

COMMONWEALTH OF VIRGINIA  
BOARD OF EDUCATION  
RICHMOND, VIRGINIA

**MINUTES**

October 23, 2014

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

Mr. Christian N. Braunlich, President  
Mrs. Winsome E. Sears, Vice President  
Mrs. Diane T. Atkinson  
Dr. Oktay Baysal

Dr. Billy K. Cannaday, Jr.  
Mr. James H. Dillard  
Mrs. Darla Edwards  
Mrs. Joan E. Wodiska

Dr. Steven R. Staples, Superintendent  
of Public Instruction

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

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

Mr. Braunlich asked for a moment of silence and led in the Pledge of Allegiance.

***APPROVAL OF MINUTES***

Mrs. Edwards made a motion to approve the minutes of the September 18, 2014, meeting of the Board. The motion was seconded by Dr. Baysal and carried unanimously. Copies of the minutes had been distributed in advance of the meeting.

***PUBLIC COMMENT***

The following persons spoke during public comment:

- Jim Batterson, spoke in support of 21<sup>st</sup> century STEM priorities
- Elizabeth Payne, spoke on Health, Driver Education and Physical Education SOL
- Sheila Jones, spoke on Health, Driver Education and Physical Education SOL
- Carrie Reynolds, spoke on Health, Driver Education and Physical Education SOL
- Chad Triolet, spoke on Health, Driver Education and Physical Education SOL
- Emily Webb, spoke on *Task Force on Schools in Challenging Environments Report*
- Renee Zando, spoke on how school counselors are referred to in VDOE documents
- Becky Bowers-Lanier, spoke on Health, Driver Education and Physical Education SOL
- Lisa McDaniels, spoke on Health, Driver Education and Physical Education SOL

## ***Consent Agenda***

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

### ***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, 2014.

### ***Final Review of Proposed Board of Education Meeting Dates for the 2015 Calendar Year***

With the Board's approval of the consent agenda, the Board approved the proposed meeting dates for the 2015 calendar year. The dates are as follows:

Thursday, January 22  
Thursday, February 26  
Thursday, March 26  
Wednesday-Thursday, April 22-23  
Thursday, May 28  
Thursday, June 25  
Thursday, July 23  
Thursday, September 17  
Thursday, October 22  
Thursday, November 19

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

### ***Final Review of Requests for Conditional Accreditation from Nine School Divisions***

Mrs. Beverly Rabil, director, office of school improvement, Division of Student Assessment and School Improvement, presented this item. Mrs. Rabil was assisted by representatives from the following school divisions:

William Clark, division superintendent, Dinwiddie County Public Schools  
Dr. Linda Shifflette, division superintendent, Hampton City Public Schools  
Dr. Scott Brabrand, division superintendent, Lynchburg City Public Schools  
Dr. Ashby Kilgore, division superintendent, Newport News City Public Schools  
Dr. Samuel King, division superintendent, Norfolk City Public Schools  
Dr. Joseph Melvin, division superintendent, Petersburg City Public Schools  
Dr. Patricia Fisher, interim division superintendent, Portsmouth City Public Schools  
Dr. Dana Bedden, division superintendent, Richmond City Public Schools  
Dr. Aaron Spence, division superintendent, Virginia Beach City Public Schools

Mrs. Rabil's presentation included the following:

- Following the implementation of revised assessments in mathematics in 2011-2012 and revised reading, writing, and science assessments in 2012-2013, fourteen (14) schools have been *Accredited with Warning* for three consecutive years and have also failed to meet the requirements for full accreditation for the 2014-2015 school year. The local school boards listed below are requesting ratings of *Conditionally Accredited* for each of the schools.

Name of Division	Name of Schools Requesting Conditional Accreditation
Dinwiddie County Public Schools	Dinwiddie Middle School
Hampton City Public Schools	Jane H. Bryan Elementary School
Lynchburg City Public Schools	Sandusky Middle School
Newport News City Public Schools	Newsome Park Elementary School
Newport News City Public Schools	Sedgefield Elementary School
Newport News City Public Schools	Willis A. Jenkins Elementary School
Norfolk City Public Schools	Booker T. Washington High School
Norfolk City Public Schools	Tidewater Park Elementary School
Petersburg City Public Schools	Vernon Johns Junior High School
Portsmouth City Public Schools	I. C. Norcom High School
Richmond City Public Schools	Armstrong High School
Richmond City Public Schools	George Wythe High School
Richmond City Public Schools	Thomas C. Boushall Middle School
Virginia Beach City Public Schools	Bayside Middle School

- Each school must meet the definition of reconstitution. As defined by the (Emergency) *Regulations Establishing Standards for Accrediting Virginia Public Schools (SOA)*, reconstitution is defined as a process that may be used to initiate a range of accountability actions to improve pupil performance, curriculum, and instruction to address deficiencies that caused a school to be rated *Accreditation Denied* that may include, but not be limited to, restructuring a school's governance, instructional program, staff or student population.

Name of Division	Name of Schools Requesting Conditional Accreditation	Reconstitution Type
Dinwiddie County Public Schools	Dinwiddie Middle School	Change in Instructional Program, Governance
Hampton City Public Schools	Jane H. Bryan Elementary School	Governance, LTP
Lynchburg City Public Schools	Sandusky Middle School	Governance, Staff, Instructional Program
Newport News City Public Schools	Newsome Park Elementary School	Governance
Newport News City Public Schools	Sedgefield Elementary School	Governance
Newport News City Public Schools	Willis A. Jenkins Elementary School	Governance, LTP
Norfolk City Public Schools	Booker T. Washington High School	Governance
Norfolk City Public Schools	Tidewater Park Elementary School	Governance
Petersburg City Public Schools	Vernon Johns Junior High School	Governance, Instructional Program
Portsmouth City Public Schools	I. C. Norcom High School	Staff, Instructional Program
Richmond City Public Schools	Armstrong High School	Governance, LTP; Staff, Instructional Program
Richmond City Public Schools	George Wythe High School	Governance, Staff, Instructional Program
Richmond City Public Schools	Thomas C. Boushall Middle School	Governance, LTP; Staff, Instructional Program
Virginia Beach City Public Schools	Bayside Middle School	Grade Change, Instructional Program

- *The following schools have been identified as priority schools or persistently low-achieving Title I schools in reading/language arts and mathematics combined as defined by U. S. Department of Education (USED) Flexibility Waiver for the Elementary and Secondary Education Act.*

<i>Division</i>	<i>School</i>	<i>Year Identified based on Assessment Data in the Previous Year</i>	<i>2014-15 Priority Status</i>
Hampton City Public Schools	Jane H. Bryan Elementary School	2012-2013	Year 3 Priority
Newport News City Public Schools	Newsome Park School Elementary School	2012-2013	Year 3 Priority
Newport News City Public Schools	Sedgefield Elementary School	2012-2013	Year 3 Priority
Newport News City Public Schools	Willis A. Jenkins Elementary School	2013-2014	Year 2 Priority
Norfolk City Public Schools	Tidewater Park Elementary School	2011-2012	Exiting Priority
Petersburg City Public Schools	Vernon Johns Junior High School	2012-2013	Year 1 Priority
Richmond City Public Schools	Armstrong High School	2010-2011	Exiting Priority
Richmond City Public Schools	Thomas C. Boushall Middle School	2010-2011	Exiting Priority

- *The following schools are not Title I schools and are not considered for priority status under the U. S. Department of Education (USED) Flexibility Waiver for the Elementary and Secondary Education Act.*

<i>Division</i>	<i>School</i>
Dinwiddie County Public Schools	Dinwiddie Middle School
Lynchburg City Public Schools	Sandusky Middle School
Norfolk City Public Schools	Booker T. Washington High School
Portsmouth City Public Schools	I. C. Norcom High School
Richmond City Public Schools	George Wythe High School
Virginia Beach City Public Schools	Bayside Middle School

#### Technical Assistance

All schools granted ratings of *Conditionally Accredited* will participate in the Aligning Academic Review and Performance Evaluation (AARPE) technical assistance from the VDOE. The purpose of this technical assistance is to improve instruction and instructional leadership practices by strengthening the alignment between the Performance Standards for Teachers and Principals and the Lesson Planning, Lesson Observation, Professional Development, and Leadership Academic Review Tools. Technical assistance will focus on developing sample evidence for the sample performance indicators in selected Teacher and Principal Performance Standards. The sample evidence for each performance indicator will become a tool that can enhance the division's observation tools. Outcomes/next steps will be identified at each session.

Priority schools granted ratings of *Conditionally Accredited* will participate in both the AARPE technical assistance and in specified technical assistance delivered by the Lead Turnaround Partner (LTP) in accordance with the school's contract with the LTP.

If a priority school, federal funding will continue at least through September 30, 2015. For non-priority schools, the Office of School Improvement will use the academic review budget to fund contractors for the Aligning Academic Review and Performance Evaluation (AARPE) technical assistance sessions.

#### **DINWIDDIE MIDDLE SCHOOL**

Mr. Dillard made a motion to approve the request for a rating of *Conditionally Accredited* for Dinwiddie Middle School from the Dinwiddie County School Board. The approval of this rating is contingent on the superintendent of Dinwiddie County Schools entering into an

agreement with the Superintendent of Public Instruction that details the essential actions that must occur in the 2014-2015 school year to improve the achievement of the students in this school. This agreement must be signed by both parties by December 12, 2014, or the school will revert to a designation of Accreditation Denied. The motion was seconded by Mrs. Wodiska and carried unanimously.

