

2002
***ANNUAL REPORT ON THE
CONDITION AND NEEDS
OF PUBLIC SCHOOLS IN VIRGINIA***

**PRESENTED TO
THE GOVERNOR AND
THE GENERAL ASSEMBLY**

JANUARY 6, 2003
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Executive Summary

The *2002 Annual Report on the Condition and Needs of the Public Schools in Virginia* provides a concise but comprehensive picture of the current condition and needs of the public schools. During the past several years, public schools throughout Virginia have overcome many challenges to educational progress. This has truly been a team effort involving the Governor, the General Assembly, educators, parents, and communities. Strong leadership, hard work, and perseverance have moved many Virginia schools forward. The members of the Board of Education are grateful for this cooperative effort and have the confidence that all schools have the capacity for continuous improvement and academic excellence.

The *2002 Annual Report on the Condition and Needs of the Public Schools in Virginia* points out that Virginia's students are performing better academically as a result of the statewide school improvement efforts. Substantial gains have been made in key subject areas on the standardized tests that are designed to measure performance against Virginia's learning standards. Students have begun to show impressive gains on national tests that are designed to measure skills and content. Schools, too, are improving. Statewide, the overall performance of schools has improved steadily since 1998, the first year of the Standards of Learning testing. In fact, many schools have already reached the long-term performance goal of full accreditation.

This annual report also describes some of the challenges facing our public schools and our students. For at least the near future, Virginia will experience unprecedented fiscal stress at the state level. In the face of tight fiscal resources, we are mindful that our school improvement efforts have been in place long enough that we can see not only results, but also the most persistent needs and problems. For example, Standards of Learning scores show that at Grade 3, the reading pass rate has improved by 17 percentage points over the past five years, but more than one in four children still cannot pass the Grade 3 reading test. In Grade 8, by which time children should be proficient readers, nearly one in three still are failing the Standards of Learning reading test. The lack of more substantial progress in reading is unacceptable, especially given the significant financial resources that the commonwealth has devoted over the past six years to programs such as the Early Reading Intervention program.

Though improvement is seen with each year's testing, there remains a persistent and troubling achievement gap among groups of students. Virginia demographic data show increases in our special populations during the past few years: special education, students with limited English proficiency, and gifted students. Many of these students need costly, intensive instructional support to succeed in school. As required by the Virginia *Code*, this report lists the schools and school divisions that report noncompliance with some of the most basic requirements of schools and school divisions contained in the Standards of Quality and the Standards of Accreditation.

Another challenge that Virginia's schools face is the need to recruit, hire, train, and retain highly qualified teachers for all of Virginia's public school classrooms. Even though the average Virginia teacher salary is ranked twenty-fourth among the 50 states, we must redouble efforts to attract and retain a high quality work force, especially in light of the new *No Child Left Behind* requirements.

As a key part of the Board of Education's efforts to engage local officials in the upcoming revisions of the Standards of Quality, the Board held a series of 10 public hearings in 2002. Local school and community leaders spoke candidly of their concerns about the condition and needs of public schools. The major recommendations raised in these hearings are summarized in the text of this report.

The *2002 Annual Report on the Condition and Needs of Public Schools in Virginia* is intended to be viewed along with two additional documents: the Board of Education *Six-Year Plan: 2003-08* and the *Six-Year Plan for Technology*. Together, these three documents provide a comprehensive view of the Board's six-year priorities, the condition and needs upon which the priorities are based, and the future direction and needs of our system of public education.

The members of the Board of Education are committed to the goal of high academic achievement for all students. Our students can be competitive, and many objective measures indicate that is true. Virginians should be proud that our schools, our students, and our teachers have stayed the course.

The Board of Education's focus in 2002

During 2002, the Board of Education focused its efforts on five major priorities:

- Engaging the public and educators in identifying the conditions and needs of the public schools in order to prepare and prescribe revised Standards of Quality.
- Continuing to update and improve the Standards of Learning content and program.
- Implementing the requirements of the *No Child Left Behind Act of 2001* smoothly and with minimal disruption to the local schools.
- Developing an action plan to enhance the K-12 teaching profession in Virginia.
- Developing an action plan to improve instruction in reading and developing reading skills in children.

Highlights of progress: measuring success

This is a time to celebrate the tens of thousands of parents, teachers, local educators, and community leaders who have been working hard to transform Virginia's school improvement efforts into reality. Their hard work has resulted not just in the implementation of new programs, but also in measurable improvements in student learning. The real reform—breathing life into high student achievement expectations—takes place, or does not take place, in each individual school building and classroom staffed by a highly qualified, well trained teacher and with the support of parents and the community at large.

Virginia's school improvement programs are not new. These programs are now a key part of the day-to-day work of Virginia's classroom teachers, administrators, and students. The performance results help teachers identify areas of academic strengths, as well as areas in which students are lagging behind. The evidence is clear: Virginia's children are now performing at higher levels than they were seven years ago when the reform effort began.

Standards of Learning statewide test results:

In 2002, students posted strong scores on all of the high school-level Standards of Learning tests taken to earn verified units of credit towards a high school diploma. Students achieved pass rates of 70 percent or more on each of the 12 high school-level tests, which are administered at the end of the corresponding courses. Pass rates exceeded 80 percent on four of the tests, including pass rates of 86 percent on the reading and writing tests, which are the only two Standards of Learning tests this year's freshmen, sophomores, and juniors are required to pass in order to graduate.

Continuing a five-year trend of forward movement, Virginia students' results improved on 23 of the 28 Standards of Learning tests given in elementary, middle, and high school in the core academic areas of English, mathematics, science and history/social studies. In 1998, the first year Standards of Learning tests were given, only five of the 27 tests administered in that year had passing rates of

70 percent or higher. During 2002, pass rates were 70 percent or higher on all but one of the 28 Standards of Learning tests (a high school world geography test was added in 2000). The following tables show the Standards of Learning pass rates on each test and show the trends over time, 1998-2002.

English: Pass Rates						
SOL Test	1998	1999	2000	2001	2002	Change: 1998-2002
Grade 3	55%	61%	61%	65%	72%	+17
Grade 5	68%	69%	68%	73%	78%	+10
Grade 5 Writing	65%	81%	81%	84%	84%	+19
Grade 8	65%	67%	70%	73%	69%	+4
Grade 8 Writing	67%	70%	76%	75%	76%	+9
English EOC	72%	75%	78%	82%	86%	+14
Writing EOC	71%	81%	85%	84%	86%	+15

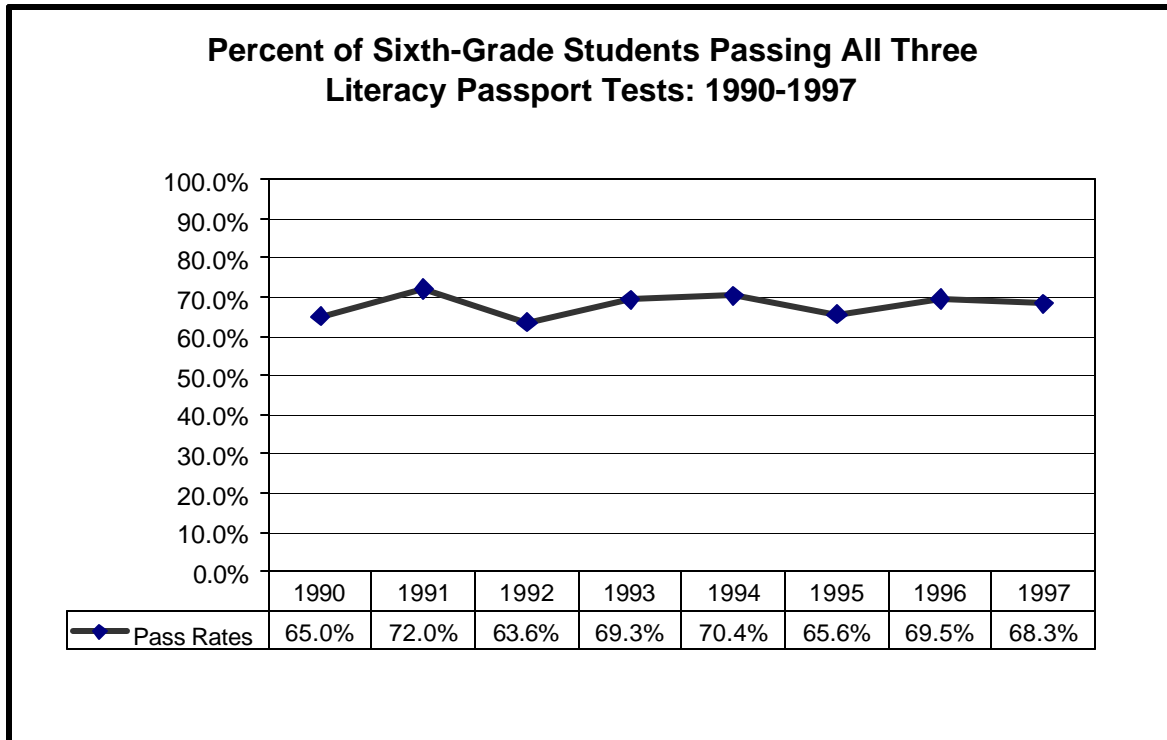
Mathematics: Pass Rates						
SOL Test	1998	1999	2000	2001	2002	Change: 1998-2002
Grade 3	63%	68%	71%	77%	80%	+17
Grade 5	47%	51%	63%	67%	71%	+24
Grade 8	53%	60%	61%	68%	71%	+18
Algebra I	40%	56%	65%	74%	78%	+38
Algebra II	31%	51%	58%	74%	77%	+46
Geometry	52%	62%	67%	73%	76%	+24

Science: Pass Rates						
SOL Test	1998	1999	2000	2001	2002	Change: 1998-2002
Grade 3	63%	68%	73%	74%	78%	+15
Grade 5	59%	67%	64%	75%	76%	+17
Grade 8	71%	78%	82%	84%	85%	+14
Earth Science	58%	65%	70%	73%	70%	+12
Biology	72%	81%	79%	81%	83%	+11
Chemistry	54%	64%	64%	74%	78%	+24

History & Social Science: Pass Rates						
SOL Test	1998	1999	2000	2001	2002	Change: 1998-2002
Grade 3	49%	62%	65%	72%	76%	+27
Grade 5	33%	46%	51%	63%	72%	+39
Grade 8	35%	40%	50%	56%	78%	+43
World History I	62%	68%	75%	83%	86%	+24
World History II	41%	47%	60%	65%	79%	+38
World Geography	n/a	n/a	76%	77%	74%	n/a
U.S. History	30%	32%	39%	47%	72%	+42

Computer/ Technology: Pass Rates						
SOL Test	1998	1999	2000	2001	2002	Change: 1998-2002
Grade 5	72	81	85	82	86	+14
Grade 8	63	72	78	79	76	+13

The Standards of Learning test results become even more relevant when put in a historical perspective. The Standards of Learning testing began in 1997-98 after several years of flat Literacy Passport Test (LPT) scores. The LPT program, which began in 1989-90, was the statewide performance test at that time, and it was administered to every sixth-grader. Each student was required to pass the basic literacy skills tests in reading, writing, and mathematics before being classified as a high school student.



