

COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
RICHMOND, VIRGINIA

MINUTES

November 17, 2011

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:

Mrs. Eleanor B. Saslaw, President
Mr. David M. Foster, Vice President
Mrs. Betsy D. Beamer
Mr. Christian N. Braunlich

Dr. Billy K. Cannaday, Jr.
Mr. K. Rob Krupicka
Dr. Virginia L. McLaughlin
Mrs. Winsome E. Sears

Dr. Patricia I. Wright, Superintendent of
Public Instruction

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

MOMENT OF SILENCE/PLEDGE OF ALLEGIANCE

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

APPROVAL OF MINUTES

Mr. Krupicka made a motion to approve the minutes of the September 22, 2011, meeting of the Board. The motion was seconded by Mrs. Beamer and carried unanimously. Copies of the minutes had been distributed to all members of the Board of Education.

RECOGNITIONS

- Mr. Javaid Siddiqi, recently named Deputy Secretary of Education by Governor McDonnell, was recognized by the Board.
- A Resolution of Recognition was presented to Mrs. Bonnie Berry, Ottobine Elementary School, Rockingham County Public Schools, and the 2011 Elementary Teacher of the Year for GATE, the Global Association of Teachers of Economics.
- A Resolution recognizing American Education Week was presented to Dr. Kitty Boitnott, president of the Virginia Education Association.

- A Resolution of Recognition was presented to Dr. Margaret Roberts upon the occasion of her retirement from the Virginia Department of Education as Executive Assistant to the State Board of Education.

PUBLIC COMMENT

The following persons spoke during public comment:

Dr. Kitty Boitnott
Mrs. Jeanette Sawyer
Mr. Eddy Aliff
Ms. Edie Patterson
Dr. Michelle Schmitt
Ms. Sharon Veatch
Mrs. Angela Clolfi
Ms. Crystal Shin

CONSENT AGENDA

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

- Final Review of Nominations to Fill Vacancies on the Board of Education Advisory Committee

Final Review of Nominations to Fill Vacancies on the Board of Education Advisory Committee

With the Board's approval of the consent agenda, Kathryn A. Hayfield, Assistant Commissioner, Department of Rehabilitative Services, and Cynthia Bauer, Senior Permanency Policy Specialist, Virginia Department of Social Services, were appointed to the State Special Education Advisory Committee.

Final Review of a Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Approve Education Programs Offered by Virginia Institutions of Higher Education as Required by the Regulations Governing the Review and Approval of Education Programs in Virginia (8 VAC 20-542-10 et seq.)

Mrs. Patty Pitts, assistant superintendent for teacher education and licensure, presented this item. Mrs. Pitts' presentation included the following:

- The *Regulations Governing the Review and Approval of Education Programs in Virginia* (8VAC20-542-10 et seq.), effective September 21, 2007, and amended January 19, 2011, require colleges and universities that offer programs for the preparation of professional school personnel to obtain education program (endorsement) approval from the Board of Education. Thirty-seven institutions of higher education in Virginia offer programs for the preparation of instructional personnel. Nineteen of

the 37 institutions of higher education also offer programs for the preparation of PreK-12 administrative and supervision personnel.

- Pursuant to Section 22.1-305.2 of the *Code of Virginia*, the Advisory Board on Teacher Education and Licensure (ABTEL) reviews and makes recommendations to the Board of Education on approval of Virginia education programs for school personnel. Final authority for program approval rests with the Board of Education.
- The approval of the education programs at Virginia institutions of higher education include the review of partnerships and collaborations, biennial reporting of accountability measures, and program alignment with competencies.
- On September 19, 2011, the Advisory Board on Teacher Education and Licensure received a report on the biennial measures. The following education programs fell below the minimum prescribed candidate passing rate of 80 percent for the assessments required for that education program:

Institution of Higher Education	Education Program	Assessment	Pass Rate (%)
Lynchburg College	Music Education – Instrumental PreK-12	VCLA	72.7%
		PRAXIS II	63.6%
Old Dominion University	French PreK-12	VCLA	75.0%
		PRAXIS II	66.7%

- All other education programs met or exceeded a candidate passing rate of 80 percent or higher for each assessment required per education program as required by Accountability Measure 1.
- The Advisory Board approved a recommendation (two dissenting votes) to the Board of Education that the Virginia education programs submitted for review be granted the “Approved” status with the exceptions of the Music Education-Instrumental PreK-12 program at Lynchburg College and the French PreK-12 program at Old Dominion University that fell below the 80 percent passing rate requirement.

Motion 1:

The College of William and Mary

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

Mrs. Beamer made a motion to approve the recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to grant “Approved” status to the education (endorsement) programs offered at The College of William and Mary. The motion was seconded by Mr. Braunlich and approved with “yes” votes from the following Board members. Mrs. Sears, Mr. Foster, Dr. Cannaday, Mrs. Saslaw, Mr. Krupicka, Mrs. Beamer, and Mr. Braunlich.

