

COMMONWEALTH OF VIRGINIA  
BOARD OF EDUCATION  
RICHMOND, VIRGINIA

**MINUTES**

**Retreat: May 25, 2016**

The Board of Education met at the Virginia 529 Office Building, North Chesterfield, Virginia, for a Retreat at 8:30 a.m., Wednesday, May 25, 2016, with the following members present:

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

Mr. Wesley J. Bellamy  
Mr. James H. Dillard  
Mr. Daniel A. Gecker  
Mrs. Elizabeth V. Lodal

Dr. Steven R. Staples, Superintendent of  
Public Instruction

The following Virginia Department of Education (VDOE) staff participated in the meeting:  
Dr. Steven Staples, Superintendent of Public Instruction  
Kent Dickey, Deputy Superintendent for Finance and Operations  
Dr. Billy Haun, Chief Academic Officer and Assistant Superintendent for Instruction  
Dr. Cynthia Cave, Assistant Superintendent for Policy and Communications  
John Eisenberg, Assistant Superintendent for Special Education and Student Services  
Shelley Loving-Ryder, Assistant Superintendent for Student Assessment and School Improvement  
Patty Pitts, Assistant Superintendent for Teacher Education and Licensure  
Dr. Jennifer Piver-Renna, Senior Executive Director for Research  
Melissa Luchau, Director, Board Relations  
Lolita Hall, Director, Career & Technical Education  
Dr. Christine Harris, Director, Humanities & Early Childhood  
Michael Bolling, Director, Mathematics & Governor's Schools  
Eric Rhoades, Director, Science & Health Education  
Susan Williams, Director, Policy  
Dr. Susan Susbury, Director, Test Administration, Scoring & Reporting  
Joseph Wharff, School Counselor Specialist  
Elizabeth Morris, Policy Analyst  
Sandra Peterson, Senior Policy Analyst  
Zachary Robbins, Senior Policy Analyst  
Dr. Lisa Harris, Foreign Language Specialist  
Christonya Brown, History & Social Science Education Coordinator  
Tracy Robertson, English Coordinator

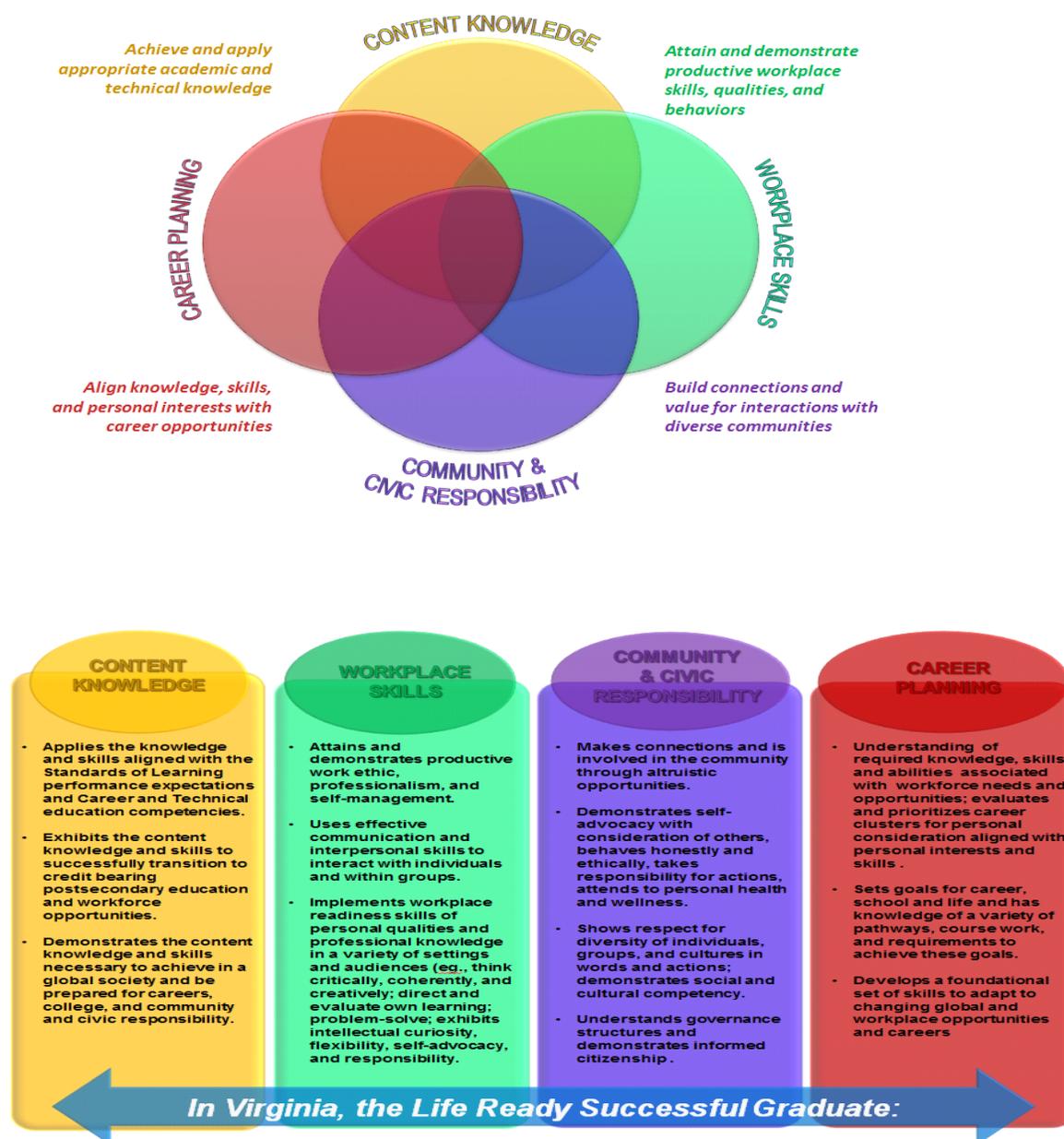
The meeting convened with remarks from Dr. Cannaday, Dr. Staples, and Secretary of Education, Anne Holton, regarding the Board's mission to develop a Profile of a Graduate. Secretary Holton encouraged Board members to be bold, and to do no harm. Dr. Cannaday

indicated the Board’s role in developing a Profile of a Graduate as a watershed moment in education. He noted that the Board will continue to gather feedback from stakeholders as the process continues.

### ACTIVITY AND DISCUSSION OF PROFILE OF A GRADUATE

Board members were asked to indicate support for various components of the draft Profile of a Graduate (below), as well as make notes where qualities were missing.

## In Virginia, the Life Ready Individual will, During His or Her K-12 Educational Experience:



Board members made the following notes:

### **Content Knowledge**

- Affirmed by 6
- Need parent friendly language
- Bullet #1: Applies the knowledge and skills aligned with the Standards of Learning performance expectations and Career and Technical Education competencies.
  - Affirmed by 19
- Bullet #2: Exhibits the content knowledge and skills to successfully transition to credit bearing postsecondary education and workforce opportunities.
  - Affirmed by 12
- Bullet #3: Demonstrates the content knowledge and skills necessary to achieve in a global society and be prepared for careers, college, and community and civic responsibility.
  - Affirmed by 13
- Add
  - Civic responsibility
  - Self-directed personalized learning
  - Art/music
  - Interdisciplinary and applied content knowledge
  - Less verified credits
  - More electives

### **Workplace Skills**

- Affirmed by 8
- Need parent friendly language
- Bullet #1: Attains and demonstrates productive work ethic, professionalism, and self-management.
  - Affirmed by 8
- Bullet #2: Uses effective communication and interpersonal skills to interact with individuals and within groups.
  - Affirmed by 13
- Bullet #3: Implements workplace readiness skills of personal qualities and professional knowledge in a variety of settings and audiences (e.g., think critically, coherently, and creatively; direct and evaluate own learning; problem-solve; exhibits intellectual curiosity, flexibility, self-advocacy, and responsibility).
  - Affirmed by 17
  - Cluster around think critically
- Add
  - 5 Cs
  - Creative problem solving
  - Writing for business
  - Ability to communicate clearly and succinctly, in written and verbal forms

### **Community and Civic Responsibility**

- Need parent friendly language
- Bullet #1: Makes connections and is involved in the community through altruistic opportunities.
  - Affirmed by 7

- Bullet #2: Demonstrates self-advocacy with consideration of others, behaves honestly and ethically, takes responsibility for actions, attends to personal health and wellness.
  - Affirmed by 13
- Bullet #3: Shows respect for diversity of individuals, groups, and cultures in words and actions; demonstrates social and cultural competency.
  - Affirmed by 14
- Bullet #4: Understands governance structures and demonstrates informed citizenship.
  - Affirmed by 10
- Add
  - Regarding governance: must know structure to be effective
  - Personal Finance

### **Career Planning**

- Affirmed by 11
- Change to Career Exploration
- Need parent friendly language
- Suggest school counseling and career exposure/planning
- Bullet #1: Understanding of required knowledge, skills and abilities associated with workforce needs and opportunities; evaluates and prioritizes career clusters for personal consideration aligned with personal interest and skills.
  - Affirmed by 21
  - No mention of higher education
- Bullet #2: Sets goals for career, school and life and has knowledge of a variety of pathways, course work, and requirements to achieve these goals
  - Affirmed by 22
- Bullet #3: Develops a foundational set of skills to adapt to changing global and workplace opportunities and careers
  - Affirmed by 19
- Add
  - Internships paid and unpaid
  - Align to labor market
  - Externships
  - What are those skills?

### Board discussion included:

- Mrs. Wodiska noted the importance of art and music, and asked how the Board would operationalize time for more electives and less verified credits. She noted that students must be engaged in instruction content, and the importance of aligning content knowledge with personal interests.
- Mrs. Lodal indicated that civic responsibility is already included in the dispositions.
- Mrs. Wodiska noted the importance of graduating students who have integrated multiple disciplines into understandings about how the world works, and asked staff to consider more holistic language.
- Mr. Bellamy indicated that the way a student demonstrates understanding cannot be dictated.
- Mr. Bellamy suggested language about life after graduation, rather than post-secondary.
- Mrs. Wodiska added workforce credentials and entrepreneurship to the list.
- Mrs. Atkinson noted the importance of describing expectations in parent friendly language.
- Dr. Baysal emphasized the importance of lifelong learning and intellectual curiosity.

