December 31, 2025

The Honorable L. Louise Lucas
Chair, Senate Finance and
Appropriations Committee
201 North 9th Street, Room 1404
Richmond, VA 23219

The Honorable Barbara A. Favola
Chair, Senate Education and Health
Committee
201 North 9th Street, Room 509
Richmond, VA 23219

The Honorable Luke E. Torian
Chair, House Appropriations Committee
201 North 9th Street, Room 123
Richmond, VA 23219

The Honorable Sam Rasoul
Chair, House Education Committee
201 North 9th Street, Room 910
Richmond, VA 23219

Dear Chairs Lucas, Torian, Favola, and Rasoul:

Please accept the Virginia Department of Education's (the Department) Office of School Improvement (formerly Office of School Quality) Report on the implementation progress of the goals defined in the initial 2024 report to the General Assembly and pursuant to the requirements of Item 120 C.3. (Chapter 2, Acts of Assembly Special Session I, 2024). This additional progress report was committed to in the June 1 Annual Report.

> *The Department of Education shall submit an initial report that contains: (i) the level of staffing, amount of funding, and opportunities and challenges of the Office for FY 2023 and FY 2024; (ii) the planned organizational structure, staffing, and resource needs of the Office over the next five years; (iii) the goals and expected outcomes of the Office and how the Office will collaborate with staff and units within the Department of Education to support schools based on their specific needs; and (iv) a plan to evaluate the effectiveness of the Office, including feedback from school divisions and stakeholders to determine both the impact and quality of the assistance received.*

> *The Superintendent shall submit the initial report by July 1, 2024, to the Chairs of the Senate Education and Health and Finance and Appropriations Committees, and the Chairs of the House Education and Appropriations Committees. The Superintendent shall submit a report on the progress of implementing the goals of the Office by June 1, 2025.*

Funding for the first year and second year shall be unallotted and the Department of Planning and Budget shall transfer funds allocated to the Office in the corresponding year upon submission of the reports.

Historically, school improvement efforts in Virginia were constrained by organizational models that centralized responsibility within a small team and relied heavily on short-term interventions. Research and experience consistently demonstrate that this approach is insufficient for meaningful statewide improvement. Effective school improvement at scale must be the responsibility of the entire Department, supported by aligned structures, clear accountability, and coordinated expertise across the agency.

This report shares the status of meeting the requirements in Item 120 C.3. (Chapter 2, Acts of Assembly Special Session I, 2024) and actions taken to operationalize the revised approach to school improvement, including changes to organizational structure, funding priorities, technical assistance, and evaluation. A central theme throughout this report is sustainability. Consistent with feedback in the recent Joint Legislative Audit and Review Commission (JLARC) Report on Virginia's K-12 School Accountability System (2025), the revised school improvement model recognizes that meaningful improvement requires stability, time, and disciplined implementation. The revised statewide approach is in the initial launch phase, and if given the time to fully mature, it is well positioned to better support schools, focus help where it is most needed, scale effective practices, and produce real, lasting results for Virginia students.

If you have questions or require additional information relating to this report, please contact Deputy Superintendent of Student Outcomes and School Quality, Tiara Booker-Dwyer, at Tiara.Booker-Dwyer@doe.virginia.gov.

Sincerely,

Emily Anne Gullickson, M.Ed. J.D.
Superintendent of Public Instruction

EAG/TBD/qb

CC: The Honorable Aimee Rogstad Guidera
    Virginia Secretary of Education

2025 OFFICE OF SCHOOL IMPROVEMENT – PROGRESS REPORT II

A second report on the progress of implementing the goals of the Office of School Improvement as required Item 120 C.3. (Chapter 2, Acts of Assembly Special Session I, 2024)

December 31, 2025

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EXECUTIVE SUMMARY

Virginia is strengthening its education system by aligning three critical levers of change (1) the accountability model, (2) the school improvement strategy, and (3) the organization of the Virginia Department of Education (the Department). These efforts are designed to function as a single coherent system to improve student outcomes across the Commonwealth.

In August 2024, the Virginia Board of Education approved the new School Performance and Support Framework (refer to Appendix A) after over of year of extensive input from parents, educators, industry partners, and higher education leaders across the Commonwealth. The following principles guided the development of the framework:

1. **The North Star is high expectations for every student.** Proficiency definitions will be set by benchmarking against the demands of Virginia employers and higher education as well as against states who have the most rigorous definitions of proficiency in the nation.
2. **Transparency and access to actionable information** will be a hallmark of our approach and our new system.
3. Student academic growth and proficiency are both vital measures, but the system must **prioritize getting every student to proficiency/mastery**.
4. The purpose of accountability is to **build trust between schools, parents, and students through transparent, concrete, and easy to understand reporting**. We must provide necessary supports and work alongside schools in need of help.
5. **Stakeholder input is critical.** Teachers, parents, students, and education leaders will inform the Board's process to build a best-in-class accreditation and accountability system.

In December 2025, the **first annual release** of the School Performance and Support Framework results were shared, providing a clear, unified picture of how well schools are fulfilling their responsibility to ensure students:

- **Learn** grade-level content
- **Grow** academically year-over-year
- **Graduate** prepared for life after high school

In 2025, the Department launched a bold, research-based redesign of how school improvement is supported across the Commonwealth. This new approach represents a strategic shift to use outcomes and data from the School Performance and Support Framework to inform customized support to schools and divisions to measurably improve student outcomes at scale.

The redesigned school improvement model is anchored in a clear theory of action: when high-quality quantitative and qualitative data are used to understand strengths and challenges in student learning, the Department can align targeted, evidence-based supports that improve student outcomes. Foundational to this work is the Commonwealth's redesigned accountability framework, which provides more accurate and actionable data by counting every student and highlighting student performance across key dimensions of learning and readiness.

Developed with extensive input from parents, educators, industry partners, and higher education leaders across Virginia, the new School Performance and Support Framework offers a transparent and comprehensive view of how well schools are supporting student learning, academic growth, and readiness for life after high school. Importantly, this framework reframes accountability as a lever for improvement, making strengths visible, identifying where support is needed, and highlighting effective practices that can be scaled statewide.

To further strengthen the school improvement strategy, the Department conducted a comprehensive review of high-performing state education agencies across the nation. The analysis identified key practices associated with improved student outcomes. Drawing on these insights, the Department is focusing on the following critical elements:

Organizational Structure

The Department has implemented an internal restructure to modernize the agency for today's students. New roles and support divisions were added to pivot towards solutions for student and school needs. New offices, roles, and responsibilities improve coherence, collaboration, and operational efficiency. These structural adjustments streamline communication and increase collaboration to ensure that schools and divisions experience a coordinated and responsive system of support from the Department. Appendix B shares a snapshot of how the internal restructure supports cross-departmental school improvement efforts grounded in the School Performance and Support Framework.

