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## SENATE BILL NO. 1218

## AMENDMENT IN THE NATURE OF A SUBSTITUTE

(Proposed by the Senate Committee on Education and Health)

(Patrons Prior to Substitute—Senators Newman, Sturtevant [SB 1525], and Suetterlein [SB 1585])

Senate Amendments in [ ] — February 5, 2019

A BILL to amend and reenact §§ 22.1-253.13:3 and 22.1-253.13:4 of the Code of Virginia, relating to public high schools; Standards of Learning assessments.

**Be it enacted by the General Assembly of Virginia:**

**1. That §§ 22.1-253.13:3 and 22.1-253.13:4 of the Code of Virginia are amended and reenacted as follows:**

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

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

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

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

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

Each local school board shall maintain schools that are fully accredited pursuant to the standards for accreditation as prescribed by the Board of Education. Each local school board shall report the accreditation status of all schools in the local school division annually in public session. Within the time specified by the Board of Education, each school board shall submit corrective action plans for any schools within its school division that have been designated as not meeting the standards as approved by the Board.

When the Board of Education determines through the school academic review process that the failure of schools within a division to achieve full accreditation status is related to division-level failure to implement the Standards of Quality or other division-level action or inaction, the Board may require a division-level academic review. After the conduct of such review and within the time specified by the Board of Education, each school board shall submit to the Board for approval a corrective action plan, consistent with criteria established by the Board setting forth specific actions and a schedule designed to ensure that schools within its school division achieve full accreditation status. If the Board determines that the proposed corrective action plan is not sufficient to enable all schools within the division to achieve full accreditation, the Board may return the plan to the local school board with directions to submit an amended plan pursuant to Board guidance. Such corrective action plans shall be part of the relevant school division's comprehensive plan pursuant to § 22.1-253.13:6.

With such funds as are appropriated or otherwise received for this purpose, the Board shall adopt and implement an academic review process, to be conducted by the Department of Education, to assist schools that are accredited with warning. The Department shall forward a report of each academic review to the relevant local school board, and such school board shall report the results of such academic review and the required annual progress reports in public session. The local school board shall implement any actions identified through the academic review and utilize them for improvement planning.

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60 B. The Superintendent of Public Instruction shall develop and the Board of Education shall approve  
61 criteria for determining and recognizing educational performance in the Commonwealth's public school  
62 divisions and schools. Such criteria, when approved, shall become an integral part of the accreditation  
63 process and shall include student outcome measurements. The Superintendent of Public Instruction shall  
64 annually report to the Board on the accreditation status of all school divisions and schools. Such report  
65 shall include an analysis of the strengths and weaknesses of public education programs in the various  
66 school divisions in Virginia and recommendations to the General Assembly for further enhancing student  
67 learning uniformly across the Commonwealth. In recognizing educational performance in the school  
68 divisions, the Board shall include consideration of special school division accomplishments, such as  
69 numbers of dual enrollments and students in Advanced Placement and International Baccalaureate  
70 courses, and participation in academic year Governor's Schools.

71 The Superintendent of Public Instruction shall assist local school boards in the implementation of  
72 action plans for increasing educational performance in those school divisions and schools that are  
73 identified as not meeting the approved criteria. The Superintendent of Public Instruction shall monitor  
74 the implementation of and report to the Board of Education on the effectiveness of the corrective actions  
75 taken to improve the educational performance in such school divisions and schools.

76 C. With such funds as are available for this purpose, the Board of Education shall prescribe  
77 assessment methods to determine the level of achievement of the Standards of Learning objectives by all  
78 students. Such assessments shall evaluate knowledge, application of knowledge, critical thinking, and  
79 skills related to the Standards of Learning being assessed. The Board shall, with the assistance of  
80 independent testing experts, conduct a regular analysis and validation process for these assessments. The  
81 Department of Education shall make available to school divisions Standards of Learning assessments  
82 typically administered by the middle and high schools by December 1 of the school year in which such  
83 assessments are to be administered or when newly developed assessments are available, whichever is  
84 later.

