

COMMONWEALTH OF VIRGINIA  
BOARD OF EDUCATION  
RICHMOND, VIRGINIA

**MINUTES**

May 21-22, 2008

The Board of Education and the Board of Career and Technical Education met at the James Monroe State Office Building, Jefferson Conference Room, 22<sup>nd</sup> Floor, Richmond, with the following members present:

Dr. Mark E. Emblidge, President  
Dr. Ella P. Ward, Vice President  
Dr. Thomas M. Brewster  
Mrs. Isis M. Castro  
Mr. David L. Johnson

Dr. Gary L. Jones  
Mr. Kelvin L. Moore  
Mr. Andrew J. Rotherham  
Mrs. Eleanor B. Saslaw

Dr. Billy K. Cannaday, Jr.  
Superintendent of Public Instruction

Dr. Emblidge, president, presided and called the meeting to order at 9 a.m.

***MOMENT OF SILENCE/PLEDGE OF ALLEGIANCE***

Dr. Emblidge asked Mr. Johnson to lead in a moment of silence and Pledge of Allegiance.

***APPROVAL OF MINUTES***

Dr. Brewster made a motion to approve the minutes of the April 24, 2008, meeting of the Board. The motion was seconded by Dr. Ward and carried unanimously. Copies of the minutes had been distributed to all members of the Board of Education.

***THE HONORABLE THOMAS R. MORRIS, SECRETARY OF EDUCATION,  
COMMONWEALTH OF VIRGINIA***

The Secretary of Education, Dr. Thomas Morris, gave an overview of the P-16 Education Council and College Readiness. Secretary Morris said that the National Governors Association (NGA) selected Virginia as one of 10 states to receive funding through its Honor States Grant Program, which will capitalize on the national momentum to dramatically increase high school graduation rates and improve college readiness for all students. The Council's specific responsibilities include the following: (1) identify opportunities to better coordinate the state's education reform efforts from preschool to graduate school; (2) serve as a steering committee for oversight of the state's education reform activities as part of the NGA Honor States Grant; (3) develop approaches to improve transitions among levels of education, promote student success, and encourage students to continue their education; (4) consider strategies for data systems that provide

information about students at all educational levels; and (5) make any other recommendations as may seem appropriate.

### Governor's Education Goals

Secretary Morris recognized the Governor's Education Goals. They are as follows:

- Increase the proportion of students who take Algebra I in 8<sup>th</sup> grade from 30 percent in 2006 to 45 percent by 2010.
- Increase the proportion of students who successfully complete AP, IB and dual enrollment courses in high school from 17 percent in 2005 to 25 percent by 2010.
- Increase the proportion of students who score at or above the proficient level on the NAEP eighth grade reading assessment from 36 percent in 2005 to 45 percent by 2010.
- Increase the proportion of students who score at or above the proficient level on the NAEP eighth grade writing assessment from 32 percent (2002 assessment) to 40 percent by 2010.
- Change the perception and utilization of the senior education or training, rather than as a completion point.
- Increase the proportion of Advanced Studies Diplomas earned by high school students from 51 percent in 2006 to 57 percent in 2010.
- Increase the proportion of 18- to 24-year-olds with a high school diploma or equivalent from 87 percent (2002-2004 average) to 92 percent by 2010.
- Increase the proportion of 18- to 24-year-olds enrolled in college from 34 percent (2002-2004 average) to 39 percent by 2010.
- Increase the proportion of the population aged 25 to 65 with a bachelor's degree or higher from 35 percent (2002-04 average) to 37 percent by 2010.

### P-16 Council Recommendations

Secretary Morris said that the primary recommendations of the P-16 Education and College Readiness Council are as follows:

- Work with the Board of Education (BOE) and public and private colleges and universities to adopt a common standard for college readiness among institutions of higher education and public schools. Endorse an existing standard or develop an alternative standard.
- Work with Virginia Department of Education (DOE) and higher education institutions and employers to ensure that high school course content and assessments are aligned with expectations of postsecondary educators and employers.

### Achieve, Inc. and the American Diploma Project

Secretary Morris said that Achieve, Inc. and the American Diploma Project were created by the nation's governors and business leaders to help states raise academic standards and achievement so that all students graduate ready for college, work and citizenship. The American Diploma Project (ADP) Network is a coalition of 33 states

dedicated to aligning K-12 curriculum, standards, assessments and accountability policies with the demands of college and work. Following are the American Diploma Projects commitments:

- Aligning high school standards and assessments with the knowledge and skills required for success after high school.
- Requiring all high school graduates to take challenging courses that actually prepare them for life after high school.
- Streamlining the assessment system so that the tests students take in high school can also serve as readiness tests for college and work.
- Holding high schools accountable for graduating students who are ready for college or careers, and holding postsecondary institutions accountable for students' success once enrolled.

#### American Diploma Project Benchmark Process

ADP staff spent 18 months gathering empirical evidence to codify the knowledge and skills in English and mathematics that all high school graduates need for college and university credit-bearing coursework or to embark successfully into high-skilled, career-track jobs.

- Collaboration with two- and four-year postsecondary English and math faculty on necessary postsecondary skills and expectations.
- Input from employers on Workplace Readiness skills and expectations.
- Research conducted both within and beyond ADP partner states in conjunction with K-12 educators.
- Business panels and postsecondary faculty revised draft benchmarks.

#### ADP Math Sequence Comparison

Algebra I, Geometry, Algebra II:

- Curriculum framework is rigorous and challenging
- Aligned with the ADP benchmarks in 4 of 5 ADP strands.
- Gaps remain in 5<sup>th</sup> strand: data interpretation, statistics and probability

Algebra I, Geometry, AFDA (Algebra, Functions, and Data Analysis):

- Sequence is substantive and rigorous
- Students can enter non-remedial, credit bearing college math courses such as college algebra and likely be successful
- Would not be prepared for higher-level, advanced math
- Student could take a 4<sup>th</sup> year of high school math – Algebra II
- Gaps remain in fundamental material (example: complex numbers, operating with rational expressions, solving absolute value equations and inequalities)

#### Recommendations

- Define a detailed curriculum framework that includes essential understanding and essential knowledge and skills for the Algebra, Functions, and Data Analysis course.
- Be clear on performance expectations for students.

