

COMMONWEALTH OF VIRGINIA  
BOARD OF EDUCATION  
RICHMOND, VIRGINIA

**MINUTES**

April 21, 2010

The Board of Education and the Board of Career and Technical Education met at the James Monroe State Office Building, Jefferson Conference Room, 22<sup>nd</sup> Floor, Richmond, with the following members present:

Mrs. Eleanor B. Saslaw, President  
Mrs. Betsy D. Beamer  
Dr. Billy K. Cannaday, Jr.  
Mrs. Isis M. Castro

Mr. David M. Foster  
Mr. David L. Johnson  
Mr. K. Rob Krupicka  
Dr. Virginia L. McLaughlin

Dr. Patricia I. Wright, Superintendent of  
Public Instruction

Mrs. Saslaw called the meeting to order at 11 a.m.

***MOMENT OF SILENCE/PLEDGE OF ALLEGIANCE***

Mrs. Saslaw asked for a moment of silence, and Mr. Krupicka led in the Pledge of Allegiance.

***EXECUTIVE SESSION***

Mr. Johnson made a motion to go into executive session under *Virginia Code* Section 2.2-3711.A.41, for discussion and consideration by the Board of Education of records relating to denial, suspension, or revocation of teacher license. The motion was seconded by Mrs. Castro and carried unanimously. The Board went into executive session at 11:10 a.m.

Mr. Johnson made a motion that the Board reconvene in open session. The motion was seconded by Mr. Foster and carried unanimously. The Board reconvened at Noon.

Mr. Johnson made a motion that the Board certify by roll-call vote that to the best of each member's knowledge, (1) only public business matters lawfully exempted from open meeting requirements by Virginia law were discussed in the executive session to which this certification motion applies, and (2) only such public business matters as were considered by the Board. The motion was seconded by Dr. Cannaday and carried unanimously.

Board Roll call:

Mr. Foster – Yes  
Dr. Cannaday – Yes  
Dr. McLaughlin – Yes  
Mrs. Saslaw – Yes  
Mrs. Castro – Yes  
Mr. Johnson – Yes  
Mr. Krupicka – Yes  
Mrs. Beamer – Yes

The following motions were made:

Last Name	First Name	Middle Name	License Number	Action	Date of Action
Toler	Lisa	Dawn	CP-0617671	Suspension (suspended until June 30, 2011)	April 21, 2010
Turner	Ulysess	Edward	PROV-503355	Revocation	April 21, 2010
Walter	Shon	Merritt	PGP-344463	Revocation	April 21, 2010
Yewcic	Steve (Steven)	Mark	CP-201551	Revocation	April 21, 2010

In addition, in Case #1, the Board of Education approved the issuance of a statement of eligibility for a provisional license.

***PLANNING SESSION***

**Recognitions**

A Resolution of Appreciation was presented to Dr. Thomas Brewster and Mr. Kelvin Moore, former members of the Virginia Board of Education.

**Overview of Presentation Topics**

Dr. Wright said the planning session is a time for staff to reflect on key work of the department on behalf of the Board aligned with the comprehensive goals, objectives, and measures. Dr. Wright said the afternoon will not be spent dwelling on the past but building off the past laying the path to the future.

## ***REPORTS AND PRESENTATIONS***

### ***Highlights of Progress and Activities Towards Meeting Board of Education Objectives***

Dr. Deborah Jonas, executive director, research and strategic planning, presented this item. Dr. Jonas' presentation included the following:

#### Overview

- Comprehensive plan includes metrics to assess the Board's progress towards meeting objectives and the state of education in Virginia.
- Metrics are reported comprehensively each fall in the Board's annual report.
- The report includes qualitative and quantitative measures.

#### Highlights

- Virginia's College Readiness Initiative
- Adolescent literacy—challenges ahead
- Update on pre-K data projects

#### Capstone Courses

- Designed for students who:
  - ✓ Have participated in college-ready curriculum;
  - ✓ Passed courses but have not met college-ready performance expectations ;
  - ✓ Require a refresher course to be successful in entry-level college courses; and
  - ✓ Require additional skills needed for postsecondary success.
- Will integrate:
  - ✓ Content from Virginia Standards of Learning identified as college-ready standards;
  - ✓ College- and career-ready skills defined in state Career and Technical Education competencies;
  - ✓ Other standards identified as appropriate (e.g., standards from the Virginia Community College System, the CCSSO Common Core Standards Initiative); and
  - ✓ These mathematics and English courses will not be designed to provide remedial instruction.

#### Partners in Virginia's College Readiness Initiative

- Virginia Department of Education (agencywide)
- Virginia Community College System
- State Council of Higher Education for Virginia
- Southern Regional Education Board

#### Adolescent literacy actions and initiatives

- Revised *English Standards of Learning* (SOL): Include more rigorous objectives for reading, especially in the middle school grades.

- Through a partnership with the William and Mary, VDOE is providing 12 schools with targeted services designed to improve instructional practices and embed literacy instruction across the content areas.
- Through a partnership with the University of Virginia, VDOE sponsors intense reading academies for teachers of special education, grades 4-12 to provide professional development in teaching exceptional learners to read and write.
- Awarded 2009 Striving Readers grant to implement adolescent literacy programs in middle schools with significant percentages of struggling readers.
- 2008 Visions to Practice conference for practitioners focused on adolescent literacy
- 2007 Board of Education Literacy Policy Summit

#### Early Childhood Data Project

- Long-term goal:
  - ✓ Establish sustainable, flexible, integrated data system to enable state secretariats, legislators and agency commissioners to make informed policy decisions based on timely, valid information.
- Current work: Project Child HANDS
  - ✓ Funded to build a data and research infrastructure that integrates information from multiple sources regarding child care quality and related factors.
- Partners:
  - ✓ Virginia Department of Social Services (Lead)
  - ✓ Virginia Tech early childhood researchers and engineering experts
  - ✓ Virginia Department of Education
  - ✓ U.S. Department of Health and Human Services, Administration for Children and Families (sponsor)
- Project treats personal privacy and data security as critical priorities at each step.

#### Project HANDS Status

- Phase I: Inventory data available from all partners (complete)
- Phase II: Build the data system (in process)
  - ✓ Build with “waves” of partners from local communities
  - ✓ Ensure reporting mechanisms meet local and state needs
- Key questions:
  - ✓ What kinds of preschools/child care are children who receive CCDF subsidies and Temporary Assistance for Needy Families (TANF) attending?
  - ✓ What is the quality of that preschool/care?
  - ✓ Are there differences in type and quality of care depending on ethnicity, locality, home language or other demographic factors?
  - ✓ How are these children faring in kindergarten, and how is that related to the programs they attended prior to kindergarten?

#### Charter School Legislation

Mrs. Anne Wescott, assistant superintendent, policy and communications, presented this item. Mrs. Westcott’s presentation included the following:

### Background Information

- Charter schools were first authorized in Virginia in 1998.
- In 2002, legislation required all school divisions to accept and review all charter school applications submitted to them.
- In 2004, legislation provided that charter applicants could submit the application to the Board of Education for review.
- The 2004 legislation also deleted the cap on the maximum number of charter schools in a division, and deleted the requirement that half the charter schools must serve at-risk populations.
- The first eight charter schools in Virginia were established between 1999 and 2002 and were converted from traditional public schools.
- Two of these charter schools are still in operation. The third charter school currently in operation was the first to be approved that was submitted from outside a school division.
- The fourth charter school is expected to begin operation in the 2010-2011 school year.
- HB 1390 and SB 737 require public charter school applicants to submit the application to the Board of Education for a determination as to whether the application meets the Board's approval criteria prior to submitting the application to the local school board.
- The legislation permits the applicant to petition the local school board for reconsideration of a decision to deny an application.
- Prior to such reconsideration, the applicant may seek technical assistance from the Superintendent of Public Instruction.

