Board of Education Agenda Item

Item: _____F._____ **Date:** __November 30, 2005_____

Topic: Final Review of the Board of Education's 2005 Annual Report on the Condition and Needs of Public Schools in Virginia

Presenter: Dr. Margaret N. Roberts, Executive Assistant to the Board of Education

Telephone: 804/ 225-2540 **E-mail**: Margaret.Roberts@doe.virginia.gov

Origin:

____ Topic presented for information only (no board action required)

_X_ Board review required by
- _X_ State or federal law or regulation
- ___ Board of Education regulation
- ___ Other:

_X__ Action requested at this meeting

____ Action requested at future meeting:

Previous Review/Action:

___ No previous board review/action

_X_ Previous review/action: First review of draft
date: October 26, 2005
action: Board accepted draft for first review

Background Information: The Virginia Code sets forth the requirement that the Board of Education shall submit an annual report on the condition and needs of the public schools in Virginia. The Board of Education has submitted an annual report each year since 1971, when the requirement was initially adopted by the General Assembly.

The Code requires that the annual report contain the following information: a report on the condition and needs of the public schools as determined by the Board of Education; a listing of the school divisions and the specific schools that report noncompliance with any part of the Standards of Quality (SOQ); the full text of the current SOQ; a justification for amendments; the effective date of the current SOQ; and a listing of any amendments, if any, to the SOQ being prescribed by the Board of Education.

The following is the text of the Code of Virginia that sets forth the requirements for the Board of Education's annual report:

> **§ 22.1-18. Report on education and standards of quality for school divisions; when submitted and effective.**
>
> By November 15 of each year, the Board of Education shall submit to the Governor and the General Assembly a report on the condition and needs of public education in the Commonwealth and shall identify any school divisions and the specific schools therein which have failed to establish and maintain schools meeting the existing prescribed standards of quality. Such standards of quality shall be subject to revision only by the General Assembly, pursuant to Article VIII, Section 2 of the Constitution of Virginia. Such report shall include a complete listing of the current standards of quality for the Commonwealth's public schools, together with a justification for each particular standard, how long each such standard has been in its current form, and whether the Board recommends any change or addition to the standards of quality.

Summary of Major Elements: A working draft of the 2005 Annual Report on the Condition and Needs of Public Schools in Virginia is attached.

At the October 26th meeting, the Board of Education discussed the proposed draft and made suggestions for changes, additions, or deletions, which are incorporated in the attached draft. Several key data points have been incorporated into the attached draft, which includes information that was not available at the time of the previous review.

The draft document contains the following information:

- Evidence of success for Virginia's public schools: An overview of state and national test results and other objective measures of quality.
- Listing of school divisions reporting noncompliance with any section of the Standards of Quality.
- Standards of Accreditation ratings report.
- List of schools rated Accredited with Warning: 2005.
- Overview of the needs of Virginia's lowest performing schools and school divisions.
- Adequate Yearly Progress results for Virginia schools and divisions.
- Rationale for the revisions to the Standards of Quality prescribed the Board but not yet adopted or funded by the General Assembly.
- Overview of the identified needs of Virginia's public schools: 2005 and beyond.
- Board of Education's priorities for action (as identified in the Comprehensive Plan: 2005-2010).

- Demographic and statistical data for Virginia's public school system, including the statewide results of the Standards of Learning testing program.
- Full text of the Standards of Quality – as of July 1, 2005.
- List of data and reports used to document the condition and needs of schools.

The 2005 Annual Report on the Condition and Needs of Public Schools in Virginia will be delivered to the Governor and members of the General Assembly later than November 15 (the due date specified in § 22.1-18 of the Virginia Code) because several essential data points needed to complete the required components of the report were not available for the Board of Education's final review prior to the November 30th meeting.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education adopt the 2005 Annual Report on the Condition and Needs of Public Schools in Virginia.

Impact on Resources: There is a minimal administrative impact for preparing, photocopying, and disseminating the report.

Timetable for Further Review/Action: Following the Board's final adoption, the report will be transmitted to the Governor and the General Assembly as required by the Code of Virginia. It will also be made available to the public on the Board of Education's Web site.

2005 ANNUAL REPORT ON THE CONDITION AND NEEDS OF PUBLIC SCHOOLS IN VIRGINIA

PRESENTED TO
THE GOVERNOR AND
THE GENERAL ASSEMBLY

(DATE)
VIRGINIA BOARD OF EDUCATION

Members of the Board of Education as of July 30, 2005

Mr. Thomas M. Jackson, Jr.,
President
Post Office Box 130
Hillsville, VA 24343

Mr. David L. Johnson
3103 B Stony Point Road
Richmond, VA 23235

Mrs. Isis M. Castro
2404 Culpeper Road
Alexandria, VA 22308

Mr. Thomas G. Johnson, Jr.
One Commercial Place, Suite 1800
Norfolk, VA 23510

Dr. Mark E. Emblidge,
Vice President
413 Stuart Circle
Suite 130
Richmond, VA 23220

Dr. Gary L. Jones
7016 Balmoral Forest Road
Clifton, VA 20124

Andrew J. Rotherham
750 Montei Drive
Earlysville, VA 22936

Dr. Ella P. Ward
1517 Pine Grove Lane
Chesapeake, VA 23321

Mrs. Eleanor B. Saslaw
4418 Random Court
Annandale, VA 22003

Superintendent of Public Instruction

Dr. Jo Lynne DeMary
Virginia Department of Education
P.O. Box 2120
Richmond, VA 23218

COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
P.O. BOX 2120
RICHMOND, VIRGINIA 23218-2120

(date)

The Honorable Mark R. Warner, Governor
Members of the Virginia General Assembly
Commonwealth of Virginia
Richmond, Virginia 23219

Dear Governor Warner and Members of the Virginia General Assembly:

On behalf of the Board of Education, I am pleased to transmit the *2005 Annual Report on the Condition and Needs of Public Schools in Virginia*, submitted pursuant to § 22.1-18 of the Code of Virginia. The report contains information about the condition and needs of Virginia's public schools, including an analysis of student academic performance.

Improving academic achievement for students is the core of the Board of Education's mission. Virginia's public schools are making steady improvement in the academic achievement of the 1.2 million students enrolled statewide. The progress shown over the past few years is the result of ongoing dedication and hard work on the part of educators and students, as well as the wise use of resources, both human and financial. To get the results we are seeking, we must maintain our sharp focus on the goal of shared accountability for student achievement and school improvement. The Board of Education cannot achieve this goal alone. Our partners at the state and local levels, parents, students, and educators in schools, colleges, and literacy programs have essential roles to play.

The Board of Education is grateful for the cooperation and support the Governor and General Assembly have given to Virginia's school improvement efforts. As we look to the future, the members of the Board of Education pledge to remain focused on providing the best educational opportunities and the brightest future for the young people enrolled in Virginia's public schools.

Sincerely,

(Signature here)

Thomas M. Jackson, Jr.
President

Statutory Requirement for the Annual Report

The Code of Virginia, in § 22.1-18, states:

> By November 15 of each year, the Board of Education shall submit to the Governor and the General Assembly a report on the condition and needs of public education in the commonwealth and shall identify any school divisions and the specific schools therein which have failed to establish and maintain schools meeting the existing prescribed standards of quality. Such standards of quality shall be subject to revision only by the General Assembly, pursuant to Article VIII, Section 2 of the Constitution of Virginia. Such report shall include a complete listing of the current standards of quality for the commonwealth's public schools, together with a justification for each particular standard, how long each such standard has been in its current form, and whether the Board recommends any change or addition to the standards of quality.

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Executive Summary:
2005 Annual Report on the Condition and Needs of Public Schools in Virginia

The 2005 Annual Report on the Condition and Needs of Public Schools in Virginia summarizes information on the most significant information to document the condition and needs of public schools in Virginia. The report contains the following information:

- An assessment of local school division compliance with the Standards of Quality (SOQ) and the Standards of Accreditation (SOA);
- Complete text of the Standards of Quality (SOQ) as prescribed by the Board of Education and adopted by the 2005 General Assembly.
- A listing of the divisions and schools reporting noncompliance with SOQ and SOA requirement;
- A progress report on the academic performance of Virginia's students using various measures;
- An overview of the significant needs of the public schools that must be addressed in order to continue and enhance the academic progress made in recent years.

Highlights of the findings regarding the condition and needs of the public schools include the following:

- For 2004-2005, 93 of the 132 divisions in Virginia reported full compliance with the Standards of Quality. All divisions that were not in full compliance have filed a corrective action plan.
- Nine out of 10 Virginia public schools are now fully accredited, based on achievement of students in English, mathematics, history, and science during the 2004-2005 school year.
- Schools that are struggling to improve student achievement need additional help to use classroom instructional time effectively and to monitor the implementation of effective programs. Teachers and administrators also need additional assistance in using data to improve classroom instruction.
- This year, 80 percent of Virginia's public schools met or exceeded No Child Left Behind achievement objectives, compared to 74 percent last year.

- While many objective measures show that the academic performance of Virginia's students is steadily improving, all of Virginia's schools face significant challenges in the next five to 10 years. The challenges include the following:

    1. The demand for ever-increasing levels of skills and knowledge—including career and technical skills—for all students, which presents the particular challenge to address the needs of students for whom achievement gaps persist: children of poverty, students who possess limited English proficiency, and students at risk of academic failure;

    2. A predicted teacher and administrator shortage that will affect the supply, quality and diversity of teachers and professional educational personnel working in the state's schools, especially those schools that are hard to staff due to factors beyond the control of the school system, such as difficult economic circumstances in the community;

    3. The need for the state to provide meaningful, on-going technical assistance to school divisions that are struggling to meet state's academic standards;

    4. Barriers to learning—in particular, those affecting the critical years from birth to age 5— and conditions in homes and communities that threaten the well-being of children and prevent them from leading healthy, responsible, and safe lives, such as child abuse and neglect, family violence, crime, and substance abuse;

    5. The rapid growth in technology and other career/technical fields that threatens to create a generation of underskilled and underemployed workers if students are not prepared to meet those challenges; and

    6. The changing demographics of Virginia's schools, in which nearly all communities are experiencing significant growth in the number of students from different cultural, ethnic, and linguistic backgrounds, thereby presenting challenges to ensure that all students are successful in school.

Based upon the needs of the public schools, the Board of Education's priorities for action are as follows:

Objective 1: The Board of Education will improve the quality standards for all public schools in Virginia.

Objective 2: The Board of Education will provide leadership to help schools and school divisions close the achievement gap and increase the academic success of all students.

Objective 3: The Board of Education will work to ensure meaningful, on-going professional development for teachers, administrators, and professional educational personnel.

Objective 4: The Board of Education will support accountability for all schools, with a focus on assisting chronically low-performing schools and school divisions.

Objective 5: The Board of Education will work cooperatively with partners to help ensure that young children are ready for school.

Objective 6: The Board of Education will assist teachers to improve the reading skills of all students, kindergarten through grade 12.

Objective 7: The Board of Education will continue efforts to enhance the training, recruitment, and retention of highly qualified teachers, educational support personnel, and administrators, with a focus on the needs of hard-to-staff schools.

Objective 8: The Board of Education will provide leadership for implementing the provisions of state and federal laws and regulations smoothly and with minimal disruption to local divisions.

2005 Annual Report on the Condition and Needs of Public Schools in Virginia

Improving Schools and Measuring Success

How much are the students in Virginia schools learning? Will they be able to compete with their counterparts from other states? Will they be able to get and keep good jobs in an international economy? What is the Board of Education doing to help Virginia's schools improve? These are the questions parents, businessmen, elected officials, and educators across the state are asking. These are some of the questions the information in this report is intended, at least in part, to answer.

The Board of Education's 2005 Report on the Condition and Needs of Public Schools in Virginia highlights the success as well as the challenges faced by the commonwealth's public school system. Producing well-educated adults is a complex undertaking. Schools matter, and so do families and communities as a whole. The Board of Education, working with its many partners, has a responsibility to help localities provide the best possible public education system for all students – regardless of wealth, race, ethnicity, disability or place of birth. As a result, the Board of Education's goal is to ensure that all students achieve standards of excellence, no matter what community they reside in or what challenges they face.

Evidence of Success for Virginia's Public Schools

In Virginia, educators have been implementing education reforms for some time now. They are deep in the throes of educating a student body that is substantially more diverse than in recent years and educating students to a higher standard than before. Teachers and professional educational personnel face many obstacles that make this a daunting task, but their commitment to success is impressive, and Virginia's public schools have made steady, impressive progress. Academic standards are in place, and educators are implementing them. Virginia has a valid and reliable assessment system to gauge student progress, and accountability goals are set for English, mathematics, science, and history and social science. Thus, the groundwork for excellence is in place.

How do the citizens of Virginia know that the public schools are improving? Objective results show clear and steady improvement on a number of important measures of school quality, including the following measures:

<u>Standardized Test Results Show Steady Improvement in Academic Performance of Students:</u>

- The Commonwealth of Virginia made Adequate Yearly Progress (AYP) on federal No Child Left Behind (NCLB) achievement benchmarks in reading and mathematics.
  - ✓ 80 percent of Virginia schools (1460 of 1,821 schools) made AYP compared to 74 percent in 2004.
  - ✓ 48 percent of Virginia school divisions (63 of 132) made AYP compared to 22 percent in 2004.

College Entrance Exam Results Show Improvement:

- Virginia mathematics SAT I scores surged in 2005.
  - ✓ Virginia public school students made the largest increase (6-points) in mathematics scores among SAT states.
  - ✓ Mathematics scores rose to 512, which is the highest in Virginia's history, and 19-points higher than when the Standards of Learning were adopted in 1995.
  - ✓ African-American students improved their mathematics scores by 8-points and achieved scores equal to the national average for their subgroup.

- Virginia verbal SAT I scores increased in 2005.
  - ✓ Virginia public school students increased their verbal scores by 2-points.
  - ✓ Verbal scores rose to 513, which is 11-points higher than when the Standards of Learning were adopted in 1995.
  - ✓ African-American students improved their verbal scores by 3-points and achieved scores 6-points higher than the national average for their subgroup.

More High School Students Are Earning College Credit through Advanced Placement Programs:

- More Virginia students earned college credit on Advanced Placement exams.
  - ✓ The number of Virginia public school students who took at least one Advanced Placement (AP) exam increased by 13.7 percent, from 34,114 in 2004 to 38,787 in 2005.
  - ✓ The number of AP exams earning a score of 3 or higher (college credit) increased by 10.9 percent in 2005.
  - ✓ 60.4 percent of all AP exams taken earned a 3 or higher, compared with 57.5 percent for the nation.
  - ✓ The number of African-American and Hispanic students taking AP exams and earning college credit increased significantly.

National Assessment of Educational Progress Results Show Steady Improvement:

- Virginia fourth- and eighth-grade students achieved at significantly higher levels in reading and mathematics on the 2005 National Assessment of Educational Progress (NAEP) than their public school counterparts nationwide and in the South.

- ✓ The average scores of Virginia students on the 2005 NAEP reading test were significantly higher than the average scores of students in 35 states in grade 4 and 30 states in grade 8.

- ✓ African-American and Hispanic students in Virginia continued to outperform their peers nationwide and in the South in reading and mathematics.

