Virginia's Race to the Top Application

Appendices

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Appendix (A)(1)

State's Education Reform Agenda and Participation of Local Education Agencies (LEAs)

A. Regulations Outlining Virginia's School Accountability System

Excerpt from *Regulations Establishing Standards for Accrediting Public Schools In Virginia – July 31, 2009-* 8 VAC 20-131

Part VIII
School Accreditation

8 VAC 20-131-280. Expectations for school accountability.

A. Schools will be accredited annually based on compliance with pre-accreditation eligibility requirements and achievement of the school accountability requirements of 8 VAC 20-131-300 C.

B. Each school shall be accredited based, primarily, on achievement of the criteria established in 8 VAC 20-131-30 and in 8 VAC 20-131-50 as specified below:

1. The percentage of students passing the Virginia assessment program tests in the four core academic areas administered in the school, with the accreditation rating calculated on a trailing three-year average that includes the current year scores and the scores from the two most recent years in each applicable academic area, or on the current year's scores, whichever is higher.

2. The percentage of students graduating from or completing high school based on a graduation and completion index prescribed by the Board of Education. The accreditation rating of any school with a twelfth grade shall be determined based on achievement of required SOL pass rates and percentage points on the board's graduation and completion index. School accreditation shall be determined by the school's current year index points or a trailing three-year average of index points that includes the current year and the two most recent years, whichever is higher. The Board of Education's graduation and completion index shall include weighted points for diploma graduates (100 points), GED recipients (75 points), students not graduating but still in school (70 points), and students earning certificates of program completion (25 points). The Board of Education's graduation and completion index shall account for all students in the graduating class's ninth-grade cohort, plus students transferring in, minus students transferring out and deceased students. Those students who are not included in one of the preceding categories will also be included in the index.

3. The number of students who successfully complete a remediation recovery program.

4. Schools, with grade configurations that do not house a grade or offer courses for which SOL tests or additional tests approved by the Board of Education as outlined in 8 VAC 20-131-110 are administered, will be paired with another school in the division housing one or more of the grades in which SOL tests are administered. The pairing of such schools will be made upon the recommendation of the local superintendent. The schools should have a "feeder" relationship and the grades should be contiguous.

C. Subject to the provisions of 8 VAC 20-131-350, the governing school board of special purpose schools such as those provided for in § 22.1-26 of the Code of Virginia, Governor's

schools, special education schools, alternative schools, or career and technical schools that serve as the student's school of principal enrollment may seek approval of an alternative accreditation plan from the Board of Education. Schools offering alternative education programs and schools with a graduation cohort of 50 or fewer students as defined by the graduation rate formula adopted by the board may request that the board approve an alternative accreditation plan to meet the graduation and completion index benchmark. Special purpose schools with alternative accreditation plans shall be evaluated on standards appropriate to the programs offered in the school and approved by the board prior to August 1 of the school year for which approval is requested. Any student graduating from a special purpose school with a Standard, Advanced Studies, or Modified Standard Diploma must meet the requirements prescribed in 8 VAC 20-131-50.

D. When calculating the passing rates on Virginia assessment program tests for the purpose of school accreditation, the following tolerances for limited English proficient (LEP) and transfer students will apply:

1. The scores of LEP students enrolled in Virginia public schools fewer than 11 semesters may be removed from the calculation used for the purpose of school accreditation required by 8 VAC 20-131-280 B and 8 VAC 20-131-300 C. Completion of a semester shall be based on school membership days. Membership days are defined as the days the student is officially enrolled in a Virginia public school, regardless of days absent or present. For a semester to count as a completed semester, a student must have been in membership for a majority of the membership days of the semester. These semesters need not be consecutive.

2. In accordance with the provisions of 8 VAC 20-131-30, all students who transfer into Virginia public schools are expected to take and pass all applicable SOL tests in the content areas in which they receive instruction.

3. All students who transfer within a school division shall have their scores counted in the calculation of the school's accreditation rating. Students who transfer into a Virginia school from home instruction, or from another Virginia school division, another state, or another country, in grades kindergarten through 8 shall be expected to take all applicable SOL tests or additional tests approved by the board as outlined in 8 VAC 20-131-110. If the transfer takes place after the 20th instructional day following the opening of school, the scores on these tests may be used in calculating school accreditation ratings.

4. Students who transfer into a Virginia middle or high school from home instruction, or from another state or country, and enroll in a course for which there is an end-of-course SOL test, shall be expected to take the test or additional tests for that course approved by the board as outlined in 8 VAC 20-131-110. If the transfer takes place after 20 instructional hours per course have elapsed following the opening of school or beginning of the semester, if applicable, the scores on those tests may be used in calculating school accreditation ratings in the year the transfer occurs.

5. Students who enroll on the first day of school and subsequently transfer to a school outside of the division for a total amount of instructional time equal to or exceeding 50 percent of a current school year or semester, whether the transfer was a singular or multiple occurrence, and return during the same school year shall be expected to take any applicable SOL test.

The scores of those tests may be used in calculating the school accreditation rating in the year in which the transfers occur.

E. The Board of Education may adopt special provisions related to the administration and use of any Virginia assessment program test in a content area. The Board of Education may adopt special provisions related to the administration and use of the graduation and completion index, as prescribed by the board. The Board of Education may also alter the inclusions and exclusions from the accreditation calculations by providing adequate notice to local school boards. The board may add new tests or discontinue the use of existing tests in the Virginia Assessment Program by providing adequate notice to local school boards.

F. As a prerequisite to the awarding of an accreditation rating as defined in 8 VAC 20-131-300, each new or existing school shall document, in a manner prescribed by the board, the following: (i) the division's promotion/retention policies developed in accordance with the requirements of 8 VAC 20-131-30, (ii) compliance with the requirements to offer courses that will allow students to complete the graduation requirements in 8 VAC 20-131-50, (iii) the ability to offer the instructional program prescribed in 8 VAC 20-131-70 through 8 VAC 20-131-100, (iv) the leadership and staffing requirements of 8 VAC 20-131-210 through 8 VAC 20-131-240, and (v) the facilities and safety provisions of 8 VAC 20-131-260. The division superintendent shall report to the department compliance with this subsection through the pre-accreditation eligibility procedures in 8 VAC 20-131-290.

8 VAC 20-131-290. Procedures for certifying accreditation eligibility.

A. Schools will be accredited under these standards annually based, in part, on compliance with the pre-accreditation eligibility requirements described in 8 VAC 20-131-280 F.

B. To be eligible for accreditation, the principal of each school and the division superintendent shall report to the Department of Education:

1. The extent to which each school continues to meet standards reported as met in the previous year described in 8 VAC 20-131-280 F.

2. That the SOL have been fully incorporated into the school division's curriculum in all accreditation-eligible schools and the SOL material is being taught to all students eligible to take the SOL tests. This shall be certified by each school division superintendent as part of the pre-accreditation eligibility determination process.

3. Actions taken to correct any noncompliance issues cited in the previous year.

4. Compliance with subsection B of 8 VAC 20-131-270.

The principal of each school and the division superintendent shall submit pre-accreditation eligibility reports in a manner prescribed by the board to the Department of Education. Failure to submit the reports on time will constitute grounds for denying accreditation to the school.

C. In keeping with provisions of the Standards of Quality, and in conjunction with the long-range comprehensive plan of the division, each school shall prepare and implement a biennial school plan which shall be available to students, parents, staff, and the public. Each biennial school plan

shall be evaluated as part of the development of the next biennial plan. Schools may use other plans to satisfy the requirement for the biennial plan with prior written approval from the Department of Education.

D. With the approval of the local school board, local schools seeking to implement experimental or innovative programs, or both, that are not consistent with these standards shall submit a waiver request, on forms provided, to the board for evaluation and approval prior to implementation. The request must include the following:

1. Purpose and objectives of the experimental/innovative programs;

2. Description and duration of the programs;

3. Anticipated outcomes;

4. Number of students affected;

5. Evaluation procedures; and

6. Mechanisms for measuring goals, objectives, and student academic achievement.

Except as specified below, the board may grant, for a period up to five years, a waiver of these regulations that are not mandated by state or federal law or designed to promote health or safety. The board may grant all or a portion of the request. Waivers of requirements in 8 VAC 20-131-30, 8 VAC 20-131-50, 8 VAC 20-131-70, and 8 VAC 20-131-280 through 8 VAC 20-131-340 shall not be granted, and no waiver may be approved for a program which would violate the provisions of the Standards of Quality.

8 VAC 20-131-300. Application of the standards.

A. Schools that meet the pre-accreditation eligibility requirements prescribed in 8 VAC 20-131-280 F shall be assigned one of the following ratings as described in this section:

1. Fully Accredited;

2. Accredited with Warning in (specified academic area or areas and/or in achievement of the minimum threshold for the graduation and completion index);

3. Accreditation Denied;

4. Conditionally Accredited;

5. Provisionally Accredited-Graduation Rate;

B. Compliance with the student academic achievement expectations shall be documented to the board directly through the reporting of the results of student performance on SOL tests and other alternative means of assessing student academic achievement as outlined in 8 VAC 20-131-110. To facilitate accurate reporting of the graduation and completion index, the State Testing Identifier (STI) for students who transfer into a Virginia public school from another Virginia public school shall be retained by the receiving school. Compliance with other provisions of

these regulations will be documented in accordance with procedures prescribed by the Board of Education.

C. Accreditation ratings defined. Accreditation ratings awarded in an academic year are based upon Virginia assessment program scores from the academic year immediately prior to the year to which the accreditation rating applies. Accreditation ratings are defined as follows:

1. Fully accredited.

a. With tests administered in the academic years 2006-2007, 2007-2008, 2008-2009, and 2009-2010 for the accreditation ratings awarded for academic years 2007-2008, 2008-2009, 2009-2010, and 2010-2011 respectively, a school will be rated Fully Accredited when its eligible students meet the pass rate of 70% in each of the four core academic areas except, the pass rates required shall be 75% in third-grade through fifth-grade English and 50% in third-grade science and history/social science.

b. For schools housing grade configurations where multiple pass rates apply, the results of the tests may be combined in each of the four core academic areas for the purpose of calculating the school's accreditation rating provided the school chooses to meet the higher pass rate.

c. With tests administered beginning in the academic year 2010-2011 for the accreditation ratings awarded for school year 2011-2012 and beyond, a school will be rated Fully Accredited when its eligible students meet the pass rate of 75% in English and the pass rate of 70% in mathematics, science, and history and social science. Additionally, each school with a graduating class shall achieve a minimum of 85 percentage points on the Board of Education's graduation and completion index, as described in 8 VAC 20-131-280 B 2, to be rated Fully Accredited.

d. For accreditation purposes, the pass rate will be calculated as single rates for each of the four core academic areas by combining all scores of all tests administered in each subject area.

2. Accredited with Warning (in specific academic areas and/or in achievement of the minimum threshold for the graduation and completion index). A school will be Accredited with Warning (in specific academic areas and/or in achievement of the minimum threshold for the graduation and completion index) if it has failed to achieve Fully Accredited status. Such a school may remain in the Accredited with Warning status for no more than three consecutive years.

3. Accreditation Denied. Based on a school's academic performance and/or achievement of the minimum threshold for the graduation and completion index, a school shall be rated Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited or Provisionally Accredited-Graduation Rate, for the preceding three consecutive years or for three consecutive years anytime thereafter.

In any school division in which one-third or more of the schools have been rated Accreditation Denied, the superintendent shall be evaluated by the local school board with a

copy of such evaluation submitted to the Board of Education no later than December 1 of each year in which such condition exists. In addition, the Board of Education may take action against the local school board as permitted by the Standards of Quality due to the failure of the local board to maintain accredited schools.

4. Conditionally Accredited. New schools that are comprised of students from one or more existing schools in the division will be awarded a Conditionally Accredited-New status for one year pending an evaluation of the school's eligible students' performance on SOL tests or additional tests approved by the Board of Education to be rated Fully Accredited. A Conditionally Accredited-Reconstituted rating may be awarded to a school that is being reconstituted in accordance with the provisions of 8 VAC 20-131-340 upon approval by the Board of Education. A school awarded this rating under those circumstances will revert to a status of Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited by the end of the agreed upon term or if it fails to have its annual application for such rating renewed.

5. Provisionally Accredited-Graduation Rate. With tests administered in the academic years 2010-2011, 2011-2012, 2012-2013, 2013-2014, 2014-2015 for the accreditation ratings awarded for academic years 2011-2012, 2012-2013, 2013-2014, 2014-2015, and 2015-2016 respectively, a school will be rated Provisionally Accredited-Graduation Rate when its eligible students meet SOL pass rates to be rated Fully Accredited but fails to achieve a minimum of 85 percentage index points on the Board of Education's graduation and completion index, but achieve the following minimum benchmarks for each year:

Graduation and Completion Index Benchmarks for Provisionally Accredited Ratings

Academic Year	Accreditation Year	Index Percentage Points
2010-2011	2011-2012	80
2011-2012	2012-2013	81
2012-2013	2013-2014	82
2013-2014	2014-2015	83
2014-2015	2015-2016	84

The last year in which this rating shall be awarded is the 2015-2016 accreditation year, based on tests administered in the 2014-2015 academic year.

8 VAC 20-131-310. Action requirements for schools that are Accredited with Warning or Provisionally Accredited-Graduation Rate.

A. With such funds as are appropriated by the General Assembly, the Department of Education shall develop a school academic review process and monitoring plan designed to assist schools rated as Accredited with Warning. All procedures and operations for the academic review process shall be approved and adopted by the board.

Schools rated Accredited with Warning or Provisionally Accredited-Graduation Rate must undergo an academic review in accordance with guidelines adopted by the board and prepare a school improvement plan as required by subsection F of this section.

B. Any school that is rated Accredited with Warning in English or mathematics shall adopt a research-based instructional intervention that has a proven track record of success at raising student achievement in those areas as appropriate.

C. The superintendent and principal shall certify in writing to the Board of Education that such an intervention has been adopted and implemented.

D. The board shall publish a list of recommended instructional interventions, which may be amended from time to time.

E. Adoption of instructional interventions referenced in subsections B and D of this section shall be funded by eligible local, state, and federal funds.

F. A three-year School Improvement Plan must be developed and implemented, based on the results of an academic review of each school that is rated Accredited with Warning or Provisionally Accredited-Graduation Rate upon receipt of notification of the awarding of this rating and receipt of the results of the academic review. The plan:

1. Shall be developed with the assistance of parents and teachers and made available to the public;

2. Must include the components outlined in subsection G of this section; and

3. Must be approved by the division superintendent and the local school board and be designed to assist the school in meeting the student achievement standard to be Fully Accredited as outlined in 8 VAC 20-131-300.

G. The improvement plan shall include the following:

1. A description of how the school will meet the requirements to be Fully Accredited, for each of the years covered by the plan;

2. Specific measures for achieving and documenting student academic improvement;

3. A description of the amount of time in the school day devoted to instruction in the core academic areas;

4. Instructional practices designed to remediate students who have not been successful on SOL tests;

5. Intervention strategies designed to prevent further declines in student performance and graduation rates;

6. Staff development needed;

7. Strategies to involve and assist parents in raising their child's academic performance;

8. The need for flexibility or waivers to state or local regulations to meet the objectives of the plan; and

9. A description of the manner in which local, state, and federal funds are used to support the implementation of the components of this plan.

As part of its approval of the school improvement plan, the board may grant a local school board a waiver from the requirements of any regulations promulgated by the board when such a waiver is available.

H. The school improvement plan and related annual reports submitted to the board shall provide documentation of the continuous efforts of the school to achieve the requirements to become rated Fully Accredited. The board shall adopt and approve all policies and formats for the submission of annual reports under this section. The reports shall be due no later than October 1 of the school year.

8 VAC 20-131-315. Action requirements for schools that are denied accreditation.

A. Any school rated Accreditation Denied in accordance with 8 VAC 20-131-300 shall be subject to actions prescribed by the Board of Education and shall provide parents of enrolled students and other interested parties with the following:

1. Written notice of the school's accreditation rating within 30 calendar days of the notification of the rating from the Department of Education;

2. A copy of the school division's proposed corrective action plan, including a timeline for implementation, to improve the school's accreditation rating; and

3. An opportunity to comment on the division's proposed corrective action plan.

Such public comment shall be received and considered by the school division prior to finalizing the school's corrective action plan and a Board of Education memorandum of understanding with the local school board.

B. Any school rated Accreditation Denied in accordance with 8 VAC 20-131-300 shall be subject to actions prescribed by the Board of Education and affirmed through a memorandum of understanding between the Board of Education and the local school board. The local school board shall submit a corrective action plan to the Board of Education for its consideration in prescribing actions in the memorandum of understanding within 45 days of the notification of the

rating. The memorandum of understanding shall be entered into no later than November 1 of the academic year in which the rating is awarded.

The local board shall submit status reports detailing implementation of actions prescribed by the memorandum of understanding to the Board of Education. The status reports shall be signed by the school principal, division superintendent, and the chair of the local school board. The school principal, division superintendent, and the chair of the local school board may be required to appear before the Board of Education to present status reports.

The memorandum of understanding may also include but not be limited to:

1. Undergoing an educational service delivery and management review. The Board of Education shall prescribe the content of such review and approve the reviewing authority retained by the school division.

2. Employing a turnaround specialist credentialed by the state to address those conditions at the school that may impede educational progress and effectiveness and academic success.

C. As an alternative to the memorandum of understanding outlined in subsection B of this section, a local school board may choose to reconstitute a school rated Accreditation Denied and apply to the Board of Education for a rating of Conditionally Accredited. The application shall outline specific responses that address all areas of deficiency that resulted in the Accreditation Denied rating and may include any of the provisions of subsection B of this section.

If a local school board chooses to reconstitute a school, it may annually apply for an accreditation rating of Conditionally Accredited as provided for in 8 VAC 20-131-300 C 5. The Conditionally Accredited rating may be granted for a period not to exceed three years if the school is making progress toward a rating of Fully Accredited in accordance with the terms of the Board of Education's approval of the reconstitution application. The school will revert to a status of Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited by the end of the three-year term or if it fails to have its annual application for such rating renewed.

D. The local school board may choose to close a school rated Accreditation Denied or to combine such school with a higher performing school in the division.

E. A local school board that has any school with the status of Accreditation Denied shall annually report each school's progress toward meeting the requirements to be rated Fully Accredited to the Board of Education. The local board shall submit such report in a manner prescribed by the Board of Education no later than October 1 of each year. Such reports on each school's progress shall be included in the Board of Education's annual report on the condition and needs of public education to the Governor, and the General Assembly submitted on November 15 of each year.

COMMONWEALTH of VIRGINIA
Department of Education ◆ P. O. Box 2120 ◆ Richmond, VA 23218-2120

RACE TO THE TOP MEMORANDUM OF UNDERSTANDING

PLEASE NOTE THAT:

- SIGNATURES ARE REQUIRED ON PAGES 5 AND 11
- RESPONSES ARE REQUIRED IN ALL AREAS SHADED IN YELLOW
- SCHOOL DIVISION PARTICIPATION OPTIONS ARE OUTLINED IN SECTION VI
- A BRIEF DATA COLLECTION ON TEACHER AND PRINCIPAL EVALUATIONS IS INCUDED AS DATA SUPPLEMENT A AND SHOULD BE RETURNED TO THE DOE WITH THE MOU
- SCHOOL DIVISIONS THAT HAVE NOT SUBMITTED A MOU BY DECEMBER 23, 2009, WILL NOT BE INCLUDED AS A "PARTICIPATING LEA" IN VIRGINIA'S RACE TO THE TOP APPLICATION

BY DECEMBER 23, 2009,

PLEASE RETURN THE SIGNED MEMORANDUM OF UNDERSTANDING TO THE VIRGINIA DEPARTMENT OF EDUCATION. IT MAY BE:

- FAXED TO THE ATTENTION OF MS. OSSIE LAWRENCE AT (804) 371-2350;
- MAILED TO DR. LINDA WALLINGER AT THE ADDRESS BELOW; OR
- SCANNED AND E-MAILED IN PDF FORMAT TO RTTTMOU@DOE.VIRGINIA.GOV

QUESTIONS ABOUT THE MEMORANDUM OF UNDERSTANDING SHOULD BE ADDRESSED TO:

DR. LINDA WALLINGER
ASSISTANT SUPERINTENDENT FOR INSTRUCTION
VIRGINIA DEPARTMENT OF EDUCATION
P.O. BOX 2120
RICHMOND, VA 23218-2120
LINDA.WALLINGER@DOE.VIRGINIA.GOV
(804) 225-2034

RACE TO THE TOP
MEMORANDUM OF UNDERSTANDING
BETWEEN
THE VIRGINIA DEPARTMENT OF EDUCATION
AND

_____

NAME OF SCHOOL DIVISION

SECTION I

Purpose

The purpose of this Memorandum of Understanding between the Virginia Department of Education and (Participating Local Education Agency (LEA)) is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top grant project.

SECTION II

Scope of Work

Addendum A, the Preliminary Scope of Work, indicates which portions of the State's proposed reform plan ("State Plan") the Participating LEA is agreeing to implement.

Duration/Termination

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

SECTION III

Project Administration

A. PARTICIPATING LEA RESPONSIBILITIES

In assisting the State in implementing the tasks and activities described in the State's Race to the Top application, the Participating LEA subgrantee will:

1) Implement the LEA plan as identified in Addenda A and B of this agreement (Addendum B will become an addendum to this agreement describing the Participating LEA's plan to support the State Plan if the State receives a Race to the Top Grant);
2) Actively participate in all relevant convenings, communities of practice, or other practice-sharing events that are organized or sponsored by the State or by the U.S. Department of Education (ED);

3) Post to any Web site specified by the State or ED, in a timely manner, all nonproprietary products and lessons learned, developed using funds associated with the Race to the Top grant;
4) Participate, as requested, in any evaluations of this grant conducted by the State or ED;
5) Be responsive to State or ED requests for information including the status of the project, project implementation, outcomes, and any problems anticipated or encountered;
6) Participate in meetings and telephone conferences with the State to discuss (a) progress of the project, (b) potential dissemination of resulting nonproprietary products and lessons learned, (c) plans for subsequent years of the Race to the Top grant period, and (d) other matters related to the Race to the Top grant and associated plans.

B. STATE RESPONSIBILITIES

In assisting Participating LEAs in implementing their tasks and activities described in the State's Race to the Top application, the State grantee will:

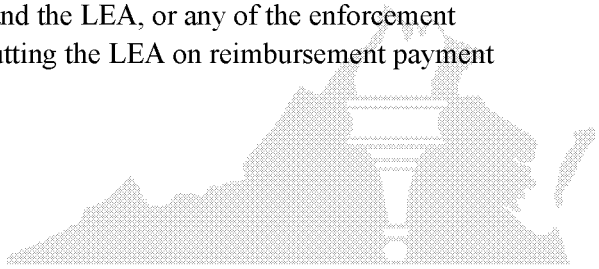
1) Work collaboratively with, and support the Participating LEA in carrying out the LEA Plan as identified in Addenda A and B of this agreement;
2) Ensure timely distribution of the LEA's portion of Race to the Top grant funds during the course of the project period and in accordance with the LEA Plan identified in Addendum B;
3) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products; and
4) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

1) The State and the Participating LEA will each appoint a key contact person for the Race to the Top grant.
2) These key contacts from the State and the Participating LEA will maintain frequent communication to facilitate cooperation under this MOU.
3) State and Participating LEA grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.
4) State and Participating LEA grant personnel will negotiate in good faith to continue to achieve the overall goals of the State's Race to the Top grant, even when the State Plan requires modifications that affect the Participating LEA, or when the LEA Plan requires modifications.
5) Jointly fulfill appropriate program compliance monitoring responsibilities.

D. STATE RECOURSE FOR LEA NONPERFORMANCE

If the State determines that the LEA is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the State grantee will take appropriate enforcement action, which could include a collaborative process between the State and the LEA, or any of the enforcement measures that are detailed in 34 CFR section 80.43 including putting the LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs.



SECTION IV

Assurances

The Participating LEA hereby certifies and represents that it:

1) Has all requisite power and authority to execute this MOU;
2) Is familiar with the State's Race to the Top grant application and is supportive of and committed to working on all or significant portions of the State Plan;
3) Agrees to be a Participating LEA and will implement those portions of the State Plan indicated in Addendum A, if the State application is funded;
4) Will provide a Final Scope of Work to be attached to this MOU as Addendum B only if the State's application is funded; will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe in Addendum B the LEA's specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures ("LEA Plan ") in a manner that is consistent with the Preliminary Scope of Work (Addendum A) and with the State Plan;
5) Will comply with all of the terms of the Grant, the State's subgrant, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99);
6) Will have on file a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e);
7) Will provide the assistance necessary for the State to submit reports that contain the information required under section 1512(c) of the ARRA in accordance with guidance issued by Office of Management and Budget or the Department. (ARRA Division A, Section 1512(c)). See OMB guidance at: http://www.whitehouse.gov/omb/assets/memoranda_fy2009/m09-21.pdf;
8) Will cooperate with any State Comptroller's evaluation of the uses of funds and the impact of funding on the progress made toward closing achievement gaps; (ARRA Division A, Section 14009)
9) Will cooperate with any Inspector General examination of records under the program; (ARRA Division A, Section 1515)
10) Will comply with all applicable assurances in OMB Standard Forms 424B (Assurances for Non-Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations;
11) With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers; and
12) Will comply with United States Office of Management and Budget (OMB) Circulars, including, but not limited to: OMB Circular A-87, Cost Principles for State, Local and Indian Tribal Governments; OMB Circular A-102, Grants and Cooperative Agreements With State and Local Governments; and OMB Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations.

SECTION V

Modification

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, and in consultation with USED.

SECTION VI

Level of Participation

Participating LEA[1]

School divisions that choose to be a "Participating LEA" in Virginia's Race to the Top application should continue to Addendum A.

Involved LEA[2]

☐ Our school division has reviewed the terms of Virginia's Race to the Top Memorandum of Understanding and elects to be considered an "Involved LEA" at this time.

Decision Not to Participate at this Time

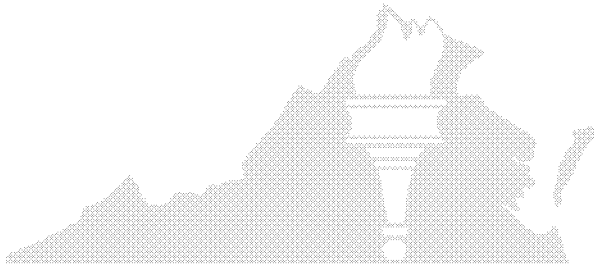
☐ Our school division has reviewed the terms of Virginia's Race to the Top Memorandum of Understanding and elects *not* to participate at this time.

[1] **Participating LEAs** means LEAs that choose to work with the state to implement all or significant portions of the state's Race to the Top plan, as specified in each LEA's agreement with the state. Each participating LEA that receives funding under Title I, Part A will receive a share of the 50 percent of a State's grant award that the state must subgrant to LEAs, based on the LEA's relative share of Title I, Part A allocations in the most recent year, in accordance with section 14006(c) of the ARRA. Any participating LEA that does not receive funding under Title I, Part A (as well as one that does) may receive funding from the state's other 50 percent of the grant award, in accordance with the state's plan.

[2] **Involved LEAs** means LEAs that choose to work with the state to implement those specific portions of the state's plan that necessitate full or nearly-full statewide implementation. Involved LEAs do not receive a share of the 50 percent of a state's grant award that it must subgrant to LEAs in accordance with section 14006(c) of the ARRA, but states may provide other funding to involved LEAs under the state's Race to the Top grant in a manner that is consistent with the state's application.

Signatures for Race to the Top Memorandum of Understanding

LEA Superintendent (or designee)	Chairman of Local School Board (or designee)
Signature/Date	Signature/Date
Print Name	Print Name
Print Title	Print Title

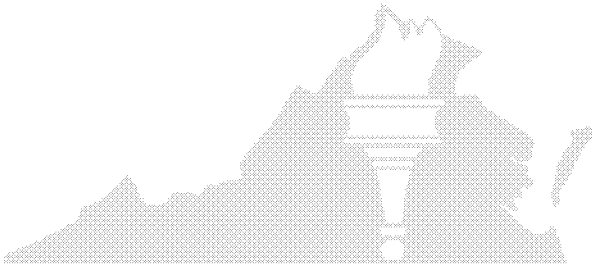


Authorized State Official

By its signature below, the State hereby accepts the LEA as a Participating LEA.

Signature/Date

Title



ADDENDUM A

PRELIMINARY SCOPE OF SERVICES

RACE TO THE TOP
MEMORANDUM OF UNDERSTANDING
BETWEEN
THE VIRGINIA DEPARTMENT OF EDUCATION
AND

_____

NAME OF SCHOOL DIVISION

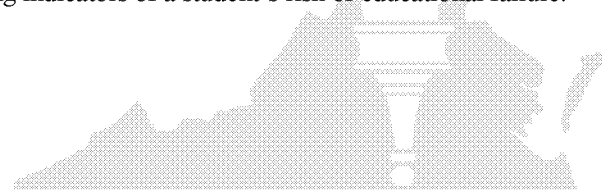
Selection Criteria	LEA Participation (Y/N)	Notes
(A) State Success Factors		
The State completes all of Section (A).		
(B) Standards & Assessments		
The State completes (B)(1) and (B)(2).		
(B)(3) Transition to enhanced standards & assessments The extent to which the State, in collaboration with its participating LEAs[3], has a high-quality plan for supporting a statewide transition to and implementation of internationally benchmarked K-12 standards that build toward college and career readiness by the time of high school graduation, and high-quality assessments[4] tied to these standards.		
(C) Data Systems to Support Instruction		
The State completes (C)(1).		
(C)(2) Accessing & using state data The extent to which the State has a high-quality plan to ensure that data from the State's statewide longitudinal data system are accessible to, and used to inform and engage, as appropriate, key stakeholders (*e.g.*, parents, students, teachers, principals, LEA leaders, community members, unions, researchers, and policymakers); and that the data support decision-makers in the continuous improvement of efforts in such areas as policy, instruction, operations, management, resource allocation, and overall effectiveness.		

[3] **Participating LEAs** means LEAs that choose to work with the State to implement all or significant portions of the State's Race to the Top plan, as specified in each LEA's agreement with the State. Each participating LEA that receives funding under Title I, Part A will receive a share of the 50 percent of a State's grant award that the State must subgrant to LEAs, based on the LEA's relative share of Title I, Part A allocations in the most recent year, in accordance with section 14006(c) of the ARRA.

[4] **High-quality assessment** means an assessment designed to measure a student's knowledge, understanding of, and ability to apply critical concepts through the use of a variety of item types and formats (*e.g.*, open-ended responses, performance-based tasks). Such assessments should enable measurement of student achievement (as defined in this notice) and student growth (as defined in this notice); be of high technical quality (*e.g.*, be valid, reliable, fair, and aligned to standards); incorporate technology where appropriate; include the assessment of students with disabilities and English language learners; and to the extent feasible, use universal design principles (as defined in section 3 of the Assistive Technology Act of 1998, as amended, 29 U.S.C. 3002) in development and administration.

Selection Criteria	LEA Participation (Y/N)	Notes
(C)(3) Using data to improve instruction The extent to which the State, in collaboration with its participating LEAs, has a high-quality plan to— (i) Increase the acquisition, adoption, and use of local instructional improvement systems[5] that provide teachers, principals, and administrators with the information and resources they need to inform and improve their instructional practices, decision-making, and overall effectiveness;		
(ii) Support participating LEAs and schools that are using instructional improvement systems (as defined in this notice) in providing effective professional development to teachers, principals and administrators on how to use these systems and the resulting data to support continuous instructional improvement; and		
(iii) Make the data from instructional improvement systems, together with statewide longitudinal data system data, available and accessible to researchers so that they have detailed information with which to evaluate the effectiveness of instructional materials, strategies, and approaches for educating different types of students (*e.g.*, students with disabilities, English language learners, students whose achievement is well below or above grade level).		
(D) Great Teachers and Leaders		
The State completes (D)(1).		
(D)(2) Improving teacher and principal effectiveness based on performance The extent to which the State, in collaboration with its participating LEAs, has a high-quality plan and ambitious yet achievable annual targets to ensure that participating LEAs — (i) Establish clear approaches to measuring student growth[6] and measure it for each individual student;		
(ii) Design and implement rigorous, transparent, and fair evaluation systems for teachers and principals that (a) differentiate effectiveness using multiple rating categories that take into account data on student growth as a significant factor, and (b) are designed and developed with teacher and principal involvement;		
(iii) Conduct annual evaluations of teachers and principals that include timely and constructive feedback; as part of such evaluations, provide teachers and principals with data on student growth for their students, classes, and schools; and		
(iv) Use these evaluations, at a minimum, to inform decisions regarding— (a) Developing teachers and principals, including by providing relevant coaching, induction support, and/or professional development;		
(b) Compensating, promoting, and retaining teachers and principals, including by providing		

[5] **Instructional improvement systems** means technology-based tools and other strategies that provide teachers, principals, and administrators with meaningful support and actionable data to systemically manage continuous instructional improvement, including such activities as: instructional planning; gathering information (*e.g.*, through formative assessments (as defined in this notice), interim assessments (as defined in this notice), summative assessments, and looking at student work and other student data); analyzing information with the support of rapid-time (as defined in this notice) reporting; using this information to inform decisions on appropriate next instructional steps; and evaluating the effectiveness of the actions taken. Such systems promote collaborative problem-solving and action planning; they may also integrate instructional data with student-level data such as attendance, discipline, grades, credit accumulation, and student survey results to provide early warning indicators of a student's risk of educational failure.



Selection Criteria	LEA Participation (Y/N)	Notes
opportunities for highly effective teachers and principals[7] to obtain additional compensation and be given additional responsibilities;		
(c) Whether to grant tenure and/or full certification (where applicable) to teachers and principals using rigorous standards and streamlined, transparent, and fair procedures; and		
(d) Removing ineffective tenured and untenured teachers and principals after they have had ample opportunities to improve, and ensuring that such decisions are made using rigorous standards and streamlined, transparent, and fair procedures.		
(D)(3) Ensuring equitable distribution of effective teachers and principals The extent to which the State, in collaboration with its participating LEAs, has a high-quality plan and ambitious yet achievable annual targets to— (i) Ensure the equitable distribution of teachers and principals by developing a plan, informed by reviews of prior actions and data, to ensure that students in high-poverty and/or high-minority schools[8] have equitable access to highly effective teachers and principals[7] and are not served by ineffective teachers and principals at higher rates than other students;		
(ii) Increase the number and percentage of effective teachers[9] teaching hard-to-staff subjects and specialty areas including mathematics, science, and special education; teaching in language instruction educational programs (as defined under Title III of the ESEA); and teaching in other areas as identified by the State or LEA.		

[6] **Student growth** means the change in *student achievement* for an individual student between two or more points in time. A State may also include other measures that are rigorous and comparable across classrooms. **Student achievement** means: (a) For tested grades and subjects: (1) a student's score on the State's assessments under the ESEA; and, as appropriate, (2) other measures of student learning, such as those described in paragraph (b) of this definition, provided they are rigorous and comparable across classrooms; and (b) For **non-tested grades and subjects**: alternative measures of student learning and performance such as student scores on pre-tests and end-of-course tests; student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across classrooms.

[7] **Highly effective teacher** means a teacher whose students achieve high rates (*e.g.*, one and one-half grade levels in an academic year) of student growth (as defined in this notice). States, LEAs, or schools must include multiple measures, provided that teacher effectiveness is evaluated, in significant part, by student growth (as defined in this notice). Supplemental measures may include, for example, multiple observation-based assessments of teacher performance or evidence of leadership roles (which may include mentoring or leading professional learning communities) that increase the effectiveness of other teachers in the school or LEA. **Highly effective principal** means a principal whose students, overall and for each subgroup, achieve high rates (*e.g.*, one and one-half grade levels in an academic year) of student growth (as defined in this notice). States, LEAs, or schools must include multiple measures, provided that principal effectiveness is evaluated, in significant part, by student growth (as defined in this notice). Supplemental measures may include, for example, high school graduation rates; college enrollment rates; evidence of providing supportive teaching and learning conditions, strong instructional leadership, and positive family and community engagement; or evidence of attracting, developing, and retaining high numbers of effective teachers.

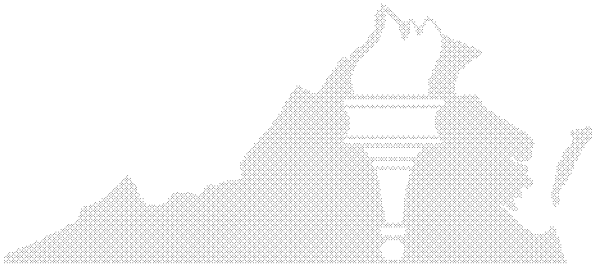
[8] **High-minority school** is defined by the State in a manner consistent with its Teacher Equity Plan. The State should provide, in its Race to the Top application, the definition used. **High-poverty school** means, consistent with section 1111(h)(1)(C)(viii) of the ESEA, a school in the highest quartile of schools in the State with respect to poverty level, using a measure of poverty determined by the State.

[9] **Effective teacher** means a teacher whose students achieve acceptable rates (*e.g.*, at least one grade level in an academic year) of student growth (as defined in this notice). States, LEAs, or schools must include multiple measures, provided that teacher effectiveness is evaluated, in significant part, by student growth (as defined in this notice). Supplemental measures may include, for example, multiple observation-based assessments of teacher performance. **Effective principal** means a principal whose students, overall and for each subgroup, achieve acceptable rates (*e.g.*, at least one grade level in an academic year) of student growth (as defined in this notice). States, LEAs, or schools must include multiple measures, provided that principal effectiveness is evaluated, in significant part, by student growth (as defined in this notice). Supplemental measures may include, for example, high school graduation rates and college enrollment rates, as well as evidence of providing supportive teaching and learning conditions, strong instructional leadership, and positive family and community engagement.

Selection Criteria	LEA Participation (Y/N)	Notes
(D)(4) Improving teacher & principal preparation programs The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to— (i) Link student achievement and student growth[6] data to the students' teachers and principals, to link this information to the in-State programs where those teachers and principals were prepared for credentialing, and to publicly report the data for each credentialing program in the State; and		
(ii) Expand preparation and credentialing options and programs that are successful at producing effective teachers and principals[9].		
(D)(5) Providing effective support to teachers and principals The extent to which the State, in collaboration with its participating LEAs, has a high-quality plan for its participating LEAs to— (i) Provide effective, data-informed professional development, coaching, induction, and common planning and collaboration time to teachers and principals that are, where appropriate, ongoing and job-embedded; and		
(ii) Measure, evaluate, and continuously improve the effectiveness of those supports in order to improve student achievement.		
(E) Turning Around the Lowest-Achieving Schools		
The State completes (E)(1).		
(E)(2) Turning around the lowest-achieving schools The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to— (i) Identify the persistently lowest-achieving schools[10] and, at its discretion, any non-Title I eligible secondary schools that would be considered persistently lowest-achieving schools if they were eligible to receive Title I funds; and		
(ii) Support its LEAs in turning around these schools by implementing one of the four school intervention models: turnaround model, restart model, school closure, or transformation model (provided that a LEA with more than nine persistently lowest-achieving schools may not use the transformation model for more than 50 percent of its schools).		
(F) General		
The State completes all of Section (F).		
VII. Competition Priorities		
1: Comprehensive Approach: Cuts across entire application		
2: Competitive: Emphasis on STEM		
3: Invitational: Improving Early Learning Outcomes		
4: Invitational: Expansion of State Longitudinal Data System		
5: Invitational: P-20 Coordination		

[10] **Persistently lowest-achieving schools** means, as determined by the State: (i) Any Title I school in improvement, corrective action, or restructuring that (a) Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or (b) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and (ii) Any secondary school that is eligible for, but does not receive, Title I funds that (a) Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or (b) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years. To identify the lowest-achieving schools, a State must take into account both (i) The academic achievement of the "all students" group in a school in terms of proficiency on the State's assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and (ii) The school's lack of progress on those assessments over a number of years in the "all students" group.

Selection Criteria	LEA Participation (Y/N)	Notes
6: Invitational: Conditions for Reform, Innovation & Learning		



Signatures to Addendum A

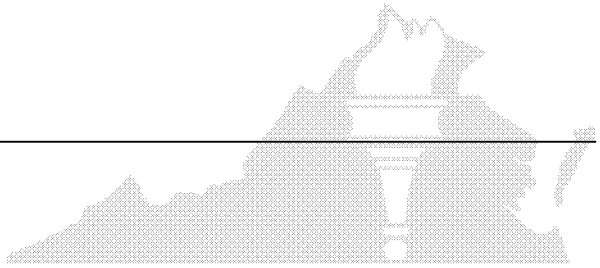
LEA Superintendent (or designee)	Chairman of Local School Board (or designee)
Signature/Date	Signature/Date
Print Name	Print Name
Print Title	Print Title

Authorized State Official

By its signature below, the State hereby accepts the LEA as a Participating LEA.

Signature/Date

Title



C. Detailed Table for (A)(1) – Local Education Agencies (LEAs) Participating in Virginia's Race to the Top Application

The table below provides detailed information on each "participating" LEA, as defined in the Race to the Top notice. Of Virginia's 132 LEAs, 117 (88.6 percent) have signed a Memorandum of Understanding (MOU) with the state to be a "participating" LEA in Virginia's Race to the Top application. All used the standard MOU template, which is modeled closely on the MOU template provided by the U.S. Department of Education. These 117 LEAs comprise over 94 percent of Virginia's K-12 schools, over 95 percent of Virginia's K-12 students, and 96 percent of Virginia's K-12 students in poverty.

Seven LEAs have signed a Memorandum of Understanding to be an "involved" LEA in Virginia's Race to the Top application, as defined in the Race to the Top notice. They are Augusta, Bath, Buchanan, Clarke, Greene, and Rockbridge Counties; and Radford City.

Seven LEAs have elected not to participate in Virginia's Race to the Top application as of January 11, 2010. They are Essex, New Kent, Prince George, Surry, and Williamsburg-James City Counties; and Bristol and Petersburg Cities.

One LEA, Mathews County, has expressed interest in being a "participating LEA" but cannot declare formal status until after its school board takes action at its meeting on January 19, 2010. Mathews County is not reflected in the list below.

In the table below, "Y" means "Yes".

	LEA Demographics			Signatures on MOUs			MOU Terms	Preliminary Scope of Work – Participation in each applicable Plan Criterion																
Participating LEAs	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supt. (or equivalent)	Chair of local school board	Pres. of Local Teachers Union	Uses Standard Terms & Conditions?	(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3) (iii)	(D)(2) (i)	(D)(2) (ii)	(D)(2) (iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2) (iv)(d)	(D)(3)(i)	(D)(3)(ii)	(D)(4)(i)	(D)(4)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)
Accomack County	11	4,985	2,809	Y	Y	N/A	Y	Y																	
Albemarle County	26	12,794	2,980	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Alexandria City	19	11,488	6,235	Y	Y	N/A	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y			Y		Y
Alleghany County	7	2,811	1,266	Y	Y	N/A	Y	Y	Y	Y	Y										Y	Y	Y	Y	

	LEA Demographics			Signatures on MOUs			MOU Terms	Preliminary Scope of Work – Participation in each applicable Plan Criterion																		
Participating LEAs	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supt. (or equivalent)	Chair of local school board	Pres. of Local Teachers Union	Uses Standard Terms & Conditions?	(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3) (iii)	(D)(2) (i)	(D)(2) (ii)	(D)(2) (iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2)(iv)(d)	(D)(3)(i)	(D)(3)(ii)	(D)(4)(i)	(D)(4)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)
Amelia County	3	1,810	811	Y	Y	N/A	Y	Y	Y			Y											Y		
Amherst County	10	4,469	1,800	Y	Y	N/A	Y		Y	Y	Y												Y	Y	
Appomattox County	4	2,232	942	Y	Y	N/A	Y		Y	Y					Y								Y	Y	
Arlington County	30	19,297	5,671	Y	Y	N/A	Y	Y	Y	Y															
Bedford County	21	10,612	3,237	Y	Y	N/A	Y																Y		
Bland County	4	918	375	Y	Y	N/A	Y	Y																	
Botetourt County	11	5,026	895	Y	Y	N/A	Y	Y	Y	Y		Y											Y		
Brunswick County	5	2,091	1,321	Y	Y	N/A	Y		Y	Y	Y	Y		Y											
Buckingham County	6	1,971	1,134	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Buena Vista City	4	1,133	425	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Campbell County	14	8,418	3,033	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y										Y		
Caroline County	6	4,159	1,688	Y	Y	N/A	Y		Y	Y			Y	Y	Y			Y					Y	Y	
Carroll County	10	3,931	2,062	Y	Y	N/A	Y	Y	Y	Y	Y														
Charles City County	3	839	389	Y	Y	N/A	Y	Y	Y	Y	Y														
Charlotte County	6	2,091	1,150	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Charlottesville City	9	3,821	1,998	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	
Chesapeake City	45	39,129	8,326	Y	Y	N/A	Y	Y	Y	Y	Y	Y							Y	Y	Y	Y	Y	Y	
Chesterfield County	63	58,840	14,316	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y		Y	Y	Y	Y	Y	Y
Colonial Beach	2	615	122	Y	Y	N/A	Y	Y	Y	Y	Y														

	LEA Demographics			Signatures on MOUs			MOU Terms	Preliminary Scope of Work – Participation in each applicable Plan Criterion																		
Participating LEAs	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supt. (or equivalent)	Chair of local school board	Pres. of Local Teachers Union	Uses Standard Terms & Conditions?	(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3) (iii)	(D)(2) (i)	(D)(2) (ii)	(D)(2) (iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2)(iv)(d)	(D)(3)(i)	(D)(3)(ii)	(D)(4)(i)	(D)(4)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)
Colonial Heights City	5	2,841	834	Y	Y	N/A	Y	Y	Y	Y	Y	Y														
Covington City	3	863	400	Y	Y	N/A			Y	Y													Y			
Craig County	2	717	286	Y	Y	N/A		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y					Y			
Culpeper County	10	7,482	2,710	Y	Y	N/A	Y	Y	Y	Y		Y														
Cumberland County	3	1,426	682	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Danville City	15	6,237	4,539	Y	Y	N/A	Y	Y													Y	Y				
Dickenson County	8	2,471	1,194	Y	Y	N/A	Y	Y	Y	Y	Y												Y			
Dinwiddie County	8	4,717	1,911	Y	Y	N/A	Y	Y	Y	Y																
Fairfax County	193	169,069	37,977	Y	Y	N/A	Y	Y	Y	Y	Y	Y											Y			
Falls Church City	4	1,999	130	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y			Y	Y	Y	Y		
Fauquier County	19	11,174	2,324	Y	Y	N/A	Y	Y	Y											Y		Y	Y			
Floyd County	5	2,078	878	Y	Y	N/A	Y	Y	Y	Y	Y															
Fluvanna County	5	3,722	887	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
Franklin City	3	1,223	866	Y	Y	N/A	Y	Y	Y	Y	Y	Y							Y	Y	Y	Y	Y	Y	Y	
Franklin County	16	7,264	2,438	Y	Y	N/A	Y	Y				Y	Y	Y	Y					Y			Y	Y		
Frederick County	18	13,060	3,597	Y	Y	N/A	Y		Y	Y			Y	Y	Y		Y	Y					Y	Y		
Fredericksburg City	4	2,826	1,303	Y	Y	N/A	Y	Y	Y	Y	Y															
Galax City	3	1,329	742	Y	Y	N/A	Y	Y	Y		Y	Y														
Giles County	5	2,560	1,108	Y	Y	N/A	Y		Y	Y	Y															

	LEA Demographics			Signatures on MOUs			MOU Terms	Preliminary Scope of Work – Participation in each applicable Plan Criterion																	
Participating LEAs	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supt. (or equivalent)	Chair of local school board	Pres. of Local Teachers Union	Uses Standard Terms & Conditions?	(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3) (iii)	(D)(2) (i)	(D)(2) (ii)	(D)(2) (iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2)(iv)(d)	(D)(3)(i)	(D)(3)(ii)	(D)(4)(i)	(D)(4)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)
Gloucester County	9	5,960	1,715	Y	Y	N/A	Y	Y	Y	Y													Y		
Goochland County	5	2,452	572	Y	Y	N/A	Y	Y	Y	Y		Y		Y	Y				Y		Y	Y	Y	Y	Y
Grayson County	9	1,942	1,100	Y	Y	N/A		Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	
Greensville County	4	2,568	1,676	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y						Y	Y		Y	Y	Y	Y
Halifax County	9	5,692	3,312	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y						Y	Y	Y	Y	Y	
Hampton City	33	20,917	3,442	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Hanover County	23	18,542	2,130	Y	Y	N/A	Y				Y														
Harrisonburg City	8	4,412	2,694	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Henrico County	67	48,509	14,875	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Henry County	15	7,185	4,085	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Highland County	2	245	138	Y	Y	N/A	Y	Y	Y	Y		Y													
Hopewell City	5	3,988	2,563	Y	Y	N/A	Y	Y			Y	Y	Y	Y						Y	Y				Y
Isle of Wight County	9	5,417	1,574	Y	Y	N/A	Y	Y	Y	Y	Y	Y		Y	Y		Y	Y							
King George County	5	4,068	918	Y	Y	N/A	Y		Y	Y					Y								Y		
King William County	4	2,158	661	Y	Y	N/A	Y		Y	Y	Y														
King and Queen County	3	734	412	Y	Y	N/A	Y	Y	Y	Y	Y								Y	Y			Y	Y	Y
Lancaster County	3	1,327	542	Y	Y	N/A	Y	Y	Y	Y	Y													Y	
Lee County	13	3,403	2,140	Y	Y	N/A	Y	Y	Y	Y	Y												Y		
Lexington City	2	499	90	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

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Participating LEAs	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supt. (or equivalent)	Chair of local school board	Pres. of Local Teachers Union	Uses Standard Terms & Conditions?	(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3) (iii)	(D)(2) (i)	(D)(2) (ii)	(D)(2) (iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2)(iv)(d)	(D)(3)(i)	(D)(3)(ii)	(D)(4)(i)	(D)(4)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)
Loudoun County	74	59,111	7,887	Y	Y	N/A	Y	Y	Y																
Louisa County	5	4,596	1,867	Y	Y	N/A	Y	Y	Y	Y	Y														
Lunenburg County	4	1,579	992	Y	Y	N/A	Y	Y	Y	Y	Y	Y		Y	Y					Y	Y	Y	Y	Y	
Lynchburg City	16	8,372	4,568	Y	Y	N/A	Y	Y	Y	Y	Y	Y								Y	Y	Y	Y		
Madison County	4	1,821	524	Y	Y	N/A	Y	Y	Y	Y	Y											Y	Y		
Manassas City	8	6,729	2,340	Y	Y	N/A	Y	Y	Y														Y		
Manassas Park City	4	2,664	1,135	Y	Y	N/A	Y	Y	Y	Y	Y														
Martinsville City	4	2,369	1,363	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y			Y	Y	
Mecklenburg County	9	4,649	2,508	Y	Y	N/A	Y	Y	Y	Y	Y	Y		Y	Y		Y	Y	Y	Y		Y	Y	Y	
Middlesex County	3	1,207	486	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Montgomery County	20	9,583	3,389	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y
Nelson County	4	1,919	921	Y	Y	N/A	Y	Y																	
Newport News City	39	29,056	13,220	Y	Y	N/A	Y	Y														Y	Y		
Norfolk City	49	31,709	17,980	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Northampton County	3	1,705	1,163	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Northumberland County	3	1,375	603	Y	Y	N/A	Y		Y	Y	Y	Y		Y											
Norton City	2	832	348	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Nottoway County	6	2,194	1,272	Y	Y	N/A	Y	Y	Y	Y	Y	Y			Y	Y	Y	Y		Y	Y	Y	Y	Y	
Orange County	8	5,104	1,647	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

	LEA Demographics			Signatures on MOUs			MOU Terms	Preliminary Scope of Work – Participation in each applicable Plan Criterion																	
Participating LEAs	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supt. (or equivalent)	Chair of local school board	Pres. of Local Teachers Union	Uses Standard Terms & Conditions?	(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3) (iii)	(D)(2) (i)	(D)(2) (ii)	(D)(2) (iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2)(iv)(d)	(D)(3)(i)	(D)(3)(ii)	(D)(4)(i)	(D)(4)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)
Page County	9	3,531	1,665	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Patrick County	7	2,509	1,349	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pittsylvania County	18	9,065	4,200	Y	Y	N/A	Y	Y	Y													Y	Y		
Poquoson City	4	2,397	306	Y	Y	N/A	Y	Y																	
Portsmouth City	20	14,420	7,823	Y	Y	N/A	Y	Y	Y	Y	Y	Y							Y	Y	Y	Y	Y	Y	Y
Powhatan County	6	4,442	619	Y	Y	N/A	Y	Y	Y	Y															
Prince Edward County	3	2,491	1,333	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Prince William County	82	76,121	24,953	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Pulaski County	8	4,616	2,018	Y	Y	N/A	Y	Y	Y	Y		Y													
Rappahannock County	2	930	219	Y	Y	N/A	Y	Y	Y	Y		Y	Y	Y	Y		Y		Y	Y		Y	Y		Y
Richmond City	47	21,637	14,118	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Richmond County	3	1,220	561	Y	Y	N/A	Y	Y															Y	Y	
Roanoke City	25	12,316	8,496	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Roanoke County	27	14,571	2,857	Y	Y	N/A	Y	Y	Y																
Rockingham County	22	11,521	4,308	Y	Y	N/A	Y	Y	Y	Y	Y	Y		Y	Y		Y	Y			Y	Y	Y	Y	
Russell County	13	4,065	2,114	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y				Y	Y	Y	Y	Y	Y	Y
Salem City	6	3,941	1,078	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	
Scott County	13	3,757	2,002	Y	Y	N/A	Y	Y		Y	Y	Y	Y	Y	Y			Y							
Shenandoah County	9	6,121	2,238	Y	Y	N/A	Y		Y	Y		Y	Y		Y							Y			

	LEA Demographics			Signatures on MOUs			MOU Terms	Preliminary Scope of Work – Participation in each applicable Plan Criterion																		
Participating LEAs	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supt. (or equivalent)	Chair of local school board	Pres. of Local Teachers Union	Uses Standard Terms & Conditions?	(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3) (iii)	(D)(2) (i)	(D)(2) (ii)	(D)(2) (iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2)(iv)(d)	(D)(3)(i)	(D)(3)(ii)	(D)(4)(i)	(D)(4)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)
Smyth County	13	4,833	2,574	Y	Y	N/A	Y		Y	Y									Y	Y			Y	Y	Y
Southampton County	6	2,809	1,226	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y		Y	Y		Y		
Spotsylvania County	29	23,854	7,477	Y	Y	N/A	Y	Y	Y	Y	Y														
Stafford County	30	26,672	5,724	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Staunton City	6	2,649	1,356	Y	Y	N/A	Y		Y	Y			Y												
Suffolk City	21	13,902	5,528	Y	Y	N/A	Y	Y	Y		Y														
Sussex County	4	1,228	891	Y	Y	N/A	Y	Y	Y	Y	Y														Y
Tazewell County	15	6,648	1,848	Y	Y	N/A	Y	Y	Y	Y	Y														Y
Virginia Beach City	81	69,940	19,659	Y	Y	N/A	Y	Y	Y	Y	Y	Y							Y	Y	Y	Y	Y	Y	
Warren County	8	5,339	1,665	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	
Washington County	15	7,281	3,070	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y				Y			
Waynesboro City	6	3,011	1,266	Y	Y	N/A	Y	Y				Y		Y	Y	Y							Y		
West Point	3	789	178	Y	Y	N/A	Y	Y	Y	Y	Y														
Westmoreland County	4	1,723	1,100	Y	Y	N/A	Y	Y																	
Winchester City	6	3,778	1,620	Y	Y	N/A	Y	Y	Y	Y		Y							Y	Y			Y	Y	
Wise County	15	6,533	3,400	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y			Y	Y	Y	Y	Y
Wythe County	12	4,234	1,853	Y	Y	N/A	Y		Y	Y	Y	Y	Y	Y	Y		Y	Y			Y	Y			
York County	19	12,588	2,243	Y	Y	N/A	Y	Y															Y		
Total Participating LEAs = 117	**1,758**	**1,160,612**	**381,578**	**117**	**117**	**N/A**	**117**	**101**	**102**	**95**	**79**	**69**	**49**	**53**	**53**	**32**	**43**	**44**	**38**	**50**	**47**	**54**	**76**	**55**	**31**

D. Virginia's Goals on Statewide Assessments and NAEP

Table 1. Mathematics goals, statewide assessments

Content area	Student subgroup	Current		Goals with RTTT funds			
		2008-2009	2009-2010	2010-2011	2011-2012*	2012-2013	2013-2014
MATH	All students	86%	No RTTT funds	88%	TBD	TBD	TBD
	Black students	77%		79%	TBD	TBD	TBD
	Hispanic Students	79%		81%	TBD	TBD	TBD
	LEP students	79%		81%	TBD	TBD	TBD
	Students Identified as Disadvantaged	77%		80%	TBD	TBD	TBD
	Students with Disabilities	71%		73%	TBD	TBD	TBD

*In 2012, Virginia will implement new mathematics assessments based on more rigorous standards adopted in 2009. Goals will be established after test administration.

Table 2. Mathematics goals, NAEP

	Administration Year			
	2009	2011	2013	2015
Subgroup	ACTUAL	GOALS		
	Average scale score-Grade 4 Mathematics			
All students	243	244	246	248
Students with Disabilities (Including 504)	225	226	228	230
Male	245	246	248	250
Female	241	242	244	246
NSLP - Eligible	230	231	233	235
White	251	252	254	256
Black	225	226	228	230
Hispanic	234	235	237	239
Asian/Pacific Island	258	259	261	263
ELL	229	230	232	234
Ell and Formerly ELL	237	238	240	242

	Administration Year			
	2009	2011	2013	2015
(collapsed)				
	ACTUAL	GOALS		
	Average scale score-Grade 8 Mathematics			
All students	286	287	289	291
Students with Disabilities including 504	253	254	256	258
Male	287	288	290	292
Female	285	286	288	290
NSLP - Eligible	268	269	271	273
White	294	295	297	299
Black	268	269	271	273
Hispanic	274	275	277	279
Asian/Pacific Island	304	305	307	309
ELL	264	265	267	269
Ell and Formerly ELL (collapsed)	273	274	276	278

Table 3. Reading goals, statewide assessments

		Current		RTTT Goals			
		2008-2009	2009-2010	2010-2011	2011-2012	2012-2013*	2013-2014
READING	All students	89%	No RTTT funding	91%	93%	TBD	TBD
	Black students	81%		83%	86%	TBD	TBD
	Hispanic Students	85%		87%	90%	TBD	TBD
	LEP students	83%		85%	88%	TBD	TBD
	Students Identified as Disadvantaged	81%		83%	86%	TBD	TBD
	Students with Disabilities	73%		75%	78%	TBD	TBD

*In 2012, Virginia will implement new reading assessments based on more rigorous standards adopted in 2010. Goals will be established after test administration.

Table 4. Reading goals, NAEP

	Administration Year				
	2007	2009	2011	2013	2015
Subgroup	ACTUAL	GOALS			
	Average scale score-Grade 4 Reading				
All students	227	No RTTT funds. Results not yet available	228	230	232
Students with Disabilities including 504	209		210	212	214
National School Lunch Program Eligible	213		214	216	218
White	233		234	236	238
Black	213		214	216	218
Hispanic	216		217	219	221
Asian/Pacific Island	237		238	240	242
ELL	210		211	213	215
ELL and Formerly ELL (collapsed)	213		214	216	218

	Administration Year				
	2007	2009	2011	2013	2015
	Average scale score-Grade 8 Reading				
All students	267	No RTTT funds. Results not yet available	268	270	272
Students with Disabilities including 504	236		237	239	241
National School Lunch Program Eligible	252		253	255	257
White	273		274	276	278
Black	252		253	255	257
Hispanic	258		259	261	263
Asian/Pacific Island	280		281	283	285
ELL	246		247	249	251
ELL and Formerly ELL (collapsed)	248		249	251	253

Appendix (A)(2)

Capacity to Implement, Scale Up, and Sustain Proposed Plan

Letters of Support for Virginia's Race to the Top Application

COMMONWEALTH of VIRGINIA

Office of the Governor
Transition Office

Robert F. McDonnell
Governor - elect

804 786-4100
804 225-2016 (FAX)

January 11, 2010

Dr. Patricia I. Wright
Superintendent of Public Instruction
Commonwealth of Virginia
Virginia Department of Education
P. O. Box 2120
Richmond, Virginia 23218-2120

Dear Dr. Wright:

As Governor-elect of the Commonwealth of Virginia, I am pleased to support the Virginia Department of Education's (VDOE) application to the U.S. Department of Education for a *Race to the Top* (RTTT) grant. My staff and I have reviewed the goals of this competitive grant program and commend President Obama and Secretary Duncan for their intent to use federal funds to encourage and reward states that are creating the conditions for education innovation, accountability and reform. Virginia is well-positioned to be a leading state in making significant improvements in student outcomes and implementing ambitious plans in the program's four core educational reform areas.

Financial resources provided through RTTT will accelerate Virginia's performance in increasing the number of Virginia graduates prepared to succeed in college and work and compete in a global economy. RTTT funds will also help the state and school divisions complete work in building data systems that measure students' growth and provide teachers and principals with data to improve student learning. I am particularly excited about the opportunity to use RTTT funding to provide incentives for increasing school choice options, such as charter schools, and implementing performance-based compensation models. I made these initiatives a key platform in my campaign for Governor, and I will continue to make them a top priority in my administration. I believe these and other strategies in the proposal can be used effectively to address the special needs of our lowest-achieving schools and expand opportunities for alternative educational delivery models.

I am confident that Virginia's RTTT proposal encompasses all of the components required in the request for proposals. I commend the Virginia Department of Education for its leadership and collaboration with school divisions, other state agencies, and

P.O. Box 588 Richmond, Virginia 23218-0588

business education partners throughout the Commonwealth in the development of a sound grant application.

I look forward to working with the U.S. Department of Education, the Virginia Department of Education, Virginia's school divisions and key partners in Virginia's education system to implement the initiatives of this grant.

With warm regards, I am

Sincerely,

Robert F. McDonnell

RFM/mll
Copy: The Honorable Arne Duncan
Secretary of Education
United States Department of Education

COMMONWEALTH of VIRGINIA

Office of the Governor

Thomas R. Morris
Secretary of Education

December 30, 2009

Dr. Patricia I. Wright
Superintendent of Public Instruction
Commonwealth of Virginia
Virginia Department of Education
P. O. Box 2120
Richmond, Virginia 23218-2120

Dear Dr. Wright:

I am pleased that the Virginia Department of Education is submitting an application to the United States Department of Education for a Race to the Top (RTTT) grant. The Commonwealth of Virginia is delighted to participate in the competitive grant program that would provide financial resources for our state and local school divisions that are creating conditions for education innovation and reform; achieving significant improvement in student outcomes; and implementing ambitious plans in the four core education reform areas as stipulated for the receipt of this grant.

The Virginia Department of Education and all education stakeholders in the Commonwealth have worked collaboratively to address the needs of all Virginia students. The work of our state to date in the areas of standards, assessments, school improvement and accountability, and educational technology has received national recognition and served as a model for other states in their development and implementation of statewide programs.

As Secretary of Education for the Commonwealth of Virginia, I fully endorse and support all of the elements of Virginia's Race to the Top proposal submitted by the Department of Education in collaboration with participating school divisions, and other public and private partners, to implement the activities outlined in the grant. I am pleased that Virginia will be partnering

with the United States Department of Education as we work to advance Virginia's goal to provide educational excellence for all students.

After reviewing the federal guidelines, I am confident that this application meets all the grant requirements and that Virginia has the capacity and political will to accelerate state educational reforms. It is my professional opinion that this is an excellent proposal that will prove to be successful and can serve as a model for other states to follow in their efforts to improve education in our nation.

If my office can be of further assistance, please let me know. Thank you and your staff for the many hours of work and dedication to the development of this grant proposal that will provide the financial resources needed to better serve the 1.2 million students in the Commonwealth. I extend my best wishes for the U.S. Department of Education's approval of this outstanding and ambitious plan of action.

Sincerely,

Thomas R. Morris
Secretary of Education

COMMONWEALTH OF VIRGINIA
HOUSE OF DELEGATES
RICHMOND

ROBERT TATA
4536 GLENEAGLE DRIVE
VIRGINIA BEACH, VIRGINIA 23462

EIGHTY-FIFTH DISTRICT

December 29, 2009

COMMITTEE ASSIGNMENTS:
EDUCATION (CHAIRMAN)
TRANSPORTATION
APPROPRIATIONS

Dr. Patricia I. Wright
Superintendent of Public Instruction
Virginia Department of Education
P. O. Box 2120
Richmond, Virginia 23218-2120

Dear Dr. Wright,

I am delighted to support the Virginia Department of Education's (VDOE) application to the U.S. Department of Education for a Race to the Top grant. We understand that this competitive grant program is designed to encourage and reward states that are creating the conditions for education innovation and reform; achieving significant improvement in student outcomes; and implementing ambitious plans in four core education reform areas:

- Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;
- Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction;
- Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and
- Turning around our lowest-achieving schools.

Stakeholders in the Commonwealth work collaboratively to address the needs of Virginia's students. Virginia's work to date in the areas of standards, assessments, school improvement and accountability, and educational technology has been nationally recognized. I am supportive of the elements of Virginia's Race to the Top proposal, with particular interest in the area of continuing to expand our nationally recognized Virginia Career and Technical Education programs by developing enhanced working relationships with the apprentice schools at Northrop Grumman and the Norfolk Naval Shipyard. NASA on the peninsula and Wallops Island could expand their technical education programs to include more students each summer. In these tough economic times a Federal Grant would aid in these endeavors.

Because we have so many excellent students graduating from our fine schools, thousands are not accepted at their first or second choices and all our colleges have enrollments at or near capacity. A creative way to address this problem would be to have our colleges and universities "adopt" a community college and work with them to add two years to the Community College on the Community College site for those students who are in the college transfer program. Those students who meet the requirements could continue on the next two years in the "sponsored" classes taught by the adopted college or university.

DISTRICT: (757) 340-3510 • RICHMOND: (804) 698-1085

With these two initiatives we could give opportunities to young people in high school to explore in the real world of technology and give our students an opportunity to complete a four year education at home at a reasonable price.

If the grant is funded, all of us on the Education Committee would be happy to use everything at our disposal to work with the VDOE, its participating school divisions, and other public-private partners to implement the activities of the grant, especially since they advance Virginia's education excellence goals. I am confident that Virginia has the capacity and political will to accelerate our reforms and to serve as a model for others to follow in improving education across the nation.

Best wishes for a successful grant application!

Sincerely,

Bob Tata
Chairman, House Education Committee

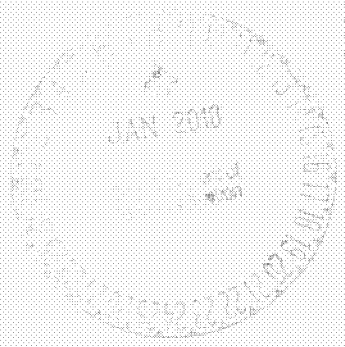
Cc: Dan LaVista

COMMONWEALTH OF VIRGINIA

R. EDWARD HOUCK
17TH SENATORIAL DISTRICT
ALL OF CULPEPER, LOUISA, MADISON, AND ORANGE COUNTIES, PART OF SPOTSYLVANIA COUNTY, AND PART OF THE CITY OF FREDERICKSBURG
P.O. BOX 1010
SPOTSYLVANIA, VIRGINIA 22553
(540) 785-2782
EMAIL: SENATORHOUCK@COMCAST.NET

SENATE

COMMITTEE ASSIGNMENTS:
EDUCATION AND HEALTH, CHAIR
FINANCE
GENERAL LAWS AND TECHNOLOGY
TRANSPORTATION
RULES



January 4, 2010

Dr. Patricia I. Wright
Superintendent of Public Instruction
Virginia Department of Education
P. O. Box 2120
Richmond, Virginia 23218-2120

Dear Dr. Wright:

I am delighted to support the Virginia Department of Education's (VDOE) application to the U.S. Department of Education for a Race to the Top grant. I understand that this competitive grant program is designed to encourage and reward states that are creating the conditions for education innovation and reform; achieving significant improvement in student outcomes; and implementing ambitious plans in four core education reform areas:

- Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;
- Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction;
- Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and
- Turning around our lowest-achieving schools.

Stakeholders in the Commonwealth work collaboratively to address the needs of Virginia's students. Virginia's work to date in the areas of standards, assessments, school improvement and accountability, and educational technology has been nationally recognized. If the grant is funded, I will be happy to work with the VDOE, its participating school divisions, and other public-private partners to implement the activities of the grant, especially since they advance Virginia's education excellence goals. I am confident that Virginia has the capacity and political will to accelerate our reforms and to serve as a model for others to follow in improving education across the nation.

Best wishes for a successful grant application!

Sincerely,

R. Edward Houck

Virginia's Community Colleges

January 6, 2010

Dr. Patricia I. Wright
Superintendent of Public Instruction
Virginia Department of Education
P. O. Box 2120
Richmond, Virginia 23218-2120

Dear Dr. Wright:

Virginia's community colleges are delighted to support the Virginia Department of Education's (VDOE) application to the U.S. Department of Education for a Race to the Top grant. We understand that this competitive grant program is designed to encourage and reward states that are creating the conditions for education innovation and reform; achieving significant improvement in student outcomes; and implementing ambitious plans in four core education reform areas:

- Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;
- Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction;
- Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and
- Turning around our lowest-achieving schools.

Stakeholders in the Commonwealth work collaboratively to address the needs of Virginia's students. Virginia's work to date in the areas of standards, assessments, school improvement and accountability, and educational technology has been nationally recognized. Virginia's community colleges are supportive of the elements of Virginia's Race to the Top proposal, with particular interest in increasing the number of students graduating from high school who are college- and career-ready and in developing a state-wide longitudinal data system. If the grant is funded, Virginia's Community Colleges will be happy to work with the VDOE, its participating school divisions, and other public-private partners to implement the activities of the grant, especially since they advance Virginia's education excellence goals. Virginia's community colleges are confident that Virginia has the capacity and political will to accelerate our reforms and to serve as a model for others to follow in improving education across the nation.

Best wishes for a successful grant application!

Sincerely,

Glenn DuBois
Chancellor

GD/ph

COMMONWEALTH of VIRGINIA

Daniel J. LaVista
Executive Director

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
James Monroe Building, 101 North Fourteenth Street, Richmond, VA 23219

(804) 225-2600
FAX (804) 225-2604
www.schev.edu

January 8, 2010

Dr. Patricia I. Wright
Superintendent of Public Instruction
Virginia Department of Education
P. O. Box 2120
Richmond, Virginia 23218-2120

Dear Dr. Wright:

I write to extend my agency's strong support for the Virginia Department of Education's (VDOE) application to the U.S. Department of Education for a Race to the Top grant. My staff and I at the State Council of Higher Education for Virginia (SCHEV) understand that this competitive grant program is designed to encourage and reward states that are creating the conditions for education innovation and reform; for achieving significant improvement in student outcomes; and for implementing ambitious plans in four core education reform areas:

- Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;
- Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction;
- Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and
- Turning around our lowest-achieving schools.

Stakeholders in the Commonwealth have a strong tradition of working collaboratively to address the needs of our students. To date, Virginia's work in the areas of standards, assessments, accountability and school improvement, and educational technology has been nationally recognized. SCHEV is supportive of the elements of Virginia's Race to the Top proposal, with particular interest in the area of longitudinal student-data systems. If the grant is funded, my staff and I will be happy to work with the VDOE, its participating school divisions, and other public-private partners to implement the activities of the grant, especially since they advance Virginia's education excellence goals. I am confident that Virginia has the capacity and political will to accelerate our reforms and to serve as a model for others to follow in improving education across the nation.

Best wishes for a successful grant application!

Sincerely,

Daniel J. LaVista

Innovation and Entrepreneurship Investment Authority
(formerly known as Innovative Technology Authority)

January 6, 2010

Dr. Patricia I. Wright
Superintendent of Public Instruction
Virginia Department of Education
P. O. Box 2120
Richmond, Virginia 23218-2120

Dear Dr. Wright:

On behalf of the Innovation and Entrepreneurship Investment Authority (IEIA), I am pleased to support the Virginia Department of Education's (VDOE) application to the U.S. Department of Education for a Race to the Top grant.

IEIA is a Commonwealth Authority, chartered to accelerate technology based innovation and new company formation for the Commonwealth of Virginia. Our mission cannot be accomplished if high quality graduates are not available to support the growth of nascent technology companies. Continued development and expansion of the four core education reform areas is vital to our collective ability to understand student development and options for improving education of Virginia's K -12 students.

We understand that this competitive grant program is designed to encourage and reward states that are creating the conditions for education innovation and reform; achieving significant improvement in student outcomes; and implementing ambitious plans in four core education reform areas:

- Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;
- Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction;
- Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and
- Turning around our lowest-achieving schools.

Stakeholders in the Commonwealth work collaboratively to address the needs of Virginia's students. Virginia's work to date in the areas of standards, assessments, school improvement and accountability, and educational technology has been nationally recognized. IEAI is supportive of the elements of Virginia's Race to the Top proposal, with particular interest in the areas of data systems to support instruction, fully implementing a statewide longitudinal data system and accessing and using state data.

2214 Rock Hill Road
Suite 600
Herndon, Virginia 20170
703 689 3000

If the grant is funded, we will be happy to work with the VDOE, its participating school divisions, and other public-private partners to implement the activities of the grant, especially since they advance Virginia's education excellence goals. I am confident that Virginia has the capacity and political will to accelerate our reforms and to serve as a model for others to follow in improving education across the nation.

Best wishes for a successful grant application!

Sincerely,

(b)(6)

Pete Jobse
On behalf of the Innovative and Entrepreneurship Investment Authority

JAMES MADISON UNIVERSITY

December 21, 2009

Dr. Patricia I. Wright
Superintendent of Public Instruction
Virginia Department of Education
P. O. Box 2120
Richmond, Virginia 23218-2120

Dear Dr. Wright:

On behalf of the faculty in education, science, technology, engineering and mathematics at James Madison University, we are delighted to express our support of the Virginia Department of Education's (VDOE) application to the U.S. Department of Education for a Race to the Top grant. We understand that this competitive grant program is designed to encourage and reward states that are creating the conditions for education innovation and reform; achieving significant improvement in student outcomes; and implementing ambitious plans in four core education reform areas:

- Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;
- Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction;
- Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and
- Turning around our lowest-achieving schools.

Stakeholders in the Commonwealth work collaboratively to address the needs of Virginia's students. Virginia's work to date in the areas of standards, assessments, school improvement and accountability, and educational technology has been nationally recognized. James Madison University continues to be supportive of and a leader in initiatives addressing the elements of Virginia's Race to the Top proposal, with particular interest and potential offered by the *Standards & Assessments* and *Great Teachers & Leaders* strands. James Madison University has a long and stellar history of preparing teachers and serving the Commonwealth through support of innovation in pK-12 education. If the grant is funded, we would forward to working with the VDOE, participating school divisions, and other public-private partners to implement the activities of the grant, especially since they advance Virginia's education excellence goals. We are confident that Virginia has the capacity and political will to accelerate our reforms and to serve as a model for others to follow in improving education across the nation.

Specifically JMU has an interest in, extensive experience with, and can be a productive partner with VDOE and other partners in addressing professional development and assessment, especially as they relate to STEM fields. As a result of existing collaborations, we have begun to develop and expand efforts for online professional development materials and experiences for STEM teachers. Connected to this proposal, we envision increased professional development. A consequent interest expressed by many participants in our past and current offerings has been the attainment of a Master's degree that integrates both content and pedagogy. JMU has a particular interest in the further development and implementation of these degree programs in the STEM fields, and, through our integration of efforts across campus, is well-positioned to accomplish this goal in short order.

JMU also has a growing network of effort in STEM fields, both through individual projects but especially through our Center for STEM Education & Outreach. Through our network conversations (pK-12 colleagues and leaders, Education faculty, STEM faculty), there appears to be strong interest in the development of STEM-related online curricula and assessments, as well as the development of K-8 STEM integration initiatives. One possible end result for teachers participating in activities related to these strands would be the development and implementation

Office of the Vice Provost
SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS, HEALTH AND HUMAN SERVICES
MSC 4112
800 South Main Street
Harrisonburg, VA 22807
540.568.3283 Phone
540.568.2747 Fax

of dual endorsement programs in STEM teaching. JMU has the experience and personnel necessary to see such a program reach fruition.

Our Masters Degree program in Mathematics Education serves as a model for further development of combined content/pedagogy masters degree programs, as does our new effort to build a Masters in Education program focused on K-8 Math Specialists.

Beyond the STEM areas, we're working to enhance literacy proficiency for all learners. specialized preparation in adolescent literacy lies at the core of our M.Ed. Reading Specialist Program now being offered to cohorts of practicing teachers at three different off-campus sites throughout the valley. Success of this outreach initiative is mirrored by our Masters Degree program in School Leadership presently being offered to emerging school leaders at three additional off-campus regional sites. Our newly-approved Inclusive Early Childhood Program leading to dual licensure in Early Childhood and Early Childhood Special Education is being initiated in spring 2010, and includes partnering with community-based providers serving at-risk 4-year-olds as a central focus. With members of our Council of School Division Administrators and the Mid-Valley Consortium for Teacher Education we are collaborating on the development of a menu of alternative modalities for educator licensure program delivery, including residency programs. Through such initiatives as our Content/Teaching Academy, PBS TeacherLine, NETS*T (National Educational Technology Standards for Teachers)-Microsoft Partnership, JMU provides high quality, SOL- and 21st-Century Skills-based professional development opportunities for professional educators throughout the Commonwealth.

Along with our partners in school divisions in the heart of the valley, faculty and administrators in our Career Development Academy work with young, adolescent, and adult ELL students to facilitate acquisition of basic academic skills, to prepare for successful completion of the GED, to enhance access to higher education opportunities, and to promote development of occupational and workforce transition skills. Likewise, our Professors-in-Residence programs work with students, families, and educators in low-income middle and high schools throughout the state to promote informed consideration of higher education opportunities following successful completion of high school. These are just some of the initiatives which resonate with the spirit of the Commonwealth's application, and in many cases, with specific desired outcomes themselves.

Again, James Madison University is most supportive of the Commonwealth's initiative with this proposal. Best wishes for a successful grant application!

Sincerely,

A. Jerry Benson, Ph.D.
Vice Provost
Science, Technology, Engineering, Mathematics

Phillip M. Wishon, Ph.D.
Dean, College of Education

AJB/lw

UNIVERSITY of VIRGINIA
CURRY SCHOOL OF EDUCATION

Curry School of Education
405 Emmet Street South
P.O. Box 400260
Charlottesville, VA 22904-4260
Phone: 434-924-0763
Fax: 434-924-0888
E-mail: dberch@virginia.edu
www.curry.edschool.virginia.edu

Office of the Dean

December 23, 2009

Dr. Patricia I. Wright
Superintendent of Public Instruction
Virginia Department of Education
P. O. Box 2120
Richmond, Virginia 23218-2120

Dear Dr. Wright:

We are delighted to support the Virginia Department of Education's (VDOE) application to the U.S. Department of Education for a Race to the Top grant. We understand that this competitive grant program is designed to encourage and reward states that are creating the conditions for education innovation and reform; achieving significant improvement in student outcomes; and implementing ambitious plans in four core education reform areas:

- Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;
- Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction;
- Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and
- Turning around our lowest-achieving schools.

Stakeholders in the Commonwealth work collaboratively to address the needs of Virginia's students. Virginia's work to date in the areas of standards, assessments, school improvement and accountability, and educational technology has been nationally recognized. The University of Virginia's Curry School of Education is supportive of the elements of Virginia's Race to the Top proposal, with specific interests in: a) building longitudinal data systems; b) developing formative assessments; c) recruiting, training, and retaining effective teachers and school leaders; and d) turning around our lowest-performing schools. If the grant is funded, we will be happy to work with the VDOE, its participating school divisions, and other public-private partners to implement the activities of the grant, especially since they advance Virginia's education excellence goals. We are confident that Virginia has the capacity and political will to accelerate our reforms and to serve as a model for others to follow in improving education across the nation.

Best wishes for a successful grant application!

Sincerely,

Daniel B. Berch

Daniel B. Berch, Ph.D.
Associate Dean for Research

Virginia Advanced Study Strategies, Inc.
A National Math and Science Initiative of Virginia

Paul C. Nichols, III
President/CEO

820 Bruce Street, South Boston, Virginia 24592
434.572.5474 (Office) 434.572.5462 (Fax)

December 23, 2009

Dr. Patricia I. Wright
Superintendent of Public Instruction
Virginia Department of Education
P. O. Box 2120
Richmond, Virginia 23218-2120

Dear Dr. Wright:

Virginia Advanced Study Strategies is delighted to support the Virginia Department of Education's (VDOE) application to the U.S. Department of Education for a Race to the Top grant. We understand that this competitive grant program is designed to encourage and reward states that are creating the conditions for education innovation and reform; achieving significant improvement in student outcomes; and implementing ambitious plans in four core education reform areas:

- Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;
- Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction;
- Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and
- Turning around our lowest-achieving schools.

Stakeholders in the Commonwealth work collaboratively to address the needs of Virginia's students. Virginia's work to date in the areas of standards, assessments, school improvement and accountability, and educational technology has been nationally recognized. Virginia Advanced Study Strategies is supportive of the elements of Virginia's Race to the Top proposal, with particular interest in the area of adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy. If the grant is funded, we will be happy to work with the VDOE, its participating school divisions, and other public-private partners to implement the activities of the grant, especially since they advance Virginia's education excellence goals. We are confident that Virginia has the capacity and political will to accelerate our reforms and to serve as a model for others to follow in improving education across the nation.

Best wishes for a successful grant application!

Sincerely,

(b)(6)

Dr. Patricia I. Wright
Superintendent of Public Instruction
Virginia Department of Education
P. O. Box 2120
Richmond, Virginia 23218-2120

December 21, 2009

Dear Dr. Wright:

On behalf of the Governing Board of the Virginia Association of Colleges of Teacher Education (VACTE) and our member institutions with approved educator preparation programs, I write to express our strong support for the Virginia Department of Education's (VDOE) application to the U.S. Department of Education for a Race to the Top grant. We understand that this competitive grant program is designed to encourage and recognize states that are creating the conditions for education innovation, reform and renewal; achieving significant improvement in student outcomes; and implementing ambitious (and necessary) plans in four core education reform areas:

- Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;
- Building and implementing statewide data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction;
- Recruiting, developing and supporting, rewarding, and retaining effective teachers and principals, especially where they are needed most; and
- Turning around our struggling, lowest-achieving schools.

As one among many long-standing education stakeholders in the Commonwealth, the Virginia Association of Colleges of Teacher Education is proud to work collaboratively to help address the needs of Virginia's students. Virginia's work to date in the areas of standards, assessments, school improvement and accountability, and educational technology has been nationally recognized. The Virginia Association of Colleges of Teacher Education continues to be a strong ally in support of the elements of Virginia's Race to the Top proposal, with particular and sustaining interest in several key strands: Great Teachers and Great Leaders; Statewide, Integrated, Longitudinal Data Systems; and Standards and Assessments. If the grant is funded, we will be happy and eager to work with the VDOE, its participating school divisions, and other public-private partners to implement the activities of the grant, especially since they advance Virginia's education excellence goals. We are confident that Virginia has the capacity, the commitment, and political will to accelerate our reforms, to uphold high accountability standards, and to serve as a model for others to follow in improving education across the nation.

With deep gratitude for your leadership and initiative in preparing this application, and on behalf of the students and educators in Virginia's schools and those who support them, every good wish for the most successful of outcomes.

Phillip M. Wishon, Ph.D.
President, VACTE
P.O. Box 1030 – Harrisonburg, VA 22803

VIRGINIA ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS

1805 Chantilly Street • Richmond, Virginia 23230 • (804) 355-6791 • FAX (804) 355-1196 • www.vaesp.org

"Serving Elementary and Middle Level Principals"

December 16, 2009

Dr. Patricia I. Wright
Superintendent of Public Instruction
Virginia Department of Education
P. O. Box 2120
Richmond, Virginia 23218-2120

Dear Dr. Wright:

The Virginia Association of Elementary School Principals (VAESP) is delighted to support the Virginia Department of Education's (VDOE) application to the U.S. Department of Education for a Race to the Top grant. We understand that this competitive grant program is designed to encourage and reward states that are creating the conditions for education innovation and reform; achieving significant improvement in student outcomes; and implementing ambitious plans in four core education reform areas:

- Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;
- Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction;
- Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and
- Turning around our lowest-achieving schools.

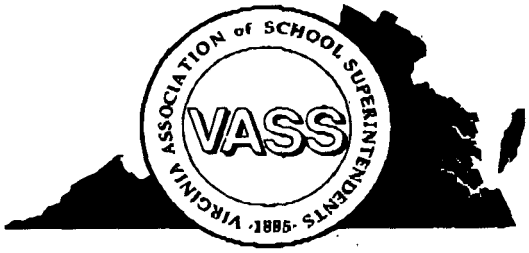
Stakeholders in the Commonwealth work collaboratively to address the needs of Virginia's students. Virginia's work to date in the areas of standards, assessments, school improvement and accountability, and educational technology has been nationally recognized. VAESP is supportive of the elements of Virginia's Race to the Top proposal, with particular interest in these areas: principals coaching and mentoring and professional development to enhance a higher level of performance and in concert with principal standards for effective leadership. In addition, we support instructional intervention at the elementary grade school level that addresses reading and writing skills, at the earliest possible level, which research has shown to be the initial identifiers of dropouts at the secondary level.

If the grant is funded, we will be happy to work with the VDOE, its participating school divisions, and other public-private partners to implement the activities of the grant, especially since they advance Virginia's education excellence goals. We are confident that Virginia has the capacity and political will to accelerate our reforms and to serve as a model for others to follow in improving education across the nation.

Best wishes for a successful grant application!

Sincerely,

Thomas L. Shortt, Ed.D.
Executive Director



VIRGINIA ASSOCIATION OF SCHOOL SUPERINTENDENTS

405 Emmet Street • P.O. Box 400265 • Charlottesville, Virginia 22904-4265 • (434) 924-0538 • Fax (434) 982-2942

December 14, 2009

Dr. Patricia I. Wright
Superintendent of Public Instruction
Virginia Department of Education
P. O. Box 2120
Richmond, Virginia 23218-2120

Dear Dr. Wright:

The Virginia Association of School Superintendents are delighted to support the Virginia Department of Education's (VDOE) application to the U.S. Department of Education for a Race to the Top grant. We understand that this competitive grant program is designed to encourage and reward states that are creating the conditions for education innovation and reform; achieving significant improvement in student outcomes; and implementing ambitious plans in four core education reform areas:

- Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;
- Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction;
- Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and
- Turning around our lowest-achieving schools.

Stakeholders in the Commonwealth work collaboratively to address the needs of Virginia's students. Virginia's work to date in the areas of standards, assessments, school improvement and accountability, and educational technology has been nationally recognized. VASS is supportive of the elements of Virginia's Race to the Top proposal, with the condition that appropriate funding is provided for school divisions to implement the initiatives. If the grant is funded, we will be happy to work with the VDOE, its participating school divisions, and other public-private partners to implement the activities of the grant, especially since they advance Virginia's education excellence goals. We are confident that Virginia has the capacity and political will to accelerate our reforms and to serve as a model for others to follow in improving education across the nation.

Best wishes for a successful grant application!

Sincerely,

Alfred R. Butler
Executive Director

Virginia Association of Science Teachers, Inc.
1027 Toppin Blvd, Harrisonburg, VA 22801
pyleej@jmu.edu, http://www.VAST.org

22 December 2009

Dr. Patricia I. Wright
Superintendent of Public Instruction
Virginia Department of Education
P. O. Box 2120
Richmond, Virginia 23218-2120

Dear Dr. Wright:

On behalf of the Virginia Association of Science Teachers (VAST), I am pleased to provide this letter of support for the Virginia Department of Education's (VDOE) application to the U.S. Department of Education for a Race to the Top (RTTT) grant. We understand that this competitive grant program is designed to encourage and reward states that are creating the conditions for education innovation and reform; achieving significant improvement in student outcomes; and implementing ambitious plans in four core education reform areas:

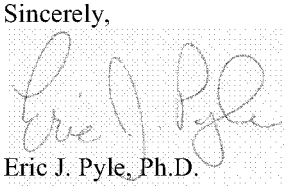
- Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;
- Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction;
- Recruiting, developing, rewarding, and retaining effective teachers and principals, especially in localities where they are needed most; and
- Bringing the measured achievement levels, of our lowest-achieving schools, to acceptable levels.

VAST has been a key player in providing professional development for teachers of science in Virginia, providing a venue for teacher professional development through our annual Professional Development Institute and frequent publications. Information and opportunity for professional development are made available for all teachers of science in the Commonwealth. In particular, VAST has a network of Directors in each of the VDOE Superintendent's regions that are in tune with the needs of their areas, and can serve as a primary conduit in tailoring the goals and activities of Virginia's RTTT effort to the science teachers in their regions.

There is a long track record of the relationship between VAST and the VDOE, with an invited representative of VDOE attending each of VAST's Board of Directors meetings. Through this relationship, VAST and VDOE have worked together to honor outstanding science teachers, participate in curricular and assessment reviews for the Standards of Learning, and consult on the development of educational policies, such as the Meaningful Watershed Educational Experiences. We anticipate a continuation of this collaboration on the receipt of funding for Virginia's RTTT proposal, in addressing our mutual areas of interest for promoting quality science education for all students within the Commonwealth.

Stakeholders in the Commonwealth work collaboratively to address the needs of Virginia's students. Virginia's work to date in the areas of standards, assessments, school improvement and accountability, and educational technology has been nationally recognized. VAST is supportive of the elements of Virginia's Race to the Top proposal, especially those that promote quality STEM opportunities for Virginia's teachers and students. If the grant is funded, VAST anticipates working with the VDOE, its participating school divisions, and other public-private partners to best match our continuing efforts to the appropriate aspects of the proposal. I am confident that Virginia has the capacity and political will to accelerate our reforms and to serve as a model for others to follow in improving education across the nation. Please do not hesitate to contact me at 540.568.7115, or Juanita Jo Matkins, VAST President, 2010, at 540.223.0746 if we can provide any additional information.

Sincerely,



Eric J. Pyle, Ph.D.
VAST President, 2009

VIRGINIA ASSOCIATION
OF SECONDARY SCHOOL
PRINCIPALS

804.355.2777
(fax) 804.355.4262
www.vaprincipals.org

The Professional Association of Middle and High School Administrators

January 5, 2010

Dr. Patricia I. Wright
Superintendent of Public Instruction
Virginia Department of Education
P. O. Box 2120
Richmond, Virginia 23218-2120

Dear Dr. Wright:

On behalf of the board of directors of the Virginia Association of Secondary School Principals (VASSP), I write to commend you and support the Virginia Department of Education's (VDOE) application to the U.S. Department of Education for a Race to the Top grant. Our understanding of this competitive grant program is that it is designed to encourage and reward states that are creating the conditions for education innovation and reform; achieving significant improvement in student outcomes; and implementing ambitious plans in four core education reform areas:

- Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;
- Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction;
- Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and
- Turning around our lowest-achieving schools.

Stakeholders in the Commonwealth have a long history of working collaboratively to address the needs of Virginia's students. Virginia's work to date in the areas of standards, assessments, school improvement and accountability, and educational technology has been nationally recognized. VASSP is supportive of the elements of Virginia's Race to the Top proposal. As you know, we have a particular interest in the area of recruiting, developing, rewarding, and retaining effective teachers and principals and in turning around our lowest-achieving schools. If the grant is funded, VASSP will be happy to work with the VDOE, its participating school divisions, and other public-private partners to implement the activities of the grant, especially since they advance Virginia's education excellence goals. VASSP is confident that Virginia has the capacity and political will to accelerate our reforms and to serve as a model for others to follow in improving education across the nation.

If VASSP can be of further support in seeking this important grant, please let me know.

Sincerely,

Randy D. Barrack, Ed.D., Ph.D.
Executive Director

NASSP AFFILIATE
4909 Cutshaw Avenue • Richmond, VA 23230

Virginia Association of Teachers of English

January 11, 2010

Dr. Patricia I. Wright
Superintendent of Public Instruction
Virginia Department of Education
P. O. Box 2120
Richmond, Virginia 23218-2120

Dear Dr. Wright:

The Virginia Association of Teachers of English (VATE) is delighted to support the Virginia Department of Education's (VDOE) application to the U.S. Department of Education for a Race to the Top grant. We understand that this competitive grant program is designed to encourage and reward states that are creating the conditions for education innovation and reform; achieving significant improvement in student outcomes; and implementing ambitious plans in four core education reform areas:

- Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;
- Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction;
- Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and
- Turning around our lowest-achieving schools.

Virginia's work to date in the areas of standards, assessments, school improvement and accountability, and educational technology has been nationally recognized. VATE is supportive of the elements of Virginia's Race to the Top proposal, with particular interest in the area of Adolescent Literacy. The Adolescent Literacy Initiative, which is aimed at grades 6-10 for instruction in both reading and writing, will help ensure quality instruction that promotes success for Virginia's students in college and the workplace.

If the grant is funded, VATE will be happy to work with the VDOE, its participating school divisions, and other public-private partners to implement the activities of the grant, especially since they advance Virginia's education excellence goals. VATE is confident that Virginia has the capacity and political will to accelerate our reforms and to serve as a model for others to follow in improving education across the nation.

Best wishes for a successful grant application!

Sincerely,

Adria F. Merritt

Adria F. Merritt, President
Virginia Association of Teachers of English

Virginia PTA

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VIRGINIA CONGRESS OF PARENTS & TEACHERS

DEBRA *"DEBI"* ABADIE, PRESIDENT
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December 16, 2009

STATE OFFICE
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(804) 264-4014—Fax

Dr. Patricia I. Wright
Superintendent of Public Instruction
Virginia Department of Education
P. O. Box 2120
Richmond, Virginia 23218-2120

Dear Dr. Wright:

The Virginia PTA is delighted to support the Virginia Department of Education's (VDOE) application to the U.S. Department of Education for a Race to the Top grant. We understand that this competitive grant program is designed to encourage and reward states that are creating the conditions for education innovation and reform; achieving significant improvement in student outcomes; and implementing ambitious plans in four core education reform areas:

- Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;
- Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction;
- Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and
- Turning around our lowest-achieving schools.

Stakeholders in the Commonwealth work collaboratively to address the needs of Virginia's students. Virginia's work to date in the areas of standards, assessments, school improvement and accountability, and educational technology has been nationally recognized. The Virginia PTA is supportive of the elements of Virginia's Race to the Top proposal, with particular interest in the area of standards that prepare students to succeed in college and the workplace and to compete in the global economy. If the grant is funded , the Virginia PTA will work with the VDOE, its participating school divisions, and other public-private partners to implement the activities of the grant, especially since they advance Virginia's education excellence goals. We are confident that Virginia has the capacity and political will to accelerate our reforms and to serve as a model for others to follow in improving education across the nation.

Best wishes for a successful grant application!

Sincerely,

(b)(6)

Debra C. Abadie
President, Virginia PTA

VCASE
Virginia Council of Administrators of Special Education

Mr. Wyllys VanDerwerker
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Ms. Marylou Wall
Executive Director
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Alexandria, VA 22307
(703) 201-9732
marylwall@aol.com

December 18, 2009

Dr. Patricia I. Wright
Superintendent of Public Instruction
Virginia Department of Education
P. O. Box 2120
Richmond, Virginia 23218-2120

Dear Dr. Wright:

The Virginia Council of Administrators of Special Education is delighted to support the Virginia Department of Education's (VDOE) application to the U.S. Department of Education for a Race to the Top grant. We understand that this competitive grant program is designed to encourage and reward states that are creating the conditions for education innovation. VCASE supports the ambitious plans in the following core education reform areas:

- Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;
- Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction; and
- Turning around our lowest-achieving schools.

Stakeholders in the Commonwealth work collaboratively to address the needs of Virginia's students. Virginia's work to date in the areas of standards, assessments, school improvement and accountability, and educational technology has been nationally recognized. VCASE is supportive of the above referenced elements of Virginia's Race to the Top proposal, with particular interest in the area of improving our lowest-achieving schools. If the grant is funded, we will be happy to work with the VDOE, its participating school divisions, and other public-private partners to implement the activities of the grant, especially since they advance Virginia's education excellence goals. We are confident that Virginia can continue to serve as a model for others to follow in improving education across the nation.

Best wishes for a successful grant application!

Sincerely,

(b)(6)

Wyllys VanDerwerker
President,
Virginia Council of Administrators of Special Education

VCTM

January 6, 2009

Dr. Patricia I. Wright
Superintendent of Public Instruction
Virginia Department of Education
P. O. Box 2120
Richmond, Virginia 23218-2120

Dear Dr. Wright:

The Virginia Council of Teachers of Mathematics is delighted to support the Virginia Department of Education's (VDOE) application to the U.S. Department of Education for a Race to the Top grant. We understand that this competitive grant program is designed to encourage and reward states that are creating the conditions for education innovation and reform; achieving significant improvement in student outcomes; and implementing ambitious plans in four core education reform areas:

- Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;
- Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction;
- Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and
- Turning around our lowest-achieving schools.

Stakeholders in the Commonwealth work collaboratively to address the needs of Virginia's students. Virginia's work to date in the areas of standards, assessments, school improvement and accountability, and educational technology has been nationally recognized. The Virginia Council of Teachers of Mathematics is supportive of the elements of Virginia's Race to the Top proposal, especially in the incorporation of 21st century skills and the alignment of the Standards of Learning across content as we endeavor to promote content and pedagogy that will empower students to use meaningful mathematics as well as the study of higher mathematics. If the grant is funded, the Virginia Council of Teachers of Mathematics will be happy to work with the VDOE, its participating school divisions, and other public-private partners to implement the activities of the grant, especially since they advance Virginia's education excellence goals. VCTM is confident that Virginia has the capacity and political will to accelerate our reforms and to serve as a model for others to follow in improving education across the nation.

Best wishes for a successful grant application!

Sincerely,

(b)(6)

Carolyn Williamson
President
Virginia Council of Teachers of Mathematics

Virginia Early Childhood Foundation
SMART BEGINNINGS
Ready for School, Ready for Life

December 16, 2009

Dr. Patricia I. Wright
Superintendent of Public Instruction
Virginia Department of Education
P.O. Box 2120
Richmond, VA 23218-2120

Dear Dr. Wright,

The Virginia Early Childhood Foundation enthusiastically supports the Virginia Department of Education's (VDOE) application for a Race to the Top grant from the U.S. Department of Education. We believe that Virginia is well poised for innovative solutions that will lead to long term and sustainable improvements in the educational and life success of our young citizens.

For Virginia to remain competitive in the world market, we must maximize the potential of every citizen. This means initiating reforms that produce dramatically improved outcomes in student achievement, building data systems that demonstrate results and inform policy, recruiting and professionally developing effective educators, improving kindergarten readiness, and quickly implementing strategies to turn around low-achieving schools and at-risk communities.

Virginia has built strong partnerships among many sectors of our Commonwealth that have an interest in the success of young people and the long-term prosperity of our economy. The business, healthcare, education, social service, and public sectors are working together to build lasting infrastructure, develop standards and assessments, and launch public/private partnerships that will maintain long-term sustainability of progress. The Virginia Early Childhood Foundation is an example of a public/private partnership that is building sustainable systems to advance kindergarten readiness, with bipartisan support from our General Assembly.

We are confident that Virginia has the political momentum, public will, and private sector engagement to dramatically accelerate our progress in maximizing the human potential of all young Virginians. Race to the Top funds will serve to build sustainable systems that produce dramatic outcomes, and position Virginia as a replicable model of achievement.

The Virginia Early Childhood Foundation strongly supports the VDOE's application for Race to the Top funds. You have our best wishes and full collaboration for this significant opportunity for Virginia and the nation.

Sincerely,

(b)(6)

Scott L. Hippert
President

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VEA VIRGINIA EDUCATION ASSOCIATION

Teaching. Learning. Leading.

December 18, 2009

Dr. Patricia I. Wright
Superintendent of Public Instruction
Virginia Department of Education
P. O. Box 2120
Richmond, Virginia 23218-2120

Dear Dr. Wright:

The Virginia Education Association supports the Virginia Department of Education's (VDOE) application to the U.S. Department of Education for a Race to the Top grant. We understand that this competitive grant program is designed to encourage and reward states that are creating the conditions for education innovation and reform; achieving significant improvement in student outcomes; and implementing ambitious plans in four core education reform areas:

- Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;
- Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction;
- Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and
- Turning around our lowest-achieving schools.

If the grant is funded, we will work in good faith and collaboration with the VDOE, participating school divisions, and other partners to improve teaching and learning in Virginia's public schools. We pledge to work to ensure the active involvement of educators to advance the reform goals and meet the needs of public school employees across the Commonwealth.

Sincerely,

(b)(6)

Kitty J. Boitnott, Ph.D., NBCT
President, Virginia Education Association

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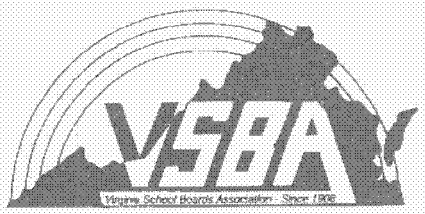

Virginia School Boards Association

"Children Are Our Common Wealth"

January 6, 2010

Dr. Patricia I. Wright
Superintendent of Public Instruction
Virginia Department of Education
P. O. Box 2120
Richmond, Virginia 23218-2120

Dear Dr. Wright:

The Virginia School Boards Association (VSBA) is delighted to support the Virginia Department of Education's (VDOE) application to the U.S. Department of Education for a Race to the Top grant. We understand that this competitive grant program is designed to encourage and reward states that are creating the conditions for education innovation and reform; achieving significant improvement in student outcomes; and implementing ambitious plans in four core education reform areas:

- Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;
- Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction;
- Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and
- Turning around our lowest-achieving schools.

Stakeholders in the Commonwealth work collaboratively to address the needs of Virginia's students. Virginia's work to date in the areas of standards, assessments, school improvement and accountability, and educational technology has been nationally recognized. The VSBA is supportive of the above elements of Virginia's Race to the Top proposal. If the grant is funded, the VSBA will be happy to work with the VDOE, its participating school divisions, and other public-private partners to implement the activities of the grant, especially since they advance Virginia's education excellence goals. The VSBA is confident that Virginia has the capacity and political will to accelerate our reforms and to serve as a model for others to follow in improving education across the nation.

Best wishes for a successful grant application!

Sincerely,

Warren J. "Jeff" Bain
President

Cc: VSBA Board of Directors

Rivanna Ridge Professional Building • 200 Hansen Road, Suite 2 • Charlottesville, Virginia 22911 • (434) 295-8722
Fax: (434) 295-8785 • Homepage: www.vsba.org

31 Stafford Avenue
Stafford, Virginia 22554
T (540) 658-6679
F (540) 658-6061
www.vsela.org

January 8, 2010

Dr. Patricia I. Wright
Superintendent of Public Instruction
Virginia Department of Education
P. O. Box 2120
Richmond, Virginia 23218-2120

Dear Dr. Wright:

The Virginia Science Education Leadership Association (VSELA) is delighted to support the Virginia Department of Education's (VDOE) application to the U.S. Department of Education for a Race to the Top grant. VSELA (a professional organization science leaders from school divisions, science education departments, and informal education) understand that this competitive grant program is designed to encourage and reward states that are creating the conditions for education innovation and reform; achieving significant improvement in student outcomes; and implementing ambitious plans in four core education reform areas:

- Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;
- Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction;
- Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and
- Turning around our lowest-achieving schools.

Stakeholders in the Commonwealth work collaboratively to address the needs of Virginia's students. Virginia's work to date in the areas of standards, assessments, school improvement and accountability, and educational technology has been nationally recognized. VSELA is supportive of the elements of Virginia's Race to the Top proposal, with particular interest in the area of STEM education. If the grant is funded, VSELA will be happy to work with the VDOE, its participating school divisions, and other public-private partners to implement the activities of the grant, especially since they advance Virginia's education excellence goals. The VSELA membership is confident that Virginia has the capacity and political will to accelerate our reforms and to serve as a model for others to follow in improving education across the nation.

Throughout the past several years, VSELA has worked cooperatively with the VDOE to develop and revise the Science SOL and Curriculum Framework, both participate on Science SOL Test development committees along with nominating teachers for those committees, and supporting state-wide initiatives such as the Geospatial Technology initiative. We look forward to working cooperatively with VOE on the Race to the Top grant.

Best wishes for a successful grant application!
Sincerely,

(b)(6)

Eric Rhoades, President
Virginia Science Education Leadership Association

VSTE
VIRGINIA SOCIETY FOR TECHNOLOGY IN EDUCATION

December 22, 2009

Dr. Patricia I. Wright
Superintendent of Public Instruction
Virginia Department of Education
P. O. Box 2120
Richmond, Virginia 23218-2120

Dear Dr. Wright:

The Virginia Society for Technology in Education (VSTE) is pleased to support the Virginia Department of Education's (VDOE) application to the U.S. Department of Education for a Race to the Top grant. We understand that this competitive grant program is designed to encourage and reward states that are creating the conditions for education innovation and reform; achieving significant improvement in student outcomes; and implementing ambitious plans in four core education reform areas:

- Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;
- Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction;
- Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and
- Turning around our lowest-achieving schools.

Stakeholders in the Commonwealth work collaboratively to address the needs of Virginia's students. Virginia's work to date in the areas of standards, assessments, school improvement and accountability, and educational technology has been nationally recognized. VSTE is supportive of the elements of Virginia's Race to the Top proposal, with particular interest in working with VDOE to provide the necessary educational technology professional development programs to sustain the goals of the project. If the grant is funded, we will be happy to work with the VDOE, its participating school divisions, and other public-private partners to implement the activities of the grant, especially since they advance Virginia's education excellence goals. We are confident that Virginia has the capacity and political will to accelerate our reforms and to serve as a model for others to follow in improving education across the nation.

Best wishes for a successful grant application!

Sincerely,

(b)(6)

Janene K. Gorham, Chair
Virginia Society for Technology in Education
Board of Directors

FLAVA
The Foreign Language Association of Virginia
1059 Marshall Mill Rd
Gladys, VA 24554
January 11, 2010

Dr. Patricia I. Wright
Superintendent of Public Instruction
Virginia Department of Education
P. O. Box 2120
Richmond, Virginia 23218-2120

Dear Dr. Wright:

The Foreign Language Association of Virginia (FLAVA) is delighted to support the Virginia Department of Education's (VDOE) application to the U.S. Department of Education for a Race to the Top grant. FLAVA's Board and over 600 members are aware and appreciate that this competitive grant program is designed to encourage and reward states that are creating the conditions for education innovation and reform; achieving significant improvement in student outcomes; and implementing ambitious plans in four core areas:

- Adopting standards and assessments that prepare students for future education and work;
- Building data systems that measure student growth and inform teachers and principals;
- Recruiting, developing, rewarding, and retaining effective teachers and principals; and
- Turning around our lowest-achieving schools.

Virginia's work to date in the areas of standards, assessments, school improvement and accountability, and educational technology has been transformative and nationally recognized. FLAVA is supportive of all elements of Virginia's Race to the Top proposal, with particular interest in and commitment to the area of programs for world language and cultures. The proposal includes programs and configurations critical to fulfilling key promises to all Virginians and accomplishing vital state and national goals, in particular: addressing the needs of underserved geographical areas; providing additional research-based program configurations and sequences of studies; integrating and empowering heritage speakers; and expanding the International Baccalaureate programme to enhance the state commitment to expanded sequences of language studies.

If the grant is funded, FLAVA will be happy to work with the VDOE, its participating school divisions, and other public-private partners to implement the activities of the grant. The Board and members of FLAVA are confident of Virginia's capacity and political will, and we are committed to support of the VDOE and all partners to ensure the outcomes the U.S. Department of Education seeks.

Best wishes for a successful grant application!

Sincerely, (b)(6)

Norah Lulich Jones
President, Foreign Language Association of VA

Appendix (A)(3)

Demonstrating significant progress in raising achievement and closing gaps

Appendix (A)(3) Demonstrating significant progress in raising achievement and closing gaps

Table 1. Percent of students passing statewide assessments in Virginia, 2002-2003 through 2008-2009

Content area	Student subgroup	School year						
		2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
MATH	All students	78%	83%	84%	76%	80%	84%	86%
	Black students	64%	70%	73%	62%	68%	73%	77%
	Hispanic Students	72%	76%	77%	66%	70%	75%	79%
	LEP students	70%	76%	77%	65%	70%	75%	79%
	Students Identified as Disadvantaged	65%	72%	74%	62%	67%	73%	77%
	Students with Disabilities	51%	57%	61%	53%	58%	65%	71%
READING	All students	79%	79%	81%	84%	85%	87%	89%
	Black students	65%	66%	70%	73%	76%	78%	81%
	Hispanic Students	67%	69%	73%	76%	72%	81%	85%
	LEP students	58%	65%	70%	72%	67%	79%	83%
	Students Identified as Disadvantaged	62%	64%	69%	73%	73%	77%	81%
	Students with Disabilities	52%	51%	56%	64%	62%	67%	73%
SCIENCE	All students	81%	84%	84%	85%	88%	88%	89%
	Black students	65%	70%	72%	73%	77%	79%	80%
	Hispanic Students	70%	72%	73%	74%	78%	78%	80%
	LEP students	60%	66%	69%	69%	73%	74%	76%
	Students Identified as Disadvantaged	66%	71%	73%	74%	77%	78%	79%
	Students with Disabilities	60%	64%	64%	65%	67%	69%	69%
HISTORY AND SOCIAL SCIENCE	All students	81%	81%	83%	84%	86%	88%	89%
	Black students	67%	69%	72%	74%	77%	79%	81%
	Hispanic Students	73%	72%	75%	75%	77%	79%	82%
	LEP students	67%	69%	73%	72%	74%	77%	80%
	Students Identified as Disadvantaged	67%	67%	70%	72%	74%	77%	80%
	Students with Disabilities	58%	58%	62%	64%	66%	70%	72%

Table 2. Pass rates on statewide reading assessments, 2002-2003 through 2008-2009

Pass rates on statewide reading assessments, Virginia							
Grade level	**2002-2003**	**2003-2004**	**2004-2005**	**2005-2006**	**2006-2007**	**2007-2008**	**2008-2009**
	All Students						
Grade 3	72	71	77	84	80	84	86
Grade 4				86	87	88	89
Grade 5	83	85	85	87	87	89	92
Grade 6				83	84	85	86
Grade 7				81	82	86	88
Grade 8	69	72	76	78	80	83	87
End of Course	92	89	88	90	94	94	95
	Black						
Grade 3	58	56	67	73	71	74	78
Grade 4				78	80	81	81
Grade 5	70	74	75	77	80	82	86
Grade 6				71	75	74	76
Grade 7				69	72	76	80
Grade 8	51	56	63	64	68	71	78
End of Course	86	80	78	83	88	89	91
	Economically Disadvantaged						
Grade 3	57	57	65	74	69	75	79
Grade 4				77	78	81	81
Grade 5	69	74	75	78	77	82	85
Grade 6				71	72	74	77
Grade 7				67	69	75	80
Grade 8	49	54	61	64	65	71	78
End of Course	86	80	78	82	87	89	90
	Hispanic						
Grade 3	62	62	68	79	65	79	83
Grade 4				80	77	84	86
Grade 5	74	79	81	81	74	84	89
Grade 6				75	71	78	81
Grade 7				70	70	78	83
Grade 8	53	59	66	63	63	75	81
End of Course	88	83	81	84	90	91	93

Pass rates on statewide reading assessments, Virginia							
Grade level	**2002-2003**	**2003-2004**	**2004-2005**	**2005-2006**	**2006-2007**	**2007-2008**	**2008-2009**
	Limited English Proficient						
Grade 3	56	60	68	77	62	79	84
Grade 4				79	74	84	85
Grade 5	66	78	80	81	70	83	89
Grade 6				71	67	76	80
Grade 7				62	62	75	79
Grade 8	35	50	61	54	52	69	78
End of Course	79	75	70	73	87	87	88
	Students with Disabilities						
Grade 3	54	47	54	71	62	67	72
Grade 4				72	69	73	76
Grade 5	59	62	65	72	68	73	79
Grade 6				60	60	64	69
Grade 7				55	54	64	71
Grade 8	32	36	42	50	50	57	67
End of Course	73	68	66	69	75	76	79
	White						
Grade 3	79	79	82	88	87	88	90
Grade 4				90	91	92	92
Grade 5	88	89	90	91	91	93	94
Grade 6				89	90	90	91
Grade 7				88	88	91	93
Grade 8	78	80	83	85	87	89	91
End of Course	95	93	92	94	96	97	97

Table 3. Pass rates on statewide mathematics assessments, 2002-2003 through 2008-2009

Pass rates on statewide mathematics assessments, Virginia							
Grade Level	**2002-2003**	**2003-2004**	**2004-2005**	**2005-2006**	**2006-2007**	**2007-2008**	**2008-2009**
All students							
Grade 3	83	87	88	90	89	89	89
Grade 4				77	81	84	86
Grade 5	74	78	81	83	87	88	90
Grade 6				51	60	68	73
Grade 7				44	56	65	71
Grade 8	75	80	81	76	77	83	85
End of Course Algebra I	79	82	86	88	92	93	94
End of Course Algebra II	81	87	88	85	88	90	91
End of Course Geometry	79	83	83	83	86	87	87
End of Course Other	96	98	98	80	88	80	81
	Black						
Grade Level	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Grade 3	72	77	79	82	81	81	80
Grade 4				64	69	74	78
Grade 5	60	66	69	74	80	81	84
Grade 6				34	44	53	60
Grade 7				26	40	50	57
Grade 8	59	67	67	63	64	72	77
End of Course Algebra I	66	72	78	81	87	88	90
End of Course Algebra II	69	77	80	77	82	83	84
End of Course Geometry	59	67	67	68	72	75	75
End of Course Other	94	98	98	79	91	77	79

Pass rates on statewide mathematics assessments, Virginia							
Grade Level	**2002-2003**	**2003-2004**	**2004-2005**	**2005-2006**	**2006-2007**	**2007-2008**	**2008-2009**
	Economically Disadvantaged						
Grade Level	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Grade 3	72	79	80	83	81	81	82
Grade 4				64	69	74	78
Grade 5	59	65	69	73	78	81	84
Grade 6				34	44	53	61
Grade 7				28	40	51	60
Grade 8	59	67	67	62	64	72	77
End of Course Algebra I	69	74	79	81	86	88	89
End of Course Algebra II	73	81	83	79	82	84	85
End of Course Geometry	66	72	72	72	74	77	78
End of Course Other	95	98	97	80	87	80	85
	Hispanic						
Grade Level	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Grade 3	78	84	82	85	84	82	82
Grade 4				65	70	76	79
Grade 5	65	69	72	74	78	81	86
Grade 6				39	48	56	65
Grade 7				31	41	50	61
Grade 8	68	73	73	64	65	74	78
End of Course Algebra I	72	73	81	83	88	90	90
End of Course Algebra II	74	80	83	78	82	86	86
End of Course Geometry	73	76	75	75	80	82	82
End of Course Other	100	97	95	98	89	93	90

Pass rates on statewide mathematics assessments, Virginia							
Grade Level	**2002-2003**	**2003-2004**	**2004-2005**	**2005-2006**	**2006-2007**	**2007-2008**	**2008-2009**
	Limited English Proficient						
Grade Level	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Grade 3	75	84	82	85	83	82	83
Grade 4				63	69	77	79
Grade 5	60	67	70	72	78	80	85
Grade 6				39	46	56	65
Grade 7				30	40	49	61
Grade 8	65	70	70	58	62	72	76
End of Course Algebra I	74	74	83	84	88	91	91
End of Course Algebra II	80	85	86	81	85	90	88
End of Course Geometry	71	77	75	73	79	80	80
End of Course Other		0	87	91	93	93	96
	Students with Disabilities						
Grade Level	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Grade 3	64	74	73	75	74	74	75
Grade 4				59	62	69	73
Grade 5	50	52	55	63	70	73	77
Grade 6				30	39	49	59
Grade 7				26	37	50	63
Grade 8	39	45	50	45	47	58	69
End of Course Algebra I	49	53	63	67	75	78	79
End of Course Algebra II	58	67	71	67	73	77	79
End of Course Geometry	51	58	61	60	62	65	66
End of Course Other	96	98	98	80	88	80	81

Pass rates on statewide mathematics assessments, Virginia							
Grade Level	**2002-2003**	**2003-2004**	**2004-2005**	**2005-2006**	**2006-2007**	**2007-2008**	**2008-2009**
	White						
Grade Level	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Grade 3	88	92	92	93	93	93	93
Grade 4				84	86	89	91
Grade 5	81	84	86	87	90	92	93
Grade 6				60	69	75	79
Grade 7				53	64	74	79
Grade 8	81	85	86	83	84	89	90
End of Course Algebra I	83	86	90	90	94	95	95
End of Course Algebra II	84	89	90	87	90	92	93
End of Course Geometry	86	89	89	88	91	92	92
End of Course Other	96	98	98	80	88	80	80

Table 4. Virginia's NAEP results 2003-2007, average scale scores reading grade 4

Average scale scores for reading, grade 4							
	Subgroup	2007 Average scale score	VA 2007 Compared with NP*	2005 Average scale score	Statistical significance compared to 2007	2003 Average scale score	Statistical significance compared to 2007
Virginia	**All students**	**227**	>	226	=	223	=
Virginia	**Students with Disabilities including 504**	**209**	>	211	=	201	=
Virginia	**Male**	**224**	>	223	=	219	=
Virginia	**Female**	**230**	>	228	=	228	=
Virginia	**Eligible**	**213**	>	209	=	205	<
Virginia	**White**	**233**	>	233	=	231	=
Virginia	**Black**	**213**	>	207	<	206	<
Virginia	**Hispanic**	**216**	>	218	=	210	=
Virginia	**Asian/Pacific Island**	**237**	>	239	=	235	=
Virginia	American Indian	‡	n/a	‡	n/a	‡	n/a
Virginia	Unclassified	‡	n/a	‡	n/a	‡	n/a
Virginia	**ELL**	**210**	>	214	=	200	=
Virginia	**ELL and Formerly ELL (collapsed)**	**213**	>	214	=	n/a	n/a

*NP is the national profile for public schools.
‡ Reporting standards not met.
> significantly higher
< significantly lower
= no significant difference

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Table 5. Virginia's NAEP results 2003-2007, cumulative proficiency, reading grade 4

Percentages at or above each achievement level for reading, grade 4																			
		2007						2005						2003					
	Subgroup	At or above basic	VA 2007 Compared with NP	At or above proficient	VA 2007 Compared with NP	At advanced	VA 2007 Compared with NP	At or above basic	Stats Sig with 2007	At or above proficient	Stats Sig with 2007	At advanced	Stats Sig with 2007	At or above basic	Stats Sig with 2007	At or above proficient	Stats Sig with 2007	At advanced	Stats Sig with 2007
Virginia	**All students**	**74**	>	**38**	>	9	=	72	=	37	=	8	=	69	<	35	=	9	=
Virginia	**Students with Disabilities including 504**	**52**	>	**24**	>	4	=	55	=	22	=	3	=	43	=	18	=	3	=
Virginia	**Male**	**71**	>	**34**	>	7	=	69	=	34	=	7	=	64	=	32	=	7	=
Virginia	**Female**	**78**	>	**41**	>	10	=	74	=	39	=	9	=	73	=	39	=	11	=
Virginia	**Eligible**	**58**	>	**20**	=	2	=	52	=	16	=	3	=	47	<	16	=	2	=
Virginia	**White**	**81**	>	**46**	>	11	=	80	=	45	=	10	=	77	=	44	=	12	=
Virginia	**Black**	**60**	>	**19**	>	2	=	49	=	15	=	2	=	49	<	16	=	2	=
Virginia	**Hispanic**	**61**	>	**26**	>	5	=	65	=	26	=	4	=	55	=	20	=	2	=
Virginia	Asian/Pacific Island	**86**	>	48	=	13	=	84	=	53	=	17	=	79	=	50	=	17	=
Virginia	American Indian	‡	n/a	‡	n/a	‡	n/a	‡	n/a	‡	n/a	‡	n/a	‡	n/a	‡	n/a	‡	n/a
Virginia	Unclassified	‡	n/a	‡	n/a	‡	n/a	‡	n/a	‡	n/a	‡	n/a	‡	n/a	‡	n/a	‡	n/a
Virginia	**ELL**	**54**	>	**21**	>	3	=	60	=	22	=	4	=	40	=	15	=	3	=
Virginia	**ELL and Formerly ELL (collapsed)**	**58**	>	**25**	>	4	=	60	=	22	=	4	=	n/a	n/a	n/a	n/a	n/a	n/a

*NP is the national profile for public schools.
‡ Reporting standards not met.
> significantly higher
< significantly lower
= no significant difference

Table 6. Virginia's NAEP results, average scale scores 2003-2007, reading grade 8

Average scale scores for reading, grade 8							
	Subgroup	2007 Average scale score	VA 2007 Compared with NP	2005 Average scale score	Statistical significance compared to 2007	2003 Average scale score	Statistical significance compared to 2007
Virginia	**All students**	**267**	>	268	=	268	=
Virginia	**Students with Disabilities including 504**	**236**	>	240	=	236	=
Virginia	**Male**	**262**	>	263	=	263	=
Virginia	**Female**	**272**	>	273	=	272	=
Virginia	**NSLP - Eligible**	**252**	>	253	=	252	=
Virginia	**White**	**273**	=	275	=	275	=
Virginia	**Black**	**252**	>	251	=	250	=
Virginia	**Hispanic**	**258**	>	259	=	266	=
Virginia	**Asian/Pacific Island**	**280**	>	282	=	274	=
Virginia	American Indian	‡	n/a	‡	n/a	‡	n/a
Virginia	Unclassified	‡	n/a	‡	n/a	‡	n/a
Virginia	**ELL**	**246**	>	‡	n/a	‡	n/a
Virginia	**ELL and Formerly ELL (collapsed)**	**248**	>	‡	n/a	n/a	n/a

*NP is the national profile for public schools.
‡ Reporting standards not met.
> significantly higher
< significantly lower
= no significant difference

Table 7. Virginia's NAEP results 2003-2007, cumulative proficiency, reading grade 8

Percentages at or above each achievement level for reading, grade 8																			
		2007						2005						2003					
	Subgroup	At or above basic	VA 2007 Compared with NP	At or above proficient	VA 2007 Compared with NP	At advanced	VA 2007 Compared with NP	At or above basic	Stats Sig with 2007	At or above proficient	Stats Sig with 2007	At advanced	Stats Sig with 2007	At or above basic	Stats Sig with 2007	At or above proficient	Stats Sig with 2007	At advanced	Stats Sig with 2007
Virginia	**All students**	**79**	>	**34**	>	3	=	78	=	36	=	3	=	79	=	36	=	3	=
Virginia	Students with Disabilities including 504	41	=	9	=	0	n/a	47	=	12	=	0	n/a	43	=	9	=	0	n/a
Virginia	**Male**	**74**	>	**28**	>	2	=	74	=	30	=	2	=	75	=	31	=	2	=
Virginia	**Female**	**84**	>	**39**	>	4	=	83	=	41	=	4	=	82	=	41	=	5	=
Virginia	**NSLP - Eligible**	**65**	>	16	=	1	=	65	=	18	=	1	=	62	=	17	=	1	=
Virginia	White	85	=	40	=	4	=	85	=	45	=	4	=	85	=	44	=	5	=
Virginia	**Black**	**64**	>	**16**	>	0	n/a	63	=	16	=	1	n/a	62	=	15	=	0	n/a
Virginia	**Hispanic**	67	=	**25**	>	3	=	70	=	23	=	1	n/a	78	=	31	=	2	n/a
Virginia	**Asian/Pacific Island**	**90**	>	**54**	>	5	=	91	=	52	=	8	=	88	=	40	=	2	n/a
Virginia	American Indian	‡	n/a	‡	n/a	‡	n/a	‡	n/a	‡	n/a	‡	n/a	‡	n/a	‡	n/a	‡	n/a
Virginia	Unclassified	‡	n/a	‡	n/a	‡	n/a	‡	n/a	‡	n/a	‡	n/a	‡	n/a	‡	n/a	‡	n/a
Virginia	**ELL**	**53**	>	10	=	1	n/a	‡	n/a	‡	n/a	‡	n/a	‡	n/a	‡	n/a	‡	n/a
Virginia	**ELL and Formerly ELL (collapsed)**	**57**	>	12	=	0	n/a	‡	n/a	‡	n/a	‡	n/a	n/a	n/a	n/a	n/a	n/a	n/a

*NP is the national profile for public schools.
‡ Reporting standards not met.
> significantly higher
< significantly lower
= no significant difference

Table 8. Virginia's NAEP results, average scale scores 2003-2009, mathematics

Virginia Grade 4 Mathematics

Average scale scores for mathematics, grade 4

	Subgroup	2009 Average scale score	VA 2009 Compared with NP	2007 Average scale score	Statistical significance compared to 2009	2005 Average scale score	Statistical significance compared to 2009	2003 Average scale score	Statistical significance compared to 2009
Virginia	**All students**	**243**	>	244	=	240	=	**239**	<
Virginia	Students with Disabilities (Including 504)	225	=	**231**	<	224	=	220	=
Virginia	**Male**	**245**	>	245	=	242	=	240	=
Virginia	**Female**	**241**	>	242	=	239	=	239	=
Virginia	NSLP - Eligible	230	=	230	=	225	<	**225**	<
Virginia	**White**	**251**	>	251	=	247	=	246	=
Virginia	**Black**	**225**	>	228	=	224	=	223	=
Virginia	**Hispanic**	**234**	>	235	=	230	=	230	=
Virginia	Asian/Pacific Island	258	=	256	=	256	=	255	=
Virginia	American Indian	‡	n/a	‡	n/a	‡	n/a	‡	n/a
Virginia	Unclassified	252	=	247	=	‡	n/a	‡	n/a
Virginia	**ELL**	**229**	>	234	=	232	=	226	=
Virginia	**Ell and Formerly ELL (collapsed)**	**237**	>	237	=	232	=		

*NP is the national profile for public schools.
‡ Reporting standards not met.
> significantly higher
< significantly lower
= no significant difference

Table 9. Virginia's NAEP results, cumulative proficiency, 2003-2009, mathematics

Percentages at or above each achievement level for mathematics, grade 8																									
		2009						2007						2005						2003					
	Subgroup	At or above basic	VA 2009 Compared with NP	At or above proficient	VA 2009 Compared with NP	At advanced	VA 2009 Compared with NP	At or above basic	Stats Sig with 2009	At or above proficient	Stats Sig with 2009	At advanced	Stats Sig with 2009	At or above basic	Stats Sig with 2009	At or above proficient	Stats Sig with 2009	At advanced	Stats Sig with 2009	At or above basic	Stats Sig with 2009	At or above proficient	Stats Sig with 2009	At advanced	Stats Sig with 2009
Virginia	**All students**	**76**	>	**36**	>	8	=	77	=	37	=	9	=	75	=	33	=	8	=	72	=	31	=	6	=
Virginia	Students with Disabilities including 504	40	=	10	=	2	=	45	=	13	=	2	=	42	=	9	=	1	n/a	42	=	10	=	1	=
Virginia	**Male**	77	>	**38**	>	9	=	78	=	40	=	10	=	75	=	35	=	9	=	74	=	33	=	7	=
Virginia	**Female**	**76**	>	33	=	7	=	76	=	34	=	8	=	74	=	32	=	7	=	71	=	30	=	5	=
Virginia	Eligible	60	=	15	=	1	<	57	=	15	=	2	=	52	=	11	=	1	=	49	<	11	=	1	=
Virginia	White	84	=	44	=	10	=	86	=	47	=	12	=	84	=	43	=	10	=	82	=	40	=	8	=
Virginia	**Black**	**59**	>	14	=	1	=	56	=	15	=	1	=	52	=	9	=	1	=	49	<	11	=	1	=
Virginia	**Hispanic**	65	=	**23**	>	3	=	64	=	24	=	5	=	63	=	20	=	1	n/a	59	=	17	=	4	=
Virginia	Asian/Pacific Island	89	=	55	=	24	=	84	=	53	=	18	=	86	=	53	=	19	=	86	=	48	=	14	=
Virginia	American Indian	‡	n/a	‡	n/a	‡	n/a	‡	n/a	‡	n/a	‡	n/a	‡	n/a	‡	n/a	‡	n/a	‡	n/a	‡	n/a	‡	n/a
Virginia	Unclassified	‡	n/a	‡	n/a	‡	n/a	‡	n/a	‡	n/a	‡	n/a	‡	n/a	‡	n/a	‡	n/a	‡	n/a	‡	n/a	‡	n/a
Virginia	**ELL**	**55**	>	13	=	3	n/a	52	=	15	=	4	n/a	51	=	13	=	1	n/a	‡	n/a	‡	n/a	‡	n/a
Virginia	**Ell and Formerly ELL (collapsed)**	**67**	>	**18**	>	3	=	61	=	22	=	5	=	51	=	13	=	1	n/a	n/a	n/a	n/a	n/a	n/a	n/a

*NP is the national profile for public schools.
‡ Reporting standards not met.
> significantly higher
< significantly lower
= no significant difference

Table 10. Virginia's NAEP results, average scale scores 2003-2009, mathematics

Virginia Grade 8 Mathematics

Average scale scores for mathematics, grade 8									
	Subgroup	2009 Average scale score	VA 2009 Compared with NP	2007 Average scale score	Statistical significance compared to 2009	2005 Average scale score	Statistical significance compared to 2009	2003 Average scale score	Statistical significance compared to 2009
Virginia	**All students**	**286**	>	288	=	284	=	282	<
Virginia	Students with Disabilities including 504	253	=	260	=	256	=	255	=
Virginia	**Male**	**287**	>	289	=	285	=	283	=
Virginia	**Female**	**285**	>	286	=	283	=	280	=
Virginia	NSLP - Eligible	268	=	268	=	263	<	261	<
Virginia	White	294	=	296	=	293	=	290	=
Virginia	**Black**	**268**	>	268	=	263	=	262	<
Virginia	**Hispanic**	**274**	>	275	=	270	=	268	=
Virginia	Asian/Pacific Island	304	=	299	=	300	=	297	=
Virginia	American Indian	‡	n/a	‡	n/a	‡	n/a	‡	n/a
Virginia	Unclassified	‡	n/a	‡	n/a	‡	n/a	‡	n/a
Virginia	**ELL**	**264**	>	263	=	260	=	‡	n/a
Virginia	**Ell and Formerly ELL (collapsed)**	**273**	>	271	=	260	=	n/a	n/a

*NP is the national profile for public schools.
‡ Reporting standards not met.
> significantly higher
< significantly lower
= no significant difference

Table 11. Virginia's NAEP participation rates for students with disabilities and English language learners

	Participation (% Included) Rates Mathematics - Grade 4			
		2007	**2009**	
Virginia	Participation Rate for Students with Disabilities	73.16	85.56	
Virginia	Participation Rate for IEP Students	n/a	84.62	
Virginia	Participation Rate for Limited English Proficient Students	85.52	95.46	
	Participation (% Included) Rates Mathematics - Grade 8			
		2007	**2009**	
Virginia	Participation Rate for Students with Disabilities	57.42	75.95	
Virginia	Participation Rate for IEP Students	n/a	74.31	
Virginia	Participation Rate for Limited English Proficient Students	70.76	88.25	
	Participation (% Included) Rates Reading - Grade 4			
		2007	**2009**	
Virginia	Participation Rate for Students with Disabilities	52.55	Not Released	
Virginia	Participation Rate for IEP Students	n/a	Not Released	
Virginia	Participation Rate for Limited English Proficient Students	69.43	Not Released	
	Participation (% Included) Rates Reading - Grade 8			
		2007	**2009**	
Virginia	Participation Rate for Students with Disabilities	54.43	Not Released	
Virginia	Participation Rate for IEP Students	n/a	Not Released	
Virginia	Participation Rate for Limited English Proficient Students	58.36	Not Released	

Virginia Guidelines for Participation of Students with Disabilities and Limited English Proficient (LEP) Students on the National Assessment of Educational Progress (NAEP)

(This document may be found on the Internet at http://www.doe.virginia.gov/VDOE/Assessment/NAEP/Web%20Site%20NAEP%202010/VA_inclusion_Guidelines_2010.doc)

NAEP 2010 Guidelines

The Virginia Department of Education expects that most students with disabilities and Limited English Proficient (LEP) students will be included in the National Assessment of Education Progress (NAEP) as follows:

Students with Disabilities

All students with disabilities who participate in the Standards of Learning (SOL) assessments, including Plain English Mathematics tests, Virginia Grade Level Alternative (VGLA), or Virginia Substitute Evaluation Program (VSEP) should participate in NAEP using NAEP accommodations as appropriate.

Only students with disabilities who participate in the Virginia Alternate Assessment Program (VAAP) may be excluded from any NAEP assessment.

Limited English Proficient Students

All Limited English Proficient (LEP) students who participate in the Standards of Learning (SOL) assessments, including SOL Plain English Mathematics tests, or Virginia Grade Level Alternative (VGLA) Reading assessment, should participate in NAEP using NAEP accommodations as appropriate.

Only LEP students who have been enrolled in United States schools for less than twelve months may be excluded from any NAEP assessments. All other LEP students should participate using NAEP accommodations as appropriate.

Accommodations for Students with Disabilities and LEP Students

NAEP tests include short and extended response items, multiple choice questions, and students may respond orally.

Several accommodations provided on the Virginia assessments are not necessary for NAEP because of how it is administered. For example:

- Write answers in test booklet: On NAEP, all students write responses in assessment booklets, not on separate answer documents.
- Read directions aloud or assistance with directions: For NAEP, directions are read aloud and may be clarified for all students.

Since some students may require accommodations in order to access the assessment and to better demonstrate their knowledge and skills, NAEP permits most of the accommodations that are included on the state assessment. A student's Individualized

Education Program (IEP), LEP Student Assessment Participation Plan, or Section 504 Plan should not require revisions for the student to participate in NAEP. According to the United States Department of Education's Office of the General Counsel (OGC) and officials in the federal Office of Special Education and Rehabilitation Services (OSERS):

> *Under IDEA, a student's IEP must contain a statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and district wide assessments. ...NAEP is administered at the national and state levels to a randomly selected subset of students. Student participation is voluntary, and there is no reporting of student-specific performance on NAEP. ...IDEA neither requires that a student's IEP address appropriate accommodations for NAEP or requires that all of the accommodations on the IEP for State and district wide assessments be used in the administration of NAEP. Instead, the inclusion of accommodations on a student's IEP is a factor that should be considered in making an individualized determination regarding accommodations to enable a student's participation in NAEP.*

NAEP is a timed test. Students with disabilities or LEP students who receive additional time on a routine basis on classroom and other assessments are allowed the extended time accommodation on NAEP tests **although it may not be written in an IEP, LEP Student Assessment Participation Plan, or Section 504 Plan.**

A NAEP Assessment Coordinator will meet with your School Test Coordinator (STC) and other appropriate school staff in January or February, 2010, to discuss how students can participate in the assessment. The NAEP Assessment Coordinator does not participate in any decision making, but will provide information to assist in resolving issues.

Please have your staff review the attached list of most frequently provided accommodations. If you or your staff members have questions, please contact Dr. Wendy Geiger, NAEP State Coordinator, at Wendy.Geiger@doe.virginia.gov or (804) 786-1939.

Commonwealth of Virginia

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

Superintendent:
Dr. Patricia I. Wright
1-800-292-3820

The Commonwealth of Virginia is committed to providing quality education for all students. This commitment includes keeping parents and the public informed through the Virginia School Report Card of the progress of our schools in raising student achievement and enhancing the learning environment. The ratings for Adequate Yearly Progress (AYP) and school accreditation for specific school year are based on the achievement of students on tests taken during the previous academic year.

AYP ratings are preliminary and subject to change based on corrections to student-level records submitted by school divisions and the receipt of additional data.

		Annual Measurable Objective for Mathematics is	**67**
The State -	**Made AYP**	Annual Measurable Objective for Reading/Language Arts is	**69**

State - Summary

This table provides summary information on enrollment, accountability ratings, and whether the school is required to implement a plan to raise achievement in English or Mathematics. Ratings are based on the achievement results on tests taken during the previous academic year and are subject to change based on corrections and additions to student-level records submitted by school divisions.

State - Summary			
	2004-2005	2005-2006	2006-2007
No of Divisions	132	132	132
No of Schools	1,846	1,855	1,861
Student Population	1,217,199	1,227,450	1,234,633
LEP Reading Exempt	-	-	1287

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

State - Fall Membership

School membership (enrollment) is reported on September 30 of each school year.

