

COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
RICHMOND, VIRGINIA

MINUTES

October 25, 2012

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

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

Dr. Billy K. Cannaday, Jr.
Ms. Darlene D. 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

Mr. Foster led in a moment of silence and the Pledge of Allegiance.

NEW BOARD MEMBER

Mr. Foster welcomed new Board member, Dr. Oktay Baysal. Dr. Baysal was appointed by Governor McDonnell to the unexpired term of Mr. K. Rob Krupicka beginning September 28, 2012 through January 29, 2013.

APPROVAL OF MINUTES

Mrs. Beamer made a motion to approve the minutes of the September 27, 2012, meeting of the Board. The motion was seconded by Mrs. Atkinson and carried unanimously. Copies of the minutes had been distributed to all members of the Board of Education.

PUBLIC COMMENT

The following persons spoke during public comment:

Dr. Jim Batterson
Meg Gruber
Katherine DeRosear
Emily Dreyfus

Ben Williams
Thomas Lisk
George Peyton
Dorothy Broaderson
Richard Noble, III
Joan Wodiska

CONSENT AGENDA

Mr. Foster made a motion to accept the following items on the consent agenda. The motion was seconded by Ms. Mack and carried unanimously.

- Final Review of Financial Report on Literary Fund
- Final Review of Recommendations Concerning Literary Fund Applications Approved for Release of Funds or Placement on a Waiting List
- Final 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.)
- Final 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.)
- Final Review of Proposed Revisions to the Division-Level Academic Review Process
- Final Review of Revisions to Criteria for the *Virginia Index of Performance*
- Final 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

Final Review of Financial Report on Literary Fund

With the Board's approval of the consent agenda, the Board approved the financial report (including all statements) on the status of the Literary Fund as of June 30, 2012.

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

With the Board's approval of the consent agenda, the Board approved the action described in the following applications:

1. Combined Middle/High School – Dickenson County, totaling \$7,500,000 is eligible for placement on the First Priority Waiting List at Priority 40.
2. Central High School – Wise County, totaling \$7,500,000 is eligible for placement on the Second Priority Waiting List as Priority 3.

Final 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.)

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 the *Regulations Governing the Review and Approval of Education Programs in Virginia*.

Final 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.)

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 the *Regulations Governing the Employment of Professional Personnel*.

Final Review of Proposed Revisions to the Division-Level Academic Review Process

With the Board's approval of the consent agenda, the Board approved the modifications to the division-level academic review process as follows:

**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 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”	8 VAC 20-131-310.C 8 VAC 20-131-310.G
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

Code Citation	Text from Standards of Quality	Regulation Citation from Standards of Accreditation
		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 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 20-131-20.A 8 VAC 20-131-210.B 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	Provide written explanation of purpose, process, roles and responsibilities to school division staff and local board chair Discuss preliminary issues	Identify SOQ focus for review Establish dates for on-site review

Visit Type	Activities Include (but are not limited to)	Result
	Share analyses of findings of school-level academic reviews conducted in division Assign self-studies for completion prior to next visit Obtain signed agreement 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 Local board takes official action to accept memorandum of agreement	
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).

Final Review of Revisions to Criteria for the Virginia Index of Performance

With the Board's approval of the consent agenda, the Board approved the modifications to the *Virginia Index of Performance* to be effective for the 2012-2013 academic year as follows:

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
Additional Index Points available, and award threshold, if applicable			
Elementary Schools			
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
For Middle Schools			
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
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
For High Schools			
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	1 VIP bonus point	1 VIP bonus point	Annual increase in number of percent of

Criteria	Board of Education Distinguished Achievement Award	Board of Education Excellence Award	Governor's Award for Educational Excellence
(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).			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
For all Schools and Divisions			
R. Increase participation in the Governor's Nutrition and Physical 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 subgroups <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
For School Divisions Only			

Criteria	Board of Education Distinguished Achievement Award	Board of Education Excellence Award	Governor's Award for Educational Excellence
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 making Adequate Yearly Progress <u>meeting all federal annual measurable objectives (AMOs)</u> .	1 VIP bonus point	1 VIP bonus point	1 VIP bonus point

Final 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

With the Board's approval of the consent agenda, the Board approved the proposed amendment to the *Licensure Regulations for School Personnel* and authorized Department of Education staff to proceed with the requirements of the Administrative Process Act.

Action/Discussion Items

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.)

Mrs. Sears requested this item be removed from the consent agenda. Mrs. Sears said she wanted to remind the public that their opinions and comments help the Board make decisions on issues that come before the Board. Mrs. Sears noted that comments from the public on the NOIRA to revise licensure regulations will help the Board make better licensure regulations.

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

- The Board of Education has the statutory authority to prescribe licensure requirements. Section 22.1-298.1 of the *Code of Virginia*, states the following:
...The Board of Education shall prescribe, by regulation, the requirements for the licensure of teachers and other school personnel required to hold a license.
- The *Constitution of Virginia* and the *Code of Virginia* sections below provide authority for the Board of Education to promulgate *Licensure Regulations for School Personnel*:

- ✓ *Constitution of Virginia* (Article VIII, Section 4): “The general supervision of the public school system shall be vested in a Board of Education....”
 - ✓ *Code of Virginia*, Section 22.1-16. Bylaws and regulations generally.
 - ✓ *Code of Virginia*, Section 22.1-299. License required of teachers.
 - ✓ *Code of Virginia*, Section 22.1-305.2. Advisory Board on Teacher Education and Licensure.
 - ✓ The *Constitution of Virginia* and the *Code of Virginia* sections below provide authority for the Board of Education to promulgate *Licensure Regulations for School Personnel*:
 - ✓ *Constitution of Virginia* (Article VIII, Section 4): “The general supervision of the public school system shall be vested in a Board of Education....”
 - ✓ *Code of Virginia*, Section 22.1-16. Bylaws and regulations generally.
 - ✓ *Code of Virginia*, Section 22.1-299. License required of teachers.
 - ✓ *Code of Virginia*, Section 22.1-305.2. Advisory Board on Teacher Education and Licensure.
- 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.

Dr. Cannaday made a motion to approve the Notice of Intended Regulatory Action (NOIRA) to begin the process of revising the *Licensure Regulations for School Personnel*. The motion was seconded by Dr. McLaughlin and carried unanimously.