Career and Technical Preparation Opportunities Are Expanding:

Certain career and technical education (CTE) courses enable student completers to earn industry certification, a state license, and/or a national certification. These credentials are beneficial (and sometimes essential) to students seeking employment in a career field or occupational specialty. In addition, students who obtain these credentials earn verified credits toward graduation. Students received 5,487 industry certification assessments/licensures/credentials during the 2004-2005 school year. This was an increase of 49.40 percent over the 2003-2004 school year.

In order for students to obtain industry certification or state licensures, their teachers must also be certified. As of this fall, 1,525 teachers have received industry certification from state sponsored industry certification academies. According to a July 2005 state survey, 2,349 CTE teachers were reported as industry certified in one or more areas with some teachers having received industry certifications through either local training or on their own. Approximately 62 percent of career and technical education teachers have industry certification either through Department of Education academies or attainment on their own.

Compliance with the Requirements of the Standards of Quality 2004-2005

Each year, staff members of the Department of Education collect self-assessment data from school divisions on their compliance with the provisions of § 22.1-253.13:1 through 22.1-253.13:8 of the Code of Virginia (Standards of Quality). In 1994, a simplified method of collecting information was developed to determine compliance with the SOQ that parallels the accreditation system. The chairman of the school board and division superintendent certify compliance with the standards to the Department of Education.

Where divisions indicate less than full compliance with the standards, corrective action plans for the noncompliance items are required. See Appendix E for a listing of the information and data used by the Department of Education staff to monitor and verify compliance.

Of the divisions that were not in full compliance, all have filed a corrective action plan. Listed below are the school divisions that reported noncompliance with provisions of the SOQ. The data are for the 2004-2005 school year and for the Standards of Quality that were in effect as of July 1, 2004.

§ 22.1-253.13:1. Standard 1. Instructional programs supporting the Standards of Learning and other educational objectives.

Augusta County: Career education not offered K-12.

§ 22.1-253.13:2. Standard 2. Instructional, administrative, and support personnel.

Accomack County: Staffing requirements (licensed personnel).
Augusta County: Staffing requirements (technology resource teachers).
Bedford County: Staffing requirements (library media staff).
Goochland County: Staffing requirements (licensed personnel).
Greensville County: Staffing requirements: (licensed personnel).
Highland County: Staffing requirements (licensed personnel).
Northampton County: Staffing requirements (licensed personnel).
Prince George County: Staffing requirements (licensed personnel).
Rappahannock County: Staffing requirements (licensed personnel).
Lynchburg City: Not reporting pupil-teacher ratios to the public.
Petersburg City: Staffing requirements (licensed personnel).

§ 22.1-253.13:3 Standard 3. Accreditation, other standards and evaluation.

The following school divisions reported that all schools were not fully accredited:

Accomack County
Amelia County*
Amherst County
Arlington County**
Augusta County**
Bedford County*
Botetourt County*
Bland County**
Brunswick County
Buchanan County**
Buckingham County
Campbell County*
Caroline County
Carroll County**
Charles City County**
Chesterfield County
Cumberland County
Dickenson County*
Dinwiddie County
Fairfax County**
Fauquier County
Giles County*
Grayson County
Greensville County**
Halifax County*
Henrico County**
Henry County*
Isle of Wight County*
King George County*
King and Queen County
Lee County
Lunenburg County**
Mecklenburg County*
Montgomery County**
Nelson County*
New Kent County*
Northampton County
Pittsylvania County*
Prince Edward County
Prince William County*
Pulaski County**
Rockbridge County
Smyth County**
Spotsylvania County*
Southampton County*
Surry County
Sussex County**
Westmoreland County**
Alexandria City**
Bristol City*
Charlottesville City**
Chesapeake City*
Covington City*
Danville City**
Franklin City
Fredericksburg City*
Hampton City
Hopewell City**
Lynchburg City*
Martinsville City
Norfolk City**
Newport News City**
Petersburg City
Portsmouth City**
Richmond City**
Roanoke City**
Suffolk City*
Town of Colonial Beach*

* For the 2005-2006 school year, all schools in this division have now reached full accreditation (and will be reported accordingly in the 2006 annual report). Those schools that are conditionally accredited count towards full accreditation.
** The number of schools fully accredited in the division increased from 2004-2005 to 2005-2006.

§ 22.1-253.13:4. Standard 4. Student achievement and graduation requirements.

All divisions were in compliance.

§ 22.1-253.13:5. Standard 5. Teacher quality and educational leadership.

All divisions were in compliance.

§ 22.1-253.13:6. Standard 6. Planning and public involvement.

Madison County: School division biennial and long-range plans.
Suffolk City: Biennial school plans (working under improvement plans).

§ 22.1-253.13:7. Standard 7. School board policies.

All divisions were in compliance.

Compliance with the Requirements of the Standards of Accreditation

Nine out of 10 Virginia public schools are now fully accredited, based on achievement of students in English, mathematics, history, and science during the 2004-2005 school year. Students in 1,685, or 92 percent of the commonwealth's 1,834 schools receiving accreditation ratings for 2005-2006, met or exceeded state achievement objectives on Standards of Learning (SOL) tests and other statewide assessments in the four core academic areas. Last year, 1,514 or 84 percent of Virginia's schools were initially rated as fully accredited.

In 1998, the first year of SOL testing, only 2 percent of the commonwealth's public schools met the standard for full accreditation. The percentage of schools meeting the state's accreditation standards increased to 6.5 percent in 1999, 22 percent in 2000, 40 percent in 2001, 64 percent in 2002, 78 percent in 2003, and 84 percent in 2004.

Ninety-five percent of Virginia's elementary schools are now fully accredited, as are 83 percent of the commonwealth's middle schools, and 94 percent of the high schools.

The number of schools accredited with warning fell to 130, compared with 255 at the close of last year. A list of the schools is contained in Appendix C. Of the 255 schools that were on academic warning last year, 158 are now fully accredited. Only 29 schools slipped from full accreditation to accredited with warning.

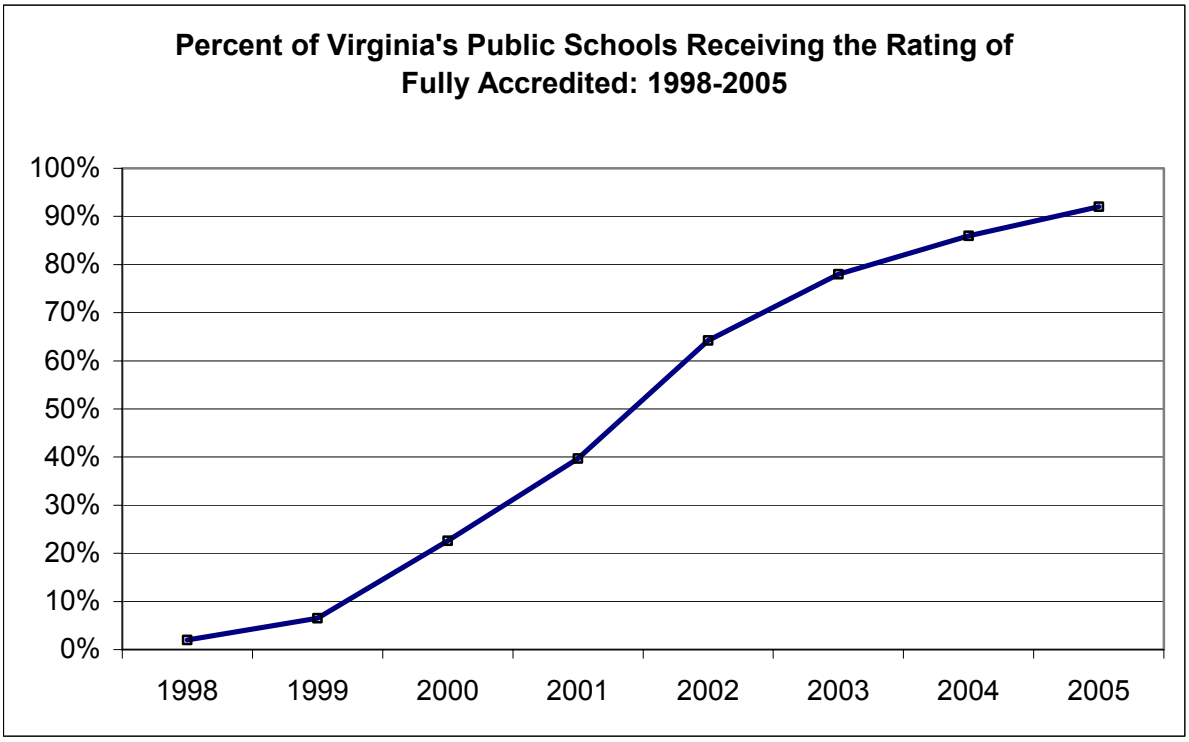
For the first time since the beginning of the SOL reform, more than half of the commonwealth's school divisions have no schools on the state's academic warning list. In 79, or 60 percent of Virginia's 132 school divisions, all schools were either fully accredited or conditionally accredited.

Conditional accreditation applies only to new schools during their first year of operation. Last year, 56, or 42 percent of Virginia's school districts had no schools accredited with warning.

The accreditation ratings announced today are based on the achievement of students on SOL assessments and approved substitute tests in English, mathematics, history/social science, and science administered during the summer and fall of 2004 and the spring of 2005, or on overall achievement during the three most recent years. The results of tests administered in each subject area are combined to produce overall passing percentages in English, mathematics, history, and science.

Accreditation ratings also may reflect adjustments made for schools that successfully remediate students who initially fail reading or mathematics tests. Adjustments also may be made for students with limited English proficiency, and for students who have recently transferred into a Virginia public school.

In middle schools and high schools, an adjusted pass rate of at least 70 percent in all four subject areas is required for full accreditation. In elementary schools, a combined accreditation pass rate of at least 75 percent on English tests in grades 3 and 5 is required for full accreditation. Elementary schools also must achieve accreditation pass rates of at least 70 percent in mathematics, grade-5 science, and grade-5 history, and pass rates of at least 50 percent in grade-3 science and grade-3 history.



Condition and Needs of Virginia's Lowest Performing Schools and School Divisions

Division-Level Academic Reviews:
The Board of Education has refined and improved its policies and programs to build capacity for improvement among all schools, especially low-performing schools. Moreover, the Board has new authority that modifies the current school compliance process within the SOQ to authorize the Board of Education to require an academic review of any school division that, through the school academic review process, fails to implement the SOQ. The new provisions also require the reviewed school division to submit for approval by the Board a corrective action plan setting forth specific actions and a schedule designed to ensure that schools within its school division achieve full accreditation status.

The Board adopted criteria and procedures for conducting division-level academic reviews and improved the procedures used in conducting school-level reviews. During 2005, four local divisions requested division-level reviews, and the Board of Education's Committee on Lowest-Performing School Divisions, chaired by Dr. Mark Emblidge, has followed their progress closely. The following is a summary of the progress noted so far.

Richmond City Public Schools
Richmond City Public Schools has continued to work with the Council of Great City Schools and the University of Virginia to develop and implement a corrective action plan that offers strategies to raise student achievement in the city's schools. Of the 51 schools in Richmond City Public Schools, only 6 were rated accredited with warning for 2005-2006. This not only demonstrates a significant improvement, but clearly emphasizes the effectiveness of the implementation of their corrective action plan. Turnaround specialists have been employed in 3 of the 6 schools accredited with warning. The Partnership for Achieving Successful Schools (PASS) initiative supports the efforts of 3 of these schools as well. Richmond City Public Schools has implemented a central office technical assistance and monitoring program that has supported the improvement of their lowest performing schools.

Sussex Public Schools
Although Sussex Public Schools continues to have 4 out of 5 schools rated accredited with warning, the division developed a corrective action plan that addresses the concerns that were noted in the division-level review findings. A turnaround specialist has been hired for Sussex Central Middle School. A new secondary central office person has been hired to oversee instruction at the high school, allowing the director of instruction to provide more focused attention in the elementary schools. A new assistant superintendent has also been hired and is working with the superintendent on areas of concerns related to instruction throughout the division. Although gains were not made last year, the corrective action plan, along with cooperation from the Sussex County School Board, will support the investment of the new staff in making gains in 2006.

Petersburg Public Schools
The corrective action plan submitted by Petersburg Public Schools is currently being revised to reflect the use of increased federal funding as well as the hard-to-staff project implemented this

summer. The state-funded hard-to-staff project ensured that highly-qualified teachers filled vacancies in which long-term substitutes were previously employed. There were gains elementary schools in the SOL pass rates for 2005 for English and mathematics; however, all 9 schools remain accredited with warning for 2005-2006. The revised corrective action plan will reflect the implementation of a middle school and elementary reading program to address the high percentage of students not reading on grade level, the turnaround specialist program at the high school, and the hard-to-staff efforts initiated in the division.

Lee County Public Schools

A corrective action plan was implemented that resulted in 12 of 13 schools rated as fully accredited. At this time, the superintendent is continuing to implement the corrective action plan. As a result of the findings of the division-level review, an effective electronic management system has been implemented to monitor the taught and written curriculum district-wide. This program offers teachers an opportunity to communicate and share lesson plans and instructional delivery strategies with other in the division. The county has developed a formative assessment program in grades K-12 in all content areas. A turnaround specialist is in place at Pennington Middle School and with support and technical assistance through this program as well as the (PASS) initiative, this school should be fully accredited in 2006.

School-Level Academic Reviews:

The *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA), require any school rated as "accredited with warning" to undergo an academic review. It is the responsibility of the Department of Education to develop and administer the academic review process in accordance with guidelines adopted by the Board.

In 2004-2005, 255 schools were accredited with warning. Two divisions (Fairfax County and Waynesboro City) requested and received permission to conduct their own reviews for eight warned schools. A total of 33 warned schools in four divisions (Lee County, Sussex County, Petersburg City, and Richmond City) were provided technical assistance as a part of the division-level review process. Four schools accredited with warning employed turnaround specialists and were not subject to traditional reviews. A total of 208 warned schools received technical assistance through the school-level academic review process.

The Department of Education conducted the reviews and analyzed data using information from the final reports and school staff evaluations. Data were used to identify specific indicators most often cited as needing improvement and essential actions most commonly cited by the academic review teams. An analysis of data from academic reviews conducted during the past school year revealed the following areas of *strength*:

1. Making curriculum resources and supplementary materials available for use by teachers;
2. Providing opportunities for students to take tests that are similar in content and format to state assessments;
3. Maintaining a safe and orderly environment for learning;
4. Assessing student progress on a regular basis; and
5. Allocating resources to extend learning time beyond the regular school day.

The analysis of data also revealed the following areas of *weakness*:

1. Curriculum alignment and instructional delivery
   - Differentiating instruction to meet the identified needs of individual students and groups of students;
   - Providing students with learning experiences that engage them in active learning; and
   - Using student performance data to develop daily lesson plans that reflect consideration of the learning strengths and needs of students.

2. Professional development opportunities provided to staff
   - Designing an ongoing, school-based program of professional development that is based on the analyses of data and is aligned with the school's goals for improving student achievement;
   - Monitoring the degree to which new practices are implemented and prescribed; and
   - Providing opportunities for teachers to experiment, practice, and obtain feedback as they integrate newly learned skills into their repertoire of instructional practices.

