

CONSOLIDATED STATE PERFORMANCE REPORT: PART I

for reporting on
School Year 2012-13

Revised February 28, 2014

**PART I DUE DECEMBER 20, 2013
5PM EST**

The Consolidated State Performance Report (CSPR) is the required annual reporting tool for each State, the Bureau of Indian Education, District of Columbia, and Puerto Rico as authorized under Section 9303ⁱ of the *Elementary and Secondary Education Act (ESEA)*, as amended. The CSPR consists of two parts. Part I of the CSPR collects data related to the five *ESEA* goals established in the approved June 2002 Consolidated State Application, information required for the Annual State Report to the Secretary, as describe in section 1111(h)(4) of *ESEA*, and data required under McKinney-Vento Homeless Program and the Migrant Child Count. Part II of the CSPR collects information related to state activities and outcomes of specific *ESEA* programs needed for the programs' GPRA indicators or other assessment and reporting requirement.

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1810-0614 (expires 7/31/15)**. The time required to complete this information collection for Part I and Part II combined is estimated to average 32.84 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, Washington, D.C. 20202-4537. **If you have comments or concerns regarding the status of your individual submission of this form, write directly to:** Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

ⁱ SEC.9303. Consolidated Reporting – (a) In general: In order to simplify reporting requirements and reduce reporting burdens, the Secretary shall establish procedures and criteria under which a State educational agency, in consultation with the Governor of the State, may submit a consolidated State annual report. (b) Contents: The report shall contain information about the programs included in the report, including the performance of the State under those programs, and other matters as the Secretary determines are necessary, such as monitoring activities. (c) Replacement: The report shall replace separate individual annual reports for the programs included in the consolidated State annual report.

**CONSOLIDATED STATE PERFORMANCE REPORT:
Parts I and II**

for
STATE FORMULA GRANT PROGRAMS
under the
ELEMENTARY AND SECONDARY EDUCATION ACT
As amended in 2001

For reporting on
School Year 2012-13

VIRGINIA



PART I DUE FRIDAY, DECEMBER 20, 2013
PART II DUE FRIDAY, FEBRUARY 14, 2014

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, DC 20202

INTRODUCTION

Sections 9302 and 9303 of the *Elementary and Secondary Education Act (ESEA)*, as amended in 2001 provide to States the option of applying for and reporting on multiple *ESEA* programs through a single consolidated application and report. Although a central, practical purpose of the Consolidated State Application and Report is to reduce "red tape" and burden on States, the Consolidated State Application and Report are also intended to have the important purpose of encouraging the integration of State, local, and *ESEA* programs in comprehensive planning and service delivery and enhancing the likelihood that the State will coordinate planning and service delivery across multiple State and local programs. The combined goal of all educational agencies—State, local, and Federal—is a more coherent, well-integrated educational plan that will result in improved teaching and learning. The Consolidated State Application and Report includes the following *ESEA* programs:

- Title I, Part A – *Improving Basic Programs Operated by Local Educational Agencies*
- Title I, Part B, Subpart 3 – *William F. Goodling Even Start Family Literacy Programs*
- Title I, Part C – *Education of Migratory Children* (Includes the Migrant Child Count)
- Title I, Part D – *Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk*
- Title II, Part A – *Improving Teacher Quality State Grants (Teacher and Principal Training and Recruiting Fund)*
- Title III, Part A – *English Language Acquisition, Language Enhancement, and Academic Achievement Act*
- Title IV, Part A, Subpart 1 – *Safe and Drug-Free Schools and Communities State Grants*
- Title IV, Part A, Subpart 2 – *Safe and Drug-Free Schools and Communities National Activities (Community Service Grant Program)*
- Title V, Part A – *Innovative Programs*
- Title VI, Section 6111 – *Grants for State Assessments and Related Activities*
- Title VI, Part B – *Rural Education Achievement Program*
- Title X, Part C – *Education for Homeless Children and Youths*

The *ESEA* Consolidated State Performance Report (CSPR) for school year (SY) 2012-13 consists of two Parts, Part I and Part II.

PART I

Part I of the CSPR requests information related to the five *ESEA* Goals, established in the June 2002 Consolidated State Application, and information required for the Annual State Report to the Secretary, as described in Section 1111(h)(4) of the *ESEA*. The five *ESEA* Goals established in the June 2002 Consolidated State Application are:

- **Performance Goal 1:** By SY 2013-14, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- **Performance Goal 2:** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- **Performance Goal 3:** By SY 2005-06, all students will be taught by highly qualified teachers.
- **Performance Goal 4:** All students will be educated in learning environments that are safe, drug free, and conducive to learning.
- **Performance Goal 5:** All students will graduate from high school.

Beginning with the CSPR SY 2005-06 collection, the Education of Homeless Children and Youths was added. The Migrant Child count was added for the SY 2006-07 collection.

PART II

Part II of the CSPR consists of information related to State activities and outcomes of specific *ESEA* programs. While the information requested varies from program to program, the specific information requested for this report meets the following criteria:

1. The information is needed for Department program performance plans or for other program needs.
2. The information is not available from another source, including program evaluations pending full implementation of required ED Facts submission.
3. The information will provide valid evidence of program outcomes or results.

GENERAL INSTRUCTIONS AND TIMELINES

All States that received funding on the basis of the Consolidated State Application for the SY 2012-13 must respond to this Consolidated State Performance Report (CSPR). Part I of the Report is due to the Department by **Friday, December 20, 2013**. Part II of the Report is due to the Department by **Friday, February 14, 2014**. Both Part I and Part II should reflect data from the SY 2012-13, unless otherwise noted.

The format states will use to submit the Consolidated State Performance Report has changed to an online submission starting with SY 2004-05. This online submission system is being developed through the Education Data Exchange Network (EDEN) and will make the submission process less burdensome. Please see the following section on transmittal instructions for more information on how to submit this year's Consolidated State Performance Report.

TRANSMITTAL INSTRUCTIONS

The Consolidated State Performance Report (CSPR) data will be collected online from the SEAs, using the EDEN web site. The EDEN web site will be modified to include a separate area (sub-domain) for CSPR data entry. This area will utilize EDEN formatting to the extent possible and the data will be entered in the order of the current CSPR forms. The data entry screens will include or provide access to all instructions and notes on the current CSPR forms; additionally, an effort will be made to design the screens to balance efficient data collection and reduction of visual clutter.

Initially, a state user will log onto EDEN and be provided with an option that takes him or her to the "SY 2012-13 CSPR". The main CSPR screen will allow the user to select the section of the CSPR that he or she needs to either view or enter data. After selecting a section of the CSPR, the user will be presented with a screen or set of screens where the user can input the data for that section of the CSPR. A user can only select one section of the CSPR at a time. After a state has included all available data in the designated sections of a particular CSPR Part, a lead state user will certify that Part and transmit it to the Department. Once a Part has been transmitted, ED will have access to the data. States may still make changes or additions to the transmitted data, by creating an updated version of the CSPR. Detailed instructions for transmitting the SY 2012-13 CSPR will be found on the main CSPR page of the EDEN web site (<https://EDEN.ED.GOV/EDENPortal/>).

		OMB Number: 1810-0614
		Expiration Date: 11/30/2013
Consolidated State Performance Report For State Formula Grant Programs under the Elementary And Secondary Education Act as amended in 2001		
Check the one that indicates the report you are submitting: <input checked="" type="checkbox"/> Part I, 2012-13 <input type="checkbox"/> Part II, 2012-13		
Name of State Educational Agency (SEA) Submitting This Report: Virginia Department of Education		
Address: P. O. Box 2120 Richmond, VA 23218-2120		
Person to contact about this report:		
Name: Ms. Veronica Tate, Director of Program Administration and Accountability		
Telephone: (804) 225-2870		
Fax: (804) 371-7347		
e-mail: Veronica.Tate@doe.virginia.gov		
Name of Authorizing State Official: (Print or Type): Dr. Patricia I. Wright, Superintendent of Public Instruction		
		Friday, February 28, 2014, 2:35:11 PM
Signature _____		Date

**CONSOLIDATED STATE PERFORMANCE REPORT
PART I**

For reporting on
School Year 2012-13



**PART I DUE DECEMBER 20, 2012
5PM EST**

1.1 STANDARDS AND ASSESSMENT DEVELOPMENT

STANDARDS OF ASSESSMENT DEVELOPMENT

This section requests descriptions of the State's implementation of the *Elementary and Secondary Education Act, as amended (ESEA)* academic content standards, academic achievement standards and assessments to meet the requirements of Section 1111(b)(1) of *ESEA*.

1.1.1 Academic Content Standards

Indicate below whether your state has made or is planning to make revisions to or change the State's academic content standards in mathematics, reading/language arts or science since the State's content standards were most recently approved through ED's peer review process for State assessment systems. If yes, indicate specifically in what school year your State implemented or will implement the revisions or changes.

Response	Options
	No revisions or changes to academic content standards in mathematics, reading/language arts or science made or planned.
<u>State has revised or changed</u>	State has revised or changed its academic content standards in mathematics, reading/language arts or science or is planning to make revisions to or change its academic content standards in mathematics, reading/language arts or science. Indicate below the year these changes were or will be implemented or "Not Applicable" to indicate that changes were not made or will not be made in the subject area.

Acceptable responses are a school year (e.g., 2012-13) or Not Applicable.

	Mathematics	Reading/Language Arts	Science
Academic Content Standards	2009-10	2010-11	2010-11

If the responses above do not fully describe revisions or changes to your State's academic content standards, describe the revisions or changes below.

The response is limited to 1,000 characters.

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1.1.1.1 Academic Achievement Standards in Mathematics, Reading/Language Arts and Science

Indicate below whether your state has changed or is planning to change the State's academic achievement standards in mathematics, reading/language arts or science since the State's academic achievement standards were most recently approved through ED's peer review process for State assessment systems. If yes, indicate specifically in what school year your State implemented or will implement the changes.

As applicable, include changes to academic achievement standards based on any assessments (e.g., alternate assessments based on alternate achievement standards, alternate assessments based on modified achievement standards, native language assessments, or others) implemented to meet the assessment requirements under Section 1111(b)(3) of ESEA.

Response	Options
	No revisions or changes to academic achievement standards in mathematics, reading/language arts or science made or planned.
<u>State has revised or changed</u>	State has changed its academic achievement standards or is planning to change its academic achievement standards in mathematics, reading/language arts or science. Indicate below either the school year in which these changes were or will be implemented or "Not Applicable" to indicate that changes were not made or will not be made in the subject area.

Acceptable responses are a school year (e.g., 2012-13) or Not Applicable.

Academic Achievement Standards for	Mathematics	Reading/Language Arts	Science
Regular Assessments in Grades 3-8	2011-2012	2012-2013	2012-2013
Regular Assessments in High School	2011-2012	2012-2013	2012-2013
Alternate Assessments Based on Grade-Level Achievement Standards (if applicable)	Not Applicable	2012-2013	2012-2013
Alternate Assessments Based on Modified Achievement Standards (if applicable)	2011-2012	2012-2013	Not Applicable
Alternate Assessments Based on Alternate Achievement Standards	2011-2012	2012-2013	2012-2013

If the responses above do not fully describe revisions or changes to your State's academic achievement standards, describe the revisions or changes below.

The response is limited to 1,000 characters.

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1.1.2 Assessments in Mathematics and Reading/Language Arts and Science

Indicate below whether your state has changed or is planning to change the State's academic assessments in mathematics, reading/language arts or science since the State's academic assessments were most recently approved through ED's peer review process for State assessment systems. If yes, indicate specifically in what school year your State implemented or will implement the changes.

As applicable, include any assessments (e.g., alternate assessments based on alternate achievement standards, alternate assessments based on modified achievement standards, native language assessments, or others) implemented to meet the assessment requirements under Section 1111(b)(3) of ESEA.

Response	Options
	No changes to assessments in mathematics, reading/language arts or science made or planned.
<u>State has revised or changed</u>	State has changed or is planning to change its assessments in mathematics, reading/language arts or science. Indicate below the year these changes were implemented or "Not Applicable" to indicate that changes were not made or will not be made in the subject area.

Acceptable responses are a school year (e.g., 2012-13) or Not Applicable.

Academic Assessments	Mathematics	Reading/Language Arts	Science
Regular Assessments in Grades 3-8	2011-2012	2012-2013	2012-2013
Regular Assessments in High School	2011-2012	2012-2013	2012-2013
Alternate Assessments Based on Grade-Level Achievement Standards (if applicable)	Not Applicable	2012-2013	2012-2013
Alternate Assessments Based on Modified Achievement Standards (if applicable)	2011-2012	2012-2013	Not Applicable
Alternate Assessments Based on Alternate Achievement Standards	2012-2013	2012-2013	2012-2013

If the responses above do not fully describe revisions or changes to your State's academic achievement standards, describe the revisions or changes below.

The response is limited to 1,000 characters.

1.1.3 Grants for State Assessments and Related Activities**1.1.3.1 Percentages of Funds Used for Standards and Assessment Development and Other Purposes**

For funds your State had available under *ESEA* section 6111 (Grants for State Assessments and Related Activities) during SY 2012-13, estimate what percentage of the funds your State used for the following (round to the nearest ten percent).

Purpose	Percentage (rounded to the nearest ten percent)
To pay the costs of the development of the State assessments and standards required by Section 1111(b)	60.00
To administer assessments required by Section 1111(b) or to carry out other activities described in section 6111 and other activities related to ensuring that the State's schools and local educational agencies are held accountable for the results	40.00
Comments: The response is limited to 4,000 characters.	

