



Public
Education
in the
Commonwealth
of Virginia

Board of Education
January 2002

Strengthening
the System
1998-2001

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To the Governor and Members of the Virginia General Assembly:

As president of the Board of Education, I am pleased to transmit this report of actions the Board of Education has taken over the past four years to strengthen the public education system in the Commonwealth of Virginia. The board's vision for public education in Virginia is focused on improving the opportunities to learn and succeed for all children and ensuring accountability for results. This report describes the initiatives put in place to speed progress towards this goal.

In more and more schools, teachers and administrators are analyzing curricula and making the changes needed to improve instruction and increase student knowledge and skills. There has been a tremendous increase in classroom creativity and collaboration between teachers to meet new standards for learning and school accreditation. The preparation of teachers and administrators, and their recruitment and support, are key elements in the ongoing strengthening of the public school system.

The members of the Board of Education are keenly aware that nothing can remain static as the process of raising student achievement evolves. Board members place a high priority on working closely with the Governor and the members of the General Assembly to meet our mutual goals. It takes more than just individual effort — it takes teamwork. I am proud to be a part of the team and am grateful for the solid and productive working partnerships that have been established as the board pursues its responsibilities to prepare and enable each student for success in school and preparation for life.

With best wishes, I am

Sincerely yours,

A handwritten signature in black ink, reading "Kirk T. Schroder".

Kirk T. Schroder
President

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A Call to Action: Creating the Schools We Need for the 21st Century

Virginia is showing the nation the way to raise student achievement.

The strong performance of Virginia students on Standards of Learning (SOL) tests administered during the 2000-2001 school year has resulted in a dramatic increase in the number of schools meeting the commonwealth's high standard for academic achievement six years ahead of schedule.

Seven out of ten public schools — 70 percent — now meet or exceed the commonwealth's current standard for student achievement.

The performance of Virginia's students in 2001 improved on 25 of the 28 Standards of Learning (SOL) tests taken by elementary, middle, and high school students compared with the results of tests given in the spring of 2000. Since the first year of SOL testing in 1998, student achievement has increased on all tests, including double-digit increases on 23 of the assessments. The achievement of African-American students on the tests has increased significantly, especially in mathematics and history.

Combine the increase in student achievement with recent education initiatives by the commonwealth, and we see a comprehensive picture of school improvement efforts that the members of the Board of Education are convinced will help our teachers teach and our students learn. The increase in the number of schools meeting state standards for student achievement is just the latest evidence that Virginia's education reforms are raising student academic achievement. All of this is welcome news and a tribute to the incredibly hard work by our students and teachers in all regions across the state.

This report describes the many new and effective school improvement programs that the Board of Education has developed and implemented during the past several years. The report describes many of the programs in place to respond to the needs of students and schools throughout the commonwealth. Conditions and needs were addressed in eight major categories, as follows:

Refining learning objectives: Board actions included revising the SOL in several core content areas and adopting teacher resource guides, all geared to making the SOL program a better and more effective tool for student learning.

Defining and measuring student achievement: Board action included major policy changes to give the flexibility for school divisions to address the individual student needs regarding the SOL testing program.

Refining assessment of school quality: The Board revised the Standards of Accreditation, developed academic review programs for struggling schools, and put remediation programs in place to help students.

Building instructional capacity: The Board established several programs to address the instructional needs of students, especially those who require extra academic help to achieve, and initiated programs to strengthen teacher preparation, retention, and quality.

Building leadership capacity: The Board set guidelines to help new and beginning teachers and addressed the needs of school leaders in myriad ways. The Board also established a first-ever Student Advisory Committee, which is intended to help the board stay in touch with the many needs and views of students in our public schools.

Helping schools and students: The Board addressed safety and health issues that arise within the schools through a variety of programs geared to help personnel respond effectively and efficiently to a wide variety of student needs.

Providing for varied populations of students: The Board developed policies and programs to help schools meet the individual needs and special circumstances of diverse students, such as non-English speaking, special education, and GED students.

Expanding options in career and technical education: The Board designated additional seals for the high school diploma: Advanced Mathematics and Technology Seal

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and the Career and Technical Education Seal and revised the Regulations Governing Career and Technical Education

The members of the Board of Education will continue to work closely with the Governor, members of the General Assembly, teachers, and other officials as we fine-tune the

Standards of Quality, the Standards of Accreditation, and the Standards of Learning programs through the school improvement efforts described in this report. Programs are yet to be developed as we strive to make Virginia's public school system the best in the nation. That goal is within our grasp.

Refining Learning Objectives

The Board of Education established the *Standards of Learning for Virginia Public Schools* (SOL) to ensure that during the course of their K-12 education, Virginia's children acquire the skills and knowledge necessary for lives as productive and thoughtful citizens. This is in keeping with the Standards of Quality (SOQ) established in Article VII of the Constitution of Virginia and defined in the Code of Virginia in Chapter 13.1, §§22.1-253.13:1 through 22.1-253.13:8. Section 1 of Article VII of the Constitution directs the General Assembly to provide and to maintain a system of free elementary and secondary education, and to strive toward achieving a high-quality educational program. Section 2 of the article requires the SOQ to be determined and prescribed by the Board of Education from time to time, subject to revision only by the General Assembly. Within the Code sections are requirements for the Board of Education to establish and, at times revise, educational objectives to maintain academic rigor and prepare students for productive lives.

The Board of Education began its reform of public education in 1995 by revising the Standards of Learning in the core subject areas of English, history and social sciences, mathematics, and science, and in computer technology.¹ The process of drafting new standards spanned 18 months and involved thousands of teachers, curriculum specialists, academics, businessmen, parents, and other citizens united by their desire to raise student achievement and improve the quality of instruction in the commonwealth's public schools. The revised Standards of Learning adopted by the board in June 1995 represented a consensus about what students should know and be able to do in English, mathematics, history and social sciences, science, and computer technology from kindergarten through high school.

While the Standards of Learning establish minimum expectations for learning and achievement at each grade level, the standards are not intended to encompass the entire curriculum for a given grade level or course. Schools and teachers are encouraged to exceed the standards and employ instructional strategies appropriate for their students.

¹ Computer technology standards adopted in 1995 covered grades 5 through 8. Computer technology standards for grades 9 through 12 were adopted in 2000.

Standards for a Well-Rounded Education

Recognizing that a complete education must embrace areas beyond the core subjects, the board decided in April 1999 to undertake a thorough review of Virginia's existing standards for instruction in eight non-core content areas, including foreign languages, the fine arts, health, physical education, and driver education.

The revised Foreign Language Standards of Learning were approved by the board in June 2000. They are an important part of Virginia's efforts to enhance the preparation of Virginia's students to compete in an expanding global society. Knowledge and skills that students acquire through foreign language learning will enable them to interact effectively with others, facilitate cultural understanding, and give them increased access to information throughout the world.

Revised Standards of Learning in the fine arts were approved in May 2000. The Standards of Learning for music, dance, theatre, and visual arts emphasize the importance of instruction in fine arts. They were developed with the assistance of classroom teachers, curriculum specialists, administrators, college faculty, professional artists, fine arts organization representatives, museum personnel, parents, and students. Opportunities for citizens to make comments with respect to the standards documents were provided through public hearings that were held at five sites across the state.

The fine arts are an important part of Virginia's efforts to provide challenging educational programs in the public schools. Knowledge and skills that students acquire through fine arts instruction include the ability to think critically, solve problems, make informed judgments, work cooperatively, appreciate different cultures, imagine, and create.

The board in April 2001 also revised the commonwealth's standards for health, physical education, and driver education. These standards provide a framework for instruction emphasizing the importance of developing and maintaining

healthy, active lifestyles. The revised standards for driver education reflect recent advances in automotive technology, and address contemporary issues such as aggressive driving and “road rage.”

History Standards Revised

The process of revising the 1995 history standards began in June 2000 with the appointment by President Schroder of an Advisory Task Force on the History and Social Science Standards of Learning. The task force was comprised of teachers, curriculum specialists from the Department of Education and local school divisions, historians, legislators, representatives of the business community, and other prominent and thoughtful citizens. The task force reflected the racial and ethnic diversity of the commonwealth.

The task force focused its efforts on addressing concerns about the sequencing of content and the quantity of material to be taught during the course of a year. The task force also examined whether the 1995 history standards fully represented the contributions and experiences of women and racial, religious, and ethnic minorities in the history of Virginia, the United States, and the world.

A draft document was presented to the board in November 2000. The draft was posted on the Department of Education Web site. Public hearings were held in January 2001 in Fairfax County, Petersburg, Norfolk, and Marion. The management team of the advisory task force held two work sessions with the Board of Education to review public comments and revise the draft. A revised draft was prepared by the department’s Division of Instruction to reflect recommendations of the management committee and board members.

The board adopted the revised History and Social Science Standards of Learning in March 2001. Following the adoption of the revised history standards, the board directed the task force to revise the 1999 *History and Social Science Standards of Learning Teachers Resource Guide*, which identified the essential knowledge and skills required of students at each

grade level to meet the educational objectives of 1995 standards. A draft document, renamed the *History and Social Science Standards of Learning Curriculum Framework*, was prepared and posted on the department Web site. Public hearings were held in June 2001 in Wytheville and Richmond. The board adopted the revised curriculum framework in July 2001. The framework is posted on the Department of Education’s Web site and was distributed to school divisions for use in aligning instruction with the revised history and social science standards. The framework also will be used in the development and selection of SOL test items.

The board then directed the Department of Education to develop a guide identifying content common to both the 1995 and 2001 history and social science standards. To ensure fairness to students, the board voted to confine testing during the two-year transition from the 1995 standards to the 2001 standards to content common to both sets of standards.

Mathematics Standards Revised

In May 2001, the board began the process of reviewing the 1995 standards of learning for mathematics. Committees comprised of mathematics teachers and curriculum specialists recommended by school divisions convened to review comments and suggestions received by the department. This process identified minimal changes to the 1995 mathematics standards. A draft document reflecting the recommended revisions was posted on the department Web site; and in October 2001, public hearings were held. The board approved the revised mathematics standards at its October 22, 2001 meeting.

Ongoing Evaluation and Revision of Standards

From the beginning of Virginia's school reform initiative, the board has recognized the need for an ongoing process of evaluation and revision. In September 2000, the board approved the following schedule in keeping with the legislature's desire that the Standards of Learning in each subject area undergo review at least once every seven years.