3. Use of instructional time and school scheduling practices
   - Organizing instruction and structuring lessons to maximize student time-on-task;
   - Maintaining a high level of student engagement throughout the lesson; and
   - Regularly monitoring the use of instructional time in classrooms.

4. Use of data to make instructional and planning decisions
   - Using results of data analyses to design, monitor, and evaluate instructional programs, support services, and professional development activities;
   - Analyzing data over time to look for trends in student performance and to identify strengths and limitations of instructional programs and services; and
   - Training staff in collecting and analyzing data to identify relevant goals and objectives for school improvement planning and to monitor the plan's implementation and evaluate improvements over time.

School improvement is an ongoing process and the school-level academic review provides a synopsis of the school's strengths and weaknesses at one point in time. The follow-up technical assistance visits by the Department of Education review teams are critical to the school's continued improvement. The SOA requires that schools accredited with warning submit a three-year school improvement plan, and an on-site review has been completed in each school year for those schools that have been warned in consecutive years.

Condition and Needs of Virginia's Schools as Identified by Adequate Yearly Progress Results

Eighty percent of Virginia's public schools met or exceeded No Child Left Behind Act (NCLB) achievement objectives during the 2004-2005 school year. Of the 1,821 schools that earned Adequate Yearly Progress (AYP) ratings, 1,460, or 80 percent, met the federal education law's requirements for increased student achievement, compared with 74 percent during the previous year. Virginia's objectives for achievement in reading and writing during 2004-2005 were four points higher than in 2003-2004.

AYP ratings are based on the achievement of students on statewide assessments in reading, mathematics, and, in some cases, science. In Virginia, these assessments include Standards of Learning (SOL) tests, substitute tests of equal or greater rigor such as Advanced Placement examinations, English language proficiency tests taken by students learning English, and the Virginia Alternate Assessment Program for students with disabilities.

For a Virginia school or school division to have made AYP during 2004-05, at least 65 percent of students overall and of students in all subgroups (white, black, Hispanic, LEP, students with disabilities, and economically disadvantaged) must have demonstrated proficiency on statewide tests in reading, and 63 percent of students overall and in all subgroups must have demonstrated proficiency in mathematics. The benchmarks for proficiency during 2003-2004 were 61 percent for reading and 59 percent for mathematics.

Schools, school divisions, and states also must meet annual objectives for participation in testing and for attendance (elementary and middle schools) and graduation (high schools). Schools, school divisions, and states that meet or exceed these objectives are considered to have satisfied the law's definition of Adequate Yearly Progress toward the goal of 100 percent proficiency of all students in reading and mathematics by 2014.

<u>The State Made AYP:</u>
During 2003-2004, the state met or exceeded 28 of the 29 objectives. The commonwealth made AYP for the first time since NCLB was signed into law in 2002 as students overall and all student subgroups in Virginia exceeded or met the achievement objectives for 2004-2005. Virginia's achievement objectives for 2004-2005 were among the highest in the nation because of the progress students have made since 1995 under the SOL program.

<u>Virginia's Local Divisions Made AYP:</u>
Sixty-three of Virginia's 132 local school divisions made AYP during 2004-2005, compared with 29 during the previous year. Of the 68 school divisions that did not make AYP, 26 met all but one of the 29 objectives for achievement and participation in testing. Twenty-four school divisions met 27 of the 29 objectives and 9 divisions met 26 of the objectives. The AYP rating status of one division remains to be determined.

AYP for Virginia School Divisions

	Made AYP	Did Not Make AYP	To Be Determined	Total
School Divisions	63 (48%)	68 (52%)	1 (1%)	132

Virginia's Schools Made AYP:
Of the 338 schools that did not make AYP during 2004-2005, 140 met all but one of the federal law's 29 objectives for achievement, participation in statewide testing, attendance, and/or graduation. Seventy-six schools met all but two benchmarks, and 55 schools met all but three of the 29 AYP objectives. Taken together, 1,731, or 95 percent of Virginia's schools either made AYP or achieved at least 26 of the objectives.

Adequate Yearly Progress (AYP) for Virginia Public Schools

	Made AYP	Did Not Make AYP	To Be Determined	Total
Schools	1,460 (80%)	338 (19%)	23 (1%)	1,821

Performance of Sub-groups of Students:
Limited English Proficient (LEP) students, disadvantaged students, and students with disabilities made 5-point gains in reading achievement during 2004-2005. Black students and Hispanic students each made four-point gains in reading and narrowed achievement gaps with white students.

Performance of Students with Disabilities:

Students with disabilities met the objectives for reading and mathematics. In reading, students with disabilities achieved a 56 percent pass rate, compared with 51 percent in 2003-2004. Students with disabilities increased achievement in mathematics by four points, from 57 percent to 61 percent. The science achievement of students with disabilities was unchanged at 64 percent.

Reading Achievement Improved:

Overall student achievement in reading increased, with 81 percent of Virginia students passing tests in reading compared with 79 percent during 2003-2004.

- Black students achieved a 70 percent pass rate in reading, compared with 66 percent during the previous year.
- The reading achievement of disadvantaged students increased five points, from 64 percent to 69 percent.
- LEP students demonstrated a five-point increase in reading proficiency by achieving a 70 percent pass rate in 2004-2005, compared with 65 percent during the previous year.
- Hispanic reading achievement increased four points, from 69 percent in 2003-2004 to 73 percent in 2004-2005.
- White students achieved an 87 percent pass rate in reading, a two-point increase from 85 percent during 2003-2004.
- Students with disabilities achieved a 56 percent pass rate, compared with 51 percent in 2003-2004.

Mathematics Achievement Improved:
The percentage of Virginia students passing mathematics tests increased to 84 percent in 2004-2005, compared with 83 percent during 2003-2004. Students with disabilities achieved the largest increase in mathematics.

- Seventy-three percent of black students passed assessments in mathematics, compared with 70 percent during 2003-2004.
- The mathematics achievement of disadvantaged students increased to 74 percent compared with 72 percent during the previous year.
- The achievement of LEP students in mathematics rose one point to 77 percent, compared with 76 percent during 2003-2004.
- Hispanic mathematics achievement increased to 77 percent compared with 76 percent during the previous year.
- The achievement of white students in mathematics increased to 89 percent from 87 percent.
- Students with disabilities increased achievement in mathematics by four points, from 57 percent to 61 percent.

Student Performance in Science—Same as Previous Year:
Eighty-four percent of Virginia students passed tests in science, the same percentage as in 2003-2004. All student subgroups showed improved performance in science.

- Black students achieved a 72 percent pass rate in 2004-2005, compared with 70 percent during 2003-2004.
- Seventy-three percent of economically disadvantaged students passed science tests, compared with 71 percent during the previous year.
- LEP students achieved a pass rate of 68 percent in science compared with 67 percent during the previous year.
- The percentage of Hispanic students demonstrating proficiency in science increased by one point to 73 percent.
- The achievement of white students in science was unchanged, with 90 percent passing state science tests.
- The achievement of students with disabilities was unchanged at 64 percent.

Title I School Improvement:
Title I schools that do not make AYP in the same subject area for two consecutive years are identified for Title I School Improvement. These schools receive funding under Title I of NCLB to provide educational services to low-income children and are the focus of most of the accountability provisions of the law. These sanctions increase in severity if a school fails to make AYP in the same subject area for additional consecutive years. A Title I school escapes federal sanctions by making AYP for two consecutive years.

Eight out of 10, or 609 of the commonwealth's 763 Title I schools made AYP during 2004-2005. Thirteen Virginia Title I schools that had previously been sanctioned for low achievement made AYP for a second consecutive year and exited school-improvement status. Of the Title I schools that did not make AYP, 49 met all but one of the 29 AYP objectives, 35 met all but two objectives, and 30 met all but three. The AYP status of 9 Title I schools remains to be determined.

Re-Benchmarking and Revising the Standards of Quality: Recommendations and Rationale

Re-benchmarking for the 2006-2008 Biennium:
In the summer of each odd-numbered year, the Direct Aid to Public Education budget is re-benchmarked for the next biennium. This re-benchmarking is part of the biennial budget development process that involves the Board of Education, the Governor, and the General Assembly. The re-benchmarked budget represents the state cost of continuing the existing Direct Aid to Public Education programs with updates in the input data used to determine the cost of the programs. These cost projections do not reflect any changes in policy or technical methodology. The projections are based strictly on current approved methodologies or changes specifically approved and directed by the General Assembly and the Governor. The re-benchmarked budget figures represent the state cost of continuing the current Direct Aid programs in the 2006-2008 biennium with the required revisions and updates to input data using the approved funding methodologies.

The 2006-2008 Direct Aid budget approved by the Board will be sent to the Governor for action and ultimately for inclusion in his budget for the 2006-2008 biennium. This budget will establish the level of state funding required by the foundation program established in the Standards of Quality (SOQ), as well as other Direct Aid accounts. The changes resulting from re-benchmarking the Direct Aid accounts would increase state costs for public education by approximately $986.0 million in the 2006-2008 biennium. The re-benchmarked cost of the unfunded SOQ changes proposed by the Board total $191.5 million. Together, these re-benchmarked costs would increase Direct Aid funding by $1.18 billion in the 2006-2008 biennium.

Re-Affirming the Prescribed Revisions to the SOQ:
During 2003, the Board of Education prescribed new provisions to the Standards of Quality, which were presented to the General Assembly for consideration, adoption, and funding. The 2004 and 2005 sessions of the General Assembly adopted and funded many of the Board's revisions. However, several policy changes that were prescribed by the Board in June 2003 were not enacted or funded by the 2004 or 2005 General Assembly. Nonetheless, the Board concluded that the changes were necessary in order to: 1) provide consistent staffing requirements for principals of elementary, middle, and high schools; 2) provide for the same staffing levels for assistant principals in all elementary, middle, and high schools; 3) reduce the caseload for speech-language pathologists as the result of a review prescribed by the 2003 General Assembly; and 4) provide for reading specialists at a ratio of one position per 1,000 students to prevent or ameliorate reading deficiencies. Improving the state-funded standards in these four areas would bring the state-supported standards closer to actual practice in school divisions, but more importantly, the funded standards would reflect the Board of Education's recommended best practice.

At its meeting in October 2005, the Board of Education unanimously reconfirmed its support for the prescribed revisions that are yet to be adopted and funded by the General Assembly. The Board of Education will present the four remaining provisions for consideration by the 2006 General Assembly session, and will work to advocate for the funding necessary to implement these provisions, which are as follows:

- Providing for one full-time principal in every elementary school - The current elementary principal standard in the SOQ funds one-half position up to 299 students in a school and one full-time position at 300 or more students in a school. The proposed change would provide elementary schools with the same staffing levels for principals as middle schools and high schools. The additional state cost is estimated to be $6.6 million in fiscal year 2005 and $6.7 million in fiscal year 2006.

- Providing for one full-time assistant principal per 400 students in all schools (K-12) - The current elementary assistant principal standard in the SOQ funds one-half position between 600 and 899 students in a school and one full-time position at 900 or more students in a school. The current middle and secondary assistant principal standard in the SOQ funds one full-time position per 600 students in a school. The additional state cost is estimated to be $44.0 million in fiscal year 2005 and $45.8 million in fiscal year 2006.

- Reducing the caseload for speech-language pathologists - The current caseload standard in the SOQ model would change from 68 students to 60 students per speech-language pathologist. The additional state cost is estimated to be $3.4 million in fiscal year 2005 and $3.3 million in fiscal year 2006.

- Providing for one reading specialist per 1,000 students (in K-12) - The cost for this initiative is determined by generating positions at one per 1,000 students division-wide for grades kindergarten to twelve. Salary and benefits are applied to these positions based on the related assignment of those positions to elementary and secondary students. The additional state cost is estimated to be $36.7 million in fiscal year 2005 and $37.4 million in fiscal year 2006.

The Needs of Virginia's Public Schools: 2005 and Beyond

At its annual planning session in April 2005, the Board of Education engaged in an in-depth discussion of the challenges faced by our public schools now and for the near future. During the discussion, which was led by Ms. Brenda Welburn, executive director of the National Association of State Boards of Education (NASBE), the Board of Education members identified critical issues and needs for public education in Virginia. The Board identified emerging critical issues, including the following:

- Helping chronically low-performing divisions and schools
- Closing the achievement gaps that persist for groups of students such as minorities, students with disabilities, economically disadvantaged, and Limited English Proficient students.
- Providing technical assistance to divisions and schools that do not make AYP
- Helping to correct dysfunctional school boards
- Exploring and promoting alternative paths toward school improvement
- Helping school divisions meet complex requirements of state and federal laws and regulations
- Meeting state-level requirements under state and federal laws and regulations in ways that are helpful to local divisions

- Revamping high school programs to make the programs as relevant and productive as possible for meeting student needs
- Maintaining and improving the system of school accreditation
- Helping to provide strong career and technical education programs
- Revamping and improving the academic review process, including the division-level review process
- Expanding instructional support services (i.e., guidance counseling programs)
- Attracting and retaining high quality teachers/administrators
- Ensuring quality teacher preparation and licensure programs and policies
- Helping to provide high quality professional development for classroom teachers and other school personnel
- Advocating for better, competitive teacher salaries
- Assisting children with the most need
- Preventing dropouts and devising alternative programs to address their needs
- Maintaining services and support for high achieving students
- Closing the achievement gap among groups of students
- Addressing the needs of minority and ESL students
- Advocating for and partnering with other entities involved in early childhood education programs, especially those programs for the birth to age 5 group
- Serving students in the middle; i.e., the average child

Board of Education's Priorities for Action

The Board of Education has set forth a comprehensive plan of action for the coming years. More details for the plan of action may be found in the Board of Education's Comprehensive Plan: 2005-2010, which may be viewed on the Board of Education's Web site at the following address: http://www.pen.k12.va.us/VDOE/VA_Board/comprehensiveplan.pdf. The plan outlines eight objectives, along with strategies and activities that will provide the framework for the Board of Education's focus for the near future.

The Board of Education's priorities for action are as follows:

Objective 1: The Board of Education will improve the quality standards for all public schools in Virginia.

Strategies/Activities to meet Objective 1:

- Review and revise the Standards of Quality: 2007 and 2009.
- Work with 2006 General Assembly to ensure adoption and funding of changes to SOQ prescribed by the Board (remaining four items described above in this report, which were unanimously re-affirmed at he October 2005 meeting of the Board of Education).
- Review and revise the Standards of Accreditation.

Objective 2: The Board of Education will provide leadership to help schools and school divisions close the achievement gap and increase the academic success of all students.

Strategies/Activities to meet Objective 2:

- Review and revise the Standards of Learning:
  - ✓ Computer/Technology: 2005
  - ✓ Fine Arts: 2006
  - ✓ Foreign Language: 2007
  - ✓ Health, Physical Education, and Driver Education: 2008
  - ✓ History and Social Sciences: 2008
  - ✓ Mathematics: 2009
  - ✓ English: 2009
  - ✓ Science: 2010
- Support professional development and technical assistance for instructional staff, especially in low-performing schools.
- Support a focus on civics and financial literacy to ensure the preparation of all students to be productive citizens.
- Review the English Proficiency Standards and revise as necessary.
- Support programs and initiatives to expand opportunities for students to earn a high school diploma.
- Establish policies regarding the new numeracy and literacy assessments for students with disabilities pursuing the modified standard diploma.
- Establish policies regarding the revised Virginia Alternate Assessment Program.
- Establish modified achievement standards for students with disabilities who can make significant progress but may not reach grade-level achievement standards within the same time frame as other students.

