

COMMONWEALTH OF VIRGINIA  
BOARD OF EDUCATION  
RICHMOND, VIRGINIA

**MINUTES**

May 24, 2012

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

Mr. David M. Foster, President  
Mrs. Betsy D. Beamer, Vice President  
Mrs. Diane T. Atkinson  
Mr. Christian N. Braunlich

Dr. Billy K. Cannaday, Jr.  
Mr. K. Rob Krupicka  
Ms. Darlene D. Mack  
Mrs. Winsome E. Sears

Dr. Patricia I. Wright, Superintendent of  
Public Instruction

Mr. Foster called the meeting to order at 9 a.m.

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

Mr. Foster asked Mr. Krupicka to lead in a moment of silence and the Pledge of Allegiance.

***APPROVAL OF MINUTES***

Mrs. Beamer made a motion to approve the minutes of the April 25-26, 2012, meeting of the Board. The motion was seconded by Dr. Cannaday and carried unanimously. Copies of the minutes had been distributed to all members of the Board of Education.

***RECOGNITIONS***

Resolutions of Recognition were presented to school divisions recently receiving the AdvancED/SACS District Accreditation. Ms. Hilda Kelly, director, and Patricia Golding, associate director, from AdvancED/SACS CASI joined Mr. Foster in congratulating the following school divisions receiving recognition:

**Scott County Public Schools**

Representative: Mr. John Ferguson, division superintendent

Bath County Public Schools

Representative: Mrs. Sue Hirsh, division superintendent

Richmond County Public Schools.

Representatives: Dr. Marilyn Barr, division superintendent; William Brann, assistant superintendent; Stephen Teese, school board chairman; John Brown, school board vice-chairman; Brenda Pemberton, Patricia Pugh, and Vivian Wood, school board members

***PUBLIC COMMENT***

The following persons spoke during public comment:

Amanda Gibson	Samatha Shifflett
Scott Habeeb	Reid Dickerson
Sonnya Preston	Nik Rector
Michelle Palleria	Dr. Kitty Boitnott
Alysia Burnette	Kathy Burtcher
Linda Rowe	Tom Lisk
Sarah Turner	George Peyton

***CONSENT AGENDA***

Mrs. Beamer made a motion to accept the consent agenda. The motion was seconded by Dr. Cannaday and carried unanimously.

***Final Review of a Notice of Intended Regulatory Action (NOIRA) of Proposed Amendments to the Regulations Establishing the Standards for Accrediting Public Schools in Virginia (8VAC 20-131) to Include Standards for the Accreditation of Public Virtual Schools, Pursuant to HB 1215 (2012)***

With the Board's approval of the consent agenda, the Board approved the Notice of Intended Regulatory Action to begin the process of promulgating regulations governing public virtual schools that enroll students full time.

***ACTION/DISCUSSION: BOARD OF EDUCATION REGULATIONS***

***First Review of Proposed Amendments to the Regulations Governing Educational Services for Gifted Students (8 VAC 20-40-10 et seq.) to Conform to HB 1295 and SB 679 Passed by the 2012 General Assembly***

Dr. Linda Wallinger, assistant superintendent for instruction, presented this item. Dr. Wallinger noted the language in the *Regulations Governing Educational Services for Gifted Students* must be revised to comport with the language contained in House Bill 1295/Senate Bill 679. The proposed changes, as noted in the Virginia Regulatory Town Hall Form TH-08 are:

B. Each school division ~~shall~~ may establish a local advisory committee composed of parents, school personnel, and other community members ~~who are appointed by the school board~~. This committee shall reflect the ethnic and geographical composition of the school division. This committee shall have two responsibilities: (i) to review annually the local plan for the education of gifted students, including revisions, and (ii) to determine the extent to which the plan for the previous year was implemented. The findings of the annual program effectiveness and the recommendations of the advisory committee shall be submitted annually in writing to the division superintendent and the school board.

The Board accepted for first review the proposed technical amendments to the *Regulations Governing Educational Services for Gifted Students* to comport with HB 1295 and SB 679, as passed by the 2012 General Assembly and signed by the Governor.

***First Review of an Exempt Regulatory Action to the Regulations Establishing the Standards for Accrediting Public Schools in Virginia (8 VAC 20-131) to Conform to HB 96 (2012)***

Mrs. Anne Wescott, assistant superintendent for policy and communications, presented this item. Mrs. Wescott's presentation included the following:

- HB 96 delays the implementation of the Academic and Career Plan. It does not delay the increased accreditation benchmarks, and those benchmarks will now be implemented. HB 96 states, in part:

§ 1. That no statutes or regulations *related to the implementation of an Academic and Career Plan* prescribing additional requirements upon which the accreditation rating of schools in the Commonwealth is based, pursuant to § 22.1-253.13:3 of the *Code of Virginia*, beyond those already in effect on July 1, 2008, shall become effective before July 1, ~~2012~~ 2013, unless such statutes or regulations are also specifically required by federal code, federal regulation, or court action....

- As a result of this legislation, changes are needed to 8 VAC 20-131-140 and 8 VAC 20-131-360 to change the effective date of the Academic and Career Plan from school year 2012-2013 to school year 2013-2014.
- The Administrative Process Act, in § 2.2-4006 of the *Code of Virginia*, provides for an exemption from executive branch review for regulations necessary to conform to changes in statutory law where no discretion is involved. The provision permits the regulation to become effective at the conclusion of the 30-day public comment period following publication in the *Virginia Register* unless a legislative or gubernatorial objection is filed or the Board suspends the regulatory process.

The Board accepted for first review the proposed amendment to the Standards of Accreditation to conform to HB 96.

**First Review of Emergency Amendments to the Regulations Establishing the Standards for Accrediting Public Schools in Virginia (8 VAC 20-131) to Conform to HB 1061 and SB 489 (2012) and a Notice of Intended Regulatory Action (NOIRA) for Permanent Amendments to the Regulations**

Mrs. Anne Wescott also presented this item. Her presentation included the following:

- The following changes would be made to the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* to comport with the legislation:
  - The proposed regulations would require that, beginning with first-time ninth graders in the 2013-2014 school year, students must earn a career and technical education credential that has been approved by the Board in order to graduate with a Standard Diploma. This credential could include, but not be limited to, the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia workplace readiness skills assessment.
  - The regulations would fold the Modified Standard Diploma into the Standard Diploma, and the Board of Education would establish, through guidelines, credit accommodations for students with disabilities. Such credit accommodations for students with disabilities may include:
    - ✓ Approval of alternative courses to meet the standard credit requirements;
    - ✓ Modifications to the requirements for local school divisions to award locally awarded verified credits;
    - ✓ Approval of additional tests to earn a verified credit;
    - ✓ Adjusted cut scores required to earn verified credit; and
    - ✓ Allowance of work-based learning experiences.
  - The proposed regulations would require that students pursuing a Standard or Advanced Studies Diploma successfully complete one virtual course, which may be a noncredit-bearing course.
  - The Standard Technical Diploma and the Advanced Technical Diploma would be eliminated. These diplomas have not yet been implemented.
  - Consistent with the legislation, the regulations would specify that the Advanced Studies Diploma shall be the recommended diploma for students pursuing baccalaureate study. Both the Standard and the Advanced Studies Diploma shall prepare students for postsecondary education and the career readiness required by the Commonwealth's economy.