Funding Priorities

Prioritizing resources for schools and students with the greatest remains a priority for the Department. The School Performance and Support Framework strengthens this focus by providing clear, actionable, and transparent data at the school and student level, enabling more informed and strategic resource allocation. Resources are more effectively targeted and customized to support students and to scale practices proven to deliver results. Leadership is also empowering school and division leaders with more autonomy and flexibility to maximize every dollar for students, while requiring clear demonstration of returns on investments that directly lead to improved student outcomes. For school identified for Comprehensive Support and Improvement, multi-year grant funding will be available to support system-change and prioritization to lead to long-term improvements in student outcomes.

Effective School Improvement Practices

School improvement is the responsibility of the entire Department. By engaging subject-matter experts from across offices, the Department expands its capacity to deliver high-quality support statewide and increases the depth of expertise available to schools and divisions. This cross-department approach ensures that every school and division benefits from a research-grounded, data-informed, and coordinated system of support.

Strong accountability and governance are central to the effectiveness of the Department's revised school improvement model. The Virginia Board of Education now includes a standing agenda item at every Board of Education meeting to review strategy implementation and school improvement actions taken each month. This structure increases Department accountability for improving school performance and enables more consistent and informed Board oversight of school improvement efforts. The summary presented in the Table 1 highlights school improvement topics presented to the Board from August – December 2025.

Table 1: State Board of Education School Improvement Topics for Discussion

Month and Year	Topic
August 2025	**Launch of the Statewide Improvement Strategy** • Introduced the revised statewide approach to school improvement. • Grounded the strategy in data, evidence-based practices, and sustainable structures designed to support long-term improvement.
September 2025	**Aligning the Organization to Support Improvement at Scale** • Presented the revised organizational structure for the Division of Student Outcomes and School Quality. • Demonstrated alignment across offices to support the full continuum of school improvement, from educator preparation to instruction, assessment, accountability, best practices, and continuous support. • Highlighted available funding opportunities to support school improvement efforts.
October 2025	**Preparing for Federal School Identification** • Reviewed supports for federally identified schools in advance of the release of results under the School Performance and Support Framework. • Provided an overview of requirements for federally identified schools. • Shared parent-facing communication materials such as School Performance and Support Framework Family Guide and What Should Parents Know About New School Quality Profiles. Also shared Educator and Leader Guides.
November 2025	**Strengthening Support for Memorandum of Understanding School Divisions** • Examined the history and purpose of establishing memorandum of understanding in school divisions. • Discussed proposed refinements to strengthen support and improve outcomes in these divisions.
December 2025	Exploring Middle School Support and Graduation Pathways

Month and Year	Topic
	• Reviewed upcoming support sessions and new tools, such as the needs assessment template, available to support improvement. • Shared strategy for supporting middle school. • Provided updates on graduation requirements and related academic supports. [Updating Requirements for Memorandum of Understanding School Divisions](#) • Shared recommended actions and support to strengthen the MOU process and accountability measures.

The recently released JLARC report on [Virginia's K-12 School Accountability System](#) (2025) shared the following four recommendations for school improvement.

Recommendation 10
The General Assembly may wish to consider including language in the Appropriation Act directing the Virginia Department of Education to (i) develop and submit a onetime, detailed plan for the state's school improvement program by August 1, 2026, and (ii) annually develop and submit a status report that includes updates on key program activities, available and needed resources, program performance, and student and school outcomes. (Chapter 9)

Recommendation 11
The General Assembly may wish to consider amending §22.1-23 of the Code of Virginia to direct the superintendent of public instruction to consistently and effectively implement the state's program to support improvement of low-performing schools. (Chapter 9)

Recommendation 12
The General Assembly may wish to consider amending §22.1-253.13.3 of the Code of Virginia to direct the Virginia Board of Education to ensure the state administers an effective school improvement program to support low-performing schools. (Chapter 9)

Recommendation 13
The Virginia Board of Education should contract with a qualified expert to conduct an independent evaluation of the effectiveness of the state's school improvement program on a regular basis and use the evaluation results to direct changes to the program as needed. (Chapter 9)

The Department supports these recommendations and is taking proactive steps towards implementation.

This report documents the actions taken as well as future actions planned to continue advancing a cohesive, statewide school improvement strategy.

Assessing the Office of School Improvement

The Department has taken deliberate steps to better align its accountability model, school improvement strategy, and internal reorganization into a single, connected system to support schools. These components intentionally reinforce one another and are aligned to a single north star, ensuring that every Virginia student is prepared for life and meets strong academic expectations. Effective education systems have actionable accountability models, targeted support for schools, and a state education agency structured to efficiently deliver that support. Virgina now has these core elements working together. The foundation is in place, aligned, and functioning in support of improved outcomes for students across the Commonwealth.

The Office of School Improvement has been reenvisioned to correct structural limitations of the prior operating model and to better align the Commonwealth's school improvement strategy with research-based best practices for improving student outcomes. Under the previous approach, school improvement was centralized within a small office charged with improving school quality across the entire state. This model, relying on approximately a dozen staff to lead systematic improvement, was misaligned with the scale, urgency, and complexity of school improvement. In practice, it constrained impact, diluted accountability, and limited the return on investment.

Research is clear that successful school improvement cannot be executed by a single office or team operating in isolation. High-performing state education agencies position school improvement as a shared, agency-wide responsibility, leveraging expertise, data, and resources across the entire agency. Improvement efforts are most effective when they are differentiated, data-informed, and coordinated to align technical assistance, funding, and programmatic supports that build on the strengths and needs of individual schools and divisions.

The imperative to reimagine the school improvement approach is further reinforced by the introduction of a revised accountability framework. The revised School Performance and Support Framework is designed to more accurately reflect student performance by counting every student. This shift in accountability increases the number of schools identified for support and allows for more precise targeting of resources, particularly for students with disabilities, English learners, and students from low-income households. These changes underscore the need for a revised school improvement model, one that is appropriately scaled, strategically aligned, and designed to deliver high-impact support that accelerates student achievement statewide.

A Shift to a Strategic Hub Model

The roles and responsibilities of the Office of School Improvement have been recalibrated to function as a strategic hub rather than a sole delivery engine. The Office now focuses on maximizing its impact by setting clear improvement priorities, ensuring alignment to evidence-based practices, and orchestrating coordinated support across the Department of Education. The approach strengthens effectiveness and fiscal stewardship by directing resources where it can produce the greatest return for schools and students.

