

COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
RICHMOND, VIRGINIA

MINUTES

July 24, 2014

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. Christian N. Braunlich, President	Mr. James H. Dillard
Mrs. Winsome E. Sears, Vice President	Mrs. Darla Edwards
Mrs. Diane T. Atkinson	Mr. Andrew Ko
Dr. Oktay Baysal	Mrs. Joan E. Wodiska
Dr. Billy K. Cannaday, Jr.	
	Dr. Steven R. Staples, Superintendent of Public Instruction

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

MOMENT OF SILENCE/PLEDGE OF ALLEGIANCE

Mr. Braunlich asked for a moment of silence and led in the Pledge of Allegiance.

APPROVAL OF MINUTES

Mr. Ko made a motion to approve the minutes of the June 26, 2014, meeting of the Board. The motion was seconded by Mrs. Atkinson and carried unanimously. Copies of the minutes had been distributed in advance of the meeting.

RECOGNITION

Mr. Braunlich recognized Mr. Richard Schley, hardware and network solutions specialist, who retired as of May 1, 2014, with twenty-five years of service with the Virginia Department of Education. Mr. Schley has continued to attend Board meetings since his retirement to train his replacement, Terence Jones. Mr. Braunlich thanked Mr. Schley for his service to the Board of Education and children of the Commonwealth. Board members and the audience joined Mr. Braunlich in a round of applause.

PUBLIC COMMENT

The following persons spoke during public comment:

- James Batterson, spoke on mathematics content standards

- Phil Reed, spoke on Standards for Technology Literacy
- Douglas Garcia, spoke on the General Educational Development (GED) testing program
- Mike Johnson, McGraw-Hill, presented material on the General Educational Development (GED) testing program

CONSENT AGENDA

Mr. Ko made a motion to approve the consent agenda. The motion was seconded by Mrs. Atkinson 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 March 31, 2014.

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

With the Board's approval of the consent agenda, the Board also approved the action described in the item below:

- Buckingham County's two projects from the First Priority Waiting List were partially funded under the Virginia Public School Authority/Qualified School Construction Bonds Program, Series 2011-1, on June 16, 2011. The Dillwyn Lower Elementary School and Dillwyn Upper Elementary School projects were each reduced by \$5,000,000. The school division requested on May 30, 2014, that the reduced amount of \$2,500,000 remaining for each project on the First Priority Waiting List be withdrawn from funding and from the First Priority Waiting List.

ACTION/DISCUSSION ITEMS

Final Review of Proposal to Establish the Hampton City Public Schools Architecture and Applied Arts Governor's STEM Academy

Ms. Lolita Hall, director, Office of Career and Technical Education, presented this item. Ms. Hall introduced the following representatives of Hampton City Public Schools: Dr. Donna Woods, executive director of school leadership, secondary education; Dr. Raymond Hayes, executive director of school leadership, elementary and pre-school; Dr. Cynthia Cooper, executive director, research, planning and evaluation; Jeff Mordica, principal, Kecoughtan High School; Paul Lawrence, assistant principal, Kecoughtan High School and director of Architecture and Applied Arts (AAA) Governor's Science STEM Academy; and Ms. Whitney Ketchledge, Career and Technical Education instructional leader and Marketing teacher.

Ms. Hall's presentation included the following:

Internal Evaluation

Hampton City Public Schools' Department of Research, Planning and Evaluation was consulted by the leadership team of the AAA Governor's STEM Academy and designed a work plan and utilization-focused evaluation process to implement annually. The goal of the annual evaluation is to measure the efficacy of the program in achieving its stated goals as well as identify areas of excellence to target for future expansion or replication in other schools or academies and identify areas for continuous improvement. The evaluation design is a multi-step process and described in more detail in the proposal.

The evaluation design process begins with the identification of stakeholders in the AAA Governor's STEM Academy and includes (but is not limited to) program leadership, program faculty and staff, student participants, parents of program participants, potential program recruits, community members, and business partners.

Description of short-term and long-term results expected as a result of the program is stated in the program goals. The next steps are the creation of a logic model for the program comprised of: resources, activities, outputs, short-term outcomes and long-term outcomes.

Finally, the evaluation team will create performance indicators for each component of the program to measure implementation fidelity, and progress. The plan will specify data sources and monitoring timelines.

Parent Involvement

The AAA Governor's STEM Academy will create opportunities for parents, community and business leaders to fulfill their essential roles as actively engaged partners in supporting student achievement and outcomes for student success. These efforts and feedback mechanisms are in the form of the annual Community Priorities Workshop, community, parent, staff, and student surveys, and parent workshops. Parent engagement in the AAA Governor's STEM Academy is essential. In order to engage as many parents as possible, parent activities will be videotaped for replay on YouTube or other online or electronic venues such as Facebook, Public, Educational, and Government (PEG) television station Channel 46 or 47 in Hampton, or appearing as news features online and at the Hampton City Public Schools Web site features Latest Headlines, Hampton Herald, or the TV News programs, "School Notes" and "Wired-In."

Staff Recruitment

Currently, all of the AAA Academy teachers have volunteered to be a part of the AAA Governor's STEM Academy and are responsible for additional duties beyond contract time. The AAA Governor's STEM Academy shall hire staff members who meet the Virginia teacher licensure requirements and/or postsecondary faculty qualifications. Where applicable, they must have industry-specific education with training and experience, including industry certification. Hampton City Public Schools is developing a plan to recruit and develop teachers who are Southern Association of Colleges and Schools (SACS) approved to teach as adjunct community college faculty in dual enrollment content areas.

Hampton City Public Schools' (HCPS) policy is cited in the application for internal and external applicants. As future positions become available, the applicant determined to be the best qualified shall be selected for a vacant or new position, regardless of whether the applicant is an internal or external candidate.

Teachers are chosen based on content expertise, ability to work in an interdisciplinary cohort, and compatibility with the Academy structure. Teachers are evaluated using the Virginia Teacher Evaluation system Standards 1-7 as defined in the HCPS Uniform Performance Standards and Evaluation Criteria for Teachers and at least three additional classroom walk-through observations. Teachers must have identified and intentional learning outcomes posted in the classroom along with the associated lessons each day.

When a future position is identified for the AAA Governor's STEM Academy, the Hampton City Public Schools Human Resources office will advertise through the cloud-based iRecruit applicant recruiting and tracking software. Then, the interview and selection process will take place in accordance with Hampton City Public

Schools policies, processes, and procedures. This process ensures that all faculty and staff associated with the AAA Governor's STEM Academy will have the required licenses, certifications, industry credentials, and teaching experience. Adjunct faculty or full-or part-time faculty for dual enrollment courses will meet the Thomas Nelson Community College (TNCC) adjunct faculty requirements and the Virginia Community College System hiring processes and requirements as defined in the dual enrollment agreement between Hampton City Public Schools and TNCC.

Staff Development

The AAA Governor's STEM Academy staff development plan is two-fold. First, teachers in the Academy are regular attendees at National Career Academy Coalition conferences and similar events around the country. These events allow collaboration with their peers in other school divisions and states who have experience and expertise in an academy system.

Teachers are also encouraged to take part in industry externships with industry partners during the school year and summer months. These externships help the faculty to experience the relevant knowledge and skills needed by the worker in the career fields in the AAA Governor's STEM Academy and enables them to better develop and apply their own curriculum to specific contexts of the career areas.