- Dr. Cannaday summarized the discussion by noting that there was agreement across the domains, and staff can work on parent friendly language to articulate the qualities.
- Mr. Gecker asked if the Profile changes the current expectation or articulated what is already there. He asked how this will address problems struggling schools are having.
- Mrs. Wodiska noted that the current system pushes students to post-secondary education, and we must move from assessment to individual pathways based on student interests.
- Mr. Bellamy noted the challenges of teaching behaviors and attitudes.
- Mrs. Atkinson responded that we need to create a system that enables opportunities for students in struggling schools.
- Mr. Gecker noted that benefit of the Profile of a Graduate initiative, but noted that it should not take the place of reforms to help students who are not being helped under the current system. He noted that being a productive member of society is about more than work.
- Mrs. Lodal noted that many schools have provided opportunities to address the Profile expectations for years, but it has not been measured or counted. She noted there will be an impactful shift in the way teaching and learning happens, but it has to start with words.
- Dr. Baysal noted that the Board is not making the assumption that high schools are not already doing great things.
- Board members noted that given the new expectations for career exposure and exploration, school counselors will have an increased role, and current capacity will not allow appropriate time with individual students to discuss career options.
- Board members discussed the need to get feedback from local school divisions, and other stakeholders, and data to guide their decisions.

### ***HOW TO OPERATIONALIZE PROFILE OF A GRADUATE***

Board members reviewed ten decision briefs with proposals to operationalize the expectations outlined in the Profile of a Graduate discussed in the morning session.

#### *Decision Brief 1 - Categorize Diploma Expectations as “Standard Credits,” “Verified Competencies,” or “Requirements”*

Board discussion included:

- Mrs. Atkinson asked how the guidance regarding waiver of the 140 clock hour requirement will play into this. Dr. Staples noted that there are multiple ways to get a standard credit. She asked what requirements would be added. Regarding decreasing verified competencies, she asked how the Board will ensure student competency. She also asked how this will be communicated so that parents can understand.
- Mrs. Wodiska asked about ESSA requirements. She asked if a workforce credential is an option for verified credit. She asked that the “buckets” align with the Profile expectations.
- Dr. Cannaday noted that there are multiple audiences and language will be tailored for understanding.
- Mrs. Wodiska noted the challenge of balancing how the expectations are weighted with the proposed diploma requirements.
- Mrs. Lodal noted that many of the Profile expectations will fall under “requirements.”

The Board endorsed the proposal, with Mrs. Wodiska requesting alignment of the “buckets” with Profile expectations.

*Decision Brief 2 - One Diploma vs. Two Diplomas (merging Standard and Advanced Studies Diploma – Special Education options would still exist)*

Staff had provided data ([Rapid Data Review](#)) regarding outcomes of the existing system of diploma requirements. The data highlights include:

For the Advanced Studies Diploma

- 70% enroll in a 4 year institution immediately after high school but only 37.9% have completed a bachelor's degree in four years.
- Almost 1 in 5 (18%) of graduates are enrolled in a developmental English course

For the Standard Diploma

- Most complete math requirements by the end of Grade 10 and take no additional math courses during high school
- Most complete their science requirements by completing year-long courses in Earth Science and Biology. Few enroll in any Chemistry, Physics, or Computer Science courses
- 65% are enrolled in a developmental math class
- 60% are enrolled in a developmental English class

Mrs. Wodiska asked about the percentage of students receiving the Advanced Studies Diploma and those receiving the Standard Diploma. In 2014-15, 55% of students earned an advanced diploma (47,956 students out of 86,722 graduates). In that same year, 39% earned a standard diploma (33,918 students). The remaining students earned either a modified or special diploma, a GED or a certificate.

Board discussion included:

- Mr. Bellamy noted that moving to one diploma is beneficial for many students, and the importance is in the transcript, not the name of the diploma.
- Ms. Atkinson noted her concerns are more focused on what will be in the one diploma, not whether or not it's one diploma or two. She asked about the impact on high school innovation grantees, English language learners, and special education students. She asked about the impact on staffing needs, and how to ensure that students are not locked into pathways.
- Mrs. Lodal noted that moving to one diploma will create more options, especially for those students who struggle.
- Mrs. Wodiska noted that the proposal is more of what we have, and what we know works, not revisions to the Standard Diploma which we know needs reform.
- Dr. Baysal expressed a preference for the sequence of science courses.
- Mr. Dillard agreed with Mrs. Wodiska, and noted that educators see no reason to change what is working. He noted that going to one diploma does not provide more flexibility, and students who graduate with an advanced diploma have a better transcript.
- Dr. Cannaday noted that institutions of higher education look at the courses students complete, not what the diploma is called.
- Mrs. Atkinson noted that one diploma would rely on appropriate counseling to ensure students on advanced diploma track still take the courses they need for prestigious colleges. Current counseling capacity may not be sufficient if these changes are advanced.

Board members noted that the proposal needs further development, consideration, and feedback. Mrs. Wodiska and Mr. Gecker asked for more efficacy data.

*Decision Brief 3 – Reduce the Number of Verified Competencies*

Board discussion included:

- Mrs. Atkinson asked about the impact of fewer assessments on accreditation and educator evaluations.
- Mrs. Wodiska noted the national trend on moving away from high stakes testing. We noted that the Board has the opportunity to move to a single accountability system. She noted her support of reducing verified credits, but also that credits could be national, state, or local tests, and/or workforce credentials.
- Mr. Bellamy noted localities authority to require final exam on top of SOL test.
- Dr. Cannaday reiterated the need for more balance in terms of assessment.
- Mrs. Lodal noted the amazing opportunity to reduce the number of required verified credits to four.
- Mr. Dillard did not see an argument to reduce the number of verified credits.
- Mrs. Atkinson clarified that the proposal was for state verified credits, and that localities can still require their own assessments.

Board members endorsed the proposal.

*Decision Brief 6 – Internships*

Board discussion included:

- Board members discussed the CTE Work-Based Learning Guide which described the seven work-based learning experiences.
- Mrs. Wodiska asked if these experiences would count for credit.
- Mrs. Lodal noted the opportunity for students to demonstrate the five Cs through work-based learning.

Board members endorsed the proposal.

*Decision Brief 4 - Expanded Career Exposure, Exploration, and Planning*

Board discussion included:

- Mrs. Atkinson asked how many divisions use the career investigation course. She also noted feedback from school counselors that they do not have as much time with students on career planning because of other tasks they are assigned and increasing mental health needs.
- Mrs. Wodiska noted the link between this proposal and career specific courses, and asked how these proposals could be scaled. She noted that current resources would not be adequate to implement these changes.
- Mr. Gecker asked how we measure success, and requested data on Academic and Career Plans.
- Dr. Cannaday noted that students need more than a one-time conversation about career planning.

- Mrs. Lodal noted the importance of additional resources for school counselors, and reduced caseloads. She also noted that career exploration and exposure should be embedded in instruction, not just the role of the counselor.
- Dr. Cannaday and Mrs. Atkinson noted that this proposal is resource sensitive. The proposal cannot be accomplished with existing resources.

Board members endorsed the proposal, contingent upon resources.

*Decision Brief 5 - Applied Knowledge and Skills*

Board discussion included:

- Mrs. Atkinson expressed hope that these skills will be embedded in all content areas in the future.
- Mr. Dillard noted the inclusion of the five Cs in history and social science, and the ability to move this proposal forward as teachers are trained on the new History Standards of Learning.
- Dr. Cannaday noted that it is difficult to measure these skills.
- Mr. Bellamy asked about the professional development in this area.
- Mrs. Wodiska expressed concern that the proposal does not align, as presented, with workforce credentials. She expressed concern that the requirement would become burdensome paperwork.
- Dr. Baysal noted his support of the concept and indicated he would like to see opportunities for students to learn and demonstrate the skills.
- Mrs. Lodal expressed concern for the language “credential.” Dr. Cannaday suggested “experiences.” Dr. Baysal suggested “Applied Knowledge and Experiential Learning.” Mr. Dillard asked that “skills” remain.
- Mrs. Wodiska asked staff to work on policy levers to support this proposal.
- Mrs. Atkinson asked how the Board will ensure students have the opportunity to engage with these skills.

Board members noted that the proposal needs further development, consideration, and feedback.

*Decision Brief 7 – Capstone*

Board discussion included:

- Mr. Gecker noted that this proposal should be setting the bar, and should be an option for demonstrating the five Cs.
- Mr. Bellamy indicated this proposal does not require many resources.
- Dr. Cannaday noted this proposal will give additional opportunities to students, and should be an option allowing for different levels based on capacity at schools.

Board members supported the concept as a component of Applied Knowledge and Experiential Learning.

*Decision Brief 9 - Increase Mathematics Requirements*

Board discussion included:

- Dr. Staples provided background regarding the availability of mathematics teachers.
- Mrs. Wodiska asked about the Board-approved mathematics courses, and suggested the Board amend the list to make it more flexible.
- Mr. Gecker asked if for those states that have four years of math, if there is a difference in college readiness.
- Mrs. Atkinson asked about the funding for these new courses.
- Mrs. Lodal expressed interest in setting high expectations for mathematics, and the importance of recruiting teachers.
- Dr. Baysal reiterated the need for additional pathways for math teachers to be licensed.

Board members noted the proposal needs further development, consideration, and feedback.

*Decision Brief 10 - Alternate Science Options*

Board discussion included:

- Mrs. Lodal asked for clearer language to describe the options.
- Dr. Baysal requested the sequence of courses be inverted to physics, chemistry, biology, and earth science.
- Mrs. Wodiska expressed concern that the proposal will put all students on the same track, and that the proposal does not include coding, technology, engineering, etc. She noted the labor market is saying we need more science alternatives, but the proposal reflects more of the same. She noted students need to be engaged based on their interests.
- Mr. Bellamy noted that many students have opportunities to take classes such as coding.
- Mrs. Wodiska asked for a discussion on the number of credits in the proposed “Virginia Diploma.”

Board members noted the proposal needs further development, consideration, and feedback.

Board members did not discuss *Decision Brief 8 - Career-Specific Courses/Competencies*.

