

## **P-16 Education Council Meeting Tuesday, January 10, 2006**

**The Honorable Peter Blake**, Secretary of Education, called the meeting to order at 2 p.m.  
Present at the meeting were:

The Honorable Mark R. Warner, Governor, Commonwealth of Virginia  
The Honorable Peter A. Blake, Secretary of Education  
Dr. Billy K. Cannaday, Jr., Superintendent, Chesterfield County Public Schools  
Warner Dalhouse, Chairman, Hometown Bank, Roanoke Branch  
William Davis, Jr., Principal, Norfolk Technical Center  
Dr. Glenn DuBois, Chancellor, Virginia Community College System  
Libby Garvey, Arlington County School Board  
Dr. Gayle Evans Hefty, Retired Principal, William Fox Elementary; PASS Coach, Walnut Hill Elementary  
David Johnson for Thomas M. Jackson, Jr., President, Board of Education  
Dr. Daniel LaVista, Executive Director, State Council of Higher Education for Virginia  
Dr. Virginia McLaughlin, Dean of the School of Education, College of William and Mary  
Princess Moss, President, Virginia Education Association  
Lloyd U. Noland, III, Chairman Emeritus, Noland Company  
The Honorable H. Russell Potts, Jr., Member, Senate of Virginia  
James A. Rothrock, Commissioner, Department of Rehabilitative Services  
David Temple, Program Officer, National Science Foundation  
Paul S. Tribble, Jr., President, Christopher Newport University  
The Honorable Onzlee Ware, Member, Virginia House of Delegates  
Dr. Patricia Wright, Acting Superintendent of Public Instruction, Virginia Department of Education  
Alan L. Wurtzel, Chairman, State Council of Higher Education for Virginia

The Honorable Peter Blake, secretary of education, called the meeting to order and welcomed Governor Mark R. Warner. Governor Warner welcomed new council members and thanked all members for participating. Governor-elect Kaine supports the P-16 Council, which Governor Warner said has the potential to be one of most significant education policy-driving entities in the state. Governor Warner publicly thanked Paul Tribble for his support in research and development efforts, and expressed appreciation to Dr. Glenn DuBois for his work on industry certification and community college credit for high school students. Governor Warner stressed the importance of the Educational Information Management System funded by the legislature, which will provide better data about the progress of K-12 students. He suggested that someone from private schools or home-schooling organizations be added to the council.

Council members expressed their appreciation of Governor Warner's outstanding record in education. Others thanked the Governor for their appointment to the P-16 Council and for bringing the language of education to the common parlance of the people across the state.

Mr. Blake conveyed Dr. Thomas R. Morris' strong support for the work of the P-16 Education Council. Dr. Morris, incoming Secretary of Education, was unable to attend the meeting. Following approval of the minutes from the last meeting, council members were requested to

review the materials in the meeting packet. Materials included general information about P-16 councils.

### **Recent Activity under Virginia's National Governors Association (NGA) Honor States Grant – Dr. Linda Wallinger**

Dr. Wallinger referred council members to the related handout included in their packets. She reviewed progress in the areas of:

- Policy reform by design.
- Development of a research study to examine academic weaknesses of high school students. The Virginia Department of Education (VDOE) and Virginia Community College System (VCCS) have met and considered possible questions for the upcoming study.
- Leadership program Colleagues for Success, which involves training teachers to work with the For Inspiration and Recognition of Science and Technology (FIRST) Robotics Competition. Fifteen schools have been selected for training in the spring.
- Student access to higher education, with transition in multiple modes. The Transition Forum, which was a requirement of the grant, took place in Richmond on December 5-6, 2005. Programs from the forum were available for review by council members. Ninth grade transition plans from the honor schools that attended the forum are due January 30, 2006.
- Incorporation of the community college Bridge Partnership into the Career Coaches program. Funds will be redirected from the Bridge Partnership to the Career Coaches program, based on a meeting between the VDOE and VCCS.

Dr. Wallinger also announced that a P-16 Web site has been posted and is linked to the NGA site. The Web address is <http://www.education.virginia.gov/P-16Council/index.cfm>.

### **Overview of Key Issues for Council's Consideration – The Honorable Peter Blake**

Council members were referred to a handout outlining areas of possible consideration. Pat Callan was not available to present at the meeting as previously discussed and will be rescheduled for a future meeting. The discussion of key issues will take place at that time.

Individual council members suggested additional items:

- The exploration of a means for assisting young people without high school diplomas to continue their education.
- The potential for after-school classes to address adult literacy, provide health care information, and serve as a hub for the community from 3:30 to 9 p.m., which has been shown to reduce vandalism and increase student achievement.
- The need to look at new ways for students to reach desired outcomes involving multiple paths to success. Summers could be extensions of school years, and there is a need for fewer but more rigorous expectations.

## **Study on Academic Weaknesses of High School Graduates – Gloria Westerman and Elizabeth Creamer**

Council members were referred to a handout. VCCS is responsible for the Career Coaches program and the study of community college students who do not have sufficient skills to place directly into college courses.

There are currently 41 career coaches in 58 high schools in Virginia. VCCS is continuing to collect outcomes through COMPASS testing and other means.

