

# COMMONWEALTH of VIRGINIA

## Board of Education Agenda



**Date of Meeting:** February 21, 2008

**Time:** 9 a.m.

**Location:** Jefferson Conference Room, 22<sup>nd</sup> Floor, James Monroe Building  
101 North 14<sup>th</sup> Street, Richmond, Virginia

**9:00 a.m. FULL BOARD CONVENES**

**Moment of Silence**

**Pledge of Allegiance**

**Election of Officers: President and Vice President of the Board of Education, 2008-2010**

**Approval of Minutes of the January 10, 2008, Meeting of the Board**

**Resolutions/Recognitions**

Resolution of Recognition presented to Virginia's 2007 Milken Family Foundation National Educator Award Recipients:

- Kimberly L. Colbert, biology and life science teacher, Fred D. Thompson Middle School, Richmond City Public Schools, and
- Amy Macaleer, mathematics teacher, Battlefield High School, Prince William County Public Schools

**Public Comment**

**Action/Discussion Items**

- A. Report from the Board of Education's 2007-2008 Student Advisory Committee
- B. First Review of Rescinding Current English Language Proficiency (ELP) Standards of Learning and Approval of World-Class Instructional Design and Assessment (WIDA) ELP Standards
- C. First Review of the Proposed Standards for the Governor's Career and Technical Education Exemplary Standards Awards

## **Report**

- D. Report from the Board of Education's Charter School Application Review Committee on a Proposed Public Charter School Application from the Patrick Henry School of Science and Arts in Richmond, Virginia
- E. Report on Status of 2008 General Assembly Actions

**DISCUSSION OF CURRENT ISSUES** - by Board of Education Members and Superintendent of Public Instruction

## **EXECUTIVE SESSION**

## **ADJOURNMENT**

## **IMMEDIATELY FOLLOWING ADJOURNMENT OF BUSINESS SESSION:**

- Public Hearing: Career and Technical Education State 5-Year Plan

### **PUBLIC NOTICE**

The Board of Education members will meet for dinner at 6:30 p.m. at the Crowne Plaza Hotel on Wednesday, February 20, 2008. Items for the Board agenda may be discussed informally at that dinner. No votes will be taken, and it is open to the public. The Board president reserves the right to change the times listed on this agenda depending upon the time constraints during the meeting.

### **GUIDELINES FOR PUBLIC COMMENT**

1. The Board of Education is pleased to receive public comment at each of its regular monthly meetings. In order to allow the Board sufficient time for its other business, the total time allotted to public comment will generally be limited to thirty (30) minutes. Individuals seeking to speak to the Board will be allotted three (3) minutes each.
2. Those wishing to speak to the Board should contact Dr. Margaret Roberts, Executive Assistant for Board Relations at (804) 225-2924. Normally, speakers will be scheduled in the order that their requests are received until the entire allotted time slot has been used. Where issues involving a variety of views are presented before the Board, the Board reserves the right to allocate the time available so as to insure that the Board hears from different points of view on any particular issue.
3. Speakers are urged to contact Dr. Roberts in advance of the meeting. Because of time limitations, those persons who have not previously registered to speak prior to the day of the Board meeting cannot be assured that they will have an opportunity to appear before the Board.
4. In order to make the limited time available most effective, speakers are urged to provide multiple written copies of their comments or other material amplifying their views.

# Board of Education Agenda Item

Item: \_\_\_\_\_ A. \_\_\_\_\_

Date: February 21, 2008

**Topic:** Report from the Board of Education's 2007-2008 Student Advisory Committee

**Presenters:** Mrs. Isis M. Castro and Mrs. Eleanor B. Saslaw, Members of the Board of Education and Sponsors of the Student Advisory Committee

**Origin:**

Topic presented for information only (no board action required)

Board review required by  
 State or federal law or regulation  
 Board of Education regulation  
 Other: \_\_\_\_\_

Action requested at this meeting

Action requested at future meeting:

**Previous Review/Action:**

No previous board review/action

Previous review/action  
date:  
action:

**Background Information:** Members of the 2007-2008 Student Advisory Committee were selected from more than 160 nominations received in November 2007 from public middle and high schools across the state. Each public middle school and high school was eligible to nominate one student for consideration. Statewide student organizations were also invited to submit nominees. The nominees completed an application packet that included letters of recommendation and essays.

