

COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
RICHMOND, VIRGINIA

MINUTES

February 5, 2002

The Board of Education and Board of Career and Technical Education met for the regular business meeting in the auditorium at the Pocahontas State Office Building, Richmond, Virginia, with the following members present:

Mr. Mark C. Christie
Mrs. Audrey B. Davidson
Mr. Mark E. Emblidge
Mrs. Susan L. Genovese
Mr. M. Scott Goodman

Mr. Thomas M. Jackson, Jr.
Dr. Gary L. Jones
Ms. Susan T. Noble
Mrs. Ruby W. Rogers

Dr. Jo Lynne DeMary
Superintendent of Public Instruction

Ms. Noble called the meeting to order at 9:10 a.m.

INVOCATION/PLEDGE OF ALLEGIANCE

Ms. Noble asked for a moment of silence and led in the pledge of allegiance.

OATH OF OFFICE CEREMONY

The Honorable Anita A. Rimler, Secretary of the Commonwealth, administered the oath of office to Mr. Mark E. Emblidge and Mr. Thomas W. Jackson, Jr. The Honorable Dr. Belle Wheelan, Secretary of Education, joined Mrs. Rimler in administering the oath of office. Mr. Emblidge and Mr. Jackson succeed Mr. Kirk T. Schroder and Mrs. Diane T. Atkinson respectively. Both terms are for four years, effective January 30, 2002, and ending January 29, 2006.

ELECTION OF BOARD OF EDUCATION OFFICERS FOR 2002-2004

Ms. Noble said the Bylaws of the Virginia Board of Education requires that the first meeting after February 1 shall be designated as the annual meeting of the Board. At the annual meeting, the members shall elect the President and Vice-President for any expired terms, in even-numbered years. The President and Vice-President of the Board shall be elected by a majority of the Board members. The President and Vice-President shall be elected from the Board membership for a term of two year. The election of the President and Vice-President shall be by a recorded vote.

Ms. Noble asked for nominations for President. Mrs. Rogers nominated Mr. Christie for the office of President. Dr. Jones made a motion that the nominations be closed. The motion was seconded by Mr. Goodman and carried unanimously. Ms. Noble called for the roll call vote for Mr. Christie for the office of President. The Board roll call:

Mr. Emblidge – Yes	Mrs. Davidson – Yes
Dr. Jones – Yes	Mrs. Genovese – Yes
Mrs. Rogers – Yes	Mr. Goodman – Yes
Mr. Christie – Yes	Mr. Jackson – Yes
Ms. Noble – Yes	

After the vote, Mr. Christie, the newly elected President, presided at the meeting.

Mr. Christie asked for nominations for Vice-President. Ms. Noble nominated Mrs. Genovese for Vice-President. Ms. Noble made a motion to close the nominations for Vice-President. Dr. Jones seconded the motion, and it carried unanimously. The Board roll call:

Mr. Emblidge – Yes	Mr. Goodman – Yes
Dr. Jones – Yes	Mrs. Genovese – Yes
Mrs. Rogers – Yes	Mrs. Davidson – Yes
Ms. Noble – Yes	Mr. Christie – Yes
Mr. Jackson – Yes	

By roll call vote, Mrs. Genovese was elected Vice-President.

Mr. Christie thanked Board members and said it was an honor and privilege to serve as President. Mr. Christie said he was humbled by being elected by his peers and will do everything he can to justify the trust they put in him.

Mr. Christie welcomed Mr. Emblidge and Mr. Jackson, the new Board members, to the Board of Education. Mr. Christie said Governor Warner made two very outstanding appointments when he appointed Mr. Emblidge and Mr. Jackson to the Board of Education.

Mr. Christie said Mr. Emblidge has been involved as a Richmond City School Board member and served as its chairman. He has also been involved in an organization called “Communities in School” for several years, which is a nonprofit group working to improve education. Mr. Christie said Mr. Emblidge has done an outstanding job.

Mr. Christie said Mr. Jackson had been a member of the General Assembly for many years and served on two valuable committees until his recent retirement from that high office. He was a senior member of House Appropriations Committee and House Education Committee. Mr. Christie said Mr. Jackson’s background will be very valuable to the Board of Education.