1.1.3.2 Uses of Funds for Purposes Other than Standards and Assessment Development

For funds your State had available under *ESEA* section 6111 (Grants for State Assessments and Related Activities) during SY 2012-13 that were used for purposes other than the costs of the development of the State assessments and standards required by section 1111(b), for what purposes did your State use the funds? (Enter "yes" for all that apply and "no" for all that do not apply).

Purpose	Used for Purpose (yes/no)
Administering assessments required by Section 1111(b)	Yes
Developing challenging State academic content and student academic achievement standards and aligned assessments in academic subjects for which standards and assessments are not required by Section 1111(b)	No
Developing or improving assessments of English language proficiency necessary to comply with Section 1111(b)(7)	No
Ensuring the continued validity and reliability of State assessments, and/or refining State assessments to ensure their continued alignment with the State's academic content standards and to improve the alignment of curricula and instructional materials	Yes
Developing multiple measures to increase the reliability and validity of State assessment systems	No
Strengthening the capacity of local educational agencies and schools to provide all students the opportunity to increase educational achievement, including carrying out professional development activities aligned with State student academic achievement standards and assessments	Yes
Expanding the range of accommodations available to students with limited English proficiency and students with disabilities (<i>IDEA</i>) to improve the rates of inclusion of such students, including professional development activities aligned with State academic achievement standards and assessments	Yes
Improving the dissemination of information on student achievement and school performance to parents and the community, including the development of information and reporting systems designed to identify best educational practices based on scientifically based research or to assist in linking records of student achievement, length of enrollment, and graduation over time	Yes
Other	No
Comments: The response is limited to 4,000 characters.	

1.2 PARTICIPATION IN STATE ASSESSMENTS

This section collects data on the participation of students in the State assessments.

Note: States are not required to report these data by the seven (7) racial/ethnic groups; instead, they are required to report these data by the major racial and ethnic groups that are identified in their Accountability Workbooks. The charts below display racial/ethnic data that has been mapped back from the major racial and ethnic groups identified in their workbooks, to the 7 racial/ethnic groups to allow for the examination of data across states.

The "Asian/Pacific Islander" row in the tables below represent either the value reported by the state to the Department of Education for the major racial and ethnic group "Asian/Pacific Islander" or an aggregation of values reported by the state for the major racial and ethnic groups "Asian" and "Native Hawaiian/Other Pacific Islander or Pacific Islander" (and "Filipino" in the case of California). When the values reported in the Asian/Pacific Islander row represent the U. S. Department of Education aggregation of other values reported by the state, the detail for "Asian" and "Native Hawaiian or Other Pacific Islander" are also included in the following rows. Disaggregated reporting for assessment participation data is done according to the provisions outlined within each state's Accountability Workbook. Accordingly, not every state uses major racial and ethnic groups which enable detail of Asian American/Pacific Islander (AAPI) populations.

1.2.1 Participation of all Students in Mathematics Assessment

In the table below, provide the number of students enrolled during the State's testing window for mathematics assessments required under Section 1111(b)(3) of *ESEA* (regardless of whether the students were present for a full academic year) and the number of students who participated in the mathematics assessment in accordance with *ESEA*. The percentage of students who were tested for mathematics will be calculated automatically.

The student group "children with disabilities (*IDEA*)" includes children who participated in the regular assessments with or without accommodations and alternate assessments. Do not include former students with disabilities (*IDEA*). Do not include students only covered under Section 504 of the Rehabilitation Act of 1973.

The student group "limited English proficient (LEP) students" includes recently arrived students who have attended schools in the United States for fewer than 12 months. Do not include former LEP students.

Student Group	# Students Enrolled	# Students Participating	Percentage of Students Participating
All students	787,954	784,012	99.50
American Indian or Alaska Native	2,461	2,447	99.40
Asian or Pacific Islander	50,313	50,179	99.70
<i>Asian</i>	49,149	49,017	99.70
<i>Native Hawaiian or other Pacific Islander</i>	1,164	1,162	99.80
Black or African American	184,515	183,226	99.30
Hispanic or Latino	95,473	94,808	99.30
White	420,253	418,596	99.60
Two or more races	34,939	34,756	99.50
Children with disabilities (<i>IDEA</i>)	97,093	96,359	99.20
Limited English proficient (LEP) students	47,937	47,661	99.40
Economically disadvantaged students	307,632	305,484	99.30
Migratory students	232	232	100.00
Male	400,892	398,586	99.40
Female	387,062	385,426	99.60

Comments: The response is limited to 4,000 characters. Virginia's migratory population is small. So, any change in the number of migratory students can cause a dramatic change in the percentages.

1.2.2 Participation of Students with Disabilities (IDEA) in Mathematics Assessment

In the table below, provide the number of children with disabilities (IDEA) participating during the State's testing window in mathematics assessments required under Section 1111(b)(3) of ESEA (regardless of whether the children were present for a full academic year) by the type of assessment. The percentage of children with disabilities (IDEA) who participated in the mathematics assessment for each assessment option will be calculated automatically. The total number of children with disabilities (IDEA) participating will also be calculated automatically.

The data provided below should include mathematics participation data from all students with disabilities as defined under the *Individuals with Disabilities Education Act(IDEA)*. Do not include former students with disabilities (IDEA). Do not include students only covered under Section 504 of the Rehabilitation Act of 1973.

Type of Assessment	# Children with Disabilities (IDEA) Participating	Percentage of Children with Disabilities (IDEA) Participating, Who Took the Specified Assessment
Regular Assessment without Accommodations	34,793	36.10
Regular Assessment with Accommodations	47,744	49.50
Alternate Assessment Based on Grade-Level Achievement Standards	0	0.00
Alternate Assessment Based on Modified Achievement Standards	6,329	6.60
Alternate Assessment Based on Alternate Achievement Standards	7,493	7.80
Total	96,359	////////////////////////////////////
Comments: The response is limited to 4,000 characters.		

1.2.3 Participation of All Students in the Reading/Language Arts Assessment

This section is similar to 1.2.1 and collects data on the State's reading/language arts assessment.

Student Group	# Students Enrolled	# Students Participating	Percentage of Students Participating
All students	655,670	654,293	99.80
American Indian or Alaska Native	1,990	1,987	99.80
Asian or Pacific Islander	42,419	42,376	99.90
Asian	41,487	41,445	99.90
Native Hawaiian or other Pacific Islander	932	931	99.90
Black or African American	152,712	152,202	99.70
Hispanic or Latino	77,450	77,260	99.80
White	351,467	350,890	99.80
Two or more races	29,632	29,578	99.80
Children with disabilities (IDEA)	84,265	83,887	99.60
Limited English proficient (LEP) students	37,080	36,990	99.80
Economically disadvantaged students	258,919	258,062	99.70
Migratory students	191	190	99.50
Male	334,446	333,587	99.70
Female	321,224	320,706	99.80

Comments: The response is limited to 4,000 characters.

1.2.3.1 Recently Arrived LEP Students Taking ELP Assessments in Lieu of Reading/Language Arts Assessments

In the table below, provide the number of recently arrived LEP students (as defined in 34 C.F.R. Part 200.6(b)(4)) included in the participation counts in 1.2.3 who took an assessment of English language proficiency in lieu of the State's reading/language arts assessment, as permitted under 34 C.F.R. Part 200.20.

Recently Arrived LEP Students	#
Recently arrived LEP students who took an assessment of English language proficiency in lieu of the State's reading/language arts assessment	0

1.2.4 Participation of Students with Disabilities (IDEA) in Reading/Language Arts Assessment

This section is similar to 1.2.2 and collects data on the State's reading/language arts assessment.

The data provided should include reading/language arts participation data from all students with disabilities as defined under the *Individuals with Disabilities Education Act (IDEA)*. Do not include former students with disabilities (*IDEA*). Do not include students only covered under Section 504 of the Rehabilitation Act of 1973.

Note: For this question only, report on students with disabilities (*IDEA*) who are also LEP students in the U.S. less than 12 months who took the ELP in lieu of the statewide reading/language arts assessment.

Type of Assessment	# Children with Disabilities (IDEA) Participating	Percentage of Children with Disabilities (IDEA) Participating, Who Took the Specified Assessment
Regular Assessment without Accommodations	49,059	58.50
Regular Assessment with Accommodations	22,223	26.50
Alternate Assessment Based on Grade-Level Achievement Standards	695	0.80
Alternate Assessment Based on Modified Achievement Standards	4,467	5.30
Alternate Assessment Based on Alternate Achievement Standards	7,443	8.90
LEP < 12 months, took ELP	0	0.00
Total	83,887	

Comments: The response is limited to 4,000 characters.

1.2.5 Participation of All Students in the Science Assessment

This section is similar to 1.2.1 and collects data on the State's science assessment.

Student Group	# Students Enrolled	# Students Participating	Percentage of Students Participating
All students	520,245	513,368	98.70
American Indian or Alaska Native	1,677	1,650	98.40
Asian or Pacific Islander	33,395	32,622	97.70
Asian	32,630	31,869	97.70
Native Hawaiian or other Pacific Islander	765	753	98.40
Black or African American	119,602	118,307	98.90
Hispanic or Latino	61,048	57,889	94.80
White	281,655	280,200	99.50
Two or more races	22,868	22,700	99.30
Children with disabilities (IDEA)	59,099	57,693	97.60
Limited English proficient (LEP) students	30,736	26,425	86.00
Economically disadvantaged students	192,995	188,166	97.50
Migratory students	125	114	91.20
Male	263,117	259,353	98.60
Female	257,128	254,015	98.80

Comments: The response is limited to 4,000 characters.

1.2.6 Participation of Students with Disabilities (IDEA) in Science Assessment

This section is similar to 1.2.2 and collects data on the State's science assessment.

The data provided should include science participation results from all students with disabilities as defined under the *Individuals with Disabilities Education Act (IDEA)*. Do not include former students with disabilities (*IDEA*). Do not include students only covered under Section 504 of the Rehabilitation Act of 1973.

Type of Assessment	# Children with Disabilities (IDEA) Participating	Percentage of Children with Disabilities (IDEA) Participating, Who Took the Specified Assessment
Regular Assessment without Accommodations	24,141	41.80
Regular Assessment with Accommodations	29,048	50.30
Alternate Assessment Based on Grade-Level Achievement Standards	375	0.60
Alternate Assessment Based on Modified Achievement Standards	0	0.00
Alternate Assessment Based on Alternate Achievement Standards	4,129	7.20
Total	57,693	

Comments: The response is limited to 4,000 characters.

1.3 STUDENT ACADEMIC ACHIEVEMENT

This section collects data on student academic achievement on the State assessments.

Note: States are not required to report these data by the seven (7) racial/ethnic groups; instead, they are required to report these data by the major racial and ethnic groups that are identified in their Accountability Workbooks. The charts below display racial/ethnic data that has been mapped back from the major racial and ethnic groups identified in their workbooks, to the 7 racial/ethnic groups to allow for the examination of data across states.

The "Asian/Pacific Islander" row in the tables below represent either the value reported by the state to the Department of Education for the major racial and ethnic group "Asian/Pacific Islander" or an aggregation of values reported by the state for the major racial and ethnic groups "Asian" and "Native Hawaiian/Other Pacific Islander or Pacific Islander" (and "Filipino" in the case of California). When the values reported in the Asian/Pacific Islander row represent the U. S. Department of Education aggregation of other values reported by the state, the detail for "Asian" and "Native Hawaiian or Other Pacific Islander" are also included in the following rows. Disaggregated reporting for academic achievement data is done according to the provisions outlined within each state's Accountability Workbook. Accordingly, not every state uses major racial and ethnic groups which enable detail of Asian American/Pacific Islander (AAPI) populations.

1.3.1 Student Academic Achievement in Mathematics

In the format of the table below, provide the number of students who received a valid score on the State assessment(s) in mathematics implemented to meet the requirements of Section 1111(b) (3) of *ESEA* (regardless of whether the students were present for a full academic year) and for whom a proficiency level was assigned, and the number of these students who scored at or above proficient, in grades 3 through 8 and high school. The percentage of students who scored at or above proficient is calculated automatically.

The student group "children with disabilities (*IDEA*)" includes children who participated, and for whom a proficiency level was assigned in the regular assessments with or without accommodations and alternate assessments. Do not include former students with disabilities (*IDEA*). The student group "limited English proficient (LEP) students" does include recently arrived students who have attended schools in the United States for fewer than 12 months. Do not include former LEP students.

1.3.2 Student Academic Achievement in Reading/Language Arts

This section is similar to 1.3.1. The only difference is that this section collects data on the State's reading/language arts assessment, and the difference noted in the paragraph below.

The student group "limited English proficient (LEP) students" does not include recently arrived students who have attended schools in the United States for fewer than 12 months unless a state chooses to include these students. Do not include former LEP students.

1.3.3 Student Academic Achievement in Science

This section is similar to 1.3.1. The only difference is that this section collects data on the State's science assessment administered at least one in each of the following grade spans: 3 through 5, 6 through 9, and 10 through 12.

Limited English Proficient (LEP) students include recently arrived students who have attended schools in the United States for fewer than 12 months. Do not include former LEP students.

