

COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
RICHMOND, VIRGINIA

MINUTES

April 28, 2004

The Board of Education and the Board of Career and Technical Education met for the regular business meeting at Virginia Crossing Conference Center in Richmond, Virginia, with the following members present:

Mr. Thomas M. Jackson, Jr., President	Mr. David L. Johnson
Mrs. Susan L. Genovese, Vice President	Mr. Thomas G. Johnson, Jr.
Mrs. Isis M. Castro	Dr. Gary L. Jones
Mr. Mark E. Emblidge	Dr. Ella P. Ward
Mr. M. Scott Goodman	
	Dr. Jo Lynne DeMary, Superintendent of Public Instruction

Mr. Jackson, President, presided and called the meeting to order at 9:10 a.m.

MOMENT OF SILENCE/PLEDGE OF ALLEGIANCE

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

APPROVAL OF MINUTES

Dr. Ward made a motion to approve the minutes of the March 24, 2004, meeting of the Board. Mrs. Genovese seconded the motion which carried unanimously. Copies of the minutes had been distributed to all members of the Board of Education.

PUBLIC COMMENT

The following person spoke during public comment:

Dr. Phil Worrell

CONSENT AGENDA

Mr. Goodman made a motion to accept the following consent agenda. The motion was seconded by Mrs. Genovese and carried unanimously.

- Final Review of Recommendations Concerning Applications for Literary Fund Loans

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

Final Review of Recommendations Concerning Applications for Literary Fund Loans

The Department of Education’s recommendation for approval of four applications in the amount of \$10,972,467 subject to review and approval by the Office of the Attorney General pursuant to Section 22.1-156, *Code of Virginia*, was approved by the Board’s vote on the consent agenda.

COUNTY, CITY, OR TOWN	SCHOOL	AMOUNT
Patrick County	Woolwine Elementary	\$367,000.00
Patrick County	Patrick County High	1,205,467.00
New Kent County	New Kent Primary	2,487,946.00
New Kent County	G. W. Watkins Elementary	6,912,054.00
	TOTAL	\$10,972,467.00

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

The Department of Education’s recommendation that funding for four projects in the amount of \$10,972,467 be deferred and placed on the First Priority Waiting List subject to review and approval by the Office of the Attorney General, pursuant to Section 22.1-156, *Code of Virginia*, was approved by the Board’s vote on the consent agenda.

First Priority Waiting List

COUNTY, CITY, OR TOWN	SCHOOL	AMOUNT
Patrick County	Woolwine Elementary	\$367,000.00
Patrick County	Patrick County High	1,205,467.00
New Kent County	New Kent Primary	2,487,946.00
New Kent County	G. W. Watkins Elementary	6,912,054.00
	TOTAL	\$10,972,467.00

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 March 21, 2004, was approved by the Board’s vote on the consent agenda.

ACTION ITEMS

Final Review of Proposed Revisions to the Regulations Governing Driver Education Programs (8 VAC 20-340-10 et seq.)

Mrs. Maureen Hajar, director of secondary instruction, presented this item. Mrs. Hajar said that the *Code of Virginia*, ' 22.1-16, 22.1-205 and 46.2-334, authorizes the Board of Education to promulgate driver education program regulations. Mrs. Hajar briefly described the provisions of the *Code*.

Mrs. Hajar added that successful completion of a state-approved driver education program is a prerequisite to obtain a Virginia driver's license. Upon successful completion, and with parent/guardian approval, the school will issue the student a 90-day temporary license. The provisional license is then awarded to the student at a judicial licensing ceremony as required by § 46.2-336. In addition, the Virginia standardized program of 36 periods of classroom and 14 periods of in-car instruction meets the minimum educational requirements for a minor to obtain a driver's license in another state, U.S. territory, or Canadian province. The length of a class period of driver education instruction is defined as a minimum of 50 minutes.

Mrs. Hajar said that the current regulations governing driver education programs were last reviewed in 1980. The 2001 General Assembly amended § 22.1-205 to require a minimum number of miles driven during the behind-the-wheel phase of driver education instruction as prescribed by the Board of Education. This amendment prompted the need for a revision.

Mrs. Hajar stated that the primary issue be addressed in the proposed revised regulations is establishing a minimum number of miles driven during the behind-the-wheel phase of instruction as necessitated by the amendment to § 22.1-205. This code section directs the Board of Education to establish a standardized program of driver education in the safe operation of motor vehicles.

Mr. David Johnson made a motion to approve the final regulations governing driver education programs. The motion was seconded by Mr. Goodman and carried unanimously.

First Review of Proposed Repeal of Certain Board of Education Regulations Under the Fast Track Provisions of the Administrative Process Act

Mrs. Anne Wescott, assistant superintendent for policy and communications, presented this item. Mrs. Wescott said that the purpose of this agenda item is to recommend regulations for repeal. They are listed below according to the reason for the recommendation.

- The following regulations are recommended for repeal because they either conflict with the *Code of Virginia* or have been superseded by the *Code of Virginia*:

- ✓ 8 VAC 20-140 Regulations Governing Retention Schedule for Uniform Pupil Accounting Records

These regulations set the retention schedule for student records of achievement and attendance in the public schools. The *Code of Virginia*, at § 42.1-82, vests the Library of Virginia with the authority to set the retention and disposition schedules for public records. Therefore, the Board of Education no longer has the authority to set its own schedules.

- ✓ 8 VAC 20-260 *Regulations Governing Financial Records Retention and Disposition Schedule*

These regulations set the retention schedule for the retention and disposition of financial records in local school divisions. The *Code of Virginia*, at § 42.1-82, vests the Library of Virginia with the authority to set the retention and disposition schedules for public records. Therefore, the Board of Education no longer has the authority to set its own schedules.

- The following regulations are recommended for repeal because the provisions are included in other Board regulations, the *Code of Virginia* or the Standards of Learning:

- ✓ 8 VAC 20-200 *Regulations Governing Diplomas--High School Completion*

This regulation requires local school boards to award diplomas to students who meet the requirements prescribed by the Board of Education. The Standards of Quality (SOQ) require the awarding of diplomas to students who earn the credits prescribed by the Board of Education. The credits are prescribed in the *Regulations for Establishing Standards for Accrediting Public Schools in Virginia*, 8 VAC 20-131-50. Additionally, the *Regulations Governing Adult High School Programs*, 8 VAC 20-30-20 prescribe the requirements for an adult high school diploma and the *Emergency Regulations Governing the General Achievement Diploma*, 8 VAC 20-680-10, prescribe the requirements for that diploma. Therefore, this regulation is no longer necessary.

- ✓ 8 VAC 20-380 *Rules Governing Public School Construction*

This regulation establishes the maximum loan available from the literary fund for school construction, the rate of interest, duration of loans, and requirements for the payment of a loan when the title to property is transferred. The provisions are now in the *Regulations Governing Literary Loan Applications in Virginia*, 8 VAC 20-100-100, 120, 140, 150 and 280.

- ✓ 8 VAC 20-430 *Regulations Governing Contractual Agreements with Professional Personnel*

This regulation prescribes the requirements for eligibility for a continuing contract, the effect of teaching outside the state public school system and the contractual period permitted. The provisions in this regulation are now in the *Regulations Governing the Employment of Professional Personnel*, 8 VAC 20-440-10 through 8 VAC 20-440-100.

✓ 8 VAC 20-470 *Nurses, Physicians, and Therapist Standards*

This regulation permits school divisions to employ school nurses, physicians, physical therapists, occupational therapists, and speech therapists and to pay them from public funds. The *Code of Virginia*, § 22.1-274, states that local school boards may employ school nurses, physicians, physical therapists, occupational therapists and speech therapists under the same provisions as provided by the Board regulation. Since the *Code* already permits school divisions to employ these personnel, and Board regulations are not required, this regulation may be repealed.

- The following regulation is recommended for repeal because it is inaccurate and/or outdated.

✓ 8 VAC 20-400 *Rules Governing Division Superintendents Salary and Expenses*

This regulation was effective in 1980 and prescribes salaries for 1980-81 and 1981-82. The Standards of Quality, § 22.1-253.13:2 E. of the *Code of Virginia*, provide that pursuant to the appropriations act, support services shall be funded from basic school aid on the basis of prevailing statewide costs. The term “support services” includes those services provided by the superintendent.

- The following regulation is recommended for repeal because it is redundant or unnecessary:

✓ 8 VAC 20-480 *Regulations Governing Pupil Rights and Hearings*

This regulation was effective in 1980 and prescribes the process school divisions must use when a parent or eligible student wishes to challenge information in the student’s education record. Regulations implementing the Family Educational Rights Protection Act (FERPA), at 34 CFR § 99.21 and 99.22, require that school divisions provide a hearing when the parent or eligible student wants to challenge the information in the record and details some of the process that must be followed. School divisions are required to adhere to the FERPA regulations by the *Regulations Governing the Management of the Student’s Scholastic Record*, 8 VAC 20-150. Since the provisions are required by the student records regulations, this regulation is redundant and unnecessary.

Dr. Ward made a motion to waive first review and repeal the regulations as proposed using the fast track provisions of the Administrative Process Act. The motion was seconded by Mrs. Genovese and carried unanimously. The department will initiate the fast track process, as required under the Administrative Process Act, and will notify all appropriate entities, including local division superintendents and given the opportunity to comment.

Final Review of Revised Division-Level Academic Review Process

Dr. Cheri Magill, director of accreditation, presented this item. Dr. Magill said that the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA) require a school to be “Accredited with Warning (in specified academic area or areas)” if its pass rate performance on any SOL test does not meet required benchmarks to qualify for any other accreditation rating (8 VAC 20-131-300.C.4). Any school rated Accredited with Warning must undergo an academic review in accordance with guidelines adopted by the Board (8 VAC 20-131-340.A). It is the responsibility of the Department of Education to develop this academic review process (8 VAC 20-131-310.A).

Dr. Magill said that on July 23, 2003, the Board approved revisions to the school-level academic review process to be used during the 2003-2004 school year. As part of these revisions, the Board discussed the development of an academic review process to be used at the central office level for school divisions having a significant number or percentage of schools or types of schools rated accredited with warning.

During the initial visit, the purpose and procedures of the division-level academic review will be explained, and assignments will be given to the superintendent and central office staff in preparation for the on-site review. An introductory meeting with the local school board will preface the on-site review. During the on-site review, data will be collected to determine the degree of compliance with sections of the SOQ, and a report will be written that will detail essential actions the school division must use to develop and implement a corrective action plan. Follow-up visits will monitor the progress of the division in developing and implementing the corrective action plan and accompanying essential actions.

The on-site review will focus on gathering data and information that shows the degree to which local school boards meet their responsibilities under the Standards of Quality. While the academic review process will provide school divisions with information about its strengths and weaknesses, it may also find evidence that they are not in compliance with the *Standards of Quality* (SOQ) or the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA). Following the on-site visit, school divisions will develop improvement plans based upon findings of the division-level academic review.