Academy Awareness

Hampton City Public Schools use a career pathways model to engage students and parents beginning in elementary school. Elementary counselors and teachers integrate career awareness in the curriculum. Choice programs are available such as the Cooper Elementary Star Achievers Academy; a K-5 Engineering magnet school. In this academy and other division programs, students learn the engineering design process and teamwork in context of the grade level Standards of Learning.

In middle school, students continue their career pathways awareness, choose a career and academic plan, and, in the last year of middle school, students assess their interests and identify their top pathway choices as they prepare for high school and select their course schedules.

Andrews PreK-8 and Phenix PreK-8 schools have STEM programs in the middle school grades. These choice programs provide the opportunity for upper grade students to mentor and teach lower grade students in STEM content they have learned. Middle schools have the specific coursework listed in the proposed plans of study. The Technology and Engineering middle school teachers have been trained and their classrooms have been modernized to include AutoCAD, Inventor (3D drawing), rapid prototyping, simulation software, and typical woods, metals, composites, plastics, and materials processing. Middle school Business and Information Technology courses include Make It Your Business (dual Business and Marketing) and the high school credit course Principles of Business and Marketing to assure an entrepreneurial knowledge base. All of these courses and programs taken in part or together provide a clear preparation for the AAA Governor's STEM Academy.

Hampton's high school students are advised about career opportunities during their annual scheduling meetings. These meetings allow for further refinement of course selection based on the students' interests and career pathways. Decision making and goal setting are two major focus areas in which counselors discuss careers. The comprehensive school counseling program provides students at all levels with the opportunity to investigate the world of work in order to make informed career decisions.

Review of Goals

Long-term and short-term goals were reviewed with the division psychometrician who is the Executive Director of Research, Planning and Evaluation and the Executive Director for Secondary School Leadership. Upon a review based on current outcome measures or baseline information in the school report card, the goals have been identified that are sustainable and achievable. All goals have been adjusted and lowered. Goals are now:

Long-Term Goals

- Goal: Increase the number of AAA Governor’s STEM Academy graduates earning at least three transferable dual enrollment or AP credits by 15 percent per year between 2017 and 2020. First year cohort, graduating in 2017 will establish the baseline.

The following table provides projected results based on enrollment of 220 students and program implementation strategy.

Number of students earning:	Grade 9	Grade 10	Grade 11	Grade 12	2017 Total
AP Credit	0	9	36	75	120
Dual Enrollment Credit	0	0	12	60	72
Total	0	9	48	135	192

- Goal: Increase the number of AAA Governor’s STEM Academy students enrolling in postsecondary programs or obtaining employment in architecture, art, engineering, engineering technology, graphic arts, marketing, or STEM-related careers by 15 percent per year between 2017 and 2020. First year cohort, graduating in 2017 will establish the baseline.

Short-Term Goals

- Goal: Increase the number of CTE finishers by ten percent per year between 2017 and 2020. First year cohort graduating in 2017 will establish the baseline.
- Goal: Increase the number of AAA Governor’s STEM Academy seniors completing advanced mathematics courses (beyond Algebra II) by 15 percent per year between 2017 and 2020. First year cohort graduating in 2017 will establish the baseline.
- Goal: Increase the number of AAA Governor’s STEM Academy students completing four years of science related to their pathway by 15 percent per year between 2017 and 2020. First year cohort graduating in 2017 will establish the baseline.
- Goal: Increase the number of Virginia Board of Education-approved industry certifications by 20 percent per year between 2016 and 2020. First year cohort that will become juniors in 2016 will establish the baseline.

In addition to the above goals, program objectives and performance measures are as follows:

- Increase the number of AAA Governor’s STEM Academy students who graduate with at least a 3.0 grade-point average by ten between 2017 and 2020. First year cohort, graduating in 2017 will establish the baseline.
- Increase the number of juniors and seniors who complete dual enrollment courses by 15 percent per year starting in 2016.
- Increase the number of students participating in work-based learning experiences (e.g., job shadowing, mentorships, project-based learning, service learning) by 15 percent each year between 2014 and 2018.
- Increase the number of AAA Governor’s STEM Academy students who graduate with an Advanced Studies Diploma by 15 percent each year starting in 2016.
- Reduce HCPS’ dropout rate by five percent each year between 2017 and 2020. The dropout percentage will be measured using the Virginia cohort model.
- By 2018, increase the number of students completing a college and career readiness curriculum in high school by 120 students.

- Reduce the number of students who need remediation in college by 15 percent over the next four years, as measured by results from the Virginia Placement Test or other standardized measure of college readiness taken by AAA Governor's STEM Academy students in 2018.
- Increase the number of students who earn more than one industry certification by ten percent between 2016 and 2020.
- Increase the number of students employed in high-wage, high-demand, and high-skill careers by 15 percent between 2018 and 2024, *based on responses from graduates in a follow-up survey.*

Transportation

Hampton City Public Schools have provided choice programs for decades. These programs have not provided transportation and have had high participation rates and there is usually a wait list of students seeking seats. Choice programs are by application and selection is based on a "lottery" of student names randomly selected. Parents who choose these programs typically find ways to transport their student by carpool and other transportation modalities. The geographical distance between schools is relatively short and the transportation to choice programs is consistent with Hampton City public schools policy. The greatest distance between high schools is nine miles.

For students with identified disabilities, transportation will be provided in accordance with the guidelines noted above unless otherwise specified in their Individualized Education Plan (IEP). If the IEP states that curb-to-curb transportation requires the presence of a parent, then the parent or designee must accompany the student to and from the bus stop. Transportation by yellow school bus will be provided for those living within the Kecoughtan High School transportation zone. Students residing outside of the transport zone must be able to provide their own transportation.

Consulting from other programs

The Newport News Public Schools Career and Technical Education Specialist was contacted with a special request for assistance with respect to the process used to create the Heritage High School STEM Academy application. Additionally, the Hampton City Public Schools Career and Technical Education Director reviewed approved Governor's STEM Academy applications from the Virginia Department of Education Web site. Of particular note and help were the Arlington, Newport News, and Suffolk applications given similarities in content, city demographics, and other factors.

Mr. Jesse White, curriculum leader for career and technical education, Hampton City Public Schools, responded to questions from Board members.

The Board discussion included:

- Mrs. Edwards said she was impressed with the evaluation process and the outreach strategies in the proposal. Mrs. Edwards said she would like to attend the annual Community Priorities Workshop that will be held in October.
- Mr. Ko congratulated Hampton City Public Schools. Mr. Ko also encouraged Hampton to be a cohort with other academies and work together with them to expand the program.
- Dr. Cannaday commended Hampton and said he looked forward to getting feedback on the progress they are making.
- Dr. Baysal congratulated Hampton on an extremely needed and very useful step they are taking.
- Mrs. Sears applauded teachers who volunteered to be a part of the program and thanked them.
- Mr. Braunlich asked if there has been evidence of lower participation from lower income students because of lack of transportation and if other alternatives have

been provided. Mr. White responded that public transportation tokens have been purchased for lower income students.

Dr. Cannaday made a motion to approve the proposal to establish the Hampton City Public Schools Governor's Architecture and Applied Arts Governor's STEM Academy. The motion was seconded by Dr. Baysal and carried unanimously.