1.3.1.1 Student Academic Achievement in Mathematics - Grade 3

Grade 3	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	95,009	61,338	64.60
American Indian or Alaska Native	255	142	55.70
Asian or Pacific Islander	6,563	5,448	83.00
Asian	6,418	5,335	83.10
Native Hawaiian or other Pacific Islander	145	113	77.90
Black or African American	21,150	9,883	46.70
Hispanic or Latino	12,603	6,734	53.40
White	49,685	35,912	72.30
Two or more races	4,753	3,219	67.70
Children with disabilities (IDEA)	12,247	4,967	40.60
Limited English proficient (LEP) students	10,780	4,939	45.80
Economically disadvantaged students	40,316	19,713	48.90
Migratory students	39	13	33.30
Male	48,511	31,503	64.90
Female	46,498	29,835	64.20

Comments: The response is limited to 4,000 characters. Fewer grade 3 science assessments are taken than grade 3 mathematics assessments. Under the requirements of the ESEA, all students, including LEP students, are required to participate in Science tests once at the elementary school level, once at the middle school level, and once at the high school level. LEP students in Virginia may be exempted from the grade 3 SOL Science test but must take the grade 5 SOL Science test.

1.3.2.1 Student Academic Achievement in Reading/Language Arts - Grade 3

Grade 3	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	94,676	68,245	72.10
American Indian or Alaska Native	254	164	64.60
Asian or Pacific Islander	6,478	5,468	84.40
Asian	6,338	5,359	84.60
Native Hawaiian or other Pacific Islander	140	109	77.90
Black or African American	21,121	12,018	56.90
Hispanic or Latino	12,452	7,894	63.40
White	49,598	39,164	79.00
Two or more races	4,773	3,537	74.10
Children with disabilities (IDEA)	12,234	5,853	47.80
Limited English proficient (LEP) students	10,391	5,815	56.00
Economically disadvantaged students	40,100	23,443	58.50
Migratory students	39	20	51.30
Male	48,343	33,465	69.20
Female	46,333	34,780	75.10

Comments: The response is limited to 4,000 characters. For the 2012-2013 school year, Virginia administered new reading/language arts assessments which affected the percentage of students scoring at or above proficient.

1.3.3.1 Student Academic Achievement in Science - Grade 3

Grade 3	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	90,663	75,484	83.30
American Indian or Alaska Native	233	185	79.40
Asian or Pacific Islander	5,867	5,487	93.50
Asian	5,733	5,370	93.70
Native Hawaiian or other Pacific Islander	134	117	87.30
Black or African American	20,828	14,261	68.50
Hispanic or Latino	9,802	7,697	78.50
White	49,212	43,812	89.00
Two or more races	4,721	4,042	85.60
Children with disabilities (<i>IDEA</i>)	11,413	6,825	59.80
Limited English proficient (LEP) students	6,529	4,721	72.30
Economically disadvantaged students	36,984	26,594	71.90
Migratory students	24	17	70.80
Male	46,192	38,602	83.60
Female	44,471	36,882	82.90

Comments: The response is limited to 4,000 characters. Under the requirements of the ESEA, all students, including LEP students, are required to participate in Science tests once at the elementary school level, once at the middle school level, and once at the high school level. LEP students in Virginia may be exempted from the grade 3 SOL Science test but must take the grade 5 SOL Science test. Therefore, fewer grade 3 science assessments are taken than grade 3 mathematics assessments.

1.3.1.2 Student Academic Achievement in Mathematics - Grade 4

Grade 4	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	93,522	69,245	74.00
American Indian or Alaska Native	263	182	69.20
Asian or Pacific Islander	6,430	5,705	88.70
Asian	6,281	5,586	88.90
Native Hawaiian or other Pacific Islander	149	119	79.90
Black or African American	21,201	12,530	59.10
Hispanic or Latino	11,947	7,842	65.60
White	49,140	39,548	80.50
Two or more races	4,541	3,438	75.70
Children with disabilities (IDEA)	12,662	5,937	46.90
Limited English proficient (LEP) students	6,585	3,199	48.60
Economically disadvantaged students	39,230	23,801	60.70
Migratory students	31	17	54.80
Male	47,456	34,994	73.70
Female	46,066	34,251	74.40

Comments: The response is limited to 4,000 characters.

1.3.2.2 Student Academic Achievement in Reading/Language Arts - Grade 4

Grade 4	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	93,268	64,961	69.60
American Indian or Alaska Native	268	170	63.40
Asian or Pacific Islander	6,345	5,159	81.30
Asian	6,201	5,048	81.40
Native Hawaiian or other Pacific Islander	144	111	77.10
Black or African American	21,169	10,990	51.90
Hispanic or Latino	11,803	6,791	57.50
White	49,137	38,536	78.40
Two or more races	4,546	3,315	72.90
Children with disabilities (IDEA)	12,670	5,409	42.70
Limited English proficient (LEP) students	6,197	2,202	35.50
Economically disadvantaged students	39,039	21,113	54.10
Migratory students	27	12	44.40
Male	47,360	31,684	66.90
Female	45,908	33,277	72.50

Comments: The response is limited to 4,000 characters. The subgroup size for Migratory students is less than 50. There is only a difference of four students who took the mathematics assessment versus the reading/language arts assessment.

For the 2012-2013 school year, Virginia administered new reading/language arts assessments which affected the percentage of students scoring at or above proficient.

1.3.3.2 Student Academic Achievement in Science - Grade 4

Grade 4	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students			
American Indian or Alaska Native			
Asian or Pacific Islander			
Asian			
Native Hawaiian or other Pacific Islander			
Black or African American			
Hispanic or Latino			
White			
Two or more races			
Children with disabilities (<i>IDEA</i>)			
Limited English proficient (LEP) students			
Economically disadvantaged students			
Migratory students			
Male			
Female			
Comments: The response is limited to 4,000 characters. Virginia does not administer the Standards of Learning assessments in science for grade 4.			

1.3.1.3 Student Academic Achievement in Mathematics - Grade 5

Grade 5	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	87,368	59,771	68.40
American Indian or Alaska Native	275	187	68.00
Asian or Pacific Islander	5,003	4,242	84.80
Asian	4,881	4,151	85.00
Native Hawaiian or other Pacific Islander	122	91	74.60
Black or African American	21,250	11,306	53.20
Hispanic or Latino	11,475	6,988	60.90
White	45,330	34,144	75.30
Two or more races	4,035	2,904	72.00
Children with disabilities (<i>IDEA</i>)	12,457	4,640	37.20
Limited English proficient (LEP) students	5,292	2,037	38.50
Economically disadvantaged students	38,778	21,430	55.30
Migratory students	36	12	33.30
Male	44,645	29,940	67.10
Female	42,723	29,831	69.80

Comments: The response is limited to 4,000 characters. In Virginia, mathematics instruction is accelerated. There are grade 5 students taking higher level mathematics courses and the associated assessments. Therefore, fewer grade 5 mathematics assessments are taken than grade 5 reading/language arts and science assessments.

1.3.2.3 Student Academic Achievement in Reading/Language Arts - Grade 5

Grade 5	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	93,205	67,963	72.90
American Indian or Alaska Native	283	200	70.70
Asian or Pacific Islander	6,182	5,242	84.80
Asian	6,059	5,147	84.90
Native Hawaiian or other Pacific Islander	123	95	77.20
Black or African American	21,559	12,002	55.70
Hispanic or Latino	11,707	7,309	62.40
White	49,093	39,813	81.10
Two or more races	4,381	3,397	77.50
Children with disabilities (<i>IDEA</i>)	12,647	5,390	42.60
Limited English proficient (LEP) students	4,942	1,771	35.80
Economically disadvantaged students	39,164	22,683	57.90
Migratory students	33	13	39.40
Male	47,737	33,837	70.90
Female	45,468	34,126	75.10

Comments: The response is limited to 4,000 characters. In Virginia, mathematics instruction is accelerated. There are grade 5 students taking higher level mathematics courses and the associated assessments. Therefore, fewer grade 5 mathematics assessments are taken than grade 5 reading/language arts assessments.

For the 2012-2013 school year, Virginia administered new reading/language arts assessments which affected the percentage of students scoring at or above proficient.

1.3.3.3 Student Academic Achievement in Science - Grade 5

Grade 5	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	93,538	70,233	75.10
American Indian or Alaska Native	284	207	72.90
Asian or Pacific Islander	6,278	5,339	85.00
<i>Asian</i>	6,153	5,241	85.20
<i>Native Hawaiian or other Pacific Islander</i>	125	98	78.40
Black or African American	21,573	12,805	59.40
Hispanic or Latino	11,868	7,441	62.70
White	49,154	40,973	83.40
Two or more races	4,381	3,468	79.20
Children with disabilities (<i>IDEA</i>)	12,647	5,903	46.70
Limited English proficient (LEP) students	5,315	1,872	35.20
Economically disadvantaged students	39,338	23,975	60.90
Migratory students	36	12	33.30
Male	47,914	36,319	75.80
Female	45,624	33,914	74.30

Comments: The response is limited to 4,000 characters. In Virginia, mathematics instruction is accelerated. There are grade 5 students taking higher level mathematics courses and the associated assessments. Therefore, fewer grade 5 mathematics assessments are taken than grade 5 science assessments.

For the 2012-2013 school year, Virginia administered new science assessments which affected the percentage of students scoring at or above proficient.

1.3.1.4 Student Academic Achievement in Mathematics - Grade 6

Grade 6	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	83,393	64,318	77.10
American Indian or Alaska Native	257	192	74.70
Asian or Pacific Islander	4,748	4,311	90.80
<i>Asian</i>	4,631	4,219	91.10
<i>Native Hawaiian or other Pacific Islander</i>	117	92	78.60
Black or African American	20,411	12,900	63.20
Hispanic or Latino	10,516	7,430	70.70
White	43,751	36,530	83.50
Two or more races	3,710	2,955	79.60
Children with disabilities (<i>IDEA</i>)	12,116	5,653	46.70
Limited English proficient (LEP) students	4,380	2,177	49.70
Economically disadvantaged students	36,507	23,795	65.20
Migratory students	38	20	52.60
Male	42,443	31,847	75.00
Female	40,950	32,471	79.30
Comments: The response is limited to 4,000 characters. In Virginia, mathematics instruction is accelerated. There are grade 6 students taking higher level mathematics courses and the associated assessments. Therefore, fewer grade 6 mathematics assessments are taken than grade 6 reading/language arts assessments.			

1.3.2.4 Student Academic Achievement in Reading/Language Arts - Grade 6

Grade 6	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	93,645	68,485	73.10
American Indian or Alaska Native	277	192	69.30
Asian or Pacific Islander	5,996	5,234	87.30
<i>Asian</i>	5,857	5,133	87.60
<i>Native Hawaiian or other Pacific Islander</i>	139	101	72.70
Black or African American	21,732	12,048	55.40
Hispanic or Latino	11,065	6,840	61.80
White	50,331	40,896	81.30
Two or more races	4,244	3,275	77.20
Children with disabilities (<i>IDEA</i>)	12,316	4,726	38.40
Limited English proficient (LEP) students	4,039	1,232	30.50
Economically disadvantaged students	38,138	21,602	56.60
Migratory students	36	13	36.10
Male	47,829	33,521	70.10
Female	45,816	34,964	76.30
Comments: The response is limited to 4,000 characters. In Virginia, mathematics instruction is accelerated. There are grade 6 students taking higher level mathematics courses and the associated assessments. Therefore, fewer grade 6 mathematics assessments are taken than grade 6 reading/language arts assessments.			
For the 2012-2013 school year, Virginia administered new reading/language arts assessments which affected the percentage of students scoring at or above proficient.			

1.3.3.4 Student Academic Achievement in Science - Grade 6

Grade 6	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students			
American Indian or Alaska Native			
Asian or Pacific Islander			
Asian			
Native Hawaiian or other Pacific Islander			
Black or African American			
Hispanic or Latino			
White			
Two or more races			
Children with disabilities (IDEA)			
Limited English proficient (LEP) students			
Economically disadvantaged students			
Migratory students			
Male			
Female			
Comments: The response is limited to 4,000 characters. Virginia does not administer the Standards of Learning assessments in science for grade 6.			

1.3.1.5 Student Academic Achievement in Mathematics - Grade 7

Grade 7	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	77,766	47,028	60.50
American Indian or Alaska Native	242	139	57.40
Asian or Pacific Islander	4,872	4,078	83.70
Asian	4,776	4,022	84.20
Native Hawaiian or other Pacific Islander	96	56	58.30
Black or African American	18,467	7,385	40.00
Hispanic or Latino	9,373	4,682	50.00
White	41,552	28,641	68.90
Two or more races	3,260	2,103	64.50
Children with disabilities (IDEA)	11,387	3,837	33.70
Limited English proficient (LEP) students	4,686	1,574	33.60
Economically disadvantaged students	31,842	13,461	42.30
Migratory students	29	7	24.10
Male	40,314	23,780	59.00
Female	37,452	23,248	62.10

Comments: The response is limited to 4,000 characters. In Virginia, mathematics instruction is accelerated. There are grade 7 students taking higher level mathematics courses and the associated assessments. Therefore, fewer grade 7 mathematics assessments are taken than grade 7 reading/language arts assessments.

1.3.2.5 Student Academic Achievement in Reading/Language Arts - Grade 7

Grade 7	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	93,847	69,814	74.40
American Indian or Alaska Native	287	214	74.60
Asian or Pacific Islander	5,878	5,147	87.60
Asian	5,760	5,053	87.70
Native Hawaiian or other Pacific Islander	118	94	79.70
Black or African American	22,295	12,703	57.00
Hispanic or Latino	10,667	7,007	65.70
White	50,665	41,581	82.10
Two or more races	4,055	3,162	78.00
Children with disabilities (IDEA)	11,907	4,638	39.00
Limited English proficient (LEP) students	4,603	1,793	39.00
Economically disadvantaged students	37,248	21,782	58.50
Migratory students	27	13	48.10
Male	48,079	34,422	71.60
Female	45,768	35,392	77.30

Comments: The response is limited to 4,000 characters. In Virginia, mathematics instruction is accelerated. There are grade 7 students taking higher level mathematics courses and the associated assessments. Therefore, fewer grade 7 mathematics assessments are taken than grade 7 reading/language arts assessments.