Mr. Emblidge made a motion that the Board be present at the initial meeting and be prepared to take action to adopt a memorandum of agreement with the local school

board. The motion was seconded by Mrs. Genovese and carried unanimously. Mr. Johnson made a motion to approve the revised division-level academic review process. The motion was seconded by Mrs. Castro and carried unanimously.

Final Review of Virginia's Definition of Alternate Route for Highly Qualified Teachers

Dr. Thomas Elliott, assistant superintendent for teacher education and professional licensure, presented this item. Dr. Elliott said that according to the *No Child Left Behind* (NCLB) legislation and the non-regulatory guidance document titled *Improving Teacher Quality, State Grants, Title II, Part A, January 16, 2004*, the requirement that teachers be highly qualified applies to all public elementary or secondary school teachers employed by a local educational agency who teach a federal core academic subject. The term "core academic subjects" as defined in NCLB, means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography [Section 9101(11)].

Dr. Elliott said that "highly qualified" means that the teacher:

1. Has obtained full state certification (licensure) as a teacher (including certification obtained through alternative routes to certification) or passed the state teacher licensing examination and holds a license to teach in the state, and does not have certification or licensure requirements waived on an emergency, temporary, or provisional basis.
2. Holds a minimum of a bachelor's degree.
3. Has demonstrated subject matter competency in each of the academic subjects in which the teacher teaches, in a manner determined by the state and in compliance with Section 9101(23) of ESEA.

The state education agency is responsible for developing and approving methods for ensuring that teachers have, in addition to a bachelor's degree and full state certification, subject-matter competency and teaching skills. Current teachers can demonstrate their competency and skills by (a) passing a rigorous state academic subject matter test; (b) in the case of middle or secondary school teachers, completing an academic major, graduate degree, coursework equivalent to an academic major, or advanced certification or credentialing; or (c) using the High Objective Uniform State Standard of Evaluation (HOUSSE).

According to the non-regulatory guidance document titled *Improving Teacher Quality, State Grants, Title II, Part A, January 16, 2004*, teachers who are not yet fully certified may meet the licensure requirements in the NCLB definition of a highly qualified teacher if they are participating in an alternative route to licensure program in which they: (a) receive high-quality professional development that is sustained, intensive, and classroom focused in order to have a positive and lasting impact on classroom instruction before and while teaching; (b) participate in a program of intensive supervision that consists of structured guidance and regular ongoing support for teachers,

or a teacher mentoring program; (c) assume functions as a teacher only for a specified period of time not to exceed three years; and (d) demonstrate satisfactory progress toward full certification as prescribed by the state. The state must ensure, through its certification and licensure process, that these provisions are met.

Dr. Elliott said that based on this interpretation, individuals participating in an alternative route (including Virginia's provisional license) may be considered "highly qualified" if the criteria above have been met. All four criteria are required in Virginia for compliance with NCLB, Code of Virginia requirements, or licensure regulations. Virginia school boards must require and report that all teachers are participating in high quality professional development annually. Section 22.1-303 of the Code of Virginia requires that school boards shall provide each probationary teacher, except those who have prior successful teaching experience, a mentor teacher, as described by Board guidelines during the first year of the probationary period to assist the teacher in achieving excellence in instruction. The provisional license is issued for a three-year period, and individuals are required to meet the requirements for full licensure within the three-year period.

The following Virginia definition of an alternate route program for highly qualified teachers is recommended:

Teachers obtaining licensure through alternate routes may meet the definition of highly qualified, if the individuals:

1. Have a bachelor's degree.
2. Have met requirements for a Virginia license (including a provisional license).
3. Receive high-quality professional development that is sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction before and while teaching.
4. Participate in a teacher mentoring program, including intensive supervision that consists of structured guidance and regular ongoing support.
5. Assume functions as a teacher only for a period of time not to exceed three years.
6. Demonstrate satisfactory progress toward full licensure as prescribed by the Board of Education.
7. Demonstrate subject matter competency in each of the academic subjects in which the teacher teaches, in a manner determined by the state and in compliance with Section 9101(23) of ESEA.

Dr. Jones made a motion to receive for final review the definition of alternate route for highly qualified teachers. The motion was seconded by Dr. Ward and carried unanimously.

First Review of Approval of Local School Division Remedial Plans

Mrs. Kathleen Smith, program development specialist, presented this item. Mrs. Smith said that as required by 8 VAC 20-630-20, school divisions are required to develop a remediation plan designed to strengthen and improve the academic achievement of eligible students. As required, local school divisions submitted remedial plans to the department for approval by the Board of Education. Data regarding the summer program for 2003 and remediation programs held during the 2003-2004 school year will be submitted to the department by school divisions as required by the Code of Virginia in September 2004. This data cannot be collected until after administration of the Standards of Learning assessments in Spring 2004.

Mrs. Smith said that the department staff members have reviewed remediation plans from 132 school divisions and determined that all of the plans meet the requirements of 8 VAC 20-630. Following the 2005 Standards of Learning assessments, these divisions will report data to the department as specified in 8 VAC 20-630-50.

Dr. Jones made a motion to waive first review and approve the report. The motion was seconded by Mrs. Genovese and carried unanimously.

First Review of Additions in Board-Approved List of Instructional 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, presented this item. Dr. Wright said that at the January 6, 2003, Board of Education meeting, revisions to the criteria for identifying and selecting models/programs that include instructional methods as provided in 8 VAC 20-131-310 B-E were approved. The revisions are based on the *No Child Left Behind Act of 2001(NCLB)* emphasis on the use of scientifically based research as a criteria for evaluating programs, particularly those programs purchased with federal funds.

Dr. Wright said that the Board of Education established that there would be a quarterly review of instructional models/programs to satisfy the provisions of the *Regulations Establishing Accrediting Standards for Public Schools in Virginia*.

Dr. Ward made a motion to accept for first review the proposed additions to the list of board-approved instructional models/programs. The motion was seconded by Mrs. Genovese and carried unanimously. This item will be presented to the Board for final approval at the May meeting.

The proposed additions are as follows:

Mathematics			
Model/Program	K-3	4-8	9-12
<i>Comprehensive:</i>			
Everyday Mathematics (University of Chicago Mathematics project)	X	X (Grades 4-6)	
<i>Supplemental/Intervention:</i>			
A Plus Mathematics	X	X	X
English/Reading			
Model/Program	K-3	4-8	9-12
<i>Supplemental/Intervention:</i>			
Ready Readers	X		

Final Review of Revisions to the “Small n School” Process Under the No Child Left Behind Act of 2001

Dr. Wright also presented this item. Dr. Wright said that in Virginia, “small n schools” have been defined as those that have fewer than 50 students in a grade or course for which there are statewide assessments. The U.S. Department of Education has approved Virginia’s use of 50 as the minimum number of students for which Adequate Yearly Progress (AYP) can be reliably determined using the criteria required by the law. In September 2003, the Board of Education approved an alternate process to determine AYP for these schools. This process allows schools to submit a body of evidence to the Department of Education for consideration as a substitute for a single year of data from the Standards of Learning assessments in reading and/or mathematics. Among the choices is the use of student pass rates on the Standards of Learning (SOL) tests in English and/or mathematics for the last three years. This option is automatically exercised for schools that fail to submit a body of evidence.

After implementation of the “small n schools” process for the first time in the fall of 2003, the Virginia Department of Education proposes the following modification to the Board of Education’s approved process for “small n schools”:

Schools having fewer than 50 students enrolled in tested grades or courses will have their Adequate Yearly Progress (AYP) status calculated automatically by the Virginia Department of Education using at least three years of statewide assessment data. Schools that do not make AYP using this method may provide a body of evidence to their school division for consideration in determining their AYP status.

The school division will make an AYP determination for the “small n school” based on guidelines provided by the Virginia Department of Education. The division superintendent will forward that decision, with an explanation of its basis, to the Department of Education within 15 days of the statewide AYP status announcements, for validation and inclusion in statewide data reports. The

Department of Education will make the final decision on AYP determinations for Title I schools that meet “small n school” criteria.

Dr. Jones made a motion to approve the proposed revisions to the “small n school” adequate yearly progress review process. The motion was seconded by Mr. Johnson and carried unanimously.

First Review of Additions to the Board-Approved List of Supplemental Educational Services Providers Under the No Child Left Behind Act of 2001

This item was presented by Brenda Spencer, title I coordinator. Mrs. Spencer said that the *No Child Left Behind Act of 2001* (NCLB) requires Title I schools that do not meet the state’s Adequate Yearly Progress (AYP) targets for three consecutive years in the same subject area to offer a choice of supplemental educational services to parents of eligible children. Virginia has schools that are offering supplemental educational services during the 2003-2004 school year. Supplemental educational services are also offered when school divisions are unable to fully offer public school choice.

The *No Child Left Behind Act of 2001* requires states to identify and maintain a list of supplemental educational services providers. Supplemental educational services are tutoring and academic enrichment services that are provided in addition to daily instruction and that are provided outside of the regular school day. A supplemental educational services provider can be a non-profit entity, a for-profit agency, or another school division. The services must be of high quality, research-based, and specifically designed to increase the academic achievement of eligible children in mastering the English and Mathematics Standards of Learning and in achieving proficiency on Standards of Learning tests. NCLB requires that states maintain an approved list of supplemental educational services providers across the state and by school division from which parents can select.

Mrs. Spencer said that the department has received applications in response to the Request for Proposals (RFP) from potential supplemental educational services providers. The Board of Education, at its September 2002 meeting, approved the initial list of recommended supplemental educational services providers and recommended revisions to the list in subsequent meetings. The department recommends adding the following four companies to Virginia’s board-approved list.

ADDITIONAL SUPPLEMENTAL EDUCATIONAL SERVICES PROVIDERS
Recommended: April 28, 2004

<i>Name of Provider</i>	<i>Contact Information</i>	<i>Focus and Grade Levels</i>	<i>School Divisions Provider Can Serve (or service areas)</i>
<i>MasterMind Prep Learning Solutions, Inc.</i> 5540 Centerview Dr. Suite 200 Raleigh, NC 27606	A. Douglas Haynes phone: 919-841-1965 fax: 919-841-5470 e-mail: learn@mastermindprep.com Web site: www.mastermindprep.com	Language Arts English Mathematics Test Preparation (K-12)	All divisions
<i>Newton Learning - A Division of Edison Schools</i> Edison Schools 521 Ave., 15th Floor New York, NY 10175	Joel Rose phone: 877-265-3195 fax: 212-419-1726 e-mail: jrose@edisonschools.com Web site: www.newtonlearning.com	Reading Writing Mathematics (K-8)	All divisions
<i>NonPublic Educational Service, Inc. (NESI)</i> 27 Congress St., Suite 204 Salem, MA 01970	Robert H. Crosby phone: 978-741-7161 fax: 978-741-0414 e-mail: robertcrosby@nesihg.org Web site: www.nesihg.org	Reading Language Arts Writing Mathematics (K-8)	Alexandria City Arlington County Chesapeake City Fairfax County Falls Church City Henrico County Lynchburg City Newport News City Norfolk City Portsmouth City Prince William County Richmond City Virginia Beach City
<i>The Dooley School, Kids Camp (St. Joseph's Villa)</i> 8000 Brook Road Richmond, VA 23227	Susan Pokorski, Executive Director Children's Educational Services phone: 804-553-3222 fax: 804-553-3259 e-mail: spokorski@sjvmail.net Web site: www.stjosephsvilla.net	Language Arts Reading (K-3)	Richmond City (Fairfield Court Elementary, George W. Carver Elementary, and Woodville Elementary)

Dr. Jones made a motion to waive first review and to approve addition of the four providers to the Board-approved list. The motion was seconded by Dr. Ward and carried unanimously.