Final Review of Amendments to the Regulations Governing Driver Education and the Repeal of Regulations Governing the Approval of Correspondence Courses for Home Instruction (Reconsideration of Final Stage)

Ms. Susan Williams, director of policy, presented this item. Ms. Williams' presentation included the following:

- The 2008 General Assembly adopted amendments that eliminated the requirement in § 22.1-254.1 of the *Code of Virginia* for the Superintendent of Public Instruction to approve correspondence courses for parents who homeschool their children. However, § [22.1-205](#) of the *Code* still requires that the Board of Education approve driver education correspondence courses for parents who homeschool their children. As a result of this action by the General Assembly, the [Regulations Governing the Approval of Correspondence Courses for Home Instruction](#) are no longer necessary, and provisions about driver education correspondence courses could be moved to the *Regulations Governing Driver Education*.
- Instead of having two sets of regulations, one governing correspondence courses and another governing driver education, this proposal would simply add a new section about driver education correspondence courses to the *Regulations Governing Driver Education*, and repeal the [Regulations Governing the Approval of Correspondence Courses for Home Instruction](#).
- The Board received no public comment on the proposed regulations, and there were no changes to the regulations when the Board took final action to approve them on October 24, 2013.
- However, when the Attorney General's Office conducted its review of the final regulations, it advised staff that the Board would need to make a number of changes regarding due process if a correspondence school's application is denied or if the approval is revoked for good cause. The Attorney General's Office had reviewed the regulations at the proposed stage and had made no recommendations for changes.
- These amendments would make changes to the due process provisions. Instead of a fact-finding conference and a hearing before a hearing officer, the amendments would provide for the Board of Education to review and reconsider the decision.
- On May 22, 2014, the Board accepted for first review the amendments to the [Regulations Governing Driver Education](#) and the repeal of [Regulations Governing the Approval of Correspondence Courses for Home Instruction](#) (Reconsideration of Final Stage). Because the proposed changes are substantive, a 30-day public comment period was conducted beginning on May 29, 2014 and ending on June 30, 2014. No comments were received during this period.

The Board discussion included:

- Mr. Dillard expressed concern with the movement away from state oversight of homeschooling. Mr. Dillard said the original legislation gave the state an opportunity to find out if homeschooled children were actually being taught and

they had to meet certain qualifications. Mr. Dillard said over the years those safe guards for the education of homeschooled children was whittled away and now the state cannot look at correspondence courses homeschooled children are taking. Mr. Dillard said homeschooled children are now taking religious exemption which means the state has no prerogative in determining whether students are being educated or not. Mr. Dillard said he is voting against the regulation in protest and concern about the education of homeschooled children in Virginia.

Mrs. Wodiska made a motion to approve the amendments to the *Regulations Governing Driver Education* and the repeal of the [*Regulations Governing the Approval of Correspondence Courses for Home Instruction*](#). (Reconsideration of Final Stage). The motion was seconded by Mrs. Atkinson and carried with eight “yes” votes. Mr. Dillard voted “no”.

First Review of Permanent Amendments to the Regulations Establishing Standards for Accrediting Public Schools in Virginia (8 VAC 20-131) to Replace the Emergency Amendments Required by HB 1061 and SB 489 (2012) (Final Stage)

Ms. Williams also presented this item. Her presentation included the following:

- The 2012 General Assembly passed, and the Governor signed into law, HB 1061 and SB 489, which amend § 22.1-253.13:4 of the *Code of Virginia* to strengthen postsecondary education and workplace readiness opportunities for all students, and to consolidate the number of Board of Education-approved diplomas. The legislation says, in part:

D. In establishing course and credit requirements for a high school diploma, the Board shall:

... 2. Establish the requirements for a standard, ~~modified standard, or~~ *and an advanced studies high school diploma, which shall each include at least one credit in fine or performing arts or career and technical education and one credit in United States and Virginia history. The requirements for a standard high school diploma shall, however, include at least two sequential electives chosen from a concentration of courses selected from a variety of options that may be planned to ensure the completion of a focused sequence of elective courses. ~~Students may take such focused sequence of elective courses in consecutive years or any two years of high school. Such focused sequence of elective courses shall provide a foundation for further education or training or preparation for employment, shall be identified in the Academic and Career Plan as described in Board of Education regulations, and shall be developed by the school division, consistent with Board of Education guidelines and as approved by the local school board.~~ Such focused sequence of elective courses shall provide a foundation for further education or training or preparation for employment. The advanced studies diploma shall be the recommended diploma for students pursuing baccalaureate study. Both the standard and the advanced studies diploma shall prepare students for post-secondary education and the career readiness required by the Commonwealth's economy.*

Beginning with first-time ninth grade students in the [2013-2014](#) school year, requirements for the standard diploma shall include a requirement to earn a career and technical education credential that has been approved by the Board, that could include, but not be limited to, the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia workplace readiness skills assessment.

The Board shall make provision in its regulations for students with disabilities to earn a standard diploma.

~~3. Establish the requirements for a technical diploma. This diploma shall meet or exceed the requirements of a standard diploma and will include a concentration in career and technical education, as established in Board regulations. A student who meets the requirement for the advanced studies diploma who also fulfills a concentration in career and technical education shall receive an advanced technical diploma, or if he chooses, he shall receive an advanced studies diploma. The Board may develop or designate assessments in career and technical education for the purposes of awarding verified credit pursuant to subdivision 6 Provide, in the requirements to earn a standard or advanced studies diploma, the successful completion of one virtual course. The virtual course may be a noncredit-bearing course.~~

The emergency regulations were approved by the Board on June 28, 2012, and became effective on June 5, 2013. The Governor's office subsequently approved extending the emergency regulations until December 4, 2014. Proposed permanent amendments were approved by the Board on July 25, 2013. They are exactly the same as the emergency regulations and include the following provisions to comport with the 2012 legislation:

- The regulations would require that, beginning with first-time ninth graders in the 2013-2014 school year, students must earn a career and technical education credential that has been approved by the Board in order to graduate with a Standard Diploma. This credential could include, but not be limited to, the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia workplace readiness skills assessment.
- The regulations would fold the Modified Standard Diploma into the Standard Diploma, and the Board of Education would establish, through guidelines, credit accommodations for students with disabilities. Such credit accommodations for students with disabilities may include:
 - ✓ Approval of alternative courses to meet the standard credit requirements;
 - ✓ Modifications to the requirements for local school divisions to award locally awarded verified credits;
 - ✓ Approval of additional tests to earn a verified credit;
 - ✓ Adjusted cut scores required to earn verified credit; and
 - ✓ Allowance of work-based learning experiences.
- The regulations would require that students pursuing a Standard or Advanced Studies Diploma successfully complete one virtual course, which may be a noncredit-bearing course.
- The Standard Technical Diploma and the Advanced Technical Diploma would be eliminated. These diplomas have not yet been implemented.
- Consistent with the legislation, the regulations would specify that the Advanced Studies Diploma shall be the recommended diploma for students pursuing baccalaureate study. Both the Standard and the Advanced Studies Diploma shall prepare students for postsecondary education and the career readiness required by the Commonwealth's economy.

Following executive review conducted pursuant to the requirements of the Administrative Process Act and Executive Order 14 (2010), these regulations were published in the *Virginia Register*. A 60-day public comment period opened on May 19, 2014 and closed on July 18, 2014. One comment was received:

- The Independence Center recommends that the term "cut scores" be removed from 8VAC20-131-50.B.3.d and replaced with the following: "Scores within the 375-399 scale score range..."

