

COMMONWEALTH of VIRGINIA

Board of Education Agenda



Date of Meeting: November 29, 2007

Time: 9 a.m.

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 18, 2007, Meeting of the Board

Presentation on the Career Coaches Program: Dr. Glenn DuBois, Chancellor of the Virginia Community College System

Public Comment

Consent Agenda

A. First Review of the Board of Education's *2007 Annual Report on Electronic Meetings*

Action/Discussion: Board of Education Regulations

B. First Review of Proposed *Regulations Governing Jointly Owned and Operated Schools and Jointly Operated Programs* (8 VAC 20-280-10)

C. First Review of Proposed Amendments to the *Regulations Governing the Virginia Teaching Scholarship Loan Program Requirements and Selection Procedures* (8 VAC 20-650-30)

Action/Discussion Items

D. Final Review of a Request for an Alternative Accreditation Plan from Danville Public Schools for J. M. Langston Focus School

E. Final Review of Proposed Process for Initiating a Governor's Career and Technical Academy

F. Final Review of the Board of Education's *2007 Annual Report on the Condition and Needs of Public Schools in Virginia*

Action/Discussion Items (continued)

- G. First Review of the Resolution to Reaffirm the Board of Education's Prescribed Revisions to the Standards of Quality
- H. First Review of the *Resource Guide for Crisis Management and Emergency Response in Virginia Schools*
- I. First Review of Criteria for Making Distributions from the Public Charter School Fund (HB 2311)
- J. First Review of Proposed Schedule for the Adoption of Mathematics, English, Science, and Foreign Language Textbooks and instructional Materials
- K. First Review of Report to the Virginia General Assembly on the *Commonwealth Education Roundtable*

REPORTS

- L. Report on Programming and Services Provided through the Instructional Telecommunications Services Contract

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

EXECUTIVE SESSION

ADJOURNMENT

IMMEDIATELY FOLLOWING ADJOURNMENT OF BUSINESS SESSION:

- M. Public Hearing on the Proposed *Curriculum Framework for Algebra, Functions, and Data Analysis Standards of Learning*

PUBLIC NOTICE

The Board of Education members will meet for dinner at 6:30 p.m. at the Crowne Plaza Hotel on Wednesday, November 28, 2007. 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.

Board of Education Agenda Item

Item: _____ A. _____

Date: November 29, 2007

Topic: First Review of the Board of Education's 2007 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 2007 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
2007 Annual Report on Electronic Meetings**

During the 2007 calendar year, the Board of Education did not conduct any business meetings or committee meetings using electronic communications.

Board of Education Agenda Item

Item: B.

Date: November 29, 2007

Topic: First Review of Proposed Regulations Governing Jointly Owned and Operated Schools and Jointly Operated Programs (8 VAC 20-280-10 et seq.)

Presenter: Ms. Michelle Vucci, Director of Policy

Telephone Number: (804) 225-2092 E-Mail Address: Michelle.Vucci@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 April 27, 2007

action Approved Notice of Intended Regulatory Action (NOIRA)

Background Information: Joint schools include academic-year Governor's schools, alternative education centers, career and technical centers, and special education centers. The 2007-2008 *Local and Regional Schools and Centers Report* indicates that there are 100 such programs in Virginia.

The Board of Education approved the *Notice of Intended Regulatory Action (NOIRA)* for the *Regulations Governing Jointly Owned and Operated Schools and Jointly Operated Programs* on April 27, 2007.

The current *Regulations Governing Jointly Owned and Operated Schools and Jointly Operated Programs*, 8 VAC 20-280-10 et seq., were adopted on or before September 1, 1980. These regulations have not been amended since that time and do not address changes that have been made in the operation of joint schools and joint programs since the regulations were written.

During the 2007 General Assembly Session, HB 2371, sponsored by Delegate Tata, was passed. This bill permits all joint school boards, by agreement and with the approval of their governing bodies, to designate a fiscal agent for a joint school from among the treasurers of the participating localities. In addition, this bill allows title to property acquired for a joint school to be vested in the school's governing body, with the approval of the participating school boards and the governing bodies.

HB 2371 resulted from a legislative proposal proposed by the Department of Education to streamline the operation of joint schools. As a result of this legislation and because of the need for periodic review of these regulations, revisions are being proposed. Because the changes will be extensive, the current regulations, 8 VAC 20-280-10 et seq., will be repealed and the new regulations will be promulgated bearing the number 8 VAC 20-281-10 et seq.

Summary of Major Elements: The proposed regulations address the following major elements:

- Addition of a definitions section for clarity.
- Revision of the second section of the regulations which includes all of the organizing and operating procedures, including membership, organization, authority, authority of the division superintendent, annual budget and financing plan, and expenditures. Most of these headings/catchlines from the current regulations remain, but the language has been streamlined and is more user-friendly.
- Addition of the new language passed by the 2007 General Assembly (HB 2371) regarding the appointment of a fiscal agent and the holding of title to property.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education waive first review and authorize Department of Education staff to submit the proposed regulations to the Virginia Regulatory Town Hall where, upon approval by the Department of Planning and Budget, the Secretary of Education, and the Governor, the proposed regulations will be published in the Virginia Register for a 60-day public comment period. Following the public comment period, the Board will consider the proposed regulations, along with amendments based on public comment, for final review and adoption.

Impact on Resources: The impact on resources for the review and revision of these regulations is not expected to be significant.

Timetable for Further Review/Action: The timetable for further action will be governed by the requirements of the Administrative Process Act.

*Regulations Governing Jointly Owned and Operated Schools
and Jointly Operated Programs*

~~8VAC20-280-10. Arrangements for jointly owned and operated schools and jointly operated programs.~~

~~There are numerous arrangements between and among school divisions in Virginia by which programs and services are offered under various cooperative efforts. These range from a simple arrangement for educating each other's pupils to a sophisticated, multi-divisional organization involving personnel working on a regional basis and possibly buildings owned under sole or multi-ownership arrangements.~~

~~Virginia accounting practices require that public school moneys be in the custody of a duly elected and bonded city or county treasure, that it be disbursed only with the approval of lay board members, that it be audited annually by the state auditor or an approved certified public accounting firm, and that the operating expenses be accounted for on a pro-rata basis by the school divisions who are supporting and utilizing the services.~~

~~The following organizational plan meets these requirements and is recommended when several school divisions are engaging in a fairly extensive regional effort. The decision on the specific organizational structure, however, is made by local school boards. We recommend, but do not require, that school systems use the following plan for regional operations, especially when joint ownership of buildings is involved. In the event that local school boards wish to have some other joint ownership or operational arrangement, the written agreement must provide for the meeting of the requirements in the preceding paragraph as a minimum and it shall be submitted to the Department of Education for its concurrence.~~

~~The Board of Education for the Commonwealth encourages these cooperative efforts for the reasons that they should provide a better quality program offering for Virginia's young people; it should also do this at a lesser cost than when a local board is offering the course for only its own students.~~

~~8VAC20-280-20. Organization and operating procedures.~~

~~Two or more schools boards, by individual resolution, may establish a joint board to manage and control schools or programs jointly owned and operated in accordance with the following requirements:~~

- ~~1. Membership. The membership of the joint board shall be composed of lay members of participating school boards. When not more than two school boards agree to establish a joint board, its membership shall consist of three members of each of the participating school boards. When three school boards agree to establish a joint board, its membership shall consist of two members from each participating school board. When more than three school boards agree to establish a joint board, its membership shall consist of one member from each of the participating school boards.~~

~~Each school board shall fill vacancies in its membership on the joint board by election for the unexpired term. If a member of the joint board ceases to be a member of the school board which elected him, that person shall cease to be a member of the joint board.~~

~~If at any time the number of members of the joint board shall fall below a quorum and the appointing school board or boards shall fail within 30 days to elect enough members to constitute a quorum, the members already serving, even though they fail to constitute a quorum, may make any decision which the entire joint board may make.~~

~~Members of the joint board may receive compensation fixed by each of the participating school boards. This compensation shall be paid by the local boards and shall not exceed the amount paid for service on the local school board.~~

~~The joint board shall adopt bylaws or rules of operation and shall establish the length and beginning dates or terms of its members and establish committees that might be needed to carry out its responsibilities.~~

- ~~2. Organization. The joint board shall elect from its membership a chairman who shall preside at its meetings and a vice chairman who shall preside in the absence of the chairman. The joint board shall also elect a clerk and, if desired, a deputy clerk, who shall not be a member of the joint board and who shall keep a record of its proceeding. The compensation of the clerk shall be fixed by the joint board. The clerk shall execute bond of at least \$10,000, as provided by §22.1-76 of the Code of Virginia.~~

~~The joint board also shall elect a finance officer, who shall have custody of its funds, fix the compensation and provide for bond. The finance officer shall be the treasurer of the county or city where the school is located (§22.1-118 of the Code of Virginia). Through its finance officer, the joint board shall arrange for the safe depository of the funds and, where necessary, see that sufficient collateral is posted to secure such funds.~~

- ~~3. Authority. The joint board shall be authorized to employ the staff required to operate the joint school and programs; purchase supplies; purchase, sell, or dispose of equipment or appliances; determine policies concerning instruction; approve the curriculum in keeping with the general laws, and with regulations, and requirements of the Virginia Board of Education; maintain jointly owned school buildings; and in general to manage, operate, and conduct joint schools and programs.~~

~~The school boards owning joint school buildings or facilities shall have no authority over the maintenance and repair of buildings and the management, operation, and conduct of the joint school, but shall retain and have sole authority in all matters affecting the real estate, the construction and alteration of the school building, and the improvement of the school grounds. No action shall be taken in matters over which the school boards jointly owning such school buildings or facilities retain authority without the concurrence of all school boards involved.~~

~~Personnel, including teachers required to operate programs, shall be employed by the joint board upon the recommendation of the division superintendents appointed for the counties or cities of the respective school boards which establish the joint board.~~

~~Except as otherwise provided, all meetings and procedures of the committees for control shall be in accordance with provisions of §§22.1-72 through 22.1-75 of the Code of Virginia.~~

~~Any action by the joint commission shall be action by the school boards jointly owning such school, within the provisions of §22.1-87 of the Code of Virginia.~~

- ~~4. Authority of the division superintendent. The division superintendents representing the counties or cities of the school boards which form the joint board shall constitute a Committee of Superintendents and shall jointly exercise the same authority that they have in the counties or cities for which they are appointed. With the approval of their respective school boards, such division superintendents may elect one of their members as executive officer in whom may be vested such authority as the superintendents may from time to time find advisable.~~

~~In cases of disagreement, the matter shall be referred to the joint board which shall have final disposition of the matter, subject to appeal as provided in §22.1-87 of the Code of Virginia.~~

- ~~5. Annual budget and financing plan. The Committee of Superintendents shall prepare, with the advice and approval of the joint board, an annual program plan, budget, and plan for financing the operation of the joint school. The financing plan shall include an estimate of the amount of money which will be needed from each participating school system during the next scholastic year to maintain and repair the joint school building, and for administration, instruction, and operation of schools and other programs, following as far as appropriate the forms furnished by the Virginia Board of Education as provided in §22.1-91 of the Code of Virginia. The estimate so made shall clearly show all necessary details and be provided in a timely manner so that the participating school boards may be well informed about every item included in the estimate.~~

- ~~6. Annual appropriations. Each school board participating in the joint board shall review the annual budget presented by the joint board and, if in agreement, provide funds to cover its share of the cost of maintaining and repairing the joint school building, as well as the cost of administration, instruction, and operation of the school and its programs.~~

- ~~7. Expenditures. The amount provided by each such school board shall be made available for expenditures by the joint board as follows:~~

- ~~a. Funds to be provided by participating school boards shall be made available to the joint board upon its request.~~
- ~~b. Funds to be provided on a fee for service basis shall be paid to the joint board upon receipt of an appropriate invoice.~~

~~Such money shall be paid to the finance officer, as authorized by this chapter.~~

~~The joint board, or its delegate, shall receive all claims arising from commitments made by it pursuant to authority conferred by this chapter and, when such claims are approved, authorized the payment of them. A record of such approval and order or authorization shall be made in the minutes of the joint board. Payment of each claim shall be authorized by a warrant drawn on the treasurer or other officer charged by law with the responsibility for the receipt, custody and disbursement of the joint board's funds. The warrant shall be signed by the chairman or vice chairman of the joint board or its delegate, countersigned by the clerk or deputy clerk, made payable to the person or persons, or the firm or corporation entitled to receive such payment and recorded as prescribed by the Board of Education. A statement shall be recorded on the face of the warrant indicating the reason for the payment and the date of the order entered or authority granted by the joint board.~~

~~The joint board, by resolution, may provide for special warrants for compensation, for all employees under written contract, upon receipt of certified time sheets or other evidence of services performed, and for all other employees whose rates of pay have been established by the joint board. All special warrants shall be signed by the clerk of the joint board and countersigned by the chairman or vice chairman of the joint board. Payrolls shall be reviewed and approved by the joint board at its next regular meeting.~~

~~On or before the 10th day of each month, the clerk of the joint board shall transmit to the superintendents of the participating school boards an itemized statement of receipts and disbursements during the preceding month, with a cumulative statement of all receipts and disbursements since the beginning of the current fiscal year.~~

8VAC20-281-10. Definitions.

The following words and terms apply only to these regulations and do not supersede those definitions used for federal reporting purposes or for the calculation of costs related to the Standards of Quality (§§22.1-253.13:1 et seq. of the Code of Virginia). When used in these regulations, these words shall have the following meanings, unless the context clearly indicates otherwise:

“Alternative Education Program” means any program designed to offer instruction to students for whom the regular program of instruction may be inappropriate, as defined in §22.1-276.01, Code of Virginia, and as prescribed in the *Rules Governing Alternative Education* (8VAC20-330-10 et seq.).

“Classification of expenditures” means a system of accounting for all school funds, as prescribed in §22.1-115, Code of Virginia.

“Finance Officer” means fiscal agent for the joint school.

“Fiscal Agent” means the treasurer of a county or city in which a joint school is physically located or the treasurer from one of the participating localities as selected by agreement of the participating local

school boards with approval of the participating local governing bodies. (See also “Finance Officer” or “Treasurer.”)

“Joint Board” means the governing board of the joint school. The joint board is composed of at least one member from each participating local school board.

“Joint School” means a program or school established by two or more local school boards, including a regional public charter school, as defined in §22.1-212.5, Code of Virginia; or a comprehensive school offering part or full day programs.

“Operation and Maintenance” means budget preparation, contracts for services, personnel matters, use of or construction of a school building and grounds and the operation and maintenance thereof, and the provision of any services, activity, or undertaking which the joint school is required to perform in order to carry out its educational program.

“Regional Public Charter School” means a public charter school operated by two or more school boards and chartered directly by the participating school boards, as defined in §22.1-212.5, Code of Virginia.

“Treasurer” means the fiscal agent of the joint school, in accordance with §58.1-3123, Code of Virginia.

8VAC20-281-20. Organization and operating procedures.

Two or more school boards, by individual resolution, may establish a joint board to manage and control schools or programs jointly owned and operated in accordance with the following requirements:

1. Membership. The membership of the joint board shall be composed of at least one member of each of the local school boards participating in the joint program. Each school board shall fill any vacancies in its membership on the joint board. If a member of the joint board ceases to be a member of the school board which elected him, the local school board shall appoint his successor to the joint board. If at any time the number of members of the joint board shall fall below a quorum, the local board shall appoint a member to fill the vacancy or vacancies within 30 calendar days.

Members of the joint board may receive compensation fixed by each of the participating school boards. This compensation shall be paid by the local boards and shall not exceed the amount paid for service on the local school boards.

The joint board shall adopt bylaws or rules of operation and shall establish the length and beginning dates or terms of its members and establish committees that might be needed to carry out its responsibilities. Such bylaws shall address the receipt, custody, and disbursement of funds and the payment of all claims related to the operation and maintenance of the joint facility, consistent with the state statutes and regulations of the Board of Education.

2. Organization. The joint board shall elect from its membership a chairman who shall preside at its meetings and a vice-chairman who shall preside in the absence of the chairman.

The joint board shall elect a clerk and, if desired, a deputy clerk. Neither the clerk nor the deputy clerk shall be a member of the joint board but shall keep record of the proceedings. The compensation of the clerk and the deputy clerk shall be fixed by the joint board. The clerk and the deputy clerk shall execute bond of at least \$10,000, as provided by §22.1-76 of the Code of Virginia.

The joint board also shall elect a finance officer, who shall have custody of its funds, fix the compensation, and provide for bond. All disbursements shall be by warrant signed by the clerk of the joint board and countersigned by the finance officer. Through its finance officer, the joint board shall arrange for the safe depository of the funds and, where necessary, see that sufficient collateral is posted to secure such funds.

3. Authority. The joint board shall be authorized to employ the staff required to operate the joint school and programs; purchase supplies; purchase, sell, or dispose of equipment or appliances; determine policies concerning instruction; approve the curriculum in keeping with the general laws, and with the regulations and requirements of the Virginia Board of Education; maintain jointly owned school buildings; and in general manage, operate, and conduct joint schools and programs.

The title to all property acquired for joint schools shall vest jointly in the participating school boards in such respective proportions as the participating school boards may determine, and the schools or programs shall be managed and controlled by the participating school boards jointly. With the approval of the participating school boards and the respective local governing bodies, title to property acquired for a joint school shall be vested in the governing body of such school.

Except as otherwise provided, all meetings and procedures of the joint board shall be in accordance with provisions of §§22.1-72 through 22.1-75 of the Code of Virginia. Any action by the joint board shall be deemed an action by the school boards jointly owning such school.

4. Authority of the division superintendent. The division superintendents representing the counties or cities of the school boards which form the joint board shall constitute a Committee of Superintendents and shall jointly exercise the same authority that they have in the counties or cities for which they are appointed. With the approval of their respective school boards, the division superintendents may elect one of their members as executive officer in whom may be vested such authority as the superintendents may from time to time find advisable.

The Committee of Superintendents shall prepare, with the advice and approval of the joint board, an annual program plan, budget, and plan for financing the operation of the joint school which would include appropriate state and local funding from each participating school division. The financing plan shall include an estimate of the amount of money which will be needed from each participating school system during the next scholastic year for operation and maintenance of the joint school facility. The estimate so made shall clearly show all necessary details and be provided in a timely manner so that the participating school boards may be well informed about every item included in the estimate.

In case of disagreement, all matters shall be referred to the joint board for resolution.

5. Budget and Expenditures. Each participating school board shall review and approve the annual budget presented by the joint board and provide funds to cover its share of the cost of operating and maintaining the joint school facility. The amount provided by each participating school board shall be made available for expenditures by the joint board as follows:
 - a. Funds to be provided by participating school boards shall be made available to the joint board upon its requests.
 - b. Funds to be provided on a fee for service basis shall be paid to the joint board upon receipt of an appropriate invoice.

On a regular monthly basis, the clerk of the joint board shall transmit to the Committee of Superintendents of the participating school boards an itemized statement of receipts and disbursements during the preceding months, with a cumulative statement of all receipts and disbursements since the beginning of the current fiscal year.



Virginia
Regulatory
Town Hall

townhall.virginia.gov

Proposed Regulation Agency Background Document

Agency name	Virginia Department of Education
Virginia Administrative Code (VAC) citation	8 VAC 20-280-10 through 8 VAC 20-280-20
Regulation title	Regulations Governing Jointly Owned and Operated Schools and Jointly Operated Programs
Action title	Revision of regulations governing joint schools and jointly operated programs
Date this document prepared	November 2, 2007

This information is required for executive branch review and the Virginia Registrar of Regulations, pursuant to the Virginia Administrative Process Act (APA), Executive Orders 36 (2006) and 58 (1999), and the *Virginia Register Form, Style, and Procedure Manual*.

Brief summary

In a short paragraph, please summarize all substantive changes that are being proposed in this regulatory action.

The *Regulations Governing Jointly Owned and Operated Schools and Jointly Operated Programs* were adopted on or before September 1, 1980. These regulations have not been amended since then and do not address changes made in these programs since that time. Joint schools include academic-year Governor's schools, alternative education centers, career and technical centers, and special education centers. In a concurrent action, the Board of Education proposes to repeal the text of the current regulations (8VAC20-280-10 et seq.) and promulgate new regulations (8VAC20-281-10 et seq.).

The present action proposes significant changes in the regulations. In the proposal, the first section of the regulations has been deleted because it is primarily aspirational, the second section has been reorganized, revised, and streamlined, and a definitions section has been added for clarity. In addition, new language has been added in response to HB 2371, which addressed the appointment of a fiscal agent and the holding of title to property. This bill was passed during the 2007 Session of the General Assembly.

Legal basis

Please identify the state and/or federal legal authority to promulgate this proposed regulation, including (1) the most relevant law and/or regulation, including Code of Virginia citation and General Assembly chapter number(s), if applicable, and (2) promulgating entity, i.e., the agency, board, or person. Describe the legal authority and the extent to which the authority is mandatory or discretionary.

Section 22.1-16 of the Code of Virginia vests the Board of Education with the authority to promulgate such regulations as may be necessary to carry out its powers and duties and the provisions of Title 22.1. In addition, § 22.1-26 of the Code of Virginia provides the Board of Education with the legal authority to promulgate regulations that govern joint schools.

Purpose

Please explain the need for the new or amended regulation by (1) detailing the specific reasons why this regulatory action is essential to protect the health, safety, or welfare of citizens, and (2) discussing the goals of the proposal, the environmental benefits, and the problems the proposal is intended to solve.

These regulations provide joint schools and joint school boards with guidance and operating procedures that support regional efforts to establish programs that meet the needs of their communities and ensure that these programs are managed appropriately and in a fiscally sound manner.

Substance

Please briefly identify and explain the new substantive provisions, the substantive changes to existing sections, or both where appropriate. (More detail about these changes is requested in the “Detail of changes” section.)

The current regulations (8VAC280-10 et seq.) are being repealed. The proposed regulations (8VAC20-281-10 et seq.) include the following:

- Addition of a definitions section for clarity.
- Revision of the second section of the regulations which includes all of the organizing and operating procedures, including membership, organization, authority, authority of the division superintendent, annual budget and financing plan, and expenditures. Most of these headings/catchlines from the current regulations remain, but the language has been streamlined and is more user-friendly.
- Addition of the new language related to HB 2371 which was passed by the 2007 General Assembly regarding the appointment of a fiscal agent and the holding of title to property.

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.*

If the regulatory action poses no disadvantages to the public or the Commonwealth, please so indicate.

The proposed regulations to these regulations are advantageous to the public, the agency, and the Commonwealth for the following reasons:

- 1. The proposed regulations establish clear and basic expectations for all programs subject to its requirements.
- 2. The proposed regulations replace current regulations that are ambiguous in some areas.
- 3. The proposed regulations replace one section of the current regulations where much of the language is aspirational.

There are no perceived disadvantages to the public, to the agency, or to the Commonwealth.

Requirements more restrictive than federal

Please identify and describe any requirement of the proposal which are more restrictive than applicable federal requirements. Include a rationale for the need for the more restrictive requirements. If there are no applicable federal requirements or no requirements that exceed applicable federal requirements, include a statement to that effect.

There are no applicable federal requirements.

Localities particularly affected

Please identify any locality particularly affected by the proposed regulation. Locality particularly affected means any locality which bears any identified disproportionate material impact which would not be experienced by other localities.

There is no disproportionately significant negative or positive effect on any specific locality. All joint schools will be impacted by the revised regulations.

Public participation

Please include a statement that in addition to any other comments on the proposal, the agency is seeking comments on the costs and benefits of the proposal and the impacts of the regulated community.

In addition to any other comments, the board is seeking comments on the costs and benefits of the proposal and the potential impacts of this regulatory proposal. Also, the board is seeking information on impacts on small businesses as defined in § 2.2-4007.1 of the Code of Virginia. Information may include 1) projected reporting, recordkeeping and other administrative costs, 2) probable effect of the regulation on affected small businesses, and 3) description of less intrusive or costly alternative methods of achieving the purpose of the regulation.

Anyone wishing to submit written comments may do so by mail, e-mail or fax to **The Policy Office, Att: Comments on Joint Schools Regulations Revision, Virginia Department of Education, P.O. Box 2120, Richmond, Virginia 23218-2120; by fax at (804) 786-5389; or by e-mail at Policy@doe.virginia.gov**. Written comments must include the name and address of the commenter. In order to be considered, comments must be received by the last date of the public comment period.

A public hearing will be held and notice of the public hearing may appear on the Virginia Regulatory Town Hall Web site (www.townhall.virginia.gov) and can be found in the Calendar of Events section of the Virginia Register of Regulations. Both oral and written comments may be submitted at that time.

Economic impact

Please identify the anticipated economic impact of the proposed regulation.

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 ongoing expenditures	There is minimal cost to the state to implement the proposed regulations revisions. Existing allocations should be sufficient to fund the state's responsibilities.
Projected cost of the regulation on localities	It is anticipated that the additional costs associated with the implementation of the proposed regulations will be minimal.
Description of the individuals, businesses or other entities likely to be affected by the regulation	The Virginia Department of Education and 100 joint schools will be affected by this proposal. Local school divisions (132) may be affected.
Agency's best estimate of the number of such entities that will be affected. Please include an estimate of the number of small businesses affected. Small business means a business entity, including its affiliates, that (i) is independently owned and operated and (ii) employs fewer than 500 full-time employees or has gross annual sales of less than \$6 million.	The proposed regulations do not affect small businesses.
All projected costs of the regulation for affected individuals, businesses, or other entities. Please be specific. Be sure to include the projected reporting, recordkeeping, and other administrative costs required for compliance by small businesses.	The additional costs created by the proposed changes should be minimal. The proposed regulations do not affect small businesses.

Alternatives

Please describe any viable alternatives to the proposal considered and the rationale used by the agency to select the least burdensome or intrusive alternative that meets the essential purpose of the action. Also, include discussion of less intrusive or less costly alternatives for small businesses, as defined in §2.2-4007.1 of the Code of Virginia, of achieving the purpose of the regulation.

There are no viable alternatives to revising these regulations. However, in accordance with the Governor’s Executive Order 36 (2006) efforts have been made to minimize the number of regulations proposed to those necessary to achieve their objective in the most cost-efficient and cost-effective manner. Small businesses will not be affected.

Regulatory flexibility analysis

Please describe the agency’s analysis of alternative regulatory methods, consistent with health, safety, environmental, and economic welfare, that will accomplish the objectives of applicable law while minimizing the adverse impact on small business. Alternative regulatory methods include, at a minimum: 1) the establishment of less stringent compliance or reporting requirements; 2) the establishment of less stringent schedules or deadlines for compliance or reporting requirements; 3) the consolidation or simplification of compliance or reporting requirements; 4) the establishment of performance standards for small businesses to replace design or operational standards required in the proposed regulation; and 5) the exemption of small businesses from all or any part of the requirements contained in the proposed regulation.

During the development of the proposed regulations, this department has made efforts to minimize the number of regulations that will impact these schools. Small businesses will not be impacted by these regulations.

Public comment

Please summarize all comments received during public comment period following the publication of the NOIRA, and provide the agency response.

Commenter	Comment	Agency response
None		

Family impact

Please assess the impact of the proposed regulatory action on the institution of the family and family stability including to what extent the regulatory action will: 1) strengthen or erode the authority and rights of parents in the education, nurturing, and supervision of their children; 2) encourage or discourage economic self-sufficiency, self-pride, and the assumption of responsibility for oneself, one’s spouse, and one’s children and/or elderly parents; 3) strengthen or erode the marital commitment; and 4) increase or decrease disposable family income.

It is not anticipated that the proposed regulations will have any impact on the institution of the family or family stability.

Detail of changes

Please detail all changes that are being proposed and the consequences of the proposed changes. Detail all new provisions and/or all changes to existing sections.

If the proposed regulation is intended to replace an emergency regulation, please list separately (1) all changes between the pre-emergency regulation and the proposed regulation, and (2) only changes made since the publication of the emergency regulation.

For changes to existing regulations, use this chart:

Current section number	Proposed new section number, if applicable	Current requirement	Proposed change and rationale
8VAC20-280-10	NA	This section includes some aspirational language regarding the arrangements for jointly owned and operated schools and jointly operated programs.	This section will be repealed because much of the language is not necessary. In the proposed regulations language regarding accounting practices and the organizational plan is found in 8VAC20-281-20.
NA	8VAC20-281-10	The current regulations do not include a definitions section.	A definitions section has been added for clarity. It includes definitions for the following terms: alternative education program, classification of expenditures, finance officer, fiscal agent (HB 2371 from the 2007 General Assembly Session), joint board, joint school, operation and maintenance, regional public charter school, and treasurer.
8VAC20-280-20	8VAC20-281-20	<p>The current section includes operating procedures regarding membership of the joint board; organization of the board including a chairman and vice-chairman; joint board authority; authority of the division superintendents; annual budget and financing; and annual appropriations and expenditures. This section will be repealed.</p> <p>The current regulations provide:</p> <p>1. Membership of the joint board is composed of lay members of the participating school boards. When no more than two boards are members, membership shall consist of three members from each of the participating school board. When three school boards participate, membership will consist of two members from each board. When more than</p>	<p>The language in the proposed section has been streamlined and revised for clarity, and to give the joint schools more flexibility in operating their programs. It includes operating procedures regarding membership of the joint board; organization of the board including a chairman and vice-chairman; authority of the joint board, including ability to hold title to property (HB 2371 from the 2007 General Assembly Session); authority of the division superintendents; and budget and expenditures.</p> <p>The new regulations provide:</p> <ol style="list-style-type: none"> 1. Membership of the joint board shall consist of at least one member from each of the participating school boards. 2. The terms, finance officer and fiscal agent, are included in the definitions. Fiscal agent means the treasurer of a county or city where the school is located or as selected from among the treasurers of the participating localities. (HB 2371) Finance officer means fiscal agent for the joint school board. 3. The joint school board is authorized to employ staff; purchase supplies; purchase, sell, or dispose of equipment or appliances; determine policies concerning instruction, etc. In addition,

		<p>three boards establish a joint board, membership will consist of one member from each board.</p> <p>2. The joint board shall elect a finance officer who shall have custody of board funds, fix compensation, and provide for bond. The term finance officer is not defined.</p> <p>3. The joint school board is authorized to employ staff; purchase supplies; purchase, sell, or dispose of equipment or appliances; and determine policies concerning instruction, etc.</p> <p>4. The clerk of the joint board is required to transmit to the superintendents an itemized statement of receipts and disbursements on or before the 10th of each month.</p>	<p>title to property acquired for joint schools will vest jointly in the participating school boards. With the approval of the participating school boards and the local governing bodies, title to property acquired for a joint school shall be vested in the joint school's governing body. (HB 2371)</p> <p>4. The clerk of the joint board is required to transmit an itemized statement of receipts and disbursements to the superintendents of the participating school boards on a regular monthly basis.</p>
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Board of Education Agenda Item

Item: _____ C. _____

Date: November 29, 2007

Topic: First Review of Proposed Amendments to the Regulations Governing the Virginia Teaching Scholarship Loan Program Requirements and Selection Procedures (8 VAC 20-650-30)

Presenter: Ms. Patty S. Pitts, Assistant Superintendent, Division of Teacher Education and Licensure

Telephone Number: (804) 371-2522

E-Mail Address: Patty.Pitts@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: Section 22.1-290.01 of the Code of Virginia establishes the Virginia Teaching Scholarship Loan Program. The Board of Education administers the Virginia Teaching Scholarship Loan Program (VTSLP) to support teacher candidates in the critical teaching shortage areas. The Code stipulates that the Board may promulgate such regulations as may be necessary for the implementation of the Program.

