

COMMONWEALTH of VIRGINIA

Board of Education Agenda

Date of Meeting: January 12, 2005

Time: As Shown

Location: Conference Rooms D & E, James Monroe State Office Building
101 North 14th Street, Richmond, Virginia



9:00 a.m. FULL BOARD CONVENES

Moment of Silence

Pledge of Allegiance

Approval of Minutes of the November 17, 2004, Meeting of the Board

Public Comment

Consent Agenda

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

Action/Discussion on Board of Education Regulations

- D. First Review of Revisions to the Emergency Regulations Governing Reduction of State Aid When Length of School Term Below 180 Teaching Days or 990 Teaching Hours (8 VAC 20-520-10 et seq.)
- E. Final Review of Regulations Governing Adult High School Programs (8 VAC 20-30-10 et seq.)
- F. First Review of Proposed Technical Revisions to the Regulations Governing the Licensure of School Personnel (8 VAC 20-21-10 et seq.)
- G. First Review of Notice of Intended Regulatory Action (NOIRA) to Amend the Regulations Governing the Licensure of School Personnel (8 VAC 20-21-10 et seq.)
- H. First Review of Notice of Intended Regulatory Action (NOIRA) to Amend the Regulations Governing Approved Programs for Virginia Institutions of Higher Education (8 VAC 20-541-10 et seq.)

- I. First Review of Notice of Intended Regulatory Action (NOIRA) to Amend the Regulations Establishing Standards for Accrediting Public Schools in Virginia (8 VAC 20-131-10 et seq.)

Action/Discussion Items

- J. First Review of a Progress Report in Response to House Joint Resolution 123 of the 2004 Virginia General Assembly
- K. First Review of Accreditation of Continuing Approved Teacher Preparation Programs Reviewed in 2004
- L. Final Review of a Proposal Regarding Establishing Standards of Learning Testing Windows
- M. First Review of Proposed Amendments to Virginia's Consolidated State Application Accountability Plan Under the *No Child Left Behind Act of 2001*
- N. First Review of the Annual Performance Report on Adult Education and Family Literacy
- O. Final Review of Textbooks and Instructional Materials for State Adoption in Mathematics, English and Literature, and Foreign Language
- P. First Review of a Template and Report on a Statewide Articulation Agreement for Career and Technical Education, in Compliance with HJR 125

Reports

- Q. Report on Virginia's Foundation Blocks for Early Learning: Standards for Literacy and Mathematics (Preschool Standards)
- R. Report on the Requirements in the Code of Virginia Regarding the Board of Education's Six-Year Plan

DISCUSSION OF CURRENT ISSUES - by Board of Education Members and Superintendent of Public Instruction

EXECUTIVE SESSION

ADJOURNMENT

PUBLIC NOTICE

The Board of Education members will meet for dinner at 6:30 p.m. at the Crowne Plaza Hotel on Tuesday, January 11, 2005. Items for the Board agenda may be discussed informally at that dinner. No votes will be taken, and it is open to the public. The Board president reserves the right to change the times listed on this agenda depending upon the time constraints during the meeting.

GUIDELINES FOR PUBLIC COMMENT

1. The Board of Education is pleased to receive public comment at each of its regular monthly meetings. In order to allow the Board sufficient time for its other business, the total time allotted to public comment will generally be limited to thirty (30) minutes. Individuals seeking to speak to the Board will be allotted three (3) minutes each.
2. Those wishing to speak to the Board should contact Dr. Margaret Roberts, Executive Assistant for Board Relations at (804) 225-2924. Normally, speakers will be scheduled in the order that their requests are received until the entire allotted time slot has been used. Where issues involving a variety of views are presented before the Board, the Board reserves the right to allocate the time available so as to insure that the Board hears from different points of view on any particular issue.
3. Speakers are urged to contact Dr. Roberts in advance of the meeting. Because of time limitations, those persons who have not previously registered to speak prior to the day of the Board meeting cannot be assured that they will have an opportunity to appear before the Board.
4. In order to make the limited time available most effective, speakers are urged to provide multiple written copies of their comments or other material amplifying their views.

Board of Education Agenda Item

Item: _____ A. _____

Date: _____ January 12, 2005 _____

Topic: Final Review of Financial Report on Literary Fund

Presenter: Mr. Daniel S. Timberlake, Assistant Superintendent for Finance

Telephone Number: (804) 225-2025 E-Mail Address: Daniel.Timberlake@doe.virginia.gov

Origin:

_____ Topic presented for information only (no board action required)

X Board review required by

X State or federal law or regulation

_____ Board of Education regulation

_____ Other: _____

X Action requested at this meeting _____ Action requested at future meeting: _____ (date)

Previous Review/Action:

X No previous board review/action

_____ Previous review/action

date _____

action _____

Background Information:

In accordance with the provisions of the Code of Virginia, Chapter 10, Section 22.1-142, the Board of Education is responsible for the management of the Literary Fund. This report reflects the status of the Literary Fund and the status of the Reserve Fund, which is in the custody of the Virginia Public School Authority (VPSA). The report also reflects the total principal of the fund, as well as cash, investments, and all short and long term loans in both funds.

Summary of Major Elements

Attachment A reflects the financial position of the Literary Fund as of September 30, 2004. The information presented in this report reflects the commitments against the Literary Fund as of September 30, 2004.

Attachment B reflects the currently active projects as of September 30, 2004.

Attachment C represents a three-year income analysis of the Literary Fund.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends approval of the financial report (including all statements) on the status of the Literary Fund as of September 30, 2004.

Impact on Resources:

As funds become available in the Literary Fund, recommendations will be made to the Board for funding priority projects and those projects at the top of the First Priority Waiting List, with cash reduced as loan requests are processed.

Timetable for Further Review/Action:

The Department staff will prepare a quarterly financial report on this fund for Board approval. Information also will be presented each quarter, as part of another agenda item, regarding those projects on the two waiting lists.

BOARD OF EDUCATION
STATEMENT OF THE FINANCIAL POSITION OF THE LITERARY FUND
(as of September 2004)

Line		September 30, 2004	August 31, 2004	Increase/ (Decrease)
<u>Reference</u>	PRINCIPAL BALANCE			
1.	Cash and investments maintained by State Treasurer	113,173,485.00	104,266,978.00	8,906,507.00
2.	Loans received from local school boards (secured by promissory notes)	14,313,954.00	14,257,309.00	56,645.00
3.	Cash and investments in custody of Virginia Public School Authority (VPSA)	-	-	-
4.	Long-term loans in custody of Virginia Public School Authority (VPSA)	390,724,957.00	392,691,155.00	(1,966,198.00)
5.	Total Principal of Literary Fund	518,212,396.00	511,215,442.00	6,996,954.00
	CURRENT COMMITMENTS AGAINST LITERARY FUND REVENUE			
6.	Balance due on active projects (Attachment B)	8,869,057.46	8,974,138.39	(105,080.93)
7.	Debt service on VPSA equipment notes ¹	64,511,600.00	64,511,600.00	-
8.	Interest rate subsidy ²	5,000,000.00	5,000,000.00	-
9.	Trigon Reserve	5,657,429.00	5,657,429.00	-
10.	Transfer for Teacher Retirement ³	131,854,700.00	131,854,700.00	-
11.	Other Encumbrances held by Treasurer of Virginia	10,233.54	10,233.61	(0.07)
12.	Total of Literary Fund Commitments	215,903,020.00	216,008,101.00	(105,081.00)
	FUNDS AVAILABLE FOR CURRENT COMMITMENTS AND NEW LOANS			
13.	Cash and investments maintained by State Treasurer (Line 1)	113,173,485.00		
14.	Less commitments against Literary Fund Revenues (Line 12)	(215,903,020.00)		
15.	Balance Available to Fund New Projects Currently on Waiting List - (Additional Funds Needed to Meet Commitments)	(102,729,535.00)		

NOTES:

¹ Chapter 4 approved June 25, 2004, requires \$64,511,600 to be set aside for debt service on equipment notes.

² Chapter 4 approved June 25, 2004, requires \$5,000,000 to be set aside for an interest rate subsidy program.

³ Chapter 4 approved June 25, 2004, requires \$131,854,700 to be transferred from the Literary Fund to pay teacher retirement in fiscal year 2005.

ACTIVE PROJECTS AS OF SEPTEMBER 30, 2004

Application Number	County, City or Town	School	Date of Release by Bd. of Educ.	Funds Released	Funds Disbursed	Balance Due
10963	Augusta County	1999 Subsidy (Churchville Elem)	11/18/1999	1,439,546.00	1,415,188.31	24,357.69
10975	Clarke County	Johnson Williams Middle	9/28/2000	7,500,000.00	-	7,500,000.00
11058	Halifax County	Sydnor Jennings Elementary	6/20/2001	3,500,000.00	3,400,074.56	99,925.44
11111	Patrick County	Woolwine Elementary (2002 Subsidy)	11/7/2002	50,763.00	44,263.00	6,500.00
11105	Russell County	Honaker Elementary (2002 Subsidy)	11/7/2002	325,917.27	310,930.59	14,986.68
11071	Smyth County	Chilhowie Elementary	9/26/2001	2,593,511.00	2,228,829.00	364,682.00
11070	Smyth County	Chilhowie Middle/High	9/26/2001	2,238,759.00	2,146,934.00	91,825.00
11131	Stafford County	Stafford Elementary (2003 Subsidy)	11/30/2003	659,305.31	654,746.41	4,558.90
11034	Sussex County	Sussex Central High	9/28/2000	7,500,000.00	7,118,661.00	381,339.00
11102	Washington County	Rhea Valley Elem (2001 Subsidy)	11/26/2001	168,673.00	72,177.31	96,495.69
11096	Washington County	Abingdon High (2003 Subsidy)	11/30/2003	34,942.97	10,234.00	24,708.97
11097	Washington County	John S. Battle High (2003 Subsidy)	11/30/2003	30,209.93	-	30,209.93
11098	Washington County	Holston High (2003 Subsidy)	11/30/2003	20,948.94	-	20,948.94
11099	Washington County	Patrick Henry High (2003 Subsidy)	11/30/2003	30,181.33	-	30,181.33
11100	Washington County	Valley Institute (2003 Subsidy)	11/30/2003	5,861.31	-	5,861.31
11078	Washington County	Wallace Middle	9/26/2001	439,704.00	439,616.00	88.00
11083	Washington County	Glade Spring Middle	9/26/2001	139,220.00	119,585.00	19,635.00
11063	Chesapeake City	Great Bridge Intermediate (2001 Subsidy)	9/26/2001	66,655.00	62,359.58	4,295.42
11062	Chesapeake City	Butts Road Intermediate (2001 Subsidy)	9/26/2001	85,594.00	47,074.71	38,519.29
11064	Chesapeake City	Greenbrier Intermediate (2001 Subsidy)	9/26/2001	85,594.00	45,824.17	39,769.83
10999	Franklin City	Franklin High School (1999 Subsidy)	11/18/1999	263,300.00	193,130.96	70,169.04
January, 2005				27,178,686.06	18,309,628.60	8,869,057.46

LITERARY FUND OF VIRGINIA
INCOME ANALYSIS (2002-03 THRU 2004-05)

2002-03	Interest	Fines & Forfeitures	Unclaimed Property	Lottery Transfer	VPSA Transfer	Total
July	\$335,562	\$0	\$0	\$0	\$0	\$335,562
August	\$393,014	\$4,206,398	0	\$1,020,393	0	5,619,805
September	\$604,196	\$4,021,573	0	\$578,775	0	5,204,544
October	\$1,510,810	\$4,425,113	0	\$1,044,794	0	6,980,717
November	\$377,820	\$4,515,153	0	\$664,449	0	5,557,422
December	\$273,541	\$3,299,144	0	\$436,899	0	4,009,584
January	\$2,157,923	\$3,387,862	0	\$647,278	48,455,163	54,648,226
February	\$354,322	\$4,703,278	30,000,000	\$635,618	0	35,693,218
March	\$375,106	\$4,038,001	0	\$659,630	0	5,072,737
April	\$2,308,339	\$4,263,825	0	\$703,270	0	7,275,434
May	\$533,012	\$4,278,760	0	\$0	0	4,811,772
June	\$2,919,696	\$8,429,766	14,000,000	\$5,913,477	0	31,262,939
	\$12,143,341	\$49,568,873	\$44,000,000	\$12,304,583	\$48,455,163	\$166,471,960

2003-04	Interest	Fines & Forfeitures	Unclaimed Property	Lottery Transfer	VPSA Transfer	Total
July	\$7,560	\$0	\$0	\$0	\$0	\$7,560
August	\$401,611	\$4,218,866	0	\$0	0	4,620,477
September	\$388,489	\$4,193,908	0	\$708,102	0	5,290,499
October	\$953,432	\$4,193,773	0	\$1,464,273	0	6,611,478
November	\$430,922	\$7,370,275	0	\$614,751	0	8,415,948
December	\$331,088	\$7,925,364	0	\$979,623	0	9,236,075
January	\$1,091,268	\$5,970,204	0	\$588,093	50,494,673	58,144,238
February	\$409,446	\$5,021,910	0	\$0	0	5,431,356
March	\$502,894	\$4,577,460	30,000,000	\$1,635,305	0	36,715,659
April	\$1,660,228	\$5,482,738	0	\$739,989	0	7,882,955
May	\$2,181,071	\$4,840,637	0	\$3,280,587	16,803,247	27,105,542
June	\$5,501,604	\$10,044,075	20,000,000	\$3,024,259	1,056,509	39,626,447
	\$13,859,613	\$63,839,210	\$50,000,000	\$13,034,982	\$68,354,429	\$209,088,234

2004-05	Interest	Fines & Forfeitures	Unclaimed Property	Lottery Transfer	VPSA Transfer	Total
July	\$5,866,000	\$0	\$0	\$0	\$0	\$5,866,000
August	\$6,459,099	\$5,012,841	0	\$0	0	11,471,940
September	\$3,059,842	\$4,747,251	0	\$1,204,496	0	9,011,589
October	\$3,672,000	\$4,783,000	0	\$1,000,000	0	9,455,000 *
November	\$2,924,000	\$4,783,000	0	\$1,000,000	0	8,707,000 *
December	\$6,340,000	\$4,783,000	0	\$1,000,000	0	12,123,000 *
January	\$5,140,000	\$4,783,000	0	\$1,000,000	59,232,000	70,155,000 *
February	\$3,681,000	\$4,783,000	0	\$1,000,000	0	9,464,000 *
March	\$5,062,000	\$4,783,000	40,000,000	\$1,000,000	0	50,845,000 *
April	\$6,089,000	\$4,783,000	0	\$1,000,000	0	11,872,000 *
May	\$2,539,000	\$4,783,000	0	\$1,000,000	0	8,322,000 *
June	\$4,157,000	\$9,567,000	20,000,000	\$1,000,000	0	34,724,000 *
	\$54,988,941	\$57,591,092	\$60,000,000	\$10,204,496	\$59,232,000	\$242,016,529

* Estimated Amounts

Board of Education Agenda Item

Item: B.

Date: January 12, 2005

Topic: Final Review of Recommendations Concerning Applications for Literary Fund Loans

Presenter: Mr. Daniel S. Timberlake, Assistant Superintendent for Finance

Telephone Number: (804) 225-2025 **E-Mail Address:** Daniel.Timberlake@doe.virginia.gov

Origin:

Topic presented for information only (no board action required)

Board review required by
 State or federal law or regulation
 Board of Education regulation
 Other: _____

Action requested at this meeting Action requested at future meeting: _____ (date)

Previous Review/Action:

No previous board review/action

Previous review/action
date _____
action _____

Background Information:

The recommendation for approval of the projects on Attachment A is in accordance with the Code of Virginia, Chapter 10, Section 22.1-146, which authorizes the Board of Education to make loans from the Literary Fund for the purpose of erecting, altering, or enlarging school buildings. Approval of an application constitutes the first step in a two-step process to secure a loan from the Literary Fund. The second step can occur only after Departmental receipt of final plans and specifications per Section 22.1-140 of the Code, coupled with a written request to the Department for release of funds, with the latter request also requiring Board approval.

Summary of Major Elements

Attachment A reflects six applications that have been reviewed by the Department. These applications have met all of the Board's requirements necessary to be approved for a Literary Fund loan and are currently under review by the Office of the Attorney General.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends approval of six applications in the amount of \$38,500,000 subject to review and approval by the Office of the Attorney General pursuant to Section 22.1-156, Code of Virginia (Attachment A).

Impact on Resources:

There will be no impact on the resources of the Literary Fund until a locality receives approval from the Board of Education for the release of funds and construction commences on the approved project.

Timetable for Further Review/Action:

Recommendations similar to Attachment A will be presented to the Board on a quarterly basis as needed if found in proper order after review by the Department and Office of the Attorney General staff.

BOARD OF EDUCATION
APPLICATIONS PRESENTED FOR APPROVAL

It is recommended that the following applications be approved.

School Division	School	Amount	Comment
Accomack County	Arcadia Middle	\$ 7,500,000	New Construction (Plans approved)
Accomack County	Nandua Middle	4,500,000	New Construction (Plans approved)
Portsmouth City	Park View Elementary	7,500,000	New Construction (Plans approved)
Campbell County	Yellow Branch Elementary	7,500,000	New Construction (Plans approved)
Russell County	Lebanon Primary	4,000,000	Renovations (Plans approved)
Brunswick County	Brunswick High School	<u>7,500,000</u>	New Construction (Plans approved)
	Total	\$ 38,500,000	

January, 2005

Summary of Major Elements:

To the extent funds are available, a recommendation for initial release of funds is presented for projects currently on the First Priority Waiting List or otherwise eligible for priority funding. To the extent funds are not available, new requests for the initial release of Literary Funds cannot be approved. As a result, such requests must be deferred and placed on either the First or Second Priority Waiting List in accordance with the Literary Fund regulations.

This item consists of five elements that require action by the Board of Education. These elements are:

1. Six new projects totaling \$38,500,000 are listed at the end of Attachment A and shown in the priority to which they are eligible to be assigned to the First Priority Waiting list with their associated impact to the Literary Fund. These six projects should be approved for placement on the Waiting List subject to review and approval by the Office of the Attorney General pursuant to §22.1-156, Code of Virginia.
2. Hanover County submitted a letter dated October 13, 2004, requesting that one project (New Hanover High School) be removed from the First Priority Waiting List. The school board has acquired funding from sources other than the Literary Fund for this project.
3. Two projects for Greene County (William Monroe High and William Monroe Middle) were inadvertently left off of the First Priority Waiting List in April, 2004. Based on the date of the approval of plans, these two projects should be placed as Numbers 33 and 34 on the First Priority Waiting List.
4. When Patrick County received the bids on their projects, the bids were higher than the projected amounts. Patrick County has submitted revised applications for the projects and has requested the project amounts be revised as follows:

<u>Priority</u>	<u>Project</u>	<u>Original</u>	<u>Revised</u>	<u>Difference</u>
35	Woolwine Elementary	\$ 367,000	\$ 575,000	\$ 208,000
36	Patrick High School	1,205,467	1,714,000	508,533

5. Finally, when New Kent County received the bids on their project, the bid was higher than the projected amount. New Kent County has submitted a revised application for the project and has requested the project amount be revised as follows.

<u>Priority</u>	<u>Project</u>	<u>Original</u>	<u>Revised</u>	<u>Difference</u>
37	New Kent Primary	\$ 2,487,946	\$ 2,596,515	\$ 108,569

Attachment D is the list of 15 projects that participated in the 2004 Interest Rate Subsidy program and as a result have been removed from the First Priority Waiting List.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education approve the actions described in each of the five elements listed under "Summary of Major Elements."

No funds are available at this time to release loans for projects on the First Priority Waiting List, consequently, the Superintendent of Public Instruction recommends that the Board of Education defer funding for all projects listed on Attachment A.

Impact on Resources:

Current Board policy provides that, upon initial release of funds, Literary Fund cash is reduced in the total amount of the approved loan to assure that cash is available as required for project completion. The disbursement of funds is based on actual invoices or other evidence of bills due and payable from the Literary Fund.

Timetable for Further Review/Action:

The staff will prepare items for the Board on this subject as needed. Based on the availability of funds, initial release of funds will be made or projects will be deferred and placed on the Waiting List.

BOARD OF EDUCATION - FIRST PRIORITY WAITING LIST

The following projects have been placed or are recommended for placement on the First Priority Waiting List with the actions as indicated in the last column. Projects recommended for action at this meeting are presented in italics.

Priority	Date Placed on Waiting List	School Division	School	Interest Rate	Amount	Cumulative Total	Action/Status
<i>1</i>	<i>September, 2001</i>	<i>Hanover County</i>	<i>New Hanover High School</i>	<i>4%</i>	<i>7,500,000</i>	<i>7,500,000</i>	<i>Remove</i>
2	February, 2002	Orange County	Locust Grove Middle	4%	7,500,000	15,000,000	Funding Deferred
3	March, 2002	Hopewell City	Carter G. Woodson Middle	2%	1,100,000	16,100,000	Funding Deferred
4	March, 2002	King William County	King William High	3%	7,500,000	23,600,000	Funding Deferred
5	March, 2002	Buckingham County	Buckingham Middle	2%	7,500,000	31,100,000	Funding Deferred
6	April, 2002	Fluvanna County	Fluvanna High	3%	7,500,000	38,600,000	Funding Deferred
7	April, 2002	Orange County	Orange County High	4%	7,500,000	46,100,000	Funding Deferred
8	May, 2002	Amelia County	Amelia High	3%	2,500,000	48,600,000	Funding Deferred
9	May, 2002	Amelia County	Amelia Middle	3%	5,000,000	53,600,000	Funding Deferred
10	June, 2002	Prince George County	South Elementary	2%	5,911,575	59,511,575	Funding Deferred
11	June, 2002	Prince George County	Harrison Elementary	2%	7,044,000	66,555,575	Funding Deferred
12	July, 2002	Newport News City	General Stanford Elementary	2%	7,500,000	74,055,575	Funding Deferred
13	March, 2003	Salem City	Andrew Lewis Middle	4%	7,500,000	81,555,575	Funding Deferred
14	March, 2003	Franklin County	Windy Gap Elementary	3%	7,500,000	89,055,575	Funding Deferred
15	March, 2003	Lynchburg City	E. C. Glass High	3%	7,500,000	96,555,575	Funding Deferred
16	March, 2003	Lunenburg County	Lunenburg Middle	2%	7,500,000	104,055,575	Funding Deferred
17	June, 2003	King George County	King George Elementary	3%	7,500,000	111,555,575	Funding Deferred
18	June, 2003	Galax City	Galax Elementary	3%	2,000,000	113,555,575	Funding Deferred
19	June, 2003	Sussex County	Sussex Central Middle	3%	7,500,000	121,055,575	Funding Deferred
20	June, 2003	Floyd County	Check Elementary	3%	2,160,800	123,216,375	Funding Deferred
21	June, 2003	Floyd County	Floyd Elementary	3%	1,123,737	124,340,112	Funding Deferred
22	June, 2003	Floyd County	Indian Valley Elementary	3%	2,030,933	126,371,045	Funding Deferred
23	June, 2003	Floyd County	Willis Elementary	3%	1,820,531	128,191,576	Funding Deferred
24	June, 2003	Floyd County	Floyd High	3%	4,863,998	133,055,574	Funding Deferred
25	June, 2003	Alleghany County	Falling Springs Elementary	2%	2,000,000	135,055,574	Funding Deferred
26	June, 2003	Alleghany County	Callaghan Elementary	2%	1,000,000	136,055,574	Funding Deferred

BOARD OF EDUCATION - FIRST PRIORITY WAITING LIST

The following projects have been placed or are recommended for placement on the First Priority Waiting List with the actions as indicated in the last column. Projects recommended for action at this meeting are presented in italics.

Priority	Date Placed on Waiting List	School Division	School	Interest Rate	Amount	Cumulative Total	Action/Status
27	June, 2003	Alleghany County	Sharon Elementary	2%	1,000,000	137,055,574	Funding Deferred
28	June, 2003	Stafford County	New Elementary 2004	3%	7,500,000	144,555,574	Funding Deferred
29	February, 2004	Mecklenburg County	South Hill Elementary	3%	7,500,000	152,055,574	Funding Deferred
30	February, 2004	Manassas Park City	Manassas Park High	3%	7,000,000	159,055,574	Funding Deferred
31	February, 2004	Rockingham County	Montevideo Middle	3%	6,600,000	165,655,574	Funding Deferred
32	February, 2004	Rockingham County	Elkton Middle	3%	7,000,000	172,655,574	Funding Deferred
33	<i>April, 2004</i>	<i>Greene County</i>	<i>William Monroe High</i>	<i>3%</i>	<i>4,000,000</i>	<i>176,655,574</i>	<i>Add/ Funding Deferred</i>
34	<i>April, 2004</i>	<i>Greene County</i>	<i>William Monroe Middle</i>	<i>3%</i>	<i>5,000,000</i>	<i>181,655,574</i>	<i>Add/ Funding Deferred</i>
35	<i>April, 2004</i>	<i>Patrick County</i>	<i>Woolwine Elementary</i>	<i>2%</i>	<i>575,000</i>	<i>182,230,574</i>	<i>Change Amount/ Funding Deferred</i>
36	<i>April, 2004</i>	<i>Patrick County</i>	<i>Patrick County High</i>	<i>2%</i>	<i>1,714,000</i>	<i>183,944,574</i>	<i>Change Amount/ Funding Deferred</i>
37	<i>April, 2004</i>	<i>New Kent County</i>	<i>New Kent Primary</i>	<i>4%</i>	<i>2,596,515</i>	<i>186,541,089</i>	<i>Change Amount/ Funding Deferred</i>
38	April, 2004	New Kent County	G. W. Watkins Elementary	4%	6,912,054	193,453,143	Funding Deferred
39	June, 2004	Page County	Page County High	2%	7,500,000	200,953,143	Funding Deferred
40	June, 2004	Page County	Luray High	2%	7,500,000	208,453,143	Funding Deferred
41	September, 2004	Roanoke City	Patrick Henry High	3%	7,500,000	215,953,143	Funding Deferred
42	September, 2004	Roanoke City	Fallon Park Elementary	3%	1,600,000	217,553,143	Funding Deferred
43	September, 2004	Roanoke City	Westside Elementary	3%	3,100,000	220,653,143	Funding Deferred
44	September, 2004	Hanover County	Stonewall Jackson Middle	4%	2,025,000	222,678,143	Funding Deferred

BOARD OF EDUCATION - FIRST PRIORITY WAITING LIST

The following projects have been placed or are recommended for placement on the First Priority Waiting List with the actions as indicated in the last column. Projects recommended for action at this meeting are presented in italics.

Priority	Date Placed on Waiting List	School Division	School	Interest Rate	Amount	Cumulative Total	Action/Status
<i>New projects to be added with funding deferred until funds are approved for release by separate action by the Board of Education.</i>							
45	January, 2005	Accomack County	Arcadia Middle	2%	7,500,000	230,178,143	Add/ Funding Deferred
46	January, 2005	Accomack County	Nandua Middle	2%	4,500,000	234,678,143	Add/ Funding Deferred
47	January, 2005	Portsmouth City	Park View Elementary	2%	7,500,000	242,178,143	Add/ Funding Deferred
48	January, 2005	Campbell County	Yellow Branch Elementary	2%	7,500,000	249,678,143	Add/ Funding Deferred
49	January, 2005	Russell County	Lebanon Primary	2%	4,000,000	253,678,143	Add/ Funding Deferred
50	January, 2005	Brunswick County	Brunswick High	2%	7,500,000	261,178,143	Add/ Funding Deferred

January, 2005

BOARD OF EDUCATION - SECOND PRIORITY WAITING LIST

The following projects have been placed or are recommended for placement on the Second Priority Waiting List with the actions as indicated in the last column. Projects recommended for action at this meeting are presented in italics.

Priority	Date Placed on Waiting List	School Division	School	Interest Rate	Amount	Cumulative Total	Action/Status
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NO PROJECTS

LITERARY FUND OF VIRGINIA
APPROVED APPLICATION LIST

Application Number	School Division	School	Application Amount	Date Approved by Board of Education
11105	Pulaski County	Pulaski High School	\$ 1,200,000	February 5, 2002

*Reflects only those applications not on waiting lists

January, 2005

Projects in 2004 Subsidy

School Division	School	Literary Fund Amount	Interest Rate	Subsidy Amount
Smyth County	North Middle/Rich Valley Elem	\$ 150,000.00	2%	\$ 30,029.99
Augusta County	Wilson Middle	7,500,000.00	3%	577,917.09
Patrick County	Hardin Reynolds Elem	403,000.00	2%	69,652.16
	Stuart Elem	110,669.00	2%	17,366.63
	Patrick High	1,000,000.00	2%	130,606.53
	Blue Ridge Elem	725,000.00	2%	113,631.47
Pittsylvania County	Chatham Middle	7,500,000.00	2%	1,181,761.97
	Dan River Middle	5,000,000.00	2%	783,516.47
	Tunstall Middle	7,500,000.00	2%	1,175,261.97
Nottoway County	Blackstone Primary	307,000.00	2%	54,631.84
	Crewe Primary	1,223,780.00	2%	191,790.06
Shenandoah County	Strasburg High	4,535,000.00	3%	128,422.81
	Stonewall Jackson High	4,535,000.00	3%	121,922.81
	Central High	4,535,000.00	3%	121,922.81
Roanoke City	Lincoln Terrace Elem	1,300,000.00	3%	105,566.89
	Total	\$ 46,324,449.00		\$ 4,804,001.50

Summary of Major Elements: The proposed regulation incorporates the changes required by the amendments to the Code of Virginia and clarifies certain other requirements. The changes include definitions of “severe weather conditions or other emergency situations” and “declared state of emergency.” The proposed regulation also includes authorization for school divisions to make up missed teaching days by providing equivalent teaching hours, specific requirements for the number of teaching days or teaching hours that must be made up based on the number of days a school has been closed, and a provision for the Board of Education to waive the requirement that school divisions provide additional teaching days or hours to compensate for school closings resulting from a declared state of emergency. Further, the proposed regulation authorizes the Superintendent of Public Instruction to approve reductions in the school term without a proportionate reduction in the amount paid by the Commonwealth from the Basic School Aid Fund.

The proposed regulation requires local school divisions to include in requests for waivers evidence of efforts that have been made by the school division to reschedule as many days as possible and to certify that every effort has been made to make up lost teaching days or hours exhausted before requesting a waiver of this requirement.

The proposed emergency regulation was approved by the Board of Education at its June 23, 2004 meeting for final review. At the request of the Office of the Secretary of Education and others, the regulation that was approved by the Board at the June meeting would be revised in the following manner:

- The language at 8VAC20-520-30 has been changed to clarify that a school division may make up missed teaching days by providing students with additional teaching hours equivalent to such missed teaching days. This language coincides with the language in § 22.1-98 of the Code of Virginia. Additionally, language was removed that required that extensions to teaching days be of sufficient length to permit the provision of meaningful instructional services.
- The language at 8VAC20-520-40 has been changed to state that the Board authorizes the Superintendent of Public Instruction to approve reductions in the school term for a school or the schools in a school division.
- A section regarding administration was added at 8VAC20-520-60. It requires the Virginia Department of Education to notify local school divisions annually of the provisions of the regulation and the Virginia Code regarding reductions in the length of the school term. It requires local school division superintendents to certify by April 15 of each school year whether their school term is expected to be less than 180 teaching days or 990 teaching hours and, if so, that the school division has read and complied with the provisions of the regulation and is implementing a plan for making up any missed time that has not been waived in accordance with the regulation.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education waive first review and approve the attached Emergency Regulation Governing Reduction of State Aid When the Length of the School Term Is Below 180 Teaching Days or 990 Teaching Hours for final review.

Impact on Resources: The promulgation of the regulation as proposed is expected to have a minimal fiscal and administrative impact on the local school divisions or on the Department of Education.

Timetable for Further Review/Action: Following the Board's final approval of the proposed emergency regulation, the next steps in the regulatory process, as set forth in the Administrative Process Act and Executive Order 21 (2002), will be initiated.

Board of Education

EMERGENCY REGULATIONS GOVERNING REDUCTION OF STATE AID WHEN LENGTH OF SCHOOL TERM BELOW 180 TEACHING DAYS OR 990 TEACHING HOURS

~~REGULATIONS GOVERNING REDUCTION OF STATE AID WHEN LENGTH OF SCHOOL TERM BELOW 180 SCHOOL DAYS~~

8VAC20-520-5. Definitions.

The following words and terms, when used in this regulation, shall have the following meaning unless the context clearly indicates otherwise:

“Declared state of emergency” means the declaration of an emergency before or after an event, by the Governor or by officials in a locality, that requires the closure of any or all schools within a school division.

“Instructional time” means the period that students are in school on a daily or annual basis as defined in the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, 8 VAC 20-131.

“Severe weather conditions or other emergency situations” means those circumstances presenting a threat to the health or safety of students that result from severe weather conditions or other emergencies, including, but not limited to, natural and man-made disasters, energy shortages or power failures.

“Teaching days” means days when instruction is provided.

“Teaching hours” means hours when instruction is provided.

8VAC20-520-10. Length of school term.

~~School divisions which are forced to close more than 15 days during the school term because of severe weather, energy shortages, or power failure may be eligible for a waiver of the 180 day requirement.~~

~~Waiver of days lost beyond the first 15 is not automatic. A request must be made and evidence must be presented to indicate that every reasonable effort has been made to reschedule as many days as possible. Before approving a waiver, the state Board of Education must be satisfied that the lost time cannot be made up.~~

~~The state Board of Education will expect school divisions to exhaust every possibility for making up lost days before requesting a waiver of the 180 day requirement.~~

~~The request for waiver shall be forwarded to the Superintendent of Public Instruction after it has been approved by the local school board.~~

Board of Education

EMERGENCY REGULATIONS GOVERNING REDUCTION OF STATE AID WHEN LENGTH OF SCHOOL TERM BELOW 180 TEACHING DAYS OR 990 TEACHING HOURS

~~Make-up days should be the regular length, except as provided in the regulations on the length of the school day. (One day a week may be shortened to no less than four hours, exclusive of lunch, if the total number of days average at least 5 ½ hours in length.)~~

~~The first 15 days lost cannot be made up by extending the length of the school day.~~

~~Applications for waiver to be considered by the state Board of Education at its May meeting must be received by April 30 of the school year for which the waiver is requested.~~

8VAC20-520-20. Length of school term.