### Current Law

- An application shall be received and reviewed by the local school board.
- An applicant may submit its proposed charter application to the Board for review and comment and the Board is required to examine the application for feasibility, financial soundness, curriculum, and other criteria established by the Board.
- The Board review does not include consideration as to whether the application should be approved by the local school board.
- Any decision regarding a charter school application, revocation, or renewal by a local school board is final and not subject to appeal.

### Details of the 2010 Legislation

- A public charter school applicant must submit its application to the Board of Education and the Board must make a determination as to whether the application meets its approval criteria.
- The Board must establish procedures for the review of applications.
- The Board and local school boards are required to post review procedures on their Web sites.
- Local school boards are required to establish a procedure for public notice.
- A local school board must give at least 14 days' notice of its intent to receive public comment on an application.
- If a local school board denies an application, it must provide the applicant with the reasons for the decision and post such reasons on its Web site.
- An applicant receiving a denial may petition the local school board for reconsideration.

- Local school boards must establish a process for reconsideration, including an opportunity for public comment.
- Prior to reconsideration, the applicant may seek technical assistance from the Superintendent of Public Instruction.
- Upon reconsideration, the decision of the local school board shall be final and not subject to appeal.
- An applicant who has been denied is not prohibited from submitting a new application.

### Issues for Consideration

The Board must develop or revise:

- Procedures for receiving and reviewing charter school applications.
- A listing of regulations that may be waived for charter schools.

Should the Board revise and review:

- Existing criteria used in reviewing applications?
- Existing criteria for making distributions from the charter school fund?
- The composition of the current Board review committee?

Should the Board develop:

- Technical assistance procedures?
- Guidance to local school boards related to procedures for receiving, reviewing, and ruling on charter school applications?
- Guidance to local school boards addressing a process of reviewing petitions for reconsideration?

### **Current Charter School Application Review Process**

Ms. Roberta Schlicher, director, program administration and accountability, presented this item. Ms. Schlicher's presentation included the following:

#### Meeting the Intent of the Law

- Prior to the 2010 General Assembly session, Section 22.1-212.9 of the *Code of Virginia* provided for the review of charter school applications by the Virginia Board of Education if the charter school applicant chose to submit its application for review.
- To meet the intent of the legislation, the Virginia Board of Education established a Charter School Review Committee in response to HB 380 which was passed by the 2004 General Assembly.
- The objective of the Charter School Review committee was to read and evaluate public charter school applications based on the criteria, consistent with state law, and prepare a consensus report as technical assistance to the charter school applicant.
- The Charter School Review committee did not approve or disapprove an application.

#### Board of Education's Review Responsibility

- In accordance with the law, the Board of Education reviews the applications based on the criteria described below. The criteria in the law are based on the Virginia School Board's charter school application.
  - ✓ Feasibility
    - ✗ Mission Statement
    - ✗ Goals and Educational Objectives
    - ✗ Evidence of Support from Community
    - ✗ Statement of Need
  - ✓ Curriculum
    - ✗ Educational Program
    - ✗ Pupil Performance Standards
    - ✗ Pupil Evaluation
    - ✗ Timeline for Achievement of Standards and Goals
  - ✓ Financial Soundness
    - ✗ Financial Plan

#### Charter School Application Review Committee Membership

- Membership of the charter school committee is comprised of:
  - ✓ Two Board of Education members appointed by Board president, one of whom serves as committee chair;
  - ✓ Individuals from the educational community having background in budget, curriculum, the *No Child Left Behind Act of 2001*, and special education; and
  - ✓ Two local representatives representing a school division that has or has had a charter school.

#### The Committee Meeting

- Upon receipt of a charter school application, the committee chair calls an application review committee meeting.
  - ✓ Public notice advertises date, place, and time.
  - ✓ Charter school applicant, local school board chair, and local school division superintendent in the division the charter is planned are invited to attend.
- The committee discusses whether the established criteria have been met.
  - ✓ If the criteria are not met, the committee records the reasons.
- The committee prepares a consensus report based on the application's conformation to the established criteria.

#### Following the Committee Meeting

- Consensus Report and Meeting Minutes
  - ✓ Minutes are posted on the Department's Web site;
  - ✓ Board president sends transmittal letter and consensus report to the charter school applicants;
  - ✓ A courtesy copy is sent to Board members; and
  - ✓ The report is made available to interested parties when available.

### College Partnership Laboratory School Legislation

Mrs. Michelle Vucci, director of policy, presented this item. Mrs. Vucci's presentation included the following:

#### Overview

- The legislation authorizes the establishment of college partnership laboratory schools in any public institution of higher education that operates a Board-approved teacher education program.
- A college partnership laboratory school would be a public school and would be established through a contract between the governing board of the school and the Board of Education.
- The school would be designated as a local education agency and would be eligible for federal funds, but it would not constitute a school division.
- Teachers in such schools shall hold a license issued by the Board or, in the case of an instructor in the higher education institution's Board-approved teacher education program, be eligible to hold a Virginia teaching license.

#### General Provisions

- Enrollment would be open to any school-age student who is a resident of Virginia. Enrollment would be on a lottery, space-available basis.
- Management of the school would be the responsibility of the governing board.
- All schools shall be subject to the Standards of Learning, Standards of Accreditation, and Standards of Quality.
- No school could charge tuition.
- The legislation addresses how the schools will be established, but not how they will be funded. That will be addressed by the Governor and the General Assembly at a later time.

#### Application Process

All applications must address:

- The need for the school;
- Detailed instructional program descriptions;
- Organizational structure and daily schedules; and
- Financial information.

Application Review:

- The Board must establish procedures for receiving, reviewing, and ruling upon applications.
- The Board must establish a review committee that would include experts with experience operating similar schools.
- The Board may establish procedures for public notice and comment.
- Any Board decision would be final and not subject to appeal.

- If the school serves at-risk students, the Board may approve an alternative accreditation plan.
- The Board may also grant waivers from state regulations.

College Partnership Laboratory School Fund:

- The legislation establishes a special, interest-earning fund to include funds appropriated by the Governor and General Assembly, as well as donations and grants.
- The Board of Education would establish the criteria for disbursements from the fund.

**Virtual School Program Legislation**

Mrs. Vucci also presented this item. Mrs. Vucci's presentation included the following:

Overview

- The legislation requires the Superintendent of Public Instruction to develop, and the Board to approve, criteria for approving and monitoring multidivision online providers of virtual school programs.
- It allows local school boards to enter into contracts with approved multidivision online providers to deliver virtual programs. Such contracts shall be exempt from the Virginia Public Procurement Act.
- Any multidivision online providers operating prior to the adoption of approval criteria by the Board may continue to operate until such criteria are adopted.

Multidivision Online Providers

A multidivision online provider is:

- A private or nonprofit entity entering into a contract with a local school board to provide programs through that school board and serving Virginia students residing both within and outside of the boundaries of the school division;
- A private or nonprofit entity entering into contracts with multiple school boards to provide programs through these multiple school boards; or
- A local school board that provides online courses or programs to students who reside in Virginia but outside of the boundaries of that school division.

A multidivision online provider is not:

- A local school board program in which fewer than 10 percent of the students enrolled are not residents of the school division;
- Multiple school boards that establish joint programs in which fewer than 10 percent of the enrollment is comprised of students who are not residents of any of the participating school divisions;
- Any local school board that provides programs for its students through an arrangement with a public or private institution of higher education; or
- Any local school board providing programs through private or nonprofit organizations that have been approved as multidivision online providers.

### Processes to be Developed

The Superintendent of Public Instruction develops and the Board approves:

- A process for approving multidivision online providers;
- A process for monitoring multidivision online providers;
- A process for revoking approved multidivision online providers if needed; and
- An appeals process for multidivision online providers whose applications are denied or whose approvals are revoked.

