

1 VIRGINIA ACTS OF ASSEMBLY — CHAPTER

2 *An Act to amend the Code of Virginia by adding a section numbered 22.1-207.9, relating to school boards;*
 3 *certain advanced or accelerated mathematics opportunities; policies and criteria for enrollment; data*
 4 *reporting.*

5 [H 2686]

6 Approved

7 **Be it enacted by the General Assembly of Virginia:**8 **1. That the Code of Virginia is amended by adding a section numbered 22.1-207.9 as follows:**9 **§ 22.1-207.9. *Certain advanced or accelerated mathematics opportunities; policies and criteria for***
 10 ***enrollment; data reporting.***11 *A. Each school board shall develop and adopt a policy that sets forth the criteria for students in grades*
 12 *five through eight to be eligible to enroll in advanced or accelerated mathematics. Such policy shall, at*
 13 *minimum:*14 *1. Require any student enrolled in the local school division in grades five through eight who earns a scale*
 15 *score on the end-of-year Standards of Learning mathematics assessment that is in the statewide, grade-level*
 16 *upper quartile to be automatically enrolled in advanced or accelerated mathematics during the following*
 17 *school year, provided that such class or course is offered and available;*18 *2. Require that parents be afforded the opportunity to opt their child out of any automatic enrollment*
 19 *otherwise required pursuant to subdivision 1;*20 *3. Establish multiple additional pathways to enrollment in advanced or accelerated mathematics such as*
 21 *teacher recommendations, parental recommendations, student preference, or student aptitude as*
 22 *demonstrated through other means of evaluation such as grades, other standardized testing, portfolios, or*
 23 *observation; and*24 *4. Require that the parents of each student in grades five through eight be annually notified of (i) the*
 25 *criteria and process for enrollment in advanced or accelerated mathematics, including automatic enrollment*
 26 *and parental opt-out, as set forth in the policy, (ii) the importance of middle school mathematics coursework,*
 27 *(iii) the impact of middle school mathematics coursework on the high school mathematics coursework*
 28 *sequence, and (iv) the mathematics courses available within the school division.*29 *B. Each school board shall annually collect and submit to the Department:*30 *1. Division-wide data, data by school, and data by grade level, disaggregated by student subgroup based*
 31 *on gender, race, family income, special education status, English language learner status, and gifted status,*
 32 *on (i) the number and percentage of students in grades five through eight who earned a scale score in the*
 33 *upper quartile on the end-of-year Standards of Learning mathematics assessment and who enrolled in*
 34 *advanced or accelerated mathematics in the following school year, (ii) the number and percentage of*
 35 *students in grades five through eight who earned a scale score in the upper quartile on the end-of-year*
 36 *Standards of Learning mathematics assessment but whose parents exercised the option to exclude the student*
 37 *from advanced or accelerated mathematics in the following school year, and (iii) the number and percentage*
 38 *of students in grades five through eight who did not earn a scale score in the upper quartile on the end-of-*
 39 *year Standards of Learning mathematics assessment but who enrolled in advanced or accelerated*
 40 *mathematics in the following school year; and*41 *2. The end-of-year Standards of Learning mathematics assessment scale score earned in the following*
 42 *school year by each student described in subdivision 1.*43 *C. The Department shall post publicly in an easily accessible location and format on its website all data*
 44 *received pursuant to subsection B.*