Representatives of the Board of Education reviewed all applications and selected the new members according to Board of Education policy. The membership of the Student Advisory Committee is set forth in Article X of the Board of Education's bylaws. Of the 12 members of the Student Advisory Committee, one high school student is selected from each of the Department of Education's eight Superintendents' Study Group regions, and four middle school students are selected at-large (see attached membership list).

**Summary of Major Elements:** During the first meeting in December 2007, the members of the Student Advisory Committee discussed a broad spectrum of issues and concerns for students in the public schools across the state. From this discussion, the committee members selected three topics for in-depth study and divided into small work groups focused on the three topics.

At the committee's second meeting on February 20, 2008, the members will continue their discussions and formulate preliminary findings.

At the February 21<sup>st</sup> Board of Education meeting, the members of the Student Advisory Committee will be introduced and will present a summary of the topics selected for in-depth study.

**Superintendent's Recommendation:** N/A

**Impact on Resources:** Department of Education funds are used to support the work of the Student Advisory Committee by reimbursing for travel and other expenses related to the committee's meetings.

**Timetable for Further Review/Action:** Following receipt of the final report and recommendations of the 2007-2008 Student Advisory Committee, the Board of Education will set a timetable for follow-up actions and discussions.

## Members of the 2007-2008 Student Advisory Committee

Anna E. Akers-Pecht  
The Governor's School of Southside Virginia  
200 Daniel Road  
Keysville, VA 23947

Patrick C. Curtis  
William Fleming High School  
3649 Ferncliff Avenue, NW  
Roanoke, VA 24017

Christina (Christy) E. Darling  
Atlee High School  
9414 Atlee Station Road  
Mechanicsville, VA 23116

Shannon E. Farrow  
Ni River Middle School  
11632 Catharpin Road  
Spotsylvania, VA 22553

Yon K. (Daniel) Jang  
River Bend Middle School  
46240 Algonkian Parkway  
Sterling, VA 20165

Nitin R. Nainani  
Chickahominy Middle School  
9450 Atlee Station Road  
Mechanicsville, VA 23116

Corinna L. Pan  
Thomas Jefferson High School  
for Science and Technology  
6560 Braddock Road  
Alexandria, VA 22312

Sean R. Poppen  
Greenbrier Middle School  
1016 Greenbrier Parkway  
Chesapeake, VA 23320

Andrew (Drew) L. Proffitt  
John S. Battle High School  
21264 Battle Hill Drive  
Bristol, VA 24202

Brielle T. Spencer  
Heritage High School  
3020 Wards Ferry Road  
Lynchburg, VA 24502

Sandra (Sandy) E. Suhling  
North Stafford High School  
839 Garrisonville Road  
Stafford, VA 22554

Hannah L. Wagner  
Western Branch High School  
1968 Bruin Place  
Chesapeake, VA 23321

# Board of Education Agenda Item

Item: B.

Date: February 21, 2008

**Topic:** First Review of Rescinding Current English Language Proficiency (ELP) Standards of Learning and Approval of World-Class Instructional Design and Assessment (WIDA) ELP Standards

**Presenter:** Roberta Schlicher, Director, Program Administration and Accountability

**Telephone Number:** (804) 225-2870

**E-Mail Address:** Roberta.Schlicher@doe.virginia.gov

## Origin:

Topic presented for information only (no board action required)

Board review required by  
 State or federal law or regulation  
 Board of Education regulation  
 Other: \_\_\_\_\_

Action requested at this meeting  Action requested at future meeting: March 19, 2008