#### **JANE BRYAN ELEMENTARY SCHOOL**

Mrs. Atkinson made a motion to approve the request for a rating of *Conditionally Accredited* for Jane Bryan Elementary School from the Hampton City School Board. The approval of this rating is contingent on the superintendent of Hampton City Schools entering into an agreement with the Superintendent of Public Instruction that details the essential actions that must occur in the 2014-2015 school year to improve the achievement of the students in this school. This agreement must be signed by both parties by December 12, 2014, or the school will revert to a designation of Accreditation Denied. The motion was seconded by Dr. Cannaday and carried unanimously.

#### **SANDUSKY MIDDLE SCHOOL**

Mrs. Edwards made a motion to approve the request for a rating of *Conditionally Accredited* for Sandusky Middle School from the Lynchburg County School Board. The approval of this rating is contingent on the superintendent of Lynchburg County Schools entering into an agreement with the Superintendent of Public Instruction that details the essential actions that must occur in the 2014-2015 school year to improve the achievement of the students in this school. This agreement must be signed by both parties by December 12, 2014, or the school will revert to a designation of Accreditation Denied. The motion was seconded by Mrs. Atkinson and carried unanimously.

#### **NEWSOME PARK ELEMENTARY SCHOOL**

Mrs. Atkinson made a motion to deny the request for a rating of *Conditionally Accredited* for Newsome Park Elementary School from the Newport News School Board. The motion was seconded by Dr. Cannaday and carried unanimously.

#### **SEDFIELD ELEMENTARY SCHOOL**

Mr. Dillard made a motion to deny the request for a rating of *Conditionally Accredited* for Sedgfield Elementary School from the Newport News School Board. The motion was seconded by Mrs. Atkinson and carried unanimously.

#### **WILLIS A. JENKINS ELEMENTARY SCHOOL**

Mrs. Atkinson made a motion to approve the request for a rating of *Conditionally Accredited* for Willis A. Jenkins Elementary School from the Newport News School Board. The approval of this rating is contingent on the superintendent of Newport News City Schools entering into an agreement with the Superintendent of Public Instruction that details the essential

actions that must occur in the 2014-2015 school year to improve the achievement of the students in this school. This agreement must be signed by both parties by December 12, 2014, or the school will revert to a designation of Accreditation Denied. The motion was seconded by Dr. Cannaday and carried unanimously.

Board discussion included:

- Mrs. Sears expressed concern regarding the three schools in trouble of losing accreditation in Newport News. She asked Dr. Kilgore what is happening in the school division. Dr. Kilgore said all of the schools were accredited prior to the new SOL tests but student success dropped with the new tests. Dr. Kilgore said progress has been made by using new data to target specific interventions. Dr. Kilgore said they no longer have a shortened school day on Wednesday and now have five full days of school in Newport News. Dr. Kilgore said the school day has been extended in the afternoons to allow for maximum time to learn. Regarding Mrs. Sears' concern related to English performance, Dr. Kilgore said they have developed a new preschool and early learning program for kindergarten through second grade and put an emphasis on literacy in 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grades.
- Mrs. Wodiska asked Dr. Kilgore about the percentage of schools that will meet basic proficiency targets this academic year in Newport News. Dr. Kilgore said they have identified fourteen recovery schools that will work towards becoming accredited this academic year. Dr. Kilgore said there are a total of 37 schools and 26 schools are not accredited. Mrs. Wodiska noted that in a span of six years the school has had a thirty to forty point drop in reading, writing, mathematics, and science and the numbers are still going down.
- Dr. Baysal asked Dr. Kilgore what percentage of students in the school use English as a second language? Dr. Kilgore said eleven percent of students at the school use English as a second language. Dr. Baysal asked about the mobility rate in elementary school. Dr. Kilgore said there is a twenty-five percent mobility rate.
- Mr. Dillard asked if the drop in history scores was due to putting more emphasis on other areas. Dr. Kilgore said social studies is integrated as part of the reading program and does not believe it is neglected.
- Dr. Cannaday said Newport News has had a long history of being successful as a school system and helping students meet high expectations. Dr. Cannaday asked if Newport News has connected with other school divisions with similar populations. Dr. Kilgore said they have worked with Norfolk to increase graduation rates and with The College of William and Mary on literacy.
- Mr. Braunlich asked about the poverty rate. Dr. Kilgore said the disadvantaged percent is seventy-five percent at Jenkins Elementary and sixty-one percent in the school division. Mr. Braunlich asked about the average years of experience of teachers at Jenkins Elementary. Dr. Kilgore said the majority of the teachers are experienced. Mr. Braunlich asked if the early school day was stopped at all schools. Dr. Kilgore said the early day was stopped at all schools last year and the extended day calendar provides two hours per day after school that is available to all students.
- Mrs. Wodiska asked how professional development planning for staff is integrated throughout the school year. Brian Nichols, chief academic officer for Newport News

City Schools, said planning time for teachers is built into the master calendar. Mrs. Wodiska asked with seventy-five percent of students low income and eleven percent ELL, is it appropriate for the State Board or the community to have a different set of expectations for students. Dr. Kilgore said she does not think they should have different expectations.

- Mrs. Sears asked Dr. Kilgore about her background. Dr. Kilgore said she has been the superintendent since 2008. Mrs. Sears asked about the number of years the school division has had a turnaround partner. Dr. Kilgore said this will be their second year. Mrs. Sears asked what progress Dr. Kilgore has seen. Dr. Kilgore said the resources have given them the opportunity to hire additional reading specialists and teacher coaches. Mrs. Sears asked about the relationship with the local school board. Dr. Kilgore said the school board is concerned as they all are, and they will continue to make changes in areas where they are not making progress.
- Mrs. Edwards said discipline has a huge impact on student success and asked if the suspension rate has been analyzed in the school and if it has affected achievement gaps. Dr. Kilgore said they have seen a decrease in the suspension rate by increasing clubs and activities for students and becoming a school community.
- Mrs. Edwards asked about family engagement at the school and district-wide. Dr. Kilgore said they have a family involvement specialist at the school and a team that sponsors neighborhood and school community events.
- Mrs. Atkinson acknowledged the improvement in scores between last year and this year. Mrs. Atkinson said she agreed with Dr. Cannaday and encouraged Newport News to contact peer schools with similar demographics who are seeing progress and achievement. Dr. Kilgore said Newport News participated in the VSBA Challenging Schools Task Force which has allowed them to connect with school divisions.

### **BOOKER T. WASHINGTON HIGH SCHOOL**

Mr. Dillard made a motion to deny the request for a rating of *Conditionally Accredited* for Booker T. Washington High School from the Norfolk City School Board. The motion was seconded by Mrs. Wodiska and carried unanimously.

### **TIDEWATER PARK ELEMENTARY SCHOOL**

Dr. Baysal made a motion to approve the request for a rating of *Conditionally Accredited* for Tidewater Park Elementary School from the Norfolk City School Board. The approval of this rating is contingent on the superintendent of Norfolk City Schools entering into an agreement with the Superintendent of Public Instruction that details the essential actions that must occur in the 2014-2015 school year to improve the achievement of the students in this school. This agreement must be signed by both parties by December 12, 2014, or the school will revert to a designation of Accreditation Denied. The motion was seconded by Mrs. Wodiska and carried unanimously.

Board discussion included:

- Mrs. Sears noted the changes made at Tidewater Park and the increased pass rates in

reading, writing and history. She asked Norfolk to share what they have been doing to see this progress.

- Mrs. Atkinson observed that the school will be exiting priority status this year and recognized the financial implications for the school. Mrs. Atkinson encouraged the school to find a means to keep up the kind of support necessary for the school to continue moving in the right direction.
- Mrs. Wodiska was concerned with the inequality of academic performance throughout the Norfolk school division and encouraged Norfolk to connect with peer school divisions with similar populations.
- Mr. Braunlich said he agreed with Mrs. Atkinson and shared the same concerns regarding resources.

### **VERNON JOHNS JUNIOR HIGH SCHOOL**

Mrs. Atkinson made a motion to approve the request for a rating of *Conditionally Accredited* for Vernon Johns Junior High School from the Petersburg City School Board. The approval of this rating is contingent on the superintendent of Petersburg City Schools entering into an agreement with the Superintendent of Public Instruction that details the essential actions that must occur in the 2014-2015 school year to improve the achievement of the students in this school. This agreement must be signed by both parties by December 12, 2014, or the school will revert to a designation of Accreditation Denied. The motion was seconded by Dr. Cannaday and carried unanimously.

Board discussion included:

- Mrs. Wodiska said she is impressed with Dr. Melvin's leadership and commended him for getting the work done and the challenges he accepted coming in as a new superintendent.
- Dr. Cannaday said he agreed with Mrs. Wodiska and congratulated Dr. Melvin on the changes made in Petersburg.
- Mrs. Edwards said the superintendent has made a great impact in the Petersburg community.
- Mr. Braunlich said doing the right thing is usually doing the hard thing and commended Dr. Melvin with putting together a team that works.

### **I. C. NORCOM HIGH SCHOOL**

Mrs. Wodiska made a motion to approve the request for a rating of *Conditionally Accredited* for I. C. Norcom High School from the Portsmouth City School Board. The approval of this rating is contingent on the superintendent of Portsmouth City Schools entering into an agreement with the Superintendent of Public Instruction that details the essential actions that must occur in the 2014-2015 school year to improve the achievement of the students in this school. This agreement must be signed by both parties by December 12, 2014, or the school will revert to a designation of Accreditation Denied. The motion was seconded by Dr. Baysal and carried unanimously.