Final 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:

- The *Elementary and Secondary Education Act of 1965* (ESEA), as amended by the *No Child Left Behind Act of 2001* (NCLB), was scheduled for reauthorization by Congress in 2007. In the absence of ESEA reauthorization, U.S. Secretary of Education Arne Duncan announced in summer of 2011 that flexibility would be offered to states in the form of waivers from certain existing restrictive and punitive ESEA requirements that misidentify a disproportionate percentage of schools and divisions as underperforming.
- In August 2011, Governor Robert F. McDonnell sent a letter to Secretary Duncan in which he pointed out the flaws in the federal accountability requirements and noted that “A model that increasingly misidentifies schools as low performing and confuses the public about the quality of their schools does not advance the cause of reform or accountability.”
- 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. (See 2.B)". 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 USED's request to submit an alternate methodology and revised student subgroup AMOs, on September 27, 2012, the Superintendent of Public Instruction proposed to the Board of Education 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 proposed revised methodology maintained the AMOs for the all students subgroup as the point of comparison for other subgroups and proficiency gap groups. It used as starting points for each subgroup and proficiency gap group the federal accountability determinations for the 2012-2013 accountability year based on 2011-2012 assessments, as they resulted from the methodology approved by USED on June 29, 2012. For the subsequent five years, interim AMOs or progress measures would be recalculated for every student subgroup, such that by the 2017-2018 accountability year (2016-2017 assessment year) the minimum required pass rate would be 73 percent, the same as the Year 6 AMO for the all students subgroup. Every school would be expected to meet each year's AMOs--or the prior year's pass rate, whichever was higher, up to 90 percent, for all students and every student subgroup.
- Following the Board meeting on September 27, 2012, the Virginia Department of Education solicited feedback on the proposed revised methodology from the Committee of Practitioners, the Superintendent's Leadership Advisory Council, and other education stakeholder groups. Numerous concerns were expressed regarding the potential unintended consequences related to the provision for schools to meet the AMOs or the previous year's pass rate, whichever was higher. A school might achieve a pass rate for one or more subgroups that was substantially higher than the AMO, yet fail to meet federal accountability requirements because that pass rate was not as high as the pass rate of the previous year.
- The revised proposed methodology has been amended that would allow a school to meet federal accountability requirements through an additional safe harbor provision. Federal requirements may be met if the passing rate exceeds the AMO target and falls within 5 percent of the previous year's passing rate. This provision could not be used for more than two consecutive years.
- The Superintendent's proposed alternate methodology for revising student subgroup AMOs is as follows:

Revised 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 20th percentile and the school at the 90th 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.

AMOs are calculated in equal increments beginning with each group's starting AMO unless the subgroup's starting pass rate exceeds the Year 6 AMO for the all students group. These schools must make continuous progress in the student subgroup's pass rates.

Every school is expected to meet the following pass rates--academic progress measures known as Annual Measurable Objectives (AMOs)--or the prior year's pass rate, *whichever is higher*, up to 90 percent, for all students and every student subgroup.

Safe harbor and other flexibility provisions remain in effect that are permitted in the NCLB Act and included in Virginia's NCLB Flexibility Plan. An additional safe harbor provision is included for schools that exceed the AMOs, but fall short of the previous year's passing rate. A school may meet subject-area federal accountability requirements as defined below.

Mathematics:

- Beginning in the 2013-2014 accountability year (2012-2013 assessments), all schools are expected to meet or exceed the AMO passing rate target or their previous year's passing rate, whichever is higher, up to 90 percent.

Safe Harbor:

- Federal requirements may be met if the failure rate is reduced by 10 percent or greater.
- Federal requirements may be met if the passing rate exceeds the AMO target and falls within 5 percent of the previous year's passing rate. This provision may not be used for more than two consecutive years.

Reading:

AMO targets for the 2013-2014 accountability year will be recalculated based on the new 2012-2013 reading assessments.

- Beginning in the 2013-2014 accountability year (2012-2013 assessments), all schools are expected to meet or exceed the AMO passing rate target.
- Beginning in the 2014-2015 accountability year (2013-2014 assessments), all schools are expected to meet or exceed the AMO passing rate target or their previous year's passing rate, whichever is higher, up to 90 percent.

Safe Harbor:

- Federal requirements may be met if the failure rate is reduced by 10 percent or greater.
- Beginning in the 2014-2015 accountability year (2013-2014 assessments), federal requirements may be met if the passing rate exceeds the AMO target and falls within 5 percent of the previous year's passing rate. This provision may not be used for more than two consecutive years.

Mathematics Annual Measurable Objectives (AMOs) Based on Proposed Alternate Methodology							
Mathematics Annual Measurable Objectives (AMOs)*							
	Year 1 AMO (Starting Pass Rate)	Year 2 AMO	Year 3 AMO	Year 4 AMO	Year 5 AMO	Year 6 AMO	Gap Points Closed
Accountability Year	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	
Assessment Year	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
All Students	61	64	66	68	70	73	12
Gap Group 1 (Combined)	47	52	57	63	68	73	26
Gap Group 2 (Black)	45	51	56	62	67		28
Gap Group 3 (Hispanic)	52	56	60	65	69		21

Students with Disabilities	33	41	49	57	65		40
English Language Learners	39	46	53	59	66		34
Economically Disadvantaged	47	52	57	63	68		26
White	68	69	70	71	72		5
Asian	82	Continuous progress towards reducing proficiency gap within subgroup by half					
<p>*Every school is expected to meet the following pass rates--academic progress measures known as Annual Measurable Objectives (AMOs)--or the prior year's pass rate, whichever is higher, up to 90 percent, for all students and every student subgroup.</p> <p>Safe harbor <u>and other flexibility</u> provisions remain in effect that are permitted in the NCLB Act and included in Virginia's NCLB Flexibility Plan. <u>An additional safe harbor provision is included for schools that exceed the AMOs, but fall short of the previous year's passing rate.</u></p> <ul style="list-style-type: none"> • <u>Federal requirements may be met if the failure rate is reduced by 10 percent or greater.</u> • <u>Federal requirements may be met if the passing rate exceeds the AMO target and falls within 5 percent of the previous year's passing rate. This provision may not be used for more than two consecutive years.</u> 							

The Board discussed reasons the AMOs are not uniquely specific for each of the 1,836 schools in the Commonwealth, noting that specific AMOs would not create transparency or be easy to articulate to the public, and that we should have statewide expectations for schools. Dr. Wright also clarified that the AMOs are metrics for holding schools accountable for making progress.

Dr. Wright noted that the safe harbor was necessary to avoid unintended consequences such as a school achieving a pass rate for one or more subgroups that was substantially higher than the AMO, yet fail to meet federal accountability requirements because that pass rate was not as high as the pass rate of the previous year. Dr. Wright did however note that consecutive year dips or large dips should cause concern, and there is precedence related to the two year safe harbor.

Board members noted the achievement gap that exists, that it is intolerable, and the importance of charting a realistic path to narrow that gap.

Mrs. Beamer made a motion to adopt the proposed revised 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 more rigorous reading assessments to be administered for the first time in 2012-2013. The motion was seconded by Dr. Baysal and carried unanimously.

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

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

- Section 22.1-79.1 of the *Code of Virginia* prohibits local school boards from adopting school calendars that require schools to open prior to Labor Day unless a waiver is granted by the Board for "good cause." The conditions under which the Board may grant such waivers are outlined in the *Code*. The provision that permits the Board to approve a waiver for an experimental or innovative program may be found in § 22.1-79.1 as follows:

§ 22.1-79.1. Opening of the school year; approvals for certain alternative schedules.

A. Each local school board shall set the school calendar so that the first day students are required to attend school shall be after Labor Day. The Board of Education may waive this requirement based on a school board certifying that it meets one of the good cause requirements of subsection B.