- Ensure that teachers and students are aware that additional preparation in algebra beyond AFDA would be required for students who plan to pursue advanced math courses in high school or college.
- If AFDA is an option for Algebra II, the state should verify with postsecondary partners that the curriculum framework and possible end-of-course test provide sufficient validation that AFDA will meet prerequisite requirement for placement in college Algebra or other equivalent credit bearing course.
- Ensure that the traditional math sequence of Algebra I, Geometry, Algebra II provide adequate coverage of data analysis, probability and statistics.
- Consider the level and rigor of mathematics that all students are required to pass in order to graduate from high school. Students need to understand not only the options for math coursework in high school but also the range of college and career opportunities that are available or not available based on their preparation. To the extent that a student can secure a Standard Diploma taking only Algebra I and Geometry over 3 years, the ADP benchmarks in both Algebra and data interpretation/statistics are not met.

Secretary Morris asked the Board to do the following: (1) read Mike Cohen's memo; and (2) invite someone from Achieve, Inc. and American Diploma Project staff to meet with the Standards Review team. Dr. Emblidge thanked Secretary Morris for his presentation on P-16 Education Council and College Readiness.

### ***PUBLIC COMMENT***

The following persons spoke during public comment:

1. Rakesh Bahadur
2. Sant Gupta
3. Kamlesh Kapur
4. Angela Ciolfi
5. Dr. Sharon Waters
6. Kevin Hughes
7. Mary Sandy
8. Dr. Robert Leber

### ***CONSENT AGENDA***

Dr. Ward made a motion to approve the consent agenda. Mrs. Castro seconded the motion and carried unanimously.

**Final Review of a Proposed Amendment to the Regulations Governing the Reduction of State Aid When the Length of the School Term is Below 180 Teaching Days or 990 Teaching Hours (8 VAC 20-521-10 et seq.) Under the Fast Track Provisions of the Administrative Process Act**

The Department of Education's recommendation to approve the amendment to the *Regulations Governing the Reduction of State Aid When the Length of the School Term is Below 180 Teaching Days or 900 Teaching Hours* (8 VAC 20-521-10 et seq.) under the fast track provisions of the Administrative Process Act (APA) and authorize staff of the Department of Education to proceed with the remaining steps required by the APA, was approved with the Board's vote on the consent agenda.

**Final Review of a Request for Approval of an Innovative Program Opening Prior to Labor Day from Covington City Public Schools**

The Department of Education's recommendation to approve the request from Covington City Public Schools for an innovative program, pursuant to the provisions of § 22.1-79.1 of the *Code of Virginia*, was approved with the Board's vote on the consent agenda.

**Final Review of the Virginia Standards for the Professional Practice of Teachers**

The Department of Education's recommendation to approve the *Virginia Standards for the Professional Practice of Teachers* was approved with the Board's vote on the consent agenda.

***Action/Discussion Items***

**First Review of a Notice of Intended Regulatory Action (NOIRA) to Amend and Consolidate Board of Education Regulations Governing Textbook Adoption State Level (8 VAC 20-220-10 et seq.) Regulations Governing Textbook Adoption Local Level (8 VAC 20-230-10 et seq.) and Regulations Governing Textbook Fund Management and Handling on Local Level (8 VAC 20-270-10 et seq.)**

Mrs. Anne Wescott, assistant superintendent, policy and communications, presented this item. Mrs. Wescott said that currently the Board of Education has three regulations governing textbooks. All of the regulations were adopted on or before September 1, 1980, have not been amended since that time and are out-of-date.

During the 2008 General Assembly, three bills were passed that impact the purchasing and provision of textbooks for Virginia's public school students. These bills were HB 137, patroned by Delegate Chris Peace, HB 354, patroned by Delegate Mark Cole and SB 356, patroned by Senator John Watkins. HB 137 and SB 356 are identical and were proposed by the Department of Education. HB 354 is identical, with the addition of a provision making it possible for any private school within a school division to purchase textbooks from the local school board's contract. These bills will all take effect on July 1, 2008.

The purpose of this proposal is to repeal the three current regulations and create a new regulation. The new regulation will capture the requirements of HB 137, HB 354 and HB 356, all passed by the 2008 General Assembly, relating to textbook purchasing. The regulation will include provisions for the approval of textbooks, basal textbooks, contracts with textbook publishers, and the distribution of textbooks and consumable materials. The three current regulations to be consolidated into the new regulation and then repealed are:

8 VAC 20-220-10 et seq. *Regulations Governing Textbook Adoption State Level*

8 VAC 20-230-10 et seq. *Regulations Governing Textbook Adoption Local Level*

8 VAC 20-270-10 et seq. *Regulations Governing Textbook Fund Management and Handling on Local Level*

Mrs. Wescott said that when these regulations have been consolidated, the current individual regulations will be repealed simultaneously with the promulgation of the new regulation.

Mr. Rotherham made a motion to waive first review and authorize the Department of Education staff to proceed with the requirements of the Administrative Process Act. The motion was seconded by Mrs. Saslaw and carried unanimously.

**First Review of a Request for Increased Graduation Requirements from Halifax County Public Schools**

Mrs. Wescott and Mr. Paul Stapleton, superintendent of Halifax County Public Schools, presented this item. Mr. Steve H. Anderson, a member of the Halifax County School Board also was in attendance at the meeting.

Mr. Stapleton said that Halifax County Public Schools is requesting approval to require students to have successfully completed a one semester course in finance, incorporating the Board's objectives in economic education and financial literacy, in order to graduate with a Standard, Advanced Studies, or Modified Standard Diploma.

Mr. Stapleton said this requirement would become effective for the students entering the ninth grade for the first time in the 2008-2009 school year, as specified in both the Standards of Accreditation and the guidance document. The student would satisfy the requirement by earning a one semester standard credit from the Career and Technical Education financial concentration sequence.

