

COMMONWEALTH of VIRGINIA

Board of Education Agenda



Date of Meeting: November 20, 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

Approval of Minutes of the October 23, 2008, Meeting of the Board

Resolutions/Recognitions

- Resolution of Recognition presented to the Sorenson Institute for its Outstanding Youth Leadership Program
- Resolutions of Recognition presented to the Clerks of the Senate of Virginia and the Virginia House of Delegates for their Outstanding Page Programs
- Recognition of Virginia's 2009 Regional Teachers of the Year and the 2009 Virginia Teacher of the Year

Public Comment

Action/Discussion: Board of Education Regulations

- A. First Review of Revisions to *Regulations Governing Pupil Transportation*
- B. First Review of Proposed Amendments to the *Regulations Governing the Virginia Teaching Scholarship Loan program Requirements and Selection Procedures* (8 VAC 20-650-30)

Action/Discussion Items

- C. Final 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)

Action/Discussion Items (continued)

- D. Final 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
- E. Final Review of the Board of Education’s 2008 Annual Report on the Condition and Needs of Public Schools in Virginia
- F. First Review of the Board of Education’s 2008 Annual Report on Electronic Meetings
- G. Final Review of the Standards of Quality

Report

- H. Report from the Petersburg City School Board on the Virginia Board of Education’s Request to Begin Planning for the Implementation of the Restructuring Contingency Plan for the 2009-2010 School year
- I. Annual Report: Virginia Committee for Career and Technical Education
- J. Report on the Statewide Dropout Prevention Summit Held October 28, 2008

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

ADJOURNMENT

PUBLIC NOTICE

The Board of Education members will meet for dinner at 6:30 p.m. at the Richmond Crowne Plaza Hotel on Wednesday, November 19, 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: November 20, 2008

Topic: First Review of Proposed Revisions to Regulations Governing Pupil Transportation (8 VAC 20-70)

Presenter: Mr. Kent 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)

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

Action requested at this meeting

Action requested at future meeting:

Previous Review/Action:

No previous board review/action

Previous review/action
date October 18, 2007
action Approval of the Notice of Intended Regulatory Action (NOIRA)

Background Information:

The Regulations Governing Pupil Transportation (8 VAC 20-70) was last revised in 2004. Since that time, statutory provisions addressing the content of these regulations have been enacted or amended resulting in inconsistent or conflicting requirements. In addition, areas of the current regulations needing clarification have been identified, as well as content from the 2005 National School Transportation Specifications and Procedures and federal requirements for incorporation into the regulations.

The Board of Education gave the department approval to begin the regulatory revision process at its October 18, 2007, meeting. In accordance with the Virginia Administrative Process Act, a NOIRA was published in the *Virginia Register of Regulations* on January 21, 2008, to advise the public of the Board of Education's intent to conduct a comprehensive review of the current regulations. The NOIRA was posted for 30 days for public comment. Only three comments were received and they dealt with the school bus specifications instead of the regulations.

Summary of Major Elements:

The proposed revisions to the 2004 regulations were developed by department staff based upon input from school division pupil transportation personnel. Attachment A contains the proposed revisions to these regulations, including the preventive maintenance manual document.

Significant changes in the proposed regulations include additional requirements for activity buses similar to those for yellow school buses, restrictions on daily driving hours, restrictions on students standing on buses, revisions to the Preventive Maintenance Manual, changes in the bus maintenance schedule, changes and clarifications to training requirements, and reporting changes.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education accept for first review these proposed revisions to the Regulations Governing Pupil Transportation and authorize the department to proceed with the next steps of the regulatory process under the Administrative Process Act.

Impact on Resources:

The impact on resources for the proposed revision of these regulations is not expected to be significant.

Timetable for Further Review/Action:

The proposed revisions to the regulations will continue through the steps for promulgating regulations. The Board of Education will need to adopt revised regulations at a future meeting.

Attachment A

Regulations Governing Pupil Transportation

Virginia Administrative Code

8VAC20-70-10. Definitions.

The following words and terms when used in this chapter shall have the following meanings unless the context clearly indicates otherwise:

"Color-black" means federal standard No. 595, black.

"Color-yellow" means national school bus yellow SBMTC color standard 008.

"Nonconforming bus" means any vehicle designed to carry more than 10 passengers that is used to transport children to or from school or school-related activities that does not meet the federal standards, 49 CFR Part 571, specific to school buses or multifunction school activity buses. These vehicles are not approved for transporting students to and from school or school-related activities.

"Vehicle" means any vehicle owned or operated by, or owned or operated by any person under contract by a county, city, town or school board in which any school pupils or personnel are transported at public expense from any public school.

"School bus" means any motor vehicle ~~described in this chapter as "Type A1 and A2," "Type B1 and B2," "Type C," or "Type D,"~~ which is designed and used for the transportation of pupils, other than a station wagon, automobile, truck, or commercial bus, which is: (i) designed and used primarily for the transportation of pupils to and from public, private or religious schools, or physically handicapped to and from a sheltered workshop; (ii) painted yellow with the words "School Bus" in black letters of a specified size on the front and rear, and (iii) which is equipped with the required warning devices as stated prescribed in §46.2-100 1090 of the Code of Virginia. A yellow school bus may have a white roof provided such vehicle is painted in accordance with regulations and specifications of the Department of Education.

~~Note: This definition includes school buses owned and operated by school boards, private contractors, local governments, and transit systems that are used for the transportation of public school pupils.~~

"Specially equipped bus" means a school bus designed, equipped, or modified to accommodate students with special needs.

"Multifunction School Activity Bus (MFSAB)" (school activity bus) means a school bus whose purposes do not include transporting students to and from home or school bus

stops, as defined in 49 CFR 571.3. This subcategory of school bus meets all FMVSS for school buses and meets all regulations for school buses, except the traffic control devices, identification, color, use of cruise control, and seating requirements.

"Type A school bus" ~~means is a van conversion or~~ bus constructed utilizing a cutaway front-section vehicle with a left side driver's door. ~~The entrance door is behind the front wheels.~~ This definition includes two classifications. Type A1, with a Gross Vehicle Weight Rating (GVWR) ~~less than or equal to 10,000~~ of 14,500 pounds or less; and Type A2, with a GVWR ~~greater than 14,500 pounds but less than or equal to greater than 10,000~~ 21,500 pounds.

"Type B school bus" ~~means a bus with a body is~~ constructed utilizing a stripped chassis. The entrance door is behind the front wheels. This definition includes two classifications: Type B1, with a GVWR ~~less than or equal to~~ of 10,000 pounds or less; and Type B2, with a GVWR greater than 10,000 pounds.

"Type C (Conventional) school bus" ~~means a bus with is~~ a body ~~constructed utilizing an installed upon a flat-back cowl chassis with a hood and front fender assembly fenders.~~ The entrance door is behind the front wheels. This definition shall include two classifications: Type C1, with a GVWR range of 17,500 pounds with a design seating capacity range from 16 to 30 persons; and Type C2 with a GVWR of more than 21,500 pounds, designed for carrying more than 30 persons. The engine is in front of the windshield and the entrance door is behind the front wheels. Both Type C1 and Type C2 must be equipped with dual rear tires.

"Type D school bus" means a bus with a body constructed utilizing a stripped chassis. The entrance door is ahead of the front wheels. This bus is also known as a rear engine or front engine transit style school bus.

"Classroom instruction" means training provided by a qualified driver instructor through lectures, demonstrations, audio-visual presentations, computer-based instruction, driving simulation devices, or similar means. Instruction occurring outside a classroom is included if it does not involve actual operation of a school bus and its components by the student.

Part II

General Regulations

8VAC20-70-20. Transportation of children.

The greatest care shall be exercised at all times in the transportation of school children.

8VAC20-70-30. Safe speeds.

A school bus transporting school pupils shall be operated at a safe speed as stated in §46.2-871 of the Code of Virginia.

8VAC 20-70-31. Driving more than thirteen hours in a twenty-four hour period prohibited.

Pursuant to § 46.2-812, no person shall operate any school bus, school activity bus or school activity vehicle for more than thirteen hours in any period of twenty-four hours or for a period which, when added to the time such person may have driven any vehicle in any other state, would make an aggregate of more than thirteen hours in any twenty-four hour period. Drivers of other commercial vehicles shall report all hours driven prior to operating a school bus, school activity bus or school activity vehicle.

No owner of any vehicle shall cause or permit it to be driven in violation of this section.

8VAC20-70-40. Seating.

The number of pupils who may ride a school bus shall be determined by the total number who can be seated on the seat cushion facing forward, safely seated within the seating compartment, and shall not exceed the manufacturer's capacity. ~~During the first 30 instructional days of the school year standees may be permitted for short distances in the aisle back of the driver's seat.~~ Pupils may not be permitted to stand ~~after the first 30 instructional days~~, except under unforeseen temporary emergency conditions and short distances as identified by the local school board.

8VAC20-70-50. Written employment agreement.

A written employment agreement shall be made by the school board with all regular school bus drivers before they begin their duties. Substitute drivers shall meet the requirements prescribed for regular bus drivers and shall be approved and paid by the local school board.

8VAC20-70-60. Entrance door.

The school bus driver shall open and close the entrance door and keep it securely closed while the bus is in motion. This responsibility shall not be delegated to any other person.

8VAC20-70-70. Traffic warning devices.

Every school bus operated at public expense for the purpose of transporting school children shall be equipped with traffic warning devices as stated in §§46.2-1090 and 46.2-1090.1 of the Code of Virginia.

8VAC20-70-80. Loading or discharging pupils.

When loading or discharging pupils on the highway, stops shall be made in the right-hand lane and shall be made only at designated points where the bus can be clearly seen for a safe distance from both directions. Pupils shall be picked up and discharged only at designated school bus stops approved by the local school division except in the case of an emergency. While stopped, the driver shall keep the school bus warning devices in operation to warn approaching traffic to stop and allow pupils to cross the highway safely. Pupils who must cross the road shall be required to cross in front of the bus. They shall be required to walk to a point 10 feet or more in front of the bus, stop before reaching a position in line with the left side of the bus, and wait for a hand signal from the bus driver before starting across the highway.

On dual highways divided by a physical barrier, unpaved area, or five lane highway with turning lane, buses shall be routed so that pupils will be picked up and discharged on the side of the road on which they live. (See §§46.2-893 and 46.2-918 of the Code of Virginia.)

8VAC20-70-90. Safety belts.

Persons operating a school bus shall wear the appropriate safety belt system while bus is in motion.

8VAC20-70-100. Passenger restraint belts.

Pupils riding in school buses required by federal law to be equipped with passenger restraint belts shall wear them as required by state or federal law while the bus is in motion. ~~See Federal Motor Vehicle Safety Standards No. 209 and 210.~~

8VAC20-70-110. Pupil ~~riders~~ transportation safety instruction.

Pupil ~~riders~~ safety transportation instruction shall be included in the school curriculum, including demonstration and practices of safety procedures.

1. At the Pre-K-1 grade levels, initial safety training shall occur during the first week of school with additional training on a periodic basis during the year. Students in grades 9 – 12 shall receive additional training on the rules for motorists approaching a stopped school bus and on safe following distances when operating a personal vehicle.
2. Emergency exit drills shall be practiced by all pupil riders at least twice a year, the first occurring during the first 30 instructional days and the second in the second semester, and shall include the school bus driver. Summer session evacuation drills should be performed as needed.

3. A copy of bus rider safety rules shall be sent to parents at the beginning of the school year. The information shall include a request that parents or their designee accompany their young children to and from the bus stop.

8VAC20-70-120. Insurance.

Every vehicle used in transporting school pupils and personnel at public expense shall be covered by insurance that will provide financial assistance to pupils and personnel in case of injuries or deaths resulting from an accident as stated in §22.1-190 of the Code of Virginia.

8VAC20-70-130. Maintenance inspection.

All school buses and school activity vehicles and school vehicles used to transport public school pupils to and from school and school activity events shall ~~be inspected and maintained~~ undergo a Level 2 maintenance inspection as prescribed in the Preventive Maintenance Manual for Virginia School Buses by competent mechanics immediately before being used for each new school year, and a Level 1 inspection at least once every ~~30 45 operating days or every 2,500 miles traveled~~ calendar days after the start of the new school year. The inspections and maintenance shall be conducted in accordance with provisions of the "Preventive Maintenance Manual for Virginia School Buses, ~~March 2003~~" and recorded on the prescribed inspection forms or in a format approved by the Department of Education. If the inspection and maintenance are not made in a shop operated by the school board or the local governing body, the school board shall designate one or more inspection centers to make the inspections and require a copy of the results of the inspections to be furnished to the division superintendent. School division compliance with the foregoing maintenance inspective requirement shall be subject to verification by the Department of Education.

Subject to funds being available, the Department of Education shall conduct random operational assessments during the school year of school divisions' pupil transportation operations to ensure statutes, regulations, and specifications are being met. The Department of Education shall establish procedures for conducting the random operational assessments.

Maintenance and service personnel shall be encouraged to attend approved workshops or training institutes and shall receive all necessary service and maintenance publications for equipment serviced.

8VAC20-70-140. ~~Crash/incident~~ reporting.

A report, on forms or in a format furnished by the Department of Education, of any ~~vehicle crashes or incidents~~ involving school buses, pupils, and personnel who ride school or activity buses (including incidents of injury or death while crossing the road, waiting at bus stops, etc.) shall be sent to the Pupil Transportation Service, Department of Education by the division superintendent or designee at least once a month. The report

shall give the apparent cause of the crash ~~or incident~~ and the extent of injuries to pupils or others. The division superintendent or designee shall notify the Pupil Transportation Service of any school bus crash ~~or incident~~ involving serious injuries, requiring professional medical treatment, or death within the next working day from the date of the crash or incident.

A vehicle crash occurs when property damage is \$1,000 or more or when persons are injured. ~~An incident occurs when property damage is \$999 or less and there are no injured individuals.~~

The Department of Education shall publish on its Web site an annual report of the number of crashes involving school buses, pupils, and personnel who ride school or activity buses (including incidents of injury or death while crossing the road, waiting at bus stops, etc.) in each division.

8VAC20-70-150. Route schedule.

All school buses in operation shall be scheduled to maximize safety and efficiency. The schedule shall show the time the bus starts in the morning, the time it leaves each point at which pupils are picked up, ~~and~~ the time of arrival at school, and the time of drop off at home in the afternoon. One copy of such schedule shall be kept in the bus and secured when the bus is unattended, and one copy shall be kept in the office of the division superintendent or designee.

8VAC20-70-160. Review of routes.

School bus routes, school sites, and safety of pupils at designated school bus stops shall be reviewed at least ~~once~~ twice each year, once each semester. Bus routes shall be reviewed for safety hazards, fuel conservation, and to assure ~~maximum~~ the most efficient use of buses. Local school administrators shall evaluate the safety of pupils at bus stops periodically and shall at the request of the local school board report the results annually to the school board. Hazardous or unusual situations, to include railway crossings, shall be marked on the route sheet and made available to drivers and substitutes.

A written vehicular and pedestrian traffic control plan for each existing school site shall be reviewed annually for safety hazards. All new school site plans shall include provisions that promote vehicular and pedestrian safety.

8VAC20-70-170. Railway crossings.

School buses shall stop, as required by law, at railway grade crossings. School buses equipped with a non-sequential lighting system must have these lighting systems deactivated when approaching a railroad grade crossing and ~~the~~ 4-way hazard lights shall be activated when approaching the railway grade crossing and shall be deactivated before crossing the track. The bus driver shall turn off all noisy equipment, open the entrance door of the bus and determine when it is safe for the vehicle to cross the railroad

tracks. The entrance door shall be closed when the bus is in motion. No stop need be made at any grade crossing where traffic is directed by a ~~police~~ law enforcement officer or a ~~green~~ traffic-control signal as stated in §46.2-886 of the Code of Virginia.

8VAC20-70-180. ~~Driver reports.~~ Ridership and Miles Report.

School boards shall require that a report on the number of pupils transported and miles traveled be ~~made by all school bus drivers to principals or other designated school officials.~~ submitted to designated school officials.

8VAC20-70-190. Policies.

Local school boards shall adopt policies, consistent with provisions of the Code of Virginia, before establishing a practice of collecting transportation fees from pupils or receiving contributions from other sources for activities sponsored by schools under their authority. No pupil whose parent or guardian is financially unable to pay the pro rata cost of the trip may be denied the opportunity to participate. See §22.1-176 of the Code of Virginia. Each disabled child enrolled in and attending a special education program provided by the school division shall be entitled to transportation at no cost if such transportation is necessary to enable such child to obtain the benefit of educational programs and opportunities. See §22.1-221 A. of the Code of Virginia.

8VAC20-70-200. Identification and lights covering.

The lettered identification and traffic warning lights on the front and rear of school buses shall be covered with opaque detachable material when ~~they~~ school buses are used for purposes other than to transport pupils on regular routes to and from school, ~~or~~ on special trips to participate in contests of various kinds, ~~and~~ or for supplementary education purposes as required by §22.1-183 of the Code of Virginia. This does not apply when the bus is being used to transport elderly or mentally or physically handicapped persons.

8VAC20-70-210. Advertising material.

The use of posters, stickers, or advertising material of any kind is prohibited in or on school buses unless permitted by law.

8VAC20-70-220. Passage restriction.

No object shall be placed on any bus carrying passengers that will restrict the access to any exit, restrict the freedom of motion of the driver for proper operation of the vehicle, or where displacement of such objects may result in personal injury to passengers.

8VAC20-70-230. Required materials.

All vehicles used primarily to transport students to and from school or school-related activities shall carry reflective triangles, first aid kit, body fluid clean-up kit and fire extinguisher.

8VAC20-70-235. Funding for pupil transportation.

Funding for pupil transportation shall be pursuant to the provisions of the appropriation act.

8VAC20-70-240 to 8VAC20-70-270. [Repealed]

8 VAC 20-70-271. Records Retention

School division documents related to pupil transportation shall be retained in accordance with local policy and guidelines from the Virginia State Library.

Part III

Requirements For School Bus Drivers

8VAC20-70-280. Requirements for school bus drivers both for employment and continued employment.

Sections 22.1-178, ~~46.2-339~~, and ~~46.2-340~~ of the Code of Virginia require drivers of school and activity buses to:

1. Have a physical examination of a scope prescribed by the Board of Education with the advice of the Medical Society of Virginia and furnished on a form prescribed by the Board of Education showing the results of such examination.
 - a. No person shall drive a school bus unless that person is physically qualified to do so and has submitted a School Bus Driver's Application For Physician's Certificate signed by the applicant and the doctor or a licensed nurse practitioner for the applicable employment period.
 - b. The physical form describes the basic physical qualifications for school bus drivers; however, the examining physician or licensed nurse practitioner shall make the final determination of the individual's physical capacity to operate a school bus based upon their assessment of the individual's overall physical condition.
2. Furnish a statement or copy of records from the Department of Motor Vehicles showing that the person, within the preceding five years, has not been convicted of a charge of driving under the influence of intoxicating liquors or drugs, convicted of a charge of refusing to take a blood or breath test, convicted of a felony, or assigned to any

alcohol safety action program or driver alcohol rehabilitation program pursuant to §18.2-271.1 of the Code of Virginia or, within the preceding 12 months, has not been convicted of two or more moving traffic violations or has not been required to attend a driver improvement clinic by the Commissioner of the Department of Motor Vehicles pursuant to §46.2-497 498 of the Code of Virginia.

3. Furnish a statement signed by two reputable persons who reside in the school division or in the applicant's community that the person is of good moral character.

4. Exhibit a license showing the person has successfully undertaken the examination prescribed by §46.2-339 of the Code of Virginia.

5. Be at least 18 years old.

6. Submit to testing for alcohol and controlled substances that is in compliance with the Omnibus Transportation Employee Testing Act of 1991 (Public Law 102-143, Title V) as amended and that is in compliance with 49 CFR Parts 40 and 382.

8VAC20-70-290. First aid course.

Any school board may require successful completion of the American Red Cross first aid course or its equivalent as a condition to employment to operate a school bus transporting pupils as required by §22.1-178 of the Code of Virginia.

8VAC20-70-300. Required documents.

The documents required pursuant to 8VAC20-70-280, parts 1 and 2, shall be furnished annually prior to the anniversary date of the employment to operate a school bus.

8VAC20-70-310. Filing. [Repeal]

~~The documents required pursuant to this section shall be filed with, and made a part of, the records of the school board employing such person as a school bus operator.~~

8VAC20-70-320. Forms for applicants.

The Department of Education shall furnish to the division superintendents the necessary forms for applicants to use to provide the information required by this section. Insofar as practicable, such forms shall be designed to limit paperwork, avoid the possibility of mistakes, and furnish all parties involved with a complete and accurate record of the information required.

8VAC20-70-330. Health certificate.

As a condition to employment, every school and activity bus driver shall submit a certificate signed by a licensed physician stating that the employee appears free of

communicable tuberculosis. The school board may require the submission of such certificates annually, or at such intervals as it deems appropriate, as a condition to continued employment.

8VAC20-70-340. Highway driving.

No person shall drive a school or activity bus upon a highway in the Commonwealth unless such person has had a reasonable amount of experience in driving motor vehicles, and shall have passed a special examination indicating the ability to operate a school bus without endangering the safety of pupil passengers and persons using the highway as stated in §46.2-339 of the Code of Virginia. To prepare for the examination required by this section, any person holding a valid operator's license and Commercial Driver's License (CDL) Instruction Permit issued under the provisions of §46.2-325 of the Code of Virginia, may operate, under the direct supervision of a person holding a valid school bus license endorsement, a school bus that contains no pupil passengers. The Department of Motor Vehicles is required to adopt such rules and regulations as may be necessary to provide for the examination of persons desiring to qualify to drive such buses in this Commonwealth and for the granting of permits to qualified applicants.

8VAC20-70-350. Training.

No person shall operate a school or activity bus transporting pupils unless the person has:

1. Received classroom, demonstration, and behind-the-wheel instruction in accordance with a program developed by the Department of Education pursuant to §22.1-181 of the Code of Virginia.
2. Completed a minimum of 24 classroom hours and 24 hours of behind-the-wheel training. A minimum of 10 of the 24 hours of behind-the-wheel time shall involve the operation of a bus with pupils on board while under the direct on-board supervision of a designated bus driver trainer. ~~Drivers of Type D buses must complete eight additional hours of training behind the wheel.~~ All drivers shall receive training in the operation of a Type D buses representative of the type used in the school division in which they will be employed and in the transportation of students with special needs. Classroom instruction means training provided by a qualified driver instructor through lectures, demonstrations, audio-visual presentations, computer-based instruction, driving simulation devices, or similar means. Instruction occurring outside a classroom is included if it does not involve actual operation of a school bus and its components by the student. Behind-the-wheel training does not include time spent riding in a school bus or observing operation of a school bus when the student is not in control of the vehicle.

The superintendent or his designee shall maintain a record showing that the applicant has completed the training and has been approved to operate a school or activity bus.

3. New transportation directors/supervisors employed by school divisions shall complete the “Train the Trainer” class conducted by the Department of Education within a year after being employed in this position.

8VAC20-70-359. Requirements for School Bus Driver Instructors.

Instructors must meet the requirements of a school bus driver and have at least 2 years experience operating a Class B type vehicle.

8VAC20-70-360. In-service training.

In-service training (at least two hours before the beginning opening of the schools year and at least two hours during the second half of the school year) devoted to improving the skills, attitudes, and knowledge including orientation to maximize benefits of using safety programs and safety components shall be provided to all school or activity bus drivers. In-service training shall include, but not limited to, the following topics: Basic motor vehicle laws, related administrative codes, pre-trip inspection procedures, student discipline and conduct, drug and alcohol testing procedures and policies, fuel conservation, safety, emergency procedures and student information and confidentiality and local policies and procedures as required by the division’s transportation department. A copy of the agenda for each in-service training event shall be on file.

8VAC20-70-370. Supervision.

The drivers of school and activity buses shall be under the general direction and control of the division superintendent or designee, and shall also be accountable to the principal of the school to which pupil transportation is provided.

8VAC20-70-380. Pre-trip safety inspection.

Prior to the initial transporting of children each day, tThe drivers of school and activity buses shall perform a daily pre-trip safety inspection of the vehicle. ~~prior to transporting children.~~ The items checked and recorded shall be at least equal to the pre-trip inspection procedure as ~~prescribed by~~ in the Preventive Maintenance Manual for Virginia School Buses issued by the Department of Education.

8VAC20-70-390. [Repealed]

8VAC20-70-400. Evaluation.

Each school and activity bus driver shall be evaluated by the transportation director or designee at least once each year. The results of the evaluation shall be discussed with the driver and included in the driver's personnel file.

8VAC20-70-410. Emergency equipment.

The driver of activity or extracurricular trip buses shall advise the pupils and/or sponsors of the location of the required emergency equipment and exits prior to the beginning of any such trip.

8VAC20-70-411. Driver Trainers

Driver trainers must meet the requirements of 8VAC20-70-280 and 8VAC20-70-350 and have at least 2 years experience operating a Class B vehicle.

8VAC20-70-420. Instructor course certificate.

Local school bus driver training instructors shall hold a certificate for completion of an instructor course conducted or approved by the Department of Education and shall attend a recertification course every five years. Certification expires at the end of the calendar year five.

8VAC20-70-430. Driver data.

The names and driver license numbers of persons operating school and activity buses and other vehicles used to transport pupils shall be submitted to the Department of Motor Vehicles annually as required by §46.2-340 of the Code of Virginia.

8VAC20-70-435. Filing.

The documents required pursuant to 8VAC20-70-280, 8VAC20-70-350, 8VAC20-70-360, 8VAC20-70-400 and 8VAC20-70-420 shall be filed with, and made a part of, the records of the school board employing such person as a school bus operator.

8VAC20-70-440. Responsibility for compliance.

The responsibility for compliance with the school bus and activity vehicle specifications issued by the Department of Education rests with dealers and manufacturers. If any dealer or manufacturer sells school buses or school activity vehicles that do not conform to any or all of the specifications issued by the Department of Education, a general notice will be sent to all school divisions advising that equipment supplied by such dealer or manufacturer will be disapproved for school transportation until further notice. A copy of the notice will be sent to the dealer or manufacturer and will remain in effect until full compliance by the dealer or manufacturer is assured.

Dealers and manufacturers shall be given at least 30 days' notice of any changes in the specifications.

Part IV

General Requirements for School Buses In Virginia

8VAC20-70-450. Minimum ~~standards~~ specifications.

Minimum ~~standards~~ specifications are applicable to all school buses and school activity ~~vehicles~~ buses, new or used, procured by purchase, lease or operational contract from another person or entity.

8VAC20-70-460. Specifications.

It is the intent of the Board of Education to accommodate new equipment and technology that will better facilitate the safe and efficient transportation of students. When a new technology, piece of equipment, or component is desired to be applied to ~~the~~ a school bus, it must have the approval of the Virginia Department of Education and must meet the following criteria:

1. The technology, equipment, or component shall not compromise the effectiveness or integrity of any major safety system.
2. The technology, equipment, or component shall not diminish the safety of the interior of the bus.
3. The technology, equipment, or component shall not create additional risk to students who are boarding or exiting the bus or are in or near the school bus loading zone.
4. The technology, equipment, or component shall not require undue additional activity or responsibility for the driver.
5. The technology, equipment, or component shall generally increase efficiency or safety, or both, of the bus, generally provide for a safer or more pleasant experience for the occupants and pedestrians in the vicinity of the bus, or shall generally assist the driver and make his many tasks easier to perform.

School b~~B~~uses and school activity ~~vehicles~~ buses must conform to the specifications relative to construction and design effective on the date of procurement. Any variation from the specifications, in the form of additional equipment or changes in style of equipment, without prior approval of the Department of Education, is prohibited. The Department of Education shall issue specifications and standards for public school buses to reflect desired technology or safety improvements for the then current model year.

8VAC20-70-470. Adjustments.

The Superintendent of Public Instruction is authorized to make such adjustments from time to time in technical specifications as are deemed necessary in the interest of safety

and efficiency in school bus operation. This includes the issuance of chassis specifications by size, type and model year. Authority is also granted for conducting investigations and field tests of certain pertinent vehicle components.

8VAC20-70-480. Bus identification.

All publicly owned, part publicly owned, or contract school buses, transporting pupils to and from public school, shall be painted a uniform color, national school bus yellow, and shall be identified and equipped as outlined in the ~~standards and~~ specifications.

8VAC20-70-490. Purchase.

The responsibility for purchasing school buses and school activity ~~vehicles~~ buses which meet state and federal requirements rests with division superintendents and local school boards.

A schedule for the replacement of buses on a continuing basis shall be developed and implemented by each school division.

8VAC20-70-500. Sale of surplus school buses.

A. Before a surplus school bus is sold or released for nonschool transportation purposes, the bus shall have the traffic warning signal system and crossing control arm removed and all school bus lettering shall be covered by an opaque paint. A written notice shall be attached to the Certificate of Title stating that the vehicle does not meet the requirements of §§46.2-100 and 46.2-1089 and that its operation on the highway would be in violation of §46.2-917 of the Code of Virginia.

B. In the event that the bus is sold to a private school or a licensed dealer, the written notice shall contain a reminder that the bus shall be painted a different color, and shall have the bus signal systems and lettering removed before release for nonschool transportation purposes.

8VAC20-70-510. Vehicles powered by alternative fuels.

A. The Board of Education will continue to promote the use of alternative fuels for school buses. Any vehicle powered by alternative fuels will be subject to inspection and approval by the Virginia Department of Education.

B. Local school divisions, in consultation with the Department of Education, may purchase and use school buses using alternative fuels as covered in §22.1-177 of the Code of Virginia.

C. Installation of alternative fuel tanks and fuel systems shall comply with all applicable Federal Motor Vehicles Safety Standards (FMVSS) 301, 49 CFR Part 571, and all applicable fire codes.

~~D. A sign with black letters on clear or school bus yellow background, indicating the type of alternative fuel being used, may be placed on the side of the bus near the entrance door. No sign shall be more than 4 3/4 inches long or more than 3 1/4 inches high.~~

8VAC20-70-520. [Repealed]

Part V

School Activity Vehicles Buses

8VAC20-70-525. Regulations and standards.

~~School a~~Activity vehicles buses owned or operated under contract by or for the school board, which are used solely to transport pupils to and from school activity events, shall comply with all applicable regulations and standards prescribed for school buses except as noted in this part.

1. Exceptions, general regulations.

a. Pursuant to §46.2-871 ~~A~~an activity vehicle bus transporting school pupils shall be operated at a safe, legal speed ~~not in excess of 55 miles per hour.~~

b. No standees shall be permitted.

~~c. The eight inch school bus lettered identification and traffic warning devices shall be removed by the local school division as required by §§46.2-100 and 46.2-1090 of the Code of Virginia. The name of the school division or individual school shall be placed on both sides of the vehicle.~~

d. Stops for the purpose of loading or discharging pupils on the travel portion of the highway shall not be permitted.

~~2. Exceptions, minimum standards for school buses in Virginia.~~

~~a. School activity vehicles shall not be painted national school bus yellow.~~

~~b. Other types of seats and increased spacing may be used provided all provisions of FMVSS 222, 49 CFR §571.222, are met.~~

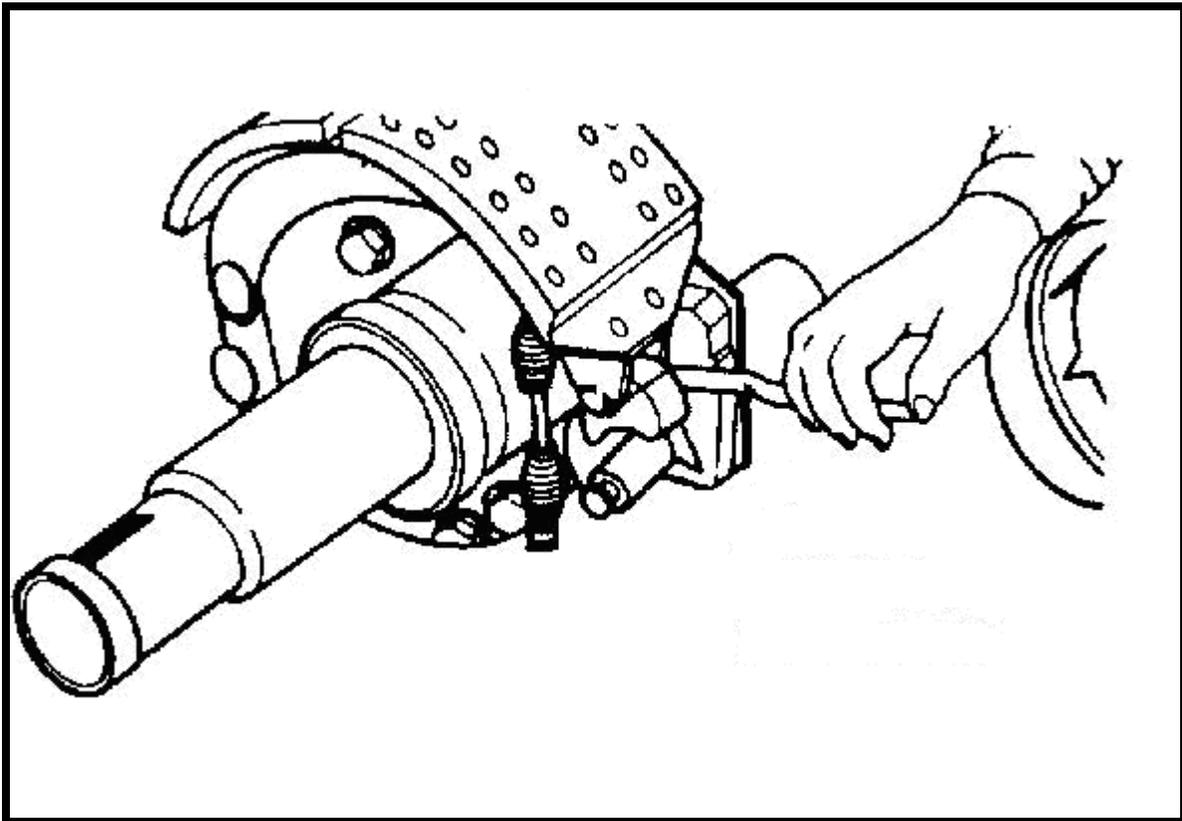
8VAC20-70-530 to 8VAC20-70-1510. [Repealed].

DOCUMENTS INCORPORATED BY REFERENCE

Preventive Maintenance Manual for Virginia School Buses, ~~March 2003~~, Virginia Department of Education.

**PREVENTIVE
MAINTENANCE MANUAL
FOR VIRGINIA SCHOOL BUSES**

November 2008



Virginia Department of Education

FOREWORD

The purpose of this publication is to provide information regarding preventive maintenance, which is essential to the safe and efficient operation of school buses. An effective maintenance program can reduce accidents, downtime, and maintenance costs, as well as improve driver morale and public relations.

The driver's daily pre-trip inspection is the first step in preventive maintenance. Proper training and supervision are needed to make drivers aware of their responsibilities. An open line of communication among drivers, bus shop personnel, and school administrators is a must.

To control losses and protect a school division's investment in a fleet of buses, it is important to inspect and maintain all school buses systematically and conscientiously.

Accurate maintenance records are essential in determining the effectiveness of a preventive maintenance program.

This publication should prove helpful to persons initiating preventive maintenance programs or considering changes to existing programs.

Table of Contents

Section I - Driver's daily pre-trip inspection	1
Pre-trip inspection procedures	2
Pre-trip inspection step-by-step description	3
Drivers pre-trip inspection report	4
Monthly pre-trip inspection form	5
Section II - Inspection schedules and guidelines	6
Inspection form #1	7
Inspection form #2	8
Guidelines for inspections	9
Section III - Shop records and inventory control	10
School bus garage repair order	11
Parts and supplies inventory	12
Fuel and lubricant reports	13

SECTION I

DRIVER'S DAILY PRE-TRIP INSPECTION

Drivers are a critical component of an effective school bus preventive maintenance program. While the technician sees a bus periodically, the driver uses that bus every day. By making effective inspections before each daily trip and noticing how the bus performs during each trip, the driver often can detect early signs of developing mechanical problems.

Drivers are responsible for checking, recording, and reporting the mechanical condition of their buses. The Regulations Governing Pupil Transportation state:

8 VAC 20-70-380. Pre-trip safety inspection.

The drivers of school and activity buses shall perform a daily pre-trip safety inspection of the vehicle prior to transporting children. The items checked and recorded shall be at least equal to the pre-trip inspection procedure as prescribed by the Department of Education.

Regardless of whether they find any defects, they should submit written bus condition reports that are accurate and complete.

Included in this publication are sample forms to be used in inspecting and reporting defects daily and monthly. Procedures in excess of those required by regulation for reporting the condition of school buses should be established to meet the needs of individual divisions.