B. For purposes of this section, "good cause" means:

1. A school division has been closed an average of eight days per year during any five of the last 10 years because of severe weather conditions, energy shortages, power failures, or other emergency situations;
2. A school division is providing, in the school year for which the waiver is sought, an instructional program or programs in one or more of its elementary or middle or high schools, excluding Virtual Virginia, which are dependent on and provided in one or more elementary or middle or high schools of another school division that qualifies for such waiver. However, any waiver granted by the Board of Education pursuant to this subdivision shall only apply to the opening date for those schools where such dependent programs are provided;
3. A school division is providing its students, in the school year for which the waiver is sought, with an experimental or innovative program which requires an earlier opening date than that established in subsection A of this section and which has been approved by the Department of Education pursuant to the regulations of the Board of Education establishing standards for accrediting public schools. However, any waiver or extension of the school year granted by the Board of Education pursuant to this subdivision or its standards for accrediting public schools for such an experimental or innovative program shall only apply to the opening date for those schools where such experimental or innovative programs are offered generally to the student body of the school. For the purposes of this subdivision, experimental or innovative programs shall include instructional programs that are offered on a year-round basis by the school division in one or more of its elementary or middle or high schools; or
4. A school division is entirely surrounded by a school division that has an opening date prior to Labor Day in the school year for which the waiver is sought. Such school division may open schools on the same opening date as the surrounding school division....

- The *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, at 8 VAC 20-131-290.D, permit local school boards to seek approval to implement experimental or innovative programs under the following conditions:

D. With the approval of the local school board, local schools seeking to implement experimental or innovative programs, or both, that are not consistent with these standards shall submit a waiver request, on forms provided, to the board for evaluation and approval prior to implementation. The request must include the following:

1. Purpose and objectives of the experimental/innovative programs;
2. Description and duration of the programs;
3. Anticipated outcomes;
4. Number of students affected;

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| 5. Evaluation procedures; and
6. Mechanisms for measuring goals, objectives, and student academic achievement. . . . |
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- In 1998, the Board adopted the following definitions for experimental and innovative programs in the *Guidance Document Governing Certain Provisions of the Regulations Establishing Standards of Accrediting Public Schools in Virginia (8 VAC 20-131)*:

"An experimental program shall be a program which is operated under controlled circumstances and which is designed to test and to establish, by objective measures, the positive cognitive effect of an educational theory."
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"An innovative program shall be a program shown to produce a positive educational effect but which does not meet standard operating or procedural requirements."
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- The following school divisions with innovative or experimental programs were approved to begin school prior to Labor Day for the 2012-2013 school year:
 - ✓ Charlotte County Public Schools (six schools) and Covington City Public Schools (two schools) were approved for waivers for innovative or experimental programs that are not year-round schools.
 - ✓ Alexandria City Public Schools (two schools), Arlington County Public Schools (one school), and Richmond City Public Schools (one) were approved for waivers for year-round schools.
- Henrico County Public Schools is requesting a waiver to begin school prior to Labor Day for an innovative program. The innovative program, as proposed in the waiver request, is that the schools would begin prior to Labor Day. The waiver request notes several programs that would benefit if it were permitted to begin school before Labor Day.
- The school calendar would be consistent with the J. Sargeant Reynolds Community College calendar for those students in dual enrollment courses. Henrico County Public Schools has partnerships with several area colleges and universities to offer dual enrollment courses to its students. A recent partnership with J. Sargeant Reynolds Community College, housed at J. R. Tucker High School, allows students from all Henrico County high schools to earn their high school diploma and an Associate of Science degree at the same time. Henrico County Public Schools is offering a second such program in business, at Highland Springs High School, that began this fall.
- Students who take Advanced Placement (AP) or International Baccalaureate® (IB) courses would have additional instructional time before having to take tests. The dates for the AP and IB tests are set by the College Board and the International Baccalaureate not by the state or local education agency.
- Henrico County Public Schools has revised its waiver request to include information that it is planning to implement the College Readiness Center (CRC), a school reform model for students in K-8 that is designed to close the achievement gap. Students who participate in the program would be required to attend school for eight additional weeks during the summer. The program would focus on 21st Century Skills, such as communication and problem-solving, and the Standards of Learning. The program would be voluntary, and parental involvement would be expected.
- The waiver request includes reasons why Henrico County Public Schools would want to begin school before Labor Day, but it does not show clearly why starting school before Labor Day is required for the innovative program. Section 22.1-79.1.B.3 of the *Code* says, in part: "A school division is providing its students, in the school year for which the waiver is sought, with an experimental or innovative program which requires an earlier opening date than that established in subsection A of this section [after Labor Day]...."
- Henrico County Public Schools requests that the waiver apply to all schools in the school division for continuity for families and staff. It should be noted that § 22.1-79.1.B.3 says, in part: "However, any waiver or extension of the school year granted by the Board of Education pursuant to this subdivision or its

standards for accrediting public schools for such an experimental or innovative program shall only apply to the opening date for those schools where such experimental or innovative programs are offered generally to the student body of the school.”

Dr. Patrick Russo, division superintendent, Henrico County Public Schools and Ms. Diane Winston, school board chairman, presented an overview of Henrico County’s request for an innovative and experimental program.

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

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

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

Mr. Foster made a motion to deny Henrico County Public Schools’ request for all of its schools to begin school prior to Labor Day, as the proposal does not comport with the provisions of § 22.1-79.1 of the *Code of Virginia*. The motion was seconded by Dr. Cannaday and carried unanimously.

Final 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:

- Section 8 VAC 20-131.280.C. of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA) states:

Subject to the provisions of 8 VAC 20-131-350, the governing school board of special purpose schools such as those provided for in § 22.1-26 of the <i>Code of Virginia</i> , Governor’s schools, special education schools, alternative schools, or career and technical schools that serve as the student's school of principal enrollment may seek approval of an alternative accreditation plan from the Board of Education. Schools offering alternative education programs and schools with a

graduation cohort of 50 or fewer students as defined by the graduation rate formula adopted by the board may request that the board approve an alternative accreditation plan to meet the graduation and completion index benchmark. Special purpose schools with alternative accreditation plans shall be evaluated on standards appropriate to the programs offered in the school and approved by the board prior to August 1 of the school year for which approval is requested. Any student graduating from a special purpose school with a Standard, Advanced Studies, or Modified Standard Diploma must meet the requirements prescribed in 8 VAC 20-131-50.

- 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.

Name of School Division	Name of School(s) Submitting Alternative Accreditation Plan	2010 GCI Index	2011 GCI Index	Preliminary 2012 GCI Index
Albemarle County	Murray High	96	68	78

- 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 (as provided in the background information) 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 for the graduating class is fewer than 50 students.
 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(s) fewer 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 is fewer than fifteen (15) students or in cases where special circumstances warrant consideration, the Superintendent of Public Instruction will make the final determination.