No changes were made, and these regulations are exactly the same as the emergency regulations.

The Board discussion included:

- Mrs. Atkinson noted that putting a range of cut scores in the regulations as requested during public comment would create a problem because if the cut score changed the Board would have to amend the regulations which take approximately eighteen months at the minimum.
- Mr. Dillard noted that on page 13, Footnote #3, of the proposed regulations, that there is an incorrect reference to Virginia history. Mr. Dillard said it should be Virginia and U. S. History and Virginia and U. S. Government and asked for it to be corrected. Mr. Braunlich noted that staff has been authorized to make appropriate technical corrections to the proposed regulations.

Mrs. Atkinson made a motion to waive first review and approve the permanent amendments to the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (Final Stage). The motion was seconded by Mrs. Edwards and carried unanimously.

First Review of Request for Approval of the 2014 General Educational Development (GED®) Testing Program

Dr. Susan Clair, director of adult education and literacy, and Dr. Thomas Brewster, chair, Virginia Adult Education and Literacy Advisory Committee, presented this item. Their presentation included the following:

- The GED® test is the only high school equivalency test that will fully measure college and career readiness in Virginia until 2017. The 2014 GED® test meets higher standards for high school completion as set by the College and Career Readiness Standards for Adult Education (CCRS/AE), and standards used by Texas, Virginia, and other states. The GED® test provides an opportunity for adults to demonstrate college and career readiness through a new passing score designed to facilitate transitioning into a job or postsecondary education. The GED® test passing score is a minimum 150 for each of the four subject areas. The GED® with Honors score is a minimum of 170 for each of the four subject areas. This score is reflective of performance consistent with readiness to complete credit-bearing, first-year, postsecondary courses with a grade of “C” or better, and is currently being validated through an ongoing program of longitudinal research.
- According to the American Community Survey 2009-2011, U.S. Census Bureau, of the total state population in Virginia of 8,015,502, 10 percent of the total population, or 836,907, are adults without a high school credential. Right now in the U.S., not enough people have the required skills or knowledge to fill available jobs. The GED® test can help solve this economic need by opening the doors to college courses, apprenticeships, and job training for millions of adult learners the pathways adults need to gain skills and knowledge, gain employment, and care for their families. The 2014 GED® test ensures expanded opportunities for adult students to learn the content and skills necessary for success in the workplace and postsecondary education.
- In March 2013, the Superintendent of Public Instruction, Dr. Patricia I. Wright, approved the state’s adoption of the 2014 GED® test as the state approved alternative high school credential. The GED® test was selected because it is widely accepted and recognized by postsecondary education and employers.
- On July 1, 2014, HB 1007 (Byron) changes all references in the *Code of Virginia* from “General Educational Development (GED®)” to “high school equivalency examinations approved by the Board of Education.”

Alternative High School Equivalency Exams

Two high school equivalency assessment options are currently available in addition to the GED® test - the *High School Equivalency Test* (HiSET®), from the Educational Testing Service, and CTB/McGraw Hill's *Test Assessing Secondary Completion*™ (TASC). According to a recent report compiled by the National Adult Education Professional Development Consortium, 40 states have selected the 2014 GED® computer-based test as their approved alternative high school assessment, four states have selected all three high school equivalency tests, seven states have selected only the HiSET, and three states have selected only the TASC. The Office of Adult Education and Literacy (OAEL) is researching and engaging in national conversations about these other high school equivalency options. It is important to note that all secondary credentialing alternatives to the GED® test that have been accepted in other states are still in the formative stages of implementation.

Virginia's Investment in the 2014 GED® Test

State Race to GED funds which total \$1,945,613 per year, are used for (1) outreach to adult learners, (2) instruction to prepare for the GED® test, (3) GED® testing, and (4) computers to establish authorized Pearson VUE Testing Centers. Extensive planning and preparation for these centers has been in development since GED Testing Service® announced the new computer-based test.

The Individual Student Alternative Education Plan (ISAEP) grant provides funding totaling \$2,247,581 of approved ISAEP programs across the state. This amount has not changed since the program's inception in 1999. The cost to take the complete battery of the 2014 test is \$120, for each of the four subject area tests. For ISAEP students, the costs to take the GED® and the GED Ready™ practice test are paid for with school division ISAEP program funding.

The General Adult Education (GAE) grant funds of \$1,051,800 support Virginia adult education programs. These funds are used to support adult secondary school classes for credit, GED® instructional preparation classes, civics education classes, and English as a second language (ESL) classes. For students in these classes, the cost of the 2014 GED® test and GED Ready™ test will be borne by either the individual tester or the GAE supported adult education program.

Virginia has also spent considerable time and resources in preparing teachers for the implementation of the College and Career Readiness Standards for Adult Education. Professional development for teachers is conducted by the Virginia Adult Learning Resource Center (VALRC) and is funded by the Office of Adult Education and Literacy.

Recognition and Portability

The GED® credential is a well-known credential respected by employers and colleges – over 97 percent of colleges and employers accept it.

Postsecondary Education Admissions and Candidates Holding the GED® Credential

Today, more than ever before, GED® credential holders seek and enroll in postsecondary education programs. This is borne out by the results of research studies conducted by GED Testing Service® in 2013:

- Approximately two-thirds of GED® test passers report they took the GED® test to further their education, and 43 percent of these individuals enrolled in postsecondary education
- Two-thirds of GED® passers who enroll in postsecondary education do so within three years of obtaining their GED® credential
- Almost half (48 percent) of adults working towards obtaining their GED® credential report going to college as their main motivation, specifically to obtain a two-year or four-year degree (90 percent) or an advanced degree (10 percent)

Jobs

In Preparing the American Workforce to Compete in the Global Economy, the President's Council on Jobs and Competitiveness reported that, "There are 3.3 million job openings in the U.S. many going unfilled for months on end, as roughly half of employers now say they're having a hard time finding qualified workers to hire, especially in technical fields." The Jobs Council Web site can be viewed online at <http://www.jobs->

council.com/recommendations/. Ensuring that more adults earn a GED[®] credential to be better prepared for either the work force or postsecondary education is critical for the economic success and the individual growth of businesses throughout the state.

According to a 2009 report from the National Skills Coalition, middle-skill jobs, which require more than high school credentialing, but not a four-year degree, make up the largest part of America's and Virginia's labor market. All too often, key industries in Virginia are unable to find enough sufficiently trained workers to fill these jobs. The National Skills Coalition report can be viewed online at http://www.nationalskillscoalition.org/resources/publications/file/nsc_middleskillfs_virginia.pdf.

In 2014, the GED Testing Service[®] changed the GED[®] test to ensure that test takers earning the credential are demonstrating the knowledge, skills, and abilities necessary for success as they move on to college, job training programs, certificate programs or employment. The new GED[®] test does a better job of assessing the most applicable skills for success in college and the work force and provides additional tools and resources to help test takers navigate that path.