The Board accepted for first review the proposed emergency amendments to the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* and the Notice of Intended Regulatory Action (NOIRA) for the permanent regulations.

**First Review of Emergency Amendments to Revise the Regulations Governing Adult High School Programs (8 VAC 20-30) and to Repeal the Regulations Governing the General Achievement Diploma (8 VAC 20-680) to Conform to HB 1061 and SB 489 (2012), and the Notice of Intended Regulatory Action (NOIRA) for Permanent Amendments to the Regulations**

Mrs. Anne Wescott also presented this item. Her presentation included the following:

- The following changes would be made to the *Regulations Governing Adult High School Programs* to comport with the legislation:
  - The proposed regulations would specify that only students not subject to compulsory attendance could be enrolled in adult high school programs, consistent with language in the legislation. Language permitting younger students to enroll in adult high school programs under exceptional

- conditions would be eliminated. It should be noted that this is consistent with federal funding constraints for adult education programs.
- The regulations would set forth the requirements for a student to earn a General Achievement Adult High School Diploma by:
    1. Successfully completing the requirements to earn a General Education Development (GED) certificate;
    2. Successfully completing an education and training program designated by the Board of Education that would include successfully completing 20 standard units of credit in the following subjects, as specified in the current *Regulations Governing the General Achievement Diploma*:
      - ✓ English (4 credits),
      - ✓ Mathematics (3 credits),
      - ✓ Science (2 credits),
      - ✓ History and social science (2 credits), and
      - ✓ Electives (9 credits);
    3. Earning a Board of Education-approved career and technical education credential such as the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia workplace readiness skills assessment.
  - The *Regulations Governing the General Achievement Diploma* would be repealed.

The Board accepted for first review the proposed emergency regulations to revise the *Regulations Governing Adult High School Programs* (8 VAC 20-30) and to repeal the *Regulations Governing the General Achievement Diploma* (8 VAC 20-680); and the Notice of Intended Regulatory Action (NOIRA) for the permanent amendments to these regulations.

### ***ACTION/DISCUSSION ITEMS***

#### ***Final Review of Recommended Cut Scores for the Virginia Modified Achievement Standards Tests (VMAST) for Grades 3-8 Mathematics and Algebra I***

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

- The VMAST is an alternate assessment in which research-based supports and simplifications have been applied to existing online test items to make them more accessible to eligible students with disabilities who are instructed in grade level content but are not likely to achieve proficiency in the same time frame as their non-disabled peers. VMAST assessments for grades 3-8 mathematics and Algebra I based on the 2009 mathematics SOL are being administered for the first time in spring 2012.
- Because these are new assessments, cut scores for the achievement levels of fail/basic, pass/proficient and pass/advanced must be adopted by the Board. Consistent with the process used for the SOL assessments, committees of educators were convened in March 2012 to recommend to the Board of Education (BOE) minimum cut scores for the achievement levels of *fail/basic*, *pass/proficient*, and *pass/advanced* for the grades 3-8 mathematics tests.

Ms. Mack made a motion to adopt "cut" scores for the achievement levels of *fail/basic*, *pass/proficient*, and *pass/advanced* for the grades 3-8 and Algebra I VMAST mathematics assessments as follows:

- Grade 3: 9 out of 32 for fail/basic, 22 out of 32 for pass/proficient, and 29 out of 32 for pass/advanced

- Grade 4: 9 out of 40 for fail/basic, 23 out of 40 for pass/proficient, and 36 out of 40 for pass/advanced
- Grade 5: 13 out of 40 for fail/basic, 28 out of 40 for pass/proficient, and 36 out of 40 for pass/advanced
- Grade 6: 10 out of 40 for fail/basic, 26 out of 40 for pass/proficient, and 36 out of 40 for pass/advanced
- Grade 7: 11 out of 40 for fail/basic, 26 out of 40 for pass/proficient, and 36 out of 40 for pass/advanced
- Grade 8: 10 out of 40 for fail/basic, 27 out of 40 for pass/proficient, and 36 out of 40 for pass/advanced
- Algebra I: 24 out of 40 for pass/proficient, and 36 out of 40 for pass/advanced

Mrs. Atkinson seconded and the motion passed unanimously.

**Final Review of a Recommended Cut Score for the Numeracy Requirement of the Modified Standard Diploma on the Grade 8 Standards of Learning Mathematics Test Based on the 2009 Mathematics Standards**

Mrs. Shelley Loving-Ryder also presented this item. Her presentation included the following:

- The *Regulations Establishing Standards for Accrediting Public Schools* (SOA) effective August 31, 2011, describe the Modified Standard Diploma as “intended for certain students at the secondary level who have a disability and are unlikely to meet the credit requirements for a Standard Diploma. Eligibility and participation in the Modified Standard Diploma shall be determined by the student’s Individualized Education Program (IEP) team and the student, where appropriate, at any point after the student’s eighth grade year.” The Standards of Accreditation also require students pursuing the Modified Standard Diploma shall pass literacy and numeracy competency assessments prescribed by the Board.
- In the *Guidelines for Implementing Certain Provisions of the Regulations Establishing Standards for Accrediting Public Schools in Virginia*, amended by the Board on January 13, 2011, the Board identified the grade 8 Standards of Learning (SOL) assessments in reading and mathematics as the literacy and numeracy assessments for the Modified Standard Diploma. Students may meet the numeracy requirements of the Modified Standard Diploma by achieving an adjusted cut score on the grade 8 SOL mathematics test, passing the Grade 8 Virginia Modified Achievement Standards test in mathematics, or passing an end-of-course mathematics test.
- In 2011-2012 new mathematics tests based on the 2009 mathematics SOL were administered. In March 2012 a committee of educators was convened to recommend to the Board of Education a cut score on the new grade 8 SOL mathematics test that would represent the numeracy skills required by the Modified Standard Diploma. This cut score will be used by school divisions solely to verify the numeracy skills of students for the purposes of the Modified Standard Diploma and will have no impact on the scores required to pass the grade 8 mathematics tests.

Mrs. Beamer made a motion to adopt a cut score of 25 out of 50 on the grade 8 SOL mathematics test as representing the numeracy requirement of the modified standard diploma. The motion was seconded by Mrs. Atkinson and carried unanimously.

**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, career and adult education, presented this item. Mr. Neugent's presentation included the following:

- The list of 268 industry, professional, trade association certification examinations, or occupational competency assessments meets the Board's requirements for the Career and Technical Education Seal, the Seal of Advanced Mathematics and Technology, and student-selected verified credit.
- Included in the list are 16 new industry certification examinations and occupational competency assessments.
- 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's criteria for diploma seals or student-selected verified credit, or require additional criteria such as work experience beyond high school. Thirteen of the certifications that were previously approved by the Board are recommended for deletion.

Mrs. Atkinson 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 Mr. Krupicka and carried unanimously.

