COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
RICHMOND, VIRGINIA

MINUTES

April 26, 2006

The Board of Education and the Board of Career and Technical Education met at the James Monroe State Office Building, Conference Rooms D and E, Richmond, with the following members present:

Dr. Mark E. Emblidge, President   Dr. Gary L. Jones
Dr. Ella P. Ward, Vice President   Mr. Andrew J. Rotherham
Dr. Thomas M. Brewster   Mrs. Eleanor B. Saslaw
Mrs. Isis M. Castro
Mr. David L. Johnson   Dr. Patricia I. Wright, Acting
                                         Superintendent of Public Instruction

Dr. Emblidge, president, presided and called the meeting to order at 9 a.m.

MOMENT OF SILENCE/PLEDGE OF ALLEGIANCE

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

NEW BOARD MEMBER

Dr. Emblidge introduced new Board member, Dr. Thomas M. Brewster. Dr. Brewster succeeds Mr. Thomas M. Jackson, Jr., for a term of four years, effective January 30, 2006, and ending on January 29, 2010.

THE HONORABLE TIMOTHY M. KAINE

The Honorable Timothy M. Kaine, Governor of the Commonwealth of Virginia, addressed the Board of Education during the morning session. Excerpts from the Governor's speech follow:

One of my greatest pleasures as Mayor of Richmond, Lieutenant Governor, and now Governor, has been to congratulate students and teachers for successful efforts to improve learning and raise achievement.

I have visited hundreds of schools since I began public life and have met thousands of the bright students and hardworking teachers, principals, and other educators who are largely responsible for the great progress Virginia has made in public education.

But the successes of the commonwealth's public schools also are a direct result of the leadership of the Board of Education. The Board has shown flexibility when required, while steadfastly maintaining the core principals of accountability.

You have tackled tough issues dealing with student achievement, school accreditation, the Standards of Quality, and teacher quality. You have moved forward on these issues while undertaking the daunting challenge of merging Virginia's Standards of Learning reform with the federal requirements of No Child Left Behind into a single, statewide system of accountability and support for Virginia's schools and students.

SOLS: A Yardstick of Success

My terms as mayor of Richmond coincided with the rollout of the SOL program, which remains the foundation of our accountability system. The establishment of statewide content standards in English, mathematics, science, and history has brought about a greater consistency of instruction from school division to school division. And we now measure student achievement with the same yardstick, regardless of whether students attend school in the inner city, in the suburbs, or in a rural area.

As a parent and patron of this city's public schools, I am grateful to the Board, the General Assembly, and my predecessors in the governor's office for maintaining accountability while providing schools and teachers with the flexibility and time they needed to make the SOL program work for children.

And as a Richmonder, I am proud that 90 percent of the city's schools are now fully accredited, roughly the same percentage as statewide. Even the most enthusiastic cheerleaders for the SOLs in the late 90s would hardly have dared to predict this level of success. But Richmond has shown that accountability, investment, and leadership can make a difference in schools that critics of public education were once willing to write off.

The SOLs have focused our schools on achievement as never before. Public education is increasingly data-driven, as teachers and principals harness the power of information to address the instructional needs of students. The result is that, overall, our students know more and can do more. This is clear from the rising pass rates on SOL tests and increased achievement on other tests, such as the National Assessment for Educational Progress.

From Competence to Excellence

But while the Standards of Learning have raised the academic floor and enabled many students to reach higher, the SOLs have always been intended as minimum standards for competency. To say this is not to denigrate the SOLs or to suggest that the SOLs somehow limit learning and achievement. To the contrary, the success of our schools and students under the SOL program underscores the relationship between rigorous minimum competency standards and increased achievement.

But the enthusiastic response to high school reform initiatives such as Early College Scholars and the Virginia Virtual Advanced Placement School demonstrate that there are thousands of students in the commonwealth who are ready and eager to soar from competence to excellence. The SOLs, as minimum standards, do not hold schools accountable for meeting the needs of these students.

I take great pride in the leadership I provided as mayor to create the Maggie L. Walker Governor's School for Government and International Relations in Richmond. Maggie Walker and our other Governor's Schools offer high-octane academic environments where excellence is the standard.

But we have far more high school students with the potential to excel than we have seats in our regional Governor's Schools. Every high school – and every school for that matter – should have a vision that looks beyond SOL benchmarks and includes challenging programs for students who are ready to move from competence to excellence.

Governor Warner showed us through initiatives such as Project Graduation and Early College Scholars that we can address the needs of students who are challenged by the SOLs and at the same time provide incentives and opportunities for students who are already exceeding the commonwealth's minimum competency standards.

We can build on this success by challenging the thousands of students who fall between these two groups. These are students who are meeting or exceeding our SOL standards, but who are not enrolled in gifted programs or taking college-level courses or on track for an advanced diploma.

An example of this approach is the Commonwealth Scholars program I announced this month. This program is aimed at students who may not achieve an Advanced Studies Diploma but who are capable of exceeding the course requirements for a Standard Diploma. We are starting this effort in 11 school divisions and hope to expand it statewide.

I also believe that schools and school divisions should be recognized and rewarded for making measurable progress in the journey to excellence. The commonwealth's vision of educational excellence must combine SOL competency requirements with incentives that recognize and reward higher levels of achievement and progress on multiple indicators of school and student performance.

We need a formal process to recognize and reward schools and school divisions on an annual basis that far exceed the standards for state accreditation and adequate yearly progress under NCLB. Let's begin a conversation now about how such a process would work and how it would fit with the Standards of Accreditation.

Challenges Remain

At the same time, it is sobering to note that there are pockets of low achievement in rural and urban communities across the commonwealth where meeting the minimum competency standards of the SOLs still represents a challenge for many students.

Education reform takes time, but more than a decade has now passed since the beginning of the SOL reform and no child should be left to languish in a school that is either unable or unwilling to make the changes necessary to raise achievement and attain full accreditation. I commend the Board for the steps it is taking through the revision of the SOA to increase the level of assistance, intervention, and accountability for schools that lose accreditation.

We must encourage and reward significant progress in closing the achievement gap while raising the achievement of all students. In addition, we must increase graduation rates, particularly among our minority populations, and place greater attention on career and technical education. And we must continue to encourage our high school students to strive for excellence by successfully completing college-level courses and acquiring the skills necessary for personal success in the 21st century.

I will continue to promote the Partnership for Achieving Successful Schools model, known as the PASS Initiative, to help low-performing schools and school divisions improve student achievement. This coming year, for the first time in Virginia, we face the possibility of schools losing their accreditation due to chronic problems with student achievement. I pledge to work with the Board, the Department of Education, and business partners to make sure these schools have extra support to turn around student performance.

Early Childhood Initiatives

The achievement gaps that still divide our students along racial, ethnic, and economic lines begin as "readiness gaps" before children enter school. At present, too many children are unprepared for learning when they enter kindergarten and quickly fall behind. We can see this when we look at schools where third-graders are struggling to pass SOL tests in reading and mathematics. So, another major focus of my plan for public education is to increase access to affordable and quality preschool programs in Virginia.

Early childhood education builds a foundation for academic and economic success. Expanding access to quality pre-K programs will lead to increased achievement in elementary schools, and eventually, in middle and high schools as well.

The Board and the department have demonstrated their commitment to early childhood education through the Virginia Preschool Initiative and the establishment of standards for preschool teachers and instruction. Virginia's Foundation Blocks for Early Learning and the board's licensure standards ensure that the "at risk" children who participate in the Virginia Preschool Initiative are prepared to learn when they enter kindergarten.

But I believe every child can benefit from quality preschool. In one of my first executive orders, I established the Start Strong Council. The purpose of the Council will be to oversee the development of infrastructure for voluntary Start Strong early childhood education programs in the commonwealth.

The Start Strong Council will look for ways to make quality preschool programs available to any parent who wishes their child to participate, by expanding the successful Virginia Preschool Initiative, working with Head Start providers, and building on the network of private and faith-based providers to make high-quality pre-K available to more children and parents.

The research is clear that quality preschool experiences produce children who are more likely to become strong readers. Last month, I read a Dr. Seuss story to children at Holton Elementary School and was impressed by the young readers I met. These children were full of enthusiasm and I have no doubt that by grade 3, most if not all of them will pass the reading SOL. But it is not enough for children to read at grade level by the third grade. Our schools must work with parents, the private sector, community groups, and religious institutions to keep the love of reading alive year after year in a culture full of attractive technological distractions. A literate citizenry is essential to maintain our way of life, our political and civic institutions, and our ability to compete in the global marketplace.

Adult Education Strategies

We must not forget the thousands of working men and women whose educations have not prepared them for the dislocations of today's global economy. Let's continue to meet these working Virginians where they live with programs like the Race to GED that will help them to secure new livelihoods and training for the jobs of the 21st century.

Under the leadership of Secretary of Education Tom Morris, the P-16 Education Council will be studying how best to create and implement seamless transitions from preschool to kindergarten, middle school to high school, and from high school to college or work. This advisory council includes the president of the Board of Education, the state superintendent, and representatives from local school boards, higher education, business and industry, and the legislature. I am hopeful that recommendations from the P-16 Council can be used to inform your work on the state board and the policy boards that have responsibility for higher education in Virginia.

Excellence also means that our schools give students the tools they need to succeed in the workplace. Every student should have the opportunity to prepare for his or her chosen career, whether going directly into the workforce, the armed services, or on to further education and training.

I support career and technical programs in our middle and high schools to prepare students for the workforce, whether they enter immediately after high school or following additional postsecondary education and training. I applaud the work of the state board in permitting high school students to earn verified credits in career and technical education as well as in academic subjects.

I support expanding career and technical education programs in our schools. In addition to providing skilled technicians for our economy, these courses create opportunities for students to experience the practical application of lessons taught in our traditional classrooms. We need to value our "gold collar" technicians, electricians, plumbers, and mechanics as much as we value our doctors and lawyers. We should encourage students to study challenging academic and career-focused curricula that prepares them for postsecondary education and a technical career in a 21st-century global society.

Gifted students should not have to choose between career and technical education and academics. If there is regional interest in establishing a Governor's School with a specific career and technical focus, I hope the Board of Education will look upon such proposal favorably. In turn, I will work with the General Assembly to secure funding.

I support raising Virginia teachers' salaries to a level competitive with the national average and providing teachers with regular, meaningful evaluations and continuing professional development. Ongoing professional development supports our teachers by helping them keep their classroom skills sharp and their educational knowledge up to date.

The General Assembly passed legislation this session that requires school divisions to evaluate teachers with continuing-contract status at least once every three years. The bill also sets a goal of having sufficient salaries to attract highly qualified teachers. We also must build on the successful pilot programs initiated by Governor Warner and provide incentives for our best teachers to serve in schools where they are needed the most.

Like you, I believe that the success of Virginia's public schools under the SOL program makes the case for increased flexibility from Washington in the implementation of No Child Left Behind. I share the Board's view that many of the provisions of NCLB complement the SOL program. We will never close the achievement gap unless we hold schools accountable for the achievement of student subgroups and all children deserve to be taught by highly qualified teachers.

Reauthorization next year will provide Congress with an opportunity to revisit issues such as the appropriate testing of students with disabilities and children with limited English skills. In the meantime, I encourage you to press the case for flexibility so we can implement this important legislation in a way that makes sense for Virginia.

Student achievement and good health go hand in hand, and I am concerned about school children who are overweight, do not enjoy a healthy diet, and are at-risk of developing childhood diseases. This is a problem that transcends the school house, but public schools can do their part to promote healthier lifestyles for students and families.

We must recognize communities, schools and school divisions that promote the health and wellness of their students by encouraging good nutrition and increased physical activity. Later this morning I will be in Amherst County to present a Healthy Virginians "Gold Award" for nutrition and physical activity to Madison Heights Elementary School. I want all schools to strive to meet this standard.

While transportation is the pressing issue of the moment, education must be our priority as we move deeper into this new century. I look forward to working with you during these next four years as we harness the power of public education to keep Virginia moving forward.

RECOGNITIONS

A special recognition was given to the recipients of the Prestigious MetLife/NASSP National High School Principal Award and the Middle School Principal Award for 2006. Dr. Emblidge said that the Commonwealth of Virginia is the only state in the nation to ever capture both awards in the same year. The recipients are as follows:

➢ Dr. Mel J. Riddile, principal, J.E.B. Stuart High School, Fairfax County Public Schools, 2006 National High School Principal of the Year
➢ Mrs. Sharon Byrdsong, principal, Azalea Garden Middle School, Norfolk City Public Schools, 2006 National Middle School Principal of the Year

APPROVAL OF MINUTES

Dr. Ward made a motion to approve the minutes of the February 15, 2006, meeting of the Board. The motion was seconded by Mrs. Castro 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:

Dan Zacharias	Dr. Mary Jane Zander
Dr. William Dean	Dr. David Burton
Mrs. Patty Taylor	Frank Williams
Dr. Barbara Laws	Susan Dameron
Pat Franklin	Linda Coffelt
Nelson Williams	Pam Beatty
Suzanne Mallory-Parker	Joyce Zimberri
Lin Ferrell	Randy O'Neil

ACTION/DISCUSSION ITEMS

Report and Recommendations from the Board of Education's 2005-2006 Student Advisory Committee

Mrs. Castro and Mrs. Saslaw, sponsors of the Student Advisory Committee, introduced the following committee members:

Victoria Artis, Daniel Morgan Middle School, Winchester Public Schools
Christina Azimi, James W. Robinson Junior Secondary School, Fairfax County Public Schools
Michael Burt, Hidden Valley High School, Roanoke County Public Schools
Taikein Cooper, Prince Edward County High School, Prince Edward County Public Schools
Jennifer Deskins, Bruton High School, York County Public Schools
Vincent Feucht, West Point High School, Town of West Point Public Schools
Carlie Fogleman, Lebanon High School, Russell County Public Schools
Stacy LaRiviere, Bailey Bridge Middle School, Chesterfield County Public Schools
Adrian Lehnen, George Washington Middle School, Alexandria City Public Schools
Dion Quick, Hugo Owens Middle School, Chesapeake City Public Schools
Franklin Tennyson, III, Hermitage High School, Henrico County Public Schools
Alexandra Whitehead, Staunton River High School, Bedford County Public Schools

During the past year, the Student Advisory Committee discussed the following topics in detail, conducted research, and discussed the issues with fellow students. The Student Advisory Committee presented the following reports, which summarize the committee's concerns and recommendations:

Issue: Promotion of a Statewide Peer Conflict Mediation Program

Background
Statistics have proven that Peer Mediation Programs provide students with a comfortable and confidential environment in which they can arrive at solutions to their personal conflicts. Peer Mediation Programs teach lifetime skills such as problem solving and leadership, while also demonstrating the magnitude of social interactions. According to *Pathways to Peace*, a guideline provided at the Annual Northern Virginia Regional Student Mediation Conference, "mediation is a voluntary process facilitated by a third party who helps students work through conflict. Mediators do not take sides; they help students come up with their own solutions." One out of every eight teenagers suffers from depression and even more feel the adverse effects of outside pressure. It has been proven that Peer Conflict Mediation Programs lower the occurrences of school violence by offering "trapped" teens a sense of security in their peers. Working with a student mediator reduces tensions between conflicting parties by addressing the issue in a non-threatening manner.

Position of the Student Advisory Committee
The Student Advisory Committee feels that peer intervention is important to the expansion of dynamic citizens into society. Peer Conflict Mediation has the power to stop dilemmas before they escalate into life altering decisions. The 2005-2006 Student Advisory Committee believes that peer mediation is vital to reducing the undesirable effects of peer pressure. We feel that a statewide program in the area of Peer Conflict Mediation would advance the school atmosphere and improve the quality of life for each individual inside the Commonwealth.

