

**COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
RICHMOND, VIRGINIA
November 17, 2021**

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
Dr. Tammy Mann

Dr. Jamelle Wilson, Vice President
Dr. Pamela Davis-Vaught
Ms. Anne Holton
Mr. Anthony Swann

Mr. Gecker called the meeting to order at 10 a.m.

EXECUTIVE SESSION

Dr. Wilson 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, legal counsel to the Virginia Board of Education, as well as staff members Amanda Blount, Joan Johnson and Kevin Foster, whose presence would aid in this matter, participate in the closed meeting. The motion was seconded by Dr. Davis-Vaught and carried unanimously. The Board went into executive session at 10:02 a.m. Dr. Wilson made a motion that the Board reconvene in open session at 11:45 a.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. Wilson – aye
- Dr. Anderson - aye
- Dr. Davis-Vaught - aye
- Dr. Durán – aye
- Ms. Holton - aye
- Dr. Mann - aye
- Mr. Swann - aye

The Board made the following motions:

Dr. Duran made a motion to extend the renewable license of Fallon Nicole Diggs to June 30, 2022 to allow the applicant to meet licensure renewal requirements. The motion was seconded by Dr. Mann, and it carried unanimously.

Dr. Anderson made a motion to continue Case 4 to the January 2022 meeting. Dr. Wilson seconded the motion, and it carried unanimously.

Dr. Wilson made a motion to continue Case 5 to the January 2022 meeting. Dr. Davis-Vaught seconded the motion, and it carried unanimously.

Dr. Mann made a motion to continue Case 6 to the January 2022 meeting. Dr. Davis-Vaught seconded the motion, and it carried unanimously.

Dr. Wilson made a motion to continue Case 7 to the January 2022 meeting. Mr. Swann seconded the motion, and it carried. Ms. Holton voted no on the motion.

ADJOURNMENT

There being no further business of the Board, Mr. Gecker adjourned the Executive Session at 11:49 a.m.



Daniel Gecker
President

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Ms. Anne Holton
Mr. Anthony Swann
Dr. James Lane,
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.

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.

APPROVAL OF MINUTES

Mr. Swann made a motion to adopt the October 20–21, 2021, meeting minutes of the Board as presented. The motion was seconded by Dr. Durán and carried unanimously. Copies of the minutes were distributed in advance of the meeting.

PUBLIC COMMENT

The following individuals offered public comment:

- Anne Taydus spoke about concerns related to the transgender model policy for Virginia Public Schools
- Jennifer Petersen spoke on concerns related to books that are present in school libraries
- Nancy DiFranco spoke about Senate Bill 1303 from the 2021 General Assembly session

- Jennifer Gruber spoke about concerns related to vaccine mandates
- Chris Dovi spoke on Data Science Standards of Learning and Curriculum Framework
- Michael Messina spoke about concerns related to vaccine mandates

CONSENT AGENDA

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

B. Final Review of the Literary Fund First Priority Waiting List and the Second Priority Waiting List

C. Final Review of Nominations to Serve on Board Advisory Committees

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

ACTION/DISCUSSION ITEMS

D. Final Review of the Proposed Stage of the Regulatory Action to Amend the *Regulations Establishing Standards for the Accreditation of Public Schools in Virginia*

Dr. Leslie Sale, Director of Policy, presented this item to the Board on final review.

Dr. Sale stated that the amendments are a product of the Special Committee for the Review of the Standards of Accreditation, with many of the technical revisions coming as recommendations coming from the VDOE's Standard of Accreditation implementation work group. The amendments were provided to the Board, which includes edits that were presented during the October Board meeting.

The Superintendent of Public Instruction recommended that the Board of Education approve the amendments to the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* for the proposed stage, which will return to the Board for the final stage after going through the executive branch review process.

Dr. Wilson acknowledged and thanked staff and Board for all of the work done.

Dr. Durán thanked Dr. Anderson for her leadership on this committee and for feedback from numerous stakeholders. He is looking forward to schools implementing the changes and working towards our students being successful.

Dr. Mann stated it would be helpful to articulate the next stage of the regulatory process. She asked whether there would be further opportunities for public input. Dr. Sale stated that upon Board's approval today, the next phase of the regulatory action would be executive branch review with a public comment period on the Virginia Town Hall. The staff will make any amendments necessary after the public comment period and present the changes to the Board for approval during the final stage of the regulatory process.