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

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

92 The Board shall include in the student outcome measures that are required by the Standards for  
93 Accreditation end-of-course or end-of-grade assessments for various grade levels and classes, including  
94 the completion of the alternative assessments implemented by each local school board, in accordance  
95 with the Standards of Learning. These assessments shall include end-of-course or end-of-grade tests for  
96 English, mathematics, science, and history and social science and may be integrated to include multiple  
97 subject areas.

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

103 The Standards of Learning assessments administered to students in grades three through eight shall  
104 not exceed (a) (i) reading and mathematics in grades three and four; (b) (ii) reading, mathematics, and  
105 science in grade five; (c) (iii) reading and mathematics in grades six and seven; (d) (iv) reading, writing,  
106 and mathematics in grade eight; (e) (v) science after the student receives instruction in the grade six  
107 science, life science, and physical science Standards of Learning and before the student completes grade  
108 eight; and (f) (vi) Virginia Studies and Civics and Economics once each at the grade levels deemed  
109 appropriate by each local school board.

110 *The end-of-course Standards of Learning assessments administered to students in grades nine  
111 through 12 shall include reading, writing, mathematics, biology, and Virginia and U.S. history. Each  
112 such Standards of Learning assessment shall consist of a Board-developed end-of-course assessment and  
113 shall not be a performance-based assessment. The end-of-course writing assessment shall include a  
114 writing sample.*

115 Each school board shall annually certify that it has provided instruction and administered an  
116 alternative assessment, consistent with Board guidelines, to students (a) in grades three through eight in  
117 each Standards of Learning subject area in which a Standards of Learning assessment was not  
118 administered during the school year and (b) enrolled in a high school course in mathematics, science, or  
119 history and social science for which an end-of-course Standards of Learning assessment was  
120 administered prior to July 1, 2019 [ , and was subsequently eliminated by the Board ] . Such guidelines  
121 shall (1) incorporate options for age-appropriate, authentic performance assessments and portfolios with

rubrics and other methodologies designed to ensure that students are making adequate academic progress in the subject area and that the Standards of Learning content is being taught; (2) permit and encourage integrated assessments that include multiple subject areas; and (3) emphasize collaboration between teachers to administer and substantiate the assessments and the professional development of teachers to enable them to make the best use of alternative assessments. *The Department of Education shall perform reviews on such locally administered alternative assessments for high school courses. Such reviews shall meet criteria designed to support comparability of assessments across school divisions and years.*

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

The Department of Education shall award recovery credit to any student in grades three through eight who fails a Standards of Learning assessment in English reading or mathematics, receives remediation, and subsequently retakes and passes such an assessment, including any such student who subsequently retakes such an assessment on an expedited basis.

In addition, to assess the educational progress of students, the Board of Education shall (A) develop appropriate assessments, which may include criterion-referenced tests and other assessment instruments that may be used by classroom teachers; (B) select appropriate industry certification and state licensure examinations; and (C) prescribe and provide measures, which may include nationally normed tests to be used to identify students who score in the bottom quartile at selected grade levels. An annual justification that includes evidence that the student meets the participation criteria defined by the Virginia Department of Education shall be provided for each student considered for the Virginia Grade Level Alternative. Each Individual Education Program team shall review such justification and make the final determination as to whether or not the Virginia Grade Level Alternative is appropriate for the student. The superintendent and the school board chairman shall certify to the Board of Education, as a part of certifying compliance with the Standards of Quality, that there is a justification in the Individual Education Program for every student who takes the Virginia Grade Level Alternative. Compliance with this requirement shall be monitored as a part of the special education monitoring process conducted by the Department of Education. The Board shall report to the Governor and General Assembly in its annual reports pursuant to § 22.1-18 any school division that is not in compliance with this requirement.

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

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

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

The Board of Education shall not include in its calculation of the passage rate of a Standards of Learning assessment for the purposes of state accountability any student whose parent has decided to not have his child take such Standards of Learning assessment, unless such exclusions would result in the school's not meeting any required state or federal participation rate.

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

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

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

183 taking personnel action against a relevant employee, place copies of such records or information relating  
184 to the specific employee in such person's personnel file.

