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SENATE BILL NO. 72

AMENDMENT IN THE NATURE OF A SUBSTITUTE
(Proposed by the Senate Committee on Education and Health
on February 1, 2024)

(Patron Prior to Substitute—Senator McPike)

A BILL to amend and reenact §§ 22.1-1, as it shall become effective, 22.1-253.13:3, and 22.1-253.13:5, as it shall become effective, of the Code of Virginia, relating to Board of Education; creation and maintenance of Virginia Parent Data Portal; report.

Be it enacted by the General Assembly of Virginia:

1. That §§ 22.1-1, as it shall become effective, 22.1-253.13:3, and 22.1-253.13:5, as it shall become effective, of the Code of Virginia are amended and reenacted as follows:

§ 22.1-1. (For effective date, see Acts 2022, cc. 549, 550, cl. 2) Definitions.

As used in this title, unless the context requires a different meaning:

"Board" or "State Board" means the Board of Education.

"Department" means the Department of Education.

"Division superintendent" means the division superintendent of schools of a school division.

"Elementary" includes kindergarten.

"Elementary and secondary" and "elementary or secondary" include elementary, middle, and high school grades.

"Evidence-based literacy instruction" means structured instructional practices, including sequential, systematic, explicit, and cumulative teaching, that (i) are based on reliable, trustworthy, and valid evidence consistent with science-based reading research; (ii) are used in core or general instruction, supplemental instruction, intervention services, and intensive intervention services; (iii) have a demonstrated record of success in adequately increasing students' reading competency, vocabulary, oral language, and comprehension and in building mastery of the foundational reading skills of phonological and phonemic awareness, alphabetic principle, phonics, spelling, and text reading fluency; and (iv) are able to be differentiated in order to meet the individual needs of students.

"Governing body" or "local governing body" means the board of supervisors of a county, council of a city, or council of a town, responsible for appropriating funds for such locality, as the context may require.

"Middle school" means separate schools for early adolescents and the middle school grades that might be housed at elementary or high schools.

"Parent" or "parents" means any parent, guardian, legal custodian, or other person having control or charge of a child.

"Person of school age" means a person who will have reached his fifth birthday on or before September 30 of the school year and who has not reached twenty years of age on or before August 1 of the school year.

"School board" means the school board that governs a school division.

"Science-based reading research" means research that (i) applies rigorous, systematic, and objective observational or experimental procedures to obtain valid knowledge relevant to reading development, reading instruction, and reading and writing difficulties and (ii) explains how proficient reading and writing develop, why some children have difficulties developing key literacy skills, and how schools can best assess and instruct early literacy, including the use of evidence-based literacy instruction practices to promote reading and writing achievement.

"State-supported assessment" means any assessment made available statewide by the Board for administration by local school divisions to students in pre-kindergarten through grade 12, including any (i) Standards of Learning Assessment described in § 22.1-253.13:3, (ii) grades three through eight reading or mathematics through-year growth assessment described in § 22.1-253.13:3, and (iii) screeners provided by the Department.

"Superintendent" means the Superintendent of Public Instruction.

§ 22.1-253.13:3. Standard 3. Accreditation, other standards, assessments, and releases from state regulations.

A. The Board shall promulgate regulations establishing standards for accreditation pursuant to the Administrative Process Act (§ 2.2-4000 et seq.), which shall include (i) student outcome and growth measures, (ii) requirements and guidelines for instructional programs and for the integration of educational technology into such instructional programs, (iii) administrative and instructional staffing levels and positions, including staff positions for supporting educational technology, (iv) student services, (v) auxiliary education programs such as library and media services, (vi) requirements for graduation from high school, (vii) community relations, and (viii) the philosophy, goals, and objectives of public education in the Commonwealth.

The Board shall promulgate regulations establishing standards for accreditation of public virtual schools

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60 under the authority of the local school board that enroll students full time.

61 The Board's regulations establishing standards for accreditation shall ensure that the accreditation process
62 is transparent and based on objective measurements and that any appeal of the accreditation status of a school
63 is heard and decided by the Board.

