

COMMONWEALTH OF VIRGINIA  
BOARD OF EDUCATION  
RICHMOND, VIRGINIA

**MINUTES**

May 19, 2011

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  
Mr. David M. Foster, Vice President  
Mrs. Betsy D. Beamer  
Dr. Billy K. Cannaday, Jr.  
Mrs. Isis M. Castro

Mr. David L. Johnson  
Mr. K. Rob Krupicka  
Dr. Virginia L. McLaughlin  
Mrs. Winsome E. Sears

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 Mrs. Castro led in the Pledge of Allegiance.

***RECOGNITION OF VISITORS***

Mrs. Saslaw introduced special guests from the Hampton Roads Center of The George Washington University graduate program in Educational Leadership and Administration. The graduate students are current classroom teachers in the Hampton Roads area and aspire to become the next generation of school leaders.

***APPROVAL OF MINUTES***

Dr. McLaughlin made a motion to approve the minutes of the April 27-28, 2011, meeting of the Board. The motion was seconded by Mrs. Beamer 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:  
Dr. James Batterson  
Ann Rasmussen

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

***First Review of the Proposed Amendments to the Regulations Establishing Standards for Accrediting Public Schools in Virginia (8 VAC 20-131-5 et seq.) to Conform to HB 1554 and SB 810; HB 1793; and HB 2172 and SB 953 and HB 2494, Passed by the 2011 General Assembly, and HB 566 and SB 630 Passed by the 2010 General Assembly***

Mrs. Anne Wescott, assistant superintendent, policy and communications, presented this item. Mrs. Wescott said that the following sections of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* would be amended to comport with the legislation passed by the 2011 General Assembly and signed by the Governor:

1. 8 VAC 20-131-50 B, C, D and E, Requirements for Graduation, pages 12 through 16 – The new requirements for the Standard Diploma and the Advanced Studies Diploma would begin with the 9<sup>th</sup>-grade class of 2011. The requirements include one standard credit in economics and personal finance. The requirements for the Standard Technical Diploma and Advanced Technical Diploma would begin with the 9<sup>th</sup>-grade class of 2012. This comports with HB 1554 and SB 810.
2. 8 VAC 20-131-50 K, Requirements for Graduation, page 19 – The Board of Education's Seal for Excellence in Civics Education will be awarded to students who earn any of the following diplomas: 1) Modified Standard Diploma; 2) Standard Diploma; 3) Standard Technical Diploma; 4) Advanced Studies Diploma; or 5) Advanced Technical Diploma. This comports with HB 1793.
3. 8 VAC 20-131-100 B, Instructional Program in Secondary Schools, page 28 – The minimum course offerings for each secondary school are revised to include the addition of one standard credit in economics and personal finance. This comports with HB 1554 and SB 810.
4. 8 VAC 20-131-140, College and Career Preparation Programs and Opportunities for Postsecondary Credit, page 34 – The requirement for all students, beginning in middle school, to have an Academic and Career Plan would begin in the 2012-2013 academic year. This comports with HB 1554 and SB 810.
5. 8 VAC 20-131-270 A, School and Community Communications, page 52 – School boards shall report annually to the Board of Education the number of Board-approved industry certifications obtained, state licensure examinations passed, national occupational competency assessments passed, Virginia workplace readiness skills assessments passed; and the number of career and technical education completers who graduated. These numbers shall be reported as separate categories on the School Performance Report Card. This comports with HB 566 and SB 360.

6. 8 VAC 20-131-280 C, Expectations for School Accountability, page 53 – This language would permit the Board of Education to approve an alternative accreditation plan for any public school. The current regulation permits the Board to approve an alternative accreditation plan for special purpose public schools, such as joint and regional schools, Governor’s schools, special education schools, alternative schools, or career and technical schools. This comports with HB 2494.
7. 8 VAC 20-131-300 A, Application of the Standards, pages 58 and 59 – The current testing pass rate is 75 percent in English for grades three through five, and 70 percent for all other grades and courses. The testing pass rate is 50 percent for science and history and social science for grade three, and 70 percent for all other grades and courses. These rates will remain in effect with ratings awarded in the 2012-2013 school year. For ratings awarded in the 2013-2014 school year and beyond, the increase in the test pass rate needed for full accreditation for all grades will be 75 percent in English and 70 percent in mathematics, science, and history and social science. This comports with HB 1554 and SB 810.
8. 8 VAC 20-131-325 A, Recognitions and Rewards for School and Division Accountability Performance, page 67 – In order to encourage school divisions to promote student achievement in science, technology, engineering, and mathematics (STEM), the Board shall take into account in its guidelines for the Virginia Index of Performance incentive program, a school division’s increase in enrollments and elective course offerings in these STEM areas. This comports with HB 2172 and SB 953.
9. 8 VAC 20-131-360, Effective Date, page 71 – This amends the effective dates of the new provisions related to graduation and school accreditation. This comports with HB 1554 and SB 810.

