

COMMONWEALTH of VIRGINIA

Board of Education Agenda

Date of Meeting: November 29, 2006

Time: As Shown

Location: Jefferson Conference Room, 22nd Floor, James Monroe Building
101 North 14th Street, Richmond, Virginia



9:00 a.m. FULL BOARD CONVENES

Moment of Silence

Pledge of Allegiance

Approval of Minutes of the October 25, 2006, Meeting of the Board

Resolutions/Recognitions

- Recognition of Dr. Carolyn Kreiter-Foronda, Poet Laureate of Virginia: 2006-2008
- Recognition of Virginia's 2007 Regional Teachers of the Year and the 2007 Virginia Teacher of the Year

Public Comment

Action/Discussion Items

- A. First Review of Releasing Lee County Public Schools from the Division-Level Review Process
- B. Final Review of Proposed Revisions to the Standards of Quality
- C. First Review of Report to the Governor and General Assembly on the High School Graduation Rate Formula
- D. First Review of Preliminary Report to the Governor and General Assembly on Statewide Data Collection and Analysis Relating to the Requirements for Obtaining a High School Diploma for Students with Limited English Proficiency (SB683)
- E. First Review of Proposed Amendments to Virginia's Consolidated State Application Accountability Plan Under the *No Child Left Behind Act of 2001*

(Action/Discussion Items (continued))

- F. First Review of Revisions of Industry, Professional, or Trade Association Certification Examinations and Occupational Competency Assessments to Meet the Requirements for the Board of Education's Career and Technical Education and Advanced Mathematics and Technology Seals and the Student-Selected Verified Credit
- G. First Review of the Board of Education's 2006 Annual Report on Electronic Meetings
- H. Final Review of the Board of Education's 2006 Annual Report on the Condition and Needs of Public Schools in Virginia
- I. First Review of Recommended Cut Scores for Mathematics and Reading for the Virginia Grade Level Alternative (VGLA)
- J. First Review of Locally-Developed or Selected English Language Proficiency Assessments to Satisfy the No Child Left Behind Requirement

Report

- K. Report on the Memorandum of Understanding for Petersburg Public Schools in Accordance with the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA) 8 VAC 20-131-315 et seq.
- L. Report on Evaluation of Year-Round School Programs

DISCUSSION OF CURRENT ISSUES - by Board of Education Members and Superintendent of Public Instruction

ADJOURNMENT

IMMEDIATELY FOLLOWING ADJOURNMENT OF BUSINESS SESSION:

- M. Public Hearing on Proposed Revisions to the Foreign Language Standards of Learning and the Proposed Revisions to the English Language Proficiency Standards of Learning
- N. Public Hearing on the Proposed *Regulations Governing the Review and Approval of Education Programs in Virginia* and Proposed *Regulations Governing the Licensure of School Personnel*

PUBLIC NOTICE

The Board of Education members will meet for dinner at 6:30 p.m. at the Crowne Plaza Hotel on Tuesday, November 28, 2006. Items for the Board agenda may be discussed informally at that dinner. No votes will be taken, and it is open to the public. The Board president reserves the right to change the times listed on this agenda depending upon the time constraints during the meeting.

GUIDELINES FOR PUBLIC COMMENT

1. The Board of Education is pleased to receive public comment at each of its regular monthly meetings. In order to allow the Board sufficient time for its other business, the total time allotted to public comment will generally be limited to thirty (30) minutes. Individuals seeking to speak to the Board will be allotted three (3) minutes each.
2. Those wishing to speak to the Board should contact Dr. Margaret Roberts, Executive Assistant for Board Relations at (804) 225-2924. Normally, speakers will be scheduled in the order that their requests are received until the entire allotted time slot has been used. Where issues involving a variety of views are presented before the Board, the Board reserves the right to allocate the time available so as to insure that the Board hears from different points of view on any particular issue.
3. Speakers are urged to contact Dr. Roberts in advance of the meeting. Because of time limitations, those persons who have not previously registered to speak prior to the day of the Board meeting cannot be assured that they will have an opportunity to appear before the Board.
4. In order to make the limited time available most effective, speakers are urged to provide multiple written copies of their comments or other material amplifying their views.

for the essential actions as indicated in the division's corrective action plan.

In the 2005-2006 school year, Pennington Middle School, one of the thirteen (13) schools in Lee County Public Schools, remained accredited with warning and was the only school in the division that did not make adequately yearly progress (AYP), nor did the division.

Summary of Major Elements

In the 2006-2007 school year, all of the schools in Lee County Public Schools are fully accredited. All schools have made AYP as did the division. In addition, Elk Knob Elementary School was recently named as one of the seven nominees to the No Child Left Behind Blue Ribbon Schools for 2007.

The division continues to monitor, modify, and implement the corrective action plan and has implemented essential actions that have promoted improved student achievement throughout the division. A report on the implementation of the essential actions from Lee County Public Schools is attached.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board waive first review and release the Lee County School Board from the Memorandum of Agreement for the division-level review.

Impact on Resources:

None

Timetable for Further Review/Action:

None

**LEE COUNTY PUBLIC SCHOOLS
CORRECTIVE ACTION PLAN STATUS REPORT & UPDATES FOR 06.07
November 13, 2006**

All the following essential actions have been completed:

1a.	<ul style="list-style-type: none"> • Adopted SOL Curriculum Framework as the curriculum. • SOL disks were provided to each teacher. • SOL information has been posted online. 	Completed 7/12/04
1b.	<ul style="list-style-type: none"> • Passmark pacing guides were adopted for English and math. • Pacing guides for science & social science have been developed • Pacing guides have been posted online. 	Completed 7/12/04
1c.	<ul style="list-style-type: none"> • As new math (K-12) and English/Literature (6-12) were adopted and are to be used beginning 05-06, gap analysis of old textbooks was not efficient use of time. • As pacing guides for science and social science were not developed and adopted until spring 05, gap analysis and curriculum alignment was not feasible. • Curriculum alignment and gap analysis will be completed in 05.06 	<p>Ongoing throughout last school year</p> <p>Meeting held with teachers to examine modifying pacing guide where needed as indicated by SPBQ and other test data</p>
2a.	<ul style="list-style-type: none"> • Pacing guide check reports were submitted weekly, ASIP (Annual School Improvement Plans) update reports were submitted monthly, and 9 weeks observation reports were submitted quarterly. 	Continuing since the beginning of 2004-2005.
	<ul style="list-style-type: none"> • Quarterly audit team visits for the 06.07 school year. 	All Schools have been visited by audit teams at least twice the 1 st Semester
2b.	<ul style="list-style-type: none"> • Reports to the superintendent and Board will continue. 	Last report October 6, 2006

2c.-1	<ul style="list-style-type: none"> Plans will be developed to monitor implementation of SOLs' essential actions 	TaskStream being used throughout the division to monitor
2c.-2	<ul style="list-style-type: none"> Continue with weekly check of SOLs taught vs pacing guides 	TaskStream
2c.-3	<ul style="list-style-type: none"> Continue with scheduled classroom observations 	Observation schedules and logs kept by principals
2d.-4	<ul style="list-style-type: none"> Develop and provide teachers w/written expectations as to the teaching the written aligned curriculum according to the pacing guides 	Completed 7/12/04
3a.	<ul style="list-style-type: none"> Passmark testing will continue as well as the reading program assessments in K-5. 	Using SOLAR and teacher-made assessments in place of Passmark for 06-07
3b.	<ul style="list-style-type: none"> A plan of regular assessment other than the 9 weeks testing will be implemented. Possible a mid-term testing program. 	SOLAR tests were be given October 17 & 18, 2006 Data will be analyzed week of Nov. 13-17
3c.	<ul style="list-style-type: none"> Reports on Benchmark scores to the superintendent and Board will continue 	Ongoing since 2004-2005.
4a..	<ul style="list-style-type: none"> Update the schedule of staff development will be developed for administrators. 	Ongoing
4b.	<ul style="list-style-type: none"> Endeavors to develop an observation tool which includes "look for's" will continue. 	New Observation Instrument adopted by the Board September 12, 2005
4c.	<ul style="list-style-type: none"> Training in the use of the observation tool of #4b will be provided 	Principals were given a brief overview in August and will be given more training throughout this school year Training repeated in August 06
5a.-1	<ul style="list-style-type: none"> Follow-up inservices RE: #1a as needed. 	Completed 9/1/04
	<ul style="list-style-type: none"> Follow-up inservices RE: #1b as needed 	Completed 9/1/04
	<ul style="list-style-type: none"> Inservice RE: 1c will be developed and held. 	Completed 9/1/04

5a.-2	<ul style="list-style-type: none"> Inservice RE: 2c will be developed and held. 	Completed 9/1/04
5a.-3	<ul style="list-style-type: none"> Follow-up Passmark inservice will be scheduled. 	Completed 9/1/04
5a.-4	<ul style="list-style-type: none"> Inservice will be provided RE: use of the newly developed observation tool. 	Completed 9/1/04
5a.-5	<ul style="list-style-type: none"> Follow-up inservice on use of Passmark scores for remediation will be scheduled. 	Completed 9/1/04
5a.-6	<ul style="list-style-type: none"> As needed, additional inservice will be provided RE: PBQ results. 	Completed 11/12/04
6a.	<ul style="list-style-type: none"> Inservice (professional days: 7/year) were made mandatory. Continue w/use of inservice calendars for 06-07 school year. 	Completed 7/12/04
7a.	<ul style="list-style-type: none"> As the 6 Yr Plan expires this year and as the requirement has been changed to a "Comprehensive Plan," a newly developed comprehensive plan was developed during the 05-06 school year. 	Developed and approved by Board on May 8, 2006
8a.	<ul style="list-style-type: none"> The school system and schools have done all that they possible can to meet this objective. 	Completed 8/1/04

All schools are fully accredited and have met AYP

Part A. Essential Action Compliance Indicators - Lee County Division Level Review

Essential Actions	Implementation Timeline	Compliance Indicators
1. Implementation of an aligned curriculum	By August 1, 2004	<p>A. Teachers have the <u>written</u> curriculum: Curriculum documents used by teachers for lesson planning include at least the essential skills in the DOE curriculum framework.</p> <p>B. Teachers have a <u>pacing</u> guide: Each teacher has a copy of the aligned essential skills and has a pacing guide at the teacher, school or division-level that ensures appropriate pacing to complete the tested skills by each benchmark test and the SOL test at that grade level.</p> <p>C. Teachers have a <u>materials gap</u> analysis: Each teacher has, for his/her subject and grade level, a document that reflects a gap analysis, at the school or division-level, of the textbook and content materials used to teach the SOL to identify areas in which the essential skills are not adequately addressed. Each teacher subsequently has a list of aligned supplemental materials that will fill the identified alignment gap.</p>
2. Monitoring the implementation of the curriculum	Within 30 days of formal adoption of the curriculum	<p>A. Division audits of schools: At the division-level, an audit team visits each school no less than once per quarter to audit the school-monitoring plan.</p> <p>B. Reports to the board: The team will provide written reports to the superintendent who will report to the board at least quarterly on the implementation of the curriculum using at least the indicators in the essential actions.</p> <p>C. School-level monitoring plan of the <u>taught</u> curriculum: Each school will have a plan to monitor the implementation of the curriculum that includes at least: 1) the indicators of the essential actions, 2) records reflecting a review of the lesson plans, 3) a schedule for classroom observations to ensure the <u>taught</u> curriculum is aligned, and 4) evidence of written expectations provided to and reviewed with teachers regarding teaching the written aligned curriculum.</p>
3. Assessing the aligned curriculum.	December 2004	<p>A. Division-wide benchmark assessment: Lee County has agreed to use the PASSMARK nine-weeks' assessment system that provides aligned assessments in English and mathematics, grades 2-11, based on the PASS pacing guide. For</p>

<p>including division-wide benchmark reporting of student, school and division progress</p>		<p>elementary schools with grades K-5 using Scott Foresman, it was agreed they would use the textbook tests which are available weekly and each six weeks in lieu of the English PASSMARK test.</p> <p>B. School plan of regular assessment: To monitor the progress of each student, each school will have a plan for regular assessment, more frequently than each nine weeks. The plan will include action steps for monitoring to ensure alignment to the essential skill taught in the pacing guide and for compliance.</p> <p>C. Report nine-weeks' PASSMARK results to the board: The results of the Scott Foresman English test in grades K-5 and all other PASSMARK test results will be reported quarterly to the local school board with the report noted in indicator 2B.</p>
<p>4. Mandatory, ongoing staff development for all administrators regarding instructionally-focused teacher evaluation</p>	<p>A. By December 1 B. By December 1 C. Ongoing, per schedule in 4A.</p>	<p>A. Division schedule of staff development for administrators: A division plan and schedule for providing the required staff development will be in place, reflecting dates, topics, and presenters. Logs of the staff development are provided and those in attendance should be maintained.</p> <p>B. Observation tools and division expectations: To meet the requirement of instructionally-focused teacher evaluation systems, instruments need to be developed that provide administrators with division-level approved “look-fors” or indicators of good instruction: 1) in the use of the division-selected basal reading and mathematics programs, 2) aligned lesson plans, 3) aligned assessments, 4) discipline and time-on-task, and 5) the teaching process (i.e. Madeline Hunter lesson design or some other outline of research-based instructional sequences.</p> <p>C. Components of staff development: To use the observation tools effectively, administrators need to be trained in how to use the five components noted in indicator 4B. It would be helpful if they could practice the use of the tools while viewing video taped lessons, with a knowledgeable facilitator to guide them.</p>
<p>5. Mandatory, ongoing staff development for teachers on use of the division curriculum and assessment system</p>	<p>A. Ongoing, per schedule in 5B. B. December 1</p>	<p>C. Staff development on division expectations: Staff development regarding expectations for the use of the curriculum system including: 1) an explanation of the components and how to use them in indicators # 1A, 1B and 1C; 2) indicator #2C; 3) how to administer the PASSMARK tests per indicator #3A (simulate SOL testing in terms of preparation and testing schedule); 4) share the “look-fors” and expectation in indicator #4B; 5) how to use the PASSMARK test results and plan remediation; and 6) how to use the Performance by Question results.</p> <p>D. Division schedule of staff development for teachers: A division plan and schedule for providing the required staff development will be in place, reflecting dates, topics, and presenters. Logs of the staff development are provided and those in attendance should be maintained.</p>

6. Scheduled planning time for planning in the school calendar	School year 2004-05	A. The division and school calendars reflect scheduled planning time and staff development dates.
7. Expand the division Six Year Plan to include the division and NCLB improvement plan	By August 1, 2004	A. Improvement plans incorporated into Six Year Plan: New or revised improvement plans to satisfy NCLB or division improvement requirements need to be incorporated into the regular division Six Year Plan, complete with public hearings and a systematic process for monitoring the plan and regular status reports to the local board.
8. Strategies for maximizing scheduled instructional time, including minimizing the impact of extra curricular activities are included in the improvement plans	By August 1, 2004	A. Plan to minimize interruptions to instructional time: The school and division plans reflect actions taken to minimize the impact of interruptions from extra curricular activities. Contacting other rural school, division for ideas might be a profitable strategy.

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Board of Education Agenda Item

Item: _____ . B. _____

Date: November 29, 2006

Topic: Final Review of Proposed Revisions to the Standards of Quality

Presenter: Ms. Anne D. Wescott, Assistant Superintendent for Policy and Communications

Telephone Number: (804) 225-2403

E-Mail Address: Anne.Wescott@doe.virginia.gov

Origin:

Topic presented for information only (no board action required)

Board review required by
 State or federal law or regulation
 Board of Education regulation
 Other: _____

Action requested at this meeting Action requested at future meeting: _____

Previous Review/Action:

No previous board review/action

Previous review/action
date October 25, 2006
action Accepted for first review

Background Information: Article VIII, § 2 of the Constitution of Virginia requires the Board of Education to determine and prescribe Standards of Quality for the public schools in Virginia. The *Code of Virginia* requires the Board of Education to review the Standards of Quality every two years. Section 22.1-18.01 of the *Code* says, in part:

“To ensure the integrity of the standards of quality, the Board of Education shall, in even-numbered years, exercise its constitutional authority to determine and prescribe the standards, subject to revision only by the General Assembly, by reviewing the standards and either (i) proposing amendments to the standards or (ii) making a determination that no changes are necessary....”

The *Code* also requires that the Board’s annual report to the Governor and General Assembly include any recommendations for revisions to the Standards of Quality. Section 22.1-18 of the *Code* says, in part:

“...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.”

The Board began its 2006 review of the Standards of Quality at its April 27, 2006, planning session. On May 23, 2006, the Standards of Quality Committee held a forum to hear comments from educational organizations on potential changes to the Standards of Quality, including the: Virginia Association of School Superintendents, Virginia School Boards Association and the VSBA Limited English Proficiency Caucus, Virginia Education Association, Virginia Association of Elementary School Principals, Virginia Association of Secondary School Principals, Virginia Association of Supervision and Curriculum Development, Virginia Municipal League, and Virginia PTA. The Standards of Quality Committee met on June 27, 2006 and July 25, 2006 to hear staff presentations and to consider possible recommendations.

The Board held ten public hearings throughout Virginia on the Standards of Quality between September 11 and September 27, 2006, and heard from 123 speakers. An additional 121 individuals and organizations submitted written comments. The most frequent recommendations were for:

- Reading specialists,
- Mathematics specialists,
- Test coordinators,
- Additional teachers and support services for students with limited English proficiency,
- Additional librarians,
- Clerical support for librarians, and
- Additional print materials for school libraries.

Summary of Major Elements: Three changes from the first review are proposed.

- On page 3, language describing the programs of prevention, intervention, and remediation would be changed to “research-based” from “a demonstrated record of effectiveness, so as not to eliminate innovative programs that are research-based but may not yet have a demonstrated record of effectiveness. The change is also made on page 4.
- On page 9, the language about the data manager/test coordinator position would clarify the role of this position. This position would provide schools support in data management and utilization and the administration of state assessments. The data manager/test coordinator would be required to hold a license issued by the Board of Education and serve as a resource to principals and classroom teachers in analyzing and interpreting data for instructional purposes.

- On page 22, language would clarify that school and public libraries do not have to maintain printed copies of the school board policies, so long as printed copies are available to citizens who do not have online access.

The following is a summary of all proposed changes to the Standards of Quality:

Standard 1: Instructional programs supporting the Standards of Learning and other educational objectives

- Clarify that the program of instruction offered by local school divisions includes the knowledge and skills needed for gainful employment to prepare students to achieve economic self-sufficiency.
- Add a requirement that the programs of prevention, intervention, and remediation offered by the school division include components that are research-based.
- Clarify that remediation is required if a student fails to achieve a passing score on all Standards of Learning tests in the grade, or who fails an end-of-course Standards of Learning test required for the award of a verified credit. Remediation may be required if the student fails to achieve a passing score on one or more, but not all, Standards of Learning tests in grades three through eight.
- Add a requirement for the early identification, diagnosis, and assistance for students with problems with mathematics, and provision of instructional strategies and practices that benefit the development of mathematics skills for all students.

Standard 2. Instructional, administrative, and support personnel.

- Require one full-time principal in each elementary school.
- Require one full-time assistant principal for each 400 students in each elementary, middle, and secondary school.
- Require one full-time instructional position for each 1,000 students to serve as the reading specialist.
- Require one full-time instructional position for each 1,000 students in grades kindergarten through eight to serve as the mathematics teacher specialist.
- Reduce the state required speech language pathologist caseload from 68 to 60 students.
- Require one full-time position per 1,000 students licensed by the Board of Education to serve as the data manager/test coordinator.
- Require local school boards to maintain pupil-teacher ratios for students who are blind or vision-impaired at not less than the following levels: Level I, resource teacher, 24 to one; Level II, self-contained with an aide, 10 to one; self-contained without an aide, eight to one, or Level II, self-contained student weight of 2.5.

Standard 3. Accreditation, other standards and evaluation

- Add language specifying that the cumulative eighth grade history and social science Standards of Learning test will be eliminated after the 2007-2008 school year. Instead, all school divisions must administer the United States History to 1877, United States History: 1877 to the Present, and Civics and Economics Standards of Learning tests.
- Clarify that the School Performance Report Card must include Standards of Learning test results

disaggregated by student subgroups.

Standard 4. Student achievement and graduation requirements

- Clarify that provisions be made to facilitate the transfer and appropriate grade placement of students from other public secondary schools, from nonpublic schools, and from home instruction.
- Require that school divisions notify parents of secondary students of not just the number of standard and verified credits needed for graduation, but also the subject area requirements.

Standard 5. Teacher quality and educational leadership

- Add a requirement that the local school board provide teachers and principals with professional development programs in effective classroom management.

Standard 6. Planning and public involvement

- Clarify that the strategies for improving student achievement in the Board of Education's comprehensive plan, as well as the local school board's comprehensive plan, focus attention on the achievement of educationally at-risk students.

Standard 7. School board policies

- Clarify that the current school division policies made available to the public include the Student Conduct Policy.
- Require that the school division policies be posted on the school division's Web site.

Superintendent's Recommendation: N/A

Impact on Resources: The impact on state funds for the four unfunded staffing recommendations is estimated to be \$173.2 million in Fiscal Year 2008, based on Chapter 10, the 2006 Appropriation Act.

Proposed Recommendations	FY 2008 Estimated State Cost
Elementary principal – One full-time principal in every elementary school	\$7.3 million
Assistant principal – One full-time assistant principal per 400 students	\$53.0 million
Reading specialist – One reading specialist for every 1,000 students in K-12	\$39.3 million
Speech-language pathologist – Reduce caseload from 68 to 60	\$4.2 million
Mathematics specialist – One mathematics specialist for every 1,000 students in K-8	\$26.9 million
Data manager/test coordinator – One data manager/test coordinator for every 1,000 students in K-12	\$39.3 million

Instructional positions for students who are blind or vision impaired.	\$3.2 million ¹
Total	\$173.2 million

Timetable for Further Review/Action: Upon approval, the recommendations will be submitted to the 2007 General Assembly for its consideration.

¹The Department for the Blind and Vision Impaired currently receives an appropriation of approximately \$500,000 each year for instructional positions for students who are blind or vision impaired. That appropriation would offset the \$3.2 million total cost of the recommendation.

2006 STANDARDS OF QUALITY

§ 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~~ Web site, either separately or through an existing ~~website-Web site~~ 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~~ Web site 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, ~~gainful and~~ employment, or training in a career or technical field ~~to qualify for appropriate training~~; and

development of the ability to apply such skills and knowledge in preparation for eventual employment, and lifelong learning and to achieve economic self-sufficiency.¹

Local school boards shall also develop and implement [research-based]² programs of prevention, intervention, or remediation [with a demonstrated record of effectiveness]³ 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.⁴

Any student who ~~passes~~ achieves a passing score on 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~~ to achieve a passing score on all of the Standards of Learning assessments for the relevant grade level in grades three through eight or who fails an end-of-course test required for the award of a verified unit of credit⁵ shall be required to attend a ~~summer school~~ remediation 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.⁶ 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

¹ Public comment.

² Public comment: "Research-based" was added, and "a demonstrated record of effectiveness" was stricken so as not to eliminate those innovative programs that are research-based but do not yet have a demonstrated record of effectiveness.

³ Public comment.

⁴ Public comment.

⁵ Public comment.

⁶ Public comment.

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. Such programs shall include components that ~~have a demonstrated record of effectiveness~~ are research-based.⁷
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.

⁷Public comment.

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 and mathematics problems and provision of instructional strategies and reading and mathematics practices that benefit the development of reading and mathematics skills for all students.⁸

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

⁸ Comment from the Virginia Mathematics and Science Coalition and several individual commenters.

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 in which they are teaching.⁹

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.

⁹ Public comment.

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 one full-time equivalent instructional position for each 1,000 students in Average Daily Membership to serve as reading specialists in elementary schools, one full-time in each elementary school at the discretion of the local school board for the school division.~~¹⁰

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 and~~ high schools, one full-time, to be employed on a 12-month basis;¹¹

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 and~~ high schools, one full-time for each ~~600 400~~ students;¹²

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 full-time 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.

¹⁰ Language previously recommended by the Board.

¹¹ Language previously recommended by the Board.

¹² Language previously recommended by the Board.

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 shall employ speech-language pathologists in sufficient numbers to ensure a caseload that does not exceed 60 students per position.¹³

L. Local school boards shall employ one full-time equivalent position per 1,000 students in grades kindergarten through eight to serve as a mathematics teacher specialist.¹⁴

M. Local school boards shall employ one full-time equivalent position per 1,000 students in grades kindergarten through 12 to [serve as a data analyst/assessment coordinator, provide schools support in data management and utilization and the administration of state assessments. The data manager/test coordinator shall hold a license issued by the Board of Education and serve as a resource to principals and classroom teachers in analyzing and interpreting data for instructional purposes.]¹⁵

N. Local school boards shall employ instructional and paraprofessional staff to ensure the following maximum pupil-teacher ratios for students who are blind or vision impaired: Level I, resource teacher, 24 to one; Level II, self-contained with an aide, 10 to one; self-contained without an aide, eight to one; or Level II, self-contained, student weight of 2.5.¹⁶

~~K O.~~ 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 P.~~ 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.

¹³ Language previously recommended by the Board.

¹⁴ Mathematics specialists recommended by the Virginia Mathematics and Science Coalition.

¹⁵ Assessment coordinators recommended by the Virginia School Counselors Association and others. Language clarifies the role of this position, and requires that the person in this position hold a license issued by the Board of Education.

¹⁶ Item 128.C of Chapter 3, 2006 Acts of Assembly, states, "The Board of Education shall consider the inclusion of instructional positions needed for blind and vision impaired students enrolled in public schools and shall consider developing a caseload requirement for those instructional positions as part of its review of the Standards of Quality...."

M Q. 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 R. 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 S. 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~~ **for** 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 last administration of the cumulative grade eight history test will be the 2007-2008 school year. Beginning with the 2008-2009 school year, all school divisions shall administer the United States History to 1877, United States History: 1877 to the Present, and Civics and Economics tests.¹⁷ 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, or limit the ability to test students on demand and provide immediate results in the ~~web-based~~ Web-based assessment system.

The Board shall include in the student outcome measures that are required by the Standards ~~of for~~ 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.

¹⁷ The cumulative grade eight history test is being phased out.

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 Standard 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.

The Board of Education may adopt special provisions related to the administration and use of any SOL test or tests in a content area as applied to accreditation ratings for any period during which the SOL content or assessments in that area are being revised and phased in. Prior to statewide administration of such tests, the Board of Education shall provide notice to local school boards regarding such provisions.

D. The Board of Education may pursue all available civil remedies pursuant to § 22.1-19.1 or administrative action pursuant to § 22.1-292.1 for breaches in test security and unauthorized alteration of test materials or test results.

The Board may initiate or cause to be initiated a review or investigation of any alleged breach in security, unauthorized alteration, or improper administration of tests by local school board employees responsible for the distribution or administration of the tests.

Records and any other information furnished to or prepared by the Board during the conduct of a review or investigation may be withheld pursuant to subdivision 12 of § 22.1-2705.3. However, this section shall not prohibit the disclosure of records to (i) a local school board or division superintendent for the purpose of permitting such board or superintendent to consider or to take personnel action with regard to an employee or (ii) any requester, after the conclusion of a review or investigation, in a form that (a) does not reveal the identity of any person making a complaint or supplying information to the Board on a confidential basis and (b) does not compromise the security of any test mandated by the Board. Any local school board or division superintendent receiving such records or other information shall, upon taking personnel action against a relevant employee, place copies of such records or information relating to the specific employee in such person's personnel file.

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~~ 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~~ student subgroups on the Virginia assessment program as appropriate¹⁸, 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](#).

¹⁸ Changed to match Standards for Accreditation language.

§ 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 to facilitate the transfer and appropriate grade placement of students from between other public~~¹⁹ 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-à-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~~ parents of rising eleventh and twelfth grade students of (i) the number and subject area requirements²⁰ of standard and verified units of credit required for graduation pursuant to the standards ~~of for~~ accreditation and (ii) the remaining number and subject area requirements²¹ 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 a standard or advanced studies diploma~~²² 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, special²³ 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 for~~ accreditation. If such student who does not graduate or achieve such verified units of credit is a student for whom

¹⁹ To ensure that transfer students are enrolled and appropriately placed.

²⁰ Public comment.

²¹ Public comment.

²² Public comment.

²³ Public comment.

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-~~or~~ performing ~~arts~~, or ~~practical arts~~ [career and technical education](#)²⁴ 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:

²⁴ Clarification.

- 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~~²⁵ 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.

G. To ensure the uniform assessment of high school graduation rates, the Board shall collect, analyze, and report high school graduation and dropout data using a formula prescribed by the Board

The Board may promulgate such regulations as may be necessary and appropriation for the collection, analysis, and reporting of such data.

²⁵ Clarification.

§ 22.1-253.13:5. Standard 5. Quality of classroom instruction 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 or her 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; and (vii) effective classroom management.²⁶

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.

²⁶Public comment.

§ 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 Web site](#) 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, [particularly the achievement of educationally at-risk students](#),²⁷ 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 Web site](#) 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, [particularly the achievement of educationally at-risk students](#),²⁸ 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

²⁷ Public comment.

²⁸ Public comment.

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 are 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, including the Student Conduct Policy, shall be posted on the division's Internet Web site and²⁹ ~~[kept in the library of each school and in any public library in that division]~~³⁰ 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 [as needed] to citizens who do not have online access.

²⁹To ensure that parents have adequate access to all of the school division policies, including via the Internet.

³⁰ This clarifies that hard copies of the policies do not have to be kept in the school and public libraries, so long as the policies are available online and that printed copies 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 § [22.1-18](#).

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.

Board of Education Agenda Item

Item: C.

Date: November 29, 2006

Topic: First Review of Report to the Governor and General Assembly on the High School Graduation Rate Formula

Presenter: Lan W. Neugent, Assistant Superintendent for Technology and Human Resources

Telephone Number: 804-225-2757

E-Mail Address: Lan.Neugent@doe.virginia.gov

Origin:

Topic presented for information only (no board action required)

Board review required by
 State or federal law or regulation
 Board of Education regulation
 Other: _____

Action requested at this meeting Action requested at future meeting: _____ (date)

Previous Review/Action:

No previous board review/action

Previous review/action
date _____
action _____

Background Information:

House Bill 19 (2006) amended § 22.1-253.13:4 of the *Code of Virginia* relating to calculation of high school graduation rates. The amendment requires the Board of Education, to ensure the uniform assessment of high school graduation rates, to “collect, analyze, and report high school graduation and dropout data using a formula prescribed by the Board” and requires a report on the formula to be used. The amendment requires the Board to consider the 2005 Report of the National Governors Association (NGA) Task Force on State High School Graduation Data in developing the formula (the NGA report may be found on the Internet at www.nga.org). The report is due to the House Committee on Education and the Senate Committee on Education and Health by December 1, 2006.

Summary of Major Elements

To meet the requirements of House Bill 19, the Virginia Board of Education’s Committee on Graduation and Dropouts studied seven widely-discussed graduation rate formulas, evaluating the strengths and weaknesses of each. These characteristics included:

- recognition of the five Virginia diplomas recognition of retention practices
- allowing for students who take longer than four years to graduate
- consideration of student mobility and declining student populations, and

- accuracy of the rate when disaggregated to the division, school, and subgroup level.

The formulas studied are listed below.

- The NGA “on-time” Graduation Rate
- The Virginia No Child Left Behind (NCLB) Graduation Rate
- The Virginia Unadjusted Graduation Rate
- The National Center for Education Statistics (NCES) Averaged Freshman Graduation Rate
- The Warren Estimated Completion Rate
- The Green Adjusted Completion Rate
- The Urban Institute Cumulative Promotion Index

Of the seven rates studied, six were estimates, and one, the NGA rate, was an actual measure based on individual student progress over time. The NGA formula addresses several weaknesses found in the six estimated rates. It recognizes the five Virginia diplomas. Advanced, Standard, Modified Standard, Special, and General Achievement are included. General Equivalency Diploma and certificates of program completion are not included. It excludes students who have been retained in the ninth grade; allows Special Education students and students with Limited English proficiency more time to graduate; does not penalize schools with declining enrollments; and takes student mobility into consideration by accounting for students that transfer in and out of schools, the division and the state.

The Committee on Graduation and Dropouts has approved the NGA On-Time Graduation Rate formula for adoption by the full Board of Education.

$$\text{graduation rate} = \frac{\text{[on-time graduates in year x]}}{\text{[(first-time entering ninth graders in year x-4) + (transfers in) - (transfers out)]}}$$

The Virginia implementation of the formula defines graduates as students who earn Advanced, Standard, Modified Standard, Special, and General Achievement Diplomas within four years of the first time they entered the ninth grade. Special Education students and students with Limited English proficiency who have plans in place to allow them more time to graduate will be assigned to different cohorts. Deceased students will be counted among transfers out in the denominator, while incarcerated students will be counted as transfers as they leave and re-enter the system.

In the fall of 2008, the records of first time freshman (the first group of student’s assigned state testing identifiers) in 2004-2005 can be linked to their records four years later to determine their graduation or completion status. Therefore, the NGA On-Time High School Graduation rate will be reported by Virginia for the first time in the fall of 2008 for students who entered the ninth grade four years earlier.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education waive first review and adopt the NGA On-Time Graduation rate formula and accept the report as presented for conveyance to the General Assembly and Governor by December 1, 2006.

Impact on Resources:

There is minimal impact on resources. The agency’s existing resources can absorb costs at this time.

Timetable for Further Review/Action:

None



VIRGINIA BOARD OF EDUCATION

**REPORT TO THE GOVERNOR AND
GENERAL ASSEMBLY ON THE HIGH
SCHOOL GRADUATION RATE
FORMULA**

PRESENTED TO

VIRGINIA BOARD OF EDUCATION

November 29, 2006

**LAN NEUGENT
ASSISTANT SUPERINTENDENT FOR TECHNOLOGY AND HUMAN
RESOURCES**

Background

House Bill 19 (2006) amended § [22.1-253.13:4](#) of the *Code of Virginia* relating to calculation of high school graduation rates. The amendment says that “To ensure the uniform assessment of high school graduation rates, the Board shall collect, analyze, and report high school graduation and dropout data using a formula prescribed by the Board.” A second enactment clause requires the Board to report to the House Committee on Education and the Senate Committee on Education and Health by December 1, 2006, on the formula. The second enactment clause also requires the Board to consider the 2005 Report of the National Governors Association (NGA) Task Force on State High School Graduation Data in developing the formula (the NGA report may be found on the Internet at www.nga.org/Files/pdf/0507GRAD.pdf). A copy of HB 19 is attached.

Graduation Counts, the report of the NGA Task Force, contains five recommendations that address improving the quality of graduation and dropout data.

- Immediately adopt, and begin taking steps to implement, a standard four-year, adjusted cohort graduation rate using the following formula:

$$\text{graduation rate} = [\text{on-time graduates in year } x] / [(\text{first-time entering ninth graders in year } x-4) + (\text{transfers in}) - (\text{transfers out})].$$
- Build the state’s data system and capacity to ensure that the system can collect, analyze, and report the adopted indicators and other important information.
- Adopt additional, complementary indicators to provide richer context and understanding about outcomes for students and how well the system is serving them.
- Develop public understanding about the need for good graduation and dropout rate data.
- Collaborate with local education leaders, higher education leaders, business leaders, and leaders of local community organizations.

The NGA report defines the recommended graduation rate as

“... a measure of on-time completion, with most students, but not all, expected to finish in four years.”

All 50 state governors then signed a compact, agreeing to

“...calculate the graduation rate by dividing the number of on-time graduates in a given year by the number of first-time entering ninth graders four years earlier. Graduates are those receiving a high school diploma. The denominator can be adjusted for transfers in and out of the system and data systems will ideally track individual students with a longitudinal student unit record data system. Special education students and recent immigrants with limited English proficiency can be assigned to different cohorts to allow them more time to graduate.”

Graduation rates have long been used as indicators of school performance, while being heavily critiqued for their unreliability. Current graduation rate formulas are research estimates of the percent of students that graduate. They tend to be unreliable when disaggregated to levels below the state and fail to reflect real-life events such as student mobility, declining school populations, and ninth-grade retention.

The Virginia Board of Education is committed to adopting a graduation rate formula that may be used to uniformly assess high school graduation rates at the state, division, and school levels. Further, the formula must be an actual reflection of student progress, not an estimate. The formula must take into consideration issues such as student mobility, declining student enrollment, instructional practices such as ninth-grade retention, and student achievement that may take longer than the standard four years of high school. Finally, the formula must reflect student attainment of the five diplomas recognized by the Board of Education: the Standard Diploma, the Advanced Studies Diploma, the Modified Standard Diploma, the Special Diploma, and the General Achievement Diploma.

Board Committee Review of Graduation Rate Calculations

The Virginia Board of Education's Committee on Graduation and Dropouts studied seven widely-discussed graduation rate formulas, evaluating the strengths and weaknesses of each. These characteristics included:

- Recognition of the five Virginia diplomas:
- Recognition of retention practices
- Allowing for students that take longer than four years to graduate
- Consideration for student mobility and declining student populations
- Accuracy of the rate when disaggregated to the division, school, and subgroup level.

The five Virginia diplomas are: Standard, Advanced, Modified Standard, Special, and General Achievement. The U.S. Department of Education required the NCLB calculation to include only the Standard and Advanced Diplomas in the numerator; the numerator of some estimates contains all students that received diplomas and students that received certificates of program completion, as defined by 8 VAC 20-131-50 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*.

More students are retained in the ninth grade than any other, making this the largest grade and creating what is referred to as the "ninth grade bulge." Some estimates use membership in the ninth grade four years earlier in the graduation rate denominator; using this number can artificially lower the estimate.

Students with approved individual education plans (IEPs) and limited English proficiency may take longer than four years to graduate. Formulas should account for this by assigning students with IEPs or limited English proficiency to a different cohort.

Some graduation rate estimates do not take into account students that move from school to school, in- and out-of-state, and schools with declining enrollment. As a result, the denominator of the rate (counts of students four years earlier when the population was larger/smaller), is artificially high or low, resulting in an unreliable estimate. Because of this, the estimates are less and less reliable as they are disaggregated, or broken down, to the division, school, and group levels.

The seven graduation rate formulas studied by the Board committee are depicted in the table below.

<i>Rate</i>							
<i>Characteristic</i>	NGA On-Time	Virginia NCLB	Virginia Unadjusted	NCES Averaged Freshman	Warren Estimated Completion Rate	Green Adjusted Completion Rate	Urban Institute Cumulative Promotion Index
Graduation count: calculation counts actual high school students entering and exiting high school Estimate: provides an estimate based on incomplete data	Graduation count	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate
Calculation is based on a cohort of four-year graduates	✓		✓	✓	✓	✓	✓
Calculation accounts for students transferring in and out of schools	✓	✓			✓	✓	
Students retained in 9 th grade do not over-influence graduation rate"	✓	✓		✓	✓	✓	
Calculated rate reflects students that receive the 5 Virginia diplomas defined by the Virginia Board of Education	✓		✓	✓		✓	✓

✓ indicates this characteristic is a strength of the formula

The formulas that are used to calculate each rate are included on the last page of this report.

Of the seven rates studied, six were estimates, and one, the NGA rate, was an actual measure based on individual student progress over time. The Board of Education has adopted the NGA On-Time Graduation Rate formula.

The NGA On-Time High School Graduation Rate Formula

In this formula, graduates (recipients of Advanced, Standard, Modified Standard, Special, and General Achievement Diplomas) in a given year are divided by the number of first time ninth-grade students four years earlier, plus students transferring in, minus students transferring out. Adjustments may be made to the formula to account for students with disabilities and limited English proficient students to allow them more time to graduate. The formula is based on individual student records collected over a period of years, making it an actual, rather than an estimated, rate of completion.

The NGA formula addresses several weaknesses found in the six estimated rates. It recognizes the five Virginia diplomas. It excludes students that have been retained in the ninth grade; does not penalize schools with declining enrollments; and takes student mobility into consideration by accounting for students that transfer in and out of schools, the division, and the state.

Implementation of the High School Graduation Rate Formula

Virginia is implementing a longitudinal student information system that collects individual student records at multiple times throughout the school year. Data collected on the student record that relate to the graduation rate formula are listed below.

- State Testing Identifier (unique number assigned to each student)
- Division, school, current grade
- Age, gender, race/ethnicity, and other demographics
- Promotion/retention status
- Reason for leaving school:
 - Graduated with a diploma or completed with a certificate
 - Dropped out or aged out
 - Transferred (out of school, division, state)
 - Extended absence due to illness, suspension, incarceration
 - Died
- Diploma or other credential received (completers only)

Beginning with the 2004-2005 school year, student records were assigned a unique identifier that stays with each student's record throughout their K-12 public education career. In the fall of 2008, the records of first time freshmen in 2004-2005 can be linked to their records four years later to determine their graduation or completion status. Thus,

the NGA On-Time High School Graduation rate will be reported by Virginia for the first time in the fall of 2008 for students who entered the ninth grade four years earlier.

The Virginia Board of Education's Graduation Rate Formula

The Board of Education has adopted the NGA On-Time Graduation Rate formula:

$$\text{graduation rate} = \frac{[\text{on-time graduates in year } x]}{[(\text{first-time entering ninth graders in year } x-4) + (\text{transfers in}) - (\text{transfers out})]}$$

The Virginia implementation of the formula defines graduates as students who earn Advanced, Standard, Modified Standard, Special, and General Achievement Diplomas within four years of the first time they entered the ninth grade. Special Education students and students with Limited English proficiency who have plans in place to allow them more time to graduate will be assigned to different cohorts. Deceased students will be counted among transfers out in the denominator, while incarcerated students will be counted as transfers as they leave and re-enter the system.

Formulas for the seven graduation rates studied by the Board Committee on Graduation and Dropouts

Rate	Formula
NGA On-time	$\frac{OGy}{[(My-4,fg9) + (TI) - (TO)]}$
Virginia NCLB	$\frac{Gy}{(Oy + Gy + Dy,g12 + Dy1,g11 + Dy2,g10 + Dy3,g9)}$
Virginia Unadjusted	$\frac{Gy}{My-4,g9}$
NCES Averaged Freshman	$\frac{Gy}{(My-5,g8 + My-4,g9 + My-3,g10)/3}$
Warren ECR	$\frac{Cy}{g8y-5 * MA}$
Greene ACR (2001)	$\frac{Dy}{((My-5,g8 + My-4,g9 + My-3,g10)/3) * MA}$
Urban Institute Cumulative Promotion	$(g10y/g9y-1)*(g11y/g10y-1)*(g12y/g11y-1)*(Gy-1/g12y-1)$

OG – On-time Graduates

M – Membership

TI – Transfers In

TO – Transfers Out

O – Other Completers

D – Dropouts

G – Graduates

C – Completers

g – Grade

y - School year

MA – Migration Adjustment:

$$1 + ((g9y+g10y+g11y+g12y) - (g9y-4+g10y-4+g11y-4+g12y-4))$$

$$\frac{(g9y-4+g10y-4+g11y-4+g12y-4)}{1 + ((g9y+g10y+g11y+g12y) - (g9y-4+g10y-4+g11y-4+g12y-4))}$$

CHAPTER 584

An Act to amend and reenact § [22.1-253.13:4](#) of the Code of Virginia, relating to calculation of high school graduation rates.

[H 19]

Approved April 5, 2006

Be it enacted by the General Assembly of Virginia:

1. That § [22.1-253.13:4](#) of the Code of Virginia is amended and reenacted as follows:

§ [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-à-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.

G. To ensure the uniform assessment of high school graduation rates, the Board shall collect, analyze, and report high school graduation and dropout data using a formula prescribed by the Board.

The Board may promulgate such regulations as may be necessary and appropriate for the collection, analysis, and reporting of such data.

2. That the Board of Education shall report to the House Committee on Education and the Senate Committee on Education and Health by December 1, 2006, on the formula to

be used for the uniform assessment of high school graduation rates. In developing the formula, the Board of Education shall consider the 2005 Report of the National Governors Association Task Force on State High School Graduation Data.

3. That the provisions of the first enactment clause of this act shall take effect October 1, 2008.

grades 9-12 is in northern Virginia, these students are geographically distributed throughout the Commonwealth.

- School divisions reported a wide variety of strategies to support LEP student achievement. These strategies are generally consistent with principles cited in the research literature as being effective in supporting LEP student academic achievement.
- School divisions also reported barriers to LEP student graduation. These included resource limitations, academic challenges, social challenges, and consideration for students' age and time in Virginia public schools.
- LEP high school students had similar scores to non-LEP students on the Algebra I and Algebra II Standards of Learning (SOL) end-of-course tests. Scores on the remaining SOL assessments were lower than for non-LEP students, with the largest gap in the science SOL assessments.
- There was a strong relationship between LEP students' scores on the English SOL assessments and their scores on all other SOL assessments. The results of a multiple regression analysis suggest that the skills required to succeed on the English 11 SOL assessments are also important for success on the other ten SOL end-of-course tests used in grades 9-12.
- Additional data to complete the study will be incorporated into a final report scheduled for completion in January 2007. The final report will include recommendations for statewide initiatives for LEP high school students.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education waive first review and approve the Preliminary Report to the Governor and General Assembly on the Analysis of Statewide Data Relating to the Requirements for Obtaining a High School Diploma for Students with Limited English Proficiency (SB 683).

Impact on Resources:

This responsibility can be absorbed by the agency's existing resources at this time. If the agency is required to absorb additional responsibility related to this activity, other resources may be required.