Additional information on the results and implications of the Standards of Learning tests is given later in this report, including information on the statewide pass rates for minority students, limited English proficient students, and students with disabilities.

Virginia Alternative Assessment Program (VAAP) test results:

Administered for the first time in 2001, VAAP is designed to measure the achievement of students with severe disabilities who are unable to participate in the Virginia Standards of Learning assessments, even with appropriate accommodations. The results for 2001 showed that, overall, 82 percent of the students rated Proficient or above in at least one content area. The greatest percentage of students rated as needing improvement was at the middle school level. Results for 2002 show that, overall, the following percent of students taking the tests rated Proficient or above: 91 percent in English, 95 percent in mathematics; 93 percent in science; and 92 percent in History.

National Assessment of Educational Progress: The nation's report card:

In 2000, the National Assessment of Educational Progress (NAEP) released the latest grade 4 and grade 8 mathematics test scores. Virginia students made significant gains compared to the last NAEP mathematics test given in 1996 just as the Standards of Learning program was starting. Virginia fourth-graders made the *second greatest* improvement in the nation, and our eighth-graders made the *third greatest* improvement in the nation. Except for the 1996 eighth grade mathematics score (which was one point below the nation), Virginia students' scores in the NAEP mathematics tests have exceeded the national average in every year tested.

Key findings of the NAEP mathematics test in 2000:

For grade 4:

- The average score for students in Virginia was the highest ever.
- Students' scale scores in Virginia were higher than those in 22 jurisdictions, not significantly different from those in 19 jurisdictions, and lower than those in 4 jurisdictions.
- The percentage of students who performed at or above the *Proficient* level was 25 percent. This was greater than Virginia's percentage in 1996.
- In 2000, Caucasian students in Virginia had an average scale score that was higher than those of African-American and Hispanic students, but was not significantly different from that of Asian/Pacific Islander students.
- The average scale scores of Caucasian students in Virginia were higher in 2000 than in 1996. The average scale scores of Hispanic and Asian/Pacific Islander students in Virginia did not differ significantly in 2000 from in 1996.

For grade 8:

- The average scale score for students in Virginia was the highest ever
- Students' scale scores in Virginia were higher than those in 18 jurisdictions, not significantly different from those in 15 jurisdictions, and lower than those in 10 jurisdictions.
- The percentage of students who performed at or above the *Proficient* level was 26 percent. This was greater than Virginia's percentage in 1996.
- In 2000, Caucasian students in Virginia had an average scale score that was higher than those of African-American and Hispanic students, but was lower than that of Asian/Pacific Islander students.
- The average scale scores of Caucasian, African-American, Hispanic, and Asian/Pacific Islander students in Virginia were higher in 2000 than in 1992.

Key findings of the NAEP science test in 2000:

For grade 4:

- The average scale score for Virginia was higher than the average score across the nation.
- Students' scale scores in Virginia were higher than those in 24 jurisdictions, not significantly different from those in 17 jurisdictions, and lower than those in 2 jurisdictions.
- The percentage of students who performed at or above the *Proficient* level was 33 percent. This was greater than the national percentage (28 percent).

- In 2000, Caucasian students in Virginia had an average scale score that was higher than those of African-American and Hispanic students, but was lower than that of Asian/Pacific Islander students.

For grade 8:

- The average scale score for Virginia was higher than the average score for the nation, and did not differ significantly from Virginia's average score in 1996.
- Students' scale scores in Virginia were higher than those in 16 jurisdictions, not significantly different from those in 11 jurisdictions, and lower than those in 14 jurisdictions.
- The percentage of students who performed at or above the *Proficient* level was 31 percent. This did not differ significantly from the percentage of students nationwide performing at this level (30 percent).
- In Virginia, the percentage of Caucasian students performing at or above the *Proficient* level was greater than those of African-American and Hispanic students, but was not significantly different from that of Asian/Pacific Islander students.

In addition to the NAEP mathematics and science tests, NAEP tests were administered in 1992, 1994, and 1998 in grade 4 and grade 8 reading and in 1998 in grade 8 writing. Virginia gains on the NAEP tests in reading and writing have exceeded the national average in every year, except in 1994 when the reading score was below the national average.

Advanced Placement test results:

The number of Virginia high school students who took Advanced Placement (AP) examinations increased significantly this year and exceeded the national average. This year, the number of AP test takers rose by 10.1 percent over the previous year's total, and the number of African-American students taking at least one AP examination rose 12 percent in 2002. Sixty-four percent of Virginia's test-takers received a grade of 3 or better, generally qualifying students for college credit. This represents an increase of 15.3 percent over 2001.

The number of Virginia students taking AP tests rose from 13,919 in 1991 to 34,785 in 2002, of whom more than 87 percent (30,303) came from Virginia's public schools. In 2002, students in public schools received a grade of three or better on 33,430 of 53,778 (62 percent) examinations taken. This represents an increase of 15.2 percent over 2001.

During the years 1992-2002, there has been a steady increase in the total number of AP test takers. From 1992 through 1997 (before Standards of Learning assessments) primarily, "college bound" students were encouraged to take AP courses and exams. During more recent years (since Standards of Learning assessments), more students are encouraged to take AP courses and exams regardless of their college-related plans.

SAT-I test results:

The achievement of Virginia high school seniors on the mathematics portion of SAT-I (formerly known as the Scholastic Aptitude Test) increased significantly in 2002. The average mathematics score of Virginia seniors rose 5 points over last year. Since 1997, the average SAT mathematics score of Virginia seniors has increased by 9 points. The average score of Virginia seniors on the verbal portion of the SAT-I test was 6 points higher than the national average in 2002. However, the verbal scores lag behind the scores for mathematics. Since 1997, the average score of Virginia seniors on the verbal portion of the SAT-I has increased by 4 points.

Of the 50 states, 23 use predominately the SAT, rather than the ACT. Of these 23 states, Virginia now ranks first in the South and twelfth in the nation in the percentage of high school seniors taking the SAT-I. The state summary for SAT-I shows that the total number of the 2002 Virginia public school graduating seniors who took the SAT-I was 50,437. This was an increase of 1,672 test takers from the previous year (2001). This is 68 percent of the total number of graduating seniors in the commonwealth, compared with the national average of 46 percent. Since 1997, the number of Virginia seniors taking the SAT-I has risen by 6,450.

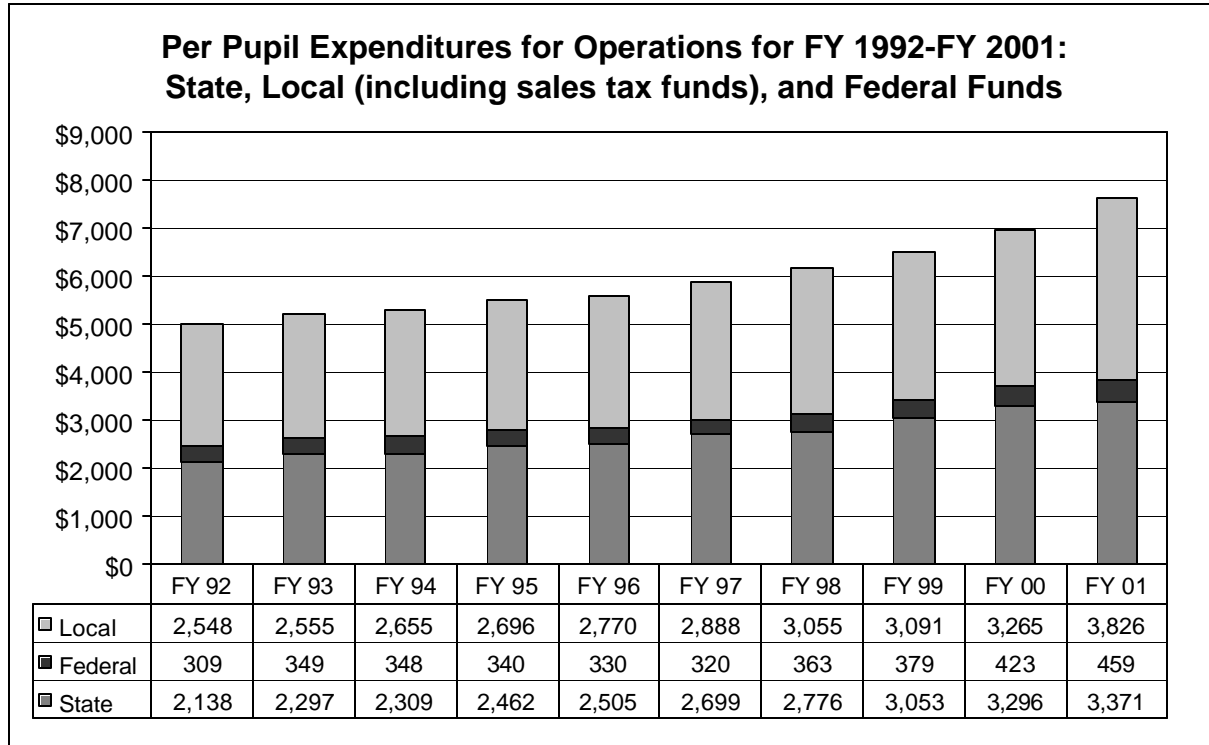
Twenty-seven states use predominately the ACT, and the number of Virginia students taking the ACT is steadily increasing. Almost 8,000 Virginia students took the ACT in 2001-02, an increase of 1,000 students from the previous year. The 2001-02 ACT scores did not change from the previous year, continuing a trend in which the scores remain essentially unchanged.

Stanford 9 statewide test results:

Virginia students achieved above the national average in reading, language, and mathematics on the 2001 Stanford Achievement Tests (Stanford 9). The performance of the commonwealth's fourth graders was particularly noteworthy. The achievement of Virginia fourth graders increased in all three content areas compared with results of tests given in 2000. Across the three grades tested, fall 2001 achievement was at or above the national average in 31 (94%) of the 33 *Stanford 9* subtests and content area totals. However, the statewide Stanford 9 test shows that test results are not improving in several areas: sixth-grade reading, ninth-grade mathematics, and ninth-grade reading scores have remained flat for the past three years.

