

COMMONWEALTH OF VIRGINIA  
BOARD OF EDUCATION  
RICHMOND, VIRGINIA

**MINUTES**

September 27, 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 Mack  
Dr. Virginia L. McLaughlin  
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***

Mrs. Sears led in a moment of silence and the Pledge of Allegiance.

***APPROVAL OF MINUTES***

Ms. Mack made a motion to approve the minutes of the July 26, 2012, 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.

***RESOLUTION/RECOGNITION***

A Resolution of Appreciation for Outstanding Leadership and Service to Public Education was presented to Mr. K. Rob Krupicka, member of the Virginia Board of Education, January 2009-September 2012.

## ***PUBLIC COMMENT***

The following persons spoke during public comment:

Candace Cortiella  
Dr. John Whitley  
Angela Ciolfi  
Cheryl Poe  
Julie Tate  
Gabriel Reich  
Reverend Ben Campbell

## ***VISITORS***

Mr. Foster recognized and welcomed Senator Henry Marsh, member of the Virginia Senate. Mr. Foster also recognized participants in a program initiated by the office of special education to grow leadership among special educators in the Commonwealth. The group included thirty-two special education leaders accompanied by representatives from George Mason University and Dr. Patricia Abrams, director of the office of special education instructional service.

## ***CONSENT AGENDA***

Mrs. Beamer made a motion to accept the following items on the consent agenda. The motion was seconded by Dr. McLaughlin and carried unanimously.

- Final Review of a Notice of Intended Regulatory Action (NOIRA) to Revise the *Licensure Regulations for School Personnel* (8 VAC 20-22-10 et seq.) as Required by House Bill 578 of the 2012 Virginia General Assembly to Establish a License and Eligibility Criteria for Teachers Who Teach Only Online Courses
- Final Review of Proposed Board of Education Meeting Dates for the 2013 Calendar Year
- Final Review of Revised *Individual Student Alternative Education Plan (ISAEP) Program Guidelines* to Conform to HB 1061/SB 489
- Final Review of Proposed Revisions to the *Advancing Virginia's Leadership Agenda Guidance Document: Standards and Indicators for School Leaders and Documentation for the Principal of Distinction (Level II) Administration and Supervision Endorsement*
- Final Review of Proposed State Approved Textbooks for K-12 Science
- Final Review of Modifications to the Academic Review Process

**Final Review of a Notice of Intended Regulatory Action (NOIRA) to Revise the Licensure Regulations for School Personnel (8 VAC 20-22-10 et seq.) as Required by House Bill 578 of the 2012 Virginia General Assembly to Establish a License and Eligibility Criteria for Teachers Who Teach Only Online Courses**

With the Board's approval of the consent agenda, the Board approved the Notice of Intended Regulatory Action (NOIRA) to begin the process of revising regulations to establish a license and eligibility criteria for teachers who teach only online courses.

House Bill 578 was approved during the 2012 General Assembly Session. The legislation became effective July 1, 2012. As amended by that bill, Section 22.1-298.1 of the *Code of Virginia* states: The Board of Education shall prescribe by regulation the licensure requirements for teachers who teach only online courses, as defined in § 22.1-212.23. Such license shall be valid only for teaching online courses. Teachers who hold a five-year renewable license issued by the Board of Education may teach online courses for which they are properly endorsed.

**Final Review of Proposed Board of Education Meeting Dates for the 2013 Calendar Year**

With the Board's approval of the consent agenda, the Board approved the following schedule of meeting dates for the 2013 calendar year:

Thursday, January 10, 2013  
Thursday, February 28, 2013  
Thursday, March 28, 2013  
Wednesday-Thursday, April 24-25, 2013  
Thursday, May 23, 2013  
Thursday, June 27, 2013  
Thursday, July 25, 2013  
Thursday, September 26, 2013  
Thursday, October 24, 2013  
Thursday, November 21, 2013

**Final Review of Revised Individual Student Alternative Education Plan (ISAEP) Program Guidelines to Conform to HB 1061/SB 489**

With the Board's approval on the consent agenda, the Board approved the proposed *Individual Student Alternative Education Plan (ISAEP) Program Guidelines*. The guidelines are as follows:

**Individual Student Alternative Education Plan (ISAEP) Program Guidelines**

*Virginia School Laws, Section 22.1-254, Compulsory attendance required; excuses and waivers; alternative education program attendance; exemptions from article, 1999, authorizes local school boards to allow the fulfillment of compulsory attendance requirements by any student who is 16 years of age and for whom an Individual Student Alternative Education Plan (ISAEP) is developed in a meeting between the student, the student's parents, and the principal or designee. The Virginia Board of Education is charged with development*

of the guidelines associated with the ISAEP program. A student for whom an ISAEP has been granted and who fails to comply with the components of the ISAEP shall be deemed to be in violation of compulsory attendance requirements. Students enrolled with an ISAEP shall be counted in the average daily membership (ADM) of the school.

Legislative changes enacted during the 2012 General Assembly session impact ISAEP programs beginning with the 2012-2013 program year. Beginning July 1, 2012, all students enrolled in an ISAEP program must be enrolled in a program to earn a Board of Education-approved career and technical education credential and successfully complete the course in economics and personal finance required to earn a Board of Education-approved high school diploma in addition to preparing for and taking the GED® Tests. These additional requirements must be successfully completed prior to the students' completion of the ISAEP program.

The Virginia Board of Education is charged with development of the guidelines associated with the ISAEP program. A student for whom an ISAEP has been granted and who fails to comply with the components of the ISAEP shall be deemed to be in violation of compulsory attendance requirements. Students enrolled with an ISAEP shall be counted in the average daily membership (ADM) of the school.

School divisions that allow students to fulfill compulsory attendance requirements by granting them an ISAEP must adhere to all guidelines prescribed by the Board of Education. These guidelines

- 1) reflect the legislative intent that created the ISAEP option;
- 2) adhere to the agreement between the Department of Education and the GED® Testing Service of the American Council on Education that permits testing of students who are between the ages of 16 and 18 years and enrolled in high school programs; and
- 3) are consistent with Board of Education standards concerning the quality of all publicly funded educational programs.

These guidelines address the specific purpose of the ISAEP program, identify essential elements that school divisions are required to include in each student's ISAEP, and outline administrative procedures that describe the process from enrollment in an ISAEP program through release from compulsory attendance.

School divisions that accept funds from the Department of Education to support ISAEP programs must provide assurance annually that they will adhere to all Board of Education guidelines. Only those school divisions that have approved ISAEP programs may authorize enrolled students between the ages of 16 and 18 years to take the GED® Tests.

#### Purpose

The Board of Education believes that the first option for every high school-aged student should be to work towards completing the requirements for a standard or advanced studies diploma. Although every effort should be made to counsel students to remain in high school through graduation, there are circumstances when this is no longer a viable option. In such cases, the Board desires to provide students with a "second opportunity" to exit high school with a well-recognized credential and the knowledge and skills necessary for a successful transition to adulthood, an option more desirable than dropping out of school.

An ISAEP may be developed when the student demonstrates substantial need for an alternative program, meets enrollment criteria, and demonstrates an ability to benefit from the program. The need is determined by a student's risk of dropping-out of school. A student may qualify to be granted an ISAEP if dropping-out is imminent. A student's ability to benefit is determined by achieving satisfactory scores, as determined by the Board of Education, on a standardized measure of reading and the Official GED® Practice Test.

#### Program Requirements

School divisions must include the following elements in each student's ISAEP:

- 1) career guidance counseling and enrollment in a program to earn a Board of Education-approved career and technical education credential;

- 2) mandatory enrollment in a GED<sup>®</sup> preparation program or other alternative education program approved by the local school board;
- 3) counseling on the economic impact of failing to complete high school, and
- 4) successful completion of the course in economics and personal finance required to earn a Board of Education-approved high school diploma; and,
- 5) counseling on provisions for re-enrollment in school.

Career guidance and counseling should include a comprehensive career and technical education assessment that can assist students in developing career goals. Students with an ISAEP also must be provided opportunities for career and technical education (CTE) enrollment in a program to earn a Board of Education-approved career and technical education credential. The opportunities may vary from highly structured and formal CTE programs offered at the high school or regional career and technical education center to paid employment to unpaid internships that prepare an ISAEP student to successfully complete a CTE credential.

School divisions must provide GED<sup>®</sup> preparation programs or other alternative education classes that help students prepare for the GED<sup>®</sup> Tests. Enrollment in such programs is mandatory and school divisions are required to maintain attendance records. Although class scheduling and weekly hours of attendance are flexible, school divisions are expected to provide instruction for sufficient length and duration to maximize a student's chance to pass the GED<sup>®</sup> Tests on the first attempt.

ISAEP students and their parents must receive counseling on the impact of failing to complete a traditional high school program. School divisions should ensure that both parents and students are aware of the differences between the high school diplomas authorized by the Board of Education and the GED<sup>®</sup> credential.

Documentation of informed consent is required before a student may be granted an ISAEP and should be maintained in the student's school records for the period of time prescribed by law.

ISAEP students must successfully complete the course in economics and personal finance required to earn a Board of Education-approved high school diploma. The course credit may be earned using a variety of instructional delivery methods. Options may include taking a stand-alone course, a self-paced modular version of the course, or a virtual course. This ISAEP requirement also may be met using a certification of competency approach. Students with an ISAEP may elect to re-enroll in the regular school or other alternative school program for any reason prior to completing their plan. School divisions shall have written procedures that describe the provisions for re-enrollment.

#### Administrative Procedures

Any student or parent may request an ISAEP. However, school divisions must follow all of the following administrative procedures before a student may be granted an ISAEP.

#### Step One: Initial Principal-Parent-Student (PPS) Meeting

The purpose of the initial principal-parent-student meeting is to help parents and students understand the following options for fulfilling the compulsory attendance requirement: (1) remaining in the regular school program, (2) enrolling in an alternative educational program, or (3) completing an ISAEP. The principal or designee will provide full disclosure of the relevant aspects of the program, written descriptions of the required program components, a listing of the parties involved in developing and implementing the ISAEP, and complete information regarding an academic and career and technical education assessment. At this initial meeting, parents will sign a consent form to attest that they have received full disclosure regarding the ISAEP program and understand all requirements for each of the options for completing public school.

#### Step Two: Student Evaluation/Assessment

The purpose of the student evaluation is to provide the student, the parents, and the principal/designee with the information necessary to determine the program of study that is in the best educational interest of the student. Students planning to fulfill compulsory attendance requirements by completing an ISAEP must first demonstrate that they have the ability to benefit from such a program. School divisions should be familiar with GED<sup>®</sup> preparation and testing accommodations for students with

disabilities and include accommodations in the screening process and in the ISAEP. A reading achievement test, the GED® Practice Test, and a career and technical education assessment will be conducted to provide the necessary information on which to base decisions. Evaluation results will be used in the development of each student's plan, if he or she qualifies.

The GED® Test battery is normed on graduating high school seniors throughout the United States. Because the tests measure the outcomes of a traditional high school education, certain levels of competence should be established for entry into the GED® preparation/testing option. Both of the following minimum academic achievement criteria must be met for students to be granted an ISAEP:

- Students shall score 7.5 grade equivalent or higher on a recognized standardized measure of reading achievement.
- Students shall score 410 or higher on each of the subtests of the Official GED® Practice Test.

#### Step Three: Development of the ISAEP (Second Principal-Parent-Student Meeting)

The student, the parents, and the principal/designee are required partners for developing an ISAEP. Other individuals may be invited to participate as needed and as required. The ISAEP will address the needs of the student based on the evaluation results. Each student's plan should be clearly defined and include:

- measurable academic and career and technical education goals and objectives;
- attendance requirements for enrollment in GED® preparation classes;
- attendance requirements for enrollment in career and technical education-related classes (e.g., employment, apprenticeship, cooperative learning experiences, paid or unpaid internships, and workplace readiness training);
- methods and time frame for evaluating student's progress;
- procedures to provide parents with regular progress reports, and
- requirements for program completion.

The student, the parents, the principal/designee, and other appropriate individuals are required to sign the initial ISAEP and any subsequent amendments. A student granted an ISAEP is not released from compulsory attendance until the school board deems all elements of a student's plan to be complete, which includes successfully passing the GED® Tests. Any student who fails to complete the plan and does not return to school shall be deemed to be in violation of compulsory attendance requirements, and appropriate legal actions will be taken.

#### Step Four: Exiting the ISAEP Program

Students can exit the ISAEP program as described below:

- Students can be released from compulsory attendance by the local school board if the student passes the GED® Tests, participated in a CTE program that met ISAEP requirements, and successfully completes the course in economics and personal finance required to earn a Board of Education-approved high school diploma;
- Students can re-enroll in the K-12 program, including regular high school or some other alternative education program approved by the school board; and
- Students can discontinue their involvement in the ISAEP program and drop their enrollment in any recognized educational program. Such action would be a violation of compulsory attendance laws and will result in notifying the courts as appropriate.

School divisions shall report a change in a student's enrollment status to the Department of Education.

**Final Review of Proposed Revisions to the Advancing Virginia's Leadership Agenda Guidance Document: Standards and Indicators for School Leaders and Documentation for the Principal of Distinction (Level II) Administration and Supervision Endorsement**

With the Board's approval of the consent agenda, the Board approved the *Advancing Virginia's Leadership Agenda Guidance Document: Standards and Indicators for School Leaders and Documentation for the Principal of Distinction (Level II) Administration and Supervision Endorsement*. The guidance document is as follows:

Routes to the Administration and Supervision PreK-12 Level I Endorsement

The *Licensure Regulations for School Personnel*, effective September 21, 2007, and revised on January 19, 2011, set forth the requirements for the administration and supervision preK-12 endorsement. The endorsement consists of Level I, which is required to serve as a building-level administrator or central office supervisor, and Level II (Principal of Distinction), which is an optional endorsement to which an experienced building-level administrator may aspire.

Individuals who are seeking an initial administration and supervision endorsement (Level I) must meet the requirements for the endorsement through one of four options and be recommended by a Virginia school division superintendent. A school leader's assessment prescribed by the Board of Education (School Leaders Licensure Assessment) is required for individuals who are seeking an initial endorsement authorizing them to serve as principals and assistant principals in the public schools. Individuals seeking an initial administration and supervision endorsement who are interested in serving as central office instructional personnel are not required to take and pass the school leaders assessment prescribed by the Board of Education.

For Options 1, 2, and 3 below, the following requirements must be met for a Level I administration and supervision endorsement:

1. A master's degree from a regionally accredited college or university;
2. Completed three years of successful, full-time experience in a public school or accredited nonpublic school in an instructional personnel position that requires licensure in Virginia; and
3. Satisfied the requirements for the school leaders licensure assessment prescribed by the Board of Education. Individuals seeking an initial administration and supervision endorsement who are interested in serving as central office instructional personnel are not required to take and pass the school leaders assessment prescribed by the Board of Education.

In addition, individuals must meet the requirements listed under each option:

Option 1: Approved program route to Level I administration and supervision preK-12 endorsement

To become eligible for a Level I endorsement under this option, the candidate also must have completed an approved program in administration and supervision from a regionally accredited college or university and completed a minimum of 320 clock hours of a deliberately structured and supervised internship that provides exposure to multiple sites (elementary, middle, high, central office, agency) with diverse student populations. These experiences shall be an integral component of a Virginia Board of Education approved preparation program. The internship must be focused on instructional leadership and learning for all students and must occur in a public school or accredited nonpublic school.