Motion 2:

The University of Virginia and The University of Virginia's College at Wise

Dr. Cannaday recused himself from voting because of his employment at The University of Virginia.

Dr. McLaughlin made a motion to approve the recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to grant "Approved" status to the education (endorsement) programs offered at The University of Virginia and The University of Virginia's College at Wise. The motion was seconded by Mr. Foster and approved with "yes" votes from the following Board members: Mrs. Sears, Mr. Foster, Dr. McLaughlin, Mrs. Saslaw, Mr. Krupicka, Mrs. Beamer, and Mr. Braunlich.

Motion 3:

Mr. Krupicka made a motion to approve the recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to grant "Approved" status to the education (endorsement) programs offered at all other colleges and universities with the exception of the ABTEL recommendation to grant "Approval Denied" status to the Music Education-Instrumental PreK-12 program at Lynchburg College and to the French PreK-12 program at Old Dominion University. [Upon denial of a program, the public must be notified. Enrolled candidates will be permitted to complete their programs of study. New candidates shall not be admitted. The program may resubmit a request for approval at the end of the next biennial period.] The motion was seconded by Mr. Braunlich and carried unanimously.

Final Review of a Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Grant Approval to Add New Education (Endorsement) Programs at Averett University, Bluefield College, George Mason University, Regent University, Shenandoah University, University of Richmond, and Virginia State University

Mrs. Pitts presented this item. Mrs. Pitts' presentation included the following:

- The *Regulations Governing the Review and Approval of Education Programs in Virginia* (8VAC20-542-10 et seq.), effective September 21, 2007, and amended January 19, 2011, require colleges and universities that offer programs for the preparation of professional school personnel to obtain education (endorsement) program approval from the Board of Education. Requests to offer new programs are submitted to the Department of Education. Personnel in the Division of Teacher Education and Licensure and program specialists within the Department of Education review the programs to ensure competencies and other requirements have been addressed. The Advisory Board on Teacher Education and Licensure (ABTEL) reviews and makes recommendations to the Board of Education on approval of Virginia education programs for instructional personnel. Final authority for program approval rests with the Board of Education. Requests for new program endorsements approved by the Board of Education will receive a rating of *Approved*, *Approved with Stipulations*, or *Approval Denied*.

During discussion of this item, Dr. McLaughlin asked that the process for approving programs topic be put on a future agenda for discussion by the Board.

Dr. Cannaday made a motion to approve the Advisory Board on Teacher Education and Licensure’s recommendation to grant “Approved” status to the new endorsement programs (including approval of partnerships and collaborations) at Averett University, Bluefield College, George Mason University, Regent University, Shenandoah University, University of Richmond, and Virginia State University. The motion was seconded by Dr. McLaughlin and carried unanimously.

The approved programs, as proposed, are as follows:

Institution	Endorsement Program Requested	Level(s) of Program
Averett University	Special Education: General Curriculum K-12	Undergraduate and Graduate
Bluefield College	Special Education: General Curriculum K-12	Undergraduate
George Mason University	Theatre Arts PreK-12	Undergraduate and Graduate
Regent University	English	Undergraduate
	Gifted Education (Add-on)	Graduate
Shenandoah University	Gifted Education (Add-on)	Graduate
University of Richmond	English as a Second Language PreK-12	Undergraduate and Graduate
Virginia State University	Elementary Education PreK-6	Graduate

Final Review of the Process by which Locally Prescribed Graduation Requirements that Exceed the Requirements in 8 VAC 20-131-50 of the Regulations Establishing Standards for Accrediting Public Schools in Virginia May Be Amended or Discontinued

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

- The *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (Standards of Accreditation), in 8 VAC 20-131-50, permit local school boards to establish graduation requirements that exceed the requirements prescribed by the Board of Education, provided that these additional requirements are approved by the Board. The additional requirements remain in place until the local school board submits a request to amend or discontinue them.
- In March 2000, the Board of Education approved and grandfathered in additional graduation requirements that had been approved over the years in school divisions throughout Virginia. Since 2000, ten school divisions have been approved by the Board of Education to establish or amend additional graduation requirements for their students.
- Currently, there are 48 school divisions that have been approved for additional graduation requirements. Some of the additional requirements may now be outdated. For example, four school divisions require students to complete a course in keyboarding in order to graduate. Four other school divisions require students to complete a one semester course in personal finance, and one requires a standard credit in personal finance, although these requirements have been superseded by the new

provision in the Standards of Accreditation requiring a standard credit in economics and personal finance. Ten school divisions simply require students to earn additional unspecified electives.

