

COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
RICHMOND, VIRGINIA

MINUTES

February 17, 2011

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

Mrs. Eleanor B. Saslaw, President
Mr. David M. Foster, Vice President
Mrs. Betsy D. Beamer
Dr. Billy K. Cannaday, Jr.
Mrs. Isis M. Castro

Mr. David L. Johnson
Mr. K. Rob Krupicka
Dr. Virginia L. McLaughlin
Mrs. Winsome Earle Sears

Dr. Patricia I. Wright, Superintendent of
Public Instruction

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

MOMENT OF SILENCE/PLEDGE OF ALLEGIANCE

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

NEW BOARD MEMBER

Mrs. Saslaw introduced new Board member, Mrs. Winsome Earle Sears. Mrs. Sears was appointed February 10, 2011, for a term of four years beginning January 30, 2011, and ending on January 29, 2015, to succeed Dr. Ella Ward.

ELECTION OF THE OFFICE OF VICE PRESIDENT OF THE BOARD OF EDUCATION

Mrs. Saslaw announced that the floor was open for nominations for the office of vice president of the Board of Education. Mr. Krupicka made a motion to nominate Mr. Foster as vice president. The motion was seconded by Mrs. Beamer and carried unanimously. Dr. Cannaday moved that the nominations be closed. The motion was seconded by Mrs. Beamer and was passed with all members voting "yes."

APPROVAL OF MINUTES

Mrs. Castro made a motion to approve the minutes of the November 18, 2011, minutes of the Board. The motion was seconded by Dr. McLaughlin and carried unanimously. Copies of the minutes had been distributed to all members of the Board of Education.

RESOLUTIONS/RECOGNITIONS

A Resolution of Recognition was presented to the Virginia recipients of the 2010 Milken Family Foundation National Educator Awards. They are as follows:

- Joel Christopher Robins, Deep Creek Elementary School, Chesapeake City Public Schools
- Sean Patrick, Belmont Station Elementary School, Loudoun County Public Schools.

PUBLIC COMMENT

The following persons spoke during public comment:

Kitty Boitnott
David Anderson
Kandise Lucas

ACTION/DISCUSSION: BOARD OF EDUCATION REGULATIONS

Final Review of Revisions to Criteria for the Virginia Index of Performance, Virginia's Incentive Program to Encourage and Recognize Outstanding Achievement (HB 1172/SB 145)

Dr. Deborah Jonas, executive director, Research and Strategic Planning, presented this item. Dr. Jonas' presentation included the following:

- In July 2007, the Board of Education established the *Virginia Index of Performance (VIP)* incentive program to recognize and reward fully accredited schools and school divisions that make significant progress toward achieving specific measurable goals and objectives established by the Board of Education and supported by the Governor.
- In 2010, HB 1172 and SB 145 were passed and enrolled into the *Code of Virginia*. The bill codified provisions in the Standards of Accreditation § 22.1-254.13:9 that established the VIP program. Additionally, the legislation directed the Board to include in its guidelines for the VIP incentive program performance objectives and measures that promote student achievement in science, technology, engineering, and mathematics (STEM).
- The proposed revisions were developed to retain the previously established program objectives while adding components that provide additional incentives for school divisions and schools to promote student achievement in the STEM areas and college and career readiness in general. The proposed revisions also make changes to the awards by renaming the VIP Competence to Excellence Award as the Distinguished Achievement Award, and eliminating the Rising Star award. As well, this proposal provides an opportunity for schools with no tested grades to earn VIP awards.

- The proposed revisions would retain the approach to determining VIP awards adopted by the Board in 2009. Based on this approach, the VIP program uses a weighted methodology to calculate a VIP achievement index based on SOL test results in each content area (English, mathematics, science, and history and social science), and provides opportunities for schools and school divisions to apply additional or “bonus” points to the content area indices by meeting additional VIP indicators.
- The VIP Base Index weights the proficiency levels on statewide assessments as follows:
 - ✓ Advanced proficient: 100
 - ✓ Proficient: 75
 - ✓ Basic: 25
 - ✓ Fail: 0

The weighted index is applied to all assessments taken in the school or division. Separate base scores are calculated for each content area—English, mathematics, science, and history and social science—using the following formula: (# Advanced Proficient scores x 100) + (# Proficient scores x 75) + (# Basic scores x 25)

Total tests administered

Mr. Krupicka made a motion to adopt the revised criteria for the *Virginia Index of Performance*, Virginia’s incentive program to encourage and recognize outstanding achievement, and authorize the department to implement changes to eligibility for awards issued in 2011-2012 and the remaining criteria for awards issued in 2012-2013. The motion was seconded by Dr. McLaughlin and carried unanimously.

The table below shows the criteria, additional indicators for the revised VIP program, and defines the requirements for earning each VIP award.

Table 1: Criteria, Indicators, and Award Requirements, Virginia Index of Performance

VIP Criteria	VIP Awards		
	Board of Education Distinguished Achievement Award	Board of Education Excellence Award	Governor’s Award for Educational Excellence
Eligibility and VIP Index			
A. Eligibility – Schools must have met accreditation and AYP benchmarks for two consecutive years; school divisions must have made AYP for two consecutive years	All Schools and School Divisions	All Schools and School Divisions	All Schools and School Divisions
B. Number of index points on the weighted VIP index, using the established weightings in each of the following content areas: a) English/reading (combined reading and writing); b) mathematics*; c) science*; and d) history and social science. <i>Schools with no grades in which tests are administered earn index points based on test data used to make federal and state accountability determinations. All non-test criteria, such as bonus points for foreign language instructional services and the Governor’s Nutrition and Physical Activity Scorecard program, will be determined based on the individual school’s data.</i>	At least 75 in each content area, including additional index points where applicable	At least 80 in each content area, including additional index points where applicable	At least 80 in each content area
C. <i>No significant testing irregularities were verified during the applicable school year</i>	<i>All Schools and School Divisions</i>	<i>All Schools and School Divisions</i>	<i>All Schools and School Divisions</i>

VIP Criteria	VIP Awards		
	Board of Education Distinguished Achievement Award	Board of Education Excellence Award	Governor's Award for Educational Excellence
Additional index points available, and award threshold if applicable			
For Elementary Schools			
D. Students passing the Grade 3 state reading assessment (percent passing increases annually, state goal 95%)	3	3	At least 95%
E. Students passing the Grade 5 state reading and writing assessments (percent passing increases annually, state goal 95%)	1	1	Increases annually or is at least 95%
F. School offers foreign language instruction in the elementary grades	1	1	<u>Yes</u>
For Middle Schools			
G. Students enrolled in Algebra I by Grade 8* (percent participating increases annually, state goal 50%)	2	2	At least 50%
H. Students passing the Grade 8 state reading and writing assessments (percent passing increases annually, state goal 95%)	1	1	Increases annually or is at least 95%
For High Schools			
I. High school students enrolled in one or more AP, IB, or dual enrollment courses (increases annually, state goal 30%)	1	1	At least 30%
J. High school students earning career and technical industry certifications, state licenses, or successful national occupational assessment credentials (number or percent increases annually) <u>OR</u> <u>Students who participate in advanced coursework in the STEM areas, including Advanced Placement courses, International Baccalaureate courses, and dual enrollment courses* (Percent increases annually).</u>	1	1	Number or percent of CTE credentials increases annually <u>OR</u> <u>The percent of students participating in advanced coursework in STEM areas increases annually</u>
Additional index points available, and award threshold if applicable			
K. Students who graduate high school in four, five, or six years with a standard or advanced studies diploma (based on the federal graduation indicator; percent increases annually, state goal 85%)	<u>At least 85% or increases annually</u>	At least 85%	At least 85%
L. High school graduates earning an Advanced Studies Diploma out of the total number of Board of Education-approved diplomas awarded (increases annually, state goal 60%)	1	1	At least 60%
M. <u>Students in each subgroup who graduate from high school with a Standard or Advanced Studies Diploma (increases annually, state goal 85%)</u>	1	1	<u>Increases annually, or is at least 85%</u>
N. <u>Students who graduate from high school having taken Calculus, Chemistry, and Physics* (increases annually)</u>	1	1	<u>Increases annually</u>
O. <u>Students who graduate from high school having earned advanced proficient scores on each of the state end-of-course assessments in English reading, English writing, and Algebra II* (increases annually)</u>	1	1	<u>Increases annually</u>
P. Students who drop out of high school (10% or less, based on the four-year dropout rate)	10% or less	10% or less	10% or less

