

COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
RICHMOND, VIRGINIA

MINUTES

June 23, 2016

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

Dr. Billy K. Cannaday, Jr., President
Mrs. Joan E. Wodiska, Vice President
Mrs. Diane T. Atkinson
Dr. Oktay Baysal

Mr. James H. Dillard
Mr. Daniel A. Gecker
Mrs. Elizabeth V. Lodal
Mr. Sal Romero, Jr.

Dr. Steven R. Staples, Superintendent of
Public Instruction

Dr. Cannaday called the meeting to order at 9 a.m.

MOMENT OF SILENCE/PLEDGE OF ALLEGIANCE

Dr. Cannaday asked for a moment of silence and led in the Pledge of Allegiance.

APPROVAL OF MINUTES

Mrs. Lodal made a motion to approve the minutes of May 25-26, 2016, meeting of Board, with amendments suggested by Mrs. Wodiska. The motion was seconded by Dr. Baysal and carried with seven votes. Mr. Romero abstained. Copies of the minutes had been distributed in advance of the meeting.

PUBLIC COMMENT

The following persons spoke during public comment:

- Wayne White, spoke on hours required for cosmetology
- Kandis Lucas, spoke on parent advocacy for special education
- Zahra Lakhani, spoke on special education

ACTION/DISCUSSION ITEMS

Final Review of Regulations Governing the Collection and Reporting of Truancy Related Data and Student Attendance Policies 8-VAC 20-730 (Final Stage)

Mr. John Eisenberg, Assistant Superintendent, Special Education and Student Services, presented this item. Mr. Eisenberg's presentation included the following:

The re-proposed regulations correlate with the procedures required in § 22.1-258 of the *Code of Virginia* by providing attendance definitions for implementing an intervention process and reporting data. The regulations will produce more consistent data and support effective practices that will assist school divisions' continuous improvement of daily school attendance. This data collection is necessary to construct a valid representation of nonattendance issues. The data will be used to evaluate and analyze student attendance patterns and issues at the school division and state levels. The resulting information should be used to strengthen efforts to engage students in daily school attendance.

- A summary of the re-proposed new regulations by section follows:

Part I, 8 VAC 20-730-10, defines terms, such as “attendance plan,” “excused absence,” “truancy,” and “unexcused absence,” used in these regulations.

Part II, 8 VAC 20-730-20, articulates the procedures and responsibilities for intervening with nonattendance behavior, in accordance with § 22.1-258 of the *Code of Virginia*.

Part III, 8 VAC 20-730-30, describes data collection and reporting requirements. Each school division shall provide student level attendance data for each student, that includes the number of unexcused absences, as prescribed by the Virginia Department of Education. The following data shall be collected and reported to the Virginia Department of Education:

- All excused and unexcused absences as defined in these regulations for each individual student
- For each student with five unexcused absences, whether an attendance plan was developed, and if not, the reason
- For each student with six unexcused absences, whether an attendance conference was scheduled, and if not, the reason
- For each student with six unexcused absences, whether an attendance conference was actually held, and if not, the reason
- For each student with seven unexcused absences, whether a court referral or if proceedings against the parent or parents were initiated, and, if not, the reason

The Board of Education adopted the re-proposed regulations and authorized VDOE staff to proceed with *Virginia Administrative Process Act* (APA) requirements on January 10, 2013. Once approved by the executive review process in September 2015, a public hearing was held during the November 19, 2015, Board of Education meeting. There were no public comments made at the meeting. Five comments were received on the Regulatory Town Hall Web site. As a result of the public comments and staff review, amendments are proposed to the re-proposed regulations.

Part I of the regulations, 8VAC 20-730-10, which provides definitions of terms, and Part II, 8VAC 20-730-20, which provides process and responsibilities for addressing unexcused absences, have been amended to allow for flexibility through the use of technology when conducting conferences as follows:

- Part I. Attendance conference was amended to read...means a face-to-face meeting, “which may be conducted through the use of communication technology....”
- Part II. 2., ...The parent shall be contacted either in a face-to-face conference, by telephone “or through the use of other communication devices....”
- Part III. 3., ...schedule a face-to-face attendance conference, “which may be conducted through the use of communication technology....”
- There were no changes since first review, May 26, 2016.

Board discussion:

- Mr. Romero said he is concerned about tardiness because the hours add up over the school year and the Board does not have regulations that address tardiness.
- Mrs. Atkinson thanked Mr. Eisenberg and staff for their work on the regulations. Mrs. Atkinson said the regulations will help the public to better understand absentee issues in local school divisions.
- Mr. Dillard noted old rules in some local school divisions that if a student accumulated six absences that they would automatically receive an “F”. Mr. Eisenberg said those decisions are left up to local school divisions.
- Mrs. Wodiska also thanked Mr. Eisenberg and his team for their work on the regulations. Mr. Eisenberg recognized Jo Ann Burkholder and Joseph Wharff, staff in the Office of Student Services.
- Mrs. Lodal thanked Mr. Eisenberg and staff for their work on the regulations and talked about situations she experienced with absenteeism when working in a school.
- Dr. Cannaday said he hopes the Board will be informed about the support needed to help young people feel that coming to school is not just an obligation but a place they want to be and feel wanted.

