COMMONWEALTH of VIRGINIA
Board of Education Agenda

Date of Meeting: October 23, 2008 **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

Highlight on a New Reading Resource for Virginia's Parents and Communities

Approval of Minutes of the September 25, 2008, Meeting of the Board

Public Comment

Consent Agenda

A. Final Review of Financial Report on Literary Fund

B. Final Review of Recommendations Concerning Applications for Literary Fund Loans

C. Final Review of Recommendations Concerning Literary Fund Applications Approved for Release of Fund or Placement on a Waiting List

Action/Discussion Items

D. First Review of a Recommendation of the Advisory Board on Teacher Education and Licensure to Revise the Definitions of *At-Risk of Becoming Low-Performing* and *Low-Performing Institutions* of Higher Education in Virginia Required by Title II of the Higher Education Act (HEA)

E. First Review of a Recommendation of the Advisory Board on Teacher Education and Licensure to Approve the Accountability Measurement of Partnerships and Collaborations Based on PreK-12 School Needs Required by the *Regulations Governing the Review and Approval of Education Programs in Virginia*

Action/Discussion Items (continued)

F. First Review of a Recommendation of the Advisory Board on Teacher Education and Licensure to Grant Approval to Requests to Add New Endorsement Programs at George Mason University, James Madison University, Liberty University, Longwood University, Lynchburg College, Norfolk State University, Randolph College, Regent University, Roanoke College, Shenandoah University, Virginia Polytechnic Institute and State University, and Virginia Commonwealth University

G. First Review of the *"Advancing Virginia's Leadership Agenda" Guidance Document: Standards of Indicators for School Leaders and Documentation for the Principal of Distinction (Level II) Administration and Supervision Endorsement*

H. Final Review of Proposed Revised *Guidelines and Standards of Learning for Family Life Education* as Required by the 2008 General Assembly

I. First Review of a Proposal to Develop *Standards of Learning* for a New High School Economics and Personal Finance Course

J. First Review of Proposed Revised *Mathematics Standards of Learning*

K. First Review of the Annual Report for State-Funded Remedial Programs

L. First Review of the 2007-2008 Annual Report on Regional Alternative Education Programs

M. First Review of the Board of Education's 2008 Annual Report on the Conditions and Needs of Public Schools in Virginia

N. Second Review of the Standards of Quality

Report

O. Annual Report from the Virginia Council for Private Education

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

EXECUTIVE SESSION

ADJOURNMENT

BUSINESS MEETING OF THE VIRGINIA SCHOOLS FOR THE DEAF AND THE BLIND FOUNDATION

PUBLIC NOTICE

The Board of Education members will meet for dinner at 6:30 p.m. at the Richmond Crowne Plaza Hotel on Wednesday, October 22, 2008. 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:** October 23, 2008

Topic: Final Review of Financial Report on Literary Fund

Presenter: Mr. Kent C. Dickey, Assistant Superintendent for Finance

Telephone Number: (804) 225-2025 **E-Mail Address**: Kent.Dickey@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:

_X_ No previous board review/action

_____ Previous review/action
- date _____
- action _____

Background Information:

In accordance with the provisions of the *Code of Virginia*, Chapter 10, Section 22.1-142, the Board of Education is responsible for the management of the Literary Fund. This report reflects the status of the Literary Fund and the status of the Reserve Fund, which is in the custody of the Virginia Public School Authority (VPSA). The report also reflects the total principal of the fund, as well as cash, investments, and all short-/long-term loans in both funds.

Summary of Major Elements

Attachment A reflects the financial position of the Literary Fund as of June 30, 2008. The information presented in this report reflects the commitments against the Literary Fund as of June 30, 2008.

Attachment B reflects the currently active projects funded through the Literary Fund as of June 30, 2008.

Attachment C represents the projects that have closed and for which full payment from the Literary Fund has been made since the last Board meeting.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends approval of the financial report (including all statements) on the status of the Literary Fund as of June 30, 2008.

Impact on Resources:

As funds become available in the Literary Fund, recommendations will be made to the Board for funding priority projects and those projects at the top of the First Priority Waiting List, with the cash balance reduced as loan requests are processed.

Timetable for Further Review/Action:

The Department staff will prepare a quarterly financial report on this fund for Board approval. Information also will be presented each quarter, as part of another agenda item, regarding those projects on the two waiting lists.

Attachment A

BOARD OF EDUCATION
STATEMENT OF THE FINANCIAL POSITION OF THE LITERARY FUND
(as of June 30, 2008)

Line Reference		June 30, 2008	March 31, 2008	Increase/(Decrease)
	PRINCIPAL BALANCE			
1.	Cash and investments maintained by State Treasurer	151,091,810	264,531,972	(113,440,162)
2.	Temporary loans received from local school boards (secured by promissory notes)	3,907,075	0	3,907,075
3.	Cash and investments in custody of Virginia Public School Authority (VPSA)	0	0	0
4.	Long-term loans in custody of Virginia Public School Authority (VPSA)	305,754,974	310,606,111	(4,851,137)
5.	Total Principal of Literary Fund	**460,753,859**	**575,138,083**	**(114,384,224)**
	CURRENT COMMITMENTS AGAINST LITERARY FUND REVENUE			
6.	Balance due on active projects (Attachment B)	57,532,159	66,549,649	(9,017,489)
7.	Debt service on VPSA equipment notes	0	60,001,254	(60,001,254)
8.	Interest rate subsidy	0	3,082,043	(3,082,043)
9.	Trigon Reserve	5,657,429	5,657,429	0
10.	Transfer for Teacher Retirement	0	124,934,530	(124,934,530)
11.	Other Encumbrances held by Treasurer of Virginia	10,234	10,234	0
12.	Required Carry Forward Balance	64,582,338	64,582,338	0
13.	Total of Literary Fund Commitments	**127,782,159**	**324,817,475**	(197,035,316)
	FUNDS AVAILABLE FOR CURRENT COMMITMENTS AND NEW LOANS			
14.	Cash and investments maintained by State Treasurer (Line 1)	151,091,810	264,531,972	
15.	Less commitments against Literary Fund Revenues (Line 13)	(127,782,159)	(324,817,475)	
16.	**Balance Available to Fund New Projects Currently on Waiting List - (Additional Funds Needed to Meet Commitments)**	**23,309,651**	**(60,285,503)**	

Attachment B

ACTIVE LITERARY FUND PROJECTS AS OF June 30, 2008

Application Number	School Division	School	Release Date	Funds Approved for Release	Actual Funds Disbursed	Balance Due	Percent Drawn
Literary Loans							
11203	Staunton City	A. R. Ware Elementary	July, 2007	$ 7,500,000	$ -	$ 7,500,000	0.00%
11202	Staunton City	T. C. McSwain Elementary	January, 2008	$ 7,500,000	$ -	$ 7,500,000	0.00%
11221	Culpeper County	Culpeper County High	January, 2008	$ 7,500,000	$ -	$ 7,500,000	0.00%
11231	Patrick County	Blue Ridge Elementary	January, 2008	$ 151,618	$ -	$ 151,618	0.00%
11232	Patrick County	Hardin Reynolds Memorial School	January, 2008	$ 105,406	$ -	$ 105,406	0.00%
11233	Patrick County	Meadows of Dan Elementary	January, 2008	$ 105,217	$ -	$ 105,217	0.00%
11234	Patrick County	Patrick County High	January, 2008	$ 275,324	$ -	$ 275,324	0.00%
11235	Patrick County	Patrick Springs Primary	January, 2008	$ 195,976	$ -	$ 195,976	0.00%
11236	Patrick County	Stuart Elementary	January, 2008	$ 304,878	$ -	$ 304,878	0.00%
11237	Patrick County	Woolwine Elementary	January, 2008	$ 361,581	$ -	$ 361,581	0.00%
11244	Galax City	Galax High School	January, 2008	$ 5,000,000	$ (3,907,075)	$ 1,092,925	78.14%
11254	Southampton County	Riverdale Elementary	January, 2008	$ 7,500,000	$ -	$ 7,500,000	0.00%
11259	Greensville County	E. W. Wyatt Middle	January, 2008	$ 7,500,000	$ -	$ 7,500,000	0.00%
11261	Culpeper County	New Elementary	January, 2008	$ 7,500,000	$ -	$ 7,500,000	0.00%
				$ 51,500,000	**$ (3,907,075)**	**$ 47,592,925**	
Subsidy Grants							
11062	Chesapeake City	Butts Road Intermediate	2001 Subsidy	$ 85,594	$ (77,881)	$ 7,713	90.99%
11096	Washington County	Abingdon High	2003 Subsidy	34,943	$ -	34,943	0.00%
11098	Washington County	Holston High	2003 Subsidy	20,949	$ -	20,949	0.00%
11097	Washington County	John S. Battle High	2003 Subsidy	30,210	$ -	30,210	0.00%
11099	Washington County	Patrick Henry High	2003 Subsidy	30,181	$ -	30,181	0.00%
11100	Washington County	Valley Institute	2003 Subsidy	5,861	$ -	5,861	0.00%
11151	Nottoway County	Blackstone Primary	2004 Subsidy	54,632	$ (40,393)	14,239	73.94%
11150	Nottoway County	Crewe Primary	2004 Subsidy	191,790	$ (161,572)	30,218	84.24%
11181	Grayson County	Grayson Middle	2005 Subsidy	138,831	$ -	138,831	0.00%
11143	Franklin County	Windy Gap Elementary	2006 Subsidy	745,557	$ -	745,557	0.00%
11201	Portsmouth City	Park View Elementary	2006 Subsidy	1,331,227	$ (6,500)	1,324,727	0.49%
11210	Halifax County	Halifax Middle	2006 Subsidy	1,331,227	$ (482,544)	848,683	36.25%
11121	Henry County	G. W. Carver Elementary	2006 Subsidy	624,720	$ (503,501)	121,218	80.60%
11220	Halifax County	South Boston Elementary	2006 Subsidy	641,739	$ (169,223)	472,516	26.37%
11222	Henry County	Campbell Court Elementary	2006 Subsidy	706,533	$ (531,890)	174,642	75.28%
11230	Augusta County	Wilson Memorial High School	2007 Subsidy	791,938	$ (717,076)	74,862	90.55%
11225	Hanover County	Hanover Elementary	2007 Subsidy	214,640	$ -	214,640	0.00%
11212	Washington County	Abingdon Elementary	2007 Subsidy	201,358	$ (6,500)	194,858	3.23%
11213	Washington County	High Point Elementary	2007 Subsidy	154,739	$ -	154,739	0.00%

Attachment B

ACTIVE LITERARY FUND PROJECTS AS OF June 30, 2008

Application Number	School Division	School	Release Date	Funds Approved for Release	Actual Funds Disbursed	Balance Due	Percent Drawn
11214	Washington County	Valley Institute Elementary	2007 Subsidy	123,197	$ -	123,197	0.00%
11215	Washington County	E. B. Stanley Middle	2007 Subsidy	149,896	$ -	149,896	0.00%
11223	Essex County	Essex Intermediate School	2007 Subsidy	214,640	$ (6,500)	208,140	3.03%
11256	Henry County	Drewry Mason Elementary	2007 Subsidy	648,523	$ -	648,523	0.00%
11209	New Kent County	New Kent High School	2007 Subsidy	214,640	$ (6,500)	208,140	3.03%
11257	Rockingham County	Montevideo Elementary School	2007 Subsidy	798,438	$ -	798,438	0.00%
11226	Hanover County	Trades Based Center	2007 Subsidy	208,140	$ -	208,140	0.00%
11228	Roanoke County	Northside High School	2007 Subsidy	798,438	$ -	798,438	0.00%
11258	Gloucester County	Abingdon Elementary School	2007 Subsidy	798,438	$ -	798,438	0.00%
11262	Wise County	Coeburn Middle School	2008 Subsidy	631,973	$ -	631,973	0.00%
11263	Wise County	Powell Valley Primary School	2008 Subsidy	726,322	$ -	726,322	0.00%
				$ 64,149,315	**$ (6,617,156)**	**$ 57,532,159**	

October, 2008

Attachment C

LITERARY FUND PROJECT REIMBURSEMENTS COMPLETED AS OF June 30, 2008

Application Number	School Division	School	Release Date	Funds Approved for Release	Actual Funds Disbursed	Funds Returned	Balance Due	Percent Drawn
11195	Page County	Page County High	2006 Subsidy	1,331,227	(1,331,227)	-	-	**100.00%**
11196	Page County	Luray High	2006 Subsidy	1,324,727	(1,324,727)	-	-	**100.00%**
11217	Waynesboro City	Kate Collins Middle	2007 Subsidy	798,438	(798,438)	-	-	**100.00%**
11229	Augusta County	Stuarts Draft High School	2007 Subsidy	798,438	(798,438)	-	-	**100.00%**
11239	Cumberland County	Cumberland Middle School	2007 Subsidy	1,382,236	(1,382,236)	-	-	**100.00%**
11238	Cumberland County	Cumberland High School	2007 Subsidy	1,375,736	(1,375,736)	-	-	**100.00%**
				$ 7,010,803	**$ (7,010,803)**	**$ -**	**$ -**	

October, 2008

Board of Education Agenda Item

Item: B. **Date:** October 23, 2008

Topic: Final Review of Recommendations Concerning Applications for Literary Fund Loans

Presenter: Mr. Kent C. Dickey, Assistant Superintendent for Finance

Telephone Number: (804) 225-2025 **E-Mail Address:** Kent.Dickey@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:

__X__ No previous board review/action

____ Previous review/action
date _____
action _____

Background Information:

The recommendation for approval of the projects on Attachment A is in accordance with the *Code of Virginia*, Chapter 10, Section 22.1-146, which authorizes the Board of Education to make loans from the Literary Fund for the purpose of erecting, altering, or enlarging school buildings. Approval of an application constitutes the first step in a two-step process to secure a loan from the Literary Fund. The second step can occur only after Departmental receipt of final plans and specifications per Section 22.1-140 of the *Code of Virginia*, coupled with a written request to the Department for release of funds, with the latter request also requiring Board approval.

Summary of Major Elements

Attachment A reflects two (2) applications that have been reviewed by the Department. These applications have met all of the Board requirements necessary to be approved for a Literary Fund loan.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends approval of the two (2) applications totaling $15,000,000 (Attachment A).

Impact on Resources:

There will be no impact on the resources of the Literary Fund until a locality receives approval from the Board of Education for the release of funds, construction begins on the approved project, and a request for reimbursement is submitted and approved.

Timetable for Further Review/Action:

Recommendations similar to Attachment A will be presented to the Board on a quarterly basis as needed, if found in proper order after review by the Department.

BOARD OF EDUCATION

LITERARY FUND LOAN APPLICATIONS PRESENTED FOR APPROVAL

It is recommended that the following applications be approved:

Literary Fund #	School Division	School	Date Received	Amount	Comment
11303	Montgomery County	New Elliston-Lafayette & Shawsville Elementary	August 14, 2008	7,500,000	New Construction (Plans Received)
11304	Fluvanna County	Fluvanna County High School	September 23, 2008	7,500,000	New Construction (Plans Not Received)

Total: $ 15,000,000

October, 2008

Board of Education Agenda Item

Item: C. **Date:** October 23, 2008

Topic: Final Review of Recommendations Concerning Literary Fund Applications Approved for Release of Funds or Placement on a Waiting List

Presenter: Mr. Kent C. Dickey, Assistant Superintendent for Finance

Telephone Number: (804) 225-2025 **E-Mail Address**: Kent.Dickey@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:

_X_ No previous board review/action
____ Previous review/action
date _____
action _____

Background Information:

The Literary Fund regulations of the Board establish two priorities for the Literary Fund Waiting Lists. These priorities are as follows:

Priority 1: Applications from localities having a composite index less than 0.6000 and indebtedness (including the application considered for release of funds) less than $20 million to the Literary Fund (Attachment A).

Priority 2: Applications from localities having a composite index of 0.6000 or above or an indebtedness (including the application considered for release of funds) of $20 million or greater to the Literary Fund (Attachment B).

Attachment C lists the projects that have been removed from the First Priority Waiting List.

Attachment D identifies the Literary Fund applications that are available for release.

Attachment E is the Board of Education's current Approved Application List. This attachment identifies the Literary Fund applications that are approved as to form but are not included on either waiting list and are not recommended for funding.

Summary of Major Elements:

To the extent funds are available, a recommendation for initial release of funds is presented for projects currently on the First Priority Waiting List or otherwise eligible for priority funding. To the extent funds are not available, new requests for the initial release of Literary Funds cannot be approved. As a result, such requests must be deferred and placed on either the First or Second Priority Waiting List in accordance with the Literary Fund regulations.

This item consists of the four elements that require action by the Board of Education. These elements are:

1. Five new projects, totaling $32,600,000, listed on Attachment A are eligible for placement on the First Priority Waiting List.

2. Two new projects, totaling $15,000,000, listed on Attachment B are eligible for placement on the Second Priority Waiting List.

3. One new project, totaling $7,500,000, listed on Attachment E has a Literary Fund application, which is approved as to form, but the plans have not yet been finalized. When the Department receives the plans, this project will be eligible for placement on a waiting list. Until such time, this project should remain on the Approved Application List.

4. Update the placement of certain applications on the First Priority Waiting List based on further review of their application receipt dates to the Department of Education.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education approve the action described in the four elements listed under "Summary of Major Elements."

Impact on Resources:

Current Board policy provides that, upon initial release of funds, Literary Fund cash is reduced in the total amount of the approved loan to assure that cash is available as required for project completion. The disbursement of funds is based on actual invoices or other evidence of bills due and payable from the Literary Fund.

Timetable for Further Review/Action:

The staff will prepare items for the Board on these actions as needed. Based on the availability of funds, initial release of funds will be made or projects will be deferred and placed on the Waiting Lists.

VIRGINIA BOARD OF EDUCATION - LITERARY FUND FIRST PRIORITY WAITING LIST

The following projects have been placed or are recommended for placement on the First Priority Waiting List with the actions as indicated in the last column. Projects recommended for action at this meeting are presented in italics.

Priority	Date Placed on Waiting List	School Division	School	Interest Rate	Amount	Cumulative Total	Action/Status
1	July, 2007	Powhatan County	New Elementary School	3%	7,500,000	7,500,000	Funding Deferred
2	July, 2007	Pulaski County	Riverlawn Elementary School	2%	7,500,000	15,000,000	Funding Deferred
3	October, 2007	Roanoke City	William Fleming High School	3%	7,500,000	22,500,000	Funding Deferred
4	October, 2007	Manassas Park City	Cougar Upper Elementary School	3%	7,500,000	30,000,000	Funding Deferred
5	October, 2007	Covington City	Jeter Watson Intermediate School	2%	7,500,000	37,500,000	Funding Deferred
6	October, 2007	Covington City	Edgemont Primary School	2%	7,500,000	45,000,000	Funding Deferred
7	October, 2007	Prince George County	North Elementary School	2%	7,500,000	52,500,000	Funding Deferred
8	October, 2007	Town of West Point	West Point High School	2%	275,000	52,775,000	Funding Deferred
9	October, 2007	Town of West Point	West Point Middle School	2%	200,000	52,975,000	Funding Deferred
10	January, 2008	Radford City	Belle Heth Elementary School	2%	7,500,000	60,475,000	Funding Deferred
11	January, 2008	Virginia Beach City	Virginia Beach Middle School	3%	7,500,000	67,975,000	Funding Deferred
12	April, 2008	Rockingham County	New Elementary School in Elkton	3%	7,500,000	75,475,000	Funding Deferred
13	April, 2008	Rockingham County	New High School in Elkton	3%	7,500,000	82,975,000	Funding Deferred
14	July, 2008	Petersburg City	Robert E. Lee Elementary School	2%	6,493,700	89,468,700	Funding Deferred
15	July, 2008	Petersburg City	Walnut Hill Elementary School	2%	5,818,691	95,287,391	Funding Deferred
16	July, 2008	Norton City	Norton Elementary School	3%	7,500,000	102,787,391	Funding Deferred
17	July, 2008	Portsmouth City	Simonsdale Elementary School	2%	7,500,000	110,287,391	Funding Deferred
18	July, 2008	Lynchburg City	Sandusky Middle School	3%	7,500,000	117,787,391	Funding Deferred
19	July, 2008	Northampton County	Northampton High School	3%	7,500,000	125,287,391	Funding Deferred
20	July, 2008	Lee County	Dryden Elementary School	2%	2,300,000	127,587,391	Funding Deferred
21	July, 2008	Grayson County	West Grayson Elementary School	2%	7,500,000	135,087,391	Funding Deferred
22	July, 2008	Tazewell County	Richlands Elementary School	2%	2,095,000	137,182,391	Funding Deferred
23	July, 2008	Tazewell County	Tazewell Elementary School	2%	2,304,000	139,486,391	Funding Deferred
24	July, 2008	Tazewell County	Springville Elementary School	2%	1,159,000	140,645,391	Funding Deferred
25	July, 2008	Tazewell County	North Tazewell Elementary School	2%	1,546,000	142,191,391	Funding Deferred
26	July, 2008	Tazewell County	Cedar Bluff Elementary School	2%	1,562,000	143,753,391	Funding Deferred
New projects to be added with funding deferred until funds are approved for release by separate action of the Board of Education							
27	*October, 2008*	*Pittsylvania County*	*Tunstall High School*	*2%*	*7,500,000*	*151,253,391*	*Funding Deferred*
28	*October, 2008*	*Pittsylvania County*	*Chatham High School*	*2%*	*7,500,000*	*158,753,391*	*Funding Deferred*
29	*October, 2008*	*Wythe County*	*Rural Retreat High School*	*2%*	*7,500,000*	*166,253,391*	*Funding Deferred*
30	*October, 2008*	*Wythe County*	*Rural Retreat Middle School*	*2%*	*2,600,000*	*168,853,391*	*Funding Deferred*
31	*October, 2008*	*Montgomery County*	*New Elliston-Lafayette & Shawsville Elementary School*	*3%*	*7,500,000*	*176,353,391*	*Funding Deferred*

October, 2008

VIRGINIA BOARD OF EDUCATION - LITERARY FUND SECOND PRIORITY WAITING LIST

The following projects have been placed or are recommended for placement on the Second Priority Waiting List with the actions as indicated in the last column. Projects recommended for action at this meeting are presented in italics.

Priority	Date Placed on Waiting List	School Division	School	Interest Rate	Amount	Cumulative Total	Action/Status	Comments
1	*October, 2008*	*Pittsylvania County*	*Dan River High School*	*2%*	*7,500,000*	*7,500,000*	*Funding Deferred*	
2	*October, 2008*	*Pittsylvania County*	*Gretna High School*	*2%*	*7,500,000*	*15,000,000*	*Funding Deferred*	

October, 2008

VIRGINIA BOARD OF EDUCATION - REMOVAL FROM FIRST PRIORITY WAITING LIST

The following projects have been removed from the First Priority Waiting List with the actions as indicated in the last column.

Date Placed on Waiting List	School Division	School	Interest Rate	Amount	Cumulative Total	Action/Status

NO PROJECTS

October, 2008

VIRGINIA BOARD OF EDUCATION - RELEASE OF LITERARY FUNDS

It is recommended that Literary Funds be released for the following projects on the first priority waiting list.

Date Placed on Waiting List	School Division	School	Interest Rate	Amount	Cumulative Total

NO PROJECTS

October, 2008

LITERARY FUND OF VIRGINIA

APPROVED APPLICATION LIST [1]

Priority	Date Placed on Application List	School Division	School	Interest Rate	Application Amount	Cumulative Total	Action/Status
1	March, 2006	Roanoke County	William Byrd High School	3%	7,500,000	7,500,000	Pending receipt of plans
2	January, 2007	Washington County	John Battle High School	3%	489,126	7,989,126	Pending receipt of plans
3	January, 2007	Washington County	Abingdon High School	3%	489,126	8,478,252	Pending receipt of plans
4	January, 2007	Washington County	Patrick Henry High School	3%	1,177,236	9,655,488	Pending receipt of plans
5	January, 2007	Washington County	Holston High School	3%	602,186	10,257,674	Pending receipt of plans
6	January, 2007	Washington County	Meadowview Elementary School	3%	1,491,288	11,748,962	Pending receipt of plans
7	January, 2007	Washington County	Wallace Middle School	3%	1,165,073	12,914,035	Pending receipt of plans
8	January, 2007	Washington County	Glade Spring Middle School	3%	1,596,000	14,510,035	Pending receipt of plans
9	April, 2008	Alleghany County	Alleghany High School	2%	7,500,000	22,010,035	Pending receipt of plans
10	April, 2008	Lexington City	Lylburn Downing Middle School	3%	7,500,000	29,510,035	Pending receipt of plans
11	April, 2008	Warren County	Luray Avenue Middle School	3%	7,500,000	37,010,035	Pending receipt of plans
12	July, 2008	Giles County	Giles County Technology Center	2%	7,500,000	44,510,035	Pending receipt of plans
13	July, 2008	Giles County	Eastern Elementary/Middle School	2%	7,500,000	52,010,035	Pending receipt of plans
14	July, 2008	Orange County	Middle School	4%	7,500,000	59,510,035	Pending receipt of plans
New projects to be added to the approved application list.							
15	*October, 2008*	*Fluvanna County*	*Fluvanna County High School*	*3%*	*7,500,000*	*67,010,035*	*Pending receipt of plans*

[1] Reflects only those applications not on waiting lists

Note: Per 8VAC20-100-90, applications which remain on the approved application list for three years shall be removed from the list.

October, 2008

Board of Education Agenda Item

Item: D. **Date:** October 23, 2008

Topic: First Review of a Recommendation of the Advisory Board on Teacher Education and Licensure to Revise the Definitions of At-Risk of Becoming Low-Performing and Low-Performing Institutions of Higher Education in Virginia as Required by Title II of the Higher Education Act (HEA)

Presenter: Mrs. Patty S. Pitts, Assistant Superintendent for 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)

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

___ Action requested at this meeting __X__ Action requested at future meeting: November 20, 2008 (date)

Previous Review/Action:

____ No previous board review/action

__X__ Previous review/action
date September 26, 2001

action The Board of Education approved definitions of at-risk of becoming low-performing and low-performing institutions of higher education.

Background Information:

In October 1998, the U.S. Congress enacted Title II provisions to the Higher Education Act (HEA) authorizing federal grant programs to improve the recruitment, retention, preparation, and support of new teachers. Title II also included accountability measures in the form of reporting requirements for institutions and states on teacher preparation and licensing.

Section 207 of Title II reporting requirements mandate that the U.S. Secretary of Education collect data on standards for teacher certification and licensure, as well as data on the performance of teacher preparation programs. The law requires the Secretary to use these data in submitting its annual report on the quality of teacher preparation to Congress. In addition, states were required to develop criteria, procedures, and processes from which institutions at-risk of becoming low-performing and low-performing institutions could be identified. The following statement is an excerpt from the Title II

"Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation," April 19, 2000:

> *To receive funds under this act, a state, not later than two years after the date of Enactment of the Higher Education Amendments of 1998, shall have in place a procedure to identify, and assist, through the provision of technical assistance, low-performing programs of teacher preparation within institutions of higher education. Such state shall provide the U.S. Secretary an annual list of such low-performing institutions that includes an identification of those institutions at-risk of being placed on such list. Such levels of performance shall be determined solely by the state and may include criteria based upon information collected pursuant to this title. Such assessment shall be described in the report under section 207(b).*

On September 26, 2001, the Board of Education approved Virginia's definitions for low-performing and at-risk of becoming low-performing institutions of higher education with teacher preparation programs, beginning with approved program reviews on July 1, 2003. The designations of "approval, approval with stipulations, and denial of accreditation" were used in these definitions. The new regulations separate the accreditation and program approval processes; therefore, the designations need to be revised to reflect the designations used by each of the accrediting bodies.

Summary of Major Elements:

The *Regulations Governing Review and Approval of Education Programs in Virginia*, effective September 21, 2007, define the standards that must be met and the review options available for the accreditation of professional education programs required. The Advisory Board on Teacher Education and Licensure supported revisions to align the definitions to the accrediting bodies' designations at its January 2008 meeting.

The three options for accreditation are as follows:

Option I:	National Council for the Accreditation of Teacher Education (NCATE)
Option II:	Teacher Education Accreditation Council (TEAC)
Option III:	Board of Education (BOE) Approved Accreditation Process

Each accreditation review results in one of the following decisions:

Option I: National Council for the Accreditation of Teacher Education:

Accreditation Decisions After the First Visit:

- Accreditation
- Provisional Accreditation
- Denial of Accreditation
- Revocation of Accreditation

Continuing Accreditation Decisions:

- Continuing Accreditation
- Accreditation with Conditions
- Accreditation with Probation
- Revocation of Accreditation

Option II: Teacher Education Accreditation Council:

- Accreditation
- Provisional Accreditation
- Accreditation Denied

[An institution also may be initially awarded "preaccreditation" on a one-time basis.]

Option III: Board of Education Approved Accreditation Process:

- Accredited
- Accredited with Stipulations
- Accreditation Denied

The proposed revisions to the definitions for at-risk of becoming low-performing and low-performing institutions of higher education are as follows.

At-Risk of Becoming Low-Performing Institution of Higher Education: At-risk of becoming a low-performing institution of higher education means an institution with teacher preparation programs that receives one of the following designations from the accreditation review:

NCATE: *Accreditation After First Visit*: Provisional Accreditation
Continuing Accreditation: Accreditation with Probation

TEAC: Provisional Accreditation

BOE: Accredited with Stipulations

Low-Performing Institution of Higher Education: Low-performing institution of higher education means an institution with teacher preparation programs that has not made improvements by the end of the period designated by the accreditation body or not later than two years after receiving the designation of at-risk of becoming a low-performing institution of higher education.

When an institution receives one of the following designations, the low-performing designation will be removed:

NCATE: Accreditation, Continuing Accreditation, or Accredited with Conditions

TEAC: Accreditation

BOE: Accredited

> If an institution's accreditation is revoked or denied, the State Council of Higher Education for Virginia (SCHEV) will be notified for appropriate action. The *Regulations Governing the Review and Approval of Education Programs in Virginia*, (8VAC20-542-20), effective September 21, 2007, stipulate that "If a professional education program fails to maintain accreditation, enrolled candidates shall be permitted to complete their programs of study. Professional education programs shall not admit new candidates. Candidates shall be notified of program approval status."

During its meeting on September 15, 2008, the Advisory Board on Teacher Education and Licensure unanimously recommended that the Board of Education approve the revised definitions of at-risk of becoming low-performing and low-performing institutions of higher education in Virginia.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education receive for first review the recommendation from the Advisory Board on Teacher Education and Licensure to revise the definitions of at-risk of becoming low-performing and low-performing institutions of higher education in Virginia.

Impact on Resources: There is minimal impact on resources.

Timetable for Further Review/Action: This agenda item will be presented to the Board of Education for final approval at the November 2008 meeting.

Board of Education Agenda Item

Item: E. **Date:** October 23, 2008

Topic: First Review of a Recommendation of the Advisory Board on Teacher Education and Licensure to Approve the Accountability Measurement of Partnerships and Collaborations Based on PreK-12 School Needs Required by the *Regulations Governing the Review and Approval of Education Programs in Virginia*

Presenter: Mrs. Patty S. Pitts, Assistant Superintendent for 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)

_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:

_X_ No previous board review/action

____ Previous review/action
date _____
action _____

Background Information:

Thirty-seven institutions of higher education (IHEs) in Virginia have approved programs for the preparation of instructional personnel. Eighteen of the 37 IHEs also have approved programs for the preparation of preK-12 administrative and supervision personnel.

Section 8VAC20-542-40--Standards for biennial approval of education programs of the *Regulations Governing the Review and Approval of Education Programs in Virginia* require that approved education programs in Virginia shall have national accreditation or be accredited by a process approved by the Board of Education and demonstrate achievement biennially of the following accountability measures:

1. Candidate progress and performance on prescribed Board of Education licensure assessments. Candidate passing rates, reported by percentages, shall not fall below 70% biennially for individuals completing and exiting the program. Achievement of an 80% biennial passing rate shall be required by July 1, 2010. Candidates completing a program shall have successfully

completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.

2. Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program.

3. Structured and integrated field experiences to include student teaching requirements.

4. Evidence of opportunities for candidates to participate in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity throughout the program experiences.

5. Evidence of contributions to preK-12 student achievement by candidates completing the program.

6. Evidence of employer job satisfaction with candidates completing the program.

7. Partnerships and collaborations based on preK-12 school needs. Indicators of the achievement of this standard shall include the following:

    a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community.

    b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.

The first biennial data (item 1 above) and certification that items 2-6 have been met will be due on June 30, 2009. The established timeline requires that the seventh measure on "**partnerships and collaborations based on preK-12 school needs**" is to be reviewed and approved by December 2008.

Summary of Major Elements

Each institution offering approved education preparation programs in Virginia submitted to the Department of Education a report documenting partnerships and collaborations based on prek-12 school needs for each program (endorsement) area offered. The IHEs reported that they are engaged in multiple partnerships and collaborations with educational, governmental, professional, and community entities as well as with school divisions, private schools, parents, and prek-12 students. Attached is a summary of the partnerships and collaborations. A compact disc (CD) is enclosed outlining the partnerships and collaborations for each approved program offered by the IHEs.

Approved Programs (Excluding Administration and Supervision)

Each of the 37 IHEs offering approved programs submitted evidence that they had established partnerships and collaborations in the following categories:

1. **Field experience** --The partnerships and collaborations address experiences, such as internships, practica, clinical experience, student teaching, field placements, mentors for teachers, and tutoring preK-12 students.

2. **Professional development** --The partnerships and collaborations include staff development, research grants, workshops, training, conferences, best practices, strategy and method development, curriculum development, course offerings, and career development.

3. **Community outreach activities** --The partnerships and collaborations include after-school and summer programs and camps, field trips, mentors for preK-12 students, educational fairs, enrichment programs, cultural experiences and exchange, college visitations and transition, assessments and screening, and other extracurricular activities.

A total of 916 partnerships and collaborations were reported by the IHEs. Approximately 43 percent were in the field experience category; 39 percent in the professional development category; and 18 percent in the community outreach activities category. All of the IHEs had at least one partnership and collaboration for each of their approved endorsement programs. In addition, 91 percent of the approved programs are engaged in two or more partnerships and collaborations. [Refer to Table 1.]

Administration and Supervision Programs

Each of the 18 IHEs offering administration and supervision programs submitted evidence that they had established partnerships and collaborations in the following areas:

1. Identification, screening and recruiting of potential school leaders;

2. Preparing, training, mentoring and professional development of school leaders; and

3. Internships, practica, and field experiences in school leadership.

Ninety partnerships and collaborations were identified for the administration and supervision programs. Each of the IHEs is engaged in at least one partnership and collaboration. Thirteen out of 18 of the IHEs are engaged in more than one partnership and collaboration. [Refer to Table 2.]

During the meeting on September 15, 2008, the Advisory Board on Teacher Education and Licensure unanimously recommended that the Board of Education approve the accountability measurement of partnerships and collaborations based on preK-12 school needs required by the *Regulations Governing the Review and Approval of Education Programs in Virginia.*

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education waive first review and approve the Advisory Board on Teacher Education and Licensure's recommendation to approve the accountability measurement of partnerships and collaborations based on preK-12 school needs required by the *Regulations Governing the Review and Approval of Education Programs in Virginia.*

Impact on Resources: There is minimal impact on resources.

Timetable for Further Review/Action: N/A

Table 1

Accountability Measurement of Partnerships and Collaborations based on PreK-12 School Needs for Approved Teacher Education Programs (excluding Administration and Supervision Programs)

Institutions of Higher Education (IHE) that have Approved Teacher Education Programs	Number of "Partnerships and Collaborations" Reported (August 2008)	Number of Approved Programs* (as of 08/29/2008)	Percentage of IHE's Approved Programs that took part in at least one "Partnership and Collaboration"	Percentage of IHE's Approved Programs that took part in two or more "Partnerships and Collaborations"
Averett University	8	15	100%	100%
Bluefield College	5	13	100%	100%
Bridgewater College	18	19	100%	100%
Christopher Newport University	10	13	100%	77%
College of William and Mary	13	17	100%	100%
Eastern Mennonite University	26	19	100%	89%
Emory and Henry College	6	25	100%	100%
Ferrum College	10	16	100%	100%
George Mason University	142	29	100%	45%
Hampton University	10	12	100%	83%
Hollins University	4	12	100%	100%
James Madison University	24	33	100%	55%
Liberty University	15	26	100%	100%
Longwood University	43	26	100%	77%
Lynchburg College	45	19	100%	79%
Mary Baldwin College	17	18	100%	100%
Marymount University	42	16	100%	100%
Norfolk State University	16	21	100%	90%
Old Dominion University	149	35	100%	97%
Radford University	21	31	100%	94%
Randolph College	19	20	100%	100%
Randolph-Macon College	8	12	100%	75%
Regent University	23	5	100%	60%
Roanoke College	21	18	100%	100%
Saint Paul's College	16	7	100%	100%
Shenandoah University	6	20	100%	90%
Sweet Briar College	21	18	100%	100%
University of Mary Washington	20	26	100%	100%
University of Richmond	5	18	100%	100%
University of Virginia	46	24	100%	100%
University of Virginia at Wise	20	17	100%	100%
Virginia Commonwealth University	29	22	100%	77%
Virginia Intermont University	13	7	100%	100%
Virginia Polytechnic Institute and State University	8	27	100%	100%
Virginia State University	19	15	100%	100%
Virginia Union University	8	8	100%	100%
Virginia Wesleyan College	10	13	100%	100%
Total All IHEs	**916**	**692**	**100%**	**91%**

**** Notes:***

a) "Other Foreign Language" programs includes Arabic, Chinese, Russian, and/or Italian; and is counted only once for the purpose of this reporting.

b) "Adapted Curriculum" includes the former Severe Disabilities K-12 content area. IHE's are in the process of transitioning programs from Severe Disabilities to Adapted Curriculum, or have already completed this transition; and are counted only once for the purpose of this reporting.

c) "General Curriculum" includes Emotional Disturbance K-12, Learning Disabilities K-12 and Mental Retardation K-12. IHE's are in the process of transitioning ED, LD, and MR to General Curriculum, or have already completed this transition; and are counted only once for the purpose of this reporting.

d) "Visual Impairment PreK-12" reflects program activities as members of the Visual Impairment Consortium and are not included in this count. James Madison University, George Mason University, Norfolk State University, Old Dominion University, Radford University, and Virginia Commonwealth University are consortium members.

Table 2

Accountability Measurement of Partnerships and Collaborations for Approved Administration and Supervision Programs

Institutions of Higher Education (IHE) that have an Approved Administration and Supervision Program	Number of Partnerships and Collaborations Reported (August 2008)
College of William and Mary	4
George Mason University	9
Hampton University	1
James Madison University	1
Liberty University	3
Longwood University	1
Lynchburg College	7
Marymount University	18
Norfolk State University	1
Old Dominion University	5
Radford University	6
Regent University	7
Shenandoah University	1
University of Mary Washington	6
University of Virginia	3
Virginia Commonwealth University	7
Virginia Polytechnic Institute and State University	3
Virginia State University	7
Total - All IHEs	**90**

Board of Education Agenda Item

Item: F. **Date:** October 23, 2008

Topic: First Review of a Recommendation of the Advisory Board on Teacher Education and Licensure to Grant Approval to Requests to Add New Endorsement Programs at George Mason University, James Madison University, Liberty University, Longwood University, Lynchburg College, Norfolk State University, Randolph College, Regent University, Roanoke College, Shenandoah University, Virginia Commonwealth University, and Virginia Polytechnic Institute and State University

Presenter: Mrs. Patty S. Pitts, Assistant Superintendent for 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)

__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: _____ (date)

Previous Review/Action:

__X__ No previous board review/action

____ Previous review/action
date _____
action _____

Background Information:

The *Regulations Governing the Review and Approval of Education Programs in Virginia* (8VAC20-542-10 et seq.), effective September 21, 2007, require colleges and universities that offer programs for the preparation of professional school personnel to obtain education program (endorsement) approval from the Board of Education. Current education programs have been granted "*Conditional Approval*." By December 31, 2009, these programs must receive one of the following three ratings by the Board of Education: *Approved*; *Approved with Stipulations*; or *Approval Denied*.

Requests to offer new education endorsement programs are submitted to the Department of Education. Personnel in the Division of Teacher Education and Licensure and program specialists within the Department of Education review the programs to ensure competencies have been addressed. The Advisory Board on Teacher Education and Licensure (ABTEL) reviews and makes recommendations to the Board of Education on approval of Virginia education programs for school personnel. Final

authority for program approval rests with the Board of Education. Requests for new program endorsements approved by the Board of Education will receive a rating of "*Conditional Approval.*"

The *Regulations Governing the Review and Approval of Education Programs in Virginia*, in part, stipulate the following:

8VAC20-542-20. Administering the regulations.

D. Institutions of higher education seeking approval of an education program shall be accredited by a regional accrediting agency….
H. Education programs shall be approved under these regulations biennially based on compliance with the criteria described in 8VAC20-542-40….

8VAC20-542-40. Standards for biennial approval of education programs.

Approved education programs in Virginia shall have national accreditation or be accredited by a process approved by the Board of Education and demonstrate achievement biennially of the following accountability measures:

1. Candidate progress and performance on prescribed Board of Education licensure assessments. Candidate passing rates, reported by percentages, shall not fall below 70% biennially for individuals completing and exiting the program. Achievement of an 80% biennial passing rate shall be required by July 1, 2010. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.

2. Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program….

3. Structured and integrated field experiences to include student teaching requirements….

4. Evidence of opportunities for candidates to participate in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity throughout the program experiences….

5. Evidence of contributions to preK-12 student achievement by candidates completing the program….

6. Evidence of employer job satisfaction with candidates completing the program….

7. Partnerships and collaborations based on preK-12 school needs….

Summary of Major Elements:

On September 15, 2008, the Advisory Board on Teacher Education and Licensure recommended that the Board of Education grant approval for the following new endorsement programs at George Mason University, James Madison University, Liberty University, Longwood University, Lynchburg College, Norfolk State University, Randolph College, Regent University, Roanoke College, Shenandoah University, Virginia Commonwealth University, and Virginia Polytechnic Institute and State University:

Institution	Endorsement Program Requested	Level of Program
George Mason University	Mathematics Specialist for Elementary and Middle Education	Graduate
James Madison University	Dance Arts preK-12	Undergraduate
Liberty University	Mathematics Specialist for Elementary and Middle Education	Graduate
	Visual Arts preK-12	Undergraduate
Longwood University	English as a Second Language preK-12	Undergraduate Graduate
	Mathematics Specialist for Elementary and Middle Education	Graduate
Lynchburg College	Reading Specialist	Graduate
Norfolk State University	Early Childhood for Three- and Four-Year Olds (Add-on Endorsement) This add-on endorsement may be added to a teaching license with an endorsement in elementary education.	Graduate
Randolph College	Health and Physical Education preK-12	Undergraduate
Regent University	Mathematics Specialist for Elementary and Middle Education	Graduate
Roanoke College	English as a Second Language preK-12	Undergraduate
Shenandoah University	Spanish preK-12	Graduate
Virginia Commonwealth University	Earth Science	Undergraduate
	Mathematics Specialist for Elementary and Middle Education	Graduate
Virginia Polytechnic Institute and State University	Mathematics Specialist for Elementary and Middle Education	Graduate

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education waive first review and approve the Advisory Board on Teacher Education and Licensure's recommendation to grant "conditional approval" for new endorsement programs at George Mason University, James Madison University, Liberty University, Longwood University, Lynchburg College, Norfolk State University, Randolph College, Regent University, Roanoke College, Shenandoah University, Virginia Commonwealth University, and Virginia Polytechnic Institute and State University.

Impact on Resources: There is a minimum impact on resources.

Timetable for Further Review/Action: Colleges and universities must meet requirements for continued approval in accordance with the *Regulations Governing the Review and Approval of Education Programs in Virginia*, effective September 21, 2007.

Board of Education Agenda Item

Item: G. **Date:** October 23, 2008

Topic: First Review of the *"Advancing Virginia's Leadership Agenda" Guidance Document: Standards and Indicators for School Leaders and Documentation for the Principal of Distinction (Level II) Administration and Supervision Endorsement*

Presenter: Mrs. Patty S. Pitts, Assistant Superintendent for 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)

_X_ Board review required by
____ State or federal law or regulation
____ Board of Education regulation

_X_ Other: The document provides guidance in the implementation of the Board of Education's Licensure Regulations for School Personnel.

___ Action requested at this meeting _X_ Action requested at future meeting: November 20, 2008

(date)

Previous Review/Action:

_X_ No previous board review/action

____ Previous review/action
date _____
action _____

Background Information:

On September 21, 2007, the Board of Education's *Licensure Regulations for School Personnel* became effective. These regulations established alternate routes to the administration and supervision endorsement, created Level I and Level II administration and supervision endorsements, and included the school leaders licensure assessment as a requirement for school principals consistent with the *Code of Virginia*. The administration and supervision endorsement 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.

The Virginia Department of Education received a grant from the Wallace Foundation to support the initiative, "Advancing Virginia's Leadership Agenda." This funding was to strengthen standards and identify indicators for school leaders (assistant principals and principals) and provide guidance to school divisions in recommending principals for the Principal of Distinction (Level II) administration and supervision endorsement.

A Request for Proposals (RFP) was disseminated to solicit proposals from qualified Virginia public institutions of higher education to develop a guidance document to address the revisions in the licensure regulations. The University of Virginia received the award. This project engaged school leaders, college and university personnel, and representatives from professional organizations.

Summary of Major Elements

Attached is the *"Advancing Virginia's Leadership Agenda" Guidance Document: Standards and Indicators for School Leaders and Documentation for the Principal of Distinction (Level II) Administration and Supervision Endorsement.* This document has three major components:

Performance Standards for School Leaders;
Performance Indicators; and
Documentation for the Principal of Distinction (Level II) Administration and Supervision Endorsement.

Performance Standards for School Leaders: The revised Performance Standards for School Leaders (principals and assistant principals) articulate the expectations of principals in the Commonwealth's schools. They describe the functions of the position that can be used to judge the effectiveness of principals and focus assessment efforts on self-growth, instructional effectiveness, and improvement of overall performance. The standards were aligned with the *Educational Leadership Policy Standards*, formerly known as the *Interstate Leaders Licensure Consortium (ISLLC)* standards. The 17 standards are categorized into five areas: Planning and Assessment; Instructional Leadership; Safety and Organizational Management for Learning; Communication and Community Relations; and Professionalism.

Performance Indicators: The performance indicators developed for each of the 17 Virginia Performance Standards for School Leaders are based on the two-tiered endorsement model. Level I indicators reflect proficient performance for school leaders who serve in the roles of assistant principals and principals. Level II is an optional endorsement, and the indicators reflect **examples** of distinguished performance by principals.

The *Licensure Regulations for School Personnel* set forth the requirements to achieve the Level II administration and supervision endorsement. A building-level administrator may seek Level II endorsement in administration and supervision preK-12 after successfully serving as a building-level administrator for at least five years in 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 principal 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 completion of a high-quality professional development project designed by the division superintendent.

The performance expected for the Level II endorsement involves creating a systemic framework for school processes that become integrated into the school's culture and are sustainable beyond a principal's tenure. Inherent in the Level II performance indicators is the skill to responsively meet student needs, create collaborative work environments for teachers, engage constituencies in school improvement efforts, and foster a commitment to learning-centered schools.

Documentation for the Principal of Distinction (Level II) Administration and Supervision Endorsement: Principals have the option of seeking the Level II administration and supervision endorsement. Candidates for this "**Principal of Distinction**" status must hold a Level I endorsement (unrestricted), have five years of successful service as a building-level administrator, meet two of the five criteria specified by the Board of Education, completed a formal induction program or an alternative activity described in the guidelines, and be recommended by their employing Virginia school division superintendent. Principals who seek the Level II endorsement must submit a written notice of their intent to seek the endorsement to their division superintendent.

A completed portfolio would be submitted to the superintendent for review and determination of whether the principal met all requirements for the Level II endorsement. The superintendent may request the recommendation of a review panel serving in an advisory capacity to determine if sufficient evidence has been presented to support the Level II endorsement. Panels could be constituted within the division or across regional areas of the state. At least one outside reviewer is advisable to lend creditability to the process. The review panel would make their recommendation for the granting or denial of Level II endorsement and the rationale for the decision to the superintendent. The division superintendent's recommendation will be required for the Level II endorsement.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education receive the "*Advancing Virginia's Leadership Agenda" Guidance Document: Standards and Indicators for School Leaders and Documentation for the Principal of Distinction (Level II) Administration and Supervision Endorsement* for first review.

Impact on Resources: Support will need to be provided to school leaders seeking the Level II administration and supervision "Principal of Distinction" endorsement.

Timetable for Further Review/Action: This agenda item will be presented to the Board of Education for final approval at the November 2008 meeting.

"Advancing Virginia's Leadership Agenda" Guidance Document: Standards and Indicators for School Leaders and Documentation for the Principal of Distinction (Level II) Administration and Supervision Endorsement

Presented to the
Virginia Board of Education
October 23, 2008

Virginia Department of Education
P.O. Box 2120
Richmond, Virginia 23218-2120

"Advancing Virginia's Leadership Agenda" Guidance Document: Standards and Indicators for School Leaders and Documentation for the Principal of Distinction (Level II) Administration and Supervision Endorsement

Executive Summary

INTRODUCTION

The Virginia Department of Education received a grant from the Wallace Foundation to support the initiative of "Advancing Virginia's Leadership Agenda." This funding was to strengthen standards and identify indicators for school leaders (assistant principals and principals) and provide guidance to school divisions in recommending principals for the Level II administration and supervision endorsement. On September 21, 2007, the Board of Education's *Licensure Regulations for School Personnel* became effective. These regulations established alternate routes to the administration and supervision endorsement, created Level I and Level II administration and supervision endorsements, and included the school leaders licensure assessment as a requirement for school principals consistent with the *Code of Virginia*.

A Request for Proposals (RFP) was disseminated to solicit proposals from qualified Virginia public institutions of higher education, and the University of Virginia received the award. As a result of this work, the *"Advancing Virginia's Leadership Agenda" Guidance Document: Standards and Indicators for School Leaders and Documentation for the Principal of Distinction (Level II) Administration and Supervision Endorsement* was developed.

Objectives of Grant for School Leadership

1. Review, strengthen, and align standards for school leaders;
2. Identify indicators for standards; and
3. Develop guidance for the verification of Level II administration and supervision endorsement for principals.

Routes to the Administration and Supervision Prek-12 Level I Endorsement

The *Licensure Regulations for School Personnel*, effective September 21, 2007, set forth the requirements for the administration and supervision prek-12 endorsement. The endorsement 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.

Individuals who are seeking an initial administration and supervision endorsement (Level I) must meet the requirements for the endorsement through one of four options and be recommended by a Virginia school division superintendent. A school leader's assessment

prescribed by the Board of Education (School Leaders Licensure Assessment) 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. Individuals seeking an initial administration and supervision endorsement who are interested in serving as central office instructional personnel are not required to take and pass the school leaders assessment prescribed by the Board of Education.

For **Options 1, 2, and 3** below, the following requirements must be met for a Level I administration and supervision endorsement:

1. A master's degree from a regionally accredited college or university;

2. Completed three years of successful, full-time experience in a public school or accredited nonpublic school in an instructional personnel position that requires licensure in Virginia; and

3. Satisfied the requirements for the school leaders licensure assessment prescribed by the Board of Education. Individuals seeking an initial administration and supervision endorsement who are interested in serving as central office instructional personnel are not required to take and pass the school leaders assessment prescribed by the Board of Education.

In addition, individuals must meet the requirements listed under each option:

Option 1: Approved program route to Level I administration and supervision preK-12 endorsement. To become eligible for a Level I endorsement under this option, the candidate also must have: Completed an approved program in administration and supervision from a regionally accredited college or university and completed a minimum of 320 clock hours of a deliberately structured and supervised internship that provides exposure to multiple sites (elementary, middle, high, central office, agency) with diverse student populations. These experiences shall be an integral component of a Virginia Board of Education approved preparation program. The internship must be focused on instructional leadership and learning for all students and must occur in a public school or accredited nonpublic school.

Option 2: Alternate route to Level I administration and supervision preK-12 endorsement restricted to the Virginia school division in which the superintendent submitted the recommendation for endorsement. This endorsement is valid only in the designated Virginia school division and would not be portable or reciprocal. In order for a Virginia division superintendent to recommend the Level I endorsement under this option, the candidate also must have completed graduate coursework in school law, evaluation of instruction, and other areas of study as required by an employing Virginia school superintendent; the graduate coursework must be taken from a regionally accredited college or university that has a state-approved administration and supervision program. **[An individual who holds this restricted administration and supervision Level I endorsement is not eligible to seek a Level II endorsement.]**

Option 3: Alternate route to Level I administration and supervision preK-12 endorsement. In order to be recommended by an employing Virginia school division superintendent, the candidate also must have completed graduate coursework in school law, evaluation of instruction, special education, school finance, and educational leadership, and other areas of study as required by an employing Virginia school superintendent; the graduate coursework must be taken from a regionally accredited college or university that has a state-approved administration and supervision program.

Option 4: Out-of-state administration and supervision endorsement. The candidate must have a master's degree from a regionally accredited college or university and a current, valid out-of-state license (full credential) with an endorsement in administration and supervision.

Virginia Performance Standards for School Leaders

The revised Performance Standards for School Leaders (principals and assistant principals) articulate the expectations of principals in the Commonwealth's schools. They describe the functions of the position that can be used to judge the effectiveness of principals and focus assessment efforts on self-growth, instructional effectiveness, and improvement of overall performance. The standards were aligned with the *Educational Leadership Policy Standards*, formerly known as the *Interstate Leaders Licensure Consortium (ISLLC)* standards. The 17 standards are categorized into five areas: Planning and Assessment; Instructional Leadership; Safety and Organizational Management for Learning; Communication and Community Relations; and Professionalism.

Categories of Standards

1. Planning and Assessment;
2. Instructional Leadership;
3. Safety and Organizational Management for Learning;
4. Communication and Community Relations; and
5. Professionalism.

Performance Indicators

The performance indicators developed for each of the 17 Virginia Performance Standards for School Leaders are based on the two-tiered endorsement model. Level I indicators reflect proficient performance for school leaders who serve in the roles of assistant principals and principals. Level II is an optional endorsement, and the indicators reflect **examples** of distinguished performance by principals.

Levels of Endorsement for Principals

Level I: Assistant Principals and Principals

Level II (Optional): Principals of Distinction

The *Licensure Regulations for School Personnel* set forth the requirements to achieve the Level II administration and supervision endorsement. A building-level administrator may seek Level II endorsement in administration and supervision preK-12 after successfully serving as a building-level administrator for at least five years in 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 principal 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 completion of a high-quality professional development project designed by the division superintendent.

The performance expected for the Level II endorsement involves creating a systemic framework for school processes that become integrated into the school's culture and are sustainable beyond a principal's tenure. Inherent in the Level II performance indicators is the skill to responsively meet student needs, create collaborative work environments for teachers, engage constituencies in school improvement efforts, and foster a commitment to learning-centered schools.

Documentation for the Principal of Distinction (Level II) Administration and Supervision Endorsement

Principals have the option of seeking the Level II administration and supervision endorsement. Candidates for this "Principal of Distinction" status must hold a Level I endorsement (unrestricted), have five years of successful service as a building-level administrator, meet two of the five criteria specified by the Board of Education, completed a formal induction program or an alternative activity described in the guidelines, and be recommended by their employing Virginia school division superintendent. **Principals who seek the Level II endorsement must submit a written notice of their intent to seek the endorsement to their division superintendent.**

Key considerations by the superintendent in determining eligibility for the Level II administration and supervision endorsement might include, but is not limited, to the following:

1. Readiness and capabilities to meet a majority of the Level II performance indicators. The extent to which the performance standards for school leaders and

the indicators for principals have been demonstrated must be a major focus in the process as the principal seeks to obtain the Level II administration and supervision endorsement. The Level II performance indicators provide examples of distinguished performance by school principals.

2. Service to the school division in the capacity of a principal for at least three years of the required five years of principal experience; and

3. Active participation in an induction program.*

* Some building-level principals have served in the role for many years, and an induction program may not have been available to them. In these cases, the principal must document and reflect on his or her experiences in lieu of an induction program. This documentation may take the form of records indicating conferences attended, courses taken, teaching experience, and reflections on his or her professional growth since becoming a principal. An alternative means to document professional growth could be a professional growth plan that indicates intentional efforts to develop a set of skills conducive to advanced school leadership and evidence of goal attainment.

Portfolio of Evidence

Steps to Level II

1. Determination of Eligibility
2. Submission of Portfolio
3. Assessment of Portfolio
4. Recommendation of Superintendent
5. Award Level II Endorsement

Critical to the Level II endorsement is the review and analysis of evidence submitted by the candidate that demonstrates a significant move from competence toward excellence in leadership at the building level. The candidate must submit a portfolio of evidence indicating that at least two of the five criteria established by the Board of Education have been met. An electronic portfolio of evidence is encouraged to facilitate transmission and evaluation.

The portfolio must include the following components:

1. The division superintendent's notice of eligibility to the candidate;

2. Evidence of demonstrating the Virginia Performance Standards for School Leaders, including Level II performance indicators. [The extent to which the performance standards for school leaders and the indicators for principals have been demonstrated must be a major focus in the process as the principal seeks to obtain the Level II administration and supervision endorsement. The Level II performance indicators provide examples of distinguished performance by school principals.]

3. A completed assessment (360 assessment) of the candidate's leadership skills (including a self-assessment and additional assessments from any combination of teachers, students, or parents, as requested by the superintendent); and

4. A brief community profile of the school in which the candidate works or has worked. [The purpose of the community profile is to allow flexibility for and consideration of confounding variables such as available resources or the composition of the student population in the principal's building or division. For example, leadership in a low-performing school would be given special consideration.]

Level II Verification Process

An estimate of the time required for completion of the Level II endorsement verification process is 12 to 18 months.

The completed portfolio would be submitted to the superintendent for review and determination of whether the principal met all requirements. The superintendent may request the recommendation of a review panel serving in an advisory capacity to determine if sufficient evidence has been presented to support the Level II endorsement. Panels could be constituted within the division or across regional areas of the state. At least one outside reviewer is advisable to lend creditability to the process. The review panel would make their recommendation for the granting or denial of Level II endorsement and the rationale for the decision to the superintendent.

Recommendation of the Division Superintendent

The superintendent will transmit his or her recommendation for the Level II principal distinction status to the candidate and to the Division of Teacher Education and Licensure, Virginia Department of Education.

Virginia Performance Standards for School Leaders

Part I

Virginia Performance Standards for School Leaders

The revised Performance Standards for School Leaders (principals and assistant principals) articulate the expectations of principals in the Commonwealth's schools. They describe the functions of the position that can be used to judge the effectiveness of principals and focus assessment efforts on self-growth, instructional effectiveness, and improvement of overall performance. The standards were aligned with the *Educational Leadership Policy Standards*, formerly known as the *Interstate Leaders Licensure Consortium* (ISLLC) standards, and cross references are noted in brackets for each standard. A copy of the *Educational Leadership Policy Standards* can be accessed at the following Web site: http://www.ccsso.org/publications/details.cfm?PublicationID=365

The 17 Performance Standards for School Leaders are categorized into the following five areas: Planning and Assessment; Instructional Leadership; Safety and Organizational Management for Learning; Communication and Community Relations; and Professionalism.

Planning and Assessment

1. The school leader effectively employs various processes for gathering, analyzing and using data for decision making. [1B, 4A]

2. The school leader collaboratively develops and implements a School Improvement Plan that focuses on improving student performance, communicates a clear vision of excellence and results in increased student learning. [1A, 1C, 1D, 5E]

3. The school leader plans, implements, supports and assesses instructional programs that enhance teaching and improve student achievement in the Standards of Learning. [1E, 2E, 2I]

Instructional Leadership

4. The school leader supervises the alignment, coordination and delivery of instructional programs to promote student learning and oversees an accountability system to monitor student success. [2B, 2C, 2H, 5A]

5. The school leader selects, inducts, supervises, supports, evaluates and retains quality instructional and support personnel. [2A, 2D]

6. The school leader provides professional development programs designed to improve instruction and student performance and that are consistent with division initiatives and the School Improvement Plan. [2F]

7. The school leader identifies, analyzes and resolves instructional problems using effective problem-solving techniques. [3F, 5A]

Safety and Organizational Management for Learning

8. The school leader maintains effective discipline and fosters a safe, caring environment that is supportive of teaching and learning. [2A, 3C]

9. The school leader effectively coordinates and monitors the daily operation of the school to ensure efficiency, protect instructional time and maintain the focus on successful student learning. [2G, 3A, 3E]

10. The school leader effectively manages material and financial resources to ensure student learning and to comply with legal mandates. [3B]

11. The school leader demonstrates effective organizational skills to achieve school, community and division goals. [3A]

Communication and Community Relations

12. The school leader communicates effectively and establishes positive interpersonal relations with students, teachers and other staff. [2A]

13. The school leader effectively communicates with and works collaboratively with families and community members to secure resources (e.g., cultural, social, intellectual) and support the success of a diverse student population. [4B, 4C, 4D]

Professionalism

14. The school leader models professional, moral, and ethical standards as well as personal integrity in all interactions. [5B, 5C, 5D]

15. The school leader works in a collegial and collaborative manner with other division personnel. [6B]

16. The school leader takes responsibility for and participates in a meaningful and continuous process of professional development that results in the enhancement of student learning. [6C]

17. The school leader acts to influence decisions that affect student learning at the division, state, and/or national level. [6A, 6B]

Performance Indicators

Part II

Performance Indicators

The performance indicators developed for each of the 17 Virginia Performance Standards for School Leaders are based on the two-tiered endorsement model. Level I indicators reflect proficient performance for school leaders who serve in the roles of assistant principals and principals. Level II is an optional endorsement, and the indicators reflect **examples** of distinguished performance by principals.

The *Licensure Regulations for School Personnel* set forth the requirements to achieve the Level II administration and supervision endorsement. A building-level administrator may seek Level II endorsement in administration and supervision preK-12 after successfully serving as a building-level administrator for at least five years in 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 principal 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 completion of a high-quality professional development project designed by the division superintendent.

The performance expected for the Level II endorsement involves creating a systemic framework for school processes that become integrated into the school's culture and are sustainable beyond a principal's tenure. Inherent in the Level II performance indicators is the skill to responsively meet student needs, create collaborative work environments for teachers, engage constituencies in school improvement efforts, and foster a commitment to learning-centered schools.

Virginia Performance Standards	Examples of Performance Indicators Level I	Examples of Performance Indicators Level II
	There is evidence that the school leader's actions have made an impact on the teaching and learning processes or results.	***There is clear, convincing and consistent evidence that the principal's actions have made a significant and measurable impact on student achievement.***
Planning and Assessment		
1. The school leader effectively employs various processes for collecting, analyzing and using data for decision making. [1B, 4A]	(a) applies current research related to effective techniques for gathering data from individuals, groups and school-based programs. (b) applies appropriate data analysis of student academic achievement through state assessments, standardized test results, formative (benchmark) assessments, grades and other student products and performances. (c) analyzes data to identify strengths and weaknesses in programs (school-based and school division) and practices to facilitate continuous improvement. (d) uses statistical findings to make changes necessary to improve student learning and research. (e) collaboratively analyzes annual test and subtest scores by grade, discipline and student population. (f) communicates evidence of progress toward goals and objectives.	(a) conducts action research, disseminates results to key stakeholders and generates measurable/observable improvement in student performance. (b) establishes a systematic and collaborative process to gather, analyze and align curriculum, instruction and assessment that results in student achievement gains.