VIP Criteria	VIP Awards		
	Board of Education Distinguished Achievement Award	Board of Education Excellence Award	Governor's Award for Educational Excellence
For All Schools and School Divisions			
Q. Increase participation in the Governor's Nutrition and Physical Activity Scorecard Awards program (schools must earn an award; divisions increase program participation)	1	1	1
Additional index points available, and award threshold if applicable			
R. Increase the percentage of students in each subgroup earning higher levels of proficiency on state assessments (increase required for subgroups used to make federal accountability determinations in mathematics and reading)	1	1	1
For School Divisions Only			
S. Eligible schools participate in the Virginia Preschool Initiative for at-risk four-year-olds	1	1	Yes
T. <i>Students in the division enroll in Board of Education-approved Governor's STEM Academies or a Regional Academic Year Governor's School with a focus on STEM</i>	1	1	<u>Yes</u>
U. Schools offer foreign language instruction in the elementary grades (number increases annually, state goal 100%)	1	1	<i>Increases annually or equals 100%</i>
V. Increase the percentage of schools that are fully accredited and making Adequate Yearly Progress (annual increase, state goal 100%)	1	1	1

*Indicates STEM components of the VIP program

NOTE: Items listed in *italics* are proposed modifications from the current VIP program; items listed in *italics and underlined* are proposed changes that are new to the VIP program.

Final Review of Revisions of Industry, Professional, or Trade Association Certification Examinations and Occupational Competency Assessments to Meet the Requirements for the Board of Education's Career and Technical Education and Advanced Mathematics and Technology Seals and the Student-Selected Verified Credit

Mr. Lan Neugent, assistant superintendent for technology and career education, presented this item. Mr. Neugent's presentation included the following:

- The *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, requirements for graduation 8 VAC 20-131-50.I.3, provide students who demonstrate academic excellence and/or outstanding achievement the opportunity to earn the Board of Education's Career and Technical Education Seal.

8 VAC 20-131-50.I.3 - "The Board of Education's Career and Technical Education Seal will be awarded to students who earn a Standard or Advanced Studies Diploma and complete a prescribed sequence of courses in a career and technical education concentration or specialization that they choose and maintain a "B" or better average in those courses; or (i) pass an examination or occupational competency assessment in a career and technical education concentration or specialization that confers certification or an occupational competency credential from a recognized industry, trade or professional association or (ii) acquire a professional license in that career and technical education field from the Commonwealth of Virginia. The Board shall approve all professional licenses and examinations used to satisfy these requirements."

- The *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, requirements for graduation 8 VAC 20-131-50.I.4, provide students who demonstrate academic excellence and/or outstanding achievement the opportunity to earn the Board of Education’s Seal of Advanced Mathematics and Technology.

8 VAC 20-131-50.I.4 – “The Board of Education’s Seal of Advanced Mathematics and Technology will be awarded to students who earn either a Standard or Advanced Studies Diploma and (i) satisfy all of the mathematics requirements for the Advanced Studies Diploma (four units of credit including Algebra II; two verified units of credit) with a “B” average or better, and (ii) either (a) pass an examination in a career and technical education field that confers certification from a recognized industry, or trade or professional association, (b) acquire a professional license in a career and technical education field from the Commonwealth of Virginia, or (c) pass an examination approved by the Board that confers college-level credit in a technology or computer science area. The Board of Education shall approve all professional licenses and examinations used to satisfy these requirements.”

- The *Regulations Establishing Standards for Accrediting Public Schools in Virginia* make the following provisions relative to students earning verified units of credit:

8 VAC 20-131-110.C Standard and Verified Units of Credit:

The Board may from time to time approve additional tests for the purpose of awarding verified credit. Such additional tests, which enable students to earn verified units of credit, must, at a minimum, meet the following criteria:

1. The test must be standardized and graded independently of the school or school division in which the test is given;
2. The test must be knowledge-based;
3. The test must be administered on a multi-state or international basis, or administered as part of another state’s accountability assessment program; and
4. To be counted in a specific academic area, the test must measure content that incorporates or exceeds the SOL content in the course for which verified credit is given.

8 VAC 20-131-50.B.2 (Footnotes 5 and 6 and C., Footnote 5) Requirements for graduation

Verified Credits Required

Student Selected Test ⁵

⁵ A student may utilize additional assessments for earning verified credit in computer science, technology, career and technical education, or other areas as prescribed by the Board in 8VAC 20-131-110.

⁶Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for (i) the student selected verified credit and (ii) either a science or history and social science verified credit when the certification, license, or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the Board of Education as an additional test to verify student achievement.

- The list of industry, professional, trade association certifications, or occupational competency assessments meets the Board’s requirements as noted in 8 VAC 20-131-50.I.3, 8 VAC 20-131-50.I.4, 8 VAC 20-131-110, and 8 VAC 20-131-50.B.4 (Footnotes 5 and 6 and C., Footnote 5) for the Career and Technical Education Seal, the Seal of Advanced Mathematics and Technology, and student-selected verified credit.
- Industry, professional, and trade association certifications are continually being revised or discontinued to stay current with technology and new techniques. These changes may be such that individual certifications are no longer available, no longer meet the Board of Education’s criteria for diploma seals or student-selected verified credit, or require additional criteria such as work experience beyond high school. Changes have been made in 13 of the certifications that were previously approved by the Board.

- As a result of the proposed additions and deletions to this list there are:
 - ✓ 277 credentials eligible for student-selected verified credit;
 - ✓ 272 credentials eligible for the Career and Technical Education Seal; and
 - ✓ 35 credentials eligible for the Advanced Mathematics and Technology Seal.

Mrs. Castro made a motion to approve the revised list of industry certification examinations, occupational competency assessments, and licenses to meet the requirements for the Board of Education's Career and Technical Education and Advanced Mathematics and Technology Seals and the student-selected verified credit. The motion was seconded by Mrs. Beamer and carried unanimously.

Final Review of a Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Approve the Criteria for Identifying Alternative Routes to Teacher Licensure as "Low Performing" or "At Risk of Becoming Low Performing" Required by Title II of the Higher Education Opportunity Act

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

- In October 1998, the U.S. Congress enacted Title II provisions to the Higher Education Act (HEA) authorizing federal grant programs to improve the recruitment, retention, preparation, and support of new teachers. Title II also included accountability measures in the form of reporting requirements for institutions and states on teacher preparation and licensing. Section 207 of Title II reporting requirements mandate that the U.S. Secretary of Education collect data on standards for teacher certification and licensure, as well as data on the performance of teacher preparation programs. The law requires the Secretary to use these data in submitting its annual report on the quality of teacher preparation to Congress. In addition, states were required to develop criteria, procedures, and processes from which institutions would be identified as "low performing" or "at-risk of becoming low-performing."
- On September 26, 2001, the Board of Education approved Virginia's definitions for "low-performing" and "at-risk of becoming low-performing" institutions of higher education with teacher preparation programs, beginning with approved program reviews on July 1, 2003. The *Regulations Governing the Review and Approval of Education Programs in Virginia*, effective September 21, 2007, separated the accreditation and program approval processes; therefore, revisions were needed in Virginia's definitions for "low-performing" and "at-risk of becoming low-performing institutions." On November 20, 2008, the Board of Education approved revisions to the definitions to align with the accrediting bodies' designations.