Option 2: Alternate route to Level I administration and supervision preK-12 endorsement restricted to the Virginia school division in which the superintendent submitted the recommendation for endorsement

This endorsement is valid only in the designated Virginia school division and would not be portable or reciprocal. In order for a Virginia division superintendent to recommend the Level I endorsement under this option, the candidate also must have completed graduate coursework in school law, evaluation of instruction, and other areas of study as required by an employing Virginia school superintendent; the graduate coursework must be taken from a regionally accredited college or

university that has a state-approved administration and supervision program. [An individual who holds this restricted administration and supervision Level I endorsement is not eligible to seek a Principal of Distinction (Level II) administration and supervision endorsement.]

Option 3: Alternate route to Level I administration and supervision preK-12 endorsement

In order to be recommended by an employing Virginia school division superintendent, the candidate also must have completed graduate coursework in school law, evaluation of instruction, special education, school finance, and educational leadership, and other areas of study as required by an employing Virginia school superintendent; the graduate coursework must be taken from a regionally accredited college or university that has a state-approved administration and supervision program.

Option 4: Out-of-state administration and supervision endorsement

The candidate must have a master's degree from a regionally accredited college or university and a current, valid out-of-state license (full credential) with an endorsement in administration and supervision.

Virginia Performance Standards for School Leaders

The revised uniform performance standards for principals (includes assistant principals) articulate the expectations of principals in the Commonwealth's schools. They describe the functions of the position that can be used to judge the effectiveness of principals and focus assessment efforts on self-growth, instructional effectiveness, and improvement of overall performance. The standards were aligned with the *Educational Leadership Policy Standards*, formerly known as the *Interstate Leaders Licensure Consortium (ISLLC)* standards. There are seven standards: Instructional Leadership, School Climate, Human Resources Management, Organizational Management, Communication and Community Relations, Professionalism, and Student Academic Progress.

Performance Indicators

The performance indicators developed for each of the seven performance standards are based on the two-tiered endorsement model. Level I indicators reflect proficient performance for school leaders who serve in the roles of assistant principals and principals. Level II is an optional endorsement, and the indicators reflect examples of performance by principals of distinction.

The *Licensure Regulations for School Personnel* set forth the requirements to achieve the Principal of Distinction (Level II) administration and supervision endorsement. A building-level administrator may seek the Principal of Distinction (Level II) endorsement in administration and supervision preK-12 after successfully serving as a building-level administrator for at least five years in a public school or accredited nonpublic school and successfully completing a formal induction program as a principal or assistant principal. In order to earn the Principal of Distinction (Level II) administration and supervision endorsement, the principal must meet two or more of the following criteria as specified by the Board of Education and documented in a Department of Education approved format and be recommended by the employing Virginia school division superintendent:

1. Evidence of improved student achievement;
2. Evidence of effective instructional leadership;
3. Evidence of positive effect on school climate or culture;
4. Earned doctorate in educational leadership or evidence of formal professional development in the areas of school law, school finance, supervision, human resource management, and instructional leadership; or
5. Evidence of completion of a high-quality professional development project designed by the division superintendent.

The performance expected for the Principal of Distinction (Level II) administration and supervision endorsement involves creating a systemic framework for school processes that become integrated into the school's culture and are sustainable beyond a principal's tenure. Inherent in the Level II (Principal of Distinction) performance indicators is the skill to responsively meet student needs, create collaborative work

environments for teachers, engage constituencies in school improvement efforts, and foster a commitment to learning-centered schools.

#### Documentation for the Principal of Distinction (Level II) Administration and Supervision Endorsement

Principals have the option of seeking the Principal of Distinction (Level II) administration and supervision endorsement. Candidates for this “Principal of Distinction” status must hold a Level I endorsement (unrestricted), have five years of successful service as a building-level administrator, meet two of the five criteria specified by the Board of Education, completed a formal induction program or an alternative activity described in the guidelines, and be recommended by their employing Virginia school division superintendent. Principals who seek the Principal of Distinction (Level II) administration and supervision endorsement must submit a written notice of their intent to seek the endorsement to their division superintendent.

Key considerations by the superintendent in determining eligibility for the Principal of Distinction (Level II) administration and supervision endorsement might include, but is not limited to, the following:

1. Readiness and capabilities to meet a majority of the Level II (Principal of Distinction) performance indicators. The extent to which the performance standards for school leaders and the indicators for principals have been demonstrated must be a major focus in the process as the principal seeks to obtain the Principal of Distinction (Level II) administration and supervision endorsement. The Level II (Principal of Distinction) performance indicators provide examples of distinguished performance by school principals;
2. Service to the school division in the capacity of a principal for at least three years of the required five years of principal experience; and
3. Active participation in an induction program.\*

\* Some building-level principals have served in the role for many years, and an induction program may not have been available to them. In these cases, the principal must document and reflect on his or her experiences in lieu of an induction program. This documentation may take the form of records indicating conferences attended, courses taken, teaching experience, and reflections on his or her professional growth since becoming a principal. An alternative means to document professional growth could be a professional growth plan that indicates intentional efforts to develop a set of skills conducive to advanced school leadership and evidence of goal attainment.

#### Portfolio of Evidence

Critical to the Principal of Distinction (Level II) administration and supervision endorsement is the review and analysis of evidence submitted by the candidate that demonstrates a significant move from competence toward excellence in leadership at the building level. The candidate must submit a portfolio of evidence indicating that at least two of the five criteria established by the Board of Education have been met. An electronic portfolio of evidence is encouraged to facilitate transmission and evaluation.

The portfolio must include the following components:

1. The division superintendent’s notice of eligibility to the candidate;
2. Evidence of demonstrating the uniform performance standards for principals, including Level II (Principal of Distinction) performance indicators. [The extent to which the performance standards for school leaders and the indicators for principals have been demonstrated must be a major focus in the process as the principal seeks to obtain the Principal of Distinction (Level II) administration and supervision endorsement. The Level II performance indicators provide examples of performance by school principals of distinction.];
3. A completed assessment (360 assessment) of the candidate’s leadership skills (including a self-assessment and additional assessments from any combination of teachers, students, or parents, as requested by the superintendent); and
4. A brief community profile of the school in which the candidate works or has worked. [The purpose of the community profile is to allow flexibility for and consideration of confounding variables such as available resources or the composition of the student population in the

principal's building or division. For example, leadership in a low-performing school would be given special consideration.]

The completed portfolio would be submitted to the superintendent for review and determination of whether the principal met all requirements. The superintendent may request the recommendation of a review panel serving in an advisory capacity to determine if sufficient evidence has been presented to support the Principal of Distinction (Level II) administration and supervision endorsement. Panels could be constituted within the division or across regional areas of the state. At least one outside reviewer is advisable to lend credibility to the process. The review panel would make their recommendation for granting or denying the Principal of Distinction (Level II) administration and supervision endorsement and the rationale for the decision to the superintendent.

**Recommendation of the Division Superintendent**

The superintendent will transmit his or her recommendation for the Principal of Distinction (Level II) status to the candidate and to the Division of Teacher Education and Licensure, Virginia Department of Education.

The guidance document also includes:

Virginia Performance Standards for School Leaders Part I

Performance Indicators Part II

Documentation for the Principal of Distinction (Level II) Administration and Supervision Endorsement Part III  
Appendix

**Final Review of Proposed State Approved Textbooks for K-12 Science**

With the Board's approval of the consent agenda, the Board approved the following list of recommended textbooks for K-12 Science:

Course	Publisher	Title	Satisfactory Completion of Publisher's Certifications and Agreements	
			Yes	No
<b>Kindergarten</b>				
	Delta Education LLC	Delta Education Science for Grade K	✓	
	Houghton Mifflin Harcourt	Science Fusion (7-Year Student Edition Print/Online Bundle) Grade K	✓	
	School Education Group, a division of The McGraw-Hill Companies, Inc.	Science A Closer Look (Digital Handbook 2012, Print 2011)	✓	
	Discovery Education, Inc.	Discovery Education Science Techbook for Virginia; (Core Digital Path); Kindergarten View (Adoption Length Subscription)	✓	
<b>Grade 1</b>				
	Delta Education LLC	Delta Education Science for Grade 1	✓	
	Houghton Mifflin Harcourt	Science Fusion Virginia (7-Year Student Edition Print/Online Bundle) Grade 1	✓	
	School Education Group, a division of The McGraw-Hill Companies, Inc.	Science A Closer Look	✓	
	Discovery Education, Inc.	Discovery Education Science Techbook for Virginia; (Core Digital Path); First Grade View (Adoption Length Subscription)	✓	

Course	Publisher	Title	Satisfactory Completion of Publisher's Certifications and Agreements	
			Yes	No
<b>Grade 2</b>				
	Delta Education LLC	Delta Education Science for Grade 2	✓	
	Houghton Mifflin Harcourt	Science Fusion Virginia (7-Year Student Edition Print/Online Bundle) Grade 2	✓	
	School Education Group, a division of The McGraw-Hill Companies, Inc.	Science A Closer Look	✓	
	Discovery Education, Inc.	Discovery Education Science Techbook for Virginia; (Core Digital Path); Second Grade View (Adoption Length Subscription)	✓	
<b>Grade 3</b>				
	Delta Education LLC	Delta Education Science for Grade 3	✓	
	Houghton Mifflin Harcourt	Science Fusion Virginia (7-Year Student Edition Print/Online Bundle) Grade 3	✓	
	School Education Group, a division of The McGraw-Hill Companies, Inc.	Science A Closer Look	✓	
	Discovery Education, Inc.	Discovery Education Science Techbook for Virginia; (Core Digital Path); Third Grade View (Adoption Length Subscription)	✓	
<b>Grade 4</b>				
	Delta Education LLC	Delta Education Science for Grade 4	✓	
	Houghton Mifflin Harcourt	Science Fusion Virginia (7-Year Student Edition Print/Online Bundle) Grade 4	✓	
	School Education Group, a division of The McGraw-Hill Companies, Inc.	Science A Closer Look	✓	
	Discovery Education, Inc.	Discovery Education Science Techbook for Virginia; (Core Digital Path); Fourth Grade View (Adoption Length Subscription)	✓	
<b>Grade 5</b>				
	Delta Education LLC	Delta Education Science for Grade 5	✓	
	Houghton Mifflin Harcourt	Science Fusion Virginia (7-Year Student Edition Print/Online Bundle) Grade 5	✓	
	School Education Group, a division of The McGraw-Hill Companies, Inc.	Science A Closer Look	✓	
	Discovery Education, Inc.	Discovery Education Science Techbook for Virginia; (Core Digital Path); Fifth Grade View (Adoption Length Subscription)	✓	
<b>Grade 6</b>				
	Achieve3000, Inc.	VA eScience3000 - 6th Grade	✓	
	Delta Education LLC	Delta Education Science for Grade 6	✓	
	Holt McDougal, a division of Houghton Mifflin Harcourt	Science Fusion Virginia Student Edition Worktext Grade 6	✓	
	Pearson Education, Inc., publishing as Prentice Hall	Virginia Grade 6 Interactive Science	✓	

Course	Publisher	Title	Satisfactory Completion of Publisher's Certifications and Agreements	
			Yes	No
	School Education Group, a division of The McGraw-Hill Companies, Inc.	VA Course 1 iScience	✓	
<b>Life Science</b>				
	Achieve3000, Inc.	VA eScience3000 - Life Science	✓	
	Delta Education LLC dba CPO Science	CPO Science Life Science Student Book set (includes Vol. 1 & Vol. 2)	✓	
	Holt McDougal, a division of Houghton Mifflin Harcourt	Science Fusion Virginia Life Student Edition Worktext	✓	
	Pearson Education, Inc., publishing as Prentice Hall	Virginia Interactive Science, Life Science	✓	
	School Education Group, a division of The McGraw-Hill Companies, Inc.	VA Life iScience	✓	
<b>Physical Science</b>				
	Achieve3000, Inc.	VA eScience3000 - Physical Science	✓	
	Delta Education LLC dba CPO Science	CPO Science Physical Science Student Book set (includes Vol. 1 & Vol. 2)	✓	
	Delta Education LLC dba CPO Science	Foundations of Physical Science 3rd Edition Student Book set (includes Vol. 1 & Vol. 2)	✓	
	Delta Education LLC	Delta Education Science for Grade 8	✓	
	Holt McDougal, a division of Houghton Mifflin Harcourt	Science Fusion Virginia Physical Student Edition Worktext	✓	
	Pearson Education, Inc., publishing as Prentice Hall	Virginia Interactive Science, Physical Science	✓	
	School Education Group, a division of The McGraw-Hill Companies, Inc.	VA Physical iScience	✓	
<b>Earth Science</b>				
	Holt McDougal, a division of Houghton Mifflin Harcourt	Holt McDougal Earth Science 2013 Virginia Student Edition	✓	
	Pearson Education, Inc., publishing as Prentice Hall	Pearson Earth Science, Virginia Edition	✓	
	School Education Group, a division of The McGraw-Hill Companies, Inc.	Virginia Earth Science: Geology, the Environment, and the Universe	✓	
<b>Biology</b>				
	Holt McDougal, a division of Houghton Mifflin Harcourt	Holt McDougal Biology Virginia Student Edition	✓	
	Pearson Education, Inc., publishing as Prentice Hall	Miller Levine Biology, Virginia Edition	✓	
	School Education Group, a division of The McGraw-Hill Companies, Inc.	Virginia Glencoe Biology	✓	
<b>Chemistry</b>				
	Holt McDougal, a division of Houghton Mifflin Harcourt	Zumdahl, World of Chemistry, 2nd Edition	✓	
	Holt McDougal, a division of Houghton Mifflin Harcourt	Holt McDougal Modern Chemistry Virginia Student Edition	✓	
	LAB-AIDS Inc.	A Natural Approach to Chemistry Student Book with Lab Investigations Manual	✓	
	Pearson Education, Inc., publishing as Prentice Hall	Pearson Chemistry, Virginia Edition	✓	

Course	Publisher	Title	Satisfactory Completion of Publisher's Certifications and Agreements	
			Yes	No
	School Education Group, a division of The McGraw-Hill Companies, Inc.	Virginia Chemistry: Matter and Change	✓	
<b>Physics</b>				
	Delta Education LLC dba CPO Science	Physics a First Course 2nd Edition Student Book set (Vol. 1 & Vol. 2)	✓	
	Delta Education LLC dba CPO Science	Foundations of Physics 2nd Edition Student Book set (Vol. 1 & Vol. 2)	✓	
	Holt McDougal, a division of Houghton Mifflin Harcourt	Holt Physics Student Edition	✓	
	School Education Group, a division of The McGraw-Hill Companies, Inc.	Virginia Physics: Principles and Problems Student Edition	✓	

**Final Review of Modifications to the Academic Review Process**

With the Board's approval of the consent agenda, the Board approved the following modifications to the academic review process.

