

COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
RICHMOND, VIRGINIA

MINUTES

January 12, 2012

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
Mr. Christian N. Braunlich
Dr. Billy K. Cannaday, Jr.

Mrs. Isis M. Castro
Mr. K. Rob Krupicka
Dr. Virginia L. McLaughlin
Mrs. Winsome E. 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.

APPROVAL OF MINUTES

Mr. Foster made a motion to approve the minutes of the November 17, 2011, meeting of the Board. The motion was seconded by Mrs. Beamer and carried unanimously. Copies of the minutes had been distributed to all members of the Board of Education.

RECOGNITIONS

- A Resolution of Appreciation for Outstanding Leadership and Service to Public Education was presented to Mrs. Eleanor B. Saslaw, member of the Virginia Board of Education, June 2004-January 2012, and President, 2010-2012.
- A Resolution of Appreciation for Outstanding Leadership and Service to Public Education was presented to Mrs. Isis M. Castro, member of the Virginia Board of Education, January 2004-January 2012.

PUBLIC COMMENT

The following persons spoke during public comment:

Dr. Harold Wright
Tom Shields
Dr. Kitty Boitnott
Dr. James Batterson
Tim Herrity
Dr. Karen Richardson
Gary Petrozzuolo
Angela Ciolfi
Dr. Arthur Bowman
Megan Tschannen-Moran
Cheryl Ward

CONSENT AGENDA

Mrs. Beamer made a motion to approve the consent agenda. The motion was seconded by Mrs. Castro and carried unanimously.

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

Final Review of Financial Report on Literary Fund

With the Board's approval of the consent agenda, the Board approved the financial report (including all statements) on the status of the Literary Fund as of September 30, 2011.

Final Review of Recommendations Concerning Applications for Literary Fund Loans

With the Board's approval of the consent agenda, the Board approved two applications totaling \$15,000,000.

DIVISION	SCHOOL	AMOUNT
Dickenson County	Combined Middle/High School	\$7,500,000.00
Dickenson County	New Elementary School	7,500,000.00
	TOTAL	\$15,000,000.00

Final Review of Recommendations Concerning Literary Fund Applications Approved for Release of Funds or Placement on a Waiting List

With the Board’s approval of the consent agenda, the Board approved the action described in the two elements listed below:

1. One new project, totaling \$5,000,000 is eligible for placement on the First Priority Waiting List.

DIVISION	SCHOOL	AMOUNT
Smyth County	Marion Primary	\$5,000,000.00

2. Two new projects, totaling \$15,000,000 have Literary Fund applications which are approved as to form, but the plans have not yet been finalized. When the Department receives the plans, these projects will be eligible for placement on a waiting list. Until such time, the projects should remain on the Approved Application List.

DIVISION	SCHOOL	AMOUNT
Dickenson County	Combined Middle /High	\$7,500,000.00
Dickenson County	Sandlick/Clinchco Area Elementary	\$7,500,000.00
	TOTAL	\$15,000,000.00

ACTION/DISCUSSION ITEMS

Final Review of Recommended Cut Scores for the End-of-Course Standards of Learning Tests in Algebra I and Algebra II Based on the 2009 Mathematics Standards

Mrs. Shelley Loving-Ryder, assistant superintendent for student assessment and school improvement, presented this item. She noted that the *pass/college ready* designation for Algebra II has been changed to *advanced/college path* in response to constituent concerns about potential misinterpretation and based on recommendations from the standard setting committee. The following definition of *advanced/college path* reflects the deliberations of the Algebra II standard setting committee.

A student obtaining an “advanced /college path” score on the Algebra II test should have the necessary knowledge and skills for enrollment, without remediation, in an introductory credit-bearing college mathematics course with Algebra II as the highest prerequisite. Students who achieve an “advanced/college path” score during their high school career are expected to take additional mathematics courses beyond Algebra II as they continue to prepare for college.

Mrs. Castro made a motion to adopt cut scores representing the achievement levels of *pass/proficient* and *pass/advanced* for the end-of-course Algebra I and Geometry Standards

of Learning Tests and *pass/proficient* and *advanced/college path* for the Algebra II test. The motion was seconded by Dr. McLaughlin and carried unanimously.