- A. The length of every school's term in every school division shall be a minimum of 180 teaching days or 990 teaching hours in any school year.
- B. Nothing in these regulations shall prohibit a school division from exceeding the 180 teaching day or 990 teaching hour requirement in any of its schools.

8VAC20-520-30. Completion of teaching hours

- A. When severe weather conditions or other emergency situations have resulted in the closing of a school or schools in a school division for fewer than five days, the school or schools shall make up all missed days by adding teaching days to the school calendar or extending the length of the teaching day.
- B. When severe weather conditions or other emergency situations have resulted in the closing of a school or schools in a school division for five or more days, the school or schools shall make up the missed days in accordance with § 22.1-98 of the Code of Virginia by adding teaching days to the school calendar or extending the length of the teaching day.
- C. Nothing in these regulations shall preclude a school division from making up missed teaching days by providing students with additional teaching hours equivalent to such missed teaching days.

8VAC20-520-40. Waivers for a Declared State of Emergency.

- A. The Board of Education may waive the requirement that school divisions provide additional teaching days or teaching hours to compensate for closings resulting from a declared state of emergency.

Board of Education

EMERGENCY REGULATIONS GOVERNING REDUCTION OF STATE AID WHEN LENGTH OF SCHOOL TERM BELOW 180 TEACHING DAYS OR 990 TEACHING HOURS

- B. If the local school board desires a waiver for days missed as the result of a declared state of emergency, it shall submit a request for a waiver to the Board of Education. The request shall include evidence of efforts that have been made by the school division to reschedule as many days as possible.
- C. The division superintendent and the chair of the local school board shall certify that every reasonable effort for making up lost teaching days or teaching hours was exhausted before requesting a waiver of the requirement.
- D. The Board of Education authorizes the Superintendent of Public Instruction to approve, in compliance with these regulations, reductions in the school term for a school or the schools in a school division.
- E. If the waiver is denied, the school division shall make up the missed instructional time in accordance with 8VAC 20-520-30 of these regulations and § 22.1-98 of the Code of Virginia.

8VAC20-520-50. Funding.

- A. There shall be no proportionate reduction in the amount paid by the Commonwealth from the Basic School Aid Fund if a local school division:
 - 1. Completes instructional time in accordance with 8VAC 20-520-30 and § 22.1-98 of the Code of Virginia; or
 - 2. Obtains a waiver for closings resulting from a declared state of emergency in accordance with 8VAC20-520-40.
- B. The local appropriations for educational purposes necessary to fund 180 teaching days or 990 teaching hours shall not be proportionally reduced by any local governing body due to a reduction in the length of the term of any school, if the missed days are made up in accordance with 8VAC 20-520-30, or the schools in a school division have been granted a waiver in accordance with 8VAC 20-520-40.

8VAC20-520-60. Administration.

- A. The Virginia Department of Education shall annually notify local school divisions of the provisions of these regulations and the Virginia Code regarding reductions in the length of the school term.
- B. Local school division superintendents shall certify by April 15 of each school year that they have read and complied with these provisions and are implementing a

Board of Education

**EMERGENCY REGULATIONS GOVERNING REDUCTION OF STATE AID
WHEN LENGTH OF SCHOOL TERM BELOW 180 TEACHING DAYS OR 990
TEACHING HOURS**

plan for making up missed time that has not been waived in accordance with these regulations.

Board of Education Agenda Item

Item: E.

Date: January 12, 2005

Topic: Final Review of the Regulations Governing Adult High School Programs (8 VAC 20-30-10 et seq.)

Presenter: Dr. Yvonne V. Thayer, Director, Adult Education and Literacy

Telephone Number: 804-225-2293

E-Mail Address: Yvonne.Thayer@doe.virginia.gov

Origin:

Topic presented for information only (no board action required)

Board review required by
 State or federal law or regulation
 Board of Education regulation
 Other: _____

Action requested at this meeting Action requested at future meeting: _____ (date)

Previous Review/Action:

No previous board review/action

Previous review/action
date January 7, 2004
action First Review of Proposed Revisions

Background Information:

The adult high school program enables an adult to complete the required courses to earn an adult high school diploma, excluding health and physical education, by completing graduation requirements in effect when the individual entered the ninth grade. An adult student who completes all requirements of a board-approved diploma in effect at the time he will graduate shall be awarded the respective diploma. Adult high school programs employ licensed teachers and follow standard high school course requirements. The External Diploma Program (EDP) is a national program that allows adults who acquired their academic skills through life and work experience to demonstrate competence in an applied performance assessment process.

The *Regulations Governing Adult High School Programs* were last revised in 1985 and are not aligned with the *Regulations Establishing Standards for Accrediting Public Schools in Virginia (SOA)*. Although it requires adults to meet high standards, the EDP does not comport with diploma requirements as described in the accreditation standards.

Summary of Major Elements

The proposed *Regulations Governing Adult High School Programs* have the following additions or changes, aside from editorial corrections:

1. Educational alternatives must be considered before enrolling a student in grades 9-12 in adult education classes.
2. “Other objective evidence” may be used in addition to testing to constitute sufficient evidence for one unit of credit in courses leading to high school credit.
3. The principal or superintendent may award credit in accordance with school board policies.
4. An adult student who completes all requirements for a board-approved diploma in effect at the time he will graduate shall be awarded the respective diploma.
5. The requirement for specific assessments may be waived if assessments are no longer administered to high school students.
6. An adult high school diploma is established and awarded in either of two circumstances: (a) the adult has completed the requirements for a diploma that were in effect at the time he first entered the ninth grade or (b) the adult has completed the requirements of the External Diploma Program.
7. Adult high school programs shall have access to computer technology as well as library media and science laboratory facilities.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education adopt the proposed *Regulations Governing Adult High School Programs*.

Impact on Resources:

The impact on resources is not expected to be significant.

Timetable for Further Review/Action:

The Department of Education will notify local school divisions of the changes in the regulations when final approval is granted through the Administrative Process Act.

Regulations Governing Adult High School Programs
8 VAC 20-30-10

8 VAC 20-30-10. Responsibility.

Local ~~authorities~~ school officials are responsible for evaluating and awarding credit for educational achievement, other than that earned in the ~~regular~~ high school program.

8 VAC 20-30-20. Minimum requirements for ~~secondary~~ adult high school programs

Secondary Adult high school programs ~~for adults which~~ are not part of the ~~regular day grade 9 through 12 high~~ school program and shall meet the following minimum requirements:

1. Age. ~~A~~ An adult student shall be at least 18 years of age. Under circumstances which local ~~school authorities~~ officials consider justifiable, ~~the age limit may be lowered.~~ students of school age may enroll in courses offered by the adult high school. Only in exceptional circumstances should local ~~authorities~~ school officials permit ~~an a~~ a school-aged individual ~~regularly-enrolled in grades 9 through 12 day student~~ to earn credits toward high school graduation in adult classes. ~~(In such cases, All alternative educational alternatives programs must have been considered) prior to placing an enrolled student in an adult class. Such students would be able to earn a diploma, as provided in 8 VAC 20-131-50 et seq., but would not be eligible to earn an adult high school diploma.~~
2. Credit.
 - a. Satisfactory completion of 108 hours of classroom instruction in a subject shall constitute sufficient evidence for one unit of credit toward a high school diploma. ~~Where accelerated or other innovative instructional methods are used, satisfactory completion of comparable competencies as the regular high school program, as measured by objective testing in a subject, shall constitute sufficient evidence for one unit of credit.~~
 - b. ~~Eighteen units of credit are required for graduation as specified in the Standards for Accrediting Schools in Virginia with the exclusion of Health and Physical Education.~~
 - c. ~~An Advanced Studies Diploma (20 credits) shall be awarded to students who complete the credits as specified in the Standards for Accrediting Schools in Virginia with the exclusion of health and physical education.~~
 - d. ~~In addition to the units of credit specified in the Standards for Accrediting Schools in Virginia, each student must demonstrate mastery of minimum competencies as prescribed by the Board of Education.~~

- e. ~~b.~~ When, in the ~~judgement~~ judgment of the principal or the superintendent, an adult not regularly enrolled in the ~~day~~ grade 9 through 12 high school program is able to demonstrate by examination or other objective evidence, satisfactory completion of the work, he may receive credit in accordance with policies adopted by the local school board. It is the responsibility of the school issuing the credit to document the types of examinations employed, ~~and~~ or other objective evidence used, the testing or assessment procedures, and the extent of progress in each case.
- f. ~~No student may be issued a diploma by earning credits in adult classes prior to the time that he would have graduated from a secondary school had he remained in school and made normal progress.~~
- g. ~~c.~~ Credits ~~actually~~ earned in adult secondary high school programs shall be transferable as identified prescribed in the ~~Standards for Accrediting Schools in Virginia~~ Regulations Establishing Standards for Accrediting Public Schools in Virginia within the sponsoring school division and shall be transferable to public secondary schools outside of the sponsoring school division.

3. Diplomas.

- a. A diploma, as provided in 8 VAC 20-131-50 et seq., shall be awarded to an adult student who completes all requirements of the diploma regulated by the Board of Education, with the exception of health and physical education requirements, in effect at the time he will graduate.
- b. An adult high school diploma shall be awarded to an adult student who completes the course credit requirements in effect for any Board of Education diploma, with the exception of health and physical education course requirements, at the time he first entered the ninth grade. The requirement for specific assessments may be waived if the assessments are no longer administered to students in Virginia public schools.
- c. An adult high school diploma shall be awarded to an adult student who demonstrates through applied performance assessment full mastery of the External Diploma Program competencies, as promulgated by the American Council on Education and validated and endorsed by the United States Department of Education.
- d. A General Achievement Diploma, as provided in 8VAC20-680-10 et seq., shall be awarded to an adult student who completes all requirements of the diploma

8 VAC 20-30-30. Minimum qualifications of teachers.

~~[The minimum qualifications of t]~~ Teachers teaching in the adult and evening high school program shall be licensed and endorsed in the subject areas they teach. the same in all respects as those required for the regular day school.

8 VAC 20-30-40. ~~Library f~~Facilities.

~~The library facilities available for the regular day school shall be available for the adult evening school.~~

The adult high school program shall have library media services, science laboratories, and computer technology accessible to instructional staff and adult learners.

~~8 VAC 20-30-50. Science laboratory facilities.~~

~~If science is offered, the appropriate laboratory facilities also shall be available.~~

8 VAC 20-30-6050. Administration and Ssupervision.

The adult and evening high school program shall be under the supervision of ~~the a secondary high school~~ principal, assistant principal, or a qualified staff member approved by the division superintendent.

8 VAC 20-30-7060. Guidance services.

The adult and evening high school program ~~should~~ shall have appropriate guidance services available.

Board of Education Agenda Item

Item: F.

Date: January 12, 2005

Topic: First Review of Proposed Technical Revisions to the Regulations Governing the Licensure of School Personnel (8 VAC 20-21-10 et seq.)

Presenter: Dr. Thomas A. Elliott, Assistant Superintendent for Teacher Education and Licensure

Telephone Number: (804) 371-2522

E-Mail Address: Thomas.Elliott@doe.virginia.gov

Origin:

Topic presented for information only (no board action required)

Board review required by

State or federal law or regulation

Board of Education regulation

Other: _____

Action requested at this meeting Action requested at future meeting: _____ (date)

Previous Review/Action:

No previous board review/action

Previous review/action

date _____

action _____

Background Information:

The 2004 General Assembly approved House Bill 573 (HB 573) that requires the School Leaders Licensure Assessment (SLLA) for initial licensure of principals and assistant principals. As a result of the action of the General Assembly, on November 17, 2004, the Board of Education approved a cut score of 165 for the SLLA as a requirement for all individuals who are seeking an initial endorsement authorizing them to serve as principals and assistant principals in the public schools.

Revisions are needed in the *Regulations Governing the Licensure of School Personnel* to align the regulations with the change in the *Code of Virginia*. Section 22.1-298 (Item D) of the *Code of Virginia* was amended requiring the following:

In addition, the Board's licensure regulations shall also require that, on and after July 1, 2005, initial licensure for principals and other school leaders, as may be determined by the Board, be contingent upon passage of the School Leader's Licensure Assessment.

The Administrative Process Act (Section 2.2-4006 of the *Code of Virginia*) exempts changes to regulations that are necessary to conform to changes in Virginia statutory law where no agency discretion is involved from its requirements.

Summary of Major Elements

The revised section of the *Regulations Governing the Licensure of School Personnel* is attached. New language is underlined.

The changes in the regulations were made to align the regulations with the *Code of Virginia*; therefore, the regulations should be exempted from the public participation process of the Administrative Process Act. Upon approval of the regulations by the Board of Education, the Department of Education will request that the regulations be published in the *Virginia Register of Regulations* in final form.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education waive first review, approve the technical revisions to the *Regulations Governing the Licensure of School Personnel*, and authorize staff of the Department of Education to proceed with the requirements of the Administrative Process Act.

Impact on Resources: The *Code of Virginia* revision does require that an individual seeking an endorsement to serve as a principal or assistant principal must pass the School Leaders Licensure Assessment; therefore, the individual requesting the endorsement must incur the cost of the test.

Timetable for Further Review/Action:

The timetable for further action will be governed by the requirements of the Administrative Process Act.

8VAC20-21-580. Administration and supervision preK-12.

- A. An individual may become eligible for an endorsement in administration and supervision preK-12 by completing the requirements in one of the options described in this section. On and after July 1, 2005, individuals seeking initial licensure as a principal or assistant principal must pass the School Leaders Licensure Assessment.
- B. Virginia's approved program. The candidate must have:
1. A master's degree from an accredited college or university.
 2. Completed three years of successful, full-time experience as a classroom teacher in an accredited nonpublic or public school.
 3. Completed an approved administration and supervision program in Virginia which shall ensure that the candidate has demonstrated the following competencies:
 - a. Knowledge and understanding of student growth and development, including:
 - (1) Applied learning and motivational theories;
 - (2) Curriculum design, implementation, evaluation and refinement;
 - (3) Principles of effective instruction, measurement, evaluation and assessment strategies;
 - (4) Diversity and its meaning for educational programs; and
 - (5) The role of technology in promoting student learning.
 - b. Knowledge and understanding of systems and organizations, including:
 - (1) Systems theory and the change process of systems, organizations and individuals;
 - (2) The principles of developing and implementing strategic plans;
 - (3) Information sources and processing, including data collection and data analysis strategies;
 - (4) Learning goals in a pluralistic society; and
 - (5) Effective communication, including consensus building and negotiation skills.
 - c. Knowledge and understanding of theories, models, and principles of organizational development, including:

- (1) Operational procedures at the school and division/district level;
 - (2) Principles and issues of school safety and security;
 - (3) Human resources management and development, including adult learning and professional development models;
 - (4) Principles and issues related to fiscal operations of school management;
 - (5) Principles and issues related to school facilities and use of space;
 - (6) Legal issues impacting school operations and management; and
 - (6) Technologies that support management functions.
- d. Knowledge and understanding of the conditions and dynamics of the diverse school community, including:
- (1) Emerging issues and trends that impact the school community;
 - (2) Community resources and partnerships of school, family, business, government and higher education institutions; and
 - (3) Community relations and marketing strategies and processes.
- e. Knowledge and understanding of the purpose of education and its role in a modern society, including:
- (1) The philosophy and history of education;
 - (2) Various ethical frameworks and professional ethics;
 - (3) The value of the diverse school community; and
 - (4) The role of leadership in modern society.
- f. Knowledge and understanding of principles of representative governance that undergird the system of American schools, including:
- (1) The role of public education in developing and renewing a democratic society and an economically productive nation;
 - (2) The law as related to education and schooling;
 - (3) The political, social, cultural and economic systems and processes that impact schools;
 - (4) Models and strategies of change and conflict resolution as applied to the larger political, social, cultural and economic contexts of schooling;
 - (5) Global issues and forces affecting teaching and learning; and
 - (6) The importance of diversity and equity in a democratic society.

4. Completed a beginning administration and supervision assessment when prescribed by the Board of Education reflecting the knowledge and understanding of the stated competencies or completed a full-time internship as a school principal. One year of successful, full-time experience as an assistant principal or principal in an accredited public or nonpublic school may be accepted instead of the internship.
- C. Out-of-state approved program in administration and supervision. The candidate must have:
1. A master's degree from an accredited college or university;
 2. Completed three years of successful, full-time experience as a classroom teacher in an accredited nonpublic or public school;
 3. Completed an out-of-state approved program in administration and supervision; and
 4. Completed a beginning administration and supervision assessment when prescribed by the Board of Education reflecting the knowledge and understanding of the stated competencies or completed a full-time internship as a school principal. One year of successful, full-time experience as an assistant principal or principal in an accredited public or nonpublic school may be accepted instead of the internship.
- D. Out-of-state administration and supervision license. The candidate must:
1. Hold a master's degree from an accredited college or university;
 2. Hold a current, valid out-of-state license (full credential with endorsements in administration and supervision); and
 3. Have completed a beginning administration and supervision assessment when prescribed by the Board of Education reflecting the knowledge and understanding of the stated competencies or completed a full-time internship as a school principal. One year of successful, full-time experience as an assistant principal or principal in an accredited public or nonpublic school may be accepted instead of the internship.

Statutory Authority
§[22.1-298](#) of the Code of Virginia.

Board of Education Agenda Item

Item: _____ G. _____

Date: _____ January 12, 2005 _____

Topic: First Review of the Notice of Intended Regulatory Action (NOIRA) to Amend the Regulations Governing the Licensure of School Personnel (8 VAC 20-21-10 et seq.)

Presenter: Mrs. Patty S. Pitts, Director of Professional Licensure

Telephone Number: (804) 371-2471

E-Mail Address: Patty.Pitts@doe.virginia.gov

Origin:

Topic presented for information only (no board action required)

Board review required by
 State or federal law or regulation
 Board of Education regulation
 Other: _____

Action requested at this meeting Action requested at future meeting: _____ (date)

Previous Review/Action:

No previous board review/action

Previous review/action
date _____
action _____

Background Information:

The *Code of Virginia* requires that the Board of Education prescribe the requirements for licensure of teachers by regulation. The last comprehensive review of the licensure regulations was conducted in the mid-1990s with regulations becoming effective July 1, 1998. The regulations need to be revised based on federal and state legislation, as well as to address recommendations to change requirements for licensure.

Summary of Major Elements:

The attached Notice of Intended Regulatory Action (NOIRA) is submitted to the Board of Education to amend and reenact the *Regulations Governing the Licensure of School Personnel*.

A comprehensive review of all sections of the licensure regulations will be conducted. Requirements for reading, school leadership, special education, middle grades (6-8), endorsement areas, license renewal, and a multi-tiered licensure system will be addressed. The visiting teacher endorsement will be recommended to be discontinued, and titles of endorsement areas may be recommended to be changed. The definition of the local eligibility license will be aligned with amendments to federal legislation and the *Code of Virginia*.

The licensure regulations must be amended to reflect a *Code of Virginia* amendment and reenactment of Section 22.1-298. This amendment requires that “on and after July 1, 2004, persons seeking initial licensure or license renewal as teachers complete study in child abuse recognition and intervention, curriculum guidelines for which shall be developed by the Board of Education in consultation with the Department of Social Services.”

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education waive first review and authorize Department of Education personnel to proceed with the requirements of the Administrative Process Act regarding the NOIRA for promulgating regulations.

Impact on Resources: N/A

Timetable for Further Review/Action:

The timetable for further action will be governed by the requirements of the Administrative Process Act.



Notice of Intended Regulatory Action (NOIRA) Agency Background Document

Agency name	Department of Education Division of Teacher Education and Licensure
Virginia Administrative Code (VAC) citation	8 VAC-20-21-10 et seq.
Regulation title	<i>Regulations Governing the Licensure of School Personnel</i>
Action title	Amendments to the <i>Regulations Governing the Licensure of School Personnel</i>
Document preparation date	December 9, 2004

This information is required for executive branch review and the Virginia Registrar of Regulations, pursuant to the Virginia Administrative Process Act (APA), Executive Orders 21 (2002) and 58 (1999), and the *Virginia Register Form, Style, and Procedure Manual*.

Purpose

Please describe the subject matter and intent of the planned regulatory action. Also include a brief explanation of the need for and the goals of the new or amended regulation.

Section 21-298 of the *Code of Virginia* requires that the Board of Education prescribe the requirements for licensure of teachers by regulation. The last comprehensive review of the *Regulations Governing the Licensure of School Personnel* was conducted in the mid-1990s with regulations becoming effective July 1, 1998. The regulations need to be revised based on federal and state legislation as well as to address recommendations to clarify and change requirements for licensure.

Legal basis

Please identify the state and/or federal legal authority to promulgate this proposed regulation, including (1) the most relevant law and/or regulation, including Code of Virginia citation and General Assembly chapter number(s), if applicable, and (2) promulgating entity, i.e., agency, board, or person. Describe the legal authority and the extent to which the authority is mandatory or discretionary.

- **Article VIII, Section 4 of the Constitution of Virginia (1971):** Provides the Board of Education with the authority and responsibility for the “general supervision of the public school system.”

- **Code of Virginia, Section 22.1-298. Regulations Governing Licensure:** The Board of Education shall, by regulation, prescribe the requirements for the licensure of teachers.
- **Code of Virginia, Section 22.1-299. Licensure Required of Teachers:** No teacher shall be regularly employed by a school board or paid from public funds unless such teacher holds a license issued by the Board of Education.
- **Code of Virginia, Section 22.1-305.2. Advisory Board on Teacher Education and Licensure:** The Advisory Board on Teacher Education and Licensure shall advise the Board of Education and submit recommendations on policies applicable to [Teacher Education and Licensure].

Substance

Please detail any changes that will be proposed. For new regulations, include a summary of the proposed regulatory action. Where provisions of an existing regulation are being amended, explain how the existing regulation will be changed. Include the specific reasons why the agency has determined that the proposed regulatory action is essential to protect the health, safety, or welfare of citizens. Delineate any potential issues that may need to be addressed as the regulation is developed.

The *Code of Virginia* requires that the Board of Education prescribe the requirements for licensure of teachers by regulation. Amendments to the *Regulations Governing the Licensure of School Personnel* are needed to respond to enactments of federal and state laws and recommendations for changes in the licensure requirements for school personnel.

A comprehensive review of the licensure regulations will be conducted. The regulations in their entirety will be examined, including reading, school leadership, special education, middle grades (6-8), endorsement titles and requirements, license renewal, and a multi-tiered licensure system. The visiting teacher endorsement will be recommended to be discontinued. The definition of the local eligibility license will be aligned with amendments to federal legislation and the *Code of Virginia*.

The licensure regulations must be amended to reflect a *Code of Virginia* amendment and reenactment of Section 22.1-298. This amendment requires that “on and after July 1, 2004, persons seeking initial licensure or license renewal as teachers complete study in child abuse recognition and intervention, curriculum guidelines for which shall be developed by the Board of Education in consultation with the Department of Social Services.”

Alternatives

Please describe all viable alternatives to the proposed regulatory action that have been or will be considered to meet the essential purpose of the action.

No specific alternatives to these proposals have been considered to meet the purpose of this action.

Family impact

Assess the potential impact of the proposed regulatory action on the institution of the family and family stability.

The proposed changes to the licensure regulations have no potential impact on the institution of the family and family stability.

Board of Education Agenda Item

Item: _____ H. _____

Date: _____ January 12, 2005 _____

Topic: First Review of Notice of Intended Regulatory Action (NOIRA) to Amend the Regulations Governing Approved Programs for Virginia Institutions of Higher Education (8 VAC 20-541-10 et seq)

Presenter: Dr. JoAnne Y. Carver, Director, Office of Teacher Education and Teacher Quality Enhancement

Telephone Number: (804) 371-2475 **E-Mail Address:** JoAnne.Carver@doe.virginia.edu

Origin:

Topic presented for information only (no board action required)

Board review required by

State or federal law or regulation

Board of Education regulation

Other: _____

Action requested at this meeting: Waive first review and approve the NOIRA.

Action requested at future meeting: _____ (date)

Previous Review/Action:

No previous board review/action

Previous review/action

date _____

action _____

Background Information:

As stipulated in the *Code of Virginia*, the Board of Education prescribes the requirements for the licensure of teachers and establishes other requirements for teacher preparation. Section 22.1-98 of the Code states:

...The Board of Education shall, by regulation, prescribe the requirements for licensure of teachers. Regardless of the authority of any other agency of the Commonwealth to approve educational programs, only the Board of Education shall have the authority to license teachers to be regularly employed by school boards...

The review and approval of programs for the preparation of teachers in Virginia is viewed as the cooperative responsibility of institutions of higher education, school divisions, and the Department of Education. Although final approval rests with the Board of Education, this cooperative effort has led to the development of distinctive teacher preparation programs that are recognized for their excellence in teaching across the Commonwealth and nation. The primary purpose of the review of professional

preparation programs is to ensure the public, students, and the profession that future Virginia educators will have the background necessary for quality classroom instruction in the public schools. A second purpose is to ensure that institutions provide excellence in specialized content fields, foundational studies, and professional practica and that these components are directed to the needs of elementary, middle, and secondary students and are appropriate for the assignments made in our public schools. A third purpose is to enhance the personal stature and professional status of all members of the profession. The fourth purpose is to encourage institutions to meet rigorous academic standards and to engage in ongoing evaluation. Lastly, the approved program concept is designed to facilitate the interstate contract agreement in the teacher licensure process with other states. *Regulations Governing Approved Programs for Virginia Institutions of Higher Education* were approved and became effective July, 2001.

Summary of Major Elements:

The regulations consist of a two-part document providing 20 standards that govern the review of the professional education unit, indicators of achievement of each standard, and a manual of procedures for the implementation of the standards and the review of endorsement programs. The review of endorsement programs centers on the competencies set forth by the licensure regulations. Institutions must provide evidence that demonstrates that the competencies are met. The professional education unit is responsible for the alignment between the licensure competencies and the endorsement programs. The unit is the school, college, department, or other administrative body within the institution that has primary responsibility for the coordination of all programs that prepare teachers and other professional personnel. It is the intention of the Division of Teacher Education and Licensure to make any needed revisions to the procedures as the review process is implemented and participating individuals and organizations provide feedback.

A set of proposals aligning the approved program regulations with required licensure revisions will be presented to the Advisory Board on Teacher Education and Licensure in March of 2005. Revisions will focus on development of procedures to ensure implementation of recommendations generated by the Commission to Review, Study, and Reform Educational Leadership's Task Force to Evaluate and Redesign Preparation Programs and Professional Development for School Leaders. Additionally, implementation procedures will be developed to more clearly align accountability measures for Virginia's 37 approved teacher preparation programs with state and federal requirements.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education waive first review and authorize the Department of Education staff to proceed with the requirements of the Administrative Process Act regarding the Notice of Intended Regulatory Action.

Impact on Resources:

Expenses associated with the work to be performed by committees and task forces to implement recommendations for amending the regulations will be paid by the Department of Education.

Timetable for Further Review/Action:

The NOIRA process calls for an initial 30-day public comment period. Following the comment period, amended regulations will be developed and presented to the Board of Education for first review.



Notice of Intended Regulatory Action (NOIRA) Agency Background Document

Agency name	Department of Education
Virginia Administrative Code (VAC) citation	<u>8</u> VAC <u>20-541-10</u> et seq.
Regulation title	<i>Regulations Governing Approved Programs for Virginia Institutions of Higher Education</i>
Action title	Changes to align recent amendments to the <u>Code of VA</u> and <u>Licensure Regulations for School Personnel</u> with <i>Regulations Governing Approved Programs for Virginia Institutions of Higher Education</i>
Document preparation date	December, 2004

This information is required for executive branch review and the Virginia Registrar of Regulations, pursuant to the Virginia Administrative Process Act (APA), Executive Orders 21 (2002) and 58 (1999), and the *Virginia Register Form, Style, and Procedure Manual*.

Purpose

Please describe the subject matter and intent of the planned regulatory action. Also include a brief explanation of the need for and the goals of the new or amended regulation.

The *Regulations Governing Approved Programs for Virginia Institutions of Higher Education* is a two-part document providing 20 standards that govern the review of the professional education unit, indicators of achievement of each standard, and a manual of procedures for the implementation of the standards and the review of endorsement programs. The review of endorsement programs centers on the competencies set forth by the licensure regulations. Institutions must provide evidence that demonstrates that the competencies are met. The professional education unit is responsible for the alignment between the licensure competencies and the endorsement programs. The unit is the school, college, department, or other administrative body within the institution that has primary responsibility for the coordination of all programs that prepare teachers and other professional personnel. It is the intention of the Division of Teacher Education and Licensure to make any needed revisions to the procedures as the review process is implemented and participating individuals and organizations provide feedback.

Legal basis

Please identify the state and/or federal legal authority to promulgate this proposed regulation, including (1) the most relevant law and/or regulation, including Code of Virginia citation and General Assembly

chapter number(s), if applicable, and (2) promulgating entity, i.e., agency, board, or person. Describe the legal authority and the extent to which the authority is mandatory or discretionary.

According to the *Code of Virginia*, the Board of Education prescribes the requirements for the licensure of teachers and establishes other requirements regarding teacher preparation and licensure. The following excerpts from the *Code* establish the legal basis for the *Regulations Governing Approved Programs for Virginia Institutions of Higher Education* and their alignment with the *Virginia Licensure Regulations for School Personnel*:

- *...The Board of Education shall, by regulation, prescribe the requirements for licensure of teachers. Regardless of the authority of any other agency of the Commonwealth to approve educational programs, only the Board of Education shall have the authority to license teachers to be regularly employed by school boards, including those teachers employed to provide nursing education. § 22.1-298.*
- *The 1998 Session of the Virginia General Assembly enacted the following legislation: Persons seeking initial licensure who graduate from a Virginia institution of higher education shall, on or after July 1, 2002, only be licensed as instructional personnel by the Board of Education if the endorsement areas offered at such institution have been assessed by a national accrediting agency or by a state approval process, with final accreditation by the Board of Education.*
- *The 2002 Session of the Virginia General Assembly enacted legislation that amended Section 22.1-298 of the Code of Virginia, Regulations governing licensure. As used in this section of the Code and the Board of Education's regulations for the licensure of school personnel, "accredited institution" means an institution of higher education accredited by a national or regional accrediting agency recognized by the United States Department of Education, or by a state approval process.*
- *The Board of Education, in consultation with the State Council of Higher Education, shall develop guidelines for performance reports to be submitted by the public institutions of higher education pursuant to § 23-9.2:3.4. Such reports shall include annual data on the pass rates, by institution, of graduates of Virginia's institutions of higher education taking the state licensure examination and shall not include any information identifying individual graduates.*
- *....The Advisory Board on Teacher Education and Licensure shall advise the Board of Education and submit recommendations on policies applicable to the qualifications, examination, licensure, and regulation of school personnel including revocation, suspension, denial, cancellation, reinstatement, and renewals of licensure, fees for processing applications, standards for the approval of preparation programs, reciprocal approval of preparation programs, and other related matters as the Board of Education may request or that the Advisory Board may deem necessary. The final authority for licensure school personnel shall remain with the Board of Education.*

Department of Education personnel and the deans and directors of approved programs are responsible for full compliance with these regulations. School divisions are responsible for keeping the Department of Education informed about the performance of candidates who have completed the programs that have been approved under these standards. When an individual student completes an approved program and receives the appropriate recommendation from the institution, it is not necessary for the Division of Teacher Education and Licensure to conduct a transcript review to determine that the licensure competencies have been met.

Please detail any changes that will be proposed. For new regulations, include a summary of the proposed regulatory action. Where provisions of an existing regulation are being amended, explain how the existing regulation will be changed. Include the specific reasons why the agency has determined that the proposed regulatory action is essential to protect the health, safety, or welfare of citizens. Delineate any potential issues that may need to be addressed as the regulation is developed.

A set of proposals aligning revisions to the *Regulations Governing Approved Programs for Virginia Institutions of Higher Education*, will be presented to the Advisory Board on Teacher Education and Licensure in March of 2005. Revisions will focus on development of procedures to ensure implementation of recommendations generated by the Commission to Review, Study, and Reform Educational Leadership’s Task Force to Evaluate and Redesign Preparation Programs and Professional Development for School Leaders. Additionally, implementation procedures will be developed to more clearly align accountability measures for Virginia’s 37 approved teacher preparation programs with state and federal requirements.

Alternatives

Please describe all viable alternatives to the proposed regulatory action that have been or will be considered to meet the essential purpose of the action.

There are no specific alternatives to the proposal. However, a School Leadership Task Force and a Teacher Preparation Task Force have been or will be established to revise the existing regulations and to inform promulgation of the regulations.

Family impact

Assess the potential impact of the proposed regulatory action on the institution of the family and family stability.

These amendments to the regulations will have a positive impact on the family since they will address the continued assurance of highly qualified teachers and administrators in the Commonwealth of Virginia. The regulation would provide for ensuring rigorous accountability measures designed to increase student achievement.

Periodic review

If this NOIRA is not the result of a periodic review of the regulation, please delete this entire section. If this NOIRA is the result of a periodic review, please (1) summarize all comments received during the public comment period following the publication of the Notice of Periodic Review, and (2) indicate whether the regulation meets the criteria set out in Executive Order 21, e.g., is necessary for the protection of public health, safety, and welfare, and is clearly written and easily understandable.