Recommendation
The Student Advisory Committee recommends that the Virginia Board of Education:
- Institute a statewide Peer Conflict Mediation Program for grades 4-12
- Appoint program coordinators (such as school guidance counselors)
- Provide a peer mediation screening process to be used by each Virginia public school
    - The screening process will entail the following:
        - Peer mediators will be required to have and maintain a "B" average or higher
        - Teacher recommendations
        - Personal interview
        - Signing of confidentiality form
- Have schools provide incentives to become a peer mediator
- Arrange a statewide seminar for future peer mediators and program coordinators
- Allow separate guidelines to be utilized in individual schools

Issue: Creating a comprehensive approach in Virginia Public Schools for a student's awareness of the real-world

Background
An understanding of economics and career opportunities will help students become successful, functioning members of society. Currently, there are limited opportunities available prior to graduation to help students learn about and experience various career options. Furthermore, fiscal responsibility and financial literacy is lacking in the secondary school curriculum, leaving many graduates inadequately prepared for the real world. These skills and experiences are crucial to student success after graduation. The General Assembly has taken a significant first step with Senate Bill 950 to ensure that students are fiscally prepared for life.

Position and Rationale of the Student Advisory Committee
The General Assembly has addressed the problem of lacking financial literacy among the students of Virginia. The Student Advisory Committee feels that an aggressive approach should be taken to implement the points introduced in Senate Bill 950. Not only is economics education important to the success of students, but a keen awareness of career paths and job opportunities is also fundamental. We support the initial step taken by the General Assembly; however, we feel that the lack of awareness concerning career and technical opportunities should be addressed in conjunction with the economic education curriculum.

Recommendation
We feel these recommendations will help the Virginia Board of Education better prepare students for post-secondary school life. These recommendations are by no means all-inclusive, but rather a basis for infusing financial literacy into the current curriculum and introducing students to specific career paths.
  - The approval of the financial literacy curriculum
  - The addition of career awareness into the proposed financial literacy curriculum
  - Establish guidelines that would enable every student to have access to in-depth career and technical field experience including but not limited to job shadowing, career fairs, internships, etc.
  - Encourage public schools to transition this material into a half-credit semester class designed to teach financial literacy and career awareness

Issue: Promoting Academic and Extracurricular Well-Roundedness in All Virginia Public Schools

Background
Standardized testing and other state educational mandates place restraints on students. These restraints may prohibit some students from taking full advantage of all academic opportunities as they pertain to the student's interests (i.e. foreign language, math, science, etc.). Having to meet state requirements and neglect their fields of interest, students are often at a stressful disadvantage. Therefore, students sacrifice citizenship

(participation and involvement in the community through extracurricular activities) and preferences (taking classes particular to the student's possible interests) for academic achievement. It is the belief of the committee that such concentration is unhealthy and does not benefit the student when considering their future.

Position of the Student Advisory Committee
The Student Advisory Committee feels that measures must be taken to address this critical issue. The committee believes that academic competition and not going beyond standardized testing requirements in Virginia classrooms puts students at a disadvantage when applying for colleges and scholarships. The committee hopes that the Board of Education may broaden the focus of students beyond standardized testing into the school and community environment. This will promote students to become involved in their communities and to realize their civic responsibilities. This will eliminate civic apathy and will put students in touch with the realities of a dynamic society. The committee understands the importance of academic achievement but realizes the need to diversify public school education in Virginia as it pertains to the interests of students. The committee believes all Virginia students should have the opportunity to engage in extracurricular activities from sports and clubs to community services to civic involvement.

Furthermore, the Virginia Board of Education should reward students who display these qualities while achieving academic success. We believe that maintaining a high level of involvement as well as intellectual endeavors embodies the spirit of the Commonwealth of Virginia as exemplified by historical and contemporary leaders. It is the belief of the committee that many Virginia students are deprived of academic equality as the result of their area's economic status. Under the bylaws of the Virginia Board of Education, it states, "*[The Board] believes all students in Virginia deserve a quality education based on the same standards regardless of where they live or their economic status…Within constitutional parameters, has supported and facilitated various initiatives to develop a public education system that will produce graduates equipped to compete in a global economy and to fulfill their responsibilities as citizens.*" In light of this, the Board of Education must take comprehensive action to fulfill the intention of the bylaws. It is our hope that the following suggestions will contribute to academic reformation and the promotion of well-rounded students in Virginia public schools.

Recommendations
To put our position into action, we recommend that the State Board of Education:
- Promote the Virginia Virtual AP School and the Senior Year Plus Program to all Virginia public schools so that more students become aware of this opportunity and take advantage of its benefits.
- Investigate expanding this program to include a wider range of courses that would serve the individual interests of students, including but not limited to foreign languages, fine arts, advanced math and science, humanities, and writing intensive courses.

- ✐ Explore the allocation of funds and research grants that will enable schools to expand their Advanced Placement, International Baccalaureate, and dual enrollment programs, especially in low income areas where these opportunities otherwise would not be offered.
- ✐ Create a recognition program to be known as the "Spirit of the Commonwealth Award" that will recognize:
    - o Student leadership in the school and community
    - o Student involvement in clubs, sports, societies, and service organizations
    - o Academic achievement
    - o Civic involvement
- ✐ Suggest that local school boards create a "Spirit of the Commonwealth" seal for high school diplomas for students that meet the criteria
- ✐ Award qualified students with a certificate signed by the President of the Board of Education acknowledging achievement in the program.

It is the hope of the committee that the Board of Education will expand this program to create additional rewards for exemplary students as the program grows. Our goal is to promote both academic stimulation as well as extracurricular involvement to give Virginia students a competitive edge for both short-term success in the college application process and long-term success in preparing students for civic responsibility.

Dr. Emblidge thanked the staff from Policy and Communications for working with the students. They were: Anne Wescott, Michelle Parker, and Melissa Velazquez.

Mrs. Castro, Mrs. Saslaw, and Dr. Emblidge presented Certificates of Appreciation to each advisory committee member.

Final Review of Proposed Fine Arts Standards of Learning

Mrs. Cherry Gardner, principal specialist of fine arts, presented this item. Mrs. Gardner stated that in May 2005, the Board approved a plan to revise the Fine Arts Standards of Learning (SOL) during the 2005-2006 academic year.

In October 2005, the Board approved the revised SOL for public comment and public hearings. Two public hearings were held, one on January 11, 2006, in Richmond, and one on January 26, 2006, in Galax. Input from these hearings and written comments submitted during the comment period were reviewed and analyzed. As a result of this review, eleven music supervisors and six music teachers were invited to attend two Music SOL meetings and five visual arts supervisors and one higher education visual arts educator were invited to attend three Visual Arts SOL meetings to consider these comments and make recommendations for additional revisions. Several recommendations have been incorporated into the proposed document presented to the Board for final review. The revisions to the document were made to enhance clarity, specificity, rigor, and alignment of skills and content, and reflect the most current best practice.

Dr. Jones made a motion to adopt the proposed Fine Arts Standards of Learning. The motion was seconded by Dr. Ward and carried unanimously. Dr. Emblidge asked staff to meet with Board members before the next Board meeting to brief the Board on the process used to revise the various Standards of Learning.

Final Review of Economics and Financial Literacy: Objectives and Correlations to Mathematics and History and Social Science Standards of Learning and Career and Technical Education Competencies

Dr. Linda Wallinger, assistant superintendent for instruction, presented this item. Dr. Wallinger stated that on March 26, 2005, the General Assembly approved SB 950, a bill directing the Virginia Board of Education to "establish objectives for economic education and financial literacy." Subsequently, the *Code of Virginia* was amended as follows:

> Section 22.1-200.03. Economics education and financial literacy required in middle and high school grades; Board of Education to establish objectives for economic education and financial literacy; banking-at-school programs.
>
> A. By July 1, 2006, instruction in the principles of the American economic system shall be required in the public middle and high schools of the Commonwealth to promote economics education and financial literacy of students and to further the development of knowledge, skills, and attitudes needed for responsible citizenship in a constitutional democracy.
>
> B. The Board of Education shall develop and approve objectives for economics education and financial literacy at the middle and high school levels that shall be required of all students, and shall provide for the systematic infusion of economic principles in the relevant Standards of Learning, and in career and technical education programs. The objectives shall include, but not be limited to, personal living and finances; personal and business money management skills; opening an account in a financial institution and judging the quality of a financial institution's services; balancing a checkbook; completing a loan application; the implications of an inheritance; the basics of personal insurance policies; consumer rights and responsibilities; dealing with salesmen and merchants; debt management; managing retail and credit card debt; state and federal tax computation; local tax assessments; computation of interest rates by various mechanisms; understanding simple contracts; and learning how to contest an incorrect bill.
>
> C. To facilitate the objectives of economics education and financial literacy through practical experiences, the Department shall confer with the State Corporation Commission's Bureau of Financial Institutions, and financial and relevant professional organizations in the development of guidelines for such literacy objectives.
>
> D. The Board shall not be required to evaluate student achievement concerning economics education and financial literacy objectives in the Standards of Learning assessments required by § 22.1-253.13:3.

Dr. Wallinger said that the Department of Education convened a representative group of stakeholders to assist in the development of objectives in economics education and financial literacy to be required of all students at the middle and high school levels. The objectives are correlated to the Virginia Mathematics and History and Social Science Standards of Learning, and the Career and Technical Education competencies. Since the document was reviewed by the Board in March, several additional correlations have been identified; however, the objectives remain unchanged.

Dr. Jones made a motion to adopt the proposed Economics Education and Financial Literacy objectives and correlations. The motion was seconded by Dr. Ward and carried unanimously.

First Review of Approval of Local School Division Remedial Plans

Mrs. Kathleen Smith, director of the office of school improvement, presented this item. Mrs. Smith stated that as required by 8 VAC 20-630-20, school divisions are required to develop a remediation plan designed to strengthen and improve the academic achievement of eligible students. Local school divisions submitted remedial plans for summer 2006 to the department for approval by the Board of Education. Data regarding the summer program for 2005 will be submitted to the department by school divisions as required by the *Code of Virginia* in September 2006. The data cannot be collected until after administration of the Standards of Learning assessments in spring 2006.

Mrs. Smith said that department staff members reviewed remediation plans from 130 school divisions and determined that all of the plans meet the requirements of 8 VAC 20-630-20. Two divisions, Loudoun County and Frederick County, indicated that they will not offer a remedial summer program. A copy of the summary of the quality indicators proposed in the remedial plans from the 130 school divisions that reported as required was given to Board members. 8 VAC 20-630-50 requires school divisions to report to the department the pass rate on the Standards of Learning assessments for students who attend the 2006 summer remedial programs or, in the case of year-round schools, 2006-2007 intersession programs. Divisions will submit SOL data pertaining to the 2006 summer remedial program, or in the case of year-round schools, 2006-2007 intersession programs in September 2007.

Mrs. Castro made a motion to accept the report on local school division remedial plans for first review. The motion was seconded by Mrs. Saslaw and carried unanimously.

First Review of Addition to the Board-Approved List of Instructional Models/Programs that Include Instructional Methods to Satisfy Provisions in Regulations Establishing Standards for Accrediting Public Schools in Virginia

Mrs. Roberta Schlicher, director of the office of program administration and accountability, presented this item. Mrs. Schlicher stated that Section 310 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* as adopted by the Virginia Board of Education on July 28, 2000, requires:

B. Any school that is rated Accredited with Warning in English or mathematics is expected to adopt an instructional method that has a proven track record of success at raising student achievement in those areas as appropriate.
C. The superintendent and principal shall certify in writing to the Board that such a method has been adopted and implemented.

D. The Board shall publish a list of recommended instructional methods which may be amended from time to time.
E. Adoption of instructional methods referenced in subdivisions B and D of this subsection shall be funded by eligible local, state, and federal funds.

On January 6, 2003, the Board of Education approved revisions to the criteria for identifying and selecting these models/programs that include instructional methods. The revisions are based on the *No Child Left Behind Act of 2001* (NCLB) emphasis on the use of scientifically-based research as a criterion for evaluating programs, particularly those programs purchased with federal funds.

Dr. Ward made a motion to waive first review and adopt the additional program (Voyager Passport Reading Journeys) as proposed for the Board-approved list. The motion was second by Mrs. Saslaw and carried unanimously.

First Review of Proposed Additions, Deletions, and Modifications to the Board-Approved List of Supplemental Educational Services Providers Under the No Child Left Behind Act of 2001

Mrs. Schlicher also presented this item. Mrs. Schlicher stated that The *No Child Left Behind Act of 2001* (NCLB) requires Title I schools that do not meet the state's adequate yearly progress (AYP) targets for three consecutive years in the same subject area to offer a choice of supplemental educational services to parents of eligible children. Virginia has schools that are offering or are continuing to offer supplemental educational services during the 2005-2006 school year. These services must be offered to eligible students until the identified schools exit Title I School Improvement.

The *No Child Left Behind Act of 2001* requires states to identify and maintain a list of supplemental educational services providers. Supplemental educational services are tutoring and academic enrichment services that are provided in addition to daily instruction outside of the regular school day. A supplemental educational services provider can be a non-profit entity, a for-profit agency, or another school division. The services must be of high quality, research-based, and specifically designed to increase the academic achievement of eligible children in mastering the English and Mathematics Standards of Learning and in achieving proficiency on Standards of Learning tests. NCLB requires that states maintain an approved list of supplemental educational services providers across the state and by school division from which parents can select.

On July 25, 2002, the Board of Education adopted the NCLB criteria for the approval of supplemental educational services providers. The criteria specified that providers:

- demonstrate the ability to provide parents and the local education agency (LEA) with information on the progress of children in a format and language that parents can understand;
- document a track record of effectiveness;

- ensure that the instruction provided and the content used are consistent with the instruction and content used by the LEA and are aligned with the state's student academic achievement standards;
- meet all federal, state, and local health and safety and civil rights laws;
- ensure that all instruction and content are neutral and non-ideological; and
- offer services within a financially sound management structure.

Dr. Jones made a motion to waive first review and approve the revised list of supplemental educational services providers. The motion was seconded by Dr. Ward and carried unanimously.

Following is a list of approved additional supplemental educational services providers:

Name of Provider	Contact Information	Focus and Grade Levels	Provider Service Areas
C2 Educational Systems, Inc. T/A C2 Educational Centers	David Kim 21800 Town Center Plaza Unit 239 Sterling, VA 20164 Phone: (703) 421-4300 Fax: (703) 444-3100 E-mail: **sterling@c2educate.com** Web site: **www.c2educate.com**	Reading/Language Arts Mathematics (K-12)	Fairfax County, Loudoun County
PowerCommunications	Ed Wilczynski 5716 Medallion Court Alexandria, VA 22303 Phone: (703) 317-0637 Fax: (202) 546-1897 E-mail: **Ed.wilczynski@powercommunicators.org** Web site: **www.brightfutureslearning.com**	Reading/Language Arts (6-12)	Fairfax County, Alexandria City, Richmond City
Bright Futures Learning Centers	Pam P. Brogdon 503 South Coit Street Florence, South Carolina 29504 Phone: (843) 673-0180 Fax: (843) 673-1849 E-mail: **pbrogdon@brightfutureslearning.com** Web site: **www.brightfutureslearning.com**	Reading/Writing (PK-8)	All School Divisions

First Review of a Recommendation of the Advisory Board on Teacher Education and Licensure to Grant Continuing Program Approval with Stipulations to the Teacher Education Program at St.Paul's College

Dr. Thomas Elliott, assistant superintendent for teacher education, licensure, and professional practice, presented this item. Dr. Elliott stated that _The Regulations Governing Approved Programs for Virginia Institutions of Higher Education_ require colleges and universities that offer programs for the preparation of professional educators

to obtain continuing program approval from the Board of Education. In Virginia, the review and approval of programs is viewed as the shared responsibility of institutions of higher education, school divisions, and the Department of Education. Final approval rests with the Board of Education.

The regulations define the standards that must be met and the review procedures that must be followed to obtain and maintain board approval. The regulations currently provide three options for the review of teacher education programs: 1) the state review process for which the college or university must meet the standards established by Board of Education regulations; 2) the National Council for the Accreditation of Teacher Education (NCATE) process for which the college or university must meet the Board's teaching area requirements and the NCATE standards; and 3) the Teacher Education Accreditation Council (TEAC) process for which the college or university must produce an *Inquiry Brief* and supporting evidence that its program meets the board's teaching area requirements and prepares competent, caring, qualified professional educators.