The cut scores for the end-of-course Standards of Learning Tests in Algebra I and II based on the 2009 Mathematics standards are as follows:

- Algebra I: 25 for proficient and 45 for advanced
- Geometry: 25 for proficient and 44 for advanced
- Algebra II: 27 for proficient and 43 for advanced/college path

First Review of Revised Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals

Dr. Mark Allan, director of licensure and school leadership, presented this item. His presentation included the following:

- The *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals* set forth seven performance standards for all Virginia principals. Pursuant to state law, principal evaluations must be consistent with the following performance standards (objectives):

Performance Standard 1: Instructional Leadership

The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.

Performance Standard 2: School Climate

The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.

Performance Standard 3: Human Resources Management

The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.

Performance Standard 4: Organizational Management

The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.

Performance Standard 5: Communication and Community Relations

The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.

Performance Standard 6: Professionalism

The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.

Performance Standard 7: Student Academic Progress

The principal's leadership results in acceptable, measurable student academic progress based on established standards.

- The *Code of Virginia* requires that school boards' procedures for evaluating principals address student academic progress. The Board's *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals* call for each principal to receive a summative evaluation rating and that the rating be determined by weighing the first six standards equally at 10 percent each, and that the seventh standard, student academic progress, account for 40 percent of the summative evaluation. There are three key points to consider in this model:
 1. Student learning, as determined by multiple measures of student academic progress, accounts for a total of 40 percent of the evaluation.
 2. For elementary and middle school principals:
 - ✓ At least 20 percent of the principal evaluation (half of the student academic progress measure) is comprised of the student growth percentiles in the school as provided by the Virginia Department of Education when the data are available and can be used appropriately.
 - ✓ Another 20 percent of the principal evaluation (half of the student academic progress measure) should be measured using *Student Academic Progress Goals* with evidence that the alternative measure is valid. Whenever possible, it is recommended that the second progress measure be grounded in validated, quantitative, objective measures, using tools already available in the school. These should include improvement in achievement measures (e.g., Standards of Learning assessment results, state benchmarks) for the school.
 3. For high school principals: The entire 40 percent of the principal evaluation should be measured using *Student Academic Progress Goals* with evidence that the alternative measure is valid. These should include improvement in achievement measures (e.g., Standards of Learning assessment results, state benchmarks) for the school.

Dr. Wright acknowledged members of the principals' associations in the audience who participated in the work group process and thanked them for their leadership and support. After the presentation, members discussed the revised *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals*. The discussion included:

- Evaluating concerns that the guidelines may create a disincentive for qualified principals to go to challenging schools
- Acknowledging the importance of sufficient training of the individuals implementing the new evaluation system, to include information on the multiple measures of student academic progress

- Providing information about measures principals in middle school and high school can use for comparison, in terms of growth percentiles, and accountability
- Acknowledging the alignment of the revised guidelines with the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers*, approved by the Board in April 2011
- Clarifying the expectation that school divisions make providing resources for evaluation training a priority, as training on evaluation systems is mandated in the Standards of Quality
- Noting the flexibility the revised guidelines provide to school division to tailor measures to individual principals and change them over time
- Providing information on how the Board will monitor local school divisions' implementation of the new evaluation system
- Recognizing the importance of integrating these new evaluation systems into pre-service preparation
- Acknowledging the frustrations local school divisions are experiencing due to tightened budgets
- Acknowledging that the revised guidelines are an integral part of the ESEA waiver application, which will liberate school divisions from worse consequences and unfunded mandates

Dr. Cannaday made a motion to accept for first review the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals*, to become effective on July 1, 2013; however, school boards and divisions are authorized to implement the guidelines and standards prior to July 1, 2013. The motion was seconded by Mr. Braunlich and carried unanimously.

First Review of Proposed Addition to Board of Education Approved Courses to Satisfy Graduation Requirements for High School Diplomas in Virginia Public Schools

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

- The Mathematics Capstone course is designed for high school seniors who:
 - ✓ have satisfactorily completed the required mathematics courses based on the Standards of Learning including Algebra, Functions, and Data Analysis or Algebra II;
 - ✓ have earned at least two verified credits in mathematics; and

- ✓ are college intending, but may not be fully college ready. The course may also support students who meet the same academic requirements but plan to enter the work force (prepared for further work force training) directly after graduating from high school.
- The proposed revision would add the Mathematics Capstone course at or above the level of Algebra II to the list of *Board of Education Approved Courses to Satisfy Graduation Requirements for High School Diplomas in Virginia Public Schools*.

Dr. Cannaday made a motion to accept for first review the addition of the Mathematics Capstone course to the list of *Board of Education Approved Courses to Satisfy Graduation Requirements for High School Diplomas in Virginia Public Schools*. The motion was seconded by Mrs. Beamer and carried unanimously.

