

Board of Education Agenda Item

Item: _____ M. _____

Date: October 22, 2009

Topic: First Review of the Board of Education's 2009 Annual Report on the Condition and Needs of Public Schools in Virginia

Presenter: Dr. Margaret N. Roberts, Executive Assistant to the Board of Education

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Origin:

Topic presented for information only (no board action required)

Board review required by

State or federal law or regulation

Board of Education regulation

Other:

Action requested at this meeting

Action requested at future meeting: November 17, 2009

Previous Review/Action:

No previous board review/action

Previous review/action:

date:

action:

Background Information: The Board of Education has submitted an annual report each year since 1971, when the requirement was initially adopted by the General Assembly. Section 22.1-18 of the *Code of Virginia* sets forth the requirement that the Board of Education shall submit an annual report on the condition and needs of the public schools in Virginia. This section of the *Code* reads as follows:

§ 22.1-18. Report on education and standards of quality for school divisions; when submitted and effective.

By November 15 of each year, the Board of Education shall submit to the Governor and the General Assembly a report on the condition and needs of public education in the Commonwealth and shall identify any school divisions and the specific schools therein which have failed to establish and maintain schools meeting the existing prescribed standards of quality. Such standards of quality shall be subject to revision

only by the General Assembly, pursuant to Article VIII, Section 2 of the Constitution of Virginia. Such report shall include a complete listing of the current standards of quality for the Commonwealth's public schools, together with a justification for each particular standard, how long each such standard has been in its current form, and whether the Board recommends any change or addition to the standards of quality.

The *Code* requires that the annual report contain the following information: a report on the condition and needs of the public schools as determined by the Board of Education; a listing of the school divisions and the specific schools that report noncompliance with any part of the Standards of Quality (SOQ); the full text of the current SOQ; a justification for amendments; the effective date of the current SOQ; and a listing of any amendments, if any, to the SOQ being prescribed by the Board of Education.

Summary of Major Elements: An initial draft of the *2009 Annual Report on the Condition and Needs of Public Schools in Virginia* is attached. At the October 22nd meeting, the Board of Education is requested to review the draft and make any necessary changes, additions, or deletions, all of which will be incorporated prior to the final review and adoption of the report.

The contents of the report include the following major headings:

- Summary of the Academic Progress of Virginia's Students
- Critical Areas of Need for the Public Schools in Virginia
- The Board of Education's Plan of Action
- The Board's Performance Measures: Addressing the Needs of Public Schools
- Compliance with the Requirements of the Standards of Quality
- Compliance with the Standards of Accreditation
- Review of the Standards of Quality

The report also contains appendices directly addressing the information specified in § 22.1-18 of the *Code of Virginia*, as follows:

- Virginia Assessment Program Results: 2005-2009
- Demographics of Virginia's Public Schools
- List of School Divisions Reporting Full Compliance with the SOQ: 2008-2009
- School Divisions Reporting Noncompliance with SOQ: 2008-2009

- Divisions with All Schools Fully Accredited, Schools Granted Conditional Accreditation, Schools Rated Accredited with Warning, and Schools Rated Accreditation Denied: 2008- 2009
- Standards of Quality: Board of Education Recommendations to the 2010 Session of the Virginia General Assembly

Some data elements are not yet incorporated into the draft text (e.g., explanation of the Board of Education’s recommendations regarding the Standards of Quality). All data will undergo final verifications and will be added or adjusted prior to the final review of the text at the Board of Education meeting on November 17, 2009. Also, a description and explanation of the Board’s final actions regarding the Standards of Quality will be added.

Please note that the *2009 Annual Report on the Condition and Needs of Public Schools in Virginia* will be delivered to the Governor and members of the General Assembly slightly later than November 15 (the due date specified in § 22.1-18 of the *Code of Virginia*).

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education receive the draft report for first review and give staff suggestions for additions and changes to be incorporated into the report prior to the final review on November 17, 2009.

Impact on Resources: Staff at the Department of Education prepared the attached draft; therefore, there is an administrative impact related to preparing the text of the report and the tables contained therein. In addition, there is a minimal administrative impact for preparing, photocopying, and mailing the report to the intended recipients. The fiscal impact of distributing the report is minimal because Legislative Services guidelines for submitting reports to the legislature require that the reports be submitted online rather than in hard copy.

Timetable for Further Review/Action: Suggested changes and additional data will be incorporated into the report, and the updated document will be presented to the Board of Education for final review and adoption at the meeting on November 17, 2009. Following the Board’s final adoption, the report will be transmitted to the Governor and the General Assembly as required by the *Code of Virginia*. It will also be made available to the public on the Board of Education’s Web site.



DRAFT: For Review October 22

2009

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

PRESENTED TO
THE GOVERNOR AND
THE GENERAL ASSEMBLY

DRAFT

(*DATE*)
VIRGINIA BOARD OF EDUCATION

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**COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
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(date)

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

Dear Governor Kaine and Members of the Virginia General Assembly:

On behalf of the Board of Education, I am pleased to transmit the *2009 Annual Report on the Condition and Needs of Public Schools in Virginia*, submitted pursuant to § 22.1-18 of the *Code of Virginia*. The report contains information on Virginia's public schools, including an analysis of student academic performance and a report on the local divisions' compliance with the requirements of the Standards of Quality and the Standards of Accreditation.

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

We see a challenging year ahead as we face the economic headwinds that have developed in recent months; however, the Board of Education remains focused on the fundamentals of improving instruction for all students. Working together with the Governor, members of the General Assembly, school and community leaders, parents, and private partners, we can improve public education for all of Virginia's young people.

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

Sincerely,

Mark E. Emblidge, Ph.D.
President, Board of Education

Statutory Requirement for the Annual Report

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

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

For Additional Copies

Additional copies of the report are available by contacting Dr. Margaret Roberts, executive assistant to the Board of Education, P.O. Box 2120, Richmond, VA 23218; phone: 804/ 225-2924; Margaret.Roberts@doe.virginia.gov.

The report may be viewed online at: <http://www.doe.virginia.gov/boe/reports/index.shtml>

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Board of Education
2009 Annual Report on the Condition and Needs of
Public Schools in Virginia

EXECUTIVE SUMMARY

Academic Progress of Virginia's Students

Virginia's public schools and our students continue to show overall academic gains and receive national recognition for achievement and innovation. Performance indicators illustrate the progress Virginia's public schools are making in an era when all students must be challenged to reach their highest potential. Highlights of the performance measures contained in this report include the following:

- Ninety-eight percent of Virginia's public schools are fully accredited and meeting state standards for achievement in English, mathematics, history and science based on 2008-2009 assessment results. This is the highest percentage of schools reaching full accreditation since the Commonwealth began accrediting schools based on student achievement ten years ago.
- Virginia fourth-grade and eighth-grade students outperformed their peers nationwide and in the South in mathematics on the 2009 National Assessment of Educational Progress (NAEP). Students in only five states performed at what the National Center for Education Statistics (NCES) considers a statistically higher level on the grade-4 test, and students in only eight states achieved at a higher level on the eighth-grade assessment.
- NAEP results for 2009 also show that African-American fourth graders in only two states—Massachusetts and Texas—achieved statistically higher average scores than those in Virginia. No other states were statistically higher than Virginia in grade 8. In Virginia, the percentage of African-American students in grade 4 meeting or exceeding the NAEP standard is significantly larger today than in 2000.
- Virginia's statewide assessment results also show that Virginia's African-American and Hispanic students continue to narrow achievement gaps with white students in reading and mathematics.
- Virginia ranks third in the nation in the percentage of high school seniors earning a grade of three or better on Advanced Placement (AP) exams. Students who earn scores of three or above are generally considered to be qualified to receive college credit and/or placement into advanced courses.

- Accurate graduation rates for the state, school divisions, and high schools were calculated for the first time in 2008 using the longitudinal student-data system funded by the General Assembly. Eighty-two percent of the students in the class of 2008 graduated on time with a diploma.
- In 2009, Virginia high school students continued to fare better than their national counterparts on the ACT college admissions exam, and our graduates increased their achievement in reading and mathematics on the SAT. African-American and Hispanic Virginia public school graduates again achieved at a higher level on all three SAT subsections than their counterparts nationwide.
- In 2008, 162 Virginia public schools earned the 2009 Governor’s Award for Educational Excellence. The award is the highest honor under the Virginia Index of Performance (VIP) incentive program created by the Board of Education to encourage advanced learning and achievement. Last year, 89 schools received the award.
- The percentage of schools making AYP fell as federal benchmarks rose to 81 percent in reading and 79 percent in mathematics. Nonetheless, the percentage of school divisions making AYP increased by six points to 60 percent. Virginia and 71 percent of the public schools met or exceeded all No Child Left Behind (NCLB) objectives based on statewide testing during the 2008-2009 school year as student achievement increased in reading, mathematics and other subjects.
- Industry certifications earned through CTE programs have nearly doubled since 2007. During 2008-2009, 40 percent of CTE completers graduated with an Advanced Studies Diploma.
- *Education Week*, a prominent education journal, ranks Virginia as a national leader in online learning and the use of technology to expand opportunities for students.