Mrs. Wodiska made a motion to approve the *Regulations Governing the Collection and Reporting of Truancy Related Data and Student Attendance Policies 8-VAC 20-730 (Final Stage)* and authorized the Department of Education to make technical edits. The motion was seconded by Mrs. Lodal and carried unanimously.

Final Review of Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) for a Passing Score for the Praxis Braille Proficiency Test as a Professional Teacher’s Assessment for the Special Education Visual Impairments PreK-12 Endorsement

Mrs. Patty Pitts, assistant superintendent for Teacher Education and Licensure, presented this item. Mrs. Pitt’s presentation included the following:

- The *Constitution of Virginia* and the *Code of Virginia* provide authority for the Board of Education to promulgate *Licensure Regulations for School Personnel*. The Board of Education has the statutory authority to prescribe licensure requirements (Section [22.1-298.1](#) of the *Code of Virginia*)
- A multistate standard-setting study was conducted by ETS in January 2016 for the Praxis Braille Proficiency (0633) test. Participants from seven states served on the multistate study panel. Virginia was represented by three Virginia educators who were nominated by Virginia school divisions and Higher Education Institutions. The purposes of the study were to: (a) recommend the minimum passing score for the Praxis Braille Proficiency (0633) test and (b) confirm the importance of the Praxis content specifications for entry-level special education visually impairment teachers. To pass the Praxis Braille Proficiency (0633) test, a candidate must meet or exceed the passing score established by the Virginia Board of Education.
- The *Praxis Test at a Glance* document describes the purpose and structure of the assessment. The four-hour assessment measures a candidate’s understanding of Unified English Braille (UEB) and Nemeth code. The Praxis Braille Proficiency test contains 40 selected-response items covering Reading (approximately 40 items), and four (4) constructed-response items covering Production (approximately 4 items). The reporting scale for the Praxis Braille Proficiency test ranges from 100 to 200 scale-score points.
- Prospective teachers seeking an initial Virginia license with an endorsement in Special Education Visual

Impairments PreK-12 will be required to pay the registration and test fees.

Multistate Standard-Setting Study

- To support the decision-making process for education agencies establishing a passing score (cut score) for the Praxis Braille Proficiency (0633) test, research staff from ETS designed and conducted a multistate standard-setting study in January 2016 in Princeton, New Jersey. Education agencies recommended panelists with (a) experience as either teachers of visually impaired students or college faculty who prepare those teachers and (b) familiarity with the knowledge and skills required of beginning teachers of visually impaired students. The *Multistate Standard-Setting Technical Report – the Praxis Braille Proficiency* contains three sections. The first section describes the content and format of the test. The second section describes the standard-setting processes and methods. The third section presents the results of the standard-setting study. The *Praxis Braille Proficiency Test at a Glance* document describes the purpose and structure of the assessment.
- The panel’s passing score recommendation for the Praxis Braille Proficiency test is 50.08 (out of a possible 73 raw-score points). The value was rounded to the next highest whole number, 51, to determine the functional recommended passing score. The scale score associated with 51 raw points is 169.
- The multistate standard-setting study provides the estimated conditional standard error of measurement (CSEM). The CSEM is a statistical phenomenon and is unrelated to the accuracy of scoring. All test results are subject to the standard error of measurement. If a test taker were to take the same test repeatedly, with no change in his level of knowledge and preparation, it is possible that some of the resulting scores would be slightly higher or slightly lower than the scores that precisely reflect the test taker’s actual level of knowledge or ability. The difference between a test taker’s actual score and his highest or lowest hypothetical score is known as the standard error of measurement.
- The table below presents the estimated conditional standard error of measurement (CSEM) around the recommended passing score. A standard error represents the uncertainty associated with a test score. The scale scores associated with one and two CSEM above and below the recommended passing score are provided. The conditional standard error of measurement provided is an estimate.

Conditional Standard Error of Measurement Summaries
Braille Proficiency (0633)

Passing Scores within 1 and 2 CSEM of the Recommended Passing Score

Recommended passing score (CSEM)	Scale score equivalent
51 (3.70)	169
-2 CSEM	44 157
-1 CSEM	48 164
+1 CSEM	55 176
+2 CSEM	59 183

- At the April 25, 2016, meeting the Advisory Board on Teacher Education and Licensure recommended that the Virginia Board Education approve the Praxis Braille Proficiency (0633) test as the required Braille assessment for individuals seeking an initial Virginia licensure with an endorsement in Special Education Visual Impairments PreK-12 and set a passing score of 157 for the test. The passing score recommended by the Advisory Board is two conditional standard errors of measurement below the multi-state panel recommended passing score. The recommended implementation date is July 1, 2016, allowing for the acceptance of passing scores for the new test if taken prior to July 1, 2016, and accepting the current Praxis Braille Proficiency (0631) test for individuals who passed the assessment during the effective period of the test.