## Previous Review/Action:

No previous board review/action

Previous review/action  
date November 20, 2002  
action Final Review of ELP Standards  
  
date September 26, 2007  
action First and Final Review of Adoption of ELP Assessment for 2008-2009

## Background Information:

On September 20, 2002, the Board adopted English Language Proficiency (ELP) Standards of Learning for English Language Learners (ELLs) as required by the *No Child Left Behind Act of 2001*. Subsequently, these standards were revised and presented for first review on September 27, 2006, and second review on July 25, 2007. No final action was taken by the Board on the revised ELP Standards of Learning. Consequently, the 2002 ELP Standards of Learning remain as the current Board-approved standards.

Additionally, on September 26, 2007, the Board adopted the ACCESS for ELLs® as the statewide English Language Proficiency assessment for 2008-2009. The ACCESS for ELLs® was developed by the World-Class Instructional Design Assessment (WIDA) consortium through a United States Department of Education (USED) Enhanced Assessment grant. Two requirements exist for states to implement the ACCESS for ELLs®. The requirements are: 1) joining the WIDA consortium; and 2) adopting the WIDA ELP standards.

Board action is required to rescind the 2002 ELP Standards of Learning and adopt the WIDA ELP standards in order for the state to meet the requirements for implementation of the ACCESS for ELLs®.

### **Summary of Major Elements**

The WIDA ELP standards support the English language development of English Language Learners (ELLs). The goal of the standards is to provide the foundation to enable ELLs to achieve academically in all content areas.

There are five WIDA ELP standards that are represented in the following grade clusters: Pre-K-K; 1-2; 3-5; 6-8; and 9-12. Additionally, each standard encompasses six levels of English language proficiency as well as four language domains. The levels of English language proficiency are: entering, beginning, developing, expanding, bridging, and reaching. The four language domains are: listening, speaking, reading, and writing. Finally, the standards contain both formative and summative model performance indicators.

Attachment A contains an overview of the WIDA ELP Standards.

### **Superintendent's Recommendation:**

The Superintendent of Public Instruction recommends that the Board of Education accept for first review the rescinding of the current English Language Proficiency (ELP) Standards of Learning and the adoption of the WIDA ELP standards.

### **Impact on Resources:**

This responsibility can be absorbed by the agency's existing resources at this time. If the agency is required to absorb additional responsibility related to this activity, other services may be impacted.

### **Timetable for Further Review/Action:**

The WIDA ELP standards will be presented to the Board for final review in March 2008. Following final review, the WIDA consortium will provide training to school divisions on implementation of the standards.

**Overview of World-Class Instructional Design and Assessment (WIDA)  
English Language Proficiency (ELP) Standards  
February 21, 2008**

The WIDA ELP standards support the English language development of English Language Learners (ELLs). The goal of the standards is to provide the foundation to enable ELLs to achieve academically in all content areas.

**The organization of the WIDA ELP standards includes:**

- Five English language proficiency standards that emphasize development of the language of social and instructional interactions, language arts, mathematics, science, and social studies
- Five grade level clusters – Pre-K-K, 1-2, 3-5, 6-8, and 9-12
- Six levels of language proficiency – Level 1, entering; Level 2, beginning; Level 3, developing; Level 4, expanding; Level 5, bridging; and Level 6, reaching
- Four language domains – listening, speaking, reading, and writing
- Formative and Summative Model Performance Indicators
- Example topics for each standard, grade cluster, and language domain

**The five WIDA ELP standards are as follows:**

Standard 1: English language learners communicate in English for **Social and Instructional** purposes within the school setting.

Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.

Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science**.

Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

**Each standard is organized according to the following format by grade clusters:**

Grade clusters: Pre-K-K, 1-2, 3-5, 6-8, and 9-12

|           | Example Topics (ET)* | Level 1 Entering              | Level 2 Beginning             | Level 3 Developing            | Level 4 Expanding             | Level 5 Bridging              | Level 6 Reaching              |
|-----------|----------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| Listening | (ET)*                | Formative and Summative MPI** |
| Speaking  | (ET)*                | Formative and Summative MPI** |
| Reading   | (ET)*                | Formative and Summative MPI** |
| Writing   | (ET)*                | Formative and Summative MPI** |

\* Example topics are representative of state academic content standards and student standards of national organizations, including the Teachers of English to Speakers of Other Languages, the National Council of Teachers of English, the International Reading Association, the National Council of Teachers of Mathematics, the National Research Council, and the National Council for Social Studies.

\*\* Model Performance Indicators (MPI) include three elements: language function, example topic (content-related), and support (sensory, graphic, and interactive).

**Correlation of WIDA Standards to ACCESS for ELLs (ELP assessment):** Approximately one-third of the test items for the ACCESS for ELLs are replenished each year. The test developers use the formative and summative frameworks as a foundation for developing the test items.

# Board of Education Agenda Item

Item: C.

Date: February 21, 2008

**Topic:** First Review of the Proposed Standards for the Governor's Career and Technical Education Exemplary Standards Awards Program

**Presenter:** Dr. Linda M. Wallinger, Assistant Superintendent for Instruction  
Dr. Emily Richardson, President, Virginia Career Education Foundation

**Telephone Number:** (804) 225-2034  
(804) 615-1505

**E-Mail Address:** [Linda.Wallinger@doe.virginia.gov](mailto:Linda.Wallinger@doe.virginia.gov)  
[vcef@cox.net](mailto:vcef@cox.net)

**Origin:**

Topic presented for information only (no board action required)

Board review required by

State or federal law or regulation

Board of Education regulation

Other: Requirement of Virginia's Proposal to the National Governors Association Center for Best Practices Science, Technology, Engineering, and Mathematics Center Grant Program

Action requested at this meeting  Action requested at future meeting: March 19, 2008

**Previous Review/Action:**

No previous board review/action

Previous review/action

date \_\_\_\_\_

action \_\_\_\_\_

**Background Information:**

Virginia has received a \$500,000 grant from the National Governors Association (NGA) Center for Best Practices to improve science, technology, engineering, and mathematics (STEM) education. There are two major activities to be accomplished under the terms of the grant: 1) the development of Governor's Career and Technical Academies and 2) the creation of the Governor's Career and Technical Education Exemplary Standards Awards Program.

The Board of Education approved the criteria to establish a Governor's Career and Technical Education Academy at its meeting on November 29, 2007. The first Academies are expected to submit their proposals for approval during the spring of 2008.

The Virginia Career Education Foundation (VCEF), a public-private partnership in the Commonwealth, has been charged with the development of exemplary standards to be used in the administration of the Governor's Career and Technical Education Exemplary Standards Awards Program. As outlined in Virginia's proposal to the NGA, this program is a "criterion-referenced process that involves the faculty of higher education and business partners in examining the curriculum and outcomes to ensure

continuous improvement of the quality of individual career and technical education programs. Programs will assemble evidence to demonstrate program quality, significance, and effectiveness, to be validated by external partners from industry and postsecondary education.” The grant proposal also requires the Board of Education, which is also Virginia’s Board of Career and Technical Education, to approve the standards on which the awards program will be based.

As a recognized leader in promoting career and technical education in Virginia, the VCEF works with multiple stakeholders to provide strong networks among educators and business leaders. The organization drew on its connections across the Commonwealth to establish a working group of knowledgeable professionals from K-12 education, higher education, and business and industry to develop the attached proposed standards and indicators for the Governor’s Career and Technical Education Exemplary Standards Awards Program.

### **Summary of Major Elements**

The Governor’s Career and Technical Education Exemplary Standards Awards Program is based on twelve standards, each with accompanying indicators or benchmarks. The standards are grouped into three areas: Program Excellence, Educational Significance, and Evidence of Effectiveness and Success.