State - Fall Membership			
Grade	2003-2004	2004-2005	2005-2006
PK - Pre-kindergarten	16,603	18,178	19,545
KA - Kindergarten - AM	7,796	5,905	5,358
KP - Kindergarten - PM	6,333	4,651	4,404
JK - Junior Kindergarten	390	285	420
KG - Kindergarten	72,634	77,541	80,563
T1 - Transitional Grade 1	103	96	108
01 - Grade 1	88,551	91,140	92,130
02 - Grade 2	88,316	88,389	90,691
03 - Grade 3	89,821	89,201	88,849
04 - Grade 4	91,693	90,757	89,855
05 - Grade 5	92,830	92,372	91,413
06 - Grade 6	96,146	95,329	94,112
07 - Grade 7	97,712	97,192	96,416
08 - Grade 8	96,503	97,528	96,778
09 - Grade 9	107,799	110,087	111,256
10 - Grade 10	90,794	95,318	97,684
11 - Grade 11	82,148	84,209	87,842
12 - Grade 12	77,326	78,871	79,873
PG - Post Graduate	274	145	153
TT - Test Taker	-	5	-

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

Advanced Program Information

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

State - Advanced Program Information			
	Count / Percentage		
Program type	2003-2004	2004-2005	2005-2006
Advanced Placement Test Taken	32,043 / 8.95%	35,366 / 9.6%	40,639 / 10.79%
Advanced Placement course enrollment	40,269 / 11.24%	45,638 / 12.39%	50,418 / 13.39%
Dual Enrollment courses taken	13,915 / 3.88%	16,409 / 4.45%	20,105 / 5.34%
Governors School enrollment	3,419 / .95%	3,554 / .96%	4,029 / 1.07%
Seniors enrolled in IB Program	871 / .24%	870 / .24%	1,075 / .29%

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

State - School Safety

Virginia's accreditation standards require school report cards to include information about school safety. The Offense Categories that are listed are the same as the offense categories defined in the Safe Schools Information Resource (SSIR) available on the VDOE Web site.

State - School Safety			
Offense Category	2003-2004	2004-2005	2005-2006
Weapons Offenses	0	2,948	*
Offenses Against Student	0	12,860	*
Offenses Against Staff	0	4,159	*
Other Offenses Against Persons	0	27,207	*
Alcohol, Tobacco, and Other Drug Offenses	0	10,630	*
Property Offenses	0	9,217	*
Disorderly or Disruptive Behavior Offenses	0	82,156	*
[illegible]	[illegible]	[illegible]	[illegible]
All Other Offenses	0	169,321	*

Notes:

Effective begining school year 2006, School Safety Data has been re-calculated to reflect the school where the incident took place.

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

- = No data for group

* = Data not yet available

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	2003-2004			2004-2005			2005-2006		
		Passed	Tested	Not Tested	Passed	Tested	Not Tested	Passed	Tested	Not Tested
English Performance										
All Students	State	79	99	1	81	99	1	84	100	0
Black	State	66	98	2	70	99	1	73	99	1
Hispanic	State	69	100	0	73	100	0	76	100	0
White	State	85	99	1	87	99	1	89	100	0
Students with Disabilities	State	51	97	3	56	98	2	64	100	0
Economically Disadvantaged	State	64	98	2	69	99	1	73	99	1
Limited English Proficient	State	65	100	0	70	100	0	72	100	0
Mathematics Performance										
All Students	State	83	98	2	84	99	1	76	100	0
Black	State	70	98	2	73	98	2	62	99	1
Hispanic	State	76	98	2	77	99	1	66	99	1
White	State	87	99	1	89	99	1	81	100	0
Students with Disabilities	State	57	97	3	61	98	2	53	100	0
Economically Disadvantaged	State	72	98	2	74	99	1	62	99	1
Limited English Proficient	State	76	98	2	77	99	1	65	99	1

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

Assessment-Based Other Academic Indicators

NCLB requires schools, school divisions and states to make progress in additional areas, such as science, history, writing, attendance and graduation. **Only student subgroups represented are listed.**

Other Academic Indicators							
		2003-2004		2004-2005		2005-2006	
Student Subgroup	Type	Passed	Tested	Passed	Tested	Passed	Tested
Writing Performance							
All Students	State	-	-	84	-	89	-
Black	State	-	-	74	-	82	-
Hispanic	State	-	-	75	-	82	-
White	State	-	-	89	-	92	-
Students with Disabilities	State	-	-	55	-	61	-
Economically Disadvantaged	State	-	-	72	-	81	-
Limited English Proficient	State	-	-	68	-	78	-
History Performance							
All Students	State	-	-	83	-	84	-
Black	State	-	-	72	-	74	-
Hispanic	State	-	-	75	-	75	-
White	State	-	-	88	-	89	-
Students with Disabilities	State	-	-	62	-	64	-
Economically Disadvantaged	State	-	-	70	-	72	-
Limited English Proficient	State	-	-	73	-	72	-
Science Performance							
All Students	State	84	-	84	-	85	-
Black	State	70	-	72	-	73	-
Hispanic	State	72	-	73	-	74	-
White	State	90	-	91	-	91	-
Students with Disabilities	State	64	-	64	-	65	-
Economically Disadvantaged	State	71	-	73	-	74	-
Limited English Proficient	State	66	-	69	-	69	-

Notes:

Science Performance: the percentage of students passing science

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

- = No data for group

* = Data not yet available

Non-Assessment-Based Other Academic Indicators

NCLB requires schools, school divisions and states to make progress in additional areas, such as science, history, writing, attendance and graduation. **Only student subgroups represented are listed.**

Other Academic Indicators				
Student Subgroup	Type	2003-2004 Percentage	2004-2005 Percentage	2005-2006 Percentage
Attendance Rate				
All Students	State	95	95	95
Black	State	95	95	95
Hispanic	State	95	95	95
White	State	95	95	95
Students with Disabilities	State	94	94	94
Economically Disadvantaged	State	94	94	94
Limited English Proficient	State	95	95	95

Notes:

Attendance Rate: average daily attendance percentage

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

- = No data for group

* = Data not yet available

Other Academic Indicator for Schools with a Graduating Class

NCLB also requires schools, school divisions and states to make progress in graduation for high schools. The Graduation Rate is based on the most recent available data when AYP determinations are released prior to the first day of school. **Only student subgroups represented are listed.**

Other Academic Indicators				
Student Subgroup	Type	2003-2004 Percentage	2004-2005 Percentage	2005-2006 Percentage
NCLB Graduation Indicator				
All Students	State	80	79	79
Black	State	71	70	71
Hispanic	State	68	68	65
White	State	83	83	84
Students with Disabilities	State	-	-	42
Economically Disadvantaged	State	-	-	68
Limited English Proficient	State	-	-	64

Notes:
Graduation Rate: the percentage of students achieving a regular high school diploma (rate from previous school year is used for AYP)

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

AYP Objectives

No Child Left Behind requires states to set annual objectives for proficiency in reading, mathematics and participation in testing in these subjects. In addition, schools, school divisions and the commonwealth also must meet objectives for other indicators of academic achievement, including attendance, science, writing, history/social science and graduation. The table below shows how many and which AYP objectives were met.

AYP Objectives			
Annual Measurable Objectives	2003-2004	2004-2005	2005-2006
English Participation - All Students	Y	Y	Y
English Participation - Black	Y	Y	Y
English Participation - Economically Disadvantaged	Y	Y	Y
English Participation - Hispanic	Y	Y	Y
English Participation - Limited English Proficient	Y	Y	Y
English Participation - Students with Disabilities	Y	Y	Y
English Participation - White	Y	Y	Y
English Performance - All Students	Y	Y	Y
English Performance - Black	Y	Y	Y
English Performance - Economically Disadvantaged	Y	Y	Y
English Performance - Hispanic	Y	Y	Y
English Performance - Limited English Proficient	Y	Y	Y
English Performance - Students with Disabilities	N	Y	Y
English Performance - White	Y	Y	Y
Mathematics Participation - All Students	Y	Y	Y
Mathematics Participation - Black	Y	Y	Y
Mathematics Participation - Economically Disadvantaged	Y	Y	Y
Mathematics Participation - Hispanic	Y	Y	Y
Mathematics Participation - Limited English Proficient	Y	Y	Y
Mathematics Participation - Students with Disabilities	Y	Y	Y
Mathematics Participation - White	Y	Y	Y
Mathematics Performance - All Students	Y	Y	Y
Mathematics Performance - Black	Y	Y	Y
Mathematics Performance - Economically Disadvantaged	Y	Y	Y
Mathematics Performance - Hispanic	Y	Y	Y
Mathematics Performance - Limited English Proficient	Y	Y	Y
Mathematics Performance - Students with Disabilities	Y	Y	Y
Mathematics Performance - White	Y	Y	Y
Other Academic Indicator - All Students	Y	Y	Y

Key: Y = Met objectives
N = Did not meet objectives
RN = Reduced failure by ten percent but did not meet other academic indicator

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.**

Assessment Results at each Proficiency Level by Subgroup

Student Subgroup	Type	2003-2004 Adv	2003-2004 Prof	2003-2004 Pass	2003-2004 Fail	2004-2005 Adv	2004-2005 Prof	2004-2005 Pass	2004-2005 Fail	2005-2006 Adv	2005-2006 Prof	2005-2006 Pass	2005-2006 Fail
English: Reading													**Grade 3**
All Students	State	14	58	**71**	29	19	58	**77**	23	39	45	**84**	16
Female	State	16	59	**76**	24	21	59	**80**	20	40	45	**85**	15
Male	State	12	56	**68**	32	16	57	**73**	27	37	45	**82**	18
Black	State	6	50	**56**	44	10	56	**67**	33	24	49	**73**	27
Hispanic	State	5	57	**62**	38	9	59	**68**	32	22	57	**79**	21
White	State	18	61	**79**	21	23	59	**82**	18	47	41	**88**	12
Asian	State	18	62	**81**	19	26	58	**84**	16	44	46	**90**	10
American Indian	State	13	59	**71**	29	18	58	**76**	24	40	47	**86**	14
Other	State	14	59	**73**	27	20	60	**80**	20	41	43	**84**	16
Students with Disabilities	State	7	40	**47**	53	9	44	**54**	46	25	45	**71**	29
Economically Disadvantaged	State	6	50	**57**	43	9	56	**65**	35	23	51	**74**	26
Limited English Proficient	State	4	56	**60**	40	8	59	**68**	32	17	60	**77**	23
Migrant	State	4	66	**70**	30	9	55	**65**	35	12	59	**71**	29
Mathematics													**Grade 3**
All Students	State	49	38	**87**	13	52	36	**88**	12	52	38	**90**	10
Female	State	48	39	**87**	13	52	36	**88**	12	51	39	**90**	10
Male	State	49	38	**87**	13	53	35	**88**	12	52	37	**89**	11
Black	State	28	49	**77**	23	33	46	**79**	21	32	50	**82**	18
Hispanic	State	35	48	**84**	16	37	45	**82**	18	38	47	**85**	15
White	State	58	34	**92**	8	61	31	**92**	8	61	33	**93**	7
Asian	State	66	28	**95**	5	66	28	**94**	6	68	27	**95**	5
American Indian	State	49	37	**86**	14	50	38	**88**	12	54	38	**92**	8
Other	State	50	38	**88**	12	57	34	**90**	10	57	34	**91**	9
Students with Disabilities	State	29	45	**74**	26	31	42	**73**	27	32	43	**75**	25
Economically Disadvantaged	State	31	47	**79**	21	35	45	**80**	20	35	48	**83**	17
Limited English Proficient	State	36	48	**84**	16	37	45	**82**	18	38	47	**85**	15
Migrant	State	40	38	**78**	22	39	41	**80**	20	31	53	**83**	17
Science													**Grade 3**
All Students	State	38	48	**86**	14	42	47	**89**	11	40	50	**90**	10
Female	State	37	49	**85**	15	40	49	**89**	11	38	52	**90**	10
Male	State	40	47	**86**	14	44	45	**89**	11	42	48	**90**	10
Black	State	18	55	**73**	27	23	56	**80**	20	21	60	**81**	19
Hispanic	State	21	56	**77**	23	26	54	**81**	19	23	61	**84**	16
White	State	48	44	**92**	8	51	42	**93**	7	50	45	**95**	5
Asian	State	44	47	**91**	9	48	45	**93**	7	44	50	**94**	6
American Indian	State	40	47	**87**	13	42	48	**90**	10	41	50	**91**	9
Other	State	39	48	**87**	13	45	46	**91**	9	43	50	**92**	8
Students with Disabilities	State	24	49	**73**	27	28	48	**76**	24	27	50	**77**	23
Economically Disadvantaged	State	20	55	**75**	25	25	55	**80**	20	23	59	**82**	18
Limited English Proficient	State	17	58	**75**	25	24	57	**80**	20	18	64	**82**	18
Migrant	State	10	60	**70**	30	19	58	**77**	23	20	67	**87**	13
History and Social Science													**Grade 3**
All Students	State	51	37	**87**	13	52	38	**89**	11	57	34	**91**	9
Female	State	49	38	**87**	13	51	39	**90**	10	57	35	**92**	8
Male	State	52	36	**88**	12	53	36	**89**	11	57	33	**91**	9
Black	State	36	43	**79**	21	35	47	**82**	18	41	44	**85**	15
Hispanic	State	38	44	**82**	18	36	47	**83**	17	42	43	**85**	15
White	State	57	34	**91**	9	60	33	**93**	7	65	29	**94**	6
Asian	State	64	29	**93**	7	62	32	**94**	6	67	28	**95**	5
American Indian	State	47	40	**87**	13	55	33	**89**	11	56	37	**93**	7
Other	State	53	36	**89**	11	56	36	**92**	8	61	31	**92**	8
Students with Disabilities	State	29	43	**72**	28	32	44	**76**	24	35	42	**78**	22
Economically Disadvantaged	State	33	45	**78**	22	34	48	**81**	19	39	45	**84**	16

Assessment Results at each Proficiency Level by Subgroup													
		2003-2004				2004-2005				2005-2006			
Student Subgroup	Type	Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail
Limited English Proficient	State	36	44	**80**	20	35	47	**82**	18	38	46	**85**	15
Migrant	State	36	37	**73**	27	28	54	**82**	18	39	50	**89**	11
English: Reading													**Grade 4**
All Students	State	-	-	-	-	-	-	-	-	42	45	**86**	14
Female	State	-	-	-	-	-	-	-	-	43	45	**88**	12
Male	State	-	-	-	-	-	-	-	-	40	45	**85**	15
Black	State	-	-	-	-	-	-	-	-	27	51	**78**	22
Hispanic	State	-	-	-	-	-	-	-	-	24	56	**80**	20
White	State	-	-	-	-	-	-	-	-	50	41	**90**	10
Asian	State	-	-	-	-	-	-	-	-	48	44	**92**	8
American Indian	State	-	-	-	-	-	-	-	-	41	46	**86**	14
Other	State	-	-	-	-	-	-	-	-	45	43	**88**	12
Students with Disabilities	State	-	-	-	-	-	-	-	-	26	46	**72**	28
Economically Disadvantaged	State	-	-	-	-	-	-	-	-	25	53	**77**	23
Limited English Proficient	State	-	-	-	-	-	-	-	-	20	59	**79**	21
Migrant	State	-	-	-	-	-	-	-	-	5	70	**75**	25
Mathematics													**Grade 4**
All Students	State	-	-	-	-	-	-	-	-	34	44	**77**	23
Female	State	-	-	-	-	-	-	-	-	32	45	**77**	23
Male	State	-	-	-	-	-	-	-	-	35	43	**78**	22
Black	State	-	-	-	-	-	-	-	-	18	46	**64**	36
Hispanic	State	-	-	-	-	-	-	-	-	20	45	**65**	35
White	State	-	-	-	-	-	-	-	-	41	43	**84**	16
Asian	State	-	-	-	-	-	-	-	-	49	37	**87**	13
American Indian	State	-	-	-	-	-	-	-	-	33	44	**78**	22
Other	State	-	-	-	-	-	-	-	-	37	44	**80**	20
Students with Disabilities	State	-	-	-	-	-	-	-	-	20	38	**59**	41
Economically Disadvantaged	State	-	-	-	-	-	-	-	-	18	45	**64**	36
Limited English Proficient	State	-	-	-	-	-	-	-	-	20	44	**63**	37
Migrant	State	-	-	-	-	-	-	-	-	6	51	**57**	43
English: Reading													**Grade 5**
All Students	State	31	53	**85**	15	29	56	**85**	15	42	45	**87**	13
Female	State	35	53	**88**	12	33	55	**88**	12	44	45	**89**	11
Male	State	27	54	**81**	19	26	56	**83**	17	40	45	**85**	15
Black	State	17	57	**74**	26	15	60	**75**	25	24	53	**77**	23
Hispanic	State	17	62	**79**	21	15	66	**81**	19	26	55	**81**	19
White	State	39	51	**89**	11	37	53	**90**	10	50	41	**91**	9
Asian	State	38	53	**91**	9	35	57	**92**	8	51	42	**93**	7
American Indian	State	30	55	**85**	15	32	58	**90**	10	41	48	**89**	11
Other	State	35	51	**86**	14	33	55	**88**	12	46	43	**89**	11
Students with Disabilities	State	11	50	**62**	38	13	52	**65**	35	23	49	**72**	28
Economically Disadvantaged	State	16	58	**74**	26	14	61	**75**	25	25	53	**78**	22
Limited English Proficient	State	13	65	**78**	22	11	68	**80**	20	22	58	**81**	19
Migrant	State	17	61	**78**	22	10	56	**65**	35	17	50	**67**	33
English: Writing													**Grade 5**
All Students	State	26	63	**88**	12	37	54	**91**	9	32	57	**89**	11
Female	State	32	61	**92**	8	44	50	**94**	6	39	53	**92**	8
Male	State	20	65	**85**	15	30	58	**88**	12	25	60	**85**	15
Black	State	14	68	**81**	19	23	64	**87**	13	20	63	**82**	18
Hispanic	State	16	67	**83**	17	26	60	**86**	14	20	60	**80**	20
White	State	30	61	**91**	9	43	50	**94**	6	37	54	**92**	8
Asian	State	28	61	**89**	11	53	42	**95**	5	45	49	**94**	6
American Indian	State	40	55	**95**	5	39	56	**95**	5	31	54	**85**	15
Other	State	21	66	**87**	13	42	50	**92**	8	30	59	**89**	11
Students with Disabilities	State	7	57	**64**	36	13	56	**69**	31	9	52	**61**	39
Economically Disadvantaged	State	12	68	**80**	20	20	64	**84**	16	17	63	**80**	20
Limited English Proficient	State	14	65	**79**	21	19	62	**81**	19	18	59	**78**	22
Migrant	State	11	72	**83**	17	12	64	**75**	25	21	50	**71**	29
Mathematics													**Grade 5**
All Students	State	20	58	**78**	22	25	55	**81**	19	45	38	**83**	17

Assessment Results at each Proficiency Level by Subgroup													
		2003-2004				2004-2005				2005-2006			
Student Subgroup	Type	Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail
Female	State	19	61	**80**	20	25	57	**82**	18	46	39	**84**	16
Male	State	21	56	**77**	23	26	54	**79**	21	44	37	**82**	18
Black	State	8	57	**66**	34	12	57	**69**	31	30	44	**74**	26
Hispanic	State	11	58	**69**	31	15	57	**72**	28	33	41	**74**	26
White	State	25	59	**84**	16	31	55	**86**	14	52	36	**87**	13
Asian	State	34	56	**90**	10	42	49	**90**	10	61	30	**91**	9
American Indian	State	16	66	**81**	19	25	56	**81**	19	44	41	**85**	15
Other	State	20	58	**78**	22	29	53	**82**	18	46	39	**85**	15
Students with Disabilities	State	8	44	**52**	48	11	44	**55**	45	25	38	**63**	37
Economically Disadvantaged	State	9	56	**65**	35	13	56	**69**	31	30	43	**73**	27
Limited English Proficient	State	13	55	**67**	33	16	54	**70**	30	32	40	**72**	28
Migrant	State	11	56	**67**	33	12	48	**60**	40	38	27	**65**	35
Science													**Grade 5**
All Students	State	22	62	**84**	16	15	66	**81**	19	23	62	**85**	15
Female	State	19	64	**83**	17	14	67	**80**	20	20	63	**83**	17
Male	State	25	60	**86**	14	17	66	**82**	18	26	61	**86**	14
Black	State	9	62	**71**	29	6	61	**67**	33	10	62	**72**	28
Hispanic	State	11	63	**74**	26	7	63	**70**	30	11	64	**75**	25
White	State	28	63	**91**	9	20	68	**88**	12	29	61	**91**	9
Asian	State	29	61	**90**	10	19	69	**88**	12	31	60	**91**	9
American Indian	State	23	65	**88**	12	13	74	**87**	13	20	66	**86**	14
Other	State	23	62	**85**	15	16	67	**83**	17	22	64	**87**	13
Students with Disabilities	State	11	55	**66**	34	10	52	**62**	38	15	51	**66**	34
Economically Disadvantaged	State	10	62	**71**	29	7	61	**68**	32	11	62	**73**	27
Limited English Proficient	State	8	60	**69**	31	6	61	**67**	33	10	62	**72**	28
Migrant	State	9	60	**68**	32	9	50	**59**	41	9	55	**64**	36
English: Reading													**Grade 6**
All Students	State	-	-	-	-	-	-	-	-	38	45	**83**	17
Female	State	-	-	-	-	-	-	-	-	41	46	**86**	14
Male	State	-	-	-	-	-	-	-	-	35	45	**80**	20
Black	State	-	-	-	-	-	-	-	-	19	52	**71**	29
Hispanic	State	-	-	-	-	-	-	-	-	23	52	**75**	25
White	State	-	-	-	-	-	-	-	-	46	42	**89**	11
Asian	State	-	-	-	-	-	-	-	-	51	41	**91**	9
American Indian	State	-	-	-	-	-	-	-	-	35	49	**84**	16
Other	State	-	-	-	-	-	-	-	-	44	42	**86**	14
Students with Disabilities	State	-	-	-	-	-	-	-	-	20	41	**60**	40
Economically Disadvantaged	State	-	-	-	-	-	-	-	-	19	51	**71**	29
Limited English Proficient	State	-	-	-	-	-	-	-	-	18	53	**71**	29
Migrant	State	-	-	-	-	-	-	-	-	13	41	**54**	46
Mathematics													**Grade 6**
All Students	State	-	-	-	-	-	-	-	-	17	35	**51**	49
Female	State	-	-	-	-	-	-	-	-	16	35	**52**	48
Male	State	-	-	-	-	-	-	-	-	17	34	**51**	49
Black	State	-	-	-	-	-	-	-	-	7	27	**34**	66
Hispanic	State	-	-	-	-	-	-	-	-	9	30	**39**	61
White	State	-	-	-	-	-	-	-	-	21	39	**60**	40
Asian	State	-	-	-	-	-	-	-	-	34	39	**73**	27
American Indian	State	-	-	-	-	-	-	-	-	15	38	**52**	48
Other	State	-	-	-	-	-	-	-	-	23	34	**57**	43
Students with Disabilities	State	-	-	-	-	-	-	-	-	10	20	**30**	70
Economically Disadvantaged	State	-	-	-	-	-	-	-	-	7	27	**34**	66
Limited English Proficient	State	-	-	-	-	-	-	-	-	11	29	**39**	61
Migrant	State	-	-	-	-	-	-	-	-	9	27	**36**	64
English: Reading													**Grade 7**
All Students	State	-	-	-	-	-	-	-	-	38	44	**81**	19
Female	State	-	-	-	-	-	-	-	-	41	44	**84**	16
Male	State	-	-	-	-	-	-	-	-	35	44	**78**	22
Black	State	-	-	-	-	-	-	-	-	20	49	**69**	31
Hispanic	State	-	-	-	-	-	-	-	-	22	48	**70**	30

Assessment Results at each Proficiency Level by Subgroup													
		2003-2004				2004-2005				2005-2006			
Student Subgroup	Type	Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail
White	State	-	-	**-**	-	-	-	**-**	-	47	41	**88**	12
Asian	State	-	-	**-**	-	-	-	**-**	-	48	40	**89**	11
American Indian	State	-	-	**-**	-	-	-	**-**	-	39	45	**84**	16
Other	State	-	-	**-**	-	-	-	**-**	-	44	41	**85**	15
Students with Disabilities	State	-	-	**-**	-	-	-	**-**	-	18	37	**55**	45
Economically Disadvantaged	State	-	-	**-**	-	-	-	**-**	-	19	48	**67**	33
Limited English Proficient	State	-	-	**-**	-	-	-	**-**	-	14	48	**62**	38
Migrant	State	-	-	**-**	-	-	-	**-**	-	9	53	**62**	38
Mathematics													**Grade 7**
All Students	State	-	-	**-**	-	-	-	**-**	-	11	33	**44**	56
Female	State	-	-	**-**	-	-	-	**-**	-	11	33	**44**	56
Male	State	-	-	**-**	-	-	-	**-**	-	11	32	**43**	57
Black	State	-	-	**-**	-	-	-	**-**	-	4	22	**26**	74
Hispanic	State	-	-	**-**	-	-	-	**-**	-	6	25	**31**	69
White	State	-	-	**-**	-	-	-	**-**	-	15	38	**53**	47
Asian	State	-	-	**-**	-	-	-	**-**	-	21	43	**64**	36
American Indian	State	-	-	**-**	-	-	-	**-**	-	10	32	**42**	58
Other	State	-	-	**-**	-	-	-	**-**	-	16	35	**51**	49
Students with Disabilities	State	-	-	**-**	-	-	-	**-**	-	10	16	**26**	74
Economically Disadvantaged	State	-	-	**-**	-	-	-	**-**	-	6	22	**28**	72
Limited English Proficient	State	-	-	**-**	-	-	-	**-**	-	6	24	**30**	70
Migrant	State	-	-	**-**	-	-	-	**-**	-	7	32	**38**	62
English: Reading													**Grade 8**
All Students	State	22	50	**72**	28	24	53	**76**	24	27	51	**78**	22
Female	State	25	51	**76**	24	26	54	**80**	20	29	52	**81**	19
Male	State	20	48	**68**	32	21	52	**73**	27	25	50	**75**	25
Black	State	10	46	**56**	44	11	52	**63**	37	13	51	**64**	36
Hispanic	State	11	48	**59**	41	12	53	**66**	34	13	49	**63**	37
White	State	28	51	**80**	20	30	53	**83**	17	34	51	**85**	15
Asian	State	31	52	**83**	17	31	55	**86**	14	34	51	**85**	15
American Indian	State	21	47	**68**	32	24	49	**73**	27	28	53	**81**	19
Other	State	24	46	**71**	29	25	51	**76**	24	32	49	**81**	19
Students with Disabilities	State	6	31	**36**	64	8	35	**42**	58	14	36	**50**	50
Economically Disadvantaged	State	9	46	**54**	46	10	51	**61**	39	13	51	**64**	36
Limited English Proficient	State	7	43	**50**	50	9	52	**61**	39	10	45	**54**	46
Migrant	State	7	41	**48**	52	0	39	**39**	61	5	36	**41**	59
English: Writing													**Grade 8**
All Students	State	10	66	**77**	23	7	67	**74**	26	8	83	**91**	9
Female	State	14	70	**84**	16	9	72	**81**	19	11	84	**94**	6
Male	State	7	63	**70**	30	5	62	**67**	33	5	82	**87**	13
Black	State	4	61	**65**	35	2	57	**59**	41	3	82	**85**	15
Hispanic	State	4	60	**64**	36	3	58	**61**	39	3	82	**85**	15
White	State	12	69	**81**	19	9	72	**80**	20	10	83	**93**	7
Asian	State	14	63	**77**	23	13	74	**87**	13	14	82	**96**	4
American Indian	State	22	67	**90**	10	5	64	**69**	31	8	82	**90**	10
Other	State	9	60	**69**	31	8	67	**75**	25	10	82	**92**	8
Students with Disabilities	State	1	32	**34**	66	1	34	**35**	65	2	59	**61**	39
Economically Disadvantaged	State	3	58	**61**	39	2	55	**57**	43	3	80	**83**	17
Limited English Proficient	State	4	46	**50**	50	1	48	**49**	51	3	78	**81**	19
Migrant	State	0	39	**39**	61	0	31	**31**	69	0	49	**49**	51
Mathematics													**Grade 8**
All Students	State	22	58	**80**	20	22	59	**81**	19	36	40	**76**	24
Female	State	22	61	**82**	18	21	61	**83**	17	37	42	**79**	21
Male	State	23	55	**78**	22	23	56	**79**	21	36	38	**74**	26
Black	State	8	59	**67**	33	8	59	**67**	33	20	43	**63**	37
Hispanic	State	13	60	**73**	27	14	59	**73**	27	24	39	**64**	36
White	State	27	58	**85**	15	27	59	**86**	14	43	40	**83**	17
Asian	State	46	47	**93**	7	45	48	**93**	7	59	30	**89**	11
American Indian	State	20	53	**73**	27	18	61	**79**	21	33	42	**76**	24
Other	State	26	52	**78**	22	28	53	**81**	19	47	34	**81**	19

Assessment Results at each Proficiency Level by Subgroup													
		2003-2004				2004-2005				2005-2006			
Student Subgroup	Type	Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail
Students with Disabilities	State	7	38	**45**	55	9	41	**50**	50	16	29	**45**	55
Economically Disadvantaged	State	9	58	**67**	33	9	58	**67**	33	20	42	**62**	38
Limited English Proficient	State	16	53	**70**	30	18	52	**70**	30	21	37	**58**	42
Migrant	State	16	43	**59**	41	16	49	**65**	35	9	48	**57**	43
Science													**Grade 8**
All Students	State	28	60	**88**	12	28	59	**87**	13	30	57	**87**	13
Female	State	24	64	**88**	12	25	62	**87**	13	26	60	**86**	14
Male	State	31	57	**88**	12	31	57	**87**	13	33	54	**88**	12
Black	State	10	67	**77**	23	11	65	**76**	24	12	63	**75**	25
Hispanic	State	14	67	**81**	19	14	63	**77**	23	16	60	**77**	23
White	State	36	57	**93**	7	36	57	**92**	8	38	55	**93**	7
Asian	State	40	55	**95**	5	36	57	**93**	7	43	50	**93**	7
American Indian	State	26	63	**89**	11	30	58	**87**	13	29	61	**90**	10
Other	State	30	60	**90**	10	31	57	**88**	12	32	57	**89**	11
Students with Disabilities	State	10	56	**66**	34	11	53	**65**	35	14	50	**64**	36
Economically Disadvantaged	State	11	66	**77**	23	11	64	**75**	25	13	62	**75**	25
Limited English Proficient	State	11	65	**76**	24	11	61	**72**	28	16	56	**72**	28
Migrant	State	16	45	**61**	39	7	56	**62**	38	12	52	**64**	36
History and Social Science													**Grade 8**
All Students	State	29	54	**83**	17	29	53	**82**	18	32	49	**81**	19
Female	State	25	58	**83**	17	25	56	**81**	19	27	53	**80**	20
Male	State	33	50	**83**	17	32	50	**82**	18	35	46	**81**	19
Black	State	16	59	**75**	25	16	55	**71**	29	23	50	**73**	27
Hispanic	State	18	54	**72**	28	15	53	**68**	32	18	50	**68**	32
White	State	36	51	**87**	13	36	52	**88**	12	38	49	**87**	13
Asian	State	40	50	**90**	10	36	52	**88**	12	38	46	**83**	17
American Indian	State	25	56	**81**	19	18	57	**75**	25	29	51	**80**	20
Other	State	26	53	**79**	21	21	58	**79**	21	40	34	**74**	26
Students with Disabilities	State	18	46	**63**	37	23	41	**64**	36	44	25	**69**	31
Economically Disadvantaged	State	15	58	**72**	28	16	55	**71**	29	24	49	**73**	27
Limited English Proficient	State	10	51	**62**	38	9	47	**55**	45	22	41	**63**	37
Migrant	State	50	33	**83**	17	25	35	**60**	40	25	50	**75**	25
English: Reading													**High School**
All Students	State	30	60	**89**	11	28	60	**88**	12	42	48	**90**	10
Female	State	32	59	**91**	9	30	60	**90**	10	45	47	**92**	8
Male	State	28	60	**88**	12	25	61	**87**	13	39	50	**89**	11
Black	State	13	67	**80**	20	12	66	**78**	22	21	62	**83**	17
Hispanic	State	18	65	**83**	17	15	66	**81**	19	26	58	**84**	16
White	State	37	57	**93**	7	34	58	**92**	8	52	42	**94**	6
Asian	State	35	57	**92**	8	31	59	**90**	10	47	44	**91**	9
American Indian	State	26	61	**87**	13	30	60	**90**	10	40	48	**88**	12
Other	State	29	58	**87**	13	27	59	**86**	14	40	50	**90**	10
Students with Disabilities	State	14	54	**68**	32	11	55	**66**	34	18	51	**69**	31
Economically Disadvantaged	State	13	66	**80**	20	13	64	**78**	22	22	60	**82**	18
Limited English Proficient	State	11	63	**75**	25	7	63	**70**	30	12	62	**73**	27
Migrant	State	6	53	**59**	41	3	57	**59**	41	5	62	**67**	33
English: Writing													**High School**
All Students	State	21	67	**88**	12	31	57	**88**	12	26	62	**88**	12
Female	State	25	66	**91**	9	37	55	**92**	8	31	60	**91**	9
Male	State	17	67	**84**	16	26	59	**85**	15	22	64	**85**	15
Black	State	8	69	**78**	22	14	65	**79**	21	10	70	**80**	20
Hispanic	State	10	69	**80**	20	19	60	**79**	21	13	67	**81**	19
White	State	27	66	**92**	8	39	54	**93**	7	34	59	**92**	8
Asian	State	25	65	**90**	10	38	52	**91**	9	34	58	**92**	8
American Indian	State	17	68	**85**	15	29	60	**89**	11	21	67	**88**	12
Other	State	17	67	**84**	16	30	54	**84**	16	24	62	**86**	14
Students with Disabilities	State	3	51	**55**	45	8	53	**62**	38	5	55	**60**	40
Economically Disadvantaged	State	8	70	**79**	21	13	65	**78**	22	11	68	**79**	21
Limited English Proficient	State	4	61	**65**	35	6	60	**66**	34	6	69	**74**	26
Migrant	State	0	29	**29**	71	0	60	**60**	40	11	57	**68**	32

Assessment Results at each Proficiency Level by Subgroup													
		2003-2004				2004-2005				2005-2006			
Student Subgroup	Type	Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail
Mathematics (Alternate Assessment)													**High School**
All Students	State	63	35	**98**	2	66	32	**98**	2	50	30	**80**	20
Female	State	64	35	**98**	2	65	32	**98**	2	53	31	**83**	17
Male	State	63	34	**98**	2	67	32	**98**	2	49	30	**78**	22
Black	State	60	38	**98**	2	66	32	**98**	2	45	33	**79**	21
Hispanic	State	67	31	**97**	3	70	25	**95**	5	68	30	**98**	2
White	State	67	31	**98**	2	67	31	**98**	2	53	28	**80**	20
Asian	State	63	33	**96**	4	76	24	**100**	0	56	32	**88**	12
American Indian	State	<	<	**<**	<	<	<	**<**	<	<	<	**<**	<
Other	State	52	48	**100**	0	46	50	**96**	4	25	31	**56**	44
Students with Disabilities	State	63	35	**98**	2	66	32	**98**	2	50	30	**80**	20
Economically Disadvantaged	State	66	32	**98**	2	69	29	**97**	3	47	33	**80**	20
Limited English Proficient	State	<	<	**<**	<	33	53	**87**	13	65	26	**91**	9
Algebra I													**High School**
All Students	State	17	65	**82**	18	21	66	**86**	14	19	69	**88**	12
Female	State	17	67	**84**	16	21	67	**88**	12	20	70	**89**	11
Male	State	17	63	**80**	20	20	64	**84**	16	19	68	**86**	14
Black	State	7	65	**72**	28	9	69	**78**	22	8	73	**81**	19
Hispanic	State	10	63	**73**	27	13	68	**81**	19	11	72	**83**	17
White	State	20	66	**86**	14	24	65	**90**	10	23	68	**90**	10
Asian	State	36	55	**92**	8	41	54	**94**	6	40	55	**95**	5
American Indian	State	14	65	**79**	21	13	70	**83**	17	18	68	**86**	14
Other	State	20	57	**77**	23	25	61	**85**	15	24	65	**89**	11
Students with Disabilities	State	4	49	**53**	47	5	58	**63**	37	4	63	**67**	33
Economically Disadvantaged	State	8	65	**74**	26	11	68	**79**	21	9	72	**81**	19
Limited English Proficient	State	14	60	**74**	26	19	64	**83**	17	16	68	**84**	16
Migrant	State	7	47	**53**	47	18	49	**66**	34	15	64	**80**	20
Geometry													**High School**
All Students	State	23	60	**83**	17	23	60	**83**	17	22	61	**83**	17
Female	State	21	61	**82**	18	21	61	**82**	18	20	61	**81**	19
Male	State	26	59	**85**	15	25	60	**85**	15	24	60	**84**	16
Black	State	7	60	**67**	33	8	59	**67**	33	7	60	**68**	32
Hispanic	State	15	62	**76**	24	14	61	**75**	25	13	62	**75**	25
White	State	28	61	**89**	11	28	61	**89**	11	27	62	**88**	12
Asian	State	39	53	**91**	9	41	50	**91**	9	40	51	**91**	9
American Indian	State	16	68	**83**	17	19	66	**85**	15	18	60	**78**	22
Other	State	21	57	**77**	23	26	56	**82**	18	31	55	**87**	13
Students with Disabilities	State	8	50	**58**	42	7	53	**61**	39	7	53	**60**	40
Economically Disadvantaged	State	11	61	**72**	28	12	60	**72**	28	10	62	**72**	28
Limited English Proficient	State	21	56	**77**	23	20	55	**75**	25	17	56	**73**	27
Migrant	State	7	67	**73**	27	17	62	**79**	21	16	61	**76**	24
Algebra II													**High School**
All Students	State	31	55	**87**	13	33	55	**88**	12	22	62	**85**	15
Female	State	31	57	**87**	13	33	56	**89**	11	22	63	**85**	15
Male	State	32	54	**86**	14	34	54	**87**	13	23	61	**84**	16
Black	State	17	60	**77**	23	18	62	**80**	20	10	67	**77**	23
Hispanic	State	23	57	**80**	20	24	59	**83**	17	16	63	**78**	22
White	State	34	55	**89**	11	36	54	**90**	10	25	62	**87**	13
Asian	State	47	44	**92**	8	49	44	**93**	7	41	50	**91**	9
American Indian	State	30	54	**84**	16	28	50	**78**	22	21	60	**81**	19
Other	State	30	49	**78**	22	36	50	**86**	14	29	55	**84**	16
Students with Disabilities	State	14	53	**67**	33	13	58	**71**	29	9	58	**67**	33
Economically Disadvantaged	State	21	60	**81**	19	22	61	**83**	17	13	66	**79**	21
Limited English Proficient	State	34	51	**85**	15	35	51	**86**	14	25	56	**81**	19
Migrant	State	<	<	**<**	<	27	73	**100**	0	25	55	**80**	20
Science (Alternate Assessment)													**High School**
All Students	State	47	48	**95**	5	53	43	**96**	4	50	24	**75**	25
Female	State	46	48	**94**	6	53	44	**97**	3	52	23	**75**	25
Male	State	48	47	**96**	4	54	41	**95**	5	49	25	**75**	25
Black	State	43	52	**96**	4	53	43	**96**	4	47	25	**72**	28

Assessment Results at each Proficiency Level by Subgroup													
		2003-2004				2004-2005				2005-2006			
Student Subgroup	Type	Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail
Hispanic	State	51	44	**95**	5	58	33	**90**	10	63	32	**95**	5
White	State	51	43	**94**	6	52	44	**96**	4	52	24	**76**	24
Asian	State	46	50	**96**	4	60	36	**96**	4	61	18	**79**	21
American Indian	State	<	<	**<**	<	<	<	**<**	<	<	<	**<**	<
Other	State	30	65	**96**	4	56	36	**92**	8	31	25	**56**	44
Students with Disabilities	State	47	48	**95**	5	53	43	**96**	4	50	24	**75**	25
Economically Disadvantaged	State	45	50	**96**	4	54	41	**95**	5	48	26	**74**	26
Limited English Proficient	State	<	<	**<**	<	27	60	**87**	13	60	26	**86**	14
Biology													**High School**
All Students	State	10	73	**83**	17	12	71	**83**	17	13	70	**83**	17
Female	State	8	73	**82**	18	10	72	**82**	18	11	71	**82**	18
Male	State	11	72	**83**	17	14	70	**83**	17	14	69	**83**	17
Black	State	2	64	**67**	33	3	66	**69**	31	3	67	**69**	31
Hispanic	State	3	64	**68**	32	4	62	**66**	34	5	63	**68**	32
White	State	13	77	**90**	10	16	74	**90**	10	17	73	**90**	10
Asian	State	11	74	**85**	15	16	70	**86**	14	17	69	**86**	14
American Indian	State	11	77	**88**	12	10	71	**81**	19	11	71	**82**	18
Other	State	10	66	**76**	24	12	69	**81**	19	17	67	**85**	15
Students with Disabilities	State	2	54	**57**	43	3	53	**57**	43	3	55	**58**	42
Economically Disadvantaged	State	3	64	**67**	33	4	65	**68**	32	4	65	**69**	31
Limited English Proficient	State	2	57	**59**	41	4	56	**59**	41	2	55	**57**	43
Migrant	State	0	46	**46**	54	0	62	**62**	38	0	59	**59**	41
Chemistry													**High School**
All Students	State	13	74	**87**	13	15	73	**88**	12	16	71	**87**	13
Female	State	10	76	**86**	14	12	75	**88**	12	13	73	**86**	14
Male	State	15	72	**88**	12	18	71	**89**	11	20	69	**88**	12
Black	State	4	71	**75**	25	5	73	**78**	22	5	73	**78**	22
Hispanic	State	6	66	**72**	28	7	68	**75**	25	7	64	**71**	29
White	State	15	76	**91**	9	17	74	**92**	8	19	72	**91**	9
Asian	State	18	70	**89**	11	21	68	**89**	11	24	64	**89**	11
American Indian	State	8	78	**87**	13	12	76	**87**	13	12	72	**84**	16
Other	State	14	66	**81**	19	21	68	**89**	11	20	61	**82**	19
Students with Disabilities	State	4	57	**61**	39	5	61	**66**	34	6	58	**64**	36
Economically Disadvantaged	State	5	69	**75**	25	6	72	**78**	22	6	71	**77**	23
Limited English Proficient	State	8	65	**73**	27	8	63	**71**	29	8	61	**69**	31
Migrant	State	<	<	**<**	<	<	<	**<**	<	0	82	**82**	18
Earth Science													**High School**
All Students	State	13	62	**75**	25	15	65	**80**	20	18	63	**82**	18
Female	State	9	63	**72**	28	11	67	**78**	22	14	66	**80**	20
Male	State	16	62	**78**	22	19	64	**83**	17	23	61	**84**	16
Black	State	3	54	**57**	43	4	61	**66**	34	6	63	**69**	31
Hispanic	State	5	54	**59**	41	7	60	**67**	33	8	61	**69**	31
White	State	18	67	**85**	15	21	67	**88**	12	25	64	**89**	11
Asian	State	14	65	**78**	22	17	68	**85**	15	22	64	**86**	14
American Indian	State	11	64	**74**	26	11	68	**79**	21	16	66	**81**	19
Other	State	12	53	**65**	35	11	65	**75**	25	18	60	**78**	22
Students with Disabilities	State	4	46	**50**	50	5	52	**57**	43	6	53	**59**	41
Economically Disadvantaged	State	4	55	**59**	41	6	62	**68**	32	7	62	**69**	31
Limited English Proficient	State	3	40	**43**	57	3	53	**56**	44	4	54	**57**	43
Migrant	State	0	58	**58**	42	5	49	**54**	46	4	53	**56**	44
History and Social Science (Alternate Assessment)													**High School**
All Students	State	64	32	**97**	3	68	28	**96**	4	63	13	**76**	24
Female	State	64	33	**97**	3	66	31	**97**	3	63	15	**78**	22
Male	State	64	32	**97**	3	69	26	**95**	5	64	11	**75**	25
Black	State	59	38	**96**	4	66	29	**95**	5	60	12	**72**	28
Hispanic	State	64	33	**97**	3	75	18	**93**	8	78	7	**85**	15
White	State	70	27	**97**	3	69	28	**96**	4	65	13	**78**	22
Asian	State	54	42	**96**	4	80	20	**100**	0	65	21	**85**	15
American Indian	State	<	<	**<**	<	<	<	**<**	<	<	<	**<**	<
Other	State	57	43	**100**	0	56	40	**96**	4	44	19	**63**	38

Assessment Results at each Proficiency Level by Subgroup													
		2003-2004				2004-2005				2005-2006			
Student Subgroup	Type	Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail
Students with Disabilities	State	64	32	**97**	3	68	28	**96**	4	63	13	**76**	24
Economically Disadvantaged	State	62	35	**97**	3	65	30	**95**	5	63	11	**74**	26
Limited English Proficient	State	<	<	**<**	<	53	27	**80**	20	73	13	**87**	13
Virginia and United States History													**High School**
All Students	State	33	54	**87**	13	34	55	**90**	10	39	52	**92**	8
Female	State	28	57	**85**	15	28	60	**88**	12	33	57	**90**	10
Male	State	38	51	**89**	11	40	51	**91**	9	46	47	**93**	7
Black	State	15	61	**76**	24	17	64	**81**	19	20	65	**84**	16
Hispanic	State	20	59	**78**	22	20	62	**82**	18	25	59	**85**	15
White	State	39	52	**91**	9	42	52	**93**	7	48	47	**95**	5
Asian	State	38	52	**91**	9	39	54	**92**	8	46	49	**94**	6
American Indian	State	29	56	**85**	15	38	53	**91**	9	31	60	**92**	8
Other	State	36	48	**84**	16	32	54	**86**	14	40	49	**90**	10
Students with Disabilities	State	13	51	**64**	36	14	56	**70**	30	17	56	**74**	26
Economically Disadvantaged	State	15	61	**76**	24	17	63	**80**	20	20	64	**84**	16
Limited English Proficient	State	13	58	**72**	28	15	64	**79**	21	14	65	**80**	20
Migrant	State	9	32	**41**	59	4	68	**71**	29	8	58	**66**	34
World History I													**High School**
All Students	State	27	57	**84**	16	29	56	**85**	15	28	56	**85**	15
Female	State	23	61	**83**	17	25	60	**84**	16	24	60	**84**	16
Male	State	31	54	**85**	15	33	53	**85**	15	32	53	**85**	15
Black	State	11	60	**71**	29	12	61	**73**	27	12	61	**73**	27
Hispanic	State	18	57	**75**	25	19	58	**77**	23	18	58	**76**	24
White	State	32	57	**89**	11	35	55	**90**	10	35	55	**90**	10
Asian	State	41	51	**92**	8	42	50	**92**	8	42	50	**92**	8
American Indian	State	27	56	**83**	17	27	56	**83**	17	27	57	**83**	17
Other	State	29	53	**82**	18	32	53	**85**	15	34	50	**85**	15
Students with Disabilities	State	11	49	**60**	40	11	53	**64**	36	12	53	**64**	36
Economically Disadvantaged	State	12	59	**71**	29	13	60	**73**	27	13	60	**73**	27
Limited English Proficient	State	17	57	**74**	26	19	56	**75**	25	14	58	**73**	27
Migrant	State	2	44	**46**	54	11	47	**58**	42	14	47	**60**	40
World History II													**High School**
All Students	State	24	59	**83**	17	30	58	**88**	12	31	58	**89**	11
Female	State	20	62	**81**	19	24	63	**87**	13	25	63	**88**	12
Male	State	29	56	**85**	15	37	53	**90**	10	38	53	**90**	10
Black	State	10	59	**69**	31	14	65	**79**	21	14	66	**80**	20
Hispanic	State	12	58	**70**	30	18	61	**79**	21	17	63	**80**	20
White	State	29	59	**88**	12	36	56	**92**	8	37	55	**93**	7
Asian	State	31	58	**89**	11	41	53	**94**	6	43	51	**94**	6
American Indian	State	25	57	**82**	18	23	63	**86**	14	30	60	**90**	10
Other	State	25	57	**82**	18	32	55	**87**	13	38	52	**89**	11
Students with Disabilities	State	10	49	**59**	41	13	53	**67**	33	13	56	**69**	31
Economically Disadvantaged	State	10	57	**67**	33	15	63	**78**	22	15	63	**78**	22
Limited English Proficient	State	11	59	**70**	30	19	61	**80**	20	16	61	**77**	23
Migrant	State	10	70	**80**	20	20	73	**93**	7	21	56	**76**	24
World Geography													**High School**
All Students	State	20	52	**72**	28	22	53	**75**	25	26	51	**77**	23
Female	State	16	53	**69**	31	18	54	**72**	28	22	52	**75**	25
Male	State	25	51	**76**	24	27	52	**78**	22	30	50	**80**	20
Black	State	7	49	**56**	44	9	51	**60**	40	11	53	**64**	36
Hispanic	State	13	53	**66**	34	16	56	**72**	28	19	53	**72**	28
White	State	26	53	**79**	21	29	53	**82**	18	34	50	**83**	17
Asian	State	30	54	**84**	16	32	55	**88**	12	37	49	**86**	14
American Indian	State	19	44	**63**	37	22	53	**75**	25	30	45	**76**	24
Other	State	12	54	**66**	34	25	52	**77**	23	32	51	**83**	17
Students with Disabilities	State	6	35	**41**	59	7	40	**47**	53	9	43	**52**	48
Economically Disadvantaged	State	8	47	**56**	44	10	52	**62**	38	12	52	**64**	36
Limited English Proficient	State	10	46	**57**	43	8	54	**63**	37	12	51	**62**	38
Migrant	State	7	66	**72**	28	3	38	**41**	59	13	44	**56**	44
Virginia Studies													**Content Specific**

Assessment Results at each Proficiency Level by Subgroup													
		2003-2004				2004-2005				2005-2006			
Student Subgroup	Type	Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail
All Students	State	-	-	**-**	-	44	41	**85**	15	45	40	**85**	15
Female	State	-	-	**-**	-	42	43	**84**	16	41	43	**84**	16
Male	State	-	-	**-**	-	47	39	**86**	14	48	38	**86**	14
Black	State	-	-	**-**	-	28	49	**76**	24	28	47	**75**	25
Hispanic	State	-	-	**-**	-	31	45	**76**	24	30	46	**75**	25
White	State	-	-	**-**	-	52	37	**89**	11	52	37	**90**	10
Asian	State	-	-	**-**	-	56	35	**92**	8	57	35	**92**	8
American Indian	State	-	-	**-**	-	38	46	**84**	16	43	44	**87**	13
Other	State	-	-	**-**	-	49	39	**88**	12	50	37	**87**	13
Students with Disabilities	State	-	-	**-**	-	27	39	**66**	34	27	41	**68**	32
Economically Disadvantaged	State	-	-	**-**	-	27	48	**74**	26	27	47	**74**	26
Limited English Proficient	State	-	-	**-**	-	29	45	**75**	25	28	46	**75**	25
Migrant	State	-	-	**-**	-	31	23	**54**	46	15	50	**65**	35
United States History to 1877													**Content Specific**
All Students	State	10	49	**59**	41	16	47	**63**	37	20	45	**65**	35
Female	State	8	47	**55**	45	14	46	**61**	39	17	45	**62**	38
Male	State	12	50	**62**	38	19	47	**66**	34	22	45	**68**	32
Black	State	3	36	**39**	61	6	38	**44**	56	8	37	**46**	54
Hispanic	State	5	41	**45**	55	11	43	**54**	46	11	40	**51**	49
White	State	12	54	**66**	34	20	50	**71**	29	24	49	**73**	27
Asian	State	17	57	**73**	27	31	51	**82**	18	32	47	**78**	22
American Indian	State	9	56	**65**	35	12	52	**64**	36	20	48	**68**	32
Other	State	12	52	**64**	36	18	52	**69**	31	21	45	**66**	34
Students with Disabilities	State	3	28	**30**	70	5	29	**34**	66	8	31	**39**	61
Economically Disadvantaged	State	3	34	**37**	63	6	37	**43**	57	8	36	**44**	56
Limited English Proficient	State	6	38	**43**	57	13	42	**55**	45	11	38	**49**	51
Migrant	State	0	38	**38**	62	5	32	**36**	64	6	24	**29**	71
United States History from 1877 to Present													**Content Specific**
All Students	State	26	51	**76**	24	36	48	**84**	16	42	43	**85**	15
Female	State	23	52	**75**	25	32	51	**83**	17	38	46	**84**	16
Male	State	29	49	**78**	22	40	45	**85**	15	46	40	**86**	14
Black	State	12	50	**62**	38	20	53	**72**	28	24	50	**74**	26
Hispanic	State	16	50	**66**	34	22	51	**73**	27	26	46	**72**	28
White	State	32	51	**83**	17	42	46	**88**	12	50	40	**90**	10
Asian	State	36	52	**88**	12	49	42	**92**	8	57	35	**92**	8
American Indian	State	24	50	**74**	26	36	51	**87**	13	36	52	**88**	12
Other	State	30	49	**79**	21	41	46	**87**	13	44	44	**89**	11
Students with Disabilities	State	10	39	**49**	51	14	44	**58**	42	19	43	**62**	38
Economically Disadvantaged	State	11	48	**59**	41	18	52	**70**	30	23	49	**72**	28
Limited English Proficient	State	12	50	**62**	38	24	49	**73**	27	24	44	**68**	32
Migrant	State	<	<	**<**	<	22	50	**72**	28	5	59	**65**	35
Civics and Economics													**Content Specific**
All Students	State	24	58	**81**	19	28	56	**84**	16	34	51	**84**	16
Female	State	22	60	**82**	18	26	58	**84**	16	32	53	**84**	16
Male	State	25	55	**81**	19	30	53	**83**	17	35	49	**84**	16
Black	State	10	58	**68**	32	14	59	**73**	27	17	57	**74**	26
Hispanic	State	13	59	**72**	28	16	56	**72**	28	18	53	**71**	29
White	State	29	57	**86**	14	33	55	**88**	12	41	48	**89**	11
Asian	State	36	56	**92**	8	40	51	**90**	10	47	44	**91**	9
American Indian	State	25	54	**79**	21	24	63	**87**	13	35	53	**88**	12
Other	State	30	56	**86**	14	33	53	**86**	14	39	48	**88**	12
Students with Disabilities	State	7	44	**51**	49	9	47	**56**	44	12	45	**57**	43
Economically Disadvantaged	State	9	56	**65**	35	12	57	**69**	31	15	55	**70**	30
Limited English Proficient	State	12	56	**68**	32	15	54	**69**	31	17	51	**68**	32
Migrant	State	0	60	**60**	40	19	38	**56**	44	0	58	**58**	42

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			
	Count / Percentage		
Credential type	2003-2004	2004-2005	2005-2006
Advanced Diploma	34,238 / 45.72%	36,370 / 47.34%	37,864 / 48.83%
Certificate of Completion	646 / .86%	571 / .74%	512 / .66%
GED	952 / 1.27%	1,104 / 1.44%	1,056 / 1.36%
GED/ISAEP	1,284 / 1.71%	1,503 / 1.96%	1,485 / 1.92%
General Achievement Diploma	<	15 / .02%	34 / .04%
Modified Standard Diploma	1,435 / 1.92%	1,706 / 2.22%	1,897 / 2.45%
Special Diploma	2,620 / 3.5%	2,584 / 3.36%	2,471 / 3.19%
Standard Diploma	33,707 / 45.01%	32,976 / 42.92%	32,217 / 41.55%

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

Career and Technical Education

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

Career and Technical Education				
		Count		
	Type	2003-2004	2004-2005	2005-2006
NOCTI Assessments	State	*	559	1008
State Licensures	State	*	1100	1172
Industry Certification	State	*	4678	7935
CTE Completers	State	23914	28420	29399

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

Dropout Information

Schools report annually on the number of students in grade 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			
	Count / Percentage		
Student Subgroup	2003-2004	2004-2005	2005-2006
All Students	11,203 / 2.05%	10,381 / 1.86%	10,643 / 1.89%
Female	4,643 / 1.73%	4,302 / 1.58%	4,276 / 1.55%
Male	6,560 / 2.35%	6,079 / 2.13%	6,367 / 2.21%
Other	68 / 1.95%	75 / 1.58%	98 / 1.52%
Black	4,656 / 3.24%	3,597 / 2.44%	3,998 / 2.65%
Hispanic	1,674 / 5.38%	1,801 / 5.28%	1,598 / 4.34%
White	4,367 / 1.28%	4,475 / 1.31%	4,580 / 1.34%
Asian	411 / 1.62%	398 / 1.47%	322 / 1.15%
American Indian	25 / 1.83%	32 / 2.05%	42 / 2.48%
Native Hawaiian	<	<	<

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	2003-2004	2004-2005	2005-2006
State			
All Schools	6	5	5
High Poverty	8	6	6
Low Poverty	4	3	3
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			

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	2003-2004	2004-2005	2005-2006
State			
Provisional	8	8	7
Special Education Conditional	3	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	2003-2004	2004-2005	2005-2006
State			
Bachelor's Degree	0	0	0
Master's Degree	0	0	0
Doctoral Degree	0	0	0
Key: < = A group below state definition for personally identifiable results - = No data for group * = Data not yet available			

National Assessment of Educational Progress (NAEP)

The NAEP, also known as The Nation's Report Card, is a national assessment of student achievement that is taken by samples of students representative of each state and of the nation. Tests in reading and mathematics are administered every two years and provide a means of comparing the progress of states in raising student achievement.

2007 NAEP Grade 4 Mathematics

2007 NAEP Grade 4 Mathematics Pass Rate				
	Below Basic	Basic	Proficient	Advanced
All Students	13	45	35	7
Black	27	56	17	1
Hispanic	18	54	26	1
White	7	40	44	9
Asian/Pacific Islanders/Native Hawaiian	4	37	45	15
American Indian	<	<	<	<
Students With Disabilities	26	48	23	3
Economically Disadvantaged	24	56	19	1
Limited English Proficient	17	53	26	4
Unclassified	9	47	34	9

2007 NAEP Grade 4 Mathematics Participation Rate	
Students With Disabilities	73
Limited English Proficient	86

Key: < = NAEP reporting standards were not met since the sample size was too small.

2007 NAEP Grade 4 Reading

2007 NAEP Grade 4 Reading Pass Rate				
	Below Basic	Basic	Proficient	Advanced
All Students	26	37	29	9
Black	40	41	17	2
Hispanic	39	35	20	5
White	19	35	35	11
Asian/Pacific Islanders/Native Hawaiian	14	38	36	13
American Indian	<	<	<	<
Students With Disabilities	48	28	19	4
Economically Disadvantaged	42	39	17	2
Limited English Proficient	42	34	21	4
Unclassified	<	<	<	<

2007 NAEP Grade 4 Reading Participation Rate	
Students With Disabilities	53
Limited English Proficient	69

Key: < = NAEP reporting standards were not met since the sample size was too small.

2007 NAEP Grade 8 Mathematics

2007 NAEP Grade 8 Mathematics Pass Rate				
	Below Basic	Basic	Proficient	Advanced
All Students	23	39	29	9
Black	44	41	14	1
Hispanic	36	40	20	5
White	14	40	35	12
Asian/Pacific Islanders/Native Hawaiian	16	31	35	18
American Indian	<	<	<	<
Students With Disabilities	55	33	11	2
Economically Disadvantaged	43	43	13	2
Limited English Proficient	39	39	17	5
Unclassified	<	<	<	<

2007 NAEP Grade 8 Mathematics Participation Rate	
Students With Disabilities	57
Limited English Proficient	71

Key: < = NAEP reporting standards were not met since the sample size was too small.

2007 NAEP Grade 8 Reading

2007 NAEP Grade 8 Reading Pass Rate				
	Below Basic	Basic	Proficient	Advanced
All Students	21	45	31	3
Black	36	49	15	0
Hispanic	33	42	22	3
White	15	44	37	4
Asian/Pacific Islanders/Native Hawaiian	10	36	49	5
American Indian	<	<	<	<
Students With Disabilities	59	33	8	0
Economically Disadvantaged	35	49	15	1
Limited English Proficient	43	45	12	0
Unclassified	<	<	<	<

2007 NAEP Grade 8 Reading Participation Rate	
Students With Disabilities	54
Limited English Proficient	58

Key: < = NAEP reporting standards were not met since the sample size was too small.

Commonwealth of Virginia

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The Commonwealth of Virginia is committed to providing quality education for all students. This commitment includes keeping parents and the public informed through the Virginia School Report Card of the progress of our schools in raising student achievement and enhancing the learning environment. The ratings for Adequate Yearly Progress (AYP) and school accreditation for specific school year are based on the achievement of students on tests taken during the previous academic year.

AYP ratings are preliminary and subject to change based on corrections to student-level records submitted by school divisions and the receipt of additional data.

		Annual Measurable Objective for Mathematics is	**71**
The State -	**Did Not Make AYP**	Annual Measurable Objective for Reading/Language Arts is	**73**

State - Summary

This table provides summary information on enrollment, accountability ratings, and whether the school is required to implement a plan to raise achievement in English or Mathematics. Ratings are based on the achievement results on tests taken during the previous academic year and are subject to change based on corrections and additions to student-level records submitted by school divisions.

State - Summary			
	2005-2006	2006-2007	2007-2008
No of Divisions	132	132	132
No of Schools	1,855	1,861	1,863
Student Population	1,227,450	1,234,633	1,245,441
LEP Reading Exempt	-	1287	2143

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

State - Fall Membership

School membership (enrollment) is reported on September 30 of each school year.

State - Fall Membership			
Grade	2004-2005	2005-2006	2006-2007
PK - Pre-kindergarten	18,178	19,545	20,132
KA - Kindergarten - AM	5,905	5,358	4,212
KP - Kindergarten - PM	4,651	4,404	3,370
JK - Junior Kindergarten	285	420	358
KG - Kindergarten	77,541	80,563	83,012
T1 - Transitional Grade 1	96	108	101
01 - Grade 1	91,140	92,130	93,890
02 - Grade 2	88,389	90,691	91,570
03 - Grade 3	89,201	88,849	91,054
04 - Grade 4	90,757	89,855	89,584
05 - Grade 5	92,372	91,413	90,332
06 - Grade 6	95,329	94,112	92,839
07 - Grade 7	97,192	96,416	94,654
08 - Grade 8	97,528	96,778	96,144
09 - Grade 9	110,087	111,256	109,888
10 - Grade 10	95,318	97,684	99,464
11 - Grade 11	84,209	87,842	90,005
12 - Grade 12	78,871	79,873	83,867
PG - Post Graduate	145	153	157
TT - Test Taker	5	-	-

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

Advanced Program Information

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

State - Advanced Program Information			
	Count / Percentage		
Program type	2004-2005	2005-2006	2006-2007
Advanced Placement Test Taken	35,366 / 9.6%	40,639 / 10.79%	49,077 / 12.81%
Advanced Placement course enrollment	45,638 / 12.39%	50,418 / 13.39%	56,021 / 14.62%
Dual Enrollment courses taken	16,409 / 4.45%	20,105 / 5.34%	23,702 / 6.18%
Governors School enrollment	3,554 / .96%	4,029 / 1.07%	4,271 / 1.11%
Seniors enrolled in IB Program	870 / .24%	1,075 / .29%	1,080 / .28%

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

State - School Safety

Virginia's accreditation standards require school report cards to include information about school safety. The Offense Categories that are listed are the same as the offense categories defined in the Safe Schools Information Resource (SSIR) available on the VDOE Web site.

State - School Safety			
Offense Category	2004-2005	2005-2006	2006-2007
Weapons Offenses	2,948	3,145	*
Offenses Against Student	12,860	12,747	*
Offenses Against Staff	4,159	4,290	*
Other Offenses Against Persons	27,207	37,412	*
Alcohol, Tobacco, and Other Drug Offenses	10,630	11,018	*
Property Offenses	9,217	10,264	*
Disorderly or Disruptive Behavior Offenses	82,156	62,617	*
Terrorism Offenses	0	0	*
All Other Offenses	169,321	180,841	*

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

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	2004-2005			2005-2006			2006-2007		
		Passed	Tested	Not Tested	Passed	Tested	Not Tested	Passed	Tested	Not Tested
English Performance										
All Students	State	81	99	1	84	100	0	85	100	0
Black	State	70	99	1	73	99	1	76	99	1
Hispanic	State	73	100	0	76	100	0	72	99	1
White	State	87	99	1	89	100	0	90	100	0
Students with Disabilities	State	56	98	2	64	100	0	62	99	1
Economically Disadvantaged	State	69	99	1	73	99	1	73	99	1
Limited English Proficient	State	70	100	0	72	100	0	67	100	0
Mathematics Performance										
All Students	State	84	99	1	76	100	0	80	99	1
Black	State	73	98	2	62	99	1	68	99	1
Hispanic	State	77	99	1	66	99	1	71	99	1
White	State	89	99	1	81	100	0	85	100	0
Students with Disabilities	State	61	98	2	53	100	0	58	99	1
Economically Disadvantaged	State	74	99	1	62	99	1	67	99	1
Limited English Proficient	State	77	99	1	65	99	1	70	99	1

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

Assessment-Based Other Academic Indicators

NCLB requires schools, school divisions and states to make progress in additional areas, such as science, history, writing, attendance and graduation. **Only student subgroups represented are listed.**

Other Academic Indicators							
		2004-2005		2005-2006		2006-2007	
Student Subgroup	Type	Passed	Tested	Passed	Tested	Passed	Tested
Writing Performance							
All Students	State	84	-	89	-	89	-
Black	State	74	-	82	-	82	-
Hispanic	State	75	-	82	-	82	-
White	State	89	-	92	-	92	-
Students with Disabilities	State	55	-	61	-	61	-
Economically Disadvantaged	State	72	-	81	-	80	-
Limited English Proficient	State	68	-	78	-	78	-
History Performance							
All Students	State	83	-	84	-	86	-
Black	State	72	-	74	-	77	-
Hispanic	State	75	-	75	-	77	-
White	State	88	-	89	-	90	-
Students with Disabilities	State	62	-	64	-	66	-
Economically Disadvantaged	State	70	-	72	-	74	-
Limited English Proficient	State	73	-	72	-	74	-
Science Performance							
All Students	State	84	-	85	-	88	-
Black	State	72	-	73	-	77	-
Hispanic	State	73	-	74	-	78	-
White	State	91	-	91	-	93	-
Students with Disabilities	State	64	-	65	-	67	-
Economically Disadvantaged	State	73	-	74	-	77	-
Limited English Proficient	State	69	-	69	-	73	-

Notes:

Science Performance: the percentage of students passing science

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

- = No data for group

* = Data not yet available

Non-Assessment-Based Other Academic Indicators

NCLB requires schools, school divisions and states to make progress in additional areas, such as science, history, writing, attendance and graduation. **Only student subgroups represented are listed.**

Other Academic Indicators				
Student Subgroup	Type	2004-2005 Percentage	2005-2006 Percentage	2006-2007 Percentage
Attendance Rate				
All Students	State	95	95	95
Black	State	95	95	95
Hispanic	State	95	95	95
White	State	95	95	95
Students with Disabilities	State	94	94	94
Economically Disadvantaged	State	94	94	94
Limited English Proficient	State	95	95	96

Notes:

Attendance Rate: average daily attendance percentage

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

- = No data for group

* = Data not yet available

Other Academic Indicator for Schools with a Graduating Class

NCLB also requires schools, school divisions and states to make progress in graduation for high schools. The Graduation Rate is based on the most recent available data when AYP determinations are released prior to the first day of school. **Only student subgroups represented are listed.**

Other Academic Indicators				
Student Subgroup	Type	2004-2005 Percentage	2005-2006 Percentage	2006-2007 Percentage
NCLB Graduation Indicator				
All Students	State	79	79	80
Black	State	70	71	72
Hispanic	State	68	65	64
White	State	83	84	84
Students with Disabilities	State	-	42	42
Economically Disadvantaged	State	-	68	68
Limited English Proficient	State	-	64	64

Notes:
Graduation Rate: the percentage of students achieving a regular high school diploma (rate from previous school year is used for AYP)

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

AYP Objectives

No Child Left Behind requires states to set annual objectives for proficiency in reading, mathematics and participation in testing in these subjects. In addition, schools, school divisions and the commonwealth also must meet objectives for other indicators of academic achievement, including attendance, science, writing, history/social science and graduation. The table below shows how many and which AYP objectives were met.

AYP Objectives			
Annual Measurable Objectives	2004-2005	2005-2006	2006-2007
English Participation - All Students	Y	Y	Y
English Participation - Black	Y	Y	Y
English Participation - Economically Disadvantaged	Y	Y	Y
English Participation - Hispanic	Y	Y	Y
English Participation - Limited English Proficient	Y	Y	Y
English Participation - Students with Disabilities	Y	Y	Y
English Participation - White	Y	Y	Y
English Performance - All Students	Y	Y	Y
English Performance - Black	Y	Y	Y
English Performance - Economically Disadvantaged	Y	Y	Y
English Performance - Hispanic	Y	Y	Y
English Performance - Limited English Proficient	Y	Y	N
English Performance - Students with Disabilities	Y	Y	Y
English Performance - White	Y	Y	Y
Mathematics Participation - All Students	Y	Y	Y
Mathematics Participation - Black	Y	Y	Y
Mathematics Participation - Economically Disadvantaged	Y	Y	Y
Mathematics Participation - Hispanic	Y	Y	Y
Mathematics Participation - Limited English Proficient	Y	Y	Y
Mathematics Participation - Students with Disabilities	Y	Y	Y
Mathematics Participation - White	Y	Y	Y
Mathematics Performance - All Students	Y	Y	Y
Mathematics Performance - Black	Y	Y	Y
Mathematics Performance - Economically Disadvantaged	Y	Y	Y
Mathematics Performance - Hispanic	Y	Y	Y
Mathematics Performance - Limited English Proficient	Y	Y	Y
Mathematics Performance - Students with Disabilities	Y	Y	Y
Mathematics Performance - White	Y	Y	Y
Other Academic Indicator - All Students	Y	Y	Y

Key: Y = Met objectives
N = Did not meet objectives
RN = Reduced failure by ten percent but did not meet other academic indicator

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.**

Assessment Results at each Proficiency Level by Subgroup

Student Subgroup	Type	2004-2005 Adv	2004-2005 Prof	2004-2005 Pass	2004-2005 Fail	2005-2006 Adv	2005-2006 Prof	2005-2006 Pass	2005-2006 Fail	2006-2007 Adv	2006-2007 Prof	2006-2007 Pass	2006-2007 Fail
English: Reading													**Grade 3**
All Students	State	19	58	**77**	23	39	45	**84**	16	37	44	**80**	20
Female	State	21	59	**80**	20	40	45	**85**	15	39	44	**83**	17
Male	State	16	57	**73**	27	37	45	**82**	18	35	44	**78**	22
Black	State	10	56	**67**	33	24	49	**73**	27	22	49	**71**	29
Hispanic	State	9	59	**68**	32	22	57	**79**	21	21	44	**65**	35
White	State	23	59	**82**	18	47	41	**88**	12	45	42	**87**	13
Asian	State	26	58	**84**	16	44	46	**90**	10	43	42	**85**	15
American Indian	State	18	58	**76**	24	40	47	**86**	14	39	42	**81**	19
Other	State	20	60	**80**	20	41	43	**84**	16	37	45	**82**	18
Students with Disabilities	State	9	44	**54**	46	25	45	**71**	29	24	39	**62**	38
Economically Disadvantaged	State	9	56	**65**	35	23	51	**74**	26	22	47	**69**	31
Limited English Proficient	State	8	59	**68**	32	17	60	**77**	23	18	43	**62**	38
Migrant	State	9	55	**65**	35	12	59	**71**	29	22	49	**71**	29
Mathematics													**Grade 3**
All Students	State	52	36	**88**	12	52	38	**90**	10	48	41	**89**	11
Female	State	52	36	**88**	12	51	39	**90**	10	48	41	**89**	11
Male	State	53	35	**88**	12	52	37	**89**	11	49	40	**89**	11
Black	State	33	46	**79**	21	32	50	**82**	18	31	50	**81**	19
Hispanic	State	37	45	**82**	18	38	47	**85**	15	34	49	**84**	16
White	State	61	31	**92**	8	61	33	**93**	7	57	36	**93**	7
Asian	State	66	28	**94**	6	68	27	**95**	5	65	30	**95**	5
American Indian	State	50	38	**88**	12	54	38	**92**	8	49	40	**88**	12
Other	State	57	34	**90**	10	57	34	**91**	9	48	41	**89**	11
Students with Disabilities	State	31	42	**73**	27	32	43	**75**	25	31	43	**74**	26
Economically Disadvantaged	State	35	45	**80**	20	35	48	**83**	17	32	49	**81**	19
Limited English Proficient	State	37	45	**82**	18	38	47	**85**	15	34	50	**83**	17
Migrant	State	39	41	**80**	20	31	53	**83**	17	34	55	**89**	11
Science													**Grade 3**
All Students	State	42	47	**89**	11	40	50	**90**	10	39	49	**88**	12
Female	State	40	49	**89**	11	38	52	**90**	10	37	51	**88**	12
Male	State	44	45	**89**	11	42	48	**90**	10	41	48	**89**	11
Black	State	23	56	**80**	20	21	60	**81**	19	19	59	**79**	21
Hispanic	State	26	54	**81**	19	23	61	**84**	16	25	56	**81**	19
White	State	51	42	**93**	7	50	45	**95**	5	49	44	**93**	7
Asian	State	48	45	**93**	7	44	50	**94**	6	47	46	**93**	7
American Indian	State	42	48	**90**	10	41	50	**91**	9	35	56	**91**	9
Other	State	45	46	**91**	9	43	50	**92**	8	38	50	**89**	11
Students with Disabilities	State	28	48	**76**	24	27	50	**77**	23	26	48	**74**	26
Economically Disadvantaged	State	25	55	**80**	20	23	59	**82**	18	23	57	**80**	20
Limited English Proficient	State	24	57	**80**	20	18	64	**82**	18	22	57	**80**	20
Migrant	State	19	58	**77**	23	20	67	**87**	13	19	61	**80**	20
History and Social Science													**Grade 3**
All Students	State	52	38	**89**	11	57	34	**91**	9	64	29	**92**	8
Female	State	51	39	**90**	10	57	35	**92**	8	64	29	**93**	7
Male	State	53	36	**89**	11	57	33	**91**	9	64	28	**92**	8
Black	State	35	47	**82**	18	41	44	**85**	15	48	40	**87**	13
Hispanic	State	36	47	**83**	17	42	43	**85**	15	49	38	**87**	13
White	State	60	33	**93**	7	65	29	**94**	6	72	23	**95**	5
Asian	State	62	32	**94**	6	67	28	**95**	5	75	21	**96**	4
American Indian	State	55	33	**89**	11	56	37	**93**	7	59	35	**94**	6
Other	State	56	36	**92**	8	61	31	**92**	8	61	30	**91**	9
Students with Disabilities	State	32	44	**76**	24	35	42	**78**	22	41	38	**79**	21
Economically Disadvantaged	State	34	48	**81**	19	39	45	**84**	16	47	39	**86**	14

Assessment Results at each Proficiency Level by Subgroup													
		2004-2005				2005-2006				2006-2007			
Student Subgroup	Type	Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail
Limited English Proficient	State	35	47	**82**	18	38	46	**85**	15	47	40	**87**	13
Migrant	State	28	54	**82**	18	39	50	**89**	11	48	44	**92**	8
English: Reading													**Grade 4**
All Students	State	-	-	-	-	42	45	**86**	14	47	40	**87**	13
Female	State	-	-	-	-	43	45	**88**	12	49	40	**89**	11
Male	State	-	-	-	-	40	45	**85**	15	45	41	**86**	14
Black	State	-	-	-	-	27	51	**78**	22	32	48	**80**	20
Hispanic	State	-	-	-	-	24	56	**80**	20	31	46	**77**	23
White	State	-	-	-	-	50	41	**90**	10	55	37	**91**	9
Asian	State	-	-	-	-	48	44	**92**	8	56	36	**92**	8
American Indian	State	-	-	-	-	41	46	**86**	14	52	41	**93**	7
Other	State	-	-	-	-	45	43	**88**	12	50	39	**89**	11
Students with Disabilities	State	-	-	-	-	26	46	**72**	28	29	41	**69**	31
Economically Disadvantaged	State	-	-	-	-	25	53	**77**	23	30	48	**78**	22
Limited English Proficient	State	-	-	-	-	20	59	**79**	21	26	47	**74**	26
Migrant	State	-	-	-	-	5	70	**75**	25	22	58	**80**	20
Mathematics													**Grade 4**
All Students	State	-	-	-	-	34	44	**77**	23	37	44	**81**	19
Female	State	-	-	-	-	32	45	**77**	23	36	45	**81**	19
Male	State	-	-	-	-	35	43	**78**	22	39	42	**81**	19
Black	State	-	-	-	-	18	46	**64**	36	22	47	**69**	31
Hispanic	State	-	-	-	-	20	45	**65**	35	23	47	**70**	30
White	State	-	-	-	-	41	43	**84**	16	44	42	**86**	14
Asian	State	-	-	-	-	49	37	**87**	13	52	38	**91**	9
American Indian	State	-	-	-	-	33	44	**78**	22	39	46	**85**	15
Other	State	-	-	-	-	37	44	**80**	20	40	43	**83**	17
Students with Disabilities	State	-	-	-	-	20	38	**59**	41	23	39	**62**	38
Economically Disadvantaged	State	-	-	-	-	18	45	**64**	36	22	47	**69**	31
Limited English Proficient	State	-	-	-	-	20	44	**63**	37	23	46	**69**	31
Migrant	State	-	-	-	-	6	51	**57**	43	23	49	**72**	28
History and Social Science (Alternate Assessment)													**Grade 4**
All Students	State	-	-	-	-	-	-	-	-	79	14	**93**	7
Female	State	-	-	-	-	-	-	-	-	79	15	**93**	7
Male	State	-	-	-	-	-	-	-	-	79	14	**93**	7
Black	State	-	-	-	-	-	-	-	-	78	17	**95**	5
Hispanic	State	-	-	-	-	-	-	-	-	86	11	**97**	3
White	State	-	-	-	-	-	-	-	-	81	12	**93**	7
Asian	State	-	-	-	-	-	-	-	-	74	13	**87**	13
American Indian	State	-	-	-	-	-	-	-	-	<	<	<	<
Other	State	-	-	-	-	-	-	-	-	69	14	**83**	17
Students with Disabilities	State	-	-	-	-	-	-	-	-	79	14	**93**	7
Economically Disadvantaged	State	-	-	-	-	-	-	-	-	78	16	**94**	6
Limited English Proficient	State	-	-	-	-	-	-	-	-	80	11	**91**	9
Migrant	State	-	-	-	-	-	-	-	-	<	<	<	<
English: Reading													**Grade 5**
All Students	State	29	56	**85**	15	42	45	**87**	13	36	51	**87**	13
Female	State	33	55	**88**	12	44	45	**89**	11	38	51	**89**	11
Male	State	26	56	**83**	17	40	45	**85**	15	34	51	**85**	15
Black	State	15	60	**75**	25	24	53	**77**	23	21	59	**80**	20
Hispanic	State	15	66	**81**	19	26	55	**81**	19	21	54	**74**	26
White	State	37	53	**90**	10	50	41	**91**	9	43	48	**91**	9
Asian	State	35	57	**92**	8	51	42	**93**	7	45	45	**90**	10
American Indian	State	32	58	**90**	10	41	48	**89**	11	31	60	**91**	9
Other	State	33	55	**88**	12	46	43	**89**	11	39	50	**89**	11
Students with Disabilities	State	13	52	**65**	35	23	49	**72**	28	21	47	**68**	32
Economically Disadvantaged	State	14	61	**75**	25	25	53	**78**	22	21	57	**77**	23
Limited English Proficient	State	11	68	**80**	20	22	58	**81**	19	18	52	**70**	30
Migrant	State	10	56	**65**	35	17	50	**67**	33	19	49	**68**	32
English: Writing													**Grade 5**
All Students	State	37	54	**91**	9	32	57	**89**	11	26	63	**89**	11

Assessment Results at each Proficiency Level by Subgroup													
		2004-2005				2005-2006				2006-2007			
Student Subgroup	Type	Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail
Female	State	44	50	**94**	6	39	53	**92**	8	33	60	**93**	7
Male	State	30	58	**88**	12	25	60	**85**	15	20	66	**86**	14
Black	State	23	64	**87**	13	20	63	**82**	18	15	68	**84**	16
Hispanic	State	26	60	**86**	14	20	60	**80**	20	16	68	**84**	16
White	State	43	50	**94**	6	37	54	**92**	8	31	61	**92**	8
Asian	State	53	42	**95**	5	45	49	**94**	6	41	54	**95**	5
American Indian	State	39	56	**95**	5	31	54	**85**	15	20	66	**87**	13
Other	State	42	50	**92**	8	30	59	**89**	11	31	60	**91**	9
Students with Disabilities	State	13	56	**69**	31	9	52	**61**	39	8	55	**63**	37
Economically Disadvantaged	State	20	64	**84**	16	17	63	**80**	20	14	68	**82**	18
Limited English Proficient	State	19	62	**81**	19	18	59	**78**	22	15	67	**82**	18
Migrant	State	12	64	**75**	25	21	50	**71**	29	10	65	**75**	25
Mathematics													**Grade 5**
All Students	State	25	55	**81**	19	45	38	**83**	17	48	38	**87**	13
Female	State	25	57	**82**	18	46	39	**84**	16	49	39	**88**	12
Male	State	26	54	**79**	21	44	37	**82**	18	48	37	**86**	14
Black	State	12	57	**69**	31	30	44	**74**	26	35	45	**80**	20
Hispanic	State	15	57	**72**	28	33	41	**74**	26	34	44	**78**	22
White	State	31	55	**86**	14	52	36	**87**	13	55	35	**90**	10
Asian	State	42	49	**90**	10	61	30	**91**	9	64	30	**93**	7
American Indian	State	25	56	**81**	19	44	41	**85**	15	46	39	**85**	15
Other	State	29	53	**82**	18	46	39	**85**	15	49	38	**87**	13
Students with Disabilities	State	11	44	**55**	45	25	38	**63**	37	29	40	**70**	30
Economically Disadvantaged	State	13	56	**69**	31	30	43	**73**	27	34	44	**78**	22
Limited English Proficient	State	16	54	**70**	30	32	40	**72**	28	34	44	**78**	22
Migrant	State	12	48	**60**	40	38	27	**65**	35	34	46	**80**	20
Science													**Grade 5**
All Students	State	15	66	**81**	19	23	62	**85**	15	25	63	**88**	12
Female	State	14	67	**80**	20	20	63	**83**	17	22	65	**87**	13
Male	State	17	66	**82**	18	26	61	**86**	14	27	61	**88**	12
Black	State	6	61	**67**	33	10	62	**72**	28	11	67	**78**	22
Hispanic	State	7	63	**70**	30	11	64	**75**	25	14	65	**79**	21
White	State	20	68	**88**	12	29	61	**91**	9	31	61	**93**	7
Asian	State	19	69	**88**	12	31	60	**91**	9	33	60	**93**	7
American Indian	State	13	74	**87**	13	20	66	**86**	14	25	64	**89**	11
Other	State	16	67	**83**	17	22	64	**87**	13	25	64	**89**	11
Students with Disabilities	State	10	52	**62**	38	15	51	**66**	34	15	55	**70**	30
Economically Disadvantaged	State	7	61	**68**	32	11	62	**73**	27	12	66	**78**	22
Limited English Proficient	State	6	61	**67**	33	10	62	**72**	28	12	64	**76**	24
Migrant	State	9	50	**59**	41	9	55	**64**	36	6	65	**70**	30
History and Social Science													**Grade 5**
All Students	State	-	-	-	-	-	-	-	-	72	20	**92**	8
Female	State	-	-	-	-	-	-	-	-	69	23	**92**	8
Male	State	-	-	-	-	-	-	-	-	74	18	**92**	8
Black	State	-	-	-	-	-	-	-	-	72	20	**92**	8
Hispanic	State	-	-	-	-	-	-	-	-	70	25	**95**	5
White	State	-	-	-	-	-	-	-	-	72	20	**92**	8
Asian	State	-	-	-	-	-	-	-	-	<	<	<	<
American Indian	State	-	-	-	-	-	-	-	-	<	<	<	<
Other	State	-	-	-	-	-	-	-	-	81	5	**86**	14
Students with Disabilities	State	-	-	-	-	-	-	-	-	72	20	**92**	8
Economically Disadvantaged	State	-	-	-	-	-	-	-	-	73	21	**94**	6
Limited English Proficient	State	-	-	-	-	-	-	-	-	56	44	**100**	0
English: Reading													**Grade 6**
All Students	State	-	-	-	-	38	45	**83**	17	37	47	**84**	16
Female	State	-	-	-	-	41	46	**86**	14	40	47	**87**	13
Male	State	-	-	-	-	35	45	**80**	20	34	48	**82**	18
Black	State	-	-	-	-	19	52	**71**	29	22	53	**75**	25
Hispanic	State	-	-	-	-	23	52	**75**	25	20	51	**71**	29
White	State	-	-	-	-	46	42	**89**	11	45	45	**90**	10

Assessment Results at each Proficiency Level by Subgroup													
		2004-2005				2005-2006				2006-2007			
Student Subgroup	Type	Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail
Asian	State	-	-	**-**	-	51	41	**91**	9	48	44	**92**	8
American Indian	State	-	-	**-**	-	35	49	**84**	16	41	46	**88**	13
Other	State	-	-	**-**	-	44	42	**86**	14	38	47	**84**	16
Students with Disabilities	State	-	-	**-**	-	20	41	**60**	40	20	40	**60**	40
Economically Disadvantaged	State	-	-	**-**	-	19	51	**71**	29	21	52	**72**	28
Limited English Proficient	State	-	-	**-**	-	18	53	**71**	29	16	50	**67**	33
Migrant	State	-	-	**-**	-	13	41	**54**	46	16	46	**62**	38
Mathematics													**Grade 6**
All Students	State	-	-	**-**	-	17	35	**51**	49	21	39	**60**	40
Female	State	-	-	**-**	-	16	35	**52**	48	21	40	**61**	39
Male	State	-	-	**-**	-	17	34	**51**	49	22	38	**60**	40
Black	State	-	-	**-**	-	7	27	**34**	66	10	34	**44**	56
Hispanic	State	-	-	**-**	-	9	30	**39**	61	13	35	**48**	52
White	State	-	-	**-**	-	21	39	**60**	40	26	42	**69**	31
Asian	State	-	-	**-**	-	34	39	**73**	27	41	39	**80**	20
American Indian	State	-	-	**-**	-	15	38	**52**	48	19	44	**63**	37
Other	State	-	-	**-**	-	23	34	**57**	43	25	37	**61**	39
Students with Disabilities	State	-	-	**-**	-	10	20	**30**	70	15	25	**39**	61
Economically Disadvantaged	State	-	-	**-**	-	7	27	**34**	66	11	33	**44**	56
Limited English Proficient	State	-	-	**-**	-	11	29	**39**	61	14	32	**46**	54
Migrant	State	-	-	**-**	-	9	27	**36**	64	18	34	**52**	48
History and Social Science (Alternate Assessment)													**Grade 6**
All Students	State	-	-	**-**	-	-	-	**-**	-	73	18	**91**	9
Female	State	-	-	**-**	-	-	-	**-**	-	71	20	**92**	8
Male	State	-	-	**-**	-	-	-	**-**	-	74	17	**90**	10
Black	State	-	-	**-**	-	-	-	**-**	-	72	18	**90**	10
Hispanic	State	-	-	**-**	-	-	-	**-**	-	72	19	**92**	8
White	State	-	-	**-**	-	-	-	**-**	-	74	19	**93**	7
Asian	State	-	-	**-**	-	-	-	**-**	-	78	11	**89**	11
American Indian	State	-	-	**-**	-	-	-	**-**	-	<	<	**<**	<
Other	State	-	-	**-**	-	-	-	**-**	-	63	18	**80**	20
Students with Disabilities	State	-	-	**-**	-	-	-	**-**	-	73	18	**91**	9
Economically Disadvantaged	State	-	-	**-**	-	-	-	**-**	-	75	17	**91**	9
Limited English Proficient	State	-	-	**-**	-	-	-	**-**	-	79	14	**93**	7
English: Reading													**Grade 7**
All Students	State	-	-	**-**	-	38	44	**81**	19	40	43	**82**	18
Female	State	-	-	**-**	-	41	44	**84**	16	43	43	**86**	14
Male	State	-	-	**-**	-	35	44	**78**	22	37	42	**80**	20
Black	State	-	-	**-**	-	20	49	**69**	31	23	49	**72**	28
Hispanic	State	-	-	**-**	-	22	48	**70**	30	23	47	**70**	30
White	State	-	-	**-**	-	47	41	**88**	12	49	39	**88**	12
Asian	State	-	-	**-**	-	48	40	**89**	11	51	38	**89**	11
American Indian	State	-	-	**-**	-	39	45	**84**	16	42	46	**89**	11
Other	State	-	-	**-**	-	44	41	**85**	15	39	42	**81**	19
Students with Disabilities	State	-	-	**-**	-	18	37	**55**	45	19	35	**54**	46
Economically Disadvantaged	State	-	-	**-**	-	19	48	**67**	33	21	48	**69**	31
Limited English Proficient	State	-	-	**-**	-	14	48	**62**	38	17	45	**62**	38
Migrant	State	-	-	**-**	-	9	53	**62**	38	18	44	**62**	38
Mathematics													**Grade 7**
All Students	State	-	-	**-**	-	11	33	**44**	56	20	36	**56**	44
Female	State	-	-	**-**	-	11	33	**44**	56	20	37	**57**	43
Male	State	-	-	**-**	-	11	32	**43**	57	20	34	**55**	45
Black	State	-	-	**-**	-	4	22	**26**	74	10	30	**40**	60
Hispanic	State	-	-	**-**	-	6	25	**31**	69	10	31	**41**	59
White	State	-	-	**-**	-	15	38	**53**	47	25	39	**64**	36
Asian	State	-	-	**-**	-	21	43	**64**	36	34	39	**74**	26
American Indian	State	-	-	**-**	-	10	32	**42**	58	17	40	**57**	43
Other	State	-	-	**-**	-	16	35	**51**	49	20	31	**51**	49
Students with Disabilities	State	-	-	**-**	-	10	16	**26**	74	16	20	**37**	63
Economically Disadvantaged	State	-	-	**-**	-	6	22	**28**	72	11	29	**40**	60

Assessment Results at each Proficiency Level by Subgroup													
		2004-2005				2005-2006				2006-2007			
Student Subgroup	Type	Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail
Limited English Proficient	State	-	-	**-**	-	6	24	**30**	70	12	28	**40**	60
Migrant	State	-	-	**-**	-	7	32	**38**	62	17	32	**49**	51
Science (Alternate Assessment)													**Grade 7**
All Students	State	-	-	**-**	-	-	-	**-**	-	<	<	**<**	<
Male	State	-	-	**-**	-	-	-	**-**	-	<	<	**<**	<
White	State	-	-	**-**	-	-	-	**-**	-	<	<	**<**	<
Students with Disabilities	State	-	-	**-**	-	-	-	**-**	-	<	<	**<**	<
Economically Disadvantaged	State	-	-	**-**	-	-	-	**-**	-	<	<	**<**	<
History and Social Science (Alternate Assessment)													**Grade 7**
All Students	State	-	-	**-**	-	-	-	**-**	-	76	16	**92**	8
Female	State	-	-	**-**	-	-	-	**-**	-	75	15	**90**	10
Male	State	-	-	**-**	-	-	-	**-**	-	76	17	**93**	7
Black	State	-	-	**-**	-	-	-	**-**	-	74	18	**92**	8
Hispanic	State	-	-	**-**	-	-	-	**-**	-	78	15	**93**	8
White	State	-	-	**-**	-	-	-	**-**	-	77	14	**91**	9
Asian	State	-	-	**-**	-	-	-	**-**	-	78	19	**97**	3
Other	State	-	-	**-**	-	-	-	**-**	-	72	13	**85**	15
Students with Disabilities	State	-	-	**-**	-	-	-	**-**	-	76	16	**92**	8
Economically Disadvantaged	State	-	-	**-**	-	-	-	**-**	-	77	15	**93**	7
Limited English Proficient	State	-	-	**-**	-	-	-	**-**	-	79	12	**91**	9
English: Reading													**Grade 8**
All Students	State	24	53	**76**	24	27	51	**78**	22	30	49	**80**	20
Female	State	26	54	**80**	20	29	52	**81**	19	33	50	**83**	17
Male	State	21	52	**73**	27	25	50	**75**	25	28	48	**76**	24
Black	State	11	52	**63**	37	13	51	**64**	36	16	52	**68**	32
Hispanic	State	12	53	**66**	34	13	49	**63**	37	15	48	**63**	37
White	State	30	53	**83**	17	34	51	**85**	15	38	48	**87**	13
Asian	State	31	55	**86**	14	34	51	**85**	15	41	46	**87**	13
American Indian	State	24	49	**73**	27	28	53	**81**	19	26	60	**86**	14
Other	State	25	51	**76**	24	32	49	**81**	19	31	42	**73**	27
Students with Disabilities	State	8	35	**42**	58	14	36	**50**	50	16	33	**50**	50
Economically Disadvantaged	State	10	51	**61**	39	13	51	**64**	36	15	50	**65**	35
Limited English Proficient	State	9	52	**61**	39	10	45	**54**	46	11	42	**52**	48
Migrant	State	0	39	**39**	61	5	36	**41**	59	8	47	**55**	45
English: Writing													**Grade 8**
All Students	State	7	67	**74**	26	8	83	**91**	9	4	81	**86**	14
Female	State	9	72	**81**	19	11	84	**94**	6	6	85	**90**	10
Male	State	5	62	**67**	33	5	82	**87**	13	3	78	**81**	19
Black	State	2	57	**59**	41	3	82	**85**	15	1	76	**77**	23
Hispanic	State	3	58	**61**	39	3	82	**85**	15	2	74	**76**	24
White	State	9	72	**80**	20	10	83	**93**	7	5	85	**90**	10
Asian	State	13	74	**87**	13	14	82	**96**	4	8	84	**92**	8
American Indian	State	5	64	**69**	31	8	82	**90**	10	5	84	**88**	12
Other	State	8	67	**75**	25	10	82	**92**	8	5	78	**83**	17
Students with Disabilities	State	1	34	**35**	65	2	59	**61**	39	2	51	**53**	47
Economically Disadvantaged	State	2	55	**57**	43	3	80	**83**	17	1	73	**74**	26
Limited English Proficient	State	1	48	**49**	51	3	78	**81**	19	1	67	**68**	32
Migrant	State	0	31	**31**	69	0	49	**49**	51	0	60	**60**	40
Mathematics													**Grade 8**
All Students	State	22	59	**81**	19	36	40	**76**	24	41	36	**77**	23
Female	State	21	61	**83**	17	37	42	**79**	21	41	38	**80**	20
Male	State	23	56	**79**	21	36	38	**74**	26	40	35	**75**	25
Black	State	8	59	**67**	33	20	43	**63**	37	24	41	**64**	36
Hispanic	State	14	59	**73**	27	24	39	**64**	36	28	37	**65**	35
White	State	27	59	**86**	14	43	40	**83**	17	48	35	**84**	16
Asian	State	45	48	**93**	7	59	30	**89**	11	65	26	**90**	10
American Indian	State	18	61	**79**	21	33	42	**76**	24	39	38	**77**	23
Other	State	28	53	**81**	19	47	34	**81**	19	40	29	**69**	31
Students with Disabilities	State	9	41	**50**	50	16	29	**45**	55	19	28	**47**	53
Economically Disadvantaged	State	9	58	**67**	33	20	42	**62**	38	24	40	**64**	36

Assessment Results at each Proficiency Level by Subgroup													
		2004-2005				2005-2006				2006-2007			
Student Subgroup	Type	Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail
Limited English Proficient	State	18	52	**70**	30	21	37	**58**	42	28	34	**62**	38
Migrant	State	16	49	**65**	35	9	48	**57**	43	26	49	**75**	25
Science													**Grade 8**
All Students	State	28	59	**87**	13	30	57	**87**	13	33	56	**89**	11
Female	State	25	62	**87**	13	26	60	**86**	14	29	59	**89**	11
Male	State	31	57	**87**	13	33	54	**88**	12	36	54	**89**	11
Black	State	11	65	**76**	24	12	63	**75**	25	14	65	**79**	21
Hispanic	State	14	63	**77**	23	16	60	**77**	23	17	61	**78**	22
White	State	36	57	**92**	8	38	55	**93**	7	41	53	**94**	6
Asian	State	36	57	**93**	7	43	50	**93**	7	47	48	**95**	5
American Indian	State	30	58	**87**	13	29	61	**90**	10	32	60	**92**	8
Other	State	31	57	**88**	12	32	57	**89**	11	32	55	**88**	12
Students with Disabilities	State	11	53	**65**	35	14	50	**64**	36	15	50	**65**	35
Economically Disadvantaged	State	11	64	**75**	25	13	62	**75**	25	14	64	**78**	22
Limited English Proficient	State	11	61	**72**	28	16	56	**72**	28	12	60	**72**	28
Migrant	State	7	56	**62**	38	12	52	**64**	36	5	44	**49**	51
History and Social Science													**Grade 8**
All Students	State	29	53	**82**	18	32	49	**81**	19	28	54	**81**	19
Female	State	25	56	**81**	19	27	53	**80**	20	23	57	**81**	19
Male	State	32	50	**82**	18	35	46	**81**	19	32	50	**82**	18
Black	State	16	55	**71**	29	23	50	**73**	27	19	55	**74**	26
Hispanic	State	15	53	**68**	32	18	50	**68**	32	13	52	**65**	35
White	State	36	52	**88**	12	38	49	**87**	13	34	53	**87**	13
Asian	State	36	52	**88**	12	38	46	**83**	17	31	53	**84**	16
American Indian	State	18	57	**75**	25	29	51	**80**	20	36	57	**93**	7
Other	State	21	58	**79**	21	40	34	**74**	26	23	49	**72**	28
Students with Disabilities	State	23	41	**64**	36	44	25	**69**	31	31	33	**64**	36
Economically Disadvantaged	State	16	55	**71**	29	24	49	**73**	27	18	53	**71**	29
Limited English Proficient	State	9	47	**55**	45	22	41	**63**	37	9	47	**56**	44
Migrant	State	25	35	**60**	40	25	50	**75**	25	<	<	<	<
English: Reading													**High School**
All Students	State	28	60	**88**	12	42	48	**90**	10	44	50	**94**	6
Female	State	30	60	**90**	10	45	47	**92**	8	46	49	**95**	5
Male	State	25	61	**87**	13	39	50	**89**	11	41	52	**93**	7
Black	State	12	66	**78**	22	21	62	**83**	17	22	66	**88**	12
Hispanic	State	15	66	**81**	19	26	58	**84**	16	27	63	**90**	10
White	State	34	58	**92**	8	52	42	**94**	6	53	43	**96**	4
Asian	State	31	59	**90**	10	47	44	**91**	9	50	46	**96**	4
American Indian	State	30	60	**90**	10	40	48	**88**	12	42	49	**91**	9
Other	State	27	59	**86**	14	40	50	**90**	10	49	44	**93**	7
Students with Disabilities	State	11	55	**66**	34	18	51	**69**	31	19	55	**75**	25
Economically Disadvantaged	State	13	64	**78**	22	22	60	**82**	18	22	65	**87**	13
Limited English Proficient	State	7	63	**70**	30	12	62	**73**	27	15	72	**87**	13
Migrant	State	3	57	**59**	41	5	62	**67**	33	21	65	**86**	14
English: Writing													**High School**
All Students	State	31	57	**88**	12	26	62	**88**	12	27	65	**92**	8
Female	State	37	55	**92**	8	31	60	**91**	9	33	62	**95**	5
Male	State	26	59	**85**	15	22	64	**85**	15	22	68	**90**	10
Black	State	14	65	**79**	21	10	70	**80**	20	12	75	**87**	13
Hispanic	State	19	60	**79**	21	13	67	**81**	19	13	74	**87**	13
White	State	39	54	**93**	7	34	59	**92**	8	34	61	**95**	5
Asian	State	38	52	**91**	9	34	58	**92**	8	35	60	**95**	5
American Indian	State	29	60	**89**	11	21	67	**88**	12	28	65	**93**	7
Other	State	30	54	**84**	16	24	62	**86**	14	30	63	**92**	8
Students with Disabilities	State	8	53	**62**	38	5	55	**60**	40	5	62	**67**	33
Economically Disadvantaged	State	13	65	**78**	22	11	68	**79**	21	12	74	**86**	14
Limited English Proficient	State	6	60	**66**	34	6	69	**74**	26	6	76	**82**	18
Migrant	State	0	60	**60**	40	11	57	**68**	32	11	69	**80**	20
Mathematics (Alternate Assessment)													**High School**
All Students	State	66	32	**98**	2	50	30	**80**	20	66	22	**88**	12

Assessment Results at each Proficiency Level by Subgroup													
		2004-2005				2005-2006				2006-2007			
Student Subgroup	Type	Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail
Female	State	65	32	**98**	2	53	31	**83**	17	66	22	**88**	12
Male	State	67	32	**98**	2	49	30	**78**	22	67	22	**88**	12
Black	State	66	32	**98**	2	45	33	**79**	21	67	24	**91**	9
Hispanic	State	70	25	**95**	5	68	30	**98**	2	74	15	**89**	11
White	State	67	31	**98**	2	53	28	**80**	20	68	20	**88**	12
Asian	State	76	24	**100**	0	56	32	**88**	12	62	24	**86**	14
American Indian	State	<	<	**<**	<	<	<	**<**	<	<	<	**<**	<
Other	State	46	50	**96**	4	25	31	**56**	44	56	24	**80**	20
Students with Disabilities	State	66	32	**98**	2	50	30	**80**	20	66	22	**88**	12
Economically Disadvantaged	State	69	29	**97**	3	47	33	**80**	20	68	19	**87**	13
Limited English Proficient	State	33	53	**87**	13	65	26	**91**	9	62	31	**93**	7
Algebra I													**High School**
All Students	State	21	66	**86**	14	19	69	**88**	12	22	69	**92**	8
Female	State	21	67	**88**	12	20	70	**89**	11	23	70	**93**	7
Male	State	20	64	**84**	16	19	68	**86**	14	22	68	**90**	10
Black	State	9	69	**78**	22	8	73	**81**	19	10	76	**87**	13
Hispanic	State	13	68	**81**	19	11	72	**83**	17	14	73	**88**	12
White	State	24	65	**90**	10	23	68	**90**	10	26	68	**94**	6
Asian	State	41	54	**94**	6	40	55	**95**	5	46	51	**97**	3
American Indian	State	13	70	**83**	17	18	68	**86**	14	23	67	**91**	9
Other	State	25	61	**85**	15	24	65	**89**	11	27	63	**91**	9
Students with Disabilities	State	5	58	**63**	37	4	63	**67**	33	5	70	**75**	25
Economically Disadvantaged	State	11	68	**79**	21	9	72	**81**	19	11	75	**86**	14
Limited English Proficient	State	19	64	**83**	17	16	68	**84**	16	20	69	**88**	12
Migrant	State	18	49	**66**	34	15	64	**80**	20	7	86	**93**	7
Geometry													**High School**
All Students	State	23	60	**83**	17	22	61	**83**	17	23	63	**86**	14
Female	State	21	61	**82**	18	20	61	**81**	19	21	64	**85**	15
Male	State	25	60	**85**	15	24	60	**84**	16	25	62	**87**	13
Black	State	8	59	**67**	33	7	60	**68**	32	7	65	**72**	28
Hispanic	State	14	61	**75**	25	13	62	**75**	25	15	66	**80**	20
White	State	28	61	**89**	11	27	62	**88**	12	28	63	**91**	9
Asian	State	41	50	**91**	9	40	51	**91**	9	44	49	**93**	7
American Indian	State	19	66	**85**	15	18	60	**78**	22	24	59	**83**	17
Other	State	26	56	**82**	18	31	55	**87**	13	27	62	**89**	11
Students with Disabilities	State	7	53	**61**	39	7	53	**60**	40	7	56	**62**	38
Economically Disadvantaged	State	12	60	**72**	28	10	62	**72**	28	10	64	**74**	26
Limited English Proficient	State	20	55	**75**	25	17	56	**73**	27	19	60	**79**	21
Migrant	State	17	62	**79**	21	16	61	**76**	24	9	85	**93**	7
Algebra II													**High School**
All Students	State	33	55	**88**	12	22	62	**85**	15	22	66	**88**	12
Female	State	33	56	**89**	11	22	63	**85**	15	21	68	**89**	11
Male	State	34	54	**87**	13	23	61	**84**	16	23	64	**87**	13
Black	State	18	62	**80**	20	10	67	**77**	23	10	72	**82**	18
Hispanic	State	24	59	**83**	17	16	63	**78**	22	15	67	**82**	18
White	State	36	54	**90**	10	25	62	**87**	13	24	66	**90**	10
Asian	State	49	44	**93**	7	41	50	**91**	9	40	53	**93**	7
American Indian	State	28	50	**78**	22	21	60	**81**	19	18	67	**85**	15
Other	State	36	50	**86**	14	29	55	**84**	16	27	61	**88**	12
Students with Disabilities	State	13	58	**71**	29	9	58	**67**	33	9	65	**73**	27
Economically Disadvantaged	State	22	61	**83**	17	13	66	**79**	21	12	70	**82**	18
Limited English Proficient	State	35	51	**86**	14	25	56	**81**	19	25	60	**85**	15
Migrant	State	27	73	**100**	0	25	55	**80**	20	16	65	**81**	19
Science (Alternate Assessment)													**High School**
All Students	State	53	43	**96**	4	50	24	**75**	25	58	29	**86**	14
Female	State	53	44	**97**	3	52	23	**75**	25	56	33	**88**	12
Male	State	54	41	**95**	5	49	25	**75**	25	59	26	**85**	15
Black	State	53	43	**96**	4	47	25	**72**	28	58	31	**89**	11
Hispanic	State	58	33	**90**	10	63	32	**95**	5	57	26	**83**	17
White	State	52	44	**96**	4	52	24	**76**	24	59	27	**86**	14

Assessment Results at each Proficiency Level by Subgroup													
		2004-2005				2005-2006				2006-2007			
Student Subgroup	Type	Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail
Asian	State	60	36	**96**	4	61	18	**79**	21	65	19	**85**	15
American Indian	State	<	<	**<**	<	<	<	**<**	<	<	<	**<**	<
Other	State	56	36	**92**	8	31	25	**56**	44	43	30	**74**	26
Students with Disabilities	State	53	43	**96**	4	50	24	**75**	25	58	29	**86**	14
Economically Disadvantaged	State	54	41	**95**	5	48	26	**74**	26	61	24	**85**	15
Limited English Proficient	State	27	60	**87**	13	60	26	**86**	14	75	13	**88**	13
Biology													**High School**
All Students	State	12	71	**83**	17	13	70	**83**	17	15	73	**87**	13
Female	State	10	72	**82**	18	11	71	**82**	18	13	75	**87**	13
Male	State	14	70	**83**	17	14	69	**83**	17	17	71	**87**	13
Black	State	3	66	**69**	31	3	67	**69**	31	3	73	**76**	24
Hispanic	State	4	62	**66**	34	5	63	**68**	32	6	69	**75**	25
White	State	16	74	**90**	10	17	73	**90**	10	20	74	**93**	7
Asian	State	16	70	**86**	14	17	69	**86**	14	23	68	**91**	9
American Indian	State	10	71	**81**	19	11	71	**82**	18	16	75	**91**	9
Other	State	12	69	**81**	19	17	67	**85**	15	18	72	**90**	10
Students with Disabilities	State	3	53	**57**	43	3	55	**58**	42	4	60	**63**	37
Economically Disadvantaged	State	4	65	**68**	32	4	65	**69**	31	4	71	**75**	25
Limited English Proficient	State	4	56	**59**	41	2	55	**57**	43	4	64	**68**	32
Migrant	State	0	62	**62**	38	0	59	**59**	41	0	67	**67**	33
Chemistry													**High School**
All Students	State	15	73	**88**	12	16	71	**87**	13	17	73	**91**	9
Female	State	12	75	**88**	12	13	73	**86**	14	14	76	**90**	10
Male	State	18	71	**89**	11	20	69	**88**	12	21	71	**92**	8
Black	State	5	73	**78**	22	5	73	**78**	22	6	77	**83**	17
Hispanic	State	7	68	**75**	25	7	64	**71**	29	9	71	**80**	20
White	State	17	74	**92**	8	19	72	**91**	9	20	74	**94**	6
Asian	State	21	68	**89**	11	24	64	**89**	11	28	65	**93**	7
American Indian	State	12	76	**87**	13	12	72	**84**	16	14	78	**92**	8
Other	State	21	68	**89**	11	20	61	**82**	19	22	68	**89**	11
Students with Disabilities	State	5	61	**66**	34	6	58	**64**	36	6	63	**69**	31
Economically Disadvantaged	State	6	72	**78**	22	6	71	**77**	23	8	74	**82**	18
Limited English Proficient	State	8	63	**71**	29	8	61	**69**	31	10	67	**77**	23
Migrant	State	<	<	**<**	<	0	82	**82**	18	21	71	**92**	8
Earth Science													**High School**
All Students	State	15	65	**80**	20	18	63	**82**	18	20	65	**85**	15
Female	State	11	67	**78**	22	14	66	**80**	20	15	67	**83**	17
Male	State	19	64	**83**	17	23	61	**84**	16	24	63	**86**	14
Black	State	4	61	**66**	34	6	63	**69**	31	6	66	**72**	28
Hispanic	State	7	60	**67**	33	8	61	**69**	31	9	65	**75**	25
White	State	21	67	**88**	12	25	64	**89**	11	26	65	**91**	9
Asian	State	17	68	**85**	15	22	64	**86**	14	25	63	**89**	11
American Indian	State	11	68	**79**	21	16	66	**81**	19	18	68	**86**	14
Other	State	11	65	**75**	25	18	60	**78**	22	18	63	**82**	18
Students with Disabilities	State	5	52	**57**	43	6	53	**59**	41	6	55	**61**	39
Economically Disadvantaged	State	6	62	**68**	32	7	62	**69**	31	8	64	**72**	28
Limited English Proficient	State	3	53	**56**	44	4	54	**57**	43	5	58	**63**	37
Migrant	State	5	49	**54**	46	4	53	**56**	44	9	52	**62**	38
History and Social Science (Alternate Assessment)													**High School**
All Students	State	68	28	**96**	4	63	13	**76**	24	67	19	**86**	14
Female	State	66	31	**97**	3	63	15	**78**	22	65	21	**86**	14
Male	State	69	26	**95**	5	64	11	**75**	25	68	19	**86**	14
Black	State	66	29	**95**	5	60	12	**72**	28	65	22	**87**	13
Hispanic	State	75	18	**93**	8	78	7	**85**	15	74	14	**89**	11
White	State	69	28	**96**	4	65	13	**78**	22	67	20	**87**	13
Asian	State	80	20	**100**	0	65	21	**85**	15	67	19	**85**	15
American Indian	State	<	<	**<**	<	<	<	**<**	<	<	<	**<**	<
Other	State	56	40	**96**	4	44	19	**63**	38	64	11	**75**	25
Students with Disabilities	State	68	28	**96**	4	63	13	**76**	24	67	19	**86**	14
Economically Disadvantaged	State	65	30	**95**	5	63	11	**74**	26	70	16	**86**	14

Assessment Results at each Proficiency Level by Subgroup													
		2004-2005				2005-2006				2006-2007			
Student Subgroup	Type	Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail
Limited English Proficient	State	53	27	**80**	20	73	13	**87**	13	71	18	**88**	12
Virginia and United States History													**High School**
All Students	State	34	55	**90**	10	39	52	**92**	8	40	53	**93**	7
Female	State	28	60	**88**	12	33	57	**90**	10	34	58	**92**	8
Male	State	40	51	**91**	9	46	47	**93**	7	46	48	**94**	6
Black	State	17	64	**81**	19	20	65	**84**	16	21	67	**87**	13
Hispanic	State	20	62	**82**	18	25	59	**85**	15	25	64	**89**	11
White	State	42	52	**93**	7	48	47	**95**	5	49	47	**96**	4
Asian	State	39	54	**92**	8	46	49	**94**	6	46	50	**96**	4
American Indian	State	38	53	**91**	9	31	60	**92**	8	36	57	**93**	7
Other	State	32	54	**86**	14	40	49	**90**	10	42	51	**93**	7
Students with Disabilities	State	14	56	**70**	30	17	56	**74**	26	18	59	**77**	23
Economically Disadvantaged	State	17	63	**80**	20	20	64	**84**	16	21	65	**86**	14
Limited English Proficient	State	15	64	**79**	21	14	65	**80**	20	16	68	**84**	16
Migrant	State	4	68	**71**	29	8	58	**66**	34	26	58	**84**	16
World History I													**High School**
All Students	State	29	56	**85**	15	28	56	**85**	15	31	58	**89**	11
Female	State	25	60	**84**	16	24	60	**84**	16	27	62	**89**	11
Male	State	33	53	**85**	15	32	53	**85**	15	36	54	**90**	10
Black	State	12	61	**73**	27	12	61	**73**	27	14	66	**80**	20
Hispanic	State	19	58	**77**	23	18	58	**76**	24	21	63	**84**	16
White	State	35	55	**90**	10	35	55	**90**	10	38	55	**93**	7
Asian	State	42	50	**92**	8	42	50	**92**	8	51	45	**96**	4
American Indian	State	27	56	**83**	17	27	57	**83**	17	36	57	**93**	7
Other	State	32	53	**85**	15	34	50	**85**	15	38	50	**88**	12
Students with Disabilities	State	11	53	**64**	36	12	53	**64**	36	12	57	**69**	31
Economically Disadvantaged	State	13	60	**73**	27	13	60	**73**	27	14	65	**79**	21
Limited English Proficient	State	19	56	**75**	25	14	58	**73**	27	22	61	**82**	18
Migrant	State	11	47	**58**	42	14	47	**60**	40	17	58	**75**	25
World History II													**High School**
All Students	State	30	58	**88**	12	31	58	**89**	11	35	58	**92**	8
Female	State	24	63	**87**	13	25	63	**88**	12	28	63	**91**	9
Male	State	37	53	**90**	10	38	53	**90**	10	42	51	**93**	7
Black	State	14	65	**79**	21	14	66	**80**	20	16	69	**84**	16
Hispanic	State	18	61	**79**	21	17	63	**80**	20	22	63	**84**	16
White	State	36	56	**92**	8	37	55	**93**	7	41	54	**95**	5
Asian	State	41	53	**94**	6	43	51	**94**	6	47	50	**97**	3
American Indian	State	23	63	**86**	14	30	60	**90**	10	37	59	**96**	4
Other	State	32	55	**87**	13	38	52	**89**	11	39	53	**92**	8
Students with Disabilities	State	13	53	**67**	33	13	56	**69**	31	17	59	**75**	25
Economically Disadvantaged	State	15	63	**78**	22	15	63	**78**	22	16	66	**82**	18
Limited English Proficient	State	19	61	**80**	20	16	61	**77**	23	20	62	**82**	18
Migrant	State	20	73	**93**	7	21	56	**76**	24	16	69	**84**	16
World Geography													**High School**
All Students	State	22	53	**75**	25	26	51	**77**	23	28	55	**83**	17
Female	State	18	54	**72**	28	22	52	**75**	25	23	57	**80**	20
Male	State	27	52	**78**	22	30	50	**80**	20	33	52	**85**	15
Black	State	9	51	**60**	40	11	53	**64**	36	12	58	**71**	29
Hispanic	State	16	56	**72**	28	19	53	**72**	28	21	60	**81**	19
White	State	29	53	**82**	18	34	50	**83**	17	35	53	**88**	12
Asian	State	32	55	**88**	12	37	49	**86**	14	35	53	**89**	11
American Indian	State	22	53	**75**	25	30	45	**76**	24	23	62	**86**	14
Other	State	25	52	**77**	23	32	51	**83**	17	28	52	**80**	20
Students with Disabilities	State	7	40	**47**	53	9	43	**52**	48	8	49	**57**	43
Economically Disadvantaged	State	10	52	**62**	38	12	52	**64**	36	13	58	**71**	29
Limited English Proficient	State	8	54	**63**	37	12	51	**62**	38	12	58	**70**	30
Migrant	State	3	38	**41**	59	13	44	**56**	44	16	53	**68**	32
Virginia Studies													**Content Specific**
All Students	State	44	41	**85**	15	45	40	**85**	15	39	43	**83**	17
Female	State	42	43	**84**	16	41	43	**84**	16	37	45	**82**	18

Assessment Results at each Proficiency Level by Subgroup													
		2004-2005				2005-2006				2006-2007			
Student Subgroup	Type	Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail
Male	State	47	39	**86**	14	48	38	**86**	14	42	41	**83**	17
Black	State	28	49	**76**	24	28	47	**75**	25	25	49	**74**	26
Hispanic	State	31	45	**76**	24	30	46	**75**	25	25	45	**70**	30
White	State	52	37	**89**	11	52	37	**90**	10	47	41	**88**	12
Asian	State	56	35	**92**	8	57	35	**92**	8	51	38	**89**	11
American Indian	State	38	46	**84**	16	43	44	**87**	13	35	49	**84**	16
Other	State	49	39	**88**	12	50	37	**87**	13	40	43	**83**	17
Students with Disabilities	State	27	39	**66**	34	27	41	**68**	32	20	41	**60**	40
Economically Disadvantaged	State	27	48	**74**	26	27	47	**74**	26	23	47	**71**	29
Limited English Proficient	State	29	45	**75**	25	28	46	**75**	25	24	44	**67**	33
Migrant	State	31	23	**54**	46	15	50	**65**	35	27	39	**66**	34
United States History to 1877													**Content Specific**
All Students	State	16	47	**63**	37	20	45	**65**	35	20	49	**69**	31
Female	State	14	46	**61**	39	17	45	**62**	38	18	49	**67**	33
Male	State	19	47	**66**	34	22	45	**68**	32	23	49	**72**	28
Black	State	6	38	**44**	56	8	37	**46**	54	9	44	**53**	47
Hispanic	State	11	43	**54**	46	11	40	**51**	49	12	46	**58**	42
White	State	20	50	**71**	29	24	49	**73**	27	25	52	**77**	23
Asian	State	31	51	**82**	18	32	47	**78**	22	34	50	**84**	16
American Indian	State	12	52	**64**	36	20	48	**68**	32	21	51	**73**	27
Other	State	18	52	**69**	31	21	45	**66**	34	20	48	**68**	32
Students with Disabilities	State	5	29	**34**	66	8	31	**39**	61	9	36	**45**	55
Economically Disadvantaged	State	6	37	**43**	57	8	36	**44**	56	9	43	**51**	49
Limited English Proficient	State	13	42	**55**	45	11	38	**49**	51	12	45	**57**	43
Migrant	State	5	32	**36**	64	6	24	**29**	71	10	42	**52**	48
United States History from 1877 to Present													**Content Specific**
All Students	State	36	48	**84**	16	42	43	**85**	15	44	43	**87**	13
Female	State	32	51	**83**	17	38	46	**84**	16	40	46	**86**	14
Male	State	40	45	**85**	15	46	40	**86**	14	47	40	**88**	12
Black	State	20	53	**72**	28	24	50	**74**	26	27	51	**78**	22
Hispanic	State	22	51	**73**	27	26	46	**72**	28	27	48	**75**	25
White	State	42	46	**88**	12	50	40	**90**	10	52	40	**92**	8
Asian	State	49	42	**92**	8	57	35	**92**	8	58	35	**93**	7
American Indian	State	36	51	**87**	13	36	52	**88**	12	42	47	**89**	11
Other	State	41	46	**87**	13	44	44	**89**	11	43	40	**83**	17
Students with Disabilities	State	14	44	**58**	42	19	43	**62**	38	21	46	**67**	33
Economically Disadvantaged	State	18	52	**70**	30	23	49	**72**	28	25	51	**75**	25
Limited English Proficient	State	24	49	**73**	27	24	44	**68**	32	23	48	**70**	30
Migrant	State	22	50	**72**	28	5	59	**65**	35	37	35	**72**	28
Civics and Economics													**Content Specific**
All Students	State	28	56	**84**	16	34	51	**84**	16	32	51	**83**	17
Female	State	26	58	**84**	16	32	53	**84**	16	31	52	**83**	17
Male	State	30	53	**83**	17	35	49	**84**	16	33	49	**82**	18
Black	State	14	59	**73**	27	17	57	**74**	26	17	55	**72**	28
Hispanic	State	16	56	**72**	28	18	53	**71**	29	18	51	**70**	30
White	State	33	55	**88**	12	41	48	**89**	11	39	49	**88**	12
Asian	State	40	51	**90**	10	47	44	**91**	9	47	45	**91**	9
American Indian	State	24	63	**87**	13	35	53	**88**	12	31	56	**87**	13
Other	State	33	53	**86**	14	39	48	**88**	12	33	48	**81**	19
Students with Disabilities	State	9	47	**56**	44	12	45	**57**	43	12	45	**57**	43
Economically Disadvantaged	State	12	57	**69**	31	15	55	**70**	30	15	54	**69**	31
Limited English Proficient	State	15	54	**69**	31	17	51	**68**	32	14	50	**65**	35
Migrant	State	19	38	**56**	44	0	58	**58**	42	9	50	**59**	41

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			
	Count / Percentage		
Credential type	2004-2005	2005-2006	2006-2007
Advanced Diploma	36,370 / 47.34%	37,864 / 48.83%	40,200 / 49.04%
Certificate of Completion	571 / .74%	512 / .66%	424 / .52%
GED	1,104 / 1.44%	1,056 / 1.36%	1,056 / 1.29%
GED/ISAEP	1,503 / 1.96%	1,485 / 1.92%	2,008 / 2.45%
General Achievement Diploma	15 / .02%	34 / .04%	<
Modified Standard Diploma	1,706 / 2.22%	1,897 / 2.45%	2,066 / 2.52%
Special Diploma	2,584 / 3.36%	2,471 / 3.19%	2,444 / 2.98%
Standard Diploma	32,976 / 42.92%	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

Career and Technical Education

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

Career and Technical Education				
		Count		
	Type	2004-2005	2005-2006	2006-2007
NOCTI Assessments	State	559	1008	1917
State Licensures	State	1100	1172	1039
Industry Certification	State	4678	7935	10369
CTE Completers	State	*	*	*

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

Dropout Information

Schools report annually on the number of students in grade 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			
	Count / Percentage		
Student Subgroup	2004-2005	2005-2006	2006-2007
All Students	10,381 / 1.86%	10,643 / 1.89%	10,540 / 1.86%
Female	4,302 / 1.58%	4,276 / 1.55%	4,312 / 1.55%
Male	6,079 / 2.13%	6,367 / 2.21%	6,228 / 2.15%
Other	75 / 1.58%	98 / 1.52%	550 / 5.14%
Black	3,597 / 2.44%	3,998 / 2.65%	4,065 / 2.69%
Hispanic	1,801 / 5.28%	1,598 / 4.34%	1,523 / 3.83%
White	4,475 / 1.31%	4,580 / 1.34%	4,499 / 1.33%
Asian	398 / 1.47%	322 / 1.15%	300 / 1.03%
American Indian	32 / 2.05%	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

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

Notes:
- High poverty means schools in the top quartile of poverty in the state.
- Low poverty means schools in the bottom quartile 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

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	2004-2005	2005-2006	2006-2007
State			
Provisional	8	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	2004-2005	2005-2006	2006-2007
State			
Bachelor's Degree	0	0	0
Master's Degree	0	0	0
Doctoral Degree	0	0	0

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

National Assessment of Educational Progress (NAEP)

The NAEP, also known as The Nation's Report Card, is a national assessment of student achievement that is taken by samples of students representative of each state and of the nation. Tests in reading and mathematics are administered every two years and provide a means of comparing the progress of states in raising student achievement.

2007 NAEP Grade 4 Mathematics

2007 NAEP Grade 4 Mathematics Pass Rate				
	Below Basic	Basic	Proficient	Advanced
All Students	13	45	35	7
Black	27	56	17	1
Hispanic	18	54	26	1
White	7	40	44	9
Asian/Pacific Islanders/Native Hawaiian	4	37	45	15
American Indian	<	<	<	<
Students With Disabilities	26	48	23	3
Economically Disadvantaged	24	56	19	1
Limited English Proficient	17	53	26	4
Unclassified	9	47	34	9

2007 NAEP Grade 4 Mathematics Participation Rate	
Students With Disabilities	73
Limited English Proficient	86

Key: < = NAEP reporting standards were not met since the sample size was too small.

2007 NAEP Grade 4 Reading

2007 NAEP Grade 4 Reading Pass Rate				
	Below Basic	Basic	Proficient	Advanced
All Students	26	37	29	9
Black	40	41	17	2
Hispanic	39	35	20	5
White	19	35	35	11
Asian/Pacific Islanders/Native Hawaiian	14	38	36	13
American Indian	<	<	<	<
Students With Disabilities	48	28	19	4
Economically Disadvantaged	42	39	17	2
Limited English Proficient	42	34	21	4
Unclassified	<	<	<	<

2007 NAEP Grade 4 Reading Participation Rate	
Students With Disabilities	53
Limited English Proficient	69

Key: < = NAEP reporting standards were not met since the sample size was too small.

2007 NAEP Grade 8 Mathematics

2007 NAEP Grade 8 Mathematics Pass Rate				
	Below Basic	Basic	Proficient	Advanced
All Students	23	39	29	9
Black	44	41	14	1
Hispanic	36	40	20	5
White	14	40	35	12
Asian/Pacific Islanders/Native Hawaiian	16	31	35	18
American Indian	<	<	<	<
Students With Disabilities	55	33	11	2
Economically Disadvantaged	43	43	13	2
Limited English Proficient	39	39	17	5
Unclassified	<	<	<	<

2007 NAEP Grade 8 Mathematics Participation Rate	
Students With Disabilities	57
Limited English Proficient	71

Key: < = NAEP reporting standards were not met since the sample size was too small.

2007 NAEP Grade 8 Reading

2007 NAEP Grade 8 Reading Pass Rate				
	Below Basic	Basic	Proficient	Advanced
All Students	21	45	31	3
Black	36	49	15	0
Hispanic	33	42	22	3
White	15	44	37	4
Asian/Pacific Islanders/Native Hawaiian	10	36	49	5
American Indian	<	<	<	<
Students With Disabilities	59	33	8	0
Economically Disadvantaged	35	49	15	1
Limited English Proficient	43	45	12	0
Unclassified	<	<	<	<

2007 NAEP Grade 8 Reading Participation Rate	
Students With Disabilities	54
Limited English Proficient	58

Key: < = NAEP reporting standards were not met since the sample size was too small.

Commonwealth of Virginia

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

Superintendent:
Dr. Patricia I. Wright
1-800-292-3820

The Commonwealth of Virginia is committed to providing quality education for all students. This commitment includes keeping parents and the public informed through the Virginia School Report Card of the progress of our schools in raising student achievement and enhancing the learning environment. The ratings for Adequate Yearly Progress (AYP) and school accreditation for specific school year are based on the achievement of students on tests taken during the previous academic year.

AYP ratings are preliminary and subject to change based on corrections to student-level records submitted by school divisions and the receipt of additional data.

		Annual Measurable Objective for Mathematics is	**75**
The State -	**Made AYP**	Annual Measurable Objective for Reading/Language Arts is	**77**

State - Summary

This table provides summary information on enrollment, accountability ratings, and whether the school is required to implement a plan to raise achievement in English or Mathematics. Ratings are based on the achievement results on tests taken during the previous academic year and are subject to change based on corrections and additions to student-level records submitted by school divisions.

State - Summary			
	2006-2007	2007-2008	2008-2009
No of Divisions	132	132	132
No of Schools	1,861	1,863	1,880
Student Population	1,234,633	1,245,441	1,249,819
LEP Reading Exempt	1287	2143	1981

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

State - Fall Membership

School membership (enrollment) is reported on September 30 of each school year.

State - Fall Membership			
Grade	2005-2006	2006-2007	2007-2008
PK - Pre-kindergarten	19,545	20,132	28,862
KA - Kindergarten - AM	5,358	4,212	3,290
KP - Kindergarten - PM	4,404	3,370	2,672
JK - Junior Kindergarten	420	358	177
KG - Kindergarten	80,563	83,012	84,596
T1 - Transitional Grade 1	108	101	102
01 - Grade 1	92,130	93,890	94,260
02 - Grade 2	90,691	91,570	93,207
03 - Grade 3	88,849	91,054	91,595
04 - Grade 4	89,855	89,584	91,439
05 - Grade 5	91,413	90,332	89,893
06 - Grade 6	94,112	92,839	91,694
07 - Grade 7	96,416	94,654	93,498
08 - Grade 8	96,778	96,144	94,983
09 - Grade 9	111,256	109,888	109,298
10 - Grade 10	97,684	99,464	98,073
11 - Grade 11	87,842	90,005	91,142
12 - Grade 12	79,873	83,867	86,459
PG - Post Graduate	153	157	201

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

Advanced Program Information

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

State - Advanced Program Information			
	Count / Percentage		
Program type	2005-2006	2006-2007	2007-2008
Advanced Placement Test Taken	40,639 / 10.79%	49,077 / 12.81%	51,420 / 13.36%
Advanced Placement course enrollment	50,418 / 13.39%	56,021 / 14.62%	58,673 / 15.24%
Dual Enrollment courses taken	20,105 / 5.34%	23,702 / 6.18%	17,832 / 4.63%
Governors School enrollment	4,029 / 1.07%	4,271 / 1.11%	4,544 / 1.18%
Seniors enrolled in IB Program	1,075 / .29%	1,080 / .28%	1,258 / .33%

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

State - School Safety

Virginia's accreditation standards require school report cards to include information about school safety. The Offense Categories that are listed are the same as the offense categories defined in the Safe Schools Information Resource (SSIR) available on the VDOE Web site.

State - School Safety			
Offense Category	2005-2006	2006-2007	2007-2008
Weapons Offenses	3,145	3,632	*
Offenses Against Student	12,747	13,909	*
Offenses Against Staff	4,290	4,782	*
Other Offenses Against Persons	37,412	55,998	*
Alcohol, Tobacco, and Other Drug Offenses	11,018	10,788	*
Property Offenses	10,264	11,031	*
Disorderly or Disruptive Behavior Offenses	62,617	221,889	*
[illegible]	[illegible]	[illegible]	*
All Other Offenses	180,841	56,206	*

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

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	State	73	99	1	76	99	1	78	99	1
Hispanic	State	76	100	0	72	99	1	81	100	0
White	State	89	100	0	90	100	0	91	100	0
Students with Disabilities	State	64	100	0	62	99	1	67	99	1
Economically Disadvantaged	State	73	99	1	73	99	1	77	99	1
Limited English Proficient	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	State	62	99	1	68	99	1	73	99	1
Hispanic	State	66	99	1	71	99	1	75	99	1
White	State	81	100	0	85	100	0	88	100	0
Students with Disabilities	State	53	100	0	58	99	1	65	99	1
Economically Disadvantaged	State	62	99	1	67	99	1	73	99	1
Limited English Proficient	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-Based Other Academic Indicators

NCLB requires schools, school divisions and states to make progress in additional areas, such as science, history, writing, attendance and graduation. **Only student subgroups represented are listed.**

Other Academic Indicators							
		2005-2006		2006-2007		2007-2008	
Student Subgroup	Type	Passed	Tested	Passed	Tested	Passed	Tested
Writing Performance							
All Students	State	89	-	89	-	89	97
Black	State	82	-	82	-	82	96
Hispanic	State	82	-	82	-	83	90
White	State	92	-	92	-	92	98
Students with Disabilities	State	61	-	61	-	61	87
Economically Disadvantaged	State	81	-	80	-	79	93
Limited English Proficient	State	78	-	78	-	78	82
History Performance							
All Students	State	84	-	86	-	88	98
Black	State	74	-	77	-	79	98
Hispanic	State	75	-	77	-	79	94
White	State	89	-	90	-	92	99
Students with Disabilities	State	64	-	66	-	70	94
Economically Disadvantaged	State	72	-	74	-	77	97
Limited English Proficient	State	72	-	74	-	77	91
Science Performance							
All Students	State	85	-	88	-	88	98
Black	State	73	-	77	-	79	98
Hispanic	State	74	-	78	-	78	95
White	State	91	-	93	-	94	99
Students with Disabilities	State	65	-	67	-	69	95
Economically Disadvantaged	State	74	-	77	-	78	97
Limited English Proficient	State	69	-	73	-	74	93

Notes:

Science Performance: the percentage of students passing science

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

- = No data for group

* = Data not yet available

Non-Assessment-Based Other Academic Indicators

NCLB requires schools, school divisions and states to make progress in additional areas, such as science, history, writing, attendance and graduation. **Only student subgroups represented are listed.**

Other Academic Indicators				
Student Subgroup	Type	2005-2006 Percentage	2006-2007 Percentage	2007-2008 Percentage
Attendance Rate				
All Students	State	95	95	95
Black	State	95	95	95
Hispanic	State	95	95	95
White	State	95	95	95
Students with Disabilities	State	94	94	94
Economically Disadvantaged	State	94	94	94
Limited English Proficient	State	95	96	96

Notes:

Attendance Rate: average daily attendance percentage

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

- = No data for group

* = Data not yet available

Other Academic Indicator for Schools with a Graduating Class

NCLB also requires schools, school divisions and states to make progress in graduation for high schools. The Graduation Rate is based on the most recent available data when AYP determinations are released prior to the first day of school. **Only student subgroups represented are listed.**

Other Academic Indicators				
Student Subgroup	Type	2005-2006 Percentage	2006-2007 Percentage	2007-2008 Percentage
NCLB Graduation Indicator				
All Students	State	79	80	80
Black	State	71	72	72
Hispanic	State	65	64	67
White	State	84	84	84
Students with Disabilities	State	42	42	44
Economically Disadvantaged	State	68	68	68
Limited English Proficient	State	64	64	65

Notes:
Graduation Rate: the percentage of students achieving a regular high school diploma (rate from previous school year is used for AYP)

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

AYP Objectives

No Child Left Behind requires states to set annual objectives for proficiency in reading, mathematics and participation in testing in these subjects. In addition, schools, school divisions and the commonwealth also must meet objectives for other indicators of academic achievement, including attendance, science, writing, history/social science and graduation. The table below shows how many and which AYP objectives were met.

AYP Objectives			
Annual Measurable Objectives	2005-2006	2006-2007	2007-2008
English Participation - All Students	Y	Y	Y
English Participation - Black	Y	Y	Y
English Participation - Economically Disadvantaged	Y	Y	Y
English Participation - Hispanic	Y	Y	Y
English Participation - Limited English Proficient	Y	Y	Y
English Participation - Students with Disabilities	Y	Y	Y
English Participation - White	Y	Y	Y
English Performance - All Students	Y	Y	Y
English Performance - Black	Y	Y	Y
English Performance - Economically Disadvantaged	Y	Y	Y
English Performance - Hispanic	Y	Y	Y
English Performance - Limited English Proficient	Y	N	Y
English Performance - Students with Disabilities	Y	Y	Y
English Performance - White	Y	Y	Y
Mathematics Participation - All Students	Y	Y	Y
Mathematics Participation - Black	Y	Y	Y
Mathematics Participation - Economically Disadvantaged	Y	Y	Y
Mathematics Participation - Hispanic	Y	Y	Y
Mathematics Participation - Limited English Proficient	Y	Y	Y
Mathematics Participation - Students with Disabilities	Y	Y	Y
Mathematics Participation - White	Y	Y	Y
Mathematics Performance - All Students	Y	Y	Y
Mathematics Performance - Black	Y	Y	Y
Mathematics Performance - Economically Disadvantaged	Y	Y	Y
Mathematics Performance - Hispanic	Y	Y	Y
Mathematics Performance - Limited English Proficient	Y	Y	Y
Mathematics Performance - Students with Disabilities	Y	Y	Y
Mathematics Performance - White	Y	Y	Y
Other Academic Indicator - All Students	Y	Y	Y

Key: Y = Met objectives
N = Did not meet objectives
RN = Reduced failure by ten percent but did not meet other academic indicator

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.**

Assessment Results at each Proficiency Level by Subgroup

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

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

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

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

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

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

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

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

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

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

Assessment Results at each Proficiency Level by Subgroup													
		2005-2006				2006-2007				2007-2008			
Student Subgroup	Type	Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail
American Indian	State	36	52	**88**	12	42	47	**89**	11	56	37	**93**	7
Other	State	44	44	**89**	11	43	40	**83**	17	56	38	**94**	6
Students with Disabilities	State	19	43	**62**	38	21	46	**67**	33	29	47	**76**	24
Economically Disadvantaged	State	23	49	**72**	28	25	51	**75**	25	34	50	**84**	16
Limited English Proficient	State	24	44	**68**	32	23	48	**70**	30	35	45	**81**	19
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	State	32	53	**84**	16	31	52	**83**	17	31	52	**84**	16
Male	State	35	49	**84**	16	33	49	**82**	18	35	50	**84**	16
Black	State	17	57	**74**	26	17	55	**72**	28	18	56	**75**	25
Hispanic	State	18	53	**71**	29	18	51	**70**	30	20	52	**72**	28
White	State	41	48	**89**	11	39	49	**88**	12	39	49	**88**	12
Asian	State	47	44	**91**	9	47	45	**91**	9	50	41	**91**	9
American Indian	State	35	53	**88**	12	31	56	**87**	13	31	60	**91**	9
Other	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
Economically Disadvantaged	State	15	55	**70**	30	15	54	**69**	31	17	55	**71**	29
Limited English Proficient	State	17	51	**68**	32	14	50	**65**	35	18	50	**68**	32
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

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			
	Count / Percentage		
Credential type	2005-2006	2006-2007	2007-2008
Advanced Diploma	37,864 / 48.83%	40,200 / 49.04%	42,188 / 49.12%
Certificate of Completion	512 / .66%	424 / .52%	439 / .51%
GED	1,056 / 1.36%	1,056 / 1.29%	1,217 / 1.42%
GED/ISAEP	1,485 / 1.92%	2,008 / 2.45%	2,374 / 2.76%
General Achievement Diploma	34 / .04%	<	<
Modified Standard Diploma	1,897 / 2.45%	2,066 / 2.52%	2,034 / 2.37%
Special Diploma	2,471 / 3.19%	2,444 / 2.98%	2,454 / 2.86%
Standard Diploma	32,217 / 41.55%	33,771 / 41.2%	35,181 / 40.96%

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

Career and Technical Education

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

Career and Technical Education				
		Count		
	Type	2005-2006	2006-2007	2007-2008
NOCTI Assessments	State	1008	1917	2615
State Licensures	State	1172	1039	918
Industry Certification	State	7935	10369	11942
CTE Completers	State	*	*	35024

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

Dropout Information

Schools report annually on the number of students in grade 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			
	Count / Percentage		
Student Subgroup	2005-2006	2006-2007	2007-2008
All Students	10,643 / 1.89%	10,540 / 1.86%	10,752 / 1.89%
Female	4,276 / 1.55%	4,312 / 1.55%	4,339 / 1.57%
Male	6,367 / 2.21%	6,228 / 2.15%	6,413 / 2.21%
Other	98 / 1.52%	550 / 5.14%	531 / 4.29%
Black	3,998 / 2.65%	4,065 / 2.69%	4,286 / 2.86%
Hispanic	1,598 / 4.34%	1,523 / 3.83%	1,553 / 3.66%
White	4,580 / 1.34%	4,499 / 1.33%	4,467 / 1.34%
Asian	322 / 1.15%	300 / 1.03%	275 / .92%
American Indian	42 / 2.48%	35 / 2.05%	45 / 2.59%
Native Hawaiian	<	<	<

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
High Poverty	6	5	4
Low Poverty	3	2	1
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			

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	0	0	0
Master's Degree	0	0	0
Doctoral Degree	0	0	0
Key: < = A group below state definition for personally identifiable results - = No data for group * = Data not yet available			

National Assessment of Educational Progress (NAEP)

The NAEP, also known as The Nation's Report Card, is a national assessment of student achievement that is taken by samples of students representative of each state and of the nation. Tests in reading and mathematics are administered every two years and provide a means of comparing the progress of states in raising student achievement.