**Final Review of a Proposal from Fairfax County Public Schools to Establish the New Commonwealth Governor's STEM Academy at Chantilly High School and Chantilly Academy**

Ms. Lolita Hall, director for career and technical education, presented this item. Ms. Hall introduced the following in attendance from Fairfax County Public Schools: Ms. Teresa Johnson, principal, Chantilly High School; Mr. Douglas Wright, administrator, Chantilly Academy and assistant principal, Chantilly High School; and Ms. Joan Ozdogan, career experience specialist, Chantilly High School and Chantilly Academy. Ms. Hall noted that an addendum was added to this item in response to a Board member's request. Ms. Hall's presentation included the following:

- The proposal for the New Commonwealth Governor's STEM Academy at Chantilly High School and Chantilly Academy is conceptualized with partnerships consisting of Fairfax County Public Schools, Northern Virginia Community College, Dulles Regional Chamber of Commerce, Inova Health System, Lockheed Martin Corporation, Micron Technology, Inc., Norfolk State University, Old Dominion University, and Orbital Sciences Corporation.
- The New Commonwealth Governor's STEM Academy at Chantilly High School and Chantilly Academy will focus on two career pathways: *Engineering and Technology* and *Network Systems*. Students will be provided STEM-enriched technological skills and knowledge necessary to succeed in postsecondary education and in the world of work through authentic, rigorous, project-based work while building partnerships with parents, community and business leaders to meet these goals.

- The first pathway, *Engineering and Technology* is in the Science, Technology, Engineering, and Mathematics (STEM) Cluster. Students will examine technology and engineering fundamentals related to solving real-world problems. They will gain a basic understanding of engineering history and design, using mathematical and scientific concepts through hands-on projects in a laboratory setting as they communicate information in team-based presentations, developing proposals and writing technical reports. Students will be exposed to a variety of engineering fields such as Aeronautical Engineering, Architectural Engineering, Automotive Engineering, Bioengineering and Biomedical Engineering, Civil Engineering, Computer Engineering, Construction Engineering, Electrical Engineering, Electromechanical Engineering, Environmental Engineering, Industrial Engineering, Manufacturing Engineering, Mechanical Engineering, Surveying and Geomatics Engineering, and related career choices that will prepare them for postsecondary education.
- The second pathway, *Network Systems* is in the Information Technology Cluster. Network Systems connect people and information. Students will learn how to design, install, maintain, and manage network systems for businesses and various other facilities. This pathway requires a solid foundation in mathematics and science as well as high technical skills. Students will have an opportunity to research and learn about energy conservation technologies and practices increasing the efficiency of energy distribution and use such as smart-grid technology. Information Technology workers can be found in virtually every sector of the economy and provide assistance on a multitude of levels.

The Board members discussed an addendum to the application making it clear that the Commonwealth Governor's Academy will be available to all students in Fairfax County Public Schools.

Ms. Mack made a motion to approve the proposal to establish the New Commonwealth Governor's STEM Academy at Chantilly High School and Chantilly Academy, Fairfax County Public Schools. The motion was seconded by Mr. Braunlich and carried unanimously.

***Final Review of a Proposal from Roanoke County Public Schools to Establish the Governor's STEM Academy at the Burton Center for Arts and Technology***

Ms. Lolita Hall also presented this item. Ms. Hall introduced the following from Roanoke County Public Schools: Dr. Lorraine Lange, division superintendent; Mr. Jason Suhr, principal, Burton Center for Arts and Technology; and Dr. Cecil Snead, director of instruction. Her presentation included the following:

- The Roanoke County Governor's STEM Academy will provide rigorous academic content within its career and technical education (CTE) instruction concentrating on three career pathways. The first pathway, *Engineering and Technology* is in the Science, Technology, Engineering, and Mathematics (STEM) Cluster. Students will examine technology and engineering fundamentals related to solving real-world problems. They will use the latest CAD software, and multimedia presentation software. They will gain a basic understanding of engineering history and design, using mathematical and scientific concepts through hands-on projects in a laboratory setting as they communicate information in team-based presentations, developing proposals and writing technical reports. Students will be exposed to a variety of specialty fields such as environmental, biomedical, industrial, civil, and mechanical engineering and related career choices that will prepare them for postsecondary education.
- The second pathway, *Facility and Mobile Equipment Maintenance* is in the Transportation, Distribution and Logistics Cluster. Individuals in this field are involved in the logistics of all types of transportation from road to rail and air to water. Graduates will be prepared for careers in design, fabrication, assembly, and repair. Students will have an opportunity to research the most efficient,

safe, cost-effective and environmentally friendly ways to operate equipment and machinery. In a laboratory setting, students will learn skills in basic maintenance, repair, and servicing of vehicles. Emphasis will be placed on the motor sports industry. Designers and mechanical engineers are an integral part of the motor sports industry. Students will engage in diagnostic and problem-solving experiences and learn about hybrid-fuel technologies. They will have an opportunity to build a drag car.

- The third pathway, *Journalism and Broadcasting* is in the Arts, Audio and Video Technology and Communications Cluster. Students enrolled in this pathway will have the opportunity to apply creativity in a variety of different areas. They will participate in rigorous courses and learn skills for success in television and video production, Web design, technical and news writing, digital image manipulation, publishing, and advertising. Students will be provided opportunities to gather information, prepare stories, and release broadcasts that inform the public about current issues. They will work with high-tech equipment to record and transmit various broadcasts, and produce interactive multimedia products and services.

Mrs. Beamer made a motion to approve the proposal to establish the Governor's STEM Academy at the Burton Center for Arts and Technology, Roanoke County Public Schools. The motion was seconded by Dr. Cannaday and carried unanimously.

### **Final Review of a Proposal from Chesapeake City Public Schools to Establish the Grassfield High School Governor's STEM Academy**

Ms. Lolita Hall also presented this item. She recognized the following attending from Chesapeake City Public Schools: Ms. Anna Helmer, assistant principal, Grassfield High School and Mrs. Karen Black, technology academy coordinator, Grassfield High School, Chesapeake City Public Schools. Ms. Hall's presentation included the following:

- Through communications, leadership, and state-of-the-art technology, students enrolled in the proposed Academy will receive academic and technical training in three career pathways that will provide them a competitive edge in a variety of post-high school choices. The first pathway, *Engineering and Technology* is in the Science, Technology, Engineering, and Mathematics (STEM) Cluster. Students will participate in in-depth research to provide solutions to various technical problems within different fields, and will actively engage in applying mathematical concepts and scientific principles through engineering-design experiences. Students will be introduced to the career choices in engineering and technology areas such as Aerospace Engineering, Civil Engineering, Environmental Engineering, Chemical Engineering, Biomedical Engineering, Digital Technology and will participate in coursework that will prepare them for postsecondary education.
- The second pathway, *Programming and Software Development* is in the Information Technology Cluster. Students enrolled in this pathway require a solid foundation in mathematics and science as well as high-level technical skills. Students will be provided opportunities to design, develop, and produce interactive multimedia products and services. They will explore the use of modeling, simulation, and game development software to solve real-world problems. These activities will include evaluating and testing engineering designs, modeling geospatial data, observing and analyzing physics simulations, programming games for educational purposes, and creating visualization systems with 3D models.
- The third pathway, *Marketing Management* is in the Marketing Career Cluster. This pathway prepares students for careers in advertising, public relations, sales and planning. Students will learn about the transfer of goods and services and e-commerce in a global economy for businesses and for individual consumers.