Dr. Cannaday made a motion to approve the recommendation from the Advisory Board on Teacher Education and Licensure to approve the criteria for identifying alternative routes to teacher licensure as "low performing" or "at risk of becoming low performing" required by Title II of the Higher Education Opportunity Act. The motion was seconded by Mrs. Beamer and carried unanimously.

The criteria for identifying alternative routes to teacher licensure as "low performing" or "at risk of becoming low performing" required by Title II of the Higher Education Act are as follows:

- Programs shall be reviewed for compliance with Board of Education regulations and certified every seven years. [If regulations are revised within the seven-year period, the program must align the program with the new regulations.] For program certification, the following requirements must be documented:
 - alignment of program requirements and competencies with the regulations;
 - capacity to offer each of the components of the program; and
 - structured and integrated field experiences in diverse school settings as specified in the regulations.
- Programs shall be required to submit the accountability measurement of partnership and collaborations based on PreK-12 school needs for review by the Department of Education biennially.
- Programs must submit candidate progress and performance on prescribed Board of Education licensure assessments. [All candidates must meet all prescribed licensure assessments prior to admission into the program; therefore, the requirement is that 100 percent of program candidates pass licensure assessments prior to admission to the program.]
- Programs must submit evidence of employer job satisfaction with candidates completing the program. The indicator of achievement of this standard shall include documentation that the Career Switcher Program has two years of evidence regarding candidate performance based on employer surveys.

An alternative route program (Career Switcher Program) shall be designated “at risk of becoming low performing” if the program is reviewed and found to meet certification requirements but has weaknesses, excluding the mandatory program entry requirements. The program provider must submit evidence of compliance within one year of notification of this finding.

An alternative route program that does not correct the weaknesses within one year of receiving the designation of “at risk of becoming low performing” will be designated as “low performing.” If a program fails to maintain certification, enrolled candidates shall be permitted to complete their programs of study. The Career Switcher Program shall not be allowed to admit new candidates. Candidates shall be notified of program approval status.

Final Review of the Proposed Addition of Asian Students as a Subgroup for the Purposes of Calculating Adequate Yearly Progress (AYP) in Virginia’s Consolidated State Application Accountability Plan Under the No Child Left Behind Act of 2001

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

- The Elementary and Secondary Education Act (ESEA) as amended by the *No Child Left Behind Act of 2001* (NCLB) requires state educational agencies (SEA) to submit individual or consolidated state applications to the United States Department of Education (USED) for approval.
- In 2002, the Virginia Board of Education submitted and received USED approval for its initial Consolidated State Application under NCLB. A major component of the consolidated application is Virginia’s Consolidated State Application Accountability Workbook. Virginia received USED approval for its accountability workbook in June 2003. Additional amendments have been made to Virginia’s workbook each year since then.
- Virginia’s Consolidated State Accountability Workbook states that Virginia’s major racial and ethnic categories represent groups in which the number of students exceeds five percent of the student

population. When the workbook was initially written, those groups were Black, White, and Hispanic. Since that time, the Asian student population has grown to exceed five percent of the student population on a consistent basis. While the Asian student population has exceeded five percent of the total student population since 2008-2009, the request to include Asians as a subgroup for the purposes of calculating Adequate Yearly Progress (AYP) has been delayed pending the implementation of new federally mandated race and ethnicity categories in 2010-2011.

- The new federally mandated categories allow individuals to identify with one or more races and also to indicate if they are Hispanic. Students indicating they are Hispanic are counted in the Hispanic group regardless of their race and are not counted in any of the other race categories. The table below shows the distribution of students in Fall Membership in each category for several years. Of particular note is that the number of Asian students, as a percentage of the school population, has exceeded five percent for several years even with the implementation of the new federal race/ethnicity codes.

Virginia's School Population Disaggregated by Race/Ethnicity

School Year	% White	% Black	% Hispanic	% Asian	% American Indian	% Hawaiian	% Other/ Two+	Total Student Enrollment
2008-2009	56.53	25.71	8.96	5.60	0.30	0.11	2.80	1,236,109
2009-2010	56.38	25.15	9.29	5.88	0.32	0.12	2.86	1,214,786
2010-2011	54.51	23.73	11.28	5.91	0.34	0.14	4.09	1,220,845

Note: "Other" in 2008-2009 and 2009-2010 means "unspecified". "Two+" refers to "two or more races" in 2010-2011.

Dr. McLaughlin made a motion to approve the amendment to Virginia's Consolidated State Application Accountability Plan to add Asian students as a subgroup to be used in AYP calculations for the first time in the 2012-2013 school year, based on assessments administered in 2011-2012. The motion was seconded by Mr. Foster and carried unanimously.

First Review of Recommended Cut Scores for the Grade 3, Virginia Studies, U. S. History to 1965, and U. S. History, 1865 to the Present Standards of Learning Tests Based on the 2008 History Standards

Mrs. Loving-Ryder presented this item. The presentation included the following:

- In 2010-2011 new Standards of Learning (SOL) tests measuring the 2008 history content standards will be administered. Because of the changes in the content measured by these tests, new passing scores must be adopted by the Virginia Board of Education. Consistent with the process used in 1998 and in 2003, committees of educators were convened to recommend to the Board of Education (BOE) minimum "cut" scores for the achievement levels of pass/ proficient and pass/advanced for the new tests. Committees for the Grade 3, Virginia Studies, U.S. History to 1865 and U.S. History: 1865 to the Present SOL tests met in early February.
- Below is summary and background information on proposed cut scores for Grade 3 and Content Specific History Tests Based on 2008 Standards of Learning.

**Summary and Background Information on Proposed Cut Scores for Grade 3
and Content Specific History Tests Based on 2008 Standards of Learning**

	Proficient				Advanced		
	Background Information		Standard Setting Summary		Background Information	Standard Setting Summary	
Test Name *	Proficient Cut Score for Previous History Test**	Proficient Cut Score for New Test to Maintain Previous Level of Rigor	Round 3 Median for Proficient	Articulation Committee Recommendation	Advanced Cut Score for Previous Test**	Round 3 Median for Advanced	Articulation Committee Recommendation
Grade 3 History	27	18 (-9)	22	23	35	35	35
Virginia Studies	25	19 (-6)	20	21	35	32	32
US History I	25	26 (+1)	18	22	36	33	34
US History II	23	18 (-5)	22	22	34	36	34
Civics & Economics	21	21 (0)	21	21	34	33.5	33

* All tests have 40 items

** Test based on the 2001 History Standards of Learning

Mrs. Castro made a motion to accept for first review proposed cut scores representing the achievement levels of pass/proficient and pass/advanced for the Grade 3, Virginia Studies, U.S. History to 1865 and U.S. History: 1865 to the Present SOL tests. The motion was seconded by Dr. Cannaday and carried unanimously.