2007 NAEP Grade 4 Mathematics

2007 NAEP Grade 4 Mathematics Pass Rate				
	Below Basic	Basic	Proficient	Advanced
All Students	13	45	35	7
Black	27	56	17	1
Hispanic	18	54	26	1
White	7	40	44	9
Asian/Pacific Islanders/Native Hawaiian	4	37	45	15
American Indian	<	<	<	<
Students With Disabilities	26	48	23	3
Economically Disadvantaged	24	56	19	1
Limited English Proficient	17	53	26	4
Unclassified	9	47	34	9

2007 NAEP Grade 4 Mathematics Participation Rate	
Students With Disabilities	73
Limited English Proficient	86

Key: < = NAEP reporting standards were not met since the sample size was too small.

2007 NAEP Grade 4 Reading

2007 NAEP Grade 4 Reading Pass Rate				
	Below Basic	Basic	Proficient	Advanced
All Students	26	37	29	9
Black	40	41	17	2
Hispanic	39	35	20	5
White	19	35	35	11
Asian/Pacific Islanders/Native Hawaiian	14	38	36	13
American Indian	<	<	<	<
Students With Disabilities	48	28	19	4
Economically Disadvantaged	42	39	17	2
Limited English Proficient	42	34	21	4
Unclassified	<	<	<	<

2007 NAEP Grade 4 Reading Participation Rate	
Students With Disabilities	53
Limited English Proficient	69

Key: < = NAEP reporting standards were not met since the sample size was too small.

2007 NAEP Grade 8 Mathematics

2007 NAEP Grade 8 Mathematics Pass Rate				
	Below Basic	Basic	Proficient	Advanced
All Students	23	39	29	9
Black	44	41	14	1
Hispanic	36	40	20	5
White	14	40	35	12
Asian/Pacific Islanders/Native Hawaiian	16	31	35	18
American Indian	<	<	<	<
Students With Disabilities	55	33	11	2
Economically Disadvantaged	43	43	13	2
Limited English Proficient	39	39	17	5
Unclassified	<	<	<	<

2007 NAEP Grade 8 Mathematics Participation Rate	
Students With Disabilities	57
Limited English Proficient	71

Key: < = NAEP reporting standards were not met since the sample size was too small.

2007 NAEP Grade 8 Reading

2007 NAEP Grade 8 Reading Pass Rate				
	Below Basic	Basic	Proficient	Advanced
All Students	21	45	31	3
Black	36	49	15	0
Hispanic	33	42	22	3
White	15	44	37	4
Asian/Pacific Islanders/Native Hawaiian	10	36	49	5
American Indian	<	<	<	<
Students With Disabilities	59	33	8	0
Economically Disadvantaged	35	49	15	1
Limited English Proficient	43	45	12	0
Unclassified	<	<	<	<

2007 NAEP Grade 8 Reading Participation Rate	
Students With Disabilities	54
Limited English Proficient	58

Key: < = NAEP reporting standards were not met since the sample size was too small.

Commonwealth of Virginia

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

Superintendent:
Dr. Patricia I. Wright
1-800-292-3820

The Commonwealth of Virginia is committed to providing quality education for all students. This commitment includes keeping parents and the public informed through the Virginia School Report Card of the progress of our schools in raising student achievement and enhancing the learning environment. The ratings for Adequate Yearly Progress (AYP) and school accreditation for specific school year are based on the achievement of students on tests taken during the previous academic year.

AYP ratings are preliminary and subject to change based on corrections to student-level records submitted by school divisions and the receipt of additional data.

		Annual Measurable Objective for Mathematics is	**79**
The State -	**Made AYP**	Annual Measurable Objective for Reading/Language Arts is	**81**

State - Summary

This table provides summary information on enrollment, accountability ratings, and whether the school is required to implement a plan to raise achievement in English or Mathematics. Ratings are based on the achievement results on tests taken during the previous academic year and are subject to change based on corrections and additions to student-level records submitted by school divisions.

State - Summary			
	2007-2008	2008-2009	2009-2010
No of Divisions	132	132	0
No of Schools	1,863	1,880	0
Student Population	1,245,441	1,249,819	*
LEP Reading Exempt	2143	1981	-

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

State - Fall Membership

School membership (enrollment) is reported on September 30 of each school year.

State - Fall Membership			
Grade	2006-2007	2007-2008	2008-2009
PK - Pre-kindergarten	20,132	28,862	30,292
KA - Kindergarten - AM	4,212	3,290	3,157
KP - Kindergarten - PM	3,370	2,672	2,686
JK - Junior Kindergarten	358	177	90
KG - Kindergarten	83,012	84,596	85,063
T1 - Transitional Grade 1	101	102	97
01 - Grade 1	93,890	94,260	94,193
02 - Grade 2	91,570	93,207	93,973
03 - Grade 3	91,054	91,595	93,737
04 - Grade 4	89,584	91,439	92,244
05 - Grade 5	90,332	89,893	91,951
06 - Grade 6	92,839	91,694	90,973
07 - Grade 7	94,654	93,498	92,465
08 - Grade 8	96,144	94,983	93,903
09 - Grade 9	109,888	109,298	107,275
10 - Grade 10	99,464	98,073	98,496
11 - Grade 11	90,005	91,142	90,901
12 - Grade 12	83,867	86,459	88,078
PG - Post Graduate	157	201	245

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

Advanced Program Information

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

State - Advanced Program Information			
	Count / Percentage		
Program type	2006-2007	2007-2008	2008-2009
Advanced Placement Test Taken	49,077 / 12.81%	51,420 / 13.36%	57,343 / 14.9%
Advanced Placement course enrollment	56,021 / 14.62%	58,673 / 15.24%	63,068 / 16.39%
Dual Enrollment courses taken	23,702 / 6.18%	17,832 / 4.63%	23,127 / 6.01%
Governors School enrollment	4,271 / 1.11%	4,544 / 1.18%	4,693 / 1.22%
Seniors enrolled in IB Program	1,080 / .28%	1,258 / .33%	1,278 / .33%

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

State - School Safety

Virginia's accreditation standards require school report cards to include information about school safety. The Offense Categories that are listed are the same as the offense categories defined in the Safe Schools Information Resource (SSIR) available on the VDOE Web site.

State - School Safety			
Offense Category	2006-2007	2007-2008	2008-2009
Weapons Offenses	3,632	3,391	3,131
Offenses Against Student	13,909	10,742	10,216
Offenses Against Staff	4,782	4,094	3,713
Other Offenses Against Persons	55,998	54,213	52,053
Alcohol, Tobacco, and Other Drug Offenses	10,788	10,254	10,936
Property Offenses	11,031	7,728	6,792
Disorderly or Disruptive Behavior Offenses	221,889	167,080	156,645
[illegible]	[illegible]	[illegible]	[illegible]
All Other Offenses	56,206	51,497	45,629

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

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	2006-2007			2007-2008			2008-2009		
		Passed	Tested	Not Tested	Passed	Tested	Not Tested	Passed	Tested	Not Tested
English Performance										
All Students	State	85	100	0	87	100	0	89	100	0
Black	State	76	99	1	78	99	1	81	100	0
Hispanic	State	72	99	1	81	100	0	85	100	0
White	State	90	100	0	91	100	0	93	100	0
Students with Disabilities	State	62	99	1	67	99	1	73	99	1
Economically Disadvantaged	State	73	99	1	77	99	1	81	100	0
Limited English Proficient	State	67	100	0	79	100	0	83	100	0
Mathematics Performance										
All Students	State	80	99	1	84	100	0	86	100	0
Black	State	68	99	1	73	99	1	77	99	1
Hispanic	State	71	99	1	75	99	1	79	99	1
White	State	85	100	0	88	100	0	90	100	0
Students with Disabilities	State	58	99	1	65	99	1	71	99	1
Economically Disadvantaged	State	67	99	1	73	99	1	77	99	1
Limited English Proficient	State	70	99	1	75	100	0	79	100	0

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

Assessment-Based Other Academic Indicators

NCLB requires schools, school divisions and states to make progress in additional areas, such as science, history, writing, attendance and graduation. **Only student subgroups represented are listed.**

Other Academic Indicators							
		2006-2007		2007-2008		2008-2009	
Student Subgroup	Type	Passed	Tested	Passed	Tested	Passed	Tested
Writing Performance							
All Students	State	89	-	89	97	89	97
Black	State	82	-	82	96	83	96
Hispanic	State	82	-	83	90	83	90
White	State	92	-	92	98	92	98
Students with Disabilities	State	61	-	61	87	61	88
Economically Disadvantaged	State	80	-	79	93	80	94
Limited English Proficient	State	78	-	78	82	78	82
History Performance							
All Students	State	86	-	88	98	89	98
Black	State	77	-	79	98	81	98
Hispanic	State	77	-	79	94	82	95
White	State	90	-	92	99	93	99
Students with Disabilities	State	66	-	70	94	72	95
Economically Disadvantaged	State	74	-	77	97	80	97
Limited English Proficient	State	74	-	77	91	80	91
Science Performance							
All Students	State	88	-	88	98	89	99
Black	State	77	-	79	98	80	99
Hispanic	State	78	-	78	95	80	96
White	State	93	-	94	99	94	100
Students with Disabilities	State	67	-	69	95	69	98
Economically Disadvantaged	State	77	-	78	97	79	98
Limited English Proficient	State	73	-	74	93	76	94

Notes:

Science Performance: the percentage of students passing science

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

- = No data for group

* = Data not yet available

Non-Assessment-Based Other Academic Indicators

NCLB requires schools, school divisions and states to make progress in additional areas, such as science, history, writing, attendance and graduation. **Only student subgroups represented are listed.**

Other Academic Indicators				
Student Subgroup	Type	2006-2007 Percentage	2007-2008 Percentage	2008-2009 Percentage
Attendance Rate				
All Students	State	95	95	95
Black	State	95	95	95
Hispanic	State	95	95	95
White	State	95	95	95
Students with Disabilities	State	94	94	94
Economically Disadvantaged	State	94	94	94
Limited English Proficient	State	96	96	96

Notes:

Attendance Rate: average daily attendance percentage

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

- = No data for group

* = Data not yet available

Other Academic Indicator for Schools with a Graduating Class

NCLB also requires schools, school divisions and states to make progress in graduation for high schools. The Graduation Rate is based on the most recent available data when AYP determinations are released prior to the first day of school. **Only student subgroups represented are listed.**

Other Academic Indicators				
Student Subgroup	Type	2006-2007 Percentage	2007-2008 Percentage	2008-2009 Percentage
NCLB Graduation Indicator				
All Students	State	80	80	*
Black	State	72	72	*
Hispanic	State	64	67	*
White	State	84	84	*
Students with Disabilities	State	42	44	*
Economically Disadvantaged	State	68	68	*
Limited English Proficient	State	64	65	*

Notes:
Graduation Rate: the percentage of students achieving a regular high school diploma (rate from previous school year is used for AYP)

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

AYP Objectives

No Child Left Behind requires states to set annual objectives for proficiency in reading, mathematics and participation in testing in these subjects. In addition, schools, school divisions and the commonwealth also must meet objectives for other indicators of academic achievement, including attendance, science, writing, history/social science and graduation. The table below shows how many and which AYP objectives were met.

AYP Objectives			
Annual Measurable Objectives	2006-2007	2007-2008	2008-2009
English Participation - All Students	Y	Y	Y
English Participation - Black	Y	Y	Y
English Participation - Economically Disadvantaged	Y	Y	Y
English Participation - Hispanic	Y	Y	Y
English Participation - Limited English Proficient	Y	Y	Y
English Participation - Students with Disabilities	Y	Y	Y
English Participation - White	Y	Y	Y
English Performance - All Students	Y	Y	Y
English Performance - Black	Y	Y	Y
English Performance - Economically Disadvantaged	Y	Y	Y
English Performance - Hispanic	Y	Y	Y
English Performance - Limited English Proficient	N	Y	Y
English Performance - Students with Disabilities	Y	Y	Y
English Performance - White	Y	Y	Y
Mathematics Participation - All Students	Y	Y	Y
Mathematics Participation - Black	Y	Y	Y
Mathematics Participation - Economically Disadvantaged	Y	Y	Y
Mathematics Participation - Hispanic	Y	Y	Y
Mathematics Participation - Limited English Proficient	Y	Y	Y
Mathematics Participation - Students with Disabilities	Y	Y	Y
Mathematics Participation - White	Y	Y	Y
Mathematics Performance - All Students	Y	Y	Y
Mathematics Performance - Black	Y	Y	Y
Mathematics Performance - Economically Disadvantaged	Y	Y	Y
Mathematics Performance - Hispanic	Y	Y	Y
Mathematics Performance - Limited English Proficient	Y	Y	Y
Mathematics Performance - Students with Disabilities	Y	Y	Y
Mathematics Performance - White	Y	Y	Y
Other Academic Indicator - All Students	Y	Y	Y

Key: Y = Met objectives
N = Did not meet objectives
RN = Reduced failure by ten percent but did not meet other academic indicator

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.**

Assessment Results at each Proficiency Level by Subgroup													
		2006-2007				2007-2008				2008-2009			
Student Subgroup	Type	Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail
English: Reading													**Grade 3**
All Students	State	37	44	**80**	20	39	45	**84**	16	37	49	**86**	14
Female	State	39	44	**83**	17	42	45	**87**	13	40	49	**88**	12
Male	State	35	44	**78**	22	35	46	**81**	19	34	50	**84**	16
Black	State	22	49	**71**	29	24	51	**74**	26	23	54	**78**	22
Hispanic	State	21	44	**65**	35	31	48	**79**	21	32	51	**83**	17
White	State	45	42	**87**	13	45	43	**88**	12	42	47	**90**	10
Asian	State	43	42	**85**	15	51	40	**91**	9	48	45	**93**	7
American Indian	State	39	42	**81**	19	35	49	**84**	16	31	57	**88**	13
Other	State	37	45	**82**	18	41	45	**86**	14	39	50	**88**	12
Students with Disabilities	State	24	39	**62**	38	28	40	**67**	33	30	42	**72**	28
Economically Disadvantaged	State	22	47	**69**	31	25	50	**75**	25	25	53	**79**	21
Limited English Proficient	State	18	43	**62**	38	32	47	**79**	21	35	49	**84**	16
Migrant	State	22	49	**71**	29	28	41	**70**	30	21	57	**78**	22
Mathematics													**Grade 3**
All Students	State	48	41	**89**	11	51	38	**89**	11	45	44	**89**	11
Female	State	48	41	**89**	11	51	39	**89**	11	45	44	**89**	11
Male	State	49	40	**89**	11	52	37	**89**	11	46	43	**89**	11
Black	State	31	50	**81**	19	33	48	**81**	19	27	53	**80**	20
Hispanic	State	34	49	**84**	16	35	47	**82**	18	31	52	**82**	18
White	State	57	36	**93**	7	61	33	**93**	7	54	39	**93**	7
Asian	State	65	30	**95**	5	68	27	**95**	5	61	34	**95**	5
American Indian	State	49	40	**88**	12	49	40	**89**	11	46	42	**88**	12
Other	State	48	41	**89**	11	54	36	**90**	10	47	44	**90**	10
Students with Disabilities	State	31	43	**74**	26	32	42	**74**	26	31	44	**75**	25
Economically Disadvantaged	State	32	49	**81**	19	34	47	**81**	19	30	51	**82**	18
Limited English Proficient	State	34	50	**83**	17	36	47	**82**	18	32	51	**83**	17
Migrant	State	34	55	**89**	11	33	47	**79**	21	20	70	**91**	9
Science													**Grade 3**
All Students	State	39	49	**88**	12	39	49	**88**	12	42	46	**89**	11
Female	State	37	51	**88**	12	38	50	**89**	11	41	48	**89**	11
Male	State	41	48	**89**	11	39	49	**88**	12	44	45	**89**	11
Black	State	19	59	**79**	21	20	58	**78**	22	24	55	**79**	21
Hispanic	State	25	56	**81**	19	22	59	**80**	20	27	55	**82**	18
White	State	49	44	**93**	7	48	45	**93**	7	52	42	**93**	7
Asian	State	47	46	**93**	7	47	47	**93**	7	54	40	**94**	6
American Indian	State	35	56	**91**	9	41	49	**90**	10	40	48	**88**	12
Other	State	38	50	**89**	11	40	50	**90**	10	46	45	**91**	9
Students with Disabilities	State	26	48	**74**	26	25	48	**73**	27	28	46	**74**	26
Economically Disadvantaged	State	23	57	**80**	20	23	56	**79**	21	26	55	**80**	20
Limited English Proficient	State	22	57	**80**	20	21	59	**80**	20	28	55	**82**	18
Migrant	State	19	61	**80**	20	24	60	**84**	16	6	75	**81**	19
History and Social Science													**Grade 3**
All Students	State	64	29	**92**	8	66	27	**93**	7	67	26	**93**	7
Female	State	64	29	**93**	7	66	27	**93**	7	67	26	**93**	7
Male	State	64	28	**92**	8	66	26	**92**	8	67	25	**92**	8
Black	State	48	40	**87**	13	49	38	**87**	13	51	36	**87**	13
Hispanic	State	49	38	**87**	13	52	36	**88**	12	53	36	**89**	11
White	State	72	23	**95**	5	74	21	**95**	5	75	20	**95**	5
Asian	State	75	21	**96**	4	78	19	**97**	3	79	18	**97**	3
American Indian	State	59	35	**94**	6	66	24	**90**	10	62	29	**91**	9
Other	State	61	30	**91**	9	68	26	**94**	6	70	24	**94**	6
Students with Disabilities	State	41	38	**79**	21	44	36	**79**	21	45	35	**80**	20
Economically Disadvantaged	State	47	39	**86**	14	49	38	**86**	14	51	36	**87**	13

Assessment Results at each Proficiency Level by Subgroup													
		2006-2007				2007-2008				2008-2009			
Student Subgroup	Type	Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail
Limited English Proficient	State	47	40	**87**	13	52	36	**88**	12	53	36	**89**	11
Migrant	State	48	44	**92**	8	48	41	**89**	11	35	48	**83**	17
English: Reading													**Grade 4**
All Students	State	47	40	**87**	13	47	41	**88**	12	49	39	**89**	11
Female	State	49	40	**89**	11	50	40	**90**	10	52	38	**90**	10
Male	State	45	41	**86**	14	45	42	**87**	13	47	40	**87**	13
Black	State	32	48	**80**	20	31	49	**81**	19	34	48	**81**	19
Hispanic	State	31	46	**77**	23	37	47	**84**	16	42	44	**86**	14
White	State	55	37	**91**	9	55	37	**92**	8	56	36	**92**	8
Asian	State	56	36	**92**	8	60	34	**94**	6	61	33	**94**	6
American Indian	State	52	41	**93**	7	42	48	**89**	11	38	50	**88**	12
Other	State	50	39	**89**	11	48	42	**90**	10	53	38	**91**	9
Students with Disabilities	State	29	41	**69**	31	33	40	**73**	27	38	38	**76**	24
Economically Disadvantaged	State	30	48	**78**	22	32	49	**81**	19	34	47	**81**	19
Limited English Proficient	State	26	47	**74**	26	37	47	**84**	16	42	44	**85**	15
Migrant	State	22	58	**80**	20	41	45	**86**	14	23	59	**82**	18
Mathematics													**Grade 4**
All Students	State	37	44	**81**	19	42	42	**84**	16	48	39	**86**	14
Female	State	36	45	**81**	19	40	44	**84**	16	46	40	**86**	14
Male	State	39	42	**81**	19	44	40	**84**	16	49	38	**87**	13
Black	State	22	47	**69**	31	26	48	**74**	26	31	46	**78**	22
Hispanic	State	23	47	**70**	30	29	47	**76**	24	34	45	**79**	21
White	State	44	42	**86**	14	49	40	**89**	11	55	36	**91**	9
Asian	State	52	38	**91**	9	62	31	**93**	7	66	28	**94**	6
American Indian	State	39	46	**85**	15	40	46	**85**	15	41	43	**84**	16
Other	State	40	43	**83**	17	45	40	**85**	15	51	37	**88**	12
Students with Disabilities	State	23	39	**62**	38	27	42	**69**	31	32	41	**73**	27
Economically Disadvantaged	State	22	47	**69**	31	26	48	**74**	26	32	46	**78**	22
Limited English Proficient	State	23	46	**69**	31	31	45	**77**	23	35	44	**79**	21
Migrant	State	23	49	**72**	28	26	56	**83**	17	21	59	**80**	20
Science (Alternate Assessment)													**Grade 4**
All Students	State	-	-	**-**	-	38	38	**75**	25	60	25	**85**	15
Female	State	-	-	**-**	-	<	<	**<**	<	<	<	**<**	<
Male	State	-	-	**-**	-	38	38	**77**	23	33	42	**75**	25
Black	State	-	-	**-**	-	<	<	**<**	<	<	<	**<**	<
Hispanic	State	-	-	**-**	-	<	<	**<**	<	<	<	**<**	<
White	State	-	-	**-**	-	<	<	**<**	<	<	<	**<**	<
Other	State	-	-	**-**	-	<	<	**<**	<	<	<	**<**	<
Students with Disabilities	State	-	-	**-**	-	38	38	**75**	25	60	25	**85**	15
Economically Disadvantaged	State	-	-	**-**	-	<	<	**<**	<	70	20	**90**	10
Limited English Proficient	State	-	-	**-**	-	<	<	**<**	<	<	<	**<**	<
History and Social Science (Alternate Assessment)													**Grade 4**
All Students	State	79	14	**93**	7	78	16	**94**	6	76	19	**95**	5
Female	State	79	15	**93**	7	78	15	**93**	7	76	20	**96**	4
Male	State	79	14	**93**	7	78	16	**94**	6	76	18	**94**	6
Black	State	78	17	**95**	5	80	13	**93**	7	75	21	**96**	4
Hispanic	State	86	11	**97**	3	76	20	**97**	3	77	20	**97**	3
White	State	81	12	**93**	7	79	15	**95**	5	77	18	**95**	5
Asian	State	74	13	**87**	13	71	19	**90**	10	73	11	**84**	16
American Indian	State	<	<	**<**	<	<	<	**<**	<	<	<	**<**	<
Other	State	69	14	**83**	17	58	26	**84**	16	50	40	**90**	10
Students with Disabilities	State	79	14	**93**	7	78	16	**94**	6	76	19	**95**	5
Economically Disadvantaged	State	78	16	**94**	6	80	15	**95**	5	78	17	**95**	5
Limited English Proficient	State	80	11	**91**	9	75	22	**97**	3	82	14	**96**	4
English: Reading													**Grade 5**
All Students	State	36	51	**87**	13	42	47	**89**	11	38	54	**92**	8
Female	State	38	51	**89**	11	45	46	**91**	9	40	53	**93**	7
Male	State	34	51	**85**	15	39	49	**88**	12	35	55	**90**	10
Black	State	21	59	**80**	20	27	55	**82**	18	23	62	**86**	14
Hispanic	State	21	54	**74**	26	31	53	**84**	16	29	60	**89**	11

Assessment Results at each Proficiency Level by Subgroup													
		2006-2007				2007-2008				2008-2009			
Student Subgroup	Type	Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail
White	State	43	48	**91**	9	49	44	**93**	7	44	50	**94**	6
Asian	State	45	45	**90**	10	52	42	**94**	6	52	44	**96**	4
American Indian	State	31	60	**91**	9	44	47	**91**	9	36	57	**93**	7
Other	State	39	50	**89**	11	46	45	**91**	9	39	54	**94**	6
Students with Disabilities	State	21	47	**68**	32	27	47	**73**	27	29	50	**79**	21
Economically Disadvantaged	State	21	57	**77**	23	26	55	**82**	18	24	61	**85**	15
Limited English Proficient	State	18	52	**70**	30	29	53	**83**	17	31	58	**89**	11
Migrant	State	19	49	**68**	32	25	55	**81**	19	18	61	**80**	20
English: Writing													**Grade 5**
All Students	State	26	63	**89**	11	23	64	**87**	13	27	59	**86**	14
Female	State	33	60	**93**	7	28	62	**91**	9	33	58	**90**	10
Male	State	20	66	**86**	14	18	65	**83**	17	22	61	**83**	17
Black	State	15	68	**84**	16	13	66	**79**	21	15	64	**79**	21
Hispanic	State	16	68	**84**	16	16	65	**81**	19	17	64	**80**	20
White	State	31	61	**92**	8	27	63	**90**	10	32	57	**89**	11
Asian	State	41	54	**95**	5	36	58	**94**	6	43	50	**94**	6
American Indian	State	20	66	**87**	13	25	64	**89**	11	22	67	**89**	11
Other	State	31	60	**91**	9	27	64	**90**	10	30	58	**88**	12
Students with Disabilities	State	8	55	**63**	37	8	52	**59**	41	9	49	**58**	42
Economically Disadvantaged	State	14	68	**82**	18	12	66	**77**	23	13	64	**77**	23
Limited English Proficient	State	15	67	**82**	18	14	66	**80**	20	16	63	**79**	21
Migrant	State	10	65	**75**	25	13	83	**96**	4	16	64	**80**	20
Mathematics													**Grade 5**
All Students	State	48	38	**87**	13	53	35	**88**	12	57	33	**90**	10
Female	State	49	39	**88**	12	54	36	**89**	11	57	33	**90**	10
Male	State	48	37	**86**	14	52	35	**87**	13	57	33	**89**	11
Black	State	35	45	**80**	20	38	43	**81**	19	43	41	**84**	16
Hispanic	State	34	44	**78**	22	40	41	**81**	19	46	40	**86**	14
White	State	55	35	**90**	10	60	32	**92**	8	64	29	**93**	7
Asian	State	64	30	**93**	7	68	27	**94**	6	73	23	**96**	4
American Indian	State	46	39	**85**	15	52	35	**87**	13	56	34	**90**	10
Other	State	49	38	**87**	13	56	34	**90**	10	59	32	**91**	9
Students with Disabilities	State	29	40	**70**	30	34	39	**73**	27	39	38	**77**	23
Economically Disadvantaged	State	34	44	**78**	22	39	42	**81**	19	43	41	**84**	16
Limited English Proficient	State	34	44	**78**	22	39	41	**80**	20	46	39	**85**	15
Migrant	State	34	46	**80**	20	51	37	**88**	12	44	44	**88**	12
Science													**Grade 5**
All Students	State	25	63	**88**	12	24	64	**88**	12	26	62	**88**	12
Female	State	22	65	**87**	13	21	66	**87**	13	23	64	**87**	13
Male	State	27	61	**88**	12	27	62	**89**	11	29	60	**89**	11
Black	State	11	67	**78**	22	12	67	**80**	20	14	65	**79**	21
Hispanic	State	14	65	**79**	21	11	65	**77**	23	13	64	**78**	22
White	State	31	61	**93**	7	30	63	**93**	7	33	61	**93**	7
Asian	State	33	60	**93**	7	29	62	**91**	9	31	61	**92**	8
American Indian	State	25	64	**89**	11	25	67	**92**	8	22	71	**93**	7
Other	State	25	64	**89**	11	26	65	**91**	9	25	65	**90**	10
Students with Disabilities	State	15	55	**70**	30	17	55	**71**	29	18	52	**70**	30
Economically Disadvantaged	State	12	66	**78**	22	12	67	**79**	21	14	64	**79**	21
Limited English Proficient	State	12	64	**76**	24	10	63	**72**	28	11	63	**75**	25
Migrant	State	6	65	**70**	30	16	66	**82**	18	10	69	**79**	21
History and Social Science													**Grade 5**
All Students	State	72	20	**92**	8	73	17	**90**	10	75	19	**94**	6
Female	State	69	23	**92**	8	72	18	**90**	10	77	16	**93**	7
Male	State	74	18	**92**	8	73	17	**90**	10	74	21	**95**	5
Black	State	72	20	**92**	8	72	16	**88**	12	81	14	**95**	5
Hispanic	State	70	25	**95**	5	80	12	**92**	8	68	32	**100**	0
White	State	72	20	**92**	8	73	19	**91**	9	72	21	**93**	7
Asian	State	<	<	**<**	<	80	20	**100**	0	45	45	**91**	9
American Indian	State	<	<	**<**	<	<	<	**<**	<	<	<	**<**	<
Other	State	81	5	**86**	14	71	21	**93**	7	92	8	**100**	0

Assessment Results at each Proficiency Level by Subgroup													
		2006-2007				2007-2008				2008-2009			
Student Subgroup	Type	Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail
Students with Disabilities	State	72	20	**92**	8	73	17	**90**	10	75	19	**94**	6
Economically Disadvantaged	State	73	21	**94**	6	80	11	**91**	9	78	17	**95**	5
Limited English Proficient	State	56	44	**100**	0	90	0	**90**	10	75	25	**100**	0
English: Reading													**Grade 6**
All Students	State	37	47	**84**	16	38	47	**85**	15	38	49	**86**	14
Female	State	40	47	**87**	13	39	48	**87**	13	41	47	**89**	11
Male	State	34	48	**82**	18	36	47	**83**	17	34	50	**84**	16
Black	State	22	53	**75**	25	21	53	**74**	26	22	54	**76**	24
Hispanic	State	20	51	**71**	29	27	51	**78**	22	30	51	**81**	19
White	State	45	45	**90**	10	45	45	**90**	10	44	46	**91**	9
Asian	State	48	44	**92**	8	52	41	**93**	7	51	43	**94**	6
American Indian	State	41	46	**88**	13	36	51	**87**	13	34	55	**89**	11
Other	State	38	47	**84**	16	41	46	**87**	13	42	48	**90**	10
Students with Disabilities	State	20	40	**60**	40	25	39	**64**	36	28	41	**69**	31
Economically Disadvantaged	State	21	52	**72**	28	22	52	**74**	26	24	53	**77**	23
Limited English Proficient	State	16	50	**67**	33	28	48	**76**	24	30	50	**80**	20
Migrant	State	16	46	**62**	38	25	46	**72**	28	19	54	**73**	27
Mathematics													**Grade 6**
All Students	State	21	39	**60**	40	29	39	**68**	32	32	41	**73**	27
Female	State	21	40	**61**	39	29	40	**69**	31	32	43	**74**	26
Male	State	22	38	**60**	40	29	38	**67**	33	32	40	**72**	28
Black	State	10	34	**44**	56	16	37	**53**	47	19	41	**60**	40
Hispanic	State	13	35	**48**	52	19	37	**56**	44	22	43	**65**	35
White	State	26	42	**69**	31	35	40	**75**	25	37	42	**79**	21
Asian	State	41	39	**80**	20	47	37	**83**	17	51	37	**88**	12
American Indian	State	19	44	**63**	37	27	40	**67**	33	33	41	**74**	26
Other	State	25	37	**61**	39	33	39	**72**	28	35	43	**79**	21
Students with Disabilities	State	15	25	**39**	61	20	29	**49**	51	25	35	**59**	41
Economically Disadvantaged	State	11	33	**44**	56	17	36	**53**	47	20	41	**61**	39
Limited English Proficient	State	14	32	**46**	54	20	36	**56**	44	23	42	**65**	35
Migrant	State	18	34	**52**	48	17	41	**58**	42	28	42	**69**	31
Science (Alternate Assessment)													**Grade 6**
All Students	State	-	-	-	-	75	8	**83**	17	<	<	<	<
Female	State	-	-	-	-	<	<	<	<	<	<	<	<
Male	State	-	-	-	-	<	<	<	<	<	<	<	<
Black	State	-	-	-	-	<	<	<	<	<	<	<	<
White	State	-	-	-	-	<	<	<	<	<	<	<	<
Students with Disabilities	State	-	-	-	-	75	8	**83**	17	<	<	<	<
Economically Disadvantaged	State	-	-	-	-	<	<	<	<	<	<	<	<
Limited English Proficient	State	-	-	-	-	<	<	<	<	<	<	<	<
History and Social Science (Alternate Assessment)													**Grade 6**
All Students	State	73	18	**91**	9	73	19	**92**	8	72	19	**91**	9
Female	State	71	20	**92**	8	72	21	**92**	8	71	20	**91**	9
Male	State	74	17	**90**	10	74	19	**92**	8	72	19	**91**	9
Black	State	72	18	**90**	10	72	18	**90**	10	70	21	**91**	9
Hispanic	State	72	19	**92**	8	83	15	**98**	2	71	17	**88**	12
White	State	74	19	**93**	7	73	19	**92**	8	74	18	**91**	9
Asian	State	78	11	**89**	11	85	15	**100**	0	65	26	**91**	9
American Indian	State	<	<	<	<	<	<	<	<	<	<	<	<
Other	State	63	18	**80**	20	50	46	**96**	4	80	13	**93**	7
Students with Disabilities	State	73	18	**91**	9	73	19	**92**	8	72	19	**91**	9
Economically Disadvantaged	State	75	17	**91**	9	74	19	**93**	7	75	18	**93**	7
Limited English Proficient	State	79	14	**93**	7	84	13	**97**	3	70	16	**87**	13
English: Reading													**Grade 7**
All Students	State	40	43	**82**	18	40	47	**86**	14	46	43	**88**	12
Female	State	43	43	**86**	14	42	46	**88**	12	48	43	**90**	10
Male	State	37	42	**80**	20	37	47	**85**	15	44	43	**87**	13
Black	State	23	49	**72**	28	22	54	**76**	24	27	52	**80**	20
Hispanic	State	23	47	**70**	30	26	53	**78**	22	32	51	**83**	17
White	State	49	39	**88**	12	48	43	**91**	9	54	38	**93**	7

Assessment Results at each Proficiency Level by Subgroup													
		2006-2007				2007-2008				2008-2009			
Student Subgroup	Type	Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail
Asian	State	51	38	**89**	11	53	40	**94**	6	57	37	**94**	6
American Indian	State	42	46	**89**	11	40	46	**86**	14	42	45	**87**	13
Other	State	39	42	**81**	19	43	45	**88**	12	49	42	**91**	9
Students with Disabilities	State	19	35	**54**	46	21	43	**64**	36	29	42	**71**	29
Economically Disadvantaged	State	21	48	**69**	31	22	54	**75**	25	28	52	**80**	20
Limited English Proficient	State	17	45	**62**	38	22	53	**75**	25	28	51	**79**	21
Migrant	State	18	44	**62**	38	15	61	**75**	25	14	50	**64**	36
Mathematics													**Grade 7**
All Students	State	20	36	**56**	44	24	41	**65**	35	28	43	**71**	29
Female	State	20	37	**57**	43	24	43	**66**	34	28	45	**72**	28
Male	State	20	34	**55**	45	24	40	**64**	36	28	42	**71**	29
Black	State	10	30	**40**	60	13	37	**50**	50	16	41	**57**	43
Hispanic	State	10	31	**41**	59	13	37	**50**	50	19	42	**61**	39
White	State	25	39	**64**	36	30	44	**74**	26	34	45	**79**	21
Asian	State	34	39	**74**	26	38	43	**81**	19	43	41	**85**	15
American Indian	State	17	40	**57**	43	20	45	**65**	35	26	48	**74**	26
Other	State	20	31	**51**	49	22	43	**65**	35	30	44	**73**	27
Students with Disabilities	State	16	20	**37**	63	23	27	**50**	50	31	32	**63**	37
Economically Disadvantaged	State	11	29	**40**	60	14	37	**51**	49	19	41	**60**	40
Limited English Proficient	State	12	28	**40**	60	14	35	**49**	51	21	39	**61**	39
Migrant	State	17	32	**49**	51	25	33	**59**	41	20	31	**51**	49
Science (Alternate Assessment)													**Grade 7**
All Students	State	<	<	<	<	56	25	**81**	19	57	29	**86**	14
Female	State	-	-	-	-	<	<	<	<	<	<	<	<
Male	State	<	<	<	<	40	30	**70**	30	73	27	**100**	0
Black	State	-	-	-	-	<	<	<	<	<	<	<	<
Hispanic	State	-	-	-	-	-	-	-	-	<	<	<	<
White	State	<	<	<	<	<	<	<	<	<	<	<	<
Students with Disabilities	State	<	<	<	<	56	25	**81**	19	57	29	**86**	14
Economically Disadvantaged	State	<	<	<	<	<	<	<	<	<	<	<	<
Limited English Proficient	State	-	-	-	-	-	-	-	-	<	<	<	<
History and Social Science (Alternate Assessment)													**Grade 7**
All Students	State	76	16	**92**	8	72	17	**88**	12	74	18	**92**	8
Female	State	75	15	**90**	10	72	17	**89**	11	74	15	**89**	11
Male	State	76	17	**93**	7	71	16	**88**	13	74	19	**94**	6
Black	State	74	18	**92**	8	68	16	**84**	16	74	20	**94**	6
Hispanic	State	78	15	**93**	8	81	9	**91**	9	78	17	**95**	5
White	State	77	14	**91**	9	74	18	**92**	8	73	16	**89**	11
Asian	State	78	19	**97**	3	59	23	**82**	18	72	22	**94**	6
American Indian	State	-	-	-	-	<	<	<	<	<	<	<	<
Other	State	72	13	**85**	15	71	10	**81**	19	85	15	**100**	0
Students with Disabilities	State	76	16	**92**	8	72	17	**88**	12	74	18	**92**	8
Economically Disadvantaged	State	77	15	**93**	7	73	14	**87**	13	77	17	**94**	6
Limited English Proficient	State	79	12	**91**	9	60	25	**85**	15	81	18	**99**	1
English: Reading													**Grade 8**
All Students	State	30	49	**80**	20	37	46	**83**	17	42	45	**87**	13
Female	State	33	50	**83**	17	39	47	**85**	15	45	44	**89**	11
Male	State	28	48	**76**	24	36	46	**82**	18	40	45	**86**	14
Black	State	16	52	**68**	32	20	52	**71**	29	25	53	**78**	22
Hispanic	State	15	48	**63**	37	23	51	**75**	25	29	52	**81**	19
White	State	38	48	**87**	13	46	44	**89**	11	50	41	**91**	9
Asian	State	41	46	**87**	13	51	40	**92**	8	58	36	**94**	6
American Indian	State	26	60	**86**	14	35	54	**89**	11	44	44	**88**	12
Other	State	31	42	**73**	27	41	44	**85**	15	50	41	**90**	10
Students with Disabilities	State	16	33	**50**	50	21	37	**57**	43	27	40	**67**	33
Economically Disadvantaged	State	15	50	**65**	35	19	51	**71**	29	25	53	**78**	22
Limited English Proficient	State	11	42	**52**	48	21	49	**69**	31	26	52	**78**	22
Migrant	State	8	47	**55**	45	17	58	**75**	25	21	60	**81**	19
English: Writing													**Grade 8**
All Students	State	4	81	**86**	14	7	81	**87**	13	4	85	**89**	11

Assessment Results at each Proficiency Level by Subgroup													
		2006-2007				2007-2008				2008-2009			
Student Subgroup	Type	Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail
Female	State	6	85	**90**	10	9	83	**92**	8	5	88	**93**	7
Male	State	3	78	**81**	19	4	78	**83**	17	3	83	**86**	14
Black	State	1	76	**77**	23	2	77	**79**	21	1	81	**83**	17
Hispanic	State	2	74	**76**	24	3	77	**80**	20	1	81	**82**	18
White	State	5	85	**90**	10	9	83	**91**	9	5	88	**92**	8
Asian	State	8	84	**92**	8	13	81	**93**	7	9	86	**95**	5
American Indian	State	5	84	**88**	12	8	83	**91**	9	2	88	**90**	10
Other	State	5	78	**83**	17	8	81	**89**	11	5	88	**93**	7
Students with Disabilities	State	2	51	**53**	47	2	53	**55**	45	2	57	**58**	42
Economically Disadvantaged	State	1	73	**74**	26	2	75	**77**	23	1	78	**80**	20
Limited English Proficient	State	1	67	**68**	32	2	71	**73**	27	1	76	**76**	24
Migrant	State	0	60	**60**	40	2	69	**71**	29	0	63	**63**	37
Mathematics													**Grade 8**
All Students	State	41	36	**77**	23	45	38	**83**	17	51	34	**85**	15
Female	State	41	38	**80**	20	46	39	**85**	15	53	35	**88**	12
Male	State	40	35	**75**	25	45	36	**81**	19	50	34	**83**	17
Black	State	24	41	**64**	36	27	44	**72**	28	35	42	**77**	23
Hispanic	State	28	37	**65**	35	34	40	**74**	26	41	37	**78**	22
White	State	48	35	**84**	16	53	35	**89**	11	58	32	**90**	10
Asian	State	65	26	**90**	10	71	23	**94**	6	76	19	**95**	5
American Indian	State	39	38	**77**	23	46	42	**88**	12	48	40	**88**	12
Other	State	40	29	**69**	31	47	34	**81**	19	56	32	**88**	12
Students with Disabilities	State	19	28	**47**	53	25	33	**58**	42	34	35	**69**	31
Economically Disadvantaged	State	24	40	**64**	36	29	43	**72**	28	36	41	**77**	23
Limited English Proficient	State	28	34	**62**	38	35	37	**72**	28	41	35	**76**	24
Migrant	State	26	49	**75**	25	40	44	**84**	16	48	36	**84**	16
Science													**Grade 8**
All Students	State	33	56	**89**	11	40	50	**90**	10	40	50	**90**	10
Female	State	29	59	**89**	11	37	53	**90**	10	37	54	**91**	9
Male	State	36	54	**89**	11	44	46	**90**	10	43	47	**90**	10
Black	State	14	65	**79**	21	20	62	**82**	18	19	63	**82**	18
Hispanic	State	17	61	**78**	22	24	55	**80**	20	24	57	**81**	19
White	State	41	53	**94**	6	50	44	**94**	6	50	45	**95**	5
Asian	State	47	48	**95**	5	57	37	**94**	6	57	38	**95**	5
American Indian	State	32	60	**92**	8	44	51	**95**	5	42	52	**94**	6
Other	State	32	55	**88**	12	46	47	**93**	7	43	51	**94**	6
Students with Disabilities	State	15	50	**65**	35	19	49	**68**	32	19	49	**68**	32
Economically Disadvantaged	State	14	64	**78**	22	20	60	**80**	20	21	61	**81**	19
Limited English Proficient	State	12	60	**72**	28	17	55	**73**	27	17	57	**75**	25
Migrant	State	5	44	**49**	51	15	58	**74**	26	16	53	**69**	31
History and Social Science													**Grade 8**
All Students	State	28	54	**81**	19	29	54	**83**	17	71	19	**90**	10
Female	State	23	57	**81**	19	25	57	**82**	18	73	18	**91**	9
Male	State	32	50	**82**	18	32	51	**83**	17	69	20	**89**	11
Black	State	19	55	**74**	26	18	55	**73**	27	70	20	**90**	10
Hispanic	State	13	52	**65**	35	18	51	**69**	31	64	26	**90**	10
White	State	34	53	**87**	13	36	53	**89**	11	72	18	**90**	10
Asian	State	31	53	**84**	16	31	59	**90**	10	68	14	**82**	18
American Indian	State	36	57	**93**	7	7	59	**67**	33	<	<	<	<
Other	State	23	49	**72**	28	23	58	**81**	19	64	21	**86**	14
Students with Disabilities	State	31	33	**64**	36	35	32	**67**	33	71	19	**90**	10
Economically Disadvantaged	State	18	53	**71**	29	18	55	**73**	27	74	18	**91**	9
Limited English Proficient	State	9	47	**56**	44	13	50	**63**	37	64	21	**86**	14
English: Reading													**High School**
All Students	State	44	50	**94**	6	45	49	**94**	6	47	48	**95**	5
Female	State	46	49	**95**	5	46	49	**95**	5	48	48	**96**	4
Male	State	41	52	**93**	7	45	49	**94**	6	46	48	**95**	5
Black	State	22	66	**88**	12	24	65	**89**	11	24	66	**91**	9
Hispanic	State	27	63	**90**	10	30	61	**91**	9	31	62	**93**	7
White	State	53	43	**96**	4	55	41	**97**	3	57	40	**97**	3

Assessment Results at each Proficiency Level by Subgroup													
		2006-2007				2007-2008				2008-2009			
Student Subgroup	Type	Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail
Asian	State	50	46	**96**	4	52	45	**97**	3	56	42	**97**	3
American Indian	State	42	49	**91**	9	51	46	**97**	3	45	50	**96**	4
Other	State	49	44	**93**	7	53	42	**95**	5	50	46	**96**	4
Students with Disabilities	State	19	55	**75**	25	20	56	**76**	24	21	58	**79**	21
Economically Disadvantaged	State	22	65	**87**	13	25	64	**89**	11	26	65	**90**	10
Limited English Proficient	State	15	72	**87**	13	15	72	**87**	13	17	72	**88**	12
Migrant	State	21	65	**86**	14	19	64	**83**	17	10	62	**72**	28
English: Writing													**High School**
All Students	State	27	65	**92**	8	31	61	**92**	8	33	60	**92**	8
Female	State	33	62	**95**	5	36	58	**95**	5	38	57	**94**	6
Male	State	22	68	**90**	10	26	64	**90**	10	28	63	**90**	10
Black	State	12	75	**87**	13	14	72	**86**	14	16	71	**86**	14
Hispanic	State	13	74	**87**	13	17	71	**88**	12	19	69	**88**	12
White	State	34	61	**95**	5	39	56	**95**	5	40	55	**95**	5
Asian	State	35	60	**95**	5	42	53	**95**	5	45	50	**95**	5
American Indian	State	28	65	**93**	7	30	64	**94**	6	34	62	**95**	5
Other	State	30	63	**92**	8	38	56	**93**	7	37	56	**94**	6
Students with Disabilities	State	5	62	**67**	33	7	62	**69**	31	6	62	**68**	32
Economically Disadvantaged	State	12	74	**86**	14	13	73	**86**	14	14	71	**85**	15
Limited English Proficient	State	6	76	**82**	18	7	75	**82**	18	8	72	**80**	20
Migrant	State	11	69	**80**	20	6	69	**75**	25	8	50	**58**	43
Mathematics (Alternate Assessment)													**High School**
All Students	State	66	22	**88**	12	62	17	**80**	20	66	15	**81**	19
Female	State	66	22	**88**	12	63	18	**80**	20	65	16	**81**	19
Male	State	67	22	**88**	12	62	17	**79**	21	67	14	**81**	19
Black	State	67	24	**91**	9	58	19	**77**	23	64	16	**79**	21
Hispanic	State	74	15	**89**	11	73	20	**93**	7	65	25	**90**	10
White	State	68	20	**88**	12	65	16	**80**	20	67	13	**80**	20
Asian	State	62	24	**86**	14	70	11	**81**	19	64	26	**90**	10
American Indian	State	<	<	**<**	<	<	<	**<**	<	<	<	**<**	<
Other	State	56	24	**80**	20	55	24	**78**	22	92	0	**92**	8
Students with Disabilities	State	66	22	**88**	12	62	17	**80**	20	66	15	**81**	19
Economically Disadvantaged	State	68	19	**87**	13	61	19	**80**	20	68	17	**85**	15
Limited English Proficient	State	62	31	**93**	7	69	24	**93**	7	67	29	**96**	4
Algebra I													**High School**
All Students	State	22	69	**92**	8	25	68	**93**	7	27	66	**94**	6
Female	State	23	70	**93**	7	26	68	**94**	6	29	66	**95**	5
Male	State	22	68	**90**	10	24	67	**91**	9	26	66	**92**	8
Black	State	10	76	**87**	13	11	76	**88**	12	13	77	**90**	10
Hispanic	State	14	73	**88**	12	18	72	**90**	10	17	73	**90**	10
White	State	26	68	**94**	6	30	65	**95**	5	33	63	**95**	5
Asian	State	46	51	**97**	3	51	47	**98**	2	55	43	**98**	2
American Indian	State	23	67	**91**	9	21	71	**93**	7	29	65	**95**	5
Other	State	27	63	**91**	9	28	64	**92**	8	32	64	**96**	4
Students with Disabilities	State	5	70	**75**	25	7	71	**78**	22	8	72	**79**	21
Economically Disadvantaged	State	11	75	**86**	14	13	75	**88**	12	14	75	**89**	11
Limited English Proficient	State	20	69	**88**	12	23	68	**91**	9	23	67	**91**	9
Migrant	State	7	86	**93**	7	20	74	**94**	6	11	74	**85**	15
Geometry													**High School**
All Students	State	23	63	**86**	14	22	65	**87**	13	23	64	**87**	13
Female	State	21	64	**85**	15	20	66	**86**	14	22	64	**86**	14
Male	State	25	62	**87**	13	24	65	**88**	12	25	63	**88**	12
Black	State	7	65	**72**	28	7	67	**75**	25	7	68	**75**	25
Hispanic	State	15	66	**80**	20	14	67	**82**	18	15	66	**82**	18
White	State	28	63	**91**	9	26	66	**92**	8	29	64	**92**	8
Asian	State	44	49	**93**	7	43	51	**95**	5	49	45	**94**	6
American Indian	State	24	59	**83**	17	20	66	**86**	14	24	66	**90**	10
Other	State	27	62	**89**	11	27	63	**90**	10	28	62	**90**	10
Students with Disabilities	State	7	56	**62**	38	6	59	**65**	35	7	59	**66**	34
Economically Disadvantaged	State	10	64	**74**	26	10	67	**77**	23	11	67	**78**	22

Assessment Results at each Proficiency Level by Subgroup													
		2006-2007				2007-2008				2008-2009			
Student Subgroup	Type	Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail
Limited English Proficient	State	19	60	**79**	21	19	61	**80**	20	21	59	**80**	20
Migrant	State	9	85	**93**	7	18	65	**82**	18	26	60	**86**	14
Algebra II													**High School**
All Students	State	22	66	**88**	12	25	66	**90**	10	25	66	**91**	9
Female	State	21	68	**89**	11	24	67	**91**	9	25	67	**92**	8
Male	State	23	64	**87**	13	25	64	**90**	10	26	64	**90**	10
Black	State	10	72	**82**	18	10	73	**83**	17	11	73	**84**	16
Hispanic	State	15	67	**82**	18	17	69	**86**	14	17	69	**86**	14
White	State	24	66	**90**	10	27	65	**92**	8	28	65	**93**	7
Asian	State	40	53	**93**	7	44	51	**95**	5	47	49	**96**	4
American Indian	State	18	67	**85**	15	22	65	**87**	13	24	67	**91**	9
Other	State	27	61	**88**	12	29	64	**93**	7	31	60	**92**	8
Students with Disabilities	State	9	65	**73**	27	9	69	**77**	23	11	68	**79**	21
Economically Disadvantaged	State	12	70	**82**	18	14	71	**84**	16	14	71	**85**	15
Limited English Proficient	State	25	60	**85**	15	24	65	**90**	10	27	61	**88**	12
Migrant	State	16	65	**81**	19	6	87	**94**	6	6	78	**83**	17
Science (Alternate Assessment)													**High School**
All Students	State	58	29	**86**	14	61	23	**84**	16	62	26	**88**	12
Female	State	56	33	**88**	12	61	24	**85**	15	62	27	**88**	12
Male	State	59	26	**85**	15	61	22	**83**	17	62	25	**87**	13
Black	State	58	31	**89**	11	58	24	**82**	18	61	26	**87**	13
Hispanic	State	57	26	**83**	17	67	23	**91**	9	63	22	**85**	15
White	State	59	27	**86**	14	64	21	**84**	16	62	26	**89**	11
Asian	State	65	19	**85**	15	67	17	**83**	17	57	31	**88**	12
American Indian	State	<	<	**<**	<	<	<	**<**	<	<	<	**<**	<
Other	State	43	30	**74**	26	54	30	**83**	17	62	23	**85**	15
Students with Disabilities	State	58	29	**86**	14	61	23	**84**	16	62	26	**88**	12
Economically Disadvantaged	State	61	24	**85**	15	66	18	**85**	15	61	28	**89**	11
Limited English Proficient	State	75	13	**88**	13	68	25	**93**	7	58	28	**87**	13
Biology													**High School**
All Students	State	15	73	**87**	13	16	72	**88**	12	17	71	**88**	12
Female	State	13	75	**87**	13	15	73	**87**	13	16	73	**88**	12
Male	State	17	71	**87**	13	18	70	**88**	12	19	69	**88**	12
Black	State	3	73	**76**	24	4	73	**77**	23	5	73	**78**	22
Hispanic	State	6	69	**75**	25	6	70	**77**	23	8	70	**78**	22
White	State	20	74	**93**	7	22	72	**93**	7	23	71	**94**	6
Asian	State	23	68	**91**	9	26	66	**92**	8	28	65	**93**	7
American Indian	State	16	75	**91**	9	18	73	**91**	9	18	72	**90**	10
Other	State	18	72	**90**	10	21	68	**88**	12	20	71	**91**	9
Students with Disabilities	State	4	60	**63**	37	4	60	**64**	36	4	59	**64**	36
Economically Disadvantaged	State	4	71	**75**	25	5	71	**76**	24	6	71	**77**	23
Limited English Proficient	State	4	64	**68**	32	5	66	**70**	30	5	66	**72**	28
Migrant	State	0	67	**67**	33	4	64	**68**	32	2	70	**72**	28
Chemistry													**High School**
All Students	State	17	73	**91**	9	16	76	**92**	8	15	77	**93**	7
Female	State	14	76	**90**	10	13	78	**91**	9	13	79	**92**	8
Male	State	21	71	**92**	8	19	73	**92**	8	18	76	**93**	7
Black	State	6	77	**83**	17	5	79	**85**	15	5	82	**87**	13
Hispanic	State	9	71	**80**	20	7	72	**80**	20	8	75	**83**	17
White	State	20	74	**94**	6	18	76	**95**	5	18	78	**95**	5
Asian	State	28	65	**93**	7	27	66	**94**	6	26	69	**95**	5
American Indian	State	14	78	**92**	8	13	80	**93**	7	11	82	**92**	8
Other	State	22	68	**89**	11	18	73	**91**	9	18	75	**92**	8
Students with Disabilities	State	6	63	**69**	31	5	67	**72**	28	6	68	**74**	26
Economically Disadvantaged	State	8	74	**82**	18	6	76	**82**	18	6	79	**85**	15
Limited English Proficient	State	10	67	**77**	23	10	69	**78**	22	9	71	**80**	20
Migrant	State	21	71	**92**	8	6	88	**94**	6	6	61	**67**	33
Earth Science													**High School**
All Students	State	20	65	**85**	15	21	65	**86**	14	21	66	**87**	13
Female	State	15	67	**83**	17	17	67	**84**	16	16	70	**86**	14

Assessment Results at each Proficiency Level by Subgroup													
		2006-2007				2007-2008				2008-2009			
Student Subgroup	Type	Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail
Male	State	24	63	**86**	14	26	62	**88**	12	25	63	**88**	12
Black	State	6	66	**72**	28	7	67	**74**	26	7	69	**76**	24
Hispanic	State	9	65	**75**	25	11	68	**78**	22	11	68	**79**	21
White	State	26	65	**91**	9	29	63	**92**	8	28	65	**93**	7
Asian	State	25	63	**89**	11	25	66	**91**	9	28	65	**92**	8
American Indian	State	18	68	**86**	14	24	67	**91**	9	21	70	**92**	8
Other	State	18	63	**82**	18	20	68	**88**	12	22	69	**91**	9
Students with Disabilities	State	6	55	**61**	39	7	57	**64**	36	7	58	**65**	35
Economically Disadvantaged	State	8	64	**72**	28	9	66	**75**	25	9	67	**76**	24
Limited English Proficient	State	5	58	**63**	37	5	64	**69**	31	6	63	**69**	31
Migrant	State	9	52	**62**	38	3	62	**66**	34	7	51	**58**	42
History and Social Science (Alternate Assessment)													**High School**
All Students	State	67	19	**86**	14	69	19	**88**	12	70	20	**90**	10
Female	State	65	21	**86**	14	68	21	**89**	11	72	18	**90**	10
Male	State	68	19	**86**	14	69	18	**87**	13	69	21	**90**	10
Black	State	65	22	**87**	13	64	21	**86**	14	65	24	**89**	11
Hispanic	State	74	14	**89**	11	82	13	**95**	5	67	23	**89**	11
White	State	67	20	**87**	13	72	18	**90**	10	75	16	**91**	9
Asian	State	67	19	**85**	15	71	14	**86**	14	61	31	**92**	8
American Indian	State	<	<	**<**	<	<	<	**<**	<	<	<	**<**	<
Other	State	64	11	**75**	25	64	21	**85**	15	91	9	**100**	0
Students with Disabilities	State	67	19	**86**	14	69	19	**88**	12	70	20	**90**	10
Economically Disadvantaged	State	70	16	**86**	14	73	19	**92**	8	73	19	**92**	8
Limited English Proficient	State	71	18	**88**	12	82	18	**100**	0	61	33	**94**	6
Virginia and United States History													**High School**
All Students	State	40	53	**93**	7	40	54	**94**	6	39	56	**95**	5
Female	State	34	58	**92**	8	34	59	**93**	7	33	62	**94**	6
Male	State	46	48	**94**	6	46	49	**95**	5	45	51	**96**	4
Black	State	21	67	**87**	13	21	68	**89**	11	21	69	**90**	10
Hispanic	State	25	64	**89**	11	27	64	**91**	9	26	66	**92**	8
White	State	49	47	**96**	4	49	48	**97**	3	47	50	**97**	3
Asian	State	46	50	**96**	4	47	49	**97**	3	46	51	**97**	3
American Indian	State	36	57	**93**	7	43	52	**95**	5	42	55	**96**	4
Other	State	42	51	**93**	7	46	49	**95**	5	42	54	**96**	4
Students with Disabilities	State	18	59	**77**	23	18	61	**79**	21	16	65	**81**	19
Economically Disadvantaged	State	21	65	**86**	14	22	66	**88**	12	20	69	**89**	11
Limited English Proficient	State	16	68	**84**	16	16	71	**87**	13	16	71	**87**	13
Migrant	State	26	58	**84**	16	22	59	**80**	20	21	62	**82**	18
World History I													**High School**
All Students	State	31	58	**89**	11	36	55	**91**	9	38	54	**93**	7
Female	State	27	62	**89**	11	31	59	**90**	10	34	58	**92**	8
Male	State	36	54	**90**	10	41	51	**91**	9	42	50	**93**	7
Black	State	14	66	**80**	20	17	65	**82**	18	18	67	**85**	15
Hispanic	State	21	63	**84**	16	25	60	**85**	15	27	62	**89**	11
White	State	38	55	**93**	7	44	50	**95**	5	47	49	**96**	4
Asian	State	51	45	**96**	4	56	40	**96**	4	59	38	**97**	3
American Indian	State	36	57	**93**	7	35	59	**93**	7	43	54	**96**	4
Other	State	38	50	**88**	12	42	51	**92**	8	45	49	**94**	6
Students with Disabilities	State	12	57	**69**	31	14	58	**72**	28	17	61	**77**	23
Economically Disadvantaged	State	14	65	**79**	21	17	64	**81**	19	19	66	**85**	15
Limited English Proficient	State	22	61	**82**	18	23	60	**83**	17	26	62	**88**	12
Migrant	State	17	58	**75**	25	7	61	**67**	33	15	68	**83**	18
World History II													**High School**
All Students	State	35	58	**92**	8	36	57	**92**	8	37	57	**93**	7
Female	State	28	63	**91**	9	29	63	**91**	9	30	62	**93**	7
Male	State	42	51	**93**	7	42	51	**94**	6	43	51	**94**	6
Black	State	16	69	**84**	16	18	68	**86**	14	19	68	**87**	13
Hispanic	State	22	63	**84**	16	21	63	**84**	16	23	64	**87**	13
White	State	41	54	**95**	5	42	53	**95**	5	43	53	**96**	4
Asian	State	47	50	**97**	3	49	48	**97**	3	51	46	**97**	3

Assessment Results at each Proficiency Level by Subgroup													
		2006-2007				2007-2008				2008-2009			
Student Subgroup	Type	Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail
American Indian	State	37	59	**96**	4	38	57	**94**	6	36	56	**92**	8
Other	State	39	53	**92**	8	41	53	**94**	6	40	55	**95**	5
Students with Disabilities	State	17	59	**75**	25	17	58	**75**	25	18	59	**77**	23
Economically Disadvantaged	State	16	66	**82**	18	17	66	**83**	17	19	66	**85**	15
Limited English Proficient	State	20	62	**82**	18	20	63	**84**	16	21	65	**86**	14
Migrant	State	16	69	**84**	16	21	52	**73**	27	7	68	**75**	25
World Geography													**High School**
All Students	State	28	55	**83**	17	28	56	**84**	16	29	57	**86**	14
Female	State	23	57	**80**	20	24	59	**82**	18	24	60	**84**	16
Male	State	33	52	**85**	15	33	54	**87**	13	34	54	**88**	12
Black	State	12	58	**71**	29	12	60	**72**	28	13	61	**74**	26
Hispanic	State	21	60	**81**	19	20	62	**82**	18	19	62	**81**	19
White	State	35	53	**88**	12	36	54	**90**	10	36	54	**91**	9
Asian	State	35	53	**89**	11	36	58	**94**	6	37	58	**95**	5
American Indian	State	23	62	**86**	14	37	55	**92**	8	30	56	**86**	14
Other	State	28	52	**80**	20	32	55	**86**	14	32	60	**92**	8
Students with Disabilities	State	8	49	**57**	43	9	50	**59**	41	9	50	**59**	41
Economically Disadvantaged	State	13	58	**71**	29	14	59	**73**	27	14	61	**75**	25
Limited English Proficient	State	12	58	**70**	30	12	62	**75**	25	11	61	**72**	28
Migrant	State	16	53	**68**	32	17	56	**72**	28	<	<	<	<
Virginia Studies													**Content Specific**
All Students	State	39	43	**83**	17	39	44	**83**	17	46	42	**88**	12
Female	State	37	45	**82**	18	36	47	**82**	18	43	45	**88**	12
Male	State	42	41	**83**	17	41	43	**84**	16	49	40	**89**	11
Black	State	25	49	**74**	26	24	49	**73**	27	31	51	**82**	18
Hispanic	State	25	45	**70**	30	24	47	**71**	29	31	47	**78**	22
White	State	47	41	**88**	12	46	43	**88**	12	54	38	**92**	8
Asian	State	51	38	**89**	11	49	41	**90**	10	59	35	**93**	7
American Indian	State	35	49	**84**	16	38	47	**85**	15	40	51	**91**	9
Other	State	40	43	**83**	17	37	47	**84**	16	46	43	**90**	10
Students with Disabilities	State	20	41	**60**	40	20	41	**61**	39	25	45	**70**	30
Economically Disadvantaged	State	23	47	**71**	29	24	48	**71**	29	29	50	**79**	21
Limited English Proficient	State	24	44	**67**	33	23	47	**70**	30	29	49	**77**	23
Migrant	State	27	39	**66**	34	24	52	**76**	24	23	55	**77**	23
United States History to 1877													**Content Specific**
All Students	State	20	49	**69**	31	24	51	**74**	26	26	49	**74**	26
Female	State	18	49	**67**	33	21	51	**72**	28	23	49	**72**	28
Male	State	23	49	**72**	28	27	50	**77**	23	28	48	**77**	23
Black	State	9	44	**53**	47	12	48	**60**	40	13	46	**59**	41
Hispanic	State	12	46	**58**	42	14	48	**61**	39	14	47	**61**	39
White	State	25	52	**77**	23	28	52	**81**	19	31	50	**81**	19
Asian	State	34	50	**84**	16	36	50	**86**	14	37	49	**86**	14
American Indian	State	21	51	**73**	27	23	55	**77**	23	23	48	**72**	28
Other	State	20	48	**68**	32	26	53	**78**	22	28	49	**77**	23
Students with Disabilities	State	9	36	**45**	55	12	40	**52**	48	14	38	**52**	48
Economically Disadvantaged	State	9	43	**51**	49	12	46	**58**	42	13	46	**59**	41
Limited English Proficient	State	12	45	**57**	43	14	46	**60**	40	14	46	**60**	40
Migrant	State	10	42	**52**	48	18	45	**63**	38	21	31	**52**	48
United States History from 1877 to Present													**Content Specific**
All Students	State	44	43	**87**	13	53	39	**92**	8	53	39	**92**	8
Female	State	40	46	**86**	14	49	42	**91**	9	49	43	**91**	9
Male	State	47	40	**88**	12	57	36	**92**	8	58	35	**92**	8
Black	State	27	51	**78**	22	37	49	**86**	14	36	50	**85**	15
Hispanic	State	27	48	**75**	25	37	46	**83**	17	36	48	**84**	16
White	State	52	40	**92**	8	60	35	**95**	5	61	34	**95**	5
Asian	State	58	35	**93**	7	71	26	**97**	3	68	29	**96**	4
American Indian	State	42	47	**89**	11	56	37	**93**	7	56	39	**95**	5
Other	State	43	40	**83**	17	56	38	**94**	6	56	38	**93**	7
Students with Disabilities	State	21	46	**67**	33	29	47	**76**	24	29	47	**76**	24
Economically Disadvantaged	State	25	51	**75**	25	34	50	**84**	16	36	49	**85**	15

Assessment Results at each Proficiency Level by Subgroup													
		2006-2007				2007-2008				2008-2009			
Student Subgroup	Type	Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail
Limited English Proficient	State	23	48	**70**	30	35	45	**81**	19	34	48	**82**	18
Migrant	State	37	35	**72**	28	36	43	**79**	21	39	42	**81**	19
Civics and Economics													**Content Specific**
All Students	State	32	51	**83**	17	33	51	**84**	16	32	51	**84**	16
Female	State	31	52	**83**	17	31	52	**84**	16	30	53	**84**	16
Male	State	33	49	**82**	18	35	50	**84**	16	34	49	**84**	16
Black	State	17	55	**72**	28	18	56	**75**	25	17	56	**73**	27
Hispanic	State	18	51	**70**	30	20	52	**72**	28	19	53	**73**	27
White	State	39	49	**88**	12	39	49	**88**	12	39	50	**89**	11
Asian	State	47	45	**91**	9	50	41	**91**	9	48	44	**93**	7
American Indian	State	31	56	**87**	13	31	60	**91**	9	34	51	**85**	15
Other	State	33	48	**81**	19	41	47	**88**	12	35	54	**89**	11
Students with Disabilities	State	12	45	**57**	43	16	45	**61**	39	15	45	**60**	40
Economically Disadvantaged	State	15	54	**69**	31	17	55	**71**	29	17	55	**72**	28
Limited English Proficient	State	14	50	**65**	35	18	50	**68**	32	17	51	**69**	31
Migrant	State	9	50	**59**	41	18	47	**66**	34	22	39	**61**	39

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			
	Count / Percentage		
Credential type	2006-2007	2007-2008	2008-2009
Advanced Diploma	40,200 / 49.04%	42,188 / 49.12%	43,459 / 49.55%
Certificate of Completion	424 / .52%	439 / .51%	385 / .44%
GED	1,056 / 1.29%	1,217 / 1.42%	874 / 1%
GED/ISAEP	2,008 / 2.45%	2,374 / 2.76%	2,432 / 2.77%
General Achievement Diploma	<	<	<
Modified Standard Diploma	2,066 / 2.52%	2,034 / 2.37%	1,953 / 2.23%
Special Diploma	2,444 / 2.98%	2,454 / 2.86%	2,455 / 2.8%
Standard Diploma	33,771 / 41.2%	35,181 / 40.96%	36,149 / 41.21%

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

Career and Technical Education

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

Career and Technical Education				
		Count		
	Type	2006-2007	2007-2008	2008-2009
NOCTI Assessments	State	1917	2615	3376
State Licensures	State	1039	918	593
Industry Certification	State	10369	11942	15873
CTE Completers	State	*	35024	38340

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

Dropout Information

Schools report annually on the number of students in grade 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			
	Count / Percentage		
Student Subgroup	2006-2007	2007-2008	2008-2009
All Students	10,540 / 1.86%	10,752 / 1.89%	*
Female	4,312 / 1.55%	4,339 / 1.57%	*
Male	6,228 / 2.15%	6,413 / 2.21%	*
Other	550 / 5.14%	531 / 4.29%	*
Black	4,065 / 2.69%	4,286 / 2.86%	*
Hispanic	1,523 / 3.83%	1,553 / 3.66%	*
White	4,499 / 1.33%	4,467 / 1.34%	*
Asian	300 / 1.03%	275 / .92%	*
American Indian	35 / 2.05%	45 / 2.59%	*
Native Hawaiian	<	<	*

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	2006-2007	2007-2008	2008-2009
State			
All Schools	3	2	2
High Poverty	5	4	3
Low Poverty	2	1	1

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

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	2006-2007	2007-2008	2008-2009
State			
Provisional	7	7	6
Special Education Conditional	2	2	1

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	2006-2007	2007-2008	2008-2009
State			
Bachelor's Degree	0	0	0
Master's Degree	0	0	0
Doctoral Degree	0	0	0

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

National Assessment of Educational Progress (NAEP)

The NAEP, also known as The Nation's Report Card, is a national assessment of student achievement that is taken by samples of students representative of each state and of the nation. Tests in reading and mathematics are administered every two years and provide a means of comparing the progress of states in raising student achievement.

2007 NAEP Grade 4 Mathematics

2007 NAEP Grade 4 Mathematics Pass Rate				
	Below Basic	Basic	Proficient	Advanced
All Students	13	45	35	7
Black	27	56	17	1
Hispanic	18	54	26	1
White	7	40	44	9
Asian/Pacific Islanders/Native Hawaiian	4	37	45	15
American Indian	<	<	<	<
Students With Disabilities	26	48	23	3
Economically Disadvantaged	24	56	19	1
Limited English Proficient	17	53	26	4
Unclassified	9	47	34	9

2007 NAEP Grade 4 Mathematics Participation Rate	
Students With Disabilities	73
Limited English Proficient	86

Key: < = NAEP reporting standards were not met since the sample size was too small.

2007 NAEP Grade 4 Reading

2007 NAEP Grade 4 Reading Pass Rate				
	Below Basic	Basic	Proficient	Advanced
All Students	26	37	29	9
Black	40	41	17	2
Hispanic	39	35	20	5
White	19	35	35	11
Asian/Pacific Islanders/Native Hawaiian	14	38	36	13
American Indian	<	<	<	<
Students With Disabilities	48	28	19	4
Economically Disadvantaged	42	39	17	2
Limited English Proficient	42	34	21	4
Unclassified	<	<	<	<

2007 NAEP Grade 4 Reading Participation Rate	
Students With Disabilities	53
Limited English Proficient	69

Key: < = NAEP reporting standards were not met since the sample size was too small.

2007 NAEP Grade 8 Mathematics

2007 NAEP Grade 8 Mathematics Pass Rate				
	Below Basic	Basic	Proficient	Advanced
All Students	23	39	29	9
Black	44	41	14	1
Hispanic	36	40	20	5
White	14	40	35	12
Asian/Pacific Islanders/Native Hawaiian	16	31	35	18
American Indian	<	<	<	<
Students With Disabilities	55	33	11	2
Economically Disadvantaged	43	43	13	2
Limited English Proficient	39	39	17	5
Unclassified	<	<	<	<

2007 NAEP Grade 8 Mathematics Participation Rate	
Students With Disabilities	57
Limited English Proficient	71

Key: < = NAEP reporting standards were not met since the sample size was too small.

2007 NAEP Grade 8 Reading

2007 NAEP Grade 8 Reading Pass Rate				
	Below Basic	Basic	Proficient	Advanced
All Students	21	45	31	3
Black	36	49	15	0
Hispanic	33	42	22	3
White	15	44	37	4
Asian/Pacific Islanders/Native Hawaiian	10	36	49	5
American Indian	<	<	<	<
Students With Disabilities	59	33	8	0
Economically Disadvantaged	35	49	15	1
Limited English Proficient	43	45	12	0
Unclassified	<	<	<	<

2007 NAEP Grade 8 Reading Participation Rate	
Students With Disabilities	54
Limited English Proficient	58

Key: < = NAEP reporting standards were not met since the sample size was too small.

Appendix (B)(1)

Common Standards

A. **Excerpts from *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (8 VAC 20-131) (http://www.doe.virginia.gov/VDOE/Accountability/soa_09.pdf)**

8 VAC 20-131-5. Definitions.

"Standard unit of credit" or "standard credit" means credit awarded for a course in which the student successfully completes 140 clock hours of instruction and the requirements of the course. Local school boards may develop alternatives to the requirement for 140 clock hours of instruction as provided for in these regulations at 8 VAC 20-131-110.

"Verified unit of credit" or "verified credit" means credit awarded for a course in which a student earns a standard unit of credit and achieves a passing score on a corresponding end-of-course SOL test or an additional test approved by the Board of Education as part of the Virginia assessment program.

8 VAC 20-131-50. Requirements for graduation.

A. The requirements for a student to earn a diploma and graduate from a Virginia high school shall be those in effect when that student enters the ninth grade for the first time. Students shall be awarded a diploma upon graduation from a Virginia high school.

When students below the ninth grade successfully complete courses offered for credit in grades 9 through 12, credit shall be counted toward meeting the standard units required for graduation provided the courses are equivalent in content and academic rigor as those courses offered at the secondary level. To earn a verified unit of credit for these courses, students must meet the requirements of 8 VAC 20-131-110.

The following requirements shall be the only requirements for a diploma, unless a local school board has prescribed additional requirements that have been approved by the Board of Education. All additional requirements prescribed by local school boards that have been approved by the Board of Education remain in effect until such time as the local school board submits a request to the board to amend or discontinue such requirements.

B. Requirements for a Standard Diploma.

1. Beginning with the ninth-grade class of 2010-2011 and beyond, students shall earn the required standard and verified units of credit described in subdivision 2 of this subsection.

2. Credits required for graduation with a Standard Diploma.

Discipline Area	Standard Units of Credit Required	Verified Credits Required
English	4	2
Mathematics[1]	3	1
Laboratory Science[2,6]	3	1
History and Social Sciences[3, 6]	3	1
Health and Physical Education	2	
Foreign Language, Fine Arts or Career and Technical Education[7]	2	
Economics and Personal Finance	1	
Electives[4]	4	
Student Selected Test[5]		1
Total	22	6

[1] Courses completed to satisfy this requirement shall include at least two different course selections from among: Algebra I, Geometry, Algebra, Functions, and Data Analysis, Algebra II, or other mathematics courses above the level of Algebra II. The board shall approve courses to satisfy this requirement.

[2] Courses completed to satisfy this requirement shall include course selections from at least two different science disciplines: earth sciences, biology, chemistry, or physics or completion of the sequence of science courses required for the International Baccalaureate Diploma. The board shall approve courses to satisfy this requirement.

[3] Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and one course in either world history or geography or both. The board shall approve courses to satisfy this requirement.

[4] Courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality.

[5] A student may utilize additional tests for earning verified credit in computer science, technology, career and technical education, economics, or other areas as prescribed by the board in 8 VAC 20-131-110.

[6] Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for (i) the student selected verified credit and (ii) either a science or history and social science verified credit when the certification, license, or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the Board of Education as an additional test to verify student achievement.

[7] Pursuant to Section 22.1-253.13:4, Code of Virginia, credits earned for this requirement shall include one credit in fine or performing arts or career and technical education.

Students completing the requirements for the Standard Diploma may be eligible to receive an honor deemed appropriate by the local school board as described in subsection K of this section.

C. Requirements for a Standard Technical Diploma.

1. Beginning with the ninth-grade class of 2010-2011 and beyond, students shall earn the required standard and verified units of credit described in subdivision 2 of this subsection.

2. Credits required for graduation with a Standard Technical Diploma.

Discipline Area	Standard Units of Credits Required	Verified Credits Required
English	4	2
Mathematics [1]	3	1
Laboratory Science [2,5]	3	1
History & Social Sciences [3, 5]	3	1
Health and Physical Education	2	
Fine Arts, or Foreign Language	1	
Economics and Personal Finance	1	
Career and Technical Education [4]	4	
Electives	1	
Student Selected [6]		1
Total	22	6

[1] Courses completed to satisfy this requirement shall include at least three different course selections from among: Algebra I, Geometry, Algebra Functions and Data Analysis, or Algebra II or other mathematics courses above the level of Algebra II. The board shall approve courses to satisfy this requirement.

[2] Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines from among: earth sciences, biology, chemistry, or physics, or completion of the sequence of science courses required for the International Baccalaureate Diploma. The board shall approve courses to satisfy this requirement.

[3] Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and one course in either world history or geography or both. The board shall approve courses to satisfy this requirement.

[4] Courses completed to satisfy this requirement must include a career concentration as approved by the board. If a career concentration includes a specific assessment approved by the board and the student is eligible to take the assessment, then the student must take this assessment.

[5] Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry or trade or professional association or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification competency credential or license for (i) the student selected verified credit and (ii) either a science or history and social science verified credit when the certification license or credential confers more than one verified credit. The examination or occupational

competency assessment must be approved by the board as an additional test to verify student achievement.

[6] A student may utilize additional tests for earning verified credit in computer science, technology, career and technical education, economics or other areas as prescribed by the board in 8 VAC 20-131-110.

Students completing the requirements for the Standard Technical Diploma may be eligible to receive an honor deemed appropriate by the local school board as described in subsection K of this section.

D. Requirements for an Advanced Studies Diploma. (Any student who meets the requirements for both the Advanced Studies and the Advanced Technical diploma may choose between these two diplomas.)

1. Beginning with the ninth-grade class of 2010-2011 and beyond, students shall earn the required standard and verified units of credit described in subdivision 2 of this subsection.

2. Credits required for graduation with an Advanced Studies Diploma.

Discipline Area	Standard Units of Credit Required	Verified Credits Required
English	4	2
Mathematics[1]	4	2
Laboratory Science[2]	4	2
History and Social Sciences[3]	4	2
Foreign Language[4]	3	
Health and Physical Education	2	
Fine Arts or Career and Technical Education	1	
Economics and Personal Finance	1	
Electives	3	
Student Selected Test[5]		1
Total	26	9

[1] Courses completed to satisfy this requirement shall include at least three different course selections from among: Algebra I, Geometry, Algebra II, or other mathematics courses above the level of Algebra II. The board shall approve courses to satisfy this requirement.

[2] Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines from among: earth sciences, biology, chemistry, or physics or completion of the sequence of science courses required for the International Baccalaureate Diploma. The board shall approve courses to satisfy this requirement.

[3] Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and two courses in either world history or geography or both. The board shall approve courses to satisfy this requirement.

[4] Courses completed to satisfy this requirement shall include three years of one language or two years of two languages.

[5] A student may utilize additional tests for earning verified credit in computer science, technology, career or technical education, economics, or other areas as prescribed by the board in 8 VAC 20-131-110.

Students completing the requirements for the Advanced Studies Diploma may be eligible to receive an honor deemed appropriate by the local school board as described in subsection K of this section.

E. Requirements for an Advanced Technical Diploma. (Any student who meets the requirements for both the Advanced Studies and the Advanced Technical diploma may choose between these two diplomas.)

1. Beginning with the ninth-grade class of 2010-2011 and beyond, students shall earn the required standard and verified units of credit described in subdivision 2 of this subsection.

2. Credits required for graduation with an Advanced Technical Diploma.

Discipline Area	Standard Units of Credit Required	Verified Credits Required
English	4	2
Mathematics[1]	4	2
Laboratory Science[2]	4	2
History and Social Sciences[3]	4	2
Foreign Language[4]	3	
Health and Physical Education	2	
Economics and Personal Finance	1	
Fine Arts or Career and Technical Education	1	
Career and Technical Education[5]	3	
Student Selected Test[6]		1
Total	26	9

[1] Courses completed to satisfy this requirement shall include at least three different course selections from among: Algebra I, Geometry, Algebra II, or other mathematics courses above the level of Algebra II. The board shall approve courses to satisfy this requirement.

[2] Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines from among: earth sciences, biology, chemistry, or physics or completion of the sequence of science courses required for the International Baccalaureate Diploma. The board shall approve courses to satisfy this requirement.

[3] Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and two courses in either world history or geography or both. The board shall approve courses to satisfy this requirement.

[4] Courses completed to satisfy this requirement shall include three years of one language or two years of two languages.

[5] Courses completed to satisfy this requirement must include a career concentration as approved by the board. If a career concentration includes a specific assessment approved by the board and the student is eligible to take the assessment, then the student must take this assessment.

[6] A student may utilize additional tests for earning verified credit in computer science, technology, career or technical education, economics, or other areas as prescribed by the board in 8 VAC 20-131-110.

Students completing the requirements for the Advanced Technical Diploma may be eligible to receive an honor deemed appropriate by the local school board as described in subsection K of this section.

School Accreditation

8 VAC 20-131-280. Expectations for school accountability.

A. Schools will be accredited annually based on compliance with pre-accreditation eligibility requirements and achievement of the school accountability requirements of 8 VAC 20-131-300 C.

B. Each school shall be accredited based, primarily, on achievement of the criteria established in 8 VAC 20-131-30 and in 8 VAC 20-131-50 as specified below:

1. The percentage of students passing the Virginia assessment program tests in the four core academic areas administered in the school, with the accreditation rating calculated on a trailing three-year average that includes the current year scores and the scores from the two most recent years in each applicable academic area, or on the current year's scores, whichever is higher.

2. The percentage of students graduating from or completing high school based on a graduation and completion index prescribed by the Board of Education. The accreditation rating of any school with a twelfth grade shall be determined based on achievement of required SOL pass rates and percentage points on the board's graduation and completion index. School accreditation shall be determined by the school's current year index points or a trailing three-year average of index points that includes the current year and the two most recent years, whichever is higher. The Board of Education's graduation and completion index shall include weighted points for diploma graduates (100 points), GED recipients (75 points), students not graduating but still in school (70 points), and students earning certificates of program completion (25 points). The Board of Education's graduation and completion index shall account for all students in the graduating class's ninth-grade cohort, plus students transferring in, minus students transferring out and deceased students. Those students who are not included in one of the preceding categories will also be included in the index.

3. The number of students who successfully complete a remediation recovery program.

4. Schools, with grade configurations that do not house a grade or offer courses for which SOL tests or additional tests approved by the Board of Education as outlined in 8 VAC 20-131-110 are administered, will be paired with another school in the division housing one or more of the grades in which SOL tests are administered. The pairing of such schools will be made upon the recommendation of the local superintendent. The schools should have a "feeder" relationship and the grades should be contiguous.

C. Subject to the provisions of 8 VAC 20-131-350, the governing school board of special purpose schools such as those provided for in § 22.1-26 of the Code of Virginia, Governor's schools, special education schools, alternative schools, or career and technical schools that serve as the student's school of principal enrollment may seek approval of an alternative accreditation plan from the Board of Education. Schools offering alternative education programs and schools with a graduation cohort of 50 or fewer students as defined by the graduation rate formula adopted by the board may request that the board approve an alternative accreditation plan to meet the graduation and completion index benchmark. Special purpose schools with alternative accreditation plans shall be evaluated on standards appropriate to the programs offered in the school and approved by the board prior to August 1 of the school year for which approval is requested. Any student graduating from a special purpose school with a Standard, Advanced Studies, or Modified Standard Diploma must meet the requirements prescribed in 8 VAC 20-131-50.

D. When calculating the passing rates on Virginia assessment program tests for the purpose of school accreditation, the following tolerances for limited English proficient (LEP) and transfer students will apply:

1. The scores of LEP students enrolled in Virginia public schools fewer than 11 semesters may be removed from the calculation used for the purpose of school accreditation required by 8 VAC 20-131-280 B and 8 VAC 20-131-300 C. Completion of a semester shall be based on school membership days. Membership days are defined as the days the student is officially enrolled in a Virginia public school, regardless of days absent or present. For a semester to count as a completed semester, a student must have been in membership for a majority of the membership days of the semester. These semesters need not be consecutive.

2. In accordance with the provisions of 8 VAC 20-131-30, all students who transfer into Virginia public schools are expected to take and pass all applicable SOL tests in the content areas in which they receive instruction.

3. All students who transfer within a school division shall have their scores counted in the calculation of the school's accreditation rating. Students who transfer into a Virginia school from home instruction, or from another Virginia school division, another state, or another country, in grades kindergarten through 8 shall be expected to take all applicable SOL tests or additional tests approved by the board as outlined in 8 VAC 20-131-110. If the transfer takes place after the 20th instructional day following the opening of school, the scores on these tests may be used in calculating school accreditation ratings.

4. Students who transfer into a Virginia middle or high school from home instruction, or from another state or country, and enroll in a course for which there is an end-of-course SOL test, shall be expected to take the test or additional tests for that course approved by the board as outlined in 8 VAC 20-131-110. If the transfer takes place after 20 instructional hours per course have elapsed following the opening of school or beginning of the semester, if applicable, the scores on those tests may be used in calculating school accreditation ratings in the year the transfer occurs.

5. Students who enroll on the first day of school and subsequently transfer to a school outside of the division for a total amount of instructional time equal to or exceeding 50 percent of a current school year or semester, whether the transfer was a singular or multiple occurrence, and return during the same school year shall be expected to take any applicable SOL test. The scores of those tests may be used in calculating the school accreditation rating in the year in which the transfers occur.

E. The Board of Education may adopt special provisions related to the administration and use of any Virginia assessment program test in a content area. The Board of Education may adopt special provisions related to the administration and use of the graduation and completion index, as prescribed by the board. The Board of Education may also alter the inclusions and exclusions from the accreditation calculations by providing adequate notice to local school boards. The board may add new tests or discontinue the use of existing tests in the Virginia Assessment Program by providing adequate notice to local school boards.

F. As a prerequisite to the awarding of an accreditation rating as defined in 8 VAC 20-131-300, each new or existing school shall document, in a manner prescribed by the board, the following: (i) the division's promotion/retention policies developed in accordance with the requirements of 8 VAC 20-131-30, (ii) compliance with the requirements to offer courses that will allow students to complete the graduation requirements in 8 VAC 20-131-50, (iii) the ability to offer the instructional program prescribed in 8 VAC 20-131-70 through 8 VAC 20-131-100, (iv) the leadership and staffing requirements of 8 VAC 20-131-210 through 8 VAC 20-131-240, and (v) the facilities and safety provisions of 8 VAC 20-131-260. The division superintendent shall report to the department compliance with this subsection through the pre-accreditation eligibility procedures in 8 VAC 20-131-290.

B. Excerpts from the *Code of Virginia* Regarding the Board of Education's Responsibility and Authority Related to Academic Standards Development

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

. . .

B.

. . .

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.

C. Governor Kaine's Letter of Commitment to the American Diploma Project (ADP) Network

COMMONWEALTH of VIRGINIA

Office of the Governor

Timothy M. Kaine
Governor

January 29, 2007

Mr. Michael Cohen
President
Achieve, Inc.
1775 Eye Street, NW, Suite 410
Washington, DC 20006

Dear Mr. Cohen:

Among the top goals of my administration is improving the college and workforce readiness of Virginia's high school graduates. Associated objectives, for which I have set targets and timelines, include increasing the proportion of students who take Algebra I in 8th grade, increasing the proportion of students successfully completing AP, IB and dual enrollment courses in high school, and increasing the number of industry certifications, state licenses, and successful NOCTI assessments earned by high school students.

Virginia's P-16 Education Council is leading this effort, with support from an NGA Honor States grant. Through the grant, we have set additional related objectives and are currently working on ten-year goals for college and workforce readiness. Additionally, we launched a State Scholars Initiative last year to encourage more students to complete a rigorous course of study in high school.

We are encouraged by the momentum of these efforts, and are now ready to take the next and more fundamental step of aligning our high school standards and assessments with the expectations of postsecondary educators and employers. Our P-16 Council and its constituent groups are committed to developing a working definition of postsecondary readiness; incorporating an assessment of readiness into our high school assessment program; requiring students to take a rigorous curriculum that prepares them for postsecondary education and the workplace in order to earn a high school diploma; and ensuring that we have strong, results-oriented accountability systems for high schools and public higher education institutions.

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(804) 786-2211 • TTY (800) 828-1120
www.governor.virginia.gov

We look forward to working closely with Achieve and other states joining the American Diploma Project Network to develop detailed action plans and track our progress. Our leadership team for this process will include my Secretary of Education Tom Morris, Superintendent of Public Instruction Billy Cannaday, State Board of Education President Mark Emblidge, State Council of Higher Education Executive Director Dan LaVista, Virginia Community College System Chancellor Glenn DuBois and State Council of Higher Education Chairman and business leader, Alan Wurtzel. The technical support and guidance of your staff, along with the inspiration and encouragement to be found working together with a cohort of states, will be most helpful to us as we pursue these important policy goals.

Sincerely,

Timothy M. Kaine

TMK/jpm
c: The Honorable Tom Morris, Secretary of Education

D. Scope of Services as Part of the Consortium of States in the American Diploma Project (ADP) Network

Achieve, Inc.

INVOICE 60545-06 #52-2007320

Judith E. Heiman
Office of the Secretary
Virginia Department of Education
1111 E. Broad St., 4th Floor
P.O. Box 1475,
Richmond, VA 23218

March 16, 2007

Total Payment Due:

For participation in Cohort III of the Achieve Alignment Institutes, which includes **the following services provided by Achieve:**

- Technical assistance provided for each state team during the Institutes.
- Alignment handbook, tools, activities and data for state use.
- Comparison of mathematics and English American Diploma Project Benchmarks, ACT standards, and College Board standards.
- State-specific side-by-side comparison of current secondary school mathematics and English standards with American Diploma Project Benchmarks.
- Achieve Quality Reviews – Phase I and II and gap analysis with recommendations for refinements, as appropriate.
- Lodging and meals for 8-10 Alignment Team members at three Alignment Institutes in Dallas, TX, Minneapolis, MN, and Washington, DC

Additional costs to be covered by Virginia

- Travel for 8-10 Alignment Team members to the Institutes.
- Convening work groups within states to carry out alignment activities.

Please Call Jason Weedon (202-419-1554) if you have any questions.

Please Remit to: Achieve, Inc.
T. Jason Weedon
1775 Eye Street, N.W., Suite 410
Washington, D.C. 20006

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E. Achieve's Quality Review of the Alignment of Virginia's Proposed Revised *Mathematics Standards of Learning* (November 2008)

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Peter Sayre
Controller
Prudential Financial, Inc.

November 21, 2008

Dr. Patricia Wright
Superintendent of Public Instruction
Virginia Department of Education
PO Box 2120
Richmond, VA 23218

Dear Dr. Wright:

Achieve has completed the final Quality Review of the alignment of Virginia's proposed revised *Mathematics Standards of Learning* (accepted by the Board of Education on October 23, 2008 for first review) during this period of time provided for public comment. While the standards have not yet been finalized, the primary purpose of this review is to ensure that the state's proposed revised academic standards for exiting high school align with the expectations for success in college and career. The American Diploma Project (ADP) Benchmarks to which these proposed revised Virginia standards were compared represent the knowledge and skills required for successful entry into credit-bearing college courses and quality jobs. A secondary purpose of this review is to ensure that these proposed revised standards meet the criteria of high quality standards that include rigor, coherence, focus, specificity, clarity/accessibility, and measurability.

The Virginia proposed revised *Mathematics Standards of Learning (SOL)* present student learning expectations that are intellectually demanding and generally well aligned with the ADP Benchmarks. If Virginia's students master the state standards, they will likely be well prepared for both workplace and college success.

Summary of Findings

- *Virginia's proposed revised Mathematics SOL are generally well aligned to the ADP Benchmarks in mathematics.* The revisions enhance the rigor of the standards and their alignment with the ADP Benchmarks in mathematics, particularly in the area of data, statistics and probability. Virginia proposes adding expectations about the normal distribution and its associated statistics in both Algebra I and Algebra II that will better prepare students for college and the workplace. In addition, the state has added explicit language to the introduction about the importance of technology, but has removed explicit references to technology from the standards themselves. The

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state should ensure that technology is comprehensively treated in the revisions to the *Mathematics SOL* Curriculum Framework that include the Essential Knowledge and Skills and Essential Understandings as proposed.

- *Virginia's proposed revised Mathematics SOL for Algebra, Functions, and Data Analysis provide the scaffold for a strong and innovative option to Algebra II.* The proposed revised Algebra, Functions, and Data Analysis has the potential to provide students with rigorous mathematics at or approaching the level of Algebra II in a more applied and contextualized format — one well suited to students not intending to pursue mathematics intensive STEM majors and careers. The state is encouraged to develop the *Mathematics SOL* Curriculum Framework that includes the Essential Knowledge and Skills and Essential Understandings to support and further develop the standards articulated for this course.

- *Virginia has enhanced the organization and increased the focus of its proposed revised high school standards while reducing the actual number of standards.* Virginia is to be commended for a number of steps taken to add clarity and focus to its high school expectations including the development of an organizational framework for each course that consists of headings under which standards are categorized. Topics have been streamlined as well. These proposed revisions should ensure that the standards are more useful to teachers and curriculum developers and more understandable to educators and non-educators alike.

- *While alignment between the proposed revised Mathematics SOL and the ADP Benchmarks is generally strong, there is a difference between the level of preparation students will receive if they follow a course of study that culminates with Algebra, Functions and Data Analysis rather than Algebra II, which the state has clarified for students and teachers.* Students who successfully complete a sequence culminating in Algebra II should be very well prepared for college level mathematics, including those courses required for STEM majors and careers. On the other hand, students who successfully complete a course sequence that culminates with Algebra, Functions and Data Analysis will be prepared to take non-remedial credit bearing courses such as College Algebra, but will not have the level of preparation required to successfully pursue mathematics intensive programs of study in college. The proposed revisions now make this distinction clear to students and teachers.

Overall, this review found that as expectations for graduating students, the proposed revised *Mathematics SOL* are intellectually challenging. However, as noted in prior Achieve reviews, it is still true that the high school graduation requirements are problematic in not requiring mathematics beyond Geometry. Given Virginia's graduation requirements for a Standard Diploma—at least three standard credits and one verified credit in mathematics to include at least two courses from among Algebra I, Geometry, Algebra II, or other mathematics courses above the level of algebra and geometry—it is possible that a student may not advance beyond the successful completion of Geometry. By not completing either Algebra II or Algebra, Functions, and Data Analysis, these students will not have had the opportunity to learn a substantial portion

of content that the ADP Benchmarks define as critical preparation for success in postsecondary education or 21st century careers.

In conclusion, with these proposed revisions to the *Mathematics SOL*, Virginia has taken an important step to better prepare young people for success in postsecondary education and in their careers. My Achieve colleagues and I look forward to continuing to support your efforts to ensure that Virginia's students are prepared for the real world demands they will face upon graduation.

Regards,

(b)(6)

Laura Slover
Vice President for Content & Policy Research,
Achieve

LMS:ms

Enclosure

cc: Dr. Thomas Morris
Secretary of Education, Commonwealth of Virginia

Dr. Mark Emblidge
President, Virginia Board of Education

Achieve Quality Review II

Feedback on Virginia's Proposed Revised *Mathematics Standards of Learning* (accepted by the Board of Education on October 23, 2008 for first review)

Documents Reviewed

In this review, Achieve focuses on Virginia's proposed revised *Mathematics Standards of Learning* (dated October 23, 2008) and how these standards align with the Achieve ADP Benchmarks for Mathematics. In preparing these proposed revised standards, the Virginia Department of Education took into consideration comments from a variety of groups, both within and outside of the Commonwealth. Achieve and Virginia's American Diploma Project (ADP) Alignment Team provided important feedback at formative junctures in this work, as part of the Commonwealth's participation in three ADP Alignment Institute meetings held since March 2007. Specifically, in March 2007 Achieve provided its initial analyses of Virginia's Algebra I, Geometry, and Algebra II standards—supplemented by selected standards from the middle grades, as needed, to align with the ADP Benchmarks. Virginia's ADP Alignment Team took Achieve's initial analysis into consideration when making proposed revisions to the standards, which were then re-submitted for a comprehensive "Quality Review I" analysis completed in the spring of 2008. For this Quality I Review, Standards of Learning for Algebra, Functions and Data Analysis were also available so Achieve was able to incorporate them into its analysis.

For this final review, a "Quality Review II," Achieve is focusing its analysis on the proposed revised *Mathematics Standards of Learning* (dated October 23, 2008, as accepted by the Board of Education for first review) for Algebra I, Geometry, Algebra II, and Algebra, Functions, and Data Analysis. Achieve also included proposed revised standards for earlier grades, as needed, since the ADP Benchmarks to which the Commonwealth's proposed revised standards were being aligned are cumulative in nature and contain content that may be addressed in middle school grades.

Achieve Review Panel Comments

- **Virginia's proposed revised *Mathematics Standards of Learning (SOL)* are generally well aligned with the ADP Benchmarks in mathematics.**

Virginia has taken its work to align its state standards with the ADP Benchmarks quite seriously. The feedback provided as part of earlier Achieve reviews has been taken into consideration and the Commonwealth's responses are reflected in the proposed revised standards. Since proposed revisions to the Commonwealth's Curriculum Framework documents were not provided for Achieve's review, it is assumed that none of the content from these supporting documents which further develop the Standards of Learning through the delineation of Essential Knowledge and Skills and Essential Understandings has been deleted. It is apparent from the review of the proposed revised *Mathematics SOL*, however, that substance from the current *Mathematics SOL* has been proposed to be

moved to the Curriculum Framework documents. Achieve reviewers viewed this as an organizational revision, not a substantive deletion from the proposed revised *Mathematics SOL*, and hence credited Virginia with including such content in its expectations.

The state has responded to Achieve's earlier feedback by making edits and additions to its standards to more closely align with the ADP Benchmarks. For example, Virginia's Algebra I, Geometry, and Algebra II standards had earlier been identified as having weak alignment with the ADP Benchmarks with respect to including an understanding of the normal distribution. The ADP Benchmarks clearly state that students should know the characteristics of the normal distribution. Virginia has responded by proposing to add expectations about the normal distribution and its associated statistics in both Algebra I and Algebra II. Coupled with the inclusion of the normal curve in Virginia's recently adopted Standards of Learning for Algebra, Functions and Data Analysis, the proposed revised standards will ensure that all students in Virginia have the opportunity to learn about a facet of data analysis and statistics that will better prepare them for college and the workplace. In those select instances where the state has chosen not to take Achieve's suggestions (for example, an even more extensive treatment of data, statistics and probability in Algebra I or Algebra II), the gaps are not significant enough to impact the overall strong alignment of the proposed revised *Mathematics SOL* with the ADP Benchmarks.

While technology is still apparent in the proposed revised *Mathematics SOL*, it is not as clearly visible within the proposed standards as it is in the existing standards. The Goals that accompany the proposed revised standards make clear that Virginia strives to prepare students who can "compete in a technologically sophisticated work force." It is explicitly stated that "graphing utilities, spreadsheets, calculators, computers, and other forms of electronic information technology are now standard tools for mathematical problem solving in science, engineering, business and industry, government, and practical affairs" and that "the use of technology must be an integral part of teaching, learning, and assessment." In addition, the introductory paragraphs that precede each set of course standards emphasize that graphing calculators, computers, and other appropriate technology tools are to be used to assist in teaching and learning. It is somewhat curious, given this strong advocacy for technology in the introductory material accompanying the proposed revised standards, that explicit references to technology have been deleted from the standards themselves. In many instances, references to technology have been moved to the Curriculum Framework documents. Hopefully, teachers will attend to the references to technology in the introductory text and in the Curriculum Framework.

- **Virginia's proposed revised *Mathematics SOL* for Algebra, Functions, and Data Analysis provide the scaffold for a strong and innovative option—one well suited to students not intending to pursue mathematics intensive STEM majors and careers. The Commonwealth is encouraged to develop a Curriculum Framework to support and further develop the standards articulated for this course.**

States across the country are struggling to define mathematics courses that provide students with rigorous mathematics at or approaching the level of Algebra II in a more applied and contextualized format. Virginia's Algebra, Functions, and Data Analysis standards provide a strong framework for such a course but would benefit from the same level of supporting detail that is provided for the other high school courses (Algebra I, Geometry, and Algebra II). To provide districts and schools with the level of detail they need to implement such a course, it is important that the Commonwealth develop Essential Understandings and Essential Knowledge and Skills for this course, enlisting both postsecondary faculty and high school teachers to help ensure that the course adequately prepares students for postsecondary success in non-remedial credit-bearing mathematics courses. In addition, the Commonwealth could add credibility to this course by also developing an end-of-course exam so that students could earn a verified mathematics credit for successful completion of this course.

- **Virginia has enhanced the organization and increased the focus of its proposed revised high school standards while reducing the actual number of standards. This should ensure that the standards are more useful to teachers and curriculum developers and more understandable to educators and non-educators alike.**

In developing the proposed revised *Mathematics SOL*, Virginia is to be commended for a number of steps taken to add clarity and focus to its high school expectations. As discussed earlier, clarifying language has been added to the introductions of each course to clarify which students are expected to achieve each set of course standards. In addition to this, a number of other steps have been taken to enhance the standards' focus. First, an organizational framework has been developed for each course that consists of headings under which standards are categorized. For example, the headings for Algebra I consist of: Expressions and Operations, Equations and Inequalities, Functions, and Statistics. Standards for each course have been re-sequenced and re-worded so as to fit well into these categories. This is a nice addition that is missing from the existing Standards of Learning. Second, to increase the brevity and focus of the proposed revised *Mathematics SOL*, it is proposed that significant portions of the existing *SOL* be moved into the supporting Curriculum Framework document. This increases the clarity of the standards, without eliminating the level of detail that will be critical to successful implementation by teachers. And third, some topics (such as matrices in Algebra I and Algebra II) have been eliminated from the proposed revised *Mathematics SOL* in an attempt to focus on content important for all students. Another example of this paring back of topics is the replacement of conic sections, in general, in Algebra II with a more focused standard dealing with circles and their equations.

The end result of these steps to enhance the focus and clarity of the standards is a reduction in the number of proposed revised standards. In Algebra I, the decrease is from eighteen to ten standards, and the proposed decrease for Algebra II is from twenty to thirteen standards. In Geometry, the proposed reduction is from fourteen standards to thirteen standards.

- **While alignment between the proposed revised *Mathematics SOL* and the ADP Benchmarks is generally strong, there are distinctions, which the state has clarified for students and teachers, between the level of preparation students will receive if they follow a course of study that culminates with Algebra, Functions and Data Analysis, as opposed to Algebra II.**

Virginia's proposed revised *Mathematics SOL* clearly state in the introductions to the Algebra I and Geometry standards that all students are expected to achieve these standards. Following completion of Geometry, it is clear that students in Virginia have two options. All students who intend to pursue a technical field are expected to achieve the Algebra, Functions and Data Analysis or Algebra II standards. All students preparing for postsecondary and advanced technical studies are expected to achieve the Algebra II standards.

Both the Algebra, Functions, and Data Analysis standards and the Algebra II standards define rigorous courses—but they prepare students for different options. Students who successfully complete a sequence culminating in Algebra II should be very well prepared for college level mathematics, including those courses required for STEM majors and careers. On the other hand, students who successfully complete a course sequence that culminates with Algebra, Functions and Data Analysis will be prepared to take non-remedial credit bearing courses such as College Algebra, but will not have the level of preparation required to successfully pursue mathematics intensive programs of study in college.

Students taking a course sequence that culminates with Algebra II will receive a more rigorous algebra preparation than those students who take a course sequence culminating in Algebra, Functions, and Data Analysis. For example, Virginia's proposed revised Algebra II standards are clear that students are to be able to add, subtract, multiply, divide and simplify rational algebraic expressions. This is not addressed explicitly in the standards for Algebra, Functions, and Data Analysis. On the other hand, the Algebra, Functions, and Data Analysis standards include a deeper and more comprehensive treatment of a number of statistical concepts such as experimental design, probability, and the normal curve than the Algebra II standards. (The proposed revised Algebra II standards have been enhanced to better address some statistical concepts, such as the normal distribution, that students might not otherwise encounter until Pre-calculus.)

Finally, this review has found that as expectations for graduating students, the proposed revised *Mathematics SOL* are intellectually challenging. However, as noted in prior Achieve reviews, it is still true that the high school graduation requirements are problematic in not requiring mathematics that extends beyond Geometry. Achieve has focused on the proposed revised *Mathematics SOL* for Algebra I, Geometry, Algebra II, and Algebra, Functions, and Data Analysis in this alignment study, and the resulting alignment with the ADP Benchmarks is generally strong. Unfortunately, given Virginia's graduation requirements for a Standard Diploma—at least three standard credits and one verified credit in mathematics to include at least two courses from among Algebra I, Geometry, Algebra II, or other mathematics courses above the level of algebra

and geometry—it is possible that a student may not advance beyond the successful completion of Geometry. By not completing either Algebra II or Algebra, Functions, and Data Analysis, these students will not have had the opportunity to learn a substantial portion of content that the ADP Benchmarks define as critical preparation for success in postsecondary education or 21st century careers. Virginia should consider raising its graduation requirement to require students to take a rigorous core curriculum that includes mathematics at the level of Algebra II and/or Algebra, Functions, and Data Analysis.

In conclusion, the proposed revised *Mathematics Standards of Learning* are intellectually demanding and align well with the ADP Benchmarks, when the benchmarks for Algebra I, Geometry, Algebra II, and Algebra, Functions, and Data Analysis are taken into consideration. Students achieving proficiency in these standards will be well prepared for both workplace and college success.

Achieve

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F. Achieve's Quality Review of the Alignment of Virginia's Proposed Revised *English Standards of Learning Curriculum Framework with Additions from Achieve's American Diploma Project* (February 2009)

February 5, 2009

Superintendent Patricia Wright
Virginia Department of Education
James Monroe Building
101 N. 14th Street
Richmond, VA 23219

Dear Dr. Wright:

Achieve has completed the final Quality Review of the alignment of Virginia's proposed revised *English Standards of Learning Curriculum Framework with Additions from Achieve's American Diploma Project (September 2008).* The primary purpose of this review is to ensure that the state's academic standards for exiting high school align with the expectations for success in college and career. The American Diploma Project (ADP) Benchmarks to which these Virginia standards were compared represent the knowledge and skills required for successful entry into credit-bearing college courses and quality jobs. A secondary purpose of this review is to ensure that the Virginia standards meet the criteria of high quality standards that include rigor, coherence, focus, specificity, clarity/accessibility, and measurability.

The proposed revised *Virginia English Standards of Learning Curriculum Framework* presents student learning expectations that are intellectually demanding and well aligned with the ADP Benchmarks. If Virginia students master the state standards, they will likely be prepared for both college and career success.

Summary of Findings

- *The proposed revised Virginia English Standards of Learning Curriculum Framework is well aligned to the ADP Benchmarks.* The ADP content in all areas, including Language, Communication, Writing, Research, Logic, Informational Text, Media, and Literature, is addressed by Virginia's expectations.
- *Virginia joins 13 states that have completed the alignment process and emerged with a similar Common Core of college- and career-ready standards.* Although a well-prepared high school graduate will have

mastered all of the knowledge and skills found in the ADP Benchmarks, Achieve has identified a critical subset, which is present in the standards of 13 other states that have completed the alignment process.[1] The *Virginia English Standards of Learning Curriculum Framework*, this latest draft of Virginia's standards, includes all of these English Common Core benchmarks.

- *While this draft is aligned to the content of the ADP Benchmarks, Virginia should consider making further revisions in the structure and organization of the English Standards of Learning Curriculum Framework that are needed to improve the overall focus and coherence of the standards.* As the state embarks on a full revision of the *Virginia English Standards of Learning Curriculum Framework*, it will be important to consider the recommendations provided by Achieve reviewers in Quality Review I as well as within this report. The state should consider clarifying the focus of Virginia's document; the progression across grade levels; and the connections among the Standards for Learning, the Essential Knowledge, Skills, and Processes (EKSP) and the Understanding the Standard (Teacher Notes) sections of the document.

In conclusion, with these proposed revisions to the *Virginia English Standards of Learning Curriculum Framework,* the state has taken a step to better prepare young people for success in postsecondary education and in their careers. My Achieve colleagues and I look forward to continuing to support your efforts to ensure that Virginia's students are prepared for the real-world demands they will face upon graduation.

Regards,

(b)(6)

Laura Slover
Vice President for Content & Policy Research,
Achieve

LMS:ms

Enclosure

cc: Dr. Thomas Morris
Secretary of Education, Commonwealth of Virginia

[1] *Out of Many, One: Toward Rigorous Common Core Standards from the Ground Up*, Achieve, July 2008, available online at http://www.achieve.org/node/1019

Virginia Achieve Quality Review II
Detailed Comments from English Language Arts Review Panel
Enclosure

In this final Quality Review, Achieve focuses primarily on how the proposed revisions to the Virginia *English Standards of Learning Curriculum Framework with Additions from Achieve's American Diploma Project (September 2008)* align with the Achieve American Diploma Project (ADP) English Benchmarks. In addition to their rigor, Achieve also considered how the proposed standards meet its other criteria for quality standards including focus, coherence, specificity, clarity/accessibility, and measurability.

Documents Reviewed

For this analysis, Achieve reviewers considered the updated framework, *English Standards of Learning Curriculum Framework with Additions from Achieve's American Diploma Project* that is dated September 25, 2008. The Achieve reviewers also considered the July 24, 2007 Quality Review I of an earlier draft version of the *English Standards of Learning Curriculum Framework.*

Prior Recommendations from Quality Review I

In Quality Review I, Achieve reviewers regarded the framework as partially aligned with the ADP English Benchmarks. Alignment in the areas of writing, research, and literature was found to be strong while alignment in the areas of language, logic, and media was found to be relatively weak. The Achieve Quality Review I also raised some issues about the focus of Virginia's document; the progression across grade levels; and the connections among the Standards for Learning, the Essential Knowledge, Skills, and Processes (EKSP) and the Understanding the Standard (Teacher Notes) sections of the document.

Review Panel Findings

- **The proposed revised *Virginia English Standards of Learning Curriculum Framework* is well aligned to the ADP Benchmarks.**

To facilitate this Quality II review, the Virginia team provided Achieve with an updated draft of the side-by-side comparison of the ADP Benchmarks and Virginia standards and an updated draft of the curriculum framework, both clearly indicating that the Virginia team made changes to align fully with the ADP Benchmarks. Each of the ADP benchmarks to which the Virginia standards were not fully aligned is now addressed in the Virginia curriculum framework. These proposed revisions respond to the gaps identified by Achieve in the earlier review.

In the area of language, these changes are particularly effective. Many of the state's additions strengthen the high school expectations in such a way as to ensure that students will be able to understand and use language in different contexts and for varied purposes. For example, Virginia has added statements in grades 6 through 12 that will ensure that students are expected to use reference sources effectively, to analyze word affixes to learn new words, and to understand idioms and allusions, all of which are expectations included in the ADP English Benchmarks.

In a number of areas, Virginia has added ADP content in such a way that the statements add depth or breadth to the Virginia statements. For example, the inclusion of ADP F4 (Distinguish between a summary and a critique) adds a relevant and important expectation to statement 10.3 (The student will read, comprehend, and critique literary works). The inclusion of ADP F5 (Interpret and use information in maps, charts, graphs, time lines, tables and diagrams) and ADP F10 (Recognize the use or abuse of ambiguity, contradiction, paradox, irony, incongruities, overstatement, and understatement in text and explain their effect on the reader) under 10.4 (The student will read and interpret informational materials) are logical and add important elements to this Virginia expectation. Similarly, the inclusion of ADP E9 (Construct arguments…) under 11.7 (The student will write in a variety of forms, with an emphasis on persuasion) is logical and adds specificity to this Virginia statement.

- **Virginia joins 13 other states that have completed the alignment process and emerged with a similar Common Core of college- and career-ready standards that align with a critical subset of the ADP English Benchmarks.**

Achieve content experts have identified within the ADP Benchmarks a core subset of essential understandings that states must include in their standards if they are to address critical gaps and ensure that their graduates are well prepared for college and careers. Although a well-prepared high school graduate will have mastered all of the knowledge and skills found in the ADP Benchmarks, the "ADP Core" contained within the Benchmarks represents a vital subset that has emerged from the alignment process in 13 states in English. In the latest draft of its standards, Virginia has included all of these English Common Core benchmarks.

- **While this draft is well aligned to the content of the ADP Benchmarks, Virginia should consider the further revisions in the structure and organization of the English Standards of Learning Curriculum Framework that are needed in order to improve the overall focus and coherence of the state's standards.**

In the Quality Review I report, in addition to providing information on specific areas of alignment/non-alignment with the ADP statements, Achieve made a number of recommendations and advised the state to:

- consider the organization of statements;
- include a statement on the cumulative nature of the standards;
- review the progression of expectations across grade levels;
- provide a sample reading list or guidelines for text complexity;
- use a format that more clearly focuses on desired student outcomes and eliminates any confusion or lack of connection between the standard, the notes on Understanding the Standard, the Essential Understanding statements, and the Essential Knowledge, Skills, and Processes statements; and
- add a glossary or short examples to clarify technical terms.

In addition to these prior recommendations, this present draft suggests more revisions are needed. In some cases, the content from the ADP Benchmarks is now included under inappropriate headings. For example, Virginia's Standard 9.2 states, "The students will make planned oral presentations." Bullets a through f previously listed criteria for an effective oral presentation (such as including details, examples, using correct language). Now Virginia has also added ADP B1 (Give and follow spoken instructions to perform specific tasks, to answer questions or to solve problems) and B2 (Summarize information presented orally by others) within this list of lettered bullets. These are not criteria for an effective oral

presentation so it is unclear how they relate to making a "planned oral presentation." In this same standard on oral presentations, the state has added 9.2.A "The student will evaluate the aural, visual and written images." It is unclear exactly how this relates as a sub-category of the strand on "Oral Language" and Standard 9.2 (The student will make planned oral presentations).

Other examples of the addition of ADP content into the Virginia standards in a way that does not present a seamless set of expectations include the following.

- The state has added ADP E1 (Distinguish among facts and opinions, evidence and inferences.) under Virginia statement 10.3 (The student will read, comprehend, and critique literary works). E1 was written to address a skill students would demonstrate with nonfiction/persuasive texts, not literary works. As such, it does not seem a good fit under 10.3.

- The state has added ADP G1 (Evaluate the aural, visual and written images and other special effects used in television, radio, film and the Internet…) under 11.2 (The student will analyze and evaluate informative and persuasive presentations). If the state intends "presentations" to have a broader definition than a student-delivered oral presentation in the classroom, and to include television, radio, film and Internet productions, this should be clarified in 11.2.

- The state has added the following highlighted phrase to the end of 11.3: "The student will read and analyze relationships among American literature, history, and culture in all texts including informational, functional, persuasive, and literary texts." However, the EKSP statements below this statement relate only to literary texts, by addressing topics such as literary movements, universal characters, and major themes. This could be confusing to teachers.

Conclusion

Virginia's *English Standards of Learning Curriculum Framework with Additions from Achieve's American Diploma Project* present student learning expectations that are intellectually demanding and well aligned with the content of the ADP English Benchmarks.

Further revisions, however, could focus on the organization of the materials as indicated in this report, resulting in standards that are more effective. General editing would eliminate awkward additions of ADP Benchmark language that need to be further integrated into the standards to ensure that the expectations are clearly stated.

Report on the Rigor and Alignment to College Readiness of the Virginia Standards of Learning

Executive Summary

Mission Statement

The College Board's mission is to connect students to college success and opportunity. We are a not-for-profit membership organization committed to excellence and equity in education.

The College Board: Connecting Students to College Success

The College Board is a not-for-profit membership organization whose mission is to connect students to college success and opportunity. Founded in 1900, the organization is composed of more than 4,700 schools, colleges, universities, and other educational organizations. Each year, the College Board serves over three and a half million students and their parents, 23,000 high schools, and 3,500 colleges through major programs and services in college admissions, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT®, the PSAT/NMSQT®, and the Advanced Placement Program® (AP®). The College Board is committed to the principles of excellence and equity, and that commitment is embodied in all of its programs, services, activities, and concerns.

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The Virginia Department of Education has asked the College Board to conduct an evaluation of the *Mathematics Standards of Learning for Virginia Public Schools* (Commonwealth of Virginia Department of Education, 2001; hereinafter referred to as the Virginia Mathematics Standards) and the *English Standards of Learning for Virginia Public Schools* (Commonwealth of Virginia Department of Education, 2001; hereinafter referred to as the Virginia English Standards) with regard to their rigor and alignment to college readiness. In providing this report, the College Board views itself as a committed partner in helping the Virginia Department of Education set clear and high expectations for students in order to prepare them for college and for the 21st-century workforce.

This report is based on an alignment analysis comparing the Virginia Standards with the *Mathematics and Statistics College Board Standards for College Success* (College Board, 2006) (herein after referred to as the College Board Mathematics Standards) and the *English Language Arts College Board Standards for College Success* (College Board, 2006) (herein after referred to as the College Board English Standards).

The College Board Standards articulate a framework of high expectations and rigorous academic study beginning in grade 6 that will prepare students for the expectations they will face either in high school Advanced Placement Program® (AP®) courses or in their college studies. The College Board Standards are based on extensive empirical research to define the knowledge and skills students need to succeed in college. They are also aligned to College Board AP courses. The English language arts Standards are vertically aligned to the AP Literature and Composition and AP Language and Composition courses. The mathematics Standards are vertically aligned to the AP Calculus and AP Statistics courses. The College Board Standards thus define a vertically aligned sequence of course learning expectations that states can use as a model for preparing students to succeed in AP, college, and the workplace.

This report describes the results of a careful comparison of the College Board Standards with the Virginia Standards and their accompanying *Curriculum Frameworks*. The findings and recommendations in this report will provide the Virginia Department of Education an opportunity to ensure that Virginia students who successfully complete a program of study aligned to the Virginia Standards will be prepared for the intellectual rigors they will encounter in college and in the 21st century workplace.

Findings

Mathematics and Statistics

This study reveals that Virginia has much to be proud of. There is clearly good reason why the current Virginia Mathematics Standards have supported a decade-long trend of high performance in mathematics on the National Assessment of Education Progress (NAEP). Overall, there is strong alignment between the Virginia Mathematics Standards and the College Board Mathematics Standards. The recommendations in this report are meant to assist Virginia in continuing the high performance of its students in mathematics by identifying areas for improvement.

The alignment analysis shows that about half of the areas of weak or nonalignment are in the areas of *data analysis, statistics, probability,* and *similarity.* The Virginia Standards address these content areas episodically, defining expectations for student learning in these areas in particular years, with little connection and no clear developmental learning progression across years. This leads to excessive spiraling and review of these content areas from one year to another, with courses sometimes reviewing almost all of the content from a previous course.

Our analyses also show that some of the verbs used to describe student performance expectations indicate expectations at a relatively low cognitive level (e.g., use, know). These verbs could be elevated to a higher cognitive level (e.g. apply, compare, analyze).

Recommendations

Based on these analyses, the College Board makes the following recommendations for the Virginia Department of Education to consider in its review of the Virginia Standards in Mathematics:

1. Consider defining learning expectations for data analysis, probability, and statistics within each course in grades 6–12 to articulate a clear developmental learning progression that will prepare students for the quantitative and statistical literacies that are increasingly expected in college and the 21st-century workplace. The College Board Standards for data analysis and statistics require roughly 15 percent of the instructional time in each mathematics course. This is in line with the National Assessment of Educational Progress (NAEP) Mathematics framework, which specifies 15 percent and 25 percent of the grade 8 and grade 12 assessments, respectively, be devoted to data analysis and probability (National Assessment Governing Board, 2004).
2. Consider appropriately elevating some verbs used in the Essential Knowledge and Skills statements to encompass higher activities on Bloom's scale.
3. Consider reorganizing the core material in Algebra II, Trigonometry, and Mathematical Analysis into a two-course sequence of Algebra II and Precalculus. This would better prepare more students for college-level material.
4. Consider adding learning expectations for topic areas not fully addressed in the current Virginia Standards, including a more thorough understanding and application of similarity and having students formalize their understanding of geometry within the structure of an axiomatic system.

English Language Arts

General alignment between the Virginia English Standards and the College Board English Standards is strong. In the sub-disciplines of reading, writing, and research, almost every language arts performance expectation included within the College Board Standards has been addressed at some level from grades 6 through 12. And while the Virginia Standards need further development in defining learning expectations in communication skills, Virginia has at least devoted one of its content standards to that area. Many states have failed to recognize the importance of this significant part of English language arts. The recommendations in this report are meant to support further refinement of an already excellent English curriculum.

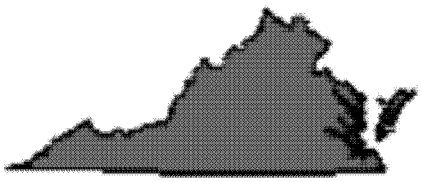
Primary Recommendations:
1. Our primary recommendation is that the Virginia Department of Education consider revising the conceptual organization that underlies both the Virginia Standards and the Curriculum Frameworks. Specifically, we encourage the Commonwealth to consider the following:

a. Reorganize the Standards and Curriculum Frameworks to define knowledge and skill categories (objectives) that make up each standard, and use these consistently for all grade levels in middle school and high school. We believe a single, common set of knowledge and skills categories in English language arts can be used to organize grade level expectations at the secondary level. The current organization of each standard is not consistent across grade levels; therefore, it does not support defining a progressive development of knowledge and skills as students take on increasingly sophisticated texts and tasks. Such a reorganization would improve the focus and coherence of the documents and would help clarify the connections between the Virginia Standards and the Curriculum Frameworks.
b. Within this single, common set of objectives, use the Essential Knowledge, Skills, and Processes (EKSPs) of the Curriculum Frameworks to define grade level expectations. Develop a coding system that links the EKSPs to the objectives. Clearly articulating and coding the relationships between the EKSPs in the Curriculum Frameworks and the objectives in the Virginia Standards will increase the coherence of the two documents and support a more coherent developmental progression across grade levels.

2. We also encourage the Virginia Department of Education to consider adding more detail to several English language arts content areas:

- Consider expanding the emphasis on developing students' communication skills.
- Consider defining explicit expectations for students' ability to monitor their reading comprehension and use specific reading comprehension strategies.
- Organize writing standards around a more explicit writing process model that will better support instruction.
- Consider basing the Oral Language Standards on a more explicit communication model to provide greater coherence to those Standards.

H. ACT's Analysis of Virginia's English, Mathematics, and Science Standards of Learning



STATE MATCH

Virginia
Standards of
Learning
English, Mathematics, and
Science
Grades 8-12

and

ACT
EXPLORE ,* PLAN ,*
and the ACT *

February 2007

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About This Report

EXECUTIVE SUMMARY
(pp. 1-2)

This portion summarizes the findings of the alignment between Virginia's Standards of Learning and ACT's Educational Planning and Assessment System (EPAS™) tests—EXPLORE® (8th, and 9th grades); PLAN® (10th grade); and the ACT® (11th and 12th grades). It also presents ACT's involvement in meeting NCLB requirements and describes additional critical information that ACT could provide to Virginia.

SECTION A
(pp. 3-5)

This section provides tables by content area (English, Mathematics, and Science) listing the precise number of Virginia Standards for Learning measured by ACT's EPAS tests by grade level.

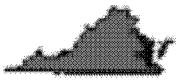
SECTION B
(pp. 7-76)

All Virginia Standards for Learning are listed here; each one highlighted is measured by ACT's EPAS tests. Virginia standards listed here are from the *Virginia Standards of Learning Curriculum Framework* (English: November 2002; Mathematics: October 2001; Science: June 2003) as presented on the Virginia Department of Education's website in February 2007. Underlined science content indicates that the content topics are included in, but not directly measured by, ACT's EPAS Science tests.

SECTION C
(pp. 77-86)

ACT's College Readiness Standards appear here. Highlighting indicates that a statement reflects one or more statements in the Virginia Standards of Learning. College Readiness Standards not highlighted are not addressed in the Virginia Standards of Learning.

A supplement is available that identifies the specific ACT College Readiness Standard(s) corresponding to each Virginia Standard for Learning in a side-by-side format. To request this supplement, please e-mail ACT at statematch@act.org.



Executive Summary

We at ACT believe our programs offer many advantages to Virginia students and educators, and this report offers strong evidence for this belief. This alignment analysis clearly answers three critical questions:

1. To what extent do ACT's ACT's Educational Planning and Assessment System (EPAS ™) tests—EXPLORE® (8th and 9th grades); PLAN® (10th grade); and the ACT® (11th and 12th grades)—measure Virginia's Standards of Learning?
2. Can the results from ACT's testing programs be used to meet Virginia's NCLB requirement?
3. Why should Virginia choose ACT?

ACT's tests measure nearly all of Virginia Standards for Learning in English, Mathematics, and Science.

1. Match Results: Comparisons conducted by our content specialists show that ACT's Reading, English, Writing, Mathematics, and Science tests measure nearly all of Virginia's English, Mathematics, and Science Standards for Learning:

- English: 3 out of 5 strands of English Standards are covered.
  Nearly all of Virginia's English Standards are covered by ACT's EPAS English, Reading, and/or Writing tests.
- Mathematics: 6 out of 7 Mathematics courses' Standards are entirely covered.
  Nearly all of Virginia's Mathematics Standards are covered by ACT's EPAS Mathematics tests.
- Science: 5 out of 5 Science courses' Standards are entirely covered.
  Nearly all of Virginia's Science Standards are covered by ACT's EPAS Science tests.

(A note about science content: ACT's Science tests present content from biology, chemistry, physics, and Earth/space sciences. Although content knowledge in these content areas is needed to answer some of the test questions, the test questions emphasize scientific reasoning and are based in experimental science contexts. Factual content knowledge, although needed to answer some of the test questions, is not systematically sampled from the full content knowledge domain. Therefore, each ACT Science Test covers some, but not all, of the discrete science content knowledge specifically described in the Virginia Science Standards of Learning.

To emphasize the point that content is included, but not necessarily covered in its entirety, on every test form, science content match results appear in parentheses in Section A of this document (which describes the number of Virginia standards measured by ACT's tests), and are underlined rather than highlighted in Section B. Our goal here is to clearly communicate that science content will be included, but each specific content topic will not be covered consistently enough for inferences to be made about student proficiency in all areas.)

Most exceptions to a match between ACT's tests and Virginia's Standards of Learning arise from standards not being assessable in group settings, standards that are personal in nature, and standards requiring measurement over extended time. If additional testing is deemed necessary, ACT would be interested in working with Virginia on developing any necessary augmentation.

States choose ACT because:

- Student motivation is high.
- ACT's is the only curriculum-based assessment system that measures student readiness along a continuum of empirically derived college readiness benchmarks.
- EPAS data provide helpful feedback for teachers, students, and policymakers to make educational decisions and identify ways to improve.

ACT bases its definition of college readiness on a sound empirical base:

1. The ACT National Curriculum Survey
2. ACT's College Readiness Benchmark scores
3. ACT's College Readiness Standards™

2. NCLB requirement? Yes; states like Illinois intend to use ACT components as part of testing that will be submitted to the U.S. Department of Education for NCLB approval.

3. Why choose ACT? States and school districts choose ACT's EPAS programs because student motivation is high, and EPAS is the *only curriculum-based assessment system that measures student readiness along a continuum of empirically derived college readiness benchmarks.* Various groups claim to describe what students truly need to know and be able to do for college and/or workplace readiness. Such groups typically ask individual experts in education to gather and discuss what they feel is important for students to understand. Not surprisingly, the answers vary. In contrast, ACT defines college readiness through a unique and rigorous empirical process:

- The knowledge and skills necessary for students to be ready for college-level work are empirically identified via the ACT National Curriculum Survey.®

  ACT surveys thousands of secondary and postsecondary instructors across the nation to determine which skills and knowledge are most important at each course level and for college and work readiness. The responses drive the test specifications for EXPLORE, PLAN, and the ACT.

- The empirically derived performance levels necessary for students to be ready to succeed in college-level work are defined in ACT's College Readiness Benchmark Scores.

  ACT analyzed thousands of student records to identify the ACT scores associated with success in postsecondary coursework (i.e., a 50% chance of earning a B or better in credit-bearing first-year college courses): 18 for English, 22 for Math, 21 for Reading, and 24 for Science.

- Skills and knowledge a student currently has and areas for improvement can be identified by the empirically derived ACT College Readiness Standards.

  Using thousands of student records and responses, content and measurement experts worked backwards to develop data-driven, empirically derived statements of what students typically know and are able to do in various score ranges on ACT's English, Reading, Writing, Mathematics, and Science tests. These statements provide specific details about students' college readiness and can be used to identify next steps for improvement.

In sum, ACT's EPAS programs provide abundant data relevant to Virginia's Standards of Learning and to Virginia students' readiness for college and work.

Section A: Number of Virginia Standards of Learning Measured by EXPLORE, PLAN, and the ACT

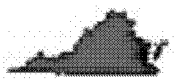
Table A-1. Number of Virginia English Standards for Learning Measured by EXPLORE, PLAN, and the ACT

Virginia Strands*	Number of Virginia Standards Measured by ACT's tests	Aspects of Not Measured Virginia Standards
Oral Language	8th: 0 out of 3 9th: 0 out of 2 10th: 0 out of 2 11th: 0 out of 2 12th: 0 out of 2	Interviewing Oral presentations
Reading	8th: 3 out of 3	
Reading Analysis	8th: 2 out of 3 10th: 2 out of 4 11th: 2 out of 4 12th: 1 out of 3	Read and critique poetry Analyze British literature
Writing	8th: 2 out of 2 9th: 2 out of 2 10th: 2 out of 4 11th: 3 out of 3 12th: 1 out of 1	Critique peer writing
Research	8th: 0 out of 2 10th: 0 out of 1 11th: 0 out of 1 12th: 0 out of 1	Use web to access information Cite sources Write documented research papers
Totals 3 out of 5 Strands	8th: 5 out of 8 9th: 4 out of 9 10th: 4 out of 11 11th: 5 out of 10 12th: 2 out of 7	

*Refer to Virginia's English Standards of Learning on pages 7-26

Table A-2. Number of Virginia Mathematics Standards of Learning Measured by EXPLORE, PLAN, and the ACT				
Virginia Courses*	Number of Virginia Standards Measured by ACT's tests			Aspects of Not-Measured Virginia Standards
Grade 8 Mathematics	14	out of	18	Use matrix to organize data Construct three-dimensional model
Algebra I	18	out of	18	
Geometry	13	out of	13	
Algebra II	20	out of	20	
Trigonometry	9	out of	9	
Probability and Statistics	7	out of	21	Make log and power transformations of achieve linearity Use tables to describe patterns Collect data Develop and simulate distributions Find point estimates and confidence intervals Apply hypothesis testing procedures Identify properties of t-distribution
Mathematical Analysis	10	out of	13	
TOTALS 6 out of 7 Courses	91	out of	112	

*Refer to Virginia's Mathematics Standards of Learning on pages 26-44



ACT

Table A-3. Number of Virginia Science Standards of Learning Measured by EXPLORE, PLAN, and the ACT		
Virginia Courses*	Number of Virginia Standards Measured by ACT's tests	Aspects of Not-Measured Virginia Standards
Life Science	1 out of 1	
Physical Science	1 out of 1	
Earth Science	3 out of 3	
Biology	3 out of 3	
Chemistry	0 out of 0	
Physics	2 out of 2	
TOTALS 5 out of 6 Courses for Process Standards	10 out of 10	Process
Life Science	(13) out of (13)	
Physical Science	(10) out of (10)	
Earth Science	(19) out of (19)	
Biology	(22) out of (22)	
Chemistry	(16) out of (16)	
Physics	(17) out of (19)	Vectors Science-technology-society issues
TOTALS 6 out of 6 Courses for Content Standards	(97) out of (99)	Content

*Refer to Virginia's Science Standards of Learning on pages 45-76

I. Common Core Standards Memorandum of Understanding

The Council of Chief State School Officers and
The National Governors Association Center for Best Practices

Common Core Standards
Memorandum of Agreement

Purpose. This document commits states to a state-led process that will draw on evidence and lead to development and adoption of a common core of state standards (common core) in English language arts and mathematics for grades K-12. These standards will be aligned with college and work expectations, include rigorous content and skills, and be internationally benchmarked. The intent is that these standards will be aligned to state assessment and classroom practice. The second phase of this initiative will be the development of common assessments aligned to the core standards developed through this process.

Background. Our state education leaders are committed to ensuring all students graduate from high school ready for college, work, and success in the global economy and society. State standards provide a key foundation to drive this reform. Today, however, state standards differ significantly in terms of the incremental content and skills expected of students.

Over the last several years, many individual states have made great strides in developing high-quality standards and assessments. These efforts provide a strong foundation for further action. For example, a majority of states (35) have joined the American Diploma Project (ADP) and have worked individually to align their state standards with college and work expectations. Of the 15 states that have completed this work, studies show significant similarities in core standards across the states. States also have made progress through initiatives to upgrade standards and assessments, for example, the New England Common Assessment Program.

Benefits to States. The time is right for a state-led, nation-wide effort to establish a common core of standards that raises the bar for all students. This initiative presents a significant opportunity to accelerate and drive education reform toward the goal of ensuring that all children graduate from high school ready for college, work, and competing in the global economy and society. With the adoption of this common core, participating states will be able to:

- Articulate to parents, teachers, and the general public expectations for students;
- Align textbooks, digital media, and curricula to the internationally benchmarked standards;
- Ensure professional development to educators is based on identified need and best practices;
- Develop and implement an assessment system to measure student performance against the common core; and
- Evaluate policy changes needed to help students and educators meet the common core standards and "end-of-high-school" expectations.

An important tenet of this work will be to increase the rigor and relevance of state standards across all participating states; therefore, no state will see a decrease in the level of student expectations that exist in their current state standards.

Process and Structure

- **Common Core State-Based Leadership.** The Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA Center) shall assume responsibility for coordinating the process that will lead to state adoption of a common core set of standards. These organizations represent governors and state commissioners of education who are charged with defining K-12 expectations at the state level. As such, these organizations will

facilitate a state-led process to develop a set of common core standards in English language arts and math that are:

- Fewer, clearer, and higher, to best drive effective policy and practice;
- Aligned with college and work expectations, so that all students are prepared for success upon graduating from high school;
- Inclusive of rigorous content and application of knowledge through high-order skills, so that all students are prepared for the 21st century;
- Internationally benchmarked, so that all students are prepared for succeeding in our global economy and society; and
- Research and evidence-based.

- **National Validation Committee.** CCSSO and the NGA Center will create an expert validation group that will serve a several purposes, including validating end-of-course expectations, providing leadership for the development of K-12 standards, and certifying state adoption of the common core. The group will be comprised of national and international experts on standards. Participating states will have the opportunity to nominate individuals to the group. The national validation committee shall provide an independent review of the common core. The national validation committee will review the common core as it is developed and offer comments, suggestions, and validation of the process and products developed by the standards development group. The group will use evidence as the driving factor in validating the common core.

- **Develop End-of-High-School Expectations.** CCSSO and the NGA Center will convene Achieve, ACT and the College Board in an open, inclusive, and efficient process to develop a set of end-of-high-school expectations in English language arts and mathematics based on evidence. We will ask all participating states to review and provide input on these expectations. This work will be completed by July 2009.

- **Develop K-12 Standards in English Language Arts and Math.** CCSSO and the NGA Center will convene Achieve, ACT, and the College Board in an open, inclusive, and efficient process to develop K-12 standards that are grounded in empirical research and draw on best practices in standards development. We will ask participating states to provide input into the drafting of the common core and work as partners in the common core standards development process. This work will be completed by December 2009.