Dr. McLaughlin made a motion to approve the proposed alternative accreditation plan for Murray High School from Albemarle County School Board. The motion was seconded by Mr. Braunlich and carried unanimously.

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

Dr. Kathleen Smith presented this item. Dr. Smith recognized the following: Dr. Morton Sherman, division superintendent, Alexandria City Public Schools, and Ms. Sheryl Gorsuch, chair, Alexandria City School Board. Dr. Smith's presentation included the following:

- 8 VAC 20-131-300.C states that a school shall be rated *Accreditation Denied* based on its academic performance and its failure to achieve the minimum threshold for the graduation and completion index required to be rated *Fully Accredited* or *Provisionally Accredited-Graduation Rate*, for the preceding three consecutive years or for three consecutive years anytime thereafter.

- As outlined in 8 VAC 20-131-315, as an alternative to the memorandum of understanding required for schools rated *Accreditation Denied*, a local school board may choose to reconstitute the school and apply to the Board of Education for a rating of *Conditionally Accredited*. The application shall outline specific responses that address all areas of deficiency that resulted in the *Accreditation Denied* status.
- If a local school board chooses to reconstitute a school, it may annually apply for an accreditation rating of *Conditionally Accredited* as provided for in 8 VAC 20-131-300 C 5. The *Conditionally Accredited* rating may be granted for a period not to exceed three years if the school is making progress toward a rating of *Fully Accredited* in accordance with the terms of the Board of Education’s approval of the reconstitution application. The school will revert to a status of *Accreditation Denied* if it fails to meet the requirements to be rated *Fully Accredited* by the end of the three-year term or if it fails to have its annual application for such rating renewed.
- 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.

Criterion A	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
Criterion 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
Criterion C	Title I schools based on the “all students” performance in reading and/or mathematics performance on federal AMOs

Criterion D	Title I schools failing to meet the 95 percent participation rate in reading and/or mathematics for three consecutive years
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* 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

Dr. Sherman and Ms. Gorsuch presented an overview of Alexandria City's request for a rating of conditionally accredited for Jefferson-Houston Elementary School. Ms. Gorsuch recognized the following personnel from Alexandria City Public Schools attending the meeting: Dr. Gwen Carol Holmes, deputy superintendent, curriculum and instruction, Ms. Natalie Mitchell, director, Title I programs, and Dr. Mark Eisenhower, principal on assignment.

Board members expressed concern regarding evidence that students have not met benchmarks for learning over consecutive years. Members also noted concerns that pass rates have not increased in the last ten years except for the years when there was a reading and math specialists, and the dependence on one or two staff members. The Board requested Alexandria City Public Schools report back in January 2013 on the status of the Lead Turnaround Partner and include data of student progress. Board members also noted concern regarding the number of programs employed by the school division, rather than focusing on one or two effective programs.

Dr. Cannaday made a motion to deny the request for a rating of *Conditionally Accredited* for Jefferson-Houston Elementary from Alexandria City School Board. The motion was seconded by Ms. Mack and carried unanimously.

Final 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:

- 8 VAC 20-131-300.C states that a school shall be rated *Accreditation Denied* based on its academic performance and its failure to achieve the minimum threshold for the graduation and completion index required to be rated *Fully Accredited* or *Provisionally Accredited-Graduation Rate*, for the preceding three consecutive years or for three consecutive years anytime thereafter.
- As outlined in 8 VAC 20-131-315, as an alternative to the memorandum of understanding required for schools rated *Accreditation Denied*, a local school board may choose to reconstitute the school and apply to the Board of Education for a rating of *Conditionally Accredited*. The application shall include specific responses that address all areas of deficiency that resulted in the *Accreditation Denied* status.
- If a local school board chooses to reconstitute a school, it may annually apply for an accreditation rating of *Conditionally Accredited* as provided for in 8 VAC 20-131-300 C 5. The *Conditionally Accredited* rating may be granted for a period not to exceed three years if the school is making progress toward a rating of *Fully Accredited* in accordance with the terms of the Board of Education's approval of the reconstitution application. The school will revert to a status of *Accreditation Denied* if it fails to meet the requirements to be rated *Fully Accredited* by the end of the three-year term or if it fails to have its annual application for such rating renewed.
- 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. The MOU between Northampton County Public Schools and Edison Learning is included as Attachment B. The LTP’s proposals to the Virginia Department of Education (VDOE), which were approved through the RFP process. 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 school’s 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.

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.

Criterion A	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
Criterion 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
Criterion D	Title I schools based on the “all students” performance in reading and/or mathematics performance on federal AMOs
Criterion D	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

Additional data regarding teacher licensure for Lindenwood Elementary School were requested at the Virginia State Board of Education meeting on September 27, 2012. These data are reported as follows:

Question	Lindenwood Elementary
How many staffing changes were there last year in administrative staff?	None
How many staffing changes were there last year in teaching or instructional staff?	Twelve (12) teachers left the school; five (5) new hires; three (3) transfers into the school.
For the administrative staff that left the school, how many were reassigned within the division in other positions?	There were no administrative reassignments.
For the instructional staff that left the school, how many have been reassigned within the division in other	Three (3)

Question	Lindenwood Elementary																
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?	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td colspan="2" style="text-align: center;">2011-2012</td> </tr> <tr> <td colspan="2" style="text-align: center;">Total Students = 364</td> </tr> <tr> <td style="text-align: center;">K-3</td> <td style="text-align: center;">1:18</td> </tr> <tr> <td style="text-align: center;">4-5</td> <td style="text-align: center;">1:20</td> </tr> <tr> <td colspan="2" style="text-align: center;">2012-2013</td> </tr> <tr> <td colspan="2" style="text-align: center;">Total Students = 402</td> </tr> <tr> <td style="text-align: center;">K-3</td> <td style="text-align: center;">1:19</td> </tr> <tr> <td style="text-align: center;">4-5</td> <td style="text-align: center;">1:25</td> </tr> </table>	2011-2012		Total Students = 364		K-3	1:18	4-5	1:20	2012-2013		Total Students = 402		K-3	1:19	4-5	1:25
2011-2012																	
Total Students = 364																	
K-3	1:18																
4-5	1:20																
2012-2013																	
Total Students = 402																	
K-3	1:19																
4-5	1:25																
Does the school receive any federal or state support for being hard-to-staff?	The school does not receive federal or state support for being hard to staff. The school is the recipient of a Federal 1003 (g) School Improvement Grant, which includes funds for professional development and teacher incentives.																
How many teachers are in place this year?	30																
How many teaching positions have not been filled?	None																
How many of the current teachers are provisionally licensed?	One (1) career switcher																
How many of the current teachers have a full five-year license?	29																
How many teachers are teaching outside of their endorsement?	None																

Dr. Wright noted that she recommended approval of the request because this is a continuation of a conditional accreditation rating and the schools are making progress and meeting requirements of the *Standards of Accreditation* for continuation.

Mr. Foster made a motion to approve the requests 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. The motion was seconded by Mrs. Beamer and carried unanimously.

