

COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
RICHMOND, VIRGINIA

MINUTES

ANNUAL PLANNING SESSION

April 25, 2012

The Board of Education and the Board of Career and Technical Education met for the annual planning session in the James Monroe State Office Building, Jefferson Conference Room, 22nd Floor, Richmond, with the following members present:

Mr. David M. Foster, President
Mrs. Betsy D. Beamer, Vice President
Mrs. Diane T. Atkinson
Mr. Christian N. Braunlich

Dr. Billy K. Cannaday, Jr.
Mr. K. Rob Krupicka
Ms. Darlene D. Mack
Dr. Virginia L. McLaughlin

Dr. Patricia I. Wright, Superintendent of
Public Instruction

Mr. Foster called the meeting to order at 1:30 p.m.

INTRODUCTORY REMARKS

Mr. Foster opened the meeting by welcoming new Board members, Diane Atkinson and Darlene Mack. Mr. Foster noted the planning session will include discussion of the Board's long-term goals and priorities.

OVERVIEW OF PRESENTATION TOPICS

Dr. Wright gave an overview of the presentation topics. Staff presentations included:

- An overview of the comprehensive plan and annual report which include metrics to assess the Board's progress towards meeting objectives and the state of public K-12 education in Virginia
- An overview of the achievement gaps in Virginia's public schools using data from standards of learning assessments, national assessment of education progress, SAT, and Advanced Placement (AP).
- An overview of Virginia's public schools' instructional personnel (excluding principals and assistant principals).

REPORTS AND PRESENTATIONS

SETTING GOALS AND MEASURING PROGRESS

Mrs. Anne Wescott, assistant superintendent of policy and communications, presented a brief overview of the Board's *Comprehensive Plan for 2011-2016*. The PowerPoint presentation included the following:

- The Board of Education's *Comprehensive Plan for 2011-2016* contains seven goals.
- Key indicators of progress apply to all seven of the goals.
- In addition, each goal statement specifies other performance measures to be used to gauge progress.

Goal 1: Expanded Opportunities to Learn

The Board of Education will continue to improve the standards for public schools in Virginia in order to expand learning opportunities needed for Virginia's public schools. Our schools will lead the nation in rigor and quality and our students will compete and excel in postsecondary education and/or in the global workplace.

Goal 2: Accountability for Student Learning

The Board of Education will support accountability for all public schools by providing leadership and by establishing policies that help schools and school divisions increase the academic success of all students, especially those who are at-risk or in underperforming school systems. Using improved longitudinal data systems, the Board will monitor schools' progress in closing achievement gaps among groups of students.

Upcoming changes to the regulations governing accountability for student learning:

- Accreditation of virtual schools (HB 1215)
- New diploma requirements (HB 1061/SB 489) – Emergency regulations immediately followed by permanent regulations
- One year delay in implementing the Academic and Career Plan (HB 96) – Exempt regulatory action (technical change)
- Comprehensive review of the Standards of Accreditation

Goal 3: Nurturing Young Learners

The Board of Education will work cooperatively with partners and will promote new and innovative partnerships to help ensure that all young children are ready to enter kindergarten with the skills they need for success.

Goal 4: Strong Literacy and Mathematics Skills

The Board of Education will establish policies that support the attainment of literacy and mathematics skills for all students, pre-K through grade 12.

Goal 5: Highly Qualified and Effective Teachers and Administrators

The Board of Education will establish policies and standards that improve the preparation, recruitment, and retention of Virginia's educational personnel, including meaningful and ongoing professional development, especially in teacher shortage areas and in hard-to-staff schools.

Goal 6: Sound Policies for Student Success

The Board of Education will provide leadership to develop and implement the provisions of state and federal laws and regulations in ways that improve and expand opportunities for all of Virginia's schoolchildren to excel academically.

Goal 7: Safe and Secure Schools

The Board of Education will provide leadership to create safe and secure school environments.

Board members discussed the timeline for their work plan in order to complete revisions to the Comprehensive Plan by September.

HIGHLIGHTS OF PROGRESS IN MEETING BOARD OF EDUCATION OBJECTIVES

Dr. Deborah Jonas, executive director for research and strategic planning, presented this item. Her presentation included highlights of high school graduation rates, Career and Technical Education (CTE) credentialing, and postsecondary enrollment. Dr. Jonas' PowerPoint presentation included the following:

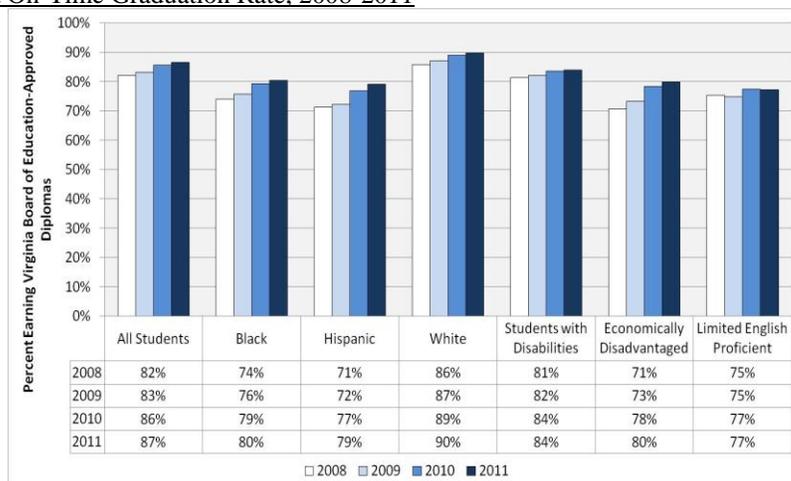
High School Graduation Rates

- Virginia has had two primary methods of calculating longitudinal high school graduation rates:
 - ✓ Virginia On-Time Graduation Rate, defined by the Board of Education.
 - ✓ Federal Graduation Indicator, defined by federal regulation.
- Both rates show an increase in the percentage of students graduating from high school on time.
 - ✓ Graduation rates have increased for all student subgroups currently included in federal accountability.
 - ✓ Larger increases are demonstrated with the federal graduation indicator.
- Giving students more time to graduate from high school has a substantial impact on graduation rates.

Virginia's On-Time Graduation Rate (OTGR)

- Recognizes all Board of Education-approved Diplomas.
- Includes adjustments for students who, under federal and state law, may take longer than four years to earn a diploma.
- Students with disabilities and English language learners who graduate in more than four years are considered "on-time" using the formula agreed upon under the National Governors Association compact and adopted by the Board in November 2006.
- OTGR cohort is used as the basis for Virginia's Graduation and Completion Index, an accountability measure for Virginia's high schools.

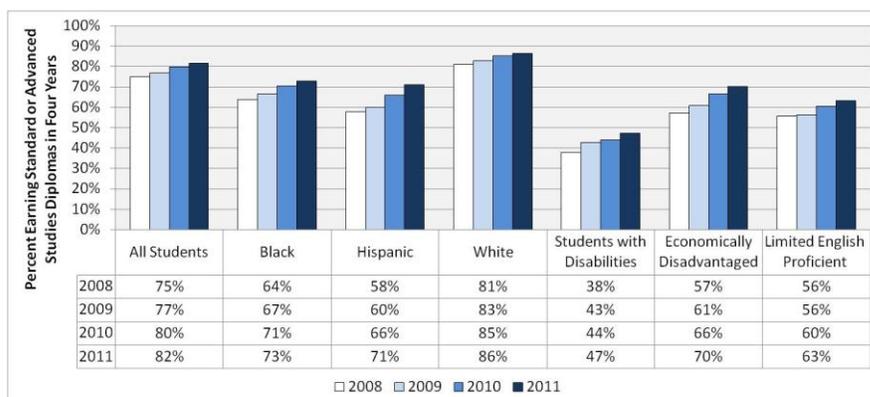
Virginia On-Time Graduation Rate, 2008-2011



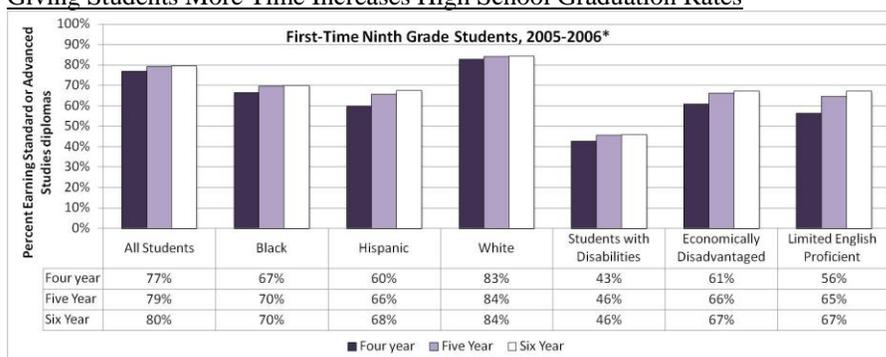
Federal Graduation Indicator

- Used in federal accountability determinations as of fall 2010.
- Relies on a formula prescribed in federal regulations.
- Recognizes Standard and Advanced Studies* diplomas only.

- Does not permit adjustments for students who, under federal and state law, may take more than four years to graduate

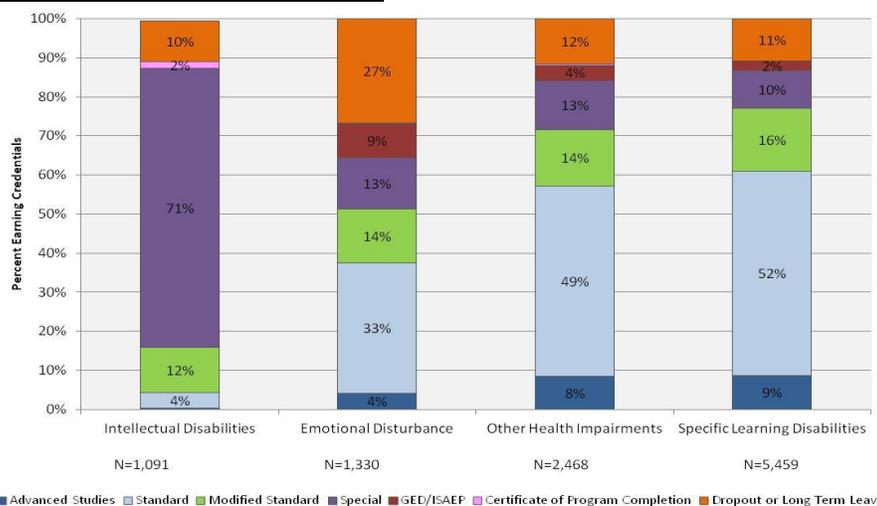


Giving Students More Time Increases High School Graduation Rates



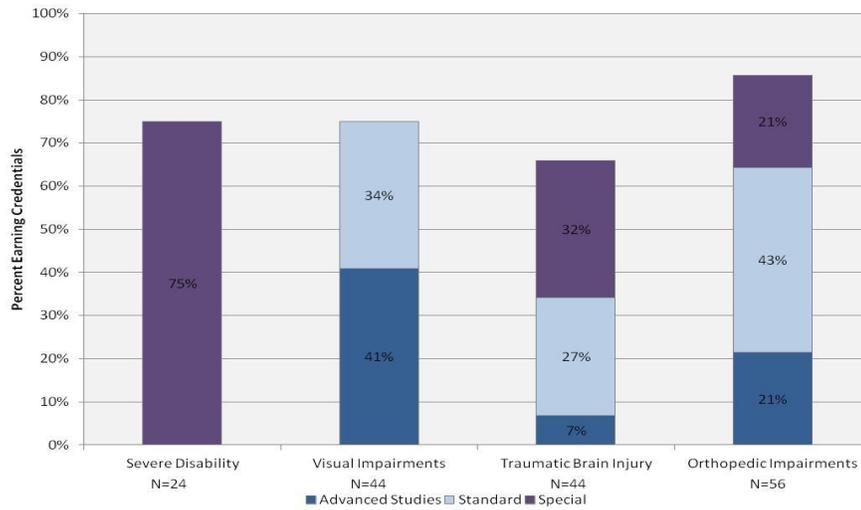
ON-TIME GRADUATION RATES FOR STUDENTS WITH DISABILITIES

2011 On-Time Graduation Rate Cohort



NOTE: Longitudinal student data based on Virginia On-Time Graduation Rate calculations. Some categories are suppressed to protect students' privacy.

