creation of negative stereotypes about African Americans ○ examine how these stereotypes correspond with political, legal, social and economic restrictions imposed by white society on the African American population. ○ Revised to read: examine how preconceived ideas about African Americans corresponded with political, legal, social and economic restrictions. 	Clarity
23.	p. 22	Redlining	<ul style="list-style-type: none"> ● Learning Objectives: ● Develop questions about the modern-day impact redlining continues to have on African Americans. 	E01: (vii) meritocracy or traits, such as a hard work ethic, are racist or sexist or were created by a

	Location	Content	Action Taken	Rationale
			<ul style="list-style-type: none"> • Revise to read: develop questions about the modern-day impact redlining had on African Americans 	particular race to oppress another race.
24.	Online Module 4	African Americans and U.S. Involvement in the World Wars (1914 - 1949)	<ul style="list-style-type: none"> • Nadir of Race Relations <ul style="list-style-type: none"> • White supremacists permeated federal, state, and local governments. Much of the progress made during Reconstruction had been undermined. "Jim Crow" laws oppressed African Americans in the South. The Ku Klux Klan reformed and was more influential than ever before. Lynchings and other violent attacks were common throughout the country. This racism threatened African Americans, American Indians, and immigrants. • White supremacists permeated federal, state, and local governments. Much of the progress made during Reconstruction had been undermined. "Jim Crow" laws oppressed African Americans in the South. The Ku Klux Klan reformed and was more influential than ever before. Lynchings and other violent attacks were common throughout the country. This racism threatened African Americans, American Indians, and immigrants. 	
25.	Online Module 4	African Americans and U.S. Involvement in the World Wars (1914 - 1949)	<ul style="list-style-type: none"> • Executive Order 8802 <ul style="list-style-type: none"> • Paragraph 4: African Americans dealt with discrimination outside of work as well. Racist whites did not want to live near African American families. • Revise to read: African Americans dealt with discrimination outside of work as well. Some whites did not want to live near African American families. 	
26.	p.22	The Social Construct of the Armed Forces	<ul style="list-style-type: none"> • Learning Objectives: <ul style="list-style-type: none"> ○ develop questions about the modern-day impact redlining continues to have on African Americans. ○ Revised to read: develop questions about the modern-day impact redlining on African Americans. ○ examine the impact of racialized policies in recognizing the activities and accomplishments of African Americans (male and female) during wartime activities. 	Clarity EO1: (vii) meritocracy or traits, such as a hard work ethic, are racist or sexist or were created by a particular race to oppress another race.

	Location	Content	Action Taken	Rationale
			<ul style="list-style-type: none"> ○ Revise to read: examine the impact of policies that restricted the recognition of activities and accomplishments of African Americans (male and female) for their wartime duties. 	
27.	p. 23	Post-World War II Black America	<ul style="list-style-type: none"> ● Learning Objectives: <ul style="list-style-type: none"> ○ analyze and explain the impact of how coming home to White supremacist customs and laws affected World War II veterans ○ Revise to read: analyze and explain how discriminatory practices affected World War II African American veterans 	E01: (vii) meritocracy or traits, such as a hard work ethic, are racist or sexist or were created by a particular race to oppress another race.
28.	Online Module 4	The Road to “Brown”	<ul style="list-style-type: none"> ● Overview ● Paragraph 1: Revise sentence <ul style="list-style-type: none"> ○ Many lacked safe housing, a high-quality education, and access to the same resources as white Americans. ○ Revise to read: Many lacked safe housing, a high-quality education, and access to the same resources as other Americans. 	E01: (vii) meritocracy or traits, such as a hard work ethic, are racist or sexist or were created by a particular race to oppress another race.
29.	Online Module 4	The Road to “Brown”	<ul style="list-style-type: none"> ● Overview ● Paragraph 2: Delete sentence <ul style="list-style-type: none"> ○ New generations of African Americans made inroads through Affirmative Action and broader representation in politics. Nevertheless, police conflicts with African Americans permeated throughout the United States. Institutional racism remains. ○ Delete: Institutional racism remains. 	E01: (vii) meritocracy or traits, such as a hard work ethic, are racist or sexist or were created by a particular race to oppress another race.
30.	Online Module 4	Race, Riots, and Voices of Protests	<ul style="list-style-type: none"> ● Introduction ● Paragraph 1: <ul style="list-style-type: none"> ○ The Civil Rights Movement successfully gained federal legal protections for African Americans. This was an important achievement. However, these laws did not immediately fix racial discrimination in the United States. Racist whites still held positions of power. They used this power to resist civil rights laws. There were also less overt forms of oppression. Racism was a normal part of American society for generations. 	E01: (vii) meritocracy or traits, such as a hard work ethic, are racist or sexist or were created by a particular race to oppress another race.

	Location	Content	Action Taken	Rationale
			<ul style="list-style-type: none"> ○ Revise to read: The Civil Rights Movement successfully gained federal legal protections for African Americans. This was an important achievement. However, these laws did not immediately fix racial discrimination in the United States. Racist individuals still held positions of power. They used this power to resist civil rights laws. There were also less overt forms of oppression. Racism was a part of American society for generations. 	
31.	Online Module 5	Race, Riots, and Voices of Protests (1965 – 1968)	<ul style="list-style-type: none"> ● Interposition and Nullification ● Paragraph 3 <ul style="list-style-type: none"> ○ In the previous excerpt, King is referring to George Wallace. Wallace was a pro-segregation Governor of Alabama. As governor, he tried to prevent the integration of the University of Alabama. Politicians like Wallace were supported by racist whites. The Civil Rights Movement also faced opposition from whites who considered themselves as political moderates. These people typically did not see themselves as racist. Some of them claimed to support equal rights for African Americans. However, they disagreed with the methods used to gain equal rights. Dr. Martin Luther King, Jr. described these white moderates as a “great stumbling block” in African Americans’ fight for equality. ○ Revised to read: In the previous excerpt, King is referring to George Wallace. Wallace was a pro-segregation Governor of Alabama. As governor, he tried to prevent the integration of the University of Alabama. Politicians like Wallace were supported by many with racists beliefs. The Civil Rights Movement also faced opposition from individuals who considered themselves as political moderates. These people typically did not see themselves as racist. Some of them claimed to support equal rights for African Americans. However, they disagreed with the methods used to gain equal rights. Dr. Martin Luther King, Jr. described these those moderates as a “great stumbling block” in African Americans’ fight for equality. 	
32.	p.25	Progress, Privilege, Poverty and the Rise of Hip-Hop	<ul style="list-style-type: none"> ● Learning Objectives: <ul style="list-style-type: none"> ○ Delete: investigate and discuss the issues of power and privilege and the consequences unearned privilege has on marginalized groups. ○ Combine: 	E01: (vii) meritocracy or traits, such as a hard work ethic, are racist or sexist or were created by a

	Location	Content	Action Taken	Rationale
			<ul style="list-style-type: none"> ▪ gather and analyze data related to economic and educational achievement gaps between minority and majority populations. and ▪ investigate and describe how “The Bell Curve” influenced social, economic, and educational policies. ○ Revise to read: gather data and discuss the social, economic, and educational policies influenced by “The Bell Curve”. 	particular race to oppress another race.
33.	Online Module 5	Economic Disparity and Privilege	<ul style="list-style-type: none"> • Delete last paragraph of the section: Economic Disparity and Privilege Though there were protective laws in place, African Americans faced, and continue to face, political, economic, and social challenges due to institutional racism and issues of privilege. Privilege is when a group or individual has an advantage because of money, power, education, social status, or another characteristic, like race. In the United States, white privilege refers to the advantage that white individuals have over minorities because of centuries of racism and oppression. Individuals who benefit from privilege, may not seek or be aware of this privilege, but it exists. Such privilege over any marginalized group can provide advantages in grading, college acceptances, job hiring, healthcare, housing, law enforcement, or other situations. 	Content deemed in violation of E01 by SOPI. (Interim Report to the Governor 2/22) E01: (vii) meritocracy or traits, such as a hard work ethic, are racist or sexist or were created by a particular race to oppress another race.
34.	Online Module 5	Mass Incarceration and “The War on Drugs”	<ul style="list-style-type: none"> • Revise paragraph 4: Until 2018, distributing 5 grams of crack cocaine carried a minimum 5-year federal prison sentence. The distribution of 500 grams of powder cocaine carried the same 5-year mandatory minimum sentence. Crack cocaine was cheaper, so it was more readily available in poorer, mostly minority neighborhoods. Powder cocaine is more prevalent amongst white drug users, so white drug users have been less likely to face incarceration for small drug offenses. Revise to read: Powder cocaine is more prevalent amongst affluent drug users, so those drug users have been less likely to face incarceration for small drug offenses. 	E01: (iv) members of one race, ethnicity, sex or faith cannot and should not attempt to treat others as individuals without respect to race, sex or faith,;
35.	p.26	Is Freedom free?	<ul style="list-style-type: none"> • Learning Objectives: <ul style="list-style-type: none"> ○ Delete: use previous content knowledge to gather resources from a variety of sources and develop supporting questions to respond to a compelling question. 	Redundant

	Location	Content	Action Taken	Rationale
36.	Online Module 5	Season of Hope	<ul style="list-style-type: none"> • Michelle LaVaughn Obama • Revise paragraph 4: <ul style="list-style-type: none"> ○ Michelle Lavaughn Obama became the first African American First Lady after her husband was elected in 2008. As First Lady, Michelle launhed initiatives to address a variety of issues. ○ Revised to read: Michelle Lavaughn Obama became the first African American First Lady after her husband was elected in 2008. As First Lady, Michelle launched initiatives to address a variety of issues. 	
37.	p. 26	Advocacy seeking Social Justice Today- Modern Day Voices of Protest	<ul style="list-style-type: none"> • Topic: <ul style="list-style-type: none"> ○ The War on the persistence of institutional racism ○ Revise to read: The Persistent War on Racism 	Clarity
38.	Online Module 5	Advocacy Seeking Social Justice Today – Modern Day Voices of Protests	<ul style="list-style-type: none"> • Warm-up <ul style="list-style-type: none"> ○ Fighting for Freedom and Equality - The Abolitionist Movement and Black Lives Matter The Good Stuff: Time Capsule and Mercy StreetLinks to an external site. (9:48): This activity utilizes primary source documents, video from <i>The Good Stuff: Time Capsule</i> and the PBS series <i>Mercy Street</i> to examine the Black Lives Matter Movement and the racial conflicts of today and trace their roots to the Abolitionist Movement of the nineteenth century. 	
39.	Online Module 5	Advocacy Seeking Social Justice Today – Modern Day Voices of Protests	<ul style="list-style-type: none"> • Black Lives Matter • Revise paragraph 4: <ul style="list-style-type: none"> ○ The #BlackLivesMatter movement seeks to improve the lives of African Americans in other areas, too. During the 2020 COVID-19 pandemic, activists have used the hashtag to bring awareness to the institutional racism found in the American healthcare system. Black Lives Matter at School is an initiative to examine how African American children face institutional racism in education. ○ Revise to read: The #BlackLivesMatter movement seeks to improve the lives of African Americans in other areas, too. During the 2020 COVID-19 pandemic, activists have used the hashtag to bring awareness to discriminatory practices found in the American healthcare system and examine how some African American children face discrimination in education. 	

	Location	Content	Action Taken	Rationale
40.	p.39	Appendix A: Teaching History and Social Science	<ul style="list-style-type: none"> Remove lesson: Talking about Race and Racism Sample Lesson <ul style="list-style-type: none"> Lesson modified from Teaching 'The New Jim Crow' available from Teaching Tolerance 	Resource deemed in violation of E01 by SOPI. (Interim Report to the Governor 2/22)
41.	p. 52	Appendix F: Information Sources The Four Layers of Historically Responsive Literacy	<ul style="list-style-type: none"> Delete excerpt <ul style="list-style-type: none"> Article: Historically Responsive Literacy: A More Complete Education for All Students by JENNIFER GONZALEZ - AUGUST 2, 2020 - The Four Layers of Historically Responsive Literacy – Dr. Gholdy Muhammad 	Items contained within the article's content deemed in violation of E01 by SOPI. (Interim Report to the Governor 2/22)
42.	p. 55	References and Resources	<p>References and Resources was compiled by members of the African American History Education Commission (AAHEC). Annotations provided by the HSS Program</p> <ul style="list-style-type: none"> Condon, Frankie and Young, Vershawn Ashanti (editors). 2017. Performing Antiracist Pedagogy in Rhetoric, Writing, and Communication. The writers whose work composes this collection write from a variety of perspectives about addressing the problem of racism in our institutions, our classrooms, among our colleagues, our students, ourselves. They are teachers and scholars who recognize, acknowledge, and actively engage in resistance against the material realities of structural, symbolic, and institutional racism. Ibram Kendi (The Atlantic, August 20, 2019). "The Hopefulness and Hopelessness of 1619," New York Times - 1619 Project. Shuster, Kate. 2018. "Teaching Hard History." Southern Poverty Law Center. January 31, 2018. https://www.splcenter.org/20180131/teaching-hard-history. Teaching Tolerance - Teaching the 'The New Jim Crow' 	Items contained within the article's content deemed in violation of E01 by SOPI. (Interim Report to the Governor 2/22)

APPENDIX A: RESCISSIONS & MODIFICATIONS OF PROGRAMS, POLICIES, MATERIALS

Action	Document/Product Title	Basis	Status
Rescinded	Virginia Math Pathways	Conflicts with Policy/Executive Order One	Rescinded X
Rescinded	All Resources Included on VDOE's EdEquityVA Website, Including EdEquityVA Resources, and Resource Repository ⁱ	Conflicts with Policy/Executive Order One	Rescinded 2/9/22
Rescinded	All Resources Included on VDOE's Culturally Responsive Website ⁱⁱ	Conflicts with Policy/Executive Order One	Rescinded 2/9/22
Rescinded	Education Equity Conferences Webinar Series & Equity Institute (Superintendent's Memos 192-19; 068-20; 007-21)	Conflicts with Policy/Executive Order One	Rescinded 2/9/22
Rescinded	All Resources Included at VDOE's Closing Opportunity Gaps Website ⁱⁱⁱ	Conflicts with Policy/Executive Order One	Rescinded 2/9/22
Rescinded	Diversity, Equity, Inclusion Audit Tool (Superintendent's Memo 280-20)	Conflicts with Policy/Executive Order One	Rescinded 2/9/22
Rescind	Navigating EdEquityVa: Virginia's Roadmap to Equity (Superintendent's Memo 309-20)	Conflicts with Policy/Executive Order One	Effective 2/15/22
Rescind	Virginia L.E.A.R.N.S.: Equity Checkpoint	Conflicts with Policy/Executive Order One	Effective 2/15/22
Rescind	Virginia L.E.A.R.N.S.: Equity Considerations	Conflicts with Policy/Executive Order One	Effective 2/15/22
Rescind	Culturally Relevant Teaching (CRT) Webinar Part I Training Materials	Conflicts with Policy/Executive Order One	Effective 2/15/22
Rescind	Culturally Responsive Teaching Part 2a Training Materials	Conflicts with Policy/Executive Order One	Effective 2/15/22
Rescind	Culturally Responsive Teaching Part 2b Training Materials	Conflicts with Policy/Executive Order One	Effective 2/15/22
Rescind	Social Action Approach Training Materials	Conflicts with Policy/Executive Order One	Effective 2/15/22
Rescind	VDOE Participation in CASEL Collaboration State Initiative (Superintendent's Memo 169-19)	Conflicts with Policy/Executive Order One	Effective 2/15/22
Rescind	Reframing Discipline Conference Materials/All Resources Included at Reframing Discipline Website ^{iv}	Conflicts with Policy/Executive Order One	Effective 2/15/22

APPENDIX A: RESCISSIONS & MODIFICATIONS OF PROGRAMS, POLICIES, MATERIALS

Rescind	Resource: Addressing Race and Trauma in the Classroom	Conflicts with Policy/Executive Order One	Effective 2/15/22
Rescind	Resource: Understanding Implicit Bias	Conflicts with Policy/Executive Order One	Effective 2/15/22
Rescind	Quick Guide: Considerations for Youth in Marginalized Groups	Conflicts with Policy/Executive Order One	Effective 2/15/22
Rescind	All Resources Included on VDOE's Language & Culture / Language Variation in the Classroom Website ^v	Conflicts with Policy/Executive Order One	Effective 2/15/22
Modify, Reorganize, or Repurpose	VDOE Office of Equity and Community Engagement	Current Structure/Purpose Conflicts with Policy/Executive Order One	In Process/Ongoing
Modify, Reorganize, or Repurpose	African American Superintendent's Advisory Committee	Ensure Compliance with Executive Order one	In Process/Ongoing
Modify, Reorganize, or Repurpose	Mary Peake Award for Excellence in Education Equity (Superintendent's Memos 061-21; 310-20)	Ensure Compliance with Executive Order one	In Process/Ongoing
Modify, Reorganize, or Repurpose	Commission on African American History (Superintendent's Memos 033-20; 229-20; 286-20; 191-20)	Ensure Compliance with Executive Order One	In Process/Ongoing
Modify	Virginia Social Emotional Learning Standards	Conflicts with Policy/Executive Order One	In Process/Ongoing
Modify	All Resources & Training Materials Included on all VDOE Social Emotional Learning (SEL) Websites, Including "SEL Resources" ^{vi}	Conflicts with Policy/Executive Order One	In Process/Ongoing
Modify	Community Dialogues on Racism (Superintendent's Memo 050-19)	Conflicts with Policy/Executive Order One	In Process/Ongoing
Modify	Model Guidance for Positive, Preventive Code of Student Conduct Policy and Alternatives to Suspension ^{vii} (See Superintendent's Memo 099-19)	Conflicts with Policy/Executive Order One	In Process/Ongoing
Modify	VDOE's Statement Regarding the Civil Rights and Dignity of all Virginian's (Superintendent's Memo 276-20)	Conflicts with Policy/Executive Order One	In Process/Ongoing
Modify	#GoOpenVA Resources (Superintendent's Memos 276-19; 295-20)	Ensure Compliance with Executive Order One	In Process/Ongoing
Modify	Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers ^{viii} (Superintendent's Memos 083-21)	Ensure Compliance with Executive Order One	In Process/Ongoing
Modify	Culturally Responsive Teaching and Equitable Practices to Teacher Standards	Ensure Compliance with Executive Order One	In Process/Ongoing

APPENDIX A: RESCISSIONS & MODIFICATIONS OF PROGRAMS, POLICIES, MATERIALS

Modify	Fiscal Year 2022 Competitive Grant for Praxis and Virginia Communication and Literacy Assessment Assistance to Support Diversity Among Provisionally Licensed Teachers Seeking Full Licensure in Virginia (Superintendent’s Memo 252-21)	Ensure Compliance with Executive Order One	In Process/ Ongoing
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ⁱ <https://www.doe.virginia.gov/equity-va/>; <https://www.virginiaisforlearners.virginia.gov/equity-resources/>

ⁱⁱ <https://www.virginiaisforlearners.virginia.gov/cultural-competence/>

ⁱⁱⁱ <https://www.virginiaisforlearners.virginia.gov/closing-opportunity-gaps/>

^{iv} https://www.doe.virginia.gov/support/student_conduct/resources/index.shtml;

^v https://www.doe.virginia.gov/instruction/english/literacy/language_culture.shtml

^{vi} <https://www.doe.virginia.gov/support/prevention/social-emotional/index.shtml>;

<https://www.doe.virginia.gov/support/prevention/social-emotional/standards/index.shtml#imp>;

<https://www.doe.virginia.gov/support/prevention/social-emotional/index.shtml#res>

^{vii} https://www.doe.virginia.gov/support/student_conduct/index.shtml

^{viii} https://www.doe.virginia.gov/instruction/english/literacy/language_culture.shtml;



**VIRGINIA
IS FOR
LEARNERS**

Jillian Balow

Superintendent of Public Instruction

February 15, 2022

The Honorable Glenn Youngkin
Governor of Virginia
P.O. Box 1475
Richmond, VA 23218

The Honorable Aimee Guidera
Secretary of Education
P.O. Box 1475
Richmond, VA 23218

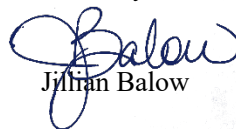
Dear Governor Youngkin and Secretary Guidera:

Executive Order One charged the Superintendent of Public Instruction (SOPI) to begin the work of identifying and addressing inherently divisive concepts - including “Critical Race Theory and its progeny” - in public education. It defined “inherently divisive concepts” to mean “advancing any ideas in violation of Title IV and Title VI of the Civil Rights Act of 1964.” Specifically, Executive Order One required the SOPI to identify, within thirty (30) days, policies, programs, training or curricula that falls within the definition of divisive concepts. I respectfully submit this report to you, and the Citizens of Virginia.

This 30-day report effectively rescinds certain policies, programs, and resources that promote discriminatory and divisive concepts, as directed by Executive Order One. However, because the forces promoting these concepts have become so widespread in the Virginia Department of Education and in Virginia school districts, there is much more that must be done to ensure policies, practices, and pedagogies uphold and never violate the Civil Rights Act and comport with Executive Order One. Fully implementing Executive Order One will be our priority; we must ensure that no student in Virginia is taught to judge, or treat others differently solely on the basis of their skin color, sex, or religion.

