

COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
RICHMOND, VIRGINIA

MINUTES

March 22, 2012

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

Mr. David M. Foster, President
Mrs. Betsy D. Beamer, Vice President
Mr. Christian N. Braunlich
Dr. Billy K. Cannaday, Jr.

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

Dr. Patricia I. Wright, Superintendent of
Public Instruction

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

MOMENT OF SILENCE/PLEDGE OF ALLEGIANCE

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

APPROVAL OF MINUTES

Mrs. Beamer made a motion to approve the minutes of the February 23, 2012, meeting of the Board. The motion was seconded by Mr. Braunlich and carried unanimously. Copies of the minutes had been distributed to all members of the Board of Education.

RECOGNITIONS

A Resolution of Recognition was presented to Mr. Neil Beech, recipient of the 2011 Milken Family Foundation National Educator Award. Mr. Beech is the principal at Osbourn Park High School, Prince William County public schools.

BOARD OF EDUCATION COMMITTEE APPOINTMENTS

Mr. Foster announced the following leadership and committee appointments:

Charter School Committee

Mr. Krupicka, chair
Mrs. Beamer
Mr. Braunlich

College Partnership Laboratory Schools Committee

Mrs. Sears, chair
Committee of the whole

Committee on School and Division Accountability

Dr. McLaughlin, chair
Committee of the whole

Standards of Quality

Dr. Cannaday, chair
Committee of the whole

Liaison to Advisory Board on Teacher Education and Licensure (ABTEL)

Mrs. Beamer

PUBLIC COMMENT

The following persons spoke during public comment:

Steven King	Kevin Napier
Eric Welch	Valerie Knapp
Christine Adams	Dr. Kitty Boitnott
Andrew McDevitt	Dr. Ben Kiser
Jose Aguayo	Dr. Jim Merrill
Tanya Naranjo Glorioso	Dr. Gail Pope
Dr. James Batterson	Dr. Alan Seibert
Dr. Joe Cox	Dr. Pam Moran
Amy Crafton	Angela Ciolfi
Jeff Blankenbeckler	Ann Carson

ACTION/DISCUSSION ITEMS

Final Review of Recommended Cut Scores for the Grades 3-8 Mathematics Standards of Learning Tests Based on the 2009 Mathematics Standards

Mrs. Shelley Loving-Ryder, assistant superintendent, Division of Student Assessment and School Improvement, presented this item. Her presentation included the following:

- In 2011-2012, new SOL tests measuring the 2009 mathematics content standards will be administered. Because of the changes in the content measured by these tests, new passing scores must be adopted.
- Consistent with the process used in 1998 and 2006, committees of educators were convened in February 2012, to recommend minimum cut scores for the achievement levels of *fail/basic*, *pass/proficient*, and *pass/advanced* for the grades 3-8 mathematics tests.

The discussion included the following:

- Recognizing that Virginia's assessment system is a leader in the nation, and Virginia should stay the course with rigorous standards of learning and assessments.
- Articulating that the end-of-course tests are designed to ensure children are well prepared for college.
- Providing information about practice tests, which provide examples of content and technology features, availability on the Virginia Department of Education Web site for teachers, students, and parents to become familiar with the tests.
- Recognizing the importance of communicating with boards, teachers' associations, and parents about the new standards and cut scores.
- Recognizing the importance of providing professional development to teachers to prepare them for the new standards and tests.
- Desire for a timeline in which superintendents and school divisions are notified of such changes.

Dr. Cannaday made a motion to adopt cut scores representing the achievement levels of *fail/basic*, *pass/proficient*, and *pass/advanced* for the grades 3-8 mathematics SOL tests. The motion was seconded by Mrs. Beamer and carried unanimously. The cut scores for the grades 3-8 mathematics SOL tests are as follows.

- Grade 3: 16 out of 40 for fail/basic, 26 out of 40 for pass/proficient, and 36 out of 40 for pass/advanced
- Grade 4: 17 out of 50 for fail/basic, 31 out of 50 for pass/proficient, and 45 out of 50 for pass/advanced
- Grade 5: 18 out of 50 for fail/basic, 31 out of 50 for pass/proficient, and 45 out of 50 for pass/advanced
- Grade 6: 16 out of 50 for fail/basic, 28 out of 50 for pass/proficient, and 45 out of 50 for pass/advanced

- Grade 7: 17 out of 50 for fail/basic, 31 out of 50 for pass/proficient, and 45 out of 50 for pass/advanced
- Grade 8: 17 out of 50 for fail/basic, 31 out of 50 for pass/proficient, and 46 out of 50 for pass/advanced

Final Review of Proposed State Approved Textbooks for K-12 English Language Arts

Dr. Linda Wallinger, assistant superintendent for instruction, presented this item. Her presentation included the following:

- On January 12, 2012, the Board of Education accepted for first review the proposed recommended K-12 textbooks for English Language Arts.
- Two public comments were received offering opinions on the layout, structure, and pedagogy of textbooks. Several of the textbooks mentioned in the public comments were not on the approved list.
- At the request of the company, *Glencoe Literature with Writer's Workspace, Courses 1-5, American Literature*, and *British Literature*, published by The McGraw-Hill Companies School Education Group were withdrawn from the proposed list. The publisher did not provide details on the rationale for the withdrawal request.