- The Standards of Accreditation permit local school boards to submit a request to the Board of Education to amend or discontinue graduation requirements that have been prescribed by the local school board and approved by the Board of Education by submitting a request to the Board of Education. The following proposed guidance for the process by which these requests are reviewed and approved is as follows:
 - ✓ Additional locally prescribed graduation requirements may be rescinded, so long as the school board's graduation requirements meet or exceed the current graduation requirements prescribed by the Board of Education in 8 VAC 20-131-50 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*.
 - ✓ The request, which must be signed by the chairman of the school board and the superintendent, must specify which locally prescribed requirements would be amended or discontinued, and must list the graduation requirements that would continue to be in effect.
 - ✓ The Board of Education would delegate approval of these requests to the Superintendent of Public Instruction. The criterion for approval would be that the graduation requirements remaining in effect would meet or exceed the current graduation requirements prescribed by the Board of Education.

During discussion of the item, Mr. Foster asked that the Superintendent of Public Instruction give prompt notice to Board members of any request from local school boards to discontinue or amend additional locally approved graduation requirements.

Mr. Krupicka made a motion to approve the process by which local school boards may discontinue or amend additional locally approved graduation requirements, so long as the graduation requirements that remain in place continue to meet or exceed the requirements prescribed by the Board of Education in 8 VAC 20-131-50 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*. The motion was seconded by Mrs. Beamer and carried unanimously.

Final Review of Board of Education's 2011 Annual Report on the Condition and Needs of Public Schools in Virginia Department of Education

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

- The Board of Education held a Work Session on October 26, 2011, to review a preliminary draft of the report prepared by department staff. During that session, the Board members discussed a number of additions and changes to the draft. The points discussed by the Board are summarized as follows:
 - ✓ Executive Summary: Reorganize to include more about the performance measures and goals;
 - ✓ Format: Connect the text of the report to the Comprehensive Plan and the goals set forth in that document. Include this in executive summary;
 - ✓ Explain that meeting the Board's goals will require continued investment and resources;
 - ✓ Where possible, use a "report card" format;
 - ✓ College- and career-readiness is the overarching goal. Goals address the overarching goal and policies are put in place to accomplish the goal; and
 - ✓ Certain additional data and information were suggested.

- The following adjustments will be made to the final version of the report:
 - ✓ Add more data to illustrate achievement gaps under *Goal 2: Accountability of Student Learning*.
 - ✓ Add information on PALS testing data under *Goal 3: Nurturing Young Learners*.

During the discussion Mrs. Saslaw said that the Board made technical edits and updates that will be included in the final version of the report. Mrs. Sears suggested a statement be added to say that more money should be budgeted for the pre-school programs. Mr. Krupicka suggested the report be used as a video presentation to share with local school divisions.

Mrs. Sears made a motion to adopt the *2011 Annual Report on the Condition and Needs of the Public Schools in Virginia*, with the understanding that staff will make any necessary edits or technical updates prior to submission to the Governor and to the General Assembly. The motion was seconded by Mr. Foster and carried unanimously.

First Review of a Request from Carroll County Public Schools for Approval of Waivers from the Regulation Establishing Standards for Accrediting Public Schools in Virginia (8 VAC 20-131) to Establish a Virtual School

Mrs. Wescott presented this item. Mrs. Wescott introduced Dr. James Smith, superintendent of Carroll County Public Schools. Dr. Smith's presentation included the following:

- Carroll County Public Schools serves 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*.
- Carroll County Public Schools requests waivers in the following areas:
 - Standard Instructional Day of 5 ½ Hours for Grades 1-12 and Three Hours for Kindergarten
 - ✓ This provision of the Standards of Accreditation is based on § 22.1-98 of the *Code of Virginia* that requires: "The length of every school's term in every school division shall be at least 180 teaching days or 990 teaching hours in any school year... unless there are severe weather conditions or other emergencies." The Carroll County waiver request states that the students enrolled in VAVA would meet the requirement for the 180 instructional days, as the instructional program would not be affected by school closures caused by severe weather conditions.
 - ✓ 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.
 - Instruction in Health and Physical Education in the Elementary and Middle Grades
 - ✓ Carroll County Public Schools 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 requests a waiver of the requirement to

provide instruction in health and physical education in the elementary and middle grades. As the waiver request notes, the *Code of Virginia* addresses health and physical education in several sections:

- Section 22.1-200 says: “In the elementary grades of every public school the following subjects shall be taught: Spelling, reading, writing, arithmetic, grammar, geography, health and physical education, drawing, civil government, history of the United States and history of Virginia”
 - Section 22.1-207 says “Physical and health education shall be emphasized throughout the public school curriculum by lessons, drills and physical exercises, and all pupils in the public elementary, middle, and high schools shall receive as part of the educational program such health instruction and physical training....”
 - Section 22.1-253.13:1 says in subsection C: “C. Local school boards shall develop and implement a program of instruction for grades K through 12 that is aligned to the Standards of Learning and meets or exceeds the requirements of the Board of Education. The program of instruction shall emphasize ... health and physical education....”
- Instruction in Career and Technical Exploration in the Middle Grades
- ✓ Carroll County Public Schools requests a waiver of the requirement of offering an elective course in career and technical exploration to its middle school students enrolled in VAVA. The requirement was established to give students opportunities to prepare for a career. The Standards of Quality say, in § 22.1-253.13:1: “Local school boards shall develop and implement a program of instruction for grades K through 12 that is aligned to the Standards of Learning and meets or exceeds the requirements of the Board of Education. The program of instruction shall emphasize ... practical arts; knowledge and skills needed to qualify for further education, gainful employment, or training in a career or technical field; and development of the ability to apply such skills and knowledge in preparation for eventual employment and lifelong learning and to achieve economic self-sufficiency.”
 - ✓ It should be noted that Carroll County Public Schools is not requesting a waiver of 8VAC20-131-140 of the Standards of Accreditation, which says, in part: “Beginning in the middle school years, students shall be counseled on opportunities for beginning postsecondary education and opportunities for obtaining industry certifications, occupational competency credentials, or professional licenses in a career and technical education field prior to high school graduation.”
 - ✓ Carroll County Public Schools also plans to implement the development of Academic and Career Plans for students, beginning in grade seven. The requirement for an Academic and Career Plan was included in the 2009 revisions that the Board made to the Standards of Accreditation, but this requirement has been delayed by legislation passed by the General Assembly until the 2012-2013 school year.
- 140 Hours of Instruction in English, Mathematics, Science, and History/Social Science in the Middle Grades
- ✓ 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.
- Library Media, Materials and Equipment
- ✓ 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.

- Extracurricular Activities and Recess
 - ✓ Carroll County Public Schools 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.

- Staffing Requirements
 - ✓ Carroll County Public Schools 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 Public Schools 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.

- School Facilities and Safety
 - ✓ Carroll County Public Schools 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 Public Schools 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 cyberbullying, and parent involvement.

During the discussion, several Board members had concerns with students' access to library and media services online, the elimination of health and physical education, career and technical education classes, and provision of student services. Mr. Foster also expressed concern about the possible impact on students' social development of extended, full-time virtual schooling.

Mr. Braunlich made a motion to accept for first review the request from Carroll County Public Schools. The motion was seconded by Mrs. Beamer and carried unanimously.

First Review of Recommended Cut Scores for the End-of-Course Standards of Learning Tests in Algebra I, Geometry and Algebra II Based on the 2009 Mathematics Standards

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

- In 2011-2012 new Standards of Learning (SOL) tests measuring the 2009 mathematics content standards will be administered. Because of the changes in the content measured by these tests, new passing scores must be adopted by the Virginia Board of Education. Consistent with the process used in 1998, committees of educators were convened in November 2011 to recommend to the Board of Education (BOE) minimum "cut" scores for the achievement levels of *pass/proficient* and *pass/advanced* for the Algebra I and Geometry tests and *pass/proficient* and *pass/college ready* for the Algebra II test.

- It is important to note that the *pass/college ready* designation for Algebra II has been changed to *advanced/college path* in response to constituent concerns about potential misinterpretation and based on recommendations from the standard setting committee. The following definition of *advanced/college path* reflects the deliberations of the Algebra II standard setting committee.
A student obtaining an “advanced /college path” score on the Algebra II test should have the necessary knowledge and skills for enrollment, without remediation, in an introductory credit-bearing college mathematics course with Algebra II as the highest prerequisite. Students who achieve an “advanced/college path” score during their high school career are expected to take additional mathematics courses beyond Algebra II as they continue to prepare for college.

The PowerPoint presentation included the following:

Developing Standards of Learning Tests to Support “College Path” Scores

- Development of “Advanced/College Path” Achievement Levels
 - Will be developed for Algebra II, end-of-course reading and end-of-course writing
 - Replaces the “advanced” achievement level for these tests
 - The “proficient” achievement level will still verify credits for graduation
- Steps in Establishing “College Path” Scores
 - Identification of what students should know and be able to do by higher education faculty
 - Development of tests that include items that measure this content
 - Development of performance level descriptors that describe the content and skills that a student should demonstrate on the test
 - Establishment of “college path” cut scores
- Process Described Using Algebra II as an Example
 - Due to new mathematics tests being implemented in 2011-2012, Algebra II is the first test to have an established “college path” achievement level
 - Same process will be used for EOC reading and EOC writing
- Identification of Content: Survey of College Faculty
 - Conducted survey with higher education faculty to determine to what extent Algebra II and Geometry SOL are associated with being successful in college
- Characteristics of Higher Education Faculty
 - Faculty surveyed were from 2-year and 4-year institutions and taught introductory credit bearing courses such as College Algebra, Introductory Statistics, or Pre-Calculus
- Identification of Content: Survey of College Faculty
 - Asked to rate Algebra II and Geometry SOL as to whether the content was “essential,” “important,” “relevant,” or “not relevant” as prerequisites for success in an introductory credit-bearing mathematics class
 - Success defined as a “C” or better in the class
- Survey Results
 - Algebra II SOL closely associated with success in college mathematics courses
 - Geometry SOL not as closely associated
 - “College path” achievement level will be set for Algebra II but not for Geometry
- Development of Tests to Support “College Path” Score
 - New Algebra II SOL test developed to include
 - Sufficient items measuring content identified by survey
 - Items of appropriate difficulty