First Review of a Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Approve a Cut Score and Implementation Dates for the Praxis Braille Proficiency Test

Mrs. Patty Pitts presented this item. The presentation included the following:

- The 2009 Virginia General Assembly enacted House Bill 2224, Chapter 202, regarding Braille certification: § 1. *That by December 31, 2009, the Advisory Board on Teacher Education and Licensure, in consultation with the Department for the Blind and Vision Impaired, shall make recommendations to the Board of Education and the Chairmen of the House Committee on Education and the Senate Committee on Education and Health regarding the certification of Braille instructors.*
- ABTEL's committee on Braille convened July 8 and August 5, 2009. At the meeting on August 5, 2009, Dr. Edward C. Bell, director of the Professional Development and Research Institute on Blindness, Louisiana Technology University, and Mr. Michael Kasey, National Federation of the Blind, met with the committee.
- On September 20-21, 2009, the Advisory Board on Teacher Education and Licensure approved the following recommendation to the Board of Education:
 - ✓ The Advisory Board unanimously recommends to the Board of Education that a reliable, valid, and legally defensible assessment available statewide (to be determined) demonstrating Braille proficiency prescribed by the Virginia Board of Education be required for individuals seeking an initial license with an endorsement in Special Education-Visual Impairments. [The Department of Education shall follow policies and procedures relative to the procurement of such an assessment.] Additionally, contingent upon available funding, opportunities for licensed teachers with the endorsement in Special Education-Visual Impairments will be afforded additional

professional development in the teaching of Braille through the Virginia Department of Education and the Department for the Blind and Vision Impaired. The Advisory Board supports the Virginia Board of Education's efforts to include teachers of visual impairments in the *Standards of Quality* funding formula.

- On April 19, 2010, the Advisory Board on Teacher Education and Licensure voted unanimously to recommend that the Virginia Board of Education approve the Braille Proficiency Test administered by the Educational Testing Service as the required assessment for individuals seeking an initial Virginia license with an endorsement in Special Education-Visual Impairments. The committee's rationale included the following: (1) the Braille Proficiency Test developed by the Educational Testing Service is a reliable, valid, and legally defensible assessment; (2) the test appears to cover the appropriate knowledge and skills for Braille; (3) the test would be available after a state-specific standard setting study; and (4) the test is accessible across the state.
- On July 22, 2010, The Board of Education approved ABTEL's recommendation that the Braille Proficiency Test administered by the Educational Testing Service be the required assessment for individuals seeking an initial Virginia license with an endorsement in Special Education-Visual Impairments. The Board also authorized Department of Education staff to begin the standard-setting process for the test.
- To support the decision-making process for the Virginia Department of Education (VDOE) with regards to establishing a passing score, or cut score, for the Praxis Braille Proficiency Test (0631), research staff from the Educational Testing Service (ETS) designed and conducted a standard setting study. The study also collected content-related validity evidence to confirm the importance of the content specifications for entry-level teachers of students with visual impairments. The standard setting study involved an expert panel comprised of teachers and college faculty. The VDOE recommended panelists with (a) experience with teaching students with visual impairments, either as teachers or college faculty who prepare teachers, (b) proficiency with reading and producing Braille, and (c) familiarity with the skills required of beginning teachers of students with visual impairments.
- The Praxis Braille Proficiency *Test at a Glance* document (ETS, 2010) describes the purpose and structure of the assessment. The assessment measures whether entry-level teachers of students with visual impairments have the level of Braille proficiency believed necessary for competent professional practice. The four-hour assessment contains 25 multiple-choice questions and four constructed-response questions and covers reading and producing contracted and uncontracted literary Braille and Nemeth Code. The maximum total number of raw-score points that may be earned is 36. The reporting scale for the Praxis Braille Proficiency Test (0631) ranges from 100 to 200 scaled-score points.
- For the Praxis Braille Proficiency Test (0631), the panel's cut score recommendation is 24.70. The value was rounded to the next highest whole number to determine the functional recommended cut score, 25. The value of 25 represents approximately 69 percent of the total available 36 raw-score points that could be earned on the assessment. The scaled score associated with 25 raw points is 168.
- Texas commissioned the development of this assessment. Texas based their passing score on 25 raw points out of a possible 36 points. On the Praxis scale, this would correspond to a scaled score of 168. The only other state using the assessment, Mississippi, has a scaled cut score of 158.
- On January 24, 2011, the Advisory Board for Teacher Education and Licensure (ABTEL) recommended that the Board of Education set a passing score of 168 for the Praxis Braille Proficiency Test (0631) for individuals seeking an initial license with an endorsement in Special Education-Visual Impairments. ABTEL also recommended that the implementation date for the assessment be July 1, 2011, except for individuals completing the approved Virginia Visual Impairments Consortium program who must meet the assessment requirement beginning July 1, 2012.

Mrs. Castro made a motion to receive for first review and adopt the Advisory Board on Teacher Education and Licensure's recommendations to (1) set a passing score of 168 for the Praxis Braille Proficiency Test for individuals seeking an initial Virginia license with an endorsement in Special Education-Visual Impairments and (2) establish the implementation date for the assessment as July 1, 2011, except for individuals completing the approved Virginia Visual Impairments Consortium program who must meet the assessment requirement effective July 1, 2012. The motion was seconded by Mrs. Beamer and carried unanimously.

First Review of a Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Approve a Cut Score for the Praxis Technology Education Assessment

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

- The responsibility for teacher licensure is set forth in section 22.1-298.1 of the *Code of Virginia*, which states that the Board of Education shall prescribe by regulation the requirements for licensure of teachers. The *Licensure Regulations for School Personnel (September 21, 2007)* 8VAC20-22-40 (A) state, in part, that "...all candidates who hold at least a baccalaureate degree from a regionally accredited college or university and who seek an initial Virginia teaching license must obtain passing scores on professional teacher's assessments prescribed by the Board of Education."
- The Board of Education prescribes the Praxis II (subject area content) examinations as the professional teacher's assessment requirements for initial licensure in Virginia. The Board originally approved cut scores on 16 subject content tests that became effective July 1, 1999. Subsequently, the Board adopted additional content knowledge tests as they were developed by the Educational Testing Service (ETS). Virginia teachers and teacher educators participated in validation and standard setting studies guided by ETS personnel to ensure an appropriate match between Praxis II tests and the competencies set forth in Virginia's regulations, as well as the K-12 *Standards of Learning*.
- To support the decision-making process for the Virginia Department of Education with regards to establishing a passing score, or cut score, for the Praxis Technology Education Assessment (0051), research staff from Educational Testing Service (ETS) designed and conducted a standard setting study on November 16, 2010. The study also collected content-related validity evidence to confirm the importance of the content specifications for entry-level technology education teachers.
- The study involved an expert panel comprised of teachers, administrators and college faculty. The VDOE recommended panelists with (a) technology education experience, either as technology education teachers or college faculty who prepare technology education teachers, and (b) familiarity with the knowledge and skills required of beginning technology education teachers.
- In addition, research staff from the Educational Testing Service (ETS) designed and conducted two multi-state standard setting studies in October 2010. The studies also collected content-related validity evidence to confirm the importance of the content specifications for entry-level technology education teachers.
- The Praxis Technology Education *Test at a Glance* document (ETS, in press) describes the purpose and structure of the assessment. In brief, the assessment measures whether entry-level technology education teachers have the knowledge believed necessary for competent professional practice. A National Advisory Committee of expert practitioners and preparation faculty defined the content of the assessment, and a national survey of the field confirmed the content.