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

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

195 F. To assess the educational progress of students as individuals and as groups, each local school  
196 board shall require the use of Standards of Learning assessments, alternative assessments, and other  
197 relevant data, such as industry certification and state licensure examinations, to evaluate student progress  
198 and to determine educational performance. Each local school shall require the administration of  
199 appropriate assessments to students, which may include criterion-referenced tests and teacher-made tests  
200 and shall include the Standards of Learning assessments, the local school board's alternative assessments,  
201 and the National Assessment of Educational Progress state-by-state assessment. Each school board shall  
202 analyze and report annually, in compliance with any criteria that may be established by the Board of  
203 Education, the results from the Stanford Achievement Test Series, Ninth Edition (Stanford Nine)  
204 assessment, if administered, industry certification examinations, and the Standards of Learning  
205 Assessments to the public.

206 The Board of Education shall not require administration of the Stanford Achievement Test Series,  
207 Ninth Edition (Stanford Nine) assessment, except as may be selected to facilitate compliance with the  
208 requirements for home instruction pursuant to § 22.1-254.1.

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

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

223 H. Any school board may request the Board of Education for release from state regulations or, on  
224 behalf of one or more of its schools, for approval of an Individual School Accreditation Plan for the  
225 evaluation of the performance of one or more of its schools as authorized for certain other schools by  
226 the Standards of Accreditation pursuant to 8VAC20-131-280 C of the Virginia Administrative Code.  
227 Waivers of regulatory requirements may be granted by the Board of Education based on submission of a  
228 request from the division superintendent and chairman of the local school board. The Board of  
229 Education may grant, for a period up to five years, a waiver of regulatory requirements that are not (i)  
230 mandated by state or federal law or (ii) designed to promote health or safety. The school board shall  
231 provide in its waiver request a description of how the releases from state regulations are designed to  
232 increase the quality of instruction and improve the achievement of students in the affected school or  
233 schools. The Department of Education shall provide (a) guidance to any local school division that  
234 requests releases from state regulations and (b) information about opportunities to form partnerships with  
235 other agencies or entities to any local school division in which the school or schools granted releases  
236 from state regulations have demonstrated improvement in the quality of instruction and the achievement  
237 of students.

238 The Board of Education may also grant local school boards waivers of specific requirements in  
239 § 22.1-253.13:2, based on submission of a request from the division superintendent and chairman of the  
240 local school board, permitting the local school board to assign instructional personnel to the schools with  
241 the greatest needs, so long as the school division employs a sufficient number of personnel divisionwide  
242 to meet the total number required by § 22.1-253.13:2 and all pupil/teacher ratios and class size  
243 maximums set forth in subsection C of § 22.1-253.13:2 are met. The school board shall provide in its  
244 request a description of how the waivers from specific Standards of Quality staffing standards are

designed to increase the quality of instruction and improve the achievement of students in the affected school or schools. The waivers may be renewed in up to five-year increments, or revoked, based on student achievement results in the affected school or schools.

**§ 22.1-253.13:4. Standard 4. Student achievement and graduation requirements.**

A. Each local school board shall award diplomas to all secondary school students, including students who transfer from nonpublic schools or from home instruction, who meet the requirements prescribed by the Board of Education and meet such other requirements as may be prescribed by the local school board and approved by the Board of Education. Provisions shall be made to facilitate the transfer and appropriate grade placement of students from other public secondary schools, from nonpublic schools, or from home instruction as outlined in the standards for accreditation. The standards for accreditation shall include provisions relating to the completion of graduation requirements through Virtual Virginia. Further, reasonable accommodation to meet the requirements for diplomas shall be provided for otherwise qualified students with disabilities as needed.

In addition, each local school board may devise, vis-a-vis the award of diplomas to secondary school students, a mechanism for calculating class rankings that takes into consideration whether the student has taken a required class more than one time and has had any prior earned grade for such required class expunged.

Each local school board shall notify the parents of rising eleventh and twelfth grade students of (i) the requirements for graduation pursuant to the standards for accreditation and (ii) the requirements that have yet to be completed by the individual student.

B. Students identified as disabled who complete the requirements of their individualized education programs and meet certain requirements prescribed by the Board pursuant to regulations but do not meet the requirements for any named diploma shall be awarded Applied Studies diplomas by local school boards.

Each local school board shall notify the parent of such students with disabilities who have an individualized education program and who fail to meet the graduation requirements of the student's right to a free and appropriate education to age 21, inclusive, pursuant to Article 2 (§ 22.1-213 et seq.) of Chapter 13.