Virginia Performance Standards	Examples of Performance Indicators Level I	Examples of Performance Indicators Level II
2. The school leader collaboratively develops and implements a School Improvement Plan that focuses on improving student performance, communicates a clear vision of excellence and results in increased student learning. [1A, 1C, 1D, 5E]	(a) facilitates the collaborative development and implementation of a School Improvement Plan approved by the superintendent. (b) works collaboratively with faculty and staff to develop a vision and mission consistent with the division goals and objectives. (c) supports the school mission by identifying, articulating and planning to meet the educational needs of students, staff and other stakeholders. (d) works collaboratively with faculty and staff to develop long-term goals, objectives and action steps consistent with needs assessment data. (e) evaluates the effects of changes on student achievement and provides feedback on goal achievement and needs for improvement. (f) supports teachers and other staff through the stages of school-level change. (g) maintains stakeholders' focus on long-range mission and goals throughout the implementation process. (h) promotes social justice by ensuring that individual student needs inform all aspects of schooling. (i) meets state and federal accountability standards, demonstrating increases in student achievement for all subgroups.	(a) works collaboratively with faculty, staff and stakeholders to develop, implement, and sustain commitment to a school improvement plan consistent with the division's strategic plan. (b) focuses all school decisions consistently and systematically on the school's mission, vision, and goals. (c) works collaboratively with stakeholders to develop a school culture that embraces change resulting in continuous, measurable and observable improvement.

Virginia Performance Standards	Examples of Performance Indicators Level I	Examples of Performance Indicators Level II
	There is evidence that the school leader's actions have made an impact on the teaching and learning processes or results.	***There is clear, convincing and consistent evidence that the principal's actions have made a significant and measurable impact on student achievement.***
Instructional Leadership		
3. The school leader plans, implements, supports and assesses instructional programs that enhance teaching and improve student achievement in the Standards of Learning. [1E, 2E, 2I]	(a) demonstrates a working knowledge and understanding of the Standards of Learning and school division curricular requirements. (b) articulates curricular goals and objectives to teachers, staff and other stakeholders. (c) works with teachers and other staff to plan, implement and evaluate the curriculum on a systematic and ongoing basis. (d) applies current research related to effective practices in planning and assessment to curriculum and instruction. (e) provides resources and materials to accomplish instructional goals for all students. (f) implements programs/curricular changes to meet local, state or federal requirements. (g) monitors and assesses the effect of the programs and/or curricula on student achievement. (h) implements division-testing program for students. (i) uses varied assessment data to offer instructional programs that are responsive to students' academic needs, as measured by improvement in student achievement in all subgroups. (j) reviews summative assessments of student products and performances to encourage students' learning of essential knowledge.	(a) leads data-based professional development for teachers and administrators on how to exceed the Standards of Learning while enhancing and expanding school division curricular requirements. (b) leads faculty to adapt curriculum and instruction in anticipation of student needs, resulting in improved student performance. (c) takes a leadership role in the profession to apply researched-based practices in planning and assessment to curriculum and instruction. (d) takes initiative to pilot or model and assess programs/curricular changes to exceed local, state, or federal requirements. (e) educates teachers and key stakeholders on uses of multiple student performance measures.

Virginia Performance Standards	Examples of Performance Indicators Level I	Examples of Performance Indicators Level II
4. The school leader supervises the alignment, coordination and delivery of instructional programs to promote student learning and oversees an accountability system to monitor student success. [2B, 2C, 2H, 5A]	(a) works collaboratively with faculty to develop a written plan for the coordination and articulation of curricular goals. (b) meets and works with teachers and other staff on a regular basis to identify needs and determine priorities regarding program delivery. (c) provides direction and support in planning and implementing activities and programs consistent with continuous improvement efforts and attainment of instructional goals. (d) monitors coordination of instructional programs with state and local standards. (e) demonstrates and applies knowledge of effective instructional models and strategies. (f) identifies effective instructional practices for student groups with identified needs. (g) provides instructional resources, materials, training and support to accomplish instructional goals. (h) monitors short- and long-term teacher lesson plans and their implementation. (i) monitors the delivery of appropriate remediation and intervention for students. (j) communicates commitment to protecting academic instructional time. (k) recognizes, encourages and celebrates excellence among teachers, staff and students. (l) promotes the use of the most effective and appropriate technologies to support teaching and learning. (m) routinely reviews and reacts to summative assessments to encourage instruction is focused on essential knowledge. (n) encourages the use of financial and human resources to provide immediate, extended learning opportunities for students when they fail to learn essential knowledge.	(a) establishes a framework for collaboratively identifying needs, determining priorities and assessing program delivery; coordinating instructional programs with state and local standards; and implementing researched-based instructional practices that result in measurable and observable student learning. (b) establishes a framework for the adoption and use of new technology to support student learning in a global society. (c) leads faculty collaboration regarding resources, materials, training and support to promote student learning. (d) recognizes, encourages and celebrates accomplishments and responsible risk taking.

Virginia Performance Standards	Examples of Performance Indicators Level I	Examples of Performance Indicators Level II
5. The school leader selects, inducts, supervises, supports, evaluates and retains quality instructional and support personnel. [2A, 2D]	(a) maintains and disseminates a current faculty handbook. (b) establishes and uses fair and equitable selection procedures that encourage the hiring of high-quality candidates. (c) makes recommendations regarding personnel decisions consistent with established policies and procedures. (d) establishes and implements induction procedures to support new employees. (e) effectively implements the division's mentorship program. (f) sets high standards for teacher and staff performance. (g) evaluates performance of personnel consistent with division policies, provides formal and informal feedback and maintains accurate evaluation records. (h) evaluates classroom practices and methods for improvement of instruction. (i) provides support and resources for teachers and other staff to improve job performance and recognizes and supports the achievements of highly effective staff members. (j) creates a systematic plan for teacher evaluation data to drive professional development initiatives. (k) monitors compliance with teacher renewal requirements. (l) assigns duties based on current record of licensure, endorsement and staff expertise. (m) adheres to established evaluation schedules, timelines and procedures.	(a) takes a leadership role with central office and building administrators to provide input on revising personnel policies and procedures, establishing protocols that articulate personnel policies and procedures, and developing strategies to recruit, select, and retain high-quality candidates. (b) consistently models effective teacher observation and evaluation practices for improvement of instruction. (c) establishes a plan for teachers to use their evaluation data to pursue professional development opportunities. (d) encourages high-quality teachers to work with the full range of learners.

Virginia Performance Standards	Examples of Performance Indicators Level I	Examples of Performance Indicators Level II
6. The school leader provides professional development programs designed to improve instruction and student performance and that are consistent with division initiatives and the School Improvement Plan. [2F]	(a) leads the development and implementation of a systematic professional development plan for individuals and for the school. (b) involves teachers and other staff in identifying professional development needs based on various data sources (i.e., student achievement, survey). (c) provides professional development that supports effective instruction. (d) shares knowledge and information about new, improved, or alternative methods of instruction and related issues. (e) meets with instructional teams and teachers regularly to discuss ongoing school improvement efforts. (f) disseminates information about conferences, coursework and membership in professional organizations. (g) supports participation of teachers and other staff in internal and external professional development opportunities as appropriate. (h) monitors implementation of instructional strategies presented during professional development and other training. (i) builds organizational capacity by developing teacher leaders. (j) takes action to encourage professional learning as a "way of life" in the school. (k) holds teachers and other staff accountable for the successful implementation of research-based practices.	(a) establishes and implements a framework in which teachers and staff anticipate and actively pursue professional development activities that support the school's mission and are job-embedded, classroom-focused and on-going. (b) leads teachers and staff in a culture that monitors, develops, and assesses consistent research-based practices within the school. (c) facilitates a culture for professional learning communities to advance the school's mission, vision and goals. (d) provides resources for staff participation in professional development. (e) establishes a culture of learning where teacher leaders oversee instructional improvements and guide teacher development. (f) utilizes school data to inform individual and schoolwide professional development plans.

Virginia Performance Standards	Examples of Performance Indicators Level I	Examples of Performance Indicators Level II
7. The school leader identifies, analyzes and resolves instructional problems using effective problem-solving techniques. [3F, 5A]	(a) identifies and solves problems in a timely and effective manner. (b) demonstrates fairness in identifying multiple perspectives around problem situations. (c) involves stakeholders in analyzing problems and developing solutions. (d) monitors implementation of problem resolutions. (e) provides shared leadership and decision-making opportunities for teachers and other staff that promote a climate of collaboration and collegiality. (f) delegates responsibility appropriately to staff members. (g) promotes an atmosphere of mutual respect, trust and courtesy.	(a) establishes a collaborative process with faculty and staff for anticipating, identifying and proactively addressing problems. (b) establishes a systemic framework for shared leadership and decision-making opportunities for key stakeholders.

Virginia Performance Standards	Examples of Performance Indicators Level I	Examples of Performance Indicators Level II
	There is evidence that the school leader's actions have made an impact on the teaching and learning processes or results.	***There is clear, convincing and consistent evidence that the principal's actions have made a significant and measurable impact on student achievement.***
Safety and Organizational Management for Learning		
8. The school leader maintains effective discipline and fosters a safe, caring environment that is supportive of teaching and learning. [2A, 3C]	(a) works to provide a safe, secure, orderly, clean and attractive school environment. (b) clearly communicates expectations regarding behavior to students, staff and parents. (c) encourages a consistent use of procedures for handling disciplinary problems. (d) implements and enforces school division code of conduct and appropriate disciplinary procedures in a timely and consistent manner. (e) establishes effective programs through which students develop self-discipline and conflict resolution skills. (f) proactively recognizes and effectively manages emergency situations. (g) consistently conveys mutual respect, concern and high expectations to students, staff and parents. (h) recognizes students, teachers and other staff for their academic, co-curricular, extra-curricular, personal and professional achievements in meeting school goals. (i) develops proactive prevention programs that help retain at-risk students in schools.	(a) establishes a commitment among stakeholders to encourage a safe, orderly, clean and attractive school environment. (b) establishes a systemic process that clearly communicates social and academic expectations to stakeholders. (c) engenders positive social behaviors among students that have measurable/ observable impact on student discipline referrals and school drop outs. (d) establishes leadership team practices to anticipate and effectively manage emergency situations. (e) encourages teachers and staff to consistently convey mutual respect, concern and high expectations to students, staff, parents and other stakeholders. (f) develops a systemic process for celebrating stakeholders' successes in meeting the school goals. (g) establishes a systemic process that promotes a team approach to discipline intervention and encourages external recognition for student self-discipline and conflict resolution programs.

Virginia Performance Standards	Examples of Performance Indicators Level I	Examples of Performance Indicators Level II
9. The school leader effectively coordinates and monitors the daily operation of the school to ensure efficiency, protect instructional time and maintain the focus on successful student learning. [2G, 3A, 3E]	(a) organizes staff to conduct daily routines efficiently, use space effectively and provide appropriate instructional time. (b) publicizes routines and procedures through handbooks, orientation sessions and other means. (c) protects academic instructional time from unnecessary interruptions. (d) organizes schedule to keep time students are out of class to a minimum. (e) monitors and supervises all programs and activities. (f) oversees the general maintenance, upkeep and appearance of the school. (g) monitors established routines and use of facilities on a regular and timely basis.	(a) collaborates with school leadership team to design and implement a systemic process to effectively monitor and supervise all programs and activities. (b) establishes a process to continually monitor and improve established routines and use of facilities to maximize instructional time.
10. The school leader effectively manages material and financial resources to ensure student learning and to comply with legal mandates. [3B]	(a) follows federal, state and local statutes, policies, regulations and procedures. (b) collaboratively plans and prepares a fiscally responsible budget to support the organization's mission and goals. (c) establishes and uses accepted procedures for receiving and disbursing funds. (d) monitors records of receipts and disbursements of all funds. (e) keeps staff informed about status of budget requests. (f) monitors the efficient use of resources. (g) meets and works collaboratively with appropriate staff to determine priorities for effective allocation of space as well as human and other resources. (h) secures grants to support school goals.	(a) collaboratively prepares a fiscally responsible budget to support the school improvement goals by implementing a systemic process to monitor, evaluate, and redirect resources efficiently and effectively. (b) implements a well-defined process for accuracy and diligent adherence to procedures for all staff members who handle school funds to comply with state and district accountability rules regarding school funds.

Virginia Performance Standards	Examples of Performance Indicators Level I	Examples of Performance Indicators Level II
11. The school leader demonstrates effective organizational skills to achieve school, community and division goals. [3A]	(a) demonstrates and communicates a working knowledge and understanding of school division policies, regulations and procedures. (b) encourages compliance and follow-through regarding policies, regulations and procedures. (c) uses time effectively and follows tasks to completion. (d) performs duties in an accurate and timely manner, adhering to deadlines. (e) monitors the maintenance of student records. (f) efficiently and appropriately prioritizes and addresses multiple issues and projects. (g) demonstrates proficiency in the use of electronic data management tools. (h) makes every effort to be sure all meetings are well planned and facilitated. (i) makes every effort to assist staff, students and parents in clearly understanding school and division goals, objectives and expectations.	(a) works with school division leaders to continually develop and revise school division policies and procedures, and establishes and implements a systemic framework for compliance and follow-through. (b) establishes a process for the monitoring and maintenance of complete and accurate student records; leadership team analyzes dropout records to develop plans for dropout reduction. (c) provides leadership and training to others regarding the effective use of electronic data management tools and/or planning and facilitating effective meetings. (d) establishes consensus for school and division goals, objectives and expectations with key stakeholders.

Virginia Performance Standards	Examples of Performance Indicators Level I	Examples of Performance Indicators Level II
	There is evidence that the school leader's actions have made an impact on the teaching and learning processes or results.	***There is clear, convincing and consistent evidence that the principal's actions have made a significant and measurable impact on student achievement.***
Communication and Community Relations		
12. The school leader communicates effectively and establishes positive interpersonal relations with students, teachers and other staff. [2A]	(a) promotes a climate of trust within the school. (b) facilitates constructive and timely communication. (c) initiates communication and facilitates cooperation among teachers and other staff. (d) models professionally appropriate communication skills, interpersonal relations and conflict mediation. (e) maintains visibility and accessibility to staff and students. (f) uses collaborative processes to discuss issues, set goals and make decisions. (g) establishes and maintains a collaborative relationship with faculty and staff. (h) monitors various modes of communication used within the building and intervenes when corrective action is required. (i) uses acceptable written and oral language in relation to students and staff. (j) collaborates with staff to identify and respond to student needs.	(a) establishes a climate of trust among key stakeholders within the school community. (b) establishes a timely, systemic communication--and when appropriate, decision-making,--process to facilitate constructive involvement from multiple stakeholders. (c) maintains situational awareness of school/community undercurrents and uses this information to respond appropriately to existing and potential problems.

Virginia Performance Standards	Examples of Performance Indicators Level I	Examples of Performance Indicators Level II
13. The school leader effectively communicates with and works collaboratively with families and community members to secure resources (e.g., cultural, social, intellectual) and support the success of a diverse student population. [4B, 4C, 4D]	(a) plans for and solicits parent and community member input. (b) promotes the development of community partnerships. (c) encourages parent and community involvement in promoting student learning and achieving school goals. (d) collaborates with families and community leaders to respond to identified needs of students. (e) seeks community resources to support school goals. (f) treats people with respect. (g) models and promotes the appreciation of diversity in the school-community. (h) promotes the value of understanding and celebrating school and community cultures. (i) maintains visibility and accessibility to parents and the community. (j) uses multiple modes of communication to notify stakeholders of issues, events and useful information in a timely manner. (k) uses acceptable written and oral language in relation to parents and community members. (l) communicates school and division goals, objectives and expectations to community members.	(a) establishes effective parent and community advisory councils and/or partnerships for collaborative decision-making and considers recommendations as a part of the decision-making process to promote school goals. (b) facilitates a systemic framework for engaging parents and community leaders in ongoing programs with measurable/ observable benefits to students. (c) develops alternative funding resources to supplement local, state and federal funds. (d) provides professional development on multicultural awareness, gender sensitivity and the appreciation of diversity in the school community.

Virginia Performance Standards	Examples of Performance Indicators Level I	Examples of Performance Indicators Level II
	There is evidence that the school leader's actions have made an impact on the teaching and learning processes or results.	***There is clear, convincing and consistent evidence that the principal's actions have made a significant and measurable impact on student achievement.***
Professionalism		
14. The school leader models professional, moral and ethical standards as well as personal integrity in all interactions. [5B, 5C, 5D]	(a) relates to members of the school community in an ethical and professional manner. (b) represents the school/office favorably in the division and community. (c) resolves concerns and problems in an appropriate manner. (d) respects and maintains confidentiality and assumes responsibility for personal actions. (e) maintains a professional demeanor and appearance appropriate to responsibilities. (f) considers and evaluates the potential moral and legal consequences of decision-making.	(a) expects all faculty, staff and students to relate to others in an ethical, professional and confidential manner. (b) empowers staff, students, and parents to assume responsibility for their personal actions in a respectful manner. (c) takes a leadership role and encourages teachers to do so as well, by presenting workshops at local, state, and regional conferences, delivering coursework for institutions of higher education, and/or serving in professional organizations.

Virginia Performance Standards	Examples of Performance Indicators Level I	Examples of Performance Indicators Level II
15. The school leader works in a collegial and collaborative manner with other division personnel. [6B]	(a) demonstrates flexibility and collaborative attitude in supporting colleagues. (b) supports the organization and advances its goals and objectives. (c) supports divisionwide programs and activities and makes a positive contribution to the overall climate of the school and division. (d) maintains effective working relationships with other principals and staff. (e) shares ideas and information and considers the interests and needs of other principals and community stakeholders in promoting and supporting division goals and objectives. (f) contributes to and supports the development of the profession (i.e., member of professional association, attends professional conferences, presents at local conferences).	(a) applies situational leadership to meet the needs of any given situation. (b) leads professional development activities, serves as a mentor to new administrators on working effectively with colleagues and stakeholders, and/or contributes to the development of the profession.

Virginia Performance Standards	Examples of Performance Indicators Level I	Examples of Performance Indicators Level II
16. The school leader takes responsibility for and participates in a meaningful and continuous process of professional development that results in the enhancement of student learning. [6C]	(a) participates in professional growth activities related to student learning, such as, conferences, workshops, coursework and/or membership in professional organizations at the district, state and/or national level. (b) evaluates and identifies areas of personal strength and weakness related to professional skills. (c) sets goals for improvement of skills and professional performance. (d) maintains a high level of personal knowledge regarding new developments and strategies. (e) applies current research of educational issues, trends and practices. (f) networks with colleagues to share knowledge about effective educational practices. (g) maintains valid licensure.	(a) leads ongoing professional development activities based on data-informed school and individual professional needs to enhance student learning. (b) mentors new administrators in reflective evaluation and goal setting. (c) facilitates the awareness by faculty and staff of the most current educational theories and practices and makes the discussion of these an integral aspect of the school's culture.
17. The school leader acts to influence decisions that affect student learning at the division, state and/or national level. [6A, 6B]	(a) maintains membership in professional organizations. (b) serves on division, state and/or national committees. (c) participates in community service or civic organizations.	(a) assumes leadership role in professional organizations and on state and/or national committees. (b) actively engages in shaping policy regarding social, educational and economic issues. (c) engages in community activities above and beyond the school and/or school division responsibilities.

The *Educational Leadership Policy Standards* may be accessed at the following Web site:

http://www.ccsso.org/publications/details.cfm?PublicationID=365

Documentation for the Principal of Distinction (Level II) Administration and Supervision Endorsement

Part II

Level II (Principal of Distinction) Verification

Principals have the option of seeking the Level II administration and supervision prek-12 endorsement. Candidates for this "Principal of Distinction" status must hold a Level I endorsement (unrestricted), have five years of successful service as a building-level administrator, meet two of the five criteria specified by the Board of Education, completed a formal induction program or an alternative activity described in the guidelines, and be recommended by an employing Virginia school division superintendent. Principals who seek the Level II endorsement must submit a written notice of their intent to seek the endorsement to their division superintendent.

The performance expected for the Level II endorsement involves creating a systemic framework for school processes that becomes integrated into the school's culture and are sustainable beyond a principal's tenure. Inherent in the Level II performance indicators is the skill to responsively meet student needs, create collaborative work environments for teachers, engage constituencies in school improvement efforts, and foster a commitment to learning-centered schools.

Requirements for the Level II Administration and Supervision Endorsement
"Principal of Distinction"

The requirements to seek the Level II administration and supervision preK-12 are set forth in 8VAC-22-590(F) of the *Licensure Regulations for School Personnel*. Below is an excerpt from the regulations.

> 8VAC-22-590(F)
> Level II endorsement in administration and supervision preK-12. A principal 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.

Recommended Level II Verification Process

Step One: Determination of Eligibility

Specific eligibility requirements for Level II endorsement are stated in Section F of 8VAC-22-590 of the *Licensure Regulations for School Personnel*.

- Candidates for Level II endorsement must be principals and hold Level I endorsement as building-level administrators.
- Building-level administrators *may* seek Level II endorsement. Therefore, acquisition of the Level II endorsement is a voluntary action not required of all building-level administrators.
- Five years of successful service as a building-level administrator in a public or accredited nonpublic school is required.
- Completion of a formal induction program as a building-level administrator or an alternative activity as described in these guidelines is required.

Consequently, all Level I endorsed school leaders who choose to seek Level II endorsement shall provide their division superintendents with the following:

- written notice of their intent to seek the endorsement,
- evidence of five years of successful service as a building administrator, and
- evidence of having completed a formal induction program as a building-level administrator or alternative activity.

Notice of intent to seek the endorsement shall be in the form of a letter to the superintendent stating that the principal intends to undertake the process. Evidence of five years of successful service shall be the candidate's performance evaluations for the most recent five year period of service as required by local school board policy, the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents,* and the *Code of Virginia.* Evidence of having completed a formal induction program as a principal or assistant principal shall be derived from the candidate's personnel record, school division records, and records of approved providers of such programs.

Key considerations by the superintendent in determining eligibility might include:

1. Service to the school division in the capacity of a principal for at least three years of the five year time period to demonstrate direct responsibility for building-level leadership.

2. Willingness to lead a low performing school.

3. Performance evaluations that indicate satisfactory ratings or better in all areas of the evaluation.

4. Readiness and capabilities to meet a majority of the Level II performance indicators.

5. Active participation in an induction program, if one was available at the time the candidate was hired.*

* Some building-level principals have served in the role for many years, and an induction program may not have been available to them. In these cases, the principal must document and reflect on his or her experiences in lieu of an induction program. This documentation may take the form of records indicating conferences attended, courses taken, teaching experience, and reflections on his or her professional growth since becoming a principal. An alternative means to document professional growth could be an 18-month professional growth plan that indicates intentional efforts to develop a set of skills conducive to advanced school leadership and evidence of goal attainment. Either alternative to the formal induction program could be submitted as part of the portfolio.

Having received and reviewed the notice and evidence from the building level administrator and having found it complete and satisfactory, the division superintendent shall notify the building-level administrator in writing that he or she has met the eligibility requirement and is considered a candidate for Level II endorsement.

Step Two: Submission of Portfolio of Evidence

Overview

Critical to the Level II endorsement is the review and analysis of evidence submitted by the candidate that demonstrates a significant move from competence toward excellence in leadership at the building level. Toward that end, candidates seeking Level II endorsement in administration and supervision preK-12 shall submit an electronic portfolio of evidence indicating that he or she has met two of the criteria established in 8VAC-22-590 (Part VI) of the *Licensure Regulations for School Personnel.* An electronic portfolio of evidence is intended to facilitate transmission and evaluation.

The electronic portfolio shall include clear, convincing and consistent evidence of significant and substantial progress over an extended period of time in moving from competence to excellence in at least two of the five criteria established in the *Regulations.* The Level II endorsement is designed for building-level leaders who can provide documentation and evidence that they have been directly responsible for improving student achievement in substantive and significant ways. These documents might include projects focused on the learning environment that are related to improving student achievement, analyzing data for problem solving, developing a safe learning environment, and other aspects of program

improvement including action research to address specific needs and solve problems in schools.

The candidate is charged with submitting the application and assembling the required evidence to substantiate meeting two of the five criteria. The evidence presented should be the result of the first five years or most recent five years of the Level I administrator's career.

Components of the Level II Portfolio of Evidence

All application materials for the Level II administrative credential will be submitted online in a consistent and agreed-upon portfolio format. The portfolio of evidence for Level II administrative endorsement shall consist of the following components as a minimum.

General Content

1. The division superintendent's notice of eligibility to the candidate.

2. A completed 360-degree assessment of their leadership skills (including a self-assessment and additional assessments from any combination of teachers, students, or parents, as requested by the superintendent). Possible tools for this purpose include the *NASSP 360 Assessment* and the *Leadership Practices Inventory*, based upon leadership research conducted by Kouzes and Posner.

3. A brief community profile of the school in which the candidate works or has worked. The purpose of the community profile is to allow flexibility for and consideration of confounding variables such as available resources or the composition of the student population in the candidate's building or division. For example, leadership in a low-performing school would be given special consideration.

Criterion Specific Content

1. Criterion 1: For all candidates, multiple measures of "improved student achievement" over a three-year period would be suggested. Examples of recommended evidence are provided in Appendix A.

2. Criterion 2: If the candidate is seeking to meet Criterion 2, multiple measures of "effective instructional leadership" over a three-year period would be suggested. Examples of recommended evidence are provided in Appendix A.

3. Criterion 3: If the candidate is seeking to meet Criterion 3, multiple measures of "positive effect on school climate or culture" would be suggested. Examples of recommended evidence are provided in Appendix A.

4. Criterion 4: If the candidate is seeking to meet Criterion 4, official transcripts from a regionally accredited college or university demonstrating completion of an earned doctorate in educational administration or advanced level (post-

master's degree) coursework in school law, school finance, supervision, human resource management, and instructional leadership are required.

5. Criterion 5: If the candidate is seeking to meet Criterion 5, a professional development plan derived from the results of the 360 assessment designed to improve student achievement, implement effective instructional leadership practices, establish a positive school climate or culture, or address other specific needs of the school identified and agreed upon by the candidate and the division superintendent is suggested. The plan shall include measurable objectives for its evaluation and shall be approved by the division superintendent. Evidence of the successful completion of the plan shall include outcome measures for the improvement of the school and for the professional development of the candidate. Collectively, the professional development plan and evidence of its successful completion would constitute the verification of criterion five.

Step Three: Assessment of the Portfolio

Once completed, the portfolio would be submitted to the superintendent for review and determination of whether the principal met Criterion 1 and one of the other four criteria for Level II endorsement. The superintendent may request the recommendation of a review panel in an advisory capacity on the determination of sufficient evidence to support Level II endorsement. Panels could be constituted within the division or across regional areas of the state. At least one outside reviewer is advisable to lend credibility to the process. The review panel would make their recommendation for the granting or denial of Level II endorsement and the rationale for the decision to the superintendent.

Key considerations in the assessment of the portfolio evidence:

1. In meeting two out of the five criteria for Level II endorsement, one of the two criteria must address improved student achievement (Criterion 1).

2. An on-site visit to the school is suggested to review and substantiate the evidence to meet Criterion 1, 2, or 3.

3. Evidence for Criterion 1, 2, or 3 should substantiate the minimum of a three-year pattern of effort.

4. Evidence for Criterion 1, 2, or 3 should substantiate improvement, not maintenance, of achievement, instruction, or climate.

5. Multiple pieces of evidence are offered to substantiate the meeting of Criterion 1, 2, or 3.

6. All evidence meets the standard of clear, convincing and measurable or observable.

Step Four: Recommendation of the Division Superintendent

The superintendent will transmit his or her recommendation to the candidate and to the Virginia Department of Education Division of Teacher Education and Licensure.

Step Five: Award of the Level II Endorsement

Upon receipt of the division superintendent's recommendation of a candidate for Level II endorsement in administration and supervision preK-12, the Division of Teacher Education and Licensure shall award the endorsement to the candidate and add it to the candidate's license.

Timetable and Deadlines for the Process

An estimate of the time required for completion of the Level II endorsement verification process is 12-18 months.

Appendix

Appendix

Sample Evidence for Criteria 1, 2, and 3

The following lists are <u>not</u> intended to be comprehensive or exhaustive of the types of evidence that might be offered to support a principal's request to be considered for Level II endorsement. They are suggested as the types of evidence that typically would be considered credible for the purposes of recognition.

Criterion 1: Improve Student Achievement[1]

- Pattern of improvement in SOL assessment pass rates
- Pattern of improvement in subgroup achievement on SOL assessments
- Pattern of improvement across grade levels on SOL assessments
- Decrease in achievement gaps between and among subgroups on SOL assessments
- Pattern of improvement in advanced pass rates on SOL assessments
- Pattern of improvement on formative assessments
- Pattern of increased percentage of third graders reading on grade level
- Increase in the number of students enrolled in Algebra I by grade 8
- Pattern of increased percentage of students passing Algebra I by grade 8
- Pattern of increased percentage of students who receive a high school diploma
- Increase in the number of students enrolled in college level courses
- Pattern of increased number of students passing college level courses
- Pattern of increased attainment of advanced diplomas
- Pattern of increased attainment of career and industry certifications

Criterion 2: Effective Instructional Leadership

- Proactive use of data analysis and interpretation to offer responsive programming to meet student needs
- Intentional improvements to curriculum and instructional programs
- Delivery of flexible and proactive intervention strategies to meet the needs of struggling students
- Improved programs and services that impact student learning

[1] Sample evidence for Criterion 1 includes items from the Virginia Index of Performance incentive program (2007).

- Action research to assess and improve programs and services
- Availability of comprehensive enrichment programs for all students
- Availability of comprehensive program of studies for all students
- Creation of sustained professional learning communities
- Establishment of an embedded, ongoing professional development program for teachers and staff
- Clearly defined program of differentiated instruction for all students

Criterion 3: Positive Effect on School Climate or Culture

- Pattern of improved climate or culture based on stakeholder surveys
- Increased daily attendance by students
- Increased daily attendance by teachers and staff
- Reduced student discipline referrals
- Reduced dropout rate
- Increased graduation rate
- Increased parent involvement in school activities, programs and decision-making
- Ongoing teacher recognition program
- Ongoing student recognition program
- Development of effective internal communication system with stakeholders
- Development of effective external communication system with stakeholders
- Development of stakeholder advisory councils
- Increased involvement by students in after-school activities
- Increased teacher retention
- Recognition received from local, regional, state and national organizations

Board of Education Agenda Item

Item: H. **Date:** October 23, 2008

Topic: Final Review of Proposed Revised *Guidelines and Standards of Learning for Family Life Education* as Required by the 2008 General Assembly

Presenter: Dr. Cynthia A. Cave, Director 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

_X_ Previous review/action

date September 25, 2008

action Approved for first review

Background Information:

The Family Life Education requirements of the Board of Education were first enacted in 1987 by the General Assembly. In 1988, the Board of Education prepared a document that included Standards of Learning (SOL) Objectives and Descriptive Statements, guidelines for training individuals who will be teaching family life education, and guidelines for parent/community involvement. The 1988 guidelines were revised in 2002 to include the requirements of HB 1206 (benefits of adoption), in 2004 to include the requirements of HB 1015 (sexual assault) and again in 2007 to include HB 1916 (dating violence and the characteristics of abusive relationships). In the 2008 session of the Virginia General Assembly, Senate Bill 640 amended § 22.1-207.1 of the *Code of Virginia* to require that information concerning mental health education and awareness be included in the Family Life Education curriculum guidelines.

§22.1-207.1. Family life education.

The Board of Education shall develop by December 1, 1987, standards of learning and curriculum guidelines for a comprehensive, sequential family life education curriculum in grades K through 12. Such curriculum guidelines shall include instruction as appropriate for the age of the student in family living and community relationships; abstinence education; the value of postponing sexual activity; the benefits of adoption as a positive choice in the event of an unwanted pregnancy; human sexuality; human reproduction;

dating violence; the characteristics of abusive relationships; steps to take to avoid sexual assault, and the availability of counseling and legal resources, and, in the event of such sexual assault, the importance of immediate medical attention and advice, as well as the requirements of the law; the etiology, prevention and effects of sexually transmitted diseases; and mental health education and awareness.

Summary of Major Elements:
As shown in the attached, the *Guidelines and Standards of Learning for Family Life Education* have been revised in accordance with the 2008 legislation. The descriptive statements supporting the Standards of Learning objectives have been amended to reflect the required age-appropriate changes in the guidelines. Some descriptive statements have been edited to reflect correct terminology and grammar. Revised standards are listed below.

Grade Level	Amended Standards of Learning Descriptive Statements	Page
Kindergarten	K.1, K.4, K.6, K.7, K.10	15-16
First Grade	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11	17-18
Second Grade	2.1, 2.4, 2.6, 2.8	20
Third Grade	3.1, 3.3, 3.4, 3.5, 3.6, 3.9, 3.12	22-23
Fourth Grade	4.2, 4.4, 4.6, 4.8	24-25
Fifth Grade	5.3, 5.6, 5.7, 5.9, 5.10, 5.14	26-27
Sixth Grade	6.6, 6.7, 6.9, 6.10, 6.11, 6.12	28-29
Seventh Grade	7.2, 7.4, 7.5, 7.6, 7.7, 7.10, 7.11, 7.13	30-32
Eighth Grade	8.3, 8.5, 8.6, 8.8, 8.9, 8.10, 8.11, 8.14	33-35
Ninth Grade	9.4, 9.5, 9.6, 9.7, 9.10, 9.12, 9.13	36-37
Tenth Grade	10.1, 10.5, 10.6, 10.10, 10.14	38-39
Eleventh Grade	11.3, 11.4, 11.5, 11.10, 11.14	41-43
Twelfth Grade	12.3, 12.5, 12.7, 12.8, 12.9, 12.11	44-45

Superintendent's Recommendation:
The Superintendent of Public Instruction recommends that the Board of Education adopt the revised curriculum guidelines regarding Family Life Education.

Impact on Resources:
The financial impact will be minimal. The revised document will be posted on the Web site. School divisions will be informed of the revisions by way of a Superintendent's Memo.

Timetable for Further Review/Action:
Upon Board of Education adoption of the 2008 revised guidelines, the Virginia Department of Education will make them available to school divisions.

Family Life Education

Board of Education Guidelines
and
Standards of Learning
for Virginia Public Schools

Commonwealth of Virginia
Department of Education
Richmond, VA 23218-2120

Revised
September 2008

FAMILY LIFE EDUCATION

Revised 2008

FAMILY LIFE EDUCATION

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CODE OF VIRGINIA §22.1-207.1
FOR FAMILY LIFE EDUCATION

CODE OF VIRGINIA

§22.1-207.1. Family life education.

The Board of Education shall develop by December 1, 1987, standards of learning and curriculum guidelines for a comprehensive, sequential family life education curriculum in grades K through 12. Such curriculum guidelines shall include instruction as appropriate for the age of the student in family living and community relationships; abstinence education; the value of postponing sexual activity; the benefits of adoption as a positive choice in the event of an unwanted pregnancy; human sexuality; human reproduction; dating violence; the characteristics of abusive relationships; steps to take to avoid sexual assault, and the availability of counseling and legal resources, and, in the event of such sexual assault, the importance of immediate medical attention and advice, as well as the requirements of the law; the etiology, prevention and effects of sexually transmitted diseases; and mental health education and awareness.

All such instruction shall be designed to promote parental involvement, foster positive self concepts and provide mechanisms for coping with peer pressure and the stresses of modern living according to the students' developmental stages and abilities. The Board shall also establish requirements for appropriate training for teachers of family life education, which shall include training in instructional elements to support the various curriculum components.

For the purposes of this section, "abstinence education" means an educational or motivational component which has as its exclusive purpose teaching the social, psychological, and health gains to be realized by teenagers' abstaining from sexual activity before marriage.

(1987, c. 371; 1999, c. 422; 2002, c. 554; 2004, c. 1030; 2007, c. 32.; *2008, c.0417*)

§ 22.1-207.2. Right of parents to review certain materials; summaries distributed on request.

Every parent, guardian or other person in the Commonwealth having control or charge of any child who is required by § 22.1-254 A to send such child to a public school shall have the right to review the complete family life curricula, including all supplemental materials used in any family life education program. A complete copy of all printed materials and a description of all audio-visual materials shall be kept in the school library or office and made available for review to any parent or guardian during school office hours before and during the school year. The audio-visual materials shall be made available to parents for review, upon request, on the same basis as printed materials are made available.

Each school board shall develop and, when so requested by an individual parent or guardian of a student participating in the family life education program, distribute to that parent or guardian, a summary designed to assist parents in understanding the program implemented in its school division as such program progresses and to encourage parental guidance and involvement in the instruction of the students. Such information shall reflect the curricula of the program as taught in the classroom.

(1989, c. 515; 1991, cc. 139, 526.)

INTRODUCTION

INTRODUCTION

In 1987, §22.1-207.1 of the *Code of Virginia* was amended to direct the Board of Education to develop standards of learning and curriculum guidelines for a comprehensive, sequential family life education (FLE) curriculum in grades K through 12. From February 1987 to December 1987, individuals from public schools (including administrators and teachers), state agencies, parent groups, and not-for-profit organizations that provided family life services contributed time, resources, and expertise to help develop a report to submit to the Virginia General Assembly. The report *Family Life Education: Board of Education's Response to House Bill No. 1413* included sections on the Board of Education guidelines for setting up a required FLE program, Standards of Learning objectives and descriptive statements for grades kindergarten through 12, guidelines for training individuals that teach FLE and for involving parents and community-based organizations in the local FLE program.

The FLE program was funded by the General Assembly during its 1988 session based on the plan developed by the Board of Education and the Department of Education. The program scheduled for implementation by all school divisions during the 1989-90 school year, provided guidance to localities in developing comprehensive, age-appropriate, and sequential instruction in specific content areas. Program flexibility allowed options for the local planning teams. The program could cover grades K through 10 or K through 12, depending upon the desires of a school division. School divisions were permitted to use state-approved Standards of Learning objectives or develop their own learner objectives. Educators identified as FLE teachers participated in in-depth staff development workshops over a two-year period.

Each school division was required to appoint a community involvement team to assist in the development of the program and to promote community involvement. The Board of Education guidelines were written to assure that parents had opportunities to review the program annually and opt their children out of all or part of the program.

During the fall and winter of school year 1992-93, the Department of Education conducted a study of the FLE program in the Virginia public schools. The study resulted from an agreement between the 1992 General Assembly and the Department of Education. A self-report survey of FLE programs was repeated in 2004 and 2006. Results again indicated compliance with mandates and policies. Of the 132 school divisions serving students in the state, 120 divisions, or 91 percent, responded to the 2006 survey. Eighty-eight percent, or 105, of school divisions surveyed in 2006 offered Family Life Education programming.

Also in 1992, the Virginia General Assembly amended §22.1-275.1 of the *Code of Virginia* to direct local school boards to establish a school health advisory board of no more than 20 members. The legislation specified that the local board shall consist of broad-based community representation including, but not limited to, parents, students,

health professionals, educators, and others. Many localities opted for their school health advisory board to also serve as the FLE community involvement team.

In September 1997, the *Regulations Establishing Standards for Accrediting Public Schools in Virginia (8 VAC 20-131-10)* were ~~was~~ amended by the Board of Education to state that "Each school may implement the Standards of Learning for the Family Life Education program promulgated by the Board of Education or a Family Life Education program consistent with the guidelines developed by the Board of Education which shall have the goals of reducing the incidence of pregnancy and/or sexually-transmitted disease and substance abuse among teenagers."

The 1999 Virginia General Assembly amended §22.1-207.1 of the *Code of Virginia* and added "abstinence education" as a Family Life Education instructional topic to the content areas identified in 1987: "…family living and community relationships, the value of postponing sexual activity, human sexuality, human reproduction, and the etiology, prevention and effects of sexually transmitted diseases." The Virginia Department of Education and Virginia Department of Health cooperated to strengthen abstinence education staff development workshops.

House Bill 1206, passed by the 2002 Virginia General Assembly, required the Board of Education to include "the benefits of adoption as a positive choice in the event of an unwanted pregnancy" in its curriculum guidelines for a comprehensive, sequential Family Life Education curriculum. The bill also required the Board to specify that training of teachers of Family Life Education include training in instructional elements to support the various curriculum components.

House Bill 1015, passed by the 2004 Virginia General Assembly, required the Board of Education to include "steps to take to avoid sexual assault, and the availability of counseling and legal resources, and, in the event of such sexual assault, the importance of immediate medical attention and advice, as well as the requirements of the law" in its curriculum guidelines for a comprehensive, sequential Family Life Education curriculum.

House Bill 1916, passed by the 2007 Virginia General Assembly, required the Board of Education to include "dating violence and the characteristics of abusive relationships" in its curriculum guidelines for a comprehensive, sequential Family Life Education curriculum.

Senate Bill 640, passed by the 2008 Virginia General Assembly, required the Board of Education to include "mental health education and awareness" in its curriculum guidelines for a comprehensive, sequential Family Life Education curriculum.

BOARD OF EDUCATION GUIDELINES FOR FAMILY LIFE EDUCATION

BOARD OF EDUCATION GUIDELINES FOR FAMILY LIFE EDUCATION

I. The following guidelines shall be followed in the implementation of the Board of Education's approved Family Life Education program.

A. A community involvement team, or school health advisory board, shall be identified and should include individuals such as a person from the central office, an elementary school principal, a middle school principal, a high school principal, teachers, a school board member, parents, one or more members of the clergy, a member of the medical profession, and others in the community.

B. There must be evidence of broad-based community involvement and an annual opportunity for parents and others to review curriculum and instructional materials prior to the beginning of actual instruction.

C. Those individuals selected by the localities to teach the Family Life Education program shall participate in the training program sponsored by the Department of Education.

D. A Family Life Education leader from each grade level shall be identified to assist in training individuals who will be teaching to work with a community involvement team, and to assist in program implementation and evaluation.

E. Medical professionals shall be involved, where appropriate, to help teach the content of the Family Life Education curriculum and to serve as a resource to students and to parents.

F. Local training and follow-up activities shall involve the community in understanding and implementing the Family Life Education program.

G. Local agencies/organizations/support systems shall be identified and used as resources for the Family Life Education program.

H. An "opt-out" procedure shall be provided to ensure communication with the parent or guardian for permission for students to be excused from all or part of the program.

I. A plan for teaching sensitive content in sex-separated classes shall be announced publicly.

J. The *Family Life Education Standards of Learning* objectives approved by the Board of Education shall be used by the local school board. However, local school divisions may reassign the grade designation of the Standards of Learning objectives within grades K-6. The grade designation for objectives within grades 7-12 may be reassigned only one grade level, up or down. Also, the program may be adopted for kindergarten through grade 10 or kindergarten through grade 12; however, local scheduling of Family Life Education shall avoid any interruption or detraction from instruction in basic skills in elementary schools or in those courses required for graduation in the secondary schools.

K. The curriculum shall include education about those sections of statutory law applicable to instructional units relating to sexual conduct and misconduct and legal provisions relating to family life.

L. The curriculum shall include mental health education and awareness as applicable to instructional units relating to family life.

II. The following guidelines shall be followed in the implementation of the Family Life Education program developed locally.

A. The Family Life Education program developed locally shall be comprehensive and sequential and include the following content areas and may include others at the discretion of the local school board:

1. Family living and community relationships;

2. The value of postponing sexual activity until marriage (abstinence education);

3. Human sexuality;

4. Human reproduction and contraception, including the benefits of adoptions as a positive choice in the event of an unwanted pregnancy;

5. The etiology, prevention, and effects of sexually transmitted diseases;

6. Stress management and resistance to peer pressure;

7. Development of positive self-concepts and respect for others, including people of other races, religions, or origins;

8. Parenting skills;

9. Substance abuse;

10. Child abuse;

11. Prevention of sexual assault and, in the event of sexual assault, the importance of receiving immediate medical attention and advice, knowledge of the requirements of the law, and use of resources such as counseling and legal services; ~~*and*~~

12. Dating violence and the characteristics of abusive relationships; and

13. Mental health education and awareness.

B. The Family Life Education program developed locally shall include and adhere to the following:

1. A community involvement team, or school health advisory board, shall be identified and should include individuals such as a person from the

central office, an elementary school principal, a middle school principal, a high school principal, teachers, a school board member, parents, one or more members of the clergy, a member of the medical profession, a mental health practitioner, and others in the community.

2. There must be evidence of broad-based community involvement and an annual opportunity for parents and others to review curriculum and instructional materials prior to the beginning of actual instruction.

3. Those individuals selected by the localities to teach the local Family Life Education program shall participate in the training program sponsored by the Department of Education. The training program shall include training in instructional elements to support the various curriculum components.

4. A Family Life Education leader from each grade level shall be identified to assist in training individuals who will be teaching, to work with a community involvement team, and to assist in program implementation and evaluation.

5. Medical and mental health professionals shall be involved, where appropriate, to help teach the content of the Family Life Education curriculum and to serve as a resource to students and to parents.

6. Local training and follow-up activities shall involve the community in understanding and implementing the Family Life Education program.

7. Local agencies/organizations/support systems shall be identified and used as resources for the Family Life Education program.

8. An "opt-out" procedure shall be provided to ensure communication with the parent or guardian for permission for students to be excused from all or part of the program.

9. A plan for teaching sensitive content in sex-separated classes shall be announced publicly.

10. Local scheduling of Family Life Education, to include kindergarten through grade 10 or kindergarten through grade 12, shall avoid any interruption or detraction from instruction in the basic skills in the elementary schools or in those courses required for graduation in the secondary schools.

11. A local curriculum plan shall use as a reference the *Family Life Education Standards of Learning* objectives approved by the Board of Education and shall provide age-appropriate instruction in relation to students' developmental stages and abilities.

12. The curriculum shall include education about those sections of statutory law applicable to instructional units relating to sexual conduct and misconduct and legal provisions relating to family life.

13. The curriculum shall include mental health education and awareness as applicable to instructional units relating to family life.

STANDARDS OF LEARNING OBJECTIVES AND DESCRIPTIVE STATEMENTS

KINDERGARTEN

K.1 The student will experience success and positive feelings about self.
Descriptive Statement: These experiences are provided by the teacher through the climate of the classroom environment and include, but are not limited to, experiencing success in school, effectively handling routines, experiencing self-acceptance, and acceptance from others. ~~This includes experiencing success in school work and home tasks, pride in his or her body, the effective handling of routine situations, and acceptance from others. These experiences are provided by the teacher through the climate of the classroom environment.~~ Parents are encouraged to reinforce these positive experiences and feelings at home. Emphasis is placed on respect for racial and ethnic differences.

K.2 The student will experience respect from and for others.
Descriptive Statement: Teachers and other adults at school actively listen to and accept feelings and opinions of the child. A classroom climate that encourages positive mental health development and protects the child from physical and emotional infringements by others is provided. The child also learns and practices courtesy and good manners.

K.3 The student will become aware of the effects of his or her behavior on others and the effects of others' behavior on himself or herself.
Descriptive Statement: The teacher uses appropriate descriptive language to explain to a child how his or her behavior affects others positively as well as negatively. The same descriptive language is used to explain to a child the effects of others' behavior on him or her. This approach is reinforced by other school personnel and parents are encouraged to continue such explanations at home. The child is introduced to the concept of privacy, especially in the use of bathroom facilities. In addition, the importance of avoiding gossip about others' personal or family problems is stressed.

K.4 The student will recognize that everyone is a member of a family and that families come in many forms.
Descriptive Statement: This includes a variety of family forms: traditional or two-parent families-mother, father, and children; extended families-relatives other than the immediate family living in the home; single-parent families; adoptive families; foster families; families with stepparents; and blended families-new families formed by the marriage of a man and woman with children from previous marriages. Recognition and inclusion will foster positive mental health.

K.5 The student will identify members of his or her own family.
Descriptive Statement: This refers to identifying the adult and child members of the student's family.

K.6 The student will develop an awareness of positive ways in which family members show love, affection, respect, and appreciation for each other.
Descriptive Statement: The focus is on the appropriate words and actions that promote positive mental health development. Through words and actions which convey care, protection and guidance, such as touching, listening, hugging, praising, encouraging, supporting, helping and playing, the child will understand that rules are made for safety, and protection. ~~which convey care, protection and guidance. This includes touching, listening, hugging, praising, encouraging, supporting, helping and playing. It also includes helping the child understand that rules are made for safety and protection.~~

K.7 The student will realize that physical affection can be an expression of friendship, of celebration, or of a loving family.

Descriptive Statement: It is important for the student to understand that appropriate expressions of affection are healthy for the individual and for the family. The student will begin to understand the differences between appropriate and inappropriate expressions of affection. This understanding will foster positive mental health.

K.8 The student will recognize the elements of good and bad touches by others.

Descriptive Statement: Elements of good touches by others are identified as follows: (1) touching that can be done in front of anyone; (2) touching that is not a secret; (3) touching that makes the child feel good and not uncomfortable; (4) touching that is done to provide cleaning or medical care for the child; and (5) touching that is an expression of affection by a family member. Bad touches by others include the following: (1) touching on private parts of the body; (2) touching to be kept secret; and (3) touching that could produce bad feelings.

K.9 The student will demonstrate how to say "no" to inappropriate approaches from family members, neighbors, strangers, and others.

Descriptive Statement: This involves learning how to say "no" in a loud voice while standing up and looking directly at the person. It is important for children to know that they should tell or report such happenings to a trusted adult such as a parent, teacher, minister, grandparent, or guardian. In addition, they should understand the need to continue telling about inappropriate approaches until someone listens and responds.

K.10 The student will identify "feeling good" and "feeling bad."

Descriptive Statement: Descriptive words are used to help the child identify pleasant and unpleasant feelings. Parents are encouraged to reinforce expressions of feelings at home and to work with the teacher in a team approach to achieving this, ~~and other objectives~~ which encourages good mental health functioning.

K.11 The student will find help safely if lost.

Descriptive Statement: Students learn their full names, addresses, telephone numbers, and how to find reliable help if lost in a mall or other public place.

FIRST GRADE

1.1 The student will experience continuing success and good feelings about self.
Descriptive Statement: The teacher continues to provide a classroom environment that fosters experiences of success in school work, in self-acceptance of body image, in the handling of routine situations, and in group activities. The student is made aware of any behavior on his or her part that causes others to have ~~bad~~ hurt feelings. Parents are encouraged to reinforce successful experiences, ~~and~~ self-esteem, and good mental health practices at home.

1.2 The student will experience continuing respect from others.
Descriptive Statement: Teachers and other adults at school continue active listening and acceptance of the feelings and opinions of the child, providing a classroom climate that protects the child from physical, mental and emotional infringement by others. Difficult situations, such as how to handle a bully on the playground, are discussed.

1.3 The student will become aware of the effects of his or her behavior on others and the effects of others' behavior on himself or herself.
Descriptive Statement: The teacher continues to use appropriate descriptive language to explain to a child how his or her behavior affects others both positively and negatively, and how others' behavior affects him or her. The child learns to respect others and their feelings, and practices good mental health behaviors.

1.4 The student will develop an understanding of the importance of a family and of different family patterns.
Descriptive statement: The emphasis is on the need for loving parents, or other responsible adult(s) in the family, regardless of the type of family. The student advances from awareness of family forms at the kindergarten level to understanding the importance of the family and its various forms at the first-grade level. The following family patterns are included: two-parent families; extended families-relatives other than the immediate family living in the home; single-parent families; adoptive families; foster families; families with stepparent; and blended families-new families formed by the marriage of a man and woman with children from previous marriages. Recognition and inclusion will foster positive mental health.

1.5 The student will identify family members and their responsibilities in contributing to the successful functioning of the family.
Descriptive Statement: The focus is on the tasks that must be performed in order for a family to function successfully. Examples of tasks are providing food; providing shelter; providing and caring for clothing; providing money for these and other necessities; providing love and caring, including meeting the needs of elderly or physically and mentally disabled ~~handicapped~~ family members; and providing for fun and play.

1.6 The student will realize that human beings and other mammals have babies and that the babies can be breast-fed.
Descriptive Statement: Content associated with this objective can be found in books, magazines, films, videos, and other materials, as approved by the school division. Pets may be used to demonstrate mammalian behavior. Parents are encouraged to assist with this objective during the course of normal family activities.

1.7 The student will use correct terminology when talking about body parts and functions.

Descriptive Statement: ~~Terms included in this approach are urinate, bowel movement, penis, and vulva to substitute for colloquial or slang terminology~~. Scientific terms such as urinate, bowel movement, penis and breast will be introduced as they occur in daily activities and are not taught directly. ~~These terms are introduced as they occur in daily activities and are not taught directly.~~ Parents are encouraged to reinforce correct terminology at home.

1.8 The student will express his or her feelings of happiness, sadness, and anger to the teacher.

Descriptive Statement: Teachers help children on an individual basis to recognize and express their feelings of happiness, sadness, and anger. Children are assisted in dealing appropriately with their feelings. If matters of a private nature arise, teachers are urged to contact parents so they can take a team approach to individual student problems. Positive mental health practices will be utilized.

1.9 The student will become aware of appropriate behavior to use in dealing with his or her feelings.

Descriptive Statement: The focus is on helping the child understand that feelings are different from behavior. The teacher helps the child understand that while feelings do influence behavior, each person can control his or her own behavior and the ways feelings are expressed. It is important for the teacher to help the child know that all feelings are valid. Appropriate strategies for expressing feelings include exercise, games, direct verbalization, art, music, dance, play, storytelling, and creative drama. Positive mental health practices will be utilized.

1.10 The student will experience the logical consequences of his or her behavior.

Descriptive Statement: The child needs to have the opportunity to make developmentally appropriate choices in his or her daily living and to experience the outcomes (both positive and negative) of his or her choices. The foundation for responsible decision making and positive mental health at all ages involves being allowed to learn from one's choices. Examples of appropriate choices at this grade level include choosing from a list of appropriate foods, choosing from a variety of activities and learning centers, and choosing the sequence in which learning activities are completed. An example of an appropriate consequence would be to clean up a spilled beverage rather than to be punished for this.

1.11 The student will realize that physical affection can be an expression of friendship, of celebration, or of a loving family.

Descriptive Statement: The child is reminded that appropriate expressions of affection are important for individual and family well-being and that physical affection from family members and friends usually represents good touching. The student will begin to understand the differences between appropriate and inappropriate expressions of affection and the impact on individual mental health.

1.12 The student will demonstrate strategies for responses to inappropriate approaches from family members, neighbors, strangers, and others.

Descriptive Statement: Elements of good and bad touching are reviewed, and methods of avoiding negative encounters are presented. Children learn how to tell a trusted adult,

such as a parent, teacher, minister, grandparent, or guardian, about such incidents when they occur.

SECOND GRADE

2.1 The student will recognize that everyone has strengths and weaknesses and that all persons need to be accepted and appreciated as worthwhile.

Descriptive Statement: The key idea is that all human beings are worthwhile and need to be accepted and appreciated as they are. The emphasis is on daily experiences in which children receive the message that they are worthwhile. In this environment the student is able to use his or her strengths to overcome weaknesses, to realize that not everyone has the same strengths and weaknesses, to change the things he or she can change, and to accept the things that cannot be changed. Care is taken to ensure that children view persons with a physical or mental disability ~~handicap~~ as unique individuals with many strengths.

2.2 The student will realize that adults other than parents also provide care and support for children.

Descriptive Statement: Adults, other than parents, who provide care and support for children include foster parents; child-care providers; day-care teachers; extended family members; neighbors; family friends; and personnel of community support agencies, civic organizations, and religious organizations.

2.3 The student will become aware that babies grow inside the mother's body in a special place called the uterus.

Descriptive Statement: The purpose of this objective is to provide basic, age-appropriate information; to demonstrate ease or comfort in talking about reproduction-related topics; and to correct misinformation.

2.4 The student will become aware of the need to take responsibility for the effects of his or her behavior on others.

Descriptive Statement: Through daily classroom experiences, the teacher can encourage children to express appreciation for positive peer behavior such as helping, sharing, being courteous, accepting others' opinions, and showing respect for others' possessions. When hurtful behavior occurs, children can be encouraged to make restitution by helping the victim solve the problem caused by the behavior. School personnel will use positive mental health practices to resolve problem behavior.

2.5 The student will demonstrate appropriate ways of dealing with feelings.

Descriptive Statement: Pleasant feelings (for example, those associated with success and praise) and unpleasant feelings (for example, those resulting from anger, rejection, isolation, and failure) are discussed. The student will begin to understand the characteristics of appropriate and inappropriate behavior as it relates to relationships. Appropriate behavior, in response to pleasant and unpleasant feelings, is practiced in pretend situations so that these desirable strategies are available when needed in real-life situations.

2.6 The student will realize that physical affection can be an expression of friendship, of celebration, or of a loving family.

Descriptive Statement: The teacher continues to reinforce the concept that appropriate expressions of affection are healthy for the individual and for the family. The student

will recognize inappropriate expressions and demonstrate skills to correct inappropriate expressions.

2.7 The student will advance in readiness to say "no" and to tell a trusted adult, such as a parent, teacher, minister, grandparent, or guardian, in private about inappropriate approaches from family members, neighbors, strangers, and others.
Descriptive Statement: This is a review of the elements of good and bad touching, including how to handle inappropriate approaches. The student will understand the differences between appropriate and inappropriate expressions of affection and behavior.

2.8 The student will be conscious of how commercials use our emotions to make us want products.
Descriptive Statement: Children are introduced to the concept of media influences, which is developed further at higher grade levels. The students are given examples of techniques used by the media to create excitement and a desire to purchase products. Students will begin to understand how the media affects mental health issues such as self-image.

THIRD GRADE

3.1 The student will demonstrate a sense of belonging in group work and play.
Descriptive Statement: The child experiences cooperative group games and acceptance as a member of the class. This involves reciprocal helping behavior and positive mental health practices. Participation in groups such as the scouts is encouraged.

3.2 The student will express what he or she likes about himself or herself to continue developing a positive self-image.
Descriptive Statement: Expressive media (for example, exercises, games, art, music, dance, and drama) are used for student expression of the capabilities, personality traits, and physical features that the child likes about himself or herself.

3.3 The student will become aware of the changes occurring in family life that affect daily living and produce strong feelings.
Descriptive Statement: Changes which occur include moving to a new home, the addition or birth of a sibling, the birth of a ~~handicapped~~ disabled child, death, illness, drug abuse, separation, divorce, remarriage, and children leaving home. Children are assisted in adjusting to such changes on an individual basis through the teacher-parent team approach to problem solving using positive mental health practices.

3.4 The student will give examples of healthy coping strategies for dealing with the feelings produced by changes in the family.
Descriptive Statement: An essential component is providing a clear explanation of the changes which occur in families. Healthy coping strategies include vigorous physical activity such as exercises and games; talking about feelings; reading books; and creative expressions such as writing, art, music, dance, and drama. In order to foster positive mental health, ~~I~~ it is important that feelings be expressed openly in appropriate ways.

3.5 The student will identify external body parts associated with reproduction and elimination, using correct terms.
Descriptive Statement: External genitalia are explained, including ~~such~~ correct scientific terms such as penis, scrotum, vaginal opening, opening of the urethra, and anus.

3.6 The student will recognize that all human beings grow and develop in a given sequence but that rates and patterns vary with individuals.
Descriptive Statement: The student's own biographical data are used to chart growth and development patterns and sequences and to demonstrate and validate individual variations in development. ~~Emphasis is placed also on different rates of learning, and students are taught to be tolerant of those who do not learn quickly.~~ Students are taught to be accepting of other's differences, including physical and mental differences.

3.7 The student will become aware that both a male and a female are necessary to have a baby.
Descriptive Statement: The focus is on the concept that babies begin with a sperm and an egg, with the male providing the sperm and the female providing the egg. This is an age-appropriate introduction to reproduction and is not intended to be an explicit explanation of the sexual process.

3.8 The student will comprehend that the baby grows inside the mother's body for nine months and then is born.

Descriptive Statement: The umbilical cord and placenta are introduced. Students also learn that at the end of nine months of development, the baby leaves the mother's body through the vagina or through a surgical process known as Caesarean section. The extent of the discussion of the birth process at this point is dependent upon the students and the topics that arise.

3.9 The student will describe the types of behavior that enable him or her to gain friends or to lose friends.

Descriptive Statement: Behavior that helps children make and keep friends includes: friendly attitudes, being aware of others' feelings, sharing, using appropriate language and behavior, and accepting the attitudes and feelings of others. Behavior that causes children to lose friends includes: verbal or physical aggression; embarrassing or criticizing the friend; excluding the friend from activities; and violations of the relationship, such as lying, gossiping, cheating, stealing, and breaking promises. Behavior in groups also is discussed with emphasis on the rights and responsibilities of being a member of a group. Positive mental health practices should be utilized when discussing behaviors.

3.10 The student will practice safety rules in the home.

Descriptive Statement: This involves following up on the safety/first-aid objectives for the third-grade health curriculum and focuses on telephone and door-answering safety when no adult is present. Parents are encouraged to discuss and develop safety precautions at home.

3.11 The student will demonstrate to others how to respond appropriately to good touches and how to handle inappropriate approaches from relatives, neighbors, strangers, and others.

Descriptive Statement: This is a continuing review of the elements of good and bad touches including responding appropriately both to good and to bad touches. When a good touch is welcomed by the child, he or she can respond by smiling, by returning a similar gesture, or by saying "thank you." Children also need continuing encouragement to tell a trusted adult in private about any inappropriate approaches. Other responses to inappropriate approaches include saying "no," getting away from the person quickly, telling the person that he or she does not like the touch, and telling a trusted adult about the inappropriate approach.

3.12 The student will be conscious of how commercials use our emotions to make us want products.

Descriptive Statement: Children review the concept of media influences. The students are given examples of techniques used by the media to create excitement and a desire to purchase products. Students will begin to understand how the media affects mental health issues such as self-image, alcohol, tobacco and other drug use.

FOURTH GRADE

4.1 The student will be able to identify the human reproductive organs.
Descriptive Statement: Emphasis is placed on the male reproductive organs: penis, testicles, scrotum, and urethra; and on the female reproductive organs: uterus, ovaries, vagina, and fallopian tubes.

4.2 The student will identify physical changes that begin to occur during puberty.
Descriptive Statement: The individual differences in growth patterns associated with male and female sexual changes are presented. Male characteristics presented include: increased width of shoulders, increased length of arms and legs, the pituitary gland that controls physical growth through hormones, the appearance of pubic and auxiliary hair, and changes in the voice. Female characteristics presented include: increased width and roundness of hips, development of breasts, the pituitary gland that controls physical growth through hormones, the appearance of pubic and auxiliary hair, and the onset of the menstrual cycle. Emphasis is placed on the fact that the onset of sexual changes and growth patterns varies with individuals and that this is natural. Students are helped on an individual basis to avoid being fearful if they are slower to develop than their peers. The harmful effects of teenage pregnancy are discussed along with the importance of avoiding premarital sexual activity. In addition, the importance of ~~cleanliness~~ personal hygiene in relation to these bodily changes is discussed. When problems arise, teachers and parents are encouraged to continue working together in a team approach to problem solving.

4.3 The student will develop an awareness of human fertilization and prenatal development.
Descriptive Statement: Instruction includes the uniting of the sperm and the egg and the development of the fetus inside the uterus.

4.4 The student will identify basic human emotions and effective ways of dealing with them.
Descriptive Statement: Emphasis is placed on understanding and dealing with strong emotions, both positive and negative. Students learn how to deal with joy and exuberance, as well as those emotions resulting from loss, rejection, divorce, death, illness, and moving. The student learns to manage appropriate responses to these feelings and to avoid self-destructive or abusive behavior by using positive mental health practices.

4.5 The student will develop positive reactions to his or her strengths and weaknesses.
Descriptive Statement: This includes accepting personal responsibility for successes and failures, taking pride in successes, and understanding that mistakes can result in positive learning toward success next time.

4.6 The student will become aware of the need to assume responsibility within the family and to function effectively as a family member.
Descriptive Statement: The focus is on sharing tasks within the family and helping, supporting, and communicating with family members. Special attention is given to appropriate assistance and support for and communication with family members who have physical or mental disabilities. ~~handicapped family members.~~

4.7 The student will describe the factors surrounding child abuse and child neglect.
Descriptive Statement: The terms child abuse and child neglect (including sexual abuse) are explained, as well as how to protect oneself and the importance of confiding in a trusted adult such as a parent, teacher, minister, grandparent, or guardian.