ON-TIME GRADUATION RATES FOR STUDENTS WITH DISABILITIES (continued)



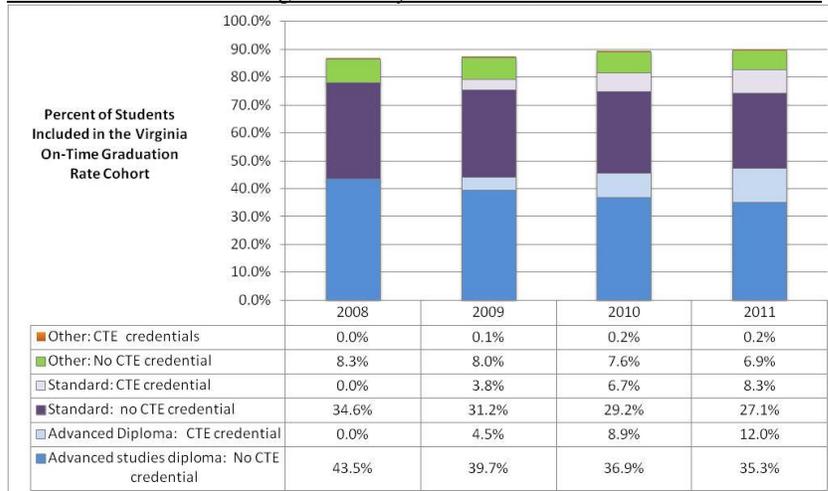
NOTE: Longitudinal student data based on Virginia On-Time Graduation Rate calculations. Some categories are suppressed to protect students' privacy.

CAREER AND TECHNICAL EDUCATION CREDENTIALING IN VIRGINIA'S HIGH SCHOOLS

CTE Credentialing in Virginia

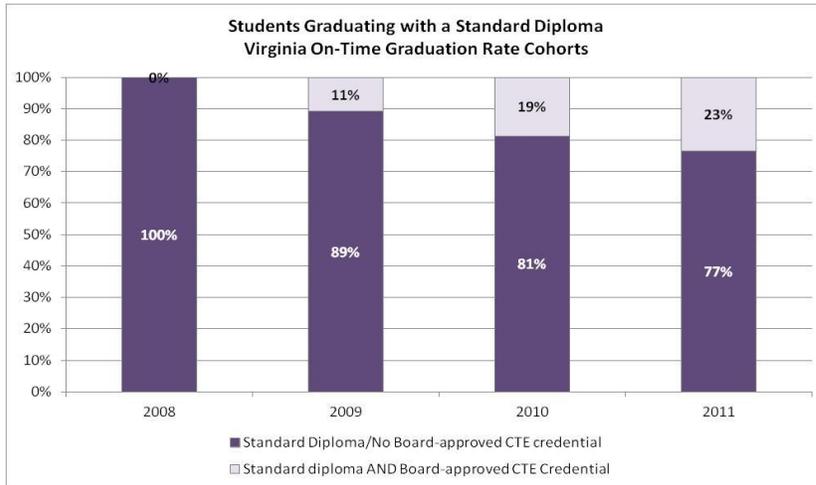
- Students in Virginia may earn externally validated CTE credentials while in high school.
 - National Occupational Competency Testing Institute assessments
 - State license
 - Industry certification
 - Workplace Readiness Skills assessment
- Starting with ninth-grade students in 2013, students earning a Standard diploma will be required to earn one Board-approved CTE credential.
- More students earn these credentials each year.

More Students are Earning Externally Validated CTE Credentials Each Year

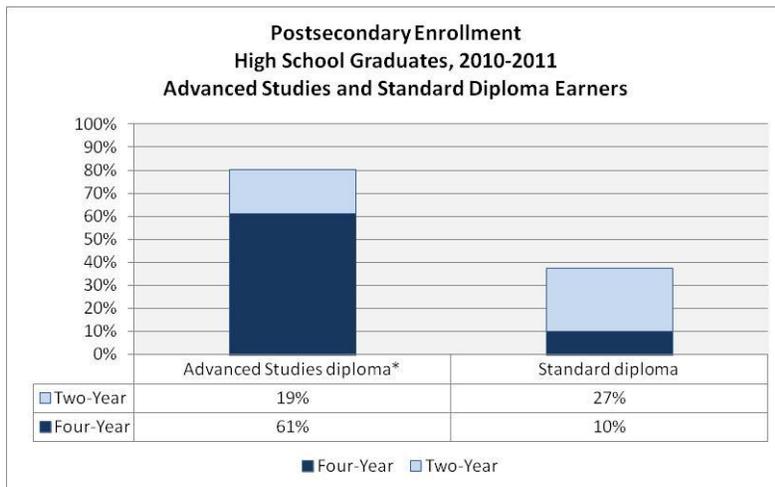


**CAREER AND TECHNICAL EDUCATION CREDENTIALING IN VIRGINIA'S HIGH SCHOOLS
 (continued)**

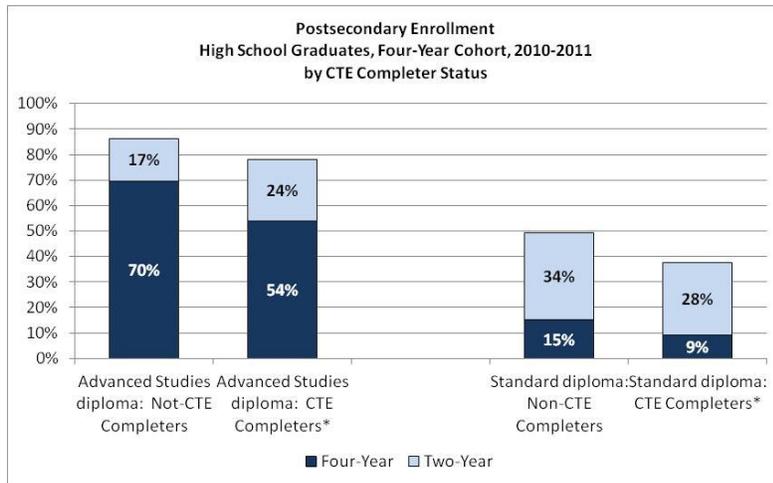
A Closer Look at Students Earning Standard Diplomas



POSTSECONDARY ENROLLMENT



POSTSECONDARY ENROLLMENT (continued)



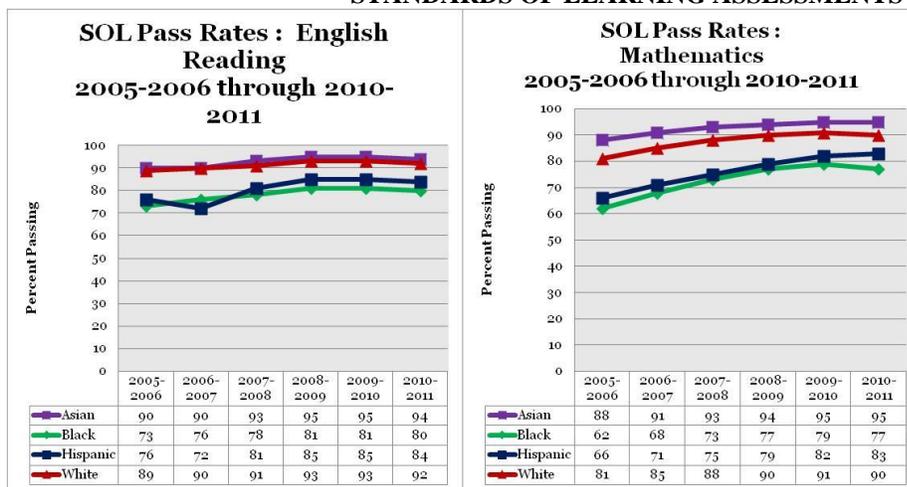
The discussion included the following:

- Incentives school divisions offer students to stay in school and graduate on time.
- Collecting data from school divisions on reasons students drop out of school.
- Acknowledging completion rates are low but making progress.
- Clarifying the definition of on-time graduation.
- Recognizing gaps between groups seem to be narrowing.
- Identifying proficiency gaps through other measures than SOL.

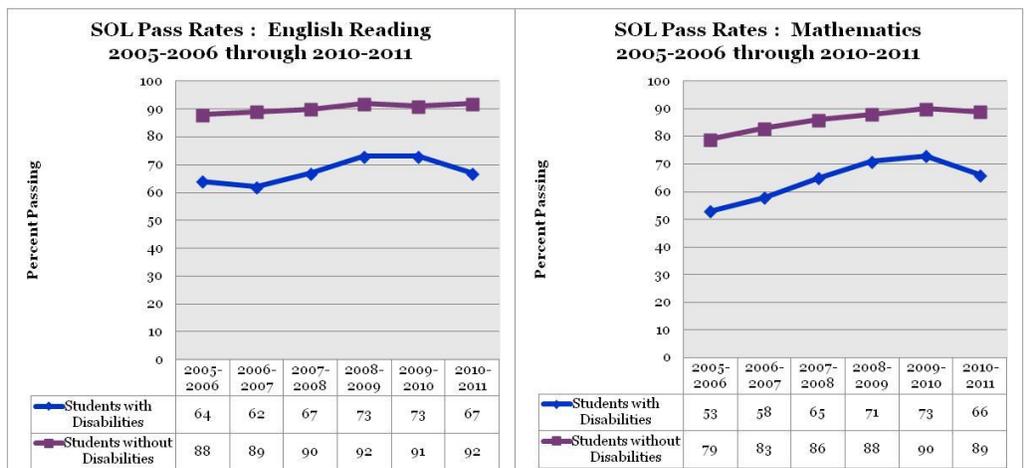
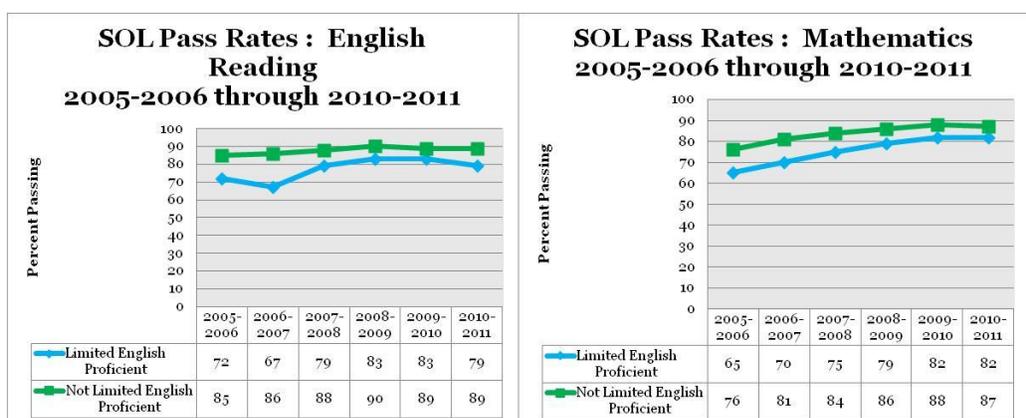
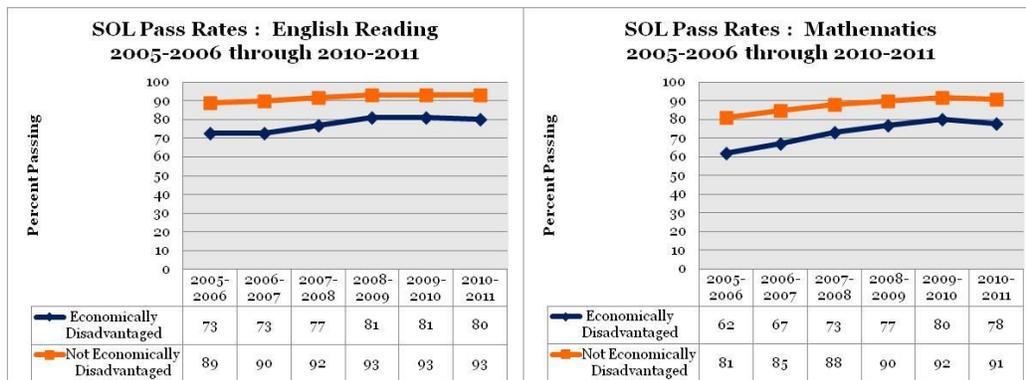
ACHIEVEMENT GAPS IN VIRGINIA'S PUBLIC SCHOOLS

Dr. Deborah Jonas, executive director for research and strategic planning, presented this item. Her presentation included data from standards of learning assessments, national assessment of educational progress, SAT, and advanced placement (AP). The PowerPoint presentation included the following:

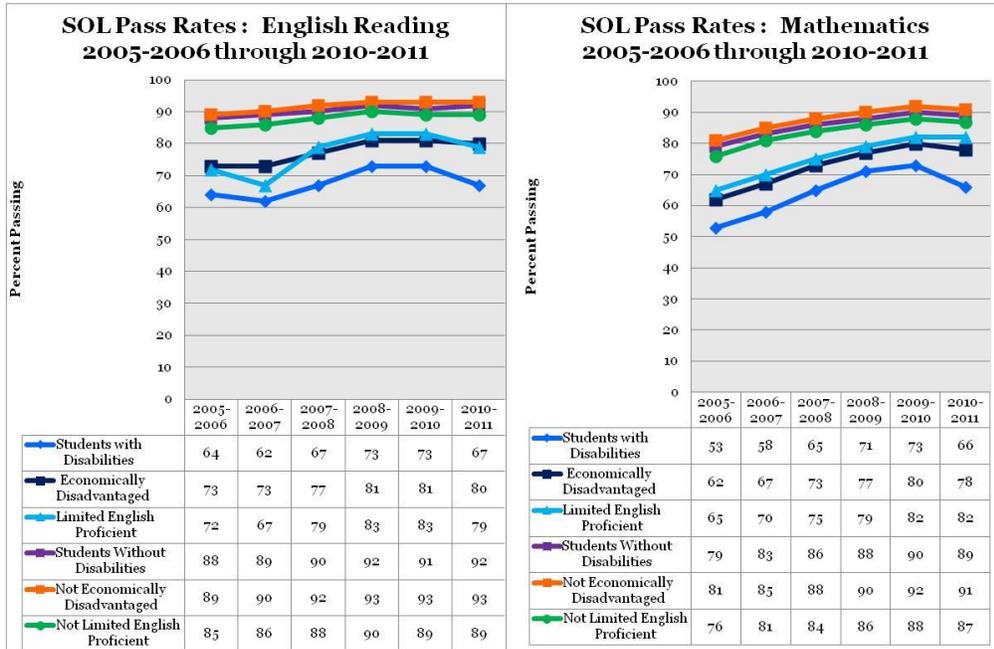
STANDARDS OF LEARNING ASSESSMENTS



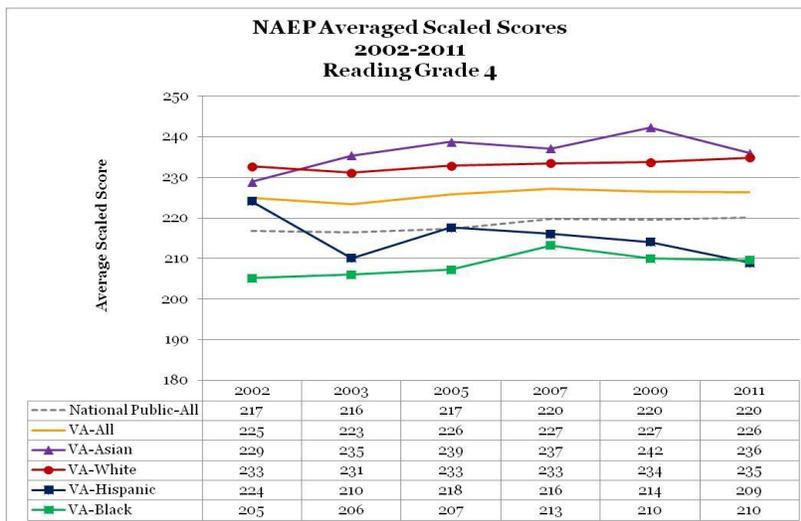
STANDARDS OF LEARNING ASSESSMENTS (continued)



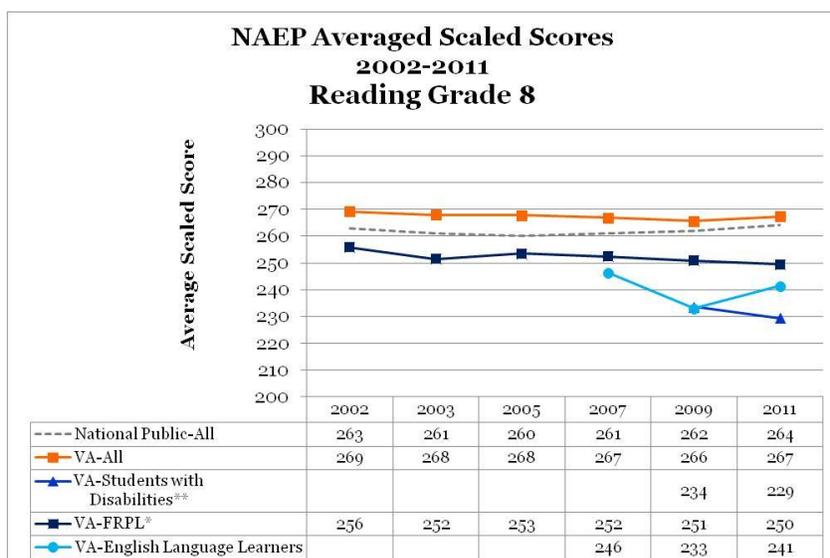
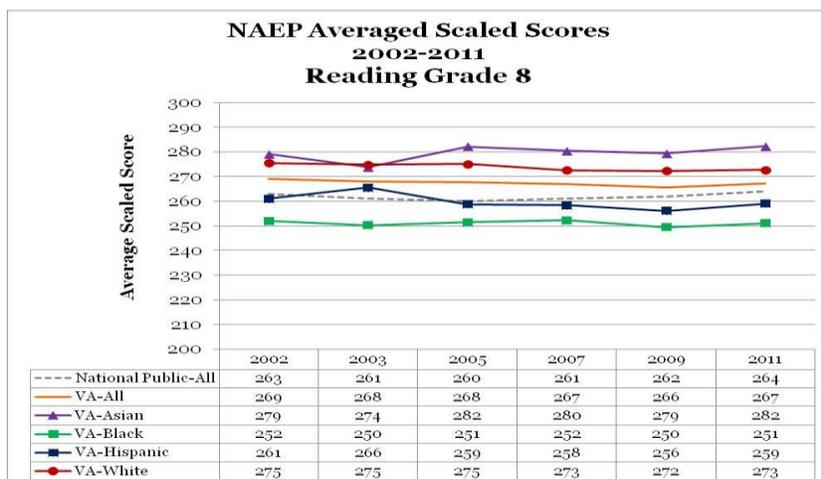
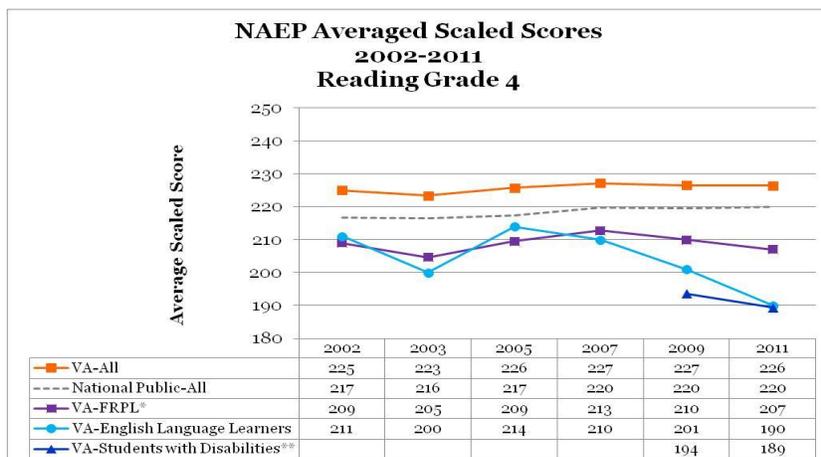
STANDARDS OF LEARNING ASSESSMENTS (continued)



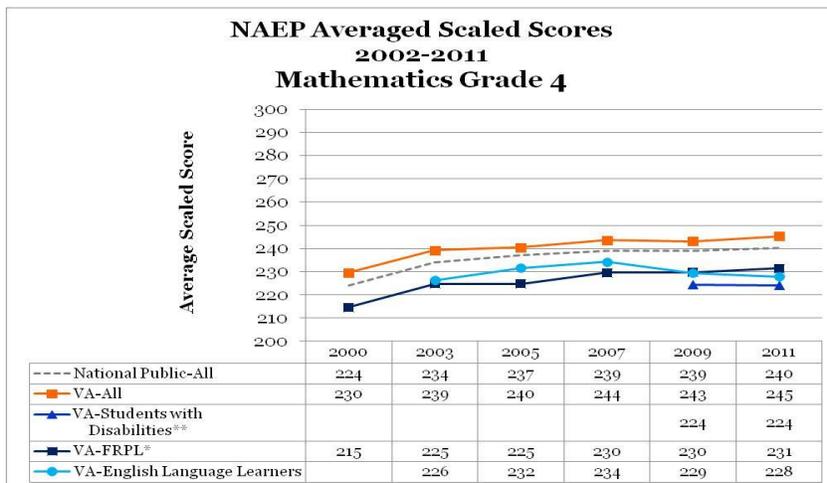
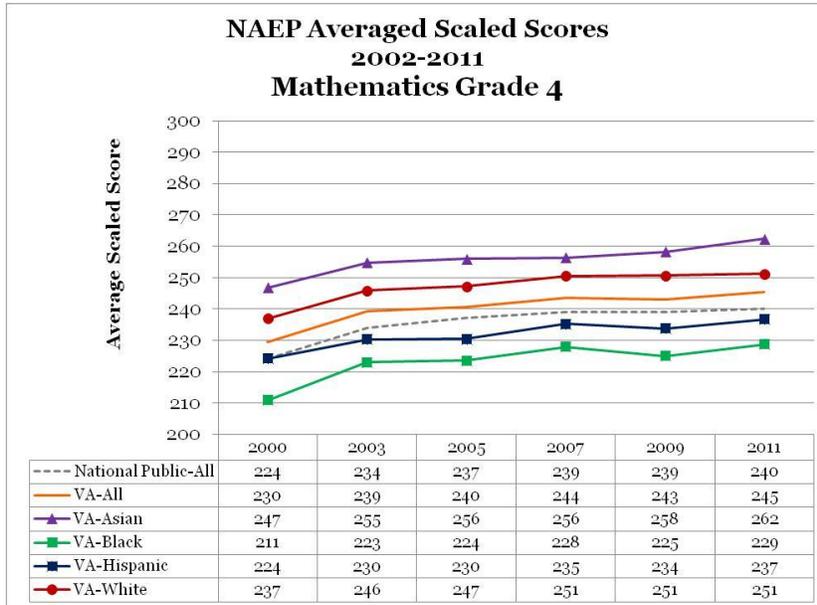
NATIONAL ASSESSMENT OF EDUCATION PROGRESS (NAEP)



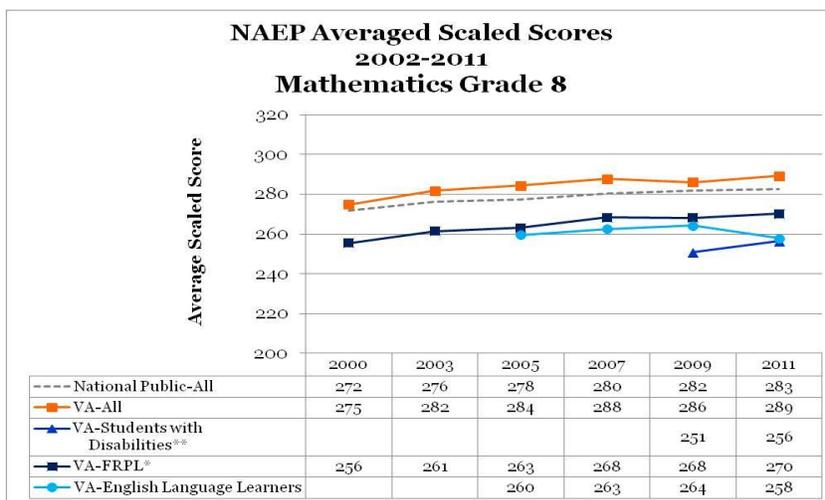
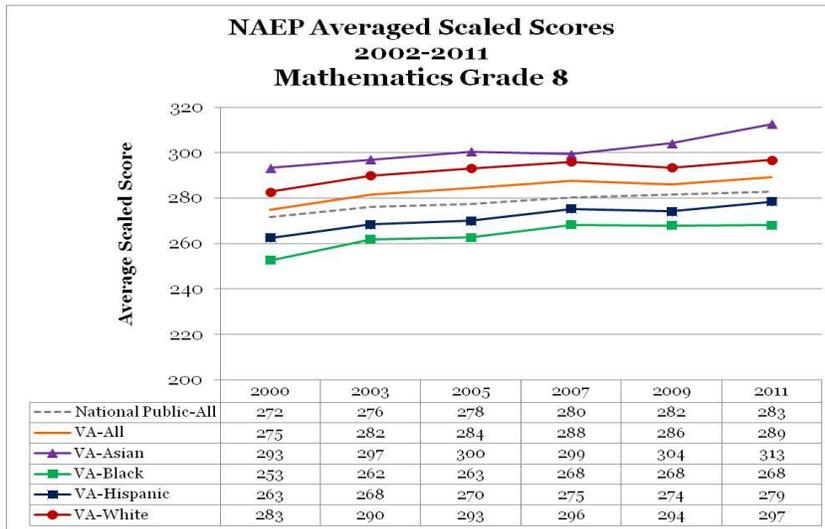
NATIONAL ASSESSMENT OF EDUCATION PROGRESS (NAEP) (continued)