C. Students who have completed a prescribed course of study as defined by the local school board shall be awarded certificates of program completion by local school boards if they are not eligible to receive a Board of Education-approved diploma.

Each local school board shall provide notification of the right to a free public education for students who have not reached 20 years of age on or before August 1 of the school year, pursuant to Chapter 1 (§ 22.1-1 et seq.), to the parent of students who fail to graduate or who have failed to achieve graduation requirements as provided in the standards for accreditation. If such student who does not graduate or complete such requirements is a student for whom English is a second language, the local school board shall notify the parent of the student's opportunity for a free public education in accordance with § 22.1-5.

D. (From Acts 2016, cc. 720 & 750: The graduation requirements established by the Board of Education pursuant to the provisions of subdivisions D 1, 2, and 3 shall apply to each student who enrolls in high school as (i) a freshman after July 1, 2018; (ii) a sophomore after July 1, 2019; (iii) a junior after July 1, 2020; or (iv) a senior after July 1, 2021) In establishing graduation requirements, the Board shall:

1. Develop and implement, in consultation with stakeholders representing elementary and secondary education, higher education, and business and industry in the Commonwealth and including parents, policymakers, and community leaders in the Commonwealth, a Profile of a Virginia Graduate that identifies the knowledge and skills that students should attain during high school in order to be successful contributors to the economy of the Commonwealth, giving due consideration to critical thinking, creative thinking, collaboration, communication, and citizenship.

2. Emphasize the development of core skill sets in the early years of high school.

3. Establish multiple paths toward college and career readiness for students to follow in the later years of high school. Each such pathway shall include opportunities for internships, externships, and credentialing.

4. Provide for the selection of integrated learning courses meeting the Standards of Learning and approved by the Board to satisfy graduation requirements, which shall include Standards of Learning testing, as necessary.

5. *Require students to earn a verified unit of credit in reading, writing, mathematics, science, and Virginia and U.S. History. Each such verified credit shall be earned only by (i) the successful completion of a Board-developed end-of-course Standards of Learning assessment; (ii) achievement of a passing score on a Board-approved standardized test administered on a statewide, multistate, or international basis that measures content that incorporates or exceeds the Standards of Learning content*

306 *in the course for which the verified credit is given; or (iii) achievement of criteria for the receipt of a*  
307 *locally awarded verified credit from the local school board in accordance with criteria established in*  
308 *Board guidelines when the student has not passed the corresponding Standards of Learning assessment.*  
309 *No such Board-developed end-of-course Standards of Learning assessment shall be a performance-based*  
310 *assessment. However, the Board may permit any student transferring into public high school in the*  
311 *Commonwealth at the beginning of his eleventh grade year or thereafter to graduate with a reduced*  
312 *number of verified credits as provided in Board regulations.*

313 6. Require students to complete at least one course in fine or performing arts or career and technical  
314 education; ~~one course in United States and Virginia history~~; and two sequential elective courses chosen  
315 from a concentration of courses selected from a variety of options that may be planned to ensure the  
316 completion of a focused sequence of elective courses that provides a foundation for further education or  
317 training or preparation for employment.

318 ~~6- 7.~~ (Effective until July 1, 2019) Require that students either (i) complete an Advanced Placement,  
319 honors, or International Baccalaureate course or (ii) earn a career and technical education credential that  
320 has been approved by the Board, except when a career and technical education credential in a particular  
321 subject area is not readily available or appropriate or does not adequately measure student competency,  
322 in which case the student shall receive satisfactory competency-based instruction in the subject area to  
323 earn credit. The career and technical education credential, when required, could include the successful  
324 completion of an industry certification, a state licensure examination, a national occupational competency  
325 assessment, the Armed Services Vocational Aptitude Battery, or the Virginia workplace readiness skills  
326 assessment.