Standards of Learning Revision Schedule

SOL Areas	Approved by June																
	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
History and Social Science	◆						◆							◆			
Mathematics	◆							◆							◆		
Science	◆								◆							◆	
English	◆									◆							◆
Computer/ Technology By the end of Grades 5, 8, and 12	◆ Grade 5 and 8					◆ Grade 12					◆ Grade 5, 8, and 12						
Fine Arts						◆						◆					
Foreign Language						◆							◆				
Health, Physical Education, and Driver Education							◆							◆			

Refining Assessment of School Quality

The *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, or the Standards of Accreditation (SOA), provide the criteria for school accreditation. They include instructional time in core academic subjects, minimum staffing ratios, and students' academic achievement as measured by scores on Standards of Learning (SOL) tests or other assessments that have been approved by the board. The SOA provide the academic requirements for graduation with a diploma. They establish standards for communication with parents and the community and set forth the philosophy, goals, and objectives of public education in Virginia.

Review, evaluation, debate, and refinement have been part of the evolution of the standards from the adoption of the revised SOA by the Board of Education in 1997 through September 2000, when the board amended them. In revising the standards, the board's goals included:

- ◆ Refinement of student requirements related to the testing program and the impact of such changes on a school's accreditation rating
- ◆ Refinement of categories of school accreditation ratings
- ◆ Provision of flexibility and fairness for students and schools while maintaining high academic standards

During the revision of the SOA, a comprehensive process with extensive public participation took place. The board held five public hearings throughout the state. The board received public comments through letters, e-mails, and facsimiles. More than 300 written and verbal statements from school personnel, professional organizations, parents and students, and other citizens, were reviewed prior to final adoption of the amended regulations.

Graduation Requirements: Flexibility for Students

Graduation with a Standard or Advanced Studies Diploma is accomplished through completion of a specified number of high school courses in English, mathematics, history and social science, and science, plus passing applicable Standards of Learning (SOL) tests associated with each of these academic areas. Passing a course as evaluated by the teacher results in a standard unit of credit. Twenty-two standard units of credit are needed for a Standard Diploma, and 24 standard units of credit are required for an Advanced Studies Diploma.

In addition, beginning with students in the ninth grade for the first time in 2000, high school students must earn six verified credits by passing SOL or other approved tests to receive a Standard Diploma, and nine verified credits to earn an Advanced Studies Diploma. The Standards of Accreditation require students to earn two verified credits in English, one in mathematics, one in history, one in science, and one in a subject of their choosing to earn a Standard Diploma. To earn an Advanced Studies Diploma, students must earn two verified credits in English, two in mathematics, two in history, two in science, and one in a subject of their own choosing. An SOL test serves as one component in the mastery of academic content by a student required for a diploma. Teachers use various classroom methods to evaluate learning for the successful completion of a course, such as student projects, papers, and classroom tests.

Transition Period

To ensure fairness to students who have not received the full benefit of the Standards of Learning, the Board of Education in July 2000 established a transition period covering the classes of 2004 through 2006. While students in these classes must pass the required end-of-course tests in English (reading and writing), they may select the other tests required to earn a Standard Diploma.

Substitute Assessments

In July 2000 the board also expanded the options available for students to earn verified credits toward graduation. The board amended the Standards of Accreditation to permit students to earn verified credits using tests other than the Standards of Learning end-of-course assessments. These substitute SOL tests must meet certain criteria and be approved by the board:

- ◆ The test must be standardized and graded independently of the school or school division in which the test is given
- ◆ The test must be knowledge-based
- ◆ The test must be administered on a multi-state or international basis

To be counted in a specific academic area, the test must measure content that incorporates or exceeds the SOL content in the course for which verified credit is given.

Since July 2000, the board has approved more than 80 substitute tests that students may use to earn verified credits toward graduation. These tests include Advanced Placement, International Baccalaureate, and SAT tests in core academic subjects. The board has also added selected certification and license examinations to the list of substitute tests approved for the student-selected elective. These are the same ones approved for a student to earn the Board of Education's Career and Technical Education Seal and the technology requirement for the Board of Education's Seal of Advanced Mathematics and Technology. There are 67 career and technical assessments that have been approved by the board as substitutes for SOL tests. A list of approved substitute tests and career and technical assessments is provided in the appendix.

Verified Credits for Elective Courses

With board approval, a student may earn standard and verified units of credit for any elective course in which the core academic SOL course content has been integrated. In addition, students who demonstrate mastery of the academic content of a course may receive a standard unit of credit and take the related SOL test for verified credit, with the recommendation of the school division superintendent.

Expedited Retesting

In January 2001, the Board of Education provided for retesting of those students who need the verified credits and whose SOL assessment scores fall within 25 points of the passing scale score of 400. This was done to offset what testing experts refer to as a "false negative." A false negative may be attributable to a student's personal circumstances, such as illness or death of a family member or friend. Sometimes students just have "bad days," and their test results don't reflect their knowledge and abilities. Retests have also been authorized for a variety of personal circumstances. Statistical allowances for false negatives are made to account for potential differences in student performance that are unrelated to the quality of the tests or accuracy of scoring.

Unlimited Retests

The SOL tests may be taken an unlimited number of times if a student does not pass them. If a student needs to take and pass an SOL test for graduation with his or her class, the retake of the test is expedited. Students who transfer into a Virginia high school for the first time after the beginning of the tenth grade have modified requirements for earning verified units of credit for graduation. An eighth grade student who is limited English proficient (LEP) may be granted a one-time exemption from SOL testing in each of the four core areas, if the option has not been used by the student in previous grades.

With the use of substitute tests and examinations for certification and licenses, a student has multiple options for earning the verified credits needed for high school graduation.

Accreditation: Flexibility for Schools

When the Board of Education adopted the revised SOA in September 2000, provisions were established that provided flexibility for schools to meet the requirements to be *Fully Accredited*.

Tolerances for Schools with High Populations of Certain Types of Students

Amendments to the SOA address SOL testing and use of scores for school accreditation for two groups of students: those who have limited proficiency in English and those who transfer into a school division within the school year. The purpose of the board's actions is to provide for the inclusion of Limited English Proficiency (LEP) students and transient

Provisional Accreditation Benchmarks

Through 2003 Pursuant To 8 VAC 20-131-320 of the Standards of Accreditation

	English	Math	Science	History/Social Studies
Grade 3				
1999-00	60%	55%	N/A	N/A
2000-01	63%	60%	N/A	N/A
2001-02	66%	65%	N/A	N/A
2002-03	70%	70%	N/A	N/A
Grade 5 (includes tests given in Grade 4)				
1999-00	60%	55%	60%	40%
2000-01	63%	60%	63%	45%
2001-02	66%	65%	66%	50%
2002-03	70%	70%	70%	55%
Middle (includes any tests given in middle grades)				
1999-00	60%	55%	60%	40%
2000-01	63%	60%	63%	45%
2001-02	66%	65%	66%	50%
2002-03	70%	70%	70%	55%
High School				
1999-00	60%	55%	55%	40%
2000-01	63%	60%	60%	45%
2001-02	66%	65%	65%	50%
2002-03	70%	70%	70%	55%

students in the SOL Testing Program while ensuring that schools with large numbers of these students are fairly treated in the accreditation process. The tolerances for accreditation allow the exclusion of SOL test scores of students with limited English proficiency enrolled in Virginia public schools fewer than 11 semesters if those scores would have an adverse effect on the school's accreditation rating. In a similar way, the scores on the SOL tests for students who transfer into a school division from another division, or from out-of-state, after 20 days or 20 instructional hours for courses, can be excluded from the calculation of a school's accreditation rating if they would have a negative impact on the rating.

Calculation of School Accountability Ratings

The Board of Education revised the system of assigning accreditation ratings to schools to reflect a school's level of compliance and progress towards full accreditation. Two new accreditation ratings were established that may be earned during the transitional period from the school year 1999-2000 through 2002-2003: *Provisionally Accredited/Meets State Standards* and *Provisionally Accredited/Needs Improvement*. Ratings are assigned to schools based on their students' level of performance on SOL tests compared to annual performance benchmarks. The benchmarks for SOL test passing rates have been established in each academic area and increase each year through the transitional school years, as shown on page 8.

During the transitional period, schools that do not achieve full accreditation, but do meet the benchmarks for progress in the percentage of students passing SOL tests in all academic areas, are rated *Provisionally Accredited/Meets State Standards*. Schools with passing rates that are within 20 percentage points of the benchmarks in all academic areas are rated *Provisionally Accredited/Needs Improvement*. Schools that are 20 or more percentage points below the benchmark in any academic area are rated *Accredited with Warning* in that academic area.

To avoid fluctuations in accreditation ratings as the result of unusual circumstances, accreditation ratings for schools may be calculated by using the current year's SOL test scores or by

using a trailing three-year average, whichever is higher. The three years include the current year's SOL test scores and the scores from the two most recent years in each of the academic areas.

Administration of SOL Tests

The Board of Education has sought to grant school divisions more flexibility in the administration of Standards of Learning tests. In November 2000 the board approved a resolution allowing school divisions to administer the tests during the last three weeks of a school year or semester, effective with the spring 2001 test administration.

The board approved the resolution with the understanding that school divisions choosing to test during the last three weeks of the school year would not receive results prior to the close of the school year. The resolution directed divisions choosing a later testing window to ensure that students are provided remediation services as needed. The resolution also endorsed the concept of regional and/or local scoring to provide divisions with "unofficial" test results before the close of the school year. The resolution set the spring of 2002 as the target for implementation of a feasible plan for local/regional scoring.

Credit for Successful Remediation

Through the revisions to the SOA, the Board of Education established a voluntary Remediation Recovery Program that provides accreditation credit for schools that successfully remediate students initially failing the SOL tests in English and mathematics. Students who have passed a grade or course in grades 3, 5, or 8 in English or mathematics, or in high school mathematics, but who have not passed the related SOL tests may retake the tests. Students placed in remediation recovery who are successful on a retake of an SOL test are counted in the number of students passing a test but not in the number of students taking a test when calculating the passing rate for the school.

Technical Assistance to Schools *Accredited with Warning*

Schools rated *Accredited with Warning* in specific academic areas are required under the amended SOA to undergo an academic review in the area(s) of warning. In November 2000, the Board of Education adopted an academic review process for this purpose. The process entails site visits of one to three days at the schools by teams of trained educators who review documents, conduct interviews, and observe classrooms. Working with school personnel, the teams gather information about the alignment of curricula with the Standards of Learning, the use of instructional time throughout the school day and beyond, the availability and use of data to make instructional and planning decisions, and the availability of professional development opportunities focused on improving student achievement. Follow-up discussions with teachers and administrators are held after the review. Each school is presented with a final report describing the school's areas of strength, areas for improvement, and suggestions for preparation of a school improvement plan.