### Approval Criteria

The approval criteria require that:

- Providers are accredited by an accreditation program approved by the Board;
- Pupil performance standards and curriculum meet or exceed any applicable Standards of Learning (SOL) and the Standards of Accreditation (SOA);
- Objectives and assessments used to measure pupil achievement are in accordance with the SOA and all applicable state and federal laws; and
- Such programs maintain minimum staffing requirements appropriate for virtual school programs.

### Approval Authority

Using the processes and criteria approved by the Board, the Superintendent shall:

- Approve or deny multidivision online provider applications, and
- Revoke approvals of previously approved multidivision online providers if necessary.

Revocations and denials by the Superintendent may be appealed to the Board for review.

### Other Requirements

- The Superintendent must develop model policies for local school divisions.
- The Board must submit information about virtual school programs in its Annual Report to the Governor and to the General Assembly beginning in November 2011.
- The Department must maintain information about multidivision online providers on its Web site for students, parents, and other stakeholders.
- By July 1, 2011, all school divisions must post information on their Web sites about online courses and programs.

### Requirements for Teachers and Administrators

- Teachers who deliver instruction through online courses or virtual programs must be licensed by the Board.
- Teachers who deliver instruction through online courses or virtual programs must meet the same conditions for employment (such as fingerprinting and a background check) as other public school teachers.

- Administrators of virtual school programs must hold an advanced degree from an accredited institution of higher education, with educational and work experience in administering educational programs.

#### Enrollment and Tuition

- Any student enrolled in any online course or virtual program offered by a school division is considered enrolled in a public school.
- A student's parent or guardian must provide written permission prior to the enrollment of the student in any full-time virtual program.
- A student shall not be charged tuition for enrolling in any online course or virtual program offered by the school division where he resides.
- Tuition may be charged in accordance with existing provisions of the law if the student is considered a nonresident.

#### *Virtual Virginia: Program Update*

Mr. Lan Neugent, assistant superintendent for technology and career education, presented this item. Mr. Nugent's presentation included the following:

#### Purpose

- Provide access to courses that are unavailable due to low enrollments or scheduling conflicts
- Ensure the availability of high quality and rigorous Advanced Placement courses
- Offer World Languages to underserved populations
- Provide equity of access to educational options throughout Virginia regardless of geographic location

#### Course Experience

- Courses are delivered via the Internet through a secure, Web-based environment
- Students participate at school and/or home
- Advanced Placement and World Language/SOL aligned curriculum
- Courses promote a high level of interaction among students, teachers, and staff
- Content is media-rich, interactive, and engaging

#### Course content is designed to address different learning styles

- Text/Ancillary Readings
- Discussion Forums
- Written assignments
- Teacher Collaboration
- Internet Research
- Video Tapes/You Tube
- Small Group Discussion
- Student Presentations
- Student Projects
- Interviews

- Case Studies
- Role Playing
- Group Research Projects
- Virtual/Simulation Labs
- Writing/Publishing Reports
- Building Virtual Models/Projects
- Collaboration with Scientist Projects
- Real world problem projects
- Video Creation/Reports

#### Quality Instruction

- Highly qualified teachers
- Tools to support communication and real-time instruction
- Experienced instructional and curriculum supervisors
- Virtual school counselor
- Student/teacher technical support
- School mentor for face-to-face support

#### Quality Coursework

- Meet and exceed SOL and national standards
- Courses audited and approved by the College Board
- Content adheres to SREB Standards for Quality Online Instruction
- Virtual instructional time is equivalent to traditional classes
- AP test scores meet or exceed traditional school scores

#### Advanced Placement Course Offerings

Full Year and 4x4 Semester = 1 credit

- Art History
- Biology
- Calculus AB
- Calculus BC
- Chemistry
- Computer Science AB
- English Language and Composition
- English Literature and Composition
- Government and Politics: U.S.
- Human Geography
- Latin Literature
- Physics B
- Psychology
- Spanish Language
- Statistics
- U.S. History
- World History
- Chinese

### Advanced Placement Course Offerings

Full Year and 4x4 Semester = 1 credit

- Environmental Science
- European History
- French Language and Composition
- Government and Politics: Comparative
- Macroeconomics
- Microeconomics

### Non-AP Course Offerings

Full Year and 4x4 Semester = 1 credit

- Arabic I
- Chemistry (Honors)
- Chinese I
- Chinese II
- Chinese III
- Creative Writing
- Earth Science
- Latin I
- Latin II
- Latin III
- Latin IV
- Physics (Honors)
- Pre-Calculus and Math Analysis
- Spanish IV
- Survey of World Languages
- World Mythology

### Enrollment

- Students from 115 divisions and 250 middle and high schools enrolled in one or more courses in 2009/2010
- 6,276 half credit enrollments in 2009/2010
- Virtual Virginia has served over 10,000 students since its inception in 2002

### **Virginia's Educational Information Management System – Future Work**

Mrs. Bethann Canada, director of educational information management, presented this item. Mrs. Canada's presentation included the following:

Virginia's solution to meeting the data collection and reporting requirements of the *No Child Left Behind Act of 2001*, the Educational Information Management System (EIMS) leverages the data requirements to provide rich decision support tools to Virginia school division personnel. Accomplishments to-date include institutionalizing the assignment of a unique identifier to each student, integrating multiple reporting requirements into a single state student record collection, and a data warehouse accessible to division personnel that contains ten years

of state assessment data with the ability to disaggregate overall and sub-strand results to the teacher and student levels. In addition to state assessment data, the EIMS data warehouse now contains student-level college readiness scores, graduation data, literacy screening data, postsecondary enrollment information, and a report that can be used to identify students at risk of dropping out. These accomplishments are due in a large part to support and “buy in” by school division personnel. A large number of the reports and features of EIMS were developed at the request of school divisions and the student record collection was designed in collaboration with a group of school divisions.

#### Accomplishments

- 2002-2003 – First Individual Student Record Collection
- 2003-2004 – Contract Award, Pilot School Divisions Established
- 2004-2005 – All Students Assigned Unique “State Testing Identifiers”
- 2005-2006 – 40 School Divisions Participating in SIF Initiative
- 2006-2007 – 55 Additional Divisions Participating in SIF Initiative
- 2007 – Longitudinal Data Systems Grant Allows System Expansion
- 2007-2008 – 120 Divisions Participating in SIF Initiative
- 2008 – Reporting Virginia’s first On-time Graduation Rate
- 2008-2009 – Development of Electronic Transcript, Additional Data Available
- 2009-2010 - Development of Student Record Exchange and the Student Schedule Collection

There are currently more than 23 million student assessments in the EIMS data warehouse, representing 10 years of state assessment data.

#### Empowering Teachers and Administrators

The actionable reports within the EIMS data warehouse are available free of charge to all authorized public educators in Virginia. In addition to state assessment data, the EIMS contains student-level Advanced Placement results, Scholastic Aptitude Test results, and ACT results. A Postsecondary Enrollment report allows educators to learn actual postsecondary enrollment and completion information for recent graduates. A Watch List report allows educators to use data to determine students at risk of not succeeding in school, including such factors as performance in reading and mathematics, attendance, and age for grade. Pre-school and Kindergarten literacy screening data are also available in the data warehouse. The EIMS reports received 2,966 “hits” by 828 different teachers and administrators in a recent 30-day period.

#### The Cohort Reports

In October 2008, the Department released the Virginia On-Time Graduation Rate. The Virginia On-Time Graduation Rate is a cohort graduation rate that expresses the percentage of students who earn a Board of Education-approved diploma within four years of entering ninth grade for the first time. It is calculated using a formula endorsed in a 2005 compact signed by the nation’s governors and subsequently adopted by the General Assembly and Board of Education. In addition to calculating the true graduation rate, the Department calculated longitudinal completion and dropout rates for schools, school divisions, and the Commonwealth.

### Federal Grant

A 6-million dollar federal grant is being used to expand the capabilities of EIMS, providing for electronic transfer of student records from school-to-school and from K-12 to higher education; adding additional data for educator decision support; and emphasizing training for data quality. Electronic transfer of student records from K-12 to higher education is a first step toward establishing a P-20 data system for Virginia, providing rich data for analysis. There are currently 14,245 student transcripts in the system.