Ms. Mack made a motion to approve the proposal to establish Grassfield High School Governor's STEM Academy, Chesapeake City Public Schools. The motion was seconded by Mr. Krupicka and carried unanimously.

Dr. Wright congratulated the three new Governor's STEM Academies. Dr. Wright noted that with the approval last month of an academy in Virginia Beach, the number of approved programs is 14, with a goal of 16 STEM academies by 2014.

**First Review of a Proposal from New Kent County Public Schools to Establish the Bridging Communities Regional Career and Technical Center**

Ms. Lolita Hall also presented this item. Ms. Hall introduced the following: Delegate Keith Hodges, 98<sup>th</sup> District; Dr. Janet Crawley, division superintendent, Charles City County Public Schools; Mr. Charles Clare, division superintendent, King and Queen County Public Schools; Ms. Stacey Johnson for Dr. Mark Jones, King William County Public Schools, Dr. James Lane, division superintendent, Middlesex County Public Schools; and Dr. Robert Robertson, division superintendent, New Kent County Public Schools.

Dr. Robertson used a PowerPoint presentation to summarize the proposal to establish the Bridging Communities Regional Career and Technical Center, New Kent County Public Schools. The presentation included the following:

- The proposed Bridging Communities Regional Career and Technical Center will open fall 2012, in New Kent, Virginia. This new Regional Career and Technical Center will serve Charles City, King William, King and Queen, Middlesex, and New Kent counties. Rappahannock Community College and J. Sargeant Reynolds Community College are active postsecondary partners. The Center will be owned, funded, and operated by the five school division partners. Regional center planning is directed by a Joint Board of Control. The Joint Board membership includes one school board member from each of the five partner school divisions, a superintendent, and the regional center director. The Center will open with approximately 100 students and offer programs in Health Science, Criminal Justice, Heating, Ventilation, and Air Conditioning, Diesel Technology, Pre-Engineering, and Modeling and Simulation. The facility will be used by Rappahannock Community College for evening educational programs.
- Limited resources will be maximized among the five school divisions by offering innovative rigorous and relevant CTE programs for students at the Bridging Communities Regional Career and Technical Center. The coordination with community partners and postsecondary education institutions will expand opportunities for students' access to dual enrollment classes at the community college and successful transition into the work force. The newly established CTE Center will operate in accordance with the Board of Education's *Regulations Governing Jointly Owned and Operated Schools and Jointly Operated Programs* (8VAC 20-281 et seq.)

The discussion included the following:

- The results of the student surveys indicated health sciences and culinary arts as the primary programs of interest.
- Several programs have four-year degree options.

The Board accepted for first review the proposal to establish the Bridging Communities Regional Career and Technical Center, New Kent County Public Schools with the understanding that additional state funding is subject to approval by the General Assembly.

**First Review of a Proposal from New Kent County Public Schools to Establish the Bridging Communities Governor's STEM Academy**

Ms. Lolita Hall also presented this item. Mr. Larkin Phillips, director, Bridging Communities Regional Career and Technical Center, New Kent County Public Schools, used a PowerPoint presentation to give an overview of the proposal from New Kent County to establish the Bridging Communities Governor's STEM Academy. The presentation included the following:

- The proposal for the Bridging Communities Governor's STEM Academy consists of partnerships among five school divisions: New Kent County; Charles City County; King William County; King and Queen County; and Middlesex County. In addition, Rappahannock Community College, Town of West Point Town Council, Dominion Resources Services, and J. Sanders Construction Company will be other active partners.
- The Bridging Communities Governor's STEM Academy will emphasize two career clusters that will provide students a clear pathway among high school and higher education and high-demand jobs.
- Students enrolled in the proposed Academy will receive academic and technical training in career preparation for Health Sciences and Engineering and Technology. The study of health science careers prepares students in occupations for wellness and preventive care. This field allows one to work in diverse environments such as hospitals, medical offices, or labs. The increasing proportion of middle-aged and aging populations will continue to drive demand. A dramatic growth in the employment of registered nurses is expected with one of the largest numbers of new jobs predicted, plus thousands of jobs will open up as employers replace experienced nurses who leave the occupation.
- In *Therapeutic Services*, students in the Academy will learn about the care and treatment of patients to improve their health over time. They will explore and learn about the tools necessary to live a healthier and problem-free lifestyle. Students will be provided an opportunity to participate in the senior level Nurse Aide Program for dual enrollment with the Rappahannock Community College. Additionally, high school senior students will have the opportunity to complete up to four dual enrollment classes selected from the Licensed Practical Nurse Program. Students enrolled in this program will complete the clinical experience requirement not later than the summer after high school graduation.
- The *Engineering and Technology* pathway is in the Science, Technology, Engineering, and Mathematics (STEM) Cluster. Engineers are needed to provide the ideas that lead to improved products and more efficient processes. Specializations in engineering will continue to serve as integral elements to growing industries, promoting steady job growth overall. The specialty that can expect the most employment growth is biomedical engineering, which has an expected employment growth of 72 percent by 2018. The Modeling and Simulation program will provide students learning experiences in STEM concepts by applying design, construction, and programming of robots. Students will participate in service-learning projects that focus on a local issue or problem and develop possible solutions or models.

The Board accepted for first review the proposal to establish Bridging Communities Governor's STEM Academy, New Kent County Public Schools.

**First Review of Proposed Changes to the Virginia Charter School Application Process and Application to Conform to HB 1173 and SB 440 Passed by the 2012 General Assembly**

Mrs. Diane Jay, associate director, office of program administration and accountability, presented this item. Her presentation included the following:

- Proposed updates to the criteria and application have been made based on applicable *Code* changes and also on suggestions made by reviewers and committee members. In particular, language has been incorporated regarding the extent to which the applicant has worked with the school division before submission and additional language requesting specific academic performance indicators and measures. Changes in the legislation are noted below:

Section 22.1-212.6. Establishment and operation of public charter schools; requirements.

D. As negotiated by contract, the local school board or the relevant school boards, in the case of regional public charter schools, may allow a public charter school to use vacant or unused properties or real estate owned by the school board. In no event shall a public charter school be required to pay rent for space which is deemed available, as negotiated by contract, in school division facilities. All other costs for the operation and maintenance of the facilities used by the public charter school shall be subject to negotiation between the public charter school and the school division or, in the case of a regional public charter school, between the regional public charter school and the relevant school divisions.

Section 22.1-212.7. Contracts for public charter schools; release from certain policies and regulations.

An approved charter application shall constitute an agreement, and its terms shall be the terms of a contract between the public charter school and the local school board or, in the case of a regional public charter school, between the regional public charter school and the relevant school boards. The contract between the public charter school and the local school board or relevant school boards shall reflect all agreements regarding the release of the public charter school from school division policies. Such contract between the public charter school and the local school board or relevant school boards shall reflect all requests for release of the public charter school from state regulations, consistent with the requirements of subsection B of Section 22.1-212.6. The local school board or relevant school boards, on behalf of the public charter school, shall request such releases from the Board of Education. In addition to any such releases granted by the Board, all purchases made by a public charter school shall be exempt from the Virginia Public Procurement Act (§ 2.2-4300 et seq.), unless otherwise negotiated by contract.