The following topics were discussed after Ms. Westcott’s presentation:

- HB2494: The intent of HB2494 passed by the General Assembly is to provide an opportunity for all school divisions to get the same type of waivers as charter schools. All requests for waivers must be approved by the Board.
- Economics and Personal Finance: The flexibility of school divisions to implement the Economics and Personal Finance course which begins with the 9<sup>th</sup>-grade class of 2012.

Mr. Johnson made a motion to receive for first review the proposed technical changes to the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*. The motion was seconded by Mrs. Beamer and carried unanimously.

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

### ***Final Review of a Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Revise the Definitions of At-Risk of Becoming Low-Performing and Low-Performing Institutions of Higher Education in Virginia as Required by Title II of the Higher Education Opportunity Act (HEOA)***

Mrs. Patty Pitts, assistant superintendent for teacher education and licensure, presented this item. Mrs. Pitts said that the *Regulations Governing the Review and Approval of Education Programs in Virginia*, effective September 21, 2007, and amended January 19, 2011, define the standards that must be met and the review options available for the accreditation of professional education programs required.

The three options for accreditation are as follows:

- Option I: National Council for the Accreditation of Teacher Education (NCATE)
- Option II: Teacher Education Accreditation Council (TEAC)
- Option III: Board of Education (BOE) Approved Accreditation Process

Each accreditation review results in one of the following decisions:

Option I: National Council for the Accreditation of Teacher Education:

- Accreditation for five years<sup>1</sup>
- Accreditation for seven years<sup>2</sup>
- Accreditation for two years with a focused visit
- Accreditation for two years with a full visit
- Defer decision [Accreditation decision is deferred for six months.]
- Deny accreditation
- Revoke accreditation

<sup>1</sup>*All standards are met, no serious problems exist across standards, and the state retains a five-year cycle.*

<sup>2</sup>*All standards are met and no serious problems exist across standards. (Note: Virginia maintains a seven-year cycle.)*

Option II: Teacher Education Accreditation Council:

- Accreditation (ten years)
- Accreditation (five years)
- Accreditation (two years)
- Initial accreditation (five years)
- Initial accreditation (two years)
- Deny

Option III: Board of Education (BOE) Approved Accreditation Process:

- Accredited
- Accredited with Stipulations
- Accreditation Denied

Mr. Foster made a motion to approve the Advisory Board on Teacher Education and Licensure's recommendation to revise the definitions of at-risk of becoming low-performing and low-performing institutions of higher education in Virginia. The motion was seconded by Dr. McLaughlin and carried unanimously.

The revisions to the definitions of at-risk of becoming a low-performing institution of higher education and low-performing institution of higher education are as follows:

At-Risk of Becoming a Low-Performing Institution of Higher Education: An at-risk of becoming a low-performing institution of higher education means an institution with teacher preparation programs that receives one of the following designations from the accreditation review:

NCATE:	Accreditation for two years with a focused visit; or Accreditation for two years with a full visit
TEAC:	Accreditation (two years) Initial Accreditation (two years)
BOE:	Accredited with Stipulations

Low-Performing Institution of Higher Education: A low-performing institution of higher education means an institution with teacher preparation programs that has not made improvements by the end of the period designated by the accrediting body or not later than two years after receiving the designation of at-risk of receiving the designation of at-risk of becoming a low-performing institution of higher education.

When an institution receives one of the following designations, the low-performing designation will be removed:

NCATE:	Accreditation for seven years
TEAC:	Accreditation (ten or five years) <sup>3</sup>
BOE:	Accredited

<sup>3</sup>*The Virginia/TEAC Partnership currently allows for seven-year accreditation. The partnership with TEAC expires June 30, 2013.*

If an institution's accreditation is revoked or denied, the State Council of Higher Education for Virginia (SCHEV) will be notified for appropriate action. The *Regulations Governing the Review and Approval of Education Programs in Virginia*, (8VAC20-542-20), effective September 21, 2007, and amended January 19, 2011, stipulate that "If a professional education program fails to maintain accreditation, enrolled candidates shall be permitted to complete their programs of study. Professional education programs shall not admit new candidates. Candidates shall be notified of program approval status."

