



VIRGINIA BOARD OF EDUCATION

2008 ANNUAL REPORT

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

PRESENTED TO
THE GOVERNOR AND
THE GENERAL ASSEMBLY

NOVEMBER 20, 2008
VIRGINIA BOARD OF EDUCATION

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**COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
P.O. BOX 2120
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November 20, 2008

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

Dear Governor Kaine and Members of the Virginia General Assembly:

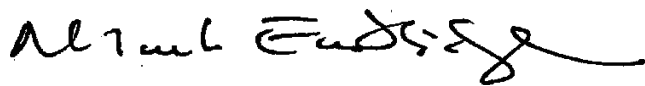
On behalf of the Board of Education, I am pleased to transmit the *2008 Annual Report on the Condition and Needs of Public Schools in Virginia*, submitted pursuant to § 22.1-18 of the *Code of Virginia*. The report contains information about the condition and needs of Virginia's public schools, including an analysis of student academic performance and a report on the local divisions' compliance with the requirements of the Standards of Quality and the Standards of Accreditation. Additional copies of the report are available by contacting Dr. Margaret Roberts, executive assistant to the Board of Education, P.O. Box 2120, Richmond, VA 23218; 804/ 225-2924; Margaret.Roberts@doe.virginia.gov.

The report contains compelling evidence that our schools and our students are achieving at higher levels, and it also points out evidence that serious and persistent problems remain to be tackled. The progress shown by our public schools is the result of ongoing collaboration, dedication, workable strategies, and wise use of resources, both human and financial. It is the result of the hard work of students, teachers, administrators, support staff, parents, and supporters throughout the Commonwealth.

We see a challenging year ahead as we face the economic headwinds that have developed in recent months; however, we remain focused on the fundamentals of improving instruction for all students. Working together with school and community leaders and private partners, we can harness the power of people to improve education. Be assured that the challenges will be addressed with that same cooperative resolve.

The Board of Education is grateful for the support the Governor and General Assembly continue to give to Virginia's school improvement efforts. As we look to the future, the members of the Board of Education pledge to remain focused on providing the best educational opportunities and the brightest future for the young people enrolled in Virginia's public schools.

Sincerely,



Mark E. Emblidge
President, Board of Education

Statutory Requirement for the Annual Report

The *Code of Virginia*, § 22.1-18, states:

By November 15 of each year, the Board of Education shall submit to the Governor and the General Assembly a report on the condition and needs of public education in the commonwealth and shall identify any school divisions and the specific schools therein which have failed to establish and maintain schools meeting the existing prescribed standards of quality. Such standards of quality shall be subject to revision only by the General Assembly, pursuant to Article VIII, Section 2 of the Constitution of Virginia. Such report shall include a complete listing of the current standards of quality for the commonwealth's public schools, together with a justification for each particular standard, how long each such standard has been in its current form, and whether the Board recommends any change or addition to the standards of quality.

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Board of Education 2008 Annual Report on the Condition and Needs of Public Schools in Virginia

EXECUTIVE SUMMARY

What are we doing to help our schools and our classroom teachers improve? Will Virginia's students be able to compete with their counterparts from other states and other countries? Will they have the knowledge and skills to get and keep good jobs in an international economy? Are schools safe for our children?

These are questions parents, public leaders, businessmen, and educators across the state are asking, and these are questions the annual report is designed, at least in part, to answer. The challenges our public schools must tackle are urgent, sometimes intractable, and are not easily solved. There are no quick fixes when it comes to the education of our children. Still, as we assess this year, the Virginia Board of Education takes special pride in the progress and advances Virginia's public schools have created—and in the very tangible results.

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

- Ninety-five percent of Virginia's public schools are fully accredited and meeting state standards for student achievement in English, mathematics, history and science based on 2007-2008 assessment results. This is the highest percentage of schools reaching full accreditation since the commonwealth began statewide testing ten years ago.
- Black and Hispanic students continued to narrow achievement gaps with White students in mathematics on state tests administered during 2007-2008. During the last three years, the gaps have narrowed by four points for Black students and two points for Hispanic students even though the achievement of White students increased by seven points.
- During the last three years, the achievement gap between Black and White students in reading has narrowed by three points, despite a two-point increase in reading for White students. Hispanic students also have narrowed the achievement gap with White students by three points during the last three years.
- More than 81 percent of the students in the class of 2008 graduated on time with a diploma. The graduation rates for the state, school divisions, and high schools were calculated for the first time this year by tracking individual students from year to year using Virginia's longitudinal student data system.
- The performance of Virginia public school graduates on the SAT improved significantly in 2008. Although the total number of Virginia public school students taking the SAT dropped by 2.3 percent, the number of minority students taking the tests increased, with minority students now making up one-third of all test takers.

- Virginia boasts the nation’s third-highest percentage of high school seniors earning a grade of 3 or better on Advanced Placement (AP) examinations. Only two states, New York and Maryland, had higher percentages of seniors earning grades of 3 or better on AP tests during 2007.
- For a fourth consecutive year, the percentage of Virginia students graduating with an Advanced Studies Diploma increased and the number of advanced diplomas awarded was greater than the number of Standard Diplomas.
- Virginia was the only state to receive a perfect score for academic standards from the American Federation of Teachers (AFT) in the union’s *Sizing Up Standards 2008* report.
- The influential Thomas B. Fordham Institute last year awarded Virginia an “A” for its coverage of world history in the *History and Social Science Standards of Learning* and praised the standards as “a model of clarity.”
- Results from the 2007 National Assessment of Educational Progress (NAEP) show that the reading and mathematics skills of Virginia students continue to improve and that Virginia’s students remain among the nation’s highest achievers in these subjects.
- NAEP results also show that in no state did Black fourth and eighth graders perform at a statistically higher level in reading and mathematics than Black students in Virginia. Virginia also was the only state where Black students improved their performance in mathematics at grade levels four and eight from 2005 to 2007.
- Virginia students outperformed students nationwide on the 2007 NAEP writing test. Virginia students scored significantly higher than students in 20 other states. Test takers in only seven states achieved significantly higher average scores.

Objectives of the Board of Education: The Board of Education’s *Comprehensive Plan: 2007-2012* established the following priorities for action:

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

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

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

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

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

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

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

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

Critical Areas of Need: The Board’s objectives—and the performance measures used to gauge our progress in meeting those objectives—focus on the most critical needs of the public schools. These needs include the following:

Funding the Standards of Quality (SOQ): In November 2008, the Board of Education adopted a resolution that acknowledges the economic conditions facing the Commonwealth in the next year. The resolution also acknowledges the challenges that are before the Governor and the General Assembly to deal with budget constraints while protecting core services in the area of Pk-12 education. In the resolution, the Board stated its SOQ priorities to the Governor and the General Assembly for their consideration in the 2009 General Assembly Session. Moreover, the Board affirmed its support for those provisions of the Standards of Quality that have been recommended by the Board in recent years and that are yet to be adopted and funded, and the Board stated its intent to request approval and full funding of these staffing requirements beginning in the next biennium.

Further, the resolution outlines the Board’s requests for approval during the 2009 Session of the General Assembly in the form of “intermediate SOQ implementation options” that would enable school divisions to use existing SOQ and incentive program funding to hire data coordinators, reading specialists, mathematics teacher specialists, and English Language Learner (ELL) teachers to provide additional support in classrooms. A description of the four SOQ options is contained in the body of the annual report.

A Persistent Achievement Gap: Virginia is making progress in eliminating achievement gaps among groups of students. Nonetheless, in one-quarter of Virginia’s schools, pass rates for economically disadvantaged students are more than 10 percent lower than for all students in the same schools; in more than half of our schools, pass rates for economically disadvantaged students are more than 5 percentage points lower than the pass rate for all students. Furthermore, Black and Hispanic students have pass rates that are more than 10 percent lower than for all students in 18 and 43 percent of schools, respectively.

Compounding the problem, economically disadvantaged students and minority students are less likely than all students to graduate in four years. There is a 9-, 11-, and 12- point achievement gap for Black, Hispanic, and economically disadvantaged students, respectively, compared to the overall graduation rate.

Safe and Healthy Environments for Students and Teachers: A high priority for the Board is dealing effectively with the realities of schooling for some children who face difficult personal circumstances such as high poverty, high crime in their neighborhoods, high rates of unhealthy behaviors, poor nutrition, and other circumstances that obstruct their learning at school. The Board of Education must help local divisions by providing solid, workable guidelines and policies to assist those who are

responsible for the health and safety of students and staff while they are at school, on school grounds, on their way to or from school, and involved in school-sponsored activities. The Board must continue to stress the importance of successful, community-wide partnerships in the development of procedures and policies that most effectively support healthy, safe, orderly and disciplined school environments.

The Need to Assist Chronically Low-Performing Schools

Aggressive interventions by the Virginia Department of Education and well-defined partnerships between the Board of Education and local school boards have produced positive results in divisions previously identified as low-performing. In the 2007-2008 school year, 33 schools (2 percent) are considered chronically low performing, compared to 42 schools in the previous year. Importantly, with support from the Department of Education's Office of School Improvement, 22 schools that were chronically low-performing in 2006-2007 were fully accredited this year.

Preparation, Recruitment, and Retention of Educational Personnel

Virginia is proud that 98 percent of all teachers are highly qualified. In 2007-2008 the state retained 91 percent of the work force from the previous year, representing a 2 percent increase from the previous year. The percent of teachers retained for 3 years remains at 82 percent. Of course, these teachers must be talented, caring, and well prepared. Schools in some geographic areas already are unable to recruit enough talented teachers, particularly in fields such as mathematics, science and special education.

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

Recruiting Minority Teachers

The gap between the diversity of students in the schools and the ethnic characteristics of the teaching force poses a key question: will teachers reflect the tremendous diversity of the students they will serve? Not without a concerted effort. In Virginia, 13 percent of teachers are Black and 2 percent are Hispanic, compared with approximately 26 and 9 percent of students, respectively.

High-Quality Preschool Programs

The number of school divisions participating in the Virginia Preschool Initiative has grown from 75 in the 2001-2002 school year, to 114 in the 2008-2009 school year. Also, the number of children served has grown from 5,966 in the 2001-2002 school year to 15,657 children being served in 2008-2009. Despite this growth, the number of at-risk four-year olds in Virginia continues to be a concern. Without providing high quality preschool to all at-risk four-year olds, many at-risk five year old children will continue to enter kindergarten without adequate preparation to be fully ready to learn.

A huge step forward to address this issue is the newly created Office of Early Childhood Development is now coordinating state programs aimed at improving the lives and education of the commonwealth's youngest citizens and residents. The office represents an inter-agency approach to managing services for young children and their families, with the staff reporting to both the Virginia Department of Education and the Virginia Department of Social Services.

The Office of Early Childhood Development is responsible for coordinating services for children from birth to age 5, including the Virginia Preschool Initiative, Head Start, childcare subsidies, provider services and other state-level efforts to advance early childhood development and learning. The office also will work through a liaison with the Virginia Department of Health to ensure the integration of health-related programs.

Twenty-first Century Literacy Skills

In 2007-2008, 87 percent of Virginia's students passed the Standards of Learning English assessments, compared to 85 percent in the previous year. Also, 84 percent of students passed the statewide mathematics tests, up from 80 percent the previous year. Given the critical importance of reading and mathematics for life success, it is critical that the Board continue to emphasize these skills. While more than 81 percent of the students in the class of 2008 graduated on time with a diploma, almost 20 percent of our students are not graduating on time with their class. We need to know why that is, and we need to address the needs of these students so that everyone graduates successfully.

Virginia has a new initiative that will help parents select books that will strengthen their children's reading skills. When elementary and middle school students receive their Standards of Learning (SOL) test reports next spring and summer, their reading scores will be accompanied by a corresponding "Lexile measure" parents can use to select books. A Lexile measure ranks reading ability and text difficulty on a single scale, allowing parents — and teachers — to select books at or slightly above a student's reading level.

Promoting Parental and Family Involvement

The family and the home are both critical education institutions where children begin learning long before they start school, and where they spend much of their time after they start school. It stands to reason that involving parents in their child's education is conducive to learning. Such involvement is critical if we are to improve the educational achievement of Virginia's students, promote safe and healthy school environments, and eliminate achievement gaps. To do this, schools need to promote and enhance cooperative partnerships in which families are allies in the efforts of teachers and schools.

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corresponding “Lexile measure” parents can use to select books. A Lexile measure ranks reading ability and text difficulty on a single scale, allowing parents — and teachers — to select books at or slightly above a student’s reading level. Currently, more than 115,000 books have been assigned a Lexile measure. Adding Lexile measures to SOL reports also supports the Board’s objective of increasing early reading skills and the Board of Education’s focus on improving adolescent literacy.

Compliance with the Standards of Quality: Fifty-four divisions reported full compliance with the provisions of the Standards of Quality (SOQ) in the 2007-2008 school year (Appendix D). Appendix E contains a list of school divisions that have reported non-compliance with certain provisions of the SOQ. Appendix F lists the individual schools within the divisions that have failed to meet Standard 3 of the SOQ, which requires all schools to be accredited. The appendices also provide additional information on the status of compliance over the last three years for these divisions.

Compliance with the Standards of Accreditation: Ninety-five percent of the schools in Virginia meet the full accreditation standards. Those meeting full accreditation, as well as those failing to meet all provisions of the SOA, are shown in Appendix F.

Review of the Standards of Quality: Beginning in 2001, the Virginia Board of Education undertook a comprehensive review of the SOQ. From this ongoing review, a number of the recommendations brought forward by the Board have been incorporated into the SOQ. At this time, seven recommendations have not yet been incorporated in the SOQ. The Board continues to support them and has reaffirmed these recommendations every year since their inception.

The Board is keenly aware that state revenues are tenuous and will remain so for a while. Being mindful of fiscal constraints, the Board would like to offer intermediate options to address three of its recommendations, which have not yet become part of the SOQ, and to offer an alternative related to the instruction of English Language Learners. These options do not expend additional resources but do promote flexibility by integrating and linking existing programs that reside both within the SOQ and outside of it. All options would require an amendment to SOQ language either in the Appropriation Act or in the *Code of Virginia*.

- **Recommendation 1: Data Manager/Test Coordinator.** This “intermediate option” would address the need for a data manager/test coordinator for every 1,000 students. The position would be Board-licensed and would be responsible for analyzing and interpreting data for the improvement of instruction. The SOQ already provides for one instructional technology resource teacher (ITRT) per 1,000 students. With amended language, school divisions could make a choice to employ the ITRT, the data manager/test coordinator, or a position that blends both duties.
- **Recommendation 2: Reading Specialist.** This option relates to the recommendation for one reading specialist for every 1,000 students in all grades. An intermediate option is to permit school divisions to hire a Board-licensed position to provide the intervention required for the Early Intervention Reading Initiative (EIRI), a Lottery-funded program outside of the SOQ. School divisions could hire a reading specialist within the scope of the

EIRI program. The use of the specialist to provide remedial services would allow for efficiency and flexibility for school divisions delivering services to the K-3 population and would integrate the EIRI with the SOQ.

- **Recommendation 3: Mathematics Specialist.** The third intermediate option relates to the recommendation of one mathematics specialist for every 1,000 students in grades K-8, and is an option similar to that of the reading specialist. This option would link Algebra Readiness Intervention (ARI) initiative to the SOQ by permitting school divisions to hire mathematics specialists as another option to provide the required intervention within the scope of the ARI program, which serves grades 6 to 8. The ARI is another Lottery-funded program that resides outside of the SOQ.
- **Recommendation 4: Instruction to English Language Learners (ELL).** To supplement the services provided to students identified with Limited English Proficiency (LEP), school divisions should be allowed to use funds from the SOQ Prevention, Intervention, and Remediation account to hire additional ELL teachers to provide instruction. This funding would supplement the instructional services provided by the current SOQ staffing standard of 17 per 1,000 LEP students.

These intermediate SOQ options offer mechanisms that promote flexibility while not requiring any additional state or local funding. The Board intends to request approval and full funding of its staffing requirements beginning in the next biennium.

2008 Annual Report on the Condition and Needs of Public Schools in Virginia

Summary of the Academic Progress of Virginia's Students

The *Code of Virginia* requires that the Board of Education report on the academic performance of Virginia's students. Detailed information on statewide testing program results and other data on schools and students are contained in Appendices A and B. Virginia's public schools and our students continue to show overall academic gains and receive national recognition for achievement and innovation. Highlights include:

- Ninety-five percent of Virginia's public schools are fully accredited and meeting state standards for student achievement in English, mathematics, history and science based on 2007-2008 assessment results. This is the highest percentage of schools reaching full accreditation since the commonwealth began statewide testing ten years ago.
- Black and Hispanic students continued to narrow achievement gaps with White students in mathematics on state tests administered during 2007-2008. During the last three years, the gaps have narrowed by four points for Black students and two points for Hispanic students even though the achievement of White students increased by seven points.
- During the last three years, the achievement gap between Black and White students in reading has narrowed by three points, despite a two-point increase in reading for White students. Hispanic students also have narrowed the achievement gap with White students by three points during the last three years.
- More than 81 percent of the students in the class of 2008 graduated on time with a diploma. The graduation rates for the state, school divisions, and high schools were calculated for the first time this year by tracking individual students from year to year using Virginia's longitudinal student data system.
- The performance of Virginia public school graduates on the SAT improved significantly in 2008. Although the total number of Virginia public school students taking the SAT dropped by 2.3 percent, the number of minority students taking the tests increased, with minority students now making up one-third of all test takers.
- Virginia boasts the nation's third-highest percentage of high school seniors earning a grade of 3 or better on Advanced Placement (AP) examinations. Only two states, New York and Maryland, had higher percentages of seniors earning grades of 3 or better on AP tests during 2007.
- For a fourth consecutive year, the percentage of Virginia students graduating with an Advanced Studies Diploma increased and the number of advanced diplomas awarded was greater than the number of Standard Diplomas.
- Virginia was the only state to receive a perfect score for academic standards from the American Federation of Teachers (AFT) in the union's *Sizing Up Standards 2008* report.
- The influential Thomas B. Fordham Institute last year awarded Virginia an "A" for its coverage of world history in the *History and Social Science Standards of Learning* and praised the standards as "a model of clarity."

- Results from the 2007 National Assessment of Educational Progress (NAEP) show that the reading and mathematics skills of Virginia students continue to improve and that Virginia's students remain among the nation's highest achievers in these subjects.
- NAEP results also show that in no state did Black fourth and eighth graders perform at a statistically higher level in reading and mathematics than Black students in Virginia. Virginia also was the only state where Black students improved their performance in mathematics at grade levels four and eight from 2005 to 2007.
- Virginia students outperformed students nationwide on the 2007 NAEP writing test. Virginia students scored significantly higher than students in 20 other states. Test takers in only seven states achieved significantly higher average scores.

The Board of Education's Plan of Action

The Board of Education has set a comprehensive plan of action for the coming years. More details for the plan of action may be found in the Board of Education's *Comprehensive Plan: 2007-2012*, which may be viewed on the Board of Education's Web site at the following address: http://www.doe.virginia.gov/VDOE/VA_Board/comprehensiveplan.pdf. The plan outlines eight objectives, along with strategies and activities that will provide the framework for the Board of Education's focus for the near future. The objectives of the Board are:

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

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

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

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

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

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

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

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

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

Along with each objective is an outline of specific strategies to be implemented to accomplish the objective. Also included is a description of various measures that will be used to help the Board determine its progress toward meeting the objectives. The objectives were set by the Board to address the complex challenges that impact our schools and our young people. The following information provides an overview of where we stand in meeting those objectives.

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

In November 2008, the Board of Education adopted a resolution that acknowledges the economic conditions facing the Commonwealth in the next year. The resolution also acknowledges the challenges that are before the Governor and the General Assembly to deal with budget constraints while protecting core services in the area of Pk-12 education. In the resolution, the Board stated its SOQ priorities to the Governor and the General Assembly for their consideration in the 2009 General Assembly Session. Moreover, the Board affirms its support for those provisions of the Standards of Quality that have been recommended by the Board in recent years and that are yet to be adopted and funded, and the Board stated its intent to request approval and full funding of these staffing requirements beginning in the next biennium.

Further, the resolution outlines the Board's requests for approval during the 2009 Session of "intermediate SOQ implementation options" that would enable school divisions to use existing SOQ and incentive program funding to hire data coordinators, reading specialists, mathematics teacher specialists, and English Language Learner (ELL) teachers to provide additional support in classrooms.

The Board of Education regularly reviews and revises the Standards of Quality (SOQ), Standards of Accreditation (SOA), and Standards of Learning (SOL). Throughout this process, the Board collects data and information that support its ability to thoughtfully and deliberately make revisions that are designed to enhance the quality of the standards to which Virginia's students are held. The Board has continued to advocate for adoption and funding for the prescribed revisions to the SOQ. More detailed information on the history of the Board's recommendations regarding the SOQ may be seen in Appendix G.

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

During 2008, the *Mathematics Standards of Learning* are undergoing revision. In support of the revisions, the outside groups—The College Board, ACT, and Achieve (through the American Diploma Project)—analyzed the alignment of Virginia’s *Mathematics Standards of Learning* with college and workplace readiness benchmarks. This work has informed the review process and will increase the quality of Virginia’s mathematics standards. Also, the Board recently adopted revised Standards of Learning for the following subjects:

- History and Social Science;
- Physical Education;
- Health Education; and
- Driver Education.

In addition, the Board adopted revised curriculum frameworks for History and Social Sciences and for Algebra, Functions, and Data Analysis. The Board also adopted the *World Class Instructional Design Assessment ELP Standards of Learning*, a move widely considered beneficial to local divisions and essential to keep Virginia’s standards consistent with best practice in the field.

Virginia received a \$500,000 grant from the National Governors Association (NGA) Center for Best Practices to improve science, technology, engineering, and mathematics (STEM) education. The Board has been involved in two major activities under the grant: 1) the development of Governor’s Career and Technical Academies and 2) the creation of the Governor’s Career and Technical Education Exemplary Standards Awards Program. The Board of Education approved the Standards for the Governor’s CTE Exemplary Awards Program in March 2008. The Board also approved the criteria to establish a Governor’s Career and Technical Academy and approved the establishment of the first Academies during the spring of 2008.

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

**As More Students Meet Proficiency Goals,
More are Achieving at the Advanced Level**

As pass rates for student subgroups increase statewide, more students pass the assessments at the proficient *and* advanced levels in all content areas. That is, our schools are not only helping more students meet minimal proficiency goals, but also helping more students achieve at advanced levels.

Achievement Gaps Still Persist, But are Narrowing

For Standards of Learning assessments, achievement gaps have narrowed for both reading and mathematics, and the gaps in science and history and social science continue to narrow for Black and Hispanic students compared to their White peers.