For the 2012-2013 school year, Virginia administered new reading/language arts assessments which affected the percentage of students scoring at or above proficient.

1.3.3.5 Student Academic Achievement in Science - Grade 7

Grade 7	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students			
American Indian or Alaska Native			
Asian or Pacific Islander			
Asian			
Native Hawaiian or other Pacific Islander			
Black or African American			
Hispanic or Latino			
White			
Two or more races			
Children with disabilities (IDEA)			
Limited English proficient (LEP) students			
Economically disadvantaged students			
Migratory students			
Male			
Female			
Comments: The response is limited to 4,000 characters. Virginia does not administer the Standards of Learning assessments in science for grade 7.			

1.3.1.6 Student Academic Achievement in Mathematics - Grade 8

Grade 8	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	63,869	39,064	61.20
American Indian or Alaska Native	220	128	58.20
Asian or Pacific Islander	3,108	2,589	83.30
Asian	3,010	2,521	83.80
Native Hawaiian or other Pacific Islander	98	68	69.40
Black or African American	17,661	8,194	46.40
Hispanic or Latino	7,696	4,440	57.70
White	32,449	21,860	67.40
Two or more races	2,735	1,853	67.80
Children with disabilities (<i>IDEA</i>)	10,669	3,470	32.50
Limited English proficient (LEP) students	4,244	1,850	43.60
Economically disadvantaged students	28,793	13,751	47.80
Migratory students	16	7	43.80
Male	33,451	19,649	58.70
Female	30,418	19,415	63.80

Comments: The response is limited to 4,000 characters. In Virginia, mathematics instruction is accelerated. There are grade 8 students taking the end-of-course Algebra I, Algebra II, and Geometry assessments associated with high school courses. Therefore, fewer grade 8 mathematics assessments are taken than grade 8 science and reading/language arts assessments.

1.3.2.6 Student Academic Achievement in Reading/Language Arts - Grade 8

Grade 8	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	93,087	65,803	70.70
American Indian or Alaska Native	312	213	68.30
Asian or Pacific Islander	5,560	4,759	85.60
Asian	5,428	4,679	86.20
Native Hawaiian or other Pacific Islander	132	80	60.60
Black or African American	22,341	11,681	52.30
Hispanic or Latino	10,148	6,387	62.90
White	50,687	39,700	78.30
Two or more races	4,039	3,063	75.80
Children with disabilities (<i>IDEA</i>)	11,889	4,243	35.70
Limited English proficient (LEP) students	4,695	1,770	37.70
Economically disadvantaged students	35,641	19,087	53.60
Migratory students	15	12	80.00
Male	47,752	32,162	67.40
Female	45,335	33,641	74.20

Comments: The response is limited to 4,000 characters. In Virginia, mathematics instruction is accelerated. There are grade 8 students taking the end-of-course Algebra I, Algebra II, and Geometry assessments associated with high school courses. Therefore, fewer grade 8 mathematics assessments are taken than grade 8 reading/language arts assessments.

For the 2012-2013 school year, Virginia administered new reading/language arts assessments which affected the percentage of students scoring at or above proficient.

1.3.3.6 Student Academic Achievement in Science - Grade 8

Grade 8	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	89,043	67,430	75.70
American Indian or Alaska Native	305	220	72.10
Asian or Pacific Islander	5,415	4,723	87.20
<i>Asian</i>	5,290	4,633	87.60
<i>Native Hawaiian or other Pacific Islander</i>	125	90	72.00
Black or African American	20,970	11,706	55.80
Hispanic or Latino	10,048	6,499	64.70
White	48,447	41,129	84.90
Two or more races	3,858	3,153	81.70
Children with disabilities (<i>IDEA</i>)	11,152	4,824	43.30
Limited English proficient (LEP) students	5,015	1,936	38.60
Economically disadvantaged students	34,170	20,136	58.90
Migratory students	17	9	52.90
Male	45,793	35,463	77.40
Female	43,250	31,967	73.90

Comments: The response is limited to 4,000 characters. In Virginia, mathematics instruction is accelerated. There are grade 8 students taking the end-of-course Algebra I, Algebra II, and Geometry assessments associated with high school courses. Therefore, fewer grade 8 mathematics assessments are taken than grade 8 science assessments.

For the 2012-2013 school year, Virginia administered new science assessments which affected the percentage of students scoring at or above proficient.

1.3.1.7 Student Academic Achievement in Mathematics - High School

High School	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	283,085	213,669	75.50
American Indian or Alaska Native	935	635	67.90
Asian or Pacific Islander	19,455	17,494	89.90
<i>Asian</i>	19,020	17,170	90.30
<i>Native Hawaiian or other Pacific Islander</i>	435	324	74.50
Black or African American	63,086	38,625	61.20
Hispanic or Latino	31,198	21,073	67.50
White	156,689	126,671	80.80
Two or more races	11,722	9,171	78.20
Children with disabilities (<i>IDEA</i>)	24,821	11,561	46.60
Limited English proficient (LEP) students	11,694	6,930	59.30
Economically disadvantaged students	90,018	56,030	62.20
Migratory students	43	31	72.10
Male	141,766	104,679	73.80
Female	141,319	108,990	77.10
Comments: The response is limited to 4,000 characters. There are more end-of-course mathematics assessments administered than reading/language arts and science assessments.			

1.3.2.7 Student Academic Achievement in Reading/Language Arts - High School

High School	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	92,565	82,305	88.90
American Indian or Alaska Native	306	269	87.90
Asian or Pacific Islander	5,937	5,463	92.00
<i>Asian</i>	5,802	5,340	92.00
<i>Native Hawaiian or other Pacific Islander</i>	135	123	91.10
Black or African American	21,985	17,598	80.00
Hispanic or Latino	9,418	7,789	82.70
White	51,379	47,927	93.30
Two or more races	3,540	3,259	92.10
Children with disabilities (<i>IDEA</i>)	10,224	6,463	63.20
Limited English proficient (LEP) students	2,123	929	43.80
Economically disadvantaged students	28,732	22,726	79.10
Migratory students	13	9	69.20
Male	46,487	40,836	87.80
Female	46,078	41,469	90.00
Comments: The response is limited to 4,000 characters. There are more end-of-course mathematics assessments administered than reading/language arts and assessments.			
For the 2012-2013 school year, Virginia administered new reading/language arts assessments which affected the percentage of students scoring at or above proficient.			

1.3.3.7 Student Academic Achievement in Science - High School

High School	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	240,124	200,040	83.30
American Indian or Alaska Native	828	667	80.60
Asian or Pacific Islander	15,062	13,679	90.80
<i>Asian</i>	14,693	13,359	90.90
<i>Native Hawaiian or other Pacific Islander</i>	369	320	86.70
Black or African American	54,936	38,038	69.20
Hispanic or Latino	26,171	19,276	73.70
White	133,387	119,861	89.90
Two or more races	9,740	8,519	87.50
Children with disabilities (<i>IDEA</i>)	22,481	12,221	54.40
Limited English proficient (LEP) students	9,566	4,929	51.50
Economically disadvantaged students	77,674	54,453	70.10
Migratory students	37	26	70.30
Male	119,454	99,983	83.70
Female	120,670	100,057	82.90

Comments: The response is limited to 4,000 characters. There are more end-of-course mathematics assessments administered than science assessments.

For the 2012-2013 school year, Virginia administered new science assessments which affected the percentage of students scoring at or above proficient.

1.4 SCHOOL AND DISTRICT ACCOUNTABILITY

This section collects data on the Adequate Yearly Progress (AYP) status of schools and districts.

1.4.1 All Schools and Districts Accountability

For an SEA that has not received ESEA flexibility, or an SEA that received ESEA flexibility without the optional waiver to not make AYP determinations for LEAs and schools:

In the table below, provide the total number of public elementary and secondary schools and districts in the State, including charters, and the total number of those schools and districts that made AYP based on data for SY 2012-13. The percentage that made AYP will be calculated automatically.

Entity	Total #	Total # that Made AYP in SY 2012-13	Percentage that Made AYP in SY 2012-13
Schools			
Districts			

Comments: The response is limited to 4,000 characters. Under the provisions of Virginia's approved ESEA flexibility application, Adequate Yearly Progress ratings are not required for the 2012-2013 school year.

For an SEA with an approved ESEA flexibility request that includes the optional waiver to not make AYP determinations for LEAs and schools:

In the table below, provide the total number of public elementary and secondary schools and districts in the State, including charters, and the total number of those schools and districts that made all of their AMOs, the 95 percent participation rate, and other academic indicator³ based on data for SY 2012-13. The percentage will be calculated automatically.

Entity	Total #	Total # that Met All AMOs, 95 Percent Participation Rate, and Other Academic Indicator in SY 2012-13	Percentage that Met All AMOs, 95 Percent Participation Rate and Other Academic Indicator in SY 2012-13
Schools	1,835	754	41.10
Districts	132	22	16.70

Comments: The response is limited to 4,000 characters.

³ For a high school, the other academic indicator is always graduation rate.

1.4.2 Title I School Accountability

For an SEA that has not received ESEA flexibility, or an SEA that received ESEA flexibility without the optional waiver to not make AYP determinations for LEAs and schools:

In the table below, provide the total number of public Title I schools by type and the total number of those schools that made AYP based on data for SY 2012-13. Include only public Title I schools. Do not include Title I programs operated by local educational agencies in private schools. The percentage that made AYP will be calculated automatically.

Title I School	# Title I Schools	# Title I Schools that Made AYP in SY 2012-13	Percentage of Title I Schools that Made AYP in SY 2012-13
All Title I schools			
Schoolwide (SWP) Title I schools			
Targeted assistance (TAS) Title I schools			

Comments: The response is limited to 4,000 characters. Under the provisions of Virginia's approved ESEA flexibility application, Adequate Yearly Progress ratings are not required for the 2012-2013 school year.

For an SEA with an approved ESEA flexibility request that includes the optional waiver to not make AYP determinations for LEAs and schools:

In the table below, provide the total number of public Title I schools by type and the total number of those schools that made all of their AMOs, the 95 percent participation rate, and the other academic indicator⁴ based on data for SY 2012-13. Include only public Title I schools. Do not include Title I programs operated by LEAs in private schools. The percentage will be calculated automatically.

Title I School	# Title I Schools	# Title I Schools that Met All AMOs, 95 Percent Participation Rate, and Other Academic Indicator in SY 2012-13	Percentage of Title I Schools that Met All AMOs, 95 Percent Participation Rate, and Other Academic Indicator in SY 2012-13
All Title I schools	740	339	45.80
Schoolwide (SWP) Title I schools	503	207	41.20
Targeted assistance (TAS) Title I schools	237	132	55.70

Comments: The response is limited to 4,000 characters.

⁴ For a high school, the other academic indicator is always graduation rate.

1.4.3 Accountability of Districts That Received Title I Funds

For an SEA that has not received ESEA flexibility, or an SEA that received ESEA flexibility without the optional waiver to not make AYP determinations for LEAs and schools:

In the table below, provide the total number of districts that received Title I funds and the total number of those districts that made AYP based on data for SY 2012-13. The percentage that made AYP will be calculated automatically.

# Districts That Received Title I Funds in SY 2012-13	# Districts That Received Title I Funds and Made AYP in SY 2012-13	Percentage of Districts That Received Title I Funds and Made AYP in SY 2012-13

Comments: The response is limited to 4,000 characters. Under the provisions of Virginia's approved ESEA flexibility application, Adequate Yearly Progress ratings are not required for the 2012-2013 school year.

For an SEA with an approved ESEA flexibility request that includes the optional waiver to not make AYP determinations for LEAs and schools:

In the table below, provide the total number of districts that received Title I funds and the total number of those districts that met all of their AMOs, the 95 percent participation rate, and other academic indicator⁵ based on data for SY 2012-13. The percentage will be calculated automatically.

# Districts That Received Title I Funds in SY 2012-13	# Districts That Received Title I Funds and Met All AMOs, 95 percent Participation Rate, and Other Academic Indicator	Percentage of Districts That Received Title I Funds and Met All AMOs, 95 percent Participation Rate, and Other Academic Indicator
132	22	16.70

Comments: The response is limited to 4,000 characters.

⁵ For a high school, the other academic indicator is always graduation rate.

1.4.4.3 Corrective Action

In the table below, for schools in corrective action, provide the number of schools for which the listed corrective actions under *ESEA* were implemented in SY 2012-13 (based on SY 2011-12 assessments under Section 1111 of *ESEA*).

Corrective Action	# of Title I Schools in Corrective Action in Which the Corrective Action was Implemented in SY 2012-13
Required implementation of a new research-based curriculum or instructional program	
Extension of the school year or school day	
Replacement of staff members, not including the principal, relevant to the school's low performance	
Significant decrease in management authority at the school level	
Replacement of the principal	
Restructuring the internal organization of the school	
Appointment of an outside expert to advise the school	
Comments: The response is limited to 4,000 characters. Under the provisions of Virginia's approved ESEA flexibility application, Corrective Action was not implemented in SY 2012-2013.	

1.4.4.4 Restructuring – Year 2

In the table below, for schools in restructuring – year 2 (implementation year), provide the number of schools for which the listed restructuring actions under *ESEA* were implemented in SY 2012-13 (based on SY 2011-12 assessments under Section 1111 of *ESEA*).