Critical Areas of Need for the Public Schools in Virginia

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

- Funding the Standards of Quality (SOQ) in the current fiscal and economic climate.
- Addressing student needs in light of a persistent poverty rate that exists for children and their families, which makes these children more likely to be sick as toddlers, unprepared for kindergarten, fall behind in grade school or drop out of high school, and are less likely to be economically successful as adults.

- Providing programs that address the increase in immigrant students—a large proportion of whom are also poor—who are more likely than others to drop out or leave school without the skills needed in a global marketplace.
- Eliminating gaps in graduation rates and student achievement, although improving, persist among Virginia’s African-American and Hispanic students and their white and Asian counterparts.
- Seeking new and efficient ways to use technology to reduce the testing burden on teachers and students, but to do so in a way that will not reduce accountability standards and that can be accomplished with available funding.
- Dealing effectively with the realities of schooling for some children who face difficult personal circumstances such as high poverty, high crime in their neighborhoods, high rates of unhealthy behaviors, poor nutrition, and other circumstances that obstruct their learning at school.
- Continuing the aggressive interventions by the Virginia Department of Education to assist divisions previously identified as low-performing.
- Finding new and effective ways to help colleges and universities and school divisions in the preparation, recruitment, and retention of teachers and other educational personnel.
- Making a concerted effort to develop and promote policies to help divisions recruit and maintain minority teachers and educational personnel.
- Maintaining emphasis on quality programs for at-risk four-year olds across the state in an era of reduced resources.
- Finding and promoting new and effective ways to involve parents in their child’s education, a critical need that must be addressed if Virginia is to promote safe and healthy school environments, and eliminate achievement gaps.

Objectives of the Board of Education

The Board of Education’s *Comprehensive Plan: 2007-2012* established the following priorities for action. Contained in this report are highlights of the Board of Education’s recent actions to met the objectives.

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

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

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

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

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

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

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

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

Compliance with the Standards of Quality

(Data to be finalized) _____ divisions reported full compliance with the provisions of the Standards of Quality (SOQ) in the 2008-2009 school year (Appendix C). Appendix D contains a list of school divisions that have reported noncompliance with certain provisions of the SOQ.

Compliance with the Standards of Accreditation

As noted above, 98 percent of Virginia's public schools are fully accredited and meeting state standards for achievement in English, mathematics, history and science based on 2008-2009 assessment results. Schools failing to meet the accreditation requirements are listed in Appendix E.

Review of the Standards of Quality

Between the spring and fall of 2009, the Board reviewed the Standards of Quality and solicited public comment. The Board began this important work through its Committee on the Standards of Quality. The committee held several forums with statewide professional organizations to hear comments and suggestions from key constituencies in the field. Additionally, the Department of

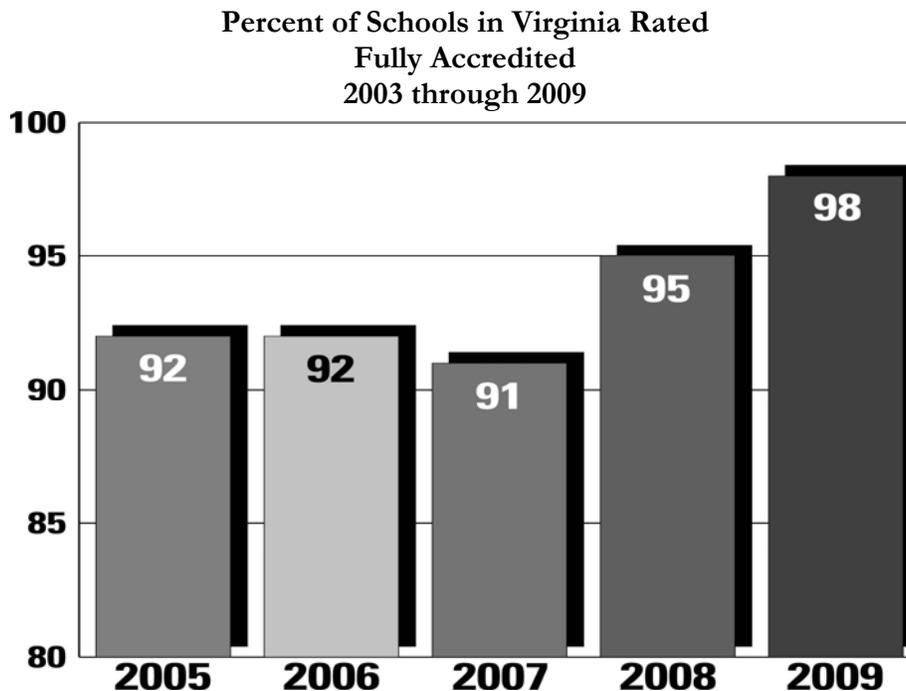
Education, through the Request for Proposal process, commissioned a study of SOQ funding, which was completed by an outside vendor. Through this statewide, interactive process, the Board of Education, on October 22, 2009, adopted recommendations that will be considered by the 2010 General Assembly. The details of the Board's recommendations are contained in the body of this report and are shown in Appendix F.

2009 Annual Report on the Condition and Needs of Public Schools in Virginia

Academic Progress of Virginia's Students

Virginia's public schools and our students continue to show overall academic gains and receive national recognition for achievement and innovation. The high expectations of the Standards of Learning, effective accountability, and a statewide system of support for public education are creating new opportunities for advanced learning at every grade level. The following performance indicators illustrate the progress Virginia's public schools are making in an era when all students must be challenged to reach their highest potential.

High Percent of Schools are Fully Accredited



Ninety-eight percent of Virginia's public schools are fully accredited and meeting state standards for achievement in English, mathematics, history and science based on 2008-2009 assessment results. This is the highest percentage of schools reaching full accreditation since the Commonwealth began accrediting schools based on student achievement ten years ago.

Virginia Students Outperform Peers Across Nation in Reading, Mathematics

Virginia fourth-grade and eighth-grade students outperformed their peers nationwide and in the South in mathematics on the 2009 National Assessment of Educational Progress (NAEP). Students in only five states performed at what the National Center for Education Statistics (NCES) considers a statistically higher level on the grade-4 test, and students in only eight states achieved at a higher level on the eighth-grade assessment.

NAEP results for 2009 also show that African-American fourth graders in only two states—Massachusetts and Texas—achieved statistically higher average scores than those in Virginia. No other states were statistically higher than Virginia in grade 8. In Virginia, the percentage of African-American students in grade 4 meeting or exceeding the NAEP standard is significantly larger today than in 2000.

NAEP results in previous years show that Virginia leads the nation in grade-4 science achievement. Virginia had the highest achieving girls in science on the 2007 NAEP and Virginia's fourth-grade boys came within one point of having the highest average score for males. Virginia students also outperform their peers in writing. On the 2007 NAEP writing test, Virginia students scored significantly higher than students in 20 other states and students in only seven states achieved significantly higher average scores.

Notable Progress in Eliminating Achievement Gaps

While achievement gaps persist, the evidence from Virginia's statewide assessment program shows that gaps are closing. African-American and Hispanic students continue to narrow achievement gaps with white students on state assessments in reading and mathematics. During last three years achievement gaps have narrowed in:

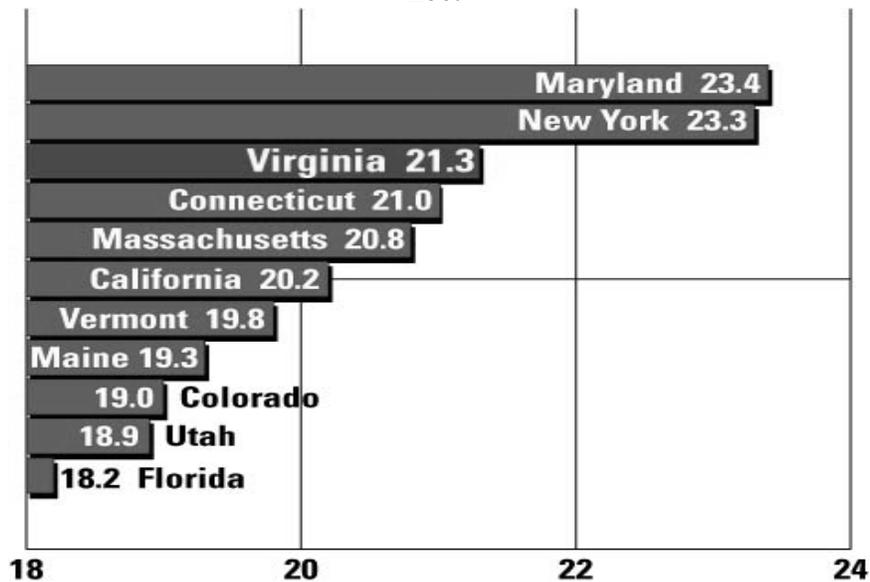
- Mathematics by 4 points for African-American students and 3 points for Hispanic students even though the performance of white students increased by 5 points.
- Reading by 2 points between African-American and white students, despite a 3-point increase for white students; and 10 points between Hispanic and white students.