In 2001, academic reviews were conducted for 211 schools. An analysis of final reports statewide identified the immediate needs of low-performing schools that the Department of Education could help address through curriculum resources, assistance in analysis of student performance data, and training. To provide technical assistance for schools rated *Accredited with Warning* in a specific subject area for a second consecutive year, the board adopted the second phase of the academic review process.

Growing Numbers of Fully Accredited Schools

The school year 2000-2001 proved to be a turning point for public education in Virginia. Thanks to the hard work of thousands of teachers and students, seven out of ten of the commonwealth's 1,839 K-12 schools met the standards for

academic achievement. The number of schools meeting or exceeding the 2007 standard for full accreditation nearly doubled from the previous year. Forty percent, or 731, of Virginia's public schools are now *Fully Accredited*.

The number of schools *Accredited with Warning* has decreased from 213 (13 percent of all K-12 schools in Virginia) in 2000-2001 to 130 (7 percent) for 2001-2002. The number of schools that have been provisionally accredited but are in need of improvement also has declined. The following table compares the 2001-2002 accreditation ratings with those of 2000-2001:

Accreditation Rating	2000-01	%	2001-02	%
Fully Accredited	413	23	731	40
Meets State Standards	720	39	558	30
Needs Improvement	478	26	420	23
Accredited with Warning	213	12	130	7
Total Schools	1,824	100	1,839	100

Compliance with the Standards of Quality

Each year self-assessment data is collected from school divisions on their compliance with the provisions of §§22.1-253.13:1 through 22.1-253.13:8 of the Code of Virginia, referred to as the Standards of Quality. Information compiled during this review provides a basis for the board to analyze the extent to which the SOQ have been achieved for inclusion in the Annual Report to the Governor and General Assembly on the condition and needs of public education in the commonwealth. The chairman of a school board and the division superintendent certify compliance with the standards to the Department of Education. When divisions indicate less than full compliance with the SOQ, corrective actions are required.

Twenty-one school divisions reported noncompliance with one or more of the requirements of the Standards of Quality for the 2000-01 school year. For each area of noncompliance, the

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school divisions submitted corrective action plans. The standard cited most often was the standard that requires the local school board to have an up-to-date six-year school improvement plan. A number of the divisions indicated that their six-year plans were in various stages of revision or development. The second most frequently cited deficiency was noncompliance with the standard that requires a local school board to report annually to the public the division's pupil-teacher ratio in elementary schools on or before January 1.

The state Board of Correctional Education and the Department of Correctional Education (DCE), although not a local school board or education agency subject to the requirements of the SOQ, have developed an extensive plan to meet all of the requirements of the SOQ. This on-going effort is voluntary but will result in improving the quality of the educational programs offered in juvenile correctional centers in Virginia. The Board of Correctional Education is required by the Code of Virginia to establish and maintain a general system of schools and to promulgate regulations with the Board of Education for the re-enrollment in the public schools of students who have been in the custody of the Department of

Juvenile Justice (DJJ). The Board of Correctional Education is also required by the Code to comply with all applicable state and federal regulations and statutes related to school facilities.

Many of the students incarcerated in the system are eligible for and receive special education services and training in vocational education. Thus, compliance with the SOQ will benefit the school-age persons incarcerated in the juvenile system who move back into public school divisions, since compulsory school attendance requirements also apply to these children. The DCE has been successful in working with school divisions to facilitate the re-enrollment of students and the awarding of diplomas to qualified students in the system.

One of the key provisions of the SOQ requires all local school boards to maintain schools that are accredited in accordance with standards prescribed by the Board of Education. The SOQ gives the board the authority to seek compliance with the SOQ through the Office of the Attorney General if a division continues to fail to comply with any standard if necessary.

Expanding Options In Career and Technical Education

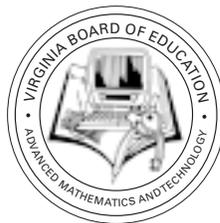
Additional Seals for the High School Diploma

The SOA requirements for graduation provide students who demonstrate academic excellence or outstanding achievement the opportunity to earn the Board of Education's Advanced Mathematics and Technology Seal and the Board of Education's Career and Technical Education Seal.

The Board of Education's Career and Technical Education Seal is awarded to students who earn a Standard or Advanced Studies Diploma and complete the courses in their respective career and technical education concentrations with a "B" or better average. Alternative ways to receive the seal after earning the Standard or Advanced Studies Diploma are: (1) passing a certification examination in a career and technical specialization given by a recognized industry, trade or professional association; or, (2) earning a professional license in that career and technical education field from the Commonwealth of Virginia.

Several options for award of the Board of Education's Seal of Advanced Mathematics and Technology are available to students who earn a Standard or Advanced Studies Diploma and satisfy all of the mathematics requirements for the Advanced Studies Diploma with a "B" average or better. These students may either: (1) pass a certification examination in a career and technical education field given by a recognized industry, or trade or professional association; (2) acquire a professional license in a career and technical education field from the commonwealth; or, (3) pass a board-approved examination that confers college-level credit in a technology or computer science area.

In September 2000 and in January 2001, the board approved lists of certifications and professional licenses to satisfy part of the requirements for the Board of Education's Career and Technical Education Seal and the technology requirement for the Board of Education's Seal of Advanced Mathematics and Technology. In addition, the board adopted the criteria for selecting certifications, licenses, and examinations to satisfy requirements for the seals. These criteria mirror the criteria for approving additional tests for verified credit. These same certifications and examinations may be used to satisfy the student-selected verified credit graduation requirement. In December 2000, the Board of Education announced a diploma seal contest in which middle and high school students were asked to submit designs for the two seals. The board recognized these students at its June 2001 meeting.



Regulations Governing Career and Technical Education

The Board of Education has proposed revised *Regulations Governing Career and Technical Education*. The purpose of the revision is to delete non-essential regulations, reflect recent changes in state and federal laws, and revise sections that exceed state and federal law. The board adopted the revised regulations in November 2001.

Building Instructional Capacity

The Virginia Standards of Learning and Standards of Accreditation present high expectations for the education of the commonwealth's children. Essential to meeting the standards is the presence of a qualified and competent teacher in every classroom. To ensure that Virginia has a supply of qualified teachers in the future, the Virginia Board of Education has taken several actions to enhance the pool of qualified personnel and to support the teachers who are already in the school systems.

Teacher Preparation and Supply

Identification of Teacher Shortages

Nationally and in Virginia, the issue of shortages of public school personnel has taken center stage. In response to concerns about potential shortages, the Board of Education held a planning session on the teaching profession in April 2000. During the conference, several distinguished professionals from North Carolina and Connecticut, who served as consultants, shared their advice and experiences in developing and implementing programs to improve teacher retention, training, and professional development. Board members also heard from the deans of the Schools of Education at the College of William and Mary, Virginia Commonwealth University, and George Mason University.

In preparation for the 2000 legislative session, the Board of Education also addressed teacher recruitment and development as one of the topics of its planning retreat with members of the General Assembly education and finance committees in October 2000. Retreat participants heard reports on teacher preparation and training, actions taken by colleges and universities, and a summary of current research dealing with teacher shortages.

Regulations Governing the Determination of Critical Teacher Shortage Areas

The Board of Education adopted *Emergency Regulations Governing the Determination of Critical Teacher Shortage Areas for Awarding the Virginia Teaching Scholarship Loan Program* at its meeting in October 2000. These regulations became effective in March 2001. The board is in the process of promulgating permanent regulations that define critical shortage areas by academic area, geographic region, and school division.

Joint Task Force on the K-12 Teaching Profession in Virginia

The Joint Task Force on the K-12 Teaching Profession in Virginia was established by a resolution jointly adopted in May 2000 by the members of the Board of Education and the State Council of Higher Education for Virginia (SCHEV). The purpose of the Joint Task Force is to develop a series of recommendations for action addressing issues facing the teaching profession in Virginia and to advise the Board of Education and SCHEV accordingly.

The Joint Task Force began its work focusing on teacher preparation; teacher recruitment and retention; teacher support, development and assessment; and the K-16 teaching and learning environment. Investigations by the task force focused primarily on a potential shortage of teachers in Virginia at a time of growing student enrollments, increasing retirement rates for teachers currently in service, and a growing trend of teachers choosing to leave the profession. Economic and demographic conditions have created an uneven distribution of the teaching force, making teacher shortages felt most intensely in urban and rural areas.

The task force recognized the need to develop a comprehensive long-range plan to deal with effective development and implementation of recommendations. In order to accomplish this goal, the task force recommended the establishment of a permanent advisory body, representing all

constituent groups, that would consider elements of a comprehensive state plan dedicated to supporting and elevating the teaching profession in Virginia.

At the June 2001 board meeting, the board and SCHEV agreed to the formation of a permanent Task Force on the K-12 Teaching Profession in Virginia.

Career Switcher Alternative Route to Licensure

The Board of Education requested Department of Education personnel to review the concept of establishing a teacher alternative route to licensure for military personnel. This route to licensure was intended to provide an alternative pathway into teaching for individuals who have not completed a teacher preparation curriculum but have valuable life experiences, career achievements, and academic backgrounds relevant for teaching in grades pre-K through 12. At its February 1999 meeting, the board granted approval to begin the Administrative Process Act procedures for promulgating regulations. In October 2000 the board approved an amendment to the *Licensure Regulations for School Personnel* to establish a career switcher alternative route to licensure for military personnel; the final regulations became effective January 31, 2001.

The program for military personnel began with a summer institute conducted concurrently in the Tidewater and Northern Virginia areas during the summer of 2000. The program was applicable to all areas of endorsement except special education. Upon completion of the summer institute, candidates were issued an “eligibility license” from the Department of Education, which enabled them to seek employment. During the first year of employment, the individuals were required to complete an induction year that included the support of a mentor teacher and two weekend seminars each semester. Forty-four of the 59 individuals in the 2000-2001 career switcher program for military personnel remain employed in Virginia public school divisions.

In November 2000 the board expanded the career switcher pilot program to other professions. The board is approved final

regulations for the career switcher program for all professions at its November 2001 meeting. During the summer 2001 career switcher program for other professions, including some military personnel, 96 individuals completed the requirements. Eighty-three of the 96 teachers have been employed in Virginia public schools for the 2001-02 school year.