64 The Board shall review annually the accreditation status of all schools in the Commonwealth. The Board
65 shall review the accreditation status of a school once every three years if the school has been fully accredited
66 for three consecutive years. Upon such triennial review, the Board shall review the accreditation status of the
67 school for each individual year within that triennial review period. If the Board finds that the school would
68 have been accredited every year of that triennial review period the Board shall accredit the school for another
69 three years. The Board may review the accreditation status of any other school once every two years or once
70 every three years, provided that any school that receives a multiyear accreditation status other than full
71 accreditation shall be covered by a Board-approved multiyear corrective action plan for the duration of the
72 period of accreditation. Such multiyear corrective action plan shall include annual written progress updates to
73 the Board. A multiyear accreditation status shall not relieve any school or division of annual reporting
74 requirements.

75 Each local school board shall maintain schools that are fully accredited pursuant to the standards for
76 accreditation as prescribed by the Board. Each local school board shall report the accreditation status of all
77 schools in the local school division annually in public session.

78 The Board shall establish a review process to assist any school that does not meet the standards
79 established by the Board. The relevant school board shall report the results of such review and any annual
80 progress reports in public session and shall implement any actions identified through such review and utilize
81 them for improvement planning.

82 The Board shall establish a corrective action plan process for any school that does not meet the standards
83 established by the Board. Such process shall require (a) each school board to submit a corrective action plan
84 for any school in the local school division that does not meet the standards established by the Board and (b)
85 any school board that fails to demonstrate progress in developing or implementing any such corrective action
86 plan to enter into a memorandum of understanding with the Board.

87 When the Board determines through its review process that the failure of schools within a division to meet
88 the standards established by the Board is related to division-level failure to implement the Standards of
89 Quality or other division-level action or inaction, the Board may require a division-level academic review.
90 After the conduct of such review and within the time specified by the Board, each school board shall enter
91 into a memorandum of understanding with the Board and shall subsequently submit to the Board for approval
92 a corrective action plan, consistent with criteria established by the Board setting forth specific actions and a
93 schedule designed to ensure that schools within its school division meet the standards established by the
94 Board. If the Board determines that the proposed corrective action plan is not sufficient to enable all schools
95 within the division to meet the standards established by the Board, the Board may return the plan to the local
96 school board with directions to submit an amended plan pursuant to Board guidance. Such corrective action
97 plans shall be part of the relevant school division's comprehensive plan pursuant to § 22.1-253.13:6.

98 B. The Superintendent shall develop, subject to revision by the Board, criteria for determining and
99 recognizing educational performance in the Commonwealth's local school divisions and public schools. The
100 portion of such criteria that measures individual student growth shall become an integral part of the
101 accreditation process for schools in which any grade level in the grade three through eight range is taught.
102 The Superintendent shall annually report to the Board on the accreditation status of all school divisions and
103 schools. Such report shall include an analysis of the strengths and weaknesses of public education programs
104 in the various school divisions in Virginia and recommendations to the General Assembly for further
105 enhancing student learning uniformly across the Commonwealth. In recognizing educational performance
106 and individual student growth in the school divisions, the Board shall include consideration of special school
107 division accomplishments, such as numbers of dual enrollments and students in Advanced Placement and
108 International Baccalaureate courses, and participation in academic year Governor's Schools.

109 The Superintendent shall assist local school boards in the implementation of action plans for increasing
110 educational performance and individual student growth in those school divisions and schools that are
111 identified as not meeting the approved criteria. The Superintendent shall monitor the implementation of and
112 report to the Board on the effectiveness of the corrective actions taken to improve the educational
113 performance in such school divisions and schools.

114 C. With such funds as are available for this purpose, the Board shall prescribe assessment methods to
115 determine the level of achievement of the Standards of Learning objectives by all students. Such assessments
116 shall evaluate knowledge, application of knowledge, critical thinking, and skills related to the Standards of
117 Learning being assessed. The Board shall, with the assistance of independent testing experts, conduct a
118 regular analysis and validation process for these assessments. In lieu of a one-time end-of-year assessment,
119 the Board shall establish, for the purpose of providing measures of individual student growth over the course
120 of the school year, a through-year growth assessment system, aligned with the Standards of Learning, for the