Under this revised model, the Office of School Improvement provides targeted technical assistance directly to division and school leaders serving schools with federal designations

(Comprehensive Support and Improvement, Targeted Support and Improvement, and Additional Targeted Support and Improvement). The Office provides intensive support to division and school leaders serving Comprehensive Support and Improvement schools, divisions operating under a memorandum of understanding, and divisions using federal School Improvement Grant and Direct Student Services Grant funds to advance school improvement efforts.

Core Functions of the Office of School Improvement

The Office of School Improvement's core functions have been clarified and sharpened to reflect its revised strategic role, which focuses on:

- Leading the implementation of federal and state requirements for schools with federal designations.
- Providing intensive, on-site support to division and school leaders of Comprehensive Support and Improvement Schools and memorandum of understanding school divisions.
- Facilitating the federal School Improvement Grant and Direct Student Services Grant in partnership with the Division of Budget and Finance to improve student outcomes and maximize dollars working for students.
- Leveraging outcomes of the School Performance and Support Framework to coordinate cross-departmental expertise supports the delivery of customized resources and assistance directly to schools and divisions with the greatest need. Grounding the needs assessment and multi-year support plan in these outcomes ensures coherence and focus in school improvement efforts. The needs assessment and multi-year support plan are essential for school improvement and required by Virginia Code 8VAC20-132-270 and the Virginia Consolidated State Plan for federally identified schools and memorandum of understanding school divisions.

Understanding the Scope and Need Across the Commonwealth

The purpose of the Commonwealth's new accountability system is to identify schools who aren't serving all students to the necessary level so that the resources and supports they require to improve are provided to them in a timely and tailored manner. Under the new School Performance and Support Framework, schools are categorized as Distinguished, On Track, Off Track, and Needs Intensive Support. Over 600 elementary, middle, and high public schools were categorized as Off Track or Needs Intensive Support, reflecting the scope and complexity of improvement needs across the Commonwealth. Of these schools, more than 400 carry federal designations, underscoring the importance of a coordinated, research-aligned approach to school improvement especially for targeted student groups. Over 400 schools were identified as Distinguished and more than 700 schools were identified as On Track, highlighting areas of strong performance worth studying and learning from across the state. The Department began examining contributing factors that led to Distinguished and On Track designations and shared initial findings through Regional Snapshots. The Department will engage in a deeper analysis to identify promising practices to scale for school improvement through its new Office of Excellence and Best Practices.

Delivering Differentiated Support at Scale

The Office of School Improvement is launching a series of online support sessions for divisions with Comprehensive Support and Improvement, Targeted Support and Improvement, and Additional Targeted Support and Improvement Schools. Sessions focus on addressing requirements for federally identified schools, completing the needs assessments and Multi-year School Support Plan process, and applying for School Improvement Grant and Direct Student Services Grant funds. Each session will include self-paced support sessions posted on the Department's Canvas site, with corresponding online regional meetings to address questions, provide additional clarifications, and support. Regional meeting dates and times are listed below.

- **Date: January 13, 2026**
  - Region/Time: Region 1, 9-10 am
  - Region/Time: Region 2, 1-2 pm

- **Date: January 14, 2026**
  - Region/Time: Region 3, 9-10 am
  - Region/Time: Region 4, 1-2 pm

- **Date: January 15, 2026**
  - Region/Time: Regions 5 and 6, 9-10 am
  - Region/Time: Regions 7 and 8, 1-2 pm

The Office of School Improvement will provide in-depth support to the 80 Comprehensive Support and Improvement Schools identified by the framework and coordinate specific statewide support to the over 350 Targeted Support and Improvement and Additional Targeted Support and Improvement Schools. For example, schools identified for Targeted Support and Improvement due to the performance of students with disabilities will receive focused assistance from the Division of Special Education. As the Department's subject matter experts, the Division of Special Education is best positioned to address the instructional, compliance, and service-delivery needs for this specific population of students. At the upcoming Board meeting on January 8, 2026, the Division of Special Education will share specific supports to improve outcomes of students with disabilities available to Targeted Support and Improvement Schools.

Statewide support will also be provided to all schools identified as Off Track and Needs Intensive Support through a coordinated statewide approach. Using data and results from the School Performance and Support Framework, the Office of Instruction is preparing to host a series of professional learning experiences focused on improving instructional quality. These offerings will emphasize content-specific instruction by course and grade level and will be led by subject-matter experts from the Department. Upcoming sessions are as follows:
- January 6 – 15, 2026: Supporting Literacy Comprehension Across Multiple Access Points
- January 20, February 17, March 17, and April 21, 2026: Science Professional Learning Webinars for Teachers and Leaders

This revised approach establishes school improvement as a Department-wide responsibility and enables the Office of School Improvement to focus its efforts where they can generate the

greatest impact with current staffing levels, funding, and resources. Additional trainings will post for 2026 in early winter.

Staffing Levels

The Office of School Improvement has been reorganized to align staffing capacity with its revised core functions and delivery model. The Office is led by a Director, who has full accountability for strategy, operations, and performance. The Director reports directly to the Deputy Superintendent of Student Outcomes and School Quality. This structure ensures clear leadership, decision-making authority, and alignment with Department priorities.
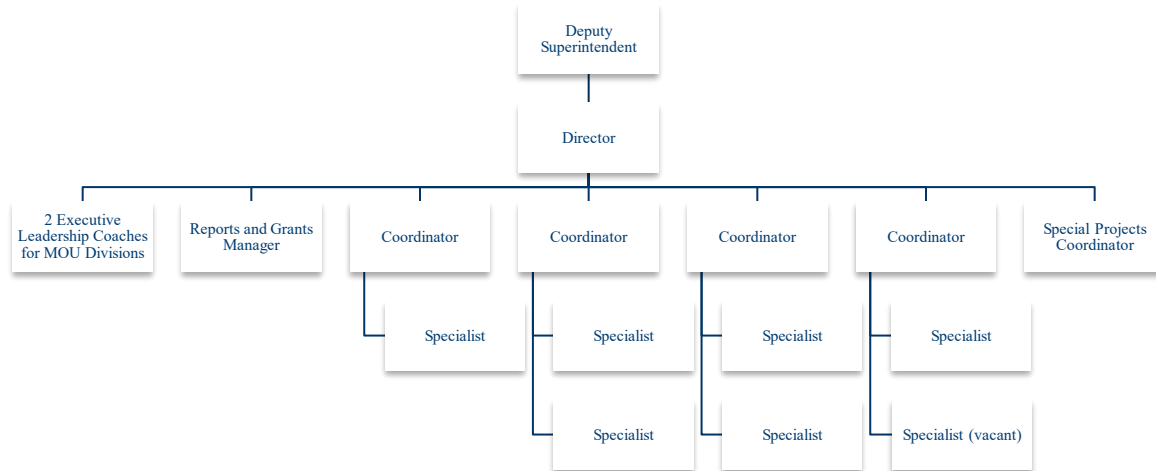
The Reports and Grants Manager facilitates and monitors the administration of the federal School Improvement Grant and Direct Student Services Grant, as well as compliance with federal reporting. This position coordinates directly with the Department's Budget and Finance team to ensure adherence to state requirements for fiscal management, burn rates, and data sharing.

