

COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
RICHMOND, VIRGINIA

MINUTES

ANNUAL PLANNING SESSION

April 27, 2011

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

Mrs. Eleanor B. Saslaw, President
Mr. David M. Foster, Vice President
Mrs. Betsy B. Beamer
Dr. Billy K. Cannaday, Jr.

Mr. David L. Johnson
Mr. K. Rob Krupicka
Dr. Virginia L. McLaughlin
Mrs. Winsome E. Sears

Dr. Patricia I. Wright, Superintendent of
Public Instruction

Mrs. Saslaw called the meeting to order at 1 p.m.

INTRODUCTORY REMARKS

Mrs. Saslaw opened the meeting by welcoming the audience members, including CTE Advisory Committee members. Mrs. Saslaw said that every two years the Board of Education updates the five-year Comprehensive Plan. The present plan, 2011 to 2016, is a way of looking back on goals to see what the Board has accomplished and redirecting resources and policies as needed to continue providing a framework for continued progress toward student achievement.

Mrs. Saslaw added that the Board's goals are to afford every child in the Commonwealth lifelong academic and career achievement. The Virginia Career and College Ready Initiative set that goal. Virginia's achievement statistics in most categories puts the state among the top five states in the country. To compete in a global economy, Virginia still has to do more. This plan is the framework that will guide Virginia's educational policies and directions.

OVERVIEW OF PRESENTATION TOPICS

Dr. Wright gave an overview of the topics staff will present during the planning session. Dr. Wright said that the main topic of discussion will focus on college and career readiness. The Board will be updated on new data to include the following: graduation rates, closing the achievement gap, Science, Technology, Engineering, and Mathematics (STEM) programs, state assessment programs, and the Board's Comprehensive Plan.

REPORTS AND PRESENTATIONS

HIGHLIGHTS OF PROGRESS IN MEETING BOARD OF EDUCATION OBJECTIVES

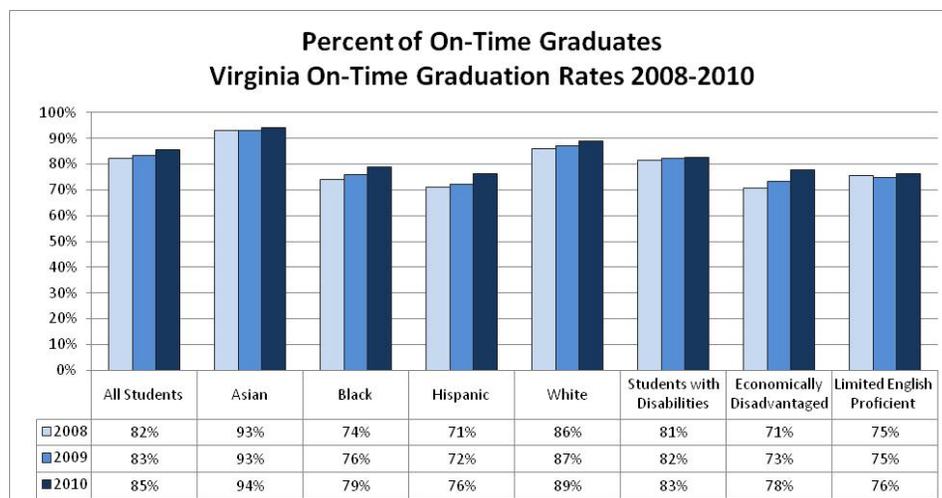
Dr. Deborah Jonas, executive director of research and strategic planning, presented this item. Dr. Jonas' PowerPoint presentation included the following:

Overview

- Comprehensive Plan includes metrics to assess the Board's progress towards meeting objectives and the state of public PK-12 education in Virginia.
- Metrics are reported comprehensively each fall in the Board's annual report.
- The report includes qualitative and quantitative measures.

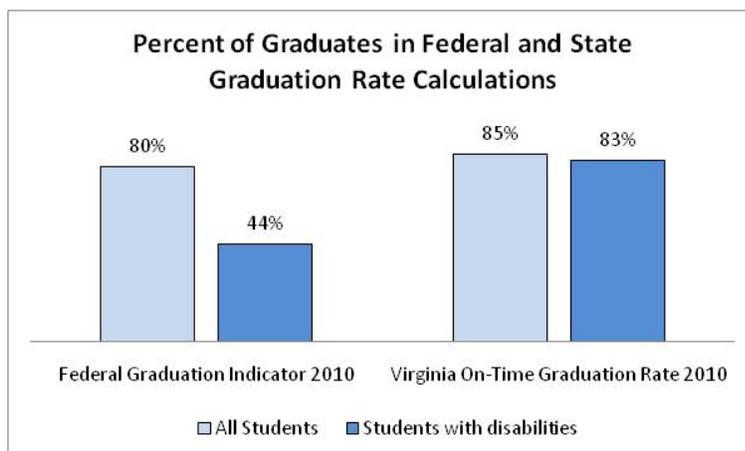
High School Graduation Rates

- Virginia's On-Time Graduation Rate (OTGR)
 - Recognizes all Board of Education-approved Diplomas.
 - Includes adjustments for students who under federal and state law may take longer than four years to earn a diploma.
 - Students with disabilities and English language learners who graduate in more than four years count as "on-time" using the formula agreed upon under the National Governors Association compact and adopted by the Board in November 2006.
- OTGR cohort is used as the basis for Virginia's Graduation and Completion Index.
- The Graduation and Completion Index will be included in high school accreditation determinations for the first time in fall 2011.

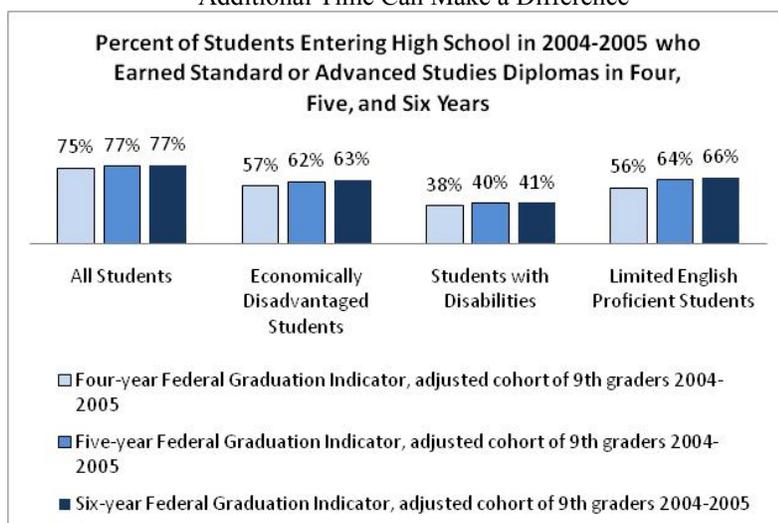


Federal Graduation Indicator

- Used in federal accountability determinations as of fall 2010.
- Relies on a formula prescribed in federal regulations.
- Recognizes Standard and Advanced Studies Diplomas only.
- Does not permit adjustments for students who, under federal and state law, may take more than four years to graduate.



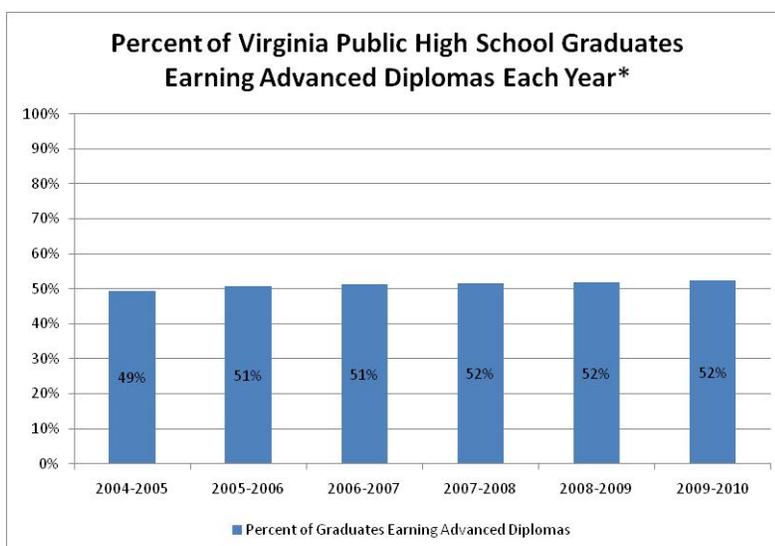
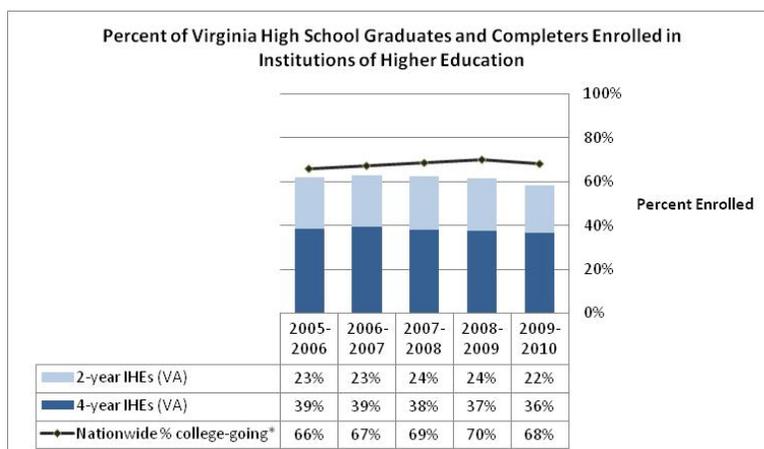
Additional Time Can Make a Difference



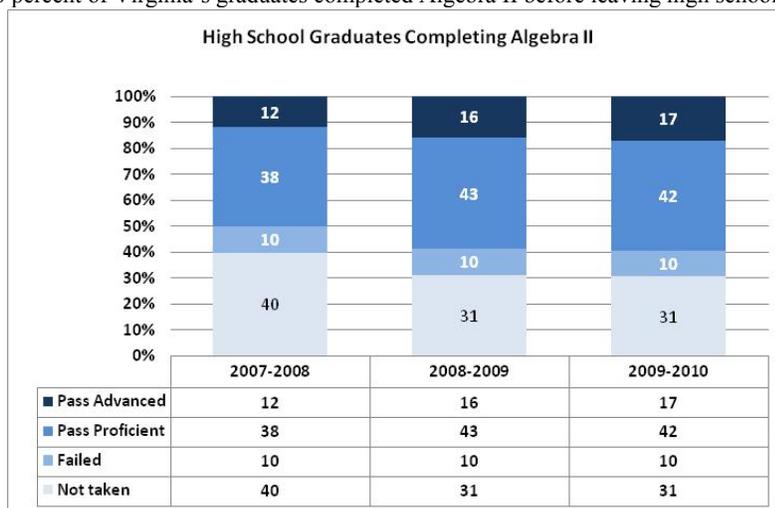
COLLEGE AND CAREER READINESS

Indicators of College Readiness in Virginia*	
Coursework	<ul style="list-style-type: none"> * Algebra II * Lab science (e.g., chemistry) * Participation in: <ul style="list-style-type: none"> - Dual enrollment - Advanced placement courses - International Baccalaureate (IB) programs
Diploma Type	<ul style="list-style-type: none"> * Advanced Studies
SOL Scores	<ul style="list-style-type: none"> * Reading: Advanced * Writing: Advanced * Algebra I: Advanced * Geometry: Advanced * Algebra II: Advanced or Near Advanced
Other	<ul style="list-style-type: none"> * College ready on external assessments (e.g., SAT, ACT)

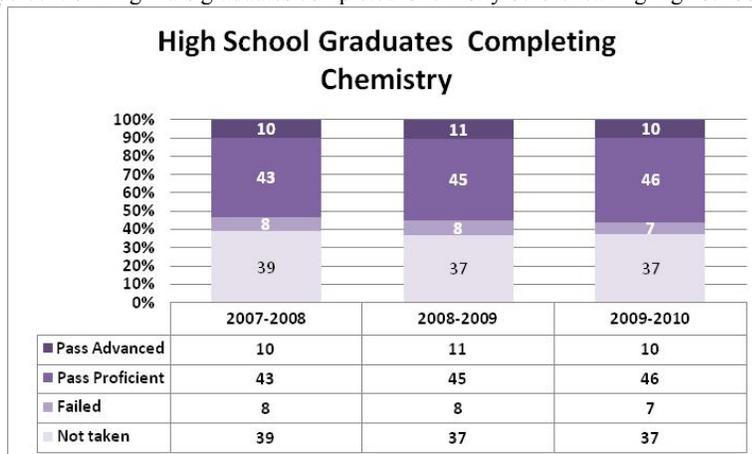
Indicators are based on analyses of data from two- and four-year Colleges, including enrollment and course taking patterns.



Nearly 70 percent of Virginia's graduates completed Algebra II before leaving high school in 2010.



Approximately 63 percent of Virginia's graduates completed Chemistry before leaving high school in 2010.



Average SAT scores in Virginia are higher than the national average.

	Group	2000	2009	2010	One Year Change	10 Year Change
Critical Reading	Virginia	506	509	511	2	5
	Nation	502	497	498	1	-4
Mathematics	Virginia	498	511	513	2	15
	Nation	510	510	511	1	1
Writing	Virginia	NA	495	496	1	NA
	Nation	NA	487	488	1	NA

Source: College Board: Virginia College Readiness Indicators August/September 2010

Virginia ranks 7th on SAT average total score among states with participation rates of at least 50%.