The discussion included the following:

- Suggesting that the decodability percentage of each book is provided when the list of approved K-12 English Language Arts textbooks is posted on the Virginia Department of Education Web site.
- Recognizing that despite the withdrawal of one publisher of seven textbooks, there are still adequate options in all strands of the standards of learning with 111 recommended K-12 English Language Arts textbooks.
- Suggesting that during the textbook selection process, school divisions should look at the content and level of performance expected of students.
- Recognizing the changing nature of textbook selection, because of the use of online materials and other collaborative instructional materials.

Mr. Krupicka made a motion to accept for final review the list of proposed recommended textbooks for K-12 English Language Arts. The motion was seconded by Mr. Braunlich and carried unanimously.

The list of 111 recommended K-12 English Language Arts textbooks, including the status of the Publishers' Certification and Agreement forms are as follows:

Course	Publisher	Title	Copyright	Satisfactory Completion of Publisher's Certifications and Agreements	
				Yes	No
Kindergarten – Reading					
	AWARD Publishing Limited	AWARD Reading Online, Kindergarten	2008-2011	✓	
	Benchmark Education	Benchmark Literacy, Kindergarten	2010	✓	
	Houghton Mifflin Harcourt	Houghton Mifflin Harcourt Journeys Kindergarten Kit, Complete	2011	✓	
		Houghton Mifflin Harcourt Journeys Online Student Resources (access for 7 years) Kindergarten	2012	✓	
		Rigby Literacy By Design Complete Program, Kindergarten	2008	✓	
	The McGraw-Hill Companies School Education Group	Wright Group Lead 21 Complete Classroom Package, Kindergarten	2011	✓	
	Mondo Publishing	Bookshop Core Reading Program, Kindergarten	2011	✓	
	Pearson Education, Inc., publishing as Scott Foresman	Reading Street Student Edition Package (Includes 25 6-year Student Digital Licenses) Kindergarten	2011	✓	
	Rowland Reading Foundation	Superkids Reading Program for Kindergarten Level 1: <i>Meet the Superkids</i> Level 2: <i>Superkids' Club</i>	2011	✓	
Grade 1 – Reading					
	AWARD Publishing Limited	AWARD Reading Online, Grade 1	2008-2011	✓	
	Benchmark Education	Benchmark Literacy, Grade 1	2010	✓	
	Houghton Mifflin Harcourt	Houghton Mifflin Harcourt Journeys Student Edition and Magazine Set (6 Student Edition Volumes and Reading Adventures Student Edition Magazine) Grade 1	2011	✓	
		Houghton Mifflin Harcourt Journeys Online Student Resources (access for 7 years) Grade 1	2012	✓	
		Rigby Literacy By Design Complete Program, Grade 1	2008	✓	
	The McGraw-Hill Companies School Education Group	Wright Group Lead 21 Complete Classroom Package, Grade 1	2011	✓	
	Mondo Publishing	Bookshop Core Reading Program, Grade 1	2011	✓	
	Pearson Education, Inc., publishing as Scott Foresman	Reading Street Student Edition Package (Includes a 6-year Student Digital License) Grade 1	2011	✓	

Course	Publisher	Title	Copyright	Satisfactory Completion of Publisher's Certifications and Agreements	
				Yes	No
	Rowland Reading Foundation	Superkids Reading Program for Grade 1 Level 3: <i>Adventures of the Superkids</i> Level 4: <i>More Adventures of the Superkids</i>	2008-2011	✓	
Grade 2 – Reading					
	AWARD Publishing Limited	AWARD Reading Online, Grade 2	2008-2011	✓	
	Benchmark Education	Benchmark Literacy, Grade 2	2010	✓	
	Houghton Mifflin Harcourt	Houghton Mifflin Harcourt Journeys Student Edition and Magazine Set (2 Student Edition Volumes and Reading Adventures Student Edition Magazine) Grade 2	2011	✓	
		Houghton Mifflin Harcourt Journeys Online Student Resources (access for 7 years) Grade 2	2012	✓	
		Rigby Literacy By Design Complete Program, Grade 2	2008	✓	
	The McGraw-Hill Companies School Education Group	Wright Group Lead 21 Complete Classroom Package, Grade 1	2011	✓	
	Mondo Publishing	Bookshop Core Reading Program, Grade 1	2011	✓	
	Pearson Education, Inc., publishing as Scott Foresman	Reading Street Student Edition Package (Includes a 6-year Student Digital License) Grade 2	2011	✓	
	Rowland Reading Foundation	Superkids Reading Program for Grade 2 Level 5: <i>The Superkids Hit Second Grade</i> Level 6: <i>The Superkids Take Off</i>	2009-2010	✓	
Grade 3 – Reading					
	AWARD Publishing Limited	AWARD Reading Online, Grade 3	2008-2011	✓	
	Benchmark Education	Benchmark Literacy, Grade 3	2010	✓	
	Houghton Mifflin Harcourt	Houghton Mifflin Harcourt Journeys Student Edition and Magazine Set (2 Student Edition Volumes and Reading Adventures Student Edition Magazine) Grade 3	2011	✓	
		Houghton Mifflin Harcourt Journeys Online Student Resources (access for 7 years) Grade 3	2012	✓	
		Rigby Literacy By Design Complete Program, Grade 3	2008	✓	
	The McGraw-Hill Companies School Education Group	Wright Group Lead 21 Complete Classroom Package, Grade 3	2011	✓	
	Mondo Publishing	Bookshop Core Reading Program, Grade 3	2011	✓	