Mr. Christie expressed appreciation to his predecessor, Mr. Kirk Schroder. Mr. Christie noted Mr. Schroder's personal and professional sacrifices when he served on the Board. Mr. Christie said that public education is better for the job Mr. Schroder did when he served on the Board.

Mr. Christie discussed two policy issues that he feels will be important to the Board over the next twelve to eighteen months. The first issue Mr. Christie discussed was the Standards of Quality (SOQ) revision. Mr. Christie noted that the Board organized an SOQ committee at the January meeting. Mr. Christie said the Standards of Quality is the funding formula in the *Code of Virginia*, and it identifies what it takes to provide a minimum level of quality education in Virginia. Money for local school divisions flows from that formula and is extremely important. Mr. Christie said that the SOQ has not been updated in a substantial way by the Board in fifteen years and the time has come to do that.

Mr. Christie pointed out that the Standards of Quality are directly related to the Standards of Accreditation (SOA). This is an important point because the Standards of Accreditation set forth Board expectations of local school divisions. Mr. Christie said those persons who have followed the Board over the last eight years know that there has been a tremendous amount of attention to setting high expectations for both schools and students through the SOA. In order to meet those expectations, the Board needs to review the SOQ. Mr. Christie emphasized that the Board needs to think differently about SOQ, rather than simply looking at this topic in terms of local prevailing practice. Mr. Christie said the Board has higher expectations with the SOA, in terms of student achievements, than the Board did fifteen years ago. The SOQ needs to reflect several important priorities: (1) expectations the Board has of local school divisions, (2) what the Board will accept from local school divisions, (3) what the Board expects from local school divisions to meet expectations, and (4) give local school divisions the resources to do that.

Mr. Christie noted this budget year is not the greatest budget year to propose major changes in SOQ. Mr. Christie said he hopes the SOQ committee would adopt a timeline to work with staff, make revisions, and propose them to the Governor and General Assembly in time for the development for the next biennium budget. Mr. Christie said the budget is tight now, but it will not always be that way. Mr. Christie said it was tight ten years ago and, afterwards, had a long decade of strong revenue growth. He feels confident that Virginia will have another decade of strong revenue growth, and he would like to see the SOQ updated in time to take advantage of this growth. Mr. Christie said this is a personal charge and asked the SOQ committee to propose revisions completed by next spring, which is when the next biennium budget begins.

Mr. Christie then appointed Mr. Jackson to the SOQ committee because of Mr. Jackson's background on the House Education Committee and House Appropriations Committee. Mr. Christie said Mr. Jackson will be a tremendous benefit to the SOQ committee because he is aware of education issues as well as funding procedures.

Mr. Christie said his second priority involves preparing for the new federal legislation just passed, the No Child Left Behind Act. This act is the most sweeping federal legislation with regard to K-12 education since the original ESEA in 1965. It will have a huge impact on K-12 education throughout the United States. The Board needs to prepare for this and must be ready to fully implement this regulation in compliance so Virginia will not lose the funding tied to this legislation. Mr. Christie said while it is true that federal legislation has a multi-year phase-in, and it will be several years before all aspects of the new federal legislation are in effect, the Board needs to start planning for it now. The Board has a committee, which was established at the last meeting to work on preparing for full implementation of the new federal legislation, No Child Left Behind Act.

Mr. Christie then appointed Mr. Emblidge to this committee. Mr. Christie said this committee will be very important in setting forth the foundation for what is going to affect Virginia's education system for years and decades to come. Mr. Christie added that, with Mr. Emblidge's background as a past member of a local school board and being involved in educational issues, he will contribute a great deal of experience in terms of preparing for implementation of the federal legislation.

Mr. Christie closed his comments by stating that these were two issues he wanted to mention as his goals for the Board for the next twelve to eighteen months. Mr. Christie said the Board would also continue working with routine issues, which include Standards of Learning (SOL).