### **ARMSTRONG HIGH SCHOOL**

Dr. Cannaday made a motion to approve the request for a rating of *Conditionally Accredited* for Armstrong High School from the Richmond City School Board. The approval of this rating is contingent on the superintendent of Richmond City Schools entering into an agreement with the Superintendent of Public Instruction that details the essential actions that must occur in the 2014-2015 school year to improve the achievement of the students in this school. This agreement must be signed by both parties by December 12, 2014, or the school will revert to a designation of Accreditation Denied. The motion was seconded by Mrs. Atkinson and carried unanimously.

Board discussion included:

- Mr. Braunlich complimented Dr. Bedden's strong leadership coming in as a new superintendent forced to make tough decisions.

### **GEORGE WYTHE HIGH SCHOOL**

Mrs. Atkinson made a motion to approve the request for a rating of *Conditionally Accredited* for George Wythe High School from the Richmond City School Board. The approval of this rating is contingent on the superintendent of Richmond City Schools entering into an agreement with the Superintendent of Public Instruction that details the essential actions that must occur in the 2014-2015 school year to improve the achievement of the students in this school. This agreement must be signed by both parties by December 12, 2014, or the school will revert to a designation of Accreditation Denied. The motion was seconded by Mrs. Edwards and carried unanimously.

Board discussion included:

- Mrs. Atkinson acknowledged the increase in graduation pass rates in addition to the increase in tests scores. Mrs. Atkinson said the school is trending in a positive direction.
- Dr. Cannaday encouraged the school board to continue to support the superintendent.

### **THOMAS C. BOUSHALL MIDDLE SCHOOL**

Mrs. Atkinson made a motion to approve the request for a rating of *Conditionally Accredited* for Thomas C. Boushall Middle School from the Richmond City School Board. The approval of this rating is contingent on the superintendent of Richmond City Schools entering into an agreement with the Superintendent of Public Instruction that details the essential actions that must occur in the 2014-2015 school year to improve the achievement of the students in this school. This agreement must be signed by both parties by December 12, 2014, or the school will revert to a designation of Accreditation Denied. The motion was seconded by Dr. Baysal and carried unanimously.

Board discussion included:

- Mrs. Atkinson said the school improvement grant will end with the 2014-2015 school

year and encouraged the local school board to continue to provide support the school will need to trend in the right direction.

- Mrs. Wodiska also encouraged the school board to continue to support the superintendent.

### **BAYSIDE MIDDLE SCHOOL**

Mr. Dillard made a motion to approve the request for a rating of *Conditionally Accredited* for Bayside Middle School from the Virginia Beach City School Board. The approval of this rating is contingent on the superintendent of Virginia Beach City Schools entering into an agreement with the Superintendent of Public Instruction that details the essential actions that must occur in the 2014-2015 school year to improve the achievement of the students in this school. This agreement must be signed by both parties by December 12, 2014, or the school will revert to a designation of Accreditation Denied. The motion was seconded by Dr. Baysal and carried unanimously.

Board discussion included:

- Mr. Dillard asked if there is a 6<sup>th</sup> grade in the middle school. Dr. Spence said they have two campuses which are split for 7<sup>th</sup> - 8<sup>th</sup> grade and 6<sup>th</sup> - 8<sup>th</sup> grade.
- Dr. Cannaday said Virginia Beach can be a model for other large school systems and can also partner with smaller school divisions that have similar challenges.
- Dr. Spence said Virginia Beach will continue to improve and looks forward to partnering with other school divisions around the state to understand what they have done and learn from them.

### **First Review of Memoranda of Understanding as Required of Schools in Accreditation Denied Status for Henrico County Public Schools, Norfolk City Public Schools, Northampton County Public Schools, and Richmond City Public Schools**

Mrs. Beverley Rabil also presented this item. Mrs. Rabil was assisted by representatives from the following school divisions:

Dr. Patrick Kinlaw, division superintendent, Henrico County Public schools  
Dr. Samuel King, division superintendent, Norfolk city Public Schools  
Mr. Charles Lawrence, division superintendent, Northampton County Public schools  
Dr. Dana Bedden, division superintendent, Richmond City Public Schools

- Section [8 VAC 20-131-315](#) of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA) requires certain actions for schools that are denied accreditation:

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| <p>A. Any school rated Accreditation Denied in accordance with 8 VAC 20-131-300 shall be subject to actions prescribed by the Board of Education and shall provide parents of enrolled students and other interested parties with the following:</p> <ol style="list-style-type: none"><li>1. Written notice of the school's accreditation rating within 30 calendar days of the notification of the rating from the Department of Education;</li><li>2. A copy of the school division's proposed corrective action plan, including a timeline for</li></ol> |
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- implementation, to improve the school's accreditation rating; and
3. An opportunity to comment on the division's proposed corrective action plan. Such public comment shall be received and considered by the school division prior to finalizing the school's corrective action plan and a Board of Education memorandum of understanding with the local school board.

- B. Any school rated Accreditation Denied in accordance with [8 VAC 20-131-300](#) shall be subject to actions prescribed by the Board of Education and affirmed through a memorandum of understanding between the Board of Education and the local school board. The local school board shall submit a corrective action plan to the Board of Education for its consideration in prescribing actions in the memorandum of understanding within 45 days of the notification of the rating. The memorandum of understanding shall be entered into no later than November 1 of the academic year in which the rating is awarded.

The local board shall submit status reports detailing implementation of actions prescribed by the memorandum of understanding to the Board of Education. The status reports shall be signed by the school principal, division superintendent, and the chair of the local school board. The school principal, division superintendent, and the chair of the local school board may be required to appear before the Board of Education to present status reports.

The memorandum of understanding may also include but not be limited to:

1. Undergoing an educational service delivery and management review. The Board of Education shall prescribe the content of such review and approve the reviewing authority retained by the school division.
2. Employing a turnaround specialist credentialed by the state to address those conditions at the school that may impede educational progress and effectiveness and academic success.

- The following schools are in *Accreditation Denied* status for the first time in 2014-2015 and are subject to actions prescribed by the Virginia Board of Education (VBOE) and affirmed through a MOU between the VBOE and the local school boards.

Name of Division	Name of Schools in <i>Accreditation Denied</i> Status
Henrico County Public Schools	L. Douglas Wilder Middle School
Norfolk City Public Schools	Campostella Elementary School
Norfolk City Public Schools	Lake Taylor Middle School
Northampton County Public Schools	Kiptopeke Elementary School
Richmond City Public Schools	Fred D. Thompson Middle School

- The following schools, newly identified as *Accreditation Denied*, have also been identified as priority schools or a persistently low-achieving Title I school in reading/language arts and mathematics combined as defined by the U. S. Department of Education (USED) Flexibility Waiver for the Elementary and Secondary Education Act.

Division	School	Year Identified based on Assessment Data in the Previous Year	2014-15 Priority Status
Henrico County Public Schools	L. Douglas Wilder Middle School	2013-2014	Year 2 Priority
Norfolk City Public Schools	Campostella Elementary School	2013-2014	Year 2 Priority
Norfolk City Public Schools	Lake Taylor Middle School	2010-2011	Year 5 Priority
Richmond City Public Schools	Fred D. Thompson Middle School	2010-2011	Year 5 Priority

- A corrective action plan for each of these schools must be submitted to the Board of Education by December 12, 2014. Listed below is a general description of technical assistance to be included in the corrective action plan.

#### Technical Assistance

All schools rated *Accreditation Denied* will participate in the Aligning Academic Review and Performance Evaluation (AARPE) technical assistance from the Virginia Department of Education. The purpose of this technical assistance is to improve instruction and instructional leadership practices by strengthening the alignment between the Performance Standards for Teachers and Principals included in teacher and principal evaluation and the Lesson Planning, Lesson Observation, Professional Development, and Leadership Academic Review Tools used as a part of the academic review for schools not fully accredited. Technical assistance will focus on developing sample evidence for the sample performance indicators in selected Teacher and Principal Performance Standards. The sample evidence for each performance indicator will become a tool that can enhance the division's observation tools by providing specific samples of evidence that staff can look for in classroom observations and walkthroughs. Principals, appropriate division staff, and state contractors will conduct inter-rater reliability monthly walkthroughs and/or formal observations three times between October and February. (Inter-rater reliability deals with consistency between the evidence-collection of two or more observers.) Division staff will support and monitor principals' delivery of professional development on the sets of sample evidence developed to appropriate school staff. Outcomes/next steps will be identified at each session. Contractors will be assigned to each school as a part of the AARPE technical assistance.

Using research-based indicators that lead to increased student achievement is imperative for school improvement. Schools rated *Accreditation Denied* will provide quarterly data reports to the Office of School Improvement (OSI) on mutually determined school-level data points. Divisions will meet quarterly with the Office of School Improvement to review quarterly report data and collaboratively determine next steps.

Asset mapping and selected Essential Actions resulting from Academic Reviews will be a part of each school's corrective action plan. OSI staff will assist in reviewing Essential Actions to determine those needed in the corrective action plan. OSI staff will provide technical assistance in using the asset mapping tool and in determining next steps.

Priority schools rated *Accreditation Denied* will participate in specified technical assistance delivered by the Lead Turnaround Partner (LTP) in accordance with the school's contract with the LTP

#### Board discussion included:

- Dr. Staples commended staff in the Office of School Improvement. Dr. Staples said the department is taking in a collaborative approach in crafting MOU, where both partners are engaged and active. Dr. Staples said department staff has spent time with each school division and their staff to mutually collaborate, discuss, and reach a consensus on the things that are important. He noted that the Board discussed the importance of creating aligned professional development targeted at areas of focus in the MOU executed at multiple layers for school boards, superintendents, central office staff, and principal.
- Mrs. Atkinson, chair of the Board's Accountability Committee, thanked staff for their work and helping the Board to align relationships going forward. Mrs. Atkinson acknowledged that the MOU is the structure that will lead to a corrective action plan which will be the detailed document of changes to occur at the local level.