Objective 3: The Board of Education will work to ensure meaningful, on-going professional development for teachers, administrators, and professional educational personnel.

Strategies/Activities to meet Objective 3:

- Support professional development and technical assistance for professional educational personnel, working with professional education associations and teacher educators.
- Promote the identification of industry certifications opportunities for all teachers who lack such credentials.
- Support, in conjunction with local divisions, professional development strategies that the local schools, especially those in small school divisions, will use to help ensure the development of highly qualified professional educational personnel and paraprofessionals.

Objective 4: The Board of Education will support accountability for all schools, with a focus on assisting chronically low-performing schools and school divisions.

Strategies/Activities to meet Objective 4:

- Receive periodic reports of findings of academic review teams, review and adopt policies to address recommendations in team reports, and continue to refine the academic review and division level review procedures.
- Adopt strategies for closing the achievement gap between high- and low-performing groups of students.
- Support efforts to establish a state-level education information management system (EIMS) that will enable the department to meet increasing state and federal reporting requirements and enable stakeholders at all levels of education to make informed educational decisions based on accurate and timely information.
- Promote technical assistance on research-based instructional interventions that help improve the academic achievement in schools that are low-performing and those that are identified as in need of improvement under the NCLB Act.
- Continue to review and approve instructional methods and/or models for implementation in low-performing schools.
- Address measures to be taken in schools whose accreditation is denied.
- Support programs that assist schools and students meet performance expectations.

Objective 5: The Board of Education will work cooperatively with partners to help ensure that young children are ready for school.

Strategies/Activities to meet Objective 5:

- Establish academic standards to support preparation for pre-school students to be ready to successfully enter into kindergarten.
- Continue to cooperate with other entities involved in developing and implementing *Virginia's Foundation Blocks for Early Learning: Standards for Literacy and Mathematics*.
- Support the Virginia Preschool Initiative.
- Support the Title I Preschool programs.
- Support the Early Childhood Special Education Program.
- Support the Even Start Family Literacy Program.
- Seek ways to cooperate with and encourage the Head Start programs.

Objective 6: The Board of Education will assist teachers to improve the reading skills of all students, kindergarten through grade 12.

Strategies/Activities for meeting Objective 6:

- Ensure the communications and literacy skills of teachers by implementing the requirement for the reading assessment for initial licensure for teachers in the early grades.
- Provide leadership for preschool to adult literacy initiatives, including programs that address the needs of speakers of languages other than English.

- Support teacher preparation programs and pre-service programs for teachers to improve their skills in teaching reading

Objective 7: The Board of Education will continue efforts to enhance the training, recruitment, and retention of highly qualified teachers, educational support personnel, and administrators, with a focus on the needs of "hard to staff" schools.

Strategies/Activities to meet Objective 7:

- Support initiatives to increase the number of high quality teachers, especially for hard-to-staff schools, such as the mentoring programs in hard-to-staff schools, the Virginia Middle School Teacher Corps, and other incentive programs for qualified teachers.
- Support executive education opportunities, such as the Turnaround Specialist Program to assist established school administrators in providing skilled leadership in chronically low-performing schools.
- Support the implementation of recommendations for the preparation of school leaders outlined by the Commission to Review, Study and Reform Educational Leadership.
- Ensure that incentives for National Board Certification are aligned with efforts to help hard-to-staff schools including placing National Board Certified Teachers in such schools, encouraging teachers from these schools to pursue National Board Certification, and introducing a service component in state school improvement efforts into state supports for National Board teachers.
- Support full compliance with NCLB and IDEA requirements for highly qualified paraprofessionals, general, and special education teachers and for professional development of teachers.
- Promote increasing the pool of teachers entering the profession through the career switcher program to teach in general and critical shortage areas.
- Support strategies for recruitment and retention of highly qualified teachers through the Teacher Quality Enhancement grant.
- Adopt revisions to regulations governing preparation and licensure requirements for school personnel.
- Support ways to attract and retain career and technical education teachers whose training and expertise meet the demands of students and employers in the commonwealth.

Objective 8: The Board of Education will provide leadership for implementing the provisions of state and federal laws and regulations smoothly and with minimal disruption to local divisions.

Strategies/Activities for meeting Objective 8:

- Continue to monitor progress of schools, divisions, and the state in meeting Adequate Yearly Progress (AYP) requirements.
- Receive annual report cards on progress of students in meeting state standards, graduation rates, elementary school attendance rates, names of schools needing improvement, professional qualifications of teachers, percentages of students not tested, and other information as required by NCLB.

- Support the administration of new SOL tests annually in English (reading/language arts) and in mathematics for grades 3 through 8.
- Support Virginia's participation in NAEP program in reading and math for 4th and 8th grades.
- Support school divisions in conducting annual assessment in English language proficiency for all limited English proficient (LEP) students.
- Support programs of technical assistance for schools identified as in the first and second year of school improvement.
- Support procedures to disseminate via the Web site notices to parents and the public of any pending corrective actions, as required by NCLB.

Closing Statement by the Virginia Board of Education

Today's generation of young people can and will achieve more than preceding generations. The ongoing challenge for public education is to continuously improve the teaching and learning process so that all students can meet expectations for their learning. Schools must also be held accountable for results, and the state and local communities must provide the resources for schools to be successful. By many objective measures, Virginia's educators, students, and local communities are rising to that challenge. Virginia's schools are headed in the right direction, and all citizens should be encouraged by and proud of the results.

The encouraging results, however, should not mask the realities of schooling for some children who may face difficult personal circumstances such as high poverty, high crime in their neighborhoods, and other circumstances that obstruct their learning at school. Moreover, the condition and needs of schools surely reflect the condition and needs found in their communities. While the achievement gaps that exist among groups of students are narrowing, the gaps persist and provide a huge challenge to our public schools. For the Board of Education, the goal is clear: All children can achieve at high levels. In short, *all* means *all*.

The condition and needs of Virginia's public schools described in this report should be viewed as guideposts for action. The information in this report points toward critical areas of need that will undermine Virginia's future success if not addressed quickly and effectively. The point that cannot be missed is this: Public education benefits everyone. It is key to ensuring quality of life for Virginia's citizens both now and in the future. The members of the Board of Education pledge to remain focused on providing the best educational opportunities and the brightest future for the young people enrolled in Virginia's public schools.

APPENDICES

Appendix A:
Statewide Standards of Learning Test Results: 1998-2005

Appendix B:
Virginia's Public Schools: Demographic and Statistical Data

Appendix C:
Schools Rated Accredited with Warning: 2005

Appendix D:
Standards of Quality – as of July 1, 2005

Appendix E:
List of Data and Reports Used to Document the Condition and Needs of the Public Schools in Virginia and Compliance with the Standards of Quality

Appendix A:
Statewide Standards of Learning Test Results

English: Pass Rates

SOL Test: English	1998	1999	2000	2001	2002	2003	2004	2005	Change: 1998-2005
Grade 3	55%	61%	61%	65%	72%	72%	71%	77%	22
Grade 5	68%	69%	68%	73%	78%	82%	85%	85%	17
Grade 5 Writing	65%	81%	81%	84%	84%	85%	88%	91%	26
Grade 8	65%	67%	70%	73%	69%	67%	72%	76%	11
Grade 8 Writing	67%	70%	76%	75%	76%	74%	77%	74%	7
English EOC	72%	75%	78%	82%	86%	93%	89%	88%	16
Writing EOC	71%	81%	85%	84%	86%	91%	87%	90%	19

Mathematics : Pass Rates

SOL Test: Mathematics	1998	1999	2000	2001	2002	2003	2004	2005	Change: 1998-2005
Grade 3	63%	68%	71%	77%	80%	83%	87%	87%	24
Grade 5	47%	51%	63%	67%	71%	74%	78%	80%	33
Grade 8	53%	60%	61%	68%	71%	72%	78%	78%	25
Algebra I	40%	56%	65%	74%	78%	78%	80%	87%	47
Algebra II	31%	51%	58%	74%	77%	81%	86%	89%	58
Geometry	52%	62%	67%	73%	76%	79%	82%	84%	32

Science: Pass Rates

SOL Test: Science	1998	1999	2000	2001	2002	2003	2004	2005	Change: 1998-2005
Grade 3	63%	68%	73%	74%	78%	82%	86%	89%	26
Grade 5	59%	67%	64%	75%	76%	79%	84%	81%	22
Grade 8	71%	78%	82%	84%	85%	84%	88%	87%	16
Earth Science	58%	65%	70%	73%	70%	73%	71%	78%	20
Biology	72%	81%	79%	81%	83%	82%	80%	82%	10
Chemistry	54%	64%	64%	74%	78%	84%	86%	88%	34

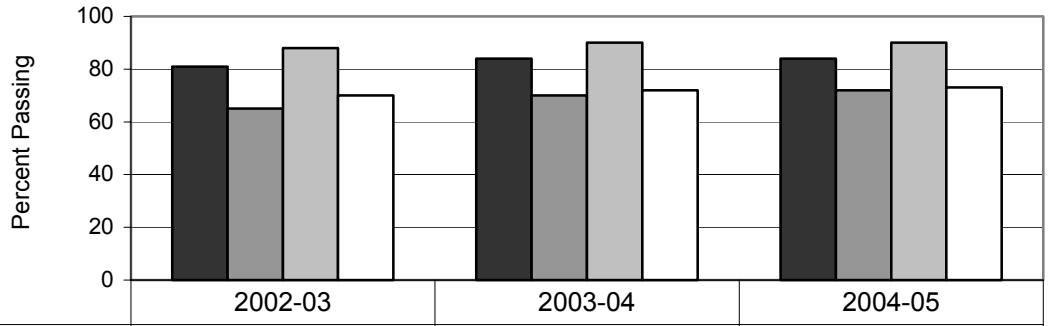
History and Social Science: Pass Rates

SOL Test: History/Soc Sci	1998	1999	2000	2001	2002	2003	2004	2005	Change: 1998-2005
Grade 3	49%	62%	65%	72%	76%	82%	87%	89%	40
Grade 5	33%	46%	51%	63%	72%	79%	86%	85%	52
Grade 8	35%	40%	50%	56%	78%	80%	83%	81%	46
World History and Geography to 1500**	62%	68%	75%	83%	86%	86%	83%	85%	23
World History and Geography 1500 to Present**	41%	47%	60%	65%	79%	82%	83%	88%	47
World Geography	n/a*	n/a*	76%	77%	74%	76%	71%	73%	n/a*
Va & US History	30%	32%	39%	47%	72%	75%	87%	91%	61

* Test first administered in 2000.

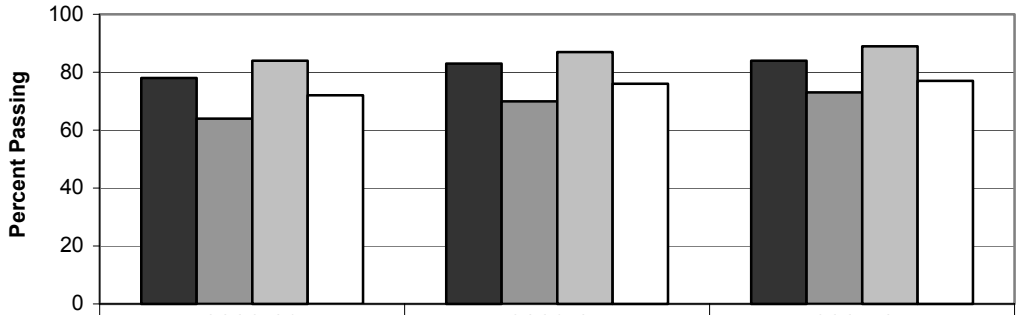
** 2004 end-of-course tests for Virginia & U.S. History, World History & Geography to 1500. World History & Geography 1500 to Present, and World Geography based on 2001 revision of History/Social Science Standards of Learning. World Geography end-of-course test first administered in 2000.

Statewide Standards of Learning Test Results for Science: By Ethnic Subgroup: 2002-2005



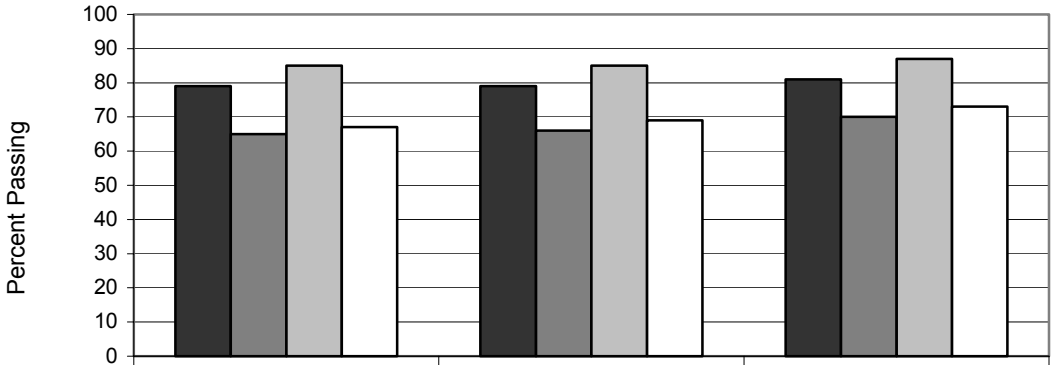
	2002-03	2003-04	2004-05
All Students	81	84	84
Black	65	70	72
White	88	90	90
Hispanic	70	72	73

Statewide Standards of Learning Test Results for Mathematics: By Ethnic Subgroup: 2002- 2005



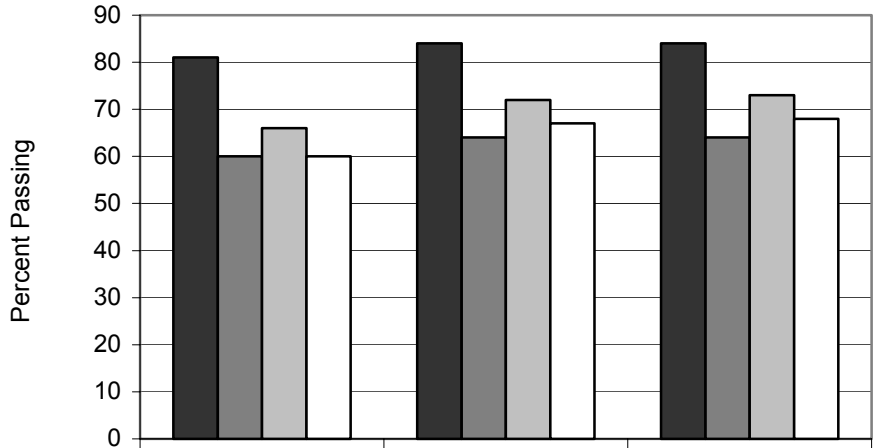
	2002-03	2003-04	2004-05
All Students	78	83	84
Black	64	70	73
White	84	87	89
Hispanic	72	76	77

Statewide Standards of Learning Test Results for Reading/Language Arts: By Ethnic Subgroup: 2002-2005