Federal reporting is required by states in October of each year. Institutions meeting these definitions at the end of the reporting year will be designated at-risk of becoming a low-performing institution of higher education or low-performing institution of higher education.

**Final Review of a Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Approve a Cut Score for the Reading for Virginia Educators (RVE): Elementary and Special Education Teachers Assessment**

Mrs. Pitts presented this item. Ms. Kathy Owens Oliver, Educational Testing Service, was available to answer questions from the Board.

Mrs. Pitts said that to support the decision-making process for the Virginia Department of Education with regards to establishing a passing score, or cut score, for the Reading for Virginia Educators (RVE): Elementary and Special Education Teachers (0306) Assessment, research staff from Educational Testing Service (ETS) designed and conducted a standard-setting study.

The study involved an expert panel comprised of teachers, administrators and college faculty. The Department of Education recommended panelists with (a) elementary or special education experience, either as elementary or special education teachers or college faculty who prepare elementary or special education teachers and (b) familiarity with the knowledge and skills required of beginning elementary or special education teachers with regards to teaching reading.

The *RVE: Elementary and Special Education Teachers Test at a Glance* document (ETS, in press) describes the purpose and structure of the assessment. In brief, the assessment measures whether entry-level elementary or special education teachers have the content knowledge and skills related to teaching reading believed necessary for competent professional practice. The specifications for the assessment were provided by the Virginia Department of Education and consistent with the current knowledge and skill content specified for licensure.

The two and one-half hour assessment is divided into two parts. Part A contains 100 multiple-choice questions covering *Assessment and Diagnostic Teaching* (approximately 19 questions), *Oral Language and Oral Communication* (approximately 19 questions), *Reading Development* (approximately 43 questions), and *Writing and Research* (approximately 19 questions). Part B contains three constructed-response questions covering three of the four content areas as Part A (*Oral Language and Oral Communication* is not covered by one of the constructed-response questions). While the sections are not separately timed, suggested time limits of 105 minutes for Part A and 45 minutes for Part B are provided.

Candidate scores on the two parts are combined and reported as an overall score; five category scores – one for each content area covered in Part A and one for the combined constructed-response questions in Part B – also are reported. The constructed-response questions in Part B are weighted to contribute 20 percent of the total raw-score points. The

maximum total number of raw points that may be earned on the assessment is 100, 80 points from Part A and 20 points from Part B. The reporting scales for the RVE: Elementary and Special Education Teachers (0306) assessment ranges from 100 to 200 scaled-score points.

The panel’s cut score recommendation for the Reading for Virginia Educators (RVE): Elementary and Special Education Teachers (0306) assessment is 66.68. The value was rounded to 67 (out of 100 raw score points that could be earned on the assessment), the next highest whole number, to determine the functional recommended cut. The scaled score associated with 67 raw points is 163.

When reviewing the Standard Error of Measurement (SEM) for the cut scores recommended by the Virginia Standard Setting Study, there is an overlap in the scaled scores. The Standard Error of Measurement for the recommended cut scores for the Virginia Standard Setting Study is 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 Measure Summary  
Reading for Virginia Educators: Elementary and Special Education Teachers Assessment

Cut Scores Within 1 and 2 SEMs of the Recommended Cut Score

<u>Recommended Cut Score (SEM)</u>	<u>Scale Score Equivalent</u>	<u>Field Test Pass Rate</u>
67 (4.55)	163 (Panel Recommendation)	52%
-2 SEMs	151	72%
-1 SEM	157 (ABTEL Recommendation)	63%
+1 SEM	169	40%
+2 SEMs	176	27%

In addition to the results of the Standard Setting Study, the Advisory Board on Teacher Education and Licensure (ABTEL) also reviewed the results from the field test conducted by ETS. A total of 764 candidates participated in the field test for the RVE assessment conducted in January-February 2011. The percentage of field test candidates passing at the scale score equivalent is also shown above.

Mrs. Castro made a motion to approve the Advisory Board on Teacher Education and Licensure’s recommendation to adopt the cut score of 157 for the Reading for Virginia Educators (RVE): Elementary and Special Education Teachers Assessment. The motion was seconded by Mrs. Beamer and carried unanimously.