Virginia’s schools are making progress on the persistent problem of gaps among groups of students in achievement on statewide assessments. Virginia’s eighth grade Hispanic students had the highest

NAEP writing scores for Hispanic students in any state. Moreover, for Standards of Learning assessments, achievement gaps have narrowed for both reading and mathematics, and the gaps in science and history and social science continue to narrow for Black and Hispanic students compared to their White peers.

Nonetheless, across the U.S., a gap in academic achievement persists between minority and disadvantaged students and their White counterparts. This is one of the most pressing education-policy challenges that states currently face. Virginia is certainly no exception, as information on the tables below highlights.

Percent of schools* with a gap in pass rates on statewide assessments					
<i>*Only schools accountable for the subgroup under No Child Left Behind were included.</i>					
Percentage point gap in Reading: as compared to all students in the tested group	Black	Hispanic	Economically disadvantaged	Students with Disabilities	Limited English Proficient students
Greater than 5%	41%	43%	48%	85%	47%
Greater than 10%	13%	14%	15%	71%	25%
Greater than 15%	4%	3%	4%	56%	11%
Greater than 20%	1%	1%	1%	38%	5%

Percentage point gap in Mathematics: as compared to all students in the tested group	Black	Hispanic	Economically disadvantaged	Students with Disabilities	Limited English Proficient students
Greater than 5%	49%	51%	49%	83%	50%
Greater than 10%	22%	25%	22%	70%	26%
Greater than 15%	7%	10%	9%	52%	12%
Greater than 20%	2%	4%	4%	34%	6%

For example, the table above shows that in 22 percent of schools, the pass rates on mathematics assessments for economically disadvantaged students are more than 10 percent lower than for all students in the same schools; in just under half of these schools, the pass rate on mathematics assessments for economically disadvantaged students are more than 5 percentage points lower than the pass rate for all students. A smaller percentage of schools show gaps in reading pass rates. Fifteen percent of schools have a gap of 10 percentage points or more in reading, and nearly half have a gap of at least five percentage points.

The data are similar for minority students. Black and Hispanic students have pass rates in mathematics that are more than 10 percent lower than all students in 22 and 25 percent of schools, respectively. In reading, the gap is smaller, but still sizeable. School-level gaps in reading are 13 and 14 percent for Black and Hispanic students, respectively.

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

Positive Results for Low-Performing Schools

In 2008, with support from the Department of Education's Office of School Improvement, 22 schools that were chronically low-performing in 2006-2007 were fully accredited this year.

Aggressive interventions by the Virginia Department of Education and well-defined partnerships between the Board of Education and local school boards have produced positive results in divisions previously identified as low-performing. In the 2007-2008 school year, 33 schools (2 percent) are considered chronically low performing, compared to 42 schools in the previous year. Importantly, with support from the Department of Education's Office of School Improvement, 22 schools that were chronically low-performing in 2006-2007 were fully accredited this year.

Virginia Index of Performance: 2007-2008

- 89 schools received the Governor's Award for Educational Excellence
- 19 divisions and 475 schools received Board of Education Excellence Award
- 25 divisions and 322 schools received the Competence to Excellence Award

In 2007-2008, Virginia's Governor and Board of Education awarded the first ever awards for the Virginia Index of Performance. These incentive awards recognize those schools that go beyond the minimum competencies required under the Standards of Accreditation. Eighty-nine schools received the Governor's Award for Educational Excellence. An additional 19 school divisions and 475 schools earned the Board of Education's VIP Excellence Award, and 25 school divisions and 322 schools earned the Board of Education's VIP Competence to Excellence Award, which recognizes schools and school divisions that have met all state and federal benchmarks for at least two consecutive years and are making progress toward VIP.

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

Virginia Preschool Initiative: Getting Solid Results

Children who attend a Virginia Preschool Initiative (VPI) program continue to outperform other kindergarten children in the PALS assessment, a screening tool that measures whether children are on track for learning how to read.

Virginia Preschool Initiative: Number of Children Enrolled is Increasing

The number of school divisions participating in the initiative has grown from 75 in the 2001-2002 school year, to 114 in the 2008-2009 school year. As well, the number of children served has grown from 5,966 in the 2001-2002 school year to 15,657 children being served in 2008-2009.

Children who attend the Virginia Preschool Initiative (VPI) continue to outperform other kindergarten children on the Phonological Awareness Literacy Screening Kindergarten (PALS K) assessment. This screening tool, developed by the University of Virginia in collaboration with the Virginia Department of Education, provides teachers with information on whether kindergarten children need extra support to become proficient readers by the time they reach third grade. Children identified as needing extra support then receive reading intervention services in part through the state-funded Early Intervention Reading Initiative (EIRI).

In the fall of 2006, 11 percent of the children who had attended VPI in the previous year were identified as needing extra support to become proficient readers, compared to 17 percent of all kindergarten children screened. In the fall of 2007, 10 percent of children who had attended VPI the previous year needed additional support—the percent of all kindergarteners needing extra support remained at 17 percent.

Economically Disadvantaged Preschoolers Need Services

An October 2007 report from the Weldon Cooper Center at the University of Virginia showed that 40 percent of Virginia’s four-year-olds who are economically disadvantaged do not experience preschool—of any level of quality. This is true despite the fact that Virginia has made significant increases in the number of school divisions and children participating in VPI in recent years.

Without providing high quality preschool to all at-risk four-year-olds, many at-risk five-year-old children will continue to enter kindergarten without adequate preparation to be fully ready to learn. An October 2007 report from the Weldon Cooper Center at the University of Virginia showed that 40 percent of Virginia’s four-year-olds who are economically disadvantaged do not experience preschool—of any level of quality. This is true despite the fact that Virginia has made significant increases in the number of school divisions and children participating in VPI in recent years. The number of school divisions participating in the initiative has grown from 75 in the 2001-2002 school year, to 114 in the 2008-2009 school year. As well, the number of children served has grown from 5,966 in the 2001-2002 school year to 15,657 children being served in 2008-2009.

Virginia’s Emphasis on Collaboration for Early Childhood Education Programs

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

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

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

Office of Early Childhood Development Created

A huge step forward to address this issue is the newly created Office of Early Childhood Development is now coordinating state programs aimed at improving the lives and education of the commonwealth's youngest citizens and residents.

A huge step forward to address this issue is the newly created Office of Early Childhood Development is now coordinating state programs aimed at improving the lives and education of the commonwealth's youngest citizens and residents. The office represents an inter-agency approach to managing services for young children and their families, with the staff reporting to both the Virginia Department of Education and the Virginia Department of Social Services.

The Office of Early Childhood Development is responsible for coordinating services for children from birth to age 5, including the Virginia Preschool Initiative, Head Start, childcare subsidies, provider services and other state-level efforts to advance early childhood development and learning. The office also will work through a liaison with the Virginia Department of Health to ensure the integration of health-related programs.

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

In 2008, for the first time, Virginia calculated the Virginia On-Time Graduation Rate, which is calculated based on an accurate count of students in Virginia public high schools from 2004-2005 through the summer of 2008. It is not an estimate, which is what the state has used in the past to calculate graduation rates.

On-Time Graduation Rate Accounts for Student Mobility and Retention

In 2008, 81.3 percent of students who entered 9th grade for the first time in 2004-2005 graduated from high school.

In 2008, 81.3 percent of students who entered 9th grade for the first time in 2004-2005 graduated from high school four years later. Statewide, the following percentages of students in the class of 2008 graduated on time with a Board of Education-approved diploma:

- Female students — 84.3 percent
- Male students — 78.3 percent
- Black students — 72.6 percent
- Hispanic students — 70.4 percent
- White students — 85.3 percent
- Asian students — 92.9 percent
- Students with disabilities — 81.1 percent
- Disadvantaged students — 69.8 percent
- Limited English proficient students — 68.5 percent
- Migrant students — 72.9 percent
- Homeless students — 58.7 percent

Achievement Gap in Graduation Rates

There is a 9-, 11-, and 12-point achievement gap for Black, Hispanic, and economically disadvantaged students, respectively, compared to the overall graduation rate.

For the long run, however, results show a positive trend for student achievement on statewide assessments.

An achievement gap is apparent in student graduation rates. There is a 9-, 11-, and 12-point achievement gap for Black, Hispanic, and economically disadvantaged students, respectively, compared to the overall graduation rate.

For the long run, however, results show a positive trend. Over the past three years, pass rates on statewide assessments have increased in nearly all grade levels and subjects tested. Pass rates in reading range from a low of 83 percent in eighth grade to a high of 94 percent on end-of-course assessments. Over the same time period, pass rates on the statewide writing assessment have declined in grades 5 and 8, and remained the same for two years on the end-of-course assessments. Writing assessment pass rates in grades five and eight are 87 percent, and 92 percent on the end-of-course assessment.

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

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

New Virginia Standards for the Professional Practice of Teachers

The standards will assist teachers to reflect on student learning and teaching and to develop professional development plans to improve teaching practice.

Standards for Teachers

The Board adopted *Virginia Standards for the Professional Practice of Teachers*, a resource for the implementation of the Board of Education’s performance standards criteria. The standards represent the knowledge and skills that are common to all teachers from pre-kindergarten through grade 12. Teachers need to know what will be expected of them and how they will be evaluated. The standards will assist teachers to reflect on student learning and teaching and to develop professional development plans to improve teaching practice.

Recruiting and Retaining Excellent and Diverse Teachers

Ninety-eight percent of all teachers are highly qualified, an increase from the previous year. Thirteen percent of teachers were Black and 2 percent were Hispanic, compared with approximately 26 and 9 percent of students, respectively.

Preparation, Recruitment, and Retention of Educational Personnel

Ninety-eight percent of all core academic teachers are highly qualified, an increase from the previous year. In 2007-2008 the state retained 91 percent of the workforce from the previous year, representing a 2 percent increase from the previous year. The percent of teachers retained for 3 years remains at 82 percent.

Recruiting Minority Teachers

In Virginia in 2007-2008, 13 percent of teachers were Black and 2 percent were Hispanic, compared with approximately 26 and 9 percent of students, respectively.

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

One of the Board's priorities is to fulfill its obligations to meet the requirements of state and federal laws and regulations, and to assist local divisions, where necessary, to do the same.

The Board, through the work of its School and Division Level Accountability Committee, has kept its fingers on the pulse of the reauthorization status of the *No Child Left Behind Act of 2001*.

This has been a time-consuming task, but one that is critically important. While the Congress' reauthorization moves have apparently now stalled for 2008, the Board continues to monitor the regulations and pending reauthorization closely and to advocate for the modifications and waivers that it has requested of the U.S. Department of Education.

Keeping Regulations Up-to-Date

During 2008, the Board of Education initiated or completed the adoption or repeal of 29 of its 62 current regulations. Most revisions are to ensure that new provisions in the Code of Virginia are reflected in the Board's regulations.

During 2008, the Board of Education initiated or completed the adoption or repeal of 29 of its 62 current regulations. Most revisions are to ensure that new provisions in the *Code of Virginia* are reflected in the Board's regulations. Major revisions were made to the *Regulations Governing Special Education Programs for Students with Disabilities in Virginia*. The revisions were in response to the recent federal reauthorization of the law and regulations governing programs for students with disabilities.

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

Abuse Prevention Programs are Widespread in Virginia's Schools

A recent report from the Virginia Department of Education showed that the funds for these programs supported drug prevention programs and activities in 98 percent of local divisions and violence prevention programs and activities in 96 percent of divisions. Programs funded by this federal program were provided in a total 1,475 Virginia schools representing 79 percent of Virginia schools.

For a number of years, Virginia's public schools have participated in the Safe and Drug-Free Schools and Communities Act programs. Federal funding for these programs goes directly to the schools and the Virginia Department of Education provides extensive technical assistance for local implementation of these programs. A recent report showed that the funds for these programs supported drug prevention programs and activities in 98 percent of local divisions and violence prevention programs and activities in 96 percent of divisions. Prevention services were provided in a total 1,475 Virginia schools representing 79 percent of Virginia schools.

Consistent with the central focus of the Safe and Drug-Free Schools and Communities programming, the activity reported most frequently across elementary, middle, and high school levels was age-appropriate drug and violence prevention activities. Ranking second across all levels was dissemination of drug and violence prevention information to schools and communities.

Compliance with the Requirements of the Standards of Quality

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

Fifty-four divisions reported full compliance with the provisions of the Standards of Quality (SOQ) in the 2007-2008 school year (listed in Appendix D). Appendix E contains a list of school divisions that have reported non-compliance with any of the provisions of the SOQ. The appendix also provides additional information on the status of compliance over the last three years for these divisions.

Each year, staff members of the Department of Education collect self-assessment data from school divisions on their compliance with the provisions of § 22.1-253.13:1 through 22.1-253.13:8 of the *Code of Virginia* (Standards of Quality). The chairman of the school board and division superintendent certify the level of compliance with the standards and the individual indicators within each standard to the Department of Education via an electronic data collection system.

Where divisions indicate less than full compliance with the standards, corrective action plans for the noncompliance items are required. Of the divisions that were not in full compliance, all have filed a corrective action plan. The data are for the 2007-2008 school year and for the Standards of Quality that were in effect as of July 1, 2007.

Compliance with the Requirements of the Standards of Accreditation

Full Accreditation Rate: Higher Than Ever

Ninety-five percent of Virginia's public schools are fully accredited and meeting state standards for student achievement in English, mathematics, history and science. This is the highest percentage of schools reaching full accreditation since Virginia began statewide testing ten years ago.

Ninety-five percent of Virginia's public schools are fully accredited and meeting state standards for student achievement in English, mathematics, science, and history and social science based on 2007-2008 assessment results. This is the highest percentage of schools reaching full accreditation since the commonwealth began statewide testing ten years ago.

Nearly all Virginia children now attend schools that are exceeding the commonwealth's minimum expectations for student achievement. Students in 1,765 of the commonwealth's 1,860 schools met or exceeded state achievement objectives on Standards of Learning (SOL) tests and other statewide assessments in the four core academic areas last year. Ninety-six percent of Virginia's elementary schools and 98 percent of the commonwealth's high schools are now fully accredited.

The percentage of middle schools achieving full accreditation increased as the performance of students on rigorous grade-level mathematics tests introduced three years ago continued to improve. Eighty-seven percent, or 270, of Virginia's 312 middle schools are now fully accredited compared with 69 percent last year. This includes 36 now fully accredited middle schools that previously were warned only in mathematics. Mathematics achievement increased in 283 middle schools during 2007-2008.

Divisions in which All Schools are Rated Fully Accredited

Ninety-six of the commonwealth's 132 school divisions have no schools on the state's academic warning list, compared with 69 last year. Divisions with all schools fully accredited (other than new schools that automatically receive conditional accreditation) are listed in Appendix F.

Accreditation Denied

Five schools in Petersburg have been denied accreditation for 2008-2009 because of continued low student achievement. These schools — and areas of deficiency — are listed as follows:

- A.P. Hill Elementary for English, mathematics and science
- J.E.B. Stuart Elementary for English, mathematics, history and science
- Peabody Middle for English, mathematics, history and science
- Vernon Johns Middle for English, mathematics and history
- Petersburg High for mathematics and science

Vernon Johns Middle was denied accreditation for a second consecutive year; the other Petersburg schools listed are entering their third year without state accreditation. The 2006 memorandum of understanding between Petersburg Public Schools and the Board of Education set a goal of full accreditation for at least five of the division's schools by 2008. With five of Petersburg's seven schools denied accreditation, the state board requested that the Petersburg Public Schools move forward with a plan to provide an independently managed middle school program in 2009-2010 for all students in the city who wish to attend.

Accredited with Warning

The number of schools accredited with warning decreased to 54, compared with 102 last year. Eighty-three schools that were on academic warning last year achieved full accreditation, including 22 elementary schools, 52 middle schools, two high schools and seven combined schools. See Appendix F for a listing of all schools rated accredited with warning.

Conditional Accreditation

Twenty-three newly opened schools were automatically rated as conditionally accredited (new schools) for 2008-2009.

In addition, the Board of Education granted conditional accreditation to thirteen schools that have not met accreditation standards for four or more years. Schools that are granted conditional accreditation have three years to raise student achievement to state standards and must apply annually for this rating. These schools are working closely with the Virginia Department of Education's Office of School Improvement and are taking dramatic and meaningful actions to improve instruction and raise student achievement to state standards. Additional information is contained in Appendix F.

How Ratings are Determined

The accreditation ratings are based on the achievement of students on SOL assessments and approved substitute tests in English, mathematics, science, history and social science administered during the summer and fall of 2007 and the spring of 2008, or on overall achievement during the three most recent academic years. Also included are results of the Virginia Grade Level Assessment, the Virginia Alternate Assessment Program, and the Virginia Substitute Evaluation Program. The results of tests administered in each subject area are combined to produce overall school passing percentages in English, mathematics, history and science.

In middle schools and high schools, a pass rate of at least 70 percent in all four subject areas is required for full accreditation. In elementary schools, a combined pass rate of at least 75 percent on English tests in grades 3-5 is required for full accreditation. Elementary schools also must achieve pass rates of at least 70 percent in mathematics, grade-5 science and grade-5 history, and pass rates of at least 50 percent in grade-3 science and grade-3 history.

Accreditation ratings may reflect adjustments made for schools that successfully remediate students who failed reading or mathematics tests during the previous year. Adjustments also may be made for students with limited-English proficiency and for students who have recently transferred into a Virginia public school.

Review of the Standards of Quality

Beginning in 2001, the Virginia Board of Education undertook a comprehensive review of the SOQ. From this ongoing review, a number of the recommendations brought forward by the Board have been incorporated into the SOQ. At this time, seven recommendations have not yet been incorporated in the SOQ. The Board continues to support them and has reaffirmed these recommendations every year since their inception.

The Board is keenly aware that state revenues are tenuous and will remain so for a while. Being mindful of fiscal constraints, the Board would like to offer intermediate options to address three of its recommendations, which have not yet become part of the SOQ, and to offer an alternative related to the instruction of English Language Learners. These options do not expend additional resources but do promote flexibility by integrating and linking existing programs that reside both within the SOQ and outside of it. All options would require an amendment to SOQ language either in the Appropriation Act or in the *Code of Virginia*.

- **Recommendation 1: Data Manager/Test Coordinator.** This “intermediate option” would address the need for a data manager/test coordinator for every 1,000 students. The position would be Board-licensed and would be responsible for analyzing and interpreting data for the improvement of instruction. The SOQ already provides for one instructional technology resource teacher (ITRT) per 1,000 students. With amended language, school divisions could make a choice to employ the ITRT, the data manager/test coordinator, or a position that blends both duties.
- **Recommendation 2: Reading Specialist.** This option relates to the recommendation for one reading specialist for every 1,000 students in all grades. An intermediate option is to permit school divisions to hire a Board-licensed position to provide the intervention required for the Early Intervention Reading Initiative (EIRI), a Lottery-funded program outside of the SOQ. School divisions could hire a reading specialist within the scope of the EIRI program. The use of the specialist to provide remedial services would allow for efficiency and flexibility for school divisions delivering services to the K-3 population and would integrate the EIRI with the SOQ.
- **Recommendation 3: Mathematics Specialist.** The third intermediate option relates to the recommendation of one mathematics specialist for every 1,000 students in grades K-8, and is an option similar to that of the reading specialist. This option would link Algebra Readiness Intervention (ARI) initiative to the SOQ by permitting school divisions to hire mathematics specialists as another option to provide the required intervention within the scope of the ARI program, which serves grades 6 to 8. The ARI is another Lottery-funded program that resides outside of the SOQ.
- **Recommendation 4: Instruction to English Language Learners (ELL).** To supplement the services provided to students identified with Limited English Proficiency (LEP), school divisions should be allowed to use funds from the SOQ Prevention, Intervention, and Remediation account to hire additional ELL teachers to provide

instruction. This funding would supplement the instructional services provided by the current SOQ staffing standard of 17 per 1,000 LEP students.

These intermediate SOQ options offer mechanisms that promote flexibility while not requiring any additional state or local funding. The Board intends to request approval and full funding of its staffing requirements beginning in the next biennium.

The text of the resolution is as follows:

**EXPRESSING THE SENSE OF THE BOARD OF EDUCATION ON THE
STANDARDS OF QUALITY: FOR CONSIDERATION BY THE GOVERNOR AND THE
2009 SESSION OF THE GENERAL ASSEMBLY**

WHEREAS, the Virginia Board of Education believes that public education is of the highest priority in the state budget; and

WHEREAS, the Standards of Quality (SOQ) define the minimum foundation the Commonwealth must provide to meet its constitutional obligation to maintain “an educational program of high quality” for the children of Virginia; and

WHEREAS, without sufficient support to implement these important standards, Virginia’s public schools would not have made the progress and earned the national recognition for academic achievement the citizens of the Commonwealth have been celebrating for over a decade; and

WHEREAS, the Board has reviewed the current requirements in the SOQ and recommendations that have yet to be adopted and funded by the General Assembly; and

WHEREAS, the Board acknowledges the economic conditions facing the Commonwealth in the next year and the challenges that are before the Governor and the General Assembly to deal with budget constraints while protecting core services in the area of Pk-12 education; and

WHEREAS, the Board wishes to communicate its SOQ priorities to the Governor and the General Assembly for their consideration in the 2009 General Assembly Session;

NOW, THEREFORE, BE IT RESOLVED that the Board of Education affirms its support for those provisions of the Standards of Quality that have been recommended by the Board in recent years and that are yet to be adopted and funded (see following status charts). The Board intends to request approval and full funding of these staffing requirements beginning in the next biennium.

BE IT FURTHER RESOLVED that the Board of Education requests approval during the 2009 Session of “intermediate SOQ implementation options” that would enable school divisions to use existing SOQ and incentive program funding to hire data coordinators, reading specialists, mathematics teacher specialists, and English Language Learner (ELL) teachers to provide additional support in classrooms. A description of the four SOQ options follows below.

BE IT FURTHER RESOLVED that the Board’s recommendations contained herein shall be communicated to the Governor and the 2009 General Assembly for their consideration.