Rank	State & Participation Rate	Average Total Score	Average Critical Reading Score	Average Mathematics Score	Average Writing Score
1	Washington (54%)	1564	524	532	508
2	New Hampshire (77%)	1554	520	524	510
3	Massachusetts (86%)	1547	512	526	509
4	Oregon (54%)	1546	523	524	499
5	Vermont (66%)	1546	519	521	506
6	Connecticut (84%)	1536	509	514	513
7	Virginia (67%)	1521	512	512	497
8	California (50%)	1517	501	516	500
9	New Jersey (76%)	1506	495	514	497
10	Maryland (70%)	1502	501	506	495

Source: 2010 SAT Trends. Mean SAT Scores by State, All Schools.

Virginia ranks 7th on ACT average composite score among states with participation rates of at least 20%.

Rank	State	Percent of Graduates Tested	Average Composite Score	Average English Score	Average Math Score	Average Reading Score	Average Science Score
1	Massachusetts	21	24	24	24.3	24.2	23.1
2	Connecticut	24	23.7	23.8	23.5	23.9	22.9
3	New York	27	23.3	22.7	23.6	23.3	23.1
4	Vermont	26	23.2	22.8	22.8	23.7	22.8
5	Minnesota	70	22.9	22.3	22.9	23.2	22.8
6	Indiana	26	22.3	21.7	22.4	22.6	21.9
7	Virginia	22	22.3	22	22.1	22.5	21.9
8	Iowa	60	22.2	21.8	21.8	22.6	22.3
9	California	22	22.2	21.7	22.9	22.3	21.5
10	Nebraska	73	22.1	21.8	21.6	22.4	22

Source: ACT: Average ACT Scores by State, Data for the Class of 2010.

Virginia students rank third in Nation in achievement on Advanced Placement tests in 2010.

National Rank	State	Percent of Seniors scoring 3 or higher on an AP Exam at any point in high school in 2010
1 st	Maryland	26.4%
2 nd	New York	24.6%
3rd	Virginia	23.7%
4 th	Connecticut	23.2%
5 th	Massachusetts	23.1%
6 th	California	22.3%
7 th	Florida	22.3%
8 th	Vermont	21.8%
9 th	Colorado	21.4%
10 th	Utah	19.2%

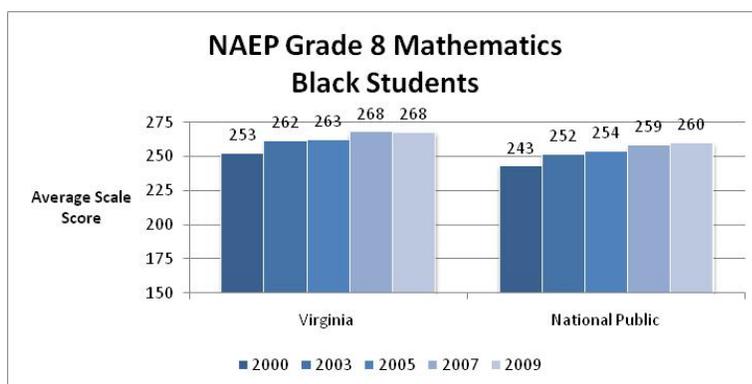
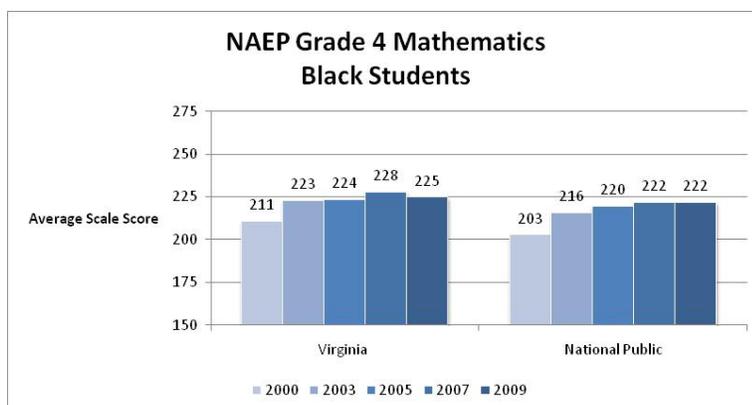
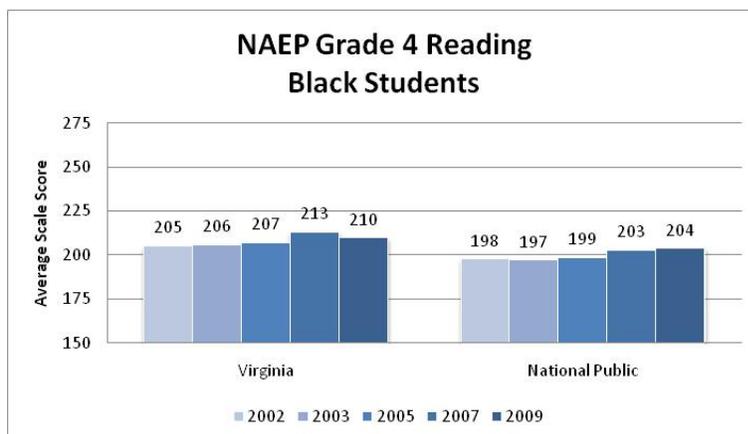
Are AP test takers representative of Virginia's graduating class?

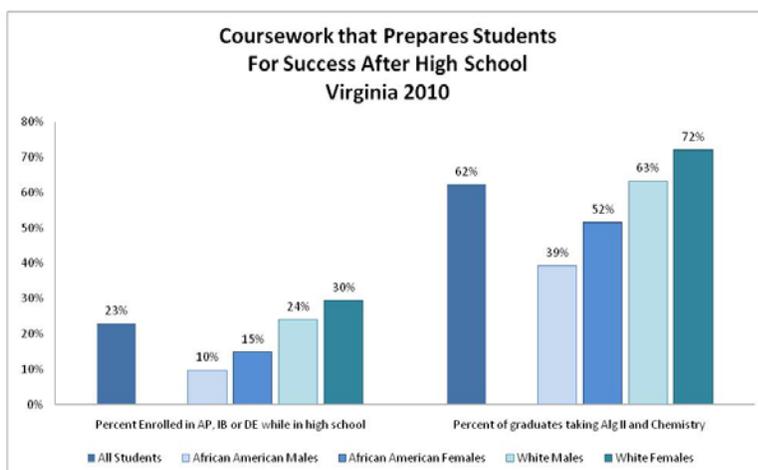
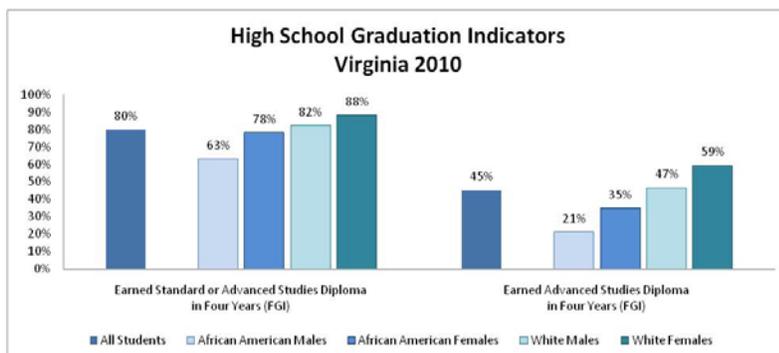
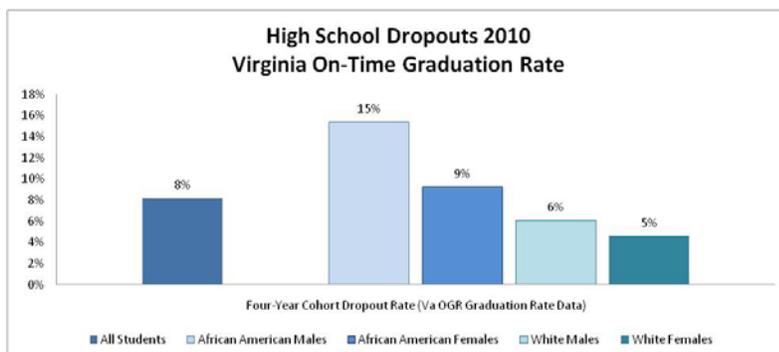
- College Board established "Equity and Excellence" indicators to determine how representative each state's AP test takers are relative to the population of the graduating class.
- College Board Equity and Excellence scores in Virginia
 - Hispanic students: 100 percent equity and excellence achieved.
 - African American students: 28.4 percent equity and excellence achieved.
- Higher "equity and excellence" scores indicate that the percentage of students participating and earning a score of 3 or better on at least one AP exam was closer to the percentage of that group in the high school graduating class.

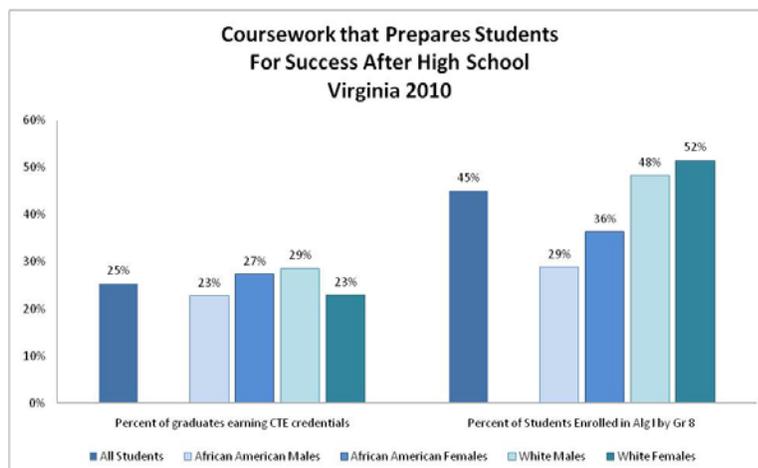
CLOSING THE ACHIEVEMENT GAP

Virginia's black students consistently outperform others across the country on NAEP

- Virginia's black students consistently outperform black students in the NAEP national public sample; one exception occurred in 2009 grade 8 reading.
- Each year since 2000, Virginia's black students outperformed black students nationwide on NAEP grades 4 and 8 mathematics and grade 4 reading.







Frequently Asked Questions: State and Federal Accountability for Graduation Rates in Virginia

1. How are graduation rates included in Virginia's state accountability system, the Standards of Accreditation?
 - Beginning with the accreditation ratings issued in the 2011-2012 school year, and based on data through the 2010-2011 school year, schools must meet a minimum threshold on the Board of Education-approved Graduation and Completion Index (GCI) and meet current pass-rate thresholds to be fully accredited. Schools accreditation ratings will be based on their current GCI or a three-year average GCI.
 - The GCI is calculated based on cohorts of students who start ninth grade in the same year and progress through high school. The GCI has differential weights based on the outcomes of students who graduate with Board of Education-approved diplomas, earn alternative completion credentials (GED or Certificate of Program Completion) or stay in school beyond their on-time year. For most students, on-time is four years. However, for certain students with disabilities and English language learners who are permitted more time to graduate in their IEP, the on-time year may be more than four years. Attachment A provides more detail about the index weightings.
 - To earn full accreditation, schools must have a Graduation and Completion Index of at least 85. Schools with an index that is less than 85 but at least 80 will be provisionally accredited in the first year. The minimum index required to earn provisional accreditation will increase the point each year. Provisional accreditation will no longer be issued beginning in the 2015-2016 school year.

2. What is the Virginia On-Time Graduation Rate?
 - The Virginia On-Time Graduation Rate is Virginia's official graduation rate, and is used to publically report school graduation rates. The rate is based on individual student-level data tracked over time that fully accounts for student mobility and retention patterns. The cohorts defined in the Virginia On-Time Graduation Rate form the basis for the cohorts in the GCI calculation.
 - The Virginia On-Time Graduation Rate was first reported in October 2008 for students who entered the ninth grade for the first time during the 2004-2005 school year. VDOE will annually publish graduation rates based on cohorts being enrolled in school for four, five, and six years.
 - The Virginia On-Time Graduation Rate is calculated by dividing the number of students earning a diploma in four years or less by the number of students who entered the ninth grade for the first time four years earlier (plus transfers in minus transfers out).