First Review of Proposed State Approved Textbooks for K-12 English Language Arts

Dr. Wallinger presented this item. She noted that initially, fifteen publishers expressed interest in submitting English Language Arts textbooks for consideration. Two publishers did not pursue the process further. Two additional publishers withdrew 21 grammar textbooks that did not correlate sufficiently to the *Writing Standards of Learning*.

Mrs. Castro made a motion to accept for first review the list of proposed recommended textbooks for K-12 English Language Arts. The motion was seconded by Mr. Krupicka and carried unanimously.

The proposed English language arts textbooks recommended for approval include the following:

Course	Publisher	Title	Satisfactory Completion of Publisher's Certifications and Agreements	
			Yes	No
Kindergarten - Reading				
	AWARD Publishing Limited	AWARD Reading Online, Kindergarten	✓	
	Benchmark Education	Benchmark Literacy, Kindergarten	✓	
	Houghton Mifflin Harcourt	Houghton Mifflin Harcourt Journeys Kindergarten Kit, Complete	✓	
		Houghton Mifflin Harcourt Journeys Online Student Resources (access for 7 years) Kindergarten	✓	
		Rigby Literacy By Design Complete Program, Kindergarten	✓	
	The McGraw-Hill Companies School Education Group	Wright Group Lead 21 Complete Classroom Package, Kindergarten	✓	
	Mondo Publishing	Bookshop Core Reading Program, Kindergarten	✓	

Course	Publisher	Title	Satisfactory Completion of Publisher's Certifications and Agreements	
			Yes	No
	Pearson Education, Inc., publishing as Scott Foresman	Reading Street Student Edition Package (Includes 25 6-year Student Digital Licenses) Kindergarten	✓	
	Rowland Reading Foundation	Superkids Reading Program for Kindergarten Level 1: <i>Meet the Superkids</i> Level 2: <i>Superkids' Club</i>	✓	
Grade 1 - Reading				
	AWARD Publishing Limited	AWARD Reading Online, Grade 1	✓	
	Benchmark Education	Benchmark Literacy, Grade 1	✓	
	Houghton Mifflin Harcourt	Houghton Mifflin Harcourt Journeys Student Edition and Magazine Set (6 Student Edition Volumes and Reading Adventures Student Edition Magazine) Grade 1	✓	
	Houghton Mifflin Harcourt	Houghton Mifflin Harcourt Journeys Online Student Resources (access for 7 years) Grade 1	✓	
		Rigby Literacy By Design Complete Program, Grade 1	✓	
	The McGraw-Hill Companies School Education Group	Wright Group Lead 21 Complete Classroom Package, Grade 1	✓	
	Mondo Publishing	Bookshop Core Reading Program, Grade 1	✓	
	Pearson Education, Inc., publishing as Scott Foresman	Reading Street Student Edition Package (Includes a 6-year Student Digital License) Grade 1	✓	
	Rowland Reading Foundation	Superkids Reading Program for Grade 1 Level 3: <i>Adventures of the Superkids</i> Level 4: <i>More Adventures of the Superkids</i>	✓	
Grade 2 - Reading				
	AWARD Publishing Limited	AWARD Reading Online, Grade 2	✓	
	Benchmark Education	Benchmark Literacy, Grade 2	✓	
	Houghton Mifflin Harcourt	Houghton Mifflin Harcourt Journeys Student Edition and Magazine Set (2 Student Edition Volumes and Reading Adventures Student Edition Magazine) Grade 2	✓	
		Houghton Mifflin Harcourt Journeys Online Student Resources (access for 7 years) Grade 2	✓	
		Rigby Literacy By Design Complete Program, Grade 2	✓	
	The McGraw-Hill Companies School Education Group	Wright Group Lead 21 Complete Classroom Package, Grade 2	✓	