Board discussion:

- Mrs. Lodal commended Mrs. Pitts on her work with ABTEL.

Mrs. Lodal made a motion to approve the Advisory Board on Teacher Education and Licensure's recommendation to: (1) use the Praxis Braille Proficiency (0633) test as the required Braille assessment for individuals seeking an initial Virginia license with an endorsement in Special Education Visual Impairments PreK-12; (2) set a passing score of 157 for the test; and (3) implement the requirement effective on July 1, 2016, allowing for the acceptance of passing scores for the test if taken prior to July 1, 2016, and accepting the current Praxis Braille Proficiency (0631) test for individuals who passed the assessment during the effective period of the test. The motion was seconded by Dr. Baysal and carried unanimously.

Final Review of Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) for a Passing Score for the Praxis English to Speakers of Other Languages Test as a Professional Teacher's Assessment for the English as a Second Language PreK-12 Endorsement

Mrs. Patty Pitts, assistant superintendent for Teacher Education and Licensure, presented this item. Mrs. Pitts' presentation included the following:

- The *Constitution of Virginia* and the *Code of Virginia* provide authority for the Board of Education to promulgate *Licensure Regulations for School Personnel*. The Board of Education has the statutory authority to prescribe licensure requirements (Section [22.1-298.1](#) of the *Code of Virginia*)
- A multistate standard-setting study was conducted by ETS in December 2015 for the Praxis English to Speakers of Other Languages (5362) test. Participants from 24 states, Guam, and the U.S. Virgin Islands served on the multistate study panel. Virginia was represented by two educators who were nominated by Virginia school divisions. A detailed summary of the study, *Multistate Standard-Setting Technical Report – Praxis® English to Speakers of Other Languages (5362)*, is attached (Appendix A) and includes participants, methodology, and recommendations. The purposes of the study were to: (a) recommend the minimum passing score for the Praxis English to Speakers of Other Languages (5362) test and (b) confirm the importance of the Praxis content specifications for entry-level English as a Second Language PreK-12 teachers.
- The Praxis *Test at a Glance* document (Appendix B) describes the purpose and structure of the assessment. The Praxis English to Speakers of Other Languages (5362) test contains 120 selected-response items covering six content areas:
 - Foundations of Linguistics (approximately 22 items);
 - Foundations of Language Learning (approximately 26 items);
 - Planning and Implementing Instruction (approximately 28 items);
 - Assessment and Evaluation (approximately 18 items);
 - Culture (approximately 13 items); and
 - Professionalism and Advocacy (approximately 13 items).
- The reporting scale for the Praxis English to Speakers of Other Languages (5362) test ranges from 100 to 200 scaled-score points. The *Test at a Glance* (Appendix B) provides representative descriptions of topics covered in each category.
- Costs associated with the administration of Praxis tests will be incurred by the ETS. Prospective teachers are required to pay test fees.

Multistate Standard-Setting Study

- The multistate panel recommended a passing score of 69 out of a possible 110 raw-score points. The scaled

score associated with a raw score of 69 is 155 on a 100 to 200 scale.

- The multistate standard-setting study provides the estimated Conditional Standard Error of Measurement (CSEM). The CSEM is a statistical phenomenon and is unrelated to the accuracy of scoring. All test results are subject to the standard error of measurement. If a test taker were to take the same test repeatedly, with no change in the test takers level of knowledge and preparation, it is possible that some of the resulting scores would be slightly higher or slightly lower than the scores that precisely reflect the test taker’s actual level of knowledge or ability. The difference between a test taker’s actual score and their highest or lowest hypothetical score is known as the standard error of measurement.
- The CSEM for the recommended passing scores for multistate standard-setting study are shown below. Note that consistent with the recommended passing score, the passing scores at the different CSEM have been rounded to the next highest number, and the rounded values are converted to scaled scores.

Conditional Standard Error of Measurement Summaries
English to Speakers of Other Languages (5362)

Passing Scores Within 1 and 2 CSEM of the Recommended Passing Score – Multistate Panel

Recommended passing score (CSEM)	Scale score equivalent		
69 (5.09)		155	
-2 CSEM	59		143
-1 CSEM	64		149
+1 CSEM	75		163
+2 CSEM	80		169

- At the April 25, 2016, meeting, the Advisory Board on Teacher Education and Licensure recommended that the Virginia Board of Education approve the use of the Praxis English to Speakers of Other Languages (5362) test as a professional teacher’s assessment for the English as a Second Language PreK-12 endorsement and set a passing score of 149 for the test. The passing score recommended by the Advisory Board is one CSEM below the multi-state panel recommended passing score. The Advisory Board recommended an implementation date of July 1, 2016, with the exception of individuals applying for licensure through Virginia approved programs that would become subject to the requirement effective September 1, 2017.