Mr. Christie invited Mrs. Genovese to make comments on the occasion of her election as Vice-President. Mrs. Genovese thanked the Board for electing her as their Vice-President. Mrs. Genovese said she has had a great two years on the Board, and it has been a wonderful Board to work on during that time. Mrs. Genovese welcomed the new members and told them they were going to have an interesting time in the next four years. Mrs. Genovese said she would be in full support of Mr. Christie on the various issues coming up before the Board. Mrs. Genovese said she is looking forward to working with the Board, and this should be a very exciting time for the Board and for education in Virginia.

Mr. Christie gave Mr. Emblidge and Mr. Jackson an opportunity to speak. Mr. Emblidge said it is an honor to be a part of the State Board of Education. Mr. Emblidge said his wife and oldest daughter, who is in the 3rd grade, could not be present today because his daughter's school is taking the pre-Standards of Learning test. Mr. Emblidge said Mr. Schroder has done a wonderful job during his tenure as a member of the Board of Education, and he could not really replace Mr. Schroder. Mr. Emblidge said one of the many things he appreciated about Mr. Schroder is the way he included everyone who wanted to be involved in the issues of the Standards of Learning. Mr. Emblidge said during the time he was a member of the Accountability Advisory Committee, he admired the way the Board took an interest in making things better, getting feedback from the community, and then acting on it. Mr. Emblidge said he has had a lot of experience dealing with at-risk situations. He said his concern during the next four years will be

focused on what happens to at-risk children in Virginia and helping to make sure the Board does everything possible to help these children receive a quality education experience, get a high school diploma, and go on to successful careers. Mr. Emblidge said he wants the Board to focus on children who have not been passing the SOL and to look at strategies and resources to make sure these children are not left behind and will have an opportunity for a future in this century.

Mr. Jackson said it is a great honor to be a part of the Board of Education. Mr. Jackson said he served as a member of the General Assembly for 14 years and, truly, the heart and soul of what energized him was education, especially K-12 education. Mr. Jackson said he sees his service on the Board as another opportunity of being involved in those issues. Mr. Jackson said his goal right now is to learn as much as he can and work hard to make a difference. Mr. Jackson said he has previously been in an environment where politics were a part of the day-to-day workings, and now he is looking forward to concentrating on issues that matters to everyone and try to make a difference on those issues.

APPROVAL OF THE MINUTES OF THE BOARD

Mrs. Davidson made a motion to approve the January 14, 2002, minutes of the Board of Education. The motion was seconded by Mrs. Rogers carried unanimously. Copies of the minutes had been distributed previously to all members of the Board for review.

APPROVAL OF THE AGENDA

The Board unanimously approved the agenda. Mr. Christie said each item will be discussed as it appears on the agenda.

CONSENT AGENDA

Mrs. Rogers made a motion to approve the consent agenda. The motion was seconded by Ms. Noble carried unanimously.

- Final Review of Recommendations Concerning Release of Literary Fund Loans for Placement on Waiting List
- Final Review of Recommendations Concerning Applications for Literary Fund Loans
- Final Review of Financial Report on Literary Fund

Final Review of Recommendations Concerning Release of Literary Fund Loans for Placement on Waiting List

The Department of Education's recommendation that funding for six projects in the amount of \$27, 549, 205 be deferred and the projects be placed on the First Priority Waiting List subject to review and approval by the Office of the Attorney General

pursuant to Section 22.10156, *Code of Virginia*, was accepted by the Board of Education's vote on the consent agenda.

First Priority Waiting List

COUNTY, CITY, OR TOWN	SCHOOL	AMOUNT
Orange County	Locust Grove Middle	\$7,500,000.00
Pittsylvania County	Chatham Middle	7,500,000.00
Pittsylvania County	Dan River Middle	3,566,108.00
Pittsylvania County	Tunstall Middle	7,500,000.00
Nottoway County	Blackstone Primary	259,317.00
Nottoway County	Crewe Primary	1,223,780.00
	TOTAL	\$27,549,205.00

Final Review of Recommendations Concerning Applications for Literary Fund Loans

The Department of Education's recommendation to approve six applications in the amount of \$27, 549, 205 subject to review and approval by the Office of the Attorney General pursuant to Section 22.5-156, *Code of Virginia*, was accepted by the Board of Education's vote on the consent agenda.