***SUMMARY OF DECISION BRIEFS***

- The Board supported using three categories for graduation expectations:
  - Standard Credits: earned by successful completion of coursework by meeting the 140 clock hour standard or utilization of the Board’s Guidelines for alternatives to 140 clock hours. Standard credits are earned and accounted for by local school divisions and certified as accurate prior to graduation.
  - Verified credits: earned by successful completion of standard credit plus completion of an external assessment.
  - Requirements: These expectations may be added by the State Board of Education or the General assembly. They are certified as completed by the local school/school division by criteria established by the local school board. These expectations currently include:
    - Completion of a virtual course

- Earning a CTE credential
  - Completion of a personal finance/economics course
  - Training in emergency first aid, CPR, and AEDs
- A Board member asked if consideration can be given to aligning the categories with the four domains in Profile (content knowledge, career exploration, workplace skills, and civic and community responsibility).
- The Board indicated interest in exploring merging the Advanced Studies and Standard Diploma into a single Virginia Diploma but did not endorse moving ahead with this action yet. The Board would like to gather feedback from the public.
- The Board recommended adjusting the number of verified credits needed for both the Advanced Studies and Standard Diploma to 4.
  - Students would be required to verify 4 credits (one in each core content area) prior to graduation.
    - Mathematics      passing SOL Test or substitute test
    - Reading            passing SOL Test or substitute test
    - Science            passing SOL Test or substitute test
    - Social Studies    completion of a local authentic assessment with focus on some or all of the “5 c’s”.
- The Board endorsed expanding Career Exposure and Planning for students. VDOE staff will complete a sequential compilation of tasks/expectations to include elementary exposure; middle grades exploration (including the Career Investigation Course), and high school focus. The Board expressed the need for additional resources to make this successful.
- The Board supported exposure to and opportunities to demonstrate the “5 c’s” but noted the proposal needs further development. The Board recommended the use of a Capstone Project to certify this requirement but will allow local school boards the option to substitute other means of verification to meet this requirement.
- The Board endorsed the use of internships as a viable means to meet graduation requirements and earn standard credits. VDOE staff will complete models and guidelines for implementation.
- The Board expressed interest in increasing the expectations in mathematics for all students but did not endorse moving ahead with this action yet. VDOE staff will explore options for future Board consideration.
- The Board expressed an interest in further exploration of alternative approaches for science standard credits, but did not endorse moving ahead with this action yet. VDOE staff will explore multiple options for future Board consideration.
- The Board took no action on a Proposal to Develop Career specific courses/competencies for delivery within traditional core content areas for standard credits. VDOE staff will present this for future Board consideration as drafted.

### ***ADJOURNMENT OF BOARD RETREAT***

Dr. Cannaday adjourned the meeting at 4:30 p.m.

### **Business Meeting: May 26, 2016**

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

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

Mr. James H. Dillard  
Mr. Daniel A. Gecker  
Mrs. Elizabeth V. Lodal  
Mr. Wesley J. Bellamy

Dr. Steven R. Staples, Superintendent of  
Public Instruction

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

### ***MOMENT OF SILENCE/PLEDGE OF ALLEGIANCE***

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

### ***APPROVAL OF MINUTES***

Mrs. Atkinson made a motion to approve the minutes of April 28, 2016, meeting of Board. The motion was seconded by Dr. Baysal and carried with six votes. Copies of the minutes had been distributed in advance of the meeting.

### ***RESOLUTIONS/RECOGNITION***

- A Resolution of Recognition was presented to the recipient of Virginia Education Association's Award for Teaching Excellence: Renee B. Serrao, Teacher, Cosby High School, Chesterfield County Public School
- The Board recognized Dr. Billy Haun, Chief Academic Officer and Assistant Superintendent for the Division of Instruction, for his leadership and work at the Department of Education. Dr. Haun will be leaving the department in June to become the Executive Director of the Virginia High School League.

### ***PUBLIC COMMENT***

The following persons spoke during public comment:

- Lisa Thompson, spoke on SOL reform as it pertains to ELLs
- Bill Portlock, spoke on environmental literacy
- Tom Ackerman, spoke on environmental literacy
- Lenetta Thompson, spoke on disparity in suspensions and expulsion rates for minorities

- Zahra Lakhani, spoke on special education concerns, and truancy issues
- Zaib Lakhani, spoke on school experiences
- Kandise Lucas, spoke on parent advocacy and concerns regarding suspensions, SSEAC local meetings, and revocation of licenses
- Jim Batterson, spoke on ABTEL recommendations
- Debbie Fisher, spoke on revisions to science graduation requirements
- Meg Gruber, thanked the Board and introduced VEA President-Elect
- John Brewington, spoke on Profile of a Graduate

### **CONSENT AGENDA**

Mrs. Atkinson made a motion to remove Item A, *Final Review of Revisions to the List of 2016-2017 Board of Education Approved Industry Certifications, Occupational Competency Assessment, and Professional Licenses*, from the consent agenda. The motion was seconded by Mrs. Wodiska and carried unanimously.

### **ACTION/DISCUSSION ITEMS**

#### **Final Review of Revisions to the List of 2016-2017 Board of Education Approved Industry Certifications, Occupational Competency Assessment, and Professional Licenses**

Ms. Lolita Hall, director, Office of Career and Technical Education, presented this item. Ms. Hall's presentation included the following:

- The *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, 8 VAC 20-131-50.H.3, provide students who demonstrate academic excellence and/or outstanding achievement the opportunity to earn the Board of Education's Career and Technical Education Seal.
- The *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, 8 VAC 20-131-50.H.4, provide students who demonstrate academic excellence and/or outstanding achievement the opportunity to earn the Board of Education's Seal of Advanced Mathematics and Technology.
- The *Regulations Establishing Standards for Accrediting Public Schools in Virginia* make the following provisions relative to students earning verified units of credit:
- The *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, make the following provisions relative to students earning verified units of credit:
- The process for reviewing and validating industry credentials for the purpose of awarding verified credit is based on the following criteria: 1) the test must be standardized and graded independently of the school or school division in which the test is given; 2) the test must be knowledge based; 3) the test must be administered on a multistate or international basis, or administered as part of another state's accountability assessment program; and 4) to be counted in a specific academic area, the test must measure content that incorporates or exceeds the Standards of Learning content in the course for which verified credit is given. Important to this process is ensuring that the credential is relevant and recognized in the workplace.
- Industry or trade association certification examinations, professional licenses, and occupational competency assessments are continually being revised or discontinued to stay current with technology and new techniques. These changes may be such that individual certifications are no longer available or no longer meet the Board of Education's criteria for diploma seals or student-selected verified credit, or require additional criteria. Technical changes have been made to the credential name or issuing organization of 24 certifications that was previously approved by the Board. In addition, 6 certification examinations are recommended for deletion from the Board-approved list.

Dr. Baysal made a motion to approve the revised list of industry certification examinations, occupational competency assessments, and licenses, excluding the ACT WorkKeys National Career Readiness Certification assessment, to meet the requirements for the Board of Education's Career and Technical Education and Advanced Mathematics and Technology Seals, student-selected verified credit, and the Standard Diploma graduation requirement; and to authorize staff to make minor technical edits to the previously Board-approved list, if needed. The motion was seconded by Mr. Bellamy and carried unanimously.

Mrs. Wodiska made a motion to approve the ACT WorkKeys National Career Readiness Certification assessment to meet the requirements for the Board of Education's Career and Technical Education and Advanced Mathematics and Technology Seals, student-selected verified credit, and the Standard Diploma graduation requirement. The motion was seconded by Mr. Gecker and carried with seven votes. Mrs. Atkinson recused herself.

**Final Review of Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Revise the Regulations Governing the Review and Approval of Education Programs in Virginia, 8 VAC 20-543-10 et seq. (Final Stage)**

Mrs. Patty Pitts, assistant superintendent for teacher education and licensure, presented this item. Mrs. Pitts' presentation included the following:

- Revisions made since First Review:
  - Renamed the "Annual report card" the "Annual education preparation program profile" in Sections **8VAC20-543-10**, **8VAC20-543-20**, and **8VAC20-543-70**. (pages 4, 9, and 18)
  - Changed the following text in **Section 8VAC20-543-130** of one of the history and social sciences competencies for the middle education 6-8 endorsement. (page 59)
    - (i) The global influence of European ideologies of the 19th and 20th centuries [~~liberalism, republicanism, social democracy, Marxism, nationalism, Communism, Fascism, and Nazism~~]; and
  - *Changed the following text in Section 8VAC20-543-340 of one of the competencies for the **history and social sciences endorsement**. (page 122)*
    - (9) The influence of global ideologies of the 19th and 20th centuries [~~liberalism, republicanism, social democracy, Marxism, nationalism, Communism, Fascism, Nazism, and post-colonialism~~];

Mrs. Wodiska made a motion to approve the Advisory Board on Teacher Education and Licensure's recommendation to revise the *Regulations Governing the Review and Approval of Education Programs in Virginia* (Final Stage) and authorize the Department of Education staff to make technical edits and continue the procedures of the Administrative Process Act; and grant colleges and universities two years upon the effective date of new regulations to align their programs and allow colleges and universities accredited by the Board of Education process four years to become accredited by the Council for the Accreditation of Educator Preparation (CAEP) with the option of submitting a progress report to the Superintendent of Public Instruction to request an additional year, if needed. The motion was seconded by Mrs. Lodal and carried unanimously.

**Final Review of Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Revise the Licensure Regulations for School Personnel, 9 VAC 20-23-10 et seq. (Final Stage)**

Mrs. Pitts presented this item. Mrs. Pitts' presentation included the following:

- Revisions made since First Review:
  - Added the following text in **Section 8VAC-23-20. Administering this Chapter:**  
[C. Virginia school divisions may submit requests to the Virginia Department of Education for determination of appropriate endorsements for blended or integrated course options.]
  - Revised the text in **Section 8VAC20-23-110. Requirements for renewing a license** as follows:  
[G. When provided by the state, individuals must ~~complete professional development in knowledge, skills and dispositions needed in working with challenged populations~~ and complete other professional development activities prescribed by the Board of Education.]
- Mrs. Pitts also noted technical edits that will be made on pages 86 and 139.

Board discussion:

- Mrs. Atkinson said she appreciated the additional language for the administration of the regulations.
- Dr. Cannaday thanked Mrs. Wodiska and Mrs. Lodal for representing the Board as ABTEL liaisons.

Mr. Bellamy made a motion to approve the Advisory Board on Teacher Education and Licensure's recommendation to revise the *Licensure Regulations for School Personnel* (Final Stage), authorize the Department of Education staff to make technical edits and continue the procedures of the Administrative Process Act, and grant a one-year transition period for the implementation of new regulations. The motion was seconded by Mr. Gecker and carried unanimously.

**Final Review of Recommendation to Discontinue State Review of Health Education, Physical Education, and Driver Education Textbooks**

Mr. Eric Rhoades, director, Science and Health Education, presented this item. Mr. Rhoades' presentation included the following:

The Board of Education's authority for approving textbooks and other instructional materials is prescribed in the Virginia Constitution and the *Code of Virginia*.

