# MINUTESCOMMONWEALTH OF VIRGINIABOARD OF EDUCATIONRICHMOND, VIRGINIA

# March 16, 2022

The Board of Education met in the Board Room, 22nd Floor, James Monroe Building, 101 North 14th Street, Richmond, VA 23219, with the following members present:

Mr. Daniel A. Gecker, President Dr. Keisha Anderson

Dr. Francisco Durán Ms. Anne Holton

Dr. Tammy Mann Mrs. Jillian Balow,

Dr. Pamela Davis-Vaught Superintendent of Public Instruction

Mr. Gecker called the meeting to order at 10:00 a.m. Mr. Gecker noted that he approved Dr. Davis-Vaught’s participation in the meeting via electronic means due to a medical matter in accordance with § 2.2-3708.2 of the *Code of Virginia* and the Bylaws of the Virginia Board of Education.

## EXECUTIVE SESSION

Ms. Holton made a motion to go into executive session under § 2.2-3711 A 40 of the *Code of Virginia* for the purpose of discussion and consideration of records relating to denial, suspension, or revocation of teacher licenses and that Susan Williams and Mike Melis, legal counsel to the Virginia Board of Education, as well as staff members Jillian Balow, Amanda Blount, Joan Johnson, Steven Burkarth, and Kevin Foster, whose presence would aid in this matter, participate in the closed meeting. The motion was seconded by Dr. Durán and carried unanimously. The Board went into executive session at 10:02 a.m. Ms. Holton made a motion that the Board reconvene in open session at 12:37 p.m.

 Mr. Gecker made a motion that the Board certify by roll-call vote that, to the best of each member’s knowledge, (i) only public business matters lawfully exempt from open meeting requirements under Chapter 32 of Title 2.2 of the *Code of Virginia* and (ii) only such public business matters as were identified in the motion by which the closed meeting was convened were heard, discussed or considered.

Board roll call:

* Mr. Gecker - aye
* Dr. Anderson - aye
* Dr. Durán - aye
* Ms. Holton - aye
* Dr. Mann - aye
* Dr. Davis-Vaught - aye

The Board made the following motions:

Dr. Mann made a motion to revoke the license of Daniel Dohyun Kim. The motion was seconded by Ms. Holton and carried unanimously.

Dr. Mann made a motion to revoke the license of Philip Byron Spivey. The motion was seconded by Ms. Holton and carried unanimously.

Dr. Durán made a motion to issue a license in Case #3. The motion was seconded by Dr. Anderson and carried unanimously.

Dr. Anderson made a motion to revoke the license of Robert Earnest Smith, Sr. The motion was seconded by Dr. Durán and carried unanimously.

Dr. Durán made a motion to revoke the license of Anthoneya Andrea Hodges. The motion was seconded by Dr. Anderson and carried unanimously.

The Board went into recess until 5 minutes after the Work Session concluded.

Ms. Holton made a motion to go into executive session under § 2.2-3711 A 40 of the *Code of Virginia* for the purpose of discussion and consideration of records relating to denial, suspension, or revocation of teacher licenses and that Susan Williams and Mike Melis, legal counsel to the Virginia Board of Education, as well as staff members Jillian Balow, Amanda Blount, Joan Johnson, Steven Burkarth, and Kevin Foster, whose presence would aid in this matter, participate in the closed meeting. The motion was seconded by Dr. Durán and carried unanimously. The Board went into executive session at 5:09 p.m. Ms. Holton made a motion that the Board reconvene in open session at 5:20 p.m.

Dr. Durán made a motion to reissue post grad in Case #6. The motion was seconded by Dr. Anderson. Ms. Holton and Dr. Davis-Vaught voted no. The motion carried.

Dr. Mann made a motion to deny a license to Shaun Dallas Dance. The motion was seconded by Dr. Anderson and carried unanimously.

## ADJOURNMENT

There being no further business of the Board, Mr. Gecker adjourned the Executive Session at 5:23 p.m.

Daniel Gecker

President

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Mr. Daniel A. Gecker, President Dr. Keisha Anderson

Dr. Francisco Durán Ms. Anne Holton

Dr. Tammy Mann Mrs. Jillian Balow,

Dr. Pamela Davis-Vaught Superintendent of Public Instruction

 Mr. Gecker called the meeting to order at 9:00 a.m. and welcomed Board members, staff and visitors to the meeting. Mr. Gecker noted that he approved Dr. Davis-Vaught’s participation in the meeting via electronic means due to a medical matter in accordance with § 2.2-3708.2 of the *Code of Virginia* and the Bylaws of the Virginia Board of Education.