The Board received for first review the Memoranda of Understanding for the Henrico County, Norfolk City, Northampton County, and Richmond City School Boards for schools in *Accreditation Denied* status.

**First Review of Proposed Plan to Develop an A-F School Grading System in Response to the 2014 Acts of the Assembly**

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

- The 2014 General Assembly enacted legislation regarding the school grading formula that delayed the reporting of school grades required by the 2013 Act of the Assembly from October 2014 to October 2016. The legislation further directed the Virginia Board of Education to consider: 1) the inclusion of additional factors in deriving the school grades and 2) the provision of multiple grades for each school rather than a single grade in the development of the school grading formula. According to the legislation, by January 1, 2015, the Board must develop and submit to the Chairman of the House Committee on Education and the Chairman of the Senate Committee on Education and Health a preliminary plan for an A-to-F school performance grading system. By December 1, 2015, the Board must finalize the school performance grading system, make a summary of the system available to the public, and submit a summary of the system to the General Assembly. By October 1, 2016 and each October 1 thereafter, the Board shall assign individual school grades to each public school and make the assigned grades available to the public.

Board discussion included:

- Mrs. Atkinson said the Board discussed the proposed A-F grading system with the Secretary of Education at the Board Retreat. Mrs. Atkinson acknowledged that over time the Board has been clear that this is not the direction the Board would like to go but feel they have a responsibility based on the legislation. Mrs. Atkinson said during the conversation with the Secretary of Education that issue was raised again and she suggested that when providing the report to the General Assembly to include a paragraph which identifies the Board's concerns. Mrs. Atkinson also noted the Board's desire to revise the report card so it is a better indication to parents and the General Assembly how schools are doing. Mrs. Atkinson noted the Board's concerns in assigning a single grade to schools when schools are much more complicated than a single grade.
- Mr. Braunlich noted the Board's desire to improve the report card and make it clearer. Mr. Braunlich said The Foundation for Education Excellence has a contest for developers of state school report cards which may have elements the Board can borrow.
- Mrs. Atkinson also indicated the possibility of color coding for a quick view.
- Mrs. Wodiska said the Board is trying to figure out how to approach this in a sophisticated way that will help build public confidence and focus their time and energy on things that matter the most to drive student achievement and support staff. Mrs. Wodiska said one example discussed was from Long Beach, California where they utilize multiple measures that combine academic achievement as well as social, emotional, and cultural indicators. Mrs. Wodiska said the other example discussed was from Alberta, Canada that utilizes traffic light colors—green, yellow and red, to

signal areas that are successful, areas of caution, and areas of concern. Mrs. Wodiska said they also utilized comprehensive multiple measures to communicate with the public and help educators in communities understand where to focus resources.

The Board received for first review the proposed plan for the development of an A-F school grading system.

**First Review of Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Accredit the Teacher Education Program at Ferrum College through a Process Approved by the Board of Education**

Mrs. Patty Pitts, assistant superintendent for teacher education and licensure, presented this item. Mrs. Sears thanked Mrs. Pitts for serving as the Board liaison for ABTEL. Representatives from Ferrum College included the following: Dr. Mary Ann Norman, director of teacher education and assistant professor of education, and Dr. Kevin Reilly, dean of social sciences and professional studies and associate professor of psychology.

Mrs. Pitts' presentation included the following:

- The *Regulations Governing the Review and Approval of Education Programs in Virginia* (8VAC20-542-10 et seq.) set forth the options for the accreditation of "professional education programs" at Virginia institutions of higher education. The regulations define the "professional education program" as the Virginia institution, college, school, department, or other administrative body within a Virginia institution of higher education, or another Virginia entity for a defined educator preparation program that is primarily responsible for the preparation of teachers and other professional school personnel. The regulations, in part, stipulate the following:

**8VAC20-542-20. Administering the regulations.**

- A. Professional education programs in Virginia shall obtain national accreditation from the National Council for the Accreditation of Teacher Education (NCATE), the Teacher Education Accreditation Council (TEAC), or a process approved by the Board of Education....
- E. If a professional education program fails to maintain accreditation, enrolled candidates shall be permitted to complete their programs of study. Professional education programs shall not admit new candidates. Candidates shall be notified of program approval status....

**8VAC20-542-30. Options for accreditation or a process approved by the Board of Education.**

- A. Each professional education program in Virginia shall obtain and maintain national accreditation from the National Council for the Accreditation of Teacher Education (NCATE), the Teacher Education Accreditation Council (TEAC), or a process approved by the Board of Education.
- B. Each Virginia professional education program seeking accreditation through a process approved by the Board of Education shall be reviewed. A report of the review shall be submitted to the Board of Education in accordance with established timelines and procedures and shall include one of the following recommendations:
  - 1. Accredited. The professional education program meets standards outlined in 8VAC20-542-60.

2. Accredited with stipulations. The professional education program has met the standards minimally, but significant weaknesses have been identified. Within a two-year period, the professional education program shall fully meet standards as set forth in 8VAC20-542-60.
  3. Accreditation denied. The professional education program has not met standards as set forth in 8VAC20-542-60. The State Council of Higher Education for Virginia (SCHEV) shall be notified of this action by the Department of Education.
- C. Professional education program accreditation that has been denied may be considered by the Board of Education after two years if a written request for review is submitted to the Department of Education.
- D. Professional education programs in Virginia seeking accreditation through NCATE, TEAC, or an accreditation process approved by the Board of Education shall adhere to the following requirements:
1. Accredited professional education programs shall be aligned with standards in 8VAC20-542-60; and
  2. Accredited professional education programs shall be aligned with competencies in 8VAC20-542-70 through 8VAC20-542-600.
- E. Professional education programs in Virginia seeking accreditation through a process approved by the Board of Education shall follow procedures and timelines as prescribed by the Department of Education....

Section 20-542-60 of the *Regulations Governing the Review and Approval of Education Programs in Virginia* provides the standards and indicators for the Board of Education approved accreditation process. The four standards are as follows:

Standard 1: Program Design. The professional education program shall develop and maintain high quality programs that are collaboratively designed and based on identified needs of the preK-12 community.

Standard 2: Candidate Performance on Competencies for Endorsement Areas. Candidates in education programs shall demonstrate the knowledge, skills, and dispositions to meet professional, state, and institutional standards to ensure student success.

Standard 3: Faculty in Professional Education Programs. Faculty in the professional education program represent well-qualified education scholars who are actively engaged in teaching and learning.

Standard 4: Governance and Capacity. The professional education program demonstrates the governance and capacity to prepare candidates to meet professional, state, and institutional standards.

Section 207 of Title II of the Higher Education Act (HEA) reporting requirements mandate that the U.S. Secretary of Education collect data on standards for teacher certification and licensure, as well as data on the performance of teacher preparation programs. The law requires the Secretary to use these data in submitting its annual report on the quality of teacher preparation to Congress. In addition, states were required to develop criteria, procedures, and processes from which institutions at-risk of becoming low-performing and low-performing institutions could be identified.

The professional education program is the Virginia institution, college, school, department, or other administrative body within a Virginia institution of higher education, or another Virginia entity for a defined educator preparation program that is primarily responsible for the preparation of teachers and other professional school personnel. The professional education program has a designated dean, director, or chair with authority and responsibility for overall administration and operation and is responsible for the alignment between the endorsement program competencies and the licensure regulations.

The *Implementation Manual for the Regulations Governing Review and Approval of Education Programs in Virginia* (8VAC 20-542-10 et seq.) addresses the standards that govern the review and accreditation of the professional education program; standards for biennial review and approval of education programs; indicators of achievement of each standard; and procedures for overall implementation of the regulations. Professional education programs in Virginia seeking accreditation through a process approved by the Board of Education must follow procedures and timelines as prescribed by the Department of Education.

Each Virginia professional education program seeking accreditation through a process approved by the Board of Education will be reviewed on a seven-year review cycle. Documents, such as the Institutional Report, annual data reports, On-site Team’s Report of Findings, and Institutional Response (if needed), are part of the review process.