The Office includes five Coordinators, each responsible for school improvement work including regional support, targeted technical assistance, professional learning experiences, coaching support to school leaders, reviewing grant applications, monitoring the implementation of grant deliverables, and developing required federal and state reports.

There are two Executive Leadership Coaches to support new superintendents in two memorandum of understanding school divisions. Executive leadership coaches provide strategic, on-site support and ongoing monitoring of the implementation of the memorandum of understanding requirements and other corrective action measures. They support capacity building of division-level leadership and offer consultative guidance and coaching in key instructional and operational areas, including academic and student success, human resource leadership, leadership and governance, operations and support services, and strengthening communications and community relations. They work collaboratively with the division superintendents to design, refine, and/or install systems and processes that promote continuous improvement and sustainable success.

There are seven Specialists, each responsible for developing school improvement resources (needs assessments, multi-year support plan, etc.), creating training materials (webinars, in-person sessions, etc.), monitoring the implementation of grant deliverables, and providing on-site support to school and division leaders. Figure 1 shares the revised organization chart for the Office of School Improvement.

Figure 1: Organization Chart for the Office of School Improvement


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                          Deputy
                       Superintendent
                            │
                         Director
      ┌──────────┬──────────┬──────────┬──────────┬──────────┬──────────┐
2 Executive   Reports and  Coordinator Coordinator Coordinator Coordinator Special Projects
Leadership     Grants                                                      Coordinator
Coaches        Manager
for MOU
Divisions
                         Specialist   Specialist  Specialist  Specialist

                                      Specialist  Specialist  Specialist (vacant)
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Funding

The Office of School Improvement leverages a combination of state and federal funds to support staff salaries, office operations, and the delivery of high-quality technical assistance to schools and divisions. Approximately $1.9 million in state funds is used for the salaries of five Office employees, which enables state-funded staff to provide support to schools that are not federally identified. The Office has over $775,000 in additional state funds to support schools identified as Off Track and Needs Intensive Support as identified in the School Support and Performance Framework.

The remaining staff salaries are largely funded through federal sources, allowing these team members to focus efforts on advancing student outcomes in federally identified schools. Federally identified schools include those designated for Comprehensive Support and Improvement, Targeted Support and Improvement, and Additional Targeted Support and Improvement. For the 2025-2026 school year, the Office will manage more than $23 million in federal funds to support divisions with federally identified schools.

Recent alignment of state and federal accountability systems has strengthened the state's ability to strategically align funding streams to better support schools and divisions. The majority of federally identified schools are categorized as Off Track and Needs Intensive Support. Additionally, memorandum of understanding school divisions are those with a high concentration of Comprehensive Support and Improvement Schools, further demonstrating the alignment between state and federal accountability systems. This alignment maximizes resources, while maintaining adherence to federal supplement-not-supplant requirements, to accelerate sustained school improvement outcomes.

It is important to note that when state accountability models are aligned with federal accountability requirements, schools serving higher percentages of economically disadvantaged students are statically more likely to be identified in lower performance categories. The outcome is driven by the design of the federal accountability system established under the Every Student Succeeds Act (ESSA). ESSA requires states to identify the lowest-performing 5 percent of Title I schools statewide. Title I schools are by definition, those that receive federal funding because they serve a high percentage of students from low-income families. When states rank all Title I schools under their federally-aligned accountability system, the schools in the bottom five percent are disproportionality those with the highest concentration of poverty (refer to ESSA).

The total number of federally identified schools is presented in Table 2. Comprehensive Support and Improvement Schools represent the lowest 5 percent of Title I schools and any high school with a federal graduation rate below 67 percent. Schools identified for Targeted Support and Improvement Schools are those in which one or more student groups are performing at a low level. Additional Targeted Support and Improvement schools are identified on a three-year cycle and represent a subset of Targeted Support and Improvement Schools in which one or more student groups perform below the level of the highest performing Comprehensive Support and Improvement Schools.

The number of Targeted Support and Improvement Schools exceeds those in other federal designation categories, reflecting recent revisions to the accountability system that ensures every student is seen. This allows specific student groups, such as students with disabilities and English learners, to receive specific support and resources, tailored to their needs to improve outcomes.

Table 2: Schools with Federal Designations as Determined by the School Support and Improvement Framework.

School Type	Comprehensive Support and Improvement	Targeted Support and Improvement	Additional Targeted Support and Improvement
Elementary	49	319	0
Middle	14	14	8
High	8	0	0
Elementary-Middle	5	7	0
Middle-High	2	4	0
Elementary-Middle-High	2	2	0
Total	**80**	**346**	**8**

The School Performance and Support Framework intentionally uses parent-friendly language, avoiding educator-specific jargon that can limit understanding among families and community members. Effective school performance frameworks share several defining characteristics: they enable parents to quickly and clearly understand how a school is performing, reinforce that proficiency and readiness are the ultimate goals, and use language that is both transparent and precise. Overly positive or ambiguously neutral language are avoided, as it can mask a school's actual performance and limit the ability to identify and provide necessary supports for student success.

[Table 3](#) shares the number of schools in each performance category. The categories are clearly differentiated to support transparency and understanding. Performance categories are as follows:
- **Distinguished:** Exceeds expectations
- **On Track:** Meets expectations
- **Off Track:** Does not meet expectations and receives extra state support
- **Needs Intensive Support:** Significantly below expectations and receives the strongest support from the state

As described earlier, the majority of federally identified schools fall within the Off Track and Needs Intensive Support categories.

Table 3: Number and Percent of Schools in Each Performance Category Determined by the School Support and Improvement Framework.