**Final Review of a Recommendation of the Advisory Board on Teacher Education and Licensure to Approve a Cut Score for the Reading for Virginia Educators (RVE): Reading Specialist Assessment**

Mrs. Pitts presented this item. Mrs. Pitts said that to support the decision-making process for the Virginia Department of Education with regards to establishing a passing score, or cut score, for the Reading for Virginia Educators (RVE): Reading Specialist (0304) Assessment, research staff from Educational Testing Service (ETS) designed and conducted a standard-setting study. The study also collected content-related validity evidence to confirm the importance of the content specifications for entry-level reading specialists.

The study involved an expert panel comprised of teachers, administrators and college faculty. The Department of Education recommended panelists with (a) reading specialist experience, either as reading specialists or college faculty who prepare reading specialists and (b) familiarity with the knowledge and skills required of beginning reading specialists.

The *RVE: Reading Specialist Test at a Glance* document (ETS, in press) describes the purpose and structure of the assessment. The assessment measures whether entry-level reading specialists have the content knowledge and skills believed necessary for competent professional practice. The specifications for the assessment were provided by the Virginia Department of Education and consistent with the current knowledge and skill content specified for licensure.

The three and one-half hour assessment is divided into two parts. Part A contains 100 multiple-choice questions covering *Assessment and Diagnostic Teaching* (approximately 18 questions), *Oral Language and Oral Communication* (approximately 12 questions), *Reading Development* (approximately 40 questions), *Writing and Research* (approximately 12 questions) and *Specialized Knowledge and Leadership Skills* (approximately 18 questions). Part B contains a constructed-response question and a case study covering the same five content areas as Part A. While the sections are not separately timed, suggested time limits of 120 minutes for Part A, 30 minutes for the constructed-response question, and 60 minutes for the case study are provided.

Candidate scores on the two parts are combined and reported as an overall score; six category scores – one for each content area covered in Part A and one for the combined constructed-response question and case study in Part B – also are reported. The constructed-response question and case study in Part B are weighted to contribute 25 percent of the total raw-score points. The maximum total number of raw points that may be earned on the assessment is 107, 80 points from Part A and 27 points from Part B. The reporting scales for the RVE: Reading Specialist (0304) assessment ranges from 100 to 200 scaled-score points.

The panel's cut score recommendation for the RVE: Reading Specialist (0304) assessment is 70.13. The value was rounded to 71, the next highest whole number, to determine the functional recommended cut. The value of 71 represents approximately 66

percent of the total available 107 raw-score points that could be earned on the assessment. The scaled score associated with 71 raw points is 162 (on a 100 to 200 scale).

When reviewing the Standard Error of Measurement (SEM) for the cut scores recommended by the Virginia Standard Setting Study, there is an overlap in the scaled scores. The Standard Error of Measurement for the recommended cut scores for the Virginia Standard Setting Study is 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 Measure Summary  
Reading for Virginia Educators: Reading Specialist Assessment  
Cut Scores Within 1 and 2 SEMs of the Recommended Cut Score

<u>Recommended Cut Score (SEM)</u>	<u>Scale Score Equivalent</u>	<u>Field Test Pass Rates</u>
71 (4.69)	162 (Panel Recommendation) (ABTEL Recommendation)	70%
-2 SEMs	62	151
-1 SEM	67	158
+1 SEM	76	169
+2 SEMs	81	175
		79%
		75%
		55%
		38%

In addition to the results of the Standard Setting Study, the Advisory Board on Teacher Education and Licensure (ABTEL) also reviewed the results from the field test conducted by ETS. A total of 164 candidates participated in the field test for the RVE: Reading Specialist assessment conducted in January-February 2011. The percentage of field test candidates passing at the scale score equivalent is also shown above.

Dr. McLaughlin made a motion to approve the Advisory Board on Teacher Education and Licensure’s recommendation to adopt the cut score of 162 for the Reading for Virginia Educators (RVE): Reading Specialist Assessment. The motion was seconded by Dr. Cannaday and carried unanimously.

**Final Review of the Board of Education’s Comprehensive Plan: 2011-2016**

Mrs. Wescott presented this item. A revised copy of the *Comprehensive Plan: 2011-2016* had been distributed to all members of the Board. The revised draft contained the changes and additions requested by the Board during its previous discussions. These additional revisions reflect the latest information, actions, and data available.