4.8 The student will identify factors contributing to the use of drugs.
Descriptive Statement: Discussion includes the motivation for using alcohol, tobacco and other drugs, ~~drugs and other substances~~ a need to feel "grown up," a need for peer acceptance, a "high" from the temporary effects of drugs, and/or a relief from emotional ~~psychic~~ pain. Emphasis is placed on ways of dealing with one's needs and feelings without the use of drugs or other substances.

4.9 The student will recognize the dangers of substance abuse.
Descriptive Statement: The focus is on the misuse of tobacco, alcohol, and other drugs. Content includes the adverse effects of substance abuse on the individual and on the many contributing factors to family violence, sexual violence, and child abuse.

FIFTH GRADE

5.1 The student will define the structure and function of the endocrine system.
Descriptive Statement: The basic parts of the endocrine system (pituitary gland and adrenal glands) and their functions are introduced.

5.2 The student will identify the human reproductive organs in relation to the total anatomy.
Descriptive Statement: Emphasis is placed on the male reproductive organs: penis, testicles, scrotum, and urethra; and on the female reproductive organs: uterus, ovaries, vagina, and fallopian tubes. The reproductive organs are explained in relation to total human anatomy.

5.3 The student will explain how human beings reproduce.
Descriptive Statement: Instruction includes the uniting of the sperm and the egg and the development of the unborn child inside the uterus. The development of the baby at different stages is illustrated. Emphasis is placed on the ~~need to avoid~~ consequences of premarital sexual activity. The importance of prenatal care is discussed also, as well as the profound effects of drugs on the mother and developing child.

5.4 The student will recognize the relationship between the physical changes that occur during puberty and the developing capacity for reproduction.
Descriptive Statement: Physical changes that occur during puberty are summarized. Topics included are nocturnal emissions and erections; menstruation; instability of emotions, such as mood swings during puberty; development of a positive attitude toward one's sexuality; and the relationship between changes during puberty and one's ability to conceive and bear children.

5.5 The student will realize the importance of nutrition for himself or herself and for pregnant women who need to eat nutritious foods and avoid dangerous substances while the baby is growing inside the uterus.
Descriptive Statement: This objective is incorporated into the nutrition component for the fifth-grade health curriculum.

5.6 The student will identify reasons for avoiding sexual activity prior to marriage.
Descriptive Statement: The psychological, social, and physical consequences of premarital sexual relations are discussed, as well as the benefits of postponing sexual intercourse until one is physically and emotionally mature and has a positive, committed marital relationship. The detrimental effects of premarital sex, including teenage pregnancy, infant mortality, and sexually transmitted diseases, are emphasized, as well as the impact on one's reputation, ~~and~~ self-esteem, and mental health.

5.7 The student will describe the effects of personal hygiene on one's self-concept.
Descriptive Statement: Discussion focuses on those bodily changes in puberty that require special attention to cleanliness and their relationship to a positive self-concept and acceptance from peers. Proper use of feminine hygiene products in relationship to cleanliness is included. ~~Toxic shock syndrome and its relation to cleanliness are included.~~

5.8 The student will recognize the importance of contributing to a constructive group activity.

Descriptive Statement: The teacher emphasizes the individual's contribution to accepting responsibility, how this relates to group success or failure, and how opportunities for leadership may be presented.

5.9 The student will develop an increased understanding of the roles, duties, and responsibilities of family members.

Descriptive Statement: The student can achieve this by defining the traditional and changing roles, duties, and responsibilities of family members; by preparing for the life-long adjustments required for his or her changing roles; and by describing the emotional interactions involved in being a family member. Nontraditional ~~career~~ roles of males and females are discussed, and options for the life-long goals of men and women are presented.

5.10 The student will examine the messages from mass media related to sexuality.

Descriptive Statement: Printed materials, advertising, television, wearing apparel, movies, and music are discussed in relation to gender stereotyping and to the avoidance of sexual exploitation and sexual violence. Students will understand how the media affects mental health issues related to sexuality.

5.11 The student will develop skill in saying "no" to any social behavior or activity that he or she perceives as wrong for him or herself.

Descriptive Statement: Discussion focuses on alternatives to situations such as rude behavior, smoking, alcohol or drug use, theft, vandalism, violence, and premarital sexual relationships.

5.12 The student will recognize threatening or uncomfortable situations and how to react to them.

Descriptive Statement: These situations may include walking alone, opening doors for strangers, experiencing sexual abuse or incest, receiving obscene telephone calls, and facing dangers found in shopping malls. Ways of protecting oneself and recognizing and reporting such threats are stressed. The point is made, however, that most life situations are not threatening.

5.13 The student will explain the effects of substance abuse on the body.

Descriptive Statement: Emphasis is placed on the adverse effects of alcohol, drugs, and tobacco on the body. This information is related to physical and emotional growth during adolescence, including sexual development; to fetal development; and to any adverse effects upon the family unit.

5.14 The student will become aware of the existence of sexually transmitted diseases.

Descriptive Statement: Factual information regarding the nature of sexually transmitted diseases, including human immuno-deficiency virus (HIV)/acquired immune deficiency syndrome (AIDS), is introduced. HIV/AIDS is explained as a deadly disease. Other diseases referred to include syphilis, gonorrhea, chlamydia, and genital herpes.

SIXTH GRADE

6.1 The student will relate personal hygiene to the physical changes that occur during puberty.

Descriptive Statement: Changes during puberty are discussed in relation to the increased need for personal hygiene, for proper dental care, for frequent showering and shampooing, for the use of deodorants, for the use and disposal of pads and tampons, and for clean clothing.

6.2 The student will explain the effects of growth on development, attitudes and interests.

Descriptive Statement: The teacher provides opportunities for discussion of physical changes during puberty, group and nongroup relationships ~~(cliques and loners)~~, peer pressure, and boy/girl relationships. Emphasis is on the positive and normal aspects of differences among individuals.

6.3 The student will continue to identify physical and emotional changes that occur during puberty and their effects on growth and development.

Descriptive Statement: The following topics are discussed in relation to male and female changes during puberty: nocturnal emissions and erections; menstruation, masturbation; instability of emotions and ways of expressing these emotions appropriately; and approaches to developing a positive attitude toward one's sexuality.

6.4 The student will recall basic facts about sexually transmitted diseases.

Descriptive Statement: Factual information is presented regarding sexually transmitted diseases, including syphilis, gonorrhea, chlamydia, and genital herpes. Diseases of the genitalia common to adolescents that are not sexually transmitted are described so as to allay unnecessary fears (such as vaginitis, urethritis, etc.).

6.5 The student will be able to describe the etiology, effects, and transmission of the AIDS virus.

Descriptive Statement: Instruction includes factual information regarding the AIDS virus and its transmission. The medical profession should be involved in teaching this objective (and other health-related topics) to include the most up-to-date facts.

6.6 The student will summarize the process of human reproduction and the benefits of postponing premarital sexual activity.

Descriptive Statement: This is a review of the reproductive process and the advantages of delaying sexual involvement. The possible detrimental effects of premarital sexual activity for both males and females are emphasized. They include sexually transmitted diseases, unwanted pregnancy, infant mortality, and psychological (reputation, self-esteem, etc.), social, economic, mental and physical consequences.

6.7 The student will describe personal characteristics that can contribute to happiness for self and others.

Descriptive Statement: This includes self-discipline, self-esteem, independence, acceptance of reality, acceptance of others, tolerance, concern for the needs of ~~handicapped~~ disabled persons, loyalty, honesty, cooperation, diligence, respect for proper authority, and acceptance of responsibility for self in relation to others. The student will practice responding to situations using positive mental health practices.

6.8 The student will demonstrate increased understanding of child abuse and neglect, including emotional and sexual abuse.

Descriptive Statement: This is accomplished by defining the types of abuse and explaining the need to report such situations to a trusted adult such as a parent, teacher, minister, grandparent, or guardian. The teacher helps students identify resources for the reporting and treatment of child abuse, sexual and family violence.

6.9 The student will become aware of community healthcare and safety agencies and their functions.

Descriptive Statement: Instruction includes the availability of community agencies providing the following services: child abuse prevention; treatment of abuse victims; mental health counseling; teenage pregnancy prevention and counseling; family planning counseling; prenatal care; substance abuse prevention and treatment and support groups; suicide prevention; prevention and treatment of sexually transmitted diseases, including HIV/AIDS; other general and specialized medical services, including the role of the family physician, local health department or community service board; police department, fire department, and other safety services; and community services provided by religious organizations. Parents are encouraged to learn about these agencies and to use their services when needed.

6.10 The student will explain the effects of substance abuse on the individual, family, school, and society.

Descriptive Statement: The effects of alcohol, tobacco, and other drugs on the individual, family, school, and society are presented with emphasis on genetic risks and fetal development, the ~~nature of addictive personalities~~ progression of the addiction, drunken driving, physical and sexual abuse, mental health issues, family violence, and the hazards of "second-hand" smoking. Information on local community resources for obtaining help with these problems is included.

6.11 The student will evaluate the messages from mass media related to sexuality and gender stereotyping.

Descriptive Statement: Students progress from examining media messages in the fifth grade to evaluating messages from mass media related to sexuality and gender stereotyping in the sixth grade. The avoidance of sexual exploitation, sexual violence, sexual abuse and stereotyping is stressed. Students will understand how the media affects mental health issues related to sexuality.

6.12 The student will apply decision-making skills in solving specific problems and in determining the possible outcomes of his or her decisions.

Descriptive Statement: Instruction includes the steps in the decision-making process, problem solving, and assertive communication skills. Using positive mental health practices, ~~S~~students relate decision-making and problem-solving skills to actual adolescent problems--their own or situations presented in case problems. The effects of decisions on life-long goals are emphasized, and students predict the possible outcomes of decisions made. Career and other options available to men and women are stressed as choices and are identified in the decision-making process.

SEVENTH GRADE

7.1 The student will identify his or her role and relationships within the family.
Descriptive Statement: Content includes identification of personal interactions; communication skills; ways of meeting emotional, physical, and intellectual needs; and the student's contribution to the family unit. Students learn the positive benefits of personal sacrifice to support family goals and needs when such a decision is indicated.

7.2 The student will recognize the physical development of his or her sex characteristics and how they affect emotional and social growth.
Descriptive Statement: Emphasis is placed on the biological and physiological changes of early adolescence. Attention is given to such secondary sex characteristics as body growth, genital changes, hormonal secretions, the onset of menstruation, and sex-response feelings. Instruction promotes self-awareness and alleviates anxiety through factual information regarding menstruation, spontaneous erections, nocturnal emissions, masturbation, and differences in growth rates and development.

7.3 The student will realize that physical affection is not all sexual, but that it also can be an expression of friendship, of celebration, or of a loving family.
Descriptive Statement: The student learns that appropriate expressions of affection are essential for emotional, physical, and psychological health. The student will recognize the difference between appropriate and inappropriate physical affection.

7.4 The student will recognize that sexual behaviors are conscious decisions; that it is important to say "no" to premarital and inappropriate sexual relationships; and that appropriate relationships are based on mutual respect, trust, and caring.
Descriptive Statement: Sexual feelings are interpreted as normal and to be expected, but not always to be manifested in behavior. Instruction includes explanation of the differences between needs and desires, assertive skills, problem solving or conflict resolution, and alternatives. Ways to say "no" to premarital sexual relations and ways that students can support each other in saying "no" are presented. Characteristics of abusive relationships, which may also involve alcohol and other drug abuse, are addressed. In addition, the ~~detrimental effects~~ consequences of teenage pregnancy, the nature of sexually transmitted diseases, and the benefits of delaying sexual activity until marriage are reviewed.

7.5 The student will identify messages in society related to sexuality.
Descriptive Statement: The teacher guides the student in discovering and analyzing messages about sexuality found in advertising media, music and videos, television, films, printed materials, and graffiti. Messages conveyed by adults also are addressed. Students learn to recognize gender stereotyping and sexual exploitation. They are encouraged to evaluate and counteract any negative effects identified and to engage in a variety of positive activities, rather than spending too much time viewing media programs containing negative components. Students will demonstrate how these messages affect mental health issues related to sexuality.

7.6 The student will be aware of the consequences of preteen and teenage sexual intercourse.

Descriptive Statement: Instruction focuses on updated, factual information regarding sexually transmitted diseases, including HIV/AIDS; pelvic inflammatory disease (PID); cervical cancer; unwanted pregnancy; and discussion about reputation, guilt, and anxiety. Discussion also includes the emotional, psychological and financial implications of sexual activity and parenting before marriage. Students are guided in identifying positive aspects about themselves as reasons for avoiding risk-taking behavior. They learn also about the positive results and freedoms associated with abstinence during the preteen and teenage years.

7.7 The student will list the adverse consequences of a pregnancy in early adolescence, as well as the positive benefits of postponing pregnancy until marriage.

Descriptive Statement: Instruction includes a review of pregnancy and childbirth from previous grade levels, as well as discussion of responsibilities involved and adverse consequences encompassing the emotional, mental, physical, social, and economic impact on young parents, on their families, and on society. The nutritional implications of high-risk infants and teenage mothers also are included. The effects of an adolescent pregnancy on the student's life-long goals and potential achievements are emphasized. ~~particularly in view of the many personal and career options available to women~~.

7.8 The student will describe the signs and symptoms of pregnancy.

Descriptive Statement: Instruction involves physical and psychological changes and the need for early detection of pregnancy through medical testing to ensure a healthy and successful pregnancy. Community resources for testing and/or further information are identified.

7.9 The student will develop an understanding of and responsibility for family planning.

Descriptive Statement: Content includes reasons for family planning, factors to be considered when planning a family, the role of the family physician, community resources, and methods of contraception.

7.10 The student will explain techniques for preventing and reporting sexual assault and molestation.

Descriptive Statement: Methods of handling assault and molestation, as well as prevention methods, are presented. Emphasis is placed on the importance of avoiding situations which could provide opportunities for molestation and sexual assault, including the homes and cars of acquaintances when no appropriate supervision is available. Key terms are defined. Approaches and behaviors used by ~~molesters~~ perpetrators are identified and explained. Community resources for victims of molestation and assault are identified.

7.11 The student will identify causes, symptoms, treatment, prevention, and transmission of sexually transmitted diseases, including AIDS.

Descriptive Statement: Topics include the nature, symptoms, treatment, transmission, and diagnosis of the following diseases in addition to HIV/AIDS: syphilis, gonorrhea, chlamydia, and genital herpes. In addition, myths are dispelled; for example students learn that one cannot contract a sexually transmitted disease from dirty dishes or clothing. High-risk activities, such as needle sharing, intravenous drug abuse, are discussed. Community resources for the testing and treatment of sexually transmitted diseases are identified.

7.12 The student will identify the issues associated with friendships.
Descriptive Statement: The student accomplishes this by identifying characteristics of each type of friendship and by relating these characteristics to changes as one advances through the growth and development process. The student will identify the characteristics of healthy and unhealthy friendships and other relationships.

7.13 The student will realize the role of peers and the peer group during adolescence, and the nature and purpose of dating.
Descriptive Statement: Discussion focuses on the qualities of friendship, the importance of participating in peer groups that encourage the development of positive personal traits, and the nature of dating. Group dating is presented as a positive first step in developing romantic relationships, demonstrating appropriate and inappropriate dating behavior, utilizing positive mental health practices and fulfilling dating responsibilities.

7.14 The student will recognize contributions of various racial and ethnic groups to family life and society.
Descriptive Statement: Topics include the importance of racial and ethnic identity for families and the effects of negative stereotypes on families and individuals. Emphasis is placed on appreciation of racial and ethnic differences.

7.15 The student will increase his or her ability to listen to different points of view and to accept the rights of others to a differing point of view.
Descriptive Statement: Positive communication skills are developed to enhance relationships and to increase recognition of various points of view existing within families and society.

EIGHTH GRADE

8.1 The student will relate stages of human development to his or her own developmental level.

Descriptive Statement: The student learns that people change as they age, according to their developmental level--physically, mentally, and emotionally. Physical development and human anatomy are reviewed. Stages of mental and emotional development are presented in relation to the student's present developmental level with the goal of increasing his or her self-understanding and self-acceptance--now and in the future. Commonly accepted theories of personal development are presented as they relate to the student's own development.

8.2 The student will recognize the development of sexuality as an aspect of the total personality.

Descriptive Statement: The primary factor to be presented is the development of one's own sexual identity.

8.3 The student will become aware of the need to think through decisions and to take responsibility for them.

Descriptive Statement: The impact of present decisions on future opportunities and personal development is stressed. Instruction also includes support skills for the decision-making process--assertive communication, identification of personal conflicts, positive mental health practices, and conflict resolution. Life-long educational, career, and personal development goals are examined in relation to present decisions and to options available to males and females at various stages of their lives.

8.4 The student will identify the issues associated with friendships.

Descriptive Statement: The student accomplishes this by reviewing the characteristics of appropriate and inappropriate friendships, by discussing the qualities of a good friend, and by relating the characteristics to changes as one continues to advance through the growth and development process.

8.5 The student will recognize the nature of dating during adolescence.

Descriptive Statement: Content includes the need for belonging, love, and affection, and the search for one's own identity. In addition, students examine the difference between love and infatuation and become aware that one learns about oneself from every relationship. The student will also recognize warning signs for potentially abusive dating relationships and negative mental health practices.

8.6 The student will interpret the messages in society related to sexuality.

Descriptive Statement: Students continue to discover and analyze messages about sexuality found in advertising media, music and videos, television, films, printed materials, and graffiti. Students also determine the impact of these messages on themselves and others and review how to counteract negative effects. Positive alternatives to media immersion are discussed. Students will demonstrate how these messages affect mental health issues related to sexuality.

8.7 The student will describe strategies for saying "no" to premarital sexual relations.

Descriptive Statements: The emphasis is on strengthening self-confidence and reinforcing assertive skills and decision-making skills. Students learn why and how to say “no” to

premarital sexual relations and to situations that challenge their own values, how to manage peer pressure, and how to manage their own sexual feelings.

8.8 The student will develop the coping skills needed to deal with stress.
Descriptive Statement: Students identify possible sources of stress (for example, parental, peer, and school pressures; teenage pregnancy; and fear of HIV/AIDS); and the positive and negative ways in which individuals deal with these sources of stress. The point is made, however, that stress cannot be avoided and that it is not all negative. Information is provided to counteract negative approaches to dealing with stress, such as alcohol, drugs, and suicide. Students learn positive physical and mental techniques for coping with stress (for example, exercise and sports, creative arts, religious activities and youth groups, and career-development and life-management activities).

8.9 The student will identify the stresses related to changing relationships in the home, school, and community.
Descriptive Statement: Emphasis is placed on the grief and adjustment processes associated with loss or change resulting from such circumstances as illness, a disabling condition, death, separation, divorce, loss of friendship, loss of income, or coping with substance abuse. The point is made, however, that changes may bring new opportunities to form friendships and to engage in new activities; that some relationships contain normal amounts of stress, especially in adolescents; and that stress is usually only temporary. The student will utilize positive mental health practices in stress management.

8.10 The student will analyze the issues related to teenage pregnancy.
Descriptive Statement: ~~Issues such as the role of the teenage father and the adverse impact of pregnancy on both families are identified.~~ The physical, social, emotional, legal, financial, educational, psychological and nutritional implications of teenage pregnancy ~~also~~ are discussed. The roles of and impact on the teenage mother and father are identified.

8.11 The student will review facts about pregnancy prevention and disease control.
Descriptive Statement: Methods of contraception are analyzed in terms of their effectiveness in preventing pregnancy and the spread of disease. Abstinence is emphasized as the only method that is 100 percent effective in preventing pregnancy and the most effective method of minimizing the possibility of contracting sexually transmitted diseases.

8.12 The student will describe the effects of alcohol and drug abuse on families and peer relationships.
Descriptive Statement: The effects of substance abuse on judgment within the peer group in terms of social and sexual behavior are analyzed. The effects of such abuse within the family also are emphasized, including family and sexual violence.

8.13 The student will identify the effects and prevention of sexual assault, rape (including "date rape"), incestuous behavior, and molestation.
Descriptive Statement: Content includes developing assertive skills, resolving conflict, avoiding risk situations and provocative behavior and dress, saying "no," and identifying other alternatives. Characteristics of dating violence and abusive relationships will be discussed. Information on referral services also is provided.

8.14 The student will recall the ways in which the AIDS virus is transmitted, and techniques for preventing this disease.

Descriptive Statement: This involves describing behaviors, including homosexuality, that put one at risk; dispelling myths regarding the transmission of the infection ~~disease~~; and stressing abstinence and rejection of the use of illegal, intravenous drugs. The use of condoms in preventing the spread of HIV/AIDS is discussed.

NINTH GRADE

9.1 The student will trace the human growth cycle in relation to parenting skills from the prenatal period through the elderly stage.
Descriptive Statement: Information about developmental levels throughout the life cycle-- prenatal, infant, toddler, pre-kindergarten, school-age, adolescent, young adult, middle-age, and elderly--is related to the complexity of child-rearing and to the need for maturity before parenthood. Life-stage development is also presented to help students gain appreciation of their own development.

9.2 The student will explain the importance of the family as a basic unit of society and his or her responsibility as a member of the family.
Descriptive Statement: Topics include the function of the family, family forms, family strengths, and family influences on society.

9.3 The student will recognize the development of sexuality as an aspect of the total personality.
Descriptive Statement: Discussion focuses on the development of one's sexual identity. Internal and external conflicts associated with problems of sexual identity are addressed.

9.4 The student will review and apply the decision-making process.
Descriptive Statement: Students practice methods of gathering information and applying the decision-making process in practical situations. Emphasis is placed on the need for parental guidance, family and personal values, knowledge, positive mental health practices, and reason as bases for decision-making.

9.5 The student will review the nature and purposes of dating.
Descriptive Statement: Topics include understanding family guidelines, the functions of dating, and coping with the pressures experienced in dating situations. Students will discuss the signs of dating violence and physically and mentally abusive relationships. Discussion also focuses on the importance of group dating, rather than dating as a couple, in early adolescence.

9.6 The student will realize the importance of setting standards for controlling sexual behavior and of postponing sexual relations until marriage.
Descriptive Statement: The physical, emotional, social, psychological and economic consequences of premarital sexual relations continue to be emphasized along with reinforcement of assertive skills and ways to say "no" in terms that will enable the student to resist pressure from other teenagers and manage his or her own feelings and behavior.

9.7 The student will interpret the effects and prevention of sexual assault, rape (including "date rape"), incestuous behavior, and molestation.
Descriptive Statement: This is a review of the use of assertive skills, conflict resolution, avoidance of risk situations, and referral services in the community. In addition to identifying such factors, the student explains or interprets them to others. The student will demonstrate proper approaches to dealing with physically and mentally abusive relationships.

9.8 The student will relate specific information on substance abuse to each stage of the life cycle.
Descriptive Statement: Emphasis is on substance use and abuse during pregnancy, puberty, and adolescence and its general effect on daily functioning.

9.9 The student will be able to explain the process of reproduction.
Descriptive Statement: Instructional components include anatomy, physiology, conception, fertility, fetal development, childbirth, and prenatal care.

9.10 The student will demonstrate understanding of specific health issues, including the ability to conduct particular self-examinations.
Descriptive Statement: The focus is on factual information about menstruation, proper use of feminine hygiene products in relationship to cleanliness ~~toxic shock syndrome~~, pre-menstrual syndrome, menopause, and male- and female-specific concerns. Disease prevention through self-assessment and self-examination is reinforced with emphasis on breast and testicular self-examination.

9.11 The student will demonstrate knowledge of pregnancy prevention and disease control.
Descriptive Statement: Topics include planning for adult relationships, a review of factors to consider in planning for a family, misconceptions about contraception, a review of methods of contraception in relation to effectiveness in pregnancy prevention and disease control, and the decisions associated with contraception. Abortion is not presented as a method of birth control, but spontaneous abortion or miscarriage is explained and the risks of induced abortion are analyzed.

9. 12 The student will explain the transmission and prevention of the AIDS virus.
Descriptive Statement: This is a review of the ways in which ~~the~~ ~~AIDS~~ HIV ~~virus~~ is transmitted and the techniques for preventing this disease.

9.13 The student will identify the effects of discrimination.
Descriptive Statement: The teacher helps students identify forms of discrimination including ageism, racism, and sexism and the consequences of discrimination on individual and family life. Discussion focuses on the value and importance of differences among individuals and families. The effects of discrimination on a person's mental health will also be discussed.

9.14 The student will begin to identify educational and career goals.
Descriptive Statement: Students formulate educational and career objectives. A "life goals" project provides the structure for achieving this objective and students complete activities that enable them to gain insight into the variety of personal and career options available to males and females.

TENTH GRADE

10.1 The student will determine how maturation affects adolescents.
Descriptive Statement: Emphasis is placed on the process of adolescent development as it relates to self-image, self-esteem, physiological changes, identification of human needs, constructive responses to emotions, positive mental health practices, the decision-making process, sources of values, and self-discipline.

10.2 The student will describe his or her own attitudes concerning expectations of self and interpersonal relationships.
Descriptive Statement: Appropriate friendships, dating or group activities, stages of developing relationships, assertiveness, types of love, communication, and individual and family roles are stressed.

10.3 The student will examine values, morals, and ethics essential to the growth and maintenance of positive human relationships.
Descriptive Statement: The universal values of honesty, trustworthiness, self-control, responsibility for self and others, and social justice are discussed as well as the development of moral and ethical systems.

10.4 The student will use the steps in the decision-making process to solve specific problems.
Descriptive Statement: Instruction deals with the six steps of the decision-making process as they relate to personal, social, and peer pressures and to media messages. These steps include: identifying the problem; listing all possible alternatives; evaluating the alternatives and their consequences based on personal and familial beliefs as well as societal values; choosing an alternative that promotes the good in self, others, and society; acting on the decision; and evaluating the results. Resources in the community that can assist in evaluating alternatives are identified.

10.5 The student will recognize the need to abstain from premarital sexual intercourse.
Descriptive Statement: Content focuses on the need to consider life-long goals in relation to pressures for present sexual activity. Topics include readiness for parenthood, the consequences of non-marital pregnancy, the effects of sexually transmitted diseases, the impact on reputation, mental health and on present and future goals, the importance of adhering to family values, the need to complete educational plans, the burdens of financial responsibilities, and interference with future goals and job opportunities. The positive benefits of postponing sexual activity until marriage are emphasized. Students will identify personal, educational and career goals and the impact an unplanned pregnancy or sexually transmitted infection would have on these goals. ~~especially the opportunities available to young men and women who concentrate on attaining their personal, educational, and career goals.~~ In addition, abstinence continues to be emphasized as the only method that is 100 percent effective in preventing pregnancy.

10.6 The student will recognize alternatives to premarital sexual intercourse for expressing feelings and affection.
Descriptive Statement: Students are guided toward communicating feelings and affection through talking; through expressing ideas, values, and goals; through social and recreational contacts and community service; and through positive body language, ~~and~~ caring gestures, and other positive mental health practices, rather than through premarital sexual intercourse.

10.7 The student will explain the factors to be considered in preparing for dating and marriage.

Descriptive Statement: Steps involved in relationships are identified, including friendships; dating (casual, double/group, single, blind, steady, and leading to marriage); and mate selection. Steps to developing positive, healthy relationships will also be discussed.

10.8 The student will examine factors to be considered in life-goal planning.

Descriptive Statement: Discussion includes life-long career goals in relation to economics and continuing education, considering the possibilities of marriage and preparing for a family, and/or career development plans. Family planning, including methods of contraception, is reviewed.

10.9 The student will describe the signs and symptoms of pregnancy.

Descriptive Statement: Instruction involves physical and psychological changes and the need for early detection of pregnancy through medical testing to ensure a healthy and successful pregnancy. Community resources for testing and/or further information are identified.

10.10 The student will analyze the factors associated with a healthy pregnancy.

Descriptive Statement: Content focuses on causes of low birth weight such as smoking, poor nutrition, and use of alcohol and other drugs, as well as the effects of sexually transmitted diseases, including HIV/AIDS. Other consequences of good and poor health habits, including the importance of quality prenatal care, are stressed.

10.11 The student will explain the importance of supportive roles of the mother and father through pregnancy and birth.

Descriptive Statement: Topics for discussion include the responsibilities of each parent in relation to proper prenatal care; the effects of heredity; possible abnormal outcomes such as miscarriage, birth defects, still-birth, and premature birth; and the stages of fetal development prior to birth.

10.12 The student will describe available birthing options.

Descriptive Statement: Prepared materials on childbirth education are primary resources. Birthing alternatives, such as natural childbirth, are examined.

10.13 The student will identify the stages of the birthing process.

Descriptive Statement: The stages of the birthing process include the onset of the process and the three stages of labor and delivery--dilation, birth, and expulsion of placenta.

10.14 The student will analyze the skills and attitudes needed to become a competent parent.

Descriptive Statement: Attitudes toward parenting styles are examined. Instruction also includes various parenting strategies described by authorities. Students have opportunities to identify parenting skills they wish to develop. Students will understand the importance of the parenting responsibilities of both the mother and father. The student will be able to identify community and familial support systems that are available to parents. Students will understand the positive and negative effects of parenthood on mental health.

10.15 The student will describe adjustments to be made after the birth of a child.
Descriptive Statement: The newborn child as a source of joy and love is emphasized; however, the impact on the family of caring for a newborn infant is examined, including the effects on income, educational plans, leisure time, time available for sleep, and interpersonal relationships.

10.16 The student will compile a list of community agencies and resources available to assist individuals and families.
Descriptive Statement: Examples of community resources to be listed are mental health services, social services, religious organizations, private agencies, hot lines such as violence prevention, child abuse, sexual violence and suicide, day-care centers, nursing homes, and the department of health.

10.17 The student will review the positive aspects of family life as a basic unit of society and as a means of personal development.
Descriptive Statement: Instruction includes a review of family functions and forms, with particular emphasis on family interactions. The family unit is described as a primary factor for the development of one's personality and for preparation for adulthood as either a married or a single person. The relationship of the family unit to the community and the world is stressed.

ELEVENTH GRADE

11.1 The student will evaluate individual strengths and weaknesses in relation to personal, educational, and career goals.
Descriptive Statement: Students are guided through a realistic self-assessment including working toward personal improvement, setting short- and long-term goals, formulating action plans, establishing priorities, and using school and community resources. Emphasis is placed on the variety of choices available to young women and the need for sound decision-making.

11.2 The student will relate major theories of human development to his or her own situation and/or developmental level.
Descriptive Statement: A review of the major theories of personal developmental stages is followed by analysis of each stage as it relates to the student's own development. Students are made aware that these are theories, that they are not all inclusive, and that they may or may not relate to the student's individual life.

11.3 The student will recognize advantages of abstinence from premarital sexual relations, reinforcing methods of saying "no" to undesirable behavior.
Descriptive Statement: The physical, emotional, social, psychological, and economic consequences of premarital sexual relations continue to be stressed, and students progress in development of assertive skills, including methods of saying "no" in ways that enable them to resist pressure from other teenagers and manage their own feelings and behavior.

11.4 The student will explain how television can have both positive and negative effects on the development to individuals--children, adolescents, and adults.
Descriptive Statement: Content includes types of messages conveyed on television; techniques for analyzing television programs and commercials; and strategies for evaluating television offerings according to their potential to entertain, to educate, to reinforce concepts, to guide or misguide behavior, and to promote violence. Students will demonstrate how these messages affect mental health issues.

11.5 The student will express his or her own attitude toward parenting.
Descriptive Statement: This centers on the student's own opinions about parenthood--possible reasons for becoming a parent, realistic role expectations for parenthood, and parental responsibilities. It also includes discussion of the responsibilities of parents who have children with characteristics that may be displeasing to the parent(s). Students will demonstrate the skills needed to utilize positive mental health practices in parenthood.

11.6 The student will develop skills in making parenting decisions.
Descriptive Statement: Students explore the relationship between personal and family development and planning for parenthood. They analyze the factors to be considered in family planning, such as education, career development, finances, and maturity.

11.7 The student will classify the major problems, issues, and decisions related to each stage of the family life cycle.
Descriptive Statement: The life cycle and how it applies to individuals and families is covered along with developmental tasks and needs of individual family members.

11.8 The student will identify parenthood options in terms of questions to be answered and decisions to be made.

Descriptive Statement: Discussion includes readiness to be a parent; family planning issues and spacing of children; choices resulting from infertility, genetic factors, and birth defects; and expenses associated with parenthood. Discussion also includes the positive aspects of parenting for the individual and for society.

11.9 The student will describe characteristics of newborn infants.

Descriptive Statement: Characteristics include physical appearance, medical tests to assess normalcy, observable infant behavior, emotional and physical needs of the child, and decisions related to circumcision.

11.10 The student will recall ways to cope with common fears and concerns regarding the care of newborn infants.

Descriptive Statement: The emphasis is on parent-child relationships, such as bonding, special care requirements, feeding schedules, stress, Sudden Infant Death Syndrome (SIDS), sleep patterns, colic, smothering, apnea, medications, illness, and breast and bottle feeding. Positive and negative effects of parenthood on mental health will be discussed.

11.11 The student will describe the adjustments family members face in the postnatal period.

Descriptive Statement: Adjustments to be considered include how the baby's needs affect other family members and their schedules. Consideration is given to the expectations of relatives and to adult needs for privacy, recreation, and time with other children. The issue of sibling rivalry is also discussed.

11.12 The student will explain the stages of growth and development in children.

Descriptive Statement: Topics included are the growth patterns of children, behavior patterns to be expected as children develop, and appropriate parent responses in reacting to and in guiding children's behavior.

11.13 The student will calculate the personal considerations and financial costs of childbearing.

Descriptive Statement: This includes the following considerations: the economic costs of raising a child, including the expenses of medical care before and after pregnancy; the costs of educating a child; the social considerations, including the investment of time and energy needed for quality child care; and the opportunity considerations, such as staying home to care for a child rather than pursuing an education or a career. This is balanced with discussion regarding the rewards of having children.

11.14 The student will identify criteria for selecting adequate child-care services.

Descriptive Statement: This is achieved by guiding the student in identifying child-care alternatives and in establishing guidelines for selecting appropriate care, considering pre-school education, after-school day care, the problems of children in self-care ("latchkey") situations, and the need for quality and quantity of time in maintaining the physical and mental well-being of the child.

11.15 The student will analyze community resources to meet specific needs.
Descriptive Statement: This analysis focuses on community healthcare resources, employee benefits and programs, support agencies and services, sources of educational information about child care and parenting, and family planning resources.

TWELFTH GRADE

12.1 The student will describe the value of the home and family as primary sources of enrichment and personal renewal.

Descriptive Statement: Content focuses on the importance of home and family as a support system, as a nurturing influence in developing values and attitudes, and as an example or role model for the student's future home and lifestyle.

12.2 The student will analyze the effects of cultural and family patterns on individual and family development.

Descriptive Statement: Topics such as kinship, family cultural background and customs, family religious traditions, and the changing family in today's society are analyzed.

12.3 The student will describe types of adjustments and sources of conflict in interpersonal relationships.

Descriptive Statement: Students learn that adjustments in relationships are to be expected and are not all bad. Instruction also includes common problems, commitment to the relationship, communication skills, decision-making strategies, compromise, positive mental health practices and other methods of conflict resolution.

12.4 The student will explain how parental responsibilities change throughout the family life cycle.

Descriptive Statement: The following topics are reviewed: the family life cycle; family structures; cultural and religious influences on parental behavior; psychosocial developmental stages; the developmental tasks of parents and children through the life cycle; strategies for parenting; nutritional needs of family members throughout the life cycle; family roles and responsibilities at various stages; and conflict resolution.

12.5 The student will recognize problems of individuals with handicapping conditions and ways in which families can be sensitive to and make adjustments for these needs.

Descriptive Statement: The emphasis is on managing and coping with the mental, emotional and financial stress brought on by the special needs of individual family members with such conditions as chronic illness, physical, mental and emotional handicaps, and learning disabilities. The use of community resources, educational institutions, and personal skills is included.

12.6 The student will develop a plan for managing resources in the home.

Descriptive Statement: This involves developing a household budget that achieves family goals. Time and energy management and the role of personal skills also are discussed.

12.7 The student will interpret state laws that affect family life.

Descriptive Statement: Current laws in Virginia are reviewed as well as any pending legislation affecting individuals and families regarding marriage, divorce, adoption, mental health, child abuse, sexual abuse and assault, and legal responsibilities of parents.

12.8 The student will identify ways of preventing and/or coping with various types of violence.

Descriptive Statement: Content includes issues associated with dating violence, spouse abuse, sexual assault, physical and verbal child abuse, family violence, and abuse of the elderly and disabled; violence prevention strategies, and identification of local support groups and agencies. Emphasis is placed on abuse as an unacceptable form of behavior that should not be tolerated. The need to report violence to appropriate authorities and agencies is presented as well as methods of reporting. Students will demonstrate the ability to seek mental health services as needed when coping with violence.

12.9 The student will analyze stress and crisis situations which affect family life.

Descriptive Statement: Stress situations and crises in the family are emphasized, particularly parental crises, death and dying, substance abuse, the termination of a marriage, role changes, job conflicts, loss of income, and serious illness. Students learn ways to prevent and manage such situations and crises and to ensure that the final outcome is positive. Students will demonstrate the ability to seek mental health services as needed when coping with violence.

12.10 The student will identify procedures and criteria for assessing community resources that deal with individual and family problems.

Descriptive Statement: Students learn how to locate community resources and how to evaluate them in selecting appropriate assistance with individual and family problems.

12.11 The student will interpret rationale for saying "no" to premarital sexual activity.

Descriptive Statement: The student progresses in assertive skills associated with saying "no" and knows the physical, emotional, social, psychological and economic implications of premarital sexual relations.

12.12 The student will prepare a plan for the fulfillment of life-long goals.

Descriptive Statement: Each student develops a plan designed to achieve the goals previously identified and based on the self-assessment activity in the eleventh grade. The plan includes strategies for attaining personal, educational, and career goals. The student continues to be made aware of the variety of opportunities and choices available.

GUIDELINES FOR TRAINING INDIVIDUALS WHO WILL BE TEACHING FAMILY LIFE EDUCATION

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INTRODUCTION

Individuals who teach Family Life Education (FLE) must be trained in its content, teaching strategies, use of instructional materials, assessment methods, and ways to involve parents. To ensure consistency in dealing with sensitive content and issues, a comprehensive and systematic training program is essential. The training program uses a combination of workshops and technology. The Board of Education shall establish requirements for appropriate training for teachers of FLE, which shall include training in instructional elements to support the various curriculum components. All individuals teaching FLE should participate in the state training program and follow-up activities in the region or local school division.

TRAINING PROGRAM

The Department of Education sponsored, in 1988 through 1990, a series of regional and statewide FLE training sessions and teleconferences for the divisions' FLE contact persons, grade level leaders, and teachers. The school division contact persons and grade-level leaders were responsible for determining if the program was properly implemented.

In following years, FLE in-service and staff development workshops were offered from the Department of Education on an "as requested basis." During 1996, Virginia Commonwealth University's Division of Health and Physical Education conducted a survey of local FLE staff development needs. Data were requested from five representatives in each school division (the division-level FLE contact person; an administrator or teacher from the elementary, middle, and high schools; and the special education director). The survey indicated the need for ongoing, consistent, and skill appropriate staff development opportunities on 21 specific topics. Over a two-year period, two advisory groups (including representatives of the Virginia Congress of Parents and Teachers, the Virginia Department of Health, central office administrators, teachers, higher education educators, and adolescents) provided input in developing an ongoing staff development plan partially implemented in 1997 and fully implemented in 2002.

The current FLE staff development plan is primarily funded through federal funds from the Centers for Disease Control and Prevention, Division of Adolescent and School Health. Additional funds sometimes are provided through ~~the U.S. Department of Education, Safe and Drug-free School Programs and~~ the Virginia Department of Health. The staff development plan includes the use of 14 training modules (in manual format) to address most of the 21 requested topics, a continual broad scope and multiple-level review process, piloting of newly developed draft modules, evaluation of each module,

and revisions of the training manuals. The plan also includes a multiple-level training-of-trainers program where qualified educators are identified to provide staff development workshops to FLE teachers, other classroom teachers (including special education), instructional specialists, administrators, nurses, counselors, social workers, parents, community-based educators, and related positions. Some trainers are identified as statewide mentor trainers and others are identified as local facilitators.

The theory-based, skills-based staff developed workshops are offered during statewide summer training sessions and at regional or local sites during the school year on an "as requested basis." Each training session is evaluated. Results of the evaluation are used to revise training manuals and instructional procedures for adults.

SUMMARY

This design provides for consistency in training personnel and implementing the FLE program. The provision for support and follow-up is based on research findings which indicate that without effective training and follow-up activities it is less likely that individuals will practice what they have been trained. The evaluation will be designed to determine, on a continuing basis, if teachers or community-based educators that work with youth use information or skills learned in their classes with children and youth. This approach to evaluation should provide useful information about the success of the program, both immediate and long-term.

GUIDELINES FOR PARENT/COMMUNITY INVOLVEMENT

GUIDELINES FOR PARENT/COMMUNITY INVOLVEMENT

INTRODUCTION

An important element in the successful implementation of a Family Life Education program is parent/community involvement. A theme that runs throughout the program is the parent/teacher team approach to Family Life Education. Because of the sensitive nature of program content, a planned approach to parent/community involvement is critical.

PLAN FOR PARENT/COMMUNITY INVOLVEMENT

In each school division that offers Family Life Education, the superintendent will identify a community involvement team, or use the school health advisory board, which should include individuals such as central office personnel, an elementary school principal, a middle school principal, a high school principal, teachers, a school board member, parents, one or more members of the clergy, a member of the medical and mental health profession, which may include a substance abuse prevention or treatment practitioner, and others in the community.

Parents and community-based personnel are encouraged to participate in statewide and local training sessions for Family Life Education.

The community involvement team or school health advisory board members will work with others in their localities to offer an ongoing plan to explain the Family Life Education program and to solicit support and involvement in its implementation.

PARENT INVOLVEMENT ACTIVITIES

Department of Education staff members provide workshops and training sessions on Family Life Education and related topics at the state leadership conference and in localities as requested. ~~and the annual convention of the Virginia Congress of Parents and Teachers (Virginia PTA)~~. Parents participate on the statewide HIV/STD Resources Review Panel and on other planning committees as formed. One of the current 14 training modules addresses *Parental Involvement in Family Life Education.* School and community-based personnel as well as other parents are encouraged to participate in workshops that outline the key components of Family Life Education and the role of parents in the program.

Each teacher of Family Life Education is asked to meet with parents of students involved in the program. Provision should be in place for an ongoing review of local curriculum and instructional materials before they are used in the classroom. It is recommended that a resource center containing Family Life Education materials that may be checked out by parents is available in every school.

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Board of Education Agenda Item

Item: I. **Date:** October 23, 2008

Topic: First Review of a Proposal to Develop Standards of Learning for a New High School Economics and Personal Finance Course

Presenter: Dr. Linda M. Wallinger, Assistant Superintendent for Instruction

Telephone Number: (804) 225-2034 **E-Mail Address:** Linda.Wallinger@doe.virginia.gov

Origin:

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

____ 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: _____ (date)

Previous Review/Action:

_X_ No previous board review/action

____ Previous review/action
date _____
action _____

Background Information:

The 2005 General Assembly approved Senate Bill 950, a bill directing the Virginia Board of Education to "establish objectives for economic education and financial literacy." As a result, the *Code of Virginia* §22.1-200.03 required the Board of Education to develop and approve objectives for economics education and financial literacy to be required of all students at the middle and high school levels to "further the development of knowledge, skills, and attitudes needed for responsible citizenship in a constitutional democracy." On April 26, 2006, the Board of Education adopted the Economics and Financial Literacy objectives. The document also contained a correlation of the objectives to the *Mathematics Standards of Learning, History and Social Science Standards of Learning*; and the Career and Technical Education competencies.

Recent research indicates that many students would benefit from additional instruction in the areas of economics and personal finance. The History and Social Science and Career and Technical Education staff at the Department of Education propose to work with a state committee of experts to define the core knowledge and skills that high school graduates need to develop critical understandings in these areas. To support the Economics and Financial Literacy objectives, the Department of Education convened a representative group of stakeholders during spring 2008, to discuss the desirability of adding a new Economics and Personal Finance course, and possible content appropriate for the course.

Professionals involved in economics education in Virginia were informally polled and those who responded believe there is a gap in Virginia's course offerings that could be filled by such a course.

Summary of Major Elements
The Department of Education proposes to develop Standards of Learning for a new Economics and Financial Literacy course. Attachment A contains a timeline for the development of the Standards of Learning and Curriculum Framework for the course.

Superintendent's Recommendation:
The Superintendent of Public Instruction recommends that the Board of Education waive first review and authorize the Department to proceed with the development of *Standards of Learning* for a new course, tentatively titled "Economics and Financial Literacy."

Impact on Resources:
The agency's existing resources can absorb this responsibility at this time. School divisions implementing the proposed course would have the option of providing textbooks and other instructional materials for students.

Timetable for Further Review/Action:
The Department of Education proposes to develop a set of *Standards of Learning* for the new course to present to the Board for first review in the fall of 2009. Public hearings will follow, with final review in early 2010. Subsequent to approval of the new standards by the Board, a curriculum framework would be developed.

Attachment A

Proposed Schedule for the Development and Approval of Standards of Learning for Economics and Personal Finance

November 2008	A Superintendent's Memorandum is distributed that: • announces the schedule of the review process; and • requests that division superintendents submit nominations for review team members.
January - March 2009	The Department of Education prepares a preliminary draft of Standards of Learning for an Economics and Personal Finance course.
April - May 2009	The review team meets for two days to: • analyze the draft documents; • review national documents and reports as necessary; and • make recommendations for potential changes.
June - July 2009	The Department of Education revises the draft document as needed.
August 2009	The Department of Education and the steering committee (a subgroup of the review team) meet to discuss and review the draft Standards of Learning for the Economics and Personal Finance course for first review by the Board of Education.
September 2009	The Department of Education presents the draft document to the Board of Education for first review.
October 2009	The proposed Standards of Learning are distributed for public comment. The documents are placed on the Virginia Department of Education Web site for review.
November 2009	Public hearings are held as prescribed by the Board of Education.
January 2010	The Department of Education presents the proposed Economics and Personal Finance Standards of Learning to the Board of Education for final review and adoption. The final document is posted on the Department of Education Web site within three weeks of adoption.
February – May 2010	The Department of Education prepares a preliminary draft of a curriculum framework for the Economics and Personal Finance Standards of Learning.
June 2010	The review team meets for two days to: • analyze the draft documents; • review national documents and reports as necessary; and make recommendations for potential changes.

July – August 2010	The Department of Education revises the draft document as needed and meets with review team members or others as needed.
September 2010	The Department of Education presents the draft curriculum framework to the Board of Education for first review.
October – November 2010	The Department of Education receives public comments for 30 days.
January 2011	The Department of Education presents the draft curriculum framework to the Board of Education for final review.
February 2011	The Department of Education begins the process of reviewing and revising all technical assistance documents that are available to the public.

Board of Education Agenda Item

Item: _____J._____ **Date:** October 23, 2008

Topic: First Review of Proposed Revised *Mathematics Standards of Learning*

Presenter: Mrs. Deborah Bliss, Mathematics Coordinator

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Origin:

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

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

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

Previous Review/Action:

____ No previous board review/action

__X__ Previous review/action
Date March 19, 2008
Action Board of Education approved the timeline to proceed with the review process.

Background Information:
The Standards of Learning for mathematics were developed in 1995 and revised in 2001. The *Standards of Quality* require the Board of Education to review the Standards of Learning on a regular schedule. The *Mathematics Standards of Learning* are scheduled for review in 2009. As a result, on March 19, 2008, the Board approved a plan to review these standards during the 2008-2009 academic year. In accordance with the plan, the Department of Education took the following steps to produce a draft of the proposed revised *Mathematics Standards of Learning* for the Board's first review:

- Received online comments from stakeholders, including teachers, parents, and administrators that are summarized in Attachment A;
- Met with a teacher review committee that consisted of recommended individuals solicited from school divisions on August 5, 6, and 7, 2008, to review the public comment and consider recommendations and reports from Achieve, the College Board, ACT, as well as the National Assessment of Educational Progress (NAEP) Frameworks, the Curriculum Focal Points from the National Council of Teachers of Mathematics (NCTM), Principles and Standards for School Mathematics from NCTM, the Singapore Curricula, and the Report of the President's National Mathematics Advisory Panel;

- Solicited a postsecondary review committee comprised of mathematics and mathematics education faculty and met with the review committee on August 20, 2008;
- Solicited a business leaders review committee and sent a summary of the public comment with the current *Mathematics Standards of Learning*, requesting comments; and
- Developed a draft of the proposed revised *Mathematics Standards of Learning*.

Summary of Major Elements:
The attached draft of the proposed revised *Mathematics Standards of Learning* (Attachment B) consists of the following elements:

Introduction
The Standards of Learning for mathematics identify academic content for essential components of the mathematics curriculum at different grade levels for Virginia's public schools. Standards are identified for kindergarten through grade eight and for a core set of high school courses. Throughout a student's mathematics schooling from kindergarten through grade eight, specific content strands or topics are included. These content strands are Number and Number Sense; Computation and Estimation; Measurement; Geometry; Probability and Statistics; and Patterns, Functions, and Algebra. The Standards of Learning for each strand progress in complexity at each grade level and throughout the high school courses.

Goals
The *Mathematics Standards of Learning* address all students' needs today for stronger mathematical knowledge and skills to pursue higher education, to compete in a technologically oriented work force, and to be informed citizens. Students must gain an understanding of fundamental ideas in arithmetic, measurement, geometry, probability, data analysis and statistics, and algebra and functions, and develop proficiency in mathematical skills. In addition, students must learn to use a variety of methods and tools to compute, including paper and pencil, mental arithmetic, estimation, and calculators. The content of the mathematics standards is intended to support the following five goals for students: becoming mathematical problem solvers, communicating mathematically, reasoning mathematically, making mathematical connections, and using mathematical representations to model and interpret practical situations.

Strands/Reporting Categories
The *Mathematics Standards of Learning* for each course are grouped into categories that address related content and skills.

Standards
The *Mathematics Standards of Learning* for Virginia public schools describe the Commonwealth's expectations for student learning and achievement in grades K-12.

Summary of the Proposed Revised *Mathematics Standards of Learning*
The major elements of the attached proposed revised *Mathematics Standards of Learning* include:

- Edits to enhance clarity, specificity, rigor, alignment of skills and content, and a reflection of the current academic research and practice;

- Emphasis on vertical alignment in grades K-7 to prepare students for Algebra I;
- Increased alignment of Algebra I and Algebra II; and
- Increase of focus at each grade level.

Superintendent's Recommendation:
The Superintendent of Public Instruction recommends that the Board of Education accept for first review the proposed revised *Mathematics Standards of Learning*.

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:
The *Mathematics Standards of Learning* review work plan calls for public hearings, final review, and adoption of the *Mathematics Standards of Learning* by the Board of Education by winter 2009.

Attachment A

Summary of Online Comments

K-12 *Mathematics Standards of Learning*
March 21, 2008-April 23, 2008

A total of 957 comments were received electronically for the *Mathematics Standards of Learning* in Kindergarten through Advanced Placement Calculus during the public comment period. No comments were received via U. S. Mail.

The number of comments submitted by grade level or course title is below:

Number of Comments	Grade Level or High School Course Name
87	Kindergarten
81	Grade 1
114	Grade 2
100	Grade 3
122	Grade 4
68	Grade 5
86	Grade 6
65	Grade 7
65	Grade 8
14	Algebra I
9	Geometry
2	Algebra II
4	Advanced Placement Calculus

Nongrade or course specific comments (includes sets of general comments or letters from groups):

Elementary	50
Middle School	21
High School	19

Groups submitting comments were:

- Virginia Council of Mathematics Supervisors
- Alexandria City Public Schools mathematics teachers
- Salem City Public Schools mathematics teachers
- Chesterfield County Public Schools mathematics coordinators and specialists
- Montgomery County Public Schools mathematics teachers
- Stafford County Public Schools mathematics teachers
- Benjamin Franklin Middle School, Franklin County Public Schools, Grade 8 mathematics teachers
- Hanover County Public Schools mathematics specialists and lead mathematics teachers
- Arlington County Public Schools mathematics supervisor and mathematics specialists
- Albemarle County Public Schools mathematics teachers
- Walker Upper Elementary School, Charlottesville City Public Schools, Grade 6 mathematics team

General comments included for the elementary school (K-5) Standards of Learning were:

- Use the Curriculum Focal Points (National Council of Teachers of Mathematics 2007) as a guide for reviewing the Standards of Learning (focus on big ideas; fewer topics in each course in order to provide guidance on the importance of topics);
- Emphasize depth of content rather than breadth of topics; reduce topic redundancy between K-8 and high school courses;
- Increase counting numbers to 200 at Grade 1;
- Develop number relationships between addition and subtraction in contexts and using numerical decomposition;
- Require mathematics facts fluency in specific grades:
  - addition and subtraction to 20 in Grade 3;
  - multiplication and division through 12 x 12 in Grade 4;
- Move metric measurement to the elementary science standards where they are taught in context;
- Use *halves, thirds, fourths, eighths, tenths* rather than the symbols ($\frac{1}{2}, \frac{1}{3}, \frac{1}{4}, \frac{1}{8}, \frac{1}{10}$) in the Standards of Learning;
- Add *vertex*, *vertices, equation,* commutative properties of addition and multiplication, and the additive identity element (0) to Grade 3; associative properties of addition and multiplication and the multiplicative identity element (1) to Grade 4; the distributive property and the multiplicative property of zero to Grade 5; and
- Move percent from the middle grades to Grade 5.

General comments included for the middle school (6-8) Standards of Learning were:

- Use the Curriculum Focal Points (NCTM 2007) as a guide for reviewing the Standards of Learning (focus on big ideas; fewer topics in each course in order to provide guidance on the importance of topics);
- Emphasize depth of content rather than breadth of topics; reduce topic redundancy between K-8 and high school courses;
- Move all the classical constructions to high school Geometry;
- Reduce the number of new topics in Grades 6 and 7;
- Address measurement (U. S. Customary and metric) at all grade levels, K-8;
- Standardize vocabulary K-8;
- Strengthen probability concepts in Grade 8 (theoretical and experimental probability, Law of Large Numbers, counting techniques);
- Address box-and-whisker plots in Grade 8 only.

General comments included for the high school courses were:

- Use the *Algebra, Functions, and Data Analysis Standards of Learning* as a guide for organizing the Standards of Learning in the other high school mathematics courses (focus on big ideas; fewer topics in each course in order to provide guidance on the importance of topics);
- Emphasize depth of content rather than breadth of topics; reduce topic redundancy between K-8 and high school courses;
- Organize strong vertical alignment and articulation between K-8 and Algebra I as well as between Algebra I and Algebra II;
- Provide higher levels of challenge for students;
- Emphasize slope as a rate of change;

- Emphasize a functional approach to algebra content;
- Emphasize practical interpretations and applications of algebra content;
- Move measures of central tendency to middle school and emphasize line of best fit, correlation coefficient, and measures of variability in algebra;
- Remove constructions from Geometry; and
- Delete the *Advanced Placement Calculus Standards of Learning* since the College Board revises the content expectations every two years and publishes a new booklet at that time, but keep the course code.

Proposed Revised Mathematics Standards of Learning

for Virginia Public Schools

First Review October 23, 2008

Foreword

The Standards of Learning in this publication represent a ~~major~~ significant development in public education in Virginia. These standards focus on the mathematical knowledge and skills all students need for the future, and they have been aligned with national expectations for postsecondary success. The Standards of Learning provide a framework for instructional programs designed to raise the academic achievement of all students in Virginia and are an important part of Virginia's efforts to provide challenging educational programs in the public schools.

The Standards of Learning set reasonable targets and expectations for what teachers need to teach and students need to learn. The standards are not intended to encompass the entire curriculum for a given grade level or course or to prescribe how the content should be taught; the standards are to be incorporated into a broader, locally designed curriculum. Teachers are encouraged to go beyond the standards and select instructional strategies and assessment methods appropriate for their students.

The Standards of Learning are recognized as a model for other states. They were developed through a series of public hearings and the efforts of parents, teachers, representatives from higher education ~~officials~~, and ~~representatives of~~ business and industry leaders. The standards set clear, concise, and measurable academic expectations for young people. Parents are encouraged to work with their children to help them achieve these academic standards.

A major objective of Virginia's educational agenda is to give the citizens of the ~~c~~Commonwealth a program of public education that is among the best in the nation and that meets the needs of all young people in the ~~c~~Commonwealth. These Standards of Learning chart the course for achieving that objective.

Mathematics Standards of Learning

Introduction

The Standards of Learning for mathematics identify academic content for essential components of the mathematics curriculum at different grade levels for Virginia's public schools. Recommendations and reports from Achieve, the College Board, and ACT, as well as the National Assessment of Educational Progress (NAEP) Frameworks, the *Curriculum Focal Points* from the National Council of Teachers of Mathematics (NCTM), *Principles and Standards for School Mathematics* from NCTM, the Singapore Curricula, the *Guidelines for Assessment and Instruction in Statistics Education (GAISE) Report* from the American Statistical Association, and the *Report of the President's National Mathematics Advisory Panel* were considered in identifying mathematics content necessary for success for all students in postsecondary pursuits.

Standards are identified for kindergarten through grade eight and for a core set of high school courses. Throughout a student's mathematics schooling from kindergarten through grade eight, specific content strands or topics are included. These content strands are Number and Number Sense; Computation and Estimation; Measurement; Geometry; Probability and Statistics; and Patterns, Functions, and Algebra. The Standards of Learning for each strand progress in complexity at each grade level and throughout the high school courses.

The *Mathematics Standards of Learning* Curriculum Framework is a companion document to the *Mathematics Standards of Learning* that amplifies the *Mathematics Standards of Learning* and defines the content knowledge, skills, and understandings that are measured by the Standards of Learning assessments. The Curriculum Framework provides additional guidance to school divisions and their teachers as they develop an instructional program appropriate for their students. It assists teachers as they plan their lessons by identifying essential understandings, defining essential content knowledge, and describing the intellectual skills students need to use. This supplemental framework delineates in greater specificity the minimum content that all teachers should teach and all students should learn.

The Standards of Learning are not intended to encompass the entire curriculum for a given grade level or course or to prescribe how the content should be taught. Teachers are encouraged to go beyond the standards and to select instructional strategies and assessment methods appropriate for their students.

Goals

Students today require stronger mathematical knowledge and skills to pursue higher education, to compete in a technologically ~~oriented~~ sophisticated work force, and to be informed citizens. Students must gain an understanding of fundamental ideas in arithmetic, measurement, geometry, probability, data analysis and statistics, and algebra and functions, and develop proficiency in mathematical skills. In addition, students must learn to use a variety of methods and tools to compute, including paper and pencil, mental arithmetic, estimation, and calculators. Graphing utilities, spreadsheets, calculators, computers, and other forms of electronic information technology are now standard tools for mathematical problem solving in science, engineering, business and industry, government, and practical affairs. Hence, the use of

technology must be an integral part of teaching, ~~and~~ learning, and assessment. However, facility in the use of technology shall not be regarded as a substitute for a student's understanding of quantitative concepts and relationships or for proficiency in basic computations. The teaching of computer/technology skills should be the shared responsibility of teachers of all disciplines.

The content of the mathematics standards is intended to support the following five goals for students: becoming mathematical problem solvers, communicating mathematically, reasoning mathematically, making mathematical connections, and using mathematical representations to model and interpret practical situations.

Problem Solving

Students will apply mathematical concepts and skills and the relationships among them to solve problem situations of varying complexities. Students also will recognize and create problems from real-life data and situations within and outside mathematics and then apply appropriate strategies to find an acceptable solution. To accomplish this goal, students will need to develop a repertoire of skills and strategies for solving a variety of problem types. A major goal of the mathematics program is to help students become competent mathematical problem solvers.

Mathematical Communication

Students will use the language of mathematics, including specialized vocabulary and symbols, to express mathematical ideas precisely. Representing, discussing, reading, writing, and listening to mathematics will help students to clarify their thinking and deepen their understanding of the mathematics being studied.

Mathematical Reasoning

Students will recognize reasoning and proof as fundamental aspects of mathematics. Students will learn and apply inductive and deductive reasoning skills to make, test, and evaluate mathematical statements and to justify steps in mathematical procedures. Students will use logical reasoning to analyze an argument and to determine whether conclusions are valid. In addition, students will learn to apply proportional and spatial reasoning and to reason from a variety of representations such as graphs, tables, and charts.

Mathematical Connections

Students will relate concepts and procedures from different topics in mathematics to one another and see mathematics as an integrated field of study. Through the application of content and process skills, students will make connections between different areas of mathematics and between mathematics and other disciplines, especially science. Science and mathematics teachers and curriculum writers are encouraged to develop mathematics and science curricula that reinforce each other.

Mathematical Representations

Students will represent and describe mathematical ideas, generalizations, and relationships with a variety of methods. Students will understand that representations of mathematical ideas are an essential part of learning, doing, and communicating mathematics. Students should move easily among different representations—graphical, numerical, algebraic, verbal, and physical—and recognize that representation is both a process and a product.

Kindergarten

The kindergarten standards place emphasis on developing the concept of number by counting; combining, sorting, and comparing sets of objects; recognizing and describing simple repeating patterns; and recognizing shapes and sizes of figures and objects. Students will investigate nonstandard and standard measurement, collect data, and create graphs. The idea of fractions is introduced.

While learning mathematics, students will be actively engaged, using concrete materials and appropriate technologies such as calculators and computers. However, facility in the use of technology shall not be regarded as a substitute for a student's understanding of quantitative concepts and relationships or for proficiency in basic computations.

Mathematics has its own language, and the acquisition of specialized vocabulary and language patterns is crucial to a student's understanding and appreciation of the subject. Students should be encouraged to use correctly the concepts, skills, symbols, and vocabulary identified in the following set of standards.

Problem solving has been integrated throughout the six content strands. The development of problem-solving skills should be a major goal of the mathematics program at every grade level. Instruction in the process of problem solving will need to be integrated early and continuously into each student's mathematics education. Students must be helped to develop a wide range of skills and strategies for solving a variety of problem types.

Number and Number Sense
(Focus: Whole Number Concepts)

K.1 The student, given two sets containing ~~10~~ 20 or fewer concrete objects, will identify and describe one set as having more, fewer, or the same number of members as the other set, using the concept of one-to-one correspondence.

K.2 The student, given a set containing ~~10~~ 20 or fewer concrete items, will
a) tell how many are in the set by counting the number of items orally;
b) select the corresponding numeral from a given set; and
c) write the numeral to tell how many are in the set.

K.3 The student, given an ordered set of ~~three~~ ten objects and/or pictures, will indicate the ordinal position of each item, first through ~~third~~ tenth, and the ordered position of each item from left-to-right, right-to-left, top-to-bottom, and/or bottom-to-top.

~~K.4~~ ~~The student will investigate and recognize patterns from counting by fives and tens to 30, using concrete objects and a calculator.~~ [Moved to new SOL K.4 c]

~~K.5~~ K.4 The student will ~~count~~
a) count forward to ~~30~~ 100 and backward from ~~10~~ 30;
b) identify one more than and one less than a number; and
c) count by fives and tens to ~~30~~ 100 ~~using concrete objects and a calculator~~. [Move to Curriculum Framework]

K.5 The student will identify the part of a set and/or region that represents a fraction for halves and fourths.

Computation and Estimation
(Focus: Whole Number Operations)

K.6 The student will model adding and subtracting whole numbers, ~~using up to 10 concrete items~~ using whole numbers up to ten.

Measurement
(Focus: Instruments and Attributes)

K.7 The student will recognize a penny, nickel, dime, and quarter and will determine the value of a collection of pennies and/or nickels whose total value is 10 cents or less.

K.8 The student will identify the instruments used to measure length (ruler), weight (scale), time (clock: digital and analog; calendar: day, month, and season), and temperature (thermometer).

K.9 The student will tell time to the hour, using an analog ~~or~~ and digital clock.

K.10 The student will compare two objects or events, using direct comparisons or nonstandard units of measure, according to one or more of the following attributes: length (shorter, longer), height (taller, shorter), weight (heavier, lighter), temperature (hotter, colder). Examples of nonstandard units include foot length, hand span, new pencil, paper clip, block.