### **Superintendent's Recommendation:**

The Superintendent of Public Instruction recommends that the Board of Education accept for first review the proposed standards for the Governor’s Career and Technical Education Exemplary Standards Awards Program.

### **Impact on Resources:**

The Virginia Career Education Foundation has received funding from Virginia’s NGA STEM grant to support the creation of the Governor’s Career and Technical Education Exemplary Standards Awards Program.

### **Timetable for Further Review/Action:**

The standards will be presented to the Board of Education for final review in March.



# *Virginia Governor's* **CAREER & TECHNICAL EDUCATION EXEMPLARY STANDARDS AWARDS PROGRAM**

## **Criteria for Identifying Exemplary Programs**

In determining an exemplary program, the evaluation criteria will include program excellence, educational significance, evidence of effectiveness and success, and replicability/usefulness to others.

### **A. Program Excellence**

#### **Standard 1: Learning goals and objectives are clear, challenging, and measurable.**

- Indicator 1a. Goals and objectives are clearly stated, realistic, and measurable.
- Indicator 1b. Goals and objectives are based on current research and successful practice.
- Indicator 1c. Goals and objectives reflect high expectations for learner achievement.
- Indicator 1d. Goals and objectives are aligned with the mission and vision of the institution.
- Indicator 1e. Goals and objectives emphasize higher-order thinking skills and problem solving.

#### **Standard 2: The program content aligns with learning goals and is accurate, current, and relevant.**

- Indicator 2a. The program is technologically current; provides opportunities for learners to use state-of-the-art technology within their industry area; and reflects the impact of technological advances within each chosen field.
- Indicator 2b. The learning environment reflects a positive climate.
- Indicator 2c. Curriculum and instruction are culturally and ethnically sensitive, free of bias, and reflect diverse learner interests and participation.
- Indicator 2d. The content and instruction emphasize development and understanding of all aspects of industry and the world of work, and include work-based learning experiences.

**Standard 3: The program is aligned with academic standards.**

Indicator 3a. The program goals, content, and assessments are aligned and integrated with appropriate local, state, and national academic standards.

Indicator 3b. The program ensures that students are prepared with academic knowledge and technical skills and are ready to transition into further education and/or the workplace.

**Standard 4: The program is aligned with industry standards and validated by Virginia business/industry representatives.**

Indicator 4a. The program goals, content, and assessments are aligned and integrated with appropriate state or national occupational or industry skill standards.

Indicator 4b. The program is validated by Virginia business/industry representatives.

Indicator 4c. The program goals, content, and assessments include Virginia's Workplace Readiness Skills and other appropriate employability skills and competencies.

Indicator 4d. The program is certified or recognized by industry, professional, and/or trade associations or state licensing agencies and can lead to postsecondary degrees, industry certifications, licensure, and other recognized credentials.

**Standard 5: Collaborations maintained with internal and external organizations as well as stakeholders who serve to strengthen the quality and effectiveness of the program.**

Indicator 5a. Strong, visible partnerships with measurable results are established and maintained with business, industry, and community collaborators. Various groups may become involved with the general program and curriculum planning, workplace learning experience development, and program improvement strategies.

Indicator 5b. Partnership agreements designed to address or meet various program goals have been developed and are being implemented effectively.

Indicator 5c. There is evidence of support from leaders from within and outside the organization.

Indicator 5d. Collaboration results in articulated and well-developed career pathways at the secondary and postsecondary levels.

## **B. Educational Significance**

### **Standard 6: The program addresses important individual, societal, and business/industry needs.**

- Indicator 6a. The program prepares learners to become productive citizens, leaders, and lifelong learners.
- Indicator 6b. The program contributes to local and regional workforce development and to the community's economic growth and development.
- Indicator 6c. The program promotes equity and equal access for all learners, including members of special populations and students preparing for non-traditional careers.