Virginia Leads the Nation in Online Learning

A prominent education journal ranks Virginia as a national leader in online learning and the use of technology to expand opportunities for students. In ranking Virginia, *Education Week* cited Virginia's low student-to-computer ratios, expanding online assessment program, rigorous technology standards and innovative online learning programs, including Virtual Virginia, which has broadened access to Advanced Placement (AP) and other challenging courses for the state's middle and high school students.

Virginia is Third in the Nation on Advanced Placement (AP) Results

Advanced Placement (AP) Test Results: Virginia's Ranking Among Selected States 2009



Virginia ranks third in the nation in the percentage of high school seniors earning a grade of three or better on AP exams. In 2008, the number of Virginia public school students who took at least one AP test increased by 8.8 percent. Students who earn scores of 3 or above are generally considered to be qualified to receive college credit and/or placement into advanced courses.

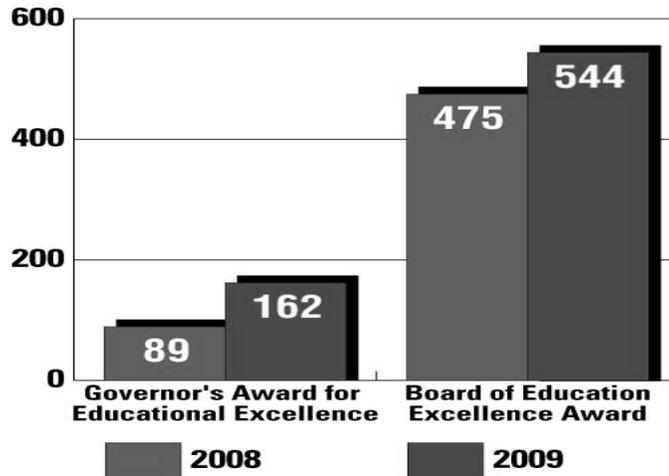
Students Outperform Peers on College Entrance Examination Results

ACT: Virginia high school students continued to fare better than their national counterparts on the ACT college admissions exam. Seventy-four percent of Virginia's students met college-readiness English benchmarks compared with 67 percent nationally. For mathematics, 49 percent of Virginia students met the mark, while 42 percent of students across the country did. For reading, Virginia students were at 59 percent compared to the national number of 53 percent. In science, Virginia had 33 percent reach the benchmark compared with 28 percent nationally.

SAT: Virginia public school graduates increased their achievement in reading and mathematics on the SAT in 2009 and outperformed their peers nationwide on all three subsections of the college-admissions test. African-American and Hispanic Virginia public school graduates again achieved at a higher level on all three SAT subsections than their counterparts nationwide.

Number of High-Performing Schools Increases Significantly

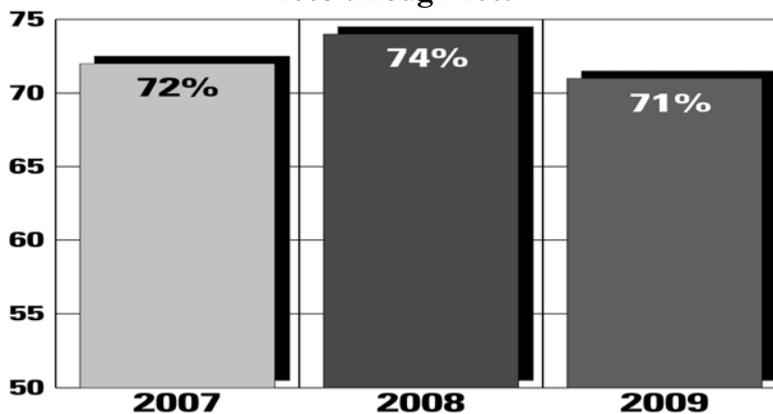
Number of Schools Earning Recognition:
Virginia Index of Performance (VIP)
2008 and 2009



In 2008, 162 Virginia public schools earned the 2009 Governor's Award for Educational Excellence. The award is the highest honor under the Virginia Index of Performance (VIP) incentive program created by the Board of Education to encourage advanced learning and achievement. Last year, 89 schools received the award.

Students Again Meet or Exceed Federal Benchmarks

Percentage of Virginia's Schools Meeting Federal
Adequate Yearly Progress (AYP) Benchmarks
2007 through 2009

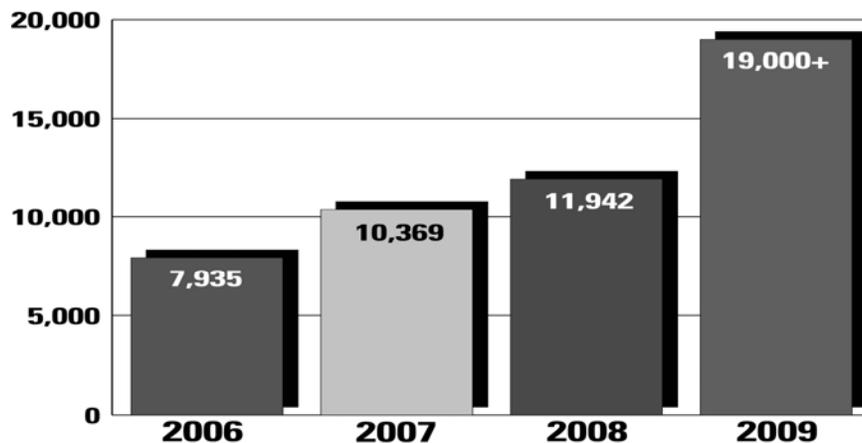


The percentage of schools making AYP fell as federal benchmarks rose to 81 percent in reading and 79 percent in mathematics. Nonetheless, the percentage of school divisions making AYP increased by six points to 60 percent. Virginia and 71 percent of the Commonwealth’s public schools met or exceeded all No Child Left Behind (NCLB) objectives based on statewide testing during the 2008-2009 school year as student achievement increased in reading, mathematics and other subjects. It was the second consecutive year and the fourth time in the last five years that Virginia achieved what the federal law describes as “adequate yearly progress,” or AYP, toward 100-percent proficiency for all students in reading and mathematics, the two subjects that are the primary focus of the federal law.

Student achievement — especially among minority students — increased overall and in critical areas such as early reading and middle school mathematics. This continued progress (reflected also in the NAEP results shown above) reflects improvements in teaching and learning in formerly low-performing schools and a data-driven, student-by-student approach to raising achievement.

Impressive Growth in Number of Students Earning Industry Certifications

**Number of Industry Certifications
Earned by Virginia’s
Public School Students**



Industry certifications earned through CTE programs have nearly doubled since 2007. During 2008-2009, 40 percent of CTE completers graduated with an Advanced Studies Diploma.

Critical Areas of Need for the Public Schools in Virginia

The overarching need is to ensure that all of Virginia's young people achieve high standards of excellence, no matter what community they reside in or what challenges they face. The Board of Education's priorities for action acknowledge the challenges of the 21st century—the rapid growth in technology, the changing demographics of our schools, and greater demands for skills for all citizens. Meeting the needs of our public schools calls for more political, financial, legislative, and programmatic will than ever before to ensure the success of all Virginia's students.

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

- Funding the Standards of Quality (SOQ)

There can be no doubt that a challenging year is ahead as Virginia's public schools face the economic headwinds that have developed in recent months. In Virginia, Direct Aid to localities for public education is the single largest General Fund expenditure. The current fiscal climate at the state and federal levels challenges the stability of public education, social services, and other supports for children and families. Resources are limited for students who require extra help, such as gifted students or students with disabilities who need special attention. The challenge requires that all educators remain focused on the fundamentals of making sure every student under our charge is successful and that we remain committed to delivering results.