Standards Governing the Issuance of a Five-Year License to Individuals Holding a Local Eligibility License

In 2000 the Virginia General Assembly amended the Code and established a mechanism for local school boards to issue a valid three-year, nonrenewable local eligibility license to teachers, according to specified criteria. The licenses are valid only within the issuing school division and do not entitle the license holder to continuing contract status.

The Board of Education adopted standards that must be completed for individuals holding a local eligibility license to become eligible for a five-year license from the state. These standards were established to clarify requirements needed to be eligible for a five-year renewable license. Individuals issued a local eligibility license who meet the following criteria will be issued a collegiate professional or postgraduate professional license:

- ◆ A recommendation by the division superintendent and the school board for such license
- ◆ The completion of three successful years of teaching experience while holding a valid three-year local eligibility license as certified by the division superintendent and the school board
- ◆ A satisfactory score on the professional teacher's examinations required by the Board of Education
- ◆ Standards that may be prescribed by the Board of Education

Alternative for the Praxis I Assessments for Initial Licensure

Praxis I assesses basic proficiency in reading, mathematics, and writing and is designed to assess a candidate's skills at the time the decision is made in college to become a teacher. Praxis II assesses subject knowledge of a teaching area and involves demonstrating mastery in the content area.

The 2001 General Assembly authorized the Board of Education to review and reconsider the scores previously established as requirements for the Praxis I test. In response to requests from school division superintendents, college and university deans, the Board of Education, in April 2001 adopted an alternative to the scoring of the Praxis I. Individuals may now meet the Praxis I assessment requirements by achieving the passing scores for each of the three Praxis I tests, or by achieving an established composite score on all three tests.

Passing Scores for Praxis II Beginning Teacher Assessment in Content Areas

The use of 16 Praxis II content knowledge tests in Virginia was adopted by the Board of Education in 1999. Subsequently, the board adopted assessments for statewide implementation in July 2001, in elementary content knowledge and middle education content knowledge in English, mathematics, science, and social studies, and health and physical education. At its July 2001 meeting, the board adopted passing scores for the Praxis II-Elementary Education: Content Knowledge Test and Praxis II-Health and Physical Education: Content Knowledge Test. The Praxis II Elementary Education: Content Knowledge Test is designed for prospective teachers of children in primary through upper elementary school grades and consists of four content areas: language arts/reading, mathematics, social studies and science.

New Licensure Regulations

With the adoption of the SOL in 1995 came the need to ensure licensure regulations for school personnel that include the preparation required to facilitate student achievement of these standards. To meet this need, the Board of Education adopted new *Licensure Regulations for School Personnel*, effective July 1, 1998. All instructional personnel licensed in Virginia must meet the competencies and requirements contained in these regulations. Major revisions to the regulations included:

- ◆ The requirement of areas of concentration for middle education endorsement
- ◆ Additional requirements in language acquisition and reading
- ◆ Exit expectations written as competencies and aligned with the Standards of Learning for graduates of approved teacher preparation programs
- ◆ A reduction in the number of teaching endorsement areas
- ◆ Establishment of a pre-K (pre-kindergarten) through grade 12 endorsement of administration and supervision
- ◆ Core competencies for individuals seeking an endorsement in special education, as well as specific course work in the special education area

Regulations Governing Approved Teacher Preparation Programs

The Department of Education has joint responsibility with SCHEV for standards for teacher preparation programs. While SCHEV approves the degree programs at the colleges and universities, the department approves the teacher preparation portion of these degree programs. Final adoption rests with the

Board of Education. The Department of Education, which is responsible for coordinating teacher preparation with what students need to know, sets curricular standards and knowledge areas for teacher preparation programs.

The purposes of program approval are to assist prospective teachers in developing the background necessary for quality classroom instruction in the public schools, to require a level of quality in the professional education courses for prospective teachers that fosters competence of graduates, to encourage institutions to meet rigorous academic standards of excellence in professional education, and to facilitate reciprocity in the teacher licensure process with other states. Achievement of approved program status ensures that teacher preparation programs are aligned with the licensure competencies and the K-12 student standards, meet high professional standards, and are continuously evaluated for program revision and improvement.

Revisions to the *Regulations Governing Approved Programs for Virginia Institutions of Higher Education* were adopted by the Board of Education in February 2001 and became effective July 1, 2001. These regulations contain 20 standards that govern the professional education unit, which is the administrative body within the institution with primary responsibility for professional preparation programs, and procedures for the review of each endorsement program, such as mathematics or English. The procedures for the review of each endorsement area center on the competencies established by the licensure regulations and require evidence of how the institution demonstrates that the competencies are met.

Regulations Governing Substitute Teachers

The Regulations Governing Substitute Teachers were established by the board to ensure that substitute teachers meet minimum statewide requirements. In accordance with the Code, §22.1-302, the Board of Education is required to promulgate regulations regarding temporarily employed teachers. The teachers must be at least 18 years of age and hold a high school diploma or a general educational development (GED) certificate. Local school boards must also

establish employment qualifications for temporarily employed teachers. These qualifications may exceed the board's regulations. School boards are required to seek to ensure that temporarily employed teachers who are engaged as long-term substitutes exceed baseline employment qualifications.

The regulations adopted by the Board of Education in October 2000 require that substitute teachers:

- ◆ Be a minimum of 18 years of age (21 years of age preferred)
- ◆ Possess good moral character
- ◆ Have earned a high school diploma or GED
- ◆ Attend an orientation to school policies and procedures conducted by the local school division

Instructional Programs

In order to provide support for teachers already in the classroom, the board adopted new instructional models, guidelines and programs.

Technology Standards for Instructional Personnel

The *Technology Standards for Instructional Personnel* established by the Board of Education, became effective on March 4, 1998. These standards were promulgated to ensure that instructional personnel in Virginia meet established criteria in the use of technology and understand how to use technology effectively in instruction. School divisions incorporated the technology standards in their own technology plans and developed strategies to implement them by December 1998. In the fall of 1998, all colleges and universities preparing instructional personnel included the requirements in their approved programs. Subsequently, in 1999 the Virginia General Assembly amended §22.1-298 of the Code to require that

beginning July 1, 2003, persons seeking initial licensure or license renewal must meet the *Technology Standards for Instructional Personnel* and demonstrate proficiency in the use of educational technology for instruction.

Endorsement in American Sign Language

The Board of Education established a provision allowing three years of instruction in American Sign Language (ASL) for foreign language credit toward an Advanced Studies Diploma. Courses to satisfy this requirement must follow the “Framework for Instruction in American Sign Language in Virginia’s Public Schools,” adopted by the Board of Education in March 1998.

In October 2000, the Board of Education amended the *Licensure Regulations for School Personnel* establishing an endorsement in American Sign Language (ASL) for those individuals who teach American Sign Language as a foreign language.

Character Education Program Criteria

The Board of Education established guidelines and criteria for establishing character education programs by local school boards. The purpose of character education programs is to instill in students civic virtues and personal character traits.

The Fourth R: Arts and Learning in Virginia Schools

In May 2000, the Board of Education, in cooperation with the Virginia Commission for the Arts, hosted a one-day conference, “The Fourth R: Arts and Learning in Virginia Schools,” at the Cultural Arts Center in Glen Allen. The target audience for the conference included division superintendents, assistant superintendents, and key instructional leaders. The purpose of the conference was to assist school divisions in implementing the revised Standards of Learning in the arts, to demonstrate effective partnerships among arts organizations and schools, and to communicate the value of arts education in the curriculum.

K-3 Record for Reading and Mathematics

One of the purposes of the SOA is to provide an essential foundation of educational programs of high quality in all schools for all students. To that end, the SOA require that elementary schools make reading, writing, spelling, and mathematics the focus of the school program in grades K-3. The standards further require that schools maintain an early skills and knowledge achievement record in reading and mathematics for each student in grades K-3 to monitor student progress and to promote student achievement in the third grade SOL tests.

The Board of Education in May 1999 set minimum requirements for the K-3 reading and mathematics achievement records. In June 1999, the Department of Education provided school divisions with two sample reading and two sample mathematics achievement records to use as models in the development of their own achievement records.

Use of Models and Programs to Assist Schools Accredited with Warning

The Standards of Accreditation require schools accredited with warning in English or mathematics to adopt and implement instructional methods that have a proven track record of success at raising student achievement. In January and February of 2001, the Board of Education adopted lists of instructional models and programs to satisfy the provisions of the SOA. Five criteria were established for the selection of models and programs. These criteria include: experience-based evidence of effectiveness; sufficient information for implementation; replicability; correlation or adaptability to the Standards of Learning in English or mathematics; and evidence that the instructional models being used are appropriate to the needs of the school.

Building Leadership Capacity

Building Leadership

School Leaders Licensure Assessment

The *Licensure Regulations for School Personnel* require candidates for endorsement in administration and supervision pre K-12 to complete a beginning administration and supervision assessment or a full-time internship as a school principal. One year of successful, full-time experience as an assistant principal or principal in an accredited public or nonpublic school may be accepted instead of the internship.

The School Leaders Licensure Assessment was adopted by the Board of Education, effective July 1, 2001, for individuals seeking the administrative and supervisory pre K-12 endorsement after that date. The decision to assess candidates in programs prior to that date may be made by the college or university the candidate attends. This assessment is designed to provide feedback on the student and an objective view of the quality of the college or university preparation program. Strong emphasis is placed on the need for school leaders to be able to work with diverse populations in dealing with school safety, academic performance, technology, community relations, and other concerns.

Guidelines for Mentor Teacher Programs

In June 2000, the board adopted the *Guidelines for Mentor Teacher Programs for Beginning and Experienced Teachers*. The Education Accountability and Quality Enhancement Act of 1999 required the establishment of 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 act also required school boards to provide a mentor for each probationary teacher who has not had prior successful teaching experience during the first year of the probationary period.

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 adopted by the Board of Education in November 1999. The report outlined the essential components of a mentor program and recommended funding for statewide implementation.

The 2000 General Assembly appropriated \$2.75 million to support Mentor Teacher and Clinical Faculty programs for the 2000-02 biennium. Programs in a total of 106 school divisions were funded, including the Virginia Schools for the Deaf and Blind in Hampton and Staunton.