- The two-hour assessment contains 120 multiple-choice questions covering *Technology and Society* (approximately 18 questions); *Technological Design and Problem Solving* (approximately 24 questions); *Energy, Power, and Transportation* (approximately 18 questions); *Information and Communication Technologies* (approximately 18 questions); *Manufacturing and Construction Technologies* (approximately 18 questions); and *Pedagogical and Professional Studies* (approximately 24 questions). Candidate scores are reported as an overall score; six category scores – one for each content area listed above – also are reported. Of the 120 multiple-choice questions, 110 questions contribute to a candidate’s score. (Ten of the 120 multiple-choice questions are pretest questions which do not contribute to a candidate’s score.) The maximum total number of raw points that may be earned on each assessment is 110. The reporting scale for the Praxis Technology Education Assessment (0051) ranges from 100 to 200 scaled-score points.
- The panel’s cut score recommendation for the Praxis Technology Education Assessment (0051) is 74.96 . The value was rounded to 75, the next highest whole number, to determine the functional recommended cut. The value of 75 represents approximately 68 percent of the total available 110 raw-score points that could be earned on the assessment. The scaled score associated with 75 raw points is 162.
- A similar process was used in the multi-state standard setting studies. The recommended cut scores for each panel, as well as the average cut score across the two panels, are provided to help state departments of education determine an appropriate cut (or passing) score. For the Praxis Technology Education Assessment (0051), the average recommended cut score (rounded up) is 73 (on the raw score metric), which represents 66 percent of the total available 110 raw score points (the recommended cut scores for Panels 1 and 2 are 72 and 74, respectively). The scaled score associated with a raw score of 73 is 159.

Mrs. Castro made a motion to receive for first review the Advisory Board on Teacher Education and Licensure’s recommendation to set a cut score of 162 for the Praxis Technology Education Assessment (0051) for individuals seeking an initial Virginia license with an endorsement in Technology Education. The motion was seconded by Mrs. Beamer and carried unanimously.

First Review of a Recommendation of the Advisory Board on Teacher Education and Licensure to Approve a Cut Score for the Praxis Art: Content Knowledge Assessment

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

- The responsibility for teacher licensure is set forth in section 22.1-298.1 of the *Code of Virginia*, which states that the Board of Education shall prescribe by regulation the requirements for licensure of teachers. The *Licensure Regulations for School Personnel (September 21, 2007)* 8VAC20-22-40 (A) state, in part, that “...all candidates who hold at least a baccalaureate degree from a regionally accredited college or university and who seek an initial Virginia teaching license must obtain passing scores on professional teacher’s assessments prescribed by the Board of Education.”
- The Board of Education prescribes the Praxis II (subject area content) examinations as the professional teacher’s assessment requirements for initial licensure in Virginia. The Board originally approved cut scores on 16 subject content tests that became effective July 1, 1999. Subsequently, the Board adopted additional content knowledge tests as they were developed by the Educational Testing Service (ETS). Virginia teachers and teacher educators participated in validation and standard setting studies guided by ETS personnel to ensure an appropriate match between Praxis II tests and the competencies set forth in Virginia’s regulations, as well as the K-12 *Standards of Learning*.

- To support the decision-making process for the Virginia Department of Education with regards to establishing a passing score, or cut score, for the Praxis Art: Content Knowledge assessment (0134), research staff from Educational Testing Service (ETS) designed and conducted a standard setting study. The study also collected content-related validity evidence to confirm the importance of the content specifications for entry-level art teachers.
- The study involved an expert panel comprised of teachers, administrators and college faculty. The VDOE recommended panelists with (a) art education experience, either as art teachers or college faculty who prepare art teachers, and (b) familiarity with the knowledge and skills required of beginning art teachers.
- In addition, research staff from the Educational Testing Service (ETS) designed and conducted two multi-state standard setting studies in November 2010. The studies also collected content-related validity evidence to confirm the importance of the content specifications for entry-level Art teachers. The technical report details the work of the multi-state committees.
- The *Praxis Art: Content Knowledge Test at a Glance* document (ETS, in press) describes the purpose and structure of the assessment. In brief, the assessment measures whether entry-level art teachers have the knowledge believed necessary for competent professional practice. A National Advisory Committee of expert practitioners and preparation faculty defined the content of the assessment, and a national survey of the field confirmed the content.
- The two-hour assessment contains 120 multiple-choice questions covering *Art Making – General* (approximately 15 questions); *Art Making – Media & Processes* (approximately 61 questions); *Materials & Processes in a Historical Context and Responding to Art* (approximately 17 questions); and *Western Tradition and Beyond the Western Tradition* (approximately 27 questions).
- Candidate scores are reported as an overall score; four category scores – one for each content area listed above – also are reported. Of the 120 multiple-choice questions, 110 questions contribute to a candidate’s score. (Ten of the 120 multiple-choice questions are pretest questions which do not contribute to the candidate’s score.) The maximum total number of raw points that may be earned on each assessment is 110. The reporting scale for the Praxis Art: Content Knowledge Assessment (0134) ranges from 100 to 200 scaled-score points. The first national administration of the Praxis Art: Content Knowledge Assessment will occur in fall 2011.
- The panel recommended a cut score of 69. The value of 69 represents approximately 63 percent of the total available 110 raw points that could be earned on the Praxis Art: Content Knowledge Assessment. The scaled score associated with 69 raw points is 154.
- A similar process was used in the multi-state standard setting studies. The average recommended cut score recommendations for the Praxis Art: Content Knowledge Assessment (rounded up) is 72 (on the raw score metric), which represents 65 percent of the total available 110 raw score points (the recommended cut scores for Panels 1 and 2 are 73 and 71, respectively). The scaled score associated with a raw score of 72 is 158.
- When reviewing the Standard Error of Measurement (SEM) for the cut scores recommended by the Virginia Standard Setting Study as well as the Multi-State Studies, there is an overlap in the scaled scores. The SEM is a statistical phenomenon and is unrelated to the accuracy of scoring. All test results are subject to the standard error of measurement. If a test-taker were to take the same test repeatedly, with no change in his level of knowledge and preparation, it is possible that some of the resulting scores would be slightly higher or slightly lower than the score that precisely reflects the test-taker’s actual level of knowledge and ability. The difference between a test-taker’s actual score and his highest or lowest hypothetical score is known as the standard error of measurement.

Mrs. Castro made a motion to receive for first review the Advisory Board on Teacher Education and Licensure's recommendation to set a cut score of 158 for the Praxis Art: Content Knowledge Assessment (0134) for individuals seeking an initial license with an endorsement in Visual Arts PreK-12. The motion was seconded by Mr. Foster and carried unanimously.

First Review of Guidelines to Implement the Provisions of Section 22.1-302 (A) of the Code of Virginia Pertaining to the Employment of Substitute Teachers

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

- Section 22.1-302 of the *Code of Virginia* was amended in the 2010 Virginia General Assembly to allow the Superintendent of Public Instruction on a case-by-case basis, during one school year to approve an extension of the 90-teaching-day restriction for substitute teachers in a teacher vacancy. The *Code* section, in part, states the following: § 22.1-302. Written contracts required; execution of contracts; qualifications of temporarily employed teachers; rules and regulations.
 - A. A written contract, in a form prescribed by the Board of Education, shall be made by the school board with each teacher employed by it, except those who are temporarily employed, before such teacher enters upon his duties. Such contract shall be signed in duplicate, with a copy thereof furnished to both parties. A temporarily employed teacher, as used in this section, shall mean (i) one who is employed to substitute for a contracted teacher for a temporary period of time during the contracted teacher's absence, or (ii) one who is employed to fill a teacher vacancy for a period of time, but for no longer than 90 teaching days in such vacancy, unless otherwise approved by the Superintendent of Public Instruction on a case-by-case basis, during one school year.
 - B. The Board of Education shall promulgate regulations regarding temporarily employed teachers, as defined in this section, which shall provide that such teachers be at least eighteen years of age and that they hold a high school diploma or a general educational development (GED) certificate.

However, local school boards shall establish employment qualifications for temporarily employed teachers which may exceed the Board's regulations for the employment of such teachers. School boards shall also seek to ensure that temporarily employed teachers who are engaged as long-term substitutes shall exceed baseline employment qualifications.