121 administration of reading and mathematics assessments in grades three through eight. Such through-year
 122 growth assessment system shall include at least one beginning-of-year, one mid-year, and one end-of-year
 123 assessment in order to provide individual student growth scores over the course of the school year, but the
 124 total time scheduled for taking all such assessments shall not exceed 150 percent of the time scheduled for
 125 taking a single end-of-year proficiency assessment. The Department shall ensure adequate training for
 126 teachers and principals on how to interpret and use student growth data from such assessments to improve
 127 reading and mathematics instruction in grades three through eight throughout the school year. With such
 128 funds and content as are available for such purpose, such through-year growth assessment system shall
 129 provide accurate measurement of a student's performance, through computer adaptive technology, using test
 130 items at, below, and above the student's grade level as necessary.

131 The Board shall also provide the option of industry certification and state licensure examinations as a
 132 student-selected credit.

133 The Department shall make available to school divisions Standards of Learning assessments typically
 134 administered by high schools by December 1 of the school year in which such assessments are to be
 135 administered or when newly developed assessments are available, whichever is later.

136 The Board shall make publicly available such assessments in a timely manner and as soon as practicable
 137 following the administration of such tests, so long as the release of such assessments does not compromise
 138 test security or deplete the bank of assessment questions necessary to construct subsequent tests, or limit the
 139 ability to test students on demand and provide immediate results in the web-based assessment system.

140 The Board shall prescribe alternative methods of Standards of Learning assessment administration for
 141 children with disabilities, as that term is defined in § 22.1-213, who meet criteria established by the Board to
 142 demonstrate achievement of the Standards of Learning. An eligible student's Individual Education Program
 143 team shall make the final determination as to whether an alternative method of administration is appropriate
 144 for the student.

145 The Board shall include in the student outcome and growth measures that are required by the standards of
 146 accreditation the required assessments for various grade levels and classes, including the completion of the
 147 alternative assessments implemented by each local school board, in accordance with the Standards of
 148 Learning. These assessments shall include end-of-course or end-of-grade tests for English, mathematics,
 149 science, and history and social science and may be integrated to include multiple subject areas.

150 The Standards of Learning assessments administered to students in grades three through eight shall not
 151 exceed (i) reading and mathematics in grades three and four; (ii) reading, mathematics, and science in grade
 152 five; (iii) reading and mathematics in grades six and seven; (iv) reading, writing, and mathematics in grade
 153 eight; (v) science after the student receives instruction in the grade six science, life science, and physical
 154 science Standards of Learning and before the student completes grade eight; and (vi) Virginia Studies and
 155 Civics and Economics once each at the grade levels deemed appropriate by each local school board. The
 156 reading and mathematics assessments administered to students in grades three through eight shall be through-
 157 year growth assessments.

158 Each school board shall annually certify that it has provided instruction and administered an alternative
 159 assessment, consistent with Board guidelines, to students in grades three through eight in each Standards of
 160 Learning subject area in which a Standards of Learning assessment was not administered during the school
 161 year. Such guidelines shall (a) incorporate options for age-appropriate, authentic performance assessments
 162 and portfolios with rubrics and other methodologies designed to ensure that students are making adequate
 163 academic progress in the subject area and that the Standards of Learning content is being taught; (b) permit
 164 and encourage integrated assessments that include multiple subject areas; and (c) emphasize collaboration
 165 between teachers to administer and substantiate the assessments and the professional development of teachers
 166 to enable them to make the best use of alternative assessments.

167 Local school divisions shall provide targeted mathematics remediation and intervention to students in
 168 grades six through eight who show computational deficiencies as demonstrated by their individual
 169 performance on any diagnostic test or grade-level Standards of Learning mathematics test that measures non-
 170 calculator computational skills.

171 The Department shall award recovery credit to any student in grades three through eight who performs
 172 below grade level on a Standards of Learning assessment in English reading or mathematics, receives
 173 remediation, and subsequently retakes and performs at or above grade level on such an assessment, including
 174 any such student who subsequently retakes such an assessment on an expedited basis.

175 In addition, to assess the educational progress of students, the Board shall (1) develop appropriate
 176 assessments, which may include criterion-referenced tests and other assessment instruments that may be used
 177 by classroom teachers; (2) select appropriate industry certification and state licensure examinations; and (3)
 178 prescribe and provide measures, which may include nationally normed tests to be used to identify students
 179 who score in the bottom quartile at selected grade levels.