### Enabling Research

The longitudinal data in Virginia's EIMS has enabled the Department to conduct a number of research studies that could not have been accomplished without longitudinal data.

- LEP study (SB 683)
- Study of high school dropouts and graduates (SJ 329)
- Study of postsecondary enrollment and persistence
- Study of postsecondary outcomes in the first year (in process)
- Indicators of risk for dropping out of school
- PALS outcomes and the association with participation in VPI
- Third grade outcomes associated with children's participation in public pre-K programs
- Progress of students after completing VPI programs in Virginia (in process)
- Establishing Virginia's early warning tool for high schools
- Evaluation of 21st Century Community Learning Centers (annual)
- Evaluation of Supplemental Education Services and Providers (annual)
- Evaluation of Virginia's RTI initiative
- Evaluation of Virginia's Reading First initiative
- Creating the data supplement to Virginia's annual report for supplemental funding sources for at-risk students in Virginia
- Understanding the representation of students from different race/ethnicity groups in gifted education
- Postsecondary outcomes for CTE completers-6 year follow-up study
- Evaluation of early care and education programs funded through social services (in process)
- Validation of Virginia's Quality Rating and Improvement System (in process)
- Assessment of Henrico County Special Education programs
- Factors associated with teacher retention in Virginia
- Establishing Student Growth Percentiles (in process)

### The SIF Program

Recognizing the power of the Schools Interoperability Framework Association's (SIFA) specification to improve data quality and reduce local administrative burden, Virginia has provided software, installation, and training to 120 of Virginia's school divisions. SIF enables school divisions to obtain student identifiers for new and transferring students without human intervention. The success of this effort has prompted 64 school divisions to expand their use of the SIF specification for local "horizontal" use, resulting in improved quality of local data and additional reduced administrative burden. The SIF specification is the means by which school

divisions are implementing electronic transfer of student records. To date sixteen divisions are up and running with electronic transcripts.

### Best Practices Studies

Recognizing that a number of data collection topics were on the horizon, the Department contracted with the Center for Innovative Technology (CIT) to conduct a local and national information-gathering effort on a number of relevant topics. Conducting interviews in person and by telephone; and holding workshops around the state, CIT produced a number of best practices reports for the Department that reflected school division interests and concerns. The best practices reports address the following topics:

- The Academic and Career Plan;
- Linking student and teacher data;
- Linking K-12 and work force data; and
- Data exchanges in other industries.

### *The Future of Virginia's Assessment Program: Testing in a Digital Age*

Mrs. Shelley Loving-Ryder, assistant superintendent for student assessment and school improvement, presented this item. Mrs. Loving-Ryder's presentation included the following:

#### Guiding Principles

- All SOL tests developed with online as primary delivery mode by 2012-2013
- Include some innovative items in addition to multiple-choice
- Innovative items to be primarily computer- scored

#### Schedule for Implementation of Tests Measuring Revised SOL

- History in 2010-2011
- Mathematics in 2011-2012
  - ✓ Innovative items in online tests for grades 6, 7, 8 and end-of-course
  - ✓ Practice test provided with example of new item types
- Science and English in 2012-2013
- Developed with online as the primary mode of delivery; paper only for students with a "documented" need
- Some innovative items in all tests
- Writing test administered online

#### Future of Virginia Grade Level Alternative (VGLA)

- Work-sample based on-grade level assessment for students with disabilities and certain limited English proficient students
- Intent is to phase out VGLA for students with disabilities once test for students pursuing modified achievement standards is implemented (HB 304)
- Will still need a similar assessment for a small number of students who CANNOT take a multiple-choice test

Virginia Modified Achievement Standard Test (VMAST)

- Intended for students with disabilities who are learning grade level content but who are not expected to achieve proficiency at same rate as nondisabled peers
- Grant from USED to investigate a process for developing
- Supports and simplifications recommended by VA educators added to existing grade 8 online reading and mathematics items
- Field testing in spring 2010
- No firm schedule for implementation yet
- Ideal situation would be to implement VMAST in grades 3-8, Algebra I, and end-of-course reading in conjunction with new SOL tests
  - ✓ Mathematics in 2011-2012
  - ✓ Reading in 2012-2013

**Overview of the Board of Education's Comprehensive Plan**

Mrs. Wescott presented this item. Mrs. Westcott's presentation included the following:

Statutory Authority

§ 22.1-253.13:7, *Code of Virginia*:

The Board of Education shall adopt a statewide comprehensive, unified, long-range plan based on data collection, analysis, and evaluation. Such plan shall be developed with statewide participation. The Board shall review the plan biennially and adopt any necessary revisions.

This plan shall include the objectives of public education in Virginia, including strategies for first improving student achievement, particularly the achievement of educationally at-risk students, then maintaining high levels of student achievement; an assessment of the extent to which these objectives are being achieved; a forecast of enrollment changes; and an assessment of the needs of public education in the Commonwealth.

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 people 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.

#### ***WRAP UP AND NEXT STEPS***

Mrs. Saslaw asked members to take under advisement the information presented during this meeting. Later in the year, members will review the Comprehensive Plan in additional detail and make any changes and updates, as deemed appropriate. Mrs. Saslaw stated that she would like to see additional emphasis on literacy in mathematics.

#### ***ADJOURNMENT OF PLANNING SESSION***

There being no further business of the Board of Education and Board of Career and Technical Education, Mrs. Saslaw adjourned the meeting. Mrs. Saslaw announced that the business session will begin the next day at 9 a.m.

COMMONWEALTH OF VIRGINIA  
BOARD OF EDUCATION  
RICHMOND, VIRGINIA

**MINUTES**

April 22, 2010

The Board of Education and the Board of Career and Technical Education met at the James Monroe State Office Building, Jefferson Conference Room, 22<sup>nd</sup> Floor, Richmond, with the following members present:

Mrs. Eleanor B. Saslaw, President  
Dr. Ella P. Ward, Vice President  
Mrs. Betsy D. Beamer  
Dr. Billy K. Cannaday, Jr.  
Mrs. Isis M. Castro

Mr. David M. Foster  
Mr. David L. Johnson  
Mr. K. Rob Krupicka  
Dr. Virginia L. McLaughlin

Dr. Patricia I. Wright, Superintendent of  
Public Instruction

Mrs. Saslaw called the meeting to order at 9 a.m.

***MOMENT OF SILENCE/PLEDGE OF ALLEGIANCE***

Mrs. Saslaw asked for a moment of silence, and Dr. Cannaday led in the Pledge of Allegiance.

***APPROVAL OF MINUTES***

Mrs. Castro made a motion to approve the minutes of the March 18, 2010, meeting of the Board. The motion was seconded by Dr. Ward and carried unanimously. Copies of the minutes had been distributed to all members of the Board of Education.

***PUBLIC COMMENT***

The following persons spoke during public comment:

Kandis Lucas  
Arthur Almore

## **CONSENT AGENDA**

Dr. Ward made a motion to approve the consent agenda. The motion was seconded by Mrs. Castro and carried unanimously.

### **Final Review of Financial Report on Literary Fund**

The Department of Education's recommendation to approve the financial report (including all statements) on the status of the Literary Fund as of December 31, 2009, was approved with the Board's vote on the consent agenda.

## **ACTION/DISCUSSION: BOARD OF EDUCATION REGULATIONS**

### **Final Review of the Proposed Revisions to the Regulations Governing Career and Technical Education (I VAC 20-120-10 et seq.)**

Mr. Lan Neugent, assistant superintendent for technology and career education, presented this item. Mr. Neugent said that changes in both federal and state laws pertaining to career and technical education have made it necessary to revise the *Virginia Regulations Governing Career and Technical Education*.