- The General Assembly further requested that the Board of Education develop guidelines to implement provisions of subsection A of Section 22.1-302 pertaining to the employment of substitutes for longer than 90 teaching days during one school year, no later than July 1, 2011.
- A committee was established to recommend guidelines to the Board of Education to implement the provisions of Section 22.1-302 (A) of the *Code of Virginia* pertaining to the employment of substitute teachers. The committee was composed of Dr. Kitty Boitnott, president of the Virginia Education Association; Ms. Charla Cordle, assistant superintendent of human resources, Hanover County Schools; Mrs. Tracey Dingus, chair of the Advisory Board on Teacher Education and Licensure; Dr. Howard Ben Kiser, superintendent of Gloucester County Schools and member of the Board of Directors of the Virginia Association of School Superintendents; Dr. Judi N. Swingen, personnel administrator for licensure, Chesterfield County Schools; Ms. Barbara Warren-Jones, assistant director of human resources, Hampton City Schools, and immediate past-president of the Virginia Association of School Personnel Administrators; and Department of Education staff.

Mrs. Castro made a motion to receive for first review the proposed *Guidelines to Implement the Provisions of Section 22.1-302(A) of the Code of Virginia Pertaining to the Employment of Substitute Teachers*. The motion was seconded by Mr. Johnson and carried unanimously.

First Review of Virginia's Proposed Revised Textbook Review Process

Dr. Linda Wallinger, assistant superintendent for instruction, presented this item. Dr. Wallinger's presentation included the following:

- The Board of Education's authority for approving textbooks and other instructional materials is prescribed in the Virginia Constitution and in the *Code of Virginia*. The Board of Education's current textbook regulations specify the types of materials that may be adopted.
- On September 23, 2010, the Board took final action to adopt revised regulations regarding textbooks that will supersede those currently in effect. The revised regulations are currently undergoing the provisions of the Administrative Process Act (APA) and will become effective at the conclusion of that process. The proposed regulations were approved by the Attorney General's office on November 23, 2010, and by the Department of Planning and Budget on December 6, 2010. They are currently under review by the Secretary of Education's office, and will also need to be reviewed by the Governor's Office. When the new regulations go into effect, they will state:

Regulations Governing Local School Boards and School Divisions, 8 VAC 20-720 et seq.

8 VAC 20-720-179. Textbooks

A. Textbook approval

1. The Board of Education shall have the authority to approve textbooks for use in the public schools of Virginia.
2. In approving basal textbooks for reading in kindergarten and first grade, the Board shall report to local school boards those textbooks with a minimum decodability standard based on words that students can correctly read by properly attaching speech sounds to each letter to formulate the word at 70 percent or above for such textbooks, in accordance with § 22.1-239 of the *Code of Virginia*.
3. Any local school board may use textbooks not approved by the Board provided the school board selects such books in accordance with this chapter.
4. Contracts and purchase orders with publishers of textbooks approved by the Board for use in grades 6-12 shall allow for the purchase of printed textbooks, printed textbooks with electronic files, or electronic textbooks separate and apart from printed versions of the same textbook. Each school board shall have the authority to purchase an assortment of textbooks in any of the three forms listed above.

- As a result of significant factual inaccuracies found in two history textbooks on the list of history textbooks the Board of Education approved on January 15, 2010, the Board unanimously approved the following motion at its meeting on January 13, 2011:

Moved that the Board of Education direct the Superintendent of Public Instruction:

1. To initiate on the Board's behalf a process to consider withdrawal of its approval of the textbooks "Our Virginia: Past and Present" (first edition) and "Our America to 1865" (first edition), published in each case by Five Ponds Press; and
 2. To seek remedies from Five Ponds Press to help school divisions which have purchased those textbooks in replacing and/or correcting such textbooks as soon as possible, including pursuing any available assistance from and/or remedies involving the publisher; and
 3. To obtain a review by qualified experts of any other textbooks published by Five Ponds Press that have been approved by the Board of Education; and
 4. To present to the Board of Education for first review at its February 2011 meeting, a detailed proposal to revise the Board's process for approving textbooks for purchase by school divisions to ensure that all textbooks approved are factually accurate, incorporating in such proposal a process for prior certification by publishers that each textbook submitted for approval has been reviewed for factual accuracy by qualified experts in the subject matter, and that the publisher will promptly remedy at its expense any substantial factual errors discovered thereafter.
- The publisher must agree to the following:
 - ✓ Prior to shipment to any of Virginia's public schools or school divisions, the publisher shall correct all factual and editing errors found in the textbooks and accompanying instructional materials at its expense.
 - ✓ If factual or editing errors are found after textbooks or accompanying instructional materials have been adopted by the Board of Education, the publisher shall correct them at its expense within 30 calendar days of notification by sending errata sheets to the Department of Education and to all school divisions that have purchased the textbook. The Department of Education will post errata sheets on the Department's *Textbook and Instructional Materials* Web site. These factual and editing errors may have been identified by the Virginia Department of Education, by any Virginia public school division representative, or by the general public. If numerous and/or significant errors are identified in a textbook on the Board of Education's approved list, it may result in the Board of Education withdrawing the textbook from the approved list. A "significant error" is a factual or editing error that the Board of Education or Department of Education determines within the context of the intended use of the textbook will substantially interfere with student learning. A change in knowledge that occurs subsequent to publication shall not constitute a significant error.
 - ✓ The publisher must certify that any duplicate version (i.e., print or digital) of the primary material that is available to Virginia school divisions contains at least the same content included in the primary material selected by the publisher for review. Any additional content, above that contained in the primary material reviewed is accurate and free of errors. If the content of the print and digital versions of the same primary material varies, those variations are outlined in an attachment to the affidavit.
 - ✓ If the publisher makes updates/revisions to a primary material in digital media after it has been adopted by the Board of Education, the publisher ensures that the updated/revised material has been vetted through the same quality assurance process for accuracy and editing outlined in this signed affidavit. The publisher will notify the Department and any school divisions that have purchased this primary material of the updates/revisions that have been made.

- Publishers must provide a detailed description of the internal process used to ensure accuracy and lack of bias including:
 - ✓ The quality assurance and workflow steps used to ensure accuracy of content;
 - ✓ The quality assurance and workflow steps used to eliminate editing and typographical errors, including errors in grammar, written expression, spelling, formatting, and other substantive elements that may affect student learning;
 - ✓ The fact-back-up guidelines (i.e., what is an acceptable source for a fact and what is not) used by the authors, editors, and outside content experts;
 - ✓ The review by outside content experts, other than the authors, to verify accuracy and ensure freedom from bias; and
 - ✓ The process used to reach consensus on information with divergent interpretations.
- Department of Education staff will review all textbook publishers' affidavit agreements to determine if forms have been completed correctly, sufficient information has been provided, and the form is signed by an appropriate representative of the publishing company. Any concerns regarding the affidavits will be addressed by Department staff with the appropriate publisher. An agreement that is not completed correctly, is lacking in sufficient information, or is not signed by the appropriate representative, may result in the textbook(s) being removed from consideration for review.
- Following final Board action to adopt the list of textbooks, the Department will post the list of adopted textbooks and instructional materials with prices on its Web site along with information from the Textbook Publisher's Affidavit Agreements.
- After the textbook adoption takes place, the public can provide ongoing feedback to the Department regarding any inaccuracies found in an adopted textbook. An electronic mailbox will be established for this purpose. Department staff will forward legitimate factual or editing errors to the appropriate publisher. If numerous and/or significant errors are identified in a textbook, further action may be taken to consider removal of the textbook from the Board of Education's approved list.

Mrs. Castro made a made a motion to accept for first review Virginia's proposed revised textbook review process. The motion was seconded by Dr. Cannaday and carried unanimously.