## MOMENT OF SILENCE

 Mr. Gecker asked for a moment of silence.

***PLEDGE OF ALLEGIANCE***

 The recitation of the Pledge of Allegiance followed the moment of silence.

## ELECTION OF VICE PRESIDENT OF THE BOARD OF EDUCATION

 Dr. Anderson nominated Dr. Tammy Mann as Vice President of the Board of Education. The nomination for Dr. Mann was seconded by Ms. Holton. There were no other nominations for Vice President of the Board. All members were in favor of Dr. Mann as Vice President of the Board and the motion carried. This term will expire June 30, 2023. Congratulations to Dr. Mann.

## APPROVAL OF MINUTES

 Dr. Durán made a motion to adopt the January 26–27, 2022, meeting minutes of the Board as presented. The motion was seconded by Dr. Anderson and carried unanimously. Copies of the minutes were distributed in advance of the meeting.

## Recognition of the 2021 Virginia Regional Teachers of the Year and the 2021 Virginia Teacher of the Year

Certificates of recognition for Virginia’s 2021 Regional Teachers of the Year were presented to the following teachers:

* Region 1: Sarah Jurewicz, Culinary Arts I and II Baking and Pastry Arts, Chesterfield Career and Technical Center
* Region 2: Alisa Smith, Spanish Teacher, Jamestown High School
* Region 3: Kimberly Cannon, History Teacher, Stafford Middle School
* Region 4: Lisa Rode, Sixth Grade Teacher, Kings Glen Elementary School
* Region 5: Lisa St. Clair Cooper, First Grade Teacher, Bessie Weller Elementary School
* Region 7: Sarah Biggs, Reading Teacher for grades 1 and 2, High Point Elementary School
* Region 8: Victoria Soyars, Geometry Teacher, Park View High School

A certificate of recognition for Virginia’s 2021 Teacher of the Year was presented to Mr. Anthony Swann representing Region 6.

## Resolution of Appreciation Presented to Susan B. Williams

Mr. Gecker presented the resolution of appreciation, on the occasion of her retirement, to Ms. Williams for her distinguished service to the Board and the Commonwealth of Virginia as the Director of Policy at the Virginia Department of Education from May 2013 to November 2016 and as Assistant Attorney General at the Office of the Attorney General from November 2016 to March 2022.

## Introduction of the Honorable Aimee Guidera, Virginia Secretary of Education

Mr. Gecker introduced the Honorable Aimee Guidera, Virginia’s Secretary of Education. Before joining the Youngkin administration, Secretary Guidera was a strategic consultant helping states, foundations, companies and nonprofit organizations strengthen their efforts to improve student learning and outcomes. Prior to launching her consultancy, Aimee was Founder, President and CEO of the Data Quality Campaign, a national, nonprofit advocacy organization leading the effort to ensure that students, parents, educators, and policymakers have the right information to guide their actions so that every student can excel.

## PUBLIC COMMENT

* Alan Seibert, Constituent Services and Government Relations Officer for Roanoke City Public Schools, spoke on needed flexibility for the chronic absenteeism indicator for school accreditation due to the COVID-19 pandemic.
* Tanya Francis, parent, spoke on the lack of IEP accommodations at Governor's schools.
* Sarah Finley, spoke on the importance of an accurate representation of history in the history and social science standards of learning.
* Nancy DiFranco, spoke on concerns with social emotional learning.
* Jennifer Petersen, spoke on concerns related to books that are present in school libraries.
* Doris Knick, Virginians for Children First, spoke on concerns with social emotional learning.
* Anne Taydus, spoke on her concerns with social emotional learning
* Paul Fanney, spoke on concerns of students in the school system
* Yael Levin, Chief Data & Communications Officer, No Left Turn, spoke on her concerns with the VDOE transgender model policies.
* James Manship, spoke on the history of the government.