Estimated Cost of the Board of Education's Unfunded SOQ Recommendations
Fiscal Year 2009-2010: Based on Chapter 879, 2008 Acts of Assembly

Recommendation	State Cost	Local Cost
Require one full-time position per 1,000 students in grades kindergarten through 12 to provide schools support in data management and the utilization and administration of state assessments. The data manager/test coordinator would hold a license issued by the Board of Education and would serve as a resource to principals and classroom teachers in analyzing and interpreting data for instructional purposes;	\$ 41.7 million	\$ 33.4 million
Require one full-time principal in every elementary school, middle school, and high school;	7.7 million	4.2 million
Require one assistant principal for each 400 students in every elementary school, middle school, and high school;	57.3 million	47.9 million
Require one full-time equivalent instructional position for each 1,000 students in average daily membership to serve as reading specialists for the school division;	41.7 million	33.4 million
Require local school boards to employ speech-language pathologists in sufficient numbers to ensure that a caseload does not exceed 60 students per position;	4.3 million	3.6 million
Require one full-time instructional position for each 1,000 students in grades kindergarten through eight to serve as the mathematics teacher specialist; and	28.6 million	22.8 million
Require local school boards to employ instructional and paraprofessional staff to ensure the following maximum pupil-teacher ratios for students who are blind or vision impaired: <ul style="list-style-type: none"> • Level I, resource teacher, 24 to one; • Level II, self-contained with an aide, 10 to one; or • Level II, self-contained without an aide, eight to one; or • Level II, self-contained, student weight of 2.5. 	3.8 million	3.2 million
Total	\$185.2 million	\$148.5 million

Standards of Quality (SOQ) Intermediate Implementation Options

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

Description of Unfunded Recommendation	Fiscal Year 2010 - Estimated State Share	Fiscal Year 2010 - Estimated Local Share	Total Cost	Recommended Intermediate Implementation Options	Background Information on Options
<p>Require one full-time equivalent instructional position for each 1,000 students in average daily membership to serve as reading specialists for the school division.</p> <p>Years Recommended: 2003, 2006, and 2007</p>	<p>No additional cost in current biennium</p>	<p>No additional cost in current biennium</p>	<p>No additional cost in current biennium</p>	<p>Affirm need for this requirement, but support an intermediate implementation option and defer implementation of requirement to a later year.</p> <p>As an intermediate implementation option, provide flexibility to school divisions to use Early Intervention Reading Initiative (EIRI) funding to hire reading specialists to provide the required intervention. The EIRI is a Lottery-funded incentive program outside of the SOQ. The SOQ could be amended to connect the reading specialists to the EIRI.</p>	<p>The Early Reading Intervention program is funded outside of the Standards of Quality. The estimated state share of funding for fiscal year 2010 is \$17.1 million and the local share is \$13.6 million, for total funding of \$30.7 million from the Lottery Fund. The program's intent is to reduce the number of students needing remedial services. The program funds are used by school divisions to fund:</p> <ol style="list-style-type: none"> 1) special reading teachers; 2) trained aides; 3) volunteer tutors under teacher supervision; 4) computer-based reading tutorial programs; aides to instruct groups while teachers provide targeted assistance; or 5) extended instructional time. <p>The funding formula is based on a ratio of 1 teacher to 5 students in grades K through 3.</p>

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

Additional Option:

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

Closing Statement by the Virginia Board of Education

The members of the Board of Education see a challenging year ahead as the state faces the economic headwinds that have developed in recent months. Nonetheless, we remain focused on the fundamental priorities described in this annual report, and we remain committed to delivering results.

In so many ways, Virginia's public schools are much stronger than ever before. The members of the Board of Education, working closely with the Governor and General Assembly and school and community leaders, have put a tremendous amount of diligence, forethought, and energy into creating systemic changes that are now driving our school improvement and student progress. It is satisfying to see those efforts paying dividends for children and the communities in which they live.

The Board of Education's objectives for our schools directly address strategies for improving student achievement. They include:

- Have high quality standards for all schools;
- Help eliminate achievement gaps;
- Insist on public accountability;
- Work with partners to help put preschool programs in place;
- Support attainment of literacy skills for all students;
- Ensure students' access to expert, highly-qualified teachers;
- Implement provisions of state and federal laws and regulations pertaining to our public schools; and
- Help schools create and maintain safe and orderly environments for children and their teachers.

The world in which we live, and certainly the one in which our children will work in the future, is constantly changing, constantly shifting. Changing demand for products and services means a shift in the talent required to deliver them. New technologies, new skills, and new ways of working emerge every day. It requires that our schools provide an education that promotes not just competence but *excellence*.

Keeping our system of public schools on a steady course and continuing to deliver solid results despite huge challenges call for a keen sense of what is required to move from competence to excellence. It requires a steady focus on goals and on what needs to be our highest priority.

Education is the foundation for everything else we do, from economic development to health care. We are facing some difficult challenges today, but one of the key solutions to these challenges remains the same: Be measured by strong academic standards, reach strong standards, exceed strong standards. By doing so, young Virginians will surely lead the nation in educational progress. We are well on our way.

Appendices

Appendix A: Virginia Assessment Program Results: 2005-2006 through 2007-2008

Appendix B: Measures of Student Progress

Appendix C: Demographics of Virginia's Public Schools

Appendix D: List of School Divisions Reporting Full Compliance with the SOQ: 2007-2008

Appendix E. List of School Divisions Reporting Non-compliance with any Provision of the SOQ: 2007-2008

Appendix F: Divisions with All Schools Fully Accredited, Schools Granted Conditional Accreditation, Schools Rated Accredited with Warning, Schools Rated Accreditation Denied: 2007- 2008

Appendix G: Background on the Review of the Standards of Quality

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

**Appendix A:
Virginia Assessment Program Results:
2005-2006 through 2007-2008
Reported by NCLB Subgroups**

Percentage of Students Passing/Tested/Not Tested

Schools, school divisions, and states are rated according to the progress toward the goals of the *No Child Left Behind Act of 2001* (NCLB). This federal law requires states to set annual benchmarks for achievement in reading and mathematics leading to 100 percent proficiency by 2014.

Schools, school divisions, and states that meet or exceed all annual benchmarks toward this goal are rated as having made adequate yearly progress (AYP). Schools, school divisions, states must test at least 95 percent of students overall, and 95 percent of students in each of the following subgroups: White, Black, Hispanic, students with disabilities, limited English proficient students, and students identified as disadvantaged. Annual accountability ratings are based on achievement during the previous academic year or combined achievement from the three most recent years. Only student subgroups represented are listed.

Percentage of Students Passing/Tested/Not Tested										
Student Subgroup	Type	2005-2006			2006-2007			2007-2008		
		Passed	Tested	Not Tested	Passed	Tested	Not Tested	Passed	Tested	Not Tested
English Performance										
All Students	State	84	100	0	85	100	0	87	100	0
Black Students	State	73	99	1	76	99	1	78	99	1
Hispanic Students	State	76	100	0	72	99	1	81	100	0
White Students	State	89	100	0	90	100	0	91	100	0
Students with Disabilities	State	64	100	0	62	99	1	67	99	1
Students Identified as Disadvantaged	State	73	99	1	73	99	1	77	99	1
Limited English Proficient Students	State	72	100	0	67	100	0	79	100	0
Mathematics Performance										
All Students	State	76	100	0	80	99	1	84	100	0
Black Students	State	62	99	1	68	99	1	73	99	1
Hispanic Students	State	66	99	1	71	99	1	75	99	1
White Students	State	81	100	0	85	100	0	88	100	0
Students with Disabilities	State	53	100	0	58	99	1	65	99	1
Students Identified as Disadvantaged	State	62	99	1	67	99	1	73	99	1
Limited English Proficient Students	State	65	99	1	70	99	1	75	100	0
Key: < = A group below state definition for personally identifiable results - = No data for group * = Data not yet available										

Assessment Results at each Proficiency Level by Subgroup

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

Tables begin on the next page:

Assessment Results at each Proficiency Level by Subgroup													
Student Subgroup	Type	2005-2006				2006-2007				2007-2008			
		Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail
English: Reading													Grade 3
All Students	State	39	45	84	16	37	44	80	20	39	45	84	16
Female Students	State	40	45	85	15	39	44	83	17	42	45	87	13
Male Students	State	37	45	82	18	35	44	78	22	35	46	81	19
Black Students	State	24	49	73	27	22	49	71	29	24	51	74	26
Hispanic Students	State	22	57	79	21	21	44	65	35	31	48	79	21
White Students	State	47	41	88	12	45	42	87	13	45	43	88	12
Asian Students	State	44	46	90	10	43	42	85	15	51	40	91	9
American Indian Students	State	40	47	86	14	39	42	81	19	35	49	84	16
Other Students	State	41	43	84	16	37	45	82	18	41	45	86	14
Students with Disabilities	State	25	45	71	29	24	39	62	38	28	40	67	33
Students Identified as Disadvantaged	State	23	51	74	26	22	47	69	31	25	50	75	25
Limited English Proficient Students	State	17	60	77	23	18	43	62	38	32	47	79	21
Students Identified as Migrant	State	12	59	71	29	22	49	71	29	28	41	70	30
Mathematics													Grade 3
All Students	State	52	38	90	10	48	41	89	11	51	38	89	11
Female Students	State	51	39	90	10	48	41	89	11	51	39	89	11
Male Students	State	52	37	89	11	49	40	89	11	52	37	89	11
Black Students	State	32	50	82	18	31	50	81	19	33	48	81	19
Hispanic Students	State	38	47	85	15	34	49	84	16	35	47	82	18
White Students	State	61	33	93	7	57	36	93	7	61	33	93	7
Asian Students	State	68	27	95	5	65	30	95	5	68	27	95	5
American Indian Students	State	54	38	92	8	49	40	88	12	49	40	89	11
Other Students	State	57	34	91	9	48	41	89	11	54	36	90	10
Students with Disabilities	State	32	43	75	25	31	43	74	26	32	42	74	26
Students Identified as Disadvantaged	State	35	48	83	17	32	49	81	19	34	47	81	19
Limited English Proficient Students	State	38	47	85	15	34	50	83	17	36	47	82	18
Students Identified as Migrant	State	31	53	83	17	34	55	89	11	33	47	79	21
Science													Grade 3
All Students	State	40	50	90	10	39	49	88	12	39	49	88	12
Female Students	State	38	52	90	10	37	51	88	12	38	50	89	11
Male Students	State	42	48	90	10	41	48	89	11	39	49	88	12
Black Students	State	21	60	81	19	19	59	79	21	20	58	78	22
Hispanic Students	State	23	61	84	16	25	56	81	19	22	59	80	20
White Students	State	50	45	95	5	49	44	93	7	48	45	93	7
Asian Students	State	44	50	94	6	47	46	93	7	47	47	93	7
American Indian Students	State	41	50	91	9	35	56	91	9	41	49	90	10
Other Students	State	43	50	92	8	38	50	89	11	40	50	90	10
Students with Disabilities	State	27	50	77	23	26	48	74	26	25	48	73	27
Students Identified as Disadvantaged	State	23	59	82	18	23	57	80	20	23	56	79	21
Limited English Proficient Students	State	18	64	82	18	22	57	80	20	21	59	80	20
Students Identified as Migrant	State	20	67	87	13	19	61	80	20	24	60	84	16
History and Social Science													Grade 3
All Students	State	57	34	91	9	64	29	92	8	66	27	93	7
Female Students	State	57	35	92	8	64	29	93	7	66	27	93	7
Male Students	State	57	33	91	9	64	28	92	8	66	26	92	8
Black Students	State	41	44	85	15	48	40	87	13	49	38	87	13
Hispanic Students	State	42	43	85	15	49	38	87	13	52	36	88	12
White Students	State	65	29	94	6	72	23	95	5	74	21	95	5
Asian Students	State	67	28	95	5	75	21	96	4	78	19	97	3
American Indian Students	State	56	37	93	7	59	35	94	6	66	24	90	10
Other Students	State	61	31	92	8	61	30	91	9	68	26	94	6
Students with Disabilities	State	35	42	78	22	41	38	79	21	44	36	79	21
Students Identified as Disadvantaged	State	39	45	84	16	47	39	86	14	49	38	86	14

Assessment Results at each Proficiency Level by Subgroup													
Student Subgroup	Type	2005-2006				2006-2007				2007-2008			
		Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail
Limited English Proficient Students	State	38	46	85	15	47	40	87	13	52	36	88	12
Students Identified as Migrant	State	39	50	89	11	48	44	92	8	48	41	89	11
English: Reading													Grade 4
All Students	State	42	45	86	14	47	40	87	13	47	41	88	12
Female Students	State	43	45	88	12	49	40	89	11	50	40	90	10
Male Students	State	40	45	85	15	45	41	86	14	45	42	87	13
Black Students	State	27	51	78	22	32	48	80	20	31	49	81	19
Hispanic Students	State	24	56	80	20	31	46	77	23	37	47	84	16
White Students	State	50	41	90	10	55	37	91	9	55	37	92	8
Asian Students	State	48	44	92	8	56	36	92	8	60	34	94	6
American Indian Students	State	41	46	86	14	52	41	93	7	42	48	89	11
Other Students	State	45	43	88	12	50	39	89	11	48	42	90	10
Students with Disabilities	State	26	46	72	28	29	41	69	31	33	40	73	27
Students Identified as Disadvantaged	State	25	53	77	23	30	48	78	22	32	49	81	19
Limited English Proficient Students	State	20	59	79	21	26	47	74	26	37	47	84	16
Students Identified as Migrant	State	5	70	75	25	22	58	80	20	41	45	86	14
Mathematics													Grade 4
All Students	State	34	44	77	23	37	44	81	19	42	42	84	16
Female Students	State	32	45	77	23	36	45	81	19	40	44	84	16
Male Students	State	35	43	78	22	39	42	81	19	44	40	84	16
Black Students	State	18	46	64	36	22	47	69	31	26	48	74	26
Hispanic Students	State	20	45	65	35	23	47	70	30	29	47	76	24
White Students	State	41	43	84	16	44	42	86	14	49	40	89	11
Asian Students	State	49	37	87	13	52	38	91	9	62	31	93	7
American Indian Students	State	33	44	78	22	39	46	85	15	40	46	85	15
Other Students	State	37	44	80	20	40	43	83	17	45	40	85	15
Students with Disabilities	State	20	38	59	41	23	39	62	38	27	42	69	31
Students Identified as Disadvantaged	State	18	45	64	36	22	47	69	31	26	48	74	26
Limited English Proficient Students	State	20	44	63	37	23	46	69	31	31	45	77	23
Students Identified as Migrant	State	6	51	57	43	23	49	72	28	26	56	83	17
Science (Alternate Assessment)													Grade 4
All Students	State	-	-	-	-	-	-	-	-	38	38	75	25
Female Students	State	-	-	-	-	-	-	-	-	<	<	<	<
Male Students	State	-	-	-	-	-	-	-	-	38	38	77	23
Black Students	State	-	-	-	-	-	-	-	-	<	<	<	<
Hispanic Students	State	-	-	-	-	-	-	-	-	<	<	<	<
White Students	State	-	-	-	-	-	-	-	-	<	<	<	<
Asian Students	State	-	-	-	-	-	-	-	-	<	<	<	<
American Indian Students	State	-	-	-	-	-	-	-	-	<	<	<	<
Other Students	State	-	-	-	-	-	-	-	-	<	<	<	<
Students with Disabilities	State	-	-	-	-	-	-	-	-	38	38	75	25
Students Identified as Disadvantaged	State	-	-	-	-	-	-	-	-	<	<	<	<
Limited English Proficient Students	State	-	-	-	-	-	-	-	-	<	<	<	<
History and Social Science (Alternate Assessment)													Grade 4
All Students	State	-	-	-	-	79	14	93	7	78	16	94	6
Female Students	State	-	-	-	-	79	15	93	7	78	15	93	7
Male Students	State	-	-	-	-	79	14	93	7	78	16	94	6
Black Students	State	-	-	-	-	78	17	95	5	80	13	93	7
Hispanic Students	State	-	-	-	-	86	11	97	3	76	20	97	3
White Students	State	-	-	-	-	81	12	93	7	79	15	95	5
Asian Students	State	-	-	-	-	74	13	87	13	71	19	90	10
American Indian Students	State	-	-	-	-	<	<	<	<	<	<	<	<
Other Students	State	-	-	-	-	69	14	83	17	58	26	84	16
Students with Disabilities	State	-	-	-	-	79	14	93	7	78	16	94	6
Students Identified as Disadvantaged	State	-	-	-	-	78	16	94	6	80	15	95	5
Limited English Proficient Students	State	-	-	-	-	80	11	91	9	75	22	97	3
English: Reading													Grade 5
All Students	State	42	45	87	13	36	51	87	13	42	47	89	11
Female Students	State	44	45	89	11	38	51	89	11	45	46	91	9
Male Students	State	40	45	85	15	34	51	85	15	39	49	88	12

Assessment Results at each Proficiency Level by Subgroup													
Student Subgroup	Type	2005-2006				2006-2007				2007-2008			
		Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail
Black Students	State	24	53	77	23	21	59	80	20	27	55	82	18
Hispanic Students	State	26	55	81	19	21	54	74	26	31	53	84	16
White Students	State	50	41	91	9	43	48	91	9	49	44	93	7
Asian Students	State	51	42	93	7	45	45	90	10	52	42	94	6
American Indian Students	State	41	48	89	11	31	60	91	9	44	47	91	9
Other Students	State	46	43	89	11	39	50	89	11	46	45	91	9
Students with Disabilities	State	23	49	72	28	21	47	68	32	27	47	73	27
Students Identified as Disadvantaged	State	25	53	78	22	21	57	77	23	26	55	82	18
Limited English Proficient Students	State	22	58	81	19	18	52	70	30	29	53	83	17
Students Identified as Migrant	State	17	50	67	33	19	49	68	32	25	55	81	19
English: Writing													Grade 5
All Students	State	32	57	89	11	26	63	89	11	23	64	87	13
Female Students	State	39	53	92	8	33	60	93	7	28	62	91	9
Male Students	State	25	60	85	15	20	66	86	14	18	65	83	17
Black Students	State	20	63	82	18	15	68	84	16	13	66	79	21
Hispanic Students	State	20	60	80	20	16	68	84	16	16	65	81	19
White Students	State	37	54	92	8	31	61	92	8	27	63	90	10
Asian Students	State	45	49	94	6	41	54	95	5	36	58	94	6
American Indian Students	State	31	54	85	15	20	66	87	13	25	64	89	11
Other Students	State	30	59	89	11	31	60	91	9	27	64	90	10
Students with Disabilities	State	9	52	61	39	8	55	63	37	8	52	59	41
Students Identified as Disadvantaged	State	17	63	80	20	14	68	82	18	12	66	77	23
Limited English Proficient Students	State	18	59	78	22	15	67	82	18	14	66	80	20
Students Identified as Migrant	State	21	50	71	29	10	65	75	25	13	83	96	4
Mathematics													Grade 5
All Students	State	45	38	83	17	48	38	87	13	53	35	88	12
Female Students	State	46	39	84	16	49	39	88	12	54	36	89	11
Male Students	State	44	37	82	18	48	37	86	14	52	35	87	13
Black Students	State	30	44	74	26	35	45	80	20	38	43	81	19
Hispanic Students	State	33	41	74	26	34	44	78	22	40	41	81	19
White Students	State	52	36	87	13	55	35	90	10	60	32	92	8
Asian Students	State	61	30	91	9	64	30	93	7	68	27	94	6
American Indian Students	State	44	41	85	15	46	39	85	15	52	35	87	13
Other Students	State	46	39	85	15	49	38	87	13	56	34	90	10
Students with Disabilities	State	25	38	63	37	29	40	70	30	34	39	73	27
Students Identified as Disadvantaged	State	30	43	73	27	34	44	78	22	39	42	81	19
Limited English Proficient Students	State	32	40	72	28	34	44	78	22	39	41	80	20
Students Identified as Migrant	State	38	27	65	35	34	46	80	20	51	37	88	12
Science													Grade 5
All Students	State	23	62	85	15	25	63	88	12	24	64	88	12
Female Students	State	20	63	83	17	22	65	87	13	21	66	87	13
Male Students	State	26	61	86	14	27	61	88	12	27	62	89	11
Black Students	State	10	62	72	28	11	67	78	22	12	67	80	20
Hispanic Students	State	11	64	75	25	14	65	79	21	11	65	77	23
White Students	State	29	61	91	9	31	61	93	7	30	63	93	7
Asian Students	State	31	60	91	9	33	60	93	7	29	62	91	9
American Indian Students	State	20	66	86	14	25	64	89	11	25	67	92	8
Other Students	State	22	64	87	13	25	64	89	11	26	65	91	9
Students with Disabilities	State	15	51	66	34	15	55	70	30	17	55	71	29
Students Identified as Disadvantaged	State	11	62	73	27	12	66	78	22	12	67	79	21
Limited English Proficient Students	State	10	62	72	28	12	64	76	24	10	63	72	28
Students Identified as Migrant	State	9	55	64	36	6	65	70	30	16	66	82	18
History and Social Science													Grade 5
All Students	State	-	-	-	-	72	20	92	8	73	17	90	10
Female Students	State	-	-	-	-	69	23	92	8	72	18	90	10
Male Students	State	-	-	-	-	74	18	92	8	73	17	90	10
Black Students	State	-	-	-	-	72	20	92	8	72	16	88	12
Hispanic Students	State	-	-	-	-	70	25	95	5	80	12	92	8
White Students	State	-	-	-	-	72	20	92	8	73	19	91	9
Asian Students	State	-	-	-	-	<	<	<	<	80	20	100	0