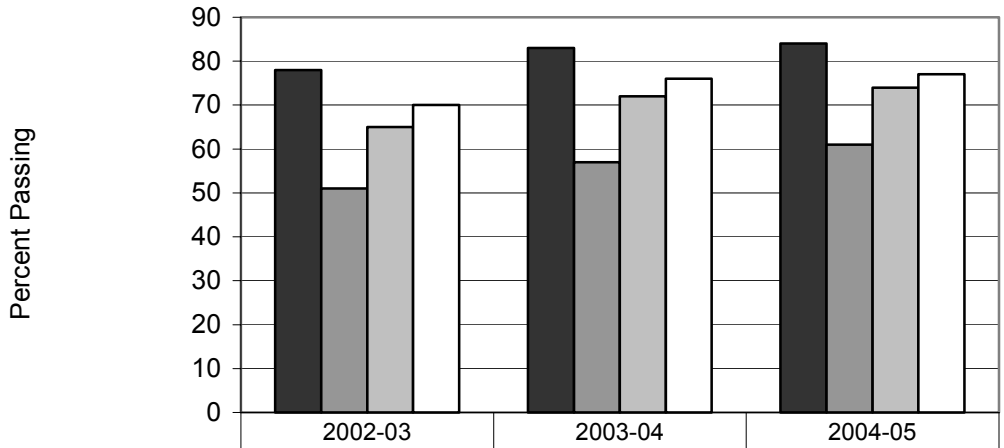
	2002-03	2003-04	2004-05
All Students	79	79	81
Black	65	66	70
White	85	85	87
Hispanic	67	69	73

Statewide Standards of Learning Test Results for Science: By Student Subgroup: 2002-2005



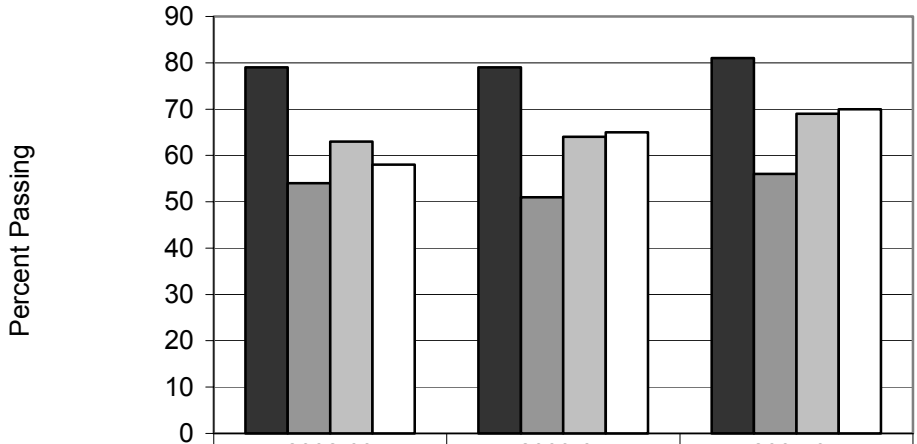
	2002-03	2003-04	2004-05
All Students	81	84	84
Students with Disabilities	60	64	64
Economically Disadvantaged	66	72	73
Limited English Proficient	60	67	68

Statewide Standards of Learning Test Results for Mathematics: By Student Subgroup: 2002- 2005



	2002-03	2003-04	2004-05
All Students	78	83	84
Students with Disabilities	51	57	61
Economically Disadvantaged	65	72	74
Limited English Proficient	70	76	77

Statewide Standards of Learning Test Results for Reading/Language Arts: By Student Subgroup: 2002-2005



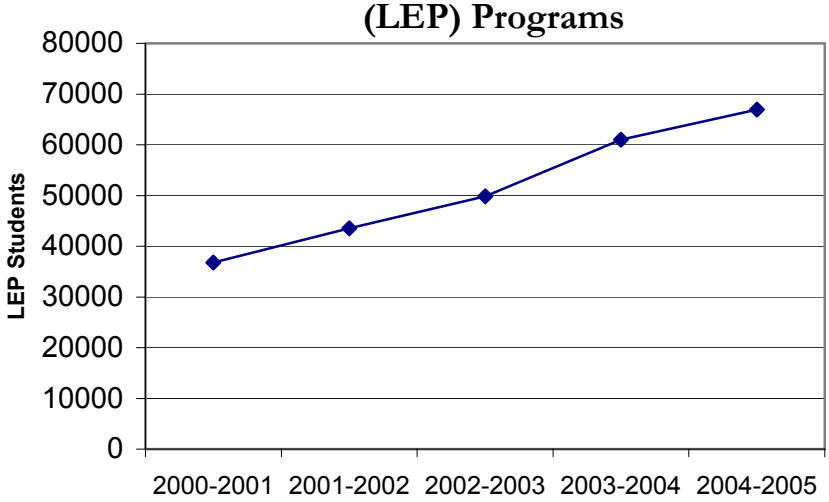
	2002-03	2003-04	2004-05
All Students	79	79	81
Students with Disabilities	54	51	56
Economically Disadvantaged	63	64	69
Limited English Proficient	58	65	70

Appendix B:
Virginia's Public Schools: Demographic and Statistical Data

Enrollment in the Public Schools Statewide
(September 30 fall membership report)

2004-2005: 1,205,003
2003-2004: 1,192,076
2002-2003: 1,177,229

Enrollment in Limited English Proficient (LEP) Programs



Enrollment in Career and Technical Education (CTE) Programs

2004-2005: 597,254
2003-2004: 585,115
2002-2003: 574,686
(Note: Students are counted for each CTE class taken; therefore, some students are counted more than once.)

Enrollment in Special Education Programs

2004-2005: 175.577
2003-2004: 172,525
2002-2003: 169,303
2001-2002: 164,878

Enrollment in Gifted Education Programs

2003-2004: 173,207
2002-2003: 147,832

Number of Students Eligible for Free and Reduced-Price Lunch Program

Year	Eligible Students	Percent of Statewide Enrollment
2001-2002	348,880	31.30 percent
2002-2003	362,477	31.81 percent
2003-2004	374,437	32.63 percent
2004-2005	387,554	33.48 percent

Enrollment in Advanced Programs

Program Type	2001-2002	2002-2003	2003-2004
Governor's School programs	4,056	3,194	3,419
Seniors awarded International Baccalaureate Diploma	567	562	552
Seniors enrolled in International Baccalaureate programs	1008	897	871
Students taking one or more Advanced Placement courses	35,032	36,254	40,269
Students taking one or more Advanced Placement exams	NA	29,202	32,043
Students taking one or more college courses	12,734	13,328	13,915

Program Completion Information (shown as percent of total number of graduates)

Completion Type	2001-2002	2002-2003	2003-2004
Advanced Studies Diploma	46.2	46	45.6
Certificate of Completion	0.9	0.9	0.9
GED-Alternative Program	1.2	1.2	1.4
GED- ISAEP Program	1.9	1.3	1.8
Modified Standard Diploma	0.3	0.5	1.9
Special Diploma	2.5	2.6	3.5
Standard Diploma	47	47.4	44.9

School Safety Data

Violation Type	2001-02	2002-03	2003-04
Fights	25,084	26,258	22,438
Firearms	71	82	92
Other Weapons	1,813	1,824	2,170
Serious Violence	7,301	7,493	7, 241

Statewide Dropout Information by Ethnic Subgroup (shown as a percent of total enrollment)

Year	All Students	American Indian	Asian	Black	Hispanic	Unspecified	White
2000-01	2.5	4.9	1.9	3.5	4.6	NA	1.9
2001-02	2.0	2.8	1.5	2.8	3.9	NA	1.6
2002-03	2.2	2.9	1.6	3.4	4.9	1.1	1.5
2003-04	2.0	1.8	1.6	3.2	5.4	2.9	1.3

Professional Qualifications of Teachers (shown as a percentage of teachers meeting the federal definition of "Highly Qualified")

	2002-2003	2003-2004
Statewide	83.5%	94.5%
In High Poverty Schools	77.1%	92.2%
In Low Poverty Schools	87.4%	96.5%

Highest Degrees Held by Teachers in Virginia (2003-04 school year)

- 56.8 percent hold bachelor's degrees (compared to 56.3 in 2002-03 school year)
- 41.9 percent hold master's degrees (compared to 42.3 in the 2002-03 school year)
- 0.5 percent hold doctorate degrees (compared to 0.6 in the 2002-03 school year)
- 0.8 percent unknown--These teachers should be those holding technical professional licenses without degrees.

Provisional and Special Education Conditional Licenses (2003-2004 school year)

- 8.0 percent of teachers were teaching on provisional licenses (compared to 9.2 the 2002-03 school year).
- 2.1 percent of teachers were teaching on special education conditional licenses (compared to 2.5 percent in the 2002-03 school year).

Total Number of Teachers and Administrators in Virginia's Public Schools: 2004-2005

Teachers: 89,446
Administrators: 4,017
Total: 93,463

Number of Initial Teaching Licenses Issued by the Virginia Department of Education: 2003-2004

Awarded to in-state applicants: 5,890
Awarded to out-of-state applicants: 4,692

Total Number of Home-Schooled Students in Virginia

2004-2005: 17,448
2003-2004: 18,102
2002-2003: 16,542

Statewide Average Daily Attendance Percentages

2003-2004: 95.0 percent
2002-2003: 94.9 percent
2001-2002: 95.0 percent

Type of Diploma Awarded to Graduates: 1999-2000 through 2003-2004

Completion Type	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
Advanced Studies Diploma	51.82%	52.57%	46.19%	46.17%	47.5%	49.3%
Standard Diploma	43.56%	41.77%	47.03%	47.16%	46.9%	42.4%
Special Diploma	1.86%	1.93%	2.49%	2.67%	3.6%	3.3%
Modified Standard Diploma	N/A	.05%	0.31%	0.54%	1.9%	2.2%
Certificate of Program Completion	0.99%	0.88%	0.86%	0.90%	N/A	--
Did Not Graduate	4.38%	3.62%	4.41%	4.71%	5.7%	N/A

General Fund (GF) Legislative Appropriations— Total State, Total K-12, Total Direct Aid to Public Education: FY 1995 through 2006

Fiscal Year	Total GF Appropriation for Operating Expenses	Total K-12 GF Appropriation	Total K-12 GF Appropriation as a % of Total Operating	Total Direct Aid to Public Education GF Appropriation	Total Direct Aid to Public Education GF Appropriation as a % of Total Operating
1995	7,355,695,733	2,547,067,019	34.6%	2,514,736,974	34.2%
1996	7,597,249,960	2,686,990,223	35.4%	2,658,572,757	35.0%
1997	8,134,360,672	2,930,985,574	36.0%	2,895,766,099	35.6%
1998	8,715,476,981	3,082,072,592	35.4%	3,046,807,462	35.0%
1999	9,967,431,115	3,534,978,628	35.5%	3,489,301,374	35.0%
2000	11,093,396,991	3,720,945,765	33.5%	3,673,762,807	33.1%
2001	12,283,610,813	4,007,068,597	32.6%	3,942,411,254	32.1%
2002	12,013,820,347	3,959,806,011	33.0%	3,895,682,317	32.4%
2003	12,105,186,620	3,980,489,954	32.9%	3,923,268,185	32.4%
2004	12,370,158,175	4,129,120,033	33.4%	4,069,907,268	32.9%
2005	13,781,896,827	4,719,699,883	34.2%	4,653,203,619	33.8%
2006	14,632,160,021	5,067,574,737	34.6%	4,993,736,525	34.1%

Notes:

(Total For Part 1: Operating Expenses) in the appropriation act.

"Total K-12 GF Appropriation" is the total legislative general fund appropriation for Department of Education Central Office, Direct Aid to Public Education, and the two schools for the deaf and the blind.

"Total Direct Aid GF Appropriation" is the total legislative general fund appropriation for Direct Aid to Public Education.

Notes (con't):
The general fund appropriation for Comprehensive Services Act (CSA) is deducted from the Direct Aid totals for FY 1995 and FY 1996 since CSA was appropriated within Direct Aid for those years but outside Direct Aid in subsequent years.

For FY 1997 through FY 2006, CSA appropriations are not included.

The Direct Aid appropriation for FY 1999 and FY 2000 includes $55.0 million per year for school construction grants appropriated under Item 554 of Chapter 1072.

Appendix C: Schools Rated Accredited with Warning: 2005-2006

Accomack County	Arcadia Middle
	Kegotank Elementary
	Nandua Middle
	Tangier Comb.
Alexandria City	Jefferson-Houston Elementary
	Maury Elementary
Amherst County	Central Elementary
Arlington County	Jefferson Middle
Augusta County	Stuarts Draft Middle
Bland County	Bland High
Brunswick County	James S. Russell Jr. High
	Sturgeon Elementary
Buchanan County	Council Elementary
	Hurley High
	Riverview Elementary/Middle
	Russell Prater Elementary
	Twin Valley Elementary/Middle
	Twin Valley High
Buckingham County	Buckingham Co. Middle
	Dillwyn Primary
Caroline County	Caroline High
	Caroline Middle
Carroll County	Carroll County Intermediate
	Oakland Elementary
Charles City County	Charles City Co. Middle
Charlottesville City	Buford Middle
	Charlottesville High
Chesterfield County	Chesterfield Community High
Cumberland County	Cumberland Middle
Danville City	Fresh Start Academy
	Grove Park Elementary
	Westwood Middle

Dinwiddie County	Dinwiddie County Middle
Essex County	Essex Intermediate
Fairfax County	Bryant Alternative High
	Woodson Adult High
Fauquier County	Cedar Lee Middle
Franklin City	S.P. Morton Elem
Grayson County	Baywood Elementary
	Elk Creek Elementary
	Fries Middle
	Mt. Rogers Combined
	Providence Elementary
Greensville County	Edward W. Wyatt Middle
	Zion Alternative Education
Hampton City	Aberdeen Elementary
	C. Alton Lindsay Middle
	C. Vernon Spratley Middle
	Cesar Tarrant Elementary
	Francis Mallory Elementary
	Hampton Harbour Academy
	Wythe Elementary
Harrisonburg City	Spotswood Elementary
Henrico County	L. Douglas Wilder Middle
	Mount Vernon Middle
	New Bridge School
	Virginia Randolph Community High
Hopewell City	Carter G. Woodson Middle
King And Queen County	Central High
Lancaster County	Lancaster High
Lee County	Pennington Middle
Lunenburg County	Lunenburg Middle
Martinsville City	Albert Harris Intermediate
	Clearview Elementary
	Druid Hills Elementary

Martinsville City (con't)	Martinsville Middle
Montgomery County	Auburn Middle
	Belview Elementary
Newport News City	Briarfield Elementary
	Huntington Middle
	Watkins Elementary
Norfolk City	Jacox Elementary
	Lake Taylor Middle
Northampton County	Northampton High
Nottoway County	Nottoway Intermediate
Petersburg City	A.P. Hill Elementary
	Blandford Elementary School
	J.E.B. Stuart Elementary
	Peabody Middle
	Petersburg High
	Robert E. Lee Elementary
	Vernon Johns School
	Walnut Hill Elementary
	Westview Elementary
Portsmouth City	Brighton Elementary
	Churchland Middle
	Cradock Middle
	Douglass Park Elementary
	Stephen H. Clarke Academy
	Westhaven Elementary
	William E. Waters Middle
Prince Edward County	Prince Edward Middle
Pulaski County	Newbern Elementary
	Pulaski Middle
Richmond City	Chandler Middle
	George W. Carver Elementary
	Martin Luther King Jr. Middle
	Richmond Alternative

Richmond City (con't)	Thomas C. Boushall Middle
Roanoke City	Addison Aerospace Magnet Middle
	Forest Park Magnet
	Garden City Elementary
	Huff Lane Microvillage
	Hurt Park Elementary
	James Madison Middle
	Lincoln Terrace Saturn Network
	Oakland Intermediate
	Patrick Henry High
	Preston Park Primary
	Round Hill Montessori
	Stonewall Jackson Middle
	Westside Elementary
	William Ruffner Middle
Rockbridge County	Fairfield Elementary
	Maury River Middle
Russell County	Givens Elementary
	Swords Creek Elementary
Smyth County	Northwood Middle
Staunton City	Shelburne Middle
Surry County	Luther P. Jackson Middle
Sussex County	Annie B. Jackson Elementary
	Ellen W. Chambliss Elementary
	Sussex Central High
	Sussex Central Middle
Tazewell County	Pocahontas High
	Richlands Middle
	Tazewell Middle
Washington County	Damascus Middle
Westmoreland County	Washington & Lee High
Wythe County	Jackson Memorial Elementary

APPENDIX D :
2005 Standards of Quality as Amended
Effective July 1, 2005

§ 22.1-253.13:1. Standard 1. Instructional programs supporting the Standards of Learning and other educational objectives.