Mr. Gecker also thanked Dr. Anderson for her work on this project.

Dr. Wilson made a motion to approve the proposed amendments to the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*. The motion was seconded by Dr. Anderson and carried unanimously.

E. Final Review of the 2021 Annual Report on the Conditions and Needs of Public Schools in Virginia

Ms. Emily Webb, Director of Board Relations, presented this item to the Board on final review.

Ms. Webb stated that the annual report is required by the Virginia Constitution and *Code of Virginia*. The *Code* outlines the requirements for the report including the current Standards of Quality; information on student and parent choice, including charter school and virtual school options; and an accounting of the required reports and data that local school divisions must submit to the state or federal government.

The Annual Report presents the condition and needs of public education in Virginia and provides an update on the Board's work over the past year. Much of the report focuses on the impact of the COVID-19 pandemic on public education and the Board's work on the Standards of Quality, Standards of Accreditation and early childhood care and education.

As reviewed during Wednesday's work session, there have been several updates to the report since first review:

- On pages 4–5, an executive summary has been added;
- On pages 10–11, additional research and information has been added to the staffing challenges section;
- On pages 12 and 13, a section has been added on the impact of principal leadership and support for new teachers;
- On pages 21–22, a section has been added on academic outcomes on national assessments;
- On page 26, a section has been added regarding the environment surrounding public education;
- On pages 26–27, a section has been added on the Board's role and authority;

- On page 32, more information has been added to the Board noteworthy actions section;
- Throughout the document, several technical and editorial updates have been made based on feedback and comments from Board members;
- Additionally, the SOQ prescriptions have been weaved in throughout the document; and
- All of the required reports in the appendices have been added and finalized.

Ms. Webb reported that the version presented today does not include the edits that were discussed during Wednesday's work session. Those edits will be made following the Board's meeting.

Following Board approval and any technical or editorial edits by staff based on Board feedback and another review by President Gecker and Dr. Wilson, the report will be submitted to the Governor and the General Assembly.

The Superintendent of Public Instruction recommended that the Board of Education approve the 2021 Annual Report on the Condition and Needs of the Public Schools in Virginia.

Dr. Wilson made a motion to approve the 2021 Annual Report on the Condition and Needs of the Public Schools in Virginia, subject to any edits and corrections done by staff in the interim. Mr. Gecker and Dr. Wilson will conduct a final review before submission. The motion was seconded by Dr. Davis-Vaught and carried unanimously.

F. Final Review of Notice of Intended Regulatory Action (NOIRA) to the Background Checks for Child Day Programs and Family Day Systems Regulations

Ms. Jenna Conway, Deputy Superintendent, Division of Early Childhood Care and Education, presented this item to the Board on final review.

Ms. Conway reported that this action describes the background check requirements and procedures to implement and provide standards for ensuring that persons required to have background checks have not been convicted of an offense that prohibits licensure, registration, approval, or employment.

This regulatory action will provide a comprehensive review and update of the chapter to make it consistent with federal laws and the Code and to make any other changes the agency deems necessary after comments and review. The Early Childhood Advisory Committee will review the proposed action and make recommendations, which will inform the comprehensive review.

The Superintendent of Public Instruction recommended that the Board of Education approve the NOIRA for Background Checks for Child Day Programs and Family Day Systems.

Dr. Mann made a motion to approve NOIRA for Background Checks for Child Day Programs and

Family Day Systems. The motion was seconded by Dr. Durán and carried unanimously.

G. Final Review of Notice of Intended Regulatory Action (NOIRA) to the General Procedures and Information for Licensure Regulations

Ms. Jenna Conway, Deputy Superintendent, Division of Early Childhood Care and Education, presented this item to the Board on final review.

Ms. Conway reported that this chapter comprises the general procedures and information for licensure. It is a lengthy chapter that describes the process for licensure for all child day programs licensed by the Virginia Department of Education, including family day systems. The regulation describes the licensure process; terms of licenses issued; the application process; inspections; and enforcement practices as implemented according to the Administrative Process Act. This action will involve extensive engagement with the field starting with the Early Childhood Advisory Committee. A task force will be created, as well as stakeholders, to go through every aspect of the regulations

The Superintendent of Public Instruction recommended that the Board of Education approve the NOIRA for General Procedures and Information for Licensure.

Dr. Davis-Vaught made a motion to approve the NOIRA for General Procedures and Information for Licensure. The motion was seconded by Dr Wilson and carried unanimously.