The team recommendation for the teacher preparation program at Saint Paul's College is continuing approval with stipulations. A recommendation of approval with stipulations is made when the institution's teacher education program does not meet all standards or has met the standards with weaknesses. The review team made the recommendation of approval with stipulations based on the finding that 5 of 18 applicable standards were not met. Specific indicators of the five standards not met include the following:

1. There is little evidence that candidates have acquired the knowledge and skills needed to succeed on the Praxis I assessment in reading, writing, and mathematics;
2. Evidence regarding Praxis II was not presented because the data has not been systematically collected;
3. Additional information is needed to identify all competencies on the program matrices;
4. Professional studies coursework exceeds the 24-hour limit for elementary and special education and exceeds the 18-hour limit for other endorsement areas; and
5. The teaching load for full-time faculty of 15 hours per semester does not accommodate and support faculty involvement in teaching, scholarship, and service. Additionally, a recruitment and retention policy that includes an explicit plan with adequate resources to hire and retain a qualified and diverse faculty was not evident.

At the November 21, 2005, ABTEL meeting, the Teacher Education Committee of ABTEL requested to review the full report of the on-site visit as well as meet with officials regarding the recommendation of the state team. At its February 6, 2006, and March 20, 2006, meetings, the Teacher Education Committee of ABTEL discussed the findings of the on-site review team. Officials of Saint Paul's College presented

information on improvements made in the teacher preparation program since the March 2005 review and provided the Department of Education with responses to the standards that were not met when the visit was conducted. Significant progress at the college included the following:

- For spring semester 2006, 44 traditional candidates are pursuing teaching Endorsements in the Department of Education at Saint Paul's College;
- Saint Paul's College serves a growing population of nontraditional candidates (career switchers) in the underserved region of Southside Virginia. During the 2003-2006 academic years, this population has averaged more than 50 candidates per year seeking licensure preparation;
- Two new Praxis I and Praxis II preparation courses have been implemented. These courses feature individualized instruction by faculty in specific discipline areas, tutoring, and access to Plato (a computer-based Praxis preparation system);
- Two faculty members with doctoral degrees have been hired;
- A reform of the general education curriculum was implemented during fall 2004 and continues to provide a foundation for candidates pursuing teacher education;
- The Department of Education at Saint Paul's College has developed a system to monitor candidate progress and collect data on candidate achievement;
- Professional studies coursework has been adjusted to meet the cap established by the Board of Education; and
- Faculty loads have been adjusted within the college's Department of Education.

At its March 20, 2006, meeting, ABTEL approved a motion to continue program approval with stipulations at Saint Paul's College. The advisory board's action was based on the significant progress the college has made toward fulfilling the requirements of the unmet standards since the review team visit. Additionally, the president of the college, the provost, and the director of teacher education met with the advisory board and assured ABTEL of their commitment to the continued enhancement of the teacher preparation program at Saint Paul's College through the implementation of specific strategies and documentation of progress toward continued improvement.

Dr. Ward made a motion to receive for first review ABTEL's recommendation to grant continuing program approval with stipulations to the teacher education program at Saint Paul's College, contingent upon continued progress at the college in the areas of: (1) alignment with the teacher education standards; (2) data development and annual maintenance of information on candidate progress; (3) service to the community through programs for nontraditional students; and (4) annual reports to the Department of Education on progress made based on the contingencies. The motion was seconded by Dr. Jones and carried unanimously.

First Review of Recommended Cut Scores for the ACT: PLAN, the TABE Algebra/Geometry Test and the Cambridge International Examination: IGSCE English as a Second Language When Used as Substitute Tests

Mrs. Shelley Loving-Ryder, assistant superintendent for assessment and reporting, presented this item. Mrs. Loving-Ryder stated that in April 2006, a committee of Virginia educators was convened to recommend scores on the *Cambridge International Examination: IGSCE English as a Second Language* that would be equivalent to scores of pass/proficient and pass/advanced on the end-of-course English: Reading test or the end-of-course English: Writing test. A second committee of educators was also convened in April to review the *ACT: PLAN* and the *TABE Algebra/Geometry* test as potential substitute tests for a verified credit in either Algebra I or Geometry and to recommend to the Board of Education minimum cut scores on these tests.

Mrs. Loving-Ryder presented information about the range of cut scores recommended by the committees for the substitute tests to the Board. After reviewing this information, Mrs. Saslaw made a motion to waive first review and adopt the following cut scores for the *ACT: PLAN* and the *TABE Algebra/Geometry* test for the purpose of verifying a credit in either Algebra I or Geometry and for the *Cambridge International Examination IGSCE English as a Second Language* when used as a substitute for the end-of-course English: Reading test or the end-of-course English: Writing Test. The motion was seconded by Dr. Ward and carried unanimously.

The cut scores adopted by the Board are as follows:

SOL TEST	Score Range	Proficient	Advanced
English: Reading	Cambridge International Examinations: IGCSE English as a Second Language	D	C
English: Writing	Cambridge International Examinations: IGCSE English as a Second Language	D	C
Algebra I	ACT PLAN: Mathematics Subtest	16	21
Algebra I	TABE Algebra/Geometry Advanced Test – Level A	652	732

A Report Clarifying the Determination of the Virginia Communication and Literacy Assessment (VCLA) Scaled Scores

Dr. Elliott stated that on March 22, 2006, the Board of Education approved the individual scores of 235 (scaled score) on the reading and writing subtests or meeting the composite scaled score of 470 as minimum passing scores for the Virginia Communication and Literacy Assessment (VCLA). The Board indicated an interest in reviewing and revising the scaled score, if necessary, after the pool of test-takers

increases and additional impact data are available. The department was asked to monitor the passing rates.

Prior to releasing any score results for the VCLA, National Evaluation Systems (NES) recalculated the passing rates for the standard-setting study group and noted a difference in the composite passing rate than reported originally. NES reported this discrepancy to the Department of Education immediately upon discovery. Based on the revised calculation by NES, two standard errors of measurement must be taken into account to achieve the intended action of the board at its March 22, 2006, meeting.

Dr. Ward made a motion to accept the report clarifying the determination of the VCLA cut scores of 235 (scaled score) on the reading and writing subtests or meeting the composite scaled score of 470. The motion was seconded by Mrs. Castro. The motion passed with a vote of seven to one.

EXECUTIVE SESSION

Dr. Jones made a motion to go into executive session under Virginia Code 2.2-3711.A, specifically to discuss personnel matters related to licensure. Mrs. Castro seconded the motion and it carried unanimously. The Board adjourned for the Executive Session at 11:30 a.m.

Mrs. Saslaw made a motion that the Board reconvene in open session. The motion was seconded by Mr. Johnson and carried unanimously. The Board reconvened at 12:55 p.m.

Mrs. Saslaw 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 convening the executive session were heard, discussed or considered by the Board. The motion was seconded by Mrs. Castro and carried unanimously.

Board Roll call:
Thomas Brewster - Yes	Mrs. Castro - Yes
David Johnson - Yes	Mrs. Saslaw - Yes
Ella Ward - Yes	Mr. Rotherham - Yes
Gary Jones - Yes	Dr. Emblidge - Yes

Mrs. Saslaw made the following motion:

Case #1- That the Board of Education reaffirm its decision of January 11, 2006, to support the Prince William County School

Board request to revoke the license of Adrian Houston. The motion was seconded and carried unanimously.

Case #2 – That the Board of Education suspend for five years (April 26, 2006 to April 26, 2011) the administration and supervision, K-12 endorsement on Dr. Tommye Finley's license and allow her to retain a license with endorsements in early education NK-4 and Middle Education 4-8. The motion was seconded and carried unanimously.

Case #3 – That the Board of Education approve a motion to continue Mr. Larry A. Thomas' case until its next executive session on licensure scheduled for July 26, 2006. The motion was seconded and carried unanimously.

Case #4 – That the Board of Education issue a provisional license to Mr. Sherman C. Urqhuart. The motion was seconded and carried unanimously.

Case #5 – That the Board of Education issue a license to Mr. Williams Clinton Hayes. The motion was seconded and carried unanimously.

ADJOURNMENT

There being no further business of the Board of Education and Board of Career and Technical Education, Dr. Emblidge adjourned the meeting at 1 p.m. Dr. Emblidge stated that the meeting would resume at 2 p.m. with the Board of Education Annual Planning Session.

_____
President

_____
Secretary

BOARD OF EDUCATION PLANNING SESSION
APRIL 26-27, 2006
RICHMOND, VIRGINIA

BUILDING ON THE SUCCESSES OF THE STANDARDS OF LEARNING PROGRAM

Opening Comments:

The president, Dr. Mark E. Emblidge, called the planning session to order at 2 p.m. All members of the Board of Education, except Dr. Ella P. Ward, were present. Also present was Acting Superintendent of Public Instruction, Dr. Patricia I. Wright.

The Journey to Excellence

Presenter: Dr. Stephen Jones, superintendent of the Norfolk City Public Schools, and 2005 recipient of the Broad Prize for Urban Education, presented this item. Excerpts from Dr. Jones' presentation follow:

Good Afternoon distinguished guests, Dr. Emblidge, members of the Board, Dr. Cannaday, Dr. Wright, and others in attendance today. I am honored to be a part of the State Board's meeting today. I have been asked to share with you information on the successes of Norfolk Public Schools… how we're achieving such remarkable results as well as the next leg of our journey towards excellence. I am flattered to be in the position to follow up on what we heard earlier from the Governor. And, I am proud to know that the work we're doing with Norfolk's own "Journey towards Excellence" closely parallels Governor Kaine's focus, "From Competence to Excellence."

Our mission, to educate each student to be a successful, productive contributor to society by providing powerful teaching and learning opportunities, is based on the same philosophy espoused by the Governor.

We have made tremendous strides on our journey to reach world-class status. And even though we've been named the top urban school system in the country by virtue of winning the 2005 Broad Prize, there is much work ahead.

As more and more people come to visit Norfolk Public Schools (NPS) or begin researching our district, they always ask what we did to so dramatically improve student performance. Unfortunately, we have no single silver bullet. With that said, our success can be replicated.

Here are a few of the key components of our success, and then I'll briefly share what is embedded in each area: Building a Culture of High Expectations, Holding All Staff Accountable for Achieving Measurable Goals, Using Data-Driven Decision Making, and World Class by 2010.

Building a Culture of High Expectations
• ALL means ALL: Narrow, relentless focus on improving student achievement (all programs, all efforts must support quality teaching and learning).
• Three overarching objectives:
  1. Ensuring the continued growth of student achievement for all.

2. Ensuring each school provides a safe, secure, and disciplined teaching and learning environment.
3. Ensuring that parents, business, and community members are actively engaged in the educational process.

- From here, we identified 4 world-class targets:
  1. All students possess the habits of powerful literacy.
  2. All gaps are eliminated while increasing achievement for all.
  3. All schools exceed local, state, national and international standards.
  4. All students are prepared to access productive options and opportunities upon graduation.
- Key Partnerships
  1. Panasonic Foundation — a partnership dedicated to the development of long-term relationships with public school districts to restructure their educational systems, by working not only with the superintendent, central office staff, and school board, but also with unions and associations, teachers, administrators, parents, and the community.

    Panasonic currently works with districts in Atlanta, GA; Columbus, OH; Corpus Christi, TX; Highland, WA; Norristown, PA; Norwalk, CA, Racine, WI; and Santa Fe, NM.

    When we began this partnership, we focused on approximately 5 achievable results or annual outcomes, what we believed to be our most pressing needs. Through the course of our work, we have moved to the point of developing a multi-year strategic plan designed to ensure that we reach our goal of world class by 2010.

    Now, we are moving from the year-by-year incremental focus to a more long-range, sustainable plan.

  2. Greater Norfolk Corporation
    Another invaluable partnership whereby area business leaders and key stakeholders in the city are assisting NPS by providing principals and upper-level administrators professional development opportunities at the Center for Creative Leadership in Greensboro, NC. These key stakeholders are sharing business expertise with NPS on succession planning, team building, and establishing a high performance culture.

  3. Doug Reeves/Center for Performance Assessment
    A partnership dedicated to improving student achievement and educational equity through a long-term relationship with school systems. The Center continues to assist in improving student achievement through practical and constructive approaches to standards, assessment, and accountability.

- Professional Learning Community — common readings such as *Literacy with an Attitude* and *Good to Great* are used as focus of continuing conversations throughout the district.

  Other readings include: How Full is Your Bucket, Follow This Path, and The Knowing-Doing Gap.

- "No Excuses" mentality (result of reading QBQ: The Question Behind the Question)

Holding All Staff Accountable for Achieving Measurable Goals
- Comprehensive Accountability System

1. Tier 1 (district level data), Tier 2 (school/dept. level data), Tier 3 (story behind the numbers)
2. No more than 7 Tier 2 indicators each year (majority focused on improving student achievement, others split between safe/secure environment and community engagement).
3. Set by individual schools/departments and reviewed by central administrators.
4. All schools, departments AND School Board have accountability plan.
- Leadership and Capacity Development support
  1. Content specialists spending 70% of time in schools
  2. Audits of content requirements (reading audit, looking for compliance with non-negotiables) Instructional Non-Negotiables include:
     > Teachers and administrators shall focus on high quality instruction.
     > Schools shall be communities of learners which engage in collegial planning, sharing, collaboration, and professional development on a weekly basis.
     > Teachers and principals shall engage in data-driven decision making to ensure a laser-like focus on teaching and learning.
     > Teachers shall maximize the use and integration of technology.
  3. Best Practices
- Intense review of data

Utilizing data-driven decision making
- Designated Focus Schools for additional support
- Intense professional development on data analysis (training from Doug Reeves and Center for Performance Assessment)
- District-created quarterly assessments (Some schools assess even more frequently — monthly, every two weeks)
- Data teams in all schools that review results and modify instruction
- Reprogramming staffing and resources to support direct instruction

World Class by 2010
- Defined "world-class." Developing these targets entailed approximately a year of in-depth bold, courageous conversations.

In the beginning, we said we would know world-class when we saw it. We soon realized that wasn't good enough. "World Class" had to be more concretely defined, and we knew we had to be able to measure it.

For example:
1. Powerful literacy grew out of real areas of concern. We were reading Patrick Finn's *Literacy with an Attitude* and we realized we had much work ahead to ensure that Norfolk's students possess the traits of powerful literacy.
2. We knew we faced challenges with regards to closing the achievement gap. And, though we've made remarkable gains, while increasing achievement for all, this continues to be a critical issue for us.
3. To reach world-class, we knew that all schools should exceed local, state, national, and international benchmarks. And… in Norfolk, these benchmarks are seen as the floor, not the ceiling. If we're going to reach world-class, we must strive for more than competency.
4. And finally, as we began this journey, we knew that all students must be prepared to access productive options and opportunities upon graduation.

Key Leverage Points
- Climate of Trust
- Culture of No Excuses
- Comprehensive Accountability System
- Data Driven Decision Making
- Instructional Best Practices
- Focus on "All Means All"
- Parent and Community Engagement and
- Personal and Organizational Will (this is perhaps the most difficult element!)

And finally, world-class as a journey. We have viewed our goal to reach world-class status as a journey likened, if you will, to Climbing Mount Everest. Consider this: Mount Everest soars over 29,000 feet into the air and lies between Tibet and Nepal. For years, many took on the challenge to reach the top of Mt. Everest. Some even died trying. In the end, Edmund Hillary of New Zealand and Nepalese Sherpa Tenzig Norgay became famous for being the first people to conquer this feat.

Hillary had this to say: "We didn't know if it was humanly possible to reach the top of Mount Everest." Many had tried before them and failed. But they did not give up… On May 29, 1953 he and Norgay reached their goal and set foot on the highest point on earth. How many school systems across the country talk about being world-class? How many have really defined it? How many of those actually have accomplished their goal?

How many school systems talk about leaving no child behind? How many actually deliver on that promise? All too often, the path is littered with failures. I am finishing my first full year as superintendent in NPS. And, each day I know we are moving closer to our goal. Each day, I learn more about NPS' journey, and I witness the tireless commitment of our staff.

And, like Hilary and Norgay, ours has not been an easy journey. The last five years have taught us new techniques… best practices. We have done the hard work of defining world class… we have faced our "brutal facts," and have put into place measures to address our challenges.

Today, I am proud to tell you that NPS will reach its goal of becoming a world-class school system by 2010. We are just as determined, just as committed, as Sir Edmund Hilary and his partner to reach our "Everest." Our children, your children, deserve no less. Thank you.