The Civil Rights Act codified the principles of equal protection and nondiscrimination found in the 14th Amendment, principles that all Virginians and Americans hold dear and wish to see passed on to the next generation. My hope is that this 30-day report, along with another at the 90-day mark, spurs productive dialogue across the commonwealth and serves as a teachable moment for us all - educators, the Citizens of Virginia, and concerned American parents.

Sincerely,



Jillian Balow

JB/jgh



**VIRGINIA
IS FOR
LEARNERS**

Jillian Balow

Superintendent of Public Instruction

February 23, 2022

The Honorable Glenn Youngkin
Governor of Virginia
P.O. Box 1475
Richmond, VA 23218

The Honorable Aimee Guidera
Secretary of Education
P.O. Box 1475
Richmond, VA 23218

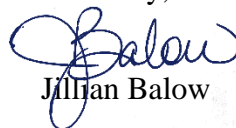
Dear Governor Youngkin and Secretary Guidera:

Executive Order One charged the Superintendent of Public Instruction (SOPI) to begin the work of identifying and addressing inherently divisive concepts - including “Critical Race Theory and its progeny” - in public education. It defined “inherently divisive concepts” to mean “advancing any ideas in violation of Title IV and Title VI of the Civil Rights Act of 1964.” Specifically, Executive Order One required the SOPI to identify policies, programs, training or curricula that fall within the definition of divisive concepts. I respectfully submit this interim report to you and the Citizens of Virginia.

This interim report rescinds certain policies, programs, and resources that promote discriminatory and divisive concepts as directed by Executive Order One. It also contains a sampling of critical race theory-based materials. However, the concepts have become widespread in the Virginia Department of Education (VDOE) and in Virginia school divisions and we will need to proactively review policies, practices, and pedagogies around the state to uphold the Civil Rights Act and comport with Executive Order One. We must continue to ensure that no student in Virginia is taught to judge or treat others differently solely on the basis of their race, skin color, ethnicity, sex or faith. As the work continues, we will engage stakeholders in an ongoing dialogue about how all resources and initiatives from the Virginia Department of Education must permit and encourage school divisions to build a culture of compassion, acceptance, opportunity, and positive change.

The Civil Rights Act codified the principles of equal protection and nondiscrimination found in the 14th Amendment, principles that all Virginians and Americans hold dear and wish to see passed on to the next generation. With this interim report, along with another at the 90-day mark, we want to spur productive dialogue across the commonwealth and create a teachable moment for us all - educators, the Citizens of Virginia, and concerned American parents.

Sincerely,



Jillian Balow

JB/jgh

APPENDIX A: RESCISSIONS & MODIFICATIONS OF PROGRAMS, POLICIES, MATERIALS

Action	Document/Product Title	Status	Basis	Example
Rescinded	All Resources Included on VDOE’s EdEquityVA ⁱ Website, Including EdEquityVA Resources, and Resource Repository ⁱⁱ	Rescinded 2/9/22 or in-progress to be rescinded/evaluated	<ul style="list-style-type: none"> Numerous resources within EdEquityVA employ the concept that current discrimination is needed to address past discrimination. (Treating people differently based on skin color to remedy old/previous discrimination.) Numerous resources within EdEquityVA advance “equity,” which is redefined to mean that there can be no differences or disproportionalities between students—and any difference in what students have or what they achieve is due to systemic racism. Suggested reading lists include Critical Race Theory authors such as Ibram X Kendi and Gloria Ladson-Billings. Both are critical race theorists who have moved CRT into education. NOTE: Some items from reading lists were pulled from the VDOE website after 11/2/21. Basic tenants of anti-racist education are adapted from a CRT author and include, “White People benefit from racism, regardless of intentions.” NOTE: Tenants removed from the VDOE website after 11/2/21. 	Y (attached example A and link i below)
Rescinded	Diversity, Equity, Inclusion Audit Tool ⁱⁱ (Superintendent’s Memo 280-20)	Rescinded 2/9/22	<ul style="list-style-type: none"> Achieving equity, versus individual student achievement, is the emphasis. The guiding mission statement for the tool is, “Education Equity is achieved when we eliminate the predictability of student outcomes based on gender, zip code, ability, socioeconomic status or language spoken at home.” This is a main resource for EdEquityVA and included in multiple locations online, in memos, in trainings, and as part of the “roadmap to equity.” 	Y (link ii below)
Rescinded	Navigating EdEquityVA ⁱⁱⁱ : Virginia’s Roadmap to Equity (Superintendent’s Memo 309-20)	Rescinded 2/9/22	<ul style="list-style-type: none"> This is the foundational document that outlines EdEquityVA. Resources permit and advance policies, programs, and activities that promote equitable outcomes for students versus opportunities. 	Y (link iii below and example B)

APPENDIX A: RESCISSIONS & MODIFICATIONS OF PROGRAMS, POLICIES, MATERIALS

			<ul style="list-style-type: none"> Promotes and permits teaching and leading social justice, systemic inequality, and anti-racist policies in ways that are consistent with critical race theory and without offering alternatives. Shifts school culture from excellence and opportunity to equitable outcomes for all students. 	
Rescinded	All Resources Included on VDOE’s Culturally Responsive Website ^{iv}	Rescinded 2/15/22 or in-progress	<ul style="list-style-type: none"> This is a resource included in EdEquityVA The resources contain concepts that may be divisive and need to be reviewed in stakeholders. Divisive concepts taught in the training including (but are not limited to): “redress” bias in the system; include “culturally responsive” efficacy in teacher evaluation; mitigate power imbalances; develop policy to advance “anti-racism;” be change agents for social justice and academic equity. Generally promotes academic equity of outcomes versus equity of opportunities for all learners. Advances using current discrimination to address previous discrimination. (Treating people differently based on race – to remedy previous discrimination.) Evaluation of viable alternatives is underway and stakeholder groups will be engaged. 	Y (link iv below)
Rescinded	Superintendent’s Memo #050-19	Replaced on 11/19/21 and Rescinded 2/23/22	<ul style="list-style-type: none"> The original memo was replaced by a memo with a disclaimer about CRT. Reading lists advance the use of CRT in education. 	Y (attached example C)
Rescinded	“Teaching 9/11” ^v EdEquityVA Web Series	Rescinded 9/2/22 in response to public criticism	<ul style="list-style-type: none"> Included in this list to establish VDOE and the “commitment to equity” and equitable outcomes prior to January 15, 2022. 	Y (link v below) Time: 12:25
Parts rescinded and evaluating	Virginia L.E.A.R.N.S. ^{vi}	Rescinded 2/15/22	<ul style="list-style-type: none"> Substantial focus on building an equitable culture to remedy the learning loss caused by COVID-19 and school closures. “Equity checkpoints” are similar or identical to EdEquityVA audit tool and other resources. It states, “Education Equity is achieved when we eliminate the predictability of student outcomes 	Y (link vi below)

APPENDIX A: RESCISSIONS & MODIFICATIONS OF PROGRAMS, POLICIES, MATERIALS

			based on gender, zip code, ability, socioeconomic status or language spoken at home.”	
Rescinded and evaluating	Virginia Math Pathways Initiative (VMPI)	Rescinded 1/25/22	<ul style="list-style-type: none"> • Rescinded per EO1 • Initiative condensed three years of math into two and reduced advanced math options for some students. • The National Council for Teachers of Mathematics underpins VMPI and has advocated for equitable outcomes in math for students. From a document presented in January, 2021 to the VA state board, “Dismantling inequitable structures that challenge spaces of marginality and privilege are needed to ensure that every student is well prepared with the mathematical literacy they require and deserve...” • Initiative will be evaluated to ensure all VA students have access to a high quality math instruction. Some aspects of Virginia Math Pathways Initiative may be repurposed or utilized. • Note: VMPI was in a pilot phase. Rescinding the initiative did not end math instruction for any Virginia student. 	Y (example D)

ⁱ <https://www.doe.virginia.gov/ed-equity/va/>

ⁱⁱ <https://www.virginiaisforlearners.virginia.gov/wp-content/uploads/2020/11/Navigating-EdEquityVA-Equity-Audit-Tool.pdf>

ⁱⁱⁱ <https://www.doe.virginia.gov/edequityva/navigating-equity-book.pdf>

^{iv} <https://www.virginiaisforlearners.virginia.gov/cultural-competence/>

^v “Teaching 9/11”

^{vi} <https://www.doe.virginia.gov/instruction/learns/>

Example A



systemic racism)

The Basic Tenants of Anti-racist Education

- A. Racism exists today, in both traditional and modern forms.
- B. All members of society have been socialized to participate in racist systems.
- C. White people benefit from racism, regardless of intentions.
- D. The racial socialization of each member of modern society occurred without consent and doesn't make anyone a bad person.

Adapted from author Robin DiAngelo's book, [White Fragility](#) and the Urban Institute's, [Structural Racism in America](#).

Terms and Definitions



FUTURE-READY LEARNING ▾ EDEQUITYVA ▾ VIRGINIA'S ROADMAP TO EQUITY ▾ EDEQUITYVA RESOURCES ▾ ABOUT ▾

NEWS ▾ CONTACT

Virginia's #EdEquityVA work is informed by literature, best practice, and research. Below are the resources the Office of Equity and Community Engagement references in the development of our work, as well as texts we recommend:

- **Walking the Equity Talk**: A Guide for Culturally Courageous Leadership in School Communities by John Roert Browne II
- **Culturally Responsive Teaching and the Brain** by Zaretta Hammond
- **The Dreamkeepers**: Successful Teachers of African American Children by Gloria Ladson-Billings
- **Culturally Responsive Teaching**: Theory, Research, and Practice (third edition) by Geneva Gay
- **Pushout**: The Criminalization of Black Girls in Schools by Monique W. Morris
- **We Want to Do More Than Survive**: Abolitionist Teaching and the Pursuit of Educational Freedom by Bettina Love
- **How to Be an Antiracist** by Ibram X. Kendi
- Pedagogy of the Oppressed by Paulo Freire
- Using Equity Audits to Create Equitable and Excellent Schools by Linda E. Skrla
- **Cultural Proficiency: A manual for School Leaders** by Randall B. Lindsey, Kikanza Nuri-Robins, Raymond D. Terrell, and Delores B. Lindsey
- **Race, Equity, and Education: Sixty Years from Brown** by Pedro Noguera, Jill Pierce, Roey Ahram
- **Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools** by Glen Singleton
- **Foundations of Critical Race Theory in Education** by Edward Taylor and David Gillborn and Gloria Ladson-Billings
- **Making It: What Today's Kids Need for Tomorrow's World**
- **Four Hundred Souls – A Community History of African America, 1619–2019**
- **Cultural Proficiency – A Manual for School Leaders, 4th Edition**
- **Breakthrough Leadership – Six Principles Guiding Schools Where Inequity Is Not an Option**

Some of the links on the #EdEquityVA pages lead you to websites not associated with the Commonwealth of Virginia Department of Education. VDOE does not necessarily endorse the views expressed or the data and facts presented on these external sites. In addition, VDOE does not endorse or recommend any commercial products, processes, or services.



FUTURE-READY LEARNING ▾ EDEQUITYVA ▾ VIRGINIA'S ROADMAP TO EQUITY ▾ EDEQUITYVA RESOURCES ▾ ABOUT ▾ NEWS ▾ CONTACT

[Interrupting School Segregation in Schools](#) (Education Week)

- [A System Disrupted: COVID-19's Impact on Educational \(In\)Equity](#) (Communities in Schools)

- [Black Minds Matter: Interrupting school practices that disregard the mental health of Black youth](#) (Teaching Tolerance)

- [Educate to Liberate: Build an Anti-Racist Classroom](#) (Edutopia)

- [Anti-Racist Teaching: What Educators Really Think](#) (Education Week)

- [How to Be an Antiracist Educator](#) (ASCD)

- [Anti-racist Action for White Educators](#) (Teaching Tolerance)

- [Modern-Day School Segregation: Addressing the Lasting Impacts of Racist Choices on Virginia's Education System](#) (The Commonwealth Institute)

- [School Segregation by Boundary Line in Virginia: Scope, Significance and State Policy Solutions](#) (Center for Education and Civil Rights and VCU School of Education)

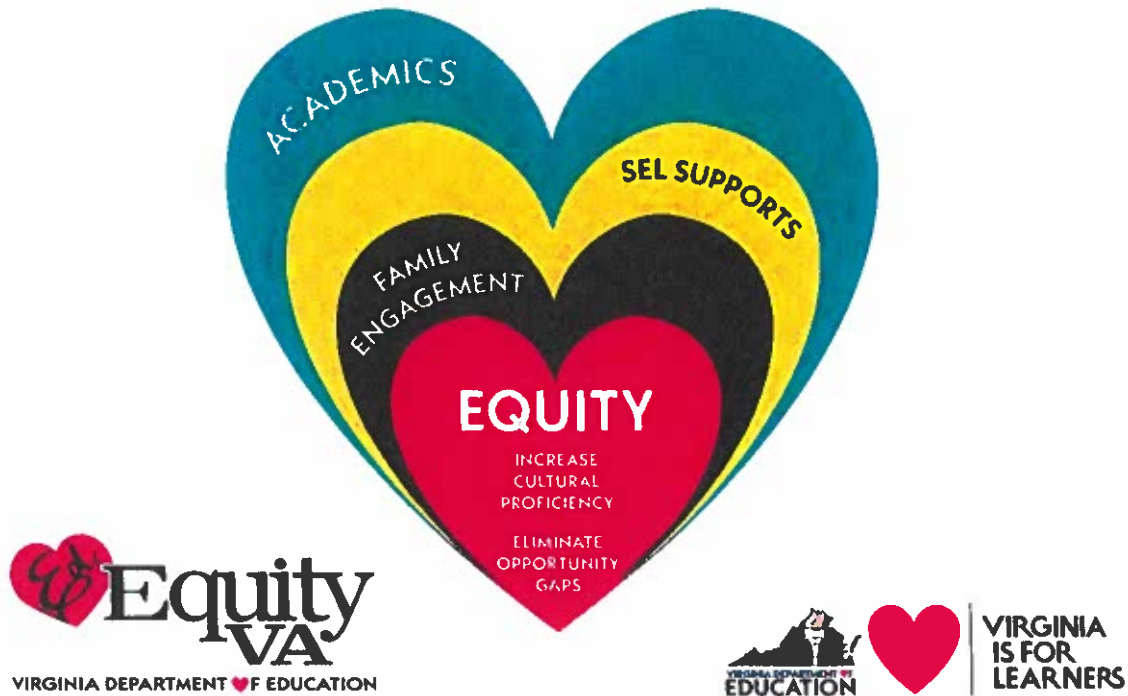
- [Training Bias Out of Teachers: Research Shows Little Promise So Far: Tips for Better Anti-bias Training](#) (Education Week)

- [Moving Schools Beyond Anti-Racist Words to Action](#) (Education Week Teacher)

- [Seizing the Moment: Race Equity Mindsets, Social and Emotional Well-Being, and Outcomes for Students](#) (WestEd)

Example B

CENTERING EQUITY



The Virginia Department of Education recognizes its responsibility to advance racial, social, and economic equity in education throughout the Commonwealth of Virginia. In partnership with the Virginia State Board of Education and Virginia's Secretary of Education we are committed to identifying and dismantling all iterations of racism and inequity that permeate our public education system.

Navigating EdEquityVA - Virginia's Road Map to Equity, establishes our education equity priorities, advances tools and resources to support local school divisions, and affirms our commitment to dismantle any and all forms of inequity in Virginia's public education system.

We remain steadfast in our commitment to the principles of anti-racism, cultural proficiency, resource equity, and high expectations for all students. Further, we recognize that Anti-racist education leaders are critical partners in our efforts to advance our broader equity priorities including; developing a culturally competent educator workforce, eliminating disproportionality in student outcome data, closing opportunity and achievement gaps among marginalized student groups, increasing access to high quality early learning opportunities, and maximizing the potential of every Virginia student.

Example C



COMMONWEALTH of VIRGINIA
Department of Education

DATE: February 22, 2019
TO: Division Superintendents
FROM: James F. Lane, Ed.D., Superintendent of Public Instruction
SUBJECT: **Resources to Support Student and Community Dialogues on Racism**

“My message is really that racism has no place in the hearts and minds of our children.”
– Ruby Bridges, Civil Rights Activist¹

School communities across the Commonwealth are engaging in dialogue around race, racism, and bigotry following the unacceptable and hurtful events that we learned about over the past few weeks. In this twenty-four hour news cycle, we know that our students continue to be inundated with racist images linked to Virginia’s history of civil rights oppression. The recent revelations from some of our leaders have left our communities hurt and left our students seeking deeper understanding. Now more than ever, our joint commitment to supporting the social and emotional needs of Virginia’s diverse student population is required. From our vantage point as educators, we must all join together to renew our commitment to equity and the elimination of racism of any kind from our public school experience.

Our commitment to advancing equity outcomes and fostering inclusive and welcoming environments for Virginia’s students is resolute. As educators, we are uniquely positioned to be leaders in this effort. In the coming days, I encourage us all to take time to reflect on these events and the conditions that exist within our culture and communities that created space and place for these hurtful symbols to be perceived by some as acceptable. As education leaders – we have the opportunity and an obligation – to facilitate meaningful dialogue on racism and bigotry with our students, staff, and school communities.

Students of all backgrounds are experiencing a time in which social justice is at the forefront of their everyday lives. Having conversations related to issues such as race, racism, diversity and inclusion can be difficult and emotional experiences. The recent events in the Commonwealth bring the need for these discussions to the forefront. As educators, we can work together to shift

¹ [Ruby](#) was the first African-American child to desegregate the all-white William Frantz Elementary School in Louisiana during the New Orleans school desegregation crisis in 1960.

the conversation from hate and hurt toward understanding and respect in our communities. This is a critical time for schools and families to work together to foster safe and supportive environments, to teach effective conflict resolution strategies, and to help children understand and manage their emotional reactions.

The compendium of resources provided in this document is intended to help support school divisions in engaging stakeholders in constructive dialogue around these issues with the ultimate goal of enhancing a climate that is welcoming, socially supportive, just, caring, nurturing, and respectful for all students, families, and school personnel.

Additionally, in schools across the Commonwealth, issues related to racially insensitive activities and behaviors have also been the focus of media attention. We encourage division superintendents to work with your faculty and school leaders to ensure that lessons are designed with racial sensitivity and cultural competence in mind. Finally, when students or staff engage in inappropriate and unprofessional conduct, we encourage your teams to take appropriate action to make it clear that racism will not be tolerated in our public schools and know that we will support your efforts.

In response to some educators' requests to also provide guidance on supporting students in understanding and respecting their own personal boundaries and those of others, in the coming days, we will distribute an additional memorandum that provides guidance and resources to school divisions about leading discussions with our students about:

- promoting healthy relationships within our schools and our communities; and
- preventing physical, sexual, and emotional violence in student relationships.

My office will be sending an email to superintendents with additional details about our previously planned **#EdEquityVA** webinar series in the near future. The webinar series is designed to deploy resources, facilitate discourse, and share strategies that promote and advance equity outcomes for all Virginia Students. For additional information on #EdEquityVA and the resources provided below or if your team needs any support, please contact Leah Walker, Director for the Office of Equity and Community Engagement at Leah.Walker@doe.virginia.gov.

Resources for Teachers and Parents - Facilitating Classroom discussions

- From the **Association of Supervision and Curriculum Development (ASCD)** [Resources for Addressing Racism and Hatred in the Classroom](#) A compiled list of resources to help educators effectively discuss racism and hatred in the classroom.
- From **Teaching Tolerance** [Teach About Blackface and Other Racist Halloween Choices](#) This online lesson plan builder guides teachers towards building lessons to facilitate student dialogue and help students analyze costumes to see how they reinforce stereotypes.
- From **Teaching Tolerance** [Learning Plan Builder](#) This online lesson plan builder guides teachers towards building lessons around social justice standards aimed at prejudice reduction.
- From **Read Brightly** [Books to help kids understand the fight for racial equality](#) This is a list of books aimed at helping the reader to understand our Nation's history in its fight for racial equality.
- From **The National Education Association** [Unite Against Hate!](#) A list of resources for students, educators, and families as they engage in current national dialogue about racism, hate, and bias.
- From **The National Association of School Psychologists (NASP)** [Resources on Understanding Bias and Privilege; Resources to Support Students in Stressful Times](#) A list of resources identified by NASP to help school and families engage in constructive dialogue about the issues of race, privilege, prejudice, and power.
- From **The Anti-Defamation League (ADL)** [After Charlottesville: Teaching about Racism, Anti-Semitism and White Supremacy](#) This page provides relevant lessons, related curricula and additional anti-bias resources and strategies to teachers and parents/family members, discuss topics related to white supremacy, racism, anti-Semitism, domestic extremism, free speech, and others with young people.
- From **Facing History and Ourselves** [Lesson Plans Resources on the Fight against Bigotry](#) This website provides a lesson plan designed to help students probe themes about race, racism, and history.
- From PBS **Blackface Minstrelsy in Modern America** [Teaching Guide: Exploring Blackface Minstrelsy in Modern America](#) This teaching guide helps instructors use a specific primary source set, Blackface Minstrelsy in Modern America, in the classroom. It offers discussion questions, classroom activities, and primary source analysis tools.