Board of Education Agenda Item

Item: I.

Date: January 12, 2004

Topic: First Review of the Notice of Intended Regulatory Action (NOIRA) to Amend the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (8VAC20-131-10 et seq.)

Presenter: Ms. Anne D. Wescott, Assistant Superintendent for Policy and Communications

Telephone Number: (804) 225-2403 E-Mail Address: Anne.Wescott@doe.virginia.gov

Origin:

Topic presented for information only (no board action required)

Board review required by

State or federal law or regulation

Board of Education regulation

Other: _____

Action requested at this meeting Action requested at future meeting: _____

Previous Review/Action:

No previous board review/action

Previous review/action

date _____

action _____

Background Information: Section 22.1-253.13:3 of the Code of Virginia requires the Board of Education to promulgate Standards of Accreditation for Virginia's K-12 public schools. The Code states:

The Board of Education shall promulgate regulations establishing standards for accreditation pursuant to the Administrative Process Act (§ [2.2-4000](#) et seq.), which shall include, but not be limited to, student outcome measures, requirements and guidelines for instructional programs and for the integration of educational technology into such instructional programs, administrative and instructional staffing levels and positions, including staff positions for supporting educational technology, student services, auxiliary education programs such as library and media services, course and credit requirements for graduation from high school, community relations, and the philosophy, goals, and objectives of public education in Virginia.

The current regulations were adopted by the Board of Education on July 29, 2000, and became effective September 28, 2000.

Summary of Major Elements: The attached Notice of Intended Regulatory Action (NOIRA) Background Document summarizes the major elements. It is anticipated that the Board of Education will conduct a comprehensive review of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (Standards of Accreditation) similar to its recent reviews of the Standards of Quality. The review is expected to include an examination of the regulations in their entirety, including requirements for student achievement; the school instructional program; school and instructional leadership; school facilities and safety; school and community communications, and school accreditation.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education waive first review and authorize the Department of Education staff to proceed with the requirements of the Administrative Process Act regarding the Notice of Intended Regulatory Action for promulgating regulations.

Impact on Resources: The impact on resources for the review and revision of these regulations is not expected to be significant.

Timetable for Further Review/Action: The timetable for further action will be governed by the requirements of the Administrative Process Act.



Notice of Intended Regulatory Action (NOIRA) Agency Background Document

Agency name	Department of Education
Virginia Administrative Code (VAC) citation	8 VAC 20-131-10 et seq.
Regulation title	<i>Regulations Establishing Standards for Accrediting Public Schools in Virginia</i>
Action title	<i>Amendments to the Regulations Establishing Standards for Accrediting Public Schools in Virginia</i>
Document preparation date	January 2005

This information is required for executive review (www.townhall.state.va.us/dpbpages/apaintro.htm#execreview) and the Virginia Registrar of Regulations (legis.state.va.us/codecomm/register/regindex.htm), pursuant to the Virginia Administrative Process Act (www.townhall.state.va.us/dpbpages/dpb_apa.htm), Executive Orders 21 (2002) and 58 (1999) (www.governor.state.va.us/Press_Policy/Executive_Orders/EOHome.html), and the *Virginia Register Form, Style, and Procedure Manual* (http://legis.state.va.us/codecomm/register/download/styl8_95.rtf).

Purpose

Please describe the subject matter and intent of the planned regulatory action. Also include a brief explanation of the need for and the goals of the new or amended regulation.

Section 22.1-253.13:3 of the Code of Virginia requires the Board of Education to establish standards for accreditation. The regulations were last amended in 2000. Since that time, public schools in Virginia have implemented more rigorous requirements for accountability both at the school level and the student level. Now that most Virginia schools are fully accredited, and the first high school class required to earn verified units of credit has graduated from high school, it is time for a comprehensive review of the regulations to determine if there are changes that might be needed.

Legal basis

Please identify the state and/or federal source of legal authority to promulgate this proposed regulation, including (1) the most relevant law and/or regulation, including Code of Virginia citation and General Assembly bill and chapter numbers, if applicable, and (2) promulgating entity, i.e., the agency, board, or person. Describe the legal authority and the extent to which the authority is mandatory or discretionary.

Section 22.1-253.13:3 of the Code of Virginia states: “The Board of Education shall promulgate regulations establishing standards for accreditation pursuant to the Administrative Process Act (§ [2.2-4000](#) et seq.), which shall include, but not be limited to, student outcome measures, requirements and guidelines for instructional programs and for the integration of educational technology into such instructional programs, administrative and instructional staffing levels and positions, including staff positions for supporting educational technology, student services, auxiliary education programs such as library and media services, course and credit requirements for graduation from high school, community relations, and the philosophy, goals, and objectives of public education in Virginia.

Substance

Please detail any changes that will be proposed. For new regulations, include a summary of the proposed regulatory action. Where provisions of an existing regulation are being amended, explain how the existing regulation will be changed. Include the specific reasons why the regulation is essential to protect the health, safety, or welfare of citizens. Delineate any potential issues that may need to be addressed as the regulation is developed.

A comprehensive review of the Standards of Accreditation will be conducted. The regulations will be examined in their entirety, including the requirements for student achievement; the school instructional program; school and instructional leadership; school facilities and safety; school and community communications, and school accreditation.

Alternatives

Please describe all viable alternatives to the proposed regulatory action that have been or will be considered to meet the essential purpose of the action.

No specific alternatives to amending these regulations have been considered.

Family impact

Assess the potential impact of the proposed regulatory action on the institution of the family and family stability.

The proposed amendments to the regulations are not expected to have an impact on the institution of the family and family stability.

Board of Education Agenda Item

Item: J.

Date: January 12, 2005

Topic: First Review of a Progress Report in Response to House Joint Resolution 123 of the 2004 Virginia General Assembly

Presenter: Dr. Thomas A. Elliott, Assistant Superintendent, Division of Teacher Education and Licensure

Telephone Number: (804) 371-2522

E-Mail Address: Thomas.Elliott@doe.virginia.gov

Origin:

Topic presented for information only (no board action required)

Board review required by

State or federal law or regulation

Board of Education regulation

Other: _____

Action requested at this meeting Action requested at future meeting: _____ (date)

Previous Review/Action:

No previous board review/action

Previous review/action

date _____

action _____

Background Information:

The 2002 Session of the General Assembly through House Joint Resolution 20 and Senate Joint Resolution 58 established the Commission to Review, Study, and Reform Educational Leadership. The Commission then established the Task Force to Evaluate and Redesign Preparation Programs and Professional Development for School Leaders. The Task Force presented 12 recommendations addressing the creation of leadership academies, general leadership studies, assessment requirements for school administrators, linking professional development to school improvement, and allowing institutions of higher education to be entrepreneurial in crafting services to meet the needs of the various school divisions. The Commission considered these recommendations and received testimony on the recommendations. On November 17, 2003, the Commission approved its final report and submitted its written findings, the 12 initial recommendations and two additional recommendations to the 2004 Session of the General Assembly.

As a result of the recommendations of the Commission, the 2004 Session of the General Assembly approved House Joint Resolution 123 (HJR 123) that required the Board of Education to study alternative licensure for principals and assistant principals. Additionally, the resolution stipulated that the board shall submit to the Division of Legislative Automated Systems an executive summary and report on its progress in meeting the request no later than the first day of the 2005 Regular Session of the General Assembly.

Summary of Major Elements

The study of an alternative licensure route for school leaders began with the Department of Education sponsoring an Institute for Virginia Professors of Educational Leadership (VPEL) and an implementation task force for school leadership. The focus of the two-day institute was a discussion on developing a two-tiered licensure system that would include an alternative route. The School Leadership Task Force will assist the Department of Education with the design and development of recommendations for an alternative licensure route for principals and other school leaders.

Accomplishments in response to HJR 123 include the following:

- Convened the institute on school leadership at the University of Mary Washington, on October 21 and 22, 2004, Fredericksburg, Virginia;
- Held a follow-up task force meeting on December 2, 2004;
- Submitted a Notice of Intended Regulatory Action (NOIRA) to the Board of Education to revise licensure regulations for school personnel, for approval at its January 12, 2005, regular meeting;
- Reviewed literature on alternative licensure programs developed and implemented by other states; and
- Awarded five competitive grants of \$100,000 each to school division that demonstrated a partnership agreement with an institution of higher education or other entity for a defined leadership development training program.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education waive first review and grant final approval of the progress report so it can be transmitted to the Division of Legislative Automated Systems no later than the first day of the 2005 Regular Session of the General Assembly.

Impact on Resources:

Expenses associated with the work of the task force that developed the recommendations on school leadership and the development of licensure regulations to implement the recommendations will be paid by the Department of Education.

Timetable for Further Review/Action:

Proposed revised licensure regulations for school leadership are scheduled to be presented to the Board of Education from the Advisory Board on Teacher Education and Licensure in April 2005.



BOARD OF EDUCATION

**A PROGRESS REPORT
IN RESPONSE TO
HOUSE JOINT RESOLUTION 123
OF THE
2004 VIRGINIA GENERAL
ASSEMBLY**

PRESENTED TO

**The Commission to Review, Study, and Reform
Educational Leadership**

January 12, 2005



COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION

P. O. BOX 2120
RICHMOND, VA 23218-2120

Jo Lynne DeMary, Ed.D.
Superintendent of Public Instruction

Office: (804) 225-2023
Fax: (804) 371-2099

January 12, 2005

Dear Governor Warner:

On behalf of the Board of Education, I am pleased to submit a progress report in response to House Joint Resolution 123 (HJR 123) approved by the 2004 General Assembly.

HJR 123 requested that the Board of Education review its regulations as may be necessary to incorporate an alternative licensure route for principals and assistant principals. In conducting such review, the board shall explore alternative routes that recognize the various and particular skills required for the particular functions of such positions as well as potential alternative sources of training for such licensure and present any recommendations regarding the implementation of such routes in the Commonwealth. Additionally, the resolution stipulated that the board shall submit to the Division of Legislative Automated Systems an executive summary and report of its progress in meeting the request of this resolution no later than the first day of the 2005 Regular Session of the General Assembly.

If you have questions or require additional information relative to this transmittal of the board's progress report on HJR 123, please do not hesitate to contact me at (804) 225-2023.

Sincerely,

Jo Lynne DeMary

JLD

Attachment

c: The Honorable Belle S. Wheelan, Secretary of Education
Mr. Thomas Jackson, President, Board of Education

A PROGRESS REPORT IN RESPONSE TO HOUSE JOINT RESOLUTION 123 APPROVED BY THE 2004 VIRGINIA GENERAL ASSEMBLY

EXECUTIVE SUMMARY

The 2002 Session of the Virginia General Assembly established the Commission to Review, Study, and Reform Educational Leadership. The Commission then established the Task Force to Evaluate and Redesign Preparation Programs and Professional Development for School Leaders. The Task Force presented 12 recommendations to the Commission, which, in turn, submitted the 12 recommendations and two additional recommendations to the 2004 Session of the General Assembly. The General Assembly then approved House Joint Resolution 123 that requires the Board of Education to study alternative licensure for principals and other school leaders.

The study of an alternative licensure route for school leaders began with the Department of Education sponsoring an Institute for Virginia Professors of Educational Leadership (VPEL) and an implementation task force for school leadership. The focus of the two-day institute was a discussion on developing a two-tiered licensure system that would include an alternative route. The School Leadership Task Force will assist the Department of Education with the design and development of recommendations for an alternative licensure route for principals and other school leaders.

Accomplishments in response to HJR 123 include the following:

- Convened the institute on school leadership at the University of Mary Washington on October 21 and 22, 2004, Fredericksburg, Virginia;
- Held a follow-up task force meeting on December 2, 2004;
- Submitted a Notice of Intended Regulatory Action (NOIRA) to the Board of Education to revise *Regulations Governing the Licensure of School Personnel*, for approval at its January 12, 2005, regular meeting;
- Reviewed literature on alternative licensure programs developed and implemented by other states; and
- Awarded five competitive grants of \$100,000 to each school division that demonstrated a partnership agreement with an institution of higher education or other entity for a defined leadership development training program.

Proposed licensure regulations, including recommendations to implement an alternative route to licensure, will be presented to the Advisory Board on Teacher Education and Licensure (ABTEL) for inclusion in the licensure revision proposal scheduled to be presented to the Board of Education by its April 2005 meeting.

**A PROGRESS REPORT IN RESPONSE TO
HOUSE JOINT RESOLUTION 123
APPROVED BY THE
2004 VIRGINIA GENERAL ASSEMBLY**

INTRODUCTION

The 2002 Session of the General Assembly (HJR 20 and SJR 58) established the Commission to Review, Study, and Reform Educational Leadership. This is acknowledging that *“effective leadership is inextricably linked to excellence in public education and student academic achievement in our public schools.”* The resolutions cite the Standards of Accreditation designation of the principal as the *“instructional leader of the school ... [who is] responsible for effective school management that promotes positive student achievement, a safe and secure environment in which to teach and learn, and efficient use of resources.”* (Executive Summary, HJR 20/SJR 58 Commission to Review, Study and Reform Educational Leadership, 2004)

The Commission then established the Task Force to Evaluate and Redesign Preparation Programs and Professional Development for School Leaders. The Task Force presented 12 recommendations addressing the creation of leadership academies, general leadership studies, assessment requirements for school administrators, linking professional development to school improvement, and allowing institutions of higher education to be entrepreneurial in crafting services to meet the needs of the various school divisions. The Commission considered these recommendations and received testimony on the recommendations. On November 17, 2003, the Commission approved its final report and submitted its written findings, the 12 initial recommendations and two additional recommendations to the 2004 Session of the General Assembly.

As a result of the recommendations of the Commission, the 2004 Session of the General Assembly approved House Joint Resolution 123 (HJR 123) that requires the Board of Education to study alternative licensure for principals and other school leaders. The resolution also stipulated that the board shall explore alternative routes that recognize the various and particular skills required for the particular functions of such positions as well as potential alternative sources of training for such licensure and present any recommendations regarding the implementation of such routes in the Commonwealth. Finally, the board shall submit to the Division of Legislative Automated Systems an executive summary and report of its progress in meeting the request of this resolution no later than the first day of the 2005 Regular Session of the General Assembly.

ALTERNATIVE LICENSURE ROUTE FOR PRINCIPALS AND ASSISTANT PRINCIPALS

...That the Board of Education be requested to review its regulations as may be necessary to incorporate an alternative licensure route for principals and assistant principals...

House Joint Resolution 123

HJR 123 requested the Board of Education to study alternative licensure for school leaders. This resolution moves forward in Virginia the need to improve the system of leadership development that is also promoted by the National Governors Association. States should remove barriers for “talented” individuals to enter the profession and move toward a more performance-based system of licensing and rewarding school leaders. States should allow and expand alternative preparation programs and develop a rigorous and defensible system of accreditation for programs and institutions that prepare school leaders. Schools of the twenty-first century will require a school leader whose main responsibility will be defined in terms of instructional leadership that focuses on strengthening teaching and learning. The challenge for states will be to redesign their systems of licensure, preparation, and professional development to produce and reward school leaders who have these kinds of skills. (*National Governors Association Center for Best Practices, Issue Brief, September 2003*)

The National Governors Association Center for Best Practices, Issue Brief, September 2003, provides a recommendation and an immediate and a long-term plan for improving school leadership. The report suggests that the central goal for states should be directed toward producing high-quality school leaders and getting these leaders into the neediest schools. States will need to take immediate and long-term actions to improve the entire system of leadership development. For immediate action, the Governor’s brief recommends the removal of barriers for talented individuals to enter the profession.

Rigid rules requiring three or more years of teaching experience should be replaced with more flexible provisions that allow candidates to share evidence of teaching, leadership, or youth development experience that makes them promising principal candidates. This evidence could be provided via a portfolio or through assessments that stimulate the kinds of leadership tasks that principals must master. Preparation programs should be given the discretion to admit promising potential leaders with varying professional backgrounds. States should require preparation for licensure candidates but afford flexibility in the scope, design, and delivery of these programs.

Long-Term Action: *Develop a tiered, performance-based alternative licensure system.*

States should develop systems that require candidates to show evidence of their skills and on-the-job performance to renew their licenses. Such efforts should be built on tiered licensure systems that exist in other states. Under such models, principals would earn an “initial” license after completing an approved preparation program with the expectation that they would apply for an “advanced” license after a set period on the job (e.g., three to five years). Performance assessments would need to be developed at both the initial and advanced levels. These assessments also could be used to enable candidates to demonstrate their skills at any time during their professional careers, accelerating the licensure process for some and opening the profession to others who possess the demonstrated competencies.

Finally, the National Governors Association brief on school leadership recommends that states should work with school divisions to tie salary schedules and compensation to advanced licensure. These changes should seek to factor in pay differentials for highly skilled principals who agree to work in the neediest schools. They also should limit raises for teachers who earn advanced degrees to teachers who obtain a master’s degree in a content area or an area directly relevant to their classroom and school responsibilities.

The Department of Education sponsored an Institute for Virginia Professors of Educational Leadership (VPEL) and an implementation task force on October 21-22, 2004, at the University of Mary Washington. The focus of the discussion centered on incorporating an alternative route to licensure into a two-tier licensure system. The general direction of the discussion was that Level I would have two options. The first option would be the traditional preparation programs that are presently in place through institutions of higher education. The second option would be an alternative route where the candidate would have to hold an earned master’s degree and pass the SLLA. Level II for all candidates who advance from Level I would be a combination of an induction program and the demonstration of effective leadership skills on the job. The candidates would participate in the induction program and would demonstrate effective performance-based school leadership skills during the first five years of the licensure renewal cycle.

The School Leadership Task Force was formed to assist the Department of Education with the design and development of proposals to implement the recommendation for an alternative licensure route for principals and other school leaders in Virginia. The task force held its initial meeting in conjunction with the Institute at the University of Mary Washington. This group of practicing school leaders, professional organization representatives, human resources officials, teacher education representatives, teachers, and others, also will be a resource to the Department of Education as the other recommendations advanced by the Commission are designed and developed. It is anticipated that the task force will be organized into subcommittees

around the remaining Commission recommendations and charged with the responsibility of developing a proposal for consideration by the full task force membership. A set of recommended proposals will be presented to the Advisory Board on Teacher Education and Licensure (ABTEL) for inclusion in the licensure revision proposal scheduled to be presented to the Board of Education by its April 2005 meeting.

unit or department that has met standards of educational quality.

The regulations governing approved programs define the standards that must be met and the review procedures that must be followed to obtain and maintain board approval. The regulations currently provide two options for the review of teacher education programs: 1) the state review process for which the college or university must meet the standards established by Board of Education regulations, and 2) the National Council for the Accreditation of Teacher Education (NCATE) process for which the college or university must meet the NCATE standards and the board's teaching area requirements. In both, the institution hosts an on-site visit by a team of trained reviewers who develop a report of findings in which a recommendation is made with regard to the status of the program as approval for continued full accreditation, approval with stipulations, or program denial.

Summary of Major Elements

During spring 2004, six Virginia colleges and universities were scheduled for an on-site program review. Of the six, two were reviewed using the NCATE process and four were reviewed under the Board of Education process.

In either the state review process or the NCATE process, all teacher preparation programs in Virginia must meet the following requirements:

- **The professional education unit shall ensure that candidates meet Praxis I and Praxis II requirements prior to the completion of the approved program; and**
- **The professional education unit shall ensure that at least 70 percent of candidates as documented in the institution's *Declaration of Admission*** to the teacher education programs shall annually pass Praxis II subject area assessments.**

***Declaration of Admission requires the complete list of all teaching candidates, both full- and part-time, who are fully admitted to an institution's approved program and who have taken the Praxis II content assessments during the preceding academic year. Note: The Declaration of Admissions may or may not contain scores for candidates who are program completers.*

A summary report for five of the program reviews completed during spring 2004 is provided in *Attachment #1*: Old Dominion University, Bluefield College, Virginia Wesleyan College, James Madison University, and Averett University. A summary report for Ferrum College will be presented to the Board of Education for approval at a later meeting.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education waive first review and approve continuing program approval for **Old Dominion University; Bluefield College, Virginia Wesleyan College, James Madison University; and Averett University.**

Impact on Resources:

Expenses incurred during on site review of teacher education programs are funded by the hosting institution.

Timetable for Further Review/Action:

Teacher preparation programs reviewed under the state approval process are conducted on a five-year cycle. Programs that do not meet standards for continuing full approval are reviewed as needed.

ATTACHMENT #1

**Summary of Approved Program Reviews in Virginia
Spring 2004**

SUMMARY OF APPROVED PROGRAM REVIEWS IN VIRGINIA

SPRING 2004

During spring 2004, six Virginia colleges and universities were scheduled for an on-site program review. Of the six, two were reviewed using the NCATE process and four were reviewed under the Board of Education process.

A summary report for five of the program reviews completed during spring 2004 is provided below: Old Dominion University, Bluefield College, Virginia Wesleyan College, James Madison University, and Averett University. A summary report for Ferrum College will be presented to the Board of Education for approval at a later meeting.

INSTITUTION	REVIEW PROCESS	REVIEW DATE	RECOMMENDATION
Old Dominion University	NCATE Continuing Accreditation	February 21-25, 2004	Continuing Full Accreditation
Bluefield College	State Review	March 21-24, 2004	Continuing Full Approval
Virginia Wesleyan College	State Review	March 28-31, 2004	Continuing Full Approval
James Madison University	NCATE Continuing Accreditation	April 3-7, 2004	Continuing Full Accreditation
Averett University	State Review	April 4-7, 2004	Continuing Full Approval

In either the state review process or the NCATE process, all teacher preparation programs in Virginia must meet the following requirements:

- **The professional education unit shall ensure that candidates meet Praxis I and Praxis II requirements prior to the completion of the approved program; and**
- **The professional education unit shall ensure that at least 70 percent of candidates as documented in the institution's *Declaration of Admission*** to the teacher education programs shall annually pass Praxis II subject area assessments.**

** The Declaration of Admission is the list of all candidates, both full- and part-time, who are fully admitted to an institution's approved program and who have taken the Praxis II content assessments during the report year. The Declaration of Admission may or may not contain scores for candidates who are program completers.

OLD DOMINION UNIVERSITY

Old Dominion University received initial NCATE accreditation in 1994. The regular on-site review for continuing accreditation occurred February 21-25, 2004, and was chaired by Dr. Frank Meyers, Dean Emeritus of the School of Education, University of Nevada at Las Vegas, and co-chaired by Dr. Diane Simon, Associate Dean of the School of Education at Virginia Commonwealth University. At its October 18-24, 2004 meeting in Washington, DC, the Unit Accreditation Board (UAB) of the National Council for Accreditation of Teacher Education (NCATE) granted continuing accreditation of the Darden College of Education at Old Dominion University at the initial teacher preparation and advanced preparation levels.

The review was guided by the following six NCATE standards:

- 1 Candidate Performance
- 2 Assessment System and Unit Evaluation
- 3 Field Experiences and Clinical Practice
- 4 Diversity
- 5 Faculty Qualifications, Performance and Development
- 6 Unit Governance and Resources.

Each of the six NCATE standards were met and received from NCATE a certificate in acknowledgement of the unit's accomplishment.

The Unit Accreditation Board cited the following areas for improvement:

- The social studies program is not recognized by its specialized professional association. (*Standard 1*)
- Budget reductions continue to result in over-reliance on adjunct faculty, heavier workloads (including excessive advisee loads) for full-time faculty, and larger class sizes. (*Standard 6*)

In addition to the NCATE standards, the each institution's licensure endorsement areas were evaluated to ensure compliance with the following Virginia requirements:

- Arts and sciences degree required for all endorsement programs except health and physical education and career and technical education;
- Professional teacher's assessment requirement (Praxis I and II);
- Eighteen-hour cap on professional studies for all programs except elementary and special education for which the cap is 24 semester hours, excluding pre-clinical and post-field experiences; and
- Teaching area alignment with the Standards of Learning and licensure regulations.

A letter summarizing the recommendations of the NCATE Unit Accreditation Board for Old Dominion University may be found in Attachment #2.

2002-2003 Praxis I: Reading, Writing, Mathematics Assessments for Program Completers

Old Dominion University	PPST READING	CBT READING	COMPUTER-IZED PPST READING	PPST WRITING	CBT WRITING	COMPUTER-IZED PPST WRITING	PPST MATHEMATICS	CBT MATHEMATICS	COMPUTER-IZED PPST MATHEMATICS	AGGREGATE-- BASIC SKILLS	AGGREGATE ACADEMIC CONTENT	AGGREGATE OTHER CONTENT	SUMMARY TOTALS AND PASS RATES
Number Taking Assessment	107	103	61	103	104	63	104	104	63	273	120	12	279
Number Passing Assessment	100	102	55	80	90	56	88	87	56	268	105	11	258
Institutional Pass Rate	93%	99%	90%	78%	87%	89%	85%	84%	89%	98%	88%	92%	92%

2002-2003 Praxis II Assessments for Program Completers

Old Dominion University	No. of Students	Test Area`	Number Passing	Pass Rate
	50	Elem. Educ.	50	100%
	12	English Content	10	83%
	1	Mid.Sch. Eng./LA	*	*
	2	Mathematics	*	*
	5	Math. Content	*	*
	5	Mid.Sch. Math	*	*
	15	Soc. Stud Content	14	93%
	4	Mid.Sch. Soc. St.	*	*
	1	Music Educ.	*	*
	6	Music Content	*	*
	6	Art Content	*	*
	2	Spanish Content	*	*
	9	Biology Content	*	*
	2	Mid.Sch. Science	*	*
	1	Earth/Space Sci.	*	*
	5	Earth Sci Content	*	*
	4	Technology Educ.	*	*
	8	Health & P.E.	*	*
	Two students also took a math assessment other than the one required by VA.			

* At least ten (10) program completers must have taken the same assessment in an academic year for the data on the assessment to be reported by Educational Testing Service (ETS).

2002-2003 Declaration of Admissions for Old Dominion University

No. of Students	Test Area	Score/Score Range	% Pass
10	Art	160-187	100%
24	Biology	142-195	79%
5	Chemistry	139-180	80%
8	Earth Science	139-170	50%
84	Elementary Educ.	153-200	100%
41	English	153-200	85%
5	Health and PE	145-183	80%
3	Marketing Educ.	610-880	100%
13	Mathematics	107-169	46%
2	Middle School Math and Social Studies	176-196	100%
12	Music	154-181	67%
2	Physics	141-181	50%
30	Social Studies	146-200	87%
2	Spanish	187-198	100%
9	Technology Educ.	650-780	100%

BLUEFIELD COLLEGE

The review of the Bluefield College teacher preparation program was conducted March 21-24, 2004, in accordance with the standards and procedures outlined in the *Regulations Governing Approved Programs for Virginia Institutions of Higher Education*. Dr. James C. McCrory, chair of the Department of Education at the Mary Baldwin College, served as chair of the on-site review team.

The regulations governing approved programs set forth 20 standards in the following four categories:

- I. Program Design
- II. Faculty
- III. Candidates, and
- IV. Program Operation/Accountability.

The review team makes a recommendation of met or not met for each of the 20 standards. In addition, the team makes a recommendation of approved, approved with stipulations, or denied for the teacher preparation program as a whole; lastly, one of these three recommendations is made for each endorsement program offered by the institution.

The team recommendation for the Bluefield College teacher preparation program is fully approved.

2002-2003 Praxis I: Reading, Writing, Mathematics Assessments for Program Completers

BLUEFIELD COLLEGE	PPST READING	CBT READING	COMPUTER-IZED PPST READING	PPST WRITING	CBT WRITING	COMPUTER-IZED PPST WRITING	PPST MATHEMATICS	CBT MATHEMATICS	COMPUTER-IZED PPST MATHEMATICS	AGGREGATE-- BASIC SKILLS	AGGREGATE ACADEMIC CONTENT	SUMMARY TOTALS AND PASS RATES
Number Taking Assessment	7	3		8	2		6	4		10	4	10
Number Passing Assessment	*	*		*	*		*	*		10	*	10
Institutional Pass Rate	*	*		*	*		*	*		100%	*	100%

* At least ten (10) program completers must have taken the same assessment in an academic year for the data on the assessment to be reported by Educational Testing Service (ETS).

2002-2003 Praxis II Assessments for Program Completers

Bluefield College	No. of Students	Test Area`	Number Passing	Pass Rate
	2	Math Content	*	*
	1	Soc. Stud Content	*	*
	1	Business Educ.	*	*

2002-2003 Declaration of Admissions for Bluefield College

No. of Students	Test Area	Score/Score Range	% Pass
2	Social Studies	153-161	50%
1	English	172	100%
2	Mathematics	150-153	100%

VIRGINIA WESLEYAN COLLEGE

The review of the Virginia Wesleyan College teacher preparation program was conducted March 28-31, 2004, in accordance with the standards and procedures outlined in the *Regulations Governing Approved Programs for Virginia Institutions of Higher Education*. Dr. Brenda Vogel, director of Teacher Education Programs at the University of Mary Washington, served as chair of the on-site review team.

The regulations governing approved programs set forth 20 standards in the following four categories:

- I. Program Design
- II. Faculty
- III. Candidates, and
- IV. Program Operation/Accountability.

The review team makes a recommendation of met or not met for each of the 20 standards. In addition, the team makes a recommendation of approved, approved with stipulations, or denied for the teacher preparation program as a whole; lastly, one of these three recommendations is made for each endorsement program offered by the institution.

The team recommendation for the Virginia Wesleyan College teacher preparation program is fully approved.

2002-2003 Praxis I: Reading, Writing, Mathematics Assessments for Program Completers

VIRGINIA WESLEYAN COLLEGE	PPST READING	CBT READING	COMPUTER-IZED PPST READING	PPST WRITING	CBT WRITING	COMPUTER-IZED PPST WRITING	PPST MATHEMATICS	CBT MATHEMATICS	COMPUTER-IZED PPST MATHEMATICS	AGGREGATE-- BASIC SKILLS	AGGREGATE ACADEMIC CONTENT	SUMMARY TOTALS AND PASS RATES
Number Taking Assessment	20	17	6	20	17	7	19	17	8	44	27	44
Number Passing Assessment	18	17	*	13	15	*	14	15	*	44	27	44
Institutional Pass Rate	90%	100%	*	65%	88%	*	74%	88%	*	100%	100%	100%

2002-2003 Praxis II Assessments for Program Completers

Virginia Wesleyan College	No. of Students	Test Area	Number Passing	Pass Rate
	12	Elementary Educ.	12	100%
	1	Eng. Lang. & Lit.	*	*
	5	English Content	*	*
	6	Soc Stud Content	*	*
	1	Music Content	*	*
	1	Art Content	*	*
	1	Chemistry Content	*	*
One student also took an English assessment not required for VA				

* At least ten (10) program completers must have taken the same assessment in an academic year for the data on the assessment to be reported by Educational Testing Service (ETS).

2002-2003 Declaration of Admissions for Virginia Wesleyan College

No. of Students	Test Area	Score/Score Range	% Pass
8	Elementary Educ.	150-184	100%
6	English	175-192	100%
6	Social Studies	161-194	100%
1	Art	183	100%
1	Chemistry	176	100%
1	Music	173	100%

JAMES MADISON UNIVERSITY

James Madison University received initial NCATE accreditation in 1954. The regular on-site review for continuing accreditation occurred April 3-7, 2004, and was chaired by Dr. Ceola Baber, Associate Dean of the School of Education, University of North Carolina at Greensboro, and co-chaired by Dr. Patricia Whitfield, Associate Professor in the School of Education and Interdisciplinary Studies at Virginia Union University. At its October 18-24, 2004 meeting in Washington, DC, the unit Accreditation Board of the National Council for Accreditation of Teacher Education (NCATE) granted continuing accreditation of the College of Education & Psychology at James Madison University at the initial teacher preparation and advanced preparation levels.

The review was guided by the following six NCATE standards:

- 1 Candidate Performance
- 2 Assessment System and Unit Evaluation
- 3 Field Experiences and Clinical Practice
- 4 Diversity
- 5 Faculty Qualifications, Performance and Development
- 6 Unit Governance and Resources.

Each of the six NCATE standards were met and received from NCATE a certificate in acknowledgement of the unit's accomplishment.

The Unit Accreditation Board cited the following areas for improvement:

- *(Initial)* The English and physical education programs have not been recognized by their respective specialized professional associations. *(Standard 1)*
- *(Advanced)* The reading education program has not been recognized by its specialized professional association. *(Standard 1)*
- Graduate and employer surveys are not administered for all professional education programs. *(Standard 2)*
- *(Advanced)* Limited data are aggregated, summarized, and reported at the transition points/gates identified in the unit's assessment system. *(Standard 2)*
- The unit is not testing its performance assessments for fairness, accuracy, and consistency. *(Standard 2)*
- Unit programs inconsistently address the knowledge and skills necessary to work effectively with culturally and linguistically diverse children. *(Standard 4)*
- Candidates enrolled in the unit represent limited cultural diversity. *(Standard 4)*
- The composition of the faculty represents limited cultural diversity. *(Standard 4)*

In addition to the NCATE standards, the each institution's licensure endorsement areas were evaluated to ensure compliance with the following Virginia requirements:

- Arts and sciences degree required for all endorsement programs except health and physical education and career and technical education;
- Professional teacher's assessment requirement (Praxis I and II);
- Eighteen-hour cap on professional studies for all programs except elementary and special

education for which the cap is 24 semester hours, excluding pre-clinical and post-field experiences; and

- Teaching area alignment with the Standards of Learning and licensure regulations.

A letter summarizing the recommendations of the NCATE Unit Accreditation Board for James Madison University may be found in Attachment #2.