### **Standard 7: The program contributes to educational excellence for all learners and leads to other positive results or outcomes.**

- Indicator 7a. The program contributes to whole school or systemic reform.
- Indicator 7b. The program maintains an atmosphere of mutual respect and high expectations for all learners.
- Indicator 7c. The program contributes to increases in teacher/faculty knowledge of effective teaching and learning theory and practice.

### **Standard 8: The program design is innovative, dynamic, and reflective of current research.**

- Indicator 8a. The program design includes flexible delivery, career clusters and pathways, academic and technical integration, learner credentialing based on competency attainment vs. seat time, customization to meet individual student and/or employer needs.
- Indicator 8b. The instructional methods include authentic instruction and assessment, problem- and project-based learning, mentoring, and other practices that develop students' critical thinking skills.
- Indicator 8c. Professional development for the faculty and staff addresses identified needs for program improvement.

## **C. Evidence of Effectiveness and Success**

### **Standard 9: The program makes a measurable difference in learning for all program participants.**

- Indicator 9a. Learners demonstrate competency attainment in required academic, technical, and employability skills (Virginia's Workplace Readiness Skills), as evidenced by recognized standards-based assessments.

Indicator 9b. Learners are able to perform acquired skills as evidenced by licensure, certification, credentialing, proficiency tests, and/or other recognized assessments.

Indicator 9c. Students successfully transition into further education or training, the workforce, or military service.

Indicator 9d. The gap in achievement among groups of students is narrowed.

**Standard 10: The program exceeds identified performance goals.**

Indicator 10a. Program data show that it exceeds local, state, and federal identified performance measures.

**Standard 11: A systematic evaluation process ensures the program's continuous improvement.**

Indicator 11a. The program evaluates learner and program performance using valid outcome measures.

Indicator 11b. The program solicits external stakeholders' feedback for program improvement.

Indicator 11c. The program solicits learner feedback to improve the program.

Indicator 11d. The program solicits staff feedback in identifying needs and assessing continuous improvement strategies.

Indicator 11e. Formative and summative information is collected and used to improve programs.

**Standard 12: The whole program, the process, or significant elements of the program can be successfully implemented, adopted, or adapted in other educational settings.**

Indicator 12a. The program has clear instructions and sufficient resources to ensure it can be replicated.

Indicator 12b. The program has sufficient documentation and specifies the conditions and resources needed for implementation.

Indicator 12c. The program's best practices are shared proactively and made available for duplication and adaptation in other settings.

# Board of Education Agenda Item

Item: \_\_\_\_\_ D. \_\_\_\_\_

Date: February 21, 2008

**Topic:** Report from the Board of Education's Charter School Application Review Committee on a Proposed Public Charter School Application from the Patrick Henry School of Science and Arts in Richmond, Virginia

**Presenter:** Mrs. Eleanor Saslaw, Board of Education Member and Chair of the Charter School Application Review Committee

**Origin:**

\_\_\_\_\_ Topic presented for information only (no board action required)

Board review required by  
 State or federal law or regulation  
\_\_\_\_\_ Board of Education regulation  
\_\_\_\_\_ Other: \_\_\_\_\_

Action requested at this meeting \_\_\_\_\_ Action requested at future meeting: \_\_\_\_\_

**Previous Review/Action:**

No previous board review/action

\_\_\_\_\_ Previous review/action  
date \_\_\_\_\_  
action \_\_\_\_\_

**Background Information:** Section 22.1-212.9 of the *Code of Virginia* provides that a public charter school applicant may submit its proposed charter application to the Board of Education for review and comment. The law stipulates that the Board shall examine the application for feasibility, curriculum, and financial soundness. At its July 21, 2004, meeting, the Board of Education adopted a process and approved criteria for examining charter school applications. As part of the process, a committee was established to evaluate applications based on the established criteria. The committee is required to submit a report to the Board of Education.