Section 22.1-212.10. Decision of local board final.

D. Upon reconsideration, the decision of a local school board to grant or deny a public charter school application or to revoke or fail to renew a charter agreement shall be final and not subject to appeal. Following a local school board decision to deny a public charter school application or to revoke or fail to renew a charter agreement, the local school board shall submit documentation to the Board of Education as to the rationale for the local school board's denial or revocation of the charter school application.

The Board of Education shall have no authority to grant or deny a public charter school application or to revoke or fail to renew a charter agreement.

Section 22.1-212.12. Public charter school term; renewals and revocations.

B. Local school boards may revoke a charter if the public charter school:

4. Violates any provision of law from which the public charter school was not specifically exempted.

~~A charter may be revoked if the local school board determines, in its discretion, that it is not in the public interest or for the welfare of the students within the school division to continue the operation of the school or, in the case of a regional public charter school, to continue its participation in the operation of the school.~~

Section 22.1-212.13. Employment of professional, licensed personnel.

A. ~~Public~~ At the discretion of the local school board, charter school personnel ~~shall~~ may be employees of the local school board, or boards, granting the charter. Any personnel not employed by the local school board shall remain subject to the provisions of §§ 22.1-296.1, 22.1-296.2, and 22.1-296.4.

Section 22.1-212.14. Funding of public charter schools; services provided.

B. Insofar as constitutionally valid, a local school board or, in the case of a regional public charter school, the relevant school boards may establish by contract an agreement stating the conditions for funding the public charter school, including funding for the educational program to be provided by a residential charter school for at-risk students. In accordance with subsection D, the per pupil funding provided to the charter school by the local school board or, in the case of a regional public charter school, the relevant school boards, shall be negotiated in the charter agreement and shall be commensurate with the average school-based costs of educating the students in the existing schools in the division or divisions unless the cost of operating the charter school is less than that average school-based cost.

The discussion included the following:

- Commending the members of the charter school committee for their review of the application and application process.
- Recommendation to make clear the funding language on page 12 of the application is pursuant to the *Code of Virginia*.
- Acknowledging the balancing act of the charter school applicants and local school divisions before an application is presented to the Board.
- Recommendation to amend the language on page 5 of the application to read as follows: At the next regularly scheduled Board meeting, the Board will normally consider the application for final review and will take one of the following actions...

The Board accepted for first review the recommended changes to the Virginia charter school application process and application to become effective July 1, 2012.

### **First Review of Revised Guidelines for Distributing National Board Certification Incentive Awards**

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

- National Board Certification, that complements but does not replace a state's teacher license, is achieved upon successful completion of a voluntary assessment program designed to recognize effective and accomplished teachers who meet high and rigorous standards established by the National Board for Professional Teaching Standards (NBPTS). Founded in 1987, NBPTS is an independent, nonprofit, nonpartisan, and nongovernmental organization governed by a board of directors, with the majority of its members being classroom teachers.
- All National Board Certification assessments consist of two major components, the portfolio entries and the assessment center exercises. Teachers submit a portfolio of their teaching practice that consists of four entries showcasing their knowledge of their students, knowledge of the subject matter and pedagogy. In addition, they submit accomplishments that provide clear, consistent, and convincing evidence of how they go above and beyond what is required of all teachers to impact the learning of their students. The assessment center exercises consist of six prompts teachers must answer about their subject matter, their knowledge of students and/or pedagogy.

- The National Board for Professional Teaching Standards offers certificates in 25 fields that are applicable to more than 95 percent of the eligible teaching population. There are over 97,000 National Board Certified teachers in all 50 states and the District of Columbia and 2,379 National Board Certified teachers in Virginia.
- The assessment fee for initial National Board Certification is \$2,500 (and a \$65 processing fee). A federal subsidy grant, contingent upon available funding, pays \$1,250 of this fee for eligible teachers.
- Offered on a voluntary basis, a National Board Certificate is valid for ten years and can be renewed in the eighth or ninth year of the certificate validity period. The renewal fee is \$1,250. At the present time, state or federal funds are not available to subsidize this fee.
- In 1999 the Virginia Board of Education approved *Guidelines for Distributing National Board Certification Incentive Awards*. The guidelines include eligibility criteria and procedures for distributing incentive awards. Since 1999, the number of National Board Certified Teachers eligible to receive the incentive bonus has increased each year. In 1999, 22 Virginia candidates received initial National Board Incentive Awards. In 2011, 174 teachers received an initial award of \$5,000 and 1,576 teachers were eligible for the continuing award of \$2,500. The attached *Guidelines for Distributing National Board Certification Incentive Awards* were revised to clarify the eligibility criteria and to change the timeline for distributing incentive awards.

The discussion included the following:

- The capability of the Department of Education to identify hard-to-staff schools that employ board certified teachers and the subjects they are certified to teach.
- The Department of Education gives priority to teachers seeking National Board Certification in hard-to-staff schools when distributing federal funding.

The board accepted for first review the *Guidelines for Distributing National Board Certification Incentive Awards*.

### **First Review of the Work Plan for the Review of the Standards of Quality**

Mrs. Anne Wescott, assistant superintendent for policy and communications, presented this item. Her presentation included the following:

- The proposed plan to review the Standards of Quality includes:
  - SOQ Committee Meeting – April 25
    - Review the provisions of the SOQ (§§ 22.1-253.13:1 through 22.1-253.13:9 of the *Code of Virginia*)
    - Determine the questions that will guide the Board’s review of the SOQ
    - Review the draft work plan
    - Ask stakeholders for input on the guiding questions for the review and the draft work plan (April 27-May 17)
  - SOQ Committee Meeting – May 23
    - Review stakeholder comments on the guiding questions for the review and finalize the guiding questions
    - Review stakeholder comments on the work plan and finalize the work plan
  - Board of Education Meeting – May 24
    - First review of the work plan
    - Set the public comment period – May 24 through November 15
  - SOQ Committee Meeting – June 27
    - Invite stakeholders to present recommendations to the Board
    - Accept public comment

- Board of Education Meeting – June 28
  - Final review of the work plan
- SOQ Committee Meeting – July 25
  - Invite stakeholders to present recommendations to the Board
  - Accept public comment
- SOQ Committee Meeting – September 26
  - Discuss draft recommendations to amend the SOQ
  - Accept public comment
- Board of Education Meeting – September 27
  - First review of recommendations to amend the SOQ
- Public Hearings – in October
  - Northern Virginia
  - Tidewater
  - Central Virginia
  - Southwest Virginia
- Board of Education Meeting – November 29
  - Final review and approval of recommendations to amend the SOQ

The discussion included the following:

- The Department of Education staff was commended for organizing and making arrangements for engaging stakeholders at the Board's SOQ committee meetings.
- Recommendation that data are collected by JLARC.