Mr. Stapleton said that in accordance with Board guidance, Halifax County Public Schools will not deny a diploma to any transfer student who has otherwise met the requirements contained in the standards, if the transfer student can only meet the division's requirements by taking a heavier than normal course load in any semester, by taking summer school, or by taking courses after the time when he or she otherwise would have graduated.

Dr. Ward made a motion to waive first review and approve Halifax County Public School's request to increase graduation requirements. The motion was seconded by Mr. Johnson and carried unanimously.

**First Review of Proposed Revised Curriculum Framework for 2008 History and Social Science Standards of Learning**

Dr. Beverly Thurston, history, social science, and international education coordinator, presented this item. Dr. Thurston said that new academic content *Standards of Learning for History and Social Science* were first developed in 1995 and revised in 2001. The *History and Social Science Standards of Learning* were scheduled for review in 2008. On January 10, 2007, the Board approved a plan to review these standards and the companion Curriculum Framework during the 2007-2008 academic year, and on January 10, 2008, the Board approved the 2008 *Standards of Learning for History and Social Science*.

Dr. Thurston said that the Department of Education took the following steps to produce a draft of the proposed revised Curriculum Framework for the 2008 *History and Social Science Standards of Learning* for the Board's first review:

- Selected a review committee that consisted of recommended individuals solicited from school divisions as well as other stakeholder groups (representatives from professional organizations, universities, etc.) to participate in the process;
- Met with the review committee March 10 and 11, 2008;
- Received additional comment from academic experts throughout the spring;
- Contacted selected review committee members in April 2008 to review the draft document; and
- Developed a draft of the Curriculum Framework for the 2008 *History and Social Science Standards of Learning*.

The major elements of the proposed revised Curriculum Framework for the 2008 *History and Social Science Standards of Learning* include:

- Edits to enhance clarity, specificity, rigor, alignment of skills and content, and a reflection of the current academic research and practice;
- Emphasis on encouragement of civic participation and increased knowledge of local and state government;
- Addition of events relating to history, geography, economics, and civics since the 2001 revision; and
- An increase in international and global emphasis.

Dr. Thurston said that Board members will receive a handout of the recommended changes to 2008 *History and Social Science Standards of Learning* as requested by several speakers during public comment.

Mrs. Saslaw made a motion to accept for first review the proposed revised Curriculum Framework for the 2008 *History and Social Science Standards of Learning*. The motion was seconded by Dr. Ward and carried unanimously. The proposed

framework will be distributed for public comment and will be presented for final adoption following the comment period.

***First Review of a Proposal to Establish a Governor's Career and Technical Academy: Fostering Innovation and Relevance through STEM and Trades***

Dr. Linda Wallinger, assistant superintendent for instruction, and Mr. Corey McCray, director of The Pruden Center for Industry and Technology, presented this item.

Dr. Wallinger said that Virginia is one of six states to receive a grant from the National Governors Association (NGA) Center for Best Practices to improve science, technology, engineering, and mathematics (STEM) education. The development of Governor's Career and Technical Academies is one of the major initiatives of the grant.

Virginia's Governor's Career and Technical Academies are programs designed to expand options for the general student population to acquire science, technology, engineering and mathematics (STEM) literacy and other critical skills, knowledge and credentials that will prepare them for high-demand, high-wage and high-skill careers. Partnerships establishing academies must include at least one public school division, business and industry, and postsecondary education. Six partnerships have been awarded grants to assist with the creation of Virginia's first Governor's Career and Technical Academies.

On November 29, 2007, the Board of Education approved the criteria to establish a Governor's Career and Technical Academy. Subsequently, on March 19, 2008, the Board approved the standards for the Governor's Career and Technical Education Exemplary Standards Awards Program, in which all Career and Technical Academies must participate.

The State Council of Higher Education in Virginia (SCHEV) reviewed the proposal and recommends that the Board approve the proposal. Staff at the Virginia Department of Education (VDOE) also reviewed the proposal in the context of the Board's criteria.

The proposed program is a partnership among The Pruden Center, Isle of Wight County Public Schools, Suffolk City Public Schools, Tidewater Community College, government agencies, and business and industry. This partnership will ensure that the proposed academy's practices, program offerings, and program outcomes are aligned with regional work force demands.

The proposed programs of study for the Governor's Career and Technical Academy: Fostering Innovation and Relevance through STEM and Trades (FIRST) will include two career pathways: Interactive Media with a specialization in Geographic Information Systems (GIS) and Engineering and Technology with a specialization in Modeling and Simulation. With the implementation of this proposal, The Pruden Center will focus efforts for the 2008-2009 school year on implementing the Modeling and

Simulation Support Specialist instructional program as part of the Engineering and Technology career pathway. Implementation efforts for the 2009-2010 school year will focus on GIS as part of the Interactive Media career pathway. Long-range plans include developing additional programs of study.

Dr. Jones said he would like for the Board to request annual reports from all governors' schools and academies to identify such elements as sustainability, leadership changes, economic conditions change and commitments. Dr. Jones said this will change not only the financial liability but also what the program sees for future direction and outcomes.

Dr. Ward made a motion to waive first review and approve the proposal to establish the Governor's Career and Technical Academy: Fostering Innovation and Relevance through STEM and Trades (FIRST). The motion was seconded by Mrs. Saslaw and carried unanimously.

**First Review of a Proposal to Establish a Governor's Career and Technical Academy: Governor's Academy for Innovation, Technology, and Engineering (GAITE)**

Dr. Wallinger and Mr. Joseph Johnson III, executive director of New Horizons Regional Education Centers, presented this item.

Dr. Wallinger said that Virginia is one of six states to receive a grant from the National Governors Association (NGA) Center for Best Practices to improve science, technology, engineering, and mathematics (STEM) education. The development of Governor's Career and Technical Academies is one of the major initiatives of the grant.

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The Governor's Academy for Innovation, Technology and Engineering (GAITE) will focus on the STEM career cluster with career pathways in engineering technologies, particularly electrical engineering technology and mechanical engineering technology.