NATIONAL ASSESSMENT OF EDUCATION PROGRESS (NAEP) (continued)

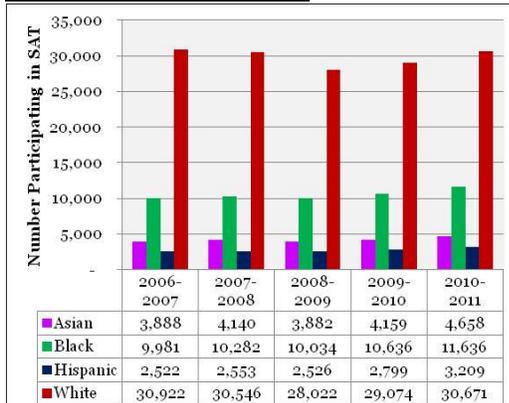


NATIONAL ASSESSMENT OF EDUCATION PROGRESS (NAEP) (continued)

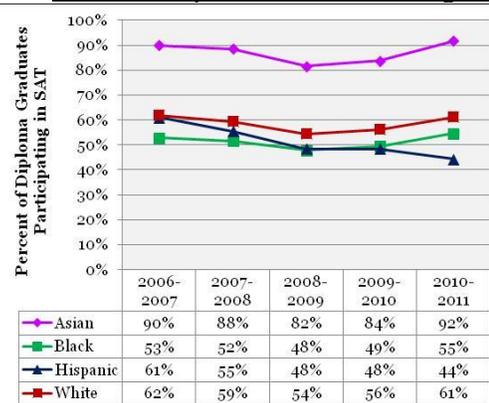


SAT

Number of SAT Test Takers

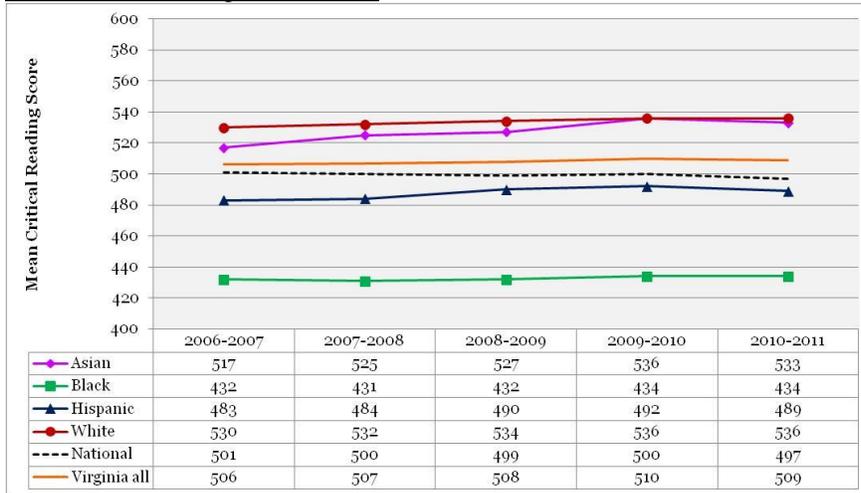


Percent of Diploma Graduates Taking SAT



SAT (continued)

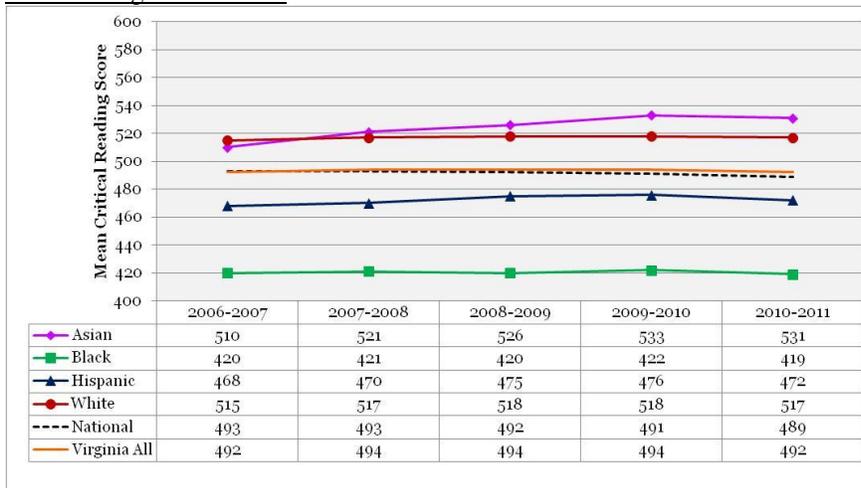
SAT Critical Reading Performance



SAT Mathematics Performance

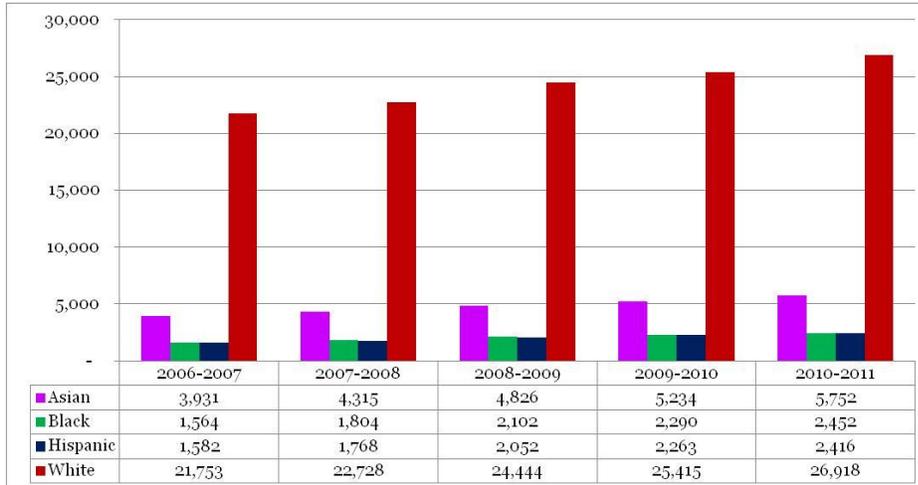


SAT Writing Performance

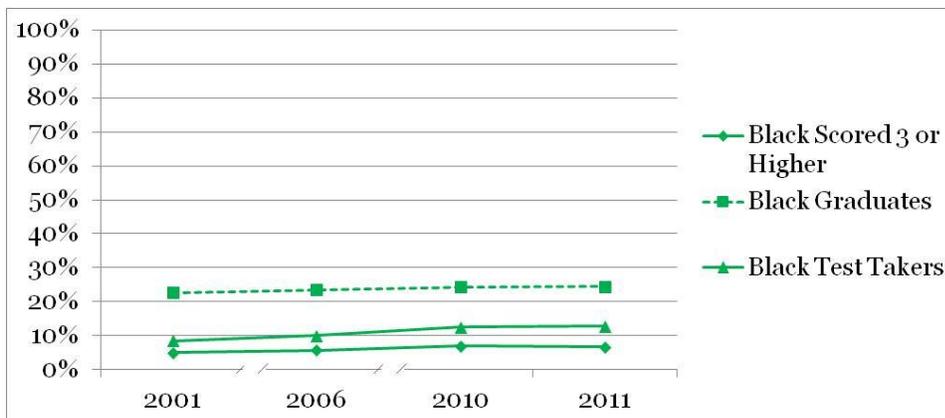
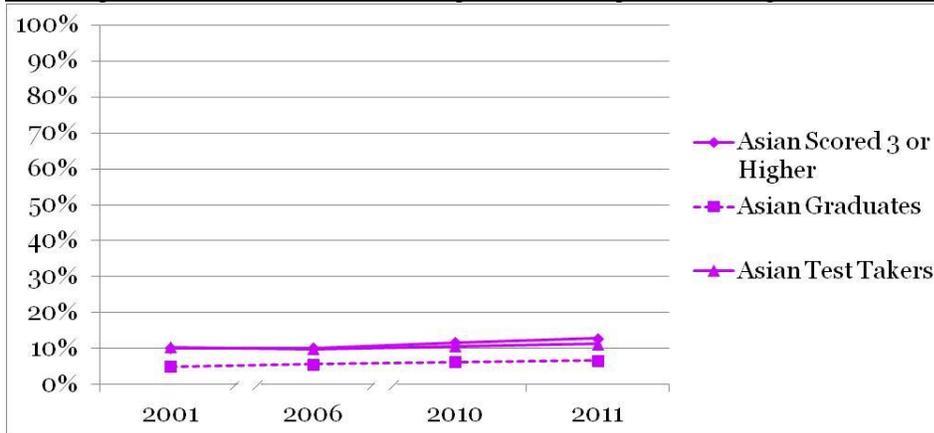


ADVANCED PLACEMENT (AP)

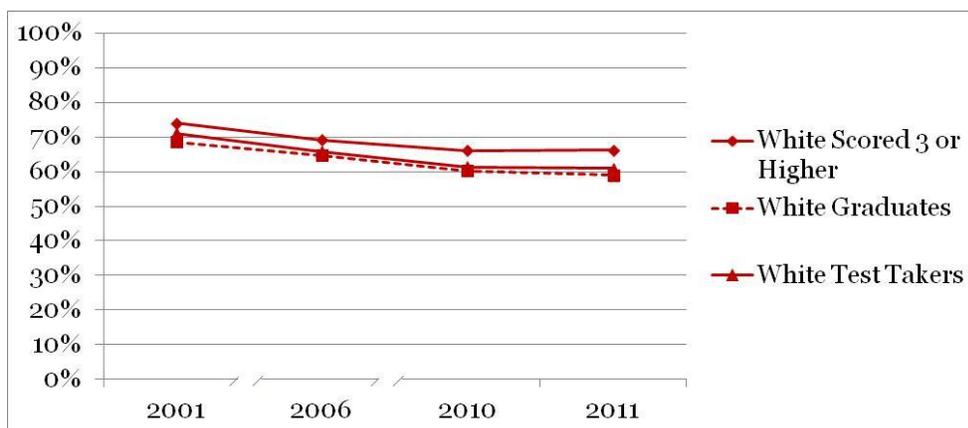
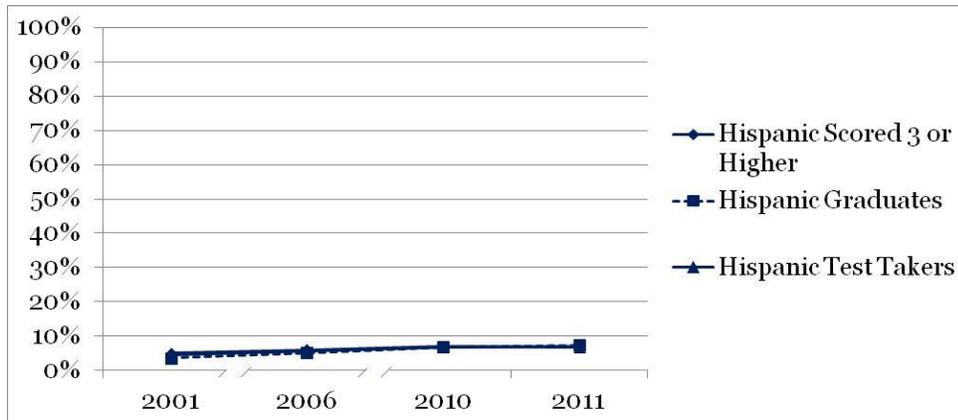
Number of AP Exam Takers Earning a Score of 3, 4, or 5



How Representative are Test Takers Compared to the Population of High School Graduates



ADVANCED PLACEMENT (AP) (continued)



Common Themes Across Data Types

- White and Asian students outperform other groups.
- Students with disabilities have the lowest performance across data types.
- Black/African American students are among the lowest performing students when compared to students of other race/ethnicity groups.
- In reading, SOL scores have increased over time while Virginia’s NAEP scores have remained flat or decreased for some student groups. Nationally, reading performance has improved.
- In mathematics, SOL and NAEP performance have improved over time in Virginia for all students and for most groups. This is consistent with national trends.
- AP participation and success—as defined by the College Board—suggests:
 - ✓ Hispanic students participating and succeeding on AP Exams are similarly represented among AP Exam takers, relative to the population of Hispanic graduates.
 - ✓ African American students participating and succeeding on AP Exams are underrepresented relative to the population of African American graduates.
 - ✓ Asian and White students participating and succeeding on AP Exams are overrepresented relative to the population of Asian and White graduates
- Student performance on SAT has increased over time, even with the number of Virginia students participating in SAT testing increasing in across student groups.