Guidelines for Performance Appraisals

The board adopted *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents* as required by the 1999 Education Accountability and Quality Enhancement Act. The guidelines were adopted by the board in January 2000 and provide a framework for school divisions to develop evaluation criteria for teachers, administrators, including instructional central office personnel and principals, and division superintendents. The guidelines also provide the framework for school divisions to use in developing evaluation policies and procedures and may be used to guide school divisions in designing evaluation tools for annual personnel performance.

As a second phase of the project, the Virginia Association of School Superintendents, in collaboration with the University of Virginia Curry School of Education, the College of William and Mary School of Education, and the Virginia Department of Education, offered four, one-day training workshops during the 2000-2001 year to assist administrative and supervisory personnel in the evaluation and documentation of teacher and administrator performance. The next phase was the creation of evaluation prototype instruments for teachers, administrators and superintendents.

Recognition of Leadership

Leadership in Arts Instruction Awards Program

In recognition of outstanding leadership in arts instruction at all levels, the Board of Education established a Leadership in Arts Instruction Awards program to be co-sponsored by the Virginia Commission for the Arts. The first award was presented in September 2001 to Dr. Daniel Domenech, the superintendent of Fairfax County public schools.

For purposes of this award, the arts include creative writing, dance, music, the visual arts, and theatre. The award recipients are selected on the basis of leadership for sustained curriculum-based instruction in the arts; sustained advocacy for instruction in the arts as essential to a complete education; or development of innovative instructional programs in the arts or innovative collaborations between schools, artists, and cultural organizations. Those eligible to receive the award, through a nomination and selection process, include school division superintendents, school principals, local school board members, and heads of cultural organizations.

A process for receiving nominations and reviewing and granting awards was established. The awards will be made on a quarterly basis at meetings of the Board of Education. The individuals honored for Leadership in Arts Instruction will be presented with a certificate of resolution. The work of these individuals also will be highlighted on the Web sites of the Department of Education and the Commission for the Arts.

Guidelines for Distributing National Board Certification Incentive Awards

The Board of Education established *Guidelines for Distributing the National Board Incentive Awards*. These guidelines were established in accordance with the 1999 Education Accountability and Quality Enhancement Act.

According to the guidelines, an initial award not to exceed \$5,000 is given to teachers who were awarded National Board Certification while teaching in Virginia. In order to qualify as a “teacher,” the individual must be employed in a public school in Virginia with at least 50 percent of the regular scheduled school day in direct contact with students. Continued awards not to exceed \$2,500 annually for the life of the certification are given to individuals who continue to meet the definition of teacher each year. The establishment of the guidelines provides an incentive for those teachers who seek further professional development and achievement through certification.

Helping Schools and Students

School Safety

The Model School Crisis and Emergency Management Plan

This crisis management initiative began in 1996 with the publication of the *Resource Guide for Crisis Management in Schools*. The resource guide was provided as a direct response to requests from school divisions for assistance in developing crisis management plans. In 1999 the Virginia General Assembly amended §22.1-278.1 of the Code to require the Board of Education to develop a *Model School Crisis Management Plan*. School divisions were required to develop a written school crisis and emergency management plan no later than July 1, 2000. The state plan, intended to serve as a resource for schools in developing viable, effective crisis management plans, was adopted by the Board of Education in June 1999.

Student Search Guidelines

The Board of Education, in consultation with the Office of the Attorney General, and with the assistance of a representative advisory group, developed the *Guidelines Concerning Student Searches in Public Schools*. The guidelines were adopted by the board in November 1999 and were distributed to all public school divisions.

The guidelines are to be used by school officials to develop local policies and procedures for student searches. While the board recognizes that the guidelines cannot address all issues that could develop as a result of student searches, school divisions have a resource to help ensure that local policies and practices are in compliance with state and local laws and constitutional principles governing student searches.

Criteria for the Removal of Students from Class for Disruptive Behavior

The Board of Education, in February 1998, adopted “Criteria for Teachers to Remove Students from Class for

Disruptive Behavior” as an addendum to the *Student Conduct Policy Guidelines* developed by the Board of Education in 1994.

The authority for student removal from class by a teacher for disruptive behavior was established by the 1997 General Assembly. Local school boards were required to establish student conduct criteria for teachers to remove disruptive students from class by July 1, 1998.

School Health

Guidelines for Suicide Prevention

Youth suicide is a significant problem that has received much attention. With the recent advances in understanding of the causative factors and the parameters of the problem, along with the identification of effective intervention strategies, parents and professionals are now able to implement measures that can reduce suicidal behavior in children and youth. To support those efforts, the Board of Education adopted *Suicide Prevention Guidelines* in cooperation with the Department of Mental Health, Mental Retardation and Substance Abuse Services and the Department of Health.

The *Suicide Prevention Guidelines* identify actions that should be taken by school personnel when they suspect that a student is at risk for suicide. A major component focuses on procedures to follow for contacting parents, or if conditions warrant, local or state service agencies when educators believe a student is in imminent risk for attempting suicide. Guidelines for assessment strategies and related practices such as suicide prevention techniques are included.

Guidelines for the Administration of Insulin and Glucagon

In July 1999, the Board of Education adopted guidelines for the safe administration of insulin and glucagon by trained personnel to students in the public schools diagnosed with diabetes mellitus. These guidelines were developed in

conjunction with the Boards of Nursing and Medicine. After adoption of the guidelines, the Board of Education directed the Department of Education to develop a manual to accompany the approved guidelines.

The Manual for the Training of Public School Employees in the Administration of Insulin and Glucagon was distributed to Virginia public school divisions in September 1999. Currently, school divisions with students diagnosed with diabetes mellitus conduct training at the beginning of each school year, using the training manual developed by the Department of Education, with the assistance of educators from public and private community health providers and school nurses.

Building Student Leadership Capacity

Leadership Development Curriculum

In recognition of the need for leadership ability in all aspects of life, the Board of Education adopted a Resolution on Leadership Development and authorized President Schroder to appoint a Leadership Development Committee to develop an optional leadership development curriculum.

In January 2001, President Schroder appointed a Leadership Development Committee to oversee the writing of the leadership development curriculum. The 27-member committee, chaired by the board president, included leaders from education, business, politics, government, civic organizations, and the military.

In June 2001, the Board of Education adopted the optional *Model Leadership Development Curriculum, K-12*, for Virginia's public schools. The Leadership Development Curriculum consists of several components. The introduction, goals, and strands explain the principles around which the document is organized. Additional components of the leadership development curriculum include sample activities,

an extensive list of resources, sample curricula, and correlations with the Virginia Standards of Learning and "Career and Technical Education Competencies."

The Student Advisory Committee to the Virginia Board of Education

In June 2000, the Board of Education amended its bylaws to establish a Student Advisory Committee. The bylaws provide for a Student Advisory Committee composed of 12 students at the high school and middle school levels in Virginia public schools, the board president, the secretary and two members of the board appointed by the president. Student membership consists of one high school student from each of the eight Superintendents' Regions and four members-at-large from middle schools.

The board appointed the first Student Advisory Committee during the winter of the 2000-2001 academic year. The current Student Advisory Committee has identified teacher quality, issues associated with learning disabilities, and the availability of technology as its top policy concerns. The committee provided recommendations to the Board of Education at the November board meeting.

Guidelines for Recitation of the Pledge of Allegiance

The Board of Education's Guidelines on the Pledge of Allegiance are intended to provide school divisions with guidance on the constitutional rights and restrictions relating to the recitation of the Pledge of Allegiance in public schools. The guidelines outline the requirements of the Code, the constitutionality of learning and reciting the Pledge, the appropriate etiquette and conventions for respecting the dignity and appropriate display of the American flag, and relevant state and federal constitutional concerns. The authority for the board's adoption of these guidelines is in §22.1-202(B) of the Code.

During the 2001 Session of the General Assembly, the Code section was amended to require that all students learn the Pledge of Allegiance and that each school board require its daily recitation. As a result, the guidelines for the Pledge of Allegiance were updated and adopted in July 2001 by the Board of Education.

Student Supports

Guidelines Governing the Donation to Students of Obsolete Educational Technology Hardware and Software Replaced by Local School Boards

The 2000 General Assembly authorized school divisions to donate obsolete hardware and software to public school students, in accordance with guidelines developed by the Board of Education. Recognizing the incorporation of technology and technological studies throughout the curriculum and each student's need to acquire computer technology knowledge and skills, the board adopted guidelines to achieve that objective in September.

These guidelines establish eligibility criteria, a student selection process, record-keeping system requirements, and procedures for parental notification about the opportunity for students to receive educational hardware and software.

Pupil Accounting Records Regulations

In March 2001, the Board of Education adopted amendments to Virginia's pupil accounting regulations to give local school boards greater flexibility in record keeping and greater authority for determining circumstances when attendance or absence of students should be counted. A pupil may now be counted present when he or she attends activities and events approved or sponsored by the school division, such as participation in the General Assembly's Page and Messenger programs.

The amended regulations specify that other activities or events for which pupil attendance may be counted shall be approved through procedures adopted by the local school board. The regulations also establish the authority of local boards to select and implement automated systems for recording pupil enrollment and attendance.

Providing for Special Education

The purpose of public education in Virginia is to provide all children with a quality education affording them opportunities to learn to high standards and meet their fullest potential in life. To truly embrace the idea that all children can achieve to high standards requires that every student have the chance to learn. To ensure success of this mission, the Board of Education has provided leadership in identifying, developing, and implementing programs and services to improve and sustain the system and infrastructure needed to support students with disabilities as equal participants.

Modified Standard Diploma

In February 2000, the Board of Education initiated a proposal to create a diploma program for certain students with disabilities in an effort to give parents of special education students a meaningful option to a certificate of completion of high school. In July 2000, the Board of Education adopted the Modified Standard Diploma as part of the Standards of Accreditation. Based on the Standards of Learning, this diploma makes the option of earning a standard diploma a real possibility and ensures that these children acquire basic academic and occupational skills and knowledge prior to graduating. The student's Individual Education Program (IEP) team and the student determine eligibility and participation in the Modified Standard Diploma program, where appropriate, at any point after the student's eighth grade year. According to board President Kirk T. Schroder:

“This diploma will give special education students a more meaningful academic option than they had before.”

Revision of Special Education Regulations

Following the reauthorization of the federal Individuals with Disabilities Education Act (IDEA) in 1997, the Board of Education embarked on revising the state's special education regulations. Using this opportunity to ensure that students with disabilities are provided an equal opportunity to succeed academically, the board improved upon Virginia's special education regulations. The new regulations, completed in December 2000, not only align with federal law, but assist in enhancing parental participation, student access to the general curriculum, and student accountability.