First Review of Recommended Cut Scores for Workkeys: Reading for Information, Workkeys: Applied Mathematics and ACT: EXPLORE as Substitute Tests for the Literacy and Numeracy Requirements of the Modified Standard Diploma

Mrs. Shelley Loving-Ryder, assistant superintendent, division of assessment and reporting, presented this item. Mrs. Loving-Ryder said that at its meeting on February 26, 2003, the Board amended the guidelines governing the literacy and numeracy assessments for the Modified Standard Diploma to permit, among other provisions, the use of substitute tests. Specifically, the new guidelines state:

Beginning with the ninth-grade class of 2000-01, those students who pursue the Modified Standard Diploma shall be required to pass the 8th grade Standards of Learning (SOL) tests in both English (Reading, Literature, and Research) and mathematics to meet the literacy and numeracy requirements for this diploma. Students who are in the 10th, 11th, and 12th grades in the school year 2000-01 shall pass the Literacy Passport Tests (LPT) prescribed by the Board to meet the literacy and numeracy requirements for this diploma. Students may substitute a higher-level Standards of Learning test (i.e., end-of-course English [reading], Algebra I, Algebra II, or Geometry) for the 8th grade Standards of Learning (SOL) tests in English (Reading, Literature, and Research) and mathematics or other substitute shall have opportunities for an expedited retest on the 8th grade tests in the same manner as prescribed in these guidelines for students earning verified credit.

Mrs. Loving-Ryder said that consistent with this additional flexibility for the literacy and numeracy assessments, at its meeting on February 25, 2004, the Board adopted ACT: EXPLORE, Work Keys: Reading for Information and Work Keys: Applied Mathematics as substitute tests for the literacy and numeracy requirements of students with disabilities who are pursuing the Modified Standard Diploma.

Committees of educators were convened in early April to recommend to the Board of Education minimum cut scores on these tests that would represent the literacy and numeracy skills required by the Modified Standard Diploma.

Mrs. Loving-Ryder presented the Board with information about the range of cut scores recommended by the committees for the substitute measures of the literacy and numeracy requirements of the modified standard diploma. The Board reviewed the information and adopted the following cut scores for the tests for the purpose of verifying the literacy and numeracy skills required by the Modified Standard Diploma.

ACT Work Keys: Reading for Information

Mr. Goodman made a motion to waive first review and adopt the median cut score of 3 for ACT Work Keys: Reading for Information substitute test for literacy requirement for the Modified Standard Diploma. The motion was seconded by Dr. Ward and carried unanimously.

ACT Work Keys: Applied Mathematics

Mr. Goodman made a motion to waive first review and adopt the median cut score of 3 for ACT Work Keys: Applied Mathematics substitute test for numeracy requirement for the Modified Standard Diploma. The motion was seconded by Dr. Ward and carried unanimously.

ACT EXPLORE: Reading

Mr. Goodman made a motion to waive first review and adopt the median cut score of 11 for ACT EXPLORE: Reading substitute test for literacy requirement for the Modified Standard Diploma. Dr. Ward seconded the motion and it carried unanimously.

ACT EXPLORE Mathematics

Mr. Goodman made a motion to waive first review and adopt the median cut score of 12 for ACT EXPLORE Mathematics substitute test for numeracy requirement for the Modified Standard Diploma. Dr. Ward seconded the motion and it carried unanimously.

First Review of Recommended Cut Scores for the Reading Subtest of the Stanford English Language Proficiency Test When Used as a Substitute for the Standards of Learning Grade 3 English Test and the Grade 5 and 8 Standards of Learning Reading Tests

Mrs. Shelley Loving-Ryder also presented this item. Mrs. Loving-Ryder said that the United States Department of Education (USED) approved Virginia's Accountability Workbook in June 2003. This accountability workbook states that:

Effective with the 2003-2004 academic year, all limited English proficient (LEP) students will participate in the Virginia state assessment program. LEP students in grades 3-8 at the lower levels (Level 1 and Level 2) of English language proficiency will take the Standards of Learning assessment for English: reading and mathematics, with or without accommodations, or state approved assessments linked to the Standards of Learning.

For 2003-2004 the Stanford English Language Proficiency (SELP) Test will be used to assess the English proficiency of LEP students in Virginia. This test, which measures proficiency in speaking, listening, reading, and writing English, is linked to Virginia's English language proficiency standards and to the English Standards of Learning. LEP students at levels 1 and 2 of English language proficiency may take the reading subset of the SELP instead of the SOL English: reading test.

Mrs. Loving-Ryder said that consistent with the process used to set cut scores on the SOL tests, committees of educators were convened in early April to recommend to the Board of Education minimum cut scores on the reading subtest of the SELP that

would be equivalent to scores of pass/proficient and pass/advanced on the SOL grade 3 English test, the grade 5 English: reading test and the grade 8 English: reading test.

Mrs. Loving-Ryder said that the committee of educators was concerned about setting the advanced cut score because the students using this test as a substitute have already been identified as limited English proficient in reading. Mr. Jackson asked the Board to honor the committee's recommendation and not set the advanced cut scores at this time. The Board agreed with the committee's recommendation.

Mrs. Loving-Ryder presented to the Board information about the range of cut scores recommended by the committees for the SELP reading subtest for pass/proficient and pass/advanced. The Board reviewed this information and adopted the following cut scores on the reading subtest of the SELP that would be equivalent to scores of pass/proficient on the SOL grade 3 English test, the grade 5 English: reading test and the grade 8 English: reading test:

Grade 3 Reading on the Stanford English Language Proficiency (SELP) Test

Mr. Goodman made a motion to waive first review and adopt the median cut score of 15 for Grade 3 Reading on the Stanford English Language Proficiency (SELP) Test. Dr. Ward seconded the motion and it carried unanimously.

Grade 5 Reading on the Stanford English Language Proficiency (SELP) Test

Mrs. Castro made a motion to waive first review and adopt the median cut score of 16 for Grade 5 Reading on the Stanford English Language Proficiency (SELP) Test. The motion was seconded by Dr. Ward and carried unanimously.

Grade 8 Reading on the Stanford English Language Proficiency (SELP) Test

Dr. Ward made a motion to waive first review and adopt the median cut score of 20 for Grade 8 Reading on the Stanford English Language Proficiency (SELP) Test. The motion was seconded by Mrs. Genovese and carried unanimously.

First Review of Recommended Cut Scores for the "Plain English" Standards of Learning Mathematics Test for Grades 3, 5, and 8

Mrs. Loving-Ryder also presented this item. Mrs. Loving-Ryder said that the United States Department of Education (USED) approved Virginia's Accountability Workbook in June 2003. This accountability workbook states in part:

Effective with the 2003-2004 academic year, all limited English proficient (LEP) students will participate in the Virginia state assessment program. LEP students in grades 3-8 at the lower levels (Level 1 and Level 2) of English language proficiency will take the Standards of Learning assessment for English: reading

and mathematics, with or without accommodations, or state approved assessments linked to the Standards of Learning.

To accommodate LEP students at levels 1 and 2 of English language proficiency, the Department of Education has worked with its testing contractor to develop a “Plain English” version of the Standards of Learning mathematics tests at grades 3, 5, and 8. These tests are based on the regular mathematics tests so that the concepts and skills assessed by the items remain the same. However, the items have been changed to reduce the language load. While the “Plain English” mathematics tests were originally developed for LEP students, these test forms have also been made available for students with disabilities as determined by their Individualized Educations Programs (IEPs) or 504 Plans.

Mrs. Loving-Ryder presented to the Board information about the range of cut scores recommended by the committees for the Plain English mathematics test at grades 3, 5, and 8 for the achievement levels of pass/proficient and pass/advanced. The Board reviewed the information and to adopted the following cut scores on the plain English mathematics tests at grades 3, 5, and 8 that represent achievement levels of pass/proficient and pass/advanced:

Grade 3 “Plain English” Mathematics Test

Mrs. Genovese made a motion to waive first review and adopt the pass/proficient cut score of 29 and pass/advanced cut score of 43 for Grade 3 “Plain English” Mathematics Test. The motion was seconded by Mr. Goodman and carried unanimously.

Grade 5 “Plain English” Mathematics Test

Dr. Ward made a motion to waive first review and adopt the pass/proficient cut score of 32 and pass/advanced cut score of 44 for Grade 5 “Plain English” Mathematics Test. The motion was seconded by Mrs. Castro and carried unanimously.

Grade 8 “Plain English” Mathematics Test

Mr. Goodman made a motion to waive first review and adopt the pass/proficient cut score of 32 and pass/advanced cut score of 51 for Grade 8 “Plain English” Mathematics Test. The motion was seconded by Dr. Ward and carried unanimously.

First Review of Recommended Cut Scores for the Grade 8 “Plain English” Standards of Learning Mathematics Test When Used to Satisfy the Numeracy Requirements of the Modified Standard Diploma

Mrs. Loving-Ryder also presented this item. Mrs. Loving-Ryder said that to accommodate LEP students at levels 1 and 2 of English language proficiency, the Department of Education has worked with its testing contractor to develop a “Plain English” version of the Standards of Learning mathematics tests at grades 3, 5, and 8.

These tests are based on the regular mathematics tests so that the concepts and skills assessed by the items remain the same. Mrs. Loving-Ryder said that the test items have been changed to reduce the language load and to simplify the syntax. The “Plain English” mathematics tests were originally developed for LEP students. These test forms have also been made available to students with disabilities as determined by their Individualized Educations Programs (IEPs) or 504 Plans. Because the Plain English mathematics tests are being used as an accommodation by some students with disabilities, there are also some students who will take the Plain English version on the grade 8 mathematics test to meet the numeracy requirements of the Modified Standard Diploma.

Mrs. Loving-Ryder said that consistent with the process used to set cut scores on other SOL tests, committees of educators were convened in early April to recommend to the Board of Education a minimum cut score on the Plain English mathematics test at grade 8 to fulfill the numeracy requirements of the Modified Standard Diploma.

Mrs. Genovese made a motion to waive first review and adopt the median cut score of 32 for Grade 8 “Plain English” Mathematics Test for the numeracy requirement for the Modified Standard Diploma. The motion was seconded by Mrs. Castro and carried unanimously.

After a brief discussion, Mrs. Genovese amended her motion. Mrs. Genovese made a motion to waive first review and for purposes of verifying numeracy for the Modified Standard Diploma and Grade 8 “Plain English” Mathematics Test, the proficient score of 32 would stand for both. The motion was seconded by Dr. Ward and carried unanimously.