The discussion included the following:

- Analyzing how Virginia compares with national measures (NAEP).
- Acknowledging reading specialists help students with deficiencies become successful.
- The percent of SAT student test takers by categories.
- How many students took an AP test and received qualifying scores.
- Math scores, as compared to other states.

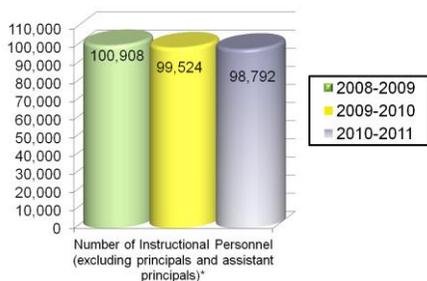
PROFILE OF VIRGINIA'S INSTRUCTIONAL SCHOOL PERSONNEL

Mrs. Patty Pitts, assistant superintendent for Teacher Education and Licensure, presented this item. Her PowerPoint presentation included the following:

National Demographics: Number of Teachers and Students

- There are 3.2 million public school teachers educating the nation's 49.4 million children attending public PK-12 schools, according to the U.S. Department's National Center for Education Statistics.

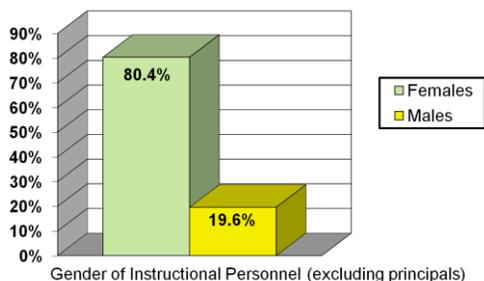
Instructional Personnel Employed in Virginia Public Schools (Excluding Principals and Assistant Principals)



National Demographics: Gender

- 84 percent of public school teachers are female. This is up from 82 percent in 2005, 74 percent in 1996, 71 percent in 1990, and 69 percent in 1986.

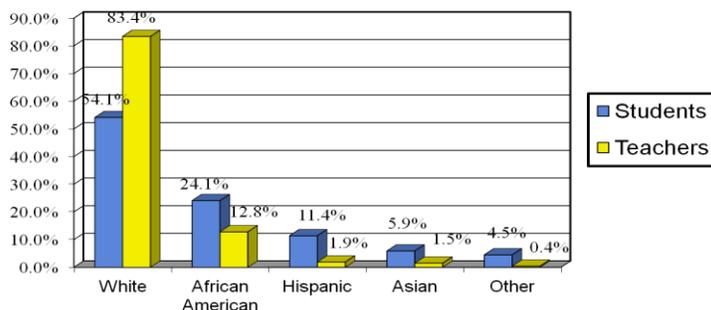
Gender: Virginia Public Schools' Instructional Personnel (Excluding Principals and Assistant Principals): 2010-2011 School year



National Demographics: Race

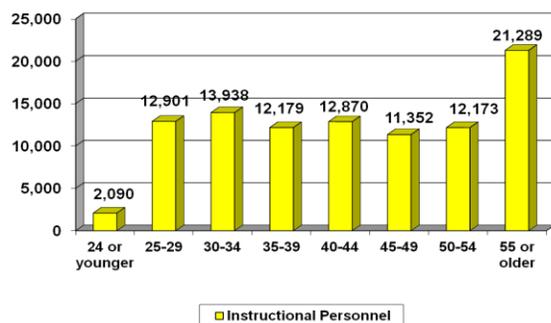
- The proportion of K-12 teachers who are white has dropped from 91 percent in 1986 to 84 percent in 2011.

Race/Ethnicity: Virginia Public Schools' Instructional Personnel (Excluding Principals and Assistant Principals) and Students: 2010-2011 School year



- The proportion of teachers under 30 years-of-age rose dramatically from 2005 to 2011, while the proportion of teachers 20 and older dropped, reversing a trend toward an older teaching force that began in the 1990s.
- More than one in five (22 percent) teachers in 2011 was under the age of 30, compared with only 11 percent in 2005 and in 1996. The proportion of teachers 50 and older dropped from 42 percent in 2005 to 31 percent in 2011.

Age: Virginia Public Schools' Instructional Personnel (Excluding Principals and Assistant Principals) and Students: 2010-2011 School year



National Demographics: Degrees

- In 2005, a master's degree in education was the highest degree held by nearly half of the teaching force (47%); an additional 10 percent held a master's degree in a field other than education.
- In 2011, the proportion of the teaching force holding master's degrees in education as their highest degree was 43 percent; 12 percent held master's degrees in a field other than education.

Highest Degrees Reported for Instructional Personnel (Excluding Principals and Assistant Principals) and Students: 2010-2011 School year

- Bachelor's Degree – 47,838
- Graduate Degree – 50,954

Number of Provisional Licenses Held by Instructional Personnel (Excluding Principals and Assistant Principals) and Students: 2010-2011 School year

- Number of three-year provisional licenses – 3,320
- Number of three-year provisional (Special Education) licenses – 1,235
- Number of one-year provisional (Career Switcher) licenses – 242

Number of Initial Licenses Issued

- Number of initial licenses issued from July 1, 2010 to June 30, 2011 – 7,750

Number of Licenses Renewed

- Number of license renewed from July 1, 2010 to June 30, 2011 – 23,695

Highly Qualified Teachers

- States are accountable for implementing the *No Child Left Behind Act of 2001* (NCLB) law, including the goal of 100 percent highly qualified teachers in “core academic subjects.”
- The term “core academic subjects” as defined in *No Child Left Behind* (NCLB) legislation, means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
- “Highly qualified,” as defined by the NCLB legislation means that the teacher:
 - ✓ Has obtained full state licensure as a teacher (including certification obtained through alternative routes to certification) or passed the state teacher licensing examination and holds a license to teach in the state;
 - ✓ Holds a minimum of a bachelor’s degree; and
 - ✓ Has demonstrated subject matter competency in each of the academic subjects that the teacher teaches, in a manner determined by the state and in compliance with the *Elementary and Secondary Education Act (ESEA)*.

- Percentage of “Highly Qualified” Teachers in Virginia:

<u>School Year</u>	<u>Percentage Designated Highly Qualified</u>
2002-2003 (Baseline)	83 %
2006-2007	96.8%
2007-2008	97.9%
2008-2009	98.35%
2009-2010	98.87%
2010-2011	99.33%

Percentage of Sections Taught by Teachers Appropriately Endorsed and Sections Taught by Teachers Teaching “Out of Field” in Virginia: 2010-2011 School Year

- Percentage of sections taught by teachers teaching “out of field” – 0.84%
- Percentage of sections taught by teachers endorsed – 99.15%

Top Ten Assignments that Teachers are Teaching “Out of Field” in Virginia: 2012-2011 School Year

Algebra I - 100
Keyboarding (Middle) - 74
Physical Science Grade 8 - 73
Earth Science I - 66
Specific Learning Disabilities - 61
Geometry - 5
Life Science Grade 7 - 43
English as a Second Language (Elementary) - 43
Theatre I - 39
World History and Geography II - 36

The discussion included the following:

- Clarifying the definition for highly qualified teachers—due to the rigor of licensing requirements in Virginia, individuals who hold a license and are properly endorsed in the area assigned, are most likely considered highly qualified. An example of an exception is in the area of elementary education—if an individual has been issued a provisional license but has not taken the Praxis II Elementary Education Test, that

individual is not considered highly qualified until he/she has taken and passed the test.

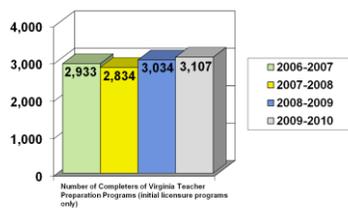
- To meet the federal definition of highly qualified an individual need only to be provisionally licensed and working towards a license.

SUPPLY AND DEMAND OF TEACHERS

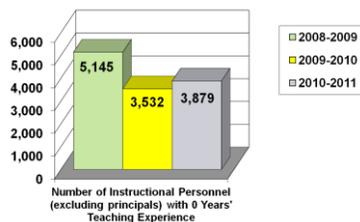
The Top Ten Critical Shortage Teaching Endorsements Areas in Virginia: 2011-2012

- Special Education
- Elementary Education preK-6
- Middle Education Grades 6-8
- Career and Technical Education
- Mathematics Grades 6-12 (including Algebra I)
- Science Grades 6-12
- Foreign Languages preK-12
- School Counselor preK-12
- Health and Physical Education preK-12
- English Grade 6-12

Number of Completers of Virginia Approved Teacher Preparation Programs (Initial Licensure Programs Only)

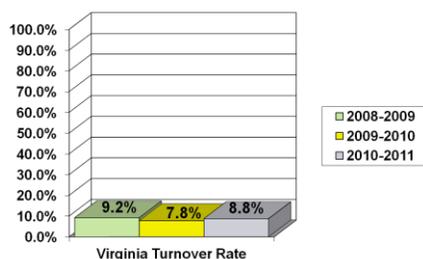


Number of New Instructional Personnel (Excluding Principals and Assistant Principals) Employed by Virginia School Divisions



TEACHER TURNOVER

Virginia's Instructional Personnel (Excluding Principals and Assistant Principals) Turnover Rate

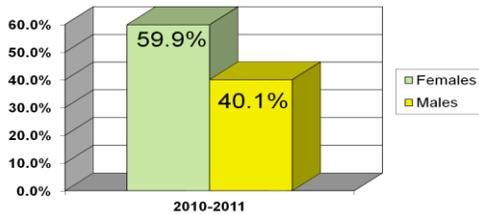


PROFILE OF VIRGINIA PUBLIC SCHOOLS' PRINCIPALS AND ASSISTANT PRINCIPALS

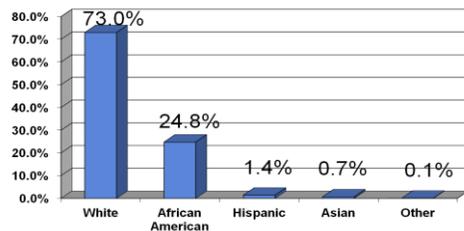
Principals and Assistant Principals Employed in Virginia Public Schools

- 2008-2009 (4,254)
- 2009-2010 (4,204)
- 2010-2011 (4,185)

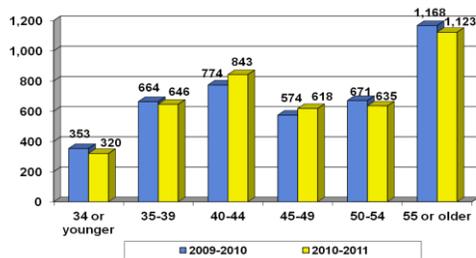
Gender: Principals and Assistant Principals in Virginia Public Schools: 2010-2011 School Year



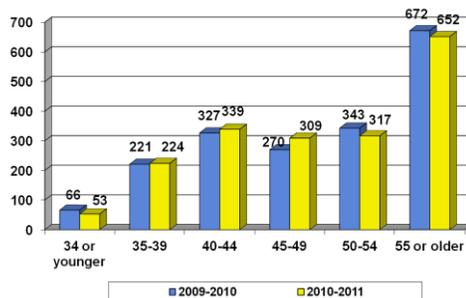
Race/Ethnicity: Virginia Public Schools' Principals and Assistant Principals: 2010-2011 School year



Age: Virginia Public Schools' Principals and Assistant Principals



Age: Virginia Public Schools' Principals



PRINCIPAL AND ASSISTANT PRINCIPAL TURNOVER

Turnover: Principals and Assistant Principals

- Between school year 2009-10 and school year 2010-11, 448 principals and assistant principals (approximately 10.7%) left their administrative positions.
- Between school year 2009-10 and school year 2010-11, 41 principals and assistant principals transferred from one division to another division (approximately 1%).