2002-2003 Praxis I: Reading, Writing, Mathematics Assessments for Program Completers

James Madison University	PPST READING	CBT READING	COMPUTER-IZED PPST READING	PPST WRITING	CBT WRITING	COMPUTER-IZED PPST WRITING	PPST MATHEMATICS	CBT MATHEMATICS	COMPUTER-IZED PPST MATHEMATICS	AGGREGATE-- BASIC SKILLS	AGGREGATE ACADEMIC CONTENT	SUMMARY TOTALS AND PASS RATES
Number Taking Assessment	202	52	8	203	50	8	202	50	9	262	82	263
Number Passing Assessment	187	49	*	168	42	*	187	46	*	262	82	263
Institutional Pass Rate	93%	94%	*	83%	84%	*	93%	92%	*	100%	100%	100%

* At least ten (10) program completers must have taken the same assessment in an academic year for the data on the assessment to be reported by Educational Testing Service (ETS).

2002-2003 Praxis II Assessments for Program Completers

James Madison University	No. of Students	Test Area`	Number Passing	Pass Rate
	3	Elem. Ed. Content	*	*
	20	English Content	20	100%
	1	Mid.Sch. Eng./LA	*	*
	8	Math Content	*	*
	8	Soc. Stud. Content	*	*
	1	Mid.Sch. Soc. St.	*	*
	27	Music Content	27	100%
	11	Art Content	11	100%
	3	Biology Content	*	*
	1	Physics Content	*	*
	3	Marketing Ed.	*	*
	4	Health & PE	*	*

* At least ten (10) program completers must have taken the same assessment in an academic year for the data on the assessment to be reported by Educational Testing Service (ETS).

2002-2003 Declaration of Admissions for James Madison University

No. of Students	Test Area	Score/Score Range	% Pass
12	Art	161-185	100%
4	Biology	142-189	75%
4	Business Education	590-660	100%
1	Physics	159	100%
56	Elementary Educ.	138-193	98%
1	Early Childhood Educ.	590-710	100%
1	Earth Science	178	100%
22	English	154-199	91%
1	German Content	169	100%
1	Spanish Content	156	0%
2	Health and PE	172-174	100%
4	Marketing Educ.	680-790	100%
12	Mathematics	136-169	92%
32	Music Content	149-187	84%
1	Physics	159	100%
2	Speech Lang. Path.	640-730	100%

AVERETT UNIVERSITY

The review of the Averett University teacher preparation program was conducted April 4-7, 2004, in accordance with the standards and procedures outlined in the *Regulations Governing Approved Programs for Virginia Institutions of Higher Education*. Dr. Jim Alouf, chair of the Department of Education at the Sweet Briar College, served as chair of the on-site review team.

The regulations governing approved programs set forth 20 standards in the following four categories:

- I. Program Design
- II. Faculty
- III. Candidates, and
- IV. Program Operation/Accountability.

The review team makes a recommendation of met or not met for each of the 20 standards. In addition, the team makes a recommendation of approved, approved with stipulations, or denied for the teacher preparation program as a whole; lastly, one of these three recommendations is made for each endorsement program offered by the institution.

The team recommendation for the Averett University teacher preparation program is fully approved.

2002-2003 Praxis I: Reading, Writing, Mathematics Assessments for Program Completers

AVERETT University	PPST READING	CBT READING	COMPUTER-IZED PPST READING	PPST WRITING	CBT WRITING	COMPUTER-IZED PPST WRITING	PPST MATHEMATICS	CBT MATHEMATICS	COMPUTER-IZED PPST MATHEMATICS	AGGREGATE-- BASIC SKILLS	AGGREGATE ACADEMIC CONTENT	SUMMARY TOTALS AND PASS RATES
Number Taking Assessment	10	14	5	7	15	7	7	15	7	29	16	29
Number Passing Assessment	8	13	*	*	12	*	*	15	*	28	16	28
Institutional Pass Rate	80%	93%	*	*	80%	*	*	100%	*	97%	100%	97%

* At least ten (10) program completers must have taken the same assessment in an academic year for the data on the assessment to be reported by Educational Testing Service (ETS).

2002-2003 Praxis II Assessments for Program Completers

Averett University	No. of Students	Test Area	Number Passing	Pass Rate
	9	Elem. Ed. Content	*	*
	3	English Content	*	*
	1	Math Content	*	*
	1	Soc. Stud. Content	*	*
	1	Art Content	*	*
	1	Biology Content	*	*

* At least ten (10) program completers must have taken the same assessment in an academic year for the data on the assessment to be reported by Educational Testing Service (ETS).

2002-2003 Declaration of Admissions for Averett University

No. of Students	Test Area	Score/Score Range	% Pass
19	Elementary Education	138-187	95%
1	English	186	100%
1	Art	161	100%
1	Chemistry	160	100%

3-8. School divisions would continue to have the flexibility to set their own testing windows for the end-of-course tests.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education adopt the proposal to establish testing windows for the Standards of Learning tests beginning in 2005-2006.

Impact on Resources: N/A

Timetable for Further Review/Action: N/A

Summary of Major Elements:

Revisions are being proposed to several critical elements in the Consolidated State Application Accountability Plan. The statutory authority that permits states to request, and the U.S. Secretary of Education to approve, waivers to requirements in NCLB is found in Section 9401 of the federal law:

“SEC. 9401. WAIVERS OF STATUTORY AND REGULATORY REQUIREMENTS.

(a) IN GENERAL- Except as provided in subsection (c), the Secretary may waive any statutory or regulatory requirement of this Act for a State educational agency, local educational agency, Indian tribe, or school through a local educational agency, that —

(1) receives funds under a program authorized by this Act; and

(2) requests a waiver under subsection (b).”

Virginia’s proposed amendments fall under five major areas: (1) application of the “other academic indicator” (in addition to performance and participation on the reading and mathematics tests) that is used to make AYP determinations when safe harbor is not invoked, (2) how states determine if a school, school division, and the state have made AYP, (3) use of test scores from multiple administrations, (4) testing and AYP calculation policies for limited English proficient students, and (5) testing and AYP calculation policies for students with disabilities. Attachment A describes each proposed amendment, the current NCLB policy approved for Virginia, and the rationale for the proposed request.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education accept for first review the proposed amendments to the Virginia Consolidated State Application Accountability Plan as permitted in Section 9401 of the federal law.

Impact on Resources: The provisions of the *No Child Left Behind Act of 2001* require the Department of Education to collect and analyze data related to determining Adequate Yearly Progress for all schools and school divisions in the state, assessing limited English proficient (LEP) students on their English language proficiency and content knowledge, and collecting and reporting additional data on LEP students. These requirements will continue to have an impact on the agency’s staff resources. The Virginia Department of Education is working with a consortium of the Council of Chief State School Officers (CCSSO) to identify the cost of implementing NCLB.

Timetable for Further Review/Action: Following final approval, the proposed revisions will be submitted to the United States Department of Education as amendments to Virginia’s Consolidated State Application Accountability Workbook by the deadline of April 1, 2005.

Attachment A
**Proposed Amendments to Virginia Consolidated State
Application Accountability Plan Required in NCLB**

January 12, 2005

NCLB Statutory Authority for Amendment Requests:

“SEC. 9401. WAIVERS OF STATUTORY AND REGULATORY REQUIREMENTS.

(a) IN GENERAL- Except as provided in subsection (c), the Secretary may waive any statutory or regulatory requirement of this Act for a State educational agency, local educational agency, Indian tribe, or school through a local educational agency, that —

(1) receives funds under a program authorized by this Act; and

(2) requests a waiver under subsection (b).”

<p>1. AYP: Targeting Choice and Supplemental Services (Critical Elements 1.6 and 4.1)</p>
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Request: Virginia will target supplemental educational services and public school choice to the subgroup(s) and individual students that need the most help. Virginia will identify students and schools who are most in need by distinguishing between schools failing to make AYP for the entire student body and schools that achieve AYP for the entire student body but fail to meet it for a particular subgroup. Choice and supplemental services will apply to the subgroup(s) and individual students not making AYP.

Rationale: The statute treats all schools that fail to make Adequate Yearly Progress (AYP) equally, regardless of whether such failure is based on one subgroup failing to make AYP in one subject, or all subgroups failing to make AYP in both reading and mathematics. Currently, all students in a Title I school in school improvement status are eligible for school choice, and all low-income students in a school that is in the second year of school improvement or corrective action are eligible to receive supplemental services, regardless of their achievement. Using federal funds to provide school choice to students not eligible for Title I services limits the amount of funds available to serve eligible low-income students. Similarly, using federal funds to provide tutoring services to all low-income students in a school limits funds available to serve students in subgroups that need the most help.

2. AYP: Consecutive Years Same Subject and Same Subgroup (Critical Element 1.6)

Request: Virginia will identify for improvement only those schools that fail to make AYP for two consecutive years in the same subject and for the same subgroup.

Rationale: Currently, USED requires that Title I schools that fail to meet AYP for two (or more) consecutive years be placed in school improvement. USED regulations permit states to identify for school improvement only those schools that fail to meet AYP for two consecutive years in the same subject, but prohibit states from treating subgroups the same way. This model raises reliability concerns given the many subgroups (i.e., seven in Virginia) that could fail to demonstrate AYP for any given year. This policy also fails to recognize the different educational problems that may be evidenced and interventions that may be appropriate in cases where different subgroups fail to demonstrate AYP. Identifying schools in improvement based on not making AYP for two consecutive years in the same subject and same subgroup will target resources where needed most.

3. Reversing Order of School Improvement Sanctions (Critical Elements 1.6 and 4.1)

Request: Virginia will allow schools the flexibility to reverse the order of sanctions in the first two years of school improvement. Supplemental educational services may be offered to eligible students attending schools in improvement in the first year and public school choice in the second year.

Rationale: Currently, USED requires that Title I schools in Year One Improvement status provide eligible students public school choice. Title I schools in Year Two Improvement status must provide eligible students supplemental educational services and continue to offer choice. An effective school choice plan requires time to develop and communicate to parents and the public. AYP is calculated using test scores from the spring administration and, therefore, AYP

determinations are not available until late July or early August. This is too close to the opening of school for choice plans to be implemented effectively. A more effective intervention strategy for the first year of improvement is offering eligible students supplemental services while planning for choice implementation. If the school moves to Year Two Improvement status, the school would offer choice while continuing to provide supplemental services.

4. AYP: Division Accountability (Critical Element 4.1)

Request: Virginia will identify divisions for improvement only when they do not make AYP in the same subject, same subgroup, and all grade spans (i.e., elementary, middle, and high schools) for two consecutive years. Virginia will 1) monitor divisions that have not made AYP in one or more grade spans but have not been identified for improvement to ensure they are making the necessary curricular and instructional changes to improve achievement, and 2) take steps to ensure supplemental services are available to eligible students from a variety of providers throughout the state (including in divisions that have not been identified for improvement but that have schools that have been in improvement for more than one year).

Rationale: Currently, USED permits states, including Virginia, to identify for division improvement only those divisions that fail to make AYP for two consecutive years in the same subject, but prohibit states from treating subgroups the same way. This model raises reliability concerns given the many subgroups (i.e., seven in Virginia) that could fail to demonstrate AYP for any given year. This policy also fails to recognize the different educational problems that may be evidenced and interventions that may be appropriate in cases where different subgroups fail to demonstrate AYP. A similar problem exists when tests across all grade spans are combined for division accountability. Identifying divisions in improvement based on not making AYP for two consecutive years in the same subject, same subgroup, and grade span will target resources where needed most.

5. Use of Other Academic Indicator for Safe Harbor Only (Critical Elements 3.2 and 6.1)

Request: Virginia will comply with Section 1111(b)(2)(I)(i) that states the other academic indicators must be considered only if “safe harbor” is invoked. AYP determinations will be based primarily on meeting or exceeding the annual measurable objectives for reading and mathematics and the 95 percent participation rate requirement. The other academic indicators will be applied only when “safe harbor” is invoked.

Rationale: In March 2004 Virginia proposed basing AYP determinations primarily on meeting the annual measurable objectives for reading and mathematics and the participation rate requirement. The other academic indicators would only be applied when “safe harbor” is invoked. USED stated this amendment conflicts with statutory and regulatory requirements for determining AYP. However, Virginia’s understanding of Section 1111(b)(2)(C)(iv) is the definition of AYP must include an “other academic indicator” but decisions about AYP shall be based primarily on participation rates and student achievement on reading and mathematics assessments. Additionally, it is our interpretation that Section 1111(b)(2)(G) and Section 1111(b)(2)(I)(i) define how AYP is determined, and these sections permit the state and any division or school that meets the 95 percent participation rate and meets or exceeds the annual measurable objectives on the reading and mathematics assessments for all students as well as each subgroup to be designated as making AYP. We believe Section 1111(b)(2)(I)(i) states the other academic indicators must be considered only if “safe harbor” is invoked.

6. Minimum “n” and Division Accountability (Critical Elements 5.5 and 10.2)

Request: Virginia will use either 50 or 1 percent of the enrolled student population, whichever is greater, as the “minimum n” for purposes of calculating AYP and applying the 95 percent participation rate requirement at the division and state levels.

Rationale: Currently, Virginia uses 50 as the minimum n for schools, school divisions, and the state. This policy could result in the state or a large school division not making AYP, overall, due to a small percentage of students in a subgroup not making AYP. For example, in a division with 10,000 students in a tested grade, AYP would be based on all groups with an n-size of 100 or greater. School divisions with 5,000 or fewer students enrolled in tested grades would be held accountable for an n-size of 50.

7. First Score Requirement (Critical Element 3.2)

Request: Virginia will count a student's passing score on an expedited Standards of Learning test in the calculation of AYP. Expedited tests (retests) are provided during the official test administration window and are afforded to students who miss the scheduled administration of the test, or who took the scheduled test and did not pass (but achieved a score between 375-399), or did not pass due to exceptional and mitigating circumstances.

Rationale: Currently, USED allows states to count for AYP only the scores from the first official assessment administration or those taken prior to that time. This is a problem for Virginia, whose high school end-of-course assessments are required for graduation. The school should get credit for students who retake and pass the test in the same year, especially when the results may have been impacted by external factors affecting a student's performance on the test. Virginia believes counting a student's passing score on a retest rewards the student and the school for successful remedial efforts, and will increase the validity and reliability of AYP determinations.

8. Assessing Students with Disabilities (Critical Element 5.3)

Request: Virginia will allow Individualized Education Program (IEP) teams to make determinations about appropriate Standards of Learning (SOL) assessments for special education students whose instructional level is one to three years below grade level. IEP teams will make determinations based on state guidelines. Students who

make gains on statewide SOL assessments equivalent to or in excess of one grade level will have their scores counted towards making AYP.

Rationale: NCLB requires states to “beginning not later than school year 2005-2006, measure the achievement of students against challenging State academic content and student academic achievement standards in each of grades 3-8 in, at a minimum, mathematics, and reading or language arts...” NCLB further requires states to “provide for the participation in such assessments for all students; [and] the reasonable adaptations and accommodations for students with disabilities...necessary to measure the academic achievement of such students relative to State academic content and State academic achievement standards.... “ Finally, NCLB allows states to “incorporate data from the assessments...into a State-developed longitudinal data system that links student test scores...over time.” Permitting students with disabilities who are being instructed one to three years below grade level to be administered tests that measure the content they are learning meets the NCLB requirement to measure the academic achievement of students relative to state academic content and achievement standards while recognizing the individualized nature and pacing of the instruction received by special education students. Further, allowing the scores of students who achieve one or more years of growth as measured by the SOL assessments to count towards AYP recognizes the achievement of schools and school districts in moving these students toward grade level standards.

<p>9. Inclusion of Limited English Proficient Students in State Assessments (Critical Element 5.4)</p>

Request: Virginia will allow the reading component of the English language proficiency (ELP) test required under Title I, and the plain language forms of the statewide mathematics assessments as the academic assessments required under section 1111(b)(3). These assessments will be used to hold a school/division/state accountable for LEP students’ academic achievement during their first 1-3 years of enrollment in the U.S. Students who do not achieve a passing score on the reading component of the ELP test would not be counted in

the AYP pass rate calculation, but would be counted toward the 95 percent participation rate calculation. This change would allow Virginia to continue use of state policies in its existing state accountability program exempting newly-arrived LEP test takers.

Rationale: Currently, USED requires that all students enrolled be included in state assessments, and that 95 percent of such students (overall and in each subgroup) participate for a school/division/state to demonstrate AYP. This includes LEP students, except when assessing English/reading of students enrolled in the country for the first year, regardless of when they entered the country and their language deficiency. In some instances, however, it is not educationally valid or appropriate for newly enrolled LEP students to participate in English or mathematics state assessments.

<p><i>10. Graduation Rate and Other Academic Indicator (Critical Element 7.1)</i></p>
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Request: Virginia will define “standard number of years for graduation” as four years or less except for students with disabilities and students with limited English proficiency (LEP) who will be allowed additional time to receive a high school diploma when that length of time is indicated as appropriate in a student’s Individualized Education Program (IEP) or by the student’s school-based LEP team.

Rationale: The Code of Virginia requires school divisions to provide students with disabilities and LEP students of school age a free public education. The age requirement in state and federal laws is consistent. Students with disabilities and students with limited English proficiency have special educational needs that may require additional time for them to meet challenging academic standards and graduation requirements.

Additional Requests for NCLB Policy Revisions

English Language Proficiency Assessment: Exclusion of Kindergarten and First Grade Limited English Proficient (LEP) Students from Reading and Writing English Language Proficiency Assessment Requirement (Definition of LEP Cohort, in September 1, 2003, Submission, as amended on November 24, 2003, and May 26, 2004, p. 14)

Request: Virginia will not require kindergarten and first grade limited English proficient (LEP) students to take the reading and writing components of the English language proficiency assessment. The English language proficiency of kindergarten and first grade LEP students will be assessed only on listening and speaking skills.

Rationale: The federal requirement of assessing the reading and writing ability of kindergarten and first grade LEP students puts an extra burden on young English language learners that is not placed on their native-English speaking peers. The *No Child Left Behind Act of 2001* does not require standardized testing of native English speakers until the 3rd grade. In order to comply with the requirement in the law to assess the English language proficiency of all LEP students as well as provide meaningful information to school divisions and the state about the progress of these students in becoming fully proficient in English, Virginia will assess only their listening and speaking skills. Assessing the reading and writing skills of these students would require a small group or individual administration of the component of the test for each LEP student. The information about these students' English language proficiency that will be gained from the standardized assessment in these two skill areas does not justify the time required to administer the assessment.

Immigrant Children and Youth Funding Formula under Title III: Revision of Formula to Reduce State Reservation from 15 percent to 5 percent (Virginia Consolidated State Application, p.82, d.)

Request: Virginia will revise the state reservation for Immigrant Children and Youth Funding under Title III: Language Instruction for Limited English Proficient and Immigrant Students from 15 percent to 5 percent.

Rationale: Under section 3114(d)(1) states are required to reserve a percentage of the Title III funding for subgrants to eligible entities that have experienced a significant increase in the percentage or number of immigrant children and youth. Immigrant children and youth are defined as those individuals who: 1) are aged 3 through 21; 2) were not born in any state; and 3) have not been attending one or more schools in any one or more states for more than 3 full academic years. A state may not reserve more than 15 percent for this type of subgrant.

Reducing the state reservation for the immigrant children and youth funding formula from 15 percent to 5 percent will increase the per pupil amount to be awarded through the Title III funds for all limited English proficient (LEP) students. The immigrant children and youth formula funding permits awards only to those school divisions that have experienced a significant increase in the number or percentage of immigrant children and youth as compared to the average of the 2 preceding fiscal years, prior to the fiscal year for which the subgrants are awarded. This requirement has resulted in a significant number of school divisions being ineligible for the immigrant children and youth award even though they enroll immigrant children and youth. A reduction in the state reservation for the award would result in an increase in per pupil funding for LEP students awarded through the Title III funds thus offsetting the potential reduction in immigrant children and youth funding if the school division does not qualify for these funds.

Board of Education Agenda Item

Item: _____ N. _____

Date: January 12, 2005

Topic: First Review of the Annual Performance Report on Adult Education and Family Literacy

Presenter: Dr. Yvonne V. Thayer, Director, Adult Education and Literacy

Telephone Number: 804-225-2293

E-Mail Address: Yvonne.Thayer@doe.virginia.gov

Origin:

Topic presented for information only (no board action required)

Board review required by

State or federal law or regulation

Board of Education regulation

Other: _____

Action requested at this meeting Action requested at future meeting: _____ (date)

Previous Review/Action:

No previous board review/action

Previous review/action

date _____

action _____

Background Information:

Section 22.1-226 of the Code of Virginia requires school divisions to evaluate adult education programs offered by the school division by synthesizing data collected for other state and federal reports. "They shall report the findings of the evaluation, including the effectiveness and success of programs in assisting adults in obtaining the General Educational Development (GED) Certificate and the high school diploma. The Board of Education shall collect the results and report the findings to the Governor and the General Assembly."

Summary of Major Elements:

The attached report summarizes the progress made by learners in adult education programs funded by Title II of the Workforce Investment Act during the 2002-2003 school year. The document reports performance targets negotiated by the U. S. Department of Education and the progress made in reaching the targets. The report is being submitted at this time because data collection was not completed before the beginning of the 2004 General Assembly.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education waive first review and approve the Adult Education Annual Performance Report pursuant to Section 22.1-226 in the Code of Virginia.

Impact on Resources:

This responsibility can be absorbed by the agency's existing resources at this time. If the agency is required to absorb additional responsibilities related to this activity, other services may be impacted.

Timetable for Further Review/Action:

Following the Board's approval, the report will be transmitted to the Governor and the General Assembly as required by the Code of Virginia.



VIRGINIA BOARD OF EDUCATION

2004 Annual Report

ADULT EDUCATION ANNUAL PERFORMANCE REPORT

PRESENTED TO

**THE HONORABLE MARK R. WARNER
GOVERNOR OF VIRGINIA
AND
THE GENERAL ASSEMBLY**

JANUARY 2005

VIRGINIA BOARD OF EDUCATION

ADULT EDUCATION ANNUAL PERFORMANCE REPORT

The Office of Adult Education and Literacy (OAEL), located in the Virginia Department of Education, Division of Instruction, provides leadership and oversight to adult education programs and services in Virginia, including Adult Basic Education (ABE), Adult Secondary Education (ASE), and English for Speakers of Other Languages (ESOL). Although the Code of Virginia places the responsibility for adult education with Virginia's 134 local school divisions, services are delivered through a partnership of public and community-based providers that includes local school boards; community colleges; not-for-profit and faith-based literacy groups; employers; state, local and regional correctional facilities; and state institutions.

The Office of Adult Education and Literacy manages federal and state funds allocated for these programs. This report describes progress made in reaching programmatic goals established for providers who utilize federal and state resources to augment other public or private funds to conduct adult education programs. Virginia's programs have been successful in meeting the goal of continuous improvement as prescribed by the Workforce Investment Act (WIA). The FY03 data indicate that progress is being made to meet the goals cooperatively established by the U.S. Department of Education (U. S. DOE) and the Virginia Department of Education. This report presents evidence of the following accomplishments:

- Twelve thousand three hundred seventy-one (12,371) students completed their educational functioning levels, and another 6,721 completed their levels and advanced one or more levels.
- Compared with the previous year's results, increased percentages of students completed ABE Beginning Basic Education (40%), ABE Intermediate Low (45%), ABE Intermediate High (41%), ASE Low (48%), ASE High (59%), and ESOL Intermediate Low (43%).
- Ten thousand eight hundred eighty-one (10,881) students earned their GED credentials, according to the Oklahoma Scoring Service data system. Although this is a decrease of 5,183 reported by that source for the previous year, it is not unexpected since there was a nationwide decline due to the administration of the new 2002 series.
- Sixty-eight percent (68%) of students enrolled in GED diploma programs attained credentials, exceeding the 43-percent target level by 25 percentage points.
- Forty-four percent (44%) of students enrolled in high school diploma programs attained credentials, exceeding the 43-percent target level by one percentage point.
- Eighty percent (80%) of students enrolled in external diploma programs attained credentials, exceeding the 43-percent target level by 37 percentage points.

Adult Basic Education

- Twenty-three percent (23%) of enrolled students in ABE Beginning Literacy completed their educational functioning level. Virginia's target performance level was 27 percent.
- Forty percent (40%) of enrolled students in ABE Beginning Basic Education completed their educational functioning level, exceeding the 33-percent target performance level by seven percentage points.

- Forty-five percent (45%) of enrolled students in ABE Intermediate Low completed their educational functioning level, exceeding the 37-percent target performance level by eight percentage points.
- Forty-one percent (41%) of enrolled students in ABE Intermediate High completed their educational functioning level, exceeding the 35-percent target performance level by six percentage points.

Adult Secondary Education

- Forty-eight percent (48%) of enrolled students in ASE Low completed their educational functioning level, exceeding the 38-percent target performance level by 10 percentage points.
- Fifty-nine percent (59%) of enrolled students in ASE High completed their educational functioning level, exceeding the 43-percent target performance level by 16 percentage points.

English for Speakers of Other Language

- Thirty-four percent (34%) of enrolled students in ESOL Beginning Literacy completed their educational functioning level, exceeding the 30-percent target performance level by four percentage points.
- Thirty-five percent (35%) of enrolled students in ESOL Beginning completed their educational functioning level, exceeding the 30-percent target performance level by five percentage points.
- Forty-three percent (43%) of enrolled students in ESOL Intermediate Low completed their educational functioning level, exceeding the 34-percent target performance level by nine percentage points.
- Thirty-seven percent (37%) of enrolled students in ESOL Intermediate High completed their educational functioning level, exceeding the 34-percent target performance level by three percentage points.
- Thirty-two percent (32%) of enrolled students in ESOL Low Advanced completed their educational functioning level, exceeding the 31-percent target performance by one percentage point.
- Five percent (5%) of enrolled students in ESOL High Advanced completed their educational functioning level. Virginia's target performance level was 31 percent. Since students at this level usually are not present for a posttest, the five percent completion rate is artificially low.

Characteristics of Our Population

- Virginia's total enrollment (31,574) is comprised of 45% English for Speakers of Other Languages, 42% Adult Basic Education, and 13% Adult Secondary Education students.
- Virginia's adult student ethnic composition includes 10,336 White (33%); 9,007 Hispanic (29%); 8,260 Black (26%); 3,837 Asian (12%); 53 American Indian/Alaskan Native (less than 1%); and 81 Other Pacific Islander (less than 1%).
- Fifty-one percent (16,016) of Virginia's adult student enrollment is 25-44 years of age, 23 percent (7,354) is 19-24, 14% (4,520) is 45-59, 9% (2,642) is 16-18, and 3% (1,042) is 60 or older.

- Fifty-seven percent (18,062) of Virginia’s adult student enrollment is female and 43 percent (13,512) is male.
- Average hours of attendance for students enrolled in ABE are 42, in ASE 49, and in ESOL 82. The overall average is 61 hours of attendance.
- Virginia’s adult students reflect the following employment status: 15,824 are employed, 10,001 are unemployed, 3,037 are in a correctional setting, 85 are in another institution, and 2,277 are on public assistance.

Follow-up Outcomes Measures

- Sixty-six percent (66%) of students with a goal of obtaining a high school diploma or GED reached their goal one quarter after leaving class, exceeding the 43 percent target level by 23 percentage points.
- Fifty-seven percent (57%) of students with a goal to enter employment reached their goal one quarter after leaving class, exceeding the 34 percent target level by 23 percentage points.
- Twenty-eight percent (28%) of students with a goal to retain employment reached their goal one quarter after leaving class. Virginia’s target performance level is 42 percent.
- Forty-eight percent (48%) of students with a goal to enter post secondary education reached their goal one quarter after leaving class, exceeding the 31 percent target by 17 percentage points.

Progress in Virginia’s adult education programs includes improved achievement in education functioning level completion and surpassing state goals to enter employment and postsecondary education.

State Management of Performance Data

The Department of Education’s OAEL has reached the **exemplary quality level**, the highest level recognized by the U.S. DOE, in its management of state data for the National Reporting System. OAEL has procedures and systems that promote the highest levels of data validity and reliability, including systems for verifying data accuracy from local programs, systems for monitoring data collection and analyses, and corrective systems to improve data on an ongoing basis. State procedures indicate a focus on continuous improvement of the quality and accuracy of data.

At its March 27, 2002, meeting, the Board of Education adopted a resolution to allow the Department of Education to proceed with the review of textbooks and instructional materials according to the established process. On March 29, 2002, the department posted Superintendents' Memorandum No. 15, which provided a textbook adoption schedule for statewide adoptions through 2004-2005.

Summary of Major Elements:

In June 2004, committees of Virginia educators received K-12 mathematics, English and literature, and foreign language textbooks and Standards of Learning textbook correlations from publishers. Members of these committees conducted individual analyses of the materials prior to meeting with the full committee. In July 2004, the committees convened in Richmond to reach consensus on their reviews of the submitted materials. The consensus evaluations were shared with publishers, and publishers were given an opportunity to respond to the committees' reviews and recommendations. Requests by publishers for reconsideration were examined carefully prior to the list being submitted to the Board of Education for first review. The Department of Education has included a master list for all recommended and non-recommended textbooks that were reviewed. An additional book, *Algebra and Trigonometry with Analytic Geometry with CD* by Thomson Learning, has been added to the Algebra II with Trigonometry recommended list. The Algebra II review committee recommended this book, but it was inadvertently left off the initial list.

A 30-day public comment period began on October 29, 2004, immediately after the board's first review of the list of materials. For K-12 mathematics textbooks there were three comments. One teacher commented that her division has a number of Spanish-speaking students for whom materials in Spanish would be helpful. The remaining two comments were from a middle school that currently uses Saxon mathematics textbooks. Both teachers spoke highly of the program at grades 6 and 7 citing the repetitive nature of the program, its standardized format, and its readability.

There were no public comments for English and literature and foreign language.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education accept for final review and approve the attached list of textbooks and instructional materials recommended for state adoption.

Impact on Resources:

School divisions are provided funding through the Standards of Quality for the purchase of textbooks and instructional materials. The Department of Education administers the state adoption process. This responsibility can be absorbed by the agency's existing resources at this time. If the agency is required to absorb additional responsibilities related to this process, other services may be impacted.

Timetable for Further Review/Action:

Upon approval, the Department of Education will publish the list of adopted instructional materials with bid prices. In June 2005, the Department of Education will complete six-year contracts with publishers that will become effective July 1, 2005.

K-12 Mathematics

Textbooks and Instructional Materials

January 12, 2005

Mathematics Textbooks and Instructional Materials
Virginia Department of Education
Recommended List
January 12, 2005

Course	Publisher	Title	Copyright
Kindergarten – Grade 1	Wright Group	Growing with Mathematics, Virginia Class Bundle Set, Grades K-1	2002
NOTE: The majority of the K-1 Standards of Learning are covered in this series by the end of grade 1, although not necessarily at the grade level suggested by the standards.			

Course	Publisher	Title	Copyright
Kindergarten – Grade 2	Kendall/Hunt	Math Trailblazers, 2/e, Grades K-2	2004
NOTE: The majority of the K-2 Standards of Learning are covered in this series by the end of grade 2, although not necessarily at the grade level suggested by the standards.			

Course	Publisher	Title	Copyright
Kindergarten – Grade 3	Scott Foresman	Investigations in Number, Data and Space	2004
NOTE: The majority of the K-3 Standards of Learning are covered in this series by the end of grade 3, although not necessarily at the grade level suggested by the standards.			