- **Adoption.** The goal of this effort is to develop a true common core of state standards that are internationally benchmarked. Each state adopting the common core either directly or by fully aligning its state standards may do so in accordance with current state timelines for standards adoption not to exceed three (3) years.

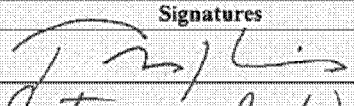
  This effort is voluntary for states, and it is fully intended that states adopting the common core may choose to include additional state standards beyond the common core. States that choose to align their standards to the common core standards agree to ensure that the common core represents at least 85 percent of the state's standards in English language arts and mathematics.

  Further, the goal is to establish an ongoing development process that can support continuous improvement of this first version of the common core based on research and evidence-based learning and can support the development of assessments that are aligned to the common core across the states, for accountability and other appropriate purposes.

- **National Policy Forum.** CCSSO and the NGA Center will convene a National Policy Forum (Forum) comprised of signatory national organizations (e.g., the Alliance for Excellent Education, Business Roundtable, National School Boards Association, Council of Great City Schools, Hunt Institute, National Association of State Boards of Education, National Education Association, and others) to share ideas, gather input, and inform the common core initiative. The forum is intended as a place for refining our shared understanding of the scope and elements of a common core; sharing and coordinating the various forms of implementation of a common core; providing a means to develop common messaging between and among participating organizations; and building public will and support.

- **Federal Role.** The parties support a state-led effort and not a federal effort to develop a common core of state standards; there is, however, an appropriate federal role in supporting this state-led effort. In particular, the federal government can provide key financial support for this effort in developing a common core of state standards and in moving toward common assessments, such as through the Race to the Top Fund authorized in the American Recovery and Reinvestment Act of 2009. Further, the federal government can incentivize this effort through a range of tiered incentives, such as providing states with greater flexibility in the use of existing federal funds, supporting a revised state accountability structure, and offering financial support for states to effectively implement the standards. Additionally, the federal government can provide additional long-term financial support for the development of common assessments, teacher and principal professional development, other related common core standards supports, and a research agenda that can help continually improve the common core over time. Finally, the federal government can revise and align existing federal education laws with the lessons learned from states' international benchmarking efforts and from federal research.

Agreement. The undersigned state leaders agree to the process and structure as described above and attest accordingly by our signature(s) below.

Signatures	
Governor:	
Chief State School Officer:	

Mathematics Standards of Learning

for Virginia Public Schools

Adopted in February 2009 by the Board of Education
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Preface

The Standards of Learning in this publication represent a significant development in public education in Virginia. These standards focus on the mathematical knowledge and skills all students need for the future, and they have been aligned with national expectations for postsecondary success.

The Standards of Learning provide a framework for instructional programs designed to raise the academic achievement of all students in Virginia and are an important part of Virginia's efforts to provide challenging educational programs in the public schools.

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

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

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

Introduction

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

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

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

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

Goals

Students today require more rigorous mathematical knowledge and skills to pursue higher education, to compete in a technologically sophisticated work force, and to be informed citizens. Students must gain an understanding of fundamental ideas in arithmetic, measurement, geometry, probability, data analysis and statistics, and algebra and functions, and they must develop proficiency in mathematical skills. In addition, students must learn to use a variety of methods and tools to compute, including paper and pencil, mental arithmetic, estimation, and calculators. Graphing utilities, spreadsheets, calculators, computers, and other forms of electronic information technology are now standard tools for mathematical problem solving in science, engineering, business and industry, government, and practical affairs. Hence, the use of technology must be an integral part of teaching, learning, and assessment. However, facility in the use of technology shall not be regarded as a substitute for a student's understanding of quantitative concepts and relationships or for proficiency in basic computations. The teaching of computer/technology skills should be the shared responsibility of teachers of all disciplines.

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

Mathematical Problem Solving

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

Mathematical Communication

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

Mathematical Reasoning

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

Mathematical Connections

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

Mathematical Representations

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

Kindergarten

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

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

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

Problem solving has been integrated throughout the six content strands. The development of problem-solving skills should be a major goal of the mathematics program at every grade level. Instruction in the process of problem solving will need to be integrated early and continuously into each student's

mathematics education. Students must be helped to develop a wide range of skills and strategies for solving a variety of problem types.

Number and Number Sense

Focus: Whole Number Concepts

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

K.2 The student, given a set containing 15 or fewer concrete objects, will
a) tell how many are in the set by counting the number of objects orally;
b) write the numeral to tell how many are in the set; and
c) select the corresponding numeral from a given set of numerals.

K.3 The student, given an ordered set of ten objects and/or pictures, will indicate the ordinal position of each object, first through tenth, and the ordered position of each object.

K.4 The student will
a) count forward to 100 and backward from 10;
b) identify one more than a number and one less than a number; and
c) count by fives and tens to 100.

K.5 The student will identify the parts of a set and/or region that represent fractions for halves and fourths.

Computation and Estimation

Focus: Whole Number Operations

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

Measurement

Focus: Instruments and Attributes

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

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

K.9 The student will tell time to the hour, using analog and digital clocks.

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

Geometry

Focus: Plane Figures

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

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

Probability and Statistics

Focus: Data Collection and Display

K.13 The student will gather data by counting and tallying.

K.14 The student will display gathered data in object graphs, picture graphs, and tables, and will answer questions related to the data.

Patterns, Functions, and Algebra

Focus: Attributes and Patterning

K.15 The student will sort and classify objects according to attributes.

K.16 The student will identify, describe, and extend repeating patterns.

Grade One

The first-grade standards place emphasis on counting, sorting, and comparing sets of up to 100 objects; recognizing and describing simple repeating and growing patterns; and tracing, describing, and sorting plane geometric figures. Students' understanding of number will be expanded through learning and applying the basic addition facts through the nines table and the corresponding subtraction facts; using nonstandard units to measure; and organizing and interpreting data. Fractional concepts will be expanded.

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

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

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

Number and Number Sense

Focus: Place Value and Fraction Concepts

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

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

1.3 The student will identify the parts of a set and/or region that represent fractions for halves, thirds, and fourths and write the fractions.

Computation and Estimation

Focus: Whole Number Operations

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

1.5 The student will recall basic addition facts with sums to 18 or less and the corresponding subtraction facts.

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

Measurement

Focus: Time and Nonstandard Measurement

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

1.8 The student will tell time to the half-hour, using analog and digital clocks.

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

1.10 The student will compare, using the concepts of more, less, and equivalent,
a) the volumes of two given containers; and
b) the weight/mass of two objects, using a balance scale.

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

Geometry

Focus: Characteristics of Plane Figures

1.12 The student will identify and trace, describe, and sort plane geometric figures (triangle, square, rectangle, and circle) according to number of sides, vertices, and right angles.

1.13 The student will construct, model, and describe objects in the environment as geometric shapes (triangle, rectangle, square, and circle) and explain the reasonableness of each choice.

Probability and Statistics

Focus: Data Collection and Interpretation

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

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

Patterns, Functions, and Algebra

Focus: Patterning and Equivalence

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

1.17 The student will recognize, describe, extend, and create a wide variety of growing and repeating patterns.

1.18 The student will demonstrate an understanding of equality through the use of the equal sign.

Grade Two

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

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

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Number and Number Sense

Focus: Place Value, Number Patterns, and Fraction Concepts

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

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

2.3 The student will
- a) identify the parts of a set and/or region that represent fractions for halves, thirds, fourths, sixths, eighths, and tenths;
- b) write the fractions; and
- c) compare the unit fractions for halves, thirds, fourths, sixths, eighths, and tenths.

2.4 The student will
- a) count forward by twos, fives, and tens to 100, starting at various multiples of 2, 5, or 10;
- b) count backward by tens from 100; and
- c) recognize even and odd numbers.

Computation and Estimation

Focus: Number Relationships and Operations

2.5 The student will recall addition facts with sums to 20 or less and the corresponding subtraction facts.

2.6 The student, given two whole numbers whose sum is 99 or less, will
- a) estimate the sum; and
- b) find the sum, using various methods of calculation.

2.7 The student, given two whole numbers, each of which is 99 or less, will
- a) estimate the difference; and
- b) find the difference, using various methods of calculation.

2.8 The student will create and solve one- and two-step addition and subtraction problems, using data from simple tables, picture graphs, and bar graphs.

2.9 The student will recognize and describe the related facts that represent and describe the inverse relationship between addition and subtraction.

Measurement

Focus: Money, Linear Measurement, Weight/Mass, and Volume

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

2.11 The student will estimate and measure
a) length to the nearest centimeter and inch;
b) weight/mass of objects in pounds/ounces and kilograms/grams, using a scale; and
c) liquid volume in cups, pints, quarts, gallons, and liters.

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

2.13 The student will
a) determine past and future days of the week; and
b) identify specific days and dates on a given calendar.

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

Geometry

Focus: Symmetry and Plane and Solid Figures

2.15 The student will
a) draw a line of symmetry in a figure; and
b) identify and create figures with at least one line of symmetry.

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

Probability and Statistics

Focus: Applications of Data

2.17 The student will use data from experiments to construct picture graphs, pictographs, and bar graphs.

2.18 The student will use data from experiments to predict outcomes when the experiment is repeated.

2.19 The student will analyze data displayed in picture graphs, pictographs, and bar graphs.

Patterns, Functions, and Algebra

Focus: Patterning and Numerical Sentences

2.20 The student will identify, create, and extend a wide variety of patterns.

2.21 The student will solve problems by completing numerical sentences involving the basic facts for addition and subtraction. The student will create story problems, using the numerical sentences.

2.22 The student will demonstrate an understanding of equality by recognizing that the symbol = in an equation indicates equivalent quantities and the symbol ≠ indicates that quantities are not equivalent.

Grade Three

The third-grade standards place emphasis on learning multiplication and division facts through the twelves table. Students will be fluent in the basic addition facts through the tens table and the

corresponding subtraction facts. Concrete materials and two-dimensional representations will be used to introduce addition and subtraction with fractions and the concept of probability as chance. Students will use standard units (U.S. Customary and metric) to measure temperature, length, liquid volume, and weight and identify relevant properties of shapes, points, line segments, rays, angles, vertices, and lines. Students will investigate and describe the identity and commutative properties for addition and multiplication.

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Number and Number Sense

Focus: Place Value and Fractions

3.1 The student will
- a) read and write six-digit numerals and identify the place value and value of each digit;
- b) round whole numbers, 9,999 or less, to the nearest ten, hundred, and thousand; and
- c) compare two whole numbers between 0 and 9,999, using symbols (>, <, or =) and words (*greater than, less than*, or *equal to*).

3.2 The student will recognize and use the inverse relationships between addition/subtraction and multiplication/division to complete basic fact sentences. The student will use these relationships to solve problems.

3.3 The student will
- a) name and write fractions (including mixed numbers) represented by a model;
- b) model fractions (including mixed numbers) and write the fractions' names; and
- c) compare fractions having like and unlike denominators, using words and symbols (>, <, or =).

Computation and Estimation

Focus: Computation and Fraction Operations

3.4 The student will estimate solutions to and solve single-step and multistep problems involving the sum or difference of two whole numbers, each 9,999 or less, with or without regrouping.

3.5 The student will recall multiplication facts through the twelves table, and the corresponding division facts.

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

3.7 The student will add and subtract proper fractions having like denominators of 12 or less.

Measurement

Focus: U.S. Customary and Metric Units, Area and Perimeter, and Time

3.8 The student will determine, by counting, the value of a collection of bills and coins whose total value is $5.00 or less, compare the value of the bills and coins, and make change.

3.9 The student will estimate and use U.S. Customary and metric units to measure

a) length to the nearest $\frac{1}{2}$-inch, inch, foot, yard, centimeter, and meter;
b) liquid volume in cups, pints, quarts, gallons, and liters;
c) weight/mass in ounces, pounds, grams, and kilograms; and
d) area and perimeter.

3.10 The student will

a) measure the distance around a polygon in order to determine perimeter; and
b) count the number of square units needed to cover a given surface in order to determine area.

3.11 The student will

a) tell time to the nearest minute, using analog and digital clocks; and
b) determine elapsed time in one-hour increments over a 12-hour period.

3.12 The student will identify equivalent periods of time, including relationships among days, months, and years, as well as minutes and hours.

3.13 The student will read temperature to the nearest degree from a Celsius thermometer and a Fahrenheit thermometer. Real thermometers and physical models of thermometers will be used.

Geometry

Focus: Properties and Congruence Characteristics of Plane and Solid Figures

3.14 The student will identify, describe, compare, and contrast characteristics of plane and solid geometric figures (circle, square, rectangle, triangle, cube, rectangular prism, square pyramid, sphere, cone, and cylinder) by identifying relevant characteristics, including the number of angles, vertices, and edges, and the number and shape of faces, using concrete models.

3.15 The student will identify and draw representations of points, line segments, rays, angles, and lines.

3.16 The student will identify and describe congruent and noncongruent plane figures.

Probability and Statistics

Focus: Applications of Data and Chance

3.17 The student will

a) collect and organize data, using observations, measurements, surveys, or experiments;
b) construct a line plot, a picture graph, or a bar graph to represent the data; and
c) read and interpret the data represented in line plots, bar graphs, and picture graphs and write a sentence analyzing the data.

3.18 The student will investigate and describe the concept of probability as chance and list possible results of a given situation.

Patterns, Functions, and Algebra

Focus: Patterns and Property Concepts

3.19 The student will recognize and describe a variety of patterns formed using numbers, tables, and pictures, and extend the patterns, using the same or different forms.

3.20 The student will

a) investigate the identity and the commutative properties for addition and multiplication; and
b) identify examples of the identity and commutative properties for addition and multiplication.

Grade Four

The fourth-grade standards place emphasis on multiplication and division with whole numbers and solving problems involving addition and subtraction of fractions and decimals by finding common multiples and factors. Students will be fluent in the basic multiplication facts through the twelves table and the corresponding division facts as they become proficient in multiplying larger numbers. Students also will refine their estimation skills for computations and measurements. Students will identify and describe representations of points, lines, line segments, rays, and angles, including endpoints and vertices. Concrete materials and two-dimensional representations will be used to solve problems involving perimeter, patterns, probability, and equivalence of fractions and decimals. Students will recognize images of figures resulting from geometric transformations, such as reflection, translation, and rotation. Students will investigate and describe the associative property for addition and multiplication.

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Number and Number Sense

Focus: Place Value, Fractions, and Decimals

4.1 The student will
a) identify orally and in writing the place value for each digit in a whole number expressed through millions;
b) compare two whole numbers expressed through millions, using symbols (>, <, or =); and
c) round whole numbers expressed through millions to the nearest thousand, ten thousand, and hundred thousand.

4.2 The student will
a) compare and order fractions and mixed numbers;
b) represent equivalent fractions; and
c) identify the division statement that represents a fraction.

4.3 The student will
a) read, write, represent, and identify decimals expressed through thousandths;
b) round decimals to the nearest whole number, tenth, and hundredth;
c) compare and order decimals; and
d) given a model, write the decimal and fraction equivalents.

Computation and Estimation

Focus: Factors and Multiples, and Fraction and Decimal Operations

4.4 The student will
- a) estimate sums, differences, products, and quotients of whole numbers;
- b) add, subtract, and multiply whole numbers;
- c) divide whole numbers, finding quotients with and without remainders; and
- d) solve single-step and multistep addition, subtraction, and multiplication problems with whole numbers.

4.5 The student will
- a) determine common multiples and factors, including least common multiple and greatest common factor;
- b) add and subtract fractions having like and unlike denominators that are limited to 2, 3, 4, 5, 6, 8, 10, and 12, and simplify the resulting fractions, using common multiples and factors;
- c) add and subtract with decimals; and
- d) solve single-step and multistep practical problems involving addition and subtraction with fractions and with decimals.

Measurement

Focus: Equivalence within U.S. Customary and Metric Systems

4.6 The student will
- a) estimate and measure weight/mass and describe the results in U.S. Customary and metric units as appropriate; and
- b) identify equivalent measurements between units within the U.S. Customary system (ounces, pounds, and tons) and between units within the metric system (grams and kilograms).

4.7 The student will
- a) estimate and measure length, and describe the result in both metric and U.S. Customary units; and
- b) identify equivalent measurements between units within the U.S. Customary system (inches and feet; feet and yards; inches and yards; yards and miles) and between units within the metric system (millimeters and centimeters; centimeters and meters; and millimeters and meters).

4.8 The student will
- a) estimate and measure liquid volume and describe the results in U.S. Customary units; and
- b) identify equivalent measurements between units within the U.S. Customary system (cups, pints, quarts, and gallons).

4.9 The student will determine elapsed time in hours and minutes within a 12-hour period.

Geometry

Focus: Representations and Polygons

4.10 The student will
- a) identify and describe representations of points, lines, line segments, rays, and angles, including endpoints and vertices; and
- b) identify representations of lines that illustrate intersection, parallelism, and perpendicularity.

4.11 The student will
a) investigate congruence of plane figures after geometric transformations, such as reflection, translation, and rotation, using mirrors, paper folding, and tracing; and
b) recognize the images of figures resulting from geometric transformations, such as translation, reflection, and rotation.

4.12 The student will
a) define *polygon*; and
b) identify polygons with 10 or fewer sides.

Probability and Statistics

Focus: Outcomes and Data

4.13 The student will
a) predict the likelihood of an outcome of a simple event; and
b) represent probability as a number between 0 and 1, inclusive.

4.14 The student will collect, organize, display, and interpret data from a variety of graphs.

Patterns, Functions, and Algebra

Focus: Geometric Patterns, Equality, and Properties

4.15 The student will recognize, create, and extend numerical and geometric patterns.

4.16 The student will
a) recognize and demonstrate the meaning of equality in an equation; and
b) investigate and describe the associative property for addition and multiplication.

Grade Five

The fifth-grade standards place emphasis on number sense with whole numbers, fractions, and decimals. This focus includes concepts of prime and composite numbers, identifying even and odd numbers, and solving problems using order of operations for positive whole numbers. Students will develop proficiency in the use of fractions and decimals to solve problems. Students will collect, display, and analyze data in a variety of ways and solve probability problems, using a sample space or tree diagram. Students also will solve problems involving volume, area, and perimeter. Students will be introduced to variable expressions and open sentences, and will model one-step linear equations in one variable, using addition and subtraction. Students will investigate and recognize the distributive property. All of these skills assist in the development of the algebraic concepts needed for success in the middle grades.

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Number and Number Sense

Focus: Prime and Composite Numbers and Rounding Decimals

5.1 The student, given a decimal through thousandths, will round to the nearest whole number, tenth, or hundredth.

5.2 The student will
a) recognize and name fractions in their equivalent decimal form and vice versa; and
b) compare and order fractions and decimals in a given set from least to greatest and greatest to least.

5.3 The student will
a) identify and describe the characteristics of prime and composite numbers; and
b) identify and describe the characteristics of even and odd numbers.

Computation and Estimation

Focus: Multistep Applications and Order of Operations

5.4 The student will create and solve single-step and multistep practical problems involving addition, subtraction, multiplication, and division with and without remainders of whole numbers.

5.5 The student will
a) find the sum, difference, product, and quotient of two numbers expressed as decimals through thousandths (divisors with only one nonzero digit); and
b) create and solve single-step and multistep practical problems involving decimals.

5.6 The student will solve single-step and multistep practical problems involving addition and subtraction with fractions and mixed numbers and express answers in simplest form.

5.7 The student will evaluate whole number numerical expressions, using the order of operations limited to parentheses, addition, subtraction, multiplication, and division.

Measurement

Focus: Perimeter, Area, Volume, and Equivalent Measures

5.8 The student will
a) find perimeter, area, and volume in standard units of measure;
b) differentiate among perimeter, area, and volume and identify whether the application of the concept of perimeter, area, or volume is appropriate for a given situation;
c) identify equivalent measurements within the metric system;
d) estimate and then measure to solve problems, using U.S. Customary and metric units; and
e) choose an appropriate unit of measure for a given situation involving measurement using U.S. Customary and metric units.

5.9 The student will identify and describe the diameter, radius, chord, and circumference of a circle.

5.10 The student will determine an amount of elapsed time in hours and minutes within a 24-hour period.

5.11 The student will measure right, acute, obtuse, and straight angles.

Geometry

Focus: Classification and Subdividing

5.12 The student will classify
a) angles as right, acute, obtuse, or straight; and
b) triangles as right, acute, obtuse, equilateral, scalene, or isosceles.

5.13 The student, using plane figures (square, rectangle, triangle, parallelogram, rhombus, and trapezoid), will
a) develop definitions of these plane figures; and
b) investigate and describe the results of combining and subdividing plane figures.

Probability and Statistics

Focus: Outcomes and Measures of Center

5.14 The student will make predictions and determine the probability of an outcome by constructing a sample space.

5.15 The student, given a problem situation, will collect, organize, and interpret data in a variety of forms, using stem-and-leaf plots and line graphs.

5.16 The student will
a) describe mean, median, and mode as measures of center;
b) describe mean as fair share;
c) find the mean, median, mode, and range of a set of data; and
d) describe the range of a set of data as a measure of variation.

Patterns, Functions, and Algebra

Focus: Equations and Properties

5.17 The student will describe the relationship found in a number pattern and express the relationship.

5.18 The student will
a) investigate and describe the concept of variable;
b) write an open sentence to represent a given mathematical relationship, using a variable;
c) model one-step linear equations in one variable, using addition and subtraction; and
d) create a problem situation based on a given open sentence, using a single variable.

5.19 The student will investigate and recognize the distributive property of multiplication over addition.

Grade Six

The sixth-grade standards are a transition from the emphasis placed on whole number arithmetic in the elementary grades to foundations of algebra. The standards emphasize rational numbers. Students will use ratios to compare data sets; recognize decimals, fractions, and percents as ratios; solve single-step and multistep problems, using rational numbers; and gain a foundation in the understanding of integers. Students will solve linear equations and use algebraic terminology. Students will solve problems involving area, perimeter, and surface area, work with π (pi), and focus on the relationships among the properties of quadrilaterals. In addition, students will focus on applications of probability and statistics.

While learning mathematics, students will be actively engaged, using concrete materials and appropriate technology such as calculators, computers, and spreadsheets. However, facility in the use of technology shall not be regarded as a substitute for a student's understanding of quantitative concepts and relationships or for proficiency in basic computations. Students will also identify real-life applications of the mathematical principles they are learning and apply these to science and other disciplines they are studying.

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Number and Number Sense

Focus: Relationships among Fractions, Decimals, and Percents

6.1 The student will describe and compare data, using ratios, and will use appropriate notations, such as $\frac{a}{b}$, a to b, and a:b.

6.2 The student will
a) investigate and describe fractions, decimals, and percents as ratios;
b) identify a given fraction, decimal, or percent from a representation;
c) demonstrate equivalent relationships among fractions, decimals, and percents; and
d) compare and order fractions, decimals, and percents.

6.3 The student will
a) identify and represent integers;
b) order and compare integers; and
c) identify and describe absolute value of integers.

6.4 The student will demonstrate multiple representations of multiplication and division of fractions.

6.5 The student will investigate and describe concepts of positive exponents and perfect squares.

Computation and Estimation

Focus: Applications of Operations with Rational Numbers

6.6 The student will
a) multiply and divide fractions and mixed numbers; and
b) estimate solutions and then solve single-step and multistep practical problems involving addition, subtraction, multiplication, and division of fractions.

6.7 The student will solve single-step and multistep practical problems involving addition, subtraction, multiplication, and division of decimals.

6.8 The student will evaluate whole number numerical expressions, using the order of operations.

Measurement

Focus: Problem Solving with Area, Perimeter, Volume, and Surface Area

6.9 The student will make ballpark comparisons between measurements in the U.S. Customary System of measurement and measurements in the metric system.

6.10 The student will
a) define π (pi) as the ratio of the circumference of a circle to its diameter;
b) solve practical problems involving circumference and area of a circle, given the diameter or radius;
c) solve practical problems involving area and perimeter; and
d) describe and determine the volume and surface area of a rectangular prism.

Geometry

Focus: Properties and Relationships

6.11 The student will
a) identify the coordinates of a point in a coordinate plane; and
b) graph ordered pairs in a coordinate plane.

6.12 The student will determine congruence of segments, angles, and polygons.

6.13 The student will describe and identify properties of quadrilaterals.

Probability and Statistics

Focus: Practical Applications of Statistics

6.14 The student, given a problem situation, will
a) construct circle graphs;
b) draw conclusions and make predictions, using circle graphs; and
c) compare and contrast graphs that present information from the same data set.

6.15 The student will
a) describe mean as balance point; and
b) decide which measure of center is appropriate for a given purpose.

6.16 The student will
a) compare and contrast dependent and independent events; and
b) determine probabilities for dependent and independent events.

Patterns, Functions, and Algebra

Focus: Variable Equations and Properties

6.17 The student will identify and extend geometric and arithmetic sequences.

6.18 The student will solve one-step linear equations in one variable involving whole number coefficients and positive rational solutions.

6.19 The student will investigate and recognize
a) the identity properties for addition and multiplication;
b) the multiplicative property of zero; and
c) the inverse property for multiplication.

6.20 The student will graph inequalities on a number line.

Grade Seven

The seventh-grade standards continue to emphasize the foundations of algebra. Students who successfully complete the seventh-grade standards should be prepared to study Algebra I in grade eight. Topics in grade seven include proportional reasoning, integer computation, solving two-step linear equations, and recognizing different representations for relationships. Students will apply the properties of real numbers in solving equations, solve inequalities, and use data analysis techniques to make inferences, conjectures, and predictions.

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Number and Number Sense

Focus: Proportional Reasoning

7.1 The student will
a) investigate and describe the concept of negative exponents for powers of ten;
b) determine scientific notation for numbers greater than zero;
c) compare and order fractions, decimals, percents, and numbers written in scientific notation;
d) determine square roots; and
e) identify and describe absolute value for rational numbers.

7.2 The student will describe and represent arithmetic and geometric sequences, using variable expressions.

Computation and Estimation

Focus: Integer Operations and Proportional Reasoning

7.3 The student will
a) model addition, subtraction, multiplication, and division of integers; and
b) add, subtract, multiply, and divide integers.

7.4 The student will solve single-step and multistep practical problems, using proportional reasoning.

Measurement

Focus: Proportional Reasoning

7.5 The student will
a) describe volume and surface area of cylinders;
b) solve practical problems involving the volume and surface area of rectangular prisms and cylinders; and
c) describe how changing one measured attribute of a rectangular prism affects its volume and surface area.

7.6 The student will determine whether plane figures—quadrilaterals and triangles—are similar and write proportions to express the relationships between corresponding sides of similar figures.

Geometry

Focus: Relationships between Figures

7.7 The student will compare and contrast the following quadrilaterals based on properties: parallelogram, rectangle, square, rhombus, and trapezoid.

7.8 The student, given a polygon in the coordinate plane, will represent transformations (reflections, dilations, rotations, and translations) by graphing in the coordinate plane.

Probability and Statistics

Focus: Applications of Statistics and Probability

7.9 The student will investigate and describe the difference between the experimental probability and theoretical probability of an event.

7.10 The student will determine the probability of compound events, using the Fundamental (Basic) Counting Principle.

7.11 The student, given data for a practical situation, will
a) construct and analyze histograms; and
b) compare and contrast histograms with other types of graphs presenting information from the same data set.

Patterns, Functions, and Algebra

Focus: Linear Equations

7.12 The student will represent relationships with tables, graphs, rules, and words.

7.13 The student will
a) write verbal expressions as algebraic expressions and sentences as equations and vice versa; and
b) evaluate algebraic expressions for given replacement values of the variables.

7.14 The student will
a) solve one- and two-step linear equations in one variable; and
b) solve practical problems requiring the solution of one- and two-step linear equations.

7.15 The student will
a) solve one-step inequalities in one variable; and
b) graph solutions to inequalities on the number line.

7.16 The student will apply the following properties of operations with real numbers:
a) the commutative and associative properties for addition and multiplication;
b) the distributive property;
c) the additive and multiplicative identity properties;
d) the additive and multiplicative inverse properties; and
e) the multiplicative property of zero.

Grade Eight

The eighth-grade standards are intended to serve two purposes. First, the standards contain content that reviews or extends concepts and skills learned in previous grades. Second, they contain new content that prepares students for more abstract concepts in algebra and geometry. The eighth-grade standards provide students additional instruction and time to acquire the concepts and skills necessary for success in Algebra I. Students will gain proficiency in computation with rational numbers and will use proportions to solve a variety of problems. New concepts include solving multistep equations and inequalities, graphing linear equations, visualizing three-dimensional shapes represented in two-dimensional drawings, and applying transformations to geometric shapes in the coordinate plane. Students will verify and apply the Pythagorean Theorem and represent relations and functions, using tables, graphs, and rules. The eighth-grade standards provide a more solid foundation in Algebra I for those students not ready for Algebra I in grade eight.

While learning mathematics, students will be actively engaged, using concrete materials and appropriate technologies. However, facility in the use of technology shall not be regarded as a substitute for a student's understanding of quantitative concepts and relationships or for proficiency in basic computations. Students will also identify real-life applications of the mathematical principles they are learning that can be applied to science and other disciplines they are studying.

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

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

Number and Number Sense

Focus: Relationships within the Real Number System

8.1 The student will
- a) simplify numerical expressions involving positive exponents, using rational numbers, order of operations, and properties of operations with real numbers; and
- b) compare and order decimals, fractions, percents, and numbers written in scientific notation.

8.2 The student will describe orally and in writing the relationships between the subsets of the real number system.

Computation and Estimation

Focus: Practical Applications of Operations with Real Numbers

8.3 The student will
- a) solve practical problems involving rational numbers, percents, ratios, and proportions; and
- b) determine the percent increase or decrease for a given situation.

8.4 The student will apply the order of operations to evaluate algebraic expressions for given replacement values of the variables.

8.5 The student will
- a) determine whether a given number is a perfect square; and
- b) find the two consecutive whole numbers between which a square root lies.

Measurement

Focus: Problem Solving

8.6 The student will
- a) verify by measuring and describe the relationships among vertical angles, adjacent angles, supplementary angles, and complementary angles; and
- b) measure angles of less than 360°.

8.7 The student will
- a) investigate and solve practical problems involving volume and surface area of prisms, cylinders, cones, and pyramids; and
- b) describe how changing one measured attribute of a figure affects the volume and surface area.

Geometry

Focus: Problem Solving with 2- and 3-Dimensional Figures

8.8 The student will
- a) apply transformations to plane figures; and
- b) identify applications of transformations.

8.9 The student will construct a three-dimensional model, given the top or bottom, side, and front views.

8.10 The student will
- a) verify the Pythagorean Theorem; and
- b) apply the Pythagorean Theorem.

8.11 The student will solve practical area and perimeter problems involving composite plane figures.

Probability and Statistics

Focus: Statistical Analysis of Graphs and Problem Situations

8.12 The student will determine the probability of independent and dependent events with and without replacement.

8.13 The student will
a) make comparisons, predictions, and inferences, using information displayed in graphs; and
b) construct and analyze scatterplots.

Patterns, Functions, and Algebra

Focus: Linear Relationships

8.14 The student will make connections between any two representations (tables, graphs, words, and rules) of a given relationship.

8.15 The student will
a) solve multistep linear equations in one variable with the variable on one and two sides of the equation;
b) solve two-step linear inequalities and graph the results on a number line; and
c) identify properties of operations used to solve an equation.

8.16 The student will graph a linear equation in two variables.

8.17 The student will identify the domain, range, independent variable, or dependent variable in a given situation.

Algebra I

The standards below outline the content for a one-year course in Algebra I. All students are expected to achieve the Algebra I standards. When planning for instruction, consideration will be given to the sequential development of concepts and skills by using concrete materials to assist students in making the transition from the arithmetic to the symbolic. Students should be helped to make connections and build relationships between algebra and arithmetic, geometry, and probability and statistics. Connections also should be made to other subject areas through practical applications. This approach to teaching algebra should help students attach meaning to the abstract concepts of algebra.

These standards require students to use algebra as a tool for representing and solving a variety of practical problems. Tables and graphs will be used to interpret algebraic expressions, equations, and inequalities and to analyze behaviors of functions.

Graphing calculators, computers, and other appropriate technology tools will be used to assist in teaching and learning. Graphing utilities enhance the understanding of functions; they provide a powerful tool for solving and verifying solutions to equations and inequalities.

Throughout the course, students should be encouraged to engage in discourse about mathematics with teachers and other students, use the language and symbols of mathematics in representations and communication, discuss problems and problem solving, and develop confidence in themselves as mathematics students.

Expressions and Operations

A.1 The student will represent verbal quantitative situations algebraically and evaluate these expressions for given replacement values of the variables.

A.2 The student will perform operations on polynomials, including
a) applying the laws of exponents to perform operations on expressions;
b) adding, subtracting, multiplying, and dividing polynomials; and
c) factoring completely first- and second-degree binomials and trinomials in one or two variables. Graphing calculators will be used as a tool for factoring and for confirming algebraic factorizations.

A.3 The student will express the square roots and cube roots of whole numbers and the square root of a monomial algebraic expression in simplest radical form.

Equations and Inequalities

A.4 The student will solve multistep linear and quadratic equations in two variables, including
a) solving literal equations (formulas) for a given variable;
b) justifying steps used in simplifying expressions and solving equations, using field properties and axioms of equality that are valid for the set of real numbers and its subsets;
c) solving quadratic equations algebraically and graphically;
d) solving multistep linear equations algebraically and graphically;
e) solving systems of two linear equations in two variables algebraically and graphically; and
f) solving real-world problems involving equations and systems of equations.

Graphing calculators will be used both as a primary tool in solving problems and to verify algebraic solutions.

A.5 The student will solve multistep linear inequalities in two variables, including
a) solving multistep linear inequalities algebraically and graphically;
b) justifying steps used in solving inequalities, using axioms of inequality and properties of order that are valid for the set of real numbers and its subsets;
c) solving real-world problems involving inequalities; and
d) solving systems of inequalities.

A.6 The student will graph linear equations and linear inequalities in two variables, including
a) determining the slope of a line when given an equation of the line, the graph of the line, or two points on the line. Slope will be described as rate of change and will be positive, negative, zero, or undefined; and
b) writing the equation of a line when given the graph of the line, two points on the line, or the slope and a point on the line.

Functions

A.7 The student will investigate and analyze function (linear and quadratic) families and their characteristics both algebraically and graphically, including
a) determining whether a relation is a function;
b) domain and range;
c) zeros of a function;
d) x- and y-intercepts;
e) finding the values of a function for elements in its domain; and
f) making connections between and among multiple representations of functions including concrete, verbal, numeric, graphic, and algebraic.

A.8 The student, given a situation in a real-world context, will analyze a relation to determine whether a direct or inverse variation exists, and represent a direct variation algebraically and graphically and an inverse variation algebraically.

Statistics

A.9 The student, given a set of data, will interpret variation in real-world contexts and calculate and interpret mean absolute deviation, standard deviation, and z-scores.

A.10 The student will compare and contrast multiple univariate data sets, using box-and-whisker plots.

A.11 The student will collect and analyze data, determine the equation of the curve of best fit in order to make predictions, and solve real-world problems, using mathematical models. Mathematical models will include linear and quadratic functions.

Geometry

This course is designed for students who have successfully completed the standards for Algebra I. All students are expected to achieve the Geometry standards. The course includes, among other things,

properties of geometric figures, trigonometric relationships, and reasoning to justify conclusions. Methods of justification will include paragraph proofs, two-column proofs, indirect proofs, coordinate proofs, algebraic methods, and verbal arguments. A gradual development of formal proof will be encouraged. Inductive and intuitive approaches to proof as well as deductive axiomatic methods should be used.

This set of standards includes emphasis on two- and three-dimensional reasoning skills, coordinate and transformational geometry, and the use of geometric models to solve problems. A variety of applications and some general problem-solving techniques, including algebraic skills, should be used to implement these standards. Calculators, computers, graphing utilities (graphing calculators or computer graphing simulators), dynamic geometry software, and other appropriate technology tools will be used to assist in teaching and learning. Any technology that will enhance student learning should be used.

Reasoning, Lines, and Transformations

G.1 The student will construct and judge the validity of a logical argument consisting of a set of premises and a conclusion. This will include
- a) identifying the converse, inverse, and contrapositive of a conditional statement;
- b) translating a short verbal argument into symbolic form;
- c) using Venn diagrams to represent set relationships; and
- d) using deductive reasoning.

G.2 The student will use the relationships between angles formed by two lines cut by a transversal to
- a) determine whether two lines are parallel;
- b) verify the parallelism, using algebraic and coordinate methods as well as deductive proofs; and
- c) solve real-world problems involving angles formed when parallel lines are cut by a transversal.

G.3 The student will use pictorial representations, including computer software, constructions, and coordinate methods, to solve problems involving symmetry and transformation. This will include
- a) investigating and using formulas for finding distance, midpoint, and slope;
- b) applying slope to verify and determine whether lines are parallel or perpendicular;
- c) investigating symmetry and determining whether a figure is symmetric with respect to a line or a point; and
- d) determining whether a figure has been translated, reflected, rotated, or dilated, using coordinate methods.

G.4 The student will construct and justify the constructions of
- a) a line segment congruent to a given line segment;
- b) the perpendicular bisector of a line segment;
- c) a perpendicular to a given line from a point not on the line;
- d) a perpendicular to a given line at a given point on the line;
- e) the bisector of a given angle,
- f) an angle congruent to a given angle; and
- g) a line parallel to a given line through a point not on the given line.

Triangles

G.5 The student, given information concerning the lengths of sides and/or measures of angles in triangles, will
- a) order the sides by length, given the angle measures;
- b) order the angles by degree measure, given the side lengths;

c) determine whether a triangle exists; and
d) determine the range in which the length of the third side must lie.

These concepts will be considered in the context of real-world situations.

G.6 The student, given information in the form of a figure or statement, will prove two triangles are congruent, using algebraic and coordinate methods as well as deductive proofs.

G.7 The student, given information in the form of a figure or statement, will prove two triangles are similar, using algebraic and coordinate methods as well as deductive proofs.

G.8 The student will solve real-world problems involving right triangles by using the Pythagorean Theorem and its converse, properties of special right triangles, and right triangle trigonometry.

Polygons and Circles

G.9 The student will verify characteristics of quadrilaterals and use properties of quadrilaterals to solve real-world problems.

G.10 The student will solve real-world problems involving angles of polygons.

G.11 The student will use angles, arcs, chords, tangents, and secants to
a) investigate, verify, and apply properties of circles;
b) solve real-world problems involving properties of circles; and
c) find arc lengths and areas of sectors in circles.

G.12 The student, given the coordinates of the center of a circle and a point on the circle, will write the equation of the circle.

Three-Dimensional Figures

G.13 The student will use formulas for surface area and volume of three-dimensional objects to solve real-world problems.

G.14 The student will use similar geometric objects in two- or three-dimensions to
a) compare ratios between side lengths, perimeters, areas, and volumes;
b) determine how changes in one or more dimensions of an object affect area and/or volume of the object;
c) determine how changes in area and/or volume of an object affect one or more dimensions of the object; and
d) solve real-world problems about similar geometric objects.

Algebra, Functions, and Data Analysis

The following standards outline the content for a one-year course in Algebra, Functions, and Data Analysis. This course is designed for students who have successfully completed the standards for Algebra I. Within the context of mathematical modeling and data analysis, students will study functions and their behaviors, systems of inequalities, probability, experimental design and implementation, and analysis of data. Data will be generated by practical applications arising from science, business, and finance. Students will solve problems that require the formulation of linear, quadratic, exponential, or logarithmic equations or a system of equations.

Through the investigation of mathematical models and interpretation/analysis of data from real life situations, students will strengthen conceptual understandings in mathematics and further develop connections between algebra and statistics. Students should use the language and symbols of mathematics in representations and communication throughout the course.

These standards include a transformational approach to graphing functions and writing equations when given the graph of the equation. Transformational graphing builds a strong connection between algebraic and graphic representations of functions.

The infusion of technology (graphing calculator and/or computer software) in this course will assist in modeling and investigating functions and data analysis.

Algebra and Functions

AFDA.1 The student will investigate and analyze function (linear, quadratic, exponential, and logarithmic) families and their characteristics. Key concepts include
a) continuity;
b) local and absolute maxima and minima;
c) domain and range;
d) zeros;
e) intercepts;
f) intervals in which the function is increasing/decreasing;
g) end behaviors; and
h) asymptotes.

AFDA.2 The student will use knowledge of transformations to write an equation, given the graph of a function (linear, quadratic, exponential, and logarithmic).

AFDA.3 The student will collect data and generate an equation for the curve (linear, quadratic, exponential, and logarithmic) of best fit to model real-world problems or applications. Students will use the best fit equation to interpolate function values, make decisions, and justify conclusions with algebraic and/or graphical models.

AFDA.4 The student will transfer between and analyze multiple representations of functions, including algebraic formulas, graphs, tables, and words. Students will select and use appropriate representations for analysis, interpretation, and prediction.

AFDA.5 The student will determine optimal values in problem situations by identifying constraints and using linear programming techniques.

Data Analysis

AFDA.6 The student will calculate probabilities. Key concepts include
a) conditional probability;
b) dependent and independent events;
c) addition and multiplication rules;
d) counting techniques (permutations and combinations); and
e) Law of Large Numbers.

AFDA.7 The student will analyze the normal distribution. Key concepts include
a) characteristics of normally distributed data;
b) percentiles;
c) normalizing data, using z-scores; and
d) area under the standard normal curve and probability.

AFDA.8 The student will design and conduct an experiment/survey. Key concepts include
a) sample size;
b) sampling technique;
c) controlling sources of bias and experimental error;
d) data collection; and
e) data analysis and reporting.

Algebra II

The standards below outline the content for a one-year course in Algebra II. Students enrolled in Algebra II are assumed to have mastered those concepts outlined in the Algebra I standards. All students preparing for postsecondary and advanced technical studies are expected to achieve the Algebra II standards. A thorough treatment of advanced algebraic concepts will be provided through the study of functions, "families of functions," equations, inequalities, systems of equations and inequalities, polynomials, rational and radical equations, complex numbers, and sequences and series. Emphasis will be placed on

practical applications and modeling throughout the course of study. Oral and written communication concerning the language of algebra, logic of procedures, and interpretation of results should also permeate the course.

These standards include a transformational approach to graphing functions. Transformational graphing uses translation, reflection, dilation, and rotation to generate a "family of graphs" from a given graph and builds a strong connection between algebraic and graphic representations of functions. Students will vary the coefficients and constants of an equation, observe the changes in the graph of the equation, and make generalizations that can be applied to many graphs.

Graphing utilities (graphing calculators or computer graphing simulators), computers, spreadsheets, and other appropriate technology tools will be used to assist in teaching and learning. Graphing utilities enhance the understanding of realistic applications through mathematical modeling and aid in the investigation and study of functions. They also provide an effective tool for solving and verifying solutions to equations and inequalities. Any other available technology that will enhance student learning should be used.

Expressions and Operations

AII.1 The student, given rational, radical, or polynomial expressions, will
- a) add, subtract, multiply, divide, and simplify rational algebraic expressions;
- b) add, subtract, multiply, divide, and simplify radical expressions containing rational numbers and variables, and expressions containing rational exponents;
- c) write radical expressions as expressions containing rational exponents and vice versa; and
- d) factor polynomials completely.

AII.2 The student will investigate and apply the properties of arithmetic and geometric sequences and series to solve real-world problems, including writing the first n terms, finding the nth term, and evaluating summation formulas. Notation will include Σ and a_n.

AII.3 The student will perform operations on complex numbers, express the results in simplest form using patterns of the powers of i, and identify field properties that are valid for the complex numbers.

Equations and Inequalities

AII.4 The student will solve, algebraically and graphically,
- a) absolute value equations and inequalities;
- b) quadratic equations over the set of complex numbers;
- c) equations containing rational algebraic expressions; and
- d) equations containing radical expressions.

Graphing calculators will be used for solving and for confirming the algebraic solutions.

AII.5 The student will solve nonlinear systems of equations, including linear-quadratic and quadratic-quadratic, algebraically and graphically. Graphing calculators will be used as a tool to visualize graphs and predict the number of solutions.

Functions

AII.6 The student will recognize the general shape of function (absolute value, square root, cube root, rational, polynomial, exponential, and logarithmic) families and will convert between graphic and symbolic forms of functions. A transformational approach to graphing will be employed. Graphing calculators will be used as a tool to investigate the shapes and behaviors of these functions.

AII.7 The student will investigate and analyze functions algebraically and graphically. Key concepts include
- a) domain and range, including limited and discontinuous domains and ranges;

b) zeros;
c) x- and y-intercepts;
d) intervals in which a function is increasing or decreasing;
e) asymptotes;
f) end behavior;
g) inverse of a function; and
h) composition of multiple functions.

Graphing calculators will be used as a tool to assist in investigation of functions.

AII.8 The student will investigate and describe the relationships among solutions of an equation, zeros of a function, x-intercepts of a graph, and factors of a polynomial expression.

Statistics

AII.9 The student will collect and analyze data, determine the equation of the curve of best fit, make predictions, and solve real-world problems, using mathematical models. Mathematical models will include polynomial, exponential, and logarithmic functions.

AII.10 The student will identify, create, and solve real-world problems involving inverse variation, joint variation, and a combination of direct and inverse variations.

AII.11 The student will identify properties of a normal distribution and apply those properties to determine probabilities associated with areas under the standard normal curve.

AII.12 The student will compute and distinguish between permutations and combinations and use technology for applications.

Trigonometry

The standards below outline the content for a one-semester course in trigonometry. Students enrolled in trigonometry are assumed to have mastered those concepts outlined in the Algebra II standards. A thorough treatment of trigonometry will be provided through the study of trigonometric definitions, applications, graphing, and solving trigonometric equations and inequalities. Emphasis should also be placed on using connections between right triangle ratios, trigonometric functions, and circular functions. In addition, applications and modeling should be included throughout the course of study. Emphasis should also be placed on oral and written communication concerning the language of mathematics, logic of procedure, and interpretation of results.

Graphing calculators, computers, and other appropriate technology tools will be used to assist in teaching and learning. Graphing utilities enhance the understanding of realistic applications through modeling and aid in the investigation of trigonometric functions and their inverses. They also provide a powerful tool for solving and verifying solutions to trigonometric equations and inequalities.

T.1 The student, given a point other than the origin on the terminal side of an angle, will use the definitions of the six trigonometric functions to find the sine, cosine, tangent, cotangent, secant, and cosecant of the angle in standard position. Trigonometric functions defined on the unit circle will be related to trigonometric functions defined in right triangles.

T.2 The student, given the value of one trigonometric function, will find the values of the other trigonometric functions, using the definitions and properties of the trigonometric functions.

T.3 The student will find, without the aid of a calculator, the values of the trigonometric functions of the special angles and their related angles as found in the unit circle. This will include converting angle measures from radians to degrees and vice versa.

T.4 The student will find, with the aid of a calculator, the value of any trigonometric function and inverse trigonometric function.

T.5 The student will verify basic trigonometric identities and make substitutions, using the basic identities.

T.6 The student, given one of the six trigonometric functions in standard form, will
a) state the domain and the range of the function;
b) determine the amplitude, period, phase shift, vertical shift, and asymptotes;
c) sketch the graph of the function by using transformations for at least a two-period interval; and
d) investigate the effect of changing the parameters in a trigonometric function on the graph of the function.

T.7 The student will identify the domain and range of the inverse trigonometric functions and recognize the graphs of these functions. Restrictions on the domains of the inverse trigonometric functions will be included.

T.8 The student will solve trigonometric equations that include both infinite solutions and restricted domain solutions and solve basic trigonometric inequalities.

T.9 The student will identify, create, and solve real-world problems involving triangles. Techniques will include using the trigonometric functions, the Pythagorean Theorem, the Law of Sines, and the Law of Cosines.

Algebra II and Trigonometry

The standards for this combined course in Algebra II and Trigonometry include all of the standards listed for Algebra II and Trigonometry. This course is designed for advanced students who are capable of a more rigorous course at an accelerated pace. The standards listed for this course provide the foundation for students to pursue a sequence of advanced mathematical studies from Mathematical Analysis to Advanced Placement Calculus.

Expressions and Operations

AII/T.1 The student, given rational, radical, or polynomial expressions, will
a) add, subtract, multiply, divide, and simplify rational algebraic expressions;
b) add, subtract, multiply, divide, and simplify radical expressions containing rational numbers and variables, and expressions containing rational exponents;
c) write radical expressions as expressions containing rational exponents and vice versa; and
d) factor polynomials completely.

AII/T.2 The student will investigate and apply the properties of arithmetic and geometric sequences and series to solve real-world problems, including writing the first n terms, finding the nth term, and evaluating summation formulas. Notation will include Σ and a_n.

AII/T.3 The student will perform operations on complex numbers, express the results in simplest form using patterns of the powers of i, and identify field properties that are valid for the complex numbers.

Equations and Inequalities

AII/T.4 The student will solve, algebraically and graphically,
a) absolute value equations and inequalities;
b) quadratic equations over the set of complex numbers;
c) equations containing rational algebraic expressions; and
d) equations containing radical expressions.
Graphing calculators will be used for solving and for confirming the algebraic solutions.

AII/T.5 The student will solve nonlinear systems of equations, including linear-quadratic and quadratic-quadratic, algebraically and graphically. Graphing calculators will be used as a tool to visualize graphs and predict the number of solutions.

Functions

AII/T.6 The student will recognize the general shape of function (absolute value, square root, cube root, rational, polynomial, exponential, and logarithmic) families and will convert between graphic and symbolic forms of functions. A transformational approach to graphing will be employed. Graphing calculators will be used as a tool to investigate the shapes and behaviors of these functions.

AII/T.7 The student will investigate and analyze functions algebraically and graphically. Key concepts include

a) domain and range, including limited and discontinuous domains and ranges;
b) zeros;
c) x- and y-intercepts;
d) intervals in which a function is increasing or decreasing;
e) asymptotes;
f) end behavior;
g) inverse of a function; and
h) composition of multiple functions.

Graphing calculators will be used as a tool to assist in the investigation of functions.

AII/T.8 The student will investigate and describe the relationships among solutions of an equation, zeros of a function, x-intercepts of a graph, and factors of a polynomial expression.

Statistics

AII/T.9 The student will collect and analyze data, determine the equation of the curve of best fit, make predictions, and solve real-world problems, using mathematical models. Mathematical models will include polynomial, exponential, and logarithmic functions.

AII/T.10 The student will identify, create, and solve real-world problems involving inverse variation, joint variation, and a combination of direct and inverse variations.

AII/T.11 The student will identify properties of a normal distribution and apply those properties to determine probabilities associated with areas under the standard normal curve.

AII/T.12 The student will compute and distinguish between permutations and combinations and use technology for applications.

Trigonometry

AII/T.13 The student, given a point other than the origin on the terminal side of an angle, will use the definitions of the six trigonometric functions to find the sine, cosine, tangent, cotangent, secant, and cosecant of the angle in standard position. Trigonometric functions defined on the unit circle will be related to trigonometric functions defined in right triangles.

AII/T.14 The student, given the value of one trigonometric function, will find the values of the other trigonometric functions, using the definitions and properties of the trigonometric functions.

AII/T.15 The student will find, without the aid of a calculator, the values of the trigonometric functions of the special angles and their related angles as found in the unit circle. This will include converting angle measures from radians to degrees and vice versa.

AII/T.16 The student will find, with the aid of a calculator, the value of any trigonometric function and inverse trigonometric function.

AII/T.17 The student will verify basic trigonometric identities and make substitutions, using the basic identities.

AII/T.18 The student, given one of the six trigonometric functions in standard form, will
a) state the domain and the range of the function;
b) determine the amplitude, period, phase shift, vertical shift, and asymptotes;
c) sketch the graph of the function by using transformations for at least a two-period interval; and
d) investigate the effect of changing the parameters in a trigonometric function on the graph of the function.

AII/T.19 The student will identify the domain and range of the inverse trigonometric functions and recognize the graphs of these functions. Restrictions on the domains of the inverse trigonometric functions will be included.

AII/T.20 The student will solve trigonometric equations that include both infinite solutions and restricted domain solutions and solve basic trigonometric inequalities.

AII/T.21 The student will identify, create, and solve real-world problems involving triangles. Techniques will include using the trigonometric functions, the Pythagorean Theorem, the Law of Sines, and the Law of Cosines.

Computer Mathematics

This course is intended to provide students with experiences in using computer programming techniques and skills to solve problems that can be set up as mathematical models. Students enrolled in Computer Mathematics are assumed to have studied the concepts and skills in Algebra I and beginning geometry. Students who successfully complete the standards for this course may earn credit toward meeting the mathematics graduation requirement. It is recognized that many students will gain computer skills in other mathematics courses or in a separate curriculum outside of mathematics and prior to high school. In such cases, the standards indicated by an asterisk (*) should be included in the student's course of study and treated as a review.

Even though computer ideas should be introduced in the context of mathematical concepts, problem solving per se should be developed in the most general sense, making the techniques applicable by students in many other environments. Strategies include defining the problem; developing, refining, and implementing a plan; and testing and revising the solution. Programming, ranging from simple programs involving only a few lines to complex programs involving subprograms, should permeate the entire course and may include programming a graphing calculator or scripting a problem solution in a database or spreadsheet. Programming concepts, problem-solving strategies, and mathematical applications should be integrated throughout the course.

These standards identify fundamental principles and concepts in the field of computer science that will be used within the context of mathematical problem solving in a variety of applications. As students develop and refine skills in logic, organization, and precise expression, they will apply those skills to enhance learning in all disciplines.

COM.1 The student will apply programming techniques and skills to solve practical real-world problems in mathematics arising from consumer, business, and other applications in mathematics. Problems will include opportunities for students to analyze data in charts, graphs, and tables and to use their knowledge of equations, formulas, and functions to solve these problems.

*COM.2 The student will design, write, test, debug, and document a program. Programming documentation will include preconditions and postconditions of program segments, input/output specifications, the step-by-step plan, the test data, a sample run, and the program listing with appropriately placed comments.

*COM.3 The student will write program specifications that define the constraints of a given problem. These specifications will include descriptions of preconditions, postconditions, the desired output, analysis of the available input, and an indication as to whether or not the problem is solvable under the given conditions.

*COM.4 The student will design a step-by-step plan (algorithm) to solve a given problem. The plan will be in the form of a program flowchart, pseudo code, hierarchy chart, and/or data-flow diagram.

*COM.5 The student will divide a given problem into manageable sections (modules) by task and implement the solution. The modules will include an appropriate user-defined function, subroutines, and procedures. Enrichment topics might include user-defined libraries (units) and object-oriented programming.

*COM.6 The student will design and implement the input phase of a program, which will include designing screen layout and getting information into the program by way of user interaction, data statements, and/or file input. The input phase will also include methods of filtering out invalid data (error trapping).

*COM.7 The student will design and implement the output phase of a computer program, which will include designing output layout, accessing a variety of output devices, using output statements, and labeling results.

COM.8 The student will design and implement computer graphics, which will include topics appropriate for the available programming environment as well as student background. Students will use graphics as an end in itself, as an enhancement to other output, and as a vehicle for reinforcing programming techniques.

COM.9 The student will define simple variable data types that include integer, real (fixed and scientific notation), character, string, and Boolean.

COM.10 The student will use appropriate variable data types, including integer, real (fixed and scientific notation), character, string, and Boolean. This will also include variables representing structured data types.

COM.11 The student will describe the way the computer stores, accesses, and processes variables, including the following topics: the use of variables versus constants, variables' addresses, pointers, parameter passing, scope of variables, and local versus global variables.

*COM.12 The student will translate a mathematical expression into a computer statement, which involves writing assignment statements and using the order of operations.

COM.13 The student will select and implement built-in (library) functions in processing data.

COM.14 The student will implement conditional statements that include "if/then" statements, "if/then/else" statements, case statements, and Boolean logic.

COM.15 The student will implement loops, including iterative loops. Other topics will include single entry point, single exit point, preconditions, and postconditions.

COM.16 The student will select and implement appropriate data structures, including arrays (one-dimensional and/or multidimensional), files, and records. Implementation will include creating the data structure, putting information into the structure, and retrieving information from the structure.

*COM.17 The student will implement pre-existing algorithms, including sort routines, search routines, and simple animation routines.

COM.18 The student will test a program, using an appropriate set of data. The set of test data should be appropriate and complete for the type of program being tested.

COM.19 The student will debug a program, using appropriate techniques (e.g., appropriately placed controlled breaks, the printing of intermediate results, other debugging tools available in the programming environment), and identify the difference between syntax errors and logic errors.

COM.20 The student will design, write, test, debug, and document a complete structured program that requires the synthesis of many of the concepts contained in previous standards.

Probability and Statistics

The following standards outline the content of a one-year course in Probability and Statistics. If a one-semester course is desired, the standards with an asterisk (*) would apply. Students enrolled in this course are assumed to have mastered the concepts identified in the Standards of Learning for Algebra II. The purpose of the course is to present basic concepts and techniques for collecting and analyzing data, drawing conclusions, and making predictions.

A graphing calculator is essential for every student taking the Probability and Statistics course and is required for the Advanced Placement Statistics Examination. The calculator may not fully substitute for a computer, however. In the absence of a computer for student use, teachers may provide students with examples of computer output generated by a statistical software package.

*PS.1 The student will analyze graphical displays of univariate data, including dotplots, stemplots, and histograms, to identify and describe patterns and departures from patterns, using central tendency, spread, clusters, gaps, and outliers. Appropriate technology will be used to create graphical displays.

*PS.2 The student will analyze numerical characteristics of univariate data sets to describe patterns and departures from patterns, using mean, median, mode, variance, standard deviation, interquartile range, range, and outliers.

*PS.3 The student will compare distributions of two or more univariate data sets, analyzing center and spread (within group and between group variations), clusters and gaps, shapes, outliers, or other unusual features.

*PS.4 The student will analyze scatterplots to identify and describe the relationship between two variables, using shape; strength of relationship; clusters; positive, negative, or no association; outliers; and influential points.

PS.5 The student will find and interpret linear correlation, use the method of least squares regression to model the linear relationship between two variables, and use the residual plots to assess linearity.

PS.6 The student will make logarithmic and power transformations to achieve linearity.

PS.7 The student, using two-way tables, will analyze categorical data to describe patterns and departure from patterns and to find marginal frequency and relative frequencies, including conditional frequencies.

*PS.8 The student will describe the methods of data collection in a census, sample survey, experiment, and observational study and identify an appropriate method of solution for a given problem setting.

*PS.9 The student will plan and conduct a survey. The plan will address sampling techniques (e.g., simple random, stratified) and methods to reduce bias.

PS.10 The student will plan and conduct an experiment. The plan will address control, randomization, and measurement of experimental error.

*PS.11 The student will identify and describe two or more events as complementary, dependent, independent, and/or mutually exclusive.

*PS.12 The student will find probabilities (relative frequency and theoretical), including conditional probabilities for events that are either dependent or independent, by applying the Law of Large Numbers concept, the addition rule, and the multiplication rule.

*PS.13 The student will develop, interpret, and apply the binomial probability distribution for discrete random variables, including computing the mean and standard deviation for the binomial variable.

PS.14 The student will simulate probability distributions, including binomial and geometric.

PS.15 The student will identify random variables as independent or dependent and find the mean and standard deviations for sums and differences of independent random variables.

*PS.16 The student will identify properties of a normal distribution and apply the normal distribution to determine probabilities, using a table or graphing calculator.

*PS.17 The student, given data from a large sample, will find and interpret point estimates and confidence intervals for parameters. The parameters will include proportion and mean, difference between two proportions, and difference between two means (independent and paired).

PS.18 The student will apply and interpret the logic of a hypothesis-testing procedure. Tests will include large sample tests for proportion, mean, difference between two proportions, and difference between two means (independent and paired) and Chi-squared tests for goodness of fit, homogeneity of proportions, and independence.

PS.19 The student will identify the meaning of sampling distribution with reference to random variable, sampling statistic, and parameter and explain the Central Limit Theorem. This will include sampling distribution of a sample proportion, a sample mean, a difference between two sample proportions, and a difference between two sample means.

PS.20 The student will identify properties of a t-distribution and apply t-distributions to single-sample and two-sample (independent and matched pairs) t-procedures, using tables or graphing calculators.

Discrete Mathematics

The following standards outline the content of a one-year course in Discrete Mathematics. If a one-semester course is desired, the standards with an asterisk (*) would apply. Students enrolled in Discrete Mathematics are assumed to have mastered the concepts outlined in the Standards of Learning for Algebra II.

Discrete mathematics may be described as the study of mathematical properties of sets and systems that have a countable (discrete) number of elements. With the advent of modern technology, discrete (discontinuous) models have become as important as continuous models. In this course, the main focus is problem solving in a discrete setting. Techniques that are not considered in the current traditional courses of algebra, geometry, and calculus will be utilized. As students solve problems, they will analyze and determine whether or not a solution exists (existence problems), investigate how many solutions exist (counting problems), and focus on finding the best solution (optimization problems). Connections will be made to other disciplines. The importance of discrete mathematics has been influenced by computers. Modern technology (graphing calculators and/or computers) will be an integral component of this course.

*DM.1 The student will model problems, using vertex-edge graphs. The concepts of valence, connectedness, paths, planarity, and directed graphs will be investigated. Adjacency matrices and matrix operations will be used to solve problems (e.g., food chains, number of paths).

*DM.2 The student will solve problems through investigation and application of circuits, cycles, Euler Paths, Euler Circuits, Hamilton Paths, and Hamilton Circuits. Optimal solutions will be sought using existing algorithms and student-created algorithms.

*DM.3 The student will apply graphs to conflict-resolution problems, such as map coloring, scheduling, matching, and optimization. Graph coloring and chromatic number will be used.

*DM.4 The student will apply algorithms, such as Kruskal's, Prim's, or Dijkstra's, relating to trees, networks, and paths. Appropriate technology will be used to determine the number of possible solutions and generate solutions when a feasible number exists.

*DM.5 The student will use algorithms to schedule tasks in order to determine a minimum project time. The algorithms will include critical path analysis, the list-processing algorithm, and student-created algorithms.

*DM.6 The student will solve linear programming problems. Appropriate technology will be used to facilitate the use of matrices, graphing techniques, and the Simplex method of determining solutions.

DM.7 The student will analyze and describe the issue of fair division (e.g., cake cutting, estate division). Algorithms for continuous and discrete cases will be applied.

DM.8 The student will investigate and describe weighted voting and the results of various election methods. These may include approval and preference voting as well as plurality, majority, run-off, sequential run-off, Borda count, and Condorcet winners.

DM.9 The student will identify apportionment inconsistencies that apply to issues such as salary caps in sports and allocation of representatives to Congress. Historical and current methods will be compared.

DM.10 The student will use the recursive process and difference equations with the aid of appropriate technology to generate
a) compound interest;
b) sequences and series;
c) fractals;
d) population growth models; and
e) the Fibonacci sequence.

DM.11 The student will describe and apply sorting algorithms and coding algorithms used in sorting, processing, and communicating information. These will include
a) bubble sort, merge sort, and network sort; and
b) ISBN, UPC, zip, and banking codes.

DM.12 The student will select, justify, and apply an appropriate technique to solve a logic problem. Techniques will include Venn diagrams, truth tables, and matrices.

DM.13 The student will apply the formulas of combinatorics in the areas of
a) the Fundamental (Basic) Counting Principle;
b) knapsack and bin-packing problems;
c) permutations and combinations; and
d) the pigeonhole principle.

Mathematical Analysis

The standards below outline the content for a one-year course in Mathematical Analysis. Students enrolled in Mathematical Analysis are assumed to have mastered Algebra II concepts and have some exposure to trigonometry. Mathematical Analysis develops students' understanding of algebraic and

transcendental functions, parametric and polar equations, sequences and series, and vectors. The content of this course serves as appropriate preparation for a calculus course.

Graphing calculators, computers, and other appropriate technology tools will be used to assist in teaching and learning. Graphing utilities enhance the understanding of realistic applications through modeling and aid in the investigation of functions and their inverses. They also provide a powerful tool for solving and verifying solutions to equations and inequalities.

MA.1 The student will investigate and identify the characteristics of polynomial and rational functions and use these to sketch the graphs of the functions. This will include determining zeros, upper and lower bounds, *y*-intercepts, symmetry, asymptotes, intervals for which the function is increasing or decreasing, and maximum or minimum points. Graphing utilities will be used to investigate and verify these characteristics.

MA.2 The student will apply compositions of functions and inverses of functions to real-world situations. Analytical methods and graphing utilities will be used to investigate and verify the domain and range of resulting functions.

MA.3 The student will investigate and describe the continuity of functions, using graphs and algebraic methods.

MA.4 The student will expand binomials having positive integral exponents through the use of the Binomial Theorem, the formula for combinations, and Pascal's Triangle.

MA.5 The student will find the sum (sigma notation included) of finite and infinite convergent series, which will lead to an intuitive approach to a limit.

MA.6 The student will use mathematical induction to prove formulas and mathematical statements.

MA.7 The student will find the limit of an algebraic function, if it exists, as the variable approaches either a finite number or infinity. A graphing utility will be used to verify intuitive reasoning, algebraic methods, and numerical substitution.

MA.8 The student will investigate and identify the characteristics of conic section equations in (*h, k*) and standard forms. Transformations in the coordinate plane will be used to graph conic sections.

MA.9 The student will investigate and identify the characteristics of exponential and logarithmic functions in order to graph these functions and solve equations and real-world problems. This will include the role of e, natural and common logarithms, laws of exponents and logarithms, and the solution of logarithmic and exponential equations.

MA.10 The student will investigate and identify the characteristics of the graphs of polar equations, using graphing utilities. This will include classification of polar equations, the effects of changes in the parameters in polar equations, conversion of complex numbers from rectangular form to polar form and vice versa, and the intersection of the graphs of polar equations.

MA.11 The student will perform operations with vectors in the coordinate plane and solve real-world problems, using vectors. This will include the following topics: operations of addition, subtraction, scalar multiplication, and inner (dot) product; norm of a vector; unit vector; graphing; properties; simple proofs; complex numbers (as vectors); and perpendicular components.

MA.12 The student will use parametric equations to model and solve application problems.

MA.13 The student will identify, create, and solve real-world problems involving triangles. Techniques will include using the trigonometric functions, the Pythagorean Theorem, the Law of Sines, and the Law of Cosines.

MA.14 The student will use matrices to organize data and will add and subtract matrices, multiply matrices, multiply matrices by a scalar, and use matrices to solve systems of equations.

K. English Standards of Learning

These revised standards are presented in the strikethrough format as presented to Virginia's Board of Education on January 14, 2010.

Proposed Revised English Standards of Learning for Virginia Public Schools

Final Review

January 14, 2010

Introduction

The goals of the English Standards of Learning are to teach students to read, write, and communicate. ~~and to prepare students.~~ They should be prepared to participate in society as literate citizens, equipped with the ability to communicate effectively in their communities, in the workplace, and in postsecondary education. As students progress through the school years, they become active and involved listeners and develop a full command of the English language, evidenced by their use of standard English and their rich speaking and writing vocabularies.

Students become competent readers of a variety of ~~print materials~~ texts and are encouraged to acquire a lifelong love of reading. In kindergarten through third grade, the primary goal is to teach all students to read fluently and to comprehend a variety of fiction and nonfiction selections that relate to all areas of the curriculum. In fourth through twelfth grades, students continue to acquire and refine strategies for comprehending and analyzing selections that encompass all literary ~~types~~ genres, exemplify universal themes, and relate to all subjects. Students in high school become familiar with ~~exemplary~~ a wide variety of authors and classic literary works.

Proficient use of the English language enables students to explore and articulate the complex issues and ideas encountered in public and personal life. Students acquire the ability to make full and effective use of the written language in their future educational, occupational, and personal endeavors.

Organization of the English Standards of Learning

Standards for kindergarten through ~~eighth~~ third grade are organized in three related strands: Oral Language, Reading, and Writing. Standards for ~~ninth~~ fourth through twelfth grades are organized in four related strands: ~~Oral Language~~ Communication: Speaking, Listening, and Media Literacy; Reading ~~Analysis~~; Writing; and Research. Each grade level is preceded by an overview that describes the major concepts and skills that each student will be expected to understand and demonstrate. The standards reflect a comprehensive instructional program and document a progression of expected achievement in each of the strands. This organization of standards also reflects the gradual progression in the development of skills.

Oral Language includes speaking and listening in kindergarten through third grade. In the early grades, students learn to participate in classroom discussion. ~~Over the course of several grade levels,~~ In grades three through twelve, students learn to prepare, ~~and~~ deliver, and critique oral presentations ~~and to critique them in order to improve delivery~~. In grades four through twelve the Oral Language strand changes to become Communication: Speaking, Listening, and Media Literacy. Students will analyze, develop and produce media messages. However, students' home and cultural languages are the starting point for all language learning; competency in the use of standard English is the goal for all students. ~~Over the course of several grade levels, students learn to prepare, and deliver, and to critique them in order to improve delivery. Students' homes and cultural languages are the starting point for all language learning; however, competency in the use of standard English is the goal for all students.~~ Therefore, daily speaking opportunities, both formal and informal, should be a part of every English curriculum.

Reading begins with an awareness of the concepts of print and the sounds and structure of oral and written language. Students in the primary grades acquire a strong foundation in phonological and phonemic awareness, phonics, vocabulary, fluency, and comprehension strategies. Students continue to study the structure of words and language and refine comprehension strategies throughout all grades. In

the middle school and high school grades, students ~~focus on the analysis~~ analyze ~~of~~ what they read and ~~the application of what they learn and~~ apply that learning. Both reading in other content areas and reading of nonfiction~~al~~ texts are essential for all students. ~~Daily oral language and reading experiences are essential for all students~~. Students' appreciation for ~~literature~~ literary texts is enhanced by frequent interaction with a broad array of classic and contemporary literature, which engages the reading skills of students and invites them to develop an appreciation for the power and beauty of the written word. The combination of teachers reading aloud and students selecting reading materials is necessary in helping students develop a lifelong reading habit and an appreciation for literature.

Writing begins with letter formation and the use of letters to represent speech sounds. From kindergarten through twelfth grade, students become increasingly aware of the structure of language and the writing process. Improvement in written communication is achieved through frequent opportunities to apply narrative, ~~persuasive,~~ expository, and persuasive/argumentative ~~technical~~ skills. Daily ~~reading, writing, and oral language~~ experiences are essential for all students. ~~The combination of teachers reading aloud and of students selecting reading materials is necessary in helping students develop a lifelong reading habit and an appreciation for literature.~~

Research standards are also developed across grade levels. ~~In grades nine through twelve, research is a separate strand.~~ In kindergarten through ~~eighth~~ third grade, research skills are incorporated in the reading and writing strands. In grades ~~nine~~ four through twelve, research is a separate strand where students learn to access information, evaluate the validity of sources, document those sources, and synthesize that information into a research-based product. ~~Through these standards, students learn to acquire information from a variety of sources to use in planning and delivering presentations and reports.~~

~~Student learning is enhanced through the use of computer technology~~. Technology enhances student learning ~~Data access, retrieval,~~ and ~~processing~~ supports instruction in reading, writing, and research. ~~In composition, word processing programs allow students to check spelling, grammar, and style to revise drafts.~~ In the writing process, technology enables students to compose, revise, edit, share, and publish their writing. Information technology is an integral part of student ~~research~~ learning, ~~and helps~~ assisting students to produce effective written and oral ~~presentations~~ communication. ~~However, the use of computer-aided spelling and grammar is not a substitute for learning the rules of English.~~

Although the strands are developed separately, they are integrated in the classroom. Proficiency in reading, writing, listening, speaking, media literacy, and research skills allows students to learn and to use knowledge to make meaningful connections between their lives and academic disciplines. There should be a concerted effort to relate required reading selections in English to studies in other core subjects, including mathematics, science, and history and social science. Standards that incorporate rigor in English help students develop the expected performance competencies.

Kindergarten

The kindergarten student will be immersed in a print-rich environment to develop oral language skills, phonological awareness, print awareness, vocabulary, comprehension, and an appreciation for literature. The reading of fiction and nonfiction ~~selections~~ texts will enable students to develop an awareness of print materials as sources of information and enjoyment. The kindergarten student will have the opportunity to use words that describe people, places, and events. The student will recognize and print letters of the alphabet, use the basic phonetic principles of identifying and writing beginning sounds, identify story elements, and communicate ideas through pictures and writing.

Oral Language

K.1 The student will demonstrate growth in the use of oral language.

a) Listen to a variety of literary forms, including stories and poems.

b) Participate in a variety of oral language activities including choral and echo speaking and ~~recite~~ recitation of short poems, rhymes, songs, and stories with repeated word order patterns.

c) Participate in oral generation of language experience narratives. ~~Participate in creative dramatics.~~ [Moved to SOL K.1d]

d) Participate in creative dramatics. ~~Begin to discriminate between spoken sentences, words, and syllables.~~ [Moved to SOL K.4a]

e) Use complete sentences that include subject, verb, and object. ~~Recognize rhyming words.~~ [Moved to SOL K.4b]

~~f) Generate rhyming words in a rhyming pattern.~~ [Moved to SOL K.4b]

K.2 The student will ~~use listening and speaking vocabularies.~~ expand understanding and use of word meanings.

a) Increase listening and speaking vocabularies. ~~Use number words.~~ [Moved to SOL K.2b]

b) Use number words. ~~Use words to describe/name people, places, and things.~~ [Moved to SOL K.2c]

c) Use words to describe/name people, places, and things. ~~Use words to describe location, size, color, and shape.~~ [Moved to SOL K.2d]

d) Use words to describe/name location, size, color, and shape. ~~Use words to describe actions.~~ [Moved to SOL K.2e]

e) Use words to describe/name actions. ~~Ask about words not understood.~~ [Moved to SOL K.2f]

f) Ask about words not understood. ~~Follow one-step and two-step directions.~~ [Moved to SOL K.3g]

g) Use vocabulary from other content areas. ~~Begin to ask how and why questions.~~ [Moved to SOL K.3h]

K.3 The student will build oral communication skills.

a) Express ideas in complete sentences and express needs through direct requests. ~~Begin to follow implicit rules for conversation, including taking turns and staying on topic.~~ [Moved to SOL K.3c]
b) Begin to initiate conversations. ~~Express ideas and needs in complete sentences.~~ [Moved to SOL K.3a]
c) Begin to follow implicit rules for conversation, including taking turns and staying on topic.
d) Listen and speak in informal conversations with peers and adults. ~~Begin to use voice level, phrasing, and intonation appropriate for language situation.~~ [Moved to SOL K.3f]
e) Participate in group and partner discussions about various texts and topics. ~~Begin to initiate conversations.~~ [Moved to SOL K.3b]
f) Begin to use voice level, phrasing, and intonation appropriate for various language situations. ~~Participate in discussions about books and specific topics.~~ [Moved SOL to K.3e]
g) Follow one-~~step~~ and two-step directions.
h) Begin to ask how and why questions.

K.4 The student will ~~hear~~ identify, say, ~~and manipulate phonemes (small units of sound) of spoken language~~, segment, and blend various units of speech sounds.

a) Begin to discriminate between spoken sentences, words, and syllables. ~~Identify orally words that rhyme.~~ [Moved to SOL K.4b]
b) Identify and produce words that rhyme. ~~Identify words orally according to shared beginning or ending sounds.~~ [Moved to SOL K.4e]
c) Blend and segment multisyllabic words at the syllable level.
d) ~~Divide~~ Segment one-syllable words into speech sound~~s~~ units ~~(phonemes)~~ including beginning phoneme(s) (onset) and ending (rimes).
e) ~~Divide words into syllables~~ Identify words ~~orally~~ according to shared beginning and/or ending sounds.

Reading

K.5 The student will understand how print is organized and read.

a) Hold print materials in the correct position.
b) Identify the front cover, back cover, and title page of a book.
c) Distinguish between print and pictures. ~~Follow words from left to right and from top to bottom on a printed page.~~ [Moved to SOL K.5d]
d) Follow words from left to right and from top to bottom on a printed page. ~~Match voice with print: syllables, words, and phrases.~~ [Moved to SOL K.5e]
e) Match voice with print.~~: syllables, words, and phrases~~ (concept of word).

K.6 The student will demonstrate an understanding that print ~~makes sense~~ conveys meaning.

a) Identify common signs and logos. ~~Explain that printed materials provide information.~~ [Moved to SOL K.6b]
b) Explain that printed materials provide information. ~~Identify common signs and logos.~~ [Moved to SOL K.6a]
c) Read and explain own writing and drawings. ~~Read ten high-frequency words.~~ [Moved to SOL K.6d]
d) Read his/her name and read fifteen meaningful, concrete words. ~~Read and explain own writing and drawings.~~ [Moved to SOL K.6c]

K.7 The student will develop an understanding of basic phonetic principles.

a) Identify and name the uppercase and lowercase letters of the alphabet.
b) Match consonant, ~~and~~ short vowel, and initial consonant diagraph sounds to appropriate letters.
c) Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable. ~~Identify beginning consonant sounds in single-syllable words.~~ [Moved to SOL K.7d]
d) Identify beginning consonant sounds in single-syllable words.

K.8 The student will expand vocabulary.

a) Discuss meanings of words.
b) Develop vocabulary by listening to a variety of texts read aloud.

~~K.8~~ K.9 The student will demonstrate comprehension of fictional texts ~~and nonfiction~~.

a) Identify what an author does and what an illustrator does. ~~Use pictures to make predictions about content.~~ [Moved to SOL K.9c]
b) Relate previous experiences to what is read. ~~Retell familiar stories, using beginning, middle, and end.~~ [Moved to SOL K.9f]
c) Use pictures to make predictions. ~~Discuss characters, setting, and events.~~ [Moved to SOL K.9g]
d) Begin to ask and answer questions about what is read. ~~Use story language in discussions and retellings.~~ [Moved to SOL K.9e]
e) Use story language in discussions and retellings. ~~Identify what an author does and what an illustrator does.~~ [Moved to SOL K.9a]
f) Retell familiar stories, using beginning, middle, and end. ~~Identify the topics of nonfiction selections.~~
g) Discuss characters, setting, and events.

K.10 The student will demonstrate comprehension of nonfiction~~al~~ texts.

a) Use pictures to identify topic and make predictions.
b) Identify text features specific to the topic, such as titles, headings, and pictures.

Writing

~~K.9~~ K.11 The student will print in manuscript ~~the uppercase and lowercase letters of the alphabet independently~~.[Moved to SOL K.11a]

a) Print ~~the~~ uppercase and lowercase letters of the alphabet independently.
b) ~~The student will p~~Print his/her first and last names.

~~K.10~~ ~~The student will print his/her first and last names.~~ [Moved to SOL K.11b)

~~K.11~~ K.12 The student will write to communicate ideas for a variety of purposes.

a) Differentiate pictures from writing. ~~Draw pictures and/or use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.~~ [Moved to SOL K.12b]

b) Draw pictures and/or use letters and phonetically spelled words to write about experiences. ~~Write left to right and top to bottom.~~ [Moved to SOL K.12d]

c) Use letters and beginning consonant sounds to spell words phonetically to describe pictures or write about experiences.

d) Write left to right and top to bottom.

~~K.12~~ K.13 The student will use available technology for reading and writing

Grade One

Reading is the priority in first grade. The student will be immersed in a print-rich environment to develop oral language skills, phonetic skills, vocabulary, comprehension, and an awareness of print materials as sources of information and enjoyment. The student will use listening and speaking skills to participate in classroom discussions. The student will use a variety of strategies to read new words and will read familiar selections with fluency and expression. The student will continue to develop an understanding of character, setting, main idea, and story sequence in a variety of texts. The student will increase vocabulary and comprehension strategies by reading ~~age-appropriate materials~~ across the curriculum, with emphasis on materials that reflect the Standards of Learning in mathematics, science, and history and social science. The student will also demonstrate comprehension of fiction and nonfiction ~~selections~~ texts through classroom discussion and will begin to communicate ideas in writing. ~~The student will become an independent reader by the end of first grade.~~

Oral Language

1.1 The student will continue to demonstrate growth in the use of oral language.

a) Listen and respond to a variety of electronic media~~, including books, audiotapes, videos,~~ and other age-appropriate materials.
b) Tell and retell stories and events in logical order.
c) Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns.
d) Participate in creative dramatics. ~~Express ideas orally in complete sentences.~~ [Moved to SOL 1.1e]
e) Express ideas orally in complete sentences.

1.2 The student will ~~continue to~~ expand ~~and use listening and speaking vocabularies~~ understanding and use of word meanings.

a) Increase ~~oral descriptive vocabulary~~ listening and speaking vocabularies.
b) Begin to ask for clarification and explanation of words and ideas.
c) Use common singular and plural nouns. ~~Follow simple two-step oral directions.~~ [Moved to SOL 1.3d]
d) Use vocabulary from other content areas. ~~Give simple two-step oral directions.~~ [Moved to SOL 1.3e]
~~e) Use singular and plural nouns.~~ [Moved to SOL 1.2c]

1.3 The student will adapt or change oral language to fit the situation.

a) Initiate conversation with peers and adults.
b) Follow rules for conversation using appropriate voice level in small-group settings.
c) Ask and respond to questions. ~~Use appropriate voice level in small-group settings.~~ [Moved to SOL 1.3 b]
d) Follow simple two-step oral directions. ~~Ask and respond to questions in small-group settings.~~ [Moved to SOL 1.3c]
e) Give simple two-step oral directions.

1.4 The student will orally identify, produce, and manipulate ~~phonemes (small units of sound) in syllables and multisyllabic words~~ various units of speech sounds within words.

a) Create rhyming words. ~~Count phonemes (sounds) in syllables or words with a maximum of three syllables.~~ [Moved to SOL 1.4b]
b) Count phonemes (sounds) in one-syllable words. ~~Add or delete phonemes (sounds) orally to change syllables or words.~~ [Moved to SOL 1.4e]
c) Blend sounds to make one-syllable words. ~~Create rhyming words orally.~~ [Moved to SOL 1.4a]
d) Segment one-syllable words into individual speech sounds (phonemes). ~~Blend sounds to make word parts and words with one to three syllables.~~ [Moved to SOL 1.4c]
e) Add or delete phonemes (sounds) ~~orally~~ to ~~change~~ make new ~~syllables or~~ words.

Reading

1.5 The student will apply knowledge of how print is organized and read.

a) Read from left to right and from top to bottom.
b) Match spoken words with print.
c) Identify letters, words, ~~and~~ sentences, and ending punctuation.
d) Read his/her own writing.

1.6 The student will apply phonetic principles to read and spell.

a) Use beginning and ending consonants to decode and spell single-syllable words.
b) Use two-letter consonant blends to decode and spell single-syllable words.
c) Use beginning consonant digraphs to decode and spell single-syllable words.
d) Use short vowel sounds to decode and spell single-syllable words.
e) Blend beginning, middle, and ending sounds to recognize and read words.
f) Use word patterns to decode unfamiliar words.
g) ~~Use~~ Read and spell simple two-syllable compound words.
h) Read and spell commonly used~~, high-frequency~~ sight words~~, including *the*, *said*, and *come*~~.

1.7 The student will use ~~meaning~~ semantic clues and ~~language structure~~ syntax to expand vocabulary when reading.

a) Use words, phrases, and sentences. ~~Use titles and pictures.~~ [Moved to SOL 1.7b]
b) Use titles and pictures. ~~Use knowledge of the story and topic to read words.~~ [Moved to SOL 1.7c]
c) Use information in the story to read words. ~~Use knowledge of sentence structure.~~ [Moved to SOL 1.7d]
d) Use knowledge of sentence structure. ~~Reread and self-correct.~~ [Moved to SOL 1.7f]
e) Use knowledge of story structure.
f) Reread and self-correct.

1.8 The student will expand vocabulary.

a) Discuss meanings of words in context.
b) Develop vocabulary by listening to and reading a variety of texts.
c) Ask for the meaning of unknown words and make connections to familiar words.
d) Use text clues such as words or pictures to discern meanings of unknown words.
e) Use vocabulary from other content areas.

~~1.8~~ ~~1.9~~ ~~The student will read and re-read familiar stories, poems, and passages with fluency, accuracy, and meaningful expression~~.

~~1.9~~ 1.10 1.9 The student will read and demonstrate comprehension of a variety of fictional texts. ~~and nonfiction.~~

a) Preview the selection.
b) Set a purpose for reading.
c) Relate previous experiences to what is read.
d) Make and confirm predictions ~~about content~~.
e) Ask and answer who, what, when, where, why, and how questions about what is read.
f) Identify characters, setting, and important events.
g) Retell stories and events, using beginning, middle, and end.
h) Identify the ~~topic or~~ main idea or theme.
i) Read and re-read familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.

~~1.11~~ 1.10 The student will read and demonstrate comprehension of a variety of nonfiction~~al~~ texts.

a) Preview the selection.
b) Use prior and background knowledge as context for new learning.
c) Set a purpose for reading.
d) Identify text features such as pictures, headings, charts, and captions.
e) Make and confirm predictions.
f) Ask and answer who, what, where, when, why, and how questions about what is read.
g) Identify the main idea.
h) Read and re-read familiar passages with fluency, accuracy, and meaningful expression.

~~1.10~~~~1.12~~1.11 The student will use simple reference materials.

a) Use knowledge of alphabetical order by first letter.
b) Use a picture dictionary to find meanings of unfamiliar words.

Writing

~~1.11~~~~1.13~~1.12 The student will print legibly.

a) Form letters accurately.
b) Space words ~~and~~ within sentences.
c) Use the alphabetic code to write unknown words phonetically.

~~1.12~~~~1.14~~1.13 The student will write to communicate ideas for a variety of purposes.

a) Generate ideas.
b) Focus on one topic.
c) ~~Use~~ Revise by adding descriptive words when writing about people, places, things, and events.
d) Use complete sentences in final copies.
e) Begin each sentence with a capital letter and use ending punctuation in final copies.
f) Use correct spelling for ~~high-frequency~~ commonly used sight words and phonetically regular words in final copies.
g) Share writing with others.
~~h)~~ ~~Use available technology.~~ [Moved to SOL 1.14]

~~1.15~~1.14 The student will use available technology for reading and writing.

Grade Two

Reading continues to be a priority in second grade. The student will be immersed in an ~~print-rich~~ environment filled with fiction and nonfiction ~~selections~~ texts, which relate to all areas of the curriculum and interest. The student will expand vocabulary by speaking and listening effectively in classroom discussions, use a combination of strategies when reading, and read ~~age-appropriate~~ familiar selections with fluency and expression. The student will learn comprehension strategies for fiction and nonfiction ~~materials~~ texts. The student will be asked to identify main ideas, to make and confirm predictions, and to formulate questions about learning in all subjects, with emphasis on materials that reflect the Standards of Learning in mathematics, science, and history and social science. The student will write stories, letters, and simple explanations; apply simple grammatical principles to writing; and locate information in reference materials.

Oral Language

2.1 The student will demonstrate an understanding of oral language structure.

a) Create oral stories to share with others.
b) Create and participate in oral dramatic activities.
c) Use correct verb tenses in oral communication.
d) Use increasingly complex sentence structures in oral communication.
e) Begin to self-correct errors in language use.

2.2 The student will ~~continue to~~ expand understanding and use of word meanings ~~listening and speaking vocabularies~~. [Moved to SOL 2.2a]

a) Increase listening and speaking vocabularies. ~~Use words that reflect a growing range of interests and knowledge.~~ [Moved to SOL 2.2b]
b) Use words that reflect a growing range of interests and knowledge. ~~Clarify and explain words and ideas orally.~~ [Moved to SOL 2.2c]
c) Clarify and explain words and ideas orally. ~~Follow oral directions with three or four steps.~~ [Moved to SOL 2.3e]
d) Identify and use synonyms and antonyms. ~~Give three-step and four-step directions.~~ [Moved SOL to 2.3f]
e) Use vocabulary from other content areas. ~~Identify and use synonyms and antonyms in oral communication.~~ [Moved to SOL 2.2d]

2.3 The student will use oral communication skills.

a) Use oral language for different purposes: to inform, to persuade, ~~and~~ to entertain, to clarify, and to respond.
b) Share stories or information orally with an audience.
c) Participate as a contributor and leader in a group.
d) ~~Summarize~~ Retell information shared ~~orally~~ by others.
e) Follow three- and four-step directions.
f) Give three-~~step~~ and four-step directions.

2.4 The student will orally identify, produce, and manipulate various units of speech sounds within words.

a) Count phonemes (sounds) within one-syllable words.
b) Blend sounds to make one-syllable words.
c) Segment one-syllable words into individual speech sounds (phonemes).
d) Add or delete phonemes (sounds) to make words.
e) Blend and segment multisyllabic words at the syllable level.

Reading

~~2.4~~ ~~The student will use phonetic strategies when reading and spelling.~~ [Moved to SOL 2.5]

~~a) Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words.~~ [Moved to SOL 2.5a]
~~b) Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words.~~ [Moved to SOL 2.5b]
~~c) Decode regular multisyllabic words.~~ [Moved to SOL 2.5c]

~~2.4~~ ~~The student will orally identify, produce, and manipulate various units of speech sounds within words.~~ [Entire SOL moved to the Oral Language strand]

~~a) Count phonemes (sounds) within one-syllable words.~~
~~b) Blend sounds to make one-syllable words.~~
~~c) Segment one-syllable words into individual speech sounds (phonemes).~~
~~d) Add or delete phonemes (sounds) to make words.~~
~~e) Blend and segment multisyllabic words at the syllable level.~~

~~2.4~~ 2.5 The student will use phonetic strategies when reading and spelling.

a) Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words.
b) Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words.
c) Decode regular multisyllabic words.

~~2.5~~ 2.6 The student will use ~~meaning~~ semantic clues and ~~language structure~~ syntax to expand vocabulary when reading.

a) Use information in the story to read words.
b) Use knowledge of sentence structure.
c) Use knowledge of story structure and sequence.
d) Reread and self-correct.

~~2.6~~ 2.7 The student will ~~use language structure to~~ expand vocabulary when reading.

a) Use knowledge of homophones. ~~Use knowledge of prefixes and suffixes.~~ [Moved to SOL 2.7b]
b) Use knowledge of prefixes and suffixes. ~~Use knowledge of contractions and singular possessives.~~ [Moved to SOL 2.13f]
c) Use knowledge of antonyms and synonyms. ~~Use knowledge of simple abbreviations.~~ [Moved to SOL 2.13g]
d) Discuss meanings of words and develop vocabulary by listening and reading a variety of texts. ~~Use knowledge of antonyms and synonyms.~~ [Moved to SOL 2.7c]
e) Use vocabulary from other content areas.

~~2.7~~ ~~The student will read fiction and nonfiction, using a variety of strategies independently.~~ [Moved to SOL 2.8 and SOL 2.9]

~~a)~~ ~~Preview the selection by using pictures, diagrams, titles, and headings.~~

~~b)~~ ~~Set purpose for reading.~~

~~c)~~ ~~Read stories, poems, and passages with fluency and expression.~~

~~d)~~ ~~Reread and self-correct when necessary.~~ [Moved to SOL 2.6d]

~~2.8~~ ~~The student will read and re-read familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.~~

~~2.8~~ ~~2.9~~ 2.8 The student will read and demonstrate comprehension of fictional texts ~~and nonfiction~~.

a) Make and confirm predictions ~~about content~~.

b) Relate previous experiences to the main idea. ~~Read to confirm predictions.~~ [Moved to SOL 2.8a]

c) Ask and answer questions about what is read. ~~Relate previous experiences to the topic.~~ [Moved to SOL 2.8b]

d) Locate information to answer questions. ~~Ask and answer questions about what is read.~~ [Moved to SOL 2.8c]

e) Describe characters, setting, and important events in fiction and poetry. ~~Locate information to answer questions.~~ [Moved to SOL 2.8d]

f) Identify the problem and solution. ~~Describe characters, setting, and important events in fiction and poetry.~~ [Moved to SOL 2.8e]

g) Identify the ~~problem, solution, and~~ main idea.

h) Summarize stories and events with beginning, middle, and end in the correct sequence. ~~Identify the problem, solution, and main idea.~~ [Moved to SOL 2.8f and SOL 2.8g]

i) Draw conclusions based on the text.

j) Read and re-read familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.

~~2.10~~ 2.9 The student will read and demonstrate comprehension of nonfiction~~al~~ texts.

a) Preview the selection using text features.

b) Make and confirm predictions about the main idea.

c) Use prior and background knowledge as context for new learning.

d) Set purpose for reading.

e) Ask and answer questions about what is read.

f) Locate information to answer questions.

g) Identify the main idea.

h) Read and re-read familiar passages with fluency, accuracy, and meaningful expression.

~~2.9~~ ~~2.11~~2.10 The student will demonstrate comprehension of information in reference materials.

a) Use table of contents.

b) Use pictures, captions, and charts.

c) Use dictionaries, glossaries, and indices.

d) Use online resources.

Writing

~~2.10~~~~2.12~~2.11 The student will maintain legible ~~manuscript~~ printing and begin to make the transition to cursive.

~~2.11~~~~2.13~~2.12 The student will write stories, letters, and simple explanations.

a) Generate ideas before writing.
b) Organize writing to include a beginning, middle, and end for narrative and expository writing.
c) Expand writing to include descriptive detail. ~~Revise writing for clarity.~~ [Moved to SOL 2.12d]
d) Revise writing for clarity. ~~Use available technology.~~

~~2.12~~~~2.14~~2.13 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.

a) Recognize and use complete sentences.
b) Use and punctuate declarative, interrogative, and exclamatory sentences.
c) Capitalize all proper nouns and the word *I*.
d) Use singular and plural nouns and pronouns.
e) Use apostrophes in contractions~~, including *don't, isn't,* and *can't*~~ and possessives.
f) Use contractions and singular possessives. ~~Use correct spelling for high-frequency sight words, including compound words and regular plurals.~~ [Moved to SOL 2.13h]
g) Use knowledge of simple abbreviations.
h) Use correct spelling for ~~high-frequency~~ commonly used sight words, including compound words and regular plurals.
i) Use commas in the salutation and closing of a letter.
j) Use verbs and adjectives correctly in sentences.

~~2.15~~ 2.14 The student will use available technology for reading and writing.

Grade Three

Reading continues to be a priority in third grade. Emphasis is on learning about words, reading ~~age-appropriate~~ text with fluency and expression, and learning comprehension strategies. The student will read a variety of fiction and nonfiction ~~literature~~ texts, which relates to all areas of the curriculum. The student will use effective communication skills in group activities and will present brief oral reports. Reading comprehension strategies will be applied in all subjects, with emphasis on materials that reflect the Standards of Learning in mathematics, science, and history and social science. The student will plan, draft, revise, and edit stories, simple explanations, and short reports. In addition, the student will gather and use information from print and ~~nonprint~~ electronic sources. The student also will write legibly in cursive.

Oral Language

3.1 The student will use effective communication skills in group activities.

a) Listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said.
b) Ask and respond to questions from teachers and other group members.
c) Explain what has been learned.
d) Use language appropriate for context.
e) Increase listening and speaking vocabularies.

3.2 The student will present brief oral reports using visual media.

a) Speak clearly.
b) Use appropriate volume and pitch.
c) Speak at an understandable rate.
d) Organize ideas sequentially or around major points of information.
e) Use ~~grammatically correct~~ contextually appropriate language and specific vocabulary to communicate ideas.

Reading

3.3 The student will apply word-analysis skills when reading.

a) Use knowledge of ~~all~~ regular and irregular vowel patterns.
b) Decode regular multisyllabic words. ~~Use knowledge of homophones.~~ [Moved to SOL 3.4a]
~~c) Decode regular multisyllabic words.~~ [Moved to SOL 3.3b]

~~3.4 The student will use strategies to read a variety of fiction and nonfiction materials.~~ [Moved to SOL 3.5 and SOL 3.6]

~~a) Preview and use text formats.~~ [Moved to SOL 3.6c]
~~b) Set a purpose for reading.~~
~~c) Apply meaning clues, language structure, and phonetic strategies.~~ [Moved to SOL 3.4c]
~~d) Use context to clarify meaning of unfamiliar words.~~ [Moved to SOL 3.4d]
~~e) Read fiction and nonfiction fluently and accurately.~~ [Moved to SOL 3.5m and SOL 3.6l]]
~~f) Reread and self-correct when necessary.~~ [Move to Curriculum Framework]

3.4 The student will expand vocabulary when reading.

a) Use knowledge of homophones.
b) Use knowledge of roots, affixes, synonyms, and antonyms.
c) Apply meaning clues, language structure, and phonetic strategies.
d) Use context to clarify meaning of unfamiliar words.
e) Discuss meanings of words and develop vocabulary by listening and reading a variety of texts.
f) Use vocabulary from other content areas.
g) Use word reference resources including the glossary, dictionary, and thesaurus.

~~3.5~~ ~~The student will read fiction and nonfiction with fluency, accuracy, and meaningful expression.~~

~~3.5~~ ~~3.6~~ 3.5 The student will read and demonstrate comprehension of fictional text and poetry.

a) Set a purpose for reading.
b) Make connections between previous experiences and reading selections.
c) Make, confirm, or revise predictions.
d) Compare and contrast settings, characters, and events.
e) Identify the author's purpose.
f) Ask and answer questions about what is read.
g) Draw conclusions about text ~~character and plot~~.
h) Identify the problem and solution. ~~Organize information and events logically.~~
i) Identify the main idea. ~~Summarize major points found in fiction materials~~
j) Identify supporting details. ~~Understand basic plots of fairy tales, myths, folktales, legends, and fables.~~
k) Use reading strategies to monitor comprehension throughout the reading process.
l) Differentiate between fiction and nonfiction.
m) Read with fluency and accuracy.

~~3.6~~ ~~3.7~~ 3.6 The student will continue to read and demonstrate comprehension of nonfiction~~al~~ texts.

a) Identify the author's purpose.
b) Use prior and background knowledge as context for new learning. ~~Make connections between previous experiences and reading selections.~~
c) Preview and use text features. ~~Ask and answer questions about what is read.~~ [Moved to SOL 3.6d]
d) Ask and answer questions about what is read. ~~Draw conclusions.~~ [Moved to SOL 3.6e]
e) Draw conclusions based on text. ~~Organize information and events logically.~~
f) Summarize major points found in nonfiction ~~materials~~ texts.
g) Identify the main idea. ~~Identify the characteristics of biographies and autobiographies.~~ [Moved to SOL 3.6i]
h) Identify supporting details. ~~Compare and contrast the lives of two persons as described in biographies and/or autobiographies.~~ [Moved to SOL 3.6i]
i) ~~Identify~~ Compare and contrast the characteristics of biographies and autobiographies.
j) Use reading strategies to monitor comprehension throughout the reading process.
k) Identify new information gained from reading.
l) Read with fluency and accuracy.

~~3.7~~ ~~3.8~~ 3.7 The student will ~~use~~ ~~demonstrate~~ demonstrate comprehension of information from a variety of print and electronic resources. ~~[Moved to SOL 3.4g]~~

a) Use ~~dictionary, glossary, thesaurus,~~ encyclopedias~~,~~ and other reference books, including online reference materials. [Moved to SOL 3.4g]
b) Use table of contents, indices, and charts. ~~Use available technology.~~

Writing

~~3.8~~ ~~3.9~~ 3.8 The student will write legibly in cursive.

~~3.9~~ ~~The student will write descriptive paragraphs.~~ [Moved to SOL 3.9]

~~a) Develop a plan for writing.~~
~~b) Focus on a central idea.~~
~~c) Group related ideas.~~
~~d) Include descriptive details that elaborate the central idea.~~
~~e) Revise writing for clarity.~~

~~3.10~~ 3.9 The student will write for a variety of purposes. ~~including stories, letters, simple explanations, and short reports across all content areas.~~

a) Identify the intended audience. ~~Use a variety of planning strategies.~~ [Moved to SOL 3.9b]
b) Use a variety of pre-writing strategies. ~~Organize information according to the type of writing.~~ [Moved to SOL 3.9e]
c) Write a clear topic sentence focusing on the main idea. ~~Identify the intended audience.~~
d) Write a paragraph on the same topic. ~~Revise writing for specific vocabulary and information.~~
e) Use strategies for ~~Organize~~ organization of information and elaboration ~~information~~ according to the type of writing. ~~Use available technology.~~
~~f) Use strategies for organization and elaboration.~~ [Moved to SOL 3.9e]
~~e)~~f) Include ~~descriptive~~ details that elaborate the ~~central~~ main idea.
~~h)~~g) Revise writing for clarity of content using specific vocabulary and information.

~~3.11~~ 3.10 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.

a) Use complete ~~and varied~~ sentences.
b) Use transition words to vary sentence structure. ~~Use the word *I* in compound subjects.~~ [Moved to SOL 3.10c]
c) Use the word *I* in compound subjects. ~~Use past and present verb tense.~~ [Moved to SOL 3.10d]
d) Use past and present verb tense. ~~Use singular possessives.~~ [Moved to SOL 3.10e]
e) Use singular possessives. ~~Use commas in a simple series.~~ [Moved to SOL 3.10f]
f) Use commas in a simple series. ~~Use simple abbreviations.~~ [Moved to SOL 3.10g]
g) Use simple abbreviations. ~~Use apostrophes in contractions with pronouns.~~ [Moved to SOL 3.10h]
h) Use apostrophes in contractions with pronouns and in possessives. ~~Use correct spelling for high-frequency sight words, including irregular plurals.~~ [Moved to SOL 3.10j]
i) Use the articles *a*, *an*, and *the* correctly.
j) Use correct spelling for ~~high frequency~~ frequently used sight words, including irregular plurals.

~~3.12~~ 3.11 The student will write a short report.

a) Construct questions about the topic.
b) Identify appropriate resources.
c) Collect and organize information about the topic into a short report.
d) Understand the difference between plagiarism and using own words.

~~3.13~~ 3.12 The student will use available technology for reading and writing.

Grade Four

In fourth grade, reading and writing skills support an increased emphasis on content-area learning and utilization of ~~the~~ a variety of resources ~~of the media center, especially~~ to locate and read primary sources of information. A significant percentage of reading material will relate to the study of mathematics, science, and history and social science. The student will use text organizers, summarize information, formulate questions, and draw conclusions to demonstrate reading comprehension. The student will also read classic and contemporary literature selections by a variety of authors. The student will continue to increase communication skills in large- and small-group settings. The introduction of media messages will begin in fourth grade and continue in fifth grade. ~~In addition~~ Additionally, the student will plan, draft, revise, and edit narratives and explanations. The student will ~~also~~ routinely use ~~information resources and~~ word references while writing. The student will demonstrate comprehension of information resources to research a topic and understand the difference between plagiarism and using his/her own words.

~~Oral Language~~ Communication: Speaking, Listening, Media Literacy

4.1 The student will use effective oral communication skills in a variety of settings.

a) Present accurate directions to individuals and small groups.
b) Contribute to group discussions across content areas.
c) Seek ideas and opinions of others.
d) Use evidence to support opinions.
e) Use grammatically correct language and specific vocabulary to communicate ideas.
f) Communicate new ideas to others.
g) Demonstrate the ability to collaborate with diverse teams.
h) Demonstrate the ability to work independently.

4.2 The student will make and listen to oral presentations and reports.

a) Use subject-related information and vocabulary.
b) Listen to and record information.
c) Organize information for clarity.
d) Use language and style appropriate to the audience, topic, and purpose.

4.3 The student will learn how media messages are constructed and for what purposes.

a) Differentiate between auditory, visual, and written media messages.
b) Identify the characteristics of various media messages.

Reading

~~4.3~~ 4.4 The student will ~~read fiction and nonfiction with fluency and accuracy~~ expand vocabulary when reading.

a) Use context to clarify meanings of unfamiliar words.
b) Use knowledge of roots, affixes, synonyms, antonyms, and homophones. ~~Explain words with multiple meanings.~~
c) Use word-reference materials, including the glossary, dictionary, and thesaurus. ~~Use knowledge of word origins; synonyms, antonyms, and homonyms; and multiple meanings of words.~~ [Moved to SOL 4.4b]
d) Develop vocabulary by listening to and reading a variety of texts. ~~Use word-reference materials, including the glossary, dictionary, and thesaurus.~~ [Moved to SOL 4.4c]
e) Use vocabulary from other content areas.

~~4.5~~ ~~The student will read fiction and nonfiction with fluency, accuracy, and meaningful expression.~~

~~4.4~~ ~~4.6~~ 4.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry.

a) Explain the author's purpose.
b) Describe how the choice of language, setting, characters, and information contributes to the author's purpose.
c) Identify the main idea. ~~Compare the use of fact and fantasy in historical fiction with other forms of literature.~~
d) Summarize supporting details. ~~Identify major events and supporting details~~. [Moved to SOL 4.5c]
e) Identify the problem and solution. ~~Describe the relationship between text and previously read materials.~~ [Moved to SOL 4.5f]
f) Describe the relationship between text and previously read materials. ~~Identify sensory words.~~ [Moved to SOL 4.5g]
g) Identify sensory words.
h) Draw conclusions/make inferences about text.
i) Make, confirm, or revise predictions.
j) Identify cause and effect relationships.
~~j)~~k) Use reading strategies throughout the reading process to monitor comprehension.
l) Read with fluency and accuracy.

~~4.5~~ ~~4.7~~ 4.6 The student will read and demonstrate comprehension of nonfiction~~al~~ texts.

a) Use text ~~organizers~~ structures, such as type, headings, and graphics, to predict and categorize information in both print and digital texts.
b) Formulate questions that might be answered in the selection.
c) Explain the author's purpose.
d) Identify the main idea. ~~Make simple inferences, using information from texts.~~ [Moved to Sol 4.6f]
e) Summarize supporting details. ~~Draw conclusions, using information from texts~~.[Moved to SOL 4.6f]
f) Draw conclusions and make simple inferences using ~~textural~~ textual information as support. ~~Summarize content of selection, identifying important ideas and providing details for each important idea.~~ [Moved to SOL 4.6d and SOL 4.6e]
g) Distinguish between cause and effect. ~~Describe relationship between content and previously learned concepts or skills.~~ [Moved to SOL 4.6i]
h) Distinguish between ~~cause and effect and between~~ fact and opinion.
i) Use prior knowledge and build additional background knowledge as context for new learning. ~~Identify new information gained from reading.~~ [Moved to SOL 4.6j]
j) Identify new information gained from reading.
k) Use reading strategies throughout the reading process to monitor comprehension.
l) Read with fluency and accuracy.

~~4.6~~ ~~The student will demonstrate comprehension of information resources to research a topic.~~ [Moved to SOL 4.9]

~~a) Construct questions about a topic.~~
~~b) Collect information, using the resources of the media center, including online, print, and media resources.~~
~~c) Evaluate and synthesize information.~~

Writing

~~4.7~~ ~~4.8~~ 4.7 The student will write ~~effective~~ cohesively ~~narratives, poems, and explanations~~ for a variety of purposes.

a) Identify intended audience. ~~Focus on one aspect of a topic.~~ [Moved to SOL 4.7b]
b) Focus on one aspect of a topic. ~~Develop a plan for writing.~~ [Moved to SOL 4.7c]
c) Use a variety of pre-writing strategies. ~~Organize writing to convey a central idea.~~ [Moved to SOL 4.7d]
d) Organize writing to convey a central idea. ~~Write several related paragraphs on the same topic.~~ [Moved to SOL 4.7g]
e) Recognize different modes of writing have different patterns of organization. ~~Utilize elements of style, including word choice and sentence variation.~~
f) Write a clear topic sentence focusing on the main idea. ~~Write rhymed, unrhymed, and patterned poetry.~~ [Move to Curriculum Framework]
g) Write two or more related paragraphs on the same topic. ~~Use available technology.~~
h) Use transition words for sentence variety.
i) Utilize elements of style, including word choice and sentence variation.
j) Revise writing for clarity of content using specific vocabulary and information.
k) Include supporting details that elaborate the main idea.

~~4.8~~ ~~4.9~~ 4.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, ~~and~~ sentence structure, and paragraphing.

a) Use subject-verb agreement.
b) Include prepositional phrases.
c) Eliminate double negatives.
d) Use noun-pronoun agreement.
e) Use commas in series, dates, and addresses.
f) Incorporate adjectives and adverbs.
~~g) Use the articles *a, an,* and *the* correctly.~~ [Moved to SOL 3.10i]
~~h)~~g Use correct spelling for frequently used words, including common homophones.
h) Use singular possessives.

Research

~~4.10~~ 4.9 The student will demonstrate comprehension of information resources to research a topic.

a) Construct questions about a topic.
b) Collect information from multiple resources including online, print, and media.
c) Use technology as a tool to organize, evaluate, and communicate information.
d) Give credit to sources used in research.
e) Understand the difference between plagiarism and using own words.

Grade Five

In fifth grade, reading and writing skills continue to support an increased emphasis on content-area learning and utilization of ~~the~~ a variety of resources ~~of the media center, especially~~ to locate and read primary sources of information. The student will read texts in all subjects and will acquire information to answer questions, generate hypotheses, make inferences, support opinions, confirm predictions, compare and contrast relationships, and formulate conclusions. The student will continue to develop an appreciation for literature by reading a variety of fiction and nonfiction selections. The student will continue to increase communication skills used in learning activities and create a project use~~e~~ing online, print, and media resources ~~to prepare presentations~~. The student will use oral and written communication skills to describe key concepts and information contained in the mathematics, science, and history and social science Standards of Learning. In addition, the student will plan, draft, revise, and edit writings to describe, to entertain, ~~and~~ to explain, and to persuade. The student will define the meaning and consequences of plagiarism.

~~Oral Language~~ Communication: Speaking, Listening, Media Literacy

5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities.

a) Participate in and contribute to discussions across content areas.
b) Organize information to present in reports of group activities.
c) Summarize information gathered in group activities.
d) Communicate new ideas to others.
e) Demonstrate the ability to collaborate with diverse teams.
f) Demonstrate the ability to work independently.

5.2 The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations.

a) Maintain eye contact with listeners.
b) Use gestures to support, accentuate, and dramatize verbal message.
c) Use facial expressions to support and dramatize verbal message.
d) Use posture appropriate for communication setting.
e) Determine appropriate content for audience.
f) Organize content sequentially around major ideas.
g) Summarize main points as they relate to main idea or supporting details.
h) Incorporate visual media to support the presentation.
i) Use language and style appropriate to the audience, topic, and purpose.

~~5.3~~ ~~The student will make planned oral presentations.~~ [Moved SOL to 5.2]

~~a) Determine appropriate content for audience.~~
~~b) Organize content sequentially or around major ideas~~.
~~c) Summarize main points before or after presentation~~
~~d) Incorporate visual aids to support the presentation.~~]
~~e) Use grammatically correct language and specific vocabulary.~~

5.3 The student will learn how media messages are constructed and for what purposes.

a) Differentiate between auditory, visual, and written media messages.
b) Identify the characteristics and effectiveness of a variety of media messages.

Reading

5.4 The student will ~~read fiction and nonfiction with fluency and accuracy~~ expand vocabulary when reading.

a) Use context to clarify meaning of unfamiliar words and phrases.
b) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words. ~~Use knowledge of root words, prefixes, and suffixes.~~ [Moved to SOL 5.4c]
c) Use knowledge of roots, affixes, synonyms, antonyms, and homophones. ~~Use dictionary, glossary, thesaurus, and other word-reference materials.~~ [Moved to SOL 5.4e]
d) Identify an author's use of figurative language.
e) Use dictionary, glossary, thesaurus, and other word-reference materials.
f) Develop vocabulary by listening to and reading a variety of texts.
g) Study word meanings across content areas.

~~5.5~~ ~~The student will read fiction and nonfiction with fluency, accuracy, and meaningful expression.~~

~~5.5~~ ~~5.6~~ 5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry.

a) Describe the relationship between text and previously read materials.
b) Describe character development. ~~in fiction and poetry selections.~~
c) Describe the development of plot and explain ~~how conflicts are resolved~~ the resolution of conflict(s).
d) Describe the characteristics of free verse, rhymed, and patterned poetry.
e) Describe how an author's choice of vocabulary ~~and style~~ contributes to the ~~quality and enjoyment of selections to the~~ author's style.
f) Identify and ask questions that clarify various points of view.
g) Identify main idea.
h) Summarize supporting details from text.
i) Draw conclusions and make inferences from text.
j) Identify cause~~-~~ and effect relationships.
k) Make, confirm, or revise predictions.
l) Use reading strategies throughout the reading process to monitor comprehension.
m) Read with fluency and accuracy.

~~5.6~~ ~~5.7~~ 5.6 The student will read and demonstrate comprehension of nonfiction~~al~~ texts.

a) Use text organizers, such as type, headings, and graphics, to predict and categorize information in both print and digital texts.
b) Use prior knowledge and build additional background knowledge as context for new learning. ~~Identify structural patterns found in nonfiction.~~ [Moved to SOL 5.6f]
c) Skim materials to develop a general overview of content and to locate specific information. ~~Locate information to support opinions, predictions, and conclusions.~~ [Moved to SOL 5.6g]
d) Identify the main idea of nonfiction~~al~~ texts. ~~Identify cause-and-effect relationships.~~ [Moved to SOL 5.6h]
e) Summarize supporting details in nonfiction~~al~~ texts. ~~Identify compare-and-contrast relationships.~~ [Moved to SOL 5.6j]
f) Identify structural patterns found in nonfiction. ~~Skim materials to develop a general overview of content and to locate specific information.~~ [Moved to SOL 5.6c]

g) Locate information to support opinions, predictions, and conclusions. ~~Identify new information gained from reading.~~ [Moved to SOL 5.6k]
h) Identify cause-and-effect relationships following transition words signaling the pattern.
i) Differentiate between fact and opinion.
j) Identify, compare, and contrast relationships.
k) Identify new information gained from reading.
l) Use reading strategies throughout the reading process to monitor comprehension.
m) Read with fluency and accuracy.

~~5.7~~ ~~The student will demonstrate comprehension of information from a variety of print resources.~~
~~a) Develop notes that include important concepts, summaries, and identification of information sources.~~ [Moved to SOL 5.9e]
~~b) Organize information on charts, maps, and graphs~~.[Moved to SOL 5.9d]

Writing

~~5.8~~ 5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, ~~and~~ to explain, and to persuade.
a) Identify intended audience. ~~Choose planning strategies for various writing purposes.~~ [Moved to SOL 5.7b]
b) Use a variety of prewriting strategies. ~~Organize information.~~ [Moved to SOL 5.7c]
c) Organize information to convey a central idea. ~~Demonstrate awareness of intended audience.~~ [Moved to SOL 5.7a]
d) Write a clear topic sentence focusing on the main idea. ~~Use precise and descriptive vocabulary to create tone and voice.~~ [Moved to SOL 5.7f]
e) Write multiparagraph compositions. ~~Vary sentence structure.~~ [Moved to SOL 5.7g]
f) Use precise and descriptive vocabulary to create tone and voice. ~~Revise writing for clarity.~~ [Moved to SOL 5.7h]
g) Vary sentence structure by using transition words. ~~Use available technology to access information.~~ [Moved to SOL 5.9c]
h) Revise for clarity of content using specific vocabulary and information.
i) Include supporting details that elaborate the main idea.

~~5.9~~ 5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, ~~and~~ sentence structure, and paragraphing.
a) Use plural possessives.
b) Use adjective and adverb comparisons.
c) Identify and use interjections.
d) Use apostrophes in contractions and possessives.
e) Use quotation marks with dialogue.
f) Use commas to indicate interrupters. ~~and in the salutation and closing of a letter.~~
g) Use a hyphen to divide words at the end of a line.
h) Edit for ~~clausal~~ fragments~~,~~ and run-on sentences~~, and excessive coordination~~.
i) Eliminate double negatives.
j) Use correct spelling of commonly used words.
k) Identify and use conjunctions.

Research

~~5.10~~ 5.9 The student will find, evaluate, and select appropriate resources for a research product.

a) Construct questions about a topic.
b) Collect information from multiple resources including online, print, and media.
c) Use technology as a tool to research, organize, evaluate, and communicate information.
d) Organize information presented on charts, maps, and graphs.
e) Develop notes that include important concepts, summaries, and identification of information sources.
f) Give credit to sources used in research.
g) Define the meaning and consequences of plagiarism.

Grade Six

The sixth-grade student will be an active participant in classroom discussions. The student will present personal opinions, understand differing viewpoints, distinguish between fact and opinion, and analyze the effectiveness of group communication. The student will continue in the study of the elements of media literacy as introduced in earlier grades. The student will begin the study of word origins and continue vocabulary development. The student will read independently a variety of fiction and nonfiction texts, including a significant number of classic works, for appreciation and comprehension. The student will also plan, draft, revise, and edit narratives, descriptions, and explanations, with attention to composition and style as well as sentence formation, usage, and mechanics. The student will also demonstrate correct use of language, spelling, and mechanics by applying grammatical conventions in writing and speaking. In addition, ~~reading and writing will be used as tools for learning academic concepts, and available~~ technology will be used ~~as appropriate~~ as a tool to research, organize, and communicate information. As in earlier grades, the meaning and consequences of plagiarism will be stressed.

~~Oral Language~~ Communication: Speaking, Listening, Media Literacy

6.1 The student will ~~analyze oral participation~~ participate in and contribute to small-group activities.
- a) Communicate as leader and contributor.
- b) Evaluate own contributions to discussions.
- c) Summarize and evaluate group activities.
- d) Analyze the effectiveness of participant interactions.

6.2 The student will present, listen critically and express opinions in oral presentations.
- a) Distinguish between fact and opinion.
- b) Compare and contrast viewpoints.
- c) Present a convincing argument.
- d) Paraphrase and summarize what is heard.
- e) ~~Summarize what is heard.~~ [Moved to SOL 6.2d]
- ~~f)~~ e) Use ~~grammatically correct~~ language and vocabulary appropriate to audience, topic, and purpose.

6.3 The student will understand the elements of media literacy.
- a) Compare and contrast auditory, visual, and written media messages.
- b) Identify the characteristics and effectiveness of a variety of media messages.
- c) Craft and publish audience-specific media messages.

Reading

~~6.3~~ 6.4 The student will read and learn the meanings of unfamiliar words and phrases within authentic texts.
- a) Identify word origins~~,~~ and derivations~~, and inflections~~.
- b) Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary. ~~Identify analogies and figurative language.~~ [Moved to SOL 6.4d]
- c) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
- d) Identify and analyze figurative language. ~~Use word-reference materials.~~ [Moved to SOL 6.4e]
- e) Use word-reference materials.

f) Extend general and specialized vocabulary through speaking, listening, reading, and writing.

~~6.4~~ 6.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.

a) Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.
b) Make, confirm, and revise predictions. ~~Use knowledge of narrative and poetic structures to aid comprehension and predict outcomes.~~
c) Describe how word choice and imagery contribute to the meaning of a text. ~~Describe the images created by language.~~
d) Describe cause~~-~~ and effect relationships and their impact on plot. ~~Describe how word choice and imagery contribute to the meaning of a text.~~ [Moved to SOL 6.5c]
~~e) Describe cause-effect relationships and their impact on plot.~~ [Moved to SOL 6.5d]
e) Use prior and background knowledge as context for new learning. ~~Use information stated explicitly in the text to draw conclusions and make inferences.~~ [Moved to SOL 6.5f]
f) Use information in the text to draw conclusions and make inferences. ~~Explain how character and plot development are used in a selection to support a central conflict or story line.~~ [Moved to SOL 6.5g]
g) Explain how character and plot development are used in a selection to support a central conflict or story line. ~~Paraphrase and summarize the main points in the text~~. [Moved to SOL 6.5i]
h) Identify the main idea.
i) Identify and summarize supporting details.
j) Identify and analyze the author's use of figurative language.
k) Identify transitional words and phrases that signal an author's organizational pattern.
l) Use reading strategies to monitor comprehension throughout the reading process.

~~6.5~~ 6.6 The student will read and demonstrate comprehension of a variety of ~~informational selections~~ nonfiction~~al~~ texts.

a) Use text structures such as type, headings, and graphics to predict and categorize information in both print and digital texts. ~~Identify questions to be answered.~~ [Moved to SOL 6.6c]
b) Use prior knowledge and build additional background knowledge as context for new learning. ~~Make, confirm, or revise predictions.~~ [Moved to SOL 6.6d]
c) Identify questions to be answered. ~~Use context to determine meanings of unfamiliar words and technical vocabulary.~~
d) Make, confirm, or revise predictions. ~~Draw conclusions and make inferences based on explicit and implied information.~~ [Moved to SOL 6.6e]
e) Draw conclusions and make inferences based on explicit and implied information. ~~Organize the main idea and details to form a summary.~~ [Moved to SOL 6.6g]
f) Differentiate between fact and opinion. ~~Compare and contrast information about one topic contained in different selections.~~ [Moved to SOL 6.6i]
g) Identify main idea. ~~Select informational sources appropriate for a given purpose.~~ [Moved to SOL 6.9]
h) Summarize supporting details.
i) Compare and contrast information about one topic, which may be contained in different selections.
j) Identify the author's organizational pattern.
k) Identify cause~~-~~ and effect relationships.
l) Use reading strategies to monitor comprehension throughout the reading process.

Writing

~~6.6~~ 6.7 The student will write narration, description, ~~and~~ exposition, and persuasion. ~~narratives, descriptions, and explanations.~~

a) Identify audience and purpose. ~~Use a variety of planning strategies to generate and organize ideas.~~ [Moved to SOL 6.7b]

b) Use a variety of prewriting strategies including graphic organizers to generate and organize ideas. ~~Establish central idea, organization, elaboration, and unity.~~ [Moved to SOL 6.7d]

c) Organize writing structure to fit mode or topic. ~~Select vocabulary and information to enhance the central idea, tone, and voice.~~ [Moved to SOL 6.7g]

d) Establish a central idea and organization. ~~Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.~~ [Moved to SOL 6.7h]

e) Compose a topic sentence or thesis statement if appropriate. ~~Revise writing for clarity.~~ [Moved to SOL 6.7i]

f) Write multiparagraph compositions with elaboration and unity.

g) Select vocabulary and information to enhance the central idea, tone, and voice.

h) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.

i) Revise sentences for clarity of content including specific vocabulary and information.

j) Use computer technology to plan, draft, revise, edit, and publish writing.

~~6.7~~ 6.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, ~~and~~ sentence structure, and paragraphing.

a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.

b) Use subject-verb agreement with intervening phrases and clauses.

c) Use pronoun-antecedent agreement to include indefinite pronouns.

d) Maintain consistent ~~tense inflections~~ verb tense across paragraphs.

e) Eliminate double negatives. ~~Choose adverbs to describe verbs, adjectives, and other adverbs.~~ [Move to SOL 6.8g]

f) Use quotation marks with dialogue. ~~Use correct spelling for frequently used words.~~ [Move to SOL 6.8h]

g) Choose adverbs to describe verbs, adjectives, and other adverbs.

h) Use correct spelling for frequently used words.

Research

6.9 The student will find, evaluate, and select appropriate resources for a research product.

a) Collect information from multiple sources including online, print, and media.

b) Evaluate the validity and authenticity of texts.

c) Use technology as a tool to research, organize, evaluate, and communicate information.

d) Cite primary and secondary sources.

e) Define the meaning and consequences of plagiarism and follow~~ing~~ ethical and legal guidelines for gathering and using information.

Grade Seven

The seventh-grade student will continue to develop oral communication skills and will become more knowledgeable of the effects of verbal and nonverbal behaviors in oral communication. The student will continue to read a wide variety of fiction, nonfiction, and poetry while becoming more independent and analytical. The student will continue to refine written composition skills, with special attention to word choice, organization, style, and grammar. Written explanations will utilize informational writing skills, and persuasive writing will be introduced. The student will continue vocabulary development through a study of figurative language and continuing study of roots, ~~and~~ affixes, and cognates. Knowledge of the ~~impact~~ informative/persuasive techniques of media messages ~~on public opinion~~ will be ~~introduced~~ studied. The student will ~~increase proficiency in the use of print and electronic information resources and will learn ways to give credit to reference sources~~ apply research techniques to gather, organize, and communicate information, properly citing sources. The student will also demonstrate correct use of language, spelling, and mechanics by applying grammatical conventions in writing and speaking.

~~Oral Language~~ Communication: Speaking, Listening, Media Literacy

7.1 The student will ~~give and seek information~~ participate in and contribute to conversations, ~~in~~ group discussions, and ~~in~~ oral presentations.

a) Communicate ideas and information orally in an organized and succinct manner. ~~Use oral vocabulary and style appropriate for listeners.~~

b) Ask probing questions to seek elaboration and clarification of ideas. ~~Communicate ideas and information orally in an organized and succinct manner.~~ [Moved to SOL 7.1a]

c) Make statements to communicate agreement or tactful disagreement with others' ideas. ~~Ask probing questions to seek elaboration and clarification of ideas.~~ [Moved to SOL 7.1b]

d) Use language and style appropriate to audience, topic, and purpose. ~~Make supportive statements to communicate agreement with or acceptance of others' ideas.~~ [Moved to SOL 7.1c]

e) Use a variety of strategies to listen actively. ~~Use grammatically correct language and vocabulary appropriate to audience, topic, and purpose.~~ [Moved to SOL 7.1d]

7.2 The student will identify and demonstrate the relationship between a speaker's verbal and nonverbal messages.

a) Use verbal communication skills, such as word choice, pitch, feeling, tone, and voice appropriate for the intended audience.

b) Use nonverbal communication skills, such as eye contact, posture, and gestures to enhance verbal communication skills.

c) Compare/contrast a speaker's verbal and nonverbal messages.

7.3 The student will understand the elements of media literacy. ~~The student will describe persuasive messages in nonprint media, including television, radio, and video.~~ [Moved to SOL 7.3a]

a) Identify persuasive/informative techniques used in nonprint media including television, radio, video, and Internet.

b) Distinguish between fact~~,~~ ~~and~~ opinion~~.~~ and between evidence~~,~~ and inference.

c) Describe how word choice and visual images conveys~~s~~ a viewpoint.

d) Compare and contrast the techniques in auditory, visual, and written media messages.

e) Craft and publish audience-specific media messages.

Reading

7.4 The student will read to determine the meanings and pronunciations of unfamiliar words and phrases within authentic texts.

a) Identify word origins and derivations. ~~Use roots and affixes to expand vocabulary.~~ [Moved to SOL 7.4b]
b) Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary. ~~Recognize analogies and figurative language~~. [Moved to SOL 7.4c]
c) Identify and analyze figurative language. ~~Identify connotations.~~ [Moved to SOL 7.4d]
d) Identify connotations.
e) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
f) Extend general and specialized vocabulary through speaking, listening, reading, and writing.

7.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.

a) Describe the elements of narrative structure including setting, character development, plot structure, theme, and conflict.
b) Compare and contrast various forms and genres of fictional text. ~~Compare and contrast forms, including short stories, novels, plays, folk literature, poetry, essays, and biographies.~~
c) Identify conventional elements and characteristics of a variety of genres. ~~Describe the impact of word choice, imagery, and poetic devices~~. [Moved to SOL 7.5d]
d) Describe the impact of word choice, imagery, and literary devices including figurative language. ~~Explain how form, including rhyme, rhythm, repetition, line structure, and punctuation, conveys the mood and meaning of a poem.~~ [Move to Curriculum Framework]
e) Make, confirm, and revise predictions. ~~Draw conclusions based on explicit and implied information.~~ [Moved to SOL 7.5g]
f) Use prior and background knowledge as a context for new learning. ~~Make inferences based on explicit and implied information.~~ [Moved to SOL 7.5g]
g) Make inferences and draw conclusions based on the text. ~~Summarize text~~. [Moved to SOL 7.5i]
h) Identify the main idea.
i) Summarize text relating supporting details.
j) Identify the author's organizational pattern.
k) Identify cause~~-~~ and effect relationships.
l) Use reading strategies to monitor comprehension throughout the reading process.

7.6 The student will read and demonstrate comprehension of a variety of ~~informational~~ nonfiction~~al~~ texts.

a) Use prior and background knowledge as a context for new learning. ~~Use knowledge of text structures to aid comprehension.~~ [Moved to SOL 7.6b]
b) Use text structures to aid comprehension. ~~Use knowledge of words and phrases that signal an author's organizational pattern to aid comprehension.~~ [Moved to SOL 7.6c]
c) Identify an author's organizational pattern using ~~textural~~ textual clues, such as transitional words and phrases. ~~Distinguish fact from opinion in newspapers, magazines, and other print media.~~ [Moved to SOL 7.6e]
d) Draw conclusions and make inferences on explicit and implied information. ~~Identify the source, viewpoint, and purpose of texts.~~ [Moved to SOL 7.6f]
e) Differentiate between fact and opinion. ~~Describe how word choice and language structure convey an author's viewpoint.~~ [Moved to SOL 7.6g]
f) Identify the source, viewpoint, and purpose of texts. ~~Summarize what is read.~~ [Moved to SOL 7.6i]
g) Describe how word choice and language structure convey an author's viewpoint. ~~Organize and synthesize information for use in written and oral presentations.~~ [Moved to SOL 7.6k]
h) Identify the main idea.
i) Summarize text identifying supporting details.
j) Identify cause~~-~~and effect relationships.
k) Organize and synthesize information for use in written formats.
l) Use reading strategies to monitor comprehension throughout the reading process.

~~7.7 The student will apply knowledge of appropriate reference materials.~~ [Moved to SOL 7.9]

~~a) Use print and electronic sources to locate information in books and articles.~~
~~b) Use graphic organizers to organize information.~~
~~c) Synthesize information from multiple sources.~~
~~d) Credit primary and secondary sources.~~

Writing

~~7.8~~ 7.7 The student will ~~develop narrative, expository, and persuasive writing~~ write in a variety of forms with an emphasis on exposition, narration, and persuasion.

a) Identify intended audience. ~~Apply knowledge of prewriting strategies.~~ [Moved to SOL 7.7 b]
b) Use a variety of prewriting strategies including graphic organizers to generate and organize ideas. ~~Elaborate the central idea in an organized manner.~~ [Moved to SOL 7.7d]
c) Organize writing structure to fit mode or topic. ~~Choose vocabulary and information that will create voice and tone.~~ [Moved SOL to 7.7g]
d) Establish a central idea and organization. ~~Use clauses and phrases to vary sentences.~~ [Moved SOL to 7.7i]
e) Compose a topic sentence or thesis statement. ~~Revise writing for clarity and effect.~~ [Moved to SOL 7.7j]
f) Write multiparagraph compositions with unity elaborating the central idea. ~~Use a word processor to plan, draft, revise, edit, and publish selected writings.~~ [Moved to SOL 7.7k]
g) Select vocabulary and information to enhance the central idea, tone, and voice.
h) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.
i) Use clauses and phrases for sentence variety.
j) Revise sentences for clarity of content including specific vocabulary and information.

k) Use computer technology to plan, draft, revise, edit, and publish writing.

~~7.9~~ 7.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.
b) Choose appropriate adjectives and adverbs to enhance writing. ~~Demonstrate understanding of sentence formation by identifying the eight parts of speech and their functions in sentences.~~ [Move to SOL 7.8f]
c) Use pronoun-antecedent agreement to include indefinite pronouns. ~~Choose pronouns to agree with antecedents.~~
d) Use subject-verb agreement with intervening phrases and clauses.
e) Edit for verb tense consistency and point of view.
f) Demonstrate understanding of sentence formation by identifying the eight parts of speech and their functions in sentences.
g) Use quotation marks with dialogue.
h) Use correct spelling for commonly used words.

Research

7.9 The student will apply knowledge of appropriate reference materials to produce a research product.

a) Collect and organize information from multiple sources including online, print and media.
b) Evaluate the validity and authenticity of sources.
c) Use technology as a tool to research, organize, evaluate, and communicate information.
d) Cite primary and secondary sources.
e) Define the meaning and consequences of plagiarism and follow~~ing~~ ethical and legal guidelines for gathering and using information.

Grade Eight

The eighth-grade student will learn and apply interviewing techniques developing and delivering oral presentations in groups and individually. The student will demonstrate correct use of language, spelling, and mechanics by applying grammatical conventions in writing and speaking. Students will evaluate, analyze, develop and produce media messages. The student will plan, draft, revise, and edit writing, with emphasis on exposition and persuasion. The student will apply reading and writing skills in all subjects, as well as respond critically to literature. The student will continue development of vocabulary, with attention to connotations and figurative language. ~~The student will become a skillful interpreter of the persuasive strategies used in print and mass media.~~ The student will continue to develop an appreciation for ~~literature~~ literary genres through a study of a wide variety of selections. The student will describe themes, make inferences ~~or inferred main ideas~~, interpret cause-and effect relationships, differentiate between fact and opinion, and draw conclusions from a variety of ~~literary and informational selections~~ texts.

~~Oral Language~~ Communication: Speaking, Listening, Media Literacy

8.1 The student will use interviewing techniques to gain information.

a) Prepare and ask relevant questions for the interview.
b) Make notes of responses.
c) Compile, ~~and~~ accurately report, and publish responses.
d) Evaluate the effectiveness of the interview.

8.2 The student will develop and deliver oral presentations in groups and individually.

a) Choose topic and purpose appropriate to the audience.
b) Choose vocabulary and tone appropriate to the audience, topic, and purpose.
c) Use appropriate verbal and nonverbal presentation skills.
d) Respond to audience questions and comments.
e) Differentiate between standard English and informal language. ~~Use grammatically correct language.~~
f) Critique oral presentations.
g) Assume shared responsibility for collaborative work.
h) Use a variety of strategies to listen actively.

8.3 The student will analyze, develop, and produce creative or informational ~~mass~~ media messages.

a) Evaluate the persuasive/informational technique being used in nonprint media including television, radio, video, and Internet.
b) Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations. ~~Describe the possible cause-effect relationships between mass media coverage and public opinion trends.~~ [Moved to SOL 9.2c]
c) Use media and visual literacy skills to create products that express new understandings. ~~Evaluate sources, including advertisements, editorials, and feature stories, for relationships between intent and factual content.~~ [Moved to SOL 8.3d]
d) Evaluate sources for relationships between intent and factual content.
~~e) Monitor, analyze, and use multiple streams of simultaneous information.~~

Reading

8.4 The student will apply knowledge of word origins, ~~derivations, inflections,~~ analogies, and figurative language to extend vocabulary development within authentic texts.

a) Identify and analyze an author's use of figurative language. ~~Identify simile, metaphor, personification, hyperbole, and analogy~~. [Move to Curriculum Framework]
b) Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases.
c) Use roots, affixes, cognates, synonyms, and antonyms to determine the meaning of unfamiliar words and technical vocabulary.
d) Use dictionaries, thesauruses, and glossaries to determine definition, pronunciation, etymology, spelling, and usage of words.
e) Discriminate between connotative and denotative meanings and interpret the ~~connotative power of words~~ connotation.
f) Extend general and specialized vocabulary through speaking, listening, reading, and writing.

8.5 The student will read and analyze a variety of ~~narrative and poetic forms~~ fictional texts, narrative nonfiction, and poetry.

a) Explain the use of symbols and figurative language.
b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support. ~~Describe inferred main ideas or themes, using evidence from the text as support.~~
c) ~~Describe Identify~~ Explain how authors use characters, conflict, point of view, voice, and tone to create meaning.
d) Understand the author's use of conventional elements and characteristics within a variety of genres. ~~Compare and contrast the use of the poetic elements of word choice, dialogue, form, rhyme, rhythm, and voice.~~ [Moved to SOL 8.5e]
e) Compare and contrast the author's use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts. ~~Compare and contrast authors' styles.~~ [Moved to SOL 8.5f]
f) Compare and contrast authors' styles.
g) Identify and ask ~~significant~~ questions that clarify various viewpoints.
h) Identify the main idea.
i) Summarize text relating supporting details.
j) Identify an author's organizational pattern using ~~textural~~ textual clues, such as transitional words and phrases.
k) Identify cause ~~-~~and effect relationships.
l) Use prior and background knowledge as a context for new learning.
m) Use reading strategies to monitor comprehension throughout the reading process.

8.6 The student will read, comprehend, and analyze a variety of ~~informational~~ nonfiction~~al~~ texts ~~sources~~.

a) Draw on background knowledge and knowledge of text structure to understand selections.
b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support. ~~Analyze the author's credentials, viewpoint, and impact.~~ [Moved to SOL 8.6c]
c) Analyze the author's qualifications, viewpoint, and impact. ~~Analyze the author's use of text structure and word choice.~~ [Moved to SOL 8.6d]
d) Analyze the author's use of text structure and word choice. ~~Analyze details for relevance and accuracy.~~ [Moved to SOL 8.6e]
e) Analyze details for relevance and accuracy. ~~Read and follow instructions to complete an assigned task.~~
f) Differentiate between fact and opinion. ~~Summarize and critique text.~~ [Moved to SOL 8.6h]
g) Identify the main idea. ~~Evaluate and synthesize information to apply in written and oral presentations.~~ [Moved to SOL 8.6k]
h) Summarize the text identifying supporting details. ~~Draw conclusions based on explicit and implied information.~~ [Moved to SOL 8.6b]
i) Identify an author's organizational pattern using ~~textural~~ textual clues, such as transitional words and phrases. ~~Make inferences based on explicit and implied information.~~ [Moved to SOL 8.6b]
j) Identify cause~~-~~ and effect relationships.
k) Evaluate, organize, and synthesize information for use in written and oral formats.
l) Use reading strategies to monitor comprehension throughout the reading process.