*Virginia Constitution, Article VIII, § 5 (d)*

It [the Board of Education] shall have authority to approve textbooks and instructional aids and materials for use in courses in the public schools of the Commonwealth.

*Code of Virginia, § 22.1-238*

- A. The Board of Education shall have the authority to approve textbooks suitable for use in the public schools and shall have authority to approve instructional aids and materials for use in the public schools. The Board shall publish a list of all approved textbooks on its website and shall list the publisher and the current lowest wholesale price of such textbooks.
- B. Any school board may use textbooks not approved by the Board provided the school board selects such books in accordance with regulations promulgated by the Board.
- C. For the purposes of this chapter, the term "textbooks" means print or electronic media for student use that serve as the

primary curriculum basis for a grade-level subject or course.

The Board of Education's current textbook regulations state the following:

*Regulations Governing Textbook Adoption*, 8 VAC 20-220-30

Only those materials which are designed to provide basic support for the instructional program of a particular content area at an appropriate level will be adopted.

*Virginia's Textbook Review Process* was revised and approved by the Virginia Board of Education on March 24, 2011. The current document states in *Section II: Initiating the Textbook Review Process*:  
*The Board will approve textbooks for, but not limited to, the four core subjects of English, mathematics, science, and history and social science.*

Prior to this change, the last adoption process for health education, physical education, and driver education textbooks occurred in 2001 following revisions to the *Standards of Learning* for these areas. The Board of Education approves the textbook review process and determines the schedule for approval of specific content area textbooks. The Virginia Department of Education administers the review process on behalf of the Board of Education.

Local school boards may approve textbooks that are not on the Board-approved list. In accordance with the *Code of Virginia*, §22.1-238, any school board may use textbooks not approved by the Board provided the school board selects such books in accordance with regulations promulgated by the Board. Local school boards that choose to approve textbooks that are not on the Board-approved list are required to engage in a process similar to the Board's new process, where they request certifications of accuracy from publishers.

The revised *Virginia's Textbook Review Process* does not include health education, physical education and driver education as designated content areas for textbook approval, and the Department has limited staff available to oversee a statewide textbook review process. In addition, given the scope and pace of digital content changes, the current seven to eight year review cycle renders books on the approved list as obsolete well before the next review is scheduled. New technology-based platforms and other digital resources provide local school divisions with innovative instructional materials that support 21<sup>st</sup> Century teaching and learning. Local school divisions will still have the option of approving health education, physical education, and driver education textbooks, but would not be required to do so.

Board discussion:

- Mrs. Atkinson clarified that this pertains only to the state review of Health Education, Physical Education and Driver Education textbooks.

Dr. Baysal made a motion to approve the recommendation to discontinue the state review of health education, physical education, and driver education textbooks for the current review cycle. The motion was seconded by Mrs. Wodiska and carried unanimously.

### **Final Review of Proposed Revisions to the Regulations Governing the Secondary School Transcript, 8 VAC 20-160 (Fast Track)**

Mr. Joseph Wharff, school counselor specialist, presented this item. His presentation included the following:

- Changes made since First Review:

The proposed language was amended after feedback by Board members during first review to better reflect diverse family structures:

“25. Test record, to include at least the highest score earned, if available, on college performance-related standardized tests such as SAT and ACT, excluding Standards of Learning (SOL) test scores, except

that each local school board shall adopt a policy setting forth the procedure by which parents, guardians, or others having legal control or charge can elect in writing to have their child's test record excluded from the student transcript ("opt-out").

Board discussion:

- Mrs. Local said she was glad changes were made and students and families are kept as key decision-makers.
- Mrs. Wodiska thanked department staff for additional language engaging students and family.
- Mr. Gecker asked who ensures regulations passed by the Board are implemented by local school divisions. Dr. Staples said it is part of the regular compliance checkoff that local school divisions do each year to indicate they are in compliance with all state board of education directives--desk audits are not performed.
- Mr. Gecker asked why the Board is not adopting language already in the *Code* which gives a definition for parent in order to have standard definition throughout Board regulations. Dr. Staples said the Board used this language because it matches Special Education regulations.
- Dr. Cannaday asked Dr. Staples to describe the process for beginning to create similar language within Board regulations. Dr. Staples said he agreed with Mr. Gecker that the language in Board regulations should be consistent and staff will report back to the Board at a later date.

Mrs. Wodiska made a motion to approve the proposed amendment to the *Regulations Governing the Secondary School Transcript*. The motion was seconded by Mrs. Atkinson and carried unanimously.

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

Mr. John Eisenberg, assistant superintendent, Division of Special Education and Student Services and Mrs. Jo Ann Burkholder, director, Office of Student Services, presented this item. The presentation included the following:

- Section 22.1-16 of the *Code* establishes the authority of the Board of Education to promulgate regulations.
- On September 17, 2009, the Board of Education authorized a Notice of Intended Regulatory Action (NOIRA) to add new regulations governing reporting of student nonattendance and any concomitant policies and procedures. Ten public comments were received during a 21-day public comment period in support of establishing regulations. No comments were received in opposition to establishing regulations. Subsequently, staff worked with a statewide advisory committee of twenty-seven members to discuss attendance issues and to draft proposed regulations. The committee included a parent, attendance and school resource officers, alternative education program administrators, one elementary and one secondary school principal, student support administrators, school social workers, and representatives from the Department of Behavioral Health and Developmental Services, Department of Criminal Justice Services, Virginia Commission on Youth, Project Hope (VDOE's homeless student program), Virginia Association of School Social Workers, and Legal Aid Justice Center.
- On June 29, 2010, Executive Order 14 was issued, requiring that proposed regulations go forward by 180 days from the posting of the NOIRA on the Regulatory Town Hall. The NOIRA was resubmitted and approved by the Board on July 22, 2010, in order to comply with the new timeline of the Executive Order. One public comment in favor of the proposed regulations was submitted through the Town Hall Web site

during the new NOIRA period. On January 13, 2011, the Board of Education reviewed the proposed *Regulations Governing Unexcused Absences and Truancy* and authorized staff to proceed with the remaining steps required by the *Administrative Process Act (APA)*.

- During the 2012 General Assembly session, HB 886 (Alexander) was adopted by the General Assembly to require the Board of Education to promulgate regulations addressing truancy as follows:

*That the Board of Education shall promulgate regulations by July 1, 2013, to address truancy. In promulgating these regulations, the Board shall address the following: (i) provisions for early intervention at the school level for repeated unexcused absences; (ii) identification of and a plan to address a student's academic, social, familial, and other barriers that impede attendance in school; and (iii) arrangement of conferences that may be necessary between school personnel, students, parents, and community services providers, as appropriate, to address plans and strategies to improve student attendance, including, but not limited to, referrals to family assessment and planning teams.*

- The Governor vetoed the bill because the Board of Education was in the process of promulgating the proposed *Regulations Governing Unexcused Absences and Truancy*. His veto explanation follows:

*While this Section I legislation has a worthy goal, it is not necessary since the Virginia Board of Education is currently in the process of promulgating Regulations Governing Unexcused Absences and Truancy [8 VAC 20 - 730]. These new regulations will govern the collection and reporting of truancy-related data and provide guidance on school attendance policy.*

*The proposed regulations were initiated in 2010, and are in the final stages of the Administrative Process Act (APA).*

*As the Board of Education completes the regulatory process, I will ask the Board via letter to address the criteria outlined in HB 886, and consider emphasizing the importance of working with the parents and the community organizations early in the process, before truancy becomes a serious problem for a student.*

*I am confident the laudable intent of HB 886 can easily be addressed in the truancy regulations currently being promulgated by the Virginia Board of Education. Hence, HB 886 is not necessary.*

- On March 22, 2012, a public hearing was held to receive comments about the proposed regulations. There were three submittals of public comments received during the continued APA process. Based on comments received and on the proposed HB 886 and the Governor veto message, the proposed regulations were amended to provide clarity and to increase specificity prior to presentation to the Board of Education for second review.
- On July 26, 2012, the amended proposed regulations were presented to the Board of Education for second review. The Board approved additional amendments to the proposed regulations during the July meeting and authorized an additional 30-day public comment period. The Board wished to receive the suggestions and concerns of educators, parents, students, civic and community leaders, and other interested citizens in addressing truancy issues prior to final approval of the regulations.
- Public comment received by the Board subsequent to the July 26 meeting, included thirteen additional comments from the Virginia Education Association, individual principals and school social workers, individuals, and the Virginia Association of Secondary School Principals. In summary, the comments encompassed: the importance of accountability by parents and by students for unexcused less than full day attendance; the responsibility of the Board to enforce the *Code* statutes addressing attendance, to include partial day absences; the counting of suspended days as “excused;” the attendance by young children at meetings with school officials during attendance plan development and conferences to plan interventions; the importance of having a division policy for truancy; and the administrative impact of procedures to be

followed to intervene and to address continued unexcused absences. Details of all public comments received and the agency responses to them were provided in the Town Hall document.

- At the September 27, 2012, meeting of the Board of Education, the proposed regulations were considered and reviewed for final adoption. Amendments to the language associated with the definition of “excused absence” were adopted by the Board at that time. The sentence “*Absences resulting from suspensions shall be considered excused.*” was deleted. The words “*and suspended*” were added to the sentence “*Expelled and suspended students continue to remain under the provisions of compulsory school attendance, Code of Virginia, § 22.1-254.*” Language was added to state: “*An absence from school attendance resulting from a suspension or expulsion may be considered excused for the period of the suspension or expulsion unless the parent fails to otherwise adhere to the compulsory school attendance requirements.*” The proposed regulations were approved at the meeting.
- After the Board meeting, questions were raised about the interpretation of the definition of “excused absence,” as amended at the September 27 meeting. Concerns were raised that there could be unintended consequences with the phrase “unless the parent fails to otherwise adhere to the compulsory school attendance requirements,” which could lead to interpretation by a school division that a suspension or an expulsion cannot be considered an excused absence if the parent fails to adhere to compulsory attendance requirements. This could result in undesirable referrals to juvenile court for truancy when the student is suspended or expelled from school. To provide school divisions with the flexibility to make determinations based on what is best for individual students, the phrase was stricken and the proposed regulations were adopted by the Board of Education at the November 29 meeting.
- As a result of the executive review and in light of the amendments to the regulations the Superintendent of Instruction recommended that in accordance with section 2.2-4007.03 of the *Code*, that the Board of Education rescind the adopted regulations and re-propose the regulations and allow for an additional public comment period. The Board of Education adopted the re-proposed regulations and authorized VDOE staff to proceed with Virginia *Administrative Process Act* (APA) requirements on January 10, 2013.
- The re-proposed regulations correlate with the procedures required in § 22.1-258 of the *Code of Virginia* by providing attendance definitions for implementing an intervention process and reporting data. The regulations will produce more consistent data and support effective practices that will assist school divisions’ continuous improvement of daily school attendance. This data collection is necessary to construct a valid representation of nonattendance issues. The data will be used to evaluate and analyze student attendance patterns and issues at the school division and state levels. The resulting information should be used to strengthen efforts to engage students in daily school attendance.
- A summary of the re-proposed new regulations by section follows.