DAILY PRE-TRIP INSPECTION PROCEDURES

A. FRONT OF BUS

1. Check Under Bus for Leaks
2. In the Engine Compartment, Check:
 - a. Oil Level
 - b. Coolant Level
 - c. Power Steering Fluid Level
 - d. Water Pump Looseness
 - e. Alternator Looseness
 - f. Air Compressor Looseness
 - g. Air Leaks
 - h. Brake Master Cylinder Leaks
 - i. All Belts

A. INSIDE BUS

1. Start Engine & Check:
 - a. Oil Pressure
 - b. Alternator Voltage/Amps
 - c. Air Pressure & Air Brake Check
 - d. Steering Play
 - e. Parking Brake
 - f. All Mirrors & Windshield
 - g. Wipers & Washers
 - h. Light Indicators
 - i. Horn(s)
 - j. Heaters & Defrosters
 - k. All Safety Equipment

B. TURN ON ALL LIGHTS & EXIT BUS

C. START AT RIGHT FRONT WHEEL (Entrance Door Side)

1. Check:
 - a. Hub Oil Seal
 - b. Rim & Lug Nuts
 - c. Tire & Tread
 - d. Spring & Mounts
 - e. Shock Absorber
 - f. Air Brake Slack Adjuster & Chamber
 - g. All Brake Hoses
 - h. Drum or Rotor

E. GO TO FRONT OF BUS

1. Check:
 - a. Entrance Door & All Front Mirrors
 - b. All Front Lights

F. LEFT FRONT WHEEL/AREA (Driver side)

1. Check:
 - a. Hub Oil Seal
 - b. Rim & Lug Nuts
 - c. Tire & Tread
 - d. Spring & Mounts
 - e. Shock Absorber
 - f. Air Brake Slack Adjuster & Chamber
 - g. All Brake Hoses
 - h. Drum or Rotor
 - i. Steering Box
 - j. Steering Linkage

G. UNDER BUS (Driver Side)

1. Check:
 - a. Drive Shaft & Guards
 - b. Exhaust System
 - c. Frame

H. LEFT REAR WHEEL (Driver Side)

1. Check:
 - a. Hub Oil Seal
 - b. Rims & Lug Nuts
 - c. Tires & Treads
 - d. Spring & Mounts
 - e. Shock Absorber
 - f. Air Brake Slack Adjuster & Chamber
 - g. All Brake Hoses
 - h. Drum or Rotor

I. REAR OF BUS

1. Check:
 - a. All Lights
 - b. All Reflectors
 - c. Rear Emergency Door/Exit

J. RIGHT REAR WHEEL (Entrance Door Side)

1. Check:
 - a. Hub Oil Seal
 - b. Rim & Lug Nuts
 - c. Tire & Tread
 - d. Spring & Mounts
 - e. Shock Absorber
 - f. Air Brake Slack Adjuster & Chamber
 - g. All Brake Hoses
 - h. Drum or Rotor

K. FUEL AREA

1. Check:
 - a. Fuel Tank
 - b. Fuel Leaks

L. PASSENGER AREA INSIDE BUS

1. Check:
 - a. Entrance Door
 - b. Handrail(s), Steps & Step Well
 - c. All Seats
 - d. All Emergency Exits
 - e. All Emergency Equipment

M. FINAL CHECKS

1. Check:
 - a. Brake & Back-up Lights
 - b. Transmission & Clutch
 - c. Brakes
 - d. Steering

DESCRIPTION OF STEP-BY-STEP DAILY BUS PRE-TRIP INSPECTION

A. FRONT OF BUS	
1. Check Under Bus for Leaks	
<ul style="list-style-type: none"> • Look for wet spots on the ground. 	
<ul style="list-style-type: none"> • The area may be darker, shine or slick. 	
<ul style="list-style-type: none"> • Green or pinkish fluid may indicate antifreeze; red fluid may indicate power steering fluid; & black fluid may be oil. 	
2. Check Engine Compartment	
<ul style="list-style-type: none"> • <u>Oil Level</u>: pull dipstick & check level when the engine is cold. 	
<ul style="list-style-type: none"> • <u>Coolant Level</u>: look for green or pinkish fluid level in an indicator eye on the radiator. Some buses may have an overflow container and check that it is at least half full of coolant. DO NOT REMOVE THE RADIATOR CAP TO CHECK FOR ANTIFREEZE! 	
<ul style="list-style-type: none"> • <u>Power Steering Fluid</u>: remove the cap on reservoir and check level when the engine is cold. 	
<ul style="list-style-type: none"> • <u>Water Pump</u>: check if any mounting bolts are missing. 	
<ul style="list-style-type: none"> • <u>Alternator</u>: check if any mounting bolts are missing or if belt is loose. 	
<ul style="list-style-type: none"> • <u>Air Compressor</u>: check for looseness. 	
<ul style="list-style-type: none"> • <u>Check for Leaks</u>: look for oil, coolant, power steering and brake fluid as possible leaks. Check for fluid leaks around the brake master cylinder, exhaust pipes, valve covers or the radiator and hoses. 	
<ul style="list-style-type: none"> • <u>Brake Master Cylinder</u>: check brake fluid. 	
<ul style="list-style-type: none"> • <u>Check Belts</u>: look for frayed, cracked or worn spots on belts. 	
B. CHECK INSIDE BUS – Start Engine	
1. Check Operation Of:	
<ul style="list-style-type: none"> • <u>Oil Pressure Gauge</u>: for building oil pressure. Oil pressure should come up to normal within seconds after the engine is started. If no gauge, identify the location of the warning light that indicates a system failure. 	
<ul style="list-style-type: none"> • <u>Alternator Voltmeter</u>: for proper voltage – 12- to 14-volts. 	
<ul style="list-style-type: none"> • <u>Air Pressure Gauges</u>: for building pressure. 	
<ul style="list-style-type: none"> • <u>Steering</u>: for excess free-play. Turn the steering wheel in both directions for no more than 2-inches of free-play. 	
<ul style="list-style-type: none"> • <u>Parking Brake</u>: for adjustment. Set parking brake, step on the brake pedal, place transmission in gear and slowly release brake pedal and see if the bus moves forward. 	
<ul style="list-style-type: none"> • <u>Windshield & Mirrors</u>: look for cracks, fog areas and appropriate adjustment (mirrors only). 	
<ul style="list-style-type: none"> • <u>Windshield Wipers & Washers</u>: for proper operation. Check the condition of the blades. 	
<ul style="list-style-type: none"> • <u>Dash Indicator Lights & Warning Lights</u>: for operation of signal, head, dash, interior and traffic warning lights indicators. 	
<ul style="list-style-type: none"> • <u>Horn(s)</u>: for proper operation. 	
<ul style="list-style-type: none"> • <u>Heaters & Defrosters</u>: for proper operation. 	
<ul style="list-style-type: none"> • <u>Air Brakes</u>: for proper operation. Build air pressure to 120-lbs; Turn engine off-check to see if pressure does not drop more than 2-lbs. within 1-minute; Turn ignition key on, apply the brakes and hold steady pressure and see if air pressure does not drop more than 3-lbs. in 1-minute; Begin pumping the brake 	

pedal to decrease air pressure-at approx. 60-lbs. of pressure, the warning light and alarm buzzer should activate; Continuing pumping the brake pedal until air pressure drops below approx. 40-lbs. and the emergency/parking brake switch pop on. **IF ANY OF THESE STEPS FAIL, DO NOT USE THE BUS-CONTACT YOUR SUPERVISOR.**

DESCRIPTION OF STEP-BY-STEP BUS DAILY PRE-TRIP INSPECTION (Page 2)

C. CHECK LIGHTS ON OUTSIDE OF BUS	
<ul style="list-style-type: none"> • Turn on headlights, clearance, 4-way hazard, and traffic warning lights. • Exit bus with engine idling, transmission in neutral and park/emergency brake set. 	
D. RIGHT FRONT WHEEL (Entrance Door Side)	
1. Check For:	
<ul style="list-style-type: none"> • <u>Hub Oil Seal</u>: grease/oil leaking from seal. Look for bolts missing. • <u>Lug Nuts</u>: missing or loose lug nuts. Look for rust around the lug nuts. • <u>Rim</u>: cracks, indentations or welds. • <u>Tire</u>: cuts, wear bars, knots or any other imperfections in the tire. Tread depth must be a minimum of 4/32-inch (1/8-inch) in the major groove of the tire. • <u>Spring and Mounts</u>: broken spring leaves; look at U-bolts and spring hangers for cracks, looseness or missing cotter keys. • <u>Shock Absorber(s)</u>: oil running from the shock absorber or wet area on bottom and missing bolts. • <u>Air Brake Slack Adjuster</u>: missing cotter keys on the pins. Look and see that the adjuster is set at 90° (all adjusters must be at the same angle at all wheels). • <u>Air Brake Chamber</u>: loose or missing bolts. Check for rust around the chamber. • <u>Brake Hoses</u>: frayed, cracked or rubbing hoses. Check for wet or shiny areas on hoses and/or hose fittings. • <u>Drum or Rotor</u>: cracks or missing pieces. 	
E. FRONT OF BUS	
1. Check For:	
<ul style="list-style-type: none"> • <u>Mirror at Entrance Door</u>: broken brackets or missing bolts; shake and see if it is loose. • <u>Lights</u>: proper operation of headlights, 4-way hazard, clearance and traffic warning lights; check for cracked or missing light covers. • <u>Crossing Arm</u>: proper operation and in the extended position. • <u>Crossing Mirrors</u>: broken brackets or missing bolts; shake and see if they are loose. • <u>Stop Sign(s)</u>: proper operation and in the extended position; check the operation of the flashing lights. 	
F. LEFT FRONT WHEEL/AREA (Driver Side)	
1. Check For:	
<ul style="list-style-type: none"> • <u>Hub Oil Seal</u>: grease/oil leaking from seal. Look for bolts missing. • <u>Lug Nuts</u>: missing or loose lug nuts. Look for rust around the lug nuts. • <u>Rim</u>: cracks, indentations or welds. 	

<ul style="list-style-type: none"> • <u>Tire</u>: cuts, wear bars, knots or any other imperfections in the tire. Tread depth must be a minimum of 4/32-inch (1/8-inch) in the major groove of the tire. 	
<ul style="list-style-type: none"> • <u>Spring and Mounts</u>: broken spring leaves; look at U-bolts and spring hangers for cracks, looseness or missing cotter keys. 	
<ul style="list-style-type: none"> • <u>Shock Absorber(s)</u>: oil running from the shock absorber or wet area on bottom and missing bolts. 	
<ul style="list-style-type: none"> • <u>Air Brake Slack Adjuster</u>: missing cotter keys on the pins. Look and see that the adjuster is set at 90° (all adjusters must be at the same angle at all wheels). 	
<ul style="list-style-type: none"> • <u>Air Brake Chamber</u>: loose or missing bolts. Check for rust around the chamber. 	

DESCRIPTION OF STEP-BY-STEP BUS DAILY PRE-TRIP INSPECTION (Page 3)

<ul style="list-style-type: none"> • <u>Brake Hoses</u>: frayed, cracked or rubbing hoses. Check for wet or shiny areas on hoses and/or hose fittings. 	
<ul style="list-style-type: none"> • <u>Drum or Rotor</u>: cracks or missing pieces. 	
<ul style="list-style-type: none"> • <u>Steering Box</u>: fluid leaks, missing and/or loose mounting bolts, torn or frayed hoses cracks and non-factory welds. 	
<ul style="list-style-type: none"> • <u>Steering Linkage</u>: steering column, pitman arm and drag link for missing nuts, bolts, cotter keys; check for bent, loose or broken parts. 	
G. UNDER BUS (Driver Side)	
1. Check For:	
<ul style="list-style-type: none"> • <u>Drive Shaft</u>: all U-shaped safety guard brackets are in place and not loose; missing or loose bolts, cracks and non-factory welds. 	
<ul style="list-style-type: none"> • <u>Exhaust System</u>: leaks-listen for and/or smell fumes; look for black soot around connections. 	
<ul style="list-style-type: none"> • <u>Frame</u>: cracks, which may resemble rust lines. 	
H. LEFT REAR WHEELS (Driver Side)	
1. Check For:	
<ul style="list-style-type: none"> • <u>Hub Oil Seal</u>: grease/oil leaking from seal. Look for bolts missing. 	
<ul style="list-style-type: none"> • <u>Lug Nuts</u>: missing or loose lug nuts. Look for rust around the lug nuts. 	
<ul style="list-style-type: none"> • <u>Rim</u>: cracks, indentations or welds. 	
<ul style="list-style-type: none"> • <u>Tire</u>: cuts, wear bars, knots or any other imperfections in the tire. Tread depth must be a minimum of 2/32-inch in the major groove of the tire. 	
<ul style="list-style-type: none"> • <u>Spring and Mounts</u>: broken spring leaves; look at U-bolts and spring hangers for cracks, looseness or missing cotter keys. 	
<ul style="list-style-type: none"> • <u>Shock Absorber(s)</u>: oil running from the shock absorber or wet area on bottom or missing bolts. 	
<ul style="list-style-type: none"> • <u>Air Brake Slack Adjuster</u>: missing cotter keys on the pins. Look and see that the adjuster is set at 90° (all adjusters must be at the same angle at all wheels). 	
<ul style="list-style-type: none"> • <u>Air Brake Chamber</u>: loose or missing bolts. Check for rust around the chamber. 	
<ul style="list-style-type: none"> • <u>Brake Hoses</u>: frayed, cracked or rubbing hoses. Check for wet or shiny areas on hoses and/or hose fittings. 	
<ul style="list-style-type: none"> • <u>Drum or Rotor</u>: cracks or missing pieces. 	
I. REAR OF BUS	
1. Check For:	
<ul style="list-style-type: none"> • <u>Lights</u>: proper operation of taillights, rear license plate, 4-way hazard, clearance and traffic warning lights; check for cracked or missing light covers. 	

<ul style="list-style-type: none"> • <u>Reflectors</u>: red on the rear and cracked or broken lens. 	
<ul style="list-style-type: none"> • <u>Exhaust Pipe</u>: look for cracks, indentation or welds and exhaust extends out from underneath the bus. 	
<ul style="list-style-type: none"> • <u>Rear Emergency Door/Exit</u>: unlocked, door latch out works properly, buzzer/alarm and seal. 	
J. RIGHT REAR WHEELS (Entrance Door Side)	
1. Check For:	
<ul style="list-style-type: none"> • <u>Hub Oil Seal</u>: grease/oil leaking from seal. Look for bolts missing. 	
<ul style="list-style-type: none"> • <u>Lug Nuts</u>: missing or loose lug nuts. Look for rust around the lug nuts. 	
<ul style="list-style-type: none"> • <u>Rim</u>: cracks, indentations or welds. 	

DESCRIPTION OF STEP-BY-STEP BUS DAILY PRE-TRIP INSPECTION (Page 4)

<ul style="list-style-type: none"> • <u>Tire</u>: cuts, wear bars, knots or any other imperfections in the tire. Tread depth must be a minimum of 2/32-inch in the major groove of the tire. 	
<ul style="list-style-type: none"> • <u>Spring and Mounts</u>: broken spring leaves; look at U-bolts and spring hangers for cracks, looseness or missing cotter keys. 	
<ul style="list-style-type: none"> • <u>Shock Absorber(s)</u>: oil running from the shock absorber or wet area on bottom and missing bolts. 	
<ul style="list-style-type: none"> • <u>Air Brake Slack Adjuster</u>: missing cotter keys on the pins. Look and see that the adjuster is set at 90° (all adjusters must be at the same angle at all wheels). 	
<ul style="list-style-type: none"> • <u>Air Brake Chamber</u>: loose or missing bolts. Check for rust around the chamber. 	
<ul style="list-style-type: none"> • <u>Brake Hoses</u>: frayed, cracked or rubbing hoses. Check for wet or shiny areas on hoses and/or hose fittings. 	
<ul style="list-style-type: none"> • <u>Drum or Rotor</u>: cracks or missing pieces. 	

K. FUEL AREA	
1. Check For:	
<ul style="list-style-type: none"> • <u>Fuel Tank</u>: fuel cap is properly mounted on fuel tank; the gasket on the cap; and loose parts, cracks or missing pieces of the fuel tank safety cage. 	
<ul style="list-style-type: none"> • <u>Fuel Leaks</u>: Be alert to fume smells and look for fuel spills on the ground. 	

L. PASSENGER AREA INSIDE BUS	
1. Check For:	
<ul style="list-style-type: none"> • <u>Entrance Door</u>: broken glass and proper operation (closing and opening). 	
<ul style="list-style-type: none"> • <u>Step Treads</u>: treads securely fastened and not posing a tripping hazard; area open and free of any objects or articles. 	
<ul style="list-style-type: none"> • <u>Handrail(s)</u>: looseness, missing bolts and catch-points. 	
<ul style="list-style-type: none"> • <u>Passenger Seats</u>: loose seats; walk to the back of the bus, grab the back corner of each bottom seat and pull up to see if they are properly attached; check for cuts or torn seat covers. 	
<ul style="list-style-type: none"> • <u>All Emergency Doors & Exits</u>: all doors, windows and roof emergency exits are unlocked; open each to check their alarm buzzer. If equipped with a Folding Seat (at a side emergency door) check for proper fold-up operation. 	
<ul style="list-style-type: none"> • <u>Passenger Seat Backs</u>: loosen or broken frames and/or mounts; check each seat by grabbing the top corner of the seat and shake to see if it is loose or broken. 	
<ul style="list-style-type: none"> • <u>Windows</u>: cracked or broken glass; check for the proper operation of the windows. 	
<ul style="list-style-type: none"> • <u>Emergency Equipment</u>: the proper size and type fire extinguisher is fully 	

<p>charged and properly secured on a bracket; the first aid and body fluids kits are properly mounted and contain required contents; the triangle reflective markers kit contains 3-markers and properly secured; and the web cutter is properly mounted.</p>	
M. FINAL CHECKS	
1. Check For:	
<ul style="list-style-type: none"> • <u>Brake, Back-Up and Turn Signal Lights</u>: proper operation of the lights. Depress the brake pedal, place the bus in reverse gear and look for the red reflections of the brake lights, the reflections of the back-up lights and listen for the back-up alarm. 	
<ul style="list-style-type: none"> • <u>Clutch & Transmission</u>: start the bus and put the bus in gear, release the clutch and check for proper engagement. 	
<ul style="list-style-type: none"> • <u>Brakes</u>: pull the bus forward and depress the brake pedal to check for proper stopping ability. 	
<ul style="list-style-type: none"> • <u>Steering</u>: operate the steering wheel back and forth to check for proper control. 	

BUS DRIVER'S DAILY PRE-TRIP INSPECTION REPORT

School Division: _____

Bus #: _____

Odometer Reading: _____

Date: _____

INSPECT ALL ITEMS LISTED – IF DEFECTIVE, MARK (“X”) & DESCRIBE IN ‘REMARKS’

CHECK ITEMS BELOW:	X	CHECK ITEMS BELOW:	X
• Fluid Leaks Under Bus	<input type="checkbox"/>	• Cleanliness of Interior & Exterior	<input type="checkbox"/>
• Loose Wires or Hose Connections	<input type="checkbox"/>	• Emergency Doors, Exits & Buzzers	<input type="checkbox"/>
• Belts in Engine Compartment	<input type="checkbox"/>	• Front Traffic Warning Lights	<input type="checkbox"/>
• Oil Level	<input type="checkbox"/>	• Headlights, Signal & 4-Way Lights	<input type="checkbox"/>
• Radiator Coolant Level	<input type="checkbox"/>	• Front of Bus – Windshield	<input type="checkbox"/>
• Power Steering Fluid	<input type="checkbox"/>	• Left Front Tire, Wheel & Rim & Suspension	<input type="checkbox"/>
• Battery	<input type="checkbox"/>	• Stop Arm(s) – Sign(s) & Lights	<input type="checkbox"/>
• Transmission	<input type="checkbox"/>	• Ride Front Tires, Wheels, Rims & Suspension	<input type="checkbox"/>
• Clutch	<input type="checkbox"/>	• Exhaust System	<input type="checkbox"/>
• Unusual Engine Noise	<input type="checkbox"/>	• Left Side of Bus – Windows & Lights	<input type="checkbox"/>
• Gauges & Warning Lights	<input type="checkbox"/>	• Left Rear Tires, Wheels, Rims & Suspension	<input type="checkbox"/>
• Switches	<input type="checkbox"/>	• Rear of Bus – Windows & Lights	<input type="checkbox"/>
• Horn	<input type="checkbox"/>	• Right Rear Tires, Wheels, Rims & Suspension	<input type="checkbox"/>
• Fans & Defrosters	<input type="checkbox"/>	• Right Side of Bus – Windows & Lights	<input type="checkbox"/>
• Wipers & Washers	<input type="checkbox"/>	• Drive Shaft & Guards	<input type="checkbox"/>
• Stop Sign(s) & Crossing Arm Controls	<input type="checkbox"/>	• Lettering & Paint	<input type="checkbox"/>
• All Outside and Inside Mirrors	<input type="checkbox"/>	• Driver's Seat & Belt	<input type="checkbox"/>
• Brake Pedal & Warning Light	<input type="checkbox"/>	• All Seats and Belts	<input type="checkbox"/>
• Controls & Operation of Entrance Door	<input type="checkbox"/>	• Brakes: Parking & Service	<input type="checkbox"/>
• Emergency Equipment	<input type="checkbox"/>	• Steering	<input type="checkbox"/>
• First Aid & Body Fluids Kits	<input type="checkbox"/>	• Wheelchair Lift Controls & Operation	<input type="checkbox"/>
• Entrance Door/Entrance Steps and Handles	<input type="checkbox"/>	• Tie-Downs & Securement Equipment	<input type="checkbox"/>
• Fuel Tank	<input type="checkbox"/>		<input type="checkbox"/>

DRIVER REMARKS:

[If repairs are indicated above, follow local procedures]

Print Driver's Name

Driver's Signature

Supervisor's Signature & Date

Monthly Record of Daily Pre-Trip Inspections

Complete Daily and turn in at the end of the month

Month	Date	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
A. Front Of Bus																																	
B. Inside The Bus																																	
C. Lights On Outside Of Bus																																	
D. Right Front Wheel																																	
E. Front Of The Bus																																	
F. Left Front Wheel/Area																																	
G. Under Bus																																	
H. Left Rear Wheel																																	
I. Rear of Bus																																	
J. Right Rear Wheel																																	
K. Fuel Area																																	
L. Passenger Area Inside Bus																																	
M. Final Checks																																	
Driver's Initials																																	

Bus Number

SECTION II INSPECTION SCHEDULES AND GUIDELINES

The purpose of this section is to assist personnel who are responsible for the maintenance of school buses by providing schedules, checklists, and guidelines governing inspections.

The #1 and #2 Inspection Checklist is used for inspections performed at the times indicated in the manual. Such inspections are required by the Board of Education as stated in the Regulations Governing Pupil Transportation.

8 VAC 20-70-130. Maintenance inspection.

All school buses and school activity vehicles and school vehicles used to transport public school pupils to and from school and school activity events shall undergo a Level 2 maintenance inspection as prescribed in the Preventive Maintenance Manual for Virginia School Buses by competent mechanics before being used for each new school year, and a Level 1 inspection at least once every 45 calendar days after the start of the new school year. The inspections and maintenance shall be conducted in accordance with provisions of the "Preventive Maintenance Manual for Virginia School Buses" and recorded on the prescribed inspection forms or in a format approved by the Department of Education. If the inspection and maintenance are not made in a shop operated by the school board or the local governing body, the school board shall designate one or more inspection centers to make the inspections and require a copy of the results of the inspections to be furnished to the division superintendent.

Guidelines for inspection include recommended "Out-of-Service" criteria that should be used as a best practice and minimum standard of inspection as outlined in Annual Motor Vehicle Inspection Manual of the Virginia State Police (19 VAC30-70-1). In any instance where the inspection outlined in this manual appears to be less than those standards as outlined by the Virginia State Police inspection manual, the standards of the Virginia State Police should take precedent.

Completion of the Inspection forms #1 and #2 requires that conditions be recorded as follows:

(/)= "OK" no defects with the vehicle and it is safe to operate.

(M)= "Repair made" defects that were able to be corrected during the inspection. Recording of this category allows inspectors to see if

there is a trend of defects on particular vehicles or vehicle operation.

(N)= "Repair needed" defects that could not be immediately corrected but does not affect the safe operation of the vehicle and does not create an "Out-of-Service" condition.

(O)= "Out-of-Service" defects which could affect the safe operation of the vehicle. Vehicles placed in an "Out-Of Service" status must not be allowed to operate until appropriate repairs have been made to correct the defect.

Items outlined in this manual are not all inclusive and may not include all safety items applicable to a particular vehicle.

**VIRGINIA DEPARTMENT OF EDUCATION
EVERY 45 CALENDAR DAYS
BUS INSPECTION #1**

DATE _____ MILEAGE _____ BUS # _____ VIN# _____

INDICATE THE CONDITION OF EACH ITEM IN THE SPACE PROVIDED WITH THE FOLLOWING:
(/) = OK (M) = REPAIR MADE (N) = REPAIR NEEDED (O) = OUT OF SERVICE

<p>A. ROAD TEST</p> <p>STARTER ACTION _____</p> <p>ENGINE OPERATION _____</p> <p>OIL PRESSURE _____</p> <p>HORNS _____</p> <p>LIGHTS-WARNING /BUZZERS _____</p> <p>CLUTCH _____</p> <p>STEERING _____</p> <p>TRANSMISSION _____</p> <p>BACK-UP ALARM _____</p> <p>BRAKE CHECK _____</p> <p>INSTRUMENTATION _____</p> <p>MIRRORS _____</p> <p>HEATER/DEFROSTER _____</p> <p>WINDSHIELD WIPERS _____</p> <p>WINDSHIELD WASHERS _____</p> <p>STOP ARM/XING GUARD _____</p> <p>GOVERNOR _____</p> <p>B. BODY INTERIOR</p> <p>AISLE & FLOOR _____</p> <p>INTERIOR PANELS _____</p> <p>ENTRANCE DOOR _____</p> <p>EMER. DOOR & EXITS _____</p> <p>EMERGENCY EQUIP. _____</p> <p>DRIVER'S SEAT _____</p> <p>STEPS _____</p> <p>PASSENGER SEATS & BELTS _____</p> <p>STANCHIONS /BARRIERS _____</p> <p>SUNSHIELD/VISOR _____</p> <p>ALL GLASS / WINDOWS _____</p> <p>LIFT OR RAMP _____</p> <p>WHEELCHAIR POSITIONS _____</p> <p>RADIOS & CAMERAS _____</p> <p>INTERIOR WIRING _____</p> <p>ALL OPENINGS _____</p> <p>STORAGE COMPARTMENTS _____</p> <p>POSTERS & STICKERS _____</p> <p>LOOSE OBJECTS & _____</p> <p>CLEANLINESS _____</p> <p>HANDRAILS _____</p>	<p>C. EXTERIOR</p> <p>BODY DAMAGE _____</p> <p>HOOD & FENDERS _____</p> <p>STIRRUP STEPS _____</p> <p>LICENSE PLATES _____</p> <p>TOW HOOKS _____</p> <p>BUMPERS _____</p> <p>ALL TIRES & WHEELS _____</p> <p>ALL LIGHTS & SIGNALS _____</p> <p>REFLECTORS _____</p> <p>RETROREFLECTIVE TAPE _____</p> <p>PAINT & LETTERING _____</p> <p>MIRRORS _____</p> <p>STORAGE & CHAIN _____</p> <p>BOXES _____</p> <p>D. ENGINE COMPARTMENT</p> <p>ALL BELTS _____</p> <p>LEAKS _____</p> <p>GOVERNOR(S) _____</p> <p>FAN ASSEMBLY _____</p> <p>WATER PUMP _____</p> <p>AIR COMPRESSOR _____</p> <p>ALL PIPING & HOSES _____</p> <p>ALL WIRING _____</p> <p>STEERING GEAR _____</p> <p>HYDRALIC PUMP _____</p> <p>MASTER CYLINDER _____</p> <p>BRAKE BOOSTER _____</p>	<p>E. FRONT AXLE</p> <p>FLUID LEAKS _____</p> <p>STEERING LINKAGE _____</p> <p>SHOCK ABSORBERS _____</p> <p>BRAKE LINING _____</p> <p>SLACK ADJUSTERS _____</p> <p>SPRINGS _____</p> <p>F. REAR AXLE</p> <p>FLUID LEAKS _____</p> <p>AXLE VENTS _____</p> <p>SHOCK ABSORBERS _____</p> <p>BRAKE LINING _____</p> <p>SLACK ADJUSTERS _____</p> <p>SPRINGS _____</p> <p>G. UNDER BUS</p> <p>EXHAUST SYSTEM _____</p> <p>CLUTCH _____</p> <p>AIR TANKS _____</p> <p>TRANSMISSION _____</p> <p>PARKING BRAKE _____</p> <p>DRIVE LINE _____</p> <p>FUEL TANK & _____</p> <p>HOSE-PIPING-WIRING _____</p> <p>AIR DRYER _____</p> <p>BRAKE CHAMBERS _____</p> <p>FRAME & CROSSMEMBER _____</p>	
--	---	--	--

PECTING MECHANIC or VDOE STAFF _____ DATE COMPLETED _____

**VIRGINIA DEPARTMENT OF EDUCATION
EVERY 180 OPERATING DAYS
BUS INSPECTION #2**

DATE _____ MILEAGE _____ BUS # _____ VIN# _____

INDICATE THE CONDITION OF EACH ITEM IN THE SPACE PROVIDED WITH THE FOLLOWING:
(/) = OK (M) = REPAIR MADE (N) = REPAIR NEEDED (O) = OUT OF SERVICE

<p>A. ROAD TEST</p> <p>STARTER ACTION _____</p> <p>ENGINE OPERATION _____</p> <p>OIL PRESSURE _____</p> <p>HORNS _____</p> <p>LIGHTS- _____</p> <p>WARNING/BUZZERS _____</p> <p>CLUTCH _____</p> <p>STEERING _____</p> <p>TRANSMISSION _____</p> <p>BACK-UP ALARM _____</p> <p>BRAKE CHECK _____</p> <p>INSTRUMENTATION _____</p> <p>MIRRORS _____</p> <p>HEATER/DEFROSTER _____</p> <p>WINDSHIELD WIPERS _____</p> <p>WINDSHIELD WASHERS _____</p> <p>STOP ARM/XING GUARD _____</p> <p>GOVERNOR _____</p> <p>B. BODY INTERIOR</p> <p>AISLE & FLOOR _____</p> <p>INTERIOR PANELS _____</p> <p>ENTRANCE DOOR _____</p> <p>EMER. DOOR & EXITS _____</p> <p>EMERGENCY EQUIP. _____</p> <p>DRIVER'S SEAT _____</p> <p>STEPS _____</p> <p>SEATS & SEAT BELTS _____</p> <p>STANCHIONS /BARRIERS _____</p> <p>SUNSHIELD/VISOR _____</p> <p>ALL GLASS _____</p> <p>WINDOWS _____</p> <p>LIFT OR RAMP _____</p> <p>WHEELCHAIR POSITIONS _____</p> <p>RADIOS & CAMERAS _____</p> <p>INTERIOR WIRING _____</p> <p>ALL OPENINGS _____</p> <p>STORAGE COMPARTMENTS _____</p> <p>POSTERS & STICKERS _____</p> <p>LOOSE OBJECT & _____</p> <p>CLEANLINESS _____</p> <p>HANDRAILS _____</p>	<p>C. EXTERIOR</p> <p>BODY DAMAGE _____</p> <p>HOOD & FENDERS _____</p> <p>STIRRUP STEPS _____</p> <p>LICENSE PLATES _____</p> <p>TOW HOOKS _____</p> <p>BUMPERS _____</p> <p>ALL TIRES & WHEELS _____</p> <p>ALL LIGHTS & SIGNALS _____</p> <p>REFLECTORS _____</p> <p>RETROREFLECTIVE TAPE _____</p> <p>PAINT & LETTERING _____</p> <p>MIRRORS _____</p> <p>STORAGE & CHAIN BOXES _____</p> <p>D. ENGINE COMPARTMENT</p> <p>ALL BELTS _____</p> <p>LEAKS _____</p> <p>GOVERNOR(S) _____</p> <p>FAN ASSEMBLY _____</p> <p>WATER PUMP _____</p> <p>AIR COMPRESSOR _____</p> <p>ALL PIPING & HOSES _____</p> <p>ALL WIRING _____</p> <p>STEERING GEAR _____</p> <p>HYDRALIC PUMP _____</p> <p>MASTER CYLINDER _____</p> <p>BRAKE BOOSTER _____</p> <p>HEAT RISER _____</p> <p>VALVES _____</p> <p>RADIATOR MOUNTING _____</p> <p>FUEL SYSTEM _____</p> <p>BATTERY(S) _____</p> <p>CRANKCASE VENT VALVE _____</p> <p>DISTRIBUTOR _____</p> <p>COIL _____</p> <p>COLD START _____</p> <p>TURBOCHARGER _____</p> <p>VIBRATION DAMPER _____</p> <p>ENGINE MOUNTS _____</p> <p>COOLING SYSTEM _____</p>	<p>E. FRONT AXLE</p> <p>FLUID LEAKS _____</p> <p>STEERING LINKAGE _____</p> <p>SHOCK ABSORBERS _____</p> <p>BRAKE LINING _____</p> <p>SLACK ADJUSTERS _____</p> <p>SPRINGS _____</p> <p>KING PINS & BUSHINGS _____</p> <p>WHEEL _____</p> <p>CYLINDER/CALIPER _____</p> <p>HUB, DRUMS, ROTORS _____</p> <p>WHEEL BEARINGS _____</p> <p>WHEEL BALANCE _____</p> <p>ALIGNMENT _____</p> <p>F. REAR AXLE</p> <p>FLUID LEAKS _____</p> <p>AXLE VENTS _____</p> <p>SHOCK ABSORBERS _____</p> <p>BRAKE LINING _____</p> <p>SLACK ADJUSTERS _____</p> <p>SPRINGS _____</p> <p>WHEEL _____</p> <p>CYLINDER/CALIPER _____</p> <p>HUB, DRUMS, ROTORS _____</p> <p>WHEEL BEARINGS _____</p> <p>WHEEL BALANCE _____</p> <p>WHEEL SEALS _____</p> <p>G. UNDER BUS</p> <p>EXHAUST SYSTEM _____</p> <p>CLUTCH _____</p> <p>AIR TANKS _____</p> <p>TRANSMISSION _____</p> <p>PARKING BRAKE _____</p> <p>DRIVE LINE _____</p> <p>FUEL TANK & _____</p> <p>HOSE-PIPING-WIRING _____</p> <p>AIR DRYER _____</p> <p>BRAKE CHAMBERS _____</p> <p>FRAME & CROSSMEMBER _____</p>	
---	---	--	--

v 4/08)

INSPECTING MECHANIC OR VDOE STAFF _____ DATE COMPLETED _____

A. Road Test

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>1. Starter Action.</p> <p>a. Check whether starter turns engine at normal speed.</p> <p>b. Check for snappy action, noise and operation of starter drive.</p>	1	2		Engine will not start or is difficult to start.
<p>2. Engine Operation.</p> <p>a. Check for unusual noise or vibration at all engine speeds.</p> <p>b. Check for rough idling and misfiring.</p>	1	2	Rough or low idle.	<p>Engine will not shut down.</p> <p>There is hesitation upon acceleration.</p> <p>Engine stalls or is misfiring.</p>

A. Road Test

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>2. Engine Operation.</p> <p>c. Check for bearing noises, piston slap and knocks.</p> <p>d. Check color of exhaust.</p> <p>e. Check operation of glow plugs and engine shut down.</p>	1	2		Acceleration performance is poor.
<p>3. Oil Pressure.</p> <p>a. Check pressure at idle and governed speed.</p>	1	2	Oil pressure gauge is inaccurate, damaged or difficult to read.	Gauge does not function or is unreadable. Oil pressure gauge or tube leaks.

A. Road Test

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>4. Horn</p> <p>a. Check for proper operation.</p>	1	2		Horn not in good working order.
<p>5. Warning lights/Buzzers.</p> <p>a. Check all instrument lights for proper illumination of instruments.</p> <p>b. Check all warning and indicator lights.</p> <p>c. Check interior courtesy light.</p>	1	2	<p>Light bulb for the following gauge or control is inoperative:</p> <p>1) Oil pressure 2) Temperature 3) Fuel 4) Voltmeter</p>	<p>Light bulb for the following gauge or control is inoperative:</p> <p>1) Low air pressure or vacuum. 2) High Beam. 3) Left or right turn signal or 4-way hazard.</p>

A. Road Test

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>5. Warning Lights/Buzzers.</p>	1	2	<p>5) Ammeter 6) Engine shutdown 7) Strobe light</p> <p>One or more lights for control switches are inoperative.</p>	<p>All dash or control panel lights are inoperative.</p> <p>Speedometer light is inoperative.</p> <p>Shift indicator light is inoperative.</p>
<p>d. Check for presence and operations of the following warning lights and buzzers or bells.</p> <p>1) High coolant temperature and dash warning light, buzzer or bell.</p> <p>Low oil pressure dash warning light, buzzer or bell.</p>				<p>High water temperature dash warning light, buzzer or bell is inoperative.</p> <p>Low oil pressure dash warning light, buzzer or bell is inoperative.</p>

A. Road Test

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>6. Clutch</p> <p>a. Check for proper free travel and operation.</p>	1	2	<p>Clutch engagement is rough or noisy.</p> <p>Clutch pedal travel has less than one inch.</p>	<p>Clutch does not engage or is slipping.</p> <p>Clutch pedal clearance is in excess of 1 ½- inches or manufacturer's specification.</p>
<p>7. Steering</p> <p>A. Free play</p> <p>1) Check for excessive free play.</p>				<p>There is excessive wandering or shimmy due to free play in the steering (see steering wheel lash chart).</p> <p>Steering is unusually tight or binding when turning right or left.</p>

A. Road Test

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>7. Steering</p> <p>B. Wheel</p> <p>1) Visually inspect the condition of the wheel.</p>	1	2	Steering wheel plastic cracked.	<p>Steering wheel loose on column.</p> <p>Steering wheel non O.E.M design.</p> <p>Plastic missing so that metal steering wheel reinforcement is exposed.</p>
<p>C. Column</p> <p>1) Check the column in the bus for up and down movement, side to side movement and proper mounting.</p>			Rubber boot at bulkhead (if equipped) is torn or missing.	<p>Side to side movement exceeds ¼-inch or up and down movement exceeds 1-inch.</p> <p>Columns mount assembly mounting (including floor mounting plate) or fasteners loose.</p>
<p>2) Check for operation of tilt and telescoping function if equipped.</p>			Does not tilt or telescope.	Does not latch securely in place.