- Geometry and Algebra I tests were developed with increased rigor to ensure that students are “on track” to be prepared for college
- Development of Performance Level Descriptors
 - First step in establishing “college path” cut score is development of “performance level descriptors” that describe what is expected
 - Committees of mathematics educators used results of survey as well as own expertise to develop descriptors of what the “college path” student should know and be able to do
- Standard Setting
 - In November 2011 committees of educators were convened to review Algebra II test and recommend “cut scores” for “proficient” and “college path”
 - Committee included secondary educators and representatives from two-year and four-year institutions of higher education
 - Performance Level Descriptors were used to ensure that committee members had a common understanding of what is expected for students to be considered “proficient” or “advanced/college path.”
- Definition of “College Path” for Algebra II

A student obtaining an “advanced/college path” score on the Algebra II test should have the necessary knowledge and skills for enrollment, without remediation, in an introductory credit-bearing college mathematics course with Algebra II as the highest prerequisite. Students who achieve an “advanced/college path” score during their high school careers are expected to take additional mathematics courses beyond Algebra II as they continue to prepare for college.
- Standard Setting
 - Committee members reviewed each test item and determined whether, as defined by the performance level descriptors, a “proficient” student should answer it correctly and whether an “advanced/college path” student should answer it correctly.
 - Similar process used to establish cut scores for Algebra I and Geometry.
 - Cut scores for Algebra I and Geometry identify students as “proficient” and “advanced”(advanced will indicate “on track” to be prepared for college).
- Articulation Committee
 - Composed of representatives from standard setting committees for Algebra I, Geometry, and Algebra II
 - Reviewed recommendations of each committee to ensure that expectations across the tests were appropriate
- Next Steps
 - Score reports for Algebra II will indicate student’s achievement level as “fails,” “proficient,” or “advanced/college path.”
 - Evaluate success of students taking new Algebra II test in college to validate “advanced/college path” achievement level
- EOC Reading and Writing
 - Same process used for Algebra II will be used for EOC Reading and Writing in 2012-2013

**Summary and Background Information on Proposed Cut Scores
for the End-of- Course Mathematics Tests Based on the 2009 Standards of Learning**

	Pass/Proficient				Pass/Advanced (Advanced/College Path for Algebra II)			
	Background Information		Standard Setting Summary		Background Information		Standard Setting Summary	
Test Name *	Pass/Proficient Cut Score for Previous Mathematics Test**	Pass/Proficient Cut Score for New Test to Maintain Previous Level of Rigor	Round 3 Median for Proficient	Articulation Committee Recommendation	Pass/Advanced Cut Score for Previous Mathematics Test**	Pass/Advanced Cut Score for New Test to Maintain Previous Level of Rigor	Round 3 Median for Advanced	Articulation Committee Recommendation
Algebra I	27	16 (-11)	24	24	45	36 (-9)	45	45
Geometry	27	20 (-7)	20	20	41	39 (-2)	44	44
Algebra II	30	18 (-12)	27	27	45	37 (-8)	43	43

Dr. Cannaday made a motion to accept for first review the cut scores representing the achievement levels of *pass/proficient* and *pass/advanced* for the end-of-course Algebra I and Geometry Standards of Learning Tests and *pass/proficient* and *advanced/college path* for the Algebra II test as follows:

- Algebra I: 25 for proficient and 45 for advanced
- Geometry: 25 for proficient and 44 for advanced
- Algebra II: 27 for proficient and 43 for advanced/college path

The motion was seconded by Mr. Foster and carried unanimously.

Annual Report of the State Special Education Advisory Committee

Dr. Michael Behrmann, past chair, state special education advisory committee, presented this item. Dr. Behrmann’s report included the following:

- The State Special Education Advisory Committee (SSEAC) is a federally-mandated panel comprised of individuals with disabilities, teachers, parents, state and local officials, and local administrators. The Individuals with Disabilities Education Act (IDEA) requires that the committee submit an annual report to the state education agency. The report is as follows:

ISSUES ADDRESSED BY THE SUBCOMMITTEES OF THE SSEAC:

Personnel

The Board of Education is implementing the legislative mandate to require teachers seeking an initial license with an endorsement in Special Education – Visual Impairment to pass a Braille proficiency assessment.