Course	Publisher	Title	Copyright
Kindergarten - Grade 5	Harcourt School Publishers	Harcourt Math, K-5 Virginia Edition	2005
	Houghton Mifflin	Houghton Mifflin Math, Levels K-5	2005
	Houghton Mifflin	Houghton Mifflin Math, Levels K-5 eMathBook CD-ROM	2005
	Saxon	Saxon Math	2004

Mathematics Textbooks and Instructional Materials
Virginia Department of Education
Recommended List
January 12, 2005

Course	Publisher	Title	Copyright
Kindergarten - Grade 5 (continued)	Scott Foresman	Scott Foresman- Addison Wesley Mathematics, Virginia Edition	2006
	Wright Group	Everyday Mathematics, Virginia Class Bundle Set, Grades K-5	2004
Grades 1-5	Harcourt School Publishers	Harcourt Math, 1-5 (electronic) Virginia Edition	2005
Grade 4	Scott Foresman	Investigations in Number, Data and Space	2004
Grade 6	Glencoe/McGraw Hill	Glencoe Mathematics: Applications and Concepts, Virginia Edition, Course 1	2005
	Glencoe/McGraw Hill	Glencoe Mathematics: Applications and Concepts, Virginia Edition, Course 1 (online)	2005
	Holt, Rinehart and Winston	Holt Virginia Middle School Mathematics, Course 1	2004
	Holt, Rinehart and Winston	Holt Virginia Middle School Mathematics, Course 1, Premier Online	2004

Mathematics Textbooks and Instructional Materials
Virginia Department of Education
Recommended List
January 12, 2005

Course	Publisher	Title	Copyright
Grade 6 (continued)	Houghton Mifflin	Houghton Mifflin Mathematics, Level 6	2005
	Houghton Mifflin	Houghton Mifflin Mathematics, Level 6 eMathBook CD-ROM	2005
	McDougal Littell	McDougal Littell Middle School Mathematics, Course 1	2005
	Prentice Hall	Prentice Hall Mathematics, Course 1	2006
	Prentice Hall	Prentice Hall Mathematics, Course 1 Interactive Textbook	2006
	Scott Foresman	Scott Foresman/ Addison Wesley Mathematics, Virginia Edition	2006
	Wright Group	Everyday Mathematics, Virginia Bundle Set, Grade 6	2004
Grade 7	Glencoe/McGraw Hill	Mathematics: Applications and Concepts, Virginia Edition, Course 2	2005
	Glencoe/McGraw Hill	Mathematics: Applications and Concepts, Virginia Edition, Course 2 (online)	2005
	Glencoe/McGraw Hill	Glencoe Pre-Algebra	2005
	Glencoe/McGraw Hill	Glencoe Pre-Algebra (online)	2005

Mathematics Textbooks and Instructional Materials
Virginia Department of Education
Recommended List
January 12, 2005

Course	Publisher	Title	Copyright
Grade 7 (continued)	Holt, Rinehart and Winston	Holt Middle School Mathematics, Course 2	2003
	Holt, Rinehart and Winston	Holt Middle School Mathematics, Course 2 Premier Online	2003
	McDougal Littell	McDougal Littell Middle School Mathematics, Course 2	2005
	McDougal Littell	McDougal Littell Pre-Algebra	2005
	Prentice Hall	Prentice Hall Connected Mathematics, Grade 7	2004
	Prentice Hall	Prentice Hall Mathematics, Course 2	2006
	Prentice Hall	Prentice Hall Mathematics, Course 2 Interactive Textbook	2006
	Saxon	Saxon Math 8/7	2004
Grade 8	CORD Communications, Inc.	Bridges to Algebra and Geometry, 2nd Edition	2004
	Glencoe/McGraw Hill	Mathematics: Applications and Concepts, Virginia Edition, Course 3	2005
	Glencoe/McGraw Hill	Mathematics: Applications and Concepts, Virginia Edition, Course 3 (online)	2005
	Holt, Rinehart and Winston	Holt Middle School Mathematics, Course 3	2004

Mathematics Textbooks and Instructional Materials
Virginia Department of Education
Recommended List
January 12, 2005

Course	Publisher	Title	Copyright
Grade 8 (continued)	Holt, Rinehart and Winston	Holt Middle School Mathematics, Course 3 Premier Online	2004
	Holt, Rinehart and Winston	Virginia Holt Pre-Algebra	2004
	McDougal Littell	McDougal Littell Middle School Mathematics, Course 3	2005
	McDougal Littell	McDougal Littell Pre-Algebra	2005
	Prentice Hall	Prentice Hall Mathematics, Course 3	2006
	Prentice Hall	Prentice Hall Mathematics, Course 3 Interactive Textbook	2006
	Prentice Hall	Prentice Hall Mathematics Pre-Algebra, Virginia Edition	2006
	Prentice Hall	Prentice Hall Mathematics Pre-Algebra, Virginia Edition Interactive Textbook	2006
Algebra I	CORD Communications, Inc.	Algebra I	2004
	Glencoe/McGraw Hill	Algebra I, Virginia Edition	2005
	Glencoe/McGraw Hill	Algebra I, Virginia Edition (online)	2005
	Glencoe/McGraw Hill	Algebra: Concepts and Applications, Volumes 1 and 2	2005
	Glencoe/McGraw Hill	Algebra: Concepts and Applications, Volumes 1 and 2 (online)	2005

Mathematics Textbooks and Instructional Materials
Virginia Department of Education
Recommended List
January 12, 2005

Course	Publisher	Title	Copyright
Algebra I (continued)	Holt, Rinehart, & Winston	Holt Algebra I	2004
	Key Curriculum Press	Discovering Algebra: An Investigative Approach	2004
	McDougal Littell	Algebra I	2004
	McDougal Littell	Algebra I: Concepts and Skills	2004
	Prentice Hall	Algebra I, Virginia Edition	2006
	Prentice Hall	Algebra I, Virginia Edition Interactive Textbook	2006
Algebra I, Parts 1 and 2	CORD Communications, Inc.	Algebra I	2004
	Glencoe/McGraw Hill	Algebra: Concepts and Applications, Volumes 1 and 2	2005
	Glencoe/McGraw Hill	Algebra: Concepts and Applications, Volumes 1 and 2 (online)	2005
	McDougal Littell	Algebra I: Concepts and Skills, Volumes I and II	2004
Geometry	CORD Communications, Inc.	Geometry	2004
	Glencoe/McGraw Hill	Glencoe Geometry	2005
	Glencoe/McGraw Hill	Glencoe Geometry (online)	2005
	Glencoe/McGraw Hill	Glencoe Geometry: Concepts and Applications, Virginia Edition	2005

Mathematics Textbooks and Instructional Materials
Virginia Department of Education
Recommended List
January 12, 2005

Course	Publisher	Title	Copyright
Geometry (continued)	Glencoe/McGraw Hill	Glencoe Geometry: Concepts and Applications, Virginia Edition (online)	2005
	Holt, Rinehart and Winston	Holt Geometry	2004
	Key Curriculum Press	Discovering Geometry: An Investigative Approach	2004
	McDougal Littell	Geometry	2004
	McDougal Littell	Geometry: Concepts and Skills	2003
	Prentice Hall	Geometry, Virginia Edition	2006
	Prentice Hall	Geometry, Virginia Edition Interactive Textbook	2006
Geometry, Parts 1 and 2	Glencoe/McGraw Hill	Glencoe Geometry: Concepts and Applications, Virginia Edition	2005
	Glencoe/McGraw Hill	Glencoe Geometry: Concepts and Applications, Virginia Edition (online)	2005
	McDougal Littell	Geometry	2004
	McDougal Littell	Geometry: Concepts and Skills	2003
Algebra II	Glencoe/McGraw Hill	Glencoe Algebra 2	2005
	Glencoe/McGraw Hill	Glencoe Algebra 2 (online)	2005
	McDougal Littell	Algebra 2	2004
	Holt, Rinehart, and Winston	Algebra 2	2004
	Prentice Hall	Algebra 2, Virginia Edition	2006

Mathematics Textbooks and Instructional Materials
Virginia Department of Education
Recommended List
January 12, 2005

Course	Publisher	Title	Copyright
Algebra II (continued)	Prentice Hall	Algebra 2, Virginia Edition Interactive Textbook	2006
Algebra II and Trigonometry	McDougal Littell	McDougal Littell Algebra 2	2004
	Thomson Learning	Algebra and Trigonometry with Analytic Geometry and CD	2002
Algebra 1/Geometry (3-year sequence)	Glencoe/McGraw Hill	Contemporary Mathematics in Context Courses 1-3	2003

Mathematics Textbooks and Instructional Materials

Virginia Department of Education

Not Recommended List

January 12, 2005

Course	Publisher	Title	Copyright
Grade 2	Wright Group	Growing with Mathematics, Virginia Class Bundle Set, Grade 2	2002
Grade 3	Kendall/Hunt	Math Trailblazers, 2/e, Grade 3	2004
	Wright Group	Growing with Mathematics, Virginia Class Bundle Set, Grade 3	2002
Grade 4	Kendall/Hunt	Math Trailblazers, 2/e, Grade 4	2004
	Wright Group	Growing with Mathematics Virginia Class Bundle Set, Grade 4	2002
Grade 5	Kendall/Hunt	Math Trailblazers, 2/e, Grade 5	2004
	Scott Foresman	Investigations in Number, Data and Space	2004
	Wright Group	Growing with Mathematics, Virginia Class Bundle Set, Grade 5	2002
Grade 6	Holt, Rinehart and Winston	Mathematics in Context	2003
	Prentice Hall	Connected Mathematics Program, Grade 6	2004
	Saxon	Saxon Math 7/6	2004
Grade 7	Holt, Rinehart and Winston	Mathematics in Context, Grade 7	2003
Grade 8	Holt, Rinehart and Winston	Mathematics in Context, Grade 8	2003
	Prentice Hall	Connected Mathematics Program, Grade 8	2004
	Saxon	Algebra 1/2	2004
Algebra I	Saxon	Algebra I: An Incremental Development	2003

Mathematics Textbooks and Instructional Materials

Virginia Department of Education

Not Recommended List

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Course	Publisher	Title	Copyright
Algebra I, Parts 1 and 2	It's About Time, Herff-Jones Educational Division	Math Connections, 1A and 1B	2000
Algebra II	Glencoe/McGraw Hill	Contemporary Mathematics in Context	2003
	Key Curriculum Press	Discovering Advanced Algebra: An Investigative Approach	2004
	Saxon	Algebra 2: An Incremental Development	2003
Algebra II with Trigonometry	Thomson Learning	Algebra with Trigonometry for College Students	2002

6-12 English and Literature

Textbooks and Instructional Materials

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English Textbooks and Instructional Materials
Virginia Department of Education
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Grade Level/ Strand	Publisher	Title	Copyright
Sixth Grade/ Literature	EMC Paradigm	The EMC Masterpiece Series, Literature and the Language Arts, Discovering Literature	2003
	Holt, Rinehart and Winston	Elements of Literature, Introductory Course	2005
	McDougal Littell	Bridges to Literature, Level I	2002
	McDougal Littell	The Language of Literature, Grade 6	2004/2002
	Prentice Hall	Timeless Voices, Timeless Themes, Copper, Student Edition	2005
Sixth Grade/ Bundles Literature with Writing (2 books per bundle)	Holt, Rinehart, and Winston	Elements of Literature, Introductory Course and Elements of Language, Introductory Course	2005/2004
	Prentice Hall	Timeless Voices, Timeless Themes, Copper and Writing and Grammar Communication in Action	2005
Sixth Grade/ Reading	Globe Fearon	Be a Better Reader, Level C	2003
	Great Source Education	Reader's Handbook	2002
	Scott Foresman	Scott Foresman Reading 2004, Pupil Edition	2004
Sixth Grade/ English	Holt, Rinehart, and Winston	Elements of Language, Introductory Course	2004
	McDougal Littell	Language Network, Grade 6	2004/2001
	Prentice Hall	Writing and Grammar Communication in Action, Copper, Student Edition	2004
	Prentice Hall	Writing and Grammar Communication in Action, Copper, Handbook, Grade 6	2004
	Prentice Hall	Writing and Grammar Communication in Action, Copper, Interactive Text	2004

English Textbooks and Instructional Materials
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Grade Level/ Strand	Publisher	Title	Copyright
Seventh Grade/ Literature	EMC Paradigm	The EMC Masterpiece Series, Literature and the Language Arts, Discovering Literature	2003
	Holt, Rinehart and Winston	Elements of Literature, First Course	2005
	McDougal Littell	Bridges to Literature, Level II	2002
	McDougal Littell	The Language of Literature, Grade 7	2004/2002
	Prentice Hall	Timeless Voices, Timeless Themes, Bronze Student Edition	2005
Seventh Grade/ Bundles Literature with Writing (2 books per bundle)	Holt, Rinehart, and Winston	Elements of Literature, First Course and Elements of Language, First Course,	2005/2004
	Prentice Hall	Timeless Voices, Timeless Themes, Bronze and Writing and Grammar Communication in Action	2005
Seventh Grade/ Reading	Globe Fearon	Be a Better Reader, Level D	2003
	Great Source Education	Reader's Handbook	2002
Seventh Grade/ English	Holt, Rinehart, and Winston	Elements of Language, First Course	2004
	McDougal Littell	Language Network, Grade 7	2004/2001
	Prentice Hall	Writing and Grammar Communication in Action, Bronze, Student Edition	2004
	Prentice Hall	Writing and Grammar Communication in Action, Bronze, Handbook, Grade 7	2004
	Prentice Hall	Writing and Grammar Communication in Action, Bronze, Interactive Text	2004

English Textbooks and Instructional Materials
Virginia Department of Education
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Grade Level/ Strand	Publisher	Title	Copyright
Eighth Grade/ Literature	EMC Paradigm	The EMC Masterpiece Series, Literature and the Language Arts, Discovering Literature	2003
	Holt, Rinehart and Winston	Elements of Literature, Second Course	2005
	McDougal Littell	Bridges to Literature, Level III	2002
	McDougal Littell	The Language of Literature, Grade 8	2004/2002
	Prentice Hall	Timeless Voices, Timeless Themes, Silver Student Edition	2005
Eighth Grade/ Bundles Literature with Writing (2 books per bundle)	Holt, Rinehart, and Winston	Elements of Literature, Second Course and Elements of Language, Second Course	2005/2004
	Prentice Hall	Timeless Voices, Timeless Themes, Silver and Writing and Grammar Communication in Action	2005
Eighth Grade/ Reading	Globe Fearon	Be a Better Reader, Level E	2003
	Great Source Education	Reader's Handbook	2002
	Peoples Publishing	Measuring Up to the Virginia Standards of Learning Level H	2004
Eighth Grade/ English	Holt, Rinehart, and Winston	Elements of Language, Second Course	2004
	McDougal Littell	Language Network, Grade 8	2004/2001
	Prentice Hall	Writing and Grammar Communication in Action, Silver, Student Edition	2004
	Prentice Hall	Writing and Grammar Communication in Action, Silver, Handbook, Grade 8	2004
	Prentice Hall	Writing and Grammar Communication in Action, Silver, Interactive Text	2004

English Textbooks and Instructional Materials
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Grade Level/ Strand	Publisher	Title	Copyright
Ninth Grade/ Literature	EMC Paradigm	The EMC Masterpiece Series, Literature and the Language Arts, Experiencing Literature	2003
	Holt, Rinehart and Winston	Elements of Literature Third Course	2005
	McDougal Littell	The Language of Literature, Grade 9	2004/2002
	Prentice Hall	Timeless Voices, Timeless Themes, Gold Student Edition	2004
Ninth Grade/ Bundles of Literature with Writing (2 books per bundle)	Holt, Rinehart, and Winston	Elements of Literature, Fourth Course and Elements of Language, Third Course	2005/2004
	Prentice Hall	Timeless Voices, Timeless Themes, Gold and Writing and Grammar Communication in Action	2005
Ninth Grade/ English	Great Source Education	Writer's INC	2001
	Holt, Rinehart, and Winston	Elements of Language, Third Course	2004
	McDougal Littell	Language Network, Grade 9	2004/2001
	Prentice Hall	Writing and Grammar Communication in Action, Gold, Student Edition	2004
	Prentice Hall	Writing and Grammar Communication in Action, Gold, Handbook, Grade 9	2005
	Prentice Hall	Writing and Grammar Communication in Action, Gold, Interactive Text	2004
	Thomson Learning	Hodges Harbrace Handbook 15E	2004

English Textbooks and Instructional Materials
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Grade Level/ Strand	Publisher	Title	Copyright
Tenth Grade/ Literature	EMC Paradigm	The EMC Masterpiece Series, Literature and the Language Arts, Understanding Literature	2003
	Holt, Rinehart and Winston	Elements of Literature, Fourth Course	2005
	McDougal Littell	The Language of Literature, World Literature	2004/2002
	Prentice Hall	Timeless Voices, Timeless Themes, Platinum Student Edition	2004
	Prentice Hall	Timeless Voices, Timeless Themes, World Masterpieces, Student Edition	2004
Tenth Grade/ Bundles Literature with Writing (2 books per bundle)	Holt, Rinehart, and Winston	Elements of Literature, Fourth Course and Elements of Language, Fourth Course	2005
	Prentice Hall	Timeless Voices, Timeless Themes, Platinum and Writing and Grammar Communication in Action	2005
	Prentice Hall	Timeless Voices, Timeless Themes, World Masterpieces and Writing and Grammar Communication in Action	2005
Tenth Grade/ English	Great Source Education	Writer's INC	2001
	Holt, Rinehart, and Winston	Elements of Language, Fourth Course	2004
	McDougal Littell	Language Network, Grade 10	2004/2001
	Prentice Hall	Writing and Grammar Communication in Action, Platinum, Student Edition	2004
	Prentice Hall	Writing and Grammar Communication in Action, Platinum, Handbook, Grade 10	2005
	Prentice Hall	Writing and Grammar Communication in Action, Platinum, Interactive Text	2004
	Thomson Learning	Hodges Harbrace Handbook 15E	2004

English Textbooks and Instructional Materials
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Grade Level/ Strand	Publisher	Title	Copyright
Eleventh Grade/ Literature	EMC Paradigm	The EMC Masterpiece Series, Literature and the Language Arts, The American Tradition	2003
	Holt, Rinehart and Winston	Elements of Literature, Essentials of American Literature, Fifth Course	2005
	McDougal Littell	The Language of Literature, Grade 11	2004/2002
	Prentice Hall	Timeless Voices, Timeless Themes, American Experience Student Edition	2004
Eleventh Grade/ Bundles Literature and Writing (2 books per bundle)	Holt, Rinehart, and Winston	Elements of Literature, Fifth Course and Elements of Language, Fifth Course	2005/2004
	Prentice Hall	Timeless Voices, Timeless Themes, American Experience and Writing and Grammar Communication in Action	2005
Eleventh Grade/ English	Great Source Education	Writer's INC	2001
	Holt, Rinehart, and Winston	Elements of Language, Fifth Course	2004
	McDougal Littell	Language Network, Grade 11	2004/2001
	Prentice Hall	Writing and Grammar Communication in Action, Ruby, Student Edition	2004
	Prentice Hall	Writing and Grammar Communication in Action, Ruby, Handbook, Grade 11	2005
	Prentice Hall	Writing and Grammar Communication in Action, Ruby, Interactive Text	2004
	Thomson Learning	Hodges Harbrace Handbook 15E	2004
	Thomson Learning	Hodges Harbrace Handbook 2E	2004

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Grade Level/ Strand	Publisher	Title	Copyright
Twelfth Grade/ Literature	EMC Paradigm	The EMC Masterpiece Series, Literature and the Language Arts, The British Tradition	2003
	Holt, Rinehart and Winston	Elements of Literature, Essentials of British and World Literature, Sixth Course	2005
	McDougal Littell	The Language of Literature, Grade 12	2004/2002
	Prentice Hall	Timeless Voices, Timeless Themes, British Tradition, Student Edition	2004
Twelfth Grade/ Bundles Literature with Writing	Holt, Rinehart, and Winston	Elements of Literature, Sixth Course and Elements of Language, Sixth Course	2005/2004
	Prentice Hall	Timeless Voices, Timeless Themes, British Tradition and Writing and Grammar Communication in Action	2005
Twelfth Grade/ English	Great Source Education	Writer's INC	2001
	Holt, Rinehart, and Winston	Elements of Language, Sixth Course	2004
	McDougal Littell	Language Network, Grade 12	2004/2001
	Prentice Hall	Writing and Grammar Communication in Action, Diamond, Student Edition	2004
	Prentice Hall	Writing and Grammar Communication in Action, Diamond, Handbook Grade 12	2005
	Prentice Hall	Writing and Grammar Communication in Action, Diamond, Interactive Text	2004
	Thomson Learning	Hodges Harbrace Handbook 15E	2004
	Thomson Learning	Hodges Harbrace Handbook 2E	2004

English Textbooks and Instructional Materials
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Not-Recommended List
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Grade Level/ Strand	Publisher	Title	Copyright
Sixth Grade/ English	Zaner-Bloser	Strategies for Writers	2003
Seventh Grade/ English	Jireh	Integrated Language Arts and Social Studies Program	1998/2003
Seventh Grade/ English	Zaner-Bloser	Strategies for Writers	2003
Eighth Grade/ English	Zaner-Bloser	Strategies for Writers	2003

Foreign Language

Textbooks and Instructional Materials

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Foreign Language Textbooks and Instructional Materials
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Title	Publisher	Copyright
French I		
C'est à toi! Level One	EMC/Paradigm	2002
Glencoe French 1: Bon voyage!	Glencoe/McGraw-Hill	2005
Holt French 1A, Allez,viens! En avant!	Holt, Rinehart and Winston	2006
Holt French 1B, Allez,viens! En route!	Holt, Rinehart and Winston	2006
Holt French 1, Allez, viens!	Holt, Rinehart and Winston	2006
Discovering French, Nouveau! Première Partie: Level 1a (Virginia Bundle: Discovering French, Nouveau! Première Partie: Level 1a Teacher's Edition and Audio CD Program)	McDougal Littell	2004
Discovering French, Nouveau! Deuxième Partie: Level 1b (Virginia Bundle: Discovering French, Nouveau! Deuxième Partie: Level 1b Teacher's Edition and Audio CD Program)	McDougal Littell	2004
Discovering French, Nouveau! Bleu: Level 1 (Virginia Bundle: Discovering French, Nouveau! Level 1 Teacher's Edition and Audio CD Program)	McDougal Littell	2004
French II		
C'est à toi! Level Two	EMC/Paradigm	2002
Glencoe French 2: Bon voyage!	Glencoe/McGraw-Hill	2005
Holt French 2, Allez, viens!	Holt, Rinehart and Winston	2006
Discovering French, Nouveau! Bleu: Level 2 (Virginia Bundle: Discovering French, Nouveau! Level 2 Teacher's Edition and Audio CD Program)	McDougal Littell	2004
French III		
C'est à toi! Level Three	EMC/Paradigm	2002
Glencoe French 3: Bon voyage!	Glencoe/McGraw-Hill	2005
Holt French 3, Allez, viens!	Holt, Rinehart and Winston	2006
Discovering French, Nouveau! Bleu: Level 3 (Virginia Bundle: Discovering French, Nouveau! Level 3 Teacher's Edition and Audio CD Program)	McDougal Littell	2004

Foreign Language Textbooks and Instructional Materials
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Title	Publisher	Copyright
French IV		
Trésors du Temps	Glencoe/McGraw-Hill	2005
Interaction 6E	Thomson Learning	2003
Bravo 4E	Thomson Learning	2002
Quant à Moi	Thomson Learning	2005

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Title	Publisher	Copyright
German I		
Deutsch Aktuell 1	EMC/Paradigm	2004
Holt German 1, Komm mit! Virginia Student Edition Package (Student Edition print and on CD-ROM)	Holt, Rinehart and Winston	2006
Auf Deutsch! Level 1 Eins (Virginia Bundle: Auf Deutsch! Level 1 Eins Teacher's Edition and Audio CD Program)	McDougal Littell	2004/2001
Wie Geht's 7E	Thomson Learning	2003
German II		
Deutsch Aktuell 2	EMC/Paradigm	2004
Holt German 2, Komm mit! Virginia Student Edition Package (Student Edition print and on CD-ROM)	Holt, Rinehart and Winston	2006
Auf Deutsch! Level 2 Zwei (Virginia Bundle: Auf Deutsch Level 2 Zwei Teacher's Edition and Audio CD Program)	McDougal Littell	2004/2001
Wie Geht's 7E	Thomson Learning	2003
German III		
Deutsch Aktuell 3	EMC/Paradigm	2005
Holt German 3, Komm mit! Virginia Student Edition Package (Student Edition print and on CD-ROM)	Holt, Rinehart and Winston	2006
Auf Deutsch! Level 3 Drei (Virginia Bundle: Auf Deutsch Level 3 Drei Teacher's Edition and Audio CD Program)	McDougal Littell	2004/2001

Foreign Language Textbooks and Instructional Materials
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Title	Publisher	Copyright
Spanish I		
Navegando 1A	EMC/Paradigm	2005
Navegando 1B	EMC/Paradigm	2005
Navegando 1	EMC/Paradigm	2005
Glencoe Spanish 1: Buen Viaje!	Glencoe/McGraw-Hill	2005
Holt Spanish 1A, ¡Exprésate!	Holt, Rinehart and Winston	2006
Holt Spanish 1B, ¡Exprésate!	Holt, Rinehart and Winston	2006
Holt Spanish 1, ¡Exprésate!	Holt, Rinehart and Winston	2006
¡En español! Level 1a (Virginia Bundle: ¡En español! Level 1a Teacher's Edition and Audio CD Program)	McDougal Littell	2004
¡En español! Level 1b (Virginia Bundle: ¡En español! Level 1b Teacher's Edition and Audio CD Program)	McDougal Littell	2004
¡En español! Level 1 (Virginia Bundle: ¡En español! Level 1 Teacher's Edition and Audio CD Program)	McDougal Littell	2004
Realidades, A Student Edition	Prentice Hall	2004
Realidades, A Interactive Text	Prentice Hall	2004
Realidades, B Student Edition	Prentice Hall	2004
Realidades, B Interactive Text	Prentice Hall	2004
Realidades, 1 Student Edition	Prentice Hall	2004
Realidades, 1 Interactive Text	Prentice Hall	2004
Spanish II		
Navegando 2	EMC/Paradigm	2005
Glencoe Spanish 2: Buen Viaje!	Glencoe/McGraw-Hill	2005
Holt Spanish 2, ¡Exprésate!	Holt, Rinehart and Winston	2006
¡En español! Level 2 (Virginia Bundle: ¡En español! Level 1 Teacher's Edition and Audio CD Program)	McDougal Littell	2004
Realidades, 2 Student Edition	Prentice Hall	2004
Realidades, 2 Interactive Text	Prentice Hall	2004

Foreign Language Textbooks and Instructional Materials
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Title	Publisher	Copyright
Spanish III		
Navegando 3	EMC/Paradigm	2005
Glencoe Spanish 3: Buen Viaje!	Glencoe/McGraw-Hill	2005
Holt Spanish 3, ¡Exprésate!	Holt, Rinehart and Winston	2006
¡En español! Level 3 (Virginia Bundle: ¡En español! Level 1 Teacher's Edition and Audio CD Program)	McDougal Littell	2004
Realidades, 3 Student Edition	Prentice Hall	2004
Realidades, 3 Interactive Text	Prentice Hall	2004
Spanish IV		
Galería de arte y vida	Glencoe/McGraw-Hill	2005
Holt Advanced Spanish, Nuevas Vistas Curso de introducción, Virginia Student Edition Package (Student Edition Print and on CD-ROM)	Holt, Rinehart and Winston	2006
Pasaporte al mundo 21 ¡En español! Level 4 (Virginia Bundle: Pasaporte al mundo 21 ¡En español! 4 Teacher's Edition and Audio CD Program)	McDougal Littell	2004
Conexiones, Comunicación y cultura Student Edition	Prentice Hall	2005
Encuentros maravillosos, Gramática a través de la literatura Student Edition	Prentice Hall	2005
Abriendo paso, Lectura and Abriendo paso, Gramática Student Editions (bundle)	Prentice Hall	2005
Momentos cumbres de las literaturas hispánicas Student Edition	Prentice Hall	2004
De Paseo 3E	Thomson Learning	2005
Conversación Y Repaso 8E: Set of 3 books	Thomson Learning	2004
Civilización Y Cultura	Thomson Learning	2004
Literatura Y Arte	Thomson Learning	2005
En Contacto: Set of 2: Lecturas 7E y Gramática 7E	Thomson Learning	2003

Foreign Language Textbooks and Instructional Materials
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Title	Publisher	Copyright
Latin I		
Cambridge Latin Course Units 1 and 2	Cambridge	2001
Latin for Americans, Level 1	Glencoe/McGraw-Hill	2003
Ecce Romani, Level I Student Edition	Prentice Hall	2005
Latin II		
Cambridge Latin Course Unit 3	Cambridge	2002
Latin for Americans, Level 2	Glencoe/McGraw-Hill	2003
Ecce Romani, Level II Student Edition	Prentice Hall	2005
Latin III		
Cambridge Latin Course Unit 4	Cambridge	2003
Latin for Americans, Level 3	Glencoe/McGraw-Hill	2003
Ecce Romani, Level III Student Edition	Prentice Hall	2005
Latin IV		
A Song of War, Readings From Vergil's Aeneid Student Edition	Prentice Hall	2004

Board of Education Agenda Item

Item: _____ P. _____

Date: January 12, 2005

Topic: First Review of a Template and Report on a Statewide Articulation Agreement for Career and Technical Education, in Compliance with HJR 125

Presenter: Dr. Linda Wallinger, Assistant Superintendent for Instruction

Telephone Number: (804) 225-2034

E-Mail Address: Linda.Wallinger@doe.virginia.gov

Origin:

Topic presented for information only (no board action required)

Board review required by

State or federal law or regulation

Board of Education regulation

Other: _____

Action requested at this meeting Action requested at future meeting: _____

(date)

Previous Review/Action:

No previous board review/action

Previous review/action

date November 17, 2004

action accepted report

Background Information:

Upon the recommendation of the Advisory Council on Career and Technical Education, the 2004 General Assembly passed House Joint Resolution No. 125, which requested the Board of Education, the State Board for Community Colleges, and the State Council of Higher Education for Virginia to develop a template for a statewide articulation agreement for career and technical education. The Advisory Council on Career and Technical Education is established in Chapter 30 (§ 30-198 et seq.) of Title 30 and among its charges is to facilitate coordination of public school career and technical services, workforce training programs, and efforts among agencies and institutions of the Commonwealth. HJR 125 (see attachment) noted that articulation agreements can provide a seamless pathway for students to progress from high school to community college for completion of industry certifications and state licensure requirements and, for certain students, to enrollment in four-year institutions of higher education.

Summary of Major Elements:

At the request of the Virginia Department of Education (VDOE) and the Virginia Community College System (VCCS) office, the State Council of Higher Education for Virginia (SCHEV) assumed a leadership role in coordinating a response to HJR 125. Several committees and a taskforce consisting of stakeholders and staff members from the VDOE, VCCS, and SCHEV were convened to identify issues relating to credentialing of teachers and how credits in career and technical education courses can be transferred from one high school to another, from any high school to any community college, and from any community college to the public four-year institutions of higher education. The taskforce drafted a statewide articulation template that provides for flexibility for school divisions, community colleges, and four-year institutions of higher education, taking into account the various curricula that are offered in the many schools, colleges, and universities, and the local economic and other conditions. The draft template:

- Includes some standardization of credit transfers
- Provides options for customization to allow various stakeholders to match the interests of programs and localities
- Offers opportunities for improvement in cooperation and collaboration between and among the various levels of education

As required by HJR 125, the Board of Education (BOE), the State Board for Community Colleges (SBCC), and the State Council of Higher Education for Virginia (SCHEV) completed their meetings on this matter and forwarded a report on the development of the template to the Advisory Council on Career and Technical Education on November 30, 2004.

The Board of Education, the State Board for Community Colleges, and the State Council of Higher Education for Virginia also are required to submit to the Governor and the General Assembly the template, a report of findings and recommendations, and an executive summary no later than the first day of the 2005 Regular Session of the General Assembly for posting on the General Assembly's Web site.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education waive first review and approve the template for a statewide articulation agreement for career and technical education and the report and executive summary in response to HJR 125.

Impact on Resources:

This responsibility has been absorbed by the agency's existing resources. If the agency is required to absorb additional responsibilities related to this activity, other services may be impacted.

Timetable for Further Review/Action:

Following approval, the template, report, and executive summary will be forwarded to the Governor and the General Assembly as required by HJR 125.

2004 SESSION

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HOUSE JOINT RESOLUTION NO. 125

Requesting the Board of Education, the State Board for Community Colleges, and the State Council of Higher Education for Virginia to develop a template for a statewide articulation agreement for career and technical education. Report.

Agreed to by the House of Delegates, February 17, 2004
Agreed to by the Senate, March 9, 2004

WHEREAS, the Advisory Council on Career and Technical Education is established in Chapter 30 (§ 30-198 et seq.) of Title 30 and among its charges is to facilitate coordination of public school career and technical services, workforce training programs, and efforts among agencies and institutions of the Commonwealth; and

WHEREAS, in this regard, the Advisory Council has received much information from the Department of Education, the Community College System, the local school divisions, and the Governor's workforce development initiative; and

WHEREAS, the Advisory Council has received testimony that the elements and development of articulation agreements may be uneven across the Commonwealth's school divisions and between and among the Commonwealth's community colleges and public institutions of higher education; and

WHEREAS, articulation agreements can provide a seamless pathway for students to progress from high school to community college to complete industry certifications and obtain state licensures and, for certain students, this seamless pathway will lead to enrollment in four-year institutions of higher education; and

WHEREAS, an educated workforce is the Commonwealth's only way to maintain its economic base while improving incentives for business and industry to locate in Virginia; and

WHEREAS, the Advisory Council has also been informed that articulation will be receiving substantial attention by the Community College System; and

WHEREAS, the Advisory Council believes that articulation agreements can benefit all parties, i.e., students, schools, community colleges, and four-year institutions, by eliminating duplication of course work for students and reducing the time and money required to obtain post-secondary training and education; and

WHEREAS, therefore, the Advisory Council believes that all levels of public education should cooperate in the development of a template for a statewide articulation agreement in the Commonwealth in order to facilitate students' movement through a K-16 system that allows smooth transitions between high school, community college, and four-year institutions of higher education; now, therefore, be it

RESOLVED by the House of Delegates, the Senate concurring, That the Board of Education, the State Board for Community Colleges, and the State Council of Higher Education for Virginia be requested to develop a template for a statewide articulation agreement for career and technical education.

In developing the template, the Board of Education, the State Board for Community Colleges, and the State Council of Higher Education for Virginia shall (i) appoint a taskforce of staffers and stakeholders to identify obstacles and issues that must be considered, including any issues relating to credentialing of teachers and how credits can be transferred from one high school to another, from any high school to any community college, and from any community college to the public four-year institutions of higher education; and (ii) direct the taskforce to develop a template that provides for flexibility for school divisions, community colleges, and four-year institutions of higher education taking into account the various curricula that are offered in the many schools, colleges, and universities and the local economic and other conditions.

The Board of Education, the State Board for Community Colleges, and the State Council of Higher Education for Virginia shall ensure that the template includes (a) some standardization of credit transfers from high school to community colleges across the Commonwealth and from community colleges to public and private four-year institutions of higher education across the Commonwealth; (b) provides options for the various corners of the Commonwealth that are tailored to match the capabilities of the educational agencies in local areas while offering opportunities for improvement in cooperation and collaboration between and among the various levels of education; and (c) a list of programs and courses that are articulated from one level to another, the identity of the educational agencies that are articulated for each program or course, the tuition charges for the various classes at the different levels, information on limitations on enrollment in the various programs or classes, and the effect, if any, on tuition charges of articulation agreements in the community colleges and four-year institutions of higher education.

Technical assistance shall be provided to the Board of Education, State Board for Community Colleges, and the State Council of Higher Education for Virginia by the local directors of career and

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technical education in the public schools, the division superintendents, the presidents of the community colleges, and the presidents of the four-year institutions of higher education. All agencies of the Commonwealth shall provide assistance to the Board of Education, State Board for Community Colleges, and the State Council of Higher Education for Virginia for this study, upon request. Input may also be received from Virginia's private institutions of higher education, upon request.