Mrs. Atkinson made a motion to approve the Advisory Board on Teacher Education and Licensure’s recommendation to: (1) use the Praxis English to Speakers of Other Languages (5362) test as a professional teacher’s assessment for the English as a Second Language PreK-12 endorsement; (2) set a passing score of 149 for the test; and (3) implement the test requirement on July 1, 2016, with the exception of individuals applying for licensure through Virginia approved programs who would become subject to the requirement effective September 1, 2017. The motion was seconded by Mr. Romero and carried unanimously.

Final Review of the Design for the Redesigned School Performance Report Card (School Quality Profiles) Required by HB 1672 and SB 727 (2015)

Mr. Charles Pyle, director of communications, presented this item. Mr. Pyle’s presentation included the following:

- The design for the new School Performance Report Card (School Quality Profiles) was developed by AIS Network, a McLean-based information technology company engaged under the Virginia IT Contingent Labor Statement of Work Contract to develop the new report card, in consultation with the VDOE offices of

communications and information management.

- The proposed design reflects the findings of research conducted by the Board and VDOE and the Board's July 22, 2015, consensus on format, functionalities, tools, and additional data elements. Key features of the design are as follows:
 - ✓ The design — in keeping with a recommendation of the SOL Innovation Committee — substitutes "School Quality Profiles" for "School Performance Report Card" as the public-facing title of the online reports.
 - ✓ The design is clean and contemporary and includes "snapshot" reports for schools, school divisions, and the Commonwealth, with tabs grouping detailed reports by the following topics: Accountability, Assessments, Enrollment and Demographics, College and Career Readiness, Finance, Climate, and Teacher Quality.
 - ✓ The design includes the following additional elements identified by the Board of Education for inclusion in the initial launch of the redesigned report card:
 - Fall membership by student reporting group
 - SAT performance
 - Postsecondary enrollment
 - Expulsions and long-term suspensions by student reporting group
 - Division per-pupil spending
 - Division revenue sources and amounts
 - Percent of kindergartners meeting literacy benchmarks
 - Student-teacher ratios (division and state profiles)
 - Free and reduced-price meals eligibility and participation
 - Gifted identification by student reporting group
 - ✓ Tools available to users include Google mapping to search for schools and school divisions by name, school division, locality, address, and zip code.
 - ✓ The design allows users to filter search results by grade span, school categories (e.g. charter schools, alternative schools, accreditation status, and Blue Ribbon Schools), and demographics.
 - ✓ School and division profiles include hyperlinks to division Web sites.
 - ✓ The design employs responsive and adaptive Web design, allowing for viewing on desktop computers using multiple browsers and on common mobile devices, including iPhones, Android smart phones, and tablets.
 - ✓ The design employs dynamic and interactive Scalable Vector Graphics that include results by student reporting categories, division and state comparisons, and widgets allowing users to print complete or partial profiles and share charts by email and in presentations, websites and social media.
 - ✓ The design includes informational links, a glossary, a frequently-asked-questions presentation, and hover effects providing definitions and context to aid in the interpretation of data and charts.
 - ✓ The design includes a widget allowing users to provide feedback on their experiences and suggestions for improving the report card.
 - ✓ The design is fully compliant with Section 508 of the federal Rehabilitation Act of 1973 that requires that government Web sites and software be fully accessible to people with disabilities.
- On April 21, 2016, VDOE Director of Communications Charles B. Pyle and AIS Network lead designer Jess Ferko presented the design to Virginia school division communications officers attending the spring conference of the Chesapeake School Public Relations Association in Annapolis. Division communications officers gave the design high marks for clarity and usability and offered helpful suggestions, such as adding language to clarify that Google map search results do not necessarily reflect division and attendance zone boundaries.
- VDOE has established a web service to allow for the transfer of aggregate data to AIS Network for the population of the school, division, and state profiles. No student-level data will be provided to the vendor, and appropriate suppression rules are in effect to prevent the identification of students in small groups.

- On May 24, 2016, Board members viewed a demonstration of the School Quality Profiles “beta site.” The demonstration was repeated during the May 26 business meeting, and the Board accepted the proposed design — including an updated site map of the School Quality Profiles Web site — for first review. In addition, department staff informed Board members that reports on chronic absenteeism and the participation of eligible students in school nutrition programs would be part of the initial public launch this fall.
- The Board’s vision for the continuing development of the School Quality Profiles includes the addition of reports on student growth, average class sizes, student wellness, average teacher salaries, and school climate survey results, as well as the development of a Spanish language version.
- The project timeline accepted by the Board in May 2015 projects that the redesigned School Performance Report Card (School Quality Profiles) will be made available to the public in mid September 2016 in concert with the public release of 2016-2017 accreditation ratings. By adhering to this timeline, the Board will make the redesigned report card available to the public approximately two weeks before the October 1, 2016, deadline specified in HB 1672 and SB 727.