GAITE will establish a regional enrichment program that will include Engineering Technology Exploratory Saturdays (seventh and eighth grades) and Engineering Technology Summer Camp (ninth and tenth grades). The academic year GAITE program in grades 11 and 12 will be called an Academy for Engineering Technology. Together, these three components of GAITE will seek to inspire, recruit, and train students to pursue postsecondary degree(s) and occupations in electrical and mechanical engineering technology.

Dr. Ward made a motion to waive first review and approve the proposal to establish the Governor's Academy for Innovation, Technology and Engineering. The motion was seconded by Mrs. Castro and carried unanimously.

**First Review of Action Required to Continue the Process of Consolidating the Two Virginia Schools for the Deaf and Blind**

Mr. Douglas Cox, assistant superintendent for special education and student services, presented this item. Mr. Cox said that beginning with the 2003 General Assembly, several tasks have been assigned to the Department of Education, the Board of Education, or the Department of General Services (DGS) to plan needed activities for the consolidation of the two state schools for the deaf and the blind into a single school program.

The 2007 General Assembly directed the Department of Education to assist with the coordination with appropriate local entities for the transition of services to a regional day program in the Hampton Roads area by no later than June 30, 2008. During the past year, the Department of Education initiated multiple efforts to establish a viable regional program for the VSDBM-H with local entities. However, no local entity was able to meet the requirements set forth in the Appropriation Act of 2007 and, therefore, the Hampton program will not continue as a campus-based regional day program for the 2008-2009 year. While students will not be served on campus, those returning to their school divisions will be served through an outreach program based at the current facility.

The outreach program will provide a variety of services that may include teaching, consultation, staff development, resource identification, and related services. Students whose families previously stated interest in a regional day program retain the option of being served at the VSDB-Staunton.

The 2008 General Assembly, through HB/SB 5001 (Bond Bill), stated "That notwithstanding any special or general law to the contrary, no proceeds shall be distributed for the construction and renovation project at the Virginia School for the Deaf and the Blind in the City of Staunton, and no costs shall be incurred for this project until the Board of Education takes substantial action to permanently terminate all state operated programs at the Virginia School for the Deaf, the Blind, and the Multi-Disabled in the City of Hampton, including all state-operated or state funded residential and day program services delivered for deaf, blind and multi-disabled students." HB/SB 5001 further stated that the "property at the Virginia School for the Deaf, the Blind and Multidisabled in the City of Hampton shall become surplus property as of July 1, 2009."

Dr. Ward asked for the following reports on the students left on Hampton Campus: (1) where students will be placed at the beginning of the year in public schools and (2) how well students are doing in public schools.

Dr. Jones made a motion to waive first review and approve a resolution to terminate all state-operated programs at the Virginia School for the Deaf, the Blind, and the Multi-Disabled in the City of Hampton, including all state-operated or state funded residential and day program services delivered for deaf, blind and multi-disabled students as of July 1, 2008. The motion was seconded by Dr. Ward and carried unanimously.

The resolution reads as follows:

***Resolution of the Board of Education:  
Terminating State-Operated Programs at the Virginia School for the Deaf,  
the Blind and the Multi-Disabled at Hampton***

Pursuant to House Bill/Senate Bill 5001, passed by the 2008 General Assembly, the Board of Education shall terminate all state-operated programs at the Virginia School for the Deaf, the Blind, and the Multi-Disabled in the City of Hampton, including all state-operated or state funded residential and day programs services delivered for deaf, blind, and multi-disabled students as of July 1, 2008.

Adopted in Richmond, Virginia, This Twenty-First Day of May in the Year 2008.

***Report on Petersburg City School's Implementation of the Memorandum of Understanding and Findings of the Division-Level Review***

Dr. Cannaday said that the reports from Petersburg Public Schools are being presented today because of questions raised by Board members on licensure, and alternative education program, in particular the GED program. Dr. Cannaday said that the reports today will respond to Board inquiries as they impact children in the Petersburg Public Schools.

The following performance objectives were established in the MOU:

In 2007-2008, Petersburg Public Schools will:

1. Meet AYP requirements in at least seven schools by achieving established benchmarks or through the "safe harbor" method for all subgroups
2. Achieve full accreditation in at least seven schools.

Based on Adequate Yearly Progress (AYP) and accreditation data for 2007-2008, these objectives have not been met.

The Board implemented a provision in the Appropriation Act that permitted it to authorize an efficiency review as part of a division-level academic review process. As a part of the MOU, Petersburg Public Schools was required to incorporate 40% of the

recommendations of the efficiency review by January 1, 2008, and half of the recommendations by January 1, 2009.

As a result of the efficiency review completed on January 10, 2007, by MGT of America, Inc., 90 recommendations were indicated, 38 of which were accompanied by fiscal implications. Full implementation of the recommendations in this report would generate a total savings of \$34,620,950 over a five-year period. On July 24, 2007, Petersburg Public Schools reported to the School and Division Accountability Committee of the Board which recommendations had been fully implemented, those which were in progress, and those that were to be done.

A proposed timeline for completion was provided for each recommendation that was in progress and those not yet started. Another update was provided on October 17, 2007, to the School and Division Accountability Committee. As required by the MOU, the Board of Education (BOE) and the Virginia Department of Education (VDOE) assigned a Chief Academic Officer (CAO) to work with the superintendent and administrative staff to coordinate and monitor the implementation of processes, procedures, and strategies associated with the corrective action plan resulting from the MOU.

The MOU also indicates key administrative responsibilities to raise student achievement. One of these responsibilities includes teacher quality. As indicated in the MOU, the central office leadership team under the direction of the CAO or designee is to develop and monitor individual action plans to reduce provisional licenses for teachers and implement a research-based hard-to-staff incentive program. The MOU requires Petersburg Public Schools to commit to hiring personnel who are the most qualified for the position vacancy.