Mr. Neugent said that the goals of this review are to: (i) update the regulations to comply with new state and federal laws, such as an identification and clarification of the U.S. Department of Education's approved Virginia requirements for meeting the performance standards of the Perkins Act of 2006; (ii) update definitions for consistency with other state and federal regulations dealing with similar issues such as a clarification of definition of terms impacted by the Perkins Act reauthorization of 2006, such as "career cluster," "career pathways," and "performance measures" and other terms impacted by the Perkins Act reauthorization of 2006; and (iii) eliminate any duplication of regulations.

The Carl D. Perkins Career and Technical Education Act of 2006 has expanded to include student attainment of career and technical skill proficiencies, including student achievement on technical assessments that are aligned with industry-recognized standards. Virginia has identified a combination of student competency achievement (existing requirement) with attainment of an industry credential as approved by the Virginia Board of Education. State and federal funds are available to assist school divisions in meeting this requirement.

Another substantive addition is the infusion of Career Clusters and Pathways into CTE instructional programs and the use of Program/Plans of Study and/or the Academic and Career Plan to map out students' courses of study based on career assessment and career investigation. One other change to the regulations is one that has a positive fiscal impact on school divisions. That change is requiring maintenance of effort rather than a full equal match of funds when purchasing equipment.

Mrs. Beamer made a motion to accept the proposed regulations for first review and authorize the Department of Education staff to proceed with the requirements of the Administrative Process Act. The motion was seconded by Mr. Krupicka and carried unanimously.

### ***ACTION/DISCUSSION ITEMS***

#### ***First Review of a Request for Approval of an Innovative Program Opening Prior to Labor Day (Year Round School) from Richmond City Public Schools***

Mrs. Anne Wescott, assistant superintendent for policy and communications, presented this item. Ms. Victory Oakley, chief academic officer, represented Richmond City Public Schools.

Mrs. Wescott said that the Richmond City School Board is requesting approval of an innovative program for Patrick Henry School of Science and Arts, a charter school serving grades K-5. The Patrick Henry School of Science and Arts is a public charter school operating under a contractual arrangement with Richmond City Public Schools. It plans to open for the 2010-2011 school year on August 9, 2010, but in subsequent years, it plans to begin the school year in July. For the 2010-2011 school year, the calendar includes 183½ teaching days, 10½ planning and development days, and 10 in-service days.

The school plans to operate on a “progressive quarter calendar” consisting of four quarters of approximately nine weeks of instruction, followed by a break of at least two weeks. During the breaks, there will be intersessions to provide remediation and enrichment programs for the students attending the school. There will be a five-week summer break between school years. The school’s calendar is very similar to the calendars of other year-round schools the Board of Education has approved in past years.

Dr. McLaughlin made a motion to accept the request from Richmond City Public Schools for an innovative program for first review, pursuant to the provisions of §.22.1-79.1 of the *Code of Virginia*. The motion was seconded by Mr. Krupicka and carried unanimously.

#### ***First Review of a Request for Approval of an Innovative Program Opening Prior to Labor Day from Harrisonburg City Public Schools***

Mrs. Anne Wescott, assistant superintendent for policy and communications, presented this item. Dr. Donald Ford, superintendent and Dr. Michael Loso, assistant superintendent for instruction and administration, Harrisonburg City Public Schools, was virtually present at the meeting.

Mrs. Wescott said that the Harrisonburg City School Board is requesting approval of an innovative program for Keister, Smithland, and Stone Spring Elementary Schools. Harrisonburg City Public Schools participates in a seven-division consortium for preschool programs, which includes the Shenandoah Valley Head Start consortium, the Virginia Preschool Initiative (VPI),

and early special education preschool. The other participating school divisions are Augusta County, Bath County, Highland County, Rockingham County, and the cities of Staunton and Waynesboro. All of the other school divisions, except for Staunton, which is also requesting a waiver from the Board of Education, have waivers to begin before Labor Day.

Both the Head Start and the VPI-funded classrooms are blended classrooms, and both serve students who are receiving Early Childhood Special Education Services. Augusta County Public Schools serves as the fiscal agent and employs all of the teachers in the Head Start consortium. The Head Start and VPI programs work together to coordinate services and share the same curriculum, use the same assessment system with a Web-based entry, provide the same staff development on the same days, have a joint Parent Policy Council, and have common business meetings. Having a common calendar promotes a more streamlined delivery of instruction, the coordination of services, and the sharing of resources.

Mrs. Castro made a motion to accept for first review the request from Harrisonburg City Public Schools for an innovative program, pursuant to the provisions of §.22.1-79.1 of the *Code of Virginia*. The motion was seconded by Dr. Cannaday and carried unanimously.

**First Review of a Request for Approval of a Waiver of 8 VAC 20-131-150 of the Standards of Accreditation (5 ½ Hour School Day) from Montgomery County Public Schools**

Mrs. Anne Wescott, assistant superintendent for policy and communications, presented this item. Mr. Walter Shannon, assistant superintendent for operations, represented Montgomery County Public Schools.

Mrs. Wescott said that the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (Standards of Accreditation), at 8 VAC 20-131-150, require that the standard instructional day must average 5 ½ hours for students in grades 1 through 12. Montgomery County School Board is requesting a waiver of this regulation through the end of the 2009-2010 school year because the Blacksburg High School gymnasium roof collapsed on February 13, 2010. The entire school building is closed while engineers and building officials determine the structural integrity of the school, shore up the building, and remove the debris where the gymnasium stood.

The Blacksburg High School students are now attending Blacksburg Middle School on a double shift, as the middle school could accommodate all the students. The middle school students continue to receive five hours and 31 minutes of instructional time. The high school students, however, have a four hour and 20 minute instructional day, and attend school from 2:00 p.m. until 7:15 p.m.

In a related action, the Montgomery County School Board adopted a policy permitting students to be awarded standard units of credit even though the student completes less than 140 hours of instructional time. Such a policy is permitted by 8 VAC 20-131-110, and applies only to the 2009-2010 school year.

Dr. Cannaday made a motion to waive first review and approve the request from Montgomery County Public Schools. The motion was seconded by Mr. Johnson and carried unanimously.

**First Review of a Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Grant Approval to Add New Education (Endorsement) Programs at Bluefield College, Christopher Newport University, Lynchburg College, Randolph-Macon College, the University of Richmond, and the College of William and Mary**

Mrs. Patty Pitts, assistant superintendent, teacher education and licensure, presented this item. Mrs. Pitts recognized the assistance from the following:

Advisory Board on Teacher Education and Licensure (ABTEL)  
Dr. Ella Ward, board liaison for ABTEL  
Dr. Jim Lanham, director of teacher education and licensure  
Dr. JoAnn Carver, director of teacher education

Mrs. Pitts also recognized representatives from the various institutions attending the meeting. They are as follows:

Dr. Marshal Sprague, professor of English and director of teacher education,  
Christopher Newport University  
Dr. Brenda Davis, chairperson, education department,  
Randolph-Macon College  
Dr. Christopher Ryder, assistant professor of music and director of choral activities,  
Randolph-Macon College  
Dr. Patricia Amman, coordinator, teacher licensure program,  
University of Richmond  
Denise Johnson, area coordinator, teacher education program,  
The College of William and Mary.

Mrs. Pitts said that the *Regulations Governing the Review and Approval of Education Programs in Virginia* (8VAC20-542-10 et seq.), effective September 21, 2007, require colleges and universities that offer programs for the preparation of professional school personnel to obtain education program (endorsement) approval from the Board of Education. Requests for new program endorsements approved by the Board of Education will receive a rating of *Approved*; *Approved with Stipulations*; or *Approval Denied*.

On March 15, 2010, the Advisory Board on Teacher Education and Licensure recommended that the Board of Education grant “Approved” status to the new education (endorsement) programs at Bluefield College, Christopher Newport University, Lynchburg College, Randolph-Macon College, the University of Richmond, and The College of William and Mary.