The Virginia Department of Education disseminates Virginia Teaching Scholarship Loan nomination packages to the colleges and universities with approved teacher preparation programs. The colleges and universities identify teacher candidates who meet the established criteria. Candidates return completed applications to the institution's Office of Teacher Education, and the dean or director of teacher education submits nominations to the Department of Education.

To be eligible, students must be enrolled on a full- or part-time basis in one of the critical shortage teaching areas, be at or beyond the sophomore year (including graduate years), possess a grade point average of at least 2.7, and be identified as a domiciliary resident of Virginia.

The Administrative Process Act (APA) provides for expedited rulemaking for regulatory actions that are expected to be non-controversial. The “fast track” process specifies that after the proposed action is reviewed and approved by the Governor, a notice that an agency proposes to amend or repeal a regulation using the fast track process will be published in the Virginia Register and will appear on the Virginia Regulatory Town Hall (the electronic site to all state agency regulations).

The publication of this notice will be followed by a public comment period of at least 60 days. If an objection to the proposed regulatory change is received during the public comment period, the proposed rulemaking is continued using the usual APA process. If, however, there are no objections, the proposed regulation or repeal will become effective 15 days after the close of the public comment period, unless the regulation is withdrawn or a later effective date is specified by the Board of Education.

Summary of Major Elements: The proposed amendments to the existing *Regulations Governing the Virginia Teaching Scholarship Loan Program Requirements and Selection Procedures* (8 VAC 20-650-30) include (1) deletion of the requirement to include one Commonwealth Scholarship from each college or university, (2) alignment of revised parameters for eligibility, and (3) procedures for a selection panel when the teacher education program recommendations for scholarships exceed the appropriation.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education approve the proposed revisions of the *Regulations Governing the Virginia Teaching Scholarship Loan Program Requirements and Selection Procedures* and authorize staff to proceed with the next steps of the Administrative Process Act and Executive Order provisions governing the Fast-Track procedures. Following the required review by the executive and legislative branches, the proposed regulation will be published in the Virginia Register for a 60-day public comment period. If there are no objections from the public, the regulation will become final after the 60-day comment period.

Impact on Resources: The regulation as proposed is expected to have a minimal to no fiscal or administrative impact on the local school divisions or on the Department of Education.

Timetable for Further Review/Action: The proposed revisions are expected to be non-controversial and, under the Fast-Track procedures, will require no further action by the Board of Education.

8 VAC 20-650-30. Virginia Teaching Scholarship Loan Program requirements and selection procedures.

~~A. Annually, the teacher preparation institutions in Virginia that have approved teacher preparation programs shall be invited to nominate individuals to receive loans through the Virginia Teaching Scholarship Loan Program subject to available appropriations. Subject to available appropriations, each nominating institution shall be guaranteed at least one scholarship loan that is designated as the Commonwealth Scholarship in Teacher Education. Scholarships shall be awarded annually to undergraduate students in the sophomore, junior, or senior year of college, and to graduate students at an accredited public or private four-year institution of higher education in the Commonwealth.~~

~~B. To be nominated by the college or university, students must (i) be enrolled full-time or part-time in an approved teacher education program or in a critical teacher shortage discipline, or employed as paraprofessionals and enrolled full-time or part-time to complete an approved teacher education program to become fully licensed teachers; (ii) have and maintain a cumulative grade point average of at least 2.7 on a 4.0 scale or its equivalent; (iii) be nominated for the scholarship by the institution where they are enrolled; and (iv) be identified as a Virginia domiciliary resident. Students enrolled in any area of an approved teacher education program who are seeking endorsements in elementary or middle education who meet the program requirements may be eligible for the award.~~

B. The Virginia Teaching Scholarship Loan Program shall consist of scholarships awarded annually to teacher candidates, including graduate students and paraprofessionals from Virginia school divisions at a regionally accredited public or private four-year institution of higher education in the Commonwealth, who (i) are enrolled full-time or part-time in an approved teacher education program or are participants in another approved teacher education program; (ii) have maintained a cumulative grade point average of at least 2.7 on a 4.0 scale or its equivalent; and (iii) are nominated for such scholarship by the institution where they are enrolled. In addition, the candidates must meet one or more of the following criteria: (a) be enrolled in a program leading to an endorsement in a critical shortage area as established by the Board of Education; (b) be a male teacher candidate in an elementary or middle school education program; or (c) be a minority teacher candidate enrolled in any teacher endorsement area.

~~C. Scholarship recipients shall be selected by a panel appointed by the Superintendent of Public Instruction representing the various critical teacher shortage areas, geographic regions of the state, and members of professional organizations. The selection panel shall be composed of representatives from the following categories:~~

- ~~1. Teachers;~~
- ~~2. College and university faculty;~~
- ~~3. Members of professional organizations; and~~
- ~~4. Department of Education personnel.~~

C. A selection panel appointed by the Superintendent of Public Instruction may be convened if the number of teacher education program recommendations for scholarships exceeds the appropriation.

The panel shall select recipients for the teaching scholarship loan from the eligible applicants. Efforts should be made to have an appropriate distribution of scholarships among the identified critical teacher shortage areas.



Fast Track Proposed Regulation Agency Background Document

Agency name	Department of Education
Virginia Administrative Code (VAC) citation	<u>8 VAC20-650-30</u>
Regulation title	Virginia Teaching Scholarship Loan Program requirements and selection procedures.
Action title	Program requirements and selection process should align with revised administrative code
Date this document prepared	October 31, 2007

This information is required for executive branch review and the Virginia Registrar of Regulations, pursuant to the Virginia Administrative Process Act (APA), Executive Orders 36 (2006) and 58 (1999), and the *Virginia Register Form, Style, and Procedure Manual*.

Brief summary

Please provide a brief summary (no more than 2 short paragraphs) of the proposed new regulation, proposed amendments to the existing regulation, or the regulation proposed to be repealed. Alert the reader to all substantive matters or changes.

The proposed amendments to the existing regulation include (1) deletion of the requirement to include one Commonwealth Scholarship from each college or university, (2) alignment of revised parameters for eligibility, and (3) selection panel process when the teacher education programs recommendations for scholarships exceed the appropriation.

Statement of final agency action

Please provide a statement of the final action taken by the agency including (1) the date the action was taken, (2) the name of the agency taking the action, and (3) the title of the regulation.

- (1) To be determined
- (2) Virginia Board of Education

(3) Virginia Teaching Scholarship Loan Program requirements and selection procedures.

Legal basis

Please identify the state and/or federal legal authority to promulgate this proposed regulation, including (1) the most relevant law and/or regulation, including General Assembly chapter number(s), if applicable, and (2) promulgating entity, i.e., the agency, board, or person. Describe the scope of the legal authority and the extent to which the authority is mandatory or discretionary.

As a result of 8 VAC 20-650-20 which mandates the collection of data for determining critical teacher shortage areas, the Board of Education administers the Virginia Teaching Scholarship Loan Program (VTSLP) to support teacher candidates in the critical teaching shortage areas.

The Virginia Teaching Scholarship Loan Program was authorized in Chapter 847, 2007 Appropriation Act of the General Assembly.

Purpose

Please explain the need for the new or amended regulation. Describe the rationale or justification of the proposed regulatory action. Detail the specific reasons the regulation is essential to protect the health, safety or welfare of citizens. Discuss the goals of the proposal and the problems the proposal is intended to solve.

The purpose for the amended regulations is that, according to the Code of Virginia, the Board may promulgate such regulations as may be necessary for the implementation of the Program. The purpose of the regulation amendment is to align with the amendments to the Code of Virginia.

Rationale for using fast track process

Please explain the rationale for using the fast track process in promulgating this regulation. Why do you expect this rulemaking to be noncontroversial?

Please note: If an objection to the use of the fast-track process is received within the 60-day public comment period from 10 or more persons, any member of the applicable standing committee of either house of the General Assembly or of the Joint Commission on Administrative Rules, the agency shall (i) file notice of the objection with the Registrar of Regulations for publication in the Virginia Register, and (ii) proceed with the normal promulgation process with the initial publication of the fast-track regulation serving as the Notice of Intended Regulatory Action.

The Administrative Process Act (APA) provides for expedited rulemaking for regulatory actions that are expected to be non-controversial. The regulation as proposed is expected to be

noncontroversial since there is minimal to no fiscal or administrative impact on the local school divisions or on the Department of Education.

Substance

Please briefly identify and explain the new substantive provisions, the substantive changes to existing sections, or both where appropriate. (Provide more detail about these changes in the "Detail of changes" section.)

The proposed amendments to the existing regulation include (1) deletion of the requirement to include one Commonwealth Scholarship from each college or university, (2) alignment of revised parameters for eligibility, and (3) selection panel process when the teacher education program recommendations for scholarships exceed the appropriation.

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. If there are no disadvantages to the public or the Commonwealth, please indicate.*

The purpose of the regulation amendment is to align with the amendments to the Code of Virginia.

Requirements more restrictive than federal

Please identify and describe any requirement of the proposal which is more restrictive than applicable federal requirements. Include a rationale for the need for the more restrictive requirements. If there are no applicable federal requirements or no requirements that exceed applicable federal requirements, include a statement to that effect.

This regulation does not reflect federal requirements.

Localities particularly affected

Please identify any locality particularly affected by the proposed regulation. Locality particularly affected means any locality which bears any identified disproportionate material impact which would not be experienced by other localities.

No locality will be affected by the proposed regulation amendment.

Regulatory flexibility analysis

Please describe the agency’s analysis of alternative regulatory methods, consistent with health, safety, environmental, and economic welfare, that will accomplish the objectives of applicable law while minimizing the adverse impact on small business. Alternative regulatory methods include, at a minimum: 1) the establishment of less stringent compliance or reporting requirements; 2) the establishment of less stringent schedules or deadlines for compliance or reporting requirements; 3) the consolidation or simplification of compliance or reporting requirements; 4) the establishment of performance standards for small businesses to replace design or operational standards required in the proposed regulation; and 5) the exemption of small businesses from all or any part of the requirements contained in the proposed regulation.

The alternative regulatory methods are not applicable.

Economic impact

Please identify the anticipated economic impact of the proposed regulation.

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 ongoing expenditures	\$708,000.00 2006-2008 Appropriation Act
Projected cost of the regulation on localities	N/A
Description of the individuals, businesses or other entities likely to be affected by the regulation	The scholarship loan program consists of scholarships awarded annually to teacher candidates, including graduate students and paraprofessionals from Virginia school divisions at an accredited public or private four-year institution of higher education in the Commonwealth, who (i) are enrolled full-time or part-time in an approved teacher education program or are participants in another approved teacher education program; (ii) have maintained a cumulative grade point average of at least 2.7 on a 4.0 scale or its equivalent; and (iii) are nominated for such scholarship by the institution where they are enrolled.
Agency’s best estimate of the number of such entities that will be affected. Please include an estimate of the number of small	Estimated: 200 teacher candidates

<p>businesses affected. Small business means a business entity, including its affiliates, that (i) is independently owned and operated and (ii) employs fewer than 500 full-time employees or has gross annual sales of less than \$6 million.</p>	
<p>All projected costs of the regulation for affected individuals, businesses, or other entities. Please be specific. Be sure to include the projected reporting, recordkeeping, and other administrative costs required for compliance by small businesses.</p>	<p>According to the 2006-2008 Appropriation Act, scholarship amounts are based on \$3,720 per year for full-time students, and shall be prorated for part-time students based on number of credit hours for which the student has enrolled.</p>

Alternatives

Please describe any viable alternatives to the proposal considered and the rationale used by the agency to select the least burdensome or intrusive alternative that meets the essential purpose of the action. Also, include discussion of less intrusive or less costly alternatives for small businesses, as defined in §2.2-4007.1 of the Code of Virginia, of achieving the purpose of the regulation.

There are no viable alternatives to the proposal.

Family impact

Please assess the impact of the proposed regulatory action on the institution of the family and family stability including to what extent the regulatory action will: 1) strengthen or erode the authority and rights of parents in the education, nurturing, and supervision of their children; 2) encourage or discourage economic self-sufficiency, self-pride, and the assumption of responsibility for oneself, one’s spouse, and one’s children and/or elderly parents; 3) strengthen or erode the marital commitment; and 4) increase or decrease disposable family income.

The 2006-2008 Appropriation Act provides scholarships of \$3,720 per year for full-time and part-time teacher candidates enrolled in the critical teaching shortage areas. These scholarships provide the opportunity for students to participate in teacher preparation programs, therefore, contributing to the economic self-sufficiency, self-pride, and the assumption of responsibility for oneself. A scholarship loan recipient who has graduated from college and received a teaching license may cancel a note or notes in the principal amount plus any accrued interest, by teaching full-time at the pre-12 level in a designated shortage area in the public schools of Virginia.

Detail of changes

Please detail all changes that are being proposed and the consequences of the proposed changes. Detail all new provisions and/or all changes to existing sections.

If the proposed regulation is intended to replace an emergency regulation, please list separately (1) all changes between the pre-emergency regulation and the proposed regulation, and (2) only changes made since the publication of the emergency regulation.

For changes to existing regulations, use this chart:

Current section number	Proposed new section number, if applicable	Current requirement	Proposed change and rationale
8VAC20-650-30	NA	<p>Annually, the teacher preparation institutions in Virginia that have approved teacher preparation programs shall be invited to nominate individuals to receive loans through the Virginia Teaching Scholarship Loan Program. Subject to available appropriations, each nominating institution shall be guaranteed at least one scholarship loan that is designated as the Commonwealth Scholarship in Teacher Education. Scholarships shall be awarded <u>annually</u> to undergraduate students in the sophomore, junior, or senior year of college, and to graduate students at an accredited public or private four-year institution of higher education in the Commonwealth.</p> <p>B. To be nominated by the college or university, students must (i) be enrolled full-time or part-time in an approved teacher education program or in a critical teacher shortage discipline,</p>	<p>Proposed Change: Remove requirement for Commonwealth Scholarship in Teacher Education. Rationale: There is no definition of a Commonwealth Scholar</p> <p>Proposed Change: Remove nomination criteria Rationale: Remove language that is no longer aligned with nomination criteria with <u>Code of Virginia</u></p>

		<p>or employed as paraprofessionals and enrolled full-time or part-time to complete an approved teacher education program to become fully licensed teachers; (ii) have and maintain a cumulative grade point average of at least 2.7 on a 4.0 scale or its equivalent; (iii) be nominated for the scholarship by the institution where they are enrolled; and (iv) be identified as a Virginia domiciliary resident. Students enrolled in any area of an approved teacher education program who are seeking endorsements in elementary or middle education who meet the program requirements may be eligible for the award.</p> <p>B. The Program shall consist of scholarships awarded annually to teacher candidates, including graduate students and paraprofessionals from Virginia school divisions at an accredited public or private four-year institution of higher education in the Commonwealth, who (i) are enrolled full-time or part-time in an approved teacher education program or are participants in another approved teacher education program; (ii) have maintained a cumulative grade point average of at least 2.7 on a 4.0 scale or its equivalent; and (iii) are nominated for such scholarship by the institution where they are enrolled. In addition, the candidates must meet one or more of</p>	<p>Proposed Change: Add current nomination criteria Rationale: Add language to be aligned with nomination criteria with the <u>Code of Virginia</u></p>
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		<p>the following criteria: (a) be enrolled in a program leading to an endorsement in a critical shortage area as established by the Board of Education; (b) be a male teacher candidate in an elementary or middle school education program; or (c) be a minority teacher candidate enrolled in any teacher endorsement area.</p> <p>C. If funds needed to support each Virginia Teaching Scholarship Loan Program applicant exceed the appropriation, scholarship recipients shall be selected by a panel appointed by the Superintendent of Public Instruction. The panel shall include representation from representing the various critical teacher shortage areas, geographic regions of the state, faculty from institutions of higher education, and members of the Department of Education and professional organizations. The selection panel shall be composed of representatives from the following categories:</p> <ol style="list-style-type: none"> 1. Teachers; 2. College and university faculty; 3. Members of professional organizations; and 4. Department of Education personnel. <p>The panel shall select recipients for the teaching scholarship loan from the eligible applicants. Efforts</p>	<p>Proposed Change: Remove requirement for mandated selection panel</p> <p>Rationale: Allow flexibility of selection panel, if necessary</p>
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		should be made to have an appropriate distribution of scholarships among the identified critical teacher shortage areas.	
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Enter any other statement here

Board of Education Agenda Item

Item: _____ D. _____

Date: November 29, 2007

Topic: Final Review of a Request for an Alternative Accreditation Plan from Danville Public Schools for J. M. Langston Focus School

Presenter: Mrs. Kathleen M. Smith, Director, Office of School Improvement, Division of Student Assessment and School Improvement
Dr. Sue B. Davis, Superintendent, Danville City Public Schools
Mr. Andrew Tyrrell, Assistant Superintendent for Instruction, Danville City Public Schools

Telephone Number: (804) 225-2865

E-Mail Address: Kathleen.Smith@doe.virginia.gov

Origin:

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

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

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

Previous Review/Action:

_____ No previous board review/action
_____ Previous review/action
date September 26, 2007
action Accepted for first review

Background Information:

The *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, Section 8 VAC 20-131.280.C. states:

Subject to the provisions of 8 VAC 20-131-330, the governing school board of special purpose schools such as those provided for in §22.1-26 of the Code, Governor's schools, special education schools, alternative schools, or career and technical schools that serve as the student's school of principal enrollment may seek approval of an alternative accreditation plan from the Board of Education. Special purpose schools with alternative accreditation plans shall be evaluated on standards appropriate to the programs offered in the school and approved by the Board prior to August 1 of the school year for which approval is requested. Any student graduating from a special purpose school with a Standard, Advanced Studies, or Modified Standard Diploma must meet the requirements prescribed in 8 VAC 20-131-50.

Section 22.1-253.13:1.D.8 of the *Standards of Quality* requires local school boards to provide 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. Regulations governing programs such as this are found in the accrediting standards, which permit alternative accreditation plans and allow the Board to grant waivers to certain provisions of the standards.

Summary of Major Elements

J. M. Langston Focus School is a newly created alternative school in the Danville Public School System designed to foster a learning environment for middle school and secondary students who have experienced academic and behavior difficulties in a traditional education environment. This school will prepare students in grades 6, 7, and 8 who are experiencing significant academic and behavior difficulties in a traditional education setting to successfully complete middle grade content with the goal of promotion to high school. In addition, this school will prepare students in grades 9, 10, 11, and 12 who are experiencing significant academic and behavior difficulties in a traditional education setting to successfully complete secondary grade content and earn a standard diploma.

J. M. Langston Focus School serves students in grades 6 through 8 and 9 through 12 who are two or more years behind their age appropriate peers and are deficient in reading and mathematics as measured by the Kaufman Test of Educational Achievement (KTEA) and/or who continuously experience behavior deficits that are outlined in the Danville school board's *Student Standards of Conduct*.

The instructional program at J. M. Langston Focus School in grades 6 through 8 focuses on reading, writing and mathematics. Students receive instruction in organization and study skills as well as in goal setting and problem-solving strategies. Interdisciplinary instruction addresses the history/social science and science content that is necessary for students to be successful in 9th grade entry level classes. In grades 9 through 12 the academic program focuses on the four core subject areas: English, mathematics, history /social science, and science. Students receive instruction and guidance in goal setting, career awareness, and post-secondary education. Credit recovery programs are provided to students in grades 9 through 12 using on-site technology and after-school programs.

Career exploration opportunities using internet resources will be offered to students in grades 6 through 12. Students will take aptitude and interest inventories to be used in planning academic and vocational choices.

J. M. Langston Focus School is staffed with a faculty of highly qualified teachers certified to teach the core subject areas proposed. Grades 6 through 12 teacher/pupil ratio will be limited to 1:15 per class. Paraprofessionals will be assigned to the school to serve as instructional assistants. Pupil support services will be on-site to assist students in grades 6 through 12 and their families with issues that serve as barriers to academic and behavior successes.

Grades 6 through 12 students will participate in grade level Standards of Learning (SOL) tests and end-of-course tests as required by No Child Left Behind (NCLB) and Standards of Accreditation (SOA). Student performance for accreditation will be determined based on the percent of students passing the following SOL tests: grades 6 through 7 reading, mathematics, and content specific history; grade 8 English (Reading/Literature and Research, Writing), mathematics, content specific history, and science; and SOL end-of-course tests.

Scores of students in attendance for less than two semesters, including the semester in which the SOL

testing takes place, will be considered transfer students for the purposes of calculating the state accreditation ratings. Scores of students in attendance for two semesters or more, including the semester in which the testing takes place, will be included in the accreditation calculation. Due to the small student population, a composite pass rate is necessary to create a larger number of student scores upon which to calculate state accreditation. The accreditation ratings are: English-70%; mathematics-70%; history and social science-70%; and science-70%.

An *Alternative Accreditation Composite Index* will be used to determine the accreditation rating. The index includes points assigned for student performance on each of the SOL tests and additional index points. The alternative accreditation will be calculated by multiplying the number of grades 6 through 12 students who receive an advanced proficient score by 100; the number of grades 6 through 12 students receiving a proficient score by 90; the number of grades 6 through 8 students who receive a basic score in reading and mathematics by 70; and the number of grades 6 through 12 students who receive a failing score by 0. The total points awarded will be divided by the total number of students tested. (See Table 1.) Additional index points may be earned by meeting the performance criteria in the *other academic indicators* category. (See Table 2.) The categories used to calculate the SOL alternative accreditation rating are summarized in Table 3.

ALTERNATE ACCREDITATION COMPOSITE INDEX POINT SYSTEM

Table 1

SOL Core Subject Index Points

<i>Number of Students Tested</i>	<i>SOL Scaled Score</i>	<i>SOL Proficiency Level</i>	<i>Points Awarded for each Proficiency Level</i>	<i>Points Awarded</i>
	600-500	Advanced	100	
	499-400	Proficient	90	
	399-375 (varies by test)	Basic (Reading and Math 3-8)	70	
	Below 375	Fail	0	
(A)Total Number of Points Awarded				
(B)Total Number of Grades 6 Through 12 Students Tested				
SOL Core Subject Index Score = (A)/(B)				

Table 2

Additional Index Points

<i>Other Academic Indicators</i>	<i>Points Awarded</i>
Increase the percent of students who gain 1.5 years in reading based on fall and spring Kaufman Test of Educational Achievement administrations	2 points
Increase the percent of students enrolled for at least two consecutive semesters who complete a high school with a diploma or GED certificate	2 points
Average daily attendance meets or exceeds 85%	1 point
Increase the number of students successfully transitioned into regular school setting	2 points
Increase the number of students in grades 6-8 taking Algebra I	1 point
Course GPA of students completing the College Success Skills at Danville Community College meets or exceeds 2.5 for 80% of completers	2 points
Increase the number of grades 6 through 8 students who complete high school credit courses	1 point
Increase the number of students earning a career and technical credential	1 point

Table 3
Alternate Accreditation Composite Index Score Calculations

<i>Categories</i>	<i>Points Awarded</i>
SOL Core Subject Index Score = (A)/(B)	
Total Number of Additional Index Points (Up to 8 points)	
Alternative Accreditation Composite Index Score = [(A)/(B)] + Total no. of additional index points up to 8 points	
<i>Accreditation Category</i>	<i>Status</i>
Fully Accredited	Yes/No

Due to the time required to address the academic needs of students in the four core subject areas, foreign language and fine arts will not be offered to students in grades 6 through 12. Therefore, the J. M. Langston Focus School is requesting waivers from 8 VAC 20-131-90 A-C and 8 VAC 20-131-100 A-B:

8 VAC 20-131-90. Instructional program in middle schools

- A. The middle school shall provide each student a program of instruction, which corresponds, to the Standards of Learning for English, mathematics, science, and history/social science. In addition, each school shall provide instruction in art, music, foreign language, physical education and health, and career and technical exploration.
- B. The middle school shall provide a minimum of eight courses to students in the eighth grade. Courses in English, mathematics, science, and history/social science shall be required. Four elective courses shall be available: level one of a foreign language, one in health and physical education, one in fine arts, and one in career and technical exploration.
- C. Level one of a foreign language shall be available to all eighth-grade students. For any high school credit-bearing course taken in middle school, parents may request that grades be omitted from the student's transcript and the student not earn high school credit for the course in accordance with policies adopted by the local school board. Notice of this provision must be provided to parents with a deadline and format for making such a request. Nothing in this chapter shall be construed to prevent a middle school from offering any other credit-bearing courses for graduation.

8 VAC 20-131-100. Instructional program in secondary schools

- A. The secondary school shall provide each student a program of instruction in the academic areas of English, mathematics, science, and history/social science that enables each student to meet the graduation requirements described in 8 VAC 20-131-50 and shall offer opportunities for students to pursue a program of studies in foreign languages, fine arts, and career and technical areas including:
 1. Career and technical education choices that prepare the student as a career and technical education program completer in one of three or more occupational areas and that prepare the student for technical or preprofessional postsecondary programs;
 2. Coursework and experiences that prepare the student for college-level studies including access to at least three Advanced Placement (AP) courses, college-level courses for degree credit, International Baccalaureate (IB) courses, Cambridge courses, or any combination thereof;
 3. Preparation for college admissions tests; and

4. Opportunities to study and explore the fine arts and foreign languages.

B. Minimum course offerings for each secondary school shall provide opportunities for students to meet the graduation requirements stated in 8 VAC 20-131-50 and must include:

English	4	
Mathematics	4	
Science (Laboratory)	4	
History and Social Sciences	4	
Foreign Language		3
Electives	4	
Career and Technical Education	11	
Fine Arts	2	
Health and Physical Education	<u>2</u>	
Total Units	38	

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education approve the alternative accreditation plan from Danville City Schools for J. M. Langston Focus School.

Impact on Resources:

None

Timetable for Further Review/Action:

None

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
RICHMOND, VIRGINIA

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN

Regulations Establishing Standards for Accrediting Public Schools in Virginia, (8 VAC 20-131-10 et. seq.) set the minimum standards public schools must meet to be accredited by the Board of Education. Accreditation of public schools is required by the Standards of Quality (22.1-253.13:1 et. seq.). The annual accrediting cycle for public schools is July 1 through June 30. This cover sheet, with the supporting documentation, must be submitted to the Department of Education for review and recommendation to the Board at least 90 days prior to August 1 of the school year in which the plan is to be implemented.

8 VAC 20-131-280 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* states (in part): *Special purpose schools such as regional, special education, alternative, or career and technical schools that serve as the student's school of principal enrollment shall be evaluated on standards appropriate to the programs offered in the school and approved by the Board prior to August 1 of the school year for which approval is requested. Any student graduating from a special purpose school with a Standard, Advanced Studies, or Modified Standard Diploma must meet the requirements prescribed in 8 VAC 20-131-50.*

The Board of Education, in its *Guidelines Governing the Implementation of Certain Provisions of the Regulations Establishing Standards for Accrediting Public Schools in Virginia*, states:

Schools described in this section are those that serve as a student's school of principal enrollment and where students are reported in full membership for the school. Fall membership determines whether or not these schools are subject to the provisions of the accrediting standards; therefore, schools reporting full membership are subject to the provisions of the standards. These schools may or may not administer Standards of Learning (SOL) tests.

In accordance with the provisions of 8 VAC 20-131-330 of the standards, local school boards may seek waivers of provisions of the standards to address the unique needs of these special purpose schools. Such requests may include an alternative accreditation plan. Applications must be submitted to the Board for consideration at least ninety days prior to August 1 of the school year. Requests for consideration must be accompanied by information that documents the need for approval of the request.

We, the undersigned, submit this request for review and approval by the Board of Education and understand that we are expected to appear before the Board to discuss the program and respond to questions raised.

September 6, 2007
Date Approved
by the Local School Board

George M. Wilson
Signature
Chairman of the School Board

September 11, 2007
Submission Date

Lee B. Davis
Signature
Division Superintendent

**DANVILLE PUBLIC SCHOOLS
J. M. LANGSTON FOCUS SCHOOL
DANVILLE, VIRGINIA**

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN

INTRODUCTION:

J. M. Langston Focus School is a newly created alternative school in the Danville Public School System. Langston meets the state definition of a special purpose school and seeks approval for an alternative accreditation plan as provided in the Regulations Establishing Standards for Accrediting Public Schools in Virginia, Part VIII, Section 8 VAC 20-131-280 D.

INTENT:

To prepare students in grades 6, 7, and 8 who are experiencing significant academic and behavior difficulties in a traditional education setting to successfully complete middle grade content with the goal of promotion to high school. To prepare students in grades 9, 10, 11, and 12 who are experiencing significant academic and behavior difficulties in a traditional education setting to successfully complete secondary grade content and earn a standard diploma.

VISION/MISSION:

J. M. Langston Focus School is designed to foster a learning environment for middle and secondary grade students who have experienced academic and behavior difficulties in a traditional education environment.

TARGET POPULATION:

J. M. Langston Focus School serves students in grades 6 through 8 and 9 through 12 who are overage and/or under credited, and are deficient in reading and math as measured by the Kaufman Test of Educational Achievement (KTEA) and/or who continuously experience behavior deficits that are outlined in the school board's *Student Standards of Conduct*.