Course	Publisher	Title	Satisfactory Completion of Publisher's Certifications and Agreements	
			Yes	No
	Mondo Publishing	Bookshop Core Reading Program, Grade 2	✓	
	Pearson Education, Inc., publishing as Scott Foresman	Reading Street Student Edition Package (Includes a 6-year Student Digital License) Grade 2	✓	
	Rowland Reading Foundation	Superkids Reading Program for Grade 2 Level 5: <i>The Superkids Hit Second Grade</i> Level 6: <i>The Superkids Take Off</i>	✓	
Grade 3 - Reading				
	AWARD Publishing Limited	AWARD Reading Online, Grade 3	✓	
	Benchmark Education	Benchmark Literacy, Grade 3	✓	
	Houghton Mifflin Harcourt	Houghton Mifflin Harcourt Journeys Student Edition and Magazine Set (2 Student Edition Volumes and Reading Adventures Student Edition Magazine) Grade 3	✓	
		Houghton Mifflin Harcourt Journeys Online Student Resources (access for 7 years) Grade 3	✓	
		Rigby Literacy By Design Complete Program, Grade 3	✓	
	The McGraw-Hill Companies School Education Group	Wright Group Lead 21 Complete Classroom Package, Grade 3	✓	
	Mondo Publishing	Bookshop Core Reading Program, Grade 3	✓	
	Pearson Education, Inc., publishing as Scott Foresman	Reading Street Student Edition Package (Includes a 6-year Student Digital License) Grade 3	✓	
Grade 4 - Reading				
	Benchmark Education	Benchmark Literacy, Grade 4	✓	
	Houghton Mifflin Harcourt	Houghton Mifflin Harcourt Journeys Student Edition and Magazine Set (Student Edition and Reading Adventures Student Edition Magazine) Grade 4	✓	
		Houghton Mifflin Harcourt Journeys Online Student Resources (access for 7 years) Grade 4	✓	
		Rigby Literacy By Design Complete Program, Grade 4	✓	
	The McGraw-Hill Companies School Education Group	Wright Group Lead 21 Complete Classroom Package, Grade 4	✓	
	Mondo Publishing	Bookshop Core Reading Program, Grade 4	✓	

Course	Publisher	Title	Satisfactory Completion of Publisher's Certifications and Agreements	
			Yes	No
	Pearson Education, Inc., publishing as Scott Foresman	Reading Street Student Edition Package (Includes a 6-year Student Digital License) Grade 4	✓	
Grade 5 - Reading				
	Benchmark Education	Benchmark Literacy, Grade 5	✓	
	Houghton Mifflin Harcourt	Houghton Mifflin Harcourt Journeys Student Edition and Magazine Set (Student Edition and Reading Adventures Student Edition Magazine) Grade 5	✓	
	Houghton Mifflin Harcourt	Journeys Online Student Resources (access for 7 years) Grade 5	✓	
	Rigby Literacy By Design	Complete Program, Grade 5	✓	
	The McGraw-Hill Companies School Education Group	Wright Group Lead 21 Complete Classroom Package, Grade 5	✓	
	Mondo Publishing	Bookshop Core Reading Program, Grade 5	✓	
	Pearson Education, Inc., publishing as Scott Foresman	Reading Street Student Edition Package (Includes a 6-year Student Digital License) Grade 5	✓	
Grade 6 - Reading/Literature				
	EMC Publishing, LLC	Mirrors & Windows: Connecting with Literature, Grade 6, Level 1	✓	
	Houghton Mifflin Harcourt	Houghton Mifflin Harcourt Journeys Student Edition and Magazine Set (Student Edition and Reading Adventures Student Edition Magazine)	✓	
	Houghton Mifflin Harcourt	Houghton Mifflin Harcourt Online Student Resources (access for 7 years) Grade 6	✓	
	Holt McDougal, a division of Houghton Mifflin Harcourt	Virginia Holt McDougal Literature Student Edition, Grade 6	✓	
	The McGraw-Hill Companies School Education Group	Glencoe Literature with Writer's Workspace, Course 1, Grade 6	✓	
	Pearson Education, Inc., publishing as Prentice Hall	Prentice Hall Literature with 6-year Online Digital Access, Virginia Edition, Grade 6	✓	
	Scholastic Inc.	Scholastic Expert 21 Course I— Volumes 1 and 2 Hardcover Student Editions & 5-year Technology Subscription	✓	
	Scholastic Inc.	Scholastic Expert 21 Course I— Volumes 1 and 2 Softcover Student Editions & 5-year Technology Subscription	✓	