- Persistent Poverty

One in ten Virginians lives in poverty, whether native-born or foreign-born. Children living in poverty are more likely to be sick as toddlers, unprepared for kindergarten, fall behind in grade school or drop out of high school, and are less likely to be economically successful as adults.

Since 2000, the poverty rate among Virginia's school-age children has fallen, but not among children in public school. Poverty distribution is uneven across the state – rural counties and central cities have the highest percent of students eligible for free and reduced lunch. One-third of public school children are eligible for free and reduced-price lunch, up from less than 30 percent in 2000.

- Changing Demographics

In 1998, Virginia's public schools enrolled fewer than 27,000 Limited English Proficient (LEP) students. A decade later (2008) the number had risen to more than 87,000. This growth is expected to continue for the foreseeable future, thus placing a significant need for resources for the public schools. In 2009, one in ten Virginians is foreign-born.

International immigrants comprise one quarter of Virginia's recent population growth. Many live in homes in which neither parent speaks English. Immigrant students—a large proportion of whom are also poor—are more likely than others to drop out or leave school without the skills needed in a global marketplace.

- Persistent Achievement Gaps

Gaps in graduation rates exist between Virginia's African-American and Hispanic students and their white and Asian counterparts, and for students who are economically disadvantaged. Although improving, gaps also persist among Virginia's African-American and Hispanic students and their white and Asian counterparts.

- Availability and use of latest technology

At the state level, Virginia is seeking new and efficient ways to use technology to reduce the testing burden on teachers and students, but to do so in a way that will not reduce accountability standards. The infrastructure for such powerful tools is expensive to develop and maintain. Moreover, technology and connectivity have made changes possible by allowing access by essentially everyone to very large data sets or specialized information at any location and at any time. Students in the future will have grown up with these technological changes and will have experienced a wider variety of learning styles than students in the past. This change in teaching/learning approaches has been underway for some time, but it is accelerating and changing the character of the learning experience for students, and will continue to do so for classroom teachers, many of whom require training in the appropriate and efficient use of the technology.

- Safe and Healthy Environments for Students and Teachers:

A high priority for the Board is dealing effectively with the realities of schooling for some children who face difficult personal circumstances such as high poverty, high crime in their neighborhoods, high rates of unhealthy behaviors, poor nutrition, and other circumstances that obstruct their learning at school. The Board of Education must help local divisions by providing solid, workable guidelines and policies to assist those who are responsible for the health and safety of students and staff while they are at school, on school grounds, on their way to or from school, and involved in school-sponsored activities. The Board must continue to stress the importance of successful, community-wide partnerships in the development of procedures and policies that most effectively support healthy, safe, orderly and disciplined school environments.

- The Need to Assist Chronically Low-Performing Schools

Aggressive interventions by the Virginia Department of Education and well-defined partnerships between the Board of Education and local school boards have produced positive results in divisions previously identified as low-performing.

- Preparation, Recruitment, and Retention of Educational Personnel

In 2008-2009, Virginia's public schools employed almost 101,000 instructional personnel (includes licensed teachers, library-media specialists, guidance counselors, etc), up slightly from the previous school year. In addition, more than 4,100 principals and assistant

principals were employed. Approximately one-fifth of our teaching force and one-fourth of the principals and assistant principals are aged 55 or older. Hence, Virginia has a significant number of teachers and principals at or nearing full retirement age. The number of completers of Virginia's teacher preparation programs is around 3,200 each year, far short of the 5,100 new and beginning teachers hired by Virginia's public schools in 2008-2009. Moreover, Virginia's annual teacher turnover rate is slightly more than nine percent. For principals and assistant principals, the annual turnover rate is higher, at 10 percent.

- Recruiting Minority Teachers

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

- High-Quality Preschool Programs

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

- Promoting Parental and Family Involvement

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

The Board of Education's Plan of Action

The Board of Education's objectives for our schools directly address the imperative to improve student achievement. The objectives include the following:

- Reaching high quality standards for all schools;
- Eliminating achievement gaps;
- Maintaining public accountability;
- Cooperating with partners to help put preschool programs in place;
- Supporting attainment of literacy skills for all students;
- Ensuring students' access to expert, highly-qualified teachers;

- Implementing provisions of state and federal laws and regulations pertaining to our public schools; and
- Helping schools create and maintain safe and orderly environments for children and their teachers.

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

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

The following objectives were set by the Board to address the complex challenges that impact our schools and our young people.

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

Within the past two years, the Board of Education revised Virginia's accreditation standards to require high schools to meet an annual benchmark for graduation. The "graduation and completion index" requires schools to meet a minimum benchmark to be fully accredited. The new accountability requirement—and others approved as part of a revision of the Standards of Accreditation—will be phased in, beginning with accreditation ratings for the 2011-2012 school year. Other important changes include the following:

- Requiring schools to develop an Academic and Career Plan for every middle and high school student, beginning with students entering the seventh grade during the 2010-2011 school year.
- Requiring students, beginning with students entering the ninth grade in 2010, to successfully complete a one-credit course in economics and personal finance to earn the Standard, Advanced Studies, Standard Technical or Advanced Technical Diploma.
- Prescribing rigorous requirements for the new Standard Technical Diploma and the new Advanced Technical Diploma.

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

While progress is encouraging, there is still work to be done to eliminate achievement gaps. In 2008, Virginia's African-American and Hispanic student graduation rates were 12 and 15 percentage points lower than their white counterparts, and 20 or more percentage points below their Asian counterparts.

There is, however, evidence that Virginia's efforts to eliminate achievement gaps are showing results. A new U.S. Department of Education (USED) report recognizes Virginia for narrowing achievement gaps between African-American and white students in reading and mathematics. The report, *Achievement Gaps: How African-American and White Students in Public Schools Perform in Mathematics and Reading on the National Assessment of Education Progress (NAEP)*, compares student achievement in 2007 with performance in previous years. In comparing the performance of students nationwide with state-level achievement on the national fourth- and eighth-grade reading tests, the USED National Center for Educational Statistics reports that:

- Virginia is one of only five states with achievement gaps in reading smaller than the nation's in both grades.
- Virginia is one of only three states where the achievement gap in grade-four reading narrowed between 2005 and 2007 because of increased African-American achievement.
- Virginia's achievement gap in grade-four reading is a statistically significant 7 points smaller than the gap nationwide, and in grade-eight, the gap is a statistically significant six points smaller.
- Virginia is one of 13 states where fourth-grade reading achievement is higher for both African-American and white students than in 1992, the first year of NAEP reading tests in grade four.

The report also credits Virginia for narrowing achievement gaps in mathematics:

- Virginia is one of only four states where fourth-grade mathematics scores increased for both African-American and white students between 2005 and 2007.
- Virginia is one of 15 states to narrow the achievement gap in fourth-grade mathematics as a result of African-American students outpacing the gains of white students since 1992, when grade-four NAEP mathematics testing began.
- Virginia is one of 26 states where mathematics scores for both African-American and white eighth graders increased since grade-eight NAEP mathematics testing began in 1990.

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

The Department of Education promotes student learning and achievement by assisting schools and school divisions in the implementation of effective instructional strategies and best practices. Programs include school-level and division-level academic reviews, school improvement planning, and innovative programs such as the Partnership for Achieving Successful Schools (PASS).

Virginia has fewer chronically low-performing schools, defined as schools that were accredited with warning for three consecutive years. The number of chronically low-performing schools dropped significantly for the 2009-2010 accreditation year.

School accreditation year	Number of chronically low-performing schools
2009-2010	11
2008-2009	33
2007-2008	42
2006-2007	58

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

The Board of Education has supported efforts to provide high quality early learning experiences for preschool-age children. Virginia’s Office of Early Childhood Development was launched in July 2008. The purpose of the new office is to maximize opportunities for Virginia’s children to reach kindergarten healthy and prepared for school success.

This is a unique, interagency effort spanning the Departments of Education and Social Services and will link to the Department of Health, and incorporates existing staff, functions, programs, and funding streams. Through this office, Virginia’s early childhood initiatives are coordinated: Smart Beginnings, the Governor’s Working Group on Early Childhood Initiatives, Virginia’s Star Quality Initiative, the School Readiness Task Force, and others.

In 2008, to facilitate delivery of programs to young children the Board of Education adopted a standard definition of school readiness, which describes the concept of children’s readiness for school at kindergarten entry in the context of ready families, schools, and communities. It describes the capabilities of children, their families, schools, and communities that will best promote student success in kindergarten and beyond.