Resources for School and Division Leaders

- From **EthicsUnwrapped, McCombs School of Business, University of Texas**
- [Teaching Blackface: A Lesson on Stereotypes](#) This case study examines an incident where a teacher was placed on administrative leave for showing a video on Blackface during a lesson on segregation in his US History class. Discussion question explore the complexities involved in teaching about stereotypes and racism.
- From **The Century Foundation's Report** [A New Wave of School Integration: Districts and Charters Pursuing Socioeconomic Diversity](#) This report addresses racial and socioeconomic segregation in schools. It highlights the work that schools are doing to promote integration.

- From **The National Association of School Psychologists (NASP)** [Resources for Building Trauma Sensitive Schools](#) This online resource is aimed at providing educational leaders brief tips and policy recommendations for developing trauma-sensitive schools.

Dr. Lane’s February Reading List

I have received several inquiries and requests for the latest literature that examines the issues associated with racial inequities in education. Below are several pieces that I and other members of the VDOE staff are reading this month based on recommendations that we have received.

White Fragility, by Robin DiAngelo.

Antiracist educator Robin DiAngelo illuminates the phenomenon of white fragility. Referring to the defensive moves that white people make when challenged racially, white fragility is characterized by emotions such as anger, fear, and guilt, and by behaviors including argumentation and silence. These behaviors, in turn, function to reinstate white racial equilibrium and prevent any meaningful cross-racial dialogue. In this in-depth exploration, DiAngelo examines how white fragility develops, how it protects racial inequality, and what we can do to engage more constructively.

Between the World and Me, by Ta-Nehisi Coates.

In a profound work that pivots from the biggest questions about American history and ideals to the most intimate concerns of a father for his son, Ta-Nehisi Coates offers a powerful new framework for understanding our nation’s history and current crisis. Americans have built an empire on the idea of “race,” a falsehood that damages us all but falls most heavily on the bodies of black women and men—bodies exploited through slavery and segregation, and, today, threatened, locked up, and murdered out of all proportion. What is it like to inhabit a black body and find a way to live within it? And how can we all honestly reckon with this fraught history and free ourselves from its burden? *Between the World and Me* is Ta-Nehisi Coates’s attempt to answer these questions in a letter to his adolescent son. Coates shares with his son—and readers—the story of his awakening to the truth about his place in the world through a series of revelatory experiences, from Howard University to Civil War battlefields, from the South Side of Chicago to Paris, from his childhood home to the living rooms of mothers whose children’s lives were taken as American plunder. Beautifully woven from personal narrative, reimagined history, and fresh, emotionally charged reportage, *Between the World and Me* clearly illuminates the past, bracingly confronts our present, and offers a transcendent vision for a way forward.

For White Folks That Teach in the Hood... and the Rest of Ya’ll Too: Reality Pedagogy and Urban Education (Race, Education and Democracy), by Christopher Emdin.

Drawing on his own experience of feeling undervalued and invisible in classrooms as a young man of color and merging his experiences with more than a decade of teaching and researching in urban America, award-winning educator Christopher Emdin offers a new lens on an approach to teaching and learning in urban schools. Putting forth his theory of Reality Pedagogy, Emdin provides practical tools to unleash the brilliance and eagerness of youth and educators alike—both of whom have been typecast and stymied by outdated modes of thinking about urban education.

No BS (Bad Stats): Black People Need People Who Believe in Black People Enough Not to Believe Every Bad Thing They Hear about Black People, by Ivory A. Toldson

What if everything you thought you knew about Black people generally, and educating Black children specifically, was based on BS (bad stats)? We often hear things like, “Black boys are a dying breed,” “There are more Black men in prison than college,” “Black children fail because single mothers raise them,” and “Black students don’t read.” In *No BS*, Ivory A. Toldson uses data analysis, anecdotes, and powerful commentary to dispel common myths and challenge conventional beliefs about educating Black children. With provocative, engaging, and at times humorous prose, Toldson teaches educators, parents, advocates, and students how to avoid BS, raise expectations, and create an educational agenda for Black children that is based on good data, thoughtful analysis, and compassion. *No BS* helps people understand why Black people need people who believe in Black people enough not to believe every bad thing they hear about Black people.

Foundations of Critical Race Theory in Education, by Edward Taylor, David Gillborn, and Gloria Ladson-Billings

The emergence of Critical Race Theory (CRT) marked an important point in the history of racial politics in the legal academy and the broader conversation about race and racism in the United States. More recently, CRT has proven an important analytic tool in the field of education, offering critical perspectives on race, and the causes, consequences and manifestations of race, racism, inequity, and the dynamics of power and privilege in schooling. This groundbreaking anthology is the first to pull together both the foundational writings in the field and more recent scholarship on the cultural and racial politics of schooling. A comprehensive introduction provides an overview of the history and tenets of CRT in education. Each section then seeks to explicate ideological contestation of race in education and to create new, alternative accounts. In so doing, this landmark publication not only documents the progress to date of the CRT movement, it acts to further spur developments in education.

JFL/LDW

Given inquiries related to this memo, and to ensure readers understand the full context around its publication, the following supplemental note is provided by way of additional information.

This memo was issued in February 2019 as a compendium of resources and different perspectives for school division leaders who were navigating community conversations related to race. It is not a resource or directive for classroom teachers, nor does it reflect recommended or required student reading.

The resources listed and authors referenced represent a variety of viewpoints, and their inclusion does not necessarily represent a Department endorsement of expressed views and opinions.

Finally, because the Department has received many related inquiries, Critical Race Theory (CRT) is not included in the Virginia Standards of Learning, which comprise the content in each

subject area that the commonwealth's school divisions are required to cover in their local curricula. Nowhere in the standards is there a requirement for schools to teach critical race theory, or to incorporate critical race theory when presenting required content.

As stated in the memo, the purpose of the document was to support division leaders as they further the shared goal of fostering schools that are welcoming and respectful of all students, families, and school staff.

-November 19, 2021

Example D

Follow the “Math Path”

FOUNDATIONAL MATHEMATICS CONCEPTS GRADES K-7

- Number & Number Sense
- Computation and Estimation
- Measurement and Geometry
- Probability and Statistics
- Patterns, Functions, and Algebra

ESSENTIAL MATHEMATICS CONCEPTS GRADES 8-10
(2 HS Mathematics Credits)

- Data Analysis
- Mathematical Modeling
- Functions and Algebra
- Spatial Reasoning
- Probability

ADVANCED MATHEMATICS CONCEPTS GRADES 11-12
(2 HS Mathematics Credits)

Modules may be mixed and matched to total two credits and taken in any order except where pre-requisite knowledge may be necessary.

1/2 Credit Course Options

- Data Modules
 - Data Science
 - Probability and Statistics
- Design Modules
 - Geometry and Design
 - Trigonometric Applications
- Analysis Modules
 - Applications of Advanced Algebra
 - Precalculus-Focus on Functions
- Modeling Modules
 - Mathematical Modeling
 - Financial Modeling
- Computing Modules
 - Discrete Mathematics for Computing
 - Sets and Logic

1 Credit Course Options

Some courses may include Dual Enrollment and Advanced Placement

- Quantitative Reasoning
- Computer Science
- Calculus
- Statistics
- International Baccalaureate

CAREER CLUSTERS

- Agriculture
- Architecture
- Arts
- Business
- Education
- Energy
- Finance
- Government and Public Domain
- Health
- Hospitality and Tourism
- Human Services
- Information Technology
- Law
- Manufacturing
- Marketing
- STEM
- Transportation

DIRECT ENTRY

COLLEGE

TRADE SCHOOL

MILITARY





OUR
COMMITMENT
TO VIRGINIANS

*HIGH EXPECTATIONS
AND EXCELLENCE
FOR ALL STUDENTS*

MAY 2022



VIRGINIA DEPARTMENT OF
EDUCATION

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FOREWORD

Governor Youngkin and Secretary Guidera,

In accordance with Executive Order One, I am issuing this update on the status of our efforts to restore excellence and close K-12 achievement gaps. The ensuing report—told through data—goes well beyond a compliance exercise. It is full of stark facts about gaps in student achievement that have existed for years, but have not been adequately addressed by state leaders. In short, the gaps diminish access to opportunities for many learners, especially for Black, brown, and impoverished students.

Since January 15, I have traveled to multiple school divisions, talked with teachers, built an understanding of the issues, and collaborated with leaders. I can tell you firsthand there are heroic educators and leaders in every school and community. They are making a difference. This report establishes a shared focus essential to our work moving forward. I have reached out to many stakeholders for advice and feedback, including regarding this report. Their contributions and feedback hold great weight and I am grateful for their dedication and partnership. Our continued work together is critical.

This report should create a sense of urgency and importance for all of us. Decisions made at the state level created confusion in Virginia education and downplayed troubling trends. It is noteworthy that the rhetorical emphasis on equity coincided with the widened gaps in student achievement. And now, decisions at the state level must correct those errors and reverse these disturbing trends.

It is important to point out that already-present declines in student achievement were exacerbated by the COVID-19 pandemic school closures in Virginia. Research is emerging regarding learning losses that occurred nationwide. There is consensus that school closures widened achievement gaps, more so for Black and brown students, and those in high-poverty schools. We must—and we will—immediately assess and report on the magnitude of Virginia’s learning loss. In one recent study¹ of eleven states, Virginia showed the greatest decline in state assessment pass rates. The same study also found that Virginia offered in-person school for an average of 9.7% of the 2020-2021 school year, the lowest of the states studied.

Today, we commit to placing Virginia education on a new path—more opportunities for every student, integrity in reporting the performance of our students, greater transparency through the use of data, and increased engagement by all stakeholders, especially parents.

Sincerely,



Jillian Balow
Virginia Superintendent of Public Instruction

EXECUTIVE SUMMARY

Virginia’s public schools have been long regarded as among the best in the nation. The Commonwealth is home to schools and school divisions with national reputations for excellence. *But this has been changing in recent years.*

Our reputation and overall high-average performance masks widening students achievement gaps in the Commonwealth’s schools and a recent slip in comparison with other states on a range of academic achievement measures. Further, state leaders have lowered expectations for students and redefined success for both students and schools. Accordingly, our trend lines on key measurements are heading in the wrong direction.

By not addressing the downward performance that has been happening for years, more students are bearing the brunt and falling even farther behind. This is unacceptable.

VIRGINIA’S CURRENT STATE: LOWER EXPECTATIONS, WIDER GAPS, AND LACK OF TRANSPARENCY

Lower Expectations

- The State Board of Education changed its accreditation requirements in 2017 to de-emphasize grade-level proficiency in reading and math.
- Despite the gaps between state and national proficiency standards, the State Board of Education voted to lower the proficiency cut scores—meaning how many correct answers it takes to demonstrate proficiency—on Standards of Learning (SOL) tests in math and reading in 2019 and 2020, respectively.

Wider Gaps

- Virginia has wide gaps between student proficiency standards on state reading and math assessments and the grade-level proficiency benchmarks on the National Assessment of Educational Progress (NAEP)—also known as “The Nation’s Report Card.” This is called the “Honesty Gap,”² a term of art used to describe the discrepancy between NAEP and state assessment scores.
 - In fact, only 38% of Virginia fourth graders and 33% of eighth graders were proficient in reading on the 2019 NAEP, compared to 75% and 76%, respectively, on the 2019³ state fourth- and eighth-grade SOL reading tests.
- The honesty gap is wider for Black and brown students. Seventy-one percent (71%) of Black fourth graders demonstrated proficiency on the 2019 math SOL compared to 26% on the NAEP. For Hispanics, the gap was 77% on SOL compared to 36% on NAEP.
- Further compounding these issues, pandemic-related learning loss in reading and math in Virginia is worse than the national average according to Renaissance⁴, a publisher of widely used K-12 assessments.

2 [Definition of the Honesty Gap](#)

3 2019 is the most recent NAEP data and Virginia did not administer a state assessment in 2020.

4 [Renaissance: How Kids Are Performing](#)

FIVE FAST FACTS

ONLY 33%
Virginia 8th graders are proficient in reading on 2019 Nation’s Report Card.

ONLY 38%
Virginia 4th graders are proficient in reading on 2019 Nation’s Report Card.

2017
TO
2019

Reading SOL test scores grades 3 through 8 declined every year from 2017-2019.

ALARMINGLY
42%
Virginia second graders scored below reading benchmark on PALS in Fall 2021.

3RD ↓ **9TH**
Virginia has fallen from third to ninth in the nation in students earning college credit on AP exams.

Lack of Transparency

- An overly complex school accreditation system diminishes awareness and urgency around the fact that too many students in accredited schools are not achieving at grade level.
- The SOL review process does not sufficiently leverage many critical customers of our schools—including parents, employers, colleges and universities, and the military—to ensure our standards are aligned to the skill and content needs of the knowledge economy.
- Evidence of literacy deficiencies, such as 42% of second graders scoring below the reading benchmark in the fall of 2021⁵, are not widely shared and, thus, have been largely ignored. (The Virginia Literacy Act, enacted in 2022, changes this.)
- Virginia’s honesty gap persists after eighteen states took the necessary steps to better align their state test proficiency benchmarks to the NAEP.

Lower Achievement

- Reading scores declined in grades 3-8 from 2017-2019 on SOL and other state assessments.
- Virginia students in grades four and eight posted statistically significant declines in reading performance on the 2019 NAEP.
- 45% of all Virginia public high school seniors in 2019, including 76% of Black and 56% of Hispanic seniors, were not college-ready in math on the SAT.
- The achievement of Virginia students on Advanced Placement (AP) examinations has fallen from third to ninth in the nation.

Leaving Public Schools

- Virginia parents are taking their kids out of public schools.
- The number of home-schooled students has soared with a 90% increase in transfers from Virginia public schools to home schools from 2019-2020 to 2020-2021.
- Based on preliminary data for 2021-2022, the current public school-to-home schooling transfer percentage represents a 52% increase over 2019-2020 and could increase as final data are reported in August.
- 5,828 students have transferred from Virginia public schools to in-state private schools since the beginning of the 2020-2021 school year.

OUR COMMITMENT TO VIRGINIANS:

The significant lowering of expectations, a lack of transparency with data, and weak accountability for results must end. In the next four years, we will:

- Establish and maintain high expectations for students, schools, and ourselves.
- Advance parent and teacher empowerment to best serve students in partnership.
- Demand zero-tolerance for discrimination in education and beyond.
- Foster innovation in all education environments.
- Provide transparency and accountability so that each child is seen and receives what they need to succeed.
- Ensure post-secondary readiness so that all learners can succeed in life.
- Protect and nurture freedom of speech and inquiry to ensure every student is taught how to think, not what to think.

Leadership Matters

We know this work cannot be done solely from Richmond. The most important education decisions are not made in state capitals; they are made around kitchen tables, in classrooms, and in communities across the Commonwealth. Working together with all stakeholders from the kitchen table to the classroom and from the floor of the General Assembly to the dais of the school board, we will prioritize these commitments and refocus our efforts. We must do the urgent work of ensuring every child in the Commonwealth is prepared to prosper.

VIRGINIA IS LOSING ITS NATIONAL STANDING: WE MUST BE A BEACON OF EDUCATIONAL EXCELLENCE

Historically, Virginia’s students have been regarded as among the best in the nation. The Commonwealth is home to schools and school divisions with national and international reputations for excellence. Historically, Virginia students have outperformed their peers on national measures such as the NAEP, AP examinations, and the SAT and ACT college admissions tests.

But today tells a different story. Our reputation and overall high average performance masks widening achievement gaps in the Commonwealth’s schools, as well as a recent downward slide in comparison with other states on a range of academic achievement measures. In 2017, downward performance trend lines on the state SOL assessments foreshadowed the declines to come in 2019 on national reading tests for elementary and middle school students. We also have seen this in the performance of our students’ on AP exams. Since 2015, the percentage of Virginia students earning a passing score has fallen from third to ninth in the nation. And we have widening gaps in achievement, access to opportunities, quality of schools, and college and career readiness across communities.⁶

We now see that Virginia education has experienced:

- Lack of transparency around negative data trends on key student and school success indicators.
- Lowered expectations and shifted definitions.
- Widening gaps in achievement and access to excellence.

On February 8, 2021, The Washington Post editorial board opined, “Virginia officials have long boasted about requiring more of their students than what is mandated by the federal government. Their constituents should be asking them why they would want to abandon that principle.”⁷

**We are asking that same
question now.**

**Virginians are ready
for the answer—
and for change.**

“Virginia officials have long boasted about requiring more of their students than what is mandated by the federal government. Their constituents should be asking them why they would want to abandon that principle.”

*-Washington Post
February 8, 2021*

⁶ See Appendices E through H for more detailed data and analyses.
⁷ Opinion: Virginia made a mistake by easing its academic standards

VIRGINIA HAS MOVED IN THE WRONG DIRECTION: TROUBLING TRENDS

Virginia cannot afford to rest on its past reputation. We are facing declines in student performance that started long before the pandemic and were illuminated and exacerbated over the last two years. We must act now to change the alarming trajectory that will otherwise lead to increasing numbers of our students ill-prepared for success in life after high school and beyond.

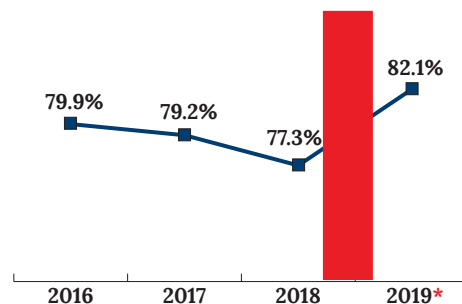
READING AND LITERACY

- 42% of the Commonwealth's second graders scored below the reading benchmark on the Phonological Awareness Literacy Screener (PALS) in fall 2021. When disaggregated, these results show that a majority of Black, Hispanic, and economically disadvantaged students lack knowledge of the important literacy fundamentals that are predictive of future reading success.
- 55.6% of Black, 56.5% of Hispanic, and 56.8% of economically disadvantaged students were below the second-grade PALS reading benchmark.⁸
- Only 61% of third graders demonstrated proficiency on state reading tests in 2021, compared with 71% before the pandemic and similar declines occurred in grades 4-8. In addition, the actual declines in reading achievement on the 2021 SOL tests are masked by lower proficiency cut scores on new assessments introduced last year.

MATHEMATICS

- In 2019—before the pandemic—45% of Virginia public high school graduating seniors were unable to demonstrate college readiness in mathematics on the SAT, including 76% of Black and 54% of Hispanic graduates.
- Virginia's performance in fourth- and eighth-grade math on the NAEP has been higher than the national rate. But in recent years, Virginia's performance has been slipping while the rest of the nation has been trending upward.
- The relatively high SOL pass rate in mathematics in 2018-2019 was largely the product of the State Board of Education's decision to lower proficiency standards and masked several years of declining achievement.⁹

Virginia SOL: Mathematics
Percent Passing



* March 2019: Board of Education lowers proficiency standards on tests.

KINDERGARTEN READINESS

- 4 out of 10 children are not ready for kindergarten.¹⁰
- Today, more than 21,000 Virginia kindergartners are at serious risk of reading failure in the absence of intervention.
- Greater percentages of historically underperforming children began the 2021-2022 school year below the overall readiness benchmark.

8 See Page 5 [Examining the Impact of COVID-19 on the Identification of At-Risk Students: Fall 2021 Literacy Screening Findings](#)

9 See Item G, March 21, 2019, Board of Education Business Session Agenda

10 VKRP Statewide Kindergarten Readiness Landscape - Fall 2021

LEARNING LOSS: WORSE THAN FEARED

No issue, however, is more pressing than the learning loss. Some call it “unfinished” or “disrupted” learning. These terms minimize what has taken place in schools in Virginia and across the nation. A recently released analysis from the National Bureau of Economic Research documents that students denied in-person instruction experienced the greatest learning loss. This research also documents that those already most behind—Black, Hispanic, students living in poverty—were more likely to not be learning in school and therefore experienced the most devastating loss.¹¹ For example, the average high poverty school that remained remote for 2020-21 lost more learning than a year of high-dosage tutoring (30 minutes, 3-5 times per week) can recover.

- During the 2020-2021 school year, Virginia’s students received in-person instruction for 9.7% of the school year—the lowest of the eleven studied. Not surprisingly, Virginia’s decline in student pass rates on the state assessment was the sharpest of the states.¹²
- Virginia’s math performance dropped seven points more than the national average from 2020 to 2022.¹³
- English performance in the Commonwealth dropped one point more than the national average.¹⁴
- The pandemic also exacerbated long-standing achievement gaps, resulting in Black, Hispanic and economically disadvantaged students falling farther behind. For example:
 - 45% of Black third-grade students passed their SOL reading assessment in 2021, compared with 61% in 2017.
 - 43% of Hispanic third graders passed in reading in 2021, compared to 66% in 2017.
 - 45% of economically disadvantaged third-grade students passed in 2021, compared to 62% in 2017.
 - 72% of white third graders passed in 2021, compared to 81% in 2017.