Restructuring Action	# of Title I Schools in Restructuring in Which Restructuring Action Is Being Implemented
Replacement of all or most of the school staff (which may include the principal)	
Reopening the school as a public charter school	
Entering into a contract with a private entity to operate the school	
Takeover the school by the State	
Other major restructuring of the school governance	
Comments: The response is limited to 4,000 characters. Under the provisions of Virginia's approved ESEA flexibility application, Restructuring Action was not implemented in SY 2012-2013.	

In the space below, list specifically the "other major restructuring of the school governance" action(s) that were implemented.

The response is limited to 8,000 characters.

--

1.4.5.2 Actions Taken for Districts That Received Title I Funds and Were Identified for Improvement

In the space below, briefly describe the measures being taken to address the achievement problems of districts identified for improvement or corrective action. Include a discussion of the technical assistance provided by the State (e.g., the number of districts served, the nature and duration of assistance provided, etc.).

The response is limited to 8,000 characters.

There were no divisions that received Title I funds and were identified for improvement in Virginia.

1.4.5.3 Corrective Action

In the table below, for districts in corrective action, provide the number of districts in corrective action in which the listed corrective actions under *ESEA* were implemented in SY 2012-13 (based on SY 2011-12 assessments under Section 1111 of *ESEA*).

Corrective Action	# of Districts receiving Title I funds in Corrective Action in Which Corrective Action was Implemented in SY 2012-13
Implemented a new curriculum based on State standards	
Authorized students to transfer from district schools to higher performing schools in a neighboring district	
Deferred programmatic funds or reduced administrative funds	
Replaced district personnel who are relevant to the failure to make AYP	
Removed one or more schools from the jurisdiction of the district	
Appointed a receiver or trustee to administer the affairs of the district	
Restructured the district	
Abolished the district (list the number of districts abolished between the end of SY 2011-12 and beginning of SY 2012-13 as a corrective action)	

Comments: The response is limited to 4,000 characters. There were no divisions that received Title I funds and were identified for improvement in Virginia.

1.4.7 Appeal of AYP and Identification Determinations

In the table below, provide the number of districts and schools that appealed their AYP designations based on SY 2012-13 data and the results of those appeals.

Entity	# Appealed Their AYP Designations	# Appeals Resulted in a Change in the AYP Designation
Districts		
Schools		

Comments: The response is limited to 4,000 characters. Under the provisions of Virginia's approved ESEA flexibility application, Adequate Yearly Progress ratings are not required for the 2012-2013 school year.

In the table below, provide the data by which processing appeals based on SY 2012-13 data was complete.

Processing Appeals completion	Date
Date (MM/DD/YY) that processing appeals based on SY 2012-13 data was complete	

1.4.8 Sections 1003(a) and (g) School Improvement Funds

In the section below, "schools in improvement" refers to Title I schools identified for improvement, corrective action, or restructuring under Section 1116 of ESEA .

1.4.8.5 Use of Sections 1003(a) and (g) School Improvement Funds.

1.4.8.5.1 Section 1003(a) State Reservations

In the space provided, enter the percentage of the FY 2012 (SY 2012-13) Title I, Part A allocation that the SEA reserved in accordance with Section 1003(a) of ESEA and §200.100(a) of ED's regulations governing the reservation of funds for school improvement under Section 1003(a) of ESEA: 2.60 %

Comments: The response is limited to 4,000 characters.

1.4.8.5.2 Section 1003(a) and 1003(g) Allocations to LEAs and Schools

The data for this question are reported through ED Facts files and compiled in the EDEN012 "Section 1003(a) and 1003(g) Allocations to LEAs and Schools" report in the ED Facts Reporting System (ERS). The ED Facts files and data groups used in this report are listed in the C SPR Crosswalk. The C SPR Data Key contains more detailed information on how the data are populated into the report.

Before certifying Part I of the C SPR, a state user must run the EDEN012 report in ERS and verify that the state's data are correct. The final, certified data from this report will be made publicly available alongside the state's certified C SPR PDF.

1.4.8.5.3 Use of Section 1003(g)(8) Funds for Evaluation and Technical Assistance

Section 1003(g)(8) of *ESEA* allows States to reserve up to five percent of Section 1003(g) funds for administration and to meet the evaluation and technical assistance requirements for this program. In the space below, identify and describe the specific Section 1003(g) evaluation and technical assistance activities that your State conducted during SY 2012-13.

This response is limited to 8,000 characters.

In an effort to meet the varied needs of schools in Virginia Department of Education (VDOE) has designed a differentiated technical assistance process to provide direct technical assistance to school and central office personnel via a cadre of highly-skilled retired educators and education consultants. VDOE has worked collaboratively with the Center on Innovations in Learning (CIL), the College of William and Mary, Corbett Consulting, the Virginia Association of Elementary Principals, and the Virginia Foundation for Educational Leadership (VFEL) to develop a comprehensive system of evaluation and technical assistance for implementation of the 1003(g) grants. The allowable five-percent set-aside of the 1003(g) funds was used for technical assistance. The technical assistance as described below was provided to all grantees in the development and implementation of their grant applications.

Collaboration with the College of William and Mary

The Office of School Improvement collaborated with The College of William and Mary to support and develop leadership at the division level through the Division Leadership Support Team (DLST) Project. The goal of the project was to achieve efficient and effective division policies, programs, and practices to enhance growth in student learning through differentiated support to schools. Each participating division leadership team received ongoing support from a VDOE division liaison with extensive experience in public education. Using the Indistar® district improvement indicators as a foundation, the VDOE worked with a division liaison to assist the division leadership team with developing a formalized system of support reflecting best practices to promote and support positive change at the central office and school level.

Corbett Consulting

Corbett Consulting provided technical assistance sessions throughout 2012-2013 that included background research and information about selected strands of the improvement models, facilitated sharing, and suggested promising strategies and timelines for implementation, made recommendations to division teams regarding 1003(g) compliance and the implementation of the transformation and turnaround models.

Tools Developed by the Office of School Improvement in Partnership with Istation, the CIL, and Casenex Indistar®, an online portal created and managed by the Center on Innovations in Learning, was used by both focus and priority schools and LEAs (district, school, and Lead Turnaround Partner staff) to track, develop, coordinate, and report improvement activities. A number of evidence-based practices and indicators were provided to inform improvement efforts, but the system was customized to reflect the user's own indicators of effective practice or rubrics for assessment. Indistar® was used for all schools, and also allows the client to differentiate subsets of schools (i.e. a zone or cluster) so that a separate set of indicators can be used as needed.

iStation's Indicators of Progress (ISIP), is an online computer adaptive testing (CAT) system that administers short tests to determine each student's overall reading ability. The system adjusts the difficulty of questions based on performance, and tracks the performance of individual students, classrooms, and the school over time. Students were assessed monthly and then grouped by tiers and skill need. The system was used in conjunction with the iStation reading program as well as other programs. iStation automatically reported student achievement each month. This information was used by the assigned external consultants and the SEA to determine subsequent actions. The Algebra Readiness Diagnostic Test (ARDT) was developed by VDOE and Pearson. This Web based application employs a computer adaptive testing engine to help determine student proficiency in mathematics. The assessment was administered in focus and priority schools in grades 5-9 on a computer connected to the Internet. Results from the diagnostic test were available immediately and provided information correlated to the Standards of Learning reporting categories. This information was beneficial in developing and focusing an intervention program for those students who are most at risk.

Virginia developed an electronic query system (through Datacation by Casenex) to provide principals with data needed to make data driven decisions at the school-level. This system was based on the quarterly reporting system required of all schools in improvement during the 2012-2013 year. School and district teams used the quarterly report to make strategic, data-driven decisions in order to deploy needed interventions for students who are not meeting expected growth measures and/or who are at risk of failure and dropping out of school.

1.4.8.6 Actions Taken for Title I Schools Identified for Improvement Supported by Funds Other than Those of Section 1003(a) and 1003(g).

In the space below, describe actions (if any) taken by your State in SY 2012-13 that were supported by **funds other than Section 1003(a) and 1003(g) funds** to address the achievement problems of schools identified for improvement, corrective action, or restructuring under Section 1116 of *ESEA*.

The response is limited to 8,000 characters.

The Regulations Establishing Standards for Accrediting Public Schools in Virginia (8 VAC 20-131) require schools that were Accredited with Warning, Accredited with Warning-Graduation Rate, or Provisionally Accredited - Graduation Rate to undergo an academic review and prepare a three-year school improvement plan. It is important to understand that Virginia embarked on building SEA capacity to implement the model that will be used to improve focus schools over the past 11 years. Specifically, the work began with the academic review process in 2000. To further differentiate work needed in schools, the academic review process was revised in 2005. In 2011, Virginia's accreditation required high schools to meet specific graduation rate targets. The academic review process was revised to include actions for schools not meeting high school graduation benchmarks. Throughout this process, Virginia has leveraged the human capacity needed to implement the work by contracting with outstanding retired educators with experience in working with high-poverty and high achievement schools.

The academic review was designed to help schools identify and analyze instructional and organizational factors affecting student achievement. The focus of the review process was on the systems, processes, and practices that were being implemented at the school and division levels. The academic review team, consisting of Department of Education staff, division staff, and/or independent contractors trained in the academic review process, assisted the school in writing the school improvement plan based on the final report of findings. The academic review team collected and analyzed data that demonstrated the school's status in implementing these practices. A report of essential actions was provided to the division and school team. The essential actions were aligned with Indistar®. Schools Accredited with Warning were required to use this tool to write the school improvement plan. The school used the essential actions provided in the report of findings to select the indicators that were addressed in the school improvement plan.

The school-level academic review process was tailored to meet the unique needs and circumstances presented by the school. The first year that a school was rated "accredited with warning" an academic review team conducted a comprehensive review of the areas related to the systems, processes, and practices that were being implemented at the school and division levels as indicated above. Throughout the school's continued status in warning, the academic review process was designed to monitor the implementation of the school improvement plan and provide technical assistance to support the school's improvement efforts.

An academic review team conducted an on-site review and assisted the school in identifying areas of need and writing an effective three-year school improvement plan. Concurrent with developing a school improvement plan, priority assistance was prescribed by the academic review team and approved by the Virginia Department of Education for immediate delivery. The academic review process also addressed graduation and academic issues as well as the required elements of three year school improvement plans for high schools that were Accredited with Warning in specific academic areas and/or in achievement of the minimum threshold for the graduation and completion index or Provisionally Accredited-Graduation Rate.

High School Academic Review Process

The Virginia Early Warning System (VEWS) was developed for the Department of Education in collaboration with the National High School Center as a data tracking tool designed to assist schools in identifying which students showed signs that they were at-risk of failure or dropping out. The VEWS indicators were based upon predictors of drop out and graduation that had been validated by national research and by four Virginia school divisions that participated in a pilot program. The VEWS data provided quarterly reports to the school team to track progress on selected indicators. These indicators included attendance, grades, credits earned, scores on SOL assessments, and behavior. The 7-Step VEWS implementation process is available at the following Web site: http://www.doe.virginia.gov/support/school_improvement/early_warning_system/index.shtml.

An academic review contractor that was assigned by the Department of Education, the division team, and the school team reviewed the VEWS data as well as other available data. These data may have included identifying the number of over-age students at each grade, reviewing PALS data in grades K-3, identifying the percent of students not reading on grade-level at third grade over the past three years, and other significant data the division may have found relevant to strategies needed to prevent students from entering high school at risk of not graduating on time or at all.

The contractors assigned by the Department of Education identified the needs of each school Accredited with Warning (in specific academic areas and/or in achievement of the minimum threshold for the graduation and completion index) or Provisionally Accredited - Graduation Rate by reviewing the same data as the division and school teams. The contractor, in collaboration with the division and school teams, customized a framework for improvement developed by either the National High School Center (NHSC) and/or the Center on Innovations in Learning (CIL).

As part of the high school academic review process, two teams were established. The division team included the principal of the school rated Accredited with Warning in specific academic areas and/or in achievement of the minimum threshold for the graduation and completion index or Provisionally Accredited - Graduation Rate, the division's top elementary, middle and secondary leaders, and membership from Title I and special education. For high schools, the division team reviewed data from the VEWS to make decisions about resources, policies, and strategies that impacted high school achievement (academic and graduation) at all grade levels.

The school team included the school's principal and membership from guidance, special education and instruction. At least one member, other than the principal, of the division team served on the school team. For high schools, the school team utilized the VEWS implementation process in order to identify and intervene with students at-risk of failure or drop out.

The division and school teams used an online electronic improvement planning tool to develop, implement and monitor a comprehensive three-year improvement plan using either the targeted indicators from CIL or the broader indicators provided by the NHSC. Once the teams reviewed the data and developed a comprehensive school improvement plan, the plan was monitored for three years. In years two and three, the teams continued to meet, discuss data, modify, and implement the school improvement plan.

For high schools with a low graduation rate, throughout the course of the first year, the division and school teams used the VEWS data and other data to complete an in-depth and thorough needs assessment using tools developed by the NHSC and CIL. These tools were customized by the contractor to meet the needs of each school. The selection of the appropriate tool was decided by the contractor, in collaboration with the division and school teams, based on the review of VEWS and other data. The division and school teams used selected indicators to develop a single comprehensive plan that included division and school strategies. The division strategies focused on K-12 needs, while the school strategies focused on strategies needed for student success at the high school.

1.4.9 Public School Choice and Supplemental Educational Services

This section collects data on public school choice and supplemental educational services.