INSTRUCTIONAL PROGRAM:

- Grades 6 through 8 academic program will focus on reading, writing and mathematics. Students will receive instruction in organization and study skills as well as goal setting and problem-solving strategies. Interdisciplinary instruction will address the history and science content that is necessary for students to be successful in 9th grade entry level classes. Grades 9 through 12 academic program will focus on the four core subject areas English, mathematics, history and social science, and science. Students will receive instruction and guidance in goal setting, career awareness, and post-secondary education.
- Students will be administered the KTEA assessment in reading and mathematics prior to entering the program to assist teachers with the development of a differentiated instructional program that addresses the needs of each student.
- Grades 6 through 12 students will have opportunities for career exploration offered using internet resources. Students will take aptitude and interest inventories to be used in planning academic and vocational choices.
- Credit recovery programs will be provided to students in grades 9 through 12 using on-site technology and after-school programs.
- Students will be given additional time to master specific course objectives; particularly, courses that have an EOC/SOL test. This decision will be based on students' nine weeks benchmark

- assessment scores, and/or social, and/or environmental issues. Students needing additional time will take the EOC/SOL test during the next SOL test administration.
- A 30-minute lunch and recess will allow students time to eat and engage in physical activities.

STAFFING:

J. M. Langston Focus School is staffed with a faculty of highly qualified teachers certified to teach the core subject areas proposed. Grades 6 through 12 teacher/pupil ratio will be limited to 1:15 per class. Paraprofessionals will be assigned to the school to serve as instructional assistants. Pupil support services will be on-site to assist students in grades 6 through 12 and their families with issues that serve as barriers to academic and behavior successes.

STUDENT ASSESSMENT AND EVALUATION:

The KTEA will be administered to students who are identified as overage or who failed a reading and/or mathematics SOL test at the previous grade level. The assessment(s) will be administered prior to program entry or as soon thereafter. The results will be used as entry baseline data for these identified students and to assistance in instructional planning. Students will be administered benchmark assessments each nine weeks in the core subject areas, with the achievement data tracked and analyzed. Grades 6 through 12 students will participate in the Virginia Standards of Learning Assessment Program.

WAIVER REQUESTED:

Due to the time required to address the academic needs of students in the four core subject areas, foreign language and fine arts will not be offered to students in grades 6 through 12. Therefore, the J. M. Langston Focus School is requesting waivers from 8 VAC 20-131-90 A., 8 VAC 20-131-90 B., 8 VAC 20-131-90 C., 8 VAC 20-131-100 A., and 8 VAC 20-131-100 B. of the Standards of Accreditation that require foreign language and fine arts.

ACCREDITATION:

Grades 6 through 12 students will participate in grade level SOL tests and end-of-course tests as required by NCLB and SOA. Student performance for accreditation will be determined based on the percent of students passing the following SOL tests: grades 6 through 7 reading, mathematics, and content specific history; grade 8 English, mathematics, content specific history, and science; and SOL end-of-course tests. Scores of students in attendance for less than two semesters, including the semester in which the SOL testing takes place, will be considered transfer students for the purposes of calculating the state accreditation ratings. Scores of students in attendance for two semesters or more, including the semester in which the testing takes place, will be included in the accreditation calculation. Due to the small student population, a composite pass rate is necessary to create a larger number of student scores upon which to calculate state accreditation. The accreditation ratings are: grades 6 through 12 English-70%; mathematics-70%; history and social science-70%; and science-70%.

A SOL Alternative Accreditation Composite Index will be used to determine the accreditation rating. The index includes points assigned for student performance on each of the SOL tests and additional index points. The alternative accreditation will be calculated by multiplying the number of grades 6 through 12 students who receive an advance proficiency score by 100; the number of grades 6 through 12 students receiving a proficiency score by 90; the number of grades 6 through 8 students who receive a basic score in reading and mathematics by 70; and the number of grades 6 through 12 students who receive a fail score by 0. The total points awarded will be divided by the total number of students tested. (See Table 1.) Additional index points may be earned by meeting the performance criteria in the *other academic indicators* category. (See Table 2.) The categories used to calculate the SOL alternative accreditation rating are summarized in Table 3.

Table 1

ALTERNATE ACCREDITATION COMPOSITE INDEX POINT SYSTEM

SOL Core Subject Index Points

<i>Number of Students Tested</i>	<i>SOL Scaled Score</i>	<i>SOL Proficiency Level</i>	<i>Points Awarded for each Proficiency Level</i>	<i>Points Awarded</i>
	600-500	Advanced	100	
	499-400	Proficient	90	
	399-375 (varies by test)	Basic (Reading and Math 3-8)	70	
	Below 375	Fail	0	
(A)Total Number of Points Awarded				
(B)Total Number of Grades 6 Through 12 Students Tested				
SOL Core Subject Index Score = (A)/(B)				

Table 2

ALTERNATE ACCREDITATION COMPOSITE INDEX POINT SYSTEM-CONTINUED

Additional Index Points

<i>Other Academic Indicators</i>	<i>Points Awarded</i>
Increase the percent of students who gain 1.5 years in reading based on fall and spring KTEA administrations	2 points
Increase the percent of students enrolled for at least two consecutive semesters who complete a high school with a diploma or GED certificate	2 points
Average daily attendance meets or exceeds 85%	1 point
Increase the number of students successfully transitioned into regular school setting	2 points
Increase the number of students in grades 6-8 taking Algebra I	1 point
Course GPA of students completing the College Success Skills at Danville Community College meets or exceeds 2.5 for 80% of completers	2 points
Increase the number of grades 6 through 8 students who complete high school credit courses	1 point
Increase the number of students earning a career and technical credential	1 point

Table 3

ALTERNATE ACCREDITATION COMPOSITE INDEX POINT SYSTEM-CONTINUED

Alternate Accreditation Composite Index Score Calculations

<i>Categories</i>	<i>Points Awarded</i>
SOL Core Subject Index Score = (A)/(B)	
Total Number of Additional Index Points (Up to 8 points)	
Alternative Accreditation Composite Index Score = [(A)/(B)] + Total no. of additional index points up to 8 points	
<i>Accreditation Category</i>	<i>Status</i>
Fully Accredited	Yes/No

An Alternative Accreditation Composite Index Score of at least 70 points must be earned to meet fully accredited status.

PROGRAM EVALUATION:

The effectiveness of the program will be evaluated using several criteria. Student achievement will be monitored using report card grades, nine weeks benchmark assessments, and spring SOL test results. Student attendance and behavior will be monitored weekly by using the StarBase student management system to track attendance and violations of the *Student Standards of Conduct*. Mid-year and end-of-the-year surveys will be distributed to students and parents to gather data for school improvement.

TRANSITION PLAN:

Students and their parents will be interviewed face-to-face by the director of Alternative Education, and the principal, guidance counselor, and curriculum facilitator of Langston School. The purposes of this interview are: (1) to explain the academic and behavior expectations of students entering J. M. Langston Focus School, and (2) to explain the different support services available to students and parents of J. M. Langston Focus School.

**Virginia Department of Education
Evaluation Criteria
J. M. Langston Focus School, Danville Public Schools
Alternative Accreditation Plans for Special Purpose Schools**

Criteria	Yes	No	Limited
School characteristics and instructional program:			
1. The mission, purpose, and target population of the school justify its categorization as a “special purpose” school and, therefore, eligible to request an alternative accreditation plan.	√		
2. The characteristics and special needs of the student population are clearly defined, and the criteria for student placement require parental consultation and agreement.	√		
3. The program of instruction provides all students with opportunities to study a comprehensive curriculum that is customized to support the mission of the school. <i>The plan requests a waiver of 8 VAC 20-131-90 A-C and .8 VAC 20-131-100 A-B.</i>			√
4. The school provides transition planning to help students be successful when they return to a regular school setting.	√		
5. Strategies used to evaluate student progress are aligned to the mission/purpose of the school and include academic achievement measures.	√		
6. Convincing evidence has been provided that students enrolled in the school have not been successful in other schools subject to all the accrediting standards.	√		
7. Students will be taught with highly qualified teachers who meet the Board of Education’s licensure requirements for instructional personnel.	√		

Alternative Accreditation Accountability Criteria:			
1. Rationale and documentation provide convincing evidence that the “special purpose” nature of the school precludes its being able to reach and maintain full accreditation status as defined in the <i>Regulations Establishing Standards for Accrediting Public Schools in Virginia</i> (SOA).	√		
2. Alternative accreditation criteria described in the plan include academic achievement measures that are objective, measurable, and directly related to the mission and purpose of the school.	√		
3. The plan includes use of statewide assessment student achievement results of English and mathematics.	√		
4. The plan meets the testing requirements of the SOA.	√		
5. The plan meets the testing requirements of NCLB and describes how the school plans to meet “adequate yearly progress” requirements of the federal law. <i>All students in grades 6-12 will take SOL assessments as required by NCLB.</i>	√		
6. The plan provides convincing evidence that all pre-accreditation eligibility criteria are met for standards in which waivers have not been requested.	√		
7. Waivers have been requested for accrediting standards that are not being met, and the rationale for the waivers are clear and appropriate for the mission/purpose of the school.	√		

- Removal of further descriptors defining a higher education institution as a member of a partnership approved to establish a Governor's Career and Technical Academy;
- Clarification that the fiscal agent for the Governor's Career and Technical Academy must be a public entity; and
- Clarification of the role SCHEV (State Council of Higher Education for Virginia) will have in the review process for a Governor's Career and Technical Academy.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education approve the proposed *Process for Initiating a Governor's Career and Technical Academy*.

Impact on Resources:

The Department of Education will facilitate the review and approval process.

Timetable for Further Review/Action:

The proposed guidelines will become effective immediately.

**Virginia Board of Education
PROPOSED FOR FINAL REVIEW
Process for Initiating a Governor's Career and Technical Academy**

Developing and implementing the program and administrative arrangements for a Governor's Career and Technical Academy involves extensive planning and discussions among the participating partners. Additionally, the Academy proposal must be approved reviewed by ~~both~~ the State Council of Higher Education for Virginia (SCHEV) and approved by the Board of Education. Partners should take this process into consideration when preparing a planning and implementation timeline. The process includes the following steps:

1. Governor's Career and Technical Academies must be partnerships of business and industry; public school divisions; and higher education institutions; ~~including community colleges, universities, and/or private postsecondary institutions, as applicable~~; and may include local government, including workforce and economic development entities.
2. Partnerships desiring to implement a Governor's Career and Technical Academy shall provide the Department of Education with documentation of the following:
 - a. The existence of an active, ongoing Governor's Career and Technical Academy Planning Committee of superintendents or their designees from the participating school divisions and representatives from other partnering organizations. To the extent possible, these councils will come from existing regional industry advisory boards convened under the auspices of the regional workforce investment boards, community college workforce offices and Tech Prep/Career Pathways leadership teams convened by colleges and schools.
 - b. A statement that demonstrates the need/rationale for the Academy. This statement should be concise and state the important reasons to have a Governor's Career and Technical Academy that provides enhanced or additional offerings in science, technology, engineering, and mathematics (STEM), and career and technical education.
 - c. Identification of the fiscal agent, which must be a public entity.
 - d. A brief description of the proposed program, including site location, number of students, grade levels, and general curriculum design.
 - e. A written memorandum of agreement, among school divisions, local businesses, and postsecondary institutions, and any other partners. This agreement will suggest ways in which community resources will contribute to the Governor's Career and Technical Academy to broaden the scope of the students' educational experiences.
 - f. A statement of assurance that the Governor's Career and Technical Academy Planning Committee has reviewed provisions of the attached *Administrative Procedures Guide for the Establishment of Governor's Career and Technical Academies* and agrees to follow the guidelines set forth in the document.

- g. A statement of assurance that, if applicable, an ongoing Governing Board will be established to reflect current Board of Education regulations relative to jointly operated schools and programs.
- 3. The Department of Education will review the proposal and documentation and forward the completed proposal to the State Council of Higher Education for Virginia (SCHEV).
- 4. Subject to approval of the process by the SCHEV Council, SCHEV will review the proposal to determine if it meets the criteria for a Governor's Career and Technical Academy, with particular focus on postsecondary components, and will make a report to the Council with a recommendation. The Council will vote to recommend or not recommend the proposal to the Board of Education.
- 5. The Department of Education will make a report to the Board of Education with a recommendation, noting SCHEV's recommendation in its report. ~~The Board of Education will approve or deny designation as a Governor's Career and Technical Academy.~~
- 6. The Board of Education will approve or deny designation as a Governor's Career and Technical Academy.
- 6. ~~7.~~ At any point in the process, the applicant may withdraw its proposal from consideration and resubmit at a later time if desired.
- 7. ~~8.~~ The DOE, VCCS, and SCHEV will provide technical assistance to programs during the planning and implementation process as needed.

**PROPOSED
ADMINISTRATIVE PROCEDURES GUIDE FOR THE
ESTABLISHMENT OF A GOVERNOR’S CAREER AND TECHNICAL ACADEMY**

I. Introduction

The Governor’s Career and Technical Academies shall provide expanded options for the general population of students to acquire science, technology, engineering and mathematics (STEM) literacy and other critical knowledge, skills, and credentials that will prepare them for high-demand, high-wage, and high-skills careers in Virginia.

II. The Role of the Department of Education

The Department of Education will act as a resource for these programs, providing technical assistance related to program and curriculum design, instructional strategies, and evaluation.

III. Program Description

Each Governor’s Career and Technical Academy planning committee shall develop cooperatively with local school divisions, business, community, and higher education partners and have available for review and dissemination, a program description that includes the following:

A. Statement of program goals addressing the following criteria:

1. Incorporate rigorous academic content with career and technical instruction;
2. Have an emphasis on STEM career pathways;
3. Develop individualized high school plans to ensure course selections that are aligned with students’ transition and career goals after high school;
4. Ensure that graduates complete a college and work readiness curriculum, minimally at the level specified for Commonwealth Scholars Course of Study (State Scholars Core) with the possibility of pre-approved substitution of equivalent courses where there may be more relevant course selections for a particular career pathway;
5. Be designed (or later adapted) to ensure that graduates will qualify for the new Technical or Advanced Technical Diplomas to be developed by the Board of Education; and
6. Incorporate Virginia’s Workplace Readiness Skills.

B. Statement of program objectives and performance measures to:

1. Improve academic achievement of Academy students;
2. Increase completion of dual enrollment courses;
3. Provide workplace readiness experiences for students through strong partnerships with businesses;
4. Increase high school graduation rates;
5. Reduce dropout rates;
6. Increase enrollment and retention in postsecondary education;

7. Increase the proportion of students completing a college and workplace ready curriculum in high school;
 8. Reduce the proportion of students requiring remediation in college;
 9. Increase the number of industry certifications awarded to high school students; and
 10. Increase the number of graduates employed in high-wage, high-demand and high-skill careers.
- C. Evidence of participation in the Governor’s Exemplary Standards Award Program for Career and Technical Education.
- D. Program and course descriptions
1. At least two well-articulated career pathways must be included that meet the following criteria:
 - a. Each career pathway must include opportunities to earn industry credentials, postsecondary certificates, diplomas or associate degrees while in high school and pursue additional industry credentials and academic degrees at the associate, bachelors and graduate levels. These pathways may be in the same or different career clusters.
 - b. At least one career pathway must be in a field identified by a statewide authority or organization, such as the Virginia Economic Development Partnership or the Virginia Research and Technology Advisory Commission, as a strategic growth area for Virginia. Examples include biosciences, information technology, automotive technology and motor sports, as well as modeling and simulation and nanotechnology.
 - c. At least one career pathway must address regional and local workforce demand in a high-wage, high-skill field as identified by employers and workforce officials.
 - d. Of the two pathways described above, at least one must be in a STEM-related field. This career pathway should drive the innovative capacity of the region and/or the state.
 - e. Additional career pathways may address one of the areas described above, or an area identified by the partnership as an area of interest, growth, or expansion for students in the service area of the Academy.
 2. Academy graduates must achieve one or more of the following benchmarks:
 - a. Earn one or more industry certifications or state occupational licenses, and/or demonstrate competencies on an assessment instrument recognized by postsecondary institutions such as CLEP examinations, collaboratively designed or mutually approved end-of-course tests, college placement tests, or student portfolios reviewed by a team of college and high school faculty; or
 - b. Earn at least 9 transferable college credits as defined in the Early College Scholars program (includes dual enrollment, Advanced Placement and other options); or
 - c. Earn an Associate Degree.

3. Significant work-based experience must be included, such as:
 - a. Additional instruction or training beyond the classroom;
 - b. Cooperative Education;
 - c. Internships;
 - d. Job Shadowing;
 - e. Mentorships;
 - f. Project-based learning;
 - g. Service learning; or
 - h. A combination of the above.

E. Length of program and daily schedule

1. Governor's Career and Technical Academies will be defined by program content, not by the location or delivery system of courses. Courses may be delivered on a high school, technical center or community college campus, online, or in other innovative ways.
2. Governor's Career and Technical Academies may be full day or part-day, academic-year programs.

F. Assurance from the fiscal agent that operating funds and facilities are available to support the Governor's Career and Technical Academy and are adequate to meet the needs of the program.

G. Materials and equipment to be provided to accomplish program goals and objectives.

H. Evidence of an internal evaluation process to effect program improvement, including

1. A review of the Academy's policies, procedures, and outcomes;
2. A review of the program design and instructional delivery;
3. Consideration of feedback from students, staff, parents, the community, and partnership members; and
4. Annual collection and reporting of data to the Department of Education related to student achievement, goal achievement, and other indicators.

IV. Administrative Procedures

Each regional Governor's Career and Technical Academy will maintain procedures developed cooperatively with participating partners that address the following topics:

- A. Partnerships - The role of business and industry, public school divisions, and postsecondary institutions in the partnership. The role of workforce and economic development entities should also be included if they are among the partners.
- B. Student recruitment, selection criteria, and admissions.
- C. Code of student conduct and attendance.

- D. Transportation provided by the school division or consortium that is in compliance with all applicable federal and state regulations.
- E. Staff recruitment, selection, and assignment - The Governor's Career and Technical Academy shall hire staffs who meet the Virginia teacher licensure requirements and/or postsecondary faculty qualifications. Where applicable, they must have industry-specific education with training and experience, including industry certification.
- F. Staff development - The program will provide appropriate staff training in addition to staff planning time.
- G. Staff evaluation – Staff will be evaluated according to the human resources policies of the agency or institution employing Academy personnel.
- H. Parent, student and community involvement
 - 1. Preparation for entering the Academies should begin by eighth grade.
 - 2. Students, parents, teachers, and counselors should work collaboratively to:
 - a. Complete career interest inventories;
 - b. Prepare academic and career plans outlining an intended course of study in high school;
 - c. Review multiple postsecondary pathways and the steps required to pursue them;
 - d. Participate in career assessments to identify areas students should strengthen to qualify for their selected pathways; and
 - e. Discuss available diplomas, seals, and other recognitions, as well as the requirements for admission to specialized programs including Governor's Academies.
- I. Documentation that insurance and other fiscal information will be provided.

V. Evaluation

The Department of Education may conduct a periodic evaluation of each Governor's Career and Technical Academy.

Board of Education Agenda Item

Item: _____ F. _____

Date: November 29, 2007

Topic: Final Review of the Board of Education's 2007 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 18, 2007

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 *2007 Annual Report on the Condition and Needs of Public Schools in Virginia* is attached. At the October 2007 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 *2007 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).

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education adopt the *2007 Annual Report on the Condition and Needs of Public Schools in Virginia* and authorize staff to make any additional technical or editorial changes to the text as may be necessary prior to its distribution and 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.



DRAFT

2007
ANNUAL REPORT ON THE
CONDITION AND NEEDS
OF PUBLIC SCHOOLS IN VIRGINIA

PRESENTED TO
THE GOVERNOR AND
THE GENERAL ASSEMBLY

(DATE)
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**COMMONWEALTH OF VIRGINIA
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(date)

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 *2007 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 *2007 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. With this in mind, 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,

Mark E. Emblidge
President, Board of Education

Statutory Requirement for the Annual Report

The *Code of Virginia*, § 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.

Table of Contents

Members of the Board of Education as of July 1, 2007.....	Page 5
Letter of Transmittal.....	Page 6
Statutory Requirements.....	Page 7
Executive Summary.....	Page 9
The Board of Education’s Vision.....	Page 14
The Board of Education’s Mission.....	Page 14
Summary of the Academic Progress of Virginia’s Students.....	Page 14
The Board of Education’s Plan of Action.....	Page 16
The Board’s Performance Measures: Addressing the Needs of Public Schools.....	Page 17
Compliance with the Requirements of the Standards of Quality.....	Page 22
Compliance with the Standards of Accreditation.....	Page 23
Prescribed Changes to the Standards of Quality.....	Page 24
Closing Statement by the Board of Education.....	Page 26
Appendices.....	Page 27
Appendix A: Statewide Standards of Learning Test Results: 2004-2007	
Appendix B: Measures of Student Progress	
Appendix C: Standards of Quality, as Amended by the 2007 General Assembly	
Appendix D: Divisions Reporting Non-Compliance with Certain Provisions of the Standards of Quality for 2006-2007	
Appendix E: Schools Rated Accreditation Denied, Accredited with Warning, or Conditionally Accredited: 2007	

2007 Annual Report on the Condition and Needs of Public Schools in Virginia

EXECUTIVE SUMMARY

With its comprehensive plan of action as its roadmap, the Board is focused on critical areas of concern: finding new and effective ways to help struggling schools, emphasizing the benefits of early learning programs, eliminating the achievement gap, having a high-quality teacher in every classroom, improving reading and literacy for every student at every grade, and keeping young people in safe, orderly schools until they graduate. For the Board of Education, the goal is clear: All children can achieve at high levels.

Student academic progress: Virginia's public schools and our students continue to show overall academic gains and receive national recognition for achievement and innovation.

Highlights include:

- Seven out of ten of Virginia's public schools met or exceeded increased No Child Left Behind Act (NCLB) achievement objectives in reading and mathematics during the 2006-2007 school year. Overall achievement in both subjects increased compared with the previous year.
- Results from testing in 2006-2007 also showed that high school students increased their achievement on all Standards of Learning (SOL) tests in English reading, English writing, mathematics, history and science required for graduating with a Standard or Advanced Studies diploma.
- Ninety-one percent of Virginia public schools are fully accredited and meeting state standards for student achievement in English, mathematics, history/social science and science based on 2006-2007 assessment results.
- Results from the 2007 National Assessment of Educational Progress (NAEP) show that the reading and mathematics skills of Virginia students continue to improve and that the commonwealth's students remain among the nation's highest achievers in these subjects.
- The College Board this year, in its annual Advanced Placement Report to the Nation, celebrated Virginia's entry into the select handful of states in which 20 percent or more of high school seniors achieve a grade of 3 or better on at least one AP examination. In doing so, The College Board also recognized Virginia for narrowing the "equity gap" and progress for African-American and Hispanic students.
- 2006 marked the third consecutive year in which more of our students graduated with an Advanced Studies Diploma than a Standard Diploma.

Objectives of the Board of Education: The Board of Education’s priorities for action are:

OBJECTIVE 1: The Board of Education will continue to enhance the quality standards for all public schools in Virginia.

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

OBJECTIVE 3: The Board of Education will support accountability for all schools, focusing on assisting chronically low-performing schools and school divisions while recognizing all schools and school divisions as they move towards excellence.

OBJECTIVE 4: The Board of Education will work cooperatively with partners to help ensure that all young children are ready to enter kindergarten with the skills they need for success.

OBJECTIVE 5: The Board of Education will establish policies that support the attainment of literacy skills of all students, kindergarten through grade 12.

OBJECTIVE 6: The Board of Education will establish policies and standards that enhance the preparation, recruitment, and retention of educational personnel, including their meaningful, ongoing professional development.

OBJECTIVE 7: The Board of Education will provide leadership in implementing the provisions of state and federal laws and regulations.

OBJECTIVE 8: The Board of Education will provide leadership to help schools and school divisions ensure a safe and secure environment conducive to facilitating the teaching and learning process.

The Board’s performance measures: The Board outlines its objectives for the coming years, all of which are directed to address the critical areas of need for the public schools in Virginia. The Board’s performance measures are highlighted and include the following:

A Troublesome Achievement Gap: In Virginia, schools in which at least 50 students in a particular subgroup participate in statewide testing are held accountable for purposes of the *No Child Left Behind Act of 2001*. In one-quarter of these schools, pass rates for economically disadvantaged students are more than 10 percent lower than all students in the same schools; in more than half of these schools, pass rates for economically disadvantaged students are more than 5 percentage points lower than the pass rate for all students.

The data are similarly troublesome for schools that are held accountable for minority students. African American and Hispanic students have pass rates that are more than 10 percent lower than all students in 18 and 43 percent of schools, respectively. Furthermore, economically disadvantaged students and minority students are less likely than all students to graduate in four

years. In 2005-2006, 74 percent of all students who enrolled in 9th grade four years earlier graduated. Using the same calculation, only 53 percent of economically disadvantaged students, and 61 and 62 percent of African American and Hispanic students, respectively, graduated in four years.

Safe and Healthy Environments for Students and Teachers: Dealing effectively with the realities of schooling for some children who face difficult personal circumstances such as high poverty, high crime in their neighborhoods, high rates of unhealthy behaviors, poor nutrition, and other circumstances that obstruct their learning at school. The Board of Education must assist local divisions by providing solid, workable guidelines and policies to assist those who are responsible for the health and safety of students and staff while they are at school, on school grounds, on their way to or from school, and involved in school-sponsored activities.

In 2007, the Virginia Department of Education unveiled a new, online resource to help educators and administrators analyze safety data as they develop and review plans to protect children, improve discipline and enhance security. The new Safe Schools Information Resource (SSIR) also broadens public access to school-safety data and provides an easy-to-use tool for creating reports and comparing data for schools and divisions. The Board must continue to stress the importance of successful, community-wide partnerships in the development of procedures and policies that most effectively support healthy, safe, orderly and disciplined school environments.

The Need to Assist Chronically Low-Performing Schools

Aggressive interventions by the Virginia Department of Education and well-defined partnerships between the Board of Education and local schools boards have produced positive results in divisions previously identified as low-performing. Based on student achievement in 2006-2007, 42 schools (2 percent) are considered chronically low performing in the 2007-2008 school year, compared to 58 schools (3 percent) in the previous year. Chronically low-performing schools are defined as those schools that were accredited with warning for three consecutive years. In the fourth year, schools could move to the following status:

- Fully accredited
- Accreditation withheld (rating shall not be awarded after 2006/2007, based on tests administered in 2005-2006)
- Conditionally accredited
- Accreditation denied
- School closed

Schools that become fully accredited after being warned for three consecutive years are no longer considered chronically low-performing. Schools that are not fully accredited after three years of being accredited with warning are considered chronically low-performing, even if accreditation status is conditional or withheld.

Preparation, Recruitment, and Retention of Educational Personnel

Virginia is proud that 97 percent of all teachers are highly qualified. Moreover, in 2006-2007 the state retained 89 percent of the workforce from the previous year, and 82 percent had been retained for three or more years. Nonetheless, America faces a looming teacher shortage that

some have called a "demographic train wreck." Rising student enrollments and record teacher retirements will require the nation to hire 2.2 million new teachers over the next decade. Of course, these teachers must be talented, caring, and well prepared. Schools in some geographic areas already are unable to recruit enough talented teachers, particularly in fields such as math, science and special education.

Recruiting Minority Teachers

The gap between the diversity of students in the schools and the ethnic characteristics of the teaching force poses a key question: will teachers reflect the tremendous diversity of the students they will serve? Not without a concerted effort. In Virginia, 13 percent of teachers are black or African-American and 2 percent are Hispanic, compared with approximately 26 and 8 percent of students, respectively.

High-Quality Preschool Programs

The number of school divisions participating in the Virginia Preschool Initiative has grown from 75 in the 2001-2002 school year, to 106 in the 2007-2008 school year. As well, the number of children served has grown from 5,966 in the 2001-2002 school year to 13,116 children being served in 2007-2008. Despite this growth, the number of at-risk four-year olds in Virginia continues to grow. Without providing high quality preschool to all at-risk four-year olds, thousands of at-risk five-year old children will continue enter kindergarten without adequate preparation to be fully ready to learn.

Literacy Skills Are Critical to Success

In 2006-2007, 80 percent of Virginia's third grade students passed the Standards of Learning assessments, compared to 84 percent in the previous year. As well, 80 percent of eighth grade students passed the statewide reading test in 2006-2007. Given the critical importance of literacy skills for life success, it is critical that the Board continue to emphasize literacy, and that the Commonwealth come together to ensure that 20 percent of students are not headed for failure due to poor literacy skills.

Compliance with the Standards of Quality: Fifty-seven school divisions reported full compliance with the SOQ. Non-compliance was most frequently reported for Standard 2 (Instructional, administrative, and support personnel) and Standard 3 (Accreditation, other standards and evaluation). The full list of divisions reporting non-compliance with SOQ provisions is shown in Appendix D.

Compliance with the Standards of Accreditation: Ninety-one percent of the schools in Virginia meet the full accreditation standards. Those failing to meet all provisions of the SOA are shown in Appendix E.

Prescribed changes to the SOQ: During the past several years, the Board of Education has prescribed changes to the Standards of Quality, all of which are important policy changes for the improvement of Virginia's public school system. Many of the recommended changes have been enacted and funded by the General Assembly. Several additional recommendations remain unfunded at this point, and the Board of Education has reaffirmed its position by asking the 2008 General Assembly to again take these provisions under consideration.

2007 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 Superintendent of Public Instruction, in cooperation with their partners, is to create an excellent statewide system of public education that derives strength from our diversity and that ensures equality of opportunity for each student in a safe and healthy learning environment that prepares all students to be capable, responsible, and self-reliant citizens in the global society.

The Board of Education's Mission

The mission of the Board of Education and Superintendent of Public Instruction, in cooperation with their partners, is to set education policy and provide leadership that improves the achievement of all students by advocating for effective programs that address individual and diverse learning needs of students, establishes high standards and has high expectations for learning, measures student performance, provides accountability to the public, and promotes a culture of lifelong learning.

Summary of the Academic Progress of Virginia's Students

The *Code of Virginia* requires that the Board of Education report on the academic performance of Virginia's students. Detailed information on statewide testing program results and other data on schools and students is contained in Appendices A and B. Highlights of the academic progress of Virginia's schools and the performance of our students are as follows:

Virginia's public schools and our students continue to show overall academic gains and receive national recognition for achievement and innovation. Highlights include:

- Seven out of ten of the commonwealth's public schools met or exceeded increased No Child Left Behind Act (NCLB) achievement objectives in reading and mathematics during the 2006-2007 school year. Overall achievement in both subjects increased compared with the previous year.
- Results from testing in 2006-2007 also showed that high school students increased their achievement on all Standards of Learning (SOL) tests in English reading, English writing, mathematics, history and science required for graduating with a Standard or Advanced Studies diploma.
- Ninety-one percent of Virginia public schools are fully accredited and meeting state standards for student achievement in English, mathematics, history/social science and science based on 2006-2007 assessment results.
- Results from the 2007 National Assessment of Educational Progress (NAEP) show that the reading and mathematics skills of Virginia students continue to improve and that the commonwealth's students remain among the nation's highest achievers in these subjects.

