

SENATE BILL NO. 72

AMENDMENT IN THE NATURE OF A SUBSTITUTE

(Proposed by the Senate Committee on Education and Health

on \_\_\_\_\_)

(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

26 and phonemic awareness, alphabetic principle, phonics, spelling, and text reading fluency; and (iv) are  
27 able to be differentiated in order to meet the individual needs of students.

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

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

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

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

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

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

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

50 "Superintendent" means the Superintendent of Public Instruction.

51 **§ 22.1-253.13:3. Standard 3. Accreditation, other standards, assessments, and releases from**  
52 **state regulations.**

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

61           The Board shall promulgate regulations establishing standards for accreditation of public virtual  
62 schools under the authority of the local school board that enroll students full time.

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

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

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

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

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

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

101           B. The Superintendent shall develop, subject to revision by the Board, criteria for determining and  
102 recognizing educational performance in the Commonwealth's local school divisions and public schools.  
103 The portion of such criteria that measures individual student growth shall become an integral part of the  
104 accreditation process for schools in which any grade level in the grade three through eight range is taught.  
105 The Superintendent shall annually report to the Board on the accreditation status of all school divisions  
106 and schools. Such report shall include an analysis of the strengths and weaknesses of public education

107 programs in the various school divisions in Virginia and recommendations to the General Assembly for  
108 further enhancing student learning uniformly across the Commonwealth. In recognizing educational  
109 performance and individual student growth in the school divisions, the Board shall include consideration  
110 of special school division accomplishments, such as numbers of dual enrollments and students in  
111 Advanced Placement and International Baccalaureate courses, and participation in academic year  
112 Governor's Schools.

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

118 C. With such funds as are available for this purpose, the Board shall prescribe assessment methods  
119 to determine the level of achievement of the Standards of Learning objectives by all students. Such  
120 assessments shall evaluate knowledge, application of knowledge, critical thinking, and skills related to the  
121 Standards of Learning being assessed. The Board shall, with the assistance of independent testing experts,  
122 conduct a regular analysis and validation process for these assessments. In lieu of a one-time end-of-year  
123 assessment, the Board shall establish, for the purpose of providing measures of individual student growth  
124 over the course of the school year, a through-year growth assessment system, aligned with the Standards  
125 of Learning, for the administration of reading and mathematics assessments in grades three through eight.  
126 Such through-year growth assessment system shall include at least one beginning-of-year, one mid-year,  
127 and one end-of-year assessment in order to provide individual student growth scores over the course of  
128 the school year, but the total time scheduled for taking all such assessments shall not exceed 150 percent  
129 of the time scheduled for taking a single end-of-year proficiency assessment. The Department shall ensure  
130 adequate training for teachers and principals on how to interpret and use student growth data from such  
131 assessments to improve reading and mathematics instruction in grades three through eight throughout the  
132 school year. With such funds and content as are available for such purpose, such through-year growth

133 assessment system shall provide accurate measurement of a student's performance, through computer  
134 adaptive technology, using test items at, below, and above the student's grade level as necessary.

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

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

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

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

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

156 The Standards of Learning assessments administered to students in grades three through eight shall  
157 not exceed (i) reading and mathematics in grades three and four; (ii) reading, mathematics, and science in  
158 grade five; (iii) reading and mathematics in grades six and seven; (iv) reading, writing, and mathematics  
159 in grade eight; (v) science after the student receives instruction in the grade six science, life science, and

160 physical science Standards of Learning and before the student completes grade eight; and (vi) Virginia  
161 Studies and Civics and Economics once each at the grade levels deemed appropriate by each local school  
162 board. The reading and mathematics assessments administered to students in grades three through eight  
163 shall be through-year growth assessments.

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

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

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

183 In addition, to assess the educational progress of students, the Board shall (1) develop appropriate  
184 assessments, which may include criterion-referenced tests and other assessment instruments that may be  
185 used by classroom teachers; (2) select appropriate industry certification and state licensure examinations;

186 and (3) prescribe and provide measures, which may include nationally normed tests to be used to identify  
187 students who score in the bottom quartile at selected grade levels.

188 The Standards of Learning requirements, including all related assessments, shall be waived for any  
189 student awarded a scholarship under the Brown v. Board of Education Scholarship Program, pursuant to  
190 § 30-231.2, who is enrolled in a preparation program for a high school equivalency examination approved  
191 by the Board or in an adult basic education program or an adult secondary education program to obtain  
192 the high school diploma or a high school equivalency certificate.

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

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

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

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

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



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

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

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

232 F. To assess the educational progress of students as individuals and as groups, each local school  
233 board shall require the use of Standards of Learning assessments, alternative assessments, and other  
234 relevant data, such as industry certification and state licensure examinations, to evaluate student progress  
235 and to determine educational performance. Each local school shall require the administration of  
236 appropriate assessments to students, which may include criterion-referenced tests and teacher-made tests  
237 and shall include the Standards of Learning assessments, the local school board's alternative assessments,  
238 and the National Assessment of Educational Progress state-by-state assessment. Each school board shall

239 provide teachers, parents, principals, and other school leaders with their students' results on any Standards  
240 of Learning assessment or Virginia Alternate Assessment Program assessment as soon as practicable after  
241 the assessment is administered. Each school board shall analyze and report annually, in compliance with  
242 any criteria that may be established by the Board, the results from industry certification examinations and  
243 the Standards of Learning assessments to the public.

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

251 G. Each local school division superintendent shall regularly review the division's submission of  
252 data and reports required by state and federal law and regulations to ensure that all information is accurate  
253 and submitted in a timely fashion. The Superintendent shall provide a list of the required reports and data  
254 to division superintendents annually. The status of compliance with this requirement shall be included in  
255 the Board's annual report to the Governor and the General Assembly as required by § 22.1-18.