School Type	Number of Schools	Distinguished	On Track	Off Track	Needs Intensive Support
Elementary	1141	189 (17%)	485 (43%)	280 (25%)	187 (16%)
Middle	313	27 (9%)	185 (59%)	87 (28%)	14 (4%)
High	288	186 (65%)	77 (27%)	20 (7%)	5 (2%)
Elementary-Middle	28	5 (18%)	11 (39%)	8 (29%)	4 (14%)
Middle-High	41	18 (44%)	16 (39%)	3 (7%)	3 (7%)
Elementary-Middle-High	8	0	0	1 (13%)	0
Total	**1819**	**425 (23%)**	**774 (43%)**	**399 (22%)**	**213 (12%)**

School Improvement Grant (1003a) Funding

For the 2025-2026 school year, the Office of School Improvement in partnership with the Division of Budget and Finance will administer over $13.2 million in federal funds to support schools identified for Comprehensive Support and Improvement, Targeted Support and Improvement, and Additional Targeted Support and Improvement. School divisions can use these funds to conduct needs assessments; develop, implement, and monitor multi-year support plans; deploy evidence-based interventions; engage stakeholders; monitor improvement progress; and make data-informed adjustments that lead to improvements in school and student performance.

Direct Student Services Grant

The Office of School Improvement in partnership with the Division of Budget and Finance will facilitate and administer $10.4 million in federal Direct Student Service funding to deliver immediate, personalized academic support directly to individual students and families from Virginia's highest need schools. This funding allows immediate action instead of waiting on division-level improvement changes to be implemented over time. This grant shifts the focus from programs to people, empowering parents to advocate for services and courses specific for their child's needs. Allowable uses of funds include:

- Support students in underperforming or rural schools to access high-level academic opportunities that their school division may not have the capacity to offer such as dual enrollment opportunities, Advanced Placement courses, International Baccalaureate programs, etc.
- Tailored interventions to help students that are experiencing challenges academically through high-quality tutoring, credit recovery, and academic acceleration.
- Increase education options and mobility by covering the cost of transportation for students allowing them to transfer from low-performing to higher-performing public schools or programs that have open seats.

Teacher Leaders Professional Learning Network
The Office of School Improvement is investing strategically in leadership and instructional capacity through professional learning networks. Approximately $366,000 is supporting the Teacher Leaders Professional Learning Network, delivered in collaboration with the Office of Instruction, Office of Excellence and Best Practices, and other offices at the Department. Provisionally licensed mathematics, English language arts, and science teachers in schools identified as Off Track and Needs Intensive Support Schools will be invited to attend professional learning experiences focused on effective practices for teaching and learning.

Principal Leaders Professional Learning Network
The Office of School Improvement in collaboration with the Office of Excellence and Best Practices, Office of Educator Preparation, and other teams within the Department is utilizing $413,000 to facilitate professional learning focused on improving student performance with principals in schools identified as Off Track and Needs Intensive Support. This Network has an intense focus on data cycles, outcomes-based monitoring, and other topics identified in collaboration with school divisions and informed by data. Sessions will be led by experienced principals with demonstrated effectiveness in improving school performance.

Academic Review Funding
The Office of School Improvement has $875,000 in Academic Review funding to support continuous improvement efforts in memorandum of understanding school divisions. These funds will support division-level reviews by an external third party, leadership coaching, and targeted technical assistance.

Other Federal and State Grants to Support Improvement
Improving school performance across the Commonwealth requires a funding strategy that extends well beyond reliance on federal School Improvement Grant dollars. While these grants are important for supporting the implementation of evidence-based practices, they are not designed to serve as the sole mechanism for statewide school improvement. Sustainable improvement at scale requires the deliberate alignment of federal, state, and local resources focused on what works to improve student outcomes.

The Department has implemented a funding strategy focused on accelerating results where needs are greatest. Effective improvement depends on investments in curriculum, instructional quality, leadership capacity, data use, and continuous support. Federal and state grants can be leveraged

to incentivize divisions to adopt and scale evidence-based practices. Leadership at the Department has made key modifications to state and federal grant processes including:

- **Priority weighting for high-need schools** – Additional rubric points are awarded to schools categorized as Off Track, Needs Intensive Support, Comprehensive Support and Improvement, Targeted Support and Improvement, and Additional Targeted Support and Improvement.

    Why this matters: This approach directs state and federal resources to schools with the greatest opportunity for improvement and ensures that funding decisions are based on student need and system-level urgency.

- **Competitive grant structure** – State and federal grants are awarded through a competitive process focused on the quality of the proposal, alignment to evidence-based practices, readiness to implement grant deliverables, and likelihood of measurable impact.

    Why this matters: Competition raises the quality of proposal, encourages rigorous planning, and prioritizes investments with the highest potential return on student outcomes.

- **Building local competencies in best practices and flexibilities** - Beginning Fall 2025, the Department's Budget and Finance team began training division superintendents and school business officials on grant writing best practices, methods for braiding and blending federal funding streams to eliminate reporting hurdles and maximize dollars for students, and completing the federal Ed Flex application to provide more autonomy and oversight by the state and local education agencies on funds.

    Why this matters: With so many new superintendents and school business officials, the Department is ensuring access to grants is not limited to those with the largest division office or grant writers and prioritization is on need.

- **Requiring effective proven practices while expanding time limits** – The Department has modified grant windows to enable Divisions to have more time to complete their submissions and expend monies on effective proven practices to ensure monies are working for students as intended. For example, 1003(A) funds for divisions with the most schools in need of comprehensive support will now be expended across the maximum federal allotment of four years, rather than every nine months with new applications required annually.

    Why this matters: With standing office hours, technical training, and more time for writing thoughtful data-informed applications, the impact on students will be great. The Department is utilizing flexibilities permitted by law and ensuring schools and leaders can make the greatest impact based on prioritization of need and with methods that are proven to work.

- **Network-based applications across divisions** – Multiple divisions may apply together, as a network, to implement and scale effective practices.

    Why this matters: Networks accelerate learning, reduce duplication of effort, and enable spread of proven practices.

Listed below examples of recently awarded federal and state grants using the modified grant process to support school improvement.

I. **Federal Comprehensive Literacy State Development Grant** – The Department was awarded a five-year, $30 million grant from the U.S. Department of Education to support building literacy skills in students, with a focus on children living in poverty, English learners, and children with disabilities. The year 1 grant cycle was implement during the 2024-2025 school year and focused on establishing English Learner Literacy Networks, Students with Disabilities Literacy Network, and providing family engagement resources. Year 2 of the grant focused on Literacy Improvement Networks and family-focused literacy resources. In the 2025-2026 school year, $7 million in year 2 funding was awarded to 106 schools in 27 school divisions. Of the 106 schools receiving funding, 49 are Targeted Support and Improvement Schools, 15 are Comprehensive Support and Improvement Schools, and 5 are Additional Targeted Support and Improvement Schools. The year 2 grant funding provides pre-K and kindergarten students with books and learning materials matched to their reading needs and classroom instruction to support reading at home. Funding is also used to establish Literacy Improvement Networks that support ongoing division efforts to implement High-Quality Instructional Materials (HQIM). School leadership teams, supported by division leadership:
    - Receive training on instructional practices proven to improve student literacy outcomes.
    - Learn evidence-based classroom and intervention practices.
    - Build systems for educator collaboration.
    - Establish quality observation and feedback cycles using the state's classroom walkthrough tools.