The study on academic weaknesses of high school graduates will attempt to determine the number of community college students not placing directly into college courses, and why. There is a significant percentage of students in community college who need remedial work. All student applicants take the COMPASS test as an entrance exam unless their SAT scores have reached a pre-established minimum level. Students are assigned to remediation based on these results. According to 2004 data, remediation often is required English, mathematics, or writing so that students can take college level courses. Four-year colleges do not offer developmental remediation courses directly, but instead send their students to community colleges for remedial courses.

Clarifications based on comments and questions from council members:

- Depending on the college, participation in a remedial program is voluntary.
- Half of all in-coming students are enrolled in developmental courses, mostly in mathematics. About a third of in-coming students need remediation in all areas. Most students are working adults and part-time students.
- Standard of Learning (SOL) testing is not linked to COMPASS testing and placement rates or used as a predictor of success. COMPASS is a skills test, but is not diagnostic and is not an aptitude test. The survey will help to indicate whether or not the test is a good indicator of future success. The COMPASS test is generated by ACT and used by most colleges.
- The study will validate differences between gender, race, and regions.
- Students who lack the requisite coursework or test scores are often locked out of the course enrollment system until they see a counselor. However, it is a concern that students know how to get around the policies.
- Direct goals of the NGA grant include improving graduation rates and ensuring that high school students make a smooth transition to community college with the necessary skills.
- For students with learning disabilities, there is not an automatic transmittal of a student's Individualized Education Program (IEP) from K-12 to community college unless the student requests it.
- There is a need to focus on students transitioning from high school to college, to make sure that high school exit expectations are aligned with college entrance expectations.
- The study will determine the profile of a student who has transitioned successfully.
- The study will include students in certificate programs.

Dr. LaVista and Dr. McLaughlin will work with Ms. Westerman and Mrs. Creamer on the survey prior to the next meeting.

## **Virginia's P-16 Data Collection Systems – Dr. Virginia McLaughlin**

Dr. McLaughlin referred to the document *The Governance Divide*, a copy of which was distributed to council members. She referred to the policy levers of curriculum and assessment, finance, data systems, and accountability. Council members were referred to page 10, which explains that states must create high quality data systems that span K-16.

## **Educational Information Management System (EIMS) – Lan Neugent**

Mr. Neugent explained the new K-12 student information data system used by all public school divisions. Council members were also referred to a handout with goals, some of which have been completed.

With the new system, the VDOE can review disaggregated data required by the federal government and use them to make strategic decisions about instruction. There is a unique testing identifier for each student, allowing the VDOE to follow students through time. The VDOE can run trends and follow the progress of individual students as they move from school to school. This identifier is also included on student transcripts. The VDOE can review information such as demographic data (disadvantaged, disability, etc.) and assessment data (test scores, proficiency level, etc.).

Clarifications based on comments and questions from council members:

- The data are for public school students only.
- Data are entered manually, but transmitted electronically. For security reasons, only designated individuals within a school division have access to the system, which is set up with security and encryption.

## **State Council of Higher Education for Virginia (SCHEV) Research Data Warehouse – Tod Massa**

Individual student data at the university level have been reported to the federal government since 1992, including information about a fall head count, admissions records, financial aid records, and course registrations. Public colleges as well as private colleges participating in the Tuition Assistance Grant program collect data. Data for non-Virginia students are also included. Students' social security numbers, which colleges are required to collect, are used as student identifiers. Virginia is in line with 35 other states in collecting data.

Data show the following:

- 63 percent of first-time, full-time students graduate within six years.
- 67 percent of students who transfer to another college graduate within six years. This is well above the second quartile overall and at the top among southern states.

Council members were referred to a document outlining projects currently under way:

- An institution coordinator can access the report electronically to gather information such as colleges to which students have transferred and can download a data file of those students.
- A new reporting feature looks at rates of success, majors, and programs of study.
- The Virginia Employment Commission can match student records with wage records. This gives a true sense of what happens to students who leave the system and shows the relative economic status of students at various institutions based on tax information.

Clarifications based on comments and questions from council members:

- A comparison of the K-12 and higher education data systems shows the data elements available in each. There is a need to integrate these data.
- K-12 schools are prohibited from using social security numbers as student identifiers, which is one of the difficulties of tracking students across the systems.

Council members will be apprised of the progress of the data systems at future meetings. Dr. Temple and Dr. DuBois will work with the issue of higher education data systems prior to the next council meeting.

**Teacher Education and Licensure System I (TEAL I) – Patty Pitts**  
**Teacher Education and Licensure system II (TEAL II) – Tod Massa**

Through the data system for teacher education and teacher quality, the VDOE is looking at ways to recruit, retain, and support teachers. Council members were referred to handouts included in their materials. Ms. Pitts and Mr. Massa will be invited to return and speak at a future council meeting.

**Next Steps and Adjournment – The Honorable Peter Blake**

Ideas for future meetings should be submitted to Dr. Wallinger, who will serve as point of contact. Dr. Thomas Morris, the incoming Secretary of Education, agrees with the need for staffing for the P-16 council. There is flexibility in the grant to provide for at least part-time assistance. Secretary Morris will work with Dr. Wallinger to push this effort forward. The Honorable Peter Blake expressed thanks to Sarah Finley and others for their work during his tenure as Secretary of Education.

The date and location for the next P-16 Council meeting will be announced.