Course	Publisher	Title	Copyright	Satisfactory Completion of Publisher's Certifications and Agreements	
				Yes	No
	Pearson Education, Inc., publishing as Scott Foresman	Reading Street Student Edition Package (Includes a 6-year Student Digital License) Grade 3	2011	✓	
Grade 4 – Reading					
	Benchmark Education	Benchmark Literacy, Grade 4	2010	✓	
	Houghton Mifflin Harcourt	Houghton Mifflin Harcourt Journeys Student Edition and Magazine Set (Student Edition and Reading Adventures Student Edition Magazine) Grade 4	2011	✓	
		Houghton Mifflin Harcourt Journeys Online Student Resources (access for 7 years) Grade 4	2012	✓	
		Rigby Literacy By Design Complete Program, Grade 4	2008	✓	
	The McGraw-Hill Companies School Education Group	Wright Group Lead 21 Complete Classroom Package, Grade 4	2011	✓	
	Mondo Publishing	Bookshop Core Reading Program, Grade 4	2011	✓	
	Pearson Education, Inc., publishing as Scott Foresman	Reading Street Student Edition Package (Includes a 6-year Student Digital License) Grade 4	2011	✓	
Grade 5 – Reading					
	Benchmark Education	Benchmark Literacy, Grade 5	2010	✓	
	Houghton Mifflin Harcourt	Houghton Mifflin Harcourt Journeys Student Edition and Magazine Set (Student Edition and Reading Adventures Student Edition Magazine) Grade 5	2011	✓	
		Houghton Mifflin Harcourt Journeys Online Student Resources (access for 7 years) Grade 5	2012	✓	
		Rigby Literacy By Design Complete Program, Grade 5	2008	✓	
	The McGraw-Hill Companies School Education Group	Wright Group Lead 21 Complete Classroom Package, Grade 5	2011	✓	
	Mondo Publishing	Bookshop Core Reading Program, Grade 5	2011	✓	
	Pearson Education, Inc., publishing as Scott Foresman	Reading Street Student Edition Package (Includes a 6-year Student Digital License) Grade 5	2011	✓	
Grade 6 – Reading/Literature					
	EMC Publishing, LLC	Mirrors & Windows: Connecting with Literature, Grade 6, Level 1	2011	✓	
Grade 6 – Reading/Literature					

Course	Publisher	Title	Copyright	Satisfactory Completion of Publisher's Certifications and Agreements	
				Yes	No
	Houghton Mifflin Harcourt	Houghton Mifflin Harcourt Journeys Student Edition and Magazine Set (Student Edition and Reading Adventures Student Edition Magazine)	2011	✓	
		Houghton Mifflin Harcourt Online Student Resources (access for 7 years) Grade 6	2012	✓	
	Holt McDougal, a division of Houghton Mifflin Harcourt	Virginia Holt McDougal Literature Student Edition, Grade 6	2013	✓	
	Pearson Education, Inc., publishing as Prentice Hall	Prentice Hall Literature with 6-year Online Digital Access, Virginia Edition, Grade 6	2013	✓	
	Scholastic Inc.	Scholastic Expert 21 Course I —Volumes 1 and 2 Hardcover Student Editions & 5-year Technology Subscription	2010	✓	
		Scholastic Expert 21 Course I —Volumes 1 and 2 Softcover Student Editions & 5-year Technology Subscription	2010	✓	
Grade 6 – Writing					
	Holt McDougal, a division of Houghton Mifflin Harcourt	Write Source, Online Student Subscription, 7-year access, Grade 6	2012	✓	
		Write Source, Student Edition, Hardcover, Grade 6	2012	✓	
	Perfection Learning	Writing with Power, hardcover student edition with online access, Grade 6	2012	✓	
Grade 7 – Reading/Literature					
	EMC Publishing, LLC	Mirrors & Windows: Connecting with Literature, Grade 7, Level II	2011	✓	
	Holt McDougal, a division of Houghton Mifflin Harcourt	Virginia Holt McDougal Literature Student Edition, Grade 7	2013	✓	
	Pearson Education, Inc., publishing as Prentice Hall	Prentice Hall Literature with 6-year Online Digital Access, Virginia Edition, Grade 7	2013	✓	
Grade 7 – Reading/Literature					
	Scholastic Inc.	Scholastic Expert 21 Course II —Volumes 1 and 2, Hardcover, Student Editions & 5-year Technology Subscription	2010	✓	
		Scholastic Expert 21 Course II —Volumes 1 and 2, Softcover, Student Editions & 5-year Technology Subscription	2010	✓	
Grade 7 – Writing					
	Holt McDougal, a division of Houghton Mifflin Harcourt	Write Source, Online Student Subscription, 7-year access, Grade 7	2012	✓	
		Write Source, Student Edition, Hardcover, Grade 7	2012	✓	
	Perfection Learning	Writing with Power, hardcover student edition with online access, Grade 7	2012	✓	
Grade 8 – Reading/Literature					