- The U.S. Department of Education (USED) recognized Virginia in 2007 as one of a handful of states whose implementation of the Individuals with Disabilities Education Act (IDEA) meets the requirements of the law.
- The Department of Education in 2007 unveiled a new, online resource to help educators and administrators analyze safety data as they develop and review plans to protect children, improve discipline and enhance security. The new Safe Schools Information Resource (SSIR) also broadens public access to school-safety data and provides an easy-to-use tool for creating reports and comparing data for schools and divisions.
- *Education Week*, in its January “Quality Counts 2007” report, labeled Virginia students as the most likely to succeed in the nation. Education Week stated that the typical student in the Commonwealth – quoting now – “enjoys higher achievement and is more likely to finish high school and continue on to college than in other states.”
- This same publication, in its “Technology Counts 2007” report, awarded Virginia an “A-minus” for its use of technology to support learning. Only one other state received a higher grade.
- The College Board this year, in its annual Advanced Placement Report to the Nation, celebrated Virginia’s entry into the select handful of states in which 20 percent or more of high school seniors achieve a grade of 3 or better on at least one AP examination.
- The College Board also recognized Virginia for narrowing the “equity gap” for African-American students. The equity gap is the difference between enrollment and representation in AP courses. Hispanic participation in AP courses and testing also has increased dramatically.
- 2006 marked the third consecutive year in which more of our students graduated with an Advanced Studies Diploma than a Standard Diploma.
- The average ACT score among Virginia high school graduates increased significantly last year as the number of test-takers in the state continued to rise.
- The influential Thomas B. Fordham Institute last year awarded Virginia an “A” for its coverage of world history in the History and Social Science Standards of Learning (SOL) and praised the standards as “a model of clarity.” The Fordham institute previously awarded our U.S. History standards a “B” based on a review that did not include the supporting curriculum framework.

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: 2007-2012*, 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:

OBJECTIVE 1: The Board of Education will continue to enhance the quality standards for all public schools in Virginia.

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

OBJECTIVE 3: The Board of Education will support accountability for all schools, focusing on assisting chronically low-performing schools and school divisions while recognizing all schools and school divisions as they move towards excellence.

OBJECTIVE 4: The Board of Education will work cooperatively with partners to help ensure that all young children are ready to enter kindergarten with the skills they need for success.

OBJECTIVE 5: The Board of Education will establish policies that support the attainment of literacy skills of all students, kindergarten through grade 12.

OBJECTIVE 6: The Board of Education will establish policies and standards that enhance the preparation, recruitment, and retention of educational personnel, including their meaningful, ongoing professional development.

OBJECTIVE 7: The Board of Education will provide leadership in implementing the provisions of state and federal laws and regulations.

OBJECTIVE 8: The Board of Education will provide leadership to help schools and school divisions ensure a safe and secure environment conducive to facilitating the teaching and learning process.

Specific strategies to be used by the Board of Education to meet the above objectives may be found in the Board of Education's *Comprehensive Plan for 2007-2012*. This document may be viewed at: http://www.doe.virginia.gov/VDOE/VA_Board/comprehensiveplan.pdf

The Board's Performance Measures: Addressing the Needs of Virginia's Public Schools

The Board of Education's *Comprehensive Plan for 2007-2012* contains eight objectives for action to address the needs of the public schools in Virginia. Along with each objective is an outline of specific strategies to be implemented to accomplish the objective. Also included is a description of various measures that will be used to help the Board determine its progress toward meeting the objectives. The objectives were set by the Board to address the complex challenges that impact our schools and our young people. The following information provides an overview of where we stand in meeting those objectives.

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

The Board of Education regularly reviews and revises the Standards of Quality (SOQ), Standards of Accreditation (SOA), and Standards of Learning (SOL). Throughout this process, the Board collects data and information that supports its ability to thoughtfully and deliberately make revisions that are designed to enhance the quality of the standards to which Virginia's students are held. As outlined above, the Board has continued to advocate for adoption and funding for the prescribed revisions to the SOQ.

In addition, the SOA is currently under revision to address the need to clearly define the requirements for the technical diplomas and to outline the graduation rate requirements to be placed on local schools.

During 2007, the Board adopted revised Standards of Learning for a new, optional high school mathematics course and for English Language Proficiency. The Board initiated a review of SOLs for History and Social Science, Driver Education, Health Education, and Physical Education. In addition, the Board approved the *Curriculum Framework for Algebra, Functions, and Data Analysis Standards of Learning* and established a schedule for adopting mathematics, English, Science, and Foreign Language textbooks and instructional materials.

Also on the academic standards front, in January 2007 the Board of Education authorized the Virginia Department of Education to conduct studies to determine factors contributing to students' success in postsecondary education. As part of that work, the Department of Education requested ACT and The College Board to independently evaluate the alignment between their respective standards for college success and Virginia's Standards of Learning in mathematics and English language arts in grades 6-12. In September, the Board accepted reports prepared by ACT and The College Board. Both reports concluded that Virginia's mathematics and English standards showed strong alignment with their respective postsecondary readiness standards. In both studies, there was stronger alignment with Virginia's mathematics standards than there was in English. Both organizations provided recommendations that will be provided to the Board of Education standards review committees for consideration when the respective standards are reviewed and revised.

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

One of the Board's primary objectives for action is to eliminate the achievement gap. The need for all students to have ever-increasing levels of skills and knowledge—including career and technical skills—presents the particular challenge to address the needs of students for whom achievement gaps persist: children of poverty, students who possess limited English proficiency, students who represent racial and ethnic minorities, and students at-risk of academic failure.

In Virginia, schools in which at least 50 students in a particular subgroup participate in statewide testing are held accountable for purposes of the *No Child Left Behind Act of 2001*. In one-quarter of these schools, pass rates for economically disadvantaged students are more than 10 percent lower than all students in the same schools; in more than half of these schools, pass rates for economically disadvantaged students are more than 5 percentage points lower than the pass rate for all students.

The data are similarly troublesome for schools that are held accountable for minority students. African American and Hispanic students have pass rates that are more than 10 percent lower than all students in 18 and 43 percent of schools, respectively. Furthermore, economically disadvantaged students and minority students are less likely than all students to graduate in four years. In 2005-2006, 74 percent of the total number of students enrolled in 9th grade four years earlier graduated. Using the same calculation, only 53 percent of economically disadvantaged students, and 61 and 62 percent of African American and Hispanic students, respectively, graduated in four years.

The Board must lead the Commonwealth to ensure that all school personnel and all of Virginia's communities recognize, believe, and commit themselves to ensuring that all students, regardless of personal circumstances, learn and grow to become capable, responsible, and self-reliant citizens.

Objective 3: The Board of Education will support accountability for all schools, focusing on assisting chronically low-performing schools and school divisions while recognizing all schools and school divisions as they move towards excellence.

The Standards of Learning program has produced such significant and widespread increases in student achievement that the Virginia Board of Education is able to focus more of its attention and resources on school divisions that have not shared in this success. Aggressive interventions by the Virginia Department of Education and well-defined partnerships between the Board of Education and local schools boards have produced positive results in districts previously identified as low performing.

The Need to Assist Chronically Low-Performing Schools

Another of the Board's key objectives is 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.

What is a chronically low-performing school? In Virginia, chronically low-performing schools are defined as those schools that were accredited with warning for three consecutive years. Based on student achievement in 2006-2007, 42 schools (2 percent) are considered chronically low performing in the 2007-2008 school year, compared to 58 schools (3 percent) in the previous year. In the fourth year, schools could move to the following status:

- Fully accredited
- Accreditation withheld (rating shall not be awarded after 2006-2007, based on tests administered in 2005-2006)
- Conditionally accredited
- Accreditation denied
- School closed

Schools that become fully accredited after being warned for three consecutive years are no longer considered chronically low-performing. Schools that are not fully accredited after three years of being accredited with warning are considered chronically low-performing, even if accreditation status is conditional or withheld.

Petersburg City Public Schools

In the most aggressive intervention to date, the Petersburg School Board agreed in November 2006 to a memorandum of understanding (MOU) with the Board of Education and a corrective action plan including the following goals for 2006-2007:

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

The Board's Committee on School and Division Accountability has met with Petersburg's superintendent and board chair several times this past year in order to monitor progress toward the goals of the MOU. To date, the Petersburg officials report that they have fully met one of the goals: Maintain progress in high school English. While the Board of Education notes the progress being made is in the right direction, much more needs to be accomplished. The Board has endorsed 13 recommendations to be implemented immediately in the Petersburg schools:

- Use the Algebra Readiness Diagnostic Test
- Provide benchmark testing at all grade levels and all subjects, review results, adjust instruction, and provide remediation when needed.
- Implement the Voyager program as designed in elementary schools.
- Implement TeachFirst© as designed in all elementary schools.
- Design and implement a program of support for long-term substitute teachers and provisional teachers throughout the division, prioritize at the middle and high school in the four core content areas.

- Use Project Graduation to support students in achieving verified credits needed for graduation.
- Use the results of PALS to provide tutoring as required for the use of the Early Reading Initiative funding.
- Implement early childhood programs using the Pre-K PALS data.
- Develop effective remediation programs, retesting students often to ensure that mastery of skills is taking place.
- Utilize middle school mathematics corps teachers as mathematics coaches at both middle schools for weak teachers, provisional teachers, and long-term substitutes.
- Work with department staff to develop a reporting form for the Virginia Board of Education using certain indicators to evaluate the implementation of certain processes.

The Petersburg staff has also agreed to participate in regularly scheduled meetings, at least monthly, with the alternative governance committee at Vernon Johns Middle School.

The Board will continue to monitor the progress toward the goals set in the MOU with the Petersburg City Public Schools.

Additional School Improvement Activities

Sussex County Public Schools, Lee County Public Schools, and Richmond City Public Schools underwent a voluntary division-level academic review in 2004. Since that time, Sussex County Public Schools has made good progress. Lee County has met all of the objectives of its corrective action plan and was released by the Board from the division-level academic review process in 2006.

Richmond Public Schools was released from the division-level academic review process in February 2007 after 42 out of the city's 49 schools earned full accreditation. Technical assistance from VDOE is now focused on the seven Richmond schools still not meeting state and federal standards for achievement.

Objective 4: The Board of Education will work cooperatively with partners to help ensure that all young children are ready to enter kindergarten with the skills they need for success.

The Board will continue to work closely with partners, such as other state agencies and private providers, to determine the best ways to provide early childhood education programs that are of high quality and that will enhance school readiness. The number of school divisions participating in the Virginia Preschool Initiative has grown from 75 in the 2001-2002 school year, to 106 in the 2007-2008 school year. As well, the number of children served has grown from 5,966 in the 2001-2002 school year to 13,116 children being served in 2007-2008. Despite this growth, the number of at-risk four-year olds unserved by quality programs continues to grow. Without providing high quality preschool to all at-risk four-year olds, thousands of at-risk five-year old children will continue enter kindergarten without adequate preparation to be fully ready to learn.

Objective 5: The Board of Education will establish policies that support the attainment of literacy skills of all students, kindergarten through grade 12.

The Board will work to help 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. In 2006-2007, 80 percent of Virginia's third grade students passed the Standards of Learning assessments, compared to 84 percent in the previous year. As well, 80 percent of eighth grade students passed the statewide reading test in 2006-2007. Given the critical importance of literacy skills for life success, it is critical that the Board continues to emphasize literacy, and that the Commonwealth come together to ensure that 20 percent of students are not headed for failure due to poor literacy skills.

Objective 6: The Board of Education will establish policies and standards that enhance the preparation, recruitment, and retention of educational personnel, including their meaningful, ongoing professional development.

The Board will assist local divisions to recruit and retain a strong, well qualified teaching force. Virginia is proud that 97 percent of all teachers are highly qualified. As well, in 2006-2007, the state retained 89 percent of the workforce from the previous year, and 82 percent had been retained for three or more years. Nonetheless, America faces a looming teacher shortage that some have called a "demographic train wreck." Rising student enrollments and record teacher retirements will require the nation to hire 2.2 million new teachers over the next decade. Of course, these teachers must be talented, caring, and well prepared. Schools in some geographic areas already are unable to recruit enough talented teachers, particularly in fields such as math, science and special education.

Recruiting Minority Teachers

The Board will assist school divisions to recruit well qualified minority teachers. Both the National Commission for Excellence in Teacher Education and the Carnegie Task Force on Teaching as a Profession warned that the decline in the number of minority teachers has serious consequences for both minority and majority children. The race and background of teachers "influence children's attitudes toward school, their views of their own and others intrinsic worth," the Carnegie report stated.

The gap between the diversity of students in the schools and the ethnic characteristics of the teaching force poses a key question: will teachers reflect the tremendous diversity of the students they will serve? Not without a concerted effort. In Virginia, 13 percent of teachers are African-American and 2 percent are Hispanic, compared with approximately 26 and 8 percent of students, respectively.

Objective 7: The Board of Education will provide leadership in implementing the provisions of state and federal laws and regulations.

One of the Board's priorities is to fulfill its obligations to meet the requirements of state and federal laws and regulations, and to assist local divisions, where necessary, to do the same. The Board, through the work of its School and Division Level Accountability Committee, has kept its fingers on the pulse of the reauthorization status of the *No Child Left Behind Act of 2001*. This has been a time-consuming task, but one that is critically important. While the Congress' reauthorization moves have apparently now stalled for 2007, the Board continues to monitor the regulations closely and to advocate for the modifications and waivers that it has requested of the

US Department of Education. A summary of the Board's position in this matter may be viewed in the minutes of the accountability committee:

http://www.vdoe.vi.virginia.gov/boe/committees/standing_committees/accountability/2007/minutes0227.pdf

In 2007, the Board initiated a revision to the *Regulations Governing Special Education Programs for Students with Disabilities in Virginia*. The revisions are in response to the recent federal reauthorization of the law and regulations governing programs for students with disabilities.

Objective 8: The Board of Education will provide leadership to help schools and school divisions ensure a safe and secure environment conducive to facilitating the teaching and learning process.

A high priority for the Board is to assist school divisions in dealing effectively with the realities of schooling for some children who face difficult personal circumstances such as high poverty, high crime in their neighborhoods, high rates of unhealthy behaviors, poor nutrition, and other circumstances that obstruct their learning at school. The Board of Education must assist local divisions by providing solid, workable guidelines and policies to assist those who are responsible for the health and safety of students and staff while they are at school, on school grounds, on their way to or from school, and involved in school-sponsored activities.

In 2007, the Virginia Department of Education unveiled a new, online resource to help educators and administrators analyze safety data as they develop and review plans to protect children, improve discipline and enhance security. The new Safe Schools Information Resource (SSIR) also broadens public access to school-safety data and provides an easy-to-use tool for creating reports and comparing data for schools and divisions. The Board must continue to stress the importance of successful, community-wide partnerships in the development of procedures and policies that most effectively support healthy, safe, orderly and disciplined school environments.

Compliance with the Requirements of the Standards of Quality

Section 22.1-18 of the *Code of Virginia* requires the Board of Education to “identify any school divisions and the specific schools therein which have failed to establish and maintain schools meeting the existing prescribed standards of quality.”

Fifty-seven divisions reported full compliance with the provisions of the SOQ. Appendix D contains a list of school divisions that have reported non-compliance with any of the provisions of the SOQ, and Appendix E lists the individual schools within the divisions that have failed to meet Standard 3 of the SOQ, which requires all schools to be accredited.

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. The data are for the 2006-2007 school year and for the Standards of Quality that were in effect as of July 1, 2006.

Compliance with the Requirements of the Standards of Accreditation

Ninety-one percent of Virginia public schools are fully accredited and meeting state standards for student achievement in English, mathematics, history/social science and science based on 2006-2007 assessment results. Students in 1,686 of the commonwealth's 1,843 schools met or exceeded state achievement objectives on Standards of Learning (SOL) tests and other statewide assessments in the four core academic areas last year. The percentage of schools meeting or exceeding state accreditation standards was unchanged from the previous year. Ninety-six percent of Virginia's elementary schools and 97 percent of the commonwealth's high schools are now fully accredited.

Sixty-nine percent, or 218, of Virginia's 314 middle schools are fully accredited. This includes 19 middle schools that are now fully accredited that last year were warned only in mathematics. Mathematics achievement increased in 275 middle schools during 2006-2007.

Divisions in which All Schools are Rated Fully Accredited

Sixty-nine of Virginia's 132 school divisions have no schools on the state's academic warning list, compared with 63 last year. See Appendix E for a list of the 69 divisions.

Accreditation Denied

Four schools in Petersburg City Public Schools have been denied accreditation for a second consecutive year because of continued low student achievement. These schools and areas of deficiency are as follows:

- A.P. Hill Elementary (English, mathematics and science)
- J.E.B. Stuart Elementary (English, mathematics, history/social science and science)
- Peabody Middle (English, mathematics, history/social science and science)
- Petersburg High (Mathematics and science)

A fifth Petersburg school, Vernon Johns Middle, was denied accreditation for the first time because of low achievement in English, mathematics and history/social science.

Accredited with Warning

The number of schools accredited with warning decreased to 102, compared with 138 last year. Forty-six schools that were on academic warning last year achieved full accreditation, including 19 elementary schools, 24 middle schools, one high school and two combined schools. Forty-five schools slipped from full accreditation to accredited with warning. See Appendix E for the list of schools rated accredited with warning.

Conditional Accreditation

The Board of Education granted conditional accreditation to 28 schools that are in the process of implementing reconstitution plans after not meeting accreditation standards for four consecutive years. Schools that are granted conditional accreditation have three years to raise student achievement to state standards and must apply annually for this rating. Twenty newly opened schools are automatically rated as conditionally accredited. See Appendix E for a list of schools rated conditionally accredited.

How Ratings are Determined

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 2006 and the spring of 2007, 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 3-5 is required for full accreditation. Elementary schools also must achieve accreditation pass rates of at least 70 percent in mathematics, grade-5 science and grade-5 history, and pass rates of at least 50 percent in grade-3 science and grade-3 history.

Accreditation ratings 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.

Prescribed Changes to the Standards of Quality

The Board of Education's Committee on the Standards of Quality, under the chairmanship of Dr. Gary L. Jones, has led in the Board's efforts to upgrade the SOQ. 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, 2006, and 2007 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. They 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.

The Board recommended additional policy changes in 2006 that have not yet been enacted or funded by the General Assembly. They are as follows:

- Require one full-time instructional position for each 1,000 students in grades kindergarten through eight to serve as the mathematics teacher specialist.
- 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.

As in previous years, the Board has reaffirmed its request that the Governor and the 2008 General Assembly renew their consideration of certain provisions that have been recommended by the board in recent years and that are yet to be funded. Such provisions have a total estimated state cost of \$184.4 million for FY 2009 and \$186.3 million in FY 2010.

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 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.

All Virginians should be proud of what our teachers and students are accomplishing together. So much has been achieved in a relatively short period of time, such as:

- For a fourth consecutive year, the percentage of Virginia students graduating with an Advanced Studies Diploma increased and the number of advanced diplomas awarded was greater than the number of Standard Diplomas.
- Ninety-one percent of Virginia public schools are fully accredited and meeting state standards for student achievement in English, mathematics, history/social science and science based on 2006-2007 assessment results.
- Sixty-nine of Virginia's 132 school divisions have no schools on the state's academic warning list, compared with 63 last year.
- The number of AP exams taken by Virginia public school students who qualified for college credit rose by 12.3 percent, compared with 9.3 percent for public school students nationwide.
- The number of African-American public school students in Virginia taking at least one AP examination rose 11.4 percent in 2007. More Hispanic students also are taking AP courses and qualifying for college credit.

The encouraging results we have seen so far, 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 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. The challenges are huge, but so are the opportunities for a better life through a better education for all of our citizens now and in the future.

Appendices

**Appendix A:
Statewide Standards of Learning Test Results: 2004-2005 through 2006-2007**

**Appendix B:
Measures of Student Progress**

**Appendix C:
Standards of Quality, as Amended by the 2007 General Assembly**

**Appendix D:
List of Public Schools Rated Accreditation Denied, Accredited with Warning, or
Conditionally Accredited for 2007**

**Appendix E:
Divisions Reporting Non-Compliance with Certain Provisions of the
Standards of Quality for 2006-2007**

Appendix A:
Statewide Standards of Learning Test Results for 2004-2005 through 2006-2007

Reported by NCLB Subgroups

**Overview of Statewide Results in English and Mathematics:
2004-2005 through 2006-2007**

	2004-2005	2005-2006	2006-2007
Student Subgroup	Passed	Passed	Passed
English Performance			
All Students	81	84	85
African American Students	70	73	76
Hispanic Students	73	76	72
White Students	87	89	90
Students with Disabilities	56	64	62
Students Identified as Disadvantaged	69	73	73
Limited English Proficient Students	70	72	67
Mathematics Performance			
All Students	84	76	80
Students	73	62	68
Hispanic Students	77	66	70
White Students	89	81	85
Students with Disabilities	61	53	58
Students Identified as Disadvantaged	74	62	67
Limited English Proficient Students	77	65	70

	2004-2005			2005-2006			2006-2007		
Student Subgroup	Adv	Prof	Pass	Adv	Prof	Pass	Adv	Prof	Pass
English: Reading: Grade 3									
All Students	19	58	77	39	45	84	37	44	80
Female Students	21	59	80	40	45	85	39	44	83
Male Students	16	57	73	37	45	82	35	44	78
Black Students	10	56	67	24	49	73	22	49	71
Hispanic Students	9	59	68	22	57	79	21	44	65
White Students	23	59	82	47	41	88	45	42	87
Asian Students	26	58	84	44	46	90	43	42	85
American Indian Students	18	58	76	40	47	86	39	42	81
Other Students	20	60	80	41	43	84	37	45	82
Students with Disabilities	9	44	54	25	45	71	24	39	62
Students Identified as Disadvantaged	9	56	65	23	51	74	22	47	69
Limited English Proficient Students	8	59	68	17	60	77	18	43	62
Students Identified as Migrant	9	55	65	12	59	71	22	49	71
Mathematics: Grade 3									
All Students	52	36	88	52	38	90	48	41	89
Female Students	52	36	88	51	39	90	48	41	89
Male Students	53	35	88	52	37	89	49	40	89
Black Students	33	46	79	32	50	82	31	50	81
Hispanic Students	37	45	82	38	47	85	34	49	84
White Students	61	31	92	61	33	93	57	36	93
Asian Students	66	28	94	68	27	95	65	30	95
American Indian Students	50	38	88	54	38	92	49	39	88
Other Students	57	34	90	57	34	91	48	41	89
Students with Disabilities	31	42	73	32	43	75	31	43	74
Students Identified as Disadvantaged	35	45	80	35	48	83	32	49	81
Limited English Proficient Students	37	45	82	38	47	85	34	50	83
Students Identified as Migrant	39	41	80	31	53	83	34	55	89

	2004-2005			2005-2006			2006-2007		
	Adv	Prof	Pass	Adv	Prof	Pass	Adv	Prof	Pass
Science: Grade 3									
All Students	42	47	89	40	50	90	39	49	88
Female Students	40	49	89	38	52	90	37	51	88
Male Students	44	45	89	42	48	90	41	48	89
Black Students	23	56	80	21	60	81	19	59	79
Hispanic Students	26	54	81	23	61	84	25	56	81
White Students	51	42	93	50	45	95	49	44	93
Asian Students	48	45	93	44	50	94	47	46	93
American Indian Students	42	48	90	41	50	91	34	56	91
Other Students	45	46	91	43	50	92	38	50	89
Students with Disabilities	28	48	76	27	50	77	26	48	74
Students Identified as Disadvantaged	25	55	80	23	59	82	23	57	80
Limited English Proficient Students	24	57	80	18	64	82	22	57	80
Students Identified as Migrant	19	58	77	20	67	87	19	61	80
History and Social Science: Grade 3									
All Students	52	38	89	57	34	91	64	29	92
Female Students	51	39	90	57	35	92	64	29	93
Male Students	53	36	89	57	33	91	64	28	92
Black Students	35	47	82	41	44	85	48	40	87
Hispanic Students	36	47	83	42	43	85	49	38	87
White Students	60	33	93	65	29	94	72	23	95
Asian Students	62	32	94	67	28	95	75	21	96
American Indian Students	55	33	89	56	37	93	59	35	94
Other Students	56	36	92	61	31	92	61	30	91
Students with Disabilities	32	44	76	35	42	78	41	38	79
Students Identified as Disadvantaged	34	48	81	39	45	84	47	39	86
Limited English Proficient Students	35	47	82	38	46	85	47	40	87
Students Identified as Migrant	28	54	82	39	50	89	48	44	92

	2004-2005			2005-2006			2006-2007		
	Adv	Prof	Pass	Adv	Prof	Pass	Adv	Prof	Pass
English: Reading: Grade 4									
All Students	-	-	-	42	45	86	47	40	87
Female Students	-	-	-	43	45	88	49	40	89
Male Students	-	-	-	40	45	85	45	41	86
Black Students	-	-	-	27	51	78	32	48	80
Hispanic Students	-	-	-	24	56	80	31	46	77
White Students	-	-	-	50	41	90	55	37	91
Asian Students	-	-	-	48	44	92	56	36	92
American Indian Students	-	-	-	41	46	86	52	41	93
Other Students	-	-	-	45	43	88	50	39	88
Students with Disabilities	-	-	-	26	46	72	29	41	69
Students Identified as Disadvantaged	-	-	-	25	53	77	30	48	78
Limited English Proficient Students	-	-	-	20	59	79	26	47	74
Students Identified as Migrant	-	-	-	5	70	75	22	58	80

	2004-2005			2005-2006			2006-2007		
	Adv	Prof	Pass	Adv	Prof	Pass	Adv	Prof	Pass
Mathematics: Grade 4									
All Students	-	-	-	34	44	77	37	44	81
Female Students	-	-	-	32	45	77	36	45	81
Male Students	-	-	-	35	43	78	39	42	81
Black Students	-	-	-	18	46	64	22	47	69
Hispanic Students	-	-	-	20	45	65	23	47	70
White Students	-	-	-	41	43	84	44	42	86
Asian Students	-	-	-	49	37	87	52	38	91
American Indian Students	-	-	-	33	44	78	40	45	85
Other Students	-	-	-	37	44	80	39	43	83
Students with Disabilities	-	-	-	20	38	59	23	39	62
Students Identified as Disadvantaged	-	-	-	18	45	64	22	47	69
Limited English Proficient Students	-	-	-	20	44	63	23	46	69
Students Identified as Migrant	-	-	-	6	51	57	23	49	72

English: Reading: Grade 5									
All Students	29	56	85	42	45	87	36	51	87
Female Students	33	55	88	44	45	89	38	51	89
Male Students	26	56	83	40	45	85	34	51	85
Black Students	15	60	75	24	53	77	21	59	80
Hispanic Students	15	66	81	26	55	81	21	54	74
White Students	37	53	90	50	41	91	43	48	91
Asian Students	35	57	92	51	42	93	45	45	90
American Indian Students	32	58	90	41	48	89	31	60	91
Other Students	33	55	88	46	43	89	39	50	89
Students with Disabilities	13	52	65	23	49	72	21	47	68
Students Identified as Disadvantaged	14	61	75	25	53	78	21	57	77
Limited English Proficient Students	11	68	80	22	58	81	18	52	70
Students Identified as Migrant	10	56	65	17	50	67	19	49	68

	2004-2005			2005-2006			2006-2007		
	Adv	Prof	Pass	Adv	Prof	Pass	Adv	Prof	Pass
English: Writing: Grade 5									
All Students	37	54	91	32	57	89	26	63	89
Female Students	44	50	94	39	53	92	33	60	93
Male Students	30	58	88	25	60	85	20	66	86
Black Students	23	64	87	20	63	82	15	68	83
Hispanic Students	26	60	86	20	60	80	16	68	84
White Students	43	50	94	37	54	92	31	61	92
Asian Students	53	42	95	45	49	94	41	54	95
American Indian Students	39	56	95	31	54	85	20	67	87
Other Students	42	50	92	30	59	89	31	60	91
Students with Disabilities	13	56	69	9	52	61	8	55	63
Students Identified as Disadvantaged	20	64	84	17	63	80	14	68	81
Limited English Proficient Students	19	62	81	18	59	78	15	67	82
Students Identified as Migrant	12	64	75	21	50	71	10	65	75
Mathematics: Grade 5									
All Students	25	55	81	45	38	83	48	38	87
Female Students	25	57	82	46	39	84	49	39	88
Male Students	26	54	79	44	37	82	48	37	86
Black Students	12	57	69	30	44	74	35	45	80
Hispanic Students	15	57	72	33	41	74	34	44	78
White Students	31	55	86	52	36	87	55	35	90
Asian Students	42	49	90	61	30	91	64	30	93
American Indian Students	25	56	81	44	41	85	46	38	85
Other Students	29	53	82	46	39	85	48	39	87
Students with Disabilities	11	44	55	25	38	63	29	40	70
Students Identified as Disadvantaged	13	56	69	30	43	73	34	44	78
Limited English Proficient Students	16	54	70	32	40	72	34	44	78
Students Identified as Migrant	12	48	60	38	27	65	34	46	80