Ferrum College currently offers the following Virginia Board of Education approved teaching endorsement areas at the undergraduate level:

<b>Approved Program Teaching Endorsement Areas</b>
Career and Technical Education: Agricultural Education
Career and Technical Education: Business and Information Technology
Computer Science*
Elementary Education PreK-6
English
Foreign Language PreK-12: Russian*
Foreign Language PreK-12: Spanish
Health and Physical Education PreK-12
History and Social Sciences
Journalism (Add-on endorsement)
Mathematics: Algebra I (Add-on endorsement)
Mathematics
Science: Biology
Science: Chemistry
Theatre Arts PreK-12
Visual Arts PreK-12

*\*Denotes endorsement areas with no enrolled students since 2009*

- Ferrum College requested accreditation through the Board of Education approved process. An on-site visit to review the program was conducted on April 6-9, 2014.
- The overall recommendation of the on-site review team was that the professional education program be “Accredited.” The team made this recommendation based on the information available in the 2013 *Institutional Report* and the evidence available during the April 6-9, 2014, on-site visit.
- The following are the review team’s recommendations for each of the four standards:

<b>Standard</b>	<b>Review Team Recommendations</b>
<b>Standard 1:</b> Program Design	Met
<b>Standard 2:</b> Candidate Performance on Competencies for Endorsement Areas	Met
<b>Standard 3:</b> Faculty in Professional Education Programs	Met

Standard	Review Team Recommendations
<b>Standard 4:</b> Governance and Capacity	Met

- The following strengths and weaknesses were noted in Standards 1, 2, 3, and 4:

**...II. Findings for Each Standard**

**A. Standard 1: Program Design.** *The professional education program shall develop and maintain high quality programs that are collaboratively designed and based on identified needs of the PreK-12 community....*

**Strengths:**

1. A major strength of the Ferrum College Teacher Education Program is the infusion of field work in all of the professional studies courses. Candidates are placed into real-life classroom settings and work with mentor teachers beginning in the introduction to teaching course. These multiple internship opportunities benefit candidates through all phases of the program. The hours spent in various classroom settings provide the candidates with many opportunities to observe, assist, and practice teaching in a risk-free environment. In addition, the well-designed task sheets provide a systematic way for students to focus on learning and reflection during the internship experiences. Variety and diversity were evident in internships and student teaching placements; all students have a classroom experience with children with disabilities in addition to assignments in their program endorsement areas across multiple grades.
2. The computer lab practice sessions provide support to students preparing for required entry and exit licensure assessments. Students have opportunities to work in small groups to focus on targeted areas that require improvement.
3. The Clinical Cycles are a novel way to engage students early in the learning process on how to collect and use data to make informed teaching decisions.
4. The mission, conceptual framework, and goals of the program are well-defined, and infused throughout the entire program. Faculty, students, and school partners are fully familiar with the framework and goals of the program as evidenced during interviews with on-site review team members.

**Weakness:**

The Elementary Education PreK-6 program lacks mathematics and science methods courses. In addition, science laboratory equipment and mathematics manipulatives were limited, and there was no space for students to conduct experiments. While on-site team members recognize that the strategic plan addresses the weakness in the area of mathematics methods course offering, the team is concerned that without additional faculty support the strategic plan will not be implemented.

**B. Standard 2: Candidate Performance on Competencies for Endorsement Areas.** *Candidates in education programs shall demonstrate the knowledge, skills, and dispositions to meet professional, state, and institutional standards to ensure student success. Candidates shall demonstrate the competencies specified in 8VAC 20-542-70 through 8VAC 20-542-600....*

**Strength:**

The integration of technology in the delivery of instruction was strongly evident during school visits as well as interviews conducted by the on-site review team. Candidates were empowered to use technology to support and enhance instruction.

**Weakness:**

No common data-sharing mechanism is available that allows faculty in other programs to access the data. The assessment system is managed totally by the Director of Teacher Education. The Director of Teacher Education collects data from different sources, enters the candidate data in a spreadsheet, aggregates the data, and shares the data with program faculty and college administration to discuss program improvement.

**C. Standard 3: Faculty in Professional Education Programs.** *Faculty in the professional education program represents well-qualified education scholars who are actively engaged in teaching and learning....*

**Strengths:**

1. College faculty value candidates' learning experiences and are willing to adjust their teaching and learning strategies, when appropriate, to enhance the candidates' success as future educators.
2. College faculty and administrators are committed to the Ferrum College Teacher Education Program as evidenced by interviews with the president, faculty, administrators, and school division personnel.

**Weakness:**

No accessible formal College Action Plan was found that includes clinical faculty, cooperating teachers, and supervising teachers in the overall management process.

**D. Standard 4: Governance and Capacity.** *The professional education program demonstrates the governance and capacity to prepare candidates to meet professional, state, and institutional standards....*

**Weaknesses:**

1. The review team questions whether the number of faculty and support staff in the Teacher Education Program is sufficient to continuously support the consistent delivery and quality of each program offered. However, the team noted that Ferrum College faculty from other departments such as Chemistry, Health and Psychology (see Standard One, 1.7) provide support to the FCTEP by actively participating in curriculum development and revision for ongoing program improvement. (The Teacher Education Program at Ferrum College is approved to offer 16 educator preparation endorsement area programs that are supported by one full-time faculty member and one half-time faculty member for teaching who also serves as the Director of Teacher Education (i.e., has six credits of release time to serve as director). The program hires one adjunct (who also has taught introductory coursework for the program) to supervise student teachers. One clerical staff academic secretary supports other programs as well as the Teacher Education Program.)

2. The position description for the director is quite comprehensive for a half-time administrator.
- At the September 15, 2014, meeting, the Advisory Board on Teacher Education and Licensure discussed the *Professional Education Program Review Team Report of Findings* and *Ferrum College's Response to the Professional Education Program Review Team Report of Finding*. Dr. Mary Ann Norman, director of teacher education, and Dr. Kevin Reilly, dean, College of Social Sciences and Professional Studies, at Ferrum College were available at the meeting to respond to questions from Advisory Board members. The Advisory Board on Teacher Education and Licensure approved a motion to recommend to the Board of Education that the Ferrum College professional education program be "accredited," noting that Ferrum College must provide a plan to address the weaknesses identified by the on-site review team.

Board discussion included:

- Mrs. Sears said of the four standards, three of them show strengths and weaknesses in the program; however, there was no strength shown in the governance and capacity area. The standard was met.
- Mrs. Wodiska complimented Dr. Norman on her leadership. Mrs. Wodiska said the challenge before the Board is to approve a program and not a person. Mrs. Wodiska said she wants to see that the institution supports the program. Mrs. Wodiska said at the next presentation she would appreciate hearing from the president of the institution, additional information on financial resources, and a timeline indicating institutional support.
- Mrs. Atkinson said the data issue is important because of the reliance on the data to be shared with individuals interacting with students. Mrs. Atkinson said the students also need to have access to the data. Mrs. Atkinson said she is not sure if a policy will be sufficient and asked Ferrum College to look at this issue again. Mrs. Atkinson acknowledged the Board is hearing wonderful things about the students' ability in the field and the richness of the practicum experiences that is provided to students.
- Dr. Norman said she is hoping to provide more data. Dr. Norman said over a five-year period Ferrum College has graduated twenty-eight elementary teachers, eleven health and physical education teachers, one teacher in agriculture, one teacher in theatre arts with an add-on endorsement in mathematics, six history and social studies teachers, two mathematics teachers, and one biology teacher.
- Dr. Baysal said he is happy to hear Ferrum College is contributing to the expected shortage of teachers. Dr. Baysal said the data issue also gives him great concern. Dr. Baysal asked what is planned for the endorsements that have not had enrollment since 2009. Dr. Norman said they do have endorsements that have not had students come through often, but they have also had endorsements where students have flourished because Ferrum College offers a variety of endorsements. Dr. Norman said when students choose to be part of the teacher education program from different endorsements it enriches the program because it is an interdisciplinary opportunity for students.
- Dr. Norman said Ferrum College also has a few endorsements they may need to get rid of such as Computer Science. Dr. Norman said they have not had enrollments in Computer Science because those students can get a job twice the salary of a teacher. Dr. Norman said she has taken the issue of endorsements to the Teacher Education Committee and they are looking at suggestions.

- Dr. Baysal asked Dr. Norman what is the critical mass enrollment per program that should be in place so students not only learn from their professors but outside of the classroom as well. Dr. Norman said Ferrum College is a school that provides exactly that opportunity for students. Dr. Baysal said students are supposed to be prepared for the real world and Ferrum College does not allow this for students. Dr. Norman said when they are producing students who are hired at over a 90% rate that it proves that this method works.
- Dr. Baysal asked about the critical mass enrollment per program and what the faculty size should be. Dr. Baysal said there should not be only a one-on-one between the faculty and students but also student-to-student level and cohort learning. Dr. Baysal said depriving students from that is a method he is not familiar with. Dr. Baysal said the number of teachers should be based on the number of students and variety of expertise needed.
- Mrs. Pitts clarified that the report gives the number of individuals enrolled in teacher preparation programs. Mrs. Pitts said the enrollment numbers for the teacher education programs would be higher than shown in the report because students are getting the major in the area in which they are seeking the endorsement.
- Dr. Norman said the teacher education program can support 8 to 10 secondary endorsement areas at a time and often have that number but this year they do not.
- Mr. Braunlich said he is conflicted by the report because research has found small schools to be generally helpful to K-12 students. Mr. Braunlich said Ferrum College is a small school environment for teachers. Mr. Braunlich asked Dr. Norman if the teacher education program can grow larger without losing the unique experience the institution offers students. Dr. Norman said the discussion has always been how to get more students enrolled in the teacher education program because of the critical shortage areas. Dr. Norman said in order to do that they must balance the opportunities for students with what the institution can provide. Dr. Norman said they cannot provide for fifty students a year at the moment but they can grow to do that with a commitment of the institution and the program.
- Mr. Braunlich asked Dr. Norman what will happen to the students and teacher education program if something happens to her. Dr. Norman said this issue was discussed at the review team meeting and has started discussions to put an action plan in place.
- Mr. Braunlich asked how long has the teacher education program been in existence at Ferrum College. Dr. Norman said the teacher education program was put in place in the late 1990s.
- Mr. Braunlich said the program is maintained by Dr. Norman at the moment and it would give him great comfort if the institution can be sustainable over a period of time. Dr. Norman said she agreed with Dr. Braunlich and appreciates all the accolades but the teacher education program has been intact with other people in the leader role prior to her and produced the type of teachers the Commonwealth needed. Dr. Norman said she hopes the institution will look at the issue of how many people are serving the program.
- Dr. Braunlich asked about how long the institution has been in the 20 to 30 range in terms of the number of students in the program. Dr. Norman said for at least the last

four or five years.

- Mrs. Wodiska said if the institution believes this is working then invest in it with talent, leadership, and resources. Mrs. Wodiska said one-third of the teacher population in the state is above the age of fifty which is significant and the state needs more institutions to train teachers. Mrs. Wodiska said if the institution believes in their program and Dr. Norman's leadership the Board needs to see the institutional support.