Course	Publisher	Title	Copyright	Satisfactory Completion of Publisher's Certifications and Agreements	
				Yes	No
	EMC Publishing, LLC	Mirrors & Windows: Connecting with Literature, Grade 8, Level III	2011	✓	
	Holt McDougal, a division of Houghton Mifflin Harcourt	Virginia Holt McDougal Literature Student Edition, Grade 8	2013	✓	
Grade 8 – Reading/Literature					
	Pearson Education, Inc., publishing as Prentice Hall	Prentice Hall Literature with 6-year Online Digital Access, Virginia Edition, Grade 8	2013	✓	
	Scholastic Inc.	Expert 21 Course III — Volumes 1 and 2 Hardcover, Student Editions & 5-year Technology Subscription	2010	✓	
		Expert 21 Course III — Volumes 1 and 2 Softcover, Student Editions & 5-year Technology Subscription	2010	✓	
Grade 8 – Writing					
	Holt McDougal, a division of Houghton Mifflin Harcourt	Write Source, Online Student Subscription, 7-year access, Grade 8	2012	✓	
		Write Source, Student Edition, Hardcover, Grade 8	2012	✓	
	Perfection Learning	Writing with Power, hardcover student edition with online access, Grade 8	2012	✓	
Grade 9 – Reading/Literature					
	EMC Publishing, LLC	Mirrors & Windows: Connecting with Literature, Grade 9, Level IV	2011	✓	
	Holt McDougal, a division of Houghton Mifflin Harcourt	Virginia Holt McDougal Literature Student Edition, Grade 9	2013	✓	
	Pearson Education, Inc., publishing as Prentice Hall	Prentice Hall Literature with 6-year Online Digital Access, Virginia Edition, Grade 9	2013	✓	
Grade 9 – Writing					
	Holt McDougal, a division of Houghton Mifflin Harcourt	Write Source, Online Student Subscription, 7-year access, Grade 9	2012	✓	
		Write Source, Student Edition, Hardcover, Grade 9	2012	✓	
		Write Source Writer's INC Handbook, Hardcover	2006	✓	
		Write Source Writer's INC Handbook, Softcover	2006	✓	
	Perfection Learning	Writing with Power, hardcover student edition with online access, Grade 9	2012	✓	
Grade 10 – Reading/Literature					
	EMC Publishing, LLC	Mirrors & Windows: Connecting with Literature, Grade 10, Level V	2011	✓	
	Holt McDougal, a division of Houghton Mifflin Harcourt	Virginia Holt McDougal Literature Student Edition, Grade 10	2013	✓	

Course	Publisher	Title	Copyright	Satisfactory Completion of Publisher's Certifications and Agreements	
				Yes	No
	Pearson Education, Inc., publishing as Prentice Hall	Prentice Hall Literature with 6-year Online Digital Access, Virginia Edition, Grade 10	2013	✓	
Grade 10 – Writing					
	Holt McDougal, a division of Houghton Mifflin Harcourt	Write Source, Online Student Subscription, 7-year access, Grade 10	2012	✓	
		Write Source, Student Edition, Hardcover, Grade 10	2012	✓	
		Write Source Writer's INC Handbook, Hardcover	2006	✓	
		Write Source Writer's INC Handbook, Softcover	2006	✓	
	Perfection Learning	Writing with Power, hardcover student edition with online access, Grade 10	2012	✓	
Grade 11 – Reading/Literature					
	EMC Publishing, LLC	Mirrors & Windows: Connecting with Literature, Grade 11, American Tradition	2011	✓	
	Holt McDougal, a division of Houghton Mifflin Harcourt	Virginia Holt McDougal Literature American Literature Student Edition, Grade 11	2013	✓	
	Pearson Education, Inc., publishing as Prentice Hall	Prentice Hall Literature with 6-year Online Digital Access, Virginia Edition, Grade 11	2013	✓	
Grade 11 – Writing					
	Holt McDougal, a division of Houghton Mifflin Harcourt	Write Source, Online Student Subscription, 7-year access, Grade 11	2012	✓	
		Write Source, Student Edition, Hardcover, Grade 11	2012	✓	
		Write Source Write for College Handbook, Hardcover	2008	✓	
		Write Source Write for College Handbook, Softcover	2008	✓	
		Write Source Writer's INC Handbook, Hardcover	2006	✓	
		Write Source Writer's INC Handbook, Softcover	2006	✓	
Grade 11 – Writing					
	Perfection Learning	Writing with Power, hardcover student edition with online access, Grade 11	2012	✓	
Grade 12 – Reading/Literature					
	EMC Publishing, LLC	Mirrors & Windows: Connecting with Literature, Grade 12, British Tradition	2011	✓	
	Holt McDougal, a division of Houghton Mifflin Harcourt	Virginia Holt McDougal Literature British Literature, Student Edition, Grade 12	2013	✓	
	Pearson Education, Inc., publishing as Prentice Hall	Prentice Hall Literature with 6-year Online Digital Access, Virginia Edition, Grade 12	2013	✓	
Grade 12 – Writing					
	Holt McDougal, a division of Houghton Mifflin Harcourt	Write Source, Online Student Subscription, 7-year access, Grade 12	2012	✓	
		Write Source, Student Edition Hardcover, Grade 12	2012	✓	