Mrs. Loving-Ryder presented a report on Petersburg City Public Schools implementation of the Memorandum of Understanding (MOU) and the findings of the division-level review. Mrs. Loving-Ryder's report included the following:

### **Status of Unlicensed Teachers**

#### *Group I: Unlicensed Teachers Under Contract*

5 Positions as of May 1, 2008

- . 1 Elementary Education
- . 1 Secondary Mathematics
- . 2 Career and Technical Education
- . 1 Special Education

Group II: Long-Term Substitutes in Vacant Instructional Positions Over 90 Days

15 positions as of May 16, 2008

- . 2 Elementary Education
- . 3 Middle School Mathematics
- . 1 Middle School Science
- . 1 Middle School Foreign Language
- . 1 Secondary Social Studies
- . 5 Secondary Mathematics
- . 2 Secondary Foreign Language

Group III: Long-Term Substitutes in Vacant Instructional Positions Less Than 90 Days

8 positions as of May 16, 2008

- . 2 Elementary Education
- . 1 Elementary Librarian
- . 1 Middle School Social Studies
- . 1 Secondary English
- . 1 Secondary Science
- . 1 Career and Technical Education
- . 1 In-School Suspension

Summary of Unlicensed Teachers

- . Group I - 5
- . Group II-15
- . Group III - 8
- . Total Unlicensed Teachers - 28

**Alternative Education Programs**

Blandford Academy Programs

3 Alternative Education Programs

- . Choices
  - . 11 high school students
  - . 11 middle school students
- . Soar
  - . 11 middle school students
- . Second Chance
  - . 43 Pre-GED students
  - . 36 Individualized Student Alternative Education Plan (ISAEP) students

Blandford Academy Programs – Choices Program Overview

- . A behavior intervention program for middle school and high school students experiencing discipline issues
- . Students have been assigned successive or long-term suspensions
- . Students remain enrolled at their home school but attend Blandford Academy
- . Instructional focus is English and mathematics at the level of each student's original coursework

- . Credit Recovery program provides high school students with afternoon or evening instruction for additional science and history coursework
- . Additional areas of focus include character development, behavior modification, attendance, and academic improvement
- . Student progress is evaluated by a placement committee to determine potential return to home school
- . Students must take appropriate Standards of Learning tests while enrolled in Choices program

*Blandford Academy Programs - Choices: Instructional Program*

- . Students attend a morning or afternoon session daily for approximately 4 hours per session

*Blandford Academy Programs - Soar: Program Overview*

- . Alternative education program for middle school students in grades 6, 7, or 8 who are performing two or more grade levels below their enrollment
- . Average age of students is 15 years
- . Instructional focus includes remediation in English, Mathematics, Science, and History with emphasis on English and Mathematics
- . Students must take the specific Standards of Learning (SOL) tests associated with their enrolled grade level such as grade 8 mathematics, grade 8 reading, and grade 8 science SOL tests.

*Blandford Academy Programs - Soar: Instructional Program*

- . Students attend one session daily
  - . Approximately 8:15 a.m. to 2:30 p.m. for all Soar students

*Blandford Academy Programs - Second Chance: Program Overview*

- . Alternative education program for high school students who are performing 2 or more grade levels below their enrollment
- . Overall instructional focus is on passing the General Educational Development (GED) test as part of the Individualized Student Alternative Education Plan (ISAEP) program . Additional areas of focus include career and technical education skills and workplace readiness skills
- . Students are:
  - . classified as Pre-GED and attempting to meet minimum requirements to enroll in the ISAEP program or
  - . enrolled in the ISAEP program and attempting to pass the GED tests

*Blandford Academy Programs - Second Chance: Instructional Program*

- . Pre-GED Students
  - . Student attends a morning or afternoon session for approximately 3 hours daily
  - . Instruction includes English, Mathematics, History, and Science
  - . Focus of instruction is to prepare for practice GED tests and meet minimum requirements to enroll in the ISAEP program.
  - . Prior to being eligible to enroll in ISAEP, Pre-GED students must:
    - . score 410 or higher on each of the GED practice tests;

- . achieve a grade level equivalent score of 7.5 or higher on a standardized reading test;
- . be enrolled in grade 9 and be at least 16 years of age;
- . have parent approval for participation
- . ISAEP Students must
  - . receive a minimum of 15 hours per week of instruction in preparation for the GED tests
  - . receive a minimum of 10 hours per week of work-based or career transition education
  - . score 450 or higher before being approved to attempt that specific portion of the GED test (Reading, Mathematics, Science, History, or Writing)
  - . Students attend one session daily for approximately 5 hours
  - . Instruction includes Reading, Mathematics, History, Science, Writing, and a Career and Technical Education Component (Landscaping, Culinary Arts, or Copy and Printing Shop)
  - . Focus of instruction is to prepare for the GED tests and meet Career and Technical Education requirements

Concerns Identified - Blandford Academy

- . Data and documentation of student enrollments at Blandford Academy were not easily obtainable
- . Electronic files of Blandford Academy enrollments were not provided
- . Revised enrollments and data were provided to the Department after initial on-site visits were completed
- . Department is not yet able to verify:
  - . appropriate administration of SOL tests to Blandford Academy students (Choices, Soar, and Second Chance Pre-GED students)
  - . rationale for late transfers to Blandford Academy
    - . February 2008 - 6 transfers
    - . April 2008 - 5 transfers
    - . May 2008 - 2 transfers
  - . Other student records were missing transfer dates at the time of the Department's data review
- . revisions to Blandford Academy enrollment data provided by Petersburg City School Administration on Tuesday, May 20, 2008
- . enrollment in Credit Recovery Program for Choices students
- . Petersburg's GED pass rate
- . class schedules for each program

Concerns Identified - Second Chance: Pre-GED

- . Data indicates middle school students are enrolled in the Second Chance program as Pre-GED students.
  - . Middle school students are required to take SOL tests for their enrolled grade level
  - . Unclear that appropriate instruction is being provided to prepare students for SOL assessments
- . Data indicates students with poor reading skills enrolled in Pre-GED program (e.g., grade level equivalent scores of 4.8, 4.2, 2.9, 1.9)

Concerns Identified - Second Chance: Pre-GED and ISAEP

- . Limited reading instruction may not adequately support preparation for various parts of the GED test
- . Lack of standardized administration of the practice GED tests does not properly prepare students for taking the GED tests (e.g., observed time limitations, use of unique test forms, use of only approved accommodations)
- . Approved accommodations for GED tests are not requested for students from the GED Testing Service (e.g., additional time, read aloud administration, small group administration, etc.)
- . Minimum ISAEP Requirements not consistently documented
  - . Student's education plan signed by student and parent/guardian
  - . Required minimum test scores on practice GED tests and standardized reading test
  - . Significant differences exist between students' Practice GED and GED test scores
  - . GED pass rates do not reflect effective administration of practice GED tests

Dr. James Victory, superintendent of Petersburg Public Schools addressed the Board after Mrs. Loving-Ryder gave her report. Dr. Victory said that the Petersburg City Council gave Petersburg Public Schools an additional 1.4 million dollars which will allow them to hire four additional teachers. Dr. Victory also responded to direct questions and requests for clarification from members of the Board.