Final Review of a Proposal from the Region 2000 Technology Council to Establish the Lynchburg Regional Governor's STEM Academy

Ms. Lolita Hall, director of career and technical education, presented this item. Ms. Hall recognized the following in attendance: Dr. John Capps, president, Central Virginia Community College; Elizabeth Narehood, director, Future Focus Foundation; Dr. Gregory Sullivan, director, Information Technology, Lynchburg City Public Schools; and Jonathan Whit, executive director, Region 2000 Technology Council. Ms. Hall's presentation included the following:

- Partnerships establishing academies must include at least one public school division, business and industry, and postsecondary education. On November 29, 2007, the Board of Education approved the criteria to establish a Governor's STEM Academy. Subsequently, on March 19, 2008, the Board approved the standards for the Governor's Career and Technical Education Exemplary Standards Awards Program, which all Career and Technical Academies must implement.

- As required by the Board of Education, the State Council of Higher Education for Virginia (SCHEV) has reviewed the attached proposal and recommends that the Board approve the proposal. Staff members of the Virginia Department of Education (VDOE) have also reviewed the proposal in the context of the Board's criteria. An executive summary of the proposal is in Attachment A. Attachments B and C are the reports from the reviews by SCHEV and the VDOE. Attachment D is the complete proposal.
- Currently, there are 15 Governor's STEM Academies in Virginia. They are located in Arlington County, Carroll County, Chesapeake City, Chesterfield County, Fairfax County, Halifax County, Hampton City, Loudoun County, New Kent County, Richmond City, Roanoke County, Russell County, Stafford County, Suffolk City, and Virginia Beach City.
- The proposal for the *Lynchburg Regional Governor's STEM Academy* 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 Lynchburg Regional Governor's STEM Academy will focus on two career clusters that will develop STEM literacy and other 21st 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 the Lynchburg Regional Governor's STEM Academy, 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.

Ms. Mack made a motion to approve the proposal to establish the Lynchburg Regional Governor's STEM Academy, Lynchburg City Public Schools. The motion was seconded by Dr. McLaughlin and carried unanimously.

Final Review of Proposed Revisions 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, assistant superintendent of teacher education and licensure, 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 revisions to the Virginia College Partnership Laboratory School Application Process are 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. Approval of any exceptions must be granted by the Board of Education President in consultation with the Superintendent of Public Instruction prior to the commencement of the application review process. 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 following technical edit is requested to align with the July 26, 2012, Board of Education revision to the Action by the Virginia Board of Education section of the application process.]

Meeting with the Virginia Board of Education College Partnership Laboratory Schools Committee

... Following the meeting of the applicant with the Board's College Partnership Laboratory Committee, VDOE staff, on behalf of the Committee, will prepare a report to the full Board with the recommendation of the Committee as to whether the application meets the Board's approval criteria. The report will normally be presented ~~within thirty (30) business days of~~ at the next regularly scheduled full Board meeting and the applicant will be requested to attend this meeting to answer questions or make comment on the application

Dr. McLaughlin made a motion to approve the proposed revisions 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 with an amendment applicable to timelines in Section II under general instructions. The motion was seconded by Mrs. Beamer and carried unanimously. The proposed revisions will read as follows:

Requests for exceptions to the Board of Education timelines for the application and approval process may be considered on a case-by-case basis. Approval of any exceptions must be granted by the Board of Education President in consultation with the Superintendent of Public Instruction prior to the commencement of the application review process. To be considered for such an exception, 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....

Final 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 *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 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.
- Since first review September 27, 2012, several revisions have been made to the plan to reflect Board member feedback. Those revisions include:
 - ✓ Addition of a statement about the need for cost-effective ways to compare Virginia students to international benchmarks.
 - ✓ Addition of 2011-2012 school year data to the "Report Card."
 - ✓ Revision of the nationally board certified performance measure to measure the percentage of teachers certified, rather than the number certified each year.
 - ✓ Elimination of the "enrollment in virtual course" performance measure, since this is now a graduation requirement for all students.
- Some of the data for the "Report Card" is not currently available, but will be updated before final publication.

Mrs. Atkinson made a motion to approve the *Comprehensive Plan 2012-2017*, with the understanding that department staff will make any additional technical and editorial adjustments as may be necessary. The motion was seconded by Dr. Cannaday and carried unanimously.

First Review of Proposed Revisions to the Standards of Quality

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

- Article VIII, § 2 of the *Constitution of Virginia* requires the Board of Education to determine and prescribe Standards of Quality for the public schools in Virginia. The *Constitution* says:

“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. The General Assembly shall determine the manner in which funds are to be provided for the cost of maintaining an educational program meeting the prescribed standards of quality, and shall provide for the apportionment of the cost of such program between the Commonwealth and the local units of government comprising such school divisions. Each unit of local government shall provide its portion of such cost by local taxes or from other available funds.”

- The *Code of Virginia* requires the Board of Education to review the Standards of Quality every two years. Section 22.1-18.01 of the *Code* says, in part:

“To ensure the integrity of the standards of quality, the Board of Education shall, in even-numbered years, exercise its constitutional authority to determine and prescribe the standards, subject to revision only by the General Assembly, by reviewing the standards and either (i) proposing amendments to the standards or (ii) making a determination that no changes are necessary....”

- The *Code* also requires that the Board’s annual report to the Governor and General Assembly include any recommendations for revisions to the Standards of Quality. Section 22.1-18 of the *Code* says, in part:

“...the Board of Education shall submit to the Governor and the General Assembly a report on the condition and needs of public education in the Commonwealth and shall identify any school divisions and the specific schools therein which have failed to establish and maintain schools meeting the existing prescribed standards of quality. Such standards of quality shall be subject to revision only by the General Assembly, pursuant to Article VIII, Section 2 of the Constitution of Virginia. Such report shall include a complete listing of the current standards of quality for the Commonwealth's public schools, together with a justification for each particular standard, how long each such standard has been in its current form, and whether the Board recommends any change or addition to the standards of quality.”

- 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.
- Prior to the first review of the Standards of Quality on September 27, 2012, the Board had 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.
- Since the September 27, 2012 meeting, the Board has held four public hearings, in Pulaski County, Fairfax County, Chesterfield County, and Hampton, and has continued to receive comments from individuals, school divisions, and organizations. A preliminary report on the October public hearings will be shared at the October 25th meeting of the Board. A full report on the public comments will be provided at the end of the public comment period, which ends on November 15.
- Based on public comment received to date, and consistent with the Board's goals, the proposed options to revise the Standards of Quality are recommended:

Proposed Standards of Quality Policy Directions

- Enhance the Standards of Quality so that the Commonwealth's basic foundation program for K-12 public education reflects a comprehensive educational program of the highest quality.
- Provide clarity and greater transparency in SOQ funding with the goal of maintaining the Commonwealth's commitment to public education funding at the state and local levels and encouraging a continued emphasis on school-based instructional services.
- Provide school divisions the flexibility to deploy required instructional personnel to the schools with the greatest needs, so long as they employ a sufficient number of personnel divisionwide to meet the total number required in the current SOQ staffing requirement.
- Begin to address the Board's priorities of teacher effectiveness and more frequent performance evaluations of teachers by requiring a principal in every school and increasing the number of assistant principals in schools with the greatest need.
- Set priorities for the Board's unfunded SOQ staffing recommendations from previous years so that these instructional staffing standards can be fully implemented in future years, especially in the focus areas of literacy, mathematics, science, and technology.
- Begin building a more comprehensive basic foundation program by including in the SOQ certain staffing ratios and categorical and incentive programs that have become core components of K-12 educational programs statewide and currently funded in the appropriation act.
- Mitigate the perverse incentive of reducing a school division's special education funding when it mainstreams students with disabilities into general education classrooms or uses Response to Intervention (RTI) and/or other instructional supports to reduce the number of students identified as needing special education services.
- Shift the Board of Education's review of the SOQ so that it aligns more effectively with the legislative budget process and SOQ re-benchmarking.