H. Final Review of Notice of Intended Regulatory Action (NOIRA) to Develop Regulations for Human Research

Dr. Jennifer Piver-Renna, Director of Research, presented this item to the Board on final review.

Dr. Piver-Renna reported that Section 22.1-16.1 of the *Code of Virginia* requires the Board to establish regulations regarding human research conducted by the Virginia Department of Education. These regulations require the development of a human research committee, which is defined as a committee that performs competent, complete and professional review of human research activities prior to any research being conducted or authorized.

Currently, the VDOE Office of Research requires evidence of Institutional Review Board (“IRB”) approval from an external organization (typically an accredited university) prior to obtaining access to restricted-use data for research. However, with a growing portfolio of research studies, VDOE would like to improve their process for reviewing research involving human subjects, to include establishing an IRB. As part of the process of developing regulations, VDOE staff will examine policies and processes that have similar processes. Staff committee will also examine opportunities to form partnerships with existing IRBs.

The Superintendent of Public Instruction recommended that the Board approve the Notice of Intended Regulatory Action (NOIRA) for the development of regulations to establish an Institutional Review Board at Virginia Department of Education.

Mr. Gecker asked Dr. Piver-Renna to describe the type of research that will be implicated by the action. Dr. Piver-Renna stated that the research in view could be surveys or evaluation of programs, which typically involve day-to-day data collection in classrooms.

Dr. Wilson made a motion to approve the NOIRA. The motion was seconded by Dr. Anderson and carried unanimously.

I. First Review of the Cultural Competency Training for Teachers and Other Licensed School Board Employees in Virginia Public Schools as required by House Bill 1904 and Senate Bill 1196 (2021 General Assembly)

Dr. Rosa Atkins, Chief Diversity, Equity and Inclusion Officer, and Mrs. Holly Coy, Assistant Superintendent of Policy and Communications, presented this item to the Board on first review.

Dr. Atkins reported that the proposed *Guidance on Cultural Competency Training for Teachers and Other Licensed School Board Employees in Virginia Public Schools* supports the priorities and goals of the Board of Education of “providing high quality, effective learning environments for all students” and sets forth the minimum of guidance for professional learning for employees.

Dr. Atkins noted the three areas that the Board has been asked to address by HB1904/SB1196:

- Each school board shall adopt and implement policies that require each teacher and any other school board employee holding a license issued by the Board to complete cultural competency training, in accordance with guidance issued by the Board, at least every two years;
- That no later than December 31, 2021, the Board of Education shall issue guidance that establishes minimum standards for the cultural competency training required pursuant to § 22.1-298.7 of the *Code of Virginia*;
- That each school board employee who is required to complete a cultural competency training pursuant to § 22.1-298.7 of the *Code of Virginia* shall complete at least one such training no later than the beginning of the 2022–2023 school year.

Mrs. Coy reported that there are four components to the legislation and this only addresses the requirements of the local training. The guidance lays out minimum standards, which includes the definition of cultural competency and provides a framework.

Ms. Coy noted that the guidance does not prescribe specific curricula or methods in delivering the training. The local school divisions will adopt policies and procedures to best suit the needs for their staff and communities. The divisions may, at their own discretion, go beyond the minimum content standards in this guidance document or require other staff to participate in training. The Superintendent of Public Instruction recommended that the Board receive for first review the *Guidance on Cultural Competency Training for Teachers and Other Licensed School Board Employees in Virginia Public Schools*.

Mr. Swann asked whether the required training every two years would be a local decision. Mrs. Coy stated that the legislation requires divisions to list the minimum standards for that training, and local divisions will need to adopt policies on how they envision the training but it will be required at least every two years. Mr. Swann also asked how the Board could support divisions in providing training if they do not have knowledge of cultural competencies. Dr. Atkins stated that the department is currently working with university partners to develop training, which will be made available to school divisions.

Mr. Gecker noted that the legislation required the Board to adopt the guidelines before December 1, 2021. In order to meet the deadline, Mr. Gecker stated that it would be appropriate to waive first review.

Dr. Durán made a motion to waive first review and adopt the *Guidance on Cultural Competency Training for Teachers and Other Licensed School Board Employees in Virginia Public Schools*. The motion was seconded by Dr. Davis-Vaught and carried unanimously.