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

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

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

- All excused and unexcused absences as defined in these regulations for each individual student
- For each student with five unexcused absences, whether an attendance plan was developed, and if not, the reason
- For each student with six unexcused absences, whether an attendance conference was scheduled, and if not, the reason
- For each student with six unexcused absences, whether an attendance conference was actually held, and if not, the reason

- For each student with seven unexcused absences, whether a court referral or if proceedings against the parent or parents were initiated, and, if not, the reason
- The Board of Education adopted the re-proposed regulations and authorized VDOE staff to proceed with *Virginia Administrative Process Act* (APA) requirements on January 10, 2013. Once approved by the executive review process in September 2015, a public hearing was held during the November 19, 2015, Board of Education meeting. There were no public comments made at the meeting. Five comments were received on the Regulatory Town Hall Web site. As a result of the public comments and staff review, amendments are proposed to the re-proposed regulations.
- Part I of the regulations, 8VAC 20-730-10, which provides definitions of terms, and Part II, 8VAC 20-730-20, which provides process and responsibilities for addressing unexcused absences, have been amended to allow for flexibility through the use of technology when conducting conferences as follows:
  - Part I. Attendance conference was amended to read...means a face-to-face meeting, “which may be conducted through the use of communication technology....”
  - Part II. 2., ...The parent shall be contacted either in a face-to-face conference, by telephone “or through the use of other communication devices....”
  - Part III. 3., ...schedule a face-to-face attendance conference, “which may be conducted through the use of communication technology....”

Board discussion:

- Mr. Bellamy said he would like to be involved in working to promote student attendance.
- Mr. Eisenberg said the data collected from the regulations could be part of the School Quality Profile and used as a concept of accountability around the whole child.
- Mrs. Atkinson said if students are not attending school they are not learning and this is a significant issue for the type of education a child receives.
- Mrs. Lodal said it is wonderful to have data that can be reported to parents and collected by local school divisions.
- Mr. Dillard asked if local school divisions will be prohibited from saying--if you have three unexcused absences the student will received an ‘F’ for the course. Mrs. Burkholder said that would be left up to the local school divisions but many have moved away from tying attendance to grades.
- Mrs. Wodiska said she was excited and thanked staff for having common definitions and being able to collect and track, and report data on school attendance.
- Mrs. Wodiska asked staff for more information on the U.S. Department of Education definition of chronic absenteeism.
- Dr. Staples commended John Eisenberg, Jo Ann Burkholder and Dr. Cynthia Cave for their work on the regulations.
- Mrs. Lodal noted that providing breakfast for students before school starts is an incentive for school attendance.

The Board received for first review the *Regulations Governing the Collection and Reporting of Truancy Related Data and Student Attendance Policies (Final Stage)*

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

Mrs. Patty Pitts, assistant superintendent for teacher education and licensure, presented this item. Mrs. Pitts' presentation included the following:

The *Constitution of Virginia* and the *Code of Virginia* provide authority for the Board of Education to promulgate *Licensure Regulations for School Personnel*.

[Article VIII, Section 4](#) of the *Constitution of Virginia* states, in part, the following:

“The general supervision of the public school system shall be vested in a Board of Education....”

The Board of Education has the statutory authority to prescribe licensure requirements. Section [22.1-298.1](#) of the *Code of Virginia*, states:

§ [22.1-298.1](#). **Regulations governing licensure.**

- As used in this section:

"Alternate route to licensure" means a nontraditional route to teacher licensure available to individuals who meet the criteria specified in the regulations issued by the Board of Education.

"Industry certification credential" means an active career and technical education credential that is earned by successfully completing a Board of Education-approved industry certification examination, being issued a professional license in the Commonwealth, or successfully completing an occupational competency examination.

"Licensure by reciprocity" means a process used to issue a license to an individual coming into the Commonwealth from another state when that individual meets certain conditions specified in the Board of Education's regulations.

"Professional teacher's assessment" means those tests mandated for licensure as prescribed by the Board of Education.

"Provisional license" means a nonrenewable license issued by the Board of Education for a specified period of time, not to exceed three years, to an individual who may be employed by a school division in the Commonwealth and who generally meets the requirements specified in the Board of Education's regulations for licensure, but who may need to take additional coursework or pass additional assessments to be fully licensed with a renewable license.

"Renewable license" means a license issued by the Board of Education for five years to an individual who meets the requirements specified in the Board of Education's regulations.

- The Board of Education shall prescribe, by regulation, the requirements for the licensure of teachers and other school personnel required to hold a license. Such regulations shall include requirements for the denial, suspension, cancellation, revocation, and reinstatement of licensure. The Board of Education shall revoke the license of any person for whom it has received a notice of dismissal or resignation pursuant to subsection F of § [22.1-313](#) and, in the case of a person who is the subject of a founded complaint of child abuse or neglect, after all rights to any appeal provided by § [63.2-1526](#) have been exhausted. Regardless of the authority of any other agency of the Commonwealth to approve educational programs, only the Board of Education shall have the authority to license teachers to be regularly employed by school boards, including those teachers employed to provide nursing education.

The Board of Education shall prescribe by regulation the licensure requirements for teachers who teach only online courses, as defined in § [22.1-212.23](#). Such license shall be valid only for teaching online courses. Teachers who hold a five-year renewable license issued by the Board of Education may teach online courses for which they are properly endorsed.

- The Board of Education's regulations shall include requirements that a person seeking initial licensure:
  1. Complete professional assessments as prescribed by the Board of Education;

2. Complete study in attention deficit disorder;
3. Complete study in gifted education, including the use of multiple criteria to identify gifted students; and
4. Complete study in methods of improving communication between schools and families and ways of increasing family involvement in student learning at home and at school.

- In addition, such regulations shall include requirements that:

1. Every person seeking initial licensure or renewal of a license demonstrate proficiency in the use of educational technology for instruction;
2. Every person seeking initial licensure and persons seeking licensure renewal as teachers who have not completed such study shall complete study in child abuse recognition and intervention in accordance with curriculum guidelines developed by the Board of Education in consultation with the Department of Social Services that are relevant to the specific teacher licensure routes;
3. Every person seeking initial licensure or renewal of a license shall receive professional development in instructional methods tailored to promote student academic progress and effective preparation for the Standards of Learning end-of-course and end-of-grade assessments;
4. Every person seeking renewal of a license shall complete all renewal requirements, including professional development in a manner prescribed by the Board, except that no person seeking renewal of a license shall be required to satisfy any such requirement by completing coursework and earning credit at an institution of higher education;
5. Every person seeking initial licensure or renewal of a license shall provide evidence of completion of certification or training in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators. The certification or training program shall be based on the current national evidence-based emergency cardiovascular care guidelines for cardiopulmonary resuscitation and the use of an automated external defibrillator, such as a program developed by the American Heart Association or the American Red Cross. The Board shall provide a waiver for this requirement for any person with a disability whose disability prohibits such person from completing the certification or training;
6. Every person seeking licensure with an endorsement as a teacher of the blind and visually impaired shall demonstrate proficiency in reading and writing Braille; and
7. Every teacher seeking an initial license in the Commonwealth with an endorsement in the area of career and technical education shall have an industry certification credential in the area in which the teacher seeks endorsement. If a teacher seeking an initial license in the Commonwealth has not attained an industry certification credential in the area in which the teacher seeks endorsement, the Board may, upon request of the employing school division or educational agency, issue the teacher a provisional license to allow time for the teacher to attain such credential.

- The Board's regulations shall require that initial licensure for principals and assistant principals be contingent upon passage of an assessment as prescribed by the Board.
- The Board shall establish criteria in its regulations to effectuate the substitution of experiential learning for coursework for those persons seeking initial licensure through an alternate route as defined in Board regulations.
- Notwithstanding any provision of law to the contrary, the Board may provide for the issuance of a provisional license, valid for a period not to exceed three years, pursuant to subdivision D 7 or to any person who does not meet the requirements of this section or any other requirement for licensure imposed by law.

- The Board's licensure regulations shall also provide for licensure by reciprocity:

1. With comparable endorsement areas for those individuals holding a valid out-of-state teaching license and national certification from the National Board for Professional Teaching Standards or a nationally recognized certification program approved by the Board of Education. The application for such individuals shall require evidence of such valid licensure and national certification and shall not require official student transcripts;
2. For individuals who have obtained a valid out-of-state license, with full credentials and without deficiencies, that is in force at the time the application for a Virginia license is received by the Department of Education. The individual must establish a file in the Department of Education by submitting a complete application packet, which shall include official student transcripts. An assessment of basic skills as provided in § [22.1-298.2](#) and service requirements shall not be imposed for these licensed individuals; however, other licensing assessments, as prescribed by the Board of Education, shall be required; and
3. The Board may include other provisions for reciprocity in its regulations.

*Code of Virginia*, Section [22.1-16](#). Bylaws and regulations generally.

*Code of Virginia*, Section [22.1-299](#). License required of teachers.

*Code of Virginia*, Section [22.1-305.2](#). Advisory Board on Teacher Education and Licensure.

The 2009 Virginia General Assembly enacted the following House Bill [2224](#), Chapter 202, regarding Braille certification:

*§ 1. That by December 31, 2009, the Advisory Board on Teacher Education and Licensure, in consultation with the Department for the Blind and Vision Impaired, shall make recommendations to the Board of Education and the Chairmen of the House Committee on Education and the Senate Committee on Education and Health regarding the certification of Braille instructors.*

In consultation with the Department for the Blind and Vision Impaired, the Advisory Board on Teacher Education and Licensure (ABTEL) began discussions regarding Braille instruction, certification, and licensure. On April 20, 2009, the Advisory Board approved a committee to research the policy issues and make recommendations to the full Advisory Board. ABTEL's committee on Braille convened July 8 and August 5, 2009. At the meeting on August 5, 2009, Dr. Edward C. Bell, director of the Professional Development and Research Institute on Blindness, Louisiana Technology University, and Mr. Michael Kasey, National Federation of the Blind, met with the committee.