Additional Facts: Administration and Supervision

- Number of instructional personnel employed by a school division in Virginia in school year 2010-2011 who held an “administrative” endorsement who were not assigned as an administrator: 2,348
- A majority of Virginia principals and assistant principals (74%) earned their master’s degrees from **Virginia** institutions of higher education.

The discussion included the following:

- Clarifying that principals must have a Master’s Degree and three years of teaching experience
- The percentage of teachers with master’s degrees in specific content areas.
- The percentage of teachers leaving Virginia to teach in another state.

BOARD OF DISCUSSION OF LONG-TERM PRIORITIES

Mr. Foster opened the floor to Board members for discussion. The following was discussed:

- Accountability and Accreditation
 - Expanding the method used for accrediting schools and divisions to a multi-dimensional and multi-tiered system
 - Incorporating student growth and decreasing the achievement gap into an accreditation system, so that it is more comprehensive than just measuring proficiency
 - Recognizing that accreditation should not look the same for every school
 - Incorporating goals related to college readiness, AP takers, graduation rates, etc.
- Effective Communication
 - Identifying the partners and methods to deliver simple and easy to understand information regarding the Board's goals and actions
 - Engaging all stakeholder groups in policy discussions
- Teacher and Principal Professionalism
 - Emphasizing the importance of recruiting and retaining the best and brightest teachers and administrators
 - Setting metrics for attracting top students into teacher profession
 - Providing training and professional development opportunities
 - Focusing on increasing morale
 - Concern regarding profession aging out and need to focus on recruiting

- Finding ways to better encourage, rewards and support teachers and administrators
- Revisiting changes happening at the national level with the two major accrediting agencies—National Council for the Accreditation of Teachers (NCAT) and Teacher Education Accrediting Council (TEAC)
- Recognizing the breadth of partners involved in this goal - school divisions, the General Assembly, etc.
- School Readiness
 - Recognizing the importance of early literacy screening

Dr. Wright updated members on the U.S. Department of Education's recent letter providing preliminary feedback on Virginia's application for flexibility under the *No Child Left Behind* Act (NCLB). Three areas of concern have been identified:

- The lack of subgroup accountability beyond reporting;
- The lack of ambitious but achievable annual measurable objectives that provide a meaningful incentive for schools to improve; and
- The lack of clarity regarding how Virginia will ensure that LEAs will develop, adopt, pilot, and implement teacher and principal evaluation and support systems that include as a significant factor data on student growth for all students in determining performance levels.

A member suggested adding to the certification document signed by superintendents at the end of the year that student achievement is a significant part of the evaluation for professional staff. Members also suggested having the Board President sign the certification in addition to the superintendent.

Mr. Foster thanked Dr. Wright and staff for their excellent presentations and Board members for their thoughtful comments.

ADJOURNMENT OF PLANNING SESSIONS

There being no further business of the Board of Education and Board of Career and Technical Education, Mr. Foster adjourned the meeting at 4:45 p.m. Mr. Foster announced that the business session will begin the next day at 9 a.m.

President

COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
RICHMOND, VIRGINIA

MINUTES

BUSINESS MEETING

April 26, 2012

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

Mr. David M. Foster, President
Mrs. Betsy D. Beamer, Vice President
Mrs. Diane T. Atkinson
Mr. Christian N. Braunlich

Mr. K. Rob Krupicka
Ms. Darlene D. Mack
Dr. Virginia L. McLaughlin
Dr. Billy K. Cannaday, Jr.

Dr. Patricia I. Wright, Superintendent of
Public Instruction

Mr. Foster called the meeting to order at 9 a.m.

MOMENT OF SILENCE/PLEDGE OF ALLEGIANCE

Mr. Foster led in a moment of silence and Pledge of Allegiance.

NEW MEMBERS

Mr. Foster welcomed new Board members, Mrs. Diane Atkinson and Ms. Darlene Mack. Mrs. Atkinson and Ms. Mack replaced Mrs. Saslaw and Mrs. Castro, whose terms expired and were not eligible for re-appointment.

APPROVAL OF MINUTES

Mrs. Beamer made a motion to approve the minutes of the March 22, 2012, meeting of the Board. The motion was seconded by Dr. McLaughlin 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:

Herb De Groft
Ron Smith
Eric Welch
Ravneet Kaur
Elliott Roth
Wanda Hernandez
Sukaina Alshami
Michael Cassidy

CONSENT AGENDA

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

Final Review of Financial Report on Literary Fund

With the Board's approval of the consent agenda, the Board approved the financial report (including all statements) on the status of the Literary Fund as of December 31, 2011.

Final Review of Recommendations Concerning Literary Fund Applications Approved for Release of Funds or Placement on a Waiting List

With the Board's approval of the consent agenda, the Board approved the action described in the two elements listed below:

1. One new project (Appalachia Elementary School—Wise County), totaling \$1,500,000 is eligible for placement on the First Priority Waiting List at Priority 36.
2. Richmond County submitted a letter dated March 27, 2012, requesting that its Rappahannock High School project in the amount of \$250,000 be removed from the First Priority Waiting List. Funding was acquired from other sources.

ACTION/DISCUSSION ITEMS: BOARD OF EDUCATION REGULATIONS

First Review of a Notice of Intended Regulatory Action (NOIRA) to Promulgate Regulations Revising the Regulations Establishing the Standards for Accrediting Public Schools in Virginia (8 VAC 20-131) to Include Standards for the Accreditation of Public Virtual Schools Operating Under the Authority of the Local School Boards

Mrs. Anne Wescott, assistant superintendent for policy and communications, presented this item. Her presentation included the following:

- House Bill 1215 (R.P. Bell) was approved during the 2012 General Assembly Session and has been signed by the Governor. The legislation becomes effective July 1, 2012. As amended by that bill, § 22.1-253.13:3.A of the Code of Virginia (the Standards of Quality) will state: The Board of Education shall promulgate regulations establishing standards for accreditation of public virtual schools under the authority of the local school board that enroll students full time.
- The intent of this legislation is to address situations where local school boards could establish a virtual public school, with all students taking coursework virtually, rather than in a traditional “brick and mortar” environment.
- The Board’s *Regulations Establishing the Standards for Accrediting Public Schools in Virginia* (SOA) are designed to ensure that an effective educational program is established and maintained in Virginia’s public schools. These regulations are applicable to all public schools in Virginia and are geared to the traditional “brick and mortar” public school. Consequently, the regulations do not specifically address differences in service delivery that exist between a “brick and mortar” public school and a virtual public school that enrolls students full-time.
- SOA standards, such as those related to health and physical education, library media, staffing requirements, hours of instruction, extracurricular activities, and school facilities and safety, need to be examined for virtual schools and for appropriate service delivery in a full-time virtual environment.
- Currently, the Board may grant waivers of those sections of the SOA that may not be appropriate, or may be inapplicable, for a virtual school. Carroll County Public Schools has already approached the Board about waivers from certain SOA requirements for its Virginia Virtual Academy, which enrolls students on a full-time basis.
- Once these regulations are promulgated, school divisions would no longer be required to request waivers of those regulations that would not be applicable to virtual schools. In addition, the Board may determine that there are additional, or alternate, requirements that are needed to ensure the accountability of virtual schools.
- As the options available to Virginia’s public school students through virtual learning programs continue to expand, students enrolled in public schools may be able to take all coursework virtually and may not attend traditional “brick and mortar” schools at all. Therefore, the Board must establish standards governing public virtual schools that will maintain a level of student achievement commensurate with high-quality instruction delivered in traditional “brick and mortar” schools.

There was no discussion of this item. The Board accepted the Notice of Intended Regulatory Action to promulgate regulations revising the *Regulations Establishing the Standards for Accrediting Public Schools in Virginia* for first review.

ACTION/DISCUSSION ITEMS

Final Review of a Request from Carroll County Public Schools for Approval of an Alternative Accreditation Plan for Carroll County Public Schools' Virginia Virtual Academy (VAVA)

Mrs. Anne Wescott, assistant superintendent for policy and communications, presented this item. Her presentation included the following:

- Carroll County public schools serve approximately 400 students in grades K-8 through its Virginia Virtual Academy (VAVA). The students are currently enrolled in brick and mortar schools in the division, and the instruction is delivered to the students in their homes, through a contract that Carroll County has with a multidivision online provider that has been approved by the Superintendent of Public Instruction, pursuant to §§ 22.1-212.23 through 22.1-212.27 of the *Code of Virginia*.
- The Carroll County school board proposes to create a separate school for students enrolled in VAVA. The school, like all other public schools in Virginia, must comply with the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (Standards of Accreditation) unless it is granted an alternative accreditation plan and waivers from the Board of Education, or it is exempt from specified provisions of the regulations by the *Code of Virginia*.
- Carroll County public schools requests a waiver of the requirement for a 5 ½ hour day for students in grades 1-12, and three hours a day for students in kindergarten. Instead of the 5 ½ hour or three hour seat time requirement, the seat time for students enrolled in VAVA would be based on their mastery of the curriculum.
- Carroll County requests a waiver of the requirement of 140 hours of instructional time in each of the four core academic disciplines of English, mathematics, science, and history/social science. Instead the seat time for students enrolled in VAVA would be based on their mastery of the curriculum.
- Carroll County public schools requests a waiver from the provision that the school have a library media center to serve as a resource to students in the school. Instead, it will provide a variety of online and hard copy materials and resources for the students.
- Carroll County requests a waiver from the requirement for daily recess in the elementary grades, and from the provision of traditional extracurricular activities. Instead, all students will be required to participate in 30 minutes of physical fitness activities, and will be able to participate in clubs and outings that are planned and supervised by the VAVA teachers.
- Carroll County requests a waiver of the requirement that 60 percent of the school counselor's time must be spent counseling students. It also requests a waiver of the requirements related to the teacher's standard load, which permits a planning period of one-sixth of the instructional day for teachers. It also requests a waiver of the staffing requirements for student services personnel. Carroll County has found that due to the nature of virtual education services, these requirements are not feasible. It should be noted that student services will be available for students enrolled in VAVA; only the staffing requirements for student services would be waived.
- Carroll County requests a waiver of the provisions of the Standards of Accreditation related to school facilities and safety, as these requirements would not apply to a virtual school. Carroll County does have a student handbook that addresses topics such as the student code of conduct, immunization requirements, guidelines for appropriate behavior, Internet safety, guidelines dealing with cyber bullying, and parent involvement.
- Waiver requests are usually made prior to the beginning of the school year in which the waiver would apply. However, the Standards of Accreditation do not specifically require that the waiver must be granted prior to the beginning of the school year. Therefore, it appears that the Board of Education would have the discretion to grant waivers to Carroll County for the 2011-2012 school year. This would require the waiver of all of the above regulations for school year 2011-2012. In addition, there are two standards that would need to be waived for 2011-2012 only.
- Carroll County plans to require students enrolled in VAVA to participate in 30 minutes of physical fitness activities every day, as logged and submitted by the student's learning coach (typically the

student's parent), but does not provide a program of physical education and health through the virtual school. However, it plans to do so beginning in the 2012-2013 school year.

- Carroll County does not currently offer an elective course in career and technical exploration to its middle school students enrolled in VAVA, but plans to do so beginning in the 2012-2013 school year.

The discussion included the following:

- As a condition of its approval, the Board of Education expects Carroll County Public Schools to continue its current practice of providing technology support to its students, i.e., by providing loaner computers to those students who do not have a computer at home.
- Clarification that VAVA will meet the requirement of 180 teaching days or 990 teaching hours in the school year. The waiver is only for the requirement of 140 hours of instructional time in each of the four academic disciplines.
- VAVA will give families flexibility to meet the requirement for physical education.
- Carroll County's request for a waiver is considered an alternative accreditation plan which is reviewed on a case-by-case basis. The Board of Education is open to reviewing additional requests by school divisions for alternative accreditation plans and waivers for virtual schools and will consider each request on its merits.

Mr. Krupicka made a motion to approve an alternative accreditation plan with the following waiver requests, beginning in school year 2012-2013 and continuing until such time as the regulations governing the standards for the accreditation of public virtual schools, pursuant to HB 1215 (2012), become effective. The motion was seconded by Dr. McLaughlin and carried unanimously.