J. First Review of the Proposed *Data Science Standards of Learning and Data Science Standards of Learning Curriculum Framework*

Tina Mazzacane, K-12 Mathematics Coordinator, Office of STEM and Innovation, presented this item to the Board on first review.

Ms. Mazzacane recognized staff members and leaders who represented various K-12 counties and organizations, institutes of higher education and industries, each bringing their perspective and expertise to the process.

Ms. Mazzacane reported that the world in which we live is rich with data. The amount of data generated in the world has exploded and in the past ten years has increased to over 60 times the amount of data that existed in 2010. The demand for skills in accessing and computing with data exists in all parts of society and continues to grow.

Data science is an interdisciplinary field that is an intersection of mathematics, statistics, computer science, and information technology. It involves an inquiry-based approach to gain insights from data that can be applied to a broad range of other disciplines and domains.

A data science skill set plays a large role in our everyday lives and has become a critical need across every industry. Companies use data science to improve their delivery times and create higher operational efficiency.

The proposed *Data Science Standards of Learning and Curriculum Framework* would be an addition to the current 2016 *Mathematics Standards of Learning*.

The proposed *Data Science Standards of Learning and Curriculum Framework* are based upon four overarching big ideas of data science:

- The way that we visualize data helps us to communicate ideas
- Data can be used to make predictions
- There are ethical implications in the use of data
- Through computational thinking around data we are able to propose solutions to problems

Numerous stakeholders, representatives from K-12 education, higher education, and business/industry were consulted. Feedback from other national K-12 data science education leaders was received, along with consultation with higher education staff at Virginia universities and colleges. Additional stakeholder feedback will be obtained during a public comment period and through various outreach efforts.

Ms. Mazzacane reported that a high school level one-semester or year-long mathematics course can be locally developed based on the standards and will provide an introduction to the learning principles associated with analyzing big data. The course in data science would be taught by a teacher endorsed in either grades 6–12 Mathematics or Computer Science. A course based on the *Data Science Standards of Learning* is designed to be a mathematics option for students on several different post-secondary trajectories.

The data science course will fit nicely for students who may be interested in computer science or for students interested in fields such as business or finance for which data science plays a role. Students interested in other disciplines, such as social science or health care, will find places where data science intersects with those fields as well.

Pending final approval from the Board of the proposed *Data Science Standards of Learning and Curriculum Framework*, school divisions who may be interested in offering a course based on the

Data Science Standards of Learning in 2022–2023 will have the opportunity to participate in a pilot program.

The pilot will allow teachers from divisions across the Commonwealth to receive professional development next summer and participate in a professional learning cohort with other teachers implementing a course next year. Resources would be developed to support teachers in implementing a course in Data Science that would be field tested during the pilot.

Ms. Mazzacane noted that the proposed process would begin with distributing the proposed *Data Science Standards of Learning and Curriculum Framework* for public review, which would include both virtual public hearings. Based on feedback, VDOE staff would make edits and revisions to the proposed *Data Science Standards of Learning and Curriculum Framework* prior to bringing them back to the Board for final review in April 2022. Professional learning opportunities for teachers selected to participate in the 2022–2023 pilot next summer would be followed by a pilot implementation year. Full implementation would occur in 2023–2024.

Students taking a course based on the proposed *Data Science Standards of Learning and Curriculum Framework* would be immersed in an inquiry based learning environment that would follow a data science cycle, as shown on the slide. In the data cycle students:

- formulate questions that can be studied using data;
- acquire data related to the question;
- process the acquired data;
- create a visual representation of the data;
- model and analyze data; and
- make predictions and communicate their solutions and findings.

Students studying data science might undertake several projects based on a question or problem in their school or community, including:

- collecting and analyzing data to create an algorithm for movie recommendations;
- analyzing rideshare data to project high volume time periods; or
- studying data to support earlier detection of a disease or illness.

Partnering with local businesses and organizations to study data from community questions of interest will be encouraged.

The proposed *Data Science Standards of Learning and Curriculum Framework* align to the *Profile of a Virginia Graduate*, which describes the knowledge, skills, competencies, and experiences students should attain during their K-12 education to make them “life-ready” and prepared to succeed in the evolving economy. In a course based on the *Data Science Standards of*

Learning, students will use critical and creative thinking to make predictions, through the use of varied data sources, based on the patterns and trends revealed in data. Through viewing data from authentic community contexts, students will be able to collaborate with business, industry, and government entities to support the development of citizenship. Communication will play a key role as students communicate their conclusions and begin to build a skill set that will be vital as they pursue their postsecondary aspirations.