On September 20-21, 2009, the Advisory Board on Teacher Education and Licensure unanimously recommended to the Board of Education that a reliable, valid, and legally defensible assessment available statewide (to be determined) demonstrating Braille proficiency prescribed by the Virginia Board of Education be required for individuals seeking an initial license with an endorsement in Special Education Visual Impairments PreK-12. The Board of Education approved the Advisory Board on Teacher Education and Licensure's recommendation on Braille certification in response to the 2009 Virginia General Assembly House Bill 2224 on November 17, 2009. At the request of the Advisory Board on Teacher Education and Licensure, a committee was convened on March 29, 2010, to recommend a Braille assessment to be considered as a requirement for individuals seeking an initial license with an endorsement in Special Education Visual Impairments PreK-12.

On April 19, 2010, the Advisory Board on Teacher Education and Licensure voted unanimously to recommend that the Virginia Board of Education approve the Praxis Braille Proficiency Test administered by the Educational Testing Service as the required assessment for individuals seeking an initial Virginia license with an endorsement in Special Education Visual Impairments PreK-12. The committee's rationale included the following: (1) the Praxis Braille Proficiency Test developed by the Educational Testing Service is a reliable, valid, and legally defensible assessment; (2) the test appears to cover the appropriate knowledge and skills for Braille; (3) the test would be available after a state-specific standard setting study; and (4) the test is accessible across the state.

On July 22, 2010, the Board of Education approved ABTEL's recommendation that the Praxis Braille Proficiency Test administered by the Educational Testing Service be the required assessment for individuals seeking an initial Virginia license with an endorsement in Special Education Visual Impairments PreK-12. The Board also authorized Department of Education staff to begin the standard-setting process for the test. The Board of Education prescribes the Praxis (specialty area) tests as a professional teacher's assessment requirement for initial licensure in Virginia. The Praxis specialty area test currently required for individuals seeking an initial license with an endorsement in Special Education Visual Impairments PreK-12 is the Praxis Braille Proficiency (0631) test.

The Educational Testing Service (ETS) has developed the revised Praxis Braille Proficiency (0633) test. The test revision process was prompted as a result of changes that have occurred by the Braille Authority of North America (BANA). In 2012, the United States members of the BANA voted to adopt Unified English Braille (UEB) to replace English Braille American Edition (EBAE) and add it as an official code along with the Nemeth code, Music Braille, and the International Phonetic Alphabet (IPA). UEB was officially implemented in the United States on January 4, 2016. Recently, the BANA Board members representing United States organizations approved the following statement regarding Braille mathematics and technical materials as it relates to the adoption of UEB in the United States:

*"The Braille Authority of North America (BANA) recognizes and appreciates the genuine concerns from the Braille community regarding the transition to Unified English Braille (UEB). BANA stands by our original motion to adopt UEB as a complete code as well as the implementation statement issued in 2014 in which we expressed that the Nemeth Code remains integral to Braille in the United States. The Board of BANA could not reach consensus regarding the establishment of a single standard code for technical*

*materials for Braille in the United States. The decision to use UEB or the Nemeth Code within UEB context for technical materials should be made based on Braille readers' individual needs."*

Currently, individual states are determining whether to implement UEB as a single/complete code for all literary and technical (mathematics, computer, science, and technology) materials, or to implement UEB for literary content only with Nemeth Code embedded within UEB for technical materials. The transition to UEB for literary content appears to be occurring consistently across the United States; however, concerns and challenges exist for the utilization of multiple Braille codes among states for technical materials.

The full transition to UEB in the United States will occur over several years. Likewise, teachers will be required to facilitate students' transition to UEB for several years. The Virginia Department of Education is collaborating with the Department for the Blind and Vision Impaired, George Mason University, the Virginia School for the Deaf and the Blind, and stakeholders during the development of an implementation plan for Virginia.

To address the need for teachers of the visually impaired to be prepared for the changes to the Braille code, the Virginia Consortium for Teacher Preparation in Vision Impairment through George Mason University (GMU), in consultation with the Virginia Department of Education, began teaching EBAE with paralleled instruction in UEB to graduate students in the fall of 2014. Participating institutions of higher education in the consortium are George Mason University, James Madison University, Norfolk State University, Old Dominion University, and Radford University. The current GMU faculty Braille instructor participated in the review of the regenerated Braille Praxis examination. The GMU Braille courses now include instruction in UEB (literary and technical) and Nemeth Code. Training in UEB is also offered for teachers of the visually impaired working in Virginia schools through Department of Education-sponsored Braille and literacy workshops and online courses.

A multistate standard-setting study was conducted by ETS in January 2016, for the Praxis Braille Proficiency (0633) test. Participants from seven states served on the multistate study panel. Virginia was represented by three Virginia educators who were nominated by Virginia school divisions and Higher Education Institutions. A detailed summary of the study, *Multistate Standard-Setting Technical Report – Praxis Braille Proficiency (0633)* is attached (Appendix A) and includes participants, methodology, and recommendations. The purposes of the study were to: (a) recommend the minimum passing score for the Praxis Braille Proficiency (0633) test and (b) confirm the importance of the Praxis content specifications for entry-level special education visually impairment teachers. To pass the Praxis Braille Proficiency (0633) test, a candidate must meet or exceed the passing score established by the Virginia Board of Education.

The *Praxis Test at a Glance* document (Appendix B) describes the purpose and structure of the assessment. The four-hour assessment measures a candidate's understanding of Unified English Braille (UEB) and Nemeth code. The Praxis Braille Proficiency test contains 40 selected-response items covering Reading (approximately 40 items), and four (4) constructed-response items covering Production (approximately 4 items). The reporting scale for the Praxis Braille Proficiency test ranges from 100 to 200 scale-score points.

Prospective teachers seeking an initial Virginia license with an endorsement in Special Education Visual Impairments PreK-12 will be required to pay the registration and test fees.

### **Multistate Standard-Setting Study**

To support the decision-making process for education agencies establishing a passing score (cut score) for the Praxis Braille Proficiency (0633) test, research staff from ETS designed and conducted a multistate standard-setting study in January 2016 in Princeton, New Jersey. Education agencies recommended panelists with (a) experience as either teachers of visually impaired students or college faculty who prepare those teachers and (b) familiarity with the knowledge and skills required of beginning teachers of visually impaired students. The attached *Multistate Standard-Setting Technical Report – the Praxis Braille Proficiency* (Appendix A) contains three sections. The first section describes the content and format of the test. The second section describes the standard-setting processes and methods. The third section presents the results of the standard-setting study. The Praxis Braille Proficiency *Test at a Glance* document describes the purpose and structure of the assessment.

The panel's passing score recommendation for the Praxis Braille Proficiency test is 50.08 (out of a possible 73 raw-score points). The value was rounded to the next highest whole number, 51, to determine the functional recommended passing score. The scale score associated with 51 raw points is 169.

The multistate standard-setting study provides the estimated conditional standard error of measurement (CSEM). The CSEM is a statistical phenomenon and is unrelated to the accuracy of scoring. All test results are subject to the standard error of measurement. If a test taker were to take the same test repeatedly, with no change in his level of knowledge and preparation, it is possible that some of the resulting scores would be slightly higher or slightly lower than the scores that precisely reflect the test taker's actual level of knowledge or ability. The difference between a test taker's actual score and his highest or lowest hypothetical score is known as the standard error of measurement.

The table below presents the estimated conditional standard error of measurement (CSEM) around the recommended passing score. A standard error represents the uncertainty associated with a test score. The scale scores associated with one and two CSEM above and below the recommended passing score are provided. The conditional standard error of measurement provided is an estimate.

**Conditional Standard Error of Measurement Summaries**  
**Braille Proficiency (0633)**

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

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

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

**Board discussion:**

- Mrs. Pitts noted some of the reasons leading to ABTEL's recommendation of two conditional standard errors of measurements below the multi-state panel recommended passing score –
  - The Praxis Braille Proficiency is a brand new test, and Virginia will likely be the first state to set a cut score so there is not performance data.
  - There are limited resources to support this new code.
  - The assessment is more rigorous and is a high stakes test.
- Mrs. Atkinson thanked staff for the additional information that clarified ABTEL's recommendation.
- Mrs. Lodal said hopefully this will encourage more people to seek this kind of endorsement.

The Board of Education received for first review the Advisory Board on Teacher Education and Licensure's recommendation to: (1) approve the use of the Praxis Braille Proficiency (0633) test as the required Braille assessment for individuals seeking an initial Virginia license with an endorsement in Special Education Visual Impairments PreK-12; set a passing score of 157 for the test; and implement the requirement effective on July 1, 2016, allowing for the acceptance of passing scores for the test if taken prior to July 1, 2016, and

accepting the current Praxis Braille Proficiency (0631) test for individuals who passed the assessment during the effective period of the test.

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

Mrs. Patty Pitts also presented this item. Mrs. Pitts' presentation included the following:

The *Constitution of Virginia* and the *Code of Virginia* provide authority for the Board of Education to promulgate *Licensure Regulations for School Personnel*.

[Article VIII, Section 4](#) of the *Constitution of Virginia* states, in part, the following:

“The general supervision of the public school system shall be vested in a Board of Education....”

The Board of Education has the statutory authority to prescribe licensure requirements. Section [22.1-298.1](#) of the *Code of Virginia*, states:

**§ [22.1-298.1](#). Regulations governing licensure.**

- As used in this section:

"Alternate route to licensure" means a nontraditional route to teacher licensure available to individuals who meet the criteria specified in the regulations issued by the Board of Education.

"Industry certification credential" means an active career and technical education credential that is earned by successfully completing a Board of Education-approved industry certification examination, being issued a professional license in the Commonwealth, or successfully completing an occupational competency examination.

"Licensure by reciprocity" means a process used to issue a license to an individual coming into the Commonwealth from another state when that individual meets certain conditions specified in the Board of Education's regulations.

"Professional teacher's assessment" means those tests mandated for licensure as prescribed by the Board of Education.

"Provisional license" means a nonrenewable license issued by the Board of Education for a specified period of time, not to exceed three years, to an individual who may be employed by a school division in the Commonwealth and who generally meets the requirements specified in the Board of Education's regulations for licensure, but who may need to take additional coursework or pass additional assessments to be fully licensed with a renewable license.