Raising Student Achievement: Virginia's Student and School Achievement Data and Trends

Presenter: Mr. Charles Pyle, director of communications, and Shelley Loving-Ryder, assistant superintendent for assessment and reporting, presented this item. Excerpts from Mr. Pyle's PowerPoint presentation follow:

- The progress of Virginia's schools and students since the 1995 adoption of the Standards of Learning accountability program is unmistakable.
- The public is informed as never before on the quality of learning and instruction in Virginia's public schools.

· Online report cards provide detailed information on student achievement, attendance, safety, teacher qualifications, and other indicators of educational quality for every public school and school division in Virginia.
· Since the first year of SOL testing in 1998, student achievement has increased in all subject areas, including double-digit increases on 20 of the 22 assessments administered during all eight years.
· Achievement in high school-level English has increased significantly since testing began.
  ✓ In English/Reading, 88 percent of students passed in 2005 – a gain of 16 points from 1998
  ✓ In English/Writing, 88 percent passed in 2005, a gain of 17 points since 1998
· Achievement in high school-level mathematics also has increased significantly.
  ✓ In Algebra I, 86 percent passed in spring 2005, up 46 points from 1998
  ✓ In Algebra II, 88 percent passed in spring 2005, up 57 points from 1998
  ✓ In Geometry, 83 percent passed in spring 2005, up 31 points from 1998
· The high school graduating class of 2005 (school year 2004-2005) was the second required to pass SOL tests to earn a diploma.
  ✓ Of the seniors in school year 2004-2005, 94.6 percent graduated – the same percent as in 2002, when less stringent graduation requirements were in effect.
  ✓ More members of the class of 2005 earned Advanced Studies diplomas than earned Standard diplomas.
  ✓ More than 91 percent of high school seniors with disabilities in 2005 earned a diploma.
· Increasing student achievement is reflected in improving school accountability ratings.
  ✓ Ninety-two percent of Virginia's schools are now fully accredited.
  ✓ Eighty percent of the commonwealth's schools are meeting achievement objectives for reading and mathematics under the federal *No Child Left Behind Act of 2001*.
· The average mathematics score of Virginia public school seniors increased by 6 points (to 512)
  ✓ The largest increase in mathematics achievement among states in which the SAT I is the predominate college admissions test.
· Virginia public school students made largest increase (6-points) in mathematics scores among SAT states.
· Mathematics scores rose to 512, which is the highest in Virginia's history, and 19-points higher than when the Standards of Learning were adopted in 1995.
  ✓ African-American public school students in Virginia improved their average mathematics score by 8-points in 2005. Their average score of 429 was equal to the 2005 national average for black students but 83 points below the average score of white Virginia public school seniors.
  ✓ Virginia Hispanic public school students posted an average score of 488 on the mathematics portion of the test, an eight-point increase over 2004 and 26 points higher than the 2005 mean score for their peers nationwide, but 24 points below the average score of white public school students in the commonwealth.
· In 2005, Virginia public school students increased their verbal scores by 1 point to 513, which is 11-points higher than when the Standards of Learning were adopted in 1995. What makes this even more impressive is that while more students are taking SAT tests, the scores are increasing.
  ✓ Black public school students in the commonwealth achieved an average score of 436 on the verbal portion of the test, a 3-point increase over 2004 and 6 points higher than the mean national score for African-American students but 77 points below the average score for white public school students.
  ✓ Hispanic public school students in the commonwealth achieved an average score of 487 on the verbal portion of the test, a three-point increase over 2004 and 34 points higher than the

national average in 2005 for Hispanic high school seniors but 26 points below the average score of white public school students.

· In 2005, the number of Virginia public school students who took at least one AP exam increased by 13.7 percent from 34,114 in 2004 to 38,787 in 2005.
  ✓ The number of AP exams earning a score of 3 or higher (college credit) increased by 10.9 percent in 2005 and 60.4 percent of all AP exams taken earned a 3 or higher, compared with 57.5 percent for the nation.
· The number of African-American Virginia public high schools students who took at least one AP test increased by 23.7 percent in 2005 to 3,274, compared with 2,646 in 2004. Black public school students took a total of 5,026 AP tests, 24.6 percent more than in 2004. Virginia students took 5 percent of the AP tests taken by black public school students nationwide. The number of tests taken by African-American public school students in the commonwealth that received a grade of 3 or better increased by 13.6 percent, and a higher percentage of AP examinations taken by black students in Virginia (32.5 percent) received a grade of 3 or better than nationwide (26.4 percent).
  ✓ Since 2002, participation of African-American students has risen by 35 percent
· The number of Hispanic students in Virginia high schools who took at least one AP course increased by 20.8 percent in 2005 to 1,896, compared with 1,569 in 2004. Hispanic public school students took a total of 3,181 AP tests, 26.8 percent more than in 2004. The number of AP examinations taken by Hispanic students that received a grade of 3 or better increased by 16.3 percent.
  ✓ Since 2002, participation of Hispanic students has risen by 50 percent.
· Since the adoption of the SOL in 1995, the average score of Virginia 4th graders on the National Assessment of Educational Progress reading test has risen 13 points and is now 9 points higher than the national average.
  ✓ The percentage of Virginia 4th graders scoring at the "proficient" level or above on the 2005 NAEP reading test increased 2 points to 37 percent.
  ✓ The percentage of Virginia 4th graders performing at or above the Proficient level on the NAEP reading test has risen by a statistically significant 11 points since 1994.
  ✓ In addition, Virginia students in grades 4 and 8 outperformed students nationwide on the 2002 NAEP writing tests. Virginia's 4th graders achieved an average score of 157, 4 points higher than the national average of 153.
  ✓ Virginia 8th graders also achieved an average score of 157 compared with the national average of 152.
· 2002 was the first time the writing test was administered in grade 4 at the state level.
· The average scores of Virginia 4th graders on the 2005 NAEP mathematics tests rose by 10 points, compared with achievement in 2000.
  ✓ The percentage of Virginia 4th graders performing at or above the proficiency level increased by 15 points to 39 percent.
· The average scores of Virginia 8th graders on the 2005 NAEP mathematics tests rose by 9 points, compared with achievement in 2000.
  ✓ The percentage of Virginia 4th graders performing at or above the proficiency level increased by 9 points to 33 percent.
· The achievement gap between black and white students in grade-3 English has narrowed by 6 points since 2003, from 21 points to 15 points.
  ✓ The achievement gap between Hispanic and white students in grade-3 English has narrowed by 3 points since 2003, from 17 points to 14 points.
· The achievement gap between black and white students in grade-5 English Reading has narrowed by 3 points since 2003, from 18 to 15 points.

- ✓ The achievement gap between Hispanic and white students in grade-5 English Reading has narrowed by 5 points since 2003, from 14 to 9 points.
- The achievement gap between black and white students in grade-5 English Writing has narrowed by 7 points since 2003, from 14 to 7 points.
  - ✓ The achievement gap between Hispanic and white students in grade-5 English Writing has narrowed by 5 points since 2003, from 13 to 8 points.
- The achievement gap between black and white students in grade-8 English: Reading has narrowed by 7 points since 2003, from 27 to 20 points.
  - ✓ The achievement gap between Hispanic and white students in grade-8 English: Reading has narrowed by 5 points since 2003, from 25 to 20 points.
- The achievement gap between black and white students in grade-8 English: Writing has narrowed by 2 points since 2003, from 23 to 21 points.
  - ✓ The achievement gap between Hispanic and white students in grade-8 English: Writing has remained at 19 points.
- The achievement gap between black and white students in high school English: Reading has increased by five points since 2003, from 9 points to 14 points.
  - ✓ The achievement gap between Hispanic and white students in high school English: Reading has increased by 4 points since 2003, from 7 to 11 points.
- The achievement gap between black and white students in high school writing has increased by three points since 2003, from 11 to 14 points.
  - ✓ The achievement gap between Hispanic and white students in high school writing has increased by 4 points since 2003, from 10 to 14 points.
- The percentage of black students in grade 4 reading at the level of basic or above has increased 18 points since 1994, from 31 to 49 percent. The percentage of Hispanic students in grade four reading at or above the basic level has increased by 10 points since 2003 (results for previous years are affected by the size of the sample).
  - ✓ 1994 black/white achievement gap: 39 points
  - ✓ 2005 black/white achievement gap: 31 points
  - ✓ Achievement gap reduction = 8 points
- The percentage of black students in grade 4 reading at the level of proficient or above has increased 7 points since 1994, from 8 to 15 percent. The percentage of Hispanic students in grade 4 reading at or above the proficient level has increased by 6 points since 2003 (results for previous years are affected by the size of the sample).
  - ✓ 1994 black/white achievement gap: 27 points
  - ✓ 2005 black/white achievement gap: 30 points
  - ✓ Achievement gap increase = 3 points
- The percentage of black students in grade 4 reading below the basic level has decreased by 15 points since 1994, from 63 percent to 48 percent. The percentage of black students reading at the basic level has increased by 12 points from 31 percent to 43 percent. The percentage of black students reading at the proficient level has increased by 3 points, from 5 percent to 8 percent. The percentage performing at the advanced level remains at 1 percent.
- The percentage of black students in grade 8 reading at the level of basic or above has increased by 3 points since 1998, from 60 to 63 percent. (Results for Hispanic students are affected by the size of the sample.)
  - ✓ 1998 black/white achievement gap: 25 points
  - ✓ 2005 black/white achievement gap: 22 points
  - ✓ Achievement gap reduction = 3 points

- The percentage of black students in grade 8 reading at the level of proficient or above has increased by 3 points since 1998, from 13 to 16 percent. (Results for Hispanic students affected by the size of the sample.)
    - ✓ 1998 black/white achievement gap: 29 points
    - ✓ 2005 black/white achievement gap: 29 points
    - ✓ Achievement gap change = 0
- The percentage of black students in grade 8 reading below the basic level has decreased by 3 points since 1998, from 40 percent to 37 percent. The percentage of black students in grade 8 reading at the basic level, 47 percent, has not changed since 1998. The percentage of black students reading at the proficient level has increased by 3 points, from 12 percent to 15 percent. The percentage performing at the advanced level remains at 1 percent.
- The achievement gap between black and white students in grade-3 mathematics has narrowed by 3 points since 2003, from 16 to 13 points.
    - ✓ The achievement gap between Hispanic and white students in grade-3 mathematics remained constant at 10 points.
- The achievement gap between black and white students in grade-5 mathematics has narrowed by 4 points since 2003, from 21 to 17 points.
    - ✓ The achievement gap between Hispanic and white students in grade-5 mathematics narrowed by 2 points since 2003, from 16 to 14 points.
- The achievement gap between black and white students in grade-8 mathematics has narrowed by 3 points since 2003, from 22 to 19 points.
    - ✓ The achievement gap between Hispanic and white students in grade-8 mathematics has remained at 13 points.
- The achievement gap between black and white students in Algebra I has narrowed by 6 points since 2003, from 17 to 11 points.
    - ✓ The achievement gap between Hispanic and white students in Algebra I has narrowed by 3 points since 2003, from 11 to 8 points.
- The achievement gap between black and white students in Geometry has narrowed by 5 points since 2003, from 27 to 22 points.
    - ✓ The achievement gap between Hispanic and white students in Geometry has increased by 1 point since 2003, from 13 to 14 points.
- The achievement gap between black and white students in Algebra II has narrowed by 5 points since 2003, from 15 to 10 points.
    - ✓ The achievement gap between Hispanic and white students in Algebra II has narrowed by 3 points since 2003, from 10 to 7 points.
- The percentage of black students in grade 4 mathematics at the level of basic or above has increased 34 points since 1996, from 32 to 66 percent. The percentage of Hispanic students in grade 4 mathematics at or above the basic level has increased by 9 points since 2000 (results for previous years are affected by the size of the sample).
    - ✓ 1996 Black/White Achievement Gap: 40 points
    - ✓ 2005 Black/White Achievement Gap: 23 points
    - ✓ Achievement Gap Reduction = 17 points
- The percentage of black students in grade 4 mathematics at the level of proficient or above has increased 10 points since 1996, from 4 to 14 percent. The percentage of Hispanic students in grade four mathematics at or above the basic level has increased by 6 points since 2000 (results for previous years are affected by the size of the sample).
    - ✓ 1994 Black/White Achievement Gap: 21 points
    - ✓ 2005 Black/White Achievement Gap: 36 points
    - ✓ Achievement Gap Increase = 15 points

- The percentage of black students in grade four mathematics below the basic level has decreased by 34 points since 1996, from 68 percent to 34 percent. The percentage of black students in grade 4 mathematics at the basic level has increased 24 points since 1996, from 28 to 52 percent. The percentage of black students in grade 4 mathematics at the proficient level has increased by nine points, from four percent to 13 percent. The percentage performing at the advanced level increased from zero to one percent.
- The percentage of black students in grade eight mathematics at the level of basic or above has increased 27 points since 1996, from 25 to 52 percent. The percentage of Hispanic students in grade eight mathematics at or above the basic level has increased by 11 points since 2000, from 52 to 63 percent (results for previous years are affected by the size of the sample).
  ✓ 1996 Black/White Achievement Gap: 45 points
  ✓ 2005 Black/White Achievement Gap: 32 points
  ✓ Achievement Gap Reduction = 13 points
- The percentage of black students in grade eight mathematics at the level of proficient or above has increased by six points since 1996, from three to nine percent. The percentage of Hispanic students in grade eight mathematics at or above the proficient level has increased by 4 points since 2000, from 52 to 63 percent (results for previous years are affected by the size of the sample).
  ✓ 1996 Black/White Achievement Gap: 24 points
  ✓ 2005 Black/White Achievement Gap: 34 points
  ✓ Achievement Gap Increase = 10 points
- The percentage of black students in grade 8 mathematics below the basic level has decreased by 27 points since 1996, from 75 percent to 48 percent. The percentage of black students in grade 8 mathematics at the basic level has increased 21 points since 1996, from 22 to 43 percent. The percentage of black students in grade 8 mathematics at the proficient level has increased by five points, from three percent to eight percent. The percentage performing at the advanced level increased from 0 to 1 percent.
- The achievement gap between black and white students in grade-5 science has narrowed by four points since 2003, from 25 to 21 points.
  ✓ The achievement gap between Hispanic and white students in grade-5 science has narrowed by two points since 2003, from 20 to 18 points.
- The achievement gap between black and white students in grade-8 science has narrowed by six points since 2003, from 22 to 16 points.
  ✓ The achievement gap between Hispanic and white students in grade-8 science remains consistent at 15 points.
- The achievement gap between black and white students in Earth Science narrowed by four points since 2003, from 26 to 22 points points.
  ✓ The achievement gap between Hispanic and white students in Earth Science is unchanged at 21 points.
- The achievement gap between black and white students in Biology has narrowed by two points since 2003, from 23 to 21 points.
  ✓ The achievement gap between Hispanic and white students in Biology has increased by two points since 2003, from 22 to 24 points.
- The achievement gap between black and white students in Chemistry has narrowed by six points since 2003, from 20 to 14 points.
  ✓ The achievement gap between Hispanic and white students in Chemistry has narrowed by two points since 2003, from 19 to 17 points.