Geometry
(Focus: Identify Plane Shapes)

K.11 The student will
a) identify~~,~~ and describe~~, and draw~~ two-dimensional (plane) geometric figures (circle, triangle, square, and rectangle)~~.~~ ; and
b) compare the size (larger, smaller) and shape of plane geometric figures (circle, triangle, square, and rectangle).

K.12 The student will describe the location of one object relative to another (above, below, next to) and identify representations of plane geometric figures (circle, triangle, square, and rectangle) regardless of their position and orientation in space.

~~K.13~~ ~~The student will compare the size (larger, smaller) and shape of plane geometric figures (circle, triangle, square, and rectangle).~~ [Moved to new SOL K.11 b]

Probability and Statistics
(Focus: Data Collection and Display)

~~K.14~~ K.13 The student will gather data ~~relating to familiar experiences~~ by counting and tallying.

~~K.15~~ K.14 The student will display gathered data in ~~objects and information, using~~ object graphs, ~~pictorial~~ picture graphs, and tables, and will answer questions related to the data.

~~K.16~~ K.15 The student will investigate and describe the results of dropping a two-colored counter or using a multicolored spinner.

Patterns, Functions, and Algebra
(Focus: Attributes and Patterning)

~~K.17~~ K.16 The student will sort and classify objects according to ~~similar~~ attributes ~~(size, shape, and color)~~. [Move to Curriculum Framework]

~~K.18~~ K.17 The student will identify, describe, and extend ~~a~~ repeating and growing ~~relationship~~ patterns ~~found in common objects, sounds, and movements~~. [Move to Curriculum Framework]

Grade One

The first-grade standards place emphasis on counting, sorting, and comparing sets of up to 100 objects; recognizing and describing simple repeating and growing patterns; and ~~drawing,~~ describing and sorting ~~two-dimensional~~ plane geometric figures. Students' understanding of number is expanded through learning and applying the basic addition facts through the ~~fives~~ nines table and the corresponding subtraction facts; using nonstandard and standard units to measure; and organizing and interpreting data. ~~The idea of fractions is introduced.~~ [Moved to Kindergarten.] Fractional concepts are expanded.

While learning mathematics, students will be actively engaged, using concrete materials and appropriate technologies such as calculators and computers. However, facility in the use of technology shall not be regarded as a substitute for a student's understanding of quantitative concepts and relationships or for proficiency in basic computations.

Mathematics has its own language, and the acquisition of specialized vocabulary and language patterns is crucial to a student's understanding and appreciation of the subject. Students should be encouraged to use correctly the concepts, skills, symbols, and vocabulary identified in the following set of standards.

Problem solving has been integrated throughout the six content strands. The development of problem-solving skills should be a major goal of the mathematics program at every grade level. Instruction in the process of problem solving will need to be integrated early and continuously into each student's mathematics education. Students must be helped to develop a wide range of skills and strategies for solving a variety of problem types.

Number and Number Sense
(Focus: Place Value and Fraction Concepts)

1.1 The student will
- a) count ~~objects in a given set containing between 1 and~~ from 0 to 100 ~~objects~~ and write the corresponding numeral~~.~~; and
- b) group a collection of up to 100 objects into tens and ones and write the corresponding numeral to develop an understanding of place value.

~~1.2~~ ~~The student will group a collection of up to 100 objects into tens and ones and write the corresponding numeral to develop an understanding of place value.~~ [Moved to new SOL 1.1 b]

~~1.3~~ 1.2 The student will count forward by ones, twos, fives, and tens to 100~~, by twos to 20~~ and backward by ones from ~~20~~ 30.

~~1.4~~ ~~The student will recognize and write numerals 0 through 100.~~ [Moved to new SOL 1.1 a]

~~1.5~~ ~~The student will identify the ordinal positions first through tenth, using an ordered set of objects.~~ [Moved to new SOL K.3]

~~1.6~~ 1.3 The student will identify ~~and represent the concepts of one-half and one-fourth, using appropriate materials or a drawing.~~ the part of a set and/or region that represents a fraction for halves, thirds, and fourths and write the fraction.

Computation and Estimation
(Focus: Whole Number Operations)

~~1.7~~ 1.4 The student, given a familiar problem situation involving magnitude, will
a) select a reasonable magnitude from three given quantities: a one-digit numeral, a two-digit numeral, and a three-digit numeral (e.g., 5, 50, and 500); and
b) explain the reasonableness of his/her choice.

~~1.8~~ 1.5 The student will recall basic addition facts, i.e., sums to ~~10~~ 18 or less and the corresponding subtraction facts.

~~1.9~~ 1.6 The student will create and solve story and picture problems involving one-step solutions, using addition facts with sums to 18 or less and the corresponding subtraction facts.

Measurement
(Focus: Time and Measurement)

~~1.10~~ 1.7 The student will
a) identify the number of pennies equivalent to a nickel, a dime, and a quarter; and
b) determine the value of a collection of pennies, nickels, and dimes whose total value is 100 cents or less.

~~1.11~~ 1.8 The student will tell time to the half-hour, using an analog ~~or~~ and digital clock.

~~1.12~~ 1.9 The student will use nonstandard units to measure length, ~~and~~ weight/mass and volume.

~~1.13~~ 1.10 The student will compare
a) the volumes of two given containers ~~by using concrete materials (e.g., jelly beans, sand, water, rice)~~ [Move to Curriculum Framework] ~~.~~; and
b) the weights of two objects, using a balance scale.

~~1.14~~ ~~The student will compare the weights of two objects, using a balance scale.~~ [Moved to new SOL 1.10 b]

1.11 The student will use calendar language appropriately (e.g., *months*, *today, yesterday, next week, last week*).

Geometry
(Focus: Geometric Property Development)

~~1.15~~ ~~The student will describe the proximity of objects in space (*near, far, close by, below, above, up, down, beside,* and *next to).*~~ [Move to Curriculum Framework]

~~1.16~~ 1.12 The student will ~~draw,~~ describe~~,~~ and sort plane geometric figures (triangle, square, rectangle, and circle) according to number of sides, corners, and ~~square corners~~ [Move to Curriculum Framework] right angles.

~~1.17~~ 1.13 The student will ~~identify~~ construct, model, and describe objects in ~~his/her~~ the environment using shapes and spatial reasoning ~~that depict plane geometric figures (triangle, rectangle, square, and circle)~~. [Move to Curriculum Framework]

Probability and Statistics
(Focus: Data Collection and Interpretation)

~~1.18~~ 1.14 The student will investigate, identify, and describe various forms of data collection in his/her world (e.g., recording daily temperature, lunch count, attendance, and favorite ice cream), using tables, picture graphs, and object graphs.

~~1.19~~ 1.15 The student will interpret information displayed in a picture or object graph, using the vocabulary *more, less, fewer, greater than, less than,* and *equal to*.

Patterns, Functions, and Algebra
(Focus: Patterning and Equivalence)

~~1.20~~ 1.16 The student will sort and classify concrete objects according to one or more attributes, including color, size, shape, and thickness.

~~1.21~~ 1.17 The student will recognize, describe, extend, and create a wide variety of patterns including ~~rhythmic, color, shape, and numerical. Patterns will include both~~ [Move to Curriculum Framework] growing and repeating patterns. ~~Concrete materials and calculators will be used by students~~ [Move to Curriculum Framework]

1.18 The student will recognize the equal sign as a representation of equivalency.

Grade Two

The second-grade standards extend the study of number and spatial sense to include three-digit numbers and solid geometric ~~(three-dimensional)~~ figures. Students will continue to learn, use, and gain proficiency in the basic addition facts through the nines table and the corresponding subtraction facts. Students will begin to use standard U.S. Customary and metric units of measurement; predict, using simple probability; and create and interpret picture and bar graphs. Students will work with a variety of patterns and will develop knowledge of equality by identifying missing numbers in addition and subtraction facts.

While learning mathematics, students will be actively engaged, using concrete materials and appropriate technologies such as calculators and computers. However, facility in the use of technology shall not be regarded as a substitute for a student's understanding of quantitative concepts and relationships or for proficiency in basic computations.

Mathematics has its own language, and the acquisition of specialized vocabulary and language patterns is crucial to a student's understanding and appreciation of the subject. Students should be encouraged to use correctly the concepts, skills, symbols, and vocabulary identified in the following set of standards.

Problem solving has been integrated throughout the six content strands. The development of problem-solving skills should be a major goal of the mathematics program at every grade level. Instruction in the process of problem solving will need to be integrated early and continuously into each student's mathematics education. Students must be helped to develop a wide range of skills and strategies for solving a variety of problem types.

Number and Number Sense
(Focus: Place Value, Number Patterns, and Fraction Concepts)

2.1 The student will
- a) read, write, and identify the place value of each digit in a three-digit numeral, using numeration models; ~~and~~
- b) round two-digit numbers to the nearest ten~~.~~; and
- c) compare two whole numbers between 0 and 999, using symbols (>, <, or =) and words (*greater than, less than,* or *equal to*).

~~2.2~~ ~~The student will compare two whole numbers between 0 and 999, using symbols (>, <, or =) and words (*greater than, less than,* or *equal to*).~~ [Moved to new SOL 2.1 c]

~~2.3~~ 2.2 The student will
- a) identify the ordinal positions first through twentieth, using an ordered set of objects; and~~.~~
- b) write the ordinal numbers.

~~2.4~~ 2.3 The student will
- a) identify the part of a set and/or region that represents a fraction~~s~~ for ~~one-half, one-third, one-fourth, one-eighth, and one-tenth~~ halves, thirds, fourths, sixths, eighths, and tenths;
- b) write the ~~corresponding~~ fraction; and~~.~~
- c) compare the unit fractions for halves, thirds, fourths, sixths, eighths, and tenths.

~~2.5~~ 2.4 The student will
- a) count forward by twos, fives, and tens to 100, starting at various multiples of 2, 5, or 10; ~~using mental mathematics, paper and pencil, hundred chart, calculators, and/or concrete objects, as appropriate~~ [Move to Curriculum Framework] ;
- b) count backward by tens from 100;
- c) group objects by threes and fours; and
- d) recognize even and odd numbers~~, using objects~~. [Move to Curriculum Framework]

Computation and Estimation
(Focus: Number Relationships and Operations)

~~2.6~~ 2.5 The student will recall basic addition facts, i.e., sums to ~~18~~ 20 or less and the corresponding subtraction facts.

~~2.7~~ 2.6 The student, given two whole numbers whose sum is 99 or less, will
- a) estimate the sum; and
- b) find the sum, using various methods of calculation. ~~(mental computation, concrete materials, and paper and pencil)~~. [Move to Curriculum Framework]

~~2.8~~ 2.7 The student, given two whole numbers, each of which is 99 or less, will
- a) estimate the difference; and
- b) find the difference, using various methods of calculation. ~~(mental computation, concrete materials, and paper and pencil.)~~ [Move to Curriculum Framework]

~~2.9~~ 2.8 The student will create and solve one- or two-step addition and subtraction problems using data from simple tables, picture graphs, and bar graphs~~, and practical situations~~. [Move to Curriculum Framework]

~~2.10~~ 2.9 The student~~, given a simple addition or subtraction fact,~~ will recognize and describe the related facts which represent and describe the inverse relationship between addition and subtraction (e.g., 3 + __ = 7, ___ + 3 = 7; 7 – 3 = __, and 7 – __ = 3).

Measurement
(Focus: Money, Time, and Measurement)

~~2.11~~ 2.10 The student will
- a) count and compare a collection of pennies, nickels, dimes, and quarters whose total value is $2.00 or less; and
- b) ~~identify the correct usage of~~ correctly use the cent symbol (¢), dollar symbol ($), and decimal point (.).

~~2.12~~ 2.11 The student will estimate and ~~then use a ruler to make linear measurements to~~ measure
- a) to the nearest centimeter and inch~~, including measuring the distance around a polygon in order to determine perimeter.~~ ; [Moved to new SOL 3.10 a]
- b) weight/mass of objects using a scale in pounds, ounces/kilograms, grams; and
- c) liquid volume in ~~(~~cups, pints, quarts, gallons, and liters~~)~~, using the concepts of *more, less*, and *equivalent*.

~~2.13~~ ~~The student, given grid paper, will estimate and then count the number of square units needed to cover a given surface in order to determine area.~~ [Moved to new SOL 5.9 a]

~~2.14~~ ~~The student will estimate and then count the number of cubes in a rectangular box in order to determine volume.~~ [Moved to new SOL 5.9 a]

~~2.15~~ ~~The student will estimate and then determine weight/mass of familiar objects in pounds and/or kilograms.~~ [Moved to new SOL 2.11 b]

~~2.16~~ 2.12 The student will tell and write time to the ~~quarter hour~~ nearest five minutes, using analog and digital clocks.

~~2.17~~ ~~The student will use actual measuring devices to compare metric and U.S. Customary units (cups, pints, quarts, gallons, and liters) for measuring liquid volume, using the concepts of *more, less*, and *equivalent*.~~ [Moved to new SOL 2.11 c]

~~2.18~~ 2.13 The student will
- ~~a) use calendar language appropriately (e.g., *months*, *today, yesterday, next week, last week*);~~ [Moved to new SOL 1.11]
- ~~b)~~ a) determine past and future days of the week; and
- ~~c)~~ b) identify specific days and dates on a given calendar.

~~2.19~~ 2.14 The student will read the temperature on a Celsius and/or Fahrenheit thermometer to the nearest 10 degrees.

Geometry
(Focus: Symmetry and Plane and Solid Figures)

~~2.20~~ ~~The student will identify, describe, and sort three-dimensional (solid) concrete figures,~~ [Moved to new SOL 3.14] ~~including a cube, rectangular solid (prism), square pyramid, sphere, cylinder, and cone, according to the number and shape of the solid's faces, edges, and corners.~~ [Move to Curriculum Framework in support of new SOL 3.14]

~~2.21~~ 2.15 The student will
a) draw a line of symmetry in a figure; and
b) identify and create figures ~~symmetric along a line,~~ with at least one line of symmetry ~~using various concrete materials~~. [Move to Curriculum Framework]

~~2.22~~ 2.16 The student will identify, describe, compare, and contrast plane and solid geometric shapes (circle/sphere, square/cube, and rectangle /rectangular ~~solid~~ prism).

Probability and Statistics
(Focus: Applications of Data)

~~2.23~~ 2.17 The student will use data from experiments to ~~read,~~ construct~~, and interpret a simple~~ picture graphs and bar graphs.

~~2.24~~ 2.18 The student will ~~record~~ use data from experiments~~, using spinners and colored tiles/cubes, and use the data~~ to predict outcomes ~~which of two events is more likely to occur~~ [Move to Curriculum Framework] if the experiment is repeated.

2.19 The student will analyze data displayed in a picture graph and bar graph.

Patterns, Functions, and Algebra
(Focus: Patterning and Numerical Sentences)

~~2.25~~ 2.20 The student will identify, create, and extend a wide variety of patterns.~~, using numbers, concrete objects and pictures.~~ [Move to Curriculum Framework]

~~2.26~~ 2.21 The student will solve problems by completing a numerical sentence involving the basic facts for addition and subtraction. ~~Examples include: 3 + __ = 7, or 9 - ___ = 4 = 2.~~ [Move to Curriculum Framework] Students will create story problems, using the numerical sentences.

Grade Three

The third-grade standards place emphasis on learning multiplication and division facts through the nines table. Students will be fluent in the basic addition facts through the nines table and the corresponding subtraction facts. Concrete materials and two-dimensional representations will be used to introduce addition and subtraction with fractions and decimals and the concept of probability as chance. Students will use standard units (U.S. Customary and metric) for temperature, length, liquid volume, and weight and identify relevant properties of shapes, points, line segments, rays, ~~and~~ angles, and lines. Students will investigate and describe the identity and commutative properties for addition and multiplication.

While learning mathematics, students will be actively engaged, using concrete materials and appropriate technologies such as calculators and computers. However, facility in the use of technology shall not be regarded as a substitute for a student's understanding of quantitative concepts and relationships or for proficiency in basic computations.

Mathematics has its own language, and the acquisition of specialized vocabulary and language patterns is crucial to a student's understanding and appreciation of the subject. Students should be encouraged to use correctly the concepts, skills, symbols, and vocabulary identified in the following set of standards.

Problem solving has been integrated throughout the six content strands. The development of problem-solving skills should be a major goal of the mathematics program at every grade level. Instruction in the process of problem solving will need to be integrated early and continuously into each student's mathematics education. Students must be helped to develop a wide range of skills and strategies for solving a variety of problem types.

Number and Number Sense
(Focus: Place Value and Fractions)

3.1 The student will

a) read and write six-digit numerals and identify the place value for each digit~~.~~;

b) round a whole number, 9,999 or less, to the nearest ten, hundred, and thousand; and

c) compare two whole numbers between 0 and 9,999, using symbols (>, <, or =) and words (*greater than, less than*, or *equal to*).

~~3.2~~ ~~The student will round a whole number, 9,999 or less, to the nearest ten, hundred, and thousand.~~ [Moved to new SOL 3.1 b]

~~3.3~~ ~~The student will compare two whole numbers between 0 and 9,999, using symbols (>, <, or =) and words (*greater than, less than*, or *equal to*).~~ [Moved to new SOL 3.1 c]

~~3.4~~ 3.2 The student will recognize and use the inverse relationships between addition/subtraction and multiplication/division to complete basic fact sentences. Students will use these relationships to solve problems such as 5 + 3 = 8 and ~~8 – 3 = ____~~. [Move to Curriculum Framework]

~~3.5~~ 3.3 The student will

~~a) divide regions and sets to represent a fraction; and~~ [Move to Curriculum Framework]

~~b) name and write the fractions represented by a given model (area/region, length/measurement, and set). Fractions (including mixed numbers) will include halves, thirds, fourths, eighths, and tenths.~~ [Moved to new SOL 3.3 a]

a) name and write fractions (including mixed numbers) represented by a model;

b) model fractions (including mixed numbers) and write the fractions' names; and

c) compare ~~the numerical value of two~~ fractions having like and unlike denominators, using words and symbols for <, >, and =, ~~using concrete or pictorial models involving areas/regions and lengths/measurements~~. [Move to Curriculum Framework]

~~3.6 The student will compare the numerical value of two fractions having like and unlike denominators, using concrete or pictorial models involving areas/regions, lengths/measurements, and sets.~~ [Moved to new SOL 3.3 c]

~~3.7 The student will read and write decimals expressed as tenths and hundredths, using concrete materials and models.~~ [Moved to new SOL 4.3 a]

Computation and Estimation
(Focus: Computation and Fraction Operations)

~~3.8~~ 3.4 The student will solve single and multistep problems involving the sum or difference of two whole numbers, each 9,999 or less, with or without regrouping ~~using various computational methods, including calculators, paper and pencil, mental computation, and estimation~~. [Move to Curriculum Framework]

~~3.9~~ 3.5 The student will

a) recall the multiplication ~~and division~~ facts through the ~~nines~~ twelves table; and

b) find the related quotients.

~~3.10~~ 3.6 The student will represent multiplication and division, using area ~~and~~ , set, and number line models; and create and solve problems that involve multiplication of two whole numbers, one factor 99 or less and the second factor 5 or less.

~~3.11~~ 3.7 The student will add and subtract with proper fractions having like denominators of ~~10~~ 12 or less~~, using concrete materials and pictorial models representing areas/regions, lengths/measurements, and sets~~. [Move to Curriculum Framework]

~~3.12~~ ~~The student will add and subtract with decimals expressed as tenths, using concrete materials, pictorial representations, and paper and pencil.~~ [Moved to new SOL 4.5 c]

Measurement
(Focus: U.S. Customary and Metric Units, Area and Perimeter, Time)

~~3.13~~ 3.8 The student will determine by counting the value of a collection of bills and coins whose total value is $5.00 or less, compare the value of the coins or bills, and make change.

~~3.14~~ 3. 9 The student will estimate and ~~then~~ use ~~actual measuring devices with metric and U.S. Customary~~ U.S. Customary and metric units to measure:

a) length — including part of an inch (1/2), inches, feet, yards, centimeters, and meters;
b) liquid volume — cups, pints, quarts, gallons, and liters; ~~and~~
c) weight/mass — ounces, pounds, grams, and kilograms~~.~~; and
d) area and perimeter.

3.10 The student will

a) measure the distance around a polygon in order to determine perimeter; and
b) count the number of square units needed to cover a given surface in order to determine area.

~~3.15~~ 3.11 The student will

a) tell time to ~~the nearest five-minute interval and to~~ [Moved to new SOL 2.12] the nearest minute, using analog and digital clocks~~.~~; and
b) determine elapsed time in one-hour increments over a 12-hour period.

~~3.16~~ 3.12 The student will identify equivalent periods of time, including relationships among days, months, and years, as well as minutes and hours.

~~3.17~~ 3.13 The student will read temperature to the nearest degree from a Celsius thermometer and a Fahrenheit thermometer. Real thermometers and physical models of thermometers will be used.

Geometry
(Focus: Properties and Congruence)

~~3.18~~ 3.14 The student will identify, describe, compare, and contrast ~~analyze~~ characteristics of ~~two-dimensional (~~plane~~)~~ and ~~three-dimensional (~~solid~~)~~ geometric figures (circle, square, rectangle, triangle, cube, rectangular ~~solid [~~prism~~]~~, square pyramid, sphere, cone, and cylinder).

~~3.19~~ 3.15 The student will identify and draw representations of points, line segments, rays, angles, and lines [Move to Curriculum Framework].

~~3.20~~ 3.16 The student~~, given appropriate drawings or models,~~ [Move to Curriculum Framework] will identify and describe congruent and ~~symmetrical,~~ noncongruent, ~~two-dimensional (~~plane~~)~~ (two-dimensional) figures~~, using tracing procedures~~. [Move to Curriculum Framework]

Probability and Statistics
(Focus: Applications of Data and Chance)

~~3.21~~ 3.17 The student~~, given grid paper,~~ will

a) collect and organize data on a ~~given~~ topic of his/her choice, using observations, measurements, surveys, or experiments; ~~and~~

~~b)~~ construct a line plot, a picture graph, or a bar graph to represent ~~the results.~~ the data ~~Each graph will include an appropriate title and key.~~ [Move to Curriculum Framework]; and

c) read and interpret the data represented in line plots, bar graphs, and picture graphs and write a sentence analyzing the data.

~~3.22~~ ~~The student will read and interpret data represented in line plots, bar graphs, and picture graphs and write a sentence analyzing the data.~~ [Moved to new SOL 3.17 c]

~~3.23~~ 3.18 The student will investigate and describe the concept of probability as chance and list possible results of a given situation.

Patterns, Functions, and Algebra
(Focus: Patterns and Property Concepts)

~~3.24~~ 3.19 The student will recognize and describe a variety of patterns formed using ~~concrete objects~~, numbers, tables, and pictures, and extend the pattern, using the same or different forms.

~~3.25~~ 3.20 The student will

a) investigate ~~and create patterns involving numbers,~~ [Move to Curriculum Framework] ~~operations (addition and multiplication), and relations that model~~ the identity and the commutative properties for addition and multiplication; ~~and~~

b) identify examples of the identity and commutative properties for addition and multiplication; and [This addition is to clarify SOL]

~~b)~~c) demonstrate an understanding of equality by recognizing that the equals sign (=) in an equation links equivalent quantities~~, such as 4 • 3 = 2 • 6~~. [Move to Curriculum Framework]

Grade Four

The fourth-grade standards place emphasis on multiplication and division with whole numbers and solving problems involving addition and subtraction of fractions and decimals. ~~Students will continue to learn and use the basic multiplication facts.~~ Students will be fluent in the basic multiplication facts through the twelves table and the corresponding division facts as they become proficient in multiplying larger numbers. Students also will refine their estimation skills for computations and measurements ~~and investigate relationships between and among simple two-dimensional (plane) figures and three-dimensional (solid) figures~~. Students will identify and ~~draw~~ describe representations of points, lines, line segments, ~~and~~ rays, and angles, including endpoints and vertices. ~~Students will graph points in the first quadrant in the coordinate plane and extend and duplicate patterns.~~ Concrete materials and two-dimensional representations will be used to solve problems involving perimeter, patterns, probability, and equivalence of fractions and decimals. Students will recognize images of figures resulting from ~~a~~ geometric transformations, such as reflection (flip), translation (slide), and rotation (turn). Students will investigate and describe the associative property for addition and multiplication.

While learning mathematics, students will be actively engaged, using concrete materials and appropriate technologies such as calculators and computers. However, facility in the use of technology shall not be regarded as a substitute for a student's understanding of quantitative concepts and relationships or for proficiency in basic computations.

Mathematics has its own language, and the acquisition of specialized vocabulary and language patterns is crucial to a student's understanding and appreciation of the subject. Students should be encouraged to use correctly the concepts, skills, symbols, and vocabulary identified in the following set of standards.

Problem solving has been integrated throughout the six content strands. The development of problem-solving skills should be a major goal of the mathematics program at every grade level. Instruction in the process of problem solving will need to be integrated early and continuously into each student's mathematics education. Students must be helped to develop a wide range of skills and strategies for solving a variety of problem types.

Number and Number Sense
(Focus: Place Value, Fractions, and Decimals)

4.1 The student will
- a) identify (orally and in writing) the place value for each digit in a whole number expressed through millions;
- b) compare two whole numbers expressed through millions, using symbols (>, <, or =); and
- c) round whole numbers expressed through millions to the nearest thousand, ten thousand, and hundred thousand.

4.2 The student will
a) ~~identify, model, and~~ compare and order ~~rational numbers~~ fractions and mixed numbers; ~~using concrete objects and pictures~~ [Move to Curriculum Framework]
b) represent equivalent fractions; and
~~c)~~ ~~relate fractions to decimals, using concrete objects.~~ [Moved to new SOL 4.3 d]
c) identify the fraction that represents division.

~~4.3~~ ~~The student will compare the numerical value of fractions~~ [Moved to new SOL 4.2 a] ~~(with like and unlike denominators) having denominators of 12 or less, using concrete materials.~~ [Move to Curriculum Framework]

~~4.4~~ 4.3 The student will
a) read, write, represent, and identify decimals expressed ~~as tenths and hundredths~~ through thousandths;
b) round decimals to the nearest whole number, tenth, and hundredth; ~~and~~
c) compare ~~the value of two~~ and order decimals~~, using symbols (<, >, or =), concrete materials, drawings, and calculators.~~ [Move to Curriculum Framework] ; and
d) given a model, write the decimal and fraction equivalents.

Computation and Estimation
(Focus: Whole Number, Fraction, and Decimal Operations, and Estimation)

~~4.5~~ 4.4 The student will ~~estimate whole-number sums and differences and describe the method of estimation. Students will refine estimates, using terms such as *closer to, between*, and *a little more than*.~~ [Move to Curriculum Framework]
a) estimate sums, differences, products, and quotients for whole numbers;
b) add, subtract, and multiply whole numbers;
c) divide whole numbers, finding quotients with and without remainders; and
d) solve single and multistep addition, subtraction, and multiplication problems with whole numbers.

~~4.6~~ ~~The student will add and subtract whole numbers written in vertical and horizontal form, choosing appropriately between paper and pencil methods and calculators.~~ [Move to Curriculum Framework]

~~4.7~~ ~~The student will find the product of two whole numbers when one factor has two digits or fewer and the other factor has three digits or fewer,~~ [Moved to new SOL 4.4 a] ~~using estimation and paper and pencil. For larger products (a two-digit numeral times a three-digit numeral), estimation and calculators will be used.~~ [Move to Curriculum Framework]

~~4.8~~ ~~The student will estimate and find the quotient of two whole numbers~~ [Moved to new SOL 4.4 c], ~~given a one-digit divisor~~. [Move to Curriculum Framework]

~~4.9~~ 4.5 The student will

a) ~~add and subtract with fractions having like and unlike denominators of 12~~ [Moved to new SOL 4.5 b] ~~or less, using concrete materials, pictorial representations, and paper and pencil;~~ simplify fractions;

b) ~~add and subtract with decimals~~ [Moved to new SOL 4.5 c] ~~through thousandths, using concrete materials, pictorial representations, and paper and pencil;~~ add and subtract with fractions having like and unlike denominators;

c) ~~solve problems involving addition and subtraction with fractions~~ [Moved to new SOL 4.5 d] ~~having like and unlike denominators of 12 or less~~ [Move to Curriculum Framework] ~~and with decimals~~ [Moved to new SOL 4.5 d] ~~expressed through thousandths, using various computational methods, including calculators, paper and pencil, mental computation, and estimation~~ [Move to Curriculum Framework] add and subtract with decimals; and

d) solve single-step practical problems involving addition and subtraction with fractions and with decimals.

Measurement
(Focus: Equivalence between U.S. Customary and Metric Units)

~~4.10~~ 4.6 The student will

a) estimate and measure weight/mass~~, using actual measuring devices,~~ [Move to Curriculum Framework] and describe the results in U.S. Customary/metric units as appropriate, including ounces, pounds, tons, grams, and kilograms [Move to Curriculum Framework]; and

b) identify equivalent measurements between units within the U.S. Customary system (ounces, ~~and~~ pounds, and tons, and between units within the metric system (grams and kilograms)~~.; and~~

~~c) estimate the conversion of ounces and grams and pounds and kilograms, using approximate comparisons (1 ounce is about 28 grams, or 1 gram is about the weight of a paper clip; 1 kilogram is a little more than 2 pounds). *~~ [Moved to new SOL 6.9]

~~** The intent of this standard is for students to make ballpark comparisons and not to memorize conversion factors between U.S. Customary and metric units.*~~

~~4.11~~ 4.7 The student will

a) estimate and measure length~~, using actual measuring devices,~~ and determine the result in both metric and U.S. Customary units including part of an inch (1/2, 1/4, and 1/8), inches, feet, yards, miles, millimeters, centimeters, and meters [Move to Curriculum Framework]; and

b) identify equivalent measurements between units within the U.S. Customary system (inches and feet; feet and yards; inches and yards; yards and miles) and between units within the metric system (millimeters and centimeters; centimeters and meters; and millimeters and meters). ~~; and~~

~~c) estimate the conversion of inches and centimeters, yards and meters, and miles and kilometers, using approximate comparisons (1 inch is about 2.5 centimeters, 1 meter is a little longer than 1 yard, 1 mile is slightly farther than 1.5 kilometers, or 1 kilometer is slightly farther than half a mile). *~~
[Moved to new SOL 6.9]

~~** The intent of this standard is for students to make ballpark comparisons and not to memorize conversion factors between U.S. Customary and metric units.*~~

~~4.12~~ 4.8 The student will

a) estimate and measure liquid volume~~, using actual measuring devices~~ [Move to Curriculum Framework] and ~~using metric and~~ describe the results in U.S. Customary; and

b) identify equivalent measurements between units within the U.S. Customary system (cups, pints, quarts, and gallons). ~~and between units within the metric system (milliliters and liters); and~~

~~c) estimate the conversion of quarts and liters, using approximate comparisons (1 quart is a little less than 1 liter, 1 liter is a little more than 1 quart).*~~ [Moved to new SOL 6.9]

~~** The intent of this standard is for students to make ballpark comparisons and not to memorize conversion factors between U. S. Customary and metric units.*~~

~~4.13 The student will~~

~~a) identify and describe situations representing the use of perimeter and area;~~ [Moved to new SOL 5.9 a] ~~and~~

~~b) use measuring devices to find perimeter in both standard and nonstandard units of measure.~~ [Moved to new SOL 5.9 a]

4.9 The student will determine elapsed time in hours and minutes within a 12-hour period.

Geometry
(Focus: Representations and Polygons)

~~4.14~~ 4.10 The student will ~~investigate and describe the relationships between and among points, lines, line segments, and rays.~~
- a) identify and describe representations of points, lines, line segments, rays, and angles, including endpoints and vertices;
- b) identify representations of lines that illustrate intersection, parallelism, and perpendicularity; and
- c) describe the path of shortest distance between two points on a plane surface.

~~4.15~~ ~~The student will~~
- ~~a) identify and draw representations of points, lines, line segments, rays, and angles, using a straightedge or ruler; and~~ [Moved to new SOL 4.10 a]
- ~~b) describe the path of shortest distance between two points on a flat surface.~~ [Moved to new SOL 4.10 c]

~~4.16~~ ~~The student will identify and draw representations of lines that illustrate intersection, parallelism, and perpendicularity.~~ [Moved to new SOL 4.10 b]

~~4.17~~ 4.11 The student will
- ~~a) analyze and compare the properties of two-dimensional (plane) geometric figures (circle, square, rectangle, triangle, parallelogram, and rhombus) and three-dimensional (solid) geometric figures (sphere, cube, and rectangular solid [prism]);~~ [Moved to new SOL 3.14]
- ~~b) identify congruent and noncongruent shapes; and~~ [Moved to new SOL 3.16]
- a) investigate congruence of plane figures after geometric transformations such as reflection (flip), translation (slide) and rotation (turn), using mirrors, paper folding, and tracing.
- b) recognize the images of figures resulting from geometric transformations such as translation (slide), reflection (flip), or rotation (turn).

~~4.18~~ ~~The student will identify the ordered pair for a point and locate the point for an ordered pair in the first quadrant of a coordinate plane.~~ [Moved to new SOL 6.11]

4.12 The student will
- a) define polygon; and
- b) identify polygons with 10 or fewer sides.

Probability and Statistics
(Focus: Outcomes and Congruent and Noncongruent Regions)

~~4.19~~ 4.13 The student will
- a) predict the likelihood of an outcome~~s~~ of a simple event, [Moved to new SOL 2.18] ~~using the terms *certain, likely, unlikely, impossible*~~ [Move to Curriculum Framework in support of new SOL 2.18]
- b) determine ~~the probability~~ probabilities of ~~a~~ given ~~simple event, using concrete materials.~~ geometric representations with congruent and noncongruent regions; and
- c) represent probability as a number between 0 and 1.

~~4.20~~ 4.14 The student will collect, organize, and display data in line ~~and bar~~ graphs ~~with scale increments of one or greater than one~~ [Move to Curriculum Framework] and use the display to interpret the results, draw conclusions, and make predictions.

Patterns, Functions, and Algebra
(Focus: Geometric Patterns, Equality, Properties)

~~4.21~~ 4.15 The student will recognize, create, and extend numerical and geometric patterns~~,~~. ~~using concrete materials, number lines, symbols, tables, and words~~. [Move to Curriculum Framework]

~~4.22~~ 4.16 The student will
- a) recognize and demonstrate the meaning of equality in an equation~~, using symbols representing numbers, operations, and relations [e.g., 3 + 5 = 5 + 3 and 15 + (35 + 16) = (15 + 35) + 16]~~ [Move to Curriculum Framework]; and
- b) investigate and describe the associative property for addition and multiplication.

Grade Five

The fifth-grade standards place emphasis on developing proficiency in using whole numbers including prime and composite numbers, finding common multiples and factors, identifying even numbers with and without remainders and solving problems using order of operations for positive whole numbers. Students will develop proficiency in the use of fractions, and decimals to solve problems. Students will collect, display, and analyze data in a variety of ways and solve probability problems, using a sample space or tree diagram. Students also will solve problems involving volume, area, and perimeter. Students will be introduced to variable expressions and open sentences, and model one-step linear equations in one variable using addition and subtraction. Students will investigate and recognize the distributive property. All of these skills will assist to develop the algebraic concepts needed for success in pre-algebra at the middle level.

While learning mathematics, students will be actively engaged, using concrete materials and appropriate technologies such as calculators and computers. However, facility in the use of technology shall not be regarded as a substitute for a student's understanding of quantitative concepts and relationships or for proficiency in basic computations.

Mathematics has its own language, and the acquisition of specialized vocabulary and language patterns is crucial to a student's understanding and appreciation of the subject. Students should be encouraged to use correctly the concepts, skills, symbols, and vocabulary identified in the following set of standards.

Problem solving has been integrated throughout the six content strands. The development of problem-solving skills should be a major goal of the mathematics program at every grade level. Instruction in the process of problem solving will need to be integrated early and continuously into each student's mathematics education. Students must be helped to develop a wide range of skills and strategies for solving a variety of problem types.

Number and Number Sense
(Focus: Factors and Multiples, Fractions, Decimals)

5.1 The student, given a decimal through thousandths, will round to the nearest whole number, tenth, or hundredth.

~~a) read, write, and identify the place values of decimals through thousandths;~~

~~b) round decimal numbers to the nearest tenth or hundredth; and~~

~~c) compare the values of two decimals through thousandths, using the symbols >, <, or =.~~ [Moved to new SOL 4.3]

5.2 The student will
a) recognize and name ~~commonly used~~ fractions ~~(halves, fourths, fifths, eighths, and tenths)~~ [Move to Curriculum Framework] in their equivalent decimal form and vice versa; and
b) compare and order a given set of fractions and decimals from least to greatest. ~~Fractions will include like and unlike denominators limited to 12 or less, and mixed numbers.~~ [Move to Curriculum Framework]

5.3 The student will
a) find common multiples and factors, including least common multiple and greatest common factor;
b) identify and describe prime and composite numbers; and
c) identify even numbers as having no remainder when divided by two and odd numbers as having a remainder of one when divided by two.

Computation and Estimation
(Focus: Computation Operations and Estimations)

~~5.3~~ 5.4 The student will
a) create and solve single and multistep practical problems involving addition, subtraction, multiplication, and division with and without remainders of whole numbers~~, using paper and pencil, estimation, mental computation, and calculators.~~[Move to Curriculum Framework]; and
b) find the sum, difference, product, and quotient of two numbers expressed as decimals through thousandths.

~~5.4 The student will find the sum, difference, and product of two numbers expressed as decimals through thousandths,~~ [Moved to new SOL 5.4 b.] ~~using an appropriate method of calculation, including paper and pencil, estimation, mental computation, and calculators.~~ [Move to Curriculum Framework]

5.5 The student, given a dividend of four digits or fewer and a divisor of two digits or fewer, will find the quotient and remainder.

5.6 The student, given a dividend expressed as a decimal through thousandths and a single-digit divisor, will find the quotient.

5.7 The student will add and subtract with fractions and mixed numbers~~, with and without regrouping,~~ and express answers in simplest form. ~~Problems will include like and unlike denominators limited to 12 or less.~~ [Move to Curriculum Framework]

5.8 The student will apply the rules for the order of operations limited to positive whole numbers [Move to Curriculum Framework] including parentheses, addition, subtraction, multiplication, and division to solve problems.

Measurement
(Focus: Perimeter, Area, Volume, and Equivalent Measures)

~~5.8~~ 5.9 The student will
- a) ~~describe and determine the~~ find perimeter, ~~of a polygon and the~~ area, and volume ~~of a square, rectangle, and right triangle, given the appropriate measures.~~ in standard units of measure;
- b) differentiate between perimeter, area, and volume and identify whether the application of the concept of perimeter, area, or volume is appropriate for a given situation;
- c) identify equivalent measurements within the metric system;
- d) estimate and then measure to solve problems using U.S. Customary and metric units; and
- e) choose an appropriate unit of measure for a given situation involving measurement using U.S. Customary and metric units.

~~5.9~~ 5.10 The student will identify and describe the diameter, radius, chord, and circumference of a circle.

~~5.10~~ ~~The student will differentiate between perimeter, area, and volume and identify whether the application of the concept of perimeter, area, or volume is appropriate for a given situation.~~ [Moved to new SOL 5.9 b]

~~5.11~~ ~~The student will choose an appropriate measuring device and unit of measure to solve problems involving measurement of~~ [Moved to new SOL 5.9 e]
- ~~a) length — part of an inch (1/2, 1/4, and 1/8), inches, feet, yards, miles, millimeters, centimeters, meters, and kilometers;~~ [Moved to new SOL 5.9 d]
- ~~b) weight/mass — ounces, pounds, tons, grams, and kilograms;~~ [Moved to new SOL 5.9 d]
- ~~c) liquid volume — cups, pints, quarts, gallons, milliliters, and liters;~~ [Moved to new SOL 5.9 d]
- ~~d) area — square units; and~~ [Moved to new SOL 5.9 d]
- ~~e) temperature — Celsius and Fahrenheit units.~~ [Moved to new SOL 5.9 d]

~~Problems also will include estimating the conversion of Celsius and Fahrenheit units relative to familiar situations (water freezes at 0°C and 32°F, water boils at 100°C and 212°F, normal body temperature is about 37°C and 98.6°F).~~ [Move to Curriculum Framework]

~~5.12~~ 5.11 The student will determine an amount of elapsed time in hours and minutes within a 24-hour period.

~~5.13~~ 5.12 The student will measure ~~and draw~~ right, acute, ~~and~~ obtuse, and straight angles ~~and triangles, using appropriate tools~~. [Move to Curriculum Framework]

Geometry
(Focus: Classification and Subdividing)

~~5.14~~ 5.13 The student will classify
- a) angles ~~and triangles~~ as right, acute, ~~or~~ obtuse, or straight; and
- b) triangles as right, acute, obtuse, equilateral, scalene, or isosceles.

~~5.15~~ 5.14 The student, using ~~two-dimensional (~~plane~~)~~ figures, (square, rectangle, triangle, parallelogram, rhombus, ~~kite,~~ and trapezoid) will
- a) re~~cognize, identify, describe, and analyze their properties in order to~~ develop definitions of these plane figures; and
- ~~b)~~ ~~identify and explore congruent, noncongruent,~~ [Moved to new SOL 3.16] ~~and similar figures;~~ [Moved to new SOL 7.6]
- ~~c)~~ b) investigate and describe the results of combining and subdividing ~~shapes~~ plane figures~~;~~.
- ~~d) identify and describe a line of symmetry; and~~ [Moved to new SOL 2.15]
- ~~e) recognize the images of figures resulting from geometric transformations such as translation (slide), reflection (flip), or rotation (turn).~~ [Moved to new SOL 4.11 b]

~~5.16~~ ~~The student will identify, compare, and analyze properties of three-dimensional (solid) geometric shapes (cylinder, cone, cube, square pyramid, and rectangular prism).~~ [Moved to new SOL 3.14]

Probability and Statistics
(Focus: Outcomes and Measures of Center)

~~5.17~~ 5.15 The student will
- a) make predictions and solve problems involving the probability of ~~a single event~~ an outcome ~~by~~ using tree diagrams or by constructing a sample space representing all possible results; and
- ~~b)~~ ~~predict the probability of outcomes of simple experiments, representing it with fractions or decimals from 0 to 1, and test the prediction;~~ [Moved to new SOL 4.13 c] ~~and~~
- ~~c)~~ b) create a ~~problem~~ probability statement ~~involving probability~~ ~~and~~ based on information from a given ~~problem~~ situation. ~~Students will not be required to solve the created problem statement.~~ [Move to Curriculum Framework]

~~5.18~~ 5.16 The student will, given a problem situation, collect, organize, and display a set of numerical data in a variety of forms, using bar graphs, stem-and-leaf plots, and line graphs, to draw conclusions and make predictions.

~~5.19~~ 5.17 The student will
- a) describe mean, median, and mode as measures of center;
- b) find the mean, median, mode, and range of a set of data~~.~~;
- c) describe the range of a set of data as a measure of variation; and
- d) describe mean as fair share.

Patterns, Functions, and Algebra
(Focus: Equations and Properties)

~~5.20~~ 5.18 The student will ~~analyze the structure of numerical and geometric~~ describe the relationship found in a number pattern~~s~~ ~~(how they change or grow)~~ and express the relationship~~,~~. ~~using words, tables, graphs, or a mathematical sentence~~. ~~Concrete materials and calculators will be used.~~ [Move to Curriculum Framework]

~~5.21~~ 5.19 The student will

a) investigate and describe the concept of variable;

~~b)~~ ~~use a variable expression to represent a given verbal quantitative expression involving one operation; and~~

~~c)~~ b) write an open sentence to represent a given mathematical relationship, using a variable~~.~~;

c) model one-step linear equations in one variable using addition and subtraction; and

d) create a problem situation based on a given open sentence using a single variable.

~~5.22~~ ~~The student will create a problem situation based on a given open sentence using a single variable.~~ [Moved to new SOL 5.19 d]

5.20 The student will investigate and recognize the distributive property of multiplication over addition.

Grade Six

~~The sixth-grade standards place continued emphasis on the study of whole numbers, decimals, and rational numbers (fractions). Students will use ratios to compare data sets; make conversions within a given measurement system; classify three-dimensional figures; collect, analyze, display, and interpret data, using a variety of graphical and statistical methods; begin using integers and percents; find the probability of an event; and investigate numerical and geometric patterns. Students will be introduced to algebraic terms and solving algebraic equations in one variable.~~

The sixth-grade standards are a transition from the emphasis placed on whole number arithmetic in the elementary grades to foundations of algebra. The standards emphasize rational numbers. Students will use ratios to compare data sets; recognize decimals, fractions and percents as ratios; solve single and multistep problems using rational numbers; and gain a foundation in the understanding of integers. Students will solve linear equations and use algebraic terminology. Students will solve problems involving area, perimeter and surface area, work with π (pi), and focus on the relationships among the properties of quadrilaterals. In addition, students will focus on applications of probability and statistics.

While learning mathematics, students will be actively engaged, using concrete materials and appropriate technologies ~~fraction~~ calculators, computers, and spreadsheets, ~~laser dises, and videos~~. However, facility in the use of technology shall not be regarded as a substitute for a student's understanding of quantitative concepts and relationships or for proficiency in basic computations. Students will also identify real-life applications of the mathematical principles they are learning and apply these to science and other disciplines they are studying.

Mathematics has its own language, and the acquisition of specialized vocabulary and language patterns is crucial to a student's understanding and appreciation of the subject. Students should be encouraged to use correctly the concepts, skills, symbols, and vocabulary identified in the following set of standards.

Problem solving has been integrated throughout the six content strands. The development of problem-solving skills should be a major goal of the mathematics program at every grade level. Instruction in the process of problem solving will need to be integrated early and continuously into each student's mathematics education. Students must be helped to develop a wide range of skills and strategies for solving a variety of problem types.

Number and Number Sense
(Focus: Relationships among Fractions, Decimals and Percents)

~~6.1~~ ~~The student will identify representations of a given percent and describe orally and in writing the equivalence relationships among fractions, decimals, and percents.~~
[Moved to new SOL 6.2 b and c]

~~6.2~~ 6.1 The student will describe and compare ~~two sets of~~ data, using ratios, and will use appropriate notations, such as *a/b, a to b*, and *a:b*.

6.2 The student will
a) investigate and describe fractions, decimals and percents as ratios;
b) identify a given fraction, decimal, or percent from a representation;
c) demonstrate equivalent relationships among fractions, decimals, and percents; and
d) compare and order fractions, ~~and~~ decimals, and percents.

~~6.3~~ ~~The student will~~
~~a) find common multiples and factors, including least common multiple and greatest common factor;~~ [Moved to new SOL 5.3 a]
~~b) identify and describe prime and composite numbers; and identify and describe the characteristics of even and odd integers.~~ [Moved to new SOL 5.3 b]

~~6.4~~ ~~The student will compare and order whole numbers,~~ [Moved to new SOL 3.1 c] ~~fractions, and decimals,~~ [Moved to new SOL 5.2 b and new SOL 6.2] ~~using concrete materials, drawings or pictures, and mathematical symbols.~~ [Move to Curriculum Framework]

~~6.5~~ 6.3 The student will
a) identify~~,~~ and represent integers~~,~~ ;
b) order~~,~~ and compare integers~~.~~; and
c) identify and describe absolute value of integers.

6.4 The student will demonstrate multiple representations of multiplication and division of fractions.

6.5 The student will investigate and describe concepts of positive exponents and perfect squares.

Computation and Estimation
(Focus: Applications of Operations with Rational Numbers)

6.6 The student will
a) ~~solve problems that involve addition, subtraction, multiplication,~~ multiply and~~/or division~~ divide with fractions and mixed numbers~~, with and without regrouping, that include like and unlike denominators of 12 or less, and express their answers in simplest form~~ [Moved to new SOL 6.6 b]; and
b) ~~find the quotient, given a dividend expressed as a decimal through thousandths and a divisor expressed as a decimal to thousandths with exactly one non-zero digit~~ estimate solutions and then solve single and multistep practical problems that involve addition, subtraction, multiplication and division of fractions.

6.7 The student will ~~use estimation strategies to~~ solve single and [Added for clarity] multistep practical problems involving ~~whole numbers, decimals, and fractions (rational numbers).~~ addition, subtraction, multiplication and division of decimals. [Fractions moved to new SOL 6.6 a; whole numbers moved to new SOL 5.4 a]

~~6.8~~ ~~The student will solve multistep consumer-application problems involving fractions and decimals and present data and conclusions in paragraphs, tables, or graphs. Planning a budget will be included~~. [Move to Curriculum Framework]

6.8 The student will apply order of operations in solving equations.

Measurement
(Focus: Problem Solving with Area, Perimeter, Volume and Surface Area)

6.9 The student will ~~compare and convert units of measure for length, area, weight/mass, and volume within the U.S. Customary system and the metric system and estimate conversions between units in each system:~~ [Move to Curriculum Framework]

~~a) length — part of an inch (1/2, 1/4, and 1/8), inches, feet, yards, miles, millimeters, centimeters, meters, and kilometers~~ [Move to Curriculum Framework]~~;~~

~~b) weight/mass — ounces, pounds, tons, grams, and kilograms;~~ [Move to Curriculum Framework]

~~c) liquid volume — cups, pints, quarts, gallons, milliliters, and liters; and~~ [Move to Curriculum Framework]

~~d) area — square units. *~~ [Move to Curriculum Framework]

~~* *The intent of this standard is for students to make ballpark comparisons and not to memorize conversion factors between U.S. Customary and metric units*~~. make ballpark comparisons between the U.S. Customary System of measurement and the metric system.

~~6.10~~ ~~The student will estimate and then determine length, weight/mass, area, and liquid volume/capacity, using standard and nonstandard units of measure.~~ [Moved to new SOL 5.9 d]

6.10 The student will

a) define pi (π) as the ratio of the circumference of a circle to its diameter;
b) solve practical problems involving circumference and area of a circle;
c) solve practical problems involving area and perimeter; and
d) describe and determine the volume and surface area of a rectangular prism.

~~6.11~~ ~~The student will determine if a problem situation involving polygons of four or fewer sides represents the application of perimeter or area and apply the appropriate formula.~~ [Moved to new SOL 5.9 b]

~~6.12~~ ~~The student will~~

~~a) solve problems involving the circumference and/or area of a circle when given the diameter or radius; and~~ [Moved to new SOL 6.10 b]

~~b) derive approximations for pi (π) from measurements for circumference and diameter,~~ [Moved to new SOL 6.10 a] ~~using concrete materials or computer models.~~ [Move to Curriculum Framework]

~~6.13~~ ~~The student will~~

~~a)~~ ~~estimate angle measures, using 45°, 90°, and 180° as referents, and use the appropriate tools to measure the given angles; and~~

~~b)~~ ~~measure and draw right, acute, and obtuse angles and triangles.~~ [Moved to new SOL 5.12 and SOL 5.13]

Geometry
(Focus: Properties and Relationships)

6.11 The student will

a) identify the coordinates of a point in a coordinate plane; and

b) graph ordered pairs in a coordinate plane.

~~6.14~~ ~~The student will identify, classify, and describe the characteristics of plane figures, describing their similarities, differences, and defining properties~~. [Moved to new SOL 6.13]

~~6.15~~ 6.12 The student will determine congruence of segments, angles, and polygons ~~by direct comparison, given their attributes. Examples of noncongruent and congruent figures will be included~~. [Move to Curriculum Framework]

~~6.16~~ ~~The student will construct the perpendicular bisector of a line segment and an angle bisector.~~

~~6.17~~ The ~~student will sketch, construct models of, and classify solid figures (rectangular prism, cone, cylinder, and pyramid).~~

6.13 The student will describe and identify properties of quadrilaterals.

Probability and Statistics
(Focus: Practical Applications of Statistics)

~~6.18~~ 6.14 The student, given a problem situation, will ~~collect, analyze, display, and interpret data in a variety of graphical methods, including~~

a) ~~line,~~ [Moved to new SOL 5.16] ~~bar, and~~ construct circle graphs and histograms;

b) ~~stem-and-leaf plots;~~ [Moved to new SOL 5.16] ~~and~~ draw conclusions and make predictions using circle graphs and histograms; and

c) ~~box-and-whisker plots.~~ [Moved to new SOL 7.10 a] compare graphs which present the same information.

~~Circle graphs will be limited to halves, fourths, and eighths.~~ [Move to Curriculum Framework]

~~6.19~~ 6.15 The student will
- a) describe ~~the~~ mean~~, median, and mode~~ as ~~measures of central tendency~~ [Moved to new SOL 5.17 a] ~~,~~ balance point;
- b) ~~describe the range, and determine their meaning for a set of data.~~ [Moved to new SOL 5.17 c] decide which measure of center is appropriate for a given situation.

~~6.20~~ 6.16 The student will
- a) ~~make a sample space for selected experiments and represent it in the form of a list, chart, picture, or tree diagram;~~ [Moved to new SOL 5.16] distinguish between dependent and independent events; and
- b) determine ~~and interpret the probability of an event occurring from a given sample space and represent the probability as a ratio, decimal or percent, as appropriate for the given situation.~~ probabilities for dependent and independent events.

Patterns, Functions, and Algebra
(Focus: Variable Equations and Properties)

~~6.21~~ 6.17 The student will ~~investigate, describe,~~ identify and extend ~~numerical and~~ geometric ~~patterns, including triangular numbers, patterns formed by powers of 10,~~ [Move to Curriculum Framework] and arithmetic sequences.

~~6.22~~ ~~The student will investigate and describe concepts of positive exponents, perfect squares,~~ [Moved to new SOL 6.5] ~~square roots, and, for numbers greater than 10, scientific notation.~~ [Moved to new SOL 7.1] ~~Calculators will be used to develop exponential patterns~~. [Move to Curriculum Framework]

~~6.23~~ 6.18 The student will
- ~~a) model and solve algebraic equations, using concrete materials;~~ [Moved to new SOL 5.19 c]
- ~~b)~~ solve one-step linear equations in one variable, involving whole number coefficients and positive rational solutions~~; and~~ .
- ~~c) use the following algebraic terms appropriately: *variable, coefficient, term*, and *equation*.~~

6.19 The student will investigate and recognize:
- a) the identity properties for addition and multiplication;
- b) the multiplicative property of zero; and
- c) the inverse properties for addition and multiplication.

6.20 The student will graph inequalities on a number line.

Grade Seven

~~The seventh-grade standards place emphasis on solving problems involving consumer applications, using proportional reasoning, and gaining proficiency in computations with integers. The students will gain an understanding of the properties of real numbers, solve one-step linear equations and inequalities, and use data analysis techniques to make inferences, conjectures, and predictions. Two- and three-dimensional representations, graphing transformations in the coordinate plane, and probability will be extended.~~

The seventh-grade standards continue to emphasize the foundations of algebra. Students who successfully complete the seventh-grade standards should be prepared to study Algebra I in grade eight. Topics in grade seven include proportional reasoning, integer computation, solving two-step linear equations, and recognizing different representations for relationships. Students will apply the properties of real numbers in solving equations, solve inequalities, and use data analysis techniques to make inferences, conjectures, and predictions.

While learning mathematics, students will be actively engaged, using concrete materials and appropriate technology~~ies~~ such as ~~fraction~~ calculators, computers, and spreadsheets~~, laser discs, and videos~~. However, facility in the use of technology shall not be regarded as a substitute for a student's understanding of quantitative concepts and relationships or for proficiency in basic computations. Students will also identify real-life applications of the mathematical principles they are learning and apply these to science and other disciplines they are studying.

Mathematics has its own language, and the acquisition of specialized vocabulary and language patterns is crucial to a student's understanding and appreciation of the subject. Students should be encouraged to use correctly the concepts, skills, symbols, and vocabulary identified in the following set of standards.

Problem solving has been integrated throughout the six content strands. The development of problem-solving skills should be a major goal of the mathematics program at every grade level. Instruction in the process of problem solving will need to be integrated early and continuously into each student's mathematics education. Students must be helped to develop a wide range of skills and strategies for solving a variety of problem types.

Number and Number Sense
(Focus: Scientific Notation and Square Roots)

7.1 The student will

a) investigate and describe the concept of negative exponents; ~~compare, order, and determine equivalent relationships between fractions, decimals, and percents,~~

b) ~~including use of~~ determine scientific notation for numbers greater than ~~10~~ zero;

c) compare and order numbers written in scientific notation;

d) determine square roots; and

e) identify and describe absolute value for rational numbers.

~~7.2~~ ~~The student will simplify expressions that contain rational numbers (whole numbers, fractions, and decimals) and positive exponents, using order of operations,~~ [Moved to new SOL 6.8] ~~mental mathematics, and appropriate tools.~~ [Move to Curriculum Framework]

~~7.3~~ ~~The student will identify and apply the following properties of operations with real numbers:~~

~~a) the commutative and associative properties for addition and multiplication;~~ [Moved to new SOL 3.20 a and new SOL 4.16]

~~b) the distributive property;~~ [Moved to new SOL 5.20]

~~c) the additive and multiplicative identity properties;~~ [Moved to new SOL 6.19 a]

~~d) the additive and multiplicative inverse properties; and~~ [Moved to new SOL 6.19 c]

~~e) the multiplicative property of zero~~. [Moved to new SOL 6.19 b]

Computation and Estimation
(Focus: Application of Rational Number Operations and Proportional Reasoning)

~~7.4~~ ~~The student will~~

~~a) solve practical problems using rational numbers (whole numbers, fractions, decimals) and percents; and~~ [Moved to new SOL 7.3]

~~b) solve consumer-application problems involving tips, discounts, sales tax, and simple interest.~~ [Move to Curriculum Framework]

~~7.5~~ 7.2 The student will

a) ~~formulate rules for~~ model addition, subtraction, multiplication and division of integers; and

b) ~~solve practical problems involving basic operations (addition, subtraction, multiplication, and division) with integers.~~ [Moved to new SOL 7.3] add, subtract, multiply, and divide integers.

~~7.6~~ ~~The student will use proportions to solve practical problems, which may include scale drawings, that contain rational numbers (whole numbers, fractions, and decimals) and percents~~. [Move to Curriculum Framework to support new SOL 7.3]

7.3 The student will solve single and multistep practical problems using rational numbers.

Measurement
(Focus: Volume and Surface Area)

~~7.7~~ ~~The student, given appropriate dimensions, will~~

~~a) estimate and find the area of polygons by subdividing them into rectangles and right triangles;~~ and [Moved to new SOL 8.12.]

~~b) apply perimeter and area formulas in practical situations.~~ [Moved to new SOL 6.10 c]

~~7.8~~ 7.4 The student will
a) ~~investigate and~~ describe volume and surface area of cylinders; and
b) solve practical problems involving the volume and surface area of ~~rectangular prisms and~~ [Moved to new SOL 6.10 d] cylinders~~,~~. ~~using concrete materials and practical situations to develop formulas~~. [Move to Curriculum Framework]

Geometry
(Focus: Relationships Between Figures)

~~7.9~~ 7.5 The student will compare and contrast the following quadrilaterals based on properties: parallelogram, rectangle, square, rhombus, and trapezoid. ~~Deductive reasoning and inference will be used to classify quadrilaterals.~~ [Move to Curriculum Framework]

~~7.10~~ ~~The student will identify and draw the following polygons: pentagon, hexagon, heptagon, octagon, nonagon, and decagon.~~ [Moved to new SOL 4.12]

~~7.11~~ 7.6 The student will determine if ~~geometric~~ plane figures — quadrilaterals and triangles — are similar and write proportions to express the relationships between corresponding parts of similar figures.

~~7.12~~ ~~The student will identify and graph ordered pairs in the four quadrants of a coordinate plane.~~ [Moved to new SOL 6.11]

~~7.13~~ 7.7 The student, given a polygon in the coordinate plane, will represent transformations — reflections, dilations, rotations, and translations — by graphing the coordinates of the vertices of the transformed polygon and sketching the resulting figure.

Probability and Statistics
(Focus: Applications of Statistics and Probability)

~~7.14~~ 7.8 The student will investigate and describe the difference between the ~~probability of an event found through simulation versus~~ experimental and theoretical probability of ~~that same~~ an event.

~~7.15~~ 7.9 The student will ~~identify and describe the number of possible arrangements of several objects, using a tree diagram or~~ determine the probability of compound events using the Fundamental (Basic) Counting Principle.

~~7.16~~ ~~The student will create and solve problems involving the measures of central tendency (mean, median, mode) and the range of a set of data.~~

~~7.17~~ 7.10 The student, given data in a ~~problem~~ practical situation, will ~~collect, analyze, display, and interpret data, using a variety of graphical methods, including~~
a) ~~frequency distributions;~~ construct and analyze box-and-whisker plots; and
b) ~~line plots;~~ compare data presented in box-and-whisker plots and other graphs.
~~c) histograms;~~ [Moved to new SOL 6.14 a]
~~d) stem-and-leaf plots;~~ [Moved to new SOL 5.16]
~~e) box-and-whisker plots;~~ [Moved to new SOL 7.10 a] ~~and~~
~~f) scattergrams.~~

~~7.18 The student will make inferences, conjectures, and predictions based on analysis of a set of data.~~ [Moved to new SOL 7.10 and new SOL 8.13]

Patterns, Functions, and Algebra
(Focus: Linear Equations)

~~7.19~~ 7.11 The student will represent~~, analyze, and generalize a variety of patterns, including arithmetic sequences and geometric sequences,~~ relationships with tables, graphs, rules, and words. ~~in order to investigate and describe functional relationships.~~

~~7.20~~ 7.12 The student will
a) write verbal expressions as algebraic expressions and sentences as equations and vice versa; and
b) evaluate algebraic expressions.

~~7.21 The student will use the following algebraic terms appropriately: *equation, inequality,* and *expression.*~~

~~7.22~~ 7.13 The student will
a) solve one- ~~step~~ and two-step linear equations ~~and inequalities~~ [Moved to new SOL 7.14 a] in one variable ~~with strategies involving inverse operations and integers, using concrete materials, pictorial representations, and paper and pencil~~ [Move to Curriculum Framework]; and
b) solve practical problems requiring the solution of a one- or two-step linear equation.

7.14 The student will
a) solve one-step inequalities in one variable; and
b) graph solutions to inequalities on the number line.

7.15 The student will ~~identify and~~ apply the following properties of operations with real numbers:
a) the commutative and associative properties for addition and multiplication;
b) the distributive property;
c) the additive and multiplicative identity properties;
d) the additive and multiplicative inverse properties; and
e) the multiplicative property of zero.

Grade Eight

The eighth-grade standards are intended to serve two purposes. First, the standards contain ~~both~~ content that reviews or extends concepts and skills learned in previous grades. ~~and~~ Second, they contain new content that prepares students for more abstract concepts in algebra and geometry. The eighth grade standards provide students additional instruction and time to acquire the concepts and skills necessary for success in Algebra I. Students will gain proficiency in computation with rational numbers ~~(positive and negative fractions, positive and negative decimals, whole numbers, and integers)~~ and use proportions to solve a variety of problems. New concepts include solving ~~two-step~~ multistep equations and inequalities, graphing linear equations, visualizing three-dimensional shapes represented in two-dimensional drawings, and applying transformations to geometric shapes in the coordinate plane~~, and using matrices to organize and interpret data~~. Students will verify and apply the Pythagorean Theorem and represent relations and functions using tables, graphs, and rules.

While learning mathematics, students will be actively engaged, using concrete materials and appropriate technologies ~~such as fraction calculators, computers, spreadsheets, laser discs, and videos~~. However, facility in the use of technology shall not be regarded as a substitute for a student's understanding of quantitative concepts and relationships or for proficiency in basic computations. Students will also identify real-life applications of the mathematical principles they are learning that can be applied to science and other disciplines they are studying.

Mathematics has its own language, and the acquisition of specialized vocabulary and language patterns is crucial to a student's understanding and appreciation of the subject. Students should be encouraged to use correctly the concepts, skills, symbols, and vocabulary identified in the following set of standards.