The Board received for first review the Advisory Board on Teacher Education and Licensure's recommendation that the professional education program at Ferrum College be accredited, noting that the College must provide a plan to address the weaknesses identified by the on-site review team.

**First Review of Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Grant Approval to Add New Education (Endorsement) Programs at Bluefield College, George Mason University, James Madison University, Mary Baldwin College, Old Dominion University, Radford University, Regent University, University of Virginia, and Washington and Lee University**

Mrs. Pitts also presented this item. Dr. Ginny McLaughlin of The College of William and Mary was recognized.

Mrs. Pitts' presentation included the following:

- Colleges and universities that offer programs for the preparation of professional school personnel must obtain education program (endorsement) approval from the Board of Education. Requests to offer new education endorsement programs are submitted to the Department of Education. Personnel in the Division of Teacher Education and Licensure and program specialists within the Department of Education review the programs to ensure competencies and other requirements have been addressed. The Advisory Board on Teacher Education and Licensure reviews and makes recommendations to the Board of Education on approval of Virginia education programs for school personnel. Final authority for program approval rests with the Board of Education. Requests for new program endorsements approved by the Board of Education will receive a rating of *Approved*; *Approved with Stipulations*; or *Approval Denied*.
- The *Regulations Governing the Review and Approval of Education Programs in Virginia*, in part, stipulate the following:

**8VAC20-542-20. Administering the regulations.**

- D. Institutions of higher education seeking approval of an education program shall be accredited by a regional accrediting agency....
- H. Education programs shall be approved under these regulations biennially based on compliance with the criteria described in 8VAC20-542-40....

**8VAC20-542-40. Standards for biennial approval of education programs.**

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....

Bluefield College, George Mason University, James Madison University, Mary Baldwin College, Old Dominion University, Radford University, Regent University, University of Virginia, and Washington and Lee University have submitted requests to add new endorsement programs in the areas noted on the following chart:

<b>Institution</b>	<b>Endorsement Program Requested</b>	<b>Level of Program</b>
Bluefield College	<ul style="list-style-type: none"> <li>• Career and Technology Education: Business and Information Technology</li> <li>• History and Social Sciences</li> <li>• Music Education – Instrumental PreK-12</li> <li>• Music Education – Vocal/Choral PreK-12</li> <li>• Visual Arts PreK-12</li> </ul>	Graduate
George Mason University	<ul style="list-style-type: none"> <li>• Foreign Language: Korean PreK-12</li> </ul>	Graduate
James Madison University	<ul style="list-style-type: none"> <li>• Foreign Language: French PreK-12</li> <li>• Foreign Language: German PreK-12</li> <li>• Foreign Language: Italian PreK-12</li> <li>• Foreign Language: Spanish PreK-12</li> </ul>	Undergraduate
Mary Baldwin College	<ul style="list-style-type: none"> <li>• English as a Second Language PreK-12</li> </ul>	Undergraduate
Old Dominion University	<ul style="list-style-type: none"> <li>• Special Education: Adapted Curriculum K-12</li> <li>• Special Education: Early Childhood (Birth through Age 5)</li> </ul>	Undergraduate
Radford University	<ul style="list-style-type: none"> <li>• Elementary Education PreK-6</li> <li>• English</li> <li>• Foreign Language: Spanish PreK-12</li> <li>• Gifted Education (Add-on)</li> <li>• History and Social Sciences</li> <li>• Mathematics</li> </ul>	Graduate
	<ul style="list-style-type: none"> <li>• Foreign Language: Spanish PreK-12</li> </ul>	Undergraduate
Regent University	<ul style="list-style-type: none"> <li>• History and Social Sciences</li> </ul>	Undergraduate

Institution	Endorsement Program Requested	Level of Program
University of Virginia	<ul style="list-style-type: none"> <li>Foreign Language: Chinese PreK-12</li> </ul>	Graduate
Washington and Lee University	<ul style="list-style-type: none"> <li>Foreign Language: Chinese PreK-12</li> </ul>	Undergraduate

- Program endorsement competencies, based on the *Regulations Governing the Review and Approval of Education Programs in Virginia* (8VAC20-542-10 et seq.), have been verified through the review of course descriptions and syllabi to determine alignment with each of the competencies required, including supervised classroom instruction. A review of the *Request for New Endorsement Program* application submitted by each institution evidenced written documentation of school division demand data, as well as institutional and school division support for the requested programs.
- Section 8VAC20-542-40 of the *Regulations Governing the Review and Approval of Education Programs in Virginia* requires institutions seeking education program approval to establish partnerships and collaborations based on PreK-12 school needs. Each institution has provided written documentation of their intent to partner with various school divisions. The institutions of higher education will submit a biennial report for the education programs for the period of September 1, 2013 to August 31, 2015.
- On September 15, 2014, the Advisory Board on Teacher Education and Licensure passed motions to recommend to the Board of Education to grant approval of add new education (endorsement) programs at Bluefield College, George Mason University, James Madison University, Mary Baldwin College, Old Dominion University, Radford University, Regent University, University of Virginia, and Washington and Lee University.

Board discussion included:

- Mr. Braunlich said there has been some discussion at the General Assembly about creating an endorsement for teachers who would teach challenged school populations and he would appreciate feedback from colleges/universities on how that may be constructed and whether it is possible.

The Board of Education received for first review the Advisory Board on Teacher Education and Licensure's recommendations to grant approval to add new education (endorsement) programs at Bluefield College, George Mason University, James Madison University, Mary Baldwin College, Old Dominion University, Radford University, Regent University, University of Virginia, and Washington and Lee University, including the accountability measurement of partnerships and collaborations based on PreK-12 school needs for each of the programs.

### **First Review of Proposed Revised History and Social Science Standards of Learning**

Ms. Christonya Brown, coordinator, history and social science, presented this item. Ms. Brown acknowledged Department of Education staff for their support, contributions, and guidance.

Ms. Brown's presentation included the following:

- New academic content *Standards of Learning* for history and social science were first developed in 1995. They were revised in 2001 and again in 2008. The *Standards of Quality* require the Board of Education to review the *Standards of Learning* on a regular schedule. The *History and Social Science Standards of Learning* are scheduled for review in 2015. As a result, on January 16, 2014, the Board received a plan to

review these standards during the 2014-2015 academic year. In accordance with the plan, the Department of Education took the following steps to produce a draft of the proposed revised *History and Social Science Standards of Learning* for the Board's first review:

- ✓ Received online comments regarding the 2008 *History and Social Science Standards of Learning* from stakeholders, including teachers, parents, and administrators, which are summarized below;
- ✓ Met with a teacher review committee that consisted of individuals nominated by school divisions on July 7 – 10, 2014, to review the public comments and consider documents such as the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, the Geography Framework for the 2010 National Assessment of Educational Progress (NAEP), the National Standards for Civics and Government, and the Voluntary National Content Standards in Economics, as well as recommendations from the National Council for History Education;
- ✓ Met with a committee of external stakeholders representing institutions of higher education, museums, professional organizations, and other organizations and institutions with an interest in history and social science on August 21, 2014, to review and comment on the work of the teacher review committee; and
- ✓ Developed the draft of the proposed revised *History and Social Science Standards of Learning*.

Summary of Online Comments and Review Committees' Comments on Virginia's 2008 History and Social Science Standards of Learning

- A total of 577 comments were received online from individuals and groups for the 2008 *History and Social Science Standards of Learning* in Kindergarten through Virginia and United States Government during the 30-day public comment period from February 7, 2014 through March 10, 2014.
- The number of comments submitted by grade level or course included:

Course	Number of Comments
Kindergarten – Grade 3	34
Virginia Studies	33
United States History to 1865	64
United States History: 1865 to Present	122
Civics and Economics	112
World Geography	20
World History and Geography to 1500 A.D. (C.E.)	81
World History and Geography: 1500 A.D. (C.E.) to Present	22
Virginia and United States History	36
Virginia and United States Government	53
<b>Total</b>	<b>577</b>

A number of the comments received related to the Curriculum Framework which will be reviewed in 2015.

- Brief summary of online public comments
  - General Comments for the Elementary Courses*
    - ✓ Consider placing all ancient civilizations together in Kindergarten – Grade 3;
    - ✓ Review the level of vocabulary for Kindergarten – Grade 3 content;
    - ✓ Examine geography content covered in Kindergarten – Grade 3 standards;
    - ✓ Consider revising the scope and sequence of the Kindergarten – Grade 3 standards to reflect student sphere of learning; and
    - ✓ Review the relevancy and number of identified historical events and people in elementary courses.
  - General Comments for the Secondary Courses*
    - ✓ Evaluate the volume of content within each of the secondary courses;
    - ✓ Review vocabulary for consistency from one course to another;
    - ✓ Update world history standards to reflect a global perspective; and

- ✓ Consider moving Reconstruction standard from United States History to 1865 to United States History: 1865 to Present.

*Comments for Civics and Economics*

- ✓ Update skills to allow for depth rather than breadth;
- ✓ Examine the focus on local government; and
- ✓ Consider reducing the number of Economics and Personal Finance standards in Civics and Economics and Virginia and United States Government courses in light of the Economics and Personal Finance course that is now required for graduation.

*Comments for World History and Geography to 1500 A.D.*

- ✓ Update skills to allow for depth rather than breadth; and
- ✓ Consider adding information on Africa, China, and Latin America to world history courses.

*Comments for World History and Geography: 1500 A.D. to the Present*

- ✓ Update skills to allow for depth rather than breadth; and
- ✓ Consider a more global perspective.