7. Steering Chart

Steering wheel play (lash) Measurements

Lash shall not exceed the following measurements.

Steering Wheel Size	Play(Lash) Manual Steering	Play (Lash) Power Steering
16 inches or less	2 inches	4 $\frac{1}{2}$ inches
18 inches	2 $\frac{1}{4}$ inches	4 $\frac{3}{4}$ inches
20 inches	2 $\frac{1}{2}$ inches	5 $\frac{1}{4}$ inches
22 inches	2 $\frac{3}{4}$ inches	5 $\frac{3}{4}$ inches

A. Road Test

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>8. Transmission</p> <p>a. Check for proper operation by shifting through shift pattern.</p>	1	2	Does not shift easily into all gears.	<p>Will not shift into all gears.</p> <p>Indicates wrong gear (Touch pad).</p> <p>LED's out and/or can't tell which gear the transmission is in.</p> <p>Detent is non-functional.</p> <p>Knob or handle missing from the end of shifter.</p> <p>There is excessive rough up or down shifting or hard shifts.</p> <p>Transmission will not shift up or down through gear range.</p> <p>Transmission is slipping or noisy.</p> <p>Shift points are not within manufacturer's specification.</p>

A. Road Test

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>9. Backup Alarm.</p> <p>Check for presence of back up alarm (buses manufactured starting November 1990) and dash sticker (starting November 1993). Check operation of alarm by placing transmission in reverse (engine running) and listening for alarm sound.</p>	1	2	<p>Dash sticker is not mounted on dash in plain view of the driver.</p> <p>Dash sticker is not present (starting November 1993).</p>	Backup alarm does not sound.
<p>10. Brake Check.</p> <p>A. AIR</p> <p>1) Chock wheels if necessary and push in parking brake knob.</p> <p>Start engine.</p> <p>2) Air pressure build up from 50 to 90 -psi should not exceed 5 min. at first engine idle.</p>	1	2	Brake pedal pad is loose or worn through or worn smooth in any area.	Brake pedal pad is missing (if originally equipped) or worn out. Pedal is equipped with any "extender" block.

A. Road Test

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>10. Brake Check. Compressor governor cut out pressure should be reached at approximately 120--psi. Shut off engine and turn key back on.</p>	1	2		
<p>With brakes in the released position, check for air pressure leak (pressure drop) for at least 1-minute.</p>				
<p>Firmly depress brake pedal and do not release. Check for air pressure leak (pressure drop) for at least 1-minute. Air leakage should not exceed 3- -psi per minute.</p>			<p>Air leaks, but rate is less than 2--psi per minute (brakes released) or 3- -psi per minute (with service brakes applied).</p>	<p>Air pressure leaks more than 2--psi per minute, (brakes not applied), or more than 3- -psi per minute (with service brake applied).</p>

A. Road Test

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>10. Brake Check.</p> <p>Step on and off brake pedal to decrease air pressure-warning light and buzzer should activate at about 60--psi.</p> <p>Continue to decrease air pressure-parking brake knob should pop out between 20- and 45- -psi.</p> <p>Restart engine, shift into lo gear and gently pull against brakes to make sure they will hold.</p>	1	2		

A. Road Test

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>10. Brake Check.</p> <p>Set hand brake (Orschlein)-must cam over center (adjust if necessary).</p> <p>With park brake set, engage transmission and gently pull against brake to check holding ability.</p>	1	2		<p>Vehicle moves when parking brake applied.</p>
<p>11. Instrumentation</p> <p>Check for proper operation of all instruments.</p> <p>A. Check from driver's position the visibility, O.E.M. location, readability, operation, accuracy, and condition of the following gauges:</p> <p>1) Speedometer and odometer. 2) Oil pressure. 3) Temperature.</p>	1	2	<p>Oil pressure, temperature, fuel, voltmeter or ammeter gauge is inaccurate, damaged or difficult to read.</p> <p>Odometer doesn't work or is not working properly.</p> <p>Odometer is unreadable.</p>	<p>Oil or temperature gauge does not function or is unreadable.</p> <p>Speedometer is unreadable, is confirmed to be inaccurate or doesn't work.</p> <p style="text-align: right;">30</p>

A. Road Test

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>11. Instrumentation</p> <p>4) Fuel. 5) Voltmeter or ammeter (voltmeter only required starting September 1985). 6) Air pressure or vacuum.</p>	1	2		<p>Air pressure or vacuum gauge(s) are inaccurate, unreadable, or not working. Air pressure gauge must read within plus or minus seven 7-psi. (single gauge) at 100 - psi.</p>
<p>B. Check for presence and operation of the following indicators:</p> <p>1) Air pressure or vacuum gauge or warning light. 2) High beam light. 3) Left and right turn signal and 4-way hazard. 4) Check all dash and control panel lights for illumination at gauges and switches.</p>	1	2	<p>Not equipped with voltmeter for bus purchased starting September 1985</p> <p>Light bulb for the following gauge or control is inoperative:</p> <p>1) Oil pressure 2) Temperature 3) Fuel 4) Voltmeter 5) Ammeter 6) Engine Shutdown (Bowden Cable) 7) Strobe light</p>	<p>Light bulb for the following gauge or control is inoperative:</p> <p>1) Air pressure or vacuum. 2) High beam. 3) Left or right turn signal or 4-way hazard.</p> <p>All dash or control panel lights are inoperative.</p> <p>Shift Indicator light is inoperative.</p> <p>Any gauge missing or cannot be read.</p>

A. Road Test

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>12. Mirrors</p> <p>a. Rearview Check all mirrors for clear visibility.</p> <p>Check exterior rearview mirrors specifications, condition, mounting, and adjustment.</p>	1	2		<p>Any exterior rearview mirror is broken, cracked, or loose in frame.</p> <p>Either mirror does not give driver a clear view down to lower outside edge of rear tire at ground level, on both sides to the rear.</p> <p>Any bracket is broken or mirror mounting is insecure.</p> <p>Reflective surface is deteriorated.</p> <p>Any mirror does not meet applicable specification.</p>
<p>b. Convex</p> <p>Check convex crosswalk and side-view mirrors for specifications (correct type, size, and location) condition, mounting, and adjustment.</p>				<p>Required convex mirrors are not present.</p> <p>Any mirror is cracked, broken, or loose in frame.</p>

A. Road Test

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>12. Mirrors</p>	1	2		<p>Any mirror is out of adjustment.</p> <p>Any mirror reflective surface is deteriorated.</p> <p>Any portion of mirror mounting system is loose or broken.</p> <p>Mirrors do not meet specifications.</p> <p>"No blind-spot" mirror system meeting new performance specifications start November 1990 (e.g., Bus Boy-type).</p> <p>Mirrors do not give driver a clear view of the area around the front of the bus.</p>
<p>c. Interior</p> <p>Check interior rearview mirror for size, condition, and mounting.</p>				<p>Interior rearview mirror is not at least 6" x 30" (except Type A shall be 6" x 16").</p> <p>Mirror does not have rounded corners and protected edges.</p>

A. Road Test

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>12. Mirrors</p>	1	2		<p>Any portion of reflective surface is obstructed by stickers or other items or is deteriorated.</p> <p>Driver's view of images in mirror is not clear due to distortion or other causes.</p> <p>Mirror mounting is loose.</p>
<p>13. Heaters & Defrosters.</p> <p>a. Heaters</p> <p>Check for proper operation.</p> <p>Inspect heater system for:</p> <p>1) Heating performance and water control valve (interior).</p> <p>2) Blower operation, condition, and control switches.</p>	1	2	<p>Not producing adequate heat (including any auxiliary heat)</p> <p>Water control valve hard to operate.</p> <p>Heater blowers do not work on all speeds, are noisy, or vibrate.</p>	<p>Heater cores, hoses, or valve leaks (including any auxiliary heater).</p> <p>Heater hoses are cracked, swollen, or badly chafed.</p> <p>Shielding is missing (starting November 1980) or does not completely cover hoses.</p>

A. Road Test

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>13. Heaters & Defrosters.</p> <p>3) System leakage, condition, and hose shielding (shielding required starting November 1980).</p> <p>4) Condition of ductwork and heater box.</p>	1	2	<p>Blower switches are damaged, loose, or blower operates intermittently.</p> <p>Heater ductwork or heater box components are missing, damaged, loose, or obstructed.</p>	<p>Any portion of heating system within passenger area creates sharp edges, projections, or other hazards to passengers.</p>
<p>b. Defrosters</p> <p>Inspect windshield defroster system for:</p> <p>1) Airflow, heat, and coverage area.</p> <p>2) Blower operation, condition, and control switches.</p> <p>3) Condition of ductwork, diffusers, and fresh air control (if equipped).</p>			<p>Any defroster blower does not work on low speed, is noisy, or vibrates.</p> <p>Blower switches are damaged or loose.</p> <p>Any ductwork or diffusers are loose or damaged.</p> <p>Fresh air control (if equipped) does not function.</p>	<p>Airflow is not present at all defroster outlets.</p> <p>Any defroster blower does not work on high speed.</p>

A. Road Test

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>14. Windshield Wipers.</p> <p>a. Operation</p> <p>Check for proper operation.</p> <p>Inspect both wipers for:</p> <p>1) Swept area field of view and effectiveness of wiping.</p> <p>2) Proper operation of both wipers on high and low speeds and condition and mounting of switch(es) and knob(s).</p>	1	2	<p>Either wiper does not operate on low speed.</p> <p>Wiper goes past perimeter of glass.</p>	<p>Either wiper does not effectively clear driver's field of vision.</p> <p>Switch(es) mounting loose or knob(s) missing or loose.</p>
<p>3) Condition and mounting of wiper motors and linkage.</p>				<p>Either wiper motor or linkage is visibly damaged or loose.</p>

A. Road Test

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>14. Windshield Wipers.</p> <p>b. Park</p> <p>Inspect for parked position of wipers when turned off (electric) or when manually parked (air).</p>	1	2		<p>Electric wipers do not automatically return to parked position out of driver's line of sight when turned off.</p> <p>Air wipers cannot be manually parked out of driver's line of sight using control switch.</p>
<p>c. Blades</p> <p>Inspect blades for condition, mounting, and tension.</p>			<p>Poor cleaning of windshield.</p>	<p>Either blade is damaged, deteriorated, loose, or does not hold proper tension against windshield.</p>
<p>15. Windshield Washers.</p> <p>1) Check for proper operation.</p>	1	2	<p>Washer does not operate or is misadjusted.</p>	

A. Road Test

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>16. Stop Arm & Crossing Guard.</p> <p>a. Stop arm.</p> <p>Check stop arm(s) for specifications and operation fully extends to 90° (degrees).</p>	1	2	<p>Wiring-ground strap is loose or not properly routed and secured.</p> <p>Hinge or bushing(s) is dry of lubrication.</p> <p>Stop arm assembly or blade mounting is loose.</p>	<p>Wires or ground strap(s) is broken.</p> <p>Any stop arm light does not flash or does not flash between 60 and 120 times per minute.</p> <p>Stop arm does not fully extend or retracts slowly.</p>
<p>b. Crossing Arm.</p> <p>Check for proper operation by cycling through warning lights, entrance door opening.</p> <p>Check front bumper mounted student crossing arm for operation, condition, and mounting.</p>				<p>Not equipped with student crossing arm, starting January 1990.</p> <p>Does not fully extend 90° (degrees) from bumper.</p> <p>Does not deploy when stop arm switch is activated.</p>

A. Road Test

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>16. Stop Arm & Crossing Guard.</p>	1	2	<p>Stop arm extends more or less than 90° (degrees).</p> <p>Any lenses cracked and no white light is visible.</p>	<p>Any stop arm has an air or vacuum leak.</p> <p>Any stop arm (paint or decal) is significantly faded or discolored.</p>
<p>17. Road Speed Governor/ECM.</p> <p>Check for proper operation. (Maximum Speed allowable by § 46.2-871).</p>	1	2		<p>Exceeds max allowable speed of § 46.2-871.</p>

B. Body Interior

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>1. Aisle & Floor.</p> <p>1) Check condition of aisle and floor covering.</p> <p>2) Inspect floor covering, plywood sub-floor (if installed), aisle, and cove molding strips for condition, adhesion and/or fastening holes or cracks, and ribbed rubber on aisle.</p>	1	2	<p>Rubber floor covering is loose, deteriorated, or cracked.</p> <p>Plywood is rotten or soft.</p> <p>Cove molding is loose or fasteners are missing.</p>	<p>There are any unsealed holes or cracks through to underside of bus.</p> <p>Aisle is not equipped with 12-inch wide ribbed rubber.</p> <p>Any aisle molding strip is not securely fastened to floor or any aisle or cove molding presents a sharp edge or protrusion.</p> <p>There is any damage to rubber floor covering which could cause a tripping hazard.</p>
<p>2. Interior Panels.</p> <p>1) Check for sharp edges and damage.</p>	1	2		

B. Body Interior

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>2. Interior Panels.</p> <p>2) Check all interior sidewall, rear, ceiling, and driver's area paneling for secure fastening, projections or sharp edges, and condition.</p>	1	2	<p>There are loose or missing attachment screws on any light bar panel or other maintenance access panel.</p> <p>Interior paneling is mildewed, or paint (where required) is missing or damaged.</p>	<p>Sharp edges, rust-through, or projections from paneling which could cause injury to passengers or driver.</p> <p>Any missing paneling.</p>
<p>3. Entrance Door.</p> <p>a. Operation</p> <p>Check service door assembly for operations, adjustment, condition, mounting and fit.</p>	1	2	<p>Door does not seal properly or seals are damaged, ripped, or deteriorated.</p> <p>3- to 6- inch crack in glass.</p>	<p>Door jams, binds, or is difficult to close or open (a minimum 24") or requires more than 25- lbs. of effort to open or close door.</p> <p>Glass has been replaced with plexiglass, is broken, or is cracked.</p>

B. Body Interior

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>3. Entrance Door.</p>	1	2		<p>Door glass is fogged more than one 1-inch in from border, or visibility through glass is poor.</p> <p>Door is equipped with any hasp or lock except factory approved system.</p> <p>Door assembly is damaged, or mounting is loose.</p> <p>Door seals are not present.</p>
<p>b. Control</p> <p>1) Check manual service door control and rod assembly for over-center or latching device condition, mounting and operation.</p>			<p>Control, rod hardware, or mounting is loose.</p> <p>Door control doesn't operate freely.</p>	<p>Door will not open or close completely.</p> <p>Manual control will not lock over-center, or latching mechanism is inoperative.</p> <p>Door control requires excessive force to operate.</p>

B. Body Interior

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>3. Entrance Door.</p> <p>2) Check air or vacuum powered service door control assembly for leaks, operation, insecure door in closed position, and emergency release.</p>	1	2	<p>Air or vacuum powered system leaks or does not operate properly.</p>	<p>Air or vacuum door emergency release does not function, or control is broken.</p> <p>Air or vacuum door opens or closes at an excessive rate or opens too slowly.</p>
<p>c. Overhead Pad.</p> <p>Check bus for pad that is a minimum three (3) inches wide, high density foam rubber padded safety cushion, mounted directly above the inside of the service door.</p>			<p>Pad is loose, or cover has minor rip(s).</p>	<p>Pad is missing or cover is severely ripped, exposing foam.</p>
<p>4. Emergency Doors & Exits.</p> <p>a. Operation</p> <p>Inspect for operation and condition of rear emergency door and side.</p>	1	2	<p>Rear door opens too far, damaging lights.</p>	

B. Body Interior

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>4. Emergency Doors & Exits.</p> <p>(buses built after November 1993), door latch, door hold open feature, door seal, emergency windows, and emergency exits/ventilator (roof hatches).</p>	1	2	<p>Any exit handle, latch, or mounting hardware is loose or missing.</p> <p>Mounting of guard for inside rear door handle is loose.</p> <p>Hold open device (if equipped) is non-operational, bent, damaged or loose.</p>	<p>Any emergency exit door, window, or hatch latch does not operate smoothly and easily when closing or opening the door, window, or hatch.</p> <p>Door hold open feature (if equipped) does not function or secure door in the open position.</p> <p>Inside door handle is not equipped with a guard (rear door only).</p> <p>Any emergency exit does not open and close from the inside and outside easily.</p> <p>Any emergency door or exit is equipped with any type of a hasp, lock, or any other locking device, except for an O.E.M. interlock system.</p> <p>Weatherstrip does not seal. Door does not open at least 90° (degrees).</p>

B. Body Interior

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>4. Emergency Doors & Exits.</p>	1	2	<p>Cover or padding on bar over door torn or damaged and wooden base is exposed.</p> <p>Roof hatch seal is damaged or dislodged.</p>	<p>Padded bar over door missing or damaged to expose wood base.</p> <p>Emergency door not properly labeled.</p> <p>Emergency window latch does not latch window securely or window does not open easily.</p> <p>Roof hatch does not open easily to full "emergency open" position.</p> <p>Roof hatch does not open to ventilation position.</p> <p>Roof hatches do not have instructions for operation on the inside of the hatch. Any emergency exit window does not have instructions for opening on the inside of the window.</p>

B. Body Interior

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>b. Buzzers</p> <p>Check operation of buzzers for emergency door(s), roof hatch(es) and emergency exit windows.</p>			<p>Buzzer gives false alarms.</p>	<p>Buzzer system for emergency door(s), roof hatch(es) or any exit window does not function or is not audible at driver's location.</p>
<p>5. Emergency Equipment.</p> <p>a. Fire Extinguisher.</p> <p>Check for presence of fire extinguisher and for the following:</p> <p>1) Pressure: check gauge.</p> <p>2) Tag (Inspection Date): check for presence of inspection sticker or tag and inspection date.</p>	<p>1</p>	<p>2</p>		<p>No fire extinguisher on the bus.</p> <p>Labeling is not legible to determine size and types.</p> <p>Pressure above or below green zone.</p>

B. Body Interior

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>5. Emergency Equipment.</p> <p>3) Mounting: check for accessibility and secure mounting.</p> <p>4) Rating: check for proper UL.</p> <p>5) Nozzle: check for loose or damaged parts.</p> <p>6) Safety Pin: check for presence of safety pin and tamper proof seal.</p>	1	2	<p>Bracket mount to panel is loose.</p>	<p>Fire extinguisher is not accessible to the driver or not secured in the mounting bracket.</p> <p>Rating is less than: 1990 and prior -2.5-lb. 10BC. 1992 and later - 5.0-lb. 2A, 10BC or greater.</p> <p>Nozzle or hose missing, obstructed, or excessive damage to any parts of the extinguisher.</p> <p>Safety pin missing or seal broken.</p> <p>Tamper proof seal not of approved type.</p>

B. Body Interior

Inspection Procedures:	Inspection #	Repair if:	Recommended Out of Service if:
<p>b. First Aid Kit & Body Fluid Kits.</p> <p>1) Check the kits mounting and contents.</p> <p>2) Mounting: Check accessibility and mounting of kits. Should be placed in the driver's area in such a manner that they can be easily detached and made portable.</p>		<p>Either kit not labeled.</p> <p>Tamper proof seal broken or missing. Must check contents if seals broken or missing.</p> <p>Loose mounting or bracket.</p> <p>Required contents are missing or incomplete.</p>	<p>Either kit not present.</p> <p>Either kit is not moisture and dust proof, will not seal, will not stay latched, or contents inaccessible due to the condition of the container.</p> <p>Either kit not mounted or inaccessible.</p> <p>Either kit's content not individually sealed.</p>

B. Body Interior

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>5. Emergency Equipment.</p> <p>c. Reflectors.</p> <p>1) Check retro reflective triangles and mounting.</p> <p>2) Check quantity: 3- each required.</p> <p>3) Check accessibility, mounting and condition of box.</p>	1	2	<p>Storage box is broken or will not remain latched</p>	<p>Bus manufactured after 1992 is not equipped with a self-standing, triangular, 17" tall reflectors. Any of the reflectors are broken, deformed or unusable.</p> <p>Box is not accessible or not securely mounted.</p>
<p>d. Web Belt Cutter.</p> <p>1) Check for the presence of a durable webbing cutter mounted in the driver's compartment and within easy reach of a seated driver.</p>			<p>Webbing cutter is not securely mounted in the driver's compartment and within easy reach of a seated driver.</p>	<p>Buses manufactured before September 2007 with wheelchair positions and restraining devices and no durable webbing cutter is present.</p> <p>Buses manufactured after 2007 and no durable webbing cutter present.</p>

B. Body Interior

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>6. Driver's Seat.</p> <p>Check driver's seat and belt for specifications (type and adjustability), condition, mounting, and operation.</p>	1	2	<p>Seat adjustment binds or is difficult to operate.</p> <p>Seat adjustment is loose or adjustment hardware is missing.</p> <p>Seat upholstery or foam is deteriorated or damaged.</p>	<p>Driver's seat non-air type will not adjust 4-inches fore and aft, 4-inches up and down, or back will not tilt (except Type A shall be manufacturer's standard).</p> <p>Seat mounting is unstable, loose at floor, or seat mounting hardware is missing.</p> <p>Driver's seat belt is missing.</p>
			<p>Seat bottom is loose in frame or out of position.</p> <p>Seat frame is exposed due to deterioration of upholstery or foam.</p> <p>Seat belt retractor covers or belt covers are damaged or loose.</p>	<p>Mounting of retractors or belt guides is not secure.</p> <p>Seat belt webbing or stitching is frayed or damaged.</p> <p>Seat belt is routed improperly.</p> <p>Seat belt does not extend or retract freely.</p>

B. Body Interior

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>7. Steps</p> <p>a. Stepwell</p> <p>Check specification and condition of stepwell and tread.</p>	1	2	<p>Step tread is not secure or sealed at inside edge where it meets next step.</p>	<p>Stepwell tread and leading edge at aisle is not flush and securely adhered, causing a tripping hazard.</p> <p>Stepwell tread ribbing at edge is worn smooth more than 4-inches in width.</p> <p>Stepwell support structure is broken, or stepwell is rusted through.</p> <p>The stepwell area has been damaged or weakened to the extent that a hazard exists.</p>
<p>b. Handrails</p> <p>Check for presence and secure mounting of entrance grab rail(s).</p>				<p>Handrail and/or any hardware missing damaged or have unauthorized modifications.</p>

B. Body Interior

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>8. Passenger Seats</p> <p>a. Frames</p> <p>Inspect passenger seat frames for condition of welds, tubing, and hardware.</p> <p>Check for presence of non-O.E.M. seat frames.</p> <p>Check for presence and condition of passenger seat belts on special needs buses and on Type A buses.</p>	1	2		<p>Seat frames or welds are broken or cracked.</p> <p>Any seat back frame is repaired using non-O.E.M. hardware.</p> <p>Any seat hardware has been added or modified to result in projections or sharp edges.</p> <p>There are any non-O.E.M. seat frames installed.</p> <p>Type A (less than 10000 lbs) buses must have a functional seat belt at each passenger position.</p>

B. Body Interior

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>8. Passenger Seats</p> <p>b. Mounting</p> <p>Inspect condition of passenger seat mounting.</p>	1	2		<p>Seat mounting at floor or seat rail is loose.</p> <p>Seat mounting fasteners are of lower grade or different type than O.E.M. fasteners for the specific locations.</p>
<p>c. Pads</p> <p>Inspect seat back foam for specifications and condition.</p>				<p>Seat back padding is of wrong type for specific year model bus.</p> <p>Original thickness or density of any seat back foam around frame has been significantly reduced due to wear, deterioration, or other factors.</p> <p>Foam envelope is split, delaminated, or there is no padding between any portion of seat back frame and covering.</p>

B. Body Interior

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>8. Passenger Seats.</p> <p>d. Cuts/Upholstery</p> <p>Inspect seat upholstery for condition and specifications.</p>	1	2	<p>Seat upholstery is cut, torn, or ripped less than 6-inches.</p>	<p>Foam envelope is split, delaminated, or there is no padding between any portion of seat back frame and covering.</p> <p>Seat upholstery is cut, torn, or ripped more than 6-inches.</p> <p>Any portion of seat back or bottom upholstery is missing or repaired improperly, exposing foam.</p>
<p>e. Bottoms</p> <p>Inspect seat bottoms for securement.</p>				<p>Any seat bottom is not securely anchored to seat frame.</p> <p>Any seat bottom has a protruding edge, or plywood is broken.</p> <p>Any seat bottom padding or cushion has significant deterioration or damage.</p>

B. Body Interior

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>8. Passenger Seats. Inspect flip-up type seat bottom at side emergency door (if equipped) for proper operation. Must have clear access to emergency door with a minimum aisle width of 12" (inches) between seats.</p>	1	2		<p>Any flip-up type seat bottom will not: raise or lower; stay in the raised position; automatically retract properly when not occupied.</p> <p>Does not have a clear minimum 12" (inch) aisle width to the side emergency door.</p>
<p>f. Modesty Panels and Stanchions. Inspect modesty panels stanchions, and courtesy panels for condition, specifications, mounting, and padding (as required).</p>			<p>Stanchion or modesty panel mounting is loose.</p>	<p>No padded safety barrier in front of any passenger seat that does not have another seat in front of it exception: pre-1990 Type A Bus).</p> <p>Crash barrier foam envelope is split or delaminated, or there is no padding between any portion of barrier frame and covering. Original thickness or density of crash barrier foam around frame has been significantly reduced due to wear, deterioration, or other factors.</p>

B. Body Interior

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
				Any portion of crash barrier upholstery is missing or not repaired properly, exposing foam. Crash barrier upholstery is cut, torn, or ripped.
<p>g. Optional Infant Seating (if equipped).</p> <p>Check condition and operation of system.</p>				Seat does not operate or function properly according to manufacturer's operational procedures.
<p>h. Passenger Securement Devices (if equipped).</p> <p>All buses equipped with 2- or 3-point passenger securement systems shall be equipped with FMVSS 210 compliant seat frames and FMVSS 209 compliant belt assemblies in all passenger seating positions where passenger securement systems are installed.</p>			Belts knotted, misrouted, retractor covers damaged or loose.	Will not latch or stay latched, wrong type, missing, broken, mismatched, improperly installed, or excessively frayed.

B. Body Interior

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>8. Passenger Seats.</p> <p>Check condition and operation of passenger securement devices.</p>	1	2		
<p>9. Sunshield (visor)</p> <p>Check driver's sun visor for condition and operation.</p>	1	2	<p>Driver's sun visor is cloudy, dirty, or has unauthorized stickers.</p>	<p>Driver's sun visor is too tight or cannot be adjusted.</p> <p>Driver's sun visor is cracked or damaged.</p> <p>Sun visor is missing.</p>
<p>10. All Glass.</p> <p>a. Glass Cracks</p> <p>Inspect windshield and all windows for cracks and other damage.</p>	1	2		<p>There are any cracks in the windshield in the driver's direct field of vision or any marks which obstruct the driver's vision.</p>

B. Body Interior

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>10. All Glass.</p>	1	2		<p>Windshield glass, on the driver's side, has any scratch more than ¼-inch in width and 6-inches within the area covered by the windshield wiper blade, excluding the three inches above the bottom of the windshield. A windshield wiper that remains parked within the driver's side windshield wiper area.</p> <p>Crack at any location above the topmost portion of the steering wheel excluding a 2-inch border at the top and a 1-inch border at the sides that is ¼-inch in width, crack that is ¼-inch or less in width intersected by another crack.</p> <p>Any damaged area ¾-inch or less in diameter if within 3-inches of any other damaged area.</p> <p>Any glass at any location where glass is used and is cracked or broken so that it is likely to cut or injure a person in the vehicle.</p> <p>There is any glass missing. 59</p>

B. Body Interior

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>10. All Glass.</p>	1	2		<p>There is any window to the side of the driver or behind the driver's location which is not laminated or tempered safety glass or Lexan or equivalent.</p> <p>There is any crack in non-laminated safety glass.</p>
<p>b.Visibility/Fogging</p> <p>1) Check windshield and windows for fogging, reduced visibility, or improper level of tinting.</p>			<p>Glass starting to fog around the edges.</p>	<p>Any mirror, windshield or window fogging or clouding resulting in reduced visibility.</p>
<p>2) Check windshield and windows for objects or signs obstructing driver's vision.</p>				<p>Any object obstructing or interfering with drivers' vision front, sides or rear.</p> <p>Any sticker or other obstruction in the windshield or front side windows other than that required by law or medical waiver.</p>

B. Body Interior

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>10. All Glass.</p> <p>c. Windows</p> <p>Check latches and windows for condition and operation.</p>	1	2	<p>Latches are hard to operate, or any window does not move up and down freely.</p> <p>Windows do not stay closed.</p>	<p>Latches are broken.</p> <p>Window will not move (full travel) up and down.</p> <p>There is loose, damaged, or protruding window hardware into the passenger compartment.</p>
<p>11. Wheelchair lift, Door & Securement System.</p> <p>1) Operate lift through complete cycle and inspect for proper operation, condition, safety features, manual backup system, fluid leaks, mounting, barrier operation, warning light, buzzer operation, and overall mechanical condition.</p>	1	2	<p>Dome light at inside lift area is inoperative.</p> <p>Lift door or latch does not operate smoothly.</p> <p>White light at exterior lift area (if originally equipped) is inoperative.</p> <p>Lift control cable or wiring is damaged or routed improperly.</p>	<p>Lift door warning buzzer or light does not operate.</p> <p>Lift door latches, weather stripping, or securement system is damaged or loose.</p> <p>Door switch (to prevent lift operation when the lift door is closed), or other safety override features do not function.</p>

B. Body Interior

Inspection Procedures:	Inspection #	Repair if:	Recommended Out of Service if:
		<p>There is fluid seepage at the lift.</p>	<p>Lift will not stay in the fully retracted position (falls against door).</p> <p>Lift platform end barrier or handrail does not raise and lower reliably to the proper position. Barrier does not lock in position, or is damaged.</p> <p>Lift does not fold, unfold, raise, and lower properly, or jerks and binds.</p> <p>There is excessive side play in the lift mechanism when the platform is partially or fully extended.</p> <p>There is excessive side play in the lift mechanism when the platform is partially or fully extended.</p> <p>Lift leaks fluid onto or below floor.</p> <p>Lift is not mounted securely to the vehicle.</p> <p>The lift jacks the vehicle. 62</p>

B. Body Interior

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
11. Wheelchair Lift, Door & Securement System.	1	2		<p>Any part of the lift mechanism or hardware is damaged, missing, or not secure, including cams, clips, pins, rollers, and platform fasteners.</p> <p>Manual backup system does not function properly.</p>
2) Inspect wheelchair and occupant securement (tie-down) system for condition, mounting, proper type, and location.			Track is filled with dirt.	<p>Wheelchair tie-down track or fasteners are loose or broken.</p> <p>Wheelchair or occupant securement straps are broken, frayed, or will not operate.</p> <p>Securement systems for buses built after 1989 is not forward facing wheelchair and occupant securement system meeting Virginia specifications.</p> <p>Wheelchair or occupant securement track is mounted using lag bolts or sheet metal screws.</p>

B. Body Interior

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>12. Radio & Cameras (if equipped).</p> <p>Inspect cameras, radio and antenna for condition, mounting and location, routing of wiring, and perform function check.</p>	1	2	<p>Radio will not transmit or receive.</p> <p>Mountings are loose.</p>	<p>Driver has to move out of the normal driving position to operate communication controls.</p> <p>Wiring or connectors are un-insulated, installed improperly, misrouted, or unsecured so that it could cause a short.</p>

B. Body Interior

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>13. Interior wiring.</p> <p>Inspect visible wiring for mounting, condition, chafing or abrasion, corrosion, loose connectors, or improper repairs.</p>	1	2	<p>Wiring or connectors are unsecured, corroded, or improperly routed.</p>	<p>Any wire or connector is cut or severely chafed, or conductor is exposed or routed against a sharp edge, or there is interference with driver's controls.</p> <p>Any connection of any connector is not secure.</p>
<p>14. All Openings.</p> <p>Check that gear shifter (floor) boot is intact and not damaged.</p> <p>Firewall Seals:</p> <p>Inspect firewall for any cracks, unsealed openings, and sound insulation material.</p>	1	2	<p>Loose boot.</p> <p>Sound deadening /insulation package is unsecured or deteriorated.</p>	<p>Boot is torn, damaged, missing, or not attached to floor.</p> <p>There is any open hole or unsealed area in the firewall.</p>

B. Body Interior

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>15. Storage Compartments.</p> <p>Check latch assembly for proper operation.</p>	1	2	<p>Latch does not operate properly.</p> <p>Remove any trash, cans, and bottles.</p>	
<p>16. Posters & Stickers.</p> <p>Inspect for posters or stickers that are not approved.</p>	1	2	<p>There is graffiti or unauthorized stickers on interior panels.</p>	
<p>17. Loose Objects & Cleanliness.</p> <p>a) Loose Objects:</p> <p>Check to see that all objects within the bus are secured.</p>	1	2		<p>Loose objects such as trashcans, oil cans, or other loose items are present which are not secured in a glove box or other secured container.</p>

B. Body Interior

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>17. Loose Objects & Cleanliness.</p>				<p>Any aerosol can(s) or other container(s) of liquid(s) of flammable or volatile chemical are on the bus.</p> <p>Any aerosol or non-aerosol chemical container present that is not labeled.</p> <p>Any carpeting or non-O.E.M floor mats.</p>
<p>b) Cleanliness</p> <p>Inspect interior for cleanliness.</p>	1	2	<p>Bus is dirty.</p>	<p>Bus dirty and unsafe/unsanitary to operate.</p>
<p>18. Handrails</p> <p>Check for presence and secure mounting of entrance handrail(s).</p>	1	2		<p>Entrance handrail(s) is missing or not securely mounted.</p>

B. Body Interior

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>18. Handrails</p> <p>Check handrail(s) for required modification(s) (if equipped). If no required modification is present, perform a NHTSA string and nut test.</p>	1	2		<p>Handrail(s) fails NHTSA string and nut test.</p>

C. Exterior

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>1. Body Damage.</p> <p>Check body exterior for accident damage, scratches, dents, etc.</p>	1	2	<p>Body has small dents, scratches, etc.</p> <p>Body has small rust spots or water leaks.</p>	<p>Any body part is damaged or dislocated creating a protrusion or sharp edge.</p> <p>Body panels, rivets, or other components are damaged or corroded to the point where joint strength or body structural integrity is compromised.</p>
<p>2. Stirrup Steps.</p> <p>Check for condition and mounting of stirrup steps and grab handles.</p>	1	2	<p>Any stirrup step loose or missing.</p>	<p>Any stirrup step or grab handle is broken.</p>
<p>3. License Plates.</p> <p>Inspect for damage, secure mounting and visibility.</p>	1	2	<p>Plates damaged, loose or visibility blocked by crossing control arm.</p>	<p>Plates missing.</p>

C. Exterior

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>4. Tow Hooks.</p> <p>Inspect for damage and secure mounting.</p>	1	2	<p>Damaged or missing tow hooks (if equipped)</p>	
<p>5. Bumpers</p> <p>Check bumpers for mounting, condition, color, and body seal (rear bumper).</p>	1	2	<p>Bumper is not black.</p> <p>Bumper is equipped with any unauthorized stickers or decals.</p>	<p>Bumper is significantly bent or has protruding metal.</p> <p>Bumper mounting system has cracked, broken, or bent brackets, braces, welds, or missing or loose fasteners.</p> <p>Bumper is cracked, torn or broken.</p> <p>Bumper is not O.E.M or approved type.</p>

C. Exterior

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>6. Tires and Wheels.</p> <p>a) Tread Depth</p> <p>Inspect and measure all tires for tread depth.</p>	1	2		<p>Measured tread depth of either front tire is less than 4/32-inch or less when measured at any tread point at any point on a major tread groove. Measurement shall not be taken at a wear bar.</p> <p>Measurement shall be taken at the most worn major tread groove of the tire.</p> <p>Measured tread depth of either rear tire is less than 2/32 inch when measured in two adjacent tread grooves where tread is thinnest.</p> <p>Any front tire is recapped or re-grooved type tire.</p> <p>A tire is regrooved and not marked "regroovable".</p> <p>There is evidence that any tire has been re-grooved using a procedure not approved by tire manufacturer or dealer.</p>

C. Exterior

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>6. Tires and Wheels.</p> <p>b) Pressure</p> <p>With tire cold, check pressures of all tires.</p>	1	2	<p>Pressure not within range marked on the sidewall.</p> <p>Pressure in the dual tires not within 10 percent of each other.</p>	<p>Any tire flat or has audible air leak.</p>
<p>c) Damage</p> <p>Inspect for damage to wheels and tires.</p>			<p>There is foreign material in the tire tread, which could cause damage or loss of air pressure.</p>	<p>There are any cuts, abrasion, or other damage to tire sidewall resulting in exposed or damaged cord.</p> <p>There is any evidence of separation, bulges (other than normal manufacturer bulge), or other damage within the carcass of the tire. There are any cracks that run around the bead or sidewall of the tire.</p> <p>On retread tire there is any separation of the tire tread from the tire carcass, which could result in tire or tread failure.</p>

C. Exterior

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>6. Tires & Wheels.</p>	1	2	<p>Any valve cap is missing.</p> <p>There are minor dents or bends in a rim.</p>	<p>Any valve stem is damaged or not-aligned so that tire cannot be filled with air.</p> <p>There are any cracks or breaks at the lug holes or any other part of a rim or cast spokes.</p>
<p>d) Matching</p> <p>Inspect for matching of tire construction, design, size, and load rating on each axle.</p>				<p>There is mismatching of inner and outer dual tire diameter greater than 3/8-inch.</p> <p>There is any tire marked for other than highway use. Any tire is not of proper type, size, and minimum load rating.</p> <p>Radial and bias ply tires are intermixed on the same axle.</p>

C. Exterior

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>6. Tires & Wheels.</p> <p>e) Alignment</p> <p>Inspect tires for evidence of proper alignment.</p>	1	2	<p>Any tire is feather-edged, cupped, or has uneven tread wear.</p> <p>Lateral run out of any tire/rim assembly exceeds ¼-inch.</p>	<p>Tires/wheels are grossly misaligned, affecting steering control.</p>
<p>f) Wheel Hardware.</p> <p>Inspect for presence, type, condition, and securement of all wheel hardware.</p> <p>Check for proper spacing of rear dual wheels and tires (proper spacer width).</p>				<p>Stud holes are elongated.</p> <p>Any wheel nut, stud, bolts, clamp or other fasteners are loose, broken, cracked, stripped, missing, damaged or otherwise ineffective.</p> <p>Any welded repair on wheels mounted on the steering axle.</p>

C. Exterior

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>7. Lights and Signals</p> <p>Check both headlights for brightness, operation, condition of sealed beams, and visible misaiming. Check high beam indicator operation and headlight switch.</p>	1	2	<p>Left and right sealed beams are of different type (halogen vs. conventional).</p>	<p>Either sealed beam does not light on low and high.</p> <p>Any sealed beam lens is fogged, cracked, or light is dim.</p> <p>Dimmer switch sticks, is hard to operate, or doesn't function.</p> <p>Headlight switch is damaged, not securely mounted, or knob is missing.</p> <p>Lights go out after being on a short time, or operation is intermittent.</p> <p>Upon visible inspection, there is any obvious misaiming of headlights.</p>

C. Exterior

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>7. Lights & Signals</p> <p>a) Turn Signals</p> <p>Check turn signals (including bulbs and lenses) for operation, condition, and specifications.</p>	1	2	<p>Any front, rear, or side-mounted turn signal lens is cracked.</p> <p>Turn signal does not properly indicate right or left signal.</p> <p>Turn signal does not cancel or return to neutral position.</p>	<p>Lens has a piece broken from it. The lens may have one or more cracks provided an off - color light does not project through the cracks(s). Taping or gluing cracks or pieces is not allowed.</p> <p>Any front or side mounted turn signal does not flash or dim.</p> <p>Turn signal does not flash between 60- to 120-times per minute.</p> <p>Turn signal does not initiate turn signals or will not maintain set position.</p> <p>Any turn signal lens has darkened, faded, or is dirty, significantly affecting visibility or color of the light.</p>
<p>b) Turn Signal</p> <p>Check 4-way hazard lights for operation and condition.</p>			<p>Any lens is cracked or dirty.</p> <p>Either indicator fails to function properly.</p>	<p>Any 4-way hazard light fails to function.</p> <p>Hazard lights do not flash between 60- to 120-times per minute.</p>

C. Exterior

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
7. Lights & Signals	1	2	Either indicator fails to function properly.	<p>Hazard warning lamps do not flash simultaneously.</p> <p>Switch does not function or will not maintain set position with steering wheel in the straight-ahead position.</p> <p>Off-colored light projects through crack in lens.</p>
<p>c) Side Marker.</p> <p>Check side marker lights for operation and condition.</p>			Any side marker light fails to function, is cracked or damaged.	
<p>e) Brake Lights</p> <p>Check brake lights and lens(es) for operation, condition, and specifications.</p>			One brake light on either or both sides fails to function (4 brake light system only).	<p>Half or more of the O.E.M installed brake lights fail to function when the brake pedal is depressed (i.e. 1- of 2-brake light system; 2- of 4-brake light system, or more).</p> <p>For buses with only one brake light per side, either brake light fails to function.</p>

B. Exterior

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>7. Lights & Signals.</p>	1	2	<p>Any brake light lens cracked.</p>	<p>After brake pedal is released, brake light switch sticks, or lights stay on.</p> <p>Any brake light lens is damaged and white light is visible.</p> <p>Any brake light lens is not red or is not proper type meeting SAE specification.</p> <p>Any brake light lens has darkened, faded, or is dirty, significantly affecting the visibility or color of the light.</p>
<p>f) Tail Lights.</p> <p>Check tail light(s) and lens(es) for operation, condition, and specifications.</p>			<p>One (1) tail light on either or both sides fails to function (4-tail light system only).</p> <p>Any lens cracked and white light not visible.</p>	<p>Half or more of the O.E.M. installed tail lights fail to function when the headlight switch is in either the park or headlight position. (i.e. 2 of 4, 1 of 2 or more)</p> <p>Any tail light lens is damaged and white light is visible.</p> <p>Any tail light lens is not red or is not proper type meeting SAE specifications.</p>

C. Exterior

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
7. Lights & Signals	1	2		Any tail light lens has darkened, faded, or is dirty, significantly affecting the visibility or color of the light.
<p>g) Back up lights.</p> <p>Check backup lights for proper operation and condition.</p>			<p>One (1) of 2-backup lights (if equipped) doesn't function.</p> <p>Any backup lens is cracked.</p>	<p>All of the installed backup lights fail to function.</p> <p>Backup lights stay on all the time or stay on in any gear other than reverse.</p>
<p>h) Backup Alarm.</p> <p>Check for presence of back up alarm (buses manufactured starting November 1995) and dash sticker. Check operation of alarm by placing transmission in reverse (engine running) and listening for alarm sound.</p>			Alarm mounting loose.	Backup alarm does not sound.