Course	Publisher	Title	Satisfactory Completion of Publisher's Certifications and Agreements	
			Yes	No
Grade 6 - Writing				
	Holt McDougal, a division of Houghton Mifflin Harcourt	Write Source, Online Student Subscription, 7-year access, Grade 6	✓	
		Write Source, Student Edition, Hardcover, Grade 6	✓	
	Perfection Learning	Writing with Power, hardcover student edition with online access, Grade 6	✓	
Grade 7 - Reading/Literature				
	EMC Publishing, LLC	Mirrors & Windows: Connecting with Literature, Grade 7, Level II	✓	
	Holt McDougal, a division of Houghton Mifflin Harcourt	Virginia Holt McDougal Literature Student Edition, Grade 7	✓	
	The McGraw-Hill Companies School Education Group	Glencoe Literature with Writer's Workspace, Course 2, Grade 7	✓	
	Pearson Education, Inc., publishing as Prentice Hall	Prentice Hall Literature with 6-year Online Digital Access, Virginia Edition, Grade 7	✓	
	Scholastic Inc.	Scholastic Expert 21 Course II— Volumes 1 and 2, Hardcover, Student Editions & 5-year Technology Subscription	✓	
		Scholastic Expert 21 Course II— Volumes 1 and 2, Softcover, Student Editions & 5-year Technology Subscription	✓	
Grade 7 - Writing				
	Holt McDougal, a division of Houghton Mifflin Harcourt	Write Source, Online Student Subscription, 7-year access, Grade 7	✓	
		Write Source, Student Edition, Hardcover, Grade 7	✓	
	Perfection Learning	Writing with Power, hardcover student edition with online access, Grade 7	✓	
Grade 8 - Reading/Literature				
	EMC Publishing, LLC	Mirrors & Windows: Connecting with Literature, Grade 8, Level III	✓	
	Holt McDougal, a division of Houghton Mifflin Harcourt	Virginia Holt McDougal Literature Student Edition, Grade 8	✓	
	The McGraw-Hill Companies School Education Group	Glencoe Literature with Writer's Workspace, Course 3, Grade 8	✓	
	Pearson Education, Inc., publishing as Prentice Hall	Prentice Hall Literature with 6-year Online Digital Access, Virginia Edition, Grade 8	✓	

Course	Publisher	Title	Satisfactory Completion of Publisher's Certifications and Agreements	
			Yes	No
	Scholastic Inc.	Expert 21 Course III — Volumes 1 and 2 Hardcover, Student Editions & 5-year Technology Subscription	✓	
		Expert 21 Course III — Volumes 1 and 2 Softcover, Student Editions & 5-year Technology Subscription	✓	
Grade 8 - Writing				
	Holt McDougal, a division of Houghton Mifflin Harcourt	Write Source, Online Student Subscription, 7-year access, Grade 8	✓	
		Write Source, Student Edition, Hardcover, Grade 8	✓	
	Perfection Learning	Writing with Power, hardcover student edition with online access, Grade 8	✓	
Grade 9 - Reading/Literature				
	EMC Publishing, LLC	Mirrors & Windows: Connecting with Literature, Grade 9, Level IV	✓	
	Holt McDougal, a division of Houghton Mifflin Harcourt	Virginia Holt McDougal Literature Student Edition, Grade 9	✓	
	The McGraw-Hill Companies School Education Group	Glencoe Literature with Writer's Workspace, Course 4, Grade 9	✓	
	Pearson Education, Inc., publishing as Prentice Hall	Prentice Hall Literature with 6-year Online Digital Access, Virginia Edition, Grade 9	✓	
Grade 9 - Writing				
	Holt McDougal, a division of Houghton Mifflin Harcourt	Write Source, Online Student Subscription, 7-year access, Grade 9	✓	
		Write Source, Student Edition, Hardcover, Grade 9	✓	
		Write Source Writer's INC Handbook, Hardcover	✓	
		Write Source Writer's INC Handbook, Softcover	✓	
	Perfection Learning	Writing with Power, hardcover student edition with online access, Grade 9	✓	
Grade 10 - Reading/Literature				
	EMC Publishing, LLC	Mirrors & Windows: Connecting with Literature, Grade 10, Level V	✓	
	Holt McDougal, a division of Houghton Mifflin Harcourt	Virginia Holt McDougal Literature Student Edition, Grade 10	✓	
	The McGraw-Hill Companies School Education Group	Glencoe Literature with Writer's Workspace, Course 5, Grade 10	✓	
	Pearson Education, Inc., publishing as Prentice Hall	Prentice Hall Literature with 6-year Online Digital Access, Virginia Edition, Grade 10	✓	