SLIPPING MEASURES OF COLLEGE AND CAREER READINESS

Virginia is experiencing achievement gaps and declines in college admissions testing and AP examinations, two indicators of college and career readiness identified through Virginia’s College and Career Readiness Initiative.¹⁵

Our goal must be to prepare every learner for success in life and in a career. We have many measures to gauge if our learners are on track to graduate from high school with the skills necessary for the next steps in life. College admissions tests such as the SAT or ACT, AP scores which signal if a student is producing college level outcomes, and our SOLs which are supposed to be calibrated to the demands of the knowledge economy. Historically, the overall performance of Virginia students on the SAT has compared favorably with achievement nationwide and in other SAT-dominant states. However, the relatively high overall achievement of Virginia students on the SAT masks wide gaps in performance and college readiness when state data is disaggregated by race/ethnicity.

11 [The Consequences Of Remote And Hybrid Instruction During The Pandemic](#)

12 [Pandemic Schooling Mode and Student Test Scores: Evidence from U.S. School Districts](#)

13 [For more information on Math performance, see Appendix K.](#)

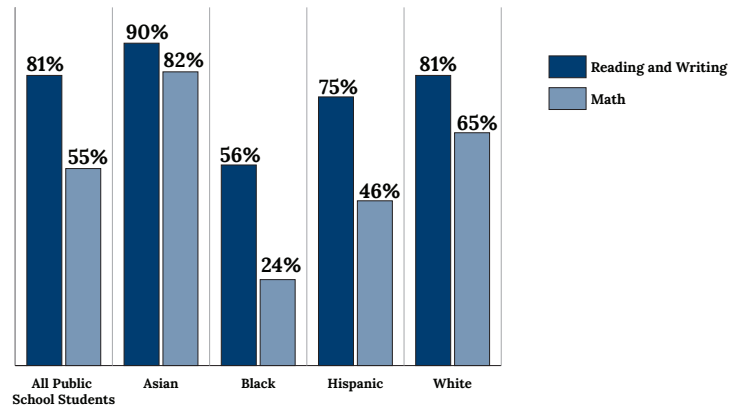
14 [For more information on English performance, see Appendix L.](#)

15 [Virginia’s College and Career Readiness Initiative](#)

- According to pre-pandemic data for the class of 2019, 54% of the Commonwealth’s graduating seniors met all of the College Board’s college-readiness benchmarks on the SAT, compared with 45% nationwide. Yet, only 22% of Virginia’s Black public high school graduates and 44% of Hispanic public high school graduates met all of the benchmarks, compared with 64% of white graduates and 79% of Asian graduates.
- Disparities across race/ethnicity were largest in math, as only 24% of Black graduates and 46% of Hispanic graduates met the college-readiness benchmark for math, compared with 65% of white graduates, 82% of Asian graduates, and 55% of graduates overall.

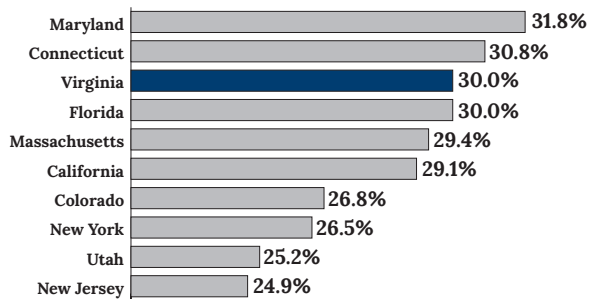
Virginia SAT 2019

Percentage of Students Meeting Benchmarks by Race/Ethnicity

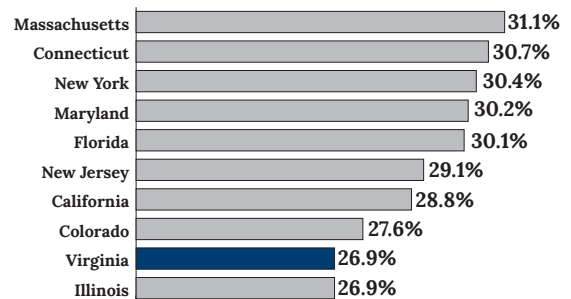


Student performance on AP examinations in Virginia has also declined over the past seven years. In 2015, Virginia was third in the nation in the percentage of high school graduates qualifying for college credit on at least one AP test. Since then, the Commonwealth has fallen to ninth. To improve Virginia’s standing in college and career readiness, the state must work with school divisions to improve strategies to increase access to and mastery of rigorous advanced coursework.

2014: Top 10 AP States Graduates with Qualifying Scores



2021: Top 10 AP States Graduates with Qualifying Scores



EXPECTATIONS FOR VIRGINIA'S STUDENTS ARE TOO LOW

The NAEP is the gold standard of student assessment and is a critical tool for measuring if students are on track to be college and career ready. It is the only assessment that can make an apples-to-apples comparison about student proficiency for all fifty states and compare academic rigor. State policymakers typically use NAEP as a benchmark for ensuring that their education systems are calibrated to prepare students for college and career demands. In fact, it was the dramatic decline in the reading performance of Virginia fourth graders on the 1992 NAEP that served as a catalyst for Virginia to raise academic standards in 1995 and implement a more rigorous state assessment system in the late 1990s.

Because of concerns that many states were not accurately benchmarking their state standards and assessments to the actual rigors of the economy, the nonprofit Achieve created a measurement tool to draw attention to the lack of transparency and accurate and useful information. Achieve's resulting honesty gap refers to the discrepancy—or gap—between scores that are considered to demonstrate student proficiency on the NAEP and state assessments. In 2013, eighteen states, including Virginia, had honesty gaps of more than 20 points. By 2017, the Commonwealth was alongside just two other states—Arkansas and Georgia—with gaps of more than 20 points.

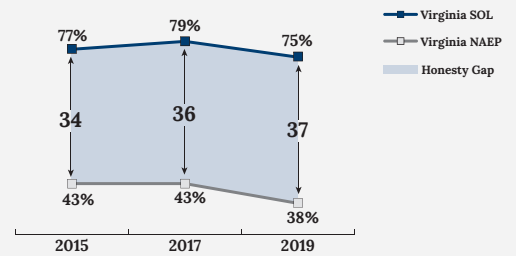
Today, the honesty gap persists in Virginia. For example, proficiency cut scores were lowered in mathematics in 2019, followed by reading in 2020. Virginia is the only state to define proficiency on its fourth-grade reading test below the NAEP Basic level and also sets the lowest bars in the nation for fourth-grade math and eighth-grade reading.¹⁶

THE HONESTY GAP

For nearly a decade, researchers have looked at the discrepancy between proficiency on the NAEP and each state's assessments. In 2013, over half of the states had a gap of 30 points or more. In short, these states reported that many more students were "proficient" than actually were, hence the term, honesty gap. Most states immediately addressed the gap by better aligning their state assessments to be at least as rigorous as NAEP. Yet, Virginia declined to narrow or close its own honesty gap. The following data points demonstrate the disconnects between NAEP and our state reading and math results, which are even more troubling when considering the existing disparities across race and ethnicity.

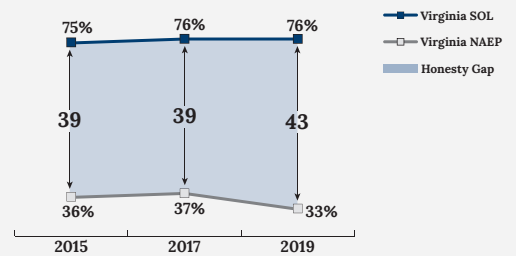
Virginia NAEP vs SOL: Honesty Gap

Grade-4 Reading | Percent Proficient and Above



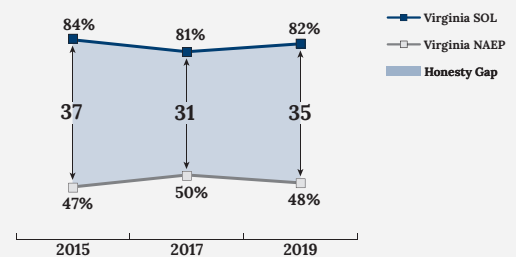
Virginia NAEP vs SOL: Honesty Gap

Grade-8 Reading | Percent Proficient and Above



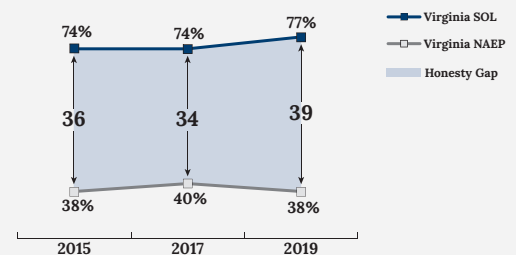
Virginia NAEP vs SOL: Honesty Gap

Grade-4 Math | Percent Proficient and Above

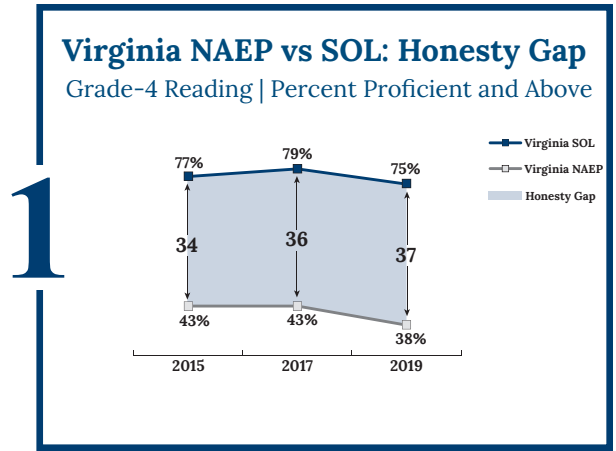


Virginia NAEP vs SOL: Honesty Gap

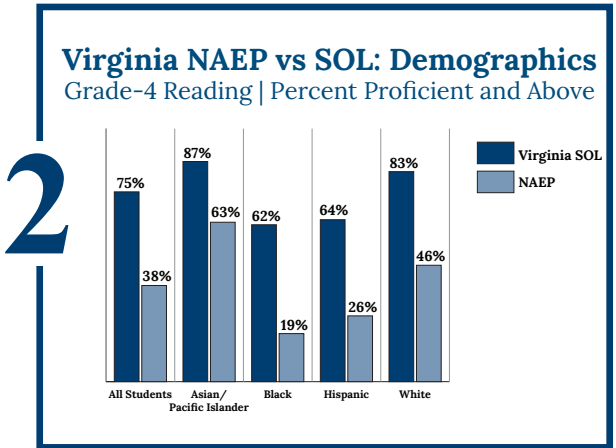
Grade-8 Math | Percent Proficient and Above



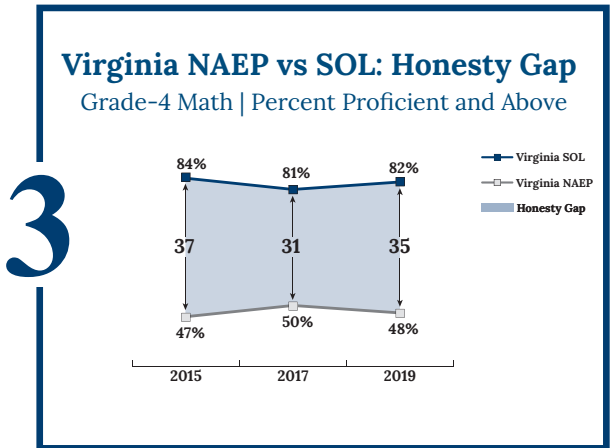
1. According to the 2019 NAEP, only 38% of Virginia fourth-grade students were proficient or above in reading, while SOL reading data indicate 75% are proficient or advanced.



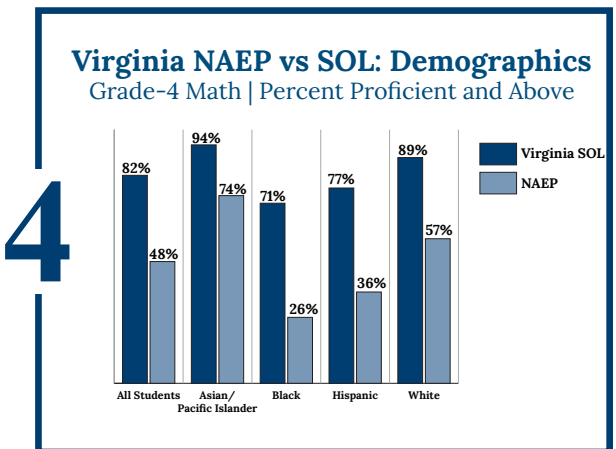
2. 62% of Black fourth graders demonstrated proficiency on their SOL reading tests in 2019, while only 19% were proficient according to NAEP. 64% of Hispanic students demonstrated proficiency on state reading tests, compared to 26% on NAEP.



3. 2019 NAEP data also indicate that only 48% of Virginia fourth-grade students are proficient or above in math, while 83% of Virginia fourth-grade students scored proficient or advanced on SOL math assessments.



4. 71% of Black fourth graders scored proficient on their SOL math tests in 2019, while only 26% were proficient according to NAEP. 77% of Hispanic students demonstrated proficiency on state math tests, compared to 36% on NAEP.



EXPECTATIONS FOR VIRGINIA’S SCHOOLS ARE TOO LOW

Our school accreditation system does not provide a clear, consistent, and understandable picture of how well schools are serving students. Past state policy decisions to lower proficiency benchmarks for students on the state’s reading and mathematics assessments as part of the Commonwealth’s school accreditation standards have resulted in Virginia having the lowest expectations for student proficiency in the nation.¹⁷ In addition to lowering student proficiency expectations, school performance expectations were also altered to de-emphasize student proficiency. As a result, our current school accreditation system does not make it clear when a school is or is not serving all students well.

Yet, this was not always the case. Virginia began accrediting schools based on the achievement of students on state SOL assessments in 1999. In that year, students in only a handful of the Commonwealth’s schools met the benchmark pass rates required for full accreditation. But student achievement improved as VDOE and school divisions worked in partnership to meet the accreditation standards. By 2005, 92% of schools were fully accredited and a bipartisan consensus had emerged around the importance of maintaining high standards for schools and students.

The State Board of Education subsequently increased the rigor of its accreditation standards by including a graduation benchmark for high schools, adopting higher expectations for elementary reading, and replacing multiple choice tests with online assessments that required students to apply content knowledge. With each of these changes, the number of fully accredited schools initially fell but rebounded as school divisions adjusted instruction and more students were able to meet the higher expectations. The improved performance of Virginia students on the SOLs was mirrored by higher levels of achievement on national assessments, including NAEP.

But this culture of excellence took a wrong turn in 2015 as the State Board of Education began a review of its accreditation regulations, culminating in a 2017 adoption of accreditation standards that watered down the importance of grade-level proficiency. These changes resulted in a student who is unable to meet Virginia’s lowest-in-the-nation proficiency standards, but meets a minimal objective for growth, being weighed equally with a proficient student in calculating for accreditation ratings. The new accreditation standards made it possible for such a student to support a school’s accreditation without being proficient for as many as three consecutive years.

A steady decline in student achievement on state SOL tests followed these accreditation changes. Ensuing NAEP scores also declined, with the 2019 declines in reading described as “statistically significant” by the National Center for Education Statistics. [Appendix N](#) explains the many variations in the state accreditation system that have diminished its ability to provide a clear picture of student progress and achievement. Growth measures are very important, but should not be used at the expense of the primary goal of grade-level proficiency.

A thorough review of the 2017 Standards of Accreditation is a starting point in our larger discussion of ensuring excellence in education.

THOUSANDS OF BELOW-BENCHMARK STUDENTS COUNT TOWARDS VIRGINIA SCHOOL ACCREDITATION

Virginia Grade-5 Reading

10,974

fifth-grade students who failed their SOL reading test in 2019 **also failed** to meet Virginia’s lowest-in-the-nation reading benchmarks as fourth and third graders.

3,117

of these students were weighed equally with passing students in calculating accreditation ratings for the 2019-2020 school year.

Virginia Grade-5 Math

9,837

fifth-grade students who failed their SOL math test in 2019 **also failed** to meet Virginia’s lowest-in-the-nation reading benchmarks as fourth and third graders.

2,077

of these students were weighed equally with passing students in calculating accreditation ratings for the 2019-2020 school year.

¹⁷ See Appendices B, C, and D for charts on proficiency cut scores.

Parent perception of student achievement is inflated, which is unsurprising considering the lack of transparency in Virginia. As the national research below documents, 90% of parents believe their child is at or above grade level in reading and math. In reality, only 37% of students nationally perform at or above grade-level work in reading and math, meaning there is a 53 percentage point gap between parent perception and reality. However, this national research also shows teachers know how their students are doing.

Given teachers are parents’ most trusted source of information, parents and teachers empowered by timely, actionable data can change the trajectory of a child’s education and life. With the learning loss experienced by students following the COVID-19 pandemic, it is more imperative than ever to provide teachers the tools and training necessary to effectively partner with parents to meet every learners’ unique needs.

PARENT PERCEPTION VS REALITY

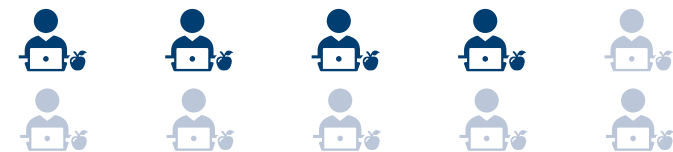
Perception
90% of parents believe their child is at or above grade level in reading and math.



Reality
37% of students nationally perform at or above grade-level work in reading and math.
2017 NAEP Data



39% of teachers report their students come prepared for grade-level work at the beginning of the year.
Scholastic 2016 Principal and Teacher Survey.



Source: [Learning Heroes: The Case for an Accurate Picture](#)

ERODING PARENT CONFIDENCE IN VIRGINIA K-12 SCHOOLS

School shutdowns and prolonged virtual instruction had a devastating impact on learning and, as a result, led to an overall lack of confidence in the education system. Thousands of families have “voted with their feet” by leaving Virginia’s public schools since the beginning of the pandemic. For example:

- During the 2019-2020 school year, 38,282 students were home-schooled in the Commonwealth. Home schooling increased 56% in 2020-2021 as the parents of 59,638 school-age children chose not to send their children to public schools.
- Despite the return in 2021-2022 to in-person instruction, the parents of 55,769 home-schooled students elected not to enroll or return their children to public school.
- 3,748 Virginia students transferred in 2020-2021 from a public school to an in-state private school.

The exodus of thousands of families from Virginia’s public schools was noted by UVA’s Weldon Cooper Center for Public Service in a [January 2022 report](#) and [presentation](#). The Center—whose estimates of school-age population are used for the distribution of state sales tax revenue for public schools—reported that the pandemic accelerated a pre-pandemic trend since 2010 of growth in homeschooling and private education outpacing growth in public school enrollment.

MOVING FORWARD: OUR COMMITMENT TO VIRGINIANS

We commit to raise expectations for students and schools, support them to meet those high standards, and hold them accountable for results. We will restore excellence and the opportunity to access quality education for all. We commit to close honesty and achievement gaps and prioritize transparency and accountability. We commit to historic investments in education and collaboration with all stakeholders to realize our goals.

Underpinning our work is a set of principles for how we will conduct business. These principles represent a new approach to education in the Commonwealth and will guide everything we do. In order to directly address the challenges facing Virginia students, schools, and families, we commit to taking the following actions over the next four years.

HIGH EXPECTATIONS

All students deserve to be held to high expectations aligned to the needs of the knowledge economy. We will prioritize resources for those students and communities furthest behind and teach comprehensive history.

EMPOWER PARENTS AND TEACHERS

Parents are their child's first and most important teacher. They must be an integral player in our education systems. Next to parents, having a quality teacher is the greatest determinant of a child's success. Great teachers must be celebrated and rewarded.

FREEDOM OF SPEECH & INQUIRY

Our institutions of learning will embody a commitment to free speech and the exploration of diverse ideas. Our democracy rests on the foundation that education must teach every generation how to think, not what to think.

GUIDING PRINCIPLES FOR VIRGINIA EDUCATION

ZERO-TOLERANCE FOR DISCRIMINATION

We will not allow the ascribing of traits or behavior based on race, gender, political beliefs, or religion. We will reinforce that every person has a right to reach his or her full potential. Education should provide them with the tools and knowledge to do so.

POST-SECONDARY READINESS

Learners must be empowered with multiple pathways to post-secondary success, including apprenticeships, internships, workforce training, dual enrollment, and other opportunities.

TRANSPARENCY & ACCOUNTABILITY

Our education systems will be held accountable for preparing all learners for success in life. This requires an emphasis on evidence and transparency.