Computer-based Testing Options

Adult learners need to be computer literate and have the technology skills to search and apply for jobs online. The GED Testing Service[®] has a mobile option to deliver the test. Some regions in Virginia, especially rural areas, will benefit greatly from a mobile testing solution because transportation for many adults is an issue. State and regional adult correctional facilities also need a mobile testing option. No other alternative test has this mobile option currently. We believe that Pearson VUE testing centers can provide test takers with the most advanced, highly reliable technology to consistently meet local programs' registration and delivery needs. Further, Virginia test takers need access to secure and proctored computer-based testing to ensure the integrity of the test. Computer-based testing is the standard for many other test delivery programs. And as technology continues to advance, it is also becoming the standard format for most of the key K-12 assessment programs, including the Virginia Standards of Learning (SOL) tests.

Features and Benefits of the 2014 GED[®] Program

The 2014 GED[®] test includes more support tools than other high school equivalency testing programs to help all adult students get the study support they need, both before and after the exam. The new GED[®] program also includes more support tools for adult educators to better assist their students in preparing for the 2014 GED[®] test.

Features and Benefits of the 2014 GED[®] program	Specific Features
Inclusive and innovative test preparation materials designed to support test taker success	MyGED™, a test taker portal that is the central location for all GED [®] test-related information and includes personalized study tools, an interactive user dashboard, a test center finder, on-demand score report access, and more
	Online tutorials to help students break down each step and successfully sign up and prepare for the GED [®] test
	GED Ready™ practice test
	Convenient scheduling 24 hours a day, seven days a week in just minutes
A proven high school equivalency exam backed by more than 70 years of experience	GEDTS has delivered the only official high school equivalency credential since 1942
	A consistent testing experience administered year-round at more than 1,800 testing centers worldwide
	Students test when and where they want
	A well-known credential respected by employers and colleges – over 97 percent of colleges and employers accept it
Ongoing support for college and career transitions	A faster track to college, jobs, and better wages
	Lifelong learning resources through the Center for Lifelong Learning at the American Council on Education (ACE). This site supports the First Stop program, which provides an extensive list of resources to help students find job

Features and Benefits of the 2014 GED® program	Specific Features
	training and employment around the United States.
	Through MyGED™, students can find links to information about jobs and training that they can qualify for right after passing the test, the college application process and how to apply for financial aid, and career pathways that lead to the salary and type of job they want.
	Through MyGED™, students can take skills assessments to learn more about what career might be right for them.
	Smart Transcript provides links to detailed information about the content tested and test taker scores. GED® test takers who take the 2014 test will receive a secure digital copy of their transcript. Digital copies of transcripts can be e-mailed directly to employers.

The 2014 GED® Test Benefits Virginia Test Takers

The new GED® testing program is designed to save Virginia test takers time, and offers the ability to spread test taking costs over time. The specific savings for the test taker include the following:

Benefit to test takers	Feature
Time to test	With online registration and scheduling, a student can move forward any day, any time, and not wait for the center to be open the next morning.
Time to jobs and college	With same-day scores, students know how they did and can apply for their desired jobs or training programs on the same day that they test.
Money	The ability to register for one test at a time means that students can budget the cost of the test and preparation in pieces and build a realistic plan of success, rather than worrying about paying for everything up front.
Anxiety	Studies have shown that the individualized system available through computer-based testing has led to a more enjoyable experience for the student. Students are applauding the “test at your own pace” model, in which students start the test when they’re ready and move at their own pace, as opposed to the paper-based testing (PBT) model, in which the whole classroom must have the same start and finish time.
Days off work	When students can register, schedule, and test on days and at times that work for them, they can make the testing process work around their schedules and not miss days at work that are crucial to their family budgets.
Daycare costs	Many test takers are single parents with little or no family nearby to help care for children. With online preparation tools like <i>GED Ready™</i> , available through the <i>MyGED™</i> portal, students can prepare for the 2014 GED® test at home, in full sight of their children.
Accommodations:	Administration services provided by GEDTS

When these cost savings are factored in, especially the ability to schedule the tests, pass the tests, and gain a credential that can lead to a job all within a week’s time, GED® test takers are financially ahead with the GED® test.

GED Ready™, the Official Practice Test

Adults in Virginia without a high school diploma need access to practice tests that identify where they need to strengthen their skills. In the fall of 2013, GED Testing Service® launched GED Ready™: The Official Practice Test. This assessment is a computer-based practice test approximately one half the length of the operational 2014 GED® test. Like the operational test, GED Ready™ is aligned to the CCRS and is standardized and placed on the same scale as the operational test. These attributes allow GED Ready™ to provide information to test takers on their likelihood of passing the 2014 GED® test as well as descriptive information about their skills, as

demonstrated on the assessment, and what they will need to master in order to move to the next level of performance on the test.

Already in 2014 GED Testing Service® has delivered over 35,000 GED Ready™ tests and the correlation between performing well on the GED Ready™ and passing the operational GED® test is incredibly strong. Ninety-five percent of students who perform in the green “Ready to Test” zone on the GED Ready™ go on to pass the corresponding module of the GED® test. The predictive nature of the GED Ready™ is a powerful tool that is available to all students. It gives students who pass confidence that they are ready to commit to the operational GED® test, and for those who do not score in the green zone, it provides a detailed, actionable, prescriptive study plan for remediation.

The GED Ready™ is administered over the Internet via a secure connection and provides immediate, individualized score reports to test takers, along with information that will allow adult educators to score the constructed response items and provide feedback to test takers. The test has launched with two forms initially, but additional forms will be added as appropriate. In correctional settings, the GED Ready™ is available as an offline version, delivered in the same way the operational GED® test is delivered.

The GED Ready™ is available for purchase by test takers through the MyGED™ portal. Virginia adult education and literacy programs are also able to purchase the GED Ready™ for distribution to their students. The GED Testing Service® is working with over 15 publishers that are reselling the *GED Ready™* to their customers. Allowing these publishers to distribute the *GED Ready™* test, provides greater flexibility for Virginia adult education programs to purchase *GED Ready™* through existing publishers from which they already buy other test preparation materials. Adult education centers, work force development centers, libraries, and other community organizations can buy the *GED Ready™* from one of the many publishers.

Educator Training

Well in advance of the release of the 2014 GED® test, Virginia had made a commitment to making certain that adult education teachers had access to training and training materials in a variety of formats. The Virginia Adult Learning Resource Center (VALRC) at Virginia Commonwealth University, OAEL’s professional development arm, has spent considerable time and resources in providing professional development activities for teachers in preparation for the 2014 GED® test. The 2013 and 2014 Virginia Institute for Lifelong Learning (VAILL) summer conferences held at Radford University offer GED® content specific training in algebraic problem solving, quantitative problem solving, geometry, science and social studies through project-based learning, and reasoning through language arts. In addition, professional development opportunities for teachers to learn how to teach the new technology-enhanced items on the GED® test is also provided through regional adult education training. Professional development for the implementation and delivery of alternative tests other than the GED® would take a considerable amount of time and resources to develop.

Transition from the OAEL GED® Services Unit Credentialing to GED Credentialing™

Test takers need a place to go to get their credentials if they have a job interview or need immediate access to transcripts or certificates as proof they have been credentialed. As part of the 2014 GED® Program, the GED Testing Service® offered states the option of providing a Web-based credentialing service called GED Credentialing™. The OAEL transitioned to the GED Credentialing™ service on January 2, 2014. GED® test takers who need a copy of their GED® transcript or GED® certificate can create an account and order either an electronic or paper copy of their credentials. To date in Virginia, 22,631 e-transcripts, 1,238 e-certificates, 931 paper transcripts, and 923 official paper copies of the GED® certificate have been processed by the GED Credentialing™ service.