The Virginia Alternate Assessment Program

In an effort to evaluate the performance of students with disabilities who have traditionally been exempted from state assessment programs, the Board of Education, with the assistance of the Department of Education, developed the Virginia Alternate Assessment Program (VAAP). The VAAP was developed with the belief that the students traditionally exempted from state tests are a part of the commonwealth's accountability system, and the evaluation of their achievement represents an important component in the state's pursuit of high standards. Students who participate in the assessment program are evaluated in the four core content areas (English/Language Arts, mathematics, science, and history and social sciences). The alternate assessment is different from a paper and pencil test because it uses multiple forms of information to show the student's performance on IEP goals that relate to the Standards of Learning. It can include work samples, observations, interviews, and other sources of data as selected by the teacher and other individuals. The assessment became available for use in 2000.

Special Education Complaint Appeal Procedures

In February 2001, the Board of Education approved revisions to the commonwealth's special education complaint process. In accordance with the Individuals with Disabilities Education Act (IDEA), the board revised its procedures for receiving and resolving complaints that allege a violation of federal and/or state laws and regulations pertaining to the education of children with disabilities. Revisions were made to provide for a system that is responsive to parents of students with disabilities and to provide the opportunity for school divisions and parents to mutually resolve differences. The Department of Education maintains and operates the complaint system and is responsible for the investigation and resolution of all complaints.

Providing for Varied Populations

In cooperation with the General Assembly, the Board of Education over the last four years has worked to address the learning needs of various populations in Virginia. Through their shared vision, purpose, and values, programs have been created, regulations promulgated, guidelines provided, and committees established in an effort to serve these diverse groups more effectively.

Individual Student Alternative Education Program

In 1999, the board developed guidelines to assist school divisions in addressing the population of students at-risk of dropping out of school prior to their eighteenth birthday. The Individual Student Alternative Education Program (ISAEP) guidelines outline a method by which these students can obtain their General Educational Development certificate (GED) and continue to meet Virginia's compulsory attendance requirement. The ISAEP program is a viable alternative for students who are 16-22 years of age and who are unlikely to complete their education in a traditional high school program. Students can exit the program by passing the GED test and either successfully entering the workforce or continuing their education. Career counseling and career planning are major components of this program.

Remediation Regulations

In the 2000 -2001 school year, the Board of Education acted to ensure that all students have the best possible opportunity to learn by promulgating regulations for state remediation programs. The regulations create standards and requirements for implementing state-funded remediation programs. Included is the establishment of a formula for determining the level of funding necessary to assist school divisions in providing transportation services to students required to attend state-funded remediation programs. The regulations also establish minimum standards for staff qualifications, program lengths, and teacher-to-student ratios

for remedial summer school. School divisions using state funding to strengthen and improve the academic achievement of eligible students must develop a remedial plan for each eligible student, maintain individual records for students enrolled in state-funded remedial programs, and annually evaluate student progress and program design. Each year, school divisions are to report specific data to the Department of Education, including student performance on state sponsored tests, demographic profiles of students in remediation programs, and descriptions of the types of instructional programs offered.

Adult Education

Mindful of the challenges facing the adult education population in Virginia, the board is taking a closer look at adult education issues. According to the 2000 Census, there are 700,000 Virginians without high school credentials who can benefit from adult education. Services to adults include basic literacy programs, adult secondary programs, English for speakers of other languages, and skill-based programs in the workplace.

In September 2000, the president of the Board of Education appointed a task force to study adult education in Virginia. The task force studied how adult education is provided in Virginia, how adult education is structured and funded in other states, and the demands on adult education anticipated in the coming years. The first task force recommendations were received by the board in June 2001, and included making family literacy a priority. Parental participation in adult literacy programs correlates with their children's improvement in grades, test scores, reading skills, and retention in school. Helping adults improve their basic skills has a measurable impact on both the education and quality of life of their children. The board continues to consider the provision of adult education services.

Guidelines for the Award of Honorary High School Diplomas for World War II Veterans

The 2001 General Assembly session adopted Senate Bill 1210 designating the first full week in September as Virginia World War II Veterans Appreciation Week and establishing the Commonwealth of Virginia World War II Veteran Honorary High School Diploma. The bill required the awarding of the honorary diplomas in accordance with guidelines developed by the Virginia Board of Education. The board's guidelines were adopted in July 2001.

The goal of this program is to recognize the sacrifices made by World War II veterans and to provide those who were unable to complete their high school education with an honorary high school diploma if they meet criteria specified by the Board of Education. The board's guidelines require a statement including an affirmation that the veteran was drafted or enlisted in the United States Armed Services and was unable to complete his or her education upon returning to civilian life.

The guidelines provide for the annual issuance of diplomas during Virginia World War II Veterans Appreciation Week and at other times on a case-by-case basis.

As a result of this program, approximately 240 honorary diplomas were issued during Virginia World War II Veterans Appreciation Week, September 3-7, 2001, and more than 60 additional diplomas have been awarded throughout the fall of 2001.

The Learning Environment

By affording *all* students the opportunity to learn to high standards, the board acknowledges that education takes place within a community, a school division, and a school building, and it is within these environments that the Board of Education must continue serve to meet the needs of the diverse populations of the commonwealth.

Defining and Measuring Student Achievement

Virginia has raised student achievement by setting clear and measurable academic standards, and measuring progress in meeting those standards through regular testing.

Virginia Standards of Learning tests are administered in grades 3, 5, 8, and in high school. These criterion-referenced tests measure the achievement of individual students against objectives for knowledge and skills defined by the SOL. Results of SOL testing and also national testing indicate that efforts to reach the new learning and accountability standards are working.

Since the first year of SOL testing in 1998, student achievement has increased on all tests, including double-digit increases on 23 of the assessments. The improvement in 2001 was most pronounced on end-of-course tests that students are now taking to earn credit toward a high school diploma. For example:

- ◆ In Algebra I, the percentage of students passing was 74 percent in the spring of 2001, a gain of nine points over the 2000 rate and a 34-point increase since 1998, the first year of SOL testing.
- ◆ The statewide pass rate for Algebra II was 74 percent, a gain of 16 points over the 2000 rate and a 43-point improvement since 1998.
- ◆ The geometry pass rate was 73 percent, a gain of six points over the 2000 pass rate and 21 points since 1998.
- ◆ In English/Reading, 82 percent of students passed, a gain of 10 points since 1998.
- ◆ In English/Writing, 84 percent of students passed, up 13 percentage points from 1998.

Passing rates for each SOL test are shown for each year in the table on page 28. These pass rates do not include high school students who passed tests after participating in remedial programs.

Verified Achievement

The Stanford Achievement Test Series, Ninth Edition (Stanford 9) and the National Assessment of Education Progress (NAEP) are used by the commonwealth to compare the performance of Virginia students against the performance of students in other states and in the nation as a whole. The Stanford 9 and NAEP function as external, objective checks on the effectiveness of the SOL in raising student achievement. Both of these testing programs show that student achievement in Virginia has increased since the mid-1990s. Students who have received the full benefit of the SOL made the greatest gains in achievement when compared with testing during previous years.

Stanford 9

The Stanford 9 tests are administered annually and measure achievement in reading, language, and mathematics. Unlike Virginia's SOL tests, the Stanford 9 tests are "norm-referenced," meaning that student achievement is compared with a national average, represented by the 50th percentile. More than 263,000 Virginia students in grades 4, 6, and 9 took the Stanford 9 tests in the fall of 2000.

Virginia fourth and sixth graders posted nearly across the board gains in reading, language, and mathematics compared with Stanford 9 results from 1999. Virginia fourth graders advanced from the 57th to the 60th percentile in mathematics, the 57th to the 60th percentile in language, and the 52nd to the 53rd percentile in reading. Sixth graders made similar gains, advancing from the 62nd to the 65th percentile in mathematics and the 53rd to the 55th percentile in language. Sixth grade achievement in reading remained at the 59th percentile, well above the national average.

Statewide Spring 2001 SOL Passing Rates

SOL Test	1998 Passing Rate	1999 Passing Rate	2000 Passing Rate	2001 Passing Rate	Rate Change 1998-99	Rate Change 1999-00	Rate Change 2000-01	Rate Change 1998-01
Grade 3								
English	55	61	61	65	+6	0	+4	+10
Mathematics	63	68	71	77	+5	+3	+6	+14
History & Social Science	49	62	65	72	+13	+3	+7	+23
Science	63	68	73	74	+5	+5	+1	+11
Grade 5								
English: Reading, Literature, & Research	68	69	68	73	+1	-1	+5	+5
English Writing	65	81	81	84	+16	0	+3	+19
Mathematics	47	51	63	67	+4	+12	+4	+20
History & Social Science	33	46	51	63	+13	+5	+12	+30
Science	59	67	64	75	+8	-3	+11	+16
Computer Technology	72	81	85	82	+9	+4	-3	+10
Grade 8								
English: Reading, Literature, & Research	65	67	70	73	+2	+3	+3	+8
English Writing	67	70	76	75	+3	+6	-1	+8
Mathematics	53	60	61	68	+7	+1	+7	+15
History & Social Science	35	40	50	56	+5	+10	+6	+21
Science	71	78	82	84	+7	+4	+2	+13
Computer Technology	63	72	78	79	+9	+6	+1	+16
High School								
English: Reading, Literature, & Research	72	75	78	82	+3	+3	+4	+10
English Writing	71	81	85	84	+10	+4	-1	+13
Algebra I	40	56	65	74	+16	+9	+9	+34
Algebra II	31	51	58	74	+20	+7	+16	+43
Geometry	52	62	67	73	+10	+5	+6	+21
Earth Science	58	65	70	73	+7	+5	+3	+15
Biology	72	81	79	81	+9	-2	+2	+9
Chemistry	54	64	64	74	+10	0	+10	+20
World History I	62	68	75	83	+6	+7	+8	+21
World History II	41	47	60	65	+6	+13	+5	+24
World Geography	N/A	N/A	76	77	N/A	N/A	+1	N/A
U.S. History	30	32	39	47	+2	+7	+8	+17

NAEP

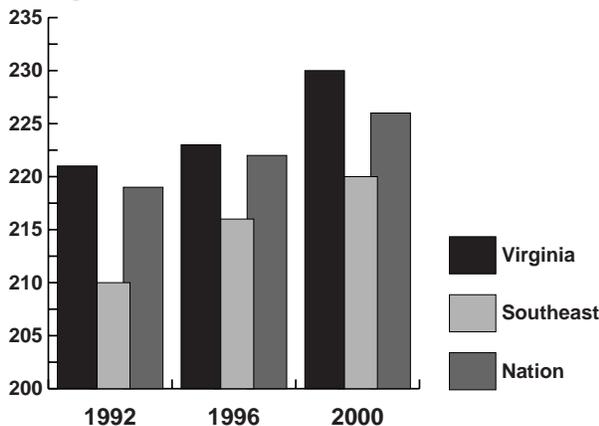
2000 NAEP State Mathematics Assessment

In August 2001, the National Assessment of Educational Progress (NAEP) released its report on state mathematics tests administered during the previous year, *The Nation's Report Card Mathematics 2000: Results for the Nation and the States*. For NAEP state assessments, a sample population of about 2,500 students in grades 4 and 8 is tested.