Problem solving has been integrated throughout the six content strands. The development of problem-solving skills should be a major goal of the mathematics program at every grade level. Instruction in the process of problem solving will need to be integrated early and continuously into each student's mathematics education. Students must be helped to develop a wide range of skills and strategies for solving a variety of problem types.

Number and Number Sense
(Focus: Relationships within the Real Number System)

8.1 The student will
a) simplify numerical expressions involving positive and negative exponents, using rational numbers, order of operations, and properties of operations with real numbers; and
b) ~~recognize, represent, compare, and order numbers expressed in scientific notation; and~~ [Moved to new SOL 7.1 c]
c) b) compare and order decimals, fractions, percents, and numbers written in scientific notation.

8.2 The student will describe orally and in writing the relationship between the subsets of the real number system.

Computation and Estimation
(Focus: Practical Applications of Operations with Real Numbers)

8.3 The student will solve practical problems involving rational numbers, percents, ratios, and proportions. ~~Problems will be of varying complexities and will involve real-life data, such as finding a discount and discount prices and balancing a checkbook.~~ [Move to Curriculum Framework]

8.4 The student will determine the percent increase or decrease for a given situation.

~~8.4~~ 8.5 The student will apply the order of operations to evaluate algebraic expressions for given replacement values of the variables. ~~Problems will be limited to positive exponents.~~ [Move to Curriculum Framework]

~~8.5~~ 8.6 The student~~, given a whole number from 0 to 100,~~ will
a) identify a given whole number ~~it~~ as a perfect square; and
b) ~~or~~ find the two consecutive whole numbers between which ~~the~~ a square root lies.

Measurement
(Focus: Problem Solving)

~~8.6~~ 8.7 The student will
a) verify by measuring and describe the relationships among vertical angles, adjacent angles, supplementary angles, and complementary angles; and
b) ~~will~~ measure ~~and draw~~ angles of less than 360°.

~~8.7~~ 8.8 The student will investigate and solve practical problems involving volume and surface area of ~~rectangular solids (~~prisms~~)~~, cylinders, cones, and pyramids.

Geometry
(Focus: Problem Solving with 2- and 3-Dimensional Figures)

~~8.8~~ 8.9 The student will
- a) apply transformations ~~(rotate or turn, reflect or flip, translate or slide, and dilate or scale)~~ [Move to Curriculum Framework] to ~~geometric~~ plane figures; and ~~represented on graph paper. The student will~~
- b) identify applications of transformations~~, such as tiling, fabric design, art, and scaling~~. [Move to Curriculum Framework]

~~8.9~~ 8.10 The student will construct a three-dimensional model, given the top, side, and/or bottom views.

~~8.10~~ 8.11 The student will
- a) verify the Pythagorean Theorem~~, using diagrams, concrete materials, and measurement~~; and [Move to Curriculum Framework]
- b) apply the Pythagorean Theorem and its converse ~~to find the missing length of a side of a right triangle when given the lengths of the other two sides~~. [Move to Curriculum Framework]

8.12 The student will solve practical area and perimeter problems involving composite, plane figures.

Probability and Statistics
(Focus: Statistical Analysis of Graphs and Problem Situations)

~~8.11~~ 8.13 The student will analyze problem situations~~, including games of chance, board games, or grading scales,~~ [Move to Curriculum Framework] and make predictions~~,~~ using knowledge of probability.

~~8.12~~ 8.14 The student will
- a) make comparisons, predictions, and inferences, using information displayed in ~~frequency distributions; box-and-whisker plots; scattergrams; line, bar, circle, and picture graphs; and histograms~~ [Move to Curriculum Framework] graphs; and
- b) construct and analyze scatterplots.

~~8.13 The student will use a matrix to organize and describe data.~~

Patterns, Functions, and Algebra
(Focus: Linear Relationships)

~~8.14~~ 8.15 The student will
- a) ~~describe and~~ represent a given relationship ~~relations and functions, using~~ in table~~s~~, graph~~s~~, word, and rule~~s~~ form; and
- b) ~~relate and compare tables, graphs, and rules as different forms of representation for relationships.~~ make connections between any two forms.

~~8.15~~ 8.16 The student will
- a) solve ~~two-~~ multistep linear equations ~~and inequalities in one~~ with variable~~s,~~ on one or two sides of the equation ~~using concrete materials, pictorial representations, and paper and pencil.~~; [Move to Curriculum Framework]
- b) solve two-step inequalities and graph the results on a number line; and
- c) identify properties of operations used to solve an equation.

~~8.16~~ 8.17 The student will graph a linear equation in two variables~~, in the coordinate plane,~~ using a table of ordered pairs.

~~8.17~~ ~~The student will create and solve problems, using proportions, formulas, and functions.~~ [Moved to new SOL 8.3]

8.18 The student will ~~use the following algebraic terms appropriately: *domain, range, independent variable,* and *dependent variable*.~~ identify the domain, range, independent variable or dependent variable in a given situation.

Algebra I

The standards below outline the content for a one-year course in Algebra I. All students are expected to achieve the Algebra I standards. When planning for instruction, consideration will be given to the sequential development of concepts and skills by using concrete materials to assist students in making the transition from the arithmetic to the symbolic. Students should be helped to make connections and build relationships between algebra and arithmetic, geometry, and probability and statistics. Connections also should be made to other subject areas through practical applications. This approach to teaching algebra should help students attach meaning to the abstract concepts of algebra.

These standards require students to use algebra as a tool for representing and solving a variety of practical problems. Tables and graphs will be used to interpret algebraic expressions, equations, and inequalities and to analyze functions behavior. ~~Matrices will be used to organize and manipulate data.~~

Graphing calculators, computers, and other appropriate technology tools will be used to assist in teaching and learning. Graphing utilities enhance the understanding of functions; they provide a powerful tool for solving and verifying solutions to equations and inequalities.

Throughout the course, students should be encouraged to ~~talk~~ engage in discourse about mathematics with teachers and other students, use the language and symbols of mathematics in representations and communication, discuss problems and problem solving, and develop ~~their~~ confidence in themselves as mathematics students.

Expressions and Operations

A.1 The student will represent verbal quantitative situations algebraically and evaluate these expressions for given replacement values of the variables.

~~A.2~~ ~~The student will represent verbal quantitative situations algebraically and evaluate these expressions for given replacement values of the variables.~~ [Moved to new SOL A.1] ~~Students will choose an appropriate computational technique, such as mental mathematics, calculator, or paper and pencil.~~ [Move to Curriculum Framework]

A.2 The student will perform operations on polynomials including:

a) applying the laws of exponents to perform operations on expressions;
b) adding, subtracting, multiplying, and dividing polynomials; and
c) factoring completely first- and second-degree binomials and trinomials in one or two variables.

~~A.10~~ ~~The student will apply the laws of exponents to perform operations on expressions~~ [Moved to new SOL A.2 a] ~~with integral exponents, using scientific notation when appropriate.~~ [Move to Curriculum Framework]

~~A.11~~ ~~The student will add, subtract, and multiply polynomials and divide polynomials~~ [Moved to new SOL A.2 b] ~~with monomial divisors using concrete objects, pictorial and area representations, and algebraic manipulations.~~ [Move to Curriculum Framework]

~~A.12~~ ~~The student will factor completely first- and second-degree binomials and trinomials in one or two variables.~~ [Moved to new SOL A.2 c] ~~The graphing calculator will be used as a tool for factoring and for confirming algebraic factorizations.~~ [Move to Curriculum Framework]

~~A.13~~ A.3 The student will express the square root and cube root of whole numbers and the square root of a monomial algebraic expression in simplest radical form. ~~and approximate square roots to the nearest tenth.~~

Equations and Inequalities

A.4 The student will solve multistep linear and quadratic equations ~~and inequalities in one~~ two variables, including:

a) solv~~e~~ing literal equations (formulas) for a given variable~~, and~~ ;
b) justifying steps used in simplifying expressions and solving equations and inequalities using field properties, axioms of equality and inequality, and properties of order that are valid for the set of real numbers and its subsets;
c) solv~~e~~ing quadratic equations ~~in one variable both~~ algebraically and graphically;
d) solving multistep linear equations algebraically and graphically;
e) solv~~e~~ing systems of two linear equations in two variables ~~both~~ algebraically and graphically;
f) ~~apply~~ solving real-world problems involving equations and systems of equations.

A.5 The student will solve multistep linear ~~equations and~~ inequalities in ~~one~~ two variables, including:

a) solving multistep linear inequalities algebraically and graphically; and
b) solving real-world problems involving inequalities.

~~A.1~~ ~~The student will solve multistep linear equations~~ [Moved to new SOL A.4 d] ~~and inequalities in one variable,~~ [Moved to new SOL A.5] ~~solve literal equations (formulas) for a given variable,~~ [Moved to new SOL A.4 a] ~~and apply these skills to solve practical problems.~~ [Moved to new SOL A.4 f] ~~Graphing calculators will be used to confirm algebraic solutions.~~ [Move to Curriculum Framework]

~~A.3~~ ~~The student will justify steps used in simplifying expressions and solving equations and inequalities.~~ [Moved to new SOL A.4 b] ~~Justifications will include the use of concrete objects; pictorial representations; and the properties of real numbers, equality, and inequality.~~ [Move to Curriculum Framework]

~~A.9~~ ~~The student will solve systems of two linear equations in two variables both algebraically and graphically and apply these techniques to solve practical problems.~~ [Moved to new SOL A.4 e] ~~Graphing calculators will be used both as a primary tool for solution and to confirm an algebraic solution~~. [Move to Curriculum Framework]

~~A.14~~ ~~The student will solve quadratic equations in one variable both algebraically and graphically.~~ [Moved to new SOL A.4 c] ~~Graphing calculators will be used both as a primary tool in solving problems and to verify algebraic solutions.~~ [Move to Curriculum Framework]

A.6 The student will ~~select, justify, and apply an appropriate technique to~~ graph linear ~~functions~~ equations and linear inequalities in two variables~~.~~ ~~Techniques will include slope-intercept, *x*- and *y*-intercepts, graphing by transformation, and the use of the graphing calculator~~.[Move to Curriculum Framework], including:

a) determin~~e~~ing the slope of a line when given an equation of the line, the graph of the line, or two points on the line. Slope will be described as rate of change and will be positive, negative, zero, or undefined;
b) writ~~e~~ing the equation of a line when given the graph of the line, two points on the line, or the slope and a point on the line; and
c) graphing linear functions and inequalities in two variables.

~~A.6~~ ~~The student will~~ [Moved to new SOL A.6], ~~select justify, and apply an appropriate technique to~~ [Move to Curriculum Framework] ~~graph linear functions and linear inequalities in two variables.~~ [Moved to new SOL A.6 c] ~~Techniques will include slope-intercept, *x*- and *y*-intercepts, graphing by transformation, and the use of the graphing calculator.~~ [Move to Curriculum Framework]

~~A.7~~ ~~The student will determine the slope of a line when given an equation of the line, the graph of the line, or two points on the line. Slope will be described as rate of change and will be positive, negative, zero, or undefined.~~ [Moved to new SOL A.6 a] ~~The graphing calculator will be used to investigate the effect of changes in the slope on the graph of the line.~~ [Move to Curriculum Framework]

~~A.8~~ ~~The student will write an equation of a line when given the graph of the line, two points on the line, or the slope and a point on the line.~~ [Moved to new SOL A.6 b]

Functions

A.7 The student will investigate and analyze function (linear and quadratic) families and their characteristics both algebraically and graphically, including:
- a) determining whether a relation is a function;
- b) domain and range;
- c) zeros of a function;
- d) x- and y-intercepts;
- e) intervals in which the function is increasing/decreasing;
- f) finding the values of a function for elements in its domain; and
- g) making connections between and among multiple representations of functions including concrete, verbal, numeric, graphic, and algebraic.

~~A.5~~ ~~The student will create and use tabular, symbolic, graphical, verbal, and physical representations~~ [Moved to new SOL A.7 g.] ~~to analyze a given set of data for the existence of a pattern, determine the domain and range of relations,~~ [Moved to new SOL A.7 b.] ~~and identify the relations that are functions.~~ [Moved to new SOL A.7 a.]

~~A.15~~ ~~The student will, given a rule, find the values of a function for elements in its domain~~ [Moved to new SOL A.7 f.] ~~and locate the zeros of the function~~ [Moved to new SOL A.7 c.] ~~both algebraically and with a graphing calculator. The value of *f(x)* will be related to the ordinate on the graph.~~ [Move to Curriculum Framework]

~~A.18~~ A.8 The student will, given a situation in a real-world context, analyze a relation to determine whether a direct variation exists, ~~and~~ represent it algebraically and graphically~~. if possible~~., and inverse variation algebraically.

Statistics

~~A.4~~ ~~The student will use matrices to organize and manipulate data, including matrix addition, subtraction, and scalar multiplication. Data will arise from business, industrial, and consumer situations.~~

~~A.16~~ A.8 The student will~~, given a set of data points, write an equation for a line~~ collect and analyze data, determine the equation of the curve of best fit ~~use the equation~~ in order to make predictions~~.~~, and solve real-world problem using mathematical models. Mathematical models will include linear and quadratic functions.

~~A.17~~ A.10 The student will, given a set of data, ~~compare and contrast multiple one-variable data sets, using statistical techniques that include measures of central tendency and range,~~ interpret variation in real-world contexts and calculate and interpret mean deviation, standard deviation, and z-scores.

Geometry

This course is designed for students who have successfully completed the standards for Algebra I. All students are expected to achieve the Geometry standards. The course includes, among other things, properties of geometric figures, trigonometric relationships, and reasoning to justify conclusions. Methods of justification will include paragraph proofs, two-column proofs, indirect proofs, coordinate proofs, algebraic methods, and verbal arguments. A gradual development of formal proof is encouraged. Inductive and intuitive approaches to proof as well as deductive axiomatic methods should be used.

This set of standards includes emphasis on two- and three-dimensional reasoning skills, coordinate and transformational geometry, and the use of geometric models to solve problems. A variety of applications and some general problem-solving techniques, including algebraic skills, should be used to implement these standards. Calculators, computers, graphing utilities (graphing calculators or computer graphing simulators), dynamic geometry software, and other appropriate technology tools will be used to assist in teaching and learning. Any technology that will enhance student learning should be used.

Reasoning, Lines, and Transformations

G.1 The student will construct and judge the validity of a logical argument consisting of a set of premises and a conclusion. This will include
- a) identifying the converse, inverse, and contrapositive of a conditional statement;
- b) translating a short verbal argument into symbolic form;
- c) using Venn diagrams to represent set relationships; and
- d) using deductive reasoning~~, including the law of syllogism.~~ [Move to Curriculum Framework]

~~G.4~~ G.2 The student will use the relationships between angles formed by two lines cut by a transversal to:
- a) determine if two lines are parallel; ~~and~~
- b) verify the parallelism, using algebraic and coordinate methods as well as deductive proofs~~.~~; and
- c) solve real-world problems involving angles formed when parallel lines are cut by a transversal.

~~G.3 The student will solve practical problems involving complementary, supplementary, and congruent angles that include vertical angles,~~ [Moved to new SOL 8.7 a] ~~angles formed when parallel lines are cut by a transversal,~~ [Moved to new SOL G.2] ~~and angles in polygons.~~ [Moved to new SOL G.10]

~~G.2~~ G.3 The student will use pictorial representations, including computer software, constructions, and coordinate methods, to solve problems involving symmetry and transformation. This will include:

a) investigating and using formulas for finding distance, midpoint, and slope;
b) applying slope to verify and determine if lines are parallel or perpendicular;
~~b)~~ c) investigating symmetry and determining whether a figure is symmetric with respect to a line or a point; and
~~c)~~ d) determining whether a figure has been translated, reflected, ~~or~~ rotated, or dilated using coordinate methods.

~~G.11~~ G.4 The student will construct and justify the constructions of:

a) a line segment congruent to a given line segment;
b) the perpendicular bisector of a line segment;
c) a perpendicular to a given line from a point not on the line;
d) a perpendicular to a given line ~~at~~ through a given point on the line;
e) the bisector of a given angle~~, and~~;
f) an angle congruent to a given angle; and
g) a line parallel to a given line through a point not on the given line;

Triangles

~~G.6~~ G.5 The student ~~will~~, given information concerning the lengths of sides and/or measures of angles in triangles, will ~~apply the triangle inequality properties to determine whether a triangle exists and to order sides and angles.~~

a) order the sides by length, given the angle measures;
b) order the angles by degree measure, given the side lengths;
c) determine whether a triangle exists; and
d) determine the range in which the length of the third side must lie.

These concepts will be considered in the context of ~~practical~~ real-world situations.

~~G.5~~ G.6 The student will

~~a) investigate and identify congruence and similarity relationships between triangles; and~~
~~b)~~ prove two triangles are congruent ~~or similar,~~ [Moved to new SOL G.7] given information in the form of a figure or statement, using algebraic and coordinate methods as well as deductive proofs.

G.7 The student will prove two triangles are similar given information in the form of a figure or statement, using algebraic and coordinate methods as well as deductive proofs.

~~G.7~~ G.8 The student will solve ~~practical~~ real-world problems involving right triangles by using the Pythagorean Theorem and its converse, properties of special right triangles, and right triangle trigonometry. ~~Solutions will be expressed in radical form or as decimal approximations.~~ [Move to Curriculum Framework]

Polygons and Circles

~~G.8~~ G.9 The student will
- ~~a)~~ ~~investigate and identify properties of quadrilaterals involving opposite sides and angles, consecutive sides and angles, and diagonals;~~
- ~~b)~~ prove ~~these~~ properties of quadrilaterals~~, using algebraic and coordinate methods as well as deductive reasoning;~~ [Move to Curriculum Framework] and
- ~~c)~~ use properties of quadrilaterals to solve ~~practical~~ real-world problems.

G.10 The student will solve real-world problems involving angles of polygons.

~~G.9~~ ~~The student will use measures of interior and exterior angles of polygons to solve problems.~~ [Moved to new SOL G.10] ~~Tessellations and tiling problems will be used to make connections to art, construction, and nature.~~ [Move to Curriculum Framework]

G.11 The student will use angles, arcs, chords, tangents, and secants to:
- a) investigate, prove, and apply properties of circles;
- b) solve real-world problems involving properties of circles; and
- c) find arc length and areas of sectors in circles.

~~G.10~~ ~~The student will investigate and solve practical problems using properties of angles, arcs, chords, tangents, and secants. Problems will include finding arc length and the area of a sector, and may be drawn from applications of architecture, art, and construction.~~ [Move to Curriculum Framework]

Three-Dimensional Figures

~~G.12~~ ~~The student will make a model of a three-dimensional figure from a two-dimensional drawing and make a two-dimensional representation of a three-dimensional object. Models and representations will include scale drawings, perspective drawings, blueprints, or computer simulations.~~

~~G.13~~ G.12 The student will use formulas for surface area and volume of three-dimensional objects to solve ~~practical~~ real-world problems. ~~Calculators will be used to find decimal approximations for results.~~ [Move to Curriculum Framework]

~~G.14~~ G.13 The student will use similar geometric objects in two- or three-dimensions to:
- a) ~~use proportional reasoning to solve practical problems, given similar geometric objects; and~~ compare ratios between side lengths, perimeters, areas, and volumes;
- b) determine how changes in one or more dimensions of an object affect area and/or volume of the object; and
- c) solve real-world problems about similar geometric objects.

Algebra, Functions, and Data Analysis

[Adopted by the Virginia Board of Education on June 28, 2007]

The following standards outline the content for a one-year course in Algebra, Functions, and Data Analysis. All students who are pursuing a technical field are expected to achieve the Algebra, Functions, and Data Analysis or Algebra II standards. This course is designed for students who have successfully completed the standards for Algebra I. Within the context of mathematical modeling and data analysis, students will study functions and their behaviors, systems of inequalities, probability, experimental design and implementation, and analysis of data. Data will be generated by practical applications arising from science, business, and finance. Students will solve problems that require the formulation of linear, quadratic, exponential, or logarithmic equations or a system of equations.

Through the investigation of mathematical models and interpretation/analysis of data from real-life situations, students will strengthen conceptual understandings in mathematics and further develop connections between algebra and statistics. Students should use the language and symbols of mathematics in representations and communication throughout the course.

These standards include a transformational approach to graphing functions and writing equations when given the graph of the equation. Transformational graphing builds a strong connection between algebraic and graphic representations of functions.

The infusion of technology (graphing calculator and/or computer software) in this course will assist in modeling and investigating functions and data analysis.

Algebra and Functions

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; and
h) asymptotes.

AFDA.2 The student will use knowledge of transformations to write an equation given the graph of a function (linear, quadratic, exponential, and logarithmic).

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.

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.

AFDA.5 The student will determine optimal values in problem situations by identifying constraints and using linear programming techniques.

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); and
e) Law of Large Numbers.

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; and
d) area under the standard normal curve and probability.

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; and
e) data analysis and reporting.

Algebra II

The standards below outline the content for a one-year course in Algebra II. Students enrolled in Algebra II are assumed to have mastered those concepts outlined in the Algebra I standards. All students preparing for postsecondary and advanced technical studies are expected to achieve the Algebra II standards. A thorough treatment of advanced algebraic concepts is provided through the study of functions, "families of functions," equations, inequalities, systems of equations and inequalities, polynomials, rational and radical ~~expressions~~ equations, complex numbers, ~~matrices,~~ and sequences and series. Emphasis will be placed on practical applications and modeling throughout the course of study. Oral and written communication concerning the language of algebra, logic of procedures, and interpretation of results also should permeate the course.

These standards include a transformational approach to graphing functions. Transformational graphing uses translation, reflection, dilation, and rotation to generate a "family of graphs" from a given graph and builds a strong connection between algebraic and graphic representations of functions. Students will vary the coefficients and constants of an equation, observe the changes in the graph of the equation, and make generalizations that can be applied to many graphs.

Graphing utilities (graphing calculators or computer graphing simulators), computers, spreadsheets, and other appropriate technology tools will be used to assist in teaching and learning. Graphing utilities enhance the understanding of realistic applications through mathematical modeling and aid in the investigation and study of functions. They also provide an effective tool for solving/verifying equations and inequalities. Any other available technology that will enhance student learning should be used.

Expressions and Operations

~~AII.1~~ ~~The student will identify field properties, axioms of equality and inequality, and properties of order that are valid for the set of real numbers and its subsets,~~ [Moved to new SOL A.4 b] ~~complex numbers,~~ [Moved to new SOL AII.3] ~~and matrices~~.

~~AII.2~~ AII.1 The student will, given rational, radical, or polynomial expressions,

a) add, subtract, multiply, divide, and simplify rational algebraic expressions;
b) add, subtract, multiply, divide, and simplify radical expressions containing positive rational numbers and variables, and expressions containing rational exponents;
c) write radical expressions as expressions containing rational exponents and vice versa; and
d) factor ~~completely~~ polynomials completely.

~~AII.2~~ ~~The student will add, subtract, multiply, divide, and simplify rational expressions,~~ [Moved to new SOL AII.1 a] ~~including complex fractions.~~ [Move to Curriculum Framework]

~~AII.3~~ ~~The student will~~
~~a) add, subtract, multiply, divide, and simplify radical expressions containing positive rational numbers and variables and expressions containing rational exponents;~~ [Moved to new SOL AII.1 b] ~~and~~
~~b) write radical expressions as expressions containing rational exponents and vice versa.~~ [Moved to new SOL AII.1 c]

~~AII.5~~ ~~The student will identify and factor completely polynomials~~ [Moved to new SOL AII.1 d] ~~representing the difference of squares, perfect square trinomials, the sum and difference of cubes, and general trinomials~~. [Move to Curriculum Framework]

~~AII.16~~ AII.2 The student will investigate and apply the properties of arithmetic and geometric sequences and series to solve ~~practical~~ real-world problems, including writing the first n terms, finding the n^{th} term, and evaluating summation formulas. Notation will include Σ and a_n.

~~AII.17~~ AII.3 The student will perform operations on complex numbers ~~and~~ , express the results in simplest form~~. Simplifying results will involve~~ using patterns of the powers of i~~.~~ , and identify field properties that are valid for the complex numbers.

Equations and Inequalities

AII.4 The student will solve, algebraically and graphically,
a) absolute value equations and inequalities;
b) quadratic equations over the set of complex numbers~~.~~;
c) equations containing rational algebraic expressions; and
d) equations containing radical expressions.

~~AII.4~~ ~~The student will solve absolute value equations and inequalities~~ [Moved to new SOL AII.4 a] ~~graphically and algebraically~~. [Moved to new SOL AII.4] ~~Graphing calculators will be used as a primary method of solution and to verify algebraic solutions.~~ [Move to Curriculum Framework]

~~AII.6~~ ~~The student will select, justify, and apply a technique to solve a quadratic equation over the set of complex numbers.~~ [Moved to new SOL AII.4 b] ~~Graphing calculators will be used for solving and for confirming the algebraic solutions.~~ [Move to Curriculum Framework]

~~AII.7~~ ~~The student will solve equations containing rational expressions~~ [Moved to new SOL AII.4 c] ~~and equations containing radical expressions algebraically and graphically.~~ [Moved to new SOL AII.4 d] ~~Graphing calculators will be used for solving and for confirming the algebraic solutions.~~ [Move to Curriculum Framework]

~~AII.14~~ AII.5 The student will solve nonlinear systems of equations, including linear-quadratic and quadratic-quadratic, algebraically and graphically. ~~The graphing calculator will be used as a tool to visualize graphs and predict the number of solutions.~~ [Move to Curriculum Framework]

~~AII.13~~ ~~The student will solve practical problems, using systems of linear inequalities and linear programming, and describe the results both orally and in writing. A graphing calculator will be used to facilitate solutions to linear programming problems.~~

Functions

~~AII.8~~ ~~The student will recognize multiple representations of functions (absolute value, step, and exponential, functions) and convert between a graph, a table, and symbolic form. A transformational approach to graphing will be employed through the use of graphing calculators.~~ [Moved to new SOL AII.6]

AII.6 The student will recognize the general shape of function (absolute value, square root, cube root, rational, polynomial, exponential, and logarithmic) families and will convert between graphic and symbolic forms of functions. A transformational approach to graphing will be employed.

AII.7 The student will investigate and analyze functions algebraically and graphically. Key concepts include:

a) domain and range, including limited and discontinuous domains and ranges;
b) zeros;
c) x- and y-intercepts;
d) intervals in which a function is increasing/decreasing;
e) asymptotes;
f) end behavior;
g) inverse of a function; and
h) composition of multiple functions.

~~AII.9~~ ~~The student will find the domain,~~ [Moved to new SOL AII.7 a] ~~range,~~ [Moved to new SOL AII.7 a] ~~zeros,~~ [Moved to new SOL AII.7 b] ~~and inverse of a function~~ [Moved to new SOL AII.7 g]; ~~the value of a function for a given element in its domain;~~ [Moved to new SOL A`.6 f] ~~and the composition of multiple functions~~. [Moved to new SOL AII.7 h] ~~Functions will include exponential, logarithmic,~~ [Move to Curriculum Framework] ~~and those that have domains and ranges that are limited and/or discontinuous.~~ [Moved to new SOL AII.7 a] ~~The graphing calculator will be used as a tool to assist in investigation of functions.~~ [Move to Curriculum Framework]

~~AII.15~~ ~~The student will recognize the general shape of polynomial, exponential, and logarithmic functions.~~ [Moved to new SOL AII.6] ~~The graphing calculator will be used as a tool to investigate the shape and behavior of these functions.~~ [Move to Curriculum Framework]

AII.8 The student will investigate and describe ~~through the use of graphs~~ the relationships between the solution of an equation, zero of a function, *x*-intercept of a graph, and factors of a polynomial expression.

~~AII.18~~ ~~The student will identify conic sections (circle, ellipse, parabola, and hyperbola) from his/her equations and graphs. Given the equations in *(h, k)* form, the student will sketch graphs of conic sections, using transformations.~~

AII.9 The student will, given the coordinates of the center of a circle and a point on the circle, write the equation of the circle.

Statistics

~~AII.19~~ AII.10 The student will collect and analyze data, determine the equation of the curve of best fit, ~~to~~ make predictions, and solve ~~practical~~ real-world problems using mathematical models. ~~Graphing calculators will be used to investigate scatterplots and to determine the equation for a curve of best fit.~~ [Move to Curriculum Framework] Mathematical ~~M~~models will include ~~linear,~~ ~~quadratic~~, polynomial, exponential, and logarithmic functions.

~~AII.20~~ AII.11 The student will identify, create, and solve ~~practical~~ real-world problems involving inverse variation and a combination of direct and inverse variations.

AII.12 The student will identify properties of a normal distribution and apply those properties to determine probabilities associated with areas under the standard normal curve.

AII.13 The student will compute and distinguish between permutations and combinations and use technology for applications.

~~Analytical Geometry~~

~~AII.10~~ ~~The student will investigate and describe through the use of graphs the relationships between the solution of an equation, zero of a function, *x*-intercept of a graph, and factors of a polynomial expression.~~ [Move to Curriculum Framework in support of new SOL AII.7]

~~Systems of Equations and Inequalities~~

~~AII.11~~ ~~The student will use matrix multiplication to solve practical problems. Graphing calculators or computer programs with matrix capabilities will be used to find the product.~~

~~AII.12~~ ~~The student will represent problem situations with a system of linear equations and solve the system, using the inverse matrix method. Graphing calculators or computer programs with matrix capability will be used to perform computations.~~

~~AII.14~~ ~~The student will solve nonlinear systems of equations, including linear-quadratic and quadratic-quadratic, algebraically and graphically. The graphing calculator will be used as a tool to visualize graphs and predict the number of solutions.~~ [Moved to new SOL AII.5]

Trigonometry

The standards below outline the content for a one-semester course in trigonometry. Students enrolled in trigonometry are assumed to have mastered those concepts outlined in the Algebra II standards. A thorough treatment of trigonometry is provided through the study of trigonometric definitions, applications, graphing, and solving trigonometric equations and inequalities. Emphasis should also be placed on using connections between right triangle ratios, trigonometric functions, and circular functions. In addition, applications and modeling should be included throughout the course of study. Emphasis should also be placed on oral and written communication concerning the language of mathematics, logic of procedure, and interpretation of results.

Graphing calculators, computers, and other appropriate technology tools will be used to assist in teaching and learning. Graphing utilities enhance the understanding of realistic applications through modeling and aid in the investigation of trigonometric functions and their inverses. They also provide a powerful tool for solving/verifying trigonometric equations and inequalities.

T.1 The student will use the definitions of the six trigonometric functions to find the sine, cosine, tangent, cotangent, secant, and cosecant of an angle in standard position, given a point, other than the origin, on the terminal side of the angle. ~~Circular function definitions will be connected with trigonometric function definitions.~~ Trigonometric functions defined on the unit circle will be related to trigonometric functions defined in right triangles.

T.2 The student will, given the value of one trigonometric function, find the values of the other trigonometric functions~~. Properties of the unit circle and~~ , using the definitions and properties of ~~circular~~ the trigonometric functions. ~~will be applied.~~

T.3 The student will find without the aid of a ~~calculating utility~~ calculator the values of the trigonometric functions of the special angles and their related angles as found in the unit circle. This will include converting angle measures from radians to degrees and vice versa.

T.4 The student will find with the aid of a calculator the value of any trigonometric function and inverse trigonometric function.

T.5 The student will verify basic trigonometric identities and make substitutions, using the basic identities.

T.6 The student, given one of the six trigonometric functions in standard form ~~[e.g., y = *A* sin (*Bx* + *C*) + *D*, where *A, B, C,* and *D* are real numbers],~~ will
a) state the domain and the range of the function;
b) determine the amplitude, period, phase shift, ~~and~~ vertical shift, and asymptotes;
c) sketch the graph of the function by using transformations for at least a ~~one~~ two-period interval~~.~~; and
d) ~~The graphing calculator will be used to~~ investigate the effect of changing ~~*A, B, C,* and *D*~~ the parameters in a trigonometric function on the graph of ~~a trigonometric~~ the function.

T.7 The student will identify the domain and range of the inverse trigonometric functions and recognize the graphs of these functions. Restrictions on the domains of the inverse trigonometric functions will be included.

T.8 The student will solve trigonometric equations that include both infinite solutions and restricted domain solutions and solve basic trigonometric inequalities. ~~Graphing utilities will be used to solve equations, check for reasonableness of results, and verify algebraic solutions.~~ [Move to Curriculum Framework]

T.9 The student will identify, create, and solve ~~practical~~ real-world problems involving triangles. Techniques will include using the trigonometric functions, the Pythagorean Theorem, the Law of Sines, and the Law of Cosines.

Algebra II and Trigonometry

The standards for this combined course in Algebra II and Trigonometry include all of the standards listed for Algebra II and Trigonometry. This course is designed for advanced students who are capable of a more rigorous course at an accelerated pace. The standards listed for this course provide the foundation for students to pursue a sequence of advanced mathematical studies from Mathematical Analysis to Advanced Placement Calculus.

Expressions and Operations

~~AII/T.1~~ ~~The student will identify field properties, axioms of equality and inequality, and properties of order that are valid for the set of real numbers and its subsets,~~ [Moved to new SOL A.4 b] ~~complex numbers,~~ [Moved to new SOL AII/T.3] ~~and matrices~~.

~~AII/T.2~~ AII/T.1 The student will, given rational, radical, or polynomial expressions,

a) add, subtract, multiply, divide, and simplify rational algebraic expressions;
b) add, subtract, multiply, divide, and simplify radical expressions containing positive rational numbers and variables, and expressions containing rational exponents;
c) write radical expressions as expressions containing rational exponents and vice versa; and
d) factor ~~completely~~ polynomials completely.

~~AII/T.2~~ ~~The student will add, subtract, multiply, divide, and simplify rational expressions,~~ [Moved to new SOL AII/T.1 a] ~~including complex fractions.~~ [Move to Curriculum Framework]

~~AII/T.3~~ ~~The student will~~

~~a)~~ ~~add, subtract, multiply, divide, and simplify radical expressions containing positive rational numbers and variables and expressions containing rational exponents;~~ [Moved to new SOL AII/T.1 b] ~~and~~
~~b)~~ ~~write radical expressions as expressions containing rational exponents and vice versa.~~ [Moved to new SOL AII/T.1 c]

~~AII/T.5~~ ~~The student will identify and factor completely polynomials~~ [Moved to new SOL AII/T.1 d] ~~representing the difference of squares, perfect square trinomials, the sum and difference of cubes, and general trinomials~~. [Move to Curriculum Framework]

~~AII/T.16~~ AII/T.2 The student will investigate and apply the properties of arithmetic and geometric sequences and series to solve ~~practical~~ real-world problems, including writing the first n terms, finding the n^{th} term, and evaluating summation formulas. Notation will include Σ and a_n.

~~AII/T.17~~ AII/T.3 The student will perform operations on complex numbers ~~and~~ , express the results in simplest form~~. Simplifying results will involve~~ using patterns of the powers of *i*~~.~~ , and identify field properties that are valid for the complex numbers.

Equations and Inequalities

AII/T.4 The student will solve, algebraically and graphically,
a) absolute value equations and inequalities;
b) quadratic equations over the set of complex numbers~~.~~ ;
c) equations containing rational algebraic expressions; and
d) equations containing radical expressions.

~~AII/T.4~~ ~~The student will solve absolute value equations and inequalities~~ [Moved to new SOL AII/T.4 a] ~~graphically and algebraically~~. [Moved to new SOL AII/T.4] ~~Graphing calculators will be used as a primary method of solution and to verify algebraic solutions.~~ [Move to Curriculum Framework]

~~AII/T.6~~ ~~The student will select, justify, and apply a technique to solve a quadratic equation over the set of complex numbers.~~ [Moved to new SOL AII/T.4 b] ~~Graphing calculators will be used for solving and for confirming the algebraic solutions.~~ [Move to Curriculum Framework]

~~AII/T.7~~ ~~The student will solve equations containing rational expressions~~ [Moved to new SOL AII/T.4 c] ~~and equations containing radical expressions algebraically and graphically.~~ [Moved to new SOL AII/T.4 d] ~~Graphing calculators will be used for solving and for confirming the algebraic solutions.~~ [Move to Curriculum Framework]

~~AII/T.14~~ AII/T.5 The student will solve nonlinear systems of equations, including linear-quadratic and quadratic-quadratic, algebraically and graphically. ~~The graphing calculator will be used as a tool to visualize graphs and predict the number of solutions.~~ [Move to Curriculum Framework]

~~AII/T.13~~ ~~The student will solve practical problems, using systems of linear inequalities and linear programming, and describe the results both orally and in writing. A graphing calculator will be used to facilitate solutions to linear programming problems.~~

Functions

~~AII/T.8~~ ~~The student will recognize multiple representations of functions (absolute value, step, and exponential, functions) and convert between a graph, a table, and symbolic form. A transformational approach to graphing will be employed through the use of graphing calculators.~~ [Moved to new SOL AII/T.6]

AII/T.6 The student will recognize the general shape of function (absolute value, square root, cube root, rational, polynomial, exponential, and logarithmic) families and will convert between graphic and symbolic forms of functions. A transformational approach to graphing will be employed.

AII/T.7 The student will investigate and analyze functions algebraically and graphically. Key concepts include:

a) domain and range, including limited and discontinuous domains and ranges;
b) zeros;
c) x- and y-intercepts;
d) intervals in which a function is increasing/decreasing;
e) asymptotes;
f) end behavior;
g) inverse of a function; and
h) composition of multiple functions.

~~AII/T.9~~ ~~The student will find the domain,~~ [Moved to new SOL AII/T.7 a] ~~range,~~ [Moved to new SOL AII/T.7 a] ~~zeros,~~ [Moved to new SOL AII/T.7 b] ~~and inverse of a function~~ [Moved to new SOL AII/T.7 g]; ~~the value of a function for a given element in its domain; and the composition of multiple functions~~. [Moved to new SOL AII/T.7 h] ~~Functions will include exponential, logarithmic,~~ [Move to Curriculum Framework] ~~and those that have domains and ranges that are limited and/or discontinuous.~~ [Moved to new SOL AII/T.7 a] ~~The graphing calculator will be used as a tool to assist in investigation of functions.~~ [Move to Curriculum Framework]

~~AII/T.15~~ ~~The student will recognize the general shape of polynomial, exponential, and logarithmic functions.~~ [Moved to new SOL AII/T.6] ~~The graphing calculator will be used as a tool to investigate the shape and behavior of these functions.~~ [Move to Curriculum Framework]

AII/T.8 The student will investigate and describe ~~through the use of graphs~~ the relationships between the solution of an equation, zero of a function, *x*-intercept of a graph, and factors of a polynomial expression.

~~AII/T.18~~ ~~The student will identify conic sections (circle, ellipse, parabola, and hyperbola) from his/her equations and graphs.~~ ~~Given the equations in *(h, k)* form, the student will sketch graphs of conic sections, using transformations.~~

AII/T.9 The student will, given the coordinates of the center of a circle and a point on the circle, write the equation of the circle.

Statistics

~~AII/T.19~~ AII/T.10 The student will collect and analyze data, determine the equation of the curve of best fit, ~~to~~ make predictions, and solve ~~practical~~ real-world problems using mathematical models. ~~Graphing calculators will be used to investigate scatterplots and to determine the equation for a curve of best fit.~~ [Move to Curriculum Framework] Mathematical ~~M~~models will include ~~linear, quadratic~~, polynomial, exponential, and logarithmic functions.

~~AII/T.20~~ AII/T.11 The student will identify, create, and solve ~~practical~~ real-world problems involving inverse variation and a combination of direct and inverse variations.

AII/T.12 The student will identify properties of a normal distribution and apply those properties to determine probabilities associated with areas under the standard normal curve.

AII/T.13 The student will compute and distinguish between permutations and combinations and use technology for applications

~~**Analytical Geometry**~~

~~AII/T.10 The student will investigate and describe through the use of graphs the relationships between the solution of an equation, zero of a function, *x*-intercept of a graph, and factors of a polynomial expression.~~ [Move to Curriculum Framework to support new SOL AII/T.7]

~~**Systems of Equations and Inequalities**~~

~~AII/T.11 The student will use matrix multiplication to solve practical problems. Graphing calculators or computer programs with matrix capabilities will be used to find the product.~~

~~AII/T.12 The student will represent problem situations with a system of linear equations and solve the system, using the inverse matrix method. Graphing calculators or computer programs with matrix capability will be used to perform computations.~~

~~AII/T.13 The student will solve practical problems, using systems of linear inequalities and linear programming, and describe the results both orally and in writing. A graphing calculator will be used to facilitate solutions to linear programming problems.~~

~~AII/T.14 The student will solve nonlinear systems of equations, including linear-quadratic and quadratic-quadratic, algebraically and graphically. The graphing calculator will be used as a tool to visualize graphs and predict the number of solutions.~~ [Moved to new SOL AII/T.5]

Trigonometry

AII/T.14 The student will use the definitions of the six trigonometric functions to find the sine, cosine, tangent, cotangent, secant, and cosecant of an angle in standard position, given a point, other than the origin, on the terminal side of the angle. ~~Circular function definitions will be connected with trigonometric function definitions.~~ Trigonometric functions defined on the unit circle will be related to trigonometric functions defined in right triangles.

AII/T.15 The student will, given the value of one trigonometric function, find the values of the other trigonometric functions. ~~Properties of the unit circle and~~ using the definitions and properties of ~~circular~~ the trigonometric functions. ~~will be applied.~~

AII/T.16 The student will find without the aid of a ~~calculating utility~~ calculator the values of the trigonometric functions of the special angles and their related angles as found in the unit circle. This will include converting angle measures from radians to degrees and vice versa.

AII/T.17 The student will find with the aid of a calculator the value of any trigonometric function and inverse trigonometric function.

AII/T.18 The student will verify basic trigonometric identities and make substitutions, using the basic identities.

AII/T.19 The student, given one of the six trigonometric functions in standard form ~~[e.g., $y = A \sin (Bx + C) + D$, where A, B, C, and D are real numbers]~~, will

a) state the domain and the range of the function;
b) determine the amplitude, period, phase shift, ~~and~~ vertical shift, and asymptotes;
c) sketch the graph of the function by using transformations for at least a ~~one~~ two-period interval~~.~~; and

d) ~~The graphing calculator will be used to~~ investigate the effect of changing ~~A, B, C, and D~~ the parameters in a trigonometric function on the graph of ~~a trigonometric~~ the function.

AII/T.20 The student will identify the domain and range of the inverse trigonometric functions and recognize the graphs of these functions. Restrictions on the domains of the inverse trigonometric functions will be included.

AII/T.21 The student will solve trigonometric equations that include both infinite solutions and restricted domain solutions and solve basic trigonometric inequalities. ~~Graphing utilities will be used to solve equations, check for reasonableness of results, and verify algebraic solutions.~~ [Move to Curriculum Framework]

AII/T.22 The student will identify, create, and solve practical problems involving triangles. Techniques will include using the trigonometric functions, the Pythagorean Theorem, the Law of Sines, and the Law of Cosines.

Computer Mathematics

This course is intended to provide students with experiences in using computer programming techniques and skills to solve problems that can be set up as mathematical models. Students enrolled in Computer Mathematics are assumed to have studied the concepts and skills in Algebra I and beginning geometry. Students who successfully complete the standards for this course may earn credit toward meeting the mathematics graduation requirement. It is recognized that many students will gain computer skills in other mathematics courses or in a separate curriculum outside of mathematics and prior to high school. In such cases, the standards indicated by an asterisk (*) should be included in the student's course of study and treated as a review.

Even though computer ideas should be introduced in the context of mathematical concepts, problem solving per se should be developed in the most general sense, making the techniques applicable by students in many other environments. Strategies include defining the problem; developing, refining, and implementing a plan; and testing and revising the solution. Programming, ranging from simple programs involving only a few lines to complex programs involving subprograms, should permeate the entire course and may include programming a graphing calculator or scripting a problem solution in a database or spreadsheet. Programming concepts, problem-solving strategies, and mathematical applications should be integrated throughout the course.

These standards identify fundamental principles and concepts in the field of computer science that will be used within the context of mathematical problem solving in a variety of applications. As students develop and refine skills in logic, organization, and precise expression, they will apply those skills to enhance learning in all disciplines.

COM.1 The student will apply programming techniques and skills to solve ~~practical~~ real-world problems in mathematics arising from consumer, business, and other applications in mathematics. Problems will include opportunities for students to analyze data in charts, graphs, and tables and to use their knowledge of equations, formulas, and functions to solve these problems.

*COM.2 The student will design, write, test, debug, and document a program. Programming documentation will include preconditions and postconditions of program segments, input/output specifications, the step-by-step plan, the test data, a sample run, and the program listing with appropriately placed comments.

*COM.3 The student will write program specifications that define the constraints of a given problem. These specifications will include descriptions of pre-conditions, post-conditions, the desired output, analysis of the available input, and an indication as to whether or not the problem is solvable under the given conditions.

*COM.4 The student will design a step-by-step plan (algorithm) to solve a given problem. The plan will be in the form of a program flowchart, pseudo code, hierarchy chart, and/or data-flow diagram.

*COM.5 The student will divide a given problem into manageable sections (modules) by task and implement the solution. The modules will include an appropriate user-defined function, subroutines, and procedures. Enrichment topics might include user-defined libraries (units) and object-oriented programming.

*COM.6 The student will design and implement the input phase of a program, which will include designing screen layout and getting information into the program by way of user interaction, data statements, and/or file input. The input phase also will include methods of filtering out invalid data (error trapping).

*COM.7 The student will design and implement the output phase of a computer program, which will include designing output layout, accessing a variety of output devices, using output statements, and labeling results.

COM.8 The student will design and implement computer graphics, which will include topics appropriate for the available programming environment as well as student background. Students will use graphics as an end in itself, as an enhancement to other output, and as a vehicle for reinforcing programming techniques.

COM.9 The student will define simple variable data types that include integer, real (fixed and scientific notation), character, string, and Boolean.

COM.10 The student will use appropriate variable data types, including integer, real (fixed and scientific notation), character, string, and Boolean. This will also include variables representing structured data types.

COM.11 The student will describe the way the computer stores, accesses, and processes variables, including the following topics: the use of variables versus constants, variables addresses, pointers, parameter passing, scope of variables, and local versus global variables.

*COM.12 The student will translate a mathematical expression into a computer statement, which involves writing assignment statements and using the order of operations.

COM.13 The student will select and implement built-in (library) functions in processing data.

COM.14 The student will implement conditional statements that include "if/then" statements, "if/then/else" statements, case statements, and Boolean logic.

COM.15 The student will implement loops, including iterative loops. Other topics will include single entry point, single exit point, preconditions, and postconditions.

COM.16 The student will select and implement appropriate data structures, including arrays (one-dimensional and/or multidimensional), files, and records. Implementation will include creating the data structure, putting information into the structure, and retrieving information from the structure.

*COM.17 The student will implement pre-existing algorithms, including sort routines, search routines, and simple animation routines.

COM.18 The student will test a program, using an appropriate set of data. The set of test data should be appropriate and complete for the type of program being tested.

COM.19 The student will debug a program, using appropriate techniques (e.g., appropriately placed controlled breaks, the printing of intermediate results, and other debugging tools available in the programming environment), and identify the difference between syntax errors and logic errors.

COM.20 The student will design, write, test, debug, and document a complete structured program that requires the synthesis of many of the concepts contained in previous standards.

Probability and Statistics

The following standards outline the content of a one-year course in Probability and Statistics. If a one-semester course is desired, the standards with an asterisk (*) would apply. Students enrolled in this course are assumed to have mastered the concepts identified in the Standards of Learning for Algebra II. The purpose of the course is to present basic concepts and techniques for collecting and analyzing data, drawing conclusions, and making predictions.

A graphing calculator is essential for every student taking the Probability and Statistics course and is required for the Advanced Placement Statistics Examination. The calculator may not fully substitute for a computer, however. In the absence of a computer for student use, teachers may provide students with examples of computer output generated by a statistical software package.

*PS.1 The student will analyze graphical displays of univariate data, including dotplots, stemplots, and histograms, to identify and describe patterns and departures from patterns, using central tendency, spread, clusters, gaps, and outliers. Appropriate technology will be used to create graphical displays.

*PS.2 The student will analyze numerical characteristics of univariate data sets to describe patterns and departure from patterns, using mean, median, mode, variance, standard deviation, interquartile range, range, and outliers. ~~Appropriate technology will be used to calculate statistics.~~ [Move to Curriculum Framework]

*PS.3 The student will compare distributions of two or more univariate data sets, analyzing center and spread (within group and between group variations), clusters and gaps, shapes, outliers, or other unusual features. ~~Appropriate technology will be used to generate graphical displays.~~[Move to Curriculum Framework]

*PS.4 The student will analyze scatterplots to identify and describe the relationship between two variables, using shape; strength of relationship; clusters; positive, negative, or no association; outliers; and influential points. ~~Appropriate technology will be used to generate scatterplots and identify outliers and influential points.~~ [Move to Curriculum Framework]

PS.5 The student will ~~find and interpret linear correlation, use the method of least squares regression to model the linear relationship between two variables, and use the residual plots to assess linearity. Appropriate technology will be used to compute correlation coefficients and residual plots.~~ compare and contrast methods of determining regression models

PS.6 The student will make logarithmic and power transformations to achieve linearity. ~~Appropriate technology will be used.~~ [Move to Curriculum Framework]

PS.7 The student, using two-way tables, will analyze categorical data to describe patterns and departure from patterns and to find marginal frequency and relative frequencies, including conditional frequencies.

*PS.8 The student will describe the methods of data collection in a census, sample survey, experiment, and observational study and identify an appropriate method of solution for a given problem setting.

*PS.9 The student will plan and conduct a survey. The plan will address sampling techniques (e.g., simple random and stratified) and methods to reduce bias.

PS.10 The student will plan and conduct an experiment. The plan will address control, randomization, and measurement of experimental error.

~~*PS.11 The student will compute and distinguish between permutations and combinations and use technology for applications.~~ [Moved to new SOL AII.13 and new SOL AII/T.13]

*PS.11 The student will identify and describe two or more events as complementary, dependent, independent, and/or mutually exclusive.

*PS.12 The student will find probabilities (relative frequency and theoretical), including conditional probabilities for events that are either dependent or independent, by applying the "law of large numbers" concept, the addition rule, and the multiplication rule.

*PS.13 The student will develop, interpret, and apply the binomial probability distribution for discrete random variables, including computing the mean and standard deviation for the binomial variable.

PS.14 The student will simulate probability distributions, including binomial and geometric.

PS.15 The student will identify random variables as independent or dependent and find the mean and standard deviations for sums and differences of independent random variables.

~~*PS.17 The student will identify properties of a normal distribution and apply the normal distribution to determine probabilities, using a table or graphing calculator.~~ [Moved to new SOL AII.12 and new SOL AII/T.12]

*PS.16 The student, given data from a large sample, will find and interpret point estimates and confidence intervals for parameters. The parameters will include proportion and mean, difference between two proportions, and difference between two means (independent and paired).

PS.17 The student will apply and interpret the logic of a hypothesis-testing procedure. Tests will include large sample test for proportion, mean, difference between two proportions, and difference between two means (independent and paired) and Chi-squared test for goodness of fit, homogeneity of proportions, and independence.

PS.18 The student will identify the meaning of sampling distribution with reference to random variable, sampling statistic, and parameter and explain the Central Limit Theorem. This will include sampling distribution of a sample proportion, a sample mean, a difference between two sample proportions, and a difference between two sample means.

PS.19 The student will identify properties of a t-distribution and apply t-distributions to single-sample and two-sample (independent and matched pairs) t-procedures, using tables or graphing calculators.

Discrete Mathematics

The following standards outline the content of a one-year course in Discrete Mathematics. If a one-semester course is desired, the standards with an asterisk (*) would apply. Students enrolled in Discrete Mathematics are assumed to have mastered the concepts outlined in the Standards of Learning for Algebra II.

Discrete mathematics may be described as the study of mathematical properties of sets and systems that have a countable (discrete) number of elements. With the advent of modern technology, discrete (discontinuous) models have become as important as continuous models. In this course, the main focus is problem solving in a discrete setting. Techniques that are not considered in the current traditional courses of algebra, geometry, and calculus will be utilized. As students solve problems, they will analyze and determine whether or not a solution exists (existence problems), investigate how many solutions exist (counting problems), and focus on finding the best solution (optimization problems). Connections will be made to other disciplines. The importance of discrete mathematics has been influenced by computers. ~~Modern~~ Technology (graphing calculators and/or computers) will be an integral component of this course.

*DM.1 The student will model problems, using vertex-edge graphs. The concepts of valence, connectedness, paths, planarity, and directed graphs will be investigated. Adjacency matrices and matrix operations will be used to solve problems (e.g., food chains, number of paths).

*DM.2 The student will solve problems through investigation and application of circuits, cycles, Euler Paths, Euler Circuits, Hamilton Paths, and Hamilton Circuits. Optimal solutions will be sought using existing algorithms and student-created algorithms.

*DM.3 The student will apply graphs to conflict-resolution problems, such as map coloring, scheduling, matching, and optimization. Graph coloring and chromatic number will be used.

*DM.4 The student will apply algorithms, such as Kruskal's, Prim's, or Dijkstra's, relating to trees, networks, and paths. Appropriate technology will be used to determine the number of possible solutions and generate solutions when a feasible number exists.

*DM.5 The student will use algorithms to schedule tasks in order to determine a minimum project time. The algorithms will include critical path analysis, the list-processing algorithm, and student-created algorithms.

*DM.6 The student will solve linear programming problems. Appropriate technology will be used to facilitate the use of matrices, graphing techniques, and the Simplex method of determining solutions.

*DM.7 The student will analyze and describe the issue of fair division (e.g., cake cutting, estate division). Algorithms for continuous and discrete cases will be applied.

DM.8 The student will investigate and describe weighted voting and the results of various election methods. These may include approval and preference voting as well as plurality, majority, run-off, sequential run-off, Borda count, and Condorcet winners.

DM.9 The student will identify apportionment inconsistencies that apply to issues such as salary caps in sports and allocation of representatives to Congress. Historical and current methods will be compared.

DM.10 The student will use the recursive process and difference equations with the aid of appropriate technology to generate
a) compound interest;
b) sequences and series;
c) fractals;
d) population growth models; and
e) the Fibonacci sequence.

DM.11 The student will describe and apply sorting algorithms and coding algorithms used in storing, processing, and communicating information. These will include
a) bubble sort, merge sort, and network sort; and
b) ISBN, UPC, Zip, and banking codes.

DM.12 The student will select, justify, and apply an appropriate technique to solve a logic problem. Techniques will include Venn diagrams, truth tables, and matrices.

DM.13 The student will apply the formulas of combinatorics in the areas of
a) the Fundamental (Basic) Counting Principle;
b) knapsack and bin-packing problems;
c) permutations and combinations; and
d) the pigeonhole principle.

Mathematical Analysis

The standards below outline the content for a one-year course in Mathematical Analysis. Students enrolled in Mathematical Analysis are assumed to have mastered Algebra II concepts and have some exposure to trigonometry. Mathematical Analysis develops students' understanding of algebraic and transcendental functions, parametric and polar equations, sequences and series, and vectors. The content of this course serves as appropriate preparation for a calculus course.

Graphing calculators, computers, and other appropriate technology tools will be used to assist in teaching and learning. Graphing utilities enhance the understanding of realistic applications through modeling and aid in the investigation of functions and their inverses. They also provide a powerful tool for solving and verifying equations and inequalities.

MA.1 The student will investigate and identify the characteristics of polynomial and rational functions and use these to sketch the graphs of the functions. This will include determining zeros, upper and lower bounds, *y*-intercepts, symmetry, asymptotes, intervals for which the function is increasing or decreasing, and maximum or minimum points. ~~Graphing utilities will be used to investigate and verify these characteristics.~~ [Move to Curriculum Framework]

MA.2 The student will ~~find~~ apply compositions of functions and inverses of functions to real-world situations. Analytical methods and graphing utilities will be used to investigate and verify the domain and range of resulting functions.

MA.3 The student will investigate and describe the continuity of functions using graphs and algebraic methods. ~~The functions will include piecewise and step functions.~~ [Move to Curriculum Framework]

MA.4 The student will expand binomials having positive integral exponents through the use of the Binomial Theorem, the formula for combinations, and Pascal's Triangle.

MA.5 The student will find the sum (sigma notation included) of finite and infinite convergent series that will lead to an intuitive approach to a limit.

MA.6 The student will use mathematical induction to prove formulas/statements.

MA.7 The student will find the limit of an algebraic function, if it exists, as the variable approaches either a finite number or infinity. A graphing utility will be used to verify intuitive reasoning, algebraic methods, and numerical substitution.

MA.8 The student will investigate and identify the characteristics of conic section equations in *(h, k)* and standard forms. The techniques of translations in the coordinate plane will be used to graph conic sections.

MA.9 The student will investigate and identify the characteristics of exponential and logarithmic functions in order to graph these functions and solve equations and ~~practical~~ real-world problems. This will include the role of e, natural and common logarithms, laws of exponents and logarithms, and the solution of logarithmic and exponential equations. ~~Graphing utilities will be used to investigate and verify the graphs and solutions.~~ [Move to Curriculum Framework]

MA.10 The student will investigate and identify the characteristics of the graphs of polar equations, using graphing utilities. This will include classification of polar equations, the effects of changes in the parameters in polar equations, conversion of complex numbers from rectangular form to polar form and vice versa, and the intersection of the graphs of polar equations.

MA.11 The student will perform operations with vectors in the coordinate plane and solve ~~practical~~ real-world problems using vectors. This will include the following topics: operations of addition, subtraction, scalar multiplication, and inner (dot) product; norm of a vector; unit vector; graphing; properties; simple proofs; complex numbers (as vectors); and perpendicular components.

MA.12 The student will use parametric equations to model and solve application problems. ~~Graphing utilities will be used to develop an understanding of the graph of parametric equations.~~ [Move to Curriculum Framework]

MA.13 The student will identify, create, and solve ~~practical~~ real-world problems involving triangles. Techniques will include using the trigonometric functions, the Pythagorean Theorem, the Law of Sines, and the Law of Cosines.

Advanced Placement Calculus

[The College Board publishes the curricula for all Advanced Placement courses and updates these curricula biennially. Four comments from the public suggested that the course code for Advanced Placement Calculus be maintained but the Standards of Learning be deleted since teachers use the materials published by The College Board to guide instruction. The deletion of these Standards of Learning would be consistent with AP Statistics and AP Computer Science in the list of mathematics courses approved by the Board of Education to be used for high school graduation in Virginia.]

~~APC.1 The student will define and apply the properties of elementary functions, including algebraic, trigonometric, exponential, and composite functions and their inverses, and graph these functions, using a graphing calculator. Properties of functions will include domains, ranges, combinations, odd, even, periodicity, symmetry, asymptotes, zeros, upper and lower bounds, and intervals where the function is increasing or decreasing.~~

~~APC.2 The student will define and apply the properties of limits of functions. Limits will be evaluated graphically and algebraically. This will include~~

~~a) limits of a constant;~~
~~b) limits of a sum, product, and quotient;~~
~~c) one-sided limits; and~~
~~d) limits at infinity, infinite limits, and non-existent limits. *~~

~~*AP Calculus BC will include l'Hopital's Rule, which will be used to find the limit of functions whose limits yield the indeterminate forms: 0/0 and ∞/∞.~~

~~APC.3 The student will use limits to define continuity and determine where a function is continuous or discontinuous. This will include~~

~~a) continuity in terms of limits;~~
~~b) continuity at a point and over a closed interval;~~
~~c) application of the Intermediate Value Theorem and the Extreme Value Theorem; and~~
~~d) geometric understanding and interpretation of continuity and discontinuity.~~

~~APC.4 The student will investigate asymptotic and unbounded behavior in functions. This will include~~

~~**a) describing and understanding asymptotes in terms of graphical behavior and limits involving infinity; and**~~
~~b) comparing relative magnitudes of functions and their rates of change.~~

~~APC.5 The student will investigate derivatives presented in graphic, numerical, and analytic contexts and the relationship between continuity and differentiability. The derivative will be defined as the limit of the difference quotient and interpreted as an instantaneous rate of change.~~

~~APC.6 The student will investigate the derivative at a point on a curve. This will include~~

~~**a) finding the slope of a curve at a point, including points at which the tangent is vertical and points at which there are no tangents;**~~

~~**b) using local linear approximation to find the slope of a tangent line to a curve at the point;**~~

~~c) defining instantaneous rate of change as the limit of average rate of change; and~~

~~d) approximating rate of change from graphs and tables of values.~~

~~APC.7 The student will analyze the derivative of a function as a function in itself. This will include~~

~~a) comparing corresponding characteristics of the graphs of *f, f* ', and *f* ";~~

~~b) defining the relationship between the increasing and decreasing behavior of *f* and the sign of *f* ';~~

~~c) translating verbal descriptions into equations involving derivatives and vice versa;~~

~~d) analyzing the geometric consequences of the Mean Value Theorem;~~

~~e) defining the relationship between the concavity of *f* and the sign of *f* ";~~ ~~and~~

~~**f) identifying points of inflection as places where concavity changes and finding points of inflection.**~~

~~APC.8 The student will apply the derivative to solve problems. This will include~~

~~a) analysis of curves and the ideas of concavity and monotonicity;~~

~~b) optimization involving global and local extrema;~~

~~c) modeling of rates of change and related rates;~~

~~d) use of implicit differentiation to find the derivative of an inverse function;~~

~~e) interpretation of the derivative as a rate of change in applied contexts, including velocity, speed, and acceleration; and~~

~~**f) differentiation of nonlogarithmic functions, using the technique of logarithmic differentiation. ***~~

~~* AP Calculus BC will also apply the derivative to solve problems. This will include~~

~~a) analysis of planar curves given in parametric form, polar form, and vector form, including velocity and acceleration vectors;~~

~~b) numericalal solution of differential equations, using Euler's method;~~

~~c) l'Hopital's Rule to test the convergence of improper integrals and series; and~~

~~d) geometric interpretation of differential equations via slope fields and the~~

relationship between slope fields and the solution curves for the differential equations.

APC.9 The student will apply formulas to find derivatives. This will include

a) derivatives of algebraic, trigonometric, exponential, logarithmic, and inverse trigonometric functions;

b) derivations of sums, products, quotients, inverses, and composites (chain rule) of elementary functions;

c) derivatives of implicitly defined functions; and

d) higher order derivatives of algebraic, trigonometric, exponential, and logarithmic, functions. *

* AP Calculus BC will also include finding derivatives of parametric, polar, and vector functions.

APC.10 The student will use Riemann sums and the Trapezoidal Rule to approximate definite integrals of functions represented algebraically, graphically, and by a table of values and will interpret the definite integral as the accumulated rate of change of a quantity over an interval interpreted as the change of the quantity over the interval

$$\int_a^b f'(x)\,dx = f(b) - f(a).$$

Riemann sums will use left, right, and midpoint evaluation points over equal subdivisions.

APC.11 The student will find antiderivatives directly from derivatives of basic functions and by substitution of variables (including change of limits for definite integrals). *

* AP Calculus BC will also include finding antiderivatives by parts and simple partial fractions (nonrepeating linear factors only), and finding improper integrals as limits of definite integrals.

* AP Calculus BC will also solve logistic differential equations and use them in modeling.

APC.12 The student will identify the properties of the definite integral. This will include additivity and linearity, the definite integral as an area, and the definite integral as a limit of a sum as well as the fundamental theorem:

$$\frac{d}{dx}\int_a^x f(t)\,d(t) = f(x).$$

APC.13 The student will use the Fundamental Theorem of Calculus to evaluate definite integrals, represent a particular antiderivative, and the analytical and graphical analysis of functions so defined.