First Review of Recommended Cut Scores on the ACT Science Reasoning Subtest to be Considered as Equivalent to Pass/Proficient and Pass/Advanced on the Standards of Learning (SOL) End-of-Course Biology or Chemistry Tests

This item was replaced on the agenda with the following item.

First Review of a Recommendation to Remove the ACT Science Reasoning Subtest from the List of Approved Substitute Tests

Mrs. Shelley Loving-Ryder also presented this item. Mrs. Loving-Ryder said that in early April 2004, a committee of Virginia educators convened to recommend scores on the ACT Science Reasoning Subtest that would be equivalent to scores of pass/proficient and pass/advanced on the SOL Biology or Chemistry Test.

Mrs. Loving-Ryder said that in reviewing the test items on the ACT Science Reasoning Subtest for this purpose, committee members noted that the test primarily measures scientific reasoning rather than content knowledge specific to biology and chemistry. Based on their review of the test items, committee members recommended

that the ACT Science Reasoning Subtest be removed from the list of approved substitute tests for Biology and Chemistry.

Mr. David Johnson made a motion to waive first review and remove the ACT Science Reasoning Subtest from the list of approved substitute tests for Biology and Chemistry. The motion was seconded by Mrs. Genovese and carried unanimously.

First Review on the Results of the Praxis I Score Review

Dr. Thomas Elliott, assistant superintendent for teacher education and licensure and Mrs. Patty Pitts, director of professional licensure, presented this item.

Dr. Elliott explained that the 1980 session of the General Assembly mandated that the Board of Education identify and recommend an assessment for beginning teachers. In July 1, 1980, the Board of Education instituted a requirement that all beginning teachers applying for initial licensure submit scores for the National Teacher Examinations (NTE). In 1981 the Board authorized validation and standard-setting studies for the NTE to determine passing scores for initial licensure of entry-level teachers. From July 1, 1981, until June 30, 1986, applicants were required to take the NTE to receive a license. Qualifying scores were established and, effective July 1, 1986, each beginning teacher was required to submit passing scores for each of the three Core Battery tests (General Knowledge, Communication Skills, and Professional Knowledge) and the Specialty Area test in his/her teaching specialty. From 1981 to 1996 the prescribed assessment was the NTE.

Educational Testing Service (ETS) introduced in the fall of 1993 a new generation of teacher assessments, The Praxis Series: Professional Assessments for Beginning Teachers. The Praxis Series replaced the NTE as the standard examinations used in the process for licensing teachers. The Praxis Series provides a continuum of assessments from entry into a teacher preparation program to actual practice in the classroom. Standard setting and validation studies for Praxis I were conducted on May 4 and 5, 1994, by ETS in coordination with the Virginia Department of Education. Thirty-three panelists participated in the studies. The panel of Virginia educators considered the Praxis I Mathematics, Reading, and Writing multiple-choice tests and the Writing Essay constructed-response test. Based on the validation and standard-setting panels, the following passing scores were recommended: Reading: 176; Writing: 173; and Mathematics: 175.

At its October 26, 1995, meeting the Board of Education selected passing scores one and a half to two SEMS (Standard Error of Measurement) above the study panel for the Praxis I PPST (Pre-Professional Skills Tests) and approved the following passing scores for Virginia:

Reading: 178
Writing: 176
Mathematics: 178

These scores established by the Board of Education continue to be the highest qualifying scores for Praxis I among 29 states (and the District of Columbia, Virgin Islands, Guam, and the Department of Defense Dependent Schools) using this assessment. The Board approved the use of Praxis I and II tests; however, Praxis III was not adopted for statewide use.

On April 26, 2001, the Board of Education approved a policy allowing a composite score to satisfy the Praxis I requirement. Individuals may meet the Praxis I assessment requirement by achieving the scores established by the Board of Education on October 26, 1995, on each of the three Praxis I tests – Writing, Reading, and Mathematics – or by achieving an established composite score on all three tests. The qualifying scores for each of the individual tests and the composite score for the PPST are listed below.

VIRGINIA'S PRAXIS QUALIFYING SCORES

<u>Praxis I</u> PPST	<u>Reading</u>	<u>Writing</u>	<u>Mathematics</u>	<u>Composite</u> <u>Score</u>
	178	176	178	532

On March 24, 2004, the Board of Education approved the use of the SAT® as a substitute test for Praxis I (Reading, Writing, and Mathematics) required for initial licensure. The Board approved a score of 1000 on the SAT, taken prior to April 1, 1995, with at least 450 on the verbal and 510 on the mathematics tests or a score of 1100 on the SAT, taken after April 1, 1995, with at least 530 on the verbal and 530 on the mathematics tests as a substitute for Praxis I. The SAT® was approved as a substitute test only for Praxis I; individuals also must meet the Praxis II (subject area assessment) for initial licensure.

Dr. Elliott said that following a report from the Advisory Board on Teacher Education and Licensure on January 7, 2004, the Board of Education requested the Department of Education to conduct a review of the Praxis I scores for Virginia. The Praxis I scores have not been reviewed since the establishment of passing scores in 1995, with an effective implementation date of July 1, 1996.

Mrs. Pitts said that in response to the request, 14 panelists were selected by the Department of Education to participate in the Praxis I Score Review held Friday, April 2, 2004, at the Marriott Richmond West Hotel. The majority of the panelists were teachers with less than five years of teaching experience. Panelists were representative of Virginia educators in terms of endorsement area, teaching level, gender, ethnicity, and geographic regions within the state. The panel included representatives from schools of education in institutions of higher education, the Virginia Community College System, a school division human resources office, and the Advisory Board on Teacher Education and Licensure.

A copy of the report was distributed to Board members prior to the meeting.

During the Advisory Board on Teacher Education and Licensure meeting held April 19, 2004, the advisory board members received an oral report on the April 2, 2004, Praxis I Score Review. Following considerable discussion, the advisory board voted unanimously to request that the Board of Education approve a validation and standard-setting study for Praxis I: Reading, Writing, and Mathematics.

Mr. David Johnson made a motion to waive first review and to authorize the Department of Education to conduct validation and standard-setting studies of the Praxis I Reading, Writing, and Mathematics test in cooperation with ETS. The motion was seconded by Dr. Ward and carried unanimously.

First Review of a Recommendation to Remove the ACT PLAN Tests from the List of Approved Substitute Tests for Students Pursuing the Modified Standard Diploma

Mrs. Shelley Loving-Ryder also presented this item. Mrs. Loving-Ryder said that in early April 2004, committees of Virginia educators were convened to recommend minimum cut scores on the ACT PLAN: Reading test and ACT PLAN: Mathematics test that would be represent the literacy and numeracy skills required by the Modified Standard Diploma.

Based on the committee's review of the test items on the ACT PLAN: Reading test and the ACT PLAN: Mathematics test for this purpose, committee members concluded that these tests are not appropriate measures of literacy and numeracy skills. As a result, committee members recommended that the ACT PLAN: Reading test and the ACT PLAN: Mathematics test be removed from the list of approved substitute tests to satisfy the literacy and numeracy requirements of the modified standard diploma.

Mrs. Castro made a motion to waive first review and remove the ACT PLAN: Reading test and the ACT PLAN: Mathematics test from the list of approved substitute tests to satisfy the literacy and numeracy requirements of the Modified Standard Diploma. The motion was seconded by Mrs. Genovese and carried unanimously.

Report and Recommendations from the Board of Education Student Advisory Committee

Mrs. Genovese presented this topic. The following members of the Board of Education Student Advisory Committee assisted her:

Natalie Baird, Sterling Middle School, Loudoun County
Elana Bloomfield, Albemarle High School, Albemarle County
Lawren Collins, Lake Taylor Middle School, Norfolk City
Anna Graham, Marion Middle School, Smyth County
Rachel Gutasukas, Buford Middle School, Charlottesville City
Andrew McCormack, Osbourn Park High School, Prince William County
Sarah Romers, Varina High School, Henrico County
Rajiv Srinivasan, Hidden Valley High School, Roanoke County

Sandy Su, York High School, York County
Blake Waller, Halifax High School, Halifax County
Paige Wigginton, Pulaski High School, Pulaski County
Isaiah Wilson, Brooke Point High School, Stafford County

Mrs. Genovese said that the Board of Education's Student Advisory Committee met for the first time during the 2003-2004 school year on December 15, 2003. The members of the Student Advisory Committee identified issues of concern to students in the public schools statewide. During the past year, the Student Advisory Committee discussed the following topics in detail, conducted research, and discussed the issues with fellow students. The Student Advisory Committee presented the following reports, which summarize the committee's concerns and recommendations:

Issue: The Quality of Teachers and the Evaluation Process of Teachers Throughout the State

Background:

At the February meeting of the State Board of Education, the definition of teacher quality was discussed. Currently, a highly qualified teacher has earned a baccalaureate degree in their subject area and has met the licensure requirements with a Board of Education approved teacher education program. The members of the Student Advisory Committee felt that a highly qualified teacher should be knowledgeable about his or her subject, able to convey the material, and possess a professional attitude while maintaining a positive classroom atmosphere.

Teacher quality has been a matter of concern for the entire state of Virginia for many years. Since the *No Child Left Behind Act* has been mandated, it has become more important to have highly qualified teachers in all public schools. In order to achieve this goal the Board of Education has provided all school divisions with a standard teacher evaluation. This evaluation is not mandatory, but is there for the individual divisions to use as a basis for their own process of evaluation.

Position of the Student Advisory Committee:

The Student Advisory Committee believes that improving the teacher evaluation process will secure the goal of having a highly qualified teacher in each classroom. With the school divisions having the capability to evaluate teachers on their own standards, there is a lack of consistency throughout the state. If the *No Child Left Behind Act* requires all teachers to be "highly qualified" how can you hold them to one standard if the requirements are all different? An important issue that we feel isn't covered in the teacher evaluation process is whether or not teachers are always assigned classes in their subject area. Another topic of concern is teachers allowing students to form their own opinions about debatable topics, instead of influencing them to believe what the teacher believes. Finally, teachers should be able to accommodate varying class sizes and change their teaching styles to reach all students. Teachers need to create a positive classroom atmosphere while keeping a balanced relationship with the students to stay on topic.

Recommendations:

The Student Advisory Committee recommends that:

- The Uniform Performance Standards for teachers should be mandated statewide in addition to the individual localities' evaluations. The state mandated guidelines have authority over the local evaluations.

Before these guidelines are enforced, they must be amended to include more specific details about what the guidelines mean and how they are fulfilled. For example, what is defined as coherent instruction, or how do you measure professionalism? To receive a well-rounded evaluation there should be input from the students and parents on the teaching abilities and the execution of the mandatory requirements. It is important to have this input because the students and their parents are the people most directly affected by the quality of the teachers. These statements would not affect the teachers' employment status; they would only bring attention to issues that affect the students that the evaluator may have missed. To help with the quality of teachers, a program should be implemented to give teachers more time to communicate with other teachers to share ideas, lesson plans and strengthen their teaching capabilities.