327 ~~6- 7.~~ (Effective July 1, 2019) Require that students either (i) complete an Advanced Placement,  
328 honors, or International Baccalaureate course or (ii) earn a career and technical education credential that  
329 has been approved by the Board, except when a career and technical education credential in a particular  
330 subject area is not readily available or appropriate or does not adequately measure student competency,  
331 in which case the student shall receive satisfactory competency-based instruction in the subject area to  
332 earn credit. The career and technical education credential, when required, could include the successful  
333 completion of an industry certification, a state licensure examination, a national occupational competency  
334 assessment, the Armed Services Vocational Aptitude Battery, or the Virginia workplace readiness skills  
335 assessment. The Department of Education shall develop, maintain, and make available to each local  
336 school board a catalogue of the testing accommodations available to English language learners for each  
337 such certification, examination, assessment, and battery. Each local school board shall develop and  
338 implement policies to require each high school principal or his designee to notify each English language  
339 learner of the availability of such testing accommodations prior to the student's participation in any such  
340 certification, examination, assessment, or battery.

341 ~~7- 8.~~ Beginning with first-time ninth grade students in the 2016-2017 school year, require students to  
342 be trained in emergency first aid, cardiopulmonary resuscitation, and the use of automated external  
343 defibrillators, including hands-on practice of the skills necessary to perform cardiopulmonary  
344 resuscitation.

345 ~~8- 9.~~ Make provision in its regulations for students with disabilities to earn a diploma.

346 ~~9- 10.~~ Require students to complete one virtual course, which may be a noncredit-bearing course.

347 ~~10- 11.~~ Provide that students who complete elective classes into which the Standards of Learning for  
348 any required course have been integrated and achieve a passing score on the relevant Standards of  
349 Learning test for the relevant required course receive credit for such elective class.

350 ~~11- 12.~~ Establish a procedure to facilitate the acceleration of students that allows qualified students,  
351 with the recommendation of the division superintendent, without completing the 140-hour class, to  
352 obtain credit for such class upon demonstrating mastery of the course content and objectives and  
353 receiving a passing score on the relevant Standards of Learning assessment. Nothing in this section shall  
354 preclude relevant school division personnel from enforcing compulsory attendance in public schools.

355 ~~12- 13.~~ Provide for the award of credit for passing scores on industry certifications, state licensure  
356 examinations, and national occupational competency assessments approved by the Board of Education.

357 School boards shall report annually to the Board of Education the number of Board-approved  
358 industry certifications obtained, state licensure examinations passed, national occupational competency  
359 assessments passed, Armed Services Vocational Aptitude Battery assessments passed, and Virginia  
360 workplace readiness skills assessments passed, and the number of career and technical education  
361 completers who graduated. These numbers shall be reported as separate categories on the School  
362 Performance Report Card.

363 For the purposes of this subdivision, "career and technical education completer" means a student who  
364 has met the requirements for a career and technical concentration or specialization and all requirements  
365 for high school graduation or an approved alternative education program.

366 In addition, the Board may:

367 a. For the purpose of awarding credit, approve the use of additional or substitute tests for the

correlated Standards of Learning assessment, such as academic achievement tests, industry certifications or state licensure examinations; and

b. Permit students completing career and technical education programs designed to enable such students to pass such industry certification examinations or state licensure examinations to be awarded, upon obtaining satisfactory scores on such industry certification or licensure examinations, appropriate credit for one or more career and technical education classes into which relevant Standards of Learning for various classes taught at the same level have been integrated. Such industry certification and state licensure examinations may cover relevant Standards of Learning for various required classes and may, at the discretion of the Board, address some Standards of Learning for several required classes.

13. 14. Provide for the waiver of certain graduation requirements (i) upon the Board's initiative or (ii) at the request of a local school board. Such waivers shall be granted only for good cause and shall be considered on a case-by-case basis.

14. 15. Consider all computer science course credits earned by students to be science course credits, mathematics course credits, or career and technical education credits. The Board of Education shall develop guidelines addressing how computer science courses can satisfy graduation requirements.

15. 16. Permit local school divisions to waive the requirement for students to receive 140 clock hours of instruction upon providing the Board with satisfactory proof, based on Board guidelines, that the students for whom such requirements are waived have learned the content and skills included in the relevant Standards of Learning.

16. 17. Provide for the award of verified units of credit for a satisfactory score, as determined by the Board, on the Preliminary ACT (PreACT) or Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) examination.

17. 18. Permit students to exceed a full course load in order to participate in courses offered by an institution of higher education that lead to a degree, certificate, or credential at such institution.