COUNTY, CITY, OR TOWN	SCHOOL	AMOUNT
Orange County	Locust Grove Middle	\$7,500,000.00
Pittsylvania County	Chatham Middle	7,500,000.00
Pittsylvania County	Dan River Middle	3,566,108.00
Pittsylvania County	Tunstall Middle	7,500,000.00
Nottoway County	Blackstone Primary	259,317.00
Nottoway County	Crewe Primary	1,223,780.00
	TOTAL	\$27,549,205.00

Final Review of Financial Report on Literary Fund

The Department of Education's recommendation to approve the financial report on the status of the Literary Fund as of November 30, 2001 was accepted by the Board of Education's vote on the consent agenda.

ACTION/DISCUSSION ITEMS

First Review of Proposed Regulations Governing Re-enrollment Plans (8 VAC 2-660-10 et.seq.)

Mr. Doug Cox, assistant superintendent for instruction at the Department of Education, introduced Mrs. Lanett W. Brailey to the Board. Mrs. Brailey is a student services specialist at the Department of Education. Mrs. Brailey said the Board of Education, in cooperation with the Board of Correctional Education, is charged with promulgating regulations for the re-enrollment into the public schools of children who have been in the custody of the Department of Juvenile Justice. Mrs. Brailey said the purpose of these regulations is to provide a means by which educational information from

public schools and correctional centers can be shared in order to facilitate the student's re-enrollment in public schools upon release from commitment. The primary advantage to the regulations is that court service workers, educational personnel in correctional centers, and local public school officials will have a process by which information can be shared. Mrs. Brailey said that the process specified in the proposed regulations will allow students who are being released from correctional centers to be able to go back in public schools in an expeditious manner.

Dr. Jones made a motion to approve the proposed Regulations Governing the Re-enrollment Plan and authorize the continuation of the Administrative Process Act (APA), including public comment. The motion was seconded by Mrs. Davidson and carried unanimously.

First Review of Guidelines Governing Sequential Electives for the Standard and Modified Standard Diplomas

Mr. Charles Finley, assistant superintendent for accountability at the Department of Education, presented this item. Mr. Finley said the proposed guidelines will assist students in local school divisions to select elective courses that are required for the Standard and Modified Standard Diploma.

In 1999 the General Assembly amended the Standards of Quality (' 22.1-253.13:3.B.2 of the *Code of Virginia*) and again in 2001 to require that students pursuing the standard diploma and expecting to graduate in the spring of 2003 and beyond complete two sequential electives as a part of their program of studies.

The *Regulations Establishing Standards for Accrediting Public Schools in Virginia* adopted by the Board of Education in July 2000 included language in 8 VAC 20-131-50 to conform to the General Assembly's requirement, and the Board also adopted the same requirement for the new Modified Standard Diploma that was developed as a part of the standards.

Mr. Finley presented the following proposed guidelines:

1. The requirement for students to complete two sequential electives is effective with the graduating class of 2003 as stated in 8 VAC 20-131-50 of the accrediting standards.
2. The two sequential electives may be in any discipline in as long as the courses are not specifically required for graduation in 8 VAC 20-131-50 of the accrediting standards.
3. Notwithstanding item 2 above, courses used to satisfy the one unit of credit in a fine or practical art required for the Standard or Modified Standard Diploma may be used to partially satisfy this requirement.
4. Guidelines for sequential electives in career and technical education programs are available from the Department of Education.

5. A sequence that includes an exploratory course followed by an introductory course cannot be used to satisfy this requirement; however, an introductory course followed by another level of the same course of study can be used.

Mrs. Davidson requested the Board not to waive first review and wait until next month to vote on the proposed guidelines as presented by Mr. Finley. Mrs. Davidson said she would like to see what happens with Delegate Robert D. Orrock's House Bill 1277 before the Board votes on the proposed guidelines.