Timetable for Further Review/Action:

With the Board of Education's approval, the report will be submitted to the General Assembly on or before December 1, 2006. Phase II of the report will be presented to the BOE for first review in January 2007.

PRELIMINARY REPORT ON

**The Analysis of Statewide Data
Relating to The Requirements for
Obtaining a High School Diploma
for Students with Limited English
Proficiency (SB 683)**

PRESENTED TO THE

VIRGINIA BOARD OF EDUCATION

NOVEMBER 29, 2006

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Executive Summary

Senate Bill (SB) 683 required the Virginia Board of Education (BOE) and the Virginia Department of Education (VDOE) to collect statewide data on Virginia's public school students with limited English proficiency (LEP). The bill required information on demographics, school division programs and services, and academic indicators of success such as scores on Standards of Learning (SOL) assessments for these students. The bill also required that the BOE and the VDOE analyze the relationships between these factors as they relate to LEP students and the requirements for obtaining a high school diploma as set forth in the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* and the *No Child Left Behind Act of 2001*, and make recommendations on the steps to take to resolve the issues relating to the requirements for obtaining a high school diploma.

To meet the requirements of SB 683, the VDOE and the BOE conducted a study that used a snapshot of data from students in grades 9-12 enrolled during the 2005-2006 school year. Some of the data required to meet the General Assembly's request were not available for this report. This preliminary report describes the results of the analyses completed thus far, and ongoing VDOE activities that support LEP student achievement. A final report will be provided in January 2007 that will describe the results of the additional analyses and recommendations for statewide initiatives for LEP high school students.

The results of available data show that Virginia's LEP students in grades 9-12 are a diverse group that speak over 130 languages and represent more than 140 countries. They are geographically distributed across the state in urban, suburban, and rural communities. The largest concentration of LEP students is in northern Virginia. However, several school divisions with smaller populations have a large percentage of LEP students in grades 9-12. A majority (55 percent) of LEP students are economically disadvantaged, and small percentages are migrant or are experiencing homelessness. Several school divisions reported difficulty evaluating LEP students for special education services. Eight (8) percent of LEP students in grades 9-12 receive special education services, compared with 14 percent of the non-LEP student population in the same grades.

On average, LEP students earn lower scores and pass the SOL assessments at lower rates than non-LEP students on 10 of Virginia's 12 SOL assessments in grades 9-12. LEP students and non-LEP students have similar average scores and pass rates on the Algebra I and Algebra II SOL assessments. The largest performance gap between LEP and non-LEP students exists on the science assessments.

To understand the relationship between performance on the different SOL assessments, the Department of Education analyzed the relationship between LEP student performance on the English 11 SOL assessment and LEP student performance on other SOL assessments. The results suggest that the skills required to be successful on the English 11 SOL are critical for success on the other SOL assessments. The relationship suggests that instruction focused on improving skills needed for the English 11 SOL will also support academic achievement in all other areas assessed through Virginia's SOL assessment program.

School divisions provide a variety of services to meet the educational needs of LEP students. More than 90 percent of Virginia's LEP students are in school divisions that:

- Exercise the option for LEP students to remain in high school until age 22;
- Provide targeted remediation for LEP students who fail the English 11 SOL;
- Offer after-school tutoring for English as a second language students; and
- Provide summer school ESL instruction.

Less than 16 percent of LEP students in grades 9-12 are served by school divisions that provide weekend-tutoring. School divisions reported using a variety of other programs and services to support LEP students' academic success. These include:

- Providing services that support students and their families that are linguistically accessible to speakers of other languages;
- Offering targeted subject area, literacy, language and life-skills classes for LEP students;
- Providing professional development for teachers that is focused on instructional methods for LEP students;
- Making available adult education classes and services to older LEP students; and
- Taking advantage of community resources that can support LEP students' academic achievement.

These services are consistent with the practices identified in the research literature as effective in supporting LEP student achievement (August & Shanahan, 2006; Center for School and District Improvement, 2004; Ladson-Billings, 1995; Thomas & Collier, 2002; Walqui, 2000).

VDOE asked school divisions to report the barriers LEP students encounter in graduating from high school. Ten (10) percent of school divisions serving LEP students reported no barriers to graduation. Those that reported barriers listed factors such as resource limitations, challenges mastering academic materials due to language barriers, social factors, and considerations for students' age and the time it takes to learn academic English.

Additional information is forthcoming. The Department is in the process of analyzing the data that will be incorporated into the final report. This includes the following information on grade 9-12 LEP students enrolled in the 2005-2006 school year:

- Graduation rates and diploma types;
- Drop-out rates;
- Class rank;
- College attendance;
- Amount of formal education obtained prior to entering Virginia public schools; and
- Age at entry into Virginia public schools.

In preparing the final report, the BOE and VDOE will consider the information provided by this study, existing VDOE programs and resources that support LEP student achievement, and best practices to support LEP student achievement, and provide recommendations to address the issues surrounding LEP high school students.

Introduction

Senate Bill (SB) 683 required the Virginia Board of Education (BOE) and the Virginia Department of Education (VDOE) to collect statewide data on Virginia's public school students with limited English proficiency (LEP). The bill required information on demographics, school division programs and services, and academic indicators of success such as scores on Standards of Learning (SOL) assessments for these students. The bill also required that the BOE and the VDOE analyze the relationships between these factors as they relate to LEP students and the requirements for obtaining a high school diploma as set forth in the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* and the *No Child Left Behind Act of 2001*, and make recommendations on the steps to take to resolve the issues relating to the requirements for obtaining a high school diploma. A copy of SB 683 is provided in Appendix A.

To meet the requirements of SB 683, a snapshot of data was analyzed from the 2005-2006 school year. Data were obtained from three sources:

- VDOE student and assessment databases, which maintain data provided by local school divisions;
- A two-part survey requesting data directly from school divisions; and
- The National Student Clearinghouse¹ for information on college attendance.

Some of the data required to meet the General Assembly's request were not available in time to submit this report. Data that were unavailable include:

- Student data collected from school divisions to supplement VDOE records;
- Verified student graduation and drop-out data;
- College attendance data.

This report describes the study findings and the resources VDOE currently provides to support LEP student achievement. A final report will be provided in January 2007 that will incorporate the additional data and provide recommendations to address the issues surrounding LEP high school students.

Data collection from the school divisions was conducted in two parts. The first part focused on programs and services offered to LEP students and barriers to high school graduation. School divisions were asked whether their division offered each of the following programs and services to LEP high school students:

- The option to allow LEP students to attend school until age 22 as permitted by the *Code of Virginia*, Section 22.1-5. D;
- Targeted remediation classes to students who fail the English 11 Standards of Learning (SOL) assessment;
- Summer school English as a Second Language classes;
- After-school tutoring;

¹ The National Student Clearinghouse collects and maintains data on post-secondary and secondary student degree, diploma, and enrollment. For more information, see www.studentclearinghouse.com.

- Weekend tutoring; and
- Other programs, strategies, or services for LEP high school students and their families.

School divisions were also asked to report barriers LEP students encounter in graduating from high school.

The second part of the data collected from school divisions requested individual student information that VDOE does not collect on a regular basis from a random sample of 30 percent of the LEP students in grades 9-12 from each division. The random sample was generated with the qualification that all school divisions responsible for educating at least one LEP student in grades 9-12 be included. The sample size for each school division ranged from one to 2,771 students. School divisions were requested to provide the following information for each student included in the sample:

- The year the student first entered Virginia public schools;
- The number of years of formal education the student had prior to entering Virginia public schools;
- Whether the student's attendance since entering Virginia public schools was uninterrupted or interrupted; and
- The student's class rank (top, middle, or bottom third) of their high school class.

The data collections were conducted using the Department's secure data collection tool. The Department requested that local school divisions provide data about student programs and services in September 2006. One-hundred seventeen (117) of 132 divisions responded, resulting in an 89 percent response rate.

Data collection for the individual student data was completed in November 2006, and the data are currently being analyzed. Thus they were not available to include in this report. These data will be incorporated in a final report scheduled for completion in January 2007.

Analyses of the following data will be incorporated into the final report:

- Number of years of formal education LEP students obtained prior to entering Virginia public schools;*
- Age of first enrollment in Virginia public schools; *
- Class rank or standing;*
- Graduation and dropout information for LEP students;
- Types of diplomas LEP students earned; and
- College attendance of Virginia's LEP students in grade 12, based on information provided by the National Student Clearinghouse.

The remainder of this report describes the results of the analyses conducted in response to SB 683. The first section of the report describes Virginia's LEP student population in grades 9-12. This is followed by information on the strategies and services school divisions implement to support LEP student academic success and the barriers that LEP students may

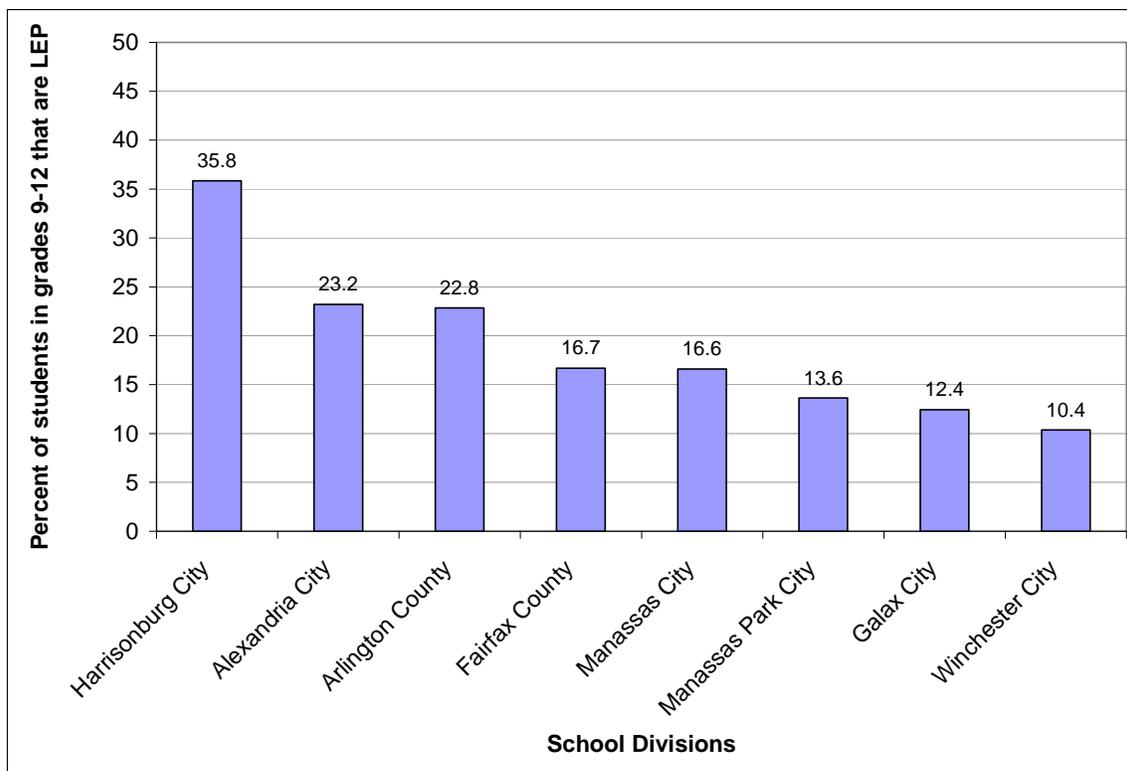
* This information will be based on a random sample of 30 percent of LEP students in grades 9-12 enrolled in the 2005-2006 school year. All school divisions that educated LEP students in grades 9-12 in the 2005-2006 school year were requested to participate in the data collection.

encounter while pursuing a high school diploma. The next section focuses on LEP student achievement as measured in terms of SOL assessment data. The final section of this report provides a summary of current VDOE resources to support LEP student achievement, and a summary of the next steps the BOE and VDOE are taking to complete the study and provide recommendations that address the issues surrounding LEP high school students.

Demographics of Limited English Proficient (LEP) High School Students

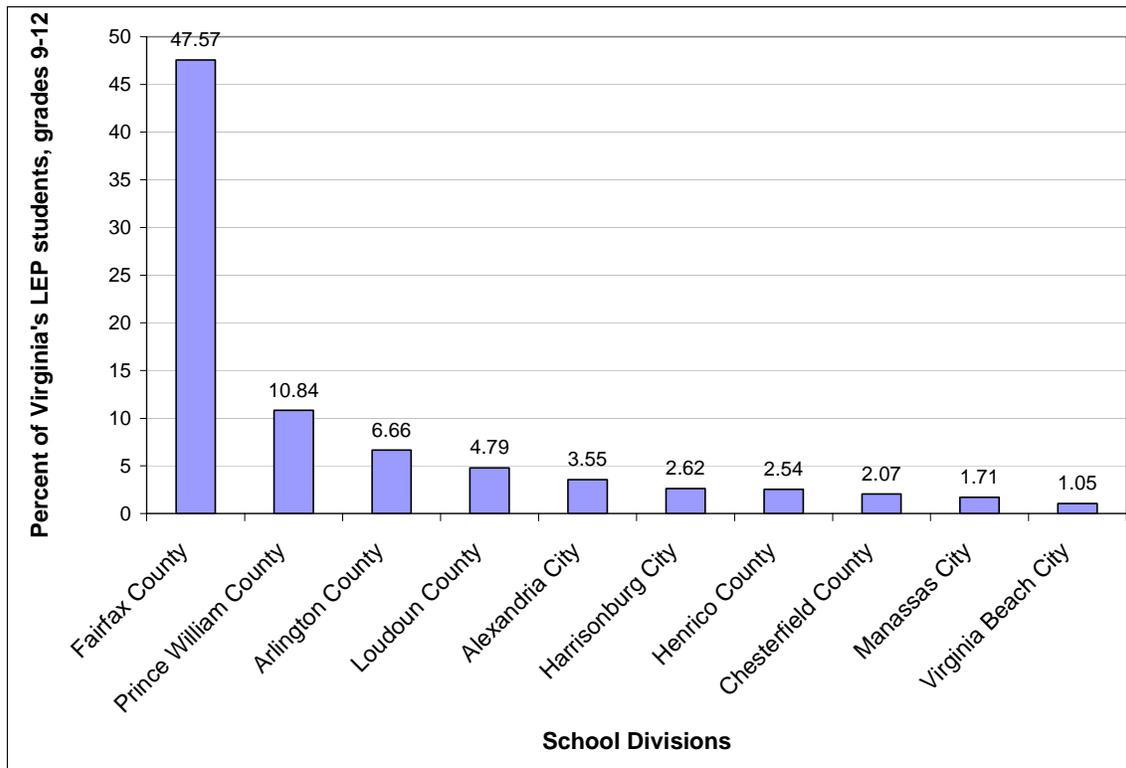
School divisions reported that 17,796 LEP students were enrolled in grades 9-12 in Virginia’s public schools in June 2006. Of these, 952 (5.3 percent) moved at least one time during the school year, often between Virginia school divisions. Figure 1 shows that Harrisonburg had the largest percentage of LEP students in grades 9-12 relative to its total enrollment in grades 9-12. LEP students comprised more than 10 percent of the students enrolled in grades 9-12 in Alexandria, Arlington, Fairfax, Manassas, Manassas Park, Galax, and Winchester.

Figure 1. Percent of LEP students, grades 9-12, in school divisions in which more than 10 percent of students in grades 9-12 were LEP.



Fairfax was responsible for educating close to half of the LEP students in Virginia. Other school divisions serving more than 1 percent of LEP students in grades 9-12 were: Prince William, Arlington, Loudoun, Alexandria, Harrisonburg, Henrico, Chesterfield, Manassas, and Virginia Beach. These data are illustrated in Figure 2, and represent divisions serving 83 percent of the LEP students in grades 9-12. Maps representing the distribution of LEP students across Virginia are provided in Appendix B.

Figure 2. Percent of Virginia’s LEP students in school divisions that educate at least one percent of all LEP students in grades 9-12.



LEP Students’ Country of Origin and First Language

In addition to being enrolled in school divisions throughout the state, Virginia’s LEP students in grades 9-12 are from at least 158 countries, including the United States. Table 1 lists the countries from which Virginia’s LEP high school students originate. Data were available for 67 percent of the LEP high school students, as reported by school divisions. The largest group are the nearly 22 percent of LEP students in grades 9-12 that represent 137 countries. The next largest group represented is from El Salvador, followed by Mexico, and the Republic of Korea. High school LEP students whose home country is reported as the United States are in 10 school divisions. Although these students were born in the United States, a language other than English is the dominant language at home. These divisions include urban, suburban and rural municipalities throughout the state.

Virginia’s LEP high school students’ first languages are also diverse. Table 2 shows the data from 82 percent of Virginia’s high school students for whom VDOE has language data. The most frequently reported language is Spanish, followed by Korean, Urdu, Arabic, Vietnamese, and Farsi. Fourteen (14) percent of the students represent a group that speaks 124 other languages. These languages are spoken by less than one percent of Virginia’s LEP students in grades 9-12.

Table 1. Virginia’s LEP students’ country of origin, grades 9-12

Country of origin	Percent of students*
El Salvador	14.9
Mexico	9.3
Korea, Republic of	7.2
Bolivia	6.4
Peru	5.2
Honduras	4.7
Pakistan	4.6
Vietnam	3.2
Guatemala	2.9
China	2.5
Ethiopia	2.5
India	2.4
Afghanistan	2.1
Philippines	1.6
Ghana	1.6
Sierra Leone	1.3
Somalia	1.3
United States	1.1
Colombia	1.1
Bangladesh	1.0
Iran	1.0
137 Other countries	21.9

*Based on data available from 67 percent of LEP students in grades 9-12.

Table 2. Languages spoken, Virginia’s LEP students, grades 9-12.

Primary language	Percent of students*
Spanish	54.1
Korean	7.4
Urdu	4.0
Arabic	3.3
Vietnamese	3.2
Farsi	2.5
Reported as unknown or unlisted language	2.5
Chinese, Mandarin	2.4
Amharic	2.0
Tagalog	1.5
Russian	1.1
Twi	1.1
French	1.0
Other languages	13.9

*Based on data available for 82 percent of LEP students, grades 9-12.

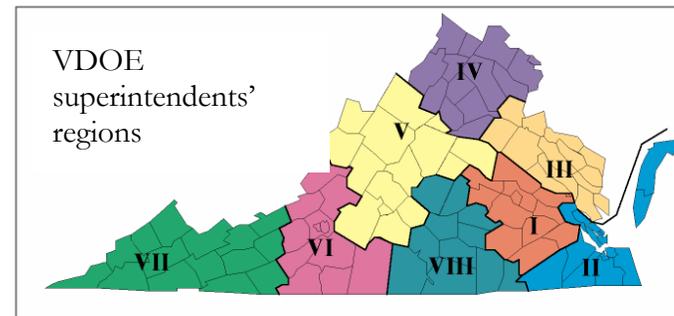
To understand regional variation among the languages that Virginia’s LEP students speak, the Department calculated the five most frequently reported languages in each of Virginia’s eight superintendents’ regions. As shown in Table 3, Spanish is the most frequently reported language of LEP high school students in each of Virginia’s eight superintendents’ regions. However, the second most frequently reported language differs across regions. The second most frequently reported language in Regions II, V, and VI are not among the top five most frequently reported languages of the Commonwealth’s LEP high school students. Regions VII and VIII educate a small percentage of LEP students in grades 9-12. Fewer than 10 students who speak languages other than Spanish comprise the groups of LEP high school students in these regions, and are therefore not reported.

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Table 3. Top five most frequently reported languages of LEP students, grades 9-12, in Virginia's eight superintendents' regions.

Rank order of frequently reported languages	Region I	Region II	Region III	Region IV	Region V	Region VI	Region VII	Region VIII
1	Spanish	Spanish	Spanish	Spanish	Spanish	Spanish	Spanish	Spanish
2	Korean	Tagalog	Urdu	Korean	Russian	Chinese, Mandarin	~	~
3	Serbo-Croatian	Korean	Arabic	Urdu	Unknown or language not listed	Vietnamese		
4	Urdu	Vietnamese	~*	Arabic	Chinese, Mandarin	Farsi		
5	Chinese, Hakka	Chinese, Mandarin	~	Vietnamese	Farsi	~		
Percent of LEP students in region, grades 9-12	5.61	4.18	2.41	79.01	5.48	2.33		

*~There were too few students to report.



Other Descriptive Information

Greater than 55 percent of LEP high school students are identified as economically disadvantaged. Economically disadvantaged students are defined as students who are:

- Eligible for a free or reduced price lunch; or
- Are receiving Temporary Assistance for Needy Families (TANF); or
- Eligible for Medicaid; or
- Identified as either migrant or experiencing homelessness.

Virginia’s LEP population in grades 9-12 is comprised of 41 percent immigrants. According to Title III, Part C, Sec. 3301, (6) of the *No Child Left Behind Act of 2001*, the term ‘immigrant children and youth’ is defined as individuals who:

- Are aged 3 through 21;
- Were not born in any state; and
- Have not been attending one or more schools in any one or more states for more than 3 full academic years.

Approximately 8 percent of Virginia’s LEP students, grades 9-12, are identified as eligible for special education services. As a point of reference, approximately 14 percent of all students enrolled in grades 9-12 receive special education services. The percent of students in each of these categories is shown in Table 4.

Table 4. Percent of LEP high school students identified in other categories.

	Disadvantaged	Immigrant	Experiencing homelessness	Migrant	Special Education
Percent of LEP high school students	55.07%	40.97%	< 1.00%	1.14%	8.45%

In summary, Virginia’s LEP students in grades 9-12 during the 2005-2006 school year represented a diverse group. This diversity can create instructional challenges for school divisions. The next section of this report discusses the strategies Virginia’s school divisions use to support this diverse group of students as well as the barriers they face in providing services.

School Division Programs Designed to Assist LEP Students in their Academic Achievement

As part of the data collection effort for this study, the Department of Education requested that school divisions report on the programs and services they provide to LEP high school students. One-hundred seventeen (117) of 132 school divisions (89 percent)

2 Specifications for Completing the Student Records Data Collection, 2005-2006. Virginia Department of Education. Division of Technology. Revised: 6/29/2006.

responded to the survey, including 14 that did not have any LEP students enrolled in grades 9-12 during the 2005-2006 school year.

SB 683 specifically requested that the BOE and the VDOE collect data to learn whether school divisions:

- Exercise the option to allow LEP students to attend school to age 22;
- Provide targeted remediation classes for LEP students who have failed the English 11 Standards of Learning assessments;
- Offer summer school ESL; or
- Offer after-school and weekend tutoring to assist LEP students in their academic achievement.

The results of the data collection on LEP programs and services are provided in Table 5. More than 90 percent of Virginia’s LEP students in grades 9-12 are served by school divisions that offer all of the services requested in the legislation except weekend tutoring. Weekend tutoring is offered in school divisions serving 16 percent of Virginia’s LEP students in grades 9-12. Forty-one (41) percent of school divisions offer ESL classes in the summer, and these divisions reach 93 percent of Virginia’s LEP students in grades 9-12. This reflects the concentration of LEP students in particular school divisions (see Figures 1 and 2, and Appendix B).

Table 5. Number and percent of school divisions that offer LEP services.

Service offered	Number (percent) of divisions offering service ¹	Percent of LEP students served by divisions offering the service ²
Exercises the option to attend school to age 22	89 (86%)	94%
Remediation for LEP students that fail the English 11 SOL	84 (82%)	95%
After-school tutoring	83 (81%)	96%
Weekend tutoring	20 (19%)	16%
ESL summer school	41 (40%)	93%

¹Based on 103 divisions that responded to the data request and reported serving LEP students enrolled in grades 9-12. An additional 14 divisions reported no LEP students enrolled in grades 9-12.

²The percent of LEP students, grades 9-12, that the service has the potential to reach, calculated as the number of LEP students, grades 9-12 in each school division offering the service divided by the total number of LEP students enrolled in grades 9-12, 2005-2006.

In addition to the specific services requested in the legislation, 71 school divisions (69 percent) serving 93 percent of Virginia’s LEP students in grades 9-12 offer other programs and services to support students’ academic achievement. School divisions reported a wide

variety of services. The services were grouped into the following categories:

- Family support and services;
- Administrative services;
- Adult education and General Education Development (GED) certificate preparation classes and testing;
- Instructional resources and tutoring;
- Targeted classes and instructional activities for LEP students; and
- Other.

The following information provides a more detailed description of the strategies school divisions reported for each category.

Family Support and Services

School divisions reaching more than 87 percent of Virginia's LEP students reported that they provide services to the families of LEP students. There were a wide variety of programs and services reported throughout Virginia, such as: 1) LEP family nights; 2) workshops and meetings; 3) ESL, literacy or other classes that parents can take at the school; 4) parent or family liaisons for LEP students; 5) migrant outreach and support programs; and 6) Spanish language radio programs that provide school information regularly to Spanish-speaking citizens.

Administrative Services

School divisions that reach more than 70 percent of LEP students in grades 9-12 reported that they provide administrative services to support LEP students and create systems that support the accessibility of the school and school community for LEP students and their families. Examples of these services include: 1) intake and welcome centers to facilitate school registration and assess students' English and other academic skills; 2) use of an informal transcript evaluation network to support the schools' ability to transfer credits from prior school experiences; 3) interpreters for students and their families during registration, school events, and conferences; and 4) translated documents during registration and throughout the school year.

Adult Education and General Education Development (GED) Certificate

More than 87 percent of Virginia's LEP students in grades 9-12 attended a school in a division that reported offering older LEP students the opportunity to participate in adult education classes or programs that support students' ability to earn a GED certificate. Some of Virginia's school divisions also offer alternative high schools, which LEP students may attend. School divisions offering adult education, alternative high schools or programs, and GED programs reported different policies with regard to LEP student attendance. In some school divisions, students 18 years of age and older were reported eligible for these programs; other school divisions offer GED and adult education classes to younger students that meet specific eligibility criteria, such as the Individualized Student Alternative Education Plan (ISAEP). In addition, students may participate in alternative and adult education classes to supplement their education in K-12 programs, or to substitute for the K-12 programs. Students who enter adult education programs may seek a high school diploma, GED, or

continue to improve their English and other academic skills without seeking a diploma or certificate of completion. In the survey, one school division reported that 6 percent of its LEP high school students left the K-12 system to attend the adult education program.

Instructional Resources and Interventions

More than 60 percent of Virginia's LEP students in grades 9-12 are served by divisions that reported offering interventions or other resource services that were not specified in the Department of Education survey. Examples include: 1) scheduled periods of ESL support for content classes; 2) resource or study periods for language building; 3) daily living, community life, and study skills classes; and 4) in-school tutoring services.

Targeted Classes and Instructional Activities for LEP Students

More than 29 percent of LEP students in grades 9-12 attended a school in a division that reported they provide targeted classes and instructional activities for LEP students. These classes include: 1) intensive English; 2) transitional English; 3) sheltered instruction observation protocol (SIOP)³; 4) computer software and laboratory-style classes that support language learning and literacy development; and 5) Spanish for Native Speakers courses.

Other

More than 30 percent of the LEP students in grades 9-12 attended a school in divisions that reported using other strategies that do not fall into any of the above categories. These include: 1) collaborating with colleges and universities to support teacher education; 2) incorporating ESL staff development into teachers' professional development training; 3) providing citizenship classes; 4) creating buddy-systems for LEP students; 5) partnering with local agencies, such as health services agencies, to provide students and their families with community referrals; and 6) encouraging LEP students to participate in college and job fairs, college information sessions, and other programs that increase LEP students' awareness of the opportunities beyond high school.

Barriers to Graduation

This study used two approaches to understanding LEP students' barriers to graduation. In the survey sent to school divisions, the VDOE requested that school divisions provide information on the barriers LEP students encounter in graduating from high school. In addition, VDOE obtained data regarding LEP students' graduation and reasons for dropping out of high school from the student records collection. Data about LEP students who graduated and dropped out were not available for inclusion in this report. They will be incorporated in the final report scheduled for completion in January. The information derived from the data collected from school divisions is summarized below.

³SIOP is a program model for teaching grade-level content by controlling vocabulary and language structures, while at the same time promoting students' English language development. Teachers adapt grade level content lessons to the students' levels of English proficiency and incorporate language development into the instruction.

The Department requested that school divisions provide information on barriers to graduation that LEP students encounter. Ten (10) percent of the school divisions responding to the LEP survey reported that no barriers exist, and several stated that to date, all of their LEP students in grades 9-12 have graduated from high school or been promoted based on academic achievements. Some offered more detail about the positive experiences of their LEP students. For example, one school division reported the following:

Over the past several years, we have noted a positive trend reflected in our LEP students. Our LEP students are proud of being affiliated with [our high school], proud of their academic and social achievements, and anxious to demonstrate their attachment to their school and community. This positive attitude is contagious and welcomed. An example of this positive attitude can be seen upon entering the front doors to the high school. The high school mascot ... is soaring above the photos of our athletic teams. The mascot was designed ... by a LEP student.

Despite many positive responses to the question, most school divisions reported some barriers to LEP student graduation. Responses to the LEP survey question about barriers to education fell into the following categories:

- Resource limitations;
- Academic challenges;
- Social factors;
- Age and time constraints; and
- Other.

The following information provides a more detailed description of the barriers reported for each category.

Resource Limitations

School divisions commented that the lack of consistent resources throughout the state has adverse effects on this population, which can be highly mobile. Divisions also reported more specific details about the resource limitations that affect LEP students.⁴

Several school divisions reported that they lack the qualified staff and other resources necessary to support their LEP students, and many commented on the need for improved and additional preparatory programs for Virginia's teachers to earn ESL endorsements. In some school divisions, the few LEP students that require services are distributed throughout a wide geographic area. This requires the staff (often one ESL teacher) to spend considerable amounts of time traveling to meet students' needs. Other staff positions that were mentioned as lacking were bilingual counselors and translators, and staff trained to evaluate LEP students for learning disabilities. School divisions also reported that they are constrained by a lack of transportation, which prevents LEP students from being able to participate in after-school activities such as tutoring, sports, and clubs. School divisions also reported a lack of programs for LEP students. Examples included community programs, newcomer programs, and career and technical education programs that are accessible to LEP students.

⁴ Some of these issues may also affect students that are not LEP.

Academic Barriers

A majority of the divisions that provided information on barriers reported academic barriers to graduation. These barriers include:

- Students' lack of credits when transferring into Virginia's public schools;
- Limited access to course materials due to language barriers;
- The inability to meet standard course requirements and pass required core classes, in large part due to language barriers; and
- Difficulty passing SOL assessments.

School divisions also reported that some LEP students enter Virginia's public high schools with lower education levels than are expected of Virginia's students in grades 9-12. These students are at a particular disadvantage as research indicates that schooling in a primary language is the strongest predictor of student achievement in a second language (Thomas and Collier, 2002). This and other research on LEP students typically focus on achievement in the younger grades. There is little research that focuses on language development for students who begin school at the middle and high school levels (Center for School and District Improvement, 2004; Genesee, Geva, Dressler, & Kamil, 2006; Lesaux & Geva, 2006).

Social Factors

School divisions frequently cited social factors that were barriers to LEP students graduating from high school. For example, school divisions report that students often have little support for their educational achievement and English language development outside of school. In addition, LEP students often have family responsibilities, such as working and providing childcare, that interfere with their ability to fully participate in school and activities.

Age and Time Constraints

School divisions reported that many LEP students enter Virginia public schools in their teen years with low levels of English proficiency, and that such students do not have enough time to learn English and earn enough credits to graduate before they age out of the system. Research suggests that it can take up to five years of English language instruction before a LEP student will be able to read and write proficiently in academic English. Research also indicates that LEP students who have little or no prior education and who may be illiterate in their first language may take seven to ten years to achieve grade level proficiency (Thomas & Collier, 2002). Achieving academic fluency is a long, gradual process that is strengthened with effective instructional strategies (Peregoy & Boyle, 2005). The ongoing data collection on individual students and the summary of LEP student dropout data that will be provided in the final report in January 2007 will provide information that will enable the Department to estimate the proportion of LEP students affected by entering school in their teen years.

Other Reported Barriers

Several school divisions reported barriers to graduation that did not fit into a particular category. Some school divisions reported that some LEP students lack the motivation to succeed because of a perceived lack of opportunity beyond high school. Some divisions further specified that students may believe that they can never attend college because of their

immigrant status. In addition, school divisions reported that some LEP student-achievement suffers due to inconsistent attendance in Virginia's public schools, which was reported to result from trips to the home country, need to work, and health and medical issues. The final report to this report will contain data provided by school divisions that will support the Department's ability to estimate the percentage of LEP students affected by interrupted education in Virginia public schools, and to understand the relationship between consistent schooling and academic achievement.

LEP Student Academic Achievement and Future Educational Plans

VDOE collects limited data that relate to student graduation requirements. Information on standard credits earned and courses taken are maintained at the local level. The Department maintains data on students' SOL assessment scores. With the Department's Educational Information Management System (EIMS) in place, for the first time in the 2005-2006 school year these data could be linked so that students' scores on one SOL assessment can be linked to that students' performance on other SOL assessments during the 2005-2006 school year. However, the Department cannot make this link with previous years' data, and therefore does not have records on students' earned verified credits.

Performance on Standards of Learning (SOL) Assessments

In Virginia, LEP high school students are required to take the SOL assessments when they complete each course for which there is an associated SOL assessment. According to the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, 8 VAC 20-131-30, *Student achievement expectations*, "All students identified as limited English proficient (LEP) shall participate in the Virginia assessment program. A school based committee shall convene and make determinations regarding the participation level of LEP students in the Virginia assessment program." In 2005-2006, Virginia reported that 99 and 100 percent of LEP students across the Commonwealth participated in the appropriate SOL English and mathematics tests, respectively.

Table 6 shows the number of students who took each SOL assessment, average SOL scale scores, and the percent of LEP high school students that passed the exams. The table also shows the same information for non-LEP students in 2005-2006, and the difference in the percent of LEP and non-LEP students who passed the exams.

Average scores for both LEP and non-LEP students are above passing (i.e., ≥ 400) for all assessments. For all SOL assessments, fewer LEP students passed than non-LEP students, with the difference ranging from 2 to 32 percent. LEP students passed the Algebra I and II tests at similar rates as the non-LEP students, with only 2 to 4 percent fewer LEP students passing the tests than non-LEP students.

The largest difference in performance was in the sciences, where 21 to 32 percent fewer LEP students passed the SOL assessments than non-LEP students. This difference is larger than that of student performance on the English writing SOL, often considered the most difficult for LEP students. Figure 3 illustrates the pass rates for LEP and non-LEP students in each SOL assessment.

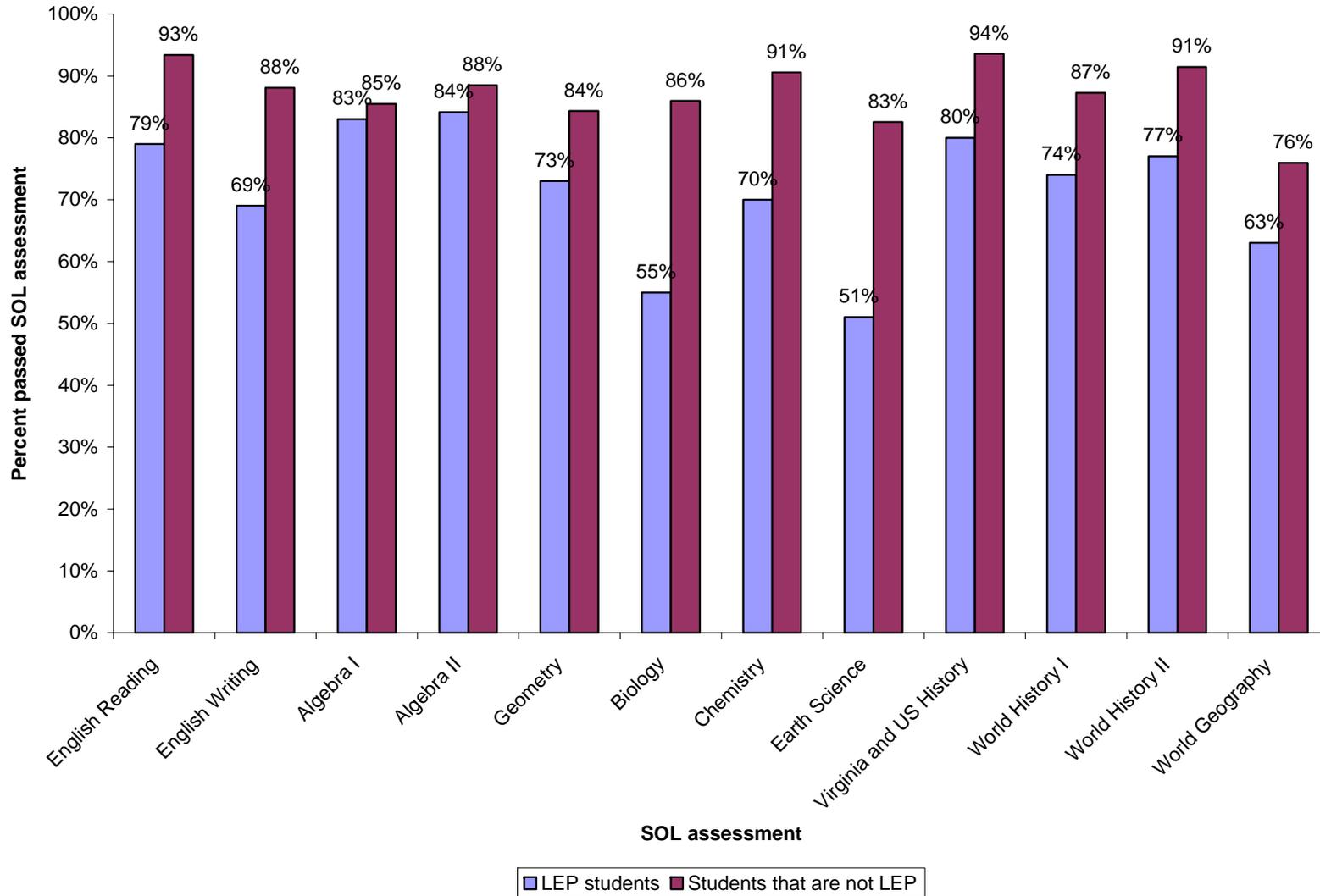
Table 6. Average score and pass rate in SOL assessment scale scores for LEP and non-LEP students, grades 9-12 during the 2005-2006 school year.¹

	SOL assessment	Number	Average score	Pass rate	Percent difference in pass rates
English/ language arts	English Reading				
	LEP students	2,087	435	79%	14%
	non-LEP students	69,573	495	93%	
	English Writing				
LEP students	2,737	421	69%	19%	
non-LEP students	83,594	465	88%		
Mathematics	Algebra I				
	LEP students ²	3,158	444	83%	2%
	non-LEP students	53,080	442	85%	
	Algebra II				
	LEP students	1,741	462	84%	4%
	non-LEP students	53,360	463	88%	
Geometry					
LEP students	2,617	438	73%	11%	
non-LEP students	66,362	456	84%		
Science	Biology				
	LEP students	4,122	404	55%	31%
	non-LEP students	77,530	448	86%	
	Chemistry				
	LEP students	1,844	425	70%	21%
	non-LEP students	46,875	445	91%	
Earth Science					
LEP students	2,709	402	51%	32%	
non-LEP students	67,110	449	83%		
History and social science	Virginia and US History				
	LEP students	2,483	438	80%	14%
	non-LEP students	69,690	487	94%	
	World History I				
	LEP students	3,414	438	74%	13%
	non-LEP students	56,944	470	87%	
	World History II				
	LEP students	2,943	442	77%	14%
non-LEP students	58,481	477	91%		
World Geography					
LEP students	517	424	63%	13%	
non-LEP students	21,752	452	76%		

¹Pass rates are calculated based on each student's best score, regardless of the number of times the student participated in the assessment, and may not correspond to pass rates calculated for other purposes, such as calculations used to determine adequate yearly progress (AYP).

² Includes students that participate in the plain English version of the Algebra I SOL assessment.

Figure 3. Percent of LEP and non-LEP students passing the SOL assessments, grades 9-12, 2005-2006 school year.



Relationship Between Performance on the English SOL and Other SOL Assessments

The VDOE used the SOL assessment scale scores to statistically assess whether performance on the English 11 reading and writing SOL assessments was related to performance on the remaining 10 SOL assessments during the 2005-2006 school year. The analyses tested the hypothesis that students' academic English proficiency, as measured by the reading and writing components of the SOL assessment, is related to performance on all other SOL assessments. The prediction was that as performance on the English 11 reading and writing SOL assessment increased, so would performance on the other SOL assessments.

These analyses included simple correlations between the English 11 reading and writing SOL assessment and all other assessments, and a more complex multiple regression analysis. The regression analysis used the combination of the reading and writing components of the English 11 SOL assessment to estimate scores on each of the other SOL assessments. The statistical calculations included data for students that participated in the English 11 SOL assessments, and the other SOL assessments of interest in the 2005-2006 school year. For example, the statistical correlation between performance on the English 11 reading SOL and performance on the Virginia and U.S. History SOL assessment was calculated for students that participated in both assessments. Details of the statistical models used in these analyses are provided in Appendix C.

The results of these analyses showed that performance on the English 11 SOL reading and writing components were strongly related. As performance on the reading component of the SOL assessment increased, so did performance on the writing component of the SOL assessment. Further, the results suggested that the skills required for success on the English 11 SOL reading and writing assessments are important for success on all of Virginia's SOL assessments. More specifically, the results suggest the following:

- There is a strong relationship between LEP student performance on the English 11 SOL reading and writing assessments and performance on other SOL assessments.
- This relationship suggests that the skills required to pass the English 11 SOL assessment are also required to pass the other SOL assessments. The relationship is strongest in World History II and Virginia and U.S. history; The relationship is smallest, but statistically significant for Algebra II and Geometry.
- The skills that contribute to performance on the reading or writing components of the English 11 SOL assessment contribute uniquely to performance on all but two of the other SOL assessments. Performance on the reading SOL assessment does not contribute to LEP student performance on the Algebra I and World Geography SOL above and beyond the contribution that performance on the reading and writing tests account for together. See Table 2 in Appendix C for further details.

Other Academic Indicators

As part of their support of students' academic achievement in high school, school divisions must prepare LEP students for college. One indicator that students are being prepared for

college is the degree to which students attend college. The Department’s end-of-year data collection from local education agencies includes a request that school divisions report students’ plans after graduation. The information is not typically reported by the students, but rather by a teacher, counselor, or school administrator. Table 7 lists the plans reported for LEP students in grade 12 in the 2005-2006 school year. Nearly 55 percent of the 2,193 grade 12 LEP students plan to continue their education, and more than 50 percent of the students plan to attend two- or four-year colleges. As described earlier, the Department of Education has requested data from the National Student Clearinghouse on actual enrollment of Virginia’s LEP students who graduated in 2006. The information will be provided in the final report in January 2007.

Table 7. LEP 12th grade students reported plans after graduation, 2005-2006 school year.

	Number	Percent
Two-year college	682	31.10 %
Four-year college	437	19.93%
Employment	176	8.03%
Other educational plans	85	3.88%
None	76	3.47%
Military	28	1.28%
Not reported	709	32.33%
Total in grade 12	2,193	100%

Adequate Yearly Progress and the Federal *No Child Left Behind Act of 2001*

To comply with the *No Child Left Behind Act of 2001* (NCLB), the VDOE calculates LEP students’ adequate yearly progress (AYP) towards the goals of NCLB in accordance with the *Virginia Board of Education Consolidated State Application: Amended Accountability Workbook*. On an annual basis, VDOE calculates SOL assessment pass rates on the SOL assessments at the school, division, and state level for all students that participated in the assessments, and for particular subgroups, including LEP students. These pass rates are compared to annual target pass rates established by the BOE for English (reading/language arts) and mathematics. Table 8 shows the pass rates for LEP and all students participating in high school SOL assessments. The table also shows Virginia’s target pass rates established by the BOE for the past three years.

Table 8. LEP and all students' pass rates for high school SOL assessments as calculated to determine Virginia's adequate yearly progress toward NCLB goals.

School year	Reading/language arts			Mathematics		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Adequate yearly progress (AYP) target pass rates	61%	65%	69%	59%	63%	67%
All students	89%	88%	90%	84%	86%	85%
LEP students	75%	70%	73%	78%	81%	80%

Statewide, Virginia's LEP high school students have exceeded the annual target pass rates for the past three school years in English (reading/language arts) and mathematics, the priority disciplines in NCLB. LEP student progress on the high school assessments each year has not consistently increased over these same three years in either subject area. In 2006, pass rates in mathematics increased by two percentage points compared to performance in 2004, although there was a one percentage point decrease from 2005 to 2006. Pass rates in 2006 on English assessments have decreased by two percentage points since 2004, although there was a three percentage point increase in pass rates from 2005 to 2006. Complete information on Virginia's pass rates as calculated for AYP for the past three years is available at:

<https://eb02.vak12ed.edu/reportcard/report.do?division=All&schoolName=All>.

Graduation Requirements

The Virginia BOE graduation requirements include flexibility that can assist LEP students in their academic achievement, and successful completion of the requirements to earn a Standard or Advanced Studies Diploma. To earn a Virginia diploma, students must earn a combination of standard credits and verified credits. Standard course credits are earned by passing a course provided by school divisions; verified credits are earned by passing a course *and* passing the SOL assessment or BOE approved substitute assessment. Table 8 shows the number of standard and verified credits required to graduate for students entering ninth grade for the first time in 2003-2004; these are students who, if they graduate in four years, will graduate in the 2006-2007 school year. 5 BOE approved policies provide flexibility in the tests for science and history and social sciences, in that students may substitute assessments, credentials, and licenses earned from BOE approved career and technical education programs to meet verified credit requirements.