180 The Standards of Learning requirements, including all related assessments, shall be waived for any
 181 student awarded a scholarship under the Brown v. Board of Education Scholarship Program, pursuant to §

182 30-231.2, who is enrolled in a preparation program for a high school equivalency examination approved by
183 the Board or in an adult basic education program or an adult secondary education program to obtain the high
184 school diploma or a high school equivalency certificate.

185 The Department shall develop processes for informing school divisions of changes in the Standards of
186 Learning.

187 The Board may adopt special provisions related to the administration and use of any Standards of
188 Learning test or tests in a content area as applied to accreditation ratings for any period during which the
189 Standards of Learning content or assessments in that area are being revised and phased in. Prior to statewide
190 administration of such tests, the Board shall provide notice to local school boards regarding such special
191 provisions.

192 The Board shall not include in its calculation of the passage rate for a Standards of Learning assessment or
193 the level of achievement of the Standards of Learning objectives for an individual student growth assessment
194 for the purposes of state accountability any student whose parent has decided to not have his child take such
195 Standards of Learning assessment, unless such exclusions would result in the school's not meeting any
196 required state or federal participation rate.

197 D. The Board may pursue all available civil remedies pursuant to § 22.1-19.1 or administrative action
198 pursuant to § 22.1-292.1 for breaches in test security and unauthorized alteration of test materials or test
199 results.

200 The Board may initiate or cause to be initiated a review or investigation of any alleged breach in security,
201 unauthorized alteration, or improper administration of tests, including the exclusion of students from testing
202 who are required to be assessed, by local school board employees responsible for the distribution or
203 administration of the tests.

204 Records and other information furnished to or prepared by the Board during the conduct of a review or
205 investigation may be withheld pursuant to subdivision 10 of § 2.2-3705.3. However, this section shall not
206 prohibit the disclosure of records to (i) a local school board or division superintendent for the purpose of
207 permitting such board or superintendent to consider or to take personnel action with regard to an employee or
208 (ii) any requester, after the conclusion of a review or investigation, in a form that (a) does not reveal the
209 identity of any person making a complaint or supplying information to the Board on a confidential basis and
210 (b) does not compromise the security of any test mandated by the Board. Any local school board or division
211 superintendent receiving such records or other information shall, upon taking personnel action against a
212 relevant employee, place copies of such records or information relating to the specific employee in such
213 person's personnel file.

214 Notwithstanding any other provision of state law, no test or examination authorized by this section,
215 including the Standards of Learning assessments, shall be released or required to be released as minimum
216 competency tests, if, in the judgment of the Board, such release would breach the security of such test or
217 examination or deplete the bank of questions necessary to construct future secure tests.

218 E. With such funds as may be appropriated, the Board may provide, through an agreement with vendors
219 having the technical capacity and expertise to provide computerized tests and assessments, and test
220 construction, analysis, and security, for (i) web-based computerized tests and assessments, including
221 computer-adaptive Standards of Learning assessments, for the evaluation of student progress during and after
222 remediation and (ii) the development of a remediation item bank directly related to the Standards of Learning.

223 F. To assess the educational progress of students as individuals and as groups, each local school board
224 shall require the use of Standards of Learning assessments, alternative assessments, and other relevant data,
225 such as industry certification and state licensure examinations, to evaluate student progress and to determine
226 educational performance. Each local school shall require the administration of appropriate assessments to
227 students, which may include criterion-referenced tests and teacher-made tests and shall include the Standards
228 of Learning assessments, the local school board's alternative assessments, and the National Assessment of
229 Educational Progress state-by-state assessment. Each school board shall provide teachers, parents, principals,
230 and other school leaders with their students' results on any Standards of Learning assessment or Virginia
231 Alternate Assessment Program assessment as soon as practicable after the assessment is administered. Each
232 school board shall analyze and report annually, in compliance with any criteria that may be established by the
233 Board, the results from industry certification examinations and the Standards of Learning assessments to the
234 public.