Course	Publisher	Title	Satisfactory Completion of Publisher's Certifications and Agreements	
			Yes	No
Grade 10 - Writing				
	Holt McDougal, a division of Houghton Mifflin Harcourt	Write Source, Online Student Subscription, 7-year access, Grade 10	✓	
		Write Source, Student Edition, Hardcover, Grade 10	✓	
		Write Source Writer's INC Handbook, Hardcover	✓	
		Write Source Writer's INC Handbook, Softcover	✓	
	Perfection Learning	Writing with Power, hardcover student edition with online access, Grade 10	✓	
Grade 11 – Reading/Literature				
	EMC Publishing, LLC	Mirrors & Windows: Connecting with Literature, Grade 11, American Tradition	✓	
	Holt McDougal, a division of Houghton Mifflin Harcourt	Virginia Holt McDougal Literature American Literature Student Edition, Grade11	✓	
	The McGraw-Hill Companies School Education Group	Glencoe Literature with Writer's Workspace, American Literature, Grade 11	✓	
	Pearson Education, Inc., publishing as Prentice Hall	Prentice Hall Literature with 6-year Online Digital Access, Virginia Edition, Grade 11	✓	
Grade 11 - Writing				
	Holt McDougal, a division of Houghton Mifflin Harcourt	Write Source, Online Student Subscription, 7-year access, Grade 11	✓	
		Write Source, Student Edition, Hardcover, Grade 11	✓	
	Holt McDougal, a division of Houghton Mifflin Harcourt	Write Source Write for College Handbook, Hardcover	✓	
		Write Source Write for College Handbook, Softcover	✓	
		Write Source Writer's INC Handbook, Hardcover	✓	
		Write Source Writer's INC Handbook, Softcover	✓	
	Perfection Learning	Writing with Power, hardcover student edition with online access, Grade 11	✓	
Grade 12 - Reading/Literature				
	EMC Publishing, LLC	Mirrors & Windows: Connecting with Literature, Grade 12, British Tradition	✓	
	Holt McDougal, a division of Houghton Mifflin Harcourt	Virginia Holt McDougal Literature British Literature, Student Edition, Grade12	✓	

Course	Publisher	Title	Satisfactory Completion of Publisher's Certifications and Agreements	
			Yes	No
	The McGraw-Hill Companies School Education Group	Glencoe Literature with Writer's Workspace, British Literature, Grade 12	✓	
	Pearson Education, Inc., publishing as Prentice Hall	Prentice Hall Literature with 6-year Online Digital Access, Virginia Edition, Grade 12	✓	
Grade 12 - Writing				
	Holt McDougal, a division of Houghton Mifflin Harcourt	Write Source, Online Student Subscription, 7-year access, Grade 12	✓	
		Write Source, Student Edition Hardcover, Grade 12	✓	
		Write Source, Write for College Handbook, Hardcover	✓	
		Write Source, Write for College Handbook, Softcover	✓	
		Write Source Writer's INC Handbook, Hardcover	✓	
		Write Source Writer's INC Handbook, Softcover	✓	
	Perfection Learning	Writing with Power, hardcover student edition with online access, Grade 12	✓	

First Review of Virginia's Application for U. S. Department of Education Flexibility from certain Requirements of the Elementary and Secondary Education Act of 1965 (ESEA)

Mrs. Veronica Tate, director, office of program administration and accountability, presented this item. Her presentation included the following:

- Virginia's proposed ESEA flexibility application reflects the following current reform efforts:
 - Principle 1: College- and Career-Ready Standards and Assessments*
 - ✓ Adoption and implementation of revised content standards that reflect college- and career-ready expectations in reading and mathematics
 - ✓ Implementation of corresponding assessments in 2011-2012 and 2012-2013, respectively
 - ✓ Adoption of English language proficiency (ELP) standards and an ELP assessment that support the state's college- and career-ready standards
 - ✓ Development of projects under the state's College- and Career-Ready Initiative such as capstone courses for college-intending seniors to strengthen their readiness for postsecondary coursework and partnerships with selected state universities to pilot professional development related to college- and career-ready expectations

Principle 2: Differentiated Accountability Systems

- ✓ Recognition for schools and divisions demonstrating achievement on a variety of performance indicators
- ✓ Implementation of a comprehensive support system focused on building division-level capacity to support schools in need of support and interventions
- ✓ Partnership with recognized educational organizations and institutions, consultants, and lead turnaround partners to develop and provide extensive professional development to struggling divisions and schools and expertise in implementing effective school reform strategies

Principle 3: Teacher and Principal Evaluation and Support Systems

- ✓ Adoption of revised guidelines for performance standards and evaluation criteria for teachers and principals* that are intended to inform instruction and personnel decisions, and include differentiated performance levels and student performance and growth as a significant factor