- The Virginia On-Time Graduation Rate recognizes the achievement of students who earn a diploma approved by the Board of Education (Advanced Studies, Standard, Modified Standard, Special and General Achievement).
 - The Virginia On-Time Graduation Rate includes adjustments for students who under federal and state law may take longer than four years to earn a diploma and still count as “on-time” graduates by assigning these students to the appropriate ninth-grade cohorts. For example, students with disabilities who entered the ninth grade for the first time in 2004-2005 and graduate in June 2009 would be assigned to the 2005-2006 ninth-grade cohort and counted as on-time graduates.
 - The Virginia On-Time Graduation Rate is disaggregated by student group to enhance public understanding and accountability.
 - Students who earn GEDs or Certificates of Completion are not dropouts; these students have earned non-diploma completion credentials. Therefore, these students do not count as graduates in the On-Time Graduation Rate.
3. How are graduation rates included in the federal accountability system?
- The federal graduation indicator (FGI) is one of 29 indicators that schools with a graduating class must meet to make adequate yearly progress (AYP). The “all student” subgroup must meet the statewide goal or the target for continuous and substantial improvement for the state, school divisions, and schools to meet the annual measurable objective for graduation rates. Subgroups must meet the goal or targets for continuous and substantial graduation rate improvement if they do not meet the AYP pass rate requirements.
 - To comply with federal regulations, in June 2010, the Virginia Board of Education established the statewide goal of 80 percent in either four, five, or six years. This means that schools, school divisions, and the state will meet the statewide goal if their four-year, or five-year, or six-year federal graduation indicator is 80 percent or higher. The FGI used in accountability ratings lags one year due to report timing.
 - To comply with federal regulations, in June 2010, the Virginia Board of Education established targets for continuous and substantial improvement that are equal to a 10 percent reduction in the percent of nongraduates from the previous year. Improvement targets are calculated on the four-year federal graduation indicator only.
 - As mandated by the US Department of Education, the FGI only includes Virginia’s standard and advanced diplomas.
4. How does the calculation of the federal graduation indicator differ from the Virginia On-Time Graduation Rate, which is the official graduation rate of the Commonwealth of Virginia?
- The Board of Education-approved Virginia On-Time Graduation Rate permits the following:
 - Students with disabilities who have plans in place that allow them more time to graduate are counted when they earn a diploma or otherwise exit high school. In the calculation, eligible students have their cohort adjusted to permit them more time to graduate.
 - English language learners who have plans in place that allow them more time to graduate are counted when they earn a diploma or otherwise exit high school. In the calculation, eligible students have their cohort adjusted to permit them more time to graduate.
 - All Board of Education-approved diplomas are included in the Virginia On-Time Graduation Rate. Current diplomas are:
 - ✓ Advanced-Studies Diploma
 - ✓ Advanced-Studies Technical Diploma
 - ✓ Standard Diploma
 - ✓ Standard Technical Diploma
 - ✓ Modified Standard Diploma
 - ✓ Special Diploma
 - ✓ General Achievement Diploma (GAD)
 - The Federal Graduation Indicator differs from the Virginia On-Time Graduation rate in the following ways:

- The federal indicator does not permit any students to have their cohort adjusted, regardless of language or disability status;
 - The federal indicator only includes Virginia’s standard and advanced studies diplomas.
5. When will the federal graduation indicator goal and targets for continuous and substantial improvement be used to make AYP determinations?
- AYP ratings calculated in the summer of 2010, and applied during the 2010-2011 school year will use the new formula, goals, and target calculation.
 - AYP determinations made in 2010 will not include data from a six-year federal graduation indicator. The six-year federal graduation indicator will be included in AYP determinations beginning in 2011.
6. How does the fifth or sixth year figure into the federal graduation indicator and AYP determinations?
- Virginia will report four-, five-, and six-year federal graduation indicators as they become available. Federal regulations permit states to use extended-year graduation rates in making AYP determinations.
 - Upon U.S. Department of Education approval, schools, school divisions, and the state can meet the federal graduation indicator (FGI) for purposes of making AYP determinations:
 - If the four-year FGI is ≥ 80 percent; or
 - If the five-year FGI is ≥ 80 percent; or
 - If the six-year FGI is ≥ 80 percent (note that this rate will not be available for calculations made in 2010, but will be available beginning in 2011); or
 - If the average four-year, five-year, or six-year FGI using up to three years of data ≥ 80 percent; or
 - If there is at least a 10 percent reduction in the percent of students who did not graduate with a standard or advanced studies diploma in four years compared to the prior year’s four-year FGI.
7. How are the three-year averages included in the federal accountability system?
- Up to three years of data will be aggregated to make AYP determinations when comparing the four-, five-, and six-year FGI to the statewide goal. They will not be calculated or considered for determining whether targets have been met.
 - In 2010, the calculation will aggregate the total number of students who graduated with standard or advanced studies diplomas in four years or less divided by the total number of students in two cohorts of graduates.
 - When data are available, averages will be calculated for the five-year, and six-year FGI.
8. Where can I find the graduation rate data?
- Authorized school and school division personnel can access the data from the Cohort Graduation application in VDOE’s Single Sign-On for Web Systems (SSWS) application. The application includes data for the Virginia On-Time Graduation Rate and the Federal Graduation Indicator. It will include the Graduation and Completion Index in the coming year.
 - The public can access the Virginia On-Time Graduation Rate data via the Web at: http://www.doe.virginia.gov/statistics_reports/graduation_completion/index.shtml.
 - VDOE will update the school, school division, and state report cards that are available on the Web to include the federal graduation indicator on report cards released in the summer of 2010.

Highlights of Revisions to the Regulations Establishing Standards for Accrediting Public Schools in Virginia

Point Values Assigned to Graduation and Completion Index in the SOA	
Diploma/Certificate	Point Value
Board recognized diplomas in SOA	100
GED	75
Still in School	70
Certificates of Program Completion	25

- Benchmark of 85 points must be met for full accreditation rating.
- Current index points or three-year trailing average of index points are the basis for ratings (same as current calculation for SOL pass rates).
- Accommodations exist for alternative accreditation plans.

Benchmarks for Graduation and Completion Index and Rating of Provisionally Accredited-Graduation Rate		
Academic Year	Accreditation Year	Point Value
2010-2011	2011-2012	80
2011-2012	2012-2013	81
2012-2013	2013-2014	82
2013-2014	2014-2015	83
2014-2015	2015-2016	84

The Provisionally Accredited-Graduation Rate Rating will not be awarded after the 2015-2016 accreditation year. Schools rated Provisionally Accredited-Graduation Rate must undergo an academic review.

VIRGINIA'S SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS (STEM) PROGRAMS

Mr. Lan Neugent, assistant superintendent for technology, career and adult education, introduced the following STEM directors:

- Vikki Wismer, GAITE Director, Kris Martini, Director of Career, Technical and Adult Education Arlington County Public Schools
- Kris Martini, Director of Career, Technical and Adult Education Arlington County Public Schools
- Shirley L. Bazdar, Director, Career and Technical Education

Following are excerpts from their PowerPoint presentations:

The Governor's Academy for Innovation, Technology and Engineering (GAITE)

Career Focus: Electrical Engineering Technology, Mechanical Engineering Technology
Partnerships: New Horizons Regional Education Centers (NHREC); Greater Peninsula Public School Divisions: Gloucester County, Hampton City, Newport News City, Poquoson City, Williamsburg-James City County, York County, Thomas Nelson Community College (TNCC), Old Dominion University (ODU), Virginia Space Grant Consortium, Northrop Grumman Corporation, The Apprenticeship School of Northrop Grumman, Cooperating Hampton Roads Organization for Minorities in Engineering (CHROME), Peninsula Council for Workforce Development, Peninsula Workforce Investment Board, and Peninsula Technical Preparation
Lead Entity: New Horizons Regional Education Centers
Fiscal Agent: Hampton City Public Schools
Contact: Vikki Wismer, GAITE Director
Number of Students Served: Approximately 75-100 students in grades 7 and 8; 150 students in grades 9 and 10; and 180 students in grades 11 and 12

Highlights of the Academy:

- A regional partnership facilitated by a Regional Education Center to establish regional and divisional programs focused initially on Electrical Engineering Technology and Mechanical Engineering Technology.
- The Virginia Space Grant Consortium will design and facilitate enrichment programs to include Engineering Technology Exploratory Saturdays and Engineering Technology Summer Camp.

- The Academy for Engineering Technology curriculum (eleventh and twelfth grades) will be aligned with Thomas Nelson Community College's and Old Dominion University's Engineering Technology degree programs.
- The Academy for Engineering Technology will be based in the school divisions, and courses will be offered at divisional high schools, NHREC, TNCC, and/or through distance learning.
- Students will earn college credits and industry credentialing as well as participate in a senior year internship, mentorship, or project learning experience.

Loudoun Governor's Career and Technical Academy

Career Focus: Plant Systems, Diagnostics Services, Therapeutic Services, Engineering and Technology, Facility and Mobile Equipment Management

Partnerships: Loudoun County Public Schools; Monroe Technology Center; Northern Virginia Community College; Shenandoah University; Virginia Polytechnic Institute and State University; George Washington University; REHAU; Fortessa, Inc.; Lockheed Martin; Metropolitan Washington Airports Authority; America Online, LLC; Loudoun County Economic Development, The Claude Moore Charitable Foundation; TELOS/Xacta Corporation; Hayes-Large Architects; Jerry's Automotive Group

Lead Entity: Loudoun County Public Schools

Fiscal Agent: Loudoun County Public Schools

Contact Person: Shirley L. Bazdar, Director, Career and Technical Education

Academy Location: The Loudoun Governor's Career and Technical Academy

Number of Students Served: One hundred twenty-five high school students will have the opportunity to enroll in the Academy for the 2008-2009 school year. Future plans are in place to expand and grow Academy programs.

Highlights of the Academy:

- Dual enrollment opportunities available through Northern Virginia Community College and Virginia Polytechnic Institute and State University. Future dual enrollment opportunities will be made available through the George Washington University and Shenandoah University.
- Academy students receive enhanced science, technology, engineering, and mathematics instruction via the staff development opportunities, curriculum enhancement, and partnerships with the Loudoun Academy of Science, as well as advisory and planning committee member participation.
- The Health Science cluster pathways contain two new and innovative pathway programs. Curriculum is currently being developed at the CTE Resource Center for these two pathways. The Medical Laboratory Technology and Radiology Technology pathway programs have been created through the support and partnership of the Claude Moore Charitable Foundation and the Inova Healthcare System.
- The Agriculture, Food and Natural Resources Plant Systems pathway is aligned with the global movement to develop more green technologies and practices to conserve and protect earth's natural resources.
- The Transportation, Distribution and Logistics Facility and Mobile Equipment Maintenance pathway will provide direct instruction in the development and maintenance of alternative fuels and hybrid vehicles.
- The Engineering and Technology pathway offers a digital visualization and animation program. This program prepares students to enter the evolving career fields of animation, gaming and software development, prototyping, and rendering.

Governor's Career and Technical Academy in Arlington (GCTAA)

Career Focus: Engineering and Technology, Audio and Video Technology and Film, (Health Sciences) Support Services, Information and Support Services, Facility and Mobile Equipment Maintenance

Partnerships: Northern Virginia Community College and Arlington County Public Schools are co-lead partners for the Governor's Career and Technical Academy in Arlington. Partners include The American Service Center; Arlington Employment Center; Passport Nissan; Nortel

Telecommunications; The American Youth Policy Forum; Viral Media Productions; and Virginia Polytechnic Institute and State University. Other supporters include The American Association of Community Colleges; Arlington Economic Development; DeVry University; Farrish of Fairfax; National Science Foundation; Nortel Telecommunications; Passport Chrysler; and Passport Infiniti.

Lead Entity: Northern Virginia Community College
Fiscal Agent: Northern Virginia Community College
Contact Person: Kris Martini, Director of Career, Technical and Adult Education
 Arlington County Public Schools

Academy Location: The Arlington Career Center

Number of Students Served: At least 50 students will be served during the 2008-2009 academic year, while up to 600 will be served at full implementation in the 2012-2013 academic year.

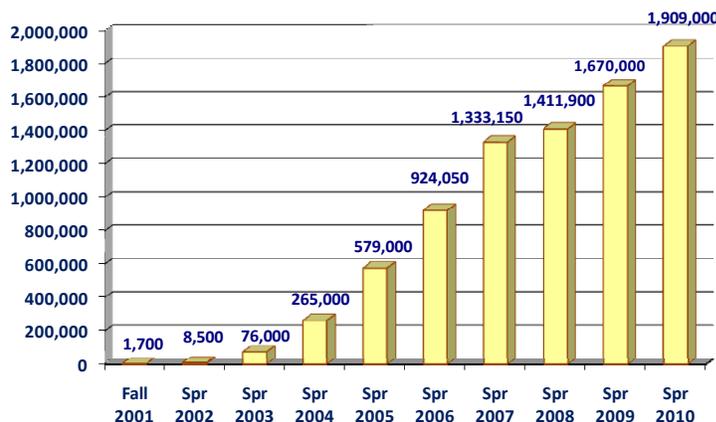
Highlights of the Academy:

- The Governor's Academy will be a joint secondary/postsecondary institution.
- Students can earn a college degree at no cost one year after high school graduation.
- Dual enrollment opportunities will exist for grades 11, 12, and beyond.
- Cross disciplinary pedagogy informed by Virginia Polytechnic Institute and State University's I-STEM Education program will be the major focus of staff development for teachers.
- The flexible academy model will incorporate several pathways beyond the initial five over time.
- Student job shadowing and internships will be available across a variety of disciplines.
- Required Stretch projects will introduce students to real work-related projects.
- Involved business partners will assist in keeping curriculum relevant.
- Summer college coursework will be available.
- Students will be better prepared for work and additional higher education opportunities.

UPDATE ON VIRGINIA’S STANDARDS OF LEARNING ASSESSMENT PROGRAM

Mrs. Shelley Loving-Ryder, assistant superintendent for student assessment and school improvement, presented this item. Mrs. Loving-Ryder’s PowerPoint presentation consisted of the following:

The Future of Virginia’s Assessment Program: Beyond Multiple-Choice
Online Testing in Virginia



2007 – 2008

Paper tests: 1,058,623 (39%)
 Online tests: 1,646,614 (61%)

2008 – 2009

Paper tests: 841,630 (31%)
 Online tests: 1,850,013 (69%)

2009 – 2010

Paper tests: 595,709 (22%)
 Online tests: 2,104,490 (78%)

Phase-Out of Paper/Pencil Testing

Language in the Appropriations Act requires that all SOL tests be administered online by:

- 2010-2011 for all high schools
- 2011-2012 for all middle schools
- 2012-2013 for all elementary schools

Phase-Out of Paper/Pencil Testing: Exceptions

SOL tests will continue to be available in a paper/pencil format for students with a documented need. Examples include:

- student attends school in a location where the required technology is not available to access an online test (e.g., outplaced students or those who are homebound).