235 The Board shall include requirements for the reporting of the Standards of Learning assessment data,
236 regardless of accreditation frequency, as part of the Board's requirements relating to the School Performance
237 Report Card. Such scores shall be disaggregated for each school by student subgroups on the Virginia
238 assessment program as appropriate and shall be reported to the public within three months of their receipt.
239 These reports (i) shall be posted on the portion of the Department's website relating to the School
240 Performance Report Card, in a format and in a manner that allows year-to-year comparisons, and (ii) may
241 include the National Assessment of Educational Progress state-by-state assessment.

242 G. Each local school division superintendent shall regularly review the division's submission of data and

243 reports required by state and federal law and regulations to ensure that all information is accurate and
244 submitted in a timely fashion. The Superintendent shall provide a list of the required reports and data to
245 division superintendents annually. The status of compliance with this requirement shall be included in the
246 Board's annual report to the Governor and the General Assembly as required by § 22.1-18.

247 H. Any school board may request the Board for release from state regulations or, on behalf of one or more
248 of its schools, for approval of an Individual School Accreditation Plan for the evaluation of the performance
249 of one or more of its schools as authorized for certain other schools by the Standards for Accreditation
250 pursuant to 8VAC20-131-280 C of the Virginia Administrative Code. Waivers of regulatory requirements
251 may be granted by the Board based on submission of a request from the division superintendent and chairman
252 of the local school board. The Board may grant, for a period up to five years, a waiver of regulatory
253 requirements that are not (i) mandated by state or federal law or (ii) designed to promote health or safety. The
254 school board shall provide in its waiver request a description of how the releases from state regulations are
255 designed to increase the quality of instruction and improve the achievement of students in the affected school
256 or schools. The Department shall provide (a) guidance to any local school division that requests releases from
257 state regulations and (b) information about opportunities to form partnerships with other agencies or entities
258 to any local school division in which the school or schools granted releases from state regulations have
259 demonstrated improvement in the quality of instruction and the achievement of students.

260 The Board may also grant local school boards waivers of specific requirements in § 22.1-253.13:2, based
261 on submission of a request from the division superintendent and chairman of the local school board,
262 permitting the local school board to assign instructional personnel to the schools with the greatest needs, so
263 long as the school division employs a sufficient number of personnel divisionwide to meet the total number
264 required by § 22.1-253.13:2 and all pupil/teacher ratios and class size maximums set forth in subsection C of
265 § 22.1-253.13:2 are met. The school board shall provide in its request a description of how the waivers from
266 specific Standards of Quality staffing standards are designed to increase the quality of instruction and
267 improve the achievement of students in the affected school or schools. The waivers may be renewed in up to
268 five-year increments, or revoked, based on student achievement results in the affected school or schools.

269 *I. The Board shall, on or before July 1, 2025, create and maintain the Virginia Parent Data Portal (the*
270 *Portal). The Board shall:*

271 *1. Ensure that the Portal:*
272 *a. Displays and updates within 45 days of a state assessment window closing for each state-supported*
273 *assessment (i) individualized student assessment data on all state-supported assessments in a format that*
274 *shows both current and cumulative data over time; (ii) a comparison of a student's performance on each*
275 *state-supported assessment with the performance of the student's school, the student's school division, and the*
276 *Commonwealth; and (iii) guidance to support parents to understand and address the specific academic needs*
277 *of their student based on their state-supported assessment results;*

278 *b. Provides (i) a description of the purpose of each state-supported assessment and (ii) an explanation of*
279 *how to interpret student data on each state-supported assessment;*

280 *c. Is viewable from a mobile device in addition to a desktop computer;*

281 *d. Includes language translation to the extent practicable and accessibility features to ensure universal*
282 *access;*

283 *e. Complies with relevant privacy standards, including §§ 2.2-3802 and 22.1-287.02 and 20 U.S.C. §*
284 *1232g;*

285 *f. Leverages existing school division user management to restrict user access to students and their parents*
286 *as defined in § 22.1-1; and*

287 *g. Is compatible with each local school division student information system to enable direct integration of*
288 *state-supported assessment data into local school division parent portals; and*

289 *2. To support implementation of the Portal:*

290 *a. Provide guidance regarding governance of the Portal, including authorized users, user roles, data*
291 *security, and division-level user management; and*

292 *b. Establish a parent portal advisory committee consisting of parents of public school students*
293 *representing different grade levels, various regions of the Commonwealth and local school divisions, and*
294 *schools with Title I status for the purpose of providing to the Board regular feedback on the development and*
295 *implementation of the Portal.*

296 **§ 22.1-253.13:5. (For effective date, see Acts 2022, cc. 549, 550, cl. 2) Standard 5. Quality of**
297 **classroom instruction and educational leadership.**

298 A. Each member of the Board shall participate in high-quality professional development programs on
299 personnel, curriculum and current issues in education as part of his service on the Board.