Course	Publisher	Title	Copyright	Satisfactory Completion of Publisher's Certifications and Agreements	
				Yes	No
Grade 12 – Writing					
	Holt McDougal, a division of Houghton Mifflin Harcourt	Write Source, Write for College Handbook, Hardcover	2008	✓	
		Write Source, Write for College Handbook, Softcover	2008	✓	
		Write Source Writer INC Handbook, Hardcover	2006	✓	
		Write Source Writer INC Handbook, Softcover	2006	✓	
	Perfection Learning	Writing with Power, hardcover student edition with online access, Grade 12	2012	✓	

First Review of the Consensus Report from the Board of Education Charter School Committee on the Proposed Fairfax Leadership Academy Charter School Application

Mrs. Diane Jay, associate director, office of program administration and accounting, presented this item. Her presentation included the following:

- All charter school applications are submitted to the Board prior to being submitted to the local school board. The Board is required to render a decision on whether the application meets its approval criteria. A decision by the Board that an application meets its approval criteria does not guarantee that the local school board will approve a request for a charter.
- The Board of Education Charter School Committee met on February 22, 2012, to discuss the charter school application submitted by the Fairfax Leadership Academy in Fairfax County and to meet with the applicant. The table below displays the committee's recommendation as to whether the components of the application meet the Board's approval criteria.

Required Application Components		Met the Criterion
II.	Mission Statement	Yes
III.	Goals and Educational Objectives	Yes
IV.	Evidence of Support	Yes
V.	Statement of Need	Yes
VI.	Educational Program	Yes
VII.	Enrollment Process	Yes
VIII.	Economic Soundness	Yes
IX.	Displacement	Yes
X.	Management and Operation	Yes
XI.	Employment Terms and Conditions	Yes
XII.	Liability and Insurance	Yes
XIII.	Transportation	Yes
XIV.	Residential Charter School	N/A
XV.	Disclosures	Yes

The discussion included comments that the application was well thought through and creative. It was also noted that the people involved are committed to helping students toward academic achievement, and there is support from stakeholders in the community.

The Board accepted for first review the Charter School Committee's recommendation that the application for Fairfax Leadership Academy in Fairfax County meets all applicable Board of Education charter school application criteria.

First Review of a Proposal to Establish a Governor's STEM Academy for Engineering, Marketing, and Information Technology Studies

Ms. Lolita Hall, director of career and technical education, introduced Ms. R. Lisette Diehl, technology academy coordinator of Landstown High School and Technology Academy, Virginia Beach City public schools, to the Board. Ms. Diehl's PowerPoint presentation presented the following:

- The proposed Governor's STEM Academy for Engineering, Marketing, and Information Technology Studies is conceptualized from a planning partnership that consists of Landstown High School and Technology Academy; Virginia Commonwealth University School of Engineering; Norfolk State University College of Science, Engineering and Technology; Tidewater Community College Division of Information Technology & Business; Old Dominion University STEM Marketing Education Program; ECPI University; Bryant & Stratton College; ITT Technical Institute; Johnson & Wales University; Armed Forces Communications & Electronics Association Hampton Roads Chapter; Ten80 Education, Inc.; Newfangled Solutions, LLC; Whitebox Learning; Virginia FIRST; STIHL Inc.; InMotion Hosting; Virginia Beach Schools Federal Credit Union; City of Virginia Beach Parks and Recreation; Junior Achievement of Greater Hampton Roads; Goodwill Industries; Norfolk Admirals Hockey; Beach Windows & Siding; Total Sportswear Solution, LLC; Food Lion; Chick-fil-a; Rite Aid; Cinema Café; and College House/Oarsmen.
- The proposed academy targets three pathways in three career clusters.
 - ✓ The first pathway, Engineering and Technology is in the Science, Technology, Engineering, and Mathematics (STEM) Cluster. Students enrolled in the pathway will be actively involved with high-tech devices, engineering graphics, mathematical concepts, and scientific principles through engineering-design experiences. Students enrolled in this pathway will be introduced to the career choices in the engineering and technology areas and prepare for postsecondary education in one of the engineering and technology fields.
 - ✓ The second pathway, Professional Sales is in the Marketing Career Cluster. This pathway involves the transfer of goods and services in the economy, both to businesses and to individual consumers. Learners are prepared for careers in planning, managing and performing marketing services.
 - ✓ The third pathway, Web and Digital Communications is in the Information Technology Cluster. This pathway involves creating, designing and producing interactive multimedia products and services, including development of digitally-generated or computer-enhanced media used in business, training, entertainment, communications and marketing. Organizations of all types and sizes use digital media (the World Wide Web,

CD-ROM, DVD) to communicate with existing and potential customers, to track transactions, and to collaborate with colleagues.

The discussion included the following:

- Recognizing that the Academy should allow flexibility for changes to be made when careers, pathways, and certifications change.
- Commending the proposal for addressing national, state and regional needs, for the number of partners involved, and including marketing as a career strand.
- Clarifying that the teachers are licensed by the Board of Education and if the school division is offering an industry certified program then the teacher must also be industry certified.
- Clarifying the recruitment process for students.
- Clarifying the existing Academy capacity is 400 students. With the current budget, teaching staff, and building capacity, the current STEM Academy will likely support 180 students.