II. **Math Innovation Grant** – Over $9.8 million awarded to 27 school divisions. Two grant recipients are MOU divisions, and 20 divisions consist of Comprehensive Support and Improvement and/or Targeted Support and Improvement Schools. Funding is used by divisions for mathematics curriculum, HQIM, competency-based/mastery learning models, and regional network support to improve instruction for high-need student groups.

Opportunities and Challenges

There are several opportunities and challenges with the revised approach to school improvement.

Opportunities

1. Better Data to Inform and Tailor Support and Resources

Effective school improvement is dependent on high-quality, reliable, and actionable data. The School Performance and Support Framework strengthens the Department's ability to tailor support and resources by ensuring that the performance of every student is visible. This level of transparency allows assistance to be targeted directly to students and schools with the greatest need, while also identifying effective practices that can be highlighted and scaled. The revised framework now allows support to be targeted to an additional 448 schools (10,028 students) for

students with disabilities, 266 schools (5,607 students) for English Learners, and 134 schools (2,982 students) for economically disadvantaged students. Outcomes of the framework also informed the Department's internal restructure aligning divisions, offices, and positions (refer to Appendix B) more closely to the needs of schools. In parallel, the school improvement approach has been revised to leverage expertise across the Department and provide customized support directly to schools and divisions, and prioritize resources for schools identified as Off Track and Needs Intensive Improvement.

2. **Strong Alignment to Research-Based Improvement Practices**

The revised model corrects a core structural weakness of the prior approach by shifting the responsibility of school improvement from one office to the entire Department. The Department is now structured in a way that mirrors high-performing state education agencies (Massachusetts, Connecticut, Florida, Louisiana, Colorado, etc.) and the research on sustainable school improvement (State Supports for Evidence-Based Whole School Improvement, The Capacity Challenge: What It Takes for State Education Agencies to Support School Improvement) .

3. **Improved Use of Subject-Matter Expertise Across the Department**

The School Performance and Support Framework provides a transparent, data-informed mechanism to differentiate support across Off Track and Needs Intensive Support Schools, which consist of schools with federal identifications. This allows the Office of School Improvement to focus its capacity on schools with the greatest need, Comprehensive Support and Improvement Schools and memorandum of understanding divisions. Leveraging specialized divisions and offices within the Department, such as the Special Education Division for improving outcomes of students with disabilities and the Office of Instruction for content-specific instructional quality, ensures that schools receive support from teams best equipped to address their needs. This approach reduces duplication and strengthens the quality of technical assistance.

This also ensures that the Division of Budget and Finance is actively involved in school improvement, including the addition of the new Grants Administrator to simplify divisions' experiences with grant cycles and improve access to data, including burn rates, returned funding, and effective use of dollars to share with the Office of Excellence and Best Practices.

4. **Enhanced Accountability and Governance**

The standing Board of Education agenda item creates a consistent governance mechanism for monitoring progress, reinforcing shared accountability, and sustaining focus over time. Monthly status reports to the Board and public increases transparency, support informed oversight, and reduce the risk of strategic drift. This holds both the Department and the Board responsible for effectiveness and continuous monitoring of school improvement efforts.

5. **Focus on Sustainability and System Maturity**

The explicit emphasis on stability, time, and disciplined execution addresses a historical challenge in Virginia's school improvement efforts. Allowing the model to mature and resisting frequent structural changes will position the Department in collaboration with school divisions to generate sustainable improvements rather than short-term gains.

6. Opportunity to Scale What Works

The identification of more than 400 Distinguished Schools and more than 700 On Track Schools creates a meaningful opportunity to study and scale promising practices. Systematically analyzing the factors behind strong and sustained performance can inform statewide improvement strategies and shift the narrative from intervention-only to continuous improvement informed by success.

7. Positioning School Improvement as a Multi-year Strategy Through Increased Funding Flexibility

An important opportunity within the revised school improvement model is the ability to position improvement efforts as a sustained multi-year strategy rather than a series of short-term compliance driven activities. To support this shift, the Department is pursuing an Educational Flexibility (Ed-Flex) waiver, which would provide school divisions with greater discretion in how School Improvement Grant funds are used and the time frame for expending funds. This flexibility is critical to aligning resources with the pacing and complexity of school improvement work.

Challenges

1. Variability in Local Readiness and Capacity

School divisions vary widely in leadership stability, data literacy, and implementation capacity. Even well-designed technical assistance may yield uneven results if local conditions are not adequately addressed. For example, divisions that have not invested time for sustained professional learning to support effective curriculum implementation may struggle to realize meaningful improvement. In this context, school improvement efforts may be constrained by gaps in instructional coherence and execution rather than by the availability of resources.

To address this challenge, the Office of School Improvement must carefully balance consistency in the statewide expectations with the flexibility needed to tailor support to local contexts. Differentiated strategies that account for varying levels of readiness will be essential for ensuring that school improvement investments translate into on-the ground impact raises teacher quality and moves student performance.

2. Measuring Impact Across Distributed Efforts

As school improvement becomes more distributed across the Department, attributing outcomes to a specific intervention or office will become more complex. A strong evaluation framework will be required to monitor impact, assess return on investment, and inform continuous improvement.

3. Sustaining the Revised School Improvement Approach

Leadership transitions, funding fluctuations, or shifting policy priorities could disrupt the current momentum for school improvement. Maintaining consistency, particularly over multiple years, will be essential to allow the system to fully mature and deliver results.

BUILDING THE OFFICE FOR THE NEXT FIVE YEARS

Over the next five years, the Office of School Improvement will continue to refine its role and focus resources on where they can generate the greatest impact for schools and students. Key priorities for the Office of School Improvement include:

1. Provide intensive, on-site support to Comprehensive Support and Improvement Schools and memorandum of understanding school divisions.
2. Leverage subject matter experts across the Department by functioning as a strategic hub rather than a stand-alone delivery unit.
3. Build for sustainability and scaling by using data to find what works and supporting scaling promising practices across the Commonwealth in collaboration with the Office of Excellence and Best Practices.

The current staffing structure is well aligned to these priorities. The Department will continue to support divisions in blending and braiding federal, state, and local funds, adopting strategic staffing models, and implementing innovative approaches for school improvement. The Office of School Improvement, in collaboration with the Department's Budget and Finance team will work closely will school divisions to examine all available funding streams and align resources to multi-year school support plans. This approach is designed to strengthen local capacity and support sustained school improvement.