INNOVATION

There is excellence in education in Virginia, but there are many children who have not had access to that excellence. We will create a culture of innovation that breaks the "one size fits all" education model by increasing school choice. (e.g. lab schools)



WE COMMIT TO:

Establish and maintain **HIGH EXPECTATIONS** for students, schools, and ourselves.

- Virginia’s assessment system must provide quality information about student achievement and growth, as well as the health of our state’s education system. We must close the honesty gap by raising proficiency cut scores and improving SOL rigor to align with the demands of the knowledge economy.
- Alongside a bipartisan study group of stakeholders and assessment experts, we will lead efforts to create a best-in-class state assessment system, including providing recommendations to the General Assembly in fall 2023.
- We will ensure that evidence-based literacy instruction is prioritized across Virginia’s schools through faithful implementation of the *Virginia Literacy Act of 2022*, which requires alignment with the science of reading in all instruction. The *Virginia Literacy Act of 2022*:
 - Creates new individualized reading plans for those students not on track to be on grade level by 3rd grade implemented in partnership with parents.
 - Provides new reading specialists to support learners and reading coaches to support teachers across the Commonwealth.
 - Ensures teachers in and preparing for the classroom have mastery of the science of reading aligned instructional practices.
 - Provides tools for parents to support literacy growth at home.



It was passed with the overwhelming support of bipartisan patrons and members of the General Assembly and signed into law as a “Governor’s bill.” This legislation and its implementation will serve as a model for the nation.

- We must have content standards that are best-in-class in depth and breadth, including in history, math, reading, and science, which are due for review in 2022, 2023, 2024, and 2025 respectively. We will revamp the process for reviewing and revising academic standards to honor the critical role employers, families, subject-matter experts, and other key stakeholders have in shaping and aligning our expectations with the needs of the Commonwealth. We will expand our public engagement efforts, which have been historically limited to submission of public comments to VDOE and the State Board of Education, so that all voices are heard when decisions are made about what Virginia’s students learn.

Advance **PARENT AND TEACHER EMPOWERMENT** to best serve students in partnership.

- To empower parents and increase family engagement, VDOE will create opportunities for intentional and ongoing collaboration and communication. VDOE’s recently announced Office of Parental Engagement will empower parents with information and prepare and train teachers to work with parents as partners in the shared effort to support student learning.
- We commit to providing honest, timely, accurate, and actionable information. Parents, educators, and learners will know where every student is succeeding and where they are off track. They will be supported in acting upon this information, providing interventions that put learners back on track for short- and long-term success.



- Parents are a child’s first and most important teacher; after parents, the greatest determinant of student achievement is a quality classroom teacher. We are making historic investments in teachers, and will find innovative ways to reward and incentivize great teaching, especially benefiting those who need it most.

In recognition of the importance of a high-quality teacher, VDOE will work to strengthen the teaching profession in Virginia. We will work with our education partners in the Commonwealth and across the nation to implement best practices for growing a diverse and excellent educator workforce to better reflect our student population.

Demand ZERO-TOLERANCE FOR DISCRIMINATION in education and beyond.

- All students deserve an education that does not teach nor practice discrimination, whether it be through the funding their schools receive, the opportunities they have to learn, or preconceived judgments.
- Every student in the Commonwealth deserves access to high-quality, comprehensive, and unbiased history education. VDOE will ensure that state standards support a civic education that allows Virginia students to fully understand their rights and responsibilities as citizens under our foundational documents, including the Declaration of Independence, the Constitution, the Bill of Rights, and the Constitution of Virginia.
- We will not tolerate violations of Title IV and Title VI of the Civil Rights Act of 1964, including policies, programs, training, and curricula that advance discrimination.



Foster Innovation in all education environments.

- One-size-fits-all education does not work. We will fuel a culture of innovation, informed by data and built on the examples of excellence that currently exist in the Commonwealth.
- We will continue to support innovative education by increasing school choice and opportunities for all students, including through our goal to support the launch of 20 new lab schools across the Commonwealth.
- VDOE’s recently announced Department of Strategic Innovation will catalog innovative education opportunities and schools—including lab, Governor’s, magnet, and charter schools—and disseminate best practices. The department aims to inspire and incubate innovation across school divisions and the Commonwealth.
- There are examples of education greatness across the Commonwealth. We will seek out examples and work to replicate in other communities. Every student deserves to go to a great school. Parents need to be empowered with more choices, including within our public schools.
- Leveraging pandemic relief funds, we will establish and support evidence-based programs that address learning loss and provide direct support to students and families.
 - This work will include creating a supplemental educational micro-grant program for families to purchase additional educational resources for their children.
 - In partnership with schools and community-based organizations serving families with the greatest needs, we will identify and re-engage students who have disappeared from our school systems.



Provide Transparency and Accountability so that each child is seen and receives what they need to succeed.



- The people of Virginia—including students, parents and teachers—have not had a clear picture of the academic performance of their students and schools. This will change. Virginia will aim to be the most transparent and accountable state in the nation by first providing a clear picture of student achievement. By the fall of 2022, we will produce a data report that provides a snapshot of learning proficiency, growth, and gaps from March 2020 to June 2022 for every student in the Commonwealth in grades 1-8. While individual reports will be provided directly to students, families, and educators, a general report summarizing the findings will be made available on the VDOE website.
- The changes to the accreditation system over the past decade have diminished the importance of every student being proficient in critical knowledge and skills, including in reading and math. A school that is not fully accredited is a red flag for parents, communities, and taxpayers. Working with the State Board of Education, we will revise the Standards of Accreditation to ensure that schools that earn full accreditation are truly preparing the students in their care for the demands of the workplaces of tomorrow. Accreditation ratings will accurately and clearly reflect the quality of our individual schools. Schools that fail to achieve accreditation cannot operate in the same manner year after year. Such schools will receive enhanced support and direct intervention that engages families, educators, and the community to ensure that all students are receiving a high-quality education that supports their success.

Ensure POST-SECONDARY READINESS so that all learners can succeed in life.



- Schools will provide multiple pathways to post-secondary success, including apprenticeships, internships, workforce training, college preparation, dual and concurrent enrollment, and career and technical education.
- VDOE will audit and revise the current career and technical education program offerings to ensure they are aligned with high-wage, high-demand fields.¹⁸
- In order to ensure our students are ready for the global economy, we will prioritize STEM, computer science, and cybersecurity in our future standard setting processes in 2025.

Protect and nurture FREEDOM OF SPEECH AND INQUIRY to ensure every student is taught how to think, not what to think.



- A great education must address complicated and uncomfortable topics in ways that support critical thinking and vigorous classroom discussions—without injecting trendy political views or inhibiting free speech. We will support this by providing training to our teachers and school leaders on teaching such subjects and facilitating difficult conversations.

CLOSING THOUGHTS

The interim report, released on February 25, 2022, sparked conversations across the Commonwealth and nation on “divisive concepts” and anti-discrimination efforts. Likewise, this report articulating our commitment to Virginia intends to spark conversations across the Commonwealth and nation as we grapple with difficult realities about student performance. We sought input from partners in education on the drafting and finalization of this report. Setting and implementing strategies and sharing our principles requires continued partnership and shared commitment. This report is an initial step in our work to ensure high expectations and excellence for all students—efforts that will continue for years to come.

There are numerous issues and topics that were not addressed in this report—rural education, early care and learning, English learners, gifted and talented education, special education, and a deeper dive into school operations and capital construction funding—to name a few. Our goal—to provide a best-in-class education for every Virginian—can be accomplished when we work together. Parents, teachers, policymakers, stakeholders, even students cannot be partners without first being informed—this is the first step. The guiding principles serve as the foundation for many conversations and actions about education in the coming months and years. Supported by a foundation of actionable data and our guiding principles, we must work together to ensure high expectations and excellence for all learners in Virginia.

OUR

COMMITMENT

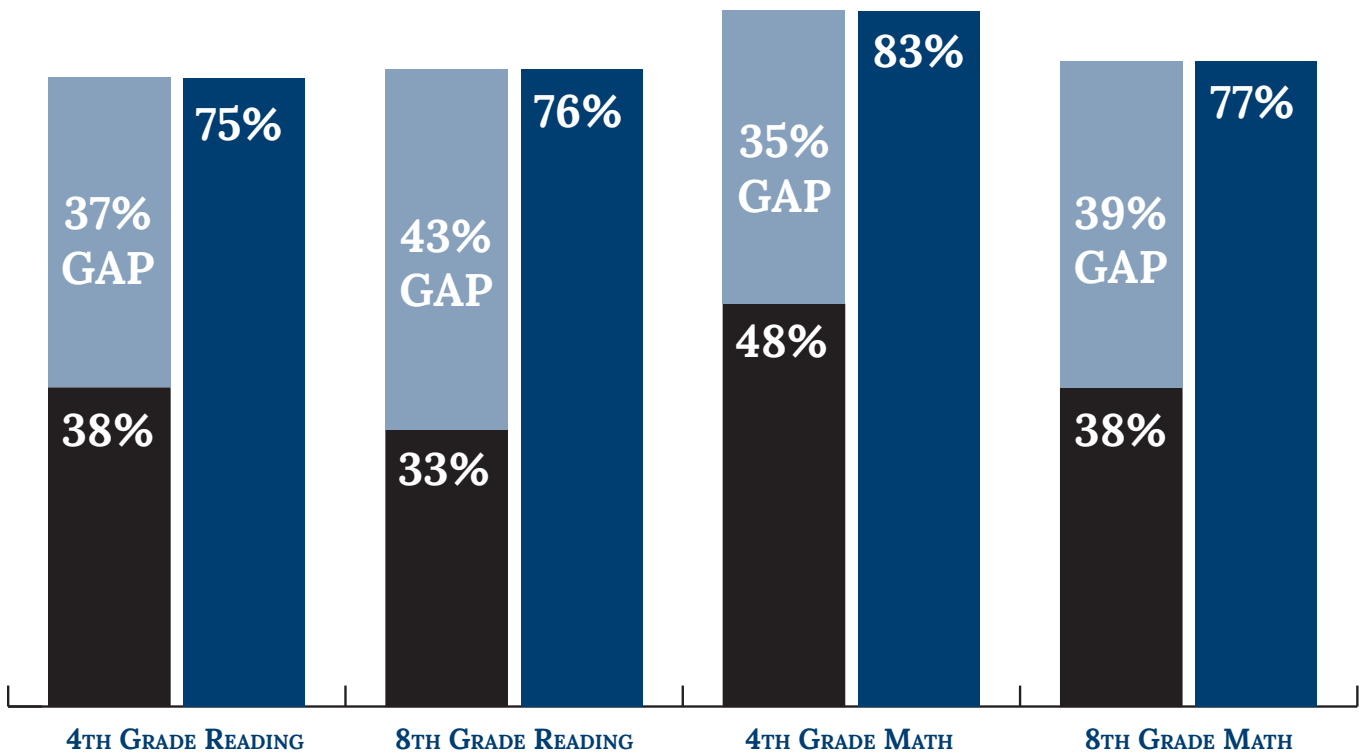
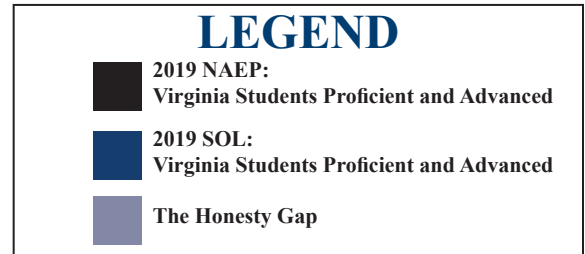
TO VIRGINIANS

DATA APPENDICES

APPENDIX A: THE HONESTY GAP

The proficiency percentages on Virginia’s state SOL assessments are significantly higher than on NAEP. This gap is referred as [the honesty gap](#). For example, in Virginia, 75 percent of 4th graders had a reading pass rate on SOL assessments in 2019. But only 38 percent of 4th graders were proficient in reading on NAEP that same year.

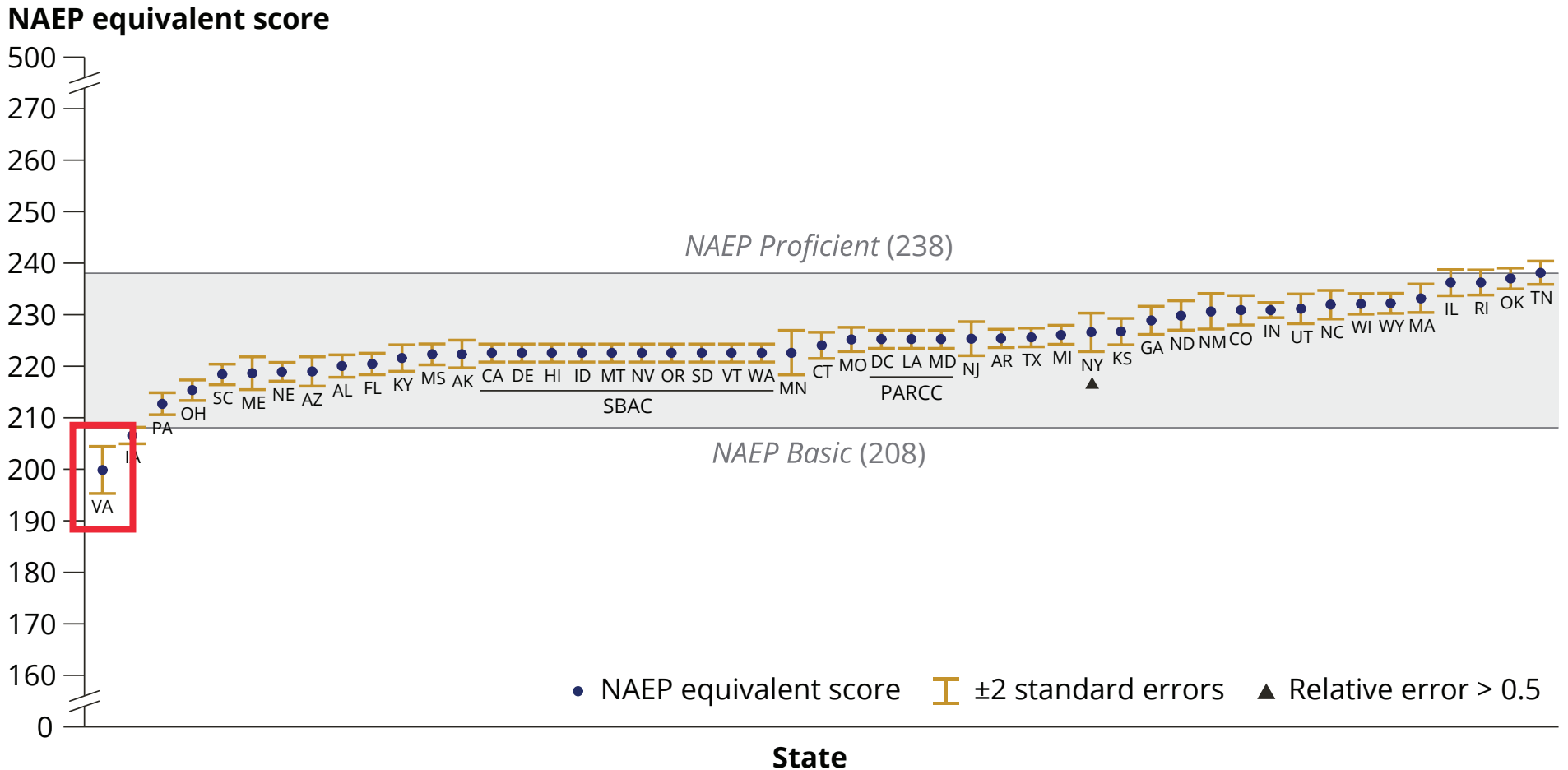
THE HONESTY GAP



2019 Virginia NAEP v.s. SOL				
	Reading Grade 4	Reading Grade 8	Math Grade 4	Math Grade 8
2019 NAEP Proficient and Advanced	38%	33%	48%	38%
2019 SOL Proficient and Advanced	75%	76%	83%	77%
NAEP difference from SOL Proficient and Advanced	-37%	-43%	-35%	-39%

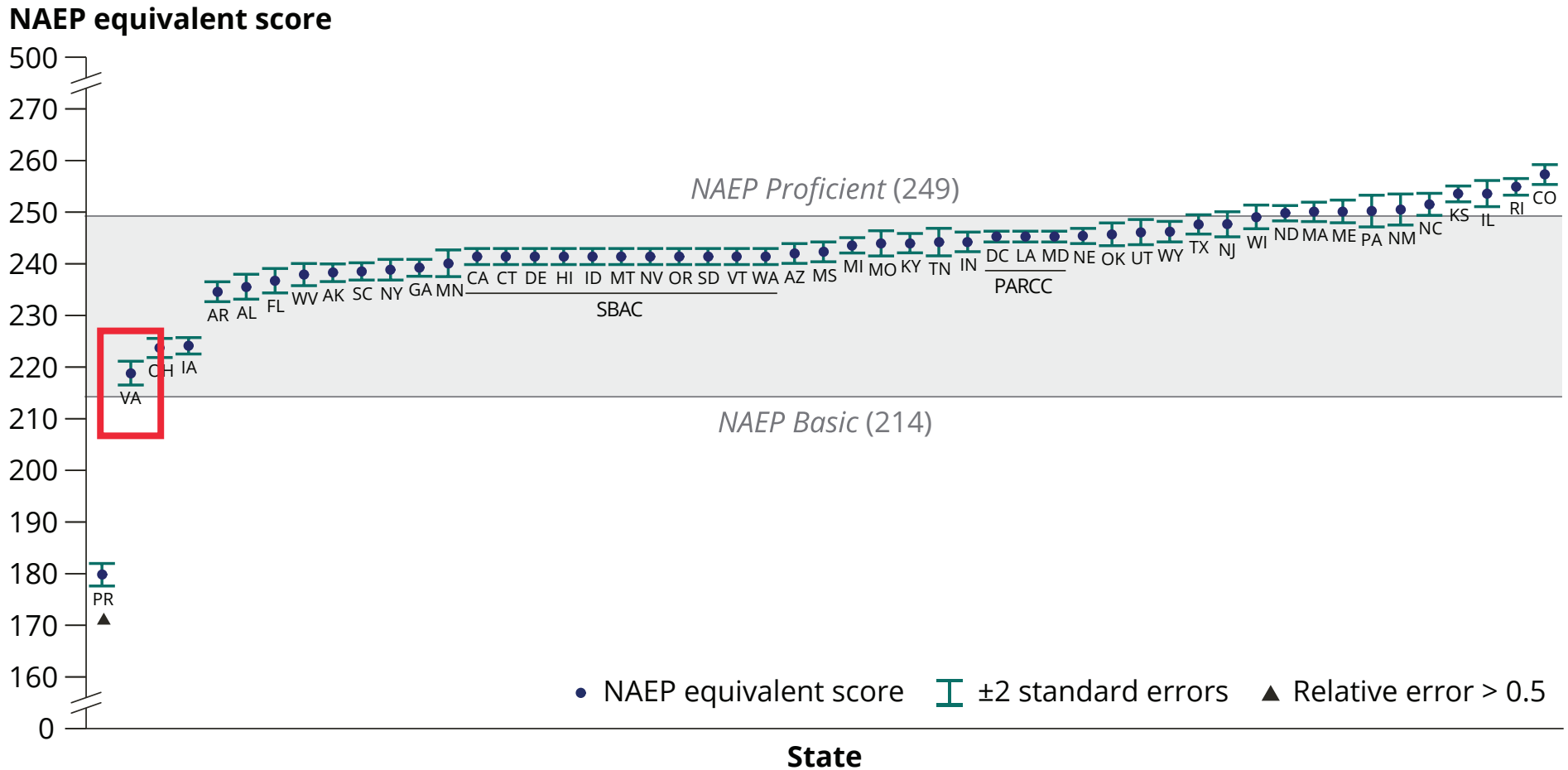
APPENDIX B: LOWEST PROFICIENCY CUT SCORES - GRADE-4 LITERACY

State grade-4 reading proficiency standards compared with NAEP proficiency levels by state: 2019



APPENDIX C: LOWEST PROFICIENCY CUT SCORES - GRADE-4 MATH

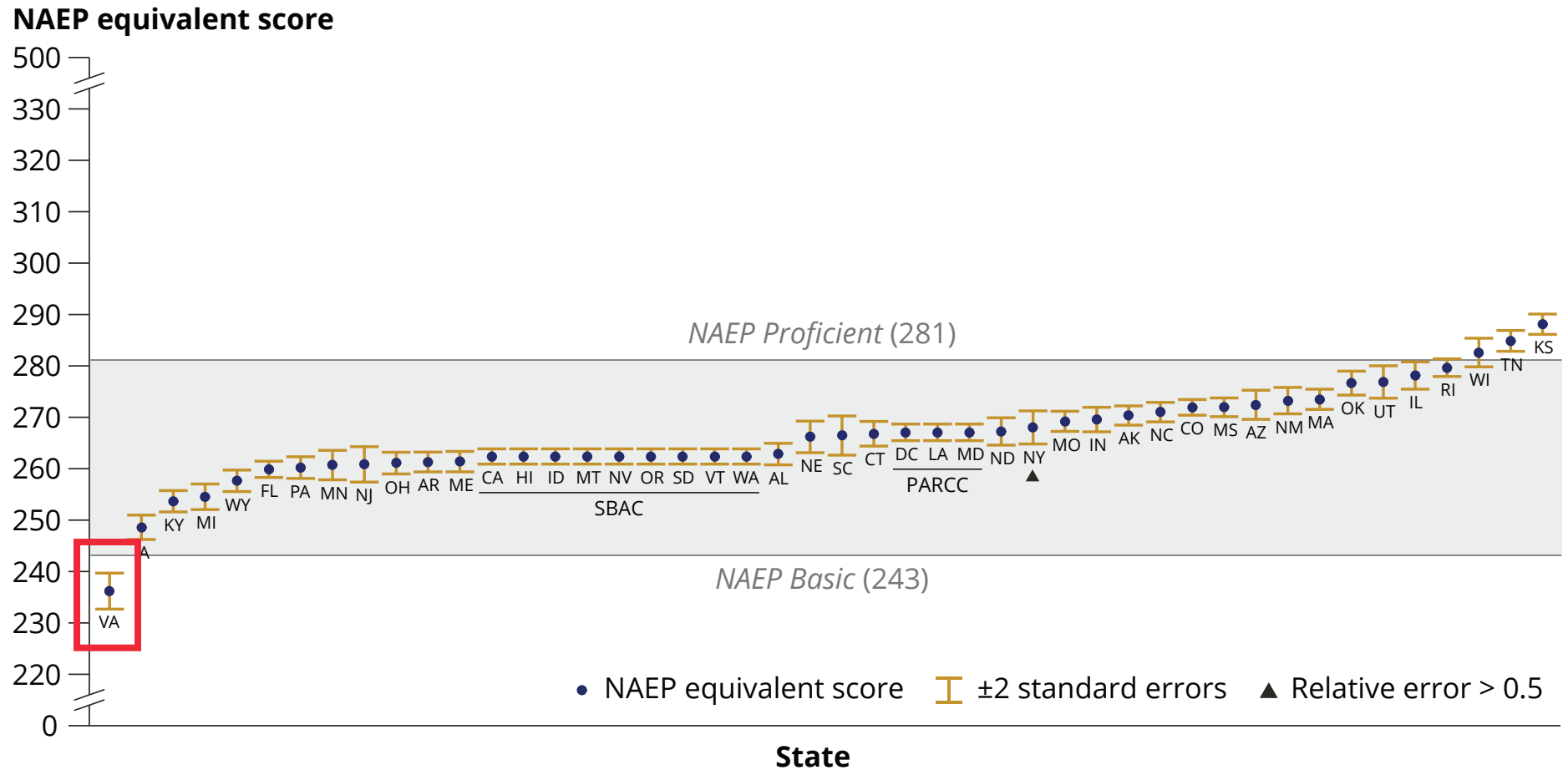
State grade-4 math proficiency standards compared with NAEP proficiency levels by state: 2019



Note: NCES did not compare Virginia’s 2019 grade-8 math proficiency standard with NAEP proficiency levels due to the relatively small number of students who took the eighth-grade SOL math assessment, as opposed to the Commonwealth’s end-of-course mathematics assessments (Algebra I, Geometry, etc.).