Virginia fourth and eighth grade students made noteworthy gains in mathematics skills compared with results from 1996, the last time the NAEP state assessments in mathematics were administered.

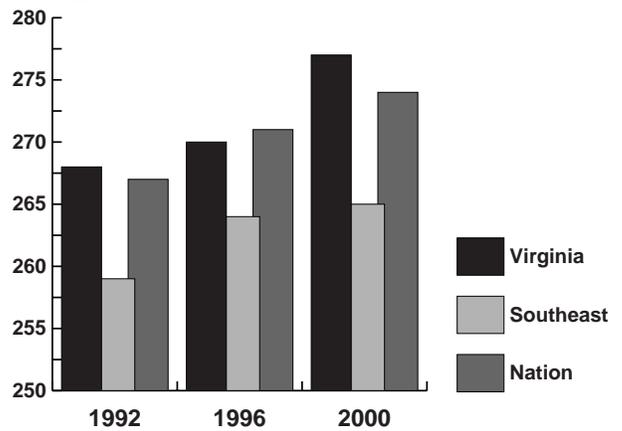
The average scale score of fourth grade Virginia students on the 2000 state NAEP test was 230 — a seven-point gain from 1996. Virginia's average fourth-grade score for 2000 was four points higher than the national average.

Average Mathematics Scale Scores: Grade 4



The average scale score of Virginia eighth graders in 2000 was 277 — also a seven-point increase from 1996. Virginia's average eighth-grade score was three points higher than the national average.

Average Mathematics Scale Scores: Grade 8

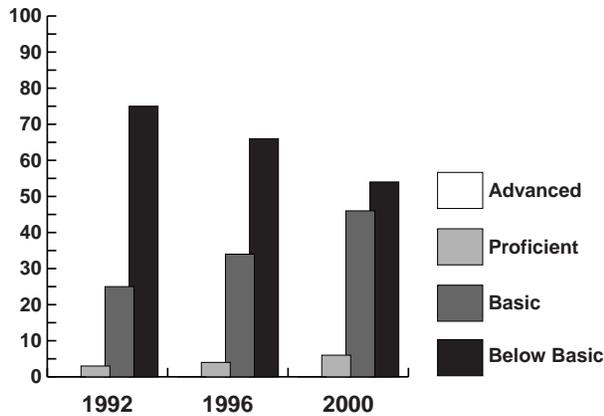


The percentage of Virginia fourth graders performing at or above what NAEP defines as the basic level of achievement rose to 73 percent in 2000, up from 62 percent in 1996 and 59 percent in 1992.

Virginia eighth graders made similar gains on the 2000 NAEP mathematics assessment. The percentage of Virginia students in grade 8 performing at or above the basic level in mathematics rose to 67 percent in 2000, up from 58 percent in 1996 and 57 percent in 1992.

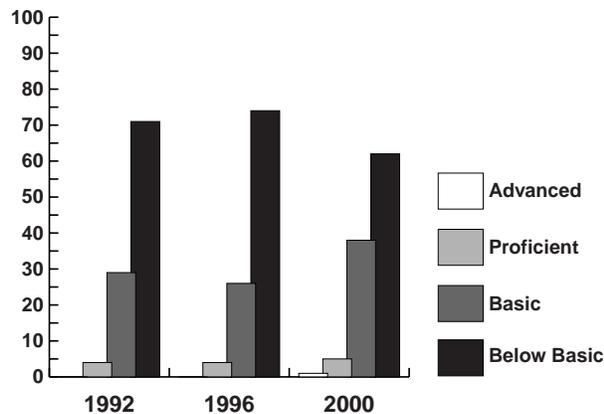
The performance of African-American fourth graders in Virginia improved markedly on the 2000 NAEP state assessment in mathematics: 46 percent rated at or above basic achievement, up from 34 percent in 1996, and 25 percent in 1992.

NAEP Mathematics Achievement Levels of African-American Students: Grade 4



Of eighth grade African-American Virginia students, 38 percent rated at or above basic achievement, up from 26 percent in 1996, 29 percent in 1992, and 26 percent in 1990.

NAEP Mathematics Achievement Levels of African-American Students: Grade 8

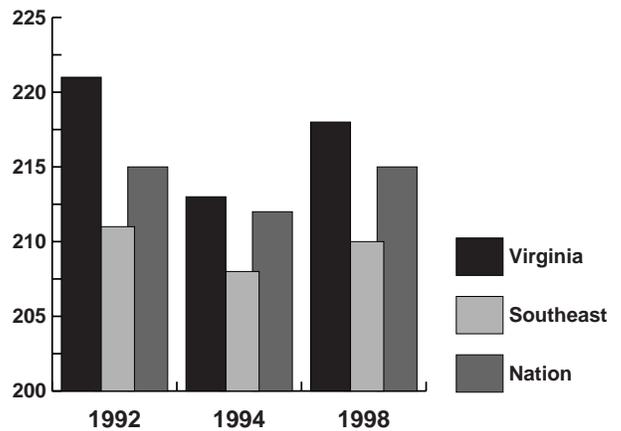


1998 NAEP State Reading Assessment

The state NAEP reading assessment was administered in Virginia to a sample of 2,602 students in grade 4 and a sample of 2,493 students in grade 8. Results from these tests also indicated a marked improvement in student achievement since the mid-1990s.

Virginia fourth graders earned an average scale score of 218 in reading on the 1998 NAEP, five points above their achievement in 1994. This gain made up most of the ground lost between 1992 and 1994, when Virginia's fourth grade NAEP reading score fell eight points.

Average Reading Scale Scores: Grade 4



The average reading score of Virginia eighth graders on the 1998 NAEP was 266, five points higher than the national average (1998 was the first year students in grade 8 participated in the NAEP state reading assessment).

Average Reading Scale Scores for 1998: Grade 8

Group	1998
Virginia	266
Southeast	258
Nation	261

NAEP introduced a writing test for eighth graders in 1998. Virginia students earned a score of 153, 10 points above the average for states in the southeast, and five points higher than the national average. Only one other state had a higher score in eighth-grade writing than Virginia.

Advanced Placement

Further evidence of rising student achievement in Virginia can be found in the increase in the number of high school students in the commonwealth taking college-level courses and qualifying for college credit through examinations such as Advanced Placement (AP) tests. The performance of students on AP examinations is considered a key measure of a state's success in raising student achievement.

The number of Virginia high school students who took AP examinations jumped by more than 2,500 in 2001. The number of AP exams taken by Virginia students who qualified for college credit by earning a score of "3" or better also rose significantly.

This year 31,598 Virginia high school students took at least one AP exam in 2001, an 8.9 percent increase over the previous year's total of 29,016. Of the 56,144 examinations taken in 2001, 34,379 received a grade of "3" or better, generally qualifying students for college credit. This represents an increase of 6.9 percent over 2000.

The number of African-American Virginia public school students taking at least one AP examination rose 9.1 percent, from 1,984 in 2000 to 2,164 in 2001. Of the 3,315 AP exams taken by African-American public school students, 1,138 received a grade of "3" or better — an increase of 1.2 percent.

In February 2001 the National Education Goals Panel cited the improved performance of Virginia students on AP examinations as clear evidence that the commonwealth has made significant progress in raising student achievement. In its annual report, *Promising Practices: Progress Toward the Goals 2000*, the panel listed Virginia as first among the 50 states in performance on AP examinations.

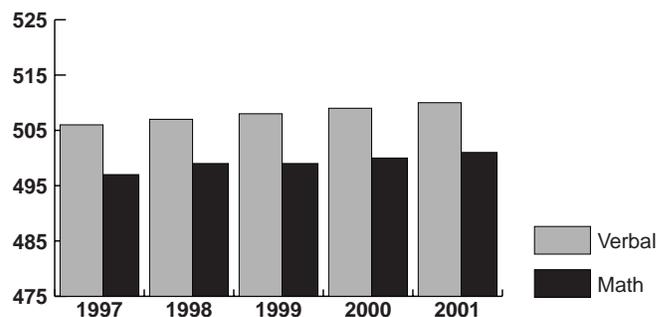
SAT

The performance of Virginia high school seniors on Scholastic Aptitude Tests (SAT) also improved in 2001.

The average score of Virginia seniors on the verbal portion of the SAT-1 test was 510, compared with 509 in 2000, 508 in 1999, 507 in 1998 and 506 in 1997. The average verbal score of Virginia seniors in 2001 was 4 points higher than the national average of 506.

The performance of Virginia seniors also improved on the mathematics portion of the test. The average mathematics score rose to 501 in 2001, compared with 500 in 2000, 499 in 1999 and 1998, and 497 in 1997. While the average mathematics score of Virginia seniors has risen 5 points since 1996, it remains below the national average of 514.

Average Score of Virginia Students on SAT I for 1997-2001



Public Involvement

The board has sought to build and maintain confidence in Virginia's school reform initiative by making sure that parents and other stakeholders have access to accurate and understandable information about the commonwealth's academic standards and assessment program. The Board of Education actively solicits the views of students, parents, teachers, administrators, and other stakeholders as it seeks to refine Virginia's public education program.

Accountability Advisory Committee

In 2000, the board established the Accountability Advisory Committee through an expansion of the role of the existing Standards of Learning Test Advisory Committee. The existing committee was renamed and given the responsibility for advising the board on matters affecting student and school accountability. The committee is comprised of representatives from school boards, school divisions, the Virginia PTA, the Virginia Association of Elementary School Principals, the Virginia Education Association, elected officials, representatives of the business community, and others.