5 Information on BOE policies that apply to students who transfer into Virginia public schools later than 2003-2004 or entered ninth grade for the first time before 2003-2004, is available at <http://www.doc.virginia.gov/VDOE/studentsrvcs/gen-grad-req.pdf>.

Table 9. Standard and verified credits required to earn a standard diploma for students entering ninth grade for the first time in 2003-2004 (8 VAC 20-131-50.B).

Discipline	Required standard	Required verified
English Language Arts	4	2
Mathematics	3	1
Laboratory Science ¹	3	1
History and Social Sciences ¹	3	1
Health and Physical Education	2	
Fine Arts or Career and Technical Education	1	
Electives	6	
Student Selected Tests ¹		1

¹BOE policy allows students who complete a career and technical education program sequence and pass a BOE approved examination or occupational competency assessment, or acquires a professional license in a career and technical education field to substitute the certification, credential, or license for the 1) student selected credit or 2) the science or history and social science verified credit.

Ongoing Activities and Next Steps

The VDOE provides ongoing support and assistance to school divisions responsible for educating LEP students. These resources may be organized into the following five categories: 1) curriculum and instruction; 2) assessment; 3) parental involvement; 4) professional development opportunities; and 5) general resources. The resources available to the school divisions that support LEP student achievement at all grade levels are described below.

Curriculum and Instruction

English Language Proficiency Standards of Learning (currently under revision)

The English Language Proficiency Standards of Learning support the English language development of LEP students. The goal of these standards is to provide the foundation that will enable LEP students to be successful in the English Standards of Learning and in other content areas. The current version is available at:

<http://www.doe.virginia.gov/VDOE/Superintendent/Sols/EnglishSOL02.html>.

Mathematics: Strategies for Teaching Limited English Proficient (LEP) Students – A Supplemental Resource to the K-12 Mathematics Standards of Learning Enhanced Scope and Sequence, April 2004

This document serves as a supplement to the K-12 Mathematics Standards of Learning Enhanced Scope and Sequence, which helps teachers align their classroom instruction with the Mathematics Standards of Learning. The purpose of the document is to provide mathematics teachers with a brief overview of second language acquisition theory and

suggest effective strategies for differentiating instruction for LEP students. The resource is available at: <http://www.doe.virginia.gov/VDOE/Instruction/ESL/#elpsol>.

Language Arts: Strategies for Teaching Limited English Proficient (LEP) Students – A Supplemental Resource to the K-12 English Standards of Learning Enhanced Scope and Sequence, January 2006

This document serves as a supplement to the K-12 English Standards of Learning Enhanced Scope and Sequence, which helps teachers align their classroom instruction with the English Language Arts Standards of Learning. The purpose of this document is to provide language arts and content teachers with a brief overview of second language acquisition theory and suggest effective strategies for differentiating instruction for LEP students. The document is available at: <http://www.doe.virginia.gov/VDOE/Instruction/ESL/#elpsol>.

Using the mathematics and language arts documents as a framework, VDOE is preparing a supplemental resource to the K-12 Standards of Learning enhanced scope and sequence materials for science instruction to support LEP student instruction.

Assessment

Plain English version of the Mathematics Standards of Learning Assessment for LEP Students

A plain English version of the mathematics SOL assessment for grades three through eight and Algebra I is available for LEP students at the lowest levels of English language proficiency. The plain English versions assess the same content as the regular mathematics assessments but have language modifications. More information is available at: <http://www.doe.virginia.gov/VDOE/Instruction/ESL/#elpa>.

A plain English version of a science end-of-course SOL assessment is being developed for use in the 2007-2008 school year. The plain English version will assess the same content as the regular assessment, but will have language modifications.

Parental Involvement

Best Practices for Inclusion of LEP Parents Guide in partnership with USED Office of Civil Rights

The purpose of this document is to help school divisions develop parental involvement programs that are accessible to LEP parents, address their unique needs, and, ultimately, have a positive influence on LEP students' academic achievement. This document serves as a vehicle for school personnel working with LEP parents to share effective practices and network with other school divisions. The document is available at: <http://www.doe.virginia.gov/VDOE/Instruction/ESL/increasing-LEP-parent-involvement.pdf>.

Selected Examples of Professional Development Opportunities

The VDOE offers professional development opportunities to Virginia's teachers. The following opportunities are available to support LEP student achievement.

Technical Assistance Academy for New Title I, Title II, and Title III Coordinators

Held annually, this technical assistance academy focuses on providing new coordinators with guidelines and information related to implementing the requirements of the *No Child Left Behind Act of 2001*. More information is available at:

<http://www.doe.virginia.gov/VDOE/suptsmemos/2006/inf051.html>.

From Vision-to-Practice Annual Academy: Implementing the No Child Left Behind Act of 2001

Held annually, this technical assistance academy focuses on providing schools and school divisions with strategies and scientifically-based research for improved student achievement. More information on this academy is available at:

<http://www.doe.virginia.gov/VDOE/suptsmemos/2006/inf055.html>.

Parents Educating Parents (PEP) Training Academy for Title III Coordinators

Offered annually, this training academy provides school divisions with a structured program for including parents of LEP students in the education of their children. Along with a companion framework document, *Increasing Limited English Proficient (LEP) Parent Involvement*, the academy is designed to help school divisions develop parental involvement programs that are accessible to LEP parents, address their unique needs, and have a positive influence on LEP students' academic achievement. More information about this program is available on the Department's ESL Web site at:

<http://www.doe.virginia.gov/VDOE/suptsmemos/2006/inf122.html>.

Graduate-level course, Reading and Writing Strategies for LEP Students

VDOE in conjunction with George Mason University offers a graduate level course to support LEP student instruction. The course, offered three times per year since 2004, focuses on: 1) literacy development; 2) the reading and writing process in first and second languages; 3) research on reading comprehension; and 4) effective teaching and assessment approaches for students from diverse cultural and linguistic backgrounds. The course has been offered during the fall, spring, and summer semesters in different locations throughout the Commonwealth. More information is available at:

<http://www.doe.virginia.gov/VDOE/suptsmemos/2006/inf161.html>.

Sheltered Instruction Observation Protocol (SIOP) Academies

To support school divisions' ability to improve instruction for LEP and other students, VDOE is conducting a series of SIOP training courses for selected school divisions. SIOP is a research-based approach to planning and implementing sheltered content lessons that has proven effective with English language learners throughout the United States (Guarino, Echevarria, Short, Schick, Forbes, & Rueda, 2001).

General Resources to Support LEP Students

The Department of Education's ESL Web site provides school divisions with information on several LEP resources, such as the *ESL Handbook for Teachers and Administrators*, several documents translated into Spanish, information on how to reach interpreters, and presentations from professional development academies and conferences. The Web site and LEP resources are available at: <http://www.doe.virginia.gov/VDOE/Instruction/ESL/>.

Next Steps

Additional information is forthcoming. The Department is in the process of analyzing the data that will be incorporated into the final report that is scheduled for completion in January 2007. This includes information on grade 9-12 LEP students: 1) graduation rates and diploma types; 2) drop-out rates; 3) class rank; 4) college attendance; 5) amount of formal education obtained prior to entering Virginia public schools; and 6) age at entry into Virginia public schools. In preparing the final report, the BOE and VDOE will consider the information provided by this study, existing VDOE programs and resources that support LEP student achievement, and best practices to support LEP student achievement. The final report will provide recommendations to address the issues surrounding LEP high school students.

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Appendix A: Legislative Mandate — 2006 General Assembly

CHAPTER 526, 2006 ACTS OF GENERAL ASSEMBLY

An Act relating to the requirements for obtaining a high school diploma and students with limited English proficiency.

[S 683]

Approved April 4, 2006

Be it enacted by the General Assembly of Virginia:

1. § 1. *Certain data collection and analysis required.*

A. The Board and Department of Education shall collect statewide data on Virginia's public school students with limited English proficiency (LEP) and school division programs for LEP students that shall include, but need not be limited to, (i) the demographics of Virginia's LEP students, including country of origin, first or native language, school attendance in the country of origin, and age and grade of first enrollment in a Virginia public school; standards of learning assessment scores; reasons for dropping out of high school; barriers to high school graduation; graduation rates; kinds of diplomas awarded to LEP students, class standing, and college aspirations and attendance; and (ii) school division programs designed to assist LEP students in academic achievement, such as exercising the option to allow LEP students to attend until attaining the age of 22, providing targeted remediation classes for students who have failed the English 11 standard of learning assessments, summer school English for Speakers of Other Languages (ESOL) classes, after-school and weekend tutoring, and other strategies to assist older high school LEP students in meeting graduation requirements.

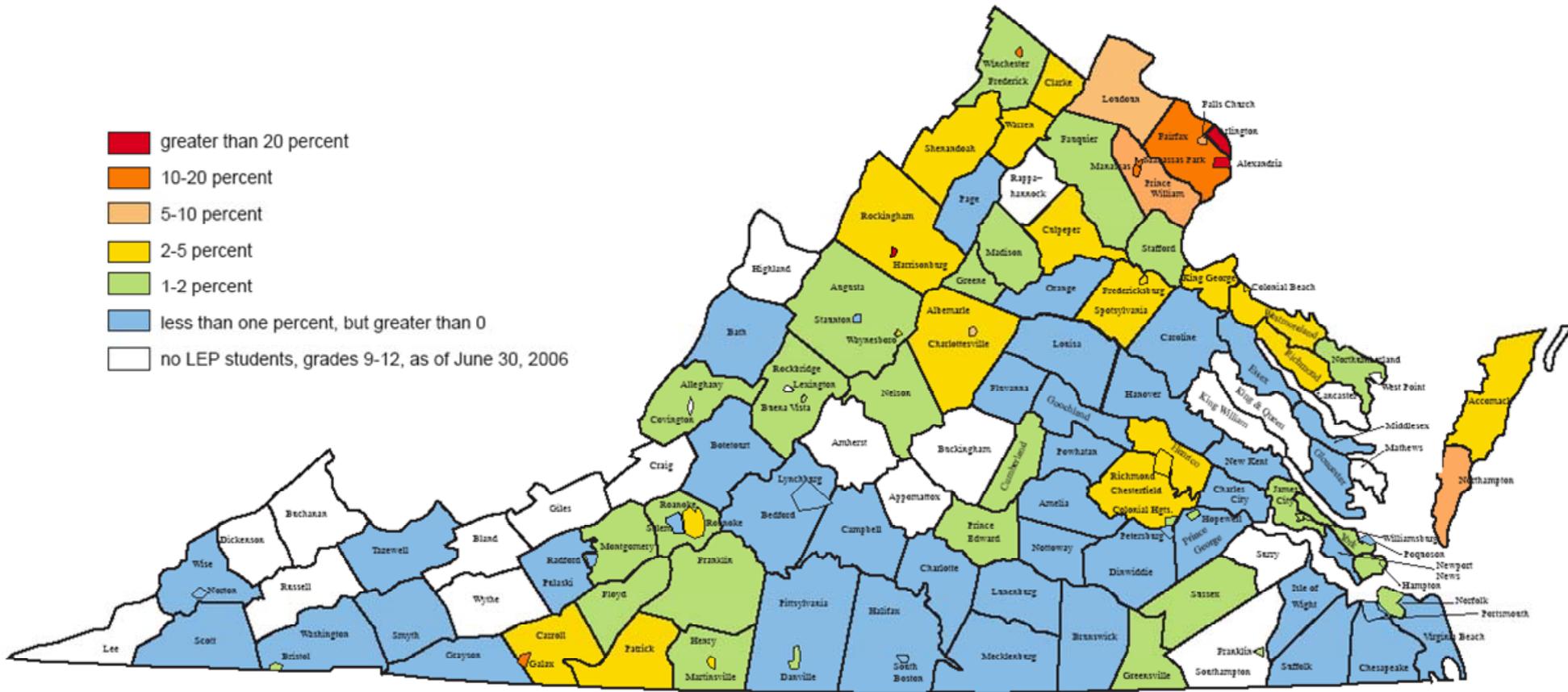
B. The Board and Department shall (i) analyze the data required to be collected by subsection A in relationship to the requirements for obtaining a high school diploma as set forth in the Standards for Accrediting Public Schools in Virginia, the federal No Child Left Behind Act, and the needs of LEP students; and (ii) by December 1, 2006, recommend to the Senate Committee on Education and Health and the House Committee on Education steps to resolve the issues relating to the requirements for obtaining a high school diploma and students with limited English proficiency that will retain high academic standards and accountability, while assisting such students in their endeavors to obtain an education and to become productive Virginians.

Appendix B: Distribution of Grade 9-12 LEP Students in Virginia, 2005-2006

Virginia's LEP students are largely concentrated in Northern Virginia. Figure 1 shows the distribution of LEP students in grades 9-12 relative to the entire grade 9-12 LEP population in Virginia. Several school divisions with relatively small numbers of LEP students educate significant percentages of LEP students relative to their total grade 9-12 student population. This is illustrated in figure 2.

VIRGINIA BOARD OF EDUCATION

Figure 2. Percent of LEP students in grades 9-12 enrolled at the end of the 2005-2006 school year, as a function of each divisions' total enrollment in grades 9-12.



Information is based on data reported by local school divisions to the Virginia Department of Education

Appendix C: Details of the Statistical Models of SOL Assessment Data

The Department of Education analyzed the SOL assessment scale scores to determine whether performance on the English 11 reading and writing SOL assessments was related to performance on the remaining ten SOL assessments during the 2005-2006 school year for individual students that participated in more than one assessment in 2006. For these analyses, it is noteworthy that longitudinal analyses would not be appropriate, as the underlying hypotheses of this analysis is that students' underlying academic English proficiency at a given point in time, as measured by the reading and writing components of the SOL assessment, is related to performance on all other SOL assessments. Further, it was predicted that as performance on the English 11 SOL reading and writing assessments increases, so does performance on the other SOL assessments.

Results of the analyses show that performance on the English 11 SOL reading and writing assessments are related. The Pearson correlation coefficient, $r = 0.63$, indicating a strong relationship between scores on the two components of the English 11 SOL assessment for LEP students. Table 1 shows the correlations between the English 11 SOL reading and writing assessments and the other SOL assessments. These relationships were moderate to strong for all SOL assessments, which indicate that for individual students, higher scores on the English 11 SOL assessments are associated with higher scores on the other SOL assessments.

Table 1. Pearson correlation coefficients (r) between the English 11 SOL reading and writing assessments and other SOL assessment scale scores for LEP students grades 9-12, enrolled in the 2005-2006 school year.

	English reading	Number*	English writing	Number*
Algebra I	0.37	184	0.47	241
Algebra II	0.40	551	0.37	650
Geometry	0.39	633	0.34	756
Biology	0.39	260	0.51	378
Chemistry	0.46	507	0.46	573
Earth Science	0.53	464	0.49	544
VA and US History	0.61	1,305	0.57	1,377
World History I	0.41	75	0.46	106
World History II	0.70	146	0.66	197
World Geography	0.40	39	0.59	45

*Number of students who had scores in both the English component of the SOL assessment and the other SOL assessments in the analysis.

In addition, the Department conducted a multiple regression analysis in which the combination of the English reading and writing components of the English 11 SOL

assessments were used to estimate student scores on the other SOL assessments. The results of this analysis provide answers to the following questions:

- How well can scale scores on the combination of English 11 reading and writing SOL assessments estimate scores on each of the other SOL assessments?
- Do the components of the English 11 SOL reading and writing assessments independently contribute to a multiple regression model estimating performance on each of the other SOL assessments?

The Venn diagrams in figures 1 and 2 illustrate the information that these analyses provide. The results of these analyses are shown in table 2.

Figure 1 illustrates the relationship between performance on the English reading and writing components of the English 11 SOL assessment, and performance on the World History II SOL assessment. English writing and reading together account for 57 percent of the variance in performance on the World History II SOL assessment. In figure 1, this is illustrated by the overlapping areas between English reading, writing, and World History II, or the combination of the sections marked A, B, and C (A+B+C). The English 11 reading component uniquely accounts for 11 percent of the variance in performance on the World History II SOL assessment. In figure 1, this is illustrated by the section marked “A”, which is the area of overlap between performance on the reading component of the English 11 SOL assessment—to the exclusion of the overlapping area that includes World History II, English reading and English writing, which is marked “C.” Also, English writing accounts for 7 percent of the variance in World History II scores, above and beyond the variance accounted for by the two English SOL assessments combined, as marked by “B” in figure 1. These results suggest that the scale scores on the English 11 SOL assessment are strong predictors of performance on the World History II SOL assessment, and that the skills required on the writing and reading components of the SOL assessment contribute independently to the performance on the World History II SOL assessment.

For comparison, consider the smaller overlapping areas in figure 2. This figure illustrates the smaller amount of variance that the combination of performance on the English reading and writing SOL assessment account for in performance on the biology SOL assessment. In this analysis, results show that performance on the English 11 reading and writing SOL assessments combined account for 22 percent of the variance in performance on the biology SOL assessment (A+B+C). Performance on the English 11 reading and writing assessments uniquely account for 6 and 8 percent of the variance, as illustrated by “A” and “B” respectively.

Figure 1. Illustration of the results of a multiple regression analysis using English 11 SOL assessment scores to predict performance on the World History II SOL assessment.

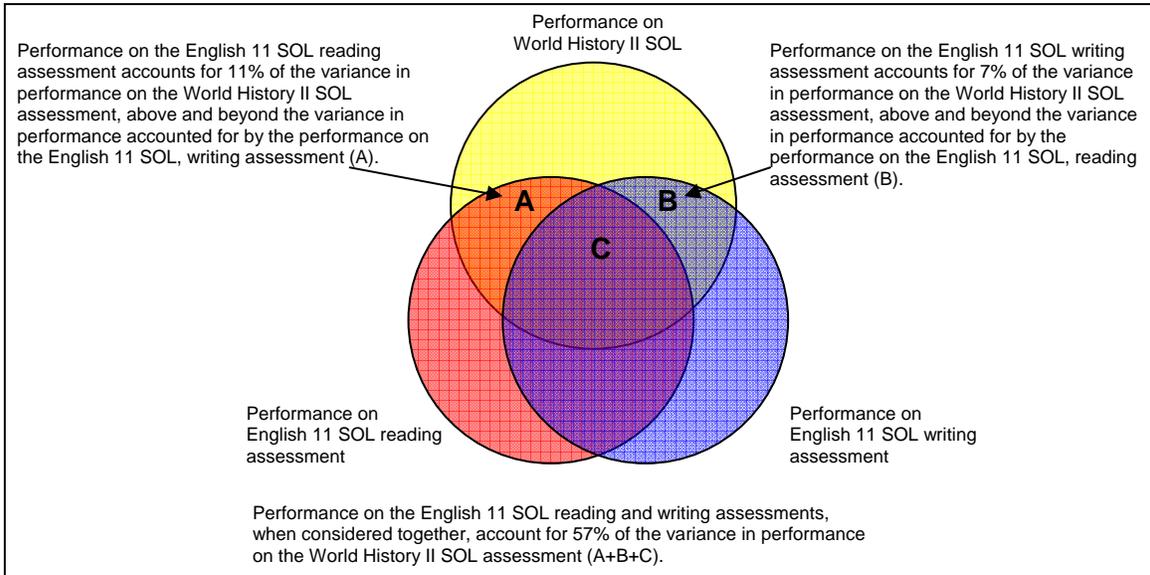
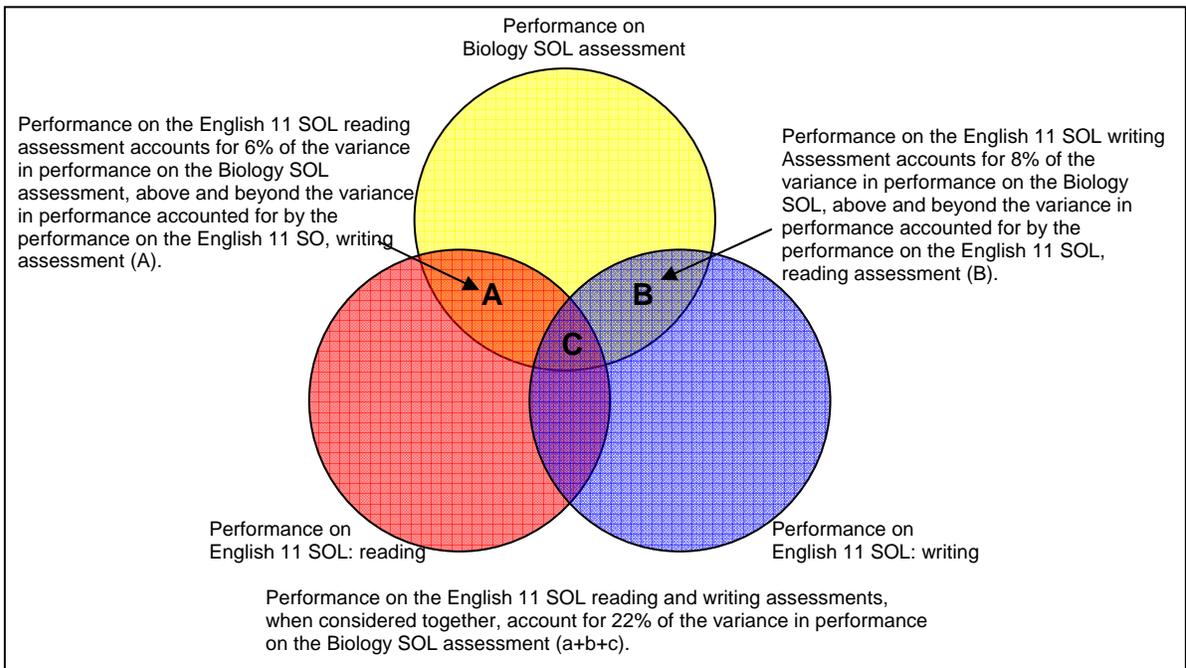


Figure 2. Illustration of the results of a multiple regression analysis using English 11 SOL assessment scores to predict performance on the Biology SOL assessment.



The results of these analyses and the multiple regression that uses performance on the English 11 reading and writing assessments to predict performance on all other SOL assessments are shown in table 2.

Table 2. Results of the multiple regression analysis predicting SOL assessment scores with the English 11 SOL.

			Unique proportion of the variance accounted for by	
SOL assessment	Number*	Variance accounted for by writing and reading combined	Writing	Reading
Algebra I	173	30%	15%	ns ⁺
Algebra II	527	19%	4%	5%
Geometry	595	20%	4%	6%
Biology	249	22%	8%	6%
Chemistry	481	27%	5%	5%
Earth Science	451	36%	8%	8%
VA and US History	1,224	42%	5%	10%
World History I	75	27%	13%	7%
World History II	141	57%	7%	11%
World Geography	37	38%	25%	ns ⁺

*Number of students for which assessment data were available for three SOL assessments

⁺ns: the results of this component of the analysis were not statistically significant, which indicates that performance on the component of the SOL assessment does not contribute uniquely in the equation, or that there were not enough students in the sample to identify the relationship statistically.

These results suggest that the skills required for success on each component of the English SOL assessments are important for success on all of Virginia’s SOL assessments. More specifically, the results suggest the following:

- There is a strong relationship between performance on the English 11 SOL assessment and performance on other SOL assessments.
- This relationship suggests that the skills required to pass the English 11 SOL assessment are also required to pass the other SOL assessments.
- The relationship is strongest in World History II and Virginia and U.S. History.
- The relationship is smallest, but still significant for Biology and Geometry.
- The skills that contribute to performance on the reading and writing components of the English 11 SOL assessment contribute independently to performance on all but two of the other SOL assessments.

Board of Education Agenda Item

Item: E.

Date: November 29, 2006

Topic: First Review of Proposed Amendments to Virginia's Consolidated State Application Accountability Plan Under the *No Child Left Behind Act of 2001*

Presenter: Dr. Linda M. Wallinger, Assistant Superintendent for Instruction
Ms. Shelley Loving-Ryder, Assistant Superintendent for Assessment and Reporting

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Origin:

Topic presented for information only (no board action required)

Board review required by
 State or federal law or regulation
 Board of Education regulation
 Other: _____

Action requested at this meeting Action requested at future meeting: January 10, 2007

Previous Review/Action:

No previous board review/action

Previous review/action
date October 25, 2006
action Final Review of Proposed Amendments to Virginia's Consolidated State Application Accountability Plan Affecting Calculations of Adequate Yearly Progress (AYP) for the 2007-2008 School Year Based on Assessments Administered in 2006-2007

Background Information:

The *No Child Left Behind Act of 2001* (NCLB), which is a reauthorization of the Elementary and Secondary Education Act (ESEA), requires all state educational agencies (SEA) to submit for approval to the United States Department of Education (USED) individual program applications or a consolidated state application. In May 2002, the Virginia Board of Education submitted and received USED approval for its initial Consolidated State Application under NCLB. The NCLB application process involves multiple submissions of information, data, and policies. A major component of the consolidated application is Virginia's Consolidated State Application Accountability Workbook. The workbook describes a single statewide accountability system for the Commonwealth. Virginia received USED approval for its accountability workbook in June 2003. Additional amendments were made to Virginia's workbook in September 2003, May 2004, June 2005, and June 2006. The policies and procedures that were used to determine Adequate Yearly Progress (AYP) ratings for the 2006-2007 school year based on 2005-2006 assessment results are described in the amended workbook dated June 28, 2006.

States are permitted to revise their Consolidated State Application Accountability Workbook by submitting requests for review and approval to USED. USED has requested that states submit their amendment requests that would impact AYP determinations for 2007-2008 by February 15, 2007. At the October Board of Education meeting, certain amendments affecting the calculation of AYP for the 2007-2008 school year were approved. Based on five years of implementing NCLB, the Virginia Department of Education has identified additional policy changes that will minimize unintended consequences in implementation of AYP policies. As a result, consideration of the additional proposed amendments for submission to USED is requested.

Summary of Major Elements

Revisions are being proposed to several critical elements in the Consolidated State Application Accountability Plan. The statutory authority that permits states to request, and the U. S. Secretary of Education to approve, waivers to requirements in NCLB is found in Section 9401 of the federal law:

“SEC. 9401. WAIVERS OF STATUTORY AND REGULATORY REQUIREMENTS.

- (a) IN GENERAL – Except as provided in subsection (c), the Secretary may waive any statutory agency, Indian tribe, or school through a local educational agency, that –
- (1) receives funds under a program authorized by this act; and
 - (2) requests a waiver under subsection (b).”

Virginia’s proposed amendments fall under five areas: 1) reversing the order of the public school choice and supplemental educational services sanctions; 2) extending flexibility in AYP calculations for students with disabilities (SWD); 3) identifying targets for graduation rate for certain years; 4) modifying testing and AYP calculation policies for limited English proficient (LEP) students; and 5) expansion of options for the other academic indicator. Attachment A describes each proposed amendment and the rationale for the proposed request.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education accept for first review the proposed amendments to the Virginia Consolidated State Application Accountability Plan as permitted in Section 9401 of the federal law.

Impact on Resources:

The provisions of the *No Child Left Behind Act of 2001* require the Department of Education to collect and analyze data related to determining Adequate Yearly Progress (AYP) for all schools and school divisions in the state as well as to collect and report additional data on English language proficiency for LEP students. These requirements will continue to have an impact on the agency’s resources.

Timetable for Further Review/Action:

Following final approval, the proposed revisions will be submitted to the United States Department of Education as amendments to Virginia’s Consolidated State Application Accountability Workbook by the deadline of February 15, 2007.

**Proposed Amendments to Virginia’s Consolidated State Application
Accountability Plan as Required by the *No Child Left Behind Act of 2001*
(NCLB)**

November 29, 2006

NCLB Statutory Authority for Amendment Requests:

“SEC. 9401. WAIVERS OF STATUTORY AND REGULATORY REQUIREMENTS.

- (a) IN GENERAL – Except as provided in subsection (c), the Secretary may waive any statutory agency, Indian tribe, or school through a local educational agency, that –
- (1) receives funds under a program authorized by this act; and
 - (2) requests a waiver under subsection (b).”

<p><i>1. Reversing Order of School Improvement Sanctions (Critical Elements 1.6 and 4.1)</i></p>

Request: Virginia will allow schools the flexibility to reverse the order of sanctions in the first two years of school improvement. Supplemental educational services may be offered to eligible students attending Title I schools in improvement in the first year and public school choice in the second year.

Rationale: Currently, USED requires Title I schools in Year One Improvement status to provide eligible students the option of public school choice. Title I schools in Year Two Improvement status must provide eligible students supplemental educational services (SES) and continue to offer choice. An effective school choice plan requires time to develop and communicate to parents and the public. AYP is calculated using test scores from the spring administration; therefore, AYP determinations are not available until late July or early August. This is too close to the opening of school for choice plans to be implemented effectively. A more effective intervention strategy for the first year of improvement is offering eligible students SES while planning for choice implementation. If the school moves to Year Two Improvement status, the school would offer choice while continuing to provide SES.

Virginia has participated in a USED pilot for the past two years that permits four school divisions to provide SES to eligible students in Title I schools in the first year of school improvement in lieu of choice, thereby reversing the order of sanctions as specified in the law. The pilot divisions report favorable results in higher levels of student participation as well as improved student achievement.

2. Assessing Students with Disabilities – Use of Two Percent Proxy and One Percent Exception (Critical Element 5.3)

Request: Virginia will continue to implement the United State’s Secretary of Education’s Transition Option Number 1 (2 percent proxy) for the inclusion of students with disabilities in the calculation of Adequate Yearly Progress (AYP) for the 2007-2008 school year, based on assessments administered to those students during the 2006-2007 school year. The proxy will be calculated in accordance with guidance disseminated by USED on May 10, 2005. In addition, Virginia requests an exception of 1.1 percent to the 1 percent cap on the number of proficient and advanced scores from alternative assessments based on alternate achievement standards that may be included in AYP.

Rationale: The U.S. Secretary of Education has extended the use of a proxy for students with disabilities who are pursuing modified achievement standards until final regulations on the application of flexibility for these students are promulgated. Virginia is requesting a continuation of the use of the proxy for these students under this extension.

The exception of 1.1 percent to the 1 percent cap on the number of proficient and advanced scores from the Virginia Alternate Assessment Program (VAAP) that may be included in AYP is being requested because final data on proficiency scores for VAAP are not yet available. It is possible that the number will fall below 1 percent. However, approval of the use of a 1.1 percent cap will provide the Virginia Department of Education with sufficient flexibility to work with those school divisions that have justifiably exceeded a 1 percent cap for the VAAP proficiency rate.

3. Annual Measurable Objectives for Graduation Rate (Critical Element 3.2b)

Request: Virginia will extend the current target of 57 percent as a placeholder for the annual measurable objective for the graduation rate through 2008 Adequate Yearly Progress (AYP) calculations when the statewide individual student record system is able to provide a more accurate accounting of the graduation rate in Virginia.

Rationale: Longitudinal graduation rate data will not be available to set a revised graduation rate target until 2008. At that time, the graduation rate target will be recalculated and used for 2009-2010 AYP calculations.

**4. Assessing Limited English Proficient Students – “Recently Arrived”
Definition (Critical Element 5.4)**

Request: Virginia will exempt recently arrived LEP students from the state reading/language arts assessment for two consecutive years.

Rationale: Virginia will expand the definition of recently arrived LEP students as those students who have attended schools in the United States for less than 24 months. The current USED regulations released on September 13, 2006, on this topic define recently arrived as LEP students who have attended schools in the U.S. for less than 12 months. This expansion of the definition would provide LEP students adequate time to learn English before being required to take the grade-level reading/language arts assessment.

**5. Assessing Limited English Proficient Students – Use of a Proxy Percent
(Critical Element 5.4)**

Request: Virginia will apply a proxy percent for limited English proficient (LEP) students in the calculation of Adequate Yearly Progress (AYP) for the 2007-2008 school year, based on assessments administered to those students during the 2006-2007 school year.

Rationale: Currently, USED requires that all students enrolled be included in state assessments, and that 95 percent of such students (overall and in each subgroup) participate in the assessments for a school, division, and state to demonstrate AYP. This includes LEP students, except for those students in their first year of enrollment (recently arrived) in a U.S. school, regardless of when they entered the country and their language proficiency. Use of a proxy percent would offset some of the factors that may prevent LEP students from demonstrating proficiency on the assessment. These factors include: 1) learning English at different rates; 2) level of proficiency in the native language; 3) previous schooling in their home country; and 4) age of entry into U.S. schools.

The calculation will be based on the guidance received from USED on the 2 percent proxy for students with disabilities (SWD) released on May 10, 2005. To calculate the proxy percent for SWD, states were asked to calculate the equivalent of 2 percent of the total number of students assessed solely within the SWD subgroup within the state by dividing 2 by the percentage of students who have disabilities. The percent that is derived from this calculation is added to the pass rate for the students with disabilities subgroup only if this subgroup's performance is the sole reason that a school, school division, or state does not make AYP.

The request is to apply the logic for the proxy percent calculation for SWD provided by USED to the proposed proxy percent for LEP students. The calculation for LEP students would be based on the percent of LEP students at

levels 1 and 2 of English language proficiency divided by the percent of LEP students in the total tested population. The derived percent would then be added to the pass rate for the LEP student subgroup only if this subgroup's performance is the sole reason that a school, school division, or state does not make AYP.

6. Other Academic Indicator (Critical Element 7.2)

Request: Virginia will allow school divisions to choose, for each of its elementary and middle schools and schools without a graduating class, attendance or performance on state science, writing, or history and social science assessments as the other academic indicator. The choice of using either attendance or performance on state science, writing, or history and social science as the other academic indicator will also apply to the "safe harbor" AYP calculation methodology.

Rationale: Currently, prior to the beginning of the school year, each school division chooses, for each of its elementary and middle schools and schools without a graduating class, either attendance or performance on state science assessments as the other academic indicator. This request would permit school divisions flexibility to choose attendance or performance on state science, writing, or history and social science assessments as the other academic indicator. The annual measurable objective (state target) for measuring progress in science is set at 70 percent proficient, consistent with the provisions in the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*. The annual measurable objective (state target) for measuring progress in writing and history and social science will be set at 70 percent proficient, consistent with provisions in the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*.

Board of Education Agenda Item

Item: _____ F. _____

Date: November 29, 2006

Topic: First Review of Revisions of Industry, Professional, or Trade Association Certification Examinations and Occupational Competency Assessments to Meet the Requirements for the Board of Education's Career and Technical Education and Advanced Mathematics and Technology Seals and the Student-Selected Verified Credit.

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Origin:

Topic presented for information only (no board action required)

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

Action requested at this meeting Action requested at future meeting: _____

Previous Review/Action:

No previous board review/action

Previous review/action
date September 28, 2000; April 26, 2001; April 24 & 25, 2002; May 28, 2003; June 25, 2003; February 25, 2004; February 23, 2005; and November 30, 2005
action Additions and/or deletions were made to the list of board-approved examinations, assessments, and licensures.

Background Information:

The *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, requirements for graduation 8 VAC 20-131-50.I.3, provide students who demonstrate academic excellence and/or outstanding achievement the opportunity to earn the Board of Education's Career and Technical Education Seal.

8 VAC 20-131-50.I.3 - "The Board of Education's Career and Technical Education Seal will be awarded to students who earn a Standard or Advanced Studies Diploma and complete a prescribed sequence of courses in a career and technical education concentration or specialization that they choose and maintain a "B" or better average in those courses; or (i) pass an examination or occupational competency assessment in a career and technical education concentration or specialization that confers certification or an occupational competency credential from a recognized industry, trade or professional association or (ii) acquire a professional license in that career and technical education field from the Commonwealth of Virginia. The Board shall approve all professional licenses and examinations used to satisfy these requirements."

The *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, requirements for graduation 8 VAC 20-131-50.I.4, provide students who demonstrate academic excellence and/or outstanding achievement the opportunity to earn the Board of Education’s Seal of Advanced Mathematics and Technology.

8 VAC 20-131-50.I.4 – “The Board of Education’s Seal of Advanced Mathematics and Technology will be awarded to students who earn either a Standard or Advanced Studies Diploma and (i) satisfy all of the mathematics requirements for the Advanced Studies Diploma (four units of credit including Algebra II; two verified units of credit) with a “B” average or better, and (ii) either (a) pass an examination in a career and technical education field that confers certification from a recognized industry, or trade or professional association, (b) acquire a professional license in a career and technical education field from the Commonwealth of Virginia, or (c) pass an examination approved by the Board that confers college-level credit in a technology or computer science area. The Board of Education shall approve all professional licenses and examinations used to satisfy these requirements.”

The *Regulations Establishing Standards for Accrediting Public Schools in Virginia* make the following provisions relative to students earning verified units of credit:

8 VAC 20-131-110.C Standard and verified units of credit

...The Board may from time to time approve additional tests for the purpose of awarding verified credit. Such additional tests, which enable students to earn verified units of credit, must, at a minimum, meet the following criteria:

1. The test must be standardized and graded independently of the school or school division in which the test is given;
2. The test must be knowledge-based;
3. The test must be administered on a multi-state or international basis, or administered as part of another state’s accountability assessment program; and
4. To be counted in a specific academic area, the test must measure content that incorporates or exceeds the SOL content in the course for which verified credit is given.

8 VAC 20-131-50.B.2 (Footnotes 5 and 6 and C., Footnote 5) Requirements for graduation

Verified Credits Required

Student Selected Test ⁵

⁵ A student may utilize additional assessments for earning verified credit in computer science, technology, career and technical education, or other areas as prescribed by the Board in 8VAC 20-131-110.

⁶Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for (i) the student selected verified credit and (ii) either a science or history and social science verified credit when the certification, license, or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the Board of Education as an additional test to verify student achievement.

Summary of Major Elements

The attached list of industry, professional, trade association certifications, or occupational competency assessments meets the Board's requirements as noted in 8 VAC 20-131-50.I.3, 8 VAC 20-131-50.I.4, 8 VAC 20-131-110, and 8 VAC 20-131-50.B.4 (Footnotes 5 and 6 and C., Footnote 5) for the Career and Technical Education Seal, the Seal of Advanced Mathematics and Technology, and student-selected verified credit.

The 16 additional industry certification examinations and occupational competency assessments in bold print have been identified as meeting criteria to satisfy requirements for the Career and Technical Education Seal and student-selected verified credit. Seven of these examinations have been identified as meeting criteria to satisfy requirements for the Advanced Mathematics and Technology Seal. A list of previously approved examinations and recommended additional examinations is attached.

Industry, professional, and trade association certifications are continually being revised or discontinued to stay current with technology and new techniques. These changes may be such that individual certifications are no longer available, no longer meet the Board of Education's criteria for diploma seals or student-selected verified credit, or require additional criteria such as work experience beyond high school. Changes have been made in four of the certifications that were previously approved by the board. A list of certification examinations that are recommended for deletion from the board-approved list is attached.

As a result of the proposed additions and deletions to this list there are:

- 187 credentials eligible for student-selected verified credit;
- 187 credentials eligible for the Career and Technical Education Seal; and
- 57 credentials eligible for the Advanced Mathematics and Technology Seal.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education waive first review and approve the revised list of industry certification examinations, occupational competency assessments, and licenses to meet the requirements for the Board of Education's Career and Technical Education and Advanced Mathematics and Technology Seals and the student-selected verified credit.

Impact on Resources:

Federal Carl Perkins funds may be used to help teachers and programs become certified. State funds will be used to assist students to become certified or pass an occupational competency assessment.

Timetable for Further Review/Action:

After final approval, a Superintendent's Memorandum will notify school divisions of these additions to and deletions from the approved list of industry certifications, occupational competency assessments, and licenses.