The Board of Education, State Board for Community Colleges, and the State Council of Higher Education for Virginia shall complete their meetings on this matter and shall report on the statewide articulation agreement template to the Advisory Council on Career and Technical Education by November 30, 2004.

The Board of Education, State Board for Community Colleges, and the State Council of Higher Education for Virginia shall submit to the Governor and the General Assembly an executive summary and a report of its findings and recommendations (for publication as a document). The executive summary and report shall be submitted as provided in the procedures of the Division of Legislative Automated Systems for the processing of legislative documents and reports no later than the first day of the 2005 Regular Session of the General Assembly and shall be posted on the General Assembly's website.



**Report on
Statewide Articulation
Template for
Career and Technical Education**

**Presented to
The Honorable Mark R. Warner
Governor of Virginia
And
The General Assembly**

January 12, 2005

**Virginia Board of Education
State Board for Community Colleges
and
State Council of Higher Education for Virginia**

REPORT ON STATEWIDE TEMPLATE FOR ARTICULATION AGREEMENT FOR CAREER AND TECHNICAL EDUCATION

Executive Summary

House Joint Resolution 125 that was passed by the 2004 General Assembly directs the Board of Education, the State Board for Community Colleges, and the State Council of Higher Education to develop a statewide template for articulation agreements for career and technical education (CTE). While there are currently more than 426 articulation course agreements in effect between school divisions and community colleges, these agreements generally do not extend beyond a single community college service region. Also, there are significant differences in both the requirements of community colleges for students to receive articulated credits and the intake processes through which community colleges advise and award credits to students qualified to receive college credits for high school course work.

As a result, a taskforce of staff members and stakeholders from Virginia Department of Education (VDOE), Virginia Community College System (VCCS), and State Council of Higher Education for Virginia (SCHEV) met to identify obstacles and issues related to statewide articulation of CTE programs. The State Committee on Transfer—comprised of representatives of VDOE, VCCS, and four-year institutions—also dedicated several meetings to the topic.

A decision was made to develop statewide articulation models for each of the seven areas of career and technical education (Agricultural Education, Business and Information Technology, Family and Consumer Sciences, Health and Medical Sciences, Marketing, Technology, and Trade and Industrial) identified by the Virginia Department of Education. The identified components of a CTE articulation agreement are a first step in building a common foundation for all CTE programs and in stimulating increasingly productive partnerships between career and technical programs of differing level and different locales.

Work teams were organized to identify both those components of an effective articulation agreement common to all seven CTE program areas and those features of an effective articulation agreement that the group deemed to be specific to their assigned program area. The teams developed a general articulation model as well as a sample articulation agreement for each program area that incorporated the following components:

- General Conditions
- Specific Conditions
- Implementation
- Maintenance of the Agreement
- Assessment and Data Collection

Staff of the three leading education agencies (VDOE, VCCS, and SCHEV) met following the taskforce meeting and determined that the VCCS would complete a report on the statewide articulation agreement template. The VCCS presented on behalf of the three agencies, a report to the Advisory Council on Career and Technical Education by November 30, 2004, as well as this report approved by the board of each agency, along with an executive summary, to the Governor and the General Assembly by the first day of the 2005 Regular Session of the General Assembly.

REPORT ON STATEWIDE TEMPLATE FOR ARTICULATION AGREEMENT FOR CAREER AND TECHNICAL EDUCATION

I. Project Summary

Virginia is embarking on a new, statewide approach to ensure that all applicable career and technical education programs are coordinated between education partners of the same level across the state and between education partners of differing levels. This movement toward comprehensive articulation has the full support of the Virginia Board of Education, the State Board for Community Colleges, and the State Council of Higher Education for Virginia.

Cooperation between secondary and postsecondary schools can be a principal means of providing high-quality, low-cost career and technical education in Virginia usually designated broadly as “articulation.” The following definition of articulation is the starting point for coordination efforts in Virginia: Articulation is a planned process within an educational system that coordinates instructional programs in such a way that students can move from one instructional level to another, or from one institution to another, without unnecessary duplication or gaps in the instructional process. Articulation agreements ideally minimize the loss of academic credits, reduce duplication in course requirements, and ultimately make career and technical education careers more accessible to new and returning students.

II. Project Background

House Joint Resolution 125 that was passed by the 2004 General Assembly directs the Board of Education, the State Board for Community Colleges, and the State Council of Higher Education to develop a statewide template for articulation agreements for career and technical education (CTE). The legislation called for a taskforce of staffers and stakeholders from Virginia Department of Education (VDOE), Virginia Community College System (VCCS), and State Council of Higher Education for Virginia (SCHEV) to identify obstacles and issues related to statewide articulation of CTE programs. The State Committee on Transfer—comprised of representatives of VDOE, VCCS, and four-year institutions—dedicated several meetings to the topic. The taskforce was appointed and convened in Richmond on September 9, 2004, with representatives from secondary education, two- and four-year institutions (see appendix), and private industry participating.

Prior to this taskforce meeting, a decision was made to develop statewide articulation models for each of the seven areas of career and technical education (Agricultural Education, Business and Information Technology, Family and Consumer Sciences, Health and Medical Sciences, Marketing, Technology, and Trade and Industrial) identified by the Virginia Department of Education.

The taskforce was then divided into small groups with each team asked to identify both those components of an effective articulation agreement common to all seven CTE program areas and those features of an effective articulation agreement that the group deemed to be specific to their assigned program area. The taskforce then approved a general articulation model that incorporated the following components:

- General Conditions
- Specific Conditions
- Implementation
- Maintenance of the Agreement
- Assessment and Data Collection

Each of these components will be further discussed in the next section of this report.

As a final step in the general taskforce's work, each team assigned to a specific CTE program area went on to develop a sample articulation agreement that would serve to transfer college credits from secondary to community college to university level programs.

Staff of the three leading education agencies (VDOE, VCCS, and SCHEV) met following the taskforce meeting and determined that the VCCS would complete a report on the statewide articulation agreement template. The VCCS was requested, on behalf of the three agencies, to present a report to the Advisory Council on Career and Technical Education by November 30, 2004, and a final report, along with an executive summary, to the Governor and the General Assembly by the first day of the 2005 General Assembly.

III. Components of the Articulation Template

There are currently more than 426 articulation course agreements in effect between school divisions and community colleges. Each of these is designed to award college credits for the satisfactory completion of high school CTE course work.

However, while there are obviously many examples of articulation agreements in the Commonwealth, these agreements, by and large, do not extend beyond a single community college service region although there are certainly examples of community colleges partnering to produce regional career pathways and correlating articulation agreements that serve students in multiple community college service regions. Similarly, there are significant differences in both the requirements required by community colleges for students to receive articulated credits and the intake processes through which community colleges advise and award credits to students qualified to receive college credits for high school course work. The proposed components of the state template for CTE articulation were designed to move the state towards a measurably increased level of alignment between CTE programs but also to ensure that at least minimum quality process standards will be integrated in all future articulation agreements. The identified components of a CTE articulation agreement are a first step in building a common foundation for all CTE programs and in stimulating increasingly productive partnerships between career and technical programs of differing levels...and different locales.

While all CTE articulation will operate under the same General Conditions, the proposed template allows for variations within the required program components that are appropriate to each specific career program or academic discipline. For example, while the majority of secondary and post-secondary faculty that contributed to this template presented a minimum grade in the designated high school CTE class(es) as a core requirement for articulation with

college level course work, secondary and post-secondary faculty in Automotive Services Technology uniformly preferred ASE certifications over high school grades as a “universal” signifier of individual competency level(s).

The required components of the statewide articulation template are as follows:

A. General Conditions

The content in this section will be consistent from one articulation agreement to the next. The section’s most notable features are the inclusion of four-year universities as potential articulation partners, at minimum through 4+2+2 (secondary through community college through university) programs and the proviso that all CTE articulation agreements will—in and of themselves—contribute towards a goal of “ensuring that career and technical education programs are coordinated statewide regardless of instructional level or institution.” This feature of the template suggests that future articulation agreements might well be evaluated by criteria external to those developed by the partnering school division and college including an alignment—at least in select foundation courses—with other articulation agreements covering the same CTE program or discipline.

The General Condition section of the articulation template reads:

This articulation agreement:

- *Is between Virginia secondary public schools, community colleges, and four-year colleges and universities;*
- *Ensures that career and technical education programs are coordinated statewide;*
- *Is effective upon signatures of all parties; and*
- *Remains in effect until written notification of withdrawal by any party.*

B. Specific Conditions

This section includes a description of the academic and/or competency-based requirements that a student must meet prior to an award of articulated credits by a community college or university. These requirements are expected to vary in relation to specific CTE programs and educational partners. However, all articulation agreements will clearly stipulate any and all prerequisites to articulated credits being awarded to any individual student. Such prerequisites or eligibility requirements may include: meeting college or program admissions requirements or successful completion of a high school sequence of both CTE and core academic courses. Eligibility requirements may also extend to earning a minimum end-of-course grade for the articulated high school course. The latter requirement is the one that is most currently used as a prerequisite to receiving articulated credits from a VCCS college. However, four-year colleges that currently articulate with VCCS CTE programs or that are currently working towards that goal present a strong preference for articulating integrated programs of study that contain sequences of core academic and CTE courses rather than standing up agreements to articulate CTE courses.

Currently, there are no VCCS colleges or state universities that report articulating college credits on the basis of business and industry certifications. (There are, however, programs that award articulated credits to students with relevant licensures, such as Licensed Practical Nurses. However, the state template for CTE articulation does allow for the possibility of awarding college credits for state-approved certifications. This feature of the template allows for the possibility of students enrolled in the Path to Industry Certification program to earn college credits towards a college degree through workforce development training that might be offered in a non-credit format. As with the young adults enrolled in Path to Industry Certification, adults participating in workforce development training might gain increased access to a curricular program through the articulation of select certifications with college credit programs.

Section II also requires educational institutions to specify the high school courses that are to be articulated and the correlating community college (or university) courses for which the student will receive college credits. Significantly, this section also requires that educational partners signing an articulation agreement will identify duplications or gaps in the overall (secondary through post-secondary) educational program addressed in the new articulation agreement. The requirement for educational institutions to develop an articulation agreement as a collaboratively developed solution to a “gap” or “duplication” in instructional services is designed to encourage program analysis that cuts across educational levels and institutions.

The template breaks new ground through the expectation that once a student has met the stipulated prerequisites for receiving articulated credits, those credits will be posted to that student’s official college transcript so that they will be—as much as possible—portable to other institutions of learning. This guideline will ensure that students receive the appropriate educational advising when they enter college so that they do not repeat college course work that should already have been credited to their transcript.

The Specific Conditions section of the template will be customized for each program area or academic discipline. It reads:

In this section, individual program areas should:

- *Require that students meet the eligibility requirements of the admitting college/university;*
- *Require that students complete specified/standardized general education courses;*
- *Require that students meet standard admission criteria for the specific program;*
- *Identify specific college level equivalent courses to be taught at the secondary level and the resulting number of college credits to be awarded;*
- *Identify any prerequisite certifications or licensures required to receive articulated credits; and*
- *Identify unnecessary duplications or gaps in the instructional process that need to be eliminated.*

C. Implementation

Articulation involves multiple processes that must be effective for such agreements to be significant. On a national level, there is increasing attention to the need to not only develop articulation between different education partners but to ensure that student advising and counseling is informed by knowledge of current agreements. Thus, one of the most progressive features of the proposed statewide articulation template is the requirement that these processes be delineated and that major areas of responsibility be determined from the outset by educational partners. Section III requires colleges and school divisions to clarify responsibility for disseminating information on the new agreement to stakeholders and the community, for advising and counseling prospective students, for establishing procedures to monitor student progress and for continuously evaluating program effectiveness in terms of student performance. Section III also calls for education partners to agree to collaboratively develop or refine curricula at both secondary and post-secondary levels as needed. In all of this, the template goes much further in stimulating collaborative program development and assessment than do any of the articulation models currently in use by secondary and post-secondary education partners.

The Implementation section of the articulation template reads:

To implement this agreement the articulation agreement parties will:

- *provide information about this agreement to prospective students and college personnel;*
- *provide advising and counseling services for prospective students;*
- *establish procedures to monitor student progress and to evaluate the effectiveness of the articulated program; and*
- *create/develop new courses or modify existing courses/curriculum as needed..*

D. Maintenance of the Agreement

Members of the statewide task force that developed the proposed template consistently sought standards that would ensure high levels of service for CTE students. With that in mind, Section IV asks education institutions to provide no less than a year's notice to other partners when and if withdrawing from the articulation agreement. Similarly, colleges are challenged to meet the terms of any articulation agreements even after a formal withdrawal of the articulation if the college is continuing to serve students who entered their programs under an articulation agreement.

The state template is unique in that it also calls for program monitoring by a stakeholder group—comprised of representatives of business/industry and education—that will be empowered to evaluate articulation programs through an independent and collaborative process. This call for regular review of articulation agreements, supporting documents, and processes contains a statewide commitment to improved program quality and signifies the increased importance—accorded by state-level stakeholders—of articulation and dual enrollment programs.

The section of the template headed Maintenance of the Agreement reads:

To ensure maintenance of this agreement:

- *any school division or college/university choosing to withdraw from the agreement shall provide written notice to all parties one year in advance;*
- *any school division or college/university choosing to withdraw from the agreement shall allow participating students from that institution to continue their education under the terms of this agreement until completion of their educational program; and*
- *A taskforce comprised of representatives of DOE, the VCCS, and SCHEV will monitor compliance by all parties at a state level.*

E. Assessment/Data Collection

More frequently than not, articulation agreements are reviewed every one to two years by integrated teams of secondary and post secondary faculty. However, the new statewide template significantly raises the bar in its call—not only for an annual program review—but for an annual program review by a collaborative stakeholder group—comprised of representatives of higher education, public school systems, and business and industry—with all reports and results to be disseminated to all education partners and other stakeholder groups. In one of the sample articulation agreements based on the new template, health careers faculty determined that for their program of study, post-secondary institutions would be asked to report back to secondary partners the success (or not) of those college students who entered their post-secondary studies through the articulation agreement. Consistent and open sharing of student performance outcomes lends itself to continuous program assessment and revision that, in turn, lends itself to improved student performance. Thus, the template unequivocally contains the requirement that each party to an articulation agreement will work cooperatively to share data, which—in and of itself—establishes a new level of partnership between secondary and post secondary systems.

The Assessment/Data Collection Section of the template reads:

To achieve program assessment and data collection:

- *A taskforce of education and industry partners will coordinate assessments and data collection;*
- *The taskforce chair will schedule an annual review for each program area;*
- *Each college/university program will share the results of the annual review with partner school divisions; and*
- *Each party to this agreement will work cooperatively to share data.*

IV. Next Steps

VDOE, VCCS, and SCHEV have agreed to continue working to further define the scope and sequence of this project in conference with their three boards.

Appendix A

As a part of their work on the development of the state articulation model, teams assigned to specific program areas produced sample articulation agreements that were based on the new template. One such sample is provided below:

SAMPLE HEALTH AND MEDICAL ARTICULATION MODEL LPN TO RN

The purpose of this articulation agreement is to provide a procedure whereby graduates of schools of licensed practical nursing may move smoothly and expeditiously into AD/BSN nursing programs without duplication of instruction or testing. This agreement provides Licensed Practical Nurses (LPN) with an opportunity for rapid career advancement to the level of Registered Nurse (RN) and provides recognition of previous knowledge that distinguishes them from generic RN students.

LPNs enrolled in the LPN to RN articulation model will receive advanced standing credit for courses taken in their LPN program.

General Conditions

This articulation agreement:

- is between Virginia secondary public schools and Virginia community colleges and four-year colleges and universities;
- ensures that career and technical education programs are coordinated statewide;
- is effective upon signatures of all parties; and
- remains in effect until written notification of withdrawal by any party.

Specific Conditions

RN applicants will:

- meet the eligibility requirements of the admitting college/university;
- complete specified/standardized general education courses; and
- complete standard admission criteria for the registered nurse education program.
- be a graduate of an approved practical nursing education program;
- hold an unrestricted current license to practice as a licensed practical nurse in the United States.

AD/BSN nursing programs in Virginia will:

- meet current Virginia Board of Nursing program requirements for both the practical nurse education program and the registered nurse education program;
- provide a three- or four-credit transition course for licensed practical nurses entering into a registered nurse education program;
- grant 18 credits for previous licensed practical nurse education courses;
- eliminate the requirement that the licensed practical nurse
 - must have graduated within the last five years,
 - must have had work experience, and
 - must have passed the National League of Nursing Mobility I Examination or other test for advanced placement.

Implementation

To implement this agreement the college/university nursing education program will:

- provide information about this agreement to prospective students and college personnel;
- provide advising and counseling services for prospective students;
- establish procedures to monitor articulated student progress and to evaluate the effectiveness of the articulated program in preparing students for post-secondary program; and
- create/develop new courses or modify existing courses/curriculum as needed.

Maintenance of the Agreement

To ensure currency and maintenance of this agreement:

- Any school division or college/university choosing to withdraw from the agreement shall provide written notice to all parties one year in advance of the withdrawal;
- Any school division or college/university choosing to withdraw from the agreement shall allow participating students from that institution to continue their education under the terms of this agreement until completion of that educational program; and
- A taskforce comprised of representatives of DOE, the VCCS, and SCHEV will monitor compliance by all parties at a state level.

Appendix B

Sample Articulation Form

Career and Technical Education Programs in Virginia

This articulation agreement is between _____ and

(Secondary Public School)
_____ established _____
(Community College/Four-year College/University) (Date)

as a coordinated effort to provide high-quality, low-cost career and technical education
for students enrolled in the _____.
(Specific Program Area)

Section One General Conditions

This agreement between _____ and
_____ ensures that the
requirements for this program are coordinated statewide. This agreement is effective upon
the signature of all parties and remains in effect until written notification of withdrawal
by any party.

Section Two Specific Conditions

Identify specific college level equivalent courses to be taught at secondary level and the resulting
number of college credits to be awarded.

Identify the required specified/standardized courses to eliminate duplication or gaps in the
instructional process.

Identify unnecessary duplications or gaps in the instructional process that need to be eliminated.

Students participating under the terms of this agreement must meet the specific conditions as
established below:

Eligibility requirements of the admitting college/university;

Prerequisite certification(s) or licensure(s) required to receive articulated credits; and
Eligibility requirements for specific program(s).

Section Three Implementation

The parties of this articulation agreement agree to:

(Identify what is needed to implement this agreement.)

provide information about this agreement to prospective students and college personnel;

provide advising and counseling services for prospective students;

establish procedures to monitor student progress and to evaluate the effectiveness of the articulated program; and

create/develop new courses or modify existing courses/curricula as needed.

Section Four Maintenance of Agreement

To ensure the maintenance of this agreement all parties agree that:

(Identify what is needed to maintain the agreement.)

Any school division or college/university choosing to withdraw from the agreement shall provide written notice to all parties one year in advance;

Any school division or college/university choosing to withdraw from the agreement shall allow participating students from that institution to continue their education under the terms of this agreement until completion of their educational program; and

A taskforce comprised of representatives of the Department of Education, the Virginia Community College System; and the State Council of Higher Education for Virginia will monitor compliance by all parties at a state level.

Section Five Assessment/Data Collection

To achieve program assessment and data collection:

A taskforce of education and industry partners will coordinate assessments and data collection, to include student demographic data and reports, student reviews and

Appendix C

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Board of Education Agenda Item

Item: Q.

Date: January 12, 2005

Topic: Report on Virginia's Foundation Blocks for Early Learning: Standards for Literacy and Mathematics (Preschool Standards)

Presenter: Mrs. Linda Poorbaugh, Director, Elementary Instruction

Telephone Number: 804-786-3925 **E-Mail Address:** Linda.Poorbaugh@doe.virginia.gov

Origin:

Topic presented for information only (no board action required)

Board review required by
 State or federal law or regulation
 Board of Education regulation
 Other: _____

Action requested at this meeting Action requested at future meeting: _____ (date)

Previous Review/Action:

No previous board review/action

Previous review/action
date _____
action _____

Background Information: In 2001, the Department of Education developed the document, *Virginia's Foundation Blocks for Early Learning: Guidelines for Literacy and Mathematics*. The purpose of the document was to provide early childhood educators a set of guidelines for literacy and mathematics with indicators of success for entering kindergarten students. A committee of Department of Education specialists, literacy and mathematics professors from Virginia universities, and public and private preschool teachers and administrators developed the guidelines using current scientifically based research. The guidelines reflected a consensus of children's conceptual learning, acquisition of basic knowledge, and participation in meaningful and relevant learning experiences. The guidelines were also aligned to *Virginia's Kindergarten Standards of Learning*, *Virginia's Phonological Awareness Literacy Screening for Kindergarten (PALS-K)* and to the national guide, *Teaching Our Youngest, A Guide for Preschool Teachers and Child-Care Family Providers* produced by the Early Childhood-Head Start Task Force, U.S. Department of Education.

In the fall of 2003, these guidelines, along with those from all other states' that had preschool guidelines or standards, were reviewed by the Center for the Improvement of Early Reading Achievement (CIERA). Their report, *The State of State Prekindergarten Standards in 2003*, gave Virginia's guidelines in both literacy and mathematics outstanding ratings in all categories.

During the 2004 session of the Virginia General Assembly, language was added to the Appropriation Act for the At-Risk Four-Year-Old Program (The Virginia Preschool Initiative) requiring the

Department of Education, in cooperation with the Council on Child Day Care and Early Childhood Programs to establish academic standards that are in accordance with appropriate preparation for students to be ready to successfully enter into kindergarten. The additional language required that these standards be established in such a manner as to be measurable for student achievement and success.

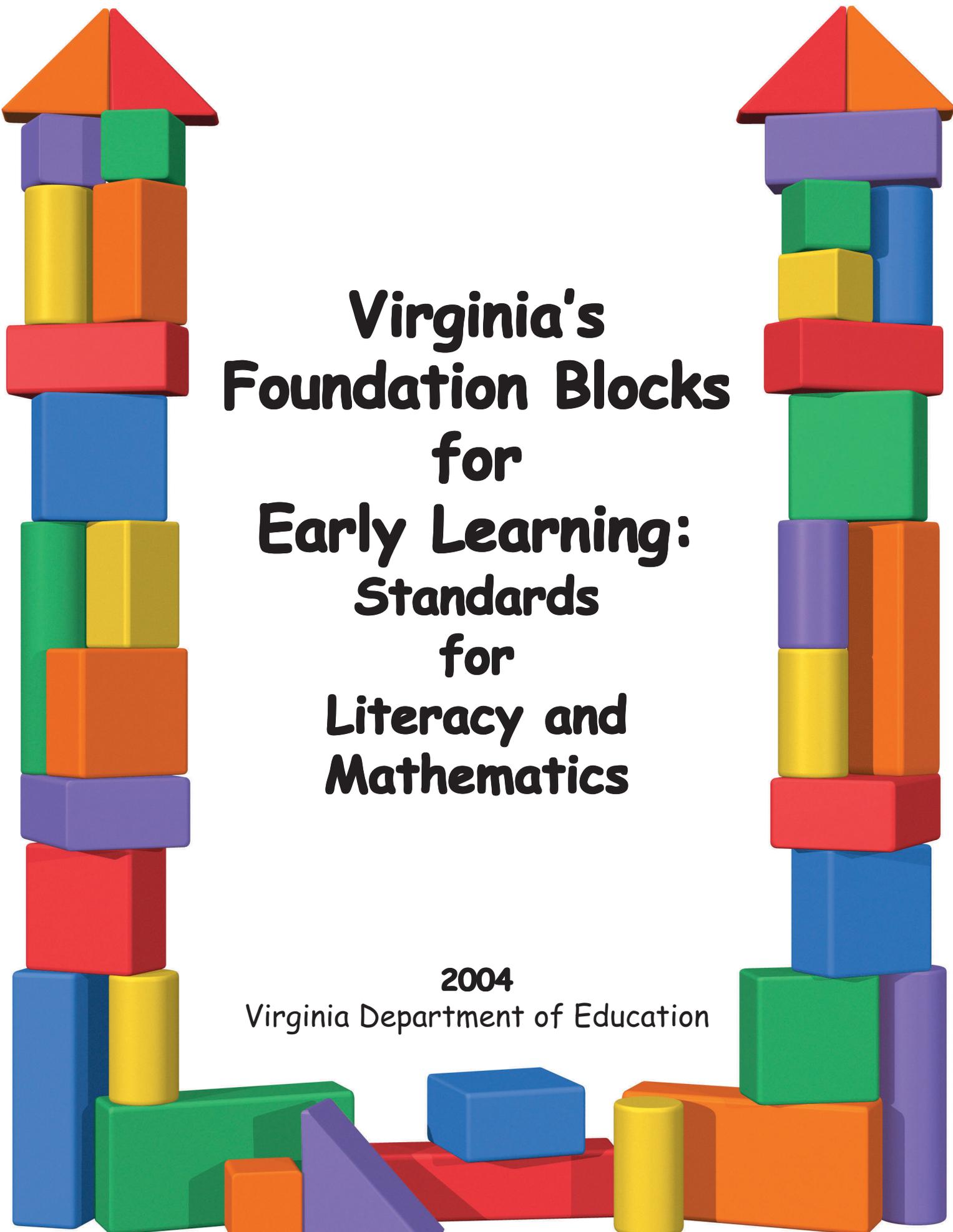
In order to comply with these requirements, the Department of Education convened a committee of Department of Education specialists and preschool teachers and administrators to review and revise the *Virginia's Foundation Blocks for Early Learning: Guidelines for Literacy and Mathematics*. The result of their work is the enclosed document *Virginia's Foundation Blocks for Early Learning: Standards for Literacy and Mathematics*.

Summary of Major Elements: *Virginia's Foundation Blocks for Early Learning: Standards for Literacy and Mathematics* describe specific indicators for prekindergarten children in the content areas of reading and mathematics. Oral expression, vocabulary, phonological awareness, letter knowledge, and early word recognition, print and book awareness, and written expression are emphasized in literacy, and number and number sense, computation, measurement, geometry, data collection and statistics, and patterns and relationship in mathematics. These guidelines provide early childhood educators with a set of minimum standards with indicators of success for entering kindergarten. A draft copy of this document is attached.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education accept the report.

Impact on Resources: This responsibility can be absorbed by the agency's existing resources at this time. If the agency is required to absorb additional responsibilities related to this activity, other services may be impacted.

Timetable for Further Review/Action: The Department of Education will notify school divisions of the preschool literacy and mathematics standards and the legislative requirement to comply with these preschool standards in literacy and mathematics in Virginia preschool programs.

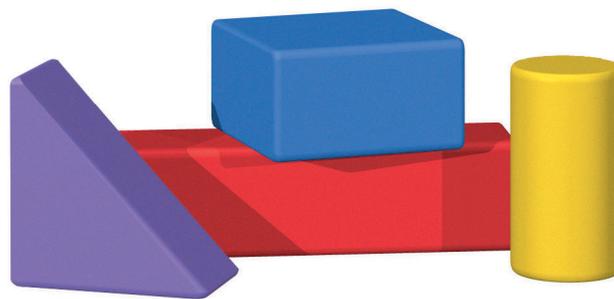
The image features two tall towers of colorful blocks on either side of the text. Each tower is composed of various colored blocks (red, orange, yellow, green, blue, purple) stacked in a slightly irregular manner. At the top of each tower is a triangular block, split into two colors (red and orange). Below the towers, a collection of scattered blocks in various colors and shapes (cubes, cylinders, triangles) is arranged on the ground.

**Virginia's
Foundation Blocks
for
Early Learning:
Standards
for
Literacy and
Mathematics**

2004

Virginia Department of Education

Virginia's Foundation Blocks for Early Learning: Standards for Literacy and Mathematics



Prepared by
Office of Elementary Instructional Services
Virginia Department of Education

2004

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NOTICE TO THE READER

Virginia's Foundation Blocks for Early Learning: Standards for Literacy and Mathematics can be found in PDF file format on the Virginia Department of Education's Web site at <http://www.doe.virginia.gov>.

Acknowledgements

The Virginia Department of Education wishes to express sincere thanks to the following individuals who assisted in the development of Virginia's Foundation Blocks for Early Learning: Guidelines for Literacy and Mathematics for their time and expertise in early childhood education.

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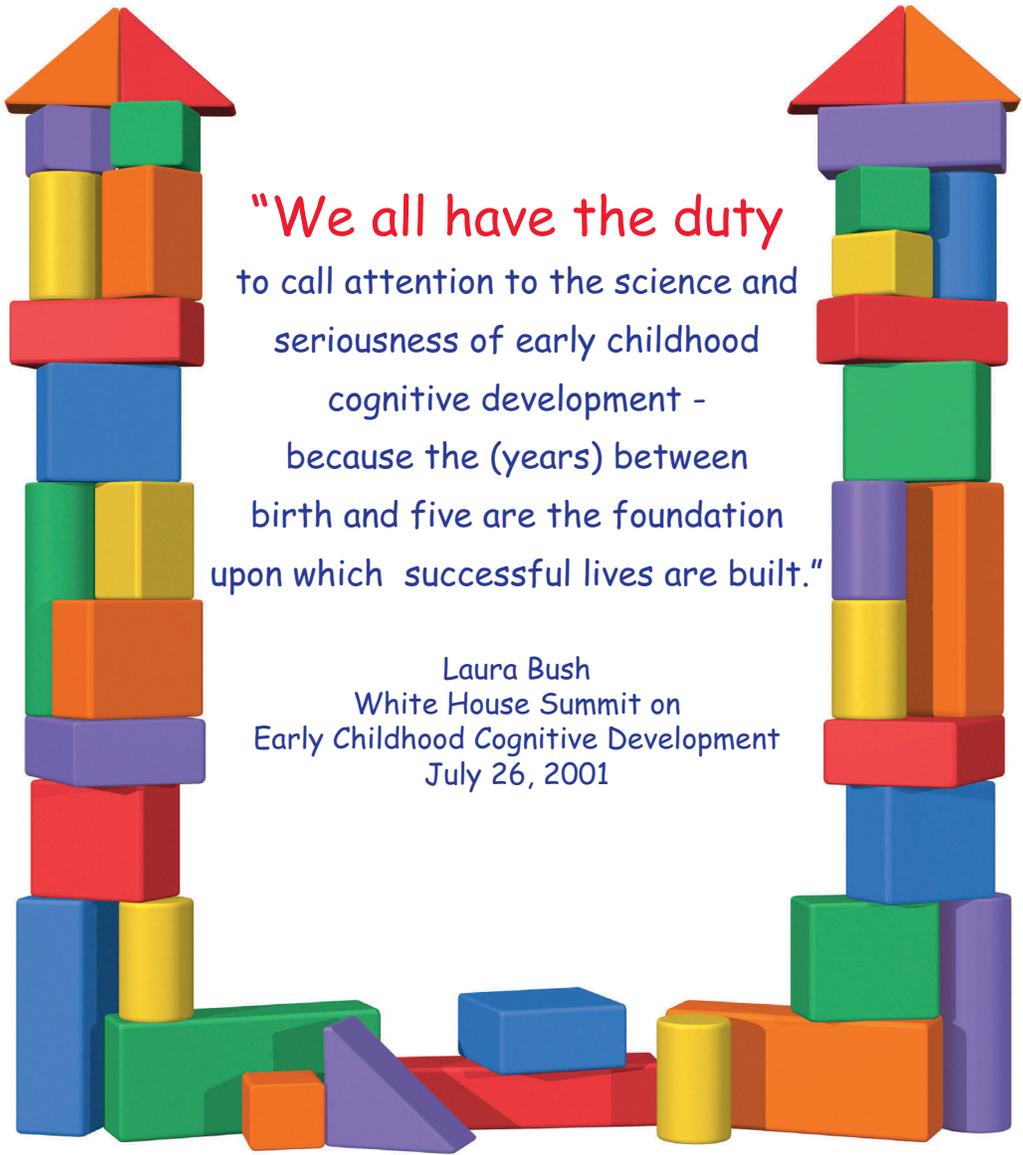
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"We all have the duty
to call attention to the science and
seriousness of early childhood
cognitive development -
because the (years) between
birth and five are the foundation
upon which successful lives are built."

Laura Bush
White House Summit on
Early Childhood Cognitive Development
July 26, 2001

Overview of Foundation Blocks

Research confirms that readiness skills for literacy and mathematics begin at birth and are developed in combination with life experiences. Children experiment and explore along various learning paths, or similar sequences, as they acquire literacy and mathematical skills. This does not mean, however, one can predict with confidence where a child of any given age will be along a particular learning path. Variation in development of literacy and mathematical skills is considered the norm.

Therefore, the value of early education is imperative to the future academic success and the growth of children's intellectual development in No Child Left Behind (2001). Virginia's Foundation Blocks for Early Learning: Standards for Literacy and Mathematics attempts to establish a measurable range of skills and knowledge essential for four-year-olds to be successful in kindergarten.

The purpose of this document, then, is to provide early childhood educators a set of minimum standards in literacy and mathematics with indicators of success for entering kindergarten based on scientifically based research. The standards reflect a consensus of children's conceptual learning, acquisition of basic knowledge, and participation in meaningful and relevant learning experiences. Alignment to Virginia's Kindergarten Standards of Learning (SOL), to Virginia's Phonological Awareness Literacy Screening (PALS), and to the national guide, Teaching Our Youngest, A Guide for Preschool Teachers and Child-Care and Family Providers, produced by the Early Childhood-Head Start Task Force (2002), US Department of Education and US Department of Health and Human Services is evident.

Virginia's Foundation Blocks for Early Learning describe specific indicators for prekindergarten children in the content areas of reading and mathematics. Oral expression, vocabulary, phonological awareness, letter knowledge and early word recognition, print and book awareness, and written expression are emphasized in literacy, and number and number sense, computation, measurement, geometry, data collection and statistics, and patterns and relationships in mathematics, all of which are addressed in the Virginia Standards of Learning.