## CONSENT AGENDA

## A. Final Review to Certify a List of Qualified Persons for the Office of Division Superintendent of Schools

**B. Final Review of Proposed 2022 *Driver Education Standards of Learning***

**C. Final Review of the Proposed 2020 *Health Education Standards of Learning Curriculum Framework***

**D. Final Review of Proposed 2022 *Physical Education Standards of Learning***

**E. Final Review of Proposed *Revisions to the Regulations Governing Secondary School Transcripts* (Final Stage)**

Dr. Durán made a motion to approve the consent agenda as presented. The motion was seconded by Dr. Mann and carried unanimously.

## ACTION/DISCUSSION ITEMS

**F. Final Review of Proposed Revisions to the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals and Superintendents***

Dr. Joan B. Johnson, Assistant Superintendent for Teacher Education and Licensure, prepared this item for the Board on final review.

Superintendent Balow recommended that the proposed revisions to the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals and Superintendent*s be approved.

Ms. Holton made a motion to approve the proposed revisions to the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals and Superintendents*. The motion was seconded by Dr. Anderson and carried unanimously.

**G. Final Review of Data Science Standards of Learning and Data Science Standards of Learning Curriculum Framework**

Tina Mazzacane, K-12 Mathematics Coordinator, prepared this item for the Board on final review.

Superintendent Balow recommended deferring his item to allow more time to understand the process and deliberations up to this point. She expressed concerns with the *Data Science Standards of Learning* and *Data Science Standards of Learning Curriculum Framework*. She shared with the Board that it would be fruitful to have a pilot program before the approved standards. She also expressed concerns over who would be responsible for delivering content to teachers to teach a new content area, and whether the course would count as a social science or math credit for graduation.

Ms. Holton asked if staff had received input from divisions and other stakeholders about a delay in approving the standards and moving forward with a pilot program without standards.

Mr. Gecker asked Superintendent Balow for clarification on the process to administer a pilot program from the VDOE with local school divisions.

Superintendent Balow responded that she appreciated the Board’s patience and grace in allowing her more time to review the materials.

Dr. Mann asked how the current proposal/standards would look different in an April board item. Superintendent Balow responded that VDOE staff would continue to meet over the course of the next month to fill in knowledge gaps, and would make adjustments to the presentation as needed. She doesn’t expect major changes but wants to better under how higher education will help to train teachers.

The Board deferred this item until the April 21, 2022, meeting.

**H. Final Review of the Advisory Board on Teacher Education and Licensure’s Recommendation for a Passing Score for the Praxis® Middle School Mathematics (5164) Test for the Middle Education 6-8 Mathematics Endorsement**

Dr. Joan Johnson, Assistant Superintendent for Teacher Education and Licensure, presented this item to the Board on final review.

Dr. Johnson introduced Malik McKinley, Director of Client Relation Teacher Licensure and Certification with Educational Testing Services (ETS).

Dr. Johnson stated that she would combine Item H and Item I into one presentation, but requested approval separately.

Dr. Johnson stated that the Board currently requires the following assessments for initial licensure:

• Virginia Communication and Literacy Assessment (VCLA);

• Praxis Subject Assessments; and

• Reading for Virginia Educators (RVE) for specified endorsements.

The Board prescribes the Praxis Subject Assessments as a professional teacher’s assessment requirement for initial licensure in Virginia. The current prescribed assessments for both the mathematics endorsements and middle school math have been updated, and the Educational Testing Service (ETS) will offer the regenerated Praxis test. A cut score needs to be established for the revised test.

Dr. Johnson reported that on Item H, the recommendation from the Advisory Board on Teacher Education and Licensure (ABTEL) is to set a passing score of 150 for the Praxis® Middle School Mathematics (5164) Test for the Middle Education 6-8 Mathematics endorsement. This test will be required for individuals seeking initial licensure unless exempted by holding a full, clear out-of-state license with no deficiencies and can be taken and passed to add an endorsement in Middle Education 6-8 Mathematics by individuals holding a valid renewable teaching license.

The Board’s current prescribed assessment for middle education mathematics is the Praxis® Middle School Mathematics (5169). Furthermore, the Board established the following passing score for the Praxis II Middle Mathematics Test (5169): 31 out of a possible 45 raw-score points (165 scaled score on a 100 to 200 scale; passing score 165).

The Superintendent of Public Instruction recommended that the Board of Education establish a cut score of 157 for the Praxis® Middle School Mathematics (5164) test. Individuals may take either the currently prescribed assessment for middle education mathematics, Praxis® Middle School Mathematics (5169) or the new Praxis® Middle School Mathematics (5164) test through August 2022; in September 2022, only the new Praxis® Middle School Mathematics (5164) test will be offered in Virginia. Beginning September 2022, the Praxis® Middle School Mathematics (5169) test will be accepted only for those individuals who took and passed the test during the period it was prescribed by the Board of Education.