Dr. Cindy Cave, director of policy at the Department of Education, reviewed Delegate Orrock's bill for Board members. Dr. Cave said the bill provides clarification that the two sequential electives do not have to be taken in consecutive years but may be taken in any two years of high school. The bill also clarifies that the electives can provide a foundation for training as well as employment or higher education. Dr. Cave said Delegate Orrock has seen and approves the proposed guidelines as presented to the Board today. Dr. Cave said Delegate Orrock presented this bill for technical clarification because he has received calls from local school divisions indicating that it was not clear whether the electives had to be taken one year after another. Dr. Cave said the bill has been passed by the House and is now moving forward to the Senate.

Mr. Finley said the purpose of waiving first review is a matter of expediency to get the guidelines out to guidance counselors in local school divisions because it affects the 2003 graduating class. Ms. Noble made a motion to waive first review. The motion was seconded, and by a show of hands, the vote was 7 to 2, to waive first review. Dr. Jones made a motion to amend the guidelines as follows:

6. The sequential electives need not be taken in consecutive years but can be taken during any year of high school.

The motion was seconded by Mrs. Genovese and carried unanimously. Dr. Jones made a motion to approve the guidelines. The motion was seconded and carried unanimously.

First Review of Additional Models/Programs that Include Instructional Methods to Satisfy Provisions in Regulations Establishing Accrediting Standards for Public Schools in Virginia

Dr. Patricia Wright, assistant superintendent for instruction at the Department of Education, presented this item. Dr. Wright reviewed the proposed additional models to the approved list of instructional methods and models to satisfy provisions in the Standards of Accreditation. Dr. Wright said the revised *Regulations Establishing Accrediting Standards for Public Schools in Virginia* (SOA), effective September 28, 2000, require schools accredited with warning in English or mathematics to adopt and

implement instructional methods that have a proven track record of success at raising student achievement.

Dr. Wright said that, in January and March 2001, the Board of Education approved a list of instructional models/programs to satisfy the provisions of the Standards of Accreditation, as well as the criteria for the selection of models/programs.

Dr. Wright said the additional models/programs include the following: (1) Earobics; (2) Sadlier Phonics/Word Study Program; and (3) Sing, Spell, Read & Write. Mrs. Rogers requested that Dr. Wright develop a list of school divisions currently using these programs.

The Board accepted the proposed additional instructional models/programs for first review.

Report from the Board of Education's Standing Committee on the Standards of Quality

By action at the November 2001 meeting, the Board of Education established the Standing Committee on the Standards of Quality. Mr. Goodman was appointed by the President to chair the committee. The Standing Committee has held two meetings: January 14, 2002, and January 28, 2002.

Mr. Goodman said the committee received a briefing from the staff at both meetings, and a proposed timeline was presented to the committee. The committee's report will come to the full Board by September, and the full Board will adopt the short-term SOQ revisions in time for them to be forwarded to the General Assembly for next year. Mr. Goodman said the committee has looked at a timeline for short-term revisions to the SOQ that will be recommended for adoption during the next session of the General Assembly. In addition, the Committee has reviewed a short-term plan for what's to be in the Annual Report and also a long-term timeline for permanent revisions to the SOQ. Mr. Goodman said information received during the upcoming public comment period will also be taken into consideration.

Report on Statewide Results from the Fall 2001 Administration of the Virginia State Assessment Program (Stanford 9)

Mrs. Shelley Loving-Ryder, assistant superintendent for assessment and reporting at the Department of Education, presented this item. The Standards of Quality require the Board of Education to prescribe and provide nationally normed tests to assess the educational progress of students. In October 1996, the Board of Education adopted the *Stanford Achievement Test Series*, Ninth Edition, Form TA, Abbreviated (*Stanford 9*) as the norm-referenced component of VSAP. The Stanford 9 was first administered in spring 1997 to Virginia students in grades 3, 5, 8, and 11. Early in 1998, the Board of Education adopted a recommendation that norm-referenced testing be conducted during fall semesters in grades 4, 6, and 9. Rather than moving grade 11 testing to grade 12, the

Board of Education adopted another recommendation that mandated norm-referenced testing at the upper high school level be cancelled. The 2001 VSAP administration was the fourth to occur during the fall semester.