	School Tier/Accountability Status			
	<b>Tier 1: Title I or non-Title I Schools Accredited with Warning or Provisionally Accredited that Meet Federal Benchmarks for Any of the Three Proficiency Gap Groups</b>	<b>Tier 2: Title I or non-Title I Schools Accredited with Warning or Provisionally Accredited that Do Not Meet Federal Benchmarks for Any of the Three Proficiency Gap groups</b>	<b>Tier 3: Title I Focus Schools Not Fully Accredited</b>	<b>Tier 4: Title I Priority Schools Not Fully Accredited</b>
<b>Year 1 of Status</b>	<ul style="list-style-type: none"> <li>• Assignment of SEA contractor</li> <li>• Needs sensing interview</li> <li>• Formation of school and division support teams</li> <li>• On-site review led by SEA contractor and LEA with participation by other LEA representatives on the academic review team</li> <li>• Technical assistance and training on school improvement planning and monitoring tools</li> <li>• Development of school improvement plan and aligned division goals; quarterly progress monitoring reports</li> <li>• Differentiated technical assistance</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment of SEA contractor</li> <li>• Needs sensing interview</li> <li>• Formation of school and division support teams</li> <li>• On-site review led by SEA with participation by other assigned SEA contractors and LEA representatives on the academic review team</li> <li>• Technical assistance and training on school improvement planning and monitoring tools</li> <li>• Development of school improvement plan focusing on data from each of the three proficiency gap groups; development of aligned division goals; quarterly progress monitoring reports</li> <li>• Differentiated technical</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment of SEA contractor</li> <li>• Needs sensing interview</li> <li>• Formation of school and division support teams</li> <li>• Implement all requirements in Flexibility Waiver</li> <li>• On-site review led by SEA contractor with participation by LEA representatives on the academic review team</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment of SEA contractor</li> <li>• Implement all requirements of USED Turnaround Principles or USED Turnaround Model including the requirement to select a Lead Turnaround Partner (LTP)</li> <li>• On-site review led by SEA contractor with participation by the LTP and other LEA representatives on the academic review team</li> <li>• Monthly data review required</li> </ul>

<b>Year 2 and Year 3 of Status</b>	<ul style="list-style-type: none"> <li>Continued assignment of contractor</li> <li>Division team and school team implement, monitor and modify the school improvement plan</li> <li>Differentiated technical assistance provided by OSI</li> </ul>	<p style="text-align: center;">assistance</p> <ul style="list-style-type: none"> <li>Continued assignment of contractor</li> <li>Division team and school team implement, monitor and modify the school improvement plan</li> <li>Differentiated technical assistance provided by OSI</li> </ul>	<ul style="list-style-type: none"> <li>Continued assignment of contractor</li> <li>Implement all requirements in Flexibility Waiver</li> <li>Differentiated technical assistance provided by OSI</li> </ul>	<ul style="list-style-type: none"> <li>Continued assignment of contractor</li> <li>Continue to implement all requirements of USED Turnaround Principles or USED Turnaround Model</li> <li>Differentiated technical assistance provided by OSI</li> <li>Monthly data review required</li> </ul>
<b>Year 4 of Status</b>	<ul style="list-style-type: none"> <li>Move to Accreditation Denied status</li> <li>Develop MOU with the Board of Education</li> </ul>			

***ACTION/DISCUSSION ITEMS***

***Final Review of a Request for Increased Graduation Requirements from Suffolk City Public Schools***

Mrs. Anne Wescott, assistant superintendent for policy and communications, presented this item. She acknowledged Dr. Deran Whitney, superintendent, Suffolk City Public Schools. Mrs. Westcott’s presentation included the following:

- Suffolk City Public Schools is requesting that the Board of Education approve an additional graduation requirement for the Standard and Advanced Studies Diplomas. This is proposed to become effective for first-time 9<sup>th</sup>-grade students in the 2013-2014 school year. Students would be required to complete 50 hours of voluntary participation in community service or extracurricular activities. Activities that would satisfy this requirement would include the following:
  - ✓ Volunteering for a charitable or religious organization that provides services to the poor, sick or less fortunate;
  - ✓ Participating in Boy Scouts, Girl Scouts, or similar youth organizations;
  - ✓ Participating in JROTC;
  - ✓ Participating in political campaigns or government internships, or Boys State, Girls State, or Model General Assembly; or
  - ✓ Participating in school-sponsored extracurricular activities that have a civics focus.
- The Suffolk School Board made several changes to the request following the Board of Education’s first review of the request on July 26, 2012:
  - ✓ The requirement would be effective for first-time 9<sup>th</sup>-grade students in school year 2013-2014. The original request would have been effective in school year 2012-2013.
  - ✓ The revised proposal clarifies that students could volunteer for a charitable or a religious organization that provides services to the poor, sick, or less fortunate. The original request did not specify religious organizations, although the school board intended for the term “charitable organizations” to include religious organizations.
  - ✓ The requirement for transfer students would be revised. Students who transfer to Suffolk City Public Schools in the 10<sup>th</sup> grade would be required to have 35 hours of community service. Students who transfer in the 11<sup>th</sup> grade would be required to have 20 hours of service. Students who transfer in the 12<sup>th</sup> grade would be required to have 10 hours of service.
  - ✓ The revised proposal also clarifies that the time frames for students to meet this requirement (at least 16 hours of community service by the end of the 9<sup>th</sup> grade, an additional 17 hours of community service by the end of the 10<sup>th</sup> grade, and an additional 17 hours of community service by the end of the 11<sup>th</sup> grade) are expectations to ensure that the students are making good progress,

but students are not mandated to meet these time frames. Students may elect to earn the 50 hours of community service in varying combinations of hours of service each year.

- For the 2011-2012 school year, the Virginia On-Time Graduation Rate for Suffolk Public Schools was 81.2 percent, and the dropout rate was 10.8 percent. For the three high schools, the ratings were as follows:

High School	Accreditation Rating	Graduation and Completion Index	Virginia On-Time Graduation Rate	Dropout Rate
King's Fork	Provisionally Accredited – Graduation Rate	82	78.6	13.4
Lakeland	Provisionally Accredited – Graduation Rate	83	78.3	12.5
Nansemond River	Fully Accredited	92	87.7	5.3

The Board expressed some concern that monitoring students' community service activities, while admirable, may take away from the academic education of students and may impact the graduation rate. Some members also expressed concern regarding the burden this requirement will put on families with hardships. The Board also discussed consequences if the 50 hours of community service are not met.

Mrs. Beamer made a motion to approve the request for the additional graduation requirement of 50 hours of community service or extracurricular activities for first-time 9<sup>th</sup>-graders, beginning in school year 2013-2014, with the stipulation that Suffolk Public Schools report back to the Board after the first year with student progress. The motion was seconded by Dr. Cannaday and passed with eight (8) "yes" votes and one (1) "no" vote from Mrs. Sears.

### **Final Review of the Proposed Regulations Governing Unexcused Absences and Truancy**

Dr. Cynthia Cave, director for student services, presented this item. Her presentation included the following:

- Public comment received by the Board subsequent to the July 26 meeting included thirteen additional comments from the Virginia Education Association, individual principals and school social workers, individuals, and the Virginia Association of Secondary School Principals. In summary, the comments encompassed: the importance of accountability by parents and by students for unexcused less than full day attendance; the responsibility of the Board to enforce the *Code* statutes addressing attendance, to include partial day absences; the counting of suspended days as "excused"; the attendance by young children at meetings with school officials during attendance plan development and conferences to plan interventions; the importance of having a division policy for truancy; and the administrative impact of procedures to be followed to intervene and to address continued unexcused absences.

Part I of the regulations, 8VAC 20-730-10, which provides definitions of terms, has been amended as follows:

- The definition of "attendance plan" was amended to specify participating school representatives, to include resolution of a student's nonattendance, and to include participation by the student.
- The definition of "attendance conference" was amended to remove "if appropriate" from "attendance of student at the conference" in order to align with the *Code* and to specify the role of community representatives.

- The definition of “court referral” was amended to replace “referral...to intake worker” with “filing a complaint through petition” for clarity. “Records of interventions regarding the student’s unexcused absences” was added to the list of materials provided for specificity.
- The definition of “excused absence” has been amended to replace “excuse” with “reason.” The definition has been further amended since the July Board of Education meeting to delete “Absences resulting from suspensions shall be considered excused.” The words “and suspended” have been added to the sentence “Expelled and suspended students continue to remain under the provisions of compulsory school attendance, *Code of Virginia*, § 22.1-254.” Also, language has been added to state: “An absence from school attendance resulting from a suspension or expulsion may be considered excused for the period of the suspension or expulsion unless the parent fails to otherwise adhere to the compulsory school attendance requirements.”
- At the July 26 meeting, the Board of Education removed the word “authority” from “school administration authority” to avoid redundancy within the definition of “excused absence.”
- The definition of “multidisciplinary team” was amended to specify the ability of the team to participate in addressing student attendance. A reference to how work is done was deleted.
- The definition of “parent” was amended to align with the *Code*, and “legal custodian(s)” was added.
- The proposed regulations as presented to the Board of Education in July presented an amendment to the definition of “unexcused absence” to delete references to missing “part of the scheduled instructional school day without permission from an administrator.” School division policies vary on how partial absences from school without acceptable reasons are counted. In some cases, a school division policy is different for how absences are counted in elementary schools (whole days) to how they are counted in high schools (specified hours for block schedules or class periods in high school.) Also, in some cases, records of an unexcused tardy or unexcused early dismissal are kept, and follow up occurs with the family and student; however, for purposes of truancy, unexcused absences are based on full days. To avoid potential complicating of division data reporting systems and overloading of court cases required by the *Code* after seven unexcused absences, the proposed definition has been amended to missing a full day only, with the recognition of the importance and goal of early intervention in attendance problems stated in the regulations’ Foreword. This change also aligns the definition of “unexcused absence” with that of the federal Uniform Data Set (UDS) guidelines supporting the No Child Left Behind Act, which references missing an entire school day. The definition of “unexcused absence” was also amended to replace “excuse” with “reason” and to replace school “administrator” with “administration” for consistency. A further amendment was the deletion of “absences resulting from suspensions shall not be considered unexcused” from this definition.
- Note that the proposed definition of truancy is “the act of accruing one or more unexcused absences.” This definition differs from the federal UDS guide supporting NCLB, which defines truancy as “a pattern of repeated unexcused absences from compulsory education.” The reporting requirement from the UDS is that states collect and report data on truancy rates. The “truancy rate” as defined by UDS is “the rate of students who have 10 or more unexcused absences per year per 100 students, with the definition of ‘unexcused’ based on local definition. Prior to the issuance of the federal guidance, the Virginia Department of Education had determined that a report of truancy rates be based on unexcused absences of seven or more. Reporting ten or more unexcused absences, instead of seven, can be easily achieved.

Part II, 8VAC 20-730-20, which provides process and responsibilities for addressing unexcused absences, has been amended as follows:

- At the July 26 meeting, the Board of Education added the following language to Part II, creating new “A” and “B” sections.

“A. Each local school board shall provide guidance regarding what would constitute an excused absence in order to address when the explanation provided by the parent will be determined to be reasonable and acceptable.”

“B. Each local school board shall develop procedures to ensure that appropriate interventions will be implemented when a student engages in a pattern of absences less than a full day, the explanation for which, if it were a full-day absence, would not be deemed an excused absence.”

- Under the new section C.(1), a sentence has been added to state “Early intervention with the student and parent(s) shall take place for repeated unexcused absences.” to reinforce the timely identification of repeated unexcused absences and early intervention to address nonattendance reasons.
- Under the new section C.(2), “with the student and parent(s)” has been added after “attendance plan shall be made” to align with the *Code*.
- Under the new section C.(3), “fifteen” has been replaced with “15.”
- Under the new section C.(3), the word “calendar” was replaced by “school” at the July 26 meeting to align with the *Code*.
- Under the new section C.(3), “when applicable” after “student” has been deleted to align with the *Code*.
- Under the new section C.(4), the phrase “all records of intervention regarding the student’s unexcused absences, such as” has been added before a list of materials to accompany the petition to Juvenile and Domestic Relations Court for specificity.
- Under the new section C.(4), the phrase “presented to the intake worker” has been deleted and replaced with “attached to the petition” for specificity.
- Under the new section C.(4), the sentence “The decision shall be made by the intake worker either to divert the case or to file the petition for presentation before the court.” has been deleted because it is unnecessary.
- Under the new section D., the sentence “This record does not become a part of the student’s permanent scholastic record” has been deleted for consistency with *Code* requirements for the student record.

Part III, 8VAC 20-730-30, which provides requirements for data collection and reporting, has been amended as follows:

- Under “5,” the phrase “court referral” before “petition” has been deleted and “or if proceedings against parents were instituted, and, if not, the reason” added after “petition was filed” for specificity and consistency

Dr. McLaughlin made a motion to approve the proposed *Regulations Governing the Collection and Reporting of Truancy Related Data and Student Attendance Policies* and authorize staff to make additional technical edits. The motion was seconded by Ms. Mack and carried unanimously.

### **Final Review of Revised Guidelines for Uniform Performance Standards and Evaluation Criteria for Superintendents**

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

- The Virginia Department of Education established a work group to conduct a comprehensive study of superintendent evaluation in spring 2012. The goals of the superintendent evaluation work group were to:
  - ✓ develop and recommend policy revisions related to superintendent evaluation, as appropriate;
  - ✓ compile and synthesize current research related to superintendent evaluation and superintendent performance standards;
  - ✓ examine existing state law, policies, and procedures relating to superintendent evaluation;
  - ✓ establish the use of multiple data sources for documenting performance, including opportunities for superintendents to present evidence of their own performance as well as student growth;
  - ✓ develop a procedure for conducting performance reviews that stresses accountability, promotes professional improvement, and increases superintendents' involvement in the evaluation process;
  - ✓ revise existing documents developed to support superintendent evaluation across Virginia, including the *Guidelines for Uniform Performance Standards for Teachers, Administrators, and Superintendents* to reflect current research and embed student growth as a significant factor of superintendent evaluation protocols; and
  - ✓ examine the use of superintendent evaluation to improve student achievement.
- The document, *Guidelines for Uniform Performance Standards and Evaluation Criteria for Superintendents*, sets forth seven performance standards for all Virginia superintendents. Pursuant to state law, superintendent evaluations must be consistent with the following performance standards (objectives) included in this document:

Performance Standard 1: Mission, Vision, and Goals

The superintendent works with the local school board to formulate and implement the school division's mission, vision, and goals to promote student academic progress.

Performance Standard 2: Planning and Assessment

The superintendent strategically gathers, analyzes, and uses a variety of data to guide planning and decision-making consistent with established guidelines, policies, and procedures that result in student academic progress.

Performance Standard 3: Instructional Leadership

The superintendent fosters the success of all teachers, staff, and students by ensuring the development, communication, implementation, and evaluation of effective teaching and learning that leads to student academic progress and school improvement.

Performance Standard 4: Organizational Leadership and Safety

The superintendent fosters the safety and success of all teachers, staff, and students by supporting, managing, and evaluating the division's organization, operation, and use of resources.

Performance Standard 5: Communication and Community Relations

The superintendent fosters the success of all students through effective communication with stakeholders.

Performance Standard 6: Professionalism

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

Performance Standard 7: Divisionwide Student Academic Progress

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

Dr. Wright thanked all of the associations that participated in the work group and contributed to the guidelines. Dr. Wright recognized members of the Virginia School Boards

Association (VSBA) and Virginia Association of School Superintendents (VASS) who were in the audience.

Dr. McLaughlin made a motion to approve the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Superintendents*, to become effective on July 1, 2014; however, school boards and divisions are authorized to implement the guidelines and standards prior to July 1, 2014. The motion was seconded by Mrs. Atkinson and carried unanimously with the understanding that staff will be permitted to make minor technical edits.