APPENDIX D: LOWEST PROFICIENCY CUT SCORES - GRADE-8 LITERACY

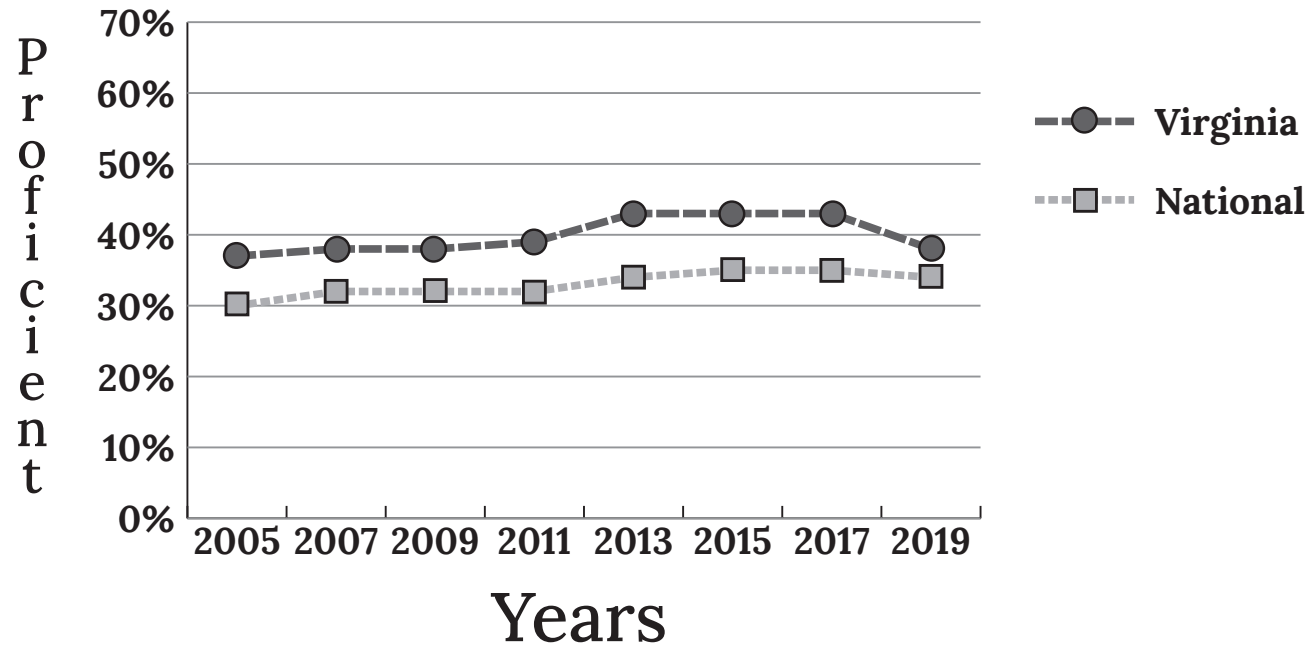
State grade-8 reading proficiency standards compared with NAEP proficiency levels by state: 2019



Source: [Mapping State Proficiency Standards Onto the NAEP Scales: Results From the 2019 NAEP Reading and Mathematics Assessments](#)

APPENDIX E: 4TH GRADE LITERACY DOWNWARD

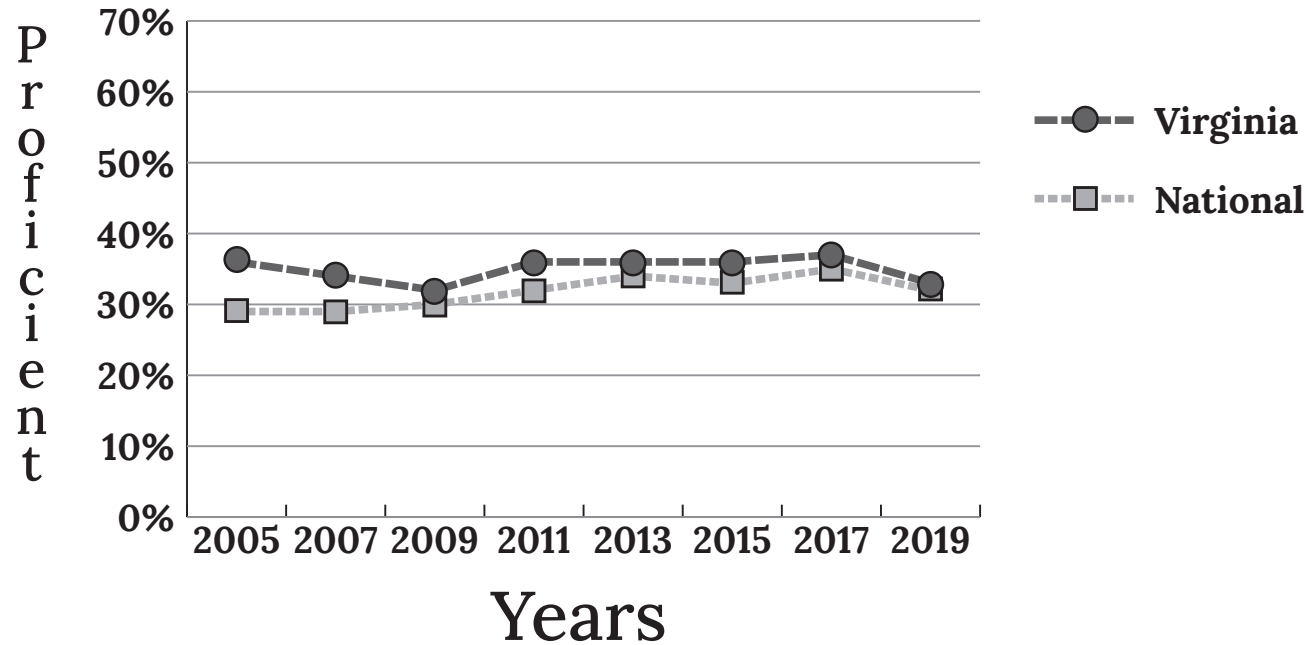
Virginia NAEP Grade-4 Reading *Percent Proficient or Above*



Location	2005	2007	2009	2011	2013	2015	2017	2019
National	30%	32%	32%	32%	34%	35%	35%	34%
Virginia	37%	38%	38%	39%	43%	43%	43%	38%

APPENDIX F: 8TH GRADE LITERACY DOWNWARD

Virginia NAEP Grade-8 Reading *Percent Proficient or Above*

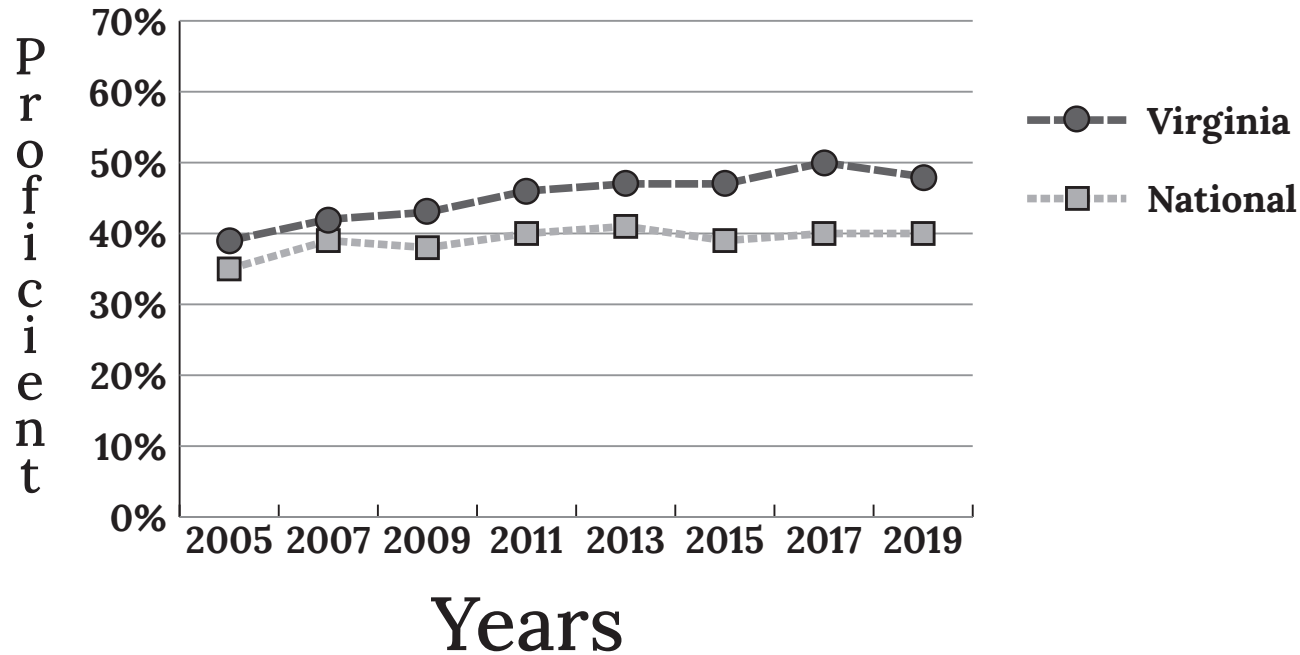


Location	2005	2007	2009	2011	2013	2015	2017	2019
National	29%	29%	30%	32%	34%	33%	35%	32%
Virginia	36%	34%	32%	36%	36%	36%	37%	33%

APPENDIX G: 4TH GRADE MATH DOWNWARD

Virginia NAEP Grade-4 Mathematics

Percent Proficient or Above

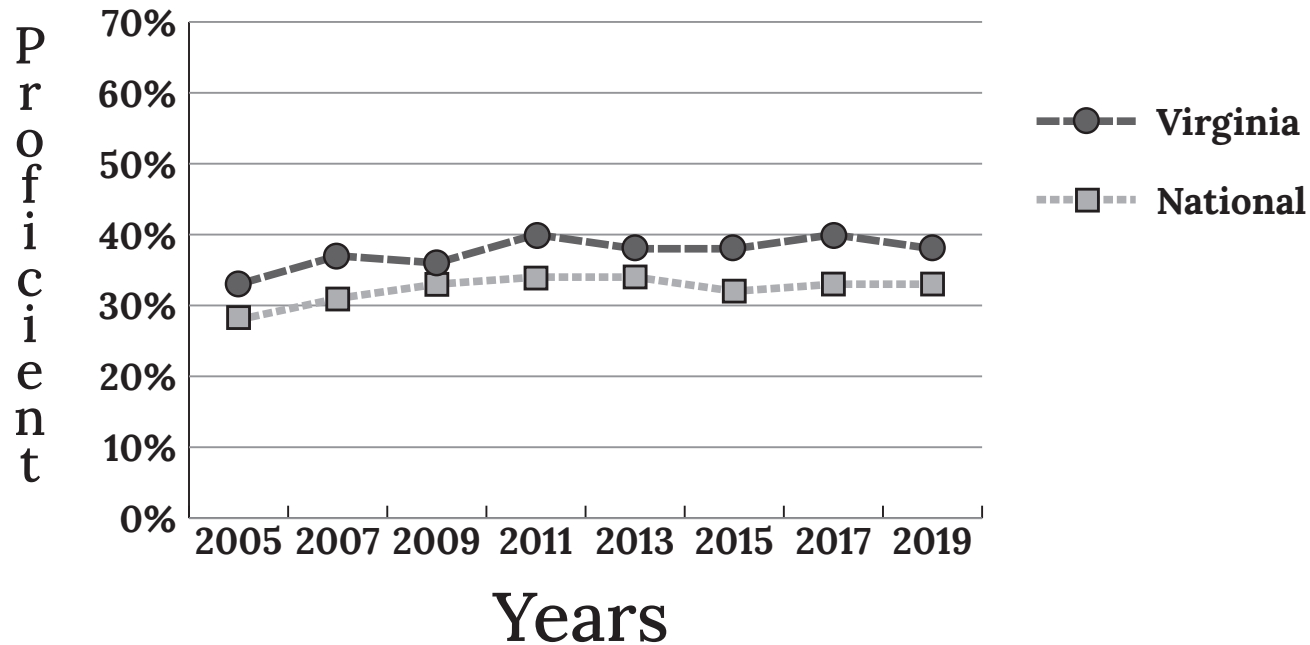


Location	2005	2007	2009	2011	2013	2015	2017	2019
National	35%	39%	38%	40%	41%	39%	40%	40%
Virginia	39%	42%	43%	46%	47%	47%	50%	48%

APPENDIX H: 8TH GRADE MATH DOWNWARD

Virginia NAEP Grade-8 Mathematics

Percent Proficient or Above



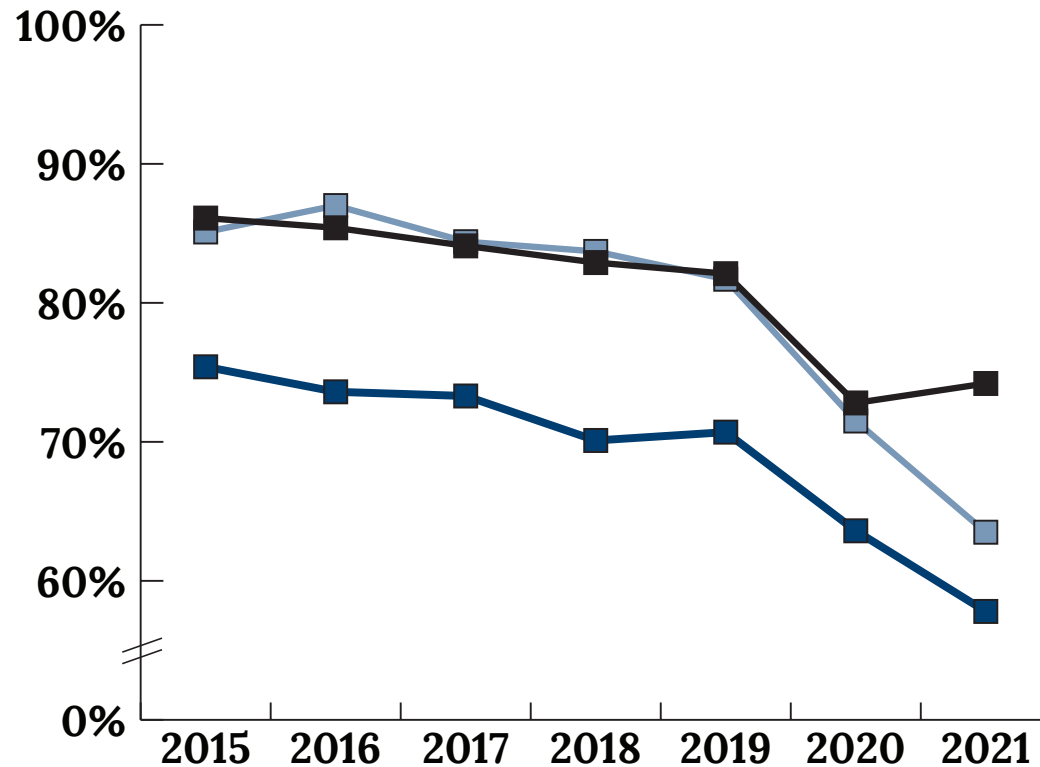
Location	2005	2007	2009	2011	2013	2015	2017	2019
National	28%	31%	33%	34%	34%	32%	33%	33%
Virginia	33%	37%	36%	40%	38%	38%	40%	38%

APPENDIX I: PALS GRADE-LEVEL SCORES DECLINING

Percent of K-2 Students At or Above the PALS Benchmark

Fall 2015-2021

■ Kindergarten ■ First Grade ■ Second Grade



Grade	2015	2016	2017	2018	2019	2020	2021
Kindergarten	86.1%	85.4%	84.1%	82.9%	82.1%	72.8%	74.2%
First Grade	85.1%	87.0%	84.4%	83.7%	81.7%	71.5%	63.5%
Second Grade	75.4%	73.6%	73.3%	70.1%	70.7%	63.6%	57.8%

Source: [Examining the Impact of COVID-19 on the Identification of At-Risk Students: Fall 2021 Literacy Screening Findings](#)

APPENDIX J: DECLINING READING PROFICIENCY

Declining SOL English/Reading Proficiency

2016-2021

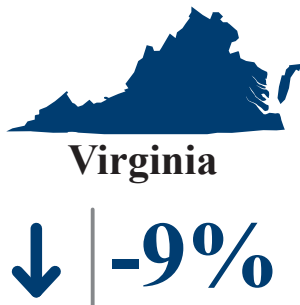
Percent Proficient and Advanced

Grade	2016-2017	2017-2018	2018-2019	Point Percent Change from 2016-2017 and 2018-2019	Percent of Decrease from 2016-2017 and 2018-2019
3	75%	72%	71%	-4	-5%
4	79%	76%	75%	-4	-5%
5	81%	80%	78%	-3	-4%
6	78%	80%	77%	-1	-1%
7	82%	81%	79%	-3	-4%
8	76%	77%	76%	0	0

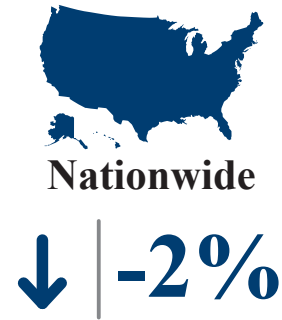
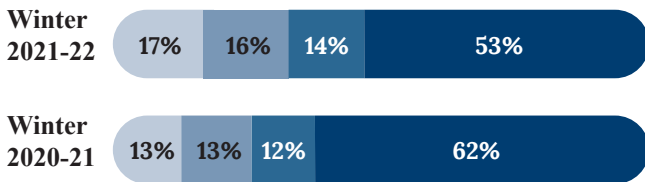
APPENDIX K: MATH LEARNING LOSS

MTSS Risk Categories for Math

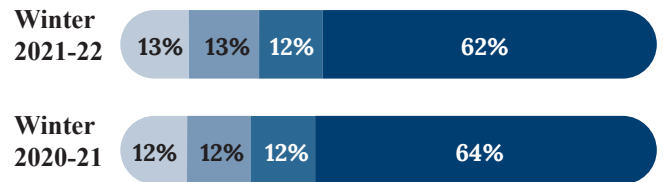
Winter comparison of the distribution of students by [Multi-Tiered Systems of Support \(MTSS\)](#) risk categories for Math, 2021–2022 school year compared to 2020–2021 school year



From Winter to Winter, the percentage of students at or above benchmark **decreased by 9%**.