A statistical portrait of Virginia's schools

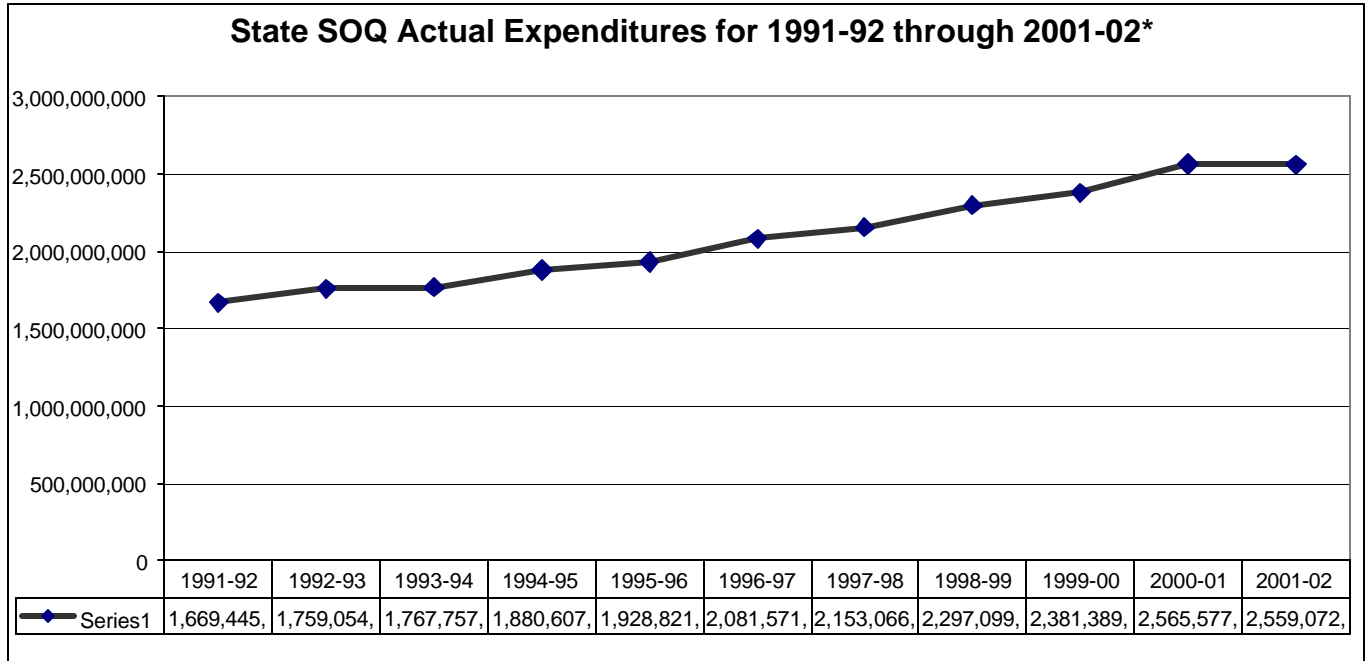
Per pupil funding for operations has increased during the past decade:



**Per Pupil Expenditures for Operations for FY 1992-FY 2001:
State, Local (including sales tax funds), and Federal Funds**

	End-of-Year ADM for Determining Cost Per Pupil ¹	Expenditures for Operations									
		Local		State		State Retail Sales And Use Tax ²		Federal		Total	
		Amount	Per Pupil	Amount	Per Pupil	Amount	Per Pupil	Amount	Per Pupil	Amount	Per ^{3,4}
FY 92	1,014,758	2,585,676,458	2,548	1,718,815,491	1,694	450,755,984	444	313,938,458	309	5,069,186,391	4,995
FY 93	1,023,594	2,615,018,532	2,555	1,876,041,836	1,833	474,975,808	464	357,217,380	349	5,323,253,556	5,201
FY 94	1,037,341	2,754,432,292	2,655	1,884,648,345	1,817	510,487,410	492	361,044,760	348	5,510,612,807	5,312
FY 95	1,052,260	2,837,289,848	2,696	2,041,083,742	1,940	549,259,762	522	357,348,705	340	5,784,982,057	5,498
FY 96	1,070,178	2,964,770,268	2,770	2,111,297,967	1,973	569,262,143	532	352,688,218	330	5,998,018,596	5,605
FY 97	1,085,483	3,135,300,523	2,888	2,325,805,818	2,143	603,682,175	556	347,118,039	320	6,411,906,555	5,907
FY 98	1,100,499	3,362,414,995	3,055	2,417,810,645	2,197	637,177,004	579	399,245,331	363	6,816,647,975	6,194
FY 99	1,113,346	3,441,615,327	3,091	2,713,859,595	2,438	685,019,176	615	421,987,012	379	7,262,481,110	6,523
FY 00	1,124,547	3,671,475,175	3,265	2,970,726,528	2,642	736,029,398	655	476,169,280	423	7,854,400,381	6,985
FY 01	1,129,738	4,322,342,023	3,826	3,044,827,068	2,695	764,112,224	676	518,944,839	459	8,650,226,154	7,657

¹ The Average Daily Membership (ADM) calculated at the end of the school year includes the ADM of pupils in the local school division and the ADM of resident pupils for whom tuition is paid to another local school division, regional special education center, private school, or state-supported institution. ² Sales Tax amounts for the fiscal year are determined by month of distribution, not month of collection. ³ Support by source may not equal total expenditures due to rounding. ⁴ Expenditures made by a school division for state-operated education programs (hospitals, clinics, and detention homes) that are located within the school division are not included in the total expenditures for operations for the school division.



*Includes: Basic Aid, Salary Supplement, Textbooks, Vocational Ed-SOQ, Gifted-SOQ, Special Ed-SOQ, Remedial Ed-SOQ, Remedial Summer School, Social Security, Group Life Retiree Health Care Credit. The reduction in VRS rates for Retirement and Group Life accounted for the decline in FY 2002.

The General Assembly funded the Early Reading Initiative, a program to help children who need extra help on early reading skills:

Statewide Number of Students Eligible to be Served by the Early Reading Initiative

Year	Number of Eligible Students-Statewide
FY 1998*	23,161
FY 1999*	23,067
FY 2000*	22,529
FY 2001**	48,992
FY 2002***	43,689
Projected FY 2003	34,755
Projected FY 2004	36,625

*Program offered at K and 1st grade, using grade 1 membership and free lunch eligibility.

**Program offered at K through 3rd grade, using K through 3rd grade membership and free lunch eligibility.

***Program offered at K through 3rd grade, calculated using k through 3rd grade membership and free lunch eligibility.

Note: In 2003 and 2004, the results of the Phonological Awareness and Literacy Screening test ("PALS") will be used for calculating the number of eligible students.

Graduates as a Percent of Ninth-Grade Membership Four Years Earlier

Note: No adjustments have been made to reflect the mobility of the population. The data do not include a count of students who transfer in or out of a school division.

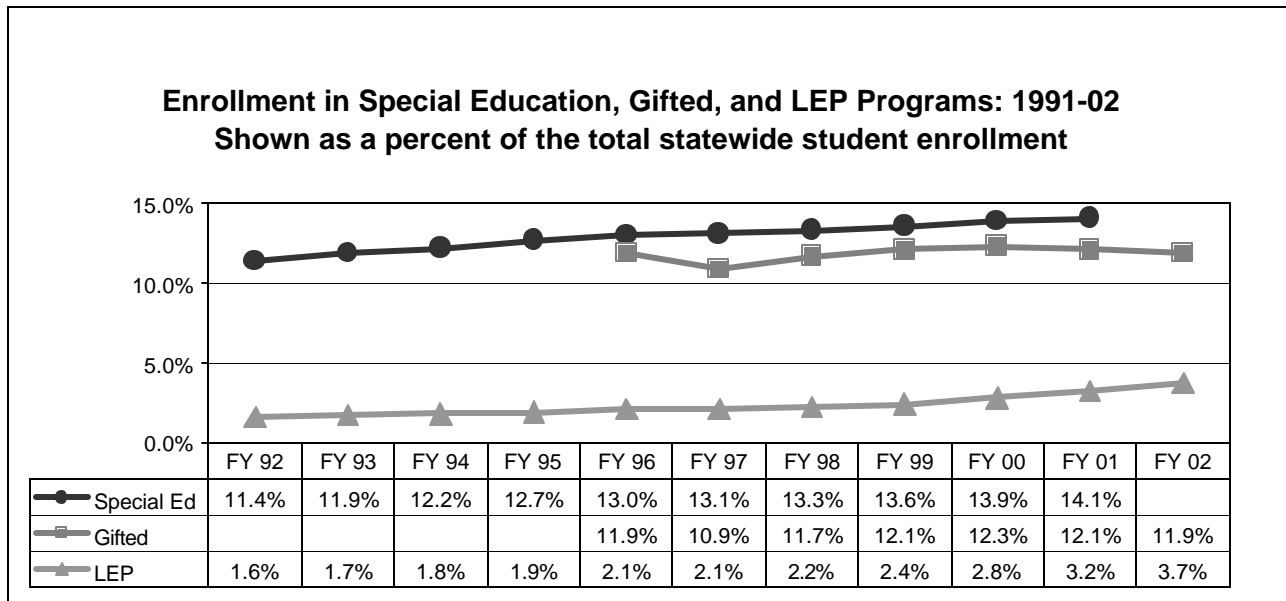
Year	Fall Membership in Ninth Grade for Four Years Earlier	Standard Diploma	Advanced Studies Diploma	Special Diploma	Certificate of Program Completion	GED Certificate	GED Certificate ISAEP	Modified Standard Diploma	Total Diplomas (Standard, Advanced Studies, Special, & Modified Standard Diplomas)	Percentage Earning Diplomas of Ninth Grade Mem'ship for Four Years Earlier
1992	77,504	31,882	25,456	540	769				57,878	74.7%
1993	76,717	31,241	25,707	792	523				57,740	75.3%
1994	77,522	29,954	26,186	571	716				56,711	73.2%
1995	81,088	29,914	28,346	642	742				58,902	72.6%
1996	77,797	29,015	29,153	800	697				58,968	75.8%
1997	80,328	29,254	31,333	878	793				61,465	76.5%
1998*	84,447	29,335	32,442	961	649	698			62,738	74.3%
1999	86,779	29,329	33,482	1,064	623	847			63,875	73.6%
2000	88,766	29,386	34,958	1,252	672	942	248		65,596	73.9%
2001	88,374	28,650	36,058	1,322	606	898	1,022	37	66,067	74.8%
2002#	89,818	32,543	31,991	1,724	599	714	1,316	216	66,474	74.0%

* Standards of Learning Testing began in this school year.