Examples of Documented Needs for Paper/Pencil Testing

- The accommodation specified in the student's IEP, 504 Management Plan, or LEP Plan requires a paper test (e.g., Large-Print or Braille).
- The student has a documented medical condition such as a seizure disorder where exposure to a computer will aggravate the student's condition.
- Other exceptions must be approved by VDOE.

Use of Technology-Enhanced Items: Guiding Principles

- All SOL tests developed with online as primary delivery mode by 2012-2013.
- Include some technology-enhanced items in addition to multiple-choice.
- Technology-enhanced items computer-scored.

Implementation of Technology-Enhanced Items: 2010-2011

- Field test technology-enhanced mathematics items in online tests for grades 6, 7, 8 and Algebra I, Geometry, and Algebra II.
- Practice items for mathematics provided on VDOE Web site. Includes examples of new item types as well as demonstrating increased rigor.
- Guide for teachers to use with students to familiarize them with the functionality of the technology-enhanced items also on Web site.

Implementation of Technology-Enhanced Items: 2011-2012

- Technology-enhanced mathematics items "operational" for grades 6, 7, 8 and Algebra I, Geometry, and Algebra II.
- Field test technology-enhanced mathematics items for grades 3-5.
- Field test technology-enhanced items in reading and science as part of online test forms.
- Practice items and accompanying "teacher" guides provided via VDOE Web site.

Implementation of Online Writing Test: 2011-2012

- Large scale, stand-alone field test of online writing test in early spring 2012.
- Field test of writing prompts and multiple-choice items including some technology-enhanced items.
- Practice items and accompanying teacher's guide provided.

Virginia Modified Achievement Standard Test (VMAST)

- Intended for students with disabilities who are learning grade level content but who are not expected to achieve proficiency at same rate as non-disabled peers.
- Supports and simplifications recommended by Virginia educators added to existing online reading and mathematics items.

Virginia Modified Achievement Standard Test (VMAST)

- VMAST for grades 3-8 math and Algebra I field tested in spring 2011 and operational in spring 2012.
- VMAST for grades 3-8 reading and end-of-course reading field tested in spring 2012 and operational in spring 2013.

Phase Out of Virginia Grade Level Alternative (VGLA)

- Work-sample based on grade level assessment for students with disabilities and certain limited English proficient students.
- Based on legislation passed by the 2010 General Assembly, VGLA for students with disabilities in mathematics and reading is being phased out as VMAST goes operational.
- Last administration of VGLA in mathematics will be spring 2011.
- Last administration of VGLA in reading for students with disabilities will be spring 2012.
- Will still need a similar assessment for a small number of students with disabilities who cannot take a multiple-choice test.

OVERVIEW OF THE VIRGINIA GROWTH MEASURE

Dr. Jonas presented this item. Following are excerpts from her presentation:

Federal Requirements

- The State Fiscal Stabilization Fund (SFSF) of the American Recovery and Reinvestment Act of 2009 (ARRA) requires Virginia to:
 - Develop a student growth measure.
 - Provide student growth data to reading and math teachers in tested grades.
 - Provide data to both previous and current teachers.
- VDOE has established new data collections to meet this and other ARRA requirements.

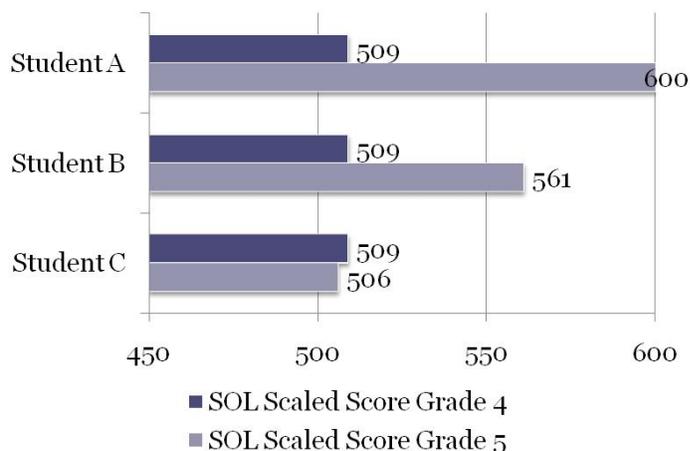
Student Growth Percentiles

- SOL scores measure whether students met a particular standard.
- Student growth percentiles describe how much progress students make relative to students with similar achievement histories on SOL tests.
- At least two years of data are necessary to report a student growth percentile for a student.
- VDOE will calculate student growth percentiles for students participating in the following SOL tests:
 - Mathematics, grades 4-8 and Algebra I through grade 9
 - Reading, grades 4-8

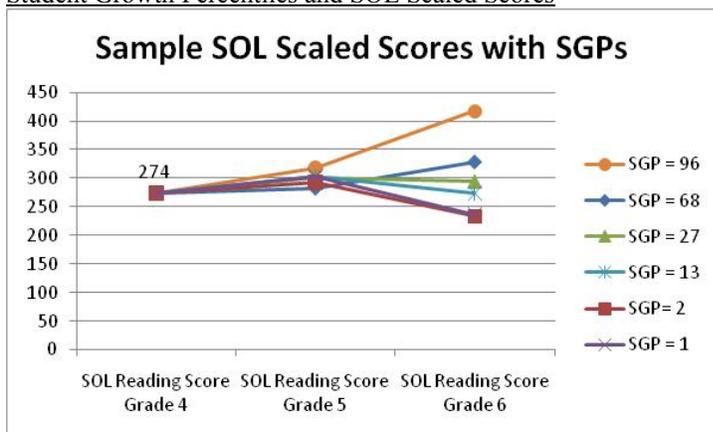
Student Growth Percentiles (SGPs)

- SGPs range from 1 to 99, and represent the percent of students who had similar prior academic achievement (based on SOL tests) and who earned lower scores on the SOL test.
- Example: a student who earns an SGP of 65 scored better than 65 percent of students who had the same prior achievement as measured by SOL tests.
- Example: a student who earns an SGP of 15 scored better than 15 percent of students who had the same prior achievement as measured by SOL tests.

Student Growth Percentiles and SOL Scores



Student Growth Percentiles and SOL Scaled Scores



Potential Uses for Student Growth Percentiles

- School improvement & program evaluation
- Intervention & remediation
- Planning professional development
- One component of comprehensive performance evaluation
 - Consistent with the *Code of Virginia* requirement to incorporate measures of student academic progress in evaluations (§ 22.1-295).
 - Growth percentiles may form the basis of one of multiple measures of student progress when available and appropriate.
- Communications with students and parents

Aggregate Reporting

- VDOE is developing aggregate reports for schools and divisions.
- Reports will provide information on the percent of students achieving low, moderate & high growth.
- Aggregate reporting anticipated no earlier than spring 2012.

Growth Data Limitations

- Growth percentile data will not be available for some students who have taken the grades 4-8 reading tests and/or the mathematics tests for grades 4-8 or Algebra I.
- Three primary student groups will not have student growth percentiles available from the state:
 - Students with only one year of assessment data available.
 - Students who participated in Virginia's alternative assessment programs (VGLA, VSEP, VAAP) in the year of, or year prior to, the reporting year.
 - Students who participated in the traditional SOL assessment for two consecutive years but for whom no valid growth measure is available.
 - Student growth percentiles do not adequately capture growth for students who demonstrate the highest achievement on current assessments.
- As Virginia's assessments change, VDOE anticipates that more students will have student growth percentiles available in reading and mathematics.

OVERVIEW OF THE BOARD OF EDUCATION'S COMPREHENSIVE PLAN: 2011-2016

Mrs. Anne Wescott, assistant superintendent for policy and communications, presented this item. Board members received a copy of the Comprehensive Plan with updates through last September. Mrs. Wescott said that the final copy of the Comprehensive Plan will have updated numbers and any changes that the Board wants to make. Mrs. Wescott asked Board members to give staff any changes they want to make before the May meeting.

ADJOURNMENT OF PLANNING SESSION

There being no further business of the Board of Education and Board of Career and Technical Education, Mrs. Saslaw adjourned the meeting at 4:45 p.m. Mrs. Saslaw announced that the business session will begin the next day at 9 a.m.

COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
RICHMOND, VIRGINIA

MINUTES

BUSINESS MEETING

April 28, 2011

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

Mrs. Eleanor B. Saslaw, President
Mr. David M. Foster, Vice President
Dr. Billy K. Cannaday, Jr.
Mr. David L. Johnson

Mr. K. Rob Krupicka
Dr. Virginia L. McLaughlin
Mrs. Winsome Sears

Dr. Patricia I. Wright, Superintendent of
Public Instruction

Mrs. Saslaw called the meeting to order at 9 a.m.

MOMENT OF SILENCE/PLEDGE OF ALLEGIANCE

Mrs. Saslaw asked for a moment of silence, and Mr. Krupicka led in the Pledge of Allegiance.

APPROVAL OF MINUTES

Mr. Foster made a motion to approve the minutes of the March 23-24, 2011, meeting of the Board. The motion was seconded by Dr. McLaughlin and carried unanimously. Copies of the minutes had been distributed to all members of the Board of Education.

PUBLIC COMMENT

The following persons spoke during public comment:

Dr. James Batterson
Dr. Kitty Boitnott

RECOGNITION

A Resolution of Recognition was presented to Mr. James A. Percoco, Social Studies teacher, West Springfield High School, Fairfax County Public Schools, recently inducted into the National Teacher Hall of Fame.

CONSENT AGENDA

Mr. Foster made a motion to approve the consent agenda. The motion was seconded by Mr. Krupicka and carried unanimously.

Final Review of Financial Report on Literary Fund

The Department of Education's recommendation to approve the financial report (including all statements) on the status of the Literary Fund as of December 31, 2010, was approved with the Board's vote on the consent agenda.

Final Review of Recommendations Concerning Applications for Literary Fund Loans

The Department of Education's recommendation to approve two applications totaling \$15,000,000 was approved with the Board's vote on the consent agenda.

DIVISION	SCHOOL	AMOUNT
Wise County	High School A	\$ 7,500,000.00
Wise County	High School B	7,500,000.00
	TOTAL	\$15,000,000.00

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

The Department of Education's recommendation to approve the action described in the element below was approved with the Board's vote on the consent agenda.

1. One project, totaling \$7,500,000, has been removed from the Approved Application List. Alleghany County is no longer pursuing the Alleghany High School project.

ACTION/DISCUSSION: BOARD OF EDUCATION REGULATIONS

Final Review of the Proposed Revisions to the Regulations Governing Career and Technical Education (8 VAC 20-120-10 et seq.)

Mr. Lan Neugent, assistant superintendent for technology and career education, presented this item. Mr. Neugent said that changes in both federal and state laws pertaining to career and technical education have made it necessary to revise the *Virginia Regulations Governing Career and Technical Education*. The regulations have been examined in their entirety, including the

requirements for general provisions, administration of career and technical education programs, and operation of career and technical education programs.

Mr. Neugent said that the *Carl D. Perkins Career and Technical Education Improvement Act of 2006* has expanded to include student attainment of career and technical skill proficiencies, including student achievement on technical assessments that are aligned with industry-recognized standards. Virginia has identified a combination of student competency achievement (existing requirement) with attainment of an industry credential as approved by the Virginia Board of Education. State and federal funds are available to assist school divisions in meeting this requirement. Another substantive addition is the infusion of Career Clusters and Pathways into CTE instructional programs and the use of Program/Plans of Study and/or the Academic and Career Plan to map out students' courses of study based on career assessment and career investigation. One other change to the regulations is one that has a positive fiscal impact on school divisions. That change is requiring maintenance of effort rather than a full equal match of funds when purchasing equipment.

All other proposed changes are an inclusion of regulations from other regulatory documents that had not been included in the past, clarifications of existing regulations, and updating wording to reflect current state and federal terminology.

The changes to the regulations since publication of the proposed regulation include: (1) a name change of one career and technical student organization that changed at the national level. When making that change in the definitions, all acronyms and full names were added to the identification of the organizations. (2) The addition of "veteran status" to meet the requirements of Governor's Executive Order 6 (2010).

Dr. Cannaday made a motion to approve the proposed *Regulations Governing Career and Technical Education (8VAC 20-120-10 et seq.)* The motion was seconded by Mr. Krupicka and carried unanimously.

ACTION/DISCUSSION ITEMS

Final Review of a Request for Continuation of an Alternative Accreditation Plan from Danville City Public Schools for J. M. Langston Focus School

Dr. Kathleen Smith, director, office of school improvement, division of student assessment and school improvement, presented this topic. Dr. Sue Davis, superintendent of Danville City Public Schools, communicated with the Board by teleconference.