Proposed Policy and Staffing Recommendations

Priority 1:

- Propose SOQ language to provide school divisions the flexibility to deploy required instructional personnel to the schools with the greatest needs, so long as they employ a sufficient number of personnel divisionwide to meet the total number required in SOQ staffing requirements.
- Propose legislation to shift the review of the SOQ from even to odd-numbered years to be aligned more effectively with the legislative budget process.
- Include one reading specialist for every 1,000 students in grades K-12 in the Standards of Quality, in support of:
 - ✓ Goal 1, accountability for student learning;
 - ✓ Goal 2, rigorous standards to promote college and career readiness; and
 - ✓ Goal 5, highly qualified and effective educators.
- Include one mathematics specialist for every 1,000 students in grades K-8 in the Standards of Quality, in support of:
 - ✓ Goal 1, accountability for student learning;
 - ✓ Goal 2, rigorous standards to promote college and career readiness; and
 - ✓ Goal 5, highly qualified and effective educators.
- Include one data coordinator for every 1,000 students in grades K-12 in the Standards of Quality, in addition to a dedicated instructional technology resource teacher, in support of:
 - ✓ Goal 1, accountability for student learning; and
 - ✓ Goal 5, highly qualified and effective educators.

Priority 2:

- Require one full-time assistant principal for every 400 students in grades K-12, in support of:
 - ✓ Goal 1, accountability for student learning; and
 - ✓ Goal 5, highly qualified and effective educators.
- Require one full-time principal in every elementary school, in support of:
 - ✓ Goal 1, accountability for student learning; and
 - ✓ Goal 5, highly qualified and effective educators.

Priority 3:

- Codify the provisions of the Early Intervention Reading Initiative and the Algebra Readiness program in the Standards of Quality and require all school divisions to provide these interventions with funding currently appropriated for these programs, in support of:
 - ✓ Goal 1, accountability for student learning;
 - ✓ Goal 2, rigorous standards to promote college and career readiness; and
 - ✓ Goal 6, sound policies for student success.
- Set priorities for the Board's other staffing recommendations (i.e., speech-language pathologists and blind or vision impaired ratios) that have not yet been approved or funded by the General Assembly, so that these staffing standards can be fully implemented in future years, in support of:
 - ✓ Goal 1, accountability for student learning;
 - ✓ Goal 2, rigorous standards to promote college and career readiness; and
 - ✓ Goal 6, sound policies for student success.
- Propose SOQ language to provide school divisions the flexibility to deploy required school-based clerical personnel to the schools with the greatest needs, so long as they employ a sufficient number of personnel divisionwide to meet the total number required in SOQ staffing requirements.

Proposed Technical Issues for Further Study

- Request the Joint Legislative Audit and Review Commission to conduct a study of the SOQ to assist in determining the feasibility of:
 - ✓ Converting the prevailing costs for each major category of the “support services” positions into ratios (for example, based on positions per 1,000 students), and including ratios for some or all of the categories in the appropriation act;
 - ✓ Establishing alternative staffing approaches to provide school divisions with additional instructional resources to address identified needs, which could include ratios based on positions per 1,000 students for assistant principals, school counselors, and library-media specialists that would reduce funding “cliffs;”
 - ✓ Assigning weights for students who may be at-risk and require additional support, including special education services, services to English language learners, and services to disadvantaged students;
 - ✓ Updating technology staffing ratios, taking into consideration the increased role of technology in instruction, assessment, and operations since staffing standards were first established in the SOQ; and
 - ✓ Updating career and technical education staffing ratios, taking into consideration the implementation of new curricular pathways that require high-tech equipment and specialized instruction.

Impact on Fiscal and Human Resources

- The impact on state funds for the review of the Standards of Quality is not expected to be significant and can be absorbed within current resources. The state cost of the staffing recommendations is estimated to be:
 - ✓ Reading Specialist - \$51.2 million in FY 2013 and \$51.3 million in FY 2014;
 - ✓ Mathematics Specialist - \$34.8 million in FY 2013 and \$35.0 million in FY 2014;
 - ✓ Data Coordinator - \$51.2 million in FY 2013 and \$51.3 million in FY 2014;
 - ✓ Elementary Principal - \$7.8 million in FY 2013 and \$8.0 million in FY 2014;
 - ✓ Assistant Principal - \$70.3 million in FY 2013 and \$70.6 million in FY 2014;
 - ✓ Speech Language Pathologists - \$4.8 million for FY 2013 and \$5.3 million for FY 2014; and
 - ✓ Blind and Vision Impaired Standard - \$4.4 million in FY 2013 and \$5.0 million in FY 2014.
- The total state cost for these additional recommendations is \$224.5 million in FY 2013 and \$226.5 million in FY 2014.

Board members acknowledged the passion with which the community, teachers, parents, elected leaders, and students are committed to providing a quality education for all children, which they heard echoed at the public hearings across the Commonwealth.

Board members discussed the importance of finding ways to provide flexibility to school divisions to address the specific needs of children in the division. Dr. McLaughlin requested the JLARC study to also address how to mitigate the perverse incentive of reducing a school division’s special education funding when it mainstreams students with disabilities into general education classrooms or uses Response to Intervention (RTI) and/or other instructional supports to reduce the number of students identified as needing special education services. Board members asked that JLARC take into account the reality of what it takes to fund a quality education program for all children. Mrs. Sears also requested that the fiscal impact of each priority level be identified.

The Board accepted for first review the proposed revisions to the Standards of Quality.

First Review of the Board of Education's 2012 Annual Report on the Conditions and Needs of Public Schools in Virginia

Mrs. Melissa Luchau presented this item. Her presentation included the following:

- The *Code of Virginia* states the following:

§ 22.1-18. Report on education and standards of quality for school divisions; when submitted and effective.
By November 15 of each year, the Board of Education shall submit to the Governor and the General Assembly a report on the condition and needs of public education in the Commonwealth and shall identify any school divisions and the specific schools therein which have failed to establish and maintain schools meeting the existing prescribed standards of quality. Such standards of quality shall be subject to revision only by the General Assembly, pursuant to Article VIII, Section 2 of the Constitution of Virginia. Such report shall include a complete listing of the current standards of quality for the Commonwealth's public schools, together with a justification for each particular standard, how long each such standard has been in its current form, and whether the Board recommends any change or addition to the standards of quality.