300 B. Consistent with the finding that leadership is essential for the advancement of public education in the
301 Commonwealth, teacher, principal, and superintendent evaluations shall be consistent with the performance
302 standards included in the Guidelines for Uniform Performance Standards and Evaluation Criteria for
303 Teachers, Principals, and Superintendents. Evaluations shall include student academic progress as a

304 significant component and an overall summative rating. Teacher evaluations shall include regular observation
305 and evidence that instruction is aligned with the school's curriculum. Evaluations shall include identification
306 of areas of individual strengths and weaknesses and recommendations for appropriate professional activities.
307 Evaluations shall include an evaluation of cultural competency.

308 C. The Board shall provide guidance on high-quality professional development for (i) teachers, principals,
309 supervisors, division superintendents, and other school staff; (ii) principals, supervisors, and division
310 superintendents in the evaluation and documentation of teacher and principal performance based on student
311 academic progress and the skills and knowledge of such instructional or administrative personnel; (iii) school
312 board members on personnel, curriculum and current issues in education; (iv) teachers of the blind and
313 visually impaired, in cooperation with the Virginia Department for the Blind and Vision Impaired, in Braille;
314 (v) any individual with an endorsement in early/primary education preschool through grade three, elementary
315 education preschool through grade six, special education general curriculum kindergarten through grade 12,
316 special education deaf and hard of hearing preschool through grade 12, special education blindness/visual
317 impairments preschool through grade 12, or English as a second language preschool through grade 12, or as a
318 reading specialist that builds proficiency in science-based reading research and evidence-based literacy
319 instruction; (vi) each teacher with an endorsement in middle education grades six through eight who teaches
320 English that builds proficiency in evidence-based literacy instruction and science-based reading research; ~~and~~
321 (vii) each middle school principal and teacher with an endorsement in middle education grades six through
322 eight who teaches mathematics, science, or history and social science that builds an awareness of evidence-
323 based literacy instruction and science-based reading research; *and (viii) principals and teachers in*
324 *encouraging and supporting parents to engage with, understand, and interpret their student's assessment*
325 *data for state-supported assessments available through the Virginia Parent Data Portal pursuant to*
326 *subsection I of § 22.1-253.13:3 to take action to support their student's learning.*

327 The Board shall also provide technical assistance on high-quality professional development to local
328 school boards designed to ensure that all instructional personnel are proficient in the use of educational
329 technology consistent with its comprehensive plan for educational technology.

330 The Department shall provide technical assistance, including literacy coaching, to local school divisions
331 to provide professional development in science-based reading research and evidence-based literacy
332 instruction for students in kindergarten through grade eight. The Department shall also create a list of
333 professional development programs aligned with science-based reading research and evidence-based literacy
334 instruction that includes programs that provide training in dyslexia for reading specialists as required by
335 subsection G of § 22.1-253.13:2. The list shall be approved by the Board. The Department shall provide
336 resources to local school divisions to ensure that each division is able to provide professional development to
337 teachers and reading specialists listed in subdivision E 2 in one of the programs enumerated in the list
338 approved by the Board pursuant to this subdivision and that such professional development is provided at no
339 cost to the teachers and reading specialists.

340 *The Department shall develop professional development for principals and teachers in encouraging and*
341 *supporting parents to engage with, understand, and interpret their student's assessment data for state-*
342 *supported assessments available through the Virginia Parent Data Portal pursuant to subsection I of § 22.1-*
343 *253.13:3 to take action to support their student's learning. The Department shall provide accompanying*
344 *technical assistance to local school boards to provide such professional development.*

345 D. Each local school board shall require (i) its members to participate annually in high-quality
346 professional development activities at the state, local, or national levels on governance, including, but not
347 limited to, personnel policies and practices; the evaluation of personnel, curriculum, and instruction; use of
348 data in planning and decision making; and current issues in education as part of their service on the local
349 board and (ii) the division superintendent to participate annually in high-quality professional development
350 activities at the local, state, or national levels, including the Standards of Quality, Board regulations, and the
351 Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Principals, and
352 Superintendents.