*Comments for World Geography*

- ✓ Update skills to include current technologies; and
- ✓ Consider revising coverage of regional study.

*General Comments for Virginia and United States History*

- ✓ Update information related to recent history and events.

*General Comments for Virginia and United States Government*

- ✓ Consider reducing the number of Economics and Personal Finance standards in Civics and Economics and Virginia and United States Government courses in light of the Economics and Personal Finance course that is now required for graduation;
- ✓ Examine global issues from a local perspective; and
- ✓ Encourage student participation in the political process.

- The draft of the proposed revised *History and Social Science Standards of Learning* consists of the following elements:

Introduction

The study of history and social science is vital in promoting a civic-minded and democratic society. All students need to know and understand our national heritage in order to become informed participants in shaping our nation's future. The proposed revised *History and Social Science Standards of Learning* were developed with the assistance of educators, parents, business leaders, academic experts, representatives from professional organizations, and others with an interest in public education and a civil society.

Goals

The *History and Social Science Standards of Learning* are designed to develop the knowledge and skills of history, geography, civics, and economics that enable students to place the people, ideas, and events that have shaped our state and our nation in perspective.

Strands/Reporting Categories

The *History and Social Science Standards of Learning* for each course are grouped into categories that address related content and skills.

Standards

The *History and Social Science Standards of Learning* for Virginia public schools describe the Commonwealth's expectations for student learning and achievement in grades K-12.

- The major elements of the proposed revised *History and Social Science Standards of Learning* include:
  - ✓ The addition of a “skills” standard (Standard 1) in Kindergarten through Grade 3, with closer alignment to build historical thinking skills from Kindergarten through the course in Virginia and United States Government;
  - ✓ Reorganization of the content in Kindergarten through Grade 3 to reflect a widening sphere of learning, progressing from the local community to the Commonwealth of Virginia, and then expanding from the United States to a focus on ancient world cultures. Virginia Studies, United States History to 1865, United States History: 1865 to the Present, Civics and Economics, and the high school courses of World Geography, World History and Geography to 1500 A.D. (C.E), and World History and Geography: 1500 A.D. (C.E.) to the Present, Virginia and United States History, and Virginia and United States Government remain separate courses to be taught in a sequence determined by school divisions;
  - ✓ Edits to enhance clarity, specificity, rigor, alignment of skills and content, and a reflection of the current academic research and practice;
  - ✓ The addition of events relating to history, geography, economics, and civics since the 2008 revision; and
  - ✓ Increase in international and global emphasis.

Board discussion included:

- Mr. Braunlich expressed concern with the general move away from content specifics. Mr. Braunlich said Board members will attend public hearings scheduled around the state to listen to comments from the public in December.
- Mr. Dillard worked with members of the Subcommittee on the Commission for Civics Education and had the following suggestions for the *History and Social Science Standards of Learning* document:
  - Virginia and United States Government
    - ✓ The subcommittee expressed concern with some of the skills and would like to see them changed. Some teachers that looked at the standards said they had no clue as to what they mean and how to apply them.
    - ✓ The subcommittee expressed concerns with the deletion of “demonstrate knowledge” to be replaced with “apply social science skills.” The subcommittee recommendation is to add “and” and undelete “demonstrate knowledge” because students should be able to demonstrate knowledge and apply social science skills.
    - ✓ The subcommittee expressed concern with the introductory paragraph because the word “practice” was deleted and changed to “apply” which is a major difference. Mr. Dillard said the subcommittee is interested in having students practice and apply their knowledge.
  - Civics and Economics
    - ✓ The subcommittee suggested the various branches of government be developed on a state, local, and national level.
- Mrs. Sears had the following concerns with the *History and Social Science Standards of Learning*:
  - ✓ The strike through of parents, and business leaders in the introductory section of the Standards. Mrs. Sears said the Standards should reflect that parents and business leaders were also involved in the development of the Standards along with other groups.
  - ✓ The strike through of “patriotism” throughout the document.
  - ✓ The discussion of world cultures and how particular cultures were chosen.
  - ✓ Religious issues are not mentioned in the document.

- ✓ Confusion regarding language stricken and moved to another section of the Standards, but it was unclear where it was moved.
- Mrs. Wodiska said she is looking forward to public comments from the public hearings that will be held across the state on the *History and Social Science Standards of Learning*.
- Dr. Cannaday asked staff to summarize the public comments to help the Board identify issues with the Standards.
- Dr. Baysal said history should not just be written about the majority but also about the minority. Dr. Baysal said all types of religions should be included.
- Mrs. Atkinson said she hopes staff will do an analysis of the comments in a way to inform the Board as to why changes may be made or not made so Board members will understand public concerns. Mrs. Atkinson also acknowledged the process staff has used up to this point and the individuals included on the committee to create a rich beginning product for the public to give the Board more information and feedback.
- Mrs. Edwards thanked staff and noted the importance of the public hearings and agreed with Mrs. Atkinson for the public comments to be analyzed by staff for the Board.

The Board received the proposed revised *History and Social Science Standards of Learning* for first review.

**First Review of Proposed Revised Health Education, Physical Education, and Driver Education Standards of Learning**

Ms. Vanessa Wigand, principal specialist for health, physical education, and driver education. Ms. Wigand's presentation included the following:

- The Board of Education approved the *Health Education Standards of Learning*, *Physical Education Standards of Learning*, and *Driver Education Standards of Learning* on January 10, 2008. The current standards may be viewed at [http://www.doe.virginia.gov/testing/sol/standards\\_docs/health/index.shtml](http://www.doe.virginia.gov/testing/sol/standards_docs/health/index.shtml), [http://www.doe.virginia.gov/testing/sol/standards\\_docs/physical\\_education/index.shtml](http://www.doe.virginia.gov/testing/sol/standards_docs/physical_education/index.shtml), and [http://www.doe.virginia.gov/testing/sol/standards\\_docs/driver\\_education/index.shtml](http://www.doe.virginia.gov/testing/sol/standards_docs/driver_education/index.shtml).

On January 16, 2014, the Board accepted the timeline for the review of the *Health Education, Physical Education, and Driver Education Standards of Learning* to be completed in January 2015. Upon acceptance of the timeline, the Department of Education:

- ✓ posted Superintendent's Memo #028-14, February 7, 2014, which 1) solicited review input from teachers, administrators, curriculum supervisors, and the general public, and 2) requested division superintendents to submit nominations for participants on the three Standards of Learning (SOL) review teams;
- ✓ received and reviewed online comments on the 2008 *Health Education Standards of Learning*, *Physical Education Standards of Learning*, and *Driver Education Standards of Learning* from stakeholders;
- ✓ identified SOL review team members for each discipline from recommended individuals nominated by school divisions;
- ✓ met with the SOL review teams in each discipline for three days on July 9 – July 11, 2014, to review the public comments and to consider recommendations and reports from stakeholder groups;

- ✓ met with over 200 teachers, curriculum supervisors, representatives from higher education, and other stakeholders (July 15-16, 2014) to garner additional input; and
- A total of 189 comments were received online from individuals and groups for the 2008 *Health Education Standards of Learning*, *Physical Education Standards of Learning*, and *Driver Education Standards of Learning* during the 30-day public comment period from February 7, 2014 through March 10, 2014. Of this total, 34 were unique comments and 137 pertained to suicide awareness and prevention. In addition to the suicide awareness comments, the following are examples of recommendations for health education: additional information about nutrition, community health, information access, communicable and non-communicable diseases, oral health, sleep, prescription drugs and bullying prevention. Examples of the recommendations for physical education included: measurable outcomes; biomechanical principles; anatomy; physiology; lifelong fitness; technology; bicycle and pedestrian safety; functional fitness and academic success; standards for electives; emphasis on Frequency, Intensity, Time, and Type (FITT) and Moderate to Vigorous Physical Activity (MVPA) principles; name change from physical education to exercise science; alignment with the national standards for physical education; and suggested edits for the Technical Assistance Guide for Physical Education. Examples of the recommendations for driver education include: move course to eleventh grade, not enough time to adequately teach all topics, and revise Curriculum Guide for Driver Education.
- The number of comments submitted by grade level or course included:

Course	Number of Comments
Health Education	156
Physical Education	24
Driver Education	9
<b>Total</b>	<b>189</b>

All comments were carefully considered and suggestions were incorporated into the draft standards as appropriate.

A wide variety of stakeholders and constituents assisted with the revision to the 2008 *Health Education Standards of Learning*, *Physical Education Standards of Learning*, and *Driver Education Standards of Learning*. The various concerns and priorities of those constituents have been incorporated whenever possible with the proposed drafts.

The major elements of the proposed revised *Health Education Standards of Learning* include:

- revisions to enhance clarity, specificity, and alignment of skill and content;
- revisions to reflect performance expectations that are sequential and developmental;
- revisions to organize the strand titles to reflect current academic research and practice; and
- addition of preface.

The 2015 *Health Education Standards of Learning for Virginia Public Schools* utilize the best practices from the 2008 *Standards of Learning* and elevate them to meet the health challenges facing today's youth. Students learn essential health concepts, develop understanding of health information, and actively advocate for their own health, as well as the health of their peers, their families, and their communities. The 2015 standards articulate learning goals in the terms of what students should *know*, *understand*, and *do*. Standard 1, Essential Health Concepts, provides foundational health knowledge - what students should know. Standard 2, Healthy Decisions, broadens student understanding of health content to allow students to transfer information in a variety of contexts to make healthy and safe life choices - what students should understand. Standard 3, Advocacy and Health Promotion, provides relevance for student learning and provides opportunities for students to demonstrate or design realistic outcomes for application of health information - what students should be able to do to advocate for their health and the health of others.