Board of Education Approved Industry Certifications, Occupational Competency Assessments, and Licensures

November 29, 2006 (proposed)

Name of Credential	Issuing Organization	Meets Board of Education Criteria		
		Student Selected Verified Credit	Career and Technical Education Seal	Advanced Mathematics and Technology Seal
Agricultural Education				
Agriculture Mechanics Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Commercial Pesticide Applicator Certification	Virginia Department of Agriculture and Consumer Services	X	X	
Floriculture-Greenhouse Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Floriculture Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Forestry Products & Processing Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Greenhouse Operators Certification Program	Southeast Greenhouse Growers Association	X	X	
Horticulture-Landscaping Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Horticulture-Olericulture Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Outdoor Power Equipment Certifications (Pass any one Outdoor Power Equipment exam)	Equipment and Engine Training Council	X	X	
Production Agriculture Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Small Engine Technology Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Business and Information Technology				
Accounting-Basic Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Accounting - Complete Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Administrative Assisting Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Adobe Certified Expert (ACE)	Adobe Systems Incorporated	X	X	X
Brainbench Network Administration Certifications (Pass any one test in this category)	Brainbench	X	X	X
Brainbench Systems Administration Certifications (Pass any one test in this category)	Brainbench	X	X	X
Brainbench Software Development Certifications (Pass any one test in this category)	Brainbench	X	X	X
Brainbench Web Design and Development Certifications (Pass any one test in this category)	Brainbench	X	X	X

Board of Education Approved Industry Certifications, Occupational Competency Assessments, and Licensures

November 29, 2006 (proposed)

Name of Credential	Issuing Organization	Meets Board of Education Criteria		
		Student Selected Verified Credit	Career and Technical Education Seal	Advanced Mathematics and Technology Seal
Business and Information Technology				
Brainbench Web Administration Certifications (Pass any one test in this category)	Brainbench	X	X	X
Brainbench Desktop Publishing Certifications (Pass any one test in this category)	Brainbench	X	X	X
Certification for Legal Professionals (ALS)	Associate for Legal Professional (NALS)	X	X	
Certified Internet Webmaster Associate	ProsoftTraining	X	X	X
Certified Internet Webmaster Associate: Internet Business Foundations Examination	ProsoftTraining	X	X	X
Certified Internet Webmaster Associate: Site Development Foundations Examination	ProsoftTraining	X	X	X
Certified Internet Webmaster Associate: Network Technology Foundations Examination	ProsoftTraining	X	X	X
Certified Internet Webmaster Professional	ProsoftTraining	X	X	X
Certified Novell Administrator (CNA)	Novell	X	X	X
Customer Support Specialist Certification	Help Desk Institute	X	X	X
Fundamentals of Wireless LANs Examination	Cisco Systems	X	X	X
International Computer Driving License	ICDL US	X	X	X
Fundamental Business Concepts	ASK Institute (DECA/MarkED)	X	X	
IC3 Certification	Certiport	X	X	X
iNet+ Certification	CompTIA	X	X	X
Java Programming Examination	Cisco Systems	X	X	X
Linux+ Certification	CompTIA	X	X	X
Macromedia Certified Professional	Macromedia	X	X	X
Master CIW Administrator Certification	ProsoftTraining	X	X	X
Master CIW Designer Certification	ProsoftTraining	X	X	X
Master CIW Enterprise Developer Certification	ProsoftTraining	X	X	X
Master CIW Web Site Manager Certification	ProsoftTraining	X	X	X
Microsoft Certified Applications Developer (MCAD)	Microsoft	X	X	X
Microsoft Certified Professional (Pass any one Microsoft Professional certification exam)	Microsoft	X	X	X
Microsoft Certified Systems Administrator (MCSA)	Microsoft	X	X	X
Microsoft Certified Systems Engineer (MCSE)	Microsoft	X	X	X
Microsoft Office Specialist (MOS)-(Pass any one unique MOS exam at the core level)	Microsoft	X	X	
Network+ Certification	CompTIA	X	X	X
Oracle Certification Program Examinations (Pass any one Oracle certification exam)	Oracle Corporation	X	X	X
Sun Certified Associate for Java 2 Platform	Sun Microsystems	X	X	X
Supporting Users and Troubleshooting a Microsoft Windows XP Operating System (Microsoft Exam: 70-271)	Microsoft	X	X	X

Board of Education Approved Industry Certifications, Occupational Competency Assessments, and Licensures

November 29, 2006 (proposed)

Name of Credential	Issuing Organization	Meets Board of Education Criteria		
		Student Selected Verified Credit	Career and Technical Education Seal	Advanced Mathematics and Technology Seal
Business and Information Technology				
Supporting Users and Troubleshooting Desktop Applications on a Microsoft Windows XP Operating System (Microsoft Exam: 70-272)	Microsoft	X	X	X
Unix Examination	Cisco Systems	X	X	X
Web Design Examination	Cisco Systems	X	X	X
WOW Certified Apprentice Webmaster (CAW)	World Organization of Webmasters	X	X	X
WOW Certified Web Administrator Apprentice (CWAA)	World Organization of Webmasters	X	X	X
WOW Certified Web Designer Apprentice (CWDSA)	World Organization of Webmasters	X	X	X
WOW Certified Web Developer Apprentice (CWDVA)	World Organization of Webmasters	X	X	X
Family and Consumer Sciences				
Commercial Foods Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Early Childhood Care and Education Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Food Production Management and Services Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Hospitality Management--Food and Beverage Option Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Hospitality Management--Lodging Option Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
ProStart Program Certification (Levels I and/or 2)	Education Foundation of the National Restaurant Association	X	X	
Retail Commercial Baking Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
START Certification (Hospitality Skills)	American Hotel and Lodging Association (AH&LA)	X	X	
Health and Medical Sciences				
Certified Dental Assistant: Infection Control Examination (ICE)	Dental Assisting National Board, Inc.	X	X	

Board of Education Approved Industry Certifications, Occupational Competency Assessments, and Licensures

November 29, 2006 (proposed)

Name of Credential	Issuing Organization	Meets Board of Education Criteria		
		Student Selected Verified Credit	Career and Technical Education Seal	Advanced Mathematics and Technology Seal
Health and Medical Sciences				
Certified Dental Assistant: Radiation Health & Safety Examination (RHS)	Dental Assisting National Board, Inc.	X	X	
Dental Assisting Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Health Assisting Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Home Health Aide Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Medical Assisting Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
National Health Care Foundation Skills Standards Assessment	National Consortium on Health Science & Technical Education	X	X	
NRDA Certification (Dental Assisting)	National Allied Health Registry/National Association for Health Professionals	X	X	
NRDA Certification (Medical Assisting)	National Allied Health Registry/National Association for Health Professionals	X	X	
Nurse Aide	Virginia Board of Nursing	X	X	
Nursing Assisting Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Virginia Pharmacy Technician Examination	Virginia Board of Pharmacy	X	X	
Marketing Education				
Fundamental Marketing Concepts	ASK Institute (DECA/MarkED)	X	X	
Lodging Management Program Certification (Levels 1 and/or 2)	American Hotel and Lodging Association (AH&LA)	X	X	
National Professional Certification in Customer Service	National Retail Federation Foundation	X	X	
Retail Trades Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Sales Certification	National Retail Federation Foundation	X	X	

Board of Education Approved Industry Certifications, Occupational Competency Assessments, and Licensures

November 29, 2006 (proposed)

Name of Credential	Issuing Organization	Meets Board of Education Criteria		
		Student Selected Verified Credit	Career and Technical Education Seal	Advanced Mathematics and Technology Seal
Technology Education				
AutoCAD Certifications	Brainbench	X	X	
Certified SolidWorks Professional	SolidWorks Corporation	X	X	
Electronic Technology Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Manufacturing Technology Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Pre-Engineering Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Pre-Skills Assessment for Mastercam Assessment	Mastercam--Administered by National Occupational Competency Testing Institute (NOCTI)	X	X	
Trade and Industrial Education				
A+ Certification (2003 objectives)	CompTIA	X	X	X
A+ Certification (pass any one exam from 2006 certification program)	CompTIA	X	X	X
A+ Certification: Operating Systems Technologies Examination	CompTIA	X	X	X
A+ Certification: Core Hardware Examination	CompTIA	X	X	X
Access Certification	American Culinary Federation, Inc. (ACF)	X	X	
Advertising and Design Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Air Conditioning Certification	HVAC Excellence	X	X	
Audio-Visual Communications Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Automotive Technician Examination (ASE)--(Pass any one exam from Automobile Technician Test Series)	National Institute for Automotive Service Excellence	X	X	
Architectural Drafting Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Automotive Youth Educational Systems (AYES) Exit Examinations (Pass any two AYES exit exams)	Automotive Youth Educational Systems	X	X	
Basic Principles of Construction: Residential Construction Academy Examination	Delmar Thomson Learning/Home Builders Institute	X	X	

-Board of Education Approved Industry Certifications, Occupational Competency Assessments, and Licensures

November 29, 2006 (proposed)

Name of Credential	Issuing Organization	Meets Board of Education Criteria		
		Student Selected Verified Credit	Career and Technical Education Seal	Advanced Mathematics and Technology Seal
Trade and Industrial Education				
Basic Installer Exam, Mobile Electronics Certified Professional	Consumer Electronics Association	X	X	
BICSI Registered Installer Certification, Level 1	BICSI (International Telecommunications Association)	X	X	
CAD Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Cabinetmaking Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Carpentry Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Carpentry: Residential Construction Academy Examination	Delmar Thomson Learning/Home Builders Institute	X	X	
Carpentry, National Construction Career Test	National Center For Construction Education & Research (NCCER)	X	X	
Carpentry Level One, National Construction Career Test	National Center for Construction Education & Research (NCCER)	X	X	
Certified Computer Service Technician	Electronics Technicians Association, International (ETA)	X	X	X
Certified Electronics Technician Associate (CET)	Electronics Technicians Association, International (ETA)	X	X	
Certified Fiber Optics Installer (CFOI)	The Association of Communications & Electronics Schools, International	X	X	
Certified Satellite Dish Installer	Electronics Technicians Association, International (ETA)	X	X	
CISCO CCNA Academy End-of-Course Examinations (Pass any two end-of-course exams, Levels 1-4)	CISCO Systems	X	X	X
CISCO Certified Networking Associate (CCNA)	CISCO Systems	X	X	X

Board of Education Approved Industry Certifications, Occupational Competency Assessments, and Licensures

November 29, 2006 (proposed)

Name of Credential	Issuing Organization	Meets Board of Education Criteria		
		Student Selected Verified Credit	Career and Technical Education Seal	Advanced Mathematics and Technology Seal
Trade and Industrial Education				
CISCO CCNA Examination: Interconnecting CISCO Networking Devices Examination	CISCO Systems	X	X	X
CISCO CCNA Examination: Introduction to CISCO Networking Technologies Examination	CISCO Systems	X	X	X
Collision Repair Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Collision Repair and Refinishing Technician (ASE)- (Pass any one exam from Collision Repair & Refinish Test Series)	National Institute for Automotive Service Excellence	X	X	
Collision Repair/Refinishing Technology Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Computer Networking Fundamentals Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	X
Computer Repair Technology Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	X
Commercial Air Conditioning Certification	HVAC Excellence	X	X	
Commercial Refrigeration Certification	HVAC Excellence	X	X	
Construction Electricity Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Construction Masonry-Blocklaying Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Construction Masonry-Bricklaying Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Copper Based Cabling Certification	RBT Systems, Inc.	X	X	
Core: Introductory Craft Skills, National Construction Career Test	National Center For Construction Education & Research (NCCER)	X	X	
Cosmetology Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Criminal Justice Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Data Cabling Installer Certification (DCIC)	Electronics Technicians Association, International (ETA)	X	X	
Diesel Engine Mechanics Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Drafter Certification	American Design Drafting Association	X	X	

Board of Education Approved Industry Certifications, Occupational Competency Assessments, and Licensures

November 29, 2006 (proposed)

Name of Credential	Issuing Organization	Meets Board of Education Criteria		
		Student Selected Verified Credit	Career and Technical Education Seal	Advanced Mathematics and Technology Seal
Trade and Industrial Education				
Electric Heat Certification	HVAC Excellence	X	X	
Electrical Certification	HVAC Excellence	X	X	
Electrical Construction Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Electrical Occupations Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Electrical Principles: Residential Construction Academy Examination	Delmar Thomson Learning/Home Builders Institute	X	X	
Electrical, National Construction Career Test	National Center For Construction Education & Research (NCCER)	X	X	
Electronics Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
EPA Technician Certification (Levels I, II, or III)	Environmental Protection Agency (Authorized Entity)	X	X	
Fiber Optic Network Cabling Certification	RBT Systems, Inc.	X	X	
Fiber Optics Installer Certification	Electronics Technicians Association, International (ETA)	X	X	
Firefighter I Certification	Virginia Department of Fire Programs	X	X	
Gas Heat Certification	HVAC Excellence	X	X	
General Drafting and Design Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Graphic Communication Technology Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Graymark Cable Installation Certification	Graymark International	X	X	
Heat Pump Certification	HVAC Excellence	X	X	
Heating, Electrical, Air Conditioning Technology (HEAT) Examination	HVAC Excellence	X	X	
House Wiring: Residential Construction Academy Examination	Delmar Thomson Learning/Home Builders Institute	X	X	
HTI+ Systems Infrastructure and Integration Examination	CompTIA	X	X	X
HTI+ Residential Systems Examination	CompTIA	X	X	X
HVAC: Residential Construction Academy Examination	Delmar Thomson Learning/Home Builders Institute	X	X	
HVAC, National Construction Career Test	National Center For Construction Education & Research (NCCER)	X	X	
Industrial Maintenance Mechanic Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Installer (or Service) Core Certification (HVAC)	North American Technician Excellence, Inc. (NATE)	X	X	

Board of Education Approved Industry Certifications, Occupational Competency Assessments, and Licensures

November 29, 2006 (proposed)

Name of Credential	Issuing Organization	Meets Board of Education Criteria		
		Student Selected Verified Credit	Career and Technical Education Seal	Advanced Mathematics and Technology Seal
Trade and Industrial Education				
IT Essentials 1 Examination (PC Hardware and Software)	Cisco Systems	X	X	X
IT Essentials 2 Examination (Network Operating Systems)	Cisco Systems	X	X	X
Light Commercial Heating & Air Conditioning Certification	Air Conditioning and Refrigeration Institute	X	X	
Machining Skills--Level I (Pass any one Machining (Level 1) examination with performance component)	National Institute for Metalworking Skills (NIMS)	X	X	
Masonry, National Construction Career Test	National Center For Construction Education & Research (NCCER)	X	X	
Metalworking and Fabrication Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
National Automotive Technicians Education Foundation (NATEF) End of Program Test Series Examinations (Pass any two NATEF, End of Program Test Series, exams)	National Automotive Technicians Education Foundation	X	X	
Plumbing Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Plumbing: Residential Construction Academy Examination	Delmar Thomson Learning/Home Builders Institute	X	X	
Precision Machining Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Protective Services Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
PrintED Certification	Graphic Arts Education and Research Foundation	X	X	
Refinishing Technology Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Residential Air-Conditioning and Heating Certification	Air Conditioning and Refrigeration Institute	X	X	
SENSE Training Program Certification (Level 1, Entry-level Welder)	American Welding Society (AWS)	X	X	
Student Electronics Technician Certification (SET)	Electronics Technicians Association, International (ETA)	X	X	
Telecommunications Electronics Technician Certification	Electronics Technicians Association, International OETA)	X	X	
Television Broadcasting Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Visual Communications Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	

Board of Education Approved Industry Certifications, Occupational Competency Assessments, and Licensures

November 29, 2006 (proposed)

Name of Credential	Issuing Organization	Meets Board of Education Criteria		
		Student Selected Verified Credit	Career and Technical Education Seal	Advanced Mathematics and Technology Seal
Trade and Industrial Education				
Voice and Data Cabling Examination	Cisco Systems	X	X	X
Welding Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Welding, National Construction Career Test	National Center for Construction Education & Research (NCCER)	X	X	
License				
Barbers	Board of Barbers and Cosmetology (Virginia Department of Professional and Occupational Regulation)	X	X	
Cosmetology	Board of Barbers and Cosmetology (Virginia Department of Professional and Occupational Regulation)	X	X	
Nail Technician	Board of Barbers and Cosmetology (Virginia Department of Professional and Occupational Regulation)	X	X	
Real Estate Salesperson	Virginia Real Estate Board (Dept. of Professional & Occupational Regulation)	X	X	
Examination				
Advanced Placement Computer Science A	The College Board	Passing Score = 3		Passing Score = 3
Advanced Placement Computer Science AB	The College Board	Passing Score = 3		Passing Score = 3
College Level Examination Program (CLEP): Information Systems and Computer Applications	The College Board	Passing Score = 52		Passing Score = 52
International Baccalaureate Computer Science (Standard Level)	The International Baccalaureate Organization	Passing Score = 3		Passing Score = 3
International Baccalaureate Computer Science (Higher Level)	The International Baccalaureate Organization	Passing Score = 3		Passing Score = 3
International Baccalaureate Information Technology in a Global Society (IB6613) (Standard Level)	The International Baccalaureate Organization	Passing Score = 3		Passing Score = 3
Note: New industry certification credentials and occupational competency assessments are printed in bold.				

Deletions to Board of Education's Approved Industry Certifications and Licenses

November 29, 2006 (proposed)

Certifications	Issuing Organization	Deletions
Radiology Safety Examination	Virginia Board of Dentistry	Credential has been discontinued
Air Cooled Gas Engine Assessment	National Occupational Competency Testing Institute (NOCTI)	Credential has been discontinued
Advanced Concepts of Business and Marketing Certification	ASK Institute (DECA/MarkED)	Credential has been discontinued
Fundamental Concepts of Business and Marketing Certification	ASK Institute (DECA/MarkED)	Credential has been discontinued

Board of Education Agenda Item

Item: _____ G. _____

Date: November 29, 2006

Topic: First Review of the Board of Education's 2006 Annual Report on Electronic Meetings

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

Telephone: 804/ 225-2924

E-mail: Margaret.Roberts@doe.virginia.gov

Origin:

Topic presented for information only (no board action required)

Board review required by

State or federal law or regulation

Board of Education regulation

Other: Board of Education By-laws

Action requested at this meeting

Action requested at future meeting:

Previous Review/Action:

No previous board review/action

Previous review/action

date:

action:

Background Information: § 2.2-3708.E of the Code of Virginia requires that public bodies holding electronic meetings submit an annual report detailing their experience with any electronic meetings to the Freedom of Information Advisory Council and the Joint Commission on Technology and Science. The report is due by December 15 of each year.

The Code of Virginia specifies the information that is to be included in the annual report, as follows:

§ 2.2-3708. Electronic communication meetings.

E. Any public body that meets by electronic communication means shall make a written report of the following to the Virginia Freedom of Information Advisory Council and the Joint Commission on Technology and Science by December 15 of each year:

1. The total number of electronic communication meetings held during the preceding year;
2. The dates and purposes of the meetings;
3. The number of sites for each meeting;
4. The types of electronic communication means by which the meetings were held;
5. The number of participants, including members of the public, at each meeting location;
6. The identity of the members of the public body recorded as absent, and those recorded as present at each meeting location;
7. A summary of any public comment received about the electronic communication meetings;
and
8. A written summary of the public body's experience using electronic communication meetings, including its logistical and technical experience.

Summary of Major Elements: During the 2006 calendar year, the Board of Education did not conduct any business meetings or committee meetings using electronic communications.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education waive first review and adopt the 2006 Annual Report on Electronic Meetings.

Impact on Resources: N/A

Timetable for Further Review/Action: Following its adoption, the final report will be submitted to the Freedom of Information Advisory Council and the Joint Commission on Technology and Science, as required by the Code.

ATTACHMENT:

**Board of Education
2006 Annual Report on Electronic Meetings**

During the 2006 calendar year, the Board of Education did not conduct any business meetings or committee meetings using electronic communications.

Board of Education Agenda Item

Item: _____ H. _____

Date: November 29, 2006

Topic: Final Review of the Board of Education's 2006 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)

Board review required by

State or federal law or regulation

Board of Education regulation

Other:

Action requested at this meeting

Action requested at future meeting:

Previous Review/Action:

No previous board review/action

Previous review/action: First Review

date: October 25, 2006

action: Received report for first review

Background Information: Section 22.1-18 of the *Code of Virginia* 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. This section of the Code reads as follows:

§ 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 draft of the *2006 Annual Report on the Condition and Needs of Public Schools in Virginia* is attached. At the October 2006 meeting, the Board received a preliminary draft for review and comments. Changes requested by Board members were incorporated into the attached final draft. At the November 29 meeting, the Board of Education is asked to review the attached draft and make final changes, additions, or deletions.

The *2006 Annual Report on the Condition and Needs of Public Schools in Virginia* will be delivered to the Governor and members of the General Assembly slightly later than November 15 (the due date specified in § 22.1-18 of the Virginia Code). Department of Education staff notified the appropriate authorities that the report would be filed as soon as possible after its final adoption by the Board.

The attached draft does not contain the Board of Education's final action on the revisions to the Standards of Quality. Revisions are scheduled to be adopted at the Board's meeting on November 29, and the results of the Board's work will be incorporated into the text of the final report prior to its submission to the Governor and members of the General Assembly.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education adopt the *2006 Annual Report on the Condition and Needs of Public Schools in Virginia* and authorize staff to: 1) incorporate into the text of the report any revisions to the Standards of Quality adopted by the Board on November 29, 2006; 2) make any additional technical or editorial changes to the text as may be necessary prior to its distribution; and 3) distribute the report to the Governor and the members of the General Assembly as required by the *Code of Virginia*.

Impact on Resources: Staff at the Department of Education prepared the attached draft; therefore, there is an administrative impact related to preparing the text of the report and the tables contained therein. In addition, there is a minimal administrative impact for preparing, photocopying, and mailing the report to the intended recipients. The fiscal impact of distributing the report is minimal because Legislative Services guidelines for submitting reports to the legislature require that the reports be submitted online rather than in hard copy.

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.



VIRGINIA BOARD OF EDUCATION

2006 ANNUAL REPORT

2006
***ANNUAL REPORT ON THE
CONDITION AND NEEDS
OF PUBLIC SCHOOLS IN VIRGINIA***

PRESENTED TO
THE GOVERNOR AND
THE GENERAL ASSEMBLY

NOVEMBER 30, 2006
VIRGINIA BOARD OF EDUCATION

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

November 30, 2006

The Honorable Timothy Kaine, Governor
Members of the Virginia General Assembly
Commonwealth of Virginia
Richmond, Virginia 23219

Dear Governor Kaine and Members of the Virginia General Assembly:

On behalf of the Board of Education, I am pleased to transmit the *2006 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 and a report on the local divisions' compliance with the requirements of the Standards of Quality and the Standards of Accreditation.

The Board of Education's *2006 Report on the Condition and Needs of Public Schools in Virginia* highlights the success as well as the challenges faced by Virginia's public school system. Improving academic achievement for students is the core of the Board of Education's mission, and 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.

The progress shown by our public schools is the result of ongoing collaboration, dedication, workable strategies and wise use of resources, both human and financial. It is the result of the hard work of teachers, administrators, support staff, students, parents, and supporters throughout the Commonwealth. 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,

DRAFT

Mark E. Emblidge
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: **2006 Annual Report on the Condition and Needs of Public Schools in Virginia**

The Board of Education's Vision

The vision of the Board of Education and the Superintendent of Public Instruction, in cooperation with local school boards and other partners, is to create an excellent statewide system of public education that equips all students with the knowledge and skills to excel in postsecondary education and careers and to become capable, responsible, and self-reliant citizens.

The Board of Education's Plan of 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.doe.virginia.gov/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 objectives of the Board are:

- To improve the quality standards for all public schools in Virginia.
- To provide leadership to help schools and school divisions close the achievement gap and increase the academic success of all students.
- To work to ensure meaningful, ongoing professional development for teachers, administrators, and professional educational personnel.
- To support accountability for all schools, with a focus on assisting chronically low-performing schools and school divisions.
- To work cooperatively with partners to help ensure that young children are ready for school.
- To assist teachers to improve reading skills of all students, kindergarten through grade 12.
- To 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.
- To provide leadership for implementing the provisions of state and federal laws and regulations smoothly and with minimal disruption to local divisions.

Summary of the Academic Performance of Virginia's Students

The Code of Virginia also requires that the Board's annual report include a progress report on the academic performance of Virginia's students, which may be summarized as follows:

The number of Virginia high school students who took Advanced Placement (AP) examinations jumped by nearly 12 percent this year, more African-American and Hispanic students took AP tests, and Virginia is poised to join a select group of states in which 20 percent or more of high school seniors earn a grade of 3 or more on an AP examination.

- Virginia continued to have one of the highest participation rates in the nation on the SAT Reasoning Test with 67 percent of seniors in public high schools taking the test, and participation by minority groups is up as well.

- The average ACT composite score among Virginia high school graduates increased significantly this year as the number of test-takers in the state continued to rise.
- Virginia’s academic standards in world history are among the best in the nation, according to a report released by the influential Thomas B. Fordham Institute, which gave Virginia an “A” for its coverage of world history in the History and Social Science Standards of Learning (SOL) and praises the standards as “a model of clarity.” The commonwealth was one of only eight states to receive an “A” from the Fordham Institute.
- Virginia students achieved at significantly higher levels on last year’s national science tests, bucking a national trend of flat or declining achievement since the previous administration of the National Assessment of Educational Progress (NAEP) science tests in 2000. And the Commonwealth was the only state in the nation in which students in both tested grades increased their level of achievement on all three subcomponents of the test (Earth Science, Physical Science, and Life Science).
- *Education Week*, a prominent education journal, ranked Virginia as a national leader in the use of technology and data to improve instruction and raise student achievement. Only one state, West Virginia, received a higher grade in the magazine’s report.

Summary of the Significant Needs of Virginia’s Public Schools

As required by the Code of Virginia the annual report identifies any school divisions and the specific schools therein which have failed to establish and maintain schools meeting the existing prescribed standards of quality. In summary:

- For 2005-2006, sixty-eight of Virginia’s 132 school divisions are in full compliance with the SOQ.
- Accreditation results show that 1,670, or 92 percent, of the 1,822 schools met or exceeded state achievement objectives on SOL tests and other statewide assessments in the four core academic areas.
- Six schools were denied state accreditation because of persistently low achievement in the four core content areas.

Further analysis of the significant needs of the public schools may be summarized as follows:

- The need for students to have 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;
- The need to increase the percentage of young students reading on grade level by grade three and to work to ensure that their reading and literacy skills remain up to par throughout their schooling;

- The need to increase the percentage of fully accredited schools and to provide meaningful, ongoing technical assistance to school divisions that are struggling to meet state's academic standards and the federal No Child Left Behind requirements;
- The need to help 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;
- The need to increase the graduation rate, which presents unique challenges especially for students with disabilities, minority students, and limited English proficient students; and
- The need to increase the number of students taking more rigorous courses in high school, especially in light of 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.

Prescribed Changes to the Standards of Quality

To further address the condition and needs of the public schools, the Board of Education has prescribed the changes to the Standards of Quality and will recommend these changes to the 2007 session of the General Assembly for its consideration. The changes adopted by the Board are as follows:

(Text to be inserted following final action by the Board on November 29, 2006)

2006 Annual Report on the Condition and Needs of Public Schools in Virginia

Education for Virginia's Future: The Board of Education's Vision for Our Public Schools

The vision of the Board of Education and the Superintendent of Public Instruction, in cooperation with local school boards and other partners, is to create an excellent statewide system of public education that equips all students with the knowledge and skills to excel in postsecondary education and careers and to become capable, responsible, and self-reliant citizens.

To that end, the Board of Education and the Superintendent of Public Instruction, in cooperation with local school divisions, provides leadership, assistance, and oversight for Virginia's public schools in order to improve the achievement of all students by advocating for proven strategies to address the individual and diverse learning needs of students, establishing high standards for learning, measuring student performance, providing accountability to the public, and increasing opportunities for lifelong learning.

The Board of Education's Comprehensive Plan: 2005-2010

The need to tackle the challenges confronting our schools and their students is evident. The Board of Education's comprehensive plan contains objectives and strategies that set forth the antecedents of student success—firmly planting the expectation that every child will learn at a high level, that the traditional excuses for failure will be swept off the table, and that objective assessments will be used to guide and evaluate student progress.

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.doe.virginia.gov/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.

Meeting the objectives in the Board's comprehensive plan takes enormous human energy and fiscal resources marshaled together in a thoughtful, well coordinated, student-centered plan of action that requires the support and talent of many partners—educators, community advocates, government leaders, elected officials, parents, and students. And it requires the commitment that when we say *all* students can achieve at high levels, we really mean *all* students. 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.

Based upon the needs of the public schools, the Board of Education's plan of action is 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, ongoing 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.

By carefully following the plan of action set forth in the Board's comprehensive plan and by committed and intense collaboration with our many partners in this effort, 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.

Measurable Progress for Virginia's Schools and Students

Virginia's public schools have made solid, measurable progress within the past few years. The challenges faced and the solutions sought are daunting—but achieving the best results motivates teachers and education leaders and drives our effort. Results from both statewide and national assessment tests show that our students are climbing rapidly on the achievement scale. Just look at the numbers:

- Nine out of 10 Virginia public schools are fully accredited and meeting state standards for student achievement in English, mathematics, history/social science, and science based on 2005-2006 assessment results.

- The percentage of Virginia students who graduated from high school with an Advanced Studies Diploma increased for a third consecutive year in 2006. The annual increases in the number of students earning an Advanced Studies Diploma show that more students are setting educational goals that will help them and the commonwealth compete in the global economy.
- The number of Virginia high school students who took Advanced Placement (AP) examinations jumped by nearly 12 percent this year, according to 2005-2006 test results reported by the College Board. The number of AP exams taken by Virginia high school students who qualified for college credit by earning a score of 3 or above also rose significantly. More African-American and Hispanic students took AP tests, although the participation rate lags behind that of their white peers. Virginia is poised to join a select group of states in which 20 percent or more of high school seniors earn a grade of 3 or more on an AP examination.
- Virginia continued to have one of the highest participation rates in the nation on the SAT Reasoning Test with 73 percent of high school seniors overall and 67 percent of seniors in public high schools taking the test. While overall participation in SAT testing was relatively flat, the number of Hispanic public school students in Virginia taking the test increased by 8.3 percent, and participation by Asian students in the Commonwealth increased by 7.6 percent.
- The average ACT composite score among Virginia high school graduates increased significantly this year as the number of test-takers in the state continued to rise. The state's 2006 graduates earned an average that was higher than any previous year since 1994.
- Virginia's academic standards in world history are among the best in the nation, according to a report released by the Thomas B. Fordham Institute. The influential research and policy institute gives Virginia an "A" for its coverage of world history in the History and Social Science Standards of Learning (SOL) and praises the standards as "a model of clarity." Virginia was one of only eight states to receive an "A" from the Fordham Institute,
- Virginia students achieved at significantly higher levels on last year's national science tests, bucking a national trend of flat or declining achievement since the previous administration of the National Assessment of Educational Progress (NAEP) science tests in 2000. Virginia was one of only five states that saw significant increases in overall science achievement in both grades 4 and 8 on the 2005 NAEP. And the Commonwealth was the only state in the nation in which students in both tested grades increased their level of achievement on all three subcomponents of the test (Earth Science, Physical Science, and Life Science).

- *Education Week*, a prominent education journal, ranked Virginia as a national leader in the use of technology and data to improve instruction and raise student achievement. Only one state, West Virginia, received a higher grade in the magazine's report. *Education Week* cited Virginia's low student-to-computer ratios, online assessment program, and technology standards for students and teachers in ranking Virginia as a national leader.

The Challenges Confronting Virginia's Public Schools

Virginia's students and public schools have made great progress, but they undoubtedly still have a long way to go. Nagging problems persist, and we must do more to help schools and divisions that are struggling to meet higher standards for their students. Virginians cannot be satisfied with *competent* levels of achievement; rather, we must focus on moving to *excellent* levels of achievement.

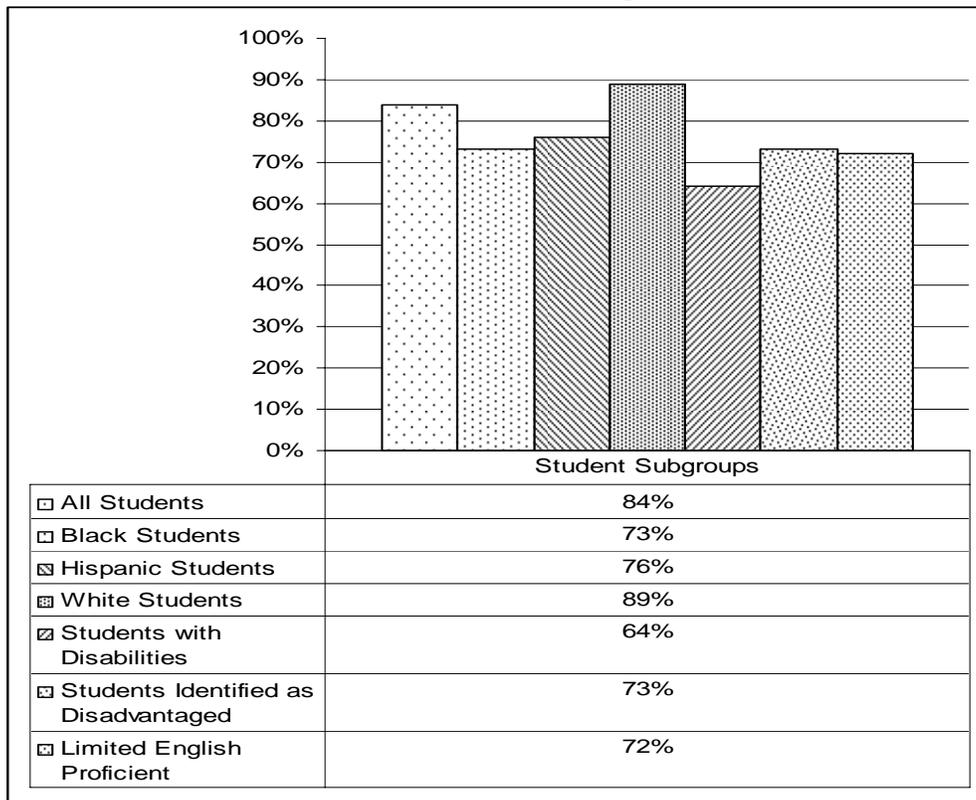
While many objective measures show that the academic performance of Virginia's students is steadily improving, all of Virginia's schools face significant challenges in the next five to ten years. Among the most pressing challenges are the following:

- The need for students to have 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;
- The need to increase the percentage of young students reading on grade level by grade three and to work to ensure that their reading and literacy skills remain up to par throughout their schooling;
- The need to increase the percentage of fully accredited schools and to provide meaningful, ongoing technical assistance to school divisions that are struggling to meet state's academic standards and the federal No Child Left Behind requirements;
- The need to help 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;
- The need to increase the graduation rate, which presents unique challenges especially for students with disabilities, minority students, and limited English proficient students; and
- The need to increase the number of students taking more rigorous courses in high school, especially in light of 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

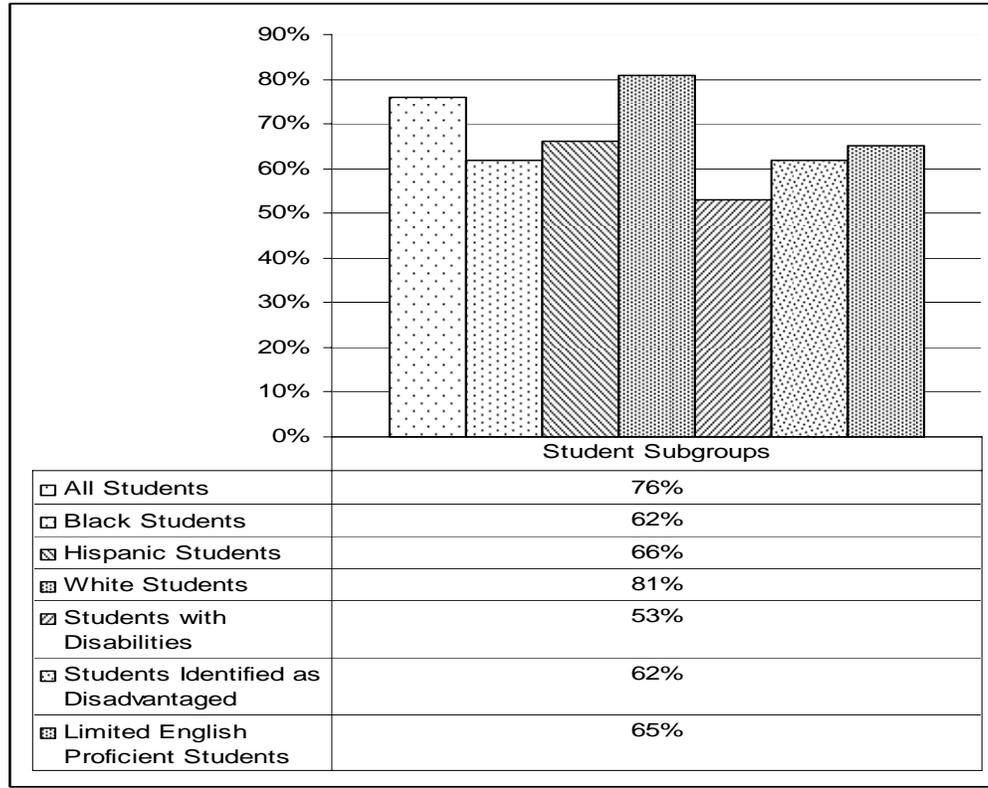
The Achievement Gap

A common theme running through the entire spectrum of challenges listed above is the persistent achievement gap among groups of students. Overall, student achievement is up in Virginia and fewer students are performing at the lowest level of achievement. However, there are disparities in performance among racial or ethnic minorities, limited English proficient students, students with disabilities, and low-income students when compared with many of their white or economically-advantaged peers. Thus, achievement gaps are identified not only by race and ethnicity, but also by income levels, language background, and disability status. Moreover, one student can have gaps in more than one area (i.e., a limited English proficient student with a disability who is also low-income)—a real rubric’s cube of challenges for our educational system.

2005-2006 Statewide Pass Rates: English Performance



2005-2006 Statewide Pass Rates: Mathematics Performance



As shown on the above two charts of the 2005-2006 statewide Standards of Learning test results for English and mathematics, the performance of black students, Hispanic students, students with disabilities, students identified as disadvantaged, and limited English proficient students lags behind that of white students. Specifically, in English performance, the achievement gap ranges from 16 to 25 percent point difference in the pass rates of the various student subgroups. Likewise, for mathematics performance, the achievement gap ranges from 15 to 28 percentage points difference in the pass rates for the subgroups.

Undoubtedly there are many reasons for the disparities, some of which are well beyond the scope of the public schools to remedy. Nonetheless, 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. Education, it has been said, is the great equalizer. Hence, 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.

Additional test results may be viewed in Appendix A.

From Competence to Excellence

The achievements shown by students in Virginia's public schools have been substantial, strengthening foundations for learning and positioning our teachers and school leaders to continue to build a better future for all students. As encapsulated in the description above, Virginia's public schools have made great progress, but they undoubtedly still have a long way to go. Nagging problems persist, and we must do more to help schools and divisions that are struggling to meet higher standards for their students. In short, we cannot be satisfied with *competent* levels of achievement; rather, we must focus on moving to *excellent* levels of achievement.

As a springboard for action, the President of the Board of Education, Dr. Mark Emblidge, has established four new committees to focus attention on priorities for action. The committees consist of members of the Board, and the chairs of the respective committees have set an agenda for action that will move the Board closer to meeting its objectives. The following is a brief description of the Board's new committees, followed by an overview of the work of the Committee on the Standards of Quality, which has led the Board in the SOQ revision process for the past several years.

School and Division Accountability Committee

The School and Division Accountability Committee was established to study chronically low-performing schools and school divisions and make recommendations on increasing accountability for effective instruction and achievement. The committee initially will focus on schools that lose state accreditation because of low student achievement and schools and divisions that have yet to meet annual benchmarks in reading and mathematics under the *No Child Left Behind Act of 2001* (NCLB).

This committee will take a close look at these schools and divisions and make recommendations on additional tools and interventions that may be needed to ensure that all children in the Commonwealth attend schools that at the very least meet minimum state and federal proficiency standards and objectives.

Dr. Emblidge named Board of Education member David L. Johnson of Richmond as chairman of the committee. Board members Thomas M. Brewster of Tazewell County and Kelvin L. Moore of Lynchburg, will also serve on the panel, which will build on the work of previous committees that oversaw the initial implementation of NCLB, studied low-performing school divisions, and revised the Commonwealth's Standards of Quality and school accreditation standards.

The Board of Education needs to know how well our current statewide system of support for schools is working. By focusing on the schools and divisions that have not shared in the success most of our schools have enjoyed under the Standards of Learning (SOL) program, this committee will be able to determine whether new programs and policies are needed.

Committee on Literacy

The Committee on Literacy will develop strategies to raise the level of literacy of children, adolescents, and adults in the Commonwealth. The committee includes Board members Isis Castro of Fairfax, who will serve as chair, and Dr. Thomas Brewster of Tazewell. Other Board members will also participate. The committee will consider ways to:

- Increase the number of students reading on grade level by the third grade;
- Sustain literacy and a love of reading among students as they move from the elementary school environment to middle school and high school;
- Assist limited English proficient (LEP) students in obtaining an education; and
- Strengthen literacy programs and policies for adult learners.

Success in our society and economy requires an ever higher level of literacy. The Board's literacy committee will monitor the effectiveness of Virginia's efforts and recommend policies to increase literacy for Virginia's citizens. The committee will review data and monitor the progress of the Commonwealth's public schools and adult education programs in addressing literacy at all levels. The committee also will advise the Board on issues and policy considerations related to the instruction and assessment of limited English proficient (LEP) students.

Literacy is the foundation for student achievement in all subject areas. We must ensure that all children are reading on grade level by the third grade and that they continue to build on their reading skills throughout their academic careers. Last year, approximately 16 percent of Virginia's third-grade students were unable to demonstrate proficiency on the Standards of Learning (SOL) reading tests and required remedial instruction. The potential impact of effective reading instruction on future literacy is illustrated by a Virginia Department of Education analysis that showed approximately 95 percent of students who pass the grade 3 SOL reading test go on to pass the grade 5 reading test as well.

The growing number of students taking the SAT from groups that include significant numbers of English-language learners underscores the importance of the work the Board of Education is doing through its committee on literacy. The literacy committee's tasks include a review of proposed revisions in the state's Standards for English Language Proficiency and a review of issues related to the instruction and assessment of limited-English proficient students.

In Virginia, more than 1 million adults do not have a high school diploma or its equivalent, limiting their earnings potential. During 2004-2005, more than 25,000 adults with below ninth-grade-level English literacy were enrolled in Adult Basic Education or English for Speakers of Other Languages programs throughout Virginia, and nearly 70,000 LEP students were enrolled in Virginia public schools. The literacy committee will receive reports on the effectiveness of all state-level reading programs and initiatives and advise the full Board.

Among the literacy committee's first tasks will be a review of proposed revisions in the state's Standards for English Language Proficiency and a review of issues related to the instruction and assessment of LEP students.

Committee on Early Childhood Education

The Committee on Early Childhood Education is chaired by Board member Eleanor B. Saslaw of Fairfax County. Board member Kelvin Moore of Lynchburg serves on the committee. Other Board members will also participate as the committee:

- Establishes guidelines for school divisions for developing, selecting, and evaluating preschool curricula for quality and alignment with Virginia's *Foundation Blocks for Early Learning*, which constitutes the Commonwealth's standards for appropriate early childhood education in English, mathematics, science, and social science;
- Develops a plan to increase the number of licensed preschool teachers and qualified teacher assistants in Virginia for current and future needs; and
- Collaborates with school divisions, community colleges, and higher education to assess the current and future need for preschool teachers and qualified teacher assistants.

The Board of Education has a critical role to play along with the Governor and General Assembly in determining how best to strengthen early childhood education in the Commonwealth. It is the Board's responsibility to ensure that state-supported preschool programs are academically sound and that young learners are taught by qualified teachers. Preschool provides a foundation for achievement for thousands of Virginia children.

The Virginia Preschool Initiative (VPI), which was established by the General Assembly in 1995, provides funding for early childhood education programs for "at-risk" four-year-olds not served by federal programs, such as Head Start. In 2005, the General Assembly expanded the initiative to provide funding for 100 percent of at-risk children who otherwise would not have access to preschool. Initiative-funded preschool programs now serve approximately 11,000 children in 92 of the Commonwealth's 132 school divisions. Instruction in all VPI programs must be aligned with the state's standards for early childhood education.

The Board of Education adopted Virginia's *Foundation Blocks for Early Learning* in 2005. The preschool-standards define the skills and knowledge essential for success for children entering kindergarten and provide early childhood educators with a set of minimum objectives and research-based indicators of kindergarten readiness.

The work of the early childhood education committee will be supported by a \$15,000 grant from the National Association of State Boards of Education (NASBE) to help improve early learning experiences for children. Virginia was one of six states to receive early childhood education grants from NASBE. The grant program was funded by the W.K. Kellogg Foundation.

Committee on Graduation and Dropout Rates

The task of the Committee on Graduation and Dropout Rates is to research and recommend policies to reduce the number of students who drop out of high school and to improve graduation rates, especially among minority students. Vice President Ella P. Ward of Chesapeake and Board member Andrew J. Rotherham of Earlysville will co-chair the committee. The Board's Committee on Graduation and Dropout Rates will:

- Examine policies and data related to middle-to-high school transition, ninth-grade retention, truancy, and dropout and graduation rates;
- Identify best practices to reduce ninth-grade retention and increase the percentage of students who complete high school by earning a diploma; and
- Recommend policies to incorporate the raising of graduation rates into the Commonwealth's accountability system.

Most of Virginia's high school students are meeting or exceeding the Commonwealth's diploma standards but we must redouble our efforts to address the issues that historically have caused students to dropout or complete high school without earning a diploma. Many Virginia schools are implementing programs to reduce ninth-grade retention and increase the likelihood that students will be successful and earn a diploma. The committee will look at these programs and identify practices that should become part of the instructional and guidance programs of every high school in Virginia.

It is vital that Virginia get a handle on the best data we can to better understand the extent of our dropout problem and develop the best interventions we can to better serve our students.

In revising Virginia's school accreditation standards this year, the Board added increasing graduation rates as an objective for high schools. In 2008, Virginia's new education information management system will be able to calculate graduation rates for every school and school division based on longitudinal, student-level data using a formula recommended by the National Governors Association.

Revisions to the Standards of Quality

This Board's Committee on the Standards of Quality was established in 2002 by the president at that time, Mark C. Christie. Under the chairmanship of Board member Dr. Gary L. Jones, in 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, 2005, and 2006 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 have not yet been enacted or funded by the General Assembly.

Nonetheless, the Board concluded that the changes were necessary. Improving the state-funded standards in the four as yet unfunded 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 2007 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.

- 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.
- 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.
- 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 divisionwide 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.

Summary of Cost Estimates of Unfunded Standards of Quality Recommendations of the Board of Education

Unfunded Changes to SOQ Recommended by the Board of Education	FY 2007 State Cost	FY 2008 State Cost
Elementary Principal: Increase to 1 full-time position in every elementary school	\$7.2 million	\$7.3 million
Assistant Principal: 1 full-time assistant principal per 400 students (K-12)	\$51.2 million	\$53.0 million
Speech-language Pathologist: Reduce caseload from 68 to 60 students	\$3.9 million	\$4.2 million
Reading Specialist: 1 position per 1,000 students	\$38.0 million	\$39.3 million
Total for Specific Items Recommended by the Board of Education	\$100.3 million	\$103.8 million

(Language regarding additional revisions to be added here following the Board of Education's actions on November 29, 2006)

Compliance with the Requirements of the Standards of Quality 2005-2006

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). The chairman of the school board and division superintendent certify compliance with the standards and the individual indicators within each standard to the Department of Education via a newly developed electronic data collection system.

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 2005-2006 school year and for the Standards of Quality that were in effect as of July 1, 2005.

Divisions Reporting Non-Compliance with Certain Provisions of the Standards of Quality for 2005-2006

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

Orange County	The division's program of instruction does not emphasize proficiency in the use of computers and related technology. (C.1.c.)
Petersburg City	All instructional personnel are not qualified in the relevant subject areas. (B.1.)

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

Accomack County	All instructional personnel are not qualified in the relevant subject areas. (B.1.)
Appomattox County	The school board did not, on or before January 1, report actual pupil-teacher ratios in the elementary schools and the pupil-teacher ratios for resource teachers. (M.1.)
Arlington County	All instructional personnel are not qualified in the relevant subject areas. (B.1.)
Augusta County	The school board did not employ two full-time equivalent positions per 1,000 students in grades K-12 for technology support and instructional technology (one each). (J.1.)
Bath County	All instructional personnel are not qualified in the relevant subject areas. (B.1.)
Bedford County	Guidance positions requirement not met at one elementary school. (H.1.4.)
Charlotte County	Guidance counselor ratios not met. (H.1.4.)
Essex County	All instructional personnel are not qualified in the relevant subject areas. (B.1.)
Frederick County	The school board did not employ two full-time equivalent positions per 1,000 students in grades K-12 for technology support and instructional technology (one each). (J.1.)

Grayson County	All instructional personnel are not qualified in the relevant subject areas. (B.1.) Required LEP instructional positions requirement not met. (F.1.)
Greensville County	All instructional personnel are not qualified in the relevant subject areas. (B.1.)
Highland County	All instructional personnel are not qualified in the relevant subject areas. (B.1.)
Madison County	The school board did not, on or before January 1, report actual pupil–teacher ratios in the elementary schools and the pupil-teacher ratios for resource teachers. (M.1.)
New Kent County	Guidance counselor ratios not met. (H.1.4.) Clerical staffing requirements not met. (H.1.5.)
Rappahannock County	All instructional personnel are not qualified in the relevant subject areas. (B.1.)
Russell County	All instructional personnel are not qualified in the relevant subject areas. (B.1.)
Smyth County	The requirements for elementary resource teachers in art, music and physical education not met. (I.1)
Surry County	All instructional personnel are not qualified in the relevant subject areas. (B.1.) Required LEP instructional positions requirement not met. (F.1.)
Buena Vista City	All instructional personnel are not qualified in the relevant subject areas. (B.1.)
Charlottesville City	All instructional personnel are not qualified in the relevant subject areas. (B.1.)
Hampton City	The school board did not employ two full-time equivalent positions per 1,000 students in grades K-12 for technology support and instructional technology (one each). (J.1.)
Harrisonburg City	The school board did not, on or before January 1, report actual pupil –teacher ratios in the elementary schools and the pupil-teacher ratios for resource teachers. (M.1.)
Hopewell City	All instructional personnel were not qualified in the relevant subject areas. (B.1.) Staffing requirements for librarians not met. (H.1.3.) Staffing requirements for combined schools in the division not met. (K.1.)