Taken as a whole and compared to the plan for 2007-2012, the *Comprehensive Plan: 2011-2016* contains the following major revisions:

- Goal 1 has been clarified and stated as two sentences.
- Goal 2 and the text in several sections have been modified to incorporate a reference to

the new longitudinal data system, which provides improved ways for schools to report closing the achievement gap. Additional text recognizes the importance of national and international assessments in gauging student progress.

- Goal 3 has been adjusted slightly to reflect the Board's role in supporting and collaborating through partnerships to improve pre-K programs and services.
- Goal 5 and other sections of text have been significantly modified to address the Board's concern that the statement, in its proposed form, was unclear. The goal and text have been revised for clarity and to emphasize highly qualified and effective teachers and staff for every classroom and every school, especially in teacher shortage areas and hard-to-staff school systems. The revised goal and text acknowledge the importance of strong professional development and extensive partnerships currently underway and in development with the public schools and the higher education community across the state.
- Goal 7 has been revised to simplify and clarify the statement. Text has been added to reflect the Board's concern to address issues related to bullying and cyberbullying and to provide guidelines in the area of safe electronic communications between students and school personnel.
- The section on future challenges has been expanded to include recognition of the role of the Virginia Department of Education staff in supporting the Board of Education's work and priorities for action. The revised language acknowledges the potential for adverse impact of hard economic times on the staffing at the state level as well as the local level.
- Demographic data on Virginia's teachers and administrators have been added.
- Recognition of the Board's concern for recruitment and retention of minority teachers in the work force has been added.

Mrs. Sears made a recommendation to add STEM educational programs information to the *Comprehensive Plan* and was agreed upon by the Board. Mrs. Saslaw noted that the STEM information was mentioned at least twice within the text of the plan.

Dr. Cannaday made a motion to make any additional changes, as agreed to by the Board, and adopt the *Comprehensive Plan 2011-2016*, with the understanding that department staff will make any additional technical and editorial adjustments as may be necessary. The motion was seconded by Dr. McLaughlin and carried unanimously.

***Final Review of a Request for Approval of an Innovative Program Opening Prior to Labor Day from Alexandria City Public Schools***

This agenda item was removed from the agenda at the request of Alexandria City Public Schools.

**First Review of a Request for Approval of an Alternative Accreditation Plan from Albemarle County Public Schools for the Albemarle County Community Public Charter School**

Dr. Kathleen Smith, director of the office of school improvement, and Dr. Matthew Haas, director of secondary education, Albemarle County Public Schools, presented this item. Dr. Smith said that the mission of Albemarle County Community Public Charter School is to provide an innovative learning environment, using the arts to help children in grades six through eight to learn in ways that match their learning styles; and to develop the whole child intellectually, emotionally, physically, and socially.

Dr. Haas said that Albemarle County Public Schools is requesting approval of an alternative accreditation plan for Albemarle County Community Public Charter School. The school has been open for three years and has been *Accredited with Warning* for two consecutive years. Student achievement data is provided below.

Unadjusted AYP Pass Rates	2008-2009	2009-2010
	Percent Passing	
English Performance		
All Students	39%	55%
Mathematics Performance		
All Students	4%	91%
History Performance		
All Students	9%	55%
Science Performance		
All Students	Not Tested*	Not Tested*

\*There were no eighth-grade students in 2008-2009 or 2009-2010. The proposed alternative education plan, Attachment A, includes student achievement criteria.

As part of its request for an alternative accreditation plan for Albemarle County Community Public Charter School, Albemarle County Public Schools is requesting waivers of the following section of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* so that adjustments may be made to the accreditation calculations for accountability purposes.

**8 VAC 20-131-280 - Expectations for School Accountability**

- B. Each school shall be accredited based, primarily, on achievement of the criteria established in 8 VAC 20-131-30 and in 8 VAC 20-131-50 as specified below:
  - 1. The percentage of students passing the Virginia assessment program tests in the four core academic areas administered in the school, with the accreditation rating calculated on a trailing three-year average that includes the current year scores and the scores from the two most recent years in each applicable academic area, or on the current year's scores, whichever is higher.

Albemarle County Public Schools is not requesting waivers from section 8 VAC 20-131-90 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*.

Mr. Johnson made a motion to receive for first review the request for an alternative accreditation plan from Albemarle County Public Schools for the Albemarle County Community Public Charter School. The motion was seconded by Mrs. Castro and carried unanimously.