The Present and Future Role of the Educational Information Management System (EIMS)

Presenter: Mr. Lan Neugent, assistant superintendent for technology. Mr. Neugent said that EIMS closes the loop on the educational information lifecycle, providing tools to analyze student performance. Mr. Neugent's PowerPoint presentation included the following:

EIMS Goals
• Meet reporting requirements
    – State
    – Federal
• Redirect time toward instruction
• Monitor progress toward goals
    – Closing achievement gaps
    – Accountability ratings
    – Individual student progress
• Timely, high-quality data
    – From a single source
    – In a meaningful format

Year 1 ½ Accomplishments
• 5 Years of SOL Data for all Subjects
    – 2000-2001 through 2004-2005
• Preliminary SOL Data for 2005-2006
    – Updated weekly–Student-level Results
• Data Analysis by subgroup
    – Pass Rates
    – Scaled Score Bands
    – Reporting Category (subscale) level
 • All Divisions have received State Testing Identifiers
    – Assigning identifiers is an ongoing process for divisions

EIMS Today –Work Behind the Scenes
• Easing the transition
    – Advisory groups–Focus groups
    – "Birds of a Feather" sessions
    – Acceptance testing
    – Pearson "Rapid Response Team"
• Significant work is required
    – Data and Testing staff participating
    – Submitting student data
    – Receiving "testing identifiers"
    – Reporting data
Accomplishments
• Longitudinal Student Data
• A wealth of other educational data
• Ability to conduct detailed analysis

Challenges
• Data Accessibility
• Data Quality and Timeliness
• Capacity to Conduct Data Collection and Analysis

EIMS Tomorrow –Room to Grow
• Adopting interoperable data transmission standards
    – Real-time data submission
    – No human intervention
• Longitudinal analysis
    – Individual student growth
    – Linking individual student needs to appropriate educational resources
• Links to other data systems
    – Electronic transcripts
    – Other divisions
    – Community Colleges and other Higher Ed institutions

Current Activities
• Implementing the Schools Interoperability Framework (SIF) standards for interoperability
    – 40 divisions by June 30, 2006
    – Negotiated significant cost savings for divisions
• Participating in the Data Quality Campaign
    – Working toward the 10 essential elements
    – Selected for a best practices site visit
• Participating in the other National activities
    – School Matters
    – Just for the Kids
    – Education Data Exchange Network

The 10 Essential Elements
• A Unique Statewide Student Identifier
• Student-Level Enrollment, Demographic and Program Participation Information
• The ability to match individual students' test records from year to year to measure academic growth
• Information on untested students
• A teacher identifier system with the ability to match teachers to students
• Student-level transcript information, including information on courses completed and grades earned
• Student-level college readiness test scores
• Student-level graduation and dropout data
• The ability to match student records between the pre-K-12 and postsecondary systems
• A state data audit system assessing data quality, validity and reliability

State-Sponsored Interventions in Virginia's Schools

Presenters: Dr. Linda Wallinger, assistant superintendent for instruction, and Mrs. Kathleen Smith, director of the office of school improvement. Excerpts from the presentation follow:

Intervention Models
- Partnership for Achieving Successful Schools (PASS)
- Turnaround Specialist Program
- Early Intervention Reading Initiative
- Algebra Readiness Initiative
- Project Graduation

Elements Common to All
- Strong instructional leadership
- Dedicated, knowledgeable, qualified teachers
- Instruction aligned to content standards
- Structured system of formative and summative assessment and evaluation
- A commitment to providing solid instruction for all students, with extra assistance for struggling students.

Partnership for Achieving Successful Schools (PASS)
- 26 PASS Priority Schools in 5 school divisions
- Fosters intense community involvement with schools that have difficulty reaching academic targets and specific SOL goals
- Partnerships with the civic, educational, and business community surrounding each PASS school
- Schools agree to use materials approved or developed by the Department of Education
  - ✓Curriculum Framework
  - ✓Pacing Guide
  - ✓Nine-Weeks Assessments

Governor's PASS Schools
- Increased student achievement in reading by 20 percentage points.
- Increased student achievement in mathematics by 28 percentage points.

PASS Graduates
- "Graduated" from the PASS program means meeting (NCLB) benchmarks for increased achievement in reading and mathematics for two consecutive years.
- 14 PASS schools have graduated from the program since its implementation in 2002

Governor's PASS Graduate Schools
- Increased student achievement in reading
- Increased student achievement in mathematics

New PASS Schools
- Due to the success of the PASS "graduate schools", 3 new priority schools were added to the initiative in 2004-2005 and 10 priority schools were added in 2005-2006
- Three additional localities have selected to use the PASS model in eight schools in 2005-2006 as part of the Comprehensive School Reform program offered through the department's Office of Program Administration and Accountability.

Turnaround Specialist Program
- 2005-2006 includes 19 schools in 13 school divisions
- Executive education and school leadership program to develop a cadre of school administrators who are trained to turn around low-performing schools
- Based on principles of both business and education management
- Developed and delivered by the University of Virginia Partnership for Leaders in Education
  - ✓ Microsoft Corporation joined as a partner in fall 2004
- Eligible schools
  - ✓ Have not been accredited or have not made Adequate Yearly Progress for at least three consecutive years.
- Eligible applicants
  - ✓ Energy
  - ✓ Action premise
  - ✓ Results oriented
  - ✓ Personal responsibility
  - ✓ Reliance on others
  - ✓ Knowledge and love of schools
- Training
  - ✓ Several Training Modules
    - ☐ For Turnaround Specialist, their school leadership teams, and central office leaders
    - ☐ Coursework, case studies, discussions founded in proven business and education management strategies.
- Support Network
  - ✓ Turnaround advisors
    - ☐ Assist in setting performance targets, developing strategies and providing support
  - ✓ Web conferences
  - ✓ Mid-year and year-end assessment conferences
- Incentives
  - ✓ Bonus - $5,000 upon completion of Level II credential
  - ✓ Salary differential – percentage of prevailing salary in the school division
  - ✓ Schoolwide incentive funding – state share of $50 per student

Early Intervention Reading Initiative
- Initially established by the 1997 Virginia Acts of Assembly
- Intended to help participating school divisions
  - ✓ Identify kindergarten and first-grade children in need of additional instruction, and
  - ✓ Provide early intervention services to those students with diagnosed needs in reading
- March 2000: Governor and General Assembly provided funding to expand the initiative to include students in kindergarten through grade three.

Purpose of the Early Intervention Reading Initiative
- Provide teachers with a screening tool to help them identify students who would benefit from additional instruction in reading.
- Offer incentive funds for school divisions to provide these students with additional instruction

Early Intervention Reading Initiative (EIRI) Funding
- Based on the state's share of the cost of providing 2.5 hours of additional instruction each week for an estimated number of students in each school division on a student-to-teacher ratio of five-to-one.

- Based on a percentage of the estimated number of eligible students
  - ✓ Kindergarten – 100% of eligible students
  - ✓ Grade 1 – 50% of eligible students
  - ✓ Grade 2 – 50% of eligible students
  - ✓ Grade 3 – 25 % of eligible students

Phonological Awareness Literacy Screening (PALS)
- Literacy screening tool provided by the state for the EIRI
- Used by 98% of school divisions in Virginia on a voluntary basis
- Consists of three screening instruments
  - ✓ PALS-PreK (for students in pre-kindergarten)
  - ✓ PALS-K (for students in kindergarten)
  - ✓ PALS 1-3 (for students in grades one through three)

Purposes of the Phonological Awareness Literacy Screening (PALS)
- To identify those students who are
  - ✓ Below grade-level expectations in these areas, and
  - ✓ May be in need of additional reading instruction funded through the EIRI.

Algebra Readiness Initiative (ARI)
- Purpose: To assist school divisions in preparing students for success in algebra.
- School divisions are eligible for incentive payments to provide mathematics intervention services to students in grades 6-9 who are at-risk of failing the Algebra I end-of-course test as demonstrated by their individual performance on diagnostic tests that have been approved by the department.

Algebra Readiness Diagnostic Test (ARDT)
- Computer adaptive instrument that assesses students' knowledge and skills of the Mathematics Standards of Learning for grades 3 through 8 and Algebra I.
- Provides teachers with immediate feedback via an online report that provides:
  - ✓ A total score
  - ✓ Reporting category scores correlated to Standards of Learning strands and reporting categories.
  - ✓ A detailed analysis of student strengths and weaknesses relating to specific SOL.

Instructional Intervention
- Local school divisions design their own intervention models to provide about 2-2.5 hours of additional mathematics instruction per week to participating students.
  - ✓ Instruction is based on the results of a diagnostic pretest.
  - ✓ Intervention may occur before, after or during the school day.
  - ✓ Intervention classes do not exceed a student-to-teacher ratio of ten to one.

ARI Results
- ARDT use
  - ✓ Increased from 65 percent in 2001-2002 to 92 percent in 2005-2006.
- Number of students receiving intervention
  - ✓ 78 percent increase from 2002-2003 to 2004-2005.
- Average scale-score increase in mathematics
  - ✓ 55 points in 2004-2005

☐ Equivalent to a half-year increase in student achievement.
☐ Over 35,000 students participated in ARI intervention services.

ARI Program Impact
· Helped school divisions diagnose students' weaknesses in mathematics by SOL test reporting categories and grade level.
· Provided school divisions with funding for intervention programs targeting students at- risk of failing the Algebra I end-of-course assessment.
· Contributed to statewide gains in Mathematics SOL test scores at the targeted grade levels
  ✓ Grade 8: Pass rate rose from 68 percent in 2000-2001 to 78 percent in 2004-2005.
  ✓ Algebra I: Pass rate rose from 74 percent in 2000-2001 to 84 percent in 2004-2005.

Project Graduation
· Created to provide additional opportunities for students to earn the verified units of credit required to receive a high school diploma
· Online tutorials in reading and Algebra I
· Academic year and summer resources
· ePat-Electronic Practice Assessments

Teacher Recruitment and Retention Initiatives

Presenter: Dr. Thomas Elliott, assistant superintendent for Teacher Education, Licensure, and Professional Practice. Excerpts from Dr. Elliott's presentation follow:

THE TEACHING PROFESSION: RECRUITMENT
Incentive Programs: *Teacher Incentives in Hard-to-Staff Schools*
• Initial two-year pilot:
  ♦ Caroline County and Franklin City
• Expansion project:
  ♦ Brunswick County, Greensville County, and Petersburg City
• Incentives:
  ♦ Schools receive faculty training
  ♦ $150-$200 per student for school improvement projects ($200 if school demonstrates a 10% reduction in the SOL failure rate from previous year)
  ♦ One-time $15,000 hiring incentive + an annual $500 training and professional development stipend (if relocating to participating school)
  ♦ One-time $3,000 hiring incentive + an annual $500 training and professional development stipend (if remaining at participating school)

Incentive Programs: Virginia Middle School Teacher Corps
• Three-year program to assist low-performing middle schools to improve student learning in math
• Virginia Department of Education to maintain a corps of math teachers to provide high quality math instruction at eligible schools
• Teacher Corps compensation:
  ♦ $10,000 three-year salary differential if relocating to an eligible school
  ♦ $5,000 three-year salary differential if remaining at an eligible school
• School eligibility:
  ♦ Must offer instruction in grades 6, 7, or 8

♦ Must have received "accredited with warning" status in math OR
♦ Did not meet AYP for math
• Teacher Corps eligibility:
♦ Hold or be eligible for an active, renewable Virginia teaching license with appropriate middle school math teaching endorsement
♦ Have completed a major or minor (18-21 semester hours) in math
♦ Meet the NCLB highly qualified criteria for a middle school math teacher
♦ Have completed at least three years of successful, full-time teaching in which math instruction was an important responsibility
♦ Demonstrate competencies associated with delivering high quality instruction and improving mathematics achievement for all students
• 2005-06 implementation:
♦ 13 out of 40 eligible school divisions received funding
♦ 20 Teacher Corps members placed in 17 middle schools

Issues Facing the Teaching Force
1. Recruit, prepare, and retain highly qualified teachers
2. Increase preparation and recruitment in critical shortage teaching areas
3. Enhance professional development to increase and sustain a highly qualified teaching force after 2005-06
4. Continue development of comprehensive data system to support policy decisions in the teaching profession
5. Institutionalize selected Teacher Quality Enhancement initiatives such as:
♦ Teachers for Tomorrow
♦ Teachers of Promise
♦ The Great Virginia Teach-In

Teachers for Tomorrow
• Program purposes:
♦ Identify and prepare high school students interested in a teaching career
♦ "Grow your own"
♦ Foster student interest in and appreciation for the teaching profession
♦ Attract students to teaching in critical shortage and high-need areas
• Program benefits:
♦ An introduction to teaching (South Carolina's *Teacher Cadet Curriculum*)
♦ Potential dual enrollment credit
♦ Field observation and experience
♦ Meaningful, creative, hands-on learning activities
• Current participation:
♦ Over 60 schools
♦ More than 900 high school juniors and seniors enrolled

Teachers of Promise
• Goals:
♦ Recruit program completers to stay and teach in Virginia
♦ Present the positive benefits of teaching in Virginia
♦ Induct prospective teachers into the profession
• Program history:
♦ Established in 2004

♦ 434 prospective teachers inducted
♦ Annual participation by approved teacher preparation programs
• Support provided by exemplary teachers to inductees during their initial years of teaching
  (Milken educators, NBCT, regional and state teachers of the year, etc.)

Electronic Job Bank and Hiring Hall
• Online recruitment tool that connects Virginia school divisions with prospective qualified
  candidates
• Currently used by 98% of school divisions
• Job bank features:
  ♦ Single, secure online application process regardless of the number of positions being sought
  ♦ Filtering mechanisms that expedite application review and identification of qualified
    candidates
  ♦ Online correspondence between school division and applicant
• An estimated 3,755 applicants hired since 2003

Teach in Virginia
• Partnership with The New Teacher Project to implement a statewide initiative, *Teach in
  Virginia* (2003-2004)
• Primary goal: recruit highly qualified candidates in rural and urban school divisions (2003-
  2004) and hard-to-staff school divisions (2004-2005 and 2005-2006) across the commonwealth

Program Overview

Year One (2003-2004)	Year Two (2004-2005)	Year Three (2005-2006)
Partnered with 37 school divisions based on HiPUR	*Partnered* with 67 rural and urban school divisions	*Partnered* with 48 hard-to-staff school divisions
Referred 332 highly qualified candidates in high-need subjects	*Referred* 437 highly qualified candidates in high-need subjects	*Goal: Refer* 450 highly qualified candidates in high-need subjects
70 candidates hired by partner school divisions	*148 candidates hired* by partner school divisions	*Goal: Place 180 teachers*

Great Virginia Teach-In
• Statewide teacher recruitment, workshop, and information event featuring:
  ♦ 2,300 attendees (approximately 71% in-state; 29% out-of-state or foreign country)
  ♦ 110 school divisions
  ♦ 30 state-approved teacher preparation programs
  ♦ 9 Career Switcher programs
  ♦ 50 professional development workshops
  ♦ Licensure advisement for about 800 individuals – transcript reviews, licensure workshops,
    and one-on-one licensure consultation
• Nearly 1,000 teachers employed by 50% of school divisions participating in Teach-In events

Paraprofessionals
• Partnerships between a teacher preparation program and one or more school divisions to help
  paraprofessionals earn baccalaureate degrees
• Grow your own initiative – from paraprofessionals to licensed teachers
• Goals:
  ♦ Increase the number of highly qualified teachers with strong family ties in the community

♦ Increase the pool of teachers in critical shortage areas in hard-to-staff locations
♦ Provide access to professional development opportunities

Expanding Career Switcher Programs
• Access to the Career Switcher program through:
 ♦ School divisions
 ♦ Community colleges
 ♦ Institutions of higher learning
• Critical shortage areas and vacancies in hard-to-staff schools:
 ♦ Extend opportunities to train provisionally-licensed teachers through the Career Switcher program
 ♦ Encourage Career Switcher completers to seek positions in hard-to-staff schools
• Program marketing and statewide recruitment

Incentive Programs: *Virginia Teaching Scholarship Loan Program*
• 100 scholarships or loans to students preparing to teach in critical shortage areas
• Requirements:
 ♦ Approved teacher preparation program nomination
 ♦ Grade point average of 2.7 or better
 ♦ Virginia residence
 ♦ Full- or part-time enrollment as a sophomore or higher
 ♦ Scholarship or loan amount up to $3,720
• One semester of teaching equals $1,000
• Number of scholarships based on General Assembly appropriation

THE TEACHING PROFESSION: PREPARATION AND LICENSURE
Articulation Agreements
• Agreement among community colleges and institutions of higher education
• To facilitate transfer by community college students to participating teacher education programs
• Community college students must successfully complete the Pre-Teacher Education Curriculum to be eligible
• Signed agreements with 12 approved teacher education programs

Traditional Programs
• 37 colleges and universities offer approved traditional teacher preparation, which requires:
 ♦ An academic major in the arts and sciences (except for Health and PE or Career and Technical Education)
 ♦ General studies
 ♦ Professional studies (Elem. and Sp. Ed. – 24 hours; Middle/Secondary – 18 hours)
 ♦ Field experiences, including student teaching
 ♦ Licensure assessments
• Accreditation of teacher preparation programs by NCATE, TEAC, or a Board of Education approved accrediting process
• Currently, more than 11,600 enrolled statewide
• The Board of Education grants final approval of all programs