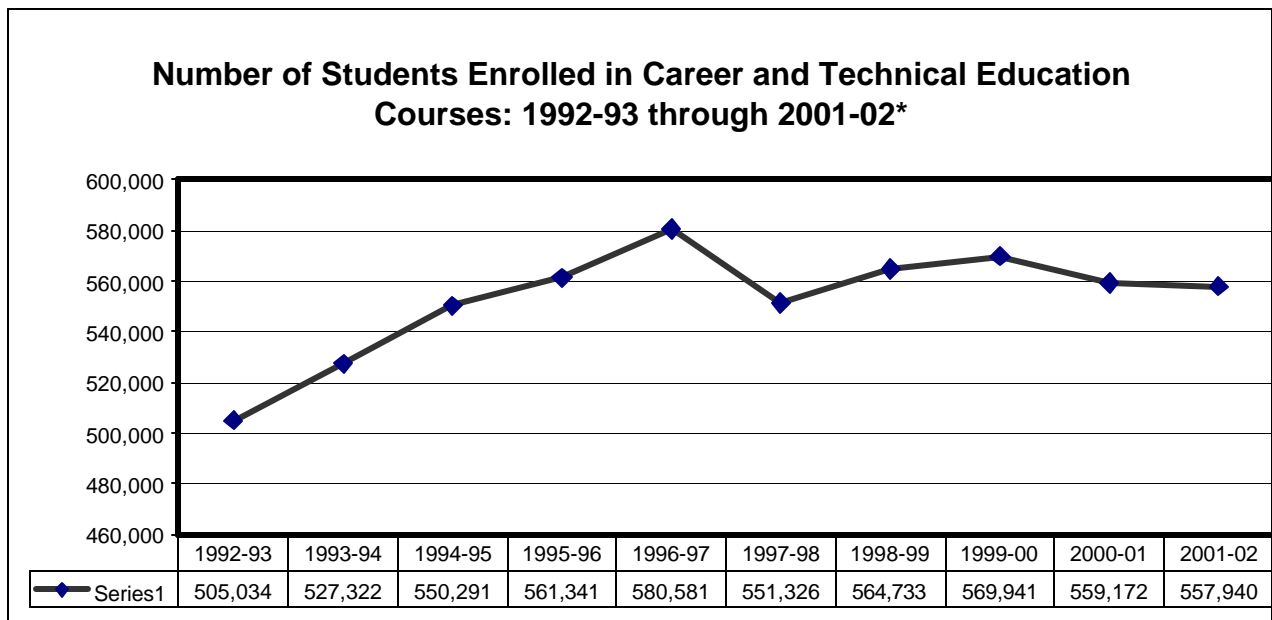
New coursework requirements for graduation, including successful completion of Algebra I, were in effect for first time.

Note: During 1991-92 through the current year, passing all three parts of the Literacy Passport Test has been a graduation requirement. The Standards of Learning end-of-course verified credit requirements apply in 2003-04. The Standards of Learning testing began in 1997-98, and the requirement that students successfully complete Algebra or above applied for the first time to the graduating class of 2002.

During the past decade, the percentage of students enrolled in special education and limited English proficient programs has increased; enrollment in gifted programs has remained relatively stable:



Enrollment in Career and Technical Education Programs increased from 1993 to 2002. In 1997-98, the enrollment dipped and has leveled out since that time:



*Note: Students may enroll in more than one Career and Technical course; therefore the figures shown on the chart reflect some students who are counted more than once.

In the coming years, Virginia must expand recruitment initiatives to attract competent, caring, and qualified teachers:

- In the past three years, the number of newly-hired instructional personnel has increased, as the following figures show.

1997	7,627
1998	9,517
1999	10,798
2001	9,507
2002	n/a
- Total number of instructional personnel statewide (teachers, administrators, etc.): 94,236.
- Total classroom teachers in Virginia: 88,609
- From 2000 to 2015, the commonwealth’s supply of teachers is expected to show a 4 percent decline, while its student population is expected to grow by 4 percent.
- In 2001, school divisions reported 4,136 vacancies and teachers instructing outside their area of endorsement, nearly triple the number in 1999.
- In 1989-90 the average teacher salary in Virginia ranked third among the 16 member states of the Southern Regional Education Board, behind only Maryland and Delaware; a decade later, Virginia’s position has fallen to fifth, behind two additional states, North Carolina and Georgia.

Virginia Average Classroom Salaries Vs. the National Average

Year	Va. Average (Actual)	Va. Percentage Change Over Prior Year	National Average	National Percentage Change Over Prior Year	National vs. Va. Dollar Difference	National vs. Va. Percentage Difference	Virginia National Ranking
1994-95	\$33,987	2.5%	\$36,802	2.9%	(\$2,815)	7.6%	26
1995-96	\$34,792	2.4%	\$37,560	2.1%	(\$2,768)	7.4%	27
1996-97	\$35,536	2.1%	\$38,554	2.6%	(\$3,018)	7.8%	26
1997-98	\$36,428	2.5%	\$39,477	2.4%	(\$3,049)	7.7%	26
1998-99	\$37,527	3.0%	\$40,582	2.8%	(\$3,055)	7.5%	26
1999-00	\$38,744	3.2%	\$41,702	2.8%	(\$2,958)	7.1%	25
2000-01	\$40,247	3.9%	\$42,929	2.9%	(\$2,682)	7.1%	24
2001-02	\$41,752	3.7%	\$44,499	2.7%	(\$2,748)	6.2%	24
2002-03 (est.)	\$43,173	3.4%	n/a	n/a	n/a	n/a	n/a

Sources: Virginia Department of Education: Schedule I from the 2001-02 Annual School Report and National Education Association (NEA): Rankings of the States, 2001 and Estimates of School Statistics, 2002, Updates

Condition and needs of the public schools identified by the public engagement process

The Board of Education spent much of 2002 in a coordinated outreach effort to identify the public's views on the condition and needs of the public schools statewide. As a part of this effort, the Board held 10 public hearings across the commonwealth on the Standards of Quality in April and May. One hundred-fifteen people spoke, and approximately 315 people attended the 10 hearings. Speakers included parents, teachers, school superintendents, representatives of educational organizations, local school board members, and local government officials, including members of boards of supervisors and city councils.

Major recommendations from the public hearings included:

- Additional funding for public education in general;
- Increases in salaries for teachers and administrators;
- Funding for school construction;
- Support for the JLARC recommendations and the recommendations from Virginia CARES;
- Technology funding and staffing;
- Reading specialists in every school;
- Elementary resource teachers in art, music, physical education, and health;
- Adult education and family literacy;
- Principals and assistant principals; and
- Additional support for students who are educationally at risk.

The Board also convened three public forums in April, May, and June, in which representatives from educational and local government organizations were given the opportunity to present recommendations to the Board and to engage in a discussion of the issues. The recommendations of these groups reflect the recommendations made during the public hearings. The following organizations participated in the forums:

- Virginia School Boards Association (VSBA)
- Virginia Association of School Superintendents (VASS)
- Virginia Consortium for Adequate Resources for Education (Virginia CARES)
- Virginia Association for Supervision and Curriculum Development (VASCD)
- Virginia Association of Elementary School Principals (VAESP)
- Virginia Association of Secondary School Principals (VASSP)
- Virginia Education Coalition
- Virginia Congress of Parents and Teachers (PTA)
- Virginia Education Association (VEA)
- Virginia Municipal League (VML)
- Virginia Association of Counties (VaCO)
- Education Coalition on Funding
- Directors of English as a Second Language (ESL) Programs

The Board also received written comments by mail. Most of the written comments were in support of additional school nurses and speech-language pathologists.

Following the public hearings, the Board's committee organized its review of the Standards of Quality into the following categories of need as defined through the public engagement process:

- Staffing standards, focusing especially on grades K-3 (including pupil-teacher ratios, maximum class size, staffing standards for principals and assistant principals, and resource teachers);
- Instructional programs (including preschool programs, adult and family literacy, English as a Second Language, and reading);
- Programs designed to close the achievement gap (including programs for students identified as "at-risk" and remediation programs);
- Programs and policies to attract, hire, and retain qualified educators (the SOQ committee will work with the Board's Committee to Enhance the Teaching Profession on this topic);
- Support services (including technology services, school nurses, and testing coordinators); and
- Technical changes and changes necessitated by the federal *No Child Left Behind Act*.

Condition and needs identified by state and national test results

Taking into account five years of Standards of Learning test results, as well as national indicators such as SAT and NAEP, it appears that the progress of Virginia students in mathematics has been significant forward movement. However, our student's progress in reading has not matched their progress in mathematics. SAT verbal scores have only improved by four percentage points since 1997. Stanford 9 scores have showed some forward movement in reading, but not enough. Our Standards of Learning scores show that at Grade 3, the reading pass rate has improved by 17 percentage points over the past five years, but more than one in four children still cannot pass the Grade 3 reading test. In Grade 8, by which time children should be proficient readers, nearly one in three still fail the Standards of Learning reading test.

In 2002, due to the Board's concern over the test results in reading and because of the importance of reading as a fundamental learning tool, the Board initiated a major study of early reading instruction in Virginia's public schools. Based on the findings and recommendations stemming from the study, the Board will develop an action plan to improve the reading skills of Virginia school children, especially those who are failing state reading tests. The action plan will be presented in the late fall of 2003.

From the very beginning, the goal of the Standards of Learning program has been to increase the achievement of all students, with extra help for those who have tended to fall behind. Test results show that much work needs to be done to close the gap in the achievement of Caucasian as compared to the achievement of Africa-American students, limited English proficient students, and students with disabilities. Even though the data show that Virginia is making substantial progress in closing the achievement gap, the gap is a concern for the members of the Board of Education and for school officials throughout the commonwealth.

The achievement of African-American students improved on 22 of the 28 Standards of Learning tests administered during the spring of 2002 when compared with results from the previous year. The achievement gap between the performance of African-American students and students as a whole narrowed on 19 of the tests as black students made strong gains in English and mathematics.

The tables below include the pass rates on several Standards of Learning tests for African-American, Hispanic, and Caucasian students. These student groups represent the largest number of students within the ethnicity categories. Additional tables are contained in Appendix A to show test results for American Indian/Alaskan Native, Asian/Pacific Islander, ethnicity unknown students.