	2004-2005			2005-2006			2006-2007		
	Adv	Prof	Pass	Adv	Prof	Pass	Adv	Prof	Pass
Science: Grade 5									
All Students	15	66	81	23	62	85	25	63	88
Female Students	14	67	80	20	63	83	22	65	87
Male Students	17	66	82	26	61	86	27	61	88
Black Students	6	61	67	10	62	72	11	67	78
Hispanic Students	7	63	70	11	64	75	14	65	79
White Students	20	68	88	29	61	91	31	61	93
Asian Students	19	69	88	31	60	91	33	60	93
American Indian Students	13	74	87	20	66	86	25	64	89
Other Students	16	67	83	22	64	87	25	64	89
Students with Disabilities	10	52	62	15	51	66	15	55	70
Students Identified as Disadvantaged	7	61	68	11	62	73	12	66	78
Limited English Proficient Students	6	61	67	10	62	72	12	64	76
Students Identified as Migrant	9	50	59	9	55	64	6	65	70
English: Reading: Grade 6									
All Students	-	-	-	38	45	83	37	47	84
Female Students	-	-	-	41	46	86	40	47	87
Male Students	-	-	-	35	45	80	34	48	82
Black Students	-	-	-	19	52	71	22	53	75
Hispanic Students	-	-	-	23	52	75	20	51	71
White Students	-	-	-	46	42	89	45	45	90
Asian Students	-	-	-	51	41	91	48	43	92
American Indian Students	-	-	-	35	49	84	41	47	87
Other Students	-	-	-	44	42	86	37	47	84
Students with Disabilities	-	-	-	20	41	60	20	40	60
Students Identified as Disadvantaged	-	-	-	19	51	71	21	52	72
Limited English Proficient Students	-	-	-	18	53	71	16	50	67
Students Identified as Migrant	-	-	-	13	41	54	16	46	62

	2004-2005			2005-2006			2006-2007			
Mathematics: Grade 6	Adv	Prof	Pass	Adv	Prof	Pass	Adv	Prof	Pass	
All Students	-	-	-	17	35	51	49	39	60	40
Female Students	-	-	-	16	35	52	48	40	61	39
Male Students	-	-	-	17	34	51	49	38	60	40
Black Students	-	-	-	7	27	34	66	34	44	56
Hispanic Students	-	-	-	9	30	39	61	35	48	52
White Students	-	-	-	21	39	60	40	42	69	31
Asian Students	-	-	-	34	39	73	27	39	80	20
American Indian Students	-	-	-	15	38	52	48	44	63	37
Other Students	-	-	-	23	34	57	43	36	60	40
Students with Disabilities	-	-	-	10	20	30	70	25	39	61
Students Identified as Disadvantaged	-	-	-	7	27	34	66	33	44	56
Limited English Proficient Students	-	-	-	11	29	39	61	32	46	54
Students Identified as Migrant	-	-	-	9	27	36	64	34	52	48
History and Social Science (Alternate Assessment): Grade 6										
All Students	-	-	-	-	-	-	-	18	91	9
Female Students	-	-	-	-	-	-	-	20	92	8
Male Students	-	-	-	-	-	-	-	17	90	10
Black Students	-	-	-	-	-	-	-	18	90	10
Hispanic Students	-	-	-	-	-	-	-	19	92	8
White Students	-	-	-	-	-	-	-	19	93	7
Asian Students	-	-	-	-	-	-	-	11	89	11
American Indian Students	-	-	-	-	-	-	-	<	<	<
Other Students	-	-	-	-	-	-	-	17	81	19
Students with Disabilities	-	-	-	-	-	-	-	18	91	9
Students Identified as Disadvantaged	-	-	-	-	-	-	-	17	91	9
Limited English Proficient Students	-	-	-	-	-	-	-	14	93	7

	2004-2005			2005-2006			2006-2007		
	Adv	Prof	Pass	Adv	Prof	Pass	Adv	Prof	Pass
English: Reading: Grade 7									
All Students	-	-	-	38	44	81	40	43	82
Female Students	-	-	-	41	44	84	43	43	86
Male Students	-	-	-	35	44	78	37	42	80
Black Students	-	-	-	20	49	69	23	49	72
Hispanic Students	-	-	-	22	48	70	23	47	70
White Students	-	-	-	47	41	88	49	39	88
Asian Students	-	-	-	48	40	89	51	38	89
American Indian Students	-	-	-	39	45	84	43	46	89
Other Students	-	-	-	44	41	85	38	43	81
Students with Disabilities	-	-	-	18	37	55	19	35	54
Students Identified as Disadvantaged	-	-	-	19	48	67	21	48	69
Limited English Proficient Students	-	-	-	14	48	62	17	45	62
Students Identified as Migrant	-	-	-	9	53	62	18	44	62

Mathematics; Grade 7									
All Students	-	-	-	11	33	44	20	36	55
Female Students	-	-	-	11	33	44	20	37	57
Male Students	-	-	-	11	32	43	20	34	54
Black Students	-	-	-	4	22	26	10	30	40
Hispanic Students	-	-	-	6	25	31	10	31	41
White Students	-	-	-	15	38	53	25	39	64
Asian Students	-	-	-	21	43	64	34	39	74
American Indian Students	-	-	-	10	32	42	17	39	56
Other Students	-	-	-	16	35	51	20	31	51
Students with Disabilities	-	-	-	10	16	26	16	20	37
Students Identified as Disadvantaged	-	-	-	6	22	28	11	29	40
Limited English Proficient Students	-	-	-	6	24	30	12	28	40
Students Identified as Migrant	-	-	-	7	32	38	17	32	49

	2004-2005			2005-2006			2006-2007		
	Adv	Prof	Pass	Adv	Prof	Pass	Adv	Prof	Pass
Science (Alternate Assessment): Grade 7									
All Students	-	-	-	-	-	-	<	<	<
Male Students	-	-	-	-	-	-	<	<	<
White Students	-	-	-	-	-	-	<	<	<
Students with Disabilities	-	-	-	-	-	-	<	<	<
Students Identified as Disadvantaged	-	-	-	-	-	-	<	<	<
History and Social Science (Alternate Assessment): Grade 7									
All Students	-	-	-	-	-	-	75	16	91
Female Students	-	-	-	-	-	-	75	15	90
Male Students	-	-	-	-	-	-	76	17	92
Black Students	-	-	-	-	-	-	74	18	92
Hispanic Students	-	-	-	-	-	-	76	15	90
White Students	-	-	-	-	-	-	77	14	91
Asian Students	-	-	-	-	-	-	77	19	97
Other Students	-	-	-	-	-	-	73	12	85
Students with Disabilities	-	-	-	-	-	-	75	16	91
Students Identified as Disadvantaged	-	-	-	-	-	-	77	15	92
Limited English Proficient Students	-	-	-	-	-	-	77	11	89
English: Reading: Grade 7									
All Students	53	76	24	27	51	78	30	49	79
Female Students	54	80	20	29	52	81	33	50	83
Male Students	52	73	27	25	50	75	28	48	76
Black Students	52	63	37	13	51	64	16	52	67
Hispanic Students	53	66	34	13	49	63	15	48	63
White Students	53	83	17	34	51	85	38	48	86
Asian Students	55	86	14	34	51	85	41	46	87
American Indian Students	49	73	27	28	53	81	27	59	86
Other Students	51	76	24	32	49	81	31	42	73
Students with Disabilities	35	42	58	14	36	50	16	33	49
Students Identified as Disadvantaged	51	61	39	13	51	64	15	50	65
Limited English Proficient Students	52	61	39	10	45	54	11	42	52
Students Identified as Migrant	39	39	61	5	36	41	8	47	55

	2004-2005			2005-2006			2006-2007		
	Adv	Prof	Pass	Adv	Prof	Pass	Adv	Prof	Pass
English: Writing; Grade 8									
All Students	7	67	74	8	83	91	4	81	86
Female Students	9	72	81	11	84	94	6	85	90
Male Students	5	62	67	5	82	87	3	78	81
Black Students	2	57	59	3	82	85	1	76	77
Hispanic Students	3	58	61	3	82	85	2	74	75
White Students	9	72	80	10	83	93	5	85	90
Asian Students	13	74	87	14	82	96	8	84	92
American Indian Students	5	64	69	8	82	90	5	83	88
Other Students	8	67	75	10	82	92	5	79	85
Students with Disabilities	1	34	35	2	59	61	2	51	53
Students Identified as Disadvantaged	2	55	57	3	80	83	1	73	74
Limited English Proficient Students	1	48	49	3	78	81	1	67	68
Students Identified as Migrant	0	31	31	0	49	49	0	60	60
Mathematics: Grade 8									
All Students	22	59	81	36	40	76	40	36	77
Female Students	21	61	83	37	42	79	41	38	80
Male Students	23	56	79	36	38	74	40	35	74
Black Students	8	59	67	20	43	63	24	41	64
Hispanic Students	14	59	73	24	39	64	28	37	65
White Students	27	59	86	43	40	83	48	35	84
Asian Students	45	48	93	59	30	89	65	25	90
American Indian Students	18	61	79	33	42	76	39	39	78
Other Students	28	53	81	47	34	81	39	29	68
Students with Disabilities	9	41	50	16	29	45	19	28	47
Students Identified as Disadvantaged	9	58	67	20	42	62	24	40	64
Limited English Proficient Students	18	52	70	21	37	58	28	34	62
Students Identified as Migrant	16	49	65	9	48	57	26	49	75

	2004-2005			2005-2006			2006-2007		
	Adv	Prof	Pass	Adv	Prof	Pass	Adv	Prof	Pass
Science: Grade 8									
All Students	28	59	87	30	57	87	32	56	89
Female Students	25	62	87	26	60	86	29	59	88
Male Students	31	57	87	33	54	88	35	54	89
Black Students	11	65	76	12	63	75	14	64	79
Hispanic Students	14	63	77	16	60	77	17	61	78
White Students	36	57	92	38	55	93	41	53	94
Asian Students	36	57	93	43	50	93	47	48	95
American Indian Students	30	58	87	29	61	90	33	60	93
Other Students	31	57	88	32	57	89	33	55	88
Students with Disabilities	11	53	65	14	50	64	15	49	64
Students Identified as Disadvantaged	11	64	75	13	62	75	14	63	78
Limited English Proficient Students	11	61	72	16	56	72	12	60	72
Students Identified as Migrant	7	56	62	12	52	64	5	44	49
History and Social Science: Grade 8									
All Students	29	53	82	32	49	81	27	53	80
Female Students	25	56	81	27	53	80	23	57	80
Male Students	32	50	82	35	46	81	31	49	80
Black Students	16	55	71	23	50	73	19	54	73
Hispanic Students	15	53	68	18	50	68	13	52	65
White Students	36	52	88	38	49	87	33	52	86
Asian Students	36	52	88	38	46	83	30	53	83
American Indian Students	18	57	75	29	51	80	37	56	93
Other Students	21	58	79	40	34	74	20	48	68
Students with Disabilities	23	41	64	44	25	69	29	31	60
Students Identified as Disadvantaged	16	55	71	24	49	73	18	53	70
Limited English Proficient Students	9	47	55	22	41	63	9	47	55
Students Identified as Migrant	25	35	60	25	50	75	<	<	<

	2004-2005			2005-2006			2006-2007		
	Adv	Prof	Pass	Adv	Prof	Pass	Adv	Prof	Pass
English: Reading: High School									
All Students	28	60	88	42	48	90	44	50	94
Female Students	30	60	90	45	47	92	46	49	95
Male Students	25	61	87	39	50	89	41	52	93
Black Students	12	66	78	21	62	83	22	66	88
Hispanic Students	15	66	81	26	58	84	27	63	90
White Students	34	58	92	52	42	94	53	43	96
Asian Students	31	59	90	47	44	91	50	46	96
American Indian Students	30	60	90	40	48	88	41	50	92
Other Students	27	59	86	40	50	90	48	45	93
Students with Disabilities	11	55	66	18	51	69	19	55	74
Students Identified as Disadvantaged	13	64	78	22	60	82	22	65	87
Limited English Proficient Students	7	63	70	12	62	73	15	72	87
Students Identified as Migrant	3	57	59	5	62	67	21	65	86
English: Writing: High School									
All Students	31	57	88	26	62	88	28	65	92
Female Students	37	55	92	31	60	91	33	62	95
Male Students	26	59	85	22	64	85	22	68	90
Black Students	14	65	79	10	70	80	12	75	87
Hispanic Students	19	60	79	13	67	81	14	73	87
White Students	39	54	93	34	59	92	34	60	95
Asian Students	38	52	91	34	58	92	36	59	95
American Indian Students	29	60	89	21	67	88	28	64	92
Other Students	30	54	84	24	62	86	30	62	92
Students with Disabilities	8	53	62	5	55	60	5	61	67
Students Identified as Disadvantaged	13	65	78	11	68	79	12	74	86
Limited English Proficient Students	6	60	66	6	69	74	7	75	82
Students Identified as Migrant	0	60	60	11	57	68	11	69	80

	2004-2005			2005-2006			2006-2007		
	Adv	Prof	Pass	Adv	Prof	Pass	Adv	Prof	Pass
Mathematics (Alternate Assessment): High School									
All Students	66	32	98	50	30	80	66	22	88
Female Students	65	32	98	53	31	83	66	22	88
Male Students	67	32	98	49	30	78	67	22	88
Black Students	66	32	98	45	33	79	67	23	91
Hispanic Students	70	25	95	68	30	98	74	15	89
White Students	67	31	98	53	28	80	68	20	88
Asian Students	76	24	100	56	32	88	62	24	86
American Indian Students	<	<	<	<	<	<	<	<	<
Other Students	46	50	96	25	31	56	54	27	81
Students with Disabilities	66	32	98	50	30	80	66	22	88
Students Identified as Disadvantaged	69	29	97	47	33	80	68	19	87
Limited English Proficient Students	33	53	87	65	26	91	62	31	93
Algebra I									
All Students	21	66	86	19	69	88	22	69	92
Female Students	21	67	88	20	70	89	23	70	93
Male Students	20	64	84	19	68	86	21	68	90
Black Students	9	69	78	8	73	81	10	76	87
Hispanic Students	13	68	81	11	72	83	14	73	88
White Students	24	65	90	23	68	90	26	68	94
Asian Students	41	54	94	40	55	95	46	52	97
American Indian Students	13	70	83	18	68	86	24	67	91
Other Students	25	61	85	24	65	89	26	62	88
Students with Disabilities	5	58	63	4	63	67	5	70	75
Students Identified as Disadvantaged	11	68	79	9	72	81	11	75	86
Limited English Proficient Students	19	64	83	16	68	84	20	69	88
Students Identified as Migrant	18	49	66	15	64	80	7	86	93

	2004-2005			2005-2006			2006-2007		
	Adv	Prof	Pass	Adv	Prof	Pass	Adv	Prof	Pass
Geometry									
All Students	23	60	83	22	61	83	23	63	86
Female Students	21	61	82	20	61	81	21	64	85
Male Students	25	60	85	24	60	84	25	62	87
Black Students	8	59	67	7	60	68	7	65	72
Hispanic Students	14	61	75	13	62	75	15	65	80
White Students	28	61	89	27	62	88	28	63	91
Asian Students	41	50	91	40	51	91	44	49	93
American Indian Students	19	66	85	18	60	78	24	60	84
Other Students	26	56	82	31	55	87	26	60	86
Students with Disabilities	7	53	61	7	53	60	7	56	62
Students Identified as Disadvantaged	12	60	72	10	62	72	10	64	74
Limited English Proficient Students	20	55	75	17	56	73	19	60	79
Students Identified as Migrant	17	62	79	16	61	76	9	85	93
Algebra II									
All Students	33	55	88	22	62	85	22	66	88
Female Students	33	56	89	22	63	85	21	68	89
Male Students	34	54	87	23	61	84	23	64	87
Black Students	18	62	80	10	67	77	10	72	82
Hispanic Students	24	59	83	16	63	78	15	67	82
White Students	36	54	90	25	62	87	24	66	90
Asian Students	49	44	93	41	50	91	40	53	93
American Indian Students	28	50	78	21	60	81	19	68	87
Other Students	36	50	86	29	55	84	26	60	86
Students with Disabilities	13	58	71	9	58	67	9	65	73
Students Identified as Disadvantaged	22	61	83	13	66	79	12	70	82
Limited English Proficient Students	35	51	86	25	56	81	25	60	85
Students Identified as Migrant	27	73	100	25	55	80	16	65	81

	2004-2005			2005-2006			2006-2007		
	Adv	Prof	Pass	Adv	Prof	Pass	Adv	Prof	Pass
Science (Alternate Assessment)									
All Students	53	43	96	50	24	75	57	29	86
Female Students	53	44	97	52	23	75	56	33	88
Male Students	54	41	95	49	25	75	59	26	85
Black Students	53	43	96	47	25	72	58	31	89
Hispanic Students	58	33	90	63	32	95	57	26	83
White Students	52	44	96	52	24	76	59	27	86
Asian Students	60	36	96	61	18	79	65	19	85
American Indian Students	<	<	<	<	<	<	<	<	<
Other Students	56	36	92	31	25	56	46	29	75
Students with Disabilities	53	43	96	50	24	75	57	29	86
Students Identified as Disadvantaged	54	41	95	48	26	74	61	24	85
Limited English Proficient Students	27	60	87	60	26	86	75	13	88
Biology									
All Students	12	71	83	13	70	83	15	73	87
Female Students	10	72	82	11	71	82	13	75	87
Male Students	14	70	83	14	69	83	17	71	87
Black Students	3	66	69	3	67	69	3	72	76
Hispanic Students	4	62	66	5	63	68	6	69	75
White Students	16	74	90	17	73	90	20	74	93
Asian Students	16	70	86	17	69	86	23	68	90
American Indian Students	10	71	81	11	71	82	17	73	91
Other Students	12	69	81	17	67	85	17	72	89
Students with Disabilities	3	53	57	3	55	58	4	60	64
Students Identified as Disadvantaged	4	65	68	4	65	69	4	71	75
Limited English Proficient Students	4	56	59	2	55	57	4	64	68
Students Identified as Migrant	0	62	62	0	59	59	0	67	67

	2004-2005			2005-2006			2006-2007		
	Adv	Prof	Pass	Adv	Prof	Pass	Adv	Prof	Pass
Chemistry									
All Students	15	73	88	16	71	87	17	73	91
Female Students	12	75	88	13	73	86	14	76	90
Male Students	18	71	89	20	69	88	21	71	92
Black Students	5	73	78	5	73	78	6	77	83
Hispanic Students	7	68	75	7	64	71	9	71	80
White Students	17	74	92	19	72	91	20	74	94
Asian Students	21	68	89	24	64	89	28	65	93
American Indian Students	12	76	87	12	72	84	15	78	93
Other Students	21	68	89	20	61	82	21	67	88
Students with Disabilities	5	61	66	6	58	64	6	63	69
Students Identified as Disadvantaged	6	72	78	6	71	77	8	74	82
Limited English Proficient Students	8	63	71	8	61	69	10	67	77
Students Identified as Migrant	<	<	<	0	82	82	21	71	92
Earth Science									
All Students	15	65	80	18	63	82	19	65	84
Female Students	11	67	78	14	66	80	15	67	83
Male Students	19	64	83	23	61	84	24	63	86
Black Students	4	61	66	6	63	69	7	66	72
Hispanic Students	7	60	67	8	61	69	10	65	74
White Students	21	67	88	25	64	89	26	65	91
Asian Students	17	68	85	22	64	86	25	63	89
American Indian Students	11	68	79	16	66	81	19	68	86
Other Students	11	65	75	18	60	78	18	62	80
Students with Disabilities	5	52	57	6	53	59	6	54	61
Students Identified as Disadvantaged	6	62	68	7	62	69	8	64	72
Limited English Proficient Students	3	53	56	4	54	57	5	58	63
Students Identified as Migrant	5	49	54	4	53	56	9	52	62

	2004-2005			2005-2006			2006-2007		
	Adv	Prof	Pass	Adv	Prof	Pass	Adv	Prof	Pass
History and Social Science (Alternate Assessment)									
All Students	68	28	96	63	13	76	66	19	86
Female Students	66	31	97	63	15	78	65	21	86
Male Students	69	26	95	64	11	75	67	19	86
Black Students	66	29	95	60	12	72	65	22	87
Hispanic Students	75	18	93	78	7	85	74	14	89
White Students	69	28	96	65	13	78	67	20	87
Asian Students	80	20	100	65	21	85	67	19	85
American Indian Students	<	<	<	<	<	<	<	<	<
Other Students	56	40	96	44	19	63	60	14	74
Students with Disabilities	68	28	96	63	13	76	66	19	86
Students Identified as Disadvantaged	65	30	95	63	11	74	70	16	86
Limited English Proficient Students	53	27	80	73	13	87	71	18	88
Virginia and United States History									
All Students	34	55	90	39	52	92	40	53	93
Female Students	28	60	88	33	57	90	34	58	92
Male Students	40	51	91	46	47	93	46	48	94
Black Students	17	64	81	20	65	84	21	66	87
Hispanic Students	20	62	82	25	59	85	25	64	89
White Students	42	52	93	48	47	95	49	47	96
Asian Students	39	54	92	46	49	94	46	50	96
American Indian Students	38	53	91	31	60	92	35	57	92
Other Students	32	54	86	40	49	90	40	52	92
Students with Disabilities	14	56	70	17	56	74	18	59	77
Students Identified as Disadvantaged	17	63	80	20	64	84	21	65	86
Limited English Proficient Students	15	64	79	14	65	80	16	68	84
Students Identified as Migrant	4	68	71	8	58	66	26	58	84

	2004-2005			2005-2006			2006-2007		
	Adv	Prof	Pass	Adv	Prof	Pass	Adv	Prof	Pass
World History I									
All Students	29	56	85	28	56	85	31	58	89
Female Students	25	60	84	24	60	84	27	62	89
Male Students	33	53	85	32	53	85	36	54	90
Black Students	12	61	73	12	61	73	14	66	80
Hispanic Students	19	58	77	18	58	76	21	63	84
White Students	35	55	90	35	55	90	38	55	93
Asian Students	42	50	92	42	50	92	50	45	96
American Indian Students	27	56	83	27	57	83	35	57	92
Other Students	32	53	85	34	50	85	37	50	87
Students with Disabilities	11	53	64	12	53	64	12	57	69
Students Identified as Disadvantaged	13	60	73	13	60	73	14	65	79
Limited English Proficient Students	19	56	75	14	58	73	22	61	82
Students Identified as Migrant	11	47	58	14	47	60	17	58	75
World History II									
All Students	30	58	88	31	58	89	35	57	92
Female Students	24	63	87	25	63	88	28	63	91
Male Students	37	53	90	38	53	90	42	51	93
Black Students	14	65	79	14	66	80	16	69	84
Hispanic Students	18	61	79	17	63	80	21	62	84
White Students	36	56	92	37	55	93	41	54	95
Asian Students	41	53	94	43	51	94	47	50	97
American Indian Students	23	63	86	30	60	90	37	57	95
Other Students	32	55	87	38	52	89	37	54	91
Students with Disabilities	13	53	67	13	56	69	17	58	75
Students Identified as Disadvantaged	15	63	78	15	63	78	16	65	82
Limited English Proficient Students	19	61	80	16	61	77	20	62	82
Students Identified as Migrant	20	73	93	21	56	76	16	69	84

	2004-2005			2005-2006			2006-2007		
	Adv	Prof	Pass	Adv	Prof	Pass	Adv	Prof	Pass
World Geography									
All Students	22	53	75	26	51	77	28	55	82
Female Students	18	54	72	22	52	75	23	57	80
Male Students	27	52	78	30	50	80	33	52	85
Black Students	9	51	60	11	53	64	12	58	70
Hispanic Students	16	56	72	19	53	72	21	60	81
White Students	29	53	82	34	50	83	35	52	88
Asian Students	32	55	88	37	49	86	35	53	88
American Indian Students	22	53	75	30	45	76	26	61	87
Other Students	25	52	77	32	51	83	23	52	76
Students with Disabilities	7	40	47	9	43	52	8	49	57
Students Identified as Disadvantaged	10	52	62	12	52	64	14	57	71
Limited English Proficient Students	8	54	63	12	51	62	12	58	69
Students Identified as Migrant	3	38	41	13	44	56	16	53	68
Virginia Studies									
All Students	44	41	85	45	40	85	40	43	83
Female Students	42	43	84	41	43	84	37	45	82
Male Students	47	39	86	48	38	86	43	41	84
Black Students	28	49	76	28	47	75	25	49	74
Hispanic Students	31	45	76	30	46	75	26	45	70
White Students	52	37	89	52	37	90	47	41	88
Asian Students	56	35	92	57	35	92	51	38	89
American Indian Students	38	46	84	43	44	87	35	49	84
Other Students	49	39	88	50	37	87	40	42	83
Students with Disabilities	27	39	66	27	41	68	25	39	63
Students Identified as Disadvantaged	27	48	74	27	47	74	24	47	71
Limited English Proficient Students	29	45	75	28	46	75	24	44	68
Students Identified as Migrant	31	23	54	15	50	65	28	38	66

	2004-2005			2005-2006			2006-2007		
	Adv	Prof	Pass	Adv	Prof	Pass	Adv	Prof	Pass
United States History to 1877									
All Students	16	47	63	20	45	65	20	49	69
Female Students	14	46	61	17	45	62	18	49	67
Male Students	19	47	66	22	45	68	23	49	72
Black Students	6	38	44	8	37	46	9	44	53
Hispanic Students	11	43	54	11	40	51	12	46	58
White Students	20	50	71	24	49	73	25	52	77
Asian Students	31	51	82	32	47	78	34	50	84
American Indian Students	12	52	64	20	48	68	22	51	73
Other Students	18	52	69	21	45	66	19	48	67
Students with Disabilities	5	29	34	8	31	39	9	36	45
Students Identified as Disadvantaged	6	37	43	8	36	44	9	43	51
Limited English Proficient Students	13	42	55	11	38	49	12	45	57
Students Identified as Migrant	5	32	36	6	24	29	9	42	51
United States History from 1877 to Present									
All Students	36	48	84	42	43	85	44	43	87
Female Students	32	51	83	38	46	84	40	46	86
Male Students	40	45	85	46	40	86	47	40	88
Black Students	20	53	72	24	50	74	27	51	78
Hispanic Students	22	51	73	26	46	72	27	48	75
White Students	42	46	88	50	40	90	52	40	92
Asian Students	49	42	92	57	35	92	58	35	93
American Indian Students	36	51	87	36	52	88	42	47	89
Other Students	41	46	87	44	44	89	41	41	83
Students with Disabilities	14	44	58	19	43	62	21	46	66
Students Identified as Disadvantaged	18	52	70	23	49	72	25	51	75
Limited English Proficient Students	24	49	73	24	44	68	23	48	70
Students Identified as Migrant	22	50	72	5	59	65	37	35	72

	2004-2005			2005-2006			2006-2007		
	Adv	Prof	Pass	Adv	Prof	Pass	Adv	Prof	Pass
Civics and Economics									
All Students	28	56	84	34	51	84	32	51	82
Female Students	26	58	84	32	53	84	31	52	83
Male Students	30	53	83	35	49	84	33	49	82
Black Students	14	59	73	17	57	74	17	55	72
Hispanic Students	16	56	72	18	53	71	18	51	69
White Students	33	55	88	41	48	89	39	49	88
Asian Students	40	51	90	47	44	91	46	45	91
American Indian Students	24	63	87	35	53	88	30	56	86
Other Students	33	53	86	39	48	88	33	49	82
Students with Disabilities	9	47	56	12	45	57	12	44	56
Students Identified as Disadvantaged	12	57	69	15	55	70	15	53	69
Limited English Proficient Students	15	54	69	17	51	68	14	50	65
Students Identified as Migrant	19	38	56	0	58	58	9	50	59

Appendix B: Measures of Student Progress

Adequate Yearly Progress

Details of the statewide Standards of Learning test results are shown in Appendix A.

Results from the statewide testing program in 2006-2007 showed that high school students increased their achievement on all Standards of Learning tests in English reading, English writing, mathematics, history and science required for graduating with a Standard or Advanced Studies diploma.

- Middle school students also contributed to an overall four-point increase in mathematics achievement by making significant gains in performance on rigorous, grade-level mathematics assessments introduced during the 2005-2006 school year.
- Of the 1,823 open schools that earned Adequate Yearly Progress (AYP) ratings, 72 percent met the federal education law's requirements for AYP despite higher benchmarks for reading and mathematics.
- The AYP benchmarks for achievement in reading and mathematics were each four points higher than during the previous school year.
- Virginia as a state met or exceeded all of the objectives for participation in statewide testing and achievement except in the reading performance of limited English proficient (LEP) students.
- Fifty-eight of Virginia's 132 school divisions made AYP during 2006-2007, compared with 72 during the previous year.
- In 23 school divisions, all schools made AYP.
- Achievement in mathematics rebounded during 2006-2007 as students improved on their performance on grade-level tests first introduced during 2005-2006 in grades 4, 6 and 7. Overall, 80 percent of Virginia students tested last year in mathematics passed, compared with 76 percent in 2005-2006.
- Middle school students improved upon their performance on mathematics tests introduced during 2005-2006, and high school students increased achievement on all three end-of-course mathematics tests linked to the commonwealth's diploma requirements.
- Overall mathematics achievement of African-American and Hispanic students increased with noteworthy gains on tests in Algebra and Geometry.

- Overall achievement in reading increased slightly with 85 percent of Virginia students passing SOL and other tests in reading during 2006-2007 compared with 84 percent during 2005-2006.
- African-American and Hispanic students made significant gains on the English SOL reading test required for graduation with a Standard or Advanced Studies diploma:
- Science achievement increased overall and in all student subgroups during 2006-2007. Eighty-eight percent of Virginia students passed tests in science, compared with 85 percent during 2005-2006.
- Student achievement increased on the four high school history/social science tests.
- Twelve Title I schools made AYP for a second consecutive year, and by doing so, exited school-improvement status.
- Seventy-three percent of Virginia's 699 Title I schools made AYP based on achievement during 2006-2007.
- Fourteen 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.
- Fourteen Title I schools also entered or remained in "year three" of improvement status. These schools must offer transfers and tutoring, and take at least one of several corrective actions specified in the law to raise student achievement.
- Six Title I schools entered "year four" of improvement status. School divisions must begin developing alternative governance plans for these schools while continuing to offer transfers and tutoring, and continuing to implement corrective action.
- Two Richmond middle schools entered or remained in "year five" of school improvement. These schools must take or continue implementing 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.

- Vernon Johns Middle in Petersburg moved into “year six” of improvement after not making AYP for a seventh consecutive year. Vernon Johns Middle also must continue implementation of its alternative governance plan to increase achievement.

AYP ratings and student achievement data for all Virginia public schools and school divisions are available in the [Virginia School Report Card](#) section of the Virginia Department of Education Web site. More details of Virginia’s 2006-2007 results are contained in Appendix A.

NAEP

Results from the 2007 National Assessment of Educational Progress (NAEP) show that the reading and mathematics skills of Virginia students continue to improve and that the commonwealth’s students remain among the nation’s highest achievers in these subjects.