Mrs. Beamer made a motion to waive first review and approve the work plan for the review of the Standards of Quality. The motion was seconded by Dr. Cannaday and carried unanimously.

**First Review of a Request for Approval of an Innovative Program Opening Prior to Labor Day from Henrico County Public Schools**

Mrs. Anne Wescott, assistant superintendent for policy and communications, presented this item. She introduced the following individuals from Henrico County: Mrs. Diana Winston, chairman of the school board, Mr. John Montgomery, member of the school board and Dr. Patrick Russo, superintendent. Mrs. Wescott's presentation included the following:

- Section 22.1-79.1 of the *Code of Virginia* prohibits local school boards from adopting school calendars that require schools to open prior to Labor Day unless a waiver is granted by the Board for "good cause." The conditions under which the Board may grant such waivers are outlined in § 22.1-79.1, opening of the school year; approvals for certain alternative schedules.

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| <ul style="list-style-type: none"><li>A. Each local school board shall set the school calendar so that the first day students are required to attend school shall be after Labor Day. The Board of Education may waive this requirement based on a school board certifying that it meets one of the good cause requirements of subsection B.</li><li>B. For purposes of this section, "good cause" means:<ul style="list-style-type: none"><li>1. A school division has been closed an average of eight days per year during any five of the last 10 years because of severe weather conditions, energy shortages, power failures, or other emergency situations;</li><li>2. A school division is providing, in the school year for which the waiver is sought, an instructional program or programs in one or more of its elementary or middle or high schools, excluding Virtual Virginia, which are dependent on and provided in one or more elementary</li></ul></li></ul> |
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- or middle or high schools of another school division that qualifies for such waiver. However, any waiver granted by the Board of Education pursuant to this subdivision shall only apply to the opening date for those schools where such dependent programs are provided;
3. A school division is providing its students, in the school year for which the waiver is sought, with an experimental or innovative program which requires an earlier opening date than that established in subsection A of this section and which has been approved by the Department of Education pursuant to the regulations of the Board of Education establishing standards for accrediting public schools. However, any waiver or extension of the school year granted by the Board of Education pursuant to this subdivision or its standards for accrediting public schools for such an experimental or innovative program shall only apply to the opening date for those schools where such experimental or innovative programs are offered generally to the student body of the school. For the purposes of this subdivision, experimental or innovative programs shall include instructional programs that are offered on a year-round basis by the school division in one or more of its elementary or middle or high schools; or
  4. A school division is entirely surrounded by a school division that has an opening date prior to Labor Day in the school year for which the waiver is sought. Such school division may open schools on the same opening date as the surrounding school division....

- In 1998, the Board adopted the following definitions for experimental and innovative programs in the *Guidance Document Governing Certain Provisions of the Regulations Establishing Standards of Accrediting Public Schools in Virginia (8 VAC 20-131)*:

"An experimental program shall be a program which is operated under controlled circumstances and which is designed to test and to establish, by objective measures, the positive cognitive effect of an educational theory."

"An innovative program shall be a program shown to produce a positive educational effect but which does not meet standard operating or procedural requirements."

- Henrico County Public Schools is requesting the waiver so that its students can have additional instructional time before they take Advanced Placement (AP) or International Baccalaureate (IB) tests, as the dates for those tests are set by the College Board and the International Baccalaureate®, not by the state or local education agency. In addition, an earlier opening will allow the school calendar to be consistent with the college calendars for students in dual enrollment courses. Currently, students begin dual enrollment courses on the first day of public school and complete them when the college course ends.
- Henrico County Public Schools has partnerships with several area colleges and universities to offer dual enrollment courses to its students. A recent partnership with J. Sargeant Reynolds Community College, housed at J. R. Tucker High School, allows students from all Henrico County high schools to earn their high school diploma and an Associate of Science degree at the same time. Henrico County Public Schools announced in April that it plans to offer a second such program in business, at Highland Springs High School, beginning this fall.
- Henrico County Public Schools requests that the waiver apply to elementary and middle schools that do not offer AP, IB, or dual enrollment courses for continuity for families and staff. It should be noted that § 22.1-79.1.B.3 says, in part: "However, any waiver or extension of the school year granted by the Board of Education pursuant to this subdivision or its standards for accrediting public schools for such an experimental or innovative program shall only apply to the opening date for those schools where such experimental or innovative programs are offered generally to the student body of the school."

Dr. Russo, Mrs. Winston and Mr. Montgomery presented an overview of Henrico County's request for an innovative and experimental program.

The Board members noted the definition of "good cause" in relation to a waiver to open prior to Labor Day, pursuant to section 22.1-79.1 of the *Code of Virginia*. Board members noted that the definition clearly states "...any waiver or extension of the school year granted by the Board of Education pursuant to this subdivision or its standards for accrediting public schools for such an experimental or innovative program shall only apply to the opening date for those schools where such experimental or innovative programs are offered generally to the student body of the school."

Board members discussed their concern that the request from Henrico County Public Schools does not comport with the requirements in the *Code of Virginia* in terms of applying to experimental or innovative programs offered generally to the student body of the school, because the request includes all schools, but there is not a clear connection between an innovative program and the elementary and middle schools. Additionally, concern was noted the request does not seem to show clearly why starting school before Labor Day is required for the innovative program. Whether the Board deems the request to contain an innovative or experimental program is another threshold question that must be met.

While some Board members noted their support for the ability of school divisions to set their own calendar, they reiterated the confines of the *Code of Virginia*, and their concern that the request from Henrico County does not meet the requirements in the *Code*.

The Board accepted for first review Henrico County Public Schools' request, provided feedback on the proposed innovation as it relates to statutory requirements, and discussed a timeline for further review and action.

***First Review of Revisions to 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. Mrs. Tate was joined by Mrs. Patty Pitts and Mrs. Shelley Loving-Ryder. Her presentation included the following:

- At its meeting on January 12, 2012, the Board of Education accepted for first review Virginia's proposed ESEA flexibility application. Following the January 2012 Board meeting, revisions were made to the application based on Board of Education input as well as additional input received from a peer review process conducted by the Council of Chief State School Officers. At its meeting on February 23, 2012, the Board accepted revisions of Virginia's ESEA flexibility application and the approved application was submitted to USED. The application highlighted Virginia's 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, that support the state's college- and career-ready standards development of projects under the state's College- and Career-Readiness 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 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
- In addition to highlighting Virginia's current reform efforts, the state's ESEA flexibility application revised the state's accountability system under *Principle 2: Differentiated Accountability Systems* by featuring the Standards of Accreditation (SOA) as the foundation of academic achievement expectations for all schools. The application proposed to supplement accreditation ratings on report cards with performance results that show the progress of proficiency gap groups in closing the achievement gap. The proposed proficiency gap groups were comprised as follows:
  - Gap group 1: students with disabilities, English language learners, and economically disadvantaged students
  - Gap group 2: African-American students, not of Hispanic origin, not already included in gap group 1
  - Gap group 3: Hispanic students, of one or more races, not already included in gap group 1
- Performance data for traditional subgroups would continue to be displayed on the report card and used in local decision making about appropriate supports and interventions for underperforming groups.
- On April 17, 2012, Virginia received a letter from USED sharing feedback and asking for additional information on particular areas of Virginia's application. In response, Virginia submitted technical and clarifying responses to USED for *Principle 1* and *Principle 3*. For *Principle 2*, Virginia engaged in ongoing discussion with USED to gain clarity on the federal requirements for accountability under the ESEA flexibility provisions. Substantive revisions to *Principle 2* proposed as a result of those discussions are summarized below.
  1. USED Request: Address the concern that the use of the Graduation Completion Index (GCI) may weaken graduation rate accountability and modify the calculation of the GCI so that schools do not receive points for students not graduating but still in school or students earning certificates of program completion. (*Section 2.A.i.a*)  
Virginia's Response: Virginia will add the FGI to the indicators that all students, proficiency gap groups, and other subgroups must meet to be considered meeting federal annual measurable objectives (AMOs).
  2. USED Request: Address concerns regarding lack of accountability for individual ESEA subgroups, particularly the use of proficiency gap groups that could mask the performance of ESEA subgroups, by providing additional safeguards for subgroups. (*Section 2.A.i*)
  3. Virginia's Response: Virginia will include an additional safeguard for subgroups in proficiency gap group 1, which combines the performance results for students with disabilities, English learners, and economically disadvantaged students in an unduplicated count. The combining of these subgroups creates the potential for "masking" of individual subgroup performance. For schools with a proficiency gap group 1 meeting the federal AMOs, Virginia will require that the individual subgroups comprising proficiency gap group 1 also meet safeguard targets. Should any of the individual subgroups in proficiency gap group 1 fail to meet the safeguard targets, the school will be required to implement targeted improvement actions to address the performance of that individual subgroup.
  4. USED Request: Revise Virginia's composition of the proficiency gap groups, so that proficiency gap group 2 and proficiency gap group 3 reflect the performance of all black and Hispanic students, including those identified as English learners, students with disabilities, and low-income students. (*Section 2.A.i*)

- Virginia's Response: Virginia will revise proficiency gap group 2 and proficiency gap group 3 as indicated above.
5. USED Request: Provide AMO targets that increase over time and are similarly rigorous to Options A or B, as outlined in ESEA flexibility. (*Section 2.B*)
- Virginia's Response: Virginia will establish AMO targets for all students, proficiency gap groups, and other subgroups recognized in the Virginia Accountability Workbook that increase over time and reduce the proficiency gap using a modification of the approach described in Option A of the ESEA flexibility guidelines. The methodology for setting AMO targets will be based on, but not identical to, the methodology required in Section 1111 of the ESEA.
- In a May 7, 2012, follow up phone call with USED staff, Virginia was informed that the student growth percentile (SGP), which describes growth compared to students who started at the same point, did not meet the ESEA flexibility requirements for use as a "growth measure" in AMO calculations. Virginia will need to determine a growth-to-standard measure when sufficient data are available from the administration of new assessments over the next several years. Also, Virginia was informed that the state's college- and career-ready indicators also did not meet the ESEA flexibility requirements for use as a "growth measure" in AMO calculations for high schools.
  - Based on the feedback from USED, draft proposed revisions to *Principle 2* were submitted for USED review in early May. The response from USED indicated that Virginia had satisfied the ESEA flexibility requirements for establishing AMOs and accounting for subgroup performance, and the state should proceed with submitting the complete application with revisions as proposed.

The Board members discussed their desire to not make changes to Virginia's *Standards of Accreditation* to accomplish goals set by USED.

Dr. Cannaday made a motion to waive first review and approve Virginia's revised ESEA flexibility application for submission to USED for final approval and authorize the Superintendent of Public Instruction, in consultation with the Board President, to make technical revisions and negotiate any additional substantive amendments to Virginia's application. The motion was seconded by Mr. Braunlich and carried unanimously.

## **REPORTS**

### **Statewide Annual Performance Report for Career and Technical Education and the Virginia Community College System, as a Sub-recipient of Perkins Funds from the Department of Education**

Ms. Lolita Hall, director of career and technical education, and Mr. Aris Bearse, director of institutional research, Virginia Community College System, presented this item.

Ms. Hall's report on Career and Technical Education Statewide Annual Performance Report for 2010-2011, included the following:

- The Board of Education approved the *Virginia System of Performance Standards and Measures* as part of the 2008-2013 Five Year State Plan for Career and Technical Education (CTE). The Virginia system addresses performance for CTE program completers on: academic attainment; technical skills attainment; secondary school completion; graduation rate; successful transition from secondary school to postsecondary education, employment, or military; and nontraditional career preparation.
- Virginia met all performance targets for the 2010-2011 school year as outlined in the statewide annual performance report below:

**Career and Technical Education Perkins IV Performance Standards and Measures**

Code	Core Indicators	Targets	Performance	Met	Not Met
1S1	Academic Attainment End-of-Course (EOC) English: Reading	95%	98.2% (40,438 of 41,172)	√	
1S2	Academic Attainment EOC Mathematics (Highest level)	87%	98.6% (40,569 of 41,140)	√	
2S1	Technical Skills Attainment				
	A. Student Competency Rate	81%	92.8% (38,352 of 41,329)	√	
	B. Completers Participating in Credentialing Tests	45%	53.6% (22,131 of 41,329)	√	
	C. Test Takers (Completers) Passing Credentialing Tests	72%	73.4% (16,250 of 22,131)	√	
	D. Completers Passing Credentialing Tests	32%	39.3% (16,250 of 41,329)	√	
	E. Completers who passed a credentialing test plus Completers who earned an Advanced Studies Diploma and did not pass a credentialing test. (College and Career Readiness)	39%	63.6% (26,275 of 41,329)	√	
	Information Indicator –Completers who earned an Advanced Studies Diploma and passed a credentialing test.	Not Applicable	16.4% (6,786 of 41,329)	--	--
3S1	Secondary Program Completion Rate	88%	98.7% (41,329 of 41,865)	√	
4S1	Graduation Rate	83%	95.7% (39,546 of 41,329)	√	
5S1	Transition Rate from Secondary School to Postsecondary Education, Employment or Military	88%	94.6% (29,145 of 30,859)	√	
	Program Completer Survey Response Rate	75%	77.8% (30,859 of 39,684)	√	
6S1	Nontraditional Career Preparation Enrollment	25%	34.1% (115,510 of 338,489)	√	
6S2	Nontraditional Career Preparation Completion	22%	30.6% (11,394 of 37,235)	√	

The discussion included the following:

- The trends in school divisions that did not meet performance measures in technical skills attainment.
- The gap in total completers compared to total enrollment.
- Recommendation to use cohort data to display CTE data.

Mr. Bearse’s presentation on the Virginia Community College System Performance on Perkins Core Performance Standards and Measures for 2010-2011 included the following:

- In 2010-2011, the VCCS exceeded the target for measure 1P1 (technical skills attainment) and measure 3P1 (retention and transfer), and exceeded the 90% threshold for measure 2P1 (completion), measure 4P1

(employment), and measure 5P1 (non-traditional gender representation. The VCCS did not meet the 90% threshold for measure 5P2 (non-traditional gender completion). Results by measures are below.