Issue: Improving the Standards for School Counseling Programs in Virginia Public Schools

Background:

A school counselor by definition is a certified professional educator who addresses the needs of students through the implementation of a developmental school-counseling program. Counselors generally implement four processes to help students. These processes are counseling (individual and group), large group guidance, consulting, and coordinating. Qualifications include requiring a Master's Degree in School Counseling. The Virginia Department of Education certifies counselors PreK-12. Students must complete internships on two levels: PreK – 6 for the elementary level and 7 – 12 for secondary schools. Staffing ratios for schools are 1 full time counselor to 500 students for elementary schools, 1 full time counselor to 400 students for middle schools, and 1 full time counselor to 350 students for secondary schools. The counseling program shall provide for a minimum of 60 percent of the time of each member of the guidance staff devoted to such counseling of students. This 60 percent includes testing, screening, coordinating, enforcing discipline, serving as attendance officers and substitute teachers, preparing administrative reports and serving as test coordinators. The other 40 percent of guidance functions is the responsibility of the local school division and individual school administrators to work with the school counselor in identifying and prioritizing other duties.

Position of the Student Advisory Committee:

While we understand the importance of other duties performed by guidance counselors other than interacting with students, student-counselor relations need to be stressed more to insure that all students feel that their needs are met in the three core areas of

counseling: Academic Development, Career Development, and Personal/Social Development. Especially in high school when students need to start planning their future, guidance counselors play a key role in someone's life. We believe that the role of a guidance counselor in Virginia Public Schools should be reevaluated because they serve such a significant position. We believe that the qualifications for guidance counselors are adequate to today's standards, however the responsibilities that many of Virginia's Guidance Counselors are taking on, are listed neither in the qualifications or job description and are overwhelming. Many guidance counselors today say that they are not performing the job they signed up for. Guidelines for guidance are laid out yet they need to be implemented and improved.

Formal Recommendation of the Student Advisory Committee:

To implement the changes to be brought on, the Student Advisory Committee recommends the following plans:

- Ratios of guidance counselors need to be lowered to a more workable size to meet these demands.
- The appointment of a Test Coordinating position and/or committee in each school division.
- Re-evaluate the role of a Guidance Coordinator. The Guidance Coordinator is included in the student to guidance ratio but students never meet with this counselor nor does this position perform the 60 percent required counseling time.
- The time spent dealing with students should be raised.
- The implementation of a quota by the Board of Education should be used to evaluate the counselor's activities on a yearly basis. Included in this quota, we recommend that guidance counselors be required to meet with each assigned student a minimum of once a semester or twice a year.

Issue: Promotion of Multicultural Education in Virginia Public Schools

Background:

America is a unique and diverse nation comprised of people from many countries and backgrounds. Diversity encompasses more than race; it includes religion, nationality, gender, and sexual orientation. Since the country's establishment, many have sought to bring equality into American society and schools. Although a great deal of legislation has been passed in the last century emphasizing equality, the climate of education is still impacted by the vestiges of the former system.

Position of the Student Advisory Committee and Rationale:

Although multiculturalism exists and is promoted as an ideal, it is often not recognized and applied as it should be. The Student Advisory Committee feels that multicultural

education in schools, especially beginning in elementary and secondary schools, leads to long-term benefits for the community. It has been our personal experience that schools with programs devoted to promoting diversity have a more open community and are able to see the world from multiple perspectives. Currently, there is a lack of initiative for multicultural curricula in individual schools. Therefore, it is our opinion that the Virginia Board of Education should take a proactive stance on this issue.

Formal Recommendation of the Student Advisory Committee:

It is our recommendation to the Board of Education that an award program be formed for schools that make an effort to promote diversity throughout the school and community. The goal of this program is to increase the awareness of diversity issues and to bring them more effectively and meaningfully into the school community. This award program is designed to encourage schools to take the initiative and to place multicultural education as a priority for their community.

Award Qualifications

In order to receive the award, schools must complete several projects including one mandatory project. There are two categories from which projects should be chosen. The activities outlined in the first group are designed to impact the community at a more institutional level. The second grouping outlines possible outreach and enrichment activities. From the first grouping, one activity should be chosen from the list. From the second, three projects should be chosen.

The only required activity is to create a student group that is devoted to promoting multicultural activities. The group should be composed of students who are willing to take the initiative to promote diversity and multiculturalism in their schools and community. While there may be guidance from adult teachers or mentors, the majority of the work should be done by the students. The group should have an advisor, if possible, who can lead discussions within the group about important issues. This person should also be a resource for the student if an issue arises within the group. The activities taken on by the group should reflect the interests of the members and their community. Through varied activities, the group should provide the community with information and resources regarding multiculturalism. The students' activities should serve both as a center for diversity awareness activities and as a catalyst for community change. Because of the student initiative and involvement in this activity, the award will be a meaningful reminder of the importance of multiculturalism and an early lesson in social justice activism.

Group One:

Outreach into Lower Schools—As a way to promote diversity awareness to a younger and more impressionable age group, there should be outreach into local elementary or middle schools. This can be done through small discussion groups, book discussions, art activities, dramatic presentations, or other media.

Diversity Week—This project will encourage students and staff to make diversity awareness a priority for one week during the school year. Ideas for this week include but are not limited to outside speakers, organized discussions, cultural activities, and cultural food dinners. This activity provides students, staff, and teachers with an opportunity to learn about each other and to come together in a more educated and accepting way.

Community Diversity Forum—This activity will encourage the community to have a dialogue about the multicultural issues that affect both students and at-large community members. It will allow residents to learn from each other's experiences as well as to emphasize diversity issues that need to be addressed. From this activity, there should be some continued dialogue or activity in order to benefit from the discussion.

Group Two:

International Dinner—This event will encourage students in the school community to share their food with others and to learn about other cultures, as well. Activities during the dinner could include cultural dances, presentations by speakers, or cultural lessons (ex. chopsticks lessons, French culture booth, etc.).

Fundraiser for a Diversity-Focused Organization—There are many organizations whose purpose is to promote diversity awareness. This fundraiser can be conducted with the school or in the surrounding community.

Speaker—This presentation should address the majority of the students and teachers within the school. It offers an opportunity for the community members to learn something about a particular person or about an issue.

Bulletin Boards—These boards, which should be easy to view, can contain information on specific multicultural topics, the diversity-themed months, or other diversity-related topics that are important to the community.

Cultural Presentation—This presentation should address the majority of the students and teachers within the school. The presentation could be in any form but should address something related to multiculturalism.

Attend Multicultural Conference—There are dozens of diversity-related conferences that are held each year. Conferences are often held at local colleges or universities and they invite community members to participate. These events are wonderful opportunities for learning, sharing, and networking with the other conference attendees.

ESL Activities—Many schools run an English as a Second Language program. The goal of the program is to teach international students English while providing them with peers. The ESL students often become isolated from the school community, however, and have little interaction with students outside of their classes. Because these students represent a wide range of diverse backgrounds, social events, cultural performances, and presentations can be very valuable opportunities for a diversity-focused group.

Trips to Museums or Historic Sites—There are many museums and other important sites that have cultural significance. These trips provide group members with a sense of the historical or ideological background for important topics.

Cultural Carnival—A carnival has the potential to impact a large number of people in a way that is both enjoyable and informative. Creative activities such as a cake walk with cultural desserts or a quiz game with multicultural topics encourages people to investigate others from different backgrounds.

After the students' presentations, they received a Resolution of Appreciation from the Board of Education. Mr. Jackson said that he will direct staff to study the students' recommendations and to bring additional information to the Board regarding the possibility of implementing as many recommendations as possible.

Report on the Status of the Virginia Reading Assessment

Dr. Elliot introduced Dr. JoAnne Carver, director of teacher education, to present this item. Dr. Carver said that the House Joint Resolution Number 794 (HJR 794), agreed to by the 2001 session of the Virginia General Assembly, requested the Department of Education, in cooperation with the State Council of Higher Education for Virginia, to study the proficiency of Virginia teachers in teaching systematic explicit phonics. A series of initiatives by the Advisory Board on Teacher Education and Licensure (ABTEL) and the Board of Education confirmed the need for consistent instruction in reading for persons aspiring to teach, as well as those already in classrooms.

Dr. Carver said that on April 29, 2003, the Board of Education adopted a Resolution to Enhance the Teaching of Reading in Virginia. One goal of the plan to implement that resolution was to develop a reading assessment aligned with the Virginia Standards of Learning and the National Reading Panel's five key components of effective reading instruction – phonics, phonemic awareness, vocabulary, comprehension and fluency. That goal will be achieved through the requirement and administration of the Virginia Reading Assessment (VRA). Additionally, the test will help identify those teaching candidates who have the knowledge and skills that are important for performing the job of an elementary (prek-3 or prek-6) or special education teacher or reading specialist in Virginia public schools.

The VRA will be required of all candidates applying for licensure as elementary (prek-3 or prek-6) teachers, special education teachers, or reading specialists. The VRA comprises two separate assessments: (1) the Virginia Reading Assessment for Elementary and Special Education Teachers, and (2) the Virginia Reading Assessment for Reading Specialists.

Since the approval of the resolution by the Board of Education, the Department of Education solicited a request for proposals for the development and administration of the

Virginia Reading Assessment. National Evaluation Systems (NES) was the successful offeror to develop the Virginia program. NES, in cooperation with Department of Education personnel, has completed the following tasks:

- Conducted assessment planning
- Established a bias review committee and content review committee
- Conducted content validation survey
- Defined and validated the content of the assessment
- Conducted field testing

The Board received the report on The Virginia Reading Assessment.

Report on Evaluations of Year-Round School Programs

Mr. Charles Finley, assistant superintendent for educational accountability presented this item. Mr. Finley said that ' 22.1-79.1 of the Code of Virginia prohibits local school boards from adopting school calendars that require schools to open prior to Labor Day unless a waiver is granted by the Board for "good cause." The conditions under which the Board may grant such waivers are outlined in the Code. Part 3 of ' 22.1-79.1 permits the Board to approve a waiver from the requirements of this Code provision if the division secures approval of an experimental or innovative program for an instructional program offered on a year-round basis by the school division in one or more of its elementary, middle, or high schools. The waiver is restricted to those individual schools housing the program.

In 2000, the Board of Education adopted a resolution directing that requests for continuing approval of an experimental or innovative program requiring schools to open prior to Labor Day shall be accompanied by an evaluation of the effectiveness of the program that includes, at a minimum, evidence of improvement in student academic achievement on Standards of Learning tests, Stanford 9 tests, and other appropriate assessments administered by the school division. The Board's resolution also requests the Superintendent of Public Instruction to provide an annual report to the Board concerning the status of waivers granted.

In a report to the Commission on Educational Accountability in August 2001, it was reported that the Board of Education has approved year-round schedules for 33 schools in 11 school divisions for the 2001-2002 school year: Buena Vista (all three schools), Danville (five schools), Fairfax County (six schools), Hampton (six schools), Henry County (one school), Isle of Wight County (one school), Martinsville (one school), Newport News (one school), Norfolk (two schools), Suffolk (two schools), and Virginia Beach (two schools). Buena Vista, Danville, and Hampton cities have operated schools on a year-round calendar longer than the other divisions. Since that time, some of these divisions have reverted their schools to a traditional calendar (Buena Vista, Isle of Wight, Martinsville, and Suffolk).