From Winter to Winter, the percentage of students at or above benchmark **decreased by 2%**.



Notes

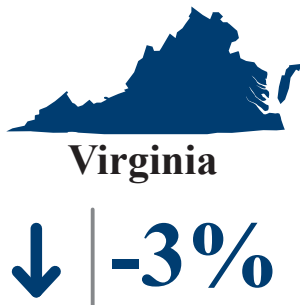
1. This presentation summarizes selected analyses by state and subject using Star assessment data through the end of January 2022. Refer to the national *How Kids Are Performing: A Snapshot of K–12 Academic Performance and Growth* for details on samples, methods, and limitations. The sample used for this *How Kids Are Performing* snapshot differs from our 2021 *How Kids Are Performing* report series, so we caution against directly comparing findings from this report with prior editions and presentations.
2. For more information about the Star Assessments, [start here](#).
3. Not all states have been included in this presentation due to small sample sizes. We excluded states if there were fewer than 10 schools and/or fewer than 2,500 students per subject. Please also note that the state-level results presented here may not be representative of any state’s student population.
4. Percentages may not total 100 due to rounding.

Source: [Renaissance: How Kids Are Performing](#)

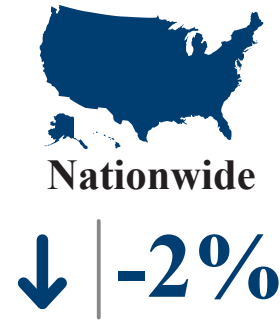
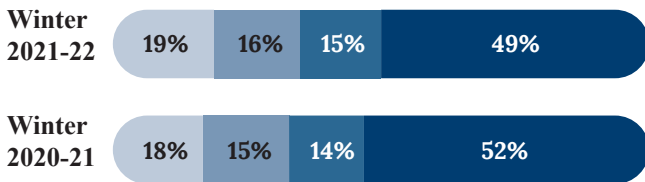
APPENDIX L: LITERACY LEARNING LOSS

MTSS Risk Categories for Literacy

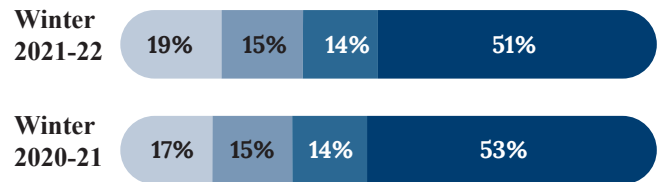
Winter comparison of the distribution of students by [Multi-Tiered Systems of Support \(MTSS\)](#) risk categories for Literacy, 2021–2022 school year compared to 2020–2021 school year



From Winter to Winter, the percentage of students at or above benchmark **decreased by 3%**.



From Winter to Winter, the percentage of students at or above benchmark **decreased by 2%**.



Urgent intervention
 Intervention
 On watch
 At/above benchmark

Notes

1. This presentation summarizes selected analyses by state and subject using Star assessment data through the end of January 2022. Refer to the national *How Kids Are Performing: A Snapshot of K–12 Academic Performance and Growth* for details on samples, methods, and limitations. The sample used for this *How Kids Are Performing* snapshot differs from our 2021 *How Kids Are Performing* report series, so we caution against directly comparing findings from this report with prior editions and presentations.
2. For more information about the Star Assessments, [start here](#).
3. Not all states have been included in this presentation due to small sample sizes. We excluded states if there were fewer than 10 schools and/or fewer than 2,500 students per subject. Please also note that the state-level results presented here may not be representative of any state’s student population.
4. Percentages may not total 100 due to rounding.

Source: [Renaissance: How Kids Are Performing](#).

APPENDIX M: SCHOOL ACCREDITATION IN BRIEF

In Brief: School Accreditation



June 2018

The Virginia Board of Education is revising its accreditation standards to provide a more comprehensive view of school quality while encouraging continuous improvement for all schools and placing increased emphasis on closing achievement gaps. School accreditation ratings for the 2018-2019 school year will be the first to reflect this new approach to accountability.

School Quality Indicators

The revised accreditation standards measure performance on multiple school-quality indicators, not just on overall student achievement on state tests.

Elementary and middle schools are evaluated on the following indicators:

- Overall proficiency and growth in English reading/writing achievement (including progress of English learners toward English-language proficiency)
- Overall proficiency and growth in mathematics
- Overall proficiency in science
- English achievement gaps among student groups
- Mathematics achievement gaps among student groups
- Absenteeism

High schools are evaluated on the following school-quality indicators:

- Overall proficiency in English reading/writing and progress of English learners toward English-language proficiency
- Overall proficiency in mathematics
- Overall proficiency in science
- English achievement gaps among student groups
- Mathematics achievement gaps among student groups
- Graduation and completion
- Dropout rate
- Absenteeism
- College, career and civic readiness (effective 2021-2022)

Performance Levels

Performance on each school-quality indicator is rated at one of three levels:

- LEVEL ONE:** Meets or exceeds standard or sufficient improvement
- LEVEL TWO:** Near standard or making sufficient improvement
- LEVEL THREE:** Below standard

All schools must develop a multi-year plan to support continuous improvement on all indicators. Specific local and state actions and interventions are required to improve performance on indicators rated at Level Two and Level Three.

Performance Level	Action or Intervention
LEVEL ONE: At or Above Standard <ul style="list-style-type: none"> Performance at or above state standard for indicator Sufficient improvement toward state standard for indicator from Level Two 	Monitor performance on indicator and update multi-year school improvement plan as needed
LEVEL TWO: Near Standard or Improving <ul style="list-style-type: none"> Below state standard for indicator but approaching Level One performance Sufficient improvement on indicator from Level Three 	Revise multi-year improvement plan and implement revisions to improve performance on indicator
LEVEL THREE: Below Standard <ul style="list-style-type: none"> Performance on indicator below state standard Performance on indicator at Level Two for more than four consecutive years 	Implement state-approved corrective action plan following academic review conducted by Virginia Department of Education

Accreditation Ratings

Under the new system, schools earn one of the following three accreditation ratings:

Accredited — Schools with all school-quality indicators at either Level One or Level Two

Accredited with Conditions — Schools with one or more school-quality indicators at Level Three

Accreditation Denied — Schools that fail to adopt or fully implement required corrective actions to address Level Three school-quality indicators. A school rated as Accreditation Denied may regain state accreditation by demonstrating to the Board of Education that it is fully implementing all required corrective action plans.

SAMPLE SCHOOL: South Middle School		
Achievement	English Combined Rate	Level ONE
	Math Combined Rate	Level ONE
	Science Pass Rate	Level ONE
Achievement Gaps	English	Level TWO
	Math	Level TWO
Student Engagement	Chronic Absenteeism	Level TWO
OVERALL	ACCREDITED	

SAMPLE SCHOOL: North High School		
Achievement	English Combined Rate	Level ONE
	Math Pass Rate	Level ONE
	Science Pass Rate	Level ONE
Achievement Gaps	English	Level TWO
	Math	Level THREE
Student Engagement	Chronic Absenteeism	Level TWO
	Graduation & Completion	Level ONE
	Dropout Rate	Level TWO
	College, Career & Civic Readiness	(2021-2022)
	OVERALL	ACCREDITED WITH CONDITIONS

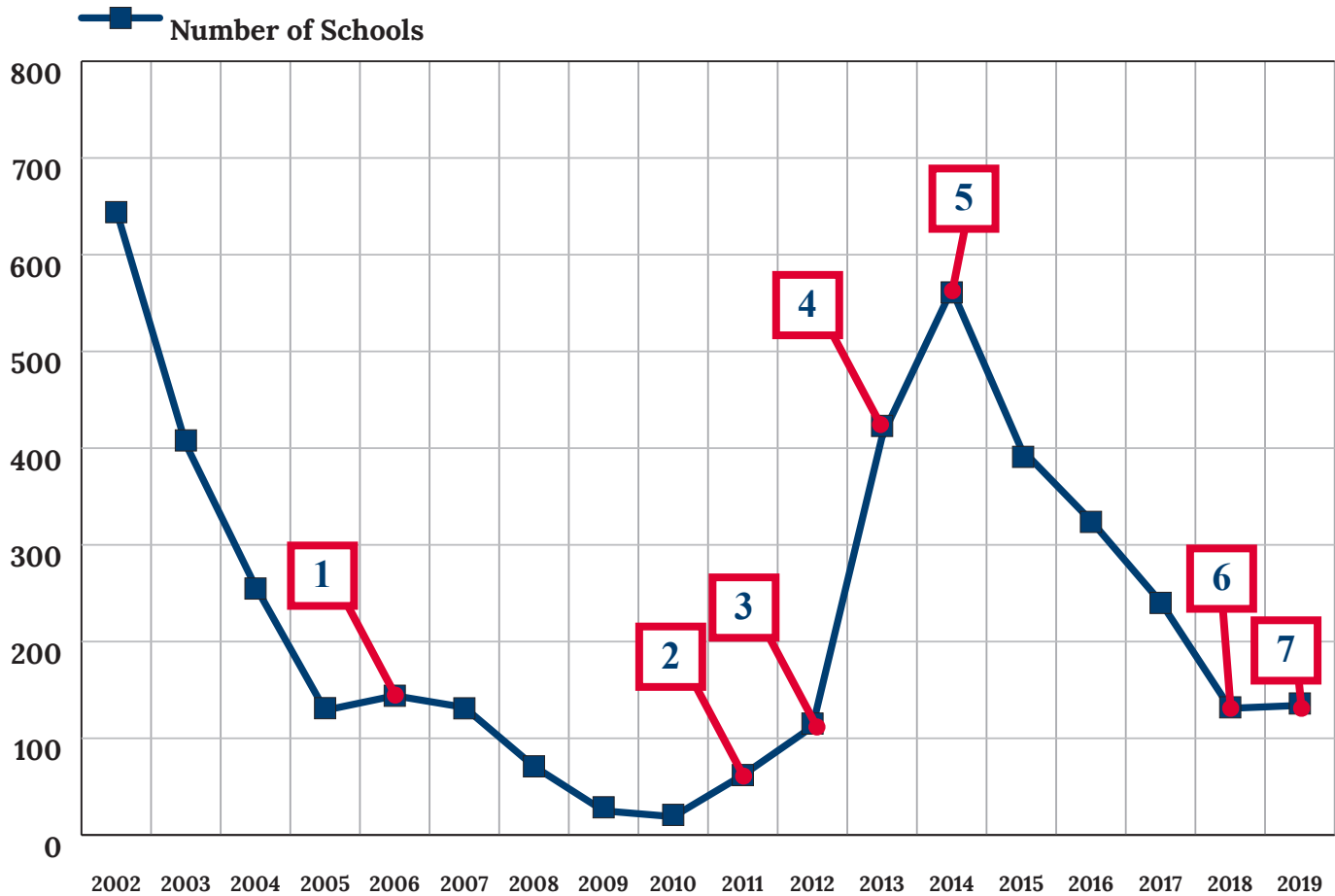
For more information, please visit www.doe.virginia.gov

APPENDIX N: ACCREDITATION VARIATION

Virginia School Accreditation

Schools in Virginia Not Fully Accredited

2002-2020



Year	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Schools Not Accredited	646	404	257	129	144	132	71	25	19	63	112	412	564	399	325	241	131	134

- 2006: To meet NCLB requirements for reading and mathematics: Assessments added for grades 4, 6, and 7; grades 5 and 8 tests no longer cumulative.
- 2011: New history/social science assessments; Board of Education adopted new cut scores.
- 2012: New mathematics assessments; Board of Education adopted new cut scores.
- 2013: New reading, writing, and science assessments; Board of Education adopted new cut scores; Accreditation benchmarks increased for Grade-3 Science and History from 50% to 70%, and for Grades 6-12 English from 70% to 75%.
- 2014: Board of Education allows expedited retakes of SOL tests by elementary and middle school students (previously only allowed on tests for high school credit).
- 2018: First year of new accreditation model under the Revised 2017 Standards of Accreditation.
- 2019: New mathematics tests; Board of Education lowered proficiency cut scores.



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FULL Report

<https://www.doe.virginia.gov/Home/Components/News/News/186/>

INTERIM Report

<https://www.doe.virginia.gov/home/showpublisheddocument/2704/637974665559870000>



**VIRGINIA
IS FOR
LEARNERS**

Jillian Balow

Superintendent of Public Instruction

February 23, 2022

The Honorable Glenn Youngkin
Governor of Virginia
P.O. Box 1475
Richmond, VA 23218

The Honorable Aimee Guidera
Secretary of Education
P.O. Box 1475
Richmond, VA 23218

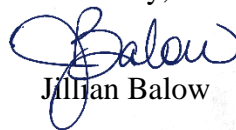
Dear Governor Youngkin and Secretary Guidera:

Executive Order One charged the Superintendent of Public Instruction (SOPI) to begin the work of identifying and addressing inherently divisive concepts - including “Critical Race Theory and its progeny” - in public education. It defined “inherently divisive concepts” to mean “advancing any ideas in violation of Title IV and Title VI of the Civil Rights Act of 1964.” Specifically, Executive Order One required the SOPI to identify policies, programs, training or curricula that fall within the definition of divisive concepts. I respectfully submit this interim report to you and the Citizens of Virginia.

This interim report rescinds certain policies, programs, and resources that promote discriminatory and divisive concepts as directed by Executive Order One. It also contains a sampling of critical race theory-based materials. However, the concepts have become widespread in the Virginia Department of Education (VDOE) and in Virginia school divisions and we will need to proactively review policies, practices, and pedagogies around the state to uphold the Civil Rights Act and comport with Executive Order One. We must continue to ensure that no student in Virginia is taught to judge or treat others differently solely on the basis of their race, skin color, ethnicity, sex or faith. As the work continues, we will engage stakeholders in an ongoing dialogue about how all resources and initiatives from the Virginia Department of Education must permit and encourage school divisions to build a culture of compassion, acceptance, opportunity, and positive change.

The Civil Rights Act codified the principles of equal protection and nondiscrimination found in the 14th Amendment, principles that all Virginians and Americans hold dear and wish to see passed on to the next generation. With this interim report, along with another at the 90-day mark, we want to spur productive dialogue across the commonwealth and create a teachable moment for us all - educators, the Citizens of Virginia, and concerned American parents.

Sincerely,



Jillian Balow

JB/jgh

APPENDIX A: RESCISSIONS & MODIFICATIONS OF PROGRAMS, POLICIES, MATERIALS

Action	Document/Product Title	Status	Basis	Example
Rescinded	All Resources Included on VDOE’s EdEquityVA ⁱ Website, Including EdEquityVA Resources, and Resource Repository ⁱⁱ	Rescinded 2/9/22 or in-progress to be rescinded/evaluated	<ul style="list-style-type: none"> Numerous resources within EdEquityVA employ the concept that current discrimination is needed to address past discrimination. (Treating people differently based on skin color to remedy old/previous discrimination.) Numerous resources within EdEquityVA advance “equity,” which is redefined to mean that there can be no differences or disproportionalities between students—and any difference in what students have or what they achieve is due to systemic racism. Suggested reading lists include Critical Race Theory authors such as Ibram X Kendi and Gloria Ladson-Billings. Both are critical race theorists who have moved CRT into education. NOTE: Some items from reading lists were pulled from the VDOE website after 11/2/21. Basic tenants of anti-racist education are adapted from a CRT author and include, “White People benefit from racism, regardless of intentions.” NOTE: Tenants removed from the VDOE website after 11/2/21. 	Y (attached example A and link i below)
Rescinded	Diversity, Equity, Inclusion Audit Tool ⁱⁱ (Superintendent’s Memo 280-20)	Rescinded 2/9/22	<ul style="list-style-type: none"> Achieving equity, versus individual student achievement, is the emphasis. The guiding mission statement for the tool is, “Education Equity is achieved when we eliminate the predictability of student outcomes based on gender, zip code, ability, socioeconomic status or language spoken at home.” This is a main resource for EdEquityVA and included in multiple locations online, in memos, in trainings, and as part of the “roadmap to equity.” 	Y (link ii below)
Rescinded	Navigating EdEquityVA ⁱⁱⁱ : Virginia’s Roadmap to Equity (Superintendent’s Memo 309-20)	Rescinded 2/9/22	<ul style="list-style-type: none"> This is the foundational document that outlines EdEquityVA. Resources permit and advance policies, programs, and activities that promote equitable outcomes for students versus opportunities. 	Y (link iii below and example B)

APPENDIX A: RESCISSIONS & MODIFICATIONS OF PROGRAMS, POLICIES, MATERIALS

			<ul style="list-style-type: none"> Promotes and permits teaching and leading social justice, systemic inequality, and anti-racist policies in ways that are consistent with critical race theory and without offering alternatives. Shifts school culture from excellence and opportunity to equitable outcomes for all students. 	
Rescinded	All Resources Included on VDOE’s Culturally Responsive Website ^{iv}	Rescinded 2/15/22 or in-progress	<ul style="list-style-type: none"> This is a resource included in EdEquityVA The resources contain concepts that may be divisive and need to be reviewed in stakeholders. Divisive concepts taught in the training including (but are not limited to): “redress” bias in the system; include “culturally responsive” efficacy in teacher evaluation; mitigate power imbalances; develop policy to advance “anti-racism;” be change agents for social justice and academic equity. Generally promotes academic equity of outcomes versus equity of opportunities for all learners. Advances using current discrimination to address previous discrimination. (Treating people differently based on race – to remedy previous discrimination.) Evaluation of viable alternatives is underway and stakeholder groups will be engaged. 	Y (link iv below)
Rescinded	Superintendent’s Memo #050-19	Replaced on 11/19/21 and Rescinded 2/23/22	<ul style="list-style-type: none"> The original memo was replaced by a memo with a disclaimer about CRT. Reading lists advance the use of CRT in education. 	Y (attached example C)
Rescinded	“Teaching 9/11” ^v EdEquityVA Web Series	Rescinded 9/2/22 in response to public criticism	<ul style="list-style-type: none"> Included in this list to establish VDOE and the “commitment to equity” and equitable outcomes prior to January 15, 2022. 	Y (link v below) Time: 12:25
Parts rescinded and evaluating	Virginia L.E.A.R.N.S. ^{vi}	Rescinded 2/15/22	<ul style="list-style-type: none"> Substantial focus on building an equitable culture to remedy the learning loss caused by COVID-19 and school closures. “Equity checkpoints” are similar or identical to EdEquityVA audit tool and other resources. It states, “Education Equity is achieved when we eliminate the predictability of student outcomes 	Y (link vi below)

APPENDIX A: RESCISSIONS & MODIFICATIONS OF PROGRAMS, POLICIES, MATERIALS

			based on gender, zip code, ability, socioeconomic status or language spoken at home.”	
Rescinded and evaluating	Virginia Math Pathways Initiative (VMPI)	Rescinded 1/25/22	<ul style="list-style-type: none"> • Rescinded per EO1 • Initiative condensed three years of math into two and reduced advanced math options for some students. • The National Council for Teachers of Mathematics underpins VMPI and has advocated for equitable outcomes in math for students. From a document presented in January, 2021 to the VA state board, “Dismantling inequitable structures that challenge spaces of marginality and privilege are needed to ensure that every student is well prepared with the mathematical literacy they require and deserve...” • Initiative will be evaluated to ensure all VA students have access to a high quality math instruction. Some aspects of Virginia Math Pathways Initiative may be repurposed or utilized. • Note: VMPI was in a pilot phase. Rescinding the initiative did not end math instruction for any Virginia student. 	Y (example D)

ⁱ <https://www.doe.virginia.gov/ed-equity/va/>

ⁱⁱ <https://www.virginiaisforlearners.virginia.gov/wp-content/uploads/2020/11/Navigating-EdEquityVA-Equity-Audit-Tool.pdf>

ⁱⁱⁱ <https://www.doe.virginia.gov/edequityva/navigating-equity-book.pdf>

^{iv} <https://www.virginiaisforlearners.virginia.gov/cultural-competence/>

^v “Teaching 9/11”

^{vi} <https://www.doe.virginia.gov/instruction/learns/>

Example A



systemic racism)

The Basic Tenants of Anti-racist Education

- A. Racism exists today, in both traditional and modern forms.
- B. All members of society have been socialized to participate in racist systems.
- C. White people benefit from racism, regardless of intentions.
- D. The racial socialization of each member of modern society occurred without consent and doesn't make anyone a bad person.

Adapted from author Robin DiAngelo's book, [White Fragility](#) and the Urban Institute's, [Structural Racism in America](#).