English End-of-course: Reading: Pass Rates						
Ethnicity	1998	1999	2000	2001	2002	Change: 1998-2002
African-American	55	59	62	70	76	+21
Hispanic	64	69	69	74	79	+15
Caucasian	77	80	84	87	90	+13

Algebra I: Pass Rates						
Ethnicity	1998	1999	2000	2001	2002	Change: 1998-2002
African-American	20	36	44	59	64	+44
Hispanic	33	49	60	68	72	+39
Caucasian	46	62	72	80	83	+37

Grade 3 English: Pass Rates						
Ethnicity	1998	1999	2000	2001	2002	Change: 1998-2002
African-American	33	42	42	46	55	+22
Hispanic	50	59	49	53	59	+9
Caucasian	64	69	69	73	79	+15

Grade 3 Mathematics: Pass Rates						
Ethnicity	1998	1999	2000	2001	2002	Change: 1998-2002
African-American	40	45	49	59	65	+25
Hispanic	61	67	61	70	73	+12
Caucasian	73	77	81	85	87	+14

Grade 5 English: Reading: Pass Rates						
Ethnicity	1998	1999	2000	2001	2002	Change: 1998-2002
African-American	47	48	47	55	62	+15
Hispanic	64	64	57	63	68	+4
Caucasian	76	78	77	80	85	+9

Grade 5 Mathematics: Pass Rates						
Ethnicity	1998	1999	2000	2001	2002	Change: 1998-2002
African-American	24	27	40	46	53	+29
Hispanic	41	47	54	58	61	+20
Caucasian	54	59	72	75	79	+25

In 1998, the first year of Standards of Learning testing, only 55 percent and 54 percent of African-American students passed the English reading and writing tests, respectively. These tests, which most students take during their junior year, are the only two Standards of Learning tests most students in the classes of 2004, 2005, and 2006 must pass to earn a Standard Diploma. Students may retake Standards of Learning tests as many times as necessary to graduate.

The performance of Hispanic students in 2002 is noteworthy. Hispanic students improved their performance on 20 of the 28 Standards of Learning tests, when compared with 2001 results. The achievement gap between the Hispanic students and students as a whole narrowed on nine tests, including the two end-of-course English tests required for graduation. Seventy-nine percent of the Hispanic students who took the end-of-course English reading test passed, compared with 75 percent in 2001 and 64 percent in 1998. The pass rate for Hispanic students on the high school English writing test increased three points, from 77 percent to 80 percent. In 1998, 63 percent of the Hispanic students who took the end-of-course writing test passed.

Students that do not speak English, regardless of ethnicity, have great challenges in achievement. For all groups of limited English proficient (LEP) students, performance on the Standards of Learning tests is lagging behind their peers. In 2001, for grades 3, 5, and 8, LEP students' pass rates on the Standards of Learning tests range from a low of 28 percent (eighth grade History) to a high of 67 percent (fifth grade English/writing). These pass rates do not include the LEP students who receive a waiver from Standards of Learning testing. The percent of LEP students in grades 3, 5, and 8 who received a waiver in 2001 ranged from 27 percent to 49 percent of the LEP population across the tests given at grades 3, 5, and 8. The table below shows the percent of LEP students passing the Standards of Learning tests and the percent of the LEP enrollment in each grade that was exempted from testing.

Additional information on the statewide passing rates for non-LEP and LEP students may be seen in Appendix A.

**Limited English Proficient Students:
Standards of Learning Test Pass Rates and Percent Receiving Waivers:
Spring 2000 and 2001**

SOL Test	Grade	Percent LEP Students Passing 2001	Percent LEP Students Passing 2000	Percent LEP Students Receiving Waivers 2001*	Percent LEP Students Receiving Waivers 2000*
Mathematics	3	66%	56%	27%	28%
History	3	55%	42%	29%	30%
Science	3	54%	50%	29%	29%
English	3	45%	40%	31%	31%
Mathematics	5	50%	45%	28%	28%
History	5	39%	27%	23%	21%
Science	5	52%	37%	31%	30%
English RLR	5	50%	39%	31%	30%
English Writing	5	67%	60%	28%	30%
Mathematics	8	56%	50%	37%	46%
History	8	28%	25%	49%	61%
Science	8	65%	60%	45%	56%
English RLR	8	43%	39%	47%	58%
English Writing	8	49%	51%	45%	58%

* Compared to the total statewide number of LEP students in grade

There is also an achievement gap in the performance of students with disabilities and their nondisabled peers. The table below shows examples of the extent of this achievement gap. Appendix A contains more detailed test results.

Statewide Passing Rates: Nondisabled and disabled students: 2000-2002

SOL Test	<u>Nondisabled</u> <u>Disabled</u>		<u>Nondisabled</u> <u>Disabled</u>		<u>Nondisabled</u> <u>Disabled</u>	
	2000		2001		2002	
Grade 3 English	63	33	68	35	74	48
Grade 3 Mathematics	74	48	80	52	83	58
Grade 5 Eng:Reading	72	41	76	45	81	54
Grade 5 Mathematics	67	33	71	36	75	42
Grade 8 Reading	74	34	78	36	76	31
EOC: Read.	81	40	85	43	89	54
Algebra I	68	33	77	40	81	49
US History	41	17	50	20	74	43

Condition and needs identified by Academic Review Teams

The findings of the review teams point to the condition and needs of Virginia's schools that are struggling the most—the ones rated *Accredited with Warning*. The academic review process provides the school with detailed information about four important areas: curriculum alignment with the Standards of Learning; use of time and school scheduling practices; use of data in making instructional and planning decisions; and professional development.

In 2001-2002 the on-site reviewers found that the area of curriculum alignment was most often an area of improvement in schools rated *Accredited with Warning*. Specifically, they found that schools needed to better align classroom instruction with Standards of Learning content and skills. For a second consecutive year, use of data to make instructional and planning decisions was also cited as an area of improvement. Reviewers suggested that schools establish systems for collecting and analyzing data on a regular basis and to use those analyses for evaluating program implementation; monitoring classroom instructional practices; determining degree of implementation of strategies cited in school improvement plans; and identifying effective strategies for improving student achievement.

School division compliance with the Standards of Quality

Each year, staff members of the Department of Education collect self-assessment data from school divisions on their compliance with the provisions of Sections 22.1-253.13:1 through 22.1-253.13:8 of the *Code of Virginia* (Standards of Quality or SOQ). The information compiled provides the basis for the Board of Education to analyze the extent to which the SOQ have been achieved for inclusion in its Annual Report to the Governor and General Assembly on the condition and needs of public education in the commonwealth required by Section 22.1-18 of the *Code*.

Appendix B contains a complete listing of the current Standards of Quality for the public schools, together with a justification for each particular standard, how long each standard has been in its current form, and whether the Board recommends any change or addition to the Standards of Quality.

Where divisions indicate less than full compliance with the standards, corrective action plans for the noncompliance items are required. According to the corrective action plans submitted by school divisions reporting areas of noncompliance, the majority of the noncompliance items will be corrected by the time this report is issued. Follow-up will be conducted during the 2002-03 school year.

Twenty-eight school divisions reported noncompliance with one or more of the requirements of the Standards of Quality for the 2001-02 school year. For each area of noncompliance, the school divisions submitted corrective action plans. See Appendix C for a list of school divisions reporting noncompliance. The areas of noncompliance are as follows

Standard 1: Basic skills, selected programs, and instructional personnel:

The second most frequently cited deficiency last year (2000-01) was noncompliance with the standard that requires a local school board to report annually to the public on or before January 1 the division's pupil-teacher ratio in elementary schools.

Standard 3: Accreditation, other standards and evaluation:

Standard 3 of the Standards of Quality requires that local school boards maintain schools accredited in accordance with standards adopted by the Board of Education. This is interpreted to mean rated *Fully Accredited*. Although most school divisions do not have all of their schools rated *Fully Accredited*, few reported this as a noncompliance issue. The cities of Falls Church, Lexington, and Poquoson, along with the town of West Point were the only school divisions that had all of their schools rated *Fully Accredited* in the 2001-02 school year.

Standard 6: Planning and public involvement:

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 divisions indicated that their six-year plans were in various stages of revision or development.

Standard 7: Policy manual:

The standard that requires a review of each division's policy manual and announcement of its availability to the public was the second most cited area of noncompliance. Most divisions reported that they subscribe to the policy service offered by the Virginia School Boards Association (VSBA) and that policies were reviewed on an on-going basis in board meetings. Most provided evidence to support this practice, but few provided evidence that the policy manual was reviewed with the input of teachers, parents, and other concerned citizens.

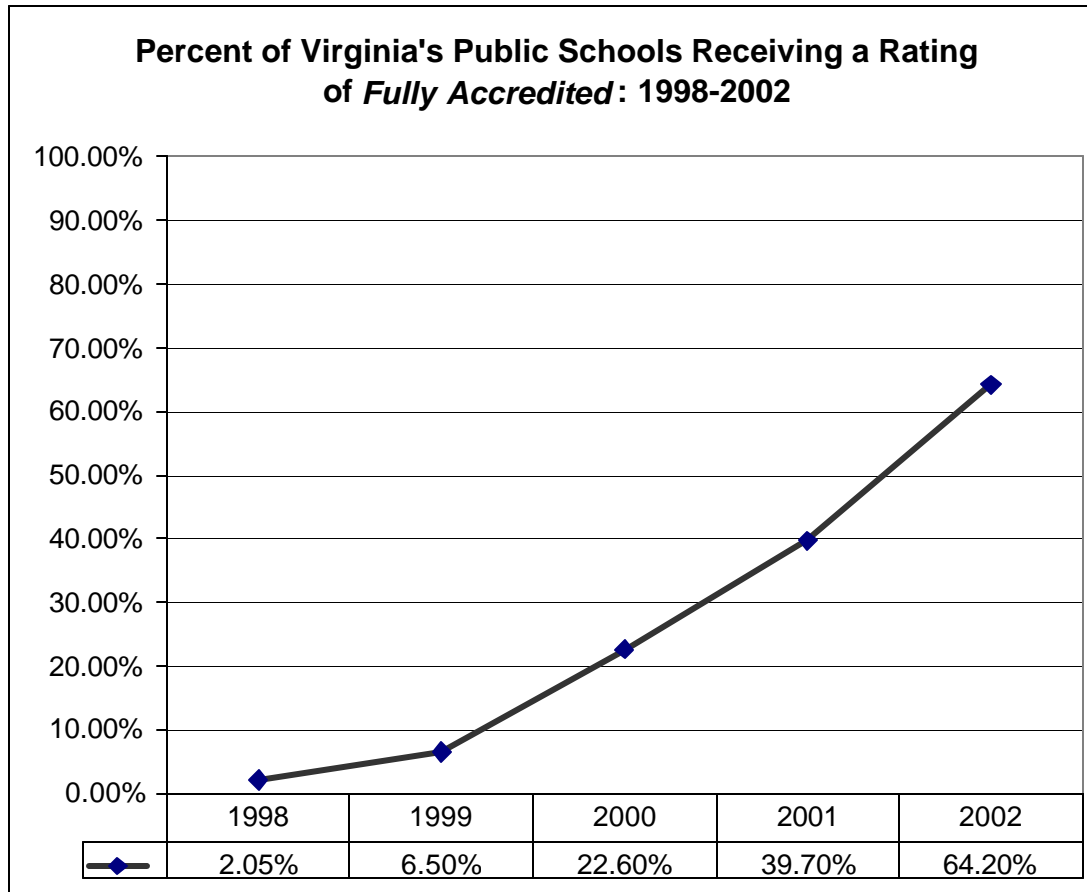
Standard 8 of the Standards of Quality gives the Board of Education the authority to seek compliance with the Standards of Quality through the Office of the Attorney General if a division continues to fail to comply with any standard. No such action is required for the 2000-01 school year.