The General Assembly funded the third year continuation for Personnel Preparation Grants for special education teachers. General Assembly funds were added to IDEA funds to offer the following high need programs across the state:

- Early Childhood Special Education Consortium
- Vision Impairment Consortium

- Hearing Impairment program
- Severe Disabilities Consortium
- Personnel Preparation for General Curriculum endorsement Speech - Language Consortium
- Autism Certificate programs

The New Special Education Directors Academy was ongoing through the year, and the group attended and observed the April State Special Education Advisory Committee (SSEAC) meeting. Additionally, members of the Aspiring Leaders Academy attended the February SSEAC meeting.

Expansion of offerings in teacher preparation university programs include:

- The University of Richmond has developed a new undergraduate and graduate level general curriculum special education program.
- The Autism Center of Excellence (ACE) is working with George Mason University, Virginia Commonwealth University, and Old Dominion University to develop a consortium for Board Certified Behavior Analysts (BCBA) and Applied Behavior Analysis (ABA).
- James Madison University is currently conducting pilot programs providing telepractice sessions in areas like Wise County in order to address the speech-language pathologist shortage.
- Virginia Commonwealth University (VCU) received a grant to work with two community colleges on programs focused on college-age persons with intellectual disabilities. This is similar to programs currently being offered at George Mason University.

Training initiatives centered on the Virginia Modified Achievement Standards Test (VMAST) and the standards-based individualized education program (IEP), which were offered for higher education faculties and local educational agencies during winter and spring. Additionally, the VDOE in conjunction with the VCU Autism Center for Excellence has chosen 12 school divisions as sites for embedded coaching, which will involve up to three years of intensive training to expand autism programs and certify individuals in Applied Behavior Analysis. Additional webinars are ongoing throughout the year for all school divisions.

This committee has had discussion regarding the importance of ongoing grants and tuition assistance for teachers with provisional licensing. Future work of the personnel subcommittee will focus on issues surrounding the critical shortages of special education teachers, related services providers, and the identification of those individuals committed to the pursuit of certification in the field of Applied Behavior Analysis.

Response to Intervention (RtI)

In July 2010, VDOE staff reported on the progress of the RtI statewide pilot programs. The pilot schools were beginning their third year of implementation of RtI with four coaches consulting.

Goals for the upcoming year included:

- New coaching manuals
- Development of an online training manual
- A new cohort of approximately 15 school divisions
- Updated evaluations

Dr. Steve Kukic was hired as a contractor to provide assistance with:

- Guidance Document
- Coaching Manual
- Training Modules

In February 2011, it was reported that currently there are 19 cohort divisions, six of which were RtI pilot divisions. The first RtI cohort/pilot training session was held December 15-16, 2010, in Roanoke. Dr. Dan Reschly spoke on the topics of: RtI - fundamental principles and prerequisites, assessing district current status and applying basic principles and multi tier supports to achieve improved outcomes for all students.

On March 1 and 2, the second training session took place in Charlottesville. Dr. Denise Sequine and Mr. Neil Guthrie from Wichita Public Schools presented on “Multi-Tiered Systems of Support: Academic Structuring Guide.” Dr. Tom Jenkins presented on “The Formative Evaluation Component of Your Multi-Tiered Intervention Model” and “Data Based Instructional Decision Making from the Building Level to the Individual Student Level.”

On April 6 and 7, 2011, the third training session took place in Richmond. Dr. Mark Shinn and Dr. Tom Jenkins presented on the fundamentals of middle and high school implementation and behavior interventions. The final training for this school year will be on June 27 and 28 in Blacksburg. Brenda Labrasse will speak on RtI implementation at the middle and high school levels as well as Dr. Randy Spricks who will discuss behavior interventions.

Policy and Regulation

The committee continued to review state progress on implementing IDEA requirements through the standing report on policy and data.

Constituency Involvement

Based on the July 2010 recommendations, local Special Education Advisory Committee (SEAC) chairs have been invited to attend SSEAC meetings (2 regions per meeting). These local SEAC have shared their perspectives regarding the accomplishments and problems at the local level. Although the anticipated participation was not received from all regions, this interaction has provided valuable information between local and state advisory committees as well as personal networking opportunities. The Constituency subcommittee offers two recommendations:

1. VDOE will provide regional lists of local SEAC chairs to the regional representatives of the state SEAC to include e-mail and mailing addresses.
2. VDOE will provide budget and support to plan and conduct one meeting/training in each of the eight regions. Local SEAC chairs and special education directors will be invited and also encouraged to bring one emerging parent leader within the region for a maximum of 40 participants. As a part of this recommendation the sub-committee requests VDOE support in messaging to special education directors as well as financial support for requested accommodations for individuals with disabilities.

State Operated Programs

The subcommittee met April 14, 2011, to review the annual plans submitted by the state operated programs (SOP) and the Virginia School for the Deaf and the Blind.