**First Review of Proposed Alternate Methodology for Revising Mathematics Annual Measurable Objectives (AMOs) for Accountability Years 2013-2014 through 2017-2018 Under Provisions of Virginia's Approved NCLB Waiver from Certain Requirements of the Elementary and Secondary Education Act of 1965 (ESEA)**

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

- In September 2011, the U.S. Department of Education (USED) announced that states may request flexibility from certain requirements of NCLB in exchange for rigorous and comprehensive state-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. In a letter to state chief school officers, Secretary Duncan stated that many ESEA requirements have unintentionally become barriers to state and local forward-looking educational reform efforts not anticipated when the original legislation was amended in 2001.
- To receive NCLB waivers, states must submit for approval to USED applications that agree to specific requirements prescribed in the ESEA flexibility application. At its meeting on September 22, 2011, the Board accepted a report on the process to request flexibility from certain NCLB requirements and authorized the Department of Education to begin gathering stakeholder input on a new federal accountability plan. As part of the process of preparing a flexibility application, the Board solicited input from numerous stakeholder groups.
- On January 12, 2012, the Board of Education accepted for first review a proposed ESEA flexibility application and approved the application with additional amendments at its meeting on February 23, 2012. The Department of Education worked with the Board of Education and stakeholders to prepare an ESEA flexibility application that more closely aligned ESEA flexibility requirements and the Standards of Accreditation accountability system.
- On April 17, 2012, Virginia received a letter from USED sharing feedback about the state's ESEA flexibility application and asking for additional information on particular areas of Virginia's application. In response, Virginia submitted technical and clarifying responses to USED. For *Principle 2--Accountability*, Virginia engaged in ongoing discussion with USED to gain clarity on the federal requirements for accountability under the ESEA flexibility provisions.
- USED requested that Virginia "Provide AMO targets that increase over time and are similarly rigorous to Options A or B, as outlined in ESEA flexibility." In response to USED's request, Virginia agreed to 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 starting pass rate targets was based on the methodology required in Section 1111 of the *NCLB Act of 2001*.

- 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.
- On May 24, 2012, the Virginia Board of Education approved Virginia's revised ESEA application for flexibility from certain requirements of NCLB. On June 29, 2012, Virginia's ESEA flexibility application was approved by the U.S. Department of Education (USED). In *Principle 2, Section 2.B*, of the application, as allowable under the ESEA flexibility agreement, Virginia outlined a methodology for establishing new AMOs beginning with accountability year 2012-2013, based on 2011-2012 assessment results.
- On August 24, 2012, Superintendent of Public Instruction Patricia Wright participated in a conference call with federal Assistant Secretary of Education Deborah Delisle regarding the mathematics subgroup AMOs that were derived based on the methodology proposed by Virginia and approved by USED. Superintendent Wright agreed to analyze the AMOs further and work with USED and the Board of Education on strategies for aligning the AMOs with the goals set forth in the ESEA flexibility application.
- On August 27, 2012, USED staff followed up with Virginia Department of Education staff regarding the state's AMOs for mathematics. On August 28, 2012, an additional phone conversation took place with the federal Assistant Secretary to discuss acceptable alternate methodologies for revising the subgroup AMOs.
- In an August 29, 2012, letter to Superintendent Wright, USED praised Virginia for implementing new and more rigorous college- and career-ready mathematics assessments and acknowledged that it had approved Virginia's revised AMO methodology, but at the time, assessment data in mathematics were not available. The letter stated that once the methodology was applied to the data, the resulting AMOs were not sufficiently ambitious to close the achievement gap in half for each subgroup within six years, and therefore did not meet the requirements of the ESEA flexibility, which require that subgroups that are farther behind demonstrate greater academic gains over time.
- USED did not withdraw approval of Virginia's flexibility request, but instead stated the intention to collaborate with Virginia to reconsider the methodology for calculating individual subgroup AMOs to achieve the desired outcome.
- In response to the request for Virginia to submit an alternate methodology and revised student subgroup AMOs to USED for approval, the Superintendent of Public Instruction proposes the Board of Education consider an alternate methodology for establishing AMOs in mathematics for the three proficiency gap groups and other individual student subgroups for accountability years 2013-2014 through 2017-2018 that will meet ESEA flexibility requirements.
- The Superintendent's proposed alternate methodology for revising student subgroup AMOs is as follows:

**Proposed Amendment to Virginia's NCLB Flexibility Plan  
Approved by U.S. Department of Education (USED) on June 29, 2012**

**Background and Description of Amendment**

The Virginia Board of Education will consider an alternate methodology for establishing student subgroup Annual Measurable Objectives (AMOs) for accountability years 2013-2014 through 2017-2018 based on new and more rigorous mathematics assessments administered for the first time in 2011-2012. The same methodology will be used to recalculate reading AMOs through accountability years 2017-2018 based on new and more rigorous reading assessments to be administered for the first time in 2012-2013.

Revised Annual Measurable Objectives (AMOs) will be calculated for every student subgroup, such that by the 2017-2018 accountability year (2016-2017 assessment year) the minimum required pass rate will be the same as the Year 6 AMO for the all students subgroup. AMOs in the intermediate years will serve as academic progress measures.

The revised methodology will continue to address USED's flexibility application requirement of cutting in half within six years the failure rate of the all students group and every student subgroup at a school with greater gains required of lower performing subgroups. Schools with pass rates higher than the AMOs for one or more subgroups will be required to maintain or improve those pass rates annually to ensure all subgroups in every school make continuous progress.

The starting points (Year 1 AMOs) used to determine the federal accountability determinations for the 2012-2013 accountability year based on 2011-2012 assessments will remain as calculated using methodology approved by USED on June 29, 2012.

To establish starting points under Virginia's NCLB flexibility plan, all schools in the state were rank ordered based on the percent of students that passed the assessment. Then, the number of students with an assessment record in each school was recorded. The pass rate of the school at the 20th percentile of total number of students with assessment records for the state represents the starting point (Year 1 AMO) for calculating the AMOs. (This procedure for calculating a starting point is consistent with the methodology in the NCLB Act of 2001.) This process is repeated to establish the starting point (Year 1 AMO) for each of the student subgroups, including the three Proficiency Gap Groups.

The AMOs for the all students group will remain as calculated using methodology approved by USED on June 29, 2012. The difference in the pass rate for the school at the 20<sup>th</sup> percentile and the school at the 90<sup>th</sup> percentile is calculated and then divided in half to determine the percentage points by which the failure rate must be reduced. This percentage point difference is then divided by six to determine the needed annual increases in the pass rates so that the required reduction in the failure rate may be met.

The above process is used to establish the ending point (Year 6 AMO) and the intermediate AMOs (Years 2-5) for the all students group with the goal of reducing by half the proficiency gap between the highest and lowest performing schools within six years.

The intermediate AMOs (Years 2-5) for each subgroup will be revised so that the ending AMO (Year 6) is the same as the ending AMO established for the all students group and the intermediate AMOs are in equal increments. This revised methodology establishes intermediate subgroup passing rates (AMOs) that converge to the same passing rate (AMO) in Year 6 and, thereby, creates higher growth expectations for lower performing subgroups.

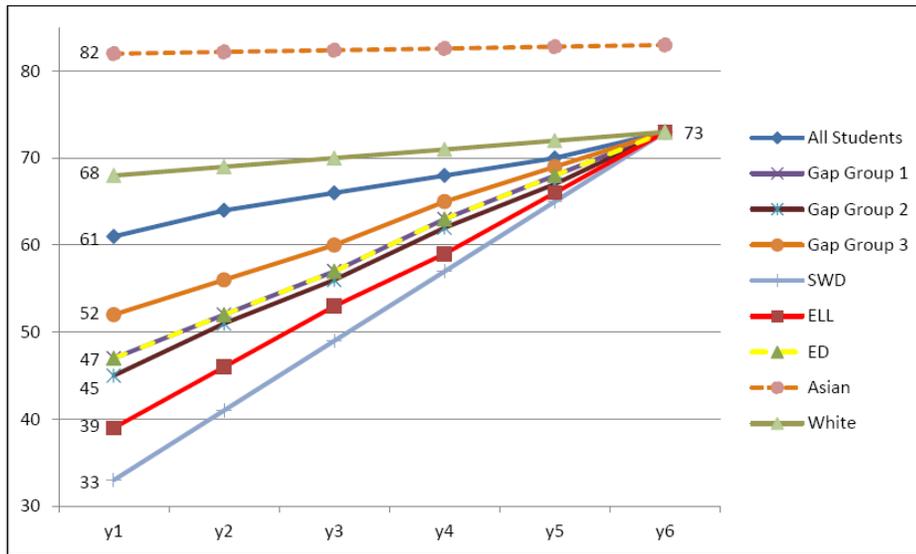
This same process will be used to revise the Reading AMOs based on the new, more rigorous SOL assessments to be administered in 2012-2013.

Revised Annual Measurable Objectives (AMOs) for Accountability Years 2013-2014 through 2017-2018 Based on New Mathematics Assessments Administered for the First Time in 2011-2012

Beginning in the 2013-2014 accountability year (2012-2013 assessment year), the state and every school and division must meet or exceed a minimum pass rate on state mathematics assessments for every student subgroup. Academic progress measures known as Annual Measurable Objectives (AMOs) will be calculated for every student subgroup, such that by the 2017-2018 accountability year (2016-2017 assessment year) the minimum required pass rate will be the same as the minimum pass rate for the all students subgroup calculated using the methodology approved by the U.S. Department of Education on June 29, 2012.



Revised Mathematics AMOs Based on Proposed Alternate Methodology



Identification of Schools for Intervention and Support

- 36 Priority Schools – A number of schools equal to **five percent** of the lowest-performing Title I schools based on all students’ performance and graduation rates
- 72 Focus Schools - Ten percent of the lowest-performing Title I schools based on the performance of subgroups
- Title I Schools and Non-Title I Schools That Did Not Meet One or More of the AMOs
  - Need to create an improvement plan

Intervention and Support for Priority Schools

- Required to hire a Lead Turnaround Partner (LTP) to assist in implementing one of the four U.S. Department of Education School Improvement Grant (SIG) intervention models or another model that includes the federal turnaround principles.
- The four USED models include:
  - Turnaround Model: Replace the principal, screen existing school staff, and rehire no more than half the teachers; adopt a new governance structure; and improve the school through curriculum reform, professional development, extending learning time, and other strategies.
  - Restart Model: Convert a school or close it and re-open it as a charter school or under an education management organization.
  - School Closure: Close the school and send the students to higher-achieving schools in the division.
  - Transformation Model: Replace the principal and improve the school through comprehensive curriculum reform, professional development, extending learning time, and other strategies.

Federal Turnaround Principles

- Provide strong leadership;
- Ensure teachers are effective and able to improve instruction;
- Redesign the school day, week, or year to include additional time for student learning and teacher collaboration;
- Strengthen the school’s instructional program based on student needs;
- Ensure the instructional program is research-based, rigorous, and aligned with state academic content standards;
- Use data to inform instruction and for continuous improvement;

- Establish a school environment that improves school safety and discipline and address other non-academic factors that impact student achievement, such as students' social, emotional, and health needs; and
- Provide ongoing mechanisms for family and community engagement.

#### Interventions and Support for Focus Schools

- Must contract with VDOE-approved coaches to assist with interventions as determined through a comprehensive needs assessment and school improvement planning process.
- State will provide support to division-level teams to build capacity for improving schools.
- School-level improvement teams will work alongside the division team and coach to implement strategies based on the results of needs-sensing interviews and other needs assessment activities.

#### Schools Requiring an Improvement

- Schools *not identified as priority or focus schools and not meeting one or more AMO(s)* must implement an improvement plan to increase the academic achievement of any subgroup.
- Those schools include any school with one or more subgroups failing to meet the reading or mathematics AMO or the Federal Graduation Indicator.

Dr. Wright said the proposal is designed to cut achievement gaps aggressively so that all student subgroups meet or exceed a common benchmark within six years. She also indicated that the shift from No Child Left Behind (NCLB) to the new ESEA flexibility allows school divisions to place greater priority and resources where they are most needed.

Board members noted that the starting points in the proposal are based on the results from new college- and career-ready mathematics tests that were first introduced during 2011-2012. These more rigorous standards resulted in significantly lower passing rates for all subgroups, which made it inappropriate to rely on earlier results.

During the Board's discussion, members reiterated their common goal of improving the academic achievement of all students and closing achievement gaps. Mrs. Sears noted that if concerns had been communicated to the Board and superintendent of public instruction, misunderstandings regarding the AMOs for student subgroups could have been avoided.

The Board accepted for first review the proposed alternate methodology for revising Annual Measurable Objectives (AMOs) in mathematics for every student subgroup, including the three proficiency gap groups, for accountability years 2013-2014 through 2017-2018 based on new and more rigorous mathematics assessments administered for the first time in 2011-2012. The same methodology would be used in 2012-2013 to recalculate reading AMOs through accountability years 2017-2018 based on new and more rigorous reading assessments to be administered for the first time in 2012-2013.

**First Review of Request for Approval of an Alternative Accreditation Plan from Albemarle County School Board for a High School with a Graduation Cohort of Fifty (50) Students or Fewer**

Dr. Kathleen Smith, director for school improvement, presented this item. Her presentation included the following:

- The Albemarle County School Board is requesting approval of an alternative accreditation plan for Murray High School, which has a graduation cohort of 50 or fewer students. Due to the small cohort size, one student can make a significant difference in the Graduation and Completion Index (GCI). For this reason, the GCI alone is not an appropriate measure for these schools; additional criteria are needed to determine accreditation.
- The school division is requesting a waiver to 8VAC 20-131-280 of the Standards of Accreditation so that adjustments may be made to the accreditation calculations for accountability purposes. The following are being requested by the school division for the accreditation cycles for three years beginning in 2012:
  1. The proposed alternative accreditation plan will be used only if the school fails to meet the GCI benchmark for full accreditation AND the cohort size for the graduating class is less than 50.
  2. The maximum number of GCI bonus points allowable for alternative accreditation will be based upon the size of the On-Time Graduation Rate cohort as follows:
    - 0-14 students, no bonus points assigned: the school division will submit a written appeal to the State Superintendent of Public Instruction.
    - Maximum of 5 points for cohorts of 15-20 students
    - Maximum of 4 points for cohorts of 21-40 students
    - Maximum of 3 points for cohorts of 41-50 students
  3. The division will submit a written appeal of the accreditation rating to the Superintendent of Public Instruction for cohort sizes of less than fifteen students or in cases where special circumstances warrant explanation and consideration in addition to the maximum point values outlined above.
- In the event that the cohort size is less than fifteen (15) students or in cases where special circumstances warrant consideration, the Superintendent of Public Instruction will make the final determination.

The Board accepted for first review the proposed alternative accreditation plan for Murray High School from Albemarle County School Board. Before final review by the Board, Albemarle County Public Schools will submit the most recent GCI data and an amendment adding an indicator for college career readiness will be added to the plan.

**First Review of Request for a Rating of Conditionally Accredited from Alexandria City School Board for Jefferson-Houston Elementary School**

Dr. Kathleen Smith also presented this item. Her presentation included the following:

- Alexandria City School Board is requesting a rating of *Conditionally Accredited* rather than *Accreditation Denied* for Jefferson-Houston Elementary School.
- On September 26, 2007, the Board approved a rating of *Conditionally Accredited* for Jefferson-Houston Elementary School. The rating was granted based on the school's reconstitution efforts and change in governance. Jefferson-Houston Elementary School was rated *Conditionally Accredited* for one year, as noted in the school's accreditation profile below. This school has been fully accredited one year in the past eleven years.