Assessment Results at each Proficiency Level by Subgroup													
Student Subgroup	Type	2005-2006				2006-2007				2007-2008			
		Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail
American Indian Students	State	-	-	-	-	<	<	<	<	<	<	<	<
Other Students	State	-	-	-	-	81	5	86	14	71	21	93	7
Students with Disabilities	State	-	-	-	-	72	20	92	8	73	17	90	10
Students Identified as Disadvantaged	State	-	-	-	-	73	21	94	6	80	11	91	9
Limited English Proficient Students	State	-	-	-	-	56	44	100	0	90	0	90	10
English: Reading													Grade 6
All Students	State	38	45	83	17	37	47	84	16	38	47	85	15
Female Students	State	41	46	86	14	40	47	87	13	39	48	87	13
Male Students	State	35	45	80	20	34	48	82	18	36	47	83	17
Black Students	State	19	52	71	29	22	53	75	25	21	53	74	26
Hispanic Students	State	23	52	75	25	20	51	71	29	27	51	78	22
White Students	State	46	42	89	11	45	45	90	10	45	45	90	10
Asian Students	State	51	41	91	9	48	44	92	8	52	41	93	7
American Indian Students	State	35	49	84	16	41	46	88	13	36	51	87	13
Other Students	State	44	42	86	14	38	47	84	16	41	46	87	13
Students with Disabilities	State	20	41	60	40	20	40	60	40	25	39	64	36
Students Identified as Disadvantaged	State	19	51	71	29	21	52	72	28	22	52	74	26
Limited English Proficient Students	State	18	53	71	29	16	50	67	33	28	48	76	24
Students Identified as Migrant	State	13	41	54	46	16	46	62	38	25	46	72	28
Mathematics													Grade 6
All Students	State	17	35	51	49	21	39	60	40	29	39	68	32
Female Students	State	16	35	52	48	21	40	61	39	29	40	69	31
Male Students	State	17	34	51	49	22	38	60	40	29	38	67	33
Black Students	State	7	27	34	66	10	34	44	56	16	37	53	47
Hispanic Students	State	9	30	39	61	13	35	48	52	19	37	56	44
White Students	State	21	39	60	40	26	42	69	31	35	40	75	25
Asian Students	State	34	39	73	27	41	39	80	20	47	37	83	17
American Indian Students	State	15	38	52	48	19	44	63	37	27	40	67	33
Other Students	State	23	34	57	43	25	37	61	39	33	39	72	28
Students with Disabilities	State	10	20	30	70	15	25	39	61	20	29	49	51
Students Identified as Disadvantaged	State	7	27	34	66	11	33	44	56	17	36	53	47
Limited English Proficient Students	State	11	29	39	61	14	32	46	54	20	36	56	44
Students Identified as Migrant	State	9	27	36	64	18	34	52	48	17	41	58	42
Science (Alternate Assessment)													Grade 6
All Students	State	-	-	-	-	-	-	-	-	75	8	83	17
Female Students	State	-	-	-	-	-	-	-	-	<	<	<	<
Male Students	State	-	-	-	-	-	-	-	-	<	<	<	<
Black Students	State	-	-	-	-	-	-	-	-	<	<	<	<
White Students	State	-	-	-	-	-	-	-	-	<	<	<	<
Asian Students	State	-	-	-	-	-	-	-	-	<	<	<	<
Other Students	State	-	-	-	-	-	-	-	-	<	<	<	<
Students with Disabilities	State	-	-	-	-	-	-	-	-	75	8	83	17
Students Identified as Disadvantaged	State	-	-	-	-	-	-	-	-	<	<	<	<
Limited English Proficient Students	State	-	-	-	-	-	-	-	-	<	<	<	<
History and Social Science (Alternate Assessment)													Grade 6
All Students	State	-	-	-	-	73	18	91	9	73	19	92	8
Female Students	State	-	-	-	-	71	20	92	8	72	21	92	8
Male Students	State	-	-	-	-	74	17	90	10	74	19	92	8
Black Students	State	-	-	-	-	72	18	90	10	72	18	90	10
Hispanic Students	State	-	-	-	-	72	19	92	8	83	15	98	2
White Students	State	-	-	-	-	74	19	93	7	73	19	92	8
Asian Students	State	-	-	-	-	78	11	89	11	85	15	100	0
American Indian Students	State	-	-	-	-	<	<	<	<	<	<	<	<
Other Students	State	-	-	-	-	63	18	80	20	50	46	96	4
Students with Disabilities	State	-	-	-	-	73	18	91	9	73	19	92	8
Students Identified as Disadvantaged	State	-	-	-	-	75	17	91	9	74	19	93	7
Limited English Proficient Students	State	-	-	-	-	79	14	93	7	84	13	97	3
English: Reading													Grade 7
All Students	State	38	44	81	19	40	43	82	18	40	47	86	14
Female Students	State	41	44	84	16	43	43	86	14	42	46	88	12

Assessment Results at each Proficiency Level by Subgroup													
Student Subgroup	Type	2005-2006				2006-2007				2007-2008			
		Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail
Male Students	State	35	44	78	22	37	42	80	20	37	47	85	15
Black Students	State	20	49	69	31	23	49	72	28	22	54	76	24
Hispanic Students	State	22	48	70	30	23	47	70	30	26	53	78	22
White Students	State	47	41	88	12	49	39	88	12	48	43	91	9
Asian Students	State	48	40	89	11	51	38	89	11	53	40	94	6
American Indian Students	State	39	45	84	16	42	46	89	11	40	46	86	14
Other Students	State	44	41	85	15	39	42	81	19	43	45	88	12
Students with Disabilities	State	18	37	55	45	19	35	54	46	21	43	64	36
Students Identified as Disadvantaged	State	19	48	67	33	21	48	69	31	22	54	75	25
Limited English Proficient Students	State	14	48	62	38	17	45	62	38	22	53	75	25
Students Identified as Migrant	State	9	53	62	38	18	44	62	38	15	61	75	25
Mathematics													Grade 7
All Students	State	11	33	44	56	20	36	56	44	24	42	65	35
Female Students	State	11	33	44	56	20	37	57	43	24	43	66	34
Male Students	State	11	32	43	57	20	34	55	45	24	40	64	36
Black Students	State	4	22	26	74	10	30	40	60	13	37	50	50
Hispanic Students	State	6	25	31	69	10	31	41	59	13	37	50	50
White Students	State	15	38	53	47	25	39	64	36	30	44	74	26
Asian Students	State	21	43	64	36	34	39	74	26	38	43	81	19
American Indian Students	State	10	32	42	58	17	40	57	43	20	45	65	35
Other Students	State	16	35	51	49	20	31	51	49	22	43	65	35
Students with Disabilities	State	10	16	26	74	16	20	37	63	23	27	50	50
Students Identified as Disadvantaged	State	6	22	28	72	11	29	40	60	14	37	51	49
Limited English Proficient Students	State	6	24	30	70	12	28	40	60	14	35	49	51
Students Identified as Migrant	State	7	32	38	62	17	32	49	51	25	33	59	41
Science (Alternate Assessment)													Grade 7
All Students	State	-	-	-	-	<	<	<	<	56	25	81	19
Female Students	State	-	-	-	-	-	-	-	-	<	<	<	<
Male Students	State	-	-	-	-	<	<	<	<	40	30	70	30
Black Students	State	-	-	-	-	-	-	-	-	<	<	<	<
White Students	State	-	-	-	-	<	<	<	<	<	<	<	<
Other Students	State	-	-	-	-	-	-	-	-	<	<	<	<
Students with Disabilities	State	-	-	-	-	<	<	<	<	56	25	81	19
Students Identified as Disadvantaged	State	-	-	-	-	<	<	<	<	<	<	<	<
History and Social Science (Alternate Assessment)													Grade 7
All Students	State	-	-	-	-	76	16	92	8	72	17	88	12
Female Students	State	-	-	-	-	75	15	90	10	72	17	89	11
Male Students	State	-	-	-	-	76	17	93	7	71	16	88	13
Black Students	State	-	-	-	-	74	18	92	8	68	16	84	16
Hispanic Students	State	-	-	-	-	78	15	93	8	81	9	91	9
White Students	State	-	-	-	-	77	14	91	9	74	18	92	8
Asian Students	State	-	-	-	-	78	19	97	3	59	23	82	18
American Indian Students	State	-	-	-	-	-	-	-	-	<	<	<	<
Other Students	State	-	-	-	-	72	13	85	15	71	10	81	19
Students with Disabilities	State	-	-	-	-	76	16	92	8	72	17	88	12
Students Identified as Disadvantaged	State	-	-	-	-	77	15	93	7	73	14	87	13
Limited English Proficient Students	State	-	-	-	-	79	12	91	9	60	25	85	15
English: Reading													Grade 8
All Students	State	27	51	78	22	30	49	80	20	37	46	83	17
Female Students	State	29	52	81	19	33	50	83	17	39	47	85	15
Male Students	State	25	50	75	25	28	48	76	24	36	46	82	18
Black Students	State	13	51	64	36	16	52	68	32	20	52	71	29
Hispanic Students	State	13	49	63	37	15	48	63	37	23	51	75	25
White Students	State	34	51	85	15	38	48	87	13	46	44	89	11
Asian Students	State	34	51	85	15	41	46	87	13	51	40	92	8
American Indian Students	State	28	53	81	19	26	60	86	14	35	54	89	11
Other Students	State	32	49	81	19	31	42	73	27	41	44	85	15
Students with Disabilities	State	14	36	50	50	16	33	50	50	21	37	57	43
Students Identified as Disadvantaged	State	13	51	64	36	15	50	65	35	19	51	71	29
Limited English Proficient Students	State	10	45	54	46	11	42	52	48	21	49	69	31

Assessment Results at each Proficiency Level by Subgroup													
Student Subgroup	Type	2005-2006				2006-2007				2007-2008			
		Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail
Students Identified as Migrant	State	5	36	41	59	8	47	55	45	17	58	75	25
English: Writing													Grade 8
All Students	State	8	83	91	9	4	81	86	14	7	81	87	13
Female Students	State	11	84	94	6	6	85	90	10	9	83	92	8
Male Students	State	5	82	87	13	3	78	81	19	4	78	83	17
Black Students	State	3	82	85	15	1	76	77	23	2	77	79	21
Hispanic Students	State	3	82	85	15	2	74	76	24	3	77	80	20
White Students	State	10	83	93	7	5	85	90	10	9	83	91	9
Asian Students	State	14	82	96	4	8	84	92	8	13	81	93	7
American Indian Students	State	8	82	90	10	5	84	88	12	8	83	91	9
Other Students	State	10	82	92	8	5	78	83	17	8	81	89	11
Students with Disabilities	State	2	59	61	39	2	51	53	47	2	53	55	45
Students Identified as Disadvantaged	State	3	80	83	17	1	73	74	26	2	75	77	23
Limited English Proficient Students	State	3	78	81	19	1	67	68	32	2	71	73	27
Students Identified as Migrant	State	0	49	49	51	0	60	60	40	2	69	71	29
Mathematics													Grade 8
All Students	State	36	40	76	24	41	36	77	23	45	38	83	17
Female Students	State	37	42	79	21	41	38	80	20	46	39	85	15
Male Students	State	36	38	74	26	40	35	75	25	45	36	81	19
Black Students	State	20	43	63	37	24	41	64	36	27	44	72	28
Hispanic Students	State	24	39	64	36	28	37	65	35	34	40	74	26
White Students	State	43	40	83	17	48	35	84	16	53	35	89	11
Asian Students	State	59	30	89	11	65	26	90	10	71	23	94	6
American Indian Students	State	33	42	76	24	39	38	77	23	46	42	88	12
Other Students	State	47	34	81	19	40	29	69	31	47	34	81	19
Students with Disabilities	State	16	29	45	55	19	28	47	53	25	33	58	42
Students Identified as Disadvantaged	State	20	42	62	38	24	40	64	36	29	43	72	28
Limited English Proficient Students	State	21	37	58	42	28	34	62	38	35	37	72	28
Students Identified as Migrant	State	9	48	57	43	26	49	75	25	40	44	84	16
Science													Grade 8
All Students	State	30	57	87	13	33	56	89	11	40	50	90	10
Female Students	State	26	60	86	14	29	59	89	11	37	53	90	10
Male Students	State	33	54	88	12	36	54	89	11	44	46	90	10
Black Students	State	12	63	75	25	14	65	79	21	20	62	82	18
Hispanic Students	State	16	60	77	23	17	61	78	22	24	55	80	20
White Students	State	38	55	93	7	41	53	94	6	50	44	94	6
Asian Students	State	43	50	93	7	47	48	95	5	57	37	94	6
American Indian Students	State	29	61	90	10	32	60	92	8	44	51	95	5
Other Students	State	32	57	89	11	32	55	88	12	46	47	93	7
Students with Disabilities	State	14	50	64	36	15	50	65	35	19	49	68	32
Students Identified as Disadvantaged	State	13	62	75	25	14	64	78	22	20	60	80	20
Limited English Proficient Students	State	16	56	72	28	12	60	72	28	17	55	73	27
Students Identified as Migrant	State	12	52	64	36	5	44	49	51	15	58	74	26
History and Social Science													Grade 8
All Students	State	32	49	81	19	28	54	81	19	29	54	83	17
Female Students	State	27	53	80	20	23	57	81	19	25	57	82	18
Male Students	State	35	46	81	19	32	50	82	18	32	51	83	17
Black Students	State	23	50	73	27	19	55	74	26	18	55	73	27
Hispanic Students	State	18	50	68	32	13	52	65	35	18	51	69	31
White Students	State	38	49	87	13	34	53	87	13	36	53	89	11
Asian Students	State	38	46	83	17	31	53	84	16	31	59	90	10
American Indian Students	State	29	51	80	20	36	57	93	7	7	59	67	33
Other Students	State	40	34	74	26	23	49	72	28	23	58	81	19
Students with Disabilities	State	44	25	69	31	31	33	64	36	35	32	67	33
Students Identified as Disadvantaged	State	24	49	73	27	18	53	71	29	18	55	73	27
Limited English Proficient Students	State	22	41	63	37	9	47	56	44	13	50	63	37
Students Identified as Migrant	State	25	50	75	25	<	<	<	<	<	<	<	<
English: Reading													High School
All Students	State	42	48	90	10	44	50	94	6	45	49	94	6
Female Students	State	45	47	92	8	46	49	95	5	46	49	95	5

Assessment Results at each Proficiency Level by Subgroup													
Student Subgroup	Type	2005-2006				2006-2007				2007-2008			
		Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail
Male Students	State	39	50	89	11	41	52	93	7	45	49	94	6
Black Students	State	21	62	83	17	22	66	88	12	24	65	89	11
Hispanic Students	State	26	58	84	16	27	63	90	10	30	61	91	9
White Students	State	52	42	94	6	53	43	96	4	55	41	97	3
Asian Students	State	47	44	91	9	50	46	96	4	52	45	97	3
American Indian Students	State	40	48	88	12	42	49	91	9	51	46	97	3
Other Students	State	40	50	90	10	49	44	93	7	53	42	95	5
Students with Disabilities	State	18	51	69	31	19	55	75	25	20	56	76	24
Students Identified as Disadvantaged	State	22	60	82	18	22	65	87	13	25	64	88	12
Limited English Proficient Students	State	12	62	73	27	15	72	87	13	15	72	87	13
Students Identified as Migrant	State	5	62	67	33	21	65	86	14	19	64	83	17
English: Writing											High School		
All Students	State	26	62	88	12	27	65	92	8	31	61	92	8
Female Students	State	31	60	91	9	33	62	95	5	36	58	95	5
Male Students	State	22	64	85	15	22	68	90	10	26	64	90	10
Black Students	State	10	70	80	20	12	75	87	13	14	72	86	14
Hispanic Students	State	13	67	81	19	13	74	87	13	17	71	88	12
White Students	State	34	59	92	8	34	61	95	5	39	56	95	5
Asian Students	State	34	58	92	8	35	60	95	5	42	53	95	5
American Indian Students	State	21	67	88	12	28	65	93	7	30	64	94	6
Other Students	State	24	62	86	14	30	63	92	8	38	56	93	7
Students with Disabilities	State	5	55	60	40	5	62	67	33	7	62	69	31
Students Identified as Disadvantaged	State	11	68	79	21	12	74	86	14	13	73	86	14
Limited English Proficient Students	State	6	69	74	26	6	76	82	18	7	75	82	18
Students Identified as Migrant	State	11	57	68	32	11	69	80	20	6	69	75	25
Mathematics (Alternate Assessment)											High School		
All Students	State	50	30	80	20	66	22	88	12	62	17	80	20
Female Students	State	53	31	83	17	66	22	88	12	63	18	80	20
Male Students	State	49	30	78	22	67	22	88	12	62	17	79	21
Black Students	State	45	33	79	21	67	24	91	9	58	19	77	23
Hispanic Students	State	68	30	98	2	74	15	89	11	73	20	93	7
White Students	State	53	28	80	20	68	20	88	12	65	16	80	20
Asian Students	State	56	32	88	12	62	24	86	14	70	11	81	19
American Indian Students	State	<	<	<	<	<	<	<	<	<	<	<	<
Other Students	State	25	31	56	44	56	24	80	20	55	24	78	22
Students with Disabilities	State	50	30	80	20	66	22	88	12	62	17	80	20
Students Identified as Disadvantaged	State	47	33	80	20	68	19	87	13	61	19	80	20
Limited English Proficient Students	State	65	26	91	9	62	31	93	7	69	24	93	7
Algebra I											High School		
All Students	State	19	69	88	12	22	69	92	8	25	68	93	7
Female Students	State	20	70	89	11	23	70	93	7	26	68	94	6
Male Students	State	19	68	86	14	22	68	90	10	24	67	91	9
Black Students	State	8	73	81	19	10	76	87	13	11	76	88	12
Hispanic Students	State	11	72	83	17	14	73	88	12	18	72	90	10
White Students	State	23	68	90	10	26	68	94	6	30	65	95	5
Asian Students	State	40	55	95	5	46	51	97	3	51	47	98	2
American Indian Students	State	18	68	86	14	23	67	91	9	21	71	93	7
Other Students	State	24	65	89	11	27	63	91	9	28	64	92	8
Students with Disabilities	State	4	63	67	33	5	70	75	25	7	71	78	22
Students Identified as Disadvantaged	State	9	72	81	19	11	75	86	14	13	75	88	12
Limited English Proficient Students	State	16	68	84	16	20	69	88	12	23	68	91	9
Students Identified as Migrant	State	15	64	80	20	7	86	93	7	20	74	94	6
Geometry											High School		
All Students	State	22	61	83	17	23	63	86	14	22	65	87	13
Female Students	State	20	61	81	19	21	64	85	15	20	66	86	14
Male Students	State	24	60	84	16	25	62	87	13	24	65	88	12
Black Students	State	7	60	68	32	7	65	72	28	7	67	75	25
Hispanic Students	State	13	62	75	25	15	66	80	20	14	67	82	18
White Students	State	27	62	88	12	28	63	91	9	26	66	92	8
Asian Students	State	40	51	91	9	44	49	93	7	43	51	95	5

Assessment Results at each Proficiency Level by Subgroup													
Student Subgroup	Type	2005-2006				2006-2007				2007-2008			
		Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail
American Indian Students	State	18	60	78	22	24	59	83	17	20	66	86	14
Other Students	State	31	55	87	13	27	62	89	11	27	63	90	10
Students with Disabilities	State	7	53	60	40	7	56	62	38	6	59	65	35
Students Identified as Disadvantaged	State	10	62	72	28	10	64	74	26	10	67	77	23
Limited English Proficient Students	State	17	56	73	27	19	60	79	21	19	61	80	20
Students Identified as Migrant	State	16	61	76	24	9	85	93	7	18	65	82	18
Algebra II													High School
All Students	State	22	62	85	15	22	66	88	12	25	66	90	10
Female Students	State	22	63	85	15	21	68	89	11	24	67	91	9
Male Students	State	23	61	84	16	23	64	87	13	25	64	90	10
Black Students	State	10	67	77	23	10	72	82	18	10	73	83	17
Hispanic Students	State	16	63	78	22	15	67	82	18	17	69	86	14
White Students	State	25	62	87	13	24	66	90	10	27	65	92	8
Asian Students	State	41	50	91	9	40	53	93	7	44	51	95	5
American Indian Students	State	21	60	81	19	18	67	85	15	22	65	87	13
Other Students	State	29	55	84	16	27	61	88	12	29	64	93	7
Students with Disabilities	State	9	58	67	33	9	65	73	27	9	69	77	23
Students Identified as Disadvantaged	State	13	66	79	21	12	70	82	18	14	71	84	16
Limited English Proficient Students	State	25	56	81	19	25	60	85	15	24	65	90	10
Students Identified as Migrant	State	25	55	80	20	16	65	81	19	6	87	94	6
Science (Alternate Assessment)													High School
All Students	State	50	24	75	25	58	29	86	14	61	23	84	16
Female Students	State	52	23	75	25	56	33	88	12	61	24	85	15
Male Students	State	49	25	75	25	59	26	85	15	61	22	83	17
Black Students	State	47	25	72	28	58	31	89	11	58	24	82	18
Hispanic Students	State	63	32	95	5	57	26	83	17	67	23	91	9
White Students	State	52	24	76	24	59	27	86	14	64	21	84	16
Asian Students	State	61	18	79	21	65	19	85	15	67	17	83	17
American Indian Students	State	<	<	<	<	<	<	<	<	<	<	<	<
Other Students	State	31	25	56	44	43	30	74	26	54	30	83	17
Students with Disabilities	State	50	24	75	25	58	29	86	14	61	23	84	16
Students Identified as Disadvantaged	State	48	26	74	26	61	24	85	15	66	18	85	15
Limited English Proficient Students	State	60	26	86	14	75	13	88	13	68	25	93	7
Biology													High School
All Students	State	13	70	83	17	15	73	87	13	16	72	88	12
Female Students	State	11	71	82	18	13	75	87	13	15	73	87	13
Male Students	State	14	69	83	17	17	71	87	13	18	70	88	12
Black Students	State	3	67	69	31	3	73	76	24	4	73	77	23
Hispanic Students	State	5	63	68	32	6	69	75	25	6	70	77	23
White Students	State	17	73	90	10	20	74	93	7	22	72	93	7
Asian Students	State	17	69	86	14	23	68	91	9	26	66	92	8
American Indian Students	State	11	71	82	18	16	75	91	9	18	73	91	9
Other Students	State	17	67	85	15	18	72	90	10	21	68	88	12
Students with Disabilities	State	3	55	58	42	4	60	63	37	4	60	64	36
Students Identified as Disadvantaged	State	4	65	69	31	4	71	75	25	5	71	76	24
Limited English Proficient Students	State	2	55	57	43	4	64	68	32	5	66	70	30
Students Identified as Migrant	State	0	59	59	41	0	67	67	33	4	64	68	32
Chemistry													High School
All Students	State	16	71	87	13	17	73	91	9	16	76	92	8
Female Students	State	13	73	86	14	14	76	90	10	13	78	91	9
Male Students	State	20	69	88	12	21	71	92	8	19	73	92	8
Black Students	State	5	73	78	22	6	77	83	17	5	79	85	15
Hispanic Students	State	7	64	71	29	9	71	80	20	7	72	80	20
White Students	State	19	72	91	9	20	74	94	6	18	76	95	5
Asian Students	State	24	64	89	11	28	65	93	7	27	66	94	6
American Indian Students	State	12	72	84	16	14	78	92	8	13	80	93	7
Other Students	State	20	61	82	19	22	68	89	11	18	73	91	9
Students with Disabilities	State	6	58	64	36	6	63	69	31	5	67	72	28
Students Identified as Disadvantaged	State	6	71	77	23	8	74	82	18	6	76	82	18
Limited English Proficient Students	State	8	61	69	31	10	67	77	23	10	69	78	22