Writing

8.7 The student will write in a variety of forms, including ~~narrative, expository, persuasive~~, narration, exposition, persuasion, and informational.

a) Identify intended audience. ~~Use prewriting strategies to generate and organize ideas.~~ [Moved to SOL 8.7b]
b) Use prewriting strategies to generate and organize ideas. ~~Organize details to elaborate the central idea.~~ [Moved to SOL 8.7d]
c) Distinguish between a thesis statement and a topic sentence. ~~Select specific vocabulary and information.~~ [Moved to SOL 8.6e]
d) Organize details to elaborate the central idea and provide unity. ~~Revise writing for word choice, sentence variety, and transitions among paragraphs.~~ [Moved to SOL 8.7g]
e) Select specific vocabulary and information for audience and purpose. ~~Use available technology.~~ [Moved to new SOL 8.7h]
f) Use interview quotations as evidence.
g) Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs.
h) Use computer technology to plan, draft, revise, edit, and publish writing.

8.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.
b) Use and punctuate correctly varied sentence structures to include conjunctions and transition words.
c) Choose the correct case and number for pronouns in prepositional phrases with compound objects.
d) Maintain consistent verb tense across paragraphs.
e) Use comparative and superlative degrees in adverbs and adjectives.
f) Use quotation marks with dialogue and direct quotations.
g) Use correct spelling for frequently used words.

Research

8.9 The student will apply knowledge of appropriate reference materials to produce a research product.

a) Collect and synthesize information from multiple sources including online, print and media.
b) Evaluate the validity and authenticity of texts.
c) Use technology as a tool to research, organize, evaluate, and communicate information.
d) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
e) Cite primary and secondary sources using Modern Language Association (MLA) or American Psychological Association (APA) style.
f) Publish findings and respond to feedback.
g) Define the meaning and consequences of plagiarism and follow~~ing~~ ethical and legal guidelines for gathering and using information.

Grade Nine

The ninth-grade student will ~~plan~~ make planned oral presentations independently and in small groups ~~present, and critique dramatic readings of literary selections~~. Knowledge of the impact that informative/persuasive techniques in media messages make on public opinion will be introduced. The student will continue development of vocabulary, with attention to connotations, idioms, and allusions. Knowledge of literary terms and ~~forms~~ genres will be applied in the student's own writing and in the analysis of literature. The student will be introduced to significant literary ~~works~~ texts. Increased requirements for research and reporting in all subjects will be supported by the use of print, electronic databases, online resources, and ~~a standard style sheet method to cite reference sources~~ other media. Students will cite sources of information using a standard method of documentation. The student will distinguish between reliable and questionable ~~Internet~~ sources of information. Writing will encompass narrative, ~~literary~~, expository, and ~~informational~~ persuasive forms ~~, with particular attention to analysis~~ for a variety of purposes and audiences. The student will demonstrate correct use of language, spelling, and mechanics by applying grammatical conventions in writing and speaking.

~~Oral Language~~ Communication: Speaking, Listening, Media Literacy

~~9.1 The student will plan, present, and critique dramatic readings of literary selections.~~

~~a) Choose a literary form for presentation, such as a poem, monologue, scene from a play, or story.~~

~~b) Adapt presentation techniques to fit literary form.~~

~~c) Use verbal and nonverbal techniques for presentation.~~

~~d) Evaluate impact of presentation.~~ [Moved to SOL 9.1f]

~~9.2~~ 9.1 The student will make planned oral presentations independently and in small groups.

a) Include definitions to increase clarity.

b) Use relevant details to support main ideas.

c) Illustrate main ideas through anecdotes and examples.

d) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose. ~~Cite information sources.~~ [Moved to SOL 9.1g]

e) Use verbal and nonverbal techniques for presentation. ~~Make impromptu responses to questions about presentation.~~ [Moved to SOL 9.1h]

f) Evaluate impact and purpose of presentation. ~~Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.~~ [Moved to SOL 9.1d]

g) Credit information sources.

h) Give impromptu responses to questions about presentation.

i) Give and follow spoken directions to perform specific tasks, answer questions, or solve problems.

j) Use a variety of strategies to listen actively.

k) Summarize and evaluate information presented orally by others.

l) Assume shared responsibility for collaborative work.

9.2 The student will produce, analyze, and evaluate auditory, visual, and written media messages.

a) Analyze and interpret special effects used in media messages including television, film, and Internet.
b) Determine the purpose of the media message and its effect on the audience.
c) Describe possible cause-and effect relationships between mass media coverage and public opinion trends.
d) Evaluate sources including advertisements, editorial, and feature stories for relationships between intent and factual content.
e) Monitor, analyze, and use multiple streams of simultaneous information.

Reading ~~Analysis~~

~~9.3~~ ~~The student will read and analyze a variety of literature.~~

~~a) Identify format, text structure, and main idea.~~ [Moved to SOL 9.4a]
~~b) Identify the characteristics that distinguish literary forms~~. [Moved to SOL 9.4c]
~~c) Use literary terms in describing and analyzing selections.~~ [Moved to SOL 9.4d]
~~d) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme~~. [Moved to SOL 9.4e]
~~e) Explain the relationship between the author's style and literary effect.~~ [Moved to SOL 9.4h]
~~f) Describe the use of images and sounds to elicit the reader's emotions.~~
~~g) Explain the influence of historical context on the form, style, and point of view of a written work.~~ [Moved to SOL 9.4i]

9.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.

a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.
b) Use context, structure, and connotations to determine meanings of words and phrases.
c) Discriminate between connotative and denotative meanings and interpret the ~~connotative power of words~~ connotation.
d) Identify the meaning of common idioms.
e) Identify literary and classical allusions and figurative language in text.
f) Extend general and specialized vocabulary through speaking, reading, and writing.
g) Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.

~~9.4~~ ~~The student will read and analyze a variety of informational materials (manuals, textbooks, business letters, newspapers, brochures, reports, catalogs) and nonfiction materials, including journals, essays, speeches, biographies, and autobiographies~~. [Moved to SOL 9.5]

~~a) Identify a position/argument to be confirmed, disproved, or modified~~. [Moved to SOL 9.5e]
~~b) Evaluate clarity and accuracy of information.~~ [Moved to SOL 9.5f]
~~c) Synthesize information from sources and apply it in written and oral presentations.~~ [Moved to SOL 9.5j]
~~d) Identify questions not answered by a selected text.~~
~~e) Extend general and specialized vocabulary through speaking, reading, and writing.~~
~~f) Read and follow instructions to complete an assigned project or task.~~ [Moved to SOL 9.5g]

9.4 The student will read, comprehend, and analyze a variety of literary texts including narratives, narrative nonfiction, poetry, and drama.

a) Identify author's main idea and purpose.
b) Summarize text relating supporting details.
c) Identify the characteristics that distinguish literary forms.
d) Use literary terms in describing and analyzing selections.
e) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.
f) Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader's emotion.
g) Analyze the cultural or social function of a literary text.
h) Explain the relationship between the author's style and literary effect.
i) Explain the influence of historical context on the form, style, and point of view of a written work.
j) Compare and contrast author's use of literacy elements within a variety of genres.
k) Analyze how an author's specific word choices and syntax achieve special effects and support the author's purpose.
l) Make predictions, inferences, draw conclusions, and connect prior knowledge to support reading comprehension.
m) Use reading strategies to monitor comprehension throughout the reading process.

~~9.5~~ ~~The student will read dramatic selections~~. [Moved to SOL 9.4]

~~a) Identify the two basic parts of drama: staging and scripting.~~
~~b) Compare and contrast the elements of character, setting, and plot in one-act plays and full-length plays.~~
~~c) Describe how stage directions help the reader understand a play's setting, mood, characters, plot, and theme.~~

9.5 The student will read and analyze a variety of nonfiction~~al~~ texts.

a) Recognize an author's intended purpose for writing and identify the main idea.
b) Summarize text relating supporting details.
c) Understand the purpose of text structures and use those features to locate information and gain meaning from texts.
d) Identify characteristics of expository, technical, and persuasive texts.
e) Identify a position/argument to be confirmed, disproved, or modified.
f) Evaluate clarity and accuracy of information.
g) Analyze and synthesize information in order to solve problems, answer questions or complete a task.
h) Draw conclusions and make inferences on explicit and implied information using ~~textural~~ textual support as evidence.
i) Differentiate between fact and opinion.
j) Organize and synthesize information from sources for use in written and oral presentations.
k) Use the reading strategies to monitor comprehension throughout the reading process.

Writing

9.6 The student will develop narrative, expository, ~~informational,~~ and persuasive writings ~~to inform, explain, analyze, or entertain~~ for a variety of audiences and purposes.

a) Generate, gather, and organize ideas for writing.
b) Plan and organize writing to address a specific audience and purpose.
c) Communicate clearly the purpose of the writing using a thesis statement where appropriate.
d) Write clear, varied sentences using specific vocabulary and information.
e) Elaborate ideas clearly through word choice and vivid description. ~~Use specific vocabulary and information.~~ [Moved to SOL 9.6d]
f) Arrange paragraphs into a logical progression.
g) Use transitions between paragraphs and ideas. ~~Revise writing for clarity.~~ [Moved to SOL 9.6h]
h) Revise writing for clarity of content, accuracy and depth of information. ~~Proofread and prepare final product for intended audience and purpose~~ [Moved to SOL 9.6i]
i) Use computer technology to plan, draft, revise, edit, and publish writing.

9.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

a) Use and apply rules for the parts of a sentence, including subject/verb, direct/indirect object, and predicate nominative/predicate adjective, and coordinating conjunctions.
b) Use parallel structures across sentences and paragraphs.
c) Use appositives, main clauses, and subordinate clauses.
d) Use commas and semicolons to distinguish and divide main and subordinate clauses.
e) Distinguish between active and passive voice.
f) Proofread and edit writing for intended audience and purpose.

Research

9.8 The student will use print, electronic databases, online resources, and other media to access information to create a research product ~~credit the sources of both quoted and paraphrased ideas~~. [Moved to SOL 9.8f]

a) Use technology as a tool for research to organize, evaluate, and communicate information. ~~Define the meaning and consequences of plagiarism.~~ [Moved to SOL 9.8h]
b) Narrow the focus of a search. ~~Distinguish one's own ideas from information created or discovered by others.~~ [Moved to SOL 9.8h]
c) Find, evaluate, and select appropriate sources to access information and answer questions. ~~Use a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), for citing sources.~~ [Moved to SOL 9.8g]
d) Verify the validity and accuracy of all information.
e) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
f) Credit the sources of quoted, paraphrased, and summarized ideas.
g) Cite sources of information using a standard method of documentation such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
h) Define the meaning and consequences of plagiarism and follow~~ing~~ ethical and legal guidelines for gathering and using information.

~~9.9~~ ~~The student will use print, electronic databases, and online resources to access information.~~ [Move to SOL 9.8]

~~a)~~ ~~Identify key terms specific to research tools and processes.~~

~~b)~~ ~~Narrow the focus of a search~~. [Moved to SOL 9.8b]

~~c)~~ ~~Scan and select resources.~~ [Moved to SOL 9.8c]

~~d)~~ ~~Distinguish between reliable and questionable Internet sources and apply responsible use of technology~~. [Moved to SOL 9.8d]

Grade Ten

The tenth-grade student will become a skilled communicator in small-group learning activities. The student will examine, analyze and produce media messages. The student will continue development of vocabulary, with attention to connotations, idioms, allusions, and evolution of language. The student will read and ~~critique~~ analyze literary ~~works~~ texts from a variety of eras and cultures. Attention will be given to the analysis of ~~consumer information, such as labels, owners' manuals, warranties, and contracts~~ nonfiction~~al~~ texts. The student will critique the writing of peers and professionals, using analysis to improve writing skills. The student will continue to build research skills by crediting sources and presenting information in a format appropriate for content. Grammar knowledge will be expanded as the student presents, writes, and edits materials, applying the conventions of language.
The bodies of literature for grades 10, 11, and 12 are interchangeable and may be taught in any of these grades.

~~Oral Language~~ Communication: Speaking, Listening, Media Literacy

10.1 The student will participate in, collaborate in, and report on small-group learning activities.
- a) Assume responsibility for specific group tasks.
- b) ~~Participate~~ Collaborate in the preparation ~~of an outline~~ or summary of the group activity.
- c) Include all group members in oral presentation.
- d) ~~Use grammatically correct language, including~~ Choose vocabulary, language, and tone appropriate to the topic, audience, and purpose.
- e) Demonstrate the ability to work effectively with diverse teams to accomplish a common goal.
- f) Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
- g) Access, ~~and~~ critically evaluate, ~~information~~ and use information accurately to solve problems.
- h) Evaluate one's own role in preparation and delivery of oral reports.
- i) Use a variety of strategies to listen actively.
- j) Analyze and interpret other's presentations.
- k) Evaluate effectiveness of group process in preparation and delivery of oral reports.

~~10.2~~ ~~The student will critique oral reports of small-group learning activities.~~ [Moved to SOL 10.1]
- ~~a)~~ ~~Evaluate one's own role in preparation and delivery of oral reports.~~ [Moved to SOL 10.1h]
- ~~b)~~ ~~Evaluate effectiveness of group process in preparation and delivery of oral reports.~~ [Moved to SOL 10.1j]

10.2 The student will analyze, produce, and examine similarities and differences between visual and verbal media messages.
- a) Use media, visual literacy, and technology skills to create products.
- b) Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion.
- c) Determine the author's purpose and intended effect on the audience for media messages.
- d) Identify the tools and techniques used to achieve the intended focus.

Reading ~~Analysis~~

~~10.3~~ ~~The student will read, comprehend, and critique literary works.~~[Moved to SOL 10.4]

- ~~a) Identify text organization and structure.~~
- ~~b) Identify main and supporting ideas.~~
- ~~c) Make predictions, draw inferences, and connect prior knowledge to support reading comprehension.~~
- ~~d) Explain similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.~~
- ~~e) Identify universal themes prevalent in the literature of different cultures.~~
- ~~f) Examine a literary selection from several critical perspectives.~~

10.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.

- a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.
- b) Use context, structure, and connotations to determine meanings of words and phrases.
- c) Discriminate between connotative and denotative meanings and interpret the ~~connotative power of words~~ connotation.
- d) Identify the meaning of common idioms.
- e) Identify literary and classical allusions and figurative language in text.
- f) Extend general and specialized vocabulary through speaking, reading, and writing.
- g) Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.

~~10.4~~ ~~The student will read and interpret informational materials.~~ [Moved to SOL 10.5]

- ~~a) Analyze and apply the information contained in warranties, contracts, job descriptions, technical descriptions, and other informational sources, including labels, warnings, manuals, directions, applications, and forms, to complete specific tasks.~~
- ~~b) Skim manuals or informational sources to locate information.~~
- ~~c) Compare and contrast product information contained in advertisements with that found in instruction manuals and warranties.~~

10.4 The student will read, comprehend, and analyze literary texts of different cultures and eras.

- a) Identify main and supporting ideas.
- b) Make predictions, draw inferences, and connect prior knowledge to support reading comprehension.
- c) Explain similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.
- d) Analyze the cultural or social function of literature.
- e) Identify universal themes prevalent in the literature of different cultures.
- f) Examine a literary selection from several critical perspectives.
- g) Explain the influence of historical context on the form, style, and point of view of a literary text.
- h) Evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text, achieve specific effects and support the author's purpose.
- i) Compare and contrast literature from different cultures and eras.
- j) Distinguish between a critique and a summary.
- k) Compare and contrast how rhyme, rhythm, sound, imagery, style, form, and other literary devices convey a message and elicit a reader's emotions.
- l) Compare and contrast character development in a play to characterization in other literary forms.
- m) Use reading strategies to monitor comprehension throughout the reading process.

~~10.5~~ ~~The student will read and analyze a variety of poetry.~~ [Moved to SOL 10.4]

- ~~a) Compare and contrast the use of rhyme, rhythm, and sound to convey a message.~~
- ~~b) Compare and contrast the ways in which poets use techniques to evoke emotion in the reader.~~
- ~~c) Interpret and paraphrase the meaning of selected poems.~~

10.5 The student will read, interpret, analyze, and evaluate nonfiction~~al~~ texts.

- a) Identify text organization and structure.
- b) Recognize an author's intended audience and purpose for writing.
- c) Skim manuals or informational sources to locate information.
- d) Compare and contrast informational texts.
- e) Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.
- f) Draw conclusions and make inferences on explicit and implied information using ~~textural~~ textual support as evidence.
- g) Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.
- h) Use reading strategies throughout the reading process to monitor comprehension.

~~10.6~~ ~~The student will read and critique dramatic selections.~~ [Moved to SOL 10.4]

- ~~a) Explain the use of asides, soliloquies, and monologues in the development of a single character.~~
- ~~b) Compare and contrast character development in a play to characterization in other literary forms.~~

Writing

~~10.7~~ 10.6 The student will develop a variety of writing to persuade, interpret, analyze, and evaluate with an emphasis on exposition and analysis.

- a) Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.
- b) Synthesize information to support the thesis. ~~Elaborate ideas clearly through word choice and vivid description.~~ [Moved to SOL 10.6c]
- c) Elaborate ideas clearly through word choice and vivid description. ~~Write clear and varied sentences.~~ [Moved to SOL 10.6d]
- d) Write clear and varied sentences, clarifying ideas with precise and relevant evidence.~~Organize ideas into a logical sequence.~~ [Moved to SOL 10.6e]
- e) Organize ideas into a logical sequence using transitions. ~~Revise writing for clarity of content and presentation.~~ [Moved to SOL 10.6f]
- f) Revise writing for clarity of content, accuracy, and depth of information. ~~Proofread and prepare final product for intended audience and purpose.~~ [Moved to SOL 10.7h]
- g) Use computer technology to plan, draft, revise, edit, and publish writing.

~~10.8~~10.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

a) Distinguish between active and passive voice. ~~Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.~~ [Moved to SOL 10.7c]
b) Apply rules governing use of the colon.
c) Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations. ~~Distinguish between active and passive voice.~~ [Moved to SOL 10.7a]
d) Differentiate between in-text citations and works cited on the bibliography page.
e) Analyze the writing of others.
f) Describe how the author accomplishes the intended purpose of a piece of writing.
g) Suggest how writing might be improved.
h) Proofread and edit final product for intended audience and purpose.

~~10.9 The student will critique professional and peer writing.~~ [Moved to SOL 10.6]

~~a) Analyze the writing of others.~~ [Moved to SOL 10.7e]
~~b) Describe how the author accomplishes the intended purpose of a writing.~~ [Moved to SOL 10.7f]
~~c) Suggest how writing might be improved.~~ [Moved to SOL 10.7g]

~~10.10 The student will use writing to interpret, analyze, and evaluate ideas.~~ [Moved to 10.6]

~~a) Explain concepts contained in literature and other disciplines.~~
~~b) Translate concepts into simpler or more easily understood terms.~~

Research

~~10.11~~ 10.8 The student will collect, evaluate, organize, and present information to create a research product.

a) Use technology as a tool to research, organize, evaluate, synthesize, and communicate information. ~~Organize information from a variety of sources.~~
b) Develop the central idea or focus.
c) Verify the accuracy, validity, and usefulness of information.
d) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias. ~~Credit sources for both quoted and paraphrased ideas.~~ [Moved to SOL 10.8e]
e) Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA). ~~Present information in an appropriate format, such as an oral presentation, written report, or visual product.~~
f) Define the meaning and consequences of plagiarism and follow~~ing~~ ethical and legal guidelines for gathering and using information. ~~Use technology to access information, organize ideas, and develop writing.~~ [Moved to SOL 10.8a]

Grade Eleven

The eleventh-grade student will be able to make and analyze informative and persuasive oral presentations, with attention to the accuracy of evidence and the effectiveness of delivery. An examination of how media influences beliefs and behaviors will be introduced. The student will continue to develop and expand vocabulary. The study of both classic and contemporary American literature will enhance the student's appreciation for literature. The student will be able to identify the prevalent themes and characterizations present in American literature, which are reflective of ~~the~~ history and culture. Students will also use nonfiction texts to draw conclusions and make inferences citing ~~textural~~ textual support. The student will be able to write clear and accurate personal, professional, and informational correspondence and reports for research and other applications. Grammar development will continue through the application of rules for sentence formation, usage, spelling, and mechanics. The student will develop informative and persuasive ~~compositions~~ writings by locating, evaluating, synthesizing, and ~~citing~~ documenting ~~applicable~~ information ~~with careful attention to organization and accuracy~~ following ethical and legal guidelines.

* The bodies of literature for grades 10, 11, and 12 are interchangeable and may be taught in any of these grades.*

~~Oral Language~~ Communication: Speaking, Listening, Media Literacy

11.1 The student will make informative and persuasive presentations.

a) Gather and organize evidence to support a position.
b) Present evidence clearly and convincingly.
c) Address counterclaims. ~~Support and defend ideas in public forums.~~ [Moved to SOL 11.1d]
d) Support and defend ideas in public forums. ~~Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.~~ [Moved to SOL 11.1e]
e) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.
f) Monitor listening and use a variety of active listening strategies to make evaluations.
g) Use presentation technology.
h) Collaborate and report on small-group learning activities.

~~11.2~~ ~~The student will analyze and evaluate informative and persuasive presentations.~~

~~a) Critique the accuracy, relevance, and organization of evidence.~~
~~b) Critique the clarity and effectiveness of delivery.~~

11.2 The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors.

a) Use technology and other information tools to organize and display knowledge in ways others can view, use, and assess.
b) Use media, visual literacy, and technology skills to create products.
c) Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion.
d) Determine the author's purpose and intended effect on the audience for media messages.

Reading ~~Analysis~~

~~11.3~~ ~~The student will read and analyze relationships among American literature, history, and culture.~~ [Moved to SOL 11.4]

~~a) Describe contributions of different cultures to the development of American literature.~~
~~b) Compare and contrast the development of American literature in its historical context.~~
~~c) Discuss American literature as it reflects traditional and contemporary themes, motifs, universal characters, and genres.~~
~~d) Describe how use of context and language structures conveys an author's intent and viewpoint in contemporary and historical essays, speeches, and critical reviews.~~

11.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.

a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.
b) Use context, structure, and connotations to determine meanings of words and phrases.
c) Discriminate between connotative and denotative meanings and interpret the ~~connotative power of words~~ connotation.
d) Identify the meaning of common idioms.
e) Identify literary and classical allusions and figurative language in text.
f) Extend general and specialized vocabulary through speaking, reading, and writing.
g) Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.

~~11.4~~ ~~The student will read and analyze a variety of informational materials.~~ [Moved to SOL 11.5]

~~a) Use information from texts to clarify or refine understanding of academic concepts.~~
~~b) Read and follow directions to complete an application for college admission, for a scholarship, or for employment.~~
~~c) Apply concepts and use vocabulary in informational and technical materials to complete a task.~~
~~d) Generalize ideas from selections to make predictions about other texts.~~
~~e) Analyze information from a text to draw conclusions.~~

11.4 The student will read, comprehend, and analyze relationships among American literature, history, and culture.

a) Describe contributions of different cultures to the development of American literature.
b) Compare and contrast the development of American literature in its historical context.
c) Discuss American literature as it reflects traditional and contemporary themes, motifs, universal characters, and genres.
d) Analyze the social or cultural function of American literature.
e) Analyze how context and language structures convey an author's intent and viewpoint.
f) Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject, mood, and theme.
g) Explain how imagery and figures of speech appeal to the reader's senses and experience.
h) Explain how an author's specific word choices, syntax, tone, and voice support the author's purpose.
i) Read and analyze a variety of American dramatic selections.
j) Analyze the use of literary elements and dramatic conventions including verbal, situational and dramatic irony used in American literature.
k) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.

~~11.5~~ ~~The student will read and critique a variety of poetry.~~ [Moved to SOL 11.4]

~~a) Analyze the poetic elements of contemporary and traditional poems.~~

~~b) Identify the poetic elements and techniques that are most appealing and that make poetry enjoyable.~~

~~c) Compare and contrast the works of contemporary and past American poets.~~

11.5 The student will read and analyze a variety of nonfiction~~al~~ texts.

a) Use information from texts to clarify understanding of concepts.

b) Read and follow directions to complete an application for college admission, for a scholarship, or for employment.

c) Generalize ideas from selections to make predictions about other texts.

d) Draw conclusions and make inferences on explicit and implied information using ~~textural~~ textual support.

e) Analyze two or more texts addressing the same topic to identify authors' purpose and determine how authors reach similar or different conclusions.

f) Identify false premises in persuasive writing.

g) Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.

h) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.

~~11.6~~ ~~The student will read and critique a variety of dramatic selections.~~ [Moved to SOL 11.4]

~~a) Describe the dramatic conventions or devices used by playwrights to present ideas.~~

~~b) Compare and evaluate adaptations and interpretations of a script for stage, film, or television.~~

~~c) Explain the use of verbal, situational, and dramatic irony.~~

Writing

~~11.7~~ 11.6 The student will write in a variety of forms, with an emphasis on persuasion.

a) Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.

b) Produce arguments in writing that develop a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions. ~~Develop a focus for writing.~~

c) Organize ideas in a sustained and logical manner. ~~Evaluate and cite applicable information~~. [Moved to SOL 11.7a]

d) Clarify and defend position with precise and relevant evidence elaborating ideas clearly and accurately. ~~Organize ideas in a logical manner~~. [Moved to SOL 11.6c]

e) Adapt content, vocabulary, voice and tone to audience, purpose, and situation. ~~Elaborate ideas clearly and accurately.~~ [Moved to SOL 11.6d]

f) Revise writing for clarity of content, accuracy and depth of information. ~~Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.~~ [Moved to SOL 11.6e]

g) Use computer technology to plan, draft, revise, edit, and publish writing. ~~Revise writing for accuracy and depth of information.~~ [Moved to SOL 11.6f]

h) Write and revise correspondence to a standard acceptable both in the workplace and in postsecondary education. ~~Proofread final copy and prepare document for intended audience and purpose~~. [Moved to SOL 11.7f]

~~11.8~~ 11.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

a) Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations. ~~Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), for producing research projects.~~ [Moved to SOL 11.8]
b) Use verbals and verbal phrases to achieve sentence conciseness and variety.
c) Distinguish between active and passive voice. ~~Adjust sentence and paragraph structures for a variety of purposes and audiences.~~ [Moved to SOL 11.7e]
d) Differentiate between in-text citations and works cited on the bibliography page.
e) Adjust sentence and paragraph structures for a variety of purposes and audiences.
f) Proofread and edit writing for intended audience and purpose.

~~11.9~~ ~~The student will write, revise, and edit personal, professional, and informational correspondence to a standard acceptable in the workplace and higher education.~~ [Moved to 11.7]

~~a) Apply a variety of planning strategies to generate and organize ideas.~~
~~b) Organize information to support purpose and form of writing.~~
~~c) Present information in a logical manner.~~
~~d) Revise writing for clarity.~~
~~e) Use technology to access information, organize ideas, and develop writing.~~

Research

~~11.10~~ 11.8 The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product.

a) Use technology as a tool to research, organize, evaluate, and communicate information. ~~Narrow a topic.~~ [Moved to SOL 11.8b]
b) Narrow a topic and ~~D~~develop a plan for research.
c) Collect information to support a thesis.
d) Critically evaluate quality, ~~and~~ accuracy, and validity of information.
e) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias. ~~Synthesize information in a logical sequence.~~ [Moved to SOL 11.8f]
f) Synthesize and present information in a logical sequence. ~~Document sources of information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).~~ [Moved to SOL 11.8g]
g) Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA). ~~Edit writing for clarity of content and effect.~~ [Moved to 11.8h]
h) Revise writing for clarity of content, accuracy, and depth of information. ~~Edit copy for grammatically correct use of language, spelling, punctuation, and capitalization.~~ [Moved to SOL 11.8i]
i) Edit writing for grammatically correct use of language, spelling, punctuation, capitalization, and sentence/paragraph structure. ~~Proofread final copy and prepare document for publication or submission.~~
j) Define the meaning and consequences of plagiarism and follow~~ing~~ ethical and legal guidelines for gathering and using information. ~~Use technology to access information, organize ideas, and develop writing.~~

Grade Twelve

The twelfth-grade student will use organizational skills~~, audience awareness, appropriate vocabulary and grammar,~~ and both verbal and nonverbal presentation skills to plan and deliver an effective ~~5 to 10 minute~~ oral presentation, choosing language and tone appropriate to the audience and purpose. Students will use technology and understanding of media to create, organize, and display knowledge in ways others can access, view, and use. The student will expand general and specialized vocabulary through speaking, listening, reading, and viewing. The student will analyze British literature and literature of other cultures, ~~with attention to the many classic works which may be studied~~ recognizing major literary forms and their elements. Using nonfiction~~al~~ texts, students will analyze and synthesize information to solve problems. Writing will include the production of informational, ~~and~~ expository, and persuasive/argumentative papers, ~~which are organized~~ logically organized demonstrating knowledgeable judgments and effective conclusions ~~and contain clear and accurate ideas~~. The student will also produce a well-documented major research ~~paper~~ product, ~~using a standard method of documentation~~ by locating, evaluating, synthesizing, and documenting information following ethical and legal guidelines. The student will demonstrate advanced knowledge of grammatical conventions through writing, editing, and speaking.
The bodies of literature for grades 10, 11, and 12 are interchangeable and may be taught in any of these grades.

~~Oral Language~~ Communication: Speaking, Listening, Media Literacy

12.1 The student will make a ~~5 to 10 minute~~ [Move to Curriculum Framework] formal oral presentation in a group or individually.

a) Choose the purpose of the presentation ~~to defend a position, to entertain an audience, or to explain information~~.
b) Choose vocabulary, language, and tone appropriate to the audience, topic, and purpose. ~~Use a well-structured narrative or logical argument.~~
c) Use details, illustrations, statistics, comparisons, and analogies to support ~~purposes~~ the presentation.
d) Use media, visual literacy, and technology skills to create and support the presentation.~~ Use visual aids or technology to support presentation~~
e) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.
f) Collaborate and report on small group learning activities.
g) Evaluate formal presentations including personal, digital, visual, ~~textural,~~ textual, and technological.
h) Use a variety of listening strategies to analyze relationships among purpose, audience, and content of presentations.
i) Critique effectiveness of presentations.

~~12.2~~ ~~The student will evaluate formal presentations.~~ [Moved to SOL 12.1g]

~~a)~~ ~~Critique relationships among purpose, audience, and content of presentations.~~ [Moved to SOL 12.1h]
~~b)~~ ~~Critique effectiveness of presentations.~~ [Moved to SOL 12.1i]

12.2 The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors.

a) Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion.
b) Determine the author's purpose and intended effect on the audience for media messages.

Reading ~~Analysis~~

~~12.3~~ ~~The student will read and analyze the development of British literature and literature of other cultures.~~ [Moved to SOL 12.4]

- ~~a) Recognize major literary forms and their elements.~~
- ~~b) Recognize the characteristics of major chronological eras.~~
- ~~c) Relate literary works and authors to major themes and issues of their eras~~.

12.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.

- a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.
- b) Use context, structure, and connotations to determine meanings of words and phrases.
- c) Discriminate between connotative and denotative meanings and interpret the ~~connotative power of words~~ connotation.
- d) Identify the meaning of common idioms, literary and classical allusions in text.
- e) Expand general and specialized vocabulary through speaking, reading, and writing.
- f) Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.

~~12.4~~ ~~The student will read and analyze a variety of informational materials, including electronic resources.~~ [Moved to SOL 12.5]

- ~~a) Identify formats common to new publications and information resources.~~
- ~~b) Recognize and apply specialized informational vocabulary.~~
- ~~c) Evaluate a product based on analysis of the accompanying warranty and instruction manual.~~
- ~~d) Evaluate the quality of informational and technical materials.~~

12.4 The student will read, comprehend, and analyze the development of British literature and literature of other cultures.

- a) Compare and contrast the development of British literature in its historical context.
- b) Recognize major literary forms and their elements.
- c) Recognize the characteristics of major chronological eras.
- d) Relate literary works and authors to major themes and issues of their eras.
- e) Analyze the social and cultural function of British literature.
- f) Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject, mood, and theme.
- g) Compare and contrast traditional and contemporary poems from many cultures.
- h) Analyze how dramatic conventions including character, scene, dialogue, and staging contribute to the theme and effect.
- i) Compare and contrast dramatic elements of plays from American, British, and other cultures.

~~12.5~~ ~~The student will read and critique a variety of poetry.~~ [Moved to SOL 12.4]

- ~~a) Explain how the choice of words in a poem creates tone and voice.~~
- ~~b) Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject and mood.~~
- ~~c) Explain how imagery and figures of speech (personification, simile, metaphor) appeal to the reader's senses and experience.~~
- ~~d) Compare and contrast traditional and contemporary works of poets from many cultures.~~

12.5 The student will read and analyze a variety of nonfictional texts.

a) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.
b) Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.
c) Analyze two or more texts addressing the same topic to identify authors' purpose and determine how authors reach similar or different conclusions.
d) Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.
e) Identify false premises in persuasive writing.
f) Draw conclusions and make inferences on explicit and implied information using textural textual support.

12.6 The student will read and critique dramatic selections from a variety of authors.

a) Describe the conflict, plot, climax, and setting. [Moved to SOL 12.4]
b) Compare and contrast ways in which character, scene, dialogue, and staging contribute to the theme and the dramatic effect.
c) Identify the most effective elements of selected plays.
d) Compare and contrast dramatic elements of plays from American, British, and other cultures.

Writing

12.7 12.6 The student will develop expository and informational, analyses, and persuasive/argumentative writings.

a) Generate, gather, and organize ideas for writing to address a specific audience and purpose.
b) Produce arguments in writing that develop a thesis that to demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions. Consider audience and purpose when planning for writing. [Moved to SOL 12.6a and SOL 12.6d]
c) Clarify and defend a position with precise and relevant evidence. Write analytically about literary, informational, and visual materials.
d) Adapt content, vocabulary, voice, and tone to audience, purpose, and situation. Elaborate ideas clearly and accurately. [Moved to SOL 12.6c]
e) Use a variety of rhetorical strategies to accomplish a specific purpose. Revise writing for depth of information and technique of presentation. [Moved to SOL 12.6g]
f) Create arguments free of errors in logic and externally supported. Apply grammatical conventions to edit writing for correct use of language, spelling, punctuation, and capitalization. [Moved to SOL 12.7b]
g) Revise writing for clarity of content, depth of information and technique of presentation. Proofread final copy and prepare document for publication or submission. [Moved to SOL 12.7]
h) Use computer technology to plan, draft, revise, edit, and publish writing.

12.7 The student will write, revise, and edit writing.

a) Edit, proofread, and prepare writing for intended audience and purpose.
b) Apply grammatical conventions to edit writing for correct use of language, spelling, punctuation, and capitalization.
c) Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.

Research

12.8 The student will write documented research papers.

a) Use technology as a tool to research, organize, evaluate, and communicate information. ~~Identify and understand the ethical issues of research and documentation.~~ [Moved to SOL 12.8h]
b) Frame, analyze, and synthesize information to solve problems, answer questions, and generate new knowledge. ~~Evaluate the accuracy and usefulness of information.~~ [Moved to SOL 12.8c]
c) Critically evaluate the accuracy, quality, and validity of the information. ~~Synthesize information to support the thesis.~~ [Moved to SOL 12.8d]
d) Synthesize information to support the thesis and ~~P~~present information in a logical manner.
e) Cite sources ~~of information,~~ for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
f) Revise writing for clarity, depth of information, and technique of presentation. ~~Edit copies for correct use of language, spelling, punctuation, and capitalization.~~ [Moved to SOL 12.8g]
g) Edit writing for language, spelling, punctuation, capitalization, syntax, and paragraphing as appropriate for standard English. ~~Proofread final copy and prepare document for publication or submission.~~
h) Define the meaning and consequences of plagiarism and follow~~ing~~ ethical and legal guidelines for gathering and using information.

Appendix (B)(2)

Common Assessments

There is no appendix for Section (B)(2).

Appendix (B)(3)

Transition to Enhanced Standards and Assessments

A. Policies and Tools That Assist in Better Aligning High School Graduation Requirements and College Entrance Requirements

Virginia's higher education agencies, the State Council of Higher Education in Virginia and the Virginia Community College System, have worked closely with the Virginia Department of Education (the K-12 education agency) to develop policies and tools that facilitate transition from high school to two-year and four-year colleges and universities. Higher education has developed and maintains a Web site called **VirginiaMentor** that represents the public and private colleges and universities of Virginia. It serves as an online resource to help students and their families select a college, apply for admission, and plan to finance higher education. It also offers access to information and admissions applications for public and private colleges and universities within Virginia.

An important section of the VirginiaMentor Web site is the **Commonwealth College Course Collaborative**. The Commonwealth College Course Collaborative (CCCC) is a common set of subjects that allow Virginia students the chance to earn a semester's worth of college credit while in high school. These courses can be taken through dual enrollment, Advanced Placement (including virtual and online AP courses), and/or International Baccalaureate programs. One useful feature of this section of the Web site is the **Transfer Tool**. This feature allows parents and students to select an individual state participating college and determine the score needed on the AP exam in order to receive credit for that course at that college.

The CCCC was a major policy undertaking since Virginia does not have a centralized system of colleges and universities, i.e., each has its own admissions policies and the autonomy over how to accept college credits earned in high school through Advanced Placement, dual enrollment, etc. The CCCC is a policy compact whereby all institutions of higher education in Virginia (with one exception – Virginia Military Institute) have agreed upon 13 credit hours in specific courses that are accepted at all of the participating institutions for *degree credit* (not general education credit). At some schools, students also may have the option to earn as many as 20 additional degree credit hours. In some cases, a student could earn more than 30 credits through CCCC.

The **Early College Scholars** program allows eligible high school seniors to complete their high school diploma while earning at least 15 hours of transferable credits toward a college degree, resulting in a more productive senior year and reducing the expense of college tuition for families. Students earn these credits through dual-enrollment programs and by taking Advanced Placement (AP) courses at their home high schools or through the Virginia Virtual Advanced Placement School, which offers online AP and foreign language courses to students across the commonwealth and nation.

To qualify for the Early College Scholars program, a student must:

- Have a "B" average or better;
- Be pursuing an Advanced Studies Diploma or an Advanced Technical Diploma; and
- Take and complete college-level course work (i.e., Advanced Placement, International Baccalaureate, Cambridge, or dual enrollment) that will earn at least 15 transferable college credits.

The **Path to Industry Credentialing** initiative encourages students to work toward earning an industry certification, achieving a state licensure, or passing an occupational competency assessment while pursuing a high school diploma. Students who earn a credential and complete a Career and Technical program may earn up to two student-selected verified credits (See Appendix (B)(1) to meet graduation requirements. A credential is defined as:

- A complete industry certification program, e.g., Certified Nursing Assistant (CNA).
- A pathway examination that leads to a completed industry certification, e.g., automotive technician examinations from ASE.
- A state-issued professional license, e.g., Cosmetology.
- An occupational competency assessment, e.g., technical skill assessments from the National Occupational Competency Institute (NOCTI).

The Virginia State Board of Education approves for student-selected verified credit only those credentials that meet the following criteria:

- They must prepare students for an occupation or occupational area.
- They must be knowledge-based, as opposed to performance-based. Credentials may contain a performance-based component, but it is not required.
- They must be in a career and technical education field that confers a credential from a recognized industry, trade, or professional association or entity.
- They must be administered on a multi-state or international basis.
- They must be standardized and graded independent of the school in which the test is given.

As of October 1, 2009, the State Board of Education in Virginia has approved 265 credentials for career and technical education (CTE) courses or course sequences. The Web site at http://www.doe.virginia.gov/VDOE/Instruction/CTE/certification/Board_Approved_Credentials.doc contains a chart of the credentials approved by the Virginia Board of Education for student-selected verified credit as well as the Virginia Perkins IV credentialing initiative. In addition to providing student-selected verified credit(s) and adding value to a student's résumé for obtaining entry-level positions in today's technical job market, credentials provide the following benefits to students:

- Evidence that the student has completed advanced educational preparation by verifying competency in career and technical education skill-set areas in demand by business and industry.
- Increased job opportunities and advancement in a chosen career path.
- Enhanced self-esteem for students through achieving national occupational competency standards recognized by business and industry.

When the Virginia Department of Education began identifying industry credentials in 2002, only a small percent of Virginia students were enrolled in courses with the potential for achieving an industry credential. In 2009, all career and technical education course(s) offer training for one or more industry credential. During the 2008 – 2009 school year, 19,737 Virginia students passed either industry certification exams, occupational competency test, or achieved state licensure in areas eligible for student-selected verified credit.

B. Governor's Career and Technical STEM Academies

Excerpts from Virginia's Guidance Manual for Establishing a Governor's Career and Technical Academy in Virginia

http://www.doe.virginia.gov/VDOE/Instruction/ct_academies/establishing_new/process_manual.pdf

Process for Initiating a Governor's Career and Technical Academy Approved by the Virginia Board of Education November 29, 2007

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

1. Governor's Career and Technical Academies must be partnerships of business and industry; public school divisions; and higher education institutions and may include local government, including workforce and economic development entities.

2. Partnerships desiring to implement a Governor's Career and Technical Academy shall provide the Department of Education with documentation of the following:

    a. The existence of an active, ongoing Governor's Career and Technical Academy Planning Committee of superintendents or their designees from the participating school divisions and representatives from other partnering organizations. To the extent possible, these councils will come from existing regional industry advisory boards convened under the auspices of the regional workforce investment boards, community college workforce offices and Tech Prep/Career Pathways leadership teams convened by colleges and schools.

    b. A statement that demonstrates the need/rationale for the Academy. This statement should be concise and state the important reasons to have a Governor's Career and Technical Academy that provides enhanced or additional offerings in science, technology, engineering, and mathematics (STEM), and career and technical education.

    c. Identification of the fiscal agent, which must be a public entity.

    d. A description of the proposed program, including site location, number of students, grade levels, and general curriculum design.

    e. A written memorandum of agreement, among school divisions, local businesses, and postsecondary institutions, and any other partners. This agreement will suggest ways in which community resources will contribute to the Governor's Career and Technical Academy to broaden the scope of the students' educational experiences.

    f. A statement of assurance that the Governor's Career and Technical Academy Planning Committee has reviewed provisions of the attached *Administrative Procedures Guide for the*

Establishment of Governor's Career and Technical Academies and agrees to follow the guidelines set forth in the document.

g. A statement of assurance that, if applicable, an ongoing Governing Board will be established to reflect current Board of Education regulations relative to jointly operated schools and programs.

3. The Department of Education will review the proposal and documentation and forward the completed proposal to the State Council of Higher Education for Virginia (SCHEV).

4. Subject to approval of the process by the SCHEV Council, SCHEV will review the proposal to determine if it meets the criteria for a Governor's Career and Technical Academy, with particular focus on postsecondary components, and will make a report to the Council with a recommendation. The Council will vote to recommend or not recommend the proposal to the Board of Education.

5. The Department of Education will make a report to the Board of Education with a recommendation, noting SCHEV's recommendation in its report.

6. The Board of Education will approve or deny designation as a Governor's Career and Technical Academy.

7. At any point in the process, the applicant may withdraw its proposal from consideration and resubmit at a later time if desired.

8. The DOE, VCCS, and SCHEV will provide technical assistance to programs during the planning and implementation process as needed.

ADMINISTRATIVE PROCEDURES GUIDE FOR THE ESTABLISHMENT OF A GOVERNOR'S CAREER AND TECHNICAL ACADEMY

I. Introduction

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

II. The Role of the Department of Education

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

III. Program Description

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

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

B. Statement of program objectives and performance measures to:
   1. Improve academic achievement of Academy students;
   2. Increase completion of dual enrollment courses;
   3. Provide workplace readiness experiences for students through strong partnerships with businesses;
   4. Increase high school graduation rates;
   5. Reduce dropout rates;
   6. Increase enrollment and retention in postsecondary education;
   7. Increase the proportion of students completing a college and workplace ready curriculum in high school;
   8. Reduce the proportion of students requiring remediation in college;
   9. Increase the number of industry certifications awarded to high school students; and
   10. Increase the number of graduates employed in high-wage, high-demand and high-skill careers.

C. Evidence of participation in the Governor's Exemplary Standards Award Program for Career and Technical Education.

D. Program and course descriptions

   1. At least two well-articulated career pathways must be included that meet the following criteria:
      a. Each career pathway must include opportunities to earn industry credentials, postsecondary certificates, diplomas or associate degrees while in high school and pursue additional industry credentials and academic degrees at the associate, bachelors and graduate levels. These pathways may be in the same or different career clusters.
      b. At least one career pathway must be in a field identified by a statewide authority or organization, such as the Virginia Economic Development Partnership or the Virginia Research and Technology Advisory Commission, as a strategic growth area for Virginia. Examples include biosciences, information technology, automotive technology and motor sports, as well as modeling and simulation and nanotechnology.
      c. At least one career pathway must address regional and local workforce demand in a high-wage, high-skill field as identified by employers and workforce officials.

d. Of the two pathways described above, at least one must be in a STEM-related field. This career pathway should drive the innovative capacity of the region and/or the state.
e. Additional career pathways may address one of the areas described above, or an area identified by the partnership as an area of interest, growth, or expansion for students in the service area of the Academy.

2. Academy graduates must achieve one or more of the following benchmarks:
   a. Earn one or more industry certifications or state occupational licenses, and/or demonstrate competencies on an assessment instrument recognized by postsecondary institutions such as CLEP examinations, collaboratively designed or mutually approved end-of-course tests, college placement tests, or student portfolios reviewed by a team of college and high school faculty; or
   b. Earn at least 9 transferable college credits as defined in the Early College Scholars program (includes dual enrollment, Advanced Placement and other options); or
   c. Earn an Associate Degree.
3. Significant work-based experience must be included, such as:
   a. Additional instruction or training beyond the classroom;
   b. Cooperative Education;
   c. Internships;
   d. Job Shadowing;
   e. Mentorships;
   f. Project-based learning;
   g. Service learning; or
   h. A combination of the above.

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

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

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

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

IV. Administrative Procedures

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

A. Partnerships - The role of business and industry, public school divisions, and postsecondary institutions in the partnership. The role of workforce and economic development entities should also be included if they are among the partners.

B. Student recruitment, selection criteria, and admissions.

C. Code of student conduct and attendance.

D. Transportation provided by the school division or consortium that is in compliance with all applicable federal and state regulations.

E. Staff recruitment, selection, and assignment - The Governor's Career and Technical Academy shall hire personnel who meet the Virginia teacher licensure requirements and/or postsecondary faculty qualifications. Where applicable, they must have industry-specific education with training and experience, including industry certification.

F. Staff development - The program will provide appropriate staff training in addition to staff planning time.

G. Staff evaluation – Staff will be evaluated according to the human resources policies of the agency or institution employing Academy personnel.

H. Parent, student and community involvement
   1. Preparation for entering the Academies should begin by eighth grade.
   2. Students, parents, teachers, and counselors should work collaboratively to:
      a. Complete career interest inventories;
      b. Prepare academic and career plans outlining an intended course of study in high school;
      c. Review multiple postsecondary pathways and the steps required to pursue them;
      d. Participate in career assessments to identify areas students should strengthen to qualify for their selected pathways; and
      e. Discuss available diplomas, seals, and other recognitions, as well as the requirements for admission to specialized programs including Governor's Academies.

I. Documentation that insurance and other fiscal information will be provided.

V. Evaluation

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

C. Quality Rating and Improvement System

A Quality Rating and Improvement System (QRIS) creates a set of standards for measuring different levels of quality across the full continuum of early care and education programs. Quality rating and improvement systems assess, monitor, improve and communicate the level of quality found in rated programs.

The first statewide QRIS was created in 1998 in Oklahoma. Since then, there has been growing momentum at state and local levels to use QRIS as a systematic approach for benchmarking quality as well as identifying and rewarding early childhood programs that provide high-quality services and emphasize continuous improvement. As of January 2008, seventeen states/districts are operating statewide QRIS. Eight states are piloting a QRIS. Most remaining states are either exploring or in the process of designing their QRIS.[1]

The Virginia Star Initiative, Virginia's QRIS began in 2007 and is currently in the third pilot year, having conducted 180 classroom assessments in approximately 10 percent of the licensed early childhood classroom-based programs in the state. Over 800 classroom assessments will be completed by 2011. This still leaves a large percent of the state's preschool programs not served by the benefits of the QRIS.

Virginia has 1.8 million children, with 28 percent (.5 million) under five years of age. Fourteen percent of children under age six live in poverty, with 233,000 children receiving food stamp subsides.[2] In 2007, 47.6 percent of three and four year olds were enrolled in preschool, with 15,694 children in Head Start and Early Head Start and 15,920 children in Virginia Preschool Initiative. [3]

Children not in poverty who attended high-quality programs showed significant gains in social and behavioral skills, motivation and self-control. Because children in poverty are particularly at-risk for falling behind in school readiness skills and some aspects of children's school readiness are hurt by low quality programs, these children need access to higher quality early childhood programs. Children in poverty attending low quality programs gain significantly less vocabulary than those in high quality programs. Children in poverty who attend high-quality programs make significant gains in early literacy skills and social-emotional development. In general, all children's social and emotional skills were hurt by low-quality programs.[4] Children in poverty in

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[1] Davida, M. (2008).National Association for the Education of Young Children. Quality Rating and Improvement Systems (QRIS) and National Association for the Education of Young Children (NAEYC) Accreditation. Washington, DC.NACCRRA Report. KidsCount (2007). (poverty defined as less than $18,660 per year with two adults)

[2] Weldon Cooper Center for Public Service. October 2007 Report; 2007 KidsCount; NACCRRA Report, 2008; 2007 KidsCount (poverty defined as less than $18,660 per year with two adults).

[3] Virginia Head Start Data; Virginia Department Of Education Data

[4] Thornburg, Mayfield, Hawks and Fuger KL. *The Missouri Quality Rating System School Readiness Study.* Center for Family Policy and Research, University of Missouri and the Institute for Human Development, University of Missouri-Kansas City, Missouri; 2009.

Virginia are particularly at-risk for falling behind in school readiness and access to high-quality early learning programs[5]. It is imperative that all children have the opportunity to attend high-quality programs.

Many of the studies regarding high-quality indicators were reviewed during the development and selection of the Virginia Star Quality Initiative performance standards.[6] Four performance standard areas were selected 1) staff education, qualifications and training; 2) interactions (emotional support, classroom organization, instructional support); 3) structure (staff-child ratio and group size); and 4) environment and instruction.[7] Care was taken to insure that the observation instruments chosen to rate the selected performance standards would reliably measure these most important indicators of quality. Virginia is one of a few states to use more than one instrument to conduct QRIS rating observations. Because classroom environment and interactions are thought to be strong predictors of quality, the Preschool Classroom Assessment Scoring System (CLASS)[8] is used as a quality measure to compliment the Early Childhood Environment Rating Scale-Revision (ECERS-R).[9] The Infant Toddler Environmental Rating Scale-Revised (ITERS)[10] is also used in toddler classrooms.

A QRIS not only benefits the children attending the rated facilities, it strengthens the rating continuity between facilities and holds them accountable for the quality of their programs. The Virginia Star Initiative was created to provide a consistent way to distinguish the level of quality in early education programs, allowing families to make more informed choices and allowing child care providers a way to improve the quality of their services.
Research findings show that when child care is consistent, developmentally sound, and emotionally supportive, there is a positive effect on children and families. [11] Children exposed to poor-quality care settings are less likely to be prepared for school demands and have their social-

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[5] Adam, G., Tout, K., and Zaslow, M. (2007). *Early care and education for children in low-income families: Patterns of use, quality and potential policy implications.* [Revised Report, May, 2000.] The Urban Institute and Child Trends Roundtable on Children in Low-Income Families. http://www.urban.org/UploadedPDF/411482_early_care.pdf

[6] Hyslop, A. (2007). *Research Citations for Virginia's Star Quality Initiative.* Virginia Early Childhood Foundation. Richmond, Virginia.

[7] Tout K, Zaslow M, Halle T, Forry N. (2009) *Issues for the Next Decade of Quality Rating and Improvement Systems.* Child Trends. Washington DC.

[8] Hamre B, LaParo KM and Pianta RC. (2008) *Classroom Assessment Scoring System.* Brooks Publishing Co. Baltimore, Maryland.

[9] Infant Toddler Environment Rating Scale-Revised. (1990)Teachers College Press. New York.

[10] Harms T, Clifford RM and Cryer D. (2005) *Early Childhood Environment Rating Scale-Revised.* Teachers College Press. New York.

[11] Frank Porter Graham Child Development Center. (1999). Cost, Quality and Outcomes Study. Chapel Hill North Carolina.

emotional development impaired.[12] A child's brain structure and functional development is affected by their day-to-day experiences.[13] These experiences can be positive or negative, with long term consequences for the child, family and community.

QRIS programs are recognized for their potential to serve as a hub for quality improvement which requires extensive coordination across agencies, service and data systems.[14] The Virginia Star Quality Initiative is a public-private partnership between the Virginia Early Childhood Foundation and the Virginia Office of Early Childhood Development and has successfully collaborated with several agencies such as the Virginia Department of Social Services, Virginia Department of Education and the Virginia Training and Technical Assistance Centers. These partnerships insure a systematic approach to providing services and resources to support funding, oversight, data entry and collection and quality improvement implementation.

Studies demonstrate that well-focused investment in quality early education and child care provides high public return.[15] High quality early education experiences have been shown to support children's ability to acquire readiness skills that are linked to later academic achievement and greater workforce productivity.[16] Children enrolled in programs participating in the Virginia Star Quality Initiative will have the opportunity to participate in high quality early education experience.

The increase and expansion of the Virginia Star Quality Initiative (QRIS) will systematically develop and sustain needed infrastructure and accountability. Increased provider participation in the QRIS will increase state capacity for higher-quality preschool delivery, facilitate coordination of school and community resources, establish and promote best practices, and allow for intensified technical assistance and quality professional development opportunities.

D. Adolescent Literacy Needs in Virginia

Virginia's current literacy performance, as measured by *Standards of Learning* (SOL) English/reading assessment for 2008-2009, shows 92 percent of all grade-five students passing the grade-five reading assessment with a "proficient" or "advanced proficient" rating, grade-eight students having a 87 percent pass rate, and End-of-Course reading assessment results (generally taken by grade-eleven students) at 95 percent passing.

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[12] National Institute of Child Health and Human Development Early Care Research Network. (2000) *The relation of child care to cognitive and language development.* Child Development.

[13] National Research Council and Institute of Medicine, Board on Children, Youth, and Families, Commission on Behavioral and Social sciences and Education. (2000) In: Shonkoff JP, Phillips DA, eds. *Form Neurons to Neighborhoods: the Science of Early Childhood Development.* Washington, DC: National Academies.

[14] Tout K, Zaslow M, Halle T, Forry N. Issues for the Next Decade of Quality Rating and Improvement Systems. (2009) Child Trends. Washington DC.

[15] Rolnick A, Grunewald R. (December 2003)*Early childhood development: economic development with a high return.* The Region. Available at: www.minneapolisfed.org/research/studies/earlychild/abc-part2.pdf. Accessed December 2009.

[16] National Scientific Council on the Developing Child. (2007) *The Science of Early Childhood Development.* http://www.developingchild.net.

Reading assessment data, broken out by subgroups, provided in chart form below, further indicate that at each grade level, 5, 8, and 11, performance by Black students, Hispanic students, economically disadvantaged students, and students with disabilities is well below that of white students and the All students reporting categories. Students with disabilities and Black students consistently have the lowest passing rates.

5th grade Reading	**2006-2007**	**2007-2008**	**2008-2009**
All students	87	89	92
White	91	93	94
Black	80	82	86
Hispanic	74	84	89
Economically Disadvantaged	77	82	85
Limited English Proficient	70	83	89
Students with disabilities	68	73	79
8th grade Reading	**2006-2007**	**2007-2008**	**2008-2009**
All students	80	83	87
White	87	89	91
Black	68	71	78
Hispanic	63	75	81
Economically Disadvantaged	65	71	78
Limited English Proficient	52	69	78
Students with disabilities	50	57	67
11th grade Reading	**2006-2007**	**2007-2008**	**2008-2009**
All students	94	94	95
11th grade Reading	**2006-2007**	**2007-2008**	**2008-2009**
White	96	97	97
Black	88	89	91
Hispanic	90	91	93
Economically Disadvantaged	87	89	90
Limited English Proficient	87	87	88
Students with disabilities	75	76	79

Writing performance as measured on Virginia's SOL writing assessment at grade five shows a consistently negative trend over the past three years. However, grade eight writing scores have shown some progress during the same period, while grade eleven writing scores have remained static. Student performance in reading and writing is consistently lowest across all groups at grade 8.

5th grade Writing	**2006-2007**	**2007-2008**	**2008-2009**
All students	89	87	86
White	92	90	89
Black	84	79	79
Hispanic	84	81	80
Economically disadvantaged	82	77	77
Limited English Proficient	82	80	79
Students with disabilities	50	57	67
8th grade Writing	**2006-2007**	**2007-2008**	**2008-2009**
All students	86	87	89
White	90	91	92
Black	77	79	83
Hispanic	76	80	82
Economically Disadvantaged	74	77	80
Limited English Proficient	68	73	76
Students with disabilities	53	55	58
11th grade Writing	**2006-2007**	**2007-2008**	**2008-2009**
All students	92	92	92
White	95	95	95
Black	87	86	86
Hispanic	87	88	88
Economically Disadvantaged	86	86	85
Limited English Proficient	82	82	80
Students with disabilities	67	69	68

While the Commonwealth does not currently have a comprehensive plan to address adolescent literacy, the Early Intervention Reading Initiative, established by the *1997 Virginia Acts of Assembly, Chapter 924, Item 140*, has served struggling readers in kindergarten through grade three. The purpose of the initiative is to provide early reading intervention services to students in kindergarten through the third grade who demonstrate reading deficiencies reflected in each student's performance on the PALS (Phonological and Literacy Screening) assessment. As the result of the intervention services, the essential reading skills of the identified students are monitored and targeted for improvement by the end of each grade level, kindergarten through third grade. This initiative assists school divisions in their ongoing efforts to have all children reading well and on grade level by the third grade. Explicit, intensive instruction is an essential feature of effective interventions for struggling readers, including student with learning disabilities. (National Reading Panel, 2000).[17]

The state also, has provided school divisions with valuable tools to assist high school students with assessing and remediating the literacy skills included in the state's End-of-Course assessment at the completion of the English 11 curriculum. Virginia's Online Reading Tutorial has assisted thousands of high school students in Virginia in passing the Virginia *Standards of Learning* End-of-Course assessment in reading. However, the state does not offer online tutorial support for writing or for students in grades four through ten for reading. According to National Center for Educational Statistics (NCES), "effective adolescent literacy programs must include an element that helps students improve their writing skills. Fourteen percent of all freshmen entering degree-granting postsecondary institutions take remedial writing courses (NCES, 2004)"[18]. At public two-year institutions, 23 percent of entering freshmen take remedial writing courses (NCES, 2004). Reading Next supports the idea that any effective adolescent literacy program must provide both reading and writing interventions.

E. Virginia Advanced Studies Strategies (VASS) Implementation of the National Mathematics and Science Initiative (NMSI) Advanced Placement Training and Incentive Program (APTIP)

Virginia is recognized as a leader in public education based on the *Standards of Learning,* yet the challenge remains to move beyond minimum competencies and prepare students for advanced study in areas such as analytical writing, calculus, statistics, foreign languages and cultures, chemistry, physics, and biology. College Board data show that students who take an Advanced Placement (AP) Calculus or AP Physics B class and score a qualifying 3 or higher on the AP exam rank number one on international Programme for International Student Assessment (PISA)

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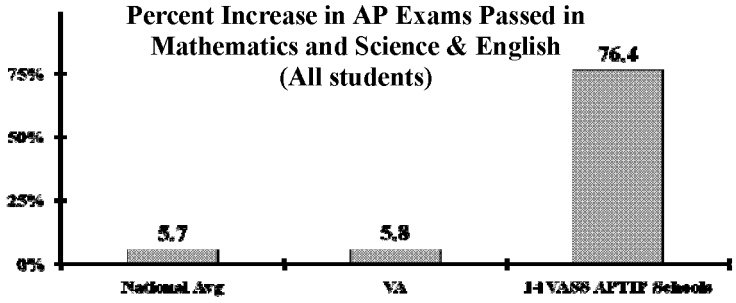
[17] National Institute of Child Health and Human Development (2000). Report of the National Reading panel. Teaching Children to Read: an evidence-based assessment of the scientific research literature on reading and its implications for reading instructions. Retrieved December 4, 2009, from http://www.nichd.nih.gov/publications/nrp/smallbook.htm

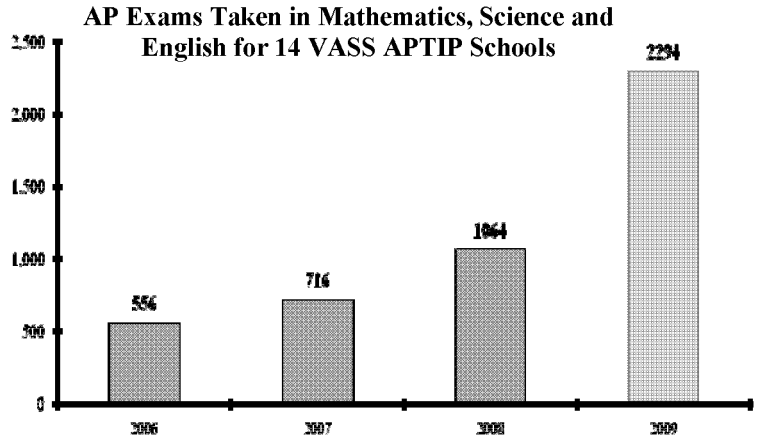
[18] On Reading, Learning to Read, and Effective Reading Instruction: An Overview of What We Know and How We Know It by the Commission on Reading of the National Council of Teachers of English. Retrieved from http://www.ncte.org/about/over/positions/category/read/118620.htm

tests. The PISA assesses elementary, middle school, and high school students from over 30 developed countries on every continent in reading, mathematics, and science knowledge. American students that had not participated in AP classes have continued to fall to the bottom quartile internationally.[19]

Although Virginia ranks third in the nation for student success in Advanced Placement classes, this achievement is in concentrated areas of the Commonwealth. Since the fall of 2007, Virginia has been implementing the Advanced Placement Training and Incentive Program (APTIP) through the Virginia Advanced Studies Strategies (VASS) from a grant from the National Mathematics and Science Initiative (NMSI). The APTIP increases participation and performance of public high school students in rigorous college-level work in math, science, and English Advanced Placement (AP) exams, and expands access to college-level courses for traditionally under-represented students. This program is a comprehensive approach that increases teacher effectiveness and student achievement through content training, teacher and student support, vertical alignment of teachers, expanded open enrollment, and incentives.



The overall goals of these training and incentive programs are to1) increase the number of students taking AP tests; 2) increase the number of students passing AP tests; and 3) increase the number of students attending and graduating from college. Key elements of success for scaling and implementing the APTIP include a) open enrollment for math, science and English AP courses; b) incentives for teacher and student performance; c) high-quality, content-focused teacher training; and d) teacher mentoring and vertical teaming.

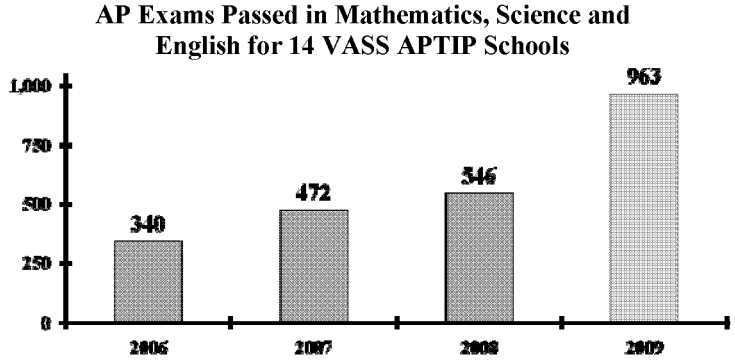


The first cohort in Virginia consisted of 14 high schools in the south and southwest part of the state, with expansion to 30 schools by the end of the grant. The successful implementation of the APTIP program has produced dramatic success.

The project schools have significantly outperformed the state and represent the beginning of an effort to bring the same opportunity to all of Virginia's schools. Race to the Top Funds will allow for the expansion of APTIP to 30 additional high schools. The Virginia Department of Education (VDOE) will contract with VASS to continue and expand the APTIP program in Virginia.

[19] College Board. (2008). Report to the Nation.

Laying the Foundation (LTF) is a component of APTIP that provides quality teacher training, rigorous classroom materials, and Web-based resources to improve the quality of mathematics, science and English instruction at the middle school levels. LTF thus enhances APTIP by building a pipeline of students who have the preparation and skills necessary to succeed at the AP levels of those subjects.



LTF accomplishes its purpose primarily through sponsoring intense professional development and support services to the existing teacher corps, thereby strengthening the instructional content knowledge and pedagogical skills. LTF provides math, science, and English teachers in grades 6-10 with the content knowledge, teaching strategies, vertically aligned materials, and assessments required to emulate AP-level coursework in lower grades. Key LTF program elements include: a) teacher training; b) administrator orientation; c) materials; d) measurement and testing; e) train the trainer; and f) mentoring.

Currently, the LTF component of APTIP is not supported by the NMSI grant awarded to Virginia. Middle schools that feed into the APTIP high schools have supported the program with matching grant funds. This program is a critical component in building a pipeline of students that are prepared to take the AP courses in high school. Race to the Top Funds will be used to provide Laying the Foundation to the middle schools that feed into the high schools participating in APTIP, as well as to the teachers in grades nine and ten of participating APTIP high schools.

Increasing the Pool of Secondary Mathematics and Science Teachers

F. Increasing the Pool of Secondary Science and Mathematics Teachers

Secondary science and mathematics teachers continue to be one of the top 10 critical shortage areas of teachers in Virginia, and have been since 2003.[20] In order to help meet this shortage, Virginia plans to implement a program at the pre-service level to attract more science and mathematics undergraduate students to choose teaching as a career and to effectively prepare these teachers for teaching in the STEM fields.

This proposed program may be the replication of the UTeach program at the University of Texas at Austin, or modeled very closely to that program. The program will recruit students as freshmen who have shown an interest in mathematics or science, and will provide field experiences immediately in the classroom. Students who continue with the program will learn to teach effectively using a variety of instructional strategies and extensive field experiences that develop classroom management and critical thinking skills. Students are exposed to the latest

[20] Virginia Department of Education. (2009). State of Virginia Critical Shortage Teaching Endorsement Areas for 2009-2010 School Year.

research on learning and effective methods of teaching to students with different kinds of learning skills and receive guidance and mentoring throughout their education.

Race to the Top funds will enable Virginia to begin this undergraduate program for secondary mathematics and science teachers at a Virginia university. The Virginia Department of Education will conduct a grant competition and award one university a grant to provide funding for four years to start a program focused on the recruitment, retention and the training of students for secondary mathematics and science teaching.

G. The International Baccalaureate (IB) Program

The IB is a recognized leader in the field of international education that offers three programs of international education for students aged 3 to 19.

The Primary Years Programme (PYP) for pupils aged 3 to 12 focuses on the development of the whole child in the classroom and in the world outside. The PYP was developed through the vision and effort, sustained over ten years, of the former International Schools Curriculum Project (ISCP). Its purpose is to produce a common international curriculum and to develop international-mindedness on the part of children. It has been offered by the IB since 1997, and continues to promote inquiry as the leading pedagogical approach. The PYP may be taught in any language. The IB publishes PYP curriculum documents in English, French and Spanish but this does not prevent schools teaching the program in other languages.

The Middle Years Programme (MYP) for students aged 11 to 16 provides a framework of academic challenge and life skills through embracing and transcending traditional school subjects. The MYP began as an initiative of the International Schools Association. The aim was to develop a curriculum encouraging international awareness with emphasis on the skills, attitudes, knowledge and understanding needed to participate in a global society. From 1994 it has been one of the three IB programs and has continued to grow in the same spirit of collaboration with and among schools. The MYP may be taught in any language. The IB publishes MYP curriculum documents in English, French, Spanish and Chinese but this does not prevent schools teaching the program in other languages. However, if schools require the grades of their students to be validated by the IB then sufficient student work must be produced in English, French, Spanish or Chinese.

The Diploma Programme for students aged 16 to 19 is a demanding two-year curriculum that meets the needs of highly motivated students, and leads to a qualification that is recognized by leading universities around the world. The Diploma Programme was established in 1968 to provide students with a balanced education, to facilitate geographic and cultural mobility and to promote international understanding. Since then, innovative and committed teachers and examiners from around the world have played a significant role in the development of the program. The Diploma Programme may be taught in English, French or Spanish. The IB publishes Diploma Programme curriculum documents and produces examination papers in English, French and Spanish. Schools must therefore choose at least one of these languages as the language of instruction in the school.

The International Baccalaureate chooses to define "international education" according to the following criteria.

- Developing citizens of the world in relation to culture, language and learning to live together
- Building and reinforcing students' sense of identity and cultural awareness
- Fostering students' recognition and development of universal human values
- Stimulating curiosity and inquiry in order to foster a spirit of discovery and enjoyment of learning
- Equipping students with the skills to learn and acquire knowledge, individually or collaboratively, and to apply these skills and knowledge accordingly across a broad range of areas
- Providing international content while responding to local requirements and interests
- Encouraging diversity and flexibility in teaching methods
- Providing appropriate forms of assessment and international benchmarking

The three programs form a coherent sequence of education by promoting the education of the whole person through an emphasis on intellectual, personal, emotional and social growth.
In all three programs, the education of the whole person is manifested through all domains of knowledge, involving the major traditions of learning in languages, humanities, sciences, mathematics and the arts.

Furthermore, all three programs:

- require study across a broad range of subjects drawing on content from educational cultures across the world
- give special emphasis to language acquisition and development
- encourage learning across disciplines
- focus on developing the skills of learning
- include, to a varying extent, the study of individual subjects and of interdisciplinary areas
- provide students with opportunities for individual and collaborative planning and research
- include a community service component requiring action and reflection.

A significant number of schools offer more than one IB program, thereby ensuring consistency of education for the student. IB World Schools, which are schools authorized by the organization, may choose to offer:

- only one IB program
- more than one IB program, i.e., any combination of two programs, or all three programs
- local or national programs in addition to one or more IB programs.

H. Foreign Language Immersion Programs

Excerpts from: Foreign Language Immersion Programs Features and Trends Over 35 Years Ashley Lenker and Nancy Rhodes, Center for Applied Linguistics, February 2007 [Retrieved online on December 27, 2009, at http://www.cal.org/resources/digest/flimmersion.html]

Foreign language immersion programs, first introduced in the United States in 1971 as a way to incorporate intensive second language education into public elementary schools, have gradually spread across the country and are now viewed by educators and parents as a highly effective way of teaching foreign languages to children[21]. Foreign language immersion is an approach to teaching another language that involves immersing students in the target language throughout the school day. Teachers speak only the target language to teach academic subjects, using a wide range of instructional strategies. The ultimate goal of this type of program is for students to become proficient in the target language in addition to English, and to develop increased cultural awareness while reaching a high level of academic achievement[22].

Foreign language immersion programs, also referred to as one-way immersion programs, are designed for English-speaking students. They vary in intensity and structure according to the model implemented. The following are two main types of immersion programs[23]:

Total Immersion – Programs in which all subjects in the lower grades (K-2) are taught in the target language; instruction in English usually increases to 20%-50% in the upper elementary grades (3-6), depending on the program. Initial literacy instruction is provided in the target language. Programs may continue in middle school and high school with classes taught in the target language.

Partial Immersion – Programs in which approximately 50% of instruction is provided in the target language. Initial literacy instruction may be provided in either the target language or English or in both languages simultaneously. Programs may continue in middle school and high school with classes taught in the target language.

A variation of the immersion model is called two-way immersion or two-way bilingual immersion. Two-way programs use both English and another language for instruction. One third to two thirds of the students in each class are native speakers of English; the remainders are native speakers of the other language, most often Spanish. . . .

Overview of the Data

Data for the Directory of Foreign Language Immersion Programs in U.S. Schools are self-reported. . . . The directory now includes 310 foreign language immersion programs housed in

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[21] Curtain, H., & Dahlberg, C. A. (2004). Languages and children: Making the match (3rd ed.). Boston: Allyn & Bacon.

[22] Fortune, T. W., & Tedick, D. J. (2003). What parents want to know about foreign language immersion programs. ERIC Digest. Retrieved December 18, 2006, from www.cal.org/resources/digest/0304fortune.html

[23] Center for Applied Linguistics. (2006a). Directory of foreign language immersion programs in U.S. schools. Retrieved December 18, 2006, from www.cal.org/resources/immersion

263 schools. The term program is used here to distinguish from schools because some schools offer immersion programs in more than one language and thus have multiple programs. . . .

The 2006 directory includes 53 immersion programs at the preschool level, 181 at the elementary school level, 89 at the middle school level, and 37 at the high school level. There is overlap among these programs, however; that is, some programs include multiple levels (e.g., preschool and elementary school in a single program). So the numbers add up to more than 310 (the total number of immersion programs in the directory). Consistent with past years, there are fewer middle school and high school programs than elementary programs[24]. This is partly the result of the curricular, staffing, and scheduling challenges of articulating a program from one school level to another. Often, students who attend an elementary school immersion program opt to attend middle schools or high schools in their district that do not offer immersion.

The states boasting the highest numbers of schools offering language immersion programs are Louisiana (30), Hawaii (26), Oregon (25), Minnesota (24), and Virginia (24). . . .Several factors may contribute to the high numbers in these states, including the promotion of heritage languages (i.e., languages other than English that are spoken in communities in the United States), university collaboration with local school districts, and local district initiatives. . . .

Program Models

. . . .Recent developments. . . provide reason to believe that growth lies in the future of the immersion model. The National Security Language Initiative calls for action in increasing the availability and quality of long-term foreign language programs to aid in global awareness, national security, and economic competitiveness[25]. Immersion programs are a proven model to help students acquire the language fluency needed to help us reach these goals.

Not long after the President announced the National Security Language Initiative, legislation was drafted to carry out its goals. Bills such as the New National Defense Education Act (S. 3502) and the National Competitive Investment Act (S. 3936) were introduced in Congress to provide grants and funding incentives for states, teachers, and students. These bills focus on improving standards for teachers and students in math, reading, science, and foreign languages and cultures. It is hoped they will lead to an increase in the number and quality of foreign language programs.

Recommendations

Ultimately, to increase the number of second language proficient individuals in the United States, the country needs to increase the number of immersion and other innovative language programs that aim at developing high levels of proficiency. One way this can be accomplished is by building on successful state- and district-wide immersion initiatives. Exemplary long-running

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[24] Fortune, T., & Jorstad, H. L. (1996). U.S. immersion programs: A national survey. Foreign Language Annals, 29(2), 163-190.

[25] U.S. Department of Education. (2006). National security language initiative. Retrieved December 18, 2006, from www.ed.gov/about/inits/ed/competitiveness/nsli

programs can serve as models and share curricula, program designs, and teacher development strategies. Secondly, there is a need to establish more well-sequenced programs that span from preK through the college years so that students can develop high levels of proficiency in one or more languages[26] This could be greatly facilitated by increased federal funds targeted for this purpose. Lastly, there is a need for more highly qualified teachers who have advanced language skills and are knowledgeable about how to teach language, culture, and academic content in a second language. More qualified teachers are needed in the commonly taught languages at all grade levels, and there is a particularly strong need for qualified teachers in the less commonly taught languages, such as Chinese and Arabic[27].

If national momentum toward the goal of developing a language-competent society continues, one-way and two-way immersion programs will doubtlessly strengthen and flourish, and the number of children and young adults with proficiency in second languages will increase. For now, it is clear that foreign language immersion is a highly successful approach to language instruction for children. It enriches their English language development and provides them with an enhanced sense of global awareness, linguistic confidence, and learning strategies that will be useful in many aspects of life.

[26] Curtain, H., & Dahlberg, C. A. (2004). Languages and children: Making the match (3rd ed.). Boston: Allyn & Bacon.; and Howard, E., Lindholm-Leary, K., Sugarman, J., Christian, D., & Rogers, D. (2005). Guiding principles for dual language education. Washington, DC: Center for Applied Linguistics. Retrieved December 18, 2006, from www.cal.org/twi/guidingprinciples.htm;

[27] U.S. Department of Education. (2006). National security language initiative. Retrieved December 18, 2006, from www.ed.gov/about/inits/ed/competitiveness/nsli

Appendix (C)(1)

Fully implementing a statewide longitudinal data system

(C)(1)(A): Data elements in Virginia's unit-level student record collection. Extracted from: http://www.doe.virginia.gov/VDOE/Publications/student-coll/09-10/data-elements.xls

Data Elements for Student Record Collection 2009 – 2010 (Virginia)				
Definition	**Format**	**Max Length**	**Codes**	**Edits**
Unique State Testing Identifier provided by EIMS	N	10		One record per student per school except where noted in Note #2; duplicate records within a school will be rejected.
Locally assigned code that uniquely identifies a student within the division. Code must consist of numbers 0-9 and alpha characters A-Z and should not include any special characters, i.e. dashes, slashes, etc.	A/N	12	Unique identifier for each student within a division	
Three-digit state-assigned Division number of the division where: A.) the student resides, B.) attends a school through open enrollment, or C.) tuition is waived.	N	3	Valid division code from list of Virginia education agency numbers	Must be a valid educational agency; must be numeric. If the Responsible Division and Serving Division are not the same AND the Responsible Division is the Reporting Division AND the Serving Division is less than or equal to 219, then the record can not be reported by the Responsible Division. Separate out contractuals for March 31 and EOY
Four-digit state-assigned School number of the school where: A.) the student resides, B.) attends a school through open enrollment, or C.) tuition is waived.	N	4	Valid school code from list of Virginia school numbers by division	Must be a valid institution within the Division; must be numeric.
Three-digit state-assigned Division number that identifies the division or agency that provides services to the student.	N	3	Valid division code from list of Virginia education agency numbers	Must be a valid educational agency; must be numeric. Separate out contractuals for March 31 and EOY
Four-digit state-assigned School number that identifies the school, center, program, or placement that provides services to the student.	N	4	Valid school code from list of Virginia school numbers by division	Must be a valid institution within the Division, region, or private; must be numeric.

Data Elements for Student Record Collection 2009 – 2010 (Virginia)				
Definition	**Format**	**Max Length**	**Codes**	**Edits**
A code that identifies the active status of a student as of the snapshot date (10/1, 3/31, or EOY=6/30 of the current school year). An inactive student was enrolled at some point during this school year, but not as of the snapshot date. Use N records for updating information on students who are no longer enrolled in your division. N records will not have any days of membership during the current school year.	A	1	A=Active; I=Inactive; N=Not Enrolled (use only when there is no Entry Code or Entry Date - when the record will not have any days of membership)	Must be A, I, or N; If code is A and Exit/Withdraw Date is prior to "as of date," as of date refers to the snapshot date) record will be rejected. If A or I record reported on the Fall SRC, then the student must be reported with an A or I record on the Spring submission If A or I record reported on the Spring SRC, then the student must be reported with an A or I record on the EOY submission
A code that indicates the process by which the student first entered the school during a given school year.	A/N	4	Blank (only if active status code is N) or select from list of valid 4 character entry codes	All A or I records must have a valid entry code; entry code reflects the first entrance into this school.
Date associated with entry code that represents the pupil's first day of enrollment in the reporting school for the school year. (The reporting school is the school within the division that is submitting the record.)	Date	10	Blank (only if active status code is N) or mm/dd/yyyy format (including slashes)	Valid date; all A or I records must have a date within the current school year and must be prior to exit/withdraw date if exit not blank.
A code that indicates the circumstances under which the student last exited from membership in the school.	A/N	4	select from list of valid 4 character exit/withdraw codes	Inactive students must have a valid withdraw code and date. Must be a valid withdraw code.
Date associated with Exit/Withdraw code that represents the day after the pupil's last day of attendance for the school year that is being reported. This date is not counted when determining days present and days membership.	Date	10	Blank (only if active status code is N) or mm/dd/yyyy format (including slashes)	Valid date; all I records must have a date within the current school year; must be after entry date.

Data Elements for Student Record Collection 2009 – 2010 (Virginia)				
Definition	**Format**	**Max Length**	**Codes**	**Edits**
A code that identifies the racial category which most clearly reflects the individual's recognition of his or her community or with which the individual most identifies.	N	2	00=unspecified; 01=American Indian; 02=Asian; 03=Black; 04=Hispanic; 05=White; 06=Native Hawaiian (optional)	Must have a valid race/ethnicity code; must be numeric.
A code that identifies the student's gender.	A	1	M=Male; F=Female	Must have a valid gender code.
The month, day, and year on which an individual was born.	Date	10	mm/dd/yyyy format (including slashes)	Error - Birth date is after current date; date is outside range for school ages 2-19 (reg. ed) or 0-22 (spec. ed) or 2-22 (LEP)
A code that identifies the grade level at which a student receives services in a school or an educational institution during a given academic session.	A/N	2	JK, PK, KA, KP, KG, T1, 01 thru 12, PG, TT (Use TT for Test Takers, former students who return for SOL testing only)	Must be a valid grade code; must be within the low/high grade range reported for the school; must be character.
A flag that identifies whether a kindergarten student attends a half-day session.	A	1	N=No, student does not attend half-day KG; Y=Yes, student attends half-day KG;	Must be Y or N; grade level code must be JK, KA, KP, KG
A code that identifies the primary disability type for a student who is eligible for services under the Individuals with Disabilities Education Act (IDEA) and who has an Individualized Education Program (IEP).	N	3	blank (student does not have a disability) or valid numeric disability code	Must be blank or a valid numeric disability code Required if Serving Division Code = 600
The total percentage of time that the student spends each week with a special education teacher. (This percentage would be the sum of the primary, secondary, and tertiary percentages if the student has more than one disability.)	N	3		Must be valid number 1 - 100 Required only if student has a disability code that is not 504 and Grade Level Code = KA, KP, KG, T1, 01, 02, or 03; Must be blank if no disability code or 504

Data Elements for Student Record Collection 2009 – 2010 (Virginia)				
Definition	**Format**	**Max Length**	**Codes**	**Edits**
A flag that identifies a student as economically disadvantaged, at any point during the school year, if the student: 1) is eligible for Free/Reduced Meals, 2) receives TANF, or 3) is eligible for Medicaid.	A	1	N=No, student is NOT Disadvantaged; Y=Yes, student is Disadvantaged	Must be Y or N Must be Y if Migrant Status Flag is Y Must be Y if Initial Primary Nighttime Residence Code is not blank
formerly LEP Status Code				
formerly LEP Proficiency Code				
A code that identifies the name of the country in which the student was born. Leave blank if student was born in U.S.	N	4	Blank or select from list of country codes	Blank or a valid numeric country code
A code that identifies the language or dialect routinely spoken in an individual's home. This language or dialect may or may not be an individual's native language.	N	4	Blank or select from list of language codes	Blank or valid language codes. If Home Language Code = 400 (English) then error.
A flag that Identifies whether the student is classified as an "immigrant." Include foreign exchange students if parameters of the definition met.	A	1	N=No, student is not identified as an immigrant; Y=Yes, student is identified as an immigrant	Must be Y or N; if Y, student's country of birth cannot be blank; Alert if country code is not blank and grade is JK, KG, KA, KP, T1, 01, 02
formerly Refugee Flag				
A flag that identifies whether the student is identified as migrant AND has a certificate of eligibility at any point during the school year. See your local Migrant Education liaison for local application of this program.	A	1	N=No, student is not identified as a child with Migrant status; Y=Yes, student is identified as a child with Migrant status	Must be Y or N
formerly Homeless Flag				
formerly Neglected Flag				

Data Elements for Student Record Collection 2009 – 2010 (Virginia)				
Definition	**Format**	**Max Length**	**Codes**	**Edits**
A code that identifies the area of giftedness for a student placed in a gifted program or that the student was referred to and found eligible for the gifted program.	A	4	1=General Intellectual Aptitude only 2=Specific Academic Aptitude only 3=Visual/Performing Arts only 4=Tech/Prac Arts only 12=General Intellectual and Specific Academic Aptitude 13=General Intellectual and Visual/Performing Arts 14=General Intellectual and Tech/Prac Arts 23=Specific Academic and Visual/Performing Arts 24=Specific Academic and Tech/Prac Arts 34=Visual/Performing and Tech/Prac Arts 123=General Intellectual, Specific Academic and Visual/Performing Arts 124=General Intellectual, Specific Academic and Tech/Prac Arts 234=Specific Academic, Visual/Performing and Tech/Prac Arts 1234=General Intellectual, Specific Academic, Visual/Performing and Tech/Prac Arts	Blank or valid gifted code.
A flag that identifies any student who was referred to the Gifted Program between July 1 and June 30 of the current school year.	A	1	N=No the student was not referred to the gifted program between July 1 and June 30; Y=Yes, the student was referred to the gifted program between July 1 and June 30	Must be Y or N

Data Elements for Student Record Collection 2009 – 2010 (Virginia)				
Definition	**Format**	**Max Length**	**Codes**	**Edits**
A code that indicates type of program funded by Title I if the student attends a Target Assisted school, i.e. reading, math, reading and math.	N	2	blank; 01=Reading; 02=Math; 03=Reading & Math; 04= Math & Health; 05= Reading & Health; 06=Reading, Math Health; 07=Math & Support Services; 08=Reading & Support Services; 09=Reading, Math & Support Services; 10=Reading, Math, Support Services & Health	Complete for all Title I Targeted Assistance Schools. Must be valid code or blank.
A code that indicates the student is enrolled in a program leading to a GED, such as ISAEP or GAD program.	N	1	blank; 1=GED; 2=ISAEP; 3=GAD	Must be at least 16 years old to work towards a GED. Check against birth date.
A code that indicates student is enrolled in the International Baccalaureate Program and working toward an IB diploma	A	1	N=No, student is not in IB program; Y=Yes, student is in IB program	Must be Y or N. If Y, then the serving school must be have a focus area of IB. See your Educational Registry Application (ERA) contact person for more details.

Data Elements for Student Record Collection 2009 – 2010 (Virginia)				
Definition	**Format**	**Max Length**	**Codes**	**Edits**
A code that identifies the type of graduation diploma or completion document that the student received	N	2	1=Standard Diploma 2=Advanced Studies Diploma 3=Special Diploma 4=Certificate of Program Completion 5=GED 6=IB Diploma 7=Modified Standard Diploma 8=GED as a part of an ISAEP 9=General Achievement Diploma 10=No award in this school year - school-age student whose IEP allows for multiple years in grade 12 11=No award in this school year - foreign exchange student 12=No award in this school year - seniors whose age and LEP status allow for multiple years in grade 12 13=No award in this school year - previously earned a Graduate/Other Completer Code 1 - 9 in a prior school year	Required if grade level code is 12 and retention=N; Alert if grade is not 12 or 11. If code = 6, then IB flag must = Y. If code = 5, then GED Program Code must = 1. If code=8, then GED Program Code must = 2. If code = 9, then GED Program Code must = 3. If student receives GED, ISAEP or GAD, age must be at least 16. If Graduate/Other Completer Code =3, 7, or 10 then Primary Disability Code can not be blank or 15. If Graduate/Other Completer Code = 10, 11, or 12, then Grade Code must be 12. If Exit/Withdraw Code = W730 or W731, then Graduate/Other Completer Code is required.
A code that identifies the post-graduate plans of the student	N	2	List of graduate plan codes.	Required if Graduate/Other Completer Code is 1, 2, 3, 4, 5, 6, 7, 8, or 9; Must be blank if Graduate/Other Completer Code is 10, 11, 12, or 13; Warning if grade is not 11 or 12. Must be valid plan code
A code to identify that student is enrolled in one or more Advanced Placement courses and/or student has taken the Advanced Placement test. (Indicator to identify the percent of students who took an AP test)	N	1	blank; 1=enrolled in AP class; 2=enrolled in AP and took AP exam; 3=took AP exam	Blank or must be a valid advanced placement code. Alert - Grade code is not 09, 10, 11, or 12.

Data Elements for Student Record Collection 2009 – 2010 (Virginia)				
Definition	**Format**	**Max Length**	**Codes**	**Edits**
A code to identify that the student has taken one or more dual enrollment courses during the current school year Criteria is defined per Superintendent's Memo INF 073, April 1, 2005	A	1	Y = Yes, Student is taking one or more dual enrollment courses N = No, Student is not taking any dual enrollment courses	Must be Y or N. Alert - if Y and grade level is not 09, 10, 11, or 12.
A code to identify the student who either 1.) has finished a required Career and Technical Education sequences of courses to be considered a completer, 2.) finished a required Career and Technical Education sequence of courses to be a completer in a program that has an articulated agreement or CTE dual enrollment agreement with the local community college, or 3.) has taken at least one state approved Career and Technical Education course at anytime since 7th grade.	N	1	1 = finished CTE requirements for completion 2 = finished CTE requirements for completion of a Tech Prep program 3= took at least one state-approved CTE course since 7th grade but has not finished CTE requirements for completion 4 = has not taken any state-approved CTE courses since 7th grade	Must be NULL if grade is PK, JK, KA, KP, KG, 1, 2, 3, 4, 5 or 6 Required if grade is 7, 8, 9, 10, 11, 12, or TT
A code to identify the career cluster of the state-approved CTE course that any student has taken at anytime during the current school year. If the student has taken more than one course which fall into different clusters, choose the cluster that most closely aligns with that student's career interests. See your local CTE Administrative Planning Guide.	A	4	blank; List of state-assigned CTE Career Cluster Codes	Must be NULL if grade is PK, JK, KA, KP, KG, 1, 2, 3, 4, 5 or 6
A code to identify the CTE special populations of the student that are not already collected in other elements. See your local CTE for Administrator assistance.	N	3	blank; List of state-assigned CTE Special Population Codes	Must be NULL if grade is PK, JK, KA, KP, KG, 1, 2, 3, 4, 5 or 6
A code associated with W880 to identify the reason the student discontinued school	N	2	Blank or valid W8 Reason Code.	Required for all W880s. Required if Summer Dropout = Y Must be a valid W8 Reason Code

Data Elements for Student Record Collection 2009 – 2010 (Virginia)				
Definition	**Format**	**Max Length**	**Codes**	**Edits**
A flag to identify that a student is a summer dropout. Student was in membership the last day of school the previous year but did not return during the current year by Oct. 1.	A	1	N=No, student is not a summer dropout; Y=Yes, student is a summer dropout	
The cumulative number of days a student has been present in the school from the beginning of the current school year to the time of snapshot	N	3		Attendance cannot be greater than total days school was in session. Alert if Days in Session has not been completed in the SRC web form. If Active Status Code is N, then Aggregate Days Present must be zero Optional on Fall 2009 - 2010, required 2010 - 2011
The cumulative number of days a student has been absent from the school from the beginning of the current school year to the time of snapshot (days absent + days present = days in membership)	N	3		Attendance cannot be greater than total days school was in session. Alert if Days in Session has not been completed in the SRC web form. If Active Status Code is N, then Aggregate Days Absent must be zero Optional on Fall 2009 - 2010, required 2010 - 2011
A flag to identify that a student was retained in the same grade (status at the end of the school year)	A	1	N=No, student was NOT retained; Y=Yes, student was retained	Must be Y or N. If Graduate/Other Completer Code is not null, then Retention Flag must be N.
A flag to identify that a truancy conference was held with the student's parent after the student had accumulated six absences during the school year without indication of the parent's or guardian's awareness and support of such absence.	A	1	N=No conferences held; Y=at least one conference held	Must be Y or N

Data Elements for Student Record Collection 2009 – 2010 (Virginia)				
Definition	**Format**	**Max Length**	**Codes**	**Edits**
A code to indicate tuition is paid/received for this student	N	2	blank; 02=Paid tuition to State Supported institution; 03=Paid tuition to private institution; 04=Paid tuition to regional center; 05=Received tuition from another LEA; 07=Served through CSA 09=Tuition received from an Inter-State Compact Placement agreement 10=Tuition received from Contiguous Out-of-State Students: with reciprocal attendance privileges 11=Tuition Received from Contiguous Out-of-State Students: without reciprocal attendance privileges 12=Tuition received from a Non-Contiguous State or Territory outside of the United States 15=Paid to a School Division Outside of the Commonwealth of Virginia 16=Tuition waved; student served through Public School Choice agreement 17=Tuition waived; applicable to Fairfax/Falls Church DJJ and Community SVCS BD students only 18=Tuition waived for full time virtual program	blank or valid code If not blank, Responsible Division cannot equal Serving Division.

Data Elements for Student Record Collection 2009 – 2010 (Virginia)				
Definition	**Format**	**Max Length**	**Codes**	**Edits**
A code to identify the FTE membership of a part-time student who is attending school to take one (.25) or two (.5) courses. (Includes home-schooled and private school students)	N	2	blank; 10 = student takes a course NOT approved for SOQ reimbursement 25 = student takes 1 course approved for SOQ reimbursement 50 = student takes 2 or more courses approved for SOQ reimbursement These are reported as implied decimals without the decimal point.	Must be 10, 25, 50, or blank.
Formerly First Year in 9th Grade				
A flag that identifies whether a kindergarten student who turns 5 between October 1 and December 31st was administered a readiness assessment PRIOR to the student's first day of kindergarten	A	1	N=No, student was NOT given a kindergarten readiness assessment Y=Yes, student was given a kindergarten readiness assessment	Must be Y or N; If Y, the student must turn 5 between October 1 and December 31 AND Grade Level Code = KA, KP or KG.
Identifies the student's homeroom by number, teacher's name or other school assigned identifier. This field is only used for NAEP testing so is optional for all grades. It is strongly recommended for students in grade 4 because NAEP uses this information to sort the testing materials.	A/N	10		
A state-assigned code that indicates the student's eligibility and election to participate in School Choice when the Responsible School is in School Improvement Status under the No Child Left Behind Act of 2001.	N	1	blank; 1=Applied to transfer to another school BUT the request was not granted for School Choice under 1116 of Title I; 2=Applied to transfer, AND the request was granted BUT did not transfer to the approved school for School Choice under 1116 of Title I 3=Applied to transfer, AND actually transferred from the Responsible School to the Serving School under 1116 of Title I	The Responsible School must be in NCLB sanctions The Responsible School must be Title I School Wide or Targeted Assisted If School Choice Status Code = 3, then Responsible School <> Serving School

Data Elements for Student Record Collection 2009 – 2010 (Virginia)				
Definition	**Format**	**Max Length**	**Codes**	**Edits**
A state-assigned code that indicates the student's eligibility and election to participate in Supplemental Education Services when the school is in at least Year 2 School Improvement Status or a Pilot school under the No Child Left Behind Act of 2001. All students attending a school in Year 2 Sanctions or above, or a Pilot school must have a valid SES Status Code, regardless of disadvantaged status flag.At any point between the first day of school and the as of date	N	1	blank; if school is not in NCLB Sanctions1=student did not apply to receive services;2=student received services 3= student applied to receive services BUT did not receive services	The school must be in at least Year 2 School Improvement status or a pilot school under NCLBThe school must be Title I School Wide or Targeted AssistedSupplemental Education Services Status Code must be blank if School Choice Status Code = 3.
Formerly Multiple Years in 12th Grade Flag				
A state assigned code to identify any and all diploma seals earned by a graduate.	N	5	List of Diploma Seal Codes	Must be a valid code. If not blank, Graduate/Other Completer Code must be 1, 2 or 6
A state assigned code to identify students who are participating in the Governor's Early College Scholar Program. The Governor's Early College Scholars Program agreement must be signed by participating students, their parents/guardians, and the high school principal and school counselor.	N	1	1=Student has completed the Early College Scholar Program agreement 2=Student has earned the Governor's Early College Scholar certificate 3=Commonwealth Scholar Program 4=Early College & Commonwealth Scholar Certificate	Must be a valid code. If 2 then Graduate/Other Completer Code must be 2 or 6. Grade Level must be 9, 10 , 11, 12 or TT if not blank. Commonwealth Scholar Program Focus Area will be required
A flag to identify students who have taken at least one distance learning course during the current school year where the credit counts towards high school graduation.	A	1	N=No, student has not taken a distance learning course Y=Yes, student has taken at least one distance learning course	Must by Y or N. If Y, Grade Level must be 7, 8, 9, 10, 11, 12, or TT

Data Elements for Student Record Collection 2009 – 2010 (Virginia)				
Definition	**Format**	**Max Length**	**Codes**	**Edits**
A stated assigned code to identify the current or most recent PK (pre-kindergarten) experience of PK and kindergarten students.	N	2	20=Coordinated Pre-kindergarten Classroom 21=Virginia Preschool Initiative (VPI) 22=Title I Pre-kindergarten 23=Head Start 30=Coordinated Special Education 31=Special Education Only 40=Government - Tuition Charged 50=Private Provider 51=Licensed Family Home Provider 60=No Formal or Institutional PK Program 61=Other 99=Not Provided	Must be valid state assigned code Student must be in grade PK, JK, KG, KA, KP, or T1 If PK Experience Code = 50, 51, or 60 grade cannot be PK
A state assigned code to represent the average amount of time the student spends each week in the program specified by the PK Experience Code.	N	2	0 = No time in a formal or institutional PK program 1 = less than 15 hours per week 15=15 hours or more but less than 30 hours per week 30=30 or more hours per week	Must be a valid state assigned code Required if student is in grades PK, JK, KG, KA, KP, or T1 PK Weekly Code = 0 can only be used with PK Experience Codes 60 & 99
A flag to identify the student who has taken one or more CTE dual enrollment courses during the current school year. Include only Career and Technical Education courses taken at a community college or other institution. Do not include academic or other elective courses here.	A	1	N=No, the student did not take a CTE dual enrollment course Y=Yes, the student did take a CTE dual enrollment course	Must be Y or N
A flag to identify CTE Completers who have attained 80% of the minimum competency task list.	A	1	N=No, student did not obtain 80% of the essential competencies from the state-provided, industry-validated competency lists Y=Yes, student obtained 80% of the essential competencies from the state-provided, industry-validated competency lists	Must Y or N If Y then CTE Finisher Code = 1 or 2

Data Elements for Student Record Collection 2009 – 2010 (Virginia)				
Definition	**Format**	**Max Length**	**Codes**	**Edits**
A state assigned code to identify the CTE program finished by the student. The CTE Program Codes are not the same as the course codes.	N	4	See list of state-assigned CTE Program Codes	Must be a valid state assigned code Required if CTE Finisher Code = 1 or 2
The house number and street or post office box of the CTE Completer.	A	30		Required if CTE Finisher Code = 1 or 2 and Graduate Code is 1 -9 and Telephone Number is null
Continuation of Address line 1, if needed	A	30		
The Zip Code of the student's residence	N	5		Required if CTE Finisher Code = 1 or 2 and Graduate Code is 1 - 9 and valid Phone number is missing
A telephone or cell phone number of the CTE Completer Include the area code and 7-digit phone number. Parentheses, dashes or other special characters are implied, do not include them with the phone number	N	10		Required if CTE Finisher Code = 1 or 2 and Graduate Code is 1 - 9 and valid Address data is missing
The number of unexcused absences the student has accumulated during the current school year.	N	3	blank or: Must be a valid number	Unexcused Absences cannot be greater than Aggregate Days Absent.
A code to identify the primary night residence when the student was identified as homeless at any time during the school year.	N	1	blank = Not identified as a homeless child or youth, 1 = Unsheltered 2 = Shelters 3 = Doubled-up 4 = Hotel/motel	Blank or valid Initial Primary Nighttime Residence Code If not blank, then Disadvantaged Status Flag must be Y If not blank on Fall, then must be identified as homeless on Spring If not blank on Spring, then must be identified as homeless on EOY

Data Elements for Student Record Collection 2009 – 2010 (Virginia)				
Definition	**Format**	**Max Length**	**Codes**	**Edits**
A code to identify the student who participated in a Neglected or Delinquent program for at least 30 days at any time during the current school year.	N	1	blank = Not identified as Neglected/delinquent, 1 = Neglected programs, 2 = Juvenile Detention, 3 = Juvenile Correction, 4 = Adult Correction 5 = At Risk 6 = Other	Blank or valid Neglected/Delinquent Code If not blank on Fall, then must be identified as Neglected/Delinquent on Spring If not blank on Spring, then must be identified as Neglected/Delinquent on EOY
A code to identify the student enrolled in a full course of study for all educational services in a virtual program at the Serving School.	A	1	blank = Not identified as participating in a virtual program 1 = Participates from home, not homebound, not homebased 2 = Participates from home while on homebound education 3 = Participates from home during a homebased expulsion or long-term suspension 4 = Participates from home during a homebased short-term suspension 5 = Participates from a public school facility 6 = Participates from a private school facility 7 = Participates from another location	Must be a valid state assigned code. If Serving Division is not Responsible Division, then Tuition Paid Code 5 (received tuition from another LEA) or Tuition Paid Code 18 (Tuition not paid for full time virtual program) is required. Responsible Division cannot be 999 with Responsible School equal to 9998 or 9999 (outside VA school system)

Data Elements for Student Record Collection 2009 – 2010 (Virginia)				
Definition	**Format**	**Max Length**	**Codes**	**Edits**
A flag to identify the student who is not a resident of the school division that is providing their education and: a) Who has been placed in foster care or other custodial care within the geographical boundaries of such school division by a Virginia agency, whether state or local, which is authorized under the laws of the commonwealth to place children; b) Who has been placed in an orphanage or children's home which exercises legal guardianship rights; or c) Who is a resident of Virginia and has been placed, not solely for school purposes, in a childcaring institution or group home.	A	1	N = No, Student has not been placed in Foster Care Y = Yes, Student has been placed in Foster Care	Must be Y or N
A flag to identify if the student is Hispanic/Latino	**A**	**1**	**Y = Yes, student is Hispanic/Latino N = No, student is not Hispanic/Latino**	**Optional 2009 - 2010 Required 2010 - 2011 Must be Y or N in 2010 - 2011**
A code for one or more races the student identifies with	**N**	**2**	**Must be a valid state assigned race code**	**Optional 2009 - 2010 Required 2010 - 2011 Cannot be blank in 2010 - 2011**

Data Elements for Student Record Collection 2009 – 2010 (Virginia)				
Definition	Format	Max Length	Codes	Edits
A code that identifies the proficiency status of a student with Limited English Proficiency as of October 1st (or the date the student was originally found eligible for services if it was after October 1 of the current school year)	N	2	blank; 15=Level 1 Entering 16=Level 2 Beginning 17=Level 3 Developing 18=Level 4 Expanding 19=Level 5 Bridging First Year 20=Level 5 Bridging Second Year 21=Level 6 Reaching First Year 22=Level 6 Reaching Second Year	
A code to identify that the LEP student received ESL services	N	1	1 = Yes, the student received ESL services 2 = No, the student did not receive or refused ESL services	Blank or; Required if LEP State Code 15 - 20. Must be blank is LEP State Code = 21 or 22
A LEP State Code to identify the projected LEP status of the student for the next school year.	N	2	blank; 15=Level 1 Entering 16=Level 2 Beginning 17=Level 3 Developing 18=Level 4 Expanding 19=Level 5 Bridging First Year 20=Level 5 Bridging Second Year 21=Level 6 Reaching First Year 22=Level 6 Reaching Second Year	Optional If not provided on EOY, this data must be entered through Title III tangent application.
A code to identify that student is enrolled in one or more IB (International Baccalaureate Program) courses and/or has taken the IB exam.	N	1	blank; 1=enrolled in IB class; 2=enrolled in IB class and took IB exam; 3=took IB exam	Blank or must be a valid IB code. Alert - Grade code is not 09, 10, 11, or 12. Responsible or Serving school must have International Baccalaureate Program Focus Area

Data Elements for Student Record Collection 2009 – 2010 (Virginia)				
Definition	**Format**	**Max Length**	**Codes**	**Edits**
A flag to identify if the student is an unaccompanied homeless youth according to Section 725(6) of the McKinney-Vento Act (Title X, Part C of the No Child Left Behind Act)	**A**	**1**	**Y= Yes, the student is an Unaccompanied Homeless Youth as defined in Section 725(6) of the McKinney-Vento Act N= No, the student is not an Unaccompanied Homeless Youth**	**Must be Y or N**

(C)(1)(B): Data elements in instructional personnel database. Extracted from:
http://www.doe.virginia.gov/VDOE/Publications/TCHCount/datacoll/file-layout_2009.doc

NOTE: The Instructional Personnel Data Collection should include all teachers and school administrators.

A Social Security Number or a Virginia Teaching License Number is required for each teacher/administrator. This number will be used to match the teacher/administrator's data submitted in this collection with the licensure information in the DOE database.

Header Records (must include all records as indicated)
SenderID=<3-digit Division Number of division submitting file>
CreateDate=<current date in mm/dd/yyyy format>
CreateTime=<current time in hh:mm:ss format>
EMAIL=<sender's e-mail address>
~~
DATATYPE= IN-PRSNL
~

Note: All record types A-J are tab delimited--without delimiters and trailing tabs.

"A" Record File Description		
Field Length	**Field Name**	**Field Acceptable Values**
1	Record Type	Constant = A
8	Data Collection Name	Uppercase, constant =IN-PRSNL

"A" Record File Description		
Field Length	**Field Name**	**Field Acceptable Values**
4	Beginning School Year	Four-digit year for beginning of school year, e.g.., 2009
3	Division Number	Numeric,e.g., 021

"B" Record Instructional Personnel Demographic *NOTE: A Social Security Number or a Virginia Teaching License Number is required for each teacher/administrator. This number will be used to match the teacher/administrator's data submitted in this collection with the licensure information in the DOE database.*		
Field Length	**Field Name**	**Format/Field Acceptable Values**
1	Record Type	Constant = B
9	Teacher/Administrator Social Security Number	Character
4	Teacher/Administrator License Prefix	Character - includes the characters preceding the dash on the teacher's license
11	Teacher/Administrator Virginia License Number	Numeric - includes the numbers after the dash on the teacher's license
20	First Name	Character
20	Middle Name	Character
30	Last Name	Character

"B" Record Instructional Personnel Demographic *NOTE: A Social Security Number or a Virginia Teaching License Number is required for each teacher/administrator. This number will be used to match the teacher/administrator's data submitted in this collection with the licensure information in the DOE database.*		
Field Length	**Field Name**	**Format/Field Acceptable Values**
10	Date of Birth	Date = mm/dd/yyyy
2	Racial/Ethnic Code	00 = Unspecified 01 = American Indian/Alaska Native 02 = Asian/Pacific Islander 03 = Black, not of Hispanic origin 04 = Hispanic 05 = White, not of Hispanic origin
1	Gender	F = Female; M = Male
3	Full-Time Equivalent	Numeric, implied 2 decimal; i.e 0.67 FTE = 067 & 1.00 FTE = 100
1	Title I Funded Position?	Y = Yes; N = No
1	Is this teacher a long-term substitute?	Y = Yes; N = No
1	Has this teacher received high-quality professional development?	Y = Yes; N = No

"C" Record Teaching/Administrative Assignments		
Field Length	**Field Name**	**Field Acceptable Values**
1	Record Type	Constant = C
9	Teacher/Administrator Social Security Number	Character
4	Teacher/Administrator License Prefix	Character - includes the characters preceding the dash on the teacher's license
11	Teacher/Administrator Virginia License Number	Numeric - includes the numbers after the dash on the teacher's license
4	School Number	Numeric, i.e., 0030
6	Assignment Code	Character
2	Number of Classes/Sections Taught	Numeric, i.e. 09
3	**Special Education Teachers Only** Full-Time Equivalency of Teacher's Time by Primary Disabilities of Students Served	**IGNORED**
1	Is the teacher highly qualified for the course taught? (Federal core subject and Special Education only)	Y = Yes; N = No; or leave empty tab*
1	Is the individual highly qualified by meeting the flexibility criteria?	Y = Yes; N = No; or leave empty tab* Conditions: If you answered "N" to the above question, then you must enter "N" to this flexibility criteria

"C" Record Teaching/Administrative Assignments		
Field Length	**Field Name**	**Field Acceptable Values**
		question. If you answered "Y" to the above question, then either a "N" or a "Y" are valid entries to this flexibility question. If you leave an empty tab to the above question, then you must leave an empty tab to this flexibility question.

***** If the course code is NOT a Federal core subject area or Special Education course, then leave a blank tab, which is equivalent to leaving an NA or Not Applicable.

"D" Record Teacher/Administrator's Educational Experience		
Field Length	**Field Name**	**Field Acceptable Values**
1	Record Type	Constant = D
9	Teacher/Administrator Social Security Number	Character
4	Teacher/Administrator License Prefix	Character - includes the characters preceding the dash on the teacher's license
11	Teacher/Administrator Virginia License Number	Numeric - includes the numbers after the dash on the teacher's license
1	Experience Type Code	Numeric; 1 = Teacher/Pupil Personnel Services 2 = Administrator
2	Number of Years Experience in **Division Only**	Numeric; round to whole number
2	Number of Years Experience in **Virginia** Only (Division plus other public/private schools in Virginia)	Numeric; round to whole number
2	Number of Years Experience - **Total for all Locations** (Virginia plus other public/private schools)	Numeric; round to whole number

"E" Record Teacher's Educational Background (required only when Local License is issued to a teacher)		
Field Length	**Field Name**	**Field Acceptable Values**
1	Record Type	Constant = E
9	Teacher/Administrator Social Security Number	Character
1	Degree Type ID	Numeric; 1= Bachelor's 2= Master's 3= Doctorate
50	Degree Major	Character
6	College/University Code	Numeric
50	Other College/University Name	Character

"F" Record Teacher's Eligibility (required only when Local License is issued to a teacher)		
Field Length	**Field Name**	**Field Acceptable Values**
1	Record Type	Constant = F
9	Teacher/Administrator Social Security Number	Character
1	Provisional License	Character; Y = Yes, N = No

"F" Record Teacher's Eligibility (required only when Local License is issued to a teacher)		
Field Length	**Field Name**	**Field Acceptable Values**
1	Praxis I Required	Character; Y = Yes, N = No
1	Praxis II Required	Character; Y = Yes, N = No
1	Teaching Methods Preparation Required	Character; Y = Yes, N = No

"G" Record Teaching Area Designated on Local Eligibility License (required only when Local License is issued to a teacher)		
Field Length	**Field Name**	**Field Acceptable Values**
1	Record Type	Constant = G
9	Teacher/Administrator Social Security Number	Character
4	License Endorsement Code	Numeric

"H" Record Division Level Employment History		
Field Length	**Field Name**	**Field Acceptable Values**
1	Record Type	Constant = H
9	Teacher/Administrator Social Security Number	Character
4	Teacher/Administrator License Prefix	Character - includes the characters preceding the dash on the teacher's license
11	Teacher/Administrator Virginia License Number	Numeric - includes the numbers after the dash on the teacher's license
10	Date that Teacher/Administrator began employment in this division	Date = mm/dd/yyyy
10	Date that Teacher/Administrator ended employment in this division	Date = mm/dd/yyyy

"I" Record School Level Employment History		
Field Length	**Field Name**	**Field Acceptable Values**
1	Record Type	Constant = I
9	Teacher/Administrator Social Security Number	Character

"I" Record School Level Employment History		
Field Length	**Field Name**	**Field Acceptable Values**
4	Teacher/Administrator License Prefix	Character - includes the characters preceding the dash on the teacher's license
11	Teacher/Administrator Virginia License Number	Numeric - includes the numbers after the dash on the teacher's license
4	School Number	Numeric, i.e., 0030
10	Date that Teacher/Administrator began employment in this school	Date = mm/dd/yyyy
10	Date that Teacher/Administrator ended employment in this school	Date = mm/dd/yyyy

"J" Record Local License Status License (required only when Local License is issued to a teacher)		
Field Length	**Field Name**	**Field Acceptable Values**
1	Record Type	Constant = J
9	Teacher/Administrator Social Security Number	Character
4	Year that Local License was issued to teacher	YYYY
4	Year that Local License expires for this teacher	YYYY

Trailer Record
Record Count=<number of A-J records included in this file>

Appendix (C)(2)

Accessing and Using State Data

Virginia's Longitudinal Data System Grant Proposal

December 2009

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[1] In an effort to maximize the funds available to Virginia's school divisions to purchase and implement instructional improvement systems, the RTTT proposal does not include one of the outcomes included in our longitudinal data systems proposal, outcome five. The project was proposed in the longitudinal data system grant to develop the capability to accept electronic transcripts in institutions of higher education. The project will be completed if Virginia's longitudinal data systems grant proposal is funded, and therefore it is included in the appendix of this application.

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(a) NEED FOR PROJECT

Virginia began establishing a statewide longitudinal data system in 2002. Since that time, the system has evolved significantly to enable the Commonwealth to meet state and federal reporting requirements while providing significant data and information to educators throughout the Commonwealth and to the public. In the 21st century and beyond, we must increase our citizens' education and training levels to support their quality of life and economic stability. To accomplish this, it is critical that policymakers, program directors, educators, researchers, and citizens have access to high-quality information to make informed decisions as they direct and navigate the education and workforce training system. Such information can only come from state-of-the art data and reporting systems. This request for funding was developed through a partnership among the Governor's office and Virginia's education, workforce, and information technology agencies, to propel Virginia's data collection, reporting, and analytic capabilities far beyond current capacities.

Current status of the State's statewide, longitudinal data system

Virginia established its statewide longitudinal data system in part to meet the data collection and reporting requirements of the Elementary and Secondary Education Act (ESEA). As the data collection tools were being established, state leaders recognized the critical role the state should play to ensure that all of our school systems—including those in small, rural, economically depressed communities, and others that have not invested in local data warehouses—had secure access to current and historical student level data in ways that would directly impact instruction at the local level. Virginia's solution to meeting this need is the Educational Information Management System (EIMS) managed by the Virginia Department of Education (VDOE). The EIMS system leverages the data collected for reporting requirements to provide rich decision support tools to Virginia school division[2] personnel.

Appendix C shows the status of Virginia's data systems as they relate to the required capabilities and key elements defined in the request for applications (RFA). A review of Appendix C shows that VDOE, the State Council of Higher Education for Virginia (SCHEV), and several workforce agencies have completed the work needed to meet two of the seven required capabilities and eight of the 12 required elements. We have partially met another four capabilities and two elements; and continue to have two unmet data system elements—student-level transcript information and other information determined necessary to address alignment and adequate preparation for success in postsecondary education. Even with significant progress, Virginia has the following limitations with respect to our longitudinal data system:

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[2] In Virginia, the term "division" is synonymous with the term "district" used by other states.

- Student course enrollment data in K-12 is limited to course enrollment for students in grades 6-12 in mathematics and science; VDOE does not currently collect course outcomes;
- K-12 teacher data are collected individually and are linked to schools and the names of courses they teach (i.e., their work assignments). Teacher data cannot be connected to individual students.
- There is no electronic means to link teacher course assignments to their preparation programs. As well, there are known data quality issues in the system that must be addressed to improve our ability to use the data for high quality research.[3]
- VDOE's lack of a statewide link between students and teachers hampers our ability to provide historical data on teacher impact in the classroom. Currently, school leaders have the option of including a unique teacher identifier on the student's assessment record and an effort under the current LDS grant will optionally provide teacher access to historical data on current students only. School divisions that choose these options can access historical assessment data by teacher.
- There is no systematic or automated approach to de-identifying data for analytic use in the education and workforce agencies;
- While required on the high school transcript, the K-12 unique identifier must be manually entered into postsecondary data systems, resulting in poor data quality when data between the state agencies are required for merge;
- Virginia's P-20 data systems span several state agencies, and there is no automated system for secure linking of student-level information across agencies;[4]
- Not all reports and data are available from a single, user-friendly web portal, and reports that can be made available to the public must be created in an ad-hoc manner by agency staff—an inefficient, labor-intensive process that can largely be automated;
- The development of cross-agency data sharing policies and practices is in its early stages—the "initial" level on the Capability Maturity Model[5]—and no training programs are available for agency or local school personnel on appropriate cross-agency data sharing practices; and
- Agencies responsible for workforce development have significant challenges meeting their accountability requirements due to inconsistent data definitions between agencies and inefficient processes available to link and analyze data.

Despite these significant limitations, Virginia has accomplishments that demonstrate our commitment to continuously enhancing the data system and to appropriate use of prior longitudinal data system grant funds. These include:

- Institutionalizing the assignment of a unique identifier to each student;
- Integrating multiple reporting requirements into a single state student record collection; and
- Establishing and continuously enhancing the warehouse making data accessible to authorized school division personnel.

The data warehouse, available to all school divisions, contains nine years of data from high

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[3] There are no known data quality issues for data elements required for federal reporting.

[4] The development of a system to link early care and education to the K-12 system is in process with funding from the US Department of Health and Human Services.

[5] Paulk, Mark C., Weber, C.V., Curtis, B., Chrissis, M.B. (1994). The Capability Maturity Model: Guidelines for Improving the Software Process. New York: Addison-Wesley Professional.

stakes assessments required for state and federal accountability purposes within the K-12 public school system. Recognizing the significant limitations in local data capabilities for many of our school divisions, our goal is to provide to our schools the most reliable and comprehensive information available. The warehouse currently permits users to disaggregate overall assessment and sub-strand results by student and includes students' longitudinal assessment history.

Virginia's current Longitudinal Data Systems Expansion project, funded in 2007 at $6.05 million and scheduled to be completed by the end of Federal fiscal year 2010, has:

- Established a standard electronic student record for transfer from school-to-school.
- Adopted a standard electronic transcript for high schools to use electronic systems to automatically generate and send paper, pdf, and electronic transcripts to higher education.
- Provided additional data types and reports in the data warehouse, including:
  - The Preliminary Scholastic Aptitude Test (PSAT)
  - The Scholastic Aptitude Test (SAT)
  - Advanced Placement (AP) Tests
  - The ACT tests
  - Pre-literacy screenings
  - Postsecondary enrollment and completion information
- Supported school divisions in addressing data quality issues through comprehensive training to enhance awareness of the need for quality data and accountability for quality data.
- Developed a "watch list" report that enables K-12 educators to identify students at risk of not succeeding in school using indicators such as attendance, performance in reading and math, age, and retention.
- Developed the capability for school divisions to optionally upload schedules that will allow teachers access to data on current students (in progress).
- Engaged stakeholders and subject matter experts in statewide workshops that resulted in topical advisory papers on topics such as:
  - Workforce readiness
  - Linking students to teachers
  - Data exchange best practices
  - Academic and career plans

In enhancing the longitudinal data system, we have recognized the power of the Schools Interoperability Framework Association's (SIFA) specification to improve data quality and reduce local administrative burden. SIF specifications define the rules for how software programs transmit data objects from one data system to another. Virginia has provided software, installation, and training to 120 of the Commonwealth's 132 school divisions to help them adopt SIF-certified software and use it to reduce administrative burden. VDOE staff are active members of SIFA, serving on the Executive Board and the Student Record Exchange/e-Transcript Task Force. A Virginia school division employee serves on the elected Technical Board, and VDOE has purchased memberships in SIFA for all Virginia school divisions. State monies fund the software licensing for the Zone Integration Server and the Student Information System Agent—which together, permit data to be transferred seamlessly from one data system to another, and enables school divisions to obtain student identifiers for new and transferring students without human intervention. The success of this effort in Virginia has prompted 62 school divisions to expand their use of the SIF specification for local "horizontal" use, resulting in improved quality of local data and further reduced administrative burden. VDOE's contract permits school divisions to use the server and agent for horizontal SIF-applications at no cost.

Using data to support educational goals in Virginia

The establishment of and enhancements to the longitudinal data system have played a key role in supporting policymakers' ability to use data to inform state educational goals. Our

accountability system is a woven blend of state and federal requirements that include:

- State school accreditation standards and public reporting (K-12);
- Federal accountability and reporting requirements, which cover the lifespan and several education and workforce agencies and many federally funded programs (e.g., the Elementary and Secondary Education Act, as amended; the State Fiscal Stabilization Fund (SFSF); the Perkins Act; the Individuals with Disabilities Act (IDEA); Workforce Investment Act; and Title IV of the Higher Education Act.
- State-established Institutional Performance Standards for state institutions of higher education as required by Virginia's Higher Education Restructuring Act of 2005.

Virginia's two primary educational communities—K-12 and higher education—maintain separate longitudinal data systems through separate executive branch agencies. The data systems currently permit the state to calculate all of the required components of state accreditation and federal accountability and reporting requirements; many but not all of the proposed SFSF requirements, and many of the reporting mandates from the state and federal government.

Virginia's education improvement goals, which are directly aligned with the educational principles of the American Recovery and Reinvestment Act of 2009 (ARRA), include: eliminating the achievement gap and increasing the academic success of all students; assisting chronically low-performing schools in meeting state and federal accountability standards and supporting all schools to reach excellence goals; supporting efforts to help all children enter kindergarten with the skills they need for success; improving teacher effectiveness; increasing the college and career readiness of high school students; developing approaches to improve transitions among levels of education, promoting student success, and encouraging students to continue their education; developing strategies for data systems that provide information about students at all educational levels; and maximizing higher education access and affordability. Below we provide examples of how Virginia's longitudinal data system (LDS)—current and proposed—supports our work to meet these goals as aligned with the ARRA principles.

Making progress toward rigorous college- and career-ready standards and high-quality assessments that are valid and reliable for all students.

Virginia established a standards and assessment program in the mid-1990s with a commitment to continuous quality improvement. Our LDS permits Virginia's leaders to conduct research and analysis to inform this process. For example, in partnership with Virginia Tech, VDOE has studied the links between postsecondary enrollment and state assessment results, and we are currently assessing the associations between first-year college outcomes and state assessment data. The broad goal of these studies is to better understand the kind of preparation Virginia's students need to achieve postsecondary success—and then use this information to inform and support parents, educators, as they strive for educational excellence to maintain or enhance their quality of life. Moving forward, we plan to further connect college readiness to the state assessment program by conducting analyses of specific content standards that, when met, describe the type of work that students must achieve to be ready for postsecondary education.

Establishing pre-K to college and career data systems that track progress and foster continuous improvement.

The LDS has allowed Virginia to provide aggregate data and information to the public and policymakers, while the data warehouse provides confidential and sensitive data to authorized

education personnel to help drive school improvement.

State officials rely on the data to provide policymakers and program directors the information they need for continuous improvement. Policymakers, including the Governor, General Assembly, Virginia Board of Education, and officials at VDOE, SCHEV, workforce development agencies, and institutions of higher education, including the Virginia Community College System (VCCS) rely on LDS data to inform their work. For example, VDOE creates an annual report that provides state lawmakers with performance indicators associated with 12 state funded educational programs for at-risk students.[6] Virginia also uses the longitudinal data system to complete portions of reports required by lawmakers, such as a 2007 study of high school dropout and graduation rates.[7] While we have begun an analysis of the first cohort of students for which high school and postsecondary course outcomes will be linked, the current process is extremely labor intensive. Our proposed data linking and reporting tools will enable agency staff to invest more time in other critical needs across the P-20 education system.

VDOE's program offices work with VDOE's Office of Educational Information Management (OEIM) to develop technical applications that meet program-specific needs. For example, our Office of School Improvement has the capability to provide schools with information about students who have failed state-wide assessments for two or more years in a row; our gifted education specialist has devised a reporting tool to support school divisions' ability to reduce disproportionality in identification of gifted students; the VDOE office that administers Title I and several programs under ESEA uses the data to evaluate the impact of various education programs on student achievement; and VDOE's centralized participation in the EdFacts program has enhanced data quality and reduced the reporting burden on program offices.

The SCHEV Student Data Warehouse is used extensively for standard and ad hoc reporting on postsecondary education. For example, SCHEV reports on enrollment, retention, and degrees awarded; costs of college enrollment; financial aid; and the number and percent of students who participate in remedial coursework in Virginia's higher education system, including VCCS.

Publicly available data

A standard set of reports are publicly available on VDOE's website (http://www.doe.virginia.gov/VDOE/Publications/), including summary data for required and commonly requested information such as numbers of students enrolled, graduated, dropped out, and participating in special educational instructional services. Virginia also provides public access to an assessment outcomes tool, which enables users to specify the state assessment outcomes of interest (e.g., by state, division, school, grade level, content area, etc.). The data are disaggregated by student subgroups where permissible under privacy policies. Other summary data are available through a wide variety of links and web-based tools, such as school-, division- and state-level report cards; aggregate data on discipline, crime, and violence in Virginia's schools; on-time graduation rates for student cohorts; and special education performance reports. This information is often used to inform statewide and school division policy and program improvement, and provides researchers with access to information for school, division, and state-level analysis.

Due to technological and resource limitations, VDOE data available to the public via our web

[6] see http://sfc.state.va.us/pdf/Jt%20Sub%20Education/October%2022%202008/IIIa%20-%20Joint%20Subcommittee%20At-Risk%20Programs%20Funding%2010-22-08.pdf

[7] Available online: http://leg2.state.va.us/dls/h&sdocs.nsf/By+Year/SD162007/$file/SD16.pdf

site are "siloed." Data are available by type of dataset (graduation/completion, assessment, discipline, free-reduced eligibility, etc.), but are not accessible in a manner that easily allows them to be linked for further analysis. Under the current system, new data requests—even for publicly available data—typically require significant person-hours to complete due to dated systems and an overall lack of automated reporting capabilities. For example, a researcher interested in the pass rates on statewide assessments in schools with a population of students where 80 percent or more are eligible for free or reduced lunch would have to download several separate datasets and perform a manual match.

The modernized web-based portal and reporting tools we propose will make more data available to a broader audience, and streamline the ad-hoc reporting process. Upon completion of the proposed project, the majority of ad-hoc data requests will be completed by the user, who will develop custom reports without significant time investments from agency staff. VDOE and our technology development partners at Virginia Information Technologies Agency (VITA) Enterprise Applications Division (EAD) recently pilot-tested the feasibility of using the proposed data tool in tabular, graphic, and geographic information systems (GIS) formats. The pilot test results may be viewed at https://test.veap.virginia.gov/DOEDemo/rdpage.aspx.

Quite significantly, the data tools proposed in this application will provide authorized users in Virginia's education and workforce agencies with streamlined data merging and reporting tools. The tools will result in richer data reports and greater analytic capability than currently available—while reducing staff work. By merging de-identified data, we will be compliant with state and federal privacy laws, while meeting critical data reporting requirements and policy-development needs.

Secure and restricted use data availability

Virginia's K-12 data warehouse was developed with a more focused goal of providing data and information that informs instructional practices at the state, division, school and, optionally to the teacher levels. The data warehouse provides school divisions and schools with secure access to yearly and longitudinal data and information at the student or aggregate level depending on the users' interests. Users have a wide variety of reports to access, and have filter options to specifically review information from students with different characteristics or outcomes, including filters for student subgroups (e.g., race/ethnicity; gender; disability and English language learner status); performance levels on state assessments; and credential type for high school graduates and completers. The initial warehouse development focused on providing authorized users with access to state assessment outcomes. Currently, the warehouse includes nine years of assessment data at the student level, with the last five being longitudinal. As described earlier in this proposal, we have recently added several new indicators of college readiness, college enrollment, early literacy, high school assessments passed (i.e., verified credits) and an early warning indicator report.

Our schools regularly use the data warehouse to support instructional improvement, as evidenced by ongoing usage of the system—the longitudinal performance reports were accessed 2686 times by users in all 132 of our local school divisions in the 30 day period ending November 16, 2009. Continued requests for training and the regular feedback Virginia's EIMS users provide to the state also support continuous system improvement. Recently, one of our large school divisions requested that the VDOE provide technical assistance so it could evaluate certain aspects of its special education instructional program. As part of the work, VDOE provided a wide range of data from the VDOE LDS including staff counts, endorsements, and placement types; and

student outcomes, demographics, and educational program placement. The data allowed the LEA to consider its staffing model in conjunction with student outcomes in comparison to the models used in other large school divisions in Virginia. As a result, VDOE staff are sharing the indicators with other school divisions to determine whether they would find it useful for VDOE to develop comparable indicator reports.

School division personnel are enthusiastic about the potential upgrades to the data warehouse, at least in part because nearly all updates are at their request. We recognize, however, that school division personnel are concerned about the new data reporting burdens needed to meet federal requirements. To partially address this issue, we have requested funds for a need-based competitive grant award for school divisions in the proposal to help them develop efficiencies in data collection and reporting (e.g., expansion of SIF-compliant technology) and to enhance educators' successful transition to using the new data to support instruction. Our vision for the proposed school division grant program will have applicants propose data system efforts that support one or more of the four ARRA reform areas; for example, a division may propose to improve their human resources system to include teacher and principal evaluation data, to implement an instructional improvement system, or to offer professional development for teachers and principals on data for decision-making.

Making improvements in teacher effectiveness and in the equitable distribution of qualified teachers for all students

Virginia is committed to improving teacher effectiveness and in the equitable distribution of qualified teachers. The Commonwealth has adopted licensure requirements that offer potential teachers flexibility with regard to their route to licensure and endorsement, including a robust career-switcher program. The state provides funds to teachers who become nationally board certified and for mentoring, and incentive funds to increase the quality of Virginia's middle-school mathematics teachers. Our current LDS permits Virginia to meet federal reporting requirements for highly qualified teachers.

Nonetheless, the use of the LDS to support improved teacher effectiveness is one of the significant gaps we intend to fill with the proposed project. We have just begun the work required to maximize the potential of teacher data in a statewide LDS. For example, we have partnered with researchers at the University of Virginia to study the variables that impact teacher retention to develop an understanding of the characteristics of staff retention in schools. This work has helped us identify data quality issues and to identify as additional critical variables that we need to collect and validate to ensure we are maximizing the value of the data to improve educational decisions. Our proposal includes the development of a new data collection system that links students to course enrollment, course grades, and to the teachers providing instruction in each course. We also propose to develop measures of student growth and teacher impact that can be applied to the new data; so we can move beyond documenting the minimum expectation for our teachers to using teacher effectiveness data to support continuous improvement.

Providing intensive support and effective interventions for the lowest-performing schools

Virginia is committed to effective intervention in low-performing schools, and has a track record of success to build on. We define chronically low-performing schools as those schools that do not meet state accreditation requirements for three or more consecutive years. In the 2006-2007 school year, 58 Virginia schools were defined as chronically low performing; in the current year, we have only 11 chronically low-performing schools, despite increasing performance

benchmarks. Based on federal ESEA accountability, we currently have six Title I schools sanctioned for five or more years in English and two schools sanctioned for five or more years in mathematics. The results are at least in part attributable to effective leadership from our state Board of Education, Superintendent of Public Instruction, and the VDOE Office of School Improvement (OSI); all of these groups rely on LDS data. For example, OSI has established a suite of data tools that support the State Board, Superintendent, and VDOE staff in understanding student outcomes available from the state, including assessment outcomes, graduation rates, student retention/promotion, and teacher retention and turnover. The state Board requires data to support a variety of decisions they need to make regarding school accreditation status; and the schools and school divisions use the data available in EIMS to support their school improvement work.

Other data uses that support low-performing schools include several statewide longitudinal analyses that VDOE has conducted in recent years. In 2008, we conducted an historical analysis of dropouts in the 2007-2008 school year. The results have informed our development of the watch-list report in the data warehouse, and VDOE has presented the findings to educators throughout the Commonwealth and outside the state to demonstrate potential uses of the LDS. The analysis is continuing in 2009 with a greater emphasis on understanding how state assessment data relate to the probability that students will drop out of school.

Required data system capabilities and key elements to be developed or improved
Virginia has invested significant resources to meet the educational goals described above by providing a) quality standards; b) program requirements based on research findings; c) expert technical assistance; d) financial resources; and e) available data to support educational improvement. The additional LDS capabilities we propose will provide critical support to the state's efforts to meet these and other educational goals.

The Commonwealth plans to develop or enhance each of the **seven required capabilities of a statewide, longitudinal data system**, as described below.

- *Enhance the Commonwealth's ability to examine student progress and outcomes over time by linking individual-level student data from K-12 education, postsecondary education and the workforce system; and*
- *Enable the exchange of data among agencies and institutions within the State and between States to inform policy and practice.*

Linking K-12 and higher education systems
The proposed data system enhancements will provide information with more breadth and depth than is available today to policy makers, program directors, and localities to help drive funding decisions into high priority areas. For example, by linking high school performance indicators such as course enrollment, course grades, and end-of-course assessments to higher education enrollment and outcomes data, the state can improve the quality of guidance offered to students, parents, educators and leaders in terms of college readiness indicators; provide a more detailed definition of indicators associated with students who are prepared for college; and improve support to communities with strong high school achievement but low college-going rates.

Once completed, the proposed data merging and reporting tools will provide users with an efficient tool to access to disparate data sources currently available from separate sources within and across agencies . The new tools will also provide Virginia with an ongoing process to continuously validate and expand upon initial research and analytic findings in a cost-effective

manner. Our proposed reporting system will give users access to a variety of output types including traditional spreadsheet and flat files, graphs and charts, and mapping capabilities.

Collaboration with workforce agencies

As encouraged in the RFA, we have established collaborations with workforce agencies in Virginia to design a system that meets the educational requirements and currently meets workforce needs for longitudinal data to evaluate workforce system performance. VDOE has already engaged stakeholders to obtain their input and advice on the topic of collecting and using data to study workforce readiness.[8] One recommendation was to ensure that employment indicators can be linked to student data. The Virginia Employment Commission (VEC) collaborated on this proposal and will provide employment outcomes and wage data through the proposed data linking tools. In addition to using these data to measure employment outcomes for authorized for educational programs, we are proposing to use these tools to support accountability and legislatively mandated evaluation requirements for a myriad of workforce development programs in Virginia. As part of the grant work, we propose to leverage the fixed costs required to build the tools to meet the requirements of the educational longitudinal data system to continue Virginia's work towards the development of integrated performance indicators for its workforce programs using available administrative data. We view this as a cost-effective approach to evaluate the impact of educational and training programs Virginia provides to adults to improve employment retention, wage gains, and attainment of postsecondary credentials. The proposed data linking tools are scalable—in the future they may to be used to link data from other agencies such as health/social services—although we are not requesting funds to make these links in this proposal.

We have included funds need to begin applying recommendations made in a previous evaluation of workforce programs conducted in 2007 by the Upjohn Institute for Employment Research. The evaluation recommended the following to enrich and make the evaluation results more informative as envisioned by the state legislature: (1) add a benefit-cost indicator in order to compare program performance on a cost efficiency basis; (2) standardize several program definitions to ensure that outcome indicators meaningfully compare programs; and (3) identify research issues that are of paramount interest to policy makers over and above the performance indicators and determine the data needed to answer these issues. Much of the work required to automate reporting for workforce evaluation purposes must be completed in any case to build an automated system to meet federal educational program reporting and accountability requirements. As such, our work will be informative to the education, workforce, and training community for program accountability purposes, as well as workforce policy and resource allocation decisions, and is congruent with the purpose of the Institute for Education Sciences (IES) Statewide Longitudinal Data System (SLDS) Grant Program.

- *Linking student data with teachers primarily responsible for providing instruction.*

Teacher quality is critical to improve student learning. Research suggests that measuring teacher quality requires more information than is available from licensing systems—teacher credentials and years of experience have limited predictive power in determining teacher quality.[9] Our

[8] CIT Connect (2009). Workforce readiness: Data governance/data element definition final report (A7). Paper prepared for the Virginia Department of Education, April 30, 2009.

[9] Rivkin, S.G., Hanushek, E.A., & Kain, J.F., (2005). Teachers, Schools, and Academic

proposed work to link student data to the teachers who provide classroom instruction is a first step in providing teachers, school administrators, policymakers, and researchers with critical information about the quality of teachers in Virginia's classrooms. We propose to build a data collection and reporting system to collect course enrollment and course outcomes by student and teacher. The data will be used to connect state assessment data and course enrollment and outcomes to all teachers. This work will enable VDOE to meet the SFSF requirement to link students to teachers as well as the requirement to capture student-level transcript information. We will work with researchers to develop a growth model and a valid method of estimating individual teacher impact on student achievement in reading and mathematics for students in grades three through eight. The data collection and reporting system will enable VDOE to provide teachers and other authorized school division personnel with access to student growth measures, teacher impact estimates, student course taking information, and other performance indicators.

We also plan to develop a training program to inform users of appropriate ways to make use of the estimates and available reports. Our training program will include live and electronic training tools to support a variety of user needs. We have already engaged our key stakeholders on this issue to learn about their needs and concerns, and will use the information gathered through our stakeholder engagement and research project[10] to inform our proposed enhancements.

- *Enable the matching of teachers with information about their certification and teacher preparation programs*

Leveraging the proposed student-teacher data linking system, we plan to further connect these data to teachers' preparation programs. Currently, SCHEV collects individual records on postsecondary students in Virginia's teacher preparation programs including course-level enrollment, financial aid, and degree and certificates awards. VDOE issues teacher licenses and maintains the data documenting teacher's place of employment and work assignments. Noting that only 44 percent of Virginia's teachers earned their bachelor's degrees in Virginia, we are requesting funds to enhance VDOE's licensure system. We propose to collect data on teacher's route to licensure and endorsements (which may differ from their place of bachelor's degree) and to establish much needed edit checks in the system to enhance the data quality. SLDS grant funds will permit VDOE to capture transcript information from teachers applying for licensure, new endorsements, and recertification in Virginia. The combination of SCHEV's data, the new data collected with the proposed system enhancements, and our linking tools will provide the information needed to develop a web-based reporting system to inform teacher preparation programs across the country of the classroom outcomes of their recent graduates.

- *Enable data to be easily generated for continuous improvement and decision-making*

One major objective of Virginia's proposed LDS project is to create a comprehensive web-based portal that will allow a variety of audiences (e.g., policymakers, the public, and researchers) to access the wealth of publicly available data from the K-12, postsecondary education, and workforce agencies. The portal will provide pre-developed and publicly available reports

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Achievement. *Econometrica*, 73, 417-458; Kane, T.J., Rockoff, J.E., & Staiger, D.O. (2008). *Economics of Education Review, 27*, 615-631.