The Board accepted for first review the proposal to establish a Governor's STEM Academy for Engineering, Marketing, and Information Technology Studies at Landstown High School and Technology Academy, Virginia Beach City public schools.

REPORTS

Report on Major K-12 Legislation Passed by the 2012 General Assembly

Mrs. Anne Wescott, assistant superintendent for communications and policy, presented this item. Her presentation included a summary of the major K-12 legislation passed by the 2012 General Assembly. The presentation included:

- HB 76 (Habeeb) and SB 278 (Smith) would change the date of effective contract renewal for those teachers without continuing contract status from April 15 to June 15.

This legislation would require amendments to the *Regulations Governing the Employment of Professional Personnel* (8 VAC 20-440).

- HB 96 (Wilt) would delay the provisions of 2009 Standards of Accreditation that have not already been implemented. Specifically, the bill would delay, until July 1, 2013, the implementation of:
 - ✓ The Academic and Career Plan;
 - ✓ The new benchmarks for full accreditation, from a pass rate of 50 percent to 70 percent for science and history/social science in grade three, and from 70 percent to 75 percent in English in grades six through 12; and
 - ✓ The Standard Technical and Advanced Technical diplomas. (HB 2061 and SB 489 would eliminate these two diplomas.)

This legislation would require an amendment to the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (8 VAC 20-131).

- HB 250 (Cline) would require the Board, beginning on July 1, 2013, to report annually to the House Committees on Appropriations and Education and the Senate Committees on Finance and Education and Health the percentage of each division's annual operating budget allocated to instructional costs for each fiscal year, as reported by each local school board. The Board of Education would include in the annual School Performance Report Card for school divisions the percentage of each division's annual operating budget allocated to instructional costs. For the purpose of these reports, the Superintendent of Public Instruction would establish a methodology for allocating each school division's expenditures to instructional and non-instructional costs in a manner that is consistent with the funding of the Standards of Quality.

This legislation would require the Board to submit a separate report each year, and would require additional information to be included in the School Performance Report Card.

- HB 321 (Massie) and SB 131 (Stanley) would establish a tax credit program related to education improvement scholarships. Such scholarships would be awarded by eligible scholarship foundations to eligible students with disabilities and students who are economically disadvantaged, so that these students could attend a nonpublic school. The Department of Education would administer this program
- HB 325 (Massie) would require the Board of Education to set training standards for school boards to train aides assigned to work with teachers who have primary oversight of students with autism spectrum disorder in student behavior management. By September 1, 2014, each school board would be required to ensure that the aides receive training in student behavior management within 60 days of assignment to such responsibility.

This legislation would require the Board to develop standards for the training.

- HB 578 (D. Bell) would require the Board of Education to prescribe by regulation the licensure requirements for teachers who teach only online courses. Such license shall be valid only for teaching online courses. Teachers who hold a five-year renewable license issued by the Board of Education may teach online courses for which they are properly endorsed.

This legislation would require amendments to the *Licensure Regulations for School Personnel* (8 VAC 20-22) and possibly the *Regulations Governing the Review and Approval of Education Programs in Virginia* (8 VAC 20-542).

- HB 642 (Stolle) and SB 51 (Wagner) would require the Board to adopt regulations adjusting the formula for calculating the final high school accreditation status for schools that are fully accredited. A minimum numerical value of three points would be added to the completion index total points calculation for each student obtaining both a diploma and a Board-approved industry certification, industry pathway certification, a state licensure, or an occupational competency credential in a career and technical education program.

This legislation would require an amendment to the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (8 VAC 20-131).

- HB 756 (Dance) would allow the Department of Education to establish a team of experts with experience in the establishment and operation of charter schools, college partnership laboratory schools, and virtual school programs, or it may retain the services of individuals with such expertise and experience to provide technical assistance and advice to the Board in carrying out its duties relating to charter schools, college partnership laboratory schools, and virtual school programs.
- HB 765 (Peace) and SB 475 (Locke) would allow private institutions of higher education that have a teacher education program approved by the Board of Education to operate a college partnership laboratory school. It would also permit there to be a collaborative partnership between the institution of higher education with a college partnership laboratory school and the public school division, which would be considered an educational program of the public school division for purposes of the Standards of Accreditation.

This legislation would require changes in the Board's criteria and application for establishing a college partnership laboratory school.

- HB 886 (Alexander) would require that the Board's proposed regulations governing truancy address:
 - ✓ Provisions for early intervention at the school level for repeated unexcused absences;
 - ✓ Identification of and a plan to address a student's academic, social, familial, and other barriers that impede attendance in school; and
 - ✓ Arrangement of conferences that may be necessary between school personnel, students, parents, and community services providers, as appropriate, to address plans and strategies to improve student attendance including, but not limited to, referrals to family assessment and planning teams.

This legislation would require amendments to the proposed *Regulations Governing Unexcused Absences and Truancy* (8 VAC 20-730).