Students who participate in public preschool programs, including the Virginia Preschool Initiative program continue to have fewer needs for extra support in learning how to read when they enter kindergarten compared to the entire kindergarten class. As well, the data suggest that Virginia’s collaborative and multi-year effort to increase student preparedness for kindergarten is having an impact. Virginia saw a 3 percentage point drop (see table below) in the percent of kindergarten students who enter school requiring extra support to be on track to learn to read.

Student group	Percent requiring extra support to stay on track to learn to read			
	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Attended any type of public preschool the year before kindergarten	13%	13%	11%	12%
Attended VPI programs the year before kindergarten	13%	11%	10%	9%
All kindergarten students participating in pre-literacy screening in kindergarten	18%	17%	17%	14%

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

The 2009 revision of the Standards of Accreditation incorporates several key elements of Governor Timothy Kaine’s “competence to excellence” education agenda enhancing the literacy and academic success of students, including:

- Requiring schools to develop an Academic and Career Plan for every middle and high school student, beginning with students entering the seventh grade during the 2010-2011 school year;
- Prescribing rigorous requirements for the new Standard Technical Diploma and the new Advanced Technical Diploma; and
- Requiring students, beginning with students entering the ninth grade in 2010, to successfully complete a one credit course in economics and personal finance to earn the Standard, Advanced Studies, Standard Technical or Advanced Technical Diploma.

The revised accreditation regulations also delay by one year scheduled increases in rigor that were already in the regulations, including boosting the required pass rate in English for all grades from 70 to 75 percent. Further, the combination of the graduation and completion index for high school accreditation and the existing requirement to pass the high school reading and writing end-of-course assessments to graduate provide powerful policy levers to support all students’ literacy skills attainment.

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

The 2007 General Assembly passed House Joint Resolution 622 requesting the Board of Education to establish and regularly convene a Commonwealth Educational Roundtable to facilitate the implementation and continuation of efforts to improve and sustain quality educational leadership in the Commonwealth's public schools. Subsequently, the membership was designated, including representation from the Board of Education.

To kick-start its work, Virginia received a grant from the Wallace Foundation providing funding to “Advance Virginia’s Leadership Agenda.” This funding was to strengthen standards and identify indicators for school leaders (assistant principals and principals) and provide guidance to school divisions in recommending principals for the Level II administration and supervision endorsement. The Board of Education adopted these guidelines in November 2008.

On September 21, 2007, the Board of Education's *Licensure Regulations for School Personnel* became effective. These regulations established alternate routes to the administration and supervision endorsement, created Level I and Level II administration and supervision endorsements, and included the school leaders licensure assessment as a requirement for school principals consistent with the *Code of Virginia*.

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

During the past two years, the Board of Education has been actively engaged in revising its *Regulations Governing Special Education Programs for Children with Disabilities in Virginia*. The revision was necessary to make a number of updates and to bring the state's regulations in line with the recent reauthorization of the federal law and related federal regulations. By ensuring that Virginia's state special education regulations are aligned with federal requirements, the Board ensures that students with disabilities in the Commonwealth have available a free appropriate public education and are afforded the procedural safeguards guaranteed by federal law.

Another important area that has huge impact on local school divisions is the Virginia Department of Education's role in assisting localities to receive and appropriately utilize the funding flowing from the American Reinvestment and Recovery Act (ARRA) of 2009, which provides millions of dollars of support for Virginia's schools. While the Board of Education's role is limited, the technical assistance provided by the department is critical in implementing the provisions of this program.

In using ARRA funds, the state and school divisions must advance core reforms which have long been a key part of our key objectives: implementation of college- and career-ready standards and assessments for all students; establishment of preschool to postsecondary and career longitudinal data systems; improvement in teacher quality—especially for students most at risk of academic failure; and improvement of low-performing schools through effective interventions.

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

To illustrate how the Board of Education and the Department of Education must respond to evolving critical needs and concerns across the state, the Virginia Department of Education provided leadership, guidance, and resources to school division personnel in meeting the challenges posed by the H1N1 influenza pandemic. During 2009, the department initiated and maintained an H1N1 influenza Web site dedicated to providing resources specific to the education community. The *Pandemic Influenza Plan Guidelines for Virginia Public Schools* and the *Pandemic Influenza Planning for Schools: Social Distancing Strategies by Pandemic Phase* guidance documents, developed by the department to assist school division personnel in developing their division specific plans, have been reviewed and made available to school division leadership.

In addition, the department collaborated with Virginia Department of Health and the Virginia Department of Treasury to ensure that school nurses giving H1N1 flu vaccinations as part of school immunization clinics are covered under a medical liability insurance policy. As of October 2009, 123 school divisions have committed to hold school based immunization clinics utilizing either health department personnel or school nurses to administer the vaccinations.

Compliance with the Requirements of the Standards of Quality

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

(Text to be added here...)

Compliance with the Requirements of the Standards of Accreditation

Ninety-eight percent of Virginia’s public schools are fully accredited and meeting state standards for achievement in English, mathematics, history and science based on 2008-2009 assessment results. This is the highest percentage of schools reaching full accreditation since the Commonwealth began accrediting schools based on student achievement ten years ago.

Students in 98 percent, or 1,826, of Virginia’s 1,867 schools met or exceeded state objectives on Standards of Learning (SOL) tests and other statewide assessments in the four core academic areas last year. Virginia’s public schools have accomplished what many ten years ago thought was impossible. With the sustained support of governors, legislators and policy makers from both parties, teachers and other educators have met the challenge of higher standards and students are achieving at significantly higher levels in nearly every school in the Commonwealth.

The percentage of middle schools achieving full accreditation increased again as the performance of students on rigorous grade-level mathematics tests introduced four years ago continued to improve. Ninety-six percent, or 299, of Virginia’s 312 middle schools are now fully accredited compared with 87 percent last year and 69 percent two years ago.

All but a handful of schools are now meeting or exceeding state standards even though the rigor of the Commonwealth’s SOL accountability system has increased. The Board of Education will maintain its focus on raising achievement in schools that have yet to earn and maintain full accreditation.

The accreditation ratings are based on the achievement of students on SOL assessments and approved substitute tests in English, mathematics, history and science administered during the summer and fall of 2008 and the spring of 2009, or on overall achievement during the three most recent academic years. The results of tests administered in each subject area are combined to produce overall school passing percentages in English, mathematics, history and science.

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

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

Review of the Standards of Quality

The 2009 General Assembly added language to Item 140 of the Appropriation Act requiring the Board of Education to review the SOQ and submit a report by November 1, 2009. Specifically, Item 140 states:

The Board of Education shall review the current Standards of Quality to evaluate the appropriateness of the existing staffing standards for instructional positions and the appropriateness of establishing ratio standards for support positions, with the objective of maximizing resources devoted to the instructional program. The findings of this review, its associated costs, and its final recommendations for rebenchmarking shall be submitted to the Governor, the Chairmen of House Appropriations and Senate Finance Committees and the Joint Subcommittee on Elementary and Secondary Education Funding established pursuant to Item 1, paragraph H. of this Act no later than November 1, 2009.

Between the spring and fall of 2009, the Board reviewed the Standards of Quality and solicited public comment. The Board began this important work through its Committee on the Standards of Quality. The committee set to work immediately by holding several forums with statewide professional organizations to hear comments and suggestions from key constituencies in the field. Additionally, the Department of Education, through the Request for Proposal process, commissioned a study of SOQ funding, which was completed by an outside vendor. Through this statewide, interactive process, the Board of Education adopted policy directions and recommendations that will be submitted for consideration by the 2010 General Assembly. The Board of Education's policy directions and recommended changes to the SOQ are detailed below.
(Text to be added here...)

Closing Statement by the Virginia Board of Education

The Board of Education's priorities for action may be summed up as this: Our priorities are based upon a sincere expectation that every child will learn at a high level, that any traditional excuses for failure will be swept off the table, and that assessments will be used to guide the next lesson as well as evaluate the previous one.

The world in which we live—and certainly the one in which our children will live and work in the future—is constantly changing, constantly shifting. New technologies, new skills, and new ways of working emerge every day, and our schools must provide an education that promotes not just competence but *excellence*. Keeping our system of public schools on a steady course and continuing to deliver solid results despite huge challenges call for a keen sense of what is required to move from competence to excellence. It requires a steady focus on goals and on what needs to be our highest priority.