353 E. Each local school board shall provide a program of high-quality professional development (i) in the use
354 and documentation of performance standards and evaluation criteria based on student academic progress and
355 skills for teachers, principals, and superintendents to clarify roles and performance expectations and to
356 facilitate the successful implementation of instructional programs that promote student achievement at the
357 school and classroom levels; (ii) as part of the license renewal process, to assist teachers and principals in
358 acquiring the skills needed to work with gifted students, students with disabilities, and students who have
359 been identified as having limited English proficiency and to increase student achievement and expand the
360 knowledge and skills students require to meet the standards for academic performance set by the Board; (iii)
361 in educational technology for all instructional personnel which is designed to facilitate integration of
362 computer skills and related technology into the curricula; and (iv) for principals and supervisors designed to
363 increase proficiency in instructional leadership and management, including training in the evaluation and
364 documentation of teacher and principal performance based on student academic progress and the skills and

365 knowledge of such instructional or administrative personnel.

366 In addition, each local school board shall provide:

367 1. Teachers and principals with high-quality professional development programs each year in ~~(a)~~ (i)
368 instructional content; ~~(b)~~ (ii) the preparation of tests and other assessment measures; ~~(c)~~ (iii) methods for
369 assessing the progress of individual students, including Standards of Learning assessment materials or other
370 criterion-referenced tests that match locally developed objectives; ~~(d)~~ (iv) instruction and remediation
371 techniques in English, mathematics, science, and history and social science; ~~(e)~~ (v) interpreting test data for
372 instructional purposes; ~~(f)~~ (vi) *encouraging and supporting parents to engage with, understand, and interpret*
373 *their student's assessment data for state-supported assessments available through the Virginia Parent Data*
374 *Portal pursuant to subsection I of § 22.1-253.13:3 to take action to support their student's learning; (vii)*
375 *technology applications to implement the Standards of Learning; and ~~(g)~~ (viii) effective classroom*
376 *management;*

377 2. High-quality professional development and training in science-based reading research and evidence-
378 based literacy instruction, from the list developed and the resources provided by the Department pursuant to
379 subsection C or an alternative program that consists of evidence-based literacy instruction and aligns with
380 science-based reading research approved by the Department, for each elementary school principal and each
381 teacher with an endorsement in early/primary education preschool through grade three, elementary education
382 preschool through grade six, special education general curriculum kindergarten through grade 12, special
383 education deaf and hard of hearing preschool through grade 12, special education blindness/visual
384 impairments preschool through grade 12, or English as a second language preschool through grade 12, or as a
385 reading specialist that builds proficiency in evidence-based literacy instruction and science-based reading
386 research in order to aid in the licensure renewal process for such individuals; and

387 3. High-quality professional development and training in science-based reading research and evidence-
388 based literacy instruction, from the list developed and the resources provided by the Department pursuant to
389 subsection C, or an alternative program that consists of evidence-based literacy instruction and aligns with
390 science-based reading research approved by the Department, for (i) each teacher with an endorsement in
391 middle education grades six through eight who teaches English that builds proficiency in evidence-based
392 literacy instruction and science-based reading research and (ii) each middle school principal and teacher with
393 an endorsement in middle education grades six through eight who teaches mathematics, science, or history
394 and social science that builds an awareness of evidence-based literacy instruction and science-based reading
395 research.

396 F. Schools and school divisions shall include as an integral component of their comprehensive plans
397 required by § 22.1-253.13:6, high-quality professional development programs that support the recruitment,
398 employment, and retention of qualified teachers and principals. Each school board shall require all
399 instructional personnel to participate each year in these professional development programs.

400 G. Each local school board shall annually review its professional development program for quality,
401 effectiveness, participation by instructional personnel, and relevancy to the instructional needs of teachers
402 and the academic achievement needs of the students in the school division.