The SOP representatives reported that they will submit assurances that indicate the necessary changes in their policies and procedures to be in compliance with state and federal guidelines. They also reported on the extent to which the current plan has been implemented.

Career and Technical Education

In 2009, the Commission on Youth (COY) completed a gap analysis of career and technical education (CTE) programs in the Commonwealth. The goal of this analysis was to assess whether the existing career and technical education structure was meeting the needs of students and Virginia communities, as well as to identify any resources or system improvements.

In conducting this study, the Commission convened advisory groups comprised of representatives from agencies and organizations with expertise and/or special interest in these study topics. The advisory groups helped identify issues and develop recommendations for the Commission on Youth. At the Commission's meeting held on December 7, 2009, the Commission on Youth recommended that the SSEAC review the status of CTE programs with regard to students with disabilities.

During the 2010-2011 year, the SSEAC heard several presentations from staff representing the Virginia Department of Education's (VDOE) Division of Career and Technical Education and the Division of Special Education and Student Services, Office of Federal Program Monitoring. The following information was transmitted to the COY:

When CTE enrollment data were compared with special education incidence data, it appears that students with disabilities are enrolled in CTE programs at essentially the same incidence that they are found in the school population for those age groups. Of all students enrolled in CTE courses, 12.9% were reported as students with disabilities (SSCCER Report 2009-2010). In the same time period Virginia's incidence rate for students with disabilities in grades 7 and above was 13.2%. This suggests that there is no general systematic exclusion of students with disabilities from CTE programs.

The committee did learn of an issue related to students with disabilities with respect to industry certification examinations. Some students with disabilities are not able to access the certification examinations for CTE courses offered by the various vendors because for some examinations there are no provisions for specific accommodations for individuals with disabilities. However, students with disabilities that cannot be accommodated on the tests may be considered as successfully completing the course(s) without taking the examination. There is no evidence that the lack of accommodations affects enrollment.

In addition to the incidence and enrollment data, the SSEAC was provided with information from recent CTE civil rights monitoring reports of comprehensive on-site reviews in selected school divisions. The Virginia Department of Education (VDOE) is required to conduct a minimum of four on-site civil rights reviews annually. These reviews focus on the following areas: administrative; staff employment; student recruitment; access and admissions; accessibility; comparable facilities; services for students with disabilities; student financial assistance; counseling and pre-career and technical programs; site location; work study; cooperative education; and job placement and apprentice training. While the monitoring reports show noncompliance for each of the eleven school divisions that received on-site civil rights monitoring; there was no evidence to support that a student was denied access or enrollment in any CTE programs. The most frequent finding of noncompliance was in the area of accessibility; however, generally, schools had implemented alternate methods to ensure access to all programs and services.

When noncompliance is determined in any of the aforementioned areas of the on-site CTE civil rights reviews, the school division or state-operated program must develop a corrective action plan. The VDOE provides continuous follow-up activity to ensure implementation of these plans within a reasonable time period.

The SSEAC has not received any public comment that students with disabilities are experiencing barriers to participation in CTE programs. Likewise, the Division of Special Education's Office of Dispute Resolution and Administrative Services has received no complaints nor requests for due process hearings involving students with disabilities participation in CTE programs.

The SSEAC will continue to monitor this issue and to request periodic updates from the VDOE concerning enrollment trends and other pertinent data about students with disabilities accessing CTE programs.

Restraint and Seclusion

The SSEAC continues to be concerned about policies across the state regarding the use of restraint and seclusion of students with disabilities and has continued to work collaboratively with the VDOE to remind superintendents of the guidelines document issued in 2006.

Assessment and Accountability

The Virginia Modified Achievement Standards Test (VMASST) was introduced to the committee and continues to be monitored as completion and pilot testing proceed. The SSEAC is represented on the steering committee of this new assessment tool. The SSEAC continues to study the reports of the State Performance Plan/Annual Performance Report (SPP/APR), specifically the indicators related to results of assessment for students with disabilities and supports the changes to the VGLA that are planned for next year. The committee will continue

to monitor testing results for students with disabilities. The SSEAC is pleased that the VMAST Algebra 1 and end-of-course reading will meet the state's verified credit requirement for a standard diploma.

Virginia Accessible Instructional Materials Center (AIM-VA)

The SSEAC was informed about Virginia's progress in meeting the federal NIMAS (National Instructional Materials Accessibility Standards) requirements. This requirement specifies that local divisions provide students with print disabilities access to alternate formats of textbook (large print, audio, Braille, and electronic versions). The VDOE has contracted with George Mason University to develop the Accessibility Instructional Materials Center of Virginia (AIM-VA). AIM-VA partners with a number of national providers such as Recording for the Blind and Dyslexic, Don Johnston Inc., Bookshare, and the National Federation of the Blind to produce Virginia textbooks into these alternate formats. AIM-VA also works directly with the NIMAC (National Instructional Materials Accessibility Center) to download files produced by Educational Publishers. The SSEAC receives continued updates on the dissemination of textbooks in alternate formats from AIM-VA.