Assessment Results at each Proficiency Level by Subgroup													
Student Subgroup	Type	2005-2006				2006-2007				2007-2008			
		Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail
Students Identified as Migrant	State	0	82	82	18	21	71	92	8	6	88	94	6
Earth Science												High School	
All Students	State	18	63	82	18	20	65	85	15	21	65	86	14
Female Students	State	14	66	80	20	15	67	83	17	17	67	84	16
Male Students	State	23	61	84	16	24	63	86	14	26	62	88	12
Black Students	State	6	63	69	31	6	66	72	28	7	67	74	26
Hispanic Students	State	8	61	69	31	9	65	75	25	11	68	78	22
White Students	State	25	64	89	11	26	65	91	9	29	63	92	8
Asian Students	State	22	64	86	14	25	63	89	11	25	66	91	9
American Indian Students	State	16	66	81	19	18	68	86	14	24	67	91	9
Other Students	State	18	60	78	22	18	63	82	18	20	68	88	12
Students with Disabilities	State	6	53	59	41	6	55	61	39	7	57	64	36
Students Identified as Disadvantaged	State	7	62	69	31	8	64	72	28	9	66	74	26
Limited English Proficient Students	State	4	54	57	43	5	58	63	37	5	64	69	31
Students Identified as Migrant	State	4	53	56	44	9	52	62	38	3	62	66	34
History and Social Science (Alternate Assessment)												High School	
All Students	State	63	13	76	24	67	19	86	14	69	19	88	12
Female Students	State	63	15	78	22	65	21	86	14	68	21	89	11
Male Students	State	64	11	75	25	68	19	86	14	69	18	87	13
Black Students	State	60	12	72	28	65	22	87	13	64	21	86	14
Hispanic Students	State	78	7	85	15	74	14	89	11	82	13	95	5
White Students	State	65	13	78	22	67	20	87	13	72	18	90	10
Asian Students	State	65	21	85	15	67	19	85	15	71	14	86	14
American Indian Students	State	<	<	<	<	<	<	<	<	<	<	<	<
Other Students	State	44	19	63	38	64	11	75	25	64	21	85	15
Students with Disabilities	State	63	13	76	24	67	19	86	14	69	19	88	12
Students Identified as Disadvantaged	State	63	11	74	26	70	16	86	14	73	19	92	8
Limited English Proficient Students	State	73	13	87	13	71	18	88	12	82	18	100	0
Virginia and United States History												High School	
All Students	State	39	52	92	8	40	53	93	7	40	54	94	6
Female Students	State	33	57	90	10	34	58	92	8	34	59	93	7
Male Students	State	46	47	93	7	46	48	94	6	46	49	95	5
Black Students	State	20	65	84	16	21	67	87	13	21	68	89	11
Hispanic Students	State	25	59	85	15	25	64	89	11	27	64	91	9
White Students	State	48	47	95	5	49	47	96	4	49	48	97	3
Asian Students	State	46	49	94	6	46	50	96	4	47	49	97	3
American Indian Students	State	31	60	92	8	36	57	93	7	43	52	95	5
Other Students	State	40	49	90	10	42	51	93	7	46	49	95	5
Students with Disabilities	State	17	56	74	26	18	59	77	23	18	61	79	21
Students Identified as Disadvantaged	State	20	64	84	16	21	65	86	14	22	66	88	12
Limited English Proficient Students	State	14	65	80	20	16	68	84	16	16	71	87	13
Students Identified as Migrant	State	8	58	66	34	26	58	84	16	22	59	80	20
World History I												High School	
All Students	State	28	56	85	15	31	58	89	11	36	55	91	9
Female Students	State	24	60	84	16	27	62	89	11	31	59	90	10
Male Students	State	32	53	85	15	36	54	90	10	41	51	91	9
Black Students	State	12	61	73	27	14	66	80	20	17	65	82	18
Hispanic Students	State	18	58	76	24	21	63	84	16	25	60	85	15
White Students	State	35	55	90	10	38	55	93	7	44	50	95	5
Asian Students	State	42	50	92	8	51	45	96	4	56	40	96	4
American Indian Students	State	27	57	83	17	36	57	93	7	35	59	93	7
Other Students	State	34	50	85	15	38	50	88	12	42	51	92	8
Students with Disabilities	State	12	53	64	36	12	57	69	31	14	58	72	28
Students Identified as Disadvantaged	State	13	60	73	27	14	65	79	21	17	64	81	19
Limited English Proficient Students	State	14	58	73	27	22	61	82	18	23	60	83	17
Students Identified as Migrant	State	14	47	60	40	17	58	75	25	7	61	67	33
World History II												High School	
All Students	State	31	58	89	11	35	58	92	8	36	57	92	8
Female Students	State	25	63	88	12	28	63	91	9	29	63	91	9
Male Students	State	38	53	90	10	42	51	93	7	42	51	94	6

Assessment Results at each Proficiency Level by Subgroup													
Student Subgroup	Type	2005-2006				2006-2007				2007-2008			
		Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail
Black Students	State	14	66	80	20	16	69	84	16	18	68	86	14
Hispanic Students	State	17	63	80	20	22	63	84	16	21	63	84	16
White Students	State	37	55	93	7	41	54	95	5	42	53	95	5
Asian Students	State	43	51	94	6	47	50	97	3	49	48	97	3
American Indian Students	State	30	60	90	10	37	59	96	4	38	57	94	6
Other Students	State	38	52	89	11	39	53	92	8	41	53	94	6
Students with Disabilities	State	13	56	69	31	17	59	75	25	17	58	75	25
Students Identified as Disadvantaged	State	15	63	78	22	16	66	82	18	17	66	83	17
Limited English Proficient Students	State	16	61	77	23	20	62	82	18	20	63	84	16
Students Identified as Migrant	State	21	56	76	24	16	69	84	16	21	52	73	27
World Geography											High School		
All Students	State	26	51	77	23	28	55	83	17	28	56	84	16
Female Students	State	22	52	75	25	23	57	80	20	24	59	82	18
Male Students	State	30	50	80	20	33	52	85	15	33	54	87	13
Black Students	State	11	53	64	36	12	58	71	29	12	60	72	28
Hispanic Students	State	19	53	72	28	21	60	81	19	20	62	82	18
White Students	State	34	50	83	17	35	53	88	12	36	54	90	10
Asian Students	State	37	49	86	14	35	53	89	11	36	58	94	6
American Indian Students	State	30	45	76	24	23	62	86	14	37	55	92	8
Other Students	State	32	51	83	17	28	52	80	20	32	55	86	14
Students with Disabilities	State	9	43	52	48	8	49	57	43	9	50	59	41
Students Identified as Disadvantaged	State	12	52	64	36	13	58	71	29	14	59	73	27
Limited English Proficient Students	State	12	51	62	38	12	58	70	30	12	62	75	25
Students Identified as Migrant	State	13	44	56	44	16	53	68	32	17	56	72	28
Virginia Studies											Content Specific		
All Students	State	45	40	85	15	39	43	83	17	39	44	83	17
Female Students	State	41	43	84	16	37	45	82	18	36	47	82	18
Male Students	State	48	38	86	14	42	41	83	17	41	43	84	16
Black Students	State	28	47	75	25	25	49	74	26	24	49	73	27
Hispanic Students	State	30	46	75	25	25	45	70	30	24	47	71	29
White Students	State	52	37	90	10	47	41	88	12	46	43	88	12
Asian Students	State	57	35	92	8	51	38	89	11	49	41	90	10
American Indian Students	State	43	44	87	13	35	49	84	16	38	47	85	15
Other Students	State	50	37	87	13	40	43	83	17	37	47	84	16
Students with Disabilities	State	27	41	68	32	20	41	60	40	20	41	61	39
Students Identified as Disadvantaged	State	27	47	74	26	23	47	71	29	24	48	71	29
Limited English Proficient Students	State	28	46	75	25	24	44	67	33	23	47	70	30
Students Identified as Migrant	State	15	50	65	35	27	39	66	34	24	52	76	24
United States History to 1877											Content Specific		
All Students	State	20	45	65	35	20	49	69	31	24	51	74	26
Female Students	State	17	45	62	38	18	49	67	33	21	51	72	28
Male Students	State	22	45	68	32	23	49	72	28	27	50	77	23
Black Students	State	8	37	46	54	9	44	53	47	12	48	60	40
Hispanic Students	State	11	40	51	49	12	46	58	42	14	48	61	39
White Students	State	24	49	73	27	25	52	77	23	28	52	81	19
Asian Students	State	32	47	78	22	34	50	84	16	36	50	86	14
American Indian Students	State	20	48	68	32	21	51	73	27	23	55	77	23
Other Students	State	21	45	66	34	20	48	68	32	26	53	78	22
Students with Disabilities	State	8	31	39	61	9	36	45	55	12	40	52	48
Students Identified as Disadvantaged	State	8	36	44	56	9	43	51	49	12	46	58	42
Limited English Proficient Students	State	11	38	49	51	12	45	57	43	14	46	60	40
Students Identified as Migrant	State	6	24	29	71	10	42	52	48	18	45	63	38
United States History from 1877 to Present											Content Specific		
All Students	State	42	43	85	15	44	43	87	13	53	39	92	8
Female Students	State	38	46	84	16	40	46	86	14	49	42	91	9
Male Students	State	46	40	86	14	47	40	88	12	57	36	92	8
Black Students	State	24	50	74	26	27	51	78	22	37	49	86	14
Hispanic Students	State	26	46	72	28	27	48	75	25	37	46	83	17
White Students	State	50	40	90	10	52	40	92	8	60	35	95	5
Asian Students	State	57	35	92	8	58	35	93	7	71	26	97	3

Assessment Results at each Proficiency Level by Subgroup													
Student Subgroup	Type	2005-2006				2006-2007				2007-2008			
		Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail
American Indian Students	State	36	52	88	12	42	47	89	11	56	37	93	7
Other Students	State	44	44	89	11	43	40	83	17	56	37	94	6
Students with Disabilities	State	19	43	62	38	21	46	67	33	29	47	76	24
Students Identified as Disadvantaged	State	23	49	72	28	25	51	75	25	34	50	84	16
Limited English Proficient Students	State	24	44	68	32	23	48	70	30	35	45	81	19
Students Identified as Migrant	State	5	59	65	35	37	35	72	28	36	43	79	21
Civics and Economics										Content Specific			
All Students	State	34	51	84	16	32	51	83	17	33	51	84	16
Female Students	State	32	53	84	16	31	52	83	17	31	52	84	16
Male Students	State	35	49	84	16	33	49	82	18	35	50	84	16
Black Students	State	17	57	74	26	17	55	72	28	18	56	75	25
Hispanic Students	State	18	53	71	29	18	51	70	30	20	52	72	28
White Students	State	41	48	89	11	39	49	88	12	39	49	88	12
Asian Students	State	47	44	91	9	47	45	91	9	50	41	91	9
American Indian Students	State	35	53	88	12	31	56	87	13	31	60	91	9
Other Students	State	39	48	88	12	33	48	81	19	41	47	88	12
Students with Disabilities	State	12	45	57	43	12	45	57	43	16	45	61	39
Students Identified as Disadvantaged	State	15	55	70	30	15	54	69	31	17	55	71	29
Limited English Proficient Students	State	17	51	68	32	14	50	65	35	18	50	68	32
Students Identified as Migrant	State	0	58	58	42	9	50	59	41	18	47	66	34
Key: - = A group below state definition for personally identifiable results - = No data for group * = Data not yet available													

Appendix B: Measures of Student Progress

Adequate Yearly Progress

Details of the Virginia Assessment Program results are shown in Appendix A.

Virginia and 74 percent of the state’s public schools met or exceeded all No Child Left Behind (NCLB) objectives during the 2007-2008 school year as student achievement increased on Standards of Learning and other statewide tests in reading, mathematics and other subjects.

It was the third time in the last four years that Virginia made what the federal law describes as “adequate yearly progress,” or AYP, toward 100 percent proficiency in reading and mathematics for all students. Virginia made AYP despite higher benchmarks in reading and mathematics, the two subjects that are the primary focus of the federal law.

The 2007-2008 benchmarks for achievement in reading and mathematics were each four points higher than during the previous school year. For a school, school division or the state to have made AYP, at least 77 percent of students overall and students in all AYP subgroups (White, Black, Hispanic, limited English proficient (LEP), students with disabilities and economically disadvantaged) must have demonstrated proficiency on statewide assessments in reading, and 75 percent must have passed state tests in mathematics.

Despite the higher AYP hurdles, 1,355, or 74 percent, of the state’s 1,837 public schools met or exceeded all objectives in reading, mathematics and other indicators of academic progress, which was the same percentage as in 2006-2007.

Adequate Yearly Progress for Virginia Public Schools

	Made AYP	Did Not Make AYP	To Be Determined	Total
School Results	1,355 (74%)	479 (26%)	3 (<1%)	1,837

Of the 479 schools that did not make AYP during 2007-2008, 180 met all but one of the federal law’s 29 annual measurable objectives for participation in statewide testing and achievement in reading, mathematics and other subjects.

The schools that made AYP based on achievement during 2007-2008 include 208 schools that did not make AYP during the previous year based on 2006-2007 tests. Of the schools that made AYP based on 2006-2007 achievement, 1,126 also made AYP based on tests administered during 2007-2008, while 221 did not.

School Divisions Making AYP

Fifty-four of Virginia’s 132 school divisions made AYP during 2007-2008, compared with 59 during the previous year. Of the 78 school divisions that did not make AYP, 23 met all but one of the 29 objectives for achievement and participation in testing.

Adequate Yearly Progress for Virginia School Divisions

	Made AYP	Did Not Make AYP	To Be Determined	Total
Division Results	54 (41%)	78 (59%)	0 (0%)	132

In 26 school divisions, all schools made AYP. These divisions are Alleghany County, Bath County, Buena Vista, Colonial Beach, Covington, Falls Church, Galax, Goochland County, Halifax County, Hanover County, Highland County, Lexington, Madison County, Manassas Park, Martinsville, Mecklenburg County, Norton, Patrick County, Radford, Roanoke County, Rockingham County, Scott County, Surry County, Tazewell County, West Point, and Wise County.

Of these divisions, 17 also made AYP at the division level. These divisions are Alleghany County, Bath County, Galax, Goochland County, Halifax County, Hanover County, Lexington, Manassas Park, Mecklenburg County, Norton, Patrick County, Radford, Roanoke County, Rockingham County, Scott County, West Point, and Wise County.

Achievement Gaps Narrow in Mathematics

The overall pass rate in mathematics last year was 84 percent, compared with 80 percent during 2006-2007. Other mathematics results are as follows:

- Black students increased their overall achievement by five points to 73 percent, compared with 68 percent during 2006-2007.
- The pass rate for Hispanic students increased four points to 75 percent.
- Eighty-eight percent of White students passed compared with 85 percent the previous year.
- The achievement of LEP students increased five points to 75 percent.
- The pass rate for economically disadvantaged students increased six points to 73 percent.
- The achievement of students with disabilities increased with 65 percent passing, compared with 58 percent the previous year.

Black and Hispanic students continued to narrow achievement gaps with White students in mathematics. During the last three years, the gaps have narrowed by four points for Black students and two points for Hispanic students even though the achievement of White students increased by seven points.

Middle school students contributed to the four-point increase in overall mathematics achievement by making significant gains in performance on rigorous, grade-level assessments introduced two years ago. Results by middle school students on mathematics tests include:

- Sixth-grade students increased their achievement by eight points to 68 percent, compared with 60 percent during 2006-2007.
- Seventh-grade students improved their performance by nine points to 65 percent.
- Eighth-grade students increased their achievement by six points to 83 percent.

Higher Achievement and Shrinking Gaps in Reading

Overall achievement in reading increased by two points with 87 percent of Virginia students passing state tests in the subject during 2007-2008 compared with 85 percent during 2006-2007. Results of reading assessments include:

- Black students achieved a 78 percent overall pass rate, compared with 76 percent during the previous year.
- Hispanic students achieved an 81 percent pass rate, a nine-point increase over performance during 2006-2007.
- White students achieved a 91 percent pass rate, a one-point improvement over their previous performance.
- The achievement of LEP students increased 12 points with 79 percent passing state tests.
- The performance of economically disadvantaged children increased four points to 77 percent.
- Sixty-seven percent of students with disabilities passed in reading, a five-point improvement compared with achievement in 2006-2007.

During the last three years, the achievement gap between Black and White students in reading has narrowed by three points, despite a two-point increase in reading for White students. Hispanic students also have narrowed the achievement gap with White students by three points during the last three years.

Science Achievement Steady

Eighty-eight percent of Virginia students passed tests in science, the same level of achievement as during the previous year. In addition:

- Black students achieved a 79 percent pass rate in 2007-2008, compared with 77 percent during 2006-2007.
- The percentage of Hispanic students demonstrating proficiency was unchanged at 78 percent.
- Ninety-four percent of White students passed, which is a one-point increase over the previous year.
- LEP students achieved a pass rate of 74 percent, one point higher than the previous year.
- Economically disadvantaged students increased their pass rate by one point to 78 percent.
- The achievement of students with disabilities increased two points to 69 percent.

History/Social Science Achievement Increases

Eighty-eight percent of Virginia students taking tests in history and social science passed compared with 86 percent during 2006-2007. Other history and social science results include:

- Black students achieved a 79 percent pass rate compared with 77 percent during 2006-2007.
- The percentage of Hispanic test takers demonstrating proficiency also increased two points to 79 percent.
- The achievement of White students improved by two points to 92 percent.
- LEP students increased their pass rate three points to 77 percent.
- Seventy-seven percent of economically disadvantaged students passed, which is a three-point increase over the previous year.
- The achievement of students with disabilities increased four points to 70 percent.

Writing Achievement Remains High

Students achieved an overall pass rate in writing of 89 percent, which was unchanged from the previous year. Other writing assessment results are as follows:

- The pass rate for Black students was unchanged at 82 percent.
- Eighty-three percent of Hispanic students passed, which is a one-point increase from 2006-2007.
- The performance of White students was unchanged at 92 percent.
- The percentage of LEP students passing was unchanged at 78 percent.
- The percentage of economically disadvantaged students passing slipped one point to 79 percent.
- Sixty-one percent of students with disabilities passed, which is the same percentage as the previous year.

Title I Schools No Longer Sanctioned

Twelve Title I schools made AYP for a second consecutive year, and in doing so, exited school-improvement status. These schools are Aberdeen Elementary, Cesar Tarrant Elementary and Jane H. Bryan Elementary in Hampton; Axton Elementary and Mount Olivet Elementary in Henry County; Kenbridge Elementary in Lunenburg County; Southside Elementary in Pittsylvania County; G.H. Reid Elementary and Martin Luther King Jr. Middle in Richmond; Garden City Elementary and Lincoln Terrance Elementary in Roanoke; and Jackson Memorial Elementary in Wythe County.

Schools receiving federal funding under Title I of NCLB provide educational services to low-income children and are the focus of most of the law's accountability provisions. Under the law, Title I schools that do not make AYP in the same subject area for two or more consecutive years are identified for improvement. School-improvement sanctions increase in severity if a school fails to make AYP in the same subject area for additional consecutive years. A Title I school escapes federal sanctions by making AYP for two consecutive years.

Seventy-three percent, or 521 of the commonwealth's 710 Title I schools made AYP. The AYP status of two Title I schools remains to be determined. In other Title I actions:

- Fifty-four schools entered or remained in “year one” of improvement based on achievement in 2007-2008 and must offer students public school choice: the option of transferring to a higher-performing public school for the 2008-2009 school year.
- Twelve entered or remained in “year two” of improvement status and — in addition to offering transfers — must also provide supplemental educational services or tutoring free-of-charge to children who request these services.
- Sixteen schools entered or remained in “year three” of improvement status. These schools must offer transfers and tutoring, and take at least one of several corrective actions specified in the law to raise student achievement.
- Four schools — Randolph Elementary in Arlington County, Essex Intermediate in Essex County, Prince Edward Middle in Prince Edward County and Thomas C. Boushall Middle in Richmond — entered or remained in “year four” of improvement status. School divisions must develop alternative governance plans for these schools while offering transfers and tutoring and continuing to implement corrective action.

Seven Title I schools are required to implement or continue implementing restructuring or alternative governance plans because of repeated failure to make AYP. The schools now in their fifth year in improvement are Hoffman-Boston Elementary in Arlington County; Tappahannock Elementary in Essex County; Peabody Middle and J.E.B. Stuart Elementary in Petersburg; and Elkhardt Middle in Richmond. Chandler Middle in Richmond is now in its sixth year in improvement; and Vernon Johns Junior High in Petersburg is in its seventh year in improvement. These schools must take or continue implementing one of the following actions:

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

Eight school divisions participating in a U.S. Department of Education-approved pilot program are allowed to offer supplemental services rather than transfers during the first year of improvement status. These school divisions are Albemarle County, Alexandria, Fairfax County, Fauquier County, Hampton, Henrico County, Richmond and Williamsburg-James City County.

AYP ratings and student achievement data for all Virginia public schools and school divisions are available in the [Virginia School Report Card](#) section of the Virginia Department of Education Web site.

NAEP

Virginia students outperformed students nationwide on the 2007 National Assessment of Educational Progress (NAEP) writing test. The state’s eighth graders achieved an average score of 157, three points higher than the national average of 154. Virginia students scored significantly higher than students in 20 other states. Test takers in only seven states achieved significantly higher average scores.

While Virginia students outperformed their peers nationwide in writing for a third consecutive time, their average score was unchanged from 2002, and there was little change in proficiency levels. Ninety percent of Virginia students demonstrated at least basic writing skills on the 2007 test, and 31 percent met or exceeded the rigorous NAEP standard for full proficiency.

Black eighth grade students in Virginia achieved an average score of 142, compared with the national average of 140. Eighty-four percent of Black students in the commonwealth demonstrated at least basic proficiency in writing, and 14 percent performed at the proficient level or better.

Hispanic students achieved an average score of 145 compared with the national average of 141. Eighty-two percent of Hispanic students tested at the basic level or better, and 18 percent performed at the proficient level or above. While the average score of Hispanic students in Virginia has declined since 1998, the changes are not considered significant because of the small numbers of students assessed.

On-Time Graduation Rates

More than 81 percent of the students in the class of 2008 graduated on time with a diploma. The graduation rates for the commonwealth, school divisions and high schools were calculated for the first time by tracking individual students from year to year using the commonwealth's longitudinal student data system. This new, more accurate statistic is known as the Virginia On-Time Graduation Rate.

The Virginia On-Time Graduation Rate is a cohort graduation rate that expresses the percentage of students who earn a Board of Education-approved diploma within four years of entering ninth grade for the first time. It is calculated using a formula endorsed in a 2005 compact signed by the nation's governors and subsequently adopted by the General Assembly and Board of Education.

Percentages are based on longitudinal student-level data and account for student mobility and retention practices. Students with disabilities and English-language learners are counted as "on-time" graduates even if they require more than the standard four years to earn a diploma.

For a fifth consecutive year, the number of Virginia students graduating with an Advanced Studies Diploma increased and the number of advanced diplomas awarded exceeded the number of Standard Diplomas.

Of the 96,979 students in this year's cohort, 78,805, or 81.3 percent, earned a Board of Education-approved diploma. Of these on-time graduates, 41,888, or 53.2 percent, earned an Advanced Studies Diploma; 33,151, or 42.1 percent, earned a Standard Diploma; 1,820, or 2.3 percent, earned a Modified Standard Diploma; 1,930, or 2.4 percent, earned a Special Diploma; and 16 students earned a General Achievement Diploma. Modified Standard Diplomas and Special Diplomas are available only to students with disabilities. General Achievement Diplomas are earned by overage students.