Mrs. Loving-Ryder said the Stanford Achievement Test Series, Ninth Edition, Form TA, Abbreviated (*Stanford 9*) was administered September 15-October 15, 2001, to 268,276 students throughout Virginia in grades 4, 6, and 9. Mrs. Loving-Ryder's report included background information, a description of the tests, and tables that presented the results for Virginia students from the fall 2001 administration.

Mrs. Loving-Ryder said percentile ranks provide an indication of the relative standing of a student or a group of students in comparison to students in the same grade who took the test at the same time of year. The percentile ranks range from a low of 1 to a high of 99, with 50 denoting average performance.

Mrs. Loving-Ryder said scaled scores are not dependent upon comparison to a particular norm group. As a result, scaled scores facilitate comparison of results regardless of the point of the school year at which the test is administered. In *Stanford 9*, each subtest and content area total have a single, continuous set of scaled scores, regardless of the subtest's or total's level or form, or whether the test was administered in the fall or spring semester. Following is a summary of Virginia's overall performance as presented by Mrs. Loving-Ryder:

- Virginia's grade 4 achievement in 2001 was at or above the national (50th percentile in all subtests and totals).
- Relative to 2000, fourth grade scaled scores in 2001 were up in all subtests and totals.
- From 1998 to 2001, grade 4 students have shown gains in all 10 subtests and content area totals for which *Stanford 9* scaled scores have been developed.
- Virginia's grade 6 achievement in 2001 was at or above the national average in all subtests and totals with the exception of Prewriting—2001 achievement in this subtest remained at the 43rd percentile rank.
- In grade 6, the Prewriting subtest, while below the national average in 2001, has shown a slight increase in scaled scores over the previous three-year period.
- Relative to 2000, scaled scores in 2001 for grade 6 students were up in five subtests and totals and down in four.
- From 1998 to 2001, grade 6 students have shown gains in all 10 subtests and content areas totals for which *Stanford 9* scaled scores have been developed.
- Virginia's grade 9 achievement in 2001 was at or above the national average in all subtests and totals with the exception of Mathematics: Procedures. In 2001, achievement in this subtest was at the 41st percentile rank with a slight drop in mean scaled scores (692.2 to 690.6) from the previous year.
- In grade 9, a gain was continued since 1998 in Mathematics: Problem Solving, while a decline is seen in Mathematics: Procedures.

- Relative to 2000, ninth grade scaled scores in 2001 were up in five of the ten subtests and content totals.

Mr. Jackson asked Mrs. Loving-Ryder her opinion of why the 9th grade scores in Mathematics Procedures were low. Mrs. Loving-Ryder said Virginia's SOL focus on problem solving and, typically, most high school students in Virginia are taking Algebra I and II and Geometry. Therefore, their focus is more on problem solving, whereas the questions in the procedure subtests deal more with straight computation. Although students can do the computations, it may be that the students are not as facile at doing those procedural computations in a timed test. Mrs. Loving-Ryder said that staff has discussed this and will be working with school divisions on this issue.

After further discussion, the Board accepted the report.

Report on Statewide Results of the Virginia Alternate Assessment Program

Mrs. Loving-Ryder explained that in compliance with Public Law 105-17, the Individuals with Disabilities Education Act (IDEA) Amendments of 1997, the Commonwealth of Virginia developed and implemented the Virginia Alternate Assessment Program (VAAP). VAAP is designed to measure the achievement of students with severe disabilities who are unable to participate in the Virginia Standards of Learning assessments even with appropriate accommodations.

The Virginia Department of Education began implementation of the VAAP during the 2000-2001 school year. Students may participate in VAAP four times during their school career. Students participating in VAAP are assessed at the Elementary I (age 8), Elementary II (age 10), Middle School (age 13), and High School levels.

Mrs. Loving-Ryder said over 2000 Collections of Evidence from students in special education programs from around the state were submitted to the scoring contractor for the VAAP. Collections are comprised of student work samples that may include writing samples, photographs, and/or video or audiotapes. Students are assessed on the performance of tasks specified in their Individual Education Plans (IEP) in the same content areas as their non-disabled peers: English, Science, History, and Mathematics.