First Review of Proposed English Language Proficiency Performance Targets for Annual Measurable Achievement Objectives (AMAOs) 1 (Progress) and 2 (Proficiency) through 2013-2014 in Virginia's Consolidated State Application Accountability Plan Under the No Child Left Behind Act of 2001 (NCLB)

Mrs. Veronica Tate, director, office of program administration and accountability, presented this item. Mrs. Tate's presentation included the following;

- The *Elementary and Secondary Education Act of 1965* (ESEA) as amended by the *No Child Left Behind Act of 2001* (NCLB), requires all state education agencies to submit for approval to the United States Department of Education (USED) a consolidated state application accountability plan. In September 2003, the Virginia Board of Education submitted and received USED approval for its initial Consolidated State Application Accountability Plan under NCLB. States are permitted to revise the Plan by submitting requests for review and approval from USED.

- The accountability plan includes establishing Annual Measurable Achievement Objectives (AMAOs) for limited English proficient (LEP) students that measure their progress in learning English (AMAO 1) and attainment of English proficiency (AMAO 2). In January 2010, Virginia requested and received approval from USED to set AMAO 2 (proficiency) at 15 percent for 2009-2010. At that time, a request was also made and approved to defer establishing a target for AMAO 1 (progress) for 2009-2010 until two data points were available from the administration of Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs®), adopted by the Virginia Board of Education as the state-approved English Language Proficiency (ELP) assessment. The 2009-2010 test administration provided the second data point.
- In November 2010, Virginia submitted a revision to the accountability plan to establish AMAO 1 (progress) at 64 percent for 2009-2010, and establish targets based on ELP assessments administered in 2010-2011 through 2013-2014 based upon review of the ACCESS for ELLs data in subsequent years. USED accepted AMAO 1 (progress) at 64 percent for 2009-2010, but requested that Virginia comply with the statutory requirement to annually increase AMAOs by establishing AMAO 1 and AMAO 2 targets for ELP assessments administered in 2010-2011 despite the fact that the state does not have impact data to review at this time.
- The Department has researched the process used by several other states using the ACCESS for ELLs® assessment to establish AMAOs in the absence of sufficient impact data. The general practice among these other states is to establish minimal annual target increases. The Department also reviewed Virginia's AMAO 1 (progress) and AMAO 2 (proficiency) results for the 2010-2011 school year based on 2009-2010 assessment results, which indicate that the state exceeded the AMAO 1 and AMAO 2 targets as indicated in the table below.

**2010-2011 State Annual Measurable Achievement Objective Results
Based on 2009-2010 ACCESS for ELLs Results**

	AMAO 1 (Progress)	AMAO 2 (Proficiency)
AMAO Target	64	15
State Result	75	19

- If similar state-level ACCESS for ELLs results are reported for upcoming years, Virginia will be in position to meet or exceed future targets that increase by one point annually. Based on this information and with the absence of other indicators to use as a predictor, the proposed targets for the percent of LEP students making AMAO 1 (progress) and 2 (proficiency) through 2013-2014 are provided in the chart below.

**English Language Proficiency Performance Targets for
AMAO 1 (Progress) and AMAO 2 (Proficiency) for
2009-2010 through 2013-2014**

School Year	Percent of LEP Students Making Progress in Learning English (AMAO 1)	Percent of LEP Students Attaining English Proficiency (AMAO 2)
2009-2010	64*	15*
2010-2011	65	16
2011-2012	66	17
2012-2013	67	18
2013-2014	68	19

*accepted by USED

Mr. Johnson made a motion to waive first review and adopt the English language proficiency performance targets for AMAO 1 (progress) and AMAO 2 (proficiency) through 2013-2014 for inclusion in Virginia's Consolidated State Application Accountability Plan. The motion was seconded by Mr. Foster and carried unanimously.

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

Mrs. Lolita Hall, director, office of career and technical education, introduced Mr. Jerry Stewart, chair, to the Board. The following members were in the audience: Mr. Byron Hinton, vice-chair, Ms. Sandy Hesse, secretary and Mrs. Anne Carson. Mr. Stewart presented and his report included the following:

- The Virginia Advisory Committee for Career and Technical Education (CTE) was organized in 2003. The principal purpose of the Committee is to provide information about the needs of career and technical education students and programs to the Board of Education (BOE) and the Virginia Department of Education (VDOE) and to make recommendations regarding career and technical education.
- The membership of the Virginia Advisory Committee for Career and Technical Education is composed of persons knowledgeable about and concerned with career and technical education. Initial committee members were appointed by the BOE president, and committee vacancies are filled annually. Once approved by the BOE, new members come onto the committee the following fall. Members reflect all geographic areas of the state whenever possible. Membership for the 2009-2010 school year included nine representatives from business and industry and five representatives from education. The current committee has a total of thirteen members. Members serve three-year staggered terms and may be nominated for a second three-year term up to a maximum of two terms. Officers of the committee are: Jerry Stewart, chair; Byron Hinton, vice chair; and Sandy Hesse, secretary.

Expected Outcomes

- Meet annual expectation of update to the BOE on the status of CTE in Virginia.
- Provide information on specific areas of focus of the CTE advisory committee.
- Share updates on the advisory committee program of work.
- Solicit agenda items, topics for consideration, and maintain an "open invitation" for BOE members to attend and participate in CTE advisory committee meetings.

Program of Work

- Promotion and marketing in localities and regions of CTE as an essential partner with economic development agencies and businesses.
- Working to establish a "grass roots" transfer of information, concerns, and needs from individual CTE division administrators to the state CTE Advisory Committee.
- Identify opportunities for the integration of academics and career and technical education.

Successes for the 2009-2010 school year

- Continued increase in the number of industry credentials earned by CTE students;
- Continued increase in the number of Advanced Studies Diplomas earned by CTE students;
- Continual growth in the Science, Technology, Engineering, and Mathematics (STEM) initiatives and programs;

- Completion of career pathway sample plans of study for all 79 nationally identified career pathways;
- Implemented initial assignment of state advisory committee members for communication with regional CTE administrators and committees; and
- Continued work on the development of a marketing strategy and program for CTE curriculum as an enhancement to local regional economic and work force development.
 - This initiative aligns and supports the in-progress work by the Governor's Workforce Development effort led by Dr. Robert Leber.

The following are currently specific areas of focus of the CTE Advisory Committee:

Support for industry certification programs.

- Industry certification is highly regarded in the business community as an independent verification of skills sets.
- Industry certification is also validated as a third-party assessment that combines with classroom assessment of student competencies to meet the Perkins Technical Skills Assessment Performance Standard.
- Industry certification was supported and endorsed during the Governor's Forum: Aligning the Agendas for Education, Economic Development, and Business.
- The current support for the industry certifications has enabled Virginia to lead the nation in secondary students obtaining industry credentials. As the number of CTE completers earning industry credentials increases, the need for support increases.
- The value of industry credentials needs to be promoted.

Continue to increase the rigor of CTE programs/courses

- Promote increased opportunities for collaborative instruction between core academic courses and CTE courses.
- Promote increased utilization of lesson plans that are developed collaboratively by core academics and CTE instructors for CTE competencies/tasks that are correlated to the Standards of Learning.
- Integrate CTE instruction with academics through STEM initiatives and Career Pathways programming.
- Review collaboratively developed lesson plans and begin process of identifying ways to add rigor.

The Board received the report.