Statewide, the following percentages of students in the class of 2008 graduated on time with a Board of Education-approved diploma:

- Female students — 84.3 percent
- Male students — 78.3 percent
- Black students — 72.6 percent
- Hispanic students — 70.4 percent
- White students — 85.3 percent
- Asian students — 92.9 percent
- Students with disabilities — 81.1 percent
- Disadvantaged students — 69.8 percent
- Limited English proficient students — 68.5 percent
- Migrant students — 72.9 percent
- Homeless students — 58.7 percent

In viewing the data, it is important to note that thousands of students who entered the ninth grade in 2004 remain in school and continue to work toward finishing their diploma requirements. Other students completed high school with a GED or a locally awarded certificate of completion. The drop out rate is not the inverse of the graduation rate.

In July, the National Governors Association (NGA) reported that 16 states had published cohort graduation rates based on the NGA formula, which is contingent on the development of a longitudinal student-level data system and the accumulation of four years of data.

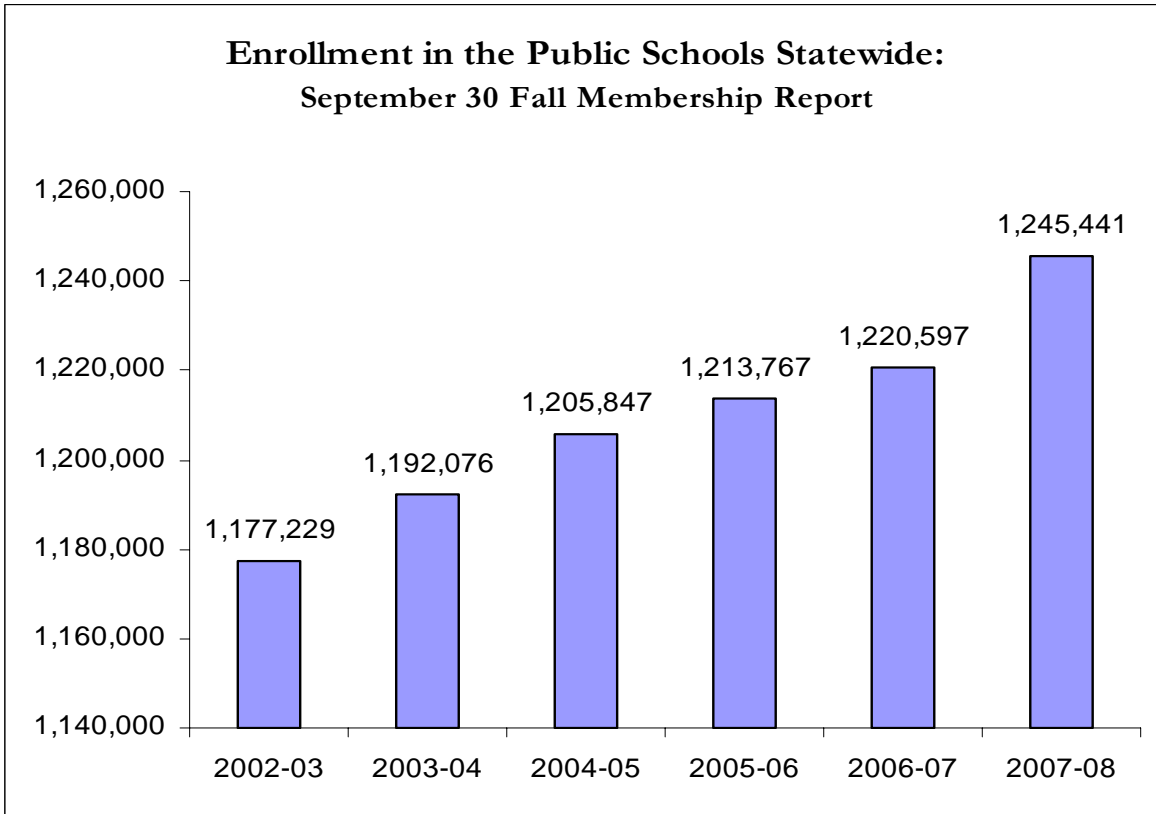
North Carolina, the only neighboring state that has implemented the NGA formula, reported a cohort graduation rate for 2008 of 69.9 percent. Massachusetts, which is often ranked with Virginia in state-by-state comparisons, reported a rate of 80.9 percent for 2007.

The graduating class of 2008 is the first cohort for which there are four years of longitudinal data in Virginia's Educational Information Management System (EIMS). EIMS follows students as they transfer in and/or transfer out of Virginia public schools by assigning a unique, randomly selected number to every student. This number, known as a "state testing identifier," stays with the student throughout his or her PK-12 career.

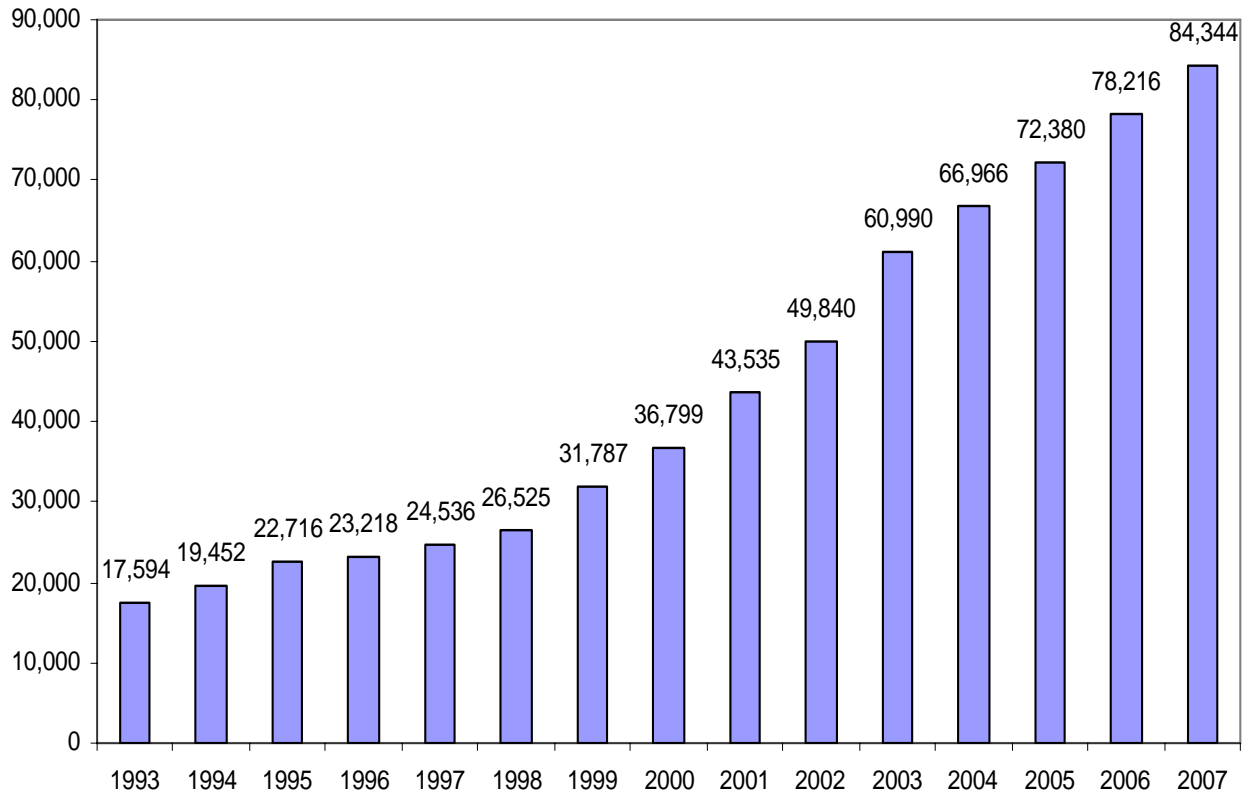
Using each student's identifier, the records of students who entered the ninth grade for the first time in 2004 were linked to their records four years later to determine their graduation or completion status and calculate the 2008 Virginia On-Time Graduation Rate for schools, school divisions and the commonwealth. Students who transfer into a school are added to the cohort and students who transfer to another school are subtracted. Division-level cohorts and the state-level cohort are adjusted in the same manner to account for student mobility.

APPENDIX C:

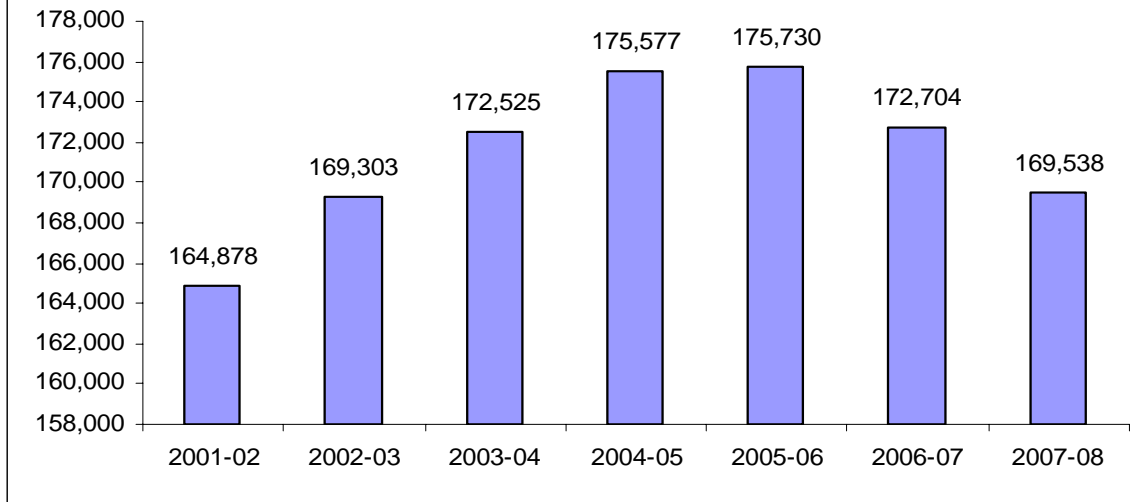
Demographics of Virginia's Public Schools



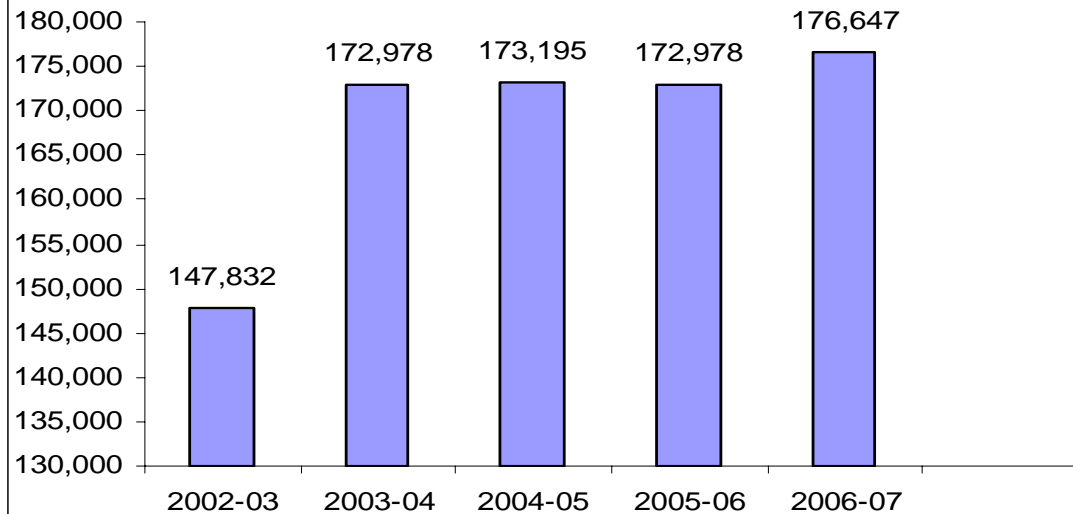
**Limited English Proficient Students
Receiving Services in Virginia's Public Schools: 1993-2007**

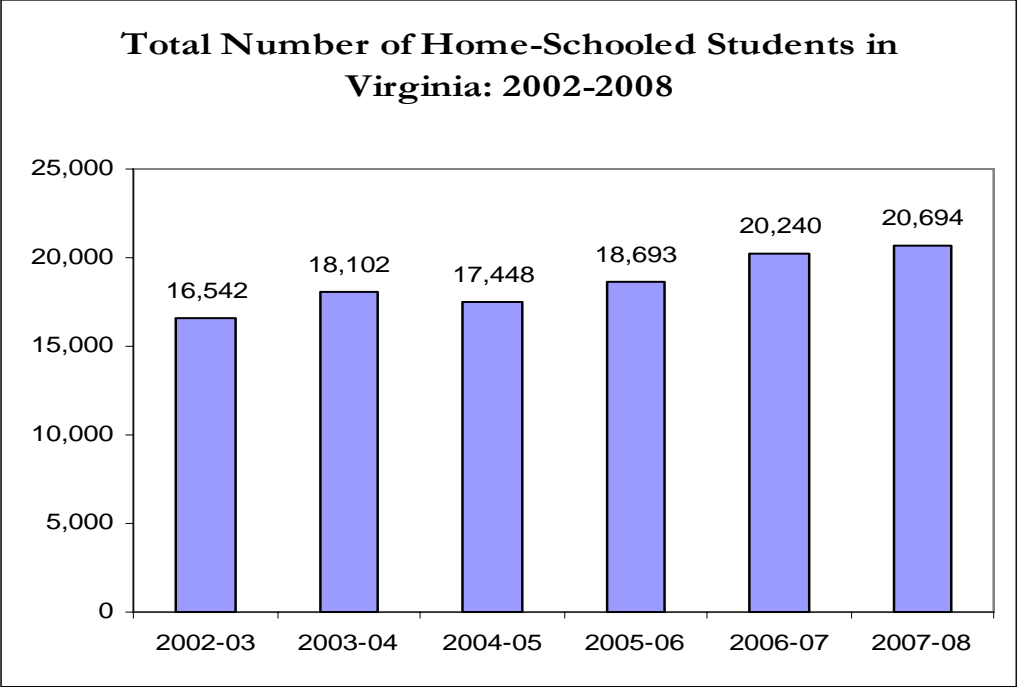


Enrollment in Special Education Programs: 2001-2008



Enrollment in Gifted Education Programs: 2002-2007





Number and Percent of Students Eligible for Free and Reduced-Price Lunch Program

Year	Eligible Students	Percent of Statewide Enrollment
2001-2002	348,880	31.30 percent
2002-2003	362,477	31.81 percent
2003-2004	374,437	32.63 percent
2004-2005	387,554	33.48 percent
2005-2006	387,847	33.11 percent
2006-2007	394,860	33.49 percent

Career and Technical Education

Secondary schools report the number industry certifications and state licenses earned by students and the number of National Occupational Competency Testing Institute (NOCTI) assessments passed by students.

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

Advanced Program Information

The percentage of students enrolled in advanced programs is a key indicator of school quality at the secondary level.

State - Advanced Program Information			
Program type	Count / Percentage		
	2005-2006	2006-2007	2007-2008
Advanced Placement Test Taken	40,639 / 10.79%	49,077 / 12.81%	*
Advanced Placement course enrollment	50,418 / 13.39%	56,021 / 14.62%	*
Dual Enrollment courses taken	20,105 / 5.34%	23,702 / 6.18%	*
Governors School enrollment	4,029 / 1.07%	4,271 / 1.11%	*
Seniors enrolled in IB Program	1,075 / .29%	1,080 / .28%	*

Key: < = A group below state definition for personally identifiable results
 - = No data for group
 * = Data not yet available

Program Completion Information

A Virginia high school diploma tells potential employers that the graduate possesses the skills and knowledge required for success in the workplace. It tells colleges, universities, and career and technical schools that the bearer is ready for the rigors of post-secondary education. This table provides program completion information for the three most recent years.

State - Program Completion Information			
Credential type	Count / Percentage		
	2005-2006	2006-2007	2007-2008
Advanced Diploma	37,864 / 48.83%	40,200 / 49.04%	*
Certificate of Completion	512 / .66%	424 / .52%	*
GED	1,056 / 1.36%	1,056 / 1.29%	*
GED/ISAEP	1,485 / 1.92%	2,008 / 2.45%	*
General Achievement Diploma	34 / .04%	<	*
Modified Standard Diploma	1,897 / 2.45%	2,066 / 2.52%	*
Special Diploma	2,471 / 3.19%	2,444 / 2.98%	*
Standard Diploma	32,217 / 41.55%	33,771 / 41.2%	*

Key: < = A group below state definition for personally identifiable results
 - = No data for group
 * = Data not yet available

On-Time Graduation Rates: Class of 2008

Statewide, the following percentages of students in the class of 2008 graduated on time with a Board of Education-approved diploma:

- Female students — 84.3 percent
- Male students — 78.3 percent
- Black students — 72.6 percent
- Hispanic students — 70.4 percent
- White students — 85.3 percent
- Asian students — 92.9 percent
- Students with disabilities — 81.1 percent
- Disadvantaged students — 69.8 percent
- Limited English proficient students — 68.5 percent
- Migrant students — 72.9 percent
- Homeless students — 58.7 percent

Dropout Information

Schools report annually on the number of students in grades 7-12 who drop out. Dropout percentages represent the number of dropouts for a given school year divided by the membership on September 30th of that school year.

State - Dropout Information			
Student Subgroup	Count / Percentage		
	2005-2006	2006-2007	2007-2008
All Students	10,643 / 1.89%	10,540 / 1.86%	*
Female	4,276 / 1.55%	4,312 / 1.55%	*
Male	6,367 / 2.21%	6,228 / 2.15%	*
Unspecified	98 / 1.52%	550 / 5.14%	*
Black	3,998 / 2.65%	4,065 / 2.69%	*
Hispanic	1,598 / 4.34%	1,523 / 3.83%	*
White	4,580 / 1.34%	4,499 / 1.33%	*
Asian	322 / 1.15%	300 / 1.03%	*
American Indian	42 / 2.48%	35 / 2.05%	*
Native Hawaiian	<	<	*

Key: < = A group below state definition for personally identifiable results
 - = No data for group
 * = Data not yet available

Provisionally and Conditionally Licensed Teachers

This table reports the percentage of teachers teaching with provisional or special education conditional credentials.

Provisionally and Conditionally Licensed Teachers			
Credential type	2005-2006	2006-2007	2007-2008
State			
Provisional	7	7	7
Special Education Conditional	2	2	2

Key: < = A group below state definition for personally identifiable results
 - = No data for group
 * = Data not yet available

Teacher Education Attainment

This table reports the percentage of teachers with bachelor's, master's, or doctorate degrees by highest degree earned.

Teacher Education Attainment			
Degree type	2005-2006	2006-2007	2007-2008
State			
Bachelor's Degree	48	49	50
Master's Degree	50	49	48
Doctoral Degree	1	1	1
Key: < = A group below state definition for personally identifiable results - = No data for group * = Data not yet available			

Percentage of Core Academic Classes Taught by Teachers Not Meeting the Federal Definition of Highly Qualified

Virginia recognizes the importance of teacher quality in raising student achievement. This table provides the percentage of core academic classes taught by teachers teaching outside of their area of endorsement.

Percentage of Core Academic Classes Taught by Teachers Not Meeting the Federal Definition of Highly Qualified			
School type	2005-2006	2006-2007	2007-2008
State			
All Schools	5	3	2
Notes: - High poverty means schools in the top quartile of poverty in the state. - Low poverty means schools in the bottom quartile of poverty in the state. - NCLB defines core academic subjects as: English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, art, history and geography.			
Key: < = A group below state definition for personally identifiable results - = No data for group * = Data not yet available			

Classroom Teachers in Virginia: Ethnicity

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

Source: Annual Instructional Personnel (IPAL) data collection.

Total Number of Teachers and Administrators in Virginia's Public Schools: 2007-2008

Number of Teachers = 100,438
 Number of Administrators = 4,183
 Number of Teachers and Administrators = 104,577

Note: 44 individuals had both an administrator assignment and a teaching assignment, and are counted only once in the "Number of Teachers and Administrators"

Teaching Licenses Issued by the Virginia Department of Education

Number of Initial Licenses Issued (July 1, 2007, through June 30, 2008) = 8,883
 Total Number of Active Licenses = 150,738 (as of October 1, 2008)

Note: Includes Teaching Licenses, Pupil Personnel Services Licenses, and Division Superintendent Licenses

**General Fund (GF) Legislative Appropriations—
Total State, Total K-12, Total Direct Aid to Public Education:
FY 1995 through 2006**

Fiscal Year	Total GF Appropriation for Operating Expenses	Total K-12 GF Appropriation	Total K-12 GF Appropriation as a % of Total GF Operating	Total Direct Aid to Public Education GF Appropriation	Total Direct Aid to Public Education GF Appropriation as a % of Total GF Operating
1995	7,355,695,733	2,547,067,019	34.6%	2,514,736,974	34.2%
1996	7,597,249,960	2,686,990,223	35.4%	2,658,572,757	35.0%
1997	8,134,360,672	2,930,985,574	36.0%	2,895,766,099	35.6%
1998	8,715,476,981	3,082,072,592	35.4%	3,046,807,462	35.0%
1999	9,967,431,115	3,534,978,628	35.5%	3,489,301,374	35.0%
2000	11,093,396,991	3,720,945,765	33.5%	3,673,762,807	33.1%
2001	12,283,610,813	4,007,068,597	32.6%	3,942,411,254	32.1%
2002	12,013,820,347	3,959,806,011	33.0%	3,895,682,317	32.4%
2003	12,105,186,620	3,980,489,954	32.9%	3,923,268,185	32.4%
2004	12,370,158,175	4,129,120,033	33.4%	4,069,907,268	32.9%
2005	13,781,896,827	4,719,699,883	34.2%	4,653,203,619	33.8%
2006	15,111,251,632	5,071,605,259	33.6%	4,998,052,047	33.1%
2007	16,779,048,401	5,770,433,215	34.4%	5,695,619,782	33.9
2008	16,982,495,713	5,933,601,634	34.9%	5,859,840,675	34.5%

Notes:

(Total For Part 1: Operating Expenses) in the appropriation act.

"Total K-12 GF Appropriation" is the total legislative general fund appropriation for Department of Education Central Office, Direct Aid to Public Education, and the two schools for the deaf and the blind.

"Total Direct Aid GF Appropriation" is the total legislative general fund appropriation for Direct Aid to Public Education.

The general fund appropriation for Comprehensive Services Act (CSA) is deducted from the Direct Aid totals for FY 1995 and FY 1996 since CSA was appropriated within Direct Aid for those years but outside Direct Aid in subsequent years.

For FY 1997 through FY 2006, CSA appropriations are not included.

The Direct Aid appropriation for FY 1999 and FY 2000 includes \$55.0 million per year for school construction grants appropriated under Item 554 of Chapter 1072.