C. Exterior

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>7. Lights & Signals</p> <p>i) Park Lights</p> <p>Check park lights for proper operation and condition.</p>	1	2	<p>One (1) front park light does not function on either side (four either side (four (4) park light system).</p> <p>Any park light lens is cracked or damaged.</p>	<p>Half or more of the O.E.M installed front parking lights, on either side, fail to function when the switch is in park or headlight position (i.e. 1- of 2-parking light system; 2- of 4-parking light system, or more).</p>
<p>j) Clearance, Marker & ID Lights.</p> <p>Check light(s) and lens(es) for operation, condition, and location.</p>			<p>Any clearance or ID light fails to function.</p> <p>Any clearance or ID lens is not amber if in front of the rear wheels or red if at or behind the rear wheels.</p> <p>Any clearance light switch is hard to operate, sticks, or knob is missing.</p>	<p>All clearance lights on either side of the bus are inoperative.</p> <p>All clearance and ID lights on either the front or the rear of the bus are inoperative.</p> <p>Either rear corner-mounted clearance light is inoperative.</p> <p>Any clearance light lens has darkened, faded, or is dirty, significantly affecting the visibility or color of the light.</p>

C. Exterior

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
7. Lights & Signals	1	2	Any clearance or ID light lens is damaged and no white light is visible.	Any clearance or ID light lens is damaged and white light is visible.
k) License plate/light(s): Check license plate lights(s) and lens(es) for condition and operation.			License plate light(s) is inoperative.	
1) Strobe light: Check roof mounted white flashing strobe light for operation, location, and condition.			Strobe light fails to function. Switch is hard to operate or sticks. Strobe light lens is cracked or damaged.	Strobe light is missing or does not function.
8. Reflectors: Check reflectors for condition and location.	1	2	Any reflector is damaged, cracked or faded.	Any required reflectors are missing. Any pieces from crack missing.

C. Exterior

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>9. Reflective Markings.</p> <p>Check reflective markings for coloration, reflect ability and condition.</p> <p>Check for presence of reflective markings around any emergency exit, door, window, or around roof hatch as required by F.M.V.S.S. 217.</p>	1	2	<p>Reflective markings, other than those around any emergency exit door or roof hatch, required by F.M.V.S.S. 217, are faded, discolored, damaged or peeling.</p>	<p>Any required reflective markings are missing.</p> <p>Any emergency exit, door, or roof hatch perimeter reflective markings significantly faded or discolored.</p>
<p>10. Lettering/Paint</p> <p>Check paint on body and trim for required coloration and condition.</p>	1	2	<p>Paint is faded, discolored, rusted, or damaged.</p> <p>Trim, rub rails, warning light hoods or background are not black.</p>	<p>Paint is not National School Bus Yellow.</p> <p>Any area of paint is missing in excess of 200-inches.</p>

C. Exterior

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>10. Lettering/Paint</p> <p>Check all lettering for required type, size, location, and color.</p>	1	2	<p>Fuel type lettering is not present.</p> <p>Four inch (4") high bus number missing from sides or back of the bus or missing from front bumper.</p>	<p>Any required lettering is not readable.</p> <p>Bus is not equipped with the following lettering:</p> <ol style="list-style-type: none"> 1) Eight inch (8") front and rear. 2) Four inch (4") "Name of" county or city public schools on the left and right sides of the body. 3) Handicap symbol for wheelchair equipped buses starting 1992. 4) Minimum two inch (2") lettering "Emergency Door" at top or above the door. 5) Emergency door(s) (all years) and window(s) or hatch(es) (1990 and later) not labeled "Emergency Exit" or "Emergency Door" on inside or outside. <p>Any bus with wheel chair lift and handicap symbol is not reflective white on blue background, maximum of 12 square inches.</p>

C. Exterior

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>11. Mirrors</p>	1	2	<p>Mirror brackets are bent or broken, or mounting is insecure and mirror will remain properly adjusted.</p>	<p>Mirror brackets are bent or broken, or mounting is insecure and mirror will not stay in the adjusted position or cannot be adjusted.</p> <p>Cross view mirrors will not stay beyond the leading edge of the vehicle.</p> <p>Any mirror reflective surface deteriorated.</p> <p>Reflecting surface of the mirror is cracked, broken, peeled, pitted, clouded, tarnished, has sharp edges, reflects more than one image, or is not mounted securely.</p>
<p>12. Storage &Chain Boxes.</p> <p>Check latches, hinges, and seals.</p>	1	2	<p>Latches or hinges broken. Seals deteriorated.</p> <p>Unwanted or unauthorized items.</p>	

**D.Engine
Compartment**

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>1. All Belts</p> <p>A) Tension</p> <p>Visually and physically check all drive belts for proper tension. (fig 1, pg 119)</p> <p>Note: If available, use a tension gauge. If a gauge is not available, use a ruler to measure the deflection of the belt(s) up and down at the widest point between the drive and driven pulley(s).</p>	1	2	<p>Any belt exceeds tension reading recommended by manufacturer, if a tension gauge is used. (fig1 ,page 119)</p> <p>Using ruler method, any belt is less than ½-inch deflection (too tight) when firm pressure is applied. (fig 2, page 119)</p>	<p>Any belt tensioner does not pivot or move and apply spring pressure on belt.</p> <p>Tension on any belt is too loose (based on specifications of type tension gauge used).</p> <p>Tension of any belt (using ruler method) is too loose when firm pressure is applied.</p>
<p>B) Belt Alignment</p> <p>Visually inspect belts for proper alignment.</p>			<p>Any belt not inline (less than 1/16 inch per foot).</p>	<p>Belt misalignment is excessive and could result in failure (More than 1/16 inch per foot).</p>

**D.Engine
Compartment**

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>1. All Belts</p> <p>C) Condition</p> <p>Visually inspect belt(s) for glazing, oil contamination, dry rotting, cuts, and separation of plies. Check belts for twisting or distortion.</p>	1	2	Any belts are glazed.	Any belt is oil saturated, dry-rotted, or cut or plies of belt(s) are separated.
<p>D) Routing</p> <p>Visually inspect belt(s) for rubbing or contact with objects other than pulleys and for routing around correct pulleys.</p>				<p>Any belt is making contact with objects other than pulley(s).</p> <p>Any belt is routed around incorrect pulley(s).</p>
<p>2. Leaks</p> <p>A) Fuel Tank</p> <p>Inspect fuel tank assembly for leaks.</p>	1	2		<p>There is any fuel leakage from the tank, connections, or cap, or cap is missing. The fuel tank has any cracks. Any connection(s) are loose at the tank.</p>

**D.Engine
Compartment**

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>2. Leaks</p> <p>B) Coolant</p> <p>Inspect all potential locations for coolant leaks.</p>	1	2	<p>There is coolant seepage at radiator, hoses, heater core, engine oil cooler, thermostat housing, head gaskets, freeze plugs, reservoir, water pump, or other potential locations.</p>	<p>Leakage is excessive and could result in imminent engine failure.</p>
<p>C) Oil</p> <p>Inspect for engine oil leaks at all potential locations and determine severity.</p>			<p>Engine oil leakage is causing deterioration of any rubber parts, such as steering linkage boots, hoses, etc.</p> <p>Engine oil is dripping at any location except on exhaust system.</p>	<p>Leakage is excessive and could result in imminent engine failure.</p> <p>Engine oil is dripping on any portion of the exhaust system.</p> <p>There is a drip shield installed to divert oil from the exhaust system.</p>

**D. Engine
Compartment**

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>2. Leaks</p> <p>D) Power Steering</p> <p>Inspect for power steering fluid leak at all potential locations and determine severity.</p>	1	2	<p>Power steering fluid is causing deterioration of any rubber parts, such as steering linkage boots, hoses, etc.</p> <p>Power steering fluid is seeping.</p>	<p>Power steering fluid is dripping.</p> <p>Power steering reservoir cap or dipstick is missing.</p>
<p>E) Exhaust System</p> <p>With engine running and at operating temperature, inspect exhaust system for leaks, condition, and securement.</p>			<p>There is any physical damage to exhaust system.</p> <p>Any exhaust junction gasket or hardware is broken or missing.</p>	<p>There is any leakage, which is audible or can be felt around any portion of the exhaust system including manifold(s), pipe sections, or any junction.</p> <p>Tail pipe opening smashed or pinched.</p> <p>Exhaust does not discharge at or within 15-inches forward of the rearmost part of the vehicle for diesel and 6-inches forward of the rearmost part of the vehicle for gasoline vehicles.</p>

**D. Engine
Compartment**

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
2. Leaks	1	2		Exception: Type A buses may discharge behind the rear wheel.
3. Road Speed Governor. Check for proper connections. Check governor performance and shutdown of engine.	1	2		Engine will not shutdown. Governor does not limit engine RPM.
4. Fan Assembly. Check fan blade and fan clutch assembly for securement and condition.	1	2		Fan has any cracked, bent, or broken blades. Any portion of fan mounting is loose. Fan clutch is seized or loose. Any leak, mounting, rotation or function problem with hydraulic motor. Electric fan does not operate. Hydraulic solenoid valve inoperative. Wiring for fan (electric) or solenoid (hydraulic) is not secured, loose, damaged, or missing.

**D.Engine
Compartment**

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>5. Water Pump.</p> <p>Check condition of water pump and pulley.</p>	1	2	<p>There is evidence of coolant seepage from water pump, seal, gasket surface, or weep hole.</p> <p>Water pump fasteners are loose, damaged, or missing.</p>	<p>Water pump is noisy, bearing is damaged, or coolant is dripping out.</p>
<p>6. Air Compressor.</p> <p>Check securement and condition of the air compressor, and filter assembly.</p>	1	2	<p>Air compressor air filter (if equipped) is dirty.</p>	<p>Any portion of the air compressor, compressor air filter (if equipped), filter and compressor mounting brackets, filter cover, or fastener is cracked, loose or missing.</p> <p>Any loose, leaking or damaged hose or plumbing between engine air filtration system and compressor (vehicles with shared filter).</p> <p>Any oil or coolant leaks from compressor or plumbing.</p>

**D. Engine
Compartment**

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>6. Air Compressor</p>	1	2		<p>Compressor drive belts in condition of impending or probable failure.</p> <p>Any problem with piggy- backed power steering pumps either mounting or leaks.</p>
<p>7. All Piping and Hoses.</p> <p>Check for proper routing and securement.</p> <p>Check for securement.</p>	1	2		<p>Routing securement in condition of impending or probable system failure.</p>
<p>8. All Wiring.</p> <p>Check routing, securement, and condition of all wiring and any electrical cable in the engine compartment.</p>	1	2	<p>There is any loose, damaged, or corroded wiring connector or terminal end.</p>	<p>There is any unsecured or poorly routed wiring that could cause potential short or fire due to abrasion or heat damage.</p> <p>There is any burnt wiring or wiring (other than ground wires) missing insulation.</p>

**D.Engine
Compartment**

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>9. Steering Gear and Hydraulic Pump.</p> <p>Check fluid level.</p> <p>Check mounting bolts.</p>	1	2		<p>Fluids below operating level.</p> <p>Any mounting bolts loose or missing.</p> <p>Frame, frame associated rivets or fasteners are loose, damaged or missing.</p> <p>There is any binding in gear box.</p> <p>Any cracks in gear box or mounting brackets.</p>
<p>10. Master Cylinder.</p> <p>Check fluid level.</p>	1	2		<p>Level of brake fluid in either side of master cylinder reservoir is lower than ¼-inch from top or below "Add" mark.</p>

**D.Engine
Compartment**

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>10. Master Cylinder</p> <p>Check mounting bolts.</p>	1	2		<p>Brake fluid or power-assist fluid shows evidence of excessive water, oil, or dirt contamination. Brake power-assist hydraulic fluid is below cold "Add" mark.</p> <p>Any mounting bolts loose or missing.</p>
<p>11. Vacuum, Electric, and Hydraulic Brake Boosters.</p> <p>Check all connections and mounting.</p>	1	2		<p>Lines and hoses are leaking. The system leaks. Lines and hoses are collapsed, broken, chafed, insecurely mounted, less than 1 ½-inch from any part of the exhaust system. Clamps are loose or broken.</p> <p>Any tank is missing, loose, damaged or leaking.</p> <p>The vacuum booster is loose, damaged or mounting is cracked.</p>

**D.Engine
Compartment**

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>12. Heat Riser.</p> <p>Check for free operation.</p>	1	2		Does not operate per manufacturer specification.
<p>13. Valves</p> <p>Adjust per factory specifications.</p>		2		Cannot be adjusted to factory specifications.
<p>14. Radiator Mounting</p> <p>Check radiator assembly and mounting for securement and condition.</p>		2	Any portion of radiator or mounting system is cracked, damaged, or has loose or missing fasteners.	Any portion of the radiator is cracked and leaking.
<p>15. Fuel System, Fuel Lines & Carburetor (if equipped)</p> <p>Visually check the condition, operation, and securement of all fuel system components, including, pumps, fuel lines and routing in the engine compartment.</p>		2	There is evidence of contamination in the water separator (if equipped).	There is any unsecured, or poorly routed or loose fuel line or hose that could cause potential fire due to abrasion or heat damage.

**D.Engine
Compartment**

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>15. Fuel System, Fuel Lines & Carburetor (if equipped).</p>				<p>Any fuel system connection or component that is stripped, loose, cracked, or leaking.</p> <p>Any fuel system component is damaged or not mounted securely.</p> <p>Any evidence of fuel leaking internally and contaminating oil or coolant (pump, tubes, etc).</p> <p>Any electric or mechanical shutdown that does not operate properly.</p> <p>Any accelerator return spring weak, broken, or missing.</p>
<p>16. Batteries</p> <p>a. Batteries: 1) Check for condition and type.</p>		<p>2</p>	<p>Batteries are the wrong type for vehicle, or in multi battery sets are not matched.</p> <p>Batteries top or sides are corroded, greasy, dirty, wet with electrolyte.</p>	<p>Battery is cracked or damaged.</p> <p>Battery will not start vehicle.</p>

**D.Engine
Compartment**

Inspection Procedures:	Inspection #	Repair if:	Recommended Out of Service if:
16. Batteries	2	Electrolyte is low. (if applicable).	
b. Hold-down 1) Check for tightness, condition, and type of battery hold-down.	2	Hold-down assembly tray is corroded or damaged but battery is secure.	Hold-down assembly or tray is loose, corroded, or damaged causing insecure mounting of battery. Hold down is flexible strap or other non-rigid design. Hold-down /batteries are mounted in such a way that they could short out against the hold-down and /or any body or chassis component.
c. Battery Terminals. 1) Check terminals for type, cleanliness, tightness, and condition.	2	Terminals are dirty, corroded or loose and/or missing.	Batteries have the wrong style terminals for vehicle, or are installed with adapters.
d. Battery Cables 1) Check cable assemblies for routing, securement, condition, and size.	2	Cable corroded. Negative cable or insulation is cracked or damaged.	Positive cable is cracked or damaged.

**D. Engine
Compartment**

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>16. Batteries</p>		2	<p>Negative cable is misrouted, unsecured, or grommet is missing to allow it to abrade on any metal or sharp edge.</p> <p>Cable appears to be of excessive length.</p> <p>Flat braided engine cable is frayed, corroded.</p>	<p>Positive cable is misrouted, unsecured, or grommet is missing to allow it to abrade on any metal or sharp edge.</p> <p>Cable is routed against the exhaust or any other extremely hot surface.</p> <p>Cable is smaller than original equipment size.</p> <p>Flat braided engine cable ends are not secured.</p>
<p>e. Tray 1) Check battery tray for operation, condition and securement.</p>		2	<p>Battery slide tray is corroded, dirty or hard to slide in and out.</p>	<p>Battery slide tray securement device or tray stop is missing or nonfunctional.</p> <p>Battery tray does not slide in and out.</p> <p>Battery slide tray or box is damaged or deteriorated reducing security of batteries.</p> <p>Battery box door does not open or will not stay latched.</p>

**D.Engine
Compartment**

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>17. Crankcase Vent Valve</p> <p>Clean and inspect for proper operation.</p>		2		Component fail to function as designed.
<p>18. Distributor(if equipped)</p> <p>Check all connections.</p> <p>Check cap, rotor and points.</p>		2		Cracks in cap or component fail to function as designed.
<p>19. Coil (if equipped).</p> <p>Clean and check primary connection at coil and condition of wires.</p>		2		Component fail to function as designed.
<p>20. Cold Starting Device (if equipped).</p> <p>Check for proper operation.</p>		2		Component fail to function as designed.

**D.Engine
Compartment**

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>21. Turbocharger</p> <p>1) Check mounting bolts.</p> <p>2) Check air intake and exhaust hoses and piping for tightness.</p>		<p>2</p> <p>2</p>	<p>Mounting bolts loose.</p> <p>Hoses and piping loose.</p>	
<p>22. Vibration Damper.</p> <p>Check for play or looseness.</p>		<p>2</p>	<p>Out of manufacturer's specification.</p>	
<p>23. Engine Mounts.</p> <p>Inspect front and rear insulators for deterioration and looseness.</p>		<p>2</p>	<p>Mounting bolts not tightened to factory specification. Insulators deteriorated.</p>	<p>Engine mounts broken or missing.</p>

**D.Engine
Compartment**

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>24. Cooling System.</p> <p>Check coolant level (antifreeze) level and condition.</p>		2	<p>Coolant level in radiator or reservoir is low but still visible in the tank.</p> <p>Coolant shows evidence of rust and corrosion contamination.</p>	<p>Coolant level in radiator or reservoir is low and not visible in tank.</p> <p>Coolant shows evidence of excessive oil or fuel contamination.</p>

E. Front Axle

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>1. Fluid Leaks.</p> <p>Check for fluid leaks at wheel seals, backing plates and underside of engine.</p>	1	2		<p>Ether front wheel seal is damaged or leaking.</p>
<p>2. Steering Linkage.</p> <p>A. Drag link (if equipped)</p> <p>Check the drag link ends, shaft and fasteners for looseness and condition.</p>	1	2	<p>Drag link has more than 1/16-inch and less than 1/8-inch axial play.</p> <p>Any drag link end fitting (as equipped) is loose, or missing, or will not take grease.</p> <p>Drag link end boot is damaged or missing.</p> <p>Drag needs lubrication.</p>	<p>Any motion, other than rotational, between any linkage member and its attachment point of more than 1/8-inch measured with hand pressure only.</p> <p>Loose clamps, clamp bolts on tie rod ends or drag links.</p>

E. Front Axle

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>2. Steering Linkage. B. Pitman Arm Check the pitman arm for looseness or misalignment at sector shaft splines & looseness at all joints. Check looseness of pinch bolt & fasteners & condition of pitman arm.</p>	1	2	Pitman arm grease fitting (if originally equipped) is loose or missing.	Any looseness of the pitman arm on the steering gear box, output shaft or gear box. Pinch bolt at sector shaft is loose or missing.
<p>C. Steering Arm 1) Check upper steering arm (Ackerman Arm) & left & right side lower steering arms for securement & condition. 2) Check condition and securement of steering stops & lock nuts.</p>				Any steering arm has bent, is cracked, or is damaged. Any steering arm attachment point is loose, or any fasteners or cotter pin is missing. Either steering stop or lock is loose, damaged, or missing.
<p>D. Tie Rod and Ends 1) Check Tie rod ends, tie rod, dust boots, and clamps or fasteners (as equipped) for looseness, damage, and condition.</p>			Tie rod end needs lubrication.	Tie rod end clamps, fasteners, or cotter pin is stripped, missing or loose.

E. Front Axle

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>2. Steering Linkage.</p>	1	2	<p>Any tie rod end grease fitting is loose, or missing, or will not take grease.</p> <p>Any tie rod end has more than 1/16-inch and less than 1/8-inch play. (see fig 4, page 120)</p>	<p>Any clamp (as equipped) not positioned.</p> <p>Any tie rod end is cracked or damaged.</p> <p>Any tie rod or end bent, cracked, broken, or threads are damaged in any way.</p> <p>Any tie rod end has more than 1/8 inch axial play. (see fig 4, page 120).</p> <p>Tie rod end has more than end ball stud is loose in steering arm or idler arm. (fig 5, page 120).</p>
<p>3. Shock Absorbers.</p> <p>Inspect shocks for condition and securement.</p>	1	2	<p>There is wetness around shock body due to leaking shock fluid.</p>	<p>Any shock mounting or fastener is loose, missing, cracked, or broken.</p> <p>Any shock is broken.</p> <p>Any shock fails to function.</p>

E. Front Axle

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>4. Brake Lining.</p> <p>Inspect linings and foundation brake hardware for contamination, wear, damage, and securement.</p>	1	2	<p>Lining wear is extremely uneven left and right.</p>	<p>Brake lining is worn to or beyond allowable limits.</p> <p>Lining is broken, cracked, or loose on shoe.</p> <p>Friction surface is contaminated with oil, grease, or brake fluid.</p> <p>Lining is not the proper size.</p> <p>Shoe platform or web is cracked or damaged.</p> <p>There is any loose, damaged, or missing foundation brake hardware within the drum.</p>
<p>5. Slack Adjusters.</p> <p>A. Inspect slack adjusters and S-cam assemblies for wear, condition, operation and securement.</p>	1	2		<p>Any portion of slack adjuster or S-cam is missing, broken, cracked, or badly worn.</p> <p>Slack adjuster is not mounted properly or anchor bracket is loose or damaged.</p>

E. Front Axle

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>5. Slack Adjusters.</p>	1	2		<p>S-cam shaft and/or S-cam bushing total wear (up and down) is greater than .30-inch.(fig. 5, page 121)</p> <p>Manual adjusters have a problem with the locking mechanism on the adjusting bolt.</p> <p>S-cam snap ring is broken or missing.</p> <p>Any slack adjuster is not operating properly.</p> <p>Any slack adjuster is not adjusted properly.</p>
<p>6. Springs</p> <p>Inspect front springs for condition, securement, and alignment.</p>	1	2	<p>There are any loose, missing, broken or worn springs clips.</p> <p>Any coil or leaf spring has flattened, and ride height is less than manufacturer's specifications.</p>	<p>Any leaf spring(s) is broken, cracked, or missing.</p> <p>Spring eye is worn or spread such that bushings are loose in spring eye.</p>

E. Front Axle

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>6. Springs</p>	1	2	<p>Either front spring saddle (if equipped) is worn out or missing.</p> <p>Rubber frame bumper is missing.</p> <p>Ride height not adjusted properly (air suspension).</p>	<p>Any coil spring(s) is broken, insecurely mounted, non-O.E.M. or non-O.E.M. blocks or spacers are installed.</p> <p>There is any misalignment of spring leaves or other evidence that center pin is loose or broken.</p> <p>Either front coil or leaf spring is worn so that rubber frame bumper is damaged or worn due to frequent bottoming of front suspension.</p> <p>Any alignment wedge is loose or damaged.</p> <p>On any air bag type spring assembly, air bag is damaged or leaking or airlines and valves are damaged or leaking.</p>
<p>a. U-Bolts</p> <p>Inspect spring U-bolts for condition and securement.</p>	1	2	<p>Any U-bolt is misaligned .</p>	<p>There is rust underneath U-bolt nuts indicating possibility of looseness.</p>

E. Front Axle

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>6. Springs</p>	1	2	One locking pin (draw key) is loose (dual).	Any U-bolt, U-bolt seating plate, shock mount bracket, or nut, is loose, missing, cracked, or stripped.
<p>7. King Pins & Bushings.</p> <p>Inspect king pin assemblies for condition and play as follows:</p> <p>1) With front wheels raised, grasp tire at top and bottom or using a pry bar for leverage attempt to move the wheel assembly in and out. (fig 6, page 122)</p> <p>NOTE: Wheel bearings must be adjusted properly (or wheel bearing play must be eliminated by locking brakes) before checking king pins.</p>		2	End cap O-rings or bolts are loose or missing.	<p>Locking pin (draw key) is backing out, loose (single, both for dual), or missing.</p> <p>Movement at the top or bottom of tire is greater than:</p> <p>Wheel size: 16-inch or less - ¼-inch. 17-18-inch - ⅜-inch. Over 18-inches - ½-inch.</p>

E. Front Axle

Inspection Procedures:	Inspection #	Repair if:	Recommended Out of Service if:
<p>7. King Pins & Bushings.</p> <p>2) Place a pry bar under wheel and lift tire straight up and down to determine condition of thrust bearing.</p>	2		<p>Vertical (up and down) play in king pin tire is greater than .030" and/or thrust bearing is damaged or missing. (fig 6, page 122)</p> <p>NOTE: If play is beyond specifications, wear may be king pin, axle eye, and/or king pin bushings. Vehicle should be placed out of service if side play at outside edge of tire is greater than ¼-inch. Do not tighten king pin lock (if equipped) or grease king pin before inspecting king pin assembly play.</p>
<p>8. Wheel Cylinders/Calipers.</p> <p>Inspect wheel cylinder(s) or caliper(s) for leaks, mounting, & condition.</p>	2	Any wheel cylinder or caliper dust boot is damaged or missing.	<p>Any wheel cylinder or caliper is not securely mounted or has loose or missing fasteners.</p> <p>Any wheel cylinder or caliper is leaking.</p>
<p>9. Hubs, Drums or Rotors. (as needed)</p> <p>a. Drums</p> <p>Inspect front brake drum(s) for condition and oversize.</p>	2		There is uneven lining or pad wear, rotor or drum damage, evidence of dragging, or other evidence that any wheel cylinder or caliper may be sticking.

E. Front Axle

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>9. Hubs, Drums or Rotors. (as needed)</p>		2		<p>There is any crack (other than heat checks) in any drum.</p> <p>There is more than .060-inch wear in drum friction surface (inside diameter is more than .120-inch over original).</p> <p>There is any grease, oil, or brake fluid on inside of drum.</p> <p>Drum is not mounted to the hub, or fasteners are loose.</p> <p>Drum is not centered on hub (if equipped) causing more than .010-inch out of round.</p>
<p>b. Rotors</p> <p>Inspect front brake rotor(s) for mounting, thickness, and condition.</p>				<p>Rotor mounting is not secure.</p> <p>Rotor has cracks (other than heat checks) or other mechanical defects.</p> <p>Friction surface is contaminated with oil, grease, or brake fluid.</p>

E. Front Axle

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>9. Hubs, Drums or Rotors. (as needed)</p>		2		<p>Any rotor friction surface is significantly grooved or damaged.</p> <p>Rotor thickness is less than manufacturer's specifications stamped on rotor.</p>
<p>10. Wheel Bearings.</p> <p>Inspect front wheel bearings and related components for condition and proper adjustment of bearings. With front wheels raised (wheels unloaded), grasp tire and attempt to rock wheel to check for movement. Spin tire to check for noise and condition of bearings.</p>		2	<p>There is minor seepage of oil or grease around dust cover.</p> <p>Dust covers fasteners are missing or loose.</p>	<p>There is dripping of oil or grease around dust covers or dust covers are damaged or missing.</p> <p>Any noise, binding, or roughness is discovered in bearings. Wheel bearing, end play exceeds manufacturer's specifications (maximum of .010" in and out play measured at bearing hub).</p>

E. Front Axle

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>10. Wheel Bearings.</p> <p>NOTE: It is important to correctly identify the source of any play. To determine if the play is in wheel bearings, have an assistant fully apply brakes while rechecking play. If movement disappears with brakes applied, then play was in wheel bearings.</p>		2		
<p>11. Wheel Balance.</p> <p>As necessary.</p>		2		
<p>12. Alignment</p> <p>Inspect tires for evidence of proper alignment.</p>		2	<p>Any tire is feather-edged, cupped, or has uneven tread wear.</p> <p>Lateral run out of any tire/rim assembly exceeds ¼-inch.</p>	<p>Tires/wheels are grossly misaligned, affecting steering control.</p>

F. Rear Axle

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>1. Fluid leaks.</p> <p>Check for leaks at wheel seals, backing plates, pinion seal, differential and cover.</p>	1	2	Differential gasket or pinion seal is seeping.	Differential gaskets or pinion seals are leaking.
<p>2. Vent</p> <p>Inspect condition of axle housing vent.</p>	1	2	<p>Vent cap is clogged.</p> <p>Vent hose (if originally equipped) is cracked, clogged, or missing.</p>	Axle vent is not functional or is missing.
<p>3. Shock Absorbers.</p> <p>Inspect rear shocks for condition and securement.</p>	1	2	There is any wetness around shock body due to leaking shock fluid.	<p>Any shock is broken.</p> <p>Any shock fails to function.</p> <p>Any shock mounting or fastener is loose, missing, cracked, or broken.</p>

F. Rear Axle

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>4. Brake Lining.</p> <p>Inspect linings and foundation brake hardware for contamination, wear, damage, and securement.</p>	1	2	<p>Lining wear is extremely uneven left and right.</p> <p>Rear brake lining is less than 5/16-inch thick at center of shoe (on brake blocks with original 3/4-inch thickness).</p>	<p>Rear brake lining is less than 1/4-inch thick at center of shoe (on brake blocks with original 3/4 -inch thickness).</p> <p>Rear brake lining is worn to within 1/16-inch of any rivet or bolt head.</p> <p>For bonded linings, rear brake lining is worn to within 1/16-inch of shoe table (at center of shoe).</p> <p>Any foundation brake assembly does not have at least one (1) lining inspection hole.</p> <p>Lining is broken, cracked, or loose on shoe.</p> <p>Friction surface is contaminated with oil, grease, or brake fluid.</p> <p>There is any shimming material between lining and shoe.</p> <p>Lining is not proper size.</p> <p>Shoe platform or webbing is 113 cracked or damaged.</p>

F. Rear Axle

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
4. Braking Lining.	1	2		There is any loose, damaged, or missing foundation brake hardware within the drum.
5. Slack Adjusters. Inspect slack adjusters and S-cam assemblies for wear, condition, operation, and securement.	1	2	Slack adjuster is mounted so that adjuster bolt is facing chamber.	Any portion of slack adjuster or S-cam is missing, broken, cracked, or badly worn. S-cam shaft and/or S-cam bushing total wear (up and down) is greater than .030" (fig 5, page 121) S-cam in and out end play is more than .060inch (fig 5, page 121). S-cam snap ring is missing. Slack adjuster has frozen or stripped worm gear or ratchet assembly.
6. Springs Inspect rear springs for condition, securement, and alignment.	1	2	There are any loose, missing, broken, or worn spring clips (note). Any leaf spring or air suspension ride height is less than manufacturer's specifications.	Any leaf spring is broken, cracked or missing.