Average achievement for Virginia fourth- and eighth-grade students in reading and mathematics on the 2007 tests was significantly higher than that of students nationwide and in the South. Students in only two states performed at what the National Center for Education Statistics (NCES) considers a statistically higher level on the fourth-grade reading test, and students in only five states achieved at a higher level on the eighth-grade reading test. The performance of Virginia’s fourth graders was especially noteworthy as overall achievement increased in both reading and mathematics.

In no state did African-American fourth and eighth graders perform at a statistically higher level in reading and mathematics than African-American students in Virginia. African-American fourth graders in Virginia also narrowed the achievement gap with White students in reading by six points. For the first time since the NAEP began in the early 1990s, a majority - 60 percent - of African-American fourth graders demonstrated reading proficiency at or above the Basic level. Virginia also was the only state where African American students improved their performance in mathematics at both grade levels from 2005 to 2007.

In addition, Hispanic students outperformed peers nationwide in reading and math. Hispanic achievement in Virginia in both grades 4 and 8 was 12 points higher than the national averages.

The achievement of Virginia students on the NAEP is especially satisfying in light of the fact that it was a steep decline in reading achievement on the NAEP in the early 1990s that awakened educators and policy makers in the Commonwealth to the need for more rigorous standards for both students and schools.

Special Education

The U.S. Department of Education (USED) recognized Virginia in 2007 as one of a handful of states whose implementation of the Individuals with Disabilities Education Act (IDEA) meets the requirements of the law. After evaluating the Commonwealth’s progress toward meeting the goals of its State Performance Plan, USED determined that Virginia is meeting the requirements and purposes of IDEA in five key areas, including

- Collecting and reporting valid and reliable data about the education and performance of students with disabilities

- Transitioning toddlers in need of special education services into the PK-12 system
- Providing supervision and correcting problems in school division special education programs
- Resolving complaints in a timely manner
- Adjudicating due-process complaints in a timely manner

The publication on the VDOE Web site in June 2007 of state- and division-level reports on the performance of students with disabilities provides the public with easily accessible information about state and local efforts to raise the achievement of these students.

Safe Schools Information Resource

VDOE in 2007 unveiled a new, online resource to help educators and administrators analyze safety data as they develop and review plans to protect children, improve discipline and enhance security. The new Safe Schools Information Resource (SSIR) also broadens public access to school-safety data and provides an easy-to-use tool for creating reports and comparing data for schools and divisions. SSIR enables schools, parents and communities to access data easily, assess school-safety needs and design programs and strategies that address identified needs. Users can track trends and create charts and are able to “drill” down to view and compare data for schools and divisions on specific offenses and discipline outcomes. Information available through SSIR includes:

- Frequency of reported offenses
- Data on student offenders
- Data on non-student offenders
- Disciplinary outcomes resulting from student offenses

SSIR was developed by the Department of Education and Virginia Commonwealth University’s Center for School-Community Collaboration as part of the Prevention Through Information initiative, a three-year, federally funded project to improve the capacity of Virginia schools to collect and use safety data for prevention planning.

School Safety Data: 2004-2005 and 2005-2006

Offense Category	2004-2005	2005-2006	2006-2007
Related to Weapons	2,946	3,144	3,621
Against Student	12,860	12,747	13,902
Against Staff	4,159	4,290	4,781
Against Person	27,207	37,412	55,934
Related to alcohol, tobacco, other drugs	10,624	11,011	10,776
Related to Property	9,216	10,263	11,012
Related to Behavior	82,156	62,616	221,828
Other	169,321	180,841	56,167
Technology (new in 06-07)			7,416

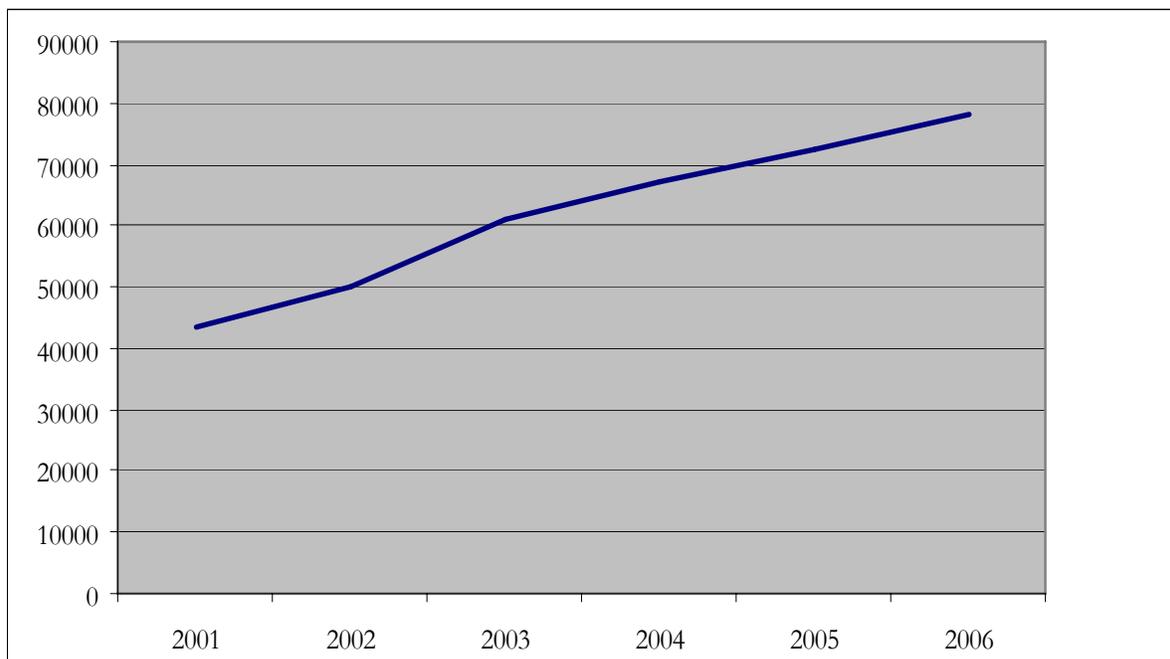
**Enrollment in the Public Schools Statewide
September 30 Fall Membership Report**

2006-2007: 1,220,597

2007 Annual Report on the Condition and Needs of the Public Schools in Virginia

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

**Enrollment of Limited English Proficient (LEP)
 Students in Virginia’s Public Schools as of September 30 of Each Year**



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

	2004-2005	2005-2006	2006-2007
NOCTI Assessments	559	1,008	1,195
State Licensures	1,100	1,172	1,012
Industry Certification	4,678	7,935	13,325
CTE Completers	28,420	29,403	30,917

Enrollment in Special Education Programs

2006-2007: 172,704
 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

2006-2007: 176,647
 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
2006-2007	394,860	33.49 percent

Percent of Students Enrolled in Advanced Programs

Program type	2004-2005	2005-2006
Advanced Placement Test Taken	35,366 / 9.6%	40,639 / 10.79%
Advanced Placement course enrollment	45,638 / 12.39%	50,418 / 13.39%
Dual Enrollment courses taken	16,409 / 4.45%	20,105 / 5.34%
Governors School enrollment	3,554 / .96%	4,029 / 1.07%
Seniors enrolled in IB Program	870 / .24%	1,075 / .29%

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

Credential type	2004-2005	2005-2006	2006-2007
Advanced Diploma	36,370 / 47.34%	37,864 / 48.82%	40,200/ 49.04%
Certificate of Completion	571 / .74%	513 / .66%	431/ .53%
GED	1,104 / 1.44%	1,057 / 1.36%	1,051/ 1.28%
GED/ISAEP Certificate	1,503 / 1.96%	1,486 / 1.92%	2,008/ 2.45%
General Achievement Diploma	15 / .02%	34 / .04%	<
Modified Standard Diploma	1,706 / 2.22%	1,899 / 2.45%	2,067/ 2.52%
Special Diploma	2,584 / 3.36%	2,471 / 3.19%	2,442/ 2.98%
Standard Diploma	32,976 / 42.92%	32,238 / 41.56%	33,768/ 41.2%

Graduation Rates: 2005-2006 and 2006-2007
(Shown by ethnic subgroup)

Student Subgroup	2005-2006 Percentage	2006-2007 Percentage
All Students	73	74
African American Students	62	62
Hispanic Students	64	63
White Students	78	78
Students with Disabilities	-*	61
Students Identified as Disadvantaged	-*	53
Limited English Proficient Students	-*	59
Students Identified as Migrant	-*	
Homeless	-*	

*Data were not available to disaggregate students in these subgroups

Statewide Dropout Information by Ethnic Subgroup
(Shown as a percent of total enrollment in Grades 7 through 12)

Student Subgroup	2004-2005	2005-2006
All Students	10,381 / 1.86%	10,608 / 1.88%
Female	4,302 / 1.58%	4,265 / 1.55%
Male	6,079 / 2.13%	6,343 / 2.2%
Unspecified	75 / 1.58%	98 / 1.52%
African American	3,597 / 2.44%	3,992 / 2.65%
Hispanic	1,801 / 5.28%	1,585 / 4.32%
White	4,475 / 1.31%	4,564 / 1.34%
Asian	398 / 1.47%	322 / 1.15%
American Indian	32 / 2.05%	42 / 2.48%
Native Hawaiian	<	<
Students with Disabilities	1,519/1.99%	1,739/2.28%
Students identified as economically disadvantaged	2,818/2.04%	3,133/2.22%
Students identified as limited English proficient	964/3.58%	1,238/4.30%

Note: < = A group below state definition for personally identifiable results

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

School type	2004-2005	2005-2006	2006-2007
All Schools	5	5	3
High Poverty	6	6	5
Low Poverty	3	3	2

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

Degree type	2004-2005	2005-2006	2006-2007
Bachelor's Degree	49%	50%	51%
Master's Degree	49%	48%	47%
Doctoral Degree	1%	1%	1%

Provisional and Special Education Conditional Licenses

Credential type	2004-2005	2005-2006	2006-2007
Provisional	8%	7%	7%
Special Education Conditional	2%	2%	2%

Classroom Teachers in Virginia: Ethnicity

Ethnicity	Number of Teachers		
	SY2004-2005	SY2005-2006	SY2006-2007
Unspecified	798	987	1,051
American Indian/Alaska Native/Native Hawaiian	1,680	1,764	1,794
Asian	930	1,015	1,100
Black	12,917	12,843	12,954
Hispanic	1,491	1,614	1,701
White	77,946	79,638	80,631
Total	95,762	97,861	99,231
Source: Annual Instructional Personnel (IPAL) data collection.			

Total Number of Teachers and Administrators in Virginia's Public Schools: 2006-2007

Number of Teachers = 99,231

Number of Administrators = 4,157

Number of Teachers and Administrators = 103,345

Note: 43 individuals had both an administrator assignment and a teaching assignment, and are counted only once in the "Number of Teachers and Administrators"

Number of Initial Teaching Licenses Issued by the Virginia Department of Education

July 1, 2006, through June 30, 2007: 11,231

Total Number of Home-Schooled Students in Virginia

2006-2007: 20,240

2005-2006: 18,693

2004-2005: 17,448

2003-2004: 18,102

2002-2003: 16,542

**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: 2007 STANDARDS OF QUALITY AS AMENDED

§ 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, gainful employment, or training in a career and technical field; 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.

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. Such programs shall include components that are research-based.

Any student who 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 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 credit shall be required to attend a 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. 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. Such programs shall include components that are research-based.
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 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.

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 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 during the 2007-2008 academic school year. Beginning with the 2008-2009 academic year, all school divisions shall administer the United States History to 1877, United States History: 1877 to the Present, and Civics and Economics tests.

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 student subgroups on the Virginia assessment program as appropriate 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 to facilitate the transfer and appropriate grade placement of students from other public secondary schools, 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 parents of rising eleventh and twelfth grade students of (i) the number and subject area requirements of standard and verified units of credit required for graduation pursuant to the standards for accreditation and (ii) the remaining number and subject area requirements 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 a standard or advanced studies diploma 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, special, 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 or performing arts or career and technical education 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. Establish the requirements for a technical diploma. This diploma shall meet or exceed the requirements of a standard diploma and will include a concentration in career and technical education, as established in Board regulations. A student who meets the requirement for the advanced studies diploma who also fulfills a concentration in career and technical education shall receive an advanced technical diploma. The Board may develop or designate assessments in career and technical education for the purposes of awarding verified credit pursuant to subdivision 6.
4. 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;

5. 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

6. 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, state licensure examinations passed, and the number of career and technical education completers that graduated. These numbers shall be reported as categories on the School Performance Report Card.

For the purposes of this subdivision, a "career and technical education completer" is a student who has met the requirements for a career and technical concentration or specialization and all requirements for high school graduation or an approved alternative education program.

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 that includes the types of activities that shall qualify as community service and the number of hours required; 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; and (vii) effective classroom management.

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 first improving student achievement, particularly the achievement of educationally at-risk students, 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 first improving student achievement, particularly the achievement of educationally at-risk students, 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 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, including the Student Conduct Policy, shall be posted on the division's website and shall be available to employees and to the public. School boards shall ensure that printed copies of such policies are available as needed 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
Compliance with the Standards of Quality: 2006-2007

**Divisions Reporting Full Compliance with All
Provisions of the Standards of Quality for 2006-2007**

Albemarle County
Alexandria City
Alleghany County
Amelia County
Appomattox County
Botetourt County
Buckingham County
Carroll County
Charlotte County
Clarke County
Colonial Heights City
Culpeper County
Cumberland County
Fairfax County
Falls Church City
Floyd County
Fluvanna County
Franklin County
Giles County

Gloucester County
Goochland County
Harrisonburg City
Highland County
King and Queen County
Lancaster County
Lee County
Lexington City
Loudoun County
Louisa County
Madison County
Manassas Park City
Mathews County
Middlesex County
Nelson County
New Kent County
Northumberland County
Nottoway County
Orange County

Patrick County
Poquoson City
Powhatan County
Prince George County
Radford City
Richmond County
Roanoke County
Russell County
Salem City
Scott County
Shenandoah County
Stafford County
Virginia Beach City
Warren County
Waynesboro City
West Point (Town of)
Winchester City
Wise County
York County

Divisions Reporting Non-Compliance with Certain Provisions of the Standards of Quality for 2006-2007

§ 22.1-253.13:1. Standard 1. Instructional programs supporting the Standards of Learning and other educational objectives.	
Buchanan County	The division requires students who fail all of the SOL tests at grades three through eight to attend summer school or other form of remediation. (C.3.) The division implements career exploration opportunities in the middle school grades. (D.1.d.) The division has implemented a process for identification of students with limited English proficiency and enrolls such students in appropriate instructional programs. (D.1.1.)
Petersburg City	The school division has implemented Standards of Learning objectives or the equivalent or standards that exceed the Board of Education's requirements. (B.1.)
§ 22.1-253.13:2. Standard 2. Instructional, administrative, and support personnel.	
Accomack County	The school board employs licensed instructional personnel qualified in the relevant subject areas. (B.1.)
Arlington County	The school board employs licensed instructional personnel qualified in the relevant subject areas. (B.1.)
Augusta County	The school board employs two full-time equivalent positions per 1,000 students in grades K-12, one who provides technology support and one who serves as an instructional technology teacher. (J.1.)
Bath County	The school board employs licensed instructional personnel qualified in the relevant subject areas. (B.1.)
Bedford County	The school board employs, at a minimum, full-time equivalent positions for any school that reports average daily membership as delineated in the standards: Guidance Counselors. (H.1.4)
Buchanan County	The school division employs in addition to the positions supported by basic aid and those in support of regular school year programs of prevention, intervention, and remediation, 17 full-time equivalent instructional positions for each 1,000 students identified as limited English proficient. (F.1.) The school board employs, at a minimum, full-time equivalent positions for any school that reports average daily membership as delineated in the standards: Principals, Assistant Principals, Librarians, and Guidance Counselors. (H.1.1., H.1.2., H.1.3., H.1.4)
Buena Vista City	The school board employs licensed instructional personnel qualified in the relevant subject areas. (B.1.)
Charlottesville City	The school board employs licensed instructional personnel qualified in the relevant subject areas. (B.1.)
Dickenson County	The school board employs licensed instructional personnel qualified in the relevant subject areas. (B.1.) The school board, annually, on or before January 1 reports to the public the actual pupil/teacher ratios (excluding resource personnel) in elementary school classrooms for the current year. The Board shall also report the pupil/teacher ratio including resource teachers. (M.1.)

§ 22.1-253.13:2. Standard 2. Instructional, administrative, and support personnel, continued:	
Frederick County	The school board employs two full-time equivalent positions per 1,000 students in grades K-12, one who provides technology support and one who serves as an instructional technology teacher. (J.1.)
Grayson County	The school board employs licensed instructional personnel qualified in the relevant subject areas. (B.1.) The school division employs in addition to the positions supported by basic aid and those in support of regular school year programs of prevention, intervention, and remediation, 17 full-time equivalent instructional positions for each 1,000 students identified as limited English proficient. (F.1.)
Greensville County	The school board employs licensed instructional personnel qualified in the relevant subject areas. (B.1.)
Hampton City	The school board employs two full-time equivalent positions per 1,000 students in grades K-12, one who provides technology support and one who serves as an instructional technology teacher. (J.1.)
Hanover County	The school board employs two full-time equivalent positions per 1,000 students in grades K-12, one who provides technology support and one who serves as an instructional technology teacher. (J.1.)
Hopewell City	The school board employs licensed instructional personnel qualified in the relevant subject areas. (B.1.) The school board employs, at a minimum, full-time equivalent positions for any school that reports average daily membership as delineated in the standards: Librarians. (H.1.3.) All combined schools in the school division meet the staffing (except for guidance counselors) requirements for the highest-grade level in the school. The requirement for guidance counselors meets the requirements based on enrollment at the various school organization levels. (K.1)
Isle of Wight County	The school board employs licensed instructional personnel qualified in the relevant subject areas. (B.1.)
King William County	The school board employs licensed instructional personnel qualified in the relevant subject areas. (B.1.) The school division has a ratio of pupils in average daily membership to full-time equivalent teaching positions (excluding special education teachers, principals, assistant principals, counselors, and librarians) no greater than the following ratios: Twenty-four to one in English classes in grades six through twelve (C.1.d.)
Martinsville City	The school board employs licensed instructional personnel qualified in the relevant subject areas. (B.1.)
Norton City	The school board employs licensed instructional personnel qualified in the relevant subject areas. (B.1.)
Rappahanock County	The school board employs licensed instructional personnel qualified in the relevant subject areas. (B.1.)
Westmoreland County	The school division has a ratio of pupils in average daily membership to full-time equivalent teaching positions (excluding special education teachers, principals, assistant principals, counselors, and librarians) no greater than the following ratios: Twenty-four to one in English classes in grades six through twelve (C.1.d.)

§ 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	
Alexandria City	
Amherst County	
Augusta County	
Bland County	
Bristol City	
Brunswick County	
Buchanan County	
Campbell County	
Caroline County	
Charles City County	
Charlottesville City	
Chesapeake City	
Chesterfield County	
Colonial Beach (Town of)	
Covington City	
Craig County	
Danville City	
Dickenson County	
Dinwiddie County	
Essex County	
Fauquier County	
Franklin City	
Frederick County	
Fredericksburg City	
Galax City	
Grayson County	
Greene County	
Greensville County	
Halifax County	
Hampton City	
Henrico County	
Henry County	
Isle of Wight County	
King George County	
Lunenburg County	
Lynchburg City	
Manassas City	
Martinsville City	
Mecklenburg County	
Montgomery County	
Newport News City	
Norfolk City	

§ 22.1-253.13:3. Standard 3. Accreditation, other standards and evaluation. The following school divisions reported that not all schools were fully accredited, continued:	
Northampton County	
Page County	
Petersburg City	
Pittsylvania County	
Portsmouth City	
Prince Edward County	
Prince William County	
Pulaski County	
Richmond City	
Roanoke City	
Rockbridge County	
Rockingham County	
Smyth County	
Southampton County	
Spotsylvania County	
Staunton City	
Suffolk City	
Surry County	
Sussex County	
Tazewell County	
Washington County	
Westmoreland County	
Williamsburg-James City County	
Wythe County	
§ 22.1-253.13:4. Standard 4. Student achievement and graduation requirements.	
No divisions reported non-compliance with this standard.	
§ 22.1-253.13:5. Standard 5. Quality of classroom instruction and educational leadership.	
No divisions reported non-compliance with this standard.	
§ 22.1-253.13:6. Standard 6. Planning and public involvement.	
Buckingham County	The school board revises, extends, and adopts 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. The plan is reviewed biennially and revised as necessary. (B.1.)
Caroline County	The school board revises, extends, and adopts 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. The plan is reviewed biennially and revised as necessary. (B.1.)

§ 22.1-253.13:7. Standard 7. School board policies.	
Harrisonburg City	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. Standard 8. Compliance.	
No divisions reported non-compliance with this standard.	

Appendix E

List of Public Schools Rated Accreditation Denied, Accredited with Warning, or Conditionally Accredited: 2006- 2007

Schools Rated Accreditation Denied

Four schools in Petersburg City Public Schools have been denied accreditation for a second consecutive year because of continued low student achievement. These schools and areas of deficiency are as follows:

- A.P. Hill Elementary (English, mathematics and science)
- J.E.B. Stuart Elementary (English, mathematics, history/social science and science)
- Peabody Middle (English, mathematics, history/social science and science)
- Petersburg High (Mathematics and science)

A fifth Petersburg school, Vernon Johns Middle, was denied accreditation for the first time because of low achievement in English, mathematics and history/social science.

Schools Rated Accredited with Warning

The number of schools accredited with warning decreased to 102, compared with 138 last year. Forty-six schools that were on academic warning last year achieved full accreditation, including 19 elementary schools, 24 middle schools, one high school and two combined schools. Forty-five schools slipped from full accreditation to accredited with warning.

Division	School
Alexandria City	Francis C Hammond Middle
Alexandria City	George Washington Middle
Amelia County	Amelia County Middle
Amherst County	Amherst Middle School
Amherst County	Monelison Middle
Arlington County	Gunston Middle
Arlington County	Kenmore Middle
Augusta County	Beverly Manor Middle
Bland County	Rocky Gap Elementary
Brunswick County	James S. Russell Middle
Buchanan County	Hurley Middle
Brunswick County	James S. Russell Middle
Buchanan County	Hurley Middle
Buchanan County	Russell Prater Elementary
Buckingham County	Buckingham Co. Middle
Buckingham County	Dillwyn Primary
Carroll County	Woodlawn School
Charles City County	Charles City Co. High
Chesterfield County	Falling Creek Middle
Chesterfield County	Meadowbrook High
Chesterfield County	Salem Church Middle

Accredited with Warning continued:	
Colonial Beach	Colonial Beach Elementary
Covington City	Jeter-Watson Intermediate
Craig County	Craig County High
Culpeper County	Culpeper Middle
Danville City	O. Trent Bonner Middle School
Danville City	Westwood Middle
Dickenson County	Ervinton Elementary
Fairfax County	Glasgow Middle
Fairfax County	Holmes Middle
Fauquier County	W. C. Taylor Middle
Franklin City	Joseph P. King Jr. Middle
Frederick County	Frederick County Middle
Galax City	Galax Middle
Grayson County	Independence Middle
Greensville County	Belfield Elementary
Halifax County	Halifax County Middle
Hampton City	C. Alton Lindsay Middle
Hampton City	Jane H. Bryan Elementary
Henrico County	Fairfield Middle
Henrico County	Rolfe Middle
Henrico County	Va. Randolph Comm. High
Henry County	Laurel Park Middle School
King George County	Potomac Elementary
King William County	Hamilton Holmes Middle
Loudoun County	Sterling Middle
Lynchburg City	Paul L. Dunbar Mid. For Innov.
Lynchburg City	Sandusky Middle
Manassas City	Grace E. Metz Middle School
Montgomery County	Christiansburg Middle
Montgomery County	Shawsville Middle
Newport News City	Achievable Dream Academy
Newport News City	B. T. Washington Middle School
Newport News City	Crittenden Middle
Newport News City	Homer L. Hines Middle
Newport News City	Mary Passage Middle
Norfolk City	Blair Middle
Norfolk City	Lafayette-Winona Middle
Norfolk City	Northside Middle
Norfolk City	Norview Middle
Norfolk City	Rosemont Middle
Norfolk City	Ruffner Middle
Northampton County	Northampton Middle
Orange County	Locust Grove Middle
Orange County	Prospect Heights Middle

Accredited with Warning continued:	
Petersburg City	Blandford Academy
Pittsylvania County	Gretna Middle
Portsmouth City	Brighton Elementary School
Portsmouth City	Park View Elementary
Portsmouth City	Victory Elementary
Prince William County	Fred M. Lynn Middle
Prince William County	Mills E. Godwin Middle
Prince William County	Stuart M. Beville Middle
Pulaski County	Dublin Middle
Richmond City	Binford Middle
Richmond City	Blackwell Elementary
Richmond City	Elkhardt Middle
Richmond City	Fred D. Thompson Middle
Richmond City	Lucille M. Brown Middle
Richmond City	Martin Luther King, Jr. Middle School
Richmond City	Oak Grove/Bellemeade Elementary
Roanoke City	Breckinridge Middle
Roanoke City	Fairview Magnet Elementary
Roanoke City	Lincoln Terrace Saturn Network
Roanoke City	Roanoke Acdmy/Math & Sc
Roanoke City	William Ruffner Middle
Rockbridge County	Rockbridge Middle
Southampton County	Southampton Middle
Spotsylvania County	Berkeley Elementary
Spotsylvania County	Chancellor Middle
Spotsylvania County	Post Oak Middle
Stafford County	Donald B. Dixon-Lyle R. Smith Middle
Suffolk City	John F. Kennedy Middle
Suffolk City	King`S Fork Middle
Tazewell County	Tazewell High
Washington County	Glade Spring Middle
Washington County	Wallace Middle
Waynesboro City	Kate Collins
Westmoreland County	Montross Middle
Williamsburg-James City County	James Blair Middle
Wythe County	Fort Chiswell Middle
Wythe County	Rural Retreat Middle
Wythe County	Scott Memorial Middle

Schools Rated Conditionally Accredited

The Board of Education granted conditional accreditation to 28 schools that are in the process of implementing reconstitution plans after not meeting accreditation standards for four consecutive years. Schools that are granted conditional accreditation have three years to raise student achievement to state standards and must apply annually for this rating. While these schools again fell short of the requirements for full accreditation, all are making significant changes in staff, governance, instructional program or a combination of these.

Division	School(s)
Alexandria	Jefferson-Houston Elementary
Caroline County	Caroline Middle
Charles City County	Charles City County Middle
Dinwiddie County	Dinwiddie County Middle
Essex County	Essex Intermediate
Grayson County	Baywood Elementary, Mt. Rogers Combined, and Providence Elementary
Hampton City	Hampton Harbour Academy, C. Vernon Spratley Middle and Francis Mallory Elementary
Henrico County	L. Douglas Wilder Middle and New Bridge Elementary
Newport News	Huntington Middle
Norfolk City	Lake Taylor Middle
Portsmouth City	Craddock Middle
Prince Edward County	Prince Edward Middle
Pulaski County	Pulaski Middle
Richmond City	Chandler Middle and Thomas Boushall Middle
Roanoke City	Lucy Addison Middle, Forest Park Elementary and Stonewall Jackson Middle
Rockbridge County	Maury River Middle
Surry County	Luther P. Jackson Middle
Sussex County	Sussex Central Middle
Tazewell County	Richlands Middle and Tazewell Middle

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.”

On August 7, 1971, the Board of Education adopted the first Standards of Quality (SOQ). They were revised by the General Assembly in 1972 and adopted as uncodified Acts of Assembly. In 1974, they were revised into eight standards. In 1984, they were codified by the General Assembly, and in 1988 they were arranged into their current format.

The Board of Education revised its bylaws in October 2001 to require the Board to “determine the need for a review of the SOQ from time to time but no less than once every two years. The Standing Committee on the Standards of Quality was created by resolution of the Board of Education in November 2001 and held its first meeting in January 2002. It completed its first review of the SOQ on June 25, 2003, and prescribed the following revisions to the 2004 General Assembly.

- There shall be one full-time principal in each elementary school.
- There shall be one full-time assistant principal for each 400 students in each school.
- There shall be elementary resource teachers in art, music, and physical education.
- The secondary school pupil to teacher funding ratio shall be reduced from 25:1 to 21:1 to support scheduled planning time for secondary teachers.
- The state-required speech language pathologist caseload shall be reduced from 68 to 60 students.
- There shall be two technology positions per 1,000 students in grades K-12 divisionwide, one to provide technology support and one to serve as a resource teacher in instructional technology.
- The formula for the calculation of funding support for SOQ prevention, intervention, and remediation shall be revised.
- There shall be one full-time instructional position for each 1,000 students to serve as the reading specialist.

The 2004 General Assembly passed legislation and appropriated funding for the elementary resource teachers in art, music, and physical education; the planning period for secondary school teachers, the technology positions, and the revisions in the formula in support of SOQ prevention, intervention, and remediation.

On November 17, 2004, the second comprehensive review of the SOQ was completed, and the Board prescribed policy changes to require aligning the curriculum to the Standards of Learning, analyzing and using data to make instructional decisions, implementing policies and practices to promote teacher quality and instructional leadership, and focusing on planning and public involvement. The 2005 General Assembly approved the revisions.

On October 26, 2005, the Board reaffirmed the prescribed revisions to the Standards of Quality that had not been funded by the General Assembly. The 2006 General Assembly did not appropriate funding for these revisions.

On November 29, 2006, the Board prescribed revisions to the SOQ that included policy changes, the four unfunded staffing recommendations, as well as three additional staffing recommendations that would:

- Require one full-time instructional position for each 1,000 students in grades kindergarten through eight to serve as the mathematics teacher specialist;
- Require one full-time position per 1,000 students licensed by the Board of Education to serve as the data manager/test coordinator; and
- 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.

The 2007 General Assembly approved the prescribed policy changes, but did not approve the prescribed staffing changes that would have had a fiscal impact.

Summary of Major Elements: The proposed resolution would reaffirm the Board's commitment to the seven staffing recommendations that have not yet been funded, and urge the Governor and the 2008 General Assembly to renew their consideration of these recommendations. These recommendations would:

- Require one full-time principal in every elementary school, middle school, and high school;
- Require one assistant principal for each 400 students in every elementary school, middle school, and high school;
- Require one full-time equivalent instructional position for each 1,000 students in average daily membership to serve as reading specialists for the school division;
- Require local school boards to employ speech-language pathologists in sufficient numbers to ensure that a caseload does not exceed 60 students per position;
- Require one full-time instructional position for each 1,000 students in grades kindergarten through eight to serve as the mathematics teacher specialist;
- Require one full-time position per 1,000 students in grades kindergarten through 12 to provide schools support in data management and the utilization and administration of state assessments. The data manager/test coordinator would hold a license issued by the Board of Education and would serve as a resource to principals and classroom teachers in analyzing and interpreting data for instructional purposes; and
- Require local school boards to 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.