Virginia GED® Testers to Date

Between January 1 and July 7, 2014, 1,874 Virginia testers have taken one or more of the 2014 GED® subject area tests. Of these individuals, 1,063 have completed the entire battery of tests and 578 have passed the complete battery of the GED® test. The Virginia pass average is 54 percent while the national pass average is 48 percent.

Between January 1 and June 1, 2013, the last year of the 2002 test series, 9,728 individuals in Virginia took the entire GED® test, of which, 6,988 passed the complete battery, reflecting a pass rate of 71 percent. Comparison of this year's data to last year's data shows that present GED® test completers are 9 percent of the number completed last year and that present GED® passers are 7 percent of the number passing last year.

The impact of these reduced numbers and expanded cost is being closely examined by the OAEL in the first year of the 2014 GED® test.

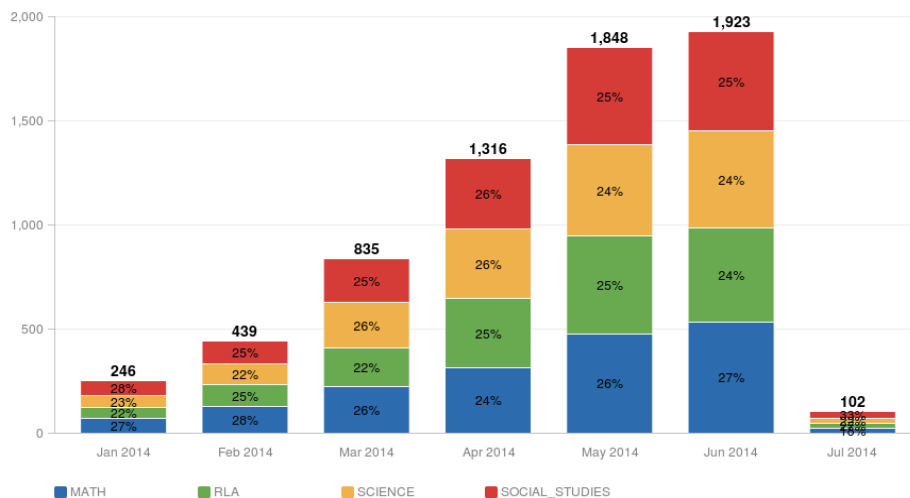
Impact on Fiscal and Human Resources

The cost for the GED Ready™ practice test is \$24 for all four subject area tests, or \$6 per individual subject area test. The cost to take the full battery of the GED® test is \$120, or \$30 per subject. Testing centers receive compensation of \$5 per test hour for each student they test. This cost also includes scoring, reporting, and mailing or e-mailing of original transcripts and certificates. Test takers can take the entire battery of tests, or, they may elect to take one subject area at a time on a pay as you go basis. Many OAEL funded adult education and literacy programs will be using 2014-2015 Race to GED® funds to purchase vouchers to help offset the cost to adults when they take the practice test and/or the official GED® test. Some regional adult education programs are using state Race to GED® funds to pay for the full or partial cost of the test if test takers meet certain program incentive requirements.

Additionally, the selection of alternatives to the GED® would impact the Department of Education's staff resources. In addition to performing adult secondary education and ISAEP duties, the OAEL specialist for adult secondary and ISAEP is also the acting GED administrator. Without a dedicated, full-time, high school equivalency administrator, it would be extremely difficult to adopt additional tests that require the same level of oversight, management, and technical assistance to the field as the GED® test. State adult education and literacy programs also lack the staff resources and funding to administer alternative tests.

As previously stated, the cost of the GED® test has increased from \$58 to \$120 for the full battery. Although the new cost of the test has been a concern on how it would impact test taker behavior, data from January 1, 2014 to June 30, 2014, suggest upward trends in the number of tests taken by content area and month, and the number of those who pass all four subject areas.

GED® Tests Taken by Content Area and Month



Month	Number of Test Takers That Passed All Four Subject Area Tests of the 2014 GED® Test
January 2014	16
February 2014	28
March 2014	78
April 2014	102
May 2014	151
June 2014	185
July 7, 2014	18

GED Analytics™

The Board discussion included:

- Mr. Braunlich asked if state Race to GED funds which total \$1,945,613 per year were renewable. Dr. Clair said these funds are received annually and are used for outreach to adult learners, instruction to prepare for the GED test, GED testing, and computers to establish authorized Pearson VUE Testing Centers.
- Mr. Braunlich asked if the ISAEP grant is also a continuing grant. Dr. Clair said the ISAEP grant is funded annually and provides funding totaling \$2,247,581 for approved ISAEP programs across the state.
- Mr. Braunlich asked for clarification about the pass rate of 54 percent in January 1 to July 7, 2014, compared to a pass rate of 71 percent between January 1 and July 1, 2013. Dr. Brewster said it reflects the rigor of the test that is aligned with the common core and the introduction of the computer-based test. Dr. Clair said it also reflects the number of people that took the last year of the 2002 test series in 2013.
- Mrs. Edwards said she was encouraged by the graph with data from January 1, 2014 to June 30, 2014, which suggest upward trends in the number of tests taken by content area, and the number of those who pass all four subject areas.
- Mrs. Atkinson asked how often the Board will have an opportunity to approve a testing program after approving the 2014 GED testing program and if the Board will do an analysis as the other tests mature. Dr. Clair said other states approve the GED test for three years and do further analyses as other tests mature. Dr. Clair said the Board could do an analysis on all three tests. Dr. Clair said staff is familiar with the other tests and have engaged in national conversations but have not done a thorough analysis in comparison.
- Dr. Staples said staff is looking at market changes and questions about access and affordability. Dr. Staples said he has engaged in conversation with a representative from one of the companies and the Board heard from another representative during

public comment. Dr. Staples said at this point Dr. Brewster, Dr. Clair, and the advisory group has indicated they are taking a conservative approach until they can adequately and appropriately vet the other options.

- Mrs. Atkinson clarified that she does not disagree with what is proposed but was wondering if the Board will be looking on a long-range basis at other opportunities.
- Dr. Brewster said last year the advisory committee concentrated on preparing for the new test and getting the transition underway but the committee is also interested in looking at other tests.
- Mr. Ko asked Dr. Clair to explain more about the Pearson VUE Testing and how much of the Race to GED funds are spent for reimbursement of the test versus other programs. Dr. Clair stated that the cost to take the complete battery of the 2014 test is \$120, for each of the four subject area tests, and from that amount \$40 comes back to the test center to go towards proctoring for other resources related to GED testing. Dr. Clair said some states have elected to only charge \$80 for the test and not having the \$40 for the entire battery of the test come back to the testing center. Dr. Clair said they can use their current Race to GED funds to cover any expenses related to proctoring or testing in general. Dr. Clair said the Pearson VUE Testing Center is set up with software and security equipment for test takers to have their picture taken and identification verified.
- Mr. Ko asked if there is assistance for people who have not had experience taking computer-based tests. Dr. Clair said tutorials are available and teachers will assist adult learners in taking the test.
- Mrs. Sears asked for clarification of the statement made that staff is researching and engaging in national conversations about other high school equivalency options and if this will lead to action. Dr. Clair said four states have selected all three high school equivalency tests, seven states have selected only the HiSET, and three states have selected only the TASC. Dr. Clair said once a month staff engages in conversations with other state directors to discuss how alternative tests are being implemented in their state and how it is progressing.
- Mrs. Sears asked if there will be similar investment in the GED test if Virginia decides to adopt other tests. Dr. Clair said the volume of work required by staff to support the GED if other tests are adopted would be difficult without additional resources. Dr. Clair said local programs will also need support for additional tests.
- Mrs. Sears noted that the Department of Defense gives the same credibility to the HiSET test that it does to the GED test and asked if the representative from HiSET could come to the podium for further discussion on this issue. Mr. Braunlich said he was sure that there will be conversations between department staff and other representatives before final review. Dr. Clair said the Department of Defense accepts a high school equivalency certificate or diploma whether the person takes the GED test, the HiSET, or TASC test but it is a tier two acceptance. Dr. Clair said regardless of what test the person takes the Department of Defense is accepting the credential not the test.
- Mr. Dillard noted that there is no rule that Virginia has to have only one test and asked if vouchers could be used for the new tests. Dr. Clair said vouchers come from the General Assembly and can be used for other tests as well.