F. Rear Axle

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>6. Springs</p>	1	2	<p>Missing insulators between leaves.</p> <p>Either rear spring saddle (if equipped) is worn out or missing.</p> <p>Rubber frame bumper is missing.</p> <p>Any coil or leaf spring has weakened, and vehicle is leaning excessively.</p> <p>Ride height not adjusted properly (air suspension).</p>	<p>On any air bag type spring assembly, air bag is damaged or leaking, or air lines and valves are damaged or leaking.</p> <p>Air ride pivot pins and bushings are loose.</p> <p>There is any misalignment of spring leaves or other evidence that centering pin is loose or broken.</p> <p>Either rear leaf spring is worn to the point that suspension bottoming has damaged rubber frame bumper.</p>
<p>a. U-Bolts</p> <p>Inspect spring U-bolts for condition and securement.</p>			<p>Any U-bolt is misaligned.</p>	<p>There is rust underneath U-bolt nuts indicating possibility of looseness.</p> <p>Any U-bolt, U-bolt seating plate, shock mount bracket, or nut, is loose, missing, cracked, or stripped.</p>

F. Rear Axle

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>7. Wheel</p> <p>Cylinders/Calipers.</p> <p>Inspect wheel cylinder(s) or caliper(s) for leaks, mounting, and condition.</p>		2	<p>Any wheel cylinder or caliper dust boot is damaged or missing.</p>	<p>Any wheel cylinder or caliper is not securely mounted or has loose or missing fasteners.</p> <p>Any wheel cylinder or caliper is leaking.</p>
<p>8. Hubs, Drums or Rotors (as needed)</p> <p>a. Drums</p> <p>Inspect front brake drum(s) for condition and oversize.</p>		2		<p>There is uneven lining or pad wear, rotor or drum damage, evidence of dragging, or other evidence that any wheel cylinder or caliper may be sticking.</p> <p>There is any crack (other than heat checks) in any drum.</p> <p>There is more than .060-inch wear in drum friction surface (inside diameter is more than .120-inch over original).</p>

F. Rear Axle

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
8. Hubs, Drums or Rotors (as needed)		2		<p>There is any grease, oil, or brake fluid on inside of drum.</p> <p>Drum is not mounted to the hub, or fasteners are loose.</p> <p>Drum is not centered on hub (if equipped) causing more than .010-inch out of round.</p>
<p>b. Rotors</p> <p>Inspect front brake rotor(s) for mounting, thickness, and condition.</p>				<p>Rotor mounting is not secure.</p> <p>Rotor has cracks (other than heat checks) or other mechanical defects.</p> <p>Friction surface is contaminated with oil, grease, or brake fluid.</p> <p>Any rotor friction surface is significantly grooved or damaged.</p>

F. Rear Axle

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>8. Hubs, Drums or Rotors (as needed)</p>		2		Rotor thickness is less than manufacturer's specifications stamped on rotor.
<p>9. Wheel Bearings</p> <p>Inspect rear wheel bearings for condition and proper adjustment of bearings.</p> <p>a) Raised rear wheels (wheels unloaded), and release park brake.</p> <p>b) Grasp tire and attempt to rock wheel to check for movement.</p>		2		There is any detectable looseness or roughness in rear wheel bearings.
<p>10. Wheel Seals</p> <p>Inspect rear wheel seals for condition and leakage.</p>		2	There is wetness or dripping of oil or grease around axle flange.	<p>Either rear wheel seal is damaged or leaking excessively.</p> <p>Any axle flange stud or nut is loose or missing.</p>

G. Under Bus

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>1. Exhaust Systems.</p> <p>a. Exhaust Leaks</p> <p>With engine running and at operating temperature, inspect exhaust system for leaks, condition, and securement.</p>	1	2	<p>Any exhaust junction gasket or hardware is broken or missing.</p> <p>There is any physical damage to exhaust system (note).</p>	<p>There is any leakage, which is audible or can be felt around any portion of the exhaust system including manifold(s), pipe sections, or any junction.</p>
<p>b. Mounting</p> <p>Inspect mounting of the exhaust system.</p>			<p>There is any exhaust system hanger, which is not securely mounted.</p> <p>Any exhaust pipe or clamp is loose.</p>	<p>There is any originally installed exhaust hanger, which is missing, broken, or detached from exhaust system or frame mounting point.</p> <p>Clamp is missing.</p>

G. Under Bus

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>1. Exhaust System.</p> <p>c. Muffler.</p> <p>Inspect condition of the muffler.</p>	1	2	<p>There is other significant physical damage to the muffler (note).</p> <p>The muffler is cracked.</p>	<p>The muffler is leaking.</p>
<p>d. Tailpipe.</p> <p>Inspect condition of the tailpipe.</p>			<p>The tailpipe is cracked.</p> <p>There is other significant physical damage to the tailpipe.</p>	<p>The tailpipe is leaking.</p> <p>The tailpipe does not extend at least to the rear edge of the rear bumper, but not more than 2-inches beyond bumper or does not exit to the left of the left frame rail.</p> <p>Tailpipe opening is mashed or pinched.</p>
<p>2. Clutch.</p> <p>A. Operation-</p> <p>1) Check pedal, linkage, clutch, and throw-out bearing for wear, slippage, and abnormal noises in the engaged and released positions.</p>	1	2	<p>Loose nuts and bolts.</p> <p>Noisy throw-out bearing (note).</p> <p>Clutch out of adjustment.</p>	<p>Cannot adjust clutch to specs.</p> <p>Excessively noisy throw-out bearing.</p> <p>Clutch slipping, grabbing, or has excessive chatter when engaging clutch.</p>

G. Under Bus

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
2. Clutch	1	2		Binding or sticking clutch linkage or return spring. Hard to shift transmission.
2) Visually check clutch pedal pad for wear.			Worn pedal cover pad.	Medal pedal cover pad is missing.
3) Check clutch master and slave cylinders for hydraulic leaks and operation (if equipped).				Leaking master or slave cylinder or inoperable.
B. Adjustment 1) Check "free play" travel of the clutch pedal. This is the first easy movement of the clutch pedal and should be no more than 1-1/2-inch and no less than 3/4-inch of travel.			"Free play" is out of adjustment.	Clutch slips, grabs, or chatters after adjusting "free play" travel. No adjustments can be made.

G. Under Bus

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>3. Air Tanks.</p> <p>a. Reservoir Mounting.</p> <p>Inspect reservoirs (air vacuum tanks) for securement and condition.</p>	1	2		Any reservoir mounting strap or fastener is cracked, loose, or missing.
<p>b. Bleed Air Reservoir.</p> <p>1) With air system fully charged, check manual operation of safety relief valve.</p> <p>2) Partially open manual petcock valve on the first (wet) tank.</p> <p>3) Allow draining until any moisture (water) or contamination is drained.</p>			There is moisture in reservoir (desiccant type air dryer equipped vehicles only).	<p>Safety relief valve leaks or does not release pressure.</p> <p>There is excessive sludge or oil contamination in the reservoir (more than 8-fluid ounces).</p> <p>Reservoir leaks due to corrosion or is cracked.</p> <p>Release valve does not close.</p>

G. Under Bus

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>4. Transmission</p> <p>a. Transmission Bolts.</p> <p>1) Inspect transmission assembly and mounting fasteners for condition and securement.</p>	1	2	<p>Any transmission assembly fastener loose, missing or damaged.</p>	<p>Transmission is not mounted securely to flywheel housing.</p> <p>There is any external indication that any torque converter bolt(s) is loose or missing.</p>
<p>b. Linkage</p> <p>1) Inspect transmission linkage for routing, condition, and securement.</p> <p>Note: Mechanical modulator cable should have 1/16- to 1/8-inch clearance at full throttle.</p>			<p>Modulator cable or vacuum hose is routed where it is subject to excessive heat or abrasion.</p> <p>Any linkage hardware or fasteners are loose.</p> <p>Modulator cable is exposed or casing is damaged.</p>	<p>Linkage is bent, damaged, binding, or severely misadjusted.</p> <p>Any linkage hardware or fasteners are missing or linkage is damaged so as to cause a sticking or binding condition.</p>

G. Under Bus

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
4. Transmission	1	2	<p>Modulator vacuum hose is deteriorated or loose.</p> <p>Modulator cable is out of adjustment.</p>	<p>Modulator vacuum hose is leaking or not connected.</p> <p>Air modulator or air line leaking.</p>
<p>c. Lines</p> <p>1) Inspect transmission lines for securement, routing, and condition.</p>			<p>Any transmission line(s) is unsecured or routed subject to excessive heat or abrasion.</p>	<p>Any transmission line is crimped.</p> <p>There is any transmission line of improper type.</p> <p>Any transmission line is worn or deteriorated to the point that failure could occur.</p>

G. Under Bus

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>d. Filter</p> <p>1) Inspect transmission external filter assembly (if equipped) for securement and condition.</p>			<p>External filter mounting is insecure or has loose or missing fasteners.</p> <p>Pall filter monitor indicates need for change.</p> <p>Filter canister is damaged with no leak.</p>	
<p>e. Cooler</p> <p>Inspect transmission cooler (as equipped) for securement and condition.</p>			<p>Mounting of separate transmission cooler (if equipped) is insecure or has loose or missing fasteners.</p>	<p>Body of transmission cooler, including all hose connections, is cracked or damaged.</p>

G. Under Bus

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>5. Parking Brake-Driveshaft (if equipped).</p> <p>1. Inspect driveshaft park brake assembly for condition, mounting, securement, and adjustment of linings, drum, linkage, and all other related hardware.</p>	1	2		<p>Lining is worn beyond allowable limit.</p> <p>Lining is contaminated with grease or oil.</p> <p>Lining is broken, cracked, or loose.</p> <p>Drum is cracked or has excessive heat damage or scoring of friction surface.</p> <p>Any actuating or mounting hardware or fastener is damaged, loose, or missing.</p> <p>Park brake is not adjusted per manufacturer's specification.</p>
<p>6. Driveline</p> <p>a. Driveshafts</p> <p>1) Inspect driveshafts and damper for condition.</p>	1	2		<p>Any driveshaft balancing weight (if originally equipped) is missing.</p>

G. Under Bus

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>6. Driveline</p>	1	2		<p>Any driveshaft is bent or seriously dented.</p> <p>Any loose, damaged, or leaking damper.</p> <p>There are cracks or other damage to driveshaft, which could cause structural failure.</p> <p>There is any foreign matter wrapped around driveshaft.</p>
<p>b. U-Joints</p> <p>1) Prior to lubrications, inspect U-joints or constant velocity (CV) joints (if equipped) for condition, phasing, (alignment of joints), lubrication and presence of hardware.</p>	1	2	<p>Shaft is out of phase.</p> <p>U-joint or constant velocity joints are dry of lubrication, or zerk (grease) fitting (if equipped) is missing, clogged, or inaccessible.</p>	<p>There is any missing hardware or fasteners in any U-joint or CV assembly.</p> <p>Any U-joint has significantly cross-shaft-to-bearing cup play, or CV joint has significant play.</p>
<p>c. Yokes</p> <p>1) Inspect driveshaft yokes for condition and lubrication.</p>	1	2	<p>Driveshaft splines are not lubricated.</p>	<p>Any yoke has significant play in splines.</p>

G. Under Bus

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
6. Driveline	1	2	Dust cap on yoke is loose or missing. Zerk (grease) fitting is missing or clogged. Packing in dust cap is missing.	Any yoke is cracked or damaged.
d. Midshaft (midship) Bearing. 1) Inspect midshaft (midship) bearings and rubber insulators for condition and securement.		2	Midshaft (midship) bearing rubber insulator is deteriorated, damaged, or oil soaked. Midshaft (midship) bearing support is misaligned.	Bearing outer race is loose in insulator, or inner race is loose on shaft. There is significant play in midshaft (midship) bearing. There is any missing or damaged hardware or fastener in midshaft (midship) bearing or support assembly.

G. Under Bus

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>6. Driveline</p> <p>e. Guards</p> <p>1) Inspect for presence and condition of drive-shaft guards (if originally equipped).</p>	1	2	Any driveshaft guard is bent or damaged (not rubbing).	Any driveshaft guard is missing, or has loose or damaged mounting fasteners or is rubbing shaft.
<p>7. Fuel Tanks.</p> <p>a. Leaks</p> <p>1) Inspect fuel tank assembly for leaks.</p>	1	2		<p>There is any fuel leakage from the tank, connections, or cap.</p> <p>The fuel tank has any cracks.</p>
<p>b. Mounting</p> <p>1) Inspect fuel tank mounting system and barrier (if equipped) for securement and condition.</p>		2		<p>Any portion fuel tank mounting system (including support brackets, retaining straps and chassis frame) is missing, loose, cracked, or broken.</p> <p>Any fuel tank mounting fasteners are loose or missing.</p> <p>Barrier assembly (if equipped) is damaged, insecurely mounted or missing.</p>

G. Under Bus

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
7. Fuel Tanks	1	2		Fuel tank is not O.E.M, been modified or extra tank(s) have been added.
<p>c. Hoses</p> <p>1) Inspect all fuel lines, hoses and under bus fuel system components, for routing, securement and condition (including vents, fill and crossover).</p>	1	2		<p>Any fuel line or hose is unsecured or is routed subject to excessive heat or abrasion.</p> <p>Any fuel line or hose is deteriorated or damaged (including cracks or any damage which may cause potential leakage) or clamps are loose or missing.</p> <p>Any under-bus fuel system filter, water separator or other components are insecurely mounted, cracked or damaged.</p>
<p>d. Wiring</p> <p>1) Inspect fuel tank sender unit wiring for securement, routing and condition.</p>	1	2	Any portion of sending unit wiring (including ground) or connection is unsecured or routed subject to excessive heat or abrasion.	Any wiring or connection has damaged or missing insulation.

G. Under Bus

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>7. Fuel Tanks</p> <p>2) Inspect electric fuel pump wiring for securement, routing and condition.</p>	1	2		<p>Any portion of fuel pump wiring (including ground) or connection unsecured or is routed subject to heat or abrasion.</p>
<p>8. Air Dryer</p> <p>1) Check dryer for securement and condition.</p>		2	<p>Dryer has loose or missing mounting bolts but not in danger of falling off.</p> <p>Canister portion of dryer is bent or damaged but is not leaking or loose.</p>	<p>Dryer has loose or missing mounting bolts and is in danger of falling off.</p> <p>Canister portion or dryer is bent or damaged and is leaking or loose.</p>
<p>2) Check dryer fitting, plumbing and connections.</p>		2	<p>Electrical connection for heating element loose or damaged.</p> <p>Air line to dryer has a loop or low spot (sump) that can collect water and freeze.</p>	<p>Any air line connection is loose or has an audible leak.</p>

G. Under Bus

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>8. Air Dryer.</p> <p>3) Check purge valve for operation and contamination.</p> <p>Note: There may be dampness and oil residue on and around valve. A slight leak is acceptable from valve during charging cycle or if shut down prior purge cycle.</p>	1	2		<p>Valve is contaminated by solid material (desiccant, cloth, rubber, metal, etc.), which would prevent it from seating.</p> <p>Valve continues to leak after purge cycle.</p>
<p>9. Brake Chambers.</p> <p>1) Inspect brake chamber assembly(ies) for securement, condition and proper size.</p>	1	2	<p>Any missing or damaged spring brake caging bolts.</p>	<p>Any brake chamber mounting bracket is cracked, bent or broken.</p> <p>Any brake chamber or mounting fastener is damaged or loose.</p> <p>Any brake chamber is not original size or size of chambers is not matched left and right (Both sides same size).</p> <p>Any leak is detected in chamber.</p>

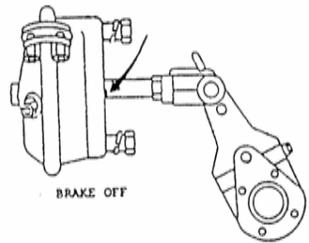
G. Under Bus

Inspection Procedures:	Inspection #		Repair if:	Recommended Out of Service if:
<p>9. Brake Chambers.</p>	1	2		<p>Any wear to chamber or rod (where rod exits chamber).</p> <p>Any spring brake chamber is bent, damaged or corroded and may lose containment of spring.</p>
<p>10. Frame and Crossmember.</p> <p>1) Check frame rails, extensions, modular sections, cross-members, braces, gussets, liners and all fasteners for damage, condition and mounting.</p>		2		<p>Frame, frame braces and associated rivets or fasteners are loose, damaged or missing.</p> <p>Frame, extensions, liners or modular sections are damaged, cracked or broken.</p> <p>Frame braces or cross-members are damaged, cracked or broken.</p> <p>Rivets or other fasteners at frame braces or cross members are loose or missing.</p> <p>Any axle or suspension component is loose beyond specifications.</p> <p>Any unauthorized modifications.</p>

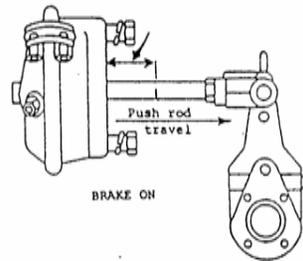
PROCEDURE FOR MEASURING PUSH ROD TRAVEL

Brake chamber push rod travel shall not exceed those specifications relating to maximum stroke at which brakes should be readjusted. Performance of the brake push rod travel inspection should be done with the brake application air pressure in the range of 80 - 90 psi, when measuring total stroke to determine proper brake adjustment.

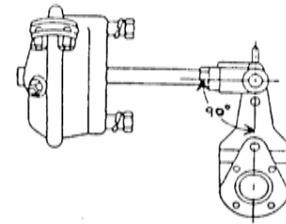
CAUTION: Chock wheels before commencing this inspection as vehicle emergency brake(s) must be off.



With brakes off, mark push rod at chamber



Apply brakes, measure distance of mark from chamber



Note: When brakes are properly adjusted and full applied, the slack adjuster should be at an angle of 90° or greater, measured from center line of adjuster to push rod.

**Clamp Type Brake
Chamber**
(Dimensions in Inches)

Type	Maximum Stroke	Maximum stroke with brakes adjusted	Maximum stroke at which Brakes should be adjusted
6	1-5/8	Should	1-1/4
9	1-3/4	be as	1-3/8
12	1-3/4	short as	1-3/8
16	2-1/4	possible	1-3/4
20	2-1/4	without	1-3/4
24	2-1/4	brakes	1-3/4
30	2-1/2	dragging	2
36	3		2-1/4

Rotor Chamber
(Dimensions in Inches)

9	2	Should	1-5/8
12	2	be as	1-5/8
16	2-1/2	short as	2
20	2-1/2	possible	2
24	2-1/2	without	2
30	3	brakes	2-1/2
36	3-1/2	dragging	2-3/4
50	4		3-1/4

Air Disc Brakes
(Dimensions in Inches)

12	1-3/8	Should be as	1-3/8
16	1-1/2	short as	1-3/4
20	1-5/8	possible without	1-3/4
24	1-3/4	brakes	1-3/4
30	1-7/8	dragging	2

CHECKING BELT TENSION AFTER TIGHTENING

Figure 1 - Checking Belt Tension
Measuring Belt Tension Gauge Method Rule Method

Figure 2 -

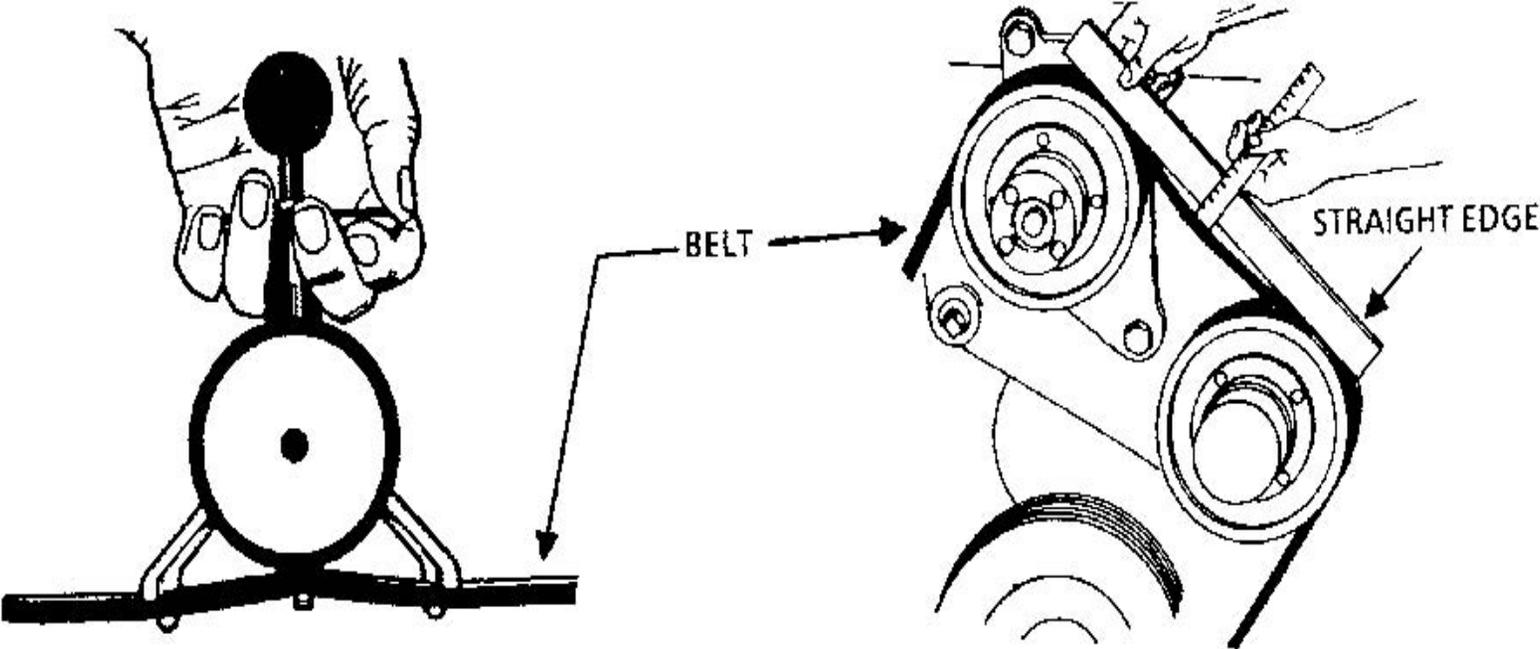


Figure 4 - Checking Idler Movement

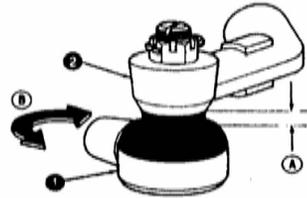
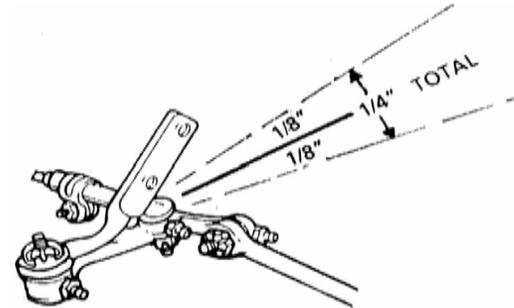
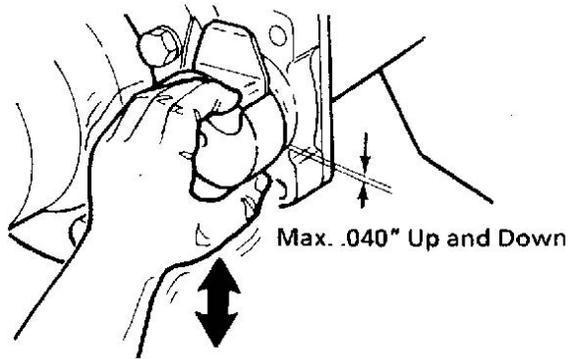


Figure 3- Checking the rod and
Drag link end movement

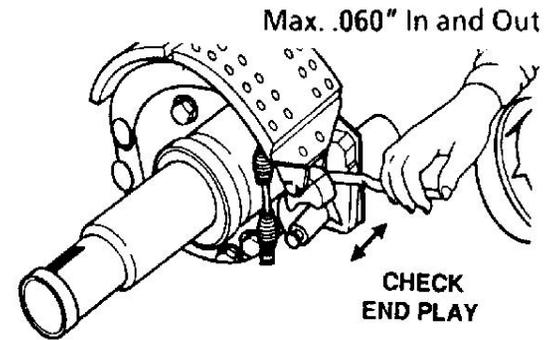


- A. Movement in the axial direction must be less than 1/16 inch.
- B. Tie rod/drag link free to rotate within steering arm socket.
 - 1. Tie rod/drag link end
 - 2. Steering arm

Figure 5



S-cam bushing up and down play



S-cam bushing in and out play

Figure 6 King Pin Bushing Wear Check

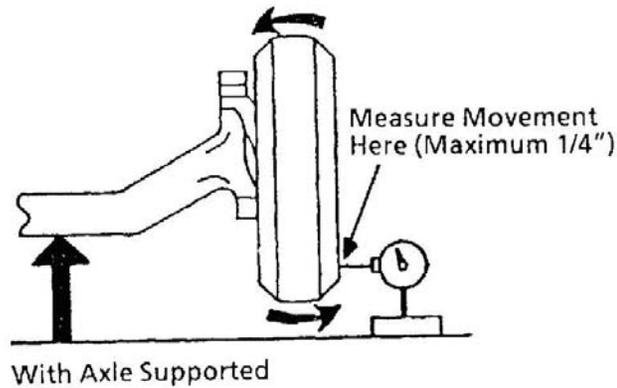


Figure 7 Spindle Thrust Bearing Check

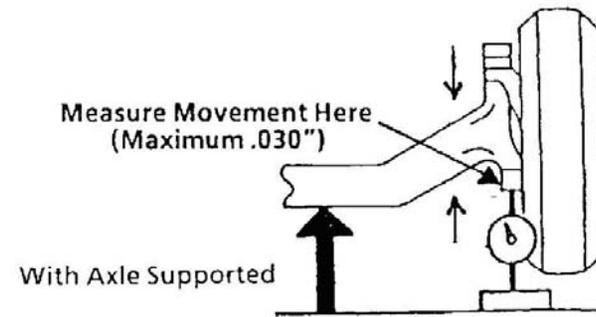
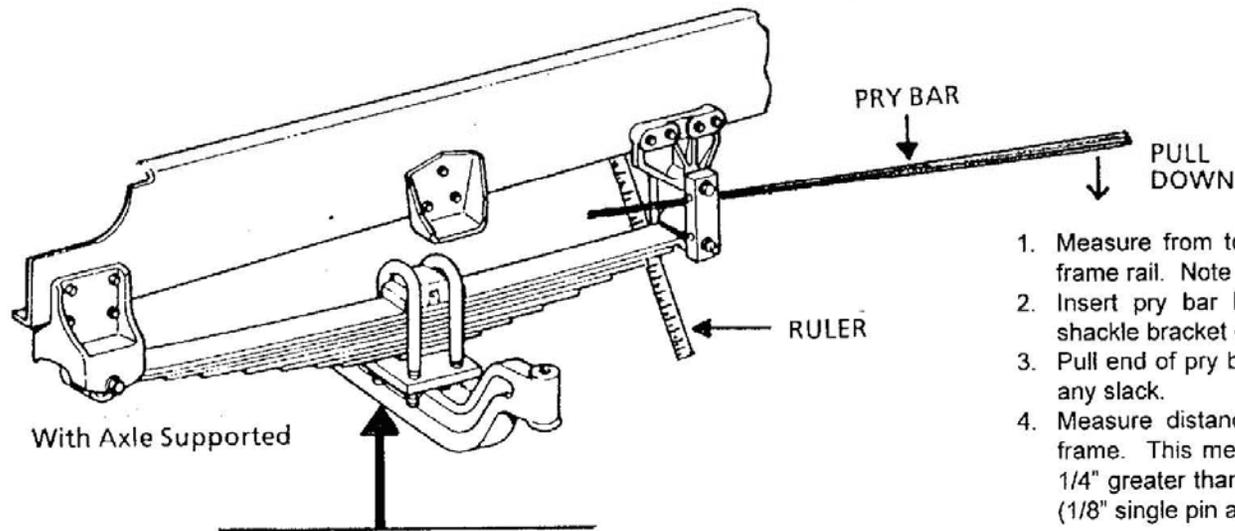


Figure 8 Front Spring Shackle Pin Bushing Play Check



1. Measure from top of spring leaf to bottom of frame rail. Note distance.
2. Insert pry bar between spring eye end and shackle bracket or frame.
3. Pull end of pry bar down sufficiently to take up any slack.
4. Measure distance again between spring and frame. This measurement should not be over 1/4" greater than measurement taken in step 1 (1/8" single pin and bushing type).

SECTION III

SHOP RECORDS AND INVENTORY CONTROL

Adequate record keeping is essential to an effective preventive maintenance program. Maintenance records enable fleet management personnel to plan for and schedule needed maintenance work. Accurate records may also be needed to support warranty claims or to provide information for accident investigations. Even more important, well kept maintenance records can be used by management personnel to monitor the maintenance program and determine its effectiveness.

Among the documents to be included in a vehicle maintenance file are the mechanic's inspection reports #1 and #2, and a copy of repair orders indicating the repairs performed and routine maintenance work done such as lubrication, oil, and filter changes. The bus make, model, serial number, line set ticket, and tire information should also be included. Records should be retained according to the Library of Virginia's General Schedules for Virginia Localities.

Sample forms included show information a school division should maintain on a school bus.

Work or repair orders are used to aid personnel in performing necessary repairs and service and in providing adequate maintenance and cost records for each school bus. The orders serve as a means of comparing parts used to parts in stock or purchased. Retention of these orders makes it possible to maintain a complete history of all repairs and service performed on each bus. The orders should contain all pertinent information and be retained for the life of the bus. All labor costs must be included on repair orders to provide accurate cost accounting.

Inventory records are essential in stocking items. These records also provide a means of controlling inventory so as to ensure that parts are being used on authorized vehicles. It is imperative that all items taken out of inventory appear on a repair order so that they can be charged to the proper vehicle.

Today many school divisions are using automated systems to track maintenance and repairs on school buses. These automated systems are encouraged and are used to track

inventory and other pertinent information about the school bus maintenance area.

Computer systems used for maintenance management can track valuable data and show any trends regarding specific activities, including the following information, tracked by both vehicle and by fleet:

- Cost of repairs - parts and labor
- Fuel consumption and fuel cost
- Total operational cost
- Historical data of inspection and repairs
- Historical data of all expenditures
- Bus data base by manufacturer, year, body type, etc.
- Personnel information, timekeeping, payroll, etc.

MONTHLY INVENTORY OF TIRES, BATTERIES, ANTIFREEZE, LUBRICANTS AND FLUIDS

School Division _____ Month _____ Year _____

TIRES

	Size	Cost	Size	Cost	Size	Cost	Size	Cost
# Start Month								
# Used Month								
# Purchased								
# Month End								

BATTERIES

	Size	Cost	Size	Cost	Size	Cost	Size	Cost
# Start Month								
# Used Month								
# Purchased								
# Month End								

ANTIFREEZE

	Gallons	Cost	Gallons	Cost	Gallons	Cost	Gallons	Cost
# Start Month								
# Used Month								
# Purchased								
# Month End								

LUBRICANTS AND FLUIDS

	Grease		Gear Oil		P/S Fluid		Brake Fluid	
	Gallons	Cost	Gallons	Cost	Gallons	Cost	Gallons	Cost
# Start Month								
# Used Month								
# Purchased								
# Month End								

	W/W Fluid		Hyd Fluid	
	Gallons	Cost	Gallons	Cost
# Start Month				
# Used Month				
# Purchased				
# Month End				

Signature of Person Taking Inventory _____ Date _____

Board of Education Agenda Item

Item: _____ B. _____

Date: November 20, 2008

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

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

Telephone Number: (804) 371-2522

E-Mail Address: Patty.Pitts@doe.virginia.gov

Origin:

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

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

____ Action requested at this meeting

____ Action requested at future meeting: _____ (date)

Previous Review/Action:

No previous board review/action

____ Previous review/action
date _____
action _____

Background Information: Section 22.1-290.01 of the Code of Virginia establishes the Virginia Teaching Scholarship Loan Program. The Board of Education administers the Virginia Teaching Scholarship Loan Program (VTSLP) to support teacher candidates in the critical teaching shortage areas. The Code stipulates that the Board may promulgate such regulations as may be necessary for the implementation of the Program. The last revision to the 8VAC20-650-30 *Virginia Teaching Scholarship Loan Program Requirements and Selection Procedures*, effective September 15, 2008, reflected changes made in the Code by the 2007 General Assembly.

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

Pursuant to Section 22.1-290.01 of the Code reenacted by the 2008 General Assembly, the Program shall consist of scholarships awarded annually to teacher candidates, including graduate students and paraprofessionals from Virginia school divisions at an accredited public or private four-year institution of higher education in the Commonwealth, who (i) are enrolled full-time or part-time in an approved teacher education program or are participants in another approved teacher education program; (ii) have maintained a cumulative grade point average of at least 2.7 on a 4.0 scale or its equivalent; and (iii) are nominated for such scholarship by the institution where they are enrolled. In addition, the candidates must meet one or more of the following criteria: (a) be enrolled in a program leading to an endorsement in a critical shortage area as established by the Board of Education; (b) be a male teacher candidate in an elementary or middle school education program; (c) be a minority teacher candidate enrolled in any teacher endorsement area; or (d) *be a student in an approved teacher education program leading to an endorsement in career and technical education.*

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

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

Summary of Major Elements: The proposed amendments to the existing *Regulations Governing the Virginia Teaching Scholarship Loan Program Requirements and Selection Procedures* (8 VAC 20-650-30) include expanding the eligibility criteria to include students in an approved teacher education program leading to an endorsement in career and technical education.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education approve the proposed revisions of the *Regulations Governing the Virginia Teaching Scholarship Loan Program Requirements and Selection Procedures* and authorize staff to proceed with the next steps of the Administrative Process Act and Executive Order provisions governing the Fast-Track procedures. Following the required review by the executive and legislative branches, the proposed regulation will be published in the Virginia Register for a 60-day public comment period. Barring any objections, the regulation will become final after the 60-day comment period.

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

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

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

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



Fast Track Proposed Regulation Agency Background Document

Agency name	Department of Education
Virginia Administrative Code (VAC) citation	<u>8 VAC20-650-30</u>
Regulation title	Virginia Teaching Scholarship Loan Program requirements and selection procedures.
Action title	Program requirements should align with revised administrative code
Date this document prepared	November 20, 2008

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

Brief summary

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

The proposed amendments to the existing regulation include expanding the eligibility criteria to include students in an approved teacher education program leading to an endorsement in career and technical education.

Statement of final agency action

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

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

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

Legal basis

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

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

The Virginia Teaching Scholarship Loan Program is authorized in Chapter 879, 2008-2010 Appropriation Act of the General Assembly.

Purpose

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

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

Rationale for using fast track process

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

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

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

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

Substance

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

The proposed amendments to the existing regulation include expanding the eligibility criteria to include students in an approved teacher education program leading to an endorsement in career and technical education.

Issues

Please identify the issues associated with the proposed regulatory action, including:

- 1) the primary advantages and disadvantages to the public, such as individual private citizens or businesses, of implementing the new or amended provisions;*
- 2) the primary advantages and disadvantages to the agency or the Commonwealth; and*
- 3) other pertinent matters of interest to the regulated community, government officials, and the public. If there are no disadvantages to the public or the Commonwealth, please indicate.*

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

Requirements more restrictive than federal

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

This regulation does not reflect federal requirements.

Localities particularly affected

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

No locality will be affected by the proposed regulation amendment.

Regulatory flexibility analysis

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

The alternative regulatory methods are not applicable.

Economic impact

Please identify the anticipated economic impact of the proposed regulation.

<p>Projected cost to the state to implement and enforce the proposed regulation, including (a) fund source / fund detail, and (b) a delineation of one-time versus ongoing expenditures</p>	<p>Projected cost to the state is negligible.</p>
<p>Projected cost of the regulation on localities</p>	<p>N/A</p>
<p>Description of the individuals, businesses or other entities likely to be affected by the regulation</p>	<p>The scholarship loan program consists of scholarships awarded annually to teacher candidates, including graduate students and paraprofessionals from Virginia school divisions at an accredited public or private four-year institution of higher education in the Commonwealth, who (i) are enrolled full-time or part-time in an approved teacher education program in an approved teacher education program or are participants in another approved teacher education program; (ii) have maintained a cumulative grade point average of at least 2.7 on a 4.0 scale or its equivalent; and (iii) are nominated for such scholarship by the institution where they are enrolled. In addition, the candidates must meet one or more of the following criteria: (a) be enrolled in a program leading to an endorsement in a critical shortage area as established by the Board of Education; (b) be a male teacher</p>

	<p>candidate in an elementary or middle school education program; (c) be a minority teacher candidate enrolled in any teacher endorsement area; or (d) be a student in an approved teacher education program leading to an endorsement in career and technical education.</p>
<p>Agency’s best estimate of the number of such entities that will be affected. Please include an estimate of the number of small businesses affected. Small business means a business entity, including its affiliates, that (i) is independently owned and operated and (ii) employs fewer than 500 full-time employees or has gross annual sales of less than \$6 million.</p>	<p>Estimated: 200 teacher candidates</p>
<p>All projected costs of the regulation for affected individuals, businesses, or other entities. Please be specific. Be sure to include the projected reporting, recordkeeping, and other administrative costs required for compliance by small businesses.</p>	<p>Projected cost to the state is negligible.</p>

Alternatives

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

There are no viable alternatives to the proposal.

Family impact

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

The 2008-2010 Appropriation Act provides scholarships of \$3,720 per year for full-time and part-time teacher candidates enrolled in the critical teaching shortage areas. These scholarships provide the opportunity for students to participate in teacher preparation programs, therefore, contributing to the economic self-sufficiency, self-pride, and the assumption of responsibility for

oneself. A scholarship loan recipient who has graduated from college and received a teaching license may cancel a note or notes in the principal amount plus any accrued interest, by teaching full-time at the pre-12 level in a designated shortage area in the public schools of Virginia.

Detail of changes

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

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

For changes to existing regulations, use this chart:

Current section number	Proposed new section number, if applicable	Current requirement	Proposed change and rationale
8VAC20-650-30	NA	B. The Virginia Teaching Scholarship Loan Program shall consist of scholarships awarded annually to teacher candidates, including graduate students and paraprofessionals from Virginia school divisions at a regionally accredited public or private four-year institution of higher education in the Commonwealth, who (i) are enrolled full-time or part-time in an approved teacher education program or are participants in another approved teacher education program; (ii) have maintained a cumulative grade point average of at least 2.7 on a 4.0 scale or its equivalent; and (iii) are nominated for such scholarship by the institution where they are enrolled. In	Proposed Change: Add current nomination criteria Rationale: Add language to be aligned with nomination criteria with the <u>Code of Virginia</u>

		<p>addition, the candidates must meet one or more of the following criteria: (a) be enrolled in a program leading to an endorsement in a critical shortage area as established by the Board of Education; (b) be a male teacher candidate in an elementary or middle school education program; or (c) be a minority teacher candidate enrolled in any teacher endorsement area.</p>	
--	--	---	--

Enter any other statement here

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

Board of Education Agenda Item

Item: _____ C. _____

Date: November 20, 2008

Topic: Final Review of a Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) 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: _____

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

Previous Review/Action:

____ No previous board review/action

X Previous review/action
dates September 26, 2001, and October 23, 2008
action September 26, 2001: The Board of Education approved definitions of at-risk of becoming low-performing and low-performing institutions of higher education.
October 23, 2008: The Board of Education received for first review the recommendation of ABTEL 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

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 mandates 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 the 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 approve 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: Upon Board of Education approval, the Virginia Department of Education will submit the revised definitions to the Title II Office of the United States Department of Education and Virginia institutions of higher education.