Program endorsement competencies, based on the *Regulations Governing the Review and Approval of Education Programs in Virginia* (8VAC20-542-10 et seq.), have been verified through the review of course descriptions and syllabi to determine alignment with each of the

competencies required, including supervised classroom instruction. A review of the *Request for New Endorsement Program* application submitted by each institution evidenced written documentation of school division demand data, as well as institutional and school division support for the requested programs.

*Motion 1:*

Bluefield College, Christopher Newport University, Lynchburg College, Randolph-Macon College, University of Richmond,

Mr. Johnson made a motion to waive first review and approve the Advisory Board on Teacher Education and Licensure’s recommendation to grant “*Approved*” status to the new endorsement programs (including approval of partnerships) at Bluefield College, Christopher Newport University, Lynchburg College, Randolph-Macon College, and the University of Richmond. The motion was seconded by Dr. Ward and carried unanimously.

*Motion 2:*

The College of William and Mary

Dr. McLaughlin stated, “by virtue of my employment at The College of William and Mary, I have a personal interest in this matter. Therefore I will not vote on this matter before the Board, and I will not participate in any discussion on it.”

Dr. Ward made a motion to waive first review and approve the Advisory Board on Teacher Education and Licensure’s recommendation to grant “*Approved*” status to the new endorsement programs (including approval of partnerships) at The College of William and Mary. The motion was seconded by Mr. Foster and approved with “yes” votes from the following Board members: Mr. Foster, Dr. Cannaday, Dr. Ward, Mrs. Saslaw, Mrs. Castro, Mr. Johnson, Mr. Krupicka, and Mrs. Beamer.

The approved programs are as follows:

<b>Institution</b>	<b>Endorsement Program</b>	<b>Level of Program</b>
Bluefield College	<ul style="list-style-type: none"> <li>• Music PreK-12 – Instrumental</li> </ul>	Undergraduate
Christopher Newport University	<ul style="list-style-type: none"> <li>• Chemistry</li> <li>• English as a Second Language PreK-12</li> </ul>	Graduate Graduate
Lynchburg College	<ul style="list-style-type: none"> <li>• Special Education: Adapted Curriculum K-12</li> </ul>	Graduate
Randolph-Macon College	<ul style="list-style-type: none"> <li>• Music PreK-12 – Choral/Vocal</li> <li>• Music PreK-12 - Instrumental</li> </ul>	Undergraduate Undergraduate
University of Richmond	<ul style="list-style-type: none"> <li>• Gifted Education - Add-on Endorsement</li> </ul>	Graduate
The College of William and Mary	<ul style="list-style-type: none"> <li>• English as a Second Language PreK-12</li> <li>• Foreign Language - Chinese</li> <li>• Mathematics Specialist for Elementary and Middle Education</li> <li>• Algebra I - Add-on Endorsement</li> </ul>	Undergraduate/ Graduate Undergraduate/ Graduate Graduate Undergraduate/ Graduate

**First Review of a Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Accredite with Stipulations the Professional Education Program at Washington and Lee University through a Process Approved by the Board of Education and Approve the Education (Endorsement) Programs**

Mrs. Patty Pitts, assistant superintendent, teacher education and licensure, presented this item. Mrs. Pitts recognized the following persons attending the meeting from Washington and Lee University: Dr. June Aprille, provost; Dr. Hank Dobin, dean of the college, and Dr. Lenna Ojure, director of teacher education.

Mrs. Pitts said that Washington and Lee University requested accreditation through the Board of Education approved process. An on-site visit to review the program was conducted on November 29-December 2, 2009. The institution requested education (endorsement) programs in the following areas:

- Early/Primary Education PreK-3
- Elementary Education PreK-6
- Middle Education 6-8
- Foreign Languages: French, German, Spanish, and Latin
- Visual Arts
- Music Education: Instrumental
- Theatre Arts
- Computer Science
- English
- History and Social Science
- Mathematics
- Sciences: Biology, Chemistry, and Earth Science
- Journalism (add-on endorsement)
- Mathematics-Algebra I (add-on endorsement)

The overall recommendation of the on-site review team was that the professional education program be “accredited with stipulations.” Below are the recommendations for each of the four standards:

STANDARD	TEAM’S RECOMMENDATIONS
Standard 1: Program Design	Met Minimally with Significant Weaknesses
Standard 2: Candidate Performance on Competencies for Endorsement Areas	Not Met
Standard 3: Faculty in Professional Education Programs	Met
Standard 4: Governance and Capacity	Met

After a brief discussion, Dr. Ward amended the Superintendent of Public Instruction recommendation and to accept for first review the request from Washington and Lee University. The Board requested a written summary of efforts made following the on-site review and their plans to address deficiencies to present to the Board at the May meeting. The motion was seconded by Mr. Foster and carried unanimously.

**First Review of a Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Accredite the Professional Education Program at Averett University through a Process Approved by the Board of Education**

Mrs. Patty Pitts, assistant superintendent, teacher education and licensure, presented this item. Mrs. Pitts said that Averett University requested accreditation through the Board of Education approved process. An on-site visit to review the program was conducted on November 8-11, 2009.

Dr. Ward made a motion to waive first review and approve the Advisory Board on Teacher Education and Licensure’s recommendation to accept the recommendation of the on-site accreditation review team that the professional education program at Averett University be “accredited,” indicating that the program has met the standards as set forth in 8VAC-20-542-60 of the *Regulations Governing the Review and Approval of Education Programs in Virginia*. The motion was seconded by Dr. Cannaday and carried unanimously.

The recommendations for each of the four standards are as follows:

STANDARD	TEAM’S RECOMMENDATIONS
Standard 1: Program Design	Met
Standard 2: Candidate Performance on Competencies for Endorsement Areas	Met
Standard 3: Faculty in Professional Education Programs	Met
Standard 4: Governance and Capacity	Met Minimally with Significant Weaknesses

**First Review of Recommendations of the Advisory Board on Teacher Education and Licensure (ABTEL) to Approve Passing Scores for the Praxis II World Language Assessments in German, French, and Spanish and to Approve the Assessments and Passing Scores as Another Option to Meet Endorsement Requirements for Native Speakers or Candidates Who Have Learned the Foreign Language**

Mrs. Patty Pitts, assistant superintendent, teacher education and licensure, presented this item. Mrs. Pitts said that standard setting studies were conducted November 30 through December 3, 2009, for the Praxis World Language assessments in French, German, and Spanish which are required for individuals seeking the Foreign Language pre-K-12 endorsements in French, German, and Spanish in Virginia. ETS conducted the standard setting studies on behalf of the Virginia Department of Education (VDOE) for the new Praxis World Language

assessments. The purposes of the studies were to (a) recommend cut (or passing) scores for the Praxis World Languages assessments and (b) confirm the importance of the content specifications for entry-level German, French, and Spanish teachers in Virginia.

The first administration of the new Praxis World Languages assessments will occur in fall 2010. The current Praxis Content Knowledge assessments will be discontinued, with the last administration in June 2010 for German and July 2010 for French and Spanish.

In addition to the state-specific study, ETS also conducted two multistate standard setting studies for each World Language Assessment in July and August of 2009, in Princeton, New Jersey.

The Praxis World Languages *Test at a Glance* documents (ETS, in press) for the German, French, and Spanish assessments describe the purpose and structure of the assessments. In brief, each assessment measures whether entry-level German, French, or Spanish teachers have the knowledge and/or skills believed necessary for competent professional practice. A National Advisory Committee of expert practitioners and preparation faculty defined the content of the assessments, and a national survey of the field confirmed the content.

For each of the German, French, and Spanish assessments, the two-hour and 45 minute assessment is divided into four separately timed sections:

- Section I: Listening with Cultural Knowledge (50 minutes) – 36 multiple-choice questions
- Section II: Reading with Cultural Knowledge (50 minutes) – 39 multiple-choice questions
- Section III: Writing (50 minutes) – Three constructed-response questions
- Section IV: Speaking (15 minutes) – Three constructed-response questions.