APC.14 The student will find specific antiderivatives, using initial conditions (including applications to motion along a line). Separable differential equations will be

~~solved and used in modeling (in particular, the equation $y'=ky$ and exponential growth).~~

~~APC.15 The student will use integration techniques and appropriate integrals to model physical, biological, and economic situations. The emphasis will be on using the integral of a rate of change to give accumulated change or on using the method of setting up an approximating Riemann sum and representing its limit as a definite integral. Specific applications will include~~

~~a) the area of a region;~~
~~b) the volume of a solid with known cross-section;~~
~~c) the average value of a function; and~~
~~d) the distance traveled by a particle along a line. *~~

~~* AP Calculus BC will include finding the area of a region (including a region bounded by polar curves) and finding the length of a curve (including a curve given in parametric form).~~

~~APC.16 The student will define a series and test for convergence of a series in terms of the limit of the sequence of partial sums. This will include~~

~~a) geometric series with applications;~~
~~b) harmonic series;~~
~~c) alternating series with error bound;~~
~~d) terms of series as areas of rectangles and their relationship to improper integrals, including the integral test and its use in testing the convergence of p-series; and~~
~~e) ratio test for convergence and divergence. *~~

~~* For those students who are enrolled in AP Calculus BC.~~

~~APC.17 The student will define, restate, and apply Taylor series. This will include~~

~~a) Taylor polynomial approximations with graphical demonstration of convergence;~~
~~b) Maclaurin series and the general Taylor series centered at $x = a$;~~
~~c) Maclaurin series for the functions e^x, $\sin x$, $\cos x$, and $1/(1-x)$;~~
~~d) formal manipulation of Taylor series and shortcuts to computing Taylor series, including substitution, differentiation, antidifferentiation, and the formation of new series from known series;~~
~~e) functions defined by power series;~~
~~f) radius and interval of convergence of power series; and~~
~~g) Lagrange error bound of a Taylor polynomial. *~~

~~* For those students who are enrolled in AP Calculus BC.~~

Board of Education Agenda Item

Item: K. **Date:** October 23, 2008

Topic: First Review of the Annual Report for State-Funded Remedial Programs

Presenter: Dr. Kathleen M. Smith, Director, Office of School Improvement, Division of Student Assessment and School Improvement

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
- _X_ State or federal law or regulation
- ____ Board of Education regulation
- ____ Other: _____

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

Previous Review/Action:

_X_ No previous board review/action

____ Previous review/action
Date_____ Action:_____

Background Information:

§22.1-199.2.B. of the Code of Virginia (*Code*) requires the Virginia Board of Education to collect, compile, and analyze data required to be reported by local school divisions to accomplish a statewide review and evaluation of remediation programs. The *Code* further requires that the Board annually report its analysis of the data submitted and a statewide assessment of remediation programs, with any recommendations, to the Governor and the General Assembly beginning December 1, 2000.
In May 2007, the Virginia Board of Education approved remedial plans for local school divisions.

Summary of Major Elements:

Data for the summer 2007 remedial summer programs were collected after the results of the 2008 Standards of Learning assessments were released. A summary of the remedial plans for all school divisions for summer remedial programs held in 2007 and intersession programs in the case of year-round schools in 2007-2008 is included in the report as Appendix A. Appendix B contains the regulations specifying standards for state-funded remedial programs.

The attached report also contains a summary of funding amounts provided to each local school division (Appendix C) for Standards of Learning Remediation and Standards of Learning Remedial Summer School.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Virginia Board of Education waive first review and accept the attached report for submission to the Governor and General Assembly as required by §22.1-199.2.B. of the *Code.*

Impact on Resources:

None

Timetable for Further Review/Action:

None

VIRGINIA BOARD OF EDUCATION

REPORT

ANALYSIS AND ASSESSMENT OF STATE-FUNDED REMEDIAL PROGRAMS

OCTOBER 2008

DIVISION OF STUDENT ASSESSMENT AND SCHOOL IMPROVEMENT

Introduction

Analysis and Assessment of State-Funded Remedial Programs

§22.1-199.2.B. of the Code of Virginia (Code) requires the Virginia Board of Education (Board) to collect, compile, and analyze data required to be reported by local school divisions to accomplish a statewide review and evaluation of remediation programs. The Code further requires that the Board annually report its analysis of the data submitted and a statewide assessment of remediation programs, with any recommendations, to the Governor and the General Assembly.

Regulations for State-Funded Remedial Programs

Background

Section 22.1-199.2 of the Code required the Virginia Board of Education to promulgate regulations establishing standards for remediation programs that receive state funding, without regard to state funding designations. After Board approval on January 14, 2003, regulation 8 VAC 20-630 was placed in the *Virginia Register of Regulations* on February 25, 2003, and became effective on March 28, 2003.

Regulation 8 VAC 20-630, Appendix B, institutes a maximum pupil-teacher ratio for state-funded summer remedial programs and requires school divisions to submit a remediation plan, record and report specified data pertaining to their state-funded remedial programs, maintain an individual student record indicating the student's expected remediation goal, and annually evaluate the success of those programs. Appendix B also provides standards for state-funded remedial programs.

Language contained in Item 135.B.15, Chapter 837, 2007 Acts of Assembly, states that school divisions may choose to use state payments provided for Standards of Quality prevention, intervention, and remediation in both years as a block grant for remediation purposes without restrictions or reporting requirements other than reporting necessary as a basis for determining funding for the program. For the 2006-2007 fiscal year, school divisions choosing to use Standards of Quality remediation funds as block grants were not subject to restrictions or reporting requirements. Consequently, data for the 2006-2007 fiscal year were not reported for this program because all school divisions were participating in the block grant program.

Description of State-Funded Remedial Program

Standards of Learning Remedial Summer School

The Standards of Quality §22.1-253.13:1 require division superintendents to provide a program of prevention, intervention, or remediation that may include remedial summer school to students who are educationally at-risk including, but not limited to:

a. those who fail to achieve a passing score on any Standards of Learning assessment in grades 3 through 8; or
b. those who fail an end-of-course test required for the award of a verified unit of credit required for the student's graduation.

The 2006-2008 appropriation act provides funds to each local school division for the operation of programs designed to remediate students who are required to attend. The act requires that students attending these programs neither be charged tuition nor awarded high school credit.

Appendix A

Data Reported by School Division Required by 8 VAC 20-630

8-VAC 20-630-50 requires each local division to annually collect and report to the Department of Education, online or on forms provided by the Department, the following data pertaining to eligible students:

1. The number of students failing a state sponsored test required by the Standards of Quality or Standards of Accreditation;
2. A demographic profile of students attending state-funded remedial programs;
3. The academic status of each student attending state-funded remedial programs;
4. The types of instruction offered;
5. The length of the program(s);
6. The cost of the program(s);
7. The number of disabled students and those with limited English proficiency;
8. As required, the pass rate on Standards of Learning assessments; and,
9. The percentage of students at each grade level who have met their remediation goals.

Data reported for summer remedial programs held in 2007.

Type of Program(s) Offered in the Summer of 2007 or in the case of year-round schools (2007-2008)	**Percentage of Localities**
An integrated summer remedial program in K-5 or intersession program in the case of year-round schools (2007-2008)	80.8%
A summer remedial program or intersession program in the case of year-round schools (2007-2008) in one or more content areas grades K-8	98.5%
A summer remedial program or intersession program in the case of year-round schools (2007-2008) in one or more content areas for secondary programs	86.2%

Demographic Profile	Number Reported	Percent of Total
A demographic profile of the students who attended remedial programs in 2007 or in the case of year-round schools (2007-2008)		
Total Number	100,969	100.0%
Male	55,292	54.8%
Female	45,677	45.2%
Unspecified	1,901	1.9%
American/Indian Alaska Native	228	0.2%
Asian/Pacific Islander	3,685	3.7%
Black or African American, not of Hispanic origin	43,729	43.3%
Hispanic	15,598	15.5%
White, not of Hispanic origin	34,806	34.5%
Native Hawaiian	824	0.8%
Multiracial	371	0.4%
The number of students who attended remedial programs in 2007 or in the case of year-round schools (2007-2008) and who failed a state sponsored test required by the Standards of Quality or Standards of Accreditation		
Kindergarten-8th Grade	30,624	33.8%
Grades 9-12	7,212	8.0%
The academic status of students who attended remedial programs in 2007 or in the case of year-round schools (2007-2008) and who were retained in 2006-2007.	9,851	10.9%

The number of disabled students and those with limited English proficiency who attended remedial programs in 2007 or in the case of year-round schools (2007-2008)	**Number Reported**	**Percent of Total**
Disabled Students	20,327	22.5%
Limited English Proficiency	22,487	24.9%

SOL Goal Attainment The percentage of students who attended remedial summer school in 2007 at each grade level who have met their remediation goals either **benchmark tests or SOL tests.**	**English**	**Math**	**Science**	**Social Studies**
3	63	67	80	90
4	63	64	[redacted]	73
5	63	63	76	60
6	65	58	[redacted]	79
7	65	58	[redacted]	69
8	58	57	63	74
9-12	73	72	71	74

Note: 8 VAC 20-630-30 requires each local school division to record, for each eligible student attending a state-funded remedial program: (i) the state or local criteria used to determine eligibility; (ii) the expected remediation goal for the student in terms of a target score on a locally designed or selected test which measures the SOL content being remediated; and (iii) whether the student did or did not meet the expected remediation goal. The percentages indicated reflect the number of students who met their remediation goal, including the SOL assessment, if appropriate.

SOL Goal Attainment The percentage of students who attended remedial summer school in 2007 at each grade level who have met their remediation goals of **SOL only**.	**English**	**Math**	**Science**	**Social Studies**
3	60	70	86	90
4	60	62	[redacted]	85
5	55	54	91	61
6	54	39	[redacted]	80
7	56	47	[redacted]	75
8	44	45	87	78
9-12	77	74	73	75

Cost of Program		
The cost of the program(s) for remedial programs in 2007.	**State Funds Expended**	$22,787,072.49
	Non-State Funds Expended	$28,850,257.64
Cost per pupil: $511.42	**Total**	$51,637,330.13

Appendix B

Standards for State-Funded Remedial Programs
8 VAC 20-630

8 VAC 20-630-10 Definitions.

The following words and terms when used in this regulation, shall have the following meanings, unless the context clearly indicates otherwise:
"*Eligible students*" are those students who meet either *(i)* the criteria identifying students who are educationally at risk, which have been established by the local school board, or *(ii)* the state criteria identifying students who are educationally at risk as specified in §22.1-253.13:1.
"*Regular instructional day"* means the length of the school day in which instruction is provided for all children, but excluding before- and after-school programs for state-funded remedial programs.
"*Regular school year*" means the period of time during which the local school division provides instruction to meet the Standards of Quality, exclusive of summer school, Saturday sessions, or intersession periods.
"State-funded remedial programs" include those programs defined in the local school division's remediation plan which serve eligible students from state funding sources.

8 VAC 20-630-20 Remediation plan development and approval.

Each local school division shall develop a remediation plan designed to strengthen and improve the academic achievement of eligible students. Local school divisions shall submit these plans at a time to be determined by the Superintendent of Public Instruction for approval by the Virginia Board of Education. Following approval of the plan, each local school division shall submit a budget for the remediation plan that identifies the sources of state funds in the plan.

8 VAC 20-630-30 Individual student record.

Each local school division shall record, for each eligible student attending a state-funded remedial program: (i) the state or local criteria used to determine eligibility; (ii) the expected remediation goal for the student in terms of a target score on a locally designed or selected test which measures the SOL content being remediated; and (iii) whether the student did or did not meet the expected remediation goal.

8 VAC 20-630-40 Program evaluation.

Each local school division shall annually evaluate and modify, as appropriate, their remediation plan based on an analysis of the percentage of students meeting their remediation goals. The pass rate on the Standards of Learning

assessments shall also be a measure of the effectiveness of the remedial program.

8 VAC 20-630-50 Reporting requirements.

Annually, each local school division shall collect and report to the Department of Education, online or on forms provided by the Department, the following data pertaining to eligible students:

1. The number of students failing a state sponsored test required by the Standards of Quality or Standards of Accreditation;
2. A demographic profile of students attending state-funded remedial programs;
3. The academic status of each student attending state-funded remedial programs;
4. The types of instruction offered;
5. The length of the program(s);
6. The cost of the program(s);
7. The number of ungraded and disabled students, and those with limited English proficiency;
8. As required, the pass rate on Standards of Learning assessments; and
9. The percentage of students at each grade level who have met their remediation goals.

8 VAC 20-630-60 Teacher qualifications and staffing ratios.

Each local school division implementing a state-funded remedial summer school program shall provide a minimum of 20 hours of instruction per subject, exclusive of field trips, assemblies, recreational activities, lunch or post-program testing time.

For state-funded remedial summer school programs in grades K-5 that offer an integrated curriculum, a minimum of 40 hours of instruction shall be required.

The pupil-teacher ratios for state-funded summer remedial programs shall not exceed 18:1.

Individuals who provide instruction in the state-funded remedial programs shall be licensed to teach in Virginia or work under the direct supervision of an individual who is licensed to teach in Virginia; be qualified to provide instruction in the area to be remediated; and be trained in remediation techniques.

8 VAC 20-630-70 Transportation formula.

Pursuant to the provisions of the state's Appropriation Act, funding for transportation services provided for students who are required to attend state-funded remedial programs outside the regular instructional day shall be based on a per pupil per day cost multiplied by the number of student days the program

operates (i.e., the number of instructional days the state-funded remedial programs are offered multiplied by the number of students who attend the state-funded remedial programs). The per pupil per day cost shall be based on the latest prevailing cost data used to fund pupil transportation through the Standards of Quality.

For state-funded remedial programs that operate on days that are in addition to the regular school year, 100 percent of the per pupil per day cost shall be used in the formula. For state-funded remedial programs that begin before or end after the regular instructional day, 50 percent of the per pupil per day cost shall be used in the formula. The state share of the payment shall be based on the composite index.

Appendix C

FY 2007 Remedial Summer School Payment
Summer 2007 or Intersession 2007-08

Code	Division	First & Final Payment Remedial Summer School Payment
001	ACCOMACK	67,087
002	ALBEMARLE	136,742
003	ALLEGHANY	28,650
004	AMELIA	141,203
005	AMHERST	92,309
006	APPOMATTOX	82,553
007	ARLINGTON	346,637
008	AUGUSTA	229,797
009	BATH	3,617
010	BEDFORD	246,545
011	BLAND	3,994
012	BOTETOURT	26,575
013	BRUNSWICK	165,567
014	BUCHANAN	99,701
015	BUCKINGHAM	101,402
016	CAMPBELL	217,107
017	CAROLINE	77,266
018	CARROLL	105,321
019	CHARLES CITY	33,546
020	CHARLOTTE	61,602
021	CHESTERFIELD	1,146,349
022	CLARKE	26,704
023	CRAIG	20,730
024	CULPEPER	105,674
025	CUMBERLAND	118,572
026	DICKENSON	20,768
027	DINWIDDIE	148,844
028	ESSEX	49,901
029	FAIRFAX	850,896
030	FAUQUIER	8,479
031	FLOYD	45,196
032	FLUVANNA	60,889
033	FRANKLIN	172,318
034	FREDERICK	0
035	GILES	50,919

036	GLOUCESTER	90,835
037	GOOCHLAND	19,892
038	GRAYSON	54,601
039	GREENE	60,274
040	GREENSVILLE	124,401
041	HALIFAX	240,211
042	HANOVER	212,169
043	HENRICO	711,013
044	HENRY	136,508
045	HIGHLAND	2,381
046	ISLE OF WIGHT	104,755
047	JAMES CITY	133,749
048	KING GEORGE	26,727
049	KING QUEEN	17,296
050	KING WILLIAM	30,717
051	LANCASTER	23,218
052	LEE	5,074
053	LOUDOUN	0
054	LOUISA	62,479
055	LUNENBURG	45,611
056	MADISON	44,027
057	MATHEWS	7,840
058	MECKLENBURG	138,418
059	MIDDLESEX	17,259
060	MONTGOMERY	171,177
062	NELSON	45,085
063	NEW KENT	45,286
065	NORTHAMPTON	48,189
066	NORTHUMBERLAND	42,802
067	NOTTOWAY	102,685
068	ORANGE	90,063
069	PAGE	51,196
070	PATRICK	137,315
071	PITTSYLVANIA	222,832
072	POWHATAN	59,604
073	PRINCE EDWARD	44,536
074	PRINCE GEORGE	91,412
075	PRINCE WILLIAM	1,795,783
077	PULASKI	171,304
078	RAPPAHANNOCK	1,668
079	RICHMOND CO	31,863
080	ROANOKE CO	86,983
081	ROCKBRIDGE	40,797

082	ROCKINGHAM	455,255
083	RUSSELL	204,018
084	SCOTT	330,692
085	SHENANDOAH	98,454
086	SMYTH	146,806
087	SOUTHAMPTON	121,694
088	SPOTSYLVANIA	280,566
089	STAFFORD	626,178
090	SURRY	12,861
091	SUSSEX	55,933
092	TAZEWELL	61,650
093	WARREN	28,319
094	WASHINGTON	161,505
095	WESTMORELAND	44,069
096	WISE	91,322
097	WYTHE	39,215
098	YORK	117,154
101	ALEXANDRIA	230,407
102	BRISTOL	97,611
103	BUENA VISTA	44,077
104	CHARLOTTESVILLE	71,557
106	COLONIAL HEIGHTS	43,112
107	COVINGTON	25,032
108	DANVILLE	316,672
109	FALLS CHURCH	12,577
110	FREDERICKSBURG	37,946
111	GALAX	37,410
112	HAMPTON	1,143,605
113	HARRISONBURG	185,874
114	HOPEWELL	93,828
115	LYNCHBURG	166,434
116	MARTINSVILLE	101,201
117	NEWPORT NEWS	1,461,969
118	NORFOLK	1,116,281
119	NORTON	16,249
120	PETERSBURG	141,914
121	PORTSMOUTH	301,925
122	RADFORD	10,146
123	RICHMOND CITY	1,047,220
124	ROANOKE CITY	270,952
126	STAUNTON	71,160
127	SUFFOLK	605,259
128	VIRGINIA BEACH	1,165,673

130	WAYNEBORO	74,779
131	WILLIAMSBURG	8,302
132	WINCHESTER	131,953
134	FAIRFAX CITY	0
135	FRANKLIN CITY	144,060
136	CHESAPEAKE	1,449,847
137	LEXINGTON	14,840
138	EMPORIA	0
139	SALEM	85,293
140	BEDFORD CITY	0
142	POQUOSON	34,977
143	MANASSAS	145,054
144	MANASSAS PARK	109,875
202	COLONIAL BEACH	55,616
207	WEST POINT	27,066
	Total	24,656,939

*Frederick County Public Schools and Loudoun County Public Schools did not offer a summer remedial program in 2007.

**Fairfax City Public Schools offered a program through Fairfax County Public Schools. Bedford City is included in Bedford County Public Schools results. Therefore, information for Fairfax City and Bedford City can be found included in their county statistics above. Emporia City is included in Greensville County Public Schools results.

Board of Education Agenda Item

Item: L. **Date:** October 23, 2008

Topic: First Review of the 2007-2008 Annual Report on Regional Alternative Education Programs

Presenter: Ms. Diane L. 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)

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

__X__ Action requested at this meeting ____ Action requested at future meeting:

Previous Review/Action:

__X__ No previous board review/action

____ Previous review/action
- date _____
- action _____

Background Information: Section 22.1-209.1:2 of the *Code of Virginia* requires that the Board of Education provide an annual report to the Governor and the General Assembly on the effectiveness of the Regional Alternative Education Programs. The 1993 General Assembly approved legislation and funding to create regional pilot programs to provide an educational alternative for certain students who have a pending violation of school board policy, have been expelled or suspended on a long-term basis, or are returning from juvenile correctional centers. A formula based on staffing patterns and the composite index of local ability-to-pay determines continuation funding for the programs.

Summary of Major Elements: One hundred sixteen (116) school divisions participate in the regional alternative education programs. During 2007-2008, 4,002 students were served. An annual report that summarizes the status and effectiveness of the regional programs is attached.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education waive first review and approve the 2007-2008 Annual Report on Regional Alternative Education Programs pursuant to §22.1-209.1:2, *Code of Virginia*.

Impact on Resources: None.

Timetable for Further Review/Action: Following approval, the report will be forwarded to the Governor and the General Assembly as required by §22.1-209.1:2, *Code of Virginia*.

VIRGINIA BOARD OF EDUCATION

2007-2008 Annual Report

REGIONAL ALTERNATIVE EDUCATION PROGRAMS

PRESENTED TO

GOVERNOR TIMOTHY M. KAINE
AND THE
VIRGINIA GENERAL ASSEMBLY

October 23, 2008

PREFACE

Section 22.1-209.1:2 of the *Code of Virginia* requires that a report be provided annually by the Board of Education to the Governor and the General Assembly on the effectiveness of the Regional Alternative Education Programs. The primary objectives of this report are as follows:

1. Provide a general overview of the programs, student populations, staff, program resources and support, and parental and community support.
2. Review the program administrators' perceptions of the adequacy of the programs.
3. Evaluate the performance of the programs and students.

The staff member assigned to the preparation of the report was Diane L. Jay, associate director, Office of Program Administration and Accountability, Division of Instruction, Virginia Department of Education, P. O. Box 2120, Richmond, Virginia 23218-2120. Questions concerning the report should be directed to Ms. Jay at (804) 225-2905 or by e-mail at Diane.Jay@doe.virginia.gov.

TABLE OF CONTENTS

2007-2008 ANNUAL REPORT ON REGIONAL ALTERNATIVE EDUCATION PROGRAMS

EXECUTIVE SUMMARY

The review was conducted on Virginia's 29 operational regional alternative education programs. These programs were established by the General Assembly in 1993-1994 with the intent of involving two or more school divisions working in collaboration to establish options for students who have a pending violation of school board policy, have been expelled or suspended on a long-term basis, or are returning from juvenile correctional centers. Section 22.1-209.1:2 of the *Code of Virginia* requires that a report be provided annually by the Board of Education to the Governor and the General Assembly on the effectiveness of the regional alternative education programs.

These regional alternative education programs are designed to meet the specific individual needs of students assigned to the programs. While there is some variation in programs, the legislation outlines the following components:

- an intensive, accelerated instructional program with rigorous standards for academic achievement and student behavior;
- a low pupil-teacher ratio to promote a high level of interaction between the student and teacher;
- a plan for transitioning the enrolled students into the relevant school division's regular program;
- a current program of staff development and training;
- a procedure for obtaining the participation and support from parents as well as community outreach to build school, business, and community partnerships; and
- measurable goals and objectives and an evaluation component to determine the program's effectiveness.

The number of students enrolled has increased from 217 students in four regional programs in 1993-1994 to 4,002 students in 29 operational programs during 2007-2008. Conclusions related to the program, services, and policies for the 2007-2008 school year follow:

- a majority of program administrators reported academic improvement in their responses regarding perceived changes in student academic performance;
- program administrators reported decreased violence, firearms, and weapons possession incidences for students while in the program as well as a decrease in substance abuse and property offenses;
- program administrators reported ratings of good or excellent for parental involvement, technology, staff development, resources, discipline policies, selection process, student assessments, student services, and the academic program;
- of the 296 teachers employed, 97 percent are licensed. Student-to-teacher ratios range between 4:1 and 15:1;

- Standards of Learning (SOL) tests in English and mathematics were taken by 2,011 alternative education students during the 2007-2008 school year. These students achieved a 52 percent pass rate on the English SOL and a 38 percent pass rate on the mathematics SOL;
- the dropout rate for these students is 7.97 percent. The expulsion or dismissal rate is 7.74 percent; and
- of the students who were not eligible to graduate in the 2007-2008 school year, approximately 84 percent remained in school at the end of the 2007-2008 school year. Of these students, 58.47 percent plan to return to their regular school beginning in 2008-2009, and 25.81 percent will remain in the alternative education program for 2008-2009.

Overall, the regional alternative education programs appear to be achieving their program purposes. The return on the public's investment for regional alternative education programs appears favorable.

CHAPTER ONE

Purpose

Virginia's regional alternative education programs are established to provide options for students who no longer have access to traditional school programs because they were suspended for violations of school board policy. Assignment to these programs include violations related to weapons, drugs or alcohol, intentional injury, chronic disruptive behavior, theft, verbal threats, malicious mischief, chronic truancy, vandalism, and other serious offenses. These programs also accommodate students returning from juvenile correctional centers or those who are otherwise assigned by the school divisions.
There are 30 regional programs. This report examined the 29 programs in operation during the 2007-2008 school year. One program, with three divisions participating, was not operational in 2007-2008. A total of 116 school divisions worked in collaboration to form the remaining 29 operational programs; some of the divisions have multiple subprograms and sites. A listing of the programs and participating school divisions is provided in Attachment A1.

Objectives and Scope of Evaluation

Section 22.1-209.1:2 of the *Code of Virginia* requires that a report be provided annually by the Board of Education to the Governor and the General Assembly on the effectiveness of the regional alternative education programs. The primary objectives of this report are as follows:

1. provide a general overview of the programs, student populations, staff, program resources and support, and parental and community support;
2. review the program administrators' perceptions of the adequacy of the programs; and
3. evaluate the performance of the programs and students.

The goals of the 29 operational regional alternative education programs are similar in that they are all designed to provide alternative and experiential learning opportunities for the students they serve. They serve students who have been assigned to the school by a local board of education because the alternative education programs can provide a wide variety of student services and educational approaches that are tailored to the needs. While the general goals among programs are similar, there are also differences such as:

- grade levels served;
- size of the student bodies;
- characteristics of the students enrolled;
- characteristics of the student enrollment expectations (e.g., very short-term versus long-term);
- educational approaches and priorities; and
- program resources available.

Data Sources

The information, observations, and findings in this summary report are primarily based on the following sources:

- Information collected by the Virginia Department of Education through an annual data collection instrument and supplemental information provided with these reports. In June 2008, the reports were submitted by each of the programs for the 2007-2008 school year.
- Follow-up communications with program administrators and personnel.
- Relevant information included in previous regional alternative education program evaluations published by the Virginia Department of Education.

CHAPTER TWO

Background and Summary Information

In 1993, the General Assembly directed the Board of Education to establish and implement four regional pilot projects to provide an educational alternative for certain students in violation of school board policy. The General Assembly subsequently provided state funding, augmented for several years by federal funds, to make regional alternative education programs available on a statewide basis. A Virginia Department of Education formula based on staffing patterns and the composite index of local ability to pay determines state funding. No local matching funding is required; however, local school divisions sometimes use local and federal monies to augment these programs by providing in-kind support for such items as instructional materials, additional staff, pupil transportation, and facilities.

Alternative education programs are designed to meet the specific individual needs of students assigned to the programs. While there is some variation in programs, the legislation outlines the following components:

- an intensive, accelerated instructional program with rigorous standards for academic achievement and student behavior;
- a low pupil-teacher ratio to promote a high level of interaction between the student and teacher;
- a plan for transitioning the enrolled students into the relevant school division's regular program;
- a current program of staff development and training;
- a procedure for obtaining the participation and support from parents as well as community outreach to build school, business, and community partnerships; and
- measurable goals and objectives and an evaluation component to determine the program's effectiveness.

The delivery of services includes traditional and nontraditional forms of classroom instruction, distance learning, and other technology-based educational approaches. Delivery of services also includes day, after-school, and evening programs. Alternative education centers have flexibility with regard to their organizational structure, schedule, curriculum, programs, and disciplinary policies. While the centers may differ in method of delivery, the services they provide typically fall into the following categories:

- educational (core subject instruction, vocational, remediation, tutoring);
- counseling (individual, group, family);
- social skills training;
- career counseling (transitioning to the world of work, job shadowing, mentoring, work/study agreements);
- technology-related education (direct instruction, Internet research, keyboarding);
- conflict resolution and mediation; and
- drug prevention education.

CHAPTER THREE

Regional Alternative Education Program Overview

This chapter provides an overview of program and student trends, program purposes, organization, innovative practices, reasons for student enrollment, student selection processes, academic offerings, student services, student assessments, and general and discipline policies of the regional alternative education programs.

A. Characteristics of Programs and Student Population

Statistical Overview – Of the 29 operational regional programs, all except one serve students in grades 9-12. The remaining program serves only middle school students in grades 5-8. Eighty-six (86) percent of the programs also serve grades 7-8; and 69 percent also serve 6th grade students. Four programs also serve students in grades K-5. Additionally, 72 percent of the programs report serving General Educational Development (GED) certificate students.

The programs report having 1,822 assigned state slots and serving 4,002 students during the 2007-2008 school year. Since students are assigned for short periods of time in some programs (e.g., a week in some cases), multiple students can be served per slot.

Over the first four years of Virginia's regional alternative education program, the number of programs grew rapidly from the four pilot sites in 1993-1994 to 29 programs by 1996-1997. Since that time, the number of programs has remained constant. A new regional program was approved by the General Assembly in 2000-2001 bringing the number of programs to 30. In 2003-2004, one regional program dissolved, thus reducing the number of programs to 29. In 2007-2008, three school divisions withdrew from one of the regional programs to form a new regional program; however, the new regional program was not operational in 2007-2008.

State funding increased from the initial General Assembly appropriation of $1.2 million for 1993-1994 to a total state funding level of slightly over $6.7 million for 2007-2008. Programs are permitted to receive additional funding and in-kind support from other sources although no local match is required.

The number of students enrolled increased from 217 students in four regional programs in 1993-1994 to 4,002 students in the 29 operational regional programs in 2007-2008.

Table 1 summarizes trends for the number of regional alternative education programs in Virginia, state funding levels for these programs, and numbers of students served since the 1993-1994 school year.

Table 1.
Trends in Regional Alternative Education Programs

School Year	Number of Operational Programs or Sites [1]	State Funding [2]	Number of Students Served
1993-1994	4	$1,200,000	217
1994-1995 [2]	13	$1,200,000	849
1995-1996 [2]	19	$1,200,000	1,550
1996-1997	29	$4,142,000	2,297
1997-1998	29	$3,716,652	2,350
1998-1999	29	$4,431,089	3,255
1999-2000	29	$4,484,123	3,494
2000-2001	30	$5,766,626	3,347
2001-2002	30	$5,386,590	3,895
2002-2003	30	$5,386,590	3,509
2003-2004	29	$5,210,891	3,534
2004-2005	29	$5,486,348	3,903
2005-2006	29	$5,561,410	4,155
2006-2007	29	$6,220,518	4,205
2007-2008	29	$6,724,960	4,002

Note [1]: Some data refer to sites and some refer to programs.
Note [2]: Federal funds were used to supplement state funds to expand the program during the 1994-1995 and 1995-1996 school years.

Students Served by Demographics – For 2007-2008, Table 2 summarizes the ethnicity of students.

Table 2.
Ethnicity

Ethnicity	Total	Percent
White	2,087	52.15%
African American	1,620	40.48%
Hispanic	246	6.14%
Asian/Pacific Islander	8	0.19%
American Indian/Alaskan Native	3	0.10%
Unspecified/Other	38	0.94%
Total	4,002	100%

Students Served by Gender – Table 3 summarizes the gender of students in the regional programs for 2007-2008. The majority of students were males.

Table 3.
Gender

Gender	Total	Percent
Male	2,851	71.3%
Female	1,151	28.7%
Total	4,002	100%

Students Served by Age – For 2007-2008, Table 4 reflects the age of students at the time of placement in the alternative program. A majority of students are placed in programs between the ages of 13 and 18, with the highest placements between the ages of 15 and 17.

Table 4.
Age at Placement

Age	Number of Students
9	25
10	22
11	56
12	138
13	304
14	560
15	781
16	891
17	837
18	323
19	61
20	3
21	1
22	0
Total	4,002

Grade Level Placement of Students – Table 5 shows the grade level at time of placement. The greatest numbers of students are placed in the regional alternative programs between grade 8 and grade 10.

Table 5.
Grade Level at Placement

Grade	Number of Students
Grade 2	0
Grade 3	13
Grade 4	20
Grade 5	20
Grade 6	163
Grade 7	350
Grade 8	638
Grade 9	1,047
Grade 10	735
Grade 11	483
Grade 12	470
Ungraded	63
Total	4,002

Program Purpose – The regional alternative education programs are designed to meet the specific individual needs of students assigned to the programs. These needs dictate a different set of "program purposes" or objectives than would be encountered in the traditional school system. Administrators were asked to identify the objectives most

appropriate for the various sites operating within their programs. The "program purposes" reported by the majority of programs are to:

- reduce the dropout rate;
- build self-esteem and responsibility;
- correct dysfunctional and/or dangerous behavior;
- return students to sending high school to continue their education and graduate; and
- identify career interests.

Program Organization – The programs included in this evaluation reflect a wide variety of educational, operational models, and processes. Most programs report operating between 9 and 10 months a year, but the range is 9 to 12 months. Full day programs are offered in 59 percent of the programs. Morning and evening classes are offered in 41 percent of the programs. For 83 percent of the programs, classes are organized by subject or course, and 57 percent organize classes by grade level. Programs report that 66 percent of their students work independently on computer-based curricula.

Reasons for Student Enrollment and Student Selection Process – Students are typically assigned to regional alternative education programs because they have received long-term suspensions, are returning from juvenile correctional centers, or are otherwise identified by the school divisions to be best served by these programs. Consequently, these programs are structured to address the special needs of these students. Table 6 provides insight as to the primary reasons leading to student enrollments for the 2007-2008 school year.

Table 6.
Reasons for Enrollment in Regional Alternative Education Programs 2007-2008

Reasons for Enrollment	Total	Percent
Suspensions for violation of School Board Policy [2]	3,098	77.4[1]
Chronic Disruptive Behavior	1,104	35.66 [3]
Drugs or alcohol	488	15.76[3]
Intentional Injury	276	8.91[3]
Weapons	167	5.39[3]
Theft	32	1.04[3]
Combination of above	117	3.78[3]
Other [4]	912	29.46[3]
Released from youth correctional centers	137	3.4[1]
Other(explain)	767	19.2[1]
Total Suspensions and Released from Youth Correctional Centers	**4,002**	**100**

Note [1]: Percentage of 4,002 (the total number of students served).
Note [2]: Included pending violations.
Note [3]: Percentage of 3,098 (the total number of students suspended for violation of school board policy).
Note [4]: Verbal threats, malicious mischief, bomb threats, destruction of property, chronic truancy, vandalism, and other serious offenses.

There is no standardized student selection process. The student selection process includes guidelines and criteria for admittance. The denial of admission varies from program to program. Generally, the programs report that students were assigned to them "as a last chance option." All of the program administrators report that parent orientation is offered, and 86 percent state that they offer parent-student-school contracts.

Academic Offerings and Student Services – An intense, accelerated instructional program with rigorous standards for academic achievement and student behavior is a legislative requirement of the regional alternative education programs. The range of students served and academic approaches used produce a wide spectrum of courses offered, academic initiatives, and student services. At a general level, there are many core academic offerings and student services common to these regional alternative education programs. Standard diploma courses are offered in the 27 programs that serve high school students. About 79 percent of these programs also offer GED preparatory courses; 52 percent offer vocational coursework; 59 percent offer independent study; and 34 percent offer work study components.

Student Assessments – Other legislative requirements for these programs include a set of measurable goals and objectives and an evaluation component to determine student performance and program effectiveness. In this context, over 93 percent of the programs report employing traditional evaluations (e.g., an A, B, C, D, and F letter grading system, and end-of-year examinations) for all students enrolled. Nontraditional evaluations (e.g., oral presentations, portfolios, self-assessments, grading rubrics shared in advance, and maintaining appropriate behavior) are also used for 79 percent of students. About 75 percent of the programs use combinations of traditional and nontraditional approaches to evaluate their students.

B. Staff

Program Staffing – Administrators of the 29 programs reported a total of 296 teachers (in full-time equivalents). Of that number, 97 percent are licensed. A low pupil-to-teacher ratio is a legislative requirement for these programs. In 2007-2008, the programs reported student-to-teacher ratios between 4:1 and 15:1.

Professional Development – Professional development is another legislative requirement for this program. The extensive and diverse special needs and challenges of the students assigned to the regional alternative education programs present additional needs for staff development.

Improving and expanding staff development is frequently mentioned as a primary goal of program administrators. The staff development offerings include: 1) a broad spectrum of professional development related to content areas; 2) use of technology; 3) programmatic and administrative issues; and 4) a broader spectrum of behavioral problems common to the students served.

C. Program Support

External Program Support – A program for community outreach to build school, business, and community partnerships is a legislative component of the regional alternative education programs. All programs report extensive efforts to build external support, and the program administrators report that they generally receive very good external support.

Administrators report that their school boards, localities, and area agencies generally provide good support. Seventy-six (76) percent of the program administrators indicate that these sources offer "excellent" or "good" support.

D. Parental and Community Involvement

Parental and Community Involvement – A procedure for obtaining the participation and support from parents and community is a legislative requirement of the regional alternative education program. Each program reports initiatives addressing these objectives. Of the responding administrators, 25 percent report that parental involvement in their program is "excellent"; 54 percent report "good" parental involvement; 11 percent report "fair" parental involvement; and zero percent reported that the parental involvement in their program was "poor." Of the responding administrators, 66 percent report "excellent" or "good" support and 28 percent reported "fair" support from the business community. Of the responding administrators, 45 percent report "excellent" or "good" support from community involvement, and 45 percent responded "fair" support.

CHAPTER FOUR

Program and Student Performance

Defining and measuring performance are different for the alternative education population than it would be in the traditional school systems.

A. Considerations for Evaluating Regional Alternative Education Program and Student Performance

The student populations in the regional alternative education programs present challenges because the assigned students often have histories of behavioral problems, low self-esteem, and academic failure. Since these are generally students who have been suspended, these programs are deemed as the only remaining academic option. Most programs report that students are placed or assigned to their program as "a last chance option."

The student body of any given program has less continuity from year to year (often from month to month) than a traditional school. Programs are generally small and address an array of needs. The combination of these needs and the operational constraints of the programs dictate different policies, administrative procedures, and academic approaches. They also dictate a different approach to evaluating both program and student performance. One approach for assessing program and student performance is the programs' self-reported "program purposes" as presented in Figure 1. These include:

- reduce the dropout rate;
- build self-esteem and responsibility;
- correct dysfunctional and/or dangerous behavior;
- return students to high school to graduate;
- identify career interests;
- gain admission to an institution of higher education;
- secure employment or work/study;
- obtain diploma from sending school in absentia; and
- earn a General Educational Development (GED) certificate through an Individual Student Alternative Education Plan (ISAEP).

B. Measures of Achievement

It is difficult to consider standard measurements such as Standards of Learning (SOL) tests, attendance, and dropout rates in the same way as they would be considered for traditional schools because the student populations, educational models, and operational models are different.

Standards of Learning – The ability to report SOL test results for students who were served in a regional alternative education program was available for the first time in the 2005-2006 school year. The figures for 2005-2006, 2006-2007, and 2007-2008 are reported in Table 7. There were 2,011 alternative education students who took the Standards of Learning tests in English and mathematics in 2007-2008. These students achieved a 52 percent pass rate on the English SOL, and a 38 percent pass rate on the mathematics SOL for 2007-2008; however, the data below do not represent cohort data because students move in and out of these programs.

Table 7.
Standards of Learning Assessment Results in English and Mathematics [1]

Year	Students Taking SOL Tests	English Pass Rate Percentage	Mathematics Pass Rate Percentage
2005-2006	1,762	32	19
2006-2007	1,916	48	33
2007-2008	2,011	52	38

Note [1]: These assessment results reflect students who were in the regional alternative program during test administration.

Dropout/Dismissal Rates –The total 2007-2008 dropouts reported by the program administrators for this report was 319 (i.e., 7.97 percent). The state average event rate for dropouts for traditional schools was 1.87 percent. Most regional alternative education students are considered dropout risks prior to being assigned to these programs. The expulsion/dismissal rate for 2007-2008 was 7.74 percent, and 310 students were dismissed or expelled from the alternative programs. Table 8 reflects these figures.

Table 8.
Dropped Out or Expelled

Students Who Did Not Remain in School While in a Regional Alternative Education Program	Percentage
Dropped Out	7.97
Expelled or dismissed from alternative education program and did not return to another school	7.74

Perceptions of Changes in Student Academic Performance – Administrators were asked to provide their perceptions of changes in their students' academic performance. The administrators perceived somewhat or substantial improvement in approximately 74 percent of students served.

Table 5.
Reported Perceptions of Change in Academic Performance

Reported Change During Assignment to Alternative Education	Substantially Improved	Somewhat Improved	Somewhat Decreased	Substantially Decreased	No Apparent Change	Total Responses
Middle Grades – Mathematics	8.0%	60.0%	0.0%	4.0%	28.0%	25
Middle Grades – English	12.0%	56.0%	0.0%	4.0%	28.0%	25
High School – Mathematics	21.4%	53.6%	7.1%	0.0%	17.9%	28
High School – English	32.1%	53.6%	3.6%	0.0%	10.7%	28

Perceptions of Changes in Student Disciplinary Incidences – Correcting behavior is a primary goal of regional alternative education programs. Over 74 percent of the administrators reported decreases in physical violence. Slightly over 55 percent reported decreases in firearms violations. Over 55 percent reported decreases in possession of other weapons. Decreases in substance abuse use were reported by 45 percent, and 31 percent reported no change in substance abuse use. Decreases in offenses against property were reported by 52 percent, while 48 percent reported no change in offenses against property.

End-of-Year Status of 2007-2008 Students – Data discussed previously in this report suggest that many of the students that the programs served in 2007-2008 were assigned as a final alternative. Most of these students were at-risk of dropping out, being expelled permanently, or failing academically. Some had already been incarcerated, and the violations that led to their enrollment in the alternative education program (see Table 6) suggest many others were candidates for future incarceration. Based on these data, approximately 84 percent of students served in the 2007-2008 regional alternative education programs remain in school, either returning to the regional alternative program for 2008-2009 (25.81 percent), or returning to their sending school for 2008-2009 (58.47 percent). For this population, remaining in school is an accomplishment and a stated goal of the regional alternative education programs.

ATTACHMENTS

Attachment A1

Listing of Regional Alternative Education Programs – 2007-2008

Table A1.
Regional Alternative Education Programs – 2007-2008

School Division-Fiscal Agent	Other Participating Divisions	Program Name
Bristol City Public Schools	Washington County Public Schools	Crossroads Alternative Education Program
Brunswick County Public Schools	Greensville and Mecklenburg County Public Schools	Southside LINK
Buena Vista City Public Schools* (*Non operational for 2007-2008)	Rockbridge County and Lexington City Public Schools	Regional Alternative Education Program
Carroll County Public Schools	Galax City Public Schools	Carroll-Galax Regional Alternative Education Program (The RAE Center)
Fairfax County Public Schools	Alexandria City Public Schools	Transition Support Resource Center
Fauquier County Public Schools	Rappahannock County Public Schools	The Regional Continuum of Alternative Education Services
Fluvanna County Public Schools	Alleghany, Bath, Botetourt, Charles City, Clarke, Craig, Culpeper, Floyd, Franklin, Giles, Grayson, Greene, Halifax, Highland, Lancaster, Madison, Orange, Shenandoah, and Smyth County Public Schools, Radford City Public Schools	Project RETURN
Henry County Public Schools	Martinsville City and Patrick County Public Schools	Breaking Barriers
King William County Public Schools	Gloucester, Mathews, Middlesex, Essex, King and Queen, and New Kent County Public Schools, Town of West Point Public Schools	Middle Peninsula Regional Alternative Education Program
Lynchburg City Public Schools	Appomattox, Amherst, Bedford, and Nelson County Public Schools	Regional Alternative Education Project

School Division-Fiscal Agent	Other Participating Divisions	Program Name
Montgomery County Public Schools	Pulaski County Public Schools	Regional Program for Behaviorally Disturbed Youths
Newport News City Public Schools	Hampton City Public Schools	Enterprise Academy
Norfolk City Public Schools	Chesapeake, Franklin, Portsmouth, Suffolk, and Virginia Beach City Public Schools, Isle of Wight and Southampton County Public Schools	Southeastern Cooperative Education Program
Northampton County Public Schools	Accomack County Public Schools	Project Renew
Nottoway County Public Schools	Amelia, Buckingham, Charlotte, Cumberland, Lunenburg, and Prince Edward County Public Schools	Piedmont Regional Alternative School
Petersburg City Public Schools	Dinwiddie, Prince George, and Sussex County Public Schools, Colonial Heights and Hopewell City Public Schools	Bermuda Run Educational Center Regional Alternative Program
Pittsylvania County Public Schools	Danville City Public Schools	Pittsylvania County/Danville City Regional Alternative School
Powhatan County Public Schools	Goochland and Louisa County Public Schools	Project Return Regional Alternative Education Program
Prince William County Public Schools	Manassas and Manassas Park City Public Schools	New Dominion Alternative School
Richmond City Public Schools	Hanover and Henrico County Public Schools	Metro-Richmond Alternative Education Program
Roanoke City Public Schools	Salem City Public Schools	Roanoke/Salem Regional
Roanoke County Public Schools	Bedford County Public Schools	R. E. Cook Regional Alternative School

School Division-Fiscal Agent	Other Participating Divisions	Program Name
Russell County Public Schools	Tazewell County Public Schools	Project BRIDGE
Scott County Public Schools	Lee County Public Schools	Renaissance Program
Stafford County Public Schools	Caroline, King George, and Spotsylvania County Public Schools, and Fredericksburg City Public Schools	Regional Alternative Education Program
Staunton City Public Schools	Harrisonburg and Waynesboro City Public Schools, and Augusta County Public Schools	Genesis Alternative School
Westmoreland County Public Schools	Northumberland and Richmond County Public Schools	Northern Neck Regional Alternative Education Program
Wise County Public Schools	Dickenson County Public Schools and Norton City Public Schools	Regional Learning Academy
Wythe County Public Schools	Bland County Public Schools	Wythe/Bland Alternative Education Program
York County Public Schools	Poquoson City and Williamsburg-James City County Public Schools	Three Rivers Project-Enterprise Academy

Attachment A2

***Code of Virginia* Citation for Alternative Education Programs for Certain Students**

§ 22.1-209.1:2. Alternative education programs for certain students.

A. With such funds as may be appropriated for this purpose, the Board of Education shall establish a program consisting of alternative education options for elementary, middle, and high school students in compliance with subdivision D 6 of § 22.1-253.13:1 who (i) have committed an offense in violation of school board policies relating to weapons, alcohol or drugs, or intentional injury to another person, or against whom a petition or warrant has been filed alleging such acts or school board charges alleging such policy violations are pending; (ii) have been expelled from school attendance or have received one suspension for an entire semester, or have received two or more long-term suspensions within one school year; or (iii) have been released from a juvenile correctional center and have been identified by the Superintendent of the Department of Correctional Education and the relevant division superintendent as requiring an alternative education program. However, no child shall be assigned to any alternative education program described in this section for more than one school year without an annual assessment of the placement to determine the appropriateness of transitioning the child into the school division's regular program. On and after July 1, 1994, the program shall consist of up to 10 regional pilot projects; any additional pilot projects shall be located in regions throughout the state to provide greater geographical distribution of such projects. All such projects shall be awarded on a competitive basis to applicants responding to requests for proposals, giving priority in awarding any new sites, to the extent practicable, to applicants in areas with high student suspension and expulsion rates that meet the requirements in subsection B of this section. The Board of Education shall promulgate regulations for the implementation of the program.

B. Upon the appropriation of funds for the purposes of this section, the Department of Education shall issue a request for proposals for regional projects to pilot selected alternative education options by July 1, 1993. The first such grants shall be awarded by August 20, 1993.

In the 2001 fiscal year, and upon the appropriation of funds for these purposes, the Department of Education shall issue a request for proposals for regional pilot projects for selected alternative education options for elementary school students. The first such grants shall be awarded by September 1, 2001.

Applications for grants shall include the following components:

1. An agreement executed by two or more school divisions and approval of their respective governing bodies to pilot an alternative education option as provided in subsection A, and a plan for the apportionment of responsibilities for the administration, management, and support of the program, including, but not limited to, the facilities and location for the program, daily operation and oversight, staffing, instructional materials and resources, transportation, funding and in-kind services, and the program of instruction.

2. A procedure for obtaining the participation in or support for the program, as may be determined, of the parents, guardian or other person having charge or control of a child placed in the program.

3. An interagency agreement for cooperation executed by the local departments of health and social services or welfare; the juvenile and domestic relations district court; law-enforcement agencies; institutions of higher education and other postsecondary training programs; professional and community organizations; the business and religious communities; dropout prevention and substance abuse prevention programs; community services boards located in the applicants' respective jurisdictions; and the Department of Correctional Education.

4. A curriculum developed for intensive, accelerated instruction designed to establish high standards and academic achievement for participating students.

5. An emphasis on building self-esteem and the promotion of personal and social responsibility.

6. A low pupil teacher ratio to promote a high level of interaction between the students and the teacher.

7. An extended day program, where appropriate, to facilitate remediation; tutoring; counseling; organized, age-appropriate, developmental education for elementary and middle school children; and opportunities that enhance acculturation and permit students to improve their social and interpersonal relationship skills.

8. Community outreach to build strong school, business, and community partnerships, and to promote parental involvement in the educational process of participating children.

9. Specific, measurable goals and objectives and an evaluation component to determine the program's effectiveness in reducing acts of crime and violence by students, the dropout rate, the number of youth committed to juvenile correctional centers, and recidivism; and in increasing the academic achievement levels and rehabilitative success of participating students, admission to institutions of higher education and other postsecondary education and training programs, and improving staff retention rates.

10. The number of children who may be assigned to the regional pilot alternative education program during the school year.

11. A plan for transitioning the enrolled students into the relevant school division's regular program.

12. A current program of staff development and training.

C. Beginning with the first year of program implementation, the Department of Education shall be entitled to deduct annually from the locality's share for the education of its students a sum equal to the actual local expenditure per pupil for the support of those students placed by the relevant school division in any such pilot program. The amount of the actual transfers shall be based on data accumulated during the prior school year.

D. A school board shall require written notification to the pupil's parent, guardian, or other person having charge or control, when a pupil commits an offense in violation of school board policies, which school officials determine was committed without the willful intent to violate such policies, or when the offense did not endanger the health and safety of the individual or other persons, of the nature of the offense no later than two school days following its occurrence. A school board shall require the principal of the school where the child is in attendance or other appropriate school personnel to develop appropriate measures, in conjunction with the pupil's parent or guardian, for correcting such behavior.

E. The Board shall require submission of interim evaluation reports of each pilot program biannually and shall compile these reports and other program materials and report the status of such programs on a periodic basis, as may be established, during the 1993 legislative interim to the Special Joint Subcommittee on School Crime and Violence. The Board shall report the effectiveness of such programs and their components annually to the Governor and the General Assembly beginning by December 1, 1994.

F. For the purposes of this section, "regional pilot program" means a program supported and implemented by two or more school divisions which are either geographically contiguous or have a community of interest.

G. For the purposes of this section, "one school year" means no more than 180 teaching days.

(1993, cc. 819, 856; 1994, c. 762; 1995, c. 533; 1996, cc. 755, 914; 2000, c. 739; 2004, cc. 939, 955.)

Board of Education Agenda Item

Item: M. **Date:** October 23, 2008

Topic: First Review of the Board of Education's 2008 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: 804/225-2924 **E-mail:** Margaret.Roberts@doe.virginia.gov

Origin:

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

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

___ Action requested at this meeting

_X__ Action requested at future meeting: November 20, 2008

Previous Review/Action:

_X_ No previous board review/action

___ Previous review/action:
date:
action:

Background Information: The Board of Education has submitted an annual report each year since 1971, when the requirement was initially adopted by the General Assembly. 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. 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.

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.

Summary of Major Elements: An initial draft of the 2008 Annual Report on the Condition and Needs of Public Schools in Virginia is attached. At the October 23rd meeting, the Board of Education is requested to review the draft and make any necessary changes, additions, or deletions, all of which will be incorporated prior to the final review and adoption of the report.

Please note that the 2008 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 *Code of Virginia*).

Also note that some data elements are not yet incorporated into the draft text (e.g., certain measures for the measures for the Board's eight objectives). At the time of this writing, the data are undergoing final verifications and will be added prior to the final review of the text at the November 20, 2008, Board of Education meeting.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education receive the draft report for first review and give staff suggestions for additions and changes to be incorporated into the report prior to the final review on November 20, 2008.

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 on-line rather than in hard copy.

Timetable for Further Review/Action: Suggested changes and additional data will be incorporated into the report, and the updated document will be presented to the Board of Education for final review and adoption at the November 20, 2008, meeting. 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.

2008
ANNUAL REPORT ON THE CONDITION AND NEEDS OF PUBLIC SCHOOLS IN VIRGINIA

DISCUSSION DRAFT
10/23/2008

PRESENTED TO
THE GOVERNOR AND
THE GENERAL ASSEMBLY

(*DATE*) 2008
VIRGINIA BOARD OF EDUCATION

Members of the Board of Education as of July 1, 2008

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Superintendent of Public Instruction

Dr. Billy K. Cannaday, Jr.
Term of Office:
July 1, 2006-
September 30, 2008

Dr. Patricia I. Wright
Appointed: October 1, 2008

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

(*Date*), 2008

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 *2008 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 report contains compelling evidence that our schools and our students are achieving at higher levels, and it also points out evidence that serious and persistent problems remain to be tackled. 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.

We see a challenging year ahead as we face the economic headwinds that have developed in recent months. We remain focused on the fundamentals of improving instruction for all students. Be assured that the challenges will be addressed with that same resolve. Working together with school and community leaders and private partners, we can harness the power of people to improve education. The Board of Education is grateful for the cooperation and support the Governor and General Assembly continue to give to Virginia's school improvement efforts.

As we look to the future, the members of the Board of Education pledge to remain focused on providing the best educational opportunities and the brightest future for the young people enrolled in Virginia's public schools.

Sincerely,
(signature)

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

2008 Annual Report on the Condition and Needs of Public Schools in Virginia

EXECUTIVE SUMMARY

What are we doing to help our schools and our classroom teachers improve? Will Virginia's students be able to compete with their counterparts from other states and other countries? Will they have the knowledge and skills to get and keep good jobs in an international economy? Are schools safe for our children?

These are questions parents, public leaders, businessmen, and educators across the state are asking, and these are questions the Annual Report is designed, at least in part, to answer. The challenges our public schools must tackle are urgent, sometimes intractable, and are not easily solved. There are no quick fixes when it comes to the education of our children. Still, as we assess this year, the Virginia Board of Education takes special pride in the progress and advances Virginia's public schools have created—in the very tangible results.

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:

- Ninety-five percent of Virginia's public schools are fully accredited and meeting state standards for student achievement in English, mathematics, history and science based on 2007-2008 assessment results. This is the highest percentage of schools reaching full accreditation since the commonwealth began statewide testing ten years ago.
- Black and Hispanic students continued to narrow achievement gaps with white students in mathematics on state tests administered during 2007-2008. During the last three years, the gaps have narrowed by four points for Black students and two points for Hispanic students even though the achievement of white students increased by seven points.
- During the last three years, the achievement gap between Black and white students in reading has narrowed by three points, despite a two-point increase in reading for white students. Hispanic students also have narrowed the achievement gap with White students by three points during the last three years.
- More than 81 percent of the students in the class of 2008 graduated on time with a diploma. The graduation rates for the state, school divisions, and high schools were calculated for the first time this year by tracking individual students from year to year using Virginia's longitudinal student data system.

- The performance of Virginia public school graduates on the SAT improved significantly in 2008 in all three tested areas. Although the total number of Virginia public school students taking the SAT dropped by 2.3 percent, the number of minority students taking the tests increased, with minority students now making up one-third of all test takers.
- Virginia boasts the nation's third-highest percentage of high school seniors earning a grade of 3 or better on Advanced Placement (AP) examinations. Only two states, New York and Maryland, had higher percentages of seniors earning grades of 3 or better on AP tests during 2007.
- 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.
- Virginia was the only state to receive a perfect score for academic standards from the American Federation of Teachers (AFT) in the union's *Sizing Up Standards 2008* report.
- 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* and praised the standards as "a model of clarity."
- 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 Virginia's students remain among the nation's highest achievers in these subjects.
- NAEP results also show that in no state did Black fourth and eighth graders perform at a statistically higher level in reading and mathematics than Black students in Virginia. Virginia also was the only state where Black students improved their performance in mathematics at both grade levels from 2005 to 2007.
- Virginia students outperformed students nationwide on the 2007 National Assessment of Educational Progress (NAEP) writing test. Virginia students scored significantly higher than students in 20 other states. Test takers in only seven states achieved significantly higher average scores.

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.

Critical Areas of Need: The Board's objectives—and the performance measures used to gauge our progress in meeting those objectives—focus on the most critical needs of the public schools. These needs are persistent and often, seemingly intractable.

A Troublesome Achievement Gap: Virginia is making progress in eliminating achievement gaps among groups of students. Nonetheless, in one-quarter of Virginia's 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 our 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. Black and Hispanic students have pass rates that are more than 10 percent lower than all students in 18 and 43 percent of schools, respectively.

Compounding the problem, economically disadvantaged students and minority students are less likely than all students to graduate in four years. There is a disheartening 9, 11, and 12 point achievement gap for Black, Hispanic, and economically disadvantaged students, respectively, compared to the overall graduation rate.

Safe and Healthy Environments for Students and Teachers: A high priority for the Board is 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.

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. In the 2007-2008 school year, 42 schools (2 percent) are considered chronically low performing, compared to 33 schools (2 percent) in the previous year. Importantly, with support from the Department of Education's Office of School Improvement, 22 schools that were chronically low-performing in 2006-2007 were fully accredited this year.

Preparation, Recruitment, and Retention of Educational Personnel

Virginia is proud that 98 percent of all teachers are highly qualified. In 2007-2008 the state retained 91 percent of the workforce from the previous year, representing a 2 percent increase from the previous year. The percent of teachers retained for 3 years remains at 82 percent. 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 and 2 percent are Hispanic, compared with approximately 26 and 9 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 ____ in the 2008-2009 school year. Also, the number of children served has grown from 5,966 in the 2001-2002 school year to _____ children being served in 2008-2009. 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, many 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 2007-2008, 87 percent of Virginia's students passed the Standards of Learning English assessments, compared to 85 percent in the previous year. Also, 84 percent of students passed the statewide mathematics tests in, up from 80 percent the previous year. Given the critical importance of literacy skills for life success, it is critical that the Board continue to emphasize literacy. While more than 81 percent of the students in the class of 2008 graduated on time with a diploma, almost 20 percent of our students are not graduating on time with their class. We need to know why that is, and we need to address the needs of these students so that everyone graduates successfully.

Ensuring Safe, Orderly Schools and Promoting Parental and Family Involvement

The family and the home are both critical education institutions where children begin learning long before they start school, and where they spend much of their time after they start school. It stands to reason that involving parents in their child's education is conducive to learning. Such involvement is critical if we are to improve the educational achievement of Virginia's students, promote safe and healthy school environments, and eliminate achievement gaps. To do this, schools need to promote and enhance cooperative partnerships in which families are allies in the efforts of teachers and schools.

Compliance with the Standards of Quality: Fifty-four divisions reported full compliance with the provisions of the Standards of Quality (SOQ) in the 2007-2008 school year (Appendix D). Appendix E contains a list of school divisions that have reported non-compliance with any of the provisions of the SOQ. Appendix F lists the individual schools within the divisions that have failed to meet Standard 3 of the SOQ, which requires all schools to be accredited. The appendices also provide additional information on the status of compliance over the last three years for these divisions.

Compliance with the Standards of Accreditation: Ninety-five percent of the schools in Virginia meet the full accreditation standards. Those meeting full accreditation, as well as those failing to meet all provisions of the SOA, are shown in Appendix F.

Review of the Standards of Quality:

(*Pending discussion at the Board's October 23rd meeting*)

2008 Annual Report on the Condition and Needs of Public Schools in Virginia

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

- Ninety-five percent of Virginia's public schools are fully accredited and meeting state standards for student achievement in English, mathematics, history and science based on 2007-2008 assessment results. This is the highest percentage of schools reaching full accreditation since Virginia began statewide testing ten years ago.
- Black and Hispanic students continued to narrow achievement gaps with white students in mathematics on state tests administered during 2007-2008.
- During the last three years, the achievement gap between Black and white students in reading has narrowed by three points, despite a two-point increase in reading for white students. Hispanic students also have narrowed the achievement gap with white students by three points during the last three years.
- More than 81 percent of the students in the class of 2008 graduated on time with a diploma.
- The performance of Virginia public school graduates on the SAT improved significantly in 2008 in all three tested areas. The number of minority students taking the tests increased, with minority students now making up one-third of all test takers.
- Virginia boasts the nation's third-highest percentage of high school seniors earning a grade of 3 or better on Advanced Placement (AP) examinations.
- During 2007, 21.5 percent of Virginia's public high school seniors earned a grade of 3 or more on at least one AP examination, compared with 20.7 in 2006 and 16.9 percent in 2002. Only two states, New York and Maryland, had higher percentages of seniors earning grades of 3 or better on AP tests during 2007.
- 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.
- Virginia was the only state to receive a perfect score for academic standards from the American Federation of Teachers (AFT) in the union's *Sizing Up Standards 2008* report. The report by the nation's second-largest teachers union cited Virginia as the only state in the nation to meet the AFT's criteria for strong standards in English, mathematics, science and history at all grade levels and in all subject areas.
- 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* and praised the standards as "a model of clarity."

- 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 Virginia'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 NAEP 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 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.
- As shown in the NAEP results, in no state did Black fourth and eighth graders perform at a statistically higher level in reading and mathematics than Black students in Virginia. Black 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 Black fourth graders demonstrated reading proficiency at or above the Basic level. Virginia also was the only state where Black students improved their performance in mathematics at both grade levels from 2005 to 2007.
- Virginia students outperformed students nationwide on the 2007 National Assessment of Educational Progress (NAEP) writing test. Virginia students scored significantly higher than students in 20 other states. Test takers in only seven states achieved significantly higher average scores.
- Virginia fourth graders led the nation in science achievement on the 2006 NAEP. Black and Hispanic students in Virginia also continue to outperform their peers nationwide in science on the NAEP.

The Board of Education's Plan of Action

The Board of Education has detailed 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

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.

(Additional text will be added based on the Board's action at the October meeting.)

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. 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 2008, the Mathematics Standards of Learning are undergoing revision. In support of the revisions, the outside groups—The College Board, ACT, and Achieve (through the American Diploma Project)—analyzed the alignment of Virginia's *Mathematics Standards of Learning* with college and workplace readiness benchmarks. This work has informed the review process and will increase the quality of Virginia's mathematics standards.

Also, the Board recently adopted revised Standards of Learning for the following subjects:

History and Social Science;
Physical Education;
Health Education; and
Driver Education

In addition, the Board adopted revised curriculum frameworks for *History and Social Sciences* and for *Algebra, Functions, and Data Analysis*. The Board also adopted the *World-Class Instructional Design Assessment ELP Standards of Learning*, a move widely considered beneficial to local divisions and essential to keep Virginia's standards consistent with best practice in the field.

Virginia received a $500,000 grant from the National Governors Association (NGA) Center for Best Practices to improve science, technology, engineering, and mathematics (STEM) education. The Board has been involved in two major activities under the grant: 1) the development of Governor's Career and Technical Academies and 2) the creation of the Governor's Career and Technical Education Exemplary Standards Awards Program. The Board of Education approved the criteria to establish a Governor's Career and Technical Academy and approved the establishment of the first Academies during the spring of 2008.

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.

As More Students Meet Proficiency Goals, More are Achieving at the Advanced Level

As pass rates for student subgroups increase, statewide, more students pass the assessments at the proficient *and* advanced levels in all content areas. That is, our schools are not only helping more students meet minimal proficiency goals, but also helping more students achieve at advanced levels.

Achievement Gaps Still Persist, But are Narrowing

For Standards of Learning assessments, achievement gaps have narrowed for both reading and mathematics, and the gaps in science and history and social science continue to narrow for Black and Hispanic students compared to their white peers.

Virginia's schools are making progress on the troublesome and persistent problem of gaps among groups of students in achievement on statewide assessments. Virginia has one of the nation's smallest achievement gaps between whites and Hispanics. Virginia's eighth grade Hispanic students had the highest NAEP writing scores for Hispanic students in any state. Moreover, for Standards of Learning assessments, achievement gaps have narrowed for both reading and mathematics, and the gaps in science and history and social science continue to narrow for Black and Hispanic students compared to their white peers.