Students will be exposed to data that is not just two-dimensional and easily put into tables, but also multi-dimensional data that can be viewed using unconventional data visualizations such as heat maps or bubble charts, as examples. The focus on building data literacy skills and promoting communication are also included.

Ms. Mazzacane noted that equipping students to be able to navigate a world saturated with data requires the modernization of mathematics education. Ensuring that students have the opportunity to leave high school with a basic understanding of the following:

- how to pose questions that can be studied using data;
- visualize and interpret data;
- analyze the ethical implications of predicting using data; and
- determine how data can be used as a catalyst for change.

This will support the need for adding Data Science to the 2016 *Mathematics Standards of Learning*.

The Superintendent of Public Instruction recommended that the Board of Education receive the proposed *Data Science Standards of Learning* and the proposed *Data Science Standards of Learning Curriculum Framework* for first review.

Mr. Gecker thanked Ms. Mazzacane for her report and thanked the guests for participating and joining the meeting today.

Mr. Swann asked will the data science methods be incorporated within the math SOLs in the future for students to take in order to graduate. Ms. Mazzacane stated that there will not be a standard of learning associated with the data science methods, but the goal as standards are revised in 2023, the department will look at the data analysis as it is extended across the grade levels.

Dr. Durán thanked Ms. Mazzacane and her team for bringing the standards forward. He feels that this will be a great asset in the classrooms.

Ms. Holton shared her experience with a hobby of bird watching and how it connects to data.

Dr. Wilson inquired as to the process for ensuring that the Board's standards stay ahead as the area continues to change. Ms. Mazzacane stated that they are in touch with organizations that are involved in data science education and keep abreast of things as the department moves forward.

Dr. Mann stated that Dr. Wilson's question made her think about higher education in terms of teacher preparation and how teachers can implement and meet the criteria in order to teach students. Ms. Mazzacane stated that the department has been meeting with higher education professionals that are looking at amended changes for the programs along with licensure changes that may be needed to make sure teachers are prepared.

Dr. Durán asked what efforts have been made to ensure partnerships are available and the plans going forward. Ms. Mazzacane stated that a data scientist with a wealth of knowledge is a part of the development team and connected the department with businesses and industries. The department is also thinking about internships and will continue outreach before final review.

The Board accepted this item on first review.

K. First Review of Proposed 2022 Driver Education Standards of Learning

Dr. Brendon Albon, Director of STEM & Innovation, presented this item to the Board on first review.

Dr. Albon introduced staff from the Office of STEM and Innovation, Mr. Michael Bolling, Ms. Janet Ragland and Ms. Geri Douglas.

Dr. Albon stated the *Code of Virginia* requires that the Board shall establish a regular schedule, in a manner it deems appropriate, for the review and revision as may be necessary of the Standards of Learning in all subject areas. Such review of each subject area shall occur at least once every seven years.

The last revision to the *Driver Education Standards of Learning* occurred in 2015, which underscores the need for a review of the driver education standards. The proposed 2022 *Driver Education Standards of Learning* were developed through numerous meetings convened with members representing all areas of the state, partner agencies and other key stakeholders.

Dr. Albon stated that the proposed revisions enhance clarity, specificity, and rigor; align skills and content; and reflect current academic research and practice. The goals of the standards are to equip students with the knowledge and skills necessary to do the following:

- acquire in-depth knowledge and essential driving skills (Content Knowledge);

- obtain a driver's license and practice effective communication, self-management, social awareness, and responsible decision-making skills (Workplace Skills);
- foster responsible driving attitudes and displaying responsible driving behaviors that protect self and others (Community Engagement and Civic Responsibility); and
- explore lifetime learning opportunities in the highway transportation system and the field of traffic safety (Career Exploration)

Further, the proposed revisions included an added sentence to include:

- emphasis on attitude, safety, and risk management;
- financial responsibilities associated with the purchase or leasing of a vehicle, cost of maintenance and insurance;
- how the legalization of marijuana in Virginia affects driving practices;
- how to interact safely with law enforcement at the roadside;
- understand responsibility is shared, crashes are preventable and fatalities and serious injury are unacceptable;
- how advancements to protect vehicle systems, stability control innovations affect driving practices and influence human error.