DELIVERING RESULTS WHERE SCHOOLS NEED THEM THE MOST

The Department's school improvement goals and expected five-year outcomes are designed to focus effort and resources where they can make the greatest difference for students and schools The new School Performance and Support Framework makes this possible. The goals, objectives, and expected year five outcomes are specific, measurable, and aligned to the impact and accountability measures in the next section of this report. This provides clear throughline from strategy to implementation, which will allow the Department to monitor progress, assess effectiveness, and make timely adjustments as needed. Goal setting is paired with performance measures to assess the effectiveness of the Office of School Improvement and the contributions of all Offices across the Department engaged in advancing the school improvement plan.

Goal 1: Improve School Performance and Student Outcomes

> Objective: Increase the number of schools demonstrating measurable improvement in student outcomes as measured by the School Performance and Support Framework, with an emphasis on federally identified schools and memorandum of understanding school divisions.

> Expected Outcome by Year 5: At least 80% of schools supported by the Department consistently meet or exceed annual benchmarks as defined in the multi-year school support plan. All benchmarks are aligned to improve outcomes as measured by the School Performance and Support Framework.

Goal 2: Provide High-Quality Technical Assistance

Objective: Deliver technical assistance that is actionable, aligned to research, and valued by school and division leaders.

Expected Outcome by Year 5: Positive trends in perception data including school and division leader ratings of relevance, usability, and effectiveness of support.

Goal 3: Improve Implementation Fidelity and Local Capacity

Objective: Professional learning and technical assistance translate into consistent, high-quality implementation at the school and division level.

Expected Outcome by Year 5: Observable changes in classroom instruction, leadership practices, and data use, validated through site visits, implementation rubrics, and monitoring protocols.

Goal 4: Scale and Sustain Effective Practices

Objective: Use data, feedback, and evaluations to refine the school improvement model.

Expected Outcome by Year 5: Routine use of performance, perception, and implementation data to inform adjustments to technical assistance and professional learning. Identify and scale promising practices from schools that demonstrate sustained success.

Long-term, the Department will add a return on investment measure for school improvement. However, this requires mathematical modeling, and the Department is in the preliminary stages to begin this work.

MEASURING IMPACT AND DEFINING ACCOUNTABILITY

The Department will implement four key metrics to measure effectiveness of school improvement. Goal attainment rate, technical assistance quality, school exit rate, and sustained improvement. These metrics focus on outcomes, implementation quality, and sustainability. Each metric is designed to provide actionable insight into whether strategies are being implemented as intended, whether supports are translating into improved practices, and whether gains are sustained over time. Prioritizing a small set of high-leverage measures allows for a concise focus and increased likelihood sustained improvement. The table below identifies metrics that will be used to measure the effectiveness of school improvement across the Department.

Metric	Measure
Goal Attainment Rate	Percentage of schools that meet or exceeded annual benchmarks as outlined in the multi-year school support plan.

Metric	Measure
Technical Assistance Quality	Perception Data: Annual survey and focus group data from division and school leaders on the perceived value of support. Impact Data: Demonstrated evidence that content from professional learning and technical assistance support is being implemented as intended at the school or division level. Example evidence includes observable practices; documented use of state-provided resources; division-led professional learning that mirrors the content, sequence, or expectations of state-provided learning.
School Exit Rate	Percent of Comprehensive Support and Improvement Schools that exit status after demonstrating two consecutive years of growth. Percent of Targeted Support and Improvement Schools and Additional Targeted Support and Improvement Schools exiting status.
Sustained Improvement	Percent of schools that, after exiting a federal designation, do not re-enter any federal accountability category within two years.

Accountability will be maintained through the State Board of Education, with monthly status reports presented during public Board meetings. This transparent and regular meeting cadence allows the Board to ask informed questions, monitor progress against defined goals, and recommend timely adjustments as needed. This governance structure reinforces shared accountability, strengthens public trust, and ensures sustained focus on outcomes, implementation, and continuous improvement across the state.

NEXT STEPS

The Department will continue to implement the revised approach to school improvement by aligning to evidence-based practices, leveraging the expertise of subject matter experts across the agency, strengthening accountability and governance structures, and scaling effective practices. School improvement will be positioned as a multi-year strategy to enable sustained, high-impact efforts that build capacity and deliver lasting improvements in student outcomes.

APPENDIX A SCHOOL PERFORMANCE AND SUPPORT FRAMEWORK

A core purpose of an accountability system is to inform continuous school improvement and raise student achievement by strategically prioritizing resources based on data. The School Performance and Support Framework is designed to deliver on this core purpose. Developed with extensive input from parents, educators, industry partners, and higher education leaders across Virginia, the new School Performance and Support Framework offers a transparent and comprehensive view of how well schools are supporting student learning, academic growth, and readiness for life after high school. Importantly, this framework reframes accountability as a lever for improvement, making strengths visible, identifying where support is needed, and highlighting effective practices that can be scaled statewide.

The Framework consists of up to four areas of focus for elementary, middle, and high schools. Each component is weighted differently to meet the focus of the school. Framework components are listed below. The weighting of each component by school type is shared in Figure 2.

- **Mastery:** how students are achieving in reading, math, and science on Standards of Learning (SOL) or Virginia Alternate Assessment Program (VAAP) tests and English learners' progress in acquiring the language.

- **Growth:** whether students are making expected progress in reading and math, using a student's past performance on Virginia SOL and VAAP tests to measure how they are expected to learn from the start to the end of the school year.

- **Readiness:** how schools are doing with chronic absenteeism, advanced coursework, and postsecondary readiness as measured through the 3E Framework (Enrollment, Employment, and Enlistment). It also includes the percentage of students graduating within six years.

- **Graduation:** a cohort rate for high school students graduating with an advanced or standard diploma in four years.

Figure 2: School Performance and Support Framework Components and Weights by School Type

	Mastery	Growth	Readiness	Graduation
Elementary	**Total Weight: 65%** • Reading Tests: **22.5%** • Math Tests: **22.5%** • Science Tests: **10%** • Progress in English Language Proficiency: **10%**	**Total Weight: 25%** • Reading Expected Growth: **12.5%** • Math Expected Growth: **12.5%**	**Total Weight: 10%** • Chronic Absenteeism: **10%**	N/A
Middle	**Total Weight: 60%** • Reading Tests: **20%** • Math Tests: **20%** • Science Tests: **10%** • Progress in English Language Proficiency: **10%**	**Total Weight: 20%** • Reading Expected Growth: **10%** • Math Expected Growth: **10%**	**Total Weight: 20%** • Chronic Absenteeism: **10%** • Advanced Coursework: **10%**	N/A
High	**Total Weight: 50%** • Reading Tests: **15%** • Math Tests: **15%** • Science Tests: **10%** • Progress in English Language Proficiency: **10%**	N/A	**Total Weight: 35%** • Chronic Absenteeism: **5%** • 6-Year Graduation Rate: **5%** • 3E Readiness Framework: **25%**	**Total Weight: 15%** • 4-Year Graduation Rate: **15%**

Every school in Virginia is placed in one of four performance categories based on points earned in each framework component.