State Accountability – Accreditation Designation based on Statewide Assessment Pass Rates

Year	Accreditation Rating	Based on Statewide Assessments In	Areas of Warning
2002-2003	<i>Provisionally Accredited/Needs Improvement</i>	2001-2002	With this rating, no areas were indicated
2003-2004	<i>Provisionally Accredited/Needs Improvement</i>	2002-2003	With this rating, no areas were indicated
2004-2005	<i>Accredited with Warning</i>	2003-2004	English, Mathematics, Science
2005-2006	<i>Accredited with Warning</i>	2004-2005	Mathematics, History, Science
2006-2007	<i>Accredited with Warning</i>	2005-2006	English, Mathematics
2007-2008	<i>Conditionally Accredited</i>	2006-2007	English, Mathematics
2008-2009	<i>Fully Accredited</i>	2007-2008	None
2009-2010	<i>Accredited with Warning</i>	2008-2009	English
2010-2011	<i>Accredited with Warning</i>	2009-2010	English, History
2011-2012	<i>Accredited with Warning</i>	2010-2011	English, History, Science
2012-2013	<i>Accreditation Denied</i>	2011-2012	English, Mathematics, History, Science

Federal Accountability

- Jefferson-Houston Elementary School has been identified as a priority school in accordance with Virginia’s approved *Application for U.S. Department of Education Flexibility from Certain Requirements of the Elementary and Secondary Education Act of 1965 (ESEA)*. Based on 723 schools identified as Title I in school year 2011-2012, Virginia identified a number of schools equal to five percent of the state’s Title I schools, or 36 schools (5 percent of 723 schools), as priority schools for school year 2012-2013 using the criteria below. Jefferson-Houston Elementary School was identified under Criterion C.

<b>Criterion A</b>	Schools receiving School Improvement Grant (SIG) funds under Section 1003(g) of ESEA in Federal Fiscal Year 2009 (Cohort I) or 2010 (Cohort II) and identified and served as a Tier I or Tier II school
<b>Criterion B</b>	Title I high schools with a federal graduation indicator* of 60 percent or less for two or more of the most recent consecutive years
<b>Criterion C</b>	Title I schools based on the “all students” performance in reading and/or mathematics performance on federal AMOs
<b>Criterion D</b>	Title I schools failing to meet the 95 percent participation rate in reading and/or mathematics for three consecutive years

\* The ESEA federal graduation indicator recognizes only Standard and Advanced Studies diplomas.

Federal Accountability Indicator

Year	Based on Assessments in	Federal Status
2009-2010	2008-2009	Did not Make AYP English and Mathematics – Year 4
2010-2011	2009-2010	Did not Make AYP English and Mathematics – Year 5
2011-2012	2010-2011	Did not Make AYP English and Mathematics – Year 6
2012-2013	2011-2012	Identified as a Priority School (Criteria C)

Federal Annual Measurable Objective (AMO)–Performance Based on Statewide Assessments in 2011-2012

Group	Reading AMO	Reading Pass Rate	Mathematics AMO	Mathematics Pass Rate
All Students	85%	61%	61%	35%
Gap Group 1	76%	57%	47%	31%
Gap Group 2	76%	59%	45%	29%
Gap Group 3	80%	58%	52%	47%

Notes: Gap Group 1 is composed of students with disabilities, students who are economically disadvantaged and students who are English language learners. Gap Group 2 is composed of black students. Gap Group 3 is composed of Hispanic students.

Federal Accountability Pass Rates

Assessment Type	Pass Rates – Based on Statewide Assessments in Years -				
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
English- Reading	75%	70%	69%	67%	61%
Mathematics	76%	73%	81%	62%	35%
Science	75%	68%	67%	51%	43%
History	71%	65%	57%	38%	48%

- Priority schools must select a Lead Turnaround Partner (LTP) and implement one of the four U. S. Department of Education (USED) models as outlined in Virginia’s approved *Application for U.S. Department of Education Flexibility from Certain Requirements of the Elementary and Secondary Education Act of 1965 (ESEA)*; this meets the requirements of reconstitution as a change in governance. Priority schools receive federal funding per the USED 2011 1003(g) School Improvement Grant (SIG) initiative to support school reform.

Technical Assistance

- Schools granted a rating of *Conditionally Accredited* in 2012-2013 will be required to participate in technical assistance from the Virginia Department of Education (VDOE). Since Jefferson-Houston Elementary School will be required to implement one of the four USED reform models, the principals, internal lead partners, and a VDOE-contracted lead turnaround partner facilitator will participate in technical assistance activities to assist them with successful implementation of the model. Through a partnership with the Appalachia Regional Comprehensive Center (ARCC), the Center for Innovation and Improvement (CII), Corbett Education Consulting, and the VDOE, participants will be provided a series of technical assistance activities provided via webinars and monthly meetings.
- Using research-based indicators that lead to increased student achievement is imperative for improvement. As part of the requirements for priority schools, the school will provide quarterly reports to the Office of School Improvement (OSI) on the following minimum school-level data points:
  - ✓ Student attendance
  - ✓ Teacher attendance
  - ✓ Formative assessment data
  - ✓ Reading, mathematics, science and history grades
  - ✓ Student discipline reports
  - ✓ Phonological Awareness Literacy Screening (PALS) data (fall and spring)
  - ✓ World-Class Instructional Design and Assessment (WIDA) data for ELL students
  - ✓ Student transfer data
  - ✓ Student intervention participation by intervention type

The Board accepted for first review the request for a rating of *Conditionally Accredited* for Jefferson-Houston Elementary from Alexandria City School Board.

**First Review of Request for a Rating of Conditionally Accredited from Norfolk City School Board for William H. Ruffner Academy Middle School**

Dr. Kathleen Smith also presented this item. Her presentation included the following:

- William H. Ruffner Academy Middle School was previously identified as a persistently low-achieving Tier I school as defined by the U. S. Department of Education (USED) for 1003(g) School Improvement Grant (SIG) federal funding. For the purposes of federal funding available under 1003(g) of the *No Child Left Behind Act of 2001*, a persistently low-achieving Tier II school is defined as a secondary school that is eligible for, but does not receive, Title I funds that is among the lowest-achieving five percent of schools based on the academic achievement of the “all students” group in reading/language arts and mathematics combined and the school has not reduced its failure rate in

reading/language arts and/or mathematics by 10 to 15 percent each year for the past two years.

- In 2010, Norfolk City Public Schools selected Johns Hopkins University as its Lead Turnaround Partner (LTP) for William H. Ruffner Academy Middle School and, as such, met the requirements of reconstitution as a change in governance. The school selected to implement the Transformation Model, one of four approved USED models. William H. Ruffner Academy Middle School was awarded SIG funds for a three-year total of \$4,418,102.00 ending in September 2013.
- William H. Ruffner Academy Middle School implemented alternative governance through a contract with the LTP beginning in 2010-2011. Norfolk City Public Schools has designated an Internal Lead Partner (ILP) to oversee and manage implementation of the SIG as well as serve in the capacity of liaison between school leadership and the LTP. Together, the ILP, representative(s) from the external LTP, and school leadership from the school transformation team make decisions and drive the school's reform efforts.
- A new principal with several years of middle school experience was assigned to Ruffner Academy Middle School for the 2012-2013 school year. During his tenure at the middle school to which he was previously assigned, he was able to lead the school from a *Conditionally Accredited* status to a *Fully Accredited* status. Due to both the change in staffing and the alternative governance in place, Norfolk City School Board is requesting a rating of *Conditionally Accredited* rather than *Accreditation Denied* for William H. Ruffner Academy Middle School.

State Accountability – Accreditation Designation based on Statewide Assessment Pass Rates

Year	Accreditation Rating	Based on Statewide Assessments in	Areas of Warning
2009-2010	<i>Accredited with Warning</i>	2008-2009	Mathematics
2010-2011	<i>Accredited with Warning</i>	2009-2010	Mathematics, History
2011-2012	<i>Accredited with Warning</i>	2010-2011	Mathematics, History
2012-2013	<i>Accreditation Denied</i>	2011-2012	Mathematics, History

Federal Accountability

In accordance with Virginia's approved *Application for U.S. Department of Education Flexibility from Certain Requirements of the Elementary and Secondary Education Act of 1965 (ESEA)*, William H. Ruffner Academy Middle School has been identified as a priority school. Based on 723 schools identified as Title I in school year 2011-2012, Virginia identified a number of schools equal to five percent of the state's Title I schools, or 36 schools (5 percent of 723 schools), as priority schools for school year 2012-2013 using the criteria below. William H. Ruffner Academy Middle School was identified under Criterion A.

<b>Criterion A</b>	Schools receiving School Improvement Grant (SIG) funds under Section 1003(g) of ESEA in Federal Fiscal Year 2009 (Cohort I) or 2010 (Cohort II) and identified and served as a Tier I or Tier II school
<b>Criterion B</b>	Title I high schools with a federal graduation indicator* of 60 percent or less for two or more of the most recent consecutive years
<b>Criterion C</b>	Title I schools based on the "all students" performance in reading and/or mathematics performance on federal AMOs
<b>Criterion D</b>	Title I schools failing to meet the 95 percent participation rate in reading and/or mathematics for three consecutive years

\* The ESEA federal graduation indicator recognizes only Standard and Advanced Studies diplomas.

Federal Accountability Indicator

Year	Based on Assessments in	Federal Status
2009-2010	2008-2009	Did not Make AYP English and Mathematics – Year 3
2010-2011	2009-2010	Did not Make AYP English and Mathematics – Year 5
2011-2012	2010-2011	Did not Make AYP English and Mathematics – Year 4
2012-2013	2011-2102	Identified as a Priority School (Criteria A)

Federal Annual Measurable Objective (AMO) – Performance Based on Statewide Assessments in 2011-2012

Group	Reading AMO	Reading Pass Rate	Mathematics AMO	Mathematics Pass Rate
All Students	85%	68%	61%	47%
Gap Group 1	76%	62%	47%	40%
Gap Group 2	76%	64%	45%	40%
Gap Group 3	80%	100%	52%	85%

Notes: Gap Group 1 is composed of students with disabilities, students who are economically disadvantaged and students who are English language learners. Gap Group 2 is composed of black students. Gap Group 3 is composed of Hispanic students.

Federal Accountability Pass Rates

Assessment Type	Pass Rates – Based on Statewide Assessments in Years -			
	2008-2009	2009-2010	2010-2011	2011-2012
English-Reading	74%	70%	67%	68%
Mathematics	66%	67%	64%	47%
Science	85%	85%	85%	86%
History	64%	60%	62%	63%

Technical Assistance

Schools granted ratings of *Conditionally Accredited* are required to participate in technical assistance from the VDOE. As previously noted, William H. Ruffner Academy Middle School implemented the USED Transformation Model beginning in 2010. The principal, internal lead partner and a VDOE-contracted LTP facilitator participated in technical assistance activities to assist them with successful implementation of the model. Through a partnership with the Appalachia Regional Comprehensive Center (ARCC), the Center for Innovation and Improvement (CII), Corbett Education Consulting, and the VDOE, participants were provided a series of technical assistance activities provided via webinars and monthly meetings. In the coming year, the school will continue to participate in both the technical assistance initiatives from the VDOE and in specified technical assistance delivered by the LTP in accordance with the school's contract with the LTP.

Using research-based indicators that lead to increased student achievement is imperative for improvement. As part of the Transformation Model requirements, the school will continue to provide quarterly reports to the Office of School Improvement (OSI) on the following minimum school-level data points:

- ✓ Student attendance
- ✓ Teacher attendance
- ✓ Formative assessment data
- ✓ Reading, mathematics, science and history grades
- ✓ Student discipline reports
- ✓ World-Class Instructional Design and Assessment (WIDA) data for ELL students
- ✓ Student transfer data
- ✓ Student intervention participation by intervention type

During the discussion, Board members requested follow-up information including:

- How many staffing changes were there last year in administrative staff?
- How many staffing changes were there last year in teaching or instructional staff?

- For the administrative staff that left the school, how many were reassigned within the division in other positions?
- For the instructional staff that left the school, how many have been reassigned within the division in other positions?
- How many students in the school and what is the student per teacher ratio in the core content areas this year as compared to last year?
- Does the school receive any federal or state support for being hard-to-staff?
- How many teachers are in place this year?
- How many teaching positions have not been filled?
- How many of the current teachers are provisionally licensed?
- How many of the current teachers have a full five-year license?
- How many teachers are teaching outside of their endorsement?

The Board accepted for first review the request for the rating of *Conditionally Accredited* for William H. Ruffner Academy Middle School from the Norfolk City School Board.

**First Review of Requests for Continued Ratings of Conditionally Accredited from Norfolk City School Board and Northampton County School Board**

Dr. Kathleen Smith presented this item. Her presentation included the following:

- Lindenwood Elementary School in Norfolk City and Kiptopeke Elementary School in Northampton County were previously identified as persistently low-achieving Tier 1 schools as defined by U. S. Department of Education (USED) for the 2010 1003(g) School Improvement Grant (SIG) federal funding. For the purposes of federal funding available under 1003(g) of the *No Child Left Behind Act of 2001*, a persistently lowest-achieving Tier 1 school is defined as a Title I school in improvement, corrective action, or restructuring that is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring based on the academic achievement of the “all students” group in reading/language arts and mathematics combined and the school has not reduced its failure rate in reading/language arts and/or mathematics by 10 to 15 percent each year for the past two years.
- In 2011, Norfolk City Public Schools selected Pearson Education as its Lead Turnaround Partner (LTP) for Lindenwood Elementary School and as such met the requirements of reconstitution as a change in governance. The school selected to implement the Transformation Model, one of four approved USED models. The Norfolk City Public Schools was awarded 1003(g) SIG funds for a three-year total of \$1,758,099.
- Northampton County Public Schools selected Edison Learning as its LTP for Kiptopeke Elementary School and as such met the requirements of reconstitution as a change in governance. The school selected to implement the Transformation Model, one of four approved USED models. The Northampton County Public Schools was awarded 1003(g) SIG funds for a three-year total of \$2,368,132.
- Both schools have implemented alternative governance through a contract with the LTP selected. Norfolk City Schools has designated an Internal Lead Partner (ILP) to oversee and manage implementation of the SIG as well as serve in the capacity of liaison between school leadership and the LTP. Together, the ILP (Norfolk), representative(s) from the external LTP, and school leadership from the school transformation team make decisions and drive the schools’ reform efforts.

- Lindenwood Elementary School and Kiptopeke Elementary School were each granted the rating of *Conditionally Accredited* in 2011 based on the schools’ reconstitution efforts and their implementation of the USED Transformation model. Both schools are requesting the rating of *Conditionally Accredited* for a second year. Attachment C provides the explanation and rationale for the request from Norfolk City School Board, and Attachment D provides the explanation and rationale for the request from Northampton County School Board.

State Accountability- Accreditation Designation

Lindenwood Elementary School based on Statewide Assessment Pass Rates

Year	Accreditation Rating	Based on Statewide Assessments in	Areas of Warning
2008-2009	<i>Accredited with Warning</i>	2007-2008	English, Mathematics, Science
2009-2010	<i>Accredited with Warning</i>	2008-2009	English
2010-2011	<i>Accredited with Warning</i>	2009-2010	English, History, Science
2011-2012	<i>Conditionally Accredited</i>	2010-2011	English
2012-2013	Pending Board Approval	2011-2012	Mathematics

Kiptopeke Elementary School based on Statewide Assessment Pass Rates

Year	Accreditation Rating	Based on SOL Assessments in	Areas of Warning
2008-2009	<i>Accredited with Warning</i>	2007-2008	Mathematics, History, Science
2009-2010	<i>Accredited with Warning</i>	2008-2009	Mathematics, History, Science
2010-2011	<i>Accredited with Warning</i>	2009-2010	English, Science
2011-2012	<i>Conditionally Accredited</i>	2010-2011	History
2012-2013	Pending Board Approval	2011-2012	Mathematics

Federal Accountability

In accordance with Virginia’s approved Application for U.S. Department of Education Flexibility from Certain Requirements of the Elementary and Secondary Education Act of 1965 (ESEA), Lindenwood Elementary School and Kiptopeke Elementary School have been identified as priority schools. Based on 723 schools identified as Title I in school year 2011-2012, Virginia identified a number of schools equal to five percent of the state’s Title I schools, or 36 schools (5 percent of 723 schools), as priority schools for school year 2012-2013 using the criteria below. Lindenwood Elementary and Kiptopeke Elementary were identified under Criterion A.