§ 22.1-253.13:3. Standard 3. Accreditation, other standards and evaluation. The following school divisions reported that not all schools were fully accredited:

Accomack County	Fairfax County	Russell County
Amherst County	Fauquier County	Smyth County
Arlington County	Grayson County	Surry County
Augusta County	Greensville County	Sussex County
Bland County	Henrico County	Tazewell County
Brunswick County	King and Queen County	Washington County
Buchanan County	Lancaster County	Westmoreland County
Buckingham County	Lee County	Wythe County
Caroline County	Lunenburg County	Alexandria City
Carroll County	Montgomery County	Charlottesville City
Charles City County	Northampton County	Danville City
Chesterfield County	Nottoway County	Hampton City
Cumberland County	Prince Edward County	Harrisonburg City
Dinwiddie County	Pulaski County	Hopewell City
Essex County	Rockbridge County	Martinsville City

Newport News City

Portsmouth City

Staunton City

Norfolk City

Richmond City

Franklin City

Petersburg City

Roanoke City

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

Staunton City

The school board did not 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 to the parents of students who failed to graduate. (C.2.)

§ 22.1-253.13:5. Standard 5. Quality of classroom instruction and educational leadership.

Bath County

Each member of the school board did not participate in high-quality professional development activities as required. (D.1.)

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

Bland County

The school board did not hold a public hearing on the division's comprehensive long-range plan to solicit public comment. (B.3.)

Madison County

The school board did not report to the public on the extent to which the objectives of the divisionwide plan had been met in the previous two years. (B.5.)

The school board had not revised, extended, or adopted a current division-wide comprehensive, unified, long-range plan with all the required components or held a public hearing to solicit public comment. (B.1., B.3., B.4.(iv), B.4.(vii))

Orange County

The school board did not report to the public on the extent to which the objectives of the divisionwide plan had been met in the previous two years. (B.5.)

Each school in the division prepares a comprehensive, unified, long-range plan that was considered by the board in developing the divisionwide comprehensive plan or the schools have not developed such plans. (C.1.)

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

Bland County

No announcement of the availability of the division's policy manual was made at the beginning of the school year to parents. (C.3.)

Frederick County

The school board policy manual did not contain information about procedures for addressing concerns with the school division and recourse available for parents for a judicial review of a school board action as provided for in § 22.1-87 of the Code. (B.1.6.)

Washington County

The school board policy manual did not contain information about procedures for addressing concerns with the school division and recourse available for parents for a judicial review of a school board action as provided for in § 22.1-87 of the Code. (B.1.6.)

§ 22.1-253.13:8. Compliance.

Madison County

The division did not meet all applicable reporting deadlines required by Standards 2 and 6. (A.1.)

Compliance with the Requirements of the Standards of Accreditation

Based on 2005-2006 assessment results, nine out of ten Virginia public schools are fully accredited and meeting state standards for student achievement in English, mathematics, history/social science, and science. The percentage of schools meeting or exceeding state standards was little changed from the previous year, despite the introduction of rigorous new Standards of Learning (SOL) assessments in English and mathematics in grades 4, 6, and 7, which were previously untested. The accreditation ratings also reflect the achievement of elementary and middle school students on the United States History to 1877 test, which was introduced in 2005.

The introduction of grade level testing in English and mathematics and the inclusion of the U.S. History scores represent an increase in expectations for Virginia's students and schools. The fact that more than 90 percent of Virginia's public schools still earned full accreditation reflects the commitment of thousands of teachers, principals, and other educators to helping students meet high standards.

Schools Fully Accredited

Students in 1,670, or 92 percent of the 1,822 schools that were open during 2005-2006 and are open this year met or exceeded state achievement objectives on SOL tests and other statewide assessments in the four core academic areas. Ninety-six percent of Virginia's elementary schools and 97 percent of the Commonwealth's high schools are now fully accredited, compared with 95 percent and 94 percent, respectively, last year.

Factors Influencing Middle School Accreditation

The increased rigor of mathematics testing in grades at the middle school level resulted in a decrease in the percentage of middle schools achieving full accreditation, although nine middle schools that were accredited with warning during 2005-2006 are now fully accredited. The introduction of these tests has provided a shared lesson for educators at every level on the importance of understanding the goal implicit in the mathematics SOL of preparing students for success in Algebra I by grade 8 and by grade 9 at the latest.

Seventy-one percent, or 219 of the 307 middle schools open during 2005-2006 are fully accredited. Of the 86 middle schools that are accredited with warning, 63 are warned solely because of mathematics achievement, including 44 middle schools that were fully accredited last year. Last year, 83 percent of Virginia middle schools were fully accredited based on 2004-2005 achievement.

Schools Accredited with Warning

Forty-seven schools that were on academic warning last year achieved full accreditation, including 24 elementary schools, 9 middle schools, 12 high schools, and 2 combined schools. The number of schools accredited with warning rose to 138, compared with 129 at the close of last year. Seventy-four schools slipped from full accreditation to accredited with warning. A list of schools rated accredited with warning is shown in Appendix D.

Schools Rated “Accreditation Denied”

Six schools were denied state accreditation because of persistently low achievement in the four core content areas. These are the first schools to lose state accreditation since Virginia began rating schools based on student achievement in 1998. The schools denied accreditation, with areas of deficiency indicated, are:

- A.P. Hill Elementary, Petersburg (English, mathematics, history/social science, science)
- Peabody Middle, Petersburg (English, mathematics, history/social science, science)
- J.E.B. Stuart Elementary, Petersburg (English, mathematics)
- Petersburg High, Petersburg (mathematics, history/social science, science)
- Annie B. Jackson Elementary, Sussex County (English, mathematics, science)
- Ellen W. Chambliss Elementary, Sussex County (English, mathematics, science)

Of the six schools in Virginia denied accreditation, four are in Petersburg, the other two in Sussex County. School boards in Petersburg and Sussex must submit a corrective action plan to the state within 45 days of receiving the rating. The divisions will also be required to sign a Memorandum of Understanding (MOU), which is drawn up jointly by the Board of Education and the local school board and sets forth the steps that must be taken by the local division. Because more than one-third of Petersburg's nine schools and Sussex's five schools were denied accreditation, their boards also must evaluate their school superintendents and submit copies of the evaluations to the state by December 1, 2006.

A school is denied accreditation if it fails to meet the requirements for full accreditation after being accredited with warning for three consecutive years. Schools that have been denied accreditation are subject to corrective actions prescribed by the Board of Education and agreed to by the local school board through a signed memorandum of understanding. A school board within 45 days of receiving notice of a school being denied accreditation must submit a corrective action plan to the Board of Education describing the steps to be taken to raise achievement to state standards. The Board of Education will consider the plan in developing the memorandum of understanding, which must be in force by November 1 of the year for which the school has been denied accreditation. Schools that are denied accreditation also must provide the following to parents and other interested parties:

- Written notice of the school's accreditation rating within 30 calendar days of the announcement of the rating by the Department of Education;
- A copy of the school division's proposed corrective action plan, including a timeline for implementation, to improve the school's accreditation rating; and
- An opportunity to comment on the division's proposed corrective action plan prior to its adoption and the signing of a memorandum of understanding between the local school board and the Board of Education.

As an alternative to the memorandum of understanding, a local school board may choose to reconstitute a school rated “Accreditation Denied” and apply to the Board of Education for a rating of “Conditionally Accredited.” If granted conditional accreditation, the school would have a maximum of three years to raise student achievement to state standards.

Schools Rated “Accreditation Withheld—Improving School”

Two schools, Pocahontas Combined in Tazewell County and Robert E. Lee Elementary in Petersburg, are rated as “Accreditation Withheld – Improving School.” This rating is for schools that are making substantial progress toward full accreditation. To earn this rating, which is only available this year, schools must meet each of the following criteria:

- At least 70 percent of its students must have passed the applicable English assessments except at third and fifth grade where the requirement is 75 percent;
- At least 60 percent of its students must have passed statewide assessments in the other three core academic areas; and
- In areas in which the pass rate is below the rate required for full accreditation, the school’s pass rate must have increased by at least 25 percentage points since 1999.

Schools Rated “Conditionally Accredited” or “To be Determined”

Seventeen newly opened schools are rated as conditionally accredited and the accreditation status of six schools remains to be determined.

Divisions in which All Schools are Fully Accredited or Conditionally Accredited

Sixty-three of Virginia’s 132 school divisions have no schools on the state’s academic warning list. The school divisions with all schools either fully or conditionally accredited are:

Albemarle County	Louisa County
Alleghany County	Madison County
Amelia County	Manassas Park
Appomattox County	Mathews County
Bath County	Middlesex County
Bedford County	Nelson County
Botetourt County	New Kent County
Buckingham County	Northumberland County
Buena Vista	Norton
Carroll County	Nottoway County
Charlotte County	Orange County
Clarke County	Patrick County
Colonial Heights	Poquoson
Culpeper County	Powhatan County
Cumberland County	Prince George County
Fairfax County	Radford
Falls Church	Rappahannock County
Floyd County	Richmond County
Fluvanna County	Roanoke County
Franklin County	Russell County
Giles County	Salem
Gloucester County	Scott County
Goochland County	Shenandoah County
Hanover County	Stafford County
Harrisonburg	Virginia Beach
Highland County	Warren County

Hopewell
King William County
Lancaster County
Lee County
Lexington
Loudoun County

Waynesboro
West Point
Winchester
Wise County
York County

Explanation of the Accreditation Rating System for Virginia's Public Schools

The accreditation ratings 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 2005 and the spring of 2006, or on overall achievement during the three most recent academic years. The results of tests administered in each subject area are combined to produce overall passing percentages in English, mathematics, history, and science.

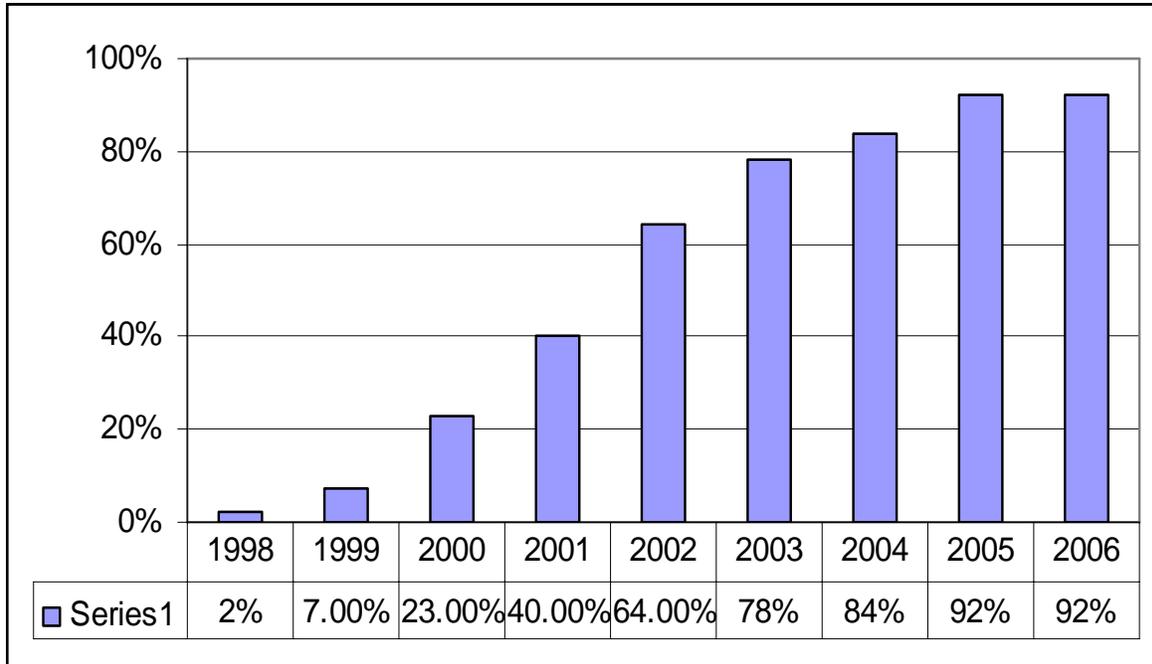
In middle schools and high schools, an adjusted pass rate of at least 70 percent in all four subject areas is required for full accreditation. In elementary schools, a combined accreditation pass rate of at least 75 percent on English tests in grades 3 and 5, and 70 percent in grade 4 is required for 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.

Accreditation ratings also may reflect adjustments made for schools that successfully remediate students who previously failed 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.

The Board of Education adopted the Standards of Learning in 1995. A program of annual assessments in English, mathematics, history/social science, and science in grades 3, 5, 8, and at the end of high school-level courses began in the 1997-98 school year. The department introduced new reading and mathematics tests for grades 4, 6, and 7 during 2005-2006, as required by the federal *No Child Left Behind Act of 2001*.

It is important to remember that in 1998, the first year of SOL testing, only 2 percent of Virginia'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. Last year, 1,685 or 92 percent of Virginia's schools were rated as fully accredited based on achievement during 2004-2005.

**Percent of Public Schools Rated Fully Accredited:
1998-2006**



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

Findings for the School-level Academic Review Process for 2005-2006

There were 132 schools Accredited with Warning in 2005-2006. Ninety-four schools were assigned a school support team; 13 schools were identified for a Tier I review; 11 schools were identified for a Tier 2 review; and 14 schools were identified for a Tier 3 review. The tiers refer to the extent of the review, which is based on criteria set by the Board of Education.

For the 132 schools Accredited with Warning in 2005-2006, 92 were warned in English; 33 were warned in mathematics; 49 were warned in science; and 46 were warned in History/Social Sciences. (Note: Schools may be Accredited with Warning in more than one area.)

Twenty-eight schools received school support through either the Partnership for Achieving Successful Schools (PASS) initiative or Reading First. Twenty-three schools were assigned a PASS coach who served as the school support team leader. Five schools were assigned a Reading First coach from the Office of Elementary Instruction who served as the school support team leader.

Those schools warned in the previous year were provided assistance through the school support team. Team leaders followed the school's implementation of the school improvement plan throughout the year. The team leaders cited the following critical needs for these schools most often:

- Professional development is needed to improve instruction.
- Effective data analysis and frequent benchmarking assessment programs need to be improved.
- Recruiting and maintaining highly qualified staff presents a significant problem.
- Leadership at the school and district level needs to be data driven.
- The school improvement plan needs to be aligned with No Child Left Behind (NCLB) and the findings of the academic review.

For those schools in the Tier I, II, or III review, team leaders cited the following critical needs most often:

- Professional development needs to be linked to the strategies in the school improvement plan.
- Remediation programs do not use student data from assessment classroom or SOL assessment.
- Professional development is needed in the areas of instructional techniques, use of instructional time, student engagement and differentiated instruction.
- The school improvement plan needs to be aligned with NCLB and the findings of the academic review.

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

Virginia and 73 percent of Virginia's public schools met or exceeded No Child Left Behind Act (NCLB) achievement objectives during the 2005-2006 school year. It was the second consecutive year in which Virginia made what the federal law calls Adequate Yearly Progress (AYP) in reading and mathematics.

How is Adequate Yearly Progress Determined?

The *No Child Left Behind Act of 2001* (NCLB) requires states to set annual measurable objectives of proficiency in reading and mathematics, participation in testing, and graduation and attendance. These objectives are in addition to the high standards for learning and achievement required under Virginia's Standards of Learning (SOL) program. Schools and school divisions that meet the annual objectives required by the federal education law are considered to have made adequate yearly progress (AYP) toward the goal of 100 percent proficiency of all students in reading and mathematics by 2014.

A key point is that for a school, school division or the Commonwealth to make AYP, it must meet or exceed 29 benchmarks for participation in statewide testing, achievement in reading and mathematics, and attendance or science (elementary and middle schools) or graduation (high schools). Missing a single benchmark may result in a school or school division not making AYP.

Annual Measurable Objectives

The yearly achievement benchmarks in reading and mathematics established by the Board of Education as part of Virginia’s implementation of NCLB are known as annual measurable objectives (AMOs).

The following table shows Virginia’s AMOs for reading and language arts. For a school or school division to have made AYP during 2005-2006 at least 69 percent of students overall and students in each subgroup must have demonstrated proficiency on Standards of Learning (SOL) tests and other approved assessments in reading and language arts.

AYP: Annual Measurable Objectives for Reading and Language Arts

2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Starting Point			Initial Goal			Initial Goal			Initial Goal			Goal
60.7%	61%		65%	69%	71%	75%	79%	83%	87%	91%	95%	100%

AYP: Annual Measurable Objectives for Mathematics

2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Starting Point			Initial Goal			Initial Goal			Initial Goal			Goal
58.4%	59%	59%	63%	67%	71%	75%	79%	83%	87%	91%	95%	100%

In addition to meeting annual measurable objectives in reading and mathematics, Virginia schools and school divisions must meet annual objectives for attendance or science (elementary and middle schools) and graduation (high schools), or show improvement. School divisions decide prior to the beginning of the school year whether to use attendance or achievement in science as another academic indicator for elementary and middle schools.

Schools Making AYP

Of the 1,822 schools that earned AYP ratings based on tests taken in 2005-2006, at least 1,336, or 73 percent, met the federal education law's requirements for increased student achievement. Those schools included 47 Title I schools that improved significantly by making AYP for a second consecutive year, despite higher benchmarks in reading and mathematics and the introduction of testing in grades 4, 6, and 7.

Adequate Yearly Progress (AYP) for Virginia Public Schools

	Made AYP	Did Not Make AYP	To Be Determined	Total
Schools	1,336 (73%)	400 (22%)	86 (5%)	1,822

The shift from cumulative assessments in reading and mathematics in elementary and middle school to annual testing in grades 3-8 increased the rigor of Virginia's assessment program, especially in middle school mathematics, by assessing deeper into the content at each grade level. Virginia's Standards of Learning (SOL) for middle school mathematics are designed to prepare students for Algebra I by grade 8, and at the latest, grade 9. The federal benchmarks increased by four points in both reading and mathematics, to 69 percent in reading and 67 percent in mathematics.

Of the 400 schools that did not make AYP during 2005-2006, 130 met all but one of the federal law's 29 objectives for participation in statewide testing and achievement in reading and mathematics, and 105 met all but two AYP benchmarks. The AYP status of 86 schools remains to be determined.

Last year, 80 percent of Virginia's schools were initially reported as having made AYP based on preliminary 2004-2005 data. Appeals and the submission of additional data eventually increased the percentage to 83 percent. Of the schools that made AYP last year, 1,190 also made AYP based on tests administered during 2005-2006, while 245 did not. The schools that made AYP based on achievement during the 2005-2006 school year include 136 schools that did not make AYP last year based on 2004-2005 tests.

More School Divisions Make AYP

Seventy-two of Virginia's 132 school divisions made AYP during 2005-2006, compared with 68 last year. Of the 52 school divisions that did not make AYP, 26 met all but one of the 29 objectives for achievement and participation in testing. The AYP ratings of 8 divisions remain to be determined.

Adequate Yearly Progress (AYP) for Virginia School Divisions

	Made AYP	Did Not Make AYP	To Be Determined	Total
Divisions	72 (55%)	52 (39%)	8 (6%)	132

In 24 school divisions, all schools made AYP. These divisions include Alleghany County, Bath County, Botetourt County, Buena Vista, Charlotte County, Clarke County, Craig County, Dinwiddie County, Gloucester County, Goochland County, Highland County, Hopewell, Lexington, Manassas Park, Northampton County, Norton, Nottoway County, Patrick County, Roanoke County, Rockingham County, Salem, Scott County, Surry County, and West Point.

Eight Out of Ten of Virginia's Title I Schools Made AYP

Forty-seven Title I schools made AYP for a second consecutive year, and by doing so, exited school improvement status. The success of these schools in raising student achievement resulted in the number of sanctioned Title I schools in Virginia falling from 111 to 64.

Title I 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. Under the law, Title I schools that do not make AYP in the same subject area for two or more consecutive years are identified for improvement. School improvement 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 ten, or 573, of Virginia's 732 Title I schools made AYP during 2005-2006. Of the Title I schools that did not make AYP, 38 met all but one of the 29 AYP objectives. The AYP status of 33 Title I schools remains to be determined.

Nineteen Title I schools entered or remained in "year one" of improvement based on achievement in 2005-2006 and must offer students the option of transferring to a higher-performing public school for the 2006-2007 school year. Twenty-nine Title I schools entered or remained in "year two" of improvement status, and in addition to offering transfers, must also provide supplemental educational services or tutoring free-of-charge to children who request these services. Eleven Title I schools entered or remained in "year three" of improvement status. These schools must offer transfers, tutoring, and take at least one of several corrective actions specified in the law to raise student achievement.

Two Title I schools, Elkhardt Middle in Richmond and Westview Elementary in Petersburg, entered "year four" of improvement status. Richmond and Petersburg must begin developing alternative governance plans for these schools while continuing to offer transfers and tutoring, and continuing to implement corrective action.

Two schools, Chandler Middle in Richmond and Vernon Johns Middle in Petersburg, entered "year five" of Title I school improvement. These schools must take one of the following actions:

- Reopen as a charter school;
- Replace all or most of the school staff relevant to the school's failure to make AYP;
- Turn the management of the school over to a private educational management company or another entity with a demonstrated record of success; or
- Any other major restructuring of school governance.

AYP ratings are based primarily on the achievement of students on statewide assessments in reading, mathematics, and, in some cases, science. In Virginia, these assessments include SOL

tests, substitute tests of equal or greater rigor such as Advanced Placement examinations, English-language proficiency tests taken by students learning English, and assessments taken by some students with disabilities.

Virginia's AYP objectives based on 2005-2006 achievement were among the highest in the nation because of the progress students have made since 1995 under the SOL program. For a Virginia school or school division to have made AYP this year, at least 69 percent of students overall and of students in all subgroups (white, black, Hispanic, limited English, students with disabilities, and economically disadvantaged) must have demonstrated proficiency on statewide tests in reading, and 67 percent of students overall and in all subgroups must have demonstrated proficiency in 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 AYP toward the goal of 100 percent proficiency of all students in reading and mathematics by 2014.

Condition and Needs of Virginia's Public Schools as Identified by Standards of Learning Test Results for 2005-2006

Reading Achievement

Overall achievement in reading increased with 84 percent of Virginia students passing SOL and other tests in reading during 2005-2006 compared with 81 percent during 2004-2005. The increase in reading achievement was especially noteworthy in grade 3. Eighty-four percent of third-grade students passed statewide tests in reading last year, an increase of 7 points over 2004-2005. All student subgroups improved in reading during 2005-2006:

- Hispanic reading achievement increased three points, from 73 percent in 2004-2005 to 76 percent in 2005-2006.
- Black students achieved a 73 percent pass rate in reading, compared with 70 percent during the previous year.
- The reading achievement of disadvantaged students increased four points, from 69 percent to 73 percent.
- Limited English proficient students demonstrated a two-point increase in reading proficiency by achieving a 72 percent pass rate in 2005-2006, compared with 70 percent during the previous year.
- White students achieved an 89 percent pass rate in reading, a two-point increase from 87 percent during 2004-2005.
- Students with disabilities raised their reading achievement by 7 points, to 63 percent compared with 56 percent in 2004-2005.

Mathematics Achievement

Pass rates in mathematics were impacted by the introduction of new mathematics tests in previously untested grade levels of 4, 6, and 7. Student achievement often is low on new tests and many middle school students were challenged by the new mathematics assessments. The grade 6

and grade 7 mathematics assessments test deeply into content that is designed to prepare students for success in Algebra I in the eighth grade. The new eighth-grade mathematics test also is more rigorous than the previously administered cumulative grade-8 test that surveyed knowledge of three years of SOL content.

The new tests mean that Virginia is now expecting middle school students to demonstrate a stronger command of rigorous mathematics content sooner than what was required before, and whenever standards are raised, there is a period of adjustment. While many students did not do as well on the new mathematics tests as anticipated, the data from these assessments will be invaluable as teachers adjust instruction to help students meet these new higher expectations.

Fifty-one percent of the students who took the new grade-6 mathematics test passed, and 44 percent tested on the new seventh-grade assessment passed. Achievement in previously assessed grades and in grade 4 was much higher.

- Ninety percent of third graders passed in mathematics.
- Seventy-seven percent of tested fourth graders passed in mathematics.
- Seventy-six percent of tested eighth graders passed in mathematics.
- Eighty-five percent of students who took end-of-course assessments in Algebra I, Algebra II, and Geometry passed.

Overall, seventy-six percent of Virginia students tested last year in mathematics passed, compared with 84 percent in 2004-2005.

- Sixty-two percent of black students passed assessments in mathematics, compared with 73 percent during 2004-2005.
- The mathematics pass rate for disadvantaged students was 62 percent, compared with 74 percent during 2004-2005.
- Sixty-five percent of limited English students passed in mathematics, compared with 77 percent during 2004-2005.
- Sixty-six percent of Hispanic students passed in mathematics, compared with 77 percent during the previous year.
- Eighty-one percent of white students passed in mathematics, compared with 89 percent last year.
- Fifty-two percent of students with disabilities passed in mathematics, compared with 61 percent during 2004-2005.

Science Achievement

Science achievement factors into calculating AYP for elementary and middle schools that select achievement in science as an “other academic indicator.” Science also is a factor for high schools that make AYP through the “safe harbor” provision of NCLB. A school, division, or state makes AYP through safe harbor by reducing the failure rate in a subject area by 10 percent. Safe harbor may be invoked for all students or for students in one or more subgroups. Eighty-five percent of Virginia students passed tests in science, compared with 84 percent last year.

- Black students achieved a 73 percent pass rate in 2005-2006, compared with 72 percent during 2004-2005.

- Seventy-four percent of economically disadvantaged students passed science tests, compared with 73 percent during the previous year.
- Limited English students achieved a pass rate of 69 percent in science, which was the same as the previous year.
- The percentage of Hispanic students demonstrating proficiency in science increased by one point to 74 percent.
- The achievement of white students in science was unchanged, with 91 percent passing state science tests.
- The achievement of students with disabilities in science increased by one point to 65 percent.

Statewide Standards of Learning Test Results

English: Pass Rates

SOL Test: English	1998	1999	2000	2001	2002	2003	2004	2005	2006	Change: 1998-2006
Grade 3	55%	61%	61%	65%	72%	72%	71%	77%	84%	29
Grade 4									86%	N/A
Grade 5	68%	69%	68%	73%	78%	83%	85%	85%	87%	19
Grade 5 Writing	65%	81%	81%	84%	84%	85%	88%	91%	88%	23
Grade 6									83%	N/A
Grade 7									81%	N/A
Grade 8	65%	67%	70%	73%	69%	69%	72%	76%	78%	13
Grade 8 Writing	67%	70%	76%	75%	76%	74%	77%	74%	91%	24
English EOC	72%	75%	78%	82%	84%	92%	89%	88%	90%	18
Writing EOC	71%	81%	85%	84%	84%	90%	88%	88%	88%	17

Science: Pass Rates

SOL Test: Science	1998	1999	2000	2001	2002	2003	2004	2005	2006	Change: 1998-2006
Grade 3	63%	68%	73%	74%	78%	82%	86%	89%	90%	27
Grade 5	59%	67%	64%	75%	76%	80%	84%	81%	85%	26
Grade 8	71%	78%	82%	84%	85%	84%	88%	87%	87%	16
Earth Science	58%	65%	70%	73%	66%	75%	75%	80%	82%	24
Biology	72%	81%	79%	81%	82%	83%	83%	83%	83%	11
Chemistry	54%	64%	64%	74%	78%	84%	87%	88%	87%	33

Mathematics : Pass Rates

SOL Test: Math	1998	1999	2000	2001	2002	2003	2004	2005	2006	Change: 1998- 2006
Grade 3	63%	68%	71%	77%	80%	83%	87%	88%	90%	27
Grade 4									77%	N/A
Grade 5	47%	51%	63%	67%	71%	74%	78%	81%	83%	36
Grade 6									51%	N/A
Grade 7									44%	N/A
Grade 8	53%	60%	61%	68%	71%	75%	80%	81%	76%	23
Algebra I	40%	56%	65%	74%	75%	79%	82%	86%	88%	48
Algebra II	31%	51%	58%	74%	76%	81%	87%	88%	85%	54
Geometry	52%	62%	67%	73%	75%	79%	83%	83%	83%	31

History and Social Science: Pass Rates

SOL Test: History/Soc Science	1998	1999	2000	2001	2002	2003	2004	2005	2006	Change: 1998-2006
Grade 3	49%	62%	65%	72%	76%	82%	87%	89%	91%	42
Grade 5	33%	46%	51%	63%	72%	79%	87%	85%	85%	52
Grade 8	35%	40%	50%	56%	78%	80%	83%	82%	81%	46
World History and Geography to 1500**	62%	68%	75%	83%	83%	87%	84%	85%	84%	22
World History and Geography 1500 to Present**	41%	47%	60%	65%	77%	83%	83%	88%	89%	48
World Geography	n/a*	n/a*	76%	77%	72%	77%	72%	75%	77%	N/A
Va & US History	30%	32%	39%	47%	70%	76%	87%	90%	92%	62

* 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.

Content Specific History: Pass Rates

SOL Test: Content History	2004	2005	2006	Change: 2004-2006
Civics and Economics	81%	84%	84%	3
United States History from 1877 to Present	76%	84%	85%	9
United States History to 1877	59%	63%	65%	6

Notes:

Beginning in 2002, assessments from the prior year summer and fall administrations are also included. For example, 2002 includes assessments from the summer 2001, fall 2001 and spring 2002 administrations.

Beginning in 2002, the pass rates are calculated using the rules for calculating AYP passing rates. Beginning in 2002, grade level test passing rates include the results of the VAAP assessment.

Beginning in 2003, the English grade level tests also include the results of the SELP assessment where it was determined the student could use the SELP as a proxy for the SOL.

Beginning in 2004, grade level test passing rates include the results of the VGLA assessment.

Beginning in 2005, EOC test passing rates include the results of the VSEP assessment.

Closing Statement by the Virginia Board of Education

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 the 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.

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.

The Board of Education is bold in its expectations, the recommendations from its committees, and the actions taken as a result. It also acknowledges the challenges our students will face as they grow into productive adult citizens of the global economy—the rapid growth in technology, the changing demographics of our communities, and greater demands for skills for all citizens.

With its comprehensive plan of action as its roadmap and the work of its newly established committees as its navigator, the Board is focused on critical areas of concern: finding new and effective ways to help struggling schools and divisions, emphasizing the benefits of early learning programs, improving reading and literacy at every grade and for every subgroup of students, and finding solutions to dropout problems, and keeping young people in school until they graduate.

For the Board of Education, the goal is clear: All children can achieve at high levels. In short, *all* means *all*.

APPENDICES

**Appendix A:
Statewide Standards of Learning Test Results: 1998-2006**

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

**Appendix C:
Standards of Quality – as of July 1, 2006**

**Appendix D:
List of Public Schools Rated Accredited with Warning**

**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

Percentage of Students Passing/Tested/Not Tested

Schools, school divisions, and states are rated according to the progress toward the goals of the No Child Left Behind Act of 2001 (NCLB). This federal law requires states to set annual benchmarks for achievement in reading and mathematics leading to 100 percent proficiency by 2014. Schools, school divisions, and states that meet or exceed all annual benchmarks toward this goal are rated as having made adequate yearly progress (AYP). Schools, school divisions, states must test at least 95 percent of students overall, and 95 percent of students in each of the following subgroups: white, black, Hispanic, students with disabilities, limited English proficient students, and students identified as disadvantaged. Annual accountability ratings are based on achievement during the previous academic year or combined achievement from the three most recent years. Only student subgroups represented are listed.

Percentage of Students Passing/Tested/Not Tested										
Student Subgroup	Type	2003-2004			2004-2005			2005-2006		
		Passed	Tested	Not Tested	Passed	Tested	Not Tested	Passed	Tested	Not Tested
English Performance										
All Students	State	79	99	1	81	99	1	84	100	0
Black Students	State	66	98	2	70	99	1	73	99	1
Hispanic Students	State	69	100	0	73	100	0	76	100	0
White Students	State	85	99	1	87	99	1	89	100	0
Students with Disabilities	State	51	97	3	56	98	2	64	100	0
Students Identified as Disadvantaged	State	64	98	2	69	99	1	73	99	1
Limited English Proficient Students	State	65	100	0	70	100	0	72	100	0
Mathematics Performance										
All Students	State	83	98	2	84	99	1	76	100	0
Black Students	State	70	98	2	73	98	2	62	99	1
Hispanic Students	State	76	98	2	77	99	1	66	99	1
White Students	State	87	99	1	89	99	1	81	100	0
Students with Disabilities	State	57	97	3	61	98	2	53	100	0
Students Identified as Disadvantaged	State	72	98	2	74	99	1	62	99	1
Limited English Proficient Students	State	76	98	2	77	99	1	65	99	1
Key: < = A group below state definition for personally identifiable results - = No data for group * = Data not yet available										

Other Academic Indicators

NCLB also requires schools, school divisions and states to make progress in an additional area, such as science or attendance for elementary and middle schools, and graduation for high schools. Annual accountability ratings are based on achievement during the previous academic year or combined achievement from the three most recent years. **Only student subgroups represented are listed.**

Other Academic Indicators				
Student Subgroup	Type	2003-2004 Percentage	2004-2005 Percentage	2005-2006 Percentage
Science Performance				
All Students	State	84	84	85
Black Students	State	70	72	73
Hispanic Students	State	72	73	74
White Students	State	90	91	91
Students with Disabilities	State	64	64	65
Students Identified as Disadvantaged	State	71	73	74
Limited English Proficient Students	State	66	69	69
Attendance Rate				
All Students	State	95	95	95
Black Students	State	95	95	95
Hispanic Students	State	95	95	95
White Students	State	95	95	95
Students with Disabilities	State	94	94	94
Students Identified as Disadvantaged	State	94	94	94
Limited English Proficient Students	State	95	95	95
Graduation Rate				
All Students	State	82	80	79
Notes:				
Science Performance: the percentage of students passing science				
Attendance Rate: average daily attendance percentage				
Graduation Rate: the percentage of students achieving a regular high school diploma (rate from previous school year is used for AYP)				
Key: < = A group below state definition for personally identifiable results				
- = No data for group				
* = Data not yet available				

Assessment Results at each Proficiency Level by Subgroup

The Virginia Assessment Program includes Standards of Learning (SOL) tests and other statewide assessments in English, history/social science, mathematics, and science. The tables below provide information for the three most recent years on the achievement of students on these tests, including percentages of students who demonstrate proficiency and advanced proficiency. Annual accountability ratings are based on achievement during the previous academic year or combined achievement from the three most recent years. Only student subgroups represented are listed.

Assessment Results at each Proficiency Level by Subgroup													
Student Subgroup	Type	2003-2004				2004-2005				2005-2006			
		Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail
English: RLR													
Grade 3													
All Students	State	14	58	71	29	19	58	77	23	39	45	84	16
Female Students	State	16	59	76	24	21	59	80	20	40	45	85	15
Male Students	State	12	56	68	32	16	57	73	27	37	45	82	18
Black Students	State	6	50	56	44	10	56	67	33	24	49	73	27
Hispanic Students	State	5	57	62	38	9	59	68	32	22	57	79	21
White Students	State	18	61	79	21	23	59	82	18	47	41	88	12
Asian Students	State	18	62	81	19	26	58	84	16	44	46	90	10
American Indian Students	State	13	59	71	29	18	58	76	24	40	46	86	14
Other Students	State	14	59	73	27	20	60	80	20	41	43	84	16
Students with Disabilities	State	7	40	47	53	9	44	54	46	25	45	71	29
Students Identified as Disadvantaged	State	6	50	57	43	9	56	65	35	23	51	74	26
Limited English Proficient Students	State	4	56	60	40	8	59	68	32	17	60	77	23
Students Identified as Migrant	State	4	66	70	30	9	55	65	35	12	59	71	29
Mathematics													
Grade 3													
All Students	State	49	38	87	13	52	36	88	12	52	38	90	10
Female Students	State	48	39	87	13	52	36	88	12	51	39	90	10
Male Students	State	49	38	87	13	53	35	88	12	52	37	89	11
Black Students	State	28	49	77	23	33	46	79	21	32	50	82	18
Hispanic Students	State	35	48	84	16	37	45	82	18	38	47	85	15
White Students	State	58	34	92	8	61	31	92	8	61	33	93	7
Asian Students	State	66	28	95	5	66	28	94	6	68	27	95	5
American Indian Students	State	49	37	86	14	50	38	88	12	55	37	92	8
Other Students	State	50	38	88	12	57	34	90	10	57	34	91	9
Students with Disabilities	State	29	45	74	26	31	42	73	27	32	43	75	25
Students Identified as Disadvantaged	State	31	47	79	21	35	45	80	20	35	48	83	17
Limited English Proficient Students	State	36	48	84	16	37	45	82	18	38	47	85	15
Students Identified as Migrant	State	40	38	78	22	39	41	80	20	31	53	83	17
Science													
Grade 3													
All Students	State	38	48	86	14	42	47	89	11	40	50	90	10
Female Students	State	37	49	85	15	40	49	89	11	38	52	90	10
Male Students	State	40	47	86	14	44	45	89	11	42	48	90	10
Black Students	State	18	55	73	27	23	56	80	20	21	60	81	19
Hispanic Students	State	21	56	77	23	26	54	81	19	23	61	84	16
White Students	State	48	44	92	8	51	42	93	7	50	45	95	5
Asian Students	State	44	47	91	9	48	45	93	7	44	50	94	6
American Indian Students	State	40	47	87	13	42	48	90	10	41	50	91	9
Other Students	State	39	48	87	13	45	46	91	9	43	50	92	8
Students with Disabilities	State	24	49	73	27	28	48	76	24	27	50	77	23
Students Identified as Disadvantaged	State	20	55	75	25	25	55	80	20	23	59	82	18
Limited English Proficient Students	State	17	58	75	25	24	57	80	20	18	64	82	18
Students Identified as Migrant	State	10	60	70	30	19	58	77	23	20	67	87	13
History and Social Sciences													
Grade 3													
All Students	State	51	37	87	13	52	38	89	11	57	34	91	9
Female Students	State	49	38	87	13	51	39	90	10	57	35	92	8
Male Students	State	52	36	88	12	53	36	89	11	57	33	91	9
Black Students	State	36	43	79	21	35	47	82	18	41	44	85	15
Hispanic Students	State	38	44	82	18	36	47	83	17	42	43	85	15
White Students	State	57	34	91	9	60	33	93	7	65	29	94	6
Asian Students	State	64	29	93	7	62	32	94	6	67	28	95	5
American Indian Students	State	47	40	87	13	55	33	89	11	55	38	93	7
Other Students	State	53	36	89	11	56	36	92	8	61	31	92	8
Students with Disabilities	State	29	43	72	28	32	44	76	24	35	42	78	22
Students Identified as Disadvantaged	State	33	45	78	22	34	48	81	19	39	45	84	16

Assessment Results at each Proficiency Level by Subgroup													
Student Subgroup	Type	2003-2004				2004-2005				2005-2006			
		Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail
Limited English Proficient Students	State	36	44	80	20	35	47	82	18	38	46	85	15
Students Identified as Migrant	State	36	37	73	27	28	54	82	18	39	50	89	11
English: RLR													
Grade 4													
All Students	State	-	-	-	-	-	-	-	-	42	45	86	14
Female Students	State	-	-	-	-	-	-	-	-	43	45	88	12
Male Students	State	-	-	-	-	-	-	-	-	40	45	85	15
Black Students	State	-	-	-	-	-	-	-	-	27	51	78	22
Hispanic Students	State	-	-	-	-	-	-	-	-	24	56	80	20
White Students	State	-	-	-	-	-	-	-	-	50	41	90	10
Asian Students	State	-	-	-	-	-	-	-	-	48	44	92	8
American Indian Students	State	-	-	-	-	-	-	-	-	41	46	86	14
Other Students	State	-	-	-	-	-	-	-	-	45	43	88	12
Students with Disabilities	State	-	-	-	-	-	-	-	-	26	46	72	28
Students Identified as Disadvantaged	State	-	-	-	-	-	-	-	-	25	53	77	23
Limited English Proficient Students	State	-	-	-	-	-	-	-	-	20	59	79	21
Students Identified as Migrant	State	-	-	-	-	-	-	-	-	5	70	75	25
Mathematics													
Grade 4													
All Students	State	-	-	-	-	-	-	-	-	34	44	77	23
Female Students	State	-	-	-	-	-	-	-	-	32	45	77	23
Male Students	State	-	-	-	-	-	-	-	-	35	43	78	22
Black Students	State	-	-	-	-	-	-	-	-	18	46	64	36
Hispanic Students	State	-	-	-	-	-	-	-	-	20	45	65	35
White Students	State	-	-	-	-	-	-	-	-	41	43	84	16
Asian Students	State	-	-	-	-	-	-	-	-	49	37	87	13
American Indian Students	State	-	-	-	-	-	-	-	-	33	44	78	22
Other Students	State	-	-	-	-	-	-	-	-	37	44	80	20
Students with Disabilities	State	-	-	-	-	-	-	-	-	20	38	59	41
Students Identified as Disadvantaged	State	-	-	-	-	-	-	-	-	18	45	64	36
Limited English Proficient Students	State	-	-	-	-	-	-	-	-	20	44	63	37
Students Identified as Migrant	State	-	-	-	-	-	-	-	-	6	51	57	43
English: RLR													
Grade 5													
All Students	State	31	53	85	15	29	56	85	15	42	45	87	13
Female Students	State	35	53	88	12	33	55	88	12	44	45	89	11
Male Students	State	27	54	81	19	26	56	83	17	40	45	85	15
Black Students	State	17	57	74	26	15	60	75	25	24	53	77	23
Hispanic Students	State	17	62	79	21	15	66	81	19	26	55	81	19
White Students	State	39	51	89	11	37	53	90	10	50	41	91	9
Asian Students	State	38	53	91	9	35	57	92	8	51	42	93	7
American Indian Students	State	30	55	85	15	32	58	90	10	41	48	89	11
Other Students	State	35	51	86	14	33	55	88	12	46	43	89	11
Students with Disabilities	State	11	50	62	38	13	52	65	35	23	49	72	28
Students Identified as Disadvantaged	State	16	58	74	26	14	61	75	25	25	53	78	22
Limited English Proficient Students	State	13	65	78	22	11	68	80	20	22	58	81	19
Students Identified as Migrant	State	17	61	78	22	10	56	65	35	17	50	67	33
Mathematics													
Grade 5													
All Students	State	20	58	78	22	25	55	81	19	45	38	83	17
Female Students	State	19	61	80	20	25	57	82	18	46	39	84	16
Male Students	State	21	56	77	23	26	54	79	21	44	37	82	18
Black Students	State	8	57	66	34	12	57	69	31	30	44	74	26
Hispanic Students	State	11	58	69	31	15	57	72	28	33	41	74	26
White Students	State	25	59	84	16	31	55	86	14	52	36	87	13
Asian Students	State	34	56	90	10	42	49	90	10	61	30	91	9
American Indian Students	State	16	66	81	19	25	56	81	19	44	41	85	15
Other Students	State	20	58	78	22	29	53	82	18	46	39	85	15
Students with Disabilities	State	8	44	52	48	11	44	55	45	25	38	63	37
Students Identified as Disadvantaged	State	9	56	65	35	13	56	69	31	30	43	73	27
Limited English Proficient Students	State	13	55	67	33	16	54	70	30	32	40	72	28
Students Identified as Migrant	State	11	56	67	33	12	48	60	40	38	27	65	35
Science													
Grade 5													
All Students	State	22	62	84	16	15	66	81	19	23	62	85	15