Terms and Definitions



FUTURE-READY LEARNING ▾ EDEQUITYVA ▾ VIRGINIA'S ROADMAP TO EQUITY ▾ EDEQUITYVA RESOURCES ▾ ABOUT ▾

NEWS ▾ CONTACT

Virginia's #EdEquityVA work is informed by literature, best practice, and research. Below are the resources the Office of Equity and Community Engagement references in the development of our work, as well as texts we recommend:

- **Walking the Equity Talk**: A Guide for Culturally Courageous Leadership in School Communities by John Roert Browne II
- **Culturally Responsive Teaching and the Brain** by Zaretta Hammond
- **The Dreamkeepers**: Successful Teachers of African American Children by Gloria Ladson-Billings
- **Culturally Responsive Teaching**: Theory, Research, and Practice (third edition) by Geneva Gay
- **Pushout**: The Criminalization of Black Girls in Schools by Monique W. Morris
- **We Want to Do More Than Survive**: Abolitionist Teaching and the Pursuit of Educational Freedom by Bettina Love
- **How to Be an Antiracist** by Ibram X. Kendi
- Pedagogy of the Oppressed by Paulo Freire
- Using Equity Audits to Create Equitable and Excellent Schools by Linda E. Skrla
- **Cultural Proficiency: A manual for School Leaders** by Randall B. Lindsey, Kikanza Nuri-Robins, Raymond D. Terrell, and Delores B. Lindsey
- **Race, Equity, and Education: Sixty Years from Brown** by Pedro Noguera, Jill Pierce, Roey Ahram
- **Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools** by Glen Singleton
- **Foundations of Critical Race Theory in Education** by Edward Taylor and David Gillborn and Gloria Ladson-Billings
- **Making It: What Today's Kids Need for Tomorrow's World**
- **Four Hundred Souls – A Community History of African America, 1619–2019**
- **Cultural Proficiency – A Manual for School Leaders, 4th Edition**
- **Breakthrough Leadership – Six Principles Guiding Schools Where Inequity Is Not an Option**

Some of the links on the #EdEquityVA pages lead you to websites not associated with the Commonwealth of Virginia Department of Education. VDOE does not necessarily endorse the views expressed or the data and facts presented on these external sites. In addition, VDOE does not endorse or recommend any commercial products, processes, or services.



FUTURE-READY LEARNING ▾ EDEQUITYVA ▾ VIRGINIA'S ROADMAP TO EQUITY ▾ EDEQUITYVA RESOURCES ▾ ABOUT ▾ NEWS ▾ CONTACT

[Interrupting School Segregation in Schools](#) (Education Week)

- [A System Disrupted: COVID-19's Impact on Educational \(In\)Equity](#) (Communities in Schools)

- [Black Minds Matter: Interrupting school practices that disregard the mental health of Black youth](#) (Teaching Tolerance)

- [Educate to Liberate: Build an Anti-Racist Classroom](#) (Edutopia)

- [Anti-Racist Teaching: What Educators Really Think](#) (Education Week)

- [How to Be an Antiracist Educator](#) (ASCD)

- [Anti-racist Action for White Educators](#) (Teaching Tolerance)

- [Modern-Day School Segregation: Addressing the Lasting Impacts of Racist Choices on Virginia's Education System](#) (The Commonwealth Institute)

- [School Segregation by Boundary Line in Virginia: Scope, Significance and State Policy Solutions](#) (Center for Education and Civil Rights and VCU School of Education)

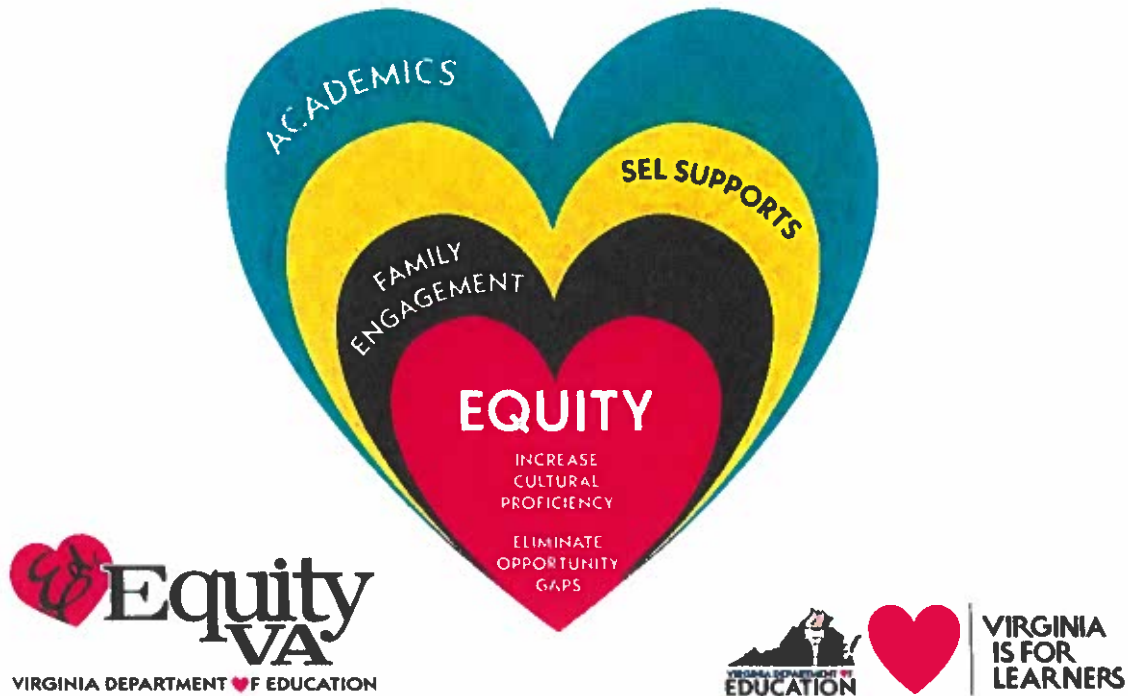
- [Training Bias Out of Teachers: Research Shows Little Promise So Far. Tips for Better Anti-bias Training](#) (Education Week)

- [Moving Schools Beyond Anti-Racist Words to Action](#) (Education Week Teacher)

- [Seizing the Moment: Race Equity Mindsets, Social and Emotional Well-Being, and Outcomes for Students](#) (WestEd)

Example B

CENTERING EQUITY



The Virginia Department of Education recognizes its responsibility to advance racial, social, and economic equity in education throughout the Commonwealth of Virginia. In partnership with the Virginia State Board of Education and Virginia's Secretary of Education we are committed to identifying and dismantling all iterations of racism and inequity that permeate our public education system.

Navigating EdEquityVA - Virginia's Road Map to Equity, establishes our education equity priorities, advances tools and resources to support local school divisions, and affirms our commitment to dismantle any and all forms of inequity in Virginia's public education system.

We remain steadfast in our commitment to the principles of anti-racism, cultural proficiency, resource equity, and high expectations for all students. Further, we recognize that Anti-racist education leaders are critical partners in our efforts to advance our broader equity priorities including; developing a culturally competent educator workforce, eliminating disproportionality in student outcome data, closing opportunity and achievement gaps among marginalized student groups, increasing access to high quality early learning opportunities, and maximizing the potential of every Virginia student.

Example C



COMMONWEALTH of VIRGINIA
Department of Education

DATE: February 22, 2019
TO: Division Superintendents
FROM: James F. Lane, Ed.D., Superintendent of Public Instruction
SUBJECT: **Resources to Support Student and Community Dialogues on Racism**

“My message is really that racism has no place in the hearts and minds of our children.”
– Ruby Bridges, Civil Rights Activist¹

School communities across the Commonwealth are engaging in dialogue around race, racism, and bigotry following the unacceptable and hurtful events that we learned about over the past few weeks. In this twenty-four hour news cycle, we know that our students continue to be inundated with racist images linked to Virginia’s history of civil rights oppression. The recent revelations from some of our leaders have left our communities hurt and left our students seeking deeper understanding. Now more than ever, our joint commitment to supporting the social and emotional needs of Virginia’s diverse student population is required. From our vantage point as educators, we must all join together to renew our commitment to equity and the elimination of racism of any kind from our public school experience.

Our commitment to advancing equity outcomes and fostering inclusive and welcoming environments for Virginia’s students is resolute. As educators, we are uniquely positioned to be leaders in this effort. In the coming days, I encourage us all to take time to reflect on these events and the conditions that exist within our culture and communities that created space and place for these hurtful symbols to be perceived by some as acceptable. As education leaders – we have the opportunity and an obligation – to facilitate meaningful dialogue on racism and bigotry with our students, staff, and school communities.

Students of all backgrounds are experiencing a time in which social justice is at the forefront of their everyday lives. Having conversations related to issues such as race, racism, diversity and inclusion can be difficult and emotional experiences. The recent events in the Commonwealth bring the need for these discussions to the forefront. As educators, we can work together to shift

¹ [Ruby](#) was the first African-American child to desegregate the all-white William Frantz Elementary School in Louisiana during the New Orleans school desegregation crisis in 1960.

the conversation from hate and hurt toward understanding and respect in our communities. This is a critical time for schools and families to work together to foster safe and supportive environments, to teach effective conflict resolution strategies, and to help children understand and manage their emotional reactions.

The compendium of resources provided in this document is intended to help support school divisions in engaging stakeholders in constructive dialogue around these issues with the ultimate goal of enhancing a climate that is welcoming, socially supportive, just, caring, nurturing, and respectful for all students, families, and school personnel.

Additionally, in schools across the Commonwealth, issues related to racially insensitive activities and behaviors have also been the focus of media attention. We encourage division superintendents to work with your faculty and school leaders to ensure that lessons are designed with racial sensitivity and cultural competence in mind. Finally, when students or staff engage in inappropriate and unprofessional conduct, we encourage your teams to take appropriate action to make it clear that racism will not be tolerated in our public schools and know that we will support your efforts.

In response to some educators' requests to also provide guidance on supporting students in understanding and respecting their own personal boundaries and those of others, in the coming days, we will distribute an additional memorandum that provides guidance and resources to school divisions about leading discussions with our students about:

- promoting healthy relationships within our schools and our communities; and
- preventing physical, sexual, and emotional violence in student relationships.

My office will be sending an email to superintendents with additional details about our previously planned **#EdEquityVA** webinar series in the near future. The webinar series is designed to deploy resources, facilitate discourse, and share strategies that promote and advance equity outcomes for all Virginia Students. For additional information on #EdEquityVA and the resources provided below or if your team needs any support, please contact Leah Walker, Director for the Office of Equity and Community Engagement at Leah.Walker@doe.virginia.gov.

Resources for Teachers and Parents - Facilitating Classroom discussions

- From the **Association of Supervision and Curriculum Development (ASCD)** [Resources for Addressing Racism and Hatred in the Classroom](#) A compiled list of resources to help educators effectively discuss racism and hatred in the classroom.
- From **Teaching Tolerance** [Teach About Blackface and Other Racist Halloween Choices](#) This online lesson plan builder guides teachers towards building lessons to facilitate student dialogue and help students analyze costumes to see how they reinforce stereotypes.
- From **Teaching Tolerance** [Learning Plan Builder](#) This online lesson plan builder guides teachers towards building lessons around social justice standards aimed at prejudice reduction.
- From **Read Brightly** [Books to help kids understand the fight for racial equality](#) This is a list of books aimed at helping the reader to understand our Nation's history in its fight for racial equality.
- From **The National Education Association** [Unite Against Hate!](#) A list of resources for students, educators, and families as they engage in current national dialogue about racism, hate, and bias.
- From **The National Association of School Psychologists (NASP)** [Resources on Understanding Bias and Privilege; Resources to Support Students in Stressful Times](#) A list of resources identified by NASP to help school and families engage in constructive dialogue about the issues of race, privilege, prejudice, and power.
- From **The Anti-Defamation League (ADL)** [After Charlottesville: Teaching about Racism, Anti-Semitism and White Supremacy](#) This page provides relevant lessons, related curricula and additional anti-bias resources and strategies to teachers and parents/family members, discuss topics related to white supremacy, racism, anti-Semitism, domestic extremism, free speech, and others with young people.
- From **Facing History and Ourselves** [Lesson Plans Resources on the Fight against Bigotry](#) This website provides a lesson plan designed to help students probe themes about race, racism, and history.
- From PBS **Blackface Minstrelsy in Modern America** [Teaching Guide: Exploring Blackface Minstrelsy in Modern America](#) This teaching guide helps instructors use a specific primary source set, Blackface Minstrelsy in Modern America, in the classroom. It offers discussion questions, classroom activities, and primary source analysis tools.

Resources for School and Division Leaders

- From **EthicsUnwrapped, McCombs School of Business, University of Texas**
- [Teaching Blackface: A Lesson on Stereotypes](#) This case study examines an incident where a teacher was placed on administrative leave for showing a video on Blackface during a lesson on segregation in his US History class. Discussion question explore the complexities involved in teaching about stereotypes and racism.
- From **The Century Foundation's Report** [A New Wave of School Integration: Districts and Charters Pursuing Socioeconomic Diversity](#) This report addresses racial and socioeconomic segregation in schools. It highlights the work that schools are doing to promote integration.

- From **The National Association of School Psychologists (NASP)** [Resources for Building Trauma Sensitive Schools](#) This online resource is aimed at providing educational leaders brief tips and policy recommendations for developing trauma-sensitive schools.

Dr. Lane’s February Reading List

I have received several inquiries and requests for the latest literature that examines the issues associated with racial inequities in education. Below are several pieces that I and other members of the VDOE staff are reading this month based on recommendations that we have received.

White Fragility, by Robin DiAngelo.

Antiracist educator Robin DiAngelo illuminates the phenomenon of white fragility. Referring to the defensive moves that white people make when challenged racially, white fragility is characterized by emotions such as anger, fear, and guilt, and by behaviors including argumentation and silence. These behaviors, in turn, function to reinstate white racial equilibrium and prevent any meaningful cross-racial dialogue. In this in-depth exploration, DiAngelo examines how white fragility develops, how it protects racial inequality, and what we can do to engage more constructively.

Between the World and Me, by Ta-Nehisi Coates.

In a profound work that pivots from the biggest questions about American history and ideals to the most intimate concerns of a father for his son, Ta-Nehisi Coates offers a powerful new framework for understanding our nation’s history and current crisis. Americans have built an empire on the idea of “race,” a falsehood that damages us all but falls most heavily on the bodies of black women and men—bodies exploited through slavery and segregation, and, today, threatened, locked up, and murdered out of all proportion. What is it like to inhabit a black body and find a way to live within it? And how can we all honestly reckon with this fraught history and free ourselves from its burden? *Between the World and Me* is Ta-Nehisi Coates’s attempt to answer these questions in a letter to his adolescent son. Coates shares with his son—and readers—the story of his awakening to the truth about his place in the world through a series of revelatory experiences, from Howard University to Civil War battlefields, from the South Side of Chicago to Paris, from his childhood home to the living rooms of mothers whose children’s lives were taken as American plunder. Beautifully woven from personal narrative, reimagined history, and fresh, emotionally charged reportage, *Between the World and Me* clearly illuminates the past, bracingly confronts our present, and offers a transcendent vision for a way forward.

For White Folks That Teach in the Hood... and the Rest of Ya'll Too: Reality Pedagogy and Urban Education (Race, Education and Democracy), by Christopher Emdin.

Drawing on his own experience of feeling undervalued and invisible in classrooms as a young man of color and merging his experiences with more than a decade of teaching and researching in urban America, award-winning educator Christopher Emdin offers a new lens on an approach to teaching and learning in urban schools. Putting forth his theory of Reality Pedagogy, Emdin provides practical tools to unleash the brilliance and eagerness of youth and educators alike—both of whom have been typecast and stymied by outdated modes of thinking about urban education.

No BS (Bad Stats): Black People Need People Who Believe in Black People Enough Not to Believe Every Bad Thing They Hear about Black People, by Ivory A. Toldson

What if everything you thought you knew about Black people generally, and educating Black children specifically, was based on BS (bad stats)? We often hear things like, “Black boys are a dying breed,” “There are more Black men in prison than college,” “Black children fail because single mothers raise them,” and “Black students don’t read.” In *No BS*, Ivory A. Toldson uses data analysis, anecdotes, and powerful commentary to dispel common myths and challenge conventional beliefs about educating Black children. With provocative, engaging, and at times humorous prose, Toldson teaches educators, parents, advocates, and students how to avoid BS, raise expectations, and create an educational agenda for Black children that is based on good data, thoughtful analysis, and compassion. *No BS* helps people understand why Black people need people who believe in Black people enough not to believe every bad thing they hear about Black people.

Foundations of Critical Race Theory in Education, by Edward Taylor, David Gillborn, and Gloria Ladson-Billings

The emergence of Critical Race Theory (CRT) marked an important point in the history of racial politics in the legal academy and the broader conversation about race and racism in the United States. More recently, CRT has proven an important analytic tool in the field of education, offering critical perspectives on race, and the causes, consequences and manifestations of race, racism, inequity, and the dynamics of power and privilege in schooling. This groundbreaking anthology is the first to pull together both the foundational writings in the field and more recent scholarship on the cultural and racial politics of schooling. A comprehensive introduction provides an overview of the history and tenets of CRT in education. Each section then seeks to explicate ideological contestation of race in education and to create new, alternative accounts. In so doing, this landmark publication not only documents the progress to date of the CRT movement, it acts to further spur developments in education.

JFL/LDW

Given inquiries related to this memo, and to ensure readers understand the full context around its publication, the following supplemental note is provided by way of additional information.

This memo was issued in February 2019 as a compendium of resources and different perspectives for school division leaders who were navigating community conversations related to race. It is not a resource or directive for classroom teachers, nor does it reflect recommended or required student reading.

The resources listed and authors referenced represent a variety of viewpoints, and their inclusion does not necessarily represent a Department endorsement of expressed views and opinions.

Finally, because the Department has received many related inquiries, Critical Race Theory (CRT) is not included in the Virginia Standards of Learning, which comprise the content in each

subject area that the commonwealth's school divisions are required to cover in their local curricula. Nowhere in the standards is there a requirement for schools to teach critical race theory, or to incorporate critical race theory when presenting required content.

As stated in the memo, the purpose of the document was to support division leaders as they further the shared goal of fostering schools that are welcoming and respectful of all students, families, and school staff.

-November 19, 2021

Example D

Follow the “Math Path”

FOUNDATIONAL MATHEMATICS CONCEPTS GRADES K-7

- Number & Number Sense
- Computation and Estimation
- Measurement and Geometry
- Probability and Statistics
- Patterns, Functions, and Algebra

ESSENTIAL MATHEMATICS CONCEPTS GRADES 8-10
(2 HS Mathematics Credits)

- Data Analysis
- Mathematical Modeling
- Functions and Algebra
- Spatial Reasoning
- Probability

ADVANCED MATHEMATICS CONCEPTS GRADES 11-12
(2 HS Mathematics Credits)

Modules may be mixed and matched to total two credits and taken in any order except where pre-requisite knowledge may be necessary.

1/2 Credit Course Options
<ul style="list-style-type: none"> • Data Science Modules • Probability and Statistics • Geometry and Design Modules • Trigonometric Applications • Applications of Advanced Algebra Modules • Precalculus-Focus on Functions • Mathematical Modeling Modules • Financial Modeling • Discrete Mathematics for Computing Modules • Sets and Logic
1 Credit Course Options
<p>Some courses may include Dual Enrollment and Advanced Placement</p> <ul style="list-style-type: none"> • Quantitative Reasoning • Computer Science • Calculus • Statistics • International Baccalaureate

CAREER CLUSTERS

- Agriculture
- Architecture
- Arts
- Business
- Education
- Energy
- Finance
- Government and Public Domain
- Health
- Hospitality and Tourism
- Human Services
- Information Technology
- Law
- Manufacturing
- Marketing
- STEM
- Transportation

DIRECT ENTRY **COLLEGE** **TRADE SCHOOL** **MILITARY**





News List

Governor Youngkin Releases Education Report Finding Sliding Education Performance and Lowered Standards in Virginia

Post Date: 05/19/2022

For Immediate Release: May 19, 2022

Contact: Charles Pyle (804) 371-2420

RICHMOND, VA – Today Governor Glenn Youngkin received the Department of Education’s report “Our Commitment to Virginians: High Expectations and Excellence for All Students.” The education report builds upon Governor Youngkin’s direction in Executive Order One issued on his first day in office. The Governor affirmed his guiding principles to address troubling data trends and outlined policy recommendations to restore excellence in education in Virginia.

“Virginia’s public schools have long enjoyed a reputation for academic excellence,” said Governor Youngkin. “But the data in this report demonstrates that Virginia’s student achievement gaps are disturbing and cannot be ignored. This report documents a clear and sobering lesson on the consequences for students when state leaders lower academic standards and dismantle accountability.”

The 33-page report from the Department of Education details how state policy choices and priorities over the last decade have resulted in lower student achievement in reading and mathematics, wider achievement gaps, reduced transparency, and eroding parent confidence in the Commonwealth’s public schools.

Read more here:

<https://www.governor.virginia.gov/newsroom/news-releases/2022/may/name-933341-en.html>

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