**First Review of a Request for Continuation of Alternative Accreditation Plans from Fairfax County Public Schools for the Kilmer and Key Centers**

Mrs. Smith presented this item. Dr. Terri Breeden, assistant superintendent of professional learning and accountability, Fairfax County Public Schools, introduced the following personnel in attendance from Fairfax County:

- Dr. Kathleen Oliver, professional learning and accountability student testing Services
- Mrs. Michelle Rahal, manager, office of student testing
- Mr. Michael Mollov, superintendent's office, governmental relations
- Dr. Michael Marsallo, principal, Kilmer Center
- Mrs. Ellen McCarthy, special services, intervention and previous services/Nontraditional program

Dr. Smith said that both Kilmer and Key Centers are special purpose schools. Fairfax County Public Schools is requesting approval of alternative accreditation plans for the Kilmer and Key Centers. Students attending the Kilmer and Key Centers are ages 5-21 and have been found eligible for special education services. Students are identified with the following special education designations: intellectually disabled--severe, intellectually disabled--moderate, multiple disabilities, traumatic brain injury, and/or autism. All students have significant cognitive disabilities, are significantly below age-/grade-level in their academic performance and receive instruction in self-contained classrooms.

For the accreditation ratings in 2010 based on assessments in 2009-2010, both Kilmer and Key Centers met full accreditation without the use of the alternative accreditation plan approved by the Virginia Board of Education on February 19, 2009.

All students at the Kilmer and Key Centers participate in the Virginia Alternate Assessment Program (VAAP). In order to participate in the VAAP, students meet the following criteria as required by the Virginia Department of Education (VDOE):

- have an IEP;
- demonstrate severe cognitive disabilities;
- need extensive, direct instruction in a curriculum based on Aligned Standards of Learning;
- require intensive, frequent, and individualized instruction in a variety of settings to show achievement; and

- are working on goals other than those for a Modified Standard, Standard, or Advanced Studies Diploma.

The VAAP is administered to all students. It has been determined that students at both Kilmer and Key Centers demonstrate skills from the 3-month level up to approximately the 2<sup>nd</sup>- and 3<sup>rd</sup>-grade levels (up through age 21). This significant gap between the functioning level of many Kilmer and Key Center students and the lowest levels of the VAAP make it extremely difficult for students to demonstrate proficiency on many of the Aligned Standards of Learning (ASOL). Thus, these students require additional measures to determine if they are making sufficient progress in their instructional programs.

Students with severe intellectual disabilities require additional time to learn and generalize the most basic skills and, thus, remain in school longer than the typical four years. Kilmer and Key Center students remain in school until their eligibility runs out at age 22, at which time they are transitioned into a private facility. Both centers work closely with the Fairfax County Community Services Board (CSB) to place students in appropriate facilities. However, CSB will not accept clients who still have school eligibility, and with no placement options, students remain at Kilmer and Key Center until age 22.

Most of the Kilmer and Key Center students who leave the school before age 22 do so for medical reasons. These students appear as dropouts when they withdraw for health reasons. Due to the fragility of some of the Kilmer and Key Center students, extreme medical conditions should not equate to dropping out of school. For this reason, Kilmer and Key Centers propose adjustments to the graduation rate.

As part of its request for alternative accreditation plans for Kilmer and Key Centers, Fairfax County Public Schools is requesting waivers of the following sections of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* so that adjustments may be made to accreditation calculations and to the Graduation and Completion Index (GCI) for accountability purposes.

#### 8 VAC 20-131-280 - Expectations for School Accountability

- B. Each school shall be accredited based, primarily, on achievement of the criteria established in 8 VAC 20-131-30 and in 8 VAC 20-131-50 as specified below:
1. The percentage of students passing the Virginia assessment program tests in the four core academic areas administered in the school, with the accreditation rating calculated on a trailing three-year average that includes the current year scores and the scores from the two most recent years in each applicable academic area, or on the current year's scores, whichever is higher.
  2. The percentage of students graduating from or completing high school based on a graduation and completion index prescribed by the Board of Education. The accreditation rating of any school with a twelfth grade shall be determined based on achievement of required SOL pass rates and percentage points on the board's graduation and completion index. School accreditation shall be determined by the

school's current year index points or a trailing three-year average of index points that includes the current year and the two most recent years, whichever is higher. The Board of Education's graduation and completion index shall include weighted points for diploma graduates (100 points), GED recipients (75 points), students not graduating but still in school (70 points), and students earning certificates of program completion (25 points). The Board of Education's graduation and completion index shall account for all students in the graduating class's ninth-grade cohort, plus students transferring in, minus students transferring out and deceased students. Those students who are not included in one of the preceding categories will also be included in the index.