Board of Education Agenda Item

Item: _____ D. _____

Date: November 20, 2008

Topic: Final 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)

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

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

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

Previous Review/Action:

No previous board review/action

Previous review/action
date October 23, 2008

action 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

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. The “Principal of Distinction” Level I indicators reflect proficient performance for school leaders who serve in the roles of assistant principals and principals. The “Principal of Distinction” administration and supervision endorsement is optional, 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 “Principal of Distinction” administration and supervision 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 “Principal of Distinction” 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 “Principal of Distinction” administration and supervision 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 “Principal of Distinction” administration and supervision 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 “Principal of Distinction” administration and supervision 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 the “Principal of Distinction” administration and supervision endorsement and the rationale for the decision to the superintendent. The division superintendent’s recommendation will be required for the “Principal of Distinction” administration and supervision endorsement.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education approve 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*.

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

Timetable for Further Review/Action: Upon Board of Education approval, the document will be disseminated to Virginia school divisions, institutions of higher education, and professional organizations.

*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
November 20, 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.]

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.

<p style="text-align: center;">Level II Verification Process</p> <p>An estimate of the time required for completion of the Level II endorsement verification process is 12 to 18 months.</p>

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

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

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

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

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

Virginia Performance Standards	Examples of Performance Indicators Level I	Examples of Performance Indicators Level II
<p>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]</p>	<p>(a) leads the development and implementation of a systematic professional development plan for individuals and for the school.</p> <p>(b) involves teachers and other staff in identifying professional development needs based on various data sources (i.e., student achievement, survey).</p> <p>(c) provides professional development that supports effective instruction.</p> <p>(d) shares knowledge and information about new, improved, or alternative methods of instruction and related issues.</p> <p>(e) meets with instructional teams and teachers regularly to discuss ongoing school improvement efforts.</p> <p>(f) disseminates information about conferences, coursework and membership in professional organizations.</p> <p>(g) supports participation of teachers and other staff in internal and external professional development opportunities as appropriate.</p> <p>(h) monitors implementation of instructional strategies presented during professional development and other training.</p> <p>(i) builds organizational capacity by developing teacher leaders.</p> <p>(j) takes action to encourage professional learning as a “way of life” in the school.</p> <p>(k) holds teachers and other staff accountable for the successful implementation of research-based practices.</p>	<p>(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.</p> <p>(b) leads teachers and staff in a culture that monitors, develops, and assesses consistent research-based practices within the school.</p> <p>(c) facilitates a culture for professional learning communities to advance the school’s mission, vision and goals.</p> <p>(d) provides resources for staff participation in professional development.</p> <p>(e) establishes a culture of learning where teacher leaders oversee instructional improvements and guide teacher development.</p> <p>(f) utilizes school data to inform individual and schoolwide professional development plans.</p>

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

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

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

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

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

Virginia Performance Standards	Examples of Performance Indicators Level I	Examples of Performance Indicators Level II
<p>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]</p>	<p>(a) plans for and solicits parent and community member input.</p> <p>(b) promotes the development of community partnerships.</p> <p>(c) encourages parent and community involvement in promoting student learning and achieving school goals.</p> <p>(d) collaborates with families and community leaders to respond to identified needs of students.</p> <p>(e) seeks community resources to support school goals.</p> <p>(f) treats people with respect.</p> <p>(g) models and promotes the appreciation of diversity in the school-community.</p> <p>(h) promotes the value of understanding and celebrating school and community cultures.</p> <p>(i) maintains visibility and accessibility to parents and the community.</p> <p>(j) uses multiple modes of communication to notify stakeholders of issues, events and useful information in a timely manner.</p> <p>(k) uses acceptable written and oral language in relation to parents and community members.</p> <p>(l) communicates school and division goals, objectives and expectations to community members.</p>	<p>(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.</p> <p>(b) facilitates a systemic framework for engaging parents and community leaders in ongoing programs with measurable/observable benefits to students.</p> <p>(c) develops alternative funding resources to supplement local, state and federal funds.</p> <p>(d) provides professional development on multicultural awareness, gender sensitivity and the appreciation of diversity in the school community.</p>

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

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

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

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 not 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 Achievement¹

- 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: _____ E. _____

Date: November 20, 2008

Topic: Final 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)

Board review required by

State or federal law or regulation

Board of Education regulation

Other:

Action requested at this meeting

Action requested at future meeting:

Previous Review/Action:

No previous board review/action

Previous review/action: First Review

date: October 23, 2008

action: Received draft for first review

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: A 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 received a draft for first review. Since that time, necessary changes and additions have been made and incorporated prior to the final review and adoption of the report.

The main body of the report contains the following information:

- A summary of the academic progress of Virginia's students;
- A brief discussion of the major objectives for action to improve schools and student performance (*Comprehensive Plan: 2007-2012*);
- An overview of the performance measures used to gauge progress in meeting objectives, focusing on the most critical needs of the public schools;
- A summary of local division compliance with the requirements of the Standards of Quality;
- A summary of local school compliance with the Standards of Accreditation; and
- A summary of the review of the Standards of Quality.

The appendices to the report contain the following sections:

- Statewide assessment program results: 2005-2008;
- Measures of student progress;

- Demographics of Virginia’s public schools;
- List of school divisions reporting full compliance with the SOQ: 2007-2008;
- List of school divisions reporting non-compliance with SOQ: 2007-2008;
- List of divisions with all schools fully accredited, schools granted conditional accreditation, and schools rated accredited with warning: 2007-2008;
- A history of the Board’s recent recommendations regarding the SOQ; and
- Text of the Standards of Quality, as amended by the 2008 General Assembly.

The report provides data regarding the most pressing needs of Virginia’s public schools, including the need to:

- Eliminate the persistent achievement gap;
- Promote policies for safe and healthy environments for students and teachers;
- Assist chronically low-performing schools;
- Help local divisions in the preparation, recruitment, and retention of educational personnel;
- Focus on recruiting minority teachers;
- Promote and provide high-quality preschool programs;
- Enhance the literacy skills of all students in kindergarten through grade 12; and
- Promote parental and family involvement in their children’s schooling.

Additional language regarding the Board of Education’s review of the Standards of Quality will be added following the Board’s discussion and action of November 20th.

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*).

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education adopt the *2008 Annual Report on the Condition and Needs of Public Schools in Virginia* with the understanding that staff will incorporate the Board's decisions on SOQ made on November 20, 2008, and with the understanding that staff will make any additional technical or editorial changes to the text as may be necessary. In addition, the final report will be approved by the president of the Board of Education prior to its distribution.

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

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



VIRGINIA BOARD OF EDUCATION

2008 ANNUAL REPORT

**2008
ANNUAL REPORT ON THE
CONDITION AND NEEDS
OF PUBLIC SCHOOLS IN VIRGINIA**

DISCUSSION DRAFT
11/20/2008

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

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

Dr. Thomas M. Brewster
172 Angel Lane
Falls Mills, VA 24613

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

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

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

Mr. Kelvin L. Moore
616 Court Street
Lynchburg, VA 24504

Mr. Andrew J. Rotherham
750 Montei Drive
Earlysville, VA 22936

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

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

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 students, teachers, administrators, support staff, 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. Working together with school and community leaders and private partners, we can harness the power of people to improve education. Be assured that the challenges will be addressed with that same cooperative resolve.

The Board of Education is grateful for the 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

Members of the Board of Education as of July 1, 2008.....	Page 6
Letter of Transmittal.....	Page 7
Statutory Requirements Regarding the Board of Education’s Annual Report.....	Page 8
Executive Summary.....	Page 10
Summary of the Academic Progress of Virginia’s Students.....	Page 15
The Board of Education’s Plan of Action.....	Page 16
The Board’s Performance Measures: Addressing the Needs of Public Schools.....	Page 17
Compliance with the Requirements of the Standards of Quality.....	Page 26
Compliance with the Standards of Accreditation.....	Page 26
Review of the Standards of Quality.....	Page 28
Closing Statement by the Board of Education.....	Page 29
Appendices.....	Page 31
Appendix A: Statewide Assessment Program Results: 2005-2008	
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: School Divisions Reporting Non-compliance with SOQ: 2007-2008	
Appendix F: Divisions with All Schools Fully Accredited, Schools Granted Conditional Accreditation, Schools Rated Accredited with Warning: 2007- 2008	
Appendix G: Background on the Review of the Standards of Quality	
Appendix H: Standards of Quality, as Amended by the 2008 General Assembly	

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— and 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 *Comprehensive Plan: 2007-2012* established the following priorities for action:

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 include the following:

(Statement on the Board's position regarding the Standards of Quality)

Text to be added following November 20, 2008, meeting.

A Persistent 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 for 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 similar for schools that are held accountable for minority students. Black and Hispanic students have pass rates that are more than 10 percent lower than for 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 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 help 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 school 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 work force 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 mathematics, science and special education.

A focus of the *No Child Left Behind act of 2001* (NCLB) is to eliminate the disparity between non-highly-qualified teachers in low-poverty schools and those in high-poverty schools. Virginia is tracking progress in this regard, and it remains a critical area of need.

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 114 in the 2008-2009 school year. Also, the number of children served has grown from 5,966 in the 2001-2002 school year to 15,657 children being served in 2008-2009. Despite this growth, the number of at-risk four-year olds in Virginia continues to be a concern. Without providing high quality preschool to all at-risk four-year olds, many at-risk five year old children will continue to enter kindergarten without adequate preparation to be fully ready to learn.

Twenty-first Century Literacy Skills

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, up from 80 percent the previous year. Given the critical importance of reading and mathematics for life success, it is critical that the Board continue to emphasize these skills. 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.

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.

Virginia has a new initiative that will help parents select books that will strengthen their children's reading skills. When elementary and middle school students receive their Standards of Learning (SOL) test reports next spring and summer, their reading scores will be accompanied by a corresponding "Lexile measure" parents can use to select books. A Lexile measure ranks reading ability and text difficulty on a single scale, allowing parents — and teachers — to select books at or slightly above a student's reading level. Currently, more than 115,000 books have been assigned a Lexile measure. Adding Lexile measures to SOL reports also supports the Board's objective of increasing early reading skills and the Board of Education's focus on improving adolescent literacy.

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 certain 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 November 20th 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 set 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 November 20th 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 support 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 Standards for the Governor’s CTE Exemplary Awards Program in March 2008. The Board also 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 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 in many of Virginia’s public schools. Until this gap is eliminated in all of Virginia’s public schools, the achievement gap is one of the most pressing education-policy challenges that states currently face.

Percent of schools* with a gap in pass rates on statewide assessments					
*Only schools accountable for the subgroup under <i>No Child Left Behind</i> were included.					
Percentage point gap in Reading: as compared to all students in the tested group	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: as compared to all students in the tested group	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, the pass rate in mathematics for economically disadvantaged students is more than 10 percent lower than for all students in the same schools; in just under half of these schools, the pass rate in mathematics for economically disadvantaged students is more than 5 percentage points lower than the pass rate for all students. A

smaller 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 between the economically disadvantaged students and the total number of students tested, and nearly half have a gap of at least five percentage points.

The data are similar 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.

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 school 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 incentive 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. 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 screening tool that measures whether children are on track for learning how to read.

Virginia Preschool Initiative: Number of Children Enrolled is Increasing

The number of school divisions participating in the initiative has grown from 75 in the 2001-2002 school year, to 114 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 15,657 children being served in 2008-2009.

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 to 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 114 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 15,657 children being served in 2008-2009.

**Virginia's Emphasis on Collaboration for
Early Childhood Education Programs**

National Association of State Boards of Education (NASBE) applauded Virginia's work as a model of collaborative leadership across agencies and organizations.

The Board of Education completed its work related to a state planning grant from the National Association of State Boards of Education (NASBE) to improve early childhood education. NASBE applauded Virginia's work as a model of collaborative leadership across agencies and organizations. Due to this spirit of collaboration, the following major successes were achieved.

- Teacher competencies for the PreK-3 and PreK-6 teaching endorsements were aligned with Virginia's *Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds* and the recently produced document from the state's Early Childhood Education's Alignment Project, *Milestones of Child Development and Competencies for Early Childhood Professionals*. <http://www.doe.virginia.gov/VDOE/Compliance/TeacherED/nulicvr.pdf>.
- The *Foundation Blocks* were augmented with indicators for the physical and motor and personal and social domains, in addition to the existing domains in literacy, mathematics, science, and history and social science.
- The committee drafted a curriculum rubric that aligned with the *Foundation Blocks* to assist early childhood education programs in making good decisions about curriculum development.
- The NASBE committee worked with the Virginia Community College System (VCCS) to develop a Web site and brochure to assist future early childhood professionals with understanding educational opportunities for a career in early childhood education. The Web site can be updated as future articulated transfer agreements are developed between community colleges and four-year colleges and universities. The site can be found at <http://myfuture.vccs.edu/earlychildhood/>. The brochure was distributed to early childhood stakeholders across the state including high school guidance counselors, Career and Technical Education coordinators, Virginia Community College representatives and Virginia Preschool Initiative coordinators. A copy of the *Early Childhood Transfer Programs: Where Opportunity Begins* brochure can be downloaded at <http://myfuture.vccs.edu/Portals/0/ContentAreas/Transfer/k12-brochure-page1n2.pdf>.

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 four years later. 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 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 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 and subjects 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. Writing assessment 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 core academic 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 and pending reauthorization 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 ensure 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 ensure 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, science, and history and social 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
- Vernon Johns Middle for English, mathematics and history
- Petersburg High for mathematics and science

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 were 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, science, history and social 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

Background

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-four 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. See Appendix E for a listing of the information and data used by the Department of Education staff to monitor and verify compliance. Of the divisions that were not in full compliance, all have filed a corrective action plan. The data are for the 2007-2008 school year and for the Standards of Quality that were in effect as of July 1, 2007. More detailed information on the history of the Board's recommendations regarding the SOQ may be seen in Appendix G.

(Additional text pending discussion at November 20th meeting.)

Closing Statement by the Virginia Board of Education

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.

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 preschool 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*.

Keeping our system of public schools on a steady course and continuing to deliver solid results despite huge 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.

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 Assessment 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: Background on the Review of the Standards of Quality

Appendix H: Standards of Quality, as Amended by the 2008 General Assembly

Appendix A: Statewide Assessment 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													
Student Subgroup	Type	2005-2006				2006-2007				2007-2008			
		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													
Student Subgroup	Type	2005-2006				2006-2007				2007-2008			
		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													
Student Subgroup	Type	2005-2006				2006-2007				2007-2008			
		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													
Student Subgroup	Type	2005-2006				2006-2007				2007-2008			
		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													
Student Subgroup	Type	2005-2006				2006-2007				2007-2008			
		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													
Student Subgroup	Type	2005-2006				2006-2007				2007-2008			
		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													
Student Subgroup	Type	2005-2006				2006-2007				2007-2008			
		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													
Student Subgroup	Type	2005-2006				2006-2007				2007-2008			
		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													
Student Subgroup	Type	2005-2006				2006-2007				2007-2008			
		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													
Student Subgroup	Type	2005-2006				2006-2007				2007-2008			
		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													
Student Subgroup	Type	2005-2006				2006-2007				2007-2008			
		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.

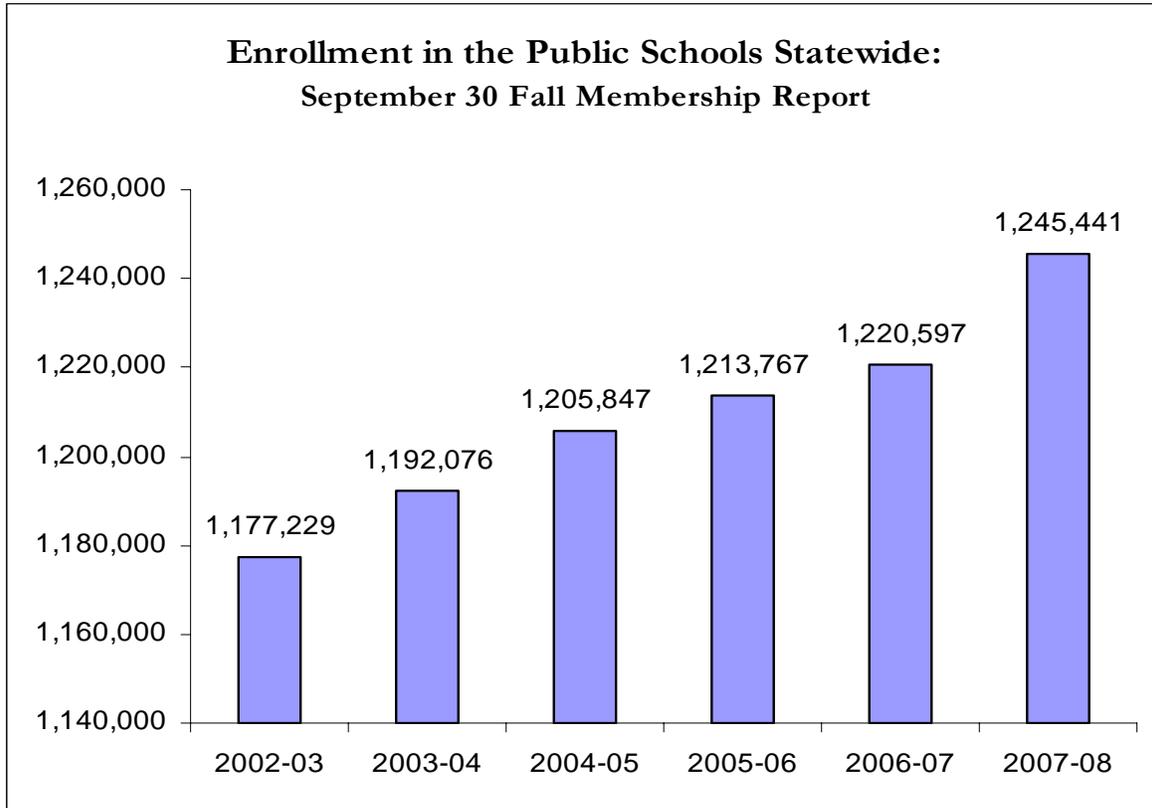
North Carolina, the only neighboring state that has implemented the NGA formula, reported a cohort graduation rate for 2008 of 69.9 percent. Massachusetts, which is often ranked with Virginia in state-by-state comparisons, reported a rate of 80.9 percent for 2007.

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.

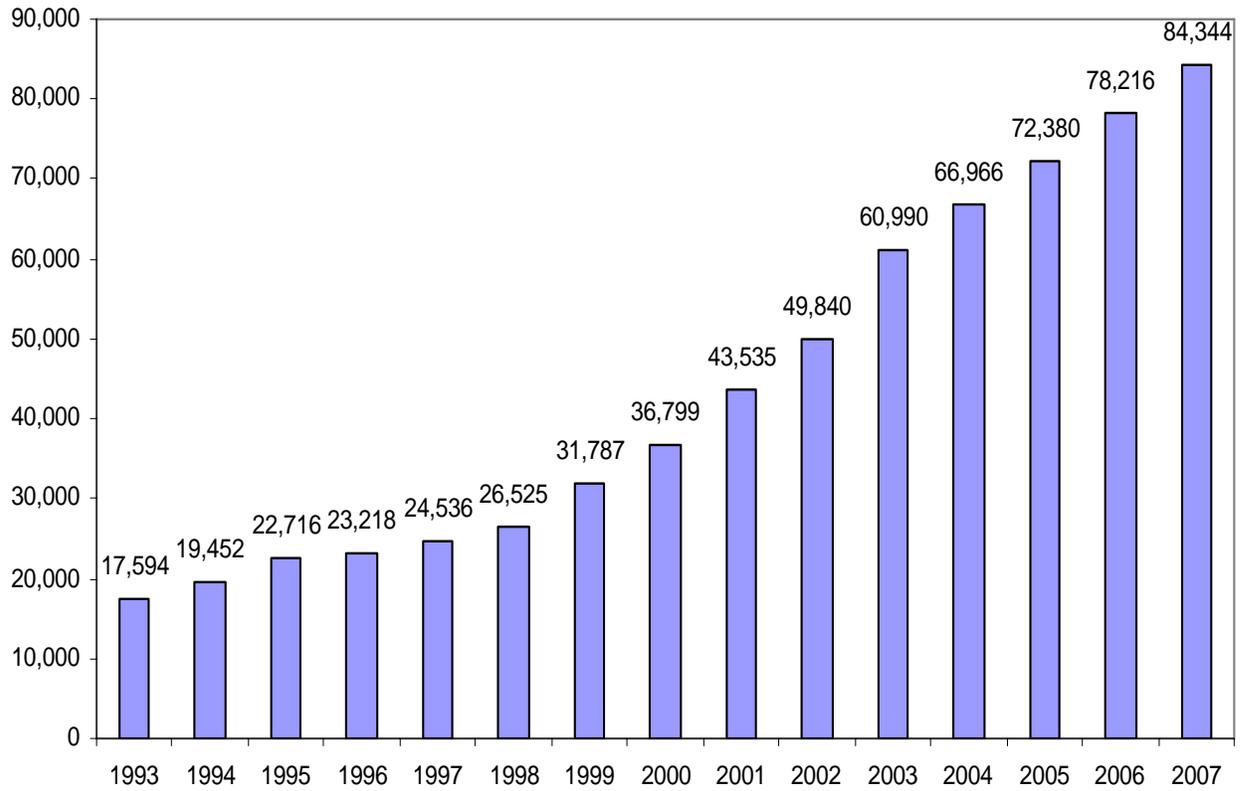
Using each student's identifier, the records of students who entered the ninth grade for the first time in 2004 were linked to their records four years later to determine their graduation or completion status and calculate the 2008 Virginia On-Time Graduation Rate for schools, school divisions and the 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:

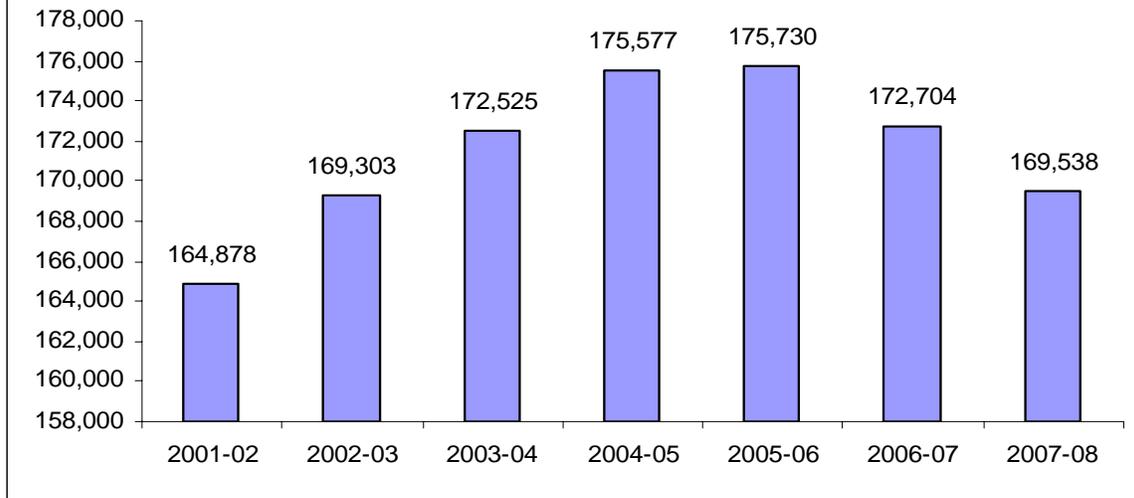
Demographics of Virginia's Public Schools



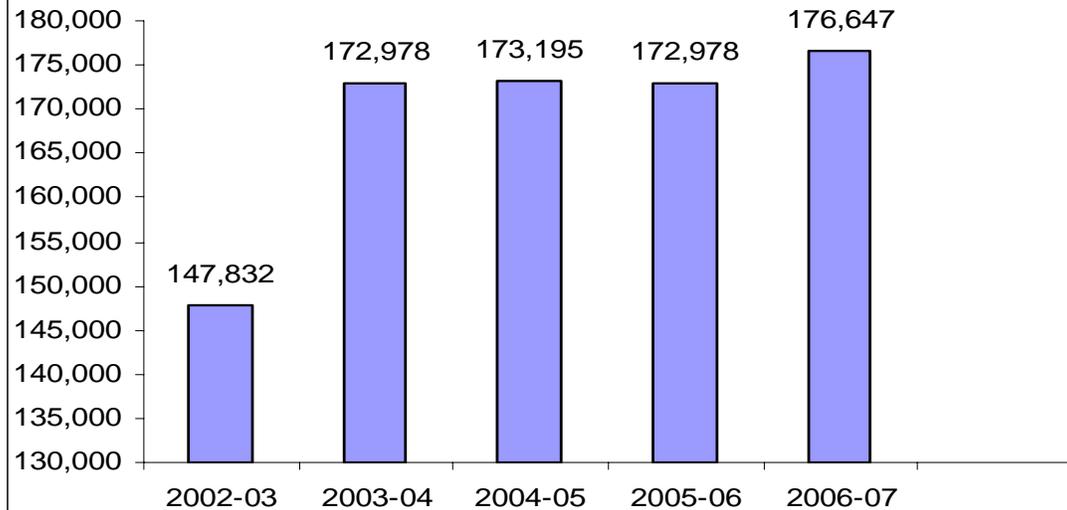
**Limited English Proficient Students
Receiving Services in Virginia's Public Schools: 1993-2007**



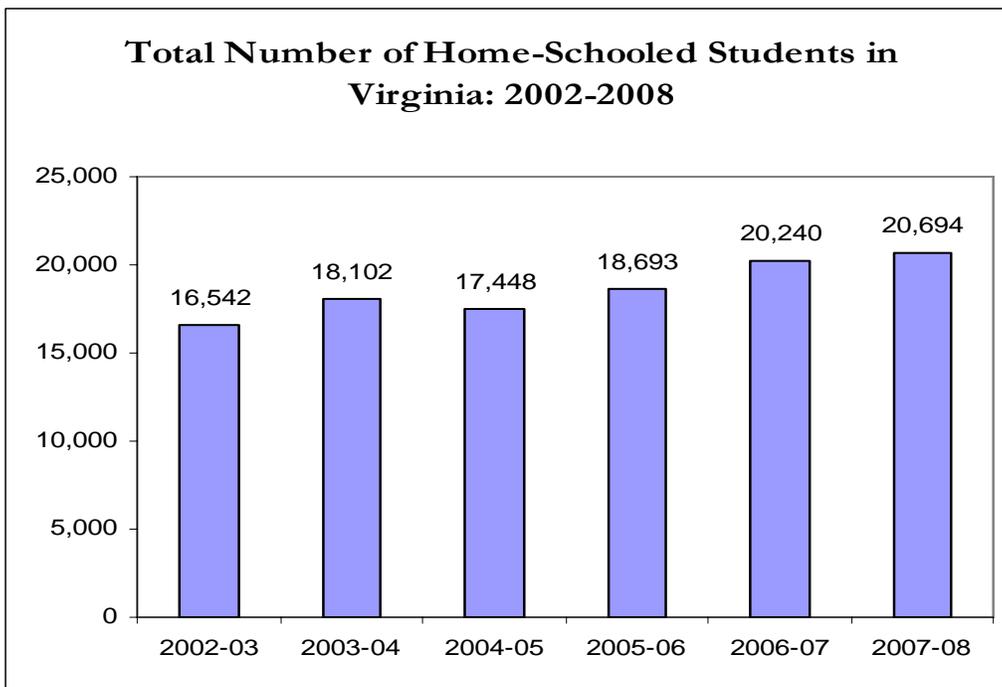
Enrollment in Special Education Programs: 2001-2008



Enrollment in Gifted Education Programs: 2002-2007



Total Number of Home-Schooled Students in Virginia: 2002-2008



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.

	2004-2005	2005-2006	2006-2007	2007-2008
NOCTI Assessments	559	1,008	1,917	2,615
State Licensures	1,100	1,172	1,039	918
Industry Certification	4,678	7,935	10,369	11,942
CTE Completers	28,420	29,403	32,045	34,416

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			
Program type	Count / Percentage		
	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

Ethnicity	Number of Teachers			
	2004-2005	2005-2006	2006-2007	2007-2008
Unspecified	798	987	1,051	1,168
American Indian/Alaska Native/Native Hawaiian	1,680	1,764	1,794	210
Asian	930	1,015	1,100	1,265
Black	12,917	12,843	12,954	13,148
Hispanic	1,491	1,614	1,701	1,795
White	77,946	79,638	80,631	82,852
Total	95,762	97,861	99,231	100,438

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	Lancaster County	Shenandoah County
Alleghany County	Lee County	Wise County
Appomattox County	Louisa County	York County
Bedford County/Bedford City	Lunenburg County	Bristol City
Botetourt County	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-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

**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
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

Division	2007-2008	Reported in 2006-2007	Reported in 2005-2006
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

Division	2007-2008	Reported in 2006-2007	Reported in 2005-2006
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
	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

Division	2007-2008	Reported in 2006-2007	Reported in 2005-2006
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.	No	No
Amherst County	All schools are fully accredited by the Board of Education.	Yes	Yes
Arlington County	All schools are fully accredited by the Board of Education.	Yes	Yes
Augusta County	All schools are fully accredited by the Board of Education.	Yes	Yes
Bland County	All schools are fully accredited by the Board of Education.	Yes	Yes
Brunswick County	All schools are fully accredited by the Board of Education.	Yes	Yes
Buchanan County	All schools are fully accredited by the Board of Education.	Yes	No
Buckingham County	All schools are fully accredited by the Board of Education.	No	Yes
Caroline County	All schools are fully accredited by the Board of Education.	Yes	Yes
Carroll County	All schools are fully accredited by the Board of Education.	No	Yes
Charles City County	All schools are fully accredited by the Board of Education.	No	Yes
Chesterfield County	All schools are fully accredited by the Board of Education.	Yes	Yes

Division	07-2008	Reported in 2006- 2007	Reported in 2005- 2006
Craig County	All schools are fully accredited by the Board of Education.	Yes	No
Culpeper County	All schools are fully accredited by the Board of Education.	No	No
Dickenson County	All schools are fully accredited by the Board of Education.	Yes	No
Dinwiddie County	All schools are fully accredited by the Board of Education.	Yes	Yes
Essex County	All schools are fully accredited by the Board of Education.	Yes	Yes
Fairfax County	All schools are fully accredited by the Board of Education.	No	Yes
Fauquier County	All schools are fully accredited by the Board of Education.	Yes	Yes
Frederick County	All schools are fully accredited by the Board of Education.	Yes	No
Grayson County	All schools are fully accredited by the Board of Education.	Yes	Yes
Greensville County	All schools are fully accredited by the Board of Education.	Yes	Yes
Halifax County	All schools are fully accredited by the Board of Education.	Yes	No
Henrico County	All schools are fully accredited by the Board of Education.	Yes	Yes
Henry County	All schools are fully accredited by the Board of Education.	Yes	No
King George County	All schools are fully accredited by the Board of Education.	Yes	No
King William County	All schools are fully accredited by the Board of Education.	No	No
Loudoun County	All schools are fully accredited by the Board of Education.	No	No
Montgomery County	All schools are fully accredited by the Board of Education.	Yes	Yes
Northampton County	All schools are fully accredited by the Board of Education.	Yes	Yes
Orange County	All schools are fully accredited by the Board of Education.	No	No
Pittsylvania County	All schools are fully accredited by the Board of Education.	Yes	No
Prince Edward County	All schools are fully accredited by the Board of Education.	Yes	Yes
Prince William County	All schools are fully accredited by the Board of Education.	Yes	No

Division	2007-2008	Reported in 2006- 2007	Reported in 2005- 2006
Pulaski County	All schools are fully accredited by the Board of Education.	Yes	Yes
Rockbridge County	All schools are fully accredited by the Board of Education.	Yes	Yes
Southampton County	All schools are fully accredited by the Board of Education.	Yes	No
Spotsylvania County	All schools are fully accredited by the Board of Education.	Yes	No
Stafford County	All schools are fully accredited by the Board of Education.	No	No
Surry County	All schools are fully accredited by the Board of Education	Yes	Yes
Sussex County	All schools are fully accredited by the Board of Education.	Yes	Yes
Tazewell County	All schools are fully accredited by the Board of Education.	Yes	Yes
Washington County	All schools are fully accredited by the Board of Education.	Yes	Yes
Westmoreland County	All schools are fully accredited by the Board of Education.	Yes	Yes
Wythe County	All schools are fully accredited by the Board of Education.	Yes	Yes
Alexandria City	All schools are fully accredited by the Board of Education.	Yes	Yes
Covington City	All schools are fully accredited by the Board of Education.	Yes	No
Danville 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.	Yes	Yes
Galax City	All schools are fully accredited by the Board of Education.	Yes	No
Hampton City	All schools are fully accredited by the Board of Education.	Yes	Yes
Lynchburg City	All schools are fully accredited by the Board of Education.	Yes	No
Manassas City	All schools are fully accredited by the Board of Education.	Yes	No
Newport News City	All schools are fully accredited by the Board of Education.	Yes	Yes
Norfolk City	All schools are fully accredited by the Board of Education.	Yes	Yes
Petersburg City	All schools are fully accredited by the Board of Education.	Yes	Yes
Portsmouth City	All schools are fully accredited by the Board of Education.	Yes	Yes

Division	2007-2008	Reported in 2006-2007	Reported in 2005-2006
Richmond City	All schools are fully accredited by the Board of Education.	Yes	Yes
Roanoke City	All schools are fully accredited by the Board of Education.	Yes	Yes
Suffolk City	All schools are fully accredited by the Board of Education.	Yes	No
Waynesboro City	All schools are fully accredited by the Board of Education.	No	No
Colonial Beach (Town of)	All schools are fully accredited by the Board of Education.	Yes	No

§ 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.	No	No

§ 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: 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	No	No

Division	2007-2008	Reported in 2006-2007	Reported in 2005-2006
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.	No	No
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.	No	No

§ 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.	No	No
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: A forecast of enrollment changes	No	No
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.	No	No

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

Division	2007-2008	Reported in 2006- 2007	Reported in 2005- 2006
Chesapeake 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.	No	No
Franklin County	A current copy of the school division policies, including the Student Conduct Policy, is posted on the division's Web site 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.	No	No
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).	No	No
Powhatan County	A current copy of the school division policies, including the Student Conduct Policy, is posted on the division's Web site 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.	No	No
Covington City	A current copy of the school division policies, including the Student Conduct Policy, is posted on the division's Web site 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.	No	No

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	Goochland County	Russell County
Albemarle County	Greene County	Salem
Alleghany County	Greensville County	Scott County
Amelia County	Halifax County	Shenandoah County
Appomattox County	Hanover County	Smyth County
Arlington County	Harrisonburg	Stafford County
Augusta County	Henry County	Staunton City
Bath County	King George County	Suffolk
Bland County	King William County	Surry County
Botetourt County	King and Queen County	Tazewell County
Bristol	Lancaster County	Washington County
Buchanan County	Lee County	Waynesboro City
Buckingham County	Lexington	West Point
Buena Vista City	Louisa County	Westmoreland County
Campbell County	Lunenburg County	Williamsburg-James City County
Charles City County	Madison County	Winchester
Charlotte County	Manassas Park	Wise County
Charlottesville	Martinsville	York County
Chesapeake	Mathews County	
Chesterfield County	Mecklenburg County	
Clarke County	Middlesex County	
Colonial Beach	Montgomery County	
Colonial Heights	Nelson County	
Craig County	New Kent County	
Culpeper County	Northumberland County	
Cumberland County	Norton	
Dickenson County	Nottoway County	
Dinwiddie County	Orange County	
Essex County	Page County	
Falls Church	Pittsylvania County	
Fauquier County	Poquoson	
Floyd County	Powhatan County	
Fluvanna County	Prince Edward County	
Franklin County	Pulaski County	
Frederick County	Radford	
Fredericksburg	Rappahannock County	
Galax	Richmond County	
Giles County	Roanoke County	
Gloucester County	Rockingham 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 are 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
	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
	Kilmer Center
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: PREVIOUS BOARD OF EDUCATION AND GENERAL ASSEMBLY ACTION REGARDING STANDARD TWO OF THE STANDARDS OF QUALITY (SOQ)

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. On August 7, 1971, the Board of Education adopted the first Standards of Quality. 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.

Significant modifications have been made by the General Assembly since then. The Board of Education revised its by-laws 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.” In 2002, the General Assembly passed several bills regarding the Standards of Quality. Senate Bill 201 added § 22.1-18.01 to the Code and required that:

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

The review was later changed to even-numbered years by the 2006 General Assembly. House Bill 884 and Senate Bill 350 amended § 22.1-18 of the Code and required that the Board include in its annual report to the General Assembly, “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 current form, and whether the Board recommends any change or addition to the standards of quality.” Senate Joint Resolution 120 requests that the Board of Education “revise the Standards of Quality to ensure these statutory practices are realistic vis-à-vis the Commonwealth’s current educational needs and practices.”