Dr. Smith said that Danville City Public Schools is seeking an extension of an alternative accreditation plan for J. M. Langston School. The VBOE approved the first alternative accreditation plan in September 2007. Since that time, the school has not met the *Standards of Accreditation* targets. The school demonstrated an increase in English, mathematics, and history over the past three years:

Unadjusted AYP Pass Rates	2007-2008	2008-2009	2009-2010
	Percent Passing		
English Performance			
All Students	42%	58%	68%
Mathematics Performance			
All Students	15%	52%	68%
History Performance			
All Students	42%	60%	62%
Science Performance			
All Students	40%	61%	60%

The following data was used to determine the alternative accreditation status (*Accredited with Warning*) of J. M. Langston Focus School for the 2010-2011 year based on data from the 2009-2010 year:

Table 1

SOL Core Subject Index Points

Number of Students	SOL Scaled Score	Points Awarded for Each Proficiency Level	Points Awarded
10	600-500	100	1000
214	499-400	90	19260
9	399-375	70	630
152	Below 400 where a basic score is not available	0	0
Total Number of Points Awarded			20890
(A) Total Number of Points Awarded			20890
(B) Total Number of Grades 6-12 Tests Administered			376
SOL Core Subject Index Score = (A)/(B)			55.6

Table 2

Additional Index Points

Course GPA of students completing the College Success Skills at Danville Community College meets or exceeds 3.0 for 80% of completers	2
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Table 3

Alternate Accreditation Composite Index Score Calculations

Categories	
SOL Core Subject Index Score = (A)/(B)	55.6
Total Number of Additional Index Points (up to 8 points)	2.0
Alternative Accreditation Composite Index Score = [(A)/(B)] +	
Total Number of Additional Index Points (up to 8 points)	57.6

Dr. Smith said that Danville City Public Schools is requesting the following waivers:

8 VAC 20-131-90. Instructional program in middle schools
Music, foreign language, and career and technical exploration

8 VAC 20-131-100. Instructional program in secondary schools
Foreign language and Advanced Placement (AP) courses

Mr. Foster made a motion to approve the request for a continuation of an alternative accreditation plan from Danville City Public Schools for J. M. Langston Focus School for the accreditation cycle beginning in September 2011 through September 2013. The motion was seconded by Mr. Johnson and carried unanimously.

Final Review of a Request for Continuation of an Alternative Plan from Richmond City Public Schools for Richmond Alternative School

Dr. Kathleen Smith, director of the office of school improvement, presented this item. Dr. Smith said that Richmond City Public Schools partners with the Community Education Partners (CEP) to provide services through the Capital City Program (CCP) at Richmond Alternative School for students in grades 6-11. The purpose of the partnership is to support low-performing and disruptive students so that they can return to their home schools prepared to be successful. This program focuses on the most difficult students with learning and behavioral issues as a result of factors beyond the control of public education.

Richmond City Public Schools is seeking an extension of an alternative accreditation plan for Richmond Alternative School. The VBOE approved the first alternative accreditation plan on April 27, 2007. Since that time, the school has met the alternative accreditation targets. Achievement data is indicated below. The student population in this alternative school changes from year to year. It is difficult to analyze data across time as the needs of students in one year may be quite different from the next year.

Unadjusted AYP Pass Rates	2007-2008	2008-2009	2009-2010
	Percent Passing		
English Performance			
All Students	57%	64%	57%
Mathematics Performance			
All Students	43%	57%	51%
History Performance			
All Students	19%	32%	28%
Science Performance			
All Students	58%	70%	53%

The following data were used to determine the accreditation status of Richmond Alternative School for the 2010-2011 year based on data from the 2009-2010 year.

ENGLISH			MATHEMATICS		
NUMBER OF STUDENT SCORES	INDEX POINTS	TOTAL	NUMBER OF STUDENT SCORES	INDEX POINTS	TOTAL
8	Advanced 100 pts.	800	1	Advanced 100 pts.	100
145	Proficient 90 pts.	13,050	127	Proficient 90 pts.	11,430
89	Basic 70 pts.	6,230	66	Basic 70 pts.	4,620
26	Fail 0 pt.	0	81	Fail 0 pt.	0
SOL Score Points Awarded		20,080	SOL Score Points Awarded		16,150
Total No. of Student Scores		255	Total No. of Student Scores		247
SOL Index Points		78.8	SOL Index Points		65.4
BONUS POINTS		TOTAL	BONUS POINTS		TOTAL
Weighted Index of students enrolled for a full academic year (at least 2 semesters) achieving at the proficient and advanced levels on the SOL assessments in science and history and social science		1	Weighted Index of students enrolled for a full academic year (at least 2 semesters) achieving at the proficient and advanced levels on the SOL assessments in science and history and social science		1
Increased percentage of students enrolled for at least 2 consecutive semesters who complete high school with a diploma or GED		2	Increased percentage of students enrolled for at least 2 consecutive semesters who complete high school with a diploma or GED		2
Increased percentage or number of students in grades 6-8 taking Algebra I		1	Increased percentage or number of students in grades 6-8 taking Algebra I		1
Increased number of high school students earning a career and technical industry certification or national occupational assessment credential		0	Increased number of high school students earning a career and technical industry certification or national occupational assessment credential		0
Increased percentage or number of high school students taking at least one dual enrollment, Advanced Placement, or other college-level course		0	Increased percentage or number of high school students taking at least one dual enrollment, Advanced Placement, or other college-level course		0
Decreased number of students identified as truants by 10%		0	Decreased number of students identified as truants by 10%		0
Average daily attendance meets or exceeds 80%		0	Average daily attendance meets or exceeds 80%		0
Increased number of students successfully transitioned into the regular school setting		2	Increased number of students successfully transitioned into the regular school setting		2

Decreased number of serious incidents while at CCP	2	Decreased number of serious incidents while at CCP	2
TOTAL BONUS POINTS	8	TOTAL BONUS POINTS	8
TOTAL ALTERNATIVE ACCREDITATION INDEX SCORE	86.8	TOTAL ALTERNATIVE ACCREDITATION INDEX SCORE	73.4

The proposed alternative education plan includes student achievement criteria. It does not include graduation criteria as students return to their home school for graduation.

Dr. Smith said that Richmond City Public Schools is requesting the following waivers:

8 VAC 20-131-90 A-C. Instructional program in middle schools
Fine arts, foreign language

8 VAC 20-131-100 A-B. Instructional program in secondary schools
Fine arts, foreign language

Dr. Cannaday made a motion to approve the continuation of an alternative accreditation plan from Richmond City Public Schools for Richmond Alternative School for the accreditation cycle beginning in September 2011 through September 2013. The motion was seconded by Mr. Krupicka and carried unanimously.

Final Review of Revised Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers and Virginia Standards for the Professional Practice of Teachers

Dr. James Lanham, director of teacher licensure and school leadership, presented this item. Dr. Lanham said that in response to the *1999 Education Accountability and Quality Enhancement Act* (HB2710 and SB1145) approved by the Virginia General Assembly, the Board of Education approved the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents* in January 2000. In May 2008, the Board of Education approved the guidance document, *Virginia Standards for the Professional Practice of Teachers* that responded to a recommendation from the Committee to Enhance the K-12 Teaching Profession in Virginia established by the Board of Education and the State Council of Higher Education for Virginia.

The Board of Education is required to establish performance standards and evaluation criteria for teachers, principals, and superintendents to serve as guidelines for school divisions to use in implementing educator evaluation systems. The *Code of Virginia* requires (1) that teacher evaluations be consistent with the performance objectives (standards) set forth in the Board of Education's *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents* and (2) that school boards' procedures for evaluating instructional personnel address student academic progress.

The Virginia Department of Education established a work group to conduct a comprehensive study of teacher evaluation in July 2010. The work group included teachers, principals, superintendents, human resources representatives, a higher education representative, and representatives from professional organizations (Virginia Association of Elementary School Principals, Virginia Association of Secondary School Principals, Virginia Association of School Superintendents, Virginia Education Association, Virginia School Boards Association, and the Virginia Parent Teacher Association), expert consultants, and Department of Education personnel.

Department of Education staff consulted with the Center for Innovative Technology (CIT) to coordinate the activities of the work group. Working with the Department, CIT engaged the services of two expert consultants to assist in revising the documents, developing revised standards, and creating new evaluation models. The consultants were Dr. James Stronge, Heritage Professor of Educational Policy, Planning, and Leadership, The College of William and Mary; and Dr. Terry Dozier, Associate Professor, Teaching and Learning, and Director, Center for Teacher Leadership, Virginia Commonwealth University.

The goals of the work group were to:

- compile and synthesize current research on:
 - comprehensive teacher evaluation as a tool to improve student achievement and teacher performance, improve teacher retention, and inform meaningful staff development, and
 - effective models of differentiated and performance-based compensation including differentiated staffing models;
- examine selected research being conducted by faculty at Virginia colleges and universities involving teacher evaluation and differentiated and performance-based compensation;
- examine existing state law, policies, and procedures relating to teacher evaluation;
- examine selected teacher evaluation systems currently in use across Virginia;
- develop and recommend policy revisions related to teacher evaluation, as appropriate;
- revise existing documents developed to support teacher evaluation across Virginia, including the *Guidelines for Uniform Performance Standards for Teachers, Administrators and Superintendents* and the *Virginia Standards for the Professional Practice of Teachers* to reflect current research and embed the requirement to consider student growth as a significant factor of all teacher evaluation protocols;
- examine the use of teacher evaluation to improve student achievement with particular focus on high-poverty and/or persistently low-performing schools in Virginia;
- examine the use of teacher evaluation to improve teacher retention and guide meaningful professional development with particular focus on hard-to-staff, high-poverty, and/or persistently low-performing schools in Virginia;

- examine the use of teacher evaluation as a component of differentiated compensation or performance-based compensation both in Virginia and nationally;
- develop new models of teacher evaluation, including a growth model, that can be field tested by selected school divisions;
- provide technical support to selected school divisions as they field test new models; and
- evaluate field test results and use results to refine evaluation models, inform further policy development, inform legislative priorities, and support applications for federal or other grant funding to support further implementation of new evaluation models and performance-based compensation models across Virginia.

Work group meetings were held in Richmond in August 2010, Charlottesville in October 2010, and Newport News in December 2010. The work group concluded its work in December 2010, and a subcommittee of the work group met on March 9, 2011, to review the draft documents.

The work group developed two guidance documents requiring Board of Education approval:

Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers

State statute requires that teacher evaluations be consistent with the performance standards (objectives) included in this document. The additional information contained in the document is provided as guidance for local school boards in the development of evaluation systems for teachers.

Virginia Standards for the Professional Practice of Teachers

The standards in this document define what teachers should know and be able to do, and they establish a foundation upon which all aspects of teacher development from teacher education to induction and ongoing professional development can be aligned. The revised *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* incorporate these teaching standards. This document serves as a resource for school divisions in the implementation of the Board of Education's performance standards and evaluation criteria for teachers and for colleges and universities in teacher preparation.

Also included is a document, *The Research Base for the Uniform Performance Standards for Teachers*, that provides the research base supporting the selection and implementation of the proposed performance standards and evaluation criteria. This is an informational Department of Education document that does not require Board of Education approval.

The *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* set forth seven performance standards for all Virginia teachers. Pursuant to state

law, teacher evaluations must be consistent with the following performance standards (objectives) included in this document:

Performance Standard 1: Professional Knowledge

The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

Performance Standard 2: Instructional Planning

The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

Performance Standard 3: Instructional Delivery

The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.

Performance Standard 4: Assessment of and for Student Learning

The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

Performance Standard 5: Learning Environment

The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

Performance Standard 6: Professionalism

The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.

Performance Standard 7: Student Academic Progress

The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

The first six standards closely parallel the work of the Interstate New Teachers Assessment and Support Consortium as well as the National Board for Professional Teaching Standards. The seventh standard adds an increased focus on student academic progress. For each standard, sample performance indicators are provided. In addition, the evaluation guidelines provide assistance to school divisions regarding the documentation of teacher performance with an emphasis on the use of multiple measures for teacher evaluation rather than relying on a single measure of performance.

The *Code of Virginia* requires that school boards' procedures for evaluating teachers address student academic progress; how this requirement is met is the responsibility of local school boards. Though not mandated, the Board's *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* recommend that each teacher receive a

summative evaluation rating, and that the rating be determined by weighting the first six standards equally at 10 percent each, and that the seventh standard, student academic progress, account for 40 percent of the summative evaluation. There are three key points to consider in this model:

1. Student learning, as determined by multiple measures of student academic progress, accounts for a total of 40 percent of the evaluation.
2. At least 20 percent of the teacher evaluation (half of the student academic progress measure) is comprised of student growth percentiles as provided from the Virginia Department of Education when the data are available and can be used appropriately.
3. Another 20 percent of the teacher evaluation (half of the student academic progress measure) should be measured using one or more alternative measures with evidence that the alternative measure is valid. *Note:* Whenever possible, it is recommended that the second progress measure be grounded in validated, quantitative, objective measures, using tools already available in the school.

The *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* provide school divisions with a model evaluation system, including sample forms and templates that may be implemented “as is” or used to refine existing local teacher evaluation systems. Properly implemented, the evaluation system provides school divisions with the information needed to support systems of differentiated compensations or performance-based pay.

Plans are underway to pilot teacher evaluation and performance pay models based on the new guidance documents for the 2011-12 school year. Two pilots are anticipated, one funded through the federal School Improvement Grant (SIG) and the other from state funding for hard-to-staff schools.

Dr. McLaughlin made a motion to approve the revised guidance documents, *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* and the *Virginia Standards for the Professional Practice of Teachers*, to become effective on July 1, 2012; however, school boards and divisions are authorized to implement the guidelines and standards prior to July 1, 2012. The motion was seconded by Mr. Foster and carried unanimously.

First Review of a Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Approve a Cut Score for the Reading for Virginia Educators (RVE): Elementary and Special Education Teachers Assessment

Mrs. Patty Pitts, assistant superintendent for teacher education and licensure, presented this item. Mrs. Pitts said that in response to House Joint Resolution Number 794 (HJR 794) of the 2001 session of the Virginia General Assembly, the Advisory Board on Teacher Education and Licensure (ABTEL), in cooperation with the State Council of Higher Education for Virginia,

conducted a series of initiatives to determine the proficiency of Virginia teachers in teaching systematic explicit phonics. A resolution to enhance reading instruction was adopted on March 17, 2003, by ABTEL. The resolution was presented to the Board of Education for first review on March 26, 2003, and approved by the Board on April 29, 2003. This resolution called for the following:

1. the development of a statewide reading assessment aligned with the Virginia Standards of Learning and the National Reading Panel's five key components of effective reading instruction: phonics, phonemic awareness, vocabulary, comprehension, and fluency; and
2. the requirement of a reading instructional assessment for teachers of special education (Emotional Disturbances, Learning Disabilities, Mental Retardation, Hearing Impairments, and Visual Impairments), elementary prek-3, and elementary prek-6 no later than July 1, 2004. In addition, individuals seeking a reading specialist endorsement would be required to complete a reading instructional assessment no later than July 1, 2004.