18. 19. Permit local school divisions to waive the requirement for students to receive 140 clock hours of instruction after the student has completed the course curriculum and relevant Standards of Learning end-of-course assessment, or Board-approved substitute, provided that such student subsequently receives instruction, coursework, or study toward an industry certification approved by the local school board.

19. 20. Permit any English language learner who previously earned a sufficient score on an Advanced Placement or International Baccalaureate foreign language examination or an SAT II Subject Test in a foreign language to substitute computer coding course credit for any foreign language course credit required to graduate, except in cases in which such foreign language course credit is required to earn an advanced diploma offered by a nationally recognized provider of college-level courses.

E. In the exercise of its authority to recognize exemplary performance by providing for diploma seals:

1. The Board shall develop criteria for recognizing exemplary performance in career and technical education programs by students who have completed the requirements for a Board of Education-approved diploma and shall award seals on the diplomas of students meeting such criteria.

2. The Board shall establish criteria for awarding a diploma seal for science, technology, engineering, and mathematics (STEM) for the Board of Education-approved diplomas. The Board shall consider including criteria for (i) relevant coursework; (ii) technical writing, reading, and oral communication skills; (iii) relevant training; and (iv) industry, professional, and trade association national certifications.

3. The Board shall establish criteria for awarding a diploma seal for excellence in civics education and understanding of our state and federal constitutions and the democratic model of government for the Board of Education-approved diplomas. The Board shall consider including criteria for (i) successful completion of history, government, and civics courses, including courses that incorporate character education; (ii) voluntary participation in community service or extracurricular activities that includes the types of activities that shall qualify as community service and the number of hours required; and (iii) related requirements as it deems appropriate.

4. The Board shall establish criteria for awarding a diploma seal of biliteracy to any student who demonstrates proficiency in English and at least one other language for the Board of Education-approved diplomas. The Board shall consider criteria including the student's (i) score on a College Board Advanced Placement foreign language examination, (ii) score on an SAT II Subject Test in a foreign language, (iii) proficiency level on an ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) measure or another nationally or internationally recognized language proficiency test, or (iv) cumulative grade point average in a sequence of foreign language courses approved by the Board.

F. The Board shall establish, by regulation, requirements for the award of a general achievement adult high school diploma for those persons who are not subject to the compulsory school attendance requirements of § 22.1-254 and have (i) achieved a passing score on a high school equivalency

429 examination approved by the Board of Education; (ii) successfully completed an education and training  
430 program designated by the Board of Education; (iii) earned a Board of Education-approved career and  
431 technical education credential such as the successful completion of an industry certification, a state  
432 licensure examination, a national occupational competency assessment, the Armed Services Vocational  
433 Aptitude Battery, or the Virginia workplace readiness skills assessment; and (iv) satisfied other  
434 requirements as may be established by the Board for the award of such diploma.

435 G. To ensure the uniform assessment of high school graduation rates, the Board shall collect,  
436 analyze, report, and make available to the public high school graduation and dropout data using a  
437 formula prescribed by the Board.

438 H. The Board shall also collect, analyze, report, and make available to the public high school  
439 graduation and dropout data using a formula that excludes any student who fails to graduate because  
440 such student is in the custody of the Department of Corrections, the Department of Juvenile Justice, or  
441 local law enforcement. For the purposes of the Standards of Accreditation, the Board shall use the  
442 graduation rate required by this subsection.

443 I. The Board may promulgate such regulations as may be necessary and appropriate for the  
444 collection, analysis, and reporting of such data required by subsections G and H.

445 **2. That the provisions of this act amending subsection D of § 22.1-253.13:4 of the Code of Virginia**  
446 **shall become effective beginning with first-time ninth grade students in the 2019-2020 school year.**

447 **3. That the Department of Education shall review alternative assessments administered to students**  
448 **who were enrolled in a high school course in mathematics, science, or history and social science**  
449 **for which an end-of-course Standards of Learning Assessment was administered prior to July 1,**  
450 **2019. Such review shall meet criteria designed to support comparability of assessments across**  
451 **school divisions and years. The Department of Education shall report such review, based on**  
452 **2019-2020 school year outcomes, to the Chairmen of the House Committee on Education and the**  
453 **Senate Committee on Education and Health by December 1, 2020.**