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

Appendices

Appendix A: Virginia Assessment Program Results: 2006-2007 through 2008-2009

Appendix B: Demographics of Virginia's Public Schools

Appendix C: List of School Divisions Reporting Full Compliance with the SOQ: 2008-2009

Appendix D. List of School Divisions Reporting Noncompliance with any Provision of the SOQ: 2008-2009

Appendix E: Divisions with All Schools Fully Accredited, Schools Granted Conditional Accreditation, Schools Rated Accredited with Warning, Schools Rated Accreditation Denied: 2008- 2009

Appendix F: Standards of Quality, as Amended by the 2009 General Assembly

**Appendix A:
Virginia Assessment Program Results:
2006-2007 through 2008-2009
Reported by NCLB Subgroups**

Assessment Results at each Proficiency Level by Subgroup

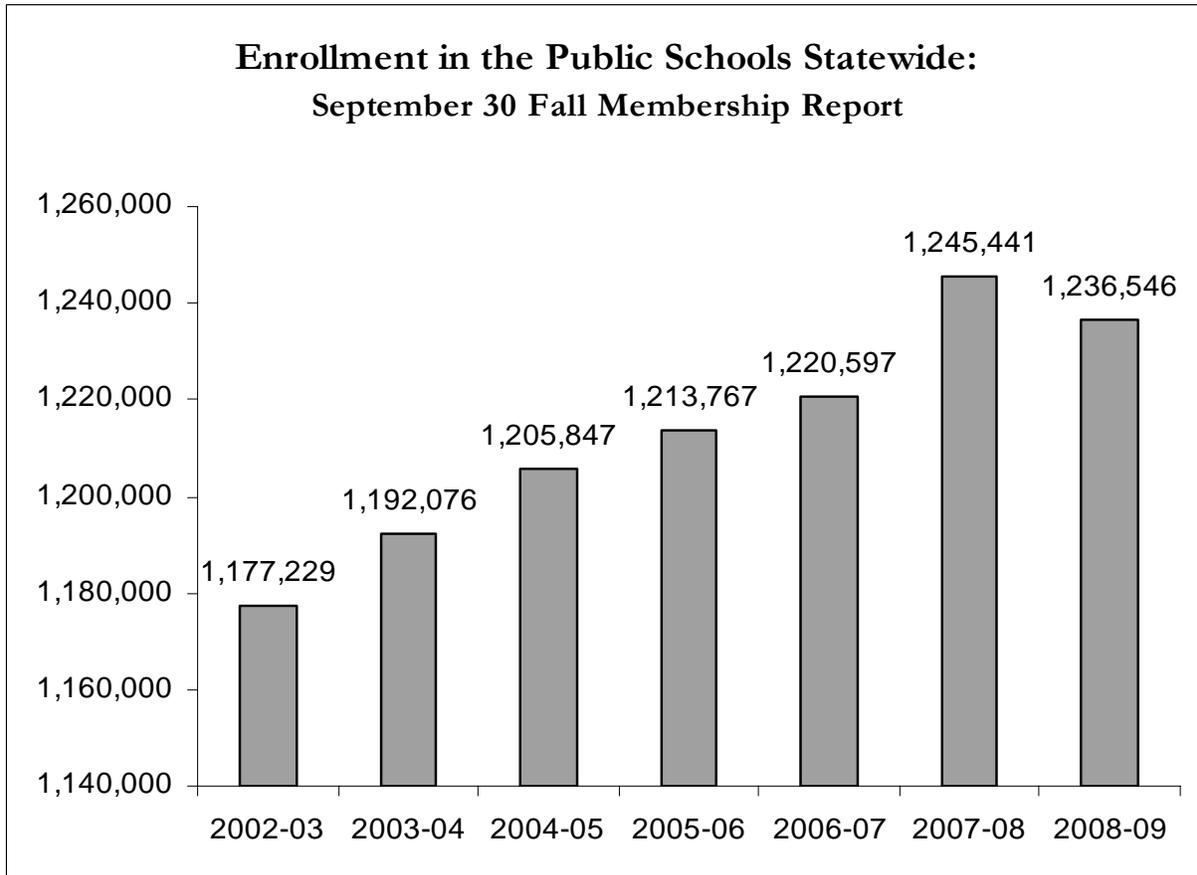
The Virginia Assessment Program includes Standards of Learning (SOL) tests and other statewide assessments in English, history/social science, mathematics, and science. The tables below provide information for the three most recent years on the achievement of students on these tests, including percentages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

Tables begin on the next page:

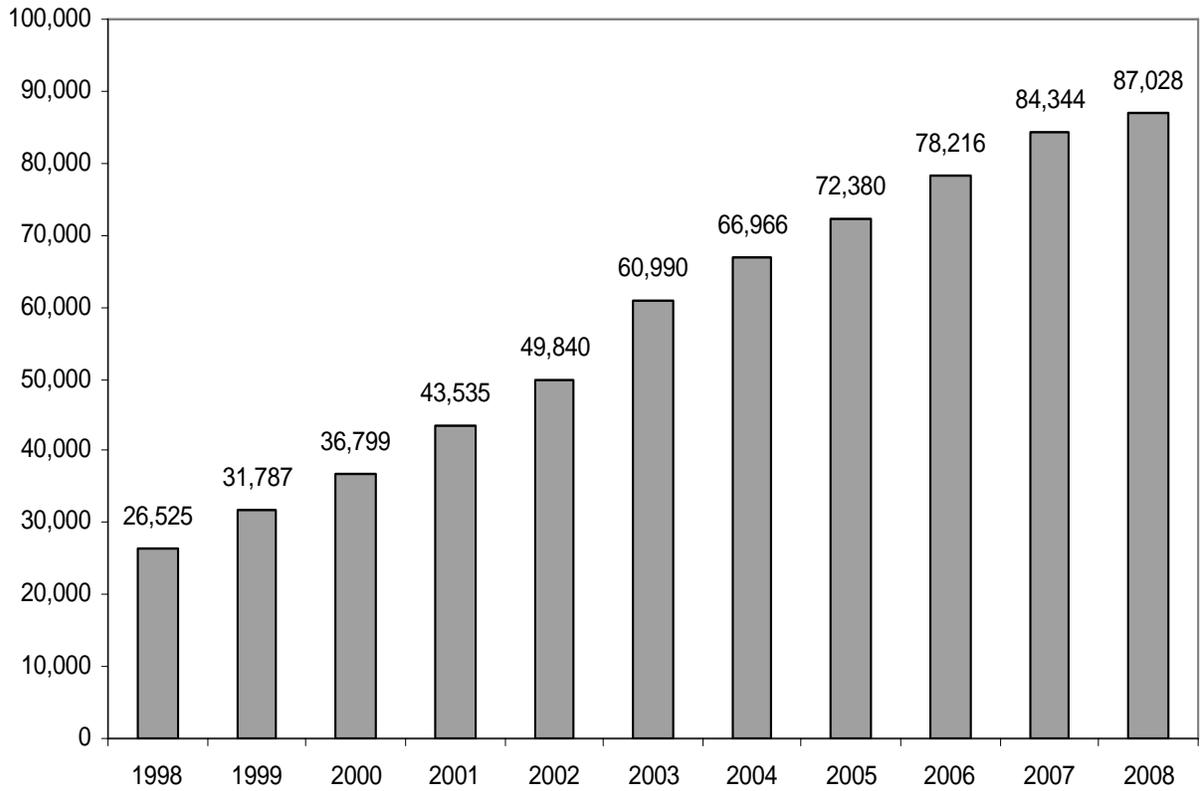
(Tables to be added here...)

APPENDIX B:

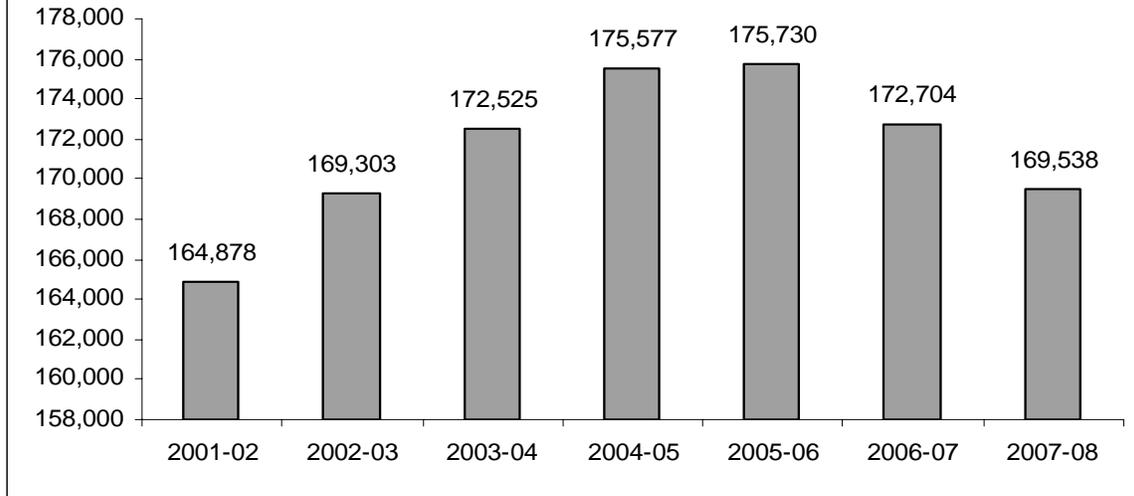
Demographics of Virginia's Public Schools