In response to this resolution, the Virginia Department of Education contracted with National Evaluation Systems to develop the Virginia Reading Assessment (VRA) and Virginia Reading Assessment for Reading Specialists (VRA for Reading Specialists).

Between July 1, 2004, and June 30, 2006, the VRA was required of all candidates applying for an initial license with endorsements in Early/Primary PreK-3, Elementary Education PreK-6, Special Education (Emotional Disturbances, Learning Disabilities, Mental Retardation, Hearing Impairments, and Visual Impairments) and individuals seeking an endorsement as a Reading Specialist. Also, as a result of the Board's action on July 27, 2005, institutions of higher education with preparation programs in teaching endorsement areas requiring the VRA were given another year to continue aligning their programs with required reading competencies.

At the July 27, 2005, meeting, the Board of Education approved cut scores for the Virginia Reading Assessments (VRA) for elementary and special education teachers (Emotional Disturbances, Learning Disabilities, Mental Retardation, Hearing Impairments, and Visual Impairments) and reading specialists. The Board approved a score of 235 for elementary and special education teachers and a score of 245 for reading specialists, effective July 1, 2006.

Based on Virginia's procurement regulations, from time to time contracts for certain tests must be opened for competitive solicitation and new contracts awarded. As a result of the solicitation, the Virginia Department of Education contracted with the Educational Testing Service (ETS) on July 20, 2010, to develop the following two new reading assessments that will become effective July 1, 2011.

Reading for Virginia Educators (RVE): Elementary and Special Education Teachers

This assessment will be required for Virginia teachers seeking an initial license with an endorsement in Elementary Education PK-3, Elementary Education PK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, and Special Education-Visual Impairments and will replace the Virginia Reading Assessment (VRA) for Elementary and Special Education Teachers.

Reading for Virginia Educators: Reading Specialist (RVE-Reading Specialist)

This assessment will be required for individuals seeking the reading specialist endorsement and will replace the Virginia Reading Assessment (VRA) for Reading Specialists.

The Educational Testing Service worked with the Virginia Department of Education to assemble test development committees composed of Virginia teachers and higher education faculty involved in the preparation of reading teachers. These committees met in September 2010 to review the proposed test specifications and approve specific test items for the new assessments. ETS also conducted field tests of the two new assessments across Virginia in January and February 2011.

To support the decision-making process for the Virginia Department of Education with regards to establishing a passing score, or cut score, for the RVE: Elementary and Special Education Teachers (0306) assessment, research staff from Educational Testing Service (ETS) designed and conducted a standard-setting study. The study also collected content-related validity evidence to confirm the importance of the content specifications for entry-level elementary and special education teachers with regards to teaching reading.

The study involved an expert panel comprised of teachers, administrators and college faculty. The Department of Education recommended panelists with (a) elementary or special education experience, either as elementary or special education teachers or college faculty who prepare elementary or special education teachers and (b) familiarity with the knowledge and skills required of beginning elementary or special education teachers with regards to teaching reading.

The *RVE: Elementary and Special Education Teachers Test at a Glance* document (ETS, in press) describes the purpose and structure of the assessment. In brief, the assessment measures whether entry-level elementary or special education teachers have the content knowledge and skills related to teaching reading believed necessary for competent professional practice. The specifications for the assessment were provided by the Virginia Department of Education and consistent with the current knowledge and skill content specified for licensure.

The two and one-half hour assessment is divided into two parts. Part A contains 100 multiple-choice questions covering *Assessment and Diagnostic Teaching* (approximately 19

questions), *Oral Language and Oral Communication* (approximately 19 questions), *Reading Development* (approximately 43 questions), and *Writing and Research* (approximately 19 questions). Part B contains three constructed-response questions covering three of the four content areas as Part A (*Oral Language and Oral Communication* is not covered by one of the constructed-response questions). While the sections are not separately timed, suggested time limits of 105 minutes for Part A and 45 minutes for Part B are provided.

Candidate scores on the two parts are combined and reported as an overall score; five category scores – one for each content area covered in Part A and one for the combined constructed-response questions in Part B – also are reported. The constructed-response questions in Part B are weighted to contribute 20 percent of the total raw-score points. The maximum total number of raw points that may be earned on the assessment is 100, 80 points from Part A and 20 points from Part B. The reporting scales for the RVE: Elementary and Special Education Teachers (0306) assessment ranges from 100 to 200 scaled-score points.

The panel’s cut score recommendation for the RVE: Elementary and Special Education Teachers (0306) assessment is 66.68. The value was rounded to 67 (out of 100 raw score points that could be earned on the assessment), the next highest whole number, to determine the functional recommended cut. The scaled score associated with 67 raw points is 163.

When reviewing the Standard Error of Measurement (SEM) for the cut scores recommended by the Virginia Standard Setting Study, there is an overlap in the scaled scores. The SEM 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 score that precisely reflects the test taker’s actual level of knowledge and 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 Standard Error of Measurement for the recommended cut scores for the Virginia Standard Setting Study is shown below. Note that consistent with the recommended cut score, the cut scores at the different SEMs have been rounded to the next highest whole number.

Standard Error of Measurement Summary – Reading for Virginia Educators
Cut Scores Within 1 and 2 SEMs of the Recommended Cut Score

<u>Recommended Cut Score (SEM)</u>	<u>Scale Score Equivalent</u>	<u>Field Test Pass Rate</u>
	67 (4.55)	163 (Panel Recommendation) 52%
-2 SEMs	58	151 72%
-1 SEM	63	157 (ABTEL Recommendation) 63%
+1 SEM	72	169 40%
+2 SEMs	77	176 7%

Note: Consistent with the recommended cut score, the cut scores at the different SEMs have been rounded to the next highest whole number.

In addition to the results of the Standard Setting Study, the Advisory Board on Teacher Education and Licensure (ABTEL) also reviewed the results from the field test conducted by ETS. A total of 764 candidates participated in the field test for the RVE assessment conducted in January-February, 2011. The percentage of field test candidates passing at the scale score equivalent is also shown above.

Mr. Johnson made a motion to approve the cut score of 157 for the Reading for Virginia Educators (RVE): Elementary and Special Education Teachers assessment. The motion was seconded by Dr. McLaughlin and carried unanimously

Costs associated with the administration of the Reading for Virginia Educators assessment will be incurred by the Educational Testing Service. Prospective elementary and special education teachers will be required to pay a fee for test administration and reporting results to the Virginia Department of Education.

First Review of a Recommendation of the Advisory Board on Teacher Education and Licensure to Approve a Cut Score for the Reading for Virginia Educators: Reading Specialist Assessment

Mrs. Pitts presented this item. Mrs. Pitts said that in response to House Joint Resolution Number 794 (HJR 794) of the 2001 session of the Virginia General Assembly, the Advisory Board on Teacher Education and Licensure (ABTEL), in cooperation with the State Council of Higher Education for Virginia, conducted a series of initiatives to determine the proficiency of Virginia teachers in teaching systematic explicit phonics. A resolution to enhance reading instruction was adopted on March 17, 2003, by ABTEL. The resolution was presented to the Board of Education for first review on March 26, 2003, and approved by the Board on April 29, 2003. This resolution called for the following:

1. the development of a statewide reading assessment aligned with the Virginia Standards of Learning and the National Reading Panel's five key components of effective reading instruction: phonics, phonemic awareness, vocabulary, comprehension, and fluency; and
2. the requirement of a reading instructional assessment for teachers of special education (Emotional Disturbances, Learning Disabilities, Mental Retardation, Hearing Impairments, and Visual Impairments), elementary prek-3, and elementary prek-6 no later than July 1, 2004. In addition, individuals seeking a reading specialist endorsement would be required to complete a reading instructional assessment no later than July 1, 2004.

In response to this resolution, the Virginia Department of Education contracted with National Evaluation Systems to develop the Virginia Reading Assessment (VRA) and Virginia Reading Assessment for Reading Specialists (VRA for Reading Specialists). Between July 1, 2004, and June 30, 2006, the VRA was required of all candidates applying for an initial license with endorsements in Early/Primary PreK-3, Elementary Education PreK-6, Special Education (Emotional Disturbances, Learning Disabilities, Mental

Retardation, Hearing Impairments, and Visual Impairments) and individuals seeking an endorsement as a Reading Specialist. Also, as a result of the Board's action on July 27, 2005, institutions of higher education with preparation programs in teaching endorsement areas requiring the VRA were given another year to continue aligning their programs with required reading competencies.

At the July 27, 2005, meeting, the Board of Education approved cut scores for the Virginia Reading Assessments (VRA) for elementary and special education teachers (Emotional Disturbances, Learning Disabilities, Mental Retardation, Hearing Impairments, and Visual Impairments) and reading specialists. The Board approved a score of 235 for elementary and special education teachers and a score of 245 for reading specialists, effective July 1, 2006.

Based on Virginia's procurement regulations, from time to time contracts for certain tests must be opened for competitive solicitation and new contracts awarded. As a result of the solicitation, the Virginia Department of Education contracted with the Educational Testing Service (ETS) on July 20, 2010, to develop the following two new reading assessments that will become effective July 1, 2011.

Reading for Virginia Educators (RVE): Elementary and Special Education Teachers

This assessment will be required for Virginia teachers seeking an initial license with an endorsement in Elementary Education PK-3, Elementary Education PK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, and Special Education-Visual Impairments and will replace the Virginia Reading Assessment (VRA) for Elementary and Special Education Teachers.

Reading for Virginia Educators: Reading Specialist (RVE: Reading Specialist)

This assessment will be required for individuals seeking the reading specialist endorsement and will replace the Virginia Reading Assessment (VRA) for Reading Specialists.

The Educational Testing Service worked with the Virginia Department of Education to assemble test development committees composed of Virginia teachers and higher education faculty involved in the preparation of reading teachers. These committees met in September 2010 to review the proposed test specifications and approve specific test items for the new assessments. ETS also conducted field tests of the two new assessments across Virginia in January and February 2011.

To support the decision-making process for the Virginia Department of Education with regards to establishing a passing score, or cut score, for the RVE: Reading Specialist (0304) assessment, research staff from Educational Testing Service (ETS) designed and conducted a standard-setting study. The study also collected content-related validity evidence to confirm the importance of the content specifications for entry-level reading specialists.

The study involved an expert panel comprised of teachers, administrators and college faculty. The Department of Education recommended panelists with (a) reading specialist experience, either as reading specialists or college faculty who prepare reading specialists and (b) familiarity with the knowledge and skills required of beginning reading specialists. A roster of participants is included in the Appendix of the attached report. The panel was convened on February 28 and March 1, 2011, in Richmond, Virginia.

The *RVE: Reading Specialist Test at a Glance* document (ETS, in press) describes the purpose and structure of the assessment. In brief, the assessment measures whether entry-level reading specialists have the content knowledge and skills believed necessary for competent professional practice. The specifications for the assessment were provided by the Virginia Department of Education and consistent with the current knowledge and skill content specified for licensure.

The three and one-half hour assessment is divided into two parts. Part A contains 100 multiple-choice questions covering *Assessment and Diagnostic Teaching* (approximately 18 questions), *Oral Language and Oral Communication* (approximately 12 questions), *Reading Development* (approximately 40 questions), *Writing and Research* (approximately 12 questions) and *Specialized Knowledge and Leadership Skills* (approximately 18 questions). Part B contains a constructed-response question and a case study covering the same five content areas as Part A. While the sections are not separately timed, suggested time limits of 120 minutes for Part A, 30 minutes for the constructed-response question, and 60 minutes for the case study are provided.

Candidate scores on the two parts are combined and reported as an overall score; six category scores – one for each content area covered in Part A and one for the combined constructed-response question and case study in Part B – also are reported. The constructed-response question and case study in Part B are weighted to contribute 25 percent of the total raw-score points. The maximum total number of raw points that may be earned on the assessment is 107, 80 points from Part A and 27 points from Part B. The reporting scales for the RVE: Reading Specialist (0304) assessment ranges from 100 to 200 scaled-score points.

The panel's cut score recommendation for the RVE: Reading Specialist (0304) assessment is 70.13. The value was rounded to 71, the next highest whole number, to determine the functional recommended cut. The value of 71 represents approximately 66 percent of the total available 107 raw-score points that could be earned on the assessment. The scaled score associated with 71 raw points is 162 (on a 100 to 200 scale).

When reviewing the Standard Error of Measurement (SEM) for the cut scores recommended by the Virginia Standard Setting Study, there is an overlap in the scaled scores. The SEM 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 score that precisely reflects the test taker's actual level of knowledge and 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 Standard Error of Measurement for the recommended cut scores for the Virginia Standard Setting Study is shown below. Note that consistent with the recommended cut score, the cut scores at the different SEMs have been rounded to the next highest whole number.

**Standard Error of Measurement Summary – Reading for Virginia Educators: Reading Specialist
Cut Scores Within 1 and 2 SEMs of the Recommended Cut Score**

<u>Recommended Cut Score (SEM)</u>	<u>Scale Score Equivalent</u>	<u>Field Test Pass Rates</u>
71 (4.69)	162 (Panel Recommendation) (ABTEL Recommendation)	70%
-2 SEMs	62	79%
-1 SEM	67	75%
+1 SEM	76	55%
+2 SEMs	81	38%

Note: Consistent with the recommended cut score, the cut scores at the different SEMs have been rounded to the next highest whole number.