Dr. Alvera J. Parrish, assistant superintendent of instruction, Petersburg Public Schools, introduced the following staff of Petersburg to give individual reports: (1) Mrs. Tracey Coleman, director of finance; (2) Dr. Patrick J. Bingham, director of human resource; and (3) Mr. Kenneth L. Pritchett, chairman of the school board.

Dr. Ward made a motion to accept the report. The motion was seconded by Mrs. Saslaw and carried unanimously.

***DISCUSSION OF CURRENT ISSUES***

Dinner Session

The Board met for dinner at the Crowne Plaza Hotel with the following members present: Dr. Emblidge, Dr. Brewster, Mrs. Castro, Mr. Johnson, Mrs. Saslaw and Dr. Ward. A brief discussion took place about general Board business. No votes were taken, and the dinner meeting ended at 8:30 p.m.

***ADJOURNMENT***

There being no further business of the Board of Education and Board of Career and Technical Education, Dr. Emblidge adjourned the meeting at 1:30 p.m. Dr. Emblidge announced that the planning session will begin at 2 p.m.

## **Planning Session Wednesday and Thursday, May 21-22, 2008**

Following the adjournment of the Board of Education business session, the president convened the planning session at 2 p.m. on May 21, 2008. All members were present, as were Dr. Billy Cannaday, superintendent of public instruction, and Dr. Patricia Wright, chief deputy superintendent of public instruction.

### **Board Roles and Responsibilities in Planning**

Dr. Emblidge opened the planning session by giving an overview of the Board of Education's responsibilities for updating the comprehensive plan. He explained that the Board is exercising its constitutional and statutory authority to establish policies, standards and objectives for the Commonwealth's public schools. Article VIII of the *Constitution of Virginia* entrusts the Board of Education, which is the only policymaking board specified in the constitution, with the primary responsibility for setting educational policies subject only to the authority of the General Assembly.

Dr. Emblidge added that the comprehensive plan captures how all of the duties, powers and responsibilities fit together and support the Board's vision. Standards of Learning, assessments, accreditation of schools, adoption of instructional materials, and teacher licensure requirements are all interrelated components of our Standards of Learning program. In addition to its powers and responsibilities under state law, the Board also is recognized by federal law as the primary setter of educational policy for the Commonwealth. The comprehensive plan also expresses the Board's leadership in implementing federal legislation such as No Child Left Behind.

The agenda for the planning session this year contains information on each of the Board's eight objectives as contained in the comprehensive plan. Department of Education staff will describe highlights of certain programs to illustrate how the work of the Department of Education is focused on implementing the Board's objectives.

### **Update on the Board's Comprehensive Plan for 2007-2012**

Dr. Deborah Jonas, executive director for research and strategic planning, gave the report on the metrics contained in the Board's comprehensive plan. An outline of Dr. Jonas' report is as follows:

#### Objective 1: Enhancing Quality Standards

- Proposed revision to the Standards of Accreditation.
- Proposed graduation and completion index.
- Proposed standard and advanced technical diplomas.
- Alignment studies of mathematics and English/language arts standards.
- Approved English language proficiency standards.
- Approved Standards of Learning for History and Social Science.

**Objective 2: Increase academic success for all students**

- Percent of students passing Virginia's Standards of Learning assessments
- Increased AP test participation.
- Virginia is one of only a few states in which 20% or more of high school seniors earned a grade of 3 or more on an Advanced Placement (AP) examination.

**Postsecondary enrollment**

- Using data from the National Student Clearinghouse, Virginia is able to track students' enrollment in colleges across the country.

**Objective 3: School Accountability**

- Virginia has fewer chronically low-performing schools.  
Chronically low performing schools are schools that were accredited with warning for three consecutive years.

**Objective 4: Kindergarten Readiness**

- Virginia Preschool Initiative continues to serve more children each year
- The Board recently adopted school readiness definition.
- Fewer students who participated in Virginia Preschool Initiative and other publicly funded pre-K programs are identified as needing extra support in reading upon Kindergarten entry.

**Objective 6: Focus on teachers**

- 97 percent of teachers are highly qualified.
- State retained 89 percent of its teachers in 2006-2007, and 82 percent over 3 years.
- Minorities continue to be underrepresented in the work force.

**Objective 8: Safe and secure schools**

- Information is available on the Web:  
<https://p1pe.doe.virginia.gov/pti/home.do;jsessionid=8d6896e634c59ce527b93bf940dd8a3d8c033d51bfe9.e34SaNqKaheMci0LaxmTb3iMbhb0n6jAmljGr5XDqQLvpAe>

**Other items of interest**

- DOE will calculate the Virginia on-time graduation rate for the first time this fall; Represents an actual count of students.
- Cohort dropout rate will be available in early 2009.
- Analysis of college enrollment data is in progress.

**Highlights of Virginia Department of Education Initiatives in Support of the Board of Education's Objectives**

OBJECTIVE 1: The Board of Education will continue to enhance the quality standards for all public schools in Virginia.

- Mrs. Michelle Vucci, director of policy, gave a report on the topic of Limited English Proficient students and programs, including current information, research, legislation introduced by the 2008 General Assembly.
- Dr. Linda Wallinger, assistant superintendent for instruction, gave an overview of selected Department of Education resources available to teachers and students, including ePAT, Project Graduation online tutorials, Virginia Mentor, strategies for middle school math teachers, and instructional Web sites for history and social science.