Assessment Results at each Proficiency Level by Subgroup													
Student Subgroup	Type	2003-2004				2004-2005				2005-2006			
		Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail
Female Students	State	19	64	83	17	14	67	80	20	20	63	83	17
Male Students	State	25	60	86	14	17	66	82	18	26	61	86	14
Black Students	State	9	62	71	29	6	61	67	33	10	62	72	28
Hispanic Students	State	11	63	74	26	7	63	70	30	11	64	75	25
White Students	State	28	63	91	9	20	68	88	12	29	61	91	9
Asian Students	State	29	61	90	10	19	69	88	12	31	60	91	9
American Indian Students	State	23	65	88	12	13	74	87	13	20	66	86	14
Other Students	State	23	62	85	15	16	67	83	17	22	64	87	13
Students with Disabilities	State	11	55	66	34	10	52	62	38	15	51	66	34
Students Identified as Disadvantaged	State	10	62	71	29	7	61	68	32	11	62	73	27
Limited English Proficient Students	State	8	60	69	31	6	61	67	33	10	62	72	28
Students Identified as Migrant	State	9	60	68	32	9	50	59	41	9	55	64	36
History and Social Sciences													
Grade 5													
All Students	State	39	48	87	13	44	41	85	15	45	40	85	15
Female Students	State	36	50	86	14	42	43	84	16	41	43	84	16
Male Students	State	41	46	87	13	47	39	86	14	48	38	86	14
Black Students	State	24	55	79	21	28	49	76	24	28	47	75	25
Hispanic Students	State	27	53	80	20	31	45	76	24	30	46	75	25
White Students	State	45	45	90	10	52	37	89	11	52	37	90	10
Asian Students	State	50	42	92	8	56	35	92	8	57	35	92	8
American Indian Students	State	40	48	88	12	38	46	84	16	43	44	87	13
Other Students	State	42	48	90	10	49	39	88	12	50	37	87	13
Students with Disabilities	State	22	47	69	31	27	39	66	34	27	41	68	32
Students Identified as Disadvantaged	State	23	55	78	22	27	48	74	26	27	47	74	26
Limited English Proficient Students	State	24	53	77	23	29	45	75	25	28	46	74	26
Students Identified as Migrant	State	18	57	75	25	31	23	54	46	15	50	65	35
English: RLR													
Grade 6													
All Students	State	-	-	-	-	-	-	-	-	38	45	83	17
Female Students	State	-	-	-	-	-	-	-	-	41	46	86	14
Male Students	State	-	-	-	-	-	-	-	-	35	45	80	20
Black Students	State	-	-	-	-	-	-	-	-	19	52	71	29
Hispanic Students	State	-	-	-	-	-	-	-	-	23	52	75	25
White Students	State	-	-	-	-	-	-	-	-	46	42	89	11
Asian Students	State	-	-	-	-	-	-	-	-	51	41	91	9
American Indian Students	State	-	-	-	-	-	-	-	-	35	49	84	16
Other Students	State	-	-	-	-	-	-	-	-	44	42	86	14
Students with Disabilities	State	-	-	-	-	-	-	-	-	20	40	60	40
Students Identified as Disadvantaged	State	-	-	-	-	-	-	-	-	19	51	70	30
Limited English Proficient Students	State	-	-	-	-	-	-	-	-	18	52	71	29
Students Identified as Migrant	State	-	-	-	-	-	-	-	-	13	41	54	46
Mathematics													
Grade 6													
All Students	State	-	-	-	-	-	-	-	-	17	35	51	49
Female Students	State	-	-	-	-	-	-	-	-	16	35	52	48
Male Students	State	-	-	-	-	-	-	-	-	17	34	51	49
Black Students	State	-	-	-	-	-	-	-	-	7	27	34	66
Hispanic Students	State	-	-	-	-	-	-	-	-	9	30	39	61
White Students	State	-	-	-	-	-	-	-	-	21	39	60	40
Asian Students	State	-	-	-	-	-	-	-	-	34	39	73	27
American Indian Students	State	-	-	-	-	-	-	-	-	15	38	52	48
Other Students	State	-	-	-	-	-	-	-	-	23	34	57	43
Students with Disabilities	State	-	-	-	-	-	-	-	-	10	20	30	70
Students Identified as Disadvantaged	State	-	-	-	-	-	-	-	-	7	27	34	66
Limited English Proficient Students	State	-	-	-	-	-	-	-	-	11	29	39	61
Students Identified as Migrant	State	-	-	-	-	-	-	-	-	9	27	36	64
History and Social Sciences													
Grade 6													
All Students	State	-	-	-	-	-	-	-	-	60	16	76	24
Female Students	State	-	-	-	-	-	-	-	-	59	15	74	26
Male Students	State	-	-	-	-	-	-	-	-	61	16	77	23
Black Students	State	-	-	-	-	-	-	-	-	56	17	74	26
Hispanic Students	State	-	-	-	-	-	-	-	-	71	12	84	16

Assessment Results at each Proficiency Level by Subgroup													
Student Subgroup	Type	2003-2004				2004-2005				2005-2006			
		Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail
White Students	State	-	-	-	-	-	-	-	-	63	15	78	22
Asian Students	State	-	-	-	-	-	-	-	-	73	12	85	15
Other Students	State	-	-	-	-	-	-	-	-	45	18	64	36
Students with Disabilities	State	-	-	-	-	-	-	-	-	60	16	76	24
Students Identified as Disadvantaged	State	-	-	-	-	-	-	-	-	59	16	75	25
Limited English Proficient Students	State	-	-	-	-	-	-	-	-	72	19	91	9
Students Identified as Migrant	State	-	-	-	-	-	-	-	-	<	<	<	<
English: RLR													
Grade 7													
All Students	State	-	-	-	-	-	-	-	-	38	44	81	19
Female Students	State	-	-	-	-	-	-	-	-	41	44	84	16
Male Students	State	-	-	-	-	-	-	-	-	35	44	78	22
Black Students	State	-	-	-	-	-	-	-	-	20	49	69	31
Hispanic Students	State	-	-	-	-	-	-	-	-	22	48	70	30
White Students	State	-	-	-	-	-	-	-	-	47	41	88	12
Asian Students	State	-	-	-	-	-	-	-	-	48	41	89	11
American Indian Students	State	-	-	-	-	-	-	-	-	39	45	84	16
Other Students	State	-	-	-	-	-	-	-	-	44	41	85	15
Students with Disabilities	State	-	-	-	-	-	-	-	-	18	37	55	45
Students Identified as Disadvantaged	State	-	-	-	-	-	-	-	-	19	48	67	33
Limited English Proficient Students	State	-	-	-	-	-	-	-	-	14	48	62	38
Students Identified as Migrant	State	-	-	-	-	-	-	-	-	9	53	62	38
Mathematics													
Grade 7													
All Students	State	-	-	-	-	-	-	-	-	11	33	44	56
Female Students	State	-	-	-	-	-	-	-	-	11	33	44	56
Male Students	State	-	-	-	-	-	-	-	-	11	32	43	57
Black Students	State	-	-	-	-	-	-	-	-	4	22	26	74
Hispanic Students	State	-	-	-	-	-	-	-	-	6	25	31	69
White Students	State	-	-	-	-	-	-	-	-	15	38	53	47
Asian Students	State	-	-	-	-	-	-	-	-	21	43	64	36
American Indian Students	State	-	-	-	-	-	-	-	-	10	32	42	58
Other Students	State	-	-	-	-	-	-	-	-	16	35	51	49
Students with Disabilities	State	-	-	-	-	-	-	-	-	10	16	26	74
Students Identified as Disadvantaged	State	-	-	-	-	-	-	-	-	6	22	28	72
Limited English Proficient Students	State	-	-	-	-	-	-	-	-	6	24	30	70
Students Identified as Migrant	State	-	-	-	-	-	-	-	-	7	32	38	62
Science													
Grade 7													
All Students	State	-	-	-	-	-	-	-	-	<	<	<	<
Male Students	State	-	-	-	-	-	-	-	-	<	<	<	<
Black Students	State	-	-	-	-	-	-	-	-	<	<	<	<
Students with Disabilities	State	-	-	-	-	-	-	-	-	<	<	<	<
History and Social Sciences													
Grade 7													
All Students	State	-	-	-	-	-	-	-	-	63	15	78	22
Female Students	State	-	-	-	-	-	-	-	-	65	15	80	20
Male Students	State	-	-	-	-	-	-	-	-	62	15	78	22
Black Students	State	-	-	-	-	-	-	-	-	59	17	76	24
Hispanic Students	State	-	-	-	-	-	-	-	-	56	17	72	28
White Students	State	-	-	-	-	-	-	-	-	67	14	82	18
Asian Students	State	-	-	-	-	-	-	-	-	73	7	80	20
Other Students	State	-	-	-	-	-	-	-	-	72	0	72	28
Students with Disabilities	State	-	-	-	-	-	-	-	-	63	15	78	22
Students Identified as Disadvantaged	State	-	-	-	-	-	-	-	-	61	18	79	21
Limited English Proficient Students	State	-	-	-	-	-	-	-	-	78	10	88	12
Students Identified as Migrant	State	-	-	-	-	-	-	-	-	<	<	<	<
English: RLR													
Grade 8													
All Students	State	22	50	72	28	24	53	76	24	27	51	78	22
Female Students	State	25	51	76	24	26	54	80	20	29	52	81	19
Male Students	State	20	48	68	32	21	52	73	27	25	50	75	25
Black Students	State	10	46	56	44	11	52	63	37	13	51	64	36
Hispanic Students	State	11	48	59	41	12	53	66	34	13	49	63	37
White Students	State	28	51	80	20	30	53	83	17	34	51	85	15

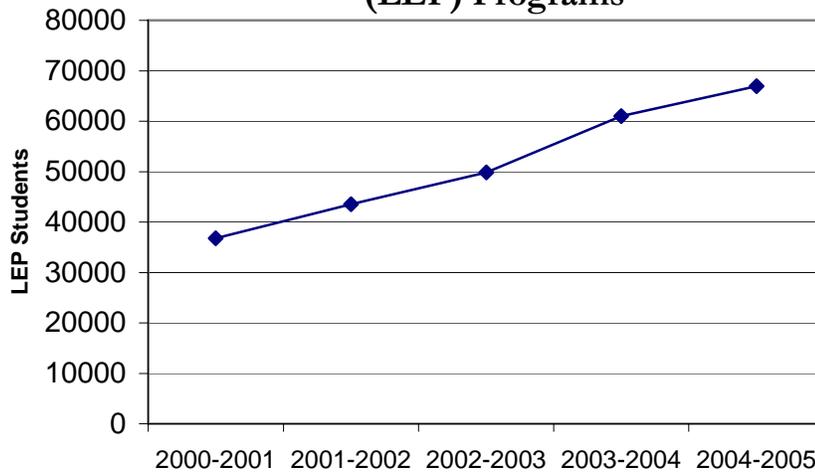
Assessment Results at each Proficiency Level by Subgroup													
Student Subgroup	Type	2003-2004				2004-2005				2005-2006			
		Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail
Asian Students	State	31	52	83	17	31	55	86	14	34	51	85	15
American Indian Students	State	21	47	68	32	24	49	73	27	28	53	81	19
Other Students	State	24	46	71	29	25	51	76	24	32	49	81	19
Students with Disabilities	State	6	31	36	64	8	35	42	58	14	36	50	50
Students Identified as Disadvantaged	State	9	46	54	46	10	51	61	39	13	51	64	36
Limited English Proficient Students	State	7	43	50	50	9	52	61	39	10	45	54	46
Students Identified as Migrant	State	7	41	48	52	0	39	39	61	5	36	41	59
Mathematics													
Grade 8													
All Students	State	22	58	80	20	22	59	81	19	36	40	76	24
Female Students	State	22	61	82	18	21	61	83	17	37	42	79	21
Male Students	State	23	55	78	22	23	56	79	21	36	38	74	26
Black Students	State	8	59	67	33	8	59	67	33	20	42	63	37
Hispanic Students	State	13	60	73	27	14	59	73	27	24	39	64	36
White Students	State	27	58	85	15	27	59	86	14	43	40	83	17
Asian Students	State	46	47	93	7	45	48	93	7	59	30	89	11
American Indian Students	State	20	53	73	27	18	61	79	21	33	42	76	24
Other Students	State	26	52	78	22	28	53	81	19	47	34	81	19
Students with Disabilities	State	7	38	45	55	9	41	50	50	16	29	45	55
Students Identified as Disadvantaged	State	9	58	67	33	9	58	67	33	20	42	62	38
Limited English Proficient Students	State	16	53	70	30	18	52	70	30	21	37	58	42
Students Identified as Migrant	State	16	43	59	41	16	49	65	35	9	48	57	43
Science													
Grade 8													
All Students	State	28	60	88	12	28	59	87	13	30	57	87	13
Female Students	State	24	64	88	12	25	62	87	13	26	60	86	14
Male Students	State	31	57	88	12	31	57	87	13	33	54	88	12
Black Students	State	10	67	77	23	11	65	76	24	12	63	75	25
Hispanic Students	State	14	67	81	19	14	63	77	23	16	60	77	23
White Students	State	36	57	93	7	36	57	92	8	38	55	93	7
Asian Students	State	40	55	95	5	36	57	93	7	43	50	93	7
American Indian Students	State	26	63	89	11	30	58	87	13	29	61	90	10
Other Students	State	30	60	90	10	31	57	88	12	32	57	89	11
Students with Disabilities	State	10	56	66	34	11	53	65	35	14	50	64	36
Students Identified as Disadvantaged	State	11	66	77	23	11	64	75	25	13	62	75	25
Limited English Proficient Students	State	11	65	76	24	11	61	72	28	16	56	72	28
Students Identified as Migrant	State	16	45	61	39	7	56	62	38	12	52	64	36
History and Social Sciences													
Grade 8													
All Students	State	29	54	83	17	29	53	82	18	28	53	81	19
Female Students	State	25	58	83	17	25	56	81	19	24	56	80	20
Male Students	State	33	50	83	17	32	50	82	18	31	50	82	18
Black Students	State	16	59	75	25	16	55	71	29	17	56	72	28
Hispanic Students	State	18	54	72	28	15	53	68	32	14	53	67	33
White Students	State	36	51	87	13	36	52	88	12	36	52	88	12
Asian Students	State	40	50	90	10	36	52	88	12	33	51	83	17
American Indian Students	State	25	56	81	19	18	57	75	25	28	52	79	21
Other Students	State	26	53	79	21	21	58	79	21	30	46	76	24
Students with Disabilities	State	18	46	63	37	23	41	64	36	31	32	63	37
Students Identified as Disadvantaged	State	15	58	72	28	16	55	71	29	17	55	72	28
Limited English Proficient Students	State	10	51	62	38	9	47	55	45	15	45	60	40
Students Identified as Migrant	State	50	33	83	17	25	35	60	40	14	57	71	29
English: RLR													
High School													
All Students	State	30	60	89	11	28	60	88	12	42	48	90	10
Female Students	State	32	59	91	9	30	60	90	10	45	47	92	8
Male Students	State	28	60	88	12	25	61	87	13	39	50	89	11
Black Students	State	13	67	80	20	12	66	78	22	21	62	83	17
Hispanic Students	State	18	65	83	17	15	66	81	19	26	57	83	17
White Students	State	37	57	93	7	34	58	92	8	52	42	94	6
Asian Students	State	35	57	92	8	31	59	90	10	47	44	91	9
American Indian Students	State	26	61	87	13	30	60	90	10	40	48	88	12
Other Students	State	29	58	87	13	27	59	86	14	40	50	90	10
Students with Disabilities	State	14	54	68	32	11	55	66	34	18	51	69	31

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

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

2005-2006: 1,213,767
2004-2005: 1,205,847
2003-2004: 1,192,076
2002-2003: 1,177,229

Enrollment in Limited English Proficient (LEP) Programs



Career and Technical Education (CTE) Programs: Number of Industry Certifications, State Licenses Earned, and National Occupational Competency Testing Institute Assessments Passed by Students 2005-2006

Industry Certifications: 7,977
State Licensures: 1,172
NOCTI Assessments: 1,009
TOTAL: 10,158

Enrollment in Special Education Programs

2005-2006: 175,730
2004-2005: 175,577
2003-2004: 172,525
2002-2003: 169,303
2001-2002: 164,878

Enrollment in Gifted Education Programs

2005-2006: 172,978
2004-2005: 173,195
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
2005-2006	387,847	33.11 percent

Percent of Students Enrolled in Advanced Programs

Program Type	2003-2004	2004-2005
Governor's School enrollment	.95%	.96%
Seniors enrolled in International Baccalaureate programs	.24%	.24%
Students taking one or more Advanced Placement courses	11.24%	12.39%
Dual enrollment courses taken	3.88%	4.45%

Program Completion Information
Shown as percent of total number of graduates

Completion Type	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Advanced Studies Diploma	46.2%	46%	44.8%	46.7%	48.2%
Certificate of Completion	0.9%	0.9%	0.89%	.79%	<1%
GED	1.2%	1.2%	1.31%	1.52%	<1%
GED- ISAEP Program	1.9%	1.3%	1.76%	2.07%	
Modified Standard Diploma	0.3%	0.5%	1.97%	2.2%	2.4%
Special Diploma	2.5%	2.6%	3.6%	3.3%	3.2%
Standard Diploma	47%	47.4%	46.33%	42.3%	41.1%

School Safety Data

Violation Type	2001-02	2002-03	2003-04	2004-05
Fights	25,084	26,258	22,425	11,981
Firearms	71	82	110	49
Other Weapons	1,813	1,824	2,244	2,402
Serious Violence	7,301	7,493	7,241	7,882

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%
2004-05	1.81%	2.05%	1.47%	2.36%	5.27%	1.56%	1.29%

Professional Qualifications of Teachers
Shown as a percentage of core academic classes taught by
teachers not meeting the federal definition of Highly Qualified

	2003-2004	2004-2005	2005-2006
Statewide	6%	5%	5%
In High Poverty Schools	8%	6%	6%
In Low Poverty Schools	4%	3%	3%

Notes:

- High Poverty means schools in the top quartile of poverty in the state.
- Low poverty means schools in the bottom quartile in the state.
- NCLB defines core academic subjects as: English, reading or language arts, mathematics, science, foreign language, civics and government, economics, art, history, and geography.

Highest Degrees Held by Teachers in Virginia
(2005-06 school year)

- 52 percent hold bachelor's degrees (compared to 56.3 in 2002-03 school year)
- 46 percent hold master's degrees (compared to 42.3 in the 2002-03 school year)
- 1 percent hold doctorate degrees (compared to 0.6 in the 2002-03 school year)

Provisional and Special Education Conditional Licenses
(2005-2006 school year)

- 7.0 percent of teachers were teaching on provisional licenses (compared to 9.2 the 2002-03 school year).
- 2.0 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: 2005-2006

Teachers = 98,415
Administrators = 4,153
Total = 102,568

Number of Initial Teaching Licenses Issued by the
Virginia Department of Education: 2005-2006

Total number of licenses issued to in-state applicants between July 1, 2005 and June 30, 2006: 6,259
Total number of licenses issued to out-of-state applicants between July 1, 2005 and June 30, 2006: 4,577
Total number of licenses issued between July 1, 2005 and June 30, 2006: 10,836

Total Number of Home-Schooled Students in Virginia

2005-2006: 18,693
 2004-2005: 17,448
 2003-2004: 18,102
 2002-2003: 16,542

Statewide Average Daily Attendance Percentages

2005-2006: 95.0 percent
 2004-2005: 95.0 percent
 2003-2004: 95.0 percent
 2002-2003: 94.9 percent
 2001-2002: 95.0 percent

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	15,111,251,632	5,071,605,259	33.6%	4,998,052,047	33.1%
2007	16,779,048,401	5,770,433,215	34.4%	5,695,619,782	33.9
2008	16,982,495,713	5,933,601,634	34.9%	5,859,840,675	34.5%

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. 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:

2006 STANDARDS OF QUALITY AS AMENDED Effective July 1, 2006

§ 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 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, or limit the ability to test students on demand and provide immediate results in the web-based assessment system.

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 Standard 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.

The Board of Education may adopt special provisions related to the administration and use of any SOL test or tests in a content area as applied to accreditation ratings for any period during which the SOL content or assessments in that area are being revised and phased in. Prior to statewide administration of such tests, the Board of Education shall provide notice to local school boards regarding such special provisions.

D. The Board of Education may pursue all available civil remedies pursuant to § 22.1-19.1 or administrative action pursuant to § 22.1-292.1 for breaches in test security and unauthorized alteration of test materials or test results.

The Board may initiate or cause to be initiated a review or investigation of any alleged breach in security, unauthorized alteration, or improper administration of tests by local school board employees responsible for the distribution or administration of the tests.

Records and any other information furnished to or prepared by the Board during the conduct of a review or investigation may be withheld pursuant to subdivision 12 of § 2.2-3705.3. However, this section shall not prohibit the disclosure of records to (i) a local school board or division superintendent for the purpose of permitting such board or superintendent to consider or to take personnel action with regard to an employee or (ii) any requester, after the conclusion of a review or investigation, in a form that (a) does not reveal the identify of any person making a complaint or supplying information to the Board on a confidential basis and (b) does not compromise the security of any test mandated by the Board. Any local school board or division superintendent receiving such records or other information shall, upon taking personnel action against a relevant employee, place copies of such records or information relating to the specific employee in such person's personnel file.

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-à-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.

G. (Effective October 1, 2008) To ensure the uniform assessment of high school graduation rates, the Board shall collect, analyze, and report high school graduation and dropout data using a formula prescribed by the Board

The Board may promulgate such regulations as may be necessary and appropriate for the collection, analysis, and reporting of such data.

§ 22.1-253.13:5. Standard 5. Quality of classroom instruction 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 § 22.1-18.

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 D: List of Public Schools Rated Accredited with Warning

Accomack County	Arcadia Middle	Accredited with Warning
Alexandria City	George Washington Middle	Accredited with Warning
Alexandria City	Jefferson-Houston Elementary	Accredited with Warning
Amherst County	Amherst Middle School	Accredited with Warning
Arlington County	Gunston Middle	Accredited with Warning
Augusta County	Beverley Manor Middle	Accredited with Warning
Bland County	Rocky Gap Elementary	Accredited with Warning
Bristol City	Virginia Middle	Accredited with Warning
Brunswick County	Brunswick High	Accredited with Warning
Brunswick County	Totaro Elementary	Accredited with Warning
Buchanan County	Hurley Middle	Accredited with Warning
Buchanan County	Russell Prater Elementary	Accredited with Warning
Buchanan County	Twin Valley Elem/Middle	Accredited with Warning
Campbell County	Rustburg Middle	Accredited with Warning
Caroline County	Caroline Middle	Accredited with Warning
Charles City County	Charles City Co. Middle	Accredited with Warning
Charlottesville City	Buford Middle	Accredited with Warning
Charlottesville City	Walker Upper Elementary	Accredited with Warning
Chesapeake City	Oscar Smith Middle	Accredited with Warning
Chesterfield County	Falling Creek Middle	Accredited with Warning
Chesterfield County	Salem Church Middle	Accredited with Warning
Colonial Beach	Colonial Beach Elementary	Accredited with Warning
Covington City	Jeter-Watson Intermediate	Accredited with Warning
Craig County	Craig County High	Accredited with Warning
Danville City	Edwin A. Gibson Middle	Accredited with Warning
Danville City	Fresh Start Academy	Accredited with Warning
Danville City	O. Trent Bonner Middle School	Accredited with Warning
Danville City	Westwood Middle	Accredited with Warning
Danville City	Woodberry Hills Elementary	Accredited with Warning
Dickenson County	Ervinton Elementary	Accredited with Warning
Dinwiddie County	Dinwiddie County Middle	Accredited with Warning
Essex County	Essex Int.	Accredited with Warning
Fauquier County	Cedar Lee Middle	Accredited with Warning
Franklin City	Joseph P. King Jr. Middle	Accredited with Warning
Frederick County	Admiral Richard E. Byrd Middle	Accredited with Warning
Fredericksburg City	Lafayette Upper Elementary	Accredited with Warning
Fredericksburg City	Walker-Grant Middle	Accredited with Warning
Galax City	Galax Middle	Accredited with Warning
Grayson County	Baywood Elementary	Accredited with Warning
Grayson County	Fries Middle School	Accredited with Warning
Grayson County	Mt. Rogers Comb.	Accredited with Warning
Grayson County	Providence Elementary	Accredited with Warning
Greene County	William Monroe Middle	Accredited with Warning

Greensville County	Belfield Elementary	Accredited with Warning
Greensville County	Edward W. Wyatt Middle	Accredited with Warning
Halifax County	Halifax County Middle	Accredited with Warning
Hampton City	Aberdeen Elementary	Accredited with Warning
Hampton City	C. Alton Lindsay Middle	Accredited with Warning
Hampton City	C. Vernon Spratley Middle	Accredited with Warning
Hampton City	Cesar Tarrant Elementary	Accredited with Warning
Hampton City	Francis Mallory Elementary	Accredited with Warning
Hampton City	Jane H. Bryan Elementary	Accredited with Warning
Henrico County	Brookland Middle	Accredited with Warning
Henrico County	Fairfield Middle	Accredited with Warning
Henrico County	L. Douglas Wilder Middle	Accredited with Warning
Henrico County	Rolfe Middle	Accredited with Warning
Henry County	Laurel Park Middle School	Accredited with Warning
Isle Of Wight County	Westside Elementary	Accredited with Warning
King and Queen County	Central High	Accredited with Warning
King George County	Potomac Elementary	Accredited with Warning
Lunenburg County	Lunenburg Middle	Accredited with Warning
Lynchburg City	Paul L. Dunbar Mid. For Innov.	Accredited with Warning
Lynchburg City	Sandusky Middle	Accredited with Warning
Manassas City	Grace E. Metz Middle School	Accredited with Warning
Martinsville City	Martinsville Middle School	Accredited with Warning
Mecklenburg County	Park View Middle	Accredited with Warning
Montgomery County	Auburn Middle	Accredited with Warning
Montgomery County	Belview Elementary	Accredited with Warning
Montgomery County	Christiansburg Middle	Accredited with Warning
Montgomery County	Shawsville Middle	Accredited with Warning
Newport News City	Achievable Dream Academy	Accredited with Warning
Newport News City	Crittenden Middle	Accredited with Warning
Newport News City	Homer L. Hines Middle	Accredited with Warning
Newport News City	Huntington Middle	Accredited with Warning
Newport News City	Mary Passage Middle	Accredited with Warning
Norfolk City	Blair Middle	Accredited with Warning
Norfolk City	Lafayette-Winona Middle	Accredited with Warning
Norfolk City	Lake Taylor Middle	Accredited with Warning
Norfolk City	Northside Middle	Accredited with Warning
Norfolk City	Norview Middle	Accredited with Warning
Norfolk City	P. B. Young Sr. Elementary	Accredited with Warning
Norfolk City	Ruffner Middle	Accredited with Warning
Northampton County	Northampton Middle	Accredited with Warning
Page County	Grove Hill Elementary	Accredited with Warning
Petersburg City	Blandford Elementary School	Accredited with Warning
Petersburg City	Vernon Johns School	Accredited with Warning
Petersburg City	Westview Elementary	Accredited with Warning
Pittsylvania County	Chatham Middle	Accredited with Warning
Pittsylvania County	Gretna Middle	Accredited with Warning
Portsmouth City	Brighton Elementary School	Accredited with Warning

Portsmouth City	Churchland Middle	Accredited with Warning
Portsmouth City	Cradock Middle	Accredited with Warning
Portsmouth City	Douglass Park Elementary	Accredited with Warning
Portsmouth City	Westhaven Elementary	Accredited with Warning
Portsmouth City	Wm. E. Waters Middle	Accredited with Warning
Prince Edward County	Prince Edward Middle	Accredited with Warning
Prince William County	Fred M. Lynn Middle	Accredited with Warning
Prince William County	Stuart M. Beville Middle	Accredited with Warning
Pulaski County	Dublin Middle	Accredited with Warning
Pulaski County	Pulaski Middle	Accredited with Warning
Richmond City	Adult Career Dev. Ctr.	Accredited with Warning
Richmond City	Binford Middle	Accredited with Warning
Richmond City	Chandler Middle	Accredited with Warning
Richmond City	Elkhardt Middle	Accredited with Warning
Richmond City	G. H. Reid Elementary	Accredited with Warning
Richmond City	Martin Luther King, Jr. Middle School	Accredited with Warning
Richmond City	Thomas C. Boushall Middle	Accredited with Warning
Roanoke City	Addison Aerospace Magnet Middle	Accredited with Warning
Roanoke City	Forest Park Magnet	Accredited with Warning
Roanoke City	Garden City Elementary	Accredited with Warning
Roanoke City	Hurt Park Elementary	Accredited with Warning
Roanoke City	Patrick Henry High	Accredited with Warning
Roanoke City	Roanoke Acadmy/Math & Sc	Accredited with Warning
Roanoke City	Stonewall Jackson Middle	Accredited with Warning
Roanoke City	William Fleming High	Accredited with Warning
Roanoke City	William Ruffner Middle	Accredited with Warning
Rockbridge County	Maury River Middle	Accredited with Warning
Rockingham County	Elkton Middle	Accredited with Warning
Smyth County	Marion Middle	Accredited with Warning
Smyth County	Northwood Middle	Accredited with Warning
Southampton County	Southampton Middle	Accredited with Warning
Spotsylvania County	Post Oak Middle	Accredited with Warning
Staunton City	Shelburne Middle	Accredited with Warning
Suffolk City	Elephant`s Fork Elementary	Accredited with Warning
Suffolk City	John F. Kennedy Middle	Accredited with Warning
Suffolk City	King`s Fork Middle	Accredited with Warning
Surry County	Luther P. Jackson Middle	Accredited with Warning
Sussex County	Sussex Central High	Accredited with Warning
Sussex County	Sussex Central Middle	Accredited with Warning
Tazewell County	Graham Middle	Accredited with Warning
Tazewell County	Richlands Middle	Accredited with Warning
Tazewell County	Tazewell Middle	Accredited with Warning
Washington County	Damascus Middle	Accredited with Warning
Washington County	Glade Spring Middle	Accredited with Warning

Washington County	Wallace Middle	Accredited with Warning
Westmoreland County	Montross Middle	Accredited with Warning
Williamsburg-James City County	Toano Middle	Accredited with Warning
Wythe County	Jackson Memorial Elementary	Accredited with Warning

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
<p>1. Instructional programs supporting the Standards of Learning and other educational objectives. Program of instruction requirements for school boards:</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ Career and technical education programs ○ Drop out prevention programs ○ Special education services ○ Programs for gifted students ○ Programs for limited English proficient students 	<ul style="list-style-type: none"> • 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
<p>2. Instructional, administrative, and support personnel.</p> <ul style="list-style-type: none"> • Licensed instructional personnel in subject areas • Staffing ratios for: <ul style="list-style-type: none"> ○ Students in average daily membership ○ Educable mentally retarded students ○ Gifted, career and technical education, and special education students ○ At-risk students ○ Limited English proficient students ○ Reading specialists • Planning periods for middle and high school teachers • Public reporting of pupil/teacher ratios • Support services 	<ul style="list-style-type: none"> • 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

<p>3. Accountability, accreditation, and assessments. Accountability requirements including:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
<p>4. Student achievement and graduation achievement and graduation requirements.</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ Graduation rates ○ Dropout rates ○ AYP results
<p>5. Teacher quality and educational leadership.</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Annual Report on Compliance with the SOQ (self-assessment) • Statewide and division-level percentage of teachers meeting “highly qualified” requirements
<p>6. Planning and public involvement.</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Annual Report on Compliance with the SOQ (self-assessment) • Annual Local School Division Technology Plan report

<p>7. School board policies.</p> <ul style="list-style-type: none"> • Requirements for maintaining, reviewing, and revising policy manual • Policy manual developed with public participation • Requirements for content of policy manual: <ul style="list-style-type: none"> ○ System of two-way communication ○ Selection and evaluation of all instructional materials purchased by the school division, with clear procedures for handling challenged controversial materials ○ Standards of student conduct and attendance and enforcement procedures ○ School-community communications and community involvement ○ Guidelines to encourage parents to provide instructional assistance to children in the home ○ Procedures for addressing concerns with the school division and recourse available to parents ○ Cooperatively developed procedure for personnel evaluation ○ Grievances, dismissals, etc., of teachers, and the implementation procedure ○ Copy of manual must be on file in each school library 	<ul style="list-style-type: none"> • Annual Report on Compliance with the SOQ (self-assessment)
<p>8. Compliance.</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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”

Board of Education Agenda Item

Item: _____ I. _____

Date: November 29, 2006

Topic: First Review of Recommended Cut Scores for Mathematics and Reading for the Virginia Grade Level Alternative (VGLA)

Presenter: Mrs. Shelley Loving-Ryder, Assistant Superintendent, Division of Assessment and Reporting

Telephone Number: (804) 225-2102

E-Mail Address: Shelley.Loving-Ryder@doe.virginia.gov

Origin:

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

Board review required by

____ State or federal law or regulation

____ Board of Education regulation

Other: Peer Review Guidance Provided under No Child Left Behind (NCLB)

Action requested at this meeting ___ Action requested at future meeting: ____ (date)

Previous Review/Action:

No previous board review/action

____ Previous review/action

date _____

action _____

Background Information:

The Virginia Grade Level Alternative (VGLA) was developed initially to assess the achievement of students with disabilities who are unable to demonstrate their attainment of the Standards of Learning through multiple-choice tests. A compilation of student work called a Collection of Evidence that represents the student's achievement of the Standards of Learning represented in the test blueprint is prepared for students participating in VGLA. At its October 25, 2006, meeting the Virginia Board of Education voted to expand the VGLA in reading to include Limited English Proficient students at levels 1 and 2 of English language proficiency.

The VGLA was first administered in 2004-2005. For 2004-2005 and 2005-2006, the scores required to earn achievement ratings of pass/proficient and pass/advanced on the VGLA were based on the cut scores adopted by the Virginia Board of Education for the associated Standards of Learning tests. However, the peer review guidance provided to Virginia by the United States Department of Education stated that this procedure was not an acceptable method of determining the cut scores for the tests used for NCLB and that a separate standard setting process for the reading and mathematics components of VGLA should be conducted. In November 2006, committees of Virginia educators were convened to recommend to the Board of Education the scores that should represent the achievement levels of fail/basic, pass/proficient and pass/advanced performance for students in grades 3 through 8 who are

submitting Collections of Evidence for the VGLA in the areas of reading and mathematics.

Summary of Major Elements:

A range of recommended cut scores for the achievement levels of fail/basic, pass/proficient and pass/advanced for reading and mathematics for students in grades 3 through 8 will be presented to the Board.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board waive first review and adopt cut scores for the achievement levels of fail/basic, pass/proficient, and pass/advanced for the VGLA in the areas of reading and mathematics for students in grades 3 through 8.

Impact on Resources:

N/A

Timetable for Further Review/Action:

The Board should periodically review the cut scores for the VGLA.

Board of Education Agenda Item

Item: J.

Date: November 29, 2006

Topic: First Review of Locally Developed or Selected English Language Proficiency Assessments to Satisfy No Child Left Behind Requirements

Presenter: Dr. Robert Triscari, Director, Assessment Development

Telephone Number: (804) 225-2918

E-Mail Address: Robert.Triscari@doe.virginia.gov

Origin:

Topic presented for information only (no board action required)

Board review required by

State or federal law or regulation

Board of Education regulation

Other: _____

Action requested at this meeting Action requested at future meeting: _____ (date)

Previous Review/Action:

No previous board review/action

Previous review/action

date _____

action _____

Background Information:

Title I, Part A, of the *No Child Left Behind Act of 2001* requires local school divisions to administer an annual assessment for all kindergarten through twelfth-grade limited English proficient (LEP) students. The English language proficiency assessment must measure the oral language, reading, and writing skills of all LEP students in a school division. As stipulated in the non-regulatory Title III, Part A, Guidance on Standards, Assessment, and Accountability, if a state decides to allow school divisions to use multiple measures to assess English language proficiency, the state must:

- set technical criteria for the assessments;
- ensure that any assessments used are equivalent to one another in their content, difficulty, and quality;
- review and approve each assessment; and
- ensure that data from all assessments can be aggregated for comparison and reporting purposes, and can be disaggregated by English language proficiency levels and grade levels.

The approved Virginia Consolidated State Application Accountability Workbook, critical element 5.4, states that the Board of Education may approve the use of additional English language proficiency assessments that are linked to Standards of Learning grade-level content standards.

At the January 2003 Board of Education meeting, the following process was approved for school divisions to submit locally developed and/or selected English language proficiency assessments for board approval:

- School divisions will submit to the Department of Education, for panel review, requests to use locally developed and/or selected English language proficiency assessment instruments.
- The Department of Education review panel will evaluate the submitted instruments with supporting documentation against the criteria stipulated in the non-regulatory, Title III, Part A, Guidance on Standards, Assessment, and Accountability.
- The Department of Education will present its recommendations to the Board of Education for approval.

Summary of Major Elements

Attached are the recommendations of the review panel for Board approval of locally developed and/or selected English language proficiency instruments for the 2006-2007 school year.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education waive first review and approve the recommended locally developed and/or selected instruments to measure the English language proficiency of LEP students.

Impact on Resources:

The cost associated with English language proficiency assessments for LEP students is an allowable use of local-level No Child Left Behind funds.

Timetable for Further Review/Action:

N/A

**Locally Developed and/or Selected English Language Proficiency Assessment
Instruments for Use During the 2006-2007 School Year
Recommended for Board Approval
November 29, 2006**

School Division	English Language Proficiency Assessment	Grade Level(s)	Skills Assessed (Title I/Title III Requirement)	Recommended for Board Approval
Arlington County Public Schools	ESOL/HILT Oral Assessment	K-12	Speaking and Listening	Yes
Arlington County Public Schools	Degrees of Reading Power (DRP) Test	3-12	Reading	Yes
Arlington County Public Schools	ESOL/HILT Writing Assessment	3-12	Writing	Yes
Danville City Public Schools	Idea Proficiency Test (IPT)	2-12	Listening, Speaking, Reading, and Writing	Yes
Orange County Public Schools	Idea Proficiency Test (IPT)	2-12	Listening, Speaking, Reading, and Writing	Yes
Pittsylvania County Public Schools	Idea Proficiency Test (IPT)	2-12	Listening, Speaking, Reading, and Writing	Yes
Prince William County Public Schools	Idea Proficiency Test (IPT)	2-12	Listening, Speaking, Reading, and Writing	Yes
Roanoke City Public Schools	Idea Proficiency Test (IPT)	2-12	Listening, Speaking, Reading, and Writing	Yes
Suffolk County Public Schools	Idea Proficiency Test (IPT)	2-12	Listening, Speaking, Reading, and Writing	Yes

§ [22.1-253.13:3](#). Standard 3. Accreditation, other standards and evaluation.

...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](#).

In 2004 recognizing the need for technical assistance, the Petersburg School Board requested a division-level review and assistance from the Virginia Department of Education (VDOE). Petersburg Public Schools and the Virginia Board of Education signed an initial memorandum of understanding (MOU) detailing the review process on April 21, 2004. Petersburg Public Schools has been in division-level review status since 2004 and has reported to the VBOE regularly on the status of implementing the corrective action plan and the terms of the initial MOU. The Department of Education has provided ongoing technical assistance and monitored the implementation of the division's corrective action plan.

Additionally, the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA), adopted by the Board in September 2006, Section 8 VAC 20-131.300 requires school divisions with Accreditation Denied schools to enter into a MOU with the VBOE and implement a corrective action plan to improve student achievement in the identified schools.

Section 8 VAC 20-131-315.B. of the SOA states:

Any school rated Accreditation Denied in accordance with 8 VAC 20-131-300 shall be subject to actions prescribed by the Board of Education and affirmed through a memorandum of understanding between the Board of Education and the local school board. The local school board shall submit a corrective action plan to the Board of Education for its consideration in prescribing actions in the memorandum of understanding within 45 days of notification of the rating. The memorandum of understanding shall be entered into no later than November 1 of the academic year in which the rating is awarded.

Section 8 VAC 20-131-315.A. of the SOA states:

Any school rated Accreditation Denied in accordance with 8 VAC 20-131-300 shall be subject to actions prescribed by the Board of Education and shall provide parents of the enrolled students and other interested parties with the following:

1. Written notice of the school's accreditation rating within 30 calendar days of the notification of the rating from the Department of Education;
2. A copy of the school division's proposed corrective action plan, including a timeline for implementation, to improve the school's accreditation rating; and
3. An opportunity to comment on the division's proposed corrective action plan. Such public comments shall be received and considered by the school division prior to finalizing the school's corrective action plan and a Board of Education memorandum of understanding with the local school board.

Petersburg has four schools with Accreditation Denied ratings in 2006-2007 based on 2005-2006 assessment results. The accreditation ratings for all schools and the subject areas warned follow.

SCHOOL	ACCREDITATION STATUS (2006-2007)	AREAS WARNED
A.P. Hill Elem.	Accreditation Denied	English, Mathematics, History, Science
JEB Stuart Elem.	Accreditation Denied	English, Mathematics
Peabody Middle	Accreditation Denied	English, Mathematics, History, Science
Petersburg High	Accreditation Denied	Mathematics, History, Science
Robert E. Lee Elem.	Accreditation Withheld/ Improving	Mathematics
Blandford Elem.	Accredited with Warning (2 years)	English
Vernon Johns Middle	Accredited with Warning (3 years)	English, Mathematics, History, Science
Walnut Hill Elem.	Fully Accredited	NA
Westview Elem.	Accredited with Warning (3 years)	English, Mathematics, History, Science

Given that Petersburg Public Schools is in division-level academic review status, non-compliance issues with SOQ and SOA exists, and a majority of schools have a status of Accredited with Warning or Accreditation Denied, the Memorandum of Understanding (MOU) for division-level academic review purposes has been combined with the required MOU for accredited denied schools.

Summary of Major Elements

On October 25, 2006, the Board of Education delegated the review and approval process for the specific terms of the MOU to the President of the Board of Education and the Superintendent of Public Instruction in accordance with SOA guidelines. The final Memorandum of Understanding for Petersburg Public Schools for 2006-09 is attached. This MOU was shared with the Petersburg School Board on November 1, 2006. The Petersburg school board held a public hearing on the MOU on November 13, 2006, and subsequently approved the terms and conditions.

The Virginia Board of Education and the Department of Education have assigned a chief academic officer (CAO) for 2006-2007 to work with the division superintendent to coordinate and monitor the implementation of daily activities associated with the MOU and corrective action plans. The CAO will coordinate the Department of Education’s technical assistance in support of the MOU and corrective action plans for those schools denied accreditation.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education accept the report on the Memorandum of Understanding for Petersburg Public Schools.

Impact on Resources:

Total costs associated with implementing the MOU are to be determined.

Timetable for Further Review/Action:

The Petersburg Public School Board will provide progress reports to the Board of Education at least quarterly or upon request.

**VIRGINIA BOARD OF EDUCATION
PETERSBURG CITY SCHOOL BOARD**

**MEMORANDUM OF UNDERSTANDING
Goals and Expected Outcomes
School Years 2006-2009**

Background

The Standards of Quality require local school boards to maintain fully accredited schools and to take corrective actions for schools that are not fully accredited.

§ [22.1-253.13:3](#). Standard 3. Accreditation, other standards and evaluation.

...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.

In October 2004 the Virginia Board of Education (VBOE) established criteria for identifying low-performing school divisions to undergo a division-level academic review. Petersburg City Public Schools met the criteria for division-level academic review.

§ [22.1-253.13:3](#). Standard 3. Accreditation, other standards and evaluation.

...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](#).

In 2004 recognizing the need for technical assistance, the Petersburg School Board requested a division-level review and assistance from the Virginia Department of Education (VDOE). Petersburg Public Schools and the Virginia Board of Education signed an initial memorandum of understanding (MOU) detailing the review process on April 21, 2004. Petersburg Public Schools has been in division-level review status since 2004 and has reported to the VBOE regularly on the status of implementing the corrective action plan and the terms of the initial MOU. The Department of Education has provided ongoing technical assistance and monitored the implementation of the division's corrective action plan.

Based on 2005-2006 assessment results and the resulting accreditation and federal adequate yearly progress (AYP) ratings of the division and its schools, Petersburg Public Schools will continue in division-level academic review status under an MOU with the Virginia Board of Education and participate in an academic review process prescribed by the VBOE.

Additionally, the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA), adopted by the Board in September 2006, Section 8 VAC 20-131.300 requires school divisions with Accreditation Denied schools to enter into an MOU with the VBOE and implement a corrective action plan to improve student achievement in the identified schools.

Petersburg has four schools with Accreditation Denied ratings in 2006-2007 based on 2005-2006 assessment results. The accreditation ratings for all schools and the subject areas warned follow.

SCHOOL	ACCREDITATION STATUS (2006-2007)	AREAS WARNED
A.P. Hill Elem.	Accreditation Denied	English, Mathematics, History, Science
JEB Stuart Elem.	Accreditation Denied	English, Mathematics
Peabody Middle	Accreditation Denied	English, Mathematics, History, Science
Petersburg High	Accreditation Denied	Mathematics, History, Science
Robert E. Lee Elem.	Accreditation Withheld/ Improving	Mathematics
Blandford Elem.	Accredited with Warning (2 years)	English
Vernon Johns Middle	Accredited with Warning (3 years)	English, Mathematics, History, Science
Walnut Hill Elem.	Fully Accredited	NA
Westview Elem.	Accredited with Warning (3 years)	English, Mathematics, History, Science

For purposes of coordination and focus, this MOU will serve a dual purpose and satisfy action requirements for division-level academic review and accreditation denied schools.

School Division Goals and Performance Objectives

The Petersburg School Board and Central Office staff will adopt three-five key priorities for improving student achievement across the school division, ensuring alignment of resources with these priorities for improving student achievement, and holding the Board and staff accountable for results. These priorities must align with the expectations in this MOU and the following areas of focus:

- Student Achievement
- Leadership Capacity
- Teacher Quality
- Communication with all Stakeholders
- Safe and Secure Environment

It is important to sustain the effort and the emphasis at the elementary level in reading and mathematics. This effort will provide a foundation for students as they enter secondary schools. However, at the secondary level, students must begin meeting the standards across the content areas.

The following performance objectives are established. *Specific performance measures aligned with these goals are detailed in the attachment.*

Student Achievement Performance Objectives

In 2006-2007, Petersburg Public Schools will:

1. Decrease the failure rate in elementary mathematics and reading by 10%, respectively
2. Maintain progress in elementary science and history and social science
3. Decrease the failure rate in middle school mathematics and reading by 20%
4. Decrease the failure rate in middle school science by 10%
5. Decrease the failure rate in history and social science by 20%
6. Maintain progress in high school English
7. Decrease the failure rate in high school mathematics, science, and history by 20%, respectively

Accreditation and Adequate Yearly Progress Objectives

It is important that Petersburg Public Schools demonstrate the requirements to meet federal Adequately Yearly Progress (AYP) requirements and the requirements to be rated fully accredited as required by the SOA.

In 2006-2007, Petersburg Public Schools will

1. Meet AYP requirements in at least five (5) schools by achieving established benchmarks or through the “safe harbor” method for all subgroups
2. Achieve full accreditation in at least three (3) schools

In 2007-2008, Petersburg Public Schools will

1. Meet AYP requirements in at least seven (7) schools by achieving established benchmarks or through the “safe harbor” method for all subgroups
2. Achieve full accreditation in at least seven (7) schools.