1.4.9.1 Public School Choice

This section collects data on public school choice. FAQs related to the public school choice provisions are at the end of this section.

1.4.9.1.2 Public School Choice – Students

In the table below, provide the number of students who were eligible for public school choice, the number of eligible students who applied to transfer, and the number who transferred under the provisions for public school choice under Section 1116 of *ESEA*. The number of students who were eligible for public school choice should include:

1. All students currently enrolled in a Title I school identified for improvement, corrective action or restructuring.
2. All students who transferred in the current school year under the public school choice provisions of Section 1116, and
3. All students who previously transferred under the public school choice provisions of Section 1116 and are continuing to transfer for the current school year under Section 1116.

The number of students who applied to transfer should include:

1. All students who applied to transfer in the current school year but did not or were unable to transfer.
2. All students who transferred in the current school year under the public school choice provisions of Section 1116; and
3. All students who previously transferred under the public school choice provisions of Section 1116 and are continuing to transfer for the current school year under Section 1116.

For any of the respective student counts, States should indicate in the Comment section if the count does not include any of the categories of students discussed above.

Public School Choice	# Students
Eligible for public school choice	25
Applied to transfer	0
Transferred to another school under the Title I public school choice provisions	955
Comments: The response is limited to 4,000 characters. Under the provisions of Virginia's approved ESEA flexibility application: 1) priority and focus schools have the option of offering choice as an intervention strategy; and 2) students who previously transferred under choice provisions are allowed to continue to transfer until they reach the highest grade of the transfer school.	

1.4.9.1.3 Funds Spent on Public School Choice

In the table below, provide the total dollar amount spent by LEAs on transportation for public school choice under Section 1116 of ESEA.

Transportation for Public School Choice	Amount
Dollars spent by LEAs on transportation for public school choice	\$ 0

1.4.9.1.4 Availability of Public School Choice Options

In the table below provide the number of LEAs in your State that are unable to provide public school choice to eligible students due to any of the following reasons:

1. All schools at a grade level in the LEA are in school improvement, corrective action, or restructuring.
2. LEA only has a single school at the grade level of the school at which students are eligible for public school choice.
3. LEA's schools are so remote from one another that choice is impracticable.

Unable to Provide Public School Choice	# LEAs
LEAs Unable to Provide Public School Choice	

FAQs about public school choice:

- a. *How should States report data on Title I public school choice for those LEAs that have open enrollment and other choice programs?* For those LEAs that implement open enrollment or other school choice programs in addition to public school choice under Section 1116 of ESEA, the State may consider a student as having applied to transfer if the student meets the following:
- Has a "home" or "neighborhood" school (to which the student would have been assigned, in the absence of a school choice program) that receives Title I funds and has been identified, under the statute, as in need of improvement, corrective action, or restructuring; and
 - Has elected to enroll, at some point since July 1, 2002 (the effective date of the Title I choice provisions), and after the home school has been identified as in need of improvement, in a school that has not been so identified and is attending that school; and
 - Is using district transportation services to attend such a school.

In addition, the State may consider costs for transporting a student meeting the above conditions towards the funds spent by an LEA on transportation for public school choice if the student is using district transportation services to attend the non-identified school.

- b. *How should States report on public school choice for those LEAs that are not able to offer public school choice?* In the count of LEAs that are not able to offer public school choice (for any of the reasons specified in 1.4.9.1.4), States should include those LEAs that are unable to offer public school choice at one or more grade levels. For instance, if an LEA is able to provide public school choice to eligible students at the elementary level but not at the secondary level, the State should include the LEA in the count. States should also include LEAs that are not able to provide public school choice at all (i.e., at any grade level). States should provide the reason(s) why public school choice was not possible in these LEAs at the grade level(s) in the Comment section. In addition, States may also include in the Comment section a separate count just of LEAs that are not able to offer public school choice at any grade level.

For LEAs that are not able to offer public school choice at one or more grade levels, States should count as eligible for public school choice (in 1.4.9.1.2) all students who attend identified Title I schools regardless of whether the LEA is able to offer the students public school choice.

Comments: The response is limited to 4,000 characters. Under the provisions of Virginia's approved ESEA flexibility application, Public School Choice was not required for the 2012-2013 school year.

1.4.9.2 Supplemental Educational Services

This section collects data on supplemental educational services.

1.4.9.2.2 Supplemental Educational Services – Students

In the table below, provide the number of students who were eligible for, who applied for, and who received supplemental educational services under Section 1116 of ESEA.

The number of students who received supplemental educational services should include all students who were enrolled with a provider and participated in some hours of services. States and LEAs have the discretion to determine the minimum number of hours of participation needed by a student to be considered as having received services.

Supplemental Educational Services	# Students
Eligible for supplemental educational services	
Applied for supplemental educational services	
Received supplemental educational services	
Comments: The response is limited to 4,000 characters. Under the provisions of Virginia's approved ESEA flexibility application, Supplemental Educational Services were not required for the 2012-2013 school year.	

1.4.9.2.3 Funds Spent on Supplemental Educational Services

In the table below, provide the total dollar amount spent by LEAs on supplemental educational services under Section 1116 of ESEA.

Spending on Supplemental Educational Services	Amount
Dollars spent by LEAs on supplemental educational services	\$ 0
Comments: The response is limited to 4,000 characters. Under the provisions of Virginia's approved ESEA flexibility application, Supplemental Educational Services were not required for the 2012-2013 school year.	

1.5 TEACHER QUALITY

This section collects data on "highly qualified" teachers as the term is defined in Section 9101(23) of *ESEA*.

1.5.1 Core Academic Classes Taught by Teachers Who Are Highly Qualified

In the table below, provide the number of core academic classes for the grade levels listed, the number of those core academic classes taught by teachers who are highly qualified, and the number taught by teachers who are not highly qualified. The percentage of core academic classes taught by teachers who are highly qualified and the percentage taught by teachers who are not highly qualified will be calculated automatically. Below the table are FAQs about these data.

Classes	Number of Core Academic Classes (Total)	Number of Core Academic Classes Taught by Teachers Who Are Highly Qualified	Percentage of Core Academic Classes Taught by Teachers Who Are Highly Qualified	Number of Core Academic Classes Taught by Teachers Who Are <u>NOT</u> Highly Qualified	Percentage of Core Academic Classes Taught by Teachers Who Are <u>NOT</u> Highly Qualified
All classes	222,928	220,232	98.80	2,696	1.20
All elementary classes	50,277	49,964	99.40	313	0.60
All secondary classes	172,651	170,268	98.60	2,383	1.40

Do the data in Table 1.5.1 above include classes taught by special education teachers who provide direct instruction core academic subjects?

Data table includes classes taught by special education teachers who provide direct instruction core academic subjects.	<u>Yes</u>
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If the answer above is no, please explain below. The response is limited to 8,000 characters.

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Does the State count elementary classes so that a full-day self-contained classroom equals one class, or does the State use a departmentalized approach where a classroom is counted multiple times, once for each subject taught?

The response is limited to 8,000 characters.

Elementary classes are counted so that a full-day self-contained classroom equals one class.
--

FAQs about highly qualified teachers and core academic subjects:

- a. *What are the core academic subjects?* English, reading/language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography [Title IX, Section 9101(11)]. While the statute includes the arts in the core academic subjects, it does not specify which of the arts are core academic subjects; therefore, States must make this determination.
- b. *How is a teacher defined?* An individual who provides instruction in the core academic areas to kindergarten, grades 1 through 12, or ungraded classes, or individuals who teach in an environment other than a classroom setting (and who maintain daily student attendance records) [from NCES, CCD, 2001-02]
- c. *How is a class defined?* A class is a setting in which organized instruction of core academic course content is provided to one or more students (including cross-age groupings) for a given period of time. (A course may be offered to more than one class.) Instruction, provided by one or more teachers or other staff members, may be delivered in person or via a different medium. Classes that share space should be considered as separate classes if they function as separate units for more than 50% of the time [from NCES Non-fiscal Data Handbook for Early Childhood, Elementary, and Secondary Education, 2003].
- d. *Should 6th-, 7th-, and 8th-grade classes be reported in the elementary or the secondary category?* States are responsible for determining whether the content taught at the middle school level meets the competency requirements for elementary or secondary instruction. Report classes in grade 6 through 8 consistent with how teachers have been classified to determine their highly qualified status, regardless of whether their schools are configured as elementary or middle schools.
- e. *How should States count teachers (including specialists or resource teachers) in elementary classes?* States that count self-contained classrooms as one class should, to avoid over-representation, also count subject-area specialists (e.g., mathematics or music teachers) or resource teachers as teaching one class. On the other hand, States using a departmentalized approach to instruction where a self-contained classroom is counted multiple times (once for each subject taught) should also count subject-area specialists or resource teachers as teaching multiple classes.
- f. *How should States count teachers in self-contained multiple-subject secondary classes?* Each core academic subject taught for which students are receiving credit toward graduation should be counted in the numerator and the denominator. For example, if the same teacher teaches English, calculus, history, and science in a self-contained classroom, count these as four classes in the denominator. If the teacher is Highly Qualified to teach English and history, he/she would be counted as Highly Qualified in two of the four subjects in the numerator.
- g. *What is the reporting period?* The reporting period is the school year. The count of classes must include all semesters, quarters, or terms of the school year. For example, if core academic classes are held in summer sessions, those classes should be included in the count of core academic classes. A state determines into which school year classes fall.

1.5.2 Reasons Core Academic Classes Are Taught by Teachers Who Are Not Highly Qualified

In the tables below, estimate the percentages for each of the reasons why teachers who are not highly qualified teach core academic classes. For example, if 900 elementary classes were taught by teachers who are not highly qualified, what percentage of those 900 classes falls into each of the categories listed below? If the three reasons provided at each grade level are not sufficient to explain why core academic classes at a particular grade level are taught by teachers who are not highly qualified, use the row labeled "other" and explain the additional reasons. The total of the reasons is calculated automatically for each grade level and must equal 100% at the elementary level and 100% at the secondary level.

Note: Use the numbers of core academic classes taught by teachers who are not highly qualified from 1.5.1 for both elementary school classes (1.5.2.1) and for secondary school classes (1.5.2.2) as your starting point.

1.5.2.1 Elementary School Classes	
Elementary School Classes	Percentage
Elementary school classes taught by certified general education teachers who did not pass a subject-knowledge test or (if eligible) have not demonstrated subject-matter competency through HOUSSE	69.60
Elementary school classes taught by certified special education teachers who did not pass a subject-knowledge test or have not demonstrated subject-matter competency through HOUSSE	12.20
Elementary school classes taught by teachers who are not fully certified (and are not in an approved alternative route program)	18.20
Other (please explain in comment box below)	
Total	100.00

The response is limited to 8,000 characters.

1.5.2.2 Secondary School Classes	
Secondary School Classes	Percentage
Secondary school classes taught by certified general education teachers who have not demonstrated subject-matter knowledge in those subjects (e.g., out-of-field teachers)	49.40
Secondary school classes taught by certified special education teachers who have not demonstrated subject-matter competency in those subjects	37.70
Secondary school classes taught by teachers who are not fully certified (and are not in an approved alternative route program)	12.90
Other (please explain in comment box below)	
Total	100.00

The response is limited to 8,000 characters.

1.5.3 Poverty Quartiles and Metrics Used

In the table below, provide the number of core academic classes for each of the school types listed and the number of those core academic classes taught by teachers who are highly qualified. The percentage of core academic classes taught by teachers who are highly qualified will be calculated automatically. The percentages used for high- and low-poverty schools and the poverty metric used to determine those percentages are reported in the second table. Below the tables are FAQs about these data.

NOTE: No source of classroom-level poverty data exists, so States may look at school-level data when figuring poverty quartiles. Because not all schools have traditional grade configurations, and because a school may not be counted as both an elementary and as a secondary school, States may include as elementary schools all schools that serve children in grades K through 5 (including K through 8 or K through 12 schools).

This means that for the purpose of establishing poverty quartiles, some classes in schools where both elementary and secondary classes are taught would be counted as classes in an elementary school rather than as classes in a secondary school in 1.5.3. This also means that such a 12th grade class would be in a different category in 1.5.3 than it would be in 1.5.1.

School Type	Number of Core Academic Classes (Total)	Number of Core Academic Classes Taught by Teachers Who Are Highly Qualified	Percentage of Core Academic Classes Taught by Teachers Who Are Highly Qualified
Elementary Schools			
High Poverty Elementary Schools	13,793	13,682	99.20
Low-poverty Elementary Schools	14,787	14,681	99.30
Secondary Schools			
High Poverty secondary Schools	31,042	30,489	98.20
Low-Poverty secondary Schools	55,924	55,311	98.90

1.5.3.1 Poverty Quartile Breaks

In the table below, provide the poverty quartiles breaks used in determining high- and low-poverty schools and the poverty metric used to determine the poverty quartiles. Below the table are FAQs about the data collected in this table.

	High-Poverty Schools (more than what %)	Low-Poverty Schools (less than what %)
Elementary schools	65.50	28.20
Poverty metric used	Virginia uses the percentages of students who qualify for the free or reduced-price lunch program.	
Secondary schools	56.00	26.00
Poverty metric used	Virginia uses the percentages of students who qualify for the free or reduced-price lunch program.	