- Distinguished (90 or more points) - Exceeding expectations.
- On Track (80 to 89 points) - Meeting expectations.
- Off Track (65 to 79 points) - Not meeting expectations and receives extra state support.
- Needs Intensive Support (64 points or below) - Significantly below expectations and receives the strongest state support.

The School Performance and Support Framework builds trust by offering actionable, easy-to-understand information about school performance and student success. This data is available directly to parents, ensuring they can see how their school is doing and what supports are in place to help students thrive.

Results from the first annual release of the School Performance and Support Framework outcomes along with a comprehensive overview of the framework can be found on the Department's Delivering on Virginia's Commitment to High Expectations for Every Student webpage.

APPENDIX B CROSS-DEPARTMENTAL APPROACH TO SCHOOL IMPROVEMENT

The School Performance and Support Framework is organized around three key components: mastery, growth, and readiness. The Department collaborates across Divisions to support improvement efforts for all areas of the School Performance and Support Framework to ensure that all students graduate prepared to experience success in college, career, and military pathways. Outcomes of the framework will be used to inform school improvement and to highlight effective practices. Exemplars to highlight and scale will be led by the Office of Excellence and Best Practices and the Educator Partnership team.

The table below provides a snapshot of Divisions, Offices, and positions that support each area of the Framework. Deputy Superintendents lead divisions and Assistant Superintendents, Executive Directors, or Directors lead offices.

School Performance and Support Framework Component	Division	Office	Positions
Mastery and Growth: Reading Performance	Division of Student Outcomes and School Quality	Office of Instruction	• Associate Director • Elementary Literacy Coordinator • English Specialist • Secondary English Coordinator • Early Literacy Reading Specialist • Secondary Intervention Specialist
	Division of Special Education and Specialized Populations	Office of Special Education Instructional Services	• Director of Special Education and Instructional Services • Coordinator, Specially Designed Instruction • Coordinator, Specially Designed • Behavior Intervention and Improvement • Coordinator, Transition Planning and Services • Coordinator, Sensory Disabilities and Supports • Dyslexia and Specialized Reading Specialist • Autism, Intellectual Disabilities, and Assistive Technology Specialist

School Performance and Support Framework Component	Division	Office	Positions
			• Evaluation, Eligibility, and Related • Services Specialist • Transition Specialist • Extensive Support Needs Specialist
Mastery and Growth: Mathematics Performance	Division of Student Outcomes and School Quality	Office of Instruction	• Director of Mathematics • Mathematics Coordinator K-12 • Regional Mathematics Coordinator • Elementary School Mathematics Specialist • Middle School Mathematics Specialist • Secondary Mathematics Specialist • Regional Mathematics Specialists (3)
	Division of Special Education and Specialized Populations	Office of Special Education Instructional Services	• Director of Special Education and Instructional Services • Coordinator, Specially Designed Instruction • Coordinator, Specially Designed • Behavior Intervention and Improvement • Coordinator, Transition Planning and Services • Coordinator, Sensory Disabilities and Supports • Mathematics and Special Education Specialist • Dyslexia and Specialized Reading Specialist • Autism, Intellectual Disabilities, and Assistive Technology Specialist • Evaluation, Eligibility, and Related • Services Specialist • Transition Specialist

School Performance and Support Framework Component	Division	Office	Positions
			• Extensive Support Needs Specialist
Mastery: Science Performance	Division of Student Outcomes and School Quality	Office of Instruction	• Director of STEM • Science Coordinator • Science Specialists (2)
Mastery: English Learner Proficiency	Division of Student Outcomes and School Quality	Office of Instruction	• Director of Humanities • Coordinator of Multilingual Learners
Readiness: Chronic Absenteeism	Division of Special Education and Specialized Populations	Office of Behavioral Health and Student Safety	• School Counseling Specialist • Student Assistance Systems Coordinator • School Social Work Specialist
	Division of Operations and Support Services	Office of Transportation	• Director of Transportation • Transportation Specialists (2)
		Office of School Nutrition	• Director of School Nutrition • Associate Director of School Nutrition • Regional Support Specialists (8) • Manager of Farm-to-Table
Readiness: Advanced Coursework and 3E Readiness	Division of Innovation, Student Pathways, and Opportunities	Office of Innovation	• Digital Learning Coordinator • Computer Science Coordinator • Digital Learning Specialist
		Office of New Learning Models & School Redesign	• Director of New Learning Models & School Redesign
		Office of Advanced Learning	• Director of Advanced Learning • Advanced Learning Specialist • Dual Enrollment/College Access Specialist (in partnership with SCHEV)
		Office of Student Pathways and Opportunities	• 3E Readiness Regional Coordinators (4) • CTE Director

School Performance and Support Framework Component	Division	Office	Positions
			• Business and Information Technology Specialist • Technology Education Specialist • Health and Medical Science Specialist • Agriculture Specialist • CTE Planning Administrative Account Specialist • Marketing Specialist • CTE Curriculum Coordinator • Associate Director of CTE • Director of Military Pathways • Tax Credit Program Coordinator • Tax Credit Program Specialist
	Division of Special Education and Specialized Populations	Office of Special Education Instructional Services	• Director of Special Education and Instructional Services • Coordinator, Specially Designed Instruction • Coordinator, Specially Designed • Behavior Intervention and Improvement • Coordinator, Transition Planning and Services • Coordinator, Sensory Disabilities and Supports • Mathematics and Special Education Specialist • Dyslexia and Specialized Reading Specialist • Autism, Intellectual Disabilities, and Assistive Technology Specialist • Evaluation, Eligibility, and Related • Services Specialist • Transition Specialist • Extensive Support Needs Specialist

School Performance and Support Framework Component	Division	Office	Positions
		Office of Behavioral Health and Student Safety	• School Counseling Specialist • Student Assistance Systems Coordinator • School Social Work Specialist
Graduation	Division of Student Outcomes and School Quality	Office of School Improvement	• School Improvement Coordinator • School Improvement Specialist

School divisions in need of financial and operations support as part of the systems-change work required for sustainable school improvement will also be supported by the Operations Branch, which includes divisions and offices such as Budget and Finance, School Nutrition, Transportation, and Operations and Student Services.