In 2008-2009, no schools will remain in Accreditation Denied status.

Efficiency Review

The Board of Education is implementing a provision in the Appropriation Act that permits the VBOE to authorize an efficiency review as part of a division-level academic review process.

Acts of Assembly, Chapter 3, Item 130

C. Notwithstanding the provisions of § 2.2-1502.1, Code of Virginia, the Board of Education, in cooperation with the Department of Planning and Budget, is authorized to invite a school division to participate in the school efficiency review program described in § 2.2-1502.1, Code of Virginia, as a component of a division level academic review pursuant to § 22.1-253.13:3, Code of Virginia. Commencing in fiscal year 2006, when a school division elects

to undergo a school efficiency review pursuant to this provision, the school division shall not be charged the 25 percent for the costs of such review. However, a school division shall pay a separate 25 percent of the total costs of such review if the school division's superintendent or superintendent's designee has not certified that at least half of the recommendations have been initiated within 24 months after the completion of the review.

Petersburg Public Schools requested and will participate in an efficiency review and implement at least half of the recommendations by January 1, 2009, and 40 percent by January 1, 2008.

Assignment of a Chief Academic Officer to Petersburg Public Schools

The Virginia Board of Education and the Department of Education will assign a Chief Academic Officer (CAO) for 2006-2007 to work with the superintendent and administrative staff to coordinate and monitor the implementation of processes, procedures, and strategies associated with the corrective action plan resulting from this Memorandum of Understanding. The CAO will coordinate with VDOE offices to provide technical assistance in support of the MOU and corrective action plan. The CAO will have administrative authority over processes, procedures, and strategies with subsequent review and approval by the Petersburg School Board that are implemented in support of the MOU and funded by targeted federal and state funds.

Petersburg Public Schools will provide the CAO with an office in central administration; telephone, computer, and printer access; and clerical support, as needed.

The period of assignment of the CAO and the identified roles and responsibilities of the CAO will be re-evaluated in June 2007 and periodically thereafter.

Key Administrative Responsibilities to Raise Student Achievement

Program Coherence

1. The central office leadership team under the direction of the CAO or designee will develop a consolidated federal application for the school board's approval that complies with the findings of the efficiency review, focuses on improved student achievement, and connects strategies to the division's corrective action plan.
2. The central office leadership team under the direction of the CAO and Petersburg School Board will develop and implement a corrective action plan that complies with the findings of the efficiency review, focuses on improved student achievement, and connects strategies to the full implementation of following state and federally funded initiatives--algebra readiness, early reading initiative, project graduation, the mathematics-science partnership, hard-to-staff initiative, and special initiative grants.
3. The central office staff will provide bi-weekly written reports on the implementation of federal and state initiatives to include activities planned, activities completed, timelines, participation targets and requests for reimbursement to the Petersburg School Board, Virginia Board of Education, and the Department of Education.

4. The central office will work with school staff to implement effective corrective action plans for all schools that meet the requirements of NCLB and the SOA, and are coordinated and aligned with the division's key strategies for improved student achievement. Corrective action plans and progress made on implementing corrective action plans will be shared quarterly with the Petersburg School Board, Virginia Board of Education, and the Department of Education.

Effective Use of Data

The central office leadership team under the direction of the CAO or designee will develop and implement a structured protocol approved by the Department of Education for use by schools to report and share data division-to-school and school-to-division.

Petersburg Public Schools will implement a data monitoring process with accountability for results and link school and division professional development to improving student achievement as supported by assessment results and other data.

Using the protocol approved by the CAO, the central office staff will provide quarterly reports on the data shared district-to-school and school-to-district to the Petersburg School Board, the Virginia Board of Education, and the Department of Education. This report will include recommendations for modifications to the corrective action plan that demonstrate accountability for results.

Using the protocol developed by the CAO, the central office staff will provide quarterly reports on the use of staff development initiated during the quarter that is linked to school and division data to the Petersburg School Board, the Virginia Board of Education, and the Department of Education.

Teacher Quality

The central office leadership team under the direction of the CAO or designee will develop and monitor individual action plans to reduce provisional license and implement a research-based hard-to-staff incentive program.

Petersburg Public Schools will commit to hiring personnel who are the most qualified for the position vacancy.

Petersburg Public Schools will provide written reports as requested by the CAO (as needed and appropriate) on current instructional vacancies, number of teachers on provisional licenses, progress on individual action plans to reach full licensure, and the implementation of the hard-to-staff incentive program to the Petersburg School Board, the Virginia Board of Education, and the Department of Education.

Student Services and Safe and Secure Schools

Petersburg Public Schools will comply with all federal laws and regulations of IDEA for special education students and the NCLB Act of 2001.

The central office leadership team under the direction of the CAO or designee, and with school board approval, will develop, implement, and monitor a structured protocol for disciplining students with disabilities and link school safety strategies to the division's corrective action plan.

Petersburg Public Schools will provide a copy of the structured protocol for disciplining students with disabilities, reports as requested by the CAO regarding the use of the protocol for students with disabilities to the Petersburg School Board, the Virginia Board of Education, and the Department of Education.

Strategies will be identified in the corrective action plan relating to the identification and alignment of school safety strategies and monitored quarterly. A quarterly report on the implementation of these strategies will be submitted to the Petersburg School Board, the Virginia Board of Education, and the Department of Education.

Status Reports to the Virginia Board of Education

The Petersburg School Board will provide a summative report on progress made in meeting or exceeding MOU agreements and expectations to the Virginia Board of Education and the Department of Education, as requested.

Bi-weekly written reports will be submitted by the Petersburg School Board to the Virginia Board of Education and the Department of Education on priorities and alignment of resources in support of identified priorities. These reports will demonstrate that the work of the Petersburg School Board and the Central Office staff are aligned to the key priorities identified.

Plan for Major Restructuring

The Petersburg School Board, Virginia Board of Education, and the Department of Education will develop a contingency plan for major restructuring to be in place for the 2007-2008 school year if significant improvements in student achievement and school accreditation do not occur for the 2006-2007 school year. The decision to begin the planning for restructuring will be based on reports provided by Petersburg Public Schools to both the Virginia Board of Education and department staff as well as recommendations made by the CAO throughout the year.

Authorizations

I (We) agree to work collaboratively to implement the requirements of the Memorandum of Understanding (MOU) for the purpose of improving student achievement in Petersburg Public Schools.

<p>Printed Name _____</p> <p>Title: Chair, Petersburg Public Schools</p> <p>Signature _____</p> <p>Date _____</p>	<p>Printed Name _____</p> <p>Title: Superintendent, Petersburg Public Schools</p> <p>Signature _____</p> <p>Date _____</p>
<p>Printed Name _____</p> <p>Title: President, Board of Education</p> <p>Signature _____</p> <p>Date _____</p>	<p>Printed Name _____</p> <p>Title: Superintendent of Public Instruction</p> <p>Signature _____</p> <p>Date _____</p>

Petersburg Public Schools

Mission Statement: Petersburg City Public Schools will educate all students to become productive, successful citizens.

GOALS	OBJECTIVES	MEASURES
<p>1. Improve student achievement</p>	<p>1. By 2007, teachers will utilize curriculum correlated with Standards of Learning (SOL) with supporting SOL frameworks, essential knowledge and pacing charts.</p> <p>2. By June 2007, a system of formative student assessment will be operational.</p>	<p>1.1.a Schedules of meeting dates, date of completion, agenda and reports to Directors.</p> <p>1.1.b Percent of students who are making satisfactory progress toward mastery of curricula as indicated by district formative assessments 1st, 2nd, 3rd marking periods.</p> <p>1.1.c Decrease in the failure rate in elementary mathematics and reading by 10% and maintaining progress in science and history.</p> <p>1.1.d Decrease middle school mathematics and reading failure rate by 20%, science by 10%, history by 20%.</p> <p>1.1.e Maintain progress in high school English/reading, decrease failure rate in mathematics, science, and history by 20%.</p> <p>1.1.f Five schools will meet AYP by the traditional or safe harbor method.</p> <p>1.1.g A minimum of three schools will be accredited.</p> <p>1.1.h Increase in the number of students in the senior class who graduate.</p> <p>1.1.i Increase in the students who graduate in four years.</p> <p>1.1.j Increase in students enrolled in dual enrollment and AP courses.</p> <p>1.1.k Increase in the number of students taking the SAT and scoring above 500.</p> <p>1.1.l Increase in the number of students participating in career and technical education who meet national and state standards.</p> <p>Same as objective one</p>

GOALS	OBJECTIVES	MEASURES
2. Enhance Leadership Capacity	<p>1. By June 2007 the Petersburg School Board will implement a system for strategic planning.</p> <p>2. By June 2007, implement a plan for enhancing instructional leadership for school level administrators and a system of management processes to include school improvement planning a project management.</p>	<p>2.1.a Schedule of meetings with state superintendent.</p> <p>2.1.b Completion of leadership training as specified by the VA-DOE.</p> <p>2.1.c Complete Efficiency Review.</p> <p>2.1.d Percent of Efficiency Review recommendations completed in a 12-month period.</p> <p>2.2.a Percent of principals successfully completing leadership course.</p> <p>2.2.b Percent of projects and plans completed on time and on budget.</p>
3. Improve teacher quality	<p>1. By March 2007 teachers on professional provisional license will develop a professional development plan to become highly qualified.</p> <p>2. By June 2007 implement a quality staff development program aligned with the division, school and/or department goals; to deepen content; utilizing research-based strategies.</p> <p>3. By March 2007 implement a plan to recruit and retain highly qualified teachers and ensure schools are equitably staffed.</p>	<p>3.1.a Decrease the percent of teachers with a provisional license.</p> <p>3.1.b Percent of teachers achieving full licensure.</p> <p>3.1.c Percent of teachers highly qualified under federal guidelines</p> <p>3.2.a Percent of staff completing professional development</p> <p>3.3.a Percent of schools fully staffed prior to school opening.</p> <p>3.3.b Percent of highly qualified staff</p> <p>3.3.c Decrease in number of highly qualified teacher resignations.</p>

GOALS	OBJECTIVES	MEASURES
<p>4. Strengthen communications with all stakeholders</p>	<ol style="list-style-type: none"> 1. By June 2007 establish and implement protocol for internal and external communications. 2. By March 2007 implement a communication system to inform stakeholders (internal and external) of the division goals, objectives, and strategies. 3. Implement plan for partnering with community organizations and developing a cadre of volunteers to improve student achievement. 4. Collaborate with local entities to implement a plan to increase student attendance, reduce truancy and dropout ratios. 	<p>4.1.a Date when protocol is available for use.</p> <p>4.2.a Percentage of staff informed of plans. 4.2.b Number of public meetings held.</p> <p>4.3.a Percentage of increase in number of businesses, government, civic, and community partnerships</p> <p>4.4.a Percent of students dropping out 4.4.b Percent increase in student attendance.</p>
<p>5. Promote a safe and secure environment</p>	<ol style="list-style-type: none"> 1. Implement processes to create safe, orderly, and nurturing environment. 	<p>5.1. Percent of student requiring alternate education setting. 5.2. Opening of alternative school 5.3. Reduction of suspensions and expulsions. 5.4. Percent of Petersburg City Public Schools that meet federal and state standards for safe schools.</p>

of improvement in student academic achievement on appropriate assessments administered by the school division. The Board's resolution also requests the Superintendent of Public Instruction to provide an annual report to the Board concerning the status of waivers granted.

Each year a superintendent's memorandum is sent to all school divisions notifying them of the requirements for waivers of pre-Labor Day opening requirements. On January 12, 2006, Administrative Superintendent's Memorandum 3, was sent to division superintendents advising them of the requirements, and requesting that they complete and return their applications by March 3, 2006. Superintendent's Memorandum 3 also notified school divisions that they must submit program evaluation reports annually for each previously approved experimental and innovative program. In order to receive consistent information from all school divisions and to appropriately assess the effectiveness of the programs, school divisions were notified that the Board of Education had requested that each school division include the following components in its evaluation report: Student Achievement, Student Behavior and Attendance, Staff/Teacher Participation, and Parent/Community Involvement. Additionally, divisions were advised that the report must include a description of the steps taken to achieve or maintain school accreditation.

In past years, the content of this report was based on the information provided by school divisions in their evaluations of their year round programs. Since the form and substance of the evaluation reports was not prescribed, the content of the reports varied widely and it was difficult to draw any general conclusions about the year-round programs in Virginia's public schools. This is the first year where the content of the evaluation report was specified, making it possible for the Department of Education to compile and analyze information in a uniform format.

Summary of Major Elements:

Six school divisions submitted applications for approval of year-round programs in 30 schools for the 2006-2007 school year. Of the 30 schools, 25 are elementary schools, three are middle schools, and two are high schools.

Each school division applying for continuing approval of a year-round program must submit an evaluation of the results of the program. The evaluations of the schools approved for operation during the 2006-2007 school year are based on data and information provided by the school division for the 2005-2006 school year.

The evaluation report form completed by each division contains several parts designed to collect pertinent information from school divisions in the following areas:

- Part I requests demographic information.
- Part II requests information regarding student achievement, including the steps taken to achieve or maintain full accreditation and to meet or maintain requirements for federal Adequate Yearly Progress (AYP); the percentage of students who participated in academic remediation during the 2005-2006 school year; the effect of the additional academic support; whether students participating in the program were better prepared for the next grade; the percentage of students retained; improvement in subgroup academic achievement; and the achievement gap for 2005-2006, whether it was narrowed and how the school plans to resolve the achievement gap issue;
- Part III requests information regarding student attendance and behavior.
- Part IV provides information regarding school staff/teacher support for the program.
- Part V requests information regarding parent/community support for the program.

- Part VI requests information regarding the school division's program recommendations and goals for the 2006-2007 school year.

Based on the information provided in the reports submitted by the school divisions, the following general conclusions can be drawn:

- All of the schools are taking steps to achieve or maintain full accreditation and to meet or maintain the requirements for AYP.
- The majority of schools are making progress closing the achievement gap.
- All of the schools that responded to the question regarding closing the achievement gap have a plan to continue to work toward closing any achievement gaps in their schools.
- Students who participated in the year-round programs are considered better prepared for the next grade.
- There has been improvement in subgroup academic achievement in the majority of schools.
- Students have improved their attendance and the overall number of disciplinary actions has declined in the majority of the schools.
- Staff/teachers and parents and the community are supportive of the schools.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education accept the report.

Impact on Resources: None

Timetable for Further Review/Action: None



VIRGINIA DEPARTMENT OF EDUCATION

BRIEFING

**REPORT TO THE BOARD OF
EDUCATION ON THE EVALUATION OF
YEAR-ROUND SCHOOLS APPROVED
FOR THE 2006-2007 SCHOOL YEAR**

NOVEMBER 29, 2006

REPORT TO THE BOARD OF EDUCATION ON THE EVALUATION OF YEAR-ROUND SCHOOLS APPROVED FOR THE 2006-2007 SCHOOL YEAR

Background Information

Section 22.1-79.1 of the *Code of Virginia* prohibits local school boards from adopting school calendars that require schools to open prior to Labor Day unless a waiver is granted by the Board for "good cause." The conditions under which the Board may grant such waivers are outlined in the *Code*. Part 3 of § 22.1-79.1 permits the Board to approve a waiver from the requirements of this *Code* provision if the division secures approval of an experimental or innovative program for an instructional program offered on a year-round basis by the school division in one or more of its elementary, middle, or high schools. The waiver is restricted to those individual schools housing the program.

Typically year-round schools operate on what is commonly known as a 45-15 schedule where there are 45 instructional days followed by a 15-day break. During the 15-day break, the schools offer intersessions during which both remedial instruction and enrichment courses are offered. Most of the schools with year-round calendars share one or more of the following characteristics: 1) high populations of minority or limited English proficient students; 2) high percentages of students on free or reduced lunch; or 3) histories of low performance on state assessments.

In 2000, the Board of Education adopted a resolution directing that requests for continuing approval of an experimental or innovative program requiring schools to open prior to Labor Day shall be accompanied by an evaluation of the effectiveness of the program that includes, at a minimum, evidence of improvement in student academic achievement on appropriate assessments administered by the school division. The Board's resolution also requests the Superintendent of Public Instruction to provide an annual report to the Board concerning the status of waivers granted.

Each year a superintendent's memorandum is sent to all school divisions notifying them of the requirements for waivers of pre-Labor Day opening requirements. On January 12, 2006, Administrative Superintendent's Memorandum 3, was sent to division superintendents advising them of the requirements, and requesting that divisions complete and return their applications by March 3, 2006. Superintendent's Memorandum 3 also notified school divisions that they must submit program evaluation reports annually for each previously approved experimental and innovative program. In order to receive consistent information from all school divisions and to appropriately assess the effectiveness of the programs, school divisions were notified that the Board of Education had requested that each school division include information on the following components in its evaluation report: 1) Student Achievement; 2) Student Behavior and Attendance; 3) Staff/Teacher Participation; and 4) Parent/Community Involvement. Additionally, divisions were advised that the report must include a description of the steps taken to

achieve federal and state benchmarks. The format for this report is included in Appendix A.

In past years, the content of this report was based on the information provided by school divisions in their evaluations of their year round programs. Since the form and substance of the evaluation reports was not prescribed, the content of the reports varied widely and it was difficult to draw any general conclusions about the year-round programs in Virginia's public schools. This is the first year where the content of the evaluation report was specified, making it possible for the Department of Education to compile and analyze information in a uniform format. The evaluations of the schools approved for operation during the 2006-2007 school year are based on data and information provided by the school division for the 2005-2006 school year.

The following six school divisions and thirty schools received continuing approval for in the 2006-2007 school year and submitted reports to the department:

2006-2007 List of Year-Round Schools

Division	Name of School
Alexandria (2)	Mount Vernon Elementary Samuel Tucker Elementary
Arlington (1)	Barcroft Elementary
Danville (5)	Glenwood Elementary Schoolfield Academy Taylor Elementary Woodrow Wilson Elementary Gibson Middle
Fairfax (10)	Annandale Terrace Elementary Dogwood Elementary Falls Church High Franconia Elementary Glasgow Middle Glen Forest Elementary Graham Road Elementary Parklawn Elementary Stuart High Timber Lane Elementary
Hampton (8)	Aberdeen Elementary A.W.E. Bassette Elementary Captain John Smith Elementary Merrimack Elementary Robert E. Lee Elementary William Mason Cooper Ele. Wythe Elementary C. Vernon Spratley Middle

Virginia Beach (4)	Corporate Landing Elementary Plaza Elementary Point O'View Elementary Seatack Elementary
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Summary of Report Results

The evaluation report form completed by each division contains several parts designed to collect pertinent information from school divisions in the following areas:

- Part I requests demographic information.
- Part II requests information regarding student achievement, including the steps taken to achieve or maintain full accreditation and to meet or maintain requirements for federal Adequate Yearly Progress (AYP); the percentage of students who participated in academic remediation during the 2005-2006 school year; the effect of the additional academic support; whether students participating in the program were better prepared for the next grade; the percentage of students retained; improvement in subgroup academic achievement; and the achievement gap for 2005-2006, whether it was narrowed and how the school plans to resolve the achievement gap issue;
- Part III requests information regarding student attendance and behavior.
- Part IV provides information regarding school staff/teacher support for the program.
- Part V requests information regarding parent/community support for the program.
- Part VI requests information regarding the school division's program recommendations and goals for the 2006-2007 school year.

State/Federal Benchmarks: This report contains a summary of the state accreditation and AYP status for each year round school (see Appendix B). For 2006-2007, twenty-seven (27) of thirty (30) schools were fully accredited. For this same year, twenty-two (22) schools made AYP and eight (8) did not meet the federal benchmark.

The following schools, which failed to meet AYP benchmarks for 2005-2006, demonstrated improvement and met AYP for 2006-2007: 1) Mount Vernon Elementary (Alexandria City); 2) Annandale Terrace Elementary (Fairfax County); 3) Falls Church High (Fairfax County); 4) Stuart High (Fairfax County); and 5) Wythe Elementary (Hampton City). Four schools made AYP in 2005-2006 but failed to maintain this status in 2006-2007. These schools are: 1) E.A. Gibson Middle (Danville City); 2) Dogwood Elementary (Fairfax County); 3) Merrimack Elementary (Hampton City); and 4) Robert E. Lee Elementary (Hampton City).

Wythe Elementary (Hampton City) failed to be fully accredited for 2005-2006 but demonstrated improvement and became fully accredited for 2006-2007. E.A. Gibson Middle (Danville City) was fully accredited in 2005-2006 but failed to maintain this status in 2006-2007 and is now Accredited with Warning. In Hampton City, both

Aberdeen Elementary and C. Vernon Spratley Middle have maintained the status of Accredited with Warning.

This report provides detailed information on the efforts undertaken by those school divisions not meeting state and/or federal benchmarks to raise student achievement and provides general progress data for those divisions and schools that made state and federal benchmarks. (See Appendix C.)

General Conclusions Regarding All Schools: Based on the information provided in the reports submitted by the school divisions, the following general conclusions can be drawn:

- All of the schools are taking steps to achieve or maintain full accreditation and to meet or maintain the requirements for AYP.
- The majority of schools are making progress closing the achievement gap.
- All of the schools that responded to the question regarding closing the achievement gap have a plan to continue to work toward closing any achievement gaps in their schools.
- Students who participated in the-year round programs are considered better prepared for the next grade.
- There has been improvement in subgroup academic achievement in the majority of schools.
- Students have improved their attendance and the overall number of disciplinary actions has declined in the majority of the schools.
- Staff/teachers and parents and the community are supportive of the schools.

The department was unable to draw specific conclusions regarding one school division's efforts because it did not submit data that was as comprehensive as that submitted by other school divisions. Department staff will work that division over the next school year to obtain additional data.

APPENDIX A – EVALUATION REPORT FORMAT

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

Evaluation Report for Schools Operating Experimental or Innovative Programs¹

I. Please provide the following background information.

A. Name of school _____

B. Name of school division _____

C. What year was the program established? _____

D. What grades are served in this program? _____

E. Is this a Title I school? Yes ____ No ____ Number of students served

F. Describe the program, its focus areas², and its purpose.

G. Describe the program goals and program outcomes for the 2005-2006
school year.

II. Student Achievement

A. What steps have been taken to achieve or maintain full accreditation?

¹Note: To analyze program performance, the department will pull Standards of Learning (SOL) assessment results and other data from the School Report Card on its Web site. Please reference the [report to the Board](#) in November of 2005 for more information on how these data were presented in a summary report of evaluation results.

²General education, special education, ESL, Head Start, Talented/Gifted, remedial, alternative, etc.

What steps have been taken to meet the requirements for Adequate Yearly Progress (AYP) and to maintain these requirements in the future?

- B. What percentage of the students in this program participated in academic remediation during the 2005-2006 school year? ____

Has this additional academic support facilitated overall academic improvement for the students participating in the remediation program? Are demonstrated results available through test scores or other quantitative information?

- C. Are the students participating in this program better prepared for the next grade? Yes ____ No ____ Has improvement been evidenced since this program was established?

- D. What percentage of the students in this school was retained in grade during the 2005-2006 school year? ____

How has that percentage changed since the school became a year-round school?

- E. What percent of the total student population participated in the year-round program? ____ What percent of each subgroup? White ____ African-American ____ Hispanic ____ Economically disadvantaged ____ Limited English proficient ____ Students with disabilities ____

Has there been an improvement in academic achievement in each of these subgroups since the school initially received this waiver? Yes ____ No ____ Please explain.

F. Do this school's 2005-2006 Standard of Learning (SOL) test results show an Achievement Gap? Yes ___ No ___ Where does the Achievement GAP exist? Explain.

Do the 2005-2006 SOL testing results show that the Achievement Gap has narrowed? Yes ___ No ___

If these SOL testing results continue to show an Achievement Gap, how does the school plan to resolve this issue?

III. Student Behavior and Attendance

A. Has there been any overall change in student attendance since this waiver was approved? Yes ___ No ___ What was the overall student attendance rate for 2005-2006? ___

How has this program impacted student attendance?

B. Has there been any overall change in the number of student disciplinary actions since this waiver was approved? Yes ___ No ___ Explain.

IV. School Staff/Teacher Support

A. How has school staff/teachers support or lack of support impacted the program? Explain.

V. Parent/Community Support

A. Does the program have the support of parents and the community? Yes ___ No ___ Please explain.

B. Are parents and the community satisfied with the program? Yes ____ No

Please explain.

VI. Recommendations and Goals

A. What are your program recommendations and goals for the next school year? Please describe any program changes made in response to the outcomes from the 2005-2006 school year, including student achievement results such as SOL and other standardized testing, any Achievement Gap and, parent, teacher, and community concerns. Explain how your program recommendations and goals will be implemented during the 2006-2007 school year.

Signature, Division Superintendent

Date

APPENDIX B

**Summary of Accreditation and AYP Status for All Schools Approved for
Year Round Operation in 2006-2007**

**Virginia Board of Education - November 2006
Status Report - Year Round School
Background Information**

School Division	School Name	Year of Conversion to Modified Calendar	Type of Program (Focus Areas)	Grades Served	Number of Students Served (2006-07)	Title I School (Y/N)
Alexandria City Public Schools	Mount Vernon Elementary	2005	General Education, Special Education, Head Start Program, ESL, Talented/Gifted, Pre-School Care	PK-05	476 students	Y
Alexandria City Public Schools	Samuel W. Tucker Elementary	2004	General Education, Special Education, Head Start Program, ESL, Talented/Gifted	PK-05	593 students	Y
Arlington County Public Schools	Barcroft Elementary	2002	General Education, Special Education, ESL, Talented/Gifted	PK-05	324 students	Y
Danville City Public Schools	Edwin A. Gibson Middle	1998	Special Education, Vocational Education, Migrant Education, ESL, Talented/Gifted, Remedial Program	6-8	445 students	N
Danville City Public Schools	Glenwood Elementary	1998	Special Education, Migrant Education, ESL, Talented/Gifted, Pre-School Care, Remedial Program	PK-05	219 students	Y
Danville City Public Schools	Schoolfield Elementary	1996	Special Education, Migrant Education, ESL, Talented/Gifted, Pre-School Care, IB Program, Remedial Program	PK-05	552 students	Y
Danville City Public Schools	Irvin W. Taylor Elementary	1998	Special Education, Migrant Education, ESL, Talented/Gifted, Pre-School Care, Remedial Program	PK-05	312 students	Y
Danville City Public Schools	Woodrow Wilson Elementary	2002	Special Education, Migrant Education, ESL, Talented/Gifted, Pre-School Care, Remedial Program	PK-05	174 students	Y
Fairfax County Public Schools	Amandale Terrace Elementary	2002	General Education, Special Education, Head Start Program, ESL, Talented/Gifted, Magnet/Spec Ctr, Remedial Program	PK-05	651 students	Y
Fairfax County Public Schools	Dogwood Elementary	2000	General Education, Special Education, Head Start Program, ESL, Talented/Gifted, Magnet/Spec Ctr, Remedial Program	PK-06	622 students	Y
Fairfax County Public Schools	Falls Church High	2001	General Education, Special Education, Vocational Education, Technical Prep, ESL, Talented/Gifted, Remedial Program	9-12	1,375 students	N
Fairfax County Public Schools	Franconia Elementary	2001	General Education, Special Education, ESL, Talented/Gifted, Remedial Program	PK-06	476 students	N
Fairfax County Public Schools	Glasgow Middle	2001	General Education, Special Education, Vocational Education, ESL, Talented/Gifted, Magnet/Spec Ctr, Remedial Program	6-8	1,095 students	N
Fairfax County Public Schools	Glen Forest Elementary	2001	General Education, Special Education, Head Start Program, ESL, Talented/Gifted, Magnet/Spec Ctr, Remedial Program	PK-05	779 students	Y
Fairfax County Public Schools	Graham Road Elementary	2001	General Education, Special Education, Head Start Program, ESL, Talented/Gifted, Magnet/Spec Ctr, Remedial Program	PK-06	334 students	Y
Fairfax County Public Schools	Parklawn Elementary	2002	General Education, Special Education, Head Start Program, ESL, Talented/Gifted, Magnet/Spec Ctr, Remedial Program	PK-05	613 students	Y
Fairfax County Public Schools	Stuart High	2001	General Education, Special Education, Vocational Education, Technical Prep, ESL, Talented/Gifted, IB Program, Remedial Program	9-12	1,564 students	N

**Virginia Board of Education - November 2006
Status Report - Year Round School
Background Information**

School Division	School Name	Year of Conversion to Modified Calendar	Type of Program (Focus Areas)	Grades Served	Number of Students Served (2006-07)	Title I School (Y/N)
Fairfax County Public Schools	Timber Lane Elementary	1998	General Education, Special Education, Head Start Program, ESL, Talented/Gifted, Remedial Program	PK-06	472 students	Y
Hampton City Public Schools	A.W.E. Bassette Elementary	2000	General Education	PK-05	318 students	Y
Hampton City Public Schools	Aberdeen Elementary	2001	General Education	PK-05	351 students	Y
Hampton City Public Schools	C. Vernon Spratley Middle	1998	General Education	6-8	830 students	N
Hampton City Public Schools	Captain John Smith Elementary	1998	General Education	KG-05	398 students	Y
Hampton City Public Schools	Merrimack Elementary	1998	General Education	PK-05	417 students	Y
Hampton City Public Schools	Robert E. Lee Elementary	2001	General Education	PK-05	394 students	Y
Hampton City Public Schools	William Mason Cooper Elementary	2001	General Education	PK-05	356 students	Y
Hampton City Public Schools	Wythe Elementary	2001	General Education	PK-05	301 students	Y
Virginia Beach City Public Schools	Corporate Landing Elementary	2002	General Education, Special Education, ESL, Talented/Gifted, Remedial Program	PK-05	560 students	N
Virginia Beach City Public Schools	Plaza Elementary	2003	General Education, Special Education, ESL, Talented/Gifted, Remedial Program	KG-05	399 students	Y
Virginia Beach City Public Schools	Point O' View Elementary	2004	General Education, Special Education, ESL, Talented/Gifted, Remedial Program	KG-05	461 students	N
Virginia Beach City Public Schools	Seatack Elementary	2000	General Education, Special Education, ESL, Talented/Gifted, Remedial Program	PK-05	341 students	Y

**Virginia Board of Education - November 2006
Status Report - Year Round School
Accreditation Status from 2004-2005 to 2006-2007**

School Division	School Name	Accreditation Status for 06-07	2004-2005 School Year				2005-2006 School Year				2006-2007 School Year				
			English Pass Rate	Math Pass Rate	History/Social Science Pass Rate	Science Pass Rate	English Pass Rate	Math Pass Rate	History/Social Science Pass Rate	Science Pass Rate	English Pass Rate	Math Pass Rate	History/Social Science Pass Rate	Science Pass Rate	
Alexandria City Public Schools	Mount Vernon Elementary	Fully Accredited	88	99	83 for Grade 3 and 85 for Grade 5	75 for Grade 3 and 83 for Grade 5	82	87	80	76	85 for Grades 3 & 5 and 93 for Grades 4, 6, 7, and 8	89	96 (with 88 for Grade 3)	96 (with 88 for Grade 3)	72 (with 88 for Grade 3)
Alexandria City Public Schools	Samuel W. Tucker Elementary	Fully Accredited	97	92	82 for Grade 3 and 92 for Grade 5	83 for Grade 3 and 96 for Grade 5	93	96	91	95	92 for Grades 3 & 5 and 94 for Grades 4, 6, 7, and 8	94	94 (with 90 for Grade 3)	94 (with 90 for Grade 3)	91 (with 90 for Grade 3)
Arlington County Public Schools	Barcroft Elementary	Fully Accredited	98	92	83 for Grade 3 and 92 for Grade 5	91 for Grade 3 and 85 for Grade 5	96	96	95	95	94 for Grades 3 & 5 and 92 for Grades 4, 6, 7, and 8	86	88 (with 96 for Grade 3)	88 (with 96 for Grade 3)	82 (with 92 for Grade 3)
Danville City Public Schools	Edwin A. Gibson Middle	Accredited with Warning	74	93	82	73	77	87	80	80	78	54	73	73	72
Danville City Public Schools	Glenwood Elementary	Fully Accredited	68	63	91 for Grade 3 and 81 for Grade 5	80 for Grade 3 and 88 for Grade 5	89	87	80	80	79 for Grades 3 & 5 and 77 for Grades 4, 6, 7, and 8	74	72 (with 96 for Grade 3)	72 (with 96 for Grade 3)	78 (with 84 for Grade 3)
Danville City Public Schools	Irvin W. Taylor Elementary	Fully Accredited	73	78	89 for Grade 3 and 92 for Grade 5	80 for Grade 3 and 71 for Grade 5	96	92	80	81	91 for Grades 3 & 5 and 85 for Grades 4, 6, 7, and 8	84	91 (with 100 for Grade 3)	91 (with 100 for Grade 3)	90 (with 94 for Grade 3)
Danville City Public Schools	Schoolfield Elementary	Fully Accredited	83	87	90 for Grade 3 and 99 for Grade 5	83 for Grade 3 and 86 for Grade 5	91	87	94	81	91 for Grades 3 & 5 and 90 for Grades 4, 6, 7, and 8	88	84 (with 95 for Grade 3)	84 (with 95 for Grade 3)	89 (with 88 for Grade 3)
Danville City Public Schools	Woodrow Wilson Elementary	Fully Accredited	99	97	100 for Grade 3 and 97 for Grade 5	100 for Grade 3 and 94 for Grade 5	97	92	88	92	86 for Grades 3 & 5 and 83 for Grades 4, 6, 7, and 8	76	82	82	80 (with 91 for Grade 3)
Fairfax County Public Schools	Amandale Terrace Elementary	Fully Accredited	89	79	87 for Grade 3 and 95 for Grade 5	83 for Grade 3 and 78 for Grade 5	89	91	92	77	86 for Grades 3 & 5 and 80 for Grades 4, 6, 7, and 8	80	92 (with 95 for Grade 3)	92 (with 95 for Grade 3)	86 (with 94 for Grade 3)
Fairfax County Public Schools	Dogwood Elementary	Fully Accredited	77	83	71 for Grade 3 and 82 for Grades 5 & 6	73 for Grade 3 and 86 for Grades 5 & 6	90	82	91	84	79 for Grades 3 & 5 and 77 for Grades 4, 6, 7, and 8	70	83 (with 79 for Grade 3)	83 (with 79 for Grade 3)	71 (with 85 for Grade 3)
Fairfax County Public Schools	Falls Church High	Fully Accredited	91	83	88	79	85	81	88	80	92	86	93	93	85
Fairfax County Public Schools	Franconia Elementary	Fully Accredited	92	98	98 for Grade 3 and 91 for Grades 5 & 6	90 for Grade 3 and 83 for Grades 5 & 6	94	92	95	88	90 for Grades 3 & 5 and 94 for Grades 4, 6, 7, and 8	83	72 (with 96 for Grade 3)	72 (with 96 for Grade 3)	94 (with 98 for Grade 3)
Fairfax County Public Schools	Glasgow Middle	Fully Accredited	74	95	78	87	78	90	89	83	83	72	82	82	79
Fairfax County Public Schools	Glen Forest Elementary	Fully Accredited	83	81	81 for Grade 3 and 86 for Grade 5	78 for Grade 3 and 83 for Grade 5	94	98	91	95	92 for Grades 3 & 5 and 91 for Grades 4, 6, 7, and 8	93	95 (with 96 for Grade 3)	95 (with 96 for Grade 3)	87 (with 94 for Grade 3)
Fairfax County Public Schools	Graham Road Elementary	Fully Accredited	86	88	77 for Grade 3 and 91 for Grades 5 & 6	70 for Grade 3 and 53 for Grades 5 & 6	91	95	96	85	90 for Grades 3 & 5 and 92 for Grades 4, 6, 7, and 8	85	78 (with 96 for Grade 3)	78 (with 96 for Grade 3)	90 (with 100 for Grade 3)

**Virginia Board of Education - November 2006
Status Report - Year Round School
Accreditation Status from 2004-2005 to 2006-2007**

School Division	School Name	Accreditation Status for 06-07	2004-2005 School Year				2005-2006 School Year				2006-2007 School Year			
			English Pass Rate	Math Pass Rate	History/Social Science Pass Rate	Science Pass Rate	English Pass Rate	Math Pass Rate	History/Social Science Pass Rate	Science Pass Rate	English Pass Rate	Math Pass Rate	History/Social Science Pass Rate	Science Pass Rate
Fairfax County Public Schools	Parklawn Elementary	Fully Accredited	85	88	84 for Grade 3 and 88 for Grade 5	83 for Grade 3 and 91 for Grade 5	96	94	97	91	96 for Grades 3 & 5 and 95 for Grades 4, 6, 7, and 8	93	95 (with 96 for Grade 3)	98 (with 100 for Grade 3)
Fairfax County Public Schools	Stuart High	Fully Accredited	94	81	87	83	91	91	81	89	95	91	86	
Fairfax County Public Schools	Timber Lane Elementary	Fully Accredited	91	100	86 for Grade 3 and 91 for Grades 5 & 6	80 for Grade 3 and 89 for Grades 5 & 6	85	93	93	82	91 for Grades 3 & 5 and 93 for Grades 4, 6, 7, and 8	90	84 (with 100 for Grade 3)	74 (with 98 for Grade 3)
Hampton City Public Schools	A.W.E. Bassette Elementary	Fully Accredited	79	85	90 for Grade 3 and 96 for Grade 5	82 for Grade 3 and 80 for Grade 5	89	90	87	83	80 for Grades 3 & 5 and 71 for Grades 4, 6, 7, and 8	79	88 (with 70 for Grade 3)	75 (with 74 for Grade 3)
Hampton City Public Schools	Aberdeen Elementary	Accredited with Warning	75	69	88 for Grade 3 and 84 for Grade 5	64 for Grade 3 and 75 for Grade 5	76	67	79	67	68	63	78 (with 86 for Grade 3)	52 (with 80 for Grade 3)
Hampton City Public Schools	C. Vernon Spratley Middle	Accredited with Warning	63	85	70	78	64	83	84	76	71	30	77	73
Hampton City Public Schools	Captain John Smith Elementary	Fully Accredited	79	80	78 for Grade 3 and 78 for Grade 5	81 for Grade 3 and 77 for Grade 5	78	80	76	74	79 for Grades 3 & 5 and 76 for Grades 4, 6, 7, and 8	76	71 (with 95 for Grade 3)	72 (with 91 for Grade 3)
Hampton City Public Schools	Merrimack Elementary	Fully Accredited	87	82	87 for Grade 3 and 86 for Grade 5	78 for Grade 3 and 83 for Grade 5	84	90	92	84	77 for Grades 3 & 5 and 78 for Grades 4, 6, 7, and 8	77	80 (with 77 for Grade 3)	80 (with 75 for Grade 3)
Hampton City Public Schools	Robert E. Lee Elementary	Fully Accredited	77	80	79 for Grade 3 and 89 for Grade 5	65 for Grade 3 and 78 for Grade 5	86	86	86	76	77 for Grades 3 & 5 and 76 for Grades 4, 6, 7, and 8	70	83 (with 62 for Grade 3)	73 (with 70 for Grade 3)
Hampton City Public Schools	William Mason Cooper Elementary	Fully Accredited	87	88	83 for Grade 3 and 93 for Grade 5	81 for Grade 3 and 81 for Grade 5	87	83	74	79	89 for Grades 3 & 5 and 82 for Grades 4, 6, 7, and 8	79	85 (with 94 for Grade 3)	75 (with 88 for Grade 3)
Hampton City Public Schools	Wythe Elementary	Fully Accredited	77	87	80 for Grade 3 and 76 for Grade 5	72 for Grade 3 and 69 for Grade 5	71	72	70	55	77 for Grades 3 & 5 and 82 for Grades 4, 6, 7, and 8	73	74 (with 87 for Grade 3)	74 (with 85 for Grade 3)
Virginia Beach City Public Schools	Corporate Landing Elementary	Fully Accredited	86	91	96 for Grade 3 and 93 for Grade 5	96 for Grade 3 and 94 for Grade 5	93	96	94	92	93 for Grades 3 & 5 and 90 for Grades 4, 6, 7, and 8	92	94 (with 97 for Grade 3)	95 (with 97 for Grade 3)
Virginia Beach City Public Schools	Plaza Elementary	Fully Accredited	89	91	92 for Grade 3 and 90 for Grade 5	90 for Grade 3 and 86 for Grade 5	95	100	96	93	89 for Grades 3 & 5 and 85 for Grades 4, 6, 7, and 8	88	90 (with 91 for Grade 3)	86 (with 96 for Grade 3)
Virginia Beach City Public Schools	Point O' View Elementary	Fully Accredited	84	88	93 for Grade 3 and 83 for Grade 5	83 for Grade 3 and 85 for Grade 5	88	84	72	77	88 for Grades 3 & 5 and 85 for Grades 4, 6, 7, and 8	82	90 (with 95 for Grade 3)	90 (with 93 for Grade 3)

**Virginia Board of Education - November 2006
Status Report - Year Round School
Accreditation Status from 2004-2005 to 2006-2007**

School Division	School Name	Accreditation Status for 06-07	2004-2005 School Year				2005-2006 School Year				2006-2007 School Year			
			English Pass Rate	Math Pass Rate	History/Social Science Pass Rate	Science Pass Rate	English Pass Rate	Math Pass Rate	History/Social Science Pass Rate	Science Pass Rate	English Pass Rate	Math Pass Rate	History/Social Science Pass Rate	Science Pass Rate
Virginia Beach City Public Schools	Seatack Elementary	Fully Accredited	84	83	87 for Grade 3 and 97 for Grade 5	83 for Grade 3 and 94 for Grade 5	100	94	88	84	76 for Grades 3 & 5 and 75 for Grades 4, 6, 7 and 8	77	87 (with 78 for Grade 3)	83 (with 87 for Grade 3)

**Virginia Board of Education - November 2006
Status Report - Year Round School
Status of Adequate Yearly Progress from 2004-2005 to 2006-2007**

Division Name	School Name	AYP Status Information			2006-2007 Status		Comment
		2004-2005	2005-2006	2006-2007	English Sanction (Y/N)	Math Sanction (Y/N)	
Alexandria City Public Schools	Mount Vernon Elementary	Made AYP	Did Not Make AYP	Made AYP	N	N	Title I - Targeted Assistance School
Alexandria City Public Schools	Samuel W. Tucker Elementary	Made AYP	Made AYP	Made AYP	N	N	Title I - Targeted Assistance School
Arlington County Public Schools	Barcroft Elementary	Did Not Make AYP	Did Not Make AYP	Did Not Make AYP	Y - Year 2	N	Title I - Targeted Assistance School/School must offer school choice and supplemental services
Danville City Public Schools	Edwin A. Gibson Middle	Did Not Make AYP	Made AYP	Did Not Make AYP	N	N	Non-Title I School
Danville City Public Schools	Glenwood Elementary	Did Not Make AYP	Made AYP	Made AYP	N	N	Title I - Schoolwide Assistance
Danville City Public Schools	Schoolfield Elementary	Made AYP	Made AYP	Made AYP	N	N	Title I - Schoolwide Assistance
Danville City Public Schools	Irvin W. Taylor Elementary	Did Not Make AYP	Made AYP	Made AYP	N	N	Title I - Schoolwide Assistance
Danville City Public Schools	Woodrow Wilson Elementary	Made AYP	Made AYP	Made AYP	N	N	Title I - Schoolwide Assistance
Fairfax County Public Schools	Annandale Terrace Elementary	Made AYP	Did Not Make AYP	Made AYP	N	N	Title I - Schoolwide Assistance
Fairfax County Public Schools	Dogwood Elementary	Did Not Make AYP	Made AYP	Did Not Make AYP	Y - Year 2	N	Title I - Schoolwide Assistance School/School must offer school choice and supplemental services
Fairfax County Public Schools	Falls Church High	Did Not Make AYP	Did Not Make AYP	Made AYP	N	Y - Year 2	Non-Title I School/Additional Corrective Actions Required
Fairfax County Public Schools	Franconia Elementary	Made AYP	Made AYP	Made AYP	N	N	Non-Title I School
Fairfax County Public Schools	Glasgow Middle	Did Not Make AYP	Did Not Make AYP	Did Not Make AYP	Y - Year 3	N	Non-Title I School/Additional Corrective Actions Required
Fairfax County Public Schools	Glen Forest Elementary	Made AYP	Made AYP	Made AYP	N	N	Title I Schoolwide Assistance School
Fairfax County Public Schools	Graham Road Elementary	Made AYP	Made AYP	Made AYP	N	N	Title I Schoolwide Assistance School
Fairfax County Public Schools	Parklawn Elementary	Made AYP	Made AYP	Made AYP	N	N	Title I Schoolwide Assistance School
Fairfax County Public Schools	Stuart High	Made AYP	Did Not Make AYP	Made AYP	N	N	Non-Title I School

**Virginia Board of Education - November 2006
Status Report - Year Round School
Status of Adequate Yearly Progress from 2004-2005 to 2006-2007**

Division Name	School Name	AYP Status Information			2006-2007 Status		Comment
		2004-2005	2005-2006	2006-2007	English Sanction (Y/N)	Math Sanction (Y/N)	
Fairfax County Public Schools	Timber Lane Elementary	Made AYP	Made AYP	Made AYP	N	N	Title I Schoolwide Assistance School
Hampton City Public Schools	A.W.E. Bassette Elementary	Made AYP	Made AYP	Made AYP	N	N	Title I Schoolwide Assistance School
Hampton City Public Schools	Aberdeen Elementary	Did Not Make AYP	Did Not Make AYP	Did Not Make AYP	Y - Year 2	N	Title I - Schoolwide Assistance School/School must offer school choice and supplemental services
Hampton City Public Schools	C. Vernon Sprattley Middle	Did Not Make AYP	Did Not Make AYP	Did Not Make AYP	Y - Year 3	N	Non-Title I School/Additional Corrective Actions Required
Hampton City Public Schools	Captain John Smith Elementary	Made AYP	Made AYP	Made AYP	N	N	Title I Schoolwide Assistance School
Hampton City Public Schools	Merrimack Elementary	Made AYP	Made AYP	Did Not Make AYP	N	N	Title I Schoolwide Assistance School
Hampton City Public Schools	Robert E. Lee Elementary	Made AYP	Made AYP	Did Not Make AYP	N	N	Title I Schoolwide Assistance School
Hampton City Public Schools	William Mason Cooper Elementary	Made AYP	Made AYP	Made AYP	N	N	Title I Schoolwide Assistance School
Hampton City Public Schools	Wythe Elementary	Made AYP	Did Not Make AYP	Made AYP	N	N	Title I Schoolwide Assistance School
Virginia Beach City Public Schools	Corporate Landing Elementary	Made AYP	Made AYP	Made AYP	N	N	Non-Title I School
Virginia Beach City Public Schools	Plaza Elementary	Made AYP	Made AYP	Made AYP	N	N	Title I Schoolwide Assistance School
Virginia Beach City Public Schools	Point O' View Elementary	Made AYP	Made AYP	Made AYP	N	N	Non-Title I School
Virginia Beach City Public Schools	Seatack Elementary	Made AYP	Made AYP	Made AYP	N	N	Title I Schoolwide Assistance School

APPENDIX C

Division Efforts to Improve Student Achievement for Those Schools Not Meeting Either Accreditation or AYP Requirements

Arlington – Barcroft Elementary – Did not Make AYP

- Teacher training (Teacher Expectations for Student Achievement)
- Month-long cultural recognitions and celebrations
- Project Go for targeted African/African American and other identified students
- Services for English language learners
- Student participation in intersession classes
- Even Start program for 4 year olds
- Identified students to work with neighborhood parent tutoring buddies
- Hired reading and mathematics coach to work with students and teachers
- Professional staff development in remedial reading and mathematics for volunteer staff members, community members, and school administrators
- 56 of 199 students enrolled in tutorial reading opportunities funded by the federal No Child Left Behind (NCLB) Act
- 45 students enrolled in SOL reading remediation classes in the afternoons and on Saturdays
- 28 students participated in remedial mathematics classes after school

Danville – Edwin A. Gibson Middle – Accredited with Warning, Did not Make AYP

- Nine-week assessment process in grades 6-8 in all core areas. Assessment results are used to target small groups of students for remediation efforts at the end of the nine weeks.
- Administration and staff have been trained in managing and interpreting data to improve student achievement.
- Nine-week reports based on school-wide assessments are disaggregated by subgroups at the end of each nine weeks. Students are grouped for remediation in small groups based on similar academic needs and receive extra help after school, in school, or during intersession.