Board discussion:

- Mr. Dillard asked if suspensions will include in-school and out-of-school suspension. Dr. Staples said staff is looking into that because some school divisions report in-school suspension as a suspension and some may not. Dr. Staples said a clear and consistently enforced definition of the reporting category is needed for school suspensions.
- Mr. Dillard said Mr. Pyle and his team have done an amazing job on the redesigned School Quality Profile and he thought it was better than any other in the country.
- Mr. Dillard said he is concerned about the financial aspect of the School Quality Profile and asked if there was anything in the final version that addresses local effort. Mr. Pyle said the initial launch of the School Quality Profile will include items identified by the Board last year for inclusion in the initial version of the School Quality Profile and a few items that were recently added but local effort will not be included in the initial launch. Dr. Staples said staff is also assessing the fiscal impact on local school divisions by using data that has already been collected. Dr. Staples said new items requested to be added to the School Quality Profile will require a new assessment type and local school divisions will need to implement new surveys; after which, staff will share the fiscal impact on local school divisions before it is included on the School Quality Profile. Mr. Dillard said he thinks this information is crucial for PTAs and concerned citizens to get some indication of what kind of effort the local school divisions are making.
- Mrs. Lodal said she agreed with Mr. Dillard that the greatest ammunition people have is information. Mrs. Lodal said there is a difference between in-school and out-of-school suspension and local school division handle suspensions differently.
- Mr. Romero asked if schools will have the ability to showcase the uniqueness of the school by highlighting certain things. Mr. Pyle said the School Quality Profile is not a school website but an official state report that is part of the state system of accountability and plays a different role than that of a school website. Mr. Pyle said links to local school division websites will be included on the School Quality Profile but the Department of Education does not have the capacity to verify information and local school divisions do not have the capacity to report it and keep it up-to-date.

- Mrs. Atkinson thanked Mr. Pyle and Mrs. Canada for their work on the School Quality Profile. Mrs. Atkinson said the School Quality Profile creates the opportunity to provide parents, teachers, administrators, and public with information about what is going on in schools.
- Dr. Staples shared information concerning proposed regulations for the *Every Student Succeeds Act of 2015* (ESSA) that requires reporting expenditures by schools which will be a challenge because most schools do not collect data on expenditure.
- Mrs. Wodiska complimented Mr. Pyle and staff on the School Quality Profile. Mrs. Wodiska said she is pleased with the accessibility of data that can be downloaded.

Mrs. Atkinson made a motion to approve the design of the redesigned School Performance Report Card (School Quality Profiles) required by HB 1672 and SB 727. The motion was seconded by Dr. Baysal and carried unanimously.

First Review of Nominations to Fill Vacancies on Board of Education Advisory Committees

Mrs. Melissa Luchau, Director for Board Relations, presented this item. Mrs. Luchau's presentation included the following:

Article Nine, Section 2 of the Board of Education's bylaws states the following:

Section 2. Advisory Committees. Advisory committees may be created by the Board for special purposes to include, but not be limited to, federal and state-mandated committees. An advisory committee shall be composed of persons who represent the views and interests of the general public and who are known to be qualified to perform their duties. Personnel of the Department of Education may be appointed to the committee, as members or as consultants. Unless otherwise prescribed by state or federal law or regulations, all appointments to an advisory committee shall be made by the Board upon the recommendations of the Superintendent of Public Instruction...

The Board of Education's bylaws also specify the membership and term of service in Article Fifteen, Section 3 and 4, as follows:

Section 3. Membership. The Board shall determine the number of members to serve on an advisory committee, and shall appoint the members of the committee, as specified in Board bylaws under Article 9, Section 2, except as provided by state or federal law or regulation. Nominations for all vacant positions will be solicited as widely as practicable and on forms provided by the Virginia Department of Education. Members of advisory committees shall not receive compensation for their service, but may be reimbursed for travel expenses in accordance with state travel guidelines set forth by the Department of Accounts. The Board, at its discretion, may appoint a member of the Board to serve as a liaison to the advisory committee.

Section 4. Term of Service. Appointments to an advisory committee shall be for a term of three years. Members of an advisory committee may be re-appointed, with no member serving more than two consecutive three-year terms. Any vacancies shall be filled by the Board.

The Board of Education currently has five advisory committees:
Advisory Board on Teacher Education and Licensure (ABTEL)
Virginia Advisory Committee for the Education of the Gifted (VACEG)
State Special Education Advisory Committee (SSEAC)
Adult Education and Literacy Advisory Committee
Advisory Committee for Career & Technical Education

[Superintendent's Memorandum #063-16](#) dated March 25, 2016 (Attachment A), announced the call for nominations to fill the advisory committee vacancies. A second call for nominations (Attachment B - [Superintendent's Memo #118-16](#)) was announced May 13, 2016. The calls for nominations were shared with school divisions, education associations, individuals who asked to be notified of the Board's business, and within the specialty areas of each

committee.

The Board's advisory committees have three-year terms. Some of the Board's advisory committees require specific categories of expertise or geographic representation pursuant to state or federal law or regulation. For all committees, the Board of Education seeks to have diverse representation among the appointees. A current roster for each advisory committee is included in Attachment C.