Nonetheless, across the U.S., a gap in academic achievement persists between minority and disadvantaged students and their white counterparts. This is one of the most pressing education-policy challenges that states currently face. Virginia is certainly no exception, as information on the tables below highlights.

Percent of schools* with a gap in pass rates on statewide assessments

*Only schools accountable for the subgroup under *No Child Left Behind* were included.

Percentage point gap in Reading	Black	Hispanic	Economically disadvantaged	Students with Disabilities	Limited English Proficient students
Greater than 5%	41%	43%	48%	85%	47%
Greater than 10%	13%	14%	15%	71%	25%
Greater than 15%	4%	3%	4%	56%	11%
Greater than 20%	1%	1%	1%	38%	5%

Percentage point gap in Mathematics	Black	Hispanic	Economically disadvantaged	Students with Disabilities	Limited English Proficient students
Greater than 5%	49%	51%	49%	83%	50%
Greater than 10%	22%	25%	22%	70%	26%
Greater than 15%	7%	10%	9%	52%	12%
Greater than 20%	2%	4%	4%	34%	6%

For example, the table above shows that in 22 percent of schools, pass rates on mathematics assessments for economically disadvantaged students are more than 10 percent lower than all students in the same schools; in just under half of these schools, pass rates on mathematics

assessments for economically disadvantaged students are more than 5 percentage points lower than the pass rate for all students. A smaller but still disturbing percentage of schools show gaps in reading pass rates. Fifteen percent of schools held accountable for reading under NCLB have a gap of 10 percentage points or more, and nearly half have a gap of at least five percentage points.

The data are similarly troublesome for schools that are held accountable for minority students. Black and Hispanic students have pass rates in mathematics that are more than 10 percent lower than all students in 22 and 25 percent of schools, respectively. In reading, the gap is smaller, but still sizeable. School-level gaps in reading are 13 and 14 percent for Black and Hispanic students, respectively.

Subgroup	On-Time Graduation Rate*	Cohort Completion Rate**
All Students	81.3	85.2
Female Students	84.3	87.4
Male Students	78.3	83.0
Black Students	72.6	76.4
Hispanic Students	70.4	73.9
White Students	85.3	89.5
Asian Students	92.9	93.9
American Indian Students	74.1	78.0
Native Hawaiian Students	83.5	87.9
Other Students	89.8	91.5
Students with Disabilities	81.1	85.6
Students Identified as Disadvantaged	69.8	76.2
Limited English Proficient Students	68.5	71.1
Students Identified as Migrant	72.9	78.0
Homeless	58.7	63.4

* On-Time Graduation Rate includes the 5 Board of Education-approved diplomas.
** Cohort completion rate includes the 5 diplomas plus students who earned GEDs and Certificates of Program Completion.

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.

Positive Results for Low-Performing Schools

In 2008, with support from the Department of Education's Office of School Improvement, 22 schools that were chronically low-performing in 2006-2007 were fully accredited this year.

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 and schools previously identified as low-performing; i.e., those schools accredited with warning for three consecutive years.

Virginia Index of Performance: 2007-2008

- 89 schools received the Governor's Award for Educational Excellence
- 19 divisions and 475 schools received Board of Education Excellence Award
- 25 divisions and 322 schools received the Competence to Excellence Award

In 2007-2008, Virginia's Governor and Board of Education awarded the first ever awards for the Virginia Index of Performance. These awards recognize those schools that go beyond the minimum competencies required under the Standards of Accreditation. Eighty-nine schools received the Governor's Award for Educational Excellence, and an additional 19 school divisions and 475 schools earned the Board of Education's VIP Excellence Award, and 25 school divisions and 322 schools earned the Board of Education's VIP Competence to Excellence Award, which recognizes schools and school divisions that have met all state and federal benchmarks for at least two consecutive years and are making progress toward VIP.

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.

Virginia Preschool Initiative: Getting Solid Results

Children who attend a Virginia Preschool Initiative (VPI) program continue to outperform other kindergarten children in the PALS assessment, a test which measures readiness to learn.

Children who attend the Virginia Preschool Initiative (VPI) continue to outperform other kindergarten children on the Phonological Awareness Literacy Screening Kindergarten (PALS K) assessment. This screening tool, developed by the University of Virginia in collaboration with the Virginia Department of Education, provides teachers with information on whether kindergarten children need extra support to become proficient readers by the time they reach third grade. Children identified as needing extra support then receive reading intervention services in part through the state-funded Early Intervention Reading Initiative (EIRI).

In the fall of 2006, 11 percent of the children who had attended VPI in the previous year were identified as needing extra support to become proficient readers, compared to 17 percent of all kindergarten children screened. In the fall of 2007, 10 percent of children who had attended VPI the previous year needed additional support—the percent of all kindergarteners needing extra support remained at 17 percent.

Economically Disadvantaged Preschoolers Need Services

An October 2007 report from the Weldon Cooper Center at the University of Virginia showed that 40 percent of Virginia's four-year olds who are economically disadvantaged do not experience preschool—of any level of quality. This is true despite the fact that Virginia has made significant increases in the number of school divisions and children participating in VPI in recent years.

Without providing high quality preschool to all at-risk four-year olds, many at-risk five-year-old children will continue enter kindergarten without adequate preparation to be fully ready to learn. An October 2007 report from the Weldon Cooper Center at the University of Virginia showed that 40 percent of Virginia's four-year-olds who are economically disadvantaged do not experience preschool—of any level of quality. This is true despite the fact that Virginia has made significant increases in the number of school divisions and children participating in VPI in recent years. The number of school divisions participating in the initiative has grown from 75 in the 2001-2002 school year, to ____ in the 2008-2009 school year. As well, the number of children served has grown from 5,966 in the 2001-2002 school year to ____ children being served in 2008-2009.

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

In 2008, for the first time, Virginia calculated the Virginia On-Time Graduation Rate, which is calculated based on an accurate count of students in Virginia public high schools from 2004-2005 through the summer of 2008. It is not an estimate, which is what the state has used in the past to calculate graduation rates.

On-Time Graduation Rate Accounts for Student Mobility and Retention

In 2008, 81.3 percent of students who entered 9th grade for the first time in 2004-2005 graduated from high school.

In 2008, 81.3 percent of students who entered 9th grade for the first time in 2004-2005 graduated from high school. Statewide, the following percentages of students in the class of 2008 graduated on time with a Board of Education-approved diploma:

- Female students — 84.3 percent
- Male students — 78.3 percent
- Black students — 72.6 percent
- Hispanic students — 70.4 percent
- White students — 85.3 percent
- Asian students — 92.9 percent
- Students with disabilities — 81.1 percent

- Disadvantaged students — 69.8 percent
- Limited English proficient students — 68.5 percent
- Migrant students — 72.9 percent
- Homeless students — 58.7 percent

Achievement Gap in Graduation Rates

There is a disheartening 9, 11, and 12 point achievement gap for Black, Hispanic, and economically disadvantaged students, respectively, compared to the overall graduation rate. For the long run, however, results show a positive trend for student achievement on statewide assessments.

An achievement gap is apparent in student graduation rates. There is a disheartening 9, 11, and 12 point achievement gap for Black, Hispanic, and economically disadvantaged students, respectively, compared to the overall graduation rate.

For the long run, however, results show a positive trend. Over the past three years, pass rates on statewide assessments have increased in nearly all grade levels tested. Pass rates in reading range from a low of 83 percent in eighth grade to a high of 94 percent on end-of-course assessments. Over the same time period, pass rates on the statewide writing assessment have declined in grades 5 and 8, and remained the same for two years on the end-of-course assessments. Pass rates in grades five and eight are 87 percent, and 92 percent on the end-of-course assessment.

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.

New *Virginia Standards for the Professional Practice of Teachers*

The standards will assist teachers to reflect on student learning and teaching and to develop professional development plans to improve teaching practice.

Standards for Teachers

The Board adopted *Virginia Standards for the Professional Practice of Teachers,* a resource for the implementation of the Board of Education's performance standards criteria. The standards represent the knowledge and skills that are common to all teachers from pre-kindergarten through grade 12. Teachers need to know what will be expected of them and how they will be evaluated. The standards will assist teachers to reflect on student learning and teaching and to develop professional development plans to improve teaching practice.

Recruiting and Retaining Excellent and Diverse Teachers

Ninety-eight percent of all teachers are highly qualified, an increase from the previous year. Thirteen percent of teachers were Black and 2 percent were Hispanic, compared with approximately 26 and 9 percent of students, respectively.

Preparation, Recruitment, and Retention of Educational Personnel

Ninety-eight percent of all teachers are highly qualified, an increase from the previous year. In 2007-2008 the state retained 91 percent of the workforce from the previous year, representing a 2 percent increase from the previous year. The percent of teachers retained for 3 years remains at 82 percent.

Recruiting Minority Teachers

In Virginia in 2007-2008, 13 percent of teachers were Black and 2 percent were Hispanic, compared with approximately 26 and 9 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 2008, the Board continues to monitor the regulations closely and to advocate for the modifications and waivers that it has requested of the U.S. Department of Education.

Keeping Regulations Up-to-Date

During 2008, the Board of Education initiated or completed the adoption or repeal of 29 of its 62 current regulations. Most revisions are to insure that new provisions in the Code of Virginia are reflected in the Board's regulations.

During 2008, the Board of Education initiated or completed the adoption or repeal of 29 of its 62 current regulations. Most revisions are to insure that new provisions in the Code of Virginia are reflected in the Board's regulations. Major revisions were made to the *Regulations Governing Special Education Programs for Students with Disabilities in Virginia*. The revisions were 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.

Abuse Prevention Programs are Widespread in Virginia's Schools

A recent report from the Virginia Department of Education showed that the funds for these programs supported drug prevention programs and activities in 98 percent of local divisions and violence prevention programs and activities in 96 percent of divisions. Programs funded by this federal program were provided in a total 1,475 Virginia schools representing 79 percent of Virginia schools.

For a number of years, Virginia's public schools have participated in the Safe and Drug-Free Schools and Communities Act programs. Federal funding for these programs goes directly to the schools and the Virginia Department of Education provides extensive technical assistance for local implementation of these programs. A recent report showed that the funds for these programs supported drug prevention programs and activities in 98 percent of local divisions and violence prevention programs and activities in 96 percent of divisions. Prevention services were provided in a total 1,475 Virginia schools representing 79 percent of Virginia schools.

Consistent with the central focus of the Safe and Drug-Free Schools and Communities programming, the activity reported most frequently across elementary, middle, and high school levels was age-appropriate drug and violence prevention activities. Ranking second across all levels was dissemination of drug and violence prevention information to schools and communities.

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-three divisions reported full compliance with the provisions of the Standards of Quality (SOQ) in the 2007-2008 school year. Appendix D contains a list of school divisions that have reported non-compliance with any of the provisions of the SOQ. The appendix also provides additional information on the status of compliance over the last three years for these divisions. Students in 1,765 of the commonwealth's 1,860 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.

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 the level of compliance with the standards and the individual indicators within each standard to the Department of Education via an electronic data collection system.

Where divisions indicate less than full compliance with the standards, corrective action plans for the noncompliance items are required. Of the divisions that were not in full compliance, all have filed a corrective action plan. The data are for the 2007-2008 school year and for the Standards of Quality that were in effect as of July 1, 2007.

Compliance with the Requirements of the Standards of Accreditation

Full Accreditation Rate: Higher Than Ever

Ninety-five percent of Virginia's public schools are fully accredited and meeting state standards for student achievement in English, mathematics, history and science. This is the highest percentage of schools reaching full accreditation since Virginia began statewide testing ten years ago.

Ninety-five percent of Virginia's public schools are fully accredited and meeting state standards for student achievement in English, mathematics, history and science based on 2007-2008 assessment results. This is the highest percentage of schools reaching full accreditation since the commonwealth began statewide testing ten years ago.

Nearly all Virginia children now attend schools that are exceeding the commonwealth's minimum expectations for student achievement. Students in 1,765 of the commonwealth's 1,860 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. Ninety-six percent of Virginia's elementary schools and 98 percent of the commonwealth's high schools are now fully accredited.

The percentage of middle schools achieving full accreditation increased as the performance of students on rigorous grade-level mathematics tests introduced three years ago continued to improve. Eighty-seven percent, or 270, of Virginia's 312 middle schools are now fully accredited compared with 69 percent last year. This includes 36 now fully accredited middle schools that previously were warned only in mathematics. Mathematics achievement increased in 283 middle schools during 2007-2008.

Divisions in which All Schools are Rated Fully Accredited

Ninety-six of the commonwealth's 132 school divisions have no schools on the state's academic warning list, compared with 69 last year. Divisions with all schools fully accredited (other than new schools that automatically receive conditional accreditation) are listed in Appendix E.

Accreditation Denied

Five schools in Petersburg have been denied accreditation for 2008-2009 because of continued low student achievement. These schools — and areas of deficiency — are listed as follows:

- A.P. Hill Elementary for English, mathematics and science
- J.E.B. Stuart Elementary for English, mathematics, history and science

- Peabody Middle for English, mathematics, history and science
- Petersburg High for mathematics and science
- Vernon Johns Middle for English, mathematics and history

Vernon Johns Middle, was denied accreditation for a second consecutive year; the other Petersburg schools listed are entering their third year without state accreditation. The 2006 memorandum of understanding between Petersburg Public Schools and the Board of Education set a goal of full accreditation for at least five of the division's schools by 2008. With five of Petersburg's seven schools denied accreditation, the state board requested that the Petersburg Public Schools move forward with a plan to provide an independently managed middle school program in 2009-2010 for all students in the city who wish to attend.

Accredited with Warning

The number of schools accredited with warning decreased to 54, compared with 102 last year. Eighty-three schools that were on academic warning last year achieved full accreditation, including 22 elementary schools, 52 middle schools, two high schools and seven combined schools. See Appendix E for a listing of all schools rated accredited with warning.

Conditional Accreditation

Twenty-three newly opened schools are automatically rated as conditionally accredited (new schools) for 2008-2009.

In addition, the Board of Education granted conditional accreditation to thirteen schools that have not met accreditation standards for four or more years. Schools that are granted conditional accreditation have three years to raise student achievement to state standards and must apply annually for this rating. These schools are working closely with the Virginia Department of Education's Office of School Improvement and are taking dramatic and meaningful actions to improve instruction and raise student achievement to state standards. Additional information is contained in Appendix F.

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 and science administered during the summer and fall of 2007 and the spring of 2008, 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 school passing percentages in English, mathematics, history and science.

In middle schools and high schools, a pass rate of at least 70 percent in all four subject areas is required for full accreditation. In elementary schools, a combined pass rate of at least 75 percent on English tests in grades 3-5 is required for full accreditation. Elementary schools also must achieve 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 failed reading or mathematics tests during the previous year. Adjustments also may be made for students with limited-English proficiency and for students who have recently transferred into a Virginia public school.

Review of the Standards of Quality

(*Report to be added.*)

Closing Statement by the Virginia Board of Education

In so many ways, Virginia's public schools are much stronger than ever before. We have put a tremendous amount of diligence, forethought and energy into creating systemic changes that are now driving our school improvement and student progress, and it is satisfying to see those efforts paying dividends for children and the communities in which they live. The Board's objectives for our schools directly address strategies for improving student achievement. They include:

- Have high quality standards for all schools;
- Help eliminate achievement gaps;
- Insist on public accountability;
- Work with partners to help put pre-school programs in place;
- Support attainment of literacy skills for all students;
- Ensure students' access to expert, highly-qualified teachers;
- Implement provisions of state and federal laws and regulations pertaining to our public schools; and
- Help schools create and maintain safe and orderly environments for children and their teachers.

The world in which we live, and certainly the one in which our children will work in the future, is constantly changing, constantly shifting. Changing demand for products and services means a shift in the talent required to deliver them. New technologies, new skills, and new ways of working emerge every day. It requires that our schools provide an education that promotes not just competence but *excellence*.

To keep our system of public schools on a steady course and continue delivering solid results despite the challenges requires a keen sense of what is required to move from competence to excellence. It requires a steady focus on goals—on what needs to be our highest priority. We see a challenging year ahead as we face the economic headwinds that have developed in recent months. We remain focused on the fundamental priorities described in this report, and we remain committed to delivering results.

Education is the foundation for everything else we do, from economic development to health care. We are facing some difficult challenges today, but one of the key solutions to these challenges remains the same: Be measured by strong academic standards, reach strong standards, exceed strong standards. By doing so, young Virginians will surely lead the nation in educational progress. We are well on our way.

Appendices

Appendix A: Statewide Standards of Learning Test Results: 2005-2006 through 2007-2008

Appendix B: Measures of Student Progress

Appendix C: Demographics of Virginia's Public Schools

Appendix D: List of School Divisions Reporting Full Compliance with the SOQ: 2007-2008

Appendix E. List of School Divisions Reporting Non-compliance with any Provision of the SOQ: 2007-2008

Appendix F: Divisions with All Schools Fully Accredited, Schools Granted Conditional Accreditation, Schools Rated Accredited with Warning: 2007- 2008

Appendix G: Standards of Quality, as Amended by the 2008 General Assembly

Appendix A:
Statewide Standards of Learning Test Results:
2005-2006 through 2007-2008
Reported by NCLB Subgroups

Percentage of Students Passing/Tested/Not Tested

Schools, school divisions, and states are rated according to the progress toward the goals of the *No Child Left Behind Act of 2001* (NCLB). This federal law requires states to set annual benchmarks for achievement in reading and mathematics leading to 100 percent proficiency by 2014.

Schools, school divisions, and states that meet or exceed all annual benchmarks toward this goal are rated as having made adequate yearly progress (AYP). Schools, school divisions, states must test at least 95 percent of students overall, and 95 percent of students in each of the following subgroups: white, Black, Hispanic, students with disabilities, limited English proficient students, and students identified as disadvantaged. Annual accountability ratings are based on achievement during the previous academic year or combined achievement from the three most recent years. Only student subgroups represented are listed.

Percentage of Students Passing/Tested/Not Tested

Student Subgroup	Type	2005-2006			2006-2007			2007-2008		
		Passed	Tested	Not Tested	Passed	Tested	Not Tested	Passed	Tested	Not Tested
English Performance										
All Students	State	84	100	0	85	100	0	87	100	0
Black Students	State	73	99	1	76	99	1	78	99	1
Hispanic Students	State	76	100	0	72	99	1	81	100	0
White Students	State	89	100	0	90	100	0	91	100	0
Students with Disabilities	State	64	100	0	62	99	1	67	99	1
Students Identified as Disadvantaged	State	73	99	1	73	99	1	77	99	1
Limited English Proficient Students	State	72	100	0	67	100	0	79	100	0
Mathematics Performance										
All Students	State	76	100	0	80	99	1	84	100	0
Black Students	State	62	99	1	68	99	1	73	99	1
Hispanic Students	State	66	99	1	71	99	1	75	99	1
White Students	State	81	100	0	85	100	0	88	100	0
Students with Disabilities	State	53	100	0	58	99	1	65	99	1
Students Identified as Disadvantaged	State	62	99	1	67	99	1	73	99	1
Limited English Proficient Students	State	65	99	1	70	99	1	75	100	0

Key: < = A group below state definition for personally identifiable results
- = No data for group
* = Data not yet available

Assessment Results at each Proficiency Level by Subgroup

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

Tables begin on the next page:

Assessment Results at each Proficiency Level by Subgroup													
		2005-2006				2006-2007				2007-2008			
Student Subgroup	Type	Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail
English: Reading													**Grade 3**
All Students	State	39	45	**84**	16	37	44	**80**	20	39	45	**84**	16
Female Students	State	40	45	**85**	15	39	44	**83**	17	42	45	**87**	13
Male Students	State	37	45	**82**	18	35	44	**78**	22	35	46	**81**	19
Black Students	State	24	49	**73**	27	22	49	**71**	29	24	51	**74**	26
Hispanic Students	State	22	57	**79**	21	21	44	**65**	35	31	48	**79**	21
White Students	State	47	41	**88**	12	45	42	**87**	13	45	43	**88**	12
Asian Students	State	44	46	**90**	10	43	42	**85**	15	51	40	**91**	9
American Indian Students	State	40	47	**86**	14	39	42	**81**	19	35	49	**84**	16
Other Students	State	41	43	**84**	16	37	45	**82**	18	41	45	**86**	14
Students with Disabilities	State	25	45	**71**	29	24	39	**62**	38	28	40	**67**	33
Students Identified as Disadvantaged	State	23	51	**74**	26	22	47	**69**	31	25	50	**75**	25
Limited English Proficient Students	State	17	60	**77**	23	18	43	**62**	38	32	47	**79**	21
Students Identified as Migrant	State	12	59	**71**	29	22	49	**71**	29	28	41	**70**	30
Mathematics													**Grade 3**
All Students	State	52	38	**90**	10	48	41	**89**	11	51	38	**89**	11
Female Students	State	51	39	**90**	10	48	41	**89**	11	51	39	**89**	11
Male Students	State	52	37	**89**	11	49	40	**89**	11	52	37	**89**	11
Black Students	State	32	50	**82**	18	31	50	**81**	19	33	48	**81**	19
Hispanic Students	State	38	47	**85**	15	34	49	**84**	16	35	47	**82**	18
White Students	State	61	33	**93**	7	57	36	**93**	7	61	33	**93**	7
Asian Students	State	68	27	**95**	5	65	30	**95**	5	68	27	**95**	5
American Indian Students	State	54	38	**92**	8	49	40	**88**	12	49	40	**89**	11
Other Students	State	57	34	**91**	9	48	41	**89**	11	54	36	**90**	10
Students with Disabilities	State	32	43	**75**	25	31	43	**74**	26	32	42	**74**	26
Students Identified as Disadvantaged	State	35	48	**83**	17	32	49	**81**	19	34	47	**81**	19
Limited English Proficient Students	State	38	47	**85**	15	34	50	**83**	17	36	47	**82**	18
Students Identified as Migrant	State	31	53	**83**	17	34	55	**89**	11	33	47	**79**	21
Science													**Grade 3**
All Students	State	40	50	**90**	10	39	49	**88**	12	39	49	**88**	12
Female Students	State	38	52	**90**	10	37	51	**88**	12	38	50	**89**	11
Male Students	State	42	48	**90**	10	41	48	**89**	11	39	49	**88**	12
Black Students	State	21	60	**81**	19	19	59	**79**	21	20	58	**78**	22
Hispanic Students	State	23	61	**84**	16	25	56	**81**	19	22	59	**80**	20
White Students	State	50	45	**95**	5	49	44	**93**	7	48	45	**93**	7
Asian Students	State	44	50	**94**	6	47	46	**93**	7	47	47	**93**	7
American Indian Students	State	41	50	**91**	9	35	56	**91**	9	41	49	**90**	10
Other Students	State	43	50	**92**	8	38	50	**89**	11	40	50	**90**	10
Students with Disabilities	State	27	50	**77**	23	26	48	**74**	26	25	48	**73**	27
Students Identified as Disadvantaged	State	23	59	**82**	18	23	57	**80**	20	23	56	**79**	21
Limited English Proficient Students	State	18	64	**82**	18	22	57	**80**	20	21	59	**80**	20
Students Identified as Migrant	State	20	67	**87**	13	19	61	**80**	20	24	60	**84**	16
History and Social Science													**Grade 3**
All Students	State	57	34	**91**	9	64	29	**92**	8	66	27	**93**	7
Female Students	State	57	35	**92**	8	64	29	**93**	7	66	27	**93**	7
Male Students	State	57	33	**91**	9	64	28	**92**	8	66	26	**92**	8
Black Students	State	41	44	**85**	15	48	40	**87**	13	49	38	**87**	13
Hispanic Students	State	42	43	**85**	15	49	38	**87**	13	52	36	**88**	12
White Students	State	65	29	**94**	6	72	23	**95**	5	74	21	**95**	5
Asian Students	State	67	28	**95**	5	75	21	**96**	4	78	19	**97**	3
American Indian Students	State	56	37	**93**	7	59	35	**94**	6	66	24	**90**	10
Other Students	State	61	31	**92**	8	61	30	**91**	9	68	26	**94**	6
Students with Disabilities	State	35	42	**78**	22	41	38	**79**	21	44	36	**79**	21
Students Identified as Disadvantaged	State	39	45	**84**	16	47	39	**86**	14	49	38	**86**	14

Assessment Results at each Proficiency Level by Subgroup													
		2005-2006				2006-2007				2007-2008			
Student Subgroup	Type	Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail
Limited English Proficient Students	State	38	46	85	15	47	40	87	13	52	36	88	12
Students Identified as Migrant	State	39	50	89	11	48	44	92	8	48	41	89	11
English: Reading													**Grade 4**
All Students	State	42	45	86	14	47	40	87	13	47	41	88	12
Female Students	State	43	45	88	12	49	40	89	11	50	40	90	10
Male Students	State	40	45	85	15	45	41	86	14	45	42	87	13
Black Students	State	27	51	78	22	32	48	80	20	31	49	81	19
Hispanic Students	State	24	56	80	20	31	46	77	23	37	47	84	16
White Students	State	50	41	90	10	55	37	91	9	55	37	92	8
Asian Students	State	48	44	92	8	56	36	92	8	60	34	94	6
American Indian Students	State	41	46	86	14	52	41	93	7	42	48	89	11
Other Students	State	45	43	88	12	50	39	89	11	48	42	90	10
Students with Disabilities	State	26	46	72	28	29	41	69	31	33	40	73	27
Students Identified as Disadvantaged	State	25	53	77	23	30	48	78	22	32	49	81	19
Limited English Proficient Students	State	20	59	79	21	26	47	74	26	37	47	84	16
Students Identified as Migrant	State	5	70	75	25	22	58	80	20	41	45	86	14
Mathematics													**Grade 4**
All Students	State	34	44	77	23	37	44	81	19	42	42	84	16
Female Students	State	32	45	77	23	36	45	81	19	40	44	84	16
Male Students	State	35	43	78	22	39	42	81	19	44	40	84	16
Black Students	State	18	46	64	36	22	47	69	31	26	48	74	26
Hispanic Students	State	20	45	65	35	23	47	70	30	29	47	76	24
White Students	State	41	43	84	16	44	42	86	14	49	40	89	11
Asian Students	State	49	37	87	13	52	38	91	9	62	31	93	7
American Indian Students	State	33	44	78	22	39	46	85	15	40	46	85	15
Other Students	State	37	44	80	20	40	43	83	17	45	40	85	15
Students with Disabilities	State	20	38	59	41	23	39	62	38	27	42	69	31
Students Identified as Disadvantaged	State	18	45	64	36	22	47	69	31	26	48	74	26
Limited English Proficient Students	State	20	44	63	37	23	46	69	31	31	45	77	23
Students Identified as Migrant	State	6	51	57	43	23	49	72	28	26	56	83	17
Science (Alternate Assessment)													**Grade 4**
All Students	State	-	-	-	-	-	-	-	-	38	38	75	25
Female Students	State	-	-	-	-	-	-	-	-	<	<	<	<
Male Students	State	-	-	-	-	-	-	-	-	38	38	77	23
Black Students	State	-	-	-	-	-	-	-	-	<	<	<	<
Hispanic Students	State	-	-	-	-	-	-	-	-	<	<	<	<
White Students	State	-	-	-	-	-	-	-	-	<	<	<	<
Asian Students	State	-	-	-	-	-	-	-	-	<	<	<	<
American Indian Students	State	-	-	-	-	-	-	-	-	<	<	<	<
Other Students	State	-	-	-	-	-	-	-	-	<	<	<	<
Students with Disabilities	State	-	-	-	-	-	-	-	-	38	38	75	25
Students Identified as Disadvantaged	State	-	-	-	-	-	-	-	-	<	<	<	<
Limited English Proficient Students	State	-	-	-	-	-	-	-	-	<	<	<	<
History and Social Science (Alternate Assessment)													**Grade 4**
All Students	State	-	-	-	-	79	14	93	7	78	16	94	6
Female Students	State	-	-	-	-	79	15	93	7	78	15	93	7
Male Students	State	-	-	-	-	79	14	93	7	78	16	94	6
Black Students	State	-	-	-	-	78	17	95	5	80	13	93	7
Hispanic Students	State	-	-	-	-	86	11	97	3	76	20	97	3
White Students	State	-	-	-	-	81	12	93	7	79	15	95	5
Asian Students	State	-	-	-	-	74	13	87	13	71	19	90	10
American Indian Students	State	-	-	-	-	<	<	<	<	<	<	<	<
Other Students	State	-	-	-	-	69	14	83	17	58	26	84	16
Students with Disabilities	State	-	-	-	-	79	14	93	7	78	16	94	6
Students Identified as Disadvantaged	State	-	-	-	-	78	16	94	6	80	15	95	5
Limited English Proficient Students	State	-	-	-	-	80	11	91	9	75	22	97	3
English: Reading													**Grade 5**
All Students	State	42	45	87	13	36	51	87	13	42	47	89	11
Female Students	State	44	45	89	11	38	51	89	11	45	46	91	9
Male Students	State	40	45	85	15	34	51	85	15	39	49	88	12

Assessment Results at each Proficiency Level by Subgroup													
		2005-2006				2006-2007				2007-2008			
Student Subgroup	Type	Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail
Black Students	State	24	53	77	23	21	59	80	20	27	55	82	18
Hispanic Students	State	26	55	81	19	21	54	74	26	31	53	84	16
White Students	State	50	41	91	9	43	48	91	9	49	44	93	7
Asian Students	State	51	42	93	7	45	45	90	10	52	42	94	6
American Indian Students	State	41	48	89	11	31	60	91	9	44	47	91	9
Other Students	State	46	43	89	11	39	50	89	11	46	45	91	9
Students with Disabilities	State	23	49	72	28	21	47	68	32	27	47	73	27
Students Identified as Disadvantaged	State	25	53	78	22	21	57	77	23	26	55	82	18
Limited English Proficient Students	State	22	58	81	19	18	52	70	30	29	53	83	17
Students Identified as Migrant	State	17	50	67	33	19	49	68	32	25	55	81	19
English: Writing													**Grade 5**
All Students	State	32	57	89	11	26	63	89	11	23	64	87	13
Female Students	State	39	53	92	8	33	60	93	7	28	62	91	9
Male Students	State	25	60	85	15	20	66	86	14	18	65	83	17
Black Students	State	20	63	82	18	15	68	84	16	13	66	79	21
Hispanic Students	State	20	60	80	20	16	68	84	16	16	65	81	19
White Students	State	37	54	92	8	31	61	92	8	27	63	90	10
Asian Students	State	45	49	94	6	41	54	95	5	36	58	94	6
American Indian Students	State	31	54	85	15	20	66	87	13	25	64	89	11
Other Students	State	30	59	89	11	31	60	91	9	27	64	90	10
Students with Disabilities	State	9	52	61	39	8	55	63	37	8	52	59	41
Students Identified as Disadvantaged	State	17	63	80	20	14	68	82	18	12	66	77	23
Limited English Proficient Students	State	18	59	78	22	15	67	82	18	14	66	80	20
Students Identified as Migrant	State	21	50	71	29	10	65	75	25	13	83	96	4
Mathematics													**Grade 5**
All Students	State	45	38	83	17	48	38	87	13	53	35	88	12
Female Students	State	46	39	84	16	49	39	88	12	54	36	89	11
Male Students	State	44	37	82	18	48	37	86	14	52	35	87	13
Black Students	State	30	44	74	26	35	45	80	20	38	43	81	19
Hispanic Students	State	33	41	74	26	34	44	78	22	40	41	81	19
White Students	State	52	36	87	13	55	35	90	10	60	32	92	8
Asian Students	State	61	30	91	9	64	30	93	7	68	27	94	6
American Indian Students	State	44	41	85	15	46	39	85	15	52	35	87	13
Other Students	State	46	39	85	15	49	38	87	13	56	34	90	10
Students with Disabilities	State	25	38	63	37	29	40	70	30	34	39	73	27
Students Identified as Disadvantaged	State	30	43	73	27	34	44	78	22	39	42	81	19
Limited English Proficient Students	State	32	40	72	28	34	44	78	22	39	41	80	20
Students Identified as Migrant	State	38	27	65	35	34	46	80	20	51	37	88	12
Science													**Grade 5**
All Students	State	23	62	85	15	25	63	88	12	24	64	88	12
Female Students	State	20	63	83	17	22	65	87	13	21	66	87	13
Male Students	State	26	61	86	14	27	61	88	12	27	62	89	11
Black Students	State	10	62	72	28	11	67	78	22	12	67	80	20
Hispanic Students	State	11	64	75	25	14	65	79	21	11	65	77	23
White Students	State	29	61	91	9	31	61	93	7	30	63	93	7
Asian Students	State	31	60	91	9	33	60	93	7	29	62	91	9
American Indian Students	State	20	66	86	14	25	64	89	11	25	67	92	8
Other Students	State	22	64	87	13	25	64	89	11	26	65	91	9
Students with Disabilities	State	15	51	66	34	15	55	70	30	17	55	71	29
Students Identified as Disadvantaged	State	11	62	73	27	12	66	78	22	12	67	79	21
Limited English Proficient Students	State	10	62	72	28	12	64	76	24	10	63	72	28
Students Identified as Migrant	State	9	55	64	36	6	65	70	30	16	66	82	18
History and Social Science													**Grade 5**
All Students	State	-	-	-	-	72	20	92	8	73	17	90	10
Female Students	State	-	-	-	-	69	23	92	8	72	18	90	10
Male Students	State	-	-	-	-	74	18	92	8	73	17	90	10
Black Students	State	-	-	-	-	72	20	92	8	72	16	88	12
Hispanic Students	State	-	-	-	-	70	25	95	5	80	12	92	8
White Students	State	-	-	-	-	72	20	92	8	73	19	91	9
Asian Students	State	-	-	-	-	<	<	<	<	80	20	100	0

Assessment Results at each Proficiency Level by Subgroup													
		2005-2006				2006-2007				2007-2008			
Student Subgroup	Type	Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail
American Indian Students	State	-	-	-	-	<	<	<	<	<	<	<	<
Other Students	State	-	-	-	-	81	5	86	14	71	21	93	7
Students with Disabilities	State	-	-	-	-	72	20	92	8	73	17	90	10
Students Identified as Disadvantaged	State	-	-	-	-	73	21	94	6	80	11	91	9
Limited English Proficient Students	State	-	-	-	-	56	44	100	0	90	0	90	10
English: Reading													**Grade 6**
All Students	State	38	45	83	17	37	47	84	16	38	47	85	15
Female Students	State	41	46	86	14	40	47	87	13	39	48	87	13
Male Students	State	35	45	80	20	34	48	82	18	36	47	83	17
Black Students	State	19	52	71	29	22	53	75	25	21	53	74	26
Hispanic Students	State	23	52	75	25	20	51	71	29	27	51	78	22
White Students	State	46	42	89	11	45	45	90	10	45	45	90	10
Asian Students	State	51	41	91	9	48	44	92	8	52	41	93	7
American Indian Students	State	35	49	84	16	41	46	88	13	36	51	87	13
Other Students	State	44	42	86	14	38	47	84	16	41	46	87	13
Students with Disabilities	State	20	41	60	40	20	40	60	40	25	39	64	36
Students Identified as Disadvantaged	State	19	51	71	29	21	52	72	28	22	52	74	26
Limited English Proficient Students	State	18	53	71	29	16	50	67	33	28	48	76	24
Students Identified as Migrant	State	13	41	54	46	16	46	62	38	25	46	72	28
Mathematics													**Grade 6**
All Students	State	17	35	51	49	21	39	60	40	29	39	68	32
Female Students	State	16	35	52	48	21	40	61	39	29	40	69	31
Male Students	State	17	34	51	49	22	38	60	40	29	38	67	33
Black Students	State	7	27	34	66	10	34	44	56	16	37	53	47
Hispanic Students	State	9	30	39	61	13	35	48	52	19	37	56	44
White Students	State	21	39	60	40	26	42	69	31	35	40	75	25
Asian Students	State	34	39	73	27	41	39	80	20	47	37	83	17
American Indian Students	State	15	38	52	48	19	44	63	37	27	40	67	33
Other Students	State	23	34	57	43	25	37	61	39	33	39	72	28
Students with Disabilities	State	10	20	30	70	15	25	39	61	20	29	49	51
Students Identified as Disadvantaged	State	7	27	34	66	11	33	44	56	17	36	53	47
Limited English Proficient Students	State	11	29	39	61	14	32	46	54	20	36	56	44
Students Identified as Migrant	State	9	27	36	64	18	34	52	48	17	41	58	42
Science (Alternate Assessment)													**Grade 6**
All Students	State	-	-	-	-	-	-	-	-	75	8	83	17
Female Students	State	-	-	-	-	-	-	-	-	<	<	<	<
Male Students	State	-	-	-	-	-	-	-	-	<	<	<	<
Black Students	State	-	-	-	-	-	-	-	-	<	<	<	<
White Students	State	-	-	-	-	-	-	-	-	<	<	<	<
Asian Students	State	-	-	-	-	-	-	-	-	<	<	<	<
Other Students	State	-	-	-	-	-	-	-	-	<	<	<	<
Students with Disabilities	State	-	-	-	-	-	-	-	-	75	8	83	17
Students Identified as Disadvantaged	State	-	-	-	-	-	-	-	-	<	<	<	<
Limited English Proficient Students	State	-	-	-	-	-	-	-	-	<	<	<	<
History and Social Science (Alternate Assessment)													**Grade 6**
All Students	State	-	-	-	-	73	18	91	9	73	19	92	8
Female Students	State	-	-	-	-	71	20	92	8	72	21	92	8
Male Students	State	-	-	-	-	74	17	90	10	74	19	92	8
Black Students	State	-	-	-	-	72	18	90	10	72	18	90	10
Hispanic Students	State	-	-	-	-	72	19	92	8	83	15	98	2
White Students	State	-	-	-	-	74	19	93	7	73	19	92	8
Asian Students	State	-	-	-	-	78	11	89	11	85	15	100	0
American Indian Students	State	-	-	-	-	<	<	<	<	<	<	<	<
Other Students	State	-	-	-	-	63	18	80	20	50	46	96	4
Students with Disabilities	State	-	-	-	-	73	18	91	9	73	19	92	8
Students Identified as Disadvantaged	State	-	-	-	-	75	17	91	9	74	19	93	7
Limited English Proficient Students	State	-	-	-	-	79	14	93	7	84	13	97	3
English: Reading													**Grade 7**
All Students	State	38	44	81	19	40	43	82	18	40	47	86	14
Female Students	State	41	44	84	16	43	43	86	14	42	46	88	12

Assessment Results at each Proficiency Level by Subgroup													
		2005-2006				2006-2007				2007-2008			
Student Subgroup	Type	Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail
Male Students	State	35	44	78	22	37	42	80	20	37	47	85	15
Black Students	State	20	49	69	31	23	49	72	28	22	54	76	24
Hispanic Students	State	22	48	70	30	23	47	70	30	26	53	78	22
White Students	State	47	41	88	12	49	39	88	12	48	43	91	9
Asian Students	State	48	40	89	11	51	38	89	11	53	40	94	6
American Indian Students	State	39	45	84	16	42	46	89	11	40	46	86	14
Other Students	State	44	41	85	15	39	42	81	19	43	45	88	12
Students with Disabilities	State	18	37	55	45	19	35	54	46	21	43	64	36
Students Identified as Disadvantaged	State	19	48	67	33	21	48	69	31	22	54	75	25
Limited English Proficient Students	State	14	48	62	38	17	45	62	38	22	53	75	25
Students Identified as Migrant	State	9	53	62	38	18	44	62	38	15	61	75	25
Mathematics													**Grade 7**
All Students	State	11	33	44	56	20	36	56	44	24	42	65	35
Female Students	State	11	33	44	56	20	37	57	43	24	43	66	34
Male Students	State	11	32	43	57	20	34	55	45	24	40	64	36
Black Students	State	4	22	26	74	10	30	40	60	13	37	50	50
Hispanic Students	State	6	25	31	69	10	31	41	59	13	37	50	50
White Students	State	15	38	53	47	25	39	64	36	30	44	74	26
Asian Students	State	21	43	64	36	34	39	74	26	38	43	81	19
American Indian Students	State	10	32	42	58	17	40	57	43	20	45	65	35
Other Students	State	16	35	51	49	20	31	51	49	22	43	65	35
Students with Disabilities	State	10	16	26	74	16	20	37	63	23	27	50	50
Students Identified as Disadvantaged	State	6	22	28	72	11	29	40	60	14	37	51	49
Limited English Proficient Students	State	6	24	30	70	12	28	40	60	14	35	49	51
Students Identified as Migrant	State	7	32	38	62	17	32	49	51	25	33	59	41
Science (Alternate Assessment)													**Grade 7**
All Students	State	-	-	-	-	<	<	<	<	56	25	81	19
Female Students	State	-	-	-	-	-	-	-	-	<	<	<	<
Male Students	State	-	-	-	-	<	<	<	<	40	30	70	30
Black Students	State	-	-	-	-	-	-	-	-	<	<	<	<
White Students	State	-	-	-	-	<	<	<	<	<	<	<	<
Other Students	State	-	-	-	-	-	-	-	-	<	<	<	<
Students with Disabilities	State	-	-	-	-	<	<	<	<	56	25	81	19
Students Identified as Disadvantaged	State	-	-	-	-	<	<	<	<	<	<	<	<
History and Social Science (Alternate Assessment)													**Grade 7**
All Students	State	-	-	-	-	76	16	92	8	72	17	88	12
Female Students	State	-	-	-	-	75	15	90	10	72	17	89	11
Male Students	State	-	-	-	-	76	17	93	7	71	16	88	13
Black Students	State	-	-	-	-	74	18	92	8	68	16	84	16
Hispanic Students	State	-	-	-	-	78	15	93	8	81	9	91	9
White Students	State	-	-	-	-	77	14	91	9	74	18	92	8
Asian Students	State	-	-	-	-	78	19	97	3	59	23	82	18
American Indian Students	State	-	-	-	-	-	-	-	-	<	<	<	<
Other Students	State	-	-	-	-	72	13	85	15	71	10	81	19
Students with Disabilities	State	-	-	-	-	76	16	92	8	72	17	88	12
Students Identified as Disadvantaged	State	-	-	-	-	77	15	93	7	73	14	87	13
Limited English Proficient Students	State	-	-	-	-	79	12	91	9	60	25	85	15
English: Reading													**Grade 8**
All Students	State	27	51	78	22	30	49	80	20	37	46	83	17
Female Students	State	29	52	81	19	33	50	83	17	39	47	85	15
Male Students	State	25	50	75	25	28	48	76	24	36	46	82	18
Black Students	State	13	51	64	36	16	52	68	32	20	52	71	29
Hispanic Students	State	13	49	63	37	15	48	63	37	23	51	75	25
White Students	State	34	51	85	15	38	48	87	13	46	44	89	11
Asian Students	State	34	51	85	15	41	46	87	13	51	40	92	8
American Indian Students	State	28	53	81	19	26	60	86	14	35	54	89	11
Other Students	State	32	49	81	19	31	42	73	27	41	44	85	15
Students with Disabilities	State	14	36	50	50	16	33	50	50	21	37	57	43
Students Identified as Disadvantaged	State	13	51	64	36	15	50	65	35	19	51	71	29
Limited English Proficient Students	State	10	45	54	46	11	42	52	48	21	49	69	31

Assessment Results at each Proficiency Level by Subgroup													
		2005-2006				2006-2007				2007-2008			
Student Subgroup	Type	Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail
Students Identified as Migrant	State	5	36	41	59	8	47	55	45	17	58	75	25
English: Writing													**Grade 8**
All Students	State	8	83	91	9	4	81	86	14	7	81	87	13
Female Students	State	11	84	94	6	6	85	90	10	9	83	92	8
Male Students	State	5	82	87	13	3	78	81	19	4	78	83	17
Black Students	State	3	82	85	15	1	76	77	23	2	77	79	21
Hispanic Students	State	3	82	85	15	2	74	76	24	3	77	80	20
White Students	State	10	83	93	7	5	85	90	10	9	83	91	9
Asian Students	State	14	82	96	4	8	84	92	8	13	81	93	7
American Indian Students	State	8	82	90	10	5	84	88	12	8	83	91	9
Other Students	State	10	82	92	8	5	78	83	17	8	81	89	11
Students with Disabilities	State	2	59	61	39	2	51	53	47	2	53	55	45
Students Identified as Disadvantaged	State	3	80	83	17	1	73	74	26	2	75	77	23
Limited English Proficient Students	State	3	78	81	19	1	67	68	32	2	71	73	27
Students Identified as Migrant	State	0	49	49	51	0	60	60	40	2	69	71	29
Mathematics													**Grade 8**
All Students	State	36	40	76	24	41	36	77	23	45	38	83	17
Female Students	State	37	42	79	21	41	38	80	20	46	39	85	15
Male Students	State	36	38	74	26	40	35	75	25	45	36	81	19
Black Students	State	20	43	63	37	24	41	64	36	27	44	72	28
Hispanic Students	State	24	39	64	36	28	37	65	35	34	40	74	26
White Students	State	43	40	83	17	48	35	84	16	53	35	89	11
Asian Students	State	59	30	89	11	65	26	90	10	71	23	94	6
American Indian Students	State	33	42	76	24	39	38	77	23	46	42	88	12
Other Students	State	47	34	81	19	40	29	69	31	47	34	81	19
Students with Disabilities	State	16	29	45	55	19	28	47	53	25	33	58	42
Students Identified as Disadvantaged	State	20	42	62	38	24	40	64	36	29	43	72	28
Limited English Proficient Students	State	21	37	58	42	28	34	62	38	35	37	72	28
Students Identified as Migrant	State	9	48	57	43	26	49	75	25	40	44	84	16
Science													**Grade 8**
All Students	State	30	57	87	13	33	56	89	11	40	50	90	10
Female Students	State	26	60	86	14	29	59	89	11	37	53	90	10
Male Students	State	33	54	88	12	36	54	89	11	44	46	90	10
Black Students	State	12	63	75	25	14	65	79	21	20	62	82	18
Hispanic Students	State	16	60	77	23	17	61	78	22	24	55	80	20
White Students	State	38	55	93	7	41	53	94	6	50	44	94	6
Asian Students	State	43	50	93	7	47	48	95	5	57	37	94	6
American Indian Students	State	29	61	90	10	32	60	92	8	44	51	95	5
Other Students	State	32	57	89	11	32	55	88	12	46	47	93	7
Students with Disabilities	State	14	50	64	36	15	50	65	35	19	49	68	32
Students Identified as Disadvantaged	State	13	62	75	25	14	64	78	22	20	60	80	20
Limited English Proficient Students	State	16	56	72	28	12	60	72	28	17	55	73	27
Students Identified as Migrant	State	12	52	64	36	5	44	49	51	15	58	74	26
History and Social Science													**Grade 8**
All Students	State	32	49	81	19	28	54	81	19	29	54	83	17
Female Students	State	27	53	80	20	23	57	81	19	25	57	82	18
Male Students	State	35	46	81	19	32	50	82	18	32	51	83	17
Black Students	State	23	50	73	27	19	55	74	26	18	55	73	27
Hispanic Students	State	18	50	68	32	13	52	65	35	18	51	69	31
White Students	State	38	49	87	13	34	53	87	13	36	53	89	11
Asian Students	State	38	46	83	17	31	53	84	16	31	59	90	10
American Indian Students	State	29	51	80	20	36	57	93	7	7	59	67	33
Other Students	State	40	34	74	26	23	49	72	28	23	58	81	19
Students with Disabilities	State	44	25	69	31	31	33	64	36	35	32	67	33
Students Identified as Disadvantaged	State	24	49	73	27	18	53	71	29	18	55	73	27
Limited English Proficient Students	State	22	41	63	37	9	47	56	44	13	50	63	37
Students Identified as Migrant	State	25	50	75	25	<	<	<	<	<	<	<	<
English: Reading													**High School**
All Students	State	42	48	90	10	44	50	94	6	45	49	94	6
Female Students	State	45	47	92	8	46	49	95	5	46	49	95	5

Assessment Results at each Proficiency Level by Subgroup													
		2005-2006				2006-2007				2007-2008			
Student Subgroup	Type	Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail
Male Students	State	39	50	89	11	41	52	93	7	45	49	94	6
Black Students	State	21	62	83	17	22	66	88	12	24	65	89	11
Hispanic Students	State	26	58	84	16	27	63	90	10	30	61	91	9
White Students	State	52	42	94	6	53	43	96	4	55	41	97	3
Asian Students	State	47	44	91	9	50	46	96	4	52	45	97	3
American Indian Students	State	40	48	88	12	42	49	91	9	51	46	97	3
Other Students	State	40	50	90	10	49	44	93	7	53	42	95	5
Students with Disabilities	State	18	51	69	31	19	55	75	25	20	56	76	24
Students Identified as Disadvantaged	State	22	60	82	18	22	65	87	13	25	64	88	12
Limited English Proficient Students	State	12	62	73	27	15	72	87	13	15	72	87	13
Students Identified as Migrant	State	5	62	67	33	21	65	86	14	19	64	83	17
English: Writing													**High School**
All Students	State	26	62	88	12	27	65	92	8	31	61	92	8
Female Students	State	31	60	91	9	33	62	95	5	36	58	95	5
Male Students	State	22	64	85	15	22	68	90	10	26	64	90	10
Black Students	State	10	70	80	20	12	75	87	13	14	72	86	14
Hispanic Students	State	13	67	81	19	13	74	87	13	17	71	88	12
White Students	State	34	59	92	8	34	61	95	5	39	56	95	5
Asian Students	State	34	58	92	8	35	60	95	5	42	53	95	5
American Indian Students	State	21	67	88	12	28	65	93	7	30	64	94	6
Other Students	State	24	62	86	14	30	63	92	8	38	56	93	7
Students with Disabilities	State	5	55	60	40	5	62	67	33	7	62	69	31
Students Identified as Disadvantaged	State	11	68	79	21	12	74	86	14	13	73	86	14
Limited English Proficient Students	State	6	69	74	26	6	76	82	18	7	75	82	18
Students Identified as Migrant	State	11	57	68	32	11	69	80	20	6	69	75	25
Mathematics (Alternate Assessment)													**High School**
All Students	State	50	30	80	20	66	22	88	12	62	17	80	20
Female Students	State	53	31	83	17	66	22	88	12	63	18	80	20
Male Students	State	49	30	78	22	67	22	88	12	62	17	79	21
Black Students	State	45	33	79	21	67	24	91	9	58	19	77	23
Hispanic Students	State	68	30	98	2	74	15	89	11	73	20	93	7
White Students	State	53	28	80	20	68	20	88	12	65	16	80	20
Asian Students	State	56	32	88	12	62	24	86	14	70	11	81	19
American Indian Students	State	<	<	<	<	<	<	<	<	<	<	<	<
Other Students	State	25	31	56	44	56	24	80	20	55	24	78	22
Students with Disabilities	State	50	30	80	20	66	22	88	12	62	17	80	20
Students Identified as Disadvantaged	State	47	33	80	20	68	19	87	13	61	19	80	20
Limited English Proficient Students	State	65	26	91	9	62	31	93	7	69	24	93	7
Algebra I													**High School**
All Students	State	19	69	88	12	22	69	92	8	25	68	93	7
Female Students	State	20	70	89	11	23	70	93	7	26	68	94	6
Male Students	State	19	68	86	14	22	68	90	10	24	67	91	9
Black Students	State	8	73	81	19	10	76	87	13	11	76	88	12
Hispanic Students	State	11	72	83	17	14	73	88	12	18	72	90	10
White Students	State	23	68	90	10	26	68	94	6	30	65	95	5
Asian Students	State	40	55	95	5	46	51	97	3	51	47	98	2
American Indian Students	State	18	68	86	14	23	67	91	9	21	71	93	7
Other Students	State	24	65	89	11	27	63	91	9	28	64	92	8
Students with Disabilities	State	4	63	67	33	5	70	75	25	7	71	78	22
Students Identified as Disadvantaged	State	9	72	81	19	11	75	86	14	13	75	88	12
Limited English Proficient Students	State	16	68	84	16	20	69	88	12	23	68	91	9
Students Identified as Migrant	State	15	64	80	20	7	86	93	7	20	74	94	6
Geometry													**High School**
All Students	State	22	61	83	17	23	63	86	14	22	65	87	13
Female Students	State	20	61	81	19	21	64	85	15	20	66	86	14
Male Students	State	24	60	84	16	25	62	87	13	24	65	88	12
Black Students	State	7	60	68	32	7	65	72	28	7	67	75	25
Hispanic Students	State	13	62	75	25	15	66	80	20	14	67	82	18
White Students	State	27	62	88	12	28	63	91	9	26	66	92	8
Asian Students	State	40	51	91	9	44	49	93	7	43	51	95	5

Assessment Results at each Proficiency Level by Subgroup													
		2005-2006				2006-2007				2007-2008			
Student Subgroup	Type	Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail
American Indian Students	State	18	60	78	22	24	59	83	17	20	66	86	14
Other Students	State	31	55	87	13	27	62	89	11	27	63	90	10
Students with Disabilities	State	7	53	60	40	7	56	62	38	6	59	65	35
Students Identified as Disadvantaged	State	10	62	72	28	10	64	74	26	10	67	77	23
Limited English Proficient Students	State	17	56	73	27	19	60	79	21	19	61	80	20
Students Identified as Migrant	State	16	61	76	24	9	85	93	7	18	65	82	18
Algebra II													**High School**
All Students	State	22	62	85	15	22	66	88	12	25	66	90	10
Female Students	State	22	63	85	15	21	68	89	11	24	67	91	9
Male Students	State	23	61	84	16	23	64	87	13	25	64	90	10
Black Students	State	10	67	77	23	10	72	82	18	10	73	83	17
Hispanic Students	State	16	63	78	22	15	67	82	18	17	69	86	14
White Students	State	25	62	87	13	24	66	90	10	27	65	92	8
Asian Students	State	41	50	91	9	40	53	93	7	44	51	95	5
American Indian Students	State	21	60	81	19	18	67	85	15	22	65	87	13
Other Students	State	29	55	84	16	27	61	88	12	29	64	93	7
Students with Disabilities	State	9	58	67	33	9	65	73	27	9	69	77	23
Students Identified as Disadvantaged	State	13	66	79	21	12	70	82	18	14	71	84	16
Limited English Proficient Students	State	25	56	81	19	25	60	85	15	24	65	90	10
Students Identified as Migrant	State	25	55	80	20	16	65	81	19	6	87	94	6
Science (Alternate Assessment)													**High School**
All Students	State	50	24	75	25	58	29	86	14	61	23	84	16
Female Students	State	52	23	75	25	56	33	88	12	61	24	85	15
Male Students	State	49	25	75	25	59	26	85	15	61	22	83	17
Black Students	State	47	25	72	28	58	31	89	11	58	24	82	18
Hispanic Students	State	63	32	95	5	57	26	83	17	67	23	91	9
White Students	State	52	24	76	24	59	27	86	14	64	21	84	16
Asian Students	State	61	18	79	21	65	19	85	15	67	17	83	17
American Indian Students	State	<	<	<	<	<	<	<	<	<	<	<	<
Other Students	State	31	25	56	44	43	30	74	26	54	30	83	17
Students with Disabilities	State	50	24	75	25	58	29	86	14	61	23	84	16
Students Identified as Disadvantaged	State	48	26	74	26	61	24	85	15	66	18	85	15
Limited English Proficient Students	State	60	26	86	14	75	13	88	13	68	25	93	7
Biology													**High School**
All Students	State	13	70	83	17	15	73	87	13	16	72	88	12
Female Students	State	11	71	82	18	13	75	87	13	15	73	87	13
Male Students	State	14	69	83	17	17	71	87	13	18	70	88	12
Black Students	State	3	67	69	31	3	73	76	24	4	73	77	23
Hispanic Students	State	5	63	68	32	6	69	75	25	6	70	77	23
White Students	State	17	73	90	10	20	74	93	7	22	72	93	7
Asian Students	State	17	69	86	14	23	68	91	9	26	66	92	8
American Indian Students	State	11	71	82	18	16	75	91	9	18	73	91	9
Other Students	State	17	67	85	15	18	72	90	10	21	68	88	12
Students with Disabilities	State	3	55	58	42	4	60	63	37	4	60	64	36
Students Identified as Disadvantaged	State	4	65	69	31	4	71	75	25	5	71	76	24
Limited English Proficient Students	State	2	55	57	43	4	64	68	32	5	66	70	30
Students Identified as Migrant	State	0	59	59	41	0	67	67	33	4	64	68	32
Chemistry													**High School**
All Students	State	16	71	87	13	17	73	91	9	16	76	92	8
Female Students	State	13	73	86	14	14	76	90	10	13	78	91	9
Male Students	State	20	69	88	12	21	71	92	8	19	73	92	8
Black Students	State	5	73	78	22	6	77	83	17	5	79	85	15
Hispanic Students	State	7	64	71	29	9	71	80	20	7	72	80	20
White Students	State	19	72	91	9	20	74	94	6	18	76	95	5
Asian Students	State	24	64	89	11	28	65	93	7	27	66	94	6
American Indian Students	State	12	72	84	16	14	78	92	8	13	80	93	7
Other Students	State	20	61	82	19	22	68	89	11	18	73	91	9
Students with Disabilities	State	6	58	64	36	6	63	69	31	5	67	72	28
Students Identified as Disadvantaged	State	6	71	77	23	8	74	82	18	6	76	82	18
Limited English Proficient Students	State	8	61	69	31	10	67	77	23	10	69	78	22

Assessment Results at each Proficiency Level by Subgroup													
		2005-2006				2006-2007				2007-2008			
Student Subgroup	Type	Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail
Students Identified as Migrant	State	0	82	82	18	21	71	92	8	6	88	94	6
Earth Science													**High School**
All Students	State	18	63	82	18	20	65	85	15	21	65	86	14
Female Students	State	14	66	80	20	15	67	83	17	17	67	84	16
Male Students	State	23	61	84	16	24	63	86	14	26	62	88	12
Black Students	State	6	63	69	31	6	66	72	28	7	67	74	26
Hispanic Students	State	8	61	69	31	9	65	75	25	11	68	78	22
White Students	State	25	64	89	11	26	65	91	9	29	63	92	8
Asian Students	State	22	64	86	14	25	63	89	11	25	66	91	9
American Indian Students	State	16	66	81	19	18	68	86	14	24	67	91	9
Other Students	State	18	60	78	22	18	63	82	18	20	68	88	12
Students with Disabilities	State	6	53	59	41	6	55	61	39	7	57	64	36
Students Identified as Disadvantaged	State	7	62	69	31	8	64	72	28	9	66	74	26
Limited English Proficient Students	State	4	54	57	43	5	58	63	37	5	64	69	31
Students Identified as Migrant	State	4	53	56	44	9	52	62	38	3	62	66	34
History and Social Science (Alternate Assessment)													**High School**
All Students	State	63	13	76	24	67	19	86	14	69	19	88	12
Female Students	State	63	15	78	22	65	21	86	14	68	21	89	11
Male Students	State	64	11	75	25	68	19	86	14	69	18	87	13
Black Students	State	60	12	72	28	65	22	87	13	64	21	86	14
Hispanic Students	State	78	7	85	15	74	14	89	11	82	13	95	5
White Students	State	65	13	78	22	67	20	87	13	72	18	90	10
Asian Students	State	65	21	85	15	67	19	85	15	71	14	86	14
American Indian Students	State	<	<	<	<	<	<	<	<	<	<	<	<
Other Students	State	44	19	63	38	64	11	75	25	64	21	85	15
Students with Disabilities	State	63	13	76	24	67	19	86	14	69	19	88	12
Students Identified as Disadvantaged	State	63	11	74	26	70	16	86	14	73	19	92	8
Limited English Proficient Students	State	73	13	87	13	71	18	88	12	82	18	100	0
Virginia and United States History													**High School**
All Students	State	39	52	92	8	40	53	93	7	40	54	94	6
Female Students	State	33	57	90	10	34	58	92	8	34	59	93	7
Male Students	State	46	47	93	7	46	48	94	6	46	49	95	5
Black Students	State	20	65	84	16	21	67	87	13	21	68	89	11
Hispanic Students	State	25	59	85	15	25	64	89	11	27	64	91	9
White Students	State	48	47	95	5	49	47	96	4	49	48	97	3
Asian Students	State	46	49	94	6	46	50	96	4	47	49	97	3
American Indian Students	State	31	60	92	8	36	57	93	7	43	52	95	5
Other Students	State	40	49	90	10	42	51	93	7	46	49	95	5
Students with Disabilities	State	17	56	74	26	18	59	77	23	18	61	79	21
Students Identified as Disadvantaged	State	20	64	84	16	21	65	86	14	22	66	88	12
Limited English Proficient Students	State	14	65	80	20	16	68	84	16	16	71	87	13
Students Identified as Migrant	State	8	58	66	34	26	58	84	16	22	59	80	20
World History I													**High School**
All Students	State	28	56	85	15	31	58	89	11	36	55	91	9
Female Students	State	24	60	84	16	27	62	89	11	31	59	90	10
Male Students	State	32	53	85	15	36	54	90	10	41	51	91	9
Black Students	State	12	61	73	27	14	66	80	20	17	65	82	18
Hispanic Students	State	18	58	76	24	21	63	84	16	25	60	85	15
White Students	State	35	55	90	10	38	55	93	7	44	50	95	5
Asian Students	State	42	50	92	8	51	45	96	4	56	40	96	4
American Indian Students	State	27	57	83	17	36	57	93	7	35	59	93	7
Other Students	State	34	50	85	15	38	50	88	12	42	51	92	8
Students with Disabilities	State	12	53	64	36	12	57	69	31	14	58	72	28
Students Identified as Disadvantaged	State	13	60	73	27	14	65	79	21	17	64	81	19
Limited English Proficient Students	State	14	58	73	27	22	61	82	18	23	60	83	17
Students Identified as Migrant	State	14	47	60	40	17	58	75	25	7	61	67	33
World History II													**High School**
All Students	State	31	58	89	11	35	58	92	8	36	57	92	8
Female Students	State	25	63	88	12	28	63	91	9	29	63	91	9
Male Students	State	38	53	90	10	42	51	93	7	42	51	94	6

Assessment Results at each Proficiency Level by Subgroup													
		2005-2006				2006-2007				2007-2008			
Student Subgroup	Type	Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail
Black Students	State	14	66	80	20	16	69	84	16	18	68	86	14
Hispanic Students	State	17	63	80	20	22	63	84	16	21	63	84	16
White Students	State	37	55	93	7	41	54	95	5	42	53	95	5
Asian Students	State	43	51	94	6	47	50	97	3	49	48	97	3
American Indian Students	State	30	60	90	10	37	59	96	4	38	57	94	6
Other Students	State	38	52	89	11	39	53	92	8	41	53	94	6
Students with Disabilities	State	13	56	69	31	17	59	75	25	17	58	75	25
Students Identified as Disadvantaged	State	15	63	78	22	16	66	82	18	17	66	83	17
Limited English Proficient Students	State	16	61	77	23	20	62	82	18	20	63	84	16
Students Identified as Migrant	State	21	56	76	24	16	69	84	16	21	52	73	27
World Geography													**High School**
All Students	State	26	51	77	23	28	55	83	17	28	56	84	16
Female Students	State	22	52	75	25	23	57	80	20	24	59	82	18
Male Students	State	30	50	80	20	33	52	85	15	33	54	87	13
Black Students	State	11	53	64	36	12	58	71	29	12	60	72	28
Hispanic Students	State	19	53	72	28	21	60	81	19	20	62	82	18
White Students	State	34	50	83	17	35	53	88	12	36	54	90	10
Asian Students	State	37	49	86	14	35	53	89	11	36	58	94	6
American Indian Students	State	30	45	76	24	23	62	86	14	37	55	92	8
Other Students	State	32	51	83	17	28	52	80	20	32	55	86	14
Students with Disabilities	State	9	43	52	48	8	49	57	43	9	50	59	41
Students Identified as Disadvantaged	State	12	52	64	36	13	58	71	29	14	59	73	27
Limited English Proficient Students	State	12	51	62	38	12	58	70	30	12	62	75	25
Students Identified as Migrant	State	13	44	56	44	16	53	68	32	17	56	72	28
Virginia Studies													**Content Specific**
All Students	State	45	40	85	15	39	43	83	17	39	44	83	17
Female Students	State	41	43	84	16	37	45	82	18	36	47	82	18
Male Students	State	48	38	86	14	42	41	83	17	41	43	84	16
Black Students	State	28	47	75	25	25	49	74	26	24	49	73	27
Hispanic Students	State	30	46	75	25	25	45	70	30	24	47	71	29
White Students	State	52	37	90	10	47	41	88	12	46	43	88	12
Asian Students	State	57	35	92	8	51	38	89	11	49	41	90	10
American Indian Students	State	43	44	87	13	35	49	84	16	38	47	85	15
Other Students	State	50	37	87	13	40	43	83	17	37	47	84	16
Students with Disabilities	State	27	41	68	32	20	41	60	40	20	41	61	39
Students Identified as Disadvantaged	State	27	47	74	26	23	47	71	29	24	48	71	29
Limited English Proficient Students	State	28	46	75	25	24	44	67	33	23	47	70	30
Students Identified as Migrant	State	15	50	65	35	27	39	66	34	24	52	76	24
United States History to 1877													**Content Specific**
All Students	State	20	45	65	35	20	49	69	31	24	51	74	26
Female Students	State	17	45	62	38	18	49	67	33	21	51	72	28
Male Students	State	22	45	68	32	23	49	72	28	27	50	77	23
Black Students	State	8	37	46	54	9	44	53	47	12	48	60	40
Hispanic Students	State	11	40	51	49	12	46	58	42	14	48	61	39
White Students	State	24	49	73	27	25	52	77	23	28	52	81	19
Asian Students	State	32	47	78	22	34	50	84	16	36	50	86	14
American Indian Students	State	20	48	68	32	21	51	73	27	23	55	77	23
Other Students	State	21	45	66	34	20	48	68	32	26	53	78	22
Students with Disabilities	State	8	31	39	61	9	36	45	55	12	40	52	48
Students Identified as Disadvantaged	State	8	36	44	56	9	43	51	49	12	46	58	42
Limited English Proficient Students	State	11	38	49	51	12	45	57	43	14	46	60	40
Students Identified as Migrant	State	6	24	29	71	10	42	52	48	18	45	63	38
United States History from 1877 to Present													**Content Specific**
All Students	State	42	43	85	15	44	43	87	13	53	39	92	8
Female Students	State	38	46	84	16	40	46	86	14	49	42	91	9
Male Students	State	46	40	86	14	47	40	88	12	57	36	92	8
Black Students	State	24	50	74	26	27	51	78	22	37	49	86	14
Hispanic Students	State	26	46	72	28	27	48	75	25	37	46	83	17
White Students	State	50	40	90	10	52	40	92	8	60	35	95	5
Asian Students	State	57	35	92	8	58	35	93	7	71	26	97	3

Assessment Results at each Proficiency Level by Subgroup													
		2005-2006				2006-2007				2007-2008			
Student Subgroup	Type	Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail
American Indian Students	State	36	52	**88**	12	42	47	**89**	11	56	37	**93**	7
Other Students	State	44	44	**89**	11	43	40	**83**	17	56	37	**94**	6
Students with Disabilities	State	19	43	**62**	38	21	46	**67**	33	29	47	**76**	24
Students Identified as Disadvantaged	State	23	49	**72**	28	25	51	**75**	25	34	50	**84**	16
Limited English Proficient Students	State	24	44	**68**	32	23	48	**70**	30	35	45	**81**	19
Students Identified as Migrant	State	5	59	**65**	35	37	35	**72**	28	36	43	**79**	21
Civics and Economics													**Content Specific**
All Students	State	34	51	**84**	16	32	51	**83**	17	33	51	**84**	16
Female Students	State	32	53	**84**	16	31	52	**83**	17	31	52	**84**	16
Male Students	State	35	49	**84**	16	33	49	**82**	18	35	50	**84**	16
Black Students	State	17	57	**74**	26	17	55	**72**	28	18	56	**75**	25
Hispanic Students	State	18	53	**71**	29	18	51	**70**	30	20	52	**72**	28
White Students	State	41	48	**89**	11	39	49	**88**	12	39	49	**88**	12
Asian Students	State	47	44	**91**	9	47	45	**91**	9	50	41	**91**	9
American Indian Students	State	35	53	**88**	12	31	56	**87**	13	31	60	**91**	9
Other Students	State	39	48	**88**	12	33	48	**81**	19	41	47	**88**	12
Students with Disabilities	State	12	45	**57**	43	12	45	**57**	43	16	45	**61**	39
Students Identified as Disadvantaged	State	15	55	**70**	30	15	54	**69**	31	17	55	**71**	29
Limited English Proficient Students	State	17	51	**68**	32	14	50	**65**	35	18	50	**68**	32
Students Identified as Migrant	State	0	58	**58**	42	9	50	**59**	41	18	47	**66**	34

Key: < = A group below state definition for personally identifiable results
- = No data for group
* = Data not yet available

Appendix B:
Measures of Student Progress

Adequate Yearly Progress

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

Virginia and 74 percent of the state's public schools met or exceeded all No Child Left Behind (NCLB) objectives during the 2007-2008 school year as student achievement increased on Standards of Learning and other statewide tests in reading, mathematics and other subjects.