** Adoption of performance standards and evaluation criteria for principals is contingent upon Board of Education action in February 2012*

- In addition to highlighting Virginia's current reform efforts, the state's ESEA flexibility application revises the state's accountability system under *Principle 2: Differentiated Accountability Systems* by:
 - ✓ Building on Virginia's existing state accountability system by featuring the Standards of Accreditation (SOA) as the foundation of academic achievement expectations for all schools
 - ✓ Maintaining accountability by issuing annual school accreditation ratings and progress toward additional indicators, reported at the school, division, and state levels, that indicate whether proficiency gaps exist for Virginia's traditionally lower performing subgroups of students
 - ✓ Identifying the most pressing subgroup needs by focusing on three proficiency gap groups with the greatest gap in academic achievement:
 - Gap group 1: students with disabilities, English language learners, and economically disadvantaged students
 - Gap group 2: African-American students not already included in gap group 1
 - Gap group 3: Hispanic students not already included in gap group 1
- Incorporating growth and college- and career-ready indicators
- The proposed revised accountability system: 1) blends the SOA and federal requirements into one integrated state and federal system; 2) eliminates the additional punitive labels required under the ESEA, as amended by NCLB; and 3) reduces the number of annual measurable objectives (AMOs) for schools and divisions, allowing an increased focus on a core set of indicators and targeting of resources where they are needed the most.

Dr. McLaughlin made a motion to accept for first review the proposed ESEA flexibility application. The motion was seconded by Mrs. Castro. After the motion, Mrs. Saslaw opened the floor for discussion.

Dr. Wright offered the following amendments to the ESEA flexibility request and asked the Board's permission to make technical changes:

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Of Virginia's 1,839 schools, 1,768 or 96 percent, received a "fully accredited" rating under the state's Standards of Accreditation system in 2011-2012 based on results from the 2010-2011 assessments. In contrast, only 38 percent, or 697 of Virginia's 1,839 schools, made Adequate Yearly Progress (AYP) based on results from the 2010-2011 assessments, compared to 61 percent of schools that made AYP in the previous year. The AYP targets in 2010-2011 were five points higher (86 percent) in reading and six points higher in mathematics (85 percent) than the targets for assessments taken by students during 2009-2010. As a consequence, 342 schools that made AYP in the previous year, and would have made AYP had the targets not increased, were identified as not meeting AYP. Because AYP targets are scheduled to increase an additional five points in both reading and mathematics for the 2012 assessment cycle, an even greater disproportionate percentage of schools will be misidentified as underperforming during the 2012-2013 year if the current federal accountability requirements remain in place. Additionally, under NCLB, schools must meet each of 29 targets in order to make AYP. If a school misses one target by even one point, it does not make AYP unless it meets safe harbor.

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Virginia's revised accountability system: 1) blends the SOA and federal requirements into one integrated state and federal system; 2) eliminates the additional ~~accountability~~ Adequate Yearly Progress (AYP) and school improvement labels required under the ESEA and assigns school accreditation and proficiency gap determinations; and 3) reduces the number of goals or annual measurable objectives (AMOs) for schools and divisions, allowing an increased focus on a core set of indicators and targeting of resources where they are needed the most.

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Annual accreditation results and progress in meeting or reducing proficiency gaps will be reported to the public and prominently displayed in a Proficiency Gap Dashboard on each school, division, and state report card. The required Annual Measurable Objectives (AMOs) will be defined as a profile of expectations within the Proficiency Gap Dashboard. Transparent and public reporting of the state accreditation status of all schools and identified proficiency gaps ~~within a division coupled with a Proficiency Gap Dashboard~~ for schools, divisions, and the state will achieve the goal of holding all entities accountable for reducing proficiency gaps, especially for traditionally underperforming subgroups of students.