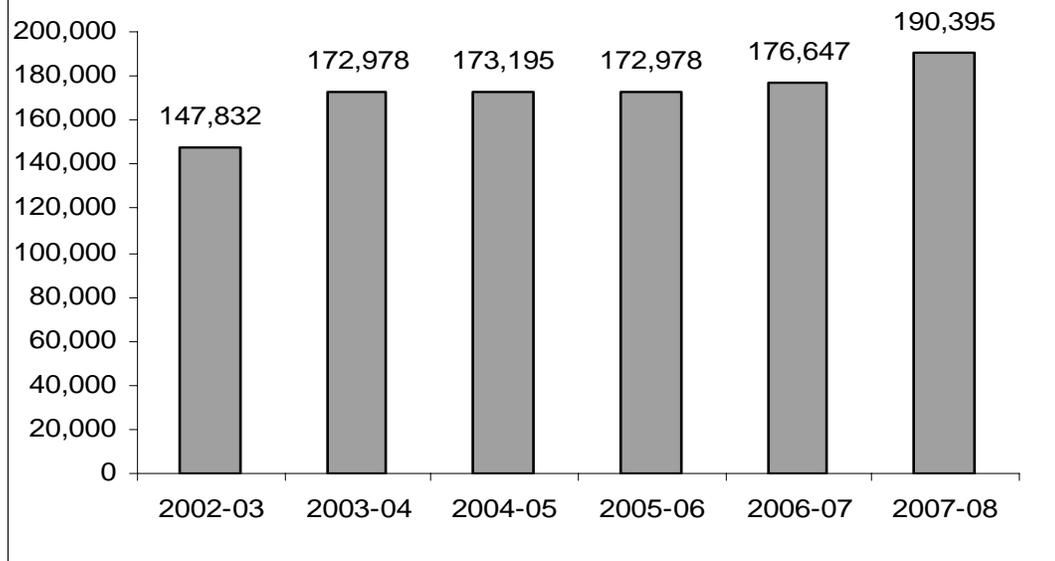
**Limited English Proficient Students
Receiving Services in Virginia's Public Schools: 1993-2008**



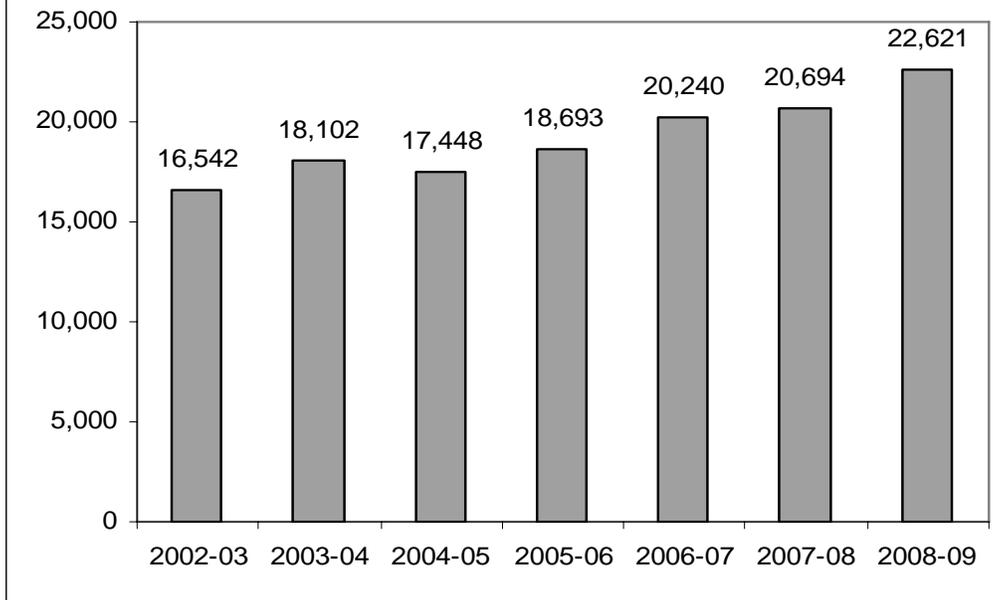
Enrollment in Special Education Programs: 2001-2008



Enrollment in Gifted Education Programs: 2002-2008



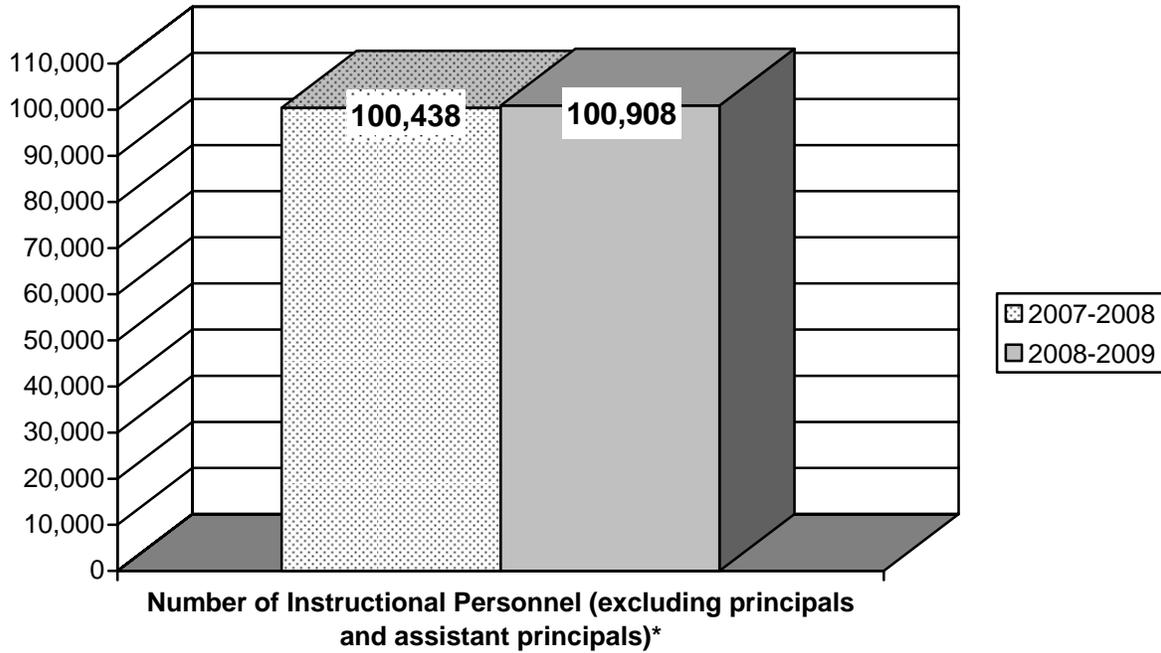
**Total Number of Home-Schooled Students in
Virginia: 2002-2009**



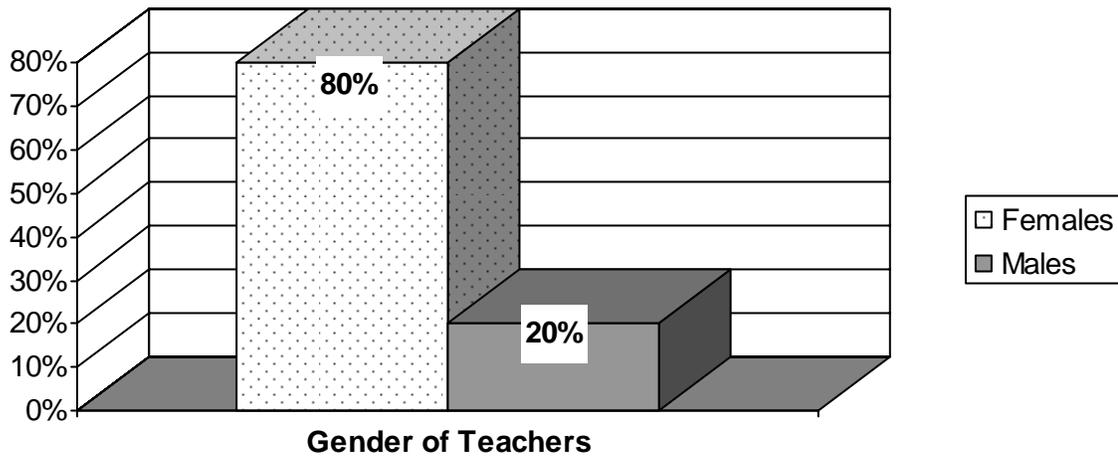
**Number and Percent of Students Eligible for Free and
Reduced-Price Lunch Program**