The majority of schools operating on year-round schedules are elementary schools. Typically, they operate on what is commonly known as a 45-15 schedule where there are 45 instructional days followed by a 15-day break. During the 15-day break, the schools offer intersessions during which both remedial instruction and enrichment courses are offered.

Since 2001, school boards seeking continuing approval for year-round schedules have been submitting an evaluation report on the program at the time of the request for approval or closely following the close of the school year.

The Board received the report on evaluation of year-round school programs.

Annual Report of the Virginia Advisory Committee for Career and Technical Education

Mrs. Caroline Martin, committee chair, Virginia Advisory Committee for Career and Technical Education, presented this item. Mrs. Martin said that the Virginia Advisory Committee for Career and Technical Education is comprised of business and industry leaders, professional organization leaders, and representatives from secondary and postsecondary education, appointed by the Board of Education. The committee submits an annual report to the Board of Education.

Mrs. Martin introduced some of the committee members attending the meeting. They were: Johnny Cates, executive director AYES program, Virginia Auto Dealers Association, Richmond; Parker Johnson, member, Accomack County Public School Board; Mike Mills, corporate distribution manager, American Woodmark Corporation, Winchester; Toney Rigali, lead organizer, Virginia Pipe Trades Association, Richmond; and Judy Sorrell, director, Shenandoah Valley Regional Program, Fishersville.

Mrs. Martin said that the Virginia Advisory Committee for Career and Technical Education (CTE) was organized in 2003. The principal purpose of the Committee is to provide information about the needs of career and technical education students and programs to the Board of Education and the Department of Education and to make recommendations regarding career and technical education.

Mrs. Martin said that the Advisory Committee met three times during the 2003-2004 school year: The Committee identified three priority items that it respectfully submits in the form of recommendations for the Board's consideration. They are as follows:

Recommendation #1: Support of Federal Perkins Legislation

The Advisory Committee recommends the development of a Board letter or resolution to be sent to members of the Virginia Congressional delegation requesting the reauthorization of Perkins legislation at the current level of funding or increased funding to be distributed to local school divisions (secondary and postsecondary) on an

established distribution formula as part of the legislation. It is our belief that career and technical education programs in Virginia are providing high-level technical education and are meeting the demands of business and industry but are experiencing difficulty keeping up with the ever-changing technology and equipment demands. The federal Perkins funds are essential to Virginia's CTE programs and are needed to ensure that our technical programs have up-to-date laboratories and classrooms where students receive education and training on the most current technologies.

Recommendation #2: Support of Governor's Initiatives

The Advisory Committee recommends the development of a Board letter or resolution to be sent to the Governor supporting the Senior Year Plus Initiative and the mission of the Virginia Career Education Foundation. The Senior Year Plus Initiative promotes the importance of a clear path to industry certification for rising seniors who are not planning to go to college and are not ready to enter the workforce, statewide opportunities for classroom instructors to obtain industry certifications, and opportunities for students to participate in the Early College Scholars program designed to promote student participation in college-level courses while completing high school. The Virginia Career Education Foundation exists to raise funds and lend support for initiatives, including public-private partnerships that promote career awareness and quality career and technical programs, particularly for middle and high school students. We believe that the future of career and technical education opportunities for Virginia's students can be expanded with funds raised by the Virginia Career Education Foundation and we fully endorse the Foundation's mission.

Recommendation #3: Study of Local Schools' Equipment needs

The Advisory Committee recommends that a study of local schools' equipment needs be conducted by the Department of Education and a plan developed to address the needs identified in the study. This study is important to ensure that equipment and software are up-to-date and are meeting the current business and industry technology demands. We are cognizant of limited state funds, but we believe it is very important that a study be conducted and a plan developed to ensure that equipment needs are addressed.

Mr. Jackson thanked Mrs. Martin and members on the Virginia Advisory Committee for Career and Technical Education. The Board accepted the report.

Presentation from the VSBA ESL Caucus Regarding Programs for ESL Students in Virginia's Public Schools

Mr. Allen Griffith, member, Fairfax City School Board and chair, Virginia School Boards Association (VSBA), English is a Second Language (ESL) Caucus, presented this item. The other presenters assisting Mr. Griffith were: Mrs. Mary Hines, member, Arlington County School Board; Mrs. Leigh Burton, director of financial services, Manassas City School Board; and Dr. Kathy Slusher, Harrisonburg City School Board.

Mr. Griffith said that the VSBA has formed a group of representatives from local school boards that have experienced rapid growth in their population of students for whom English is a second language. The VSBA ESL Caucus was established in order to address common interests and concerns experienced by local schools in dealing with unprecedented growth in enrollments of ESL students at all levels. The caucus has made numerous presentations to regional and statewide groups to increase the awareness of these issues.

The Board received the report.

Interim Report of the Joint Committee to Study the Feasibility of Developing a Curriculum for Nutrition and Exercise for K-12

Mrs. Genovese presented this report. Mrs. Genovese said that the Joint Committee of the Board of Education and Board of Health was established to study the feasibility of developing an education curriculum for proper nutrition and exercise for students in grades K-12. Students' overall health influences their ability to learn and achieve their full educational potential. The increase in the prevalence of childhood obesity - a preventable condition - that has been documented in the medical literature is becoming an increasingly frequent public policy issue. Therefore, the committee also expressed an interest in examining broader issues concerning nutrition and physical activity among K-12 students - issues that could affect the implementation of an educational curriculum.

At the request of the joint committee, Department of Education and Virginia Department of Health staff, as well as staff from local school divisions and local health departments made a series of presentations during meetings held in January, February, and March 2004. The presentations addressed the following topics: curriculum resource development process; childhood obesity as a public health concern; federal and state guidelines for the school nutrition programs and a review of nutrition standards (if any) that affect all foods/beverages offered in all areas of the school campus; and nutrition standards established by the federal government and other more stringent state laws and regulations; current efforts to address healthy food choices in local school divisions; children's literature books with positive food and nutrition messages; health and physical education program regulations; current efforts to promote physical activity in local school divisions; and staff development and education.

Recommendations and guidelines were developed that addressed the issues discussed at the meetings.

Mrs. Genovese said that the interim report provides an overview of committee activities and potential recommendations. It addresses the following: feasibility of developing curriculum for proper nutrition and exercise for students in grades K-12; recommendations for establishing statewide guidelines on nutrition standards, and health and physical education guidelines; and recommendations for collaboration and partnerships, educating, marketing and promoting the message.

The Board received the interim report from the Joint Committee of BOE-BOH to Study the Feasibility of Developing an Education Curriculum for Proper Nutrition and Exercise for Students in Grades K-12.

DISCUSSION OF CURRENT ISSUES

Dr. Jones asked department staff to survey the local school divisions on issuance of verified credits.

EXECUTIVE SESSION

Mrs. Genovese made a motion to go into executive session under *Virginia Code* ' 2.2-400.A.1, specifically to discuss personnel matters related to licensure. The motion was seconded by Mr. David Johnson and carried unanimously. The Board adjourned for the Executive Session at 2:30 p.m.

Mrs. Genovese made a motion that the Board reconvene in open session. The motion was seconded by Mr. David Johnson and carried unanimously. The Board reconvened at 4:15 p.m.

Mrs. Genovese 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 by Virginia law were discussed in the executive session to which this certification motion applies, and (2) only such public business matters as were identified in the motion convening the executive session were heard, discussed, or considered by the Board. The motion was seconded by Dr. Ward and carried unanimously.

Board roll call:

Mrs. Isis Castro - Yes
Mr. Thomas Johnson - Yes
Mr. Goodman - Yes
Mrs. Genovese - Yes
Mr. Jackson - Yes
Dr. Jones - Yes
Mr. Emblidge - Yes
Dr. Ward - Yes
Mr. David Johnson – Yes

Mrs. Genovese made the following motions:

Case #1 – That the Board of Education issue the license. Mr. Goodman seconded the motion and it carried unanimously.

Case #2 – That the Board of Education issue the license upon completion of requirements. Dr. Ward seconded the motion and it carried unanimously.

Case #3 – That the Board of Education continue the license upon completion of requirements. Mr. Goodman seconded the motion and it carried unanimously.

Case #4 – That the Board of Education continue the professional license and issue a conditional license for one year. Mrs. Castro seconded the motion and it carried unanimously.

Case #5 – That the Board of Education issue the license. Dr. Ward seconded the motion and it carried unanimously.

Case #6 – That the Board of Education deny issuance of the license. Mr. Goodman seconded the motion and it carried unanimously.

Case #7 – That the Board of Education continue the license. Mr. Goodman seconded the motion and it carried unanimously.

Case #8 – That the Board of Education issue the license. Mrs. Castro seconded the motion and it carried unanimously.

Case #9 – That the Board of Education defer the case until the June Board meeting. Mr. Goodman seconded the motion and it carried unanimously.

ADJOURNMENT

There being no further business of the Board of Education and Board of Career and Technical Education, Mr. Jackson adjourned the meeting at 4:40 p.m. Mr. Jackson announced that the Board would reconvene at 9:00 a.m. the following morning.

COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
RICHMOND, VIRGINIA

MINUTES

April 29, 2004

The Board of Education and the Board of Career and Technical Education meeting continued at the Virginia Crossing Conference Center, Richmond, Virginia, with the following members present:

Mr. Thomas M. Jackson, Jr. President	Mr. David L. Johnson
Mrs. Susan L. Genovese, Vice President	Mr. Thomas G. Johnson, Jr.
Mrs. Isis M. Castro	Dr. Gary L. Jones
Mr. Mark E. Emblidge	Mr. M. Scott Goodman
	Dr. Jo Lynne DeMary, Superintendent of Public Instruction

The meeting resumed at 9:00 a.m.

Virginia Schools for the Deaf and Blind Foundation Business Meeting

Mr. Dan Timberlake, assistant superintendent of finance, conducted the business of the Foundation, including election of officers. Mr. David Johnson was elected president and Mr. was elected vice president. Mr. Johnson proceeded with the meeting as noted on the agenda, as follows:

- Approval of Agenda
- Approval of Minutes
- Board Action
 - Election of Officers
 - Fiscal Report
 - Distribution of Earnings
- Board Discussion
- Report on the Audit as of December 31, 2002

Report from the Virginia Department of Planning and Budget on the SERVE Program

Mr. Rick Brown, director of department of planning and budget, presented this item. Mr. Brown introduced Mr. Michael Shook, director, division of best practices, department of planning and budget.