The state Board of Correctional Education and the Department of Correctional Education, although not a local school board or education agency subject to the requirements of the Standards of Quality, have developed an extensive plan to meet all of the requirements of these standards.

Accreditation status of the public schools: 2001-02

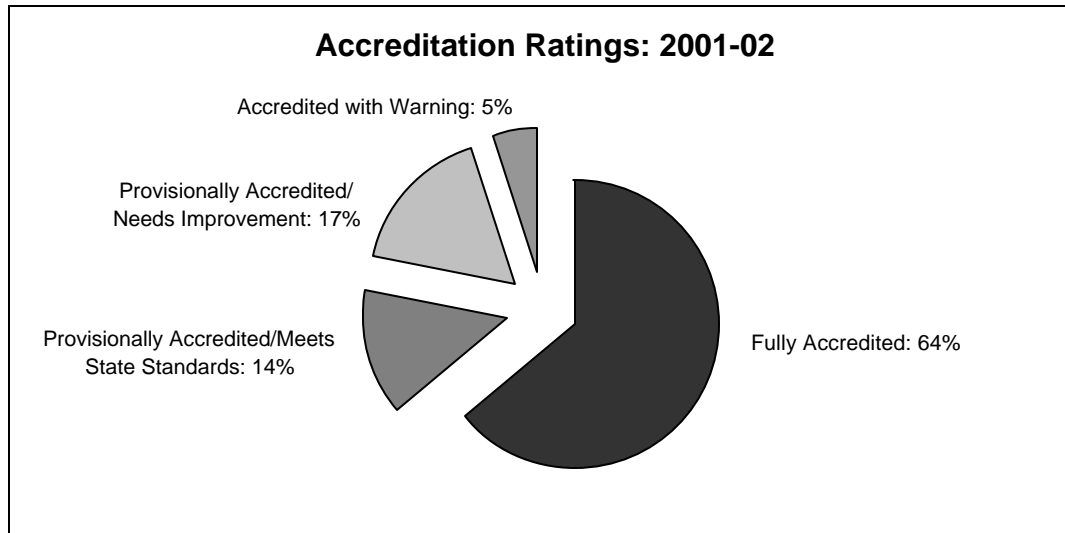
Students in nearly eight out of ten Virginia schools met or exceeded state achievement goals on Standards of Learning tests in English, mathematics, history and social science, and science administered during the 2001-02 school year.

In 2002, 64 percent, or 1,175, of the commonwealth's 1,830 schools, met or exceeded the standard for full accreditation. Last year, 40 percent, or 731 of the state's public schools, met the eventual standard for full accreditation. Fourteen percent, or 257 of the state's public schools, fell short of full accreditation but met or surpassed annual achievement benchmarks established by the Board of Education.



Results for 2001-02 show that:

- 1,175, or 64 percent, of Virginia's schools are *Fully Accredited*.
- 257, or 14 percent, are rated as *Provisionally Accredited/Meets State Standards*, meaning that student achievement at these schools either met or exceeded 2002 progress benchmarks in English, mathematics, history/social science, and science.
- 312 schools, or 17 percent, are rated as *Provisionally Accredited/Needs Improvement*, meaning that student achievement in the four core subject areas on tests administered during 2001-02 was within 20 points of the annual progress benchmarks. Last year, 420 schools received this rating.
- 85 schools, or five percent, are *Accredited with Warning*. Achievement in these schools on the 2001-02 Standards of Learning tests was 20 points or more below the annual benchmarks. Last year, 130 schools, or 7 percent, were *Accredited with Warning*.



All schools rated *Accredited with Warning* are required to undergo an academic review by a team of specialists from the Department of Education. Each reviewed school must submit a three-year improvement plan to the department. Schools rated *Accredited with Warning* in English or mathematics must adopt and implement instructional strategies with proven track records of raising student achievement approved by the Board of Education.

The accreditation ratings for Virginia’s public schools outlined above are based on the achievement of students on Standards of Learning assessments and approved substitute tests administered during the summer and fall of 2001 and the spring of 2002 in English, mathematics, history and social science, and science or on an average of achievement during the three most recent years. The results of tests administered in each subject area are combined to produce overall passing percentages in English, mathematics, history and social science, and science.

Accreditation ratings also may reflect adjustments made for schools that successfully remediate students who initially fail reading, writing, or mathematics tests. Adjustments also may be made for students with limited English proficiency and for students who have recently transferred into a Virginia public school.

The schools that received the rating of *Accredited with Warning* are listed in Appendix D.

Impact on schools of the requirements of the *No Child Left Behind Act of 2001*

On January 8, 2002, the revised Elementary and Secondary Education Act (ESEA) was signed into law. The revised ESEA, referred to as the *No Child Left Behind Act* (NCLB), represents the most significant federal education policy initiative in decades. The NCLB Act builds on the foundation of the ESEA and preserves the prior legislation’s basic framework of standards, assessments, and accountability. The new legislation requires states to expand the scope and frequency of student testing, revamp the accountability systems, and guarantee that every classroom is staffed with a

highly qualified teacher by 2005-2006. The legislation also requires states to demonstrate annual progress in raising the percentage of students who are proficient in reading and math, and in narrowing the achievement gap between advantaged and disadvantaged students.

The impact on school divisions and schools is significant. The provisions of NCLB reaffirm the school improvement initiatives begun in Virginia a few years ago. Thus, many of the legislation's requirements are already woven into the day-to-day fabric of our schools and their programs of assessment and instruction. The five NCLB performance goals are:

- All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics by 2013-2014.
- All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- By 2005-2006, all students will be taught by highly qualified teachers.
- All students will be educated in learning environments that are safe, drug free, and conducive to learning.
- All students will graduate from high school.

A cornerstone of NCLB is determining whether the state, school divisions, and schools make Adequate Yearly Progress (AYP) in improving student achievement. Making AYP means that all students and four subgroups (economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and students with limited English proficiency) meet state-established "targets" for student performance on statewide assessments and other indicators.

Appendix E contains additional details regarding the key Adequate Yearly Progress requirements placed on local school divisions.

To meet the requirements of the NCLB Act, states must develop annual assessments aligned with the state's content standards. Beginning with the 2005-2006 school year, states are required to assess reading/language arts and mathematics every year from third through eighth grade, as well as at least once in the tenth through twelfth grades. Beginning with the 2007-2008 school year, states must administer a science assessment annually in at least one grade in each of the following grade spans: 3-5, 6-9, and 10-12. The NCLB Act further requires that at least 95 percent of the children enrolled in the state and at least 95 percent of students in each major subgroup participate in the assessments.

Beginning with the school year 2002-2003, states and school divisions are required to issue annual report cards to the public. The state report card must include aggregate information on student achievement and disaggregated achievement data by gender, economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, students with limited English proficiency, and migrant students. The report cards must also include: a comparison of achievement levels among subgroups, the percentage of students not tested, two-year trends in student achievement; information on the professional qualifications of teachers, and other indicators used to determine Adequate Yearly Progress.

The NCLB Act of 2001 places major emphasis upon teacher quality as a factor in improving student achievement. Title I of the ESEA requires that all teachers of core academic subjects hired after the first day of the 2002–2003 school year and teaching in a program supported with Title I, Part A, funds be “highly qualified.” States are required to develop plans with annual measurable objectives that will ensure that all teachers who teach in core academic subjects are highly qualified by the end of the 2005-2006 school year. “Highly qualified” in this context means that the teacher: (1) holds full state licensure as a teacher, including licensure through alternate routes; and (2) teaches only in the area or areas of endorsement. “Highly qualified” applies to all teachers working in core academic subjects by the end of the 2005-2006 school year. The legislation defines the following areas as core academic subjects: English, reading or language arts, mathematics, science, foreign language, civics and government, economics, arts, history, and geography.

The Board of Education responds: Programs to meet the needs of schools and students

The Board of Education, keenly aware of the conditions and needs of our public schools, has put in place many new and effective school improvement programs during the past several years. Addressing the conditions and needs as identified through the recent public engagement process, the highlights of Board actions include the following initiatives and programs.

Attracting, hiring, and retaining qualified educators:

To ensure that Virginia has a supply of qualified teachers in the future, the Board of Education and the State Council of Higher Education for Virginia established the Committee to Enhance the K-12 Teaching Profession. The action plan developed by this committee will help efforts to increase the pool of highly qualified personnel and to support the teachers who are already in the school systems. Virginia recently received a \$13.5 million federal grant, which will be used to implement the committee’s action plan. The work of this committee, with the resources provided by the federal grant, will be a tremendous boost to the teaching profession in Virginia.

Other actions include the identification of teacher shortage areas, expansion of the career switcher and alternative routes to licensure, setting standards governing the issuance of a license to individuals holding a local eligibility license, setting the passing scores for Praxis II beginning teacher assessment in content areas, adopting new provisions for the licensure regulations, and the regulations for approved teacher preparation programs.

Instructional programs to meet individual needs:

Board actions included revising the Standards of Learning in several core content areas, all geared to making the Standards of Learning program a better and more effective tool for student learning. The Board placed special emphasis on developing policies and programs to help schools meet the individual needs and special circumstances of a diversity of students, such as non-English speaking, special education, GED students, career and technical students, and adults.

Keeping the Standards of Learning up-to-date:

The Board has recently revised the Standards of Learning in mathematics and history and social science. The English and science standards are being reviewed. The Board is also reviewing new English Language Proficiency (ELP) Standards of Learning for Limited English Proficient (LEP)

Students. In the past two years, revised Standards of Learning in the fine arts, foreign language, health and physical education, and driver education have also been approved by the Board.

Resources for classroom teachers:

Within the past two years the Board of Education and the Virginia Department of Education have worked to provide classroom teachers with helpful resources. Among the resources developed and distributed are the *Sample Scope and Sequence Guides* for K-12 courses in English, mathematics, science, and history and social science. Instructional models that have proven to be successful with low-achieving students were approved, and a Leadership Development Curriculum was adopted.

A firm foundation for reading:

Recognizing the seminal importance of reading, the Board of Education's Committee to Implement the *No Child Left Behind Act* has initiated a comprehensive study of reading and reading instruction in Virginia's public schools. The recommendations from the study will be instrumental in influencing policies such as new teacher licensure standards in reading, new content and performance standards in English Standards of Learning, and other instructional initiatives.

Adult education and literacy:

Services for the adult learner included basic literacy programs, adult secondary programs, English for speakers of other languages, and skill-based programs in the workplace. Also, the Board of Education has established the Advisory Committee on Adult Education and Literacy to help the Board stay focused on the needs of adults and those who will benefit from family literacy programs.