OBJECTIVE 2: The Board of Education will provide leadership to help schools and school divisions eliminate the achievement gap between groups of students and increase the academic success of all students.

Dr. Felicia Dyke, director of middle and high school instruction, reported on the Algebra Readiness Program, including the following:

Purpose of the Algebra Readiness Initiative is to provide mathematics intervention services to students in grades 6, 7, 8 and 9 who are in danger of failing the Algebra I end-of-course test as demonstrated by their individual performance on diagnostic tests that have been approved by the Department of Education.

Students targeted for the Algebra Readiness Initiative are in grades 6 through 9 who have been unsuccessful in previous intervention and/or remediation programs; and/or have had below average performance in the previous year's mathematics program; and/or did not pass the Standards of Learning mathematics assessment test.

Funding is provided to local school divisions to provide locally-determined mathematics intervention services to middle school students who demonstrate mathematics deficiencies, based upon their individual performance on diagnostic tests based on the state's share of the cost of providing 2 1/2 hours of additional instruction each week at a student-to-teacher ratio of ten to one. The funding formula is determined by the percent of 7<sup>th</sup>- and 8<sup>th</sup>-grade students who qualify for federal free lunch.

Localities are required to match funds based upon the composite index of local ability-to-pay.

95% of the school divisions in Virginia participate in the ARI, and usage of the state-provided diagnostic test has increased from 65% of participating divisions in 2001-2002 to 96% in 2006-2007.

The Mathematics Standards of Learning test pass rates have shown statewide gains at the targeted grade levels:

- 8<sup>th</sup>-grade test  
2000-2001 (pre-ARI) – 68% passing  
2004-2005 – 81% passing
- Algebra I test  
2000-2001 (pre-ARI) – 74% passing  
2006-2007 – 92% passing

**OBJECTIVE 3:** The Board of Education will support accountability for all schools, focusing on assisting chronically low-performing schools and school divisions while recognizing all schools and school divisions as they move towards excellence.

Mrs. Shelley Loving-Ryder gave a presentation on the lessons learned from the findings of the Academic Review Teams and the PASS Program. The highlights of the presentation are as follows:

- Teaching strategies: emphasis on increasing the rigor of instruction necessary to meet the Standards of Learning.
- Professional development: shift from a menu of possible activities to a more intensive focus on the area of need.
- Monitoring instruction: expand the role of academic coaches and other division staff to assist the principal in monitoring effectiveness of instruction and in providing constructive feedback
- Benchmark testing: use should result in changes in curriculum and teaching practices and a focus on remediation. Often there is only a focus on changing remediation.
- School improvement planning: plans are often not monitored on a regular and ongoing basis. Strategies must be evaluated for effectiveness and modified as needed.
- School culture: changes in leadership, continued low performance, and high teacher turnover often favor a limited school culture that provides little opportunity for teacher collaboration and a collegial environment where teachers feel supported in their work.

The Partnership for Achieving Successful Schools (PASS) initiative continues to reach an average of 30 schools each year. PASS provides intensive monthly support to principals through academic coaches trained in principal leadership, and monthly ongoing technical assistance for principals by the PASS coordinator through WebEx in areas such as curriculum, instruction, progress monitoring, benchmark assessment analysis, and developing remediation programs

Using the PASS model, auditors were assigned to schools rated conditionally accredited and provided similar technical assistance as that provided as part of the PASS initiative.

Data were analyzed by the department and division staff to determine technical assistance needs and strategies needed for improvement. Data indicated a weakness in the mathematics strand of number and number sense, so the department developed a Web site that provided instructional support/resources in the areas of weakness on the ARDT. An electronic summer remedial program focused on number and number sense was developed for students in grades 6-8. Grants for a minimum of 20 students per school (PASS, conditionally accredited, or in Title I School Improvement) were extended to divisions.

Monthly WebEx sessions were held with academic review coordinators, division staff, and principals in schools accredited with warning or in Title I School Improvement in areas such as the school improvement planning process, establishing professional learning communities, and effective instructional monitoring.

Funding was provided to schools and divisions in areas recommended by the school improvement team as needed for improvement, including academic coaches in the area of literacy and mathematics; contractors that aligned curriculum to the SOL framework; ongoing job-embedded professional development; the development of professional learning communities in the area of literacy; training for middle school principals through the Virginia Association of Secondary Principals (VASSP- Breaking Ranks in the Middle); and participation by core teachers in content academies.

Accountability is a key factor. Schools and division staff must be held accountable for results, and monitoring by outside entities such as the Board of Education or the local school board increases student achievement results.

### **Adjourn for the Day**

Dr. Emblidge adjourned the planning session for the day at 4:15 p.m. He announced that the meeting will reconvene at 9 a.m. the following morning.

The planning session reconvened at 9 a.m. on Thursday, May 22, 2008. All members were present, as was Dr. Billy Cannaday, superintendent of public instruction, and Dr. Patricia Wright, chief deputy superintendent of public instruction.

### **Update on the Board's Comprehensive Plan for 2007-2012 (continued)**

OBJECTIVE 4: The Board of Education will work cooperatively with partners to help ensure that all young children are ready to enter kindergarten with the skills they need for success.

Mr. Mark Allen, director of elementary instructional services, gave a summary of the accomplishments of the NASBE Grant Program. The National Association of State Boards of Education (NASBE) awarded a \$15,000 Early Childhood Education Grant to the Virginia Board of Education (VBOE) on June 6, 2006. The purpose of the grant is to assist Virginia in providing coordinated early learning systems that provide children with high-quality programs and teachers.