FAQs on poverty quartiles and metrics used to determine poverty

- a. *What is a "high-poverty school"?* Section 1111(h)(1)(C)(viii) defines "high-poverty" schools as schools in the top quartile of poverty in the State.
- b. *What is a "low-poverty school"?* Section 1111(h)(1)(C)(viii) defines "low-poverty" schools as schools in the bottom quartile of poverty in the State.
- c. *How are the poverty quartiles determined?* Separately rank order elementary and secondary schools from highest to lowest on your percentage poverty measure. Divide the list into four equal groups. Schools in the first (highest group) are high-poverty schools. Schools in the last group (lowest group) are the low-poverty schools. Generally, States use the percentage of students who qualify for the free or reduced-price lunch program for this calculation.
- d. *Since the poverty data are collected at the school and not classroom level, how do we classify schools as either elementary or secondary for this purpose?* States may include as elementary schools all schools that serve children in grades K through 5 (including K through 8 or K through 12 schools) and would therefore include as secondary schools those that exclusively serve children in grades 6 and higher.

1.6 TITLE III AND LANGUAGE INSTRUCTIONAL PROGRAMS

This section collects annual performance and accountability data on the implementation of Title III programs.

1.6.1 Language Instruction Educational Programs

In the table below, place a check next to each type of language instruction educational programs implemented in the State, as defined in Section 3301(8), as required by Sections 3121(a)(1), 3123(b)(1), and 3123(b)(2).

Table 1.6.1 Definitions:

1. **Types of Programs** = Types of programs described in the subgrantee's local plan (as submitted to the State or as implemented) that is closest to the descriptions in http://www.ncela.gwu.edu/files/rcd/BE021775/Glossary_of_Terms.pdf.
2. **Other Language** = Name of the language of instruction, other than English, used in the programs.

Check Types of Programs	Type of Program	Other Language
Yes <input type="checkbox"/>	Dual language	Spanish
Yes <input type="checkbox"/>	Two-way immersion	Spanish
Yes <input type="checkbox"/>	Transitional bilingual programs	Spanish
No <input type="checkbox"/>	Developmental bilingual	Spanish
Yes <input type="checkbox"/>	Heritage language	Spanish
Yes <input type="checkbox"/>	Sheltered English instruction	////////////////////////////////////
Yes <input type="checkbox"/>	Structured English immersion	////////////////////////////////////
Yes <input type="checkbox"/>	Specially designed academic instruction delivered in English (SDAIE)	////////////////////////////////////
Yes <input type="checkbox"/>	Content-based ESL	////////////////////////////////////
Yes <input type="checkbox"/>	Pull-out ESL	////////////////////////////////////
Yes <input type="checkbox"/>	Other (explain in comment box below)	////////////////////////////////////

The response is limited to 8,000 characters.

Other types of programs include: elementary and secondary newcomer programs; virtual ESL classes; after school tutoring; push-in; support for parents; inclusion; and collaboration.

1.6.2 Student Demographic Data**1.6.2.1 Number of ALL LEP Students in the State**

In the table below, provide the unduplicated number of ALL LEP students in the State who meet the LEP definition under Section 9101(25).

- Include newly enrolled (recent arrivals to the U.S.) and continually enrolled LEP students, whether or not they receive services in a Title III language instruction educational program.
- Do not include Former LEP students (as defined in Section 200.20(f)(2) of the Title I regulation) and monitored Former LEP students (as defined under Section 3121(a)(4) of Title III) in the ALL LEP student count in this table.

Number of ALL LEP students in the State	99,897
Comments: The response is limited to 4,000 characters.	

1.6.2.2 Number of LEP Students Who Received Title III Language Instruction Educational Program Services

In the table below, provide the unduplicated number of LEP students in the State who received services in Title III language instructional education programs.

LEP Students Receiving Services	#
LEP students who received services in a Title III language instruction educational program in grades K through 12 for this reporting year.	99,690
Comments: The response is limited to 4,000 characters.	

1.6.2.3 Most Commonly Spoken Languages in the State

In the table below, provide the five most commonly spoken languages, other than English, in the State (for all LEP students, not just LEP students who received Title III services). The top five languages should be determined by the highest number of students speaking each of the languages listed.

Language	# LEP Students
Spanish; Castilian	64,903
Arabic	5,387
Vietnamese	3,074
Urdu	2,591
Korean	2,188

Report additional languages with significant numbers of LEP students in the comment box below.

The response is limited to 8,000 characters.

--

1.6.3 Student Performance Data

This section collects data on LEP students' English language proficiency, as required by Sections 1111(h)(4)(D) and 3121(a)(2).

1.6.3.1.1 All LEP Students Tested on the State Annual English Language Proficiency Assessment

In the table below, please provide the number of ALL LEP students tested and not tested on annual State English language proficiency (ELP) assessment (as defined in 1.6.2.1).

All LEP Testing	#
Number tested on State annual ELP assessment	91,784
Number not tested on State annual ELP assessment	8,113
Total	99,897
Comments: The response is limited to 4,000 characters. The number of students reported as not tested on the ELP assessment may reflect a discrepancy between the 2012-2013 ELP assessment data reported by certain school divisions and state records. VDOE is continuing to provide technical assistance in the collection of these data. The SEA will develop a process by which, beginning with ELP assessments administered in the 2014-2015 school year, LEAs will be required to account for each LEP student's assessment status.	

1.6.3.1.2 ALL LEP Student English Language Proficiency Results

All LEP Results	#
Number attained proficiency on State annual ELP assessment	17,288
Percent attained proficiency on State annual ELP assessment	18.80
Comments: The response is limited to 4,000 characters. see 1.6.3.1.1	

1.6.3.2.1 Title III LEP Students Tested on the State Annual English Language Proficiency Assessment

In the table below, provide the number of Title III LEP students tested on annual State English language proficiency assessment.

Title III LEP Testing		#
Number tested on State annual ELP assessment		91,616
Number not tested on State annual ELP assessment		8,074
Total		99,690
Comments: The response is limited to 4,000 characters. The number of students reported as not tested on the ELP assessment may reflect a discrepancy between the 2012-2013 ELP assessment data reported by certain school divisions and state records. VDOE is continuing to provide technical assistance in the collection of these data. The SEA will develop a process by which, beginning with ELP assessments administered in the 2014-2015 school year, LEAs will be required to account for each LEP student's assessment status.		

In the table below, provide the number of Title III students who took the State annual ELP assessment for the first time and whose progress cannot be determined and whose results were not included in the calculation for AMAO 1. Report this number ONLY if the State did not include these students in establishing AMAO 1/ making progress target and did not include them in the calculations for AMAO 1/ making progress (# and % making progress).

Title III First Time Tested		#
Number of Title III students who took the State annual ELP assessment for the first time whose progress cannot be determined and whose results were not included in the calculation for AMAO 1.		22,441

1.6.3.2.2 Title III LEP English Language Proficiency Results

This section collects information on Title III LEP students' development of English and attainment of English proficiency.

Table 1.6.3.2.2 Definitions:

- Annual Measureable Achievement Objectives (AMAOs)** = State targets for the number and percent of students making progress and attaining proficiency.
- Making Progress** = Number and percent of Title III LEP students that met the definition of "Making Progress" as defined by the State and submitted to ED in the Consolidated State Application (CSA), or as amended.
- Attained Proficiency** = Number and percent of Title III LEP students that met the State definition of "Attainment" of English language proficiency submitted to ED in the Consolidated State Application (CSA), or as amended.
- Results** = Number and percent of Title III LEP students that met the State definition of "Making Progress" and the number and percent that met the State definition of "Attainment" of English language proficiency.

In the table below, provide the State targets for the number and percent of students making progress and attaining English proficiency for this reporting period. Additionally, provide the results from the annual State English language proficiency assessment for Title III-served LEP students who participated in a Title III language instruction educational program in grades K through 12. If your State uses cohorts, provide us with the range of targets, (i.e., indicate the lowest target among the cohorts, e.g., 10% and the highest target among a cohort, e.g., 70%).

Title III Results	Results #	Results %	Targets #	Targets %
Making progress	56,604	81.80		67.00
Attained proficiency	17,256	18.80		18.00
Comments: The response is limited to 4,000 characters.				

1.6.3.6 Title III Served Monitored Former LEP (MFLEP) Students

This section collects data on the performance of former LEP students as required by Sections 3121(a)(4) and 3123(b)(8).

1.6.3.6.1 Title III Served MFLEP Students by Year Monitored

In the table below, report the unduplicated count of monitored former LEP students during the two consecutive years of monitoring, which includes both MFLEP students in AYP grades and in non-AYP grades.

Monitored Former LEP (MFLEP) students include:

- Students who have transitioned out of a language instruction educational program.
- Students who are no longer receiving LEP services and who are being monitored for academic content achievement for 2 years after the transition.

Table 1.6.3.6.1 Definitions:

1. **# Year One** = Number of former LEP students in their first year of being monitored.
2. **# Year Two** = Number of former LEP students in their second year of being monitored.
3. **Total** = Number of monitored former LEP students in year one and year two. This is automatically calculated.

# Year One	# Year Two	Total
15,928	13,254	29,182
Comments: The response is limited to 4,000 characters.		

1.6.3.6.2 MFLEP Students Results for Mathematics

In the table below, report the number of MFLEP students who took the annual mathematics assessment. Please provide data only for those students who transitioned out of language instruction educational programs and who no longer received services under Title III in this reporting year. These students include both students who are monitored former LEP students in their first year of monitoring, and those in their second year of monitoring.

Table 1.6.3.6.2 Definitions:

1. **# Tested** = State-aggregated number of MFLEP students who were tested in mathematics in all AYP grades.
2. **# At or Above Proficient** = State-aggregated number of MFLEP students who scored at or above proficient on the State annual mathematics assessment.
3. **% Results** = Automatically calculated based on number who scored at or above proficient divided by the number tested.
4. **# Below proficient** = State-aggregated number of MFLEP students who did not score proficient on the State annual mathematics assessment. This will be automatically calculated.

# Tested	# At or Above Proficient	% Results	# Below Proficient
21,948	16,917	77.10	5,031
Comments: The response is limited to 4,000 characters.			

1.6.3.6.3 MFLEP Students Results for Reading/Language Arts

In the table below, report results for MFLEP students who took the annual reading/language arts assessment. Please provide data only for those students who transitioned out of language instruction educational programs and who no longer received services under Title III in this reporting year. These students include both students who are monitored former LEP students in their first year of monitoring, and those in their second year of monitoring.

Table 1.6.3.6.3 Definitions:

1. **# Tested** = State-aggregated number of MFLEP students who were tested in reading/language arts in all AYP grades.
2. **# At or Above Proficient** = State-aggregated number of MFLEP students who scored at or above proficient on the State annual reading/language arts assessment.
3. **% Results** = Automatically calculated based on number who scored at or above proficient divided by the total number tested. This will be automatically calculated.
4. **# Below proficient** = State-aggregated number MFLEP students who did not score proficient on the State annual reading/language arts assessment.

# Tested	# At or Above Proficient	% Results	# Below Proficient
19,090	14,662	76.80	4,428
Comments: The response is limited to 4,000 characters. For the 2012-2013 school year, Virginia administered new reading/language arts assessments which affected the percentage of students scoring at or above proficient.			

1.6.3.6.4 MFLEP Students Results for Science

In the table below, report results for MFLEP students who took the annual science assessment. Please provide data only for those students who transitioned out of language instruction educational programs and who no longer received services under Title III in this reporting year. These students include both students who are MFLEP students in their first year of monitoring, and those in their second year of monitoring.

Table 1.6.3.6.4 Definitions:

1. **# Tested** = State-aggregated number of MFLEP students who were tested in science.
2. **# At or Above Proficient** = State-aggregated number of MFLEP students who scored at or above proficient on the State annual science assessment.
3. **% Results** = Automatically calculated based on number who scored at or above proficient divided by the total number tested. This will be automatically calculated.
4. **# Below proficient** = State-aggregated number MFLEP students who did not score proficient on the State annual science assessment.

# Tested	# At or Above Proficient	% Results	# Below Proficient
12,671	10,057	79.40	2,614
Comments: The response is limited to 4,000 characters. For the 2012-2013 school year, Virginia administered new science assessments which affected the percentage of students scoring at or above proficient.			

1.6.4 Title III Subgrantees

This section collects data on the performance of Title III subgrantees.

1.6.4.1 Title III Subgrantee Performance

In the table below, report the number of Title III subgrantees meeting the criteria described in the table. Do not leave items blank. If there are zero subgrantees who met the condition described, put a zero in the number (#) column. Do not double count subgrantees by category.

Note: Do not include number of subgrants made under Section 3114(d)(1) from funds reserved for education programs and activities for immigrant children and youth. (Report Section 3114(d)(1) subgrants in 1.6.5.1 ONLY.)

Title III Subgrantees	#
Total number of subgrantees for the year	56
Number of subgrantees that met all three Title III AMAOs	30
Number of subgrantees that met AMAO 1	56
Number of subgrantees that met AMAO 2	36
Number of subgrantees that met AMAO 3	106
Number of subgrantees that did not meet any Title III AMAOs	0
Number of subgrantees that did not meet Title III AMAOs for two consecutive years (SYs 2011-12 and 2012-13)	4
Number of subgrantees implementing an improvement plan in SY 2012-13 for not meeting Title III AMAOs for two consecutive years	33
Number of subgrantees that have not met Title III AMAOs for four consecutive years (SYs 2009-10, 2010-11, 2011-12, and 2012-13)	1

Provide information on how the State counted consortia members in the total number of subgrantees and in each of the numbers in table 1.6.4.1.

The response is limited to 4,000 characters.