Candidate scores on the four sections are combined and reported as an overall score; five category scores – Listening, Reading, Cultural Knowledge, Writing, and Speaking – also are reported. The maximum total number of raw score points that may be earned on each assessment is 98 for German, 97 for French, and 96 for Spanish. The reporting scales for the Praxis German, French, and Spanish assessments range from 100 to 200 scaled-score points.

In the Virginia standard setting study the panel recommended:

- For Praxis World Languages: **German**, the recommended cut score is **61** (on the raw score metric), which represents 62 percent of the 98 available raw score points. The scaled score associated with a raw score of 61 on the Praxis German assessment is 159.
- For Praxis World Languages: **French**, the average recommended cut score is **64** (on the raw score metric), which represents 66 percent of the 97 available score raw points. The scaled score associated with a raw score of 64 on the Praxis French assessment is 163.

- For Praxis World Languages: **Spanish**, the recommended cut score is **66** (on the raw score metric), which represents 69 percent of the 96 available raw score points. The scaled score associated with a raw score of 66 on the Praxis Spanish assessment is 167.

In the multistate standard setting studies the panels recommended:

- For Praxis World Languages: **German**, the average recommended cut score is **64** (on the raw score metric), which represents 65 percent of total available 98 raw points (the recommended cut scores for Panels 1 and 2 are 66 and 63, respectively). The scaled score associated with a raw score of 64 on the Praxis German assessment is 163.
- For Praxis World Languages: **French**, the average recommended cut score is **63** (on the raw score metric), which represents 65 percent of total available 97 raw points (the recommended cut scores for Panels 1 and 2 are 59 and 66, respectively). The scaled score associated with a raw score of 63 on the Praxis French assessment is 162.
- For Praxis World Languages: **Spanish**, the recommended cut score is **67** (on the raw score metric), which represents 70 percent of total available 96 raw points (the recommended cut scores for Panels 1 and 2 are 66 and 69, respectively). The scaled score associated with a raw score of 67 on the Praxis Spanish assessment is 168.

When reviewing the Standard Error of Measurement (SEM) for the cut scores recommended by the Virginia standard setting study as well as the multistate standard setting study, there is an overlap in the scaled scores. The SEM is a statistical phenomenon and is unrelated to the accuracy of scoring. All test results are subject to the standard error of measurement. If a test taker were to take the same test repeatedly, with no change in his level of knowledge and preparation, it is possible that some of the resulting scores would be slightly higher or slightly lower than the score that precisely reflects the test taker's actual level of knowledge and ability. The difference between a test taker's actual score and his highest or lowest hypothetical score is known as the standard error of measurement. The Standard Error of Measurement for the recommended cut scores for the Virginia standard setting studies and the multistate studies for each language are shown on the following pages. In all charts, consistent with the recommended cut score, the cut scores at the different SEMs have been rounded to the next highest whole number.

Standard Error of Measurement Summaries – German

Cut scores within 1 and 2 SEMs of the Recommended Cut Score – German – Virginia

	Recommended Cut Score (SEM)	Scale Score Equivalent
	61 (4.71)	159
-2 SEMs	52	147
-1 SEM	57	153
+1 SEM	66	165
+2 SEMs	71	172

Cut scores within 1 and 2 SEMs of the Recommended Cut Score – German – Multistate Panel 1

	Recommended Cut Score (SEM)	Scale Score Equivalent
	66 (4.50)	165
-2 SEMs	57	153
-1 SEM	62	160
+1 SEM	71	172
+2 SEMs	75	177

Cut scores within 1 and 2 SEMs of the Recommended Cut Score – German – Multistate Panel 2

	Recommended Cut Score (SEM)	Scale Score Equivalent
	63 (4.66)	161
-2 SEMs	53	148
-1 SEM	58	155
+1 SEM	67	166
+2 SEMs	72	173

Cut scores within 1 and 2 SEMs of the Recommended Cut Score – German – Combined Multistate Panels

	Recommended Cut Score (SEM)	Scale Score Equivalent
	64 (4.59)	163
-2 SEMs	55	151
-1 SEM	60	157
+1 SEM	69	169
+2 SEMs	74	175

Note: Consistent with the recommended cut score, the cut scores at the different SEMs have been rounded to the next highest whole number.

Standard Error of Measurement Summaries – French

Cut scores within 1 and 2 SEMs of the Recommended Cut Score – French – Virginia

	Recommended Cut Score (SEM)	Scale Score Equivalent
	64 (4.53)	163
-2 SEMs	55	152
-1 SEM	60	158
+1 SEM	69	170
+2 SEMs	74	176

Cut scores within 1 and 2 SEMs of the Recommended Cut Score – French – Multistate Panel 1

	Recommended Cut Score (SEM)	Scale Score Equivalent
	59 (4.65)	157
-2 SEMs	50	145
-1 SEM	54	150
+1 SEM	64	163
+2 SEMs	68	169

Cut scores within 1 and 2 SEMs of the Recommended Cut Score – French – Multistate Panel 2

	Recommended Cut Score (SEM)	Scale Score Equivalent
	66 (4.54)	166
-2 SEMs	57	154
-1 SEM	62	161
+1 SEM	71	172
+2 SEMs	75	178

Cut scores within 1 and 2 SEMs of the Recommended Cut Score – French – Combined Multistate Panels

	Recommended Cut Score (SEM)	Scale Score Equivalent
	63 (4.61)	162
-2 SEMs	53	149
-1 SEM	58	156
+1 SEM	67	167
+2 SEMs	72	174

Note: Consistent with the recommended cut score, the cut scores at the different SEMs have been rounded to the next highest whole number.

Standard Error of Measurement Summaries – Spanish

Cut scores within 1 and 2 SEMs of the Recommended Cut Score – Spanish – Virginia

	Recommended Cut Score (SEM)	Scale Score Equivalent
	66 (4.47)	167
-2 SEMs	58	156
-1 SEM	62	162
+1 SEM	71	173
+2 SEMs	75	179

Cut scores within 1 and 2 SEMs of the Recommended Cut Score – Spanish – Multistate Panel 1

	Recommended Cut Score (SEM)	Scale Score Equivalent
	66 (4.44)	167
-2 SEMs	57	155
-1 SEM	62	162
+1 SEM	70	172
+2 SEMs	75	179

Cut scores within 1 and 2 SEMs of the Recommended Cut Score – Spanish – Multistate Panel 2

	Recommended Cut Score (SEM)	Scale Score Equivalent
	69 (4.33)	171
-2 SEMs	60	159
-1 SEM	64	164
+1 SEM	73	176
+2 SEMs	77	181

Cut scores within 1 and 2 SEMs of the Recommended Cut Score – Spanish – Combined Multistate Panels

	Recommended Cut Score (SEM)	Scale Score Equivalent
	67 (4.38)	168
-2 SEMs	58	156
-1 SEM	63	163
+1 SEM	72	175
+2 SEMs	76	180

Note: Consistent with the recommended cut score, the cut scores at the different SEMs have been rounded to the next highest whole number.

On March 15, 2010, the Advisory Board for Teacher Education and Licensure (ABTEL) reviewed the studies and unanimously recommended that the Board of Education set the following cut scores for revised Praxis II World Language Assessments:

Praxis World Languages: German (0183) – 163  
Praxis World Languages: French (0174) - 163  
Praxis World Languages: Spanish (0195) - 168

Mrs. Castro made a motion to receive for first review the Advisory Board on Teacher Education and Licensure recommendations to approve cut scores for the revised World Language German, French, and Spanish assessments, and approve the use of the revised Praxis II assessments in German, French, and Spanish as additional test options that can be utilized by native speakers or candidates who have learned a foreign language without formal academic credit to meet the endorsement requirements in these languages. The motion was seconded by Dr. Ward and carried unanimously.