<b>Criterion A</b>	Schools receiving School Improvement Grant (SIG) funds under Section 1003(g) of ESEA in Federal Fiscal Year 2009 (Cohort I) or 2010 (Cohort II) and identified and served as a Tier I or Tier II school
<b>Criterion B</b>	Title I high schools with a federal graduation indicator* of 60 percent or less for two or more of the most recent consecutive years
<b>Criterion D</b>	Title I schools based on the “all students” performance in reading and/or mathematics performance on federal AMOs
<b>Criterion D</b>	Title I schools failing to meet the 95 percent participation rate in reading and/or mathematics for three consecutive years

\* The ESEA federal graduation indicator recognizes only Standard and Advanced Studies diplomas.

Federal Accountability Sanction for Lindenwood Elementary

Year	Based on Assessments in	Federal Status
2009-2010	2008-2009	Did not make AYP – Mathematics - Year 1
2010-2011	2009-2010	Did not make AYP – Mathematics - Year 2
2011-2012	2010-2011	Did not make AYP – Mathematics - Year 3
2012-2013	2011-2012	Identified as a Priority School (Criteria A)

Federal Annual Measurable Objective (AMO) – Performance Based on Statewide Assessments in  
2011-2012 for Lindenwood Elementary School

Group	Reading AMO	Reading Pass Rate	Mathematics AMO	Mathematics Pass Rate
All Students	85%	80%	61%	32%
Gap Group 1	76%	79%	47%	30%
Gap Group 2	76%	78%	45%	28%
Gap Group 3	80%	100%	52%	60%

Notes: Gap Group 1 is composed of students with disabilities, students who are economically disadvantaged and students who are English language learners. Gap Group 2 is composed of black students. Gap Group 3 is composed of Hispanic students.

Federal Accountability Sanction for Kiptopeke Elementary School

Year	Based on Assessments in	Federal Status
2009-2010	2008-2009	Did not make AYP – English and mathematics - Year 2
2010-2011	2009-2010	Did not make AYP – English and mathematics - Year 3
2011-2012	2010-2011	Did not make AYP – English and mathematics - Year 4
2012-2013	2011-2012	Identified as a Priority School (Criteria A)

Federal Annual Measurable Objective (AMO) – Performance Based on Statewide Assessments  
in 2011-2012 for Kiptopeke Elementary School

Group	Reading AMO	Reading Pass Rate	Mathematics AMO	Mathematics Pass Rate
All Students	85%	76%	61%	59%
Gap Group 1	76%	72%	47%	53%
Gap Group 2	76%	72%	45%	52%
Gap Group 3	80%	70%	52%	55%

Notes: Gap Group 1 is composed of students with disabilities, students who are economically disadvantaged and students who are English language learners. Gap Group 2 is composed of black students. Gap Group 3 is composed of Hispanic students.

Federal Accountability Pass Rates

Lindenwood Elementary School

Assessment Type	Statewide Pass Rates – Based on Assessments in Years -				
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Reading	62%	69%	65%	72%	80%
Mathematics	68%	71%	71%	67%	32%
Science	53%	76%	68%	69%	75%
History	64%	80%	69%	81%	81%

Kiptopeke Elementary School

Assessment Type	Statewide Pass Rates – Based on Assessments in Years -				
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Reading	65%	80%	69%	73%	76%
Mathematics	61%	66%	69%	69%	59%
Science	54%	64%	66%	73%	79%
History	62%	67%	72%	60%	76%

Technical Assistance

- Schools granted ratings of *Conditionally Accredited* are required to participate in technical assistance from the VDOE. Both Lindenwood Elementary School and Kiptopeke Elementary School implemented the USED Transformation Model in their first year rated *Conditionally Accredited*. The principals, internal lead partners, and a VDOE-contracted lead turnaround partner facilitator participated in technical assistance activities to assist them with successful implementation of the model. Through a partnership with the Appalachia Regional Comprehensive Center (ARCC), the Center for Innovation and Improvement (CII), Corbett Education Consulting, and the VDOE, participants were provided a series of technical assistance

activities provided via webinars and monthly meetings. In the coming year, the schools will continue to participate in both the technical assistance initiatives from the VDOE and in specified technical assistance delivered by the LTP in accordance with each school's contract with the LTP.

- Using research-based indicators that lead to increased student achievement is imperative for improvement. As part of the Transformation Model requirements, the schools will continue to provide quarterly reports to the Office of School Improvement (OSI) on the following minimum school-level data points:
  - ✓ Student attendance
  - ✓ Teacher attendance
  - ✓ Formative assessment data
  - ✓ Reading, mathematics, science and history grades
  - ✓ Student discipline reports
  - ✓ Phonological Awareness Literacy Screening (PALS) data (fall and spring)
  - ✓ World-Class Instructional Design and Assessment (WIDA) data for ELL students
  - ✓ Student transfer data
  - ✓ Student intervention participation by intervention type

Board members requested follow up information from Norfolk City Public Schools including:

- How many staffing changes were there last year in administrative staff?
- How many staffing changes were there last year in teaching or instructional staff?
- For the administrative staff that left the school, how many were reassigned within the division in other positions?
- For the instructional staff that left the school, how many have been reassigned within the division in other positions?
- How many students in the school and what is the student per teacher ratio in the core content areas this year as compared to last year?
- Does the school receive any federal or state support for being hard-to-staff?
- How many teachers are in place this year?
- How many teaching positions have not been filled?
- How many of the current teachers are provisionally licensed?
- How many of the current teachers have a full five-year license?
- How many teachers are teaching outside of their endorsement?

The Board accepted for first review the request for continued ratings of *Conditionally Accredited* for Lindenwood Elementary School from the Norfolk City School Board and Kiptopeke Elementary School from the Northampton County School Board.

### **First Review of Proposed Revisions to the Division-Level Academic Review Process**

Dr. Kathleen Smith presented this item. Her presentation included the following:

- In 2004, the Regulations for Conducting Division-Level Academic Reviews (8 VAC 20-700) were approved. These regulations require the Board of Education to consider the following criteria in selecting school divisions to undergo a division-level academic review:
  1. The school division's accountability determination for student achievement as required in federal law;
  2. The percentage of students attending schools that are not *Fully Accredited* in the division exceeds the statewide average; and

3. School academic review findings in the division report the failure of the division's schools to reach full accreditation is related to the school board's noncompliance with the Standards of Quality.
- Based on the approval of *Virginia's Application for U.S. Department of Education Flexibility from Certain Requirements of the Elementary and Secondary Education Act of 1965 (ESEA)*, the *Division-Level Academic Review Process: Monitoring School Compliance with Certain Standards of Quality Related to Increasing Academic Performance*, approved by the Board in June 2004 must be revised to include provisions of the waiver.

**Proposed Revisions to the  
Division-level Academic Review Process:  
Monitoring School Division Compliance with Certain  
Standards of Quality  
Related to Increasing Educational Performance**

Authority for Conducting Division-Level Academic Reviews

The Board of Education's authority for supervising the public school system in Virginia is vested in Article VIII of Virginia's Constitution. Section two of Article VIII states, in part:

"Standards of quality for the several school divisions shall be determined and prescribed from time to time by the Board of Education, subject to revision only by the General Assembly."

Section four of Article VIII states, in part:

"The general supervision of the public school system shall be vested in a Board of Education..."

Section five of Article VIII states, in part:

"The powers and duties of the Board of Education shall be as follows: (a) Subject to such criteria and conditions as the General Assembly may prescribe, the Board shall divide the Commonwealth into school divisions of such geographical area and school-age population as will promote the realization of the prescribed standards of quality, and shall periodically review the adequacy of existing school divisions for this purpose."

The *Standards of Quality* (SOQ) (22.1-253.13:1, et. seq.) describe the responsibilities of the State Superintendent of Public Instruction in supervising school divisions. One responsibility is as follows:

"The Superintendent of Public Instruction shall assist local school boards in the implementation of action plans for increasing educational performance in those school divisions and schools that are identified as not meeting the approved criteria. The Superintendent of Public Instruction shall monitor the implementation of and report to the Board of Education on the effectiveness of the corrective actions taken to improve the educational performance in such school divisions and schools." (22.1-253.13:3.D)

Revisions to the SOQ were introduced into and passed by the 2004 General Assembly. Revisions addressing the conducting of division-level academic reviews are:

"Each local school board shall maintain schools that are fully accredited pursuant to the standards of accreditation as prescribed by the Board of Education..."

"...When the Board of Education has obtained evidence through the school academic review process that the failure of schools within a division to achieve full accreditation status is related to division level failure to implement the Standards of Quality, the Board may require a division level academic review. After the conduct of such review and within the time specified by the Board of Education, each school board shall submit for approval by the Board a corrective action plan, consistent with criteria established by the Board and setting forth specific actions and a schedule designed to ensure that schools within its school division achieve full accreditation status. Such corrective action plans shall be part of the relevant school divisions' six-year improvement plan pursuant to 22.1-253.13:6" (22.1-253.13:3.F); and

“The Board of Education shall have authority to seek school division compliance with the foregoing standards of quality. When the Board of Education determines that a school division has failed or refused, and continues to fail or refuse, to comply with any such standard, the Board may petition the circuit court having jurisdiction in the school division to mandate or otherwise enforce compliance with such standard, including the development or implementation of any required corrective action plan that a local school board has failed or refused to develop or implement in a timely manner.” (22.1-253.13:6.C)

Identification of School Divisions for Division-Level Academic Reviews

The Board of Education may direct the Department of Education to conduct Division-Level Academic Reviews in school divisions meeting the following criteria:

1. ~~The school division has not made adequate yearly progress in the same content area for two consecutive years, as described in Virginia’s Consolidated State Application Accountability Workbook and consistent with the No Child Left Behind Act of 2001. The school division has not met federal benchmarks (annual measurable objectives) for any of the proficiency gap groups or the school division has schools identified as priority or focus schools as indicated in Virginia’s Application for U.S. Department of Education Flexibility from Certain Requirements of the Elementary and Secondary Education Act of 1965 (ESEA); AND~~
2. the percent of students attending warned schools in the division is higher than the statewide percent of students attending warned schools; AND
3. the Board of Education has obtained evidence through the school academic review process that the failure of schools within a division to achieve full accreditation status is related to division level failure to implement the Standards of Quality, consistent with 22.1-253.13:3.F of the 2004 *Standards of Quality*

Purpose of the Division-Level Academic Review

The *Standards of Quality* (22.1-253.13:1, et. seq.), or SOQ, is the section of the Virginia Code that describes the responsibilities of state Board of Education, the Superintendent of Public Instruction, the department of education and the local school board in increasing the educational performance of public schools in Virginia. The *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (8 VAC20-131-10, et .seq.), or SOA, are the Board of Education’s regulations that operationally define various sections of the Standards of Quality by detailing the standards schools must meet. The purposes of the division-level academic review are to:

1. gather data and other information to determine whether the local school board is meeting its responsibilities under the SOQ (see Table 1);
2. provide the local school board with essential actions upon which they will base goals and strategies for correcting any areas of noncompliance with the SOQ and for improving educational performance as part of the required corrective action plan (22.1-253.13:3.F); and
3. monitor, enforce and report on the local school board’s development and implementation of the required corrective action plan.

Table 1: Local school board responsibilities under the Standards of Quality reviewed during the division-level academic review and correlated to the Standards of Accreditation.

Code Citation	Text from Standards of Quality	Regulation Citation from Standards of Accreditation
22.1-253.13:1.B	“School boards shall implement these objectives [the Standards of Learning] or objectives specifically designed for their school divisions that are equivalent to or exceed the Board’s requirements”	8 VAC 20-131-70.A 8 VAC 20-131-210.B 8 VAC 20-131-220 8 VAC 20-131-80.A 8 VAC 20-131-90.A 8 VAC 20-131.100.A
22.1-253.13:1.C	“Local school boards shall develop and implement a program of instruction for grades K through 12 [described]...”	8 VAC 20-131-80.C 8 VAC 20-131-90.D 8 VAC 20-131-110.A 8 VAC 20-131-150 8 VAC 20-131-210.B 8 VAC 20-131-310.G
22.1-253.13:1.C	“Local school boards shall also develop and implement programs of prevention, intervention, or remediation for	8 VAC 20-131-310.C 8 VAC 20-131-310.G

Code Citation	Text from Standards of Quality	Regulation Citation from Standards of Accreditation
	students who fail to achieve a passing score on any Standards of Learning assessment in grades three through eight or who fail an end-of-course test required for the award of a verified unit of credit required for the student's graduation"	
22.1-253.13:1.D	"Local school boards shall also implement .... Programs based on prevention, intervention, or remediation designed to increase the number of students who earn a high school diploma ...provision of instructional strategies and reading and mathematics practices that benefit the development of reading and mathematics skills for all students."	8 VAC 20-131-310.B 8 VAC 20-131-310.C
22.1-253.13:1.D	"Local boards shall also implement ...A plan to make achievements for students who are educationally at risk a divisionwide priority which shall include procedures for measuring the progress of such students."	8 VAC 20-131-220 8 VAC 20-131-310.H 8 VAC 20-131-20.A.4 8 VAC 20-131-80.B
22.1-253.13:2.C	"Each school board shall assign licensed instructional personnel in a manner that ..."	8 VAC 20-131-131-240.A 8 VAC 20-131-210.B
22.1-253.13:2.L	"A combined school, ... shall meet at all grade levels the staffing requirements for the highest grade level in that school;...except for guidance counselors,...based on the school's total enrollment;..."	8 VAC 20-131-131-240.A 8 VAC 20-131-210.B.
22.1-253.13:2.O	"Each local school board shall provide those support services that are necessary for the ... operation and maintenance of its public schools ... 'support services positions' shall include... services provided by school board members, the superintendent, ..."	8 VAC 20-131-131-240.A 8 VAC 20-131-210.B
22.1-253.13:3.A	"Each local school board shall maintain schools that are fully accredited pursuant to the standards of accreditation as prescribed by the Board of Education."	8 VAC 20-131-80.C 8 VAC 20-131-90.D 8 VAC 20-131-110.A 8 VAC 20-131-110.C 8 VAC 20-131-150 8 VAC 20-131-210.B 8 VAC 20-131-310.G
22.1-253.13:3.F	"To assess the educational progress of students as individuals and as groups, each local school board shall require the use of Standards of Learning Assessments..."	8 VAC 20-131-30.A 8 VAC 20-131-30.B 8 VAC 20-131-30.E 8 VAC 20-131-30.F 8 VAC 20-131-30.G 8 VAC 20-131-280.D.4
22.1-253.13:3.A	"... After the conduct of such [division-level academic review], ... each school board shall submit for approval by the Board a corrective action plan ... [that] shall be part of the relevant school division's comprehensive plan..."	8 VAC 20-131-310.F 8 VAC 20-131-310.H
22.1-253.13:5.D	"Each local school board shall require (i) its members to participate annually in high quality professional development programs and activities...including to, but not limited to, personnel policies and practices; curriculum and instructions; .... and (ii) the division superintendent to participate annually in high quality professional development at the local, state or national levels"	8 VAC 20-131-20.A 8 VAC 20-131-210.B 8 VAC 20-131-310.G
22.1-253.13:5.E	"Each local school board shall provide a program of high quality professional development (i) in the use and documentation of performance standards and evaluation	8 VAC 20-131-20.A 8 VAC 20-131-210.B

Code Citation	Text from Standards of Quality	Regulation Citation from Standards of Accreditation
	criteria based on student academic progress and skill for teachers and administrators; (ii) as part of the license renewal process; (iii) in educational technology for all instructional personnel; (iv) for administrative personnel designed to increase proficiency in instructional leadership...In addition, each local school board shall also provide teachers and principals with high quality professional development programs each year in (i) instructional content; (ii) the preparation of tests.... (iii) methods for assessing the progress of individual students...(iv) instruction and remediation techniques...(v) interpreting test data...and; (vi) technology applications..."	8 VAC 20-131-310.G
22.1-253:13.6.B	"Each local school board shall adopt a comprehensive, unified, long-range plan ... [and] shall review the plan biennially and adopt any necessary revisions... A report shall be presented by each school board to the public by November 1 of each odd-numbered year on the extent to which the objectives of the divisionwide comprehensive plan have been met..."	8 VAC 20-131-290.C 8 VAC 20-131-310.F 8 VAC 20-131-301.H
22.1-253:13.6.C	"Each public school shall prepare a comprehensive, unified, long-range plan, which shall be given consideration by its school board in the development of the divisionwide comprehensive plan"	8 VAC 20-131-290.C 8 VAC 20-131-310.F 8 VAC 20-131-301.H

Division-Level Academic Review Process

Teams of educators trained and experienced in the academic review process conduct initial visits, on-site reviews, and follow-up visits. During these visits, teams hold introductory meetings with local school boards, conduct interviews, review documents and self-studies, and observe operational practices. Teams collect and analyze data, and these data are used to prepare a series of reports. Specific types of visits and activities conducted are described in Table 2.