256 H. Any school board may request the Board for release from state regulations or, on behalf of one  
257 or more of its schools, for approval of an Individual School Accreditation Plan for the evaluation of the  
258 performance of one or more of its schools as authorized for certain other schools by the Standards for  
259 Accreditation pursuant to 8VAC20-131-280 C of the Virginia Administrative Code. Waivers of regulatory  
260 requirements may be granted by the Board based on submission of a request from the division  
261 superintendent and chairman of the local school board. The Board may grant, for a period up to five years,  
262 a waiver of regulatory requirements that are not (i) mandated by state or federal law or (ii) designed to  
263 promote health or safety. The school board shall provide in its waiver request a description of how the  
264 releases from state regulations are designed to increase the quality of instruction and improve the  
265 achievement of students in the affected school or schools. The Department shall provide (a) guidance to

266 any local school division that requests releases from state regulations and (b) information about  
267 opportunities to form partnerships with other agencies or entities to any local school division in which the  
268 school or schools granted releases from state regulations have demonstrated improvement in the quality  
269 of instruction and the achievement of students.

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

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

282 1. Ensure that the Portal:

283 a. Displays and updates within 45 days of a state assessment window closing for each state-  
284 supported assessment (i) individualized student assessment data on all state-supported assessments in a  
285 format that shows both current and cumulative data over time; (ii) a comparison of a student's performance  
286 on each state-supported assessment with the performance of the student's school, the student's school  
287 division, and the Commonwealth; and (iii) guidance to support parents to understand and address the  
288 specific academic needs of their student based on their state-supported assessment results;

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

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

292 d. Includes language translation to the extent practicable and accessibility features to ensure  
293 universal access;

294 e. Complies with relevant privacy standards, including §§ 2.2-3802 and 22.1-287.02 and 20 U.S.C.  
295 § 1232g;

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

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

300 2. To support implementation of the Portal:

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

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

307 **§ 22.1-253.13:5. (For effective date, see Acts 2022, cc. 549, 550, cl. 2) Standard 5. Quality of**  
308 **classroom instruction and educational leadership.**

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

311 B. Consistent with the finding that leadership is essential for the advancement of public education  
312 in the Commonwealth, teacher, principal, and superintendent evaluations shall be consistent with the  
313 performance standards included in the Guidelines for Uniform Performance Standards and Evaluation  
314 Criteria for Teachers, Principals, and Superintendents. Evaluations shall include student academic  
315 progress as a significant component and an overall summative rating. Teacher evaluations shall include  
316 regular observation and evidence that instruction is aligned with the school's curriculum. Evaluations shall  
317 include identification of areas of individual strengths and weaknesses and recommendations for  
318 appropriate professional activities. Evaluations shall include an evaluation of cultural competency.

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

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

342 The Department shall provide technical assistance, including literacy coaching, to local school  
343 divisions to provide professional development in science-based reading research and evidence-based  
344 literacy instruction for students in kindergarten through grade eight. The Department shall also create a  
345 list of professional development programs aligned with science-based reading research and evidence-

346 based literacy instruction that includes programs that provide training in dyslexia for reading specialists  
347 as required by subsection G of § 22.1-253.13:2. The list shall be approved by the Board. The Department  
348 shall provide resources to local school divisions to ensure that each division is able to provide professional  
349 development to teachers and reading specialists listed in subdivision E 2 in one of the programs  
350 enumerated in the list approved by the Board pursuant to this subdivision and that such professional  
351 development is provided at no cost to the teachers and reading specialists.

352 The Department shall develop professional development for principals and teachers in encouraging  
353 and supporting parents to engage with, understand, and interpret their student's assessment data for state-  
354 supported assessments available through the Virginia Parent Data Portal pursuant to subsection I of §  
355 22.1-253.13:3 to take action to support their student's learning. The Department shall provide  
356 accompanying technical assistance to local school boards to provide such professional development.

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

365 E. Each local school board shall provide a program of high-quality professional development (i)  
366 in the use and documentation of performance standards and evaluation criteria based on student academic  
367 progress and skills for teachers, principals, and superintendents to clarify roles and performance  
368 expectations and to facilitate the successful implementation of instructional programs that promote student  
369 achievement at the school and classroom levels; (ii) as part of the license renewal process, to assist teachers  
370 and principals in acquiring the skills needed to work with gifted students, students with disabilities, and  
371 students who have been identified as having limited English proficiency and to increase student  
372 achievement and expand the knowledge and skills students require to meet the standards for academic

373 performance set by the Board; (iii) in educational technology for all instructional personnel which is  
374 designed to facilitate integration of computer skills and related technology into the curricula; and (iv) for  
375 principals and supervisors designed to increase proficiency in instructional leadership and management,  
376 including training in the evaluation and documentation of teacher and principal performance based on  
377 student academic progress and the skills and knowledge of such instructional or administrative personnel.

378 In addition, each local school board shall provide:

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

389 2. High-quality professional development and training in science-based reading research and  
390 evidence-based literacy instruction, from the list developed and the resources provided by the Department  
391 pursuant to subsection C or an alternative program that consists of evidence-based literacy instruction and  
392 aligns with science-based reading research approved by the Department, for each elementary school  
393 principal and each teacher with an endorsement in early/primary education preschool through grade three,  
394 elementary education preschool through grade six, special education general curriculum kindergarten  
395 through grade 12, special education deaf and hard of hearing preschool through grade 12, special education  
396 blindness/visual impairments preschool through grade 12, or English as a second language preschool  
397 through grade 12, or as a reading specialist that builds proficiency in evidence-based literacy instruction  
398 and science-based reading research in order to aid in the licensure renewal process for such individuals;  
399 and