[10] CIT Connect (2009). *Data Governance/Data element definition final report—second workshop (A9): Analysis of Linked Student-Teacher Data.* Submitted to the Virginia Department of Education, May 31, 2009.

created by VDOE, SCHEV, and other agencies. Users will also be able to develop custom reports by combining data from multiple publicly available datasets, and to request data products in multiple formats. We propose to gather stakeholder input and feedback on content and layouts for the portal, and on the content of new reports, to enhance their usability for parents, educators, administrators, policymakers, researchers and the public. We have incorporated into the proposal an incentive program to develop new and unique data tools to be available to the public.

- *Ensure the quality and integrity of data contained in the system*

Existing SCHEV and VDOE data systems use extensive edit and validity checks to ensure data integrity. As part of the project, we will enhance existing edit and validation checks and establish new models for all new data and reports that are collected, and to ensure cross-agency validity of the data. Further, the collection of new data on course enrollment will enable VDOE to more accurately report participation in statewide assessments. Our proposed data management and control system will enable the participating agencies to develop cross-agency rules for data sharing, common data definitions, and standards for data sharing, using existing de-jure and de-facto national data standards. Our standards-based approach improves data quality as well as comparability and enables the base system developed with this grant to be scalable to other agencies in Virginia as well as across state lines.

- *Enhance the Commonwealth's ability to meet reporting requirements of the U.S. Department of Education.*

The existing educational data systems enable Virginia to meet current federal and state reporting mandates. The proposed LDS enhancements will create efficiencies for some of our reporting requirements, and enable the Commonwealth to meet all reporting requirements of the SFSF.

With respect to the **12 elements prescribed by the American Competes Act**, *Virginia has completed (C) or has made progress (P) in addressing the following data system elements:*

- A unique statewide student identifier that does not permit a student to be individually identified by users of the system (except as allowed by Federal and State law) (C)
- Student-level enrollment, demographic, and program participation information (C)
- Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs (C)
- The capacity to communicate with higher education data systems (P)
- A State data audit system assessing data quality, validity, and reliability (P)[11]
- Yearly test records of individual students with respect to assessments under section 1111(b) of the Elementary and Secondary Education Act of 1965 (C)
- Information on students not tested, by grade and subject (C)
- Student-level college readiness test scores (C)
- Data that provide information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework (P)

Within this proposal, we have requested funds to develop (D) or enhance (E) the following key data system elements for the statewide, longitudinal data system

- Student-level transcript data, including courses enrollment, completion, and grades. (D)

[11] Virginia has an established data audit process. Improvements and updates are instituted regularly, particularly when new data and reports are established.

- A teacher identifier system for K-12 with the ability to match teachers to students (D)
- The capacity to communicate with higher education data systems (E)
- A State data audit system assessing data quality, validity, and reliability (E)
- Data that provide information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework (E)
- Data that provide other information determined necessary to address alignment and adequate preparation for success in postsecondary education. (E)

Training or technical assistance needs to be addressed through the grant

There are a wide variety of training needs that will be addressed by this project. Our program will ensure full training and technical assistance are provided as new data and tools become available, and that the training programs can be sustained over time. For each outcome, system users and stakeholders will require ongoing training to ensure that data, information, and systems are used appropriately and in compliance with data security laws, regulations, and policies. We recognize that stakeholders vary widely depending on the outcome, and include teachers and administrators, researchers, public data users, advocacy groups, and state agency staff.

For each project outcome, we plan to develop both electronic training tools onsite training programs to support diverse audiences. For example, upon institutionalizing growth models and teacher impact estimates, we will develop a training and technical assistance program for teachers, principals, and other school leaders to ensure they have the information on the appropriate uses and limitations of the estimates. We will develop training modules as part of the data linking system to provide users with training in using the system to meet their needs. We plan to develop a tiered training program that will be available electronically, and provide training for users with different levels of interest and sophistication in using the tools. We also plan to develop institutional training programs for agency staff on how to access and use the secure data tools and the data security policies or practices that must be followed by system and data users. In addition to in-person and web-based training, we wish to explore additional tools such as the new ***Virginia on iTunes U***[12] and podcasting.

Using the system to address the requirements of the State Fiscal Stabilization Fund

The proposed enhancements will enable Virginia to meet the following SFSF requirements:

1. Reporting on the systems used to evaluate teachers and principals.
2. For teachers and principals who receive performance ratings or levels through an evaluation system, reporting the number and percentage of teachers and principals rated at each performance rating or level.
3. For teachers of reading/language arts and mathematics in tested grades, growth data for current students and the students they taught in the previous year, and estimates of individual teacher impact on student achievement, in a manner that is timely and informs instruction. Our grant proposal includes funds to develop a data collection system that links students to teachers, which is necessary to meet this requirement. In addition, we have included funds for a research project to be conducted in collaboration with subject matter experts from university and non-profit research institutions to develop valid and reliable measures of growth on Virginia's statewide assessments and estimates of teacher impact. The proposal also includes funds to develop timely and meaningful reports that will be provided to

[12] See http://www.doe.virginia.gov/VDOE/NewHome/pressreleases/2009/apr7.html

teachers through a secure system, and funds to develop a sustainable training program for teachers, principals and other school leaders to appropriately use the estimates

4. Virginia is currently able to meet the SFSF requirement to report the number of high school graduates who enroll in two- and- four year colleges using data from the National Student Clearinghouse. The proposed longitudinal data linking and reporting tool will merge data between K-12 and higher education data systems and provide the information required to report the number of high school graduates who enroll in state institutions of higher education and complete at least one year's worth of college credit within two years.
5. Our proposal also requests resources to enhance Virginia's automated reporting capability to generate reports required under the SFSF and ESEA; support institutional response to key aspects of the Higher Education Opportunity Act; and create efficiencies in meeting state reporting requirements.
6. Virginia's accountability requirements for several other federal education programs, including ESEA, IDEA and Perkins, will also be fulfilled more efficiently through the use of the proposed data linking and reporting tools. For example, IDEA reporting requires states to report the percent of youth with individualized education plans (IEPs) who are no longer in secondary school and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school. Currently, Virginia's public school divisions conduct follow-up surveys of all students with IEPs who exit Virginia's high schools to meet the reporting requirements. The proposed tool that merges K-12, higher education, and employment data will provide Virginia with more reliable data and more efficient and cost-effective means to collect and report this information.

(b) PROJECT OUTCOMES RELATED TO SYSTEM REQUIREMENTS AND IMPLEMENTATION

Outcome 1: Create an integrated K-12 student-teacher information system

We propose to develop and validate a data collection system that matches individual teachers to students and includes student course enrollment and outcomes information within the K-12 system. This outcome also supports school divisions' data system efforts.

We will use this information to provide teachers with access to information about the academic outcomes of their students, including student growth on state assessments in reading and mathematics, course taking history and outcomes as required for the SFSF by September 30, 2011. We will also engage outside experts to develop valid methodology for measuring student growth and teacher impact on student achievement as measured by state assessments.

The proposed information system will also include reporting capabilities available to teachers and other authorized school division personnel to provide estimates of student growth and teacher impact on student performance on state assessments in reading and mathematics. VDOE will develop additional reports for use by authorized personnel in the existing data warehouse to inform decisions. The data to be collected for the student-teacher information system, combined with information already collected at the student level for the EIMS, will also be used to develop reports that provide comparison of end-of-course grades with performance on state assessments, and additional information on students not tested by grade and subject.

Another component of the proposed integrated student-teacher information system is an upgraded teacher certification system to enable VDOE to electronically capture information on the teachers' preparation programs. We will link this information to the proposed course completion data and a richer set of information available from teachers educated in Virginia's institutions of higher education via the longitudinal data linking and reporting system (see

Outcome 2). This will enable us to provide teacher preparation programs (both within and outside of Virginia) with information on the classroom outcomes related to their completers and to school administrators to inform personnel practices.

To meet the SFSF reporting requirement, VDOE will build a data system that collects information on school divisions' teacher and principal evaluations, including the distribution of performance ratings of teachers for each school and of principals for each division. The resulting reports from the data collection will be available to the public via the VDOE web site.

We will also develop live and online training programs to support system and report users with respect to access and appropriate use of the available data. We will involve representatives from stakeholder groups in developing the reports and training programs to better serve users' needs.

The proposed linked teacher-student data system will be comprised of four separate system development efforts: 1) Development of a course enrollment and completion data collection; 2) Development of a teacher/principal evaluation data collection; 3) Upgrade of the current teacher licensure system; and 4) a needs-based school division competitive grant award program.

Development of the Course Enrollment/Completion Data Collection

VDOE will work with school division advisors to develop a file specification that meets the requirements of the course enrollment data collection and is least burdensome for school divisions to report. Again, working with school divisions, VDOE will develop valid values, edits, and business rules to be applied to the data upload. Using SIF and NCES Handbook data standards where applicable, and the computing environment and programming tools described later in this section, we will develop a data collection application within our secure portal.

We plan to conduct the course enrollment/completion data collection at several time-points during the year: in the fall for first semester enrollment, in the spring for second semester enrollment, and at the end of the school year for course completion information. Using existing statewide course codes, at a minimum, the following information will be collected:

- Division and School identifying information
- Unique Student Identifier
- State Course Identifier
- Section Identifier
- Local Course Identifier and name (optional)
- Final Grade (end-of-year only)
- Teacher Identifier of the primary teacher
- Teacher Identifier of other teachers assisting the primary teacher(for use in team-teaching situations)

Including the unique student identifier in the data collection will enable us to link the course-taking information to existing student demographic, state assessment, program participation, exit, and attendance data, and through our proposed data linking tools, to outcomes beyond the K-12 system. The teacher identifier will enable us to link the teacher to the students' state assessments and provide the basis for developing a methodology to measure teacher impact on student achievement. When the current Teacher Licensure system is upgraded to capture information on teachers' preparation programs, the linked teacher/student data will be used to create feedback reports that inform teacher preparation programs. The data linking tools described in Outcome 2 will eventually enable VDOE to link data with SCHEV, and a richer set of analyses will be possible for teacher preparation programs in Virginia. Once the Student/Teacher Course Enrollment/Completion is institutionalized in school divisions' daily business practices, we envision expanding the collection to include the data elements necessary to report highly qualified teachers; enabling VDOE to retire the existing process.

Development of the Teacher/Principal Evaluation Data Collection

VDOE will work with school divisions to define the requirements, such as data elements and best time of year to conduct a Teacher/Principal evaluation data collection. It is envisioned that this data collection will be a data entry collection rather than a file upload collection. Data entry would take place via our secure portal. Again working with school divisions, VDOE will develop web site report formats that will be useful and informative for school divisions and the public. Using the computing environment and programming tools described below, VDOE will develop the data collection data entry forms and public web site reports.

At the VDOE, enterprise-wide data collection from school divisions is web-based; through online data entry or file upload. VDOE provides a single point of access to internal systems for Virginia school division personnel through a secure, web-based portal. Portal account management and application access is managed at the local level, according to local policies. VDOE proposes to use this portal to develop the Course Enrollment/Completion and Teacher/Principal Evaluation data collections.

The VDOE computing architecture is standards-based and scalable to meet future needs. To maximize staff skill sets, the VDOE has standardized on one database and programming environment. Three identical but distinct environments - development, integrated test, and production – enable the VDOE to perform rigorous application testing. The proposed data collections will be developed using this architecture.

Upgrade of the Teacher Licensure System

VDOE's division of Teacher Education and Licensure proposes to enhance the teacher education and licensure applications as described below. The objectives of these enhancements are: 1) to provide additional longitudinal data to track the route(s) to licensure and teacher endorsement(s) resulting in the ability to link teachers to their preparation programs; 2) to leverage business process engineering to improve service delivery to the public and reduce the burden of paper/document handling and of data entry by licensure personnel; and 3) to leverage state-of-the-art Web-based technology, encryption software, and imaging technology in support of the data security, data quality, and business continuity standards, and in support of cost containment with regards to data storage and data processing. The proposed enhancements include:

1) Providing a public Web application that enables prospective and current licensees to request a number of actions regarding teacher licensure, such as applying for an initial teaching license, requesting a change to personal information, requesting to add educational degree information or a teaching endorsement, requesting to change a license type or renew a license, obtaining a duplicate copy of one's license, or verifying license status.
2) Migrating the current back-office licensure application from a desktop computer-based application to a web-based application, leveraging Web presentation capabilities to optimize and reengineer the associated licensure processes.
3) Providing a mechanism to capture longitudinal data for tracking route(s) to licensure and teaching endorsement(s) and licensure.
4) Providing a secure and robust mechanism to receive data via the Web and/or as an import file in support of licensure processing for applicants and licensees, including but not limited to:
    a) Endorsement and education data for approved program completers from institutions of higher education (IHEs) that are approved program providers.
    b) Transcript data from IHEs utilizing such standards as the XML-Postsecondary Electronic Standards Council (PESC) standard.
    c) Instructional assessment data from national educational testing entities that administer licensure assessments required by Virginia.
    d) Disciplinary action against educational personnel data as reported by states via the National

Association of State Directors of Teacher Education and Certification (NASDTEC) clearinghouse.

5) Providing an encryption/decryption mechanism for storing/displaying personal identifiable information, including, but not limited to, social security number and imaged data.
6) Providing a mechanism to generate, store, and index images of dated correspondence produced by the application and sent to the applicants and licensees during the processing of their licensure requests.
7) Reengineering licensure processing modules to remove or modify processing requirements, report displays, screen displays, and data links that utilize the full social security number.

School Division Competitive Grants

VDOE will develop a needs-based competitive grant program to assist school divisions or consortia of school divisions with meeting data and information requirements that support their efforts in one or more of the four ARRA reform areas. VDOE will consult with school divisions on the most effective way to structure and administer the grant programs, and will administer the grant program in a manner similar to the way IES administers the SLDS grant program—requiring periodic reports as well as timeline and budget status updates.

Outcome 2: Create a longitudinal data linking and reporting system

A key requirement of the grant program, and from Virginia's perspective a critical component of understanding the successes and challenges of our students, is the ability to link data between state agency data sources, including K-12, higher education, and workforce systems.

Virginia stands out as a special case study in the difficulties of combining data from multiple agencies for the purpose of evaluating policy and program effectiveness while also complying with federal and state privacy requirements. In addition to many layers of complexity that arise in any public-sector, multi-agency data integration effort, Virginia-specific privacy laws and Virginia's historical system of "locally administered, state supervised" public services, a model used to varying degrees in many state agencies, create additional challenges. This complex network of technological, regulatory, and structural impediments to the integration of individual-level data makes a traditional approach—consolidation of data in a central 'warehouse'—untenable. To successfully coordinate Virginia's set of heterogeneous data sources within a continually shifting legal environment focused on the protection of personal privacy, we propose to take a federated data systems approach.

Federated data systems

A federated data system is a system that interacts with multiple data sources on the back-end and presents itself as a single data source on the front-end. Users querying a federated data system cannot tell that they are in fact querying many different data sources at the same time. The key to linking up the different data sources is a central linking apparatus. Generally, this is a database management system that has been set up with access privileges to each data source and that houses a 'linking-table' populated with the unique identifiers that will be used to 'join' the tables together into one large data set. (See Appendix A, Item 8.)

Using a federated system to merge data across agencies

The special requirements imposed on the establishment of a federated data system between public agencies dictate that individual privacy be maintained. While it may be acceptable for any system user to retrieve information showing that a certain individual participated in a certain program (e.g., William Smith went to Virginia Tech), it would not be acceptable if that same user could link that person to a particular detail specific to that program (e.g. William Smith received a grade of "F" in Calculus). However, for the purposes of longitudinal research, it is

that latter information that is needed (e.g., we don't care about William Smith, but we do want to know how many males failed Calculus in a particular year). Therefore, what is needed is a system that will permit the linking of data relevant to longitudinal research that does not allow personal identification of any of the individuals in the data set. The proposed solution has two distinct processes, one for establishing and maintaining an anonymous 'linking directory,' and one that uses the linking directory to join data sources and return a 'de-identified' data set to the user.

We are requesting funds to build the two processes that will allow Virginia to prepare regularly needed reports and merged data sets for analytic use. We propose to create a cross-agency data linking and reporting system that can be used in a manner that maintains the confidentiality of individual student/teacher/employee data, can be used for accountability and analytic purposes, and meets the requirements of State and federal privacy laws. In Virginia, state law (§2.2-3800-§ 2.2-3816) currently prohibits state agencies from sharing personal information across state agencies except under specific circumstances. In order to meet SLDS program requirements, the requirements of SFSF, and the needs of the collaborating state agencies, we have developed a methodology that will permit multiple state agencies to merge de-identified individual-level data using a federated data system model. The methodology, developed in conjunction with Virginia's Office of the Attorney General to link data between K-12 and higher education, will permit the two education systems and the many agencies that house workforce education and training programs to link unit-level records through the use of de-identified data sets. The data sets will be used to prepare regularly needed reports and merged data sets for analytic use. The system will also provide Virginia with a set of adaptable tools that can be used to link data across additional state agencies (and, even across states) moving forward. Below is a list of the specific system components that support the broad outcome of establishing Virginia's longitudinal data linking and reporting system.

Moving from siloed agencies to a federated data system

Moving from the siloed agencies to a federated data system model includes three major tasks:

1) **Develop a rubric** to document data element definitions, meta-data requirements, and technical requirements needed for state education and workforce agencies to prepare de-identified data sets that can be linked to other agency's data for authorized purposes. The rubric, currently in working form for workforce agencies, will form the basis of the data elements required to develop algorithms to de-identify and merge data across agencies. This rubric will also be needed by other states and local agencies interested in using the Virginia tool to merge data. More details of this basis for the data linking system is described in the data management and control outcome.

2) **Build the central linking directory** based on data sharing agreements in place or established as part of the grant project. Data sharing agreements and Memorandums of Understanding are discussed further in the data management and control outcome portion of this proposal. The partner agencies will establish the central linking directory working with the data elements defined in the rubric. The central linking directory contains a record for each individual served by the public agencies participating in the federated system. The linking directory contains only an encrypted hash value[13] of the unique identifier(s) that can be used by multiple agencies for

[13] The hash value will be generated using a one-way cryptographic hash function – a procedure that takes data as input and returns a value.

update purposes, and an entry for each internal unique id used by each system for which the individual has an entry. The directory assigns a common but unique identifier to individuals in the data sets. The new number will have no meaning other than linking unique individuals across agency or program datasets. The identifier will not linkable to other data or information, even at the local level, because the number will not be the unique id used locally or in raw state datasets. Furthermore, it will not contain any personal information that can be traced back to individuals, and there will be no way to reverse-engineer the value such that a meaningful/otherwise linkable number can be derived from the new and de-identified id.

3) **Establish the data query process** for authorized user access. The de-identified data query process uses the linking directory to anonymously join data records at the individual level from multiple data sources using the internal identifiers used by each source. It relies on a set of established data elements and meta-elements identified by partner agencies as available for merge and defined in the rubric discussed above. The query product returned to the user is a single table of de-identified, individual-level data. All query specifications and resulting data sets are discarded after processing. No resulting data sets are permanently stored. We are proposing to build query tools with drag and drop functionality; that enable users to save and share queries; that permit the user to specify the output format (e.g., XML; tab-delimited); and, when necessary to have expert technical assistance available to support more complex queries. (See Appendix A, Item 9.)

The query process will require the requester to clearly define the individuals of interest; the records for this base set will then be joined via a web service[14] using de-identified data. For example, suppose the cohort of interest is college students who entered Virginia's community college system for the first time in 2006, and the independent and dependent variables of interest are participation and outcomes on statewide assessments in high school; credential information as of August 31, 2009; and employment outcomes since the student left high school. Using the data element definitions in the rubric, the user will define the cohort and variables to include in the dataset. Then, the system will identify students identified for study in the central directory, and, using the hashed identifier in that directory, join data from participating agency systems. Finally, the joining tools will replace the identifier in the central directory with another unique hash value for each individual in the dataset, and deploy the final de-identified data in the format specified by the user.

Salient features of the federated system

The partner agencies will continue to house source data in their respective databases. Additional capabilities will be developed within each agency to store query results, scrub and prepare the data for linking, and offer and receive data in XML format. The proposed solution will utilize non-proprietary technologies based on the SIF and PESC specifications, and the proposed SIF web services specification that will allow heterogeneous agency information systems to participate in the data linking process. It will consist of a message broker to manage Web Services, processes to queue and manage multiple requests from different participants, and a database to house a linking directory and the data source registry. Processes will be developed to manage workflow between new and existing data sources. Web services will be developed to implement the de-identifying logic, update the linking directory, and process queries. A front-end application will enable the partner agencies and other stakeholders to log in, and create or

[14] Web services are a suite of protocols that operate over the Internet allowing the disparate computing environments of the partner agencies to interoperate and share data.

execute queries based on previously defined data sharing agreements or rules built into the system. Other applications will manage the web services and user access. Reporting and ad-hoc query will be enabled using an off-the-shelf business intelligence tool. Charts depicting the federated system may be found in Appendix A, Items 8 and 9.

Outcome 3: Develop a web-based portal to access education and workforce data

The real value of the data is in its use—by policymakers, educators, the public, program directors researchers, and advocates. While we have taken great strides in making more data available to more users over the past decade, more must be done. To increase the accessibility of available data, we propose a new portal with different levels of access that will provide one-stop access to data and reports available to the public, and provide access to non-public data for authorized users. The public portal will serve as an executive-level decision support system for Virginia's policymakers and permit the public, including researchers, advocates, and educators with greater, more transparent, and efficient access to publicly available data and reports.

We propose to develop a state-of-the-art tool that will include access to publicly releasable reports created from the longitudinal data linking and reporting system, and will include web-based tools for creating "ad hoc" reports from publicly available datasets that link data from several agencies to create custom reports. By way of example, the custom data tool would enable a user to create a single dataset that included, for each high school in Virginia in the years specified by the user, the pass proficient and pass advanced rates on Virginia's statewide assessments; the number of students enrolled; the number of high school graduates; the number of students who enrolled in postsecondary education programs; and, for those students who enroll in public and non-profit higher education institutions, the number and percent who required developmental education courses in math, reading, and writing. All of this information is currently available from VDOE and SCHEV upon request, but it would take a citizen or researcher at least two phone calls and significant staff time from the agencies to meet the request. The new tool would automate this process.

Reports will be available in a variety of formats depending on the user's preferences. Tables, charts, and graphs will be presented to provide different views of the data. Maps will also be used to provide a geographic perspective. GIS data layers, including county and city boundaries, roads, schools, school districts, and related information such as census counts and income levels will be integrated with the geographic reports to provide contextual information for the data and for further analysis. For example, are there certain geographic areas of the state that have lower standardized test scores than others? How does the availability of broadband Internet relate to school performance? How do scores differ in urban areas? These are the kinds of questions that can be answered using geographic data in combination with education data.

As with all the proposed outcomes, we intend to develop online training modules for portal users. As well, queries will be saved and made available to other users which increases the replicability of research studies and also provides users with a wealth of ideas for queries.

In further support of increasing citizen and policymaker access to data, we have included Virginia's Innovation and Entrepreneurship Investment Authority (IEIA) as a supporting agency in this proposal. IEIA will support our work to develop "Virginia Apps for Education." This concept is modeled on the successful "Apps for America" competition on Data.gov, and is intended to support Virginia's data accessibility efforts as well as government transparency. Publically available data from the LDS could be made available with other State sources of data to allow developers and researchers to conduct their own analysis and make their own

combinations of data and application tools, which would in turn be made widely available. Through this process, we intend to increase our return on investment for building a more broad set of data tools. IEIA will lead this aspect of the work, develop protocols modeled on the federal project and Virginia's Innovation Partnership, which also awarded minimal development funds through a competitive process. Throughout this and all of our work, developers will consider the use of social networking tools such as Twitter, Facebook, and Linkedin to engage a wider community of data users.

Outcome 4: Design a data management and control system

Data and reports are only as good as the quality of the data themselves. Further, as we increase the volume of data collected and stored, and increase the number of individuals with access to the data, we simultaneously increase the risks we are taking with individual and organizations' sensitive data. In order to maximize data quality, ensure accessibility with appropriate security, and usefulness of the data in both existing and proposed systems, we plan to develop and implement comprehensive cross-agency data sharing policies and practices and standards for data exchange. It will also be critical to develop and implement data security measures to maintain privacy of personally identifiable information (consistent with applicable privacy protection laws), and to establish clear protocols for role-based data access at all levels, and to enhance existing data audits. Using the previously-mentioned on-line, web-based approach to training, we will also develop and implement state and local level training programs focused on data security policies and practices internally and with regard to cross-agency data sharing requirements.

Data Management

One of the immediate tasks for the project is to develop a lexicon of the data language used by each agency. The reason for this twofold. First, this exercise will make clear where concepts are consistent across agencies and where they diverge. For example, in VDOE, gender is a binary term (male/female). Within SCHEV's data collection, gender has evolved into a quadrary data point to handle "Unreported/Refused" and "Transgender." While the definitions and coding will be reflected in the data dictionary, conceptual differences must be reflected in the lexicon. Similarly, race/ethnicity will have definitions in common across systems, but in the postsecondary data it includes the concepts "nonresident alien" and "unreported" which may not exist or exist in the same way as in K-12 or workforce data. Second, the lexicon provides the conceptual mapping that defines how users may retrieve data. For example, users will be able to define a group of students who graduated from high school in 2009 and retrieve data from multiple sources (e.g., higher education, employment) for this group of students. Development of the comprehensive data dictionary (via the rubric described earlier) provides the necessary common and uncommon definitions for each object in each database. This is important not only because it is the key to organized data storage, but also because the dictionary drives the ability of the proposed system to retrieve, recode, and organize data according to the user's request.

Data Control

Establishing data control requires quality control, access control, and system security.

Quality Control encompasses a variety of activities (ranging from design analysis to statistical process controls to stress testing) intended to ensure that data quality meets or exceeds required levels. Although data modeling and related activities will be encompassed in the other outcomes, the quality control process will be kept separate, both as means of providing a standardized approach, and to maintain the integrity of the control processes. Quality control will be a

significant element in the planning and design phases. During development and implementation quality assurance efforts will be conducted, and post-implementation, quality control will be maintained via a "data governance" model (see "Project Management and Governance" section, below).

Access Control here refers both to the systems, tools and processes for system interfaces and data exchanges, and to the authorities and rules regulating the establishment, administration, and revocation of user access to and privileges with LDS data. Virginia is proposing to use role-based access controls (RBAC). Each component of the LDS will require access controls, based on methods and procedures for identification, authentication, authorization, and accountability—including such elements as role definitions (including role assignment and authorization), credentialing, control points/gates, transaction authorizations, alert systems, and audit capabilities. In an RBAC, the permissions are assigned to roles, and apply to operations/ activities, rather than directly to data objects. This provides a high degree of flexibility to meet user needs, while also maintaining separation of duties (to avoid security breaches).

System security will be implemented in accordance with *Commonwealth Information Security Standard SEC 501-01* which establishes minimum standards for information security. Virginia's Information Security Program consists of the following component areas:

- Risk Management
- IT Contingency Planning
- Information Systems Security
- Logical Access Control
- Data Protection
- Facilities Security
- Personnel Security
- Threat Management
- IT Asset Management

These component areas provide a framework of minimal requirements that agencies shall use to develop their agency information security programs with a goal of allowing agencies to accomplish their missions in a safe and secure environment. Each component listed above contains requirements that, together, comprise this *Information Security Standard*. During the course of the project, partner agencies will update their agency information security programs to ensure they comply with or exceed current Information Security Standards established in Virginia. Essentially, this *Standard* embraces the 'least privilege' approach for access and establishes strong controls for accounts and processes.

Outcome 5: Develop a secure mechanism for post-secondary institutions to receive high school transcripts in the form of electronic data

Virginia's high schools and institutions of higher education are interested in creating system efficiencies, and in increasing their ability to understand factors that lead students to increased success in postsecondary institutions. To meet both of these goals, we propose to develop a secure mechanism to permit postsecondary institutions, including all 23 institutions in the VCCS, to receive high school transcript data electronically. We plan to leverage the electronic transcript capability developed with funding from the current SLDS grant to develop the capability for VCCS and institutions of higher education to consume the electronic transcript as data. We are proposing to use grant funds to carry out a pilot project with VCCS and selected four-year institutions for electronic transfer of transcript data to them, and for integration of those data into existing data systems.

e Transcripts

We will build on the e-Transcript capability developed under the previous IES SLDS grant by demonstrating that community colleges and institutions of higher education can accept high school transcripts as data (currently the only electronic format being used in postsecondary is pdf). We are currently able to create a high school transcript that meets the requirements of the

PESC specification. We are proposing to purchase or build "adapters" for postsecondary institutions' information systems that enable the transcript data to be automatically inserted into the system rather than hand-entered. By adopting a national standard such as PESC, we are also preparing for transmission of student transcripts as data across state lines when other states adopt the same standard. As well, we will explore the feasibility of providing transcript data to the armed forces. If they currently use or are able to adopt PESC standards, it will be possible to share Virginia's transcript data with the military.

Virginia currently uses the National Transcript Center (NTC) as the clearinghouse for electronic transcripts. NTC serves as the portal that school counselors use to upload transcripts and that admissions offices use to retrieve transcripts. Using the SIF transcript standard, school divisions' transcript data is uploaded to EIMS. There, it is transformed into the PESC transcript standard and sent to the NTC. School counselors log in to NTC and select the institutions a student has designated to receive the transcript. Institutions log in to NTC and can see a list of student transcripts that have been designated for them. They can then view the transcript in pdf format or, with the proposed adaptors, automatically insert the transcript as data into their student information systems.

VDOE will enter into agreements with VCCS and selected postsecondary institutions to fund the purchase or development of software adaptors that interface with the institutions' student information systems. We propose to include institutions with different student information systems (we have identified Datatel, Banner, and PeopleSoft as potential product candidates) so the solution from this demonstration project can be replicated at other institutions at a later time. Participating institutions—James Madison University, George Mason University, and Norfolk State University—represent both public and private institutions, include an historically black college, and vary in size (see their letters of commitment in Appendix D).

The proposed software adaptors will insert the PESC XML transcript data elements into appropriate fields in the institution's student information system. In order to do this, institutions (with grant funding) will map the PESC transcript data elements to the data elements in their student information system. If they do not already exist, some data elements may have to be added to the student information system. Institutions may also have to develop reports for their admissions offices based on the transcript data elements.

(c) TIMELINE FOR PROJECT OUTCOMES

VDOE intends to collaborate with VITA, VCCS, SCHEV, several Virginia institutions of higher education, and local school divisions to accomplish the desired outcomes. While VDOE will provide oversight using an established governance plan (see "Project Management and Governance" section), individual partners will staff, execute and manage one or more projects for each of the outcomes. The following timelines summarize the major tasks, the parties responsible, and estimated initiation and completion dates for each proposed outcome. Detailed timelines for each outcome are included in Appendix A.

Outcome 1: K-12 Student/Teacher Integrated System (Appendix A, Item 10)

Task Description	Agency	Start Date	End Date
Preplanning and administrative functions	DOE	Apr-10	May-10

Build Data Collection System for Upload of Course Enrollment and Outcome Information		Jun-10	Jul-11
Determine File Layouts, Edits, and Business Rules	DOE	Jun-10	Aug-10
Conduct research to develop growth model and methodology for teacher impact estimates	DOE	Apr-10	Jul-11
Develop software programs to upload and receive the files and to link the student and teacher information	DOE	Aug-10	May-11
Develop and Implement online and in person training programs	DOE	Sep-10	Apr-11
Build reports for Academic Outcomes and Performance Standards	DOE	Jun-10	Nov-10
Conduct first linked Student/Teacher Data Collection	DOE	Jul-11	Jul-11
Build Data Collection System for Teacher /Principal evaluation		Jun-10	Aug-12
Determine Data Elements and process for data capture	DOE	Jun-10	Oct-10
Develop Web Applications for data collection	DOE	Oct-10	May-12
Develop online and in person training programs	DOE	Sep-11	May-12
Launch full production capability	DOE	Aug-12	Aug-12
Build Teacher Licensure System		Jul-10	Aug-12
Build a public-facing Web application for licensees	DOE	Jul-10	Dec-11
Modernize current back-office licensure application	DOE	Nov-10	Mar-12
Build a process to capture longitudinal data for tracking route(s) to licensure	DOE	Dec-10	Mar-12
Provide a secure mechanism to receive and store data.	DOE	Mar-11	Mar-12
Develop online and in person training programs	DOE	Sep-11	May-12
Launch full production capability	DOE	Aug-12	Aug-12
School Division Grant Program		Jul-10	Aug-13
Work with school divisions to develop grant application requirements	DOE	Jul-10	Aug-10
Post grant applications / Select application review committee.	DOE	Oct-10	Feb-11
School Divisions develop responses and submit applications	DOE	Nov-10	Feb-11

Responses are evaluated, Awards announced	DOE	Mar-11	Jun-11
Create MOUs between DOE and School Divisions and Begin Projects	DOE	Jul-11	Sep-11
Projects end & Program Evaluation	DOE	Apr-13	Sep -13

Outcome 2: Longitudinal Data linking and Reporting System (Appendix A, Item 11)

Task Description	Agency	Start Date	End Date
Preplanning and administrative functions		Apr-10	May-10
Meetings with Stakeholders and Focus Groups	DOE	Jun-10	Oct-10
Develop rubric to document data element definitions, meta-data requirements, and technical requirements.	EAD	Sep-10	Jun-11
Create Data sharing agreements	DOE	Jun-10	Jun-11
Provision Infrastructure & licenses	EAD	Jun-10	Jun-11
Build the central linking directory and data source registry. .	EAD	Jun-10	Nov-10
Establish the data query process for authorized user access	EAD	Jan-11	Feb-12
Additional capabilities within each agency to store query results, scrub and prepare the data for linking, and offer and receive data in XML format.	EAD / Agencies	Nov-10	Feb-12
Implement Message Broker and web services	EAD	Feb-11	Feb-12
Data Linking capability achieved		Feb-12	Feb-12
A front-end application will enable the partner agencies and other stakeholders to log in, and create or execute queries based on previously defined data sharing agreements or rules built into the system.	EAD	Feb-11	May-12
Create and implement training plan	EAD	Jul-11	May-12
Build reporting capabilities	EAD	Feb-11	May-12
Build Reports derived from cross-agency linked data	EAD	Jan-12	Aug-13
Conduct a pilot to test the Linking and reporting capabilities	EAD	Jun-12	Aug-13

Outcome 3: Web-based Reporting Portal (Appendix A, Item 12)

Task Description	Agency	Start Date	End Date
Preplanning and administrative functions		Apr-10	May-10
Create comprehensive data reporting portal for public and Agency Users			
Design and build the web portal	EAD	Jun-10	Jan-11
Work with agencies to add existing 'data sets' and reports from different agencies (education and workforce) to the reporting portal - One stop shopping for the users.	EAD	Oct-10	Jul-13
Create a role based user registration and access module	EAD	Aug-10	Jan-11
Launch the Reporting Portal	EAD	Feb-11	Feb-11
Enhance reporting infrastructure	EAD	Jun-10	Sep-11
Integrate GIS data layers to the reporting portal	EAD/ Agencies	Nov-10	Apr-11
Implement Tools for ad hoc reporting and other analysis	EAD	Jul-10	Sep-11
Create and implement a training plan	EAD/ DOE	Nov-10	Sep-11
Add reports build in the K-12 student teacher integrated system	EAD	Mar-11	Sep-11
Add reports and data sets created using data linking capabilities created in Outcome 2	EAD	Mar-12	Jul-13
Build reports and data sets for the portal	EAD	Aug-10	Jul-13

Outcome 4: Data Management (Appendix A, Item 13)

Task Description	Agency	Start Date	End Date
Preplanning and administrative functions		Apr-10	May-10
Develop lexicon	All partners	Apr-10	Jul-11
Develop quality assurance protocols	VITA	Apr-10	Jan-11

Establish role-based access protocols	VITA	Apr-10	Aug-10
Enhance and update existing security protocols	All partners	Apr-10	Jan-11
Develop security-related training materials	VITA	Sep-10	Mar-11

Outcome 5: eTranscripts (Appendix A, Item 14)

Task Description	Agency	Start Date	End Date
Preplanning and administrative functions		Apr-10	May-10
Develop a secure mechanism for post-secondary institutions to receive high school transcripts in the form of electronic data			
VDOE, VCCS, participating four-year institutions enter into agreements	DOE	Oct-10	Jan-11
VDOE will select institutions with student information systems - Examples: Datatel, Banner, and PeopleSoft.	DOE	Jun-10	Sep-10
VCCS to build the software adaptors	VCCS	Jun-10	Sep-11
Other institutions purchase, build, or adapt the VCCS adaptors		Feb-11	Jan-12

VDOE is leveraging work products from the existing SLDS grant as part of this proposal. Previous statewide stakeholder workshops and subsequent papers have addressed the issues of linking student and teacher data, workforce readiness, academic and career plans, and data exchange best practices. Having this information in place today gives VDOE a "head start" on policy issues and concerns as we seek to expand the LDS. VDOE also expanded reporting from the data warehouse under the existing grant. Additional data types–college readiness tests and postsecondary enrollment–have been linked to students' K-12 performance in easy-to-use analytic reports. We will improve and enhance the reporting capability with linked student-teacher data.

Another element of the existing SLDS grant is electronic transcript data. VDOE has developed this capability for K-12; institutions of higher education have not yet adapted their information systems to consume the transcript as data. The demonstration project proposed in this application will create software adaptors for institutions of higher education, streamlining the application process and improving data quality.

VDOE proposes to manage the proposed project in the Office of Educational Information Management (OEIM), the office that manages the existing SLDS grant. Both projects will have the same project director and overlapping team members, ensuring coordination of the projects and separate tracking for ARRA purposes, and avoiding duplication of activities.

VDOE plans to launch the work on all the outcomes almost simultaneously. This will be achieved as different teams (VDOE and Partners) will be working on each of the outcomes.

The dates and durations have been estimated based on current or prior experience of VDOE and key agency partners such as VITA.

(d) PROJECT MANAGEMENT AND GOVERNANCE PLAN

Project Management

Departmental Approvals & Oversight

VDOE's OEIM will be the fiscal agent and have primary responsibility for approval and oversight of the project. This Office develops and maintains VDOE's computer applications, administers the department's database, reports educational information collected by the department, and calculates and reports state and federal accountability results. Because of the high priority given to the project by the Superintendent of Public Instruction, additional oversight for policy and planning will be exercised by the Superintendent's Executive Director for Research and Strategic Planning. Lastly, specialized oversight will be provided by the VDOE's Division of Finance—primarily via its Office of Grants Accounting and Reporting—for approvals for financial and grant reporting matters, and by the Director for Business and Risk Management for internal control policies and procedures.

Management Controls

The Commonwealth of Virginia has a variety of management controls related to procurement and financial systems, including Agency Risk Management and Internal Control Standards (ARMICS) requiring state agencies and institutions to annually document organizational risk assessments and internal control activities. In addition, because of its scope, cost, and mission-criticality, the LDS project is likely to qualify as a "major" project, and, as such, would be subject to heightened oversight by VITA's Project Management Division (PMD). Agencies that conduct major projects must follow the VITA/PMD's Project Management Standards and Guidelines (available at: http://www.vita.virginia.gov/library/default.aspx?id=537). Specialized oversight will also be provided by the Office of the Attorney General for legal matters (including data collection and privacy issues), and by VITA's Commonwealth Security Division for information security.

Project Governance Structure

Project Organization

The Commonwealth is proposing multiple levels of project governance and management that serve the many functions required to implement the large scope of work and the many organizations and constituencies involved in the proposed project. A chart depicting the project governance structure may be found in Appendix A, Item 6.

Project Roles

Project Sponsor: The sponsor defines project goals, secure resources, establish project priorities, and resolve intra- and inter-organizational issues and conflicts. Given the multiple agencies involved in this project, we propose that the Secretary of Education, or a senior designee, serve as the sponsor.

Proponent Secretariat Oversight Committee (PSOC): Where projects involve multiple agencies, and especially where those agencies involve more than one Cabinet secretariat, Virginia requires the formation of a Proponent Secretariat Oversight Committee (PSOC). The PSOC meets as needed to resolve issues at the highest level, and is chaired by the Project Sponsor. Questions and

issues may be referred to the PSOC by the sponsor, Project Steering Committee, or program director. A representative of VITA/PMD will serve as a non-voting member of the committee.

Project Steering Committee: This Committee will be composed of representatives from the Office of the Governor, the designee of the Chief Workforce Development Officer, and each of the lead partner agencies: VDOE, SCHEV, VCCS, VEC, and VITA. The Committee will meet regularly, have responsibility for resolving cross-agency or enterprise-level issues, and will be the primary policy-setting body for the project. The Committee will accept escalated issues from the program director, program manager, and Internal Agency Oversight Committee to consider and resolve.

Program Director: The program director provides oversight and coordination of assigned projects; guides and supports the development and enhancement of project management capabilities within the enterprise; ensures appropriate project management processes and procedures are in place; and enforces adherence to established standards and guidelines in the delivery. The program director and program manager (see below) work closely to ensure that project objectives are met, and resources, especially functional subject matter experts (SMEs), are made available to the project and issues are resolved as expeditiously as possible. The program directors will dedicate time each week to attend to the project in detail; will serve as primary liaison to the project sponsor and to the U.S. Department of Education, and will also be a member of the IAOC. We propose that Ms. Bethann Canada, the Director of the Office of Educational Information Management at VDOE be the program director.

Program Manager: The program manager takes direction from the project director and is the primary person responsible for the delivery of project outcomes. The program manager provides day-to-day oversight of project work—designing tactical work processes, ensuring that staff have the tools to meet the objectives defined in the grant application and designated by the project director. S/he also develops and leads work processes that ensure that the Outcome Team Leads coordinate their work. The program manager works closely with the lead project manager to ensure the project work is compliant with administrative requirements of the grant and the state. The program manager is a member of the IAOC. We propose that the program manager be a VDOE employee certified under the Commonwealth's project manager certification program or the Project Management Institute.

Lead Project Manager: The lead project manager provides senior administrative support for the project. Working closely with the program manager, the lead project manager is responsible for ensuring that all project activities are compliant with state and federal requirements (e.g., administrative requirements, technological standards, project management standards), coordinating payment requests, monitoring use of funds and ensuring that project outcome leads have the fiscal resources to ensure project success, and acting as a liaison between the project and oversight individuals and groups to ensure project compliance with standards. The lead project manager is a member of the IAOC. We propose that the lead project manager be a VDOE employee certified under the Commonwealth's project manager certification program or the Project Management Institute.

Outcome Team Leads: Each of the five outcomes will have an Outcome Team Lead. The Team Leads will function as sub-project managers, overseeing the work of teams of business and technical staff assigned to that outcome (depending upon the skills required and task scheduling, some persons may serve on more than one outcome team). VDOE intends that the Team Leads will also be qualified as Commonwealth project managers.

Liaison Groups: The project will be critically dependent upon the input and cooperation of a large number of stakeholder groups. Liaison with these organizations will be maintained directly, and it is expected in many cases there will be significant overlapping in membership between the Project Steering Committee and these groups. Finally, members of these groups will be among those sought for the various Customer Interest Groups (CIGs) that the team plans to convene to ensure customer requirements are incorporated in the design, development, and implementation of the outcome solutions.

System Governance Structure (Post-project)

Governance Organization

After the LDS is implemented, the project management structure will be transformed into a post-project governance structure, streamlined and modified to handle the system's operations (including support, maintenance, and ongoing enhancements). We recognize that specific arrangements for governance will need to be refined as part of the project design; however, partner agencies will be expected to participate in and provide support for the LDS and its associated systems/applications from their existing staff and operating budgets. See Appendix D for documentation of the anticipated participation and commitment by the project partners.

Once the project is complete, we expect that the Superintendent of Public Instruction will have executive responsibilities for the project and will use appropriate channels to ensure inter-departmental policy issues are promptly addressed. We anticipate that the program director and program manager continue in their general roles after the project is implemented. We anticipate that greater automation will result in staff savings (from a reduction in the amount of effort spent assisting users in obtaining data), and that these savings can be redirected to fund the program manager position and selected other technical staff to maintain and operate the LDS system after the project is over and grant funding is not available (see the budget justification for additional information). We further anticipate several coordinating groups to meet as necessary for issues such as improving customer services; addressing technical issues; sustaining data standardization and enhancements, and security. The post-project governance chart is in Appendix A, Item 7.

Partnering Opportunities

By employing a standards-based approach, there is the possibility that Virginia's solutions and tools could be used by others. Although Virginia is not formally partnering with other States or the military under this project, the Commonwealth would be open to serving as a test-bed or prototyping platform for technology solutions that could transfer to other states/the military, and proposes to explore such opportunities as part of the discussions related to the cooperative agreement.

(e) PROJECT STAFFING

The Commonwealth will organize this multi-agency project with individual Outcome Project Teams dedicated to building and delivering each Outcome. We propose that Ms. Bethann Canada, VDOE's Director of Education Information Management serve as the program director. Ms. Canada is currently serving as the project director for the LDS Grant awarded in 2007. She is responsible for state and federal VDOE reporting and leads efforts to implement and manage statewide administrative educational applications, integrated systems development and data administration. Ms. Canada has worked in various technical capacities with VDOE since 1981. She is a member of the NCES Data Standards Working Group and a Board Member for the Schools Interoperability Framework Association. In 2006, Ms. Canada received the Data Quality Campaign Leadership Award.

VDOE will hire or contract to secure a certified project manager to fill the roles of a program manager that will be 100% dedicated to this project.

As Lead Project Manager, Virginia is proposing Mr. John Sheldon, currently a special projects manager with VITA. The position of State Lead Project Manager will have primary responsibility for the LDS project's process management, and requires the strong project management, organizational, and analytic skills possessed by Mr. Sheldon. In addition to being certified as a Project Management Professional (PMP), Mr. Sheldon has extensive experience in the areas of information technology transfer and implementation, systems analysis, and reporting system design. He has over twenty year's experience with the Commonwealth from serving in a number of agencies, and brings to the project a strong knowledge of State systems and procedures.

Each of the outcome project teams will be managed by a certified project manager. Each outcome project team will also have SMEs assigned to provide technical oversight. VITA/EAD currently has ongoing initiatives in areas relevant to three of the outcomes and will provide the Technical SME for each of these three outcomes. VDOE, SCHEV, VCCS and the Chief Workforce Development Officer will provide additional SMEs as needed.

Each of the Outcome Project Teams may include any or all of the following technical resource types: Business Intelligence Developer, Data Modeler, Data Analyst, Database Administrator, Security Architect, Technical Architect, Web Developer, Quality Control Specialist, and Business Analyst. The Outcome Project Teams may result in a matrix organization with these resources shared across Outcome Teams. The resources may be either internal Commonwealth resources or temporary resources (either contractor or wage employees) hired for the duration of the project. The following Commonwealth of Virginia experts have been identified to contribute expertise to the proposed project. These individuals will remain available to support the LDS after the grant expires. Resumes are included in Appendix B.

Tod Massa (15%), Director of Policy Research and Data Warehousing, SCHEV will provide both technical and business expertise throughout the project. Mr. Massa has over 18 years experience in policy analysis, research and data management for higher education. He designed and led the development of a new web-based data warehouse of student-level data supporting the work of SCHEV, the legislature, and the administration. Mr. Massa has served on several federal panels and working groups (e.g., IPEDS Derived Variables), and regularly contribute to national data efforts related to higher education. Mr. Massa's work on this project will be supported by Ms. Marina Moschos (10%), the Assistant Director for Data Warehousing, SCHEV.

Dr. Deborah Jonas (up to 25%), Executive Director for Research & Strategic Planning, VDOE will support all aspects of the project that relate to K-12 and the transition to higher education and the workforce. She will oversee the proposed research projects to develop growth models and teacher impact estimates, and significantly contribute to the work to ensure the public and researchers have access to data. As a trained cognitive psychologist and member of VDOE's executive team, Dr. Jonas supports VDOE and inter-departmental data system enhancement efforts by applying her research expertise to her work.

Kathleen Graham (up to 30%), Business Intelligence Competency Center Manager, VITA/EAD: Ms. Graham is a certified Project Manager with 14 years of experience in information technology. She is the manager of Virginia's Business Intelligence Competency Center (BICC), which received early national acclaim, receiving a 2009 Digital Government Achievement

Award in the Government to Citizen Services category for www.stimulus.virginia.gov.

Nadine Hoffman (10%), Data Manager, VITA/EAD: Ms. Hoffman brings more than 20 years of experience and expertise in creating common data models and dictionaries to define an enterprise viewpoint. As the Data Manager within the VITA/EAD, Ms. Hoffman manages data management resources for agency-specific, collaborative (involving more than one state agency) and enterprise application projects for the Commonwealth.

Peter Coleman (10%), OEIM, VDOE: Mr. Coleman is the project coordinator responsible for managing educational projects that collect, analyze and report accurate, timely and comparable information of various state and federal programs. He is also the project manager for the state longitudinal data warehouse and four projects utilizing the SIF standards – Student Locator Framework for student identifiers; eTranscripts; Student Record Exchange and Student Schedule Collection. Mr. Coleman is a member of the SIF Implementation Task Force and is a state certified project manager.

Susan Williams (10%), Manager of Educational Applications, OEIM, VDOE: Ms. Williams is responsible for collecting appropriate data for ESEA Accountability, longitudinal data reporting, managing the state's assessment data, providing customer service, training and outreach to all local school divisions, and providing technical assistance to other offices within VDOE. Previous positions with VDOE included specialist positions in both Data Administration and the Office of Career and Technical Education. In 2005, Ms. Williams received the Virginia Educational Technology Leadership Award.

Raymond Woten (10%), Manager of Database and Systems Development, OEIM, VDOE: Mr. Woten is responsible for managing VDOE's group of software engineers and database administrators.

Wendy Kang (5%), Director of Workforce Development Services Research, VCCS: Ms. Kang is responsible for data dissemination, quality and research related to workforce programs operated by the 23 community colleges and the Workforce Investment Act (WIA) in Virginia. In addition, she is the lead staff for the Career Pathways Working Group, which was formed to implement the Virginia Career Pathways System Development Strategic Plan initiated by the Governor and currently led by the Secretary of Education. This plan outlines the need to develop centralized data systems and reporting for education and workforce. Ms. Kang works with many state agencies to ensure proper implementation of the plan, such as the Department of Education, Economic Development Partnership, Department of Labor and Industry, Department of Social Services, Employment Commission, and the State Council for Higher Education. Her role for implementing this grant will be to provide assistance in all areas related to workforce data and career pathways system development.

Aaron Schroeder Ph.D., (10%), Research Scientist, Virginia Tech Institute for Policy and Governance: Dr. Schroeder is currently directing research projects focused on the integration of child-relevant data systems in the Commonwealth of Virginia for the purpose of enhancing Virginia's ability to successfully perform evidence-based program and policy evaluation. This effort, funded through the US Department of Health and Human Services, will link Virginia's early care and education data to the K-12 data. Dr. Schroeder has extensive experience in policy and program development and implementation, data systems analysis and integration, quantitative and qualitative methodologies of evaluation, and the general application of information technologies for the enhancement of public and private sector services.

Ajay Rohatgi, (55%), Agency Outreach Lead, VITA/EAD: Mr. Rohatgi, proposed to serve as the VITA/EAD Project Manager, is a certified project manager with over 20 years experience in the field. As the Agency Outreach Lead for VITA/EAD he is responsible for promoting collaboration in application development by building and maintaining partnerships with various state agencies and secretariats and managing collaborative application development projects. Last year two projects led by Mr. Rohatgi each received a Governor's technology award: Business One Stop Portal – Phase 1 and Creating a Framework to implement Digital Signatures.

Appendix (C)(3)

Using Data to Improve Instruction

There is no appendix for Section (C)(3).

Appendix (D)(1)

Pathways for Teachers and Principals

Appendix (D)(1)--A

CODE OF VIRGINIA

§ 22.1-298.1. Regulations governing licensure.

A. As used in this section:

"Alternate route to licensure" means a nontraditional route to teacher licensure available to individuals who meet the criteria specified in the regulations issued by the Board of Education.

"Licensure by reciprocity" means a process used to issue a license to an individual coming into Virginia from another state when that individual meets certain conditions specified in the Board of Education's regulations.

"Professional teacher's assessment" means those tests mandated for licensure as prescribed by the Board of Education.

"Provisional license" means a nonrenewable license issued by the Board of Education for a specified period of time, not to exceed three years, to an individual who may be employed by a school division in Virginia and who generally meets the requirements specified in the Board of Education's regulations for licensure, but who may need to take additional coursework or pass additional assessments to be fully licensed with a renewable license.

"Renewable license" means a license issued by the Board of Education for five years to an individual who meets the requirements specified in the Board of Education's regulations.

B. The Board of Education shall prescribe, by regulation, the requirements for the licensure of teachers and other school personnel required to hold a license. Such regulations shall include requirements for the denial, suspension, cancellation, revocation, and reinstatement of licensure. The Board of Education shall revoke the license of any person for whom it has received a notice of dismissal or resignation pursuant to subsection F of § 22.1-313 and, in the case of a person who is the subject of a founded complaint of child abuse or neglect, after all rights to any appeal provided by § 63.2-1526 have been exhausted. Regardless of the authority of any other agency of the Commonwealth to approve educational programs, only the Board of Education shall have the authority to license teachers to be regularly employed by school boards, including those teachers employed to provide nursing education.

Notwithstanding the provisions of this section and the Board's authority to license teachers, local school boards shall be authorized to issue valid, three-year local eligibility licenses pursuant to § 22.1-299.3.

C. The Board of Education's regulations shall include requirements that a person seeking initial licensure:

1. Complete professional assessments as prescribed by the Board of Education;

2. Complete study in attention deficit disorder;

3. Complete study in gifted education, including the use of multiple criteria to identify gifted students; and

4. Complete study in methods of improving communication between schools and families and ways of increasing family involvement in student learning at home and at school.

D. In addition, such regulations shall include requirements that:

1. Every person seeking initial licensure or renewal of a license demonstrate proficiency in the use of educational technology for instruction;

2. Every person seeking initial licensure and persons seeking licensure renewal as teachers who have not completed such study shall complete study in child abuse recognition and intervention in accordance with curriculum guidelines developed by the Board of Education in consultation with the Department of Social Services that are relevant to the specific teacher licensure routes;

3. Every person seeking initial licensure or renewal of a license shall receive professional development in instructional methods tailored to promote student academic progress and effective preparation for the Standards of Learning end-of-course and end-of-grade assessments; and

4. Every person seeking licensure with an endorsement as a teacher of the blind and visually impaired shall demonstrate proficiency in reading and writing Braille.

E. The Board's regulations shall require that initial licensure for principals and assistant principals be contingent upon passage of an assessment as prescribed by the Board.

F. The Board shall establish criteria in its regulations to effectuate the substitution of experiential learning for coursework for those persons seeking initial licensure through an alternate route as defined in Board regulations.

G. Notwithstanding any provision of law to the contrary, the Board may provide for the issuance of a provisional license, valid for a period not to exceed three years, to any person who does not meet the requirements of this section or any other requirement for licensure imposed by law.

H. The Board's licensure regulations shall also provide for licensure by reciprocity:

1. With comparable endorsement areas for those individuals holding a valid out-of-state teaching license and national certification from the National Board for Professional Teaching Standards or a nationally recognized certification program approved by the Board of Education. The application for such individuals shall require evidence of such valid licensure and national certification and shall not require official student transcripts;

2. For individuals who have obtained a valid out-of-state license, with full credentials and without deficiencies, that is in force at the time the application for a Virginia license is received by the Department of Education. The individual must establish a file in the Department of Education by submitting a complete application packet, which shall include official student transcripts. An assessment of basic skills as provided in § 22.1-298.2 and service requirements shall not be imposed for these licensed individuals;

however, other licensing assessments, as prescribed by the Board of Education, shall be required; and

3. The Board may include other provisions for reciprocity in its regulations.

(2006, cc. 27, 349; 2008, cc. 474, 827.)

Appendix (D)(1)--B

VIRGINIA ADMINISTRATIVE CODE

Excerpt from the Licensure Regulations for School Personnel
Effective September 21, 2007

[Refer to the following Web address for the full text of the regulations:
http://www.doe.virginia.gov/VDOE/Compliance/TeacherED/nulicvr.pdf]

Part II
Administering the Regulations

8VAC20-22-20. Administering the regulations.

A. In administering this chapter, modifications may be made in exceptional cases by the Superintendent of Public Instruction. Proposed modifications shall be made in writing to the Superintendent of Public Instruction, Commonwealth of Virginia, Virginia Department of Education, P.O. Box 2120, Richmond, Virginia 23218-2120.

B. In administering these regulations, competencies required for endorsement areas are outlined in the Regulations Governing the Review and Approval of Education Programs in Virginia (8VAC20-542). This document should be referenced for detailed information regarding coursework content for endorsements. Individuals must complete the semester hours required for endorsement areas or the equivalent that must be documented and approved by the Department of Education.

Part III
Licensure

8VAC20-22-70. Additional endorsements.

A. An individual who holds a teaching license may add an additional endorsement to the license by passing a rigorous academic subject test prescribed by the Board of Education. This testing option does not apply to individuals who are seeking an early/primary preK-3 or elementary education preK-6 endorsement or who hold a technical professional license, vocational evaluator license, pupil personnel services license, school manager license, or division superintendent license.

B. One or more endorsements may be added to a license provided specific endorsement requirements have been met. Written requests may be made by the licensed professional and should be directed to the Virginia employing educational agency or college or university. If the request is not acted upon by the local educational agency or college or university within 30 days or is disputed, the license holder may make a written request for an additional endorsement directly to the Office of Professional Licensure, Virginia Department of Education. Written requests should be submitted by January 15 to be in effect by July 1 of the same year.

8VAC20-22-60. Designations on licenses for career paths to teaching.

A. Designations on licenses will reflect stages in the professional development of teachers and promote continuing growth and career paths as educators. Criteria and implementation of procedures will be set forth by the Virginia Department of Education.

B. Teaching licenses may be issued with one of the following designations and the designation will be processed as an add-on endorsement. These designations will not apply to the Division Superintendent License, School Manager License, International License, or the Pupil Personnel Services License.

1. Career Teacher: This teacher designation will be issued on a renewable teaching license for individuals who have gained continuing contract status in Virginia.

2. Mentor Teacher: This voluntary teacher designation will be issued on a renewable teaching license for individuals who have achieved the career teacher designation, received a recommendation for the designation from an employing Virginia school division superintendent or designee or accredited nonpublic school head, served at least three years as a mentor teacher in Virginia, documented responsibilities as a mentor, and completed a local or state mentor teacher training program in accordance with the Board of Education requirements for mentor teachers.

3. Teacher as Leader: This voluntary teacher designation will be issued on a renewable teaching license for individuals who have achieved the career teacher designation; completed at least five years of successful, full-time teaching experience in a Virginia public school or accredited nonpublic school; received the recommendation from an employing Virginia school division superintendent or designee or accredited nonpublic school head; and completed one of the following:

a. National board certification or a nationally recognized certification program approved by the Board of Education and a recommendation from an employing Virginia school division superintendent or designee or accredited nonpublic school head and documentation in an approved Department of Education format verifying the individual's demonstrated skills and abilities as a school leader and direct contributions to school effectiveness and student achievement; or

b. A recommendation from an employing Virginia school division superintendent or designee or accredited nonpublic school head and documentation in an approved Department of Education format verifying the individual's demonstrated skills and abilities as a school leader and direct contributions to school effectiveness and student achievement.

8VAC20-22-70. Additional endorsements.

A. An individual who holds a teaching license may add an additional endorsement to the license by passing a rigorous academic subject test prescribed by the Board of Education. This testing option does not apply to individuals who are seeking an early/primary preK-3 or elementary education preK-6 endorsement or who hold a technical professional license, vocational evaluator license, pupil personnel services license, school manager license, or division superintendent license.

B. One or more endorsements may be added to a license provided specific endorsement requirements have been met. Written requests may be made by the licensed professional and should be directed to the Virginia employing educational agency or college or university. If the request is not acted upon by the local educational agency or college or university within 30 days or is disputed, the license holder may make a written request for an additional endorsement directly to the Office of Professional Licensure, Virginia Department of Education. Written requests should be submitted by January 15 to be in effect by July 1 of the same year.

8VAC20-22-90. Alternate routes to licensure.

A. Career switcher alternate route to licensure for career professions. An alternate route is available to career switchers who seek teaching endorsements preK through grade 12 with the exception of special education.

1. An individual seeking a Provisional License through the career switcher program must meet the following prerequisite requirements:

a. An application process;

b. A baccalaureate degree from a regionally accredited college or university;

c. The completion of requirements for an endorsement in a teaching area or the equivalent through verifiable experience or academic study;

d. At least five years of full-time work experience or its equivalent; and

e. Virginia qualifying scores on the professional teacher's assessments as prescribed by the Board of Education.

2. The Provisional License is awarded at the end of Level I preparation. All components of the career switcher alternate route for career professions must be completed by the candidate.

3. The Level I requirements must be completed during the course of a single year and may be offered through a variety of delivery systems, including distance learning programs. If an employing agency recommends extending the Provisional License for a second year, the candidate will enter Level III of the program. Career switcher programs must be certified by the Virginia Department of Education.

a. Level I preparation. Intensive Level I preparation includes a minimum of 180 clock hours of instruction, including field experience. This phase includes, but is not limited to, curriculum and instruction, including technology, reading, and other specific course content relating to the Standards of Learning, differentiation of instruction, classroom/behavior management, instructional design based on assessment data, and human growth and development.

b. Level II preparation during first year of employment.

(1) Candidate seeks employment in Virginia with the one-year Provisional License.

(2) Continued Level II preparation during the first year of employment with a minimum of five seminars that expand the intensive preparation requirements listed in subdivision 3) (a) of this subsection. The five seminars will include a minimum of 20 cumulative instructional hours. A variety of instructional delivery techniques will be utilized to implement the seminars.

(3) One year of successful, full-time teaching experience in a Virginia public or accredited nonpublic school under a one-year Provisional License. A trained mentor must be assigned to assist the candidate during the first year of employment. Responsibilities of the mentor include, but are not limited to, the following:

(a) Collaborate with the beginning teacher in the development and implementation of an individualized professional development plan;

(b) Observe, assess, coach, and provide opportunities for constructive feedback, including strategies for self-reflection;

(c) Share resources and materials;

(d) Share best instructional, assessment, and organizational practices; classroom and behavior management strategies; and techniques for promoting effective communication; and

(e) Provide general support and direction regarding school policies and procedures.

(4) Upon completion of Levels I and II of the career switcher alternate route to licensure program and submission of a recommendation from the Virginia educational employing agency, the candidate will be eligible to apply for a five-year, renewable license. Renewal requirements for the regular license will be subject to current regulations of the Board of Education.

c. Level III preparation, if required.

(1) Post preparation, if required, will be conducted by the Virginia employing educational agency to address the areas where improvement is needed as identified in the candidate's professional improvement plan; and

(2) Upon completion of Levels I, II, and III of the career switcher alternate route to licensure program and submission of a recommendation from the Virginia educational employing agency, the candidate will be eligible to receive a five-year renewable license.

4. Verification of program completion will be documented by the certified program provider and the division superintendent or designee.

5. Certified providers implementing a career switcher program may charge a fee for participation in the program.

B. An alternate route is available to individuals employed by an educational agency who seek teaching endorsements preK through grade 12. Individuals must complete the requirements for the regular, five-year license within the validity period of the provisional license.

1. An individual seeking a license through this alternate route must have met the following requirements:

a. Are entering the teaching field through the alternate route to licensure upon the recommendation of the Virginia employing educational agency;

b. Hold a baccalaureate degree from a regionally accredited college or university with the exception of individuals seeking the Technical Professional License;

c. Have met requirements for the endorsement area; and

d. Need to complete an allowable portion of professional studies and licensure requirements.

2. The professional studies requirements for the appropriate level of endorsement sought must be completed. A Virginia educational agency may submit to the Superintendent of Public Instruction for approval an alternate program to meet the professional studies requirements. The alternate program must include training (seminar, internship, coursework, etc.) in human growth and development, curriculum and instructional procedures (including technology), instructional design based on assessment data, classroom and behavior management, foundations of education and reading.

3. One year of successful, full-time teaching experience in the appropriate teaching area in a Virginia public or accredited nonpublic school must be completed. A fully licensed experienced teacher must be available in the school building to assist the beginning teacher employed through the alternate route.

C. Alternate route in special education. The Provisional License is a three-year nonrenewable teaching license issued to an individual employed as a special education teacher in a public school or a nonpublic special education school in Virginia who does not hold the appropriate special education endorsement. This alternate route to special education is not applicable to individuals employed as speech pathologists. To be issued the Provisional License through this alternate route, an individual must:

1. Be employed by a Virginia public or nonpublic school as a special educator and have the recommendation of the employing educational agency;

2. Hold a baccalaureate degree from a regionally accredited college or university;

3. Have an assigned mentor endorsed in special education; and

4. Have a planned program of study in the assigned endorsement area, make progress toward meeting the endorsement requirements each of the three years of the license, and have completed coursework in the competencies of foundations for educating students with disabilities and an understanding and application of the legal aspects and regulatory requirements associated with identification, education, and evaluation of students with disabilities. A survey course integrating these competencies would satisfy this requirement. The Provisional License through this alternate route shall not be issued without the completion of these prerequisites.

D. Alternate programs at institutions of higher education or Virginia school divisions. Alternate programs developed by institutions of higher education (i) recognize the unique strengths of prospective teachers from nontraditional backgrounds and (ii) prepare these individuals to meet the same standards that are established for others who are granted a license through an alternate route.

E. Experiential learning. Individuals applying for an initial license through the alternate route as prescribed by the Board of Education must meet the following criteria to be eligible to request experiential learning credits in lieu of the coursework for the endorsement (teaching) content area:

1. Hold a baccalaureate degree from a regionally accredited college or university;

2. Have at least five years of documented full-time work experience that may include specialized training related to the endorsement sought; and

3. Have met the qualifying score on the content knowledge assessment prescribed by the Board of Education.

The criteria do not apply to teachers of special education and elementary education (preK-3 and preK-6).

Appendix (D)(1)—C

The chart below shows how the Virginia alternative pathways for **teachers** meet the criteria of having alternative routes that permit providers who operate independently of institutions of higher education (IHEs), and meet each of the criteria listed in the definition of alternative routes to licensure as defined in the Race to the Top notice.

	Virginia Alternative Pathways for Teachers					
Criteria	**Career Switcher Program**	**Experiential Learning**	**Provisional License Route**	**Provisional (Special Education) Route**	**Alternate Programs - IHE**	**Adding Endorsements by Testing (For Licensed Teachers)**
Permit providers who operate independently of IHEs	X	X (recommended by school divisions)	X			
Can be provided by various types of qualified providers	X	X (recommended by school divisions or IHEs)	X			
Are selective in accepting candidates	X	X	X	X	X	
Provide supervised, school-based experiences	X	X	X	X	X	N/A (This route is for licensed teachers.)
Provide ongoing support, such as mentoring	X	X	X	X	X	
Limit the amount of course work required or have options to test out of courses	X	X	X			X
Award the same level of certification (licensure) that traditional preparation programs award upon completion	X	X	X	X	X	X

The chart below shows how the Virginia alternative pathways for **principals** meet the criteria listed in the definition of alternative routes to licensure as defined in the Race to the Top notice.

	Virginia Alternative Pathways for Principals	
Criteria	**Alternate Route to the Administration and Supervision Endorsement (Restricted to a Specified School Division)**	**Alternative Route to the Administration and Supervision Endorsement (Not Restricted)**
Can be provided by various types of qualified providers		
Are selective in accepting candidates	X	X
Provide supervised, school-based experiences	The endorsement requires that the applicant must have completed three years of successful, full-time experience in a public school or accredited nonpublic school in an instructional personnel position that requires licensure in Virginia.	The endorsement requires that the applicant must have completed three years of successful, full-time experience in a public school or accredited nonpublic school in an instructional personnel position that requires licensure in Virginia.
Provide ongoing support, such as mentoring		
Limit the amount of course work required or have options to test out of courses	X	X
Award the same level of certification (licensure) that traditional preparation programs award upon completion	X	X

Appendix (D)(1)--D

CODE OF VIRGINIA

§ 22.1-305.1. Mentor teacher programs.

A. The Board of Education shall establish, from such funds as may be appropriated by the General Assembly, mentor teacher programs utilizing specially trained public school teachers as mentors to provide assistance and professional support to teachers entering the profession and to improve the performance of experienced teachers who are not performing at an acceptable level.

The Board shall issue guidelines for such mentor teacher programs and shall set criteria for beginning and experienced teacher participation, including self-referral, and the qualifications and training of mentor teachers. Such guidelines shall provide that the mentor programs be administered by local school boards, with the assistance of an advisory committee made up of teachers and administrators, and that mentors (i) be classroom teachers who have achieved continuing contract status and who work in the same building as the teachers they are assisting or be instructional personnel who are assigned solely as mentors; (ii) be assigned a limited number of teachers at any time; however, instructional personnel who are not assigned solely as mentors should not be assigned to more than four teachers at any time; and (iii) guide teachers in the program through demonstrations, observations, and consultations to promote instructional excellence. Local school boards shall strive to provide adequate release time for mentor teachers during the contract day.

B. The Board shall serve as fiscal agent for the participating school boards in matters concerning the mentor teacher programs. The Board shall allocate, from such funds as are appropriated, moneys to participating school divisions for the purpose of supporting such programs which shall include, but not be limited to, compensation for mentor teachers.

(1989, c. 516; 1999, cc. 1030, 1037.)

Appendix (D)(3)(E)

Guidelines Developed in Response to the Education Accountability and Quality Enhancement Act of 1999 (HB 2710 and SB 1145)

Approved by the Board of Education June 22, 2000

Acknowledgements

Personnel in the Virginia Department of Education acknowledge with appreciation the contributions of many educators who developed local mentor programs and shared their knowledge gained from experience in the development of the guidelines. The Department of Education also acknowledges the tireless work of the Superintendent's Task Force on the Establishment of a Statewide Teacher Mentor Program representing principals, teachers, school division central offices, and higher education.

The 1999 Virginia General Assembly enacted the Education Accountability and Quality Enhancement Act (HB 2710 and SB 1145) aimed at supporting educator productivity and accountability. The elements of the legislation include the evaluation and training of teachers, assistant principals, principals, central office personnel, and superintendents; salary supplements for teachers receiving National Board Certification; and the mentoring of new teachers and those experiencing difficulties as part of the training continuum for all teachers. The legislation amended the Code of Virginia §22.1-305.1. Mentor Teacher Programs as follows:

> The Board of Education shall establish, from such funds as may be appropriated by the General Assembly, mentor teacher programs utilizing specially trained public school teachers as mentors to provide assistance and professional support to teachers entering the profession and to improve the performance of experienced teachers who are not performing at an acceptable level. The Board shall issue guidelines for such mentor teacher programs and shall set criteria for beginning and experienced teacher participation, including self-referral, and the qualifications and training of mentor teachers. Such guidelines shall provide that the mentor programs be administered by local school boards, with the assistance of an advisory committee made up of teachers and administrators, and that mentors (i) be classroom teachers who have achieved continuing contract status and who work in the same building as the teachers they are assisting or be instructional personnel who are assigned solely as mentors; (ii) be assigned a limited number of teachers at any time; however, instructional personnel who are not assigned solely as mentors should not be assigned to more than four teachers at any time; and (iii) guide teachers in the program through demonstrations, observations, and consultations to promote instructional excellence. Local school boards shall strive to provide adequate release time for mentor teachers during the contract day.

Background

Since 1985, a variety of programs have been implemented throughout Virginia to support beginning teachers.

1985 -1991

The Beginning Teacher Assistance Program (BTAP), initiated in 1985 as the first support program for beginning teachers, evolved into a performance assessment required for licensure. BTAP was rescinded by the General Assembly in 1991.

1985

The Colleague Teacher Project for Chesterfield and Fairfax Counties piloted the concept of the colleague or mentor teacher.

1987

The Virginia General Assembly passed House Bill No. 1085 that established guidelines for the training of cooperating teachers in the supervision of student teachers. The bill also proposed that cooperating teachers be designated as "clinical faculty," and be granted special status by colleges or universities.

1988

The General Assembly allocated funds to the State Council on Higher Education for Virginia (SCHEV) to implement and evaluate clinical faculty programs that operated over a three-year period.

1991

The Department of Education commissioned a qualitative field study of the three-year, clinical faculty projects. The ensuing report suggested that "clinical faculty training is similar to preparation for mentor teachers. It would be cost-effective to combine the two programs giving classroom teachers an opportunity to assist either new teachers or student teachers."

1989 and1991

Two mentor teacher institutes were conducted.

1996

The 1996 session of the General Assembly appropriated $300,000 for 1996 - 1998, $150,000 for each year of the biennium; 31 school divisions established mentor teacher programs that supported more than 2,000 new teachers during the two-year period.

1997

The General Assembly appropriated $75,000 for the State Council of Higher Education (SCHEV) to request proposals from "Clinical Faculty Partnerships" between institutions of higher education and local school divisions. Awards were issued to the Mid-Valley Consortium for Teacher Education and the Regional Clinical Faculty Program in northern Virginia.

1998

The General Assembly appropriated $1.2 million for the 1998-2000 biennium for Clinical Faculty and Mentor Teacher Programs, $500,000 the first year and $700,000 the second year of the biennium; twenty partnerships between local school divisions and institutions of higher education were funded.

House Joint Resolution (HJR) 117 was enacted requesting the Department of Education to study the feasibility of implementing a statewide, one-year induction program as the first year of teaching following the completion of a teacher education program. A study issued in response to HJR 117 stated that, if appropriately funded, a year-long induction program for new teachers was feasible.

1999

The Virginia General Assembly appropriated an additional $300,000 for mentor teacher programs. The Education Accountability and Quality Enhancement Act of 1999 was enacted requiring a mentor for every beginning teacher. A Mentor Teacher Task Force was appointed by the

Superintendent of Public Instruction to develop guidelines for the implementation of mentor programs on a statewide basis. The Report of the Task Force on the Establishment of a Statewide Mentor Teacher Program was presented to the Board of Education on November 18, 1999.

2000

Following the adoption of the Education Accountability and Quality Enhancement Act requiring a mentor for every beginning teacher, the Superintendent of Public Instruction appointed a Mentor Teacher Task Force to develop guidelines for the implementation of mentor programs on a statewide basis. The Report of the Task Force on the Establishment of a Statewide Mentor Teacher Program was presented to the Board of Education on November 18, 1999. The report outlined essential components of a mentor program and recommended increased funding for statewide implementation. The General Assembly allocated a total of $2,750,000 for mentor teacher and clinical faculty programs for the 2000-2002 biennium.

Mission of Mentor Programs

The reality of work in a public school classroom - applying theoretical knowledge, developing effective instructional strategies, meeting individual student's needs, incorporating changing curriculum frameworks, developing high stakes assessment, integrating emerging technology, and remaining sensitive to societal issues - may be one of the most challenging transitions faced by teachers in their entire professional careers.

Mentor programs help beginning teachers make a successful transition into teaching by relying on the expertise of veterans to provide a clinical, real-world training process. Districts that provide effective support attract the most capable candidates, who remain on the job and improve student performance.

New teachers who are mentored receive higher ratings from their principals, develop better planning skills, handle discipline problems more effectively, conduct more productive classroom discussion, and remain in classrooms longer than

teachers who are simply left to "sink or swim." Veteran teachers who serve as mentors report increased professional revitalization, less isolation, greater recognition, and a belief that they impact the profession more than teachers who are not involved in mentoring new professionals.

Characteristics of Mentor Programs

Successful mentor programs begin at the local level. Effective programs are characterized by strong leadership and management. The benefits of mentor programs show a direct correlation to their intensity, i.e., the more programs provide, the greater their success. Programs that are not well-planned and delivered can be counterproductive — half-way measures result in increased stress for beginning teachers and a regression to less effective teaching habits.

Higher standards and greater accountability are increasing the demand for qualified teachers. The National Center for Education Statistics predicts that approximately 2.12 million teachers will be needed by 2008. Although many factors are contributing to the shortage — increased birth and immigration rates, an aging teacher force, reduced class size — the most troubling factor is that both novice and veteran teachers are leaving the profession or never enter the classroom. Nationally, 9.3% of public school teachers leave before they complete their first year and nearly 30% leave the profession within five years of entry. Rural and high poverty districts experience even higher rates of attrition. Often the first to leave are the most academically talented.

Losing a well-educated and talented teacher in the first year of teaching is a tragic loss. Losing a talented teacher because of inadequate support and guidance during the early years is a tragic loss that can be avoided.

Guidelines for the Development of Mentor Programs

These guidelines were developed in response to the Education Accountability and Quality Enhancement Act of 1999 (HB 2710 and SB 1145) and also reflect the work of the Superintendent's Task Force on Mentor Teacher Programs. They are intended to provide guidance to school boards in the meeting the following responsibilities:

Establish program objectives;
Manage the local mentor program;
Develop the program design;
Develop mentor selection criteria;
Establish school administrator responsibilities;
Develop mentor training; and
Evaluate the effectiveness of the mentor program.

I. Program Objectives

The Education Accountability and Quality Enhancement Act of 1999 requires all local school boards to provide probationary teachers, except those who have prior successful teacher experience (as determined by the local school board), a mentor teacher. Local mentor programs should reflect state initiatives and should encompass, but may not necessarily be limited to, the following objectives:

- Retaining quality teachers;
- Improving beginning teachers' skills and performance;
- Supporting teacher morale, communications, and collegiality;
- Building a sense of professionalism, positive attitude;
- Facilitating a seamless transition into the first year of teaching;
- Putting theory into practice;
- Preventing teacher isolation; and
- Building self-reflection.

II. Program Management

The Education Accountability and Quality Enhancement Act of 1999 requires mentor programs to be administered by local school boards with the assistance of an advisory committee made up of teachers and administrators. The specific composition of the advisory committee shall be determined locally but should also include representatives from colleges and universities where clinical faculty/mentor teacher partnerships have been developed.

The specific responsibilities of the mentor advisory committee should encompass, but are not limited to, the following:

- A commitment to beginning teacher support and assessment;
- The management and delivery of support and assessment services to beginning teachers;
- The development of a clearly stated purpose that is grounded in research, supports the Standards of Learning (SOL), and includes the appropriate use of technology;
- The development of beginning teacher participation requirements and expectations as a condition of employment;
- The possession of authority over the details of program design and implementation;
- The delineation of the roles and responsibilities of mentor teachers;
- The criteria for the selection of mentor teachers and incentives for participation;
- The development of the mentor teacher training program and a plan for implementation;
- The creation of an evaluation plan;
- The identification of building principal responsibilities; and
- The allocation and use of resources - allocation of personnel time and resources to enable the beginning teacher mentor program to deliver planned services and maximize beginning teacher success. Local funds may be used to pay a stipend to mentor teachers.

III. Program Design

The program must include a rationale that guides the design of beginning teacher support and assessment services, supports the Standards of Learning and includes the appropriate use of technology. Roles and responsibilities of program participants must be developed collaboratively, clearly defined, and understood by participants. The program design must incorporate the following:

- Opportunities for communication and feedback among program participants, such as central office staff, school site principals, mentor teachers, beginning teachers, etc.

- Development of formal and informal linkages among participants, such as institutions of higher education, the Governor's Best Practice Centers, professional organizations and associations, Training Technical Assistance Centers (TTAC), etc.

- Provision of adequate release time for mentor teachers during the contract day.

- Support services appropriate to the working conditions experienced by beginning teachers such as teaching assignments for beginning teachers that optimize their chances for success, and provision of additional time and resources when beginning teachers are placed in more challenging settings.

- Professional development activities for beginning teachers that are designed to implement the SOL and Technology Standards for Instructional Personnel. The activities must be responsive to the individual teacher needs and concerns and should be derived, in part, from formative assessment information.

- Flexible support systems for the district and the building when a mentor with the content background or at the appropriate grade level is not available.

IV. Mentor Selection Criteria

The following selection criteria, outlined in The Education Accountability and Quality Enhancement Act, require that mentors must:

(i) be classroom teachers who have achieved continuing contract status and who work in the same building as the teachers they are assisting or be instructional personnel who are assigned solely as mentors;

(ii) be assigned a limited number of teachers at any time; instructional personnel who are not assigned solely as mentors should not be assigned to more than four teachers at any time; and

(iii) guide teachers in the program through demonstrations, observations, and consultations to promote instructional excellence.

Additional selection criteria that are well-defined, justifiable, and consistent with mentor responsibilities, may be developed by the local board or the mentor advisory committee. They may include, but are not limited to, the following:

- A history of proficient or outstanding performance appraisals;
- The recommendation of the school principal;
- The completion of mentor training;
- Recognition as an outstanding teacher who maintains positive peer relations;
- Three years of successful teaching experience;
- Understanding of beginning teacher development;
- Willingness to participate in support provider/assessor training;
- Understanding of formative assessment processes;
- Ability to discuss assessment information and share instructional ideas and materials with beginning teachers;
- Possession of effective interpersonal and collaborative skills; and
- Commitment to their own professional growth and learning.

According to §22.1-303.1. of the Code of Virginia, Immunity from Civil Liability for Certain Individuals, "any teacher who, in good faith, participates in conducting a peer review of another teacher or a person who conducts a review of a teacher as a mentor teacher shall be immune from civil liability for any act, omission or statement made in the performance of these duties unless such act, omission or statement was made in bad faith or with malicious intent."

V. School Administrator Responsibilities

School administrators must have knowledge of beginning teacher needs and develop an understanding of the role of administrators in supporting each component of the mentor program. School administrator responsibilities also include, but are not limited, to the following:

- Creation of a supportive school climate;
- Provision of release time; beginning teachers and their mentor teachers must be given time and opportunities to work together on a regular, ongoing basis;
- Development of an instructional design that includes a reduced work load or common planning periods for teachers and their mentors and that keeps nonteaching assignments as low as possible;
- Participation in program orientation;
- Collaboration with other school administrators to implement the mentor program; and
- Supervision and evaluation of the professional relationship developed by mentors and teachers.

VI. Mentor Training

Mentor teachers must have the knowledge and skills to identify and respond to beginning teacher needs and to create a collegial community that positively engages program participants. Mentor training must include, but may not be limited, to the following components:

Uniform Performance Standards and Evaluation Criteria for Teachers

The Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents were adopted by the Board of Education on January 6, 2000, as required by the Education Accountability and Quality Enhancement Act. The criteria are organized by five major categories that reflect the primary responsibilities of teachers. The major categories of evaluation criteria for teachers are as follows: Planning and Assessment, Instruction, Safety and Learning Environment, Communication and Community Relations, and Professionalism. Mentor training must include information about these categories, the evaluation criteria and performance indicators for each, and how they are utilized in the evaluation of new teachers.

Formative Assessment of Beginning Teacher Performance

A mentor teacher must understand how to assess the performance of each beginning teacher. An assessment with one or more complex measures should be conducted at the onset of the program and at multiple points during the first year. The assessment information should guide the selection of activities in the beginning teacher's individual plan. Assessments of each teacher's strengths and needs help target support services where they are most needed. Ongoing assessments can be used to guide the teacher in establishing and pursuing professional development goals.

Development and Use of Individualized Plans

The mentor teacher must collaborate with the beginning teacher in the development and implementation of an individualized professional development

plan. Individualized plans must be based in part on formative assessment results and must be revised according to the beginning teacher's emerging needs. Individualized plans must primarily address the unique needs of individual teachers but may also include common topics and activities for all participants in the program.

Provision of Individualized Assistance

Support activities must be guided by mentor teachers. Activities must be appropriate to the beginning teacher's individual strengths and needs, must be reflected in the individualized plan, and must be provided in a manner that facilitates beginning teacher growth and development.

The specific form of mentor training will be determined locally and may be conducted in various formats. Components of the training program may also include the following:

- Learning to observe, coach, and give constructive feedback to peers, including strategies for self-reflection;
- Utilizing best instructional practices, classroom management, and organization;
- Dealing with difficult or resistant people and conflict resolution;
- Enhancing communication skills and building relationships;
- Clarifying mentor's roles and responsibilities;
- Practicing time management; and
- Developing knowledge of school/district policies and procedures including student assessment, curriculum, guides, and supplemental resources.

VII. Evaluation

The evaluation of the mentor teacher program should involve three major components:

1. Evaluation of the program;
2. Definition of the sources of data; and
3. Standard document design.

The program evaluation should consist of two levels: institutional (evaluates the school division's success in the implementation of the mentor program) and individual (assesses the performance of the new teachers and the mentors).

Evaluation of the mentor teacher program should focus on its effectiveness in meeting the following goals:

1. Retaining quality teachers;
2. Improving teaching performance;
3. Supporting teacher morale, communication, and collegiality; and
4. Facilitating a seamless transition into the first year of teaching.

The evaluation should be comprehensive and ongoing and should include multiple criteria that are related to program goals and objectives. The program evaluation should involve program participants and other stakeholders and lead to substantive program improvements. The school division and all partnership agencies/organizations should participate in the evaluation to assure the quality and effectiveness the program.

Effective evaluation includes the identification of the specific data sources to be used. Clear identification of these sources aid in providing consistency in the evaluation of programs. Sources may include surveys, portfolios and reflective journals, systematic observation (formal/informal), interviews, focus groups, student outcomes (SOL performance and other evidence), and mentor documentation.

Formative Evaluation

Data resources may further be categorized as formative or summative. Formative resources provide evidence of the growth and development of the candidate at specific intervals during the program. Formative evaluation assesses ongoing project activities and usually consists of an implementation evaluation and a progress evaluation.

An implementation evaluation assesses whether the project is being conducted as planned. The following questions are typical of implementation evaluation:

- Were the appropriate participants selected and involved in the planning activities?
- Do the activities and strategies match those described in the plan? If not, are the changes in activities justified and described?
- Were the appropriate staff members hired, and trained, and are they working in accordance with the proposed plan? Were the appropriate materials and equipment obtained?
- Were activities conducted according to the proposed timeline? By appropriate personnel?
- Was a management plan developed and followed?

A progress evaluation assesses the progress made by the participants in meeting the project goals. The following questions are consistent with progress evaluation:

- Are the participants moving toward the anticipated goals of the project?
- Which of the activities and strategies are aiding the participants to move toward the goals?

Summative Evaluation

Summative data resources are reports that are constructed at the conclusion of the mentoring experience. Summative evaluation assesses project success - the extent to which the completed project has met its goals. The following questions are addressed:

- Was the project successful?
- Did the project meet the overall goal(s)?
- Did the participants benefit from the project?
- What components were the most effective?
- Were the results worth the project's cost?
- Is this project replicable and transportable?

An effective evaluation system also includes the design of evaluation instruments that will help to assure fair and consistent implementation of the mentor program. Assessments could include a survey of beginning teachers and mentors to assess the effectiveness of training or to evaluate other services and information. The evaluation system should also provide teacher retention data, information on best practices, and identify emerging needs for new training.

Teacher Participation Criteria

Section 22.1-303. Probationary Terms of Service for Teachers stipulates that "school boards shall provide each probationary teacher, except probationary teachers who have prior successful teaching experience, as determined by the local school board, a mentor teacher during the first year of the probationary period, to assist such probationary teacher in achieving excellence in instruction." In addition, experienced teachers who are not performing at an acceptable level, as determined by the school board, may request to participate in the mentor teacher program to improve their performance level.

Upon employment and assignment to a particular grade or subject, the new teacher will also be assigned to a mentor or must be identified as a member of a mentor cohort from the teacher's school. The teacher should be provided with materials that describe the mentor program, establish a calendar of activities, and clearly state the responsibilities of the mentor and the beginning teacher. Probationary teachers who have prior successful teaching experience, as determined by the school board, need not be provided mentor support.

Definitions

The following words and terms, when used in these guidelines, shall have the meanings indicated unless the context implies otherwise:

Beginning Teacher means a teacher who has completed zero years of full-time teaching experience in a public or an accredited nonpublic school at the time of employment.

Clinical Faculty means experienced teachers who have served successfully as cooperating teachers, meet selection criteria established by the college or university, and receive the consistent, extensive training in supervisory skills in order to be designated clinical faculty by a college or university; usually given special status (adjunct) by college or university and have increased involvement in the preparation of new teachers. (Mentor and clinical faculty training may be combined giving classroom teachers the opportunity to assist either student teachers or new teachers.)

Experienced Teacher means a teacher who holds Virginia licensure and who has completed at least one year of full-time successful teaching experience in a public school or an accredited nonpublic school. "Experienced teacher" also refers to an individual who is completing requirements for an additional endorsement area and is teaching in the new endorsement area for the first time.

Formative Evaluation means an evaluation process that is ongoing, descriptive, nonjudgmental, and performed to help teachers teach better. Formative evaluation is used to identify the teacher's strengths and weaknesses so that appropriate reinforcement or remediation can occur. Formative evaluation procedures are usually conducted with a team approach rather than in a top down fashion.

Mentor means a classroom teacher who has achieved continuing contract status or a retired teacher who meets local mentor selection criteria. The mentors should work in the same building as the teachers they are assisting or be instructional personnel who are assigned solely as mentors. A mentor should be assigned a limited number of teachers at any time. Instructional personnel who are not assigned solely as mentors should not be assigned to more than four teachers at any

time. Mentors guide teachers in the program through demonstrations, observations, and consultations.

Mentor Advisory Committee means a group of local education professionals who are appointed by the local school board to carry out the policies and procedures of the local mentor program. The composition of the advisory committee must be made up of teachers and administrators.

New Teacher means a teacher who has been hired for the first time by the school system but has already completed at least one year of full-time, successful teaching experience prior to employment. New teacher also refers to individuals who are placed in a new school or who are placed in a new instructional subject or level.

Summative Evaluation means an evaluation process that provides data for use in making personnel decisions such as granting tenure, terminating incompetent teachers, and rewarding outstanding teachers. A summative evaluation process helps management make better decisions. It is usually conducted in a top-down fashion by a supervisor to improve the school organization. The goal of summative evaluation is accountability. The products of instruction as well as the process and the person are evaluated.

Appendix (D)(1)--F

VIRGINIA ADMINISTRATIVE CODE

Excerpt from the Licensure Regulations for School Personnel
Effective September 21, 2007
State Board of Education
[Refer to the following Web address for the full text of the regulations:
http://www.doe.virginia.gov/VDOE/Compliance/TeacherED/nulicvr.pdf]

Part VI
Licensure Regulations Governing Support Personnel

8VAC20-22-590. Administration and supervision preK-12.

A. An endorsement in administration and supervision preK-12 consists of Level I, which is required to serve as a building-level administrator or central office supervisor, and Level II, which is an optional endorsement to which an experienced building-level administrator may aspire. Individuals must meet the requirements for the administration and supervision preK-12 endorsement through one of the four options listed in this section and be recommended by a Virginia school division superintendent. A school leader's assessment prescribed by the Board of Education must be met for all individuals who are seeking an initial endorsement authorizing them to serve as principals and assistant principals in the public schools. Individuals seeking an initial administration and supervision endorsement who are interested in serving as central office instructional personnel are not required to take and pass the school leaders assessment prescribed by the Board of Education.

B. Approved program route to Level I administration and supervision preK-12 endorsement. To become eligible for a Level I endorsement under this option, the candidate must have:

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

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

3. Completed an approved program in administration and supervision from a regionally accredited college or university;

4. Completed a minimum of 320 clock hours of a deliberately structured and supervised internship that provides exposure to multiple sites (elementary, middle, high, central office, agency) with diverse student populations. These experiences shall be an integral component of a Virginia Board of Education approved preparation program. The internship must be focused on instructional leadership and learning for all students and must occur in a public school or accredited nonpublic school; and

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

required to take and pass the school leaders assessment prescribed by the Board of Education.

C. Alternate route to Level I administration and supervision preK-12 endorsement restricted to the Virginia school division in which the superintendent submitted the recommendation for endorsement. This endorsement is valid only in the designated Virginia school division and would not be portable or reciprocal. In order to be eligible for Level I endorsement under this option, the candidate must have:

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

2. Completed graduate coursework in school law, evaluation of instruction, and other areas of study as required by an employing Virginia school superintendent; the graduate coursework must be taken from a regionally accredited college or university that has a state-approved administration and supervision program;

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

4. Satisfied the requirements for the school leaders licensure assessment specified by the Board of Education; and

5. Been recommended by the superintendent in the employing Virginia school division.

D. Alternate route to Level I administration and supervision preK-12 endorsement. In order to be eligible for Level I endorsement under this option, the candidate must have:

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

2. Completed graduate coursework in school law, evaluation of instruction, special education, school finance, and educational leadership, and other areas of study as required by an employing Virginia school superintendent; the graduate coursework must be taken from a regionally accredited college or university that has a state-approved administration and supervision program.

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

4. Satisfied the requirements for the school leaders licensure assessment specified by the Board of Education; and

5. Been recommended by the superintendent in the employing Virginia school division.

E. Out-of-state administration and supervision endorsement. The candidate must have:

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

2. A current, valid out-of-state license (full credential) with an endorsement in administration and supervision.

F. Level II endorsement in administration and supervision preK-12. A building-level administrator may seek Level II endorsement in administration and supervision preK-12 after successfully serving as a building-level administrator for at least five years in a public school or accredited nonpublic school and successfully completing a formal induction program as a principal or assistant principal. In order to earn Level II endorsement, the candidate must meet two or more of the following criteria as specified by the Board of Education and documented in a Department of Education approved format and be recommended by the employing Virginia school division superintendent :

1. Evidence of improved student achievement;

2. Evidence of effective instructional leadership;

3. Evidence of positive effect on school climate or culture;

4. Earned doctorate in educational leadership or evidence of formal professional development in the areas of school law, school finance, supervision, human resource management, and instructional leadership; or

5. Evidence of a completion of a high-quality professional development project designed by the division superintendent.

APPENDIX (D)(1)--G

State of Virginia Critical Shortage Teaching Endorsement Areas for 2009-2010 School Year

Prescribed Methodology for Determining
Critical Shortage Teaching Endorsement Areas in Virginia

Overview:

The Appropriation Act (Item 139, paragraph H.1, Chapter 728, 2009 Acts of Assembly), requires the Department of Education to report annually to the General Assembly on the critical teaching shortage areas in Virginia. In response to this requirement, data were obtained from the Supply and Demand Survey for School Personnel sent by the Department of Education to each of Virginia's school division superintendents in October 2008, to determine qualifications for teachers and administrators. Information requested on the survey was based on school data reports as of October 1, 2008. These data will be used to determine 2009-2010 critical shortage teaching endorsement areas in Virginia.

In Virginia, "critical shortage" may be defined in two ways: (1) shortages by subject matter as designated from the top 10 academic disciplines identified in an annual survey of school divisions; or, (2) a school personnel vacancy for which a school division receives three or fewer qualified candidates for a position. Determination of critical shortages in specific teaching endorsement areas and their rankings are dependent on the method of calculation used. As such, specific shortage areas identified will differ among school divisions (i.e., geographic regions) and statewide analysis of subject matter designations.

The 2009-2010 top 10 critical shortage teaching endorsement areas identified statewide were determined based on method number two as noted above and prescribed methodology for designation of teacher shortage areas outlined by the U.S. Department of Education. The top 10 critical shortage teaching endorsement areas will be reported to the Virginia Retirement System and will be used to determine candidate eligibility for the Virginia Teaching Scholarship Loan Program. Endorsement areas were ranked according to the most severe academic teaching shortage areas.

The ranking is based on an aggregation of the total number of unfilled positions (for vacancies with three or fewer applications) received in science, special education, foreign languages, career and technical education, and mathematics. A total of 31 administrative and teaching areas were taken into account to determine the top 10 critical teaching shortage area assignments.

Methodology:

Data analyses include calculated rankings from the total number of school personnel vacancies for which a school division received three or fewer qualified candidates as of October 1, 2008, as reported in the 2008-2009 Supply and Demand Survey for School Personnel. All 132 school divisions responded to the survey. Respondents reported a total of 446 unfilled positions and 268 vacancies for which three or fewer qualified candidates were reported. Additionally, a total of 100,908 full-time equivalent (FTE) teaching positions as of October 1, 2008, were reported for SY2008-2009 in the Instructional Personnel and Licensure annual data collection for school divisions. The percentage of FTE teaching positions for all rankings is less than the 5 percent limit allowed by the U. S. Department of Education. Rankings were totaled and the resulting sum ranked to determine teaching area shortages.

2009-2010 Top 10 Critical Shortage Teaching Endorsement Areas in Virginia

Special Education (special education general curriculum K-12 [learning disabilities; emotional disturbance; mental retardation]; early childhood special education [birth through age 5]; visual impairments preK-12); hearing impairments preK-12; special education adapted curriculum K-12 [severe disabilities]

Speech-language disorders preK-12

Mathematics Grades 6-12

English as a Second Language preK-12

Elementary Education preK-6

Foreign Languages (Spanish preK-12; Latin preK-12)

Science Grades 6-12

Mathematics (Algebra I)

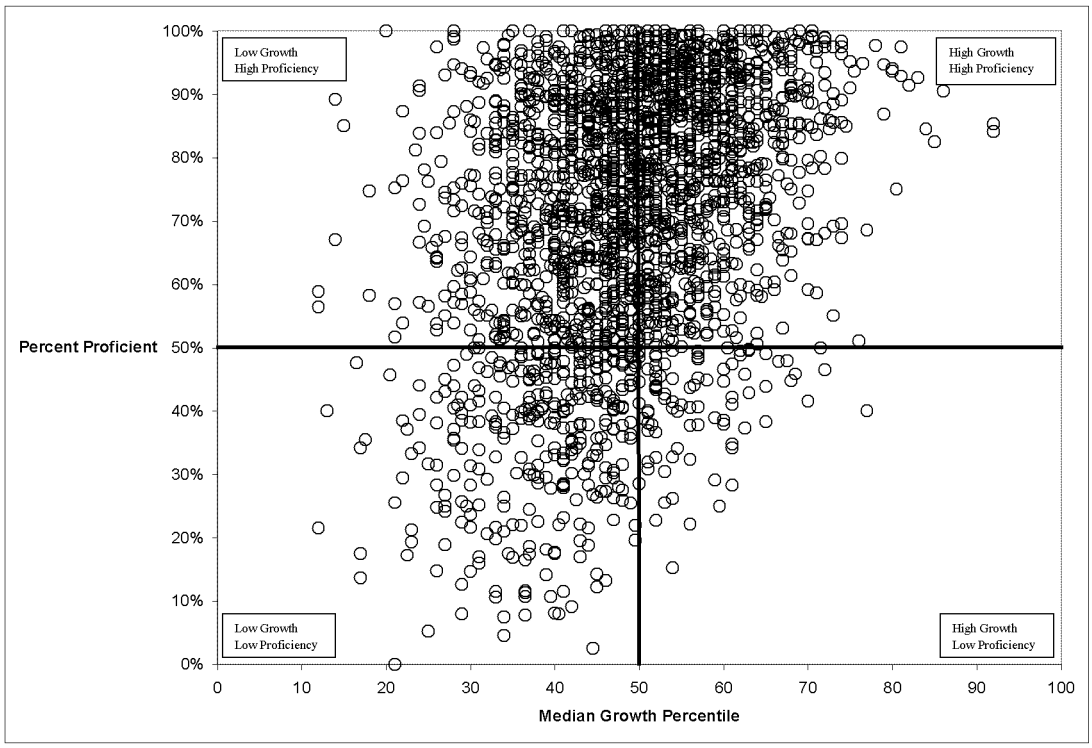
Reading Specialist

Career and Technical Education (technology education; agriculture education)

Appendix (D)(2)

Teacher and Principal Effectiveness Based on Student Performance

Figure 1. Example of the distribution of median growth percentiles and percent of students scoring proficient or better on Massachusetts state assessments, 2009*

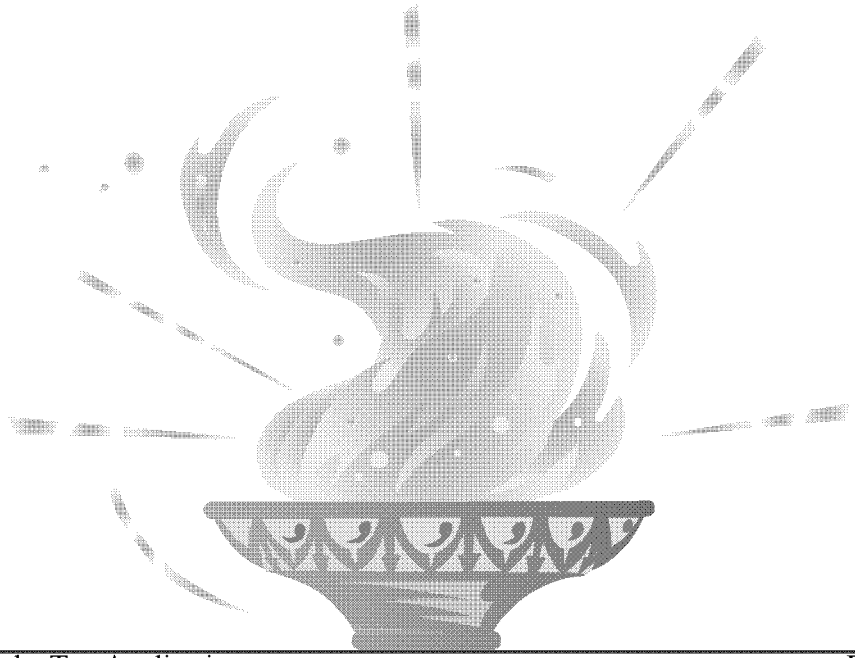


(D)(2)(A). Virginia Standards for the Professional Practice of Teachers

VIRGINIA STANDARDS FOR THE PROFESSIONAL PRACTICE OF TEACHERS

Approved by the
Virginia Board of Education
May 21, 2008

Coordinated by the
Division of Teacher Education and Licensure
Virginia Department of Education
P.O. Box 2120
Richmond, Virginia 23218-2120



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Virginia Standards for the Professional Practice of Teachers

Introduction

The Virginia Standards for the Professional Practice of Teachers have been developed as a result of a recommendation from the Committee to Enhance the K-12 Teaching Profession in Virginia established by the Virginia Board of Education and the State Council of Higher Education for Virginia. These standards are intended as a resource for school divisions in the implementation of the Board of Education's performance standards and evaluation criteria for teachers.

The standards are designed to provide a conceptual model of good teaching. They 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, teaching, and to develop professional development plans to improve teaching practice.

The standards are not intended to describe the performance of beginning teachers, but rather, they are intended to guide the development of all teachers throughout their careers as they continually seek to improve their practice.

The Virginia Standards for the Professional Practice of Teachers are presented in two sections: Standards for the Professional Practice of All Teachers and Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas. The Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas include standards for teachers of English; history and social science; mathematics; science; career and technical education; English as a Second Language; fine arts; foreign language; health, physical, and driver education; and special education. The standards are organized around six interrelated categories of teaching practice. The six categories of standards or teaching practices are:

- Knowledge of Students
- Knowledge of Content
- Planning, Delivery, and Assessment of Instruction
- Safe, Effective Learning Environment
- Communication and Collaboration
- Professionalism

Within each standard are key elements that describe the knowledge that teachers possess and actions that they take to advance student learning. Together these six standards and key elements represent the scope and complexity of teaching.

The Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas follow the same format as the Virginia Standards for the Professional Practice of All Teachers and build on the *Virginia Licensure Regulations for School Personnel* and the *Virginia Standards of Learning*. Standards developed by the National Board for Professional Teaching Standards in the various content areas also guided the work of the content-specific task force members.

To further guide teachers as they define and develop their practice around the six standards, the task force created two supplemental documents. Supplemental Document A uses an inquiry approach to foster ongoing reflection and insights into teaching through questions that encourage teachers to examine key aspects of teaching within each standard. Supplemental Document B provides examples of the knowledge, skills, actions, and attitudes exhibited by teachers who are meeting each standard. These questions address only a sample of important aspects of teaching and are not intended to be used as a checklist. Rather, they are intended to guide the development of all teachers throughout their careers as they continually seek to improve their practice.

Standards for the Professional Practice of All Teachers

Standard One: *Knowledge of Students*

The teacher understands how students learn and develop and provides learning opportunities that support their intellectual, social, and personal development.

Standard Two: *Knowledge of Content*

The teacher understands the central concepts, structures, and processes of the discipline(s) he/she teaches and creates learning experiences that make these aspects of subject matter meaningful to students.

Standard Three: *Planning, Delivery, and Assessment of Instruction*

The teacher plans, delivers, and assesses instruction effectively.

Key Element 1: The teacher designs coherent instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Key Element 2: The teacher plans instruction to achieve objectives that reflect the *Virginia Standards of Learning* and division curriculum guidelines.

Key Element 3: The teacher differentiates instruction to accommodate the learning needs of all students.

Key Element 4: The teacher uses materials, technology, and resources that promote the development of critical thinking, problem solving, and performance skills.

Key Element 5: The teacher selects, evaluates, and adapts multiple methods and instructional strategies to engage students and enhance student learning.

Key Element 6: The teacher uses appropriate verbal, nonverbal, and media communication techniques to foster positive interactions in the classroom.

Key Element 7: The teacher communicates specific performance expectations and uses a variety of assessment strategies to plan instruction and to monitor and document student progress.

Standard Four: *Safe, Effective Learning Environment*

The teacher establishes and maintains a safe and disciplined environment conducive to learning.

Key Element 1: The teacher creates a safe and positive environment for students.

Key Element 2: The teacher manages classroom procedures to maximize academic learning time to ensure continuous student engagement in learning.

Key Element 3: The teacher develops and maintains rapport with students.

Key Element 4: The teacher creates a supportive learning environment for all students that encourages social interaction, active engagement in learning, and self-motivation.

Standard Five: *Communication and Collaboration*

The teacher establishes partnerships and collaborates with families, administrators, colleagues, and community members to promote and support student success.

Key Element 1: The teacher works in partnership with families to promote student learning at home and in the school.

Key Element 2: The teacher collaborates with administrators, colleagues, families, and community members to promote and support student success.

Standard Six: *Professionalism*

The teacher models professionalism.

Key Element 1: The teacher models professional and ethical standards as well as personal integrity in all interactions.

Key Element 2: The teacher continually reflects on, evaluates, and seeks to improve his/her practice.

Key Element 3: The teacher takes responsibility for and participates in a meaningful and continuous process of professional development.

Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas: Teachers of ***English***

Standard One: *Knowledge of Students*

Teachers of English use information regarding students' prior knowledge and development to guide instruction and to develop and enhance English skills.

Standard Two: *Knowledge of Content*

Teachers of English demonstrate an understanding of the knowledge, skills, and processes of English.

Key Element 1: Teachers of English use standards, resources, and techniques to maximize student learning in the areas of speaking, listening, reading, writing, and research.

Key Element 2: Teachers of English use a variety of texts, ideas, perspectives and approaches in the study of literature to expand students' knowledge of themselves and their world.

Key Element 3: Teachers of English apply the conventions of standard English in reading, writing, and oral communication.

Key Element 4: Teachers of English understand the writing process and use a variety of modalities to help students apply knowledge of grammar, usage, and mechanics to the process.

Key Element 5: Teachers of English are knowledgeable of a variety of effective reading strategies and help students develop, recognize, and expand the use of these strategies, as well as adjust them to suit the purpose, task, and text.

Standard Three: *Planning, Delivery, and Assessment of Instruction*

Teachers of English demonstrate knowledge in the planning, delivery, and assessment of English instruction.

Key Element 1: Teachers of English select and create materials based on instructional purpose, literary merit, impact of the medium, parameters of the curriculum and students' developmental needs.

Key Element 2: Teachers of English use a variety of teaching strategies and differentiated instruction to guide students in developing literacy, critical thinking, problem-solving, and writing skills.

Key Element 3: Teachers of English encourage students' self-directed learning and the creative application of oral language, writing, and reading interpretation.

Key Element 4: Teachers of English encourage inquiry and require students to provide credible evidence from a variety of sources.

Key Element 5: Teachers of English incorporate real world texts, technology, and written and oral responses to enhance students' understanding of the importance of language skills beyond the classroom.

Key Element 6: Teachers of English facilitate students' active learning through projects, collaborative work, multi-media, and oral interpretation.

Key Element 7: Teachers of English engage students in a variety of formative and summative assessments to include oral, written, and self-assessments.

Standard Four: *Safe, Effective Learning Environment*

Teachers of English create and maintain a classroom environment that supports and encourages students to develop and practice communication skills. They create an intellectual environment that enables students to develop competence in reading, writing, listening, and speaking skills. They encourage opportunities for students to select texts or issues of personal interest and promote appropriate communication of each student's viewpoints.

Standard Five: *Communication and Collaboration*

Teachers of English collaborate with peers and other educational professionals to extend student learning experiences by inviting poets, authors, storytellers, and other literary professionals into the classroom. These learning experiences may include student writing as well as providing opportunities for speeches, presentations, and dramatic interpretation.

Standard Six: *Professionalism*

Teachers of English reflect on what they teach and how they teach. They keep abreast of current research-based practices in English and continually seek to improve their knowledge and practice.

Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas: Teachers of ***History and Social Science***

Standard One: *Knowledge of Students*

Teachers of history and social science use information regarding student development, prior knowledge, background, interests, and experiences with history and social science to design thoughtful curricula and to provide effective instruction.

Standard Two: *Knowledge of Content*

Teachers of history and social science demonstrate an understanding of the knowledge, skills, processes, and democratic values of history and social science.

Key Element 1: Teachers of history/social science understand the concepts, big ideas, essential questions, and essential knowledge from the disciplines of history, geography, economics, and civics included in the *Virginia Standards of Learning for History and Social Science.*

Key Element 2: Teachers of history/social science integrate knowledge from history, geography, economics, and civics in their courses, and from other academic disciplines as appropriate.

Key Element 3: Teachers of history/social science use content from history, geography, economics, and civics to develop the skills of (1) acquiring, organizing, and interpreting information from primary and secondary sources; (2) historical inquiry; (3) reading and interpreting maps, graphs, charts, and political cartoons; (4) making and defending decisions on public policies; and (5) actively participating in groups.

Key Element 4: Teachers of history/social science understand and appreciate the core values of life, liberty, truth, equality of opportunity, and justice that form the foundation of American democracy and how conflicts exist among these values.

Key Element 5: Teachers of history/social science understand and appreciate the cultural diversity of American society and of the world and how experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference.

Key Element 6: Teachers of history/social science are knowledgeable of significant historical periods, the role of conflict and cooperation, and patterns of continuity and change in United States and World History.

Key Element 7: Teachers of history/social science are knowledgeable of places and regions of the world, the physical processes that shape the earth, patterns of movement and interconnectedness, and the forces of cooperation and conflict among peoples around the world.

Key Element 8: Teachers of history/social science are knowledgeable of the purpose and organization of government and know how to promote the active participation of citizens in a democracy.

Key Element 9: Teachers of history/social science understand how the market economy and other types of global economies organize for the production, distribution and consumption of goods and services.

Standard Three: *Planning, Delivery, and Assessment of Instruction*

Teachers of history and social science demonstrate the knowledge and ability to plan, deliver and assess instruction that enable students to investigate and discuss essential ideas and questions in ways that promote higher order thinking and connections to the real world.

Key Element 1: Teachers of history/social science use the content and investigative processes of history, geography, economics, and civics to promote the thoughtful investigation of essential questions and understandings in the *Virginia Standards of Learning for History and Social Science.*

Key Element 2: Teachers of history/social science organize content from history, geography, economics, and civics into meaningful, coherent, and engaging units of instruction using a variety of instructional strategies, including those that require higher levels of thinking.

Key Element 3: Teachers of history/social science select and organize content from history, geography, economics, and civics that examines value-based topics and addresses controversial historical and contemporary issues.

Key Element 4: Teachers of history/social science connect content and activities to personal or real world experiences.

Key Element 5: Teachers of history/social science model thoughtfulness by asking challenging questions, asking students to explain and provide evidence for conclusions, encouraging students to raise questions and evaluate proposed solutions, and promoting discourse on topics that stimulate higher order thinking.

Key Element 6: Teachers of history/social science encourage and model the skills of historical inquiry, interpreting information from primary sources, maps, charts, graphs, and political cartoons, and making decisions on public issues.

Key Element 7: Teachers of history/social science engage students in a variety of written and oral assessment tasks, including essays, research projects, and various forms of discussion.

Standard Four: *Safe, Effective Learning Environment*

Teachers of history and social science create a learning environment in which thinking, discourse, and respect for diverse viewpoints are the norms.

Key Element 1: Teachers of history/social science create a learning environment in which historical thinking, civic competence, questioning, problem-solving, and decision-making are pursued and encouraged.

Key Element 2: Teachers of history/social science create a learning environment where diverse viewpoints on controversial historical and contemporary issues are explored and respected.

Key Element 3: Teachers of history/social science create opportunities for students to collaborate, discuss, and seek consensus in small and large groups, while accepting disagreements and conflicting points of view with tolerance, understanding, and sensitivity.

Standard Five: *Communication and Collaboration*

Teachers of history and social science use community resources and collaborate with other professionals to expand their knowledge and provide opportunities for their students.

Key Element 1: Teachers of history/social science utilize community resources through field trips, guest speakers, museum artifacts, newspaper and other media, and computer technology.

Key Element 2: Teachers of history/social science encourage students to participate in community-based service and civic learning projects.

Key Element 3: Teachers of history/social science collaborate with their colleagues, discipline experts, and other educational professionals to expand their knowledge of instructional materials and practices, improve their school's history/social science program, and advance teacher and student knowledge of history, geography, economics, and civics.

Standard Six: *Professionalism*

Teachers of history and social science regularly reflect on and seek to improve their practice.

Key Element 1: Teachers of history/social science regularly reflect on what they teach and how they teach.

Key Element 2: Teachers of history/social science continually seek to improve their practice through academic course work, fieldwork, membership in professional organizations, and by attending workshops and conferences.

Key Element 3: Teachers of history/social science take advantage of real-world community opportunities in disciplines they teach (e.g., archaeological digs, museum programs, civic projects).

Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas: Teachers of ***Mathematics***

Standard One: *Knowledge of Students*

Teachers of mathematics interpret and use research on how children learn mathematics as well as use information regarding students' prior knowledge and experiences in mathematics to guide their instruction. Teacher understand the effect of students' age, abilities, interests, and experience on learning mathematics to provide all students an opportunity to enhance their mathematical thinking and extend their opportunities in mathematics.

Standard Two: *Knowledge of Content*

Teachers of mathematics demonstrate an understanding of mathematical concepts and procedures, mathematical problem solving, communication of mathematical ideas, mathematical reasoning, connections within the discipline and to its uses in the world around us, and mathematical representations.

Key Element 1: Teachers of mathematics responsible for instruction at all levels (K-12) understand the key concepts of number and operations, number sense, number systems, algebraic structures, algebra, geometry, measurement, probability and statistics, the role of functions and variables, probabilistic and proportional reasoning.

Key Element 2: Teachers of mathematics demonstrate and foster:

- the disposition to do mathematics
- the confidence to learn mathematics independently
- the development and application of mathematical language and symbolism
- a view of mathematics as a study of patterns and relationships.

Key Element 3: Teachers of mathematics have a thorough understanding of the mathematics they are teaching as well as a vision of where that mathematics is leading.

Standard Three: *Planning, Delivery, and Assessment of Instruction*

Teachers of mathematics use a variety of strategies to continuously monitor students' capacity and inclination to analyze situations, frame and solve problems, and make sense of mathematical concepts and procedures. Teachers of mathematics believe that all students can learn to think mathematically. They understand that teaching is a complex process and not reducible to recipes or prescriptions.

Key Element 1: Teachers of mathematics pose tasks that provide the stimulus for students to think about mathematical concepts and procedures, their connections with other mathematical ideas, and their applications to real-world contexts. These tasks encourage students to reason about mathematical ideas, and to formulate, grapple with, and solve problems.

Key Element 2: Teachers of mathematics select, adapt, and use instructional materials and research-based pedagogy that engage students in active learning, and promote reflective thought and understanding.

Key Element 3: Teachers of mathematics orchestrate discourse that is founded on mathematical ways of knowing and communicating. This interaction, between teacher and students and students with students, fosters the development of critical mathematical processes - problem solving, reasoning and proof, communication, connections, and representation - and influences students' dispositions toward doing mathematics.

Key Element 4: Teachers of mathematics understand and are able to demonstrate appropriate use of manipulatives, calculators, graphing utilities and computer software to enhance and support student understanding to provide learning opportunities and environments in which students use manipulatives, calculators, graphing utilities, and computer software to make sense of the mathematics.

Key Element 5: Teachers of mathematics foster writing in the classroom that requires students to communicate using mathematics and to reflect on their own mathematical understanding.

Standard Four: *Safe, Effective Learning Environment*

Teachers of mathematics create an intellectually and emotionally safe environment in which mathematical thinking is the norm. They understand that what students learn is fundamentally connected to how they learn it. They create an environment that supports and encourages mathematical reasoning and encourages students to make conjectures, experiment with alternative approaches to solving problems, and construct and respond to the mathematics opinions of others.

Standard Five: *Communication and Collaboration*

Teachers of mathematics collaborate with peers and other educational professionals to strengthen their school's mathematics program and advance mathematical knowledge of teachers, students, families, and school communities.

Standard Six: *Professionalism*

Teachers of mathematics regularly reflect on what they teach and how they teach. They keep abreast of research in mathematics and mathematical pedagogy, continually seeking to improve their knowledge and practice.

Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas: Teachers of ***Science***

Standard One: *Knowledge of Students*

Teachers of science use information regarding students' prior knowledge and development in science to guide their instruction in order to provide all students an opportunity to enhance their scientific investigation, reasoning, and logic skills and to extend their opportunities in science.

Standard Two: *Knowledge of Content*

Teachers of science demonstrate an understanding of the knowledge, skills, and the processes of science.

Key Element 1: Teachers of science understand major scientific concepts, principles, theories, and laws of their disciplines included in the *Virginia Science Standards of Learning*.

Key Element 2: Teachers of science understand interrelationships among the disciplines of science.

Key Element 3: Teachers of science use mathematics in the acquisition, analysis, and reporting of data in solving problems.

Key Element 4: Teachers of science convey the unifying concepts of science including systems, order and organization; evidence, models, and explanation; change, constancy, and measurement; evolution and equilibrium; forms and function.

Key Element 5: Teachers of science understand the philosophical tenets, assumptions, goals, and values that distinguish science from pseudo-science.

Key Element 6: Teachers of science use their knowledge of current research to effectively design, conduct, report, and evaluate investigations in science.

Standard Three: *Planning, Delivery, and Assessment of Instruction*

Teachers of science incorporate the nature of science and scientific inquiry into instruction by using the knowledge and significance of science and scientific advances to connect to other disciplines and to daily life.

Key Element 1: Teachers of science engage students in studies of the nature of science including, when possible, the critical analysis of false or doubtful assertions made in the name of science.

Key Element 2: Teachers of science organize and engage students by using different student group learning strategies.

Key Element 3: Teachers of science engage students effectively in developmentally appropriate inquiries that lead them to develop concepts and relationships from their observations, data, and inferences in a scientific manner.

Key Element 4: Teachers of science encourage and model the skills of scientific inquiry as well as the curiosity, openness to new ideas, and skepticism that defines science.

Key Element 5: Teachers of science relate the contributions and significance of science to social and cultural developments.

Key Element 6: Teachers of science relate the historical development of scientific concepts and scientific reasoning to current understanding.

Key Element 7: Teachers of science use multiple strategies to probe for students' scientific preconceptions and use that information to guide their instruction.

Standard Four: *Safe, Effective Learning Environment*

Teachers of science employ the knowledge, skills, and processes for teaching laboratory science in a safe environment including the design and management of learning environments that provide students with the time, space and resources needed for learning science.

Key Element 1: Teachers of science require knowledge and respect for safety in the use of organisms, materials, chemicals, and equipment.

Key Element 2: Teachers of science review and implement general guidelines for safety as well as regulations related to collection and use of living organisms.

Key Element 3: Teachers of science use science materials and teaching strategies that encourage students with diverse abilities, interests, and backgrounds to actively and safely participate in the learning of science.

Key Element 4: Teachers of science develop communities of science learners that reflect the intellectual rigor of scientific inquiry and the attitudes and social values conducive to science learning.

Key Element 5: Teachers of science create and maintain a psychologically and socially safe supportive learning environment conducive to challenging scientific evidence.

Standard Five: *Communication and Collaboration*

Teachers of science demonstrate the importance of relating science to the community and of involving stakeholders and using community resources to promote the learning of science.

Standard Six: *Professionalism*

Teachers of science engage actively and continuously in updating their knowledge of current developments and new technologies.

Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas: Teachers of ***Career and Technical Education***

Standard One: *Knowledge of Students*

Teachers of career and technical education use information regarding student development, prior knowledge, background, interests, and experiences to provide the opportunity for all students to enhance their critical thinking skills and their intellectual, social, personal, and professional development.

Key Element 1: Teachers of career and technical education counsel students about their program of studies, postsecondary plans, career options, labor market trends, and personal and career development.

Key Element 2: Teachers of career and technical education educate their students about opportunities for employment in non-traditional fields.

Key Element 3: Teachers of career and technical education support and advance the development of life skills that enable students to experience quality growth and maturity and achieve personal goals.

Key Element 4: Teachers of career and technical education foster student involvement in the appropriate Career and Technical Student Organization.

Standard Two: *Knowledge of Content*

Teachers of career and technical education understand the central concepts, structures, and processes of the discipline(s) they teach and create learning experiences that make these aspects of subject matter meaningful to students.

Key Element 1: Teachers of career and technical education demonstrate a sound approach to career and technical education, which demands the infusion of the core disciplines in the school curriculum. Teachers not only have to understand these disciplines, they must also know how to select from among the concepts and skills related to their disciplines.

Key Element 2: Teachers of career and technical education are knowledgeable about the subject matter in their field, including new developments, findings, technology, and industry certifications. They explore their subject areas thoroughly to establish and maintain a firm understanding of the content in their field.

Key Element 3: Teachers of career and technical education incorporate workplace readiness skills, all aspects of industry, and internet safety into the curriculum.

Key Element 4: Teachers of career and technical education integrate the appropriate activities and learning opportunities of the career and technical student organization into the curriculum to foster application of learning, to develop leadership skills, and to promote professional development.

Key Element 5: Teachers of career and technical education include all essential competencies in each course in the appropriate discipline(s).

Standard Three: *Planning, Delivery, and Assessment of Instruction*

Teachers of career and technical education demonstrate the knowledge and ability to plan, deliver, and assess instruction based on the essential competencies of the discipline and support the Virginia Standards of Learning.

Key Element 1: Teachers of career and technical education design coherent instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Key Element 2: Teachers of career and technical education differentiate instruction to accommodate the learning needs of all students.

Key Element 3: Teachers of career and technical education use materials, technology, and resources that promote the development of critical thinking, problem solving, and performance skills.

Key Element 4: Teachers of career and technical education select, evaluate, and adapt multiple methods and instructional strategies to engage students and enhance student learning.

Key Element 5: Teachers of career and technical education use appropriate verbal, nonverbal, and media communication techniques to foster positive interactions in the classroom.

Key Element 6: Teachers of career and technical education communicate specific performance expectations and use a variety of assessment strategies to plan and deliver instruction, to monitor and document student progress, and to use the data to plan and modify instruction and assessment as necessary.

Key Element 7: Teachers of career and technical education relate content and activities to personal or real-world experiences and interests.

Key Element 8: Teachers of career and technical education facilitate students' active learning through projects, collaborative work, multimedia, oral interpretation and presentation, work-based learning experiences, and assessment where appropriate.

Standard Four: *Safe, Effective Learning Environment*

Teachers of career and technical education establish and maintain a safe and disciplined environment conducive to learning.

Key Element 1: Teachers of career and technical education create a safe and positive environment for students both in the classroom and where applicable on work-based learning sites.

Key Element 2: Teachers of career and technical education document the classroom and career experiences relevant to safety training and workplace preparation skills.

Key Element 3: Teachers of career and technical education manage classroom procedures to ensure continuous student engagement through maximized learning time.

Key Element 4: Teachers of career and technical education create a supportive learning environment that encourages social interaction, active engagement in learning, and self-motivation for all students.

Standard Five: *Communication and Collaboration*

Teachers of career and technical education establish partnerships and collaborate with families, administrators, colleagues, and community members to promote and support student success.

Key Element 1: Teachers of career and technical education work in partnership with families to promote student learning at home and in school.

Key Element 2: Teachers of career and technical education collaborate with administrators, colleagues, families, and community members to promote and support student success.

Key Element 3: Teachers of career and technical education reinforce a collaborative effort with business and industry through the use of advisory committees where necessary.

Key Element 4: Teachers of career and technical education reinforce, through recruitment efforts, the benefits of career and technical education in collaboration with appropriate school personnel (i.e. administrators, guidance counselors, etc).

Key Element 5: Teachers of career and technical education collaborate with core academic teachers to develop and utilize integrated lesson plans with real world examples and applications.

Key Element 6: Teachers of career and technical education collaborate with teachers of special education to meet the learning needs of all students.

Standard Six: *Professionalism*

Teachers of career and technical education model professionalism.

Key Element 1: Teachers of career and technical education model professional and ethical standards as well as exhibit personal integrity in all interactions.

Key Element 2: Teachers of career and technical education continually reflect on, evaluate, and seek to improve their profession and update their knowledge and skills based on new business and industry trends and technology and educational pedagogy.

Key Element 3: Teachers of career and technical education take responsibility for and participate in meaningful and continuous processes of professional development including membership and participation in appropriate professional and community organizations.

Key Element 4: Teachers of career and technical education affiliate with and maintain appropriate student organizations as a means of promoting student professionalism.

Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas: Teachers of ***English as a Second Language***

Standard One: *Knowledge of Students*

Teachers of English as a Second Language use information regarding students' cultures, English and home language proficiency levels, developmental levels, educational backgrounds, prior knowledge, and experiences to guide instruction and develop English skills.

Standard Two: *Knowledge of Content*

Teachers of English as a Second Language demonstrate that they understand the knowledge, skills, and processes of learning English as a new language.

Key Element 1: Teachers of English as a Second Language demonstrate knowledge of multiple second language acquisition teaching strategies and techniques to expand students' knowledge.

Key Element 2: Teachers of English as a Second Language demonstrate knowledge of English linguistics including morphology, phonology, semantics, and syntax and can apply those principles to instruction.

Key Element 3: Teachers of English as a Second Language have post-secondary (or equivalent) experience in learning a second language.

Key Element 4: Teachers of English as Second Language demonstrate proficiency in listening, reading, speaking and writing in English.

Key Element 5: Teachers of English as a Second Language understand the role of culture and home language in English language development and academic achievement.

Key Element 6: Teachers of English as a Second Language have knowledge of U.S. culture and how to help students make appropriate cultural transitions.

Key Element 7: Teachers of English as a Second Language demonstrate that they understand Virginia's accountability system as it applies to limited English proficient students.

Standard Three: *Planning, Delivery, and Assessment of Instruction*

Teachers of English as a Second Language plan, deliver, and assess instruction effectively to assist limited English proficient students in English language acquisition.

Key Element 1: Teachers of English as a Second Language teach the conventions of the English language required for social situations and also teach skills, vocabulary, and concepts that support students' learning in academic areas.

Key Element 2: Teachers of English as a Second Language effectively use a variety of materials, texts, ideas, perspectives, and approaches to deliver instruction.

Key Element 3: Teachers of English as a Second Language use scientifically based strategies that reflect best current practices in teaching that promote higher order thinking skills.

Key Element 4: Teachers of English as a Second Language teach the standards by identifying, choosing, and adapting a wide range of materials, resources, and technologies in ESL/ content instruction.

Key Element 5: Teacher of English as a Second Language prepare students for participation in Virginia's Standards of Learning including ELP standards and assessments as they apply to limited English proficient students.

Key Element 6: Teachers of English as a Second Language engage students in a variety of ongoing formative and summative assessments to include performance-based assessments appropriate to their English proficiency level.

Key Element 7: Teachers of English as a Second Language use state standards and local curriculum to deliver a coherent curriculum to limited English proficient students through effective long-range, standards-based planning.

Standard Four: *Safe, Effective Learning Environment*

Teachers of English as a Second Language foster a classroom environment that encourages students to develop and practice communication skills.

Key Element 1: Teachers of English as a Second Language value diversity and diverse perspectives by integrating students' cultures into the classroom.

Key Element 2: Teachers of English as a Second Language encourage students to know, value, and respect themselves and others in the classroom, school, and larger community.

Standard Five: *Communication and Collaboration*

Teachers of English as a Second Language collaborate with families, administrators, colleagues and community members to value and support limited English proficient students.

Key Element 1: Teachers of English as a Second Language involve families in the educational process and facilitate parental involvement by accessing resources to make interactions comprehensible to the families.

Key Element 2: Teachers of English as a Second Language promote cross-cultural communication and partnerships among students, families, communities, and schools.

Key Element 3: Teachers of English as a Second Language serve as resources and models for school staff for providing instruction to limited English proficient students.

Standard Six: *Professionalism*

Teachers of English as a Second Language reflect on what they teach and how they teach. They continually seek to improve their knowledge and practice.

Key Element 1: Teachers of English as a Second Language stay current on research, trends, policies, and legal mandates affecting English as a Second Language students and programs through reading and professional development opportunities.

Key Element 2: Teachers of English as a Second Language model a disposition of cultural sensitivity.

Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas: Teachers of the ***Fine Arts***

Standard One: *Knowledge of Students*

Teachers of the fine arts design curricula based on their understanding of students' development, knowledge, interests, experiences, and abilities.

Key Element 1: Teachers of the fine arts understand cognitive, psychomotor, artistic, and emotional stages of student development.

Key Element 2: Teachers of the fine arts demonstrate knowledge of diverse student learning styles and their implication for education in the arts.

Standard Two: *Knowledge of Content*

Teachers of the fine arts demonstrate understanding of central concepts, structures, and processes of their art discipline.

Key Element 1: Teachers of the fine arts demonstrate knowledge of the *Virginia Standards of Learning* in their discipline.

Key Element 2: Teachers of the fine arts demonstrate knowledge of cultural and historical context as they apply to their discipline.

Key Element 3: Teachers of the fine arts demonstrate knowledge and understanding of a variety of aesthetic frameworks and/or philosophies as they apply to their discipline.

Key Element 4: Teachers of the fine arts demonstrate knowledge of instructional methods necessary to develop performance skills.

Standard Three: *Planning, Delivery, and Assessment of Instruction*

Teachers of the fine arts demonstrate knowledge and ability to plan, deliver, and assess learning in the arts.

Key Element 1: Teachers of the fine arts use a variety of instructional materials, ideas, perspectives, and strategies to expand students' understanding of the arts and the relevance of the arts to themselves in a culturally diverse and ever-changing world.

Key Element 2: Teachers of the fine arts use a variety of instructional strategies, resources, and technology to promote development of critical thinking, creative problem solving, and competency in performance skills.

Key Element 3: Teachers of the fine arts offer students opportunities to present their work in a variety of venues and formats.

Key Element 4: Teachers of the fine arts provide opportunities that engage students in a structured analysis of works created and/or performed by themselves and others.

Key Element 5: Teachers of the fine arts provide opportunities for students to conceptualize, improvise, and create.

Key Element 6: Teachers of the fine arts engage students in a variety of summative, formative, and performance-based assessments.

Key Element 7: Teachers of the fine arts provide opportunities for students to demonstrate knowledge of relationships between fine arts and other disciplines.

Key Element 8: Teachers of the fine arts provide opportunities for students' awareness of careers in the arts and related job skills.

Standard Four: *Safe, Effective Learning Environment*

Teachers of the fine arts establish and maintain a safe and disciplined environment conducive to learning and performing in the arts.

Key Element 1: Teachers of the fine arts create a safe learning environment for the exploration and discussion of diverse artistic issues.

Key Element 2: Teachers of the fine arts demonstrate, promote, and plan for safe use of materials and equipment.

Key Element 3: Teachers of the fine arts are proactive in seeking information and advocating on behalf of a safe learning and performing environment.

Key Element 4: Teachers of the fine arts demonstrate and promote copyright and royalty requirements when exhibiting, producing, or otherwise using the works of others.

Key Element 5: Teachers of the fine arts use materials, methods, information, and technology in an ethical manner.

Standard Five: *Communication and Collaboration*

Teachers of the fine arts establish partnerships and collaborate with families, administrators, colleagues, and community resources to support programs and promote student success in the arts.

Standard Six: *Professionalism*

Teachers of the fine arts reflect on what they teach and how they teach, continually seeking to improve their expertise through performance, research, study, and service.

Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas: Teachers of ***Foreign Languages***

Standard One: *Knowledge of Students*

Teachers of foreign languages consider students' prior knowledge and experiences to guide their instruction and to provide all students an opportunity to achieve proficiency in languages other than English.

Standard Two: *Knowledge of Content*

Teachers of foreign languages demonstrate knowledge, skills, and linguistic structures of the target language and create learning experiences that make these aspects of the subject matter meaningful to students.

Key Element 1: Teachers of foreign languages demonstrate proficiency in listening, reading, speaking, and writing in the target language and understand the concepts and content included in the *Virginia Foreign Language Standards of Learning*.

Key Element 2: Teachers of foreign languages demonstrate a broad understanding of the K-12 foreign language curriculum continuum.

Key Element 3: Teachers of foreign languages understand and appreciate cultural diversity and how experiences may be interpreted differently.

Key Element 4: Teachers of foreign languages understand interrelationships among other academic disciplines.

Key Element 5: Teachers of foreign languages integrate knowledge from other academic disciplines.

Key Element 6: Teachers of foreign languages use a variety of resources and approaches to maximize all aspects of language learning.

Key Element 7: Teachers of foreign languages help students apply knowledge of grammar, vocabulary, pronunciation, and mechanics for communication within the cultural context of the target language.

Key Element 8: Teachers of foreign languages use technology to provide students increased access to information around the world.

Standard Three: *Planning, Delivery, and Assessment of Instruction*

Teachers of foreign languages demonstrate the ability to plan, deliver, and assess instruction designed to enable students to communicate effectively.

Key Element 1: Teachers of foreign languages plan instruction to achieve objectives that reflect the *Virginia Foreign Language Standards of Learning* and division curriculum guidelines.

Key Element 2: Teachers of foreign languages incorporate a variety of instructional strategies and techniques that address student learning styles and abilities.

Key Element 3: Teachers of foreign languages provide opportunities for students to understand and appreciate cultures other than their own.

Key Element 4: Teachers of foreign languages use the target language as the primary language of instruction and provide extensive opportunities for its use by students.

Key Element 5: Teachers of foreign languages provide a rich and stimulating learning environment that incorporates authentic resources, including interaction with or exposure to native speakers.

Key Element 6: Teachers of foreign languages select, evaluate, and adapt multiple methods and strategies to actively engage students and enhance communication skills.

Key Element 7: Teachers of foreign languages use a variety of strategies to guide students in developing critical thinking skills.

Key Element 8: Teachers of foreign languages consistently monitor and assess student progress in a manner that reflects all aspects of language learning.

Standard Four: *Safe, Effective Learning Environment*

Teachers of foreign languages establish and maintain a safe, respectful, supportive, and disciplined learning environment.

Key Element 1: Teachers of foreign languages create a learning environment in which diverse cultural viewpoints are explored and respected.

Key Element 2: Teachers of foreign languages create a rapport with students that encourages social interaction, risk-taking, and active engagement in learning.

Standard Five: *Communication and Collaboration*

Teachers of foreign languages work collaboratively with colleagues and the global community to expand their knowledge, provide opportunities for their students, and promote foreign language learning.

Standard Six: *Professionalism*

Teachers of foreign languages stay informed of current practices in language instruction and regularly seek to improve their knowledge and methodology. They interact in an ethical and professional manner with administrators, colleagues, parents, students, and the community.

Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas: Teachers of ***Health Education, Physical Education, and Driver Education***

Standard One: *Knowledge of Students*

Teachers of health education, physical education, and driver education use information regarding students' growth and development, prior knowledge, background, interests, and experiences to guide instruction and to provide opportunity for all students to enhance their physical, cognitive, social, and emotional skills.

Standard Two: *Knowledge of Content*

Teachers of health education, physical education, and driver education demonstrate an understanding of concepts, skills, and processes of health education, physical education, and driver education.

Key Element 1: Teachers of health education and physical education convey the fact that physical activity and a health-enhancing level of fitness are important to the health and well-being of individuals.

Key Element 2: Teachers of health education, physical education, and driver education have knowledge of how to adjust content for different approaches to learning and to design instructional strategies using learners' strengths as the basis for growth in the physical, cognitive, social, and emotional domains.

Key Element 3: Teachers of health education, physical education, and driver education use interdisciplinary learning experiences that allow students to integrate content knowledge, skills, and methods of inquiry from health education, physical education, driver education, and other subject areas.

Key Element 4: Teachers of physical education and driver education apply motor learning concepts and principles to help students learn the skills necessary to perform a variety of physical activities.

Key Element 5: Teachers of health education, physical education, and driver education provide the knowledge, processes, and skills needed to help students avoid health-risk behaviors.

Key Element 6: Teachers of health education, physical education, and driver education promote a safe and healthy community by focusing on health concepts and skills needed to facilitate the formation of healthy behaviors and practices.

Key Element 7: Teachers of health education, physical education, and driver education identify methods of accessing, evaluating and using health information, products, and services to enhance the health of self and others.

Key Element 8: Teachers of driver education use standards, resources, and instructional techniques to maximize student learning in the areas of traffic laws, licensing procedures, usual search skills, space management, vehicle balance, risk-reducing strategies, and responsible driving behaviors when alone and with peers.