The major elements of the proposed revised *Physical Education Standards of Learning* include:

- edits to enhance clarity, specificity, and alignment of skill and content;
- edits to reflect performance expectations that are sequential and developmental;

- edits to organize the strand titles to reflect current academic research and practice;
- addition of preface and safety sections; and
- addition of standards for elective courses.

The changes in the 2015 standards reflect a comprehensive approach to learning, and more accurately describe the developmental nature of understanding human movement concepts and attainment of skills (Motor Skill Development). Student knowledge of anatomical structures and functions has been scaffolded in the proposed standards (Anatomical Basis of Movement). The inclusion of anatomy and physiology concepts extends health education knowledge, helps students understand movement, and prepares students for biology and other courses related to health sciences. The topics of personal fitness planning and physically active lifestyle have been combined to reinforce and emphasize that a person cannot have personal fitness without a physically active lifestyle. The addition of energy balance is essential for understanding the need for caloric intake to support body functioning and caloric expenditure for optimal cognitive and physical performance and healthy weight. Understanding energy balance provides the foundational knowledge necessary to empower students to think critically about their nutrition and activity choices and changing needs throughout life.

The major elements of the revised *Driver Education Standards of Learning* include:

- revisions to enhance clarity, specificity, and alignment of skill and content;
- revisions to reflect performance expectations that are sequential and developmental;
- revisions to organize the strand titles to reflect current academic research and practice; and
- addition of preface and safety sections.

The 2015 standards stress the student's ability to reason and connect safe driving skills and safe driving attitudes. Emphasis is placed on linking visual search skills, managing time and space-and maintaining vehicle balance. Significant attention is given to risk awareness, driver alertness, driver distractions, occupant protection, and how advancements in intelligent handling and stability technology systems affect driving practices.

The Board received for first review the proposed revisions to the *Health Education Standards of Learning*, *Physical Education Standards of Learning* and *Driver Education Standards of Learning*.

### **First Review of Board of Education's 2014 Annual Report on the Conditions and Needs of Public Schools in Virginia**

Mrs. Melissa Luchau, director of board relations, presented this item. Mrs. Luchau's presentation included the following:

- The following statutory requirements are provided for the Annual Report:

§ 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. Such report shall also include information regarding parent and student choice within each school division and any plans of such school divisions to increase school choice.

§ 22.1-212.15. Report of public charter schools.

The Board shall report the number of public charter schools established in the Commonwealth, as well as the number of charters denied, in its annual report to the Governor and the General Assembly pursuant to § 22.1-18.

§ 22.1-212.25. Information regarding online courses and virtual programs; report.

C. Beginning November 1, 2011, and annually thereafter, the Board of Education shall include in its annual report to the Governor and the General Assembly information regarding multidivision online learning during the previous school year. The information shall include but not be limited to student demographics, course enrollment data, parental satisfaction, aggregated student course completion and passing rates, and activities and outcomes of course and provider approval reviews.

§ 22.1-253.13:3. Standard 3. Accreditation, other standards, assessments, and releases from state regulations.

- A. ...The superintendent and the school board chairman shall certify to the Board of Education, as a part of certifying compliance with the Standards of Quality, that there is a justification in the Individual Education Program for every student who takes the Virginia Grade Level Alternative. Compliance with this requirement shall be monitored as a part of the special education monitoring process conducted by the Department of Education. The Board shall report to the Governor and General Assembly in its annual reports pursuant to § 22.1-18 any school division that is not in compliance with this requirement.

§ 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....

§ 22.1-253.13:8. Compliance.

Noncompliance with the Standards of Quality shall be included in the Board of Education's annual report to the Governor and the General Assembly as required by § 22.1-18.

The Report contains the following major components:

- Executive summary – highlights academic achievement and continuing challenges for schools
- Board of Education's goals (as described in the Board's Comprehensive Plan 2012-2017)
- Condition of public education – provides data on public education in the Commonwealth, noting where Virginia is a leader, as well as data related to persistent achievement gaps among groups of students, and information about chronically underperforming schools
- Critical needs – describes five key challenges faced by public education today:
  - Persistent achievement gaps
  - Chronically underperforming schools
  - Professionalism of the teaching profession
  - What is next for Virginia's accountability system?
  - Limited resources, despite growing needs
- Statutory requirements:
  - Compliance with the requirements of the Standards of Quality
  - Report on multidivision online providers
  - Annual charter school report and information regarding parent choice

Board discussion included:

- Mr. Braunlich thanked Mrs. Luchau for her work on the report. Mr. Braunlich said by November 15 of each year, the Board of Education is mandated to submit to the Governor and the General Assembly a report on the condition and needs of public education in the Commonwealth and identify school divisions and specific schools

therein which have failed to establish and maintain schools meeting the existing prescribed Standards of Quality. Mr. Braunlich suggested a subcommittee look at the report to revise and streamline it for next year.

- Mrs. Atkinson said the report does not reflect where the Board is headed with the A-F Grading System and report card. Mr. Braunlich suggested language be added to the report.
- Mrs. Wodiska suggested the report reflect the new strategy that is being developed to have a more proactive partnership with struggling school divisions.
- Dr. Baysal suggested a section be added about vulnerabilities in the teacher work force. Dr. Baysal said he agreed with Mr. Braunlich that information be added up to the date of publication. Mrs. Luchau clarified that the report includes the most up-to-date data.
- Mrs. Sears asked that the report address these issues: aging teacher population, critical shortage areas (especially mathematics and science), and the inexperience of teachers in hard-to-staff schools.
- Mr. Dillard said teachers are a key to the system and the state is facing a problem with the retirement of teachers.

The Board received the report for first review.

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

Mr. Braunlich noted the Board held a Retreat, Wednesday, October 22, 2014, and discussed the *Standards of Accreditation*, the history of assessment and accountability in Virginia, and a review of what is taking place around the country in terms of accountability. Mr. Braunlich said some of these discussions will continue at the next Board Retreat in April.

The Board met for a public dinner on Tuesday, October 21, 2014, at Sam Miller's Restaurant with the following members present: Mrs. Atkinson, Mr. Braunlich, Mr. Dillard, Mrs. Edwards, Mrs. Sears, and Mrs. Wodiska. The following department staff also attended: Dr. Steven Staples, Superintendent of Public Instruction, Kent Dickey, deputy superintendent, Patty Pitts, assistant superintendent for teacher education and licensure, Shelley Loving-Ryder, assistant superintendent for student assessment and school improvement, and Melissa Luchau, director for board relations. Dr. Sharon Harsh, capacity building and technical assistance specialist for Appalachia Regional Comprehensive Center, and Kristen Amundson, executive director for the National Association of State Boards of Education, also attended the meeting. Members discussed the pending Board Retreat. No votes were taken, and the dinner meeting ended at 8:30 p.m.

The Board met for a public dinner on Wednesday, October 22, 2014, at the Commonwealth Park Suites Hotel with the following members present: Mrs. Atkinson, Dr. Baysal, Mr. Braunlich, Dr. Cannaday, Mr. Dillard, Mrs. Edwards, Mrs. Sears, and Mrs. Wodiska. The following department staff also attended: Dr. Steven Staples, Superintendent of Public Instruction, Dr. Cynthia Cave, assistant superintendent for policy and communications, and Melissa Luchau, director for board relations. Members discussed pending Board agenda items. No votes were taken, and the dinner meeting ended at 9:30 p.m.

## ***EXECUTIVE SESSION***

Mrs. Sears made a motion to go into executive session under *Virginia Code* § 2.2-3711(A)(41), for the purpose of discussion and consideration of records relating to denial, suspension, or revocation of teacher licenses, and, under *Virginia Code* § 2.2-3711(A)(7), to consult with counsel and receive legal advice regarding the same, and that Wendell Roberts, legal counsel to the Virginia Board of Education, and James Barr, intern, Office of the Attorney General, as well as staff members, Dr. Steven Staples, Patty Pitts, Nancy Walsh, and Terence Jones, participate in this closed meeting. The motion was seconded by Mrs. Atkinson and carried unanimously by roll-call vote. The Board went into Executive Session at 1:15 p.m.

Mrs. Sears made a motion that the Board reconvene in open session. The motion was seconded by Dr. Cannaday and carried unanimously by roll-call vote. The Board reconvened at 1:50 p.m.

Mrs. Sears 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:

Mr. Dillard – Yes  
Dr. Baysal – Yes  
Mrs. Edwards – Yes  
Mrs. Sears – Yes  
Mr. Braunlich – Yes  
Dr. Cannaday – Yes  
Mrs. Atkinson – Yes  
Mrs. Wodiska – Yes

### The Board made the following motions:

- Mrs. Atkinson made a motion to revoke the license of Joseph Donald Clark. The motion was seconded by Dr. Cannaday and carried unanimously.
- Mrs. Atkinson made a motion to revoke the license of Ralph Watts Conrad, III. The motion was seconded by Dr. Cannaday and carried unanimously.
- Mrs. Wodiska made a motion to issue a license in Case #2. The motion was seconded by Mrs. Atkinson and carried unanimously.
- Mrs. Atkinson made a motion to issue a license in Case #3 upon completion of all applicable licensure requirements. The motion was seconded by Dr. Cannaday and carried unanimously.

***ADJOURNMENT OF THE BUSINESS SESSION***

There being no further business of the Board of Education and Board of Career and Technical Education, Mr. Braunlich adjourned the meeting at 1:55 p.m.

A handwritten signature in black ink, consisting of several fluid, overlapping strokes that form a stylized name.

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President