Following the close of the nomination period, the nominations were reviewed by Virginia Department of Education staff. Persons recommended for appointment or re-appointment are selected based upon qualifications, and on the required categories for membership (if applicable).

The terms will begin July 2016 and end June 2019 unless otherwise noted. The list of nominees recommended for appointment and reappointment are as follows:

State Special Education Advisory Committee

Jack Brandt (Re-appointment)
VCU, Partnership for People with Disabilities
Representing: People with Disabilities
Region: 1

Dr. Jeffrey Cassell
Superintendent, Waynesboro City Public Schools
Representing: Local Education Associations
Region: 5
Christine Germeyer
Representing: Parents from Region 4 (Frederick County School Division)
Region: 4

Erica Midboe (Re-appointment)
Special Education Teacher, Fairfax County Public Schools
Board of Directors, ENDependence Center of Northern Virginia
Representing: Transition Services
Region: 4
Lora Smith
Virginia Department of Social Services
Representing: Child Welfare Agency Responsible for Foster Care
Region: 1
*to fill an unexpired term until June 30, 2017

Brian Summo
Principal, Rivermont School – Alleghany Highlands
Representing: Private Schools
Region: 6

Virginia Advisory Committee for Career and Technical Education

William Edwards Bowman, Jr.
President, W E. Bowman Construction, Inc.
Career Cluster: Architecture & Construction
Region: 1

Michael DuBose
Project Manager, W. M. Jordon Co.
Career Cluster: Architecture & Construction
Region: 2

Philip N. Frazier
Regional Program Manager, Virginia Paving Company
Career Cluster: Transportation, Distribution & Logistics
Region: 4

Zuzana Steen (Re-Appointment)
University and Academic Relations Manager, Micron Technologies
Career Cluster: STEM-Advanced Manufacturing
Region: 4

Virginia Advisory Committee for the Education of the Gifted

William J. Ellis
Parent
Insurance Adjuster, Federated Mutual Insurance
Floyd County
Region: 6

Dara M. Hall
Parent
Admission and Licensure Coordinator, Education Support Center, James Madison University
Harrisonburg
Region: 5

Robert L. Hundley (Re-Appointment)
School Board Member, Hanover County Public Schools
Region: 1

Rebecca Johnson
Facilitator of Gifted Services, Accomack County Public Schools
Region: 2
Lieutenant Commander Shawanna M. Poarch
Parent
US Navy
Suffolk
Region: 2

Janice C. Robertson (Re-appointment)
Retired Consultant, School Psychologist, Amelia County Public Schools
Region: 8

Advisory Board on Teacher Education and Licensure

Jennifer P. Andrews
Exceptional Education Teacher, Henrico County Public Schools
Representing: Classroom Teacher (Secondary), Special Education
Region: 1
*to fill an unexpired term until June 30, 2018

Selena Paige Dickey
History and Language Arts 6th grade Teacher, Fauquier County Public Schools
Representing: Middle Classroom Teacher
Region: 4

Brian James McGovern (Re-appointment)
Representing: Classroom Teacher (Secondary)
Region: 2

Tracey Dalton Mercier (Re-appointment)
Representing: Classroom Teacher (Elementary)
Region: 7

Dr. James A. Meyer
Member, Spotsylvania County School Board
Representing: School Board Member
Region: 3

Nancy Buckner Welch
Superintendent, Mathews County Public Schools
Representing: Division Superintendent
Region: 3

Charletta M. Williams (Re-appointment)
Representing: Classroom Teacher (Elementary)
Region: 2

Lesleye Williams
Business and Marketing Teacher, Prince William County Schools
Representing: Secondary Classroom Teacher (Career and Technical Education Teacher)
Region: 4

**An additional call for nominations will be issued to fill positions representing business community and principals.*

Adult Education and Literacy Advisory Committee

Debra Cargill
ESOL Lead and English Literacy /Civic Grant Coordinator, Prince William Public Schools
Region: 4

Sharon Mullen
Principal, Wilson Workforce and Rehabilitation Center, Department for Aging and Rehabilitative Services (DARS)
Region: 5

Nancy Perdue
Director-Instructor, ABE/GED, Middle Peninsula Regional Security Center
Region: 3

Anna Rice-Wright
State Trade Act Program Manager, Virginia Employment Commission
Region: 1

William Stanley
Practicing Attorney and Member of the Senate of Virginia
Region: 5

Board discussion:

- Mrs. Atkinson asked how the representations for Board advisory committees are determined. Mrs. Luchau said that for some advisory committees (SSEAC and ABTEL) the representation is dictated in federal or state law. When most of the advisory committees were originally created it was determined by the Board and staff the representation for the committee, which can be updated as needs change.

The Board of Education received for first review the recommended nominees to fill vacancies on its advisory committees.