Table 2: Types of visits and activities associated with Division-level Academic Reviews.

Visit Type	Activities Include (but are not limited to)	Result
Initial Visit	<p>Provide written explanation of purpose, process, roles and responsibilities to school division staff and local board chair</p> <p>Discuss preliminary issues</p> <p>Share analyses of findings of school-level academic reviews conducted in division</p> <p>Assign self-studies for completion prior to next visit</p> <p>Obtain signed agreement</p> <p>Hold introductory meeting with local school board to explain purpose and process, directed by Superintendent of Public Instruction, President of the Board of Education, and/or their designees</p> <p>Local board takes official action to accept memorandum of agreement</p>	<p>Identify SOQ focus for review</p> <p>Establish dates for on-site review</p>

Visit Type	Activities Include (but are not limited to)	Result
On-Site Review	Interview superintendent, central office staff and up to 2 board members  Observe operations and practices  Analyze documents and data  Assign additional tasks for completion prior to next visit	Report of Findings detailing areas of strength, areas of noncompliance with SOQ, essential actions and time frames to be incorporated into corrective action plan
Follow-Up Visit	Gather data to determine degree of implementation of essential actions designed to increase educational performance  Monitor and enforce development and implementation of corrective action plans designed to bring the division into compliance with the SOQ	Cumulative Progress Report detailing degree of progress in developing and implementing corrective actions

Reports that are generated are given to the division superintendent and staff and to the local school board chair and are to be made public. Copies also remain with the Department of Education's division of educational accountability, with distribution to the Board of Education. School divisions will develop corrective action plans for improving student achievement and for correcting any areas of noncompliance based upon the findings of the division-level academic review. Plans must be part of the divisions' six-year plans required by the SOQ, must be approved by local school divisions and must be submitted to the Board of Education for approval within 30 business days of the on-site visit. The division superintendent and local school board chair may request an extension to the due date of the corrective action plan for good cause. Good cause includes, but is not limited to, severe weather conditions and other emergency situations presenting a threat to the health or safety of students. In making such a request, the superintendent and local school board chair must appear before the Board of Education detailing the rationale for the request and providing evidence that such a delay will not have an adverse impact upon student achievement. The Board will consider granting such requests on a case-by-case basis.

Findings from these reviews will be reported quarterly to the Board of Education. Findings related to issues of noncompliance will be reported more frequently. Any school division not implementing essential actions, not correcting areas of noncompliance, or failing to develop, submit, and implement required plans and status reports will be required to report its lack of action directly to the Board of Education. Areas of noncompliance that continue to go uncorrected will be reported in the Board of Education's Annual Report to the Governor and General Assembly on the Condition and Needs of Public Schools in Virginia. The Board will take additional action as allowable under the SOQ, including petitioning the circuit court having jurisdiction in the school division to mandate or otherwise enforce compliance with the standards (22.1-253.13:6.C).

The Board accepted for first review the modifications to the division-level academic review process as presented.

**First Review of Revisions to Criteria for the Virginia Index of Performance**

Dr. Smith presented this item. Her presentation included the following:

- The Standards of Quality (SOQ) effective July 2012, requires the identification of schools meeting the criteria for the Virginia Index of Performance (VIP) incentive program as part of the state's accountability system. The VIP incentive program was designed to measure the extent to which students are progressing towards advanced proficiency levels in reading, mathematics, science, and history and social science,

recognize achievement and student progress based on other key indicators, and encourage schools' and divisions' efforts to provide Virginia's students with excellent educational opportunities.

- After establishing the VIP program for award year 2008, the Board has modified the criteria previously. For award year 2010, the Board strengthened the award criteria by including Virginia's On-Time Graduation Rate and cohort dropout rate, and strengthening the focus on each of the four academic content areas included in Virginia's state accreditation system (English, mathematics, science, and history and social science). This change resulted in fewer schools earning awards in 2010 than had been the case previously. Specifically, the change resulted in less than 40 percent of schools earning awards in each of the subsequent years, compared to 43 and 53 percent of schools prior to this change.
- On February 17, 2011, additional revisions were approved by the Virginia Board of Education to retain the previously established program objectives while adding components that provide additional incentives for school divisions and schools to promote student achievement in the Science, Technology, Engineering and Mathematics (STEM) areas and college and career readiness in general. As well, the revisions provide an opportunity for schools with no tested grades to earn VIP awards.
- The VIP program uses a weighted methodology to calculate a VIP achievement index based on assessment results in each content area (English, mathematics, science, and history/social science), and provides opportunities for schools and school divisions to apply additional or "bonus" points to the content area indices by meeting additional VIP indicators.
- *Virginia's Application for U.S. Department of Education Flexibility from Certain Requirements of the Elementary and Secondary Education Act of 1965 (ESEA)* requires the identification of reward schools as part of the accountability system. As indicated in the waiver application:
  - ✓ Highest-performing and high-progress schools will be recognized as reward schools through the *Virginia Index of Performance* (VIP) incentives program, the Blue Ribbon Schools program, and the state Title I Distinguished Schools program. Both Title I and non-Title I schools with a *Fully Accredited* rating and meeting federal annual measurable objectives (AMOs) are eligible for the range of VIP awards, which recognize highest-performing schools based on a blend of performance and progress criteria.

**Proposed Modifications to the Language of the Virginia Index of Performance  
Approved by the Board of Education in February 2011**

Overview

VIP awards presented to schools and school divisions are based on criteria and guidelines adopted by the Board of Education. Schools and school divisions must meet or exceed all applicable state and federal accountability requirements for at least two consecutive years.

- Board of Education Distinguished Achievement Award – 75 VIP points (including bonus points) in each content area
- Board of Education Excellence Award – 80 VIP points (including bonus points) in each content area
- Governor's Award for Educational Excellence – 80 VIP base points in each content area and meet all state objectives for increased achievement and expanded opportunity

In addition, high schools and divisions *must* graduate at least 85 percent of students with a Standard or Advanced Studies Diploma within six years – or achieve an annual increase in their graduation rate for the Board of Education Distinguished Achievement Award – and have a dropout rate of 10 percent or less. Schools and school divisions that experience significant irregularities in the administration of Standards of Learning (SOL) and other state assessments are ineligible.

Weighted Index and Calculation

VIP points reflect a weighted average of proficiency levels on statewide assessments and progress toward educational goals established by the Board of Education and the governor. Schools and school divisions earn points on an index calculated on all statewide assessments with the following weights:

- Advanced proficient: 100

- Proficient: 75
- Basic: 25
- Fail: 0

The weighted index is applied to all assessments taken in the school or division. Separate base scores are calculated for each content area – English, mathematics, science, and history/social science – using the following formula: (Following the calculation of the weighted index, additional index points are awarded as indicated in the next section.)

$$\frac{(\text{Advanced Proficient tests} \times 100) + (\text{Proficient tests} \times 75) + (\text{Basic tests} \times 25)}{\text{Total Tests Administered}}$$

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

Criteria	Board of Education Distinguished Achievement Award	Board of Education Excellence Award	Governor's Award for Educational Excellence
A. Eligibility – Schools must have made accreditation and federal benchmarks for two consecutive years; school divisions must have made federal benchmarks for two consecutive years	All schools and school divisions	All schools and school divisions	All schools and school divisions
B. Number of index points on the weighted VIP index, using the established weightings in each of the following content areas: (a) English/reading (combined reading and writing); (b) mathematics*; (c) science*; and (d) history and social science.  Schools with no grades in which tests are administered earn index points based on test data used to make federal and state accountability determinations. All non-test criteria, such as bonus points for foreign language instructional services and the Governor's Nutrition and Physical Activity Scorecard Program, will be determined based on the individual school's data.	At least 75 in each content area, including additional index points where applicable	At least 80 in each content area, including additional index points where applicable	At least 80 in each content area
C. No significant testing irregularities were verified during the applicable school year.	All schools and school divisions	All schools and school divisions	All schools and school divisions
<b>Additional Index Points available, and award threshold, if applicable</b>			
<b>Elementary Schools</b>			
D. Students passing the Grade 3 state reading assessment (percent passing increases annually, state goal 95%)	3 VIP bonus points	3 VIP bonus points	State goal met
E. Students passing the Grade 5 state reading and writing assessments (percent passing increases annually, state goal 95%)	1 VIP bonus point	1 VIP bonus point	Annual increase or state goal met
F. School offers foreign language instruction in the elementary grades	1 VIP bonus point	1 VIP bonus point	Required
<b>For Middle Schools</b>			
G. Students enrolled in Algebra I by Grade 8* (percent participating increases annually, state goal 50%)	2 VIP bonus points	2 VIP bonus points	State goal met

Criteria	Board of Education Distinguished Achievement Award	Board of Education Excellence Award	Governor's Award for Educational Excellence
H. Students passing the Grade 8 state reading and writing assessments (percent passing increases annually, state goal 95%)	1 VIP bonus point	1 VIP bonus point	Annual increase or state goal met
<b>For High Schools</b>			
I. High school students enrolled in one or more AP, IB, or dual enrollment courses (increases annually, state goal 30%)	1 VIP bonus point	1 VIP bonus point	State goal met
J. High school students earning career and technical industry certifications, state licenses, or successful national occupational assessment credentials (number or percent increases annually) OR Students who participate in advanced coursework in the STEM areas, including Advanced Placement courses, International Baccalaureate courses, and dual enrollment courses (Percent increases annually).	1 VIP bonus point	1 VIP bonus point	Annual increase in number of percent of students earning CTE credentials or increase in percentage of students in advanced STEM courses
K. Students who graduate high school in four, five, or six years with a standard or advanced studies diploma (based on the federal graduation indicator; percent increases annually, state goal 85%)	Annual increase or state goal met	State goal met	State goal met
L. High school graduates earning an Advanced Studies Diploma out of the total number of Board of Education-approved diplomas awarded (increases annually, state goal 60%)	1 VIP bonus point	1 VIP bonus point	State goal met
M. Students in each subgroup who graduate from high school with a Standard or Advanced Studies Diploma (increases annually, state goal 85%)	1 VIP bonus point	1 VIP bonus point	Annual increase or state goal met
N. Students who graduate from high school having taken Calculus, Chemistry, and Physics* (increases annually)	1 VIP bonus point	1 VIP bonus point	Annual increase
O. Students who graduate from high school having earned advanced proficient scores on each of the state end-of-course assessments in English reading, English writing, and Algebra II* (increases annually)	1 VIP bonus point	1 VIP bonus point	Annual increase
P. Students who drop out of high school (10% or less, based on the four-year dropout rate)	10% or less	10% or less	10% or less
Q. <u>Increase the number of high school students who earn the one-year Uniform Certificate of General Studies or an associate's degree from a community college in the Commonwealth concurrent with a high school diploma.</u>	1 VIP bonus point	1 VIP bonus point	Annual increase
<b>For all Schools and Divisions</b>			
R. Increase participation in the Governor's Nutrition and Physical			

Criteria	Board of Education Distinguished Achievement Award	Board of Education Excellence Award	Governor's Award for Educational Excellence
Activity Scorecard Awards program (schools must earn an award; divisions increase program participation)	1 VIP bonus point	1 VIP bonus point	1 VIP bonus point
S. Increase the percentage of students in each subgroup earning higher levels of proficiency on state assessments (increase required for <del>subgroups</del> <u>the three proficiency gap groups</u> used to make federal accountability determinations in mathematics and reading)	1 VIP bonus point	1 VIP bonus point	1 VIP bonus point
<b>For School Divisions Only</b>			
T. Eligible schools participate in the Virginia Preschool Initiative for at-risk four-year-olds.	1 VIP bonus point	1 VIP bonus point	All eligible schools participate
U. Students in the division enroll in Board of Education-approved Governor's STEM Academies or a Regional Academic Year Governor's School with a focus on STEM*	1 VIP bonus point	1 VIP bonus point	Students enrolled
V. Schools offer foreign language instruction in the elementary grades (number increases annually, state goal 100%)	1 VIP bonus point	1 VIP bonus point	Annual increase or state goal met
W. Increase the percentage of schools that are <i>Fully Accredited</i> and <del>making Adequate Yearly Progress</del> <u>meeting all federal annual measurable objectives (AMOs)</u>	1 VIP bonus point	1 VIP bonus point	1 VIP bonus point

The Board accepted for first review the modifications to the *Virginia Index of Performance* to be effective for the 2012-2013 academic year.

**First Review of a Proposal from the Region 2000 Technology Council to Establish the Governor's Career and Technical Education Science, Technology, Engineering, and Mathematics Academy**

Ms. Lolita Hall, director of career and technical education, presented this item. Ms. Hall recognized Mr. Jonathan Whitt, executive director of the Region 2000 Technology Council.

Background

- The proposal for the *Virginia's Region 2000 Technology Council Governor's Career and Technical Education Science, Technology, Engineering, and Mathematics Academy* (R2K CTE STEM) consists of partnerships among five school divisions: Amherst County, Appomattox County, Bedford County, Campbell County, and Lynchburg City. Other active partners include Central Virginia Community College, Region 2000 Technology Council, Region 2000 Workforce Investment Board, and a host of business partners, including Areva, Babcock & Wilcox, Centra Health, Delta Star, Inc., Harris Corporation, Advanced Manufacturing Technology, Inc., and the Future Focus Foundation.
- The Virginia's Region 2000 Technology Council Governor's Career and Technical Education STEM Academy will focus on two career clusters that will develop STEM literacy and other 21<sup>st</sup> Century skills through applied learning to 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 Engineering and Technology and Diagnostic Services pathways.