The committee has made several recommendations on adjustments to the proposed Standards of Accreditation (SOA) to accommodate the needs of students while maintaining the board's commitment to high academic standards. The board incorporated the following recommendations in the adopted SOA:

- ◆ Expedited re-testing for students taking SOL tests for verified credit
- ◆ Substitution of board-approved tests for the SOL tests
- ◆ Limitation of the Modified Standard Diploma to special education students

SOL Test Technical Advisory Committee

In September 1999, the Board of Education announced the appointment of an independent, five-member committee of nationally recognized testing experts to advise the board on technical matters related to the Standards of Learning tests. The Standards of Learning Test Technical Advisory Committee reports annually to the board on the validity and reliability of the SOL tests and presents recommendations for changes.

The committee presented its first report to the board in November 2000. After studying Virginia's tests and testing program, the committee concluded that the Standards of Learning (SOL) tests meet or exceed nationally accepted reliability standards for standardized assessments. The committee described evidence supporting the reliability of the SOL tests as a measure of student achievement as "solid" and "typical of high quality assessments." The committee noted that the Virginia Department of Education and its testing contractor are following standard procedures for the design and implementation of state testing programs.

The committee also found that acceptable methods were used to set performance standards for students on the SOL tests. Students taking SOL tests fall into three categories based on performance: "Advanced," "Proficient," and "Did Not Pass." The committee determined that the methods used to set these standards are acceptable for multiple-choice assessments, such as the SOL tests. The committee added that the evidence indicates that the methods have been appropriately implemented. Based on its analysis of testing data, the advisory committee concluded that the performance classifications accurately reflect subject mastery and knowledge. The Standards of Learning Test Technical advisory committee continues to meet and advise the board on technical aspects of the commonwealth's SOL testing program.

Commitment to an Open Process

The quality of public education depends in large measure on the level of public involvement in our schools. Parents, teachers, students, employers, institutions of higher learning, and taxpayers all have a stake in raising student achievement; and all are entitled to have their views heard and considered. The Board of Education is committed to fulfilling its constitutional responsibilities in an open and inclusive manner that is sensitive to the needs and aspirations of all Virginians.

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In Remembrance of Jennifer C. Byler



The Board of Education and Department of Education mourn the passing of board member Jennifer C. Byler, who, along with her daughter Sarah, died May 6, 2001 in a boating accident in the Chesapeake Bay. Board of Education President Kirk T. Schroder made the following statement concerning the death of board member Jennifer C. Byler:

“I cannot express the great sense of loss that I, along with my fellow board members, feel with the unexpected passing of Jennifer and her daughter, Sarah. Jennifer was a passionate and dedicated board member who took great pride in her public service. She accomplished much on the board, especially as co-chair of the Accountability Advisory Committee. That committee, comprised of parent, education, and business representatives, has done very important work for the implementation of Virginia’s education reform. Jennifer provided outstanding leadership for this very diverse group and shared in its success. She was a great contributor on the board and never hesitated to express her views and engage in thoughtful debate. She believed in what she was doing. Her accomplishments also were in the issues that people never read about in the papers but are still important to public education. Suffice to say that public education lost a friend today.”

On a personal level, I lost my board classmate. The Governor appointed Jennifer and me in 1998. The true mark of a person is how they conduct themselves in difficult times instead of the easy ones. Jennifer always found time, especially in difficult periods, to call me and offer her words of encouragement. After tough meetings, Jennifer would come up to me and say with a big smile and laugh, ‘remember in the big scheme of things, this is not what is really important.’ Jennifer was a genuine and sincere person who cared deeply about children. When you serve on a body like the Virginia Board of Education, where the work is intense and at times very challenging, you quickly become family with fellow board members. Jennifer was family to her fellow board members. We will miss her dearly.”

Appendix:

Substitute Tests for Verified Credit

Standards of Learning Substitute Tests for Verified Credit

English Substitute Tests

English: Writing

- AP English Language and Composition
- IB English (Higher Level)
- IB English (Standard Level)
- SAT II Writing
- Test of English as a Foreign Language (TOEFL)
- Advanced Placement International English Language (APIEL)
- Cambridge International Examinations: English Language (GCE-AS)
- Cambridge International Examinations: IGCSE English as a Second Language
- ACT: Writing Subtest
- WorkKeys: Writing
- AP English Literature and Composition+

English: Reading Literature/ Research

- AP English Literature and Composition
- IB English (Higher Level)
- IB English (Standard Level)
- Test of English as a Foreign Language (TOEFL)
- Cambridge International Examinations: Language and Literature in English (IGCSE)
- Cambridge International Examinations: IGCSE English as a Second Language
- ACT: Reading Subtest
- AP English Language and Composition++

+The AP Literature and Composition test may be used as a substitute for both the English:Reading/Literature/Research and the English:Writing tests. Students may use the AP Literature and Composition test to earn two English verified units of credit.

++The AP Language and Composition test may be used as a substitute for both the English:Writing and the English:Reading/Literature/ Research tests. The AP Language and Composition test may be used to earn two English verified units of credit.

Mathematics Substitute Tests

Algebra I

- CLEP College Algebra
- IB Math Studies (Standard Level)
- IB Math Methods (Standard Level)
- SAT II Math IC
- SAT II Math IIC
- AP Calculus
- Cambridge International Examinations: Further Mathematics (AICE)
- Cambridge International Examinations: Mathematics (AICE)
- Cambridge International Examinations: Further Mathematics (A Level)
- Cambridge International Examinations: Additional Mathematics (IGCSE)
- Cambridge International Examinations: Mathematics (IGCSE)
- ACT: Mathematics Subtest
- IB Mathematics (Higher Level)

Algebra II

- IB Math Studies (Standard Level)
- IB Math Methods (Standard Level)
- SAT II Math IC
- SAT II Math IIC
- AP Calculus
- Cambridge International Examinations: Further Mathematics (AICE)
- Cambridge International Examinations: Mathematics (AICE)
- Cambridge International Examinations: Further Mathematics (A Level)
- Cambridge International Examinations: Additional Mathematics (IGCSE)
- IB Mathematics (Higher Level)

Geometry

- Cambridge International Examinations: Mathematics (IGCSE)
- ACT: Mathematics Subtest
- IB Mathematics (Higher Level)
- IB Math Studies (Standard Level)
- IB Math Methods (Standard Level)
- SAT II Math IC
- SAT II Math IIC
- AP Calculus

Science Substitute Tests

Earth Science

Cambridge International Examinations: Environmental
Science, GCE - AS Level
AP Environmental Science

Biology

AP Biology
SAT II Biology E & M
CLEP General Biology
IB Biology (Higher Level)
IB Biology (Standard Level)
Cambridge International Examinations: Biology, GCE - A Level
Cambridge International Examinations: Biology, GCE - AS Level
ACT: Science Reasoning Subtest

Chemistry

AP Chemistry
SAT II Chemistry
CLEP General Chemistry
IB Chemistry (Higher Level)
IB Chemistry (Standard Level)
Cambridge International Examinations: Chemistry,
GCE - A Level
Cambridge International Examinations: Chemistry,
GCE - AS Level
ACT Science Reasoning Subtest

History and Social Science Substitute Tests

US History

AP US History
CLEP History of US I and II
SAT II American History
IB US History (Higher Level)

World History from 1000 AD

SAT II World History
AP World History
AP European History
IB History of Europe

World History to 1000 AD

SAT II World History

World Geography

AP Human Geography
Cambridge International Examinations: IGCSE Geography
Cambridge International Examinations: GCE - AS Level
Cambridge International Examinations: GCE - A Level

Student-Selected Tests for Verified Credit

Student-Selected Tests in Computer Science/Technology: Examinations

Advanced Placement Computer Science A
Advanced Placement Computer Science AB
College Level Examination Program (CLEP): Information Systems and Computer Applications
International Baccalaureate Computer Science (Standard Level)
International Baccalaureate Computer Science (Higher Level)

Student-Selected Tests in Technology (Career and Technical Education): Certifications

A+ Certification
Accredited Legal Secretary (ALS)
Air Conditioning Installation Technician
Air Conditioning Service Technician
Air Distribution Installation Technician
Air Distribution Service Technician
Automotive Technician (ASE)
Certified Computer Service Technician (CST)
Certified Customer Service Specialist (CSS)
Certified Electronics Technician (CET) Associate
Certified Hospitality Supervisor (CHS)
Certified Internet Webmaster Associate
Certified Internet Webmaster Application Developer
Certified Internet Webmaster E-Commerce
Certified Internet Webmaster Enterprise Specialist
Certified Internet Webmaster Internetworking Professional
Certified Internet Webmaster Security Professional
Certified Internet Webmaster Server Administrator
Certified Internet Webmaster Site Designer
Certified Medical Assistant (CMA)
Certified Novell Administrator
Certified Novell Engineer
Certified Satellite Dish Installer
Child Development Association (CDA) National Credential
Cisco Certified Networking Associate (CCNA) - Routing and Switching
Cisco Certified Networking Associate (CCNA) - WAN Switching
Collision Repair and Refinishing Technician (ASE)
Consumer Electronics Certification (CEC)
Damage Analysis and Estimating Certification (ASE)
Developer for Java 2 Platform
Emergency Medical Technician
Engine Machinist (ASE)

Enterprise Architect for Java 2 Platform
Fiber Optics Installer Certification (FOIC)
Gas Furnace Installation Technician
Gas Furnace Service Technician
Heat Pump Installation Technician
Heat Pump Service Technician
Hospitality Skills Certification - Front Desk Agents
Hospitality Skills Certification - Restaurant Servers
Hospitality Skills Certification - Room Attendants
i-Net+ Certification
Java Programmer for Java 2
Machining Skills - Level 1
Medium and Heavy Duty Truck Technician (ASE)
Metalforming Skills -Level 1
Microsoft Certified Database Administrator (MCDBA)
Microsoft Certified Professional + Internet (MCP+I)
Microsoft Certified Professional + Site Building (MCP+Site Building)
Microsoft Certified Solution Developer (MCSO)
Microsoft Certified Systems Engineer (MCSE)
Microsoft Certified Systems Engineer + Internet (MCSE+I)
Microsoft Office User Specialist (MOUS)
Network+ Certification
Nurse Aide
Oil Furnace Installation Technician
Oil Furnace Service Technician
Oracle Application Developer
Oracle Database Administrator (DBA)
Outdoor Power Equipment Certifications
Parts Specialist - Automobile or Medium/Heavy Truck
School Bus Technician (ASE)
SENSE Training Program Certifications (Welding)

Student-Selected Tests in Technology (Career and Technical Education): Licenses

Cosmetology
Nail Technician
Practical Nursing
Real Estate Salesperson