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

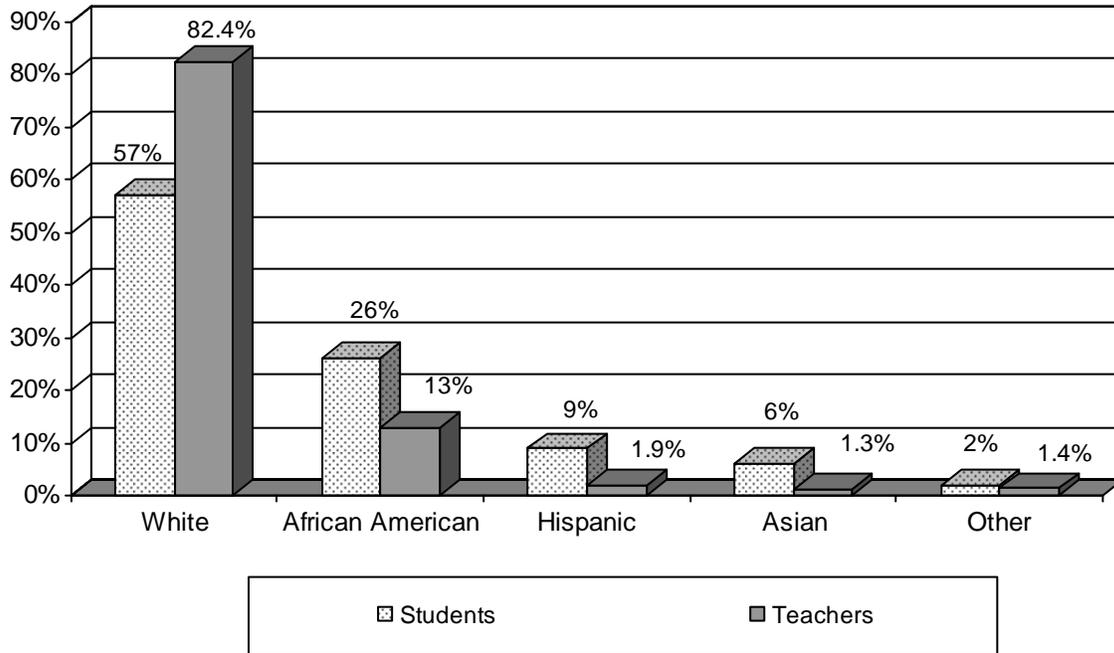
Number of Instructional Personnel (Excluding Principals and Assistant Principals)



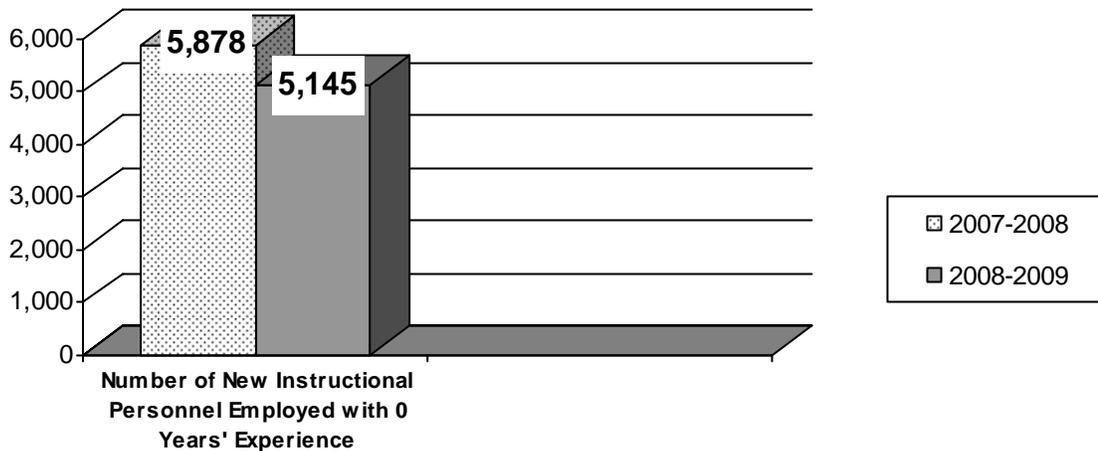
Gender of Instructional Personnel in Virginia's Public Schools: 2008-2009



Race/Ethnicity: Virginia Public Schools' Instructional Personnel and Students 2008-2009



Number of New Instructional Personnel (Excluding Principals and Assistant Principals) Employed by Virginia School Divisions 2007-08 and 2008-09 (New instructional personnel are defined as having 0 years' teaching experience)



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

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

Notes:

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

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

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

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

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

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

APPENDIX C:
Compliance with the Standards of Quality: 2008-2009

**Divisions Reporting Full Compliance
with All Provisions of the
Standards of Quality for 2008-2009**

(List to be added here...)

**APPENDIX D:
Divisions Reporting Noncompliance with Certain Provisions
of the Standards of Quality for 2008-2009**

(List to be added here...)

Appendix E:

Divisions with All Schools Fully Accredited, Schools Granted Conditional Accreditation, Schools Rated Accredited with Warning, Schools Rated Accreditation Denied 2008- 2009

In 117 of the Commonwealth's 132 school divisions, all schools are fully accredited, compared with 96 last year. Divisions with all schools fully accredited (other than new schools that automatically receive conditional accreditation) are:

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

Schools Accredited with Warning

The number of schools accredited with warning fell to 17, compared with 54 last year. Forty-eight schools that were on academic warning last year achieved full accreditation.

Albemarle County
Alexandria City
Brunswick County
Danville City
Grayson County
Hampton City
Henrico County
Norfolk City
Norfolk City
Northampton County
Prince William County
Richmond City
Richmond City
Roanoke City
Sussex County
Wythe County
Wythe County

Albemarle County Community Public Charter School
Jefferson-Houston Elementary
James S. Russell Middle
Langston Focus School
Fries Middle School
Jane H. Bryan Elementary
Highland Springs Elementary
Lindenwood Elementary
Ruffner Middle
Kiptopeke Elementary
Mills E. Godwin Middle
E.S.H. Greene Elementary
Fred D. Thompson Middle
Westside Elementary
Sussex Central Middle
Fort Chiswell Middle
Scott Memorial Middle

Schools Conditionally Accredited

Six schools earned full accreditation after undergoing reconstitution and being conditionally accredited for one or more years. These schools are: Caroline Middle, Caroline County; New Bridge Alternative Middle, Henrico County; Westwood Middle, Danville; Brighton Elementary and Craddock Middle, Portsmouth; and Addison Aerospace Magnet Middle in Roanoke.

Under Virginia's accountability program, a school that has been on academic warning for three consecutive years and fails to meet state standards for a fourth consecutive year can apply to the Board of Education for conditional accreditation — if the local school board agrees to reconstitute the school's leadership, staff, governance or student population. A reconstituted school can retain conditional accreditation for up to three years if it is making acceptable progress toward meeting state standards.

Four schools were rated with conditional accreditation. These schools are:

- Lafayette Winona Middle and Northside Middle in Norfolk, given conditional accreditation for the first time; and
- Lake Taylor Middle in Norfolk and Thomas C. Boushall Middle in Richmond, given conditional accreditation for a third consecutive year.

Schools Rated Accreditation Denied

Ellen W. Chambliss Elementary in Sussex County was denied accreditation after not meeting state standards despite reconstitution and three years of conditional accreditation.

Two Petersburg schools — J.E.B. Stuart Elementary and Peabody Middle — were denied accreditation for a fourth consecutive year. A third Petersburg school — Vernon Johns Junior High — was denied accreditation for the third year in a row.

The status of A.P. Hill Elementary in Petersburg, which was the subject of a Virginia Department of Education investigation of assessment irregularities, will be determined by the Board of Education tomorrow. The board will determine the status of William Fleming High School in Roanoke, which also was the subject of a VDOE inquiry of testing practices, at its October meeting

Fourteen newly opened schools are automatically rated as conditionally accredited for 2008-2009.

**Appendix G:
2009 STANDARDS OF QUALITY
Board of Education Recommendations to the 2010 Session of
the Virginia General Assembly**

(Text to be added here...)