A. The General Assembly and the Board of Education believe that the fundamental goal of the public schools of this Commonwealth must be to enable each student to develop the skills that are necessary for success in school, preparation for life, and reaching their full potential. The General Assembly and the Board of Education find that the quality of education is dependent upon the provision of (i) the appropriate working environment, benefits, and salaries necessary to ensure the availability of high-quality instructional personnel; (ii) the appropriate learning environment designed to promote student achievement; (iii) quality instruction that enables each student to become a productive and educated citizen of Virginia and the United States of America; and (iv) the adequate commitment of other resources. In keeping with this goal, the General Assembly shall provide for the support of public education as set forth in Article VIII, Section 1 of the Constitution of Virginia.

B. The Board of Education shall establish educational objectives known as the Standards of Learning, which shall form the core of Virginia's educational program, and other educational objectives, which together are designed to ensure the development of the skills that are necessary for success in school and for preparation for life in the years beyond. At a minimum, the Board shall establish Standards of Learning for English, mathematics, science, and history and social science. The Standards of Learning shall not be construed to be regulations as defined in § 2.2-4001.

The Board shall seek to ensure that the Standards of Learning are consistent with a high quality foundation educational program. The Standards of Learning shall include, but not be limited to, the basic skills of communication (listening, speaking, reading, and writing); computation and critical reasoning including problem solving and decision making; proficiency in the use of computers and related technology; and the skills to manage personal finances and to make sound financial decisions.

The English Standards of Learning for reading in kindergarten through grade three shall be based on components of effective reading instruction, to include, at a minimum, phonemic awareness, phonics, fluency, vocabulary development, and text comprehension.

The Standards of Learning in all subject areas shall be subject to regular review and revision to maintain rigor and to reflect a balance between content knowledge and the application of knowledge in preparation for eventual employment and lifelong learning.

The Board of Education shall establish a regular schedule, in a manner it deems appropriate, for the review, and revision as may be necessary, of the Standards of Learning in all subject areas. Such review of each subject area shall occur at least once every seven years. Nothing in this section shall be construed to prohibit the Board from conducting such review and revision on a more frequent basis.

To provide appropriate opportunity for input from the general public, teachers, and local school boards, the Board of Education shall conduct public hearings prior to establishing revised Standards of Learning. Thirty days prior to conducting such hearings, the Board shall give notice of the date, time, and place of the hearings to all local school boards and any other persons requesting to be notified of the hearings and publish notice of its intention to revise the Standards of Learning in the Virginia Register of Regulations.

Interested parties shall be given reasonable opportunity to be heard and present information prior to final adoption of any revisions of the Standards of Learning.

In addition, the Department of Education shall make available and maintain a website, either separately or through an existing website utilized by the Department of Education, enabling public elementary, middle, and high school educators to submit recommendations for improvements relating to the Standards of Learning, when under review by the Board according to its established schedule, and related assessments required by the Standards of Quality pursuant to this chapter. Such website shall facilitate the submission of recommendations by educators.

School boards shall implement the Standards of Learning or objectives specifically designed for their school divisions that are equivalent to or exceed the Board's requirements. Students shall be expected to achieve the educational objectives established by the school division at appropriate age or grade levels. The curriculum adopted by the local school division shall be aligned to the Standards of Learning.

The Board of Education shall include in the Standards of Learning for history and social science the study of contributions to society of diverse people. For the purposes of this subsection, "diverse" shall include consideration of disability, ethnicity, race, and gender.

With such funds as are made available for this purpose, the Board shall regularly review and revise the competencies for career and technical education programs to require the full integration of English, mathematics, science, and history and social science Standards of Learning. Career and technical education programs shall be aligned with industry and professional standard certifications, where they exist.

C. Local school boards shall develop and implement a program of instruction for grades K through 12 that is aligned to the Standards of Learning and meets or exceeds the requirements of the Board of Education. The program of instruction shall emphasize reading, writing, speaking, mathematical concepts and computations, proficiency in the use of computers and related technology, and scientific concepts and processes; essential skills and concepts of citizenship, including knowledge of Virginia history and world and United States history, economics, government, foreign languages, international cultures, health and physical education, environmental issues and geography necessary for responsible participation in American society and in the international community; fine arts, which may include, but need not be limited to, music and art, and practical arts; knowledge and skills needed to qualify for further education and employment or to qualify for appropriate training; and development of the ability to apply such skills and knowledge in preparation for eventual employment and lifelong learning.

Local school boards shall also develop and implement programs of prevention, intervention, or remediation for students who are educationally at risk including, but not limited to, those who fail to achieve a passing score on any Standards of Learning assessment in grades three through eight or who fail an end-of-course test required for the award of a verified unit of credit required for the student's graduation.

Any student who passes one or more, but not all, of the Standards of Learning assessments for the relevant grade level in grades three through eight may be required to attend a remediation program.

Any student who fails all four of the Standards of Learning assessments for the relevant grade level in grades three through eight shall be required to attend a summer school program or to participate in another form of remediation. Division superintendents shall require such students to take special

programs of prevention, intervention, or remediation, which may include attendance in public summer school programs, in accordance with clause (ii) of subsection A of § 22.1-254 and § 22.1-254.01.

Remediation programs shall include, when applicable, a procedure for early identification of students who are at risk of failing the Standards of Learning assessments in grades three through eight or who fail an end-of-course test required for the award of a verified unit of credit required for the student's graduation. Such programs may also include summer school for all elementary and middle school grades and for all high school academic courses, as defined by regulations promulgated by the Board of Education, or other forms of remediation. Summer school remediation programs or other forms of remediation shall be chosen by the division superintendent to be appropriate to the academic needs of the student. Students who are required to attend such summer school programs or to participate in another form of remediation shall not be charged tuition by the school division.

The requirement for remediation may, however, be satisfied by the student's attendance in a program of prevention, intervention or remediation that has been selected by his parent, in consultation with the division superintendent or his designee, and is either (i) conducted by an accredited private school or (ii) a special program that has been determined to be comparable to the required public school remediation program by the division superintendent. The costs of such private school remediation program or other special remediation program shall be borne by the student's parent.

The Board of Education shall establish standards for full funding of summer remedial programs that shall include, but not be limited to, the minimum number of instructional hours or the equivalent thereof required for full funding and an assessment system designed to evaluate program effectiveness. Based on the number of students attending and the Commonwealth's share of the per pupil instructional costs, state funds shall be provided for the full cost of summer and other remediation programs as set forth in the appropriation act, provided such programs comply with such standards as shall be established by the Board, pursuant to § 22.1-199.2.

D. Local school boards shall also implement the following:
1. Programs in grades K through three that emphasize developmentally appropriate learning to enhance success.
2. Programs based on prevention, intervention, or remediation designed to increase the number of students who earn a high school diploma and to prevent students from dropping out of school.
3. Career and technical education programs incorporated into the K through 12 curricula that include:
a. Knowledge of careers and all types of employment opportunities including, but not limited to, apprenticeships, entrepreneurship and small business ownership, the military, and the teaching profession, and emphasize the advantages of completing school with marketable skills;
b. Career exploration opportunities in the middle school grades; and
c. Competency-based career and technical education programs that integrate academic outcomes, career guidance and job-seeking skills for all secondary students. Programs must be based upon labor market needs and student interest. Career guidance shall include counseling about available employment opportunities and placement services for students exiting school. Each school board shall develop and implement a plan to ensure compliance with the provisions of this subdivision. Such plan shall be developed with the input of area business and industry representatives and local community colleges and shall be submitted to the Superintendent of Public Instruction in accordance with the timelines established by federal law.
4. Early identification of students with disabilities and enrollment of such students in appropriate instructional programs consistent with state and federal law.

5. Early identification of gifted students and enrollment of such students in appropriately differentiated instructional programs.
6. Educational alternatives for students whose needs are not met in programs prescribed elsewhere in these standards. Such students shall be counted in average daily membership (ADM) in accordance with the regulations of the Board of Education.
7. Adult education programs for individuals functioning below the high school completion level. Such programs may be conducted by the school board as the primary agency or through a collaborative arrangement between the school board and other agencies.
8. A plan to make achievements for students who are educationally at risk a divisionwide priority that shall include procedures for measuring the progress of such students.
9. A plan to notify students and their parents of the availability of dual enrollment and advanced placement classes, the International Baccalaureate Program, and Academic Year Governor's School Programs, the qualifications for enrolling in such classes and programs, and the availability of financial assistance to low-income and needy students to take the advanced placement and International Baccalaureate examinations.
10. Identification of students with limited English proficiency and enrollment of such students in appropriate instructional programs.
11. Early identification, diagnosis, and assistance for students with reading problems and provision of instructional strategies and reading practices that benefit the development of reading skills for all students.
12. Incorporation of art, music, and physical education as a part of the instructional program at the elementary school level.
13. A program of student services for grades kindergarten through 12 that shall be designed to aid students in their educational, social, and career development.
14. The collection and analysis of data and the use of the results to evaluate and make decisions about the instructional program.

E. From such funds as may be appropriated or otherwise received for such purpose, there shall be established within the Department of Education a unit to (i) conduct evaluative studies; (ii) provide the resources and technical assistance to increase the capacity for school divisions to deliver quality instruction; and (iii) assist school divisions in implementing those programs and practices that will enhance pupil academic performance and improve family and community involvement in the public schools. Such unit shall identify and analyze effective instructional programs and practices and professional development initiatives; evaluate the success of programs encouraging parental and family involvement; assess changes in student outcomes prompted by family involvement; and collect and disseminate among school divisions information regarding effective instructional programs and practices, initiatives promoting family and community involvement, and potential funding and support sources. Such unit may also provide resources supporting professional development for administrators and teachers.

In providing such information, resources, and other services to school divisions, the unit shall give priority to those divisions demonstrating a less than 70 percent passing rate on the Standards of Learning assessments.

§ 22.1-253.13:2. Standard 2. Instructional, administrative, and support personnel.
A. The Board shall establish requirements for the licensing of teachers, principals, superintendents, and other professional personnel.
B. School boards shall employ licensed instructional personnel qualified in the relevant subject areas.

C. Each school board shall assign licensed instructional personnel in a manner that produces divisionwide ratios of students in average daily membership to full- time equivalent teaching positions, excluding special education teachers, principals, assistant principals, counselors, and librarians, that are not greater than the following ratios: (i) 24 to one in kindergarten with no class being larger than 29 students; if the average daily membership in any kindergarten class exceeds 24 pupils, a full- time teacher's aide shall be assigned to the class; (ii) 24 to one in grades one, two, and three with no class being larger than 30 students; (iii) 25 to one in grades four through six with no class being larger than 35 students; and (iv) 24 to one in English classes in grades six through 12.

Within its regulations governing special education programs, the Board shall seek to set pupil/teacher ratios for pupils with mental retardation that do not exceed the pupil/teacher ratios for self-contained classes for pupils with specific learning disabilities.

Further, school boards shall assign instructional personnel in a manner that produces schoolwide ratios of students in average daily memberships to full-time equivalent teaching positions of 21 to one in middle schools and high schools. School divisions shall provide all middle and high school teachers with one planning period per day or the equivalent, unencumbered of any teaching or supervisory duties.

D. Each local school board shall employ with state and local basic, special education, gifted, and career and technical education funds a minimum number of licensed, full-time equivalent instructional personnel for each 1,000 students in average daily membership (ADM) as set forth in the appropriation act. Calculations of kindergarten positions shall be based on full-day kindergarten programs. Beginning with the March 31 report of average daily membership, those school divisions offering half-day kindergarten with pupil/teacher ratios that exceed 30 to one shall adjust their average daily membership for kindergarten to reflect 85 percent of the total kindergarten average daily memberships, as provided in the appropriation act.

E. In addition to the positions supported by basic aid and in support of regular school year programs of prevention, intervention, and remediation, state funding, pursuant to the appropriation act, shall be provided to fund certain full- time equivalent instructional positions for each 1,000 students in grades K through 12 who are identified as needing prevention, intervention, and remediation services. State funding for prevention, intervention, and remediation programs provided pursuant to this subsection and the appropriation act may be used to support programs for educationally at-risk students as identified by the local school boards.

F. In addition to the positions supported by basic aid and those in support of regular school year programs of prevention, intervention, and remediation, state funding, pursuant to the appropriation act, shall be provided to support 17 full-time equivalent instructional positions for each 1,000 students identified as having limited English proficiency.

G. In addition to the full-time equivalent positions required elsewhere in this section, each local school board shall employ the following reading specialists in elementary schools, one full-time in each elementary school at the discretion of the local school board.

H. Each local school board shall employ, at a minimum, the following full- time equivalent positions for any school that reports fall membership, according to the type of school and student enrollment:
1. Principals in elementary schools, one half-time to 299 students, one full-time at 300 students; principals in middle schools, one full-time, to be employed on a 12-month basis; principals in high schools, one full- time, to be employed on a 12- month basis;

2. Assistant principals in elementary schools, one half-time at 600 students, one full-time at 900 students; assistant principals in middle schools, one full- time for each 600 students; assistant principals in high schools, one full-time for each 600 students;
3. Librarians in elementary schools, one part-time to 299 students, one full-time at 300 students; librarians in middle schools, one- half time to 299 students, one full-time at 300 students, two full-time at 1,000 students; librarians in high schools, one half-time to 299 students, one full- time at 300 students, two full-time at 1,000 students;
4. Guidance counselors in elementary schools, one hour per day per 100 students, one full-time at 500 students, one hour per day additional time per 100 students or major fraction thereof; guidance counselors in middle schools, one period per 80 students, one full-time at 400 students, one additional period per 80 students or major fraction thereof; guidance counselors in high schools, one period per 70 students, one full-time at 350 students, one additional period per 70 students or major fraction thereof; and
5. Clerical personnel in elementary schools, part-time to 299 students, one full-time at 300 students; clerical personnel in middle schools, one full-time and one additional fulltime for each 600 students beyond 200 students and one full- time for the library at 750 students; clerical personnel in high schools, one full-time and one additional full- time for each 600 students beyond 200 students and one full- time for the library at 750 students.