Mrs. Loving-Ryder said Collections of Evidence are scored by highly trained scorers who judge student work based on the following five dimensions: (1) student performance on IEP objectives, (2) linkage to the Standards of Learning, (3) variety of settings and social interaction, (4) context of instructional delivery, and (5) the level of required supports for independence being provided to the student during instruction.

Mrs. Loving-Ryder said proficiency levels for the Alternate Assessment are similar to the proficiency designations of the SOL assessment program. Students are rated as pass/advanced, pass/proficient or needs improvement. Proficiency levels are defined in direct relation to the performance expectations included in the students IEP. A

student's Collection of Evidence rated as pass/advanced will include ample evidence of (1) student performance of IEP goals, which are clearly related to SOL content area objectives; and (2) student performance in a variety of settings, using age appropriate materials while interacting with age appropriate peers.

Mrs. Loving-Ryder said committees of Virginia educators, facilitated by external contractors from Measurement Incorporated, identified the minimum cut scores required for the ratings of pass/advanced, pass/proficient, or needs improvement. Their recommendations were conveyed to the Board, which adopted the passing scores on October 21, 2001.

Mrs. Loving-Ryder noted the following: (1) overall, 82% of the students rated Proficient or above in at least one content area, (2) elementary I and high school age students scored the highest in English, (3) elementary II and middle school age students scored the highest in Mathematics, and (4) the greatest percentage of students rated as needing improvement was at the middle school level.

Dr. Jones asked Mrs. Loving-Ryder to find out if there are common characteristics of students that did not show proficiency. After further discussion, the Board accepted the report.

PUBLIC COMMENT

The following person spoke during public comment:

Nora Wilkins, Brunswick County

DISCUSSION OF CURRENT ISSUES

Dr. Jones welcomed the new members to the Board of Education. He said they will be welcomed additions to public discussions on education policy. Dr. Jones said the Board was served well by Mr. Schroder and said to Mr. Christie that the Board will also be served well under his tenure.

Dr. Jones inquired about the status of the consequential validity study. Dr. Jones noted that it called for work to begin within the Department of Education on data already collected. The Superintendent of Public Instruction said she asked Dean Ginny McLaughlin, at the College of William and Mary, to take an objective look at the study. The staff will then report to the Board in March or April on this issue. Dr. Jones said he would like to have something on this issue to report at the next Accountability Advisory Committee (ACC) meeting which will be held after the current legislative session adjourns.

Mr. Goodman also welcomed the new members to the Board. Mr. Goodman said he realizes that the Board normally does not respond to public comment, but he wanted the person who spoke during public comment to know that the Board intends to help all

students to receive an excellent education, including those students who have not had an opportunity in the past to receive one.

Mrs. Davidson also welcomed new members to the Board. Mrs. Davidson acknowledged that she has had the opportunity to work with Mr. Emblidge on the Adult Education and Literacy Committee and has followed closely the interest Mr. Jackson has had in education with his work on the House Education Committee. Mrs. Davidson said both will bring a tremendous insight to the Board.

Dr. DeMary reminded the Board members of the public hearings on the Math Curriculum Framework, which will be held on February 11, 2002.

Dr. DeMary reminded the Board that at their November meeting, the Isle of Wight County school board requested an extension on the securing of a superintendent, and the Board gave them until January 23, 2002, to do so. To bring the Board up-to-date, Dr. DeMary said the local board made an offer but the candidate withdrew. Dr. DeMary said she is not prepared, at this time, to name anybody for the position, and will continue to work with Isle of Wight County on this issue. Dr. DeMary said, hopefully, at the March meeting she will be able to report who the new superintendent is or follow through with a recommendation. Dr. DeMary said it is important for the Board to know that the Acting Superintendent is a long-term employee of the Isle of Wight school system and is committed to the students, schools, and community.

ADJOURNMENT

There being no further business of the Board of Education and Board of Career and Technical Education, Mr. Christie adjourned the meeting at 10: 25 a.m.

President

Secretary