VCCS Performance on Perkins Measures

Perkins Performance Measure	Actual	Actual	Target	Diff. Actual vs. Target	Increase from 09-10 to 10-11	90 % of Target	Result
	2009-10	2010-11	2010-11				
1P1: Technical Skills Attainment	75.2	75.5	72.0	3.5	0.3	64.8	Exceeds Target
2P1: Completion	38.3	38.6	40.0	-1.4	0.3	36.0	Met Target at 90% Threshold
3P1: Retention and Transfer	68.5	68.6	60.0	8.6	0.1	54.0	Exceeds Target
4P1: Employment	67.0	69.0	76.0	-7.0	2.0	68.4	Met Target at 90% Threshold
5P1: Non-traditional Gender Representation	18.1	17.6	19.0	-1.4	-0.5	17.1	Met Target at 90% Threshold
5P2: Non-traditional Gender Completion	15.3	14.7	18.0	-3.3	-0.6	16.2	Below Target at 90% Threshold

- Each year, colleges that do not meet the state's target at the 90% threshold are required to develop a plan for improvement of the measure. In FY 2006, VCCS began to require colleges to allocate a portion of their Perkins funds towards the measure.
- Summary per measure:
  - 1P1 Technical Skills - All but two colleges exceeded the target, and all colleges exceeded the 90% threshold. The VCCS exceeded the target by 3.5 percentage points.
  - 2P1 Completion - Nine colleges did not meet the target, and of those, four did not meet the 90% threshold.
  - 3P1 Retention and Transfer - All but one college exceeded the target, and that college exceeded the threshold. The VCCS exceeded the target by 8.5 percentage points.
  - 4P1 Employment - Only 5 colleges met the target, and eight colleges did not meet the 90% threshold, and of those, ten did not meet the target or the 90% threshold.
  - 5P1 NonTraditional Gender Representation - Only four colleges met the target, and 14 colleges did not meet the 90% threshold.
  - 5P2 NonTraditional Gender Completion - Only four colleges met the target, and 18 colleges did not meet the 90% threshold.
- Summary by target and threshold:
  - Dabney S. Lancaster and Thomas Nelson Community Colleges met all performance measures at the 90% threshold in 2010-11.
  - The maximum number of measures not met at the 90% threshold was again three in 2010-11. However, while in 2009-10, only two colleges failed to meet the 90% threshold for three measures, five colleges failed to meet three of the measures at the 90% threshold in 2010-11.
  - One college, John Tyler, met five of the six targets, while five colleges met four of the six targets.
  - The non-traditional gender representation and completion measures were the most difficult for colleges to meet. Four colleges met all of the other four measures, while 13 colleges met at least the 90% threshold for these measures.
- Tech Prep Performance Results 2009-10:
  - In 2010-11, the VCCS Tech Prep Performance Measures reported positive results.
  - All measures for which VCCS collected data improved from 2009-10 to 2010-11.
  - The measure with the largest increase was 1STP4 (the percentage of students that completed a course awarding postsecondary credit), which increased from 84% to 93%.
  - The percentage of Tech Prep students enrolling in remedial courses declined since 2009-10.
  - While the arrow indicates a negative change, this was an improvement.

The Board received the report as presented to be maintained as a part of the Board of Education's meeting records, and communicated to audiences as required by the Perkins legislation.

**Report of the Adult Education and Literacy Advisory Committee to the Virginia Board of Education on Upcoming Changes on the Content, Access, and Costs of the Tests of General Educational Development (GED)**

Mr. Randall Stamp, director, office of adult education and literacy and Dr. Thomas Brewster, chair, Adult Education and Literacy Advisory Committee, presented this item. The presentation included the following:

- The 21st Century GED Initiative:
  - Last year, GED Testing Service merged with Pearson VUE, forming an LLC.
  - Significant changes are being made to both the content and delivery of the GED tests.
  - The cost of taking the tests will double in Virginia.
  - VDOE will no longer set the cost of the tests.
- Computer-Based Testing:
  - Conversion to computer-based only must be complete in all states before January 1, 2014.
  - Test delivery will only be available at approved Pearson VUE testing centers.
  - There are currently 29 Pearson VUE centers in Virginia.
  - There are currently 80 official GED testing sites and over 200 satellite sites in Virginia.
  - The cost of computer-based testing will rise.
    - ✓ Current paper-based cost = \$58.00 in Virginia
    - ✓ Computer-based cost = \$24.00/section (\$120.00 total)
  - GED/Pearson VUE will set the cost of the tests beginning January 2014.
- Computer-Based Testing – VDOE Response:
  - Begin conversion in June 2012
  - Two existing Pearson VUE centers will pilot computerized GED testing over the summer.
  - Costs and logistics will be summarized and provided to all testing centers. Funds for conversion will be provided through Race to GED grants.
  - High volume testing centers are being prioritized for a phased conversion after the pilot.
  - Existing GED testing centers and Pearson VUE centers will have first opportunity to become computer-based GED testing centers.
  - We are working on a plan to increase computer-based testing access beyond the 29 existing Pearson VUE centers by focusing on existing paper-based testing centers, One Stop Centers, and community colleges.
  - The Governor requested and the General Assembly approved \$385,000 to help offset the increase in costs to test takers. Funds will be provided to testing centers to pay for testing for those who are test ready.
- The 2014 GED Test – Content:
  - Scheduled for release January 1, 2014
  - Based on common core state standards ([corestandards.org](http://corestandards.org))
  - More rigorous than the current 2002 series of the tests
  - Those who have incomplete and nonpassing results on the current test version will lose those scores when the 2014 test is released.
- Content – VDOE Response:
  - Implement comprehensive training program in 2012-2013
  - Professional development packages for teachers, examiners, and administrative staff
  - Focus on new content, testing procedures, and computer literacy skills
  - Continue training and preparation through 2013-2014
  - Blanket outreach campaign to alert those who have taken part or all of the tests but who have not passed –finish now or lose scores
- Implications of Changes:
  - Computer training for students and teachers
  - New materials and teacher training for 2014 test

- Cost to testers – Practice and Official Tests
- Costs to convert to Pearson VUE
- Availability of Pearson VUE centers/access to testing
- ISAEP program
- Alternative test options being investigated

The Board members discussed the increase in the cost to take the GED test beginning January 1, 2014.

The Board received the report of the Adult Education and Literacy Advisory Committee.

### ***DISCUSSION OF CURRENT ISSUES***

Dr. Foster thanked Board members and Dr. Wright for their diligence and endurance through a substantive and important meeting.

The Board met for dinner on Wednesday, May 23, 2012, at the Crowne Plaza Hotel with the following members present: Mr. Braunlich, Dr. Cannaday, Mr. Foster, Mr. Krupicka, Mrs. Atkinson, Ms. Mack, and Mrs. Sears. Members discussed pending Board agenda items. No votes were taken, and the dinner meeting ended at 8:30 p.m.

### ***ADJOURNMENT***

There being no further business of the Board of Education and Board of Career and Technical Education, Mr. Foster adjourned the meeting at 1:30 p.m.



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President