In addition to the results of the Standard Setting Study, The Advisory Board on Teacher Education and Licensure (ABTEL) also reviewed the results from the field test conducted by ETS. A total of 164 candidates participated in the field test for the RVE: Reading Specialist assessment conducted in January-February 2011. The percentage of field test candidates passing at the scale score equivalent is also shown above.

Dr. McLaughlin made a motion to waive first review and adopt the cut score of 162 for the Reading for Virginia Educators: Reading Specialist assessment. The motion was seconded by Mr. Krupicka and carried unanimously.

Costs associated with the administration of the Reading for Virginia Educators: Reading Specialist assessment will be incurred by the Educational Testing Service. Prospective elementary and special education teachers will be required to pay a fee for test administration and reporting results to the Virginia Department of Education.

First Review of a Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Revise the Definitions of At-Risk of Becoming Low-Performing and Low-Performing Institutions of Higher Education in Virginia as Required by Title II of the Higher Education Opportunity Act (HEOA)

Mrs. Pitts presented this item. Mrs. Pitts said the *Regulations Governing the Review and Approval of Education Programs in Virginia*, effective September 21, 2007, and amended January 19, 2011, define the standards that must be met and the review options available for the accreditation of professional education programs required. Based on recent changes made to accrediting body designations by the National Council for the Accreditation of Teacher Education and the Teacher Education Accreditation Council, there is a need to align the

definitions for at-risk of becoming low-performing and low-performing institutions of higher education in Virginia.

The three options for accreditation are as follows:

- Option I: National Council for the Accreditation of Teacher Education (NCATE)
- Option II: Teacher Education Accreditation Council (TEAC)
- Option III: Board of Education (BOE) Approved Accreditation Process

Each accreditation review results in one of the following decisions:

Option I: National Council for the Accreditation of Teacher Education:

- Accreditation for five years¹
- Accreditation for seven years²
- Accreditation for two years with a focused visit
- Accreditation for two years with a full visit
- Defer decision [Accreditation decision is deferred for six months.]
- Deny accreditation
- Revoke accreditation

¹*All standards are met, no serious problems exist across standards, and the state retains a five-year cycle.*

²*All standards are met and no serious problems exist across standards. (Note: Virginia maintains a seven-year cycle.)*

Option II: Teacher Education Accreditation Council:

- Accreditation (ten years)
- Accreditation (five years)
- Accreditation (two years)
- Initial accreditation (five years)
- Initial accreditation (two years)
- Deny

Option III: Board of Education (BOE) Approved Accreditation Process:

- Accredited
- Accredited with Stipulations
- Accreditation Denied

The proposed revisions to the definitions of at-risk of becoming a low-performing institution of higher education and low-performing institution of higher education are as follows:

At-Risk of Becoming a Low-Performing Institution of Higher Education: An at-risk of becoming a low-performing institution of higher education means an institution with teacher preparation programs that receives one of the following designations from the accreditation review:

NCATE:	Accreditation for two years with a focused visit; or Accreditation for two years with a full visit
TEAC:	Accreditation (two years) Initial Accreditation (two years)
BOE:	Accredited with Stipulations

Low-Performing Institution of Higher Education: A low-performing institution of higher education means an institution with teacher preparation programs that has not made improvements by the end of the period designated by the accrediting body or not later than two years after receiving the designation of at-risk of receiving the designation of at-risk of becoming a low-performing institution of higher education.

When an institution receives one of the following designations, the low-performing designation will be removed:

NCATE:	Accreditation for seven years
TEAC:	Accreditation (ten or five years) ³
BOE:	Accredited

³*The Virginia/TEAC Partnership currently allows for seven-year accreditation. The partnership with TEAC expires June 30, 2013.*

If an institution's accreditation is revoked or denied, the State Council of Higher Education for Virginia (SCHEV) will be notified for appropriate action. The *Regulations Governing the Review and Approval of Education Programs in Virginia*, (8VAC20-542-20), effective September 21, 2007, and amended January 19, 2011, stipulate that "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."

Federal reporting is required by states in October of each year. Institutions meeting these definitions at the end of the reporting year will be designated at-risk of becoming a low-performing institution of higher education or low-performing institution of higher education.

Dr. Cannaday made a motion to receive for first review the Advisory Board on Teacher Education and Licensure's recommendation to revise the definitions of at-risk of becoming low-performing and low-performing institutions of higher education in Virginia. The motion was seconded by Mr. Krupicka and carried unanimously.

Statewide Annual Performance Report for Career and Technical Education and the Virginia Community College System, as a Sub-recipient of Perkins Funds from the Department of Education

Ms. Lolita Hall, director of career and technical education, presented the Career and Technical Education Statewide Annual Performance Report. Dr. Kathy Thompson, director, postsecondary Perkins and tech prep, and Ms. Elke Jack, director, institutional research, presented the Virginia Community College System Performance on Perkins Core Performance Standards and Measures.

Background Information:

- The Board of Education approved the Virginia System of Performance Standards and Measures as part of the 2008-2013 Five-Year State Plan for Career and Technical Education (CTE).
- The federal Perkins Act requires that the results on the negotiated state-adjusted levels of performance for both secondary and postsecondary CTE be communicated to the Board and other audiences.
- The Virginia Department of Education CTE secondary performance standards were met or exceeded the performance targets.
- The 2009-2010 school year's data establishes a new baseline for the technical skills attainment standard.
- The calculation is based on three separate performance measures.
- Prior years do not serve as comparison as the measure was based solely on the student competency rate.
- The Virginia Community College System met or exceeded all six of their Perkins performance targets. While four performance measures were below target, they did meet the target at the 90 percent threshold. Institutions are considered to have met the target if they are within 90 percent of the target.

Career and Technical Education Statewide Annual Performance Report, 2009-2010

A. ACADEMIC ACHIEVEMENT

Performance Standard: Career and technical education completers who completed a CTE program and also enrolled in an academic course, for which a Standards of Learning end-of-course test is/are required, will attain a passing score on the Standards of Learning end-of-course tests. Reading/Language Arts performance standard is 88 percent and Mathematics performance standard is 79 percent.

Percent of CTE completers who passed the Standards of Learning End-of-Course Tests

<i>Subject Area</i>	<i>Percent of Test Takers</i>
Reading	97.85% (38,521 of 39,368)
Mathematics	98.17% (38,579 of 39,298)

B. TECHNICAL SKILLS ATTAINMENT

Performance Standard:

Indicator: Percentage of completers¹ that attain 80 percent of the essential competencies on the state-provided, industry-validated competency lists.

Performance Measure: For school year 2009-2010, Technical Skills Attainment Performance Standard, 93.39% (35,702 of 38,228) of Completers met or exceeded the 80% competency minimum. This exceeded the state target of 81%.²

For Technical Skills Attainment, Virginia is transitioning from one indicator, Student Competency Rate (A), to five indicators (A through E) below. The 2009-2010 school year establishes a new baseline for calculating the five performance measures. Prior years do not serve as comparison as the performance measure was based solely on the Student Competency Rate.

(2S1) Technical Skills Attainment

Indicators	Performance Measures Percent/Number
A. Student Competency Rate ²	93.39% (35,702 of 38,228)
B. Completers Participating in Credentialing Tests ³	44.57% (17,037 of 38,228)
C. Test Takers Passing Credentialing Tests ⁴	71.64% (12,205 of 17,037)
D. Completers Passing Credentialing Tests	31.93% (12,205 of 38,228)
E. Completers Earning Advanced Studies Diploma or Passing a Credentialing Tests ⁵	38.57% (14,746 of 38,228)

¹ A Career and Technical Education Program Completer is a student who has met the requirements for a Career and Technical concentration or specialization and all requirements for high school graduation or an approved alternative education program.

² Completers who have attained 80% of the Student Competency

³ Virginia's Board-approved external recognized assessments include occupational competency assessments, such as the National Occupational Competency Testing Institute (NOCTI), industry certification examinations, and state licensure examinations.

⁴ Indicator includes only test takers. Not all CTE completers participate in externally validated credentialing tests. There are age restrictions set by certain credentialing entities which would prohibit the student from testing until after high school. The cost of external credentialing tests range from \$9 to \$155 per test or an approximate average cost of \$54 per test.

⁵ Indicator of College and Career Readiness: 14,746 is derived by combining the number of completers (9,250) who earned an Advanced Studies Diploma but did not take a credential test and the number of completers (5,496) who passed a credentialing test but did not earn an Advanced Studies Diploma.

C. SECONDARY SCHOOL COMPLETION

Performance Standard: The completion rate for students in career and technical content areas, including the secondary component of Tech Prep programs is 79.5 percent.

Secondary School Completion Rate

c³	c + d³	Completion Rate³
39,671	40,159	98.78%

³ The Completion Rate was calculated using the number of completers (c) reported on the 2009-2010 Completer Demographics Report (CDR) and the number of dropouts (d) who completed a career and technical education program sequence or concentration as reported on the 2009-2010 Division Dropout Report. The formula is $c \div (c+d)$.

D. STUDENT GRADUATION RATE

Performance Standard: The number of CTE completers who earned an Advanced Studies, or Standard Diploma for school year 2009-2010 is 69 percent.

Graduation Rate

Completers who earned an Advanced Studies, IB or Standard Diploma	Completers	Percent who earned an Advanced Studies, or Standard Diploma
37,273	39,671	93.95%

E. TRANSITION

Performance Standard: Students who are career and technical completers/graduates will successfully transition at a combined rate of 79.5 percent from secondary school to employment, apprenticeship, military or other service, further education, or full-time equivalency of part-time combinations of transition indicators.

2009 Completer Transition Rate

Completers who transitioned	Completers who indicated transition status	Transition Rate
28,052	28,748	97.58%

F. NONTRADITIONAL CAREER PREPARATION

Performance Standard: The total enrollment rate in the state-identified courses for nontraditional career preparation of the gender that comprise less than 25 percent will be 17 percent.

Nontraditional Career Preparation Enrollment

Nontraditional Enrollment	Enrollment of Nontraditional Courses	Percent of Nontraditional Enrollment
119,730	345,187	34.69%

Performance Standard: The total completion rate of the state-identified content areas for nontraditional career preparation of the gender that comprise less than 25 percent will be 13 percent.

Nontraditional Career Preparation Completion

Nontraditional Completers	Completers of Nontraditional Programs	Percent of Nontraditional Completers
10,226	35,500	28.81%

2009-2010 STATEWIDE PERFORMANCE SUMMARY

Standard	Met	Not Met
A. Academic Achievement	X	
B. Technical Skills Attainment*		
C. Secondary School Completion	X	
D. Graduation Rate	X	
E. Transition	X	
F. Nontraditional Enrollment	X	
G. Nontraditional Completion	X	

**Base Year Standard – This year establishes a new baseline for calculating three separate performance measures. Prior years do not serve as comparison as the measure was based solely on the Student Competency Rate.*

Highlights for Career and Technical Education for 2009-2010

- 23,158 students obtained the Career and Technical Education Seal
- 1,718 students obtained the Advanced Mathematics and Technology Seal
- 45.34 percent of CTE completers attained an Advanced Studies Diploma
- 29,057 CTE students have earned industry credentials, state licensures, or National Occupational Competency Testing Institute (NOCTI) assessments
- 7,508 CTE students participated in the Cooperative Education Program (CO-OP)
 - 6,945 employers employed CTE students under the CO-OP program
 - \$31,392,791.17 total wages earned by our CO-OP students
- 73.45 percent of CTE completers attend postsecondary education and advanced training
- 18.81 percent of CTE completers have transitioned to full-time employment
- 3.30 percent of CTE completers have transitioned to the military

Virginia Community College System, Performance on Perkins Core Performance Standards and Measures Report, 2009-2010

Overview

Perkins is a federally funded program targeting career and technical skill programs at the secondary and postsecondary levels. The program was initially established in 1963 with the passage of the Vocational Education Act, which was renamed in later authorizations by the program's largest proponent, Carl D. Perkins. In 2007, Perkins III was revamped via legislation to Perkins IV. Perkins IV stresses increased accountability and greater linkages among secondary and postsecondary education and employment.

Goals of the Perkins program include:

- Further developing the academic, career and technical skills of students through high standards;
- Linking secondary and postsecondary career and technical programs;
- Disseminating national research about career and technical education; and
- Providing professional development and technical assistance to career and technical educators.

The Virginia Department of Education is the grant recipient of the Perkins funds for the Commonwealth. The VCCS receives 15 percent of the grant to administer the postsecondary component of the program. The majority of these funds (over \$3.2 million in FY 2010) are distributed to the 23 community colleges across Virginia.

The VCCS is expected to meet established targets each year and to report on the results of the performance measures. Continued Perkins funding is contingent upon achieving targets for each of these measures in future years. Institutions are considered to have met the target if they are within 90% of the target.

Results for 2009-10

In 2009-2010, the VCCS met or exceeded all of the Perkins performance targets (Completion, Retention and Transfer, Employment, Nontraditional Gender Representation and Nontraditional Completion). Results by measures are provided in the table below. While four performance measures were below target, they did meet the target at the 90% threshold. The area with the largest decrease (3.8%) from the prior year was 4P1. This primarily is assumed to be a result of the downturn in the economy in recent years. The remaining document provides definitions for how the measures are calculated for postsecondary education and how colleges performed in 2009-2010.