It was the third time in the last four years that Virginia made what the federal law describes as "adequate yearly progress," or AYP, toward 100 percent proficiency in reading and mathematics for all students. Virginia made AYP despite higher benchmarks in reading and mathematics, the two subjects that are the primary focus of the federal law.

The 2007-2008 benchmarks for achievement in reading and mathematics were each four points higher than during the previous school year. For a school, school division or the state to have made AYP, at least 77 percent of students overall and students in all AYP subgroups (white, Black, Hispanic, limited English proficient (LEP), students with disabilities and economically disadvantaged) must have demonstrated proficiency on statewide assessments in reading, and 75 percent must have passed state tests in mathematics.

Despite the higher AYP hurdles, 1,355, or 74 percent, of the state's 1,837 public schools met or exceeded all objectives in reading, mathematics and other indicators of academic progress, which was the same percentage as in 2006-2007.

Adequate Yearly Progress for Virginia Public Schools

	Made AYP	Did Not Make AYP	To Be Determined	Total
School Results	1,355 (74%)	479 (26%)	3 (<1%)	1,837

Of the 479 schools that did not make AYP during 2007-2008, 180 met all but one of the federal law's 29 annual measurable objectives for participation in statewide testing and achievement in reading, mathematics and other subjects.

The schools that made AYP based on achievement during 2007-2008 include 208 schools that did not make AYP during the previous year based on 2006-2007 tests. Of the schools that made AYP based on 2006-2007 achievement, 1,126 also made AYP based on tests administered during 2007-2008, while 221 did not.

School Divisions Making AYP

Fifty-four of Virginia's 132 school divisions made AYP during 2007-2008, compared with 59 during the previous year. Of the 78 school divisions that did not make AYP, 23 met all but one of the 29 objectives for achievement and participation in testing.

Adequate Yearly Progress for Virginia School Divisions

	Made AYP	Did Not Make AYP	To Be Determined	Total
Division Results	54 (41%)	78 (59%)	0 (0%)	132

In 26 school divisions, all schools made AYP. These divisions are Alleghany County, Bath County, Buena Vista, Colonial Beach, Covington, Falls Church, Galax, Goochland County, Halifax County, Hanover County, Highland County, Lexington, Madison County, Manassas Park, Martinsville, Mecklenburg County, Norton, Patrick County, Radford, Roanoke County, Rockingham County, Scott County, Surry County, Tazewell County, West Point, and Wise County.

Of these divisions, 17 also made AYP at the division level. These divisions are Alleghany County, Bath County, Galax, Goochland County, Halifax County, Hanover County, Lexington, Manassas Park, Mecklenburg County, Norton, Patrick County, Radford, Roanoke County, Rockingham County, Scott County, West Point, and Wise County.

Achievement Gaps Narrow in Mathematics

The overall pass rate in mathematics last year was 84 percent, compared with 80 percent during 2006-2007. Other mathematics results are as follows:

- Black students increased their overall achievement by five points to 73 percent, compared with 68 percent during 2006-2007.
- The pass rate for Hispanic students increased four points to 75 percent.
- Eighty-eight percent of white students passed compared with 85 percent the previous year.
- The achievement of LEP students increased five points to 75 percent.
- The pass rate for economically disadvantaged students increased six points to 73 percent.
- The achievement of students with disabilities increased with 65 percent passing, compared with 58 percent the previous year.

Black and Hispanic students continued to narrow achievement gaps with white students in mathematics. During the last three years, the gaps have narrowed by four points for Black students and two points for Hispanic students even though the achievement of white students increased by seven points.

Middle school students contributed to the four-point increase in overall mathematics achievement by making significant gains in performance on rigorous, grade-level assessments introduced two years ago. Results by middle school students on mathematics tests include:

- Sixth-grade students increased their achievement by eight points to 68 percent, compared with 60 percent during 2006-2007.
- Seventh-grade students improved their performance by nine points to 65 percent.
- Eighth-grade students increased their achievement by six points to 83 percent.

Higher Achievement and Shrinking Gaps in Reading

Overall achievement in reading increased by two points with 87 percent of Virginia students passing state tests in the subject during 2007-2008 compared with 85 percent during 2006-2007. Results of reading assessments include:

- Black students achieved a 78 percent overall pass rate, compared with 76 percent during the previous year.
- Hispanic students achieved an 81 percent pass rate, a nine-point increase over performance during 2006-2007.
- White students achieved a 91 percent pass rate, a one-point improvement over their previous performance.
- The achievement of LEP students increased 12 points with 79 percent passing state tests.
- The performance of economically disadvantaged children increased four points to 77 percent.
- Sixty-seven percent of students with disabilities passed in reading, a five-point improvement compared with achievement in 2006-2007.

During the last three years, the achievement gap between Black and white students in reading has narrowed by three points, despite a two-point increase in reading for white students. Hispanic students also have narrowed the achievement gap with white students by three points during the last three years.

Science Achievement Steady

Eighty-eight percent of Virginia students passed tests in science, the same level of achievement as during the previous year. In addition:

- Black students achieved a 79 percent pass rate in 2007-2008, compared with 77 percent during 2006-2007.
- The percentage of Hispanic students demonstrating proficiency was unchanged at 78 percent.
- Ninety-four percent of white students passed, which is a one-point increase over the previous year.
- LEP students achieved a pass rate of 74 percent, one point higher than the previous year.
- Economically disadvantaged students increased their pass rate by one point to 78 percent.
- The achievement of students with disabilities increased two points to 69 percent.

History/Social Science Achievement Increases

Eighty-eight percent of Virginia students taking tests in history and social science passed compared with 86 percent during 2006-2007. Other history and social science results include:

- Black students achieved a 79 percent pass rate compared with 77 percent during 2006-2007.
- The percentage of Hispanic test takers demonstrating proficiency also increased two points to 79 percent.
- The achievement of white students improved by two points to 92 percent.
- LEP students increased their pass rate three points to 77 percent.
- Seventy-seven percent of economically disadvantaged students passed, which is a three-point increase over the previous year.
- The achievement of students with disabilities increased four points to 70 percent.

Writing Achievement Remains High

Students achieved an overall pass rate in writing of 89 percent, which was unchanged from the previous year. Other writing assessment results are as follows:

- The pass rate for Black students was unchanged at 82 percent.
- Eighty-three percent of Hispanic students passed, which is a one-point increase from 2006-2007.
- The performance of white students was unchanged at 92 percent.
- The percentage of LEP students passing was unchanged at 78 percent.
- The percentage of economically disadvantaged students passing slipped one point to 79 percent.
- Sixty-one percent of students with disabilities passed, which is the same percentage as the previous year.

Title I Schools No Longer Sanctioned

Twelve Title I schools made AYP for a second consecutive year, and in doing so, exited school-improvement status. These schools are Aberdeen Elementary, Cesar Tarrant Elementary and Jane H. Bryan Elementary in Hampton; Axton Elementary and Mount Olivet Elementary in Henry County; Kenbridge Elementary in Lunenburg County; Southside Elementary in Pittsylvania County; G.H. Reid Elementary and Martin Luther King Jr. Middle in Richmond; Garden City Elementary and Lincoln Terrance Elementary in Roanoke; and Jackson Memorial Elementary in Wythe County.

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

Seventy-three percent, or 521 of the commonwealth's 710 Title I schools made AYP. The AYP status of two Title I schools remains to be determined. In other Title I actions:

- Fifty-four schools entered or remained in "year one" of improvement based on achievement in 2007-2008 and must offer students public school choice: the option of transferring to a higher-performing public school for the 2008-2009 school year.
- Twelve 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.
- Sixteen schools 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.
- Four schools — Randolph Elementary in Arlington County, Essex Intermediate in Essex County, Prince Edward Middle in Prince Edward County and Thomas C. Boushall Middle in Richmond — entered or remained in "year four" of improvement status. School divisions must develop alternative governance plans for these schools while offering transfers and tutoring and continuing to implement corrective action.

Seven Title I schools are required to implement or continue implementing restructuring or alternative governance plans because of repeated failure to make AYP. The schools now in their fifth year in improvement are Hoffman-Boston Elementary in Arlington County; Tappahannock Elementary in Essex County; Peabody Middle and J.E.B. Stuart Elementary in Petersburg; and Elkhardt Middle in Richmond. Chandler Middle in Richmond is now in its sixth year in improvement; and Vernon Johns Junior High in Petersburg is in its seventh year in 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.

Eight school divisions participating in a U.S. Department of Education-approved pilot program are allowed to offer supplemental services rather than transfers during the first year of improvement status. These school divisions are Albemarle County, Alexandria, Fairfax County, Fauquier County, Hampton, Henrico County, Richmond and Williamsburg-James City County.

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.

NAEP

Virginia students outperformed students nationwide on the 2007 National Assessment of Educational Progress (NAEP) writing test. The state's eighth graders achieved an average score of 157, three points higher than the national average of 154. Virginia students scored significantly higher than students in 20 other states. Test takers in only seven states achieved significantly higher average scores.

While Virginia students outperformed their peers nationwide in writing for a third consecutive time, their average score was unchanged from 2002, and there was little change in proficiency levels. Ninety percent of Virginia students demonstrated at least basic writing skills on the 2007 test, and 31 percent met or exceeded the rigorous NAEP standard for full proficiency.

Black eighth grade students in Virginia achieved an average score of 142, compared with the national average of 140. Eighty-four percent of Black students in the commonwealth demonstrated at least basic proficiency in writing, and 14 percent performed at the proficient level or better.

Hispanic students achieved an average score of 145 compared with the national average of 141. Eighty-two percent of Hispanic students tested at the basic level or better, and 18 percent performed at the proficient level or above. While the average score of Hispanic students in Virginia has declined since 1998, the changes are not considered significant because of the small numbers of students assessed.

On-Time Graduation Rates

More than 81 percent of the students in the class of 2008 graduated on time with a diploma. The graduation rates for the commonwealth, school divisions and high schools were calculated for the first time by tracking individual students from year to year using the commonwealth's longitudinal student data system. This new, more accurate statistic is known as the Virginia On-Time Graduation Rate.

The Virginia On-Time Graduation Rate is a cohort graduation rate that expresses the percentage of students who earn a Board of Education-approved diploma within four years of entering ninth grade for the first time. It is calculated using a formula endorsed in a 2005 compact signed by the nation's governors and subsequently adopted by the General Assembly and Board of Education.

Percentages are based on longitudinal student-level data and account for student mobility and retention practices. Students with disabilities and English-language learners are counted as "on-time" graduates even if they require more than the standard four years to earn a diploma.

For a fifth consecutive year, the number of Virginia students graduating with an Advanced Studies Diploma increased and the number of advanced diplomas awarded exceeded the number of Standard Diplomas.

Of the 96,979 students in this year's cohort, 78,805, or 81.3 percent, earned a Board of Education-approved diploma. Of these on-time graduates, 41,888, or 53.2 percent, earned an Advanced Studies Diploma; 33,151, or 42.1 percent, earned a Standard Diploma; 1,820, or 2.3 percent, earned a Modified Standard Diploma; 1,930, or 2.4 percent, earned a Special Diploma; and 16 students earned a General Achievement Diploma. Modified Standard Diplomas and Special Diplomas are available only to students with disabilities. General Achievement Diplomas are earned by overage students.

Statewide, the following percentages of students in the class of 2008 graduated on time with a Board of Education-approved diploma:

- Female students — 84.3 percent
- Male students — 78.3 percent
- Black students — 72.6 percent
- Hispanic students — 70.4 percent
- White students — 85.3 percent
- Asian students — 92.9 percent
- Students with disabilities — 81.1 percent
- Disadvantaged students — 69.8 percent
- Limited English proficient students — 68.5 percent
- Migrant students — 72.9 percent
- Homeless students — 58.7 percent

In viewing the data, it is important to note that thousands of students who entered the ninth grade in 2004 remain in school and continue to work toward finishing their diploma requirements. Other students completed high school with a GED or a locally awarded certificate of completion. The drop out rate is not the inverse of the graduation rate.

In July, the National Governors Association (NGA) reported that 16 states had published cohort graduation rates based on the NGA formula, which is contingent on the development of a longitudinal student-level data system and the accumulation of four years of data.

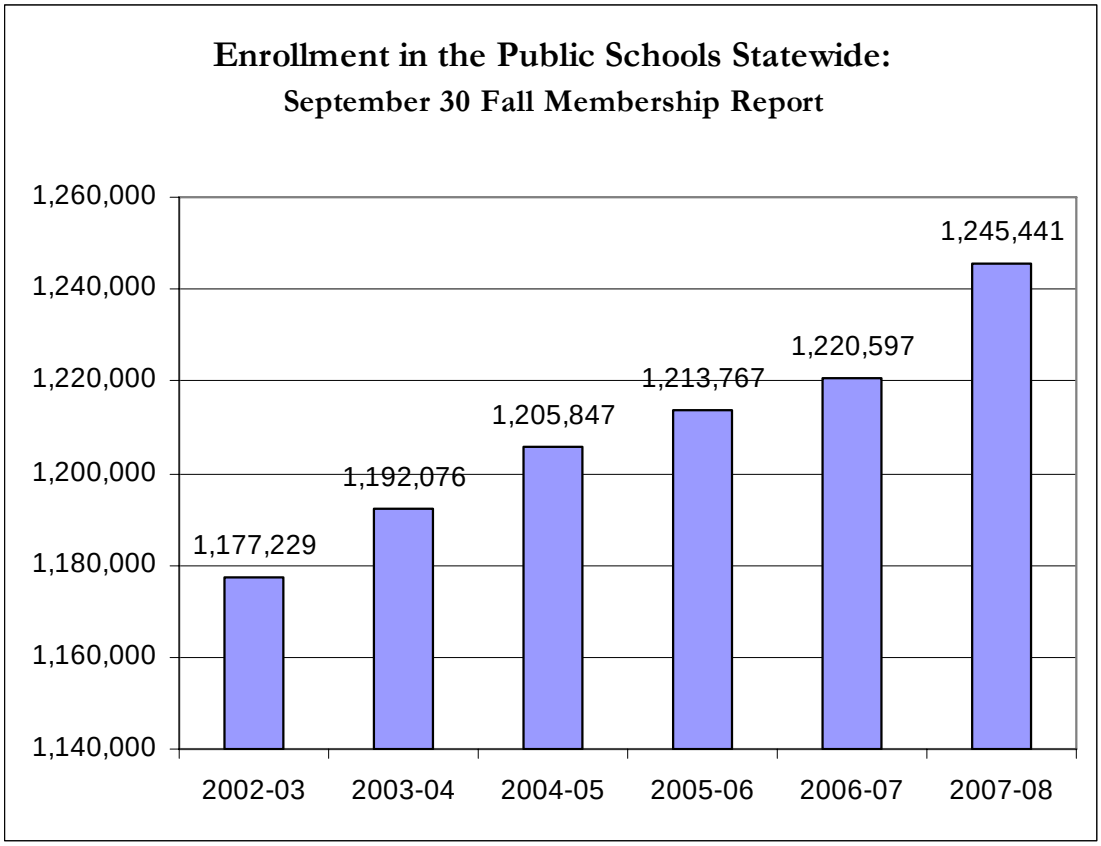
North Carolina, the only neighboring state that has implemented the NGA formula, reported a cohort graduation rate for 2008 of 69.9 percent. Massachusetts, which is often ranked with Virginia in state-by-state comparisons, reported a rate of 80.9 percent for 2007.

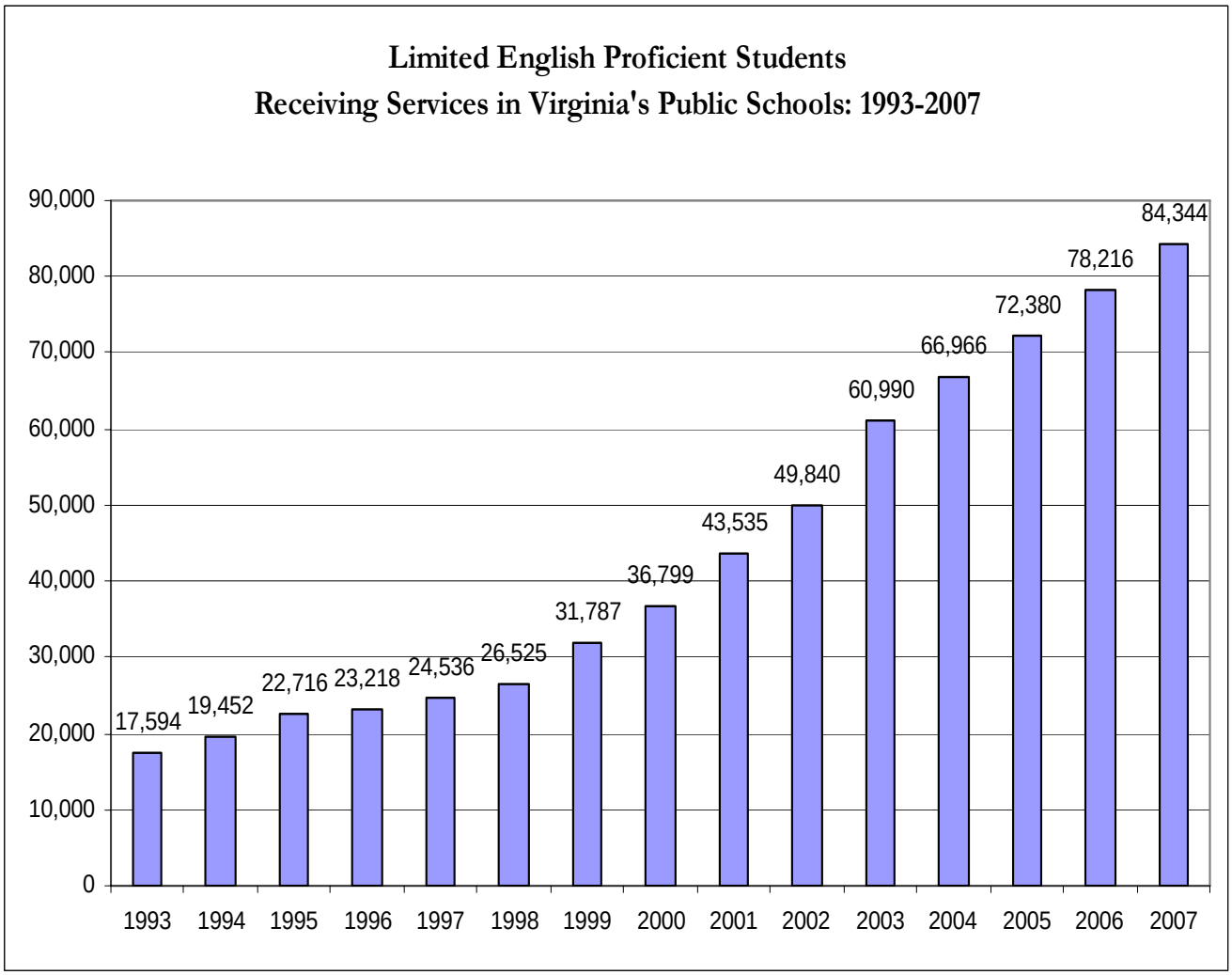
The graduating class of 2008 is the first cohort for which there are four years of longitudinal data in Virginia's Educational Information Management System (EIMS). EIMS follows students as they transfer in and/or transfer out of Virginia public schools by assigning a unique, randomly selected number to every student. This number, known as a "state testing identifier," stays with the student throughout his or her PK-12 career.

Using each student's identifier, the records of students who entered the ninth grade for the first time in 2004 were linked to their records four years later to determine their graduation or completion status and calculate the 2008 Virginia On-Time Graduation Rate for schools, school divisions and the commonwealth. Students who transfer into a school are added to the cohort and students who transfer to another school are subtracted. Division-level cohorts and the state-level cohort are adjusted in the same manner to account for student mobility.

APPENDIX C:

Demographics of Virginia's Public Schools




Limited English Proficient Students
Receiving Services in Virginia's Public Schools: 1993-2007
90,000
80,000
70,000
60,000
50,000
40,000
30,000
20,000
10,000
0
17,594
19,452
22,716
23,218
24,536
26,525
31,787
36,799
43,535
49,840
60,990
66,966
72,380
78,216
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1993
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1998
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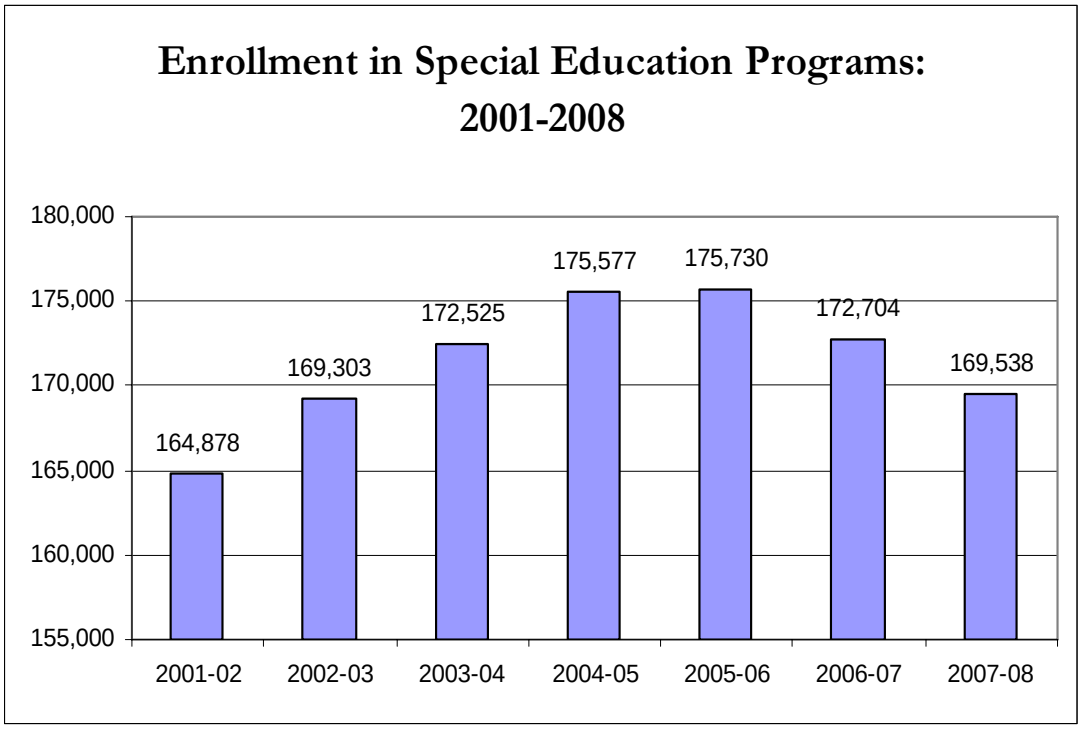
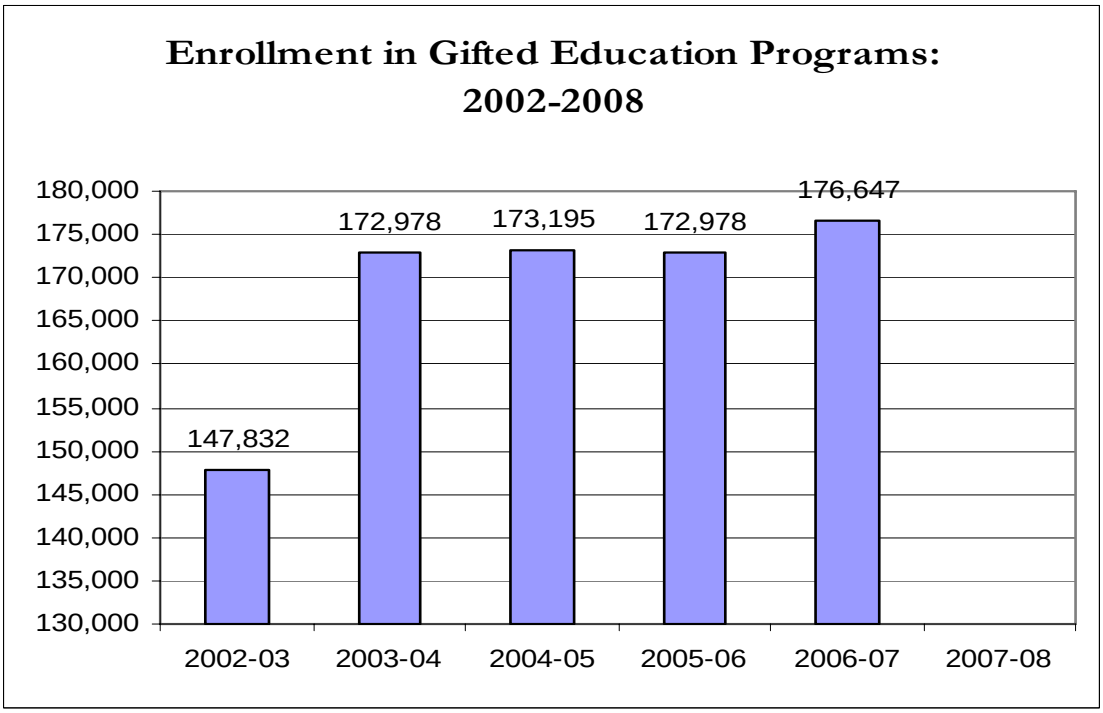
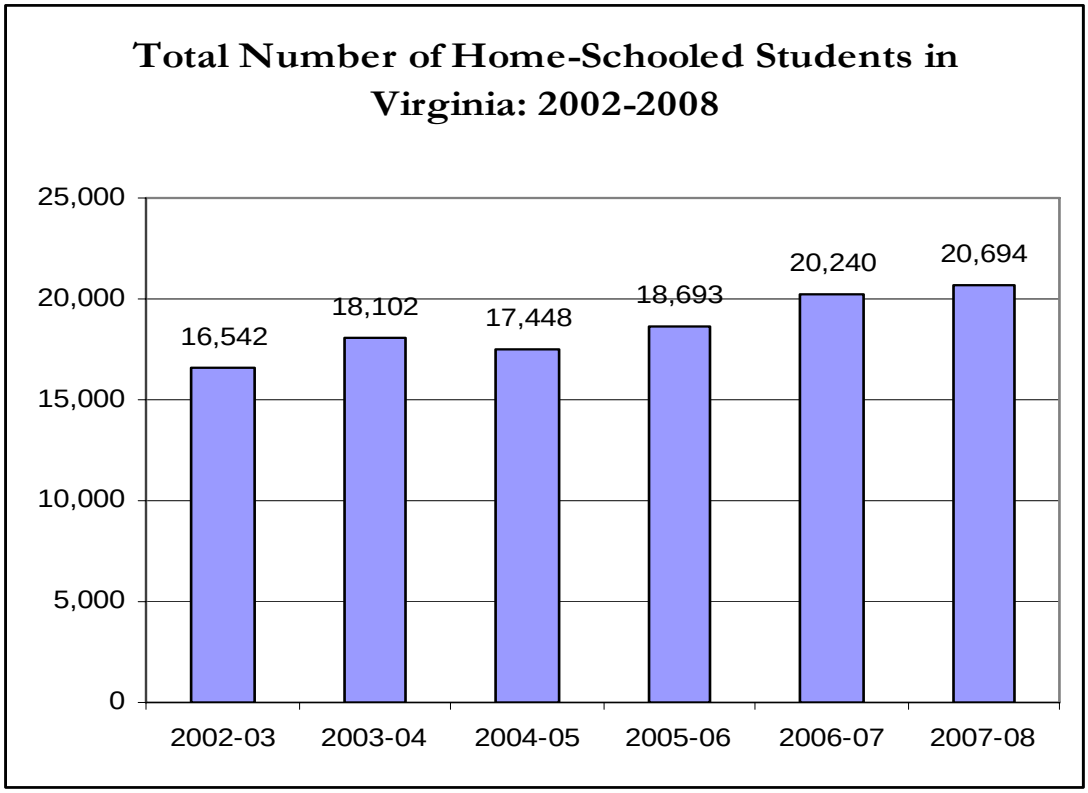
2007


Enrollment in Special Education Programs:
2001-2008
180,000
175,000
170,000
165,000
160,000
155,000
164,878
169,303
172,525
175,577
175,730
172,704
169,538
2001-02
2002-03
2003-04
2004-05
2005-06
2006-07
2007-08


Enrollment in Gifted Education Programs:
2002-2008
180,000
175,000
170,000
165,000
160,000
155,000
150,000
145,000
140,000
135,000
130,000
147,832
172,978
173,195
172,978
176,647
2002-03
2003-04
2004-05
2005-06
2006-07
2007-08



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

Career and Technical Education

Secondary schools report the number industry certifications and state licenses earned by students and the number of National Occupational Competency Testing Institute (NOCTI) assessments passed by students.

Career and Technical Education				
		Count		
	Type	2005-2006	2006-2007	2007-2008
NOCTI Assessments	State	1008	1917	*
State Licensures	State	1172	1039	*
Industry Certification	State	7935	10369	*
CTE Completers	State	29399	31042	35231

Key: < = A group below state definition for personally identifiable results
- = No data for group
* = Data not yet available

Advanced Program Information

The percentage of students enrolled in advanced programs is a key indicator of school quality at the secondary level.

State - Advanced Program Information			
	Count / Percentage		
Program type	2005-2006	2006-2007	2007-2008
Advanced Placement Test Taken	40,639 / 10.79%	49,077 / 12.81%	*
Advanced Placement course enrollment	50,418 / 13.39%	56,021 / 14.62%	*
Dual Enrollment courses taken	20,105 / 5.34%	23,702 / 6.18%	*
Governors School enrollment	4,029 / 1.07%	4,271 / 1.11%	*
Seniors enrolled in IB Program	1,075 / .29%	1,080 / .28%	*

Key: < = A group below state definition for personally identifiable results
- = No data for group
* = Data not yet available

Program Completion Information

A Virginia high school diploma tells potential employers that the graduate possesses the skills and knowledge required for success in the workplace. It tells colleges, universities, and career and technical schools that the bearer is ready for the rigors of post-secondary education. This table provides program completion information for the three most recent years.

State - Program Completion Information

Credential type	Count / Percentage 2005-2006	2006-2007	2007-2008
Advanced Diploma	37,864 / 48.83%	40,200 / 49.04%	*
Certificate of Completion	512 / .66%	424 / .52%	*
GED	1,056 / 1.36%	1,056 / 1.29%	*
GED/ISAEP	1,485 / 1.92%	2,008 / 2.45%	*
General Achievement Diploma	34 / .04%	<	*
Modified Standard Diploma	1,897 / 2.45%	2,066 / 2.52%	*
Special Diploma	2,471 / 3.19%	2,444 / 2.98%	*
Standard Diploma	32,217 / 41.55%	33,771 / 41.2%	*

Key: < = A group below state definition for personally identifiable results
- = No data for group
* = Data not yet available

On-Time Graduation Rates: Class of 2008

Statewide, the following percentages of students in the class of 2008 graduated on time with a Board of Education-approved diploma:

- Female students — 84.3 percent
- Male students — 78.3 percent
- Black students — 72.6 percent
- Hispanic students — 70.4 percent
- White students — 85.3 percent
- Asian students — 92.9 percent
- Students with disabilities — 81.1 percent
- Disadvantaged students — 69.8 percent
- Limited English proficient students — 68.5 percent
- Migrant students — 72.9 percent
- Homeless students — 58.7 percent

Dropout Information

Schools report annually on the number of students in grades 7-12 who drop out. Dropout percentages represent the number of dropouts for a given school year divided by the membership on September 30th of that school year.

State - Dropout Information

Student Subgroup	Count / Percentage 2005-2006	2006-2007	2007-2008
All Students	10,643 / 1.89%	10,540 / 1.86%	*
Female	4,276 / 1.55%	4,312 / 1.55%	*
Male	6,367 / 2.21%	6,228 / 2.15%	*
Unspecified	98 / 1.52%	550 / 5.14%	*
Black	3,998 / 2.65%	4,065 / 2.69%	*
Hispanic	1,598 / 4.34%	1,523 / 3.83%	*
White	4,580 / 1.34%	4,499 / 1.33%	*
Asian	322 / 1.15%	300 / 1.03%	*
American Indian	42 / 2.48%	35 / 2.05%	*
Native Hawaiian	<	<	*

Key: < = A group below state definition for personally identifiable results
- = No data for group
* = Data not yet available

Provisionally and Conditionally Licensed Teachers

This table reports the percentage of teachers teaching with provisional or special education conditional credentials.

Provisionally and Conditionally Licensed Teachers

Credential type	2005-2006	2006-2007	2007-2008
State			
Provisional	7	7	7
Special Education Conditional	2	2	2

Key: < = A group below state definition for personally identifiable results
- = No data for group
* = Data not yet available

Teacher Education Attainment

This table reports the percentage of teachers with bachelor's, master's, or doctorate degrees by highest degree earned.

Teacher Education Attainment			
Degree type	2005-2006	2006-2007	2007-2008
State			
Bachelor's Degree	48	49	50
Master's Degree	50	49	48
Doctoral Degree	1	1	1
Key: < = A group below state definition for personally identifiable results - = No data for group * = Data not yet available			

Percentage of Core Academic Classes Taught by Teachers Not Meeting the Federal Definition of Highly Qualified

Virginia recognizes the importance of teacher quality in raising student achievement. This table provides the percentage of core academic classes taught by teachers teaching outside of their area of endorsement.

Percentage of Core Academic Classes Taught by Teachers Not Meeting the Federal Definition of Highly Qualified			
School type	2005-2006	2006-2007	2007-2008
State			
All Schools	5	3	2
Notes: - High poverty means schools in the top quartile of poverty in the state. - Low poverty means schools in the bottom quartile of poverty in the state. - NCLB defines core academic subjects as: English, reading or language arts,mathematics, science, foreign languages, civics and government, economics, art, history and geography.			
Key: < = A group below state definition for personally identifiable results - = No data for group * = Data not yet available			

Classroom Teachers in Virginia: Ethnicity

	Number of Teachers		
Ethnicity	**2004-2005**	**2005-2006**	**2006-2007**
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: 2007-2008

Number of Teachers = 100,438
Number of Administrators = 4,183
Number of Teachers and Administrators = 104,577

Note: 44 individuals had both an administrator assignment and a teaching assignment, and are counted only once in the "Number of Teachers and Administrators"

Teaching Licenses Issued by the Virginia Department of Education

Number of Initial Licenses Issued (July 1, 2007, through June 30, 2008) = 8,883
Total Number of Active Licenses = 150,738 (as of October 1, 2008)

Note: Includes Teaching Licenses, Pupil Personnel Services Licenses, and Division Superintendent Licenses

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 GF Operating	Total Direct Aid to Public Education GF Appropriation	Total Direct Aid to Public Education GF Appropriation as a % of Total GF 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 D:
Compliance with the Standards of Quality: 2007-2008

Divisions Reporting Full Compliance with All Provisions of the Standards of Quality for 2007-2008

Albemarle County	Lee County	Wise County
Alleghany County	Louisa County	York County
Appomattox County	Lunenburg County	Bristol City
Bedford County/Bedford City	Madison County	Colonial Heights City
Campbell County	Mathews County	Falls Church City
Charlotte County	Mecklenburg County	Fredericksburg City
Clarke County	Middlesex County	Norton City
Cumberland County	Nelson County	Radford City
Floyd County	Northumberland County	Salem City
Fluvanna County	Nottoway County	Staunton City
Giles County	Page County	Virginia Beach City
Gloucester County	Patrick County	Williamsburg City-James City County
Goochland County	Rappahannock County	Winchester City
Greene County	Richmond County	Lexington City
Highland County	Roanoke County	Poquoson City
Isle of Wight County	Rockingham County	Manassas Park City
King and Queen County	Russell County	Town of West Point
Lancaster County	Shenandoah County	

APPENDIX E:
Divisions Reporting Non-Compliance with Certain Provisions of the SOQ

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

Division	2007-2008	Reported in 2006-2007	Reported in 2005-2006
Buena Vista City	A plan to notify students and their parents of the availability of 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	No	No
Waynesboro City	The school division has implemented a plan to notify students and their parents of the availability of 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.	No	No

§ 22.1-253.13:1 – Standard 2. Instructional, administrative, and support personnel.

Division	2007-2008	Reported in 2006-2007	Reported in 2005-2006
Accomack County	The school board employs licensed instructional personnel qualified in the relevant subject areas.	Yes	Yes
Appomattox County	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 by school for the current year. The board also reports the pupil/teacher ratio including resource teachers in the same report. The report includes identification of the schools but ensures confidentiality of all teacher and pupil identities.	No	No
Arlington County	The school board employs licensed instructional personnel qualified in the relevant subject areas.	Yes	Yes
	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 by school for the current year. The board also reports the pupil/teacher ratio including resource teachers in the same report. The report includes identification of the schools but ensures confidentiality of all teacher and pupil identities.	No	No
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.	Yes	Yes
Bath County	The school board employs licensed instructional personnel qualified in the relevant subject areas.	Yes	Yes
Dickenson County	The school board employs licensed instructional personnel qualified in the relevant subject areas.	Yes	No

Grayson County	The school board employs licensed instructional personnel qualified in the relevant subject areas.	Yes	Yes
Greensville County	The school board employs licensed instructional personnel qualified in the relevant subject areas.	Yes	Yes
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.	Yes	No
King William County	The school board employs licensed instructional personnel qualified in the relevant subject areas.	Yes	No
	Twenty-four to one in English classes in grades six through twelve	Yes	No
New Kent 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.	No	No
Prince George County	The school board employs licensed instructional personnel qualified in the relevant subject areas.	No	No
Scott County	The school board employs licensed instructional personnel qualified in the relevant subject areas.	No	No
Warren County	The school board employs licensed instructional personnel qualified in the relevant subject areas.	No	No
Charlottesville City	The school board employs licensed instructional personnel qualified in the relevant subject areas.	Yes	Yes

Harrisonburg City	The school board employs licensed instructional personnel qualified in the relevant subject areas.	No	No
	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	No	No
Hopewell City	The school board employs licensed instructional personnel qualified in the relevant subject areas.	Yes	Yes
	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	Yes	Yes
	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.	Yes	No

Martinsville City	The school board employs licensed instructional personnel qualified in the relevant subject areas.	Yes	No
Petersburg City	The school board employs licensed instructional personnel qualified in the relevant subject areas.	No	No
Colonial Beach (Town of)	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	No	No

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

Division	2007-2008	Reported in 2006-2007	Reported in 2005-2006
Amelia County	All schools are fully accredited by the Board of Education.	Yes	Yes
Amherst County	All schools are fully accredited by the Board of Education.	No	No
Arlington County	All schools are fully accredited by the Board of Education.	Yes	No
Augusta County	All schools are fully accredited by the Board of Education.	No	No
Bland County	All schools are fully accredited by the Board of Education.	No	No
Botetourt County	All schools are fully accredited by the Board of Education.	No	No
Brunswick County	All schools are fully accredited by the Board of Education.	No	No
Buchanan County	All schools are fully accredited by the Board of Education.	No	Yes
Buckingham County	All schools are fully accredited by the Board of Education.	Yes	No
Caroline County	All schools are fully accredited by the Board of Education.	No	No
Carroll County	All schools are fully accredited by the Board of Education.	Yes	No
Charles City County	All schools are fully accredited by the Board of Education.	No	No
Chesterfield County	All schools are fully accredited by the Board of Education.	No	No
Craig County	All schools are fully accredited by the Board of Education.	No	Yes

Dickenson County	All schools are fully accredited by the Board of Education.	No	Yes
Dinwiddie County	All schools are fully accredited by the Board of Education.	No	No
Essex County	All schools are fully accredited by the Board of Education.	No	No
Fairfax County	All schools are fully accredited by the Board of Education.	Yes	No
Fauquier County	All schools are fully accredited by the Board of Education.	No	No
Frederick County	All schools are fully accredited by the Board of Education.	No	Yes
Grayson County	All schools are fully accredited by the Board of Education.	No	No
Greensville County	All schools are fully accredited by the Board of Education.	No	No
Halifax County	All schools are fully accredited by the Board of Education.	No	Yes
Henrico County	All schools are fully accredited by the Board of Education.	No	No
Henry County	All schools are fully accredited by the Board of Education.	No	Yes
King George County	All schools are fully accredited by the Board of Education.	No	Yes
King William County	All schools are fully accredited by the Board of Education.	Yes	Yes
Loudoun County	All schools are fully accredited by the Board of Education.	Yes	Yes
Montgomery County	All schools are fully accredited by the Board of Education.	No	No
Northampton County	All schools are fully accredited by the Board of Education.	No	No
Orange County	All schools are fully accredited by the Board of Education.	Yes	Yes
Pittsylvania County	All schools are fully accredited by the Board of Education.	No	Yes
Prince Edward County	All schools are fully accredited by the Board of Education.	No	No
Prince William County	All schools are fully accredited by the Board of Education.	No	Yes
Pulaski County	All schools are fully accredited by the Board of Education.	No	No
Rockbridge County	All schools are fully accredited by the Board of Education.	No	No
Southampton County	All schools are fully accredited by the Board of Education.	No	Yes
Spotsylvania County	All schools are fully accredited by the Board of Education.	No	Yes
Stafford County	All schools are fully accredited by the Board of Education.	Yes	Yes

Surry County	All schools are fully accredited by the Board of Education	No	No
Sussex County	All schools are fully accredited by the Board of Education.	No	No
Tazewell County	All schools are fully accredited by the Board of Education.	No	No
Washington County	All schools are fully accredited by the Board of Education.	No	No
Westmoreland County	All schools are fully accredited by the Board of Education.	No	No
Wise County	All schools are fully accredited by the Board of Education.	No	No
Wythe County	All schools are fully accredited by the Board of Education.	No	No
York County	All schools are fully accredited by the Board of Education.	No	No
Alexandria City	All schools are fully accredited by the Board of Education.	No	No
Covington City	All schools are fully accredited by the Board of Education.	No	Yes
Danville City	All schools are fully accredited by the Board of Education.	No	No
Galax City	All schools are fully accredited by the Board of Education.	No	Yes
Hampton City	All schools are fully accredited by the Board of Education.	No	No
Lynchburg City	All schools are fully accredited by the Board of Education.	No	Yes
Newport News City	All schools are fully accredited by the Board of Education.	No	No
Norfolk City	All schools are fully accredited by the Board of Education.	No	No
Petersburg City	All schools are fully accredited by the Board of Education.	No	No
Portsmouth City	All schools are fully accredited by the Board of Education.	No	No
Radford City	All schools are fully accredited by the Board of Education.	No	No
Richmond City	All schools are fully accredited by the Board of Education.	No	No
Roanoke City	All schools are fully accredited by the Board of Education.	No	No
Suffolk City	All schools are fully accredited by the Board of Education.	No	Yes
Waynesboro City	All schools are fully accredited by the Board of Education.	Yes	Yes
Franklin City	All schools are fully accredited by the Board of Education.	No	No
Manassas City	All schools are fully accredited by the Board of Education.	No	Yes

Manassas Park City	All schools are fully accredited by the Board of Education.	No	Yes
Colonial Beach (Town of)	All schools are fully accredited by the Board of Education.	No	Yes

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

Division	2007-2008	Reported in 2006-2007	Reported in 2005-2006
Prince William County	The school board awards certificates of program completion to students who complete a prescribed course of study as defined by the school board when they do not meet the requirements for a diploma.	Yes	Yes

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

Division	2007-2008	Reported in 2006-2007	Reported in 2005-2006
Chesterfield County	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	Yes	Yes
Culpeper County	Each member of the school board participates 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.	Yes	Yes
Buena Vista City	Each member of the school board participates 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.	Yes	Yes

§ 22.1-253.13:6 – Standard 6. Planning and Public Involvement.

Division	2007-2008	Reported in 2006-2007	Reported in 2005-2006
Smyth County	The school board reports to the public by November 1 of each odd-numbered year the extent to which the objectives of the divisionwide plan have been met during the previous two school years.	Yes	Yes
Waynesboro City	The school board posts such plan on the division's Internet Web site if practicable, makes a hard copy of the plan available for public inspection and copying, and conducts at least one public hearing to solicit public comment on the divisionwide plan. Comprehensive plan includes: (iii) A forecast of enrollment changes	Yes	Yes
Colonial Beach (Town of)	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 is developed with staff and community involvement and includes, or is consistent with, all other divisionwide plans required by state and federal laws and regulations. The plan is reviewed biennially and revised as necessary.	Yes	Yes

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

Division	2007-2008	Reported in 2006-2007	Reported in 2005-2006
Franklin County	A current copy of the school division policies, including the Student Conduct Policy, is posted on the division's website and is available to employees and to the public. The school board has ensured that printed copies of such policies are available as needed to citizens who do not have online access.	Yes	Yes
Orange County	An annual announcement is made 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 the library of each school, in any public library in that division and online (where appropriate).	Yes	Yes
Prince Edward County	A current copy of the school division policies, including the Student Conduct Policy, is posted on the division's website and is available to employees and to the public. The school board has ensured that printed copies of such policies are available as needed to citizens who do not have online access.	Yes	Yes
Covington City	A current copy of the school division policies, including the Student Conduct Policy, is posted on the division's website and is available to employees and to the public. The school board has ensured that printed copies of such policies are available as needed to citizens who do not have online access.	Yes	Yes
Franklin City	A current copy of the school division policies, including the Student Conduct Policy, is posted on the division's website and is available to employees and to the public. The school board has ensured that printed copies of such policies are available as needed to citizens who do not have online access.	Yes	Yes

Appendix F:

Divisions with All Schools Fully Accredited, Schools Granted Conditional Accreditation, Schools Rated Accredited with Warning 2007- 2008

Divisions in which All Schools are Rated Fully Accredited

Divisions with all schools fully accredited (other than new schools that automatically receive conditional accreditation) are:

Accomack County
Albemarle County
Alleghany County
Amelia County
Appomattox County
Arlington County
Augusta County
Bath County
Bland County
Botetourt County
Bristol
Buchanan County
Buckingham County
Buena Vista City
Campbell County
Charles City County
Charlotte County
Charlottesville
Chesapeake
Chesterfield County
Clarke County
Colonial Beach
Colonial Heights
Craig County
Culpeper County
Cumberland County
Dickenson County
Dinwiddie County
Essex County
Falls Church
Fauquier County
Floyd County
Fluvanna County
Franklin County
Frederick County
Fredericksburg
Galax
Giles County
Gloucester County
Goochland County
Greene County
Greensville County
Halifax County
Hanover County
Harrisonburg
Henry County
King George County
King William County
King and Queen County
Lancaster County
Lee County
Lexington
Louisa County
Lunenburg County
Madison County
Manassas Park
Martinsville
Mathews County
Mecklenburg County
Middlesex County
Montgomery County
Nelson County
New Kent County
Northumberland County
Norton
Nottoway County
Orange County
Page County
Pittsylvania County
Poquoson
Powhatan County
Prince Edward County
Pulaski County
Radford
Rappahannock County
Richmond County
Roanoke County
Rockingham County
Russell County
Salem
Scott County
Shenandoah County
Smyth County
Stafford County
Staunton City
Suffolk
Surry County
Tazewell County
Washington County
Waynesboro City
West Point
Westmoreland County
Williamsburg-James City County
Winchester
Wise County
York County

Schools Granted Conditional Accreditation

Three schools were granted conditional accreditation for the first time and will be monitored by a state-appointed monitor as they implement reconstitution plans. These schools — and the areas of continued deficiency — are:

- Westwood Middle, Danville, for mathematics
- Brighton Elementary, Portsmouth, for English
- William Ruffner Middle, Roanoke, for English, mathematics and history

Nine schools have been granted conditional accreditation for a second consecutive year. The Department of Education will appoint an auditor to monitor the implementation of the reconstitution plan approved last year for each of these schools:

- Caroline Middle, Caroline County, for mathematics
- Hampton Harbor Academy, Hampton, for alternative accreditation plan
- New Bridge, Henrico County, for alternative accreditation plan
- Lake Taylor Middle, Norfolk, for mathematics
- Cradock Middle, Portsmouth, for mathematics
- Chandler Middle, Richmond, for English and mathematics
- Thomas C. Boushall Middle, Richmond, for English, mathematics, history and science
- Lucy Addison Middle, Roanoke, for history
- Sussex Central Middle, Sussex County, for mathematics

One school, Ellen W. Chambliss Elementary in Sussex County, has been granted conditional accreditation for a third year after again failing to meet state standards for achievement in English. A department-appointed auditor will also monitor the implementation of this school's reconstitution plan.

Note: An additional twenty-three schools were automatically rated as conditionally accredited for 2008-2009 because they were newly opened. Schools that in their first year of operation are given a conditional accreditation rating as a new school.

Schools Rated Accredited with Warning

The number of schools accredited with warning decreased to 54, compared with 102 last year. Eighty-three schools that were on academic warning last year achieved full accreditation, including 22 elementary schools, 52 middle schools, two high schools and seven combined schools.

Division	School
Alexandria City	Francis C. Hammond Middle
	George Washington Middle
Amherst County	Central Elementary
	Madison Heights Elementary
	Monelison Middle
Bedford County	Staunton River Middle
Brunswick County	James S. Russell Middle
Carroll County	Woodlawn School
Covington City	Jeter-Watson Intermediate
Danville City	Langston Focus School
Fairfax County	Mount Vernon Woods Elementary School
	Oliver Wendell Holmes Middle School
Franklin City	Joseph P. King Jr. Middle
Grayson County	Fries Middle School
Hampton City	Robert E. Lee Elementary
Henrico County	Fairfield Middle
	Highland Springs Elementary
	John Rolfe Middle
	Virginia Randolph Community High
Highland County	Highland Elementary
Hopewell City	Carter G. Woodson Middle
Isle of Wight County	Windsor Middle
Loudoun County	Sterling Middle
Lynchburg City	Paul L. Dunbar Middle for Innovation
Manassas City	Grace E. Metz Middle
	Mayfield Intermediate
Newport News City	Achievable Dream Academy
Norfolk City	Blair Middle
	Lafayette-Winona Middle
	Lindenwood Elementary
	Northside Middle
Northampton County	Kiptopeke Elementary
	Occohannock Elementary
Patrick County	Meadows of Dan Elementary
Petersburg City	Walnut Hill Elementary
Prince George County	J.E.J. Moore Middle
Prince William County	Mills E. Godwin Middle
	Stuart M. Beville Middle

Richmond City	Blackwell Elementary
	Elkhardt Middle
	Oak Grove/Bellemeade Elementary
	Swansboro Elementary
Roanoke City	Breckinridge Middle
	Hurt Park Elementary
	Westside Elementary
	Woodrow Wilson Middle
Rockbridge County	Rockbridge Middle
Southampton County	Southampton Middle
Spotsylvania County	Chancellor Middle
Virginia Beach City	Williams Elementary
Warren County	Warren County Middle
Wythe County	Fort Chiswell Middle
	Rural Retreat Middle
	Scott Memorial Middle

Appendix G:
2008 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 physical fitness available to all students with a goal of at least 150 minutes per week on average during the regular school year. Such program may include any combination of (i) physical education classes, (ii) extracurricular athletics, or (iii) other programs and physical activities deemed appropriate by the local school board.
Each local school board shall incorporate into its local wellness policy a goal for the implementation of such program during the regular school year.
14. A program of student services for grades kindergarten through 12 that shall be designed to aid students in their educational, social, and career development.
15. 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.

§ 22.1-253.13:4. 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, or if he chooses, he shall receive an advanced studies 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; (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 division's career and technical education programs, consistent with, or as a part of, the comprehensive technology plan for Virginia adopted by the Board of Education; (viii) an assessment of the needs of the school division and evidence of community participation, including parental participation, in the development of the plan; (ix) any corrective action plan required pursuant to § 22.1-253.13:3; and (x) a plan for parent and family involvement to include building successful school and parent partnerships that shall be developed with staff and community involvement, including participation by parents.

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

C. Each public school shall also prepare a comprehensive, unified, long-range plan, which the relevant school board shall consider in the development of its divisionwide comprehensive plan.

D. The Board of Education shall, in a timely manner, make available to local school boards information about where current Virginia school laws, Board regulations and revisions, and copies of relevant Opinions of the Attorney General of Virginia may be located online.

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

A. Each local school board shall develop policies and procedures to address complaints of sexual abuse of a student by a teacher or other school board employee.

B. 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.

C. Each local school board shall ensure that policies are developed giving consideration to the views of teachers, parents, and other concerned citizens and addressing the following:

1. A system of two-way communication between employees and the local school board and its administrative staff whereby matters of concern can be discussed in an orderly and constructive manner;

2. The selection and evaluation of all instructional materials purchased by the school division, with clear procedures for handling challenged controversial materials;

3. The standards of student conduct and attendance and enforcement procedures designed to provide that public education be conducted in an atmosphere free of disruption and threat to persons or property and supportive of individual rights;

4. School-community communications and community involvement;

5. Guidelines to encourage parents to provide instructional assistance to their children in the home, which may include voluntary training for the parents of children in grades K through three;

6. Information about procedures for addressing concerns with the school division and recourse available to parents pursuant to § 22.1-87;

7. A cooperatively developed procedure for personnel evaluation appropriate to tasks performed by those being evaluated; and

8. Grievances, dismissals, etc., of teachers, and the implementation procedure prescribed by the General Assembly and the Board of Education, as provided in Article 3 (§ 22.1-306 et seq.) of Chapter 15 of this title, and the maintenance of copies of such procedures.

D. A current copy of the school division policies, required by this section, 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.

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

§ 22.1-253.13:8. Compliance.

The Standards of Quality prescribed in this chapter shall be the only standards of quality required by Article VIII, Section 2 of the Constitution of Virginia.

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

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

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

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

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

corrective action plan that a local school board has failed or refused to develop or implement in a timely manner.

Board of Education Agenda Item

Item: N. **Date:** October 23, 2008

Topic: Second Review of the Standards of Quality

Presenter: Dr. Gary L. Jones, Chairman, Standing Committee on the Standards of Quality
Ms. Anne D. Wescott, Assistant Superintendent for Policy and Communications

Telephone Number: (804) 225-2403 **E-Mail Address:** Anne.Wescott@doe.virginia.gov

Origin:

____ Topic presented for information only (no board action required)
__X__ Board review required by
__X__ State or federal law or regulation
____ Board of Education regulation
____ Other: _____

____ Action requested at this meeting __X__ Action requested at future meeting: November 20, 2008

Previous Review/Action:

____ No previous board review/action
__X__ Previous review/action
date September 25, 2008
action First review

Background Information: Article VIII, § 2 of the *Constitution of Virginia* requires the Board of Education to determine and prescribe Standards of Quality for the public schools in Virginia. The *Constitution* says:

> "Standards of quality for the several school divisions shall be determined and prescribed from time to time by the Board of Education, subject to revision only by the General Assembly. The General Assembly shall determine the manner in which funds are to be provided for the cost of maintaining an educational program meeting the prescribed standards of quality, and shall provide for the apportionment of the cost of such program between the Commonwealth and the local units of government comprising such school divisions. Each unit of local government shall provide its portion of such cost by local taxes or from other available funds."

The *Code of Virginia* requires the Board of Education to review the Standards of Quality every two years. Section 22.1-18.01 of the *Code* says, in part:

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

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

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

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.

The Board has made recommendations to the Governor and the General Assembly, or has reaffirmed previous recommendations to the Governor and the General Assembly, on June 25, 2003, November 17, 2004, October 26, 2005, November 29, 2006, and November 29, 2007.

Summary of Major Elements: The Board will discuss this item at its meeting on October 23, 2008.

Superintendent's Recommendation: N/A

Impact on Resources: The impact on state funds for the review of the Standards of Quality is expected to be minimal and can be absorbed within current resources.

Timetable for Further Review/Action: This item will be presented to the Board of Education for final review on November 20, 2008.

Board of Education Agenda Item

Item: O. **Date:** October 23, 2008

Topic: Annual Report from the Virginia Council for Private Education

Presenter: Mr. George McVey, President, Virginia Council for Private Education

Telephone: 804/ 423-6435 **E-mail:** gjmcvey@vcpe.org

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

____ Board review required by
- ____ State or federal law or regulation
- ____ Board of Education regulation
- X Other: Board of Education Resolution

___ Action requested at this meeting

___ Action requested at future meeting

Previous Review/Action:

_X_ No previous board review/action

____ Previous review/action:
date:
action:

Background Information: At its meeting in November 1993, the Board of Education adopted a resolution that recognized the accrediting process for nonpublic elementary and secondary schools as administered through the Commission on Accreditation of the Virginia Council for Private Education (VCPE). The resolution was primarily for the purpose of public school acceptance of credits earned by students who attended such schools when they transfer to public schools and for any other such purpose(s) which may, from time to time, be specified by the *Code of Virginia* or as may be mutually agreed upon by the Board and VCPE. The resolution specifies, among other things, that the Board of Education will receive an annual report from VCPE.

A copy of the resolution is attached.

Summary of Major Elements: Mr. George McVey, president of VCPE, will present the annual report on behalf of his organization.

Superintendent's Recommendation: N/A

Impact on Resources: N/A

Timetable for Further Review/Action: N/A

Virginia Board of Education Resolution

Recognizing VCPE: Accrediting Nonpublic Elementary and Secondary Schools

Resolution Number 1993-6 **November 15, 1993**

WHEREAS, the *Code of Virginia* requires that all children who are five years old by September 30 and not older than 18 attend a public or private or parochial school to satisfy compulsory attendance laws; and

WHEREAS, the Virginia Council for Private Education (VCPE) was organized in 1974 as the Virginia affiliate of the National Council for American Private Education (CAPE) for purposes including "the encouragement of a broad public commitment to excellence in education"; and

WHEREAS, the VCPE established a Commission on Accreditation in July, 1985, "...for the purpose of approving appropriate accreditation processes for nonpublic schools in order to secure recognition for those schools by the State Department of Education"; and

WHEREAS, the Board of Education ceased accrediting nonpublic schools, and at its meeting on April 25, 1985, approved recommendations affecting the relationship of nonpublic schools and the Department of Education; and

WHEREAS, the Department of Education has maintained and fostered an ongoing and viable relationship with the VCPE since that time; and

WHEREAS, the 1993 General Assembly of Virginia amended sections of the *Code of Virginia* relating to the licensure of child day care centers which included an exemption for "a certified preschool or nursery school program operated by a private school which is accredited by a statewide accreditation organization recognized by the State Board of Education..."; and

WHEREAS, the Board is desirous of reaffirming and strengthening its relationship with the VCPE;

NOW, THEREFORE BE IT RESOLVED that the Board recognizes the accrediting process for nonpublic elementary and secondary schools as administered through the Commission on Accreditation of the Virginia Council for Private Education (VCPE) primarily for the purpose of public school acceptance of credits earned by students who attended such schools when they transfer to public schools and for any other such purpose(s) which may, from time to time, be specified by the *Code of Virginia* or as may be mutually agreed upon by the Board and VCPE; and

BE IT FURTHER RESOLVED that the Board will periodically review this recognition to ensure its continued relevancy and currency and the Superintendent of Public Instruction, or his designee, shall maintain contact with the VCPE and shall meet with its membership at least annually. Further, the Superintendent shall advise the Board on educational issues of concern to the VCPE.

Adopted in the Minutes of the Virginia Board of Education
November 15, 1993