Comments: The response is limited to 4,000 characters. The Virginia 2013-2014 Title III AMAO results, based on 2012-2013 assessment data, includes 69 divisions participating in 12 consortia. AMAOs 1 and 2 were calculated at the consortia level. AMAO 3 was calculated at the individual division level.

1.6.4.2 State Accountability

In the table below, indicate whether the State met all three Title III AMAOs.

Note: Meeting all three Title III AMAOs means meeting each State-set target for each objective: Making Progress, Attaining Proficiency, and Making AYP for the LEP subgroup.

State met <u>all</u> three Title III AMAOs	<u>No</u>
Comments: The response is limited to 4,000 characters.	

1.6.4.3 Termination of Title III Language Instruction Educational Programs

This section collects data on the termination of Title III programs or activities as required by Section 3123(b)(7).

Were any Title III language instruction educational programs <u>or</u> activities terminated for failure to reach program goals?	<u>No</u>
If yes, provide the number of language instruction educational programs <u>or</u> activities for immigrant children and youth terminated.	
Comments: The response is limited to 4,000 characters.	

1.6.5 Education Programs and Activities for Immigrant Students

This section collects data on education programs and activities for immigrant students.

Note: All immigrant students are not LEP students.

1.6.5.1 Immigrant Students

In the table below, report the unduplicated number of immigrant students enrolled in schools in the State and who participated in qualifying educational programs under Section 3114(d)(1).

Table 1.6.5.1 Definitions:

1. **Immigrant Students Enrolled** = Number of students who meet the definition of immigrant children and youth under Section 3301(6) and enrolled in the elementary or secondary schools in the State.
2. **Students in 3114(d)(1) Program** = Number of immigrant students who participated in programs for immigrant children and youth funded under Section 3114(d)(1), using the funds reserved for immigrant education programs/activities. This number should not include immigrant students who only receive services in Title III language instructional educational programs under Sections 3114(a) and 3115(a).
3. **3114(d)(1) Subgrants** = Number of subgrants made in the State under Section 3114(d)(1), with the funds reserved for immigrant education programs/activities. Do not include Title III Language Instruction Educational Program (LIEP) subgrants made under Sections 3114(a) and 3115(a) that serve immigrant students enrolled in them.

# Immigrant Students Enrolled	# Students in 3114(d)(1) Program	# of 3114(d)(1) Subgrants
23,700	5,216	20

If state reports zero (0) students in programs or zero (0) subgrants, explain in comment box below.

The response is limited to 8,000 characters.

1.6.6 Teacher Information and Professional Development

This section collects data on teachers in Title III language instruction educational programs as required under Section 3123(b)(5).

1.6.6.1 Teacher Information

This section collects information about teachers as required under Section 3123 (b)(5).

In the table below, report the number of teachers who are working in the Title III language instruction educational programs as defined under Section 3301(8) and reported in 1.6.1 (Types of language instruction educational programs) even if they are not paid with Title III funds.

Note: Section 3301(8) – The term ‘ Language instruction educational program ’ means an instruction course – (A) in which a limited English proficient child is placed for the purpose of developing and attaining English proficiency, while meeting challenging State academic content and student academic achievement standards, as required by Section 1111(b)(1); and (B) that may make instructional use of both English and a child’s native language to enable the child to develop and attain English proficiency and may include the participation of English proficient children if such course is designed to enable all participating children to become proficient in English as a second language.

Title III Teachers	#
Number of all certified/licensed teachers currently working in Title III language instruction educational programs.	1,157
Estimate number of additional certified/licensed teachers that will be needed for Title III language instruction educational programs in the next 5 years*.	700

Explain in the comment box below if there is a zero for any item in the table above.

The response is limited to 8,000 characters.

* This number should be the total additional teachers needed for the next 5 years, not the number needed for each year. Do not include the number of teachers currently working in Title III English language instruction educational programs.

1.6.6.2 Professional Development Activities of Subgrantees Related to the Teaching and Learning of LEP Students

In the tables below, provide information about the subgrantee professional development activities that meet the requirements of Section 3115(c)(2).

Table 1.6.6.2 Definitions:

1. **Professional Development Topics** = Subgrantee professional development topics required under Title III.
2. **#Subgrantees** = Number of subgrantees who conducted each type of professional development activity. A subgrantee may conduct more than one professional development activity. (Use the same method of counting subgrantees, including consortia, as in 1.6.1 and 1.6.4.)
3. **Total Number of Participants** = Number of teachers, administrators and other personnel who participated in each type of the professional development activities reported.
4. **Total** = Number of all participants in professional development (PD) activities.

Professional Development (PD) Topics	# Subgrantees
Instructional strategies for LEP students	53
Understanding and implementation of assessment of LEP students	46
Understanding and implementation of ELP standards and academic content standards for LEP students	47
Alignment of the curriculum in language instruction educational programs to ELP standards	43
Subject matter knowledge for teachers	39
Other (Explain in comment box)	0

PD Participant Information	# Subgrantees	# Participants
PD provided to content classroom teachers	54	14,426
PD provided to LEP classroom teachers	53	5,624
PD provided to principals	50	1,122
PD provided to administrators/other than principals	50	1,122
PD provided to other school personnel/non-administrative	41	1,499
PD provided to community based organization personnel	34	1,227
Total	////////////////////////////////////	25,020

The response is limited to 8,000 characters.

1.6.7 State Subgrant Activities

This section collects data on State grant activities.

1.6.7.1 State Subgrant Process

In the table below, report the time between when the State receives the Title III allocation from ED, normally on July 1 of each year for the upcoming school year, and the time when the State distributes these funds to subgrantees for the intended school year. Dates must be submitted using the MM/DD/YY format.

Table 1.6.7.1 Definitions:

1. **Date State Received Allocation** = Annual date the State receives the Title III allocation from US Department of Education (ED).
2. **Date Funds Available to Subgrantees** = Annual date that Title III funds are available to approved subgrantees.
3. **# of Days/\$\$ Distribution** = Average number of days for States receiving Title III funds to make subgrants to subgrantees beginning from July 1 of each year, except under conditions where funds are being withheld.

Example: State received SY 2012-13 funds July 1, 2012, and then made these funds available to subgrantees on August 1, 2012, for SY 2012-13 programs. Then the "# of days/\$\$ Distribution" is 30 days.

Date State Received Allocation	Date Funds Available to Subgrantees	# of Days/\$\$ Distribution
7/23/12	9/21/12	60
Comments: The response is limited to 4,000 characters.		

1.6.7.2 Steps To Shorten the Distribution of Title III Funds to Subgrantees

In the comment box below, describe how your State can shorten the process of distributing Title III funds to subgrantees.

The response is limited to 8,000 characters.

1.7 PERSISTENTLY DANGEROUS SCHOOLS

In the table below, provide the number of schools identified as persistently dangerous, as determined by the State, by the start of the school year. For further guidance on persistently dangerous schools, refer to Section B "Identifying Persistently Dangerous Schools" in the Unsafe School Choice Option Non-Regulatory Guidance, available at: <http://www.ed.gov/policy/elsec/guid/unsafeschoolchoice.pdf>.

Persistently Dangerous Schools	#
Persistently Dangerous Schools	0
Comments: The response is limited to 4,000 characters. Virginia has no persistently dangerous schools.	

1.9 EDUCATION FOR HOMELESS CHILDREN AND YOUTHS PROGRAM

This section collects data on homeless children and youth and the McKinney-Vento grant program.

In the table below, provide the following information about the number of LEAs in the State who reported data on homeless children and youth and the McKinney-Vento program. The totals will be automatically calculated.

LEAs	#	# LEAs Reporting Data
LEAs without subgrants	101	101
LEAs with subgrants	31	31
Total	132	132
Comments: The response is limited to 4,000 characters.		

1.9.1 All LEAs (with and without McKinney-Vento subgrants)

The following questions collect data on homeless children and youth in the State.

1.9.1.1 Homeless Children And Youth

In the table below, provide the number of homeless children and youth by grade level enrolled in public school at any time during the regular school year. The totals will be automatically calculated:

Age/Grade	# of Homeless Children/Youth Enrolled in Public School in LEAs Without Subgrants	# of Homeless Children/Youth Enrolled in Public School in LEAs With Subgrants
Age 3 through 5 (not Kindergarten)	135	370
K	406	1,399
1	398	1,243
2	394	1,197
3	354	1,119
4	308	1,003
5	300	1,061
6	310	965
7	307	1,021
8	253	899
9	286	1,187
10	244	783
11	208	738
12	233	885
Ungraded		
Total	4,136	13,870

Comments: The response is limited to 4,000 characters. Virginia does not administer the Standards of Learning assessments in science for grade 4, 6, and 7.

Virginia has no homeless children and youths students under the classification of ungraded.

1.9.1.2 Primary Nighttime Residence of Homeless Children and Youth

In the table below, provide the number of homeless children and youth by primary nighttime residence enrolled in public school at any time during the regular school year. The primary nighttime residence should be the student's nighttime residence when he/she was identified as homeless. The totals will be automatically calculated.

Primary Nighttime Residence	# of Homeless Children/Youth - LEAs Without Subgrants	# of Homeless Children/Youth - LEAs With Subgrants
Shelters, transitional housing, awaiting foster care	595	1,846
Doubled-up (e.g., living with another family)	2,832	9,782
Unsheltered (e.g., cars, parks, campgrounds, temporary trailer, or abandoned buildings)	64	299
Hotels/Motels	645	1,943
Total	4,136	13,870

Comments: The response is limited to 4,000 characters.

1.9.1.3 Subgroups of Homeless Students Enrolled

In the table below, please provide the following information about the homeless students enrolled during the regular school year.

Special Population	# Homeless Children/Youth - LEAs Without Subgrants	# of Homeless Children/Youth - LEAs With Subgrants
Unaccompanied homeless youth		
Migratory children/youth	94	14
Children with disabilities (IDEA)	731	2,652
Limited English Proficient (LEP) students	318	1,808

Comments: The response is limited to 4,000 characters.

1.9.2 LEAs with McKinney-Vento Subgrants

The following sections collect data on LEAs with McKinney-Vento subgrants.

1.9.2.1 Homeless Children and Youth Served by McKinney-Vento Subgrants

In the table below, provide the number of homeless children and youth by grade level who were served by McKinney-Vento subgrants during the regular school year. The total will be automatically calculated.

Age/Grade	# Homeless Children/Youth Served by Subgrants
Age Birth Through 2	374
Age 3 through 5 (not Kindergarten)	527
K	1,103
1	951
2	955
3	877
4	815
5	819
6	759
7	763
8	723
9	912
10	612
11	620
12	683
Ungraded	0
Total	11,493

Comments: The response is limited to 4,000 characters. Virginia has no homeless children and youths students under the classification of ungraded.

1.9.2.2 Subgroups of Homeless Students Served

In the table below, please provide the following information about the homeless students served during the regular school year.

Subgroup	# Homeless Students Served
Unaccompanied homeless youth	1,334
Migratory children/youth	30
Children with disabilities (<i>IDEA</i>)	2,119
Limited English Proficient (LEP) students	1,615

Comments: The response is limited to 4,000 characters.

1.9.3 Academic Achievement of Homeless Students

The following questions collect data on the academic achievement of enrolled homeless children and youth.

1.9.3.1 Reading Assessment

In the table below, provide the number of enrolled homeless children and youth who were tested on the State reading/language arts assessment and the number of those tested who scored at or above proficient. Provide data for grades 9 through 12 only for those grades tested for ESEA.

Grade	# of Homeless Children/Youth - LEAs Without Subgrants # Homeless Children/Youth Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# of Homeless Children/Youth - LEAs Without Subgrants # Homeless Children/Youth Scoring at or above Proficient	# of Homeless Children/Youth - LEAs With Subgrants # Homeless Children/Youth Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# of Homeless Children/Youth - LEAs With Subgrants # Homeless Children/Youth Scoring at or above Proficient
3	298	141	969	473
4	251	129	860	380
5	249	121	933	431
6	254	126	829	384
7	245	121	886	427
8	218	98	753	320
High School	222	173	699	531

Comments: The response is limited to 4,000 characters.

1.9.3.2 Mathematics Assessment

This section is similar to 1.9.3.1. The only difference is that this section collects data on the State mathematics assessment.

Grade	# of Homeless Children/Youth - LEAs Without Subgrants # Homeless Children/Youth Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# of Homeless Children/Youth - LEAs Without Subgrants # Homeless Children/Youth Scoring at or above Proficient	# of Homeless Children/Youth - LEAs With Subgrants # Homeless Children/Youth Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# of Homeless Children/Youth - LEAs With Subgrants # Homeless Children/Youth Scoring at or above Proficient
3	298	112	982	364
4	251	132	863	421
5	251	111	925	394
6	242	143	830	428
7	217	80	840	243
8	213	86	631	241
High School	511	272	1,933	1,034

Comments: The response is limited to 4,000 characters.

1.9.3.3 Science Assessment

This section is similar to 1.9.3.1. The only difference is that this section collects data on the State science assessment.

Grade	# of Homeless Children/Youth - LEAs Without Subgrants # Homeless Children/Youth Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# of Homeless Children/Youth - LEAs Without Subgrants # Homeless Children/Youth Scoring at or above Proficient	# of Homeless Children/Youth - LEAs With Subgrants # Homeless Children/Youth Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# of Homeless Children/Youth - LEAs With Subgrants # Homeless Children/Youth Scoring at or above Proficient
3	293	191	875	521
4				
5	249	144	944	465
6				
7				
8	210	117	725	347
High School	444	280	1,647	1,003

Comments: The response is limited to 4,000 characters. Virginia does not administer the Standards of Learning assessments in science for grade 4, 6, and 7.