Action steps taken by the NASBE Committee included the following:

- Compared teacher competencies with the recently produced *Milestones of Child Development* and the *Preschool Core Competencies for Teachers* by the Preschool Alignment Project.
- Developed core competencies for PreK-3 and PreK-6 endorsements.
- Developed a proposal for an add-on endorsement in Early Childhood Education.
- Approved the proposed *Regulations Governing the Review and Approval of Education Programs in Virginia (8VAC20-542-10)* and *Regulations Governing the Licensure of School Personnel (8 VAC 20-22-10)*, including the recommendations from the NASBE team, on March 29, 2007.
- Developed Physical/Motor and Personal/Social domains for inclusion in Virginia's *Foundation Blocks for Early Learning: Standards for Literacy, Mathematics, Science, and History and Social Science*.
- Presented Physical/Motor and Personal/Social Foundation Blocks and accepted by the Board of Education on February 28, 2007.
- Collaborated with the Department of Social Services in mailing copies of the *Foundation Blocks for Early Learning* to public and private programs serving four-year-olds in Virginia.
- Developed draft of the curriculum rubric. Feedback and recommendations were solicited from NASBE grant team members throughout the process.
- Distributed the curriculum review rubric and planning tool to all Virginia Preschool Initiative Programs.
- Developed a Web site to assist future early childhood professionals with understanding educational opportunities for a career in early childhood education; and
- Developed the brochure, *Early Childhood Transfer Programs: Where Opportunity Begins*.

**OBJECTIVE 5:** The Board of Education will establish policies that support the attainment of literacy skills of all students, kindergarten through grade 12.

Dr. Wallinger reported on the Foreign Language Academy Program. Her presentation included several video clips of students at work and play during the academy programs. Since 1986, the Virginia Department of Education has sponsored Governor's Foreign Language Academies, summer residential programs for Virginia's most motivated and talented foreign language students.

As of 2007, approximately 6,250 students have completed one of the six programs. The 2008 Governor's Summer Residential Foreign Language Academies: A Global Village will allow each of the 6 academies to maintain its individuality as well as to offer activities to expand global awareness, multi-cultural understanding, and international education.

The three immersion programs in French, German, and Spanish provide an intensive experience and unique challenge for students who have excelled in language study to continue their study of that language in a total immersion environment, which is generally unavailable in the regular school environment.

The Latin Academy provides an intensive experience for students who have excelled in the study of Latin to continue their study in a milieu unavailable in the regular school environment and introduces the students to classical Greek. The partial-immersion programs in Japanese and Russian provide an opportunity for interested students to be introduced to the Russian or Japanese cultures and languages which are not widely taught across the Commonwealth. Advanced classes are also available to students who have studied Russian or Japanese.

The department added the Virginia STARTALK Chinese Academy to the existing summer residential foreign language academy program for 2008. The primary purpose is to offer Virginia high school students an opportunity to begin the study of Chinese (Mandarin), which is not widely taught in the Commonwealth. The academy will accept mostly beginners as well as some students with prior Chinese language experience.

**OBJECTIVE 6:** The Board of Education will establish policies and standards that enhance the preparation, recruitment, and retention of educational personnel, including their meaningful, ongoing professional development.

Dr. Patricia Burgess, special education human resources specialist, reviewed several initiatives to recruit and retain teachers, including the TeachVirginia Program and Teachers Rock.

TeachVirginia is an electronic job bank and hiring hall for school divisions and teachers currently utilized by thousands of prospective teachers in Virginia and across the country. Dr. Burgess demonstrated the TeachVirginia Statewide Job Bank, powered by [Teachers-Teachers.com](http://Teachers-Teachers.com), education's premier recruitment service. It is a sophisticated online tool that allows job seekers and school division recruiters to communicate with one another. Interested candidates can find job listings in Virginia. It is a free service to teachers, administrators, speech pathologists and other personnel looking for a job in education. Likewise, school division officials may find qualified education personnel who have registered through the service. Divisions may post an unlimited number of positions and conduct candidate searches for education personnel.

As part of the continuation of TeachVirginia, the Teachers Rock Educator Recruitment Campaign is a dynamic approach designed to encourage individuals, including students in high school and at two-year or four-year institutions, to consider pursuing a career in education.

**OBJECTIVE 8:** The Board of Education will provide leadership to help schools and school divisions ensure a safe and secure environment conducive to facilitating the teaching and learning process.

Mrs. Joanne Burkholder, safe and drug-free schools specialist, gave an overview of Student Assistance Programs (SAP) in Virginia. Student Assistance Programming (SAP) is school-based comprehensive and integrated framework for implementing and sustaining education prevention and intervention efforts. The purpose of SAP is to enhance the healthy development and academic achievement for all students.

SAP has nine components:

- School Board Policy
- Staff Development
- Program Awareness
- Internal Referral Process
- Problem Solving / Case Management Team
- Educational Student Support Groups
- Cooperation and Collaboration with Community Agencies and Resources
- Integration with Other School-Based Programs
- Program Data Collection and Evaluation

Research indicates students involved in the SAP have:

- 80 percent successful referral to behavioral health services.
- 70 percent improved or stabilized attendance.
- 68 percent promotion or graduation.
- 60 percent decrease in discipline problems.
- 50 percent reduction in homebound instruction.
- Anecdotal information reported \$3,500-\$45,000 yearly cost savings per school as “very encouraging.” Overall savings of \$230,920 due to SAP interventions.

According to a recent survey of services provided in Virginia’s public schools, In 2005, approximately 2,800 students from thirty-six school divisions were referred for services outside of the school. A total of 297,700 students, or 20 percent, of Virginia’s total student population received services in 2005. The population of students served by SAP is likely higher than 20 percent because some school divisions with SAP services may not have participated in the survey.

**OBJECTIVE 7:** The Board of Education will provide leadership in implementing the provisions of state and federal laws and regulations.

Mrs. Anne Wescott, assistant superintendent for policy and communications, gave a summary of recent regulatory changes and overview of actions planned for the remainder of 2008. Mrs. Wescott indicated that the Board will be reviewing and revising a number of its current regulations during the coming months. Several regulations are currently in the process of being revised (such as the special education regulations and the Standards of Accreditation), and an additional number of regulations to be reviewed will be forthcoming within the next few months. The Board will also be consolidating certain regulations in order to make the regulations more efficient and meaningful for local divisions.

Dr. Emblidge asked Dr. Cannaday if he would undertake an analysis of the Board's regulations related to fees and charges and report to the Board in the near future a plan of action to review and revise these regulations as needed.

**Adjournment of the Planning Session**

There being no further business of the Board of Education and Board of Career and Technical Education, Dr. Emblidge adjourned the meeting at 11 a.m.

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President