Dr. Durán made a motion to approve the Superintendent’s Recommendation for a Passing Score of 157 for the Praxis® Middle School Mathematics (5164) Test for the Middle Education 6-8 Mathematics Endorsement. The motion was seconded by Dr. Davis-Vaught and carried unanimously

**I. Final Review of the Advisory Board on Teacher Education and Licensure’s Recommendation for a Passing Score for the Praxis® Mathematics (5165) Test for the Mathematics Endorsement**

Dr. Joan Johnson, Assistant Superintendent for Teacher Education and Licensure, presented this item to the Board on final review.

Dr. Johnson reported on Item I: The recommendation from ABTEL is to set a passing score of 152 for the Praxis® Mathematics (5165) Test for the Mathematics endorsement. This test will be required for individuals seeking initial licensure unless exempted by holding a full, valid out-of-state license with no deficiencies and can be taken and passed to add an endorsement in Mathematics by individuals holding a valid renewable teaching license.

The Board prescribes the Praxis Subject Assessments as a professional teacher’s assessment requirement for initial licensure in Virginia. The current Board’s prescribed assessment for mathematics is the Praxis® Mathematics: Content Knowledge (5161). Furthermore, the Board established the following passing score for the Praxis Mathematics: Content Knowledge (5161): 32 raw-score points (160 scaled score on a 100 to 200 scale; passing score 160).

The Superintendent of Public Instruction recommended that the Board of Education establish a cut score of 159 for the Praxis® Mathematics (5165) test. Individuals may take either the currently prescribed assessment for mathematics, Praxis® Mathematics: Content Knowledge (5161) test or the new Praxis® Mathematics (5165) test through August 2022; in September 2022, only the new Praxis® Mathematics (5165) test will be offered in Virginia. Beginning September 2022, the Praxis® Mathematics: Content Knowledge (5161) test will be accepted only for those

Individuals who took and passed the test during the period it was prescribed by the Board of

Education.

Ms. Holton made a motion to approve the Superintendent’s recommendation for a Passing Score of 159 for the Praxis® Mathematics (5165) Test for the Mathematics Endorsement. The motion was seconded by Dr. Anderson and carried unanimously.

**J. First Review of the Advisory Board on Teacher Education and Licensure’s Recommendation for a Passing Score for the Praxis® Reading Specialist (5302) Test**

Dr. Joan Johnson, Assistant Superintendent for Teacher Education and Licensure, presented this item to the Board on first review.

Dr. Johnson stated that she would combine Item J and Item K into one presentation.

Dr. Johnson stated that the Board currently requires the following assessments for initial licensure:

• Virginia Communication and Literacy Assessment (VCLA);

• Praxis Subject Assessments; and

• Reading for Virginia Educators (RVE) for specified endorsements.

Dr. Johnson reported that the recommendation from ABTEL was to set a passing score of 165 for the Praxis® Reading Specialist (5302) Test for the Reading Specialist endorsement. Praxis® Reading Specialist (5302) test will replace the Reading for Virginia Educators (RVE): Reading Specialist (5304) test. The new Praxis® Reading Specialist (5304) is intended primarily for persons who have advanced academic preparation or who are being considered for supervisory or instructional positions related to the teaching of reading instruction in grades K–12. The content of the test is based largely on the 2017 Standards for the Preparation of Literacy Professionals created by the International Literacy Association and reorganized around domains to highlight the “Big 5” components of literacy as defined by the National Reading Panel. Additionally, the test has been updated to reflect current research and terminology related to the science of reading. ETS provided a recommended passing score from the multistate standard-setting study to help education agencies determine an appropriate operational passing score. For the Praxis® Reading Specialist test, the recommended passing score is 73 out of a possible 107 raw-score points. The scale score associated with a raw score of 73 is 165 on a 100–200 scale.

The Superintendent of Public Instruction recommended that the Board receive for first review the recommendation of the Advisory Board on Teacher Education and Licensure to establish a passing score of 165 for the Praxis® Reading Specialist (5302) Test.

The Board accepted this item on first review.