- HB 1061 (Byron) and SB 489 (Ruff) would:
 - ✓ Eliminate the Standard Technical and Advanced Technical Diplomas;
 - ✓ Eliminate the Modified Standard Diploma and fold the requirements into the Standard Diploma, with accommodations for students with disabilities;
 - ✓ Revise the graduation requirements for the Standard Diploma to require students to earn a Board-approved industry certification, national occupational assessment, state professional license, or the Virginia Workplace Readiness Skills Assessment;
 - ✓ Require students earning a Standard Diploma or an Advanced Studies Diploma to take a virtual course, which may be non-credit bearing, and may be one of the other courses required for graduation;
 - ✓ Eliminate the General Achievement Diploma and fold the requirements into the Adult High School Diploma;
 - ✓ Revise the graduation requirements for the Adult High School Diploma to require students to earn a Board-approved industry certification, national occupational assessment, state professional license, or the Virginia Workplace Readiness Skills Assessment; and

- ✓ Revise the requirements for the Individual Student Alternative Education Program to include earning a Board-approved industry certification, national occupational assessment, state professional license, or the Virginia Workplace Readiness Skills Assessment and successfully completing the course in economics and personal finance required to earn a Board of Education-approved high school diploma.

This legislation would require amendments to the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (8 VAC 20-131) and to the *Regulations Governing Adult High School Programs* (8 VAC 20- 30), the repeal of the *Regulations Governing the General Achievement Diploma* (8 VAC 20-680), and revisions to the *Individual Student Alternative Education Plan (ISAEP) Program Guidelines*. The bill includes an enactment clause requiring the regulations to be emergency regulations, which would be followed by permanent regulations. The provisions of this legislation are to be effective within 280 days of enactment. The bill is enacted upon the Governor's signature.

- HB 1092 (O'Bannon) and SB 471 (Northam) would require the Board of Education to promulgate regulations governing physical education requirements in public schools. The Board would work with the American Heart Association, the American Cancer Society, the American Academy of Pediatrics, Virginia Chapter, the Virginia Association of School Superintendents, the Virginia School Boards Association and other interested stakeholders in developing these regulations.

This legislation would require amendments to the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (8 VAC 20-131).

- HB 1173 (Lingamfelter) and SB 440 (Obenshain) would:
 - ✓ Specify that the per pupil funding provided to the charter school would be negotiated in the charter agreement and must be commensurate with the average school-based costs of educating the students in the existing schools in the division unless the cost of operating the charter school is less than that average school-based cost;
 - ✓ Require local school boards to allow public charter schools to use vacant or unused property or real estate;
 - ✓ Permit all purchases made by a public charter school to be exempt from the Virginia Public Procurement Act unless otherwise negotiated by contract;
 - ✓ Allow the local school board to permit charter school staff to be employees of the charter school; and
 - ✓ If a local school board makes the decision to deny a public charter school application or to revoke or fail to renew a charter agreement, the local school board must submit documentation to the Board of Education as to the rationale for the local school board's denial or revocation of the charter school application. However, the Board of Education shall have no authority to grant or deny a public charter school application or to revoke or fail to renew a charter agreement.

This legislation would require revisions to the Board's charter school application and the criteria for charter schools.

- HB 1179 (Yost) would specify that a school board may provide its character education program during the summer in a youth development academy offered by the school division.

The Department of Education would develop curricular guidelines for school divisions to use in establishing a character education program through a summer youth development academy.

- HB 1181 (Landes) would require local school divisions to provide reading intervention services to students in grade three who demonstrate deficiencies based on their individual performance on the Standards of Learning reading test or any reading diagnostic test that meets criteria established by the Department of Education. Reading intervention services may include the use of: special reading teachers; trained aides; volunteer tutors under the supervision of a certified teacher; computer-based reading tutorial programs; aides to instruct in-class groups while the teacher provides direct instruction to the students who need extra assistance; and extended instructional time in the school day or school year for these students.
- HB 1184 (Rust) would require local school boards and community colleges to develop agreements allowing high school students to pursue an associate's degree or a one-year Uniform Certificate of General Studies from a community college concurrent with a high school diploma.
- HB 1215 (D. Bell) would require the Board of Education to promulgate regulations establishing standards for accreditation of public virtual schools under the authority of the local school board that enroll students full time.

This legislation would require amendments to the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (8 VAC 20-131) or separate regulations for virtual schools.

- HB 1295 (Byron) and SB 679 (Newman) would eliminate the requirement that local school divisions must have a School Health Advisory Board and a Gifted Education Advisory Committee. It would also eliminate the provision in a § 1 bill passed by the General Assembly in 2010 that teachers seeking renewal of their licenses with an endorsement in early/primary preK-3, elementary education preK-6, middle education [6-8](#), history and social sciences, history, or political science to complete study of the structures, function, and powers of state and local government of Virginia and the importance of citizen participation in the political process in state and local government of Virginia.

This legislation would require amendments to the *Regulations Governing Educational Services for Gifted Students* (8 VAC 20-40) and to the *Licensure Regulations for School Personnel* (8 VAC 20-22).

The discussion included the following:

- Commending the Virginia Department of Education staff for their support and attendance during the 2012 General Assembly session.
- Recognizing the need for clarity in a definition of innovative programs.

The Board accepted the report for informational purposes.