- Mr. Dillard asked who provides professional development for teachers to assist test takers. Dr. Clair said the Office of Adult Education and Literacy fund the Virginia Adult Learning Resource Center at Virginia Commonwealth University that provides professional development for teachers to prepare students for the GED test.
- Dr. Baysal noted that seventeen states studied all three options and only three stayed with GED exclusively and it is encouraging that the other options have some things to offer. Dr. Baysal said it could become expensive for individuals if the test has to be taken more than once. Dr. Clair said adults that fail the test receive a \$20 voucher from GED Testing Services towards retaking the test.
- Dr. Staples said he has engaged in conversations with chief state school officers from the states that adopted other tests and asked the same questions that Dr. Baysal just asked. Dr. Staples said staff are engaged in these conversations and he wants to ensure Dr. Baysal that this is an ongoing dialog from his office.
- Mrs. Wodiska said it would be helpful if the Board had a more detailed and thorough analysis to compare GED with potential competitors to see if Virginia should have more of an open market. Mrs. Wodiska said at the presentation in September she wants more clarity and what is best for individuals taking the exam.
- Mrs. Atkinson noted that GED has been a statutory requirement until July 2014 and Virginia had no other options. Mrs. Atkinson said she understands that it will take time to do an analysis.
- Dr. Cannaday said he agrees with Mrs. Wodiska on the issue of a more comparative analysis. Dr. Cannaday said procurements will require a full disclosure and an analysis of all the data because it will not be a single source provider.

The Board received the request for first review.

First Review of Nominations to Fill Vacancies on the Advisory Board on Teacher Education and Licensure (ABTEL)

Mrs. Melissa Luchau, director for board relations, presented this item. Her presentation included the following:

- Article Nine, Section 2 of the Board of Education's bylaws states the following:

Section 2. Advisory Committees. Advisory committees may be created by the Board for special purposes to include, but not be limited to, federal and state-mandated committees. An advisory committee shall be composed of persons who represent the views and interests of the general public and who are known to be qualified to perform their duties. Personnel of the Department of Education may be appointed to the committee, as members or as consultants. Unless otherwise prescribed by state or federal law or regulations, all appointments to an advisory committee shall be made by the Board upon the recommendations of the Superintendent of Public Instruction. . . .

- The Board of Education's bylaws also specify the membership and term of service in Article Sixteen, Section 3 and 4, as follows:

Section 3. Membership. The Board shall determine the number of members to serve on an advisory committee, and shall appoint the members of the committee, as specified in Board bylaws under Article Nine, Section 2, except as provided by state or federal law or regulation. Nominations for all vacant positions will be solicited as

widely as practicable and on forms provided by the Department of Education. . . .

Section 4. Term of Service. Appointments to an advisory committee shall be for a term of three years. Members of an advisory committee may be appointed to a second consecutive three-year term, but shall not be eligible to serve for more than six consecutive years...A member filling the unexpired term of a member who resigned from the committee may be appointed to another consecutive three-year term. . . .

- House Bill 725 (2014) amended § [22.1-305.2](#) of the Code of Virginia as follows:

There is hereby established the Advisory Board on Teacher Education and Licensure which shall consist of ~~nineteen~~ 21 members to be appointed by the Board of Education. Ten members of the Advisory Board shall be classroom teachers, with at least the following representation: three elementary school teachers, three middle school teachers, and three high school teachers. Three members of the Advisory Board shall be school administrators, one of whom shall be a school principal, one of whom shall be a division superintendent, and one of whom shall be a school personnel administrator. ~~Two~~ Four members of the Advisory Board shall be faculty members in teacher preparation programs in public or private institutions of higher education, who may represent the arts and sciences. One member of the Advisory Board shall be a member of a school board. One member of the Advisory Board shall be a member of a parent-teacher association. One member of the Advisory Board shall be a representative of the business community and one member shall be a citizen at large. The Superintendent of Public Instruction or his designee and the Director of the State Council of Higher Education or his designee and the Chancellor of the Virginia Community College System or his designee shall serve as nonvoting ex officio members of the Advisory Board.

- Superintendent's Memorandum #147-14 dated June 6, 2014, announced the call for nominations to fill the vacancies on ABTEL. Pursuant to the legislation, the two vacancies must be filled by faculty members in teacher preparation programs in public or private institutions of higher education, who may represent the arts and sciences.
- Eleven nominations were received. Following the close of the nomination period, the nominations were reviewed. Persons recommended for appointment were selected based upon qualifications and on the required membership.
- The following nominees are recommended for appointment to the Advisory Board on Teacher Education and Licensure for the 2014-2017 term:

Dr. Holly Gould
Department Chair and Associate Professor of Education
Sweet Briar College

Dr. Phil Wishon
Dean, College of Education
James Madison University

Dr. Baysal made a motion to waive first review and approve the list of nominees recommended for appointment to the Advisory Board on Teacher Education and Licensure for the 2014-2017 term. The motion was seconded by Mr. Dillard and carried unanimously.

First Review of Proposed Local Assessment Guidelines Developed in Response to 2014 Acts of Assembly

Mrs. Shelley Loving-Ryder, assistant superintendent, Division of Student Assessment and School Improvement, presented this item. Her presentation included the following:

- The 2014 Acts of Assembly eliminated the following Standards of Learning (SOL) assessments: Grade 3 Science, Grade 3 History, Grade 5 Writing, United States History to 1865 and United States History:1865 to the Present. In addition, the legislation requires school divisions to administer alternative assessments, consistent with Virginia Board of Education guidelines, to students in grades three through eight in each subject area in which SOL assessments were eliminated by the legislation. According to the legislation, the Virginia Board of Education is to develop guidelines that “(1) incorporate options for age-appropriate, authentic performance assessments and portfolios with rubrics and other methodologies designed to ensure that students are making adequate academic progress in the subject area and that the Standards of Learning content is being taught; (2) permit and encourage integrated assessments that include multiple subject areas; and (3) emphasize collaboration between teachers to administer and substantiate the assessments and the professional development of teachers to enable them to make the best use of alternative assessments.”