Mr. Brown discussed the history and purpose, current status, major findings, and the future of this initiative. A summary of the report is as follows:

History and Purpose

- Governor Warner launched his Education for a Lifetime initiatives to address a host of childhood and adult education needs. The efficiency review program for local school divisions is one of these initiatives. The purpose of the reviews is to identify savings that can be gained in the division through best practices in organization, service delivery, human resources, facilities, finance, transportation, and technology management thereby allowing divisions to divert administrative savings back into the classroom.
- Business practices in the division that appear to be more efficient than those found elsewhere will also be documented and shared in the review and with other divisions across the commonwealth.
- This approach is modeled after Texas' protocols administered by that state's Comptroller. Arizona and Oklahoma are also modeling on these procedures, and most recently Minnesota has introduced legislation to begin similar reviews using Virginia's approach.
- Since 1991, Texas has conducted over 100 reviews of public school districts and recommended net savings totaling three quarters of a billion dollars – an estimated \$63 savings over five years for every dollar spent on the reviews.
- Our pilots are conducted in consultation with Mr. Thomas R. Fulghum, former superintendent of Chesterfield County Schools. Oversight is provided by the Secretary of Finance.

Pilot Approach

Virginia's school divisions vary as widely as the counties, cities, and regions in which they are located. This makes comparisons problematic, even among neighbors:

- The number of students varies from 315 in Highland to 156,118 in Fairfax County.
- Population density among divisions varies from 6.11 in Highland County to 8,552.20 in Alexandria.

To improve the appropriateness of comparisons made across school divisions, clusters of similar schools divisions were created by statistical comparison of numerous factors, including Composite Index, division size, population density, location (rural/urban/suburban), etc. These clusters were developed by Virginia Commonwealth University using data supplied by the Department of Education.

The team has concluded pilot studies in New Kent and Roanoke County. We are currently engaged in City of Richmond Public Schools, with an expected completion date in May.

The program is intended to provide superintendents with an outside, consultative resource to examine business operations and to explore alternatives that may yield savings for the division.

School Efficiency Review Pilot Areas

- Division Leadership, Organization and Management
- Cost of Educational Service Delivery
- Human Resources Management
- Facilities Use, Management, and Energy Efficiency
- Financial Management and Controls
- Transportation Planning and Management
- Computers and Technology (Planning and Acquisition)

What's Not in the School Efficiency Review Pilot

- Local Board/Division Relations and Governance
- Legal Services
- Instructional Program Evaluation
- Student Performance

- Staff Development
- Student Services
- Public Relations
- Public Input
- Local Partnerships
- Benefits Administration
- Performance Management
- Grievances
- Facilities' Condition or Utilization Rates
- Investments
- Cash flow Planning
- Risk Management
- Bond Issuance and Indebtedness
- Internal and External Audit
- Warehousing Operations
- Food Services
- Most Technology Topics
- Safety and Security

The efficiency reviews are not audits of the division's books, nor are they criticisms on business practices that the division may choose to follow as a matter of policy.

Most importantly, the reviews are not in any way intended to ascertain the effectiveness of teachers or the provision of instruction. This initiative is focused on ways to increase the efficiency, not the effectiveness of the education process.

Findings, Savings and Other Issues

- All findings throughout the pilots are reviewed with the division superintendent and the local school board prior to being published.
- The Secretary of Finance, the Governor's office, and the Superintendent of Public Instruction also review and comment prior to release.
- All reports are public information and will be published on the DOE website after the local school board has been briefed.
- There is no penalty for any division that chooses, for whatever reason, not to implement any or all recommendations of the report. There will be no impact on the division's state funding, regardless of the actions of the division.
- Potential savings of \$239,000 or nearly 5% of annual noninstructional operating costs were identified in New Kent. Roanoke County's savings are somewhat higher, with more opportunities identified but unquantifiable in each division.

Legislative and Funding History

- Governor Warner included \$2.5 million in FY05 and \$3.3 million in FY06 within the Comptroller's Office (Department of Accounts) in his proposed budget for school efficiency reviews, an amount projected to be sufficient to fund 15 division reviews and 20 reviews, respectively. A total of eighteen FTEs were to be added at DOA over the biennium to conduct and manage the reviews.
 - In the regular session, the House of Delegates eliminated the funding for the reviews.

- In the regular session, the Senate reduced funding to \$984,000 and shifted the responsibility for the reviews from the Comptroller to the Secretary of Education.
- HBH396 (Amundson) placed responsibility and authority within the Department of Accounts to conduct school efficiency reviews on a division-voluntary basis and established that the reviews would be at no cost to the divisions.
 - Due to the funding requirements associated with the bill, House Appropriations failed to report it on a 12-12 vote.

What We've Learned

- The pilots were approached with a limited scope and minimal staff to ascertain whether there were truly savings opportunities to be found and whether a full program of reviews should be implemented. In this regard, they were successful.
 - Savings found in each pilot
 - Popular with many: have received inquiries from half a dozen divisions
- While the challenges facing school divisions as they attempt to fulfill their core mission are very similar, there are enough differences in funding, community issues, and history to support the assertion that there can be no "one size fits all" solution to these challenges.
- Centralized analysis of spending data is of limited utility due to lack of uniformity in reporting, coding, and definitions. What is deemed clerical or administrative in one setting is deemed instructional in another.
 - Workers' compensation may be included in administration spending or spread across each functional area (instruction, administration, transportation, etc.)
 - Some divisions report no spending at all in key categories but lump actual figures elsewhere.
- As a result, top-line comparisons may lead to erroneous conclusions.
 - The team has spent unplanned time delving into the object level coding of each comparison division in the pilot divisions' clusters to explain overall rankings in spending by category, and this practice will have to be followed for any further reviews.

Uncertain Future

- Once the Richmond pilot is concluded no further school efficiency reviews are planned by the Department of Planning and Budget. No funding has been earmarked to continue this pilot.
- Several additional school divisions have expressed interest in having reviews performed, and some may be conducting similar reviews at their own expense using private sector resources.
- While the pilot studies have demonstrated that there are savings to be found even in well-run divisions, the future of this initiative is unknown at this time.

The Board received the report from the Virginia Department of Planning and Budget on the SERVE Program.

Discussion of Criteria for Selecting School Divisions for Division-Level Academic Reviews

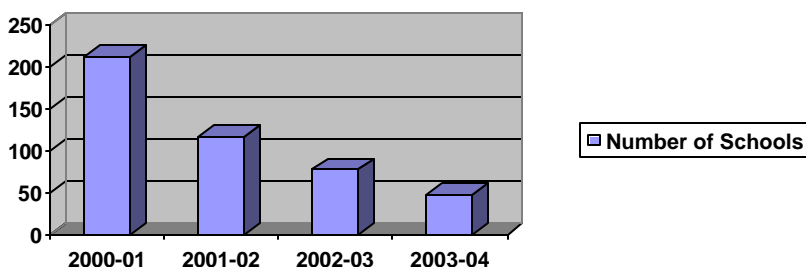
Dr. Cheri Magill, director of accreditation, presented this topic. Dr. Magill said that the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA) require a school to be “Accredited with Warning (in specified academic area or areas)” if its pass rate on any SOL test does not meet required benchmarks to qualify for any other accreditation rating (8 VAC 20-131-300.C.4). Any school rated Accredited with Warning must undergo an academic review in accordance with guidelines adopted by the Board (8 VAC 20-131-340.A). It is the responsibility of the Department of Education to develop this academic review process (8 VAC 20-131-310.A)

Dr. Magill’s presentation consisted of the following:

Background

The number of schools rated accredited with warning has decreased from 211 schools in 2000-2001 to 47 schools in 2003-2004, as shown in Figure 1.

Figure 1: Numbers of schools warned, 2000-2001 through 2003-2004



The locations and types of all schools that have been warned for at least two of the past three years are shown in Table 1. Of the 47 schools receiving academic reviews during the 2003-2004 school year, 33 have been warned in at least two of the last three years.

Table 1: Number and types of schools warned for at least two of the past three years as of 2003-2004, by school division

School Division	Total Number of Schools	Warned Schools Type			
		Elementary	Middle	High	Alternative
Accomack Co.	12	1			
Brunswick Co.	6	1		1	
Chesterfield Co.	58				2
Covington City	3	1			
Danville City	16	3			1
Fairfax Co.	185				1
Gloucester Co.	10				1
Grayson Co.	10		1		
Greene Co.	6				1
Greensville Co.	5				1
Hampton City	35				1

School Division	Total Number of Schools	Warned Schools Type			
		Elementary	Middle	High	Alternative
Henrico Co.	63				4
Henry Co.	20				1
Newport News City	42	1			
Petersburg City	10	6	1	1	
Portsmouth City	23	3	1		2
Richmond City	53	9	6	3	3
Roanoke City	31				1
Sussex Co.	5	3			
York Co.	19				1

Nineteen schools have been warned for four years. Of these 19 schools, eight are alternative schools. The locations and types of the 19 schools are shown in Table 2.

Table 2: Number and types of schools warned for four years as of 2003-2004, by school division

School Division	Total Number of Schools	Warned Schools Type			
		Elementary	Middle	High	Alternative
Fairfax Co.	185				1
Gloucester Co.	10				1
Greensville Co.	5				1
Henrico Co.	63				2
Danville City	16				1
Petersburg City	10	2	1	1	
Portsmouth City	23	2			1
Richmond City	53	3	1	1	
Roanoke City	31				1

The first year academic reviews were conducted in warned schools (2000-2001), review teams analyzed systems, processes and practices in four areas to identify specific strengths and areas for improvement. The four review areas were: curriculum alignment; use of instructional time and school scheduling practices; use of data to make instructional and planning decisions; and professional development opportunities provided to staff.

The second year academic reviews were conducted in warned schools (2001-2002), these same areas were analyzed within the context of the development and implementation of the three-year school improvement plan required under the SOA. Teams also analyzed the effectiveness of implementation of instructional methods/models and programs in schools warned in English and/or mathematics, also required under the SOA.

Two years of analysis of data indicated that, in schools that continued to be warned, few if any changes were implemented and monitored for effectiveness in improving student achievement. The third year academic reviews were conducted in warned schools (2002-2003), teams added analyses of monitoring systems and school culture to their areas of review.

Analyses of data from all four years of academic reviews appear to show that, in some school divisions that continue to have schools in warning, areas for improvement in schools are linked to local school board responsibilities under the SOQ. Some examples are described below.

Local school boards have responsibility for implementing local objectives (a curriculum) that meet or exceed the Standards of Learning (§22.1-253.13:1.B, the Code of Virginia). Curriculum alignment continues to be the area most often cited as an area for improvement in warned schools. The alignment of the written curriculum to the standards had improved, but is now showing increasing weakness because standards have been revised, department of education staff has developed newer resources, and these items have not been sufficiently incorporated into local curriculum materials. In general, there is a lack of monitoring and adjusting the curriculum based upon student achievement data.

Local school boards are required to plan for improving the achievement of at-risk students, and the plan must include measuring the progress of those students (§22.1-253.13:1.D, the Code of Virginia). In school divisions where schools continue to be warned, a plan exists for assessing student progress on a regular basis, but the plan is often not implemented as written. Supports are often not in place that schools need to implement the assessments, and data are not returned to schools in a timely manner. Therefore, assessments and analyses of student data are not helpful in adjusting instruction.

Providing professional development opportunities is another responsibility of local school boards (§22.1-254.13:3.G; §22.1-253.13:5.F the Code of Virginia). While professional development opportunities are offered, there has been little evidence that data are used to identify and provide those opportunities that would most benefit staff in increasing student achievement. There is little evidence that what is learned in such activities is translated into changed practices in schools and classrooms.