Appropriate recognition for Career and Technical Education:

At the urging of the Governor, and in recognition of the rigorous content of the career and technical certification exams, the Board approved guidelines for awarding differentiated numbers of verified credits for career and technical education certification and licensure examinations. This enables students who pass a board-approved certification or licensure examination to earn one or two student-selected verified credits in career and technical education, depending on the course of study taken in preparation for the examination.

The Board gave added flexibility to school divisions to address the individual student needs regarding the Standards of Learning testing program. In a major policy move, the Board approved the provisions for the local award of verified credit for transition students. Also, the Board continues to review and revise the extensive listing of substitute tests available for earning verified credit, expedited retesting, and unlimited retests. With the use of substitute tests and examinations for certification and licenses, students-especially those in the transition years who have not had the full benefit of the Standards of Learning program-have multiple options for earning the verified credits needed for high school graduation (Appendix F).

Academic Review program:

The Board continues to refine the Standards of Learning, assessment, and accreditation programs. Actions include expanding the academic review programs for struggling schools, and putting remediation programs in place to help students. The Academic Review teams monitor schools rated *Accredited with Warning* in specific academic areas as required under the amended accreditation standards.

Remediation programs:

In 2000, the Board of Education established a voluntary Remediation Recovery Program that provides accreditation credit for schools that successfully remediate students who initially failed the Standards of Learning tests in English and mathematics.

Special education programs:

During the past three years, programs for special education students were improved by establishing the Modified Standard Diploma, implementing the Virginia Alternative Assessment Program, and refining the special education complaint appeal procedures. The Board set guidelines for the participation of students with disabilities in the assessment component of Virginia's accountability system and devised an alternative Standards of Learning assessment and evaluation program for students with disabilities.

Support from the Governor and General Assembly

The Governor's PASS program:

In light of the pressing needs expressed by school divisions, the Board of Education is gratified that Governor Mark R. Warner has developed and initiated a comprehensive effort to improve student achievement. The Governor's Partnership for Achieving Successful Schools (PASS) was launched by Governor Warner to improve student achievement in Virginia's lowest academically performing schools. The PASS program will assist 117 academically warned schools statewide with a comprehensive plan to marshal community and business support. These schools, which have been Accredited with Warning due to student performance on Standards of Learning exams, will receive enhanced services from visiting academic review teams consisting of principals, teachers and retired educators. In addition, the Governor has designated 34 of these schools as PASS Priority Schools. They will receive additional intervention and follow-up to track the progress made by students, teachers, and administrators. The PASS program also places emphasis on building productive partnerships with the school and the community.

Standards of Learning technology initiative:

In addition to the General Assembly's support in providing increased basic aid and categorical funding for public education, the General Assembly has provided funding for an important technology initiative. The Board of Education is gratified by the support of the General Assembly for this important program. The intent of this initiative is to use Web-enabled systems to improve Standards of Learning instructional, remedial, and testing capabilities of high schools. The General Assembly provided funding for this program in order to achieve three general goals in each high school: provide student access to computers with a ratio of one computer for every five students; create Internet-ready local area network capability in every school; and assure adequate high speed, high bandwidth capability for instructional, remedial, and testing needs.

Next steps

The challenge in 2003 is to maintain the momentum by deepening the commitment to excellence, opportunity, and accountability. Our school improvement efforts have been in place long enough for us to see not only the results, but also the most persistent needs and problems. These efforts come at a time of an unprecedented state budget shortfall and an increasingly diverse student population, all of which combine to challenge our schools to continue their movement toward high academic achievement for all children. Restricted budgets, at the state and local levels, are a major concern for the schools and school leaders.

In 2003, the Board of Education will prescribe new Standards of Quality for public schools. These standards are subject to revision only by the General Assembly. More than a decade has elapsed since the last major review of the Standards of Quality. During 2002, one of the major tasks of the Board has been to conduct a comprehensive review of the Standards of Quality and to engage the public in identifying the condition and needs of our public schools and—most especially—the needs of the students enrolled in them. This report has described many of these efforts.

The members of the Board of Education are aware that, while the overall progress of our students and our schools is impressive, a closer look at performance results reveals much work to be done. The needs of our public schools are diverse and complex, requiring not only creativity in times of fiscal stress, but also a renewed dedication to excellence. We see pressing future needs of public education, including the following:

- While the percentage of students performing at the lowest levels has declined dramatically, more students should be reaching the top levels.
- Virginia's students have made steady progress in reading, but we must do better in the years to come. Plus, the NCLB legislation and the Standards of Learning accountability effort at the state level emphasize improvement in students' reading skills.
- While the Standards of Learning test performance of minority students, students with disabilities, and limited English proficient (LEP) students has shown significant improvement, the performance of these children is still lagging.
- While some schools have made continuous and dramatic improvements, others have been unable to sustain gains.
- While teacher education programs and professional development programs have improved, some teachers—both new and experienced—feel that they are poorly prepared in some respects to meet the rigorous challenges of our Standards of Learning program and the demands of an increasingly diverse student population.

The members of the Board of Education are dedicated to helping to maintain the progress that schools and students have made in recent years. Our schools are not yet where we want them to be in terms of student achievement, and a lot of work is still to be done. But we are headed in the right direction.

Appendix A:
Virginia Standards of Learning Assessments
1998-2002

The Virginia Standards of Learning assessment tables show the pass rates for the Standards of Learning Tests for 1998-2002. The results are shown in percent passing.

The tables may be viewed on the Virginia Department of Education's web page:
www.pen.k12.va.us/VDOE/Assessment/2002SOLpassrates.html

APPENDIX B

The Standards of Quality

Section 22.1-18 of the Code of Virginia, as amended by the 2002 General Assembly (HB 884, Hamilton and SB 350, Howell) specifies that the Board of Education's annual report "...shall include a complete listing of the current standards of quality for the Commonwealth's public schools, together with a justification for each particular standard, how long each such standard has been in its current form, and whether the Board recommends any change or addition to the standards of quality." This appendix is in response to that requirement, and includes a summary of the most recent changes to each standard. The Board of Education is currently reviewing the standards of quality, and plans to present its recommendations to the General Assembly in its November 2003 annual report.

Standard 1 provides the authorization to the Board of Education to establish the Standards of Learning, and requires local school boards to implement the Standards of Learning or educational objectives that are equivalent or exceed them. It establishes the requirement that local school boards develop and implement a program of instruction for grades K-12, and specifies the subject areas to be included. It establishes required pupil-teacher ratios and maximum class sizes. It also addresses career and technical education; programs of prevention, intervention, and remediation for students educationally at risk; and for the early identification of gifted students and disabled students, and for their enrollment in appropriate instructional programs. Standard 1 was last amended in 2002:

- Chapter 837 (SB 334, Wagner): Modifies the existing requirement for local school boards to develop plans for career and technical education to provide for the input of area business and industry representatives and local community colleges in the plan's development.

Standard 2 establishes the requirement that school boards must provide support services necessary for the operation and maintenance of schools, and requires the Department of Education to provide technical assistance. Standard 2 was last amended in 1997:

- Chapter 282 (HB 1859, Bennett): Requires the Department of Education to provide local school divisions with technical assistance in the design of summer school programs and other forms of remediation.

Standard 3 authorizes the Board of Education to promulgate the standards of accreditation, and requires local school boards to maintain schools that meet the standards of accreditation. It authorizes the Board to establish course and credit requirements for graduation, and to prescribe Standards of Learning assessments and other assessments, including end-of-course and end-of-grade Standards of Learning tests for English, mathematics, science, and history and social science. Standard 3 was last amended in 2002:

- Chapter 101 (HB 159, Lingamfelter): Directs the Department of Education to make available and maintain a website enabling public elementary, middle and high school

educators to submit recommendations for improvements relating to the Standards of Learning, when under review by the Board.

- Chapter 167 (SB 477, Quayle): Allows the Board to provide that appropriate and relevant industry certification or state licensure examinations may be substituted for correlated Standards of Learning examinations, and that students completing career and technical education programs designed to enable such students to pass such industry certification examinations or state licensure examinations may be awarded, upon obtaining satisfactory scores on such industry certification or licensure examinations, appropriate verified units of credit for one or more career and technical education classes.
- Chapter 656 (HB 1277, Orrock): Directs the Board of Education to provide that the requirements for the standard high school diploma must include at least two sequential electives chosen from a concentration of courses selected from a variety of options that may be planned to ensure the completion of a focused sequence of elective courses.
- Chapter 732 (HB 1136, Dillard): Amends the Standards of Quality to require, within the Standards of Accreditation, guidance counselors in elementary schools at the following staffing levels: one hour per day per 100 students, one full-time at 500 students, and one hour per day additional time per 100 students or major fraction thereof.

Standard 4 authorizes local school boards to award diplomas to all secondary school students who earn the units of credit prescribed by the Board of Education, pass the prescribed tests, and meet such other requirements prescribed by the school board and approved by the Board of Education. Standard 4 was last amended in 2001.

- Chapter 483 (SB 1055, Quayle): Changes the name “vocational technical education” in the Code to “career and technical education.”
- Chapter 500 (HB 2401, Tata): Authorizes each local school board to devise a mechanism for calculating class rankings that takes into consideration whether the student has taken a required class more than once and has had any prior grade for such class expunged.

Standard 5 establishes the expectations for programs of professional development and training, and appropriate performance evaluations for effective educational leadership. Standard 5 was last amended in 2000.

- Chapter 867 (HB 203, Plum): Requires local school boards to provide a program of professional development in educational technology for all instructional personnel to facilitate integration of computer skills and related technology into the curricula.

Standard 6 establishes the requirement for the Board of Education to develop a six-year improvement plan and a six-year technology plan. Local school boards must also develop these six-year plans. Standard 6 was last amended in 2001:

- Chapter 484 (SB 1057, Quayle): Clarifies that the Board of Education's six-year technology plan must integrate the Standards of Learning into career and technical education programs as well as academic programs, and that local school division technology plans must be designed to integrate educational technology into the career and technical education programs as well as the academic programs.

Standard 7 establishes the requirement that local school boards maintain and follow up-to-date policy manuals that shall be available to employees and to the public. Standard 7 was last amended in 1992:

- Chapter 591 (SB 128, Schewel): Clarified that the policy manuals maintained by local school boards be reviewed at least every five years and revised as needed.

Standard 8 establishes that § 22.1-253.13:1 through 22.1-253.13:8 of the Code of Virginia are the standards of quality required by the Constitution of Virginia, and that each local school board shall provide, as a minimum, the programs and services as prescribed in the standards of quality with state and local funds as apportioned by the General Assembly in the appropriation act, and to the extent funding is provided by the General Assembly. Standard 8 was last amended in 1990:

- Chapters 820 and 839 (HB 1063, O'Brien and SB 493, Gray): Clarifies that, as a minimum, each local school board shall provide the programs and services prescribed in the standards of quality.