The material is organized for use as a tool for early childhood educators in developing curriculum and meaningful classroom activities. Each Foundation Block is in box format, and is organized to build towards the Virginia Kindergarten Standards of Learning. Following the boxes, are expectation indicators for the Foundation Blocks. Sample teaching activities are included to assist teachers in the planning of meaningful classroom activities. Helpful terms and references to national consensus documents used in the development of this document are cited for clarification and resource purposes.

Limited English Proficiency (LEP)

As we consider development of literacy and mathematical skills, it is important to recognize the needs of limited English proficient (LEP) children. Regardless of which language is used, it is the acquisition of that language that is essential to the LEP child's cognitive and social development.

Educators recognize that children with limited English proficiency come to school with previously acquired knowledge and learning as a result of the language used in their home. For young children, the language of the home is the language they have used since birth, the language they use to make and establish meaningful communicative relationships, and the language they use to begin to construct their knowledge and test their learning. The home language is directly tied to the children's culture, values, and attitudes.

Just as children learn and develop at different rates, individual differences exist as LEP children acquire English. For example, some children may experience a silent period while they acquire English; other children may practice their knowledge by mixing or combining languages; still other children may seem to have acquired English language skills, but are not truly proficient; others will quickly acquire English-language proficiency. Each child's progress in learning a new language should be viewed as acceptable, logical, and part of the ongoing process of learning a new language.

The types of instructional activities typically present in early childhood programs facilitate the development of English for LEP children. Some examples of such activities are: using realia, hands-on activities, repetition, visual representations, and experiential activities. All of these activities

provide a context for learning, critical for all children, but especially critical for LEP children.

Young LEP children may seem to be fluent and at ease with English, but may not be fully capable of understanding or expressing themselves in the more complex aspects of language. Although LEP children may seem to be speaking a second language with ease, speaking a language does not equate to being proficient in that language. They may demonstrate weaknesses in language learning skills, including vocabulary skills, auditory memory and discrimination skills, simple problem-solving tasks, and the ability to follow sequenced directions. Typically, these deficiencies tend to disappear for young LEP children within one to two years of direct instruction in English.



Standards for Literacy

Introduction

Becoming a successful reader is dependent upon children's experiences and knowledge in listening, speaking, reading, and writing. Given quality opportunities to interact with responsive adults and peers in language and print rich environments, young children develop knowledge of the world around them through listening and speaking skills, phonological awareness, letter knowledge and print awareness, comprehension, vocabulary and word meanings, and writing. The following are definitions based on scientifically based reading research that will help frame the categories of Literacy Foundation Blocks.

Oral language experiences include communication activities that focus on speaking and listening. Educators and caregivers of young children must engage them in conversation throughout a daily and consistent routine, asking open-ended questions and presenting new words to allow expansion of vocabulary. In addition, being responsive to children's questions and allowing them to lead the conversation are essential in building oral language skills.

Reading begins early with the connection that print and sound are related, and occurs through daily experiences predictive of early success in reading. Phonological awareness or the ability to notice and manipulate sounds in spoken language includes alliteration, or identifying the same beginning consonant sounds in a group of words, recognizing and producing rhymes, and segmenting, or separating individual syllables into sounds. Through these kinds of daily routine activities, young children begin to develop initial understandings about reading and how it relates to their surroundings.

Writing is intriguing to children as adults around them use it as a means of communication. Reading, language, and writing become intertwined as children develop and follow a sequence of progression through routine practice in classroom activities. Thus, it is imperative for teachers to allow this progression to take place and offer it in relation to other literacy activities.

Research concludes that children who progress well in literacy development are immersed in environments consisting of rich children's literature, varied and frequent language experiences, and many opportunities to write. Conversely, children who are not progressing to expectations benefit from more of these kinds of activities in addition to more explicit classroom experiences. By listening and telling stories, reading aloud on a routine basis, rereading familiar texts, and providing repeated opportunities to write, children will develop literacy skills for later reading success.

Literacy Foundation Blocks

Oral Language:

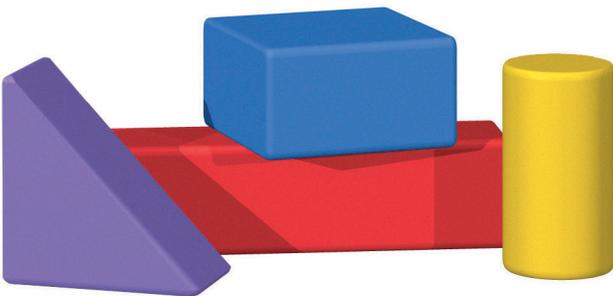
- The child will develop listening and speaking skills by communicating experiences and ideas through oral expression.
- The child will develop an understanding of words and word meanings through the use of appropriate vocabulary.

Reading:

- The child will manipulate various units of sounds in words.
- The child will demonstrate basic knowledge of the alphabetic principle.
- The child will demonstrate knowledge of print concepts.

Writing:

- The child will write using a variety of media.





Virginia Literacy Foundation Block 1

Oral Expression

The child will develop listening and speaking skills by communicating experiences and ideas through oral expression.

ORAL EXPRESSION

Children gain language and vocabulary skills by having multiple and frequent opportunities to talk, as well as, listen to adults and peers. These opportunities must be daily and routine as children begin to read and write.

- Listen with increasing attention to spoken language, conversations, and stories read aloud
- Correctly identify characters, objects, and actions in a picture book, as well as stories read aloud, and begin to comment about each
- Make predictions about what might happen in a story
- Use two words to ask and answer questions that include actions
- Use appropriate language for a variety of purposes, e.g., ask questions, express needs, get information
- Engage in turn taking exchanges and rules of polite conversation with adults and peers
- Listen attentively to stories in a whole-class setting

Sample Activities

- Engage children in conversation throughout the daily routine.
- Respond to children's communication and allow the children to take the conversational lead.
- Present new words to expand vocabulary on a routine basis.
- Ask open-ended questions to elicit responses from children and ask follow up questions after a response to allow expansion opportunities.
- Play games to focus on listening carefully.
- Consistently reinforce rules of good listening and speaking in the daily routine.
- When reading aloud, provide opportunities for children to predict what will happen next, to comment on the story, and to connect the story to personal experiences.
- Retell stories and act out stories using props and puppets.



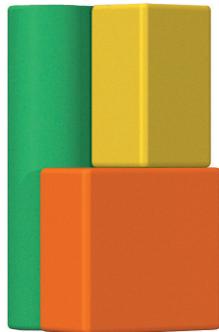
Virginia Literacy Foundation Block 2 Vocabulary

The child will develop an understanding of words and word meanings through the use of appropriate vocabulary.

VOCABULARY

The more children know about the world around them, the easier it is for them to express new information, ideas and vocabulary in communicating this knowledge. Helping children to relate experiences to new ideas and concepts also assists in the development of vocabulary and related skills.

- Use single words to label objects
- Listen with increasing understanding to conversations and directions
- Follow simple, one-step oral directions
- Engage in turn taking exchanges with adults and peers
- Use new vocabulary with increasing frequency to express and describe feelings and ideas
- Expose children to a wide-variety of experiences to build vocabulary



Sample Activities

- Read books and stories aloud to children daily, e.g., The Enormous Watermelon, make a pretend garden by taping brown paper to the floor, tape seeds in a row and section off with masking tape; make garden signs with pictures of items related to gardening, e.g., rake, shovel, vegetables, potting soil, watering can, etc.
- Have children walk along the garden row and name the pictures on the garden signs.
- Read poems, sing songs and take field trips to build vocabulary.
- Provide daily opportunities for children to engage in conversations in dramatic play center by adding props related to themes.
- Play games like Simon Says, Red Light, Green Light.
- Offer children a wide variety of experiences for building vocabulary.



Virginia Literacy Foundation Block 3

Phonological Awareness

The child will manipulate the various units of sounds in words.

PHONOLOGICAL AWARENESS

Phonological awareness involves the understanding of sounds in spoken words, and is highly predictive of a young child's success in beginning to read. Children's abilities to manipulate sounds in spoken words and learning to read are connected through rhyming, common initial sounds (alliteration), blending and segmentation, all of which are equally important. Research shows that how quickly children learn to read often depends on how much phonological awareness they have when entering kindergarten.

- Discriminate similarities and differences in sounds (environmental, letter)
- Identify words that rhyme, generate simple rhymes
- Successfully detect beginning sounds in words
- Listen to multi-syllable words

Sample Activities

- Ask children to listen for a target sound, e.g., /t/. Have children put "thumbs up" if they hear the /t/ sound or thumbs down if they do not hear the /t/ sound at the beginning of words.
- Play rhyming word games, like making up new verses to familiar songs or rhymes OR replace familiar rhymes with silly ones, like "Humpty Dumpty", "Gumpty, Numpty".
- Target sounds in context through rhyming songs, poems, and raps. Raise your voice when the words rhyme.
- Use words from a story you have just read aloud. Ask children to listen to pairs of words and determine if they rhyme.
- Use picture and word sorts to assist in sound/letter discrimination (initial consonant: ball, boy, box, cat).



Virginia Literacy Foundation Block 4 Letter Knowledge and Early Word Recognition

The child will demonstrate basic knowledge
of the alphabetic principle.

LETTER KNOWLEDGE AND EARLY WORD RECOGNITION

Letter knowledge is an essential component to begin reading and writing successfully. Functions of letters in writing and their connection to sounds are critical components in children's success in learning to read. In combination with phonological awareness, letter knowledge is the critical indicator to children's understanding of the alphabetic principle and the beginning connection to printed words.

- Correctly identify 10-18 alphabet (uppercase) letters by name in random order
- Select a letter to represent a sound (8-10 letters)
- Correctly provide the most common sound for 5-8 letters
- Read simple/familiar high-frequency words, including his or her name
- Notice letters around him/her in familiar, everyday life, and ask how to spell words, names or titles

Sample Activities

- The teacher will place large letter cards (bold print on 8 1/2 x 11 paper) in a circle on the floor. Play music and have the children march around the alphabet. When the music stops, the children stop and pick up a letter. Allow each child to give the name of the letter he or she is holding. To extend the activity, have the child give the sound that the letter makes and think of a word that begins with that sound.
- Provide varied forms of printed materials and props in centers for dramatic play. Some examples would include: menus, calendars, labels, pictures, and photographs with captions, recipes, envelopes with printed words, etc.
- Allow children to "type" on a computer keyboard. Encourage them to "type" their name and print it.
- Have children experiment and explore with various types of letters: magnetic letters, alphabet tiles, almost anything can be used to attach letters of the alphabet.
- Provide opportunities for children to trace, model, and create letters with paint, yarn, pipe cleaners, play dough, sand, pudding, shaving cream, etc.
- Use letter tiles, picture tiles, children's names to assist in letter knowledge and word recognition.



Virginia Literacy Foundation Block 5

Print and Book Awareness

The child will demonstrate knowledge of print concepts.

PRINT AND BOOK AWARENESS

Through daily experiences with reading and writing, young children learn basic concepts regarding the printed word. They learn that print conveys meaning and pictures are representations of print. Young children begin to understand there is a correlation between spoken and written words by following the print as it is read aloud. An understanding that reading and writing are ways to obtain information and knowledge, generate and communicate thoughts and ideas, and solve problems is developed as young children routinely and consistently experiment with exploring books and print.

- Identify the front of a book
- Identify the location of the title of a book
- Identify where reading begins on a page (first word or group of words)
- Demonstrate directionality of reading left to right on a page
- Identify part of the book that “tells the story” (print as opposed to pictures)
- Turn pages one at a time from the front to the back of a book

Sample Activities

- The teacher displays a book, tells the children, “This is the front of the book”, and reads the title of the book while pointing out each word, “This is the title of the book”.
- The teacher opens the book, “We will read this page first,” and continues modeling to point out first word, “we read this way,” moving finger from left to right (tracking). This should become a routine daily practice when reading to children aloud (voice-to-print match).
- Teach the children the following song to the tune of Head, Shoulders, Knees, and Toes:

Top to bottom, left to right, left to right;
Top to bottom, left to right, left to right;
Top to bottom, left to right, left to right;
Top to bottom, left to right, left to right.
- Introduce various forms of print and talk about why people read with different types of print. Forms of print can include: non-fiction topic books, how-to books, poetry books, and storybooks.
- Read aloud daily.
- Provide a variety of print materials, i.e., magazines, logos, signs.



Virginia Literacy Foundation Block 6 Written Expression

The child will write using a variety of materials.

WRITTEN EXPRESSION

Through early writing experiences, young children develop understandings about the functions of written language. Children develop an awareness that ideas can be written. They begin to generate ideas about how written language works and explore its uses. Young children's attempts to write through scribbling, forms, and inventive spellings help them to understand writing as a means to communicate ideas and information. Over time, attempts at early writing will more closely align to conventional writing.

- Distinguish print from pictures
- Copy or write letters using various materials
- Print first name independently
- Print 5 - 8 letters with a writing tool
- Copy 3 - 5 letter words
- Use inventive spellings to convey messages or tell story

Sample Activities

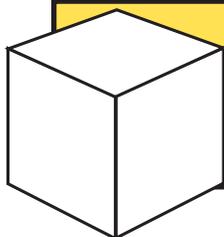
- Place baking flour (various other materials like shaving cream, pudding, paint, sand etc.) in tray and alphabet cards on a table. Have children use their finger to copy letters, drawing them in the flour. After a letter is copied, the child can gently shake (wipe) the tray to "erase" the letter and copy the next letter. This activity can be expanded for copying names and short words.
- Provide opportunities for children to write in a variety of contexts.
- Place clipboards with unlined paper and a variety of writing materials (colored pencils, crayons, markers) in learning centers.
- Provide a classroom Post Office.
- Encourage children to "write" about their play, e.g., what they build in the block center, grocery lists in the dramatic play center, etc.
- Encourage children to dictate words, phrases, or sentences to an adult to record on paper.

Standards for Mathematics

Introduction

Young children are natural learners, and they bring informal mathematics knowledge and experiences to the preschool classroom. They continually construct mathematical ideas based on their experiences with the environment, their interactions with adults and other children, and their daily observations. Children approach new tasks with curiosity and a sense of

experimentation. Mathematics learning builds on these characteristics of young children, and challenges children to explore ideas about patterns and relationships, order and predictability, and logic and meaning. Appropriate instruction occurs in environments that are rich in language, encourage children's thinking, and nurture children's explorations and ideas. These ideas include the concepts of number, pattern, measurement, shape, space, and classification.



Mathematics Foundation Blocks

Number and Number Sense:

- The child will count with understanding, and use numbers to tell how many, describe order, and compare.

Computation:

- The child will recognize change in groups (sets/collections).

Measurement:

- The child will identify and compare the attributes of length, capacity, weight, time, and temperature.

Geometry

- The child will describe simple geometric shapes (circle, triangle, rectangle, and square) and indicate their position in relation to him/herself, and to other objects.

Data Collection and Statistics:

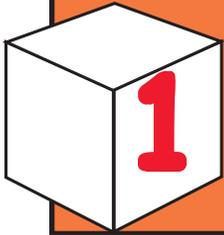
- The child will participate in the data gathering process in order to answer questions of interest.

Patterns and Relationships:

- The child will identify simple patterns of concrete objects and use them to recognize relationships.

Virginia Mathematics Foundation Block 1

Number and Number Sense



The child will count with understanding, and use numbers to tell how many, describe order, and compare.

NUMBER AND NUMBER SENSE

Young children enter pre-school with a foundation of experiences with number. To grow in an understanding of number and develop number sense, children must have daily experiences involving comparison and counting in ways that are personally meaningful and challenging.

- Count objects to 20 or more
- Count a group (set/collection) of three to five objects by touching each object as it is counted and saying the correct number (one-to-one correspondence)
- Count the items in a collection of one to five items and know the last counting word tells "how many"
- Compare two groups (sets/collections) of matched objects (less than five) and describe the groups using the terms more, fewer, or same

Sample Activities

- Include counting as part of the daily routine (lunch count, attendance, distributing snack items).
- Provide collections of three to five objects (buttons, plastic animals, plastic lids, keys) that encourage counting.
- Read counting books.
- Encourage one-to-one correspondence as children hand out materials (one item for each child).
- Include counting as a part of special classroom activities and materials (recipes, recording science observations, names).
- Ask children, as they line up, who is first in the line, second, third. As children participate in races on the playground, ask who crossed the line first, second, third (ordinal numbers).
- Provide opportunities for rote counting which involves saying the numbers or singing the numbers as far as children can count in the correct, memorized order. Similar to reciting or singing the alphabet song, children need many experiences saying the number names in sequence before they are able to count meaningfully.

Foundation Block 2

Computation

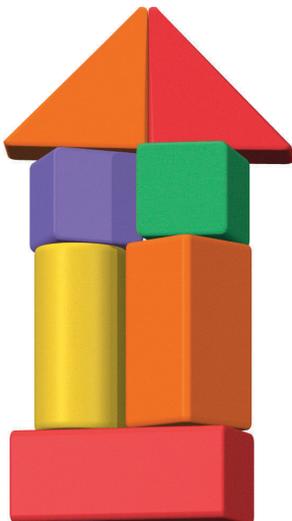
The child will recognize change in groups (sets/collections).



COMPUTATION

Young children notice the effects of increasing or decreasing the items in a collection of objects. To develop an understanding of computation children need many opportunities to match and count objects to find out more dependably which quantity is more, and to use counting to describe changes in a set.

- Describe changes in groups (sets/collections) by using more when groups of objects (sets) are combined (added together)
- Describe changes in groups (sets/collections) by using fewer when groups of objects (sets) are separated (taken away)

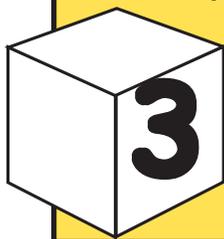


Sample Activities

- Tell stories and have the children use counting objects (toy cars, toy animals, cookie shapes) to solve problems involving adding together or combining groups. For example, "A mama bear and a daddy bear are walking in the woods with their two baby bears. How many bears altogether?"
- Describe stories where groups or objects are taken away or separated. For example, "Three cars were parked in front of the school, then two cars drove away; how many are left? Five goldfish swam in the aquarium; the teacher used a net to take two out. How many goldfish are left in the aquarium?" Have the children use goldfish crackers or toy cars to show what happens in each story.
- Use predictable fingerplays and traditional counting songs, i.e., "Five Little Monkeys", "Ten in the Bed" to practice adding and taking away objects. Have children act out the songs and fingerplays or use finger puppets to represent the characters as they determine how many are left or how many are added.

Virginia Mathematics Foundation Block 3

Measurement



The child will identify and compare the attributes of length, capacity, weight, time, and temperature.

MEASUREMENT

Children naturally make comparisons. From a very young age on, children are comparing who is taller and who has more. Comparison is the first step in developing an understanding of measurement. Young children should be immersed in activities that allow them to use their senses to make these direct comparisons. They should also be exposed informally to tools that are used for measurement.

- Recognize attributes of length by using the terms longer or shorter when comparing two objects
- Know the correct names for the standard tools used for telling time and temperature; and measuring length, capacity, and weight (clocks, calendars, thermometers, rulers, measuring cups, and scales)
- Use the appropriate vocabulary when comparing temperatures, e.g., hot, cold
- Use appropriate vocabulary when describing duration of time, e.g., hour, day, week, month, morning, afternoon, night, day

Sample Activities

- Ask children to match two pencils or crayons of different lengths, by matching one end of the object with the end of the object being compared. Ask the children to tell which of the two objects is longer and which is shorter. Provide children with opportunities to compare many examples of length, i.e., lines of children, lines of cups on a table.
- When using the standard tools for telling time and measuring attributes of length, capacity, and weight (clocks, calendars, balance scales, thermometers, rulers, measuring cups) in daily routines and activities, have children use the correct terms for the tools.
- Plan food preparation activities to include the use of clocks, thermometers, and balance scales.
- Explore the concept of weight by holding two different objects and determining which one is heavier, labeling one heavier and the other lighter. Children can also begin to place objects on a balance scale and determine if they balance (weigh the same), or if one pan is lower than the other (the object weighs more). Making discoveries and predictions using skills related to balance leads to standard measurement experiences.

Virginia Mathematics Foundation Block 4

Geometry



The child will describe simple geometric shapes (circle, triangle, rectangle, and square) and indicate their position in relation to him/herself and to other objects.

GEOMETRY

Geometry for young children involves observing and describing the shapes that are found everywhere in their environment. Children naturally use geometric shapes and spatial comparisons as they begin to express themselves through drawing and constructions. This familiarity is a foundation for learning experiences involving shape, position, and orientation in space.

- Match and sort shapes (circle, triangle, rectangle, and square)
- Describe how shapes are similar and different
- Recognize shapes (circle, triangle, rectangle, and square) by pointing to the appropriate figure when the teacher names the shape
- Describe the position of objects in relation to other objects and themselves using the terms next to, beside, above, below, under, over, top, and bottom

Sample Activities

- Provide opportunities for children to find shapes in their environment, inside and outside the classroom. They should find some that are similar and different, and use the appropriate language to describe how they are similar and different.
- Create cutouts of shapes (circle, triangle, rectangle, and square) out of various types of materials (plastic lids, construction paper, cardboard, fabric). Have children use the cutout shapes to sort into groups. Have children describe the ways they have sorted the shapes, i.e., by color, shape, number, and texture. Encourage the children to label the shapes with the appropriate terms.
- Introduce children to three-dimensional shapes through everyday experiences with cans (cylinders), balls (spheres), and playground cones or ice-cream cones. Teachers can describe these objects and refer to their mathematical names.
- Provide children with a variety of materials to make shapes by tracing around cutouts of shapes and combining them to create pictures.
- Provide many opportunities for children to build with blocks (unit blocks, legos, discovery blocks) giving children meaningful experiences using geometric shapes.

Virginia Mathematics Foundation Block 5

Data Collection and Statistics



The child will participate in the data gathering process in order to answer questions of interest.

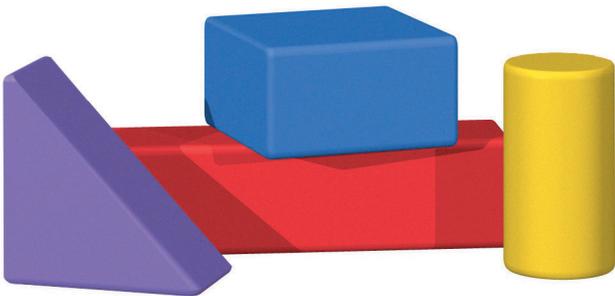
Data Collection and Statistics

Children are natural questioners; they start asking questions and finding out opinions from a young age. To build upon this strength, children need to ask questions, collect answers, and then talk about what they found out. Analyzing data is a key step in making sense of information and the world around us.

- Collect information to answer questions of interest to children
- Use descriptive language to compare data in objects and picture graphs by identifying which is more, fewer, or the same

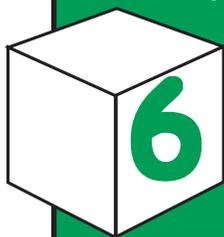
Sample Activities

- Provide opportunities for children to participate in the process of collecting data about a question, i.e., "How did you come to school today?" Children can place a picture of a car, bus, or a person walking on a graph to indicate the way they traveled to school. Toy vehicles and toy people may be used as well. Ask questions about the graph once it is complete, i.e., "Which way of traveling, by car, by bus, or walking, was used by more children? Which way was used by fewer children?"
- Use the children themselves to create a real graph of the data. For example, have children stand in groups by the types of shoes they are wearing. Now have them count the number of children who have each type of shoe. Record the information in a picture graph for children to use in comparing the data. Ask questions about the picture graph.



Virginia Mathematics Foundation Block 6

Patterns and Relationships



The child will identify simple patterns of concrete objects, and use them to recognize relationships.

PATTERNS and RELATIONSHIPS

Algebra begins with a search for patterns. Being able to identify patterns allows young children to make generalizations and predictions beyond the information directly available. The recognition and analysis of patterns are important components of a child's intellectual development. Children should have many opportunities to engage in pattern related activities and recognize patterns in their everyday environment.

- Sort and classify objects according to one or two attributes (color, size, shape, and texture)
- Identify and explore simple patterns, i.e., AB, AB; red, blue, red, blue
- Use patterns to predict relationships between objects, i.e., the blue shape follows the yellow shape, the triangle follows the square

Sample Activities

- Provide children with objects, i.e., beads, buttons, rocks, bear counters for sorting by attributes. The teacher asks children to describe (classify) their sort.
- Provide children with many opportunities to observe patterns in the environment, i.e., in clothing, buildings, brick walls, etc. Patterns are part of the world in which we live. The child should be helped in becoming aware of patterns and ways to make patterns.
- Involve children in predicting patterns when lining up children by starting the line with a boy, a girl; a boy, a girl. Have the children predict who would come next.



Helpful Terms

Listed below are some terms one may encounter in reading more about early childhood education.

Alliteration The same consonant sounds at the beginning of words in a sentence, group of words, or a line of poetry. For example, the sound of "P" in Peter Piper picked a peck of pickled peppers.

Alphabetic principle The use of letters and letter combinations to systematically represent sounds/phonemes. For example, the word ship has four letters, but only three sounds/phonemes (sh-i-p).

Attributes These are the defining characteristics of an object.

Classify The description of how a student sorted objects by attributes (size, shape, color).

Cognitive development Children's development of knowledge and skills, which help them to think about and understand the world around them.

Decoding The translation of letters in written words into recognizable sounds and combining these sounds into meaningful words.

Emergent literacy The view that literacy learning begins at birth and is encouraged through participation with adults in meaningful literacy-related activities.

Environmental print Printed materials that are part of everyday life, including signs, billboards, labels, and business logos.

Explicit instruction Teaching children in a direct, systematic, and sequential manner.

Experimental writing Young children experiment with writing by creating pretend and real letters and by organizing scribbles and marks on paper.

Graphing The picturing of information in an organized manner, resulting in a graph. There are several types of graphs, including bar graphs and pictographs.

Invented spelling Phonemic-based spelling where children create their own nonconventional spelling.

Letter knowledge The ability to identify the names and shapes of the letters of the alphabet.

Journals Books in which young learners scribble, draw, and use their own spellings to write about their experiences.

Literacy Includes all the activities involved in speaking, listening, reading, writing, and appreciating both spoken and written language.

Model The hands-on materials, such as pictures, blocks, counters, and flash cards, which are used to demonstrate a concept. When you use these materials to represent a concept, you "model" the concept.

Non-standard units of measure Units of measure whose values may vary, such as a person's foot length, a handful, or paces. These are unlike standard units of measure, such as inches and pounds, whose values do not vary.

Number An abstract concept involving a quantity. For example, if you see **u u u**, you think of the number three.

Numeral The written symbols that represent a number. For example, "12" and "XII" are numerals for the number twelve.

One-to-one matching Matching one set of objects with another set of objects. For example, in a group of cups and saucers, you might match one cup with each saucer.

Ordering Placing a collection of items from largest to smallest or smallest to largest.

Ordinal numbers A number that tells the position of people or things in order.

Phonemes The smallest parts of spoken language that combine to form words. For example, the word hat is made up of three phonemes (h-a-t) and differs by one phoneme from the words pat, had and hot.

Phonics The relationships between the sounds of spoken language and the individual letters or groups of letters that represent those sounds/phonemes in written language.

Phonological awareness The ability to notice and work with the sounds in language. Phonological awareness activities can involve work with alliteration, rhymes, and separating individual syllables into sounds.

Picture Graph A type of graph that displays information as pictures on a chart.

Print awareness The knowledge that printed words carry meaning, and reading and writing are ways to obtain ideas and information. A young child's sensitivity to print is one of the first steps toward reading.

Rote counting Saying the names of the numbers starting with one: one, two, three, and so on.

Scaffolded instruction Instruction in which adults build upon what children already know and provide support that allows children to perform more complex tasks.

Set A collection of things belonging together according to a rule such as things that are all squares, red, or round.

Set counting Counting the number of objects together because they belong together for some reason.

Sight vocabulary Words a reader recognizes automatically without having to sound them out.

Sort Physical grouping of objects, based on attributes.

Spatial reasoning A sense of shapes and how they relate to each other.

Statistics The science of assembling, classifying, and analyzing facts or data.

Unit measure A consistent quantity used for measuring, i.e., cube, block.

Vocabulary The words we know to communicate effectively. Oral vocabulary refers to words we use in speaking or recognize in listening. Reading vocabulary refers to words we recognize or use in print.

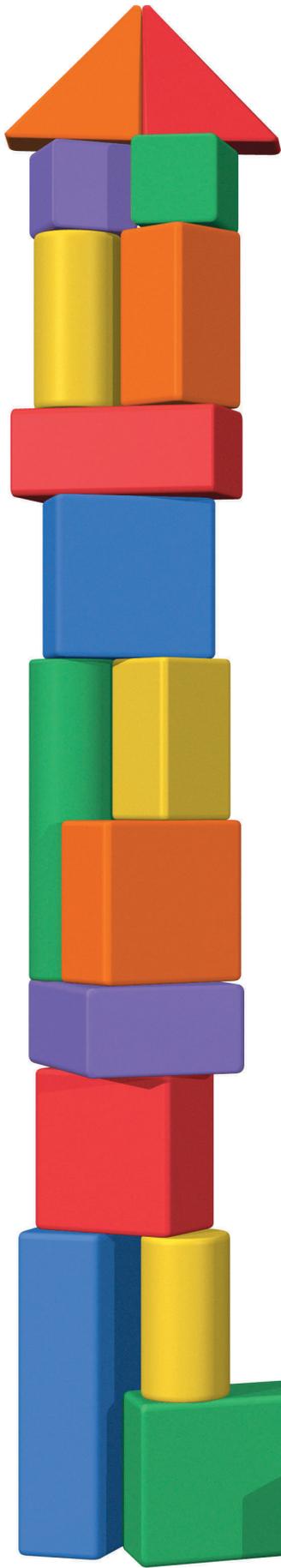
Volume The amount of space inside an object; the number of unit measures that it will take to fill the object. For example, the number of cups it will take to fill a gallon container is the volume of that container as measured in cups.

Word recognition The ability to identify printed words using strategies such as recognition by sight or decoding to determine meaning.

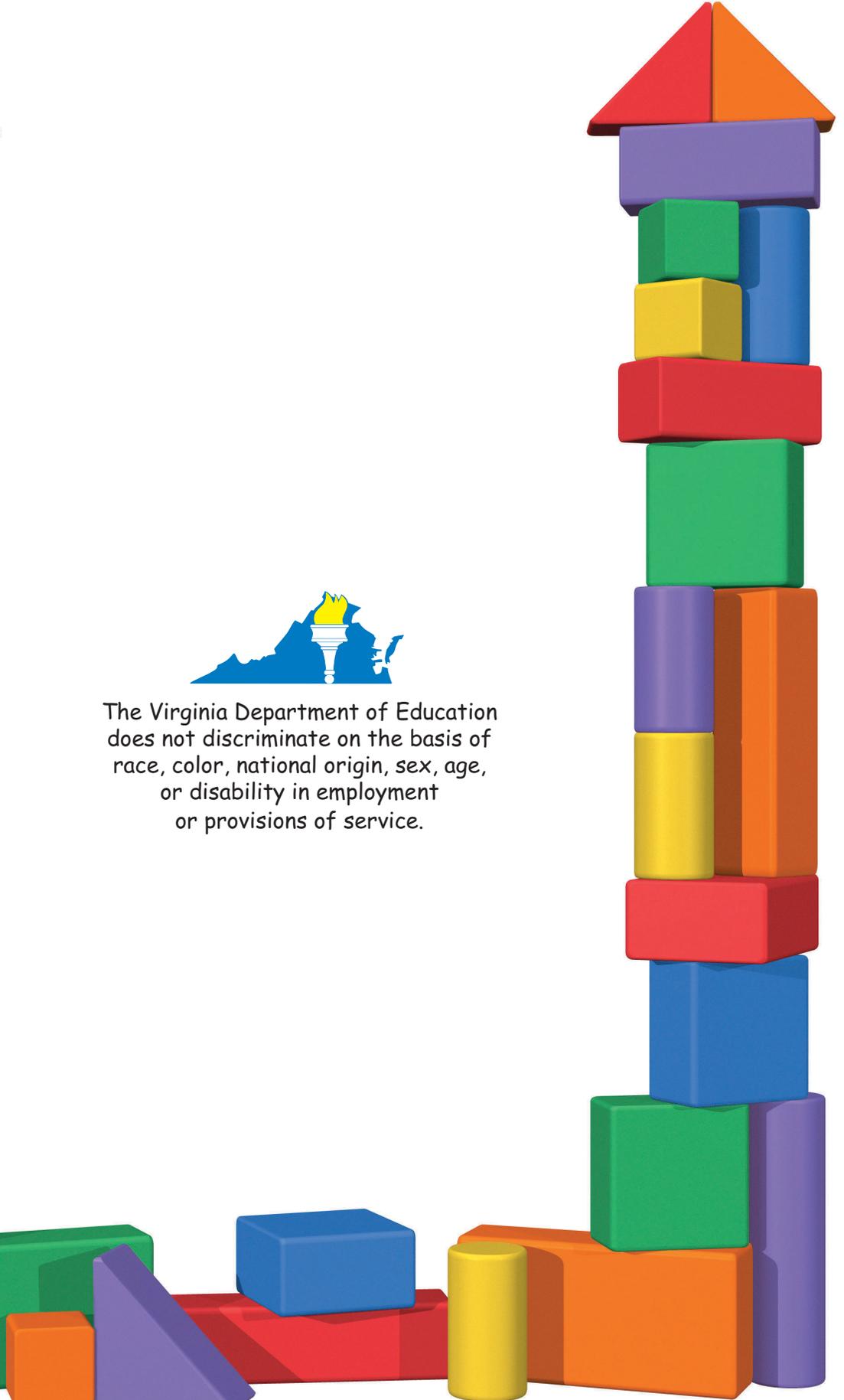
Resources

Listed below are additional resources that will provide more information about early childhood education. An * denotes a reference used for development of this document.