§ 22.1-253.13:6. Standard 6. Planning and public involvement.

A. ...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 Report contains the following major components:
 - ✓ Introduction with highlights of academic achievements of students in the Commonwealth.
 - ✓ Discussion of the Board of Education's goals for public education and the actions taken by the Board in 2011-2012 to address the goals.
 - ✓ An assessment of the extent to which the Board's goals are being met.
 - ✓ Discussion of the critical needs of public schools in the Commonwealth.
 - ✓ Statutory requirements:
 - Report on multidivision online providers
 - Compliance with the requirements of the Standards of Quality
 - Compliance with the Standards of Accreditation
 - Annual charter school report
- The draft *2012 Annual Report on the Condition and Needs of Public Schools in Virginia* will be revised to reflect all Board member feedback, as well as any public comments received. A final draft of the report will be presented at the November 29, 2012, Board of Education meeting. Upon Board approval, and any technical or editorial edits by Department staff, the report will be submitted to the Governor and Virginia General Assembly.

Dr. Cannaday suggested adding an executive summary to include a brief background, how well goals have been met, and critical needs of public education.

Mr. Braunlich suggested adding a section on Virtual Virginia summarizing enrollment data and if there are unmet needs.

The Board accepted for first review the *2012 Annual Report on the Condition and Needs of Public Schools in Virginia*, and directs department staff to make necessary revisions to reflect Board member feedback.

First Review of a Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Approve the Accountability Measurement of Partnerships and Collaborations Based on PreK-12 School Needs Required by the Regulations Governing the Review and Approval of Education Programs in Virginia

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

- Thirty-seven institutions of higher education in Virginia have approved programs for the preparation of instructional personnel. Nineteen of the 37 institutions also have approved programs for the preparation of administrative and supervisory PreK-12 personnel.
- Section 8VAC20-542-40. Standards for biennial approval of education programs of the *Regulations Governing the Review and Approval of Education Programs in Virginia* (8VAC20-542-10 et seq.), effective September 21, 2007, and amended January 19, 2011, require that approved education programs in Virginia shall have national accreditation or be accredited by a process approved by the Board of Education and demonstrate achievement biennially of the following accountability measures:
 1. Candidate progress and performance on prescribed Board of Education licensure assessments. Candidate passing rates, reported by percentages, shall not fall below 70 percent biennially for individuals completing and exiting the program. Achievement of an 80 percent biennial passing rate shall be required by July 1, 2010. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.
 2. Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program.
 3. Structured and integrated field experiences to include student teaching requirements.
 4. Evidence of opportunities for candidates to participate in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity throughout the program experiences.
 5. Evidence of contributions to PreK-12 student achievement by candidates completing the program.
 6. Evidence of employer job satisfaction with candidates completing the program.
 7. Partnerships and collaborations based on PreK-12 school needs. Indicators of the achievement of this standard shall include the following:
 - a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the PreK-12 community.
 - b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.

- The biennial data (item 1 above) and certification that items 2-6 have been met will be submitted by institutions of higher education in 2013. The established timeline requires that the seventh measure on “partnerships and collaborations based on PreK-12 school needs” is to be reviewed and approved by December 2012.
- In August 2012, each institution offering approved education programs in Virginia submitted to the Department of Education a report documenting partnerships and collaborations based on PreK-12 school needs for each program (endorsement) area offered. The institutions reported that they are engaged in multiple partnerships and collaborations with educational, governmental, professional, and community entities as well as with school divisions, private schools, parents, and PreK-12 students.

Approved Programs (Excluding Administration and Supervision)

- Each of the 37 institutions of higher education offering approved programs submitted evidence that they had established partnerships and collaborations in the following categories:
 1. Field experience: The partnerships and collaborations address experiences, such as internships, practica, clinical experience, student teaching, field placements, mentors for teachers, and tutoring PreK-12 students.
 2. Professional development: The partnerships and collaborations include staff development, research grants, workshops, training, conferences, best practices, strategy and method development, curriculum development, course offerings, and career development.
 3. Community outreach activities: The partnerships and collaborations include after-school and summer programs and camps, field trips, mentors for PreK-12 students, educational fairs, enrichment programs, cultural experiences and exchange, college visitations and transition, assessments and screening, and other extracurricular activities.

Administration and Supervision Programs

- The 19 institutions of higher education offering administration and supervision programs submitted evidence that they had established partnerships and collaborations in the following areas:
 1. Identifying, screening, and recruiting potential school leaders;
 2. Preparing, training, and mentoring school leaders;
 3. Providing professional development for school leaders; and
 4. Offering internships, practica, and field experiences in school leadership.
- On September 24, 2012, the Advisory Board on Teacher Education and Licensure recommended that the Board of Education approve the accountability measurement of partnerships and collaborations based on PreK-12 school needs required by the *Regulations Governing the Review and Approval of Education Programs in Virginia* for each of the 37 institutions of higher education offering approved programs.

The Board accepted for first review the Advisory Board on Teacher Education and Licensure’s recommendation to approve the accountability measurement of partnerships and collaborations based on PreK-12 school needs required by the *Regulations Governing the Review and Approval of Education Programs*.

First Review of Request for Approval of an Alternative Accreditation Plan from Arlington County School Board for Arlington Mill High School

Dr. Kathleen Smith presented this item. Dr. Smith introduced Dr. Connie Skelton, assistant superintendent for instruction, Arlington Public Schools. Dr. Smith’s presentation included the following:

- Section 8 VAC 20-131.280.C. of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* states:

Subject to the provisions of 8 VAC 20-131-350, the governing school board of special purpose schools such as those provided for in § 22.1-26 of the *Code of Virginia*, Governor's schools, special education schools, alternative schools, or career and technical schools that serve as the student's school of principal enrollment may seek approval of an alternative accreditation plan from the Board of Education. Schools offering alternative education programs and schools with a graduation cohort of 50 or fewer students as defined by the graduation rate formula adopted by the board may request that the board approve an alternative accreditation plan to meet the graduation and completion index benchmark. Special purpose schools with alternative accreditation plans shall be evaluated on standards appropriate to the programs offered in the school and approved by the board prior to August 1 of the school year for which approval is requested. Any student graduating from a special purpose school with a Standard, Advanced Studies, or Modified Standard Diploma must meet the requirements prescribed in 8 VAC 20-131-50.

- Arlington Mill High School is an alternative high school in Arlington County for students whose life circumstances have interrupted their schooling. Students must be age 16 or older and the population includes students who may be English language learners, older school-age and adult students working toward a high school diploma, and students who need a flexible program to accommodate work or family obligations. As part of restructuring and to better meet the needs of students, Arlington County Public Schools has changed the designation of the Arlington Mill High School Continuation Program to the Arlington Mill High School.
- As part of its request for an alternative accreditation plan for Arlington Mill High School, Arlington County Public Schools is requesting a waiver of Section 8 VAC 20-131-280 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* so that adjustments may be made to the accreditation calculations for accountability purposes.
- In addition, the plan proposes that certain students be removed from the cohort including students who enter Arlington County Public Schools as their first Virginia public school at age 18 years or older; students who discontinue school because of incarceration; and students who are placed in a juvenile detention center.