Dr. McLaughlin made a motion to receive for first review the request for alternative accreditation plans from Fairfax County Public Schools for Kilmer and Key Centers. The motion was seconded by Dr. Cannaday and carried unanimously.

**First Review of a Request for Approval of Alternative Accreditation Plans from Fairfax County Public Schools for Mountain View High School, Woodson Adult High School, and Bryant Alternative High School**

Mrs. Smith presented this item. Dr. Breeden introduced the following personnel from Fairfax County Public Schools in attendance:

- Mr. Eric Kinderman, assistant principal, Mountain View High School
- Ms. Jane Cruz, principal, Woodson Adult High School
- Mr. Bob Landon, assistant principal, Woodson Adult High School

Dr. Smith said that Fairfax County Public Schools is requesting approval of alternative accreditation plans for Mountain View High School, Woodson Adult High School, and Bryant Alternative High School. The calculation of the Graduation and Completion Index (GCI) will be used to meet the accountability requirements of the regulation. However, as part of its request for an alternative accreditation plan, Fairfax County Public Schools is requesting a waiver of the following section of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* so that adjustments may be made to the GCI for accountability purposes.

**8 VAC 20-131-280 - Expectations for School Accountability B**

2. The percentage of students graduating from or completing high school based on a graduation and completion index prescribed by the Board of Education. The accreditation rating of any school with a twelfth grade shall be determined based on achievement of required SOL pass rates and percentage points on the board's graduation and completion index. School accreditation shall be determined by the school's current year index points or a trailing three-year average of index points that includes the current year and the two most recent years, whichever is higher. The Board of Education's graduation and completion index shall include weighted points for diploma graduates (100 points), GED recipients (75 points), students not graduating but still in school (70 points), and students

earning certificates of program completion (25 points). The Board of Education's graduation and completion index shall account for all students in the graduating class's ninth-grade cohort, plus students transferring in, minus students transferring out and deceased students. Those students who are not included in one of the preceding categories will also be included in the index.

In addition to the GCI, each school proposes a different set of accountability measures to be used to determine if the school meets full accreditation. These are summarized below:

**Additional Considerations to the GCI**

Component	Mountain View High School	Woodson Adult High School	Bryant Alternative High School
GCI bonus for maintaining a dropout rate below 25% for students over the age of 18	Yes	Yes	Yes
GCI bonus when 50% of the students who reach the maximum age for educational services continue in school	Yes	Yes	Yes
GCI bonus if 75% or more of graduates enroll in postsecondary education, join the military, or obtain a full-time job	Yes	Yes	Yes
GCI bonus when 75% or more students with a reduced course load and extended time meet the goals of their educational plan	Yes	Yes	Yes
GCI bonus if 80% of the student population placed by the Hearings Office are still enrolled or graduate	Yes	No students from WAHS are placed by the Hearings Office	Yes
GCI bonus if 80% or more of JVG participants enroll in postsecondary education or obtain a full-time job upon graduation	No	No	Yes
GCI bonus when 25% or more graduates participate in school-based career development program	No	Yes	No
GCI bonus when 25% or more graduates participate in the NVCC Adult Career Pathway Program	No	Yes	No

In addition, the plans propose that certain students be removed from the cohort as indicated:

- Students 18 years of age or older who move out of the country; and,
- Students who enter Fairfax County Public Schools as their first Virginia public school at age 18 years or older.

Mrs. Castro made a motion to receive for first review the request for alternative accreditation plans from Fairfax County Public Schools for Mountain View High School, Woodson Adult High School, and Bryant Alternative High School. The motion was seconded by Dr. Cannaday and carried unanimously.

**First Review of Proposed State Approved Textbooks for K-12 Mathematics**

Dr. Linda Wallinger, assistant superintendent for instruction, presented this item. Dr. Wallinger said that the Department of Education began the process to review mathematics textbooks following the Board of Education's approval to do so on March 18, 2010. In late fall 2010, further action was deferred as questions about the review process arose, and the Board indicated interest in revising the textbook review and approval process in January 2011.

In order to conform with the revised process approved on March 24, 2011, that required additional information from publishers, publishers of the reviewed mathematics textbooks were asked to complete Publisher's Certification and Agreement forms for each textbook being considered for approval by the Board. Department of Education staff members have reviewed all textbook publishers' certifications and agreements to ensure they have been completed correctly, sufficient information has been provided, and they are signed by an appropriate representative of the publishing company.