Be it enacted by the General Assembly of Virginia that [§22.1-253.13:3](#) of the Code of Virginia is amended as follows:

“Each school board shall annually certify that it has provided instruction and administered an alternative assessment, consistent with Board guidelines, to students in grades three through eight in each Standards of Learning subject area in which a Standards of Learning assessment was not administered during the school year. Such guidelines shall (1) incorporate options for age-appropriate, authentic performance assessments and portfolios with rubrics and other methodologies designed to ensure that students are making adequate academic progress in the subject area and that the Standards of Learning content is being taught; (2) permit and encourage integrated assessments that include multiple subject areas; and (3) emphasize collaboration between teachers to administer and substantiate the assessments and the professional development of teachers to enable them to make the best use of alternative assessments.”

- Over the past several months the Board has heard from numerous organizations regarding the development and implementation of the local assessment guidelines required by this legislation. The following organizations have either presented to the Board’s Accountability Committee or to the full Board.
 - Virginia Consortium of Social Studies Specialists and College Educators
 - Virginia Association of Science Teachers
 - Virginia Association of Teachers of English
 - Virginia Council for the Social Studies
 - Assessment and Accountability Roundtable
 - Virginia Mathematics and Science Coalition
- The proposed guidelines were developed using input from the organizations listed above and from other school division personnel. The proposed guidelines acknowledge that the legislation’s timeline provides school divisions with an immediate deadline to implement the local assessments. As such, the guidelines for the 2014-2015 year provide school divisions considerable flexibility. The Board will review the guidelines after the 2014-2015 school year and will likely revise them based on the experiences of the first year of implementation.

The Board discussion included:

- Mrs. Atkinson thanked Mrs. Loving-Ryder for her work on the guidelines. Mrs. Atkinson also thanked the content area groups and stakeholder groups for their input in developing the guidelines. Mrs. Atkinson acknowledged that there may be another document pertaining to best practices included with the guidelines. Mrs. Atkinson said guidelines are not regulations but are treated like regulations so the Board is being cautious about what will be included in each document. Mrs.

Atkinson said the Board's intent is to get the document ready for public comment and encouraged the public to respond. Mrs. Atkinson said the Board originally proposed putting language in the document that highlighted special education but after meeting with stakeholders it was removed. Mrs. Atkinson said the guidelines need to identify that there is an issue with special education under the federal statutes. Mrs. Atkinson said the Office of Special Education is planning to develop a document for school divisions but think the guidelines should also acknowledge that it is an issue between the locality and the U. S. Office of Special Education Programs.

- Mr. Braunlich said the assessment is a mandate given by the General Assembly to local school divisions which is unfunded. Mr. Braunlich said school divisions will need financial help in order to do the assessments and for professional development. Mr. Braunlich said the only way to get that information is to ask school divisions what it is costing them and the information will be consolidated and presented to the General Assembly. Mr. Braunlich said he has struggled a great deal with this because it is an assessment for a different reason other than what the Board has done for twenty years. Mr. Braunlich said the assessments are designed to inform instruction and schools should be able to develop their own assessments.
- Mrs. Sears said as the Board goes forward and school divisions begin to experience assessments they will find things that had not been thought of initially. Mrs. Sears said she wants to give schools with the ability to be creative an opportunity to develop assessments within the intent of the legislation on their own.
- Dr. Cannaday thanked staff for providing guidance to the Board in development of the assessment guidelines. Dr. Cannaday said this is the beginning of a new journey and if we want students to learn more we cannot continue to do it the same way.
- Mr. Ko thanked Mrs. Loving-Ryder for her work developing the assessment guidelines. Mr. Ko said there has to be more trust in the localities to develop assessments.
- Dr. Baysal asked for less bureaucracy and to put more trust in teachers in preparing assessments when developing the assessment guidelines.
- Mr. Braunlich announced that the President's Listening Tours will be held in Bristol and Bedford in August and September. Mr. Braunlich said this will be an informal opportunity for the public to comment on the draft guidelines.
- Dr. Staples said staff will develop a work plan for the assessment guidelines which will involve three areas—(1) a plan to inform and communicate to school divisions; (2) support for professional development and convening groups by region, school division or electronic mode; and (3) reporting back to the Board.

The Board received the proposed guidelines for first review.

DISCUSSION OF CURRENT ISSUES

The Board met for a public dinner on Wednesday, July 23, 2014, at the Commonwealth Park Suites Hotel with the following members present: Mrs. Atkinson, Dr. Baysal, Mr.

Braunlich, Dr. Cannaday, Mr. Dillard, Mrs. Edwards, Mr. Ko, Mrs. Sears, and Mrs. Wodiska. Dr. Steven Staples, Superintendent of Public Instruction, also attended the meeting. Members discussed pending Board agenda items. No votes were taken, and the dinner meeting ended at 8:30 p.m.

EXECUTIVE SESSION

Mrs. Sears made a motion to go into executive session under *Virginia Code* § 2.2-3711(A)(41), for the purpose of discussion and consideration of records relating to denial, suspension, or revocation of teacher licenses, and, under *Virginia Code* § 2.2-3711(A)(7), to consult with counsel and receive legal advice regarding the same, and that Wendell Roberts, legal counsel to the Virginia Board of Education, as well as staff members, Dr. Steven Staples, Patty Pitts, Nancy Walsh, Richard Schley, and Terence Jones participate in this closed meeting. The motion was seconded by Mrs. Atkinson and carried unanimously. The Board went into Executive Session at 11:25 a. m.

Mrs. Sears made a motion that the Board reconvene in open session. The motion was seconded by Mrs. Atkinson and carried unanimously. The Board reconvened at 12:40 p.m.

Mrs. Sears 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 Mrs. Atkinson and carried unanimously.

Board Roll call:

Mr. Dillard – Yes
Dr. Baysal – Yes
Mrs. Edwards – Yes
Mrs. Sears – Yes
Mr. Braunlich – Yes
Dr. Cannaday – Yes
Mrs. Atkinson – Yes
Mrs. Wodiska – Yes
Mr. Ko – Yes

The Board made the following motions:

- Mr. Braunlich made a motion to deny renewal of a teaching license for Dana Nanette Bost. The motion was seconded by Mrs. Atkinson and carried unanimously.
- Mrs. Wodiska made a motion to revoke the license of Steven Leigh Brinkman. The motion was seconded by Mr. Ko and carried unanimously.
- Mrs. Wodiska made a motion to issue a license for one year (July 1, 2014-June 30, 2015) to Michael Shane Cheek. The motion was seconded by Mr. Ko and carried with seven “yes” votes and two “no” votes. Dr. Baysal and Mrs. Sears voted “no”.
- Mr. Ko made a motion to revoke the license of Jonathan Gerard Corazza. The motion

- was seconded by Mrs. Atkinson and carried unanimously.
- Dr. Baysal made a motion to revoke the license of Ashwin Ray Iyer. The motion was seconded by Mrs. Atkinson and carried unanimously.
 - Mr. Ko made a motion to revoke the license of Angeline Egbe Nkar. The motion was seconded by Dr. Cannaday and carried unanimously.
 - Dr. Baysal made a motion to issue a renewal license in Case #8, pending submission of documentation verifying completion of all renewal requirements. The motion was seconded by Mrs. Atkinson and carried unanimously.
 - Mrs. Atkinson made a motion to revoke the license of Jessica L. Young. The motion was seconded by Dr. Baysal and carried unanimously.

ADJOURNMENT OF THE BUSINESS SESSION

There being no further business of the Board of Education and Board of Career and Technical Education, Mr. Braunlich adjourned the meeting at 12:45 p.m.

President