- The *Engineering and Technology* pathway is in the Science, Technology, Engineering, and Mathematics (STEM) Cluster. There is an increasing demand for employees trained in the field of mechatronics, the blending of mechanical and electrical engineering disciplines. Mechatronics involves the study of software and information technology. Many robots today resulted from mechatronics development. As robotic systems become more intricate, software programs in addition to the mechanical and electrical schemes are essential to this discipline. In the fields targeted by R2K CTE STEM, occupations such as maintenance and repair, industrial machinery mechanics, electronics and industrial engineering technicians are expected to grow by more than 24 percent over the next ten years.
- 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. In *Diagnostic Services*, students in the Academy will learn how to conduct research on diseases, interpret tests and evaluations to aid in the detection, diagnosis and treatment of diseases, injuries or other physical conditions. They will explore and learn about the tools necessary to live a healthier and problem-free lifestyle.
- In both pathway programs, Academy students will be provided an opportunity to participate in dual enrollment courses with the Central Virginia Community College.

The Board discussed how the STEM academy was started and how the number of students participating in the program was determined.

The Board accepted for first review the proposal to establish the Region 2000 Technology Council Governor's Career and Technical Education Science, Technology, Engineering, and Mathematics Academy, Lynchburg City Public Schools.

***First Review of a Proposed Amendment to the Licensure Regulations for School Personnel (8 VAC 20-22-10 et seq.) to Conform to House Bill 1295 and Senate Bill 679 Passed by the 2012 General Assembly***

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

- The 2010 General Assembly passed Senate Bill 715 requiring civics education training specific to Virginia for educators. The Board of Education *Licensure Regulations for School Personnel* (8VAC20-22-10 et seq.) and the *Regulations Governing the Review and Approval of Education Programs in Virginia* (8VAC20-542-10 et seq.) were amended to conform to the legislation and the amended regulations became effective on January 19, 2011.
- House Bill 1295 and Senate Bill 679 passed by the 2012 General Assembly eliminated § 2 of Chapter 814 of the Acts of Assembly of 2010. The *Licensure Regulations for School Personnel* must be amended to eliminate the language repealed by the 2012 General Assembly.
- The Administrative Process Act 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 *Licensure Regulations for School Personnel* will be amended to eliminate the requirement that individuals seeking renewal of licenses with endorsements in early/primary preK-3, elementary

education preK-6, middle education 6-8, and history and social sciences after July 1, 2012, must complete study of the structures, function, and powers of state and local government of Virginia and the importance of citizen participation in the political process in state and local government of Virginia.

The Board accepted for first review the proposed amendment to the *Licensure Regulations for School Personnel*.

**First Review of a Notice of Intended Regulatory Action (NOIRA) to Revise the Licensure Regulations for School Personnel (8 VAC 20-22-10 et seq.)**

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

- The Board of Education has the statutory authority to prescribe licensure requirements as stated in Section 22.1-298.1 of the *Code of Virginia*.
- On September 21, 2007, *Licensure Regulations for School Personnel*, promulgated by the Board of Education, became effective. One additional amendment was approved on January 19, 2011, that responded to a renewal requirement enacted by the 2010 Virginia General Assembly and that was later repealed by the 2012 General Assembly.
- A comprehensive review of the licensure regulations will be conducted. The regulations in their entirety will be examined. These regulations will be repealed, and new regulations are to be promulgated.

The Board discussed ways to attract teachers to schools, additional pathways for teachers, gathering stakeholders to review regulations, and reconciling state requirements with national expectations.

The Board accepted for first review the Notice of Intended Regulatory Action (NOIRA) to begin the process of revising the *Licensure Regulations for School Personnel*.

**First Review of a Notice of Intended Regulatory Action (NOIRA) to Revise the Regulations Governing the Review and Approval of Education Programs in Virginia (8 VAC 20-542-10 et seq.)**

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

- On September 21, 2007, the *Regulations Governing the Review and Approval of Education Programs in Virginia*, promulgated by the Board of Education, became effective. One additional amendment became effective on January 19, 2011, that responded to a requirement of the 2010 Virginia General Assembly to include local government and civics instruction specific to Virginia in certain preparation programs.
- A comprehensive review of the regulations will be conducted. The regulations in their entirety will be examined. These regulations will be repealed, and new regulations are to be promulgated.

The Board accepted for first review the Notice of Intended Regulatory Action (NOIRA) to begin the process of revising the *Regulations Governing the Review and Approval of Education Programs in Virginia*.

**First Review of a Notice of Intended Regulatory Action (NOIRA) to Revise the Regulations Governing the Employment of Professional Personnel (8 VAC 20-440-10 et seq.)**

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

- The 2012 Virginia General Assembly approved House Bill 76 and Senate Bill 278 to amend and re-enact § 22.1-304 of the *Code of Virginia*, as follows. Senate Bill 278 bill is identical to HB 76.
- The *Constitution of Virginia* grants the Board of Education authority for the general supervision of the public school system and Section 22.1-16 of the *Code of Virginia* authorizes the Board to promulgate such regulations as may be necessary to carry out its powers and duties and the provisions of this title.
- The *Regulations Governing the Employment of Professional Personnel* became effective April 20, 1994, and were amended effective March 28, 2003.
- A comprehensive review of the regulations will be conducted. The regulations in their entirety will be examined. These regulations will be repealed, and new regulations are to be promulgated.

The Board accepted for first review the Notice of Intended Regulatory Action (NOIRA) to begin the process of revising the Regulations *Governing the Employment of Professional Personnel*.

**First Review of a Proposed Revision to the Board of Education Application Criteria for Establishing a College Partnership Laboratory School to Allow Consideration of an Exception to the Application Process and Approval Timelines**

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

- Legislation passed by the 2010 Virginia General Assembly and signed by the Governor established college partnership laboratory schools. On January 13, 2011, the Board of Education approved the application for college partnership laboratory schools and the procedures for receiving, reviewing, and ruling on college partnership laboratory school applications. Amended provisions in the *Code of Virginia* related to college partnership laboratory schools were passed by the 2012 General Assembly and approved by the Governor, to be effective July 1, 2012. On July 26, 2012, the Board of Education approved the revisions to the criteria and application for establishing a college partnership laboratory school to conform to SB 475, HB 765, and HB 577 passed by the 2012 General Assembly.
- The Board of Education's application process includes the following timelines:

**Virginia College Partnership Laboratory Application Process**

**SECTION II: GENERAL INSTRUCTIONS**

Applications for college partnership laboratory schools must be submitted to the Board at least twelve (12) months prior to the proposed opening day of the school....

**SECTION III: APPLICATION COMPONENTS**

Part C: Assurances

4. The applicant will take all actions necessary to enter into a contract with the Virginia Board of Education no later than nine (9) months prior to the opening date of the college partnership laboratory school.
  5. The school leadership of the college partnership laboratory school will be retained on contract no later than six (6) months prior to the opening date of the school.
  7. All initial requests for waivers from the Virginia Board of Education will be made no later than six (6) months prior to the opening date of the school. (This does not preclude a college partnership laboratory school from working with the local school board to request additional waivers once the school is operational.).
- The proposed revision to the Virginia College Partnership Laboratory School Application Process is as follows:

## SECTION II: GENERAL INSTRUCTIONS

Applications for college partnership laboratory schools must be submitted to the Board at least twelve (12) months prior to the proposed opening day of the school.

Applicants must adhere to the form prescribed by the Board that is included in this document. The format provided addresses the application elements included in § 23-299.4, *Code of Virginia*.

Requests for exceptions to the Board of Education application process and approval timelines may be considered on a case-by-case basis. To be considered, the institution must include the rationale for the exception to the timeline(s); documentation of the research and planning completed to establish a school; and the capacity and resources available to support the application for a college partnership laboratory school....

The Board accepted for first review a proposed revision to the Board of Education application criteria for establishing a college partnership laboratory school to allow consideration of an exception to the application process and approval timelines.

### **First Review of Recommendations to Revise the Standards of Quality**

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

- On August 7, 1971, the Board of Education adopted the first Standards of Quality (SOQ). They were revised by the General Assembly in 1972 and adopted as uncodified Acts of Assembly. In 1974, they were revised into eight standards. In 1984, they were codified by the General Assembly, and in 1988 they were arranged into their current format.
- The Board of Education revised its bylaws in October 2001 to require the Board to “determine the need for a review of the SOQ from time to time but no less than once every two years. The Standing Committee on the Standards of Quality was created by resolution of the Board of Education in November 2001 and held its first meeting in January 2002. It completed its work on its first set of recommendations in June 2003, for consideration by the 2004 General Assembly. Since 2004, it has submitted its recommendations to the General Assembly not less than once every two years.
- The Board of Education adopted the work plan for reviewing the SOQ on May 24, 2012. In accordance with the work plan, the Board’s SOQ Committee met on April 25, May 23, June 27, and July 25, 2012. Public comments were heard at each meeting, and the Board invited stakeholders to present their recommendations at the June and July meetings.

- The Board has received comments from 1,215 individuals and 19 school divisions and organizations. Many of the individuals and organizations have signed a petition initiated by the Alliance for Virginia's Students, including the Commonwealth Institute for Fiscal Analysis, the Legal Aid Justice Center's JustChildren Program, Virginia Association of Counties, Virginia Association of Elementary School Principals, Virginia Education Association, Virginia First Cities Coalition, Virginia Municipal League, Virginia PTA, and Voices for Virginia's Children.
- Based on the public comments received to date, possible recommendations to revise the Standards of Quality are as follows:
  1. The Board of Education would reaffirm its support of its recommendations from prior years that have not yet been adopted or funded by the General Assembly. These recommendations would:
    - Require one full-time principal in every elementary school;
    - Require one full-time assistant principal for every 400 students (K-12);
    - Reduce the speech-language pathologist caseload from 68 to 60 students;
    - Require one reading specialist for every 1,000 students (K-12);
    - Require one mathematics specialist for every 1,000 students (K-8);
    - Require one data coordinator for every 1,000 students (K-12); and
    - Establish a pupil-teacher ratio for students who are blind or vision impaired.
  2. The Board of Education would request the Joint Legislative Audit and Review Commission to conduct a study of the Standards of Quality to assist in determining whether "SOQ funding is realistic in relation to the Commonwealth's current educational needs and practices."
  3. The Board would propose legislation to shift the review of the Standards of Quality from even to odd-numbered years to be aligned more effectively with the legislative budget process. This would mean that the Board would make its recommendations prior to the 60-day session during which the biennial budget is adopted. The current law requires the review to be in even-numbered years, which is immediately prior to the "short" (46-day) session during which amendments to the biennial budget are considered.

The Board discussed dates and locations of the Standard of Quality public hearings. They are as follows:

Tuesday, October 9, 2012

Pulaski County Public Schools  
Pulaski County High School – Little Theater  
5414 Cougar Trail Dublin, VA 24084

Wednesday, October 10, 2012

Fairfax County Public Schools  
Centreville High School – Auditorium  
6001 Union Mill Road, Clifton, VA 20124

Wednesday, October 17, 2012

Chesterfield County Public Schools  
Meadowbrook High School  
4901 Cogbill Road, Richmond, VA 23234

Thursday, October 18, 2012  
Hampton Public Schools  
Bethel High School  
1067 Big Bethel Road, Hampton, VA 23666

The Board accepted for first review the possible recommendations to revise the Standards of Quality.

**First Review of the Board of Education's Comprehensive Plan: 2012-2017**

Mrs. Melissa Luchau, director for board relations, presented this item. Her presentation included the following:

- The *Code of Virginia* states the following:

§ 22.1-253.13:6. Standard 6. Planning and public involvement.  
A. The Board of Education shall adopt a statewide comprehensive, unified, long-range plan based on data collection, analysis, and evaluation. Such plan shall be developed with statewide participation. The Board shall review the plan biennially and adopt any necessary revisions. The Board shall post the plan on the Department of Education's website if practicable, and, in any case, shall make a hard copy of such plan available for public inspection and copying.

This plan shall include the objectives of public education in Virginia, including strategies for improving student achievement then maintaining high levels of student achievement; an assessment of the extent to which these objectives are being achieved; a forecast of enrollment changes; and an assessment of the needs of public education in the Commonwealth. In the annual report required by § 22.1-18, the Board shall include an analysis of the extent to which these Standards of Quality have been achieved and the objectives of the statewide comprehensive plan have been met. The Board shall also develop, consistent with, or as a part of, its comprehensive plan, a detailed comprehensive, long-range plan to integrate educational technology into the Standards of Learning and the curricula of the public schools in Virginia, including career and technical education programs. The Board shall review and approve the comprehensive plan for educational technology and may require the revision of such plan as it deems necessary...

- The current iteration of the Comprehensive Plan is in effect for 2011-2016. The *Code* requires that the plan be reviewed and revised as needed every two years.
- The plan describes the Board's goals and strategies to be put in place to accomplish the Board's mission, as set forth in the document. In addition to detailing the Board of Education's goals for public education in Virginia, the plan contains an assessment of the extent to which the goals are being met, data on enrollment trends, and an assessment of the needs of public education.
- The Board held two public work sessions - April 25, 2012 and July 25, 2012 - to discuss its goals and strategies. The current draft of the *Comprehensive Plan: 2012-2017* takes into consideration the discussions had during the work sessions.
- The Comprehensive Plan includes the following sections:
  - ✓ Board of Education's Mission
  - ✓ Priorities and Goals for Public Education: 2012-2017
  - ✓ Assessment of the Extent to Which the Goals are Being Met
  - ✓ Strategies for Improving Student Achievement
  - ✓ Forecast of Enrollment Changes
  - ✓ Assessment of the Needs of Public Education

- The draft plan includes several revisions from the current iteration of the *Comprehensive Plan: 2011-2016*, including:
  - ✓ Revision of the Board's mission statement to make it more clear and concise.
  - ✓ Addition of a section to highlight the Board's priorities – Accountability in Student Achievement, Educator Professionalism, and Community Engagement.
  - ✓ Revision of the "Accountability for Student Learning" goal to reflect the incorporation of student academic progress and narrowing of achievement gaps into the accountability system.
  - ✓ Addition of a "Rigorous Standards to Promote College and Career Readiness" goal to emphasize the importance of rigorous standards and expectations for public schools in Virginia to ensure global competitiveness.
  - ✓ Revision of the "Expanded Opportunities to Learn" goal to better reflect its focus on educational options such as charter schools, lab schools, virtual learning, and STEM Academies.
  - ✓ Revision of the "Highly Qualified and Effective Educators" goal to make it more inclusive of all educators, not just teachers.
  - ✓ Elimination of the "Strong Literacy and Mathematics Skills" goal - language related to this goal was folded into the new "Rigorous Standards to Promote College and Career Readiness" goal.
  - ✓ Streamlining of the assessment of the extent to which goals are being met by including key performance measures in a report card format.
  - ✓ Identification of specific and tangible strategies to achieve the Board's goals.

The Board requested language be added to the plan related to international benchmarks.

The Board accepted for first review the *Comprehensive Plan: 2012-2017*, and directed department staff to make necessary revisions to reflect Board member feedback.

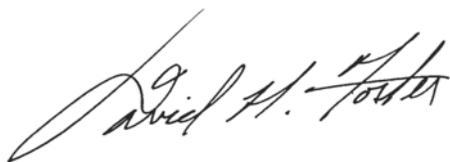
### ***DISCUSSION OF CURRENT ISSUES***

Mr. Krupicka thanked staff for the great work they are doing for the Board.

Mr. Foster wished Mr. Krupicka well in his next career.

### ***ADJOURNMENT***

There being no further business of the Board of Education and the Board of Career and Technical Education, Mr. Foster adjourned the meeting at 12:40 p.m.



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President