Alternate Routes
- Eligibility License – provided to Career Switchers
  Prerequisites:
  - Baccalaureate degree from a regionally accredited college or university
  - 5 years of work experience
  - Teaching endorsement requirements (including experiential credits)
  - Licensure assessments
- Provisional License – provided to individuals employed by a Virginia educational agency
  Prerequisites:
  - Baccalaureate degree from a regionally accredited college or university (unless seeking a technical professional endorsement)
  - Teaching endorsement requirements (including experiential learning)
  - Recommendation from administrator
- Conditional License – provided to individuals employed as a special educator
  Prerequisites:
  - Baccalaureate degree from a regionally accredited college or university
  - Must be employed as a special educator
  - Coursework in foundations and legal aspects in special education
  - Be assigned a mentor

Reciprocity
- Interstate Agreement on Qualification of Educational Personnel
- Recognition of out-of-state approved programs and acceptance of valid licenses by other states
- National Clearinghouse (policing professional practice through notification among states of actions against licenses)

Testing Requirements
Admission:
- Praxis I (70% pass rate; increases to 80% in 2010)
Licensure:
- Virginia Communication and Literacy Assessment (VCLA)
  - 235 Reading ♦ 235 Writing ♦ 470 Composite Score
- Virginia Reading Assessment (VRA)
  - 235 Elementary/Special Education ♦ 245 Reading Specialists
- Praxis II Assessments
- School Leaders Licensure Assessment (SLLA)

THE TEACHING PROFESSION: RETENTION AND PROFESSIONAL PRACTICE
National Board Certification
- Voluntary credential that rewards accomplished teachers as judged by peers
- Certification based on the following:
  - Video of classroom teaching
  - Student work with samples
  - Evidence of accomplishments outside the classroom impacting student learning
  - Online subject-matter content assessment
- Advanced credential effective for 10 years
- Incentives:
  - Grants for initial application
  - $5,000 initial bonus

♦ $2,500 continuing bonus
♦ NBC teachers in VA (1994 total – 1; 2005 total – 913)

Mentoring Programs
• Virginia requirement – "School boards shall provide each probationary teacher, except probationary teachers who have prior successful teaching experience, as determined by the local school board, a mentor teacher during the first year of the probationary period, to assist such probationary teacher in achieving excellence in instruction." (*Virginia Code*, Section 22.1-303)
• Purposes for implementing quality mentor teacher programs:
  ♦ Retain quality teachers
  ♦ Improve beginning teachers' skills and performance
  ♦ Support teacher morale, communication, and collegiality
  ♦ Build a sense of professionalism, positive attitude
  ♦ Facilitate a seamless transition into the first year of teaching
  ♦ Prevent teacher isolation and build self-esteem
• Sources of mentor funding in Virginia:
  ♦ Federal Teacher Quality Enhancement grant
  ♦ State appropriation for Mentoring and Clinical Faculty programs
  ♦ Mentor funding for hard-to-staff schools

High Quality Professional Development
• Board of Education authorized the Board of Education to develop criteria for high quality professional development
• High quality professional development required of all teachers annually
• Initiatives such as:
  ♦ Content teaching academies
  ♦ Content courses – both online and on campus
  ♦ The Teacher Quality Forum for Exemplary Teachers
  ♦ Summer mentor teacher training institutes

Licensure Renewal
• Licenses renewed every five years
• 180 professional development points through eight professional development options:
  ♦ Publication of a book ♦ Publication of an article
  ♦ Professional conferences ♦ Professional development activities
  ♦ Educational project ♦ Mentorship/supervision
  ♦ College credit ♦ Curriculum development
• Technology Standards and Child Abuse Recognition and Intervention Training

Uniform Performance Guidelines
Performance Evaluation Criteria:
• Planning and Assessment
• Instruction
• Safety and Learning Environment
• Communication and Community Relations
• Professionalism

Professional Recognition
• Meritorious New Teacher Designation
• Regional Teachers of the Year
• State Teacher of the Year
• Milken Educators
• Others

Issues Facing the Teaching Force
1. Recruit, prepare, and retain highly qualified teachers
2. Increase preparation and recruitment in critical shortage teaching areas
3. Enhance professional development to increase and sustain a highly qualified teaching force after 2005-06
4. Continue development of comprehensive data system to support policy decisions in the teaching profession
5. Institutionalize selected Teacher Quality Enhancement initiatives such as:
   ♦ Teachers for Tomorrow
   ♦ Teachers of Promise
   ♦ The Great Virginia Teach-In

ADJOURNMENT

There being no further business of the Board of Education and Board of Career and Technical Education, the Board adjourned at 5 p.m. Dr. Emblidge announced that the Board would reconvene at 9 a.m. on Thursday, April 27, 2006.

_____
        President

_____
        Secretary

COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
RICHMOND, VIRGINIA

MINUTES

April 27, 2006

The Board of Education and the Board of Career and Technical Education reconvened the planning session at the James Monroe State Office Building in Richmond, with the following members present:

Dr. Mark E. Emblidge, President   Dr. Gary L. Jones
Dr. Thomas M. Brewster   Mr. Andrew J. Rotherham
Mrs. Isis M. Castro   Mrs. Eleanor B. Saslaw
Mr. David L. Johnson

                                         Dr. Patricia I. Wright, Acting
                                         Superintendent of Public Instruction

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

Virginia's Pre-School Initiative

Presenter: Dr. Linda Wallinger, assistant superintendent for instruction. Excerpts from Dr. Wallinger's PowerPoint presentation follow:

Virginia's Preschool Programs
· The Virginia Preschool Initiative uses state funds to serve four-year olds who are at-risk for school failure and not presently receiving services from Head Start.
· Title I Preschool Programs use federal funds to improve the teaching and learning of children in high poverty schools and enable children to meet challenging academic content and performance standards.
· Early Childhood Special Education uses federal funds to provide special education services for children ages three to five.
· Head Start uses federal funds for comprehensive child development programs that serve children from birth to age five. The overall goal is to increase social competence of young children in low-income families.

Purpose of Initiative
• Reduce disparities among young children upon formal school entry
• Reduce or eliminate risk factors that lead to early academic failure
• Provide programs for at-risk four-year-old children that include:
  ✓ Quality preschool education
  ✓ Health services
  ✓ Social services
  ✓ Parental involvement
  ✓ Transportation

Virginia Preschool Initiative Background
· 1993 – Acts of Assembly required a study of early childhood programs for at-risk children in Virginia that was presented to the Senate Finance Committee and House Appropriations committee
· 1994 – Legislative Commission on Equity in Public Education recommended the establishment of state funded, quality preschool programs for unserved at-risk four-year-olds.
· 1995 – The Education Act (HB2542) and the Appropriation Act reinforced all components of the 1994 package, and determined a need for programs to support at-risk four-year-olds.

Virginia Preschool Initiative Program Requirements
· Address the learning needs of young children
· Limit the group size to 18
· Require a child/staff ratio of 9:1
· Hire qualified staff
· Require a minimum of half day services
· Provide for staff development
· Plan for home-school communication
· Address assessment procedures

Operation of the Virginia Preschool Initiative
· Must coordinate resources and funding
· Must coordinate comprehensive services
· Must work with the county administrator and division superintendent to identify a lead agency
· Must incorporate Virginia's Preschool Standards
· May have programs operated by public schools or community-based organizations

Reasons for Non-Participation
· Some localities cannot or will not pay the required local match
· Some localities could serve more students, but have insufficient space to house additional preschool classrooms
· Some localities have a minimum number of students eligible for the program

Technical Assistance for the Virginia Preschool Initiative
· The University of Virginia, through the Office of Phonological Awareness Literacy Screening (PALS) at the Curry School of Education:
   ✓Provides the PALS instrument for Virginia Preschool Initiative Programs
   ✓Maintains a Web site to assist all preschool teachers in Virginia with instructional activities

Virginia's Foundation Blocks for Early Learning (Academic Standards)
· 2003 – The Virginia Board of Education approved Virginia's Foundation Blocks for Early Learning: Standards for Literacy and Mathematics
· 2005 – The Virginia Foundation Blocks for Early Learning were expanded to include science and history and social science.
· The standards establish a measurable range of skills and knowledge essential for at-risk four-year-olds to be successful in kindergarten.

Title I Preschool Programs
- Purpose
  - ✓Title I preschool programs provide young children with high quality learning experiences that will enable them to meet high academic standards throughout elementary and secondary school.
- Eligibility
  - ✓To be eligible, a preschool age child must meet the Title I eligibility requirements and be at-risk of failing to meet the state's student academic achievement standards.

Title I Preschool Programs (2004-2005)
Participating school divisions   39
Participating schools   153
Participating students   2,375

Early Childhood Special Education (ECSE)
Individuals with Disabilities Education Improvement Act (IDEA 2004)
- Purpose
  - ✓Early Childhood Special Education preschool programs provide young children with disabilities special education services needed to attain skills that are comparable to their typically developing peers. All school systems in Virginia have ECSE programs as part of their Special Education programs.
- Eligibility
  - ✓To be eligible, a preschool age child must have a disability that requires special education to attain age-appropriate skills. These are our most at-risk children.

Technical Assistance for Early Childhood Special Education
- VDOE Training and Technical Assistance Centers (TTACS)
  - ✓James Madison University
  - ✓George Mason University
  - ✓Old Dominion University
  - ✓Virginia Commonwealth University
  - ✓Virginia Tech
- TTAC Online www.ttaconline.org
- Early Childhood Special Education Webpage
  www.doe.virginia.gov/VDOE/sped/earlychildhood.html

Head Start Programs
- Purpose
  - ✓Head Start and Early Head Start Programs are comprehensive child development programs that serve children from birth to age five, pregnant women, and their families.
- Eligibility
  - ✓Head Start eligible means a child that meets the requirements for age as established in the Head Start regulations, or if applicable, as established by grantees that meet the requirements of the Head Start Act.
- In 2004-2005, there were 52 Virginia Head Start Programs, serving 13,696 children.

The Virginia Virtual Advanced Placement School Program

Presenter: Mr. Lan Neugent, assistant superintendent for technology. Excerpts from Mr. Neugent's PowerPoint presentation follow:

Virginia Virtual Support Centers Locations
· Wise
· Henrico
· Fairfax
· Prince William
· Norfolk.

Virginia Students Enrolled in Virtual Advanced Placement School Courses 2005-2006
· 311 students in 36 states

Virginia Virtual Advanced Placement School
· Low student/teacher ratio
· Multimedia learning environment
· Scheduling flexibility
· Wide range of AP course choices
· World languages: Japanese, Latin, Chinese 2006, Arabic 2007

The Commonwealth State Scholars Initiative

Presenter: Dr. Linda Wallinger, assistant superintendent for instruction. Excerpts from Dr. Wallinger's PowerPoint presentation follow:

The Commonwealth Scholars Initiative
· A multi-state business/education partnership effort focused on increasing the number of high school students who take a rigorous secondary-level curriculum designed to strengthen the chances for success in both college and the workplace.
· Originated under the name of State Scholars Initiative.

Rationale
· There is a strong link between courses completed in high school and postsecondary achievement.
· A solid high school education can increase wages, both for students who enroll in and complete postsecondary education and for students who enter the workforce directly from high school.
· A solid academic foundation in high school benefits every student, regardless of ethnicity and socioeconomic status.
· Business leaders and members of civic organizations work with local educators to:
  – create and implement the program in their communities.
  – visit classrooms and talk to students about why an academically challenging course of study is important and how it will help them– whether they go on to college or go straight to work.
  – motivate students, create incentives, provide support, and recognize Scholar success.
· A national program with a local focus:
  – Virginia is one of 8 states that was recently added to the national State Scholars Initiative,

for a total of 22 states
  – Each state designs its own program to meet its particular needs
  – Each state has at least two school districts participating in its first two years

Core Course of Study
- 4 years of English
- 3 years of mathematics (Algebra I, Geometry, Algebra II)
- 3 years of basic laboratory science (biology, chemistry, physics)
- 3.5 years of social studies (chosen from U.S. and world history, geography, economics, personal finance, and government)
- 2 years of the same language other than English

Grant Partners
- Grant Recipient:
  Virginia Career Education Foundation
  – Required to be a business/education partnership
- Partners
  – Governor's Office
  – Secretary of Education's Office
  – Department of Education
  – Participating School Divisions
- Eleven participating school divisions:
  – Lancaster County
  – Nottoway County
  – Richmond City
  – Roanoke County
  – Scott County
  – Albemarle County
  – Alexandria City
  – Bristol City
  – Carroll County
  – Chesterfield County
  – Henry County

Capacity of School Divisions
- Participating school divisions submitted a letter of commitment, signed by the division superintendent and principals of all participating schools, that clearly stated that the school district and participating schools:
  – have data systems in place in order to collect and track required data
  – are committed to providing any and all nonidentifiable student data as required

Funding
- Total of $300,000 to the VCEF spread over a two-year period
- Seed money to begin the program in the state
- Expectation that through other donations and funding sources, the program will be scaled up to include more schools after the grant period has ended.

Use of Funds in Virginia
· Virginia proposes to use the funds to:
  – hire staff to coordinate the program
  – prepare materials at the state level to promote the program
  – provide recognition to participating students and
  – provide funding to school divisions to help them promote the program in their locality

Role of Commonwealth Scholars Initiative in High School Reform
· Supports other Virginia efforts to provide options to students and to increase the rigor of high school programs
· Encourages students who might not be able to earn an Advanced Studies Diploma to reach beyond a Standard Diploma

Other High School Initiatives
· NGA Grant to Redesign the American High School
· Early College Scholars
· Commonwealth College Course Collaborative
· Path to Industry Certification
· Career Prep Academy

NGA Grant to Redesign the American High School
· Three Components
  – Policy Reform by Design
  – Colleagues for Success: Building High School Leadership Capacity
  – Commonwealth of Access: Transition, Readiness, and Access

NGA Grant to Redesign the American High School
· Objectives
  – Decrease ninth-grade retention rate
  – Decrease dropout rate
  – Increase high school graduation rate
  – Increase the amount of rigorous coursework selected by students
  – Increase Advanced Placement test taking rates
  – Increase preparedness for post-secondary education
  – Increase college-going rates
  – Increase college graduation rates

NGA Grant to Redesign the American High School
· Grant Partners
  – Governor's Office
  – Secretary of Education's Office
  – State Council for Higher Education in Virginia
  – Virginia Community College System
  – Virginia Association of Secondary School Principals
  – 30 high schools selected for participation

NGA Funding and Grant Period
· Funding
  – $1 million each year for two years, with an equal in-kind state match
· Grant Period
  – August 1, 2005-July 31, 2007

Early College Scholars
· Allows eligible high school seniors to complete their high school diploma while earning at least
  15 hours of *transferable* credits that can be used toward a college degree
  – results in a more productive senior year
  – reduces the expense of college tuition for families
· Credits earned through dual enrollment programs and by taking Advanced Placement
  courses at their home high schools or through the Virginia Virtual Advanced Placement School.

Commonwealth College Course Collaborative
· A common set of subjects that allow Virginia students the chance to earn a
  semester's worth of college credit while in high school
· Comprised of 13 credit hours that are accepted at all of the participating institutions for *degree
  credit*.
· May earn as many as 20 additional *degree* credits at some schools

Path to Industry Certification
· Intended for high school juniors or seniors who have no postsecondary plans and do not
  possess an industry certification
· Participating students work toward a high school diploma while pursuing technical training for
  a selected industry certification or state license
· Tuition-paid technical preparation may continue after high school graduation through
  community college courses that lead to the student-selected industry certification.

Path to Industry Certification Compact
· Participating students and their parents sign a Path to Industry Certification Compact agreeing
  that the student will complete all requirements for
  – A Standard or Advanced Studies diploma, and
  – All high school academic and/or career and technical education course requirements that lead
    to a selected industry certification

Community College Requirements
· Students complete a career assessment to identify a certification option that aligns with the
  student's career objectives.
· The certifications available to students in the program vary by community college.
· Students may continue their technical preparation after high school graduation by
  taking community college courses through May of the year following high school graduation.