- 8 VAC 20-131-150 – Standard instructional day of 5 ½ hours for grades 1-12 and three hours for kindergarten
- 8 VAC 20-131-90 – 140 hours of instruction in English, mathematics, science, and history/social science in the middle grades
- 8 VAC 20-131-190 – Library media, materials and equipment
- 8 VAC 20-131-200 – Extracurricular activities and recess
- 8 VAC 20-131-240 – Staffing requirements
- 8 VAC 20-131-260 – School facilities and safety

Mr. Krupicka made a motion to approve an alternative accreditation plan with the following waiver requests for school year 2011-2012. The motion was seconded by Mr. Foster for discussion.

- 8 VAC 20-131-150 – Standard instructional day of 5 ½ hours for grades 1-12 and three hours for kindergarten
- 8 VAC 20-131-90 – 140 hours of instruction in English, mathematics, science, and history/social science in the middle grades
- 8 VAC 20-131-190 – Library media, materials and equipment
- 8 VAC 20-131-200 – Extracurricular activities and recess
- 8 VAC 20-131-240 – Staffing requirements

- 8 VAC 20-131-260 – School facilities and safety
- 8 VAC 20-131-80 and 8 VAC 20-131-90 – Instruction in health and physical education in the elementary and middle grades
- 8 VAC 20-131-90 – Instruction in career and technical exploration in the middle grades

Approving the waiver requests for 2011-2012 will allow the separate reporting of the Standards of Learning tests administered in 2011-12 that will generate state accreditation ratings and federal adequate yearly progress (AYP) ratings for 2012-2013. This action will serve to ensure that the virtual school is held accountable to the same accreditation requirements as all other public schools.

The discussion before the vote included concerns of granting retroactive waivers.

The motion passed with five “yes” votes and 3 “no” votes. Mr. Foster, Dr. Cannaday, and Dr. McLaughlin voted “no”.

Final Review of the Consensus Report from the Board of Education Charter School Committee on the Proposed Fairfax Leadership Academy Charter School Application

Mrs. Diane Jay, associate director of the office of program administration and accountability, on behalf of Mr. Krupicka, chair of the charter school committee, presented this item. Her presentation included the following:

- The Board of Education Charter School Committee met on February 22, 2012, to discuss the charter school application submitted by the Fairfax Leadership Academy in Fairfax County and to meet with the applicant.
- The table below displays the committee’s recommendation as to whether the components of the application meet the Board’s approval criteria.

Required Application Components		Met the Criterion
II.	Mission Statement	Yes
III.	Goals and Educational Objectives	Yes
IV.	Evidence of Support	Yes
V.	Statement of Need	Yes
VI.	Educational Program	Yes
VII.	Enrollment Process	Yes
VIII.	Economic Soundness	Yes
IX.	Displacement	Yes
X.	Management and Operation	Yes
XI.	Employment Terms and Conditions	Yes
XII.	Liability and Insurance	Yes
XIII.	Transportation	Yes
XIV.	Residential Charter School	N/A
XV.	Disclosures	Yes

The discussion included the following:

- Commending the application for being well thought through and involving teachers focused on helping students toward academic achievement.
- Recognizing legitimate issues raised by some in the community for consideration by the local school board. Those issues include how the school interacts and relates to other schools in the area, resource allocation choices, and other policy and budget issues.

Mr. Braunlich made a motion to approve the Charter School Committee's recommendation that the application for Fairfax Leadership Academy in Fairfax County meets all applicable Board of Education charter school application criteria. The motion was seconded by Mrs. Beamer and carried unanimously.

Final Review of a Proposal from Virginia Beach Public Schools to Establish a Governor's STEM Academy for Engineering, Marketing, and Information Technology Studies

Ms. Lolita Hall, director of the office of career and technical education services, presented this item. Ms. Hall introduced the following in attendance from Virginia Beach City Public Schools: Dr. Patrick Konopnicki, director of Career and Technical Education; Dr. Brian Matney, principal, Landstown High School and Technology Academy; and Ms. R. Lisette Diehl, technology academy coordinator of Landstown High School and Technology Academy. Ms. Hall's presentation included the following:

- The proposed Governor's STEM Academy for Engineering, Marketing, and Information Technology Studies is conceptualized from a planning partnership that consists of Landstown High School and Technology Academy; Virginia Commonwealth University School of Engineering; Norfolk State University College of Science, Engineering and Technology; Tidewater Community College Division of Information Technology & Business; Old Dominion University STEM Marketing Education Program; ECPI University; Bryant & Stratton College; ITT Technical Institute; Johnson & Wales University; Armed Forces Communications & Electronics Association Hampton Roads Chapter; Ten80 Education, Inc.; Newfangled Solutions, LLC; Whitebox Learning; Virginia FIRST; STIHL Inc.; In Motion Hosting; Virginia Beach Schools Federal Credit Union; City of Virginia Beach Parks and Recreation; Junior Achievement of Greater Hampton Roads; Goodwill Industries; Norfolk Admirals Hockey; Beach Windows & Siding; Total Sportswear Solution, LLC; Food Lion; Chick-fil-a; Rite Aid; Cinema Café; College House/Oarsmen; and Jake's Smokehouse BBQ.
- The proposed academy targets three pathways in three career clusters. The first pathway, Engineering and Technology is in the Science, Technology, Engineering, and Mathematics (STEM) Cluster. Students enrolled in the pathway will be actively involved with high-tech devices, engineering graphics, mathematical concepts, and scientific principles through engineering-design experiences. Students enrolled in this pathway will be introduced to the career choices in the engineering and technology areas and prepare for postsecondary education in one of the engineering and technology fields.
- The second pathway, Professional Sales is in the Marketing Career Cluster. This pathway involves the transfer of goods and services in the economy, both to businesses and to individual consumers. Learners are prepared for careers in planning, managing and performing marketing services.
- The third pathway, Web and Digital Communications is in the Information Technology Cluster. This pathway involves creating, designing and producing interactive multimedia products and services, including development of digitally-generated or computer-enhanced media used in business, training, entertainment, communications and marketing. Organizations of all types and sizes use digital media

(the World Wide Web, CD-ROM, DVD) to communicate with existing and potential customers, to track transactions, and to collaborate with colleagues.

Dr. McLaughlin made a motion to approve the proposal to establish a Governor's STEM Academy for Engineering, Marketing, and Information Technology Studies at Landstown High School and Technology Academy, Virginia Beach City Public Schools. The motion was seconded by Mrs. Beamer and carried unanimously.

First Review of a Proposal from Fairfax County Public Schools to Establish the New Commonwealth Governor's STEM Academy at Chantilly High School and Chantilly Academy

Ms. Hall presented this item. Ms. Hall introduced the following in attendance from Fairfax County Public Schools: Mr. Michael Molloy, director of government relations, office of the superintendent; Mr. Douglas Wright, administrator, Chantilly Academy and assistant principal, Chantilly High School; and Ms. Joan Ozdogan, career experience specialist, Chantilly High School and Chantilly Academy. Ms. Hall's presentation included the following:

- The proposal for the New Commonwealth Governor's STEM Academy at Chantilly High School and Chantilly Academy is conceptualized with partnerships consisting of Fairfax County Public Schools, Northern Virginia Community College, Dulles Regional Chamber of Commerce, Inova Health System, Lockheed Martin Corporation, Micron Technology, Inc., Norfolk State University, Old Dominion University, and Orbital Sciences Corporation.
- The New Commonwealth Governor's STEM Academy at Chantilly High School and Chantilly Academy will focus on two career pathways. The first pathway, *Engineering and Technology* is in the Science, Technology, Engineering, and Mathematics (STEM) Cluster. Students will examine technology and engineering fundamentals related to solving real-world problems. They will gain a basic understanding of engineering history and design, using mathematical and scientific concepts through hands-on projects in a laboratory setting as they communicate information in team-based presentations, developing proposals and writing technical reports. Students will be exposed to a variety of engineering fields such as Aeronautical Engineering, Architectural Engineering, Automotive Engineering, Bioengineering and Biomedical Engineering, Civil Engineering, Computer Engineering, Construction Engineering, Electrical Engineering, Electromechanical Engineering, Environmental Engineering, Industrial Engineering, Manufacturing Engineering, Mechanical Engineering, Surveying and Geomatics Engineering, and related career choices that will prepare them for postsecondary education.
- The second pathway, *Network Systems* is in the Information Technology Cluster. Network Systems connect people and information. Students will learn how to design, install, maintain, and manage network systems for businesses and various other facilities. This pathway requires a solid foundation in mathematics and science as well as high technical skills. Students will have an opportunity to research and learn about energy conservation technologies and practices increasing the efficiency of energy distribution and use such as smart-grid technology. Information Technology workers can be found in virtually every sector of the economy and provide assistance on a multitude of levels.

Mrs. Ozdogan used a PowerPoint presentation to summarize the proposal for the New Commonwealth Governor's STEM Academy at Chantilly High School and Chantilly Academy.

The discussion included the following:

- Integration and focus on the ability of students with disabilities to be successful in the academy.
- Transportation provided for feeder schools to attend the academy.

The Board accepted for first review the proposal to establish the New Commonwealth Governor's STEM Academy at Chantilly High School and Chantilly Academy, Fairfax County Public Schools.

First Review of a Proposal from Roanoke County Public Schools to Establish the Governor's STEM Academy at the Burton Center for Arts and Technology

Ms. Hall presented this topic. Ms. Hall introduced the following from Roanoke County Public Schools: Dr. Cecil Snead, director of instruction; Ms. Kathy Beard, coordinator of career and technical education; and Mr. Jason Suhr, principal of Burton Center for Arts and Technology. Ms. Hall's presentation included the following:

- The proposal for the Roanoke County Governor's STEM Academy is conceptualized with partnerships consisting of Roanoke County Public Schools; Virginia Western Community College; Mason Mechanical Labs; Virginia Tech University; Roanoke Regional Partnership; Balzer and Associates, Inc.; Development Initiatives, Inc.; Western Virginia Workforce Development Board; Carilion Biomed Institute; Novozymes; Plastics One; East West DyeCom; General Electric; Wireless Medicare; Lionberger Construction; Precision Steel; Carilion TSG; Hughes Associates; Carilion Physics; Accellent Cardiology; Spectrum Engineers; AECOM; Hill Studios; Salem Specialties, Inc.; Synchrony; Shenandoah Machine & Maintenance Co., Inc.; Graham-White Mfg; Sematco, Inc.; E & W Machine; Valley Machine; J. C. Nordt; WSLs 10; WDBJ 7; Roanoke-Times; Access Advertising, The O'Connor Group; Carter Media; Wheeler Broadcasting; Blue Ridge PBS; Arcet; Overfelt & Son Welding; Lincoln Electric; New Millennium Steel; Thermal Dynamics; Miller Welders; NASCAR; Tread Corporation; Mountain Land Machine; DRP Racing; Berglund Automotive.
- The Roanoke County Governor's STEM Academy will provide rigorous academic content within its career and technical education (CTE) instruction concentrating on three career pathways. The first pathway, *Engineering and Technology* is in the Science, Technology, Engineering, and Mathematics (STEM) Cluster. Students will examine technology and engineering fundamentals related to solving real-world problems. They will use the latest CAD software, and multimedia presentation software. They will gain a basic understanding of engineering history and design, using mathematical and scientific concepts through hands-on projects in a laboratory setting as they communicate information in team-based presentations, developing proposals and writing technical reports. Students will be exposed to a variety of specialty fields such as environmental, biomedical, industrial, civil, and mechanical engineering and related career choices that will prepare them for postsecondary education.
- The second pathway, *Facility and Mobile Equipment Maintenance* is in the Transportation, Distribution and Logistics Cluster. Individuals in this field are involved in the logistics of all types of transportation from road to rail and air to water. Graduates will be prepared for careers in design, fabrication, assembly, and repair. Students will have an opportunity to research the most efficient, safe, cost-effective and environmentally friendly ways to operate equipment and machinery. In a laboratory setting, students will learn skills in basic maintenance, repair, and servicing of vehicles. Emphasis will be placed on the motor sports industry. Designers and mechanical engineers are an integral part of the motor sport industry. Students will engage in diagnostic and problem-solving experiences and learn about hybrid-fuel technologies. They will have an opportunity to build a drag car.