I. Local school boards shall employ five full-time equivalent positions per 1,000 students in grades kindergarten through five to serve as elementary resource teachers in art, music, and physical education.

J. Local school boards shall employ two full-time equivalent positions per 1,000 students in grades kindergarten through 12, one to provide technology support and one to serve as an instructional technology resource teacher.

K. Local school boards may employ additional positions that exceed these minimal staffing requirements. These additional positions may include, but are not limited to, those funded through the state's incentive and categorical programs as set forth in the appropriation act.

L. A combined school, such as kindergarten through 12, shall meet at all grade levels the staffing requirements for the highest grade level in that school; this requirement shall apply to all staff, except for guidance counselors, and shall be based on the school's total enrollment; guidance counselor staff requirements shall, however, be based on the enrollment at the various school organization levels, i.e., elementary, middle, or high school. The Board of Education may grant waivers from these staffing levels upon request from local school boards seeking to implement experimental or innovative programs that are not consistent with these staffing levels.

M. School boards shall, however, annually, on or before January 1, report to the public the actual pupil/teacher ratios in elementary school classrooms by school for the current school year. Such actual ratios shall include only the teachers who teach the grade and class on a full-time basis and shall exclude resource personnel. School boards shall report pupil/teacher ratios that include resource teachers in the same annual report. Any classes funded through the voluntary kindergarten through third grade class size reduction program shall be identified as such classes. Any classes having waivers to exceed the requirements of this subsection shall also be identified. Schools shall be identified; however, the data shall be compiled in a manner to ensure the confidentiality of all teacher and pupil identities.
N. Students enrolled in a public school on a less than full-time basis shall be counted in ADM in the relevant school division. Students who are either (i) enrolled in a nonpublic school or (ii) receiving home instruction pursuant to § 22.1-254.1, and who are enrolled in public school on a less than full-time basis in any mathematics, science, English, history, social science, career and technical education, fine arts,

foreign language, or health education or physical education course shall be counted in the ADM in the relevant school division on a pro rata basis as provided in the appropriation act. Each such course enrollment by such students shall be counted as 0.25 in the ADM; however, no such nonpublic or home school student shall be counted as more than one- half a student for purposes of such pro rata calculation. Such calculation shall not include enrollments of such students in any other public school courses.

O. Each local school board shall provide those support services that are necessary for the efficient and cost-effective operation and maintenance of its public schools. For the purposes of this title, unless the context otherwise requires, "support services" shall include services provided by the school board members; the superintendent; assistant superintendents; student services (including guidance counselors, social workers, and homebound, improvement, principal's office, and library- media positions); attendance and health positions; administrative, technical, and clerical positions; operation and maintenance positions; educational technology positions; school nurses; and pupil transportation positions. Pursuant to the appropriation act, support services shall be funded from basic school aid on the basis of prevailing statewide costs.

§ 22.1-253.13:3. Standard 3. Accreditation, other standards and evaluation.
A. The Board of Education shall promulgate regulations establishing standards for accreditation pursuant to the Administrative Process Act (§ 2.2-4000 et seq.), which shall include, but not be limited to, student outcome measures, requirements and guidelines for instructional programs and for the integration of educational technology into such instructional programs, administrative and instructional staffing levels and positions, including staff positions for supporting educational technology, student services, auxiliary education programs such as library and media services, course and credit requirements for graduation from high school, community relations, and the philosophy, goals, and objectives of public education in Virginia.

The Board shall review annually the accreditation status of all schools in the Commonwealth.

Each local school board shall maintain schools that are fully accredited pursuant to the standards of accreditation as prescribed by the Board of Education. Each local school board shall review the accreditation status of all schools in the local school division annually in public session. Within the time specified by the Board of Education, each school board shall submit corrective action plans for any schools within its school division that have been designated as not meeting the standards as approved by the Board.

When the Board of Education has obtained evidence through the school academic review process that the failure of schools within a division to achieve full accreditation status is related to division level failure to implement the Standards of Quality, the Board may require a division level academic review. After the conduct of such review and within the time specified by the Board of Education, each school board shall submit for approval by the Board a corrective action plan, consistent with criteria established by the Board and setting forth specific actions and a schedule designed to ensure that schools within its school division achieve full accreditation status. Such corrective action plans shall be part of the relevant school division's comprehensive plan pursuant to § 22.1-253.13:6.

With such funds as are appropriated or otherwise received for this purpose, the Board shall adopt and implement an academic review process, to be conducted by the Department of Education, to assist schools that are accredited with warning. The Department shall forward a report of each academic review to the relevant local school board, and such school board shall report the results of such academic review

and the required annual progress reports in public session. The local school board shall implement any actions identified through the academic review and utilize them for improvement planning.

B. The Superintendent of Public Instruction shall develop and the Board of Education shall approve criteria for determining and recognizing educational performance in the Commonwealth's public school divisions and schools. Such criteria, when approved, shall become an integral part of the accreditation process and shall include student outcome measurements. The Superintendent of Public Instruction shall annually identify to the Board those school divisions and schools that exceed or do not meet the approved criteria. Such identification shall include an analysis of the strengths and weaknesses of public education programs in the various school divisions in Virginia and recommendations to the General Assembly for further enhancing student learning uniformly across the Commonwealth. In recognizing educational performance in the school divisions, the Board shall include consideration of special school division accomplishments, such as numbers of dual enrollments and students in Advanced Placement and International Baccalaureate courses, and participation in academic year Governor's Schools.

The Superintendent of Public Instruction shall assist local school boards in the implementation of action plans for increasing educational performance in those school divisions and schools that are identified as not meeting the approved criteria. The Superintendent of Public Instruction shall monitor the implementation of and report to the Board of Education on the effectiveness of the corrective actions taken to improve the educational performance in such school divisions and schools.

C. With such funds as are available for this purpose, the Board of Education shall prescribe assessment methods to determine the level of achievement of the Standards of Learning objectives by all students. Such assessments shall evaluate knowledge, application of knowledge, critical thinking, and skills related to the Standards of Learning being assessed. The Board shall (i) in consultation with the chairpersons of the eight regional superintendents' study groups, establish a timetable for administering the Standards of Learning assessments to ensure genuine end-of-course and end-of- grade testing and (ii) with the assistance of independent testing experts, conduct a regular analysis and validation process for these assessments.

In prescribing such Standards of Learning assessments, the Board shall provide local school boards the option of administering tests for United States History to 1877, United States History: 1877 to the Present, and Civics and Economics. The Board of Education shall make publicly available such assessments in a timely manner and as soon as practicable following the administration of such tests, so long as the release of such assessments does not compromise test security or deplete the bank of assessment questions necessary to construct subsequent tests.

The Board shall include in the student outcome measures that are required by the Standards of Accreditation end-of-course or end-of-grade tests for various grade levels and classes, as determined by the Board, in accordance with the Standards of Learning.

These Standards of Learning assessments shall include, but need not be limited to, end-of-course or end-of-grade tests for English, mathematics, science, and history and social science.
In addition, to assess the educational progress of students, the Board of Education shall (i) develop appropriate assessments, which may include criterion-referenced tests and alternative assessment instruments that may be used by classroom teachers and (ii) prescribe and provide measures, which may include nationally normed tests to be used to identify students who score in the bottom quartile at selected grade levels.

The Standards of Learning requirements, including all related assessments, shall be waived for any student awarded a scholarship under the Brown v. Board of Education Scholarship Program, pursuant to § 30.231.2, who is enrolled in a preparation program for the General Education Development (GED) certificate or in an adult basic education program to obtain the high school diploma.

D. The Board of Education is authorized to pursue all available civil remedies for breaches in test security and unauthorized alteration of test materials or test results.

Notwithstanding any other provision of state law, no test or examination authorized by this section, including the Standards of Learning assessments, shall be released or required to be released as minimum competency tests, if, in the judgment of the Board, such release would breach the security of such test or examination or deplete the bank of questions necessary to construct future secure tests.

E. With such funds as may be appropriated, the Board of Education may provide, through an agreement with vendors having the technical capacity and expertise to provide computerized tests and assessments, and test construction, analysis, and security, for (i) web-based computerized tests and assessments for the evaluation of student progress during and after remediation and (ii) the development of a remediation item bank directly related to the Standards of Learning.

F. To assess the educational progress of students as individuals and as groups, each local school board shall require the use of Standards of Learning assessments and other relevant data to evaluate student progress and to determine educational performance.

Each local school shall require the administration of appropriate assessments to all students for grade levels and courses identified by the Board of Education, which may include criterion-referenced tests, teacher- made tests and alternative assessment instruments and shall include the Standards of Learning Assessments and the National Assessment of Educational Progress state-by-state assessment. Each school board shall analyze and report annually, in compliance with any criteria that may be established by the Board of Education, the results from the Stanford Achievement Test Series, Ninth Edition (Stanford Nine) assessment, if administered, industry certification examinations, and the Standards of Learning Assessments to the public.

The Board of Education shall not require administration of the Stanford Achievement Test Series, Ninth Edition (Stanford Nine) assessment, except as may be selected to facilitate compliance with the requirements for home instruction pursuant to § 22.1-254.1.

The Board shall include requirements for the reporting of the Standards of Learning assessment scores and averages for each year as part of the Board's requirements relating to the School Performance Report Card. Such scores shall be disaggregated for each school by gender and by race or ethnicity, and shall be reported to the public within three months of their receipt. These reports (i) shall be posted on the portion of the Department of Education's website relating to the School Performance Report Card, in a format and in a manner that allows year-to- year comparisons, and (ii) may include the National Assessment of Educational Progress state-by-state assessment.

G. Each local school division superintendent shall regularly review the division's submission of data and reports required by state and federal law and regulations to ensure that all information is accurate and submitted in a timely fashion. The Superintendent of Public Instruction shall provide a list of the required reports and data to division superintendents annually. The status of compliance with this requirement

shall be included in the Board of Education's annual report to the Governor and the General Assembly as required by § 22.1-18.

§ 22.1-253.13:4. Standard 4. Student achievement and graduation requirements.
A. Each local school board shall award diplomas to all secondary school students, including students who transfer from nonpublic schools or from home instruction, who earn the units of credit prescribed by the Board of Education, pass the prescribed tests, and meet such other requirements as may be prescribed by the local school board and approved by the Board of Education. Provisions shall be made for students who transfer between secondary schools and from nonpublic schools or from home instruction as outlined in the standards for accreditation. Further, reasonable accommodation to meet the requirements for diplomas shall be provided for otherwise qualified students with disabilities as needed.

In addition, each local school board may devise, vis-a-vis the award of diplomas to secondary school students, a mechanism for calculating class rankings that takes into consideration whether the student has taken a required class more than one time and has had any prior earned grade for such required class expunged.

Each local school board shall notify the parent of rising eleventh and twelfth grade students of (i) the number of standard and verified units of credit required for graduation pursuant to the standards of accreditation and (ii) the remaining number of such units of credit the individual student requires for graduation.

B. Students identified as disabled who complete the requirements of their individualized education programs shall be awarded special diplomas by local school boards.

Each local school board shall notify the parent of such students with disabilities who have an individualized education program and who fail to meet the requirements for graduation of the student's right to a free and appropriate education to age 21, inclusive, pursuant to Article 2 (§ 22.1-213 et seq.) of Chapter 13 of this title.

C. Students who have completed a prescribed course of study as defined by the local school board shall be awarded certificates of program completion by local school boards if they are not eligible to receive a standard, advanced studies, modified standard, or general achievement diploma.

Each local school board shall provide notification of the right to a free public education for students who have not reached 20 years of age on or before August 1 of the school year, pursuant to Chapter 1 (§ 22.1-1 et seq.) of this title, to the parent of students who fail to graduate or who have failed to achieve the number of verified units of credit required for graduation as provided in the standards of accreditation. If such student who does not graduate or achieve such verified units of credit is a student for whom English is a second language, the local school board shall notify the parent of the student's opportunity for a free public education in accordance with § 22.1-5.

D. In establishing course and credit requirements for a high school diploma, the Board shall:
1. Provide for the selection of integrated learning courses meeting the Standards of Learning and approved by the Board to satisfy graduation credit requirements, which shall include Standards of Learning testing, as necessary;
2. Establish the requirements for a standard, modified standard, or advanced studies high school diploma, which shall include one credit in fine, performing, or practical arts and one credit in United States and Virginia history. The requirements for a standard high school diploma shall, however, include at least two

sequential electives chosen from a concentration of courses selected from a variety of options that may be planned to ensure the completion of a focused sequence of elective courses. Students may take such focused sequence of elective courses in consecutive years or any two years of high school. Such focused sequence of elective courses shall provide a foundation for further education or training or preparation for employment and shall be developed by the school division, consistent with Board of Education guidelines and as approved by the local school board;
3. Provide, in the requirements for the verified units of credit stipulated for obtaining the standard or advanced studies diploma, that students completing elective classes into which the Standards of Learning for any required course have been integrated may take the relevant Standards of Learning test for the relevant required course and receive, upon achieving a satisfactory score on the specific Standards of Learning assessment, a verified unit of credit for such elective class that shall be deemed to satisfy the Board's requirement for verified credit for the required course;
4. Establish a procedure to facilitate the acceleration of students that allows qualified students, with the recommendation of the division superintendent, without completing the 140-hour class, to obtain credit for such class upon demonstration of mastery of the course content and objectives. Having received credit for the course, the student shall be permitted to sit for the relevant Standards of Learning assessment and, upon receiving a passing score, shall earn a verified credit. Nothing in this section shall preclude relevant school division personnel from enforcing compulsory attendance in public schools; and
5. Provide for the award of verified units of credit for passing scores on industry certifications, state licensure examinations, and national occupational competency assessments approved by the Board of Education.

School boards shall report annually to the Board of Education the number of industry certifications obtained and state licensure examinations passed, and the number shall be reported as a category on the School Performance Report Card.

In addition, the Board may:
a. For the purpose of awarding verified units of credit, approve the use of additional or substitute tests for the correlated Standards of Learning assessment, such as academic achievement tests, industry certifications or state licensure examinations; and
b. Permit students completing career and technical education programs designed to enable such students to pass such industry certification examinations or state licensure examinations to be awarded, upon obtaining satisfactory scores on such industry certification or licensure examinations, the appropriate verified units of credit for one or more career and technical education classes into which relevant Standards of Learning for various classes taught at the same level have been integrated. Such industry certification and state licensure examinations may cover relevant Standards of Learning for various required classes and may, at the discretion of the Board, address some Standards of Learning for several required classes.

E. In the exercise of its authority to recognize exemplary academic performance by providing for diploma seals, the Board of Education shall develop criteria for recognizing exemplary performance in career and technical education programs by students who have completed the requirements for a standard or advanced studies diploma and shall award seals on the diplomas of students meeting such criteria.

In addition, the Board shall establish criteria for awarding a diploma seal for advanced mathematics and technology for the standard and advanced studies diplomas. The Board shall consider including criteria for (i) technology courses; (ii) technical writing, reading, and oral communication skills; (iii) technology-related practical arts training; and (iv) industry, professional, and trade association national certifications.