Progress Report on the Development of the Profile of a Virginia Graduate

Dr. Cynthia Cave, Assistant Superintendent for Policy and Communications, presented this item. Dr. Cave's presentation included the following:

Section [22.1-253.13:1.A](#) of the *Code of Virginia (Code)* provides, in part:

“The General Assembly and the Board of Education believe that the fundamental goal of the public schools of the Commonwealth must be to enable each student to develop the skills that are necessary for success in school, preparation for life, and reaching their full potential.”

Section [22.1-253.13:3.A](#) of the *Code* provides, in part:

“The Board of Education shall promulgate regulations establishing standards for accreditation pursuant to the Administrative Process Act (§ [2.2-4000](#) et seq.), which shall include, but not be limited to, student outcome measures, requirements and guidelines for instructional programs and for the integration of educational technology into such instructional programs, administrative and instructional staffing levels and positions, including staff positions for supporting educational technology, student services, auxiliary education programs such as library and media services, course and credit requirements for graduation from high school, community relations, and the philosophy, goals, and objectives of public education in Virginia.”

Effective July 1, 2016, § [22.1-253.13:4.D](#) of the *Code* will provide, in part:

D. “In establishing graduation requirements, the Board [of Education] shall:

1. Develop and implement, in consultation with stakeholders representing elementary and secondary education, higher education, and business and industry in the Commonwealth and including parents, policymakers, and community leaders in the Commonwealth, a Profile of a Virginia Graduate that identifies the knowledge and skills that students should attain during high school in order to be successful contributors to the economy of the Commonwealth, giving due consideration to critical thinking, creative thinking, collaboration, communication, and citizenship.
2. Emphasize the development of core skill sets in the early years of high school.
3. Establish multiple paths toward college and career readiness for students to follow in the later years of high school. Each such pathway shall include opportunities for internships, externships, and credentialing...

That the graduation requirements established by the Board of Education... shall apply to each student who enrolls in high school as (i) a freshman after July 1, 2018; (ii) a sophomore after July 1, 2019; (iii) a junior after July 1, 2020; or (iv) a senior after July 1, 2021.”

The *Profile of a Virginia Graduate* is being developed to describe the knowledge, skills, competencies, and experiences students should attain during their K-12 education to make them “life-ready.” The “Profile” is the framework for the Board’s revision of graduation requirements that will go into effect for freshmen entering high schools in the fall of the 2018-2019 school year, or the graduating class of 2022, and that will be reflected in amendments to the *Regulations Establishing the Standards for Accrediting Public Schools in Virginia* (Standards of Accreditation or SOA). The Profile and subsequent changes in the regulations for requirements for graduation will become driving factors in further reforms to the state’s assessment and accountability systems. Revisions to the state’s accountability system will parallel reforms to the federal accountability system under the Every Student Succeeds Act (ESSA). The attached report provides a summary of the Board’s actions and progress as it has established goals for the graduation outcomes and the means to achieve them. The report provides a brief history and

then describes the decisions and recommendations made by the Board at its May 2016 work session in preparation for public discussion at the June business meeting and subsequent public review and comment.

In 2014, the Board committed to conducting a comprehensive review and revision of the Standards of Accreditation, including student achievement and graduation requirements. Through the work of its Committee on School and Division Accountability, the Board has discussed and considered information from multiple sources to shape and expand student achievement expectations for graduation. In September 2015, the draft framework and definition for the *Profile of a Virginia Graduate* was introduced. The draft Profile presents descriptions of the overlapping areas of competencies a student should have attained when completing high school: content knowledge; workplace skills; community engagement and civic responsibility; and career exploration.

In subsequent meetings of the committee, presentations from staff, school division personnel, the Standards of Learning Innovations committee, and stakeholders from multiple sectors have informed the Profile's further development. In February 2016, a "strawman" proposal outlining revised graduation requirements and the "Virginia Diploma" was introduced to stimulate thought and discussion. Through roundtables and presentations, the Board has elicited information and recommendations from teachers, counselors, superintendents, principals, parents, students, coordinators for English Language Learners, school boards, businesses, the military, higher education deans, faculty, and admission directors, career and technical (CTE) centers and the department's advisory CTE council, Science, Technology, Engineering and Mathematics (STEM) Academies, and recipients of high school innovation grants.

During the 2016 Session, the Governor and the General Assembly supported the development of a *Profile of a Virginia Graduate* through the introduction and adoption of legislation. [SB 336](#) and [HB 895](#), signed into law this spring, direct the Board to redefine the expectations of high school graduates in the Commonwealth. These bills amend § [22.1-253.13:4.D](#) of the *Code* to require the Board to develop the Profile of a Graduate, with consideration for the 5 Cs; the development of core skills sets in the early years of high school; and provision for multiple paths toward college and career readiness, with opportunities for internships, externships, and credentialing. The redefined high school graduation expectations are to be in place for the freshman class of 2018-2019.

At its May 25, 2016 work session, the Board reviewed, amended, and confirmed a draft *Profile of a Virginia Graduate* and discussed proposals for requirements and credits that would be necessary for graduation. Board members emphasized the need to express the *Profile of a Virginia Graduate* in straightforward and easy-to-understand language and provided suggestions for further clarity and revisions. The members then reviewed proposals for further development and implementation of the Profile, described in detail in the attached report.