Key Features:

- ✓ Builds on Virginia's current state accountability system by using Standards of Accreditation (SOA) targets in English/reading, mathematics, science, and history and social science as the primary goals that all schools are expected to meet for state and federal accountability
- ✓ Incorporates subgroup performance in accountability reporting to ensure schools continue to focus on closing proficiency gaps

- ✓ Maintains accountability by issuing annual school accreditation ratings and proficiency gap determinations, using a proficiency gap dashboard, reported on the school, division, and state report cards, that indicates whether proficiency gaps exist in reading and mathematics for Virginia's traditionally lower performing subgroups of students (i.e., proficiency gap groups)
- ✓ Eliminates additional ESEA accountability labels related to meeting/not meeting Adequate Yearly Progress (AYP)

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- Meet Standards of Accreditation (SOA) minimums in English (reading and writing), mathematics, science, and history and social science for the “all students” group, including the Graduation and Completion Index (GCI)
- Achieve proficiency targets or make growth in reducing proficiency gaps in reading and mathematics for three proficiency gap groups of students that are traditionally underperforming
- Report publicly and on each school, division, and state report card accreditation ratings and identified proficiency gaps limited to a Proficiency Gap Dashboard and in public reports and press releases regarding accreditation ratings, to show progress in closing the gap to proficiency

After Dr. Wright presented the edits, Mrs. Saslaw offered an amended motion to accept the Superintendent of Public Instruction's recommendation for first review with additional edits denoting the schools' accreditation rating with the additional proficiency gap information. The motion was seconded by Mr. Foster.

The members discussed the waiver application. The discussion included:

- Restating the Board's goal of seeing improvement in student achievement across the board and in closing proficiency gaps, and the importance of publically reporting where gaps exist. Mr. Foster offered the following recommendation:
 - ✓ Report publicly and on each school, division, and state report card accreditation ratings and identified proficiency gaps in a Proficiency Gap Dashboard and in public reports and press releases regarding accreditation ratings, to show progress in closing the gap to proficiency
- Noting the importance of bringing clarity, with one streamlined approach, to the way we evaluate and rate schools in Virginia, and acknowledging challenges in a way that identifies progress
- Acknowledging that the Board will need to continue examining our assessment and accreditation system, and evaluate where there is room for improvement, so that eliminating proficiency gaps remains a priority
- Recognizing the need to be attentive to a new set of federal expectations, as the reauthorization process continues

- Clarifying to what extent the U.S. Department of Education will allow for negotiations on the waiver application

After discussion, the Board voted unanimously to accept for first review the proposed ESEA flexibility application with additional edits denoting the schools' accreditation rating with additional proficiency gap information.

DISCUSSION OF CURRENT ISSUES

Mrs. Saslaw informed the Board that Virginia is featured in *Education Week*, which ranked Virginia fourth in overall educational quality and performance. Mrs. Saslaw said that *Education Week's Quality Counts 2012 Report* awarded the Commonwealth a letter grade of B, up from a B- in 2011, when the Commonwealth also ranked fourth.

Mrs. Castro said the Charter School Committee received an excellent application from Buffalo Creek School in Rockbridge County and she asked Board members to consider waiving first review of the consensus report from the Board's charter school committee on the proposed application. Mrs. Castro indicated that the charter school is attempting to open next September and will not receive eligible funding from the federal government until the Board determines the charter school application meets the Board's criteria.

Dr. Wright indicated that typically the superintendent's recommendation will request the Board waive first review if there is an indication from Board members to waive first review. All the Board members noted their support of considering a request to waive first review of the consensus report from the charter school committee on the Buffalo Creek School application. Mr. Foster noted his preference to include the request to waive first review in the Superintendent's Recommendation, so that the public has ample notification.

The Board met for dinner on Wednesday, January 11, 2012, at the Crowne Plaza Hotel with the following members present: Mrs. Beamer, Mr. Braunlich, Dr. Cannaday, Mrs. Castro, Mr. Foster, Mr. Krupicka, Dr. McLaughlin, Mrs. Sears, and Mrs. Saslaw. Members discussed pending Board agenda items. No votes were taken, and the dinner meeting ended at 9:00 p.m.

EXECUTIVE SESSION

Mr. Foster made a motion to go into executive session under Section 2.2-3711.A.41, for discussion and consideration by the Board of Education of records relating to the denial, suspension, or revocation of teacher licenses. The motion was seconded by Mrs. Castro and carried unanimously. The Board went into Executive Session at 11:35 a.m.

Mr. Foster made a motion that the Board reconvene in open session. The motion was seconded by Mrs. Beamer and carried unanimously. The Board reconvened at 12:10 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 public business matters lawfully exempted from open meeting requirements of the Freedom of Information Act were discussed and (2) only matters identified in the motion to have the closed session were discussed. The motion was seconded by Mr. Braunlich and carried unanimously.

Board Roll call:

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

The Board of Education approved a motion to petition the license holder in Case 1 for license revocation.

ADJOURNMENT OF THE BUSINESS SESSION

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

President