**K. First Review of the Advisory Board on Teacher Education and Licensure’s Recommendation for a Passing Score for the Praxis® Teaching Reading: Elementary (5205) Test**

Dr. Joan B. Johnson, Assistant Superintendent for Teacher Education and Licensure, presented this item to the Board on first review.

Dr. Johnson reported that the recommendation from ABTEL is to set a passing score of 159 for the Praxis® Teaching Reading: Elementary (5205) test. The newly created Praxis® Teaching Reading: Elementary (5205) test will replace the Reading for Virginia Educators (RVE): Elementary and Special Education (5306) test. Currently, the Praxis® Reading for Virginia Educators (RVE) (5306) test is required for individuals seeking initial licensure in any of the following endorsements (teaching areas): Early/Primary Education preK-3, Elementary Education preK-6, Special Education-General Curriculum, Special Education Hearing Impairments, and Special Education Visual Impairments.

The new Praxis® Teaching Reading: Elementary test focuses on the knowledge and skills a beginning teacher must have to support reading and writing development in kindergarten through

sixth-grade students. Built to assess the science of reading, the test is structured around the five

essential components of effective reading instruction as identified by the National Reading

Panel: phonemic awareness, phonics, vocabulary, fluency, and comprehension. The test also

assesses the relationship between reading skills and writing instruction, since receptive and productive literacy are interrelated.

The Superintendent of Public Instruction recommended that the Board receive for first review the recommendation of the Advisory Board on Teacher Education and Licensure to establish a cut score of 159 for the Praxis® Teaching Reading: Elementary (5205) Test.

Ms. Holton stated that Mississippi is using a different assessment based on their literacy work. She asked if Virginia should use it as well, or if it's too early to implement. Superintendent Balow responded that there is a need to continue to discuss and explore options. The current Praxis assessment is aligned with the Science of Reading.

The Board accepted this item on first review.

**L. First Review of the Advisory Board on Teacher Education and Licensure's Recommendation to Approve New Education (Endorsement) Programs**

Dr. Joan B. Johnson, Assistant Superintendent for Teacher Education and Licensure, presented this item to the Board on first review.

Dr. Johnson reported that the *Regulations Governing the Review and Approval of Education Programs in Virginia* requires that the Board approve requests from Virginia institutions of higher education to add new endorsement programs. Requests for new programs must be submitted annually by March 31.

On January 31, 2022, ABTEL recommended that the Board grant approval for the new

endorsement programs. The following is a list of the institutions of higher education and the new

endorsements requested.

|  |  |  |
| --- | --- | --- |
| **College/University** | **Education Endorsement Program** | **Program Level** |
| **Bridgewater College** | Journalism (add-on endorsement) | Undergraduate |
| **Liberty University** | Engineering | Graduate |
| **Randolph College** | Computer Science | Graduate |
| Visual arts preK-12 | Graduate |
| History and social sciences | Graduate |
| **University of Richmond** | Foreign language preK-12, French | Graduate |
| Foreign language preK-12, German | Graduate |
| Foreign language preK-12, Latin | Graduate |
| Foreign language preK-12, Spanish | Graduate |
| **Virginia State University** | Visual arts preK-12 | Undergraduate |
| **Virginia Tech** | Career and technical education – agricultural education | Undergraduate |
| English | Undergraduate |
| Mathematics | Undergraduate |
| History and social sciences | Undergraduate |

Approving new education programs aligns with the Board’s Comprehensive Plan to advance

policies that increase the number of candidates entering the teaching profession and encourage

and support the recruitment, development, and retention of well-prepared and skilled teachers

and school leaders.

The Superintendent of Public Instruction recommended that the Board waive first review and approve ABTEL’s recommendation to approve the new education (endorsement) programs.

Mr. Gecker asked why there was a need to waive first review. Dr Johnson responded that there is precedence for the Board to waive first review as the endorsement program requests are thoroughly vetted by staff and ABTEL.

Dr. Durán made a motion to waive first review and approve ABTEL’s recommendation to approve the new education endorsement programs. The motion was seconded by Ms. Holton and carried unanimously.

**M. First Review of Amendments to the Licensure Regulations for School Personnel to Comport with American Sign Language National Certifications**

Dr. Joan B. Johnson, Assistant Superintendent of Teacher Education and Licensure, presented this item to the Board on first review.