Dr. Albon stated that, following the first review, public hearings will be held in February of 2022. It is anticipated that this item will come back to the Board in March of 2022 for final review.

The Superintendent of Public Instruction recommended the Board of Education receive for first review the proposed 2022 *Driver Education Standards of Learning and Curriculum Guide* for Driver Education in Virginia.

The Board accepted this item on first review.

L. First Review of the Advisory Board on Teacher Education and Licensure's Recommendation for a Passing Score for the Praxis® Middle School Math (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 first review.

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.

As a result of the test redesign of the mathematics series, two recommendations are brought forth for establishing the passing score for the Mathematics Test for the Middle Education 6-8 and Mathematics 6-12 grade levels. Changes in the series include allowing additional testing time, redesigned supports for more granular report scores providing more feedback on performance, questions that call for applications within teaching instructional scenarios.

The current Board prescribed assessment for middle school mathematics is the Praxis Assessment Test (5169). The Praxis® Middle School Mathematics (5164) test will replace the Praxis® Middle School Mathematics (5169) test. This new assessment is designed and developed through work with practicing teachers and teacher educators to reflect the mathematics curriculum as well as state and national standards for mathematics, including the Standards for the Preparation of Middle Level Mathematics Teachers (2020), by the National Council of Teachers of Mathematics (NCTM) and the Council of the Accreditation of Educator Preparation (CAEP).

The proposed recommendation from the Advisory Board of Teacher Education and Licensure (ABTEL) sets a passing score for the new Praxis® Middle School Math Test (5164) for middle school education 6-8 endorsement. This test will be required for individuals seeking initial licensure unless exempted by holding a full 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. Dr. Johnson included the Multistate Standard-Setting Technical Report - Praxis® Middle School Mathematics (5164) Test, the Virginia Study Summary Report, and the Praxis® Study Companion, in her report.

In January 2021, a multi-state standard-setting study was designed and conducted by the Educational Testing Service (ETS) to support the decision-making process of education agencies establishing a passing score (cut score) for the Praxis® Middle School Mathematics (5164) test. Panelists from 12 states and Washington, D.C., participated on the panel. Virginia did not participate in the multi-state standard study. Instead, in April 2021, ETS facilitated a panel discussion with six Virginia educators that mirrored the multi-state standard study. The Virginia report reflects that the panel agreed with the recommended cut score of the multi-state study. ETS provides a recommended passing score from the multistate standard-setting study to help education agencies determine an appropriate operational passing score. For the Praxis Middle School Mathematics test, the recommended passing score is 38 out of a possible 60 raw-score points. The scale score associated with a raw score of 38 is 157 on a 100–200 scale.

During ABTEL's October meeting, information regarding the multi-state standard-setting process was presented. The members reviewed the standard-setting report and recommended that the Board approve the passing score of 150 (-1 CSEM below the standard setting panel's recommendation).

The Superintendent of Public Instruction recommended that the Board receive for first review the

recommendation of ABTEL to establish a cut score for the Praxis® Middle School Mathematics (5164) Test.

Dr. Wilson inquired as to the current cut score in order to compare with the new assessment. Dr. Johnson will provide that information to Dr. Wilson.

Ms. Holton asked for follow-up pertaining to teacher licensure moving from Praxis® to an experience-based evaluation criteria for licensure.

Dr. Mann made note that Virginia did not participate in the panel but was interested to know why Virginia did not participate in ETS panel. Dr. Johnson stated that Virginia did not participate in this particular study due to staff transitioning. ETS sends requests to state representatives to participate and seek high-level educators, and ETS makes the final decision on who participates.

Mr. Gecker asked if there is any work being done correlating Praxis scores to effectiveness in teaching. Dr. Johnson stated there is not a great deal of research that would support such a correlation. Mr. Gecker asked that additional information be presented to the Board during final review. Dr. Johnson stated that staff would work on a literature review for the Board on the correlation between Praxis scores, teacher effectiveness, and student achievement.

The Board accepted this item on first review.

M. First 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 first review.

Dr. Johnson reported that the Board of Education prescribes the Praxis Subject Assessments as a professional teacher's assessment requirement for initial licensure in Virginia. The current Board of Education's prescribed assessment for mathematics is the Praxis® Mathematics: Content Knowledge (5161).