The Board shall also establish criteria for awarding a diploma seal for excellence in civics education and understanding of our state and federal constitutions and the democratic model of government for the standard and advanced studies diplomas. The Board shall consider including criteria for (i) successful completion of history, government, and civics courses, including courses that incorporate character education; (ii) voluntary participation in community service or extracurricular activities; and (iii) related requirements as it deems appropriate.

F. The Board shall establish, by regulation, requirements for the award of a general achievement diploma for those persons who have (i) achieved a passing score on the GED examination; (ii) successfully completed an education and training program designated by the Board of Education; and (iii) satisfied other requirements as may be established by the Board for the award of such diploma.

§ 22.1-253.13:5. Standard 5. Teacher quality and educational leadership.
A. Each member of the Board of Education shall participate in high-quality professional development programs on personnel, curriculum and current issues in education as part of his service on the Board.

B. Consistent with the finding that leadership is essential for the advancement of public education in the Commonwealth, teacher, administrator, and superintendent evaluations shall be consistent with the performance objectives included in the Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents. Teacher evaluations shall include regular observation and evidence that instruction is aligned with the school's curriculum. Evaluations shall include identification of areas of individual strengths and weaknesses and recommendations for appropriate professional activities.

C. The Board of Education shall provide guidance on high-quality professional development for (i) teachers, principals, supervisors, division superintendents and other school staff; (ii) administrative and supervisory personnel in the evaluation and documentation of teacher and administrator performance based on student academic progress and the skills and knowledge of such instructional or administrative personnel; (iii) school board members on personnel, curriculum and current issues in education; and (iv) programs in Braille for teachers of the blind and visually impaired, in cooperation with the Virginia Department for the Blind and Vision Impaired.

The Board shall also provide technical assistance on high-quality professional development to local school boards designed to ensure that all instructional personnel are proficient in the use of educational technology consistent with its comprehensive plan for educational technology.

D. Each local school board shall require (i) its members to participate annually in high quality professional development activities at the state, local, or national levels on governance, including, but not limited to, personnel, policies and practices; curriculum and instruction; use of data in planning and decision making; and current issues in education as part of their service on the local board and (ii) the division superintendent to participate annually in high-quality professional development activities at the local, state or national levels.

E. Each local school board shall provide a program of high-quality professional development (i) in the use and documentation of performance standards and evaluation criteria based on student academic progress and skills for teachers and administrators to clarify roles and performance expectations and to facilitate the successful implementation of instructional programs that promote student achievement at the school and classroom levels; (ii) as part of the license renewal process, to assist teachers and principals in acquiring the skills needed to work with gifted students, students with disabilities, and students who have

been identified as having limited English proficiency and to increase student achievement and expand the knowledge and skills students require to meet the standards for academic performance set by the Board of Education; (iii) in educational technology for all instructional personnel which is designed to facilitate integration of computer skills and related technology into the curricula, and (iv) for administrative personnel designed to increase proficiency in instructional leadership and management, including training in the evaluation and documentation of teacher and administrator performance based on student academic progress and the skills and knowledge of such instructional or administrative personnel.

In addition, each local school board shall also provide teachers and principals with high quality professional development programs each year in (i) instructional content; (ii) the preparation of tests and other assessment measures; (iii) methods for assessing the progress of individual students, including Standards of Learning assessment materials or other criterion-referenced tests that match locally developed objectives; (iv) instruction and remediation techniques in English, mathematics, science, and history and social science; (v) interpreting test data for instructional purposes; and (vi) technology applications to implement the Standards of Learning.

F. Schools and school divisions shall include as an integral component of their comprehensive plans required by § 22.1-253.13:6, high-quality professional development programs that support the recruitment, employment, and retention of qualified teachers and principals. Each school board shall require all instructional personnel to participate each year in these professional development programs.

G. Each local school board shall annually review its professional development program for quality, effectiveness, participation by instructional personnel, and relevancy to the instructional needs of teachers and the academic achievement needs of the students in the school division.

§ 22.1-253.13:6. Standard 6. Planning and public involvement.
A. The Board of Education shall adopt a statewide comprehensive, unified, long-range plan based on data collection, analysis, and evaluation. Such plan shall be developed with statewide participation. The Board shall review the plan biennially and adopt any necessary revisions. The Board shall post the plan on the Department of Education's website if practicable, and, in any case, shall make a hard copy of such plan available for public inspection and copying.

This plan shall include the objectives of public education in Virginia, including strategies for improving student achievement then maintaining high levels of student achievement; an assessment of the extent to which these objectives are being achieved, a forecast of enrollment changes and an assessment of the needs of public education in the Commonwealth. In the annual report required by § 22.1-18, the Board shall include an analysis of the extent to which these Standards of Quality have been achieved and the objectives of the statewide comprehensive plan have been met. The Board shall also develop, consistent with, or as a part of, its comprehensive plan, a detailed comprehensive, long-range plan to integrate educational technology into the Standards of Learning and the curricula of the public schools in Virginia, including career and technical education programs. The Board shall review and approve the comprehensive plan for educational technology and may require the revision of such plan as it deems necessary.

B. Each local school board shall adopt a divisionwide comprehensive, unified, long-range plan based on data collection, an analysis of the data, and how the data will be utilized to improve classroom instruction and student achievement. The plan shall be developed with staff and community involvement and shall include, or be consistent with, all other divisionwide plans required by state and federal laws and regulations. Each local school board shall review the plan biennially and adopt any necessary revisions.

Prior to the adoption of any divisionwide comprehensive plan, or revisions thereto, each local school board shall post such plan or revisions on the division's Internet website if practicable, and, in any case, shall make a hard copy of the plan or revisions available for public inspection and copying and shall conduct at least one public hearing to solicit public comment on the divisionwide plan or revisions.

The divisionwide comprehensive plan shall include, but shall not be limited to, (i) the objectives of the school division, including strategies for improving student achievement then maintaining high levels of student achievement; (ii) an assessment of the extent to which these objectives are being achieved; (iii) a forecast of enrollment changes; (iv) a plan for projecting and managing enrollment changes including consideration of the consolidation of schools to provide for a more comprehensive and effective delivery of instructional services to students and economies in school operations; (v) an evaluation of the appropriateness of establishing regional programs and services in cooperation with neighboring school divisions; (vi) a plan for implementing such regional programs and services when appropriate; (vii) a technology plan designed to integrate educational technology into the instructional programs of the school division, including the school division's career and technical education programs, consistent with, or as a part of, the comprehensive technology plan for Virginia adopted by the Board of Education; (viii) an assessment of the needs of the school division and evidence of community participation, including parental participation, in the development of the plan; (ix) any corrective action plan required pursuant to § 22.1-253.13:3 ; and (x) a plan for parent and family involvement to include building successful school and parent partnerships that shall be developed with staff and community involvement, including participation by parents.

A report shall be presented by each school board to the public by November 1 of each odd-numbered year on the extent to which the objectives of the divisionwide comprehensive plan have been met during the previous two school years.

C. Each public school shall also prepare a comprehensive, unified, long-range plan, which the relevant school board shall consider in the development of its divisionwide comprehensive plan.
D. The Board of Education shall, in a timely manner, make available to local school boards information about where current Virginia school laws, Board regulations and revisions, and copies of relevant Opinions of the Attorney General of Virginia may be located online.

§ 22.1-253.13:7. Standard 7. School board policies.
A. Each local school board shall maintain and follow up-to-date policies. All school board policies shall be reviewed at least every five years and revised as needed.

B. Each local school board shall ensure that policies developed giving consideration to the views of teachers, parents, and other concerned citizens and addressing the following:
1. A system of two-way communication between employees and the local school board and its administrative staff whereby matters of concern can be discussed in an orderly and constructive manner;
2. The selection and evaluation of all instructional materials purchased by the school division, with clear procedures for handling challenged controversial materials;
3. The standards of student conduct and attendance and enforcement procedures designed to provide that public education be conducted in an atmosphere free of disruption and threat to persons or property and supportive of individual rights;
4. School-community communications and community involvement;
5. Guidelines to encourage parents to provide instructional assistance to their children in the home, which may include voluntary training for the parents of children in grades K through three;

6. Information about procedures for addressing concerns with the school division and recourse available to parents pursuant to § 22.1-87;
7. A cooperatively developed procedure for personnel evaluation appropriate to tasks performed by those being evaluated; and
8. Grievances, dismissals, etc., of teachers, and the implementation procedure prescribed by the General Assembly and the Board of Education, as provided in Article 3 (§ 22.1-306 et seq.) of Chapter 15 of this title, and the maintenance of copies of such procedures.

A current copy of the school division policies shall be kept in the library of each school and in any public library in that division and shall be available to employees and to the public. If such policies are maintained online, school boards shall ensure that printed copies of such policies are available to citizens who do not have online access.

C. An annual announcement shall be made in each division at the beginning of the school year and, for parents of students enrolling later in the academic year, at the time of enrollment, advising the public that the policies are available in such places.

§ 22.1-253.13:8. Compliance.
The Standards of Quality prescribed in this chapter shall be the only standards of quality required by Article VIII, Section 2 of the Constitution of Virginia.

Each local school board shall provide, as a minimum, the programs and services, as provided in the Standards of Quality prescribed above, with state and local funds as apportioned by the General Assembly in the appropriation act and to the extent funding is provided by the General Assembly.

Each local school board shall report its compliance with the Standards of Quality to the Board of Education annually. The report of compliance shall be submitted to the Board of Education by the chairman of the local school board and the division superintendent.

Noncompliance with the Standards of Quality shall be included in the Board of Education's annual report to the Governor and the General Assembly as required by § 22.1-218.

As required by § 22.1-18, the Board of Education shall submit to the Governor and the General Assembly a report on the condition and needs of public education in the Commonwealth and shall identify any school divisions and the specific schools therein that have failed to establish and maintain schools meeting the existing prescribed Standards of Quality.

The Board of Education shall have authority to seek school division compliance with the foregoing Standards of Quality. When the Board of Education determines that a school division has failed or refused, and continues to fail or refuse, to comply with any such Standard, the Board may petition the circuit court having jurisdiction in the school division to mandate or otherwise enforce compliance with such standard, including the development or implementation of any required corrective action plan that a local school board has failed or refused to develop or implement in a timely manner.

Appendix E:

List of Data and Reports Used to Document the Condition and Needs of the Public Schools in Virginia and Compliance with the Standards of Quality

Standard	Data Available to Document Compliance

1. Instructional programs supporting the Standards of Learning and other educational objectives.
Program of instruction requirements for school boards:
• Implement Standards of Learning
• Develop and implement a program of instruction for grades K-12, emphasizing essential knowledge and skills, concepts and processes, and the ability to apply the skills and knowledge in preparation for eventual employment and lifelong learning.
• Local school boards must develop and implement programs of prevention, intervention, or remediation for students who are educationally at risk.
• Implement other programs, including:
  o Career and technical education programs
  o Drop out prevention programs
  o Special education services
  o Programs for gifted students
  o Programs for limited English proficient students
	• Annual Report on Compliance with the SOQ (self assessment)
	• SOL test results by ethnicity, gender, disability status, and English proficiency: statewide, division-level, and school-level
	• Standardized test results for: NAEP, SAT, AP
	• Statistics on student enrollment in remedial, special education, career and technical, and gifted programs
	• Division-level and school-level AYP reports
	• Results of the academic review of schools rated "Accredited with Warning"
	• Federal program monitoring self-assessments-special education and career and technical education report
	• Special education child count

2. Instructional, administrative, and support personnel.
• Licensed instructional personnel in subject areas
• Staffing ratios for:
  o Students in average daily membership
  o Educable mentally retarded students
  o Gifted, career and technical education, and special education students
  o At-risk students
  o Limited English proficient students
  o Reading specialists
• Planning periods for middle and high school teachers
• Public reporting of pupil/teacher ratios
• Support services
	• Annual Report on Compliance with the SOQ (self-assessment)
	• Annual School Report
	• Programs for the gifted report
	• English language proficiency assessment results
	• Number of limited English proficiency, immigrant, and refugee students by language and county
	• Instructional personnel survey
	• Supply and demand survey

3. Accountability, accreditation, and assessments. Accountability requirements including: • Fully accredited schools • Public meetings to review accreditation status • Academic reviews and reporting requirements • Requirements for corrective action plans • SOL Assessment program requirements • NAEP assessment requirements • SOL test security provisions	• Annual Report on Compliance with the SOQ (self- assessment) • SOL test results by ethnicity, gender, disability status, and English proficiency: statewide, division-level, and school-level • Standardized test results for NAEP, SAT, AP • Statewide and school-level accreditation ratings report. • Statewide, division-level, and school-level AYP results and list of Title I schools identified for improvement • Academic reviews (school and division-wide) • Report on the PASS program

4. Student achievement and graduation achievement and graduation requirements.
• Types of diplomas
• Diploma requirements
• Provision for diploma seals
• Notification to parents of rising eleventh and twelfth grade students of (i) the number of standard and verified units of credit required for graduation and the remaining number of such units of credit the individual student requires for graduation.
• Notification of the right to a free public education for students who have not reached 20 years of age to the parent of students who fail to graduate or who have failed to achieve the number of verified units of credit required for graduation If such student who does not graduate or achieve such verified units of credit is a student for whom English is a second language, the local school board shall notify the parent of the student's opportunity for a free public education in accordance with § 22.1-5.
	• Annual Report on Compliance with the SOQ (self-assessment)
	• SOL test results by ethnicity, gender, disability status, and English proficiency: statewide, division-level, and school-level
	• Standardized test results for NAEP, SAT, AP
	• Statewide and division-level:
	  ○ Graduation rates
	  ○ Dropout rates
	  ○ AYP results

5. Teacher quality and educational leadership. • Requirements for high-quality professional development: local board, division superintendent, and teachers • Local six-year plan: requirement to include recruitment, employment, and retention of high-quality personnel	• Annual Report on Compliance with the SOQ (self-assessment) • Statewide and division-level percentage of teachers meeting "highly qualified" requirements
6. Planning and public involvement. • Requirements for adoption and revision of a division six-year plan • Requirement for technology plan • Requirement for each school to prepare a biennial plan • Public participation	• Annual Report on Compliance with the SOQ (Self-assessment) • Annual Local School Division Technology Plan report

7. School board policies.
• Requirements for maintaining, reviewing, and revising policy manual
• Policy manual developed with public participation
• Requirements for content of policy manual:
  o System of two-way communication
  o Selection and evaluation of all instructional materials purchased by the school division, with clear procedures for handling challenged controversial materials
  o Standards of student conduct and attendance and enforcement procedures
  o School-community communications and community involvement
  o Guidelines to encourage parents to provide instructional assistance to children in the home
  o Procedures for addressing concerns with the school division and recourse available to parents
  o Cooperatively developed procedure for personnel evaluation
  o Grievances, dismissals, etc., of teachers, and the implementation procedure
  o Copy of manual must be on file in each school library
	• Annual Report on Compliance with the SOQ (self-assessment)

8. Compliance. • Each school board shall provide as a minimum, the programs and services provided in the SOQ. • The Board of Education may petition the circuit court to mandate or otherwise enforce school division compliance with the SOQ, including implementation of a corrective action plan.	• Annual Report on Compliance with the SOQ (self-assessment) • Statewide and school-level accreditation ratings report including the names of schools "Accredited with Warning" • School-level AYP reports and list of Title I schools "in improvement" • Results of division-level Academic Reviews and Academic Reviews of schools rated "Accredited with Warning"