Superintendent's Recommendation: N/A

Impact on Resources: The impact on state funds for the four unfunded staffing recommendations is estimated to be \$184.4 million in Fiscal Year 2009 and \$186.3 million in Fiscal Year 2010.

Proposed Recommendations	FY 2009 Estimated State Cost	FY 2008 Estimated State Cost
Elementary principal – One full-time principal in every elementary school	\$7.2 million	\$7.3 million
Assistant principal – One full-time assistant principal per 400 students	\$57.8 million	\$58.3 million
Reading specialist – One reading specialist for every 1,000 students in K-12	\$42.1 million	\$42.4 million
Speech-language pathologist – Reduce caseload from 68 to 60	\$3.7 million	\$3.9 million
Mathematics specialist – One mathematics specialist for every 1,000 students in K-8	\$28.3 million	\$28.7 million
Data manager/test coordinator – One data manager/test coordinator for every 1,000 students in K-12	\$42.1 million	\$42.4 million
Instructional positions for students who are blind or vision impaired.*	\$3.2 million	\$3.3 million ¹
Total	\$184.4 million	\$186.3 million

Timetable for Further Review/Action: Upon approval, the resolution will be submitted to the Governor and the General Assembly for their 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 total cost of the recommendation.

**EXPRESSING THE SENSE OF THE BOARD OF EDUCATION
ON FUNDING THE STANDARDS OF QUALITY:
FOR CONSIDERATION BY THE GOVERNOR AND
THE 2008 SESSION OF THE GENERAL ASSEMBLY**

WHEREAS, as it routinely does every year in the fall, the Virginia Board of Education wishes to communicate its spending priorities to the Governor and the General Assembly for their consideration as they make budget decisions; and

WHEREAS, the Board believes nonetheless that public education is of the highest priority in the state budget, and that there are the SOQ is the foundation program for public education in the Commonwealth;

NOW, THEREFORE, BE IT RESOLVED that the Board of Education urges the Governor and the 2008 General Assembly to renew their consideration of certain provisions that have been recommended by the Board in recent years and that are yet to be funded. Such provisions have a total estimated state cost of \$184.4 million for FY 2009 and \$186.3 million in FY 2010. Such important policy changes, with the estimated state cost for each, are as follows:

1. Requiring one full-time principal in every elementary school, middle school, and high school;

FY 2009: \$7.2 million
FY 2010: \$7.3 million

2. Requiring one assistant principal for each 400 students in every elementary school, middle school, and high school;

FY 2009: \$57.8 million
FY 2010: \$58.3 million

3. Requiring one full-time equivalent instructional position for each 1,000 students in average daily membership to serve as reading specialists for the school division;

FY 2009: \$42.1 million
FY 2010: \$42.4 million

4. Requiring local school boards to employ speech-language pathologists in sufficient numbers to ensure that a caseload does not exceed 60 students per position;

FY 2009: \$3.7 million
FY 2010: \$3.9 million

5. Requiring one full-time instructional position for each 1,000 students in grades kindergarten through eight to serve as the mathematics teacher specialist;

FY 2009: \$28.3 million

FY 2010: \$28.7 million

6. Requiring one full-time position per 1,000 students in grades kindergarten through 12 to provide schools support in data management and the utilization and 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.

FY 2009: \$42.1 million

FY 2010: \$42.4 million

7. Requiring local school boards to 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.

FY 2009: \$3.2 million

FY 2010: \$3.3 million

BE IT FURTHER RESOLVED that the Board's position contained herein shall be communicated to the Governor and the 2008 General Assembly for their consideration.

Board of Education Agenda Item

Item: _____ H. _____

Date: 11/29/07

Topic: First Review of the Resource Guide for Crisis Management and Emergency Response in Virginia Schools

Presenter: Cynthia A. Cave, Director, Office of Student Services

Telephone Number: 804-225-2818 **E-Mail Address:** cynthia.cave@doe.virginia.gov

Origin:

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

X Board review required by

X State or federal law or regulation

____ Board of Education regulation

____ Other: _____

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

Previous Review/Action:

____ No previous board review/action

____ Previous review/action

date _____

action _____

Background Information:

In 1996, the Virginia Department of Education developed and produced the first publication of its kind in the country – the *Resource Guide for Crisis Management in Schools*. This publication had its roots in the manual, “Crisis Affecting Youth” that was originally developed as a part of the Department of Education’s Youth Risk Prevention Project in the early 1990s.

In 1999, the Virginia General Assembly amended Section 22.1-278.1 of the *Code* by requiring the Board of Education to develop a *Model School Crisis Management Plan* by July 2000. In response to heightened concerns about school safety following the Colorado school shootings in April 1999, the schedule for developing the plan was accelerated. The plan was reviewed and approved by the Board of Education at its June 24, 1999, meeting.

In 2002, the Virginia Department of Education developed a new publication: the *Resource Guide for Crisis Management in Virginia Schools*. The publication was not an update of the original *Resource Guide for Crisis Management in Schools* (1996). Instead, it was completely rewritten to reflect current best practices in crisis management. Numerous permissions have been given to state departments of education across the country to reprint the materials from the three different publications.

The 2006 session of the Virginia General Assembly passed legislation (SB 75) that requires changing the term “school crisis emergency management plan” to “school crisis emergency management and medical emergency response plan” and requires that the plan include a medical emergency response plan. The revisions to the

Code, as prescribed in section 22.1-279.8 are outlined as follows:

D. Each school board shall ensure that every school that it supervises shall develop a written school crisis, ~~and~~ emergency management, *and medical emergency response* plan, consistent with the definition provided in this section. The Department of Education and the Virginia Center for School Safety shall (i) provide technical assistance to the school divisions of the Commonwealth in the development of the school crisis, ~~and~~ emergency management, *and medical emergency response* plans *that describe the components of a medical emergency response plan developed in coordination with local emergency medical services providers, the training of school personnel and students to respond to a life-threatening emergency, and the equipment required for this emergency response.*

Upon consultation with local school boards, division superintendents, the Virginia Center for School Safety, and the Coordinator of Emergency Management, the Board of Education shall develop, and may revise as it deems necessary, a model school crisis, ~~and~~ emergency management, *and medical emergency response* plan for the purpose of assisting the public schools in Virginia in developing viable, effective crisis, ~~and~~ emergency management, *and medical emergency response* plans. Such model shall set forth recommended effective procedures and means by which parents can contact the relevant school or school division regarding the location and safety of their school children and by which school officials may contact parents, with parental approval, during a critical event or emergency.

Summary of Major Elements

The new publication, *Resource Guide for Crisis Management and Emergency Response in Virginia Schools*, represents both best practice and the most recent information available. It was developed with the assistance of a representative advisory group from school divisions and state agencies. While the material in the new publication has been completely revised and updated, the most significant changes are centered around “Chapter IV: Medical Emergencies” and include:

- School Medical Emergency Response Planning
- Steps in Planning for Medical Emergencies
- Protocols
- Cardiopulmonary Resuscitation and Automatic Electronic Defibrillator Programs

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board waive first review of this request and approve the *Resource Guide for Crisis Management and Emergency Response in Virginia Schools* and permit the Department to make final technical edits as necessary.

Impact on Resources: Posting the new resource guide on the Department’s Web site will require no funding; however, financial resources will have to be identified in order to provide hard copies of the new resource guide.

Timetable for Further Review/Action:

The Department plans to have the new resource guide posted on the Web site no later than January 4, 2008.

Board of Education Agenda Item

Item: I.

Date: November 29, 2007

Topic: First Review of Criteria for Making Distributions from the Public Charter School Fund (HB 2311)

Presenter: Ms. Diane Jay, Associate Director, Office of Program Administration and Accountability

Telephone Number: (804) 225-2905

E-Mail Address: Diane.Jay@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: January 10, 2008

Previous Review/Action:

No previous board review/action

Previous review/action

date _____

action _____

Background Information: Section 22.1-212.5:1 of the *Code of Virginia*, as amended on July 1, 2007, creates in the treasury a special nonreverting public charter school fund. The purpose of the Fund is to establish a mechanism whereby any gifts, grants, bequests, or donations from public or private sources can be paid into the state treasury and credited to the Fund. Moneys in the Fund are to be used solely for the purposes of establishing or supporting public charter schools in the Commonwealth that stimulate the development of alternative public education programs. The *Code* requires the Virginia Board of Education to establish criteria for making distributions from the Fund to a public charter school requesting moneys.

Summary of Major Elements: The *Code* requires the Board to establish criteria for making distributions from the Fund. Attachment A contains eligibility criteria requirements for charter schools applicants to receive moneys from the Fund. The criteria include provisions for receiving moneys from the Fund and provisions for oversight of the Fund by the Department. Two priorities are recommended in awarding funds. Applications establishing new public charter schools will be given first priority. Applications supporting public charter schools that have been in operation for more than one year, and

are fully accredited as required under 8 VAC 20-131-300 in the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, September 7, 2006, will be given second priority.

Moneys from the Fund shall be limited to \$10,000, or less, depending on the amount available. The minimum award amount would be \$5,000. To date, no gifts, grants, bequests, or donations have been received, and no funds will be disbursed until such time as funds are received.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education accept for first review the Criteria for Making Distributions from the Public Charter School Fund pursuant to §22.1-212.5:1, *Code of Virginia*.

Impact on Resources: The responsibility can be absorbed by the agency's existing resources at this time.

Timetable for Further Review/Action: The criteria will be presented to the Board for final review in January 2008. Following final review and approval, the criteria will be posted to the section of the Department's Web site related to charter schools. When moneys become available in the Fund, their availability will be posted to the Department's Web site.

Proposed Criteria for Making Distributions from the Public Charter School Fund November 29, 2007

Background

Section 22.1-212.5:1 of the *Code of Virginia*, as amended on July 1, 2007, creates in the treasury a special nonreverting public charter school fund. The purpose of the Fund is to establish a mechanism whereby any gifts, grants, bequests, or donations from public or private sources can be paid into the state treasury and credited to the Fund. Interest earned on moneys remain in the Fund and at the end of each fiscal year shall not revert to the general fund but remain in the Fund. Moneys in the Fund are to be used solely for the purposes of establishing or supporting public charter schools in the Commonwealth that stimulate the development of alternative public education programs. The *Code* requires the Virginia Board of Education to establish criteria for making distributions from the Fund to a public charter school requesting moneys. The language in Section 22.1-212.5:1 of the *Code* is found in Appendix A.

"Public charter school" is defined as a public, nonsectarian, nonreligious, or non-home-based alternative school located within a public school division. A public charter school may be created as a new public school or through the conversion of all or part of an existing public school; however, no public charter school shall be established through the conversion of a private school or a nonpublic home-based educational program. A charter school for at-risk pupils may be established as a residential school.

The following criteria provide the eligibility requirements for public charter schools to receive moneys from the Fund.

Public Charter School Fund: Criteria

- Distribution from the Charter School Fund shall be used to provide moneys to assist with 1) establishing new public charter schools; and 2) supporting existing public charter schools.
- First priority for funding will be given to applicants establishing a new public charter school. "New" is defined as a school that has been issued permission to operate as a charter for the first time whether it is a new public school or through the conversion of all or part of an existing public school. Prior to submitting a request for funding, an entity planning to request moneys for assistance with the establishment of a new public charter school must first have its charter school application approved by the local school board where the charter school is to be located prior to submitting a request for funding.
- Second priority will be given to supporting public charter schools that: 1) have been in operation for more than one year, and 2) are fully accredited as required under 8 VAC 20-131-300 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*.

- Awards made from the Fund shall be limited to \$10,000, or less, depending on the amount available in the Fund. The minimum award amount would be \$5,000.

Requests from the Fund

- To access moneys from the Fund, a letter of request must be sent to the office of Program Administration and Accountability, Virginia Department of Education, P.O. Box 2120, Richmond, Virginia, 23218-2120. Faxes or e-mails will not be accepted.
- For those seeking funds for a new charter school, the letter shall include the following components:
 - The amount of funds requested from the Fund;
 - Information about the proposed public charter school as follows:
 - Identification of the charter applicant;
 - Name of the proposed charter school;
 - A description and location of the physical facility in which the charter school will be located;
 - Number of students and grade or age levels to be served by the school;
 - Mission and measurable education goals of the charter school, the curriculum to be offered, and the methods of assessing whether students are meeting educational goals; and
 - A financial plan of how the entity will use the requested funds and be accountable for those funds, including a timeline.
 - A letter from the local school board confirming the date of approval of the charter school.
- For those seeking funds for an existing charter school, the letter shall include the following components:
 - The amount of funds requested from the Fund;
 - Information about the public charter school as follows:
 - Identification of the charter applicant;
 - Name of the charter school;
 - A description and location of the physical facility in which the charter school is located;
 - Number of students and grade or age levels served by the school;
 - Mission and measurable education goals of the charter school, the curriculum offered, and assessment results;
 - School accreditation ratings from the previous year; and
 - A financial plan of how the entity will use the requested funds and be accountable for those funds, including a timeline.
 - A letter from the local school board confirming that the charter school has operated for more than one year, has met the terms of its charter, and is in good standing with the school board.

Administration

- The Board of Education delegates authority to the Superintendent of Public Instruction for awarding and administering moneys from the Fund.
- An account will be established within the Department of Education to disburse moneys from the Public Charter School Fund, a special nonreverting fund, created in the state treasury in which gifts, grants, bequests, donations, or appropriations from public or private sources have been received and credited for the purpose of establishing or supporting public charter schools in the Commonwealth. The account will be administered according to state accounting practices and Section 22.1-212.5:1, *Code of Virginia*.
- Moneys in the Fund will be distributed on a first-come, first-served basis by priorities for funding within the eligible categories: 1) new charter school; or 2) existing charter school. All criteria being equal, the postmark on the application letter will be the determining factor for funding. If the postmarks are identical, funds will be divided equally among approved applicants. If there are not adequate funds to award the minimum award amount of \$5,000, a waiting list will be maintained for 12 months. If adequate funds become available within the 12-month period of the waiting list, moneys in the fund will be distributed on a first-come, first-served basis by priority.
- The Department will act on the request within 30 business days of receipt. If awarded, funds will be disbursed to eligible applicants within 30 business days of Department approval.
- Moneys received from the Fund may be spent up to one year from the date of award. Award balances not spent by June 30th of the state fiscal year in which the funds were received may be carried over into the next state fiscal year and used for the same program purpose. The Department reserves the right to recover funds not expended within 12 months of receipt of the moneys.
- Charter schools are eligible to apply for additional distributions in subsequent years.

Assurances

An entity seeking moneys from the Fund for the implementation of public charter schools must provide assurances as follows:

- Moneys received by an entity under this program must be used for implementing or supporting public charter schools that stimulate the development of alternative public education programs.
- Moneys received under the Fund must be maintained in a separate account.
- The entity receiving moneys from the Fund must maintain financial records, subject to review by local auditors, that demonstrate that all moneys received through the Fund were used in accordance with the intent of the criteria.

Appendix A

Code of Virginia § 22.1-212.5:1. Public Charter School Fund established.

There is hereby created in the state treasury a special nonreverting fund to be known as the Public Charter School Fund, hereafter referred to as "the Fund." The Fund shall be established on the books of the Comptroller. Any gifts, grants, bequests, or donations from public or private sources shall be paid into the state treasury and credited to the Fund. Interest earned on moneys in the Fund shall remain in the Fund and be credited to the Fund. Any moneys remaining in the Fund, including interest thereon, at the end of each fiscal year shall not revert to the general fund but shall remain in the Fund. Moneys in the Fund shall be used solely for the purposes of establishing or supporting public charter schools in the Commonwealth that stimulate the development of alternative public education programs. Expenditures and disbursements from the Fund shall be made by the State Treasurer on warrants issued by the Comptroller upon written request signed by the Superintendent of Public Instruction. The Board of Education shall establish criteria for making distributions from the Fund to a public charter school requesting moneys from the Fund and may issue guidelines governing the Fund as it deems necessary and appropriate.

Board of Education Agenda Item

Item: _____ J. _____

Date: _____ November 29, 2007

Topic: First Review of Proposed Schedule for the Adoption of Mathematics, English, Science, and Foreign Languages Textbooks and Instructional Materials

Presenter: Dr. Beverly M. Thurston, History, Social Science, and International Education Coordinator

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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 2008

Previous Review/Action:

No previous Board review/action

____ Previous review/action
date _____
action _____

Background Information: The Board of Education's authority for approving textbooks and other instructional materials is prescribed in the Virginia Constitution and in the *Code of Virginia*. The Board of Education's *Regulations Governing Textbook Adoption* specifies the types of materials that may be adopted.

Virginia Constitution; Art. VIII § 5 (d)

It [the Board of Education] shall have authority to approve textbooks and instructional aids and materials for use in courses in the public schools of the Commonwealth.

Code of Virginia § 22.1-238

The Board of Education shall approve textbooks suitable for use in the public schools and shall have authority to approve instructional aids and materials for use in the public schools. Any school board may use textbooks not approved by the Board provided the school board selects such books in accordance with regulations promulgated by the Board.

Regulations Governing Textbook Adoption 8 VAC 20-220-30

Only those materials which are designed to provide basic support for the instructional program of a particular content area at an appropriate level will be adopted.

Summary of Major Elements: During each recent textbook and instructional materials adoption, the Department of Education worked with a state committee to review and evaluate publishers' submissions with respect to correlation to the content of the *Standards of Learning* (SOL) and certain quality- and curriculum-related factors. Following each review, the Department of Education provided school divisions with a list of the adopted materials, which included detailed profiles of each adopted submission.

The importance of teachers using curricula and materials that are aligned to the *Standards of Learning* is a major factor contributing to student achievement of the standards. To ensure school divisions have access to textbooks and instructional materials that support the state standards, state textbook adoption in a SOL subject area should be conducted shortly after the standards are revised if current materials have been on the state contract for at least six years.

It is anticipated that revised *Mathematics Standards of Learning* will be approved by the Board of Education by June 2009, and revised *English* (K-5 Reading and 6-12 English and Literature) and *Science Standards of Learning* will be approved by the Board of Education by June 2010. It is also anticipated that revised *Foreign Language Standards of Learning* will be approved by the Board of Education by June 2014. The Department proposes that textbooks and instructional materials for mathematics be scheduled for adoption in 2010-2011, and that textbooks and instructional materials for English and science be scheduled for adoption in 2011-2012. It is further proposed that textbooks and instructional materials for foreign languages be scheduled for adoption in 2014. Attachment A provides a chart that illustrates the proposed timeline for adopting mathematics, English, science, and foreign language textbooks and instructional materials in relationship to other key SOL processes and dates.

Using an established review process and criteria, the Department of Education will administer the state adoption process for the Board of Education. The Department will submit a list of recommended materials to the Board for approval.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education accept for first review the proposed mathematics, English, science, and foreign language textbook and instructional materials review schedule.

Impact on Resources: The approximate cost of each review is \$10,000. This cost is based on twenty reviewers for each textbook and instructional materials review and includes an incentive for each participant, lodging, meals, and travel expenses.

Timetable for Further Review/Action: The proposed textbook and instructional materials adoption schedule will be presented to the Board for final review and approval in January 2008.

Textbook and Instructional Materials Adoption Schedule for Mathematics, English, Science, and Foreign Languages
(Based on the seven-year revision cycle for the *Standards of Learning*)
November 29, 2007

Adoption Area	Anticipated SOL Adoption	SOL Curriculum Framework Adoption	State Textbook/ Instructional Materials Review	Expiration of Existing Contracts	LEA Textbook/ Materials Review	New Contract Date
Mathematics	2009	2009	2010-2011	2011	2011	July 1, 2011
English (K-5 Reading and 6-12 English and Literature)	2010	2010	2011-2012	2010 K-5 Reading 2011 6-12 English and Literature	2012	July 1, 2012
Science	2010	2010	2011-2012	2010	2012	July 1, 2012
Foreign Languages	2014	Not applicable	2014-2015	2011	2015	July 1, 2015

The resolution required that the Board of Education submit to the Division of Legislative Automated Systems an executive summary and a report of its progress in meeting the requests of this resolution no later than the first day of the 2008 Regular Session of the General Assembly. The executive summary and report shall be submitted for publication as a report document as provided in the procedures of the Division of Legislative Automated Systems for the processing of legislative documents and reports and shall be posted on the General Assembly's Web site.

Summary of Major Elements

On behalf of the Board of Education, the president of the Board appointed the *Commonwealth Educational Roundtable* members. Dr. William C. Boshier, Jr., executive director and distinguished professor of education and public policy at Virginia Commonwealth University's Education and Policy Institute, will serve as chair of the *Roundtable*.

The membership of the *Roundtable* includes deans of colleges and universities, principals, a school division central office director, representatives from professional organizations, members of the Virginia General Assembly, a member of the Board of Education, the executive director of the State Council of Higher Education for Virginia, and the Superintendent of Public Instruction. The first meeting of the *Roundtable* was held October 30, 2007, in Richmond, Virginia. Attached is the report to be submitted to the 2008 Virginia General Assembly.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education waive first review and approve the report on the *Commonwealth Educational Roundtable* to be submitted to the 2008 Virginia General Assembly.

Impact on Resources: The impact on Department of Education fiscal resources during the 2007-08 year will be minimal because of resources provided from a Wallace Foundation Grant.

Timetable for Further Review/Action: The *Commonwealth Educational Roundtable* will report to the Board of Education regarding its work.



VIRGINIA DEPARTMENT OF EDUCATION

Report to the Virginia
General Assembly

***COMMONWEALTH
EDUCATIONAL ROUNDTABLE***

NOVEMBER 29, 2007

VIRGINIA BOARD OF EDUCATION

COMMONWEALTH EDUCATIONAL ROUNDTABLE

EXECUTIVE SUMMARY

The 2007 General Assembly passed House Joint Resolution 622 requesting the Board of Education to establish and regularly convene a *Commonwealth Educational Roundtable* to facilitate the implementation and continuation of efforts to improve and sustain quality educational leadership in the Commonwealth's public schools.

The resolution stipulated that membership should include, but need not be limited to, state agency leaders in public and higher education, representatives of educational leadership organizations, and other such individuals and organizations as the Board and the Superintendent may deem appropriate. In conducting its work, the *Roundtable* shall, among other things, (i) monitor the implementation of revisions to licensure of principals and preparation program regulations; (ii) continue to review and evaluate the policy environment for educational leadership; (iii) communicate regularly with the Board of Education about any relevant findings, with recommendations for any regulatory action; and (iv) provide a forum for educational leaders to report the challenges and effects of their work.

The resolution required that the Board of Education submit to the Division of Legislative Automated Systems an executive summary and a report of its progress in meeting the requests of this resolution no later than the first day of the 2008 Regular Session of the General Assembly. The executive summary and report shall be submitted for publication as a report document as provided in the procedures of the Division of Legislative Automated Systems for the processing of legislative documents and reports and shall be posted on the General Assembly's Web site.

On behalf of the Board of Education, the president of the Board appointed the *Commonwealth Educational Roundtable* members. Dr. William C. Boshier, Jr., executive director and distinguished professor of education and public policy at Virginia Commonwealth University's Education and Policy Institute, serves as chair of the *Roundtable*.

The membership of the *Roundtable* includes deans of colleges and universities, principals, a school division central office director, representatives from professional organizations, members of the Virginia General Assembly, a member of the Board of Education, the executive director of the State Council of Higher Education for Virginia, and the Superintendent of Public Instruction. The first meeting of the *Roundtable* was held on October 30, 2007, in Richmond, Virginia.

COMMONWEALTH EDUCATIONAL ROUNDTABLE

BACKGROUND

The General Assembly and the Board of Education have articulated in the Standards of Quality (§ 22.1-253.13:5 B) that "leadership is essential for the advancement of public education in the Commonwealth." The 1999 Regular Session of the General Assembly enacted the Education Accountability and Quality Enhancement Act, which among other things, directed the Board of Education to amend leadership standards for superintendents and principals that would "include training in the implementation of the Standards of Learning and training in the evaluation and documentation of teacher and administrator performance based on student academic progress and the skills and knowledge of instructional personnel."

Echoing this priority is the December 2003 report of the Joint Legislative Audit and Review Commission, *Review of Factors and Practices Associated with School Performance in Virginia*, stating that strong leadership provided by the school principal is critical to the academic success of students, and the Standards of Accreditation (8 VAC 20-131-210), which acknowledge the principal as the "instructional leader of the school."

More than five years ago the Commonwealth joined 14 other states in a multimillion dollar mission to improve leadership in public schools, the State Action for Educational Leadership Project (SAELP), a grants initiative created by the Wallace Foundation to assist states in the development and implementation of policies and laws designed to enhance the capacity of school principals and superintendents to improve student performance. To support this initiative, the 2002 Regular Session of the General Assembly created a 21-member Joint Commission to Review, Study and Reform Educational Leadership (House Joint Resolution No. 20 and Senate Joint Resolution No. 58) to "evaluate the policy environment for educational leadership" as well as propose appropriate statutory and regulatory changes based on its review and research.

Complementing the work of the legislative Commission was a Task Force to Evaluate and Redesign Preparation Programs and Professional Development for School Leaders, led by the Superintendent of Public Instruction and the Executive Director of the State Council of Higher Education for Virginia. Supported by many of the Task Force recommendations, the legislative Commission ultimately adopted more than 20 recommendations that addressed, among other things, (i) guidelines for mentorships and internships for school administrators; (ii) revision of licensure requirements for principals to require passage of the School Leaders Licensure Assessment (SLLA); and (iii) review of potential alternative licensure routes and a two-tiered licensure system. Some of these recommendations have already resulted in statutory changes addressing school leaders, while others were promulgated by the Board of Education as regulations addressing licensure and preparation programs for principals.

Supporting the development of effective school leaders in the Commonwealth are competitive grants for school divisions, first provided by the 2004 Regular Session of the General Assembly as five \$100,000 awards in each year of the biennium to school divisions entering into partnerships with Virginia institutions of higher education or other entities "for a defined

leadership development training program that addresses the leadership standards established for such training as defined by the Board of Education. The leadership training grants were continued in the 2006-2008 biennial budget, again demonstrating the Commonwealth's commitment to effective educational leadership in Virginia's public schools.

The 2007 General Assembly passed House Joint Resolution 622 requesting the Board of Education to establish and regularly convene a *Commonwealth Educational Roundtable* to facilitate the implementation and continuation of efforts to improve and sustain quality educational leadership in the Commonwealth's public schools. The resolution stipulated that membership should include, but need not be limited to, state agency leaders in public and higher education, representatives of educational leadership organizations, and other such individuals and organizations as the Board and the Superintendent may deem appropriate.

In conducting its work, the *Roundtable* shall, among other things, (i) monitor the implementation of revisions to licensure of principals and preparation program regulations; (ii) continue to review and evaluate the policy environment for educational leadership; (iii) communicate regularly with the Board of Education about any relevant findings, with recommendations for any regulatory action; and (iv) provide a forum for educational leaders to report the challenges and effects of their work. The resolution required that the Board of Education submit to the Division of Legislative Automated Systems an executive summary and a report of its progress in meeting the requests of this resolution no later than the first day of the 2008 Regular Session of the General Assembly. The executive summary and report shall be submitted for publication as a report document as provided in the procedures of the Division of Legislative Automated Systems for the processing of legislative documents and reports and shall be posted on the General Assembly's Web site.

On behalf of the Board of Education, the president of the Board appointed the *Commonwealth Educational Roundtable* members. Dr. William C. Boshier, Jr., executive director and distinguished professor of education and public policy at Virginia Commonwealth University's Education and Policy Institute, serves as chair of the *Roundtable*.

The membership of the *Roundtable* includes deans of colleges and universities, principals, a school division central office director, representatives from professional organizations, members of the Virginia General Assembly, a member of the Board of Education, the executive director of the State Council of Higher Education for Virginia, and the Superintendent of Public Instruction. The membership of the *Roundtable* is attached. The first meeting of the *Roundtable* was held October 30, 2007, in Richmond, Virginia. A focus of the meeting was the work of the *Roundtable* to provide guidance on the "Advancing Virginia's Leadership Agenda" initiative.

ADVANCING VIRGINIA'S LEADERSHIP AGENDA

Virginia received a Grant from the Wallace Foundation providing funding to "Advance Virginia's Leadership Agenda." The work of the contract issued by the Virginia Department of Education is to be guided by the *Commonwealth Educational Roundtable*.

A Request for Proposals (RFP) was disseminated to solicit proposals from Virginia public institutions of higher education with approved administration and supervision programs to meet the following three major objectives to support Virginia's goal of establishing a statewide Cohesive Learning-centered Leadership System:

1. Review, strengthen, and align the standards for school leaders in Virginia;
2. Identify indicators for standards that address the levels of school leaders—entry-level principals and high-performing principals; and
3. Develop guidance in the verification of the Level II administration and supervision endorsement as set forth in the *Regulations Governing the Licensure of School Personnel* and describe effective models of induction for beginning school leaders that reflect well aligned state and district leadership standards; leadership training that is closely tied to these standards; and district support systems that demonstrate responsiveness to the job conditions, needs, and learning goals of districts, especially low performing districts.

To engage statewide participation, the work is to be completed with statewide representation, including, but not limited to, representatives from Virginia college and university approved administration and supervision programs; school leaders from urban, suburban, rural, and low performing schools; representation from professional organizations, and Department of Education officials. The collaborative and cooperative arrangements among all partners were to be clearly identified in the proposals.

Proposals were to include purpose and description, statewide collaboration, preparation and process, project management, reporting, financial support, capacity and resources, program evaluation, detailed budget, and timelines. The contract award was not to exceed \$100,000. The proposals were required to include a detailed budget and total cost for producing the deliverables.

A committee reviewed the proposals, and the University of Virginia was awarded the contract.

Contract Scope of Work

The contract has three major objectives with specific products of work that must be accomplished by May 2008.

Objective 1: Review, strengthen, and align the standards for school leaders in Virginia

Virginia developed *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents*. Evaluation criteria can have powerful value because they embody the expectations of the public regarding the functions of school personnel, particularly regarding teaching and learning. If those criteria are then used to judge the effectiveness of educators, they help to focus assessment efforts on

self-growth, instructional effectiveness, and improvement of overall performance. The use of clear evaluation criteria for school leaders serves as a foundation for a fair and comprehensive evaluation system that provides sufficient detail and definition so that educators and their supervisors can reasonably understand job expectations.