Fairfax – Dogwood Elementary – Did not Make AYP

- Student data is analyzed on a regular basis with the specific purpose of planning instruction, remediation, and/or enrichment.
- Remediation and enrichment takes place throughout the regular school day through instructional differentiation.
- Remediation and enrichment are provided through class offerings during the three intersessions.
- Students are specifically invited and encouraged to attend intersession classes that meet their instructional needs.

- School staff has spent time educating themselves and the community about data, AYP, and the NCLB law. This has helped to focus the data analysis and instructional response of the school with a united understanding and has helped the school community plan specifically for future federal Annual Measurable Objectives benchmark increases.
- In addition to the SOL assessments, school staff members use common grade-level assessments and the Princeton Review Benchmark Assessment and Reporting Tool (BART) to guide data and analysis and instructional response at each grade level, K through 6.

Fairfax – Glasgow Middle – Did not Make AYP

- Staff is briefed on the NCLB requirements and target achievement gaps identified for any subgroup.
- The School Improvement Plan works from that data to formulate work plans that shape instruction.
- The school has implemented the Advancement Via Individual Determination (AVID) programs in grades 6, 7 and 8 to meet the educational and social needs of students in underrepresented populations who have the potential to succeed in a rigorous course of study and attend college.
- The school is also participating in the FOCUS program to increase student achievement with initiatives in remediation and recovery, basic literacy, student assessment, forcing language, and school climate.
- The Scholastic Reading Inventory (SRI) reading test is administered for all rising grade 6 students to place students in an appropriate remediation program that can begin the first day of school.
- A diagnostic testing plan has been implemented for all grade 7 and 8 students.
- Four additional general education teachers were trained in teaching Focus on Achieving Standards in Teaching Math (FAST Math), a program designed for English for Speakers of Other Languages (ESOL) students.
- Released mathematics Standards of Learning (SOL) questions are used for assessing students throughout the year.

Hampton – Aberdeen Elementary – Accredited with Warning, Did not Make AYP

- Used assessment data to focus daily instruction and intervention programs such as intercession and extending learning on student need.
- The school has disaggregated student data by identified student subgroup and has used assessment data to focus daily instruction and intervention programs such as intercession and extending learning on student need.

Hampton – C. Vernon Spratley Middle – Accredited with Warning, Did not Make AYP

- Implementation of intersession remediation classes, Extended Day/After School remediation activities, and remediation courses in student schedules.

- The number of special education students in inclusion classes has been increased. Special and general education teachers have received ongoing training for effective techniques to implement inclusion practices.

Hampton – Merrimack Elementary – Did not Make AYP

- Professional staff development focused on addressing areas identified in the School Learning Plan Goals.
- Trainings were held throughout the school year on the implementation of the FISH! Philosophy as a way to improve both school climate and reduce the incidents of student discipline suspensions.
- School Learning Plan Day workshops focused on vocabulary development strategies and learning activities.
- Staff are also disaggregating quarterly assessment data and SOL data to determine where achievement gaps occur among the grade levels (i.e. special education, race, gender gaps).
- Changes in instruction, level of classroom student support, and remediation programs have emerged as a result of examining data.

Hampton – Robert E. Lee Elementary – Did not Make AYP

- Incentives for attendance.
- Frequent parent workshops.

PUBLIC HEARING:

Proposed Revised Foreign Language Standards of Learning and Proposed Revised English Language Proficiency Standards of Learning

Proposed Revised Foreign Language Standards of Learning

The Standards of Quality require the Board of Education to review the Standards of Learning on a regular schedule. The Foreign Language Standards of Learning are due for review in 2007. Public hearings are required as a part of the review process. In addition to the public hearing on November 29, a hearing will be held in Fairfax on December 5, 2006. The proposed standards are outlined as follows:

The Foreign Language Standards of Learning identify essential content, processes, and skills for levels I through IV of the French, German, Latin, Spanish, and Modern Foreign Languages Standards of Learning. The introduction includes explanations of the goals and organizing strands.

- **Goals**

Foreign Language Standards of Learning for French, German, Latin, Spanish, and Modern Foreign Languages are organized around the goals of Effective Communication, Enhanced Cultural Understanding, Expanded Access to Information, and Increased Global Perspective.

- **Strands**

The content strands support the goals and remain constant as organizing principles for all levels. The strands for French, German, Spanish, and Modern Foreign Languages reflect Person-to-Person Communication; Listening and Reading for Understanding; Oral and Written Presentation; Cultural Perspectives, Practices, and Products; Making Connections through Language; Cultural and Linguistic Comparisons; and Communication across Communities. The strands for Latin are similar, with Reading for Understanding; Using Oral and Written Language for Understanding; Cultural Perspectives, Practices, and Products; Making Connections through Language; Cultural and Linguistic Comparisons; and Communication across Communities. Each strand is followed by one or two standards.

The Foreign Language Standards reflect end-of-course benchmarks for levels I through IV of French, German, Latin, and Spanish, as well as for generic Modern Foreign Language standards that can be used for additional languages, including those with non-Roman alphabets. Separate standards exist for:

French: French I, French II, French III, French IV

German: German I, German II, German III, German IV

Latin: Latin I, Latin II, Latin III, Latin IV

Spanish: Spanish I, Spanish II, Spanish III, Spanish IV

Modern Foreign Languages: Level I, Level II, Level III, Level IV

Proposed Revised English Language Proficiency Standards of Learning

Academic content standards for English language proficiency were adopted by the Board of Education in November 2002. A review and possible revision were listed as an action item in the Board of Education's Comprehensive Plan for 2005-2010. As a result of the action item in the comprehensive plan, at its meeting on October 26, 2005, the Board of Education adopted a schedule for review and revision to the English Language Proficiency Standards of Learning.

The English Language Proficiency Standards of Learning support the English language development of limited English proficient (LEP) students. The goal of these standards is to provide the foundation that will enable LEP students to be successful in the English Standards of Learning and in other content areas. This foundation is essential because LEP students are learning English as another language.

An overview of the proposed revisions is attached.

PUBLIC HEARING:
Proposed Regulations Governing the
Licensure of School Personnel
and
Proposed Regulations Governing the Regulations Governing the
Review and Approval of Education Programs in Virginia

Proposed Licensure Regulations

The proposed regulations were adopted in draft form at the June 2006 meeting of the Board of Education. The proposed regulations underwent a lengthy executive review process and were published in the *Virginia Register* on October 16, 2006. The publication date initiated the official 60-day comment period.

As a part of the requirements of the Administrative Process Act, the Board of Education will hold the public hearing on the proposed regulations on November 29, 2006. Additional hearings will be held on December 5 in Fairfax and Blacksburg and on December 7 in Hampton. Following the public comment period, all comments will be summarized and submitted to the Board of Education for review prior to the final adoption of the regulations.

Background on the Proposed Licensure Regulations:

The proposed regulations contain substantive changes in the requirements for licensure of school personnel. In a concurrent action, the Board of Education proposes to repeal the text of the current regulations (8 VAC 20-21) and promulgate new regulations (8 VAC 20-22).

Substantive new requirements are proposed for the following areas:

- 1) conditions for licensure (including, but not limited to, a revision of the exemption experience criteria for testing requirements and requiring all teachers on provisionally issued licenses to meet testing requirements for licensure within one year of the contractual date of employment);
- 2) types of licenses;
- 3) designations of career paths to teaching;
- 4) added endorsements by examination;
- 5) conditions for licensure by reciprocity;
- 6) names of a few endorsements and requirements for some teaching areas;
- 7) endorsement areas by adding the mathematics specialist, school manager, and speech language assistants; and
- 8) the administration and supervision endorsement.

Proposed Program Approval Regulations

The proposed regulations were adopted in draft form at the June 2006 meeting of the Board of Education. The proposed regulations underwent a lengthy executive review process and were published in the *Virginia Register* on October 16, 2006. The publication date initiated the official 60-day comment period.

As a part of the requirements of the Administrative Process Act, the Board of Education will hold the public hearing on the proposed regulations on November 29, 2006. Additional hearings will be held on December 5 in Fairfax and Blacksburg and on December 7 in Hampton. Following the public comment period, all comments will be summarized and submitted to the Board of Education for review prior to the final adoption of the regulations.

Background on the Proposed Approved Program Regulations:

The program approval process in Virginia is designed to ensure an alignment between approved education programs and the needs of prek-12 schools. Due to significant proposed revisions to the *Regulations Governing Approved Programs for Virginia Institutions of Higher Education*, (8 VAC 20-541-10 et. seq.), Effective July 1, 2001, the Board of Education proposes to promulgate new *Regulations Governing the Review and Approval of Education Programs in Virginia* (8 VAC 20-542-10 et. seq.).

Substantive elements of the proposed new regulations focus on revision of selected definitions to conform with changes in the proposed new regulations; modifications in administration of the proposed new regulations, including separation of the accreditation process from the program approval process; the development of regulations focused on biennial measures of accountability; and inclusion and modification of competencies for preparation programs for school personnel contained in the 1998 Regulations Governing the Licensure of School Personnel.

Additional information on the proposed revisions to the regulation is attached.



Proposed Regulation Agency Background Document

Agency name	Virginia Board of Education
Virginia Administrative Code (VAC) citation	8 VAC 20 –22-10 et. seq.
Regulation title	Regulations Governing the Licensure of School Personnel
Action title	Repeal old regulations and replace with new regulations: 2005
Document preparation date	August 4, 2005; Revised: July 12, 2006

Brief summary

The present action proposes substantive changes in the requirements for licensure of school personnel. In a concurrent action, the Board of Education proposes to repeal the text of the current regulations (8 VAC 20-21) and promulgate new regulations (8 VAC 20-22). Substantive new requirements are proposed for the following areas: 1) conditions for licensure (including, but not limited to, a revision of the exemption experience criteria for testing requirements and requiring all teachers on provisionally issued licenses to meet testing requirements for licensure within one year of the contractual date of employment); 2) types of licenses; 3) designations of career paths to teaching; 4) added endorsements by examination; 5) conditions for licensure by reciprocity; 6) names of a few endorsements and requirements for some teaching areas; 7) endorsement areas by adding the mathematics specialist, school manager, and speech language assistants; and 8) the administration and supervision endorsement.

Basis

- **Article VIII, Section 4 of the Constitution of Virginia (1971):** Provides the Board of Education with the authority and responsibility for the “general supervision of the public school system.”
- **Code of Virginia, Section 22.1-298. Regulations Governing Licensure:** The Board of Education shall, by regulation, prescribe the requirements for the licensure of teachers.
- **Code of Virginia, Section 22.1-299. Licensure Required of Teachers:** No teacher shall be regularly employed by a school board or paid from public funds unless such teacher holds a license issued by the Board of Education.

- **Code of Virginia, Section 22.1-305.2. Advisory Board on Teacher Education and Licensure:** The Advisory Board on Teacher Education and Licensure shall advise the Board of Education and submit recommendations on policies applicable to [Teacher Education and Licensure].

Purpose

Section 21-298 of the *Code of Virginia* requires that the Board of Education prescribe the requirements for licensure of teachers by regulation. The last comprehensive review of the *Regulations Governing the Licensure of School Personnel* was conducted in the mid-1990s with regulations becoming effective July 1, 1998. The regulations need to be revised based on federal and state legislation as well as to address recommendations to clarify and change requirements for licensure. This regulatory action is not expected to have a negative impact of the health, safety, or welfare of citizens. The benefit to public welfare is a highly qualified teaching work force for the public schools.

Substance

Current regulations (8 VAC 20-21) are being repealed and replaced with new regulations (8 VAC 20-22). Substantive new requirements are proposed for the following areas: 1) conditions for licensure (including, but not limited to, a revision of the exemption experience criteria for testing requirements and requiring all teachers on provisionally issued licenses to meet testing requirements for licensure within one year of the contractual date of employment); 2) types of licenses; 3) designations of career paths to teaching; 4) added endorsements by examination; 5) conditions for licensure by reciprocity; 6) names of a few endorsements and requirements for some teaching areas; 7) endorsement areas by adding the mathematics specialist, school manager, and speech language assistants; and 8) the administration and supervision endorsement.

Issues

Please identify the issues associated with the proposed regulatory action, including:

- 1) the primary advantages and disadvantages to the public, such as individual private citizens or businesses, of implementing the new or amended provisions;
- 2) the primary advantages and disadvantages to the agency or the Commonwealth; and
- 3) other pertinent matters of interest to the regulated community, government officials, and the public.

The *Code of Virginia* requires that the Board of Education prescribe the requirements for licensure of teachers by regulation. Amendments to the Licensure Regulations for School Personnel are needed to respond to enactments of federal and state laws. The primary advantage is that the regulations will be aligned with federal and state laws and regulations pertaining to teacher qualifications and licensure, as well as incorporate recommendations to improve the preparation of instructional personnel in Virginia. There are no disadvantages to the public or to the agencies regulated. The primary advantage is that the regulations will ensure that the teaching work force in Virginia is highly qualified.

Economic impact

Projected cost to the state to implement and enforce the proposed regulation, including (a) fund source / fund detail, and (b) a delineation of one-time versus on-going expenditures	The changes in the licensure regulations will have administrative costs borne by the Department of Education and school divisions.
Projected cost of the regulation on localities	Cost to localities should be minimal.
Description of the individuals, businesses or other entities likely to be affected by the regulation	Those affected by the regulation will include the Virginia Department of Education, school divisions, nonpublic schools that require licensing, and instructional personnel,
Agency's best estimate of the number of such entities that will be affected	132 school divisions, Virginia Department of Education, and approximately 110,000 instructional personnel.
Projected cost of the regulation for affected individuals, businesses, or other entities	Indirect costs are difficult to estimate.

Alternatives

There has been input from a variety of audiences in the education community to develop the proposed regulations. The requirements were reviewed and developed. However, no specific alternatives other than revising the regulations have been considered to meet the purpose of this action.

Public comment

Commenter	Comment	Agency response
Virginia Professors of Educational Leadership	<p>The organization is concerned about the proposed requirements for the alternate licensure route for the administration and supervision endorsement.</p> <p>In addition, the organization requests additional requirements to the School Manager proposal, such as holding a master's degree instead of the proposed bachelor's degree.</p>	During the Board of Education's first review of the regulations, a change was approved to add the three years of successful, full-time experience as a classroom teacher in a public school or accredited nonpublic school to the first option for individuals completing an approved program. No other changes were made.
Virginia Association of Secondary School Administrators	The association does not support the alternate route to licensure for the administration and supervision endorsement as proposed. Specifically, they oppose not require teaching experience.	

	<p>The association stated that school divisions are currently not prohibited from employing managers in schools to assist principals. The association recommends full funding of the Board's SOQ revision item to add more assistant principals rather than adding the school manager.</p>	
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Family impact

The proposed changes to the licensure regulations have no potential impact on the institution of the family and family stability.

Detail of changes

NOTE: The current regulations are proposed for repeal (8 VAC 20-21-10 et seq.) and new regulations (8 VAC 20-22-10 et seq.) are being promulgated.

Current section number	Proposed new section number, if applicable	Current requirement	Proposed change and rationale
Repealed	10	Repealed	<p>Definitions of new license types are incorporated in this section.</p> <p>Definition of Experiential Learning was added.</p>
Repealed	20	Repealed	<p>Reference to modification of college and university programs is removed from the proposed regulations (reference will be inserted the proposed <i>Regulations Governing the Review and Approval of Education Programs in Virginia</i>, which are also undergoing revision at this time).</p>
Repealed	40	Repealed	<p>Individuals must complete the professional teacher's assessments within one full school year of the contractual date of employment.</p> <p>The number of years of teaching experience to exempt an individual from all professional teacher's assessments has been increased from two to three years, and individuals also must hold a valid out-of-state license (full credential with no deficiencies) to be exempted. [Current regulations require two years of teaching experience and no out-of-state license.]</p> <p>Individuals seeking initial licensure must demonstrate proficiency in the use of educational</p>

			<p>technology for instruction, complete study in child abuse recognition and intervention in accordance with curriculum guidelines developed by the Board of Education in consultation with the Department of Social Services, and receive professional development in instructional methods tailored to promote student academic progress and effective preparation for the Standards of Learning end-of-course and end-of-grade assessments.</p>
Repealed	50	Repealed	<p>The names of licenses offered are as follows. The Eligibility License and Special Education Conditional License will be incorporated under the Provisional License. The School Manager License was added.</p> <p style="padding-left: 40px;">Provisional License Collegiate Professional License Postgraduate Professional License Technical Professional License Pupil Personnel Services License School Manager License (new license type) Division Superintendent License International Educator License (new license type)</p> <p>The current regulations state that all licenses will be effective from July 1 in the school year when application is made. The proposed regulations recommend the following revision that will require that assessment requirements be completed during the first year of employment:</p> <p>All licenses will be effective from July 1 in the school year in which the application is made except for the Provisional License when an individual needs to meet assessment requirements prescribed by the Board of Education. The Provisional License, with the exception of individuals in a career switcher program, will be dated one year from the contractual date of employment in a Virginia public or accredited nonpublic school if the individual has not met testing requirements prescribed by the Board of Education. A Virginia employing education division or agency is required to notify employees in writing at the time of employment of the need to meet appropriate assessment requirements for licensure within a year from the contractual date of employment.</p>
Repealed	60	Repealed	<p>This section of the regulations will establish the following designations on licenses to reflect stages in the professional development of teachers and promote continuing growth and career paths as educators. Criteria and implementation of</p>

			<p>procedures will be set forth by the Virginia Department of Education. These designations will not apply to the Division Superintendent License or the Pupil Personnel Services License.</p> <ol style="list-style-type: none"> 1. Career Teacher: This teacher designation will be issued on a renewable teaching license for individuals who have gained continuing contract status in Virginia. 2. Mentor Teacher: This voluntary teacher designation will be issued on a renewable teaching license for individuals who have achieved the career teacher designation; received a recommendation for the designation from an employing Virginia school division superintendent or designee or accredited nonpublic school head; served at least three years as a mentor teacher in Virginia; documented responsibilities as a mentor; and completed a local or state mentor teacher training program in accordance with the Board of Education requirements for mentor teachers. 3. Teacher as Leader: This voluntary teacher designation will be issued on a renewable teaching license for individuals who have achieved the career teacher designation; completed at least five years of successful, full-time teaching experience in a Virginia public school or accredited nonpublic school; received the recommendation from an employing Virginia school division superintendent or designee or accredited nonpublic school head; and completed one of the following: <ul style="list-style-type: none"> 4. National Board Certification or a nationally recognized certification program approved by the Board of Education and demonstrated skills and abilities as a school leader as verified by a Virginia school division superintendent or designee or accredited nonpublic school head; or b. a recommendation from an employing Virginia school division superintendent or designee or accredited nonpublic school head and documentation in an approved Department of Education format verifying the individual's demonstrated skills and abilities as a school leader and direct contributions to school effectiveness and student achievement.
Repealed	70	Repealed	An individual who holds a teaching license may add an additional endorsement to the license by passing a rigorous academic subject test prescribed by the Board of Education. This testing

			option does not apply to individuals who are seeking an early/primary prek-3 or elementary education prek-6 endorsement or who hold a technical professional license, vocational evaluator license, pupil personnel services license, or division superintendent license.
Repealed	90	Repealed	Individuals seeking initial licensure through an alternate route may substitute experiential learning in lieu of coursework in accordance with criteria and procedures established by the Board of Education. The specific criteria are outlined.
Repealed	100	Repealed	<p>Licensure by reciprocity is provided for individuals who have obtained a valid out-of-state license (full credential without deficiencies) that is in force at the time the application for a Virginia license is received by the Department of Education. The individual must establish a file in the Department of Education by submitting a complete application packet, which shall include official student transcripts. An assessment of basic skills as provided in Section <u>22.1-298</u> of the <i>Code of Virginia</i> and service requirements shall not be imposed for these licensed individuals; however, other licensure assessments as prescribed by the Board of Education shall be required.</p> <p>The number of years of teaching experience to exempt an individual from all professional teacher's assessments has been increased from two to three years, and individuals also must hold a valid out-of-state license (full credential with no deficiencies) to be exempted. [Current regulations require two years of teaching experience and no out-of-state license.]</p>
Repealed	110	Repealed	<p>Renewal activities must be based on an individualized professional development plan that includes ongoing, sustained, and high-quality professional development.</p> <p>Definitions of the renewal options have been incorporated in the regulations.</p> <p>Peer observation and educational travel have been eliminated as renewal options.</p>
Repealed	130	Repealed	Proposed coursework in professional studies is as follows: three-semester-hours in human growth and development, three-semester-hours in curriculum and instructional procedures, three semester hours in instructional design based on assessment data, three semester hours in classroom management, and six semester hours in reading. The professional studies requirements may be taught in integrated coursework or modules.

			The number of hours of student teaching is proposed to be increased from 300 to 500 clock hours (including pre- and post clinical experiences).
Repealed	140	Repealed	Additional computer technology coursework will not be required because teachers are required by the <i>Code of Virginia</i> to meet the Technology Standards for Instructional Personnel as established by the Board of Education.
Repealed	150	Repealed	Additional computer technology coursework will not be required because teachers are required by the <i>Code of Virginia</i> to meet the Technology Standards for Instructional Personnel as established by the Board of Education.
Repealed	160	Repealed	The middle education 6-8 endorsement may be issued in at least one area of concentration. [Currently, two areas of concentration are required.]
Repealed	180	Repealed	Proposed coursework in professional studies is as follows: three-semester-hours in human growth and development, three-semester-hours in curriculum and instructional procedures, three semester hours in instructional design based on assessment data, three semester hours in classroom management, and three semester hours in reading (for adult education, prek-12, and secondary grades 6-12) and six semester hours (for special education). The professional studies requirements may be taught in integrated coursework or modules. The number of hours of student teaching is proposed to be increased from 300 to 500 clock hours (including pre- and post clinical experiences).
Repealed	210	Repealed	The name of the endorsement is proposed to be changed from Vocational education-agricultural education to Career and technical education--agricultural education.
Repealed	220	Repealed	The name of the endorsement is proposed to be changed from Vocational education-business education to Career and technical education -- business and information technology. Endorsement requirements are proposed to be changed to reflect contemporary business terminology.
Repealed	230	Repealed	The name of the endorsement is proposed to be changed from Vocational education-work and family studies to Career and technical education--family and consumer sciences.
Repealed	240	Repealed	The name of the endorsement is proposed to be changed from Vocational education-health occupations education to Career and technical education--health and medical sciences.
Repealed	250	Repealed	The name of the endorsement is proposed to be changed from Vocational education- industrial

			cooperative training to Career and technical education--industrial cooperative training.
Repealed	260	Repealed	The name of the endorsement is proposed to be changed from Vocational education-marketing education to Career and technical education--marketing education.
Repealed	270	Repealed	The name of the endorsement is proposed to be changed from Vocational education-technology education to Career and technical education-technology education.
Repealed	280	Repealed	The name of the endorsement is proposed to be changed from Vocational education-trade and industrial education to Career and technical education-trade and industrial education.
Repealed	290	Repealed	The name of the endorsement is proposed to be changed from Vocational education-vocational special needs to Career and technical education-vocational special needs.
Repealed	310	Repealed	The name of the endorsement is proposed to be changed from Dance prek-12 to Dance arts prek-12.
Repealed	320	Repealed	The number of minimum hours of in-car instruction is proposed to be changed from 20 to 14 hours of actual behind-the-wheel supervised teaching experience and 2 hours of basic evasive maneuvers is proposed to be added.
Repealed	330	Repealed	The descriptor for the advanced composition course is proposed to be changed from "expository and technical writing" to "expository and informational writing."
Repealed	340	Repealed	Currently six semester hours of electives are required for the endorsement. A revision is proposed to change the electives to 3 semester hours and designate the additional 3 semester hours to be taken in the teaching of reading. A descriptor for the teaching of reading requirements is proposed to be added.
Repealed	350	Repealed	Native speakers or candidates who have learned a foreign language without formal academic credit in a college or university will have the option of achieving a qualifying score on a foreign language assessment in the appropriate language as prescribed by the Board of Education. Native speakers or candidates who have learned American Sign Language without formal academic credit in a college or university will have the option of demonstrating proficiency by completing requirements of an assessment in American Sign Language prescribed by the Board of Education.
Repealed	370	Repealed	The human anatomy, physiology, and kinesiology

			requirement is proposed to be changed from 12 semester hours to 9-12 semester hours. The health methods requirement is proposed to be changed from 6 semester hours to 3 semester hours. The health and physical education electives requirement is proposed to be changed to 3-6 semester hours from 6 semester hours.
Repealed	380	Repealed	<p>The following requirements are proposed for the history and social sciences endorsement:</p> <p>Completed 42 semester hours of coursework distributed in the following areas:</p> <p>History: a major in history or 18 semester hours in history (must include coursework in American history, Virginia history, and world history);</p> <p>Political science: 12 semester hours in political science to include coursework in American government (state and local government);</p> <p>Geography: 6 semester hours; and</p> <p>Economics: 6 semester hours.</p>
Repealed	400	Repealed	<p>The following underlined language is proposed to be added as a descriptor to the six semester hours in keyboarding requirement as follows:</p> <p>Completion of 6 semester hours in keyboarding. <u>Three of the hours must be from formal keyboarding instruction (or documented demonstrated mastery of the touch keyboarding skill), and three hours must include document formatting skills/word processing/computer applications).</u></p>
Repealed	420	Repealed	<p>The following underlined language is proposed to be added to the descriptor for the algebra requirement:</p> <p>Algebra --Experience shall include linear <u>(matrices, vectors, and linear transformations)</u> and abstract algebra <u>(ring, group, and field theory)</u>. <u>[A college or university may integrate the competencies within specified coursework and document the completion of these competencies];</u></p>
Repealed	430	Repealed	Probability and statistics are required for the Algebra I endorsement.
Repealed	480	Repealed	Environmental science is proposed to be added as a major so that individuals with a major in environmental science can complete at least one course in each of the following: oceanography, meteorology, and astronomy and meet the endorsement requirements.
Repealed	500	Repealed	The following underlined language is proposed to

			further describe the requirements: <u>foundations and legal aspects of special education, assessment techniques for young children with disabling and at-risk condition-</u>
Repealed	520 and 530	Repealed	The endorsements of special education-specific learning disabilities, special education-mental retardation, special education-emotional disturbances, and special education-severe disabilities are proposed to be eliminated. Endorsements in special education-adapted curriculum and special education-general curriculum are proposed to be established.
Repealed	540	Repealed	The speech-language pathology assistant endorsement is proposed to be established.
Repealed	570	Repealed	The descriptor for the requirement of “theatre history” is proposed to be changed to “cultural context and theatre history.”
Repealed	580	Repealed	The name of the endorsement is proposed to be changed from Art prek-12 to Visual arts prek-12. The requirement of the “History of art, aesthetics, and criticism” is proposed to be changed to “Cultural context and art history, judgment and criticism, and aesthetics.”
Repealed	590	Repealed	Two levels are proposed for the administration and supervision prek-12 endorsement. Level I is required to serve as a building-level administrator or central office supervisor, and Level II is an optional endorsement to which an experienced building-level administrator may aspire. Three options are proposed to become eligible for the administration and supervision endorsement: <ol style="list-style-type: none"> 1. Approved program route to Level I administration and supervision preK-12 endorsement. 2. Alternate route to Level I administration and supervision preK-12 endorsement. and 3. Out-of-state administration and supervision endorsement. A building-level administrator may seek Level II endorsement in administration and supervision preK-12 after successfully serving as a building-level administrator for at least five years in an accredited school and successfully completing a formal induction program as a principal or assistant principal. In order to earn Level II endorsement, the candidate must meet two or more of criteria listed in the regulations as specified by the Board of Education.
Repealed	610	Repealed	The mathematics specialist is proposed as a new endorsement.

Repealed	640	Repealed	The school manager license is proposed as a new license.
Repealed	660	Repealed	No revisions are proposed for the school social worker endorsement. Please note that the visiting teacher endorsement is proposed to be discontinued.
Repealed	670	Repealed	The endorsement requirements are proposed to be located under the pupil personnel services area of the regulations.
Repealed	690	Repealed	The following information has been proposed as a technical amendment to the regulations as a reason for revocation: Knowingly and willfully with the intent to compromise the outcome of an athletic competition procures, sells, or administers anabolic steroids or causes such drugs to be procured, sold, or administered to a student who is a member of a school athletic team, or fails to report the use of such drugs by a student to the school principal and division superintendent as required by Section 22.1-279.3:1 of the <i>Code of Virginia</i> . Any person whose administrative or teaching license is suspended or revoked by the Board pursuant to this section shall be ineligible for three school years for employment in the public schools of the Commonwealth;
Repealed	710	Repealed	The following information has been proposed as a technical amendment to the regulations as a reason for suspension: Knowingly and willfully with the intent to compromise the outcome of an athletic competition procures, sells, or administers anabolic steroids or causes such drugs to be procured, sold, or administered to a student who is a member of a school athletic team, or fails to report the use of such drugs by a student to the school principal and division superintendent as required by Section 22.1-279.3:1 of the <i>Code of Virginia</i> . Any person whose administrative or teaching license is suspended or revoked by the Board pursuant to this section shall be ineligible for three school years for employment in the public schools of the Commonwealth;
Repealed	720	Repealed	The following underlined language is proposed to be added: Revocation, <u>suspension, or invalidation</u> of the license by another state or territory;
Repealed	740	Repealed	The following underlined language is proposed to be added: <u>The State Superintendent of Public Instruction is authorized to approve the issuance of licenses for individuals who have misdemeanor convictions related to drugs based on a review of the cases. No individual would be denied a license without a hearing of the Board of Education.</u>



Proposed Regulation Agency Background Document

Agency name	Virginia Department of Education
Virginia Administrative Code (VAC) citation	8 VAC 20 -542-10
Regulation title	Regulations Governing the Review and Approval of Education Programs in Virginia
Action title	Regulations Governing the Review and Approval of Education Programs in Virginia
Document preparation date	Revised June 28, 2006

Brief summary

The program approval process in Virginia is designed to ensure an alignment between approved education programs and the needs of prek-12 schools. Due to significant proposed revisions to the *Regulations Governing Approved Programs for Virginia Institutions of Higher Education*, (8 VAC 20-541-10 et. seq.), Effective July 1, 2001, the Board of Education proposes to promulgate new *Regulations Governing the Review and Approval of Education Programs in Virginia* (8 VAC 20-542-10 et. seq.).

The proposed new regulations are outlined in detail under the "Substance" section. Substantive elements of the proposed new regulations focus on revision of selected definitions to conform with changes in the proposed new regulations; modifications in administration of the proposed new regulations, including separation of the accreditation process from the program approval process; the development of regulations focused on biennial measures of accountability; and inclusion and modification of competencies for preparation programs for school personnel contained in the 1998 Regulations Governing the Licensure of School Personnel.

Basis

Code of Virginia, Section 22.1-16. Bylaws and regulations generally: The Board of Education may adopt bylaws for its own government and promulgate such regulations as may be necessary to carry out its powers and duties and the provisions of this title.

Code of Virginia, Section 22.1-298.1. Regulations Governing Licensure: Persons seeking initial licensure who graduate from a Virginia institution of higher education shall, on or after July 1, 2002, only be licensed as instructional personnel by the Board of Education if the endorsement areas offered at such institution have been assessed by a national accrediting agency or by a state approval process, with final accreditation by the Board of Education.

Code of Virginia, Section 22.1-305.2 Advisory Board on Teacher Education and Licensure: The Advisory Board on Teacher Education and Licensure shall advise the Board of Education and submit recommendations on policies applicable to [Teacher Education and Licensure].

Purpose

As stipulated in Section 22.1-298 of the *Code of Virginia*, the Board of Education prescribes the requirements for the licensure of teachers and establishes other requirements for teacher preparation.

The program approval process in Virginia is designed to ensure an alignment between approved education programs and the needs of prek-12 schools. For this reason, the proposed regulation is essential to the welfare of Virginia's citizens because the regulation will help ensure that programs of teacher education are of high quality and, therefore, our schools will be staffed with qualified teachers.

During recent years, national, state, and local educators as well as members of the general public have placed increased emphasis on the need to ensure in our nation's schools the provision of highly qualified teachers who in turn make a positive impact on prek-12 student achievement. Federal legislation such as the *2001 No Child Left Behind Act (NCLB)* and the *1998 Reauthorization of the Title II Higher Education Act (Title II HEA)* clearly express the need for increased accountability from states and institutions of higher education in the preparation, certification, and licensure of teachers and other school personnel.

Substance

8VAC 20-542-20. Administering the Regulations

- The following modifications have been incorporated in this section:
 - Professional education programs shall obtain national accreditation from the National Council for the Accreditation of Teacher Education (NCATE), the Teacher Education Accreditation Council (TEAC), or a process approved by the Board of Education.
 - Teacher candidates shall complete academic degrees in the arts and sciences (or equivalent), except in health, physical, and career and technical education. Candidates in early/primary education (pre-K-6), middle education (6-8), and special education programs may complete a major in interdisciplinary studies or its equivalent.
 - Professional studies coursework and methodology, excluding field experiences, are limited to 24 semester hours for any baccalaureate degree program (or equivalent thereof) in early/primary education (prek-3), elementary education (prek-6), and special education. All other baccalaureate degree programs (or equivalent thereof) shall not exceed 18 semester hours of professional coursework and methodology, excluding field experiences.

- Institutions of higher education seeking approval of an education program shall be accredited by a regional accrediting agency.
- If a professional education program fails to maintain accreditation, enrolled candidates shall be permitted to complete their programs of study. Professional education programs shall not admit new candidates. Candidates shall be notified of program approval status.
- Education programs shall ensure that candidates demonstrate proficiency in the use of educational technology for instruction and complete study in child abuse recognition and intervention.
- Standards and procedures for the review and approval of each education program shall adhere to procedures for administering the regulations as defined in Part II, 8 VAC 20-542-20, Part IV, 8 VAC 20-542-40, Part V, 8 VAC 20-542-50, and Part VII, 8 VAC 20-542-70. These procedures shall result in biennial recommendations to the Board of Education for one of the following three ratings: "approved," "approved with stipulations," or "approval denied."
- Education programs shall be approved under these regulations biennially based on compliance with the criteria described in 8 VAC 20-542-40.
- Education programs shall submit to the Department of Education, on behalf of each education program under consideration, a Program Compliance Certification Affidavit in accordance with Department procedures and timelines.
- The education program administrator shall maintain copies of approved programs and required reports.
- The Department of Education may conduct on-site visits to review programs and verify data.

8 VAC 20-542-30. Accreditation or a Process Approved by the Board of Education

- Each professional education program shall obtain and maintain national accreditation from the National Council for the Accreditation of Teacher Education (NCATE), the Teacher Education Accreditation Council (TEAC), or a process approved by the Board of Education.
- Each professional education program seeking accreditation through a process approved by the Board of Education shall be reviewed. A report of the review shall be submitted to the Board of Education in accordance with established timelines and procedures and shall include one of the following recommendations: 1) accredited; 2) accredited with stipulations; or 3) accreditation denied.
 - Accredited – The professional education program meets standards outlined in Part VI, 8 VAC 20-542-60.
 - Accredited with Stipulations – The professional education program has met the standards minimally, but significant weaknesses have been identified. Within a two year period, the professional education program shall fully meet standards as set forth in Part VI, 8 VAC 20-542-60.

- Accreditation Denied – The professional education program has not met standards as set forth in Part VI, 8 VAC 20-542-60. The State Council of Higher Education for Virginia (SCHEV) shall be notified of this action by the Department of Education. Professional education program accreditation that has been denied may be considered by the Board of Education after two years if a written request for review is submitted to the Department of Education.
- Professional education programs seeking accreditation through a process approved by the Board of Education shall adhere to the following requirements:
 1. Alignment with the accreditation standards in Part VI, 8 VAC 20-542-60; and
 2. Alignment with the competencies for endorsement areas in Part VII, 8 VAC 20-542-70 of these regulations.

8 VAC 20-542-40. Standards for Biennial Approval of Education Programs

- Approved education programs in Virginia shall have national accreditation or be accredited by a process approved by the Board of Education and demonstrate achievement biennially of the following accountability measures:
 1. candidate progress and performance on prescribed Board of Education licensure assessments;
 2. candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program;
 3. structured and integrated field experiences to include directed student teaching requirements;
 4. evidence of opportunities for candidates to participate in hard-to-staff schools throughout the field experiences;
 5. evidence of contributions to prek-12 student achievement by candidates completing and exiting the program;
 6. evidence of employer job satisfaction with candidates completing and exiting the program;
 7. partnerships and collaborations based on prek-12 school needs; and
 - ~~8. evidence of increased candidate enrollment.~~

8 VAC 20-542-50. Application of Standards for Biennial Approval of Education Programs

- As a prerequisite to program approval, the professional education program shall have national accreditation or be accredited by a process approved by the Board of Education as prescribed in Part III, 8 VAC 20-542-30 and Part IV, 8 VAC 20-542-60 Failure to do so will result in the education program being designated as “Approval Denied.”
- The education program’s candidate passing rates shall not fall below 70 percent biennially for individuals completing and exiting the program. Achievement of an 80

percent biennial passing rate for individuals completing and exiting the program shall be required by July 1, 2010.

- The education program is responsible to certify documented evidence that standards as set forth in Part IV, 8 VAC 20-542-40 have been met.
- The education program shall develop biennial accountability measures to be reviewed and approved by the Board of Education for ~~the following standards:~~ [partnerships and collaborations based on preK-12 school needs.] The education program shall meet or provide documented evidence of progress made toward meeting the biennial accountability measures approved for these standards.

~~1. Partnerships and collaborations based on preK-12 school needs.~~

~~2. Evidence of increased candidate enrollment.~~

- After submitting to the Department of Education the information contained in Part V, 8 VAC 20-542-50, the education program shall receive one of the following three ratings:
 1. Approved – The education program has met all standards set forth in Part IV, 8 VAC 20-542-40.
 2. Approved with Stipulations – The education program has met standards A and B and is making documented progress toward meeting standards in C and D set forth in Part V, 8 VAC 20-542-50.
 3. Approval Denied – The education program has not met standards A and B set forth in Part V, 8 VAC 20-542-50. The program shall be denied and the public notified. The program may resubmit a request for approval at the end of the next biennial period.

8 VAC 20-542-60. Standards for Board of Education Approved Accreditation Process

- Standards for the Board of Education approved accreditation process are set forth in Part VI, 8 VAC 20-542-60 of the proposed regulations.

8 VAC 20-542-70. Competencies for Endorsement Areas

- The competencies in the 1998 *Regulations Governing the Licensure of School Personnel* were modified and moved to the *Proposed Regulations Governing Review and Approval of Education Programs in Virginia*.

8 VAC 20-542-80. Professional studies requirements for early/primary education, elementary education, and middle education; and

8 VAC 20-542-120. Professional studies requirements for preK-12 endorsements, special education, secondary grades 6-12 endorsements, and adult education.

- Removed coursework on Foundations of Education;
- Added coursework on Instructional Design Based on Assessment Data and coursework on Classroom Management;
- Added language regarding second language learners;

- Revised student teaching experience to require a minimum of 500 clock hours with at least 300 clock hours in direct teaching activities.

8 VAC 20-542-460. Special Education - special education adapted curriculum K-12; and

8 VAC 20-542-470. Special Education - special education general curriculum K-12.

- Removed endorsements in special education-emotionally disturbances, special education-mental retardation, special education-severe disabilities, and special education-specific learning disabilities.
- Established new endorsements in special education adapted curriculum K-12 and special education general curriculum K-12.

8 VAC 20-542-480 Special Education - speech-language pathology assistants prek-12.

- Established a new endorsement for speech-language pathology assistants.

8 VAC 20-542-530. Administration and supervision prek-12.

- Added the requirement of a school leaders assessment as prescribed by the Board of Education for individuals seeking an initial endorsement for administration and supervision as a principal or an assistant principal;
- Added requirement for completion of internship, to include 440 clock hours, with a minimum of 320 clock hours of a deliberately structured and supervised experience.

8 VAC 20-542-540. Mathematics specialist for elementary and middle education.

- Established an endorsement in mathematics specialist for elementary and middle education.

8 VAC 20-542-590. Special education speech-language disorders prek-12.

- Moved the special education speech-language disorders prek-12 endorsement to the pupil personnel services support section of the regulations.

Issues

The *Code of Virginia* requires that the Board of Education prescribe the requirements for the licensure of teachers and establishes other requirements for teacher preparation. New regulations are needed to respond to enactments of federal and state laws, thereby ensuring that Virginia's teacher training programs are in compliance with state and federal laws. The primary advantage is that the proposed new regulations will be aligned with federal and state laws and recommendations to improve the preparation of instructional personnel in Virginia. There are no known disadvantages of the regulation to the state, to the regulated entities, or to the citizens.

Economic impact

Projected cost to the state to implement and enforce the proposed regulation, including (a) fund source / fund detail, and (b) a delineation of one-time versus on-going expenditures	The implementation of approved program regulations will have administrative costs borne by the Department of Education, colleges and universities and other entities seeking education program approval.
Projected cost of the regulation on localities	Cost to localities should be minimal.
Description of the individuals, businesses or other entities likely to be affected by the regulation	37 colleges and universities with approved education programs; other entities, including school divisions seeking education program approval; and the Virginia Department of Education
Agency's best estimate of the number of such entities that will be affected	37 colleges and universities; 132 school divisions
Projected cost of the regulation for affected individuals, businesses, or other entities	If an on-site review of education programs is required, the host professional education program will fund expenses.

Alternatives

Input has been received from a variety of audiences in the education community to develop the proposed regulations. The requirements were reviewed and developed. However, no specific alternatives other than promulgating new regulations have been considered to meet the purpose of this action. It should be noted that plans to monitor these regulations, if approved, will be done electronically. The proposed regulations set out nine accountability measures that can be electronically reported and evaluated.

Public comment

Commenter	Comment	Agency response
Professors and Deans representing public and private universities (Randolph Macon College and Radford University)	University representatives expressed opposition to the proposed requirement of a "critical mass" of candidates as a determinant for biennial approval of education programs.	During the Board of Education's first review of the proposed regulations, the term "critical mass" was deleted and a change was made in the proposed language to require "evidence of increased candidate enrollment" in education programs as a biennial measure of accountability. No other changes were made.

Family impact

The proposed new regulations have no potential impact on the institution of the family and family stability.