**Summary of Major Elements:** The Charter School Application Review Committee met on December 10, 2007, to examine the public charter school application submitted by the Patrick Henry School of Science and Arts in Richmond, Virginia. The committee reviewed the application based on the criteria established by the Board and stipulated in the law. Attachment A contains the summary report prepared by the committee. The full report has been transmitted to the Patrick Henry School of Science and Arts, with copies to the chair of the Richmond City School Board, the superintendent of Richmond City Public Schools, and the executive director of the Virginia School Boards Association.

**Superintendent's Recommendation:** The Superintendent of Public Instruction recommends that the Board of Education receive the report from the Charter School Application Review Committee.

**Impact on Resources:** There is a minimum impact on resources. The agency's existing resources can absorb costs at this time.

**Timetable for Further Review/Action:** No further action is required at this time.

**Virginia Board of Education's  
Charter School Application Review Committee**

**Summary Report for Application Submitted by the  
Patrick Henry School of Science and Arts  
Richmond, Virginia**

**February 21, 2008**

The Charter School Application Review Committee met on December 10, 2007, to examine the public charter school application submitted by the Patrick Henry School of Science and Arts in Richmond, Virginia. The committee reviewed the application for the following criteria established by the Board of Education and stipulated in the *Code of Virginia*: 1) feasibility, 2) curriculum, and 3) financial soundness. A summary of the committee's findings follows.

**Area 1: Feasibility**

Under the area of feasibility, the applicant addressed the four required topics. These topics were: 1) mission statement; 2) goals and educational objectives that meet or exceed the Standards of Learning; 3) evidence of support from parents, teachers, pupils, and residents of the school division in support of the formation of the charter school; and 4) statement of need. The committee made suggestions for the applicant in each of these areas.

**Area 2: Curriculum**

Under the area of curriculum, the applicant addressed the four required topics. These topics were: 1) the public charter school's educational program; 2) pupil performance standards; 3) pupil evaluation including assessments, timeline, and corrective action; and 4) a timeline for the achievement of the stated standards and goals and a procedure for corrective action if student performance falls below the stated standards and goals. The committee made suggestions for the applicant in each of these areas.

**Area 3: Financial Soundness**

Under the area of financial soundness, the applicant addressed the one required topic: a financial plan that included evidence of economical soundness, a proposed budget, and an annual audit. The committee made suggestions for the applicant in this area.



The forecast of sales tax revenue for public education is reduced for fiscal years 2008 through 2010; this results in an off-setting increase in the state and local shares of Basic Aid costs. The net reduction in state funding is \$5.7 million in FY08, \$10.9 million in FY09, and \$14.7 million in FY10. Funding for VRS retirement is reduced by \$15.2 million in FY09 and \$15.4 million in FY10 by reducing the employer contribution rate from 9.35% to 8.81%.

The Governor's plan also recommends a \$55 million reduction in the School Construction Grants Program funding over the 2008-2010 biennium, and shifts 50% (\$165.7 million over the biennium) of locally distributed lottery proceeds to fund the state share of Basic Aid. The Governor also proposes reductions (\$4.6 million in FY09; \$5.5 million in FY10) in the expansion funding for the Virginia Preschool Initiative by recognizing 75% (vs. 100%) of reduced lunch students in the funding formula.

Please note that the funding changes recommended by the Governor on February 12 are not actual amendments to the introduced budget bills (HB/SB 29 and HB/SB 30) that are before the General Assembly for action. They are recommendations only and do not alter the budget bills introduced by the Governor in December. Detail on the Governor's recommended budget reduction plan is available at: <http://www.governor.virginia.gov/Initiatives/Legislation2008/CombinedPlan02-12-08.pdf>.

### **Summary of Major Elements**

The House and Senate are scheduled to release their respective changes to the introduced budgets on February 17, 2008. This report will provide Board members with a summary of the House and Senate budget versions to be adopted by their respective bodies. The status of key education bills also will be summarized.

**Superintendent's Recommendation:** The Superintendent of Public Instruction recommends that the Board of Education accept the report.

**Impact on Resources:** The final actions of the General Assembly will determine fiscal impact.

**Timetable for Further Review/Action:** None