The Board accepted for first review the proposed alternative accreditation plan for Arlington Mill High School from Arlington County School Board.

First Review of a Proposal from Newport News City Public Schools to Establish the Heritage High School Governor's Science, Technology, Engineering, and Mathematics (STEM) Academy (STEM) Academy

Ms. Lolita Hall, director for career and technical education, and Ms. Toinette Outland, program administrator, Heritage High School, Newport News City Public Schools, presented this item. The presentation included the following:

- Partnerships establishing academies must include at least one public school division, business and industry, and postsecondary education. On November 29, 2007, the Board of Education approved the criteria to establish a Governor's STEM Academy. Subsequently, on March 19, 2008, the Board approved the standards for the Governor's Career and Technical Education Exemplary Standards Awards Program, which all Career and Technical Academies must implement.
- As required by the Board of Education, the State Council of Higher Education for Virginia (SCHEV) is currently reviewing the attached proposal. Their report and recommendation is expected by November 1 prior to the second review of the proposal by the Board of Education. Staff members of the Virginia Department of Education (DOE) have reviewed the proposal in the context of the Board's criteria.

- Currently, there are 16 Governor’s STEM Academies in Virginia. They are located in Arlington County, Carroll County, Chesapeake City, Chesterfield County, Fairfax County, Halifax County, Hampton City, Loudoun County, Lynchburg City, New Kent County, Richmond City, Roanoke County, Russell County, Stafford County, Suffolk City, and Virginia Beach City.
- The proposal for the Heritage High School Governor’s Science, Technology, Engineering, and Mathematics Academy consists of partnerships with Christopher Newport University, Thomas Nelson Community College, Norfolk State University, Newport News Education Foundation, Newport News Shipbuilding, Thomas Jefferson National Accelerator Facility (Jefferson Lab), Canon Virginia, Virginia Peninsula Chamber of Commerce, and the Peninsula Council for Workforce Development.
- The Heritage High School Governor’s STEM Academy will offer a program of study designed to expand options for students to acquire skills in science, technology, engineering, and mathematics. The program combines academic coursework and research experience with a challenging and focused school environment to prepare students for 21st century careers. Students will gain the knowledge and skills they need to succeed in postsecondary education and in technology-rich workplaces by learning how to work in teams, communicate effectively, and apply the principles of science, technology, engineering, and mathematics. Students may choose a program of study from six career pathways within three career clusters as follows.

Career Cluster	Career Pathway	Heritage High School Academy Program
• Science, Technology, Engineering, and Mathematics	• Engineering Technology	• Engineering and Electronics
• Architecture and Construction	• Design and Pre-Construction	• Architectural and Engineering Drawing
• Information Technology	• Programming and Software Development • Web and Digital Communications	• Modeling and Simulation (Computer Science)
	• Network Systems • Information Support Services	• Computer Systems Technology (Networking)

- The *Engineering and Technology* pathway prepares students to apply engineering and technical concepts to develop solutions for problems that exist throughout a broad range of fields from building bridges to flying airplanes to working in the medical industry.
- The *Design and Pre-Construction* pathway provides students an opportunity to use their artistic creativity and mathematics skills to transform an innovative concept into a design plan that creates something tangible and guides construction professionals through the building process. Highly-skilled workers who earn specializations and certificates of accreditation are in great demand as this field continues to advance and becomes more competitive.
- The study of *Information Technology* requires a solid foundation in mathematics and science as well as high technical skills. Students learn how to design, develop, and manage different types of software programs and hardware. Information technology workers can be found in virtually every sector of the economy, providing assistance at a multitude of levels.
- Academy students will be provided an opportunity to participate in dual enrollment courses with the Thomas Nelson Community College and work-based learning experiences..

The Board accepted for first review the proposal to establish the Heritage High School Governor’s Science, Technology, Engineering, and Mathematics Academy, Newport News City Public Schools.

DISCUSSION OF CURRENT ISSUES

There was no discussion of current issues.

EXECUTIVE SESSION

Mrs. Beamer made a motion to go into executive session under *Virginia Code* Section 2.2-3711.A.41, for discussion and consideration by the Board of Education of records relating to the denial, suspension, or revocation of teacher licenses. The motion was seconded by Dr. McLaughlin and carried unanimously. The Board went into Executive Session at 1:15 p.m.

Mr. Braunlich made a motion that the Board reconvene in open session. The motion was seconded by Dr. Cannaday and carried unanimously. The Board reconvened at 2:30 p.m.

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

Board Roll call:

Mrs. Atkinson – Yes
Mrs. Sears – Yes
Dr. Cannaday – Yes
Dr. McLaughlin – Yes
Mr. Foster – Yes
Mr. Braunlich – Yes
Ms. Mack – Yes
Dr. Baysal – Yes

Mrs. Beamer was not available to vote.

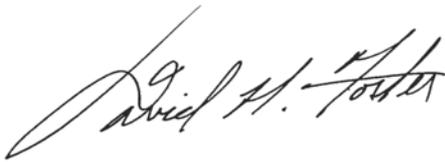
The following motions were made:

- Mrs. Atkinson made a motion to revoke the license of Allison Tuthill Gaul. The motion was seconded and carried unanimously.
- Dr. Cannaday made a motion to revoke the license of Anthony Jon Corazza. The motion was seconded and carried unanimously.
- Ms. Mack made a motion to approve the issuance of a license in Case #2. The motion was seconded and carried unanimously.
- Dr. Cannaday made a motion to approve the issuance of statement of eligibility for a license in Case #3. The motion was seconded and carried unanimously.
- Mr. Braunlich made a motion to revoke the license of Neil Joseph French, Jr. The motion was seconded and carried unanimously.

- Mrs. Atkinson made a motion to deny a license to Andrew Stuart Kohn. The motion was seconded and carried unanimously.
- Mr. Braunlich made a motion to approve the issuance of a license in Case #6. The motion was seconded and carried unanimously.
- Dr. Cannaday made a motion to revoke the license of George Kenneth Skena. The motion was seconded and carried unanimously.
- Dr. Cannaday made a motion to defer Case #8 until the applicant is available to appear before the Board and no later than the Board's November meeting, to be held on November 29, 2012. The motion was seconded and passed with seven "yes" votes. Mrs. Sears voted "no."
- Mr. Braunlich made a motion to defer Case #9 until the applicant is available to appear before the Board and no later than the Board's November meeting, to be held on November 29, 2012. The motion was seconded and carried unanimously.
- Mrs. Atkinson made a motion to revoke the license of James P. Napolitano. The motion was seconded and carried unanimously.

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 2:36 p.m.



President