The Praxis® Mathematics (5165) test will replace the Praxis® Mathematics: Content Knowledge (5161) test. This new assessment is designed and developed through work with practicing teachers and teacher educators to reflect the mathematics curriculum as well as state and national standards for mathematics, including the National Governors Association Center for Best Practices and the Council of Chief State School Officers Common Core State Standards for Mathematics (2010), the National Council of Teachers of Mathematics (NCTM) and the Council of the Accreditation of Educator Preparation (CAE) NCTM CAEP Standards (2012), and the

NCTM Principles and Standards for School Mathematics (2000).

Educational Testing Service (ETS) facilitated a panel discussion with five Virginia educators that mirrored the multi-state standard study in April 2021. ETS provided a recommended passing score from the multi-state standard-setting study to help education agencies determine an appropriate operational passing score. For the Praxis Mathematics test, the recommended passing score is 39 out of a possible 60 raw-score points. The scale score associated with a raw score of 39 is 159 on a 100–200 scale. The Virginia report reflects that the panel agreed with the recommended cut score of the multi-state study to determine an appropriate passing score.

During the October meeting of the Advisory Board of Teacher Education and Licensure (ABTEL), information regarding the multi-state standard-setting process was presented. The members reviewed the standard-setting report and recommended that the Board of Education approve the passing score of 152 (-1 CSEM below the standard setting panel’s recommendation).

The Superintendent of Public Instruction recommended that the Board of Education receive for first review ABTEL’s recommendation to establish a cut score for the Praxis® Mathematics (5165) test.

The Board accepted this item on first review.

N. First Review of Fast-Track Regulatory Action to Strike “Component” and Align Regulatory Language with Federal Requirements

Mr. Jim Chapman, Regulatory and Legal Coordinator for the Office of Board Relations, presented this item to the Board on first review.

Mr. Chapman reported that, during the 2021 Special Session I, the Virginia General Assembly enacted Chapter 109 of the Acts of the Assembly, which directed the Board to amend 8VAC20-81-170 B 2 a and e to remove the word “component” following the word “evaluation.” At its meeting on September 23, 2021, the Board approved an exempt action to amend the regulation as required by the legislation.

However, the legislation did not strike similar language from 8VAC20-81-170 B 4, and so amending B 4 would have been inappropriate for the exempt action. The current action will amend 8VAC20-81-170 B 4 in a manner consistent with the amendment to B 2 a and e that was required by Chapter 109. The current action will also amend the regulation in 8VAC20-81-170 D 3 and G 10 in order to align the current regulation with applicable federal regulations.

The Superintendent of Public Instruction recommended that the Board waive first review and approve the fast-track action for the *Regulations Governing Special Education Programs for Children with Disabilities in Virginia*.

Dr. Wilson made a motion to waive first review and adopt the Fast-Track Regulatory Action to Strike “Component” and Align Regulatory Language with Federal Requirements. The motion was seconded by Dr. Durán and carried unanimously.

WRITTEN REPORTS

O. Written Report on the Statewide Annual Performance Report for Career and Technical Education and the Virginia Community College System as a Sub-recipient of Perkins Funds from the Department of Education for School Year 2019-2020

George R. Willcox, Director, Operations and Accountability, Office of Career, Technical, and Adult Education, and Aris Bearse, Director of Institutional Research, Virginia Community College System, provided the Board with a written report on the Statewide Annual Performance Report for Career and Technical Education and the Virginia Community College System as a Sub-recipient of Perkins Funds from the Department of Education for School Year 2019–2020. The report can be viewed at <https://www.doe.virginia.gov/boe/meetings/2021/11-nov/item-o.docx>.

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

Ms. Holton thanked Mr. Gecker for graciously engaging with the public and also thanked the public for coming forward with their thoughts and concerns in a civil manner. Ms. Holton took this time to clarify the differences between the Board of Education and the Department of Education. She also talked about the reporting process the Department of Education has to the Department of Health. Dr. Mann elaborated the importance of concern. Mr. Gecker shared that it is his view that the Board would seek clarity.

WORK SESSION

The Board convened in a work session on Wednesday, November 17, 2021, to receive reports related to the *2021 Annual Report on the Conditions and Needs of Public Schools in Virginia*, Increasing Access and Choice in Publicly-Funded Early Childhood Care and Education in Virginia and Realigning Alternative Accreditation Plans to the 2017 Accreditation Model. 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 of Education, Mr. Gecker adjourned the business meeting at 10:57 a.m.

A handwritten signature in cursive script that reads "Dan a. Gecker".

Mr. Daniel Gecker, President