The current *Licensure Regulations for School Personnel* (8VAC20-23-10 et seq.) provide the requirements for individuals seeking an endorsement in American Sign Language (ASL). The prescribed certifications for the endorsement that are issued by national organizations are not currently in the regulations and therefore individuals who apply for the American Sign Language do not have the proper certifications to satisfy such requirements. The Board must amend the regulations in order to update the certifications in accordance with the current practice of the national organizations issuing the certifications.

In the past, the American Sign Language Teachers' Association (ASLTA) issued only

Provisional, Qualified, or Professional certifications to demonstrate proficiency in ASL, and the regulations required an applicant for the ASL endorsement to hold one of these certifications. The proposed amendment strikes these older certifications and reflects the acceptance of all certifications issued by ASLTA, which makes the regulatory language more durable while keeping with the high-standard certifications issued by ASLTA.

In 2003, the Registry for the Interpreters of the Deaf (RID) began to recognize interpreters who hold National Association of the Deaf (NAD) certifications, which included the Level IV

certifications prescribed in the regulations. These credentials were offered by NAD between the early 1990s and late 2002, and NAD no longer issues certifications. In order to continue to maintain their certification, NAD-credentialed interpreters must have had an active certification and have registered with RID prior to June 30, 2005. These interpreters are required to comply with all aspects of RID’s Certification Maintenance Program, including the completion of professional development. In addition, RID fully recognizes the National Interpreter Certification (NIC), Certificate of Interpretation (CI), Reverse Skills Certification (RSC), and the Comprehensive Skills Certificate (CSC), though the exams for these certifications are no longer being issued. The proposed amendment strikes the language of the older certifications and reflects the historical changes in the organizations and certifications, while keeping to the same high standard of certifications required for the ASL endorsement.

The Superintendent of Public Instruction recommended that the Board of Education receive for first review the recommendation of the Advisory Board on Teacher Education and Licensure to amend the *Licensure Regulations for School Personnel* to reflect changes with the American Sign Language National Certifications.

Dr. Davis-Vaught asked for clarification on the different levels of certification. Dr. Johnson explained that this change would remove the three levels of certification for one certification.

Dr. Mann asked for clarification if this action is bringing our regulations in line with current practice. Dr. Johnson responded that yes, this action makes amendments to reflect current practice.

The Board accepted this item on first review.

**N. First Review of Alternative Accreditation Plans**

Amy Siepka, Director of Accountability, presented this item to the Board on first review.

Ms. Siepka reported that eight special purpose schools in Virginia are requesting approval of Alternative Accreditation Plans from the Virginia Board of Education (Board). Those schools are:

* Arlington County Public Schools: Arlington Community High School
* Chesterfield County Public Schools: Carver College and Career Academy
* Fairfax County Public Schools: Kilmer Center School, Fairfax County Adult High

School, Key Center School, Mountain View High School, and Bryant High School

* Loudoun County Public Schools: William Obediah Robey High School

The Board approved Alternative Accreditation Plans in January 2020 and requested that department staff look at submitted plans to ascertain whether they align with the 2017 Accreditation model. At the Board’s request, a working committee of VDOE staff members outlined new guidelines for schools. At the November 2021 Board work session, VDOE staff discussed a realignment of the Alternative Accreditation Plans, and sought the Board’s guidance to ensure that the realignment efforts met your expectations. The plans submitted today reflect the realignment discussed at that meeting.

The updated guidelines include the following:

* Maintain the established benchmarks for Level indicators consistent with the state model (i.e., The Level 1 performance level for English must remain greater than or equal to 75%.);
* Maintain “sufficient improvement” as a criteria for determination of the Level 1 and Level 2 performance levels, but modified sufficient improvement percentages can be used (i.e., use 5% to demonstrate improvement rather than 10%);
* Keep an established minimum pass rate when using the “sufficient improvement” criteria to earn a Level 2 performance rating achievement indicators, but the rate can be amended from the state rate of 50% (i.e., the minimum pass rate could be 45% rather than 50%);
* Calculate the consecutive multi-year rate without excluding any years, but additional years can be added (i.e., a cumulative 4-year rate could be used instead of the standard cumulative 3-year rate);
* Use statewide assessment results to calculate student achievement indicator rates. Flexibility to use test scores in the locally awarded verified credit range in the achievement rate is permissible;
* Track chronic absenteeism per division policy, but that policy may use “meaningful engagement” definitions to guide absenteeism;
* Calculate CCCRI consistent with the state, but there is flexibility to allow broader definitions for the criteria. For example, definitions of work-based learning and service-learning can be expanded to match their population’s current life experiences;
* Include all students to the greatest extent possible in the alternate model, rather than excluding students, to meet established criteria; and
* Flexibilities are provided for students who
* enrolled in a Virginia Public School for the first time after compulsory attendance age (this is the only flexibility that applies to chronic absenteeism)
* enrolled in the school for the first time over compulsory attendance age and did not complete n semester/months. Length of time depends on school data but should not exceed two semesters;
* are over compulsory attendance age and transfer out of state where there is not a program for them; and
* fail to complete the school year due to incarceration.
* for GCI, dropout rate, chronic absenteeism, and CCCRI indicators