FUTURE ISSUES:

Listed below are areas on which the SSEAC will continue to monitor and advise the Virginia Department of Education and the Board of Education as they work for the families and students of Virginia.

Special Education Regulations

The Policy & Regulations subcommittee will be charged to monitor the implementation of the regulations as the next academic year commences. Specifically, the SSEAC will continue to focus efforts towards parent education and training on the regulations, in addition to the new "Parent's Guide to Special Education."

Bullying and Disability Harassment

As a result of the changes in the new regulations that require LEAs to have policies that prohibit disability harassment, the SSEAC will be reviewing programs that have been implemented in Virginia and across the country. This has become a national issue and has received much press recently.

Restraint and Seclusion

The SSEAC will continue to monitor the implementation of restraint and seclusion policies and procedures.

Secondary Transition and Self-Advocacy

The SSEAC will continue to monitor self-advocacy initiatives throughout the Commonwealth and encourage expansion of such programs. The committee will also monitor secondary transition programs and receive reports from the statewide postsecondary outcomes survey conducted by the VDOE as part of the SPP/APR requirements. The SSEAC will follow developments from provisions in the Higher Education Act of 2008 that made students with Intellectual and Developmental Disabilities eligible for Pell grants and work study.

Accessible Instructional Materials

The SSEAC is planning to review and monitor potential expansion of the statewide library AIM-VA services to children under 504 plans as well as students needing accessible instructional materials under their IEPs.

Special Education Teacher Shortages

Due to the continued needs for licensed special education teachers and the fact that they continue to be the top shortage area in the state, the SSEAC plans to research alternatives available in other states to addressing the critical shortage of special education teachers.

Autism

The SSEAC will continue to monitor the educational issues related to instructional strategies for students with Autism Spectrum Disorders (ASDs). The committee will request periodic updates from VDOE staff, review updated information, and assist in Virginia's future plans for addressing the educational needs of students with ASD.

Assessment Issues

Based upon the variety of assessment options that have been developed in Virginia for students with disabilities, the SSEAC will study the phaseout of the use of the Virginia Grade Level Alternative Assessment (VGLA) and use of the Virginia Substitute Evaluation Program (VSEP) in order to address issues that have appeared as a result of public comments and the data presented by VDOE. The SSEAC will also provide feedback to VDOE on the development of the new Virginia Modified Achievement Standards Test.

Reauthorization of the Elementary and Secondary Education Act

The committee will request periodic updates on emerging federal education policies including pay for performance, use of growth models, and changes in assessment practices.

Discipline

The committee will continue to monitor issues related to disciplinary practices pertaining to children with disabilities, including suspension and expulsion.

Disability History Awareness

The committee will report periodic updates concerning activities related to disability history awareness.

The Board received the report and will disseminate to the public upon request.

DISCUSSION OF CURRENT ISSUES

The Board met for dinner at the Crowne Plaza Hotel with the following members present: Mrs. Beamer, Mr. Braunlich, Dr. Cannaday, Mr. Foster, Mr. Krupicka, Dr. McLaughlin, Mrs. Sears, and Mrs. Saslaw. A brief discussion took place about general Board business. No votes were taken, and the dinner meeting ended at 8:30 p.m.

EXECUTIVE SESSION

Mr. Foster made a motion to go into executive session under Section 2.2-3711.A. 41, for discussion or consideration by the Board of Education of records relating to the denial, suspension, or revocation of teacher licenses. The motion was seconded by Mr. Krupicka and carried unanimously. The Board went into Executive Session at 12:08 p.m.

Mr. Foster made a motion that the Board reconvene in open session. The motion was seconded by Mrs. Beamer and carried unanimously. The Board reconvened at 1:41 p.m.

Mr. Foster 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. Krupicka and carried unanimously.

Board Roll call:

Mrs. Sears – Yes	Mrs. Saslaw – Yes
Mr. Foster – Yes	Mr. Krupicka – Yes
Dr. Cannaday – Yes	Mrs. Beamer – Yes
Dr. McLaughlin – Yes	Mr. Braunlich – Yes

The Board made the following motions:

- Mrs. Beamer made a motion to renew the license in Case #1. The motion was seconded by Dr. Cannaday and carried unanimously.
- Mr. Krupicka made a motion to deny the reinstatement of Mr. Adrian Houston's revoked license. The motion was seconded by Mrs. Beamer and carried unanimously.
- Mr. Foster made a motion that the Board did not find reasonable cause to petition the revocation of the license in Case #3. The motion was seconded by Mr. Krupicka 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, Mrs. Saslaw adjourned the meeting at 1:43 p.m.



President