Possible Criteria for Identifying School Divisions for Division-Level Academic Reviews

House Bill 1294 states that the Board of Education may direct the department of education to conduct a division-level academic review in a school division where findings of academic reviews of schools in the division indicate that the failure of the schools to improve is related to the failure of the local school board to meet its responsibilities under the SOQ. This requirement can be combined with other criteria to identify the potential pool of school divisions in which the Board may require division-level academic reviews.

One approach is to look at several criteria when using the requirement in HB 1294 to identify the potential pool of school divisions. Suggested criteria might be:

1. at least 10% of schools are rated accredited with warning in the current school year; and
2. at least 50% of schools were rated accredited with warning for two out of the three most current years; or
3. less than 50% of schools were fully accredited in two out of the three most current years.

Table 3: School divisions potentially identified for division-level academic reviews using the four criteria:

1. at least 10% of schools are rated accredited with warning in the current school year, 2003-2004 AND	2. (HB 1294) academic reviews conducted in schools in prior years identify common areas for improvement which are division level responsibilities under the SOQ AND	3. at least 50% of schools were rated accredited with warning for two out of the three most current years OR	4. less than 50% of schools were fully accredited in two out of the three most current years
Brunswick Co.	No	No	Yes
Buchanan Co.	No	No	Yes
Danville City	No	No	Yes
Gloucester Co.	No	No	No
Grayson Co.	No	No	Yes

Greene Co.	No	No	Yes
Greensville Co.	No	No	Yes
Petersburg City	Yes	Yes	Yes
Portsmouth City	Yes	No	Yes
Richmond City	Yes	No	Yes
Sussex Co.	Yes	Yes	Yes
Westmoreland Co.	No	No	No

Using data from 2003-2004 and the prior two years, these criteria potentially identify four school divisions for division-level academic reviews.

A second approach is to apply the requirement from HB 1294 to school divisions having a percentage of students attending fully accredited schools that is lower than the statewide percentage of students attending fully accredited schools for the current year. Statewide, 81.09% of students attend fully accredited schools. Sixty-three school divisions have fewer than 81.09% of students enrolled in fully accredited schools. Table 4 shows divisions that would be identified using this approach.

Table 4: School divisions potentially identified for division-level academic reviews using percent of students attending fully accredited schools in 2003-2004 and HB 1294 requirement

School Division	Total Number Schools	Number of Fully Accredited Schools	1. Percent of students attending fully accredited schools is below statewide percent of 81.09 for the 2003-2004 school year AND	2. (HB 1294) academic reviews conducted in schools in prior years identify common areas for improvement which are division level responsibilities under the SOQ
Charles City	3	0	0	No
Colonial Beach	2	0	0	No
Covington City	3	0	0	No
Franklin City	3	0	0	No
Petersburg City	10	0	0	Yes
Sussex Co.	5	0	0	Yes
Westmoreland Co.	4	0	0	No
Buchanan Co.	6	1	4.06	No
Brunswick Co.	6	1	9.08	No
Lunenburg Co.	4	1	17.78	No
Amherst Co.	10	3	19.20	No
Caroline Co.	6	2	25.43	No
Portsmouth City	23	7	27.93	Yes
Fredericksburg City	3	1	30.29	No
Prince Edward Co.	3	1	30.75	No
Charlottesville City	9	5	34.92	No
Suffolk City	18	8	36.81	No
Greensville Co.	5	1	37.51	No
Richmond City	53	23	39.93	Yes
Nottoway Co.	6	3	40.58	No
Galax City	3	1	41.08	No
Northampton Co.	4	24	42.43	No
Southampton Co.	6	2	43.46	No
Grayson Co.	10	3	44.19	No

School Division	Total Number Schools	Number of Fully Accredited Schools	1. Percent of students attending fully accredited schools is below statewide percent of 81.09 for the 2003-2004 school year AND	2. (HB 1294) academic reviews conducted in schools in prior years identify common areas for improvement which are division level responsibilities under the SOQ
Carroll Co.	10	3	44.66	No
Montgomery Co.	20	8	45.77	No
Wythe Co.	12	5	45.81	No
King George Co.	4	2	47.36	No
Danville City	16	9	47.36	No
Accomack Co.	12	5	47.37	No
Tazewell Co.	16	9	50.19	No
Buckingham Co.	6	3	50.19	No
Lee Co.	13	9	50.88	Yes
Pulaski Co.	11	5	52.02	No
King William Co.	4	2	52.63	No
Warren Co.	8	5	57.72	No
Norfolk City	48	27	58.34	No
Newport News City	41	25	58.76	No
Roanoke City	31	16	62.11	No
Culpeper Co.	8	6	62.15	No
Bland Co.	4	2	62.68	No
King and Queen Co.	3	2	63.37	No
Essex Co.	3	2	63.61	No
Winchester City	6	3	64.24	No
Staunton City	6	4	64.31	No
Pittsylvania Co.	17	11	66.66	No
Surry Co.	3	2	66.81	No
Gloucester Co.	10	8	67.36	No
Northumberland Co.	3	2	69.15	No
Amelia Co.	3	2	70.19	No
Hampton City	34	25	73.18	No
Dinwiddie Co.	7	6	73.53	No
Russell Co.	12	8	73.93	No
Martinsville City	6	5	74.91	No
Nelson Co.	4	3	75.29	No
Louisa Co.	5	4	75.58	No
Bristol City	6	5	75.90	No
Appomattox Co.	4	3	77.09	No
Spotsylvania Co.	28	22	77.52	No
Alleghany Co.	7	6	78.55	No
Dickenson Co.	8	6	79.35	No
Alexandria City	16	13	80.83	No

Using data from 2003-2004, these criteria potentially identify five school divisions for division-level academic reviews

A third approach is to apply the requirement from HB 1294 to school divisions having a percentage of students attending warned schools that is higher than the statewide percentage of students attending warned schools for the current year. Statewide, 1.40% of students attend warned schools. Table 5 shows divisions that would be identified using this approach.

Table 5: School divisions potentially identified for division-level academic reviews using percent of students attending warned schools in 2003-2004 and HB 1294 requirement

School Division	Total Number of Schools	Number of Warned Schools	1. Percent of students attending warned schools exceeds statewide percent of 1.40 in the 2003-2004 school year AND	2. (HB 1294) academic reviews conducted in schools in prior years identify common areas for improvement which are division level responsibilities under the SOQ
Petersburg City	10	5	59.43	Yes
Brunswick Co.	6	3	46.03	No
Sussex Co.	5	3	41.60	Yes
Westmoreland Co.,	4	1	32.45	No
Lee Co.	13	1	22.11	Yes
Richmond City	53	7	13.96	Yes
Buchanan Co.	6	1	13.78	No
Portsmouth City (23)	23	5	10.11	Yes
Accomack Co.	12	1	10.02	No
Danville City	16	3	7.41	No
Roanoke City	31	3	6.02	No
Grayson Co.	10	1	3.68	No
Tazewell Co.	16	1	3.39	No
Greensville Co.	5	1	2.28	No

Using data from 2003-2004, these criteria potentially identify five school divisions for division-level academic reviews.

During the discussion of alternative accreditation plans, Mr. Jackson asked staff to bring back to the Board recommendations on how to encourage submission of alternative accreditation plans from local school divisions. Mr. Jackson asked Mrs. Genovese to work with staff on this issue.

Mr. Jackson also asked staff to prepare the third approach of identifying school divisions for division-level academic reviews as an action item for the May Board meeting.

Afterwards, Dr. Magill gave a brief analysis of how division-level academic review process is related to the Standards of Quality.

Review of the Standards of Quality

Anne Wescott, assistant superintendent for policy and communications, presented this report. Mrs. Wescott gave an overview of the Board's recent actions regarding the Standards of Quality (SOQ). Article VIII, § 2 of the Constitution of Virginia requires the

Board of Education to determine and prescribe standards of quality for the public schools in Virginia. The Constitution states:

Standards of quality for the several school divisions shall be determined and prescribed from time to time by the Board of Education, subject to revision only by the General Assembly. The General Assembly shall determine the manner in which funds are to be provided for the cost of maintaining an educational program meeting the prescribed standards of quality.

On August 7, 1971, the Board of Education adopted the first Standards of Quality (SOQ). They were revised by the General Assembly in 1972 and adopted as uncodified Acts of Assembly. In 1974, they were revised into eight standards. Mrs. Wescott added that in 1984, the standards were codified by the General Assembly, and in 1988 they were arranged into their current format.

The Board revised its by-laws in October 2001 to require the Board to "determine the need for a review of the SOQ from time to time but no less than once every two years." In 2002, the General Assembly passed Senate Bill 201, which added § 22.1-18.01 to the Code and required that "To ensure the integrity of the standards of quality, the Board of Education shall, in odd-numbered years, exercise its constitutional authority to determine and prescribe the standards, subject only to revision by the General Assembly, by (i) reviewing the standards and (ii) either proposing amendments to the standards or (iii) making a determination that no changes are necessary."

Mrs. Wescott reported that the Board began its work on the most recent recommended revisions to the Standards of Quality in January 2002, with the initial meeting of the Standing Committee on the Standards of Quality, and completed its review in June 2003. The resulting legislation, HB 1014 and SB 479, was passed by the General Assembly during the 2004 Session.

In addition, the work of the Committee on the Lowest Performing School Divisions resulted in the Board's recommending legislation that establishes a division-level academic review, requires chronically low-performing school divisions to develop a corrective action plan that must be approved by the Board of Education, and gives the Board the authority to petition the circuit court with jurisdiction over the school division to compel compliance with the Standards of Quality. This legislation, HB 1294, was also passed by the General Assembly during the 2004 Session.

Following the presentation by Mrs. Wescott, the president outlined his view of the frame of reference for the requirements of the Standards of Quality; i.e., the provisions of the SOQ must be clear and must set forth requirements for (1) teaching; (2) testing; (3) analysis of data; (4) remediation.

During the ensuing discussion, the Board identified issues for further examination to determine whether or not additional revisions to the SOQ are warranted. The issues discussed by the Board include the following:

- Curriculum alignment: define "implement" for review purposes.
- Use data for remediation.
- School board member orientation: professional development.
- Effective, high quality professional development that is tied to data analysis.
- Remediation tied to data analysis : Is it working? Why not? How are you fixing it?
- Need to involve stakeholders.
- Use of data; data analysis.
- Results of academic reviews should help pinpoint area of need.
- Standards of Accreditation also a source.
- Implementation is important.
- Curriculum alignment is important.
- Implementation of instructional models: teachers must know how to use the model effectively.
- Instructional time must be protected from interruption.

Discussion of the Preparation and Contents of the Board of Education's Annual Report on the Condition and Needs of the Public Schools in Virginia

This item was deferred until the May Board meeting.

ADJOURNMENT

There being no further business of the Board of Education and Board of Career and Technical Education, Mr. Jackson adjourned the meeting at 12:00 p.m.

Secretary

President