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forecast of enrollment changes and an assessment of the needs of public education in the Commonwealth. In the annual report required by § 22.1-18, the Board shall include an analysis of the extent to which these Standards of Quality have been achieved and the objectives of the statewide six-year plan have been met. The Board shall also develop, consistent with its six-year plan, a detailed six-year plan to integrate educational technology into the Standards of Learning and the curricula of the public schools in Virginia, including career and technical education programs. The Board shall review and approve the six-year plan for educational technology and may require the revision of such plan as it deems necessary.

The Board of Education's current six-year plan (attached) was adopted in January 2003 and covers the years 2003 through 2008. The priorities stated in the current six-year plan are as follows:

Priority 1: We will strengthen Virginia's public schools by providing challenging academic standards for all students.

Priority 2: We will enhance the foundation program and the quality standards for public education in Virginia.

Priority 3: We will continue efforts to enhance the training, recruitment, and retention of highly qualified teachers and administrators.

Priority 4: We will support accountability and continuous improvement in all schools.

Priority 5: We will assist teachers to improve the reading skills of all students, especially those at the early grades.

Priority 6: We will provide leadership for implementing the provisions of the *No Child Left Behind Act* smoothly and with minimal disruption to local school divisions.

The six-year plan is intended to be viewed along with two additional documents: (1) the Board of Education's annual report on the condition and needs of the public schools; and (2) the *Six-Year Plan for Technology: 2003-2009*. Together, these three documents provide a comprehensive view of the Board's six-year priorities, the condition and needs upon which the priorities are based, and the future direction and needs of our system of public education. The Board of Education's annual report for 2004 was adopted in November 2004 and may be viewed at: http://www.pen.k12.va.us/VDOE/VA_Board/annualreport2004.pdf. The Board of Education's *Six-Year Plan for Technology: 2003-2009* was adopted in April 2003 and may be viewed at: <http://www.pen.k12.va.us/VDOE/Technology/OET/resources.shtml#etp>

Summary of Major Elements: As specified in the Code of Virginia, the Board of Education's six-year plan must be revised and updated biennially. The revision process must include opportunities for public input statewide. The revised six-year plan must include the following:

1. The objectives of public education in Virginia;
2. An assessment of the extent to which these objectives are being achieved;
3. A forecast of enrollment changes;
4. An assessment of the needs of public education;
5. An analysis of the extent to which these Standards of Quality have been achieved; and
6. An analysis of the objectives of the statewide six-year plan.

The Board of Education has scheduled its annual two-day planning session for April 20-21, 2005. The planning session will provide a timely forum for the members to discuss any needed updates and revisions to the current six-year plan.

In preparation for the planning session, the Board of Education is asked to establish a special committee of its members, as permitted under Article Nine of the Bylaws of the Board of Education. The purpose of the special committee will be as follows:

1. To determine what, if any, revisions in the current six-year plan are warranted, based upon the requirements in the Code (as stated above);
2. Determine when and how the Board will seek statewide public input on the six-year plan; and
3. Report its findings and recommendations to the full Board at the April planning session.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education appoint a special committee to make recommendations regarding revising and updating the Board of Education's six-year plan. It is further recommended that the committee be requested to report its findings and recommendations at the Board of Education's annual planning session on April 20-21, 2005.

Impact on Resources: The impact on resources for developing and revising the six-year plan is expected to be minimal. There will be minimal additional travel expenses related to the committee meetings; however, there may be costs associated with the public involvement process, depending upon how the Board of Education wishes to proceed (for example, travel costs for public hearings across the state). There is an administrative impact on Department of Education for the staff time related to preparing the text of the report. In addition, there is a minimal administrative impact for making the report available to the intended recipients. The fiscal impact is minimal because staff will use the agency's Web site and electronic means of communicating with interested parties whenever practicable.

Timetable for Further Review/Action: It is anticipated that the Board of Education will determine what, if any, revisions it wishes to make in its current six-year plan at the April 2005 planning session. Following that session, the Board will determine the timeline for review and adoption of the revised six-year plan.

**BOARD OF EDUCATION
SIX-YEAR PLAN:
2003-2008**

**ADOPTED BY THE BOARD OF EDUCATION ON
JANUARY 6, 2003**

ADOPTED JANUARY 6, 2003:

BOARD OF EDUCATION
SIX-YEAR PLAN:
2003-2008

Quality, in education or any other field, is the result of research, planning, preparation, commitment, and investment.

Governor Mark R. Warner
Address to the Board of Education
May 23, 2002

More important than any single year's test results is the trend over several years, and when you look at the performance of Virginia students over the past six years both on national indicators, such as the National Assessment of Educational Progress and SAT, as well as on Virginia's own Standards of Learning tests, it is clear that the overall trend in student achievement is upward. We need to continue the improvement, especially focusing on the foundational skill of reading, where the progress of the past six years has not been nearly as substantial as it should be.

Mark C. Christie
President
Virginia Board of Education

The rewards education provides for each student in our public schools are vitally important to our society in a new and increasingly complex century. We must continue to strive to meet the educational needs of all students in the commonwealth now and in the future.

Jo Lynne DeMary
Superintendent of Public Instruction

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As of January 6, 2003**

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Board of Education Priorities for 2003-2008

Adopted on January 6, 2003

Priority 1: We will strengthen Virginia's public schools by providing challenging academic standards for all students.

Priority 2: We will enhance the foundation program and the quality standards for public education in Virginia.

Priority 3: We will continue efforts to enhance the training, recruitment, and retention of highly qualified teachers and administrators.

Priority 4: We will support accountability and continuous improvement in all schools.

Priority 5: We will assist teachers to improve the reading skills of all students, especially those at the early grades.

Priority 6: We will provide leadership for implementing the provisions of the *No Child Left Behind Act* smoothly and with minimal disruption to local school divisions.

**BOARD OF EDUCATION SIX-YEAR PLAN:
2003-2008
Adopted on January 6, 2003**

During the past several years, thousands of teachers and administrators across Virginia have been engaged in the process of bringing more rigorous academic standards to life for the 1.2 million students enrolled in our public schools. Classroom teachers and educators continue to be involved in every step of Virginia's school improvement and accountability process. Working together with the governors and the General Assembly, Virginia's education leaders have shown that hard work, high expectations, and the right standards can pay off in what really matters for our public schools—higher student achievement.

Virginia's governors and the General Assembly have provided additional funding for education initiatives through every recent budget cycle. This support has been critical to the recent success of students enrolled in Virginia's public schools. This investment amounts to \$7.9 billion in state general fund direct aid for K-12 education for the current biennium. For the coming budget cycle, the state will be challenged by tight budgets and limited resources, but the commitment to public education remains a strong public priority.

Previous Six-Year Plan: 1996-2002

Much was accomplished during the years covered by the Board of Education's six-year plan for 1996-2002. The priorities set by the Board for 1996-02 have been met. The Board's priorities for 1996-2002 were as follows:

- We will implement higher standards of academic excellence.
- We will institute a comprehensive student assessment program.
- We will revise the *Standards of Accreditation* to reflect Virginia's new focus on public accountability for Virginia's public schools.
- We will support accountability for Virginia's schools by developing and distributing a school Report Card for use by parents, communities, and policy makers.

During the past six years, the Board of Education has worked to fine-tune the strategies used to implement the priorities. Adjustments were made in the implementation of some of the specific strategies to make programs stronger and more flexible and appropriate to the needs of school divisions.

The members of the Board of Education intend to continue the progress that schools and students have shown in recent years. On several measures, Virginia's students are achieving at higher levels, compared to their peers in the rest of the nation. Our schools are not yet where we want them to be in terms of student achievement, and we have a lot of work still to do. But we are on the right track and are headed in the right direction.

The Six-Year Plan: 2003-2008

Building upon the achievements under the previous six-year plan, the *Six-Year Plan: 2003-2008* will serve as the long-term template to guide the changes needed to achieve a statewide education system of high quality. It will provide the framework for resources, policy development, and accountability that will ensure that the state and its citizens receive maximum benefits from Virginia's enormous investment in education.

It is important that the *Six-Year Plan: 2003-2008* be viewed along with two additional documents: The Board of Education's annual report on the condition and needs of the public schools and the *Six-Year Plan for Technology*. Together, these three documents provide a comprehensive view of the Board's six-year priorities, the condition and needs upon which the priorities are based, and the future direction and needs of our system of public education.

In addition, it is important to note that the Board of Education's priorities and performance targets for Virginia's public schools are embedded throughout the provisions of the Standards of Quality, the Standards of Accreditation, and the Standards of Learning. These and other key policy and regulatory documents of the Board of Education may be viewed on the Department of Education's Web site: www.pen.k12.va.us. The *No Child Left Behind Act of 2001* also contains performance expectations for the state and for the school divisions and the individual schools within the divisions.

The Vision

The vision of the Board of Education and the Superintendent of Public Instruction is to ensure through high academic standards and accountability that an effective educational program is established and maintained in Virginia's public elementary, middle, and secondary schools.

The Mission

The primary mission of Virginia's public education system is to educate students in the fundamental knowledge and academic subjects that they need to become capable, responsible, and self-reliant citizens. Therefore, the mission of the Board of Education and the Superintendent of Public Instruction, in cooperation with local school boards, is to increase student learning and academic achievement.

Virginia's Progress: Improvement in Math Dramatic; Reading Gains Insufficient

The significant improvement in statewide Standards of Learning scores in 2002 is a notable indicator of success. Students posted gains in the passing rates on all of the high school Standards of Learning tests taken to earn verified units of credit towards a high school diploma. Students achieved pass rates of 70 percent or more on each of the 12 high school-level tests, which are administered at the end of the corresponding courses. Pass rates exceeded 80 percent on four of the tests, including pass rates of 86 percent on the reading and writing tests. Virginia students' results improved on 23 of the 28 Standards of Learning tests given in elementary, middle, and high schools. In 1997-98, the first year Standards of Learning tests were given, only five of the 27 (a world geography test was added after the program began) Standards of Learning tests administered had passing rates of 70 percent or higher.

More important than any single year's test results is the trend over several years. The latest Standards of Learning results continue what is now several years of steadily improving student achievement across all grades and in all subject areas.

In 2000, Virginia students made significant gains on the National Assessment of Educational Progress (NAEP) mathematics test. The NAEP is often referred to as the "Nation's Report Card." The performance of Virginia's students on 2000 mathematics test is even more significant when compared to the last NAEP mathematics test given in 1996, just as the Standards of Learning program was starting. In 2000, Virginia fourth graders made the *second-greatest* improvement in the nation, and eighth graders made the *third-greatest* improvement in the nation. Except for the 1996 eighth-grade mathematics score (which was one point below the nation), Virginia students' scores in the NAEP mathematics tests have exceeded the national average in every year tested.

Results released in 2001 for the Stanford 9 tests show that, across the three grades tested, fall 2001 achievement was at or above the national average in 31 (94%) of the 33 *Stanford 9* subtests and content area totals. However, the statewide Stanford 9 tests show that results are not improving in several areas: sixth-grade reading, ninth-grade mathematics, and ninth-grade reading scores have remained flat for the past three years.

Results for the 2002 SAT-I show that the average mathematics score of Virginia seniors rose 5 points over 2001. Since 1997, the average SAT mathematics score of Virginia seniors has increased by 9 points. The average score of Virginia seniors on the verbal portion of the SAT-I test was 6 points higher than the national average in 2002. Since 1997, the average score of Virginia seniors on the verbal portion of the SAT-I has increased by 4 points. The verbal scores on the SAT-I lag behind the scores for mathematics. Addressing this lag in verbal scores on the SAT poses a challenge for our public schools.

In 2002, the number of Virginia high school students who took Advanced Placement (AP) examinations jumped to the highest-ever level, rising slightly more than 10 percent over the previous year. The number of these exams taken by Virginia students who scored high enough to be qualified for college credit also rose significantly. The performance of students on the AP exams is considered a key measure of a state's success in raising student achievement. More detailed information about state and national test results is contained in the Board of

Education's 2002 Annual Report on the Conditions and Needs of the Public Schools in Virginia and from the Department of Education's assessment Web page:
www.pen.k12.va.us/VDOE/Assessment/home.shtml

When considered in combination with similar positive trends on national tests such as the SAT-I, it is clear that the Standards of Learning reform is working to raise the achievement levels of Virginia students. The Standards of Learning program has brought accountability and a new focus on student achievement – and it is paying off for our students.

The Challenges Ahead

Virginia's public schools are at a pivotal point in their history. The gratifying progress seen so far should not obscure the challenges that remain. The Board of Education's school improvement efforts have been in place long enough that we can see not only results, but also the most persistent needs and problems.

Taking into account five years of Standards of Learning test results, as well as national indicators such as SAT and NAEP, it appears that the progress of Virginia students in mathematics has been nothing short of dramatic. For example, the SAT-I mathematics scores are up nine points since 1997. NAEP mathematics scores in 2000 showed strong gains as well. However, student's progress in reading has not matched their progress in mathematics. SAT verbal scores have improved by only four percentage points since 1997. Stanford 9 scores have shown some forward movement in reading, but not enough. Standards of Learning scores show that at Grade 3, the reading pass rate has improved by 17 percentage points over the past five years, but more than one in four children still cannot pass the Grade 3 reading test. In Grade 8, by which time children should be proficient readers, nearly one in three still fail the Standards of Learning reading test.

The lack of more substantial progress in reading is unacceptable, especially given the significant financial resources that the Commonwealth of Virginia has devoted over the past six years to programs such as K-3 class-size reduction, the Early Reading Intervention Program, pre-K programs (both state and federally funded), not to mention federal financial resources for Head Start and Title I. As a commonwealth, we need to do a better job of teaching children to read. The Board recognizes this need, and has conducted a thorough study of reading instruction for the better part of 2002 and will continue that study into 2003. Among the issues being studied is teacher training in reading instruction and how teaching strategies and methods can be improved.

While the results for Virginia's students are encouraging, the challenge for 2003 and for the years to come is to maintain our forward momentum by deepening our commitment to student achievement and school accountability and to attracting, retaining, and training a work force of highly qualified teachers. These challenges occur in an era of a restricted state budget and increasing diversity in our student population. These factors, and others, combine to place increasing stress on our communities in terms of human and fiscal resources.

Another challenge to helping students master the content of the Standards of Learning is the troubling achievement gap that persists among various groups at all grade levels. For example, while significant improvements are gained each year, the pass rates on the Standards of Learning tests for minority students, limited English proficiency (LEP) students, and students with disabilities still lag behind their peers in every grade level tested. Similarly, there are achievement gaps among school divisions and among schools within divisions.

Moreover, in setting the quality standards for our schools, the members of the Board of Education are mindful that their focus must be on helping young people to learn the skills they need to get ahead in a changing economy. The key to learning to read is the literacy level of a child's parents, but approximately 700,000 adult Virginians have not completed high school, and another one million have finished high school but are deficient in one or more basic skill areas. Today's job market increasingly demands skilled workers. That means we must also focus efforts on career and technical training and on adult education and literacy.

We still have a long way to go to fulfill the promise of high academic achievement for all children enrolled in the public schools, but Virginia's school improvement efforts are most certainly headed in the right direction.

Enrollment projections and demographic trends for Virginia's schools

The school membership projections made by the Weldon Cooper Center for Public Service at the University of Virginia are used by the Virginia Department of Education for planning purposes. The projections show the number of students who will be attending public schools for the next five years. New five-year projections are made each year and are usually posted in March.

According to the statistics released by the Weldon Cooper Center, enrollment in Virginia's public schools will continue to increase slowly during the next several years. In the fall of 2001, a total of 1,147,673 students were enrolled in Virginia's public schools. The enrollment for the fall of 2002 is projected to be 1,154,278. Between 2000 and 2006, enrollment is projected to grow by 18,442 to a total of 1,166,115 students. This amounts to a 1.6 percent increase in six years.

The following information points to some of the demographic trends, including enrollment projections and general trends for the future. This information is important because it indicates the needs of schools and students now and in the near future—a future for which we must be prepared. A major trend seen in the demographic data is that Virginia's schools can expect to experience continued growth in the enrollment of the limited English proficient population and of students living in low-income households.

General population: (US Bureau of the Census)

- Portions of the U.S. population expected to increase at a rate faster than the general population growth rate are:
 - ✓ Illegal immigrants;
 - ✓ Non-English speaking immigrants (especially Asian and Hispanic);
 - ✓ Individuals 65 years of age and older; and
 - ✓ Individuals and families with incomes below the poverty level.
- In 2000, more than a fourth of all Virginia households that contained parents and their children were headed by a single parent.
- Thirty-one percent of students in Virginia are eligible for free and reduced-price lunch.

General employment: (Virginia Employment Commission)

- The unemployment rate for high school graduates with no college education was 5.4 percent. For persons with less than a high school education, the unemployment rate was 9.8 percent.
- According to the 2000 Census, there are 700,000 Virginians without high school credentials who can benefit from adult education.

Limited English proficient student enrollment: (Virginia Department of Education)

- In Virginia, limited English proficient (LEP) students increased approximately 300 percent during the past 10 years. Seventy-six percent of Virginia’s school divisions have LEP students enrolled, and the total statewide enrollment of LEP students has increased by 16 to 18 percent in each of the past three years.
- In Virginia in 2001, 50,543 Hispanics are of school age.
- The highest number of LEP students live in the Northern Virginia region. Approximately 75 percent of Virginia’s LEP school population is enrolled in a school division located in Northern Virginia.
- The second highest percentage of LEP enrollment is in Harrisonburg. Galax now has the sixth highest percentage of LEP students, and the Richmond area — especially Henrico — is gaining fast. Virginia’s census figures show that the rapid growth trend will continue for the foreseeable future.

Teacher supply and demand: (Virginia Department of Education)

- The predicted teacher supply for Virginia shows that the teaching force is expected to shrink by 4 percent between the years 2000 and 2015; however, the student enrollment in the public schools is expected to grow by 4 percent during that same time period. Thus, the supply of teachers is going down, while the student population is going up.
- For 2001-02, the last year for which data are available:
 - Total instructional personnel statewide (teachers, administrators, etc.): 94,236.
 - Total classroom teachers: 88,609
 - Total teaching positions filled by unendorsed individuals or unfilled: 4,136 (4.4 percent of the total full-time equivalent positions), nearly triple the number in 1999.
- The most acute teacher shortages in Virginia are in special education, science, (Earth science, space science, and chemistry) and mathematics. Mathematics is the area of most severe shortage. Thirteen percent of Virginia’s special education teachers are not fully licensed, with some areas as high as 62 percent.
- The number of minority teachers in Virginia continues to decline. Nationally, by the year 2005 the number of minority teachers will decrease from 13 percent to five percent. Virginia’s teaching force follows this same trend.

Board of Education Priorities for 2003-2008

Priority 1: We will strengthen Virginia's public schools by providing challenging academic standards for all students.

In the final analysis, all aspects of the education system will be judged by their impact on the bottom line— student achievement. Critically important steps were initiated and implemented under the priorities set forth in the previous six-year plan. The Board of Education established what every student is expected to know and be able to do (the Standards of Learning), and implemented a statewide program to measure student progress toward meeting the standards (the Standards of Learning assessment program). The Board then set the performance levels for students and for schools (graduation requirements and accreditation ratings). The Board is monitoring the results closely.

The 2000 General Assembly passed legislation requiring the Board to establish a regular schedule for revising Standards of Learning, beginning with the history and social science Standards of Learning. The Board then set a policy requiring that a review of each subject area shall occur at least once every seven years. The reviews are conducted with input from teachers, school administrators, parents, and the public throughout the state.

In 2000, the Board approved new computer/technology Standards of Learning and revised Standards of Learning in foreign language and the fine arts. In 2001, the Standards of Learning in mathematics; history and social science; and health, physical education, and driver education were revised. In 2002, the Standards of Learning in English were revised. The revised Standards of Learning in science are scheduled to be adopted by the Board of Education in January 2003. The Board intends to continue the Standards of Learning review and revision process to ensure that the learning standards are up-to-date and rigorous. In addition to the seminal role the Standards of Learning program will play in future initiatives to raise student achievement, the Board of Education will continue its efforts to involve educators, parents, and other citizens in the revision and updating of the standards.

Virginia must strive to ensure that all students receive the instruction and instructional support they need to achieve. This priority includes support for all students regardless of challenges they bring in terms of learning difficulties or differences. We must support schools in meeting the needs of diverse learners, such as those eligible for special education, those who have limited English proficiency, and those with reading or other learning difficulties.

Strengthening Virginia's public schools by providing challenging academic standards for all students will continue to be the primary goal for the Board of Education.

Priority 2: We will enhance the foundation program and the quality standards for public education in Virginia.

The Board of Education's constitutional responsibility is "to determine and prescribe" the Standards of Quality for Virginia's school divisions. During the past several years, the Board

has initiated and completed extensive revisions to the Standards of Accreditation and the Standards of Learning programs—each a critical component of the Standards of Quality requirements. It is now time to focus on revising the Standards of Quality document.

The Board is currently involved in an effort to conduct a comprehensive review of the Standards of Quality. During 2002, the Board of Education held public hearings across Virginia to receive public comment concerning revisions to the Standards of Quality. During this public engagement process, citizens and educators throughout Virginia stated their support for educational standards and voiced their concerns regarding inadequate funding and staffing levels for public education and the need for additional state assistance to school divisions.

In the future, the Board of Education will review and revise the Standards of Quality at periodic intervals to reaffirm the commonwealth's commitment to high education standards.

Priority 3: We will continue efforts to enhance the training, recruitment, and retention of highly qualified teachers and administrators.

While high academic standards are important, standards alone do not raise student achievement. Teachers are the key. Test scores and rankings make headlines in the news, but quality teachers, principals, and other personnel are essential to Virginia's continuing improvement and critical to parental satisfaction with schools. We must make sure that there is a quality teacher in every classroom in the commonwealth.

Because of the critical need for high quality teachers and the increasing number of new teachers and essential personnel needed by Virginia's schools, our efforts must be focused on the training, recruitment, and retention of teachers and school administrators. We must also focus our resources on high-quality professional development linked to improving student learning. The Board's efforts must include the teachers and other staff included in the provisions of the Standards of Quality and the Standards of Accreditation, such as principals, assistant principals, librarians, guidance counselors, and other essential personnel.

Research shows that teacher quality is the most significant and consistent factor in student achievement. Likewise, principals and other school administrators must be supported, encouraged, and required to exhibit strong fiscal, managerial, and planning skills in addition to educational expertise. They must demonstrate leadership to assist teachers in creating the conditions in which students can learn most effectively.

During 2002, the Board of Education and the State Council of Higher Education for Virginia (SCHEV) initiated a detailed study of ways to enhance the training, recruitment, and retention of highly qualified teachers. The goal of the report of the Committee to Enhance the K-12 Teaching Profession in Virginia was to present a coherent, comprehensive blueprint to attract, develop, and retain skilled, talented, and diverse individuals who effectively advance learning for all students. The report includes a clear, strong case supporting the need for this comprehensive blueprint and consists of five recommendations. Included with each recommendation are strategies for implementation and expected outcomes. The full report, entitled *Stepping Up to the Plate: Virginia's Commitment to a Highly Qualified Teacher in Every Classroom*, may be viewed at www.pen.k12.va.us/VDOE/newvdoe/hq-teacher.pdf.

As an important outgrowth of the committee's efforts, the Virginia Department of Education received a major federal grant, which will provide an infusion of fiscal and other resources that will be instrumental in implementing the recommendations of the committee's study.

In addition, a committee of Virginia educators is crafting recommendations to the Board that will promote the development and retention of principals and other educational leaders who are committed to raising student achievement. Clearly, the findings and recommendations of the Leadership Study will help guide the actions of the Board of Education in the years to come.

The *No Child Left Behind Act* (NCLB) places major emphasis upon teacher quality as a factor in improving student achievement. The new requirement that there be a highly qualified teacher in every classroom by 2005 is an important backdrop for the Board of Education's priorities. In addition, federal legislation also focuses on preparing, training, and recruiting high-quality teachers and principals and requires states to develop plans to meet annual, measurable objectives that will ensure that all teachers teaching in core academic subjects are highly qualified by the end of the 2005-2006 school year.

Priority 4: We will support accountability and continuous improvement in all schools.

Virginia's school accountability system helps to ensure that the state is meeting its responsibility for providing a high-quality education to students. Without such a solid accountability program, school improvement efforts can lose focus and momentum.

Beginning in 1996, the Board of Education worked closely with Department of Education staff members and a series of committees made up of teachers and other educators to develop a comprehensive assessment system to measure student achievement of the Standards of Learning. The assessments are administered to students at the end of grades 3, 5, and 8, and at the end of certain courses in high school. Accommodations are made for students with limited English ability and special needs to ensure that they will be able to participate in the assessment program to their fullest ability.

Schools that struggle with low performance have many challenges to meet, and providing them with adequate assistance will take creative partnerships and commitment to improvement. In response to the pressing needs of struggling schools, Governor Mark R. Warner initiated the Partnership for Achieving Successful Schools (PASS) program. This initiative was launched to give special attention and assistance to Virginia's at-risk schools. PASS has targeted more than 100 academically warned schools that, due to their struggles with the Standards of Learning tests, are to receive enhanced services from visiting academic review teams. Thirty-four of these schools have also been designated PASS Priority Schools; they will receive additional intervention and follow-up to track the progress made by students, teachers, and administrators. The Board of Education is pleased to support this important program, which is now well under way.

The Standards of Learning assessment program is the cornerstone of Virginia's system of accountability for the public schools and has enabled us to identify students who could benefit

from intervention so that they do not fall behind their peers. The Board will continue its effort to fine-tune the program and to make it more flexible to meet the needs of public schools and students.

Priority 5: We will assist teachers to improve the reading skills of all students, especially those at the early grades.

If students can't read, they can't succeed. While Virginia's students have made significant progress, students can and must do better in reading because reading is the single most essential skill for children to learn in school. The Board of Education's goal is to raise substantially the percentage of children in elementary schools who attain sufficient reading skills to be successful in school and later in life.

The ability to read all types of texts, including literary, academic, and technical, is vital to success in every school subject. Educators who understand the components of reading instruction and use assessments to identify and correct problems will find it easier to achieve the goal of all students reading at grade level.

A number of policies and initiatives are in place at the state and local levels aimed at improving literacy and reading achievement statewide. State-level reading policy is embodied in the Standards of Quality, the Standards of Accreditation, and the Standards of Learning. A variety of other initiatives aimed at improving reading skills, especially in the early grades, address funding, instructional materials, instructional technology, professional development, and technical assistance.

Recognizing the vital importance of reading, the Board of Education's Committee to Implement the *No Child Left Behind Act* has initiated a comprehensive study of reading and reading instruction in Virginia's public schools. The recommendations will be instrumental in influencing policies such as new teacher licensure standards in reading, new content and performance standards in English Standards of Learning, and other instructional initiatives.

These initiatives and others yet to be developed will address the five components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. In addition, the Board will continue to focus on reading by supporting the need for teacher professional development in identifying reading difficulties, using a diagnostic approach to instruction, monitoring student skill and performance, and compiling research data.

Priority 6: We will provide leadership for implementing the provisions of the *No Child Left Behind Act* smoothly and with minimal disruption to local school divisions.

The *No Child Left Behind Act of 2001* (NCLB) amends the *Elementary and Secondary Education Act of 1965* (ESEA) by making significant changes in the major federal programs that support schools' efforts to educate the nation's students. NCLB is based on principles of increased flexibility and local control, stronger accountability for results, measurement of academic progress through assessment, expanded involvement and options for parents, and emphasis on effective teaching methods based on proven, scientifically based professional development strategies that have been shown to increase student academic achievement.

The NCLB Act has five performance goals to be met by every state, as follows:

- By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- By 2005-2006, all students will be taught by highly qualified teachers.
- All students will be educated in learning environments that are safe, drug free, and conducive to learning.
- All students will graduate from high school by 2013-2014.

The new requirement for reporting student performance by groups of students will add new leverage to local efforts to improve results. There will be a lot of work ahead, but many of the provisions of the *No Child Left Behind Act* reinforce strategies already familiar to Virginia's educators who have focused on standards, steady improvement, assessment, and reporting results for several years. These and similar strategies were the foundation of the Board's strategic priorities for 1996-2002, and most of these initiatives are now woven into the fabric of day-to-day activities and on-going programs for Virginia's schools and educators.

Virginia's public schools have already started implementing the new law, and the Board of Education has maintained its focus on ensuring compliance at the state level. A priority for the Board of Education is to assist the state and the local divisions to implement the provisions successfully.

Timelines for Priorities 2003-2008

Priority 1: We will strengthen Virginia's public schools by providing challenging academic standards for all students.

Action	2003	2004	2005	2006	2007	2008
Review and revise the Standards of Learning:*						
Science	X					
Computer Technology			X			
Fine Arts				X		
Foreign Language					X	
Health, P.E., and Driver Education						X
History and Social Science						X
Mathematics						X
Ensure that career and technical education (CTE) courses are aligned with Standards of Learning and industry certifications	X	X	X	X	X	X
Provide leadership to school divisions to increase opportunities for middle and high school students to take CTE courses	X	X	X	X	X	X
Plan and implement professional development and technical assistance for instructional staff, working with professional education associations and teacher educators	X	X	X	X	X	X
Provide leadership for use of existing and emerging technologies to deliver services and provide information	X	X	X	X	X	X
Provide technical assistance related to Standards of Learning to school divisions in their operation of existing and expanded programs for at-risk students	X	X	X	X	X	X

*Note: English Standards of Learning, originally scheduled to be reviewed in 2004, were reviewed ahead of schedule in 2002.

Priority 2: We will enhance the foundation program and the quality standards for public education in Virginia.

Action	2003	2004	2005	2006	2007	2008
Continue on-going review of the Standards of Quality on a two-year cycle: solicit public comment and conduct public hearings; review issues with representatives of statewide professional organizations	X	X	X	X	X	X
Develop recommendations for changes in the Standards of Quality; prescribe revised Standards of Quality requirements to be submitted to Governor and General Assembly	X		X		X	
Prepare annual report on the condition and needs of public education and disseminate to Governor and General Assembly	X	X	X	X	X	X
Review and update the Board's <i>Six-Year Plan</i>		X		X		X
Eliminate or modify unnecessary Board of Education regulations [four-year periodic review as required by Executive Order Number 21 (02)]	X				X	

Priority 3: We will continue efforts to enhance the training, recruitment, and retention of highly qualified teachers and administrators.

Action	2003	2004	2005	2006	2007	2008
Review and implement recommendations of the Committee to Enhance K-12 Teaching Profession	X	X	X			
Review and implement recommendations of the Task Force to Evaluate and Redesign Preparation Programs and Professional Development for School Leaders	X	X	X			
Increase quantity of talented, highly qualified teachers by supporting and promoting the national board certification program	X	X	X	X	X	X
Comply with NCLB requirements for highly qualified paraprofessionals and teachers and for professional development of teachers	X	X	X	X	X	X

Priority 4: We will support accountability and continuous improvement in all schools.

Action	2003	2004	2005	2006	2007	2008
Support the academic review teams and receive periodic reports of team findings; determine and adopt policies changes to address recommendations in team reports	X	X	X	X	X	X
Identify and adopt strategies for closing the achievement gap between high- and low-performing students	X	X	X	X	X	X
Provide technical assistance on research-based instructional methods or strategies that will help improve the academic achievement in schools that are <i>Accredited with Warning</i> and <i>Provisionally Accredited/Needs Improvement</i> and identified as in need of improvement under the NCLB Act	X	X	X	X	X	X
Support the Governor’s PASS program; receive quarterly reports from the external assistance teams; adopt policy changes based on assistance teams’ analyses of persistent problem areas	X	X	X	X	X	X

Priority 5: We will assist teachers to improve the reading skills of all students, especially those at the early grades.

Action	2003	2004	2005	2006	2007	2008
Continue to develop the action plan for improving reading performance initiated by the Board's NCLB Committee	X					
Review the findings and recommendations of the NCLB reading study action plan; adopt plan of action to address recommendations	X					
Provide leadership for long-term reading improvement of children by supporting adult education and family literacy programs	X	X	X	X	X	X
Work closely with teacher preparation programs on pre-service programs for teachers to improve their skills in teaching reading	X	X	X	X	X	X

Priority 6: We will provide leadership for implementing the provisions of the No Child Left Behind Act smoothly and with minimal disruption to local divisions.

Action	2003	2004	2005	2006	2007	2008
Establish proficiency objectives for determining whether schools meet Adequate Yearly Progress (AYP); monitor progress	X	X	X	X	X	X
Produce Board and division annual report cards on progress of students in meeting state standards, graduation rates, elementary school attendance rates, names of schools needing improvement, professional qualifications of teachers, percentages of students not tested, and other information as required by NCLB	X	X	X	X	X	X
Develop, field test, and administer new SOL tests annually in English (reading/language arts) and in mathematics for grades 4, 6, and 7	X	X	X	X	X	X
Continue Virginia's participation in NAEP program in reading and math for 4 th and 8 th grades	X	X	X	X	X	X
Assist school divisions to conduct annual assessment in English language proficiency for all limited English proficient (LEP) students	X	X	X	X	X	X
Support programs of technical assistance for schools identified as in the first and second year of school improvement; divisions with any such schools must spend a minimum of 20 percent of their Title I allocation on transportation for choice provisions and supplemental services	X	X	X	X	X	X
Develop procedures and disseminate via web site notice to parents and the public of any pending corrective actions	X	X	X	X	X	X
Approve and provide a list of supplemental service providers to local divisions	X	X	X	X	X	X
Develop, in conjunction with local divisions, professional development strategies that the local schools will use to help ensure the development of highly qualified teachers and paraprofessionals			X	X	X	X