Career Prep Academy
· Provides opportunities for non-graduates to complete:
  – An industry certification or state licensure preparation courses and
  – Remaining standard and/or verified credit graduation requirements during the summer and/or
    fall after their incomplete senior year

Career Prep Academy Pilot Sites (2004-2005 and 2005-2006)
· Eastern Shore Community College
  – Accomack and Northampton Counties
· Patrick Henry Community College
  – Henry County and City of Martinsville
· Rappahannock Community College
  – Gloucester County

Career Prep Academy Design
· An Education Plan is developed for each student enrolled in the academy that includes:
  – Identification of standard credits needed for graduation
  – Identification of verified credits needed for graduation
  – Date of completion for the Career Planning Assessments
  – Industry certification or state licensure selected based on the planning assessments
  – Identification of students' individual needs and measures to meet each need
  – Agreement signed by the student, parent(s), and CPA regional coordinator

Career Prep Academy Success Rate – 2004-2005
· Total Students Enrolled- 61
· Percentage Earning a Diploma and an Industry Certification - 43%
· Percentage Earning a Diploma or GED Only -18%
· Percentage Returning to High School - 6%
· Percentage Not Completing the Program - 33%

The Board of Education's Comprehensive Plan 2005-2010: Looking to the Future

Presenter: Dr. Margaret Roberts, executive assistant to the Board of Education. Excerpts from Dr. Roberts' PowerPoint presentation follow:

The Plan shall contain
• The objectives of public education in Virginia, including strategies for improving student achievement and maintaining high levels of student achievement;
• An assessment of the extent to which these objectives are being achieved;
• A forecast of enrollment changes; and
• An assessment of the needs of public education in the Commonwealth.

Updating the Plan
· Board of Education must update the Plan biennially and adopt any necessary revisions
· Plan was last updated in September 2005
· Full review and revision scheduled for Fall 2007
· The Board of Education defined eight objectives
· For each objective, the Board outlined activities to be accomplished and timelines for each

Key questions to consider
1. Are the objectives being achieved?
2. Do the objectives reflect the priorities of the Board?
3. What priorities, if any, are missing?
4. Who should be involved in the 2007 revision?

Objective 1: The Board of Education will improve the quality standards for all public schools in Virginia
- ✓Review and revise the Standards of Quality
- ✓Review and revise the Standards of Accreditation Overview

Objective 2: The Board of Education will provide leadership to help schools and school divisions close the achievement gap and increase the academic success of all students
- ✓Review and revise the Standards of Learning, per schedule.
- ✓Support professional development and technical assistance for instructional staff.
- ✓Support a focus on civics and financial literacy to ensure the preparation of all students to be productive citizens.
- ✓Review the English Language Proficiency Standards and revise as necessary.
- ✓Support programs and initiatives to expand opportunities for students to earn a high school diploma.
- ✓Establish policies regarding the new numeracy and literacy assessments for students with disabilities pursuing the modified standard diploma.
- ✓Establish policies regarding the revised Virginia Alternate Assessment Program.
- ✓Establish modified achievement standards for students with disabilities who can make significant progress but may not reach grade-level achievement standards within the same time frame as other students.

Objective 3: The Board of Education will work to ensure meaningful, ongoing professional development for professional educational personnel
- ✓Support professional development and technical assistance for professional educational personnel.
- ✓Promote the identification of industry certifications opportunities for all teachers who lack such credentials.
- ✓Support, in conjunction with local divisions, professional development strategies that the local schools, especially those in small school divisions, will use to help ensure the development of highly qualified professional educational personnel and paraprofessionals.

Objective 4: The Board of Education will support accountability for all schools, with a focus on assisting chronically low-performing schools and school divisions
- ✓Review academic review team reports and adopt policies to address recommendations.
- ✓Adopt strategies for closing the achievement gap.
- ✓Support efforts to establish a state-level education information management system (EIMS) that will enable the department to meet increasing state and federal reporting requirements and enable stakeholders at all levels of education to make informed educational decisions based on accurate and timely information.
- ✓Promote technical assistance on research-based instructional interventions that help improve the academic achievement in schools that are low-performing and those that are identified as in need of improvement under the NCLB Act.
- ✓Continue to review and approve instructional methods and/or models for implementation in low-performing schools.
- ✓Address measures to be taken in schools whose accreditation is denied.
- ✓Support programs that assist schools and students meet performance expectations.

Objective 5: The Board of Education will work cooperatively with partners to ensure that young children are ready for school
- ✓ Establish academic standards to support preparation for pre-school students to be ready to successfully enter into kindergarten.
- ✓ Continue to cooperate with other entities involved in developing and implementing Virginia's Foundation Blocks for Early Learning: Standards for Literacy and Mathematics.
- ✓ Support the Virginia Preschool Initiative.
- ✓ Support the Title I Preschool programs.
- ✓ Support the Early Childhood Special Education Program.
- ✓ Support the Even Start Family Literacy Program.
- ✓ Seek ways to cooperate with and encourage the Head Start programs.

Objective 6: The Board of Education will assist teachers to improve the reading skills of all students, kindergarten through grade 12
- ✓ Ensure the communications and literacy skills of teachers by implementing the requirement for the reading assessment for initial licensure for teachers in the early grades.
- ✓ Provide leadership for preschool to adult literacy initiatives, including programs that address the needs of speakers of languages other than English.
- ✓ Support teacher preparation programs and pre-service programs for teachers to improve their skills in teaching reading.

Objective 7: The Board of Education will continue efforts to enhance the training, recruitment, and retention of highly qualified teachers, educational support personnel, and administrators, with a focus on the needs of "hard-to-staff" schools
- ✓ Support initiatives to increase the number of high quality teachers, especially for hard-to-staff schools.
- ✓ Support executive education opportunities, such as the Turnaround Specialist Program to assist established school administrators in providing skilled leadership in chronically low-performing schools.
- ✓ Support the implementation of recommendations for the preparation of school leaders outlined by the Commission to Review, Study and Reform Educational Leadership.
- ✓ Ensure that incentives for National Board Certification are aligned with efforts to help hard-to-staff schools including placing National Board Certified Teachers in such schools. . . .
- ✓ Support full compliance with NCLB and IDEA requirements for highly qualified paraprofessionals, general, and special education teachers and for professional development of teachers.
- ✓ Promote increasing the pool of teachers entering the profession through the career switcher program to teach in general and critical shortage areas.
- ✓ Support strategies for recruitment and retention of highly qualified teachers through the Teacher Quality Enhancement grant.
- ✓ Adopt revisions to regulations governing preparation and licensure requirements for school personnel.
- ✓ Support ways to attract and retain career and technical education teachers. . . .

Objective 8: The Board of Education will provide leadership for implementing the provisions of state and federal laws and regulations smoothly and with minimal disruption to local divisions.
- ✓ Continue to monitor progress of schools, divisions, and the state in meeting Adequate Yearly Progress (AYP) requirements.
- ✓ Receive annual report cards on progress of students.

✓Support the administration of new SOL tests annually in English (reading/language arts) and in mathematics for grades 3 through 8.

✓Support Virginia's participation in NAEP program in reading and math for 4th and 8th grades.

✓Support school divisions in conducting annual assessment in English language proficiency for all limited English proficient (LEP) students.

✓Support programs of technical assistance for schools identified as in the first and second year of school improvement.

✓Support procedures to disseminate via the Web site notices to parents and the public of any pending corrective actions, as required by NCLB.

✓Support efforts to enlarge the pool of Supplemental Educational Services providers . . . .

✓Continue to assist school divisions in implementing charter schools and other public school choice options.

✓Review and update the state plan for the Carl D. Perkins Act.

✓Receive reports on the Workforce Investment Act programs, as necessary.

✓Include industry certification requirements in licensure regulations.

✓Revise Regulations Governing Special Education Programs for Children with Disabilities in Virginia.

✓Carry out provisions of the 2005 appropriation act regarding the consolidation of the Virginia Schools for the Deaf, Blind and Multi-Disabled at Staunton and Hampton.

The Standards of Quality Virginia's Foundation Program for Public Education

Presenter: Mrs. Anne Wescott, assistant superintendent for policy and communications. Excerpts from Mrs. Westcott's presentation follow:

Eight Standards of Quality
1. Instructional programs supporting the Standards of Learning and other educational objectives;
2. Instructional, administrative, and support personnel;
3. Accreditation, other standards and evaluation;
4. Student achievement and graduation requirements;
5. Quality of classroom instruction and educational leadership;
6. Planning and public involvement;
7. School board policies; and
8. Compliance.

Board of Education's Changes to the SOQ
The Board has made recommendations to address:
• Additional staffing needs;
• Prevention and intervention, as well as remediation;
• Effective use of technology, and integrating technology into the instructional program;
• Use of data in decision making;
• Emphasis on professional development for instructional personnel;
• Assistance to low-performing schools and school divisions;
• Increased emphasis on accountability; and
• Technical and editorial changes needed for clarity.

Standard One: Instructional Programs
• Requires the Board of Education to establish educational objectives in all subjects, known as the Standards of Learning (SOL);
• Requires local school boards to implement a program of instruction that meets or exceeds the requirements of the Board of Education;
• Sets out the areas of instruction that must be emphasized by local school divisions, including reading, writing, mathematics, science, history, geography, government, economics, foreign languages, health and physical education, fine arts, and practical arts;
• Sets out the programs that must be implemented by local school divisions, including special education, career and technical education, gifted education, and programs for students with limited English proficiency;
• Requires local school boards to adopt a curriculum aligned to the Standards of Learning; and
• Requires local school boards to collect and analyze data, and use the results to evaluate and make decisions about instructional programs.

Standard Two: Staffing
• Requires local school boards to employ licensed instructional personnel qualified in relevant subject areas;
• Sets division-wide ratios of students to teachers for elementary, middle, and high school;
• Sets maximum class sizes for kindergarten through grade six;
• Requires local school boards to provide support services;
• Sets minimum staffing requirements for principals, assistant principals, librarians, guidance counselors, and clerical personnel;
• Requires that all middle and high school teachers be provided with one planning period per day or the equivalent;
• Sets minimum staffing requirements for students identified as having limited English proficiency and students who need prevention, intervention and remediation;
• Sets requirements for staffing positions for technology; and
• Sets the number of positions in grades K-5 to serve as elementary resource teachers in art, music, and physical education.

Changes Recommended by the Board Not Funded by the General Assembly
• One full-time instructional position for each 1,000 students to serve as a reading specialist;
• One full-time principal in each elementary school (the SOQ currently requires one half-time principal for elementary schools with fewer than 300 students);
• One full-time assistant principal for each 400 students in each school; and
• Reduction of the speech language pathologist caseload.

Standard Three: Accreditation
• Requires the Board to establish Standards of Accreditation;
• Requires full accreditation of all schools within a school division;
• Requires local school boards to review the accreditation status of all schools annually in public session;
• Establishes the academic review process, and sets the requirements for corrective action plans for any schools that have been rated Accredited with Warning;
• Establishes the division-level academic review, and sets requirements for corrective action plans for school divisions that have undergone a division-level academic review;
• Requires the Board to prescribe end-of-course and end-of-grade Standards of Learning assessments for English, mathematics, science, and history and social science;

- Authorizes the Board to pursue all civil remedies for breaches in test security and unauthorized alteration of test materials or test results;
- Requires local school boards to use Standards of Learning assessments and other relevant data to evaluate student progress and determine educational performance; and
- Provides for the Board to prescribe requirements for the School Performance Report Card.

Standard Four: Student Achievement
- Specifies that the Board of Education establishes graduation requirements, the units of credit to be earned, and the assessments to be passed;
- Requires reasonable accommodations for students with disabilities to meet the requirements to be awarded a diploma;
- Provides for the establishment of Standard, Advanced Studies, Modified Standard, and Special Diplomas, as well as Certificates of Program Completion;
- Provides for the Board to approve substitute tests; and
- Provides for the award of verified credits for passing scores on industry certifications, state licensure examinations, and national occupational competency assessments approved by the Board.

Standard Five: Educational Leadership
- Sets requirements for teacher, administrator, and superintendent evaluations;
- Prescribes professional development requirements for local school board members and superintendents;
- Requires local school boards to provide a program of high quality professional development to instructional personnel in instructional content;
- Requires all instructional personnel to participate in professional development programs every year;
- Requires the inclusion of high-quality professional development programs in schools' and school divisions' comprehensive plans; and
- Requires each local school board to review its professional development program annually.

Standard Six: Planning and Public Involvement
- Sets standards for statewide and divisionwide comprehensive, unified, long-range plans;
- Requires that the comprehensive plans be developed with staff and community involvement;
- Requires the Board of Education and local school boards to report to the public the extent to which the objectives of the plan have been met;
- Requires each school to prepare its own comprehensive plan;
- Requires that the plans be based on data collection, analysis, and evaluation;
- Requires the plans to include strategies for improving student achievement;
- Requires that local school divisions' plans are consistent with all other divisionwide plans required by law and regulations; and
- Requires the local school divisions' plans to include provisions for parent and family involvement.

Standard Seven: School Board Policies
- Requires each school board to maintain and follow an up-to-date policy manual that is made available to the public;
- Prescribes the components of the policy manual and requires that it be developed giving consideration to the views of teachers, parents, and other concerned citizens;

- Requires local school boards to provide notice annually of the availability of the policy manual, and to ensure that copies are available for review.

Standard Eight: Compliance
- Requires local school boards to provide, as a minimum, the programs and services, set forth in the SOQ, with state and local funds as apportioned by the General Assembly;
- Requires each local school board to report its compliance with the SOQ to the Board annually;
- Requires the Board to identify, in its report to the Governor and General Assembly, any school divisions that failed to meet the SOQ; and
- Authorizes the Board to enforce compliance with the SOQ.

Potential Issues to Consider
Previously recommended by the Board but not funded by the General Assembly:
- Full-time principals in each elementary school;
- Additional assistant principals;
- Reading specialists; and
- Reduction in speech language pathologist caseloads.

Recommendations from public comment:
- Mathematics specialists;
- Library-media specialists;
- Data analysis and assessment/instructional support;
- School nurses; and
- Other staffing considerations.

Work Plan
- April 2006 – Begin SOQ review
- May 2006 – Educational organizations present recommendations
- July 2006 – First review of proposed legislation of SOQ changes; public comment begins
- September 2006 – Public hearings
- November 2006 – Final review of the proposed legislation
- December 2006 – Pre-file legislation on behalf of the Board

Educational Programs Beyond the Standards of Quality

Presenter: Mr. Dan Timberlake, assistant superintendent for finances.

OVERVIEW OF STATE FUNDS FOR PUBLIC EDUCATION
State funding for K-12 public schools can be broken into five areas:
- Standards of Quality
  o The primary determinant of funding for school divisions
  o Approximately $5.17 billion in fiscal year 2007
  o Approximately 87.79 percent of total state funds in fiscal year 2007

- Incentive Programs
  o Provides funding for additional voluntary programs
  o Approximately $397.3 million in fiscal year 2007
  o Approximately 6.75 percent of total state funds in fiscal year 2007

• Categorical Programs
  o State or federal statutes or regulations mandate much of this funding
  o Approximately $134.8 million in fiscal year 2007
  o Approximately 2.29 percent of total state funds in fiscal year 2007

• School Facilities Programs
  o Provides funding for school construction and nonrecurring expenses
  o Approximately $184.4 million in fiscal year 2007
  o Approximately 3.13 percent of total state funds in fiscal year 2007

• Supplemental Education Programs
  o Serve unique purposes; provided to specific recipients usually designated in the appropriation act
  o Approximately $2.4 million in fiscal year 2007
  o Approximately 0.04 percent of total state funds in fiscal year 2007

INCENTIVE PROGRAM FUNDING

• Incentive programs represent approximately $397.0 million in fiscal year 2007 and $459.0 million in fiscal year 2008; this represents approximately 6.75 percent of total state funding for Direct Aid.
• Incentive programs are voluntary programs, but in order to receive the state funds, school divisions must agree to meet additional requirements, such as:
  o Certifying that they will offer the specific program
  o Meeting the requirements established for the program
  o Providing a local match of funds
• Many of the formulas for these programs use a poverty adjustment that is based on free lunch eligibility rates as a proxy for students at-risk.
• Incentive programs can be separated into three broad categories:
  o Prevention/Intervention
  o Targeted Services
  o Supplemental Funding

PREVENTION/INTERVENTION PROGRAMS

At-Risk
State payments for at-risk students are disbursed to school divisions based on the estimated number of federal free lunch participants in each division to support programs for students who are educationally at-risk. Funding is provided as a percentage add-on to Basic Aid to support the additional costs of educating at-risk students.