"Renewable license" means a license issued by the Board of Education for five years to an individual who meets the requirements specified in the Board of Education's regulations.

- B. The Board of Education shall prescribe, by regulation, the requirements for the licensure of teachers and other school personnel required to hold a license. Such regulations shall include requirements for the denial, suspension, cancellation, revocation, and reinstatement of licensure. The Board of Education shall revoke the license of any person for whom it has received a notice of dismissal or resignation pursuant to subsection F of § [22.1-313](#) and, in the case of a person who is the subject of a founded complaint of child abuse or neglect, after all rights to any appeal provided by § [63.2-1526](#) have been exhausted. Regardless of the authority of any other agency of the Commonwealth to approve educational programs, only the Board of Education shall have the authority to license teachers to be regularly employed by school boards, including those teachers employed to provide nursing education.

The Board of Education shall prescribe by regulation the licensure requirements for teachers who teach only online courses, as defined in § [22.1-212.23](#). Such license shall be valid only for teaching online courses. Teachers who hold a five-year renewable license issued by the Board of Education may teach online courses for which they are properly

endorsed.

- The Board of Education's regulations shall include requirements that a person seeking initial licensure:
  1. Complete professional assessments as prescribed by the Board of Education;
  2. Complete study in attention deficit disorder;
  3. Complete study in gifted education, including the use of multiple criteria to identify gifted students; and
  4. Complete study in methods of improving communication between schools and families and ways of increasing family involvement in student learning at home and at school.
- In addition, such regulations shall include requirements that:
  1. Every person seeking initial licensure or renewal of a license demonstrate proficiency in the use of educational technology for instruction;
  2. Every person seeking initial licensure and persons seeking licensure renewal as teachers who have not completed such study shall complete study in child abuse recognition and intervention in accordance with curriculum guidelines developed by the Board of Education in consultation with the Department of Social Services that are relevant to the specific teacher licensure routes;
  3. Every person seeking initial licensure or renewal of a license shall receive professional development in instructional methods tailored to promote student academic progress and effective preparation for the Standards of Learning end-of-course and end-of-grade assessments;
  4. Every person seeking renewal of a license shall complete all renewal requirements, including professional development in a manner prescribed by the Board, except that no person seeking renewal of a license shall be required to satisfy any such requirement by completing coursework and earning credit at an institution of higher education;
  5. Every person seeking initial licensure or renewal of a license shall provide evidence of completion of certification or training in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators. The certification or training program shall be based on the current national evidence-based emergency cardiovascular care guidelines for cardiopulmonary resuscitation and the use of an automated external defibrillator, such as a program developed by the American Heart Association or the American Red Cross. The Board shall provide a waiver for this requirement for any person with a disability whose disability prohibits such person from completing the certification or training;
  6. Every person seeking licensure with an endorsement as a teacher of the blind and visually impaired shall demonstrate proficiency in reading and writing Braille; and
  7. Every teacher seeking an initial license in the Commonwealth with an endorsement in the area of career and technical education shall have an industry certification credential in the area in which the teacher seeks endorsement. If a teacher seeking an initial license in the Commonwealth has not attained an industry certification credential in the area in which the teacher seeks endorsement, the Board may, upon request of the employing school division or educational agency, issue the teacher a provisional license to allow time for the teacher to attain such credential.
- The Board's regulations shall require that initial licensure for principals and assistant principals be contingent upon passage of an assessment as prescribed by the Board.
- The Board shall establish criteria in its regulations to effectuate the substitution of experiential learning for coursework for those persons seeking initial licensure through an alternate route as defined in Board regulations.
- Notwithstanding any provision of law to the contrary, the Board may provide for the issuance of a provisional license, valid for a period not to exceed three years, pursuant to subdivision D 7 or to any person who does not meet the requirements of this section or any other requirement for licensure imposed by law.
- The Board's licensure regulations shall also provide for licensure by reciprocity:
  1. With comparable endorsement areas for those individuals holding a valid out-of-state teaching license and national certification from the National Board for Professional Teaching Standards or a nationally recognized certification program approved by the Board of Education. The application for such individuals shall require evidence of such valid licensure and national certification and shall not require official student transcripts;
  2. For individuals who have obtained a valid out-of-state license, with full credentials and without deficiencies, that is in force at the time the application for a Virginia license is received by the Department of Education. The individual must establish a file in the Department of Education by submitting a complete application packet, which shall include official student transcripts. An assessment of basic skills as provided in § [22.1-298.2](#) and service requirements shall not be imposed for these licensed individuals; however, other licensing assessments, as prescribed by the Board of Education, shall be required; and
  3. The Board may include other provisions for reciprocity in its regulations.

*Code of Virginia*, Section [22.1-16](#). Bylaws and regulations generally.

*Code of Virginia*, Section [22.1-299](#). License required of teachers.

*Code of Virginia*, Section [22.1-305.2](#). Advisory Board on Teacher Education and Licensure.

Currently, the Virginia Board of Education requires the following licensure assessments:

- Virginia Communication and Literacy Assessment (VCLA)
- Praxis II: Specialty Area Tests
- Reading for Virginia Educators (RVE)
- School Leaders Licensure Assessment (SLLA) -- The SLLA is specific to the Administration and Supervision PreK-12 endorsement.

The Board prescribes the Praxis (specialty area) tests as a professional teacher's assessment requirement for initial licensure in Virginia. A Praxis II specialty area test has not been prescribed for individuals seeking an initial license with an endorsement in English as a Second Language PreK-12.

The Educational Testing Service (ETS) has developed a Praxis English to Speakers of Other Languages (5362) test. The Praxis English to Speakers of Other Languages test is designed to measure basic linguistic and pedagogical knowledge within the context of teaching English learners in elementary or secondary schools.

Upon Board approval, individuals would be required to meet the Praxis English to Speakers of Other Languages (5362) test requirement for initial licensure, and individuals holding a teaching license also would be eligible to add the English as a Second Language PreK-12 endorsement by passing the assessment. The *Licensure Regulations for School Personnel* allow any individual who holds a Virginia teaching license to add an endorsement to the license by passing a rigorous academic subject test prescribed by the Board of Education. [This testing option does not apply to individuals who are seeking an Early/Primary PreK-3 or Elementary Education PreK-6 endorsement or who hold a Technical Professional License, Vocational Evaluator License, Pupil Personnel Services License, School Manager License, or Division Superintendent License.]

A multistate standard-setting study was conducted by ETS in December 2015, for the Praxis English to Speakers of Other Languages (5362) test. Participants from 24 states, Guam, and the U.S. Virgin Islands served on the multistate study panel. Virginia was represented by two educators who were nominated by Virginia school divisions. The Praxis *Test at a Glance* document describes the purpose and structure of the assessment. The Praxis English to Speakers of Other Languages (5362) test contains 120 selected-response items covering six content areas:

- Foundations of Linguistics (approximately 22 items);
- Foundations of Language Learning (approximately 26 items);
- Planning and Implementing Instruction (approximately 28 items);
- Assessment and Evaluation (approximately 18 items);
- Culture (approximately 13 items); and
- Professionalism and Advocacy (approximately 13 items).

The reporting scale for the Praxis English to Speakers of Other Languages (5362) test ranges from 100 to 200 scaled-score points. The *Test at a Glance* provides representative descriptions of topics covered in each category.

Costs associated with the administration of Praxis tests will be incurred by the ETS. Prospective teachers are required to pay test fees.

### **Multistate Standard-Setting Study**

The multistate panel recommended a passing score of 69 out of a possible 110 raw-score points. The scaled score associated with a raw score of 69 is 155 on a 100 to 200 scale.

The multistate standard-setting study provides the estimated Conditional Standard Error of Measurement (CSEM). The CSEM is a statistical phenomenon and is unrelated to the accuracy of scoring. All test results are subject to the

standard error of measurement. If a test taker were to take the same test repeatedly, with no change in the test takers level of knowledge and preparation, it is possible that some of the resulting scores would be slightly higher or slightly lower than the scores that precisely reflect the test taker’s actual level of knowledge or ability. The difference between a test taker’s actual score and their highest or lowest hypothetical score is known as the standard error of measurement.

The CSEM for the recommended passing scores for multistate standard-setting study are shown below. Note that consistent with the recommended passing score, the passing scores at the different CSEM have been rounded to the next highest number, and the rounded values are converted to scaled scores.

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

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

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

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

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

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

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

- In its present form, the School Performance Report Card consists of a collection of statistical tables reflecting the accountability status, performance, and characteristics of Virginia public schools, local school divisions, and of the public schools of the Commonwealth as a whole. The data and reports presented reflect state and federal statutory and regulatory requirements and are available in PDF and as downloadable spreadsheets.
- At its October 2014 retreat, the Board of Education discussed the need to redesign and improve the report card (School Quality Profiles). Board members expressed their intent to create a clear and engaging tool for communicating about school and student performance. Board members believed that a better School

Performance Report Card would be a more effective means of communicating about school and division performance and quality than the A-F school grading system mandated by the 2013 General Assembly.