APPENDIX D:
Compliance with the Standards of Quality: 2007-2008

**Divisions Reporting Full Compliance with All Provisions of the
Standards of Quality for 2007-2008**

Albemarle County	Lancaster County	Shenandoah County
Alleghany County	Lee County	Wise County
Appomattox County	Louisa County	York County
Bedford County/Bedford City	Lunenburg County	Bristol City
Botetourt County	Madison County	Colonial Heights City
Campbell County	Mathews County	Falls Church City
Charlotte County	Mecklenburg County	Fredericksburg City
Clarke County	Middlesex County	Norton City
Cumberland County	Nelson County	Radford City
Floyd County	Northumberland County	Salem City
Fluvanna County	Nottoway County	Staunton City
Giles County	Page County	Virginia Beach City
Gloucester County	Patrick County	Williamsburg-James City County
Goochland County	Rappahannock County	Winchester City
Greene County	Richmond County	Lexington City
Highland County	Roanoke County	Poquoson City
Isle of Wight County	Rockingham County	Manassas Park City
King and Queen County	Russell County	Town of West Point

**APPENDIX E:
Divisions Reporting Non-Compliance with Certain Provisions
of the Standards of Quality for 2007-2008
and
Compliance Status for 2006-2007 and 2005-2006**

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

Division	Reported non-compliance with the following SOQ requirement: 2007-2008	Reported non-compliance in 2006-2007	Reported non-compliance in 2005-2006
Buena Vista City	A plan to notify students and their parents of the availability of advanced placement classes, the International Baccalaureate program, and Academic Year Governor's School Programs, the qualifications for enrolling in such classes and programs, and the availability of financial assistance to low-income and needy students to take the advanced placement and International Baccalaureate examinations.	No	No
Waynesboro City	The school division has implemented a plan to notify students and their parents of the availability of advanced placement classes, the International Baccalaureate program, and Academic Year Governor's School Programs, the qualifications for enrolling in such classes and programs, and the availability of financial assistance to low-income and needy students to take the advanced placement and International Baccalaureate examinations.	No	No

§ 22.1-253.13:1 – Standard 2. Instructional, administrative, and support personnel.

Division	Reported non-compliance with the following SOQ requirement: 2007-2008	Reported non-compliance in 2006-2007	Reported non-compliance in 2005-2006
Accomack County	The school board employs licensed instructional personnel qualified in the relevant subject areas.	Yes	Yes
Arlington County	The school board employs licensed instructional personnel qualified in the relevant subject areas.	Yes	Yes
	The school board, annually, on or before January 1, reports to the public the actual pupil/teacher ratios (excluding resource personnel) in elementary school classrooms by school for the current year. The board also reports the pupil/teacher ratio including resource teachers in the same report. The report includes identification of the schools but ensures confidentiality of all teacher and pupil identities.	No	No
Augusta County	The school board employs two full-time equivalent positions per 1,000 students in grades K-12, one who provides technology support and one who serves as an instructional technology teacher.	Yes	Yes
Bath County	The school board employs licensed instructional personnel qualified in the relevant subject areas.	Yes	Yes
Dickenson County	The school board employs licensed instructional personnel qualified in the relevant subject areas.	Yes	No

Division	Reported non-compliance with the following SOQ requirement: 2007-2008	Reported non-compliance in 2006-2007	Reported non-compliance in 2005-2006
Grayson County	The school board employs licensed instructional personnel qualified in the relevant subject areas.	Yes	Yes
Greensville County	The school board employs licensed instructional personnel qualified in the relevant subject areas.	Yes	Yes
Hanover County	The school board employs two full-time equivalent positions per 1,000 students in grades K-12, one who provides technology support and one who serves as an instructional technology teacher.	Yes	No
King William County	The school board employs licensed instructional personnel qualified in the relevant subject areas.	Yes	No
	Twenty-four to one in English classes in grades six through twelve	Yes	No
New Kent County	The school board employs two full-time equivalent positions per 1,000 students in grades K-12, one who provides technology support and one who serves as an instructional technology teacher.	No	No
Prince George County	The school board employs licensed instructional personnel qualified in the relevant subject areas.	No	No
Scott County	The school board employs licensed instructional personnel qualified in the relevant subject areas.	No	No
Warren County	The school board employs licensed instructional personnel qualified in the relevant subject areas.	No	No

Division	Reported non-compliance with the following SOQ requirement: 2007-2008	Reported non-compliance in 2006-2007	Reported non-compliance in 2005-2006
Charlottesville City	The school board employs licensed instructional personnel qualified in the relevant subject areas.	Yes	Yes
Harrisonburg City	The school board employs licensed instructional personnel qualified in the relevant subject areas.	No	No
	4. Guidance counselors in elementary schools, one hour per day per 100 students, one full-time at 500 students, one hour per day additional time per 100 students or major fraction thereof; guidance counselors in middle schools, one period per 80 students, one full-time at 400 students, one additional period per 80 students or major fraction thereof; guidance counselors in high schools, one period per 70 students, one full-time at 350 students, one additional period per 70 students or major fraction thereof	No	No
Hopewell City	The school board employs licensed instructional personnel qualified in the relevant subject areas.	Yes	Yes
	Librarians in elementary schools, one part-time to 299 students, one full-time at 300 students; librarians in middle schools, one-half time to 299 students, one full-time at 300 students, two full-time at 1,000 students; librarians in high schools, one half-time to 299 students, one full-time at 300 students, two full-time at 1,000 students	Yes	Yes
	All combined schools in the school division meet the staffing (except for guidance counselors) requirements for the highest-grade level in the school. The requirement for guidance counselors meets the requirements based on enrollment at the various school organization levels.	Yes	No

Division	Reported non-compliance with the following SOQ requirement: 2007-2008	Reported non-compliance in 2006-2007	Reported non-compliance in 2005-2006
Martinsville City	The school board employs licensed instructional personnel qualified in the relevant subject areas.	Yes	No
Petersburg City	The school board employs licensed instructional personnel qualified in the relevant subject areas.	No	No
Colonial Beach (Town of)	Assistant principals in elementary schools, one half-time at 600 students, one full-time at 900 students; assistant principals in middle schools, one full-time for each 600 students; assistant principals in high schools, one full-time for each 600 students	No	No

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

Divisions in non-compliance with the SOQ requirement that all schools be fully accredited: 2007-2008	Reported non-compliance in 2006-2007	Reported non-compliance in 2005-2006
Amelia County	No	No
Amherst County	Yes	Yes
Arlington County	Yes	Yes
Augusta County	Yes	Yes
Bland County	Yes	Yes
Brunswick County	Yes	Yes
Buchanan County	Yes	No
Buckingham County	No	Yes
Caroline County	Yes	Yes
Carroll County	No	Yes
Charles City County	No	Yes
Chesterfield County	Yes	Yes
Craig County	Yes	No
Culpeper County	No	No
Dickenson County	Yes	No
Dinwiddie County	Yes	Yes
Essex County	Yes	Yes
Fairfax County	No	Yes
Fauquier County	Yes	Yes
Frederick County	Yes	No
Grayson County	Yes	Yes
Greensville County	Yes	Yes
Halifax County	Yes	No

Divisions in non-compliance with the SOQ requirement that all schools be fully accredited: 2007-2008	Reported non-compliance in 2006-2007	Reported non-compliance in 2005-2006
Henrico County	Yes	Yes
Henry County	Yes	No
King George County	Yes	No
King William County	No	No
Loudoun County	No	No
Montgomery County	Yes	Yes
Northampton County	Yes	Yes
Orange County	No	No
Pittsylvania County	Yes	No
Prince Edward County	Yes	Yes
Prince William County	Yes	No
Pulaski County	Yes	Yes
Rockbridge County	Yes	Yes
Southampton County	Yes	No
Spotsylvania County	Yes	No
Stafford County	No	No
Surry County	Yes	Yes
Sussex County	Yes	Yes
Tazewell County	Yes	Yes
Washington County	Yes	Yes
Westmoreland County	Yes	Yes
Wythe County	Yes	Yes
Alexandria City	Yes	Yes
Covington City	Yes	No
Danville City	Yes	Yes
Franklin City	Yes	Yes
Galax City	Yes	No
Hampton City	Yes	Yes
Lynchburg City	Yes	No
Manassas City	Yes	No
Newport News City	Yes	Yes
Norfolk City	Yes	Yes
Petersburg City	Yes	Yes
Portsmouth City	Yes	Yes
Richmond City	Yes	Yes
Roanoke City	Yes	Yes
Suffolk City	Yes	No
Waynesboro City	No	No
Colonial Beach (Town of)	Yes	No

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

Division	Non-compliance reported for the following SOQ requirement: 2007-2008	Reported non-compliance in 2006-2007	Reported non-compliance in 2005-2006
Prince William County	The school board awards certificates of program completion to students who complete a prescribed course of study as defined by the school board when they do not meet the requirements for a diploma.	No	No

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

Division	Non-compliance reported for the following SOQ requirement: 2007-2008	Reported non-compliance in 2006-2007	Reported non-compliance in 2005-2006
Chesterfield County	Professional development: In the use and documentation of performance standards and evaluation criteria based on student academic progress and skills for teachers and administrators to clarify roles and performance expectations and to facilitate the successful implementation of instructional programs that promote student achievement at the school and classroom levels	No	No
Culpeper County	Each member of the school board participates annually in high-quality professional development activities at the state, local, or national levels on governance, including, but not limited to, personnel policies and practices; curriculum and instruction; use of data in planning and decision making; and current issues in education as part of their service on the local board.	No	No
Buena Vista City	Each member of the school board participates annually in high-quality professional development activities at the state, local, or national levels on governance, including, but not limited to, personnel policies and practices; curriculum and instruction; use of data in planning and decision making; and current issues in education as part of their service on the local board.	No	No

§ 22.1-253.13:6 – Standard 6. Planning and Public Involvement.

Division	Non-compliance reported for the following SOQ requirement: 2007-2008	Reported non-compliance in 2006-2007	Reported non-compliance in 2005-2006
Smyth County	The school board reports to the public by November 1 of each odd-numbered year the extent to which the objectives of the divisionwide plan have been met during the previous two school years.	No	No
Waynesboro City	The school board posts such plan on the division's Internet Web site if practicable, makes a hard copy of the plan available for public inspection and copying, and conducts at least one public hearing to solicit public comment on the divisionwide plan. Comprehensive plan includes: A forecast of enrollment changes	No	No
Colonial Beach (Town of)	The school board revises, extends, and adopts a divisionwide comprehensive, unified, long-range plan based on data collection, an analysis of the data, and how the data will be utilized to improve classroom instruction and student achievement. The plan is developed with staff and community involvement and includes, or is consistent with, all other divisionwide plans required by state and federal laws and regulations. The plan is reviewed biennially and revised as necessary.	No	No

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

Division	Non-compliance reported for the following SOQ requirement: 2007-2008	Reported non-compliance in 2006-2007	Reported non-compliance in 2005-2006
Chesapeake City	A current copy of the school division policies, including the Student Conduct Policy, is posted on the division's website and is available to employees and to the public. The school board has ensured that printed copies of such policies are available as needed to citizens who do not have online access.	No	No
Franklin County	A current copy of the school division policies, including the Student Conduct Policy, is posted on the division's Web site and is available to employees and to the public. The school board has ensured that printed copies of such policies are available as needed to citizens who do not have online access.	No	No

Division	Non-compliance reported for the following SOQ requirement: 2007-2008	Reported non-compliance in 2006-2007	Reported non-compliance in 2005-2006
Orange County	An annual announcement is made at the beginning of the school year and, for parents of students enrolling later in the academic year, at the time of enrollment, advising the public that the policies are available in the library of each school, in any public library in that division and online (where appropriate).	No	No
Powhatan County	A current copy of the school division policies, including the Student Conduct Policy, is posted on the division's Web site and is available to employees and to the public. The school board has ensured that printed copies of such policies are available as needed to citizens who do not have online access.	No	No
Covington City	A current copy of the school division policies, including the Student Conduct Policy, is posted on the division's Web site and is available to employees and to the public. The school board has ensured that printed copies of such policies are available as needed to citizens who do not have online access.	No	No

Appendix F:

Divisions with All Schools Fully Accredited, Schools Granted Conditional Accreditation, Schools Rated Accredited with Warning, Schools Rated Accreditation Denied 2007- 2008

Divisions in which All Schools are Rated Fully Accredited

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

Schools Granted Conditional Accreditation

Three schools were granted conditional accreditation for the first time and will be monitored by a state-appointed monitor as they implement reconstitution plans. These schools — and the areas of continued deficiency — are:

- Westwood Middle, Danville, for mathematics
- Brighton Elementary, Portsmouth, for English
- William Ruffner Middle, Roanoke, for English, mathematics and history

Nine schools have been granted conditional accreditation for a second consecutive year. The Department of Education will appoint an auditor to monitor the implementation of the reconstitution plan approved last year for each of these schools:

- Caroline Middle, Caroline County, for mathematics
- Hampton Harbor Academy, Hampton, for alternative accreditation plan
- New Bridge, Henrico County, for alternative accreditation plan
- Lake Taylor Middle, Norfolk, for mathematics
- Cradock Middle, Portsmouth, for mathematics
- Chandler Middle, Richmond, for English and mathematics
- Thomas C. Boushall Middle, Richmond, for English, mathematics, history and science
- Lucy Addison Middle, Roanoke, for history
- Sussex Central Middle, Sussex County, for mathematics

One school, Ellen W. Chambliss Elementary in Sussex County, has been granted conditional accreditation for a third year after again failing to meet state standards for achievement in English. A department-appointed auditor will also monitor the implementation of this school's reconstitution plan.

Note: An additional twenty-three schools were automatically rated as conditionally accredited for 2008-2009 because they were newly opened. Schools that are in their first year of operation are given a conditional accreditation rating as a new school.

Schools Rated Accredited with Warning

The number of schools accredited with warning decreased to 54, compared with 102 last year. Eighty-three schools that were on academic warning last year achieved full accreditation, including 22 elementary schools, 52 middle schools, two high schools and seven combined schools.

Division	School
Alexandria City	Francis C. Hammond Middle
	George Washington Middle
Amherst County	Central Elementary
	Monelison Middle
Bedford County	Staunton River Middle
Brunswick County	James S. Russell Middle
Carroll County	Woodlawn School
Covington City	Jeter-Watson Intermediate
Danville City	Langston Focus School
Fairfax County	Mount Vernon Woods Elementary School
	Kilmer Center
Franklin City	Joseph P. King Jr. Middle
Grayson County	Fries Middle School
Hampton City	Robert E. Lee Elementary
Henrico County	Fairfield Middle
	Highland Springs Elementary
	John Rolfe Middle
	Virginia Randolph Community High
Highland County	Highland Elementary
Hopewell City	Carter G. Woodson Middle
Isle of Wight County	Windsor Middle
Loudoun County	Sterling Middle
Lynchburg City	Paul L. Dunbar Middle for Innovation
Manassas City	Grace E. Metz Middle
	Mayfield Intermediate
Newport News City	Achievable Dream Academy
Norfolk City	Blair Middle
	Lafayette-Winona Middle
	Lindenwood Elementary
	Northside Middle
Northampton County	Kiptopeke Elementary
	Occohannock Elementary
Patrick County	Meadows of Dan Elementary
Petersburg City	Walnut Hill Elementary
Prince George County	J.E.J. Moore Middle
Prince William County	Mills E. Godwin Middle
	Stuart M. Beville Middle

Division	School
Richmond City	Blackwell Elementary
	Elkhardt Middle
	Oak Grove/Bellemeade Elementary
	Swansboro Elementary
Roanoke City	Breckinridge Middle
	Hurt Park Elementary
	Westside Elementary
	Woodrow Wilson Middle
Rockbridge County	Rockbridge Middle
Southampton County	Southampton Middle
Spotsylvania County	Chancellor Middle
Virginia Beach City	Williams Elementary
Warren County	Warren County Middle
Wythe County	Fort Chiswell Middle
	Rural Retreat Middle
	Scott Memorial Middle

Schools Rated Accreditation Denied

Five schools in Petersburg have been denied accreditation for 2008-2009 because of continued low student achievement. These schools — and areas of deficiency — are listed as follows:

- A.P. Hill Elementary for English, mathematics and science
- J.E.B. Stuart Elementary for English, mathematics, history and science
- Peabody Middle for English, mathematics, history and science
- Vernon Johns Middle for English, mathematics and history
- Petersburg High for mathematics and science

APPENDIX G: PREVIOUS BOARD OF EDUCATION AND GENERAL ASSEMBLY ACTION REGARDING STANDARD TWO OF THE STANDARDS OF QUALITY (SOQ)

Background Information: Article VIII, § 2 of the Constitution of Virginia requires the Board of Education to determine and prescribe standards of quality for the public schools in Virginia. On August 7, 1971, the Board of Education adopted the first Standards of Quality. They were revised by the General Assembly in 1972 and adopted as uncodified Acts of Assembly. In 1974, they were revised into eight standards. In 1984, they were codified by the General Assembly, and in 1988 they were arranged into their current format.

Significant modifications have been made by the General Assembly since then. The Board of Education revised its by-laws in October 2001 to require the Board to “determine the need for a review of the SOQ from time to time but no less than once every two years.” In 2002, the General Assembly passed several bills regarding the Standards of Quality. Senate Bill 201 added § 22.1-18.01 to the Code and required that:

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

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

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

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

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

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

Standard Two – Instructional, administrative, and support personnel.

2003 Board Recommendations:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Assistant principals in elementary schools, one half-time at 600 students, one full-time at 900 students; assistant principals in middle schools, one full-time for each 600 students; assistant principals in high schools, one full-time for each 600 students;

Librarians in elementary schools, one part-time to 299 students, one full-time at 300 students; librarians in middle schools, one-half time to 299 students, one full-time at 300 students, two full-time at 1,000 students; librarians in high schools, one half-time to 299 students, one full-time at 300 students, two full-time at 1,000 students;

Guidance counselors in elementary schools, one hour per day per 100 students, one fulltime at 500 students, one hour per day additional time per 100 students or major fraction thereof; guidance counselors in middle schools, one period per 80 students, one full-time at 400 students, one additional period per 80 students or major fraction thereof; guidance counselors in high schools, one period per 70 students, one full-time at 350 students, one additional period per 70 students or major fraction thereof;

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

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

The SOQ currently requires a half-time principal for elementary schools with fewer than 300 students. The responsibilities of the principal are demanding and present significant challenges

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

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

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

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

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

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

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

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

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

Support costs fall into the general categories of: 1) instructional professional support; 2) pupil transportation; 3) attendance and health; 4) substitute teachers; 5) professional development; 6) operations and maintenance; 7) superintendent and board member costs; and 8) facilities and administration. These categories are funded in a formula that looks at actual expenditure and position data as supplied by school divisions. The formula incorporates the costs in the general

categories noted above for every school division and averages the costs, using a weighting system that recognizes and adjusts for reported costs that are unusually high or unusually low. The product of the formula becomes the funding standard viewed as the prevailing support cost. Prevailing support costs are included in Basic Aid. Both positions and non-salary support are funded through this process.

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

OTHER SOQ FUNDED ITEMS:

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

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

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

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

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

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

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

Data Manager/Test Coordinator: Requires one full-time position per 1,000 students in grades kindergarten through 12 to provide schools support in data management and the utilization and administration of state assessments. The data manager/test coordinator would hold a license issued by the Board of Education and would serve as a resource to principals and classroom teachers in analyzing and interpreting data for instructional purposes. 2006 and 2007: \$41.7 Million, \$33.4 Million; Total: \$75.1 Million

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

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

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

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

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

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

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

Appendix H: 2008 STANDARDS OF QUALITY AS AMENDED

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

A. The General Assembly and the Board of Education believe that the fundamental goal of the public schools of this Commonwealth must be to enable each student to develop the skills that are necessary for success in school, preparation for life, and reaching their full potential. The General Assembly and the Board of Education find that the quality of education is dependent upon the provision of (i) the appropriate working environment, benefits, and salaries necessary to ensure the availability of high-quality instructional personnel; (ii) the appropriate learning environment designed to promote student achievement; (iii) quality instruction that enables each student to become a productive and educated citizen of Virginia and the United States of America; and (iv) the adequate commitment of other resources. In keeping with this goal, the General Assembly shall provide for the support of public education as set forth in Article VIII, Section 1 of the Constitution of Virginia.

B. The Board of Education shall establish educational objectives known as the Standards of Learning, which shall form the core of Virginia's educational program, and other educational objectives, which together are designed to ensure the development of the skills that are necessary for success in school and for preparation for life in the years beyond. At a minimum, the Board shall establish Standards of Learning for English, mathematics, science, and history and social science. The Standards of Learning shall not be construed to be regulations as defined in § 2.2-4001.

The Board shall seek to ensure that the Standards of Learning are consistent with a high quality foundation educational program. The Standards of Learning shall include, but not be limited to, the basic skills of communication (listening, speaking, reading, and writing); computation and critical reasoning including problem solving and decision making; proficiency in the use of computers and related technology; and the skills to manage personal finances and to make sound financial decisions.

The English Standards of Learning for reading in kindergarten through grade three shall be based on components of effective reading instruction, to include, at a minimum, phonemic awareness, phonics, fluency, vocabulary development, and text comprehension.

The Standards of Learning in all subject areas shall be subject to regular review and revision to maintain rigor and to reflect a balance between content knowledge and the application of knowledge in preparation for eventual employment and lifelong learning.

The Board of Education shall establish a regular schedule, in a manner it deems appropriate, for the review, and revision as may be necessary, of the Standards of Learning in all subject areas. Such review of each subject area shall occur at least once every seven years. Nothing in this section shall be construed to prohibit the Board from conducting such review and revision on a more frequent basis.

To provide appropriate opportunity for input from the general public, teachers, and local school boards, the Board of Education shall conduct public hearings prior to establishing revised Standards of Learning. Thirty days prior to conducting such hearings, the Board shall give notice of the date, time, and place of the hearings to all local school boards and any other persons requesting to be notified of the hearings and publish notice of its intention to revise the Standards of Learning in the Virginia Register of Regulations.

Interested parties shall be given reasonable opportunity to be heard and present information prior to final adoption of any revisions of the Standards of Learning.

In addition, the Department of Education shall make available and maintain a website, either separately or through an existing website utilized by the Department of Education, enabling public elementary, middle, and high school educators to submit recommendations for improvements relating to the Standards of Learning, when under review by the Board according to its established schedule, and related assessments required by the Standards of Quality pursuant to this chapter. Such website shall facilitate the submission of recommendations by educators.

School boards shall implement the Standards of Learning or objectives specifically designed for their school divisions that are equivalent to or exceed the Board's requirements. Students shall be expected to achieve the educational objectives established by the school division at appropriate age or grade levels. The curriculum adopted by the local school division shall be aligned to the Standards of Learning.

The Board of Education shall include in the Standards of Learning for history and social science the study of contributions to society of diverse people. For the purposes of this subsection, "diverse" shall include consideration of disability, ethnicity, race, and gender.

With such funds as are made available for this purpose, the Board shall regularly review and revise the competencies for career and technical education programs to require the full integration of English, mathematics, science, and history and social science Standards of Learning. Career and technical education programs shall be aligned with industry and professional standard certifications, where they exist.