A Standards of Quality Standing Committee was created by resolution of the Board of Education in November 2001 and held its first meeting in January, 2002. The stated purpose of the committee was to determine the information to be reviewed to determine the condition and needs of public education and the process to be used to complete this comprehensive review. The committee created an inclusive public process, encouraged public comment from all education constituents and the public, and considered policy issues brought before it by superintendents, principals, teachers, local school board members, parents, and county and municipal officials.

As part of the public participation process, the Board held public hearings in April and May in 10 locations throughout the state, with 115 presentations before Board of Education members who chaired each meeting. In May, the Board held a two-day public forum in Richmond to hear directly from the leaders of 12 organizations whose memberships are statewide and inclusive of every major education constituent group.

The Board received comments from the following organizations: Virginia School Boards Association, Virginia Association of School Superintendents, Virginia Consortium for Adequate Resources for Education, Virginia Association for Supervision and Curriculum Development, Virginia Association of Elementary School Principals, Virginia Association of Secondary School Principals, Virginia Education Coalition, Virginia Congress of Parents and Teachers, and the Virginia Education Association. The SOQ committee followed up these public hearings with committee meetings in August, September, and November 2002 and February, March, and April of 2003 in Richmond, Charlottesville, and Fairfax County. Finally, the Board held work sessions on April 30 and May 12 to deliberate on the various options that were proposed.

Following the forum and public hearings, the Board of Education made the following recommendations to revise Standard Two of the Standards of Quality.

Standard Two – Instructional, administrative, and support personnel.

2003 Board Recommendations:

- Require one full-time principal in each elementary school. [The SOQ currently requires a half-time principal for elementary schools with fewer than 300 students.]
- Require one full-time assistant principal for each 400 students in each school. [The SOQ currently requires one half-time assistant principal at an elementary school with between 600 and 899 students and one full-time assistant principal at an elementary school with 900 or more students. The current middle and secondary assistant principal standard in the SOQ is for one full-time assistant principal per 600 students in a school.]
- Fund elementary resource teachers in art, music, and physical education. The proposal would provide three periods per week for art, music, and physical education for students in grades K-5, assuming a 24:1 pupil-teacher ratio. This proposal translates into five instructional positions for every 1,000 students.
- Reduce the secondary school pupil to teacher funding ratio from 25:1 to 21:1 to support scheduled planning time for secondary teachers.
- Reduce the state required speech language pathologist caseload from 68 to 60 students.
- Fund two technology positions at 1 specialist per 1,000 students in grades K-12 division wide, one to provide technology support, and one to serve as a resource teacher for instructional technology.
- Require one full-time instructional position for each 1,000 students to serve as a reading specialist.
- Revise the funding formula for the SOQ prevention, intervention, and remediation program.

The following recommended changes were enacted by the 2004 General Assembly in House Bills 1014 and Senate Bill 479:

- Required local school boards to employ five positions per 1,000 students in grades kindergarten through five to serve as elementary resource teachers in art, music, and physical education. (Effective July 1, 2005.)
- Required local school boards to assign instructional personnel in a manner that produced school wide ratios of students in average daily memberships to full-time equivalent teaching positions of 21 to one in middle schools and high schools. School divisions were required to provide all middle and high school teachers with one planning period per day or the equivalent, unencumbered of any teaching or supervisory duties. (Effective July 1, 2005.)
- Required local school boards to employ two positions per 1,000 students in grades kindergarten through 12, one to provide technology support and one to serve as an instructional technology resource teacher. (Effective July 1, 2005.)
- Established a funding formula for the prevention, intervention, and remediation program proposed by the Board. (Effective July 1, 2004.) While the General Assembly passed the

legislation recommended by the Board, it did not recommend funding for four of the Board's proposals. These included one full-time principal in each elementary school; one full-time assistant principal for each 400 students in each school; reduction of the state-required speech language pathologist caseload from 68 to 60 students; and one full-time reading specialist for each 1,000 students.

The 2004 Appropriation Act passed by the General Assembly changed the required number of full-time equivalent instructional positions for each 1,000 students identified as having limited English proficiency from 10 to 17, but no changes were made in the SOQ to reflect this language.

In 2004, the Board recommended that the language in the SOQ be changed to comport with the Appropriation Act requirement. Specifically, the Board recommended that "state funding, pursuant to the appropriation act, shall be provided to support 17 full-time equivalent instructional positions for each 1,000 students identified as having limited English proficiency." This change was enacted by the 2005 General Assembly through House Bill 1762 and Senate Bill 779. The bills also clarified provisions regarding the five positions per 1,000 students in kindergarten through grade five who serve as elementary resource teachers in art, music, and physical education and the two positions per 1,000 students in grades kindergarten through 12, one to provide technology support and one to serve as an instructional technology resource teacher to be full-time equivalent positions. However, the 2005 General Assembly did not appropriate the funding for the four unfunded positions that had been proposed.

In 2006, the Board began considering further changes to the Standards of Quality. On May 23, 2006, the Standards of Quality Committee of the Board of Education held a forum to hear comments from various organizations on potential changes to the Standards of Quality. Groups invited included the: Virginia Association of School Superintendents, Virginia School Boards Association and the Virginia School Board Association Limited English Proficiency Caucus, Virginia Education Association, Virginia Association of Elementary School Principals, Virginia Association of Secondary School Principals, Virginia Association of Supervision and Curriculum Development, Virginia Municipal League and Virginia Congress of Parents and Teachers.

Additionally, between September 11 and September 27, 2006, the Board held ten public hearings through Virginia and heard from 123 speakers. Following the forum and public hearings, the Board made the following staffing recommendations:

- Require one full-time principal in each elementary school. [The SOQ currently requires a half-time principal for elementary schools with fewer than 300 students.]
- Require one full-time assistant principal for each 600 students in each school. [The SOQ currently requires one half-time assistant principal at an elementary school with between 600 and 899 students and one full-time assistant principal at an elementary school with 900 or more students. The current middle and secondary assistant principal standard in the SOQ is for one full-time assistant principal per 600 students in a school.]
- Require one full-time equivalent instructional position for each 1,000 students in average daily membership to serve as reading specialists for the school division.
- Require school boards to employ enough speech-language pathologists to ensure a caseload that does not exceed 60 students per position.
- Require one full-time equivalent instructional position for each 1,000 students in grades kindergarten through eight to serve as a mathematics specialist.

- Require one full-time equivalent position per 1,000 students in grades kindergarten through 12 to provide schools with support in data management and utilization and the administration of state assessments. The data manager or test coordinator shall hold a license issued by the Board of Education and serve as a resource to principals and classroom teachers in analyzing and interpreting data for instructional purposes.

- Require instructional and paraprofessional staff to ensure the following case load maximums for students who are blind or vision impaired: (i) resource teachers who serve such children for less than 50% of the instructional day, 24 students to one; (ii) teachers of self contained classes serving such children for 50% or more of the instructional day with a paraprofessional, 10 students to one; or (iii) teachers of self contained classes serving such children for 50% or more of the instructional day without a paraprofessional, eight to one.

While the 2007 General Assembly passed Senate Bill 795 providing for some technical and policy changes to the SOQ, it did not pass any of the recommended staffing changes to Standard Two.

On November 29, 2007, the Board of Education adopted a resolution reaffirming the commitment to the seven staffing recommendations that had not yet been funded and urging the Governor and General Assembly to renew their consideration of these recommendations.

SUMMARY OF REQUIREMENTS AND FUNDING OF STAFFING STANDARDS IN THE STANDARDS OF QUALITY (SOQ)

PUPIL TEACHER RATIOS: Each school board shall assign licensed instructional personnel in a manner that produces division wide ratios of students in average daily membership to full-time equivalent teaching positions, excluding special education teachers, principals, assistant principals, counselors, and librarians, that are not greater than the following ratios:

- (i) 24:1 in kindergarten with no class being larger than 29 students; if the average daily membership in any kindergarten class exceeds 24 pupils, a full-time teacher's aide shall be assigned to the class;
- (ii) 24:1 in grades 1, 2, and 3 with no class being larger than 30 students;
- (iii) 25:1 in grades 4 through six with no class being larger than 35 students; and
- (iv) 24:1 in English classes in grade 6 through 12.

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

This funding is part of the Basic Aid calculation described above. One of the funding priorities of 2003-2004 was to provide secondary school teachers with a planning period.

BASIC, SPECIAL EDUCATION, GIFTED, AND CAREER AND TECHNICAL EDUCATION POSITIONS: Each local school board shall employ with state and local basic, special education, gifted, and career and technical education funds a minimum number of licensed, full-time equivalent instructional personnel for each 1,000 students in average daily membership (ADM) as set forth in the appropriation act.

Basic instructional positions are derived from pupil-teacher ratios for each school division with a minimum ratio of 51 instructional personnel for each 1,000 pupils.

A minimum of six career and technical and special education positions per 1,000 pupils is also provided. For career and technical education, funds are provided to support courses for students in grades 6 to 12. This funding supports the salary cost of instructional positions based on class size maximums established in Board regulation. Gifted education funding supports a standard of one full-time equivalent position per 1,000 students. For special education, costs are generated based on staffing standards for special education, as defined in Board regulation. The formula for all types of positions is as follows: Unique per pupil amount per division multiplied by average daily membership. The product is adjusted by the composite index of local ability-to-pay to determine state and local shares.

This formula was part of the basic funding framework approved by the General Assembly in the mid 1970s.

PREVENTION, INTERVENTION, REMEDIATION: In addition to the positions supported by basic aid and in support of regular school year programs of prevention, intervention, and remediation, state funding, pursuant to the appropriation act, shall be provided to fund certain full-time equivalent instructional positions for each 1,000 students in grades K through 12 who are identified as needing prevention, intervention, and remediation services.

Funding is disbursed to school divisions to support the state share of additional professional instructional positions ranging from a pupil teacher ratio of 10:1 to 18:1 based on the division-level failure rate on the SOL English and mathematics tests for all students at risk of educational failure (the three-year average free lunch eligibility data is used as a proxy for at risk students.)

The formula is as follows: Unique per pupil amount per division multiplied by average daily membership. The product is adjusted by the composite index of local ability-to-pay to determine state and local shares.

The SOQ remediation funding formula, prior to the change made in 2004, utilized a methodology of funding nine positions per 1,000 students estimated to be in the bottom quartile of the student population taking the Stanford 9 standardized tests, based on scores.

Funding for this element of Standard 2 is part of Basic Aid. Basic Aid is funding for the basic education program required by the Standards of Quality and covers: 1) salaries of instructional and support functions; 2) transportation; 3) healthcare for all funded positions; 4) retirement, social security and group life fringe benefits for support positions; 5) operations and maintenance of school facilities; and 6) school administration. The pupil-teacher ratios stated in the SOQ are applied in a funding formula using financial data, teacher data, and student membership data collected from school divisions. The resulting calculation produces a per pupil amount that is unique to each division. This per pupil amount is then multiplied by division-level average daily membership. Sales tax is then deducted (because it is an offset to Basic Aid) from this product to derive the total cost to the division and to the Commonwealth. State and local shares are then determined by applying the composite index of local ability-to-pay, which is a measure of each division's ability to pay education costs.

The majority of the research supports smaller class sizes as a means of improving student achievement. This research indicates that students who are in classes of approximately 15 students in the early grades make substantial gains that become greater the longer the students are in those classes. Students retain these gains in regular size classrooms and in the upper grades, middle school, and high school. Some of the same benefits that accrue for young children in grades K-3 also accrue for students in grades 4-12 in smaller classes.

These benefits include the teacher's ability to provide students with individual attention and more individualized instruction and to spend more time teaching and less time with discipline and behavior problems.

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

The funding formula is as follows: 17 teachers per 1,000 English Language Learners multiplied by an average salary and fringe benefits. The product is adjusted by the composite index of local ability-to-pay to determine state and local shares.

Increased accountability for LEP students as a result of the federal No Child Left Behind Act of 2001 require additional teacher resources to ensure that LEP students make annual gains in developing English language proficiency and achieve success with the Standards of Learning. States are required to report annual increases in the number or percentage of children attaining English language proficiency as determined by an assessment of English language development as well as the number of LEP students meeting adequate yearly progress on the SOL assessments in English language and mathematics.

Information collected over the last year by the department has indicated that Virginia is one of a handful of states with a defined staffing formula for English language learners.

PRINCIPALS, ASSISTANT PRINCIPALS, LIBRARIANS, GUIDANCE COUNSELORS, CLERICAL: Each local school board shall employ, at a minimum, the following full-time equivalent positions for any school that reports fall membership, according to the type of school and student enrollment:

Principals in elementary schools, one half-time to 299 students, one full-time at 300 students; principals in middle schools, one full-time, to be employed on a 12-month basis; principals in high schools, one full-time, to be employed on a 12-month basis;

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;

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;

Guidance counselors in elementary schools, one hour per day per 100 students, one fulltime 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;

Clerical personnel in elementary schools, part-time to 299 students, one full-time at 300 students; clerical personnel in middle schools, one full-time and one additional full-time for each 600 students beyond 200 students and one full-time for the library at 750 students; clerical personnel in high schools, one full-time and one additional full-time for each 600 students beyond 200 students and one full-time for the library at 750 students.

This funding is also part of the Basic Aid calculation described above.

The SOQ currently requires a half-time principal for elementary schools with fewer than 300 students. The responsibilities of the principal are demanding and present significant challenges for all schools and especially those elementary schools that do not have fulltime principals. In those school buildings without a principal or assistant principal, a common practice is to assign a designee, usually a resource teacher, who must stop instructional lessons with students to deal with the many situations that arise on a daily basis. The SOQ currently requires one half-time assistant principal at an elementary school with between 600 and 899 students and one full-time assistant principal at an elementary school with 900 or more students. The current middle and secondary assistant principal standard in the SOQ is for one full-time assistant principal per 600 students in a school. The demands and responsibilities of assistant principals have intensified based on the increasing complexity of the principal's role.

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

This funding is part of the Basic Aid calculation described above.

Studies show that participation in the arts and physical education may contribute to improved student performance and increased achievement on test scores.

The inclusion of art, music, and physical education is considered necessary for students' responsible participation in American society. The Standards of Accreditation (SOA) require the provision of instruction in art, music, and physical education and health for students at the elementary, middle, and high school levels. Standard units of credit in health and physical education and in the fine or practical arts are included in the graduation requirements provided in the SOA.

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

This funding is part of the Basic Aid calculation described above.

As the availability and use of educational technology in schools has increased, it became evident that there is a growing need to provide personnel support for technical and instructional needs. The Joint Legislative Audit and Review Commission (JLARC) to recommend a state funding formula for educational technology and technology support personnel. To integrate technology into instruction, an adequate system of support in schools is necessary. The purpose of the technology specialist position is to provide school-level technical assistance to teachers and students in the use of technology. Technical support consists mainly of centralized and school-based support for information networks, such as selection, configuration, installation, operation, repair, and maintenance. The Board of Education has approved Standards of Learning technology standards for K-12 students and technology standards for instructional personnel (TSIP).

SUPPORT COSTS: For the purposes of this title, unless the context otherwise requires, "support services" shall include services provided by the school board members; the superintendent; assistant superintendents; student services (including social workers, homebound, improvement, and principal's office); attendance and health positions; administrative, technical, and clerical positions; operation and maintenance positions; technology support positions; school nurses; and pupil transportation positions.

Support costs fall into the general categories of: 1) instructional professional support; 2) pupil transportation; 3) attendance and health; 4) substitute teachers; 5) professional development; 6) operations and maintenance; 7) superintendent and board member costs; and 8) facilities and administration. These categories are funded in a formula that looks at actual expenditure and position data as supplied by school divisions. The formula incorporates the costs in the general categories noted above for every school division and averages the costs, using a weighting system that recognizes and adjusts for reported costs that are unusually high or unusually low. The product of the formula becomes the funding standard viewed as the prevailing support cost. Prevailing support costs are included in Basic Aid. Both positions and non-salary support are funded through this process.

This formula resulted from the review by the Joint Legislative Audit and Review Commission (JLARC) in the 1980s.

OTHER SOQ FUNDED ITEMS:

SALES TAX: This funding component is not specifically identified in the Standards of Quality. However, the 1974 General Assembly, when it established the framework for the Standards of Quality, included sales tax as one of four key funding elements. Sales tax distributed to school divisions represents the portion of net revenue from the state sales and use tax dedicated to public education (1 1/8%) that is distributed to counties, cities, and towns in support of the Standards of Quality.

Distribution is based upon each locality's pro-rata share of school age population as based on a triennial school census. The formula works as follows: Triennial census count by school division divided by the total triennial census count for the state multiplied by the estimate of the share of state sales tax dedicated to public education (1 1/8%).

TEXTBOOKS: This funding component is not specifically identified in the Standards of Quality. The practice of including textbooks in the Standards of Quality has been longstanding because of the link to instructional services and because state law mandates that textbooks required for instruction be provided free of charge.

State funding is provided on a per pupil basis based on the statewide prevailing per pupil cost of textbooks incurred by school divisions. The formula works as follows: uniform statewide per pupil amount multiplied by average daily membership to produce a total cost. This total cost is then adjusted by the composite index of local ability-to-pay to yield the state and local shares.

FRINGE BENEFITS: This funding component is not specifically identified in the Standards of Quality. The practice of including fringe benefit costs (retirement, Social Security, group life, health care) has been longstanding because of the link to funding the salary/benefit cost of instructional positions.

A unique per pupil amount per division is produced using actual cost data provided by the school division. This per pupil amount is then multiplied by division-level average daily membership and then adjusted for the composite index of local ability-to-pay to yield the state and local shares.

SUMMARY OF RECOMMEND CHANGES TO STAFFING STANDARDS IN THE STANDARDS OF QUALITY (SOQ)

Data Manager/Test Coordinator: Requires one full-time position per 1,000 students in grades kindergarten through 12 to provide schools support in data management and the utilization and administration of state assessments. The data manager/test coordinator would hold a license

issued by the Board of Education and would serve as a resource to principals and classroom teachers in analyzing and interpreting data for instructional purposes. 2006 and 2007: \$41.7 Million, \$33.4 Million; Total: \$75.1 Million

Elementary Principal: Require one full-time principal in every elementary school, middle school, and high school. 2003, 2006, and 2007: \$7.7 Million, \$4.2 Million; Total: \$11.9 Million

Assistant Principal: Require one assistant principal for each 400 students in every elementary school, middle school, and high school. 2003, 2006, and 2007: \$57.3 Million, \$47.9 Million; Total: \$105.2 Million

Reading Specialist: Require one full-time equivalent instructional position for each 1,000 students in average daily membership to serve as reading specialists for the school division. 2003, 2006, and 2007: \$41.7 Million, \$33.4 Million; Total: \$75.1 Million

Speech Language Pathologist: Require local school boards to employ speech-language pathologists in sufficient numbers to ensure that a caseload does not exceed 60 students per position. 2003, 2006, and 2007: \$4.3 Million, \$3.6 Million; Total: \$7.9 Million

Mathematics Specialist: Require one full-time instructional position for each 1,000 students in grades kindergarten through eight to serve as the mathematics teacher specialist. 2006 and 2007: \$28.6 Million, \$22.8 Million; Total: \$51.4 Million

Visually Impaired Standard: Require local school boards to employ instructional and paraprofessional staff to ensure a student to teacher ratio according to the level of services needed. For instance, resources would be provided at 24:1 for the least intensive service level. More intensive services requires a 10:1 ratio and the most intensive services require at 8:1 ratio with an additional weight or service level if the student is in a self-contained environment. 2006 and 2007: \$3.8 Million, \$3.2 Million; Total: \$7.0 Million

TOTAL ADDITIONAL FUNDING: 2006 and 2007: \$185.2 Million, \$148.5 Million; Total: \$333.7 Million

Appendix H: 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: _____ F. _____

Date: November 20, 2008

Topic: First Review of the Board of Education's 2008 Annual Report on Electronic Meetings

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

Telephone: 804/ 225-2924

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

Origin:

Topic presented for information only (no board action required)

Board review required by

State or federal law or regulation

Board of Education regulation

Other: Board of Education By-laws

Action requested at this meeting

Action requested at future meeting:

Previous Review/Action:

No previous board review/action

Previous review/action

date:

action:

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

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

§ 2.2-3708. Electronic communication meetings.

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

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

Summary of Major Elements: During the 2008 calendar year, the Board of Education did not conduct any business meetings or committee meetings using electronic communications.

It should be emphasized, however, that even though business meetings have not been conducted via electronic means, the Board of Education has moved significantly within the last few years to use electronic communications and resources. The Board has taken action to post agendas, meeting material, minutes, business and committee meeting notices, legislative reports, and other publications on its Internet site (<http://www.doe.virginia.gov/boe/index.shtml>). Meeting materials, Powerpoint presentations, and other publications related to Board meetings, including meetings of its standing committees and advisory committees, are distributed to members and the public via electronic means, thereby getting materials into the hands of interested persons quickly and efficiently while, at the same time, reducing costs and administrative time on the agency.

The Board of Education also supports and encourages the use of electronic conferencing resources, including videoconferencing, for conducting business of standing committees and advisory committees.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education waive first review and adopt the *2008 Annual Report on Electronic Meetings*.

Impact on Resources: N/A

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

ATTACHMENT:

Board of Education 2008 Annual Report on Electronic Meetings

During the 2008 calendar year, the Board of Education did not conduct any business meetings or committee meetings using electronic communications.

It should be emphasized, however, that even though business meetings have not been conducted via electronic means, the Board of Education has moved significantly within the last few years to use electronic communications and resources. The Board has taken action to post agendas, meeting material, minutes, business and committee meeting notices, legislative reports, and other publications on its Internet site (<http://www.doe.virginia.gov/boe/index.shtml>). Meeting materials, Powerpoint presentations, and other publications related to Board meetings, including meetings of its standing committees and advisory committees, are distributed to members and the public via electronic means, thereby getting materials into the hands of interested persons quickly and efficiently while, at the same time, reducing costs and administrative time on the agency.

The Board of Education also supports and encourages the use of electronic conferencing resources, including videoconferencing, for conducting business of standing committees and advisory committees.

Board of Education Agenda Item

Item: G.

Date: November 20, 2008

Topic: Final Review of the Standards of Quality

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

Telephone Number: (804) 225-2403 E-Mail Address: Anne.Wescott@doe.virginia.gov

Origin:

Topic presented for information only (no board action required)

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

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

Previous Review/Action:

No previous board review/action

Previous review/action
date September 25, 2008, October 23, 2008
action First review, second 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 attached table lists the Board’s unfunded recommendations; the estimated state and local share of the cost of each recommendation for Fiscal Year 2010, along with the total estimated cost of each recommendation; intermediate implementation options for the Board’s consideration; and background information for each of the options.

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: Following the Board's adoption, this resolution will be transmitted to the Governor and the General Assembly, as required by the *Code of Virginia*.

Standards of Quality (SOQ) Review and Options for Discussion

Descriptor of Proposed SOQ	Fiscal Year 2010 - Estimated State Share	Fiscal Year 2010 - Estimated Local Share	Total Cost	Intermediate Implementation Options	Background Information on Options
<p>Requires one full-time position per 1,000 students in grades kindergarten through 12 to provide schools support in data management and the utilization and administration of state assessments. The data manager/test coordinator would hold a license issued by the Board of Education and would serve as a resource to principals and classroom teachers in analyzing and interpreting data for instructional purposes.</p> <p>Years Recommended: 2006 and 2007</p>	<p><u>Option I:</u> \$41.7 Million</p> <p><u>Option II:</u> No additional cost in current biennium</p>	<p><u>Option I:</u> \$33.4 Million</p> <p><u>Option II:</u> No additional cost in current biennium</p>	<p><u>Option I:</u> \$75.1 Million</p>	<p><u>Option I:</u> Support requirement for full implementation.</p> <p><u>Option II:</u> Affirm need for this requirement, but support an intermediate implementation option and defer implementation of requirement to a later year.</p> <p>The Standards of Quality currently provide funding for one instructional technology resource teacher (ITRT) per 1,000 students. As an intermediate implementation option, provide flexibility to school divisions to use the instructional technology resource teacher funding to hire a data coordinator position, an instructional technology resource teacher position or a data coordinator/instructional resource teacher <u>blended</u> position. SOQ language would need to be amended.</p>	<p>Standards of Quality: § 22.1-253.13:2. Standard 2. Instructional, administrative, and support personnel.</p> <p>Local school boards shall employ two full-time equivalent positions per 1,000 students in grades kindergarten through 12, one to provide technology support and one to serve as an instructional technology resource teacher.</p>

Descriptor of Proposed SOQ	Fiscal Year 2010 - Estimated State Share	Fiscal Year 2010 - Estimated Local Share	Total Cost	Intermediate Implementation Options	Background Information on Options
<p>Require one full-time equivalent instructional position for each 1,000 students in average daily membership to serve as reading specialists for the school division.</p> <p>Years Recommended: 2003, 2006, and 2007</p>	<p><u>Option I:</u> \$41.7 Million</p> <p><u>Option II:</u> No additional cost in current biennium</p>	<p><u>Option I:</u> \$33.4 Million</p> <p><u>Option II:</u> No additional cost in current biennium</p>	<p><u>Option I:</u> \$75.1 Million</p>	<p><u>Option I:</u> Support requirement for full implementation.</p> <p><u>Option II:</u> Affirm need for this requirement, but support an intermediate implementation option and defer implementation of requirement to a later year.</p> <p>As an intermediate implementation option, provide flexibility to school divisions to use Early Intervention Reading Initiative (EIRI) funding to hire reading specialists to provide the required intervention. The EIRI is a Lottery-funded incentive program outside of the SOQ. The SOQ could be amended to connect the reading specialists to the EIRI.</p>	<p>The Early Reading Intervention program is funded outside of the Standards of Quality. The estimated state share of funding for fiscal year 2010 is \$17.1 million and the local share is \$13.6 million, for total funding of \$30.7 million from the Lottery Fund. The program's intent is to reduce the number of students needing remedial services. The program funds are used by school divisions to fund: 1) special reading teachers; 2) trained aides; 3) volunteer tutors under teacher supervision; 4) computer-based reading tutorial programs; aides to instruct groups while teachers provide targeted assistance; or 5) extended instructional time.</p> <p>The funding formula is based on a ratio of 1 teacher to 5 students in grades K through 3.</p>

Descriptor of Proposed SOQ	Fiscal Year 2010 - Estimated State Share	Fiscal Year 2010 - Estimated Local Share	Total Cost	Intermediate Implementation Options	Background Information on Options
<p>Require one full-time instructional position for each 1,000 students in grades kindergarten through eight to serve as the mathematics teacher specialist.</p> <p>Years Recommended: 2006 and 2007</p>	<p><u>Option I:</u> \$28.6 Million</p> <p><u>Option II:</u> No additional cost in current biennium</p>	<p><u>Option I:</u> \$22.8 Million</p> <p><u>Option II:</u> No additional cost in current biennium</p>	<p><u>Option I:</u> \$51.4 Million</p>	<p><u>Option I:</u> Support requirement for full implementation.</p> <p><u>Option II:</u> Affirm need for this requirement, but support an intermediate implementation option and defer implementation of requirement to a later year.</p> <p>As an intermediate implementation option, provide flexibility to school divisions to use Algebra Readiness Intervention (ARI) initiative funding to hire mathematics teacher specialists to provide the required intervention. The ARI is a Lottery-funded incentive program outside of the SOQ. The SOQ could be amended to connect the mathematics teacher specialists to the Algebra Readiness Intervention initiative.</p>	<p>The SOL Algebra Readiness program is funded outside of the Standards of Quality. The estimated state share of funding for fiscal year 2010 is \$9.0 million and the local share is \$5.9 million, for total funding of \$14.9 million from the Lottery Fund. Funding is based on the estimated number of 7th- and 8th-grade students who are at-risk of failing the Algebra I end-of-course test. The number of at-risk students is approximated based on the free lunch eligibility percentage for each school division.</p>
<p>Require one full-time principal in every elementary school.</p> <p>Years Recommended: 2003, 2006, and 2007</p>	<p><u>Option I:</u> \$7.7 Million</p> <p><u>Option II:</u> No additional cost in current biennium</p>	<p><u>Option I:</u> \$4.2 Million</p> <p><u>Option II:</u> No additional cost in current biennium</p>	<p><u>Option I:</u> \$11.9 Million</p>	<p><u>Option I:</u> Support requirement for full implementation.</p> <p><u>Option II:</u> Affirm need for this requirement, but defer implementation of requirement to a later year.</p>	

Descriptor of Proposed SOQ	Fiscal Year 2010 - Estimated State Share	Fiscal Year 2010 - Estimated Local Share	Total Cost	Intermediate Implementation Options	Background Information on Options
<p>Require one assistant principal for each 400 students in every elementary school, middle school, and high school.</p> <p>Years Recommended: 2003, 2006, and 2007</p>	<p><u>Option I:</u> \$57.3 Million</p> <p><u>Option II:</u> No additional cost in current biennium</p>	<p><u>Option I:</u> \$47.9 Million</p> <p><u>Option II:</u> No additional cost in current biennium</p>	<p><u>Option I:</u> \$105.2 Million</p>	<p><u>Option I:</u> Support requirement for full implementation.</p> <p><u>Option II:</u> Affirm need for this requirement, but defer implementation of requirement to a later year.</p>	
<p>Require local school boards to employ speech-language pathologists in sufficient numbers to ensure that a caseload does not exceed 60 students per position.</p> <p>Years Recommended: 2003, 2006, and 2007</p>	<p><u>Option I:</u> \$4.3 Million</p> <p><u>Option II:</u> No additional cost in current biennium</p>	<p><u>Option I:</u> \$3.6 Million</p> <p><u>Option II:</u> No additional cost in current biennium</p>	<p><u>Option I:</u> \$7.9 Million</p>	<p><u>Option I:</u> Support requirement for full implementation.</p> <p><u>Option II:</u> Affirm need for this requirement, but defer implementation of requirement to a later year.</p>	

Descriptor of Proposed SOQ	Fiscal Year 2010 - Estimated State Share	Fiscal Year 2010 - Estimated Local Share	Total Cost	Intermediate Implementation Options	Background Information on Options
<p>Require local school boards to employ instructional and paraprofessional staff to ensure a student to teacher ratio according to the level of services needed. For instance, resources would be provided at 24:1 for the least intensive service level. More intensive services require a 10:1 ratio and the most intensive services require an 8:1 ratio with an additional weight or service level if the student is in a self-contained environment.</p> <p>Years Recommended: 2006 and 2007</p>	<p><u>Option I:</u> \$3.8 Million</p> <p><u>Option II:</u> No additional cost in current biennium</p>	<p><u>Option I:</u> \$3.2 Million</p> <p><u>Option II:</u> No additional cost in current biennium</p>	<p><u>Option I:</u> \$7.0 Million</p>	<p><u>Option I:</u> Support requirement for full implementation.</p> <p><u>Option II:</u> Affirm need for this requirement, but defer implementation of requirement to a later year.</p>	
<p>TOTAL ADDITIONAL FUNDING</p>	<p>\$185.1 Million</p>	<p>\$148.5 Million</p>	<p>\$333.6 Million</p>		

Additional Option for Discussion:

Descriptor of Proposed Language in SOQ	Fiscal Year 2010 - Estimated State Share	Fiscal Year 2010 - Estimated Local Share	Total Cost	Intermediate Implementation Options	Background Information on Options
Provide flexibility to address the instruction of English Language Learners (ELL) who have limited English proficiency	No additional cost	No additional cost		<p>As an alternative for providing additional instructional services to English Language Learner (ELL) students, allow school divisions to use funds from the SOQ Prevention, Intervention, and Remediation account to hire additional ELL teachers to provide instruction to identified LEP students. This funding would supplement the instructional services provided by the current SOQ staffing standard of 17 per 1,000 LEP students.</p> <p>SOQ language would need to be amended.</p>	<p>Currently, the SOQ provides funding for 17 instructional positions for every 1,000 students identified as having limited English proficiency. The funding supports the salary and benefits cost of instructional positions needed for providing instruction to children not having English as their primary language.</p> <p>The Prevention, Intervention, and Remediation account is a funding mechanism that provides prevention, intervention, and remediation services to students in need of additional instruction in the Standards of Learning. The estimated state share of funding for fiscal year 2010 is \$69.5 million and the estimated local share is \$45.1 million, for total funding of \$114.6 million from general funds.</p> <p>Funding is based upon a pupil teacher ratio that is adjusted according to division level failure rates on SOL English and mathematics tests for a population of at-risk students (estimated based upon free lunch eligibility.)</p>

Virginia Board of Education

November 20, 2008

***Final Review of the Standards of Quality
(SOQ)***



FLUCCANO

November 20, 2008

Summary of October Meeting:

- **Broad overview of programs contained in the SOQ and those outside the SOQ.**
- **Presentation of recommended changes to the SOQ brought forward by the Board beginning in 2003.**
- **Discussion of the status of recommendations made by the Board that have not yet been implemented and funded.**



FLUCCANO

November 20, 2008

Board Recommendations That Have Not Yet Been Implemented and Funded

- Providing for a Data Manager/Test Coordinator for every 1,000 students in grades K-12
- Providing one full-time reading specialist for every 1,000 students in grades K-12
- Providing one full-time mathematics specialist for every 1,000 students in grades K-8
- Providing one full-time principal in each elementary school
- Providing one full-time assistant principal for every 400 students in grades K-12
- Reducing the caseload standards for speech-language pathologists
- Reducing the caseload standards related to visually impaired students



November 20, 200

Options To Consider – Data Manager/Test Coordinator (2006 and 2007 Recommendation)

Option 1: Support requirement for full implementation – Cost is \$41.7 Million in state funds and \$33.4 Million in local funds.

Option 2: Affirm need for this requirement, but support an intermediate implementation option and defer full implementation of requirement to a later year.

Intermediate implementation option: Permit school divisions to use the instructional technology resource teacher funding in the SOQ to hire a data coordinator position, an instructional technology resource teacher position or a data coordinator/instructional resource teacher blended position. (SOQ language would need to be amended.)



November 20, 200

Options To Consider – Reading Specialist (2003, 2006, 2007 Recommendation)

Option 1: Support requirement for full implementation – Cost is \$41.7 Million in state funds and \$33.4 Million in local funds.

Option 2: Affirm need for this requirement, but support an intermediate implementation option and defer full implementation of requirement to a later year.

Intermediate implementation option: Permit flexibility to school divisions to use Early Intervention Reading Initiative (EIRI) funding to hire reading specialists to provide the required intervention. The EIRI is a Lottery-funded incentive program outside of the SOQ. The SOQ could be amended to connect the reading specialists to the EIRI.



November 20, 200

Options To Consider – Mathematics Specialist (2006 and 2007 Recommendation)

Option 1: Support requirement for full implementation – Cost is \$28.6 Million in state funds and \$22.8 Million in local funds.

Option 2: Affirm need for this requirement, but support an intermediate implementation option and defer full implementation of requirement to a later year.

Intermediate implementation option: Permit flexibility to school divisions to use Algebra Readiness Intervention (ARI) initiative funding to hire mathematics teacher specialists to provide the required intervention. The ARI is a Lottery-funded incentive program outside of the SOQ. The SOQ could be amended to connect the mathematics teacher specialists to the Algebra Readiness Intervention initiative.



November 20, 200

Options To Consider – Remaining Four Recommendations

Two Recommendation Options:

Option 1: Support requirement for full implementation.

OR

Option 2: Affirm the need for this requirement but defer implementation to a later year.

Applies To:

- Providing one full-time principal in each elementary school (Cost is \$7.7 Million in state funds and \$4.2 Million in local funds.)
- Providing one full-time assistant principal for every 400 students in grades K-12. (Cost is \$57.3 Million in state funds and \$47.9 Million in local funds.)
- Reducing the caseload standards for speech-language pathologists. (Cost is \$4.3 Million in state funds and \$3.6 Million in local funds.)
- Reducing the caseload standards related to visually impaired students. (Cost is \$3.8 Million in state funds and \$3.2 Million in local funds.)



November 20, 200

Additional Option for Discussion – Instruction of English Language Learners (ELL) With Limited English Proficiency (LEP)

- Allow school divisions to use funds from the SOQ Prevention, Intervention, and Remediation account to hire additional ELL teachers to provide instruction to identified LEP students.
- This option is intended to supplement the instructional services provided by the current SOQ staffing standard of 17 per 1,000 LEP students.



November 20, 200

Board of Education Agenda Item

Item: H.

Date: November 20, 2008

Topic: Report from the Petersburg City School Board on the Virginia Board of Education's Request to Begin Planning for the Implementation of the Restructuring Contingency Plan for the 2009-2010 School Year

Presenter: Dr. Kathleen M. Smith, Director, Office of School Improvement, Division of Student Assessment and School Improvement
Mr. Kenneth L. Pritchett, President, Petersburg City School Board
Dr. James M. Victory, Superintendent, Petersburg City Public Schools

Telephone Number: (804) 225-2865

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

Origin:

Topic presented for information only (no board action required)

Board review required by

State or federal law or regulation

Board of Education regulation

Other: _____

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

Previous Review/Action:

No previous board review/action

Previous review/action

date September 25, 2008

action Request that the Petersburg City School Board plan for the implementation of the contingency restructuring proposal in the 2009-2010 school year

Background Information:

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

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

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

In October 2004, the Virginia Board of Education (VBOE) established criteria for identifying low-performing school divisions to undergo a division-level academic review. Petersburg City Public Schools met the criteria for division-level academic review as indicated in Section 22.1-253.13:3. Standard 3. Accreditation, other standards and evaluation:

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

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

Based on 2005-2006 assessment results and the resulting accreditation and federal adequate yearly progress (AYP) ratings of the division and its schools, Petersburg Public Schools entered into a second MOU on November 20, 2006. This MOU with the BOE required Petersburg Public Schools to continue in division-level academic review status and participate in an academic review process prescribed by the VBOE.