**First Review of a Recommendation of the Advisory Board on Teacher Education and Licensure to Approve a Passing Score for the Praxis II Business and Information Technology Assessment**

Mrs. Patty Pitts, assistant superintendent, teacher education and licensure, presented this item. Mrs. Pitts said that a standard setting study was conducted on December 2-3, 2009, for the Praxis Business Education assessment which is required for individuals seeking a Business and Information Technology endorsement in Virginia. ETS conducted the standard setting study on behalf of the Virginia Department of Education (VDOE) for the new Praxis Business Education assessment. The purposes of the study were to (a) recommend the minimum Praxis Business Education score judged necessary to award a Business and Information Technology Endorsement and (b) confirm the importance of the Praxis Business Education content specifications for entry-level business/information technology teachers in Virginia.

The first administration of the new Praxis Business Education assessment will occur in fall 2010. The current Praxis Business Education assessment will be discontinued, with the last administration in summer 2010. In addition to the state-specific study, ETS also conducted two multistate standard setting studies in September 2009 in Princeton, New Jersey.

The Praxis Business Education *Test at a Glance* document describes the purpose and structure of the assessment. In brief, the assessment measures whether entry-level business education teachers have the knowledge and/or skills believed necessary for competent professional practice. A National Advisory Committee of business education teachers and college faculty defined the content of the assessment, and a national survey of teachers and college faculty confirmed the content.

The two-hour assessment contains 120 multiple-choice questions and covers *Accounting and Finance* (18 questions); *Communication and Career Development* (18 questions); *Economics* (12 questions); *Entrepreneurship* (12 questions); *Information Technology* (18 questions); *Law and International Business* (18 questions); *Marketing and Management* (12 questions); and *Professional Business Education* (12 questions). Candidates' overall scores as well as eight category scores are reported. The maximum total number of raw-score points that may be earned is 120. The reporting scale for the Praxis Business Education assessment ranges from 100 to 200 scaled-score points.

The panel recommended a cut score of 78 for the Virginia standard setting study. The value of 78 represents approximately 65 percent of the total available 120 raw points that could be earned on the Praxis Business Education assessment. The scaled score associated with 78 raw points is 157.

The cut score recommendations for the Praxis Business Education test were 73.15 for Panel I and 75.03 for Panel II. These numbers also were rounded to the next highest whole number to determine the functional recommended cut scores of 74 for Panel I and 76 for Panel II. The values of 74 and 76 represent approximately 62 percent and 63 percent, respectively, of the total available 120 raw points that could be earned on the test. The scaled scores associated with 74 and 76 raw scores are 152 and 155, respectively.

When reviewing the Standard Error of Measurement (SEM) for the cut scores recommended by the Virginia standard setting study as well as the multistate standard setting studies, there is an overlap in the scaled scores. The SEM is a statistical phenomenon and is unrelated to the accuracy of scoring. All test results are subject to the standard error of measurement. If a test taker were to take the same test repeatedly, with no change in his level of knowledge and preparation, it is possible that some of the resulting scores would be slightly higher or slightly lower than the score that precisely reflects the test taker's actual level of knowledge and ability. The difference between a test taker's actual score and his highest or lowest hypothetical score is known as the standard error of measurement. The Standard Error of Measurement for the recommended cut scores for the Virginia standard setting study and the multistate studies are shown below. Note that consistent with the recommended cut score, the cut scores at the different SEMs have been rounded to the next highest whole number.

Standard Error of Measurement Summaries – Business

Cut scores within 1 and 2 SEMs of the Recommended Cut Score – Business Education – Virginia

	Recommended Cut Score (SEM)	Scale Score Equivalent
	78 (5.25)	157
-2 SEMs	68	145
-1 SEM	73	151
+1 SEM	84	164
+2 SEMs	89	170

Cut scores within 1 and 2 SEMs of the Recommended Cut Score – Business Education – Multistate Panel 1

	Recommended Cut Score (SEM)	Scale Score Equivalent
	74 (5.35)	152
-2 SEMs	64	140
-1 SEM	69	146
+1 SEM	80	160
+2 SEMs	85	165

Cut scores within 1 and 2 SEMs of the Recommended Cut Score – Business Education – Multistate Panel 2

	Recommended Cut Score (SEM)	Scale Score Equivalent
	76 (5.30)	155
-2 SEMs	66	143
-1 SEM	71	149
+1 SEM	82	162
+2 SEMs	87	168

Cut scores within 1 and 2 SEMs of the Recommended Cut Score – Business Education – Combined Multistate Panels

	Recommended Cut Score (SEM)	Scale Score Equivalent
	75 (5.33)	154
-2 SEMs	65	142
-1 SEM	70	148
+1 SEM	81	161
+2 SEMs	86	167

Note: Consistent with the recommended cut score, the cut scores at the different SEMs have been rounded to the next highest whole number.

The Advisory Board for Teacher Education and Licensure (ABTEL) recommends that the Board of Education set a cut score of 157 for the revised Praxis II assessment in Business and Information Technology (0101).

Dr. Ward made a motion to receive for first review the Advisory Board on Teacher Education and Licensure recommendation to approve the cut score for the revised Praxis II Business and Information Technology assessment. The motion was seconded by Mr. Krupicka and carried unanimously.

**Final Review of a Request for Approval of a Request from Fairfax County Public Schools for a Waiver of One Day for a Declared State of Emergency**

Mrs. Anne Wescott, assistant superintendent, policy and communications, presented this item. Mr. Kevin North, assistant superintendent, Fairfax County Public Schools assisted with presentation.

Mrs. Wescott said that Fairfax County Public Schools have missed ten days of school because of severe weather conditions and heavy snows this winter. The school calendar originally included 183 instructional days. Three of those days can be counted toward meeting the requirement of making up days that are missed because of weather conditions. Three additional make-up days are scheduled: April 12, originally planned to be a teacher workday, and June 23 and 24, which would be added to the end of the school year.

Therefore, Fairfax County Public Schools plans to make up the first five days that were missed because of weather conditions, and one day to make up the sixth and seventh days that were missed. It is requesting a waiver of one day to make up the eighth and ninth days that were missed. Fairfax County Public Schools are eligible for consideration of a waiver because both Governor Kaine and Governor McDonnell issued declarations of a state of emergency because of the heavy snows in December, January, and February.

The school board considered making up the missed days by scheduling school on Saturdays, on Memorial Day, and during spring break, but the feedback from the community was to extend the school year and request a waiver from the Board.

Mr. Johnson made a motion to approve Fairfax County Public Schools' request for waiver of one of the required make-up days, due to a declared state of emergency because of this winter's heavy snows. The motion was seconded by Mrs. Castro and carried unanimously.

***DISCUSSION OF CURRENT ISSUES***

Dr. Wright said she was pleased on the outcome of the presentations from the Board's Planning Session. She thanked Board members for their time.

Dr. Wright also announced that The Virginia Grade-Level Alternative (VGLA), a locally scored portfolio assessment for students with disabilities, will be replaced by a new online test—beginning with mathematics testing in 2011-2012 and reading testing in 2012-2013.

Dr. Wright said that the new assessment, the Virginia Modified Achievement Standard Test (VMAST), is designed for students with disabilities who are learning grade-level content but cannot fairly be held to the same achievement standards as their nondisabled classmates. Items on the VMAST will include supports and simplified items not available to students who take Standards of Learning (SOL) tests in reading and mathematics.

Mrs. Saslaw also thanked staff for their time and efforts during the information session. Mrs. Saslaw also thanked Board members for agreeing to serve on various committees. The committees are as follows:

Charter School Committee

Isis Castro, Chair  
Rob Krupicka  
Betsy Beamer

Lab School Committee

Dave Foster, Chair  
Virginia McLaughlin

Standards of Quality Committee

Billy Cannaday, Chair

Accountability Committee

David Johnson, Chair

ABTEL

Ella Ward, Board Liaison

***ADJOURNMENT***

There being no further business of the Board of Education and Board of Career and Technical Education, Mrs. Saslaw adjourned the meeting at 10:48 a.m.

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President