Standard Three: *Planning, Delivery, and Assessment of Instruction*

Teachers of health education, physical education, and driver education demonstrate knowledge and expertise in using a variety of strategies to plan, deliver, monitor, and assess instruction effectively.

Key Element 1: Teachers of health education, physical education, and driver education plan instruction to achieve objectives that reflect the *Virginia Standards of Learning* and division curriculum guidelines.

Key Element 2: Teachers of health education, physical education, and driver education use different approaches to learning and create appropriate instruction for diverse learners.

Key Element 3: Teachers of health education, physical education, and driver education plan and implement a variety of developmentally appropriate instructional strategies to promote healthy decisions that improve or sustain personal, family, and community health.

Key Element 4: Teachers of health education, physical education, and driver education use formal and informal assessment strategies to foster physical, cognitive, social, and emotional development of learners (e.g., criterion-referenced and norm-referenced testing, formative and summative evaluations, motor performance and physical fitness profiles, portfolio, and authentic assessments).

Key Element 5: Teachers of health education, physical education, and driver education use short- and long-term planning to reach curricular goals.

Key Element 6: Teachers of health education, physical education, and driver education use and interpret student data to guide instruction.

Key Element 7: Teachers of health education, physical education, and driver education maintain records of student performance and communicate progress based on appropriate indicators.

Key Element 8: Teachers of health education, physical education, and driver education use ongoing assessment to identify student needs.

Key Element 9: Teachers of health education, physical education, and driver education design and implement learning experiences that are safe, appropriate, realistic, and relevant based on principles of effective instruction (e.g., that activate students' knowledge, anticipate pre-conceptions, encourage exploration and problem solving, and build on skills and experiences).

Standard Four: *Safe, Effective Learning Environment*

Teachers of health education, physical education, and driver education establish and maintain a safe and disciplined environment conducive to learning.

Key Element 1: Teachers of health education, physical education, and driver education use different approaches to learning and create appropriate instruction for diverse learners (e.g., IEP, medical notes).

Key Element 2: Teachers of health education, physical education, and driver education use principles of effective management and a variety of strategies to promote equitable and meaningful learning.

Key Element 3: Teachers of health education, physical education, and driver education organize, allocate, and manage resources (e.g., time, space, equipment, activities, and supervision) to provide safe, active, and equitable learning experiences.

Key Element 4: Teachers of health education, physical education, and driver education use managerial and instructional practices to create effective learning experiences and environments.

Key Element 5: Teachers of health education, physical education, and driver education use an understanding of individual and group motivation and behavior to create a safe learning environment that encourages active engagement in learning, self-motivation, and positive interaction.

Key Element 6: Teachers of health education, physical education, and driver education provide opportunities for student input that increase the student's commitment to learning.

Standard Five: *Communication and Collaboration*

Teachers of health education, physical education, and driver education foster relationships and effective communication with students, colleagues, families, and community members to expand their knowledge, provide opportunities for their students, and promote safe and healthy communities.

Key Element 1: Teachers of health education, physical education, and driver education use a variety of methods to communicate with colleagues, families, and community (electronic communications, bulletin boards, music, task cards, posters, video, faculty meetings, open houses, newsletters, and conferences).

Key Element 2: Teachers of health education, physical education, and driver education respect student privacy and the confidentiality of information.

Key Element 3: Teachers of health education, physical education, and driver education demonstrate sensitivity to ethnic, cultural, economic, ability, gender, and environmental differences.

Key Element 4: Teachers of health education, physical education, and driver education establish positive relationships with family members to support student growth and well-being.

Key Element 5: Teachers of health education, physical education, and driver education participate in collegial activities to make the school community a productive and healthy learning environment.

Standard Six: *Professionalism*

Teachers of health education, physical education, and driver education regularly seek to improve their knowledge and practice, and stay informed of current research-based practices and new technologies. They interact in an ethical and professional manner with administrators, parents, students, and the community.

Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas: Teachers of ***Special Education***

Standard One: *Knowledge of Students*

Teachers of special education understand how students learn and develop, and provide learning opportunities that support their intellectual, social, and personal development.

Key Element 1: Teachers of special education review data, assessments, and diagnostic information to develop and modify appropriate Individualized Education Programs (IEP) for students.

Key Element 2: Teachers of special education encourage social and emotional growth by acknowledging the effect of peers and peer groups on the students' social and emotional development and their diverse needs (e.g., low ego strength, social perception, how it affects the individual student).

Key Element 3: Teachers of special education communicate the knowledge they obtain about students with a disability to other appropriate staff members, community, and families within the guidelines of confidentiality.

Key Element 4: Teachers of special education identify and assess the assistive technology needs of each student and develop and modify appropriate Individualized Education Programs for the student.

Key Element 5: Teachers of special education understand typical and atypical human growth and development.

Key Element 6: Teachers of special education understand the educational implication of characteristics of various exceptionalities and support students in the development of self-determination skills by teaching them to understand their disability and the modifications or accommodations they may need to be successful in the various settings.

Key Element 7: Teachers of special education know the characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family.

Key Element 8: Teachers of special education are knowledgeable regarding family systems and the role of families in supporting development.

Key Element 9: Teachers of special education understand the similarities and differences among individuals with exceptional learning needs.

Key Element 10: Teachers of special education are knowledgeable regarding the effects of various medications on individuals with exceptional learning needs.

Standard Two: *Knowledge of Content*

Teachers of special education understand the central concepts, structures, and processes of the discipline(s) taught and create learning experiences that make these aspects of subject matter meaningful to students.

Key Element 1: Teachers of special education are knowledgeable regarding laws, regulations and policies governing special education.

Key Element 2: Teachers of special education are knowledgeable regarding the general or aligned curriculum framework, *Virginia Standards of Learning*, and assessment at all levels.

Key Element 3: Teachers of special education understand interrelationships across disciplines.

Key Element 4: Teachers of special education are knowledgeable regarding research-based, promising practices in learning strategies, basic literacy, numeracy, content enhancements, social/behavioral skills, transition, advocacy, curriculum-based assessment, and response to intervention.

Key Element 5: Teachers of special education are knowledgeable regarding access and integration of related services.

Key Element 6: Teachers of special education are knowledgeable regarding historical points of view and contribution of culturally diverse groups and the potential impact of differences in values, languages, and customs that can exist between home and school.

Standard Three: *Planning, Delivery, and Assessment of Instruction*

Teachers of special education demonstrate knowledge and expertise in using a variety of strategies to plan, deliver, monitor, and assess instruction effectively.

Key Element 1: Teachers of special education take into consideration cultural, linguistic, and gender differences when designing coherent instruction and materials based upon knowledge of instructional purpose, the Individualized Education Program, and developmental needs.

Key Element 2: Teachers of special education collaborate with colleagues, the individual, and the family in setting instructional and transition goals and monitoring progress.

Key Element 3: Teachers of special education are knowledgeable in the use of data as a reflective and instructional decision-making tool when evaluating instruction and monitoring progress of individuals with exceptional learning needs.

Key Element 4: Teachers of special education differentiate, modify, and adapt instruction to accommodate the learning needs of all students in various educational settings.

Key Element 5: Teachers of special education use appropriate verbal, nonverbal, and media communication techniques to foster positive interactions in the classroom.

Key Element 6: Teachers of special education use a variety of materials, technology, and assistive technology and resources that promote the development of independent thinking, self-determination, problem solving, and performance skills to relate classroom-based instruction to real world experiences.

Key Element 7: Teachers of special education communicate specific performance expectations and use a variety of assessment strategies to plan instruction and to monitor and document student progress toward successful achievement of the *Virginia Standards of Learning*.

Key Element 8: Teachers of special education use functional assessments to plan instruction and to monitor and document student progress toward successful achievement of their goals.

Key Element 9: Teachers of special education use instructional time effectively.

Key Element 10: Teachers of special education are knowledgeable of legal provisions and ethical principles regarding assessment of individuals.

Key Element 11: Teachers of special education are knowledgeable regarding the terminology, use, and limitations of assessment instruments, including cultural bias, and effectively communicate the results to all stakeholders.

Key Element 12: Teachers of special education develop or modify individualized assessment strategies.

Key Element 13: Teachers of special education use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally or linguistically diverse backgrounds.

Standard Four: *Safe, Effective Learning Environment*

Teachers of special education establish and maintain a safe and disciplined environment conducive to learning.

Key Element 1: Teachers of special education create a learning environment with clear expectations in which students learn self-discipline and self-determination.

Key Element 2: Teachers of special education use positive behavioral support strategies that encourage students with diverse abilities, interests, and backgrounds to participate actively and safely in learning the general curriculum.

Key Element 3: Teachers of special education establish and maintain rapport with students based on mutual respect, understanding of individual student differences, and open communication.

Key Element 4: Teachers of special education organize, design, and sustain a psychologically and socially safe supportive environment conducive to learning challenging academic content.

Key Element 5: Teachers of special education demonstrate effective management of teaching and learning.

Key Element 7: Teachers of special education are knowledgeable of ways to create learning environments that allow individuals to retain and appreciate their own and each other's respective language and cultural heritage.

Key Element 8: Teachers of special education identify realistic expectations for personal and social behavior in various settings.

Key Element 9: Teachers of special education identify supports needed for integration into various program placements for students.

Key Element 10: Teachers of special education use the appropriate behavior management strategies consistent with the needs of the individual with exceptional learning needs.

Standard Five: *Communication and Collaboration*

Teachers of special education encourage effective collaboration and communication with team members to plan transition at all levels that encourages participation with communities, schools, administrators, general educators, parents, and other service providers.

Key Element 1: Teachers of special education maintain confidential communication about individuals with exceptional learning needs.

Key Element 2: Teachers of special education communicate effectively and in a timely manner with families of individuals with exceptional learning needs from diverse backgrounds when discussing instructional and functional goals and student progress.

Key Element 3: Teachers of special education collaborate with team members to plan transition at all levels that encourages full school and community participation.

Key Element 4: Teachers of special education communicate the effects of cultural and linguistic differences on student growth and development.

Key Element 5: Teachers of special education are knowledgeable regarding ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding.

Key Element 6: Teachers of special education use strategies to support and enhance communication skills of individuals with exceptional learning needs.

Key Element 7: Teachers of special education use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language and for students who are nonverbal.

Key Element 8: Teachers of special education are knowledgeable of concerns of families of individuals with exceptional learning needs and strategies to help address these concerns.

Key Element 9: Teachers of special education collaborate with families and others in assessment of individuals with exceptional learning needs.

Key Element 10: Teachers of special education foster respectful and beneficial relationships between families and professionals and assist individuals with exceptional learning needs and their families in becoming active participants in the educational team.

Standard Six: *Professionalism*

Teachers of special education reflect on what they teach, how they teach, and who they teach. They keep abreast of current research-based practices in special education and continually seek to improve and enhance their knowledge and practice.

Key Element 1: Teachers of special education model professional and ethical standards as well as personal integrity in all interactions.

Key Element 2: Teachers of special education continually reflect, evaluate, and seek to improve their practice.

Key Element 3: Teachers of special education take responsibility for and participate in meaningful and continuous professional development.

Key Element 4: Teachers of special education act ethically in advocating for appropriate services.

Key Element 5: Teachers of special education conduct professional activities in compliance with applicable laws and policies.

Key Element 6: Teachers of special education demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.

Key Element 7: Teachers of special education demonstrate sensitivity for individual differences.

Key Element 8: Teachers of special education obtain assistance as needed.

Key Element 9: Teachers of special education use verbal, nonverbal, and written language effectively.

Key Element 10: Teachers of special education engage in professional activities that benefit individuals with exceptional learning needs, their families, and one's colleagues.

The Virginia Standards for the Professional Practice of Teachers: Supplemental Document A - ***Inquiry Format***

Standard One: *Knowledge of Students*

The teacher understands how students learn and develop and provides learning opportunities that support their intellectual, social, and personal development.

As teachers reflect on this standard, they may ask themselves the following questions:

A. As I establish appropriate learning goals for my students, how can I consistently convey my belief in their ability to be successful learners?

B. How does my knowledge of the physical, social, emotional, and cognitive development of my students influence my plans for instruction?

C. What efforts have I made to accommodate my students' differences in development and their diverse abilities and talents?

D. How do I acknowledge the language, values, and cultural traditions of my students' families and communities in ways that build understanding and respect for others?

E. What evidence do I see that my students are actively engaged in learning and are making progress in taking responsibility for their own learning?

F. What do I do to help my students reflect the attitudes and behaviors of good citizenship at school and in the community?

Standard Two: *Knowledge of Content*

The teacher understands the central concepts, structures, and processes of the discipline(s) he/she teaches and creates learning experiences that make these aspects of subject matter meaningful to students.

As teachers reflect on this standard, they may ask themselves the following questions:

A. How am I using national, state, and local standards within my content area(s)?

B. What new resources and techniques in my content area(s) am I using?

C. How do I stay abreast of current research, diverse perspectives, and new strategies within my discipline(s)?

D. How do I create learning experiences that allow students to integrate the knowledge, skills, and methods of inquiry used in the discipline and link them to prior learning?

Standard Three: *Planning, Delivery, and Assessment of Instruction*

The teacher plans, delivers, and assesses instruction effectively

Key Element 1: The teacher designs coherent instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

As teachers reflect on this key element, they may ask themselves the following questions:

A. Have I aligned my instruction with the curriculum scope and sequence?

B. How have I encouraged my students to develop skills and understand concepts in addition to mastering facts?

C. When selecting resources and literature, how do I decide if they are relevant, appropriate, and sufficiently current to meet the needs of all of my students?

D. What connects this lesson to my students' prior learning?

E. How do my lessons reflect the goals and needs of the school and community?

F. How do I link my students' learning to their community beyond the school?

G. How do I make my lessons relevant to my students' lives and experiences?

H. How do I adjust my instruction based on my current assessment of students' mastery and understanding?

Key Element 2: The teacher plans instruction to achieve objectives that reflect the *Virginia Standards of Learning* and division curriculum guidelines.

As teachers reflect on this key element, they may ask themselves the following questions:

A. How do I ensure that my instruction aligns with division guidelines and the *Virginia Standards of Learning*?

B. How do the learning activities that I select or design connect to my stated instructional goals and objectives?

C. How do I ensure that my lessons are clear, logical, and sequential?

Key Element 3: The teacher differentiates instruction to accommodate the learning needs of all students.

As teachers reflect on this key element, they may ask themselves the following questions:

A. How have the developmental level and needs of my students influenced my plans for instruction?

B. What sort of teaching strategies do I use to accommodate the diverse learning needs of my students?

C. What opportunities have I provided for students to explore concepts in varying degrees of depth, breadth, and complexity?

D. How do I build on my students' strengths while developing all areas of competence?

E. What adaptations have I made to provide individuals with additional support while addressing the pacing of instruction for my students as a whole?

F. How do I use data about the performance of my students to make instructional decisions?

G. How have I collaborated with resource teachers to provide materials, resources, and activities to match the abilities of my students with special learning needs?

Key Element 4: The teacher uses materials, technology, and resources that promote the development of critical thinking, problem solving, and performance skills.

As teachers reflect on this key element, they may ask themselves the following questions:

A. What criteria do I use to select appropriate and challenging materials and media that are closely aligned with my instructional goals?

B. How do the materials and activities I select promote independent thinking and develop problem-solving skills among my students?

C. How do I foster academic curiosity and critical thinking in my students?

D. How have I used media and technology resources to vary learning experiences?

Key Element 5: The teacher selects, evaluates, and adapts multiple methods and instructional strategies to engage students and enhance student learning.

As teachers reflect on this key element, they may ask themselves the following questions:

A. How do I effectively structure questions to solicit comments, questions, examples, and feedback from students throughout my lessons?

B. How can I determine that I have engaged students' attention? What strategies do I use to recapture or refocus students' attention?

C. What kind of activities do I use to provide guided and independent practice?

D. What do I do to encourage my students to ask questions and actively participate in class?

E. What kind of opportunities do I provide for students to interact with ideas, materials, teachers, and one another?

F. What do I do to encourage students to reflect on and assume responsibility for learning?

Key Element 6: The teacher uses appropriate verbal, nonverbal, and media communication techniques to foster positive interactions in the classroom.

As teachers reflect on this key element they may ask themselves the following questions:

A. How does my use of standard language, including correct vocabulary and grammar, positively impact my students' learning?

B. How can I determine that I am communicating clear and concise learning goals, explanations, and directions to my students?

C. What techniques do I use to model effective communication as I convey ideas and information?

D. What do I do to foster student expression in speaking, writing, and other media?

Key Element 7: The teacher communicates specific performance expectations and uses a variety of assessment strategies to plan instruction and to monitor and document student progress.

As teachers reflect on this key element, they may ask themselves the following questions:

A. How do I ensure that my expectations for learning are communicated clearly to students and parents?

B. What do I do to monitor student understanding on an ongoing basis? How do I use the results of student assessments to evaluate and adjust my teaching?

C. How do I determine if I am using a variety of assessments that align with the concepts and skills I have taught?

D. What value does my feedback have in helping students improve and progress?

E. How do I ensure that my students, parents, and colleagues understand how I assess and report student progress?

F. What strategies do I use to prepare my students for the *Virginia Standards of Learning* tests and standardized testing?

Standard Four: *Safe, Effective Learning Environment*

The teacher establishes and maintains a safe and disciplined environment conducive to learning.

Key Element 1: The teacher creates a safe and positive environment for students.

As teachers reflect on this key element, they may ask themselves the following questions:

A. How do I ensure that my expectations for student behavior are communicated clearly to students, parents, and the community?

B. How do I ensure fairness and consistency in implementing disciplinary procedures?

C. What do I do to promote self-discipline and conflict resolution skills among my students?

D. How do I recognize and celebrate the achievements of my students?

Key Element 2: The teacher manages classroom procedures to maximize academic learning time to ensure continuous student engagement in learning.

As teachers reflect on this key element, they may ask themselves the following questions:

A. How does my organization of my classroom support learning and safety and minimize disruptions?

B. How do classroom rules and procedures maximize efficient use of my students' and my own time and effort?

Key Element 3: The teacher develops and maintains rapport with students.

As teachers reflect on this key element, they may ask themselves the following questions:

A. What steps do I take to ensure that my interactions with students are respectful?

B. How do I convey my personal enthusiasm for learning?

C. How do I model caring, fairness, a sense of humor, courtesy, respect, and active listening for my students?

D. How do I demonstrate concern for students' emotional and physical well-being?

E. How do I incorporate information about students' interests and opinions in my interactions with students?

Key Element 4: The teacher creates a supportive learning environment for all students that encourages social interaction, active engagement in learning, and self-motivation.

As teachers reflect on this key element, they may ask themselves the following questions:

A. How do I encourage students to respect themselves and others?

B. How do I clearly communicate my expectations for appropriate interactions among students?

C. What do I do to encourage students to take pride in their work?

D. How do I enhance my students' feelings of self-worth?

E. How do I know that my treatment of students is fair and equitable?

F. How do I promote multicultural awareness, gender sensitivity, and the appreciation for diversity among my students?

Standard Five: *Communication and Collaboration*

The teacher establishes partnerships and collaborates with families, administrators, colleagues, and community members to promote and support student success.

Key Element 1: The teacher works in partnership with families to promote student learning at home and in the school.

As teachers reflect on this key element, they may ask themselves the following questions:

A. What forms of communication do I use to initiate and maintain effective communication with parents or guardians?

B. What do I do to encourage parents to participate in their child's learning in and out of the classroom?

C. How do I share major instructional goals and report student progress and problems in a timely manner?

D. What strategies have I offered parents to enable them to assist in their children's education?

Key Element 2: The teacher collaborates with administrators, colleagues, families, and community members to promote and support student success.

As teachers reflect on this key element, they may ask themselves the following questions:

A. How do I encourage and support parental and community involvement in school activities?

B. How has my collaboration with administrators and colleagues led to better coordination and integration of learning goals and standards across classrooms and grade levels?

C. What do I do to support community partnerships that enhance learning?

D. How can I foster understanding and cooperation between school and community?

E. How do I work with administrators and colleagues in all subject areas to reinforce literacy skills and processes across the curriculum?

Standard Six: *Professionalism*

The teacher models professionalism.

Key Element 1: The teacher models professional and ethical standards as well as personal integrity in all interactions.

As teachers reflect on this key element, they may ask themselves the following questions:

A. How do I relate to administrators, colleagues, parents, and others in a manner that is clearly ethical and professional?

B. How do I attempt to resolve concerns and problems in a principled and constructive manner?

C. How do I represent the school/program in a responsible and productive manner within the community?

D. How will my personal appearance and demeanor reflect on me and my profession?

E. How do I work with others in the best interest of students, schools, and community?

Key Element 2: The teacher continually reflects on, evaluates, and seeks to improve his/her practice.

As teachers reflect on this key element, they may ask themselves the following questions:

A. What self-assessment and problem-solving strategies do I use to reflect on my practice?

B. How do I learn about new research on teaching and resources that are available for my professional learning?

C. What am I doing to develop and refine my teaching practices to meet the needs of my students?

D. How do I demonstrate that I am a self-directed learner who values critical thinking?

E. How do I incorporate reflection, self-assessment, and learning as part of my ongoing process or professional growth?

F. How can classroom observation, student information, and research help me assess and revise my practice?

G. How often do I engage in reflection, problem solving, and sharing new ideas and experiences with professional colleagues within the school and other professional arenas?

Key Element 3: The teacher takes responsibility for and participates in a meaningful and continuous process of professional development.

As teachers reflect on this standard, they may ask themselves the following questions:

A. How will my participation in professional development activities benefit student learning?

B. How can I identify my strengths and weaknesses in order to set appropriate goals for my professional growth?

C. How do I learn about new developments and techniques, including technology, in my content area(s)?

The Virginia Standards for the Professional Practice of Teachers: Supplemental Document B - ***Exemplar Format***

Standard One: *Knowledge of Students*

The teacher understands how students learn and develop and provides learning opportunities that support their intellectual, social, and personal development.

Exemplars:

The teacher

A. believes all children can be successful learners and is persistent in helping them reach appropriate learning goals.

B. incorporates knowledge and understanding of students' physical, social, emotional, and cognitive development when making instructional decisions.

C. respects individual differences in development and encourages students' diverse abilities and talents.

D. understands how family and community values, language, and culture influence learning and creates a learning environment in which individual differences are respected and encouraged.

E. promotes active involvement as students demonstrate, communicate, evaluate, and accept increasing responsibility for their own learning.

F. encourages students to develop the attitudes and behaviors of responsible citizenship at school and in the community.

Standard Two: *Knowledge of Content*

The teacher understands the central concepts, structures, and processes of the discipline(s) he/she teaches and creates learning experiences that make these aspects of subject matter meaningful to students.

Exemplars:

The teacher

A. understands and uses national, state, and local standards within content area(s).

B. uses current, appropriate technology to access and deliver information within content area(s).

C. keeps abreast of current research, diverse perspectives, and new strategies within his/her discipline(s).

D. creates learning experiences that allow students to integrate the knowledge, skills, and methods of inquiry used in the discipline and link them to prior learning.

Standard Three: *Planning, Delivery, and Assessment of Instruction*

The teacher plans, delivers, and assesses instruction effectively.

Key Element 1: The teacher designs coherent instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Exemplars:

The teacher

A. aligns instruction with curriculum scope and sequence.

B. selects instructional goals that reflect high expectations and encourages mastery of facts, development of skills, and understanding of underlying concepts.

C. selects and uses appropriate literature, current and relevant resources, and materials that match the learning styles of individual students.

D. connects instruction to prior student learning.

E. reflects the goals and needs of the school and community in planning.

F. links student learning to the community.

G. makes topics relevant to students' lives and experiences.

H. adjusts instruction based on current assessment of students' mastery and understanding.

Key Element 2: The teacher plans instruction to achieve objectives that reflect the *Virginia Standards of Learning* and division curriculum guidelines.

Exemplars:

The teacher

A. aligns instruction with division guidelines and the *Virginia Standards of Learning*.

B. selects or designs learning activities that are clearly connected to instructional goals and objectives.

C. plans lessons that are clear, logical, and sequential.

Key Element 3: The teacher differentiates instruction to accommodate the learning needs of all students.

Exemplars:

The teacher

A. plans instruction based on the developmental level and needs of all students.

B. uses a variety of teaching strategies to meet the diverse learning needs of students.

C. provides students the opportunity to explore concepts in varying degrees of depth, breadth, and complexity.

D. builds on students' strengths while developing all areas of competence.

E. paces instruction to accommodate learning needs of the group while addressing individual needs with additional support.

F. uses data about the performance of individual students from ongoing assessments to make instructional decisions.

G. collaborates with resource teachers to provide materials, resources, and activities to match the abilities of students with special learning needs.

Key Element 4: The teacher uses materials, technology, and resources that promote the development of critical thinking, problem solving, and performance skills.

Exemplars:

The teacher

A. selects materials and media that are appropriate, challenging, and closely aligned with instructional goals.

B. incorporates activities that promote independent thinking and develop problem-solving skills among students.

C. fosters academic curiosity and critical thinking in students.

D. varies learning experiences by utilizing media and technology resources.

Key Element 5: The teacher selects, evaluates, and adapts multiple methods and instructional strategies to engage students and enhance student learning.

Exemplars:

The teacher

A. uses questions effectively to solicit comments, questions, examples, and feedback from students throughout lessons.

B. engages students' attention and recaptures or refocuses as necessary.

C. provides guided and independent practice.

D. responds positively to student questions and active participation.

E. provides opportunities for students to interact with ideas, materials, teachers, and one another.

F. encourages students to reflect on and assume responsibility for learning.

Key Element 6: The teacher uses appropriate verbal, nonverbal, and media communication techniques to foster positive interactions in the classroom.

Exemplars:

The teacher

A. uses standard language, including correct vocabulary and grammar, and acceptable forms of oral and written expression.

B. provides clear and concise learning goals, explanations, and directions.

C. models effective communication when conveying ideas and information.

D. fosters student expression in speaking, writing, and other media.

Key Element 7: The teacher communicates specific performance expectations and uses a variety of assessment strategies to plan instruction and to monitor and document student progress.

Exemplars:

The teacher

A. communicates clear expectations for learning to students and parents.

B. monitors student understanding on an ongoing basis and adjusts teaching when necessary.

C. uses a variety of assessments that align with concepts and skills taught.

D. provides prompt and meaningful feedback to students.

E. assesses and reports student progress in a manner that is understandable to students, parents, and colleagues.

F. incorporates strategies to prepare students for Standards of Learning and other standardized testing.

Standard Four: *Safe, Effective Learning Environment*

The teacher establishes and maintains a safe and disciplined environment conducive to learning.

Key Element 1: The teacher creates a safe and positive environment for students.

Exemplars:

The teacher

A. communicates clear expectations about behavior to students, parents, and community.

B. implements disciplinary procedures with fairness and consistency.

C. encourages students to develop self-discipline and conflict resolution skills.

D. recognizes and celebrates the achievements of students.

Key Element 2: The teacher manages classroom procedures to maximize academic learning time to ensure continuous student engagement in learning.

Exemplars:

The teacher

A. organizes the physical setting to minimize disruptions and promote learning and safety.

B. establishes classroom rules and procedures that maximize efficient use of student and teacher time and effort.

Key Element 3: The teacher develops and maintains rapport with students.

Exemplars:

The teacher

A. treats students with respect.

B. communicates personal enthusiasm for learning.

C. models caring, fairness, a sense of humor, courtesy, respect, and active listening.

D. demonstrates concern for students' emotional and physical well-being.

E. incorporates information about students' interests and opinions.

Key Element 4: The teacher creates a supportive learning environment for all students that encourages social interaction, active engagement in learning, and self-motivation.

Exemplars:

The teacher

A. encourages students to respect themselves and others.

B. communicates clear expectations for appropriate interactions among students.

C. encourages students to take pride in their work.

D. enhances students' feelings of self-worth.

E. treats students fairly and equitably.

F. promotes multicultural awareness, gender sensitivity, and appreciation for diversity.

Standard Five: *Communication and Collaboration*

The teacher establishes partnerships and collaborates with families, administrators, colleagues, and community members to promote and support student success.

Key Element 1: The teacher works in partnership with families to promote student learning at home and in the school.

Exemplars:

The teacher

A. initiates and maintains effective communications with parents or guardians using a variety of communication tools.

B. encourages parent participation in learning in and out of the classroom.

C. shares major instructional goals and reports student progress and problems in a timely manner.

D. offers strategies for parents to assist in their children's education.

Key Element 2: The teacher collaborates with administrators, colleagues, families, and community members to promote and support student success.

Exemplars:

The teacher

A. encourages and supports parental and community involvement in school activities.

B. collaborates with administrators and colleagues to coordinate and integrate learning goals and standards across classrooms and grade levels.

C. supports community partnerships that enhance learning.

D. fosters understanding and cooperation between school and community.

E. works with administrators and colleagues in all subject areas to reinforce literacy skills and processes across the curriculum.

Standard Six: *Professionalism*

The teacher models professionalism.

Key Element 1: The teacher models professional and ethical standards as well as personal integrity in all interactions.

Exemplars:

The teacher

A. relates to administrators, colleagues, parents, and others in an ethical and professional manner.

B. addresses concerns and problems in a principled and constructive manner.

C. represents the school/program in a responsible and productive manner.

D. maintains a professional demeanor and appearance.

E. works in the best interest of students, school, and community.

Key Element 2: The teacher continually reflects on, evaluates, and seeks to improve his/her practice.

Exemplars:

The teacher

A. uses a variety of self-assessment and problem-solving strategies for reflecting on his/her practice.

B. remains current on major areas of research on teaching and on resources available for professional learning.

C. pursues, develops, and continually refines practices that address the individual needs of students.

D. values critical thinking and self-directed learning.

E. commits to reflection, self-assessment, and learning as an ongoing process.

F. uses classroom observation, student information, and research as sources for assessing and revising practice.

G. engages in reflection, problem solving, and sharing new ideas and experiences with professional colleagues within the school and other professional arenas.

Key Element 3: The teacher takes responsibility for and participates in a meaningful and continuous process of professional development.

Exemplars:

The teacher

A. participates in professional growth activities to enhance student learning.

B. identifies strengths and weaknesses in professional skills and practices and sets goals for improvement.

C. remains current regarding new developments and techniques, including technology, in his/her endorsed content area.

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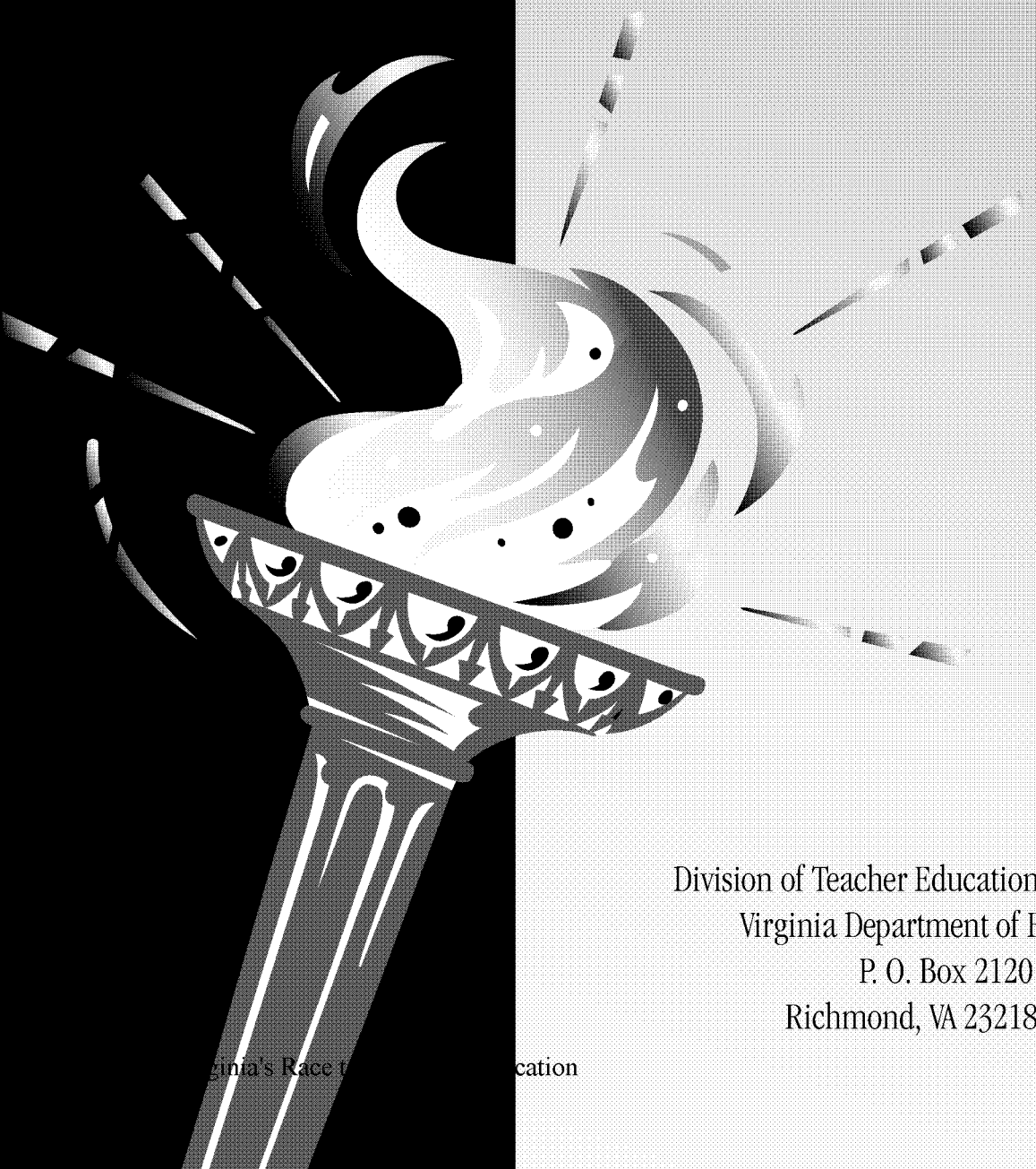
(D)(2)(B). Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents

Guidelines for UNIFORM PERFORMANCE STANDARDS and Evaluation Criteria for Teachers, Administrators, and Superintendents



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Guidelines for UNIFORM PERFORMANCE STANDARDS and Evaluation Criteria for Teachers, Administrators, and Superintendents

Guidelines Developed in Response to
Education Accountability and Quality Enhancement Act of 1999
(HB 2710 and SB 1145)

Adopted by the Virginia Board of Education
January 6, 2000

Division of Teacher Education and Licensure
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Foreword

Recent education reform efforts in Virginia include: (1) the revision of the Standards of Learning in four basic subject areas—English, mathematics, science, and history and social science, (2) implementation of new tests to assess the performance of students, schools, and school divisions, (3) revision of the state's standards of accreditation to establish clear expectations and consequences for students and school performance, and (4) the development of a school report card. These reform efforts clearly effect the role and expectations of teachers, administrators, and superintendents. The *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents* were developed as a result of the Virginia education reform efforts and the 1999 Education Accountability and Quality Enhancement Act (HB2710 and SB1145) approved by the Virginia General Assembly and signed into law by Governor Gilmore.

These guidelines provide the framework for school divisions to use to develop evaluation criteria for teachers, administrators including instructional central office personnel and principals, and division superintendents. They are intended to provide guidance for school boards in the development of evaluation policies and procedures. Through these guidelines, the role and expectations of those individuals having the most effect on student learning and achievement will become clearer. They also provide continuity between the roles of teachers and administrators and their impact on student achievement.

It is anticipated that the Department of Education will continue the next phase of this initiative by developing prototype instruments in the three areas. These sample instruments may be used to guide school division personnel in designing evaluation tools for annual personnel performance. In the meanwhile, as you review and use The *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents*, please inform us of comments that may enhance this effort by contacting the Division of Teacher Education and Licensure, Virginia Department of Education, at (804) 371-2522.

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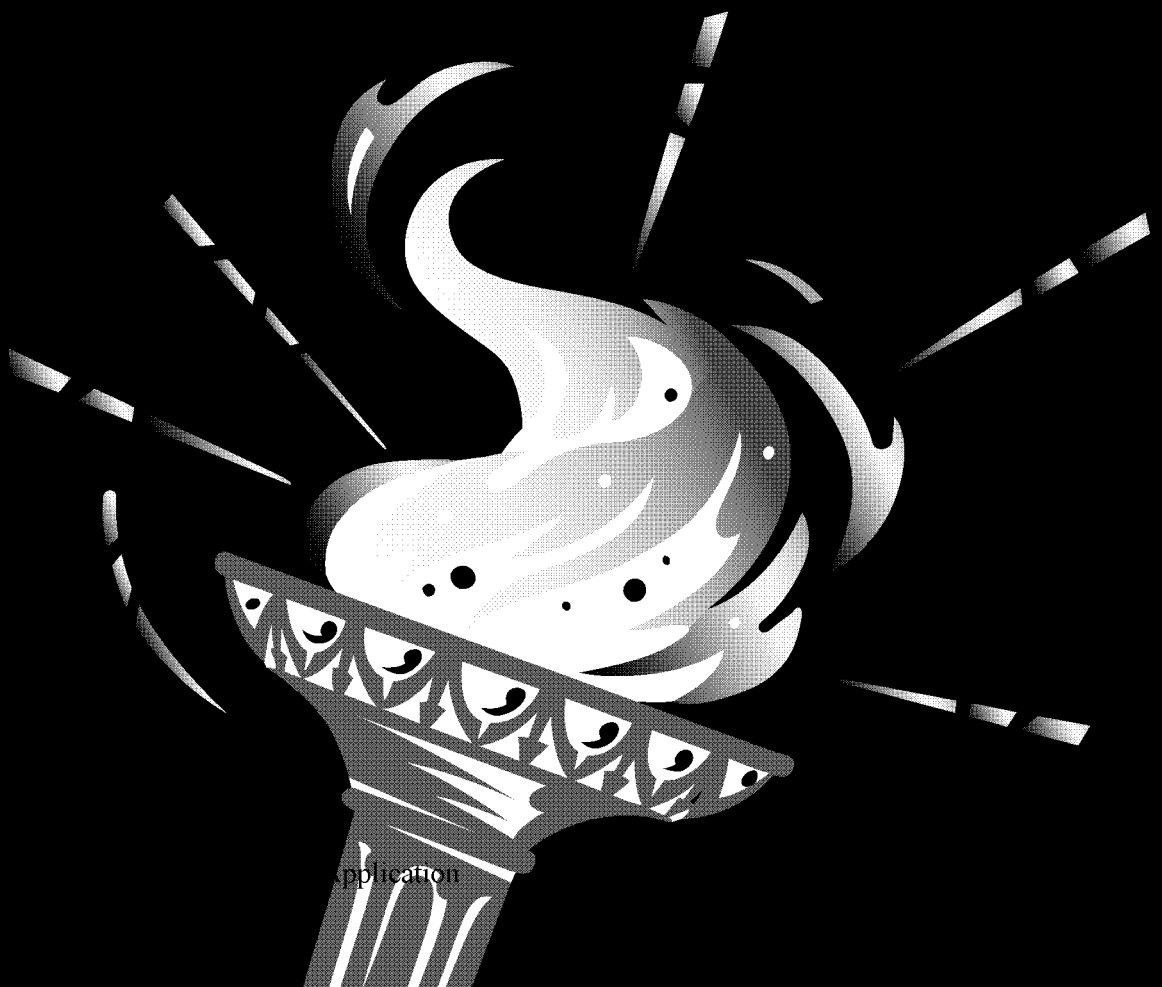
Acknowledgments

Personnel in the Virginia Department of Education acknowledge with appreciation the contributions of many educators in developing the Proposed Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents. The Department of Education also acknowledges the exemplary work of the Advisory Committee on Teacher Education and Administrator Evaluation representing division superintendents, principals, teachers, school division central offices, higher education, school boards, and professional organizations.

Appreciation is extended to Susan T. Noble, member of the Board of Education and Board of Education Liaison to the Advisory Board on Teacher Education and Licensure, for her contributions in the development of the guidelines. Special thanks also go to James H. Stronge, Heritage Professor, Educational Policy, Planning, and Leadership, School of Education, The College of William and Mary; Pamela Tucker, Assistant Professor, Department of Leadership, Foundations, and Policy, University of Virginia; and Michael DiPaola, Associate Professor, Educational Planning, Policy, and Leadership, School of Education, The College of William and Mary, who served as facilitators for the task force in developing the proposed guidelines.

Questions or inquiries about this document should be directed to Dr. Thomas A. Elliott, Assistant Superintendent, Division of Teacher Education and Licensure, Virginia Department of Education, P. O. Box 2120, Richmond, VA 23218-2120.

Background



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Proposed Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents

Proposed Guidelines Developed in Response to Education Accountability and Quality Enhancement Act of 1999 (HB 2710 and SB 1145)

Introduction

The expectations of public education have changed substantially in the last quarter century. Schools and school personnel at all levels must respond in a direct and convincing manner to address rigorous academic expectations for all students. Schools are expected to teach all children, regardless of the level of skills or personal circumstances they present, to a high level of academic achievement for the unfolding information age. In order to succeed in this most important endeavor, schools must modify their standard service delivery model to adapt to individual student learning needs. Everyone from classroom teachers to school division superintendents, must make the learning of every student the priority driving all other professional responsibilities. Teachers must make instruction meaningful and effective for children at all academic levels. Principals must focus the collective efforts of all school personnel on the primary goal of improving student learning. Superintendents and central office personnel must plan and support instructional programs that facilitate student achievement at the school and classroom levels.

The *Education Accountability and Quality Enhancement Act of 1999* (HB 2710, SB 1145) passed by the Virginia General Assembly mandates the development of strategies to recognize and develop these heightened responsibilities of educators. This Act addresses the evaluation and training of teachers, assistant principals, principals, central office personnel, and superintendents, with a primary focus on student achievement and safety. Additionally, the mentoring of new teachers and those experiencing difficulties is included as part of the training continuum for all teachers. Salary supplements for teachers receiving National Board Certification are also part of this legislation, with the intent of recognizing truly exceptional classroom teachers. Collectively, the elements of this legislation offer supportive strategies for educators to become more productive and educationally accountable.

The sections of the *Education Accountability and Quality Enhancement Act* applicable to personnel evaluation are as follows:

Superintendent evaluation: The Board of Education shall develop guidelines for uniform performance standards and criteria to be used by local school boards in evaluating superintendents. These standards and criteria shall include, but not be limited to, assessing teacher and administrator skills and knowledge, improving student academic progress, providing for school safety, and enforcing student discipline. (§22.1-60.1)

Administrator evaluation: Each local school board shall adopt for use by the division superintendent clearly defined criteria for a performance evaluation process for principals, assistant principals, and supervisors that includes, among other things, an assessment of such administrators' skills and knowledge; student academic progress and school gains in student learning; and effectiveness in addressing school safety and enforcing student discipline. (§22.1-294)

Instructional personnel evaluation: School boards shall develop a procedure for use by division superintendents and principals in evaluating instructional personnel that is

> appropriate to the tasks performed and addresses, among other things, student academic progress and the skills and knowledge of instructional personnel, including, but not limited to, instructional methodology, classroom management, and subject matter knowledge. (§22.1-295)

This document sets forth the basic framework for the educator evaluation component of the *Education Accountability and Quality Enhancement Act.*

Rationale

Evaluation criteria can have powerful symbolic value because they embody the values and expectations of the public regarding the functions of school personnel, particularly regarding teaching and learning. If those criteria are then used as a yardstick to judge the effectiveness of educators, they help to focus assessment efforts on self-growth, instructional effectiveness, and improvement of overall job performance. The use of clear evaluation criteria for teachers, principals, central office administrators, and superintendents serves as a foundation for a fair and comprehensive evaluation system that provides sufficient detail and definition so that educators and their supervisors can reasonably understand job expectations.

The evaluation criteria delineated herein were developed as a direct effort of the Virginia Department of Education to provide meaning and to give substance to the *Education Accountability and Quality Enhancement Act*, based on the collective expertise of the State Advisory Committee selected for this purpose. The Advisory Committee's work was developed with the intent of designing a document that integrates the multiple strands of the accountability reform efforts currently underway in Virginia, including the following key purposes:

- Design evaluation criteria that are consistent with and supportive of Virginia's Standards of Learning and Standards of Accreditation and that encompass other state statutory and policy requirements;
- Develop evaluation criteria that encourage educators and policymakers to focus on performance in key areas of student achievement and safety;
- Create a seamless approach to connecting
  - new employee mentoring
  - job expectations
  - job performance
  - employee evaluation
  - employee professional development (performance improvement)
  - school improvement;
- Clarify expectations for educators who are new to the positions of teacher, assistant principal, principal, central office administrator, and superintendent;
- Provide a context for improving employee performance (e.g., opportunity to describe and discuss performance with supervisors, peers, mentors, and other experienced educators);
- Design evaluation criteria that are consistent with pre-service teacher and administrator preparation programs;
- Provide structure and guidelines that facilitate quality evaluations and encourage consistency across schools and school divisions;
- Provide a structure for focusing improvement efforts within and across Virginia's schools; and
- Focus attention and resources on student learning in a comprehensive and concerted fashion.

Development Process

To respond to the many provisions of the *Education Accountability and Quality Enhancement Act*, the Virginia Department of Education enlisted the assistance of consultants from The College of William and Mary and the University of Virginia with expertise in the area of personnel evaluation. The consultants provided background research and assistance with development of the evaluation guidelines for consideration by the Department of Education's staff and the State Advisory Committee. The consultants were also charged with reviewing national standards for the evaluation of teachers, principals, and superintendents to provide a solid foundation for the evaluation criteria guidelines to be used in Virginia.[1] In addition, current evaluation criteria used in selected Virginia school divisions and school districts across the country were examined with the purpose of embedding widely respected professional standards in Virginia's evaluation framework while also reflecting the educational priorities set forth by the General Assembly.

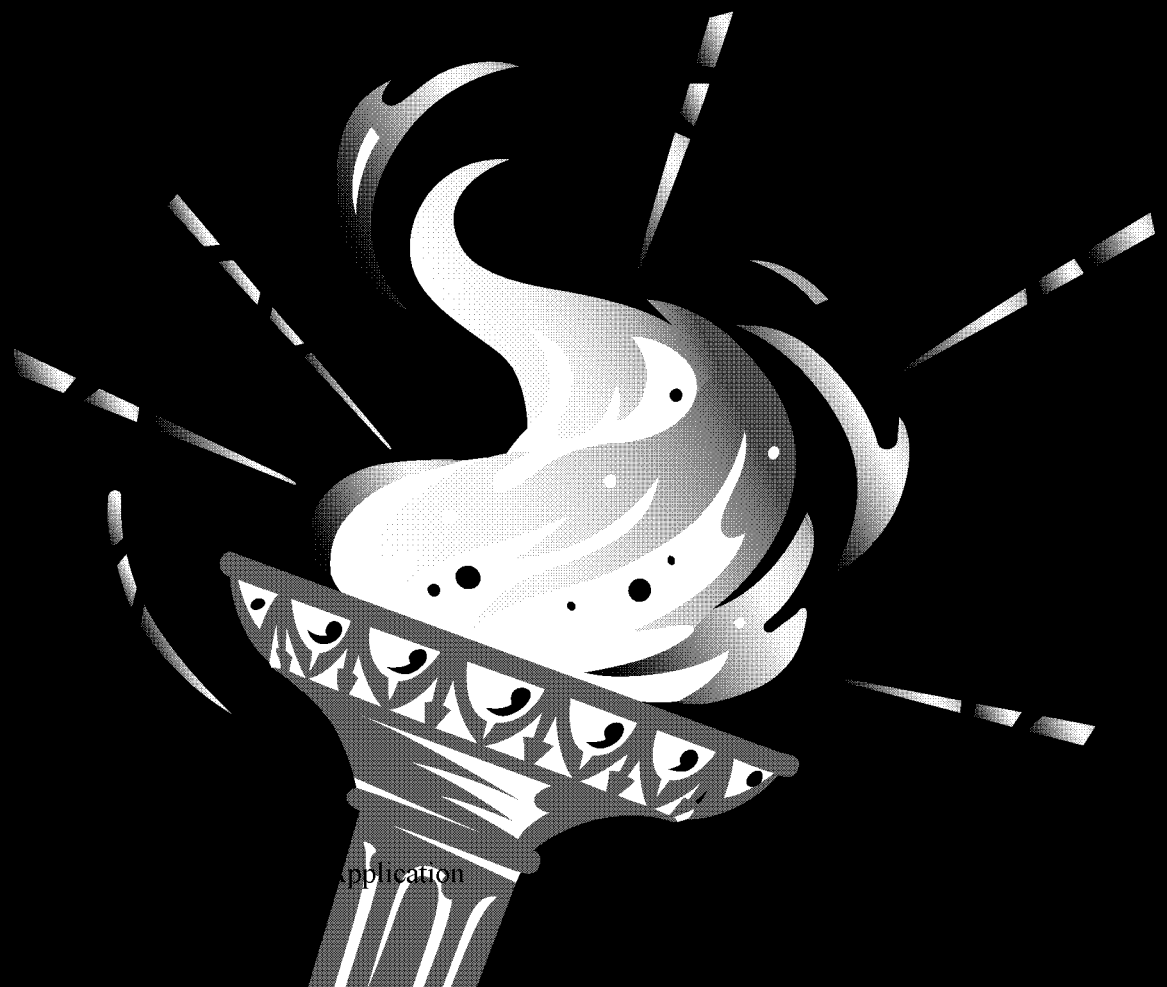
The Advisory Committee was composed of superintendents, principals, teachers, professors of education, community members, and representatives of professional organizations that have expertise to offer the process and who hold a vested interest in a well-articulated evaluation system. The committee met during the summer and fall of 1999 to offer direction in the development process and reactions to proposed evaluation criteria. Based on guidance from the committee and the Department of Education, this document was developed.

Intended Use

As set forth in the *Education Accountability and Quality Enhancement Act*, these evaluation criteria are intended to provide guidance for local school boards to consider in the development of evaluation policies and procedures for superintendents, building and central office administrators, and teachers. They are intended to reflect the priorities of the Board of Education and provide recommended guidelines for use in school divisions; however, they are not intended to be prescriptive in nature.

1 *Primary professional association standards consulted in the design of this work included those of the American Association for School Administrators, the Interstate School Leaders Licensure Consortium, and the Interstate New Teacher Assessment and Support Consortium*.

Evaluation Criteria for Teachers, Administrators, and Superintendents



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Evaluation Criteria for Teachers, Administrators, and Superintendents

Introduction to the Evaluation Criteria

The *Education Accountability and Quality Enhancement Act of 1999* requires the development of "defined criteria for a performance evaluation process" for teachers, principals, assistant principals, supervisors, and division superintendents. During the development process, the Advisory Committee agreed that sets of evaluation criteria were necessary for three distinct roles: a) teacher; b) principal, assistant principal, and supervisor; and c) division superintendent. While there are differences in the roles of principals, assistant principals, and central office supervisors for instruction, the committee found that their actual job responsibilities often are similar, varying in scope but not substantially in content. As a result, a common set of evaluation criteria was written for the principal, assistant principal, and central office supervisor. They are referred to collectively as the "Administrator" criteria.

The framework for evaluation criteria is organized by five major categories that reflect primary responsibilities of educational personnel. The five general categories for division superintendents, administrators (principals, assistant principals, and supervisors), and teachers are listed below. While they are substantially similar, they differ where necessary to reflect the scope and focus of the work for each position.

Descriptions of Major Categories

1. **Planning and Assessment.** For teachers, this category includes the responsibilities for evaluating and providing students with feedback that encourages student progress and measures student achievement. Based on a variety of assessments, content knowledge, and student knowledge, the teacher plans appropriate instruction.

   For administrators and superintendents, this category includes responsibilities for assessing instructional programs and personnel and for planning responsive improvement plans to promote student learning.

2. **Instruction.** For teachers, this category encompasses the critical skills that determine the quality of classroom instruction. The major responsibilities include implementing a variety of activities consistent with instructional objectives and selecting instructional methods compatible with students' abilities, prior knowledge, and learning styles.

   For administrators and superintendents, this category is termed **Instructional Leader-**

Major Categories of Evaluation Criteria

Teachers

- Planning and Assessment
- Instruction
- Safety and Learning Environment
- Communication and Community Relations
- Professionalism

Administrators and Superintendents

- Planning and Assessment
- Instructional Leadership
- Safety and Organizational Management for Learning
- Communication and Community Relations
- Professionalism

ship and focuses on the support and leadership provided in the areas of personnel, curriculum, and staff development for the explicit purpose of enhancing instructional programs.

3. **Safety and Learning Environment.** The category of safety and learning environment includes the teachers' responsibilities for planning and demonstrating effective routines and procedures that create an organized and positive learning environment.

   For administrators and superintendents, this category is called **Safety and Organizational Management for Learning** and refers to responsibilities for the management and oversight of the organization's operations and climate, with particular attention to ensuring safety and meaningful student learning.

4. **Communication and Community Relations.** The category of communication and community relations describes the responsibilities of teachers to use effective communication strategies in working with students, parents, and members of the community to promote broad support for student learning.

   For administrators and superintendents, this category refers to the use of a systematic method of two-way communication to promote understanding, support, and continuous improvement of the organization's programs and services within schools and the larger community.

5. **Professionalism.** This final category speaks to the basic responsibilities of all professional educators and defines the responsibilities for demonstrating a commitment to professional ethics and growth and for complying with school divisions' policies and procedures.

Definition of Evaluation Criteria

The framework for the evaluation criteria of the three professional roles of teacher, administrator, and division superintendent is defined using a three-tiered description:

- Major Categories of Evaluation Criteria,
- Evaluation Criteria, and
- Performance Indicators.

The three levels of specificity are intended to describe the responsibilities of each role with sufficient detail and accuracy so that teachers, administrators, and superintendents can reasonably understand the job expectations. The major categories of evaluation criteria described above are further defined with specific evaluation criteria listed in the next three sections, one for each role. In addition to the evaluation criteria, sample performance indicators are provided in Appendix A for teachers, Appendix B for administrators, and Appendix C for superintendents.

TEACHER Evaluation Criteria

Planning and Assessment

- **The teacher** designs coherent instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- **The teacher** plans instruction to achieve desired objectives that reflect the Virginia Standards of Learning and division curriculum guidelines.
- **The teacher** diagnoses individual, group, and program needs and selects appropriate materials and resources to match the abilities and needs of all students.

- **The teacher** uses a variety of assessment strategies and instruments to make both short-term and long-range instructional decisions to improve student learning.

- **The teacher** identifies and communicates specific student performance expectations and documents student learning gains using appropriate assessment instruments.

Instruction

- **The teacher** understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and creates learning experiences that make the subject matter meaningful for all students.

- **The teacher** understands how students differ in their approaches to learning and is able to differentiate instruction to meet diverse student needs.

- **The teacher** uses comprehensive materials, technology, and resources that promote the development of critical thinking, problem solving, and performance skills.

- **The teacher** selects, evaluates, and refines a variety of teaching methods and instructional strategies for the active engagement of students and improvement of student learning.

Safety and Learning Environment

- **The teacher** actively implements a discipline policy that fosters a safe and positive environment for students and staff.

- **The teacher** manages classroom procedures to maximize academic learning time.

- **The teacher** establishes and maintains rapport with students.

- **The teacher** creates a supportive learning environment for all students that encourages social interaction, active engagement in learning, and self-motivation.

Communication and Community Relations

- **The teacher** uses effective verbal, nonverbal, and media communication techniques to foster positive interactions in the classroom.

- **The teacher** forges partnerships with families to promote student learning at home and in the school.

- **The teacher** works collaboratively with staff, families, and community resources to support the success of a diverse student population.

Professionalism

- **The teacher** models professional, moral, and ethical standards as well as personal integrity in all interactions.

- **The teacher** takes responsibility for and participates in a meaningful and continuous process of professional development that results in the enhancement of student learning.

- **The teacher** works in a collegial and collaborative manner with peers, school personnel, and the community to promote and support student learning.

- **The teacher** provides service to the profession, the division, and the community.

ADMINISTRATOR

Evaluation Criteria: Principals, Assistant Principals, and Central Office Instructional Personnel

Planning and Assessment

- **The administrator** effectively employs various processes for gathering, analyzing, and using data for decision making.
- **The administrator** collaboratively develops and implements a school improvement plan that results in increased student learning.
- **The administrator** plans, implements, supports, and assesses instructional programs that enhance teaching and student achievement of the Standards of Learning.
- **The administrator** develops plans for effective allocation of fiscal and other resources.

Instructional Leadership

- **The administrator** communicates a clear vision of excellence and continuous improvement consistent with the goals of the school division.
- **The administrator** supervises the alignment, coordination, and delivery of assigned programs and/or curricular areas.
- **The administrator** selects, inducts, supports, evaluates, and retains quality instructional and support personnel.
- **The administrator** provides staff development programs consistent with program evaluation results and school instructional improvement plans.
- **The administrator** identifies, analyzes, and resolves problems using effective problem-solving techniques.

Safety and Organizational Management for Learning

- **The administrator** maintains effective discipline and fosters a safe and positive environment for students and staff.
- **The administrator** effectively coordinates the daily operation of the assigned area of responsibility.
- **The administrator** effectively manages human, material, and financial resources to ensure student learning and to comply with legal mandates.
- **The administrator** demonstrates effective organizational skills to achieve school, community, and division goals.

Communication and Community Relations

- **The administrator** promotes effective communication and interpersonal relations with students and staff.
- **The administrator** promotes effective communication and interpersonal relations with parents and other community members.
- **The administrator** works collaboratively with staff, families, and community members to secure resources and to support the success of a diverse student population.

Professionalism

- **The administrator** models professional, moral, and ethical standards as well as personal integrity in all interactions.
- **The administrator** works in a collegial and collaborative manner with other administrators, school personnel, and the community to promote and support the mission and goals of the school division.
- **The administrator** takes responsibility for and participates in a meaningful and continuous process of professional development that results in the enhancement of student learning.
- **The administrator** provides service to the profession, the division, and the community.

SUPERINTENDENT Evaluation Criteria

Planning and Assessment

- **The superintendent** effectively employs various processes for gathering, analyzing, and using data for decision making.
- **The superintendent** organizes the collaborative development and implementation of a division strategic plan based on analysis of data from a variety of sources.
- **The superintendent** plans, implements, supports, and assesses instructional programs that enhance teaching and student achievement of the Standards of Learning.
- **The superintendent** develops plans for effective allocation of fiscal and other resources.

Instructional Leadership

- **The superintendent** communicates a clear vision of excellence and continuous improvement consistent with the goals of the school division.
- **The superintendent** oversees the alignment, coordination, and delivery of assigned programs and/or curricular areas.
- **The superintendent** selects, inducts, supports, evaluates, and retains quality instructional and support personnel.
- **The superintendent** provides staff development programs consistent with program evaluation results and school instructional improvement plans.
- **The superintendent** identifies, analyzes, and resolves problems using effective problem-solving techniques.

Safety and Organizational Management for Learning

- **The superintendent** actively supports a safe and positive environment for students and staff.
- **The superintendent** develops procedures for working with the board of education that define mutual expectations, working relationships, and strategies for formulating division policies.
- **The superintendent** effectively manages human, material, and financial resources to ensure student learning and to comply with legal mandates.
- **The superintendent** demonstrates effective organizational skills to achieve school, community, and division goals.

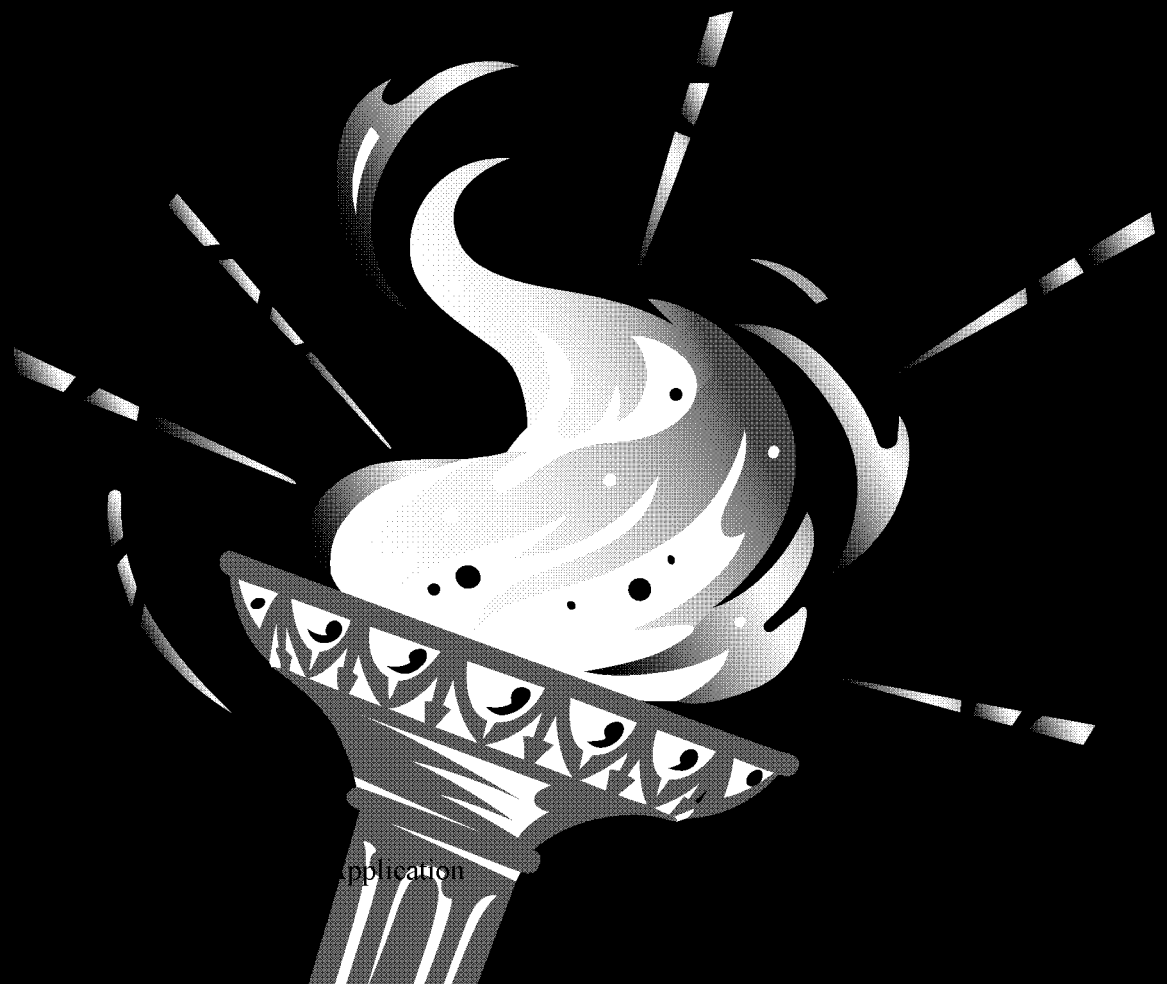
Communication and Community Relations

- **The superintendent** promotes effective communication and interpersonal relations within the school division.
- **The superintendent** establishes and maintains effective channels of communication with board members and between the schools and community, strengthening support of constituencies and building coalitions.
- **The superintendent** works collaboratively with staff, families, and community members to secure resources and to support the success of a diverse student population.

Professionalism

- **The superintendent** models professional, moral, and ethical standards as well as personal integrity in all interactions.
- **The superintendent** works in a collegial and collaborative manner with school personnel and the community to promote and support the mission and goals of the school division.
- **The superintendent** takes responsibility for and participates in a meaningful and continuous process of professional development that results in the enhancement of student learning.
- **The superintendent** provides service to the profession, the division, and the community.

Recommendations for Implementation



Recommendations for Implementation

Next Steps for Use by Local School Divisions

Local school boards must become familiar with their responsibilities as specified by the *Education Accountability and Quality Enhancement Act of 1999* and devise an implementation plan for compliance. One section of the Act (§22.1-294 B.) requires the adoption of "defined criteria for a performance evaluation process" for professional educators. The evaluation criteria recommended in this document may be modified or used as is by local school divisions to achieve that goal. School divisions are urged to consider their organizational goals and review their policy on evaluation carefully before proceeding with a review of their evaluation system and criteria. Policy should reflect organizational goals, and division goals should shape the job descriptions for all employees within the division. Using job descriptions as a starting point, the evaluation criteria offered in these guidelines then can be used to define further the expectations of teachers, principals, assistant principals, supervisors, and school superintendents.

If guidelines are used to modify existing personnel evaluation system:

- Review these guidelines for consistency with local policy for personnel evaluation, stated purposes of evaluation, and substance of existing evaluation criteria.
- Make modifications to the existing evaluation system based on the requirements of the *Education Accountability and Quality Enhancement Act of 1999*, these guidelines, and local needs.
- Give special consideration to the integration of student learning measures in the evaluation of professional educators.

If guidelines are used to develop new personnel evaluation system:

- Review guidelines for consistency with local policy for personnel evaluation and stated purposes of evaluation.
- Consider evaluation criteria and descriptors based on job descriptions.
- Modify evaluation criteria and descriptors to reflect local goals, job descriptions, and priorities.
- Select appropriate information collection strategies such as
  - observations - scheduled/unscheduled, in class/other arenas;
  - client surveys - students, parents, peers;
  - review of documents - lesson plans, grade books, parent communication, etc.;
  - goal statements and evidence of achievement;
  - miscellaneous - discipline referrals, test results, knowledge of professional contributions, community support;
  - measures of student learning.
- Delineate a schedule for information collection and evaluation reports, including
  - differentiation for tenured and non-tenured professionals,
  - number and timing of information collection strategies,

- calendar for administering evaluation system with deadlines for evaluation summaries.

- Develop a rating scale for judging performance, including
  - choice of terms,
  - definition of terms.
- Define a performance improvement process for professional educators identified as needing remedial assistance.
- Develop necessary guidelines and forms, including
  - observation forms,
  - client survey forms,
  - interim evaluation forms,
  - summative evaluation forms,
  - improvement assistance plan.

Recommendations for Integrating Student Learning in Educator Evaluation[2]

1. *Use student learning as only one component in an educator evaluation system that is based on multiple data sources.*

Measures of student learning are vitally important in judging the effectiveness of teachers, administrators, and superintendents, but they should never serve as the sole source for evaluating performance. Rather, multiple sources of information should be considered in order that a more complete picture of performance can be developed. Such multiple data sources might include formal and informal observations, client surveys, artifacts of performance, goal setting, and other relevant sources of performance information. Student learning measures should be considered in conjunction with these other sources to provide a full and comprehensive portrait of the educator's performance.

2. *When judging educator effectiveness, consider the context in which schooling occurs.*

There are circumstances in which educators have done everything possible to enhance student learning, but conditions beyond their control prevent maximum learning benefits by students. Thus, consideration should be given to student mobility, absenteeism, and other variables beyond the control of the educator. The entire system of support, including staff training, availability of mentors, conducive work spaces, instructional resources, community support, and other important matters cannot be overlooked in attributing responsibility for learning.

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2 *These recommendations are adapted from: Stronge, J. H., & Tucker, P. D. (2000). Teacher evaluation and student achievement. Washington, DC: National Education Association.*

3. Use measures of student growth versus a fixed achievement standard or goal.

Very few human endeavors are judged in terms of fixed goals; more typically, they are based on growth and progress toward stated goals. Even in the hard-nosed world of business, performance is judged based on a variety of economic indicators and comparisons to projected growth. The same paradigm should be used in education, with an acknowledgment of learning inhibitors and comparisons to projected learning growth. This approach requires the use of pre- and post-testing to determine progress rather than the attainment of predetermined pass rates or proficiency levels. While there is a place and purpose for fixed standards, such as learning to read at an acceptable level, fixed standards must be regarded skeptically when applied to personnel evaluation.

4. Compare learning gains from one point in time to another for the same students, not different groups of students.

If teachers, administrators, and superintendents are to be held accountable for student learning, then it is critical that patterns of student learning be established - not single snapshots. Repeated measures of student learning over time enhance reliability from a statistical point of view and credibility from a decision-making perspective.

5. Use fair and valid measures of student learning.

If student learning measures are to be used for the evaluation of educators, then they must conform to professional standards of practice. Specifically, the use of student assessment measures in evaluating educator performance should be

- ***valid.*** "Any measure of student performance, whether used for formative or summative evaluation, should be sensitive to (be able to detect) the impacts of what teachers and schools do; that is, measures of student learning should have instructional validity. If they do not ... then it would be hard to justify their use for either teacher or school evaluation of any kind."[3]

- ***reliable.*** The assessment measure should produce adequately consistent (i.e., reliable) results across time and across scorers. One of the key issues to consider when making decisions about educator performance is inter-rater reliability among evaluators.

- ***free from bias.*** Student achievement data should be used in an objective, fair, and impartial manner, and should not be interpreted or used capriciously.

- ***comparable.*** No educator "... should be disadvantaged compared with any other based on factors beyond their control."[4]

3 *McConney, A. A., Schalock, M. D., & Schalock, H. D. (1997), page 177.*

4 *McConney, A. A., Schalock, M. D., & Schalock, H. D. (1997), page 178.*

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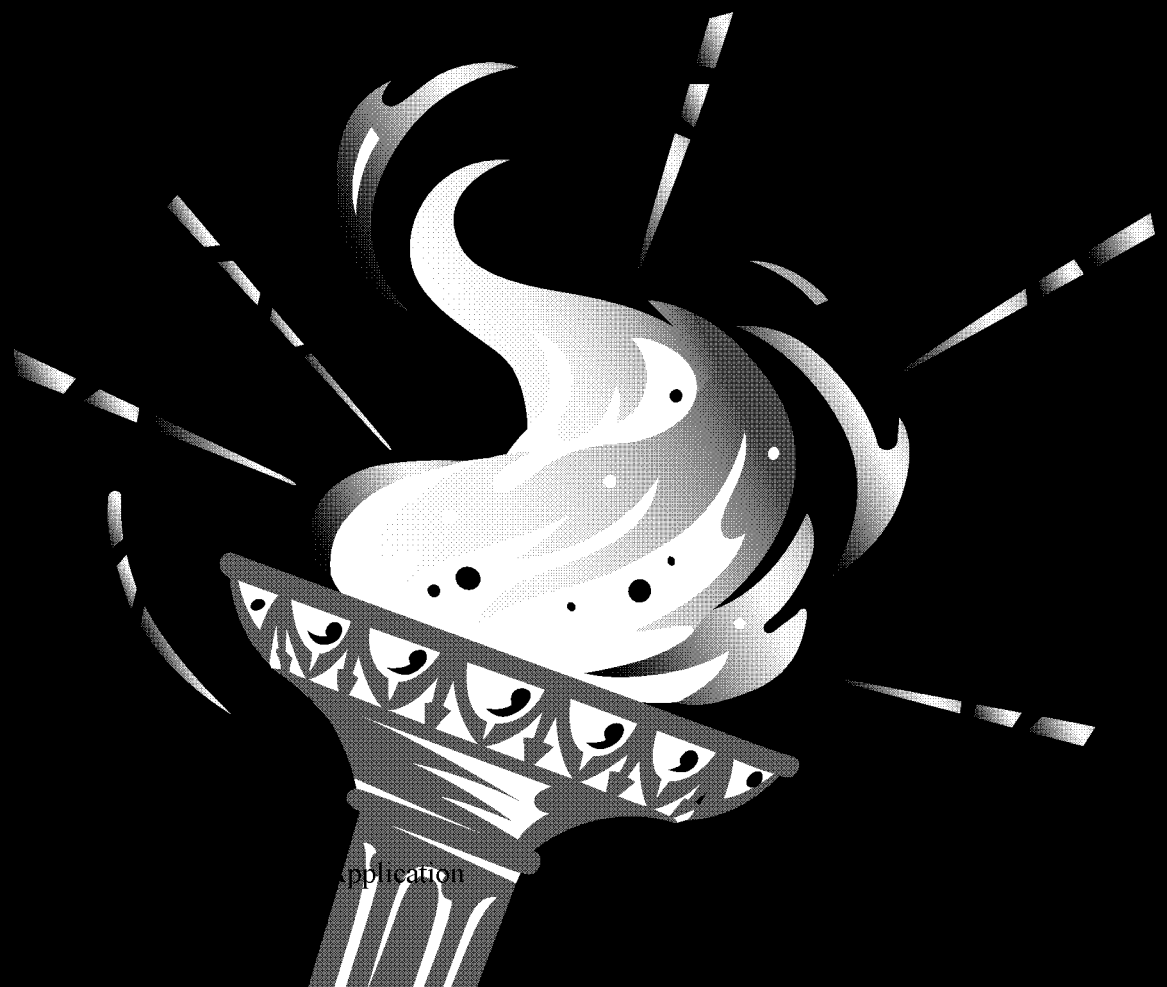
Appendices



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Appendix A

Teacher Evaluation Criteria and Performance Indicators

Virginia Department of Education Suggested Guidelines

Planning and Assessment

The teacher designs coherent instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Sample Performance Indicators:

The teacher...

- bases instruction on goals that reflect high expectations, conceptual understanding of the subject, and the importance of learning.
- matches content/skills taught to overall curriculum scope and sequence.
- uses assessment feedback to monitor and adjust instruction.
- links objectives for instruction to prior student learning.
- reflects the goals and needs of the school and community in planning.
- uses available resources to link student learning to the community.

The teacher plans instruction to achieve desired objectives that reflect the Virginia Standards of Learning and division curriculum guidelines.

Sample Performance Indicators:

The teacher...

- selects appropriate student objectives for lessons consistent with division guidelines and the Virginia Standards of Learning.
- designs appropriate learning activities that are clearly connected to instructional objectives.
- develops lesson plans that are clear, logical, and sequential.

The teacher diagnoses individual, group, and program needs and selects appropriate materials and resources to match the abilities and needs of all students.

Sample Performance Indicators:

The teacher...

- plans instruction appropriate to the developmental level and needs of students.
- demonstrates knowledge of resources and methods appropriate to serving students with special learning needs.
- arranges/adapts classroom setting to accommodate individual and group learning needs.
- assists students in planning, organizing, and preparing for assignments, long-range projects, and tests.
- is sensitive and responsive to the diversity of individuals and groups within the classroom.

The teacher uses a variety of assessment strategies and instruments to make both short-term and long-range instructional decisions to improve student learning.

Sample Performance Indicators:

The teacher...

- monitors student understanding on an ongoing basis and adjusts teaching when necessary.
- utilizes multiple assessment practices congruent with instructional goals both in content and process.
- effectively uses both teacher-made and standardized tests as appropriate.
- uses student products as a source for assessment and instructional decisions.
- demonstrates competence in the use of acceptable grading/ranking/scoring practices in recording and reporting student achievement.
- maintains and uses organized records of student progress for instructional decisions.

The teacher identifies and communicates specific student performance expectations and documents student learning gains using appropriate assessment instruments.

Sample Performance Indicators:

The teacher...

- communicates clear expectations for learning and behavior to students and parents.
- uses pre-assessment data in developing expectations for students and as a basis for documenting learning gains.
- provides prompt and meaningful feedback to students about performance and progress.
- prepares tests that reflect the academic content studied.
- provides opportunities for students to contribute to the development of criteria and standards as appropriate.
- incorporates strategies to prepare students for SOL and standardized testing.

Instruction

The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and creates learning experiences that make the subject matter meaningful for all students.

Sample Performance Indicators:

The teacher...

- communicates a belief that all students can learn.
- exhibits an understanding of and facility in explaining the subject area(s) taught.
- uses appropriate literature and current resources and materials in the subject area(s).
- encourages the academic curiosity and critical thinking of students.
- modifies instruction to make topics relevant to students' lives and experiences.
- demonstrates ability to engage and maintain students' attention and to recapture or refocus it as necessary.
- provides clear and concise explanations of lessons.
- checks for understanding with questions, review activities, and various assessment strategies.

The teacher understands how students differ in their approaches to learning and is able to differentiate instruction to meet diverse student needs.

Sample Performance Indicators:

The teacher...

- selects materials and media that match learning styles of individual students.
- provides for the instructional needs of all students, including remedial and enrichment/ extension activities as necessary.
- utilizes flexible grouping practices to respond to the diverse learning needs of students.
- collaborates with resource teachers in developing activities for students with special learning needs.
- encourages students to build on strengths while developing all areas of competence.
- paces instruction appropriately with adequate preview and review of instructional components.
- uses a variety of teaching strategies, including cooperative, peer and project-based learning, audiovisual presentations, lecture, discussions and inquiry, practice and application, and the teaching of others.
- demonstrates respect for individual, cultural, religious, and racial differences of individuals and groups within the classroom.

The teacher uses comprehensive materials, technology, and resources that promote the development of critical thinking, problem solving, and performance skills.

Sample Performance Indicators:

The teacher...

- evaluates curricular materials for accuracy, currency, and student interest.
- provides students with materials and media that are appropriate and challenging for their instructional levels.
- encourages and guides the development of problem-solving skills and independent thinking in students.
- utilizes available technological materials and resources effectively to engage students in varied learning experiences.
- provides opportunities for guided practice and hands-on technology application.
- demonstrates competence in the Technology Standards for Instructional Personnel.

The teacher selects, evaluates, and refines a variety of teaching methods and instructional strategies for the active engagement of students and improvement of student learning.

Sample Performance Indicators:

The teacher...

- solicits comments, questions, examples, and other contributions from students throughout lessons.
- uses questioning strategies effectively.
- provides opportunities for guided and independent practice.
- responds positively to student questions and active engagement.

- implements instructional opportunities in which students are interacting with ideas, materials, teachers, and one another.

- reteaches material and/or accelerates instruction based on assessment to pace instruction appropriately for interest and engagement.

- implements curriculum experiences to encourage students to reflect on and take increasing responsibility for their own learning.

Safety and Learning Environment

The teacher actively implements a discipline policy that fosters a safe and positive environment for students and staff.

Sample Performance Indicators:

The teacher...

- establishes effective classroom rules and procedures.

- communicates clear expectations about behavior to students and parents.

- implements and enforces disciplinary procedures with fairness and consistency.

- encourages students in developing self-discipline and conflict resolution skills.

- recognizes and celebrates the achievements of students and staff.

- is knowledgeable of and complies with local, state, and federal safety regulations.

- manages emergency situations as they occur.

The teacher manages classroom procedures to maximize academic learning time.

Sample Performance Indicators:

The teacher...

- plans purposeful assignments for teacher assistants, substitute teachers, student teachers, and others to ensure continuous student engagement in learning.

- structures transitions in an efficient and constructive manner.

- creates and maintains a physical setting that minimizes disruption and promotes learning and safety.

- handles administrative routines quickly and efficiently.

- has all material readily available to allow for the smooth flow of instruction.

The teacher establishes and maintains rapport with students.

Sample Performance Indicators:

The teacher...

- treats students with respect.

- communicates personal enthusiasm for learning.

- models caring, fairness, humor, courtesy, respect, and active listening.

- demonstrates concern for students' emotional and physical well-being.

- seeks and uses information about student interests and opinions.

- develops and maintains positive interactions with students in all school settings.

The teacher creates a supportive learning environment for all students that encourages social interaction, active engagement in learning, and self-motivation.

Sample Performance Indicators:

The teacher...

- encourages students to respect themselves and others.
- communicates clear expectations for appropriate interactions among students.
- models enthusiasm for and engagement in learning.
- encourages students to take pride in good work.
- enhances students' feelings of self-worth.
- incorporates principles of equal opportunity and non-discrimination into classroom management.
- provides equitable opportunities for student learning.
- promotes multicultural awareness, gender sensitivity, and the appreciation of diversity within the classroom.

Communication and Community Relations

The teacher uses effective verbal, nonverbal, and media communication techniques to foster positive interactions in the classroom.

Sample Performance Indicators:

The teacher...

- uses precise language, correct vocabulary and grammar, and acceptable forms of oral and written expression.
- articulates clear learning goals and instructional procedures to students.
- gives directions that are clear and reasonable and contain an appropriate level of detail.
- uses a variety of media communication tools to enrich learning opportunities.
- models effective communication strategies in conveying ideas and information.
- provides support for student expression in speaking, writing, and other media.

The teacher forges partnerships with families to promote student learning at home and in the school.

Sample Performance Indicators:

The teacher...

- responds promptly to parental concerns.
- demonstrates flexibility in planning meetings with parents.
- promotes parental involvement in the classroom and school.

- shares major instructional goals for the year with parents.
- initiates communication with parents or guardians concerning student progress or problems in a timely manner.
- establishes regular channels of communication between school and home.
- offers strategies for parents to assist in their children's education.

The teacher works collaboratively with staff, families, and community resources to support the success of a diverse student population.

Sample Performance Indicators:

The teacher...

- is sensitive to the social and cultural background of students and parents.
- uses multiple modes of communication to provide information to parents.
- encourages parent and community involvement in classroom activities.
- collaborates with staff, families, and community members to respond to identified needs of individual students and groups of students.
- promotes the value of understanding and celebrating school/community cultures.
- supports community partnerships and uses community resources to enhance learning.
- works with community members in carrying out school and community-sponsored functions.

Professionalism

The teacher models professional, moral, and ethical standards as well as personal integrity in all interactions.

Sample Performance Indicators:

The teacher...

- relates to colleagues, parents, and others in an ethical and professional manner.
- represents the school/program favorably in the school division/community.
- uses acceptable written and oral language.
- resolves concerns and problems in a constructive manner.
- maintains confidentiality appropriate to teaching assignment.
- maintains a professional demeanor and appearance.
- works in the best interest of the students, the school, and the community.

The teacher takes responsibility for and participates in a meaningful and continuous process of professional development that results in the enhancement of student learning.

Sample Performance Indicators:

The teacher...

- participates in professional growth activities including conferences, workshops, course work, and/or membership in professional organizations at the district, state, and/or national level.

- evaluates and identifies areas of personal strength and weakness related to professional skills and their effect on student learning and sets goals for improvement of skills and professional performance.

- maintains a high level of personal knowledge regarding new developments and techniques, including technology, in the field of professional specialization.

- comprehends and applies current literature that enhances knowledge of educational issues, trends, and practices.

- collaborates with colleagues to improve and enhance instructional knowledge and skills.

- maintains proper licensure and certification.

The teacher works in a collegial and collaborative manner with peers, school personnel, and the community to promote and support student learning.

Sample Performance Indicators:

The teacher...

- demonstrates flexibility and a collaborative attitude in supporting co-workers/work team.

- maintains effective working relationships with other teachers.

- works collaboratively with other staff members to plan for individual student learning and alignment of goals and standards across classrooms and grade levels.

- makes a positive contribution to the overall climate of the school and division.

- supports school and division-wide programs and activities.

- considers the interests and needs of other teachers and community stakeholders in promoting and supporting district goals and services.

- shares ideas and information with other teachers, school personnel, and community stakeholders.

The teacher provides service to the profession, the division, and the community.

Sample Performance Indicators:

The teacher...

- serves on school, division, state, and/or national committees.

- maintains an active role in professional and community organizations.

- explores, disseminates, and applies knowledge and information about new or improved methods of instruction or related issues.

- contributes to and supports the development of the profession by serving as an instructor, mentor, coach, presenter, researcher, or supervisor.

- organizes, facilitates, and presents at local, state and/or national conferences.

- supports and participates in efforts to align school and division goals and activities with community endeavors.

Appendix B

Administrator Evaluation Criteria and Performance Indicators

(Principals, Assistant Principals, and Central Office Instructional Personnel)

Virginia Department of Education Suggested Guidelines

Planning and Assessment

The administrator effectively employs various processes for gathering, analyzing, and using data for decision making.

Sample Performance Indicators:

The administrator...

- applies current research related to effective techniques for gathering data from individuals, groups, and programs.
- gathers and analyzes data on student academic achievement through standardized test results and other student performance sources.
- identifies strengths and weaknesses in programs and practices to facilitate continuous improvement.
- applies and communicates statistical findings.
- plans and implements changes in programs and/or curricula based on data.
- conducts annual analyses of school's test and subtest scores by grade and discipline.

The administrator collaboratively develops and implements a school improvement plan that results in increased student learning.

Sample Performance Indicators:

The administrator...

- ensures the development and implementation of a biennial school plan approved by the superintendent.
- works collaboratively with faculty and staff to develop a vision and mission consistent with the division strategic plan.
- supports the mission by identifying, articulating, and planning to meet the educational needs of students, staff, and other stakeholders.
- works collaboratively to develop long- and short-range goals and objectives consistent with needs assessment data.
- evaluates the effects of changes on student achievement and provides feedback on goal achievement and needs for improvement.
- keeps abreast of current literature regarding school reform.
- supports staff through the stages of the change process.
- maintains stakeholders' focus on long-range mission and goals throughout the implementation process.

The administrator plans, implements, supports, and assesses instructional programs that enhance teaching and student achievement in the Standards of Learning.

Sample Performance Indicators:

The administrator...

- demonstrates a working knowledge and understanding of the Standards of Learning and school division curricular requirements.
- articulates curricular goals and objectives to staff and other stakeholders.
- assists with the development of a comprehensive curriculum utilizing goals and objectives in alignment with the Standards of Learning.
- works with staff to plan, implement, evaluate, and revise the curriculum on a systematic and ongoing basis.
- demonstrates knowledge of and applies current research related to best practices in curriculum and instruction.
- provides resources and materials to accomplish instructional goals for all students.
- facilitates programs/curricular changes to meet state or federal requirements.
- monitors and assesses the effect of the programs and/or curricula on student achievement.
- implements division testing program for students.
- uses varied assessment data to ensure that instructional programs are responsive to students' academic needs.

The administrator develops plans for effective allocation of fiscal and other resources.

Sample Performance Indicators:

The administrator...

- meets and works collaboratively with appropriate staff to determine budget needs and priorities.
- prioritizes budget requests to meet the needs of assigned curriculum/program(s).
- meets and works collaboratively with appropriate staff to determine priorities for effective allocation of space as well as human and other resources.
- monitors and assesses resource allocation.
- revises resource allocation plans based on implementation data.

Instructional Leadership

The administrator communicates a clear vision of excellence and continuous improvement consistent with the goals of the school division.

Sample Performance Indicators:

The administrator...

- articulates a vision and works collaboratively to develop a mission and programs consistent with the division's strategic plan.
- emphasizes positive student achievement and continuous improvement.
- analyzes current academic achievement and teaching methods to make appropriate educational decisions and improve classroom instruction.

- monitors the delivery of appropriate remediation and intervention for students.
- explores, disseminates, and applies knowledge and information about new or improved methods of instruction or related issues.
- shares evaluation data and subsequent plans for continuous improvement with staff, students, and other stakeholders.
- commits resources to the achievement of the mission and goals.
- demonstrates strong motivation and high standards and models self-evaluation.
- communicates commitment to protecting academic instructional time.
- recognizes, encourages, and celebrates excellence among staff and students.

The administrator supervises the alignment, coordination, and delivery of assigned programs and/or curricular areas.

Sample Performance Indicators:

The administrator...

- works with staff to develop a written plan for the coordination and articulation of curricular goals.
- meets and works with staff on a regular basis to identify needs and determine priorities regarding program delivery.
- provides direction and support in planning and implementing activities and programs consistent with continuous improvement efforts and attainment of instructional goals.
- monitors coordination of instructional programs with state and local standards.
- demonstrates and applies knowledge of effective instructional models and strategies.
- identifies best instructional practices for student groups with identified needs.
- provides instructional resources, materials, training, and support to accomplish instructional goals.

The administrator selects, inducts, supports, evaluates, and retains quality instructional and support personnel.

Sample Performance Indicators:

The administrator...

- maintains and disseminates a current handbook of personnel policies and procedures.
- establishes and uses selection procedures that ensure fairness and equity in selecting the best candidates.
- makes recommendations regarding personnel decisions consistent with established policies and procedures.
- establishes and implements formal and informal induction procedures to promote assistance for and acceptance of new employees.
- sets high standards for staff performance.
- evaluates performance of personnel consistent with division policies, provides formal and informal feedback, and maintains accurate evaluation records.
- evaluates instructional alignment with the Standards of Learning to ensure students' successful attainment of the knowledge and skills indicated.
- evaluates classroom practices and methods for improvement of instruction.

- provides support and resources for staff to improve job performance, and recognizes and supports the achievements of highly effective staff members.

The administrator provides staff development programs consistent with program evaluation results and school instructional improvement plans.

Sample Performance Indicators:

The administrator...

- leads the development and implementation of a systematic professional development plan for individuals and for the school.
- involves school staff in identifying staff development needs based on student achievement data.
- provides staff development that supports effective instruction.
- shares knowledge and information about new, improved, or alternative methods of instruction and related issues.
- meets with instructional teams and teachers regularly to discuss ongoing school improvement efforts.
- shares program evaluation results and demonstrates connection of results to ongoing staff development efforts.
- disseminates information about conferences, course work, and membership in professional organizations.
- supports staff participation in internal and external professional development opportunities as appropriate.

The administrator identifies, analyzes, and resolves problems using effective problem-solving techniques.

Sample Performance Indicators:

The administrator...

- identifies and addresses problems in a timely and effective manner.
- demonstrates fairness in identifying multiple points of view around problem situations.
- involves stakeholders in analyzing problems and developing solutions.
- monitors implementation of problem resolutions.
- provides shared leadership and decision-making opportunities for staff that promote a climate of collaboration and collegiality.
- delegates responsibility appropriately to staff members.
- maintains focus on school and division missions and goals.
- promotes an atmosphere of mutual respect and courtesy.

Safety and Organizational Management for Learning

The administrator maintains effective discipline and fosters a safe and positive environment for students and staff.

Sample Performance Indicators:

The administrator...

- ensures a safe, secure, orderly, clean, and attractive school environment.

- clearly communicates expectations regarding behavior to students, staff, and parents.
- clearly communicates procedures for handling disciplinary problems.
- implements and enforces school division code of conduct and appropriate disciplinary procedures in a timely and consistent manner.
- establishes effective programs through which students develop self-discipline and conflict resolution skills.
- calmly and effectively manages emergency situations as they occur.
- is proactive in addressing potential problem situations.
- consistently conveys mutual respect, concern, and high expectations to students, staff, and parents.
- recognizes students and staff for their academic, co-curricular, personal, and professional achievements.

The administrator effectively coordinates the daily operation of the assigned area of responsibility.

Sample Performance Indicators:

The administrator...

- organizes staff to conduct daily routines efficiently, use space effectively, and ensure appropriate instructional time.
- publicizes routines and procedures through handbooks, orientation sessions, and other means.
- protects academic instructional time from unnecessary interruptions.
- organizes schedule to keep time students are out of class to a minimum.
- monitors and provides supervision for all programs and activities.
- oversees the general maintenance, upkeep, and appearance of the school (building administrators only).
- monitors established routines and use of facilities on a regular and timely basis (building administrators only).

The administrator effectively manages human, material, and financial resources to ensure student learning and to comply with legal mandates.

Sample Performance Indicators:

The administrator...

- follows federal, state, and local statutes, regulations, policies, and procedures.
- collaboratively plans and prepares a fiscally responsible budget to support the organization's mission and goals.
- establishes and uses accepted procedures for receiving and disbursing funds.
- maintains records of receipts and disbursements of all funds handled.
- keeps staff informed about status of budget requests, equipment purchases, and materials ordered.
- monitors the efficient use of instructional resources.
- works with staff to establish an effective schedule for use of shared resources.
- accurately maintains personnel records.

- maintains current record of licensure, endorsement, and in-service training completed by staff.
- adheres to established evaluation schedules, timelines, and procedures.

The administrator demonstrates effective organizational skills to achieve school, community, and division goals.

Sample Performance Indicators:

The administrator...

- demonstrates and communicates a working knowledge and understanding of school division policies and procedures.
- ensures compliance and follow-through regarding policies and procedures.
- uses personal time to the best advantage, manages scheduling effectively, and follows task to completion.
- performs duties in an accurate and timely manner.
- maintains accurate student records to ensure that criteria for promotion/placement/instructional intervention are included.
- maintains accurate drop-out records to work towards drop-out prevention.
- efficiently and appropriately prioritizes and addresses multiple issues and projects.
- maintains an acceptable work space.

Communication and Community Relations

The administrator promotes effective communication and interpersonal relations with students and staff.

Sample Performance Indicators:

The administrator...

- promotes a climate of trust within the school.
- facilitates constructive and timely communication.
- initiates communication and facilitates cooperation among staff regarding curriculum or program initiatives.
- models professionally appropriate communication skills, interpersonal relations, and conflict mediation.
- maintains visibility and accessibility to staff.
- solicits staff input to discuss issues and goals and to promote effective decision-making.
- establishes and maintains a collaborative relationship with classroom teachers, specialists, and administrators in promoting the division's mission and in communicating expectations.

The administrator promotes effective communication and interpersonal relations with parents and other community members.

Sample Performance Indicators:

The administrator...

- communicates school and division goals, objectives, and expectations to stakeholders.

- maintains visibility and accessibility to parents and the community.
- uses multiple modes of communication to notify stakeholders of issues, events, and useful information regarding curriculum and programs in a timely manner.
- clarifies collaborative roles of school and home in promoting student learning and meeting curricular goals.
- communicates evidence of progress toward goals and objectives.
- monitors the development and distribution of staff and student handbooks.
- uses acceptable written and oral language.

The administrator works collaboratively with staff, families, and community members to secure resources and to support the success of a diverse student population.

Sample Performance Indicators:

The administrator...

- plans for and solicits parent and community member input.
- promotes the development of community partnerships.
- encourages parental and community involvement in promoting school goals.
- collaborates with staff, families, and community leaders and responds to identified needs of individual students and groups of students.
- seeks grants and other community resources to support school goals.
- treats people with respect.
- models and promotes multicultural awareness, gender sensitivity, and the appreciation of diversity in the school-community.
- promotes the value of understanding and celebrating school and community cultures.

Professionalism

The administrator models professional, moral, and ethical standards as well as personal integrity in all interactions.

Sample Performance Indicators:

The administrator...

- relates to co-workers, customers/clients, and others in an ethical and professional manner.
- represents the school/office/program favorably in the school division/community.
- resolves concerns and problems in an appropriate manner.
- respects and maintains confidentiality and assumes responsibility for personal actions.
- maintains a professional demeanor and appearance appropriate to responsibilities.

The administrator works in a collegial and collaborative manner with other administrators, school personnel, and the community to promote and support the mission and goals of the school division.

Sample Performance Indicators:

The administrator...

- demonstrates flexibility and a collaborative attitude in supporting colleagues/work teams.

- supports the organization and advances the mission/goals.
- supports division-wide programs and activities and makes a positive contribution to the overall climate of the school and division.
- maintains effective working relationships with other administrators and staff.
- shares ideas and information and considers the interests and needs of other administrators and community stakeholders in promoting and supporting district goals and services.

The administrator takes responsibility for and participates in a meaningful and continuous process of professional development that results in the enhancement of student learning.

Sample Performance Indicators:

The administrator...

- participates in professional growth activities, including conferences, workshops, course work, and/or membership in professional organizations at the district, state, and/or national level.
- evaluates and identifies areas of personal strength and weakness related to professional skills and their impact on student learning.
- sets goals for improvement of skills and professional performance.
- maintains a high level of personal knowledge regarding new developments and techniques, including technology, in one's own field of professional specialization.
- comprehends and applies current research of educational issues, trends, and practices.
- networks with colleagues to share knowledge about effective educational practices and to improve and enhance administrative knowledge, skills, and organizational success.
- maintains proper licensure and certification.

The administrator provides service to the profession, the division, and the community.

Sample Performance Indicators:

The administrator...

- serves on division, state, and/or national committees and maintains an active role in professional organizations.
- contributes to and supports the development of the profession by serving as an instructor, mentor, coach, presenter, researcher, or supervisor.
- organizes, facilitates, and presents at local, state and/or national conferences.
- supports and participates in efforts to align school and division goals and activities with community endeavors.

Appendix C

Superintendent Evaluation Criteria and Performance Indicators

Virginia Department of Education Suggested Guidelines

Planning and Assessment

The superintendent effectively employs various processes for gathering, analyzing, and using data for decision making.

Sample Performance Indicators:

The superintendent...

- applies current research related to effective techniques for gathering data from individuals, groups, programs, and the community, and uses reliable data in making decisions.
- reviews analyses of student academic achievement through standardized test results and other academic sources.
- provides staff with data in a collaborative effort to determine needs for improvement.
- applies and communicates statistical findings to identify strengths and weaknesses in programs and practices in order to ensure continuous improvement.
- plans and implements changes in programs and/or curricula based on data.
- reviews annual analyses of division's test and sub-test scores by school and discipline in order to assess school improvement and monitor improvement plans.

The superintendent organizes the collaborative development and implementation of a division strategic plan based on analysis of data from a variety of sources.

Sample Performance Indicators:

The superintendent...

- provides leadership in the development of a shared vision for educational improvement and of a strategic plan to attain that vision.
- implements strategies for the inclusion of staff and various stakeholders in the planning process.
- supports the division's mission by identifying, articulating, and planning to meet the educational needs of students, staff, and other stakeholders.
- works collaboratively to develop long- and short-range goals and objectives consistent with the school division's strategic plan and monitors progress in achieving long- and short-range goals and objectives.
- provides feedback to principals on goal achievement and needs for improvement.
- supports staff through the stages of the change process.
- maintains stakeholders' focus on long-range mission and goals throughout the implementation process.

The superintendent plans, implements, supports, and assesses instructional programs that enhance teaching and student achievement of the Standards of Learning.

Sample Performance Indicators:

The superintendent...

- demonstrates a working knowledge and understanding of the Standards of Learning and division curricular requirements.
- supports the development of a comprehensive curriculum utilizing goals and objectives in alignment with the Standards of Learning.
- oversees the planning, implementation, evaluation, and revision of the curriculum on a systematic and ongoing basis.
- provides resources and materials to accomplish instructional goals for all students.
- facilitates programs/curricular changes to meet state or federal requirements.
- monitors and assesses the effect of the programs and/or curricula on student achievement.

The superintendent develops plans for effective allocation of fiscal and other resources.

Sample Performance Indicators:

The superintendent...

- acquires, allocates, and manages division resources in compliance with all laws to ensure the effective and equitable support of all of the division's students, schools, and programs.
- allocates resources consistent with the mission and strategic plan of the division.
- meets and works collaboratively with the board and appropriate staff to determine priorities for budgeting and for the effective allocation of space and human resources.
- utilizes human and material resources outside the division that may support and/or enhance the achievement of goals and objectives.
- monitors and assesses resource allocation.
- revises resource allocation plans based on implementation data.

Instructional Leadership

The superintendent communicates a clear vision of excellence and continuous improvement consistent with the goals of the school division.

Sample Performance Indicators:

The superintendent...

- demonstrates personal commitment to achieving the mission of the school division.
- articulates a shared vision to all constituencies and ensures that staff members are working in concert with the division's strategic plan.
- informs members of the board and community of current research related to best practices in curriculum and instruction.
- explores, disseminates, and applies knowledge and information about new or improved methods of instruction or related issues.
- shares evaluation data and subsequent plans for continuous improvement with staff, students, and other stakeholders.
- recognizes, encourages, and celebrates excellence among staff and students.

- demonstrates strong motivation and high standards and models self-evaluation.

The superintendent oversees the alignment, coordination, and delivery of assigned programs and/or curricular areas.

Sample Performance Indicators:

The superintendent...

- articulates curricular goals, objectives, and frameworks to staff and other stakeholders.
- works with staff to develop a written plan for the coordination and articulation of curricular goals.
- works with the board, staff, and community representatives to identify needs and determine priorities regarding program delivery.
- provides direction and support in planning and implementing activities and programs consistent with continuous improvement efforts and attainment of instructional goals.
- monitors coordination of instructional programs with state and local standards.
- facilitates the effective coordination and integration of division curricular and co-curricular programs.

The superintendent selects, inducts, supports, evaluates, and retains quality instructional and support personnel.

Sample Performance Indicators:

The superintendent...

- maintains and disseminates a current handbook of personnel policies and procedures.
- establishes and uses selection procedures that ensure fairness and equity in selecting the best candidates.
- makes recommendations regarding personnel decisions consistent with established policies and procedures.
- oversees the recruitment, appointment, induction, and assignment of the most qualified personnel available.
- establishes and implements formal and informal induction procedures to promote assistance for and acceptance of new employees.
- sets high standards for staff performance.
- evaluates performance of personnel consistent with division policies, provides formal and informal feedback, and maintains accurate evaluation records.
- recommends the reappointment and/or promotion of competent, effective personnel.
- provides support and resources for staff to improve job performance and recognizes and supports the achievements of highly effective staff members.

The superintendent provides staff development programs consistent with program evaluation results and school instructional improvement plans.

Sample Performance Indicators:

The superintendent...

- leads the development and implementation of a systematic professional development plan for individuals, including members of the board, and for the division.

- works collaboratively with members of the staff in using student achievement data to determine relevant professional development opportunities.
- meets with principals regularly to assess ongoing school improvement efforts.
- evaluates the effectiveness of the professional development plan in relation to division goals.
- encourages participation in relevant conferences, course work, and activities of professional organizations.
- shares program evaluation results and demonstrates connection of results to ongoing staff development efforts.
- supports staff participation in internal and external professional development opportunities as appropriate.

The superintendent identifies, analyzes, and resolves problems using effective problem-solving techniques.

Sample Performance Indicators:

The superintendent...

- identifies and addresses problems in a timely and effective manner.
- demonstrates fairness in identifying multiple points of view around problem situations.
- involves stakeholders in analyzing problems and developing solutions.
- monitors implementation of problem resolutions.
- provides shared leadership and decision-making opportunities for staff that promote a climate of collaboration and collegiality.
- delegates responsibility appropriately to staff members.
- maintains focus on school and division mission and goals.
- promotes an atmosphere of mutual respect and courtesy.

Safety and Organizational Management for Learning

The superintendent actively supports a safe and positive environment for students and staff.

Sample Performance Indicators:

The superintendent...

- facilitates the implementation of sound, research-based theories and techniques of classroom management, student discipline, and school safety to ensure a safe, orderly environment conducive to teaching and learning.
- clearly communicates expectations regarding behavior to students, staff, parents, and other members of the community.
- clearly communicates procedures for handling disciplinary problems.
- implements and enforces school division code of conduct and appropriate disciplinary policies and procedures in a timely and consistent manner.
- supports effective programs through which students develop self-discipline and conflict resolution skills.
- calmly and effectively manages emergency situations as they occur.

- is proactive in addressing potential problem situations.
- consistently conveys mutual respect, concern, and high expectations to students, staff, parents, and community members.
- recognizes students and staff for their academic, co-curricular, personal, and professional achievements.

The superintendent develops procedures for working with the local board of education that define mutual expectations, working relationships, and strategies for formulating division policies.

Sample Performance Indicators:

The superintendent...

- respects the policy-making authority and responsibility of the board.
- develops and uses a systematic means of keeping members of the board informed with complete, accurate information.
- facilitates the delineation of superintendent and board roles and the articulation of mutual expectations.
- recommends policy additions and/or modifications to improve student learning and division effectiveness.
- anticipates future needs and demonstrates a bias for action.
- values group interaction and problem solving.
- expresses opinions on policy issues directly to the board.
- supports and implements policy established by the board.

The superintendent effectively manages human, material, and financial resources to ensure student learning and to comply with legal mandates.

Sample Performance Indicators:

The superintendent...

- complies with federal, state, and local statutes, regulations, policies, and procedures.
- collaboratively plans and prepares a fiscally responsible budget to support the organization's mission and goals.
- demonstrates effectiveness in obtaining necessary resources.
- establishes and uses accepted procedures for receiving and disbursing funds.
- ensures that expenditures are within limits approved by the board.
- implements appropriate management techniques and group processes to define roles, delegate activities and responsibilities, and determine accountability for goal attainment.
- prepares and implements short- and long-range plans for facilities and sites.
- ensures proper maintenance and repair of division property and equipment.
- monitors any construction, renovation, or demolition of division buildings.
- regularly reports to the board on the financial condition of the division.
- monitors the efficient use of resources.
- works with staff to establish an effective schedule for use of shared resources.
- ensures the maintenance of accurate personnel records.

The superintendent demonstrates effective organizational skills to achieve school, community, and division goals.

Sample Performance Indicators:

The superintendent...

- demonstrates and communicates a working knowledge and understanding of school division policies and procedures.
- ensures compliance and follow-through regarding policies and procedures.
- uses personal time to the best advantage, manages scheduling effectively, and follows task to completion.
- performs duties in an accurate and timely manner.
- maintains appropriate and accurate records.
- efficiently and appropriately prioritizes and addresses multiple issues and projects.
- systematically evaluates progress on achieving established goals.
- keeps the board, staff and community appraised of progress in achieving the division's goals.

Communication and Community Relations

The superintendent promotes effective communication and interpersonal relations within the school division.

Sample Performance Indicators:

The superintendent...

- promotes a climate of trust and teamwork within the division.
- facilitates constructive and timely communication.
- initiates communication and facilitates cooperation among staff regarding curriculum or program initiatives.
- models professionally appropriate communication skills, interpersonal relations, and conflict mediation.
- maintains visibility and accessibility to staff.
- solicits staff input to discuss issues and goals and to promote effective decision-making.
- establishes and maintains a collaborative relationship with staff members in promoting the division's mission and in communicating expectations.

The superintendent establishes and maintains effective channels of communication with board members and between the schools and community, strengthening support of constituencies and building coalitions.

Sample Performance Indicators:

The superintendent...

- accepts responsibility for maintaining communication between the board and division personnel.
- anticipates, analyzes, and discusses emerging educational/division issues with the board on a regular basis.
- systematically provides accurate, relevant information to the board to facilitate decision-making.
- establishes, maintains, and evaluates a planned, two-way system of communication with community constituencies.

- communicates school and division goals, objectives, and expectations to stakeholders.
- is politically astute and demonstrates the skills necessary to build community support for division goals and priorities.
- works cooperatively with representatives of the news media.
- establishes partnerships with public and private agencies to enhance the division's ability to serve students and other constituents.
- uses acceptable written and oral language.

The superintendent works collaboratively with staff, families, and community members to secure resources and to support the success of a diverse student population.

Sample Performance Indicators:

The superintendent...

- is responsive to the conditions and dynamics of the diversity within the school community.
- treats people with respect.
- models and promotes multicultural awareness, gender sensitivity, and the appreciation of diversity in the community.
- is knowledgeable about laws regarding individual and group rights and responsibilities and scrupulously avoids actions that might violate them.
- collaborates with staff, families, and community leaders and responds to identified needs of individual students and groups of students.
- promotes the value of understanding and celebrating school/community cultures.

Professionalism

The superintendent models professional, moral, and ethical standards as well as personal integrity in all interactions.

Sample Performance Indicators:

The superintendent...

- relates to board members, staff, and others in an ethical and professional manner.
- maintains the physical and emotional wellness necessary to meet the responsibilities of the position.
- serves as an articulate spokesperson for the school division and represents the division favorably at the local, state, and national levels.
- resolves concerns and problems in an appropriate manner.
- respects and maintains confidentiality and assumes responsibility for personal actions and those of subordinates.
- maintains a professional demeanor and appearance appropriate to responsibilities.

The superintendent works in a collegial and collaborative manner with school personnel and the community to promote and support the mission and goals of the school division.

Sample Performance Indicators:

The superintendent...

- demonstrates flexibility and a collaborative attitude in supporting professionals and other staff/work teams.
- supports the division and advances its mission/goals.

- establishes and supports a division culture that encourages collaboration and teamwork in achieving goals.
- maintains effective working relationships with other administrators and staff.
- shares ideas and information and considers the interests and needs of staff members and community stakeholders in promoting and supporting district goals and services.

The superintendent takes responsibility for and participates in a meaningful and continuous process of professional development that results in the enhancement of student learning.

Sample Performance Indicators:

The superintendent...

- participates in professional growth activities, including conferences, workshops, course work, and/or membership in professional organizations at the district, state, and/or national level.
- evaluates and identifies areas of personal strength and weakness related to providing division leadership.
- sets goals for improvement of skills and professional performance.
- maintains a high level of personal knowledge regarding new developments and techniques, including technology, and shares the information with appropriate staff.
- comprehends and applies current research of educational issues, trends, and practices.
- networks with colleagues to share knowledge about effective educational practices and to improve and enhance administrative knowledge, skills, and organizational success.
- maintains proper licensure and certification.

The superintendent provides service to the profession, the division, and the community.

Sample Performance Indicators:

The superintendent...

- serves on division, state, and/or national committees and maintains an active role in professional organizations.
- contributes to and supports the development of the profession by serving as an instructor, mentor, coach, presenter, researcher, or supervisor.
- organizes, facilitates, and presents at local, state and/or national conferences.
- supports and participates in efforts to align division goals and activities with community endeavors.

(D)(2)(C). Advancing Virginia's Leadership Agenda Guidance Document: Standards and Indicators for School Leaders and Documentation for the Principal of Distinction (Level II) Administration and Supervision Endorsement

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

Approved by the
Virginia Board of Education
November 20, 2008

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

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

Executive Summary

INTRODUCTION

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

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

Objectives of Grant for School Leadership

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

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

The *Licensure Regulations for School Personnel*, effective September 21, 2007, set forth the requirements for the administration and supervision prek-12 endorsement. The endorsement consists of Level I, which is required to serve as a building-level administrator or central office supervisor, and Level II, which is an optional endorsement to which an experienced building-level administrator may aspire.

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

all individuals who are seeking an initial endorsement authorizing them to serve as principals and assistant principals in the public schools. Individuals seeking an initial administration and supervision endorsement who are interested in serving as central office instructional personnel are not required to take and pass the school leaders assessment prescribed by the Board of Education.

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

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

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

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

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

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

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

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

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

Virginia Performance Standards for School Leaders

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

Categories of Standards

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

Performance Indicators

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

Levels of Endorsement for Principals

Level I: Assistant Principals and Principals

Level II (Optional): Principals of Distinction

The *Licensure Regulations for School Personnel* set forth the requirements to achieve the Level II administration and supervision endorsement. A building-level administrator may seek Level II endorsement in administration and supervision preK-12 after successfully serving as a building-level administrator for at least five years in a public school or accredited nonpublic school and successfully completing a formal induction program as a principal or assistant principal. In order to earn Level II endorsement, the principal must meet two or more of the following criteria as specified by the Board of Education and documented in a Department of Education approved format and be recommended by the employing Virginia school division superintendent:

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

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

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

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

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

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

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

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

3. Active participation in an induction program.*

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

Portfolio of Evidence

Steps to Level II

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

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

The portfolio must include the following components:

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

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

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

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

Level II Verification Process

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

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

Recommendation of the Division Superintendent

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

Virginia Performance Standards for School Leaders

Part I

Virginia Performance Standards for School Leaders

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

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

Planning and Assessment

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

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

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

Instructional Leadership

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

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

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

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

Safety and Organizational Management for Learning

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

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

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

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

Communication and Community Relations

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

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

Professionalism

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

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

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

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

Performance Indicators

Part II

Performance Indicators

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

The *Licensure Regulations for School Personnel* set forth the requirements to achieve the Level II administration and supervision endorsement. A building-level administrator may seek Level II endorsement in administration and supervision preK-12 after successfully serving as a building-level administrator for at least five years in a public school or accredited nonpublic school and successfully completing a formal induction program as a principal or assistant principal. In order to earn Level II endorsement, the principal must meet two or more of the following criteria as specified by the Board of Education and documented in a Department of Education approved format and be recommended by the employing Virginia school division superintendent:

1. Evidence of improved student achievement;

2. Evidence of effective instructional leadership;

3. Evidence of positive effect on school climate or culture;

4. Earned doctorate in educational leadership or evidence of formal professional development in the areas of school law, school finance, supervision, human resource management, and instructional leadership; or

5. Evidence of completion of a high-quality professional development project designed by the division superintendent.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Part II

Level II (Principal of Distinction) Verification

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

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

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

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

> 8VAC-22-590(F)
> Level II endorsement in administration and supervision preK-12. A principal may seek Level II endorsement in administration and supervision preK-12 after successfully serving as a building-level administrator for at least five years in a public school or accredited nonpublic school and successfully completing a formal induction program as a principal or assistant principal. In order to earn Level II endorsement, the candidate must meet two or more of the following criteria as specified by the Board of Education and documented in a Department of Education approved format and be recommended by the employing Virginia school division superintendent:
>
> 1. Evidence of improved student achievement;
>
> 2. Evidence of effective instructional leadership;
>
> 3. Evidence of positive effect on school climate or culture;
>
> 4. Earned doctorate in educational leadership or evidence of formal professional development in the areas of school law, school finance,

supervision, human resource management, and instructional leadership; or

5. Evidence of a completion of a high-quality professional development project designed by the division superintendent.

Recommended Level II Verification Process

Step One: Determination of Eligibility

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

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

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

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

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

Key considerations by the superintendent in determining eligibility might include:

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

2. Willingness to lead a low performing school.

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

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

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

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

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

Step Two: Submission of Portfolio of Evidence

Overview

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

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

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

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

Components of the Level II Portfolio of Evidence

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

General Content

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

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

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

Criterion Specific Content

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

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

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

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

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

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

Step Three: Assessment of the Portfolio

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

Key considerations in the assessment of the portfolio evidence:

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

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

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

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

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

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

Step Four: Recommendation of the Division Superintendent

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

Step Five: Award of the Level II Endorsement

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

Timetable and Deadlines for the Process

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

Appendix

Appendix

Sample Evidence for Criteria 1, 2, and 3

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

Criterion 1: Improve Student Achievement[1]

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

Criterion 2: Effective Instructional Leadership

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

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

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

Criterion 3: Positive Effect on School Climate or Culture

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

(D)(2)(D). Teacher and Principal Incentives in Hard-to-Staff Schools

Virginia implemented two pilot incentive and support initiatives with school divisions that have difficulty attracting and retaining teachers and principals in hard-to-staff schools and/or in areas of critical shortage. The preliminary structure and criteria for implementation of the Hard-to-Staff Schools Initiative and the Virginia Middle School Teacher Corps were developed during the pilots. With grant funds, Virginia proposes to further refine the criteria and expand these programs, such that they become sustainable in school divisions with the greatest need and incorporate new growth data to be available in the future (see section (D)(2) of this proposal). This program proposes to capitalize on the concept of offering incentives to attract and retain licensed, highly qualified and effective, experienced teachers and principals in hard-to-staff schools, especially in middle and high schools where critical shortage areas are most likely to occur because of specific requirements to teach in certain content areas. In addition, in recognition of the fact that supportive working conditions and staff collegiality and buy-in are critical to the success of school turnaround, incentives will be offered to the entire faculty of a school that succeeds in raising student achievement. In school year 2009-2010, 179 schools in Virginia have been identified as hard-to-staff.

The Teacher Incentives in Hard-to-Staff Schools initiative will be designed to improve student achievement in "hard-to-staff" schools by attracting and retaining licensed, highly effective, and experienced teachers through an incentive-based and support program.

The *Southeast Center for Teaching Quality* reported in "Recruiting Teachers for Hard-to-Staff Schools" (January 2002) that demographic experts predict a need for a significant number of new teachers in the next decade. Among the schools hardest hit by this increased demand will be those characterized as "hard-to-staff."

While no exact definition exists of hard-to-staff schools, reports of the *Education Commission of the States (ECS)* define "hard-to-staff" schools as "those that have great difficulty in finding and retaining qualified and effective teachers. Many hard-to-staff schools are high-poverty inner-city schools or rural schools that, as a consequence of their location in economically depressed or isolated districts, offer comparatively low salaries and lack the amenities with which other districts attract teachers. Typically, such schools have high turnover rates and a high percentage of relatively new teachers because more experienced teachers, whose seniority gives them greater choice in their teaching assignment, tend to go elsewhere. This makes it difficult not only for the schools to maintain stability, but also to develop a strong organizational culture that supports learning."

The Education Trust maintains from both research and extensive experience in classrooms across the country that poor and minority students will achieve at the same high levels as other students if they are taught at those levels. Their research also supports the fact that "while the teaching force in high-poverty and high-minority communities certainly includes some of the most dedicated and talented teachers in the country, the truth is that these teachers are vastly outnumbered by under- and, indeed, unqualified colleagues." (*Thinking K-16*, 1998 Summer, "Good Teaching Matters")

Hard-to-Staff School Eligibility Criteria

While there is no one definition of a hard-to-staff school, the research identifies certain conditions that frequently exist in some predominantly urban or rural schools that might contribute to difficulty in hiring and retaining an experienced teaching staff.

Based on research reports of conditions or characteristics frequently evident in a "hard-to-staff" school, the Virginia Department of Education established eight criteria that might typically exist within hard-to-staff schools in the Commonwealth.

For purposes of this initiative, a hard-to-staff school has been identified as one that meets at least four of the following criteria:

- Accredited with warning;
- Average daily attendance rate is two percentage points below the statewide average;
- Percent of special education students exceeds 150 percent of the statewide average;
- Percent of limited English proficient (LEP) students exceeds 150 percent of the statewide average;
- Percent of teachers with provisional licenses exceeds 150 percent of the statewide average;
- Percent of special education teachers with conditional licenses exceeds 150 percent of the statewide average;
- Percent of inexperienced teachers hired to total teachers exceeds 150 percent of the statewide average; and
- School has one or more inexperienced teachers in a critical shortage area.

In addition to meeting the four criteria:

- The school must have an immediate need to employ highly qualified teachers in areas of deficiency within the school;
- A strong majority of the faculty, as well as all the administrators of the school, must support and be active in the activities devoted to improving student performance related to this initiative; and
- The schools developed a quality mentoring program for beginning teachers pursuant to requirements established by the Department of Education for hard-to-staff schools.

Teacher Eligibility Criteria for Hard-To-Staff Schools Incentives

The minimum eligibility requirements for hard-to-staff schools incentives are below. Virginia will review and update the eligibility criteria when measures of student growth and highly effective teachers become available.

Minimum Teacher Requirements:

- Be fully licensed to teach in Virginia (with a five-year active renewable license) and teaching in area of endorsement of the license;
- Be highly qualified per the No Child Left Behind provisions;
- Have at least five years successful full-time experience as a teacher, librarian, or guidance counselor in an accredited public or non-public school;

- Demonstrate professionalism and success in working with students per the indicators listed under the following sections;
- Demonstrate effective communication and collaborative skills per the indicators listed under the following sections;
- Agree to participate in a training program during Year One of the initiative;
- Agree to participate in a support program during Year Two and Three of the initiative; and
- For teachers who locate to a new school under the incentive program – Sign an agreement to remain at the school for at least three years beyond receipt of the initial incentive, with a prorated repayment for failure to fulfill the terms of the agreement.

Instructional Leadership

Candidate must satisfy all three of the following criteria:

1. Documented evidence of average or better student performance in the teaching area or consistent significant improvement in student achievement as demonstrated by, but not limited to, one or more of the following:

    a. Performance data for their students that meet or exceed adequate yearly progress measures, accreditation benchmarks, or statewide averages on other student achievement measures; or that demonstrate student performance growth on such measures;
    b. Student performance on division wide assessments developed or selected by the school division;
    c. Student performance on pre- and post-tests approved by the school division;
    d. Student performance on standardized or other nationally administered tests;
    e. Student competency records in Career and Technical Education (CTE);
    f. Numbers/percentages of students earning licenses in a content area, such as industry certification/licensure in CTE;
    g. Evidence of how instruction in the content area contributed to success on SOL tests (Example, foreign language instruction supported successful scores in English: Reading and English: Writing for a teacher's students);
    h. Numbers/percentages of students taking and passing Advanced Placement exams, dual enrollment courses, International Baccalaureate exams, etc.;
    i. Evidence of student performance and success in increasingly complex visual arts, performing arts, or practical arts skills; and
    j. Other performance-based measures as approved by the school division.

2. Above average or better performance evaluations supported by outstanding classroom observation reports for the last three consecutive years.

3, Letters of outstanding recommendations from:
    a. Previous supervisor, for those applying new; or
    b. Current principal or others in a leadership position familiar with the candidate's teaching, for those currently on staff.

Professional Leadership
Candidate must satisfy three of the following:

1. Advanced degree in the teaching area or a related educational field;
2. Evidence of the use of instructional practices resulting from annual participation in professional development activities that meet the criteria for high quality professional development as defined by the Virginia Board of Education;
3. National Board certification in the teaching area;
4. Documentation of professional leadership, for example: department chair, team leader, committee chair, mentor, coach, cooperating teacher, in-service provider at some time during the last five years; and
5. Documentation of service on school, division, state and/or national committees related to the teaching profession at some time during the last five years.

Collaborative Leadership
Candidate must satisfy two of the following:

1. Evidence of communication tools to provide information/feedback to parents;
2. Use of community resources/volunteers to enhance student learning; and
3. Involvement of students in co-curricular projects that extend student learning in their subject area.

Hiring Incentive for Eligible Relocating Teachers
A hiring incentive of $10,000 will be awarded to teachers and principals who met the eligibility criteria and agreed to the following:

- Relocate to a hard-to-staff middle or high school in a participating school division;
- Teach or serve as a principal in the hard-to-staff school for at least three years;
- Participate in training for hard-to-staff schools.

Retention Incentive for Eligible Existing Teachers
Incentives will be awarded to stem the flow of experienced teachers and principals leaving the hard-to-staff schools. A continuing incentive of $3,000 will be granted to teachers and principals who met eligibility criteria, agreed to teach or serve as a principal in the hard-to-staff school for at least three years; and participate in training for hard-to-staff schools.

Benefits to All Teachers
All teachers and administrators in the schools will receive a $500 stipend for participating in training focused on helping them meet the challenges of working in a hard-to-staff school. Teachers also have first priority to receive funds from the state to assist in earning national board certification.

Improved Working Conditions
Funds will be provided to improve working conditions in the schools. Participating schools will receive base funding of $150 per student to be used for projects to improve the working conditions. Projects could include, but are not limited to, some or all of the following:

- Improvement of school environment and/or working conditions;

- Hiring of additional instructional assistants;
- Additional training for teachers;
- Purchase of classroom materials; and
- Attendance incentives.

The Virginia Department of Education will secure a contractor to conduct a working conditions survey at the end of the first year of the program. The contractor will meet with the school division and school personnel to share the results of the survey and to help the divisions analyze the data for further planning. The divisions must use the feedback from the survey to develop strategies to improve communication, empower teachers, improve instruction, and strengthen leadership at the both the middle and high schools.

Training

The entire faculty and administration of all schools involved in the initiative received training to help them meet the challenges of working in a hard-to-staff school. Part of the training will involve the choice of mentor teacher training models, consistent with those used for mentoring programs in hard-to-staff schools. The schools must implement a quality coaching and mentor program for principals and teachers in accordance with the programs outlined in (D)(5). Both new and veteran staff must participate in collaborative learning teams and learned how to use student work to help direct instruction.

Appendix (D)(3)

Equitable Distribution of Teachers and Principals

A. Virginia's Teacher Incentive Initiatives

Teacher and Principal Incentives in Hard-to-Staff Schools: Virginia implemented two pilot incentive initiatives with school divisions that have difficulty attracting and retaining teachers and principals in hard-to-staff schools and/or in areas of critical shortage. The preliminary structure and criteria for implementation of the Hard-to-Staff Schools Initiative and the Virginia Middle School Teacher Corps were developed during the pilots. With grant funds, Virginia proposes to expand the Virginia Middle School Teacher Corps and support school divisions that want to establish a Hard-to-Staff Schools Initiative, such that they become sustainable in school divisions with the greatest need. School divisions with hard-to-staff schools will be encouraged to use their funds to initiate the Hard-to-Staff Schools Initiative, and the specialist for recruitment and retention will work to assist them in establishing the program in the division. In school year 2009-2010, 179 schools in Virginia have been identified as hard-to-staff. Refer to Appendix (D)(2) for a detailed description of the Hard-to-Staff Initiative Program.

The Education Trust maintains from both research and extensive experience in classrooms across the country that poor and minority students will achieve at the same high levels as other students if they are taught at those levels. Their research also supports the fact that "while the teaching force in high-poverty and high-minority communities certainly includes some of the most dedicated and talented teachers in the country, the truth is that these teachers are vastly outnumbered by under- and, indeed, unqualified colleagues." (*Thinking K-16*, 1998 Summer, "Good Teaching Matters")

Virginia Middle School Teacher Corps

The Virginia Middle School Teacher Corps Program seeks to reinforce the quality of mathematics instruction in middle schools or any school housing grades six, seven, or eight and to help ensure that students receive a solid foundation in mathematics as they prepare to enter high school. The Teacher Corps provides support for middle schools likely to have difficulty finding more qualified mathematics teachers to comply with the *No Child Left Behind Act of 2001* by providing incentives for school divisions to recruit and retain experienced, highly qualified mathematics teachers. Eligible middle schools are those that have been designated as "at risk in mathematics" as a result of being accredited with warning in mathematics or not meeting the Annual Measurable Objectives (AMO) for mathematics performance as required for Adequate Yearly Progress (AYP).

Teachers selected as members of the Teacher Corps are dynamic, well-qualified teachers who have demonstrated success in teaching mathematics in challenging environments. While their priority is teaching, they also may work with school administrators and faculty to help less experienced teachers. Teachers eligible to participate are identified through an application process and must meet stringent criteria. The Virginia Department of Education identifies qualified middle school mathematics teachers throughout the state who have the desire and ability to make a difference in a middle school that has a demonstrated need to (1) complement its faculty with high-quality experienced mathematics teachers and (2) improve student achievement in mathematics.

Teacher Corps members must participate in training developed or contracted by the Virginia Department of Education. Training may include strategies for low-achieving mathematics students, skills in mentoring other teachers, adult learning theory, presentation skills, and data assessment as it relates to AYP and School Accreditation. Funds will be used for tuition reimbursement for coursework leading to a math specialist endorsement. School divisions must support the Teacher Corps member's participation in the training including release time and travel expenses associated with the required training.

If an eligible middle school hires an individual accepted into the Teacher Corps, the Virginia Department of Education will provide funding for a $10,000 annual salary differential for the Teacher Corps member for up to three years. If a Teacher Corps member currently is teaching at an eligible school, funding is provided for a $5,000 annual salary differential for the Teacher Corps member for up to three years.

The need for this program continues to exist. Recruiting successful, high quality middle school mathematics teachers to work in at-risk schools continues to be a challenge. Currently 197 schools in 82 school divisions are eligible to participate but only 75 teachers in 46 schools representing 21 school divisions are participating in 2009-2010. Thirty-six teachers are new to the program. Of the 34 schools participating in 2008-2009, 32 are fully accredited and 18 achieved Adequate Yearly Progress (AYP).

B. Electronic Job Bank and Hiring Hall

Teach Virginia, an electronic job bank and hiring hall, is an initiative that was established four years ago in Virginia. It is a sophisticated online tool that allows job seekers and school division recruiters to communicate with one another. The tool has the various elements to assist prospective teachers and other instructional personnel to apply for available positions and track their search process.

Funds from the grant will be used to expand the recruitment tool to provide preliminary interviews of candidates prior to face-to-face interviews, to create an online portfolio addressing student achievement, to enhance the ability for teachers and principals to provide student performance information, to provide the technology for school divisions to schedule interviews, and to develop a mechanism to videotape interviews so principals can select candidates who will meet the needs of their schools. In addition, a recruitment and retention study will be conducted to research the best strategies for recruiting teachers and principals for high need schools, the reasons teachers in Virginia leave the lowest-achieving schools, and strategies to improve conditions to retain highly effective teachers in high need schools. The study will include the effectiveness of providing bonuses, housing assistance, community partnerships, and other support for beginning teachers.

The current Teach Virginia tool provides the following services:

Membership -- A full membership to Teach Virginia is provided to all school divisions within Virginia. Each school division is entitled to post an unlimited number of positions and conduct searches for candidates. The current Teach Virginia database consists of 41,915 licensed candidates.

Teach Virginia Web site -- Web-hosting services are available that serve as a portal to information regarding becoming an educator in Virginia. Job seekers also can find links to Virginia tourism Web sites, licensure information, and teacher preparation.

Technical Assistance -- Technical assistance is provided to the Virginia school divisions and candidates by the contractor. The Virginia recruitment coordinator provides training by telephone to school division users and ongoing support and assistance to users in posting positions, conducting searches, and sending mass emails designed to advertise vacancies, incentive programs and recruitment fairs to targeted groups of candidates. The candidate support representative responds to candidate questions and/or concerns through email and phone calls. Both representatives are available by a toll-free number during regular business hours.

Candidate Recruitment -- A campaign was designed to increase the number of qualified candidates interested in Virginia positions. The campaign includes, but is not limited to: creating, producing, and distributing customized "Teach Virginia" marketing pieces; building relationships with education faculty and career centers at institutions of higher education within Virginia; and promoting and attending state and regional recruitment fairs; placing online and print advertisements, links, and job board postings.

Marketing Campaign for Critical Shortage Areas -- Marketing campaigns have been designed to target multiple audiences, including Virginia middle and high school students, college students enrolled in Virginia institutions of higher education, mid-career changers, and licensed individuals seeking immediate employment.

Customer Response Center -- The Teach Virginia customer response center provides information services regarding educator employment and training opportunities in Virginia via its website, telephone support, email, and U.S. mail. Response center features include 24-hour access to the Teach Virginia Web site, a Teach Virginia representative, and statistics tracking,

Reporting -- Quarterly and annual reports are prepared on candidate database growth, registered users, school district usage, hire data and other relevant information that the Virginia Department of Education can use to evaluate the program.

The company, Teachers-Teachers.com, currently has the contract for Teach Virginia. Based on 2007-2008 hire information provided by registered Virginia school divisions, an estimated 2,287 Teachers-Teachers.com candidates were hired statewide for the school year, accounting for 19 percent of hires in Virginia public school divisions. The candidate recruitment team continued to utilize multiple marketing avenues to recruit candidates to the database. As a result, the total number of special education licensed candidates interested in Virginia special education positions grew from 5,047 to 6,585 (30 percent). The total number of licensed candidates interested in all Virginia education positions grew from 44,184 to 54,705 (24 percent). Over the past year, Virginia school divisions received applications from 6,906 Teachers-Teachers.com applicants, including 1,928 Virginia residents, in response to posted vacancies.

Of the 146 Virginia school divisions/educational agencies participating in the initiative, 140 (96% percent) used Teachers-Teachers.com to post vacancies and/or conduct candidate searches. Virginia divisions posted 2,228 vacancies and sent 4,838 emails to select candidates identified while conducting daily position searches.

School Division Activity

During the year (February 1, 2008, to January 31, 2009), there were 178 Virginia users associated with 146 school divisions/educational agencies. Of these divisions, 140 had at least one active user during the year. Below are statistics showing the use of the Teach Virginia clearinghouse and data showing the positive impact of this tool.

- 116 school divisions conducted 3,233 daily position category searches for candidates in all subject areas.
- 66 school divisions conducted 920 daily position category searches for candidates in special education subject areas.
- 50 school divisions added 3,923 candidates from all subject areas to their prospect lists.
- 21 school divisions added 1,215 candidates from special education subject areas to their prospect lists.
- 134 school divisions posted 2,228 positions in all subject areas.
- 114 school divisions posted 506 positions in special education subject areas.
- 1,322,398 mass emails were sent to candidates on behalf of Virginia school divisions.

Impact Data

- 20,550 candidates viewed at least one of these school division postings in all subject areas. Of these candidates, 6,908 (34 percent) submitted their application in response to at least one posting, resulting in 36,016 resume submittals.
- 3,240 candidates viewed at least one of these school division postings in special Education subject areas. Of these candidates, 934 (29 percent) submitted their application in response to at least one special education posting, resulting in 4,215 resume submittals.
- 46,879 candidate clicks.

The Virginia Recruitment Customer Response Center provided information services via the Web site, telephone, e-mail and U.S. Mail. The center is available through toll-free numbers (1-866-Become-1 and 1-888-TeachV-1) during regular business hours Monday-Friday (Eastern time) and through the website (www.teachvirginia.org) 24 hours a day, seven days a week. During the year, 796 candidates contacted the Customer Response Center and received the additional information or materials requested. Candidates were also provided with follow-up guidance on pursuing an education career in Virginia.

C. Evaluation of State Equity Plan

Virginia's State Equity Plan was revised in December 2009 to reflect progress made over the last three years. It will be updated annually throughout implementation of the grant to include additional grant-funded initiatives and address the additional data that will be collected to monitor the equitable distribution of highly qualified and effective teachers and principals. This process would include the development of a task force to work on improving the plan and to conduct a study to identify those initiatives that have the greatest impact on student achievement in high-poverty, high-minority, and hard-to-staff schools. In addition, a mechanism will be developed to share successful strategies across these high-needs schools.

Part of this initiative will be to develop database to collect information from various existing systems in a more streamlined manner (Free/Reduced lunch data, student demographics, AYP data, IPAL teacher data by experience, content area, HQT status, Hard-to-Staff status, Critical Shortage Areas, etc. It will be necessary to obtain/analyze/report teacher/principal effectiveness data from new system related to student performance/growth rate and how those data can be used to compare the distribution of instructional personnel.

Progress Toward Achieving Equity in Teacher Distribution

A. Distribution of Highly Qualified Teachers Relative to Poverty

1) *Closing the gap*

The table below shows the progress Virginia has made in increasing the number of core academic classes taught by highly qualified teachers at the elementary and secondary levels in high-poverty schools over the last three years. The percentage of core academic classes being taught by highly qualified teachers in high-poverty schools at the elementary level has increased from 96.6 percent in 2005-2006 to 98 percent in 2008-2009. The percentage of core academic classes being taught by highly qualified teachers in high-poverty schools at the secondary level has increased from 93.9 percent in 2006-2007 to 95.9 percent in 2008-2009. The table below also shows that the gap in the number of classes taught by highly qualified teachers in high-poverty elementary schools compared to low-poverty elementary schools has narrowed each year from 2006-2007 to 2008-2009. At the secondary level, the percentage of classes taught by highly qualified teachers in high-poverty schools has either decreased or remained constant each year, and has increased each year in low- poverty schools. The gap in the number of classes taught by highly qualified teachers in high and low-poverty secondary schools dropped by 1.6 points from 2006-07 to 2007-08, but increased slightly from 3 points to 3.2 points in 2008-09.

Table 1.1

Core Academic Classes Taught by Highly Qualified Teachers in High and Low-Poverty Schools from 2006-2007 to 2008-2009*			
School Type	**HQT Percentage 2006-2007**	**HQT Percentage 2007-2008**	**HQT Percentage 2008-2009**
All Schools in the State	**96.8**	**97.9**	**98.4**
High-Poverty Elementary Schools	96.6	97.5	98.0
Low-Poverty Elementary Schools	98.5	98.7	99.1
Gap Between High and Low-Poverty Elementary Schools	**1.9**	**1.2**	**1.1**
High-Poverty Secondary Schools	93.5	95.9	95.9
Low-Poverty Secondary Schools	98.1	98.9	99.1
Gap Between High and Low-Poverty Secondary Schools	**4.6**	**3.0**	**3.2**

* *High-poverty schools are defined as those in the top quartile of poverty based on Free and Reduced Lunch data as reported in the Consolidated State Performance Report (CSPR). Low-poverty schools are defined as those in the bottom quartile for poverty. Quartile breaks for each year are:*

	High-poverty elementary	*Low-poverty elementary*	*High-poverty secondary*	*Low-poverty secondary*
2006-2007	*Greater than 59.2*	*Less than 21.7*	*Greater than 47.9*	*Less than 18.7*
2007-2008	*Greater than 58.4*	*Less than 21.8*	*Greater than 48.4*	*Less than 18.7*
2008-2009	*Greater than 60.1*	*Less than 22.4*	*Greater than 50.3*	*Less than 20.3*

2) Progress Toward the 100 percent goal - statewide results

The data in Table 1.1 provide evidence that the state is making annual progress toward the goal of 100 percent of classes taught by highly qualified teachers (HQT), increasing from 96.8 percent in 2006-07 to 98.4 percent in 2008-09. At the elementary level, progress has been made in both high-poverty and low-poverty schools. At the secondary level, progress has been made each year in low-poverty schools, and rates have either increased or remained constant in high-poverty schools.

3) Progress Toward the 100 percent goal - school division results

Table 1.2 shows the progress made by divisions toward the 100 percent HQT goal since 2006-2007. For 2008-2009, 12 school divisions met the goal of 100 percent of their classes taught by highly qualified teachers. Ninety-six (96) school divisions are within five percentage points of meeting the goal.

Table 1.2

Progress of School Divisions Toward 100 Percent HQT Goal				
	Number of divisions meeting 100 percent HQT	Number of divisions from 95-100 percent	Number of divisions from 90-95 percent	Number of divisions Below 90 percent HQT
2006-2007	9	84	27	12
2007-2008	16	94	17	5
2008-2009	12	96	21	3

4) Progress Toward the 100 percent goal - individual school results

Table 1.3 shows the progress that individual schools across the state have made toward the 100 percent highly qualified teacher goal. There has been a significant increase in the number and percentage of schools reaching the 100 percent goal, and a steady decrease in the number and percentage of schools reporting less than 90 percent HQT. Additional analysis indicates that, of the 57 schools reporting fewer than 90 percent HQT, most were located in rural school divisions. Ten (10) schools were in urban settings with the remaining 14 located in suburban areas.

Table 1.3

Progress of Individual Schools Toward 100 Percent HQT Goal				
	Number and percent of schools meeting 100 percent HQT	Number and percent of schools from 95-100 percent	Number and percent of schools from 90-95 percent	Number and percent of schools below 90 percent HQT
2006-2007	48.2% (860 schools)	33.2% (610 schools)	12.0% (215 schools)	6.6% (109 schools)
2007-2008	58.0% (1039 schools)	28.8% (532 schools)	9.6% (175 schools)	3.7% (61 schools)
2008-2009	62.0% (1129 schools)	28.4% (530 schools)	6.2% (113 schools)	3.4% (57 schools)

B. Distribution of Highly Qualified Teachers Relative to Minority Status

Table 1.4 shows the number of core academic classes taught by highly qualified teachers in high-minority schools has increased over the past two years. Additionally, the gap between classes taught by highly qualified teachers in high-minority schools, compared to classes taught by highly qualified teachers in low-minority schools, has decreased.