Additionally, Section 8 VAC 20-131-300 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA), adopted by the Board in September 2006, requires school divisions with Accreditation Denied schools to enter into a MOU with the BOE and implement a corrective action plan to improve student achievement in the identified schools. Since Petersburg Public Schools have schools in accreditation denied status for the 2007-2008 academic year based on 2006-2007 results, the VBOE determined that the MOU for division-level academic review would also serve as the MOU to satisfy Section 8 VAC 20-131-310. As a part of this MOU, a corrective action plan was developed.

The MOU specifies that a contingency plan be developed if the schools do not meet school accreditation targets. The MOU states:

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

Although the development of the contingency restructuring plan was implemented one year later than

planned in the MOU, a committee of outside experts from universities, community-based organizations working in Petersburg, the CAO, and department staff met during the 2007-2008 year after assessments given in 2006-2007 resulted in the division not meeting accountability goals of the MOU for two consecutive years. This committee developed an instructional intervention to be led by an outside entity for middle school students to begin in 2009-2010. On June 18, 2008, the plan was presented to the Accountability Committee for Schools and Divisions. A copy of the plan for the proposed middle grades restructuring model is included as Attachment A. This plan meets the following conditions agreed upon by the Board of Education and Petersburg Public Schools:

1. Alternative governance.
2. Choice option for middle school students and parents.
3. Research-based focus on core content.
4. Recruitment, selection, and supervision of highly qualified personnel by an independent entity.
5. Proven track record of educational success.

Federal school improvement funds that are allocated only to local education agencies (LEA) with schools in improvement are available to cover the start-up costs for program development and implementation planning.

On September 25, 2008, the VBOE requested that the Petersburg City School Board plan for the implementation of the contingency restructuring proposal in the 2009-2010 school year as described in Attachment A and authorized the Department of Education to assist Petersburg Public Schools in such planning by providing available federal resources.

Summary of Major Elements:

Petersburg Public Schools will report on the status of the VBOE's request that the Petersburg City School Board plan for the implementation of the contingency restructuring plan in the 2009-2010 school year.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the VBOE accept Petersburg's report on the VBOE's request that the Petersburg City School Board plan for the implementation of the contingency restructuring plan in the 2009-2010 school year.

Impact on Resources: If the Petersburg School Board proceeds with planning to implement the contingency restructuring plan, the department will provide available federal school improvement funds to Petersburg to plan for contingency restructuring.

Timetable for Further Review/Action: As part of the MOU, Petersburg makes quarterly reports to the VBOE. The next quarterly report will be made on January 15, 2009.

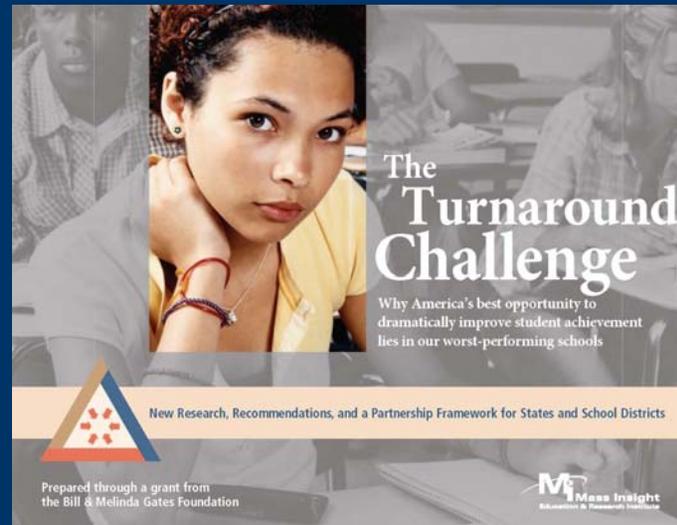
Petersburg Contingency and Restructuring Work Group

June 18, 2008

Committee's Charge Was Limited in Scope to the Middle Grades 6-8

- Alternative governance
- Choice option for middle school students and parents
- Research-based focus on core content
- Recruitment, selection, and supervision of highly qualified personnel by an independent entity
- Proven track record of educational success

Meeting *The Turnaround Challenge*

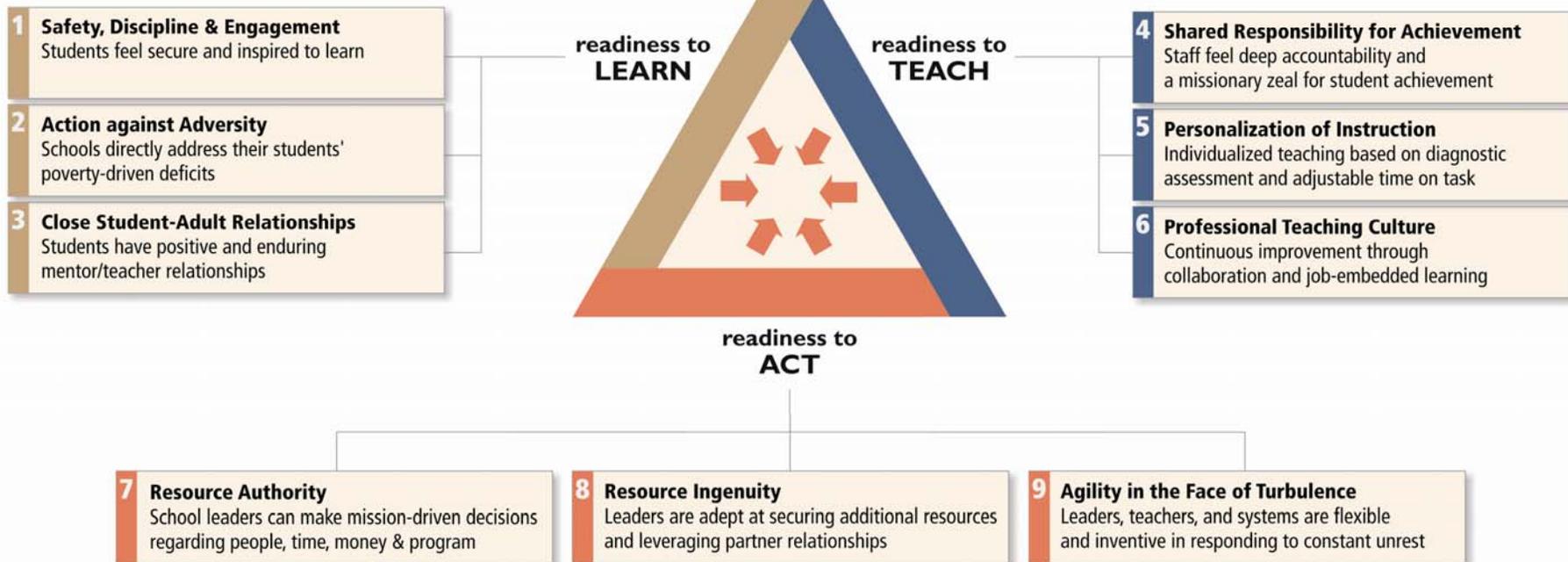


Analysis and Recommendations from the report produced by Mass Insight Education & Research Institute, Inc.

— Developed under a grant from the Bill & Melinda Gates Foundation —

How do high-performing, high-poverty schools do it? They foster students' *readiness to learn*; focus staff's *readiness to teach*; and expand their *readiness to act*.

HPHP READINESS MODEL





Why has so little fundamental change occurred in failing schools to date?

Lack of leverage: No real help from NCLB; incremental reforms remain the common choice

Lack of capacity: In state agencies, districts, schools, partners

Lack of exemplars: No successful models at scale, no real consensus even on definitions

Lack of public will: Failing schools have no constituency; hence, insufficient funding to date



These gaps have led to state strategies that are insufficient to meet the challenge:

Insufficient incentives for educators to choose major change

- **Too few *positive incentives***: reasons to opt into real transformation
- **No *negative incentives***: unattractive consequences for inaction
- **Lack of aggressive, clear performance targets**

Insufficient comprehensiveness, intensity, and sustainability

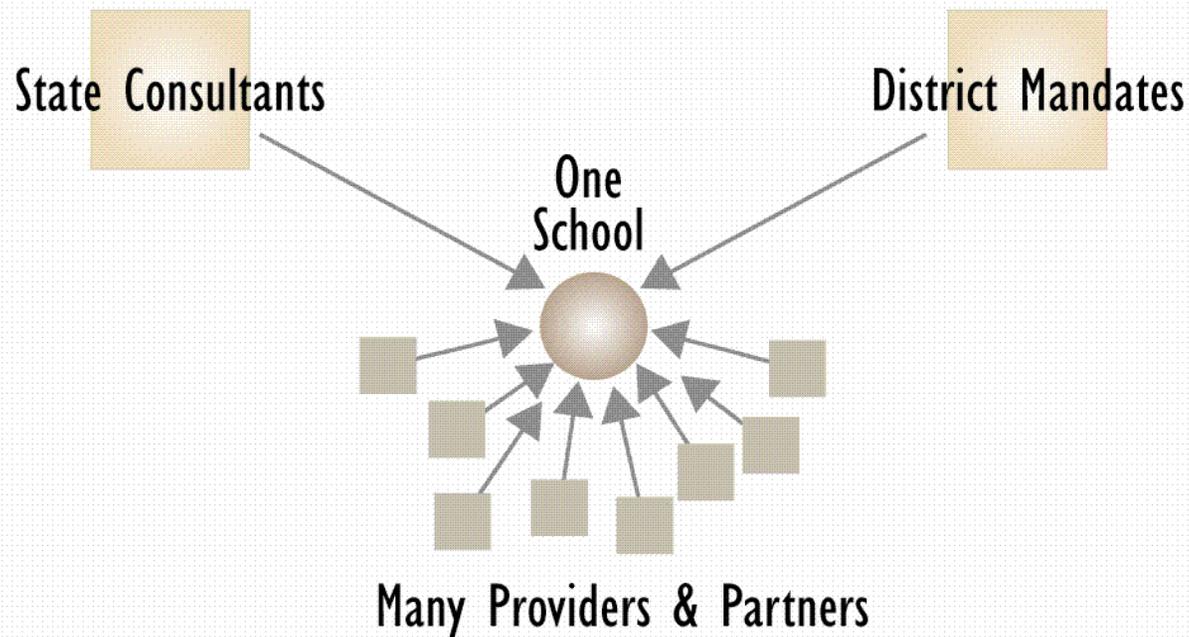
- **No state engagement in changing *conditions*** – rules for adults
- **No overall “people strategy”** – developing *capacity* for turnaround
- **No school *clustering***: limits effectiveness and scale
- **All “loose,” no “tight”**: e.g., more systematic on curriculum, PD
- **Limited partner support**: “light touch,” small scale, fragmented
- **Limited district connection to school improvement effort**

Insufficient commitment from the state

- **Lack of high-visibility public and private sector commitment**
- **SEA lacks sufficient flexibility, authority, resources**

Capacity-Building: Addressing the “projectitis” afflicting school reform

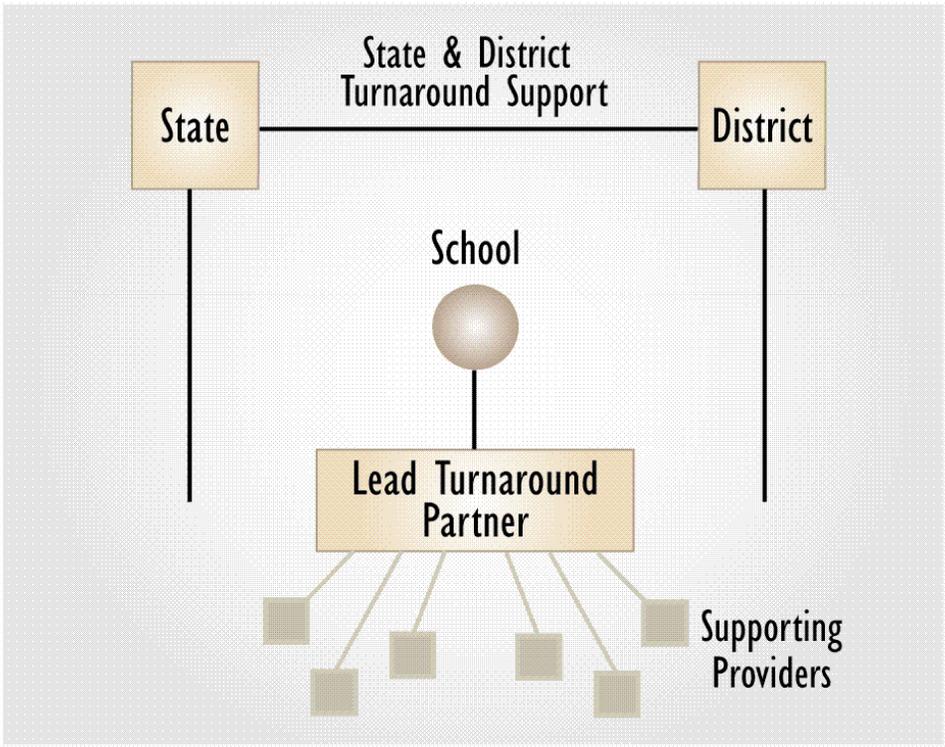
“Old World” Intervention Capacity & Roles:
Fragmented, Competing Improvement Projects



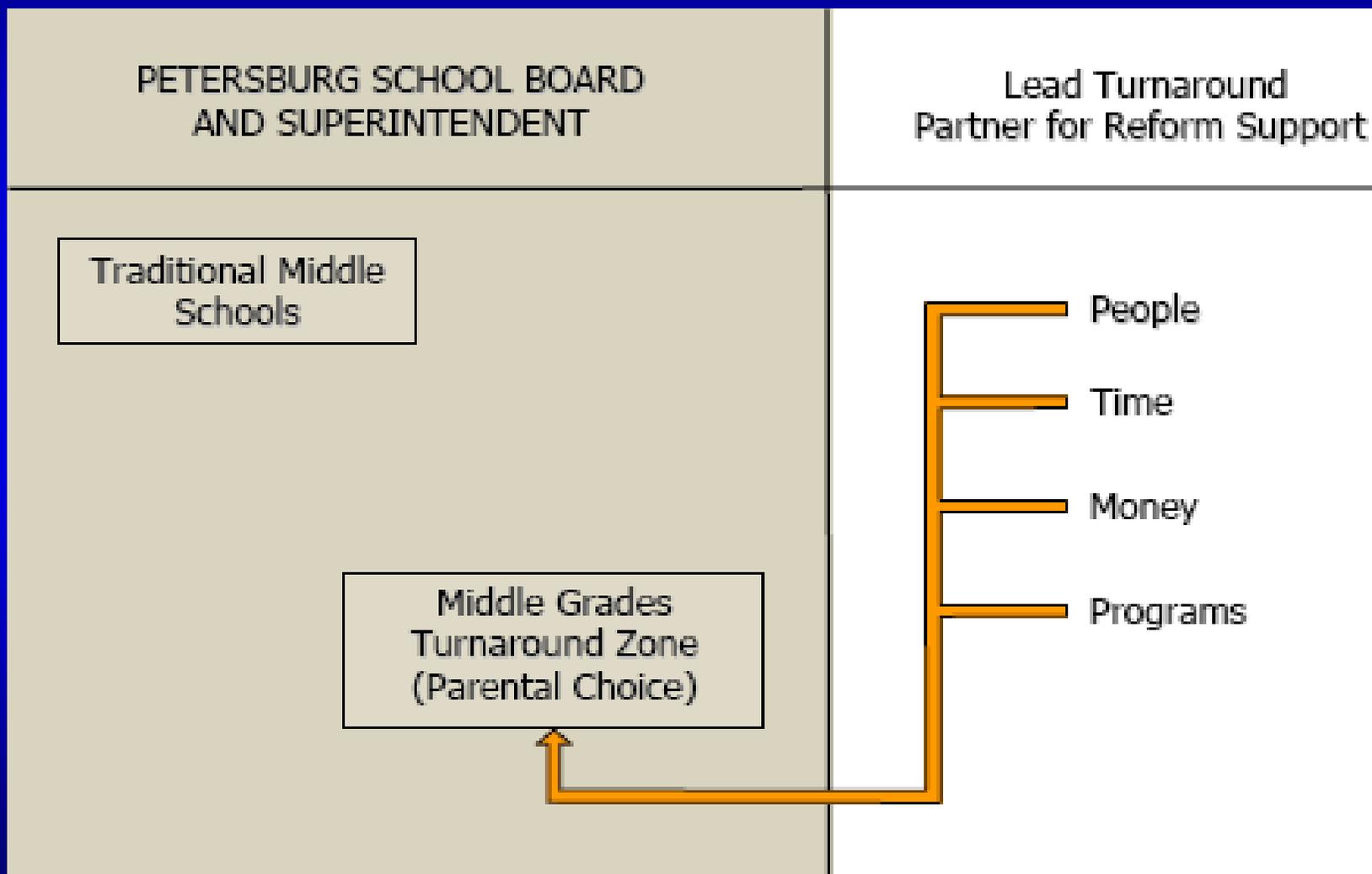


A new model: deeply embedded lead turnaround partners, integrating the work of other providers

"New World" Capacity & Roles within a Comprehensive Turnaround Framework



“An outside-the-system approach inside-the-system ”



Petersburg's Middle Grades Turnaround Zone

- Driven by parental choice to provide all students with an opportunity to attend the “turnaround zone”
- Shared accountability between the Petersburg School Board and the Lead Turnaround Partner
- Led by a Lead Turnaround Partner with a proven record of success
- Led by a Lead Turnaround Partner that provides deep, systemic instructional reform
- Centered on the Lead Turnaround Partner providing an outside-the-system approach inside-the-system

Petersburg's Middle Grades Turnaround Zone, Continued

- Facilitated through a partnership with the Parents, Lead Turnaround Partner, Petersburg School Board, Virginia Department of Education, and Virginia Board of Education through a Memorandum of Understanding
- Funding for the “turnaround zone” is provided by the Petersburg School Board on a prorated per pupil cost which is aligned to the cost per pupil of non-turnaround zone middle school students – but finances remain with Petersburg School Board
- Employ research-based strategies that provide an immediate and dramatic turnaround in student achievement

Lead Turnaround Partner Changing Conditions – People

- **Recruit and select teachers and a program leader who have a proven record of success of increasing student achievement**
- **Structure teacher and principal contracts**
- **Develop and engage teachers and principal in professional development aligned to programmatic goals**
- **Promote student motivation for learning**

Lead Turnaround Partner Changing Conditions – People, Continued

- **Secure parental commitment and involvement through school choice**
- **Promote parental capacity to support student engagement, motivation, and learning within school, at home and in the community**
- **Secure community support to garner human resources needed for reform**
- **Evaluate teacher and principal performance and outcomes and make staffing recommendations accordingly**

Lead Turnaround Partner Changing Conditions – People, Continued

- **Develop constructive relationships with existing school personnel**
- **Expand on existing community commitment and support to garner resources needed for the reform**

Lead Turnaround Partner Changing Conditions – Time

- **Change the school calendar according to student and program needs, for example, year-round schools or extending the length of the school day**
 - **Require commitment from parents to allow for additional time for instruction (such as after-school support)**
 - **Require commitment from teachers to allow for additional time for instruction and professional development**

Lead Turnaround Partner Changing Conditions – Program

- **Maintain authority and autonomy over programs**
- **Provide comprehensive, coherent, manageable, and integrated instructional and support programs**
- **Maintain authority to determine which programs are used and which programs are to be eliminated**
- **Align curriculum, instruction, classroom formative assessment and sustained professional development to build rigor, student-teacher relationships, and provide relevant instruction that engages and motivates students**

Lead Turnaround Partner Changing Conditions – Program, Continued

- **Organize programming to engage students' sense of adventure, camaraderie, and competition**
- **Develop and implement evidence-based discipline programs that minimize time out of school and/or class**
- **Secure supporting partners to address social, emotional and behavioral issues (e.g., over-age students)**
- **Collaborate, identify and secure adequate materials from LEA resources (such as Algebra Readiness Diagnostic Assessment)**
- **Identify and secure outside resources needed in the reform effort**

Lead Turnaround Partner – Money

- **Develop a budget based on available prorated per pupil amounts of local, basic SOQ, school improvement, appropriate Title monies, and special education funding in addition to other sources identified and aligned specifically for the turnaround zone**
- **Basic SOQ funding provided by the Petersburg School Board – but the responsibility for finances remains with the Petersburg School Board**
- **Seek outside funding from the greater community (business, private foundations, federal, state sources) to support the reform effort**

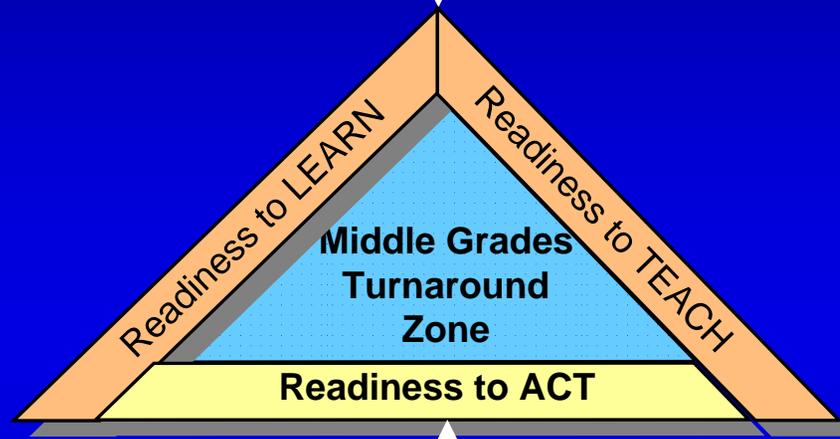
Virginia State Board of Education

Parental Choice

Petersburg School Board

Virginia Department of Education-- Chief Academic Officer

Superintendent and Division Staff



Lead Turnaround Partner for Reform Support

People: Authority over selection, compensation and work rules

Time: Authority over scheduling, longer day, longer year

Program: Flexibility to shape program to students' needs and turnaround priorities

Money: More budget flexibility, more resources

Did We Meet the Charge?

- ✓ Alternative governance
- ✓ Choice option for middle grade students and parents
- ✓ Research-based focus on core content
- ✓ Recruitment, selection, and supervision of highly qualified personnel by an independent entity
- ✓ Organization with track record of educational success

Board of Education Agenda Item

Item: I.

Date: November 20, 2008

Topic: Annual Report: Virginia Advisory Committee for Career and Technical Education

Presenter: Judy Sorrell, Vice-Chair of the Virginia Advisory Committee for Career and Technical Education
Ms. Elizabeth Russell, Director, Office of Career and Technical Education Services

Telephone Number: 804-225-2051 E-Mail Address: Elizabeth.Russell@doe.virginia.gov

Origin:

Topic presented for information only (no board action required)

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

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

Previous Review/Action:

No previous board review/action

Previous review/action
date _____
action _____

Background Information: The Virginia Advisory Committee for Career and Technical Education is comprised of business and industry leaders, professional organization leaders, and representatives from secondary and postsecondary education who are appointed by the Board of Education. The committee submits an annual report to the Board of Education.

Summary of Major Elements: The report includes a summary of the committee's meetings and commendations to the Board.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education receive the report and disseminate to the public upon request.

Impact on Resources: This activity can be absorbed through existing agency resources at this time. If the agency is required to absorb the additional duties related to this report, other services may be impacted.

Timetable for Further Review/Action: No further action is required.

ANNUAL REPORT

From the
Virginia Advisory Committee for Career and Technical Education
to the
Virginia Board of Education

Judy Sorrell, Vice-Chair

November 20, 2008
Introduction

The Virginia Advisory Committee for Career and Technical Education (CTE) was organized in 2003. The principal purpose of the Committee is to provide information about the needs of career and technical education students and programs to the Board of Education and the Department of Education and to make recommendations regarding career and technical education.

The Advisory Committee met four times during the 2007 - 2008 school year: October 23, 2007; January 16, 2008; April 29, 2008, and June 16, 2008.

Membership and Organization

The membership of the Virginia Advisory Committee for Career and Technical Education is composed of persons knowledgeable about and concerned with career and technical education. Initial committee members were appointed by the Board of Education president, and committee vacancies are filled annually by the Board. Once approved by the Board, new members come onto the committee the following fall. Members reflect all geographic areas of the state whenever possible. Membership for the 2007 – 2008 school year included eight representatives from business and industry and five representatives from education. The current board has a total of fourteen members. Members serve three-year staggered terms and may be nominated for a second three-year term up to a maximum of two terms. Officers of the committee for the 2007 – 2008 school year were: Dr. Daisy Stewart, chairperson; and Mr. Mike Mills, vice chairperson. The current officers are Mr. Mike Mills, chairperson; Mrs. Judy Sorrell, vice chairperson; and Mrs. Sandy Hespe, secretary. A list of members for 2007 – 2008 and for the 2008-2009 year are attached.

Meeting Highlights

At its October meeting, the Advisory Committee met prior to the Virginia CTE Administrators Conference in Virginia Beach with a presentation by David Tysinger, Economist for the Virginia Employment Commission/Economic Information Services Division. The restructuring of the Virginia Department of Education structure with Career and Technical Education being placed under the new Technology and Career Education Division with Lan Neugent as the assistant superintendent was announced. The meeting ended with a tour of the Virginia Beach Advanced Technology Center.

The January meeting was held prior to the Virginia Association of Career and Technical Education (VACTE) Legislative Seminar. Highlights of the January meeting included a report on the U. S. Department of Education federal review of the Virginia Department of Education, Office of Career and Technical Education in December. The review indicated less than one percent of items reviewed as needing adjustment. After the meeting, advisory committee members participated in VACTE sessions with local administrators and teachers.

Discussions at the April meeting were on the proposed Academic and Career Plan, Technical and Advanced Technical Diplomas, and the new Governor's Career and Technical Academies. The Advisory Committee also discussed the addition of a liaison between VACTE and the state advisory committee.

The final meeting for the year was held in conjunction with the Creating Excellence Awards Program held in Richmond on June 16. Advisory Committee members presented the regional and state awards to outstanding local advisory councils. A special award was presented to the Virginia PTA for their support of Virginia's Career and Technical Education, career clusters, and career pathways.

COMMENDATIONS

The committee has identified five priority items and respectfully submits these commendations. The Advisory Committee requests the continued support of the activities/programs in these commendations.

Commendation #1: Approval of the Process to Initiate Governor's Career and Technical Academies

The Advisory Committee commends the Virginia Board of Education and the Virginia Department of Education for their efforts to promote preparation of Virginia's CTE students for college and career readiness, especially in the STEM areas.

Commendation #2: Support of Industry Certifications

The Advisory Committee commends the continued support of industry certifications for both students and teachers. We believe that this effort will continue to place Virginia in the lead to prepare our students for postsecondary education and the work force. The continued inclusion of the industry certifications on the School Report Card shows the importance of continued rigor and relevance within the career and technical education programs in Virginia.

Commendation #3: Support of Technical Diplomas

The Advisory Committee commends the administration for its support of career and technical education through its guidance on requirements for the new Technical Diplomas.

Commendation #4: Approval of the Perkins Five Year Plan

The Advisory Committee commends the administration for its support and approval of the Perkins Five Year Plan for 2008 – 2013.

Commendation #5: Support of the Virginia Career and Technical Education (CTE) Curriculum Resource Center and Virginia Career Education Foundation

The Advisory Committee commends the continued support of the Virginia Career and Technical Education Curriculum Resource Center and the Virginia Career Education Foundation.

The CTE Resource Center continues to provide the career and technical education programs throughout the state with curriculum and other resources that could not be developed by many individual local education agencies. The CTE Center works with Department of Education program area specialists, teachers and business and industry representatives to assure that all CTE curriculums are correlated with national and state standards and also with Virginia's Standards of Learning. We endorse the CTE Resource's mission and efforts on behalf of career and technical education.

The Virginia Career Education Foundation (VCEF) exists to raise funds and lend support for initiatives, including public-private partnerships that promote career awareness and quality career and technical programs, particularly for middle and high school students. The VCEF's Governor's Career and Technical Education Exemplary Standards Awards Program developed as part of the National Governors Association STEM grant will provide a criterion-referenced process that involves the faculty of higher education and business partners in examining the curriculum and outcomes to ensure continuous improvement of the quality of individual career and technical education programs. These standards will help to assure the

continued success of the new Governor's Career and Technical Education Academies.

ATTACHMENT A

Member List

**Virginia Advisory Committee for Career and Technical Education
2006-2007**

**Virginia Advisory Committee for Career and Technical Education
2007-2008**

Mr. Craig Balzer

Principal
Balzer and Associates, Inc.
July 1, 2004 - June 30, 2008

Mr. John C. Barnes, III

Vice President, Pallet Division
Potomac Supply Corporation
October 1, 2006 - Sept. 29, 2009

Ms. Theresa Bryant

Vice President
Workforce Development
Tidewater Community College
July 1, 2006 – June 30, 2009

Ms. Tracee B. Carmean

Vice President
Riverside Health System
Riverside School of Health Careers
October 1, 2006 - Sept. 29, 2009

Mr. Johnny Cates

Executive Director AYES Program
Virginia Auto Dealers Association
July 1, 2006 – June 30, 2009

Mr. Franklin D. Harris

Manager of Public and Member Relations
Southside Electric Cooperative
July 1, 2006 – June 30, 2009

Ms. Sandy Hesper

Instructional Specialist
York County Public Schools
July 1, 2007 – June 20, 2010

Mr. Parker Johnson

Accomack County Public School Board
July 1, 2005 – June 30, 2008

Dr. Brenda D. Long

Virginia Association for Career and Technical Education
July 1, 2005 – June 30, 2008

Mr. Mike Mills, Vice-chair
Corporate Distribution Manager
American Woodmark Corporation
July 1, 2004 – June 30, 2007

Mr. Toney Rigali
Lead Organizer
Virginia Pipe Trades Association
July 1, 2004 – June 30, 2007

Mrs. Judy Sorrell
Director
Shenandoah Valley Regional Program
July 1, 2004 – June 30, 2007

Dr. Daisy Stewart, Chair
Program Leader
Career and Technical Education
College of Liberal Arts and Human Sciences
Virginia Tech
July 1, 2005 – June 30, 2008

Mr. Ray Tate
President and CEO
Old Dominion Glass Company
July 1, 2005 – June 30, 2008

ATTACHMENT B

Member List
Virginia Advisory Committee for Career and Technical Education
2008-2009

**Virginia Advisory Committee for Career and Technical Education
2008 – 2009**

Mr. John C. Barnes, III

Vice President, Pallet Division
Potomac Supply Corporation
October 1, 2006 - Sept. 29, 2009

Ms. Theresa Bryant

Vice President
Workforce Development
Tidewater Community College
July 1, 2006 – June 30, 2009

Ms. Tracee B. Carmean

Vice President
Riverside Health System
Riverside School of Health Careers
October 1, 2006 - Sept. 29, 2009

Mr. Johnny Cates

Executive Director AYES Program
Virginia Auto Dealers Association
July 1, 2006 – June 30, 2009

Mr. John E. Cotton

Director
Environmental Health, Safety, and Security
July 17, 2008 – June 30, 2011

Mr. Franklin D. Harris

Manager of Public and Member Relations
Southside Electric Cooperative
July 1, 2006 – June 30, 2009

Mr. Alan R. Hawthorne

Executive Director, Joint Industrial
Development Authority of Wythe County
July 17, 2008 – June 30, 2011

Ms. Sandy Hesse, Secretary

Instructional Specialist
York County Public Schools
July 1, 2007 – June 20, 2010

Mr. Byron K. Hinton

Chairman

Stafford County CTE Committee

July 17, 2008 – June 30, 2011

Ms. Virginia R. Jones

Supervisor of Academies

Halifax County Public Schools

July 17, 2008 – June 30, 2011

Mr. Mike Mills, Chair

Corporate Distribution Manager

American Woodmark Corporation

July 1, 2004 – June 30, 2007

Mr. Toney Rigali

Lead Organizer

Virginia Pipe Trades Association

July 1, 2004 – June 30, 2007

Mrs. Judy Sorrell, Vice-chair

Director

Shenandoah Valley Regional Program

July 1, 2004 – June 30, 2007

Mr. Jerry W. Stewart

Workforce Development Coordinator

City of Virginia Beach Economic Development Division

July 17, 2008 – June 30, 2011

Dr. Brenda Long

Virginia Association for Career and Technical Education Liaison

July 1, 2004 – June 30, 2011

Board of Education Agenda Item

Item: _____ J. _____

Date: November 20, 2008

Topic: Report on the Statewide Dropout Prevention Summit Held on October 28, 2008

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

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

Origin:

Topic presented for information only (no board action required)

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

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

Previous Review/Action:

No previous board review/action

Previous review/action
 date September 25, 2008
 action Received report on plans for the summit

Background Information:

On October 28, 2008, the Virginia Department of Education (VDOE) hosted a statewide summit addressing dropout prevention and promoting collaborative partnerships of cross-sector leaders to increase public awareness of the issue of high school drop-out and school completion. In Virginia, 10,540 students dropped out of school in the year 2006-2007. The ongoing priorities of the Governor, the General Assembly, the Board of Education, and VDOE are to establish strong policy and programmatic frameworks for the achievement of increased high school graduation rates. As part of the effort to promote student graduation, VDOE received a grant from America's Promise Alliance to work in partnership with them to address high school dropout prevention on a statewide basis. America's Promise Alliance is the nation's largest multi-sector collaborative dedicated to the well-being of children and youth and is supporting similar leadership summits in states and cities across the country. Subsequently, State Farm Insurance and AT&T, part of the collaborative, provided financial support for the summit and follow up activities.

With the theme of *Learning, Working and Living: Keeping Promises to our Youth*, the Virginia summit promoted information sharing and action planning among the sectors about implementation of best practices and policies that increase the number of students who complete school. Summit participants included school personnel and members of local school board officials, representatives of the juvenile justice system, state and local legislative and appointed officials, business representatives, and service and community organizations. Over 500 persons attended the summit. Preliminary review of evaluations indicates that the summit was very well received.

Summary of Major Elements:

The program for the summit (attached) included four strands, with three sessions each:

- *Engaging the Student, Engaging the Family: Going Beyond the School Door*: Presented effective practices involving schools and community partners that provide supports, such as mentoring, after-school and service learning programs
- *Counteracting Loss: Making a Living, Making a Difference*: Presented effective programs initiated by schools, businesses, community colleges and other organizations that provide opportunities to regain lost academic ground and prepare for continued education and meaningful work
- *From the State House to the School House: The Intentional and Unintentional Impact of Policies*: Addressed legislative and administrative policies at the state and local level that promote student support and persistence to graduation or may have negative consequences for students
- *Maximizing Resources: Knowing What is Available, Combining Resources*: Presented information about public and private resources available to support programs for students

The Superintendent of Public Instruction welcomed the participants and introduced the Governor, who brought greetings through a video. The Governor referenced research findings that students dropping out of school are twice as likely as high school graduates to continue the poverty cycle; three times as likely as high school completers to be unemployed; eight times as likely to be imprisoned; and more likely to rely on public assistance for supports such as health care and housing. Students who remain in school and graduate are more likely than those who do not complete school to vote, to volunteer, and to engage in civic activity within communities. The Board of Education President, Dr. Mark Emblidge, set the stage for the keynote speaker, Bill Milliken, founder of Communities In Schools and author of *The Last Dropout*. Mr. Milliken spoke from his heart about the stake each community has in every child, and adult responsibility to provide a “safety net of support to keep kids safe, healthy, and motivated.” Additional highlights of the general session were the comments of current and former students as they answered questions about what motivated them to remain in, or to return to, school, as part of the Youth Panel “What We Want to Tell You.”

Breakout sessions included presenters Dr. Thomas Brewster and Dr. Deborah Jonas, speaking about “Graduation Rates, State Policies, and State Resources for Taking Action.” Senator Harry Blevins and Delegate Robert Brink, of the Commission on Youth, joined their staff in a presentation of their current studies of alternative education, dropout prevention, and truancy. Dr. Ruth Neild, from Johns Hopkins University, presented research findings on early warning indicators of dropout and how to use them to target interventions. Parents shared their thoughts as part of a panel “What Parent Need to Assist Their Children.” Other sessions featured best practices in community and school collaboration from within and without of the state, nontraditional educational pathways to student academic success, and resources available to schools and parents from the various sectors.

John Bridgeland, co-author of *The Silent Epidemic: Perspectives of High School Dropouts*, shared findings from his report as part of his luncheon address. The afternoon general session featured a panel discussion by representatives from the various sectors. Dr. Loujeania Bost, Director for the National Dropout Prevention Center for Students with Disabilities at Clemson University, served as moderator. Members of the panel were Dr. Mark Emblidge, Senator Harry Blevins, Jen Alvarez, public affairs

assistant manager for State Farm Insurance, Kerri Wilson, chairman of the Harrisonburg City School Board, Samuel Hayes, director of the Virginia Department of Minority Business Enterprise, and Judge Elizabeth Kellas, Juvenile and Domestic Relations Court, Winchester, Virginia. The panel discussed collaborative and coordinated action needed to respond to the dropout issue. This panel's discussion set the stage for action planning in the afternoon by summit participants.

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

Impact on Resources: The summit was supported by nonstate funds, and planned regional activities and follow up activities will be supported by nonstate funds.

Timetable for Further Review/Action: A proceedings document will be prepared from the summit, based on the action planning templates completed by summit participants. The document will provide the goals and associated activities that will be undertaken to sustain the efforts to address dropout prevention. Regional meetings are being planned in follow up to the summit. In addition, the cities of Norfolk and Richmond are presenting summits in 2009 under the sponsorship of America's Promise. Virginia Department of Education staff are serving on those planning committees.