Schools also have the option of including other measures in their accreditation plan, in addition to the state’s established indicators, if the measure showcases high-quality foundational educational programs, demonstrates the school is raising student achievement, and is preparing students for real-life, authentic experiences. Some schools have utilized this option.

The Superintendent of Public Instruction recommended that the Board of Education receive for first review the Alternative Accreditation Plans from eight special purpose schools.

The Board accepted this item on first review.

**O. First Review of COVID-19 Addendum to Virginia’s ESSA Consolidated State Plan**

Amy Siepka, Director of Accountability, presented this item to the Board on first review.

Ms. Siepka reported that the United States Department of Education (USED) provided a streamlined process for State Educational Agencies (SEA) to propose modifications to their Consolidated State Plans as they implement accountability requirements in 2022-2023, based on 2021-2022 data. USED provided a COVID-19 template that allows SEAs to select the flexibilities that are appropriate for the state, based on the interruptions to the federal accountability model over the past several years.

The modifications proposed in the addendum are to be temporary (one year). Long-term changes

due to COVID-19 would require a follow-up addendum later in the year. The COVID-19 addendum was posted for public comment from February 11, 2022, through March 14, 2022. In addition, the Committee of Practitioners (COP), mandated by federal statute 20 USC §6573, whose responsibility it is to advise the state in carrying out its responsibilities under Title I, met to discuss the proposed COVID-19 addendum on February 23, 2022. Most of the public comments and the COP were supportive of the modifications in the amendment, but there were changes to the original proposal as a result of the COP’s recommendation.

The proposed modifications to the Consolidated State Plan in the COVID-19 Addendum include the following:

* Move the state measures of interim progress forward by two years for Reading Performance; Mathematics Performance; Chronic Absenteeism; Federal Graduation Indicator (FGI); and English Learner progress.
* Change the methodology of how schools are identified in fall 2022 for Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI).
* Revise the timeline, or the “count of years,” a school is in CSI or Additional Targeted Support and Improvement (ATSI) status by omitting the 2019-2020 and 2020-2021 data years, which are the two waived accountability years 2020-2021 and 2021-2022, respectively.
* Revise the exit criteria timeline for CSI and ATSI for the subset of schools that were first identified in fall 2018. The revision allows schools four years in CSI or ATSI status, rather than three, prior to being identified for additional interventions or CSI status, respectively.
* Revise the exit criteria for CSI schools in fall 2022 only so that all currently identified CSI schools can exit if they meet one criteria: they are no longer in the bottom 5% or the lowest performing schools, based on 2021-2022 data.

The Superintendent of Public Instruction recommended that the Board of Education waive first review and approve the COVID-19 Addendum for submission to USED to be as close to the USED requested deadline. .

Ms. Holton voiced her concern about waiving first review without stakeholders input. Mrs. Loving-Ryder stated that the addendum has been sent out to divisions via Superintendent’s Memo and a 30-day public comment period was held to receive feedback. There were no negative comments presented. After further explanation, Ms. Holton withdrew her concern.

Dr. Mann made a motion to waive first review and approve the COVID-19 Addendum for submission to USED. The motion was seconded by Dr. Durán and carried unanimously.

## PRESENTATION

**P. Recapping the 2022 General Assembly Session**

Dr. Leslie Sale, Director of Policy, provided a recap of the 2022 General Assembly Session.