Table 1.4

Core Academic Classes Taught by Highly Qualified Teachers in High and Low-Minority Schools from 2006-2007 to 2008-2009*			
School Type	**HQT Percentage 2006-2007**	**HQT Percentage 2007-2008**	**HQT Percentage 2008-2009**
All Schools in the State	**96.8**	**97.9**	**98.4**
High-Minority Schools	95.9	97.2	97.7
Low-Minority Schools	98.1	98.8	99.1
Gap Between High and Low-minority Schools	**2.3**	**1.6**	**1.4**

* *High-minority schools are defined as those in the top quartile for minority status. Low-minority schools are defined as those in the bottom quartile for minority status. Quartile breaks for each year were:*

2006-2007: High-minority - greater than 59.9 percent; Low-minority - less than 16.7 percent

2007-2008: High-minority - greater than 60.3 percent; Low-minority - less than 17.2 percent

2008-2009: High-minority - greater than 64.1 percent; Low-minority - less than 17.4 percent

C. Distribution of Teachers Relative to Experience

Data presented in Table 1.5 below indicate the following:

- Statewide, the distribution of teachers according to experience is approximately 25 percent inexperienced teachers (less than three years), 30 percent of moderately experienced teachers (four-ten years); and 45 percent veteran teachers (over ten years).
- The percentage of inexperienced teachers has decreased in both high-poverty and low-poverty schools over the past three years.
- Low-minority schools have a greater percentage of veteran teachers and a relatively lower percentage of inexperienced teachers.
- The gap between the percentage of inexperienced teachers in high and low-minority schools has decreased each over the past three years.

Table 1.5

Comparison of High and Low-Poverty and Minority Schools Related to Teacher Experience 2006-2008									
School Type	Percentage of Inexperienced Teachers (three years or less)			Percentage of Moderately Experienced Teachers (four to ten years)			Percentage of Veteran Teachers (ten years or more)		
Statewide	*2006*	*2007*	*2008*	*2006*	*2007*	*2008*	*2006*	*2007*	*2008*
All schools	**24.8**	**24.6**	**23.5**	**29.7**	**29.7**	**30.8**	**45.7**	**45.7**	**46.1**
High-poverty	27.9	27.8	27.0	28.7	28.8	30.0	43.3	43.4	43.0
Low-poverty	23.2	23.1	21.4	31.0	31.0	32.1	45.9	45.9	46.5
Gap	**4.7**	**4.7**	**5.6**	**2.3**	**2.2**	**2.1**	**2.5**	**2.5**	**3.5**
High-minority	28.9	28.9	27.5	31.4	31.5	33.0	39.7	39.6	39.6
Low-minority	21.1	21.3	20.1	27.1	27.1	28.0	51.8	51.5	52.0
Gap	**7.8**	**7.5**	**7.4**	**4.3**	**4.4**	**5.0**	**12.1**	**11.9**	**12.4**

D. Distribution of Effective Teachers According to AYP Performance

In Virginia, teacher and principal evaluation systems are developed by the local school division, with approval by the school board, according to guidelines established by the Board of Education. The Code of Virginia requires that instructional personnel who have achieved continuing contract status receive formal evaluations no less than once every three years. Further, the evaluation of instructional personnel must be based, in part, on student academic progress and school gains in student learning. To date, data from these evaluations are kept on file in each school division and have not been collected by the SEA.

Virginia has developed a plan to enable the collection of teacher and principal performance data to include the following elements in order to determine and report on the distribution of effective personnel:

For each school division

- A description of the system used to evaluate teachers
- A description of the system used to evaluate principals
- An indication of whether the systems used to evaluate teachers include student achievement outcomes or student growth data as an evaluation criterion
- An indication of whether the systems used to evaluate principals include student achievement outcomes or student growth data as an evaluation criterion.
- the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level.
- the number and percentage (including numerator and denominator) of principals rated at each performance rating or level.

For each school

- the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level.

Until these data become available, school Adequate Yearly Progress (AYP) performance data have been used as a proxy for estimating effectiveness of the teachers by school and division, as well as the means for examining teacher distribution trends. Table 1.6 below provides data regarding AYP performance based on poverty, minority status, teacher experience, and HQT distribution. To measure the effect of experience factors, AYP pass rates of schools with staffs having higher than the state average percentages of teachers at each experience ranking were examined. For example, on average, a school in Virginia is staffed with 25 percent inexperienced teachers (less than three years); 30 percent moderately experienced teachers (four to ten years); and 45 percent veteran teachers (greater than ten years). Therefore, by identifying schools that had greater than 25 percent inexperienced teachers on the staff, and then examining average AYP performance in these schools and comparing results against those schools having greater proportions of moderately experienced and veteran teachers may indicate the effect of teacher experience on student performance.

Table 1.6

Comparison of Schools According to AYP Performance			
School Type	Percentage of Schools Making AYP Targets		
Statewide	***2006***	***2007***	***2008***
Poverty Status			
All schools	**72.8**	**74.2**	**72.0**
High-poverty	69.8	63.1	64.4
Low-poverty	81.3	85.2	85.7
Gap between high and low-poverty schools	**11.5**	**22.1**	**21.3**
Minority Status			
High-minority	62.6	63.1	64.6
Low-minority	86.7	85.1	81.5
Gap between high and low-minority schools	**24.2**	**22.0**	**16.9**
Experience			
Schools with greater than 25 percent inexperienced teachers (0-3 years)	67.9	70.4	68.4
Schools with greater than 30 percent moderately experienced teachers (4-10 years)	71.2	75.9	70.9
Schools with greater than 45 percent veteran teachers (over 10 years)	79.2	79.4	73.8
HQT Distribution			
100 percent HQT	81.5	81.6	77.0
95-99 percent HQT	69.2	69.7	64.9

Comparison of Schools According to AYP Performance			
School Type	Percentage of Schools Making AYP Targets		
Statewide	***2006***	***2007***	***2008***
90-95 percent HQT	65.1	60.6	63.7
Below 90 percent HQT	64.2	52.5	54.4

Findings from data presented in Table 1.6 indicate the following:

- A gap exists between high and low-poverty schools as measured by the percentage of schools meeting AYP targets each year.
- While high-minority schools have met AYP targets each year at lower rates than low-minority schools, the percentage of high-minority schools making AYP has increased each year and the gap has decreased from 24.2 percent in 2006-2007 to 16.9 percent in 2008-2009.
- Schools with higher than average percentages of veteran teachers meet AYP targets at a higher rate than lesser experienced staffs. In 2008-2009, 73.8 percent of schools with greater than 45 percent veteran teachers made AYP, compared with 68.4 percent of schools with greater than 25 percent inexperienced teachers. The gap between the percentage of schools making AYP with greater than the state average of 25 percent inexperienced teachers and schools with greater than the state average of 45 percent veteran teachers has decreased from 11.3 percent in 2006-2007 to 5.4 percent in 2008-2009.

E. Distribution of Teachers by State Superintendents' Regions

Virginia has eight designated superintendents' regions. These are geographic designations, and each region includes multiple school divisions. Data have been analyzed to determine areas of need so that priority assistance can be targeted based on that need. The chart below shows the differences between schools in each of the regions in the following five categories: 1) percentage of high-poverty schools; 2) percentage of minority students; 3) percentage of classes taught by highly qualified teachers; 4) percentage of inexperienced teachers (less than three years experience); and 5) percentage of schools making AYP.

Table 1.7

Statewide Comparison of Teacher Quality and Performance Targets *by Superintendents' Regions for 2008-2009*					
	Percentage of High-Poverty Schools	Percentage of Minority Students	Percentage of Classes Taught By Highly Qualified Teachers	Percentage of Inexperienced Teachers (less than three years)	Percentage of Schools Making AYP
State	**25.0**	**43.6**	**98.4**	**23.5**	**72.0**
Region I	32.0	51.9	98.0	25.5	77.7
Region II	32.8	55.1	98.8	20.4	65.6

Statewide Comparison of Teacher Quality and Performance Targets *by Superintendents' Regions for 2008-2009*					
	Percentage of High-Poverty Schools	Percentage of Minority Students	Percentage of Classes Taught By Highly Qualified Teachers	Percentage of Inexperienced Teachers (less than three years)	Percentage of Schools Making AYP
Region III	12.8	41.6	96.8	24.7	69.8
Region IV	9.7	47.3	98.2	25.1	68.5
Region V	16.1	25.9	99.1	21.5	66.8
Region VI	32.4	28.5	98.2	21.1	74.3
Region VII	35.9	5.3	98.8	20.7	81.4
Region VIII	57.8	51.8	95.5	24.1	67.7

By analyzing the data by region according to the elements shown in Table 1.7 above, the state is able to target technical assistance geographically. Region VIII was identified as the region of highest need with variances in all indicators related to distribution of teachers from 2008-2009 data. The region consists primarily of rural, high-poverty school divisions. This region has the lowest average HQT percentage. Regions with the lowest percentage of classes taught by highly qualified teachers are Regions III and VIII. Regions with the lowest percentage of schools meeting AYP targets were Regions II and V. Regions with the highest percentage of inexperienced teachers were Regions I and IV.

Appendix (D)(4)

Improving Teacher and Principal Preparation Programs

A. Data System

Virginia's Education Personnel Data System [Instructional Personnel Assignment and Licensure (IPAL)] system will be enhanced such that it can be linked to Virginia's Educational Information Management System (EIMS), which contains K-12 student data. The added EIMS capability to link K-12 student data to higher education data will permit the linking of student achievement data to teachers and principals and then teacher and principals to their preparation programs. Refer to Section (C)(2) for details on the data system enhancements.

The Instructional Personnel Assignment and Licensure (IPAL) Web-based application is used to collect personnel information from each public school division, including detailed information regarding instructional personnel assignments at the school level, teaching qualifications, and aggregated data on the number of central-office and school-based staff and paraprofessionals. The data are used to produce the following reports in support of state and federal requirements, including the No Child Left Behind Act of 2001 (Public Law 107-110) and Title II of the Higher Education Act (HEA):

1. The annual Instructional Personnel and Licensure (IPAL) Verification Report, which reports the highly qualified teacher results by school division.
2. The annual Instructional Personnel and Licensure (IPAL) Survey Data, which reports aggregate counts of central office personnel; division-level paraprofessionals and support staff; and school-level Title 1 paraprofessionals.
3. "Section 1.5 - Teacher Quality" data for the annual federal Consolidated State Performance Report.
4. The annual Critical Teaching Shortage Areas in Virginia report.
5. The teacher quality section of the annual Virginia School Report Card that reports each school's progress as it pertains to the No Child Left Behind Act.

In addition, the data are used to produce an annual Virginia public school principal and assistant principal profile and an annual public school teacher profile that contain data on teacher quality, post-graduate achievements, professional development, turnover, experience, and demographics. Data also are used to fulfill various ad-hoc requests from various educational program providers for potential candidates for targeted teacher development areas.

B. Master's Degrees in Content and Pedagogy

This initiative will provide funding to up to four colleges and universities to design and implement master's degree programs that focus on content and pedagogy in specific content areas. Currently, teachers who wish to pursue a master's degree often choose a program in educational administration and supervision since these programs are more widely offered. However, many of teachers in these programs do not intend to pursue a career in educational administration. The proposed master's degrees in content and pedagogy will enable teachers to expand their knowledge in their content area and improve their instructional effectiveness.

In 2008-09, the number of teachers reported on the Instructional Personnel Survey holding at least one postgraduate degree increased from the 2007-08 school year by 1,634 teachers to a total of 48,885 teachers. The percentage of teachers in Virginia holding master's degrees is 47.8

percent. Approximately 62 percent of the postgraduate degrees reported were earned from Virginia institutions. There is a large pool of instructional personnel who do not hold master's degrees and who may be interested in completing a program that will directly improve their content knowledge and effectiveness in the classroom.

A Request for Proposals will be issued to colleges and universities in Virginia offering graduate studies. The institutions will be required to develop a master's degree program that will:

- Provide an integrated program in content, pedagogy, and reflective practice.
- Focus on improved teacher effectiveness in the classroom.
- Incorporate the use of technology to improve student achievement.
- Require partnerships between the content faculty and the education faculty at the institution.
- Evaluate the effectiveness of the courses relative to teacher's performance and student growth.
- Recruit a diverse population of teacher participants.

The institutions will need to develop the program, engage partnerships with the school divisions and others, align the program with standards, develop selection and admission criteria, obtain program and course approval, market the program,

Programs that have the capability of offering the master's degree via distance learning will be given priority.

Tuition incentives will be awarded to teachers working in school divisions who enroll in the program. Priority will be given to teachers employed in hard-to-staff, high minority, high poverty schools.

C. Teacher Residency Programs

The goal of this initiative is to establish a teacher residency programs in Virginia to prepare teachers to serve in urban schools at the middle or secondary level. The purpose of the program will be to provide an alternate route program at the postgraduate level that will provide a clinical residency experience and reduce the turnover rate of teachers in urban schools.

The following excerpt from the article, "What Keeps Good Teachers in the Classroom? Understanding and Reducing Teacher Turnover" in the Alliance for Excellent Education's *IssueBrief*, dated February 2008 explored the costs of teacher turnover.

> Each fall students return to school prepared for the start of another academic year, only to find that far too many of their teachers have not returned to the classroom with them. An estimated 157,000 men and women leave the field of teaching every year. More than 232,000 others change schools, in great part because they are in pursuit of better working conditions often found in wealthier, higher-performing schools. Together, these movers and leavers make up an estimated 12 percent of the total teacher workforce. And these figures do not include the teachers who retire. [Using national data from the National

Center for Education Statistics that was analyzed by Dr. Richard Ingersoll, 231, 621 teachers are estimated to be movers and 156,552 are estimated to be leavers (excluding retirees).]

The exit of teachers from the profession and the movement of teachers away from low-performing schools are costly phenomena. Students lose the value of being taught by an experienced teacher, and schools and districts must recruit and train their replacements.

The costs of teacher attrition, or turnover, can vary widely by district and may include signing bonuses, subject matter stipends, and other recruiting costs specific to hard-to-staff schools. The National Commission on Teaching and America's Future (NCTAF) recently analyzed the different costs associated with teacher attrition—both for the school and for the district's central office. It estimates that individual urban schools spend $70,000 a year on costs associated with teacher transfers—whether they leave the district or not. Nonurban schools spend $33,000 each. In addition to these school-level costs, an urban district central office is estimated to spend another $8,750 for every teacher that leaves the district entirely while nonurban districts spend $6,250. By combining these school- and district-level costs, NCTAF places the cumulative costs for all schools and districts across the country—to hire, recruit, and train the replacement teachers—at a staggering $7.34 billion (Barnes, Crowe and Schaefer 2007). Another study found that, in addition to the expenses incurred as a result of the recruitment and hiring processes, even more costs are associated with lost productivity and human capital (Milanowski and Odden 2007).

These dollar amounts, large as they are, do not include any calculation of the price that students pay when qualified teachers leave, or of the negative effect on academic achievement. Teacher quality is crucial to student academic achievement (Ferguson and Ladd 1996; Haycock 1998; Rivkin, Hanushek, and Kain 2002; Rice 2003)—especially for students who need good teachers the most. There is general consensus that the single most important factor in improving any student's performance is the quality of the teacher, but researchers have found that the impact of a higher-quality teacher is particularly significant for low-performing, minority students (Clotfelter, Ladd and Vigdor 2007). A study of Chicago public high schools finds that a higher-quality teacher had the greatest impact, measured by the increase in students' test scores, among African American ninth-grade students (Aaronson, Barrow and Sander 2007). Another study, also focused on high schools, finds that having a highly qualified teacher may even compensate for racial and socioeconomic disadvantages (Clotfelter, Ladd and Vigdor 2007). These findings make it clear that recruiting and developing high-quality teachers—and then *retaining* them in every community and at every grade level—is critical to providing an equitable education to children across the nation. …

Research shows that teachers who participate in meaningful induction and mentor programs tend to be less likely to leave the teaching profession. Linda Darling-Hammond, a professor of education at Stanford University, stated, "A shortcoming of many of our traditional programs and many of our alternate route programs is that they don't provide the single most important thing that teachers need to teach, which is a year-long process of being in the classroom of an

expert mentor teacher who really knows how to teach. We need to build up the internship or residency experience that you see in medicine."

The Urban Teacher Residency United organization reported that data are promising to increase retention rates. They reported that "The Academy for Urban School Leadership in Chicago has produced 300+ graduates since 2002, with an 85% retention rate after three years. The Boston Teacher Residency program has trained 200+ graduates in the Boston Public Schools since 2003; 86% are still teaching in Boston. The Boettcher Teachers Program has produced 70+ new teachers since 2003, all of whom are currently teaching in urban schools in metropolitan Denver." They further reported that "nationally, 15 % of new teachers leave teaching within the first year, 30% within three years, and 50% percent within five years. In urban schools, approximately 50% leave within three years."

Virginia proposes to establish a Teacher Residency Program that does model the medical residency where the resident practices under a skilled and experienced doctor. The teacher residency program will provide prospective teachers with an opportunity to prepare to teach with the support of their college or university and school division.

The program will prepare individuals to serve in high poverty or high minority urban schools. The alternate route will require candidates who will teach in the middle or secondary schools to have, at a minimum, a bachelor's degree in the content teaching area, passing scores on admission and licensing assessments, a criminal history record check, and a strong desire to work in an urban school.

The partnership preparation program will provide a one-year, in school pre-service clinical residency, followed by on-going professional development and mentoring. Individuals who enter the program will work in the school division while completing a master's degree that will focus on content, pedagogy, and working in the urban setting. The proposal must address admission criteria, recruitment of committed candidates in critical shortage teaching areas, the master's program, the residency clinical experience, training for coaches, cooperating teachers, and principals.

D. Principal Preparation

The focus of this initiative is to create model programs to provide professional development and a process for principals interested in seeking the Principal of Distinction endorsement. A Request for Proposal would be disseminated with the intent of offering seed funds to school divisions in each of the eight regions to develop a process for principals to seek the principal of distinction endorsement.

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

to the administration and supervision endorsement, created Level I and Level II administration and supervision endorsements, and included the school leaders licensure assessment as a requirement for school principals consistent with the *Code of Virginia*.

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

The *Licensure Regulations for School Personnel*, effective September 21, 2007, set forth the requirements for the administration and supervision prek-12 endorsement. The endorsement consists of Level I, which is required to serve as a building-level administrator or central office supervisor, and Level II, which is an optional endorsement to which an experienced building-level administrator may aspire.

Individuals who are seeking an initial administration and supervision endorsement (Level I) must meet the requirements for the endorsement through one of four options and be recommended by a Virginia school division superintendent. A school leader's assessment prescribed by the Board of Education (School Leaders Licensure Assessment) must be met for all individuals who are seeking an initial endorsement authorizing them to serve as principals and assistant principals in the public schools. Individuals seeking an initial administration and supervision endorsement who are interested in serving as central office instructional personnel are not required to take and pass the school leaders assessment prescribed by the Board of Education.

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

1. A master's degree from a regionally accredited college or university;
2. Completed three years of successful, full-time experience in a public school or accredited nonpublic school in an instructional personnel position that requires licensure in Virginia; and
3. Satisfied the requirements for the school leaders licensure assessment prescribed by the Board of Education. Individuals seeking an initial administration and supervision endorsement who are interested in serving as central office instructional personnel are not required to take and pass the school leaders assessment prescribed by the Board of Education.

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

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

Board of Education approved preparation program. The internship must be focused on instructional leadership and learning for all students and must occur in a public school or accredited nonpublic school.

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

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

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

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

Performance Indicators

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

Levels of Endorsement for Principals

Level I: Assistant Principals and Principals

Level II (Optional): Principals of Distinction

The *Licensure Regulations for School Personnel* set forth the requirements to achieve the Level II administration and supervision endorsement. A building-level administrator may seek Level II endorsement in administration and supervision preK-12 after successfully serving as a building-level administrator for at least five years in a public school or accredited nonpublic school and successfully completing a formal induction program as a principal or assistant principal. In order to earn Level II endorsement, the principal must meet two or more of the following criteria as specified by the Board of Education and documented in a Department of Education approved format and be recommended by the employing Virginia school division superintendent:

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

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

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

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

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

1. Readiness and capabilities to meet a majority of the Level II performance indicators. The extent to which the performance standards for school leaders and the indicators for principals have been demonstrated must be a major focus in the process as the principal seeks to obtain the Level II administration and supervision endorsement.

The Level II performance indicators provide examples of distinguished performance by school principals.

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

3. Active participation in an induction program.*

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

Portfolio of Evidence

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

Steps to Level II

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

The portfolio must include the following components:

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

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

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

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

Level II Verification Process

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

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

Performance Standards and Indicators

The Performance Standards and Indicators can be accessed at the following Web site: http://www.doe.virginia.gov/VDOE/newvdoe/advancing_leadership_agenda.pdf.

Expansion of Pathways to Teaching

The *Licensure Regulations for School Personnel* provide multiple pathways to teacher licensure. One alternative pathway stipulated in the regulations shown below allows school divisions to develop a program to address the professional studies requirements for licensure:

B. An alternate route is available to individuals employed by an educational agency who Seek teaching endorsements preK through grade 12. Individuals must complete the requirements for the regular, five-year license within the validity period of the provisional license.

1. An individual seeking a license through this alternate route must have met the following requirements:

a. Are entering the teaching field through the alternate route to licensure upon the recommendation of the Virginia employing educational agency;

b. Hold a baccalaureate degree from a regionally accredited college

or university with the exception of individuals seeking the Technical Professional License;

c. Have met requirements for the endorsement area; and

d. Need to complete an allowable portion of professional studies and licensure requirements.

2. The professional studies requirements for the appropriate level of endorsement sought must be completed. A Virginia educational agency may submit to the Superintendent of Public Instruction for approval an alternate program to meet the professional studies requirements. The alternate program must include training (seminar, internship, coursework, etc.) in human growth and development, curriculum and instructional procedures (including technology), instructional design based on assessment data, classroom and behavior management, foundations of education and reading.

3. One year of successful, full-time teaching experience in the appropriate teaching area in a Virginia public or accredited nonpublic school must be completed. A fully licensed experienced teacher must be available in the school building to assist the beginning teacher employed through the alternate route.

School divisions may employ individuals who have met the content requirements and who must meet assessment and professional studies requirements during the three-year validity period of the license. The Virginia Board of Education issued 2,954 provisional licenses in the 2008-09 school year. The regulations allow school divisions to develop an alternate program for individuals to meet professional studies; however, funding has not been available for the development of an accessible program for teachers offered by the divisions. The grant will provide funds for a school division or divisions to develop and deliver the professional studies requirements that may be developed in partnership with an institution of higher education. The program must be accessible and specifically address the competencies required in the regulations as well as focus on working in hard-to-staff schools, instructional design based on assessment data, differentiated instructional strategies, English language learners, and children with disabilities, and include a research-based mentoring/coaching program.

Expansion of Programs for Special Education

To address the shortage of qualified special educators, Virginia proposes to expand access to programs by establishing a distance approved program for early childhood special education as there is no such program available across the state. This program may be offered by a consortium of colleges with approved programs in early childhood special education. Access to programs has been a challenge for teachers who need to meet the requirements under a provisional license, as well as those individuals preparing for an initial license.

Virginia has an acute shortage of special educators, and the program needs to be expanded to provide coursework, including professional studies, via distance learning. Due to this shortage,

the *Licensure Regulations for School Personnel* allow for the issuance of a provisional (special education) license. This is an alternate pathway to licensure, and individuals who meet the following prerequisite requirements may be employed by a Virginia school division or accredited nonpublic school and meet the remaining requirements for the license during the three-year validity of the provisional (special education) license.

8VAC20-22-90. Alternate routes to licensure.

C. Alternate route in special education. The Provisional License is a three-year nonrenewable teaching license issued to an individual employed as a special education teacher in a public school or a nonpublic special education school in Virginia who does not hold the appropriate special education endorsement. This alternate route to special education is not applicable to individuals employed as speech pathologists. To be issued the Provisional License through this alternate route, an individual must:

1. Be employed by a Virginia public or nonpublic school as a special educator and have the recommendation of the employing educational agency;

2. Hold a baccalaureate degree from a regionally accredited college or university;

3. Have an assigned mentor endorsed in special education; and

4. Have a planned program of study in the assigned endorsement area, make progress toward meeting the endorsement requirements each of the three years of the license, and have completed coursework in the competencies of foundations for educating students with disabilities and an understanding and application of the legal aspects and regulatory requirements associated with identification, education, and evaluation of students with disabilities. A survey course integrating these competencies would satisfy this requirement. The Provisional License through this alternate route shall not be issued without the completion of these prerequisites

Virginia currently supports distance programs for provisionally licensed teachers with an endorsement in special education-general curriculum to obtain a five-year, renewal license. In the 2008-09 school year, 738 provisional (Special Education) licenses were issued. Of the 738 licenses, 684 were issued in special education-general curriculum. Two Virginia public institutions offer programs via partial distance learning in the eight regions of the state; however, the program is not totally delivered via distance learning. Additional work needs to be completed to expand the delivery of special education-general curriculum programs to ensure that teachers have the opportunity and access to complete their preparation to teach children with disabilities who are accessing the general curriculum. The grant funds also will provide tuition assistance for teachers completing the program.

Appendix (D)(5)

Effective Support to Teachers and Principals

A. Literacy Instruction Activities

Virginia has a strong history in providing statewide support to literacy initiatives such as those proposed in this Race to the Top application. The following represents the groundwork that has been laid in preparing the students and teachers of the Commonwealth in evidence-based reading practices.

- In 1997, the Early Intervention Reading Initiative, based on the work of Reid Lyon, Connie Juel, and Marilyn Adams, leveraged state resources towards early intervention of reading difficulties for every elementary school in the Commonwealth.
- From 1997 to 1999, the Phonological Awareness Literacy Screening (PALS) was developed by Marcia Invernizzi, Connie Juel, Joanne Meier, and Linda Swank, Curry School of Education, University of Virginia. From 1999 to 2003, further development of PALS instruments was completed by Invernizzi, Meier, and Sullivan, Curry School of Education, University of Virginia.
- On July 11, 2002, Governor Mark R. Warner launched the Partnership for Achieving Successful Schools (PASS), a statewide partnership with business and community leaders, state educators, and local school and government officials to boost student achievement in Virginia's lowest academically performing schools. PASS assisted more than 100 academically warned schools in either English or mathematics with a comprehensive plan to marshal community and business support.
- In 2003, Virginia began implementation of the *Reading First Initiative* with the goal that all children will read on grade level by the end of third grade. The number of students reading on grade level in *Reading First* schools, as measured by the grade three Standards of Learning (SOL) English/reading assessment, increased by 23 percent between 2004 and 2008.
- On May 1, 2007, the Virginia Board of Education hosted a statewide literacy summit,
- "Closing the Achievement Gap: A Focus on Adolescent Literacy". The summit was an expression of the Board's commitment to closing the achievement gap and raising the level of adolescent literacy in the Commonwealth.
- In September 2007, Virginia was one of only three states to be awarded the *Reading First Targeted Assistance Grant* (TAG) for demonstrating increased reading achievement over two consecutive years.
- On October 23, 2008, Governor Timothy Kaine announced Virginia's Focus on Reading Achievement and the *Lexile Framework for Reading*. The initiative helps parents select books that will strengthen their children's reading skills. Lexile scores are reported with the student score report for the SOL reading tests in grades 3-8 that is sent home to parents.
- In July 2008, Governor Timothy Kaine convened the SREB Committee to Improve Reading and Writing in Middle and High Schools.

The effect of this sustained effort to improve education in Virginia was recently recognized by a 2009 report by the U. S. Department of Education that cited Virginia as one of only three states to narrow the achievement gap between black and white students between 2005 and 2007. It

further reported that Virginia was one of only five states with achievement gaps in reading smaller than the national average in grades four and eight.[1]

Virginia's proposed Race to the Top literacy initiatives will take advantage of new and existing lines of communication with literacy partners and will build on the success of current literacy initiatives while building momentum for increased services to the educators, students, and parents throughout the Commonwealth.

PreK through Grade Six Literacy Initiative

A compelling case can be made that the cornerstone of an effective plan for improving reading achievement, at all grade levels, lies in early identification and amelioration of any insufficiency in literacy fundamentals. Data suggests, for example, that success in early reading is predicted by children's acquisition of core literacy skills and that early and targeted intervention in identified areas of need can lessen the impact of any shortcomings on later reading performance[2]. The proposed Race to the Top *PreK through Grade Six Literacy Initiative* will provide teachers and principals with one seamless online resource for reaching the goal of amelioration of any insufficiency in literacy fundamentals. This initiative will support increased reading achievement through universal screening, diagnosis, progress monitoring, and professional development. This initiative will build on the success of Virginia's Early Intervention Reading Initiative (EIRI) initially established in 1997. The EIRI is designed to reduce significantly the number of students with reading problems in kindergarten through grade three, through early diagnoses and immediate intervention.

Through a contract with the University of Virginia, the EIRI provides participating school divisions with the Phonological Awareness Literacy Screening Instrument (PALS-K and PALS 1-3). Reading intervention services are provided for kindergarten through grade three students identified below the PALS benchmark. A PALS-PreK version has also been developed and is currently used in Virginia's Preschool Initiative (VPI), however; intervention services and online resources are not funded as they are through the EIRI for kindergarten through grade three.

The PALS-K and PALS 1-3 Technical References provide good evidence of the reliability and validity of PALS.[3] These references include descriptions of inter-rater reliability, test-retest reliability, internal consistency, as well as construct, content, and criterion-related validity, including both concurrent and predictive. Based on extensive evidence supporting the technical soundness of the instruments, the National Center on Response to Intervention recently evaluated

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[1] Vanneman, A., Hamilton, L., Anderson, J.B., & Rahman, T. (2009, July). Achievement Gaps: How black and white students in public schools perform in mathematics and reading on the National Assessment of Educational Progress Statistical Analysis Report (NCES Publication No. 2009-455). Washington, DC: U.S. Government Printing Office.

[2] Snow, C., Burns, M.S., & Griffin, P. (Eds.). (1998) *Preventing reading difficulties in young children.* Washington, DC: National Academy Press.

[3] Invernizzi, M., Juel, C., Swank, L., & Meier, J. D. (2009). PALS-K: Phonological Awareness Literacy Screening for Kindergarten Technical Reference. Charlottesville, VA: University Printing Services.

PALS-K and PALS 1-3 for technical soundness, and these ratings will appear on the RTI Center website (http://www.rti4success.org/) beginning in November, 2009. Ratings include convincing evidence for the reliability and validity of PALS 1-3, convincing evidence of the reliability of PALS-K, partially convincing evidence of the validity of PALS-K, and a rating of "moderate high" for the generalizability of both screening tools.

Each year since 2001, nearly a quarter-of-a-million children have been screened in Virginia to identify early reading problems; on average more than 41,000 children have received intervention services under EIRI each year since 2001. Approximately 50 percent of students identified for intervention upon entering kindergarten are no longer identified as needing additional literacy instruction in spring of kindergarten; this rate has been fairly consistent for the past four years. However, in 2007-2008, 57 percent of students identified for intervention upon entering kindergarten are no longer identified as needing additional literacy instruction in spring of kindergarten, which represents a five year high. This data demonstrates that Virginia is well on the way to reducing reading difficulties in young children.

The results of Virginia's statewide grade three English/reading Standards of Learning assessment show the positive impact of EIRI. Compared to eight years ago, more of Virginia's students are successfully reading by third grade.

2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	Change from 2001-2002 to 2007-2008
72%	72%	71%	77%	84%	80%	84%	12

However, there is a need for an increased sense of urgency and focus on improving the literacy skills of Virginia's students as they leave the early elementary grades. Since 2007, between 11 and 16 percent of students in grades 4-6 have failed the English/reading Standards of Learning assessment. The Southern Regional Education Board (SREB) Committee to Improve Reading and Writing in Middle and High Schools noted, "*Too many students begin to fall behind in reading after they leave the early grades. By ninth grade, many struggling readers are destined to become high school dropouts.*"[4] The *PreK through Grade Six Literacy Initiative* will provide the necessary, yet missing, scaffolding at both ends of the spectrum (PreK-6) in Virginia's current EIRI.

B. Mathematics eLearning Modules

While Virginia's overall mathematics pass rates on state Standards of Learning (SOL) assessments are strong, grade three results have leveled out (89 percent passing since spring 2007) and the assessment data for grade six and seven are increasing at a sluggish rate (spring

[4] Southern Regional Board of Education. (2009) *A critical mission: Making adolescent reading an immediate priority in SREB states. The report of the Committee to Improve Reading and Writing in Middle and High Schools.*

2009 passing rates at 73 percent and 71 percent, respectively). The lack of increase in the number of six- and seventh-grade students who are successful on the mathematics SOL assessment may indicate that third-grade students who are not successful on the grade three mathematics SOL assessment may continue to struggle with mathematics, and that a substantial group of students are not prepared for more rigorous mathematics concepts introduced in middle school. Recent research states that difficulties in primary mathematics lead to later struggles in mathematics achievement.[5] Early mathematics intervention through formative diagnostic screening will be the topic of a series of eLearning modules that provide strategies to help elementary teachers better assess the mathematics literacy of their young students and address their needs as determined through in-class observations and assessments.

Mathematics eLearning modules that include expert commentary, video clips of experts and exemplary teachers, and instructional resources will be developed to support intervention and to provide vertical articulation of mathematics content and effective pedagogy for student differentiation. Development will be facilitated by Virginia Department of Education staff in conjunction with K-8 mathematics specialists who graduated from a Math and Science Partnership licensure program in Virginia, division mathematics supervisors, and identified exemplary teachers.

C. Elementary STEM Initiative

On March 5, 2009, in an oral testimony before the House Committee on Appropriations Subcommittee on Commerce, Justice and Science, U.S. House of Representative, Harold Pratt, former President of the National Science Teachers Association (NSTA), addressed the challenges the United States is facing in science education. He stated, "A second challenge is the quantity and quality of the science provided at the elementary level. Many people don't realize that increasing the number of science and math graduates relies a great deal on the science we provide to our youngest learners. Unfortunately, many elementary schools have reduced the amount of science education their students are receiving or have eliminated it altogether because of the pressure to show achievement in other subjects. Many elementary teachers are also ill prepared to teach science at this level."[6] Virginia's Race to the Top Elementary STEM Initiative will provide professional development for Virginia's elementary teachers in STEM content and pedagogy, and will develop a long term, sustainable support network for elementary teachers for STEM classroom instruction.

"Children entering school already have substantial knowledge of the natural world, much of which is implicit."[7] "The commonly held view that young children are concrete and simplistic thinkers is outmoded; research shows that children's thinking is surprisingly sophisticated."[8] Early experiences in school for children affect later education which makes it essential that young children are offered quality STEM education, especially at the elementary level.

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[5] Gersten, R., Clarke, B. S., Jordan, N. C. (2007). *Screening for mathematics difficulties in K-3 students.* Portsmouth, NH: RMC Research Corporation, Center on Instruction.

[6] Pratt, H. (March 5, 2009). Oral testimony before the House Committee on Appropriations Subcommittee on Commerce, Justice and Science, U.S. House of Representatives.

[7] Duschl, R. A., Schweingruber, H. A., & Shouse, A. W. (2007). Taking science to school: Learning and teaching science in grades K-8. Executive summary, 2.

[8] Duschl et al., (2007) Executive summary, 2.

"…elementary science education is a very important domain of education. It not only sets the foundation for later science learning, but it also develops key intellectual skills, attitudes and habits of mind."[9] Exemplary STEM instruction in elementary school builds a strong content foundation for the student's future education and nurtures the excitement and curiosity in the study of STEM topics that fosters sustainability as life-long learners. "Recently published in *Science Magazine* is a research report that points out the importance of early engagement with and interest in science. By studying those who major in science in college, this study determined that scientific interest at a young age was a better predictor of those who chose to pursue science in college than was mathematical ability. It is not only achievement that matters; rather interest in the subject is also critical."[10] Providing exemplary STEM instruction to elementary students provides the future foundation critical to ultimately building a STEM workforce. "In the last decade numerous reports have been published calling for reform in education. Each report has highlighted the importance of early experiences in science so that students develop problem-solving skills that empower them to participate in an increasingly scientific and technological world."[11]

The foundation of student learning is what we teach and how we teach it. How science, technology, engineering and mathematics concepts are taught and are woven together for cohesive learning ultimately depends on the teacher and the teacher's understanding of the concepts and pedagogy. "Studies have shown a relationship between teacher content knowledge and student learning."[12] In STEM education, both content and process are inextricably linked. STEM education is not just about teaching content, but also fostering the enjoyment of learning that is so much a part of students as they enter elementary school. In order to guarantee that we can prepare a future workforce that is literate in the STEM areas, we must capture and expand the natural curiosity and excitement of young children for the world around them.

Elementary teachers in Virginia will benefit from a concerted effort to strengthen their STEM content knowledge and their pedagogical skills for the delivery of the STEM content; and they will benefit from the building of a strong statewide STEM support group for elementary teachers. By educating and supporting our elementary teachers in STEM, we will ultimately have positive impact on the education of our elementary students that will assist in building a future STEM workforce.

The Elementary STEM eModules and K-8 STEM standards will help to build a strong elementary teaching workforce trained in STEM, promote an elementary student population that is both knowledgeable and highly interested in STEM subjects, and will ultimately carry this knowledge and excitement with them as they move through middle school, high school and higher education, thus creating a dynamic STEM workforce for Virginia and America.

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[9] St. John, M. (July 27, 2007). *Investing in the improvement of elementary science education,* A congressional briefing. Retrieved from http://www.inverness-research.org/reports/2009-03_MSJCongressionalBriefingwNotes-final-2007-0727.pdf

[10] St. John, (2007).

[11] National Science Teachers Association (NSTA). (2002). Position statement: Elementary school science.

[12] Magnusson, S., Borko H., Krajcik J. S., & Layman J. W. (1992). *The relationship between teacher content and pedagogical content knowledge and student content knowledge of heat energy and temperature.* Paper presented at the annual meeting of the National American Association for Research in Science Teaching, Boston, MA.

D. Innovative Technologies in Teaching and Learning

Infinite Learning Lab

In 2007, the Virginia Department of Education's (VDOE) Office of Educational Technology collaborated with Pokémon USA to develop *Internet Safety and You* as part of the award-winning[13] Web-based Pokémon Learning League.[14] The Pokémon Learning League featured (1) an online suite of animated, interactive lesson modules aligned to (and searchable by) content standards from all 50 states and (2) management tools that assessed and monitored students' progress. The lessons, which targeted students in grades 2-8, helped teachers reinforce core curriculum concepts and assisted parents and caregivers in helping their children at home or in after-school environments. The modules addressed various subjects, including mathematics, science, language arts, and life skills. The learning modules used a scaffolded approach to instruction. Students learned a concept through an engaging narrative-based animated segment. Next, they collaborated with an on-screen character for guided practice with the concept. Finally, they participated in interactive challenges to apply what they had learned. Reward points enabled them to earn special badges as they completed each curricular area.

The Pokémon Learning League's management and assessment tools monitored progress and supported individualized instruction. Specific topics could be assigned to an individual student based on his or her needs for remediation or on-level support; additionally, acceleration or lessons could be assigned to an entire class. Students received automatic notifications of assignments due. The lessons were aligned to all state standards. Supportive feedback guided students through the topics, and a point/reward system marked their success at the completion of each topic. Teachers could view usage data and scores in each episode's Apply section. Teachers and administrators could select a customized date range to view either a high-level overview of a school or classroom's performance or a detailed view of an individual student's progress on a particular topic.

Despite the commercial success of the Pokémon Learning League, Pokémon USA, under new leadership, discontinued its work in the education sector to focus exclusively on the company's core business; consequently, the site ceased operation on August 31, 2009. After lengthy discussions, Pokémon USA generously donated the source files, lesson plans, and other resources to the Commonwealth of Virginia with the understanding that neither the Pokémon characters nor anything associated with the Pokémon brand could be used in the future.

While the monetary value of the gift is estimated to exceed $1 million, the program has little worth without new characters and storylines. As a result, the Office of Educational Technology,

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[13] Pokémon Learning League won a 2008 CODiE Award for Best Instructional Solution for Students at Home, the District Administration's Readers' Choice Top 100 Products of 2007-08, the National Parenting Center's Seal of Approval—Holiday 2007, the 2007 EDDIE Award, the 14th Annual Teachers' Choice Award℠ for the Classroom, the 2007 AEP Distinguished Achievement Award, and the 2007 Bessie Award. It also was named to iParenting Media Awards Outstanding Products of 2007 list and was a finalist for the EdNET 2007 Rookie of the Year and the 2008 CODiE Award for Best K-12 Instructional Solution.

[14] *Internet Safety and You* was determined to be effective in improving students' knowledge about 9 of 10 aspects of Internet safety. The improvements remained six months following the completion of the program. See McGraw, Yan, Weller, & Bumgardner, 2009.

in partnership with the Professor Garfield Foundation, are adapting this resource to Garfield the Cat and related characters. To date, a lesson on cyberbullying has been completed and work has begun on the three remaining Internet safety lessons. Approximately 140 lessons remain to be converted as funding becomes available.

Race to the Top will enable the VDOE to complete the transformation from Pokémon to Garfield and launch a new site, the Infinite Learning Lab. The Infinite Learning Lab—free of charge to students and families everywhere—will comprise six key components:

1. **Narrative-based interactive lessons,** in Adobe Flash format, will correlate to the common standards and content standards from all 50 states in mathematics, language arts, science, social studies, and character education. In addition to converting the existing lessons, the VDOE plans to expand the content to cover 100 percent of the Virginia Standards of Learning and common standards for grades K-8.
2. **A learning management platform** will monitor and assess progress at the student, class, school, and division levels.
3. **Parent resources** will enable parents and caregivers to provide additional support to students.
4. **Supplemental materials,** such as printable posters and badges, will reward students for their progress.
5. **Professional development resources** will help teachers with specific strategies such as using an interactive whiteboard, employing grouping techniques, and assigning lessons and monitoring progress with administrative tools.
6. **Digital tools** will enable communication and collaboration among administrators, teachers, parents, and students.

Perhaps the greatest benefit of this platform is that it provides students and families with 24/7 access to engaging standards-based lessons that can be used with or without the assistance of an educator. Having access, however, is not enough—the site needs to be inviting and nonthreatening for students—as well as parents who may lack the confidence to help struggling students.

Garfield—a familiar and trusted friend to families—is the most widely syndicated comic strip in the world, read daily by more than 200 million readers in more than 2,400 newspapers in 63 countries. More than 135 million Garfield books—for both juvenile and adult readers—have been sold worldwide; the Top 1000 titles owned by OCLC libraries for 2005 ranked Garfield Compilation Books number 15, higher than classic children's works such as *Tom Sawyer* and *Aesop's Fables*.

The Infinite Learning Lab Web site provides interactive lessons on various academic and life-skills topics. Each lesson is presented through a story narrative, an effective approach for engaging students to learn a target concept.[15] The stories, presented through high-quality

[15] Lowe, K. (2002). *What's the story? Making meaning in primary classrooms*. Marrickville, New South Wales, Australia: Primary English Teaching Association; Egan, K. (2001, August-September). *The cognitive tools of children's imagination*. Paper presented at the Annual European Conference on Quality in Early Childhood Education. Alkmaar, Netherlands.

animation, use student-friendly characters from the popular cartoon strip. Animation has been shown to increase student learning, including special needs students.[16] The characters model the active learning and persistence needed by students in the 21st century. Since students learn from observing the actions of others and often imitate these behaviors, the lessons try to influence effective learning habits and prosocial behaviors.[17]

The animated lessons are followed immediately with interactive components that reinforce aspects of the target concept (such as vocabulary) and that ask students to apply what they have learned to new situations. This scaffolded approach to learning with immediate feedback provides support and alternative approaches to learning—especially for struggling learners—and also allows flexibility in how the lessons are used (e.g., as a whole class, individually, with teacher guidance, at home).[18] In addition, the level of interactivity offers a link with the types of learning students are exposed to regularly at home; this gaming approach can increase student motivation.[19]

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[16] Albalooshi, F., & Alkhalifa, E. M. (2002). Multimedia as a cognitive tool. *Educational Technology & Society, 5*(4), 49-55; Mayer, R. E., & Moreno, R. (2002). Animation as an aid to multimedia learning. *Educational Psychology Review, 14*(1): 87-99; Bernard-Opitz, V., Sriram, N., & Nakhoda-Sapuan, S. (2001). Enhancing social problem solving in children with autism and normal children through computer-assisted instruction. *Journal of Autism & Developmental Disorders, 31*(4), 377-84.

[17] Bandura, A. (1977). *Social learning theory*. New York: General Learning.

[18] Perkins, D. (1992). *Smart schools: Better thinking and learning for every child*. New York: The Free Press; Gee, J. P. (2005). Learning by design: Good video games as learning machines. *E-Learning, 2*(1), 5-16; Larkin, M. (2002). *Using scaffolded instruction to optimize learning*. ERIC Digest. Arlington, VA: ERIC Clearinghouse on Disabilities and Gifted Education, Council for Exceptional Children; Kame'enui, E. J., & Simmons, D. C. (1999). *Toward successful inclusion of students with disabilities: The architecture of instruction: Volume 1: An overview of materials adaptations*. Reston, VA: Council for Exceptional Children.

[19] Buckingham, D. (2004, November). *The other teachers: How do children learn from TV and new media?* Paper presented at the Beyond the Blackboard Conference, Cambridge, England.

Screen Shot of the Infinite Learning Lab Web Site

Learning without Boundaries

Learning without Boundaries began as an initiative to explore the technical, policy, and social implications of using mobile handheld devices in schools. It later was expanded to include the development and dissemination of media-rich content and applications for these devices to help meet the specific needs of Virginia's learners. The initiative leveraged distinct but related research-based projects to explore how wireless mobile technologies can be integrated effectively into teaching and learning. Projects spanned a variety of topics and purposes: from learning science through augmented-reality game play; to a general purpose tool for communicating, producing, and disseminating multimedia digital products; to an individualized listening and comprehension assessment tool. The flyer below offers a description of these projects. A complete report can be found at http://www.lwbva.org/LwB_Report_2008-09.pdf.

LEARNING WITHOUT BOUNDARIES

www.lwbva.org

(b)(6)

The *Learning without Boundaries* initiative from the Virginia Department of Education's Office of Educational Technology (OET) incorporates wireless mobile handheld technology into teaching and learning. With initial support from the Governor's Productivity Investment Fund and in collaboration with Apple, Virginia Tech, and Radford University, the OET is studying the potential benefits of wireless mobile technologies—such as iPod Touch devices and global positioning system (GPS) receivers—for day-to-day teaching.

Learning without Boundaries comprises four programs that target different age groups.

interactive technologies for embodied Learning * Reading & Mathematics (iteL * RM)

This program encourages elementary students to explore reading and mathematics using wireless mobile technologies with instructional and communication software. Learning opportunities incorporate the same technologies and learning strategies popularized by video games, personal broadcasting, and Web 2.0. The goal of the initiative is to help children develop appropriate thinking strategies and sufficient practice to improve fundamental knowledge in target areas and increase problem-solving skills using a range of emerging technologies for communication and computing.

Kids for Change (K4C)

In Kids for Change, commercial off-the-shelf video games are integrated into middle school life science courses. It merges physical science, epidemiology, mathematics, computational thinking, education, and the social sciences. Students can engage in a real-world problem, work collaboratively to solve the problem, think analytically about solutions and prevention, scale their problems based on different inputs, use multiple mediums for their research, and store and document their findings and procedures as a way of sharing and learning.

Project ROAR (Radford Outdoor Augmented Reality)

The objective of Project ROAR is to develop engaging and effective augmented reality learning simulations to enhance middle school science teaching and learning in southwestern Virginia. Augmented reality (AR) uses handheld computers and GPS receivers to correlate students' real-world locations to their virtual locations in the simulation's digital world. As the students move around a physical location, such as their school playground or sports field, maps on their handheld devices display digital objects and virtual people that exist in the augmented reality world superimposed on real space. When students come within approximately 10 feet of these digital artifacts, video, audio, and text files provide narrative, navigation, and collaboration cues as well as academic challenges.

iLearn

Every student enrolled in media and communication courses at Dalton Intermediate School and Radford High School receives an iPod Touch for the duration of the course. They explore and document how they use the iPod to learn, play, and live. Standards-based activities culminate in the production of documentaries of their lives.

Project Leadership

The *Learning without Boundaries* initiative is led by the OET Director Dr. Tammy McGraw and implemented by Dr. Matt Dunleavy of Radford University and Dr. Michael Evans of Virginia Tech. Virginia's instructional technology resource teachers (ITRT) also play key roles. They are responsible for helping teachers implement the learning modules and will be essential in bringing these projects to scale. The program evaluation will be developed into published works to assist the Commonwealth in integrating wireless mobile handheld devices into classrooms throughout the state.

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Another component of the Learning without Boundaries initiative is Virginia on iTunes U, a content repository and process that enables students, teachers, and families to access, create, and share educational media-rich content and resources anytime, anywhere. The resources are aggregated and aligned to standards that meet the specific needs of Virginia's students, families, and educators.

The Virginia Department of Education (VDOE) developed a rigorous process for contributing content to the site, including rubrics for assessing appropriateness of content, metadata standards, file specifications, copyright information, and accessibility guidelines to ensure that all content reflects the highest standards for quality and relevance. The VDOE has also worked with external organizations, such as the George C. Marshall Foundation and the National Oceanic and Atmospheric Administration (NOAA), to acquire and align outstanding content to the Virginia Standards of Learning.

The third component of this initiative centers on the development of mobile learning applications. Virginia issued a challenge for developers to engage middle school students in mathematics by producing mobile learning applications for the iPhone or iPod touch. Based on mathematics achievement data from the Virginia Standards of Learning (SOL) assessments and the Algebra Readiness Diagnostic Test (ARDT), the following priorities were identified: computing fractions; using proportional and quantitative reasoning; converting measurements using proportions; solving multistep consumer application problems; determining equivalence relationships among fractions, decimals, and percents; and finding and ordering equivalent fractions, decimals, and percentages on a number line. All entries were uploaded to the Apple App Store and made available to everyone free of charge. A distinguished panel of judges evaluated content, instructional design and pedagogy, technical and code quality, user experience, and the extent to which the app leveraged the unique capabilities of the device.

Through these activities, several key considerations for schools have been identified:

- Acceptable use policies must reflect the 24/7 anytime, anywhere nature of mobile handheld technology.
- Educators need training in the use of emerging technologies and how mobile content can expand and enhance opportunities for individual learners.
- Educators need training to develop appropriate and useful content for mobile learning.
- Educators need time to explore and develop strategies for using specific educational games, simulations, and apps with students.
- Educators should provide curriculum connections and skill scaffolding to help students understand how to use educational games, simulations, and apps for learning rather than just fun.
- Mobile handheld applications should be evaluated for multiple attributes, including connections to state standards, engaging interactivity, team-building capabilities, critical-thinking development, and embedded feedback and formative assessment.
- Mobile handheld devices should be evaluated for characteristics such as battery life, ease of use, specific features (such as GPS), and durability.
- Technology infrastructure must include a reliable wireless network with sufficient bandwidth for various media and a sufficiently robust server to enable various types of group activities and house the software needed for projects.

Learning without Boundaries uses research-based teaching and learning approaches to provide just-in-time personalized educational experiences on a 24/7 basis. Wireless mobile devices allow students, teachers, administrators, and parents to communicate naturally. Other applications—such as collaboration platforms, video and audio files, evaluation capabilities, monitoring or sensing utilities, and scaffolded learning activities—are less intuitively adopted by educators. For

mobile learning to realize its full educational potential, robust technological and pedagogical support needs to be provided to all stakeholders. Interestingly, this support can be provided using the same mobile devices.

Race to the Top will enable the VDOE to build on this initiative to provide the following:

- Professional development to enable teachers and administrators to (1) understand the unique characteristics of mobile learning devices; (2) critically evaluate and effectively use mobile devices to support teaching and learning; (3) develop appropriate and useful content for mobile learning; (4) use media-rich content to differentiate instruction and engage learners with diverse learning styles; and (5) integrate educational games, simulations, and applications into instruction
- Research-based enhanced podcasts, flexible tools, and applications to provide job-embedded support
- Training and support to enable administrators to address policy and infrastructure needs related to mobile learning technologies
- An increased number of qualified application developers in universities, community colleges, and high schools who can create education applications and media-rich content based on identified needs
- Access to content creation tools and mobile learning technologies
- Additional support for managing the curatorial and administrative responsibilities for Virginia on iTunes U
- Effective communications that increase the public's understanding of effective mobile technology use in schools
- Strategies for leveraging students' personal technologies to expand access to learning resources

One-to-one computing with wireless mobile devices has the potential to transform education; powerful easy-to-use resources are increasingly available to teachers and students alike at the stroke of a key. [20]Collaboration tools have decreased isolation among teachers while increasing communication among students. It has changed the ways students and educators share ideas and information—formally and informally—among their peers across the hallway and around the globe.[21] Real-time formative assessments—made possible by mobile devices—allow teachers to

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[20] Hill, J. R., Reeves, T. C., Grant, M. M., Wang, S.-K., & Han, S. (2002). *The impact of portable technologies on teaching and learning: Year three report.* Athens: The University of Georgia. Available at http://lpsl.coe.uga.edu/Projects/aalaptop/pdf/aa3rd/Year3ReportFinalVersion.pdf (Retrieved 2 December 2009); Ross, S. M., Lowther, D. L., Wilson-Relyea, B., Wang, W., & Morrison, G. (2003). *Anytime, anywhere learning: Final evaluation report of the laptop program: Year 3.* Memphis, TN: The University of Memphis. Available at http://www.myschoolpages.com/schools/wlcsd/files/359604/Laptop_Report_Yr3.pdf (Retrieved 2 December 2009); Shuler, C. (2009). *Pockets of potential: Using mobile technologies to promote children's learning.* New York: The Joan Ganz Cooney Center at Sesame Workshop. Available at http://www.joanganzcooneycenter.org/pdf/pockets_of_potential.pdf (Retrieved 2 December 2009); Zucker, A., & McGhee, R. (2005). *A study of one-to-one computer use in mathematics and science instruction at the secondary level in Henrico County Public Schools.* Washington, DC: SRI International.

[21] Dede, C. (2009). Comments on Greenhow, Robelia, and Hughes: Technologies that facilitate generating knowledge and possibly wisdom. *Educational Researcher 38*(4): 260-263. doi:10.3102/0013189X09336672; Greenhow, C., Robelia, B., & Hughes, J. (2009). Learning, teaching, and

save time, ascertain and leverage students' strengths, measure specific benchmarks easily, and inform differentiated instruction.[22] Increased student engagement results in fewer class management problems and more student on-task time.[23]

Video and audio files have been used for years as effective tools for reaching students and teaching difficult or complex concepts.[24] The digitization of multimedia has meant not only that traditional sources of video are more widely available but also that students and teachers have become producers of educational video and audio, which is increasingly accessible by their peers. Effective uses of multimedia resources are well documented, but using video, audio, and games for individualized instruction—greatly expanded by mobile devices—requires students and teachers to develop new skills.[25]

However, the mere existence of wireless mobile devices, and the applications that support their use in learning activities, is not sufficient in itself to provide this enhanced learning experience. As with any new technology, there are unique challenges and barriers to successful

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scholarship in a digital age: Web 2.0 and classroom research: What path should we take now? *Educational Researcher 38*(4): 246-259. doi:10.3102/0013189X09336671.

[22] Hupert, N., & Heinze, C. (2006). Results in the palms of their hands: Using handheld computers for data-driven decision making in the classroom. In M. van't Hooft & K. Swan (Eds.), *Ubiquitous computing in education: Invisible technology, visible impact*. Princeton, NJ: Lawrence Erlbaum; Kerr, K. A., Pane, J. F., & Barney, H. (2003). *Quaker Valley Digital School District: Early effects and plans for future evaluation*. Santa Monica, CA: RAND; Mandinach, E., Honey, M., Light, D., Heinze, C., & Nudell, H. (2005). Creating an evaluation framework for data driven instructional decision making. In C. Crawford et al. (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2005* (pp. 952-960). Chesapeake, VA: AACE; Rockman, S. (1997). *Report of a laptop program pilot*. San Francisco: Rockman et al; Sharp, D. (November, 2004). *Supporting teachers' data-driven instructional conversations: An environmental scan of Reading First and STEP Literacy Assessments, data visualizations, and assumptions about Conversations that Matter.* Report to the Information Infrastructure System Project of The John D. and Catherine T. MacArthur Foundation and The William and Flora Hewlett Foundation; Silvernail, D. L., & Lane, D. M. (2004). *The impact of Maine's one-to-one laptop program on middle school teachers and students: Research report #1*. Gorham: Maine Education Policy Research Institute, University of Southern Maine.

[23] Jeroski, S. (2003). *Wireless writing project: School District No. 60 (Peace River North) research report: Phase 2*. Vancouver, BC: Horizon Research & Evaluation; Kerr, K. A., Pane, J. F., & Barney, H. (2003). *Quaker Valley Digital School District: Early effects and plans for future evaluation*. Santa Monica, CA: RAND; Ross, S. M., Lowther, D. L., Wilson-Relyea, B., Wang, W., & Morrison, G. (2003). *Anytime, anywhere learning: Final evaluation report of the laptop program: Year 3*. Memphis, TN: The University of Memphis. Available at http://www.myschoolpages.com/schools/wlcsd/files/359604/Laptop_Report_Yr3.pdf (Retrieved 2 December 2009); Russell, M., Bebell, D., & Higgins, J. (2004). Laptop learning: A comparison of teaching and learning in upper elementary classrooms equipped with shared carts of handhelds and permanent 1:1 handhelds. *Journal of Educational Computing Research, 30*(4), 313-330; Trimmel, M., & Bachmann, J. (2004). Cognitive, social, motivational and health aspects of students in laptop classrooms. *Journal of Computer Assisted Learning, 20*(2), 151-158; Turnbull, G., & Gilmour, T. (1991). Handhelds in the Scottish primary school: Interim report. *Educational Media International, 28*(2), 63-66.

[24] Corporation for Public Broadcasting. (2004). *Television goes to school: The impact of video on student learning in formal education.* Available at http://www.cpb.org/stations/reports/tvgoestoschool/ (Retrieved 2 December 2009); Mares, M.-L. (1996). *Positive effects of television on social behavior: A meta-analysis.* Annenburg Public Policy Center Report Series, No. 3. Philadelphia: University of Pennsylvania.

[25] Kearney, M. (2002). *Using digital video to enhance authentic technology-mediated learning in science classrooms.* Paper presented at the Australian Computers in Education Conference, Hobart.

implementation.[26] Research suggests, though, that under the right conditions (e.g., appropriate professional development, effective technical support, positive teacher attitudes, beliefs regarding implementation), a one-to-one learning environment can provide added value to an effective learning environment.[27]

Share the Skies

Robert H. Tai, an assistant professor at the University of Virginia's Curry School of Education, has suggested, "There is a strong connection between children's visions of what they see themselves doing as adults and what they actually end up pursuing when they are adults."[28] For students to aspire to be scientists and engineers, educators must help them understand what scientists and engineers do in daily practice. Students need opportunities to *learn* STEM by *doing* STEM.

Share the Skies is a statewide initiative that enables students to study astronomy in real time *during the daytime* using real scientific instruments and manipulating real scientific data. Students access and control a research-grade telescope to explore the night skies of Australia entirely over the Internet using a standard Web browser. Using CCD imaging techniques, they capture digital images of deep space for further study. The images are saved in a FITS file format designed specifically for scientific data; consequently, older students can use public domain software available through NASA for complex scientific analysis.

This program is helping students develop essential skills in science, mathematics, technology, and communication while providing experiences that encourage them to consider careers in science, technology, engineering, and mathematics. Along with addressing this critical need, this project provides *all* children equitable access to high-quality engaging learning experiences. Although astronomy is one of the oldest sciences and affects every aspect of our lives, many students have few opportunities to explore it. Even in communities with an observatory, access to these facilities at night can be difficult for some children due to transportation issues, family obligations, or other impediments.

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[26] Hill, J. R., Reeves, T. C., Grant, M. M., Wang, S.-K., & Han, S. (2002). *The impact of portable technologies on teaching and learning: Year three report.* Athens: The University of Georgia. Available at http://lpsl.coe.uga.edu/Projects/aalaptop/pdf/aa3rd/Year3ReportFinalVersion.pdf (Retrieved 2 December 2009); Kerr, K. A., Pane, J. F., & Barney, H. (2003). *Quaker Valley Digital School District: Early effects and plans for future evaluation.* Santa Monica, CA: RAND; Newhouse, P. (2001). A follow-up study of students using portable computers at a secondary school. *British Journal of Educational Technology, 32*(2), 209-219; Turnbull, G., & Gilmour, T. (1991). Handhelds in the Scottish primary school: Interim report. *Educational Media International, 28*(2), 63-66; Zucker, A., & McGhee, R. (2005). *A study of one-to-one computer use in mathematics and science instruction at the secondary level in Henrico County Public Schools.* Washington, DC: SRI International.

[27] Penuel, W. R. (2005). *Research: What it says about 1 to 1 learning.* Cupertino, CA: Apple Computer. Available at http://ubiqcomputing.org/Apple_1-to-1_Research.pdf (Retrieved 2 December 2009); Shuler, C. (2009). *Pockets of potential: Using mobile technologies to promote children's learning.* New York: The Joan Ganz Cooney Center at Sesame Workshop. Available at http://www.joanganzcooneycenter.org/pdf/pockets_of_potential.pdf (Retrieved 2 December 2009).

[28] Rowland, K., & Baschuk, B. (2006, November 17). Science, technology not making the grades in U.S. *Washington Times.*

The project is being implemented through the Commonwealth's unique cadre of 1,297 instructional technology resource teachers (ITRT) in collaboration with the New Mexico Skies observatory, Software Bisque, Virginia Tech, and the Oracle Education Foundation. The ITRT are building-based technology specialists who assist teachers in effectively integrating technology into instruction. Presently, 694 teachers have been trained to use the telescope with students across all grade levels and curricular areas. Through their training, these teachers have increased their own knowledge of scientific processes and research.

Teachers help students learn basic scientific concepts and methods in earlier grades while providing in-depth science explorations for later grades. Students conducting self-directed research can manipulate Internet-accessible telescopes to provide real-life science experiences that cannot be replicated in other ways. The immediacy and authenticity of information students gain from their time with a research-grade telescope offers the means and ends to learning scientific methods and content. For example, digital telescopes and CCD cameras can monitor the brightness and color changes of variable stars over time. These variable stars, like Lyrae, can be used to measure more accurate distances between our local group and old populations of stars like globular clusters, other galaxies, and the Galactic Center.

Imaging other celestial objects, including those within our own solar system, can contribute to the global data bank of information that scientists and astronomers use to catalog and research space. Astro imaging can teach students about statistics, patterns and functions, and mean and median mathematics. A middle school imaging lesson teaches stacking and processing by finding the median pixels within a quadrant. A higher-level mathematics lesson shows students how to measure the heights of craters, valleys, and maria on the moon by measuring the shadows on the images and triangulating them. Science teachers can teach reflection, refraction, diffraction, or the behavior of light.

One of the primary goals of the program is to have students collaborate with other students from around the world on authentic scientific research; consequently, Virginia is partnering with the Oracle Education Foundation to provide a secure, collaborative, Web 2.0 project space for students and teachers. To date, some 600 teachers have been trained to use the ThinkQuest project platform. Furthermore, 72,000 students in 3,000 institutions across all 50 states and 405,000 students in 12,000 institutions in 43 countries use the ThinkQuest platform annually.

Share the Skies is supported by a Web site with resources for teachers and students, including a gallery to display outstanding images. An application enables users to produce a printable map of the night sky over their community just by typing in the zip code.

With Race to the Top Support, the current program will be expanded to (1) provide training on strategies for using the telescope across grade levels and subject areas, (2) provide additional telescopes for both the southern and northern hemispheres (including telescopes optimized for viewing planets), (3) enhance the Web site to enable teachers and students to access a database of images captured with the telescopes when they are unable to reserve time on the project telescope, when weather conditions do not permit real-time imaging, or when additional images of an object are needed for further analysis and (4) establish projects through Oracle's protected

online project environment (ThinkQuest), which will enable Virginia's students and teachers to collaborate with classrooms from around the world on authentic research projects.

Over the last two decades, scientists and science educators consistently have encouraged the use of authentic tools to study science; this has resulted in more economically feasible tools. Furthermore, brain research has indicated that students learn science best through the processes of inquiry and discovery. [29]As Sadler, Gould, Brecher, and Hoffman have observed, "Astronomy is an ideal discipline for engaging the interest of students. It is a visual science dealing with phenomena that are experienced every day. . . . (It) is also on the frontier of scientific discovery, yet many of its basic concepts lie within reach of most students."[30]

Using telescopes to study astronomy provides incentives for students to learn and apply science and blazes a path to promote continual professional development in scientific concepts for teachers. Gould, Dussault, and Sadler have reported on how Internet-based studies of astronomy affect science education: "Astronomy, above all other sciences, is more than a collection of facts or concepts; it is a spark to the imagination. . . . We found that online telescopes can significantly improve students' project inquiry skills, their math skills and their understanding of core concepts, such as the behavior of light."[31] Recent research supports the use of telescopes and astronomical data to improve science understanding.[32]

The graphic below offers several screen shots of the Share the Skies Web site.

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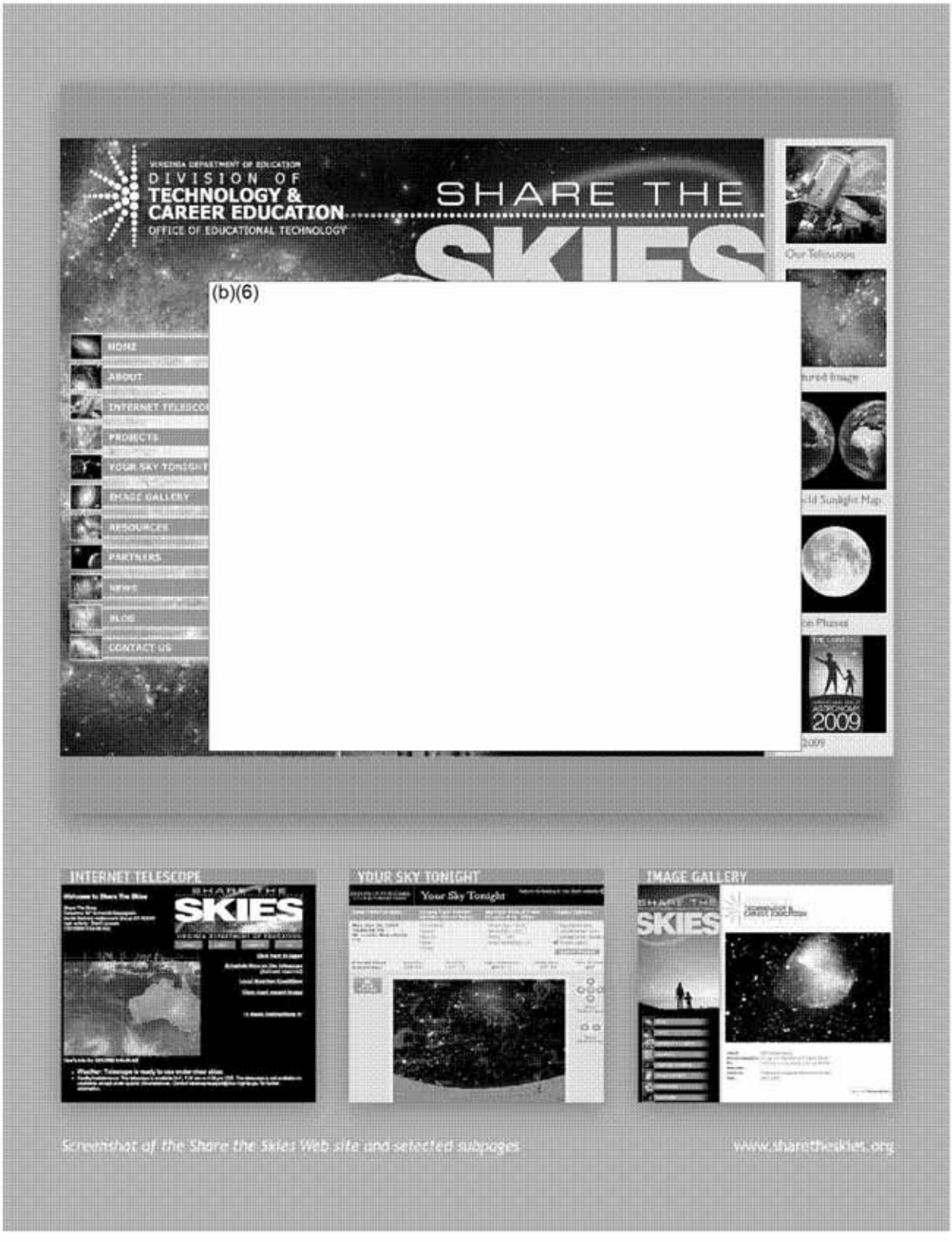
[29] Advisory Committee to the National Science Foundation Directorate for Education and Human Resources. (1996). *Shaping the future: New expectations for undergraduate education in science, mathematics, engineering, and technology: A report on its review of undergraduate education*. Available at http://www.nsf.gov/pubs/stis1996/nsf96139/nsf96139.txt (Retrieved 1 December 2009); Bransford, J., Brown, A., & Cocking, R. (2000). *How People Learn: Brain, Mind, and Experience & School*. Washington, DC: National Academy Press; Hefzallah, I. M. (2004). *The new educational technologies and learning* (2nd ed.). Springfield, IL: Charles C. Thomas.

[30] Sadler, P., Gould, R., Brecher, K., & Hoffman, B. (2000). Astronomical experiences using Internet-accessible remote instrumentation. In M. J. Jacobson & R. B. Kozma (Eds.), *Innovations in science and mathematics education: Advanced designs for technologies of learning* (pp. 259-86). Mahwah, NJ: Lawrence Erlbaum.

[31] Sadler, P., Gould, R., Brecher, K., & Hoffman, B. (2000). Astronomical experiences using Internet-accessible remote instrumentation. In M. J. Jacobson & R. B. Kozma (Eds.), *Innovations in science and mathematics education: Advanced designs for technologies of learning* (pp. 259-86). Mahwah, NJ: Lawrence Erlbaum.

[32] Richwine, P. O. (2007). *The impact of authentic science inquiry experiences studying variable stars on high school students' knowledge and attitudes about science and astronomy and beliefs regarding the nature of science* (Ph.D. dissertation). University of Arizona, Tucson. (Publication No. AAT 3254711).



Screenshot of the Share the Skies Web site and selected subpages

www.sharetheskies.org

E. Mentorships and Technology Support for Principals

The Virginia Model: Mentoring Coaching for Novice Principals

The Virginia Model: Mentor Coaching for Novice School Principals will assist local school divisions with improving the retention rate of school principals by providing intensive support to inexperienced leaders in lower performing schools. According to the Virginia Department of Education's Office of Teacher Education and Licensure, the mean turnover rate for all principals during the past three years has been 9.8 percent. Coupled with the looming retirement of over 50 percent of the current school principals in Virginia's schools, ensuring an ongoing supply of highly qualified and highly effective leaders at the helm of every school will be a daunting task.[33]

Researchers have studied the concept of principal turnover and found results that are similar to those in Virginia. For example, in a cohort of novice principals tracked for six years, only 37 percent of the Illinois cohort and 21percent of the North Carolina cohort remained principals at their original schools.[34] Comparable results were also found in a study of cohorts of New York principals where only 46 percent remained at their schools after four years.[35] The correlation between principal retention and principal assignment to low-achieving, high-poverty schools was noted in a study of schools in Texas commissioned by the Bill and Melinda Gates Foundation and the Wallace Foundation.[36] Findings suggested that after one year, 27.5 percent of novice principals in Texas public schools were more likely to leave if they served in the lowest achieving schools and 19.7 percent of novice principals were more likely to leave if they served in high poverty schools.[37]

The concept of principal mentoring programs has presented a novel area of study for researchers. Unlike private industry which has utilized an apprenticeship induction model for several decades, principal mentoring is a burgeoning concept for school divisions and state education leaders resulting in a paucity of research-based practices to emulate.[38] In a study conducted by the Wallace Foundation, two notable programs in the New York City Public Schools and the Jefferson County Public Schools, Kentucky were cited for their insight regarding the benefits, shortcomings, and policy implications at the local and state levels. Their findings suggested that both mentors and protégés benefitted from the experience through systematic implementation of high quality professional development, program evaluation, and program flexibility to meet individual needs. The researchers also noted that many existing mentoring programs failed to

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[33] The Virginia Department of Education's Annual Instructional Personnel (IPAL) Data Collection Report for school year 2008-2009.

[34] Gates, S., Jeanne S., Ringel, et al. (2006) Mobility and Turnover Among School Principals. *Economics of Education Review, 5* (3) 302.

[35] Papa, F.,Jr., (2007) *Why Do Principals Change Schools? A Multivariate Analysis of Principal Retention, Leadership and Policy in Schools,* 267-290.

[36] Ed Fuller and Michelle D. Young, "Tenure and Retention of Newly Hired Principals in Texas," *Texas High School Project,* University Council for Educational Administration and Department of Educational Administration, The University of Texas at Austin, Summer 2009, pp. 1-19.

[37] Fuller and Young, 10-13

[38] Alsbury, T., L., & Hackmann, D.G., (2006). Learning from Experience: Initial Findings of a Mentoring/Induction Program for Novice Principals and Superintendents, *Planning and Changing,* 37, 169-189.

prepare novice principals to ensure that all students achieve state and federal accountability benchmarks for a variety of reasons ranging from poorly conceived goals to lack of adequate funding.[39] Findings from a two-year pilot mentoring program for principals and superintendents in Iowa suggested that one of the most notable benefits was the development of a supportive mentor-protégé relationship while engaging in reflective practice.[40] Unlike novice teachers, novice principals often lack the vast network of support often lavished on teachers during their initial years.

The Virginia Model: Mentor Coaching for Novice Principals initiative will replicate and enhance an existing program intended to improve the leadership skills of principals. In 2009, the Virginia Department of Education's Office of School Improvement, in collaboration with the Virginia Association of Elementary School Principals (VAESP), Virginia Association of Secondary School Principals (VASSP), the Virginia Foundation for Educational Leadership (VFEL) and the Appalachia Regional Comprehensive Center at Edvantia, implemented the Virginia Model: Mentor Coaching for School Improvement Institute to provide schools with the knowledge, tools and skills needed to help teachers and principals make effective decisions that will result in improved student achievement. This institute was made possible by a grant from the United States Department of Education through Title I, 1000(g) under the *No Child Left Behind Act of 2001*. The training emphasized research-based strategies developed by the Center on Innovation and Improvement (CII), the National Association of Secondary School Principals' (NASSP) Breaking Ranks in the Middle™ program, and VASSP/VFEL's mentoring and coaching program.

The Virginia Model: Mentor Coaching for Novice Principals Initiative funded through Race to the Top will combine notable elements of each program to assist novice principals, those with less than three years of experience as a principal, with garnering essential skills that will impact teaching and learning. This initiative will focus on novice principals who work in lower performing schools across the Commonwealth of Virginia.

[39] The Wallace Foundation. (2007) *Getting Principal Mentoring Right: Lessons from the Field*, 1-25.
[40] Alsbury & Hackman (2006).

Appendix (E)(1)

Intervening in Schools and Local Education Agencies

There is no appendix for Section (E)(1)

Appendix (E)(2)

Turning Around Schools

Details and Proposed Outcomes of the Lead Turnaround Partner Proposal to Improve Virginia's Lowest Performing Schools

Section (E)(2) outlines Virginia's plan to provide support for local education agencies (LEAs) in securing outside LTPs and educational management organizations to develop high-performing charter or contract schools in LEAs with high-need students and persistently low-performing schools that are Title I schools in school improvement or have a graduation rate as defined in 34 CFR 200 .19(b) that is less than 60 percent over a number of years. This support would be in the form of identifying one or more qualified Lead Turnaround Partners (LTP) that would assist school divisions in developing the charter or contract schools that will serve to intervene with high-need students earlier, not waiting until the student is a probable statistic in high school.

Lead Turnaround Partner Responsibilities

Activities of the reform effort led by LTPs will include at a minimum:

1. Provide formative and ongoing reports on program effectiveness to include, but not limited to, student achievement, parental involvement, student attendance, and student discipline.
2. Employ research-based strategies that provide an immediate and dramatic turnaround in student achievement.
3. Work with the school division to recruit and recommend teachers and a leader(s) who have a proven record of success of increasing student achievement.
4. Recommend necessary restructuring of teacher and leader contracts.
5. Develop and engage teachers and the leader in professional development aligned to programmatic goals.
6. Promote student motivation for learning.
7. Secure parental commitment and involvement through school choice.
8. Promote parental capacity to support student engagement, motivation, and learning within school, at home and in the community.
9. Work with the school division to expand community support to garner human resources needed for reform.
10. Evaluate teacher and leader performance and outcomes and make staffing recommendations accordingly.
11. Develop constructive relationships with existing school personnel.
12. Recommend changes to the school calendar according to student and program needs, for example, year-round schools or extending the length of the school day.
13. Require commitment from parents to allow for additional time for instruction (such as after school support).

14. Work with the school division to obtain a commitment from teachers to allow for additional time for instruction and professional development.

15. Provide comprehensive, coherent, manageable and integrated instructional and support programs.

16. Recommend which existing programs are to be continued and which programs are to be eliminated.

17. Consistent with the state Standards of Learning recommend alignment of curriculum, instruction, classroom formative assessment and sustained professional development to build rigor, foster student-teacher relationships, and provide relevant instruction that engages and motivates students.

18. Organize programming to engage students' sense of adventure, camaraderie, and competition.

19. Develop and implement evidence-based discipline programs that minimize time out of school and/or class.

20. Identify and recommend supporting partners to address social, emotional and behavioral issues (e.g., over-age students).

21. Identify and obtain adequate materials from school system resources (such as the Algebra Readiness Diagnostic Assessment (ARDT) or benchmark assessments).

22. Identify and recommend outside resources needed in the reform effort.

23. Develop and recommend a budget to the School Board based on available per pupil amounts of local, basic Standards of Quality (SOQ), school improvement, appropriate Title monies, and special education funding in addition to other sources identified and aligned specifically for the turnaround zone.

24. Work with school division to seek outside funding from the greater community (business, private foundations, federal and state sources) to support the reform effort.

25. Integrate all academic and support services.

LEA Responsibilities

The selected LEAs must open the charter or contract school for a period of five years. American Recovery and Reinvestment Act funding will sustain the program for only three of the five years so there must be a commitment on the part of the LEAs to sustain this program for a period of two additional years. This will allow high-need students to benefit from the services of a Lead Turnaround Partner through at least through the 10th grade, and, hopefully, students will be well on their way to graduation.

Student Outcomes

The most important outcome of this program for the students enrolled in the charter or contract schools is graduation from high school with one of the diplomas (Standard, Advanced,

Technical, Advanced Technical) offered by the Virginia Board of Education. General Equivalency Diplomas are unacceptable for these students if viable LTPs provide the expertise and programs that accelerate students learning.

During the grant award period, this student graduation data may not be available. Since graduation from high school is a lagging indicator, other leading indicators will be used to evaluate the effectiveness of the charter or contract school intervention for high-need students. Each contractor shall submit a written monthly progress report (through a single sign-on Web site to be provided later) to the school division/public school and the VDOE Office of School Improvement by the 15th of the month following the month services were provided detailing the following listed items:

1. Cumulative enrollment data for each student by student ID and by name. Such data must include daily attendance information including number of absences, tardiness, discipline referrals, out-of-school suspensions and in-school suspensions by infraction and by teacher, and parental request meetings by infraction and by teacher.

2. Student achievement data including grades for the nine weeks, diagnostic data, grade-level growth in reading and mathematics, interim assessment data (as defined in this notice), progress monitoring assessment data, and SOL assessment data, if available.

3. Teacher recruitment activities, teacher professional development activities (including agendas of all staff meetings), and teacher absenteeism.

4. Completed teacher evaluations and observations.

5. Core SOL curriculum taught during the month including all essential skills and knowledge in each of the four core content areas.

6. Number of minutes provided during the month for extended learning opportunities for each student and cumulatively.

7. Report on the development and coordination of supporting partnerships.

8. Line item budget expenditures for each month.

9. Report of parental development activities.

10. Any other report requested by the local school board.

It is important that high-need students get back on-track immediately. At a minimum, student achievement as reported by student growth defined within this notice must demonstrate a minimum of 1.5 years to 2.0 years growth in the first year of charter or contract implementation for a least 85% of the students enrolled in each charter or contract school led by a LTP.

Appendix (F)(1)

Education Funding As A Priority

There is no appendix for Section (F)(1).

Appendix (F)(2)

Successful Conditions for Charter and Innovative Schools

A. Evidence for (F)(2)(ii): A description of the State's applicable laws, statutes, and regulations or other relevant legal documents.

This appendix contains a more detailed description of Virginia's state laws regarding charter schools.

Article VIII § 4 of the Constitution of Virginia vests the general supervision of the public school system in the State Board of Education. Article VIII § 7 of the Constitution of Virginia vests local school boards with the supervision of schools in each school division.

The General Assembly of Virginia passed a resolution establishing a joint subcommittee to study charter schools in 1995. In 1998, the General Assembly passed a law establishing charter schools in Virginia. Since that time, the law has been amended several times. This appendix contains the full text of the current charter school laws in Virginia.

Section 22.1-212.5 defines "public charter school" as "a public, nonreligious, or non-home-based alternative school located within a public school division. A public charter school may be created as a new public school or through the conversion of all or part of an existing public school; however, no public charter school shall be established through the conversion of a private school or a nonpublic home-based educational program. A charter school for at-risk pupils may be established as a residential school." A "regional public charter school" is defined as "a public charter school operated by two or more school boards and chartered directly by the participating school boards."

Section 22.1-212.5:1 established the Public Charter School Fund. The moneys in the fund must be used solely for the purposes of establishing or supporting public charter schools in Virginia that stimulate the development of alternative public education programs.

Section 22.1-212.6 prescribes the requirements for the establishment and operation of public charter schools. It requires that public charter schools be subject to all federal and state laws and regulations and constitutional provisions prohibiting discrimination. Enrollment must be open to any child who is deemed to reside within the relevant school division through a lottery process on a space-available basis and tuition cannot be charged. A waiting list must be established if adequate space is not available. The charter school must be administered and managed by a

management committee composed of parents of enrolled students, teachers and administrators working in the school, and representatives of any community sponsors. Pursuant to the charter contract, a charter school may operate free from specified school division policies and state regulations, and, as public schools, shall be subject to the requirements of the Standards of Quality, the Standards of Learning, and the Standards of Accreditation. Pursuant to the charter agreement, charter schools are responsible for their own operations, including budget preparation, contracts for services, and personnel matters. A charter school may contract with a school division, the governing body of a public institution of higher learning or any third party for the use of a school building and grounds, the operation and maintenance thereof, and the provision of any service, activity, or undertaking the school is required to perform. Any contracted services cannot exceed the school division's costs to provide such services. A charter school cannot be required to pay rent for space in school division facilities. All other costs are subject to negotiation between the charter school and school board or boards.

Section 22.1-212.7 prescribes the requirements for contracts for public charter schools and the release from policies and regulations. Specifically, approved charter school applications are deemed to be an agreement, with the terms of a contract, between the public charter school and the local school board, or in the case of a regional public charter school, between the regional school and the participating school boards. The contract must include all of the agreements regarding the release from school division policies and the request for release from state regulations. Releases from state regulations must be requested from the Board of Education. If the proposed charter school is to increase educational opportunities for at-risk students the local school board or school boards are required to request that the Board of Education approve an Individual School Accreditation for the evaluation of the school's performance in accordance with the *Regulations Establishing Standards for Accrediting Public Schools In Virginia* , 8 VAC 20-131-280 C .

Section 22.1-212.8 prescribes the requirements for the charter application. Any person, group or organization, including institutions of higher education may submit an application to form a charter school. The application must be a proposed agreement and include: 1) a mission statement that is consistent with the principles of the Standards of Quality; 2) the goals and educational objectives which must meet or exceed the Standards of Learning; 3) evidence that

the parents, pupils, and teachers support the formation of the school; 4) a statement of the need for a public charter school; 5) a description of the educational program, pupil performance standards, and curriculum, which must meet or exceed the Standards of Quality; assessments to be used in addition to the Standards of Learning assessments; the timeline for achievement of the standards; and the procedures for corrective action if the pupil performance at the school falls below the standards; 6) a description of the lottery process to be used to determine enrollment and a waiting list and, if appropriate, a tailored admission policy that meets the specific mission or focus of the charter school; 7) evidence that the plan for the charter school is economically sound for both the charter school and the school division; a proposed budget; and a description of the manner in which an annual audit will be conducted; 8) a plan for the displacement of students, teachers, and other employees who will not attend or be employed in the public charter school if a school is converted to a charter school or a charter is revoked or terminated; 9) a description of the management and operation of the charter school; 10) an explanation of the relationship that will exist between the proposed charter school and its employees; 11) an agreement between the parties regarding their legal liability and insurance coverage; 12) a description of how the charter school will meet the students' transportation needs; 13) assurances that the charter school is nonreligious and does not charge tuition; 14) in the case of a residential charter school for at-risk students, a description of the residential program, facilities and staffing; parental education, and aftercare initiatives; the funding sources; and any counseling or other social services to be provided; and 15) disclosure of any ownership or financial interest in the school by the charter applicant and the governing body, administrators, and other personnel of the proposed school, and a requirement that they have a continuing duty to disclose such interests during the term of the charter. The applicant must also include the results of any Board of Education review of the application.

Section 22.1-212.9 prescribes the requirements for the review of charter school applications. Public charter school applications are received and reviewed by local school boards, or in the case of a regional charter school, by all of the participating local school boards. Each local school board establishes its own procedures for receiving, reviewing, and ruling upon the applications. If the local school board or boards finds an application to be incomplete, it is required to request the necessary information from the applicant. Local school boards may also establish a procedure for public notice, public comment, or hearings on the charter school

application. The applicant may first submit its proposed application to the Board of Education for review and comment. The Board's review and comment is solely for the purpose of ensuring that the application conforms to the application criteria, but does not include consideration as to whether the application should be approved. That decision is within the purview of the local school board.

Section 22.1-212.10 provides that the decision of the local school board to grant or deny a charter application or to revoke or fail to renew a charter agreement is final and not subject to appeal.

Section 22.1-212.11 prescribes responsibilities of local school boards. Local school boards approve and establish public charter schools within their school division. Priority must be given to those applications that are designed to increase the educational opportunities for at-risk students. At least one-half of the public charter schools in each division must be for at-risk students. Local school boards are required to report the grant or denial of public charter school applications to the Board of Education and specify 1) the maximum number of charters that may be authorized, if any; 2) the number of charters that the local school board granted or denied; and 3) whether a public charter school is for at-risk students. Additionally, this Code section permits a school that is the only school in a local school division to apply to become a public charter school.

Section 22.1-212.12 prescribes the requirements for the approval, renewal**,** or revocation of a charter. A charter may be approved or renewed for a period not to exceed five school years. It also prescribes what must be included in the renewal application for a charter school: 1) a report on the progress of the charter school in achieving the goals, objectives, programs, and performance standards for students and other conditions and terms as the local school board or boards may have required upon granting initial approval for the school; and 2) a financial statement that discloses the costs of administration, instruction, and other spending categories for the school to enable the school board or boards and the public to compare the costs to those of other schools or comparable organizations. This Code section also authorizes local school boards to revoke a charter if the charter school: 1) violates the conditions, standards, or procedures established in the school's application; 2) fails to meet or make reasonable progress toward achievement of the content standards or student performance standards in the application;

3) fails to meet general standards of fiscal management; or 4) violates any provision of law from which the charter school was not exempted. A charter may also be revoked if the local school board or boards determine that it is not in the public interest or for the welfare of students to continue the operation of the school.

Section 22.1-212.13 specifies employment requirements. Public charter school personnel are required to be employees of the local school board or boards that granted the charter. Personnel volunteer for assignment or are assigned by the local school board to a charter school for one contract year and may request reassignment to the charter school on an annual basis. At the conclusion of each contract year, professional licensed education personnel who request to return to a noncharter school in the school division or who are not recommended for reassignment in the charter school, are guaranteed an involuntary transfer to a public noncharter school in the division. The professional licensed personnel in a charter school receive the same employment benefits as those personnel in public noncharter schools in accordance with local school board policies. School boards are permitted to employ health, mental health, social services, and other related personnel to serve in the residential schools for at-risk pupils. However, the local school board is not required to fund the residential or other services provided by the residential school.

Section 22.1-212.14 prescribes the funding requirements for public charter schools and the services to be provided to the school by the local school board or boards. Students enrolled in a charter school are included in the average daily membership of the school division and are reported in fall membership for the calculation of state and local shares required to fund the Standards of Quality. A local school board, or school boards, may establish by contract an agreement stating the conditions for funding the charter school. The local school board may provide such services to the charter school as food services; custodial and maintenance services; curriculum, media, and library services; warehousing and merchandising; and any other service not prohibited by law. The funding and service agreements between local school boards and charter schools may not provide a financial incentive or disincentive to the establishment of the school. Any fees collected from the students enrolled in the school are required to be credited to the account of the charter school. Additionally, the funding allocated for students with disabilities is required to be directed to the charter school if the students are enrolled in the school. The same is true for other federal and state categorical aid programs. The management

committee of the charter school may accept gifts, donations, or grants to the charter school and expend the funds in accordance with any conditions prescribed by the donor. Detailed information regarding the funding of charter schools may be found in section (F)(2)(iii) of this application.

Section 22.1-212.15 provides for the evaluation of charter schools. It requires local school boards to submit annual evaluations of their charter schools to the Board of Education for review against any Board regulations and policies waived for the charter school to determine the efficacy of the waivers and whether the charter schools achieved their established goals and objectives. Local school boards also are required to submit a comparison of the performance of charter school students with students enrolled in their regular schools and the number of students enrolled in their charter schools at the end of the school year annually to the Board of Education.

Section 22.1-212.16 provides immunity for public charter schools, their employees, and volunteers to the same extent as all other public schools and their volunteers and employees in Virginia.

Section 22.1-26 provides for joint and regional schools and regional charter schools, including regional residential charter schools for at-risk students. Two or more school boards may, with the consent of the Board of Education establish such schools to serve as high schools offering 1) in addition to a comprehensive high school curriculum, specialized training to students desiring to pursue careers in law enforcement, fire fighting, emergency and rescue services, and other occupations in public safety and welfare; or 2) a specialized curriculum leading to a high school diploma and a postsecondary credential, such as industry certification, career certificate; or 3) both.

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§ 22.1-212.5. Objectives; definitions.

A. In order to (i) stimulate the development of innovative programs within public education; (ii) provide opportunities for innovative instruction and assessment; (iii) provide parents and students with more options within their school divisions; (iv) provide teachers with a vehicle for establishing schools with alternative innovative instruction and school scheduling, management, and structure; (v) encourage the use of performance-based educational programs; (vi) establish high standards for both teachers and administrators; and (vii) develop models for replication in other public schools, public charter schools may be established in Virginia as provided in this article.

B. As used in this article:

"At-risk pupil" means a student having a physical, emotional, intellectual, socioeconomic, or cultural risk factor, as defined in Board of Education criteria, which research indicates may negatively influence educational success.

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

"Regional public charter school" means a public charter school operated by two or more school boards and chartered directly by the participating school boards.

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

There is hereby created in the state treasury a special nonreverting fund to be known as the Public Charter School Fund, hereafter referred to as "the Fund." The Fund shall be established on the books of the Comptroller. Any gifts, grants, bequests, or donations from public or private sources shall be paid into the state treasury and credited to the Fund. Interest earned on moneys

in the Fund shall remain in the Fund and be credited to the Fund. Any moneys remaining in the Fund, including interest thereon, at the end of each fiscal year shall not revert to the general fund but shall remain in the Fund. Moneys in the Fund shall be used solely for the purposes of establishing or supporting public charter schools in the Commonwealth that stimulate the development of alternative public education programs. Expenditures and disbursements from the Fund shall be made by the State Treasurer on warrants issued by the Comptroller upon written request signed by the Superintendent of Public Instruction. The Board of Education shall establish criteria for making distributions from the Fund to a public charter school requesting moneys from the Fund and may issue guidelines governing the Fund as it deems necessary and appropriate.

§ 22.1-212.6. Establishment and operation of public charter schools; requirements.

A. A public charter school shall be subject to all federal and state laws and regulations and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services and shall be subject to any court-ordered desegregation plan in effect for the school division or, in the case of a regional public charter school, any court-ordered desegregation plan in effect for relevant school divisions.

Enrollment shall be open to any child who is deemed to reside within the relevant school division or, in the case of a regional public charter school, within any of the relevant school divisions, as set forth in § 22.1-3, through a lottery process on a space-available basis. A waiting list shall be established if adequate space is not available to accommodate all students whose parents have requested to be entered in the lottery process. Such waiting list shall also be prioritized through a lottery process and parents shall be informed of their student's position on the list.

B. A public charter school shall be administered and managed by a management committee, composed of parents of students enrolled in the school, teachers and administrators working in the school, and representatives of any community sponsors, in a manner agreed to by the public charter school applicant and the local school board. Pursuant to a charter contract and as specified in § 22.1-212.7, a public charter school may operate free from specified school division

policies and state regulations, and, as public schools, shall be subject to the requirements of the Standards of Quality, including the Standards of Learning and the Standards of Accreditation.

C. Pursuant to a charter agreement, a public charter school shall be responsible for its own operations, including, but not limited to, such budget preparation, contracts for services, and personnel matters as are specified in the charter agreement. A public charter school may negotiate and contract with a school division, the governing body of a public institution of higher education, or any third party for the use of a school building and grounds, the operation and maintenance thereof, and the provision of any service, activity, or undertaking which the public charter school is required to perform in order to carry out the educational program described in its charter. Any services for which a public charter school contracts with a school division shall not exceed the division's costs to provide such services.

D. In no event shall a public charter school be required to pay rent for space which is deemed available, as negotiated by contract, in school division facilities. All other costs for the operation and maintenance of the facilities used by the public charter school shall be subject to negotiation between the public charter school and the school division or, in the case of a regional public charter school, between the regional public charter school and the relevant school divisions.

E. A public charter school shall not charge tuition.

§ 22.1-212.7. Contracts for public charter schools; release from certain policies and regulations.

An approved charter application shall constitute an agreement, and its terms shall be the terms of a contract between the public charter school and the local school board or, in the case of a regional public charter school, between the regional public charter school and the relevant school boards. The contract between the public charter school and the local school board or relevant school boards shall reflect all agreements regarding the release of the public charter school from school division policies. Such contract between the public charter school and the local school board or relevant school boards shall reflect all requests for release of the public charter school from state regulations, consistent with the requirements of subsection B of § 22.1-212.6. The local school board or relevant school boards, on behalf of the public charter school, shall request such releases from the Board of Education.

If the charter application proposes a program to increase the educational opportunities for at-risk students, including those proposals for residential charter schools for at-risk students, the local school board or relevant school boards, as the case may be, on behalf of the public charter school, shall also request that the Board of Education approve an Individual School Accreditation Plan for the evaluation of the performance of the school as authorized by the Standards of Accreditation pursuant to 8 VAC 20-131-280 C of the Virginia Administrative Code.

Any material revision of the terms of the contract may be made only with the approval of the local school board or relevant school boards and the management committee of the public charter school.

§ 22.1-212.8. Charter application.

A. Any person, group, or organization, including any institution of higher education, may submit an application for the formation of a public charter school.

B. The public charter school application shall be a proposed agreement and shall include:

1. The mission statement of the public charter school that must be consistent with the principles of the Standards of Quality.

2. The goals and educational objectives to be achieved by the public charter school, which educational objectives must meet or exceed the Standards of Learning.

3. Evidence that an adequate number of parents, teachers, pupils, or any combination thereof, support the formation of a public charter school.

4. A statement of the need for a public charter school in a school division or relevant school divisions in the case of a regional public charter school, or in a geographic area within a school division or relevant school divisions, as the case may be.

5. A description of the public charter school's educational program, pupil performance standards, and curriculum, which must meet or exceed any applicable Standards of Quality; any assessments to be used to measure pupil progress towards achievement of the school's pupil performance standards, in addition to the Standards of Learning assessments prescribed by §

22.1-253.13:3; the timeline for achievement of such standards; and the procedures for taking corrective action in the event that pupil performance at the public charter school falls below such standards.

6. A description of the lottery process to be used to determine enrollment. A lottery process shall also be developed for the establishment of a waiting list for such students for whom space is unavailable and, if appropriate, a tailored admission policy that meets the specific mission or focus of the public charter school and is consistent with all federal and state laws and regulations and constitutional provisions prohibiting discrimination that are applicable to public schools and with any court-ordered desegregation plan in effect for the school division or, in the case of a regional public charter school, in effect for any of the relevant school divisions.

7. Evidence that the plan for the public charter school is economically sound for both the public charter school and the school division or relevant school divisions, as the case may be; a proposed budget for the term of the charter; and a description of the manner in which an annual audit of the financial and administrative operations of the public charter school, including any services provided by the school division or relevant school divisions, as the case may be, is to be conducted.

8. A plan for the displacement of pupils, teachers, and other employees who will not attend or be employed in the public charter school, in instances of the conversion of an existing public school to a public charter school, and for the placement of public charter school pupils, teachers, and employees upon termination or revocation of the charter.

9. A description of the management and operation of the public charter school, including the nature and extent of parental, professional educator, and community involvement in the management and operation of the public charter school.

10. An explanation of the relationship that will exist between the proposed public charter school and its employees, including evidence that the terms and conditions of employment have been addressed with affected employees.

11. An agreement between the parties regarding their respective legal liability and applicable insurance coverage.

12. A description of how the public charter school plans to meet the transportation needs of its pupils.

13. Assurances that the public charter school (i) is nonreligious in its programs, admission policies, employment practices, and all other operations and (ii) does not charge tuition.

14. In the case of a residential charter school for at-risk students, a description of (i) the residential program, facilities, and staffing; (ii) any parental education and after-care initiatives; (iii) the funding sources for the residential and other services provided; and (iv) any counseling or other social services to be provided and their coordination with any current state or local initiatives.

15. [Expired.]

16. Disclosure of any ownership or financial interest in the public charter school, by the charter applicant and the governing body, administrators, and other personnel of the proposed public charter school, and a requirement that the successful applicant and the governing body, administrators, and other personnel of the public charter school shall have a continuing duty to disclose such interests during the term of any charter.

C. [Expired.]

D. The charter applicant shall include in the proposed agreement the results of any Board of Education review of the public charter school application that may have been conducted as provided in subsection C of § 22.1-212.9.

§ 22.1-212.9. Review of public charter school applications.

A. Public charter school applications shall be received and reviewed by local school boards or, in the case of a regional public charter school, by all of the relevant school boards.

Each local school board shall establish procedures for receiving, reviewing, and ruling upon applications and shall make a copy of any such procedures available to all interested parties upon request. If any such board finds the public charter school application is incomplete, the board shall request the necessary information from the charter applicant.

B. To provide appropriate opportunity for input from parents, teachers, and other interested parties and to obtain information to assist local school boards in their decisions to grant a public charter school application, local school boards may establish a procedure for public notice, comment, or hearings on public charter school applications.

C. The public charter school applicant may submit its proposed charter application to the Board of Education for review and comment. The Board's review shall examine such applications for feasibility, curriculum, financial soundness, and other objective criteria as the Board may establish, consistent with existing state law. The Board's review and comment shall be for the purpose of ensuring that the application conforms with such criteria, but shall not include consideration as to whether the application shall be approved by the local school board.

§ 22.1-212.10. Decision of local board final.

The decision of a local school board to grant or deny a public charter school application or to revoke or fail to renew a charter agreement shall be final and not subject to appeal.

§ 22.1-212.11. Public charter school restrictions.

A. Local school boards may establish public charter schools within the school division. Priority shall be given to public charter school applications designed to increase the educational opportunities of at-risk students, and at least one-half of the public charter schools per division shall be for at-risk students.

B. Local school boards shall report the grant or denial of public charter school applications to the Board and shall specify the maximum number of charters that may be authorized, if any; the number of charters granted or denied; and whether a public charter school is designed to increase the educational opportunities of at-risk students.

C. Nothing in this article shall be construed to prevent a school that is the only school in the division from applying to become a public charter school.

§ 22.1-212.12. Public charter school term; renewals and revocations.

A. A charter may be approved or renewed for a period not to exceed five school years. A public charter school renewal application submitted to the local school board or, in the case of a regional public charter school, to the relevant school boards shall contain:

1. A report on the progress of the public charter school in achieving the goals, objectives, program, and performance standards for students, and such other conditions and terms as the school board or boards may require upon granting initial approval of the charter application.

2. A financial statement, on forms prescribed by the Board, that discloses the costs of administration, instruction, and other spending categories for the public charter school and that has been concisely and clearly written to enable the school board or boards and the public to compare such costs to those of other schools or comparable organizations.

B. Local school boards may revoke a charter if the public charter school:

1. Violates the conditions, standards, or procedures established in the public charter school application;

2. Fails to meet or make reasonable progress toward achievement of the content standards or student performance standards identified in the charter application;

3. Fails to meet generally accepted standards of fiscal management; or

4. Violates any provision of law from which the public charter school was not specifically exempted.

A charter may be revoked if the local school board determines, in its discretion, that it is not in the public interest or for the welfare of the students within the school division to continue the operation of the school or, in the case of a regional public charter school, to continue its participation in the operation of the school.

C. Nothing in this section shall be construed to restrict the authority of local school boards to decline to renew a charter agreement.

§ 22.1-212.13. Employment of professional, licensed personnel.

A. Public charter school personnel shall be employees of the local school board or boards granting the charter.

B. Professional, licensed education personnel may volunteer for assignment to a public charter school. Assignment in a public charter school shall be for one contract year. Upon request of the employee and the recommendation of the management committee of the public charter school, reassignment to the public charter school shall occur on an annual basis.

C. At the completion of each contract year, professional, licensed education personnel who request assignment to a public noncharter school in the relevant school division or who are not recommended for reassignment in the public charter school, other than for the grounds cited in § 22.1-307, shall be guaranteed an involuntary transfer to a public noncharter school in the school division according to the employment policies of the school division.

D. Professional, licensed personnel of a public charter school shall be granted the same employment benefits given to professional, licensed personnel in public noncharter schools in accordance with the policies of the relevant school board or boards.

E. Nothing in this section shall be construed to restrict the authority of the local school board to assign professional, licensed personnel to a public charter school or any other public school as provided in §§ 22.1-293 and 22.1-295.

F. School boards may employ such health, mental health, social services, and other related personnel to serve in residential charter schools for at-risk pupils as set forth in the charter agreement between such school board and the charter school; however, nothing herein shall require a school board to fund the residential or other services provided by a residential charter school.

§ 22.1-212.14. Funding of public charter schools; services provided.

A. For the purposes of this article, students enrolled in a public charter school shall be included in the average daily membership of the relevant school division and shall be reported in fall membership for purposes of calculating the state and local shares required to fund the Standards of Quality.

B. Insofar as constitutionally valid, a local school board or, in the case of a regional public charter school, the relevant school boards may establish by contract an agreement stating the conditions for funding the public charter school, including funding for the educational program to be provided by a residential charter school for at-risk students.

C. Services provided the public charter school by the local school board or the relevant school boards, in the case of regional public charter schools, may include food services; custodial and maintenance services; curriculum, media, and library services; warehousing and merchandising; and such other services not prohibited by the provisions of this article or state and federal laws.

D. Funding and service agreements between local school boards and public charter schools shall not provide a financial incentive or constitute a financial disincentive to the establishment of a public charter school, including any regional public charter school.

E. Any educational and related fees collected from students enrolled at a public charter school shall be credited to the account of such public charter school established by the relevant local school board.

F. Notwithstanding any other provision of law, the proportionate share of state and federal resources allocated for students with disabilities and school personnel assigned to special education programs shall be directed to public charter schools enrolling such students. The proportionate share of moneys allocated under other federal or state categorical aid programs shall be directed to public charter schools serving students eligible for such aid.

G. The management committee of a public charter school is authorized to accept gifts, donations, or grants of any kind made to the public charter school and to spend such funds in accordance with the conditions prescribed by the donor. However, no gift, donation, or grant shall be accepted by the management committee of a public charter school if the conditions for such funds are contrary to law or the terms of the agreement between the local school board and the public charter school or, in the case of a regional public charter school, the relevant school boards and the regional public charter school.

H. The Department of Education shall provide technical assistance to local school boards relating to receipt, review, and ruling upon applications for public charter schools.

§ 22.1-212.15. Evaluation of public charter schools; reports.

School boards shall submit annual evaluations of any public charter schools to the Board of Education. The Board shall review the evaluations against any Board regulations and policies waived for the public charter schools to determine the efficacy of such waivers and whether the public charter schools accomplished established goals and objectives. School boards shall also submit annually to the Board a comparison of the performance of public charter school students and students enrolled in the regular schools of such relevant school division and a report of the number of students enrolled in such public charter schools at the end of the school year.

The Board shall report annually its findings and evaluations of any public charter schools established in the Commonwealth, as well as the number of charters denied, to the Governor and the General Assembly.

§ 22.1-212.16. Immunity.

Public charter schools shall be immune from liability to the same extent as all other public schools in the Commonwealth, and the employees and volunteers in a public charter school are immune from liability to the same extent as the employees and volunteers in a public school.

§ 22.1-26. Joint and regional schools; regional public charter schools.

A. Two or more school boards may, with the consent of the State Board, establish joint or regional schools, including regional public charter schools as defined in § 22.1-212.5, comprehensive schools offering all-day academic programs and career and technical education, and regional residential charter schools for at-risk pupils, for the use of their respective school divisions and may jointly purchase, take, hold, lease, convey and condemn both real and personal property for such joint, regional, or regional public charter schools. The school boards, acting jointly, shall have the same power of condemnation as other school boards except that land so condemned shall not be in excess of 30 acres for the use of any one joint or regional school. The title to all property acquired for such purposes shall vest jointly in the school boards in such respective proportions as the school boards may determine, and the schools shall be managed and controlled by the school boards jointly, in accordance with such regulations as are promulgated by the State Board. With the approval of the participating school boards and the

respective local governing bodies, title to property acquired for a joint school shall be vested in the governing body of such school. The school boards operating a regional public charter school shall determine the school division to which any regional public charter school is assigned for the purposes of any restrictions on the number of public charter schools imposed by § 22.1-212.11.

B. Effective July 1, 2008, joint, regional, or regional charter schools in operation prior to the promulgation of new regulations may request a waiver of the new regulation requirements. This waiver request shall be submitted to the Board of Education on a form and in a manner prescribed by the Board. If the Board of Education grants the waiver request, the approved school shall continue to operate under the previous regulations.

C. Consistent with the provisions of this section, two or more school boards may, with the consent of the State Board, establish joint or regional schools, including regional public charter schools, to serve as high schools offering (i) in addition to a comprehensive high school curriculum, specialized training to students desiring to pursue careers in law enforcement, fire fighting, emergency and rescue services, and other occupations addressing public safety and welfare; or (ii) a specialized curriculum leading to a high school diploma and a postsecondary credential, such as industry certification, career certificate, or degree; or (iii) both.

Such schools described in clause (i) may be designed to incorporate the instructional services of retired or disabled emergency, fire, rescue, and law-enforcement personnel and internships with local agencies and organizations providing such emergency, fire, rescue, and law-enforcement services.

The relevant school boards operating schools described in clause (ii) may, by agreement, establish alternative schedules for the delivery of instruction that may include alternatives to standard school day and year requirements, subject to the issuance of any necessary waivers by the Board of Education pursuant to § 22.1-79.1 and relevant Board regulations. Such school boards may contract with an accredited institution of higher education or other postsecondary school licensed or certified by the Board of Education or the State Council of Higher Education, as the case may be, pursuant to Chapter 16 (§ 22.1-319 et seq.) of this title or Chapter 21.1 (§ 23-276.1 et seq.) of Title 23, to deliver such instruction, which may include specialized instruction

and training for students who are eligible to enroll in public high schools, consistent with §§ 22.1-3, 22.1-5, and 22.1-213.

D. Joint or regional schools, such as academic year Governor's Schools, may set the school calendar so that the first day students are required to attend school shall comport with the calendar of any of the participating school divisions, including those granted a waiver, as prescribed in § 22.1-79.1. Such calendar must be approved by the governing board of the joint or regional school.

B. **Evidence for (F)(2)(iii): A description of the State's approach to charter school funding, the amount of funding passed through to charter schools per student, and how these amounts compare with traditional public school per-student funding allocations.**

Various state funding components for K-12 education are approved by the Virginia Legislature.

State Funding Component

Alternative Education – funds to educate certain expelled students and, as appropriate, students who received long-term suspensions from public schools, and students returned to the community from the Virginia Department of Juvenile Justice. Funding is based on a per pupil amount calculated using a program staffing model.

At-Risk Funding – provides funds based on the estimated number of federal free lunch participants in each division to support programs for students who are educationally at-risk. Funding is provided as a percentage add-on to the state's basic foundation funding formula to support the additional costs of educating at-risk students.

Basic Foundation Formula – funds basic instructional positions derived from minimum student to teacher ratios required by state law. (Set per pupil amount adjusted for a wealth index to determine state/local share.)

Career and Technical Education – funds instructional positions based on maximum class sizes established in state regulations. (Set per pupil amount adjusted for a wealth index to determine state/local share.)

Career and Technical Education Equipment – reimburses school divisions for equipment that is used in the following areas: Agricultural Education; Business and Information Technology; Career Connections; Family and Consumer Sciences; Health and Medical Science Education; Marketing; Technology Education; and Trade and Industrial Education. Equipment allocations are calculated using a base division allocation, with the remainder of funding distributed on the basis of student enrollment in secondary vocational-technical courses.

Career and Technical Education Occupational Prep – funds a portion of the salary of administrators of technical and regional centers not funded through the basic foundation formula.

These funds also pay a portion of the cost of extended contracts for career and technical educational teachers. Funding is based on a pro-rata distribution of a fixed per pupil amount calculated based on prior year expenditures.

Early Reading Intervention – funds provided to reduce the number of students needing remedial reading services. Funding is based on a ratio of one teacher per five students in kindergarten through third grade.

English as a Second Language (ESL) – funds costs of instructional positions at a standard of 17 positions per 1,000 ESL students, adjusted for a wealth index to determine state/local share.

Foster Care – reimburses localities for educating students in foster care who are not residents of the serving school district. State funds are provided for prior year local operations costs for each pupil not a resident of the school division providing his education. Funds also cover children who have been placed in an orphanage or children's home. Funds are also provided to support children with disabilities attending public school who have been placed in foster care or other such custodial care across jurisdictional lines.

Fringe Benefits – funds the cost of employer contributions for retirement benefits, group life, and social security related to instructional positions referenced in current state law. (Set per pupil amount adjusted for a wealth index to determine state/local share.)

Gifted Education – funds one full-time instructional position per 1,000 students. (Set per pupil amount adjusted for a wealth index to determine state/local share.)

Governor's Schools – to support programs for gifted and talented high school students that involved specialized curriculum offerings. State funds are provided to assist with the state share of the incremental costs of operations during the school year. (A per pupil amount is multiplied by the actual or projected enrollment of each division participating in a Governor's School and adjusted for a wealth index to determine state/local share.)

Homebound Education – funds educational services for students who are temporarily confined to their homes for medical reasons. These funds are distributed based on prior year expenditure data according to a percentage of hourly payments to teachers employed to provide homebound instruction to eligible children.

Individualized Student Alternative Education Plan – funds a program for students at risk of dropping-out of school. Funding is based on submitted reimbursement requests, up to the approved allocation for the year.

K-3 Class Size Reduction – provides payments to school divisions for reducing class sizes in grades Kindergarten through three below the required SOQ standard of a 24:1 pupil-teacher ratio. Payments are based on the incremental cost of providing the lower class sizes.

Prevention, Intervention, and Remediation – funds instructional positions according to pupil-teacher ratio based upon failure rates of Virginia Standards of Learning tests. (Set per pupil amount adjusted for a wealth index to determine state/local share.)

Project Graduation – funds assistance to eleventh and twelfth grade students to pass end-of-course Virginia Standards of Learning assessments in English/Reading, English/Writing, and Algebra I.

Remedial Summer School – provides funds for additional education opportunities for at-risk students. These funds are available to school divisions for the operation of programs designed to remediate students who are required to attend such programs during a summer school session, or during an intersession in the case of year-round schools. (Set per pupil amount adjusted for a wealth index to determine state/local share.)

Sales Tax – distributes to school divisions the state sales tax revenue dedicated to public education. The distribution is based upon a state triennial census count of the student age population.

School Nutrition - School divisions participating in the National School Lunch Program get cash subsidies and donated commodities from the U.S. Department of Agriculture for each meal served. The meals must meet Federal requirements, and they must offer free or reduced-price lunches to eligible children. This state reimbursement program is required by the federal National Nutrition School Lunch Program, the School Breakfast Program, and the After School Snack Program.

Special Education – Career and Technical Education - reimburses school divisions for activities designed to strengthen the preparation of students with disabilities for entering the work place after completion of high school.

Special Education – funds instructional positions generated based on state staffing standards for special education. (Set per pupil amount adjusted for a wealth index to determine state/local share.)

Special Education – Regional Tuition – reimburses state costs to school divisions for providing for students with low-incidence disabilities who can be served more appropriately and less expensively in a regional program than in more restrictive settings.

Technology Funding for On-Line Testing – funds additional technology related to on-line testing. Eligible schools include those reporting membership as well as district and regional centers. Funding based upon a number of eligible schools multiplied by a set amount per school and for the divisions as a whole. A 20% match is required.

Textbooks – funds textbooks on a per pupil basis using prevailing costs. (Set per pupil amount adjusted for a wealth index to determine state/local share.)

Virginia Middle School Teacher Corps – provides the structure and funding incentive for school divisions to hire experienced mathematics teachers for middle school. Funding is provided based upon a per teacher amount.

Virginia Preschool Initiative – provides funding for programs for unserved, at-risk four-year-old children, using an estimated unserved population multiplied by a set per pupil amount.

Virginia Standards of Learning Algebra Readiness – provides funding for school divisions based upon the estimated number of 7th and 8th grade students who are at-risk of failing the Algebra I end-of-course.

Virtual Virginia (SEA operated distance learning program) – funds courses and staff development programs. The program provides advanced level courses to students in areas of Virginia where a qualified teacher is unavailable, or the number of qualifying students is too few to justify employment of a full-time teacher.

Appendix (F)(3)

Other Significant Reform Conditions

A. Evidence for (F)(3): Key Education Laws, Statutes, Regulations, or Relevant Legal Documents

CONSTITUTION OF VIRGINIA

Section 2. . Standards of quality; State and local support of public schools.
Standards of quality for the several school divisions shall be determined and prescribed from time to time by the Board of Education, subject to revision only by the General Assembly.
The General Assembly shall determine the manner in which funds are to be provided for the cost of maintaining an educational program meeting the prescribed standards of quality, and shall provide for the apportionment of the cost of such program between the Commonwealth and the local units of government comprising such school divisions. Each unit of local government shall provide its portion of such cost by local taxes or from other available funds.

STATE LAW – CODE OF VIRGINIA

§ 22.1-19. Accreditation of elementary, middle, and high schools; nursery schools; recognition of certain organizations; child day center regulation.

The Board shall provide for the accreditation of public elementary, middle, and high schools in accordance with standards prescribed by it. The Board may provide for the accreditation of private elementary, middle, and high schools in accordance with standards prescribed by it, taking reasonably into account the special circumstances and factors affecting such private schools. The Board in its discretion may recommend provisions for standards for private nursery schools. Any such accreditation shall be at the request of the private school only.

For the purposes of facilitating the transfer of academic credits for students who have attended private schools and are enrolling in public schools, and to meet the requirements of § 63.2-1717, the Board of Education shall authorize, in a manner it deems appropriate, the Virginia Council for Private Education to accredit private nursery, preschool, elementary, and secondary schools.

The Board shall promulgate accreditation regulations that incorporate, but may exceed, the regulations for child day centers promulgated by the Child Day-Care Council, for those child day centers described in subdivision A 7 of § 63.2-1715.

§ 22.1-26. Joint and regional schools; regional public charter schools.

A. Two or more school boards may, with the consent of the State Board, establish joint or regional schools, including regional public charter schools as defined in § 22.1-212.5, comprehensive schools offering all-day academic programs and career and technical education, and regional residential charter schools for at-risk pupils, for the use of their respective school divisions and may jointly purchase, take, hold, lease, convey, and condemn both real and personal property for such joint, regional, or regional public charter schools. The school boards, acting jointly, shall have the same power of condemnation as other school boards except that land so condemned shall not be in excess of 30 acres for the use of any one joint or regional school. The title to all property acquired for such purposes shall vest jointly in the school boards in such respective proportions as the school boards may determine, and the schools shall be managed and controlled by the school boards jointly, in accordance with such regulations as are promulgated by the State Board. With the approval of the participating school boards and the respective local governing bodies, title to property acquired for a joint school shall be vested in the governing body of such school. The school boards operating a regional public charter school shall determine the school division to which any regional public charter school is assigned for the purposes of any restrictions on the number of public charter schools imposed by § 22.1-212.11.

B. Effective July 1, 2008, joint, regional, or regional charter schools in operation prior to the promulgation of new regulations may request a waiver of the new regulation requirements. This waiver request shall be submitted to the Board of Education on a form and in a manner prescribed by the Board. If the Board of Education grants the waiver request, the approved school shall continue to operate under the previous regulations.

C. Consistent with the provisions of this section, two or more school boards may, with the consent of the State Board, establish joint or regional schools, including regional public charter schools, to serve as high schools offering (i) in addition to a comprehensive high school curriculum, specialized training to students desiring to pursue careers in law enforcement, fire fighting, emergency and rescue services, and other occupations addressing public safety and welfare; or (ii) a specialized curriculum leading to a high school diploma and a postsecondary credential, such as industry certification, career certificate, or degree; or (iii) both.

Such schools described in clause (i) may be designed to incorporate the instructional services of retired or disabled emergency, fire, rescue, and law-enforcement personnel and internships with local agencies and organizations providing such emergency, fire, rescue, and law-enforcement services.

The relevant school boards operating schools described in clause (ii) may, by agreement, establish alternative schedules for the delivery of instruction that may include alternatives to standard school day and year requirements, subject to the issuance of any necessary waivers by the Board of Education pursuant to § 22.1-79.1 and relevant Board regulations. Such school boards may contract with an accredited institution of higher education or other postsecondary school licensed or certified by the Board of Education or the State Council of Higher Education, as the case may be, pursuant to Chapter 16 (§ 22.1-319 et seq.) of this title or Chapter 21.1 (§ 23-276.1 et seq.) of Title 23, to deliver such instruction, which may include specialized instruction and training for students who are eligible to enroll in public high schools, consistent with §§ 22.1-3, 22.1-5, and 22.1-213.

D. Joint or regional schools, such as academic year Governor's Schools, may set the school calendar so that the first day students are required to attend school shall comport with the calendar of any of the participating school divisions, including those granted a waiver, as prescribed in § 22.1-79.1. Such calendar must be approved by the governing board of the joint or regional school.

§ 22.1-209.2. Programs and teachers in regional detention homes, certain local detention homes and state agencies and institutions.

The Board of Education shall prepare and supervise the implementation in the regional detention homes and those local detention homes having teachers whose salaries were being funded by the Commonwealth on January 1, 1984, a program designed to educate and train the children detained in the homes. In addition, the Board shall supervise those programs of evaluation, education, and training provided to school-age children by the Department of Health, the Department of Behavioral Health and Developmental Services, the children's teaching hospital associated with the Eastern Virginia Medical School, the Virginia Commonwealth University Health System Authority, the children's teaching hospital associated with the Virginia

Commonwealth University Health System Authority, and the University of Virginia Hospitals pursuant to the Board's standards and regulations as required by § 22.1-7.

The Board shall promulgate such rules and regulations as may be necessary to conform these programs with the applicable federal and state laws and regulations including, but not limited to, teacher/student ratios and special education requirements for children with disabilities. The education programs in the relevant detention homes and state agencies and institutions shall be approved by the Board and the Board shall prepare a budget for these educational programs which shall be solely supported by such general funds as are appropriated by the General Assembly for this purpose. Teacher staffing ratios for regional or local detention homes shall be based on a ratio of one teacher for every twelve beds based on the capacity of the facility; however, if the previous year's average daily attendance exceeds this bed capacity, the ratio shall be based on the average daily attendance at the facility as calculated by the Department of Education from the previous school year.

The Board of Education shall enter into contracts with the relevant state agency or institution or detention facility or the local school divisions in which the state agencies or institutions or the regional detention homes and the relevant local detention homes are located for the hiring and supervision of teachers.

In any case in which the Board enters into a contract with the relevant state agency or institution, the Department of Human Resource Management shall establish salary schedules for the teachers which are competitive with those in effect for the school divisions in which the agency or institution is located.

Virginia Standards of Quality: § 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 or 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. 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. Educational objectives in middle and high school that emphasize economic education and financial literacy pursuant to § 22.1-200.03.

5. Early identification of students with disabilities and enrollment of such students in appropriate instructional programs consistent with state and federal law.

6. Early identification of gifted students and enrollment of such students in appropriately differentiated instructional programs.

7. 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.

8. 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.

9. 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.

10. 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.

11. Identification of students with limited English proficiency and enrollment of such students in appropriate instructional programs.

12. 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.

13. Incorporation of art, music, and physical education as a part of the instructional program at the elementary school level.

14. 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.

15. A program of student services for grades kindergarten through 12 that shall be designed to aid students in their educational, social, and career development.

16. 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.

Virginia Standards of Quality: § 22.1-253.13:2. Standard 2. Instructional, administrative, and support personnel.

A. The Board shall establish requirements for the licensing of teachers, principals, superintendents, and other professional personnel.

B. School boards shall employ licensed instructional personnel qualified in the relevant subject areas.

C. Each school board shall assign licensed instructional personnel in a manner that produces divisionwide ratios of students in average daily membership to full-time equivalent teaching positions, excluding special education teachers, principals, assistant principals, counselors, and librarians, that are not greater than the following ratios: (i) 24 to one in kindergarten with no class being larger than 29 students; if the average daily membership in any kindergarten class exceeds 24 pupils, a full-time teacher's aide shall be assigned to the class; (ii) 24 to one in grades one, two, and three with no class being larger than 30 students; (iii) 25 to one in grades four through six with no class being larger than 35 students; and (iv) 24 to one in English classes in grades six through 12.

Within its regulations governing special education programs, the Board shall seek to set pupil/teacher ratios for pupils with mental retardation that do not exceed the pupil/teacher ratios for self-contained classes for pupils with specific learning disabilities.

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

D. Each local school board shall employ with state and local basic, special education, gifted, and career and technical education funds a minimum number of licensed, full-time equivalent instructional personnel for each 1,000 students in average daily membership (ADM) as set forth in the appropriation act. Calculations of kindergarten positions shall be based on full-day kindergarten programs. Beginning with the March 31 report of average daily membership, those school divisions offering half-day kindergarten with pupil/teacher ratios that exceed 30 to one shall adjust their average daily membership for kindergarten to reflect 85 percent of the total kindergarten average daily memberships, as provided in the appropriation act.

E. In addition to the positions supported by basic aid and in support of regular school year programs of prevention, intervention, and remediation, state funding, pursuant to the appropriation act, shall be provided to fund certain full-time equivalent instructional positions for each 1,000 students in grades K through 12 who are identified as needing prevention, intervention, and remediation services. State funding for prevention, intervention, and remediation programs provided pursuant to this subsection and the appropriation act may be used to support programs for educationally at-risk students as identified by the local school boards.

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

G. In addition to the full-time equivalent positions required elsewhere in this section, each local school board shall employ the following reading specialists in elementary schools, one full-time in each elementary school at the discretion of the local school board.

H. Each local school board shall employ, at a minimum, the following full-time equivalent positions for any school that reports fall membership, according to the type of school and student enrollment:

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

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

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

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

5. Clerical personnel in elementary schools, part-time to 299 students, one full-time at 300 students; clerical personnel in middle schools, one full-time and one additional 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.

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

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

K. Local school boards may employ additional positions that exceed these minimal staffing requirements. These additional positions may include, but are not limited to, those funded through the state's incentive and categorical programs as set forth in the appropriation act.

L. A combined school, such as kindergarten through 12, shall meet at all grade levels the staffing requirements for the highest grade level in that school; this requirement shall apply to all staff, except for guidance counselors, and shall be based on the school's total enrollment; guidance counselor staff requirements shall, however, be based on the enrollment at the various school organization levels, i.e., elementary, middle, or high school. The Board of Education may grant waivers from these staffing levels upon request from local school boards seeking to implement experimental or innovative programs that are not consistent with these staffing levels.

M. School boards shall, however, annually, on or before January 1, report to the public the actual pupil/teacher ratios in elementary school classrooms by school for the current school year. Such actual ratios shall include only the teachers who teach the grade and class on a full-time basis and shall exclude resource personnel. School boards shall report pupil/teacher ratios that include resource teachers in the same annual report. Any classes funded through the voluntary kindergarten through third grade class size reduction program shall be identified as such classes. Any classes having waivers to exceed the requirements of this subsection shall also be identified. Schools shall be identified; however, the data shall be compiled in a manner to ensure the confidentiality of all teacher and pupil identities.

N. Students enrolled in a public school on a less than full-time basis shall be counted in ADM in the relevant school division. Students who are either (i) enrolled in a nonpublic school or (ii) receiving home instruction pursuant to § 22.1-254.1, and who are enrolled in public school on a less than full-time basis in any mathematics, science, English, history, social science, career and technical education, fine arts, foreign language, or health education or physical education course shall be counted in the ADM in the relevant school division on a pro rata basis as provided in the appropriation act. Each such course enrollment by such students shall be counted as 0.25 in the

ADM; however, no such nonpublic or home school student shall be counted as more than one-half a student for purposes of such pro rata calculation. Such calculation shall not include enrollments of such students in any other public school courses.

O. Each local school board shall provide those support services that are necessary for the efficient and cost-effective operation and maintenance of its public schools.

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

Pursuant to the appropriation act, support services shall be funded from basic school aid on the basis of prevailing statewide costs.

Virginia Standards of Quality: § 22.1-253.13:3. Standard 3. Accreditation, other standards and evaluation.

A. The Board of Education shall promulgate regulations establishing standards for accreditation pursuant to the Administrative Process Act (§ 2.2-4000 et seq.), which shall include, but not be limited to, student outcome measures, requirements and guidelines for instructional programs and for the integration of educational technology into such instructional programs, administrative and instructional staffing levels and positions, including staff positions for supporting educational technology, student services, auxiliary education programs such as library and media services, course and credit requirements for graduation from high school, community relations, and the philosophy, goals, and objectives of public education in Virginia.

The Board shall review annually the accreditation status of all schools in the Commonwealth.

Each local school board shall maintain schools that are fully accredited pursuant to the standards for accreditation as prescribed by the Board of Education. Each local school board shall review the accreditation status of all schools in the local school division annually in public session. Within the time specified by the Board of Education, each school board shall submit corrective

action plans for any schools within its school division that have been designated as not meeting the standards as approved by the Board.

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

With such funds as are appropriated or otherwise received for this purpose, the Board shall adopt and implement an academic review process, to be conducted by the Department of Education, to assist schools that are accredited with warning. The Department shall forward a report of each academic review to the relevant local school board, and such school board shall report the results of such academic review and the required annual progress reports in public session. The local school board shall implement any actions identified through the academic review and utilize them for improvement planning.

B. The Superintendent of Public Instruction shall develop and the Board of Education shall approve criteria for determining and recognizing educational performance in the Commonwealth's public school divisions and schools. Such criteria, when approved, shall become an integral part of the accreditation process and shall include student outcome measurements. The Superintendent of Public Instruction shall annually identify to the Board those school divisions and schools that exceed or do not meet the approved criteria. Such identification shall include an analysis of the strengths and weaknesses of public education programs in the various school divisions in Virginia and recommendations to the General Assembly for further enhancing student learning uniformly across the Commonwealth. In recognizing educational performance in the school divisions, the Board shall include consideration of special school division accomplishments, such as numbers of dual enrollments

and students in Advanced Placement and International Baccalaureate courses, and participation in academic year Governor's Schools.

The Superintendent of Public Instruction shall assist local school boards in the implementation of action plans for increasing educational performance in those school divisions and schools that are identified as not meeting the approved criteria. The Superintendent of Public Instruction shall monitor the implementation of and report to the Board of Education on the effectiveness of the corrective actions taken to improve the educational performance in such school divisions and schools.

C. With such funds as are available for this purpose, the Board of Education shall prescribe assessment methods to determine the level of achievement of the Standards of Learning objectives by all students. Such assessments shall evaluate knowledge, application of knowledge, critical thinking, and skills related to the Standards of Learning being assessed. The Board shall (i) in consultation with the chairpersons of the eight regional superintendents' study groups, establish a timetable for administering the Standards of Learning assessments to ensure genuine end-of-course and end-of-grade testing and (ii) with the assistance of independent testing experts, conduct a regular analysis and validation process for these assessments.

In prescribing such Standards of Learning assessments, the Board shall provide local school boards the option of administering tests for United States History to 1877, United States History: 1877 to the Present, and Civics and Economics. The last administration of the cumulative grade eight history test will be during the 2007-2008 academic school year. Beginning with the 2008-2009 academic year, all school divisions shall administer the United States History to 1877, United States History: 1877 to the Present, and Civics and Economics tests. The Board shall also provide the option of industry certification and state licensure examinations as a student-selected verified credit.

The Board of Education shall make publicly available such assessments in a timely manner and as soon as practicable following the administration of such tests, so long as the release of such assessments does not compromise test security or deplete the bank of assessment questions necessary to construct subsequent tests, or limit the ability to test students on demand and provide immediate results in the web-based assessment system.

The Board shall include in the student outcome measures that are required by the Standards for Accreditation end-of-course or end-of-grade tests for various grade levels and classes, as determined by the Board, in accordance with the Standards of Learning. These Standards of Learning assessments shall include, but need not be limited to, end-of-course or end-of-grade tests for English, mathematics, science, and history and social science.

In addition, to assess the educational progress of students, the Board of Education shall (i) develop appropriate assessments, which may include criterion-referenced tests and alternative assessment instruments that may be used by classroom teachers; (ii) select appropriate industry certification and state licensure examinations and (iii) prescribe and provide measures, which may include nationally normed tests to be used to identify students who score in the bottom quartile at selected grade levels.

The Standard of Learning requirements, including all related assessments, shall be waived for any student awarded a scholarship under the Brown v. Board of Education Scholarship Program, pursuant to § 30-231.2, who is enrolled in a preparation program for the General Education Development (GED) certificate or in an adult basic education program to obtain the high school diploma.

The Board of Education may adopt special provisions related to the administration and use of any SOL test or tests in a content area as applied to accreditation ratings for any period during which the SOL content or assessments in that area are being revised and phased in. Prior to statewide administration of such tests, the Board of Education shall provide notice to local school boards regarding such special provisions.

D. The Board of Education may pursue all available civil remedies pursuant to § 22.1-19.1 or administrative action pursuant to § 22.1-292.1 for breaches in test security and unauthorized alteration of test materials or test results.

The Board may initiate or cause to be initiated a review or investigation of any alleged breach in security, unauthorized alteration, or improper administration of tests by local school board employees responsible for the distribution or administration of the tests.

Records and other information furnished to or prepared by the Board during the conduct of a review or investigation may be withheld pursuant to subdivision 12 of § 2.2-3705.3. However, this section shall not prohibit the disclosure of records to (i) a local school board or division superintendent for the purpose of permitting such board or superintendent to consider or to take personnel action with regard to an employee or (ii) any requester, after the conclusion of a review or investigation, in a form that (a) does not reveal the identity of any person making a complaint or supplying information to the Board on a confidential basis and (b) does not compromise the security of any test mandated by the Board. Any local school board or division superintendent receiving such records or other information shall, upon taking personnel action against a relevant employee, place copies of such records or information relating to the specific employee in such person's personnel file.

Notwithstanding any other provision of state law, no test or examination authorized by this section, including the Standards of Learning assessments, shall be released or required to be released as minimum competency tests, if, in the judgment of the Board, such release would breach the security of such test or examination or deplete the bank of questions necessary to construct future secure tests.

E. With such funds as may be appropriated, the Board of Education may provide, through an agreement with vendors having the technical capacity and expertise to provide computerized tests and assessments, and test construction, analysis, and security, for (i) web-based computerized tests and assessments for the evaluation of student progress during and after remediation and (ii) the development of a remediation item bank directly related to the Standards of Learning.

F. To assess the educational progress of students as individuals and as groups, each local school board shall require the use of Standards of Learning assessments and other relevant data, such as industry certification and state licensure examinations, to evaluate student progress and to determine educational performance. Each local school shall require the administration of appropriate assessments to all students for grade levels and courses identified by the Board of Education, which may include criterion-referenced tests, teacher-made tests and alternative assessment instruments and shall include the Standards of Learning Assessments and the National Assessment of Educational Progress state-by-state assessment. Each school board shall

analyze and report annually, in compliance with any criteria that may be established by the Board of Education, the results from the Stanford Achievement Test Series, Ninth Edition (Stanford Nine) assessment, if administered, industry certification examinations, and the Standards of Learning Assessments to the public.

The Board of Education shall not require administration of the Stanford Achievement Test Series, Ninth Edition (Stanford Nine) assessment, except as may be selected to facilitate compliance with the requirements for home instruction pursuant to § 22.1-254.1.

The Board shall include requirements for the reporting of the Standards of Learning assessment scores and averages for each year as part of the Board's requirements relating to the School Performance Report Card. Such scores shall be disaggregated for each school by student subgroups on the Virginia assessment program as appropriate and shall be reported to the public within three months of their receipt. These reports (i) shall be posted on the portion of the Department of Education's website relating to the School Performance Report Card, in a format and in a manner that allows year-to-year comparisons, and (ii) may include the National Assessment of Educational Progress state-by-state assessment.

G. Each local school division superintendent shall regularly review the division's submission of data and reports required by state and federal law and regulations to ensure that all information is accurate and submitted in a timely fashion. The Superintendent of Public Instruction shall provide a list of the required reports and data to division superintendents annually. The status of compliance with this requirement shall be included in the Board of Education's annual report to the Governor and the General Assembly as required by § 22.1-18.

Virginia Standards of Quality: § 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. Course credits earned for online courses taken in the Department of Education's Virtual Virginia program shall transfer to Virginia public schools in accordance with provisions of 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-a-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 for 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 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. 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.

Virginia Standards of Quality: § 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.

Virginia Standards of Quality: § 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.

Virginia Standards of Quality: § 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.

Virginia Standards of Quality: § 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.

§ 22.1-79.1. Opening of the school year; approvals for certain alternative schedules.

A. Each local school board shall set the school calendar so that the first day students are required to attend school shall be after Labor Day. The Board of Education may waive this requirement on a showing of good cause.

B. For purposes of this section, "good cause" means:

1. A school division has been closed an average of eight days per year during any five of the last 10 years because of severe weather conditions, energy shortages, power failures, or other emergency situations;

2. A school division is providing, in the school year for which the waiver is sought, an instructional program or programs in one or more of its elementary or middle or high schools, excluding the electronic classroom, which are dependent on and provided in one or more elementary or middle or high schools of another school division that qualifies for such waiver. However, any waiver granted by the Board of Education pursuant to this subdivision shall only apply to the opening date for those schools where such dependent programs are provided; or

3. A school division is providing its students, in the school year for which the waiver is sought, with an experimental or innovative program which requires an earlier opening date than that established in subsection A of this section and which has been approved by the Department of Education pursuant to the regulations of the Board of Education establishing standards for accrediting public schools. However, any waiver or extension of the school year granted by the Board of Education pursuant to this subdivision or its standards for accrediting public schools for such an experimental or innovative program shall only apply to the opening date for those

schools where such experimental or innovative programs are offered generally to the student body of the school. For the purposes of this subdivision, experimental or innovative programs shall include instructional programs that are offered on a year-round basis by the school division in one or more of its elementary or middle or high schools.

C. Individual schools may propose, and local school boards may approve, pursuant to guidelines developed by the Board of Education, alternative school schedule plans providing for the operation of schools on a four-day weekly calendar, so long as a minimum of 990 hours of instructional time is provided for grades one through twelve and 540 hours for kindergarten. No alternative plan that reduces the instructional time in the core academics of English, mathematics, social studies, and science shall be approved.

§ 22.1-98.1. Extended School Year Incentive Program.

From such funds as may be appropriated for such purpose and from such gifts, donations, grants, bequests, and other funds as may be received on its behalf, there is hereby established the Extended School Year Incentive Program, hereinafter referred to as the "Program," to be administered by the Board of Education.

In accordance with the appropriation act, any funds appropriated or otherwise provided for the Program shall be disbursed to award incentive grants to public school divisions for the operation of schools beyond the 180-day school year or 990 hours in any school year as required by § 22.1-98 and the Standards of Accreditation. However, the grants shall not be awarded to support summer school initiatives.