TABLE 1: Perkins Performance Measure	Actual	Actual	Target	Diff. Actual vs. Target	Increase from 08-09 to 09-010	90 % of Target	Result
	2008-09	2009-10	2009-10				
1P1: Technical Skills Attainment	75.2	75.2	66.0	9.2	0.0	59.4	Exceeds Target
2P1: Completion	38.4	38.3	39.5	-1.2	-0.1	35.6	Met Target at 90% Threshold
3P1: Retention and Transfer	68.0	68.5	52.0	16.5	0.5	46.8	Exceeds Target
4P1: Employment	70.8	67.0	73.0	-6.0	-3.8	65.7	Met Target at 90% Threshold
5P1: Nontraditional Gender Representation	18.0	18.1	18.8	-0.7	0.1	16.9	Met Target at 90% Threshold
5P2: Nontraditional Gender Completion	15.4	15.3	16.0	-0.7	-0.1	14.4	Met Target at 90% Threshold

Summary Per Measure

1P1 Technical Skills: All colleges exceeded the target, with the VCCS exceeding the target by 9 percentage points.

2P1 Completion: Eight colleges did not meet the target and of those four did not meet the 90% threshold.

3P1 Retention and Transfer: All colleges exceeded the target, with the VCCS exceeding the target by 16.5 percentage points.

4P1 Employment: Sixteen colleges did not meet the target and of those ten did not meet the target or the 90% threshold.

5P1 Nontraditional Gender Representation: Sixteen colleges did not meet the target and of those thirteen colleges did not meet the 90% threshold.

5P2 Nontraditional Gender Completion: Fifteen colleges did not meet the target and of those ten colleges did not meet the 90% threshold.

Summary by Target and Threshold

- Germanna and Patrick Henry met all performance measures at the 90% threshold in 2009-10.
- The maximum number of measures not met at the 90% threshold was three in 2009-10. Both Southwest Virginia and Virginia Highlands reported not meeting three measures at the 90% threshold. Coincidentally, they both did not meet the same three measures (Employment, Nontraditional Gender Representation and Nontraditional Gender Completion).
- Seven colleges did not meet one measure at the 90% threshold and twelve colleges did not meet two measures at the 90% threshold in 2009-10. Of those twelve colleges that did not meet the two measures at the 90% threshold, Nontraditional Gender Representation and Nontraditional Gender Completion were not met simultaneously at seven colleges.

TABLE 2: INDIVIDUAL PERFORMANCE FOR VCCS COMMUNITY COLLEGES 2009-2010

	1P1	2P1	3P1	4P1	5P1	5P2	# Did not meet Target	# Did not meet 90
	Technical Skills	Completion	Retention and Transfer	Employment	NonTrad Gender Rep.	NonTrad Gender Completion		
Target	66.0	39.5	52.0	73.0	18.8	16.0	XX.X	XX.X
90% of Target	59.4	35.6	46.8	65.7	16.9	14.4		
Blue Ridge	77.7	38.6	69.4	86.4	16.8	13.0	3	2
Central Virginia	77.9	42.1	65.9	75.2	14.0	11.1	2	2
Dabney S. Lancaster	67.9	51.0	69.9	62.5	20.8	19.1	1	1
Danville	73.0	60.8	70.1	57.3	13.5	16.0	2	2
Eastern Shore	78.0	56.3	75.2	77.8	6.6	3.3	2	2
Germanna	76.5	39.6	71.5	71.4	24.7	17.5	1	0
J. Sargeant Reynolds	77.9	31.0	68.3	77.0	18.8	14.5	2	1
John Tyler	81.3	45.9	73.4	77.6	16.4	15.9	2	1
Lord Fairfax	79.1	43.6	69.0	70.2	13.3	7.9	3	2
Mountain Empire	75.0	44.7	61.1	59.8	16.2	15.4	3	2
New River	72.5	39.1	66.1	76.5	13.9	10.3	3	2
Northern Virginia	73.6	30.0	68.8	65.0	20.0	15.9	3	2
Patrick Henry	79.6	45.3	71.7	70.2	18.3	19.1	2	0
Paul D. Camp	78.5	45.2	67.9	69.7	14.6	10.9	3	2
Piedmont	73.7	46.6	68.0	70.0	15.2	14.4	3	1
Rappahannock	79.1	49.1	68.5	75.1	8.7	4.8	2	2
Southside Virginia	73.4	41.2	62.6	65.4	18.8	12.7	2	2
Southwest Virginia	81.7	37.5	59.2	64.8	16.0	13.8	4	3
Thomas Nelson	69.6	39.3	67.6	62.4	21.7	23.3	2	1
Tidewater	74.5	34.7	70.1	63.3	17.5	17.3	3	2
Virginia Highlands	77.8	46.6	66.7	55.0	15.9	8.1	3	3
Virginia Western	72.1	34.7	66.9	69.2	20.6	18.3	2	1
Wytheville	78.0	58.9	75.5	61.6	17.7	14.8	3	1
VCCS	75.2	38.3	68.5	67.0	18.1	15.3	4	0

Employment is based on student matches with Virginia Employment Commission records and does not include self-employment, employment with the federal government/military, or employment in another state. Therefore, rates tend to be lower in areas with military bases, large federal employers or with colleges bordering other states.

Tech Prep Performance Results

Tech Prep Career Pathways are four to six year programs of study that begin in high school and end with a postsecondary credential, such as an associate degree or baccalaureate degree. Each Tech Prep Career Pathway contains academic and CTE courses at the secondary and postsecondary level. All Tech Prep Career Pathways prepare participants for high demand occupational fields, such as Engineering Technology, Allied Health, and more. Tech Prep programs are aligned with national career clusters and pathways.

In 2009-10, the VCCS Tech Prep Performance Measures reported mixed results. On the secondary measures, there was an increase in students completing courses that awarded postsecondary credit as well as an increase in remedial

courses. Enrollment in the same major when entering the postsecondary institution has decreased albeit slightly in 2009-10. In 2009-10, measuring requirements now include both 2-year and 4-year institutions, where as previously 2-year institution enrollment only was included, thus reflecting the large percentage increase between the years.

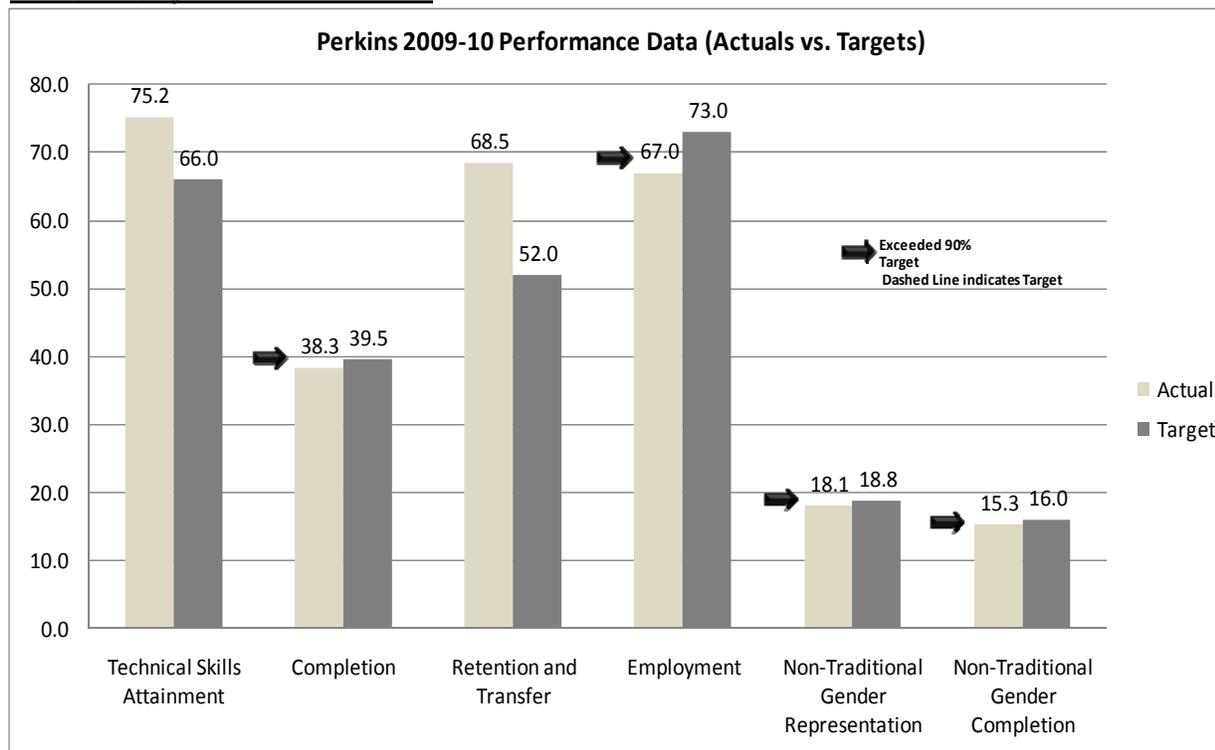
VCCS postsecondary performance measures indicate that while percent of employment in a related field after graduation is down, completions of a 2 year degree or certificate and of baccalaureate degree have increased in 2009-10. Decreases in employment might be attributed to a weak economy. The weak economy may be an incentive for students in degree completion as well.

TABLE 3: Tech Prep Performance Measures			
Secondary	2008-09	2009-10	Change
1STP1: Enroll in postsecondary education*	28.14%	65.62%	-
1STP2: Enroll in postsecondary in the same field or major	17.74%	17.09%	↓
1STP3: Complete a State or industry-recognized certification or licensure**	XXX%	XXX%	-
1STP4: Complete course(s) that award postsecondary credit	82.26%	83.82%	↑
1STP5: Enroll in remedial mathematics, writing, or reading course(s)	37.33%	38.93%	↑
Postsecondary	2008-09	2009-10	Change
1PTP1: Employment in related field after graduation	76.22%	70.81%	↓
1PTP2: Complete a State or industry-recognized certificate or licensure**	XXX%	XXX%	-
1PTP3: On-time completion of a 2-year degree or certificate	20.49%	24.22%	↑
1PTP4: On-time completion of a baccalaureate degree program	15.18%	16.28%	↑

*In 2009-10, enrollment in postsecondary includes both enrollment at VCCS and other 2-year or 4-year institutions.

**VCCS currently does not collect this information but is working to identify mechanisms to capture these data in the coming years.

Post Secondary Perkins Performance



Tech Prep Measures

TABLE 3: Tech Prep Performance Measures				
Secondary		2008-09	2009-10	Change
1STP1: Enroll in postsecondary education*		28.14%	65.62%	-
1STP2: Enroll in postsecondary in the same field or major		17.74%	17.09%	↓
1STP3: Complete a State or industry-recognized certification or licensure**		XXX%	XXX%	-
1STP4: Complete course(s) that award postsecondary credit		82.26%	83.82%	↑
1STP5: Enroll in remedial mathematics, writing, or reading course(s)		37.33%	38.93%	↑
Postsecondary		2008-09	2009-10	Change
1PTP1: Employment in related field after graduation		76.22%	70.81%	↓
1PTP2: Complete a State or industry-recognized certificate or licensure**		XXX%	XXX%	-
1PTP3: On-time completion of a 2-year degree or certificate		20.49%	24.22%	↑
1PTP4: On-time completion of a baccalaureate degree program		15.18%	16.28%	↑

Dr. Cannaday made a motion to accept the report as presented, to be maintained as a part of the Board of Education’s meeting records, and communicated to audiences as required by the Perkins legislation. The motion was seconded by Mr. Johnson and carried unanimously.

EXECUTIVE SESSION

Mr. Foster made a motion to go into executive session under *Virginia Code* Section 2.2-3711.A.41, for discussion and consideration by the Board of Education of records relating to denial, suspension, or revocation of teacher license. The motion was seconded by Mr. Krupicka and carried unanimously. The Board went into executive session at 11:30 a.m.

Mr. Foster made a motion that the Board reconvene in open session. The motion was seconded by Mr. Johnson and carried unanimously. The Board reconvened at 12:30 p.m.

Mr. Foster 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 by Virginia law were discussed in the executive session to which this certification motion applies, and (2) only such public business matters as were identified in the motion to go into executive session were considered by the Board. The motion was seconded by Dr. Cannaday and carried unanimously.

Board’s Roll call:

Mr. Krupicka – Yes	Dr. Cannaday – Yes
Mr. Johnson – Yes	Mr. Foster – Yes
Mrs. Saslaw – Yes	Mrs. Sears – Yes
Dr. McLaughlin – Yes	

The Board of Education made the following motions:

- Revoked the license of Diana Eckes Canter
- Revoked the license of Bruce Lee Harman
- Denied a license to Elliot Lawrence Ramo
- Revoked the license of Anthony G. Ward
- Continued Case Number 1 until July 2011
- Issued a license in Case Number 3

The motion was made and seconded to issue a license to Case Number 3. The motion carried 6 “yes” votes and one “no” vote, cast by Mr. Foster.

Mrs. Sears said she has two issues of concern and asked how to proceed. They are as follows:

- A teaching license can be awarded and the person can be interacting with students before the background check has been completed which includes checking of the sex offender’s data base and fingerprints.
- Transcripts from institutions of higher learning or other educational transcripts are not sent directly from that awarding institution to the Department of Education or to the local school boards but instead it is required from the applicant for employment. This is a concern because with technology capabilities a person is able to forge one’s transcript.

Dr. Wright said that she will follow-up on these issues of concern and report back to the Board.

ADJOURNMENT OF BUSINESS SESSION

There being no further business of the Board of Education and Board of Career and Technical Education, Mrs. Saslaw adjourned the meeting at 12:45 p.m.

President