Report on Virginia's College and Career Readiness Initiative and College and Career Ready Mathematics Performance Expectations

Dr. Jonas presented this item. The presentation included the following:

- In January 2007, the Board of Education authorized the Virginia Department of Education (VDOE) to conduct studies to determine factors that contribute to success in postsecondary education. This critical component of Virginia's College and Career Readiness Initiative included an external analysis and validation of the *Standards of Learning (SOL)* in English and mathematics. As a result, Achieve, the College Board, and ACT conducted studies comparing their respective standards for postsecondary readiness to the Virginia *SOL* in English/Reading and Mathematics. In 2009 the Board adopted revised *SOL* in mathematics. The revised standards reflect the substantial input and recommended changes provided by college faculty and other experts from the College Board, ACT, Achieve (the American Diploma Project), and the business community.
- In June 2010, the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO) released the *Common Core State Standards for Mathematics*. As Achieve, The College Board, and ACT were partners with NGA and CCSSO, their earlier work with states in the

ADP Network provided a foundation upon which the *Common Core State Standards for Mathematics* were developed.

- In the fall of 2010, Department staff and external reviewers conducted analyses to ensure Virginia's *Mathematics SOL* and *Curriculum Framework* met or exceeded the *Common Core State Standards for Mathematics*. The review identified some additional concepts that were recommended for incorporation into the *Mathematics SOL Curriculum Framework*. At its January 13, 2011, meeting, the Board of Education adopted a supplement to the revised *Mathematics SOL Curriculum Framework* and accepted the final Report of the Analysis of Virginia's 2009 *Mathematics Standards of Learning* compared to the *Common Core State Standards for Mathematics*.
- The identification of college and career ready mathematics performance expectations has been a critical component of Virginia's ongoing College and Career Readiness Initiative to prepare all students for success in postsecondary education and careers. The expectations are intended to define the level of achievement students must reach to be academically prepared for entry-level, credit-bearing, college courses in mathematics and/or further career and technical training. To develop the performance expectations, VDOE worked in partnership with Virginia's higher education agencies, the Virginia Community College System (VCCS), and the State Council of Higher Education for Virginia (SCHEV).
- To facilitate the collaborative work between VDOE, VCCS, and SCHEV partners, the Department identified preliminary college and career ready mathematics performance expectations using the *Mathematics Standards of Learning*, the *Mathematics SOL Curriculum Framework*, and other validated state and national college and career readiness standards, including the *Common Core State Standards for Mathematics*. It was found that certain *Mathematics Standards of Learning* from middle school grades and high school courses correlated highly with the national college and career ready standards.
- With assistance from VCCS and SCHEV in recruitment, faculty from Virginia's two- and four-year institutions of higher education provided feedback on the preliminary college and career ready mathematics performance expectations. More than 100 higher education respondents participated in the survey.
- A mathematics consensus/review team composed of faculty from two- and four-year higher education institutions and secondary content area experts analyzed the survey data and made recommendations to VDOE on which performance expectations reached the level of "important" or "critical" for college and career readiness.
- The completion of the *Mathematics Performance Expectations* finalizes the work that is one of five components of Virginia's College and Career Readiness Initiative. In support of the initiative, the Department continues to conduct research to further understand associations between secondary outcomes and postsecondary success. The Department, in collaboration with its partners, has also made progress on several other components. Below is a list of each component and a status update of the ongoing work of Virginia's College and Career Readiness Initiative.
 - 1) Defining college and career ready performance expectations aligned to national and international college and career ready standards.
 - VDOE, in collaboration with VCCS and SCHEV have collaboratively established Virginia's College and Career Ready Performance Expectations. The *English Performance Expectations* were completed in November 2010, and the *Mathematics Performance Expectations* finalize this component of the work.
 - 2) Developing elective "capstone courses" to support students who need additional instruction to meet college and career ready performance expectations before leaving high school.

- VDOE has drafted course descriptions, program objectives, sample teaching strategies, and delivery options to define the grade-12 capstone courses. Course codes have been identified.
 - In combination with technical assistance and professional development, the course development is intended to enable school divisions to implement the capstone courses in the fall of 2011. At least two school divisions are in the process of finalizing commitments with VDOE to pilot the courses with support from Virginia's institutions of higher education.
- 3) Providing technical assistance and professional development to Virginia's educators to support implementation of the revised English and mathematics standards and the college and career ready performance expectations.
- The Department has commitments from four state universities to pilot the establishment of professional development centers to support schools in their efforts to improve students' preparation for college and careers. These centers will provide coursework and ongoing teacher support for the content of the college and career ready performance expectations. The work will be accomplished through federal teacher training funds. As part of their work, the centers will develop sample capstone course materials so that teachers can teach secondary courses more effectively and be ready to teach the capstone courses when their divisions implement the programs.
 - The State Council of Higher Education for Virginia has issued a request for proposals that establishes as a priority support for teacher professional development on the performance expectations. These grants require collaboration between the school divisions being served, and four-year universities, to include colleges of education and arts and sciences within the higher education institutions. The program is funded with federal funds from Title IIa, *Elementary and Secondary Education Act*.
- 4) Aligning the state assessments to measure student mastery of the more rigorous mathematics and English standards adopted in 2009 and 2010.
- As new tests in mathematics and English are developed to align to Virginia's revised *Standards of Learning*, certain high school end-of-course tests are being designed to include quantitative indicators of whether students have met or exceeded the achievement levels needed to be successful in introductory mathematics and English courses in college.
- 5) Identifying accountability measures and incentives for schools to increase the percentage of students who graduate high school having demonstrated the academic and career skills needed to be successful in postsecondary education programs.
- Virginia's Virginia Index of Performance (VIP) is an incentive program that rewards schools and school divisions for exceeding minimum accountability requirements. From its inception, the program has included indicators of college and career readiness. The board took action on proposed revisions to the program at the February 2011 meeting to provide additional incentives for school divisions and schools to strengthen incentives to increase students' college and career readiness, as well as promote student achievement in science, technology, engineering, and mathematics (STEM) areas.
 - The Department has started a crucial dialogue with its partners in the higher education community and policy makers to determine whether it is appropriate to provide additional incentives to schools that make gains in increasing students' preparation for college. As well, there might be incentives available directly to students who meet or exceed Virginia's CCR Performance Expectations, with a particular focus on student groups who have been underrepresented in postsecondary education and training programs.

Mrs. Castro made a motion to accept the Report on Virginia's College and Career Readiness Initiative and College and Career Ready Mathematics Performance Expectations. The motion was seconded by Mrs. Beamer and carried unanimously.

DISCUSSION OF CURRENT ISSUES

Mrs. Saslaw opened the floor for discussion of current issues. Mr. Krupicka noted that the General Assembly passed by the issue of technical diplomas again this session. Mr. Krupicka suggested the Board provide additional input to the General Assembly when they revisit this issue next year.

Mrs. Sears had questions concerning Career and Technical Education and testing at the college level of Virginia students. Dr. Wright said that she will provide Mrs. Sears with information that should answer her questions.

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

EXECUTIVE SESSION

Mr. Foster made a motion to go into executive session under *Virginia Code* Section 2.2-3711.A.7, for consultation with legal counsel, pertaining to actual or probable litigation and regarding matters requiring provision of legal advice, specifically Davis vs. Department of Education and related issues. The motion was seconded by Mrs. Beamer and carried unanimously. The Board went into executive session at 11:30 a.m.

Mr. Foster made a motion that the Board convene in open session. The motion was seconded by Mr. Johnson and carried unanimously. The Board reconvened at 1:20 p.m.

Mr. Foster made a motion that the Board certify by roll-call vote that to the best of each member's knowledge, (1) only matters lawfully exempted from open meeting requirements under the Freedom of Information Act were discussed and (2) only the matters identified in the motion to have the closed session were discussed. The motion was seconded by Mrs. Castro and carried unanimously.

Board's Roll call:

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

ADJOURNMENT

There being no further business of the Board of Education and Board of Career and Technical Education, Mrs. Saslaw adjourned the meeting at 1:23 p.m.

President