Areas of Board Consensus:

1. Expand career exposure, exploration, and planning. The Board endorsed expanding opportunities for career exposure, exploration, and planning for students. An approach to expansion may include a sequential compilation of expectations to include elementary exposure; middle grades exploration (including the Career Investigation Course), and high school focus. Student career exploration, exposure, and planning activities would be documented and reviewed in the Academic Career Plan, which will serve as a guiding document through middle school and high school.
2. Encourage internships and work-based learning for all students. The Board endorsed the use of internships and work-based learning as viable means to meet graduation requirements and to earn standard credits. School divisions would be supported in the use of the existing models and guidelines for implementation.
3. Create a category of "requirements" for diploma expectations. The Board endorsed using "requirements" to name expectations for graduation, which may be established by the Board of Education or the General Assembly, but which does not fall under the current categories of standard or verified credits. "Requirements" are certified as completed by the local school/school division by criteria established by the local school board. These expectations currently include legislative directives as follows:
 - Completion of a virtual course (Standard and Advanced diploma)
 - Training in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators (Standard and Advanced diploma)

- Earning a Board-approved career and technical education credential (Standard diploma)
 - Completion of two sequential electives chosen from a concentration of courses (Standard diploma)
4. Expand the use of locally-developed performance assessments and reduce the number of verified credits. The Board endorsed expanding the use of locally-developed performance assessments and reducing the number of verified credits needed for both the Advanced Studies and Standard Diploma to four. Students would be required to verify four credits (one in each of the core content area of mathematics, English, Science, and History/Social Science) prior to graduation. Locally developed performance assessments applied according to Board guidelines may be used by school divisions to verify the credit in history and social science.

Public comments on the *Profile of a Virginia Graduate*, these proposals and pending ones will be elicited through various methods, including public hearings held in the summer of 2016, postings to the Department of Education's Web site, and written correspondence.

Board discussion:

- Mrs. Atkinson summarized the discussion from the Board's Accountability Committee Meeting Wednesday, June 22, 2016.
- Mrs. Dillard said the section on community engagement and civic responsibility needs revised language.

The Board of Education received the report.

DISCUSSION OF CURRENT ISSUES

Mrs. Wodiska noted that U.S. Department of Education Secretary John B. King and USDA Secretary Tom Vilsack met with Governor McAuliffe and Mrs. McAuliffe to open the season for summer meals for students. Mrs. Wodiska said Governor McAuliffe and Mrs. McAuliffe initiated a texting campaign to assist parents in locating summer meal sites. Mrs. Wodiska said local summer meal sites can be found by texting FOOD to 877877, press enter, and type the zip code or address. Once the zip code or address is entered it will prompt the person to the closest meal site in that area.

Mr. Dillard said he hopes the Board of Cosmetology and Department of Education could reach an agreement on the hours of instruction required for Cosmetology. Mr. Dillard was referring to the speaker during public comment representing several Barbering/Cosmetology programs in the Commonwealth of Virginia.

DINNER MEETING

The Board met for a public dinner on Wednesday, June 22, 2016, at 6:00 p.m., at the Berkley Hotel with the following members present: Mrs. Atkinson, Dr. Baysal, Dr. Cannaday, Mr. Dillard, Mr. Gecker, Mrs. Lodal, Mr. Romero and Mrs. Wodiska. The following department staff also attended: Dr. Steven Staples, superintendent of public instruction, and Melissa Luchau, director of board relations. Members discussed pending Board agenda items. No votes were taken, and the dinner meeting ended at 8:00 p.m.

EXECUTIVE SESSION

Mrs. Wodiska 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 and Mona Siddiqui, legal counsel to the Virginia Board of Education and Kathryn Desai, Intern, Office of Attorney General; as well as staff members, Dr. Steven Staples, Patty Pitts, Nancy Walsh, and Chris Fillmore. The motion was seconded by Mrs. Atkinson and carried unanimously. The Board went into Executive Session at 11:05 a.m.

Mrs. Wodiska made a motion that the Board reconvene in open session. The motion was seconded by Mr. Dillard and carried unanimously. The Board reconvened at 12:05 p.m.

Dr. Cannaday 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 Mrs. Atkinson and carried unanimously.

Board Roll call:

Mrs. Lodal – Yes
Mr. Dillard – Yes
Mrs. Wodiska – Yes
Dr. Cannaday – Yes
Mrs. Atkinson – Yes
Dr. Baysal – Yes
Mr. Gecker – Yes
Mr. Romero - Yes

The Board made the following motion:

- Mrs. Wodiska made a motion to issue a license in Case #1. The motion was seconded by Mr. Dillard and carried unanimously.

ADJOURNMENT OF THE BUSINESS SESSION

There being no further business of the Board of Education, Dr. Cannaday adjourned the meeting at 12:07 p.m.



President