Standards of Quality for 2002

The full text of the current Standards of Quality may be obtained from the Virginia Department of Education's web site: [www.pen.k12.va.us/VDOE/VA Board/Standards/soq.pdf](http://www.pen.k12.va.us/VDOE/VA_Board/Standards/soq.pdf)

Also, the text may be obtained from the Virginia Department of Legislative Services' web site: <http://leg1.state.va.us/cgi-bin/legp504.exe?000+cod+22.1-253.13C1>

Appendix C: Local school division compliance with the Standards of Quality

Standard 1: Basic skills, selected programs, and instructional personnel:

Divisions reporting noncompliance with the standard that requires a local school board to report annually to the public on or before January 1 the division's pupil-teacher ratio in elementary schools:

Page County
Prince George County
Portsmouth City

Standard 6: Planning and public involvement:

School divisions reporting six-year improvement plans in various stages of development or approval at the time of reporting:

Alexandria City	Madison
Amherst	Manassas
Buchanan	Orange
Buckingham	Page
Charles City	Portsmouth City
Charlotte	Rockbridge
Culpeper	Sussex
Fauquier	Wythe
Highland	
Lunenburg	

Standard 7: Policy manual:

School divisions reporting that a review of each division's policy manual had not been done and an announcement of its availability to the public had not been made at the time of reporting:

Campbell	Isle of Wight
Chesterfield	Lynchburg City
Henry	Page

**Appendix D:
List of schools rated *Accredited with Warning***

ACCOMACK	PUNGOTEAGUE ELEMENTARY
ACCOMACK	KEGOTANK ELEMENTARY.
ALEXANDRIA CITY	SEC. TRAINING & ED. PROG.
AMELIA	AMELIA COUNTY HIGH
AMHERST	CENTRAL ELEM.
BLAND	ROCKY GAP ELEM.
BLAND	BLAND ELEM.
BRUNSWICK	BRUNSWICK SR. HIGH
BRUNSWICK	JAMES S. RUSSELL JR. HIGH
BRUNSWICK	STURGEON ELEM.
BRUNSWICK	TOTARO ELEM.
CHARLES CITY COUNTY	CHARLES CITY CO. HIGH
CHARLES CITY COUNTY	CHARLES CITY CO. MIDDLE
CHESAPEAKE CITY	THURGOOD MARSHALL ELEMENTARY
CHESAPEAKE CITY	RENA B. WRIGHT PRIMARY
CHESAPEAKE CITY	SOUTHWESTERN ELEM.
CHESAPEAKE CITY	TRUITT INTERMEDIATE
CHESTERFIELD	CHESTERFIELD COMMUNITY HIGH
COVINGTON CITY	JETER-WATSON INTERMEDIATE
DANVILLE CITY	OPPORTUNITY SCHOOL
DANVILLE CITY	WOODBERRY HILLS ELEM.
DANVILLE CITY	GLENWOOD ELEM.
DANVILLE CITY	WOODROW WILSON ELEM.
DICKENSON	ERVINTON HIGH
DINWIDDIE	DINWIDDIE COUNTY MIDDLE
FAIRFAX	BRYANT ALTERNATIVE HIGH
GLOUCESTER	VICTORY ACADEMY
GRAYSON	FRIES MIDDLE
GREENSVILLE	ZION ALTERNATIVE ED
HAMPTON CITY	ABERDEEN ELEM.
HENRICO	MT. VERNON MIDDLE
HENRICO	VA. RANDOLPH SP. ED. CTR.
HENRICO	NEW BRIDGE SCHOOL
HENRICO	NEW START/BASIC ALT SCH
HENRY	CENTER FOR COMMUNITY LRNG
KING AND QUEEN	CENTRAL HIGH
LEE	KEOKEE ELEM.
LEE	PENNINGTON MIDDLE
MECKLENBURG	BLUESTONE SR. HIGH
MONTGOMERY	AUBURN HIGH
MONTGOMERY	CHRISTIANSBURG HIGH
MONTGOMERY	EASTERN MONTGOMERY HIGH
NEWPORT NEWS CITY	BRIARFIELD ELEM.
NORFOLK CITY	NORFOLK PREPARATORY HIGH

NORFOLK CITY	JAMES MONROE ELEM.
NORFOLK CITY	BOWLING PARK ELEM.
PETERSBURG CITY	PEABODY MIDDLE
PETERSBURG CITY	WESTVIEW ELEM.
PETERSBURG CITY	J. E. B. STUART ELEM.
PETERSBURG CITY	BLANDFORD ELEMENTARY SCHOOL
PETERSBURG CITY	VIRGINIA AVENUE ELEM.
PETERSBURG CITY	ROBERT E. LEE ELEM.
PETERSBURG CITY	A. P. HILL ELEM.
PETERSBURG CITY	PETERSBURG HIGH
PETERSBURG CITY	WALNUT HILL ELEM.
PETERSBURG CITY	VERNON JOHNS SCHOOL
PITTSYLVANIA	CENTRAL MIDDLE
PORTSMOUTH CITY	NEW DIRECTIONS CENTER
PORTSMOUTH CITY	WM. E. WATERS MIDDLE
PORTSMOUTH CITY	EXCEL CAMPUS
PORTSMOUTH CITY	DOUGLASS PARK ELEM.
PORTSMOUTH CITY	I. C. NORCOM HIGH
PORTSMOUTH CITY	EMILY SPONG ELEM
PORTSMOUTH CITY	S.H. CLARKE ACADEMY ELEM.
PORTSMOUTH CITY	HODGES MANOR ELEM.
PORTSMOUTH CITY	LAKEVIEW ELEM.
PORTSMOUTH CITY	MOUNT HERMON ELEM
PORTSMOUTH CITY	BRIGHTON ELEM.
RICHMOND CITY	CAREER DEVELOPMENT CTR.
RICHMOND CITY	JOHN MARSHALL HIGH
RICHMOND CITY	GEORGE WYTHE HIGH
RICHMOND CITY	FRED D. THOMPSON MIDDLE
RICHMOND CITY	THOMAS C. BOUSHALL MIDDLE
RICHMOND CITY	OVERBY-SHEPPARD ELEM.
RICHMOND CITY	THOMAS JEFFERSON HIGH
RICHMOND CITY	OAK GROVE/BELLEMEADE ELEM
RICHMOND CITY	HUGUENOT HIGH
RICHMOND CITY	J. L. FRANCIS ELEM.
RICHMOND CITY	LUCILLE M. BROWN MIDDLE
RICHMOND CITY	PRE-SCHOOL DEV. CENTER
RICHMOND CITY	ONslow MINNIS MIDDLE
RICHMOND CITY	WHITCOMB COURT ELEM.
RICHMOND CITY	FAIRFIELD COURT ELEM.
RICHMOND CITY	GEORGE MASON ELEM.
RICHMOND CITY	CHANDLER MIDDLE
RICHMOND CITY	JOHN F. KENNEDY HIGH
RICHMOND CITY	ARMSTRONG HIGH
RICHMOND CITY	MOSBY MIDDLE
RICHMOND CITY	SUMMER HILL/RUFFIN ROAD
RICHMOND CITY	GEORGE W. CARVER ELEM.
RICHMOND CITY	CLARK SPRINGS ELEM.
RICHMOND CITY	CHIMBORAZO ELEM.

RICHMOND CITY	BLACKWELL ELEM.
RICHMOND CITY	FRANKLIN MILITARY
RICHMOND CITY	ELKHARDT MIDDLE
RICHMOND CITY	WOODVILLE ELEM.
RICHMOND CITY	MAYMONT ELEM.
ROANOKE CITY	NOEL C. TAYLOR LRNG. ACADEMY
ROANOKE CITY	FOREST PARK MAGNET
ROANOKE CITY	HURT PARK ELEM.
ROANOKE CITY	ROANOKE ACDMY/MATH & SC
SUFFOLK CITY	LAKELAND HIGH
SUSSEX	JEFFERSON ELEM.
VIRGINIA BEACH CITY	CENTER EFFECTIVE LEARNING
WASHINGTON	JOHN S. BATTLE HIGH
WINCHESTER CITY	NREP SPECIAL ED CTR
YORK	YORK RIVER ACADEMY (formerly REGIONAL)

Appendix E: Highlights of the requirements for Adequate Yearly Progress

Under NCLB, local schools are identified for improvement through two means:

- Identified under the previous ESEA as a school needing corrective action.
- Failure to meet Adequate Yearly Progress (AYP) for two consecutive years after establishment of the starting point in 2001-02 (2002-03 and 2003-04).

School divisions with a school that fails to meet the state AYP for two consecutive years must:

- By the next school year, provide all students enrolled in the school with the option of transferring to another public school that is not under improvement but served by the division, including charter schools. Transportation must be paid.
- Ensure that a two-year school improvement plan is prepared for approval by the school division within three months. This plan must be developed in consultation with parents, school staff, the school division, and outside experts and implemented by the beginning of the next school year.
- Reserve at least 10 percent of basic aid funds for professional development that directly address problems contributing to the need for improvement.

School divisions with a school that fails to meet AYP for three consecutive years must:

- Provide supplemental education services from public or private sector providers approved by the Board of Education. Priority must be given to low-achieving students from low-income families, and Title I funds may be used.
- Continue to provide all students enrolled in the school with the option to transfer to another public school served by the school division.

School divisions with a school that fails to meet AYP for four consecutive years must continue with supplemental services and public school choice and identify the school for corrective action, taking at least one of the following actions:

- Replace the school staff who are associated with the failure to make AYP.
- Institute and implement a new curriculum, including professional development for relevant staff.
- Decrease management authority at the school level.
- Appoint an outside expert to advise the school on how to achieve its improvement plan.
- Extend the school year or school day for the school.
- Restructure the internal organizational structure of the school.

Schools failing to achieve AYP after a full school year of corrective action are subject to alternative governance by the school division. In addition to providing options for school attendance, transportation, and supplemental education services, the school division must implement one of the following alternative governance arrangements for the school, consistent with State law:

- Reopen the school as a public charter school.
- Replace all or most of the school staff (including the principal) associated with the failure to make AYP.

- Enter into a contract with an entity with a demonstrated record of effectiveness to operate the public school.
- Turn the operation of the school over to the State, if permitted.
- Other major restructuring that makes fundamental reforms.

A school division may delay implementation of this requirement for school improvement, corrective action, or restructuring if the school makes AYP for one year or if exceptional circumstances exist.

Procedures similar to those for schools apply to divisions that fail to meet AYP requirements for two consecutive years.

Appendix F:

Appropriate recognition for Career and Technical Education

This item may be viewed on the Department of Education's web site at
www.pen.k12.va.us/VDOE/Accountability/standarddiplomareq.pdf