C. Local school boards shall develop and implement a program of instruction for grades K through 12 that is aligned to the Standards of Learning and meets or exceeds the requirements of the Board of Education. The program of instruction shall emphasize reading, writing, speaking, mathematical concepts and computations, proficiency in the use of computers and related technology, and scientific concepts and processes; essential skills and concepts of citizenship, including knowledge of Virginia history and world and United States history, economics, government, foreign languages, international cultures, health and physical education, environmental issues and geography necessary for responsible participation in American society and in the international community; fine arts, which may include, but need not be limited to, music and art, and practical arts; knowledge and skills needed to qualify for further education, gainful employment, or training in a career and technical field; and development of the ability to apply such skills and knowledge in preparation for eventual employment and lifelong learning and to achieve economic self-sufficiency.

Local school boards shall also develop and implement programs of prevention, intervention, or remediation for students who are educationally at risk including, but not limited to, those who fail to achieve a passing score on any Standards of Learning assessment in grades three through eight or who fail an end-of-course test required for the award of a verified unit of credit. Such programs shall include components that are research-based.

Any student who achieves a passing score on one or more, but not all, of the Standards of Learning assessments for the relevant grade level in grades three through eight may be required to attend a remediation program.

Any student who fails to achieve a passing score on all of the Standards of Learning assessments for the relevant grade level in grades three through eight or who fails an end-of-course test required for the award of a verified unit of credit shall be required to attend a remediation program or to participate in another form of remediation. Division superintendents shall require such students to take special programs of prevention, intervention, or remediation, which may include attendance in public summer school programs, in accordance with clause (ii) of subsection A of § 22.1-254 and § 22.1-254.01.

Remediation programs shall include, when applicable, a procedure for early identification of students who are at risk of failing the Standards of Learning assessments in grades three through eight or who fail an end-of-course test required for the award of a verified unit of credit required for the student's graduation. Such programs may also include summer school for all elementary and middle school grades and for all high school academic courses, as defined by regulations promulgated by the Board of Education, or other forms of remediation. Summer school remediation programs or other forms of remediation shall be chosen by the division superintendent to be appropriate to the academic needs of the student. Students who are required to attend such summer school programs or to participate in another form of remediation shall not be charged tuition by the school division.

The requirement for remediation may, however, be satisfied by the student's attendance in a program of prevention, intervention or remediation that has been selected by his parent, in consultation with the division superintendent or his designee, and is either (i) conducted by an accredited private school or (ii) a special program that has been determined to be comparable to the required public school remediation program by the division superintendent. The costs of such private school remediation program or other special remediation program shall be borne by the student's parent.

The Board of Education shall establish standards for full funding of summer remedial programs that shall include, but not be limited to, the minimum number of instructional hours or the equivalent thereof required for full funding and an assessment system designed to evaluate program effectiveness. Based on the number of students attending and the Commonwealth's share of the per pupil instructional costs, state funds shall be provided for the full cost of summer and other remediation programs as set forth in the appropriation act, provided such programs comply with such standards as shall be established by the Board, pursuant to § 22.1-199.2.

D. Local school boards shall also implement the following:

1. Programs in grades K through three that emphasize developmentally appropriate learning to enhance success.
2. Programs based on prevention, intervention, or remediation designed to increase the number of students who earn a high school diploma and to prevent students from dropping out of school. Such programs shall include components that are research-based.
3. Career and technical education programs incorporated into the K through 12 curricula that include:
 - a. Knowledge of careers and all types of employment opportunities including, but not limited to, apprenticeships, entrepreneurship and small business ownership, the military, and the teaching profession, and emphasize the advantages of completing school with marketable skills;
 - b. Career exploration opportunities in the middle school grades; and
 - c. Competency-based career and technical education programs that integrate academic outcomes, career guidance and job-seeking skills for all secondary students. Programs must be based upon labor market needs and student interest. Career guidance shall include counseling about available employment opportunities and placement services for students exiting school. Each school board shall develop and implement a plan to ensure compliance with the provisions of this subdivision. Such plan shall be developed with the input of area business and industry representatives and local community colleges and shall be submitted to the Superintendent of Public Instruction in accordance with the timelines established by federal law.
4. Early identification of students with disabilities and enrollment of such students in appropriate instructional programs consistent with state and federal law.
5. Early identification of gifted students and enrollment of such students in appropriately differentiated instructional programs.
6. Educational alternatives for students whose needs are not met in programs prescribed elsewhere in these standards. Such students shall be counted in average daily membership (ADM) in accordance with the regulations of the Board of Education.

7. Adult education programs for individuals functioning below the high school completion level. Such programs may be conducted by the school board as the primary agency or through a collaborative arrangement between the school board and other agencies.
8. A plan to make achievements for students who are educationally at risk a divisionwide priority that shall include procedures for measuring the progress of such students.
9. A plan to notify students and their parents of the availability of dual enrollment and advanced placement classes, the International Baccalaureate Program, and Academic Year Governor's School Programs, the qualifications for enrolling in such classes and programs, and the availability of financial assistance to low-income and needy students to take the advanced placement and International Baccalaureate examinations.
10. Identification of students with limited English proficiency and enrollment of such students in appropriate instructional programs.
11. Early identification, diagnosis, and assistance for students with reading and mathematics problems and provision of instructional strategies and reading and mathematics practices that benefit the development of reading and mathematics skills for all students.
12. Incorporation of art, music, and physical education as a part of the instructional program at the elementary school level.
13. A program of physical fitness available to all students with a goal of at least 150 minutes per week on average during the regular school year. Such program may include any combination of (i) physical education classes, (ii) extracurricular athletics, or (iii) other programs and physical activities deemed appropriate by the local school board.
Each local school board shall incorporate into its local wellness policy a goal for the implementation of such program during the regular school year.
14. A program of student services for grades kindergarten through 12 that shall be designed to aid students in their educational, social, and career development.
15. The collection and analysis of data and the use of the results to evaluate and make decisions about the instructional program.

E. From such funds as may be appropriated or otherwise received for such purpose, there shall be established within the Department of Education a unit to (i) conduct evaluative studies; (ii) provide the resources and technical assistance to increase the capacity for school divisions to deliver quality instruction; and (iii) assist school divisions in implementing those programs and practices that will enhance pupil academic performance and improve family and community involvement in the public schools. Such unit shall identify and analyze effective instructional programs and practices and professional development initiatives; evaluate the success of programs encouraging parental and family involvement; assess changes in student outcomes prompted by family involvement; and collect and disseminate among school divisions information regarding effective instructional programs and practices, initiatives promoting family and community involvement, and potential funding and support sources. Such unit may also provide resources supporting professional development for administrators and teachers.

In providing such information, resources, and other services to school divisions, the unit shall give priority to those divisions demonstrating a less than 70 percent passing rate on the Standards of Learning assessments.

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

A. Each local school board shall award diplomas to all secondary school students, including students who transfer from nonpublic schools or from home instruction, who earn the units of credit prescribed by the Board of Education, pass the prescribed tests, and meet such other requirements as may be prescribed by the local school board and approved by the Board of Education. Provisions shall be made to facilitate the transfer and appropriate grade placement of students from other public secondary schools, from nonpublic schools, or from home instruction as outlined in the standards for accreditation.

Further, reasonable accommodation to meet the requirements for diplomas shall be provided for otherwise qualified students with disabilities as needed.

In addition, each local school board may devise, vis-à-vis the award of diplomas to secondary school students, a mechanism for calculating class rankings that takes into consideration whether the student has taken a required class more than one time and has had any prior earned grade for such required class expunged.

Each local school board shall notify the parents of rising eleventh and twelfth grade students of (i) the number and subject area requirements of standard and verified units of credit required for graduation pursuant to the standards for accreditation and (ii) the remaining number and subject area requirements of such units of credit the individual student requires for graduation.

B. Students identified as disabled who complete the requirements of their individualized education programs shall be awarded special diplomas by local school boards.

Each local school board shall notify the parent of such students with disabilities who have an individualized education program and who fail to meet the requirements for a standard or advanced studies diploma of the student's right to a free and appropriate education to age 21, inclusive, pursuant to Article 2 (§ 22.1-213 et seq.) of Chapter 13 of this title.

C. Students who have completed a prescribed course of study as defined by the local school board shall be awarded certificates of program completion by local school boards if they are not eligible to receive a standard, advanced studies, modified standard, special or general achievement diploma.

Each local school board shall provide notification of the right to a free public education for students who have not reached 20 years of age on or before August 1 of the school year, pursuant to Chapter 1 (§ 22.1-1 et seq.) of this title, to the parent of students who fail to graduate or who have failed to achieve the number of verified units of credit required for graduation as provided in the standards of accreditation. If such student who does not graduate or achieve such verified units of credit is a student for whom English is a second language, the local school board shall notify the parent of the student's opportunity for a free public education in accordance with § 22.1-5.

D. In establishing course and credit requirements for a high school diploma, the Board shall:

1. Provide for the selection of integrated learning courses meeting the Standards of Learning and approved by the Board to satisfy graduation credit requirements, which shall include Standards of Learning testing, as necessary;
2. Establish the requirements for a standard, modified standard, or advanced studies high school diploma, which shall include one credit in fine or performing arts or career and technical education and one credit in United States and Virginia history. The requirements for a standard high school diploma shall, however, include at least two sequential electives chosen from a concentration of courses selected from a variety of options that may be planned to ensure the completion of a focused sequence of elective courses. Students may take such focused sequence of elective courses in consecutive years or any two years of high school. Such focused sequence of elective courses shall provide a foundation for further education or training or

preparation for employment and shall be developed by the school division, consistent with Board of Education guidelines and as approved by the local school board;

3. Establish the requirements for a technical diploma. This diploma shall meet or exceed the requirements of a standard diploma and will include a concentration in career and technical education, as established in Board regulations. A student who meets the requirement for the advanced studies diploma who also fulfills a concentration in career and technical education shall receive an advanced technical diploma, or if he chooses, he shall receive an advanced studies diploma. The Board may develop or designate assessments in career and technical education for the purposes of awarding verified credit pursuant to subdivision 6.

4. Provide, in the requirements for the verified units of credit stipulated for obtaining the standard or advanced studies diploma, that students completing elective classes into which the Standards of Learning for any required course have been integrated may take the relevant Standards of Learning test for the relevant required course and receive, upon achieving a satisfactory score on the specific Standards of Learning assessment, a verified unit of credit for such elective class that shall be deemed to satisfy the Board's requirement for verified credit for the required course;

5. Establish a procedure to facilitate the acceleration of students that allows qualified students, with the recommendation of the division superintendent, without completing the 140-hour class, to obtain credit for such class upon demonstration of mastery of the course content and objectives. Having received credit for the course, the student shall be permitted to sit for the relevant Standards of Learning assessment and, upon receiving a passing score, shall earn a verified credit. Nothing in this section shall preclude relevant school division personnel from enforcing compulsory attendance in public schools; and

6. Provide for the award of verified units of credit for passing scores on industry certifications, state licensure examinations, and national occupational competency assessments approved by the Board of Education.

School boards shall report annually to the Board of Education the number of industry certifications obtained, state licensure examinations passed, and the number of career and technical education completers that graduated. These numbers shall be reported as categories on the School Performance Report Card.

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

In addition, the Board may:

a. For the purpose of awarding verified units of credit, approve the use of additional or substitute tests for the correlated Standards of Learning assessment, such as academic achievement tests, industry certifications or state licensure examinations; and

b. Permit students completing career and technical education programs designed to enable such students to pass such industry certification examinations or state licensure examinations to be awarded, upon obtaining satisfactory scores on such industry certification or licensure examinations, the appropriate verified units of credit for one or more career and technical education classes into which relevant Standards of Learning for various classes taught at the same level have been integrated. Such industry certification and state licensure examinations may cover relevant Standards of Learning for various required classes and may, at the discretion of the Board, address some Standards of Learning for several required classes.

E. In the exercise of its authority to recognize exemplary academic performance by providing for diploma seals, the Board of Education shall develop criteria for recognizing exemplary performance in career and technical education programs by students who have completed the requirements for a standard or advanced studies diploma and shall award seals on the diplomas of students meeting such criteria.

In addition, the Board shall establish criteria for awarding a diploma seal for advanced mathematics and technology for the standard and advanced studies diplomas. The Board shall

consider including criteria for (i) technology courses; (ii) technical writing, reading, and oral communication skills; (iii) technology-related practical arts training; and (iv) industry, professional, and trade association national certifications.

The Board shall also establish criteria for awarding a diploma seal for excellence in civics education and understanding of our state and federal constitutions and the democratic model of government for the standard and advanced studies diplomas. The Board shall consider including criteria for (i) successful completion of history, government, and civics courses, including courses that incorporate character education; (ii) voluntary participation in community service or extracurricular activities that includes the types of activities that shall qualify as community service and the number of hours required; and (iii) related requirements as it deems appropriate.

F. The Board shall establish, by regulation, requirements for the award of a general achievement diploma for those persons who have (i) achieved a passing score on the GED examination; (ii) successfully completed an education and training program designated by the Board of Education; and (iii) satisfied other requirements as may be established by the Board for the award of such diploma.

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

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

§ [22.1-253.13:5](#). Standard 5. Quality of classroom instruction and educational leadership.

A. Each member of the Board of Education shall participate in high-quality professional development programs on personnel, curriculum and current issues in education as part of his service on the Board.

B. Consistent with the finding that leadership is essential for the advancement of public education in the Commonwealth, teacher, administrator, and superintendent evaluations shall be consistent with the performance objectives included in the Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents. Teacher evaluations shall include regular observation and evidence that instruction is aligned with the school's curriculum. Evaluations shall include identification of areas of individual strengths and weaknesses and recommendations for appropriate professional activities.

C. The Board of Education shall provide guidance on high-quality professional development for (i) teachers, principals, supervisors, division superintendents and other school staff; (ii) administrative and supervisory personnel in the evaluation and documentation of teacher and administrator performance based on student academic progress and the skills and knowledge of such instructional or administrative personnel; (iii) school board members on personnel, curriculum and current issues in education; and (iv) programs in Braille for teachers of the blind and visually impaired, in cooperation with the Virginia Department for the Blind and Vision Impaired.

The Board shall also provide technical assistance on high-quality professional development to local school boards designed to ensure that all instructional personnel are proficient in the use of educational technology consistent with its comprehensive plan for educational technology.

D. Each local school board shall require (i) its members to participate annually in high-quality professional development activities at the state, local, or national levels on governance, including, but not limited to, personnel policies and practices; curriculum and instruction; use of data in planning and decision making; and current issues in education as part of their service on the local board and (ii) the division superintendent to participate annually in high-quality professional development activities at the local, state or national levels.

E. Each local school board shall provide a program of high-quality professional development (i) in the use and documentation of performance standards and evaluation criteria based on student

academic progress and skills for teachers and administrators to clarify roles and performance expectations and to facilitate the successful implementation of instructional programs that promote student achievement at the school and classroom levels; (ii) as part of the license renewal process, to assist teachers and principals in acquiring the skills needed to work with gifted students, students with disabilities, and students who have been identified as having limited English proficiency and to increase student achievement and expand the knowledge and skills students require to meet the standards for academic performance set by the Board of Education; (iii) in educational technology for all instructional personnel which is designed to facilitate integration of computer skills and related technology into the curricula, and (iv) for administrative personnel designed to increase proficiency in instructional leadership and management, including training in the evaluation and documentation of teacher and administrator performance based on student academic progress and the skills and knowledge of such instructional or administrative personnel.

In addition, each local school board shall also provide teachers and principals with high-quality professional development programs each year in (i) instructional content; (ii) the preparation of tests and other assessment measures; (iii) methods for assessing the progress of individual students, including Standards of Learning assessment materials or other criterion-referenced tests that match locally developed objectives; (iv) instruction and remediation techniques in English, mathematics, science, and history and social science; (v) interpreting test data for instructional purposes; (vi) technology applications to implement the Standards of Learning; and (vii) effective classroom management.

F. Schools and school divisions shall include as an integral component of their comprehensive plans required by § [22.1-253.13:6](#), high-quality professional development programs that support the recruitment, employment, and retention of qualified teachers and principals. Each school board shall require all instructional personnel to participate each year in these professional development programs.

G. Each local school board shall annually review its professional development program for quality, effectiveness, participation by instructional personnel, and relevancy to the instructional needs of teachers and the academic achievement needs of the students in the school division.

§ [22.1-253.13:6](#). Standard 6. Planning and public involvement.

A. The Board of Education shall adopt a statewide comprehensive, unified, long-range plan based on data collection, analysis, and evaluation. Such plan shall be developed with statewide participation. The Board shall review the plan biennially and adopt any necessary revisions. The Board shall post the plan on the Department of Education's website if practicable, and, in any case, shall make a hard copy of such plan available for public inspection and copying.

This plan shall include the objectives of public education in Virginia, including strategies for first improving student achievement, particularly the achievement of educationally at-risk students, then maintaining high levels of student achievement; an assessment of the extent to which these objectives are being achieved; a forecast of enrollment changes; and an assessment of the needs of public education in the Commonwealth. In the annual report required by § [22.1-18](#), the Board shall include an analysis of the extent to which these Standards of Quality have been achieved and the objectives of the statewide comprehensive plan have been met. The Board shall also develop, consistent with, or as a part of, its comprehensive plan, a detailed comprehensive, long-range plan to integrate educational technology into the Standards of Learning and the curricula of the public schools in Virginia, including career and technical education programs. The Board shall review and approve the comprehensive plan for educational technology and may require the revision of such plan as it deems necessary.

B. Each local school board shall adopt a divisionwide comprehensive, unified, long-range plan based on data collection, an analysis of the data, and how the data will be utilized to improve classroom instruction and student achievement. The plan shall be developed with staff and community involvement and shall include, or be consistent with, all other divisionwide plans required by state and federal laws and regulations. Each local school board shall review the plan biennially and adopt any necessary revisions. Prior to the adoption of any divisionwide

comprehensive plan or revisions thereto, each local school board shall post such plan or revisions on the division's Internet website if practicable, and, in any case, shall make a hard copy of the plan or revisions available for public inspection and copying and shall conduct at least one public hearing to solicit public comment on the divisionwide plan or revisions.

The divisionwide comprehensive plan shall include, but shall not be limited to, (i) the objectives of the school division, including strategies for first improving student achievement, particularly the achievement of educationally at-risk students, then maintaining high levels of student achievement; (ii) an assessment of the extent to which these objectives are being achieved; (iii) a forecast of enrollment changes; (iv) a plan for projecting and managing enrollment changes including consideration of the consolidation of schools to provide for a more comprehensive and effective delivery of instructional services to students and economies in school operations; (v) an evaluation of the appropriateness of establishing regional programs and services in cooperation with neighboring school divisions; (vi) a plan for implementing such regional programs and services when appropriate; (vii) a technology plan designed to integrate educational technology into the instructional programs of the school division, including the school division's career and technical education programs, consistent with, or as a part of, the comprehensive technology plan for Virginia adopted by the Board of Education; (viii) an assessment of the needs of the school division and evidence of community participation, including parental participation, in the development of the plan; (ix) any corrective action plan required pursuant to § [22.1-253.13:3](#); and (x) a plan for parent and family involvement to include building successful school and parent partnerships that shall be developed with staff and community involvement, including participation by parents.

A report shall be presented by each school board to the public by November 1 of each odd-numbered year on the extent to which the objectives of the divisionwide comprehensive plan have been met during the previous two school years.

C. Each public school shall also prepare a comprehensive, unified, long-range plan, which the relevant school board shall consider in the development of its divisionwide comprehensive plan.

D. The Board of Education shall, in a timely manner, make available to local school boards information about where current Virginia school laws, Board regulations and revisions, and copies of relevant Opinions of the Attorney General of Virginia may be located online.

§ [22.1-253.13:7](#). Standard 7. School board policies.

A. Each local school board shall develop policies and procedures to address complaints of sexual abuse of a student by a teacher or other school board employee.

B. Each local school board shall maintain and follow up-to-date policies. All school board policies shall be reviewed at least every five years and revised as needed.

C. Each local school board shall ensure that policies are developed giving consideration to the views of teachers, parents, and other concerned citizens and addressing the following:

1. A system of two-way communication between employees and the local school board and its administrative staff whereby matters of concern can be discussed in an orderly and constructive manner;
2. The selection and evaluation of all instructional materials purchased by the school division, with clear procedures for handling challenged controversial materials;
3. The standards of student conduct and attendance and enforcement procedures designed to provide that public education be conducted in an atmosphere free of disruption and threat to persons or property and supportive of individual rights;
4. School-community communications and community involvement;
5. Guidelines to encourage parents to provide instructional assistance to their children in the home, which may include voluntary training for the parents of children in grades K through three;
6. Information about procedures for addressing concerns with the school division and recourse available to parents pursuant to § [22.1-87](#);

7. A cooperatively developed procedure for personnel evaluation appropriate to tasks performed by those being evaluated; and

8. Grievances, dismissals, etc., of teachers, and the implementation procedure prescribed by the General Assembly and the Board of Education, as provided in Article 3 (§ [22.1-306](#) et seq.) of Chapter 15 of this title, and the maintenance of copies of such procedures.

D. A current copy of the school division policies, required by this section, including the Student Conduct Policy, shall be posted on the division's website and shall be available to employees and to the public. School boards shall ensure that printed copies of such policies are available as needed to citizens who do not have online access.

E. An annual announcement shall be made in each division at the beginning of the school year and, for parents of students enrolling later in the academic year, at the time of enrollment, advising the public that the policies are available in such places.

§ [22.1-253.13:8](#). Compliance.

The Standards of Quality prescribed in this chapter shall be the only standards of quality required by Article VIII, Section 2 of the Constitution of Virginia.

Each local school board shall provide, as a minimum, the programs and services, as provided in the Standards of Quality prescribed above, with state and local funds as apportioned by the General Assembly in the appropriation act and to the extent funding is provided by the General Assembly.

Each local school board shall report its compliance with the Standards of Quality to the Board of Education annually. The report of compliance shall be submitted to the Board of Education by the chairman of the local school board and the division superintendent.

Noncompliance with the Standards of Quality shall be included in the Board of Education's annual report to the Governor and the General Assembly as required by § [22.1-18](#).

As required by § [22.1-18](#), the Board of Education shall submit to the Governor and the General Assembly a report on the condition and needs of public education in the Commonwealth and shall identify any school divisions and the specific schools therein that have failed to establish and maintain schools meeting the existing prescribed Standards of Quality.

The Board of Education shall have authority to seek school division compliance with the foregoing Standards of Quality. When the Board of Education determines that a school division has failed or refused, and continues to fail or refuse, to comply with any such Standard, the Board may petition the circuit court having jurisdiction in the school division to mandate or otherwise enforce compliance with such standard, including the development or implementation of any required corrective action plan that a local school board has failed or refused to develop or implement in a timely manner.