The Virginia Department of Education is in the process of developing Virginia Teaching Standards (general and content specific) as a companion to the performance evaluation standards. The standards are designed to provide a conceptual model of good teaching. The standards will increase credibility for the teaching profession by holding teachers accountable for their performance in the classroom; in addition they provide support for teacher growth. Likewise, standards for school leaders need to be addressed.

The contractor's work must include the review of the standards set forth in the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents* for school leaders. The standards and indicators address the areas of "Planning and Assessment," "Instructional Leadership," "Safety and Organizational Management for Learning," "Communication and Community Relations," and "Professionalism." The standards, developed in 1999, must be reviewed and enhanced to ensure they are grounded in research and aligned with the Interstate School Leaders Licensure Consortium (ISLLC) standards, *Regulations Governing the Licensure of School Personnel*, and *Regulations Governing the Review and Approval of Education Programs in Virginia*.

The contractor's work must focus on competency-based leadership preparation with an emphasis on instructional leadership. The standards for school leaders will link college and university preparation programs, evaluation of school leaders' performance, selection processes, recommendations for Level II administration and supervision endorsements, and professional development.

Objective 2: Identify indicators for standards that address the performance of school leaders -- entry-level school leaders and highly effective school leaders

Indicators for the standards must be grounded in research or based on evidence and address the following levels of school leaders:

1. Entry-Level School Leaders, and
2. Highly Effective School Leaders

A companion document for the standards must be prepared to guide school leaders to examine key aspects of their leadership based on the standards through an inquiry approach to foster ongoing reflection and insights.

Objective 3: Develop a guidance document to facilitate the verification of the Level II administration and supervision endorsement and set forth effective models of induction for beginning school leaders

The *Regulations Governing the Licensure of School Personnel*, effective September 21, 2007, have created a Level I and Level II administrative and supervision endorsement. An endorsement in administration and supervision preK-12 consists of Level I, which is required to serve as a building-level administrator or central office supervisor, and Level II, which is an optional endorsement to which an experienced building-level administrator may aspire. A school leader's assessment prescribed by the Board of Education must be met for all individuals who are seeking an initial endorsement authorizing them to serve as principals and assistant principals in the public schools.

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 a public school or accredited nonpublic 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 the following criteria as specified by the Board of Education and documented in a Department of Education approved format and be recommended by the employing Virginia school division superintendent:

1. Evidence of improved student achievement;
2. Evidence of effective instructional leadership;
3. Evidence of positive effect on school climate or culture;
4. Earned doctorate in educational leadership or evidence of formal professional development in the areas of school law, school finance, supervision, human resource management, and instructional leadership;
or
5. Evidence of a completion of a high-quality professional development project designed by the division superintendent.

The purpose of this objective is to develop a guidance document for use by school division superintendents to assess whether a school leader has met the criteria for a Level II endorsement. In addition, the document needs to address the components and development of effective models of induction for beginning principals or assistant principals based on current research.

Products (documents):

The following documents are required to be completed:

1. Revised and aligned standards for school leaders in Virginia;
2. Document with indicators for standards that address the levels of school leaders—entry-level principals and high-performing principals;
3. Guidance document for the verification of the Level II administration and supervision endorsement and describe effective models of induction for beginning school leaders that reflect well aligned state and district leadership standards; leadership training that is closely tied to these standards; and district support systems that demonstrate responsiveness to the job conditions, needs, and learning goals of districts, especially low performing districts

Partnerships:

To engage statewide participation, the work will be required to be completed through a consortium with statewide representation, including, but not limited to, representatives from Virginia college and university approved administration and supervision programs; school leaders from urban, suburban, rural, and low performing schools; representation from professional organizations, and Department of Education officials.

Project Management:

The project will be managed by the lead institution, the University of Virginia. The *Commonwealth Educational Roundtable* will review the products and provide advice and guidance in the process. Documents will be submitted to the Virginia Department of Education and to the Board of Education for review and approval.

CONTINUED WORK OF THE COMMONWEALTH EDUCATIONAL ROUNDTABLE

The *Commonwealth Educational Roundtable* plans to convene three or four times a year. The *Roundtable* will meet in January and March 2008 to focus on the work of the “Advancing Virginia’s Leadership Agenda” initiative. The *Roundtable* will report to the Board of Education regarding its work and recommendations.

Commonwealth Educational Roundtable Members 2007

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Board of Education Agenda Item

Item: _____ L. _____

Date: November 29, 2007

Topic: Report on Programming and Services Provided through the Instructional Telecommunications Services Contract

Presenter: Mr. Lan Neugent, Assistant Superintendent for Technology and Career Education, Ms. Linda Holt, Education Specialist and representatives from Virginia's public television stations

Telephone Number: (804) 786-5149

E-Mail Address: Linda.Holt@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: Funding is appropriated by the General Assembly to the public television stations to provide programming and services that support teaching and learning in Virginia's public schools. The Instructional Telecommunications Services Contract outlines procedures for distributing these funds to the public television stations and specifies the categories of services and their related allocations. The programming and services are determined by the public television stations in collaboration with the Regional Services Contracting and Planning Committees.

Summary of Major Elements: *An Overview of the Instructional Telecommunications Services Contract* provides information on the components of the Instructional Telecommunications Services Contract and describes the roles and responsibilities of the Regional Services Contracting and Planning Committee. The directors of instruction from the public television stations will provide a brief summary of the unique services that are provided to the school divisions they serve.

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

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 responsibilities related to this activity, other services may be impacted.

Timetable for Further Review/Action: N/A

ITS Contract

An Overview of the Instructional Telecommunications Services Contract

This overview identifies the components of the Instructional Telecommunications Services Contract (ITS Contract) and describes the role and responsibilities of the Regional Services Contracting and Planning Committee, known as the RSCPC.

The ITS Contract is an agreement between the Commonwealth of Virginia and each of the five Virginia public television stations.

The Virginia Public Broadcasting Board, Secretary of Administration, and Virginia Department of Education administer the contract on behalf of the Commonwealth.

The Instructional Telecommunications Contract consists of five documents:

- The signed contract form outlines those entities entering into the agreement and lists the documents in order of precedence that make up the Contract Documents. This section of the ITS Contract contains the signatures of the Secretary of Administration, the Chair of the Virginia Public Broadcasting Board, the Superintendent of Public Instruction, and the general manager for the public television station named on the signed contract form.
- Part A of the ITS Contract outlines the general terms and conditions related to contracted services that are purchased with ITS Contract funds.
- Part B is the Annexed Special Terms and Conditions for Instructional Telecommunications Services. This document defines all services, capacities, and products that may be provided through contractual arrangements with the public television stations. Conditions under which these services are provided and delivered are outlined in this section as well.
- The fourth document is the annexed memorandum of requested services from the Department of Education. Generally, requested services include such items as broadcast hours reserved for public affairs programming, special school related programming, and satellite feeds of video news releases. Requests for training or consulting services by the educational services staff at the public television station may also be part of this memorandum of requested services.
- The final document is the Annexed Work and Payment Schedule. This document is developed by the public television station in collaboration with the Regional Schools Contracting and Planning Committee (RSCPC) and reflects the categories of services outlined in the Annexed Special Terms and Conditions for Telecommunications Services.

Special Terms and Conditions Outlined in the ITS Contract

Broadcast Transmission refers to the total number of hours of television program broadcast transmission time. Over time with the development of newer technologies, this category has been used to account for less traditional means of delivering programming. Regardless of the means of delivery, the transmission of programs must be consistent with the recommendations that have been approved by the RSCPC and the Department of Education.

Program Series Acquisition includes the purchase of licensing for programs that have been approved by the RSCPC and the Department of Education. The cost of the programming may not exceed the amount specified in the approved Work and Payment Schedule.

Program Production Services: From time to time regional and state needs may require that a station prepare and produce a program and related instructional materials. Such programming requires the involvement and approval of the RSCPC and the Virginia Department of Education.

ITV Staff and Program Costs must be justified through documented time sheets that are maintained by the public television station. Educational services staff are required to report monthly on activities related to the implementation of the Work and Payment Schedule.

Technical Services, when provided, include the total expert man-hours provided for the skilled execution of the various technical inventory, planning, field survey, advisory, servicing and service evaluation tasks which may be requested by LEAs.

Resource and Print Materials (including printed support elements to be executed, acquired, and delivered by the Entity as requested by DOE and/or the RSCPC) are delivered by the Entity to schools and the Department of Education at the levels described in the Work and Payment Schedule.

Program Recording, Duplication, and Distribution Services provides for the recording and duplication of resources as specified in the Work and Payment Schedule.

ITV Staff Professional Development and Conferences refers to needed attendance by the educational services staff at specified professional development activities that will facilitate improved and expanded services provided to school divisions.

Teacher Training Programs and Support has increased each year as the technology training needs of school divisions have grown. Activities in this category would include teacher training programs and related support materials for activities outside of the delivery of instructional broadcast programming. Such activities should support the advancement of technology integration in the K-12 classroom and the Virginia Standards of Learning (SOL). The RSCPC must direct the planning and content of such training programs.

Departmental Operating Expenses includes operating expenses for the delivery of services and programs that are not specifically covered by the categories 1-9 of the Work and Payment Schedule. Such items as small cameras, VCRs, laptop computers, and instruction/presentation devices might be included in this category. All items must be deemed essential by the RSCPC to the delivery of services.

Payment Process

The Commonwealth pays the public television station the total contract price indicated in the Schedule for requested units of service, capacity or product satisfactorily delivered.

The first payment of 50% of the total is paid as soon as practicable in the fiscal year as state accounting procedure will permit. This payment is usually made by July 15.

No payments are made until the Commonwealth has received the required certification statement.

The remaining 50% is prorated on the basis of 11 monthly payments throughout the remainder of the fiscal year. Prior to each monthly payment, the public television station submits a Monthly Contract Statement that is reviewed by the Virginia Department of Education.

RSCPC Duties

The Regional Schools Contracting and Planning Committee or RSCPC serves a liaison role.

This committee provides a unique opportunity for school divisions to have input into services that are provided by the public television stations. Recommendations from the RSCPC guide the public television

station in determining regional needs for services and resources that support student achievement and mastery of Virginia's SOL. RSCPCs support the use of telecommunications and other instructional technologies by identifying services and by publicizing available services. The local RSCPC also plans with the public television station to identify budgetary needs.

Membership in the RSCPC consists of a representative from each school division served by the public television station. By default the representative is the division superintendent. The superintendent may choose to identify another staff member to serve on the RSCPC. Additionally, there is one voting member from the Virginia Department of Education and the public television station respectively.

The role and duties of a RSCPC representative

The RSCPC member is the voice of the school division and serves as a liaison between the division superintendent, the RSCPC, and the public television station.

The RSCPC representative is a conduit of information about services and resources, paid for by the Commonwealth of Virginia and available without charge to public schools.

As part of the ITS Contract process, RSCPC representatives must be involved in identifying and prioritizing needs in order to be prepared to approve the program and services recommendations that become part of the Work and Payment Schedule for the station. Part of this process involves a program preview and review process.

The overall review and planning process is a vital function of the RSCPC. Evaluating current services, conducting needs assessments, and developing a strategic plan to meet identified needs is one of the most important roles of the RSCPC representative.

Contract Process Timeline

- RSCPC representatives are involved with the review and evaluation process from September through December. During this time it is important for representatives to establish local needs for services and programming and to make those needs known during the planning process.
- The RSCPC focuses on prioritizing the list of services and resources during January and February.
- In March, the request for services is finalized, and a Work and Payment Schedule is developed.
- Each station provides the Department of Education with a signed copy of the final Work and Payment Schedule which then becomes part of the ITS Contract.
- In May, the Virginia Public Broadcasting Board reviews the five ITS Contracts, and all required entities sign the contract document.
- By the end of June, the contracts are executed so that the first payment can be made in July.

PUBLIC HEARING:

Public Hearing on the Proposed *Curriculum Framework for Algebra, Functions, and Data Analysis Standards of Learning*

In June 2007, the Board of Education approved *Standards of Learning* for a new, optional, high school course, *Algebra, Functions, and Data Analysis*. Thus, it was necessary to develop an entirely new curriculum framework for these recently-approved standards to provide school divisions with an aligned resource document. Selected mathematics teachers and specialists assisted Department staff in developing the new framework document, which was accepted by the Board for first review at the October 2007 meeting.

Prior to the adoption of the curriculum frameworks for core academic areas, public comment is received.

Background on the Proposed Framework:

The Department of Education has developed a *Curriculum Framework for Algebra, Functions, and Data Analysis Standards of Learning*, provided as Attachment A. The framework includes a brief introduction and describes the context for the *Algebra, Functions, and Data Analysis* standards as focusing on real-world problems. Each standard is explicated with Essential Understandings and Essential Knowledge and Skills sections to provide school division mathematics educators with detailed information for curriculum development.

The proposed framework may be viewed at:

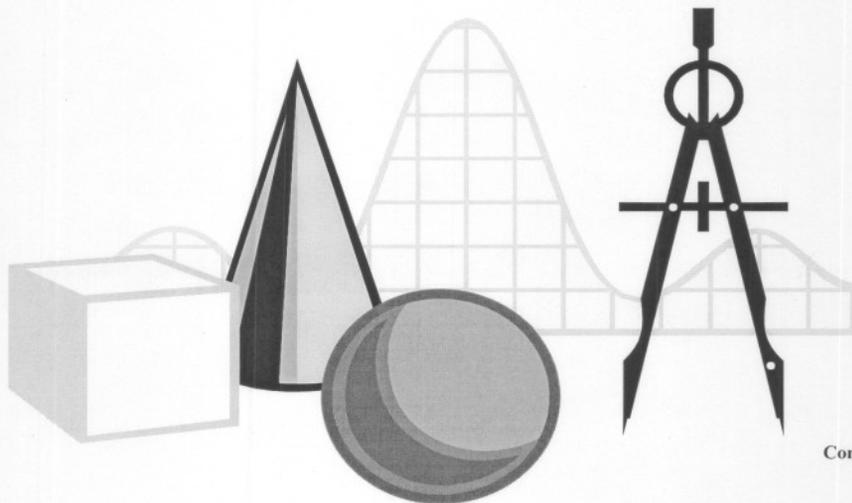
http://www.vdoe.vi.virginia.gov/VDOE/VA_Board/Meetings/2007/oct-itemO.pdf

Guidelines for speakers attending the public hearing:

Speakers will be recognized in the order in which they registered on the sign-up sheet.

Each speaker is limited to three minutes.

PROPOSED
MATHEMATICS STANDARDS OF LEARNING
CURRICULUM FRAMEWORK
Algebra, Functions and Data Analysis



Commonwealth of Virginia
Board of Education
Richmond, Virginia
First Review - October 18, 2007

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NOTICE TO THE READER

The Virginia Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities.

The *Mathematics Curriculum Framework* can be found in PDF and Microsoft Word file formats on the Virginia Department of Education's Web site at <http://www.doe.virginia.gov>.

Introduction

The content of the *Mathematics Standards of Learning* supports five process goals for students:

- becoming mathematical problem solvers;
- communicating mathematically;
- reasoning mathematically;
- making mathematical connections; and
- using mathematical representations to model and interpret practical situations.

These goals provide a context within which to develop the knowledge and skills identified in the standards.

Mathematics in Context

Algebra, Functions and Data Analysis provides an opportunity for mathematical ideas to be developed in the context of real-world problems. Students will be asked to collect and analyze univariate and bivariate data using a variety of statistics and analytical tools. They will learn to attach functional algebra to statistics, allowing for the possibility of standardizing and analyzing data through the use of mathematical models. Students will use transformational graphing and the regression capabilities of graphing calculators to find regression equations, and they will use them to analyze the data and to predict the placement of data points between and beyond given data points.

Each topic in the *Algebra, Functions and Data Analysis* Curriculum Framework is developed around the *Standards of Learning*. Each standard is expanded in the Essential Knowledge and Skills column. The Essential Understandings column includes concepts, mathematical relationships, and ideas that are important to understanding and teaching the standards effectively.

Teachers should help students make connections and build relationships among algebra, arithmetic, geometry, discrete mathematics, and probability and statistics. Connections should be made to other subject areas and fields of endeavor through applications. Using manipulatives, graphing calculators, and computer applications to develop concepts should help students develop and attach meaning to abstract ideas. Throughout the study of mathematics, students should be encouraged to talk about mathematics, use the language and symbols of mathematics, communicate, discuss problems and problem solving, and develop their competence and their confidence in themselves as mathematics students.

TOPIC: ALGEBRA AND FUNCTIONS

ALGEBRA, FUNCTIONS AND DATA ANALYSIS

AFDA.1

The student will investigate and analyze function (linear, quadratic, exponential, and logarithmic) families and their characteristics. Key concepts include:

- a) continuity
- b) local and absolute maxima and minima
- c) domain and range
- d) zeros
- e) intercepts
- f) intervals in which the function is increasing/decreasing
- g) end behaviors
- h) asymptotes

ESSENTIAL UNDERSTANDINGS

- The domain of a function consists of the first coordinates of the ordered pairs that are elements of a function. Each element in the domain is an input into the independent variable of the function.
- The range of a function consists of the second coordinates of the ordered pairs that are elements of a function. Each element in the range is an output in the dependent variable of a function.
- For each x in the domain of f , x is a member of the input of the function f , $f(x)$ is a member of the output of f , and the ordered pair $[x, f(x)]$ is a member of f .
- A value x in the domain of f is an x -intercept or a zero of a function f if and only if $f(x) = 0$.
- Functions describe the relationship between two variables where each input is paired to a unique output.

ESSENTIAL KNOWLEDGE AND SKILLS

- Identify the domain and range for a relation, given a set of ordered pairs, a table, or a graph.
- For each x in the domain of f , find $f(x)$.
- Identify the zeros of the function algebraically and confirm them, using the graphing calculator.
- Identify the domain, range, zeros, and intercepts of a function presented algebraically or graphically.
- Recognize restricted/discontinuous domains and ranges.
- Recognize graphs of parent functions for linear, quadratic, exponential and logarithmic functions.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE AND SKILLS
<ul style="list-style-type: none">• Functions are used to model real-world phenomena.• A function is increasing on an interval if its graph, as read from left to right, is rising in that interval.• A function is decreasing on an interval if its graph, as read from left to right, is going down in that interval.• Exponential and logarithmic functions are either strictly increasing or strictly decreasing.• A function is continuous on an interval if the function is defined for every value in the interval and there are no breaks in the graph. A continuous function can be drawn without lifting the pencil.• A turning point is a point on a continuous interval where the graph changes from increasing to decreasing or from decreasing to increasing.• A function, f, has a local maximum in some interval at $x = a$ if $f(a)$ is the largest value of f in that interval.• A function, f, has a local minimum in some interval at $x = a$ if $f(a)$ is the smallest value of f in that interval.• Asymptotes can be used to describe local behavior and end behavior of graphs. They are lines or other curves that approximate the graphical behavior of a function.	<ul style="list-style-type: none">• Identify x-intercepts (zeros), y-intercepts, symmetry, asymptotes, intervals for which the function is increasing or decreasing, points of discontinuity, end behavior, and maximum and minimum points, given a graph of a function.• Describe continuity of a function on its domain or at a point.• Express intervals using correct interval notation and/or a compound inequality.

ESSENTIAL UNDERSTANDINGS

- The following statements are equivalent:
 - k is a zero of the polynomial function f ;
 - k is a solution of the polynomial equation $f(x) = 0$;
 - k is an x -intercept for the graph of the polynomial; and
 - $(x - k)$ is a factor of the polynomial.
- Continuous and discontinuous functions can be identified by their equations or graphs. The end behavior of a function refers to the graphical behavior of a function as x goes to positive and negative infinity.

ESSENTIAL KNOWLEDGE AND SKILLS

TOPIC: ALGEBRA AND FUNCTIONS

ALGEBRA, FUNCTIONS AND DATA ANALYSIS

AFDA.2

The student will use knowledge of transformations to write an equation given the graph of a function (linear, quadratic, exponential, and logarithmic).

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE AND SKILLS
<ul style="list-style-type: none"> • Knowledge of transformational graphing using parent functions can be used to generate a mathematical model from a scatter plot that approximates the data. • Transformations include: <ul style="list-style-type: none"> - Translations (horizontal and vertical shifting of a graph) - Reflections - Dilations (stretching and compressing graphs, and) - Rotations • The equation of a line can be determined by two points on the line or by the slope and a point on the line. 	<ul style="list-style-type: none"> • Write an equation of a line when given the graph of a line. • Recognize graphs of parent functions for linear, quadratic, exponential and logarithmic functions. • Write the equation of a linear, quadratic, exponential, or logarithmic function in (h, k) form given the graph of the parent function and transformation information. • Describe the transformation from the parent function given the equation written in (h, k) form or the graph of the function. • Given the equation of a function, recognize the parent function and transformation to graph the given function. • Recognize the vertex of a parabola given a quadratic equation in (h, k) form or graphed. • Describe the parent function represented by a scatter plot.

TOPIC: ALGEBRA AND FUNCTIONS

ALGEBRA, FUNCTIONS AND DATA ANALYSIS

AFDA.3

The student will collect data and generate an equation for the curve (linear, quadratic, exponential, and logarithmic) of best fit to model real-world problems or applications. Students will use the best fit equation to interpolate function values, make decisions, and justify conclusions with algebraic and/or graphical models.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE AND SKILLS
<ul style="list-style-type: none"> • The regression equation modeling a set of data points can be used to make predictions where appropriate. • Data and scatter plots may indicate patterns that can be modeled with a function. • Graphing calculators can be used to collect, organize, picture, and create an algebraic model of the data. • Data that fit linear, quadratic, exponential, and logarithmic models arise from practical situations • Two variables may be strongly associated without a cause-and-effect relationship existing between them. • Each data point may be considered to be comprised of two parts: fit (the part explained by the model) and residual (the result of chance variation or of variables not measured). • Residual = Actual – Fitted 	<ul style="list-style-type: none"> • Write an equation for the line of best fit, given a set of data points in a table, on a graph, or from a practical situation. • Make predictions about unknown outcomes, using the equation of a line of best fit. • Collect and analyze data to make decisions and justify conclusions. • Investigate scatter plots to determine if patterns exist, and identify the patterns. • Find an equation for the curve of best fit for data, using a graphing calculator. Models will include linear, quadratic, exponential, and logarithmic functions. • Make predictions, using data, scatter plots, or equation of curve of best fit. • Given a set of data, determine the model that would best describe the data.

ESSENTIAL UNDERSTANDINGS

- Least squares regression generates the equation of the line that minimizes the sum of the squared distances between the data points and the line.
- A correlation coefficient measures the degree of association between two variables that are related linearly.

ESSENTIAL KNOWLEDGE AND SKILLS

- Describe the errors inherent in extrapolation beyond the range of the data.
- Estimate the correlation coefficient when given data and/or scatter plots.

TOPIC: ALGEBRA AND FUNCTIONS**ALGEBRA, FUNCTIONS AND DATA ANALYSIS****AFDA.4**

The student will transfer between and analyze multiple representations of functions including algebraic formulae, graphs, tables, and words. Students will select and use appropriate representations for analysis, interpretation, and prediction.

ESSENTIAL UNDERSTANDINGS

- The most appropriate representation of a function depends on the questions to be answered and/or the analysis to be done.
- Given data may be represented as discrete points or as a continuous graph with respect to the real-world context.
- Real-world data may best be represented as a table, a graph, or as a formula.

ESSENTIAL KNOWLEDGE AND SKILLS

- Given an equation, graph a linear, quadratic, exponential or logarithmic function with the aid of a graphing calculator.
- Make predictions given a table of values, a graph, or an algebraic formula.
- Describe relationships between data represented in a table, in a scatter plot, and as elements of a function.
- Determine the appropriate representation of data derived from real-world situations.
- Analyze and interpret the data in context of the real-world situation.

TOPIC: ALGEBRA AND FUNCTIONS**ALGEBRA, FUNCTIONS AND DATA ANALYSIS****AFDA.5**

The student will determine optimal values in problem situations by identifying constraints and using linear programming techniques.

ESSENTIAL UNDERSTANDINGS

- Linear programming models an optimization process.
- A linear programming model consists of a system of constraints and an objective quantity that can be maximized or minimized.
- Any maximum or minimum value will occur at a corner point of a feasible region.

ESSENTIAL KNOWLEDGE AND SKILLS

- Model practical problems with systems of linear inequalities.
- Solve systems of linear inequalities with pencil and paper and using a graphing calculator.
- Solve systems of equations algebraically and graphically.
- Identify the feasibility region of a system of linear inequalities.
- Identify the coordinates of the corner points of a feasibility region.
- Find the maximum or minimum value for the function defined over the feasibility region.
- Describe the meaning of the maximum or minimum value within its context.

TOPIC: DATA ANALYSIS

ALGEBRA, FUNCTIONS AND DATA ANALYSIS

AFDA.6

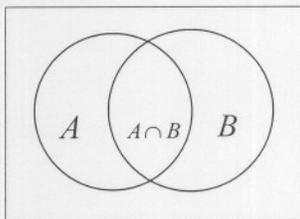
The student will calculate probabilities. Key concepts include:

- a) conditional probability
- b) dependent and independent events
- c) addition and multiplication rules
- d) counting techniques (permutations and combinations)
- e) Law of Large Numbers

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE AND SKILLS
<ul style="list-style-type: none"> • The <i>Fundamental Counting Principle</i> states that if one decision can be made n ways and another can be made m ways, then the two decisions can be made nm ways. • <i>Permutations</i> are used to calculate the number of possible arrangements of objects. • <i>Combinations</i> are used to calculate the number of possible selections of objects without regard to the order selected. • A <i>sample space</i> is the set of all possible outcomes of a random experiment. • An <i>event</i> is a subset of the sample space. • $P(E)$ is a way to represent the probability that the event E occurs • <i>Mutually exclusive events</i> are events that cannot both occur simultaneously. • If A and B are mutually exclusive then $P(A \cup B) = P(A) + P(B)$. 	<ul style="list-style-type: none"> • Compare and contrast permutations and combinations. • Calculate the number of permutations of n objects taken r at a time. • Calculate the number of combinations of n objects taken r at a time. • Define and give contextual examples of complementary, dependent, independent, and mutually exclusive events. • Given two or more events in a problem setting, determine if the events are complementary, dependent, independent, and/or mutually exclusive. • Find conditional probabilities for dependent, independent, and mutually exclusive events. • Represent and calculate probabilities using Venn diagrams and probability trees.

ESSENTIAL UNDERSTANDINGS

- The complement of event A consists of all outcomes in which event A does not occur.
- $P(B|A)$ is the probability that B will occur given that A has already occurred. $P(B|A)$ is called *the conditional probability of B given A* .
- Venn diagrams may be used to examine conditional probabilities.



$$P(B|A) = \frac{P(A \cap B)}{P(A)}$$

$$\Rightarrow P(A \cap B) = P(A)P(B|A)$$

- Two events, A and B , are independent if the occurrence of one does not affect the probability of the occurrence of the other. If A and B are not independent, then they are said to be dependent.
- If A and B are independent events, then $P(A \cap B) = P(A)P(B)$.
- The *Law of Large Numbers* states that as a procedure is repeated again and again, the relative frequency probability of an event tends to approach the actual probability.

ESSENTIAL KNOWLEDGE AND SKILLS

- Analyze, interpret and make predictions based on theoretical probability within real-world context.
- Given a real-world situation, determine when to use permutations or combinations.

TOPIC: DATA ANALYSIS**ALGEBRA, FUNCTIONS AND DATA ANALYSIS****AFDA.7**

The student will analyze the normal distribution. Key concepts include:

- a) characteristics of normally distributed data
- b) percentiles
- c) normalizing data using z-scores
- d) area under the standard normal curve and probability

ESSENTIAL UNDERSTANDINGS

- Analysis of the descriptive statistical information generated by a univariate data set includes the relationships between central tendency, dispersion, and position.
- The normal distribution curve is a family of symmetrical curves defined by the mean and the standard deviation.
- Areas under the curve represent probabilities associated with continuous distributions.
- The normal curve is a probability distribution and the total area under the curve is 1.
- The mean of the data in a standard normal density function is 0 and the standard deviation is 1. This allows for the comparison of unlike data.
- The amount of data that falls within 1, 2, or 3 standard deviations of the mean is constant and the basis of z-score data normalization.

ESSENTIAL KNOWLEDGE AND SKILLS

- Interpret mean, median, mode, range, interquartile range, variance, and standard deviation of a univariate data set in terms of the problem's context.
- Explain the influence of outliers on a univariate data set.
- Explain ways in which standard deviation addresses dispersion by examining the formula for standard deviation.
- Identify the properties of a normal probability distribution.
- Describe how the standard deviation and the mean affect the graph of the normal distribution.
- Determine the probability of a given event, using the normal distribution.

TOPIC: DATA ANALYSIS**ALGEBRA, FUNCTIONS AND DATA ANALYSIS****AFDA.8**

The student will design and conduct an experiment/survey. Key concepts include:

- a) sample size
- b) sampling technique
- c) controlling sources of bias and experimental error
- d) data collection
- e) data analysis and reporting

ESSENTIAL UNDERSTANDINGS

- The value of a sample statistic may vary from sample to sample, even if the simple random samples are taken repeatedly from the population of interest.
- Poor data collection can lead to misleading and meaningless conclusions.
- The purpose of sampling is to provide sufficient information so that population characteristics may be inferred.
- Inherent bias diminishes as sample size increases.
- Experiments must be carefully designed in order to detect a cause-and-effect relationship between variables.
- Principles of experimental design include comparison with a control group, randomization, and blindness.

ESSENTIAL KNOWLEDGE AND SKILLS

- Compare and contrast controlled experiments and observational studies and the conclusions one may draw from each.
- Identify biased sampling methods.
- Select a data collection method appropriate for a given context.
- Investigate and describe sampling techniques, such as simple random sampling, stratified sampling, and cluster sampling.
- Determine which sampling technique is best, given a particular context.
- Plan and conduct an experiment or survey. The experimental design should address control, randomization, and minimization of experimental error.
- Design a survey instrument.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE AND SKILLS
Precision, accuracy and reliability of data collection can be identified and described.	<ul style="list-style-type: none">• Given a plan for a survey, identify possible sources of bias, and describe ways to reduce bias.• Write a report describing the experiment/survey and the resulting data and analysis.