Report on Longitudinal Data – Increasing Virginia’s Capacity to understand Students’ Pathways to Success in College and the Work Force

Dr. Deborah Jonas, executive director for research and strategic planning, and Ms. Bethann Canada, director for education information management, presented this item. Their presentation included the following:

- Longitudinal data on Virginia’s PreK-12 students is made possible by the institutionalization of a unique identifier for each student that persists with the student throughout his/her PreK-12 career in public schools.
- Virginia established the statewide longitudinal data system to meet the data collection and reporting requirements of the *Elementary and Secondary Education Act (ESEA)*.
- As the data collection tools were being established, state leaders recognized the critical role the state should play to ensure that all school systems that have not invested in local data warehouses had secure access to current and historical student-level data in ways that would directly impact instruction at the local level.
- Virginia’s solution to meet that need is the Educational Information Management System (EIMS) managed by the Department of Education. EIMS leverages the data collected for reporting requirements to provide rich decision support tools to Virginia school division personnel. An expansion of the system, funded by a 2007 \$6.05 million grant, included developing the capability to send transcripts to institutions of higher education electronically, supported school divisions in addressing data quality through comprehensive training, and provided additional data types in the data warehouse.
- A subsequent grant (\$17.5 million) in 2010 carried the requirement that Virginia would meet all of the data collection and reporting requirements of the State Fiscal Stabilization Fund (SFSF). The requirements included developing a mechanism to connect students with their teachers and collection of student-level transcript information, providing teachers with estimates of student growth, and providing postsecondary enrollment and achievement reports. Virginia met all of these requirements by the deadline of January 31, 2012.
- The 2010 grant program capitalizes on the wealth of longitudinal data that exists in PreK-12, higher education, and the work force. Working together, the Department of Education, the State Council of Higher Education for Virginia, the Virginia Community College System, and the Virginia Employment Commission are developing a secure mechanism for linking de-identified student data across agencies so that students can be studied as they progress to higher education and the work force. Other features of the grant program include a needs-based competitive grants program that funds improvements to school division data systems, funding for three institutions of higher education and all 23 community colleges to accept the electronic transcript, and Web-based tools that improve data transparency.
- Virginia’s Postsecondary Enrollment report was established to meet SFSF indicator (C)(11). This report provides data on students’ enrollment in institutions of higher education (IHE) within 16 months of high school graduation. VDOE used data purchased from the National Student Clearinghouse to meet this requirement.

- Virginia's Postsecondary Achievement report was established to meet SFSF indicator (C) (12). The report provides information on the number and percentage of students who enroll in a Virginia public IHE and earn at least one year's worth of college credit within two years of enrollment. VDOE, working collaboratively with SCHEV, used a double de-identification method to merge data from high school graduates with college enrollment and course completion records to meet this requirement.
- The data for Virginia's Postsecondary Education Reports rely on records that were merged via secure systems that maintain student privacy. The reports provide useful information to guide program and policy decisions, and represent the best estimates currently available.

The discussion included the following:

- Addressing the extent to which data is being used by school divisions and developing a timeline for tools to be used by other education stakeholders.
- Requesting that the Board be updated more than once-a-year.
- Recognizing the importance of linking teacher education programs.
- Identifying plans to use longitudinal data system to track the Board's goals.
- Understanding the reason some school divisions are not yet using the data.
- Recognizing the variety of ways data in the system can be used.
- Clarifying the ability to link teachers to students and measuring growth

The Board accepted the report for informational purposes.

DISCUSSION OF CURRENT ISSUES

Referring to comments made by a speaker during public comment, Mrs. Sears questioned the evaluation of Fine Arts teachers under the new teacher evaluation process. The speaker represented the Virginia Coalition for Fine Arts Education and stated their concern with the impact of the new teacher evaluation process, *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers*, adopted by the Board in April 2011, and the impact of *Standard 7*, on fine arts teacher evaluation. *Standard 7* of the guidelines provides for forty percent of teacher evaluations to be based on student progress.

Dr. Wright clarified that using Standards of Learning tests to evaluate music teachers is a local decision and is not in the Guidelines adopted by the Board. Dr. Wright said that student growth percentile is used only if they are available and appropriate. Otherwise, such as the case for music teachers, student performance will be used for goal setting. Dr. Wright indicated this clarification will be included in the training provided for school divisions on the new teacher evaluation process.

The Board met for dinner on Wednesday, March 21, 2012, at the Crowne Plaza Hotel with the following members present: Mrs. Beamer, Mr. Braunlich, Dr. Cannaday, Mr. Foster, Mr. Krupicka, Dr. McLaughlin, and Mrs. Sears. Members discussed pending Board agenda items. No votes were taken, and the dinner meeting ended at 8:30 p.m.

ADJOURNMENT OF THE BUSINESS SESSION

There being no further business of the Board of Education and Board of Career and Technical Education, Mr. Foster adjourned the meeting 1:05 p.m.

PUBLIC HEARING FOR REGULATIONS GOVERNING UNEXCUSED ABSENCES AND TRUANCY

The Board reconvened for the Public Hearing for *Regulations Governing Unexcused Absences and Truancy*. Ms. Crystal Shin, JustChildren Program, spoke during the public hearing. Written comments were received from Mr. John Butcher and Dr. Kitty Boitnott.

The proposed *Regulations Governing Unexcused Absences and Truancy* was sent by Superintendent's Memo to school divisions. Mr. Braunlich requested that Board members receive an electronic version of the *Regulations Governing Unexcused Absences and Truancy*. Mr. Foster adjourned the public hearing at 1:11 p.m.

President