- The third pathway, *Journalism and Broadcasting* is in the Arts, Audio and Video Technology and Communications Cluster. Students enrolled in this pathway will have the opportunity to apply creativity in a variety of different areas. They will participate in rigorous courses and learn skills for success in television and video production, Web design, technical and news writing, digital image manipulation, publishing, and advertising. Students will be provided opportunities to gather information, prepare stories, and release broadcasts that inform the public about current issues. They will work with high-tech equipment to record and transmit various broadcasts, and produce interactive multimedia products and services.

Dr. Snead used a PowerPoint presentation to summarize the proposal for the Burton Center for Arts and Technology.

The discussion included the following:

- Commending the involvement of business partners
- Monitoring STEM academies in terms of their economic development contribution to the region
- Commending the inclusion of media, journalism, and other nontraditional STEM fields in STEM academies
- Involving students in recruitment efforts

The Board accepted for first review the proposal to establish the Governor's STEM Academy at the Burton Center for Arts and Technology, Roanoke County Public Schools.

First Review of a Proposal from Chesapeake City Public Schools to Establish the Grassfield High School Governor's STEM Academy

Ms. Hall presented this item. Ms. Hall recognized the following attending from Chesapeake City Public Schools: Dr. James Roberts, superintendent; Mrs. Carolyn Bernard, principal of Grassfield High School; and Mrs. Karen Black, technology academy coordinator, Grassfield High School. Ms. Hall's presentation consisted of the following:

- The proposal for the Grassfield High School Governor's STEM Academy is conceptualized with partnerships consisting of Chesapeake City Public Schools; Old Dominion University; Tidewater Community College; James Madison University; City of Chesapeake Economic Development; Lockheed Martin Center for Innovation; NASA Langley Research Center; and D.T. Read Steel Company, Inc.
- Through communications, leadership, and state-of-the-art technology, students enrolled in the proposed Academy will receive academic and technical training in three career pathways that will provide them a competitive edge in a variety of post-high school choices. The first pathway, *Engineering and Technology* is in the Science, Technology, Engineering, and Mathematics (STEM) Cluster. Students will participate in in-depth research to provide solutions to various technical problems within different fields, and will actively engage in applying mathematical concepts and scientific principles through engineering-design experiences. Students will be introduced to the career choices in engineering and technology areas such as Aerospace Engineering, Civil Engineering, Environmental Engineering, Chemical Engineering, Biomedical Engineering, Digital Technology and will participate in coursework that will prepare them for postsecondary education.
- The second pathway, *Programming and Software Development* is in the Information Technology Cluster. Students enrolled in this pathway require a solid foundation in mathematics and science as well as high-level technical skills. Students will be provided opportunities to design, develop, and

produce interactive multimedia products and services. They will explore the use of modeling, simulation, and game development software to solve real-world problems. These activities will include evaluating and testing engineering designs, modeling geospatial data, observing and analyzing physics simulations, programming games for educational purposes, and creating visualization systems with 3D models.

- The third pathway, *Marketing Management* is in the Marketing Career Cluster. This pathway prepares students for careers in advertising, public relations, sales and planning. Students will learn about the transfer of goods and services and e-commerce in a global economy for businesses and for individual consumers.

Mrs. Black used a PowerPoint presentation to summarize the proposal for the Grassfield High School Governor's STEM Academy.

The discussion included the following:

- Commending the involvement of nonprofit organizations
- Commending the increased opportunities provided to students by STEM academies
- Encouraging Virginia Department of Education staff to create an area on the Department's Web site to highlight STEM academy presentations.

The Board accepted for first review the proposal to establish Grassfield High School Governor's STEM Academy, Chesapeake City Public Schools.

First Review of Revision of Industry, Professional, or Trade Association Certification Examinations and Occupational Assessments to Meet the Requirements for the Board of Education's Career and Technical Education and Advanced Mathematics and Technology Seals and the Student-Selected Verified Credit

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

- There are 268 industry, professional, trade association certification examinations, or occupational competency assessments that meet the Board's requirements for the Career and Technical Education Seal, the Seal of Advanced Mathematics and Technology, and student-selected verified credit. There are 16 new industry certification examinations and occupational competency assessments.
- Industry, professional, and trade association certifications are continually being revised or discontinued to stay current with technology and new techniques. These changes may be such that individual certifications are no longer available, no longer meet the Board's criteria for diploma seals or student-selected verified credit, or require additional criteria such as work experience beyond high school. Thirteen of the certifications that were previously approved by the Board are recommended for deletion.

The Board accepted for first review the revised list of industry certification examinations, occupational competency assessments, and licenses to meet the requirements for the Board of Education's Career and Technical Education and Advanced Mathematics and Technology Seals and the student-selected verified credit.

First Review of Timetable for the Review and Approval of the Revised Computer Technology Standards of Learning

Dr. Tammy McGraw, director of educational technology, presented this item. Dr. McGraw's presentation included the following:

- Using an established review process and criteria, the Department of Education will conduct a review of the current *Computer Technology Standards of Learning* according to the timetable. The review team will consider the *Essential Elements of ICT Literacy* in the Board-approved *Educational Technology Plan for Virginia: 2010-15*.

The discussion included the following:

- The need to ensure teachers of technology are prepared and equipped with the skills of the 21st century

Mrs. Beamer made a motion to waive first review and approve the timetable for review of the *Computer Technology Standards of Learning*. The motion was seconded by Mr. Braunlich and carried unanimously. The timetable is as follows:

**PROPOSED SCHEDULE FOR REVIEW OF THE
COMPUTER TECHNOLOGY STANDARDS OF LEARNING**

May 4, 2012	<p>A Superintendent's Memorandum will be distributed to announce the review process schedule, the availability of a Standards of Learning review/comment page on the Department of Education Web site, and request that division superintendents share information about the Web site with instructional staff.</p> <p>The Department of Education will post on its Web site a Standards of Learning review/comment page for the <i>2005 Computer Technology Standards of Learning</i>. The page will be active for 30 days.</p>
May 15, 2012	<p>The Department of Education will meet with the Virginia Educational Technology Advisory Committee (VETAC), an advisory committee that advises the Board of Education on educational technology matters through the Superintendent of Public Instruction. This committee will begin review of comments, various international standards, and the <i>Essential Elements of ICT Literacy</i> to make recommendations for potential changes.</p>
June-July 2012	<p>The first draft of the <i>2012 Computer Technology Standards of Learning</i> will be prepared, reflecting recommendations from VETAC members as well as comments from the Web page.</p> <p>The draft will be made available to technology directors, instructional technology resource teachers, librarians, Virginia's teacher colleges, and various professional organizations for review and comment.</p>
August 2012	<p>The Department of Education and the VETAC Executive Committee will meet to review the feedback and prepare the draft <i>2012 Computer Technology Standards of Learning</i> for first review by the Board of Education.</p>

- September 27, 2012 The Department of Education will present the proposed document to the Board of Education for first review.
- October 2012 The proposed *2012 Computer Technology Standards of Learning* document will be distributed for public comment. The document will be placed on the Virginia Department of Education Web site for review. Public hearings will be held as prescribed by the Board of Education.
- November 29, 2012 The Superintendent of Public Instruction will make a recommendation to the Board of Education for final review and adoption of the proposed *2012 Computer Technology Standards of Learning*. The final document will be posted on the Department of Education's Web site and school divisions will be apprised of its availability.

First Review of Recommended Cut Scores for Virginia Modified Achievement Standards Test (VMAST) for Grades 3-8 Mathematics and Algebra I

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

- The VMAST is an alternate assessment in which research-based supports and simplifications have been applied to existing online test items to make them more accessible to eligible students with disabilities who are instructed in grade level content but are not likely to achieve proficiency in the same time frame as their non-disabled peers. VMAST assessments for grades 3-8 mathematics and Algebra I based on the 2009 mathematics SOL are being administered for the first time in spring 2012.
- Because these are new assessments, cut scores for the achievement levels of fail/basic, pass/proficient and pass/advanced must be adopted by the Board. Consistent with the process used for the SOL assessments, committees of educators were convened in March 2012 to recommend to the Board of Education (BOE) minimum cut scores for the achievement levels of *fail/basic*, *pass/proficient*, and *pass/advanced* for the grades 3-8 mathematics tests.

The discussion included the following:

- How the test was abbreviated to accommodate students with disabilities in dealing with the variety of technology enhanced items.
- The participation criteria of students eligible to take VMAST.

The Board accepted for first review "cut" scores for the achievement levels of *fail/basic*, *pass/proficient*, and *pass/advanced* for the grades 3-8 SOL and Algebra I VMAST mathematics assessments as follows:

- Grade 3: 9 out of 32 for fail/basic, 22 out of 32 for pass/proficient, and 29 out of 32 for pass/advanced
- Grade 4: 9 out of 40 for fail/basic, 23 out of 40 for pass/proficient, and 36 out of 40 for pass/advanced
- Grade 5: 13 out of 40 for fail/basic, 28 out of 40 for pass/proficient, and 36 out of 40 for pass/advanced
- Grade 6: 10 out of 40 for fail/basic, 26 out of 40 for pass/proficient, and 36 out of 40 for pass/advanced

- Grade 7: 11 out of 40 for fail/basic, 26 out of 40 for pass/proficient, and 36 out of 40 for pass/advanced
- Grade 8: 10 out of 40 for fail/basic, 27 out of 40 for pass/proficient, and 36 out of 40 for pass/advanced
- Algebra I: 24 out of 40 for pass/proficient, and 36 out of 40 for pass/advanced

First Review of a Recommended Cut Score for the Numeracy Requirement of the Modified Standard Diploma on the Grade 8 Standards of Learning Mathematics Tests Based on the 2009 Mathematics Standards

Dr. Loving-Ryder presented this item. Mrs. Loving-Ryder's presentation included the following:

- The approval of a cut score on the new grade 8 mathematics test based on the *2009 Mathematics Standards of Learning* (SOL) to meet the numeracy requirements for the Modified Standard Diploma will help schools and school divisions increase the academic success of students with disabilities.
- The approval of a cut score on the new grade 8 mathematics test based on the *2009 Mathematics Standards of Learning* (SOL) to meet the numeracy requirements for the Modified Standard Diploma will support the development of numeracy skills for students with disabilities.
- In 2011-2012 new mathematics tests based on the 2009 mathematics SOL were administered. In March 2012 a committee of educators was convened to recommend to the Board of Education a cut score on the new grade 8 SOL mathematics test that would represent the numeracy skills required by the Modified Standard Diploma. This cut score will be used by school divisions solely to verify the numeracy skills of students for the purposes of the Modified Standard Diploma and will have no impact on the scores required to pass the grade 8 mathematics tests.

The Board accepted for first review a cut score of 25 out of 50 on the grade 8 SOL mathematics test as representing the numeracy requirement of the modified standard diploma.

DISCUSSION OF CURRENT ISSUES

There was no discussion of current issues.

EXECUTIVE SESSION

Mrs. Beamer made a motion to go into executive session under Section 2.2-3711.A.41, for discussion and consideration by the Board of Education of records relating to the denial, suspension, or revocation of teacher licenses. The motion was seconded by Dr. McLaughlin and carried unanimously. The Board went into executive session at 11:55 a.m.

Mrs. Beamer made a motion that the Board reconvene in open session. The motion was seconded by Dr. Cannaday and carried unanimously. The Board reconvened at 12:45 p.m.

Mrs. Beamer 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 of the Freedom of Information Act were discussed and (2) only matters identified in the motion to have the closed session were discussed. The motion was seconded by Mr. Braunlich and carried unanimously.

Board Roll call:

Ms. Mack – Yes	Dr. McLaughlin – Yes
Mr. Braunlich – Yes	Dr. Cannaday – Yes
Mrs. Beamer – Yes	Mrs. Atkinson – Yes
Mr. Krupicka – Yes	Mr. Foster – Yes

The Board made the following motions:

- Revoked the license of Mr. Joshua P. Myers.
- Revoked the license of Mr. Randall J. Pilon.
- Revoked the license of Mr. Wesley Brian Earnest.
- Denied a license to Mr. Edward Esslinger.
- Suspended the license of Ms. Debra Carter Johnson until June 30, 2013.
- Issued a license in Case Number 4.
- Revoked the license of Mr. Richard Sidebottom.
- Approved the issuance of a provisional license in Case Number 6 upon employment in the Virginia public or accredited nonpublic school.

ADJOURNMENT OF THE BUSINESS SESSION

There being no further business of the Board of Education and Board of Career and Technical Education, Mr. Foster adjourned the meeting at 12:50 p.m.

President