Dr. Sale provided an overview of major legislative actions related to preK-12 education

and early childhood care to pass during the 2022 Regular Session of the General Assembly. The

presentation highlights the Governor's legislative priorities and bills that will require action by

the Virginia Board of Education or the Virginia Department of Education. The corresponding report includes summaries of all bills related to preK-12 education and early childhood care. The presentation can be assessed at: [https://www.doe.virginia.gov/boe/meetings/2022/03-mar/item-p-presentation.pptx](https://www.doe.virginia.gov/boe/meetings/2022/03-mar/item-p-presentation.pptx%20)

Superintendent Balow gave kudos to Dr. Sale and her team for all of their hard work during the 2022 legislative session.

***WRITTEN REPORTS***

**Q. Update on the Implementation of the Memorandum of Understanding between the Board of Education and Identified Divisions**

Dr. Aurelia Ortiz, Director of School Quality, provided the Board with a written update on the Implementation of the Memorandum of Understanding between the Board of Education and Identified Divisions. The report can be accessed at the following address: [https://www.doe.virginia.gov/boe/meetings/2022/03-mar/item-q.pdf](https://www.doe.virginia.gov/boe/meetings/2022/03-mar/item-q.pdf%20)

Mr. Gecker stated that the MOU with the Petersburg City Schools has provisions about their local school board cooperating with the division superintendent. You can’t help but read the papers and notice the challenge that some divisions are facing in cooperation with the local school board and division superintendent. He asked Dr. Ortiz to give her view of the partnerships with MOU divisions and common themes. Dr. Ortiz responded that MOU language is reviewed and potentially revised each year. The first MOU was executed in 2004 but many challenges still exist. MOU’s do need to be regularly reviewed and revised. Dr. Ortiz shared that the Board could host a work session on this topic in a future month to discuss further.

Mr. Gecker asked Dr. Ortiz if every MOU has a provision that the Board of Education can place a non-voting member on the local school board, similar to what is in the Richmond City Public Schools MOU in 2025. Dr. Ortiz responded that this provision is only in the RPS MOU.

Ms. Holton stated that she is interested in the thruline on what VDOE staff is seeing across all of the challenged divisions. Are vacancies being filled? Is there more the state can do? What are divisions doing well? Ms. Holton requested a work session on this topic.

Dr. Durán asked if more uniformity was needed across MOU’s. Dr. Ortiz responded that often exit criteria is different for some MOU divisions.

Mr. Gecker stated that he sees three areas that are extremely important to this process: 1) building administration capacity; 2) appropriate training of school board members; and 3) aligning curriculum with the standards.

The Board requested more information on the divisions’ progress and expressed interest in an in-depth work session at a future meeting.

***DISCUSSION ON CURRENT ISSUES by Board of Education Members and the Superintendent of Public Instruction***

Ms. Holton shared two books pertaining to the history standards with Superintendent Balow and asked that she share with the VDOE history coordinators. The first book was the memoirs by the late Bill Robertson, an African American Republican in a senior leadership role, entitled “Lifting Every Voice.” Ms. Holton also shared a book written by her brother, Woody Holton, a history professor, titled “Liberty is Sweet: the Hidden History of the American Revolution.” Superintendent Balow thanked Ms. Holton, and shared that her father is incredibly excited to visit Virginia and all of its museums.

Dr. Davis-Vaught acknowledged and congratulated all of the student athletics participating in the state championships across the Commonwealth. She also acknowledged coaches, parents, and the community that traveled to Richmond to support their team. Congratulations to all of the winners.

## WORK SESSION

The Board convened in a work session on Wednesday, March 16, 2022, to receive presentations related to the Virginia Literacy Act. Dr. Leslie Sale, Director of Policy, provided an overview of the legislation. Jillian Balow, Virginia Superintendent of Public Instruction, and Dr. Carey Wright, Mississippi State Superintendent of Education, provided a presentation on State Levers to Impact Positive Literacy Change. A team of VDOE staff provided a comprehensive overview of literacy in Virginia. Shelley Loving-Ryder, Assistant Superintendent for Student Assessment, Accountability and ESEA Programs, provided a presentation entitled “The Development of New Assessment Item Type for Integration of Reading and Writing.” The Board held a discussion on their priorities for 2022 related to literacy. No votes were taken. The agenda and meeting materials can be accessed at <https://www.doe.virginia.gov/boe/meetings/index.shtml>.

## ADJOURNMENT OF THE BUSINESS SESSION

There being no further business of the Board, Mr. Gecker adjourned the business meeting at 1:22 p.m.

Mr. Daniel Gecker, President