Board members received a list of 61 proposed recommended textbooks, including the status of the Publisher's Certification and Agreement forms for each. There were 34 textbooks that did not have sufficient correlations to the *Mathematics Standards of Learning*, and they were withdrawn from consideration by the publishers. An additional eight textbooks were withdrawn by publishers for other reasons.

During the discussion, the Board requested staff to present for first review guidelines for school divisions who choose to purchase off the Board's approved list.

Mrs. Beamer made a motion to receive for first review the list of proposed recommended textbooks for K-12 mathematics. The motion was seconded by Mr. Krupicka and carried unanimously.

**First Review of Recommended Cut Scores for History for the Virginia Grade Level Alternative (VGLA)**

Mrs. Shelley Loving-Ryder, assistant supervisor, division of student assessment and school improvement, presented this item. Mrs. Loving-Ryder said that the Virginia Grade Level Alternative (VGLA) was developed in 2004-2005 to assess the achievement of students with disabilities who are unable to demonstrate their attainment of the Standards of Learning through multiple-choice tests. A compilation of student work called a Collection of Evidence that represents the student's achievement of the Standards of Learning represented in the test blueprint is prepared for students participating in VGLA.

Beginning with the 2010-2011 administration, the VGLA Collections of Evidence for history will be prepared using the new blueprints based on the 2008 history Standards of Learning. Because of this change in content, new cut scores that represent the minimum number of points a student must earn to be considered "pass/proficient" or "pass/advanced"

on the VGLA for the various content areas in history must be adopted by the Virginia Board of Education.

Mrs. Loving-Ryder presented to the Board a range of recommended cut scores for the achievement levels of pass/proficient and pass/advanced for the VGLA for grade 3 history, Virginia Studies, U.S. History to 1865, U.S. History: 1865 to the Present and Civics & Economics.

Dr. Cannaday made a motion to waive first review and adopt cut scores for the achievement levels of pass/proficient and pass/advanced for the VGLA in grade 3 history, Virginia Studies, U.S. History to 1865, U.S. History: 1865 to the Present and Civics & Economics. The motion was seconded by Mrs. Castro and carried unanimously.

The cut scores for the achievement levels of pass/proficient and pass/advanced for the VGLA in grade 3 history, Virginia Studies, U.S. History to 1865, U.S. History: 1865 to the Present and Civics & Economics are as follows:

	Pass/Proficient			Pass/Advanced		
	Background Information	Standard Setting Summary		Background Information	Standard Setting Summary	
VGLA Subject Area	Pass/Proficient Cut Score (Percent Correct) for the SOL test	Round 3 Median Percent Correct for Proficient	Articulation Committee Recommendation	Pass/Advanced Cut Score (Percent Correct) for the SOL test	Round 3 Median Percent Correct for Advanced	Articulation Committee Recommendation
Grade 3 History	58%	64%	58%	88%	89%	88%
Virginia Studies	53%	43%	50%	80%	74%	78%
US History I	55%	58%	55%	85%	83%	83%
US History II	55%	55%	55%	85%	81%	82%
Civics & Economics	53%	55%	53%	85%	82%	84%

### ***DISCUSSION OF CURRENT ISSUES***

The Board discussed the following issues: (1) what school divisions could do while waiting for the Board's decision regarding the request to have more flexibility with the SOL testing window; (2) teachers continuing with their instructional programs after the SOL; (3) Algebra and Reading diagnostic; and (4) recent national studies of Head Start and early childhood education programs and their impact on closing the achievement gap.

Mrs. Sears stated her concern that recent national studies involving Head Start showed conflicting results, and Mrs. Sears expressed her interest in learning more about these early learning programs. Dr. McLaughlin suggested the Board have a work session to hear from the Early Childhood Foundation and Smart Beginnings Coalitions so the Board can have a better understanding of how the K-12 system fits in the context of P-16. Dr. McLaughlin said this will allow the Board to better understand ways the Commonwealth has approached this issue. Mr. Foster suggested the Board let the Superintendent and President fit this in when the agenda allows.

***ADJOURNMENT OF BUSINESS SESSION***

There being no further business of the Board of Education and Board of Career and Technical Education, Mrs. Saslaw adjourned the meeting at 10:47 a.m.

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President