- Subsequently, House Bill 1672 (Greason) and identical Senate Bill 727 (Black) were approved by the 2015 General Assembly and signed by Governor Terry McAuliffe. The twin bills repealed the A-F system and require the Board — in consultation with the Standards of Learning Innovation (SOL) Committee — to redesign the School Performance Report Card (School Quality Profiles) to more effectively communicate the status and achievements of public schools and local school divisions. HB 1672 and SB 727 set July 1, 2016, as the deadline for the Board to approve a new design.
- To date, the Board has accomplished the following to achieve its goal of improving the School Performance Report Card (School Quality Profiles) and implement the 2015 legislation:
  - The Board studied the features and functionality of highly rated report cards published by other states, including Arizona, Illinois, Ohio, Maryland, and Delaware.
  - The Board examined the results of a series of regional focus groups and a survey on school report cards conducted by the Center for Innovative Technology in 2013 on behalf of the Virginia Department of Education (VDOE).
  - The current and immediate past presidents of the Board and the chairman of the Board's Committee on School and Division Accountability participated in discussions with the SOL Innovation Committee on improving the School Performance Report Card (School Quality Profiles).
  - The Board's Committee on School and Division Accountability held five public meetings in which the report card redesign was the subject of public comment by representatives of stakeholder groups and of detailed discussion by Board members.
  - The chairman of the Board's Committee on School and Division Accountability presented on the redesign project to multiple stakeholder groups, including the Virginia Association of School Superintendents and the Virginia Parent Teacher Association.
  - The Board convened a roundtable of diverse education and community stakeholders to receive comments related to the redesign of the report card.
  - The Board studied the results of an online survey conducted by VDOE on school report card preferences. The survey — conducted in July and August 2015 — garnered more than 21,000 responses. Respondents represented all regions of the Commonwealth.
  - The Board accepted a timeline proposed by the department for the development and launch of the redesigned School Performance Report Card (School Quality Profiles).
  - The Board achieved a consensus on July 22, 2015, on the tools, functionalities, format, and additional data elements to be included in the redesigned School Performance Report Card (School Quality Profiles) when initially launched in September 2016, and on additional elements to be added during subsequent phases of the project as data become available.
  - The Board accepted a wireframe schematic on September 9, 2015, as a prototype of the redesigned report card.
  - The Board approved a *Summary of the Redesign of the School Performance Report Card* on November 19, 2015, and transmitted the report to the Chairman of the House Committee on Education and the Chairman of the Senate Committee on Education and Health, as required by HB 1672 and SB 727.
- Further details on the above actions and activities of the Board may be found in the November 2015 [\*Summary of the Redesign of the School Performance Report Card\*](#).
- The design for the new School Performance Report Card (School Quality Profiles) was developed by AIS Network, a McLean-based information technology company engaged under the Virginia IT Contingent Labor Statement of Work Contract to develop the new report card, in consultation with the VDOE offices of communications and information management.
- The proposed design reflects the findings of research conducted by the Board and VDOE and the Board's July 22, 2015, consensus on format, functionalities, tools, and additional data elements. Key features of the design are as follows:

- The design — in keeping with a recommendation of the SOL Innovation Committee — substitutes "School Quality Profiles" for "School Performance Report Card" as the public-facing title of the online reports.
- The design is clean and contemporary and includes "snapshot" reports for schools, school divisions, and the Commonwealth, with tabs grouping detailed reports by the following topics: Accountability, Assessments, Enrollment and Demographics, College and Career Readiness, Finance, Climate, and Teacher Quality.
- The design includes the following additional elements identified by the Board of Education for inclusion in the initial launch of the redesigned report card:
  - Fall membership by student reporting group
  - SAT performance
  - Postsecondary enrollment
  - Expulsions and long-term suspensions by student reporting group
  - Division per-pupil spending
  - Division revenue sources and amounts
  - Percent of kindergartners meeting literacy benchmarks
  - Student-teacher ratios (division and state profiles)
  - Free and reduced-price meals eligibility and participation
  - Gifted identification by student reporting group
- Tools available to users include Google mapping to search for schools and school divisions by name, school division, locality, address, and zip code.
- The design allows users to filter search results by grade span, school categories (e.g. charter schools, alternative schools, accreditation status, and Blue Ribbon Schools), and demographics.
- School and division profiles include hyperlinks to division websites.
- The design employs responsive and adaptive web design, allowing for viewing on desktop computers using multiple browsers and on common mobile devices, including iPhones, Android smart phones, and tablets.
- The design employs dynamic and interactive Scalable Vector Graphics that include results by student reporting categories, division and state comparisons, and widgets allowing users to print complete or partial profiles and share charts by email and in presentations, websites and social media.
- The design includes informational links, a glossary, a frequently-asked-questions presentation, and hover effects providing definitions and context to aid in the interpretation of data and charts.
- The design includes a widget allowing users to provide feedback on their experiences and suggestions for improving the report card.
- The design is fully compliant with Section 508 of the federal Rehabilitation Act of 1973 that requires that government Web sites and software be fully accessible to people with disabilities.
- On April 21, 2016, VDOE Director of Communications Charles B. Pyle and AIS Network lead designer Jess Ferko presented the design to Virginia school division communications officers attending the spring conference of the Chesapeake School Public Relations Association in Annapolis. Division communications officers gave the design high marks for clarity and usability and offered helpful suggestions, such as adding language to clarify that Google map search results do not necessarily reflect division and attendance zone boundaries.
- VDOE has established a web service to allow for the transfer of aggregate data to AIS Network for the population of the school, division, and state profiles. No student-level data will be provided to the vendor, and appropriate suppression rules are in effect to prevent the identification of students in small groups.
- The project timeline accepted by the Board in May 2015 projects that the redesigned School Performance Report Card (School Quality Profiles) will be made available to the public in mid-September 2016 in concert with the public release of 2016-2017 accreditation ratings. By adhering to this timeline, the Board will make the redesigned report card available to the public approximately two weeks before the October 1, 2016, deadline specified in HB 1672 and SB 727.
- The Board's vision for the continuing development of the School Quality Profiles includes the addition of reports on student growth, average class sizes, chronically truant and absent students, student wellness,

average teacher salaries, and school climate survey results, as well as the development of a Spanish language version.

Board discussion:

- Mrs. Atkinson reviewed the Board's years of work on the School Quality Profile beginning with 2013. She also shared language the Board reported to the General Assembly in November 2014, when it adopted a revised A-F Grading system:

*As the Board worked to meet the requirements of this legislation, it has struggled to develop a metric that would accurately capture a variety of factors that help to describe how Virginia's schools are meeting the varied educational needs of our students. The Board has concluded that utilizing a single letter grading system attempts to over-simplify and assign values to what are very complicated factors that Virginia schools work to address each and every day as they strive to meet the educational needs of each individual student. The Board is committed to redesigning our existing report card so that it is a better tool for communicating that myriad of factors that our schools work to address each and every day but also so it will be understandable for our parents, our educators and our communities. Possible considerations include: (1) color coding the data so a quick look may highlight areas of concern, accomplishment and excellence; (2) creating a dash board to give a quick highlight as well as including detail for those who would like to explore the data in greater depth; (3) determining what is required to be included on the report card and what is not; and (4) exploring both the priority and placement of the many data points, to name just a few of the possible considerations. While the Board believes that a report card which sets out multiple and varied factors and includes data points without assigning a grade can give parents, educators and the community a fuller understanding of how each school is meeting the educational needs of each of their individual students, the following plan is being submitted in response to the legislative mandate.*

- Mrs. Lodal congratulated staff for their work and asked if data on school clubs will be included under the section on school climate. Mr. Pyle indicated the department does not have the capacity to collect data on school clubs and extra curricula activities, but local school divisions could post the information on their website.
- Mrs. Lodal asked if it is possible for schools to add information to their Profile. Mr. Pyle said the School Quality Profile is different from a school Web site. Mr. Pyle said in the beginning the department will link to the local school division Web site.
- Mrs. Atkinson said local school divisions will have the opportunity to use their Web sites to highlight certain areas in their schools and local communities.
- Mr. Gecker asked if the department will allow individual school Web sites to link to the state School Quality Profile. Mr. Pyle said that it is a requirement that individual schools have a link to their individual report cards.
- Dr. Cannaday said this will give schools an opportunity to keep their data updated beyond test scores.
- Mr. Pyle recognized Bethann Canada, director of Division of Educational Information Management, for her assistance on this project.

The Board of Education received for first review the design of the redesigned School Performance Report Card required by HB 1672 and SB 727 (2015).

## ***DISCUSSION OF CURRENT ISSUES***

### **Public Comment Issues**

Mr. Gecker asked about the process for following up with individuals who address the Board during public comment. Mrs. Wodiska and Mr. Dillard echoed support for a formal feedback loop. Dr. Cannaday noted that speakers can be notified of the follow up process when the public comment policies are given at the beginning of the meeting. Mrs. Atkinson noted that there will be issues the Board cannot address. Mr. Bellamy provided an example of how the process is handled for city government. Dr. Cannaday asked staff to identify a process for following up with individuals who address the Board during public comment.

### ***DINNER MEETING***

The Board met for a public dinner on Tuesday, May 24, 2016, at 6:00 p.m., at the Berkeley Hotel with the following members present: Mrs. Atkinson, Mr. Bellamy, Dr. Baysal, Dr. Cannaday, Mr. Dillard, Mr. Gecker, Mrs. Lodal, and Mrs. Wodiska. The following department staff also attended: Dr. Steven Staples, superintendent of public instruction, and Melissa Luchau, director of board relations. Members discussed pending Board agenda items. No votes were taken, and the dinner meeting ended at 7:30 p.m.

### ***EXECUTIVE SESSION***

Mrs. Wodiska made a motion to go into executive session under *Virginia Code* §2.2-3711(A)(41), for the purpose of discussion and consideration of records relating to denial, suspension, or revocation of teacher licenses, and, under *Virginia Code* § 2.2-3711(A)(7), to consult with counsel and receive legal advice regarding the same, and that Wendell Roberts and Mona Siddiqui, legal counsel to the Virginia Board of Education, as well as staff members, Dr. Steven Staples, Patty Pitts, Nancy Walsh, and Chris Fillmore. The motion was seconded by Mrs. Atkinson and carried unanimously. The Board went into Executive Session at 12:10 p.m.

Mrs. Wodiska made a motion that the Board reconvene in open session. The motion was seconded by Mrs. Atkinson and carried unanimously. The Board reconvened at 1:00 p.m.

Dr. Cannaday made a motion that the Board certify by roll-call vote that to the best of each member's knowledge, (1) only public business matters lawfully exempted from open meeting requirements of the Freedom of Information Act were discussed and (2) only matters identified in the motion to have the closed session were discussed. The motion was seconded by Mrs. Atkinson and carried unanimously.

#### **Board Roll call:**

Mr. Bellamy – Yes  
Mrs. Lodal – Yes  
Mr. Dillard – Yes  
Mrs. Wodiska – Yes  
Dr. Cannaday – Yes  
Mrs. Atkinson – Yes

Dr. Baysal – Yes  
Mr. Gecker – Yes

The Board made the following motions:

- Dr. Cannaday made a motion not to revoke the license in Case #1. The motion was seconded by Mr. Bellamy and carried unanimously.
- Dr. Cannaday made a motion deny a teaching license to Aaron Lynn Dobyne, Jr. The motion was seconded by Mrs. Atkinson and carried unanimously.
- Dr. Cannaday made a motion to deny a license renewal to Rhonda Jeanette Roop. The motion was seconded by Mr. Dillard and carried with seven votes. Dr. Baysal abstained.
- Dr. Cannaday made a motion to revoke the teaching license of Robert Marion Sturgill. The motion was seconded by Mrs. Wodiska and carried unanimously.

***ADJOURNMENT OF THE BUSINESS SESSION***

There being no further business of the Board of Education, Dr. Cannaday adjourned the meeting at 1:10 p.m.



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President