At-Risk Four-Year-Olds
The At-Risk Four-Year-Old program provides funding for programs for unserved, at-risk four-year-old children, which include quality preschool education, health services, social services, parental involvement, and transportation.

Early Reading Intervention
The Early Reading Intervention program is designed to reduce the number of students needing remedial reading services. Program funds are used by local school divisions for: 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; or extended instructional time in the school day or year for these students.

ISAEP

An Individual Student Alternative Education Plan (ISAEP) may be developed when a student demonstrates substantial need for an alternative program, meets enrollment criteria, and demonstrates an ability to benefit from the program. The need is determined by a student's risk of dropping-out of school. Programs must comply with the provisions of §22.1-254D, *Code of Virginia*.

K-3 Primary Class Size Reduction

State funding is provided to school divisions as an incentive payment for reducing class sizes in grades Kindergarten through three below the required SOQ standard of a 24:1 pupil-teacher ratio, with no class larger than 29. Payments are based on the incremental cost of providing the lower pupil-teacher ratios and class sizes based on the lower of the statewide average per pupil cost of all divisions or the actual division per pupil cost. Schools with free lunch eligibility percentages of 16 percent and greater are eligible for funding. The required ratios range from 20:1, with no class larger than 25; and may go as low as 14:1, with no class larger than 19; based on the free lunch eligibility rate of the eligible school.

Regional Alternative Education Programs

State funds for Alternative Education programs are provided for the purpose of educating certain expelled students and, as appropriate, students who received long-term suspensions from public schools, and students returned to the community from the Department of Juvenile Justice. Funding is based on the per pupil cost of an alternative program staffing model.

SOL Algebra Readiness

Funds programs designed to help students pass the Algebra I Standards of Learning test. This program uses math diagnostic tests to identify students who may need services. Funding is based on the estimated number of seventh-and eighth-grade students who are at-risk of failing the Algebra I end-of-course test. Funding is based on the free lunch eligibility percentage for the school
division.

Project Graduation

Project Graduation funds programs designed to assist eleventh-and twelfth-grade students with passing end-of-course Standards of Learning assessments in English/Reading, English/Writing, and Algebra I so that they may graduate with at least a standard diploma.

Education for a Lifetime
Teacher Incentives in Hard-to-Staff Schools
The purpose of the Teacher Incentives in Hard-to-Staff Schools project is to improve student achievement by attracting and retaining licensed, highly qualified, and experienced teachers in hard-to-staff middle or high schools through an incentives-based program.

Mentor Teacher Program in Hard-to-Staff Schools
The Mentor Teacher Program in Hard-to-Staff Schools provides additional funding for teacher mentoring programs to assist schools designated as hard-to-staff. Payments are based on the number of first-year teachers with no experience in hard-to-staff schools. Hard-to-staff

schools are determined on the basis of applying eight criteria. In order to receive these funds, school divisions must use one of the three mentor programs currently being piloted in Virginia.

Virginia Middle School Teacher Corps
The purpose of the Virginia Middle School Teacher Corps is to provide incentives for school divisions to hire experienced, qualified mathematics teachers for middle schools that have been designated as "at risk" in mathematics as a result of being accredited with warning in mathematics or not meeting the annual measurable objectives in mathematics required for Adequate Yearly Progress (AYP) as defined in the No Child Left Behind Act.

Virginia School Turnaround Specialist
The purpose of the Virginia Turnaround Specialist program is to train cadres of successful, experienced principals to turn around consistently low-performing schools. The program offers financial incentives to specialists who meet performance targets.

Race to GED
Race to GED includes two programs that dramatically shorten the time it takes to earn a GED. Students enrolled in "Fast Track GED" take an assessment that identifies their educational needs. A targeted study program allows Fast Track GED students to earn certificates in 90 days or less. "GED Prep" also includes an assessment and targeted study, with students earning a GED in 180 days. Race to GED contributes to the economic development of the commonwealth by increasing the number of adult Virginians with a high school-level credential. About 700,000 adult Virginians lack a high school diploma or GED. It is estimated that about 518,000 of the Virginia workers without a diploma have had at least some high school, making them potential candidates for Fast Track GED.

TARGETED SERVICES
Education for a Lifetime
Virginia Virtual Advanced Placement School
The Virginia Virtual AP School ensures that students in all Virginia high schools have access to a variety of Advanced Placement (AP) courses that count for college degree credit. The Virginia Department of Education reimburses school divisions for tuition and test fees for students who sign an Early College Scholars Agreement. All instructors are fully licensed and have experience in distance learning. Courses are offered from a number of Virginia school divisions, including Henrico, Wise, York, Prince William, Montgomery and the Southwest Virginia Education and Training Network (SVETN). Apex Learning, a for-profit distance learning provider, provides four online courses.

Path to Industry Certification
This program enables high school students to earn an industry-recognized certification or professional license while in high school or immediately following graduation by enrolling in tuition-paid training at a Virginia community college. The program also enables career and technical education teachers to earn industry certifications through training academies. Participating students and their parents sign a Path to Industry Certification Compact agreeing that the student will complete all requirements for a standard or advanced studies diploma, including high school academic and/or career and technical education course requirements that lead to a selected industry certification.

Governor's Schools
These programs give gifted and talented high school students an opportunity to attend school and study with fellow students of similar interest and abilities from across the commonwealth. The schools offer specialized curriculum. State funds are provided to assist with the state share of the incremental costs of operations during the school year. These funds are not to be used for capital outlay, structural improvements, renovations, or fixed equipment costs. Funds may be used for the purchase of instructional equipment.

Mentor Teacher Program
This funding assists beginning teachers in making a successful transition into full-time teaching. The funds support implementation of best practice, research-based mentoring programs that are developed in collaboration with institutions of higher education. State funds are allocated on a per teacher basis for the number of new teachers without teaching experience in the school division. This funding is available to all schools with beginning teachers.

Special Education – In-Service
Special education in-service funding provides courses to teachers who have conditional special education licenses. These are teachers who are assigned to teach children with special needs resulting from learning disabilities, emotional disturbance, and/or mental retardation and who do not have the appropriate endorsement. Funds are distributed through a grant to higher education institutions for implementation of this program.

Special Education – Regional Tuition
Regional tuition reimbursement funding provides services for students with low-incidence disabilities who can be served more appropriately and less expensively in a regional program than in more restrictive settings. A joint or a single school division operates regional special education programs. These programs accept eligible children with disabilities from other local school divisions. All reimbursement is in lieu of the per pupil basic operation cost and other state aid otherwise available.

Special Education – Vocational Education
These funds are used to support a variety of activities designed to strengthen the preparation of disabled students who will enter the work place after completion of high school. Activities include vocational evaluation, training service through eight regional technical assistance centers, and initiatives to support employment.

SOL Web-Based Technology Initiative
The VPSA Technology program provides grant funding for school divisions to purchase additional technology to support the SOL Web-Based Technology Initiative. Eligible schools include those reporting membership as of September 30, as well as district and regional centers including vocational centers, special education centers, alternative education centers, academic year Governor's Schools, and the Schools for the Deaf and the Blind. The specific goals of the initiative include: 1) establishing a five to one student-computer ratio; 2) establishing internet ready network capability in every school; 3) establishing high-speed, high-bandwidth capability to support instruction and remediation; and 4) establishing a statewide test delivery system.

SUPPLEMENTAL FUNDING

Compensation Supplement
Compensation supplement funding covers the state share of cost (including fringe benefits) for a percentage-based salary increase for funded SOQ instructional and support positions and other state-supported positions.

Enrollment Loss
Enrollment loss funding is provided to school divisions with declining enrollment to offset some of the loss of funds associated with enrollment-based funding from Basic Aid within the Standards of Quality. Current and prior year adjusted average daily membership is used to calculate declining enrollment.

School Breakfast
Local school food authorities administer the School Breakfast Program at the local level. Participating schools must serve breakfasts that meet Federal nutrition standards, and must provide free and reduced-price breakfasts to eligible children. This funding provides an incentive to increase student participation in the school breakfast program and to leverage increased federal funding resulting from higher participation.

Supplemental Basic Aid
This program allows eligible school divisions to enter into certain cost-savings agreements with a contiguous school division for the consolidation or sharing of educational, administrative, or support services. Upon approval of the cost-savings agreement, the school division then receives the state share for Basic Aid computed on the basis of the composite index of local ability-to-pay of the contiguous school division if it is lower than their own index. Only school divisions with fewer than 350 students in ADM in the previous year are eligible for this funding.

Categorical Program Funding
• Categorical programs represent approximately $135.0 million in fiscal year 2007 and $139.0 million in fiscal year 2008; this represents approximately 2.3 percent of total state funding for Direct Aid.
• Categorical funding provides for additional education programs that go beyond the Standards of Quality.
• State or federal statutes or federal regulations mandate much of this funding. These programs are usually targeted to the particular needs of special student populations.

CATEGORICAL PROGRAMS

Adult Education
State funds are provided to improve educational opportunities for adults and to encourage the establishment of adult education programs that will enable all adults to acquire basic educational skills necessary to function in a literate society. The program also enables adults to complete secondary school, obtain a GED, or to benefit from job training and retraining programs.

Adult Literacy
State funds for Adult Literacy are appropriated to provide basic educational skills to adults who lack skills necessary for literate functioning.

Electronic Classroom
The Electronic Classroom program creates a statewide delivery of credit courses and staff development programs to address equity and educational disparity problems in schools across Virginia by providing access to courses that students might not otherwise be able to take in their home school division. The electronic classroom program is a distance-learning program that provides advanced level courses to students in areas of the commonwealth where a qualified teacher is unavailable, or the number of qualifying students is too few to justify employment of a full-time teacher.

Foster Care
Foster care funding reimburses school divisions for the cost of educating students in foster care that are not residents of the school division. State funds are provided for prior year local operations costs for each pupil not a resident of the school division providing his education if the student
has been placed in foster care or other custodial care within the geographical boundaries of the school division by a Virginia agency, whether state or local, which is authorized under the laws of the commonwealth to place children. Funds also cover children who have been placed in an orphanage or children's home which exercises legal guardianship rights, or who is a resident of Virginia and has been placed, not solely for school purposes, in a child-caring institution or group home. Funds are also provided to support handicapped children attending public school who have been placed in foster care or other such custodial care across jurisdictional (school division) lines.

Indian Children
State funds are provided for qualified children from the Mattaponi and Pamunkey Indian tribes based on the Treaty of 1677 between Virginia and the Indians. These funds are used to assist in the costs of educating children living on the reservations and enrolled in public school. The funds are used to pay for the local cost of operation and school lunches.

School Nutrition
School divisions participating in the National School Lunch Program get cash subsidies and donated commodities from the U.S. Department of Agriculture for each meal they serve. The lunches must meet Federal requirements, and they must offer free or reduced-price lunches to eligible children. This state reimbursement program is required by the federal National Nutrition School Lunch Program and the After School Snack Program. Reimbursements are based on the number of meals served in the prior year.

Special Education – Homebound
Homebound funding provides for the continuation of educational services for students who are temporarily confined to their homes for medical reasons. State funds reimburse school divisions for a portion of the hourly rate paid to teachers employed to provide homebound instruction to eligible children.

Special Education – State Operated Programs
Education services are continued for students placed in state-operated facilities. State statute requires the state to provide appropriate education to all children in state hospitals, clinics, detention homes, and the Woodrow Wilson Rehabilitation Center. Education services are provided through contracted services with local school divisions. Funded positions are based on caseloads. A funding amount per position (to cover both personal and non-personal costs) is

applied to each position to determine the total amount of funding for each division that provides education services in state operated programs.

Special Education – Local Jails
Local school divisions are reimbursed for the instructional costs of providing special education and related services to children with disabilities in regional or local jails.

Vocational Education – Categorical
Career and technical allocations for equipment are used in the following areas: Agricultural Education; Business and Information Technology; Career Connections; Family and Consumer Sciences; Health and Medical Science Education; Marketing; Technology Education; and Trade and Industrial Education. Funds are also used to provide a portion of the salary of principals and assistant principals at division vocational technical centers and assistant principals at regional vocational centers, which are not required by the Standards of Quality, and therefore are not funded through the Standards of Quality. These funds also pay a portion of the cost of extended contracts for vocational teachers.

School Facilities Program Funding
• School facilities represent approximately $184.4 million; this represents 3.1 percent of total state funding for Direct Aid in each year of the biennium.
• State law permits school divisions to transfer funds from either of the school facilities programs to escrow accounts where they can be held until spent for the allowed purposes.

SCHOOL FACILITIES PROGRAMS
School Construction Grants Program
The School Construction Grants Program provides grant funding to school divisions for nonrecurring expenditures, including: school construction, additions, infrastructure, site acquisition, renovations, technology, and other expenditures related to modernizing classroom equipment, payments to escrow accounts, school safety equipment or renovations, and debt service payments on school projects completed during the last ten years.

State Lottery
Funds are provided to local school divisions to support the state share of the lottery per pupil amount. No more than 50 percent of lottery funds can be used for recurring costs and at least 50 percent must be spent on nonrecurring expenditures, including school construction, additions, infrastructure, site acquisition, renovations, technology, and other expenditures related to modernizing classroom equipment, and debt service payments on school projects completed during the last ten years.

Supplemental Education Program Funding
• Supplemental education programs represent approximately $2.4 million in fiscal year 2007 and $1.9 million in fiscal year 2008. These programs make up approximately 0.04 percent of total state funding for Direct Aid in each year of the biennium.
• Supplemental education programs are not available to school divisions statewide, and serve a unique purpose as stated in the appropriation act. Supplemental education programs:

Jobs for Virginia Graduates
The Jobs for Virginia Graduates program assists high school students who are economically disadvantaged and provides additional support that enables them to graduate and secure and retain quality jobs. The school division must use grant funds to employ a job specialist who will work directly with 35 to 45 students who meet the program criteria.

Project Discovery
Project Discovery is designed to improve minority and low-income students' access to a college education and to reduce these students' dropout rate. Participating students must meet one or more poverty criteria. The project allows students in grades 6 to 12 to visit college campuses and attend workshops on goals, study skills, financial aid, and college selection. It also provides them with academic support, counseling, cultural enrichment activities, and a SAT fee waiver. Allocations are on a per pupil basis for students enrolled in the program.

Small School Division Assistance
These funds are provided to Norton City. To receive the funds, the local school board must certify to the Superintendent of Public Instruction that the division has entered into one or more educational, administrative, or support service cost-sharing arrangement with another local school division.

Southside Virginia Regional Technology Consortium
The Southside Virginia Regional Technology Consortium assists participating school divisions with coordinating the acquisition and effective utilization of viable and up-to-date technologies for K-12 students and other citizens in the communities to enhance learning at all levels and encourage economic development in Southside Virginia. Participating school divisions include Bland, Buchanan, Carroll, Dickenson, Grayson, Lee, Russell, Scott, Smyth, Tazewell, Washington, Wise and Wythe counties, and the cities of Bristol, Galax, and Norton.

Southwest Virginia Public Education Consortium
Funding is provided to support the Southwest Virginia Education Consortium located at the University of Virginia's College at Wise. This consortium coordinates the development and sharing of programs, education techniques, and resources among and between the region's school divisions and institutions of higher education to enhance the educational opportunities of students and teachers in Southwest Virginia.

Virginia Career Education Foundation
Grant funding is provided for the Virginia Career Education Foundation, which raises funds and lends support for initiatives that promote quality technical programs and raise the level of awareness for technical careers in Virginia. The Virginia Career Education Foundation focuses its efforts primarily on initiatives that are geared toward middle and high school students.

Van Gogh Outreach Program
A program for second graders, Van Gogh Outreach provides SOL-based curriculum enrichment for school divisions in Southwest Virginia. Using the study of world cultures as a planning focus, art instructors teach math, science, geography, social studies and history through art.

Communities in Schools
Communities in Schools is a national, community-based, non-profit organization focusing on dropout prevention. Communities in Schools links community resources with schools, and

brings community members into schools to address children's unmet needs. The state funds provide required matching funds.

ADJOURNMENT

There being no further business of the Board of Education and Board of Career and Technical Education, Dr. Emblidge adjourned the meeting at. 12:15 p.m.

_____
        Secretary

_____
        President