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**HOUSE BILL NO. 433**

Offered January 12, 2022

Prefiled January 11, 2022

*A BILL to amend and reenact § 22.1-253.13:3 of the Code of Virginia, relating to certain Standards of Learning assessments; method of administration.*

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Patrons—Bulova, Maldonado and Plum

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Referred to Committee on Education**Be it enacted by the General Assembly of Virginia:****1. That § 22.1-253.13:3 of the Code of Virginia is amended and reenacted as follows:****§ 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 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. Each local school board shall report the accreditation status of all schools in the local school division annually in public session.

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

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

When the Board determines through its review process that the failure of schools within a division to meet the standards established by the Board 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, each school board shall enter into a memorandum of understanding with the Board and shall subsequently 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 meet the standards established by the Board. If the Board determines that the proposed

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59 corrective action plan is not sufficient to enable all schools within the division to meet the standards  
60 established by the Board, the Board may return the plan to the local school board with directions to  
61 submit an amended plan pursuant to Board guidance. Such corrective action plans shall be part of the  
62 relevant school division's comprehensive plan pursuant to § 22.1-253.13:6.

63 B. The Superintendent of Public Instruction shall develop, subject to revision by the Board, criteria  
64 for determining and recognizing educational performance in the Commonwealth's local school divisions  
65 and public schools. The portion of such criteria that measures individual student growth shall become an  
66 integral part of the accreditation process for schools in which any grade level in the grade three through  
67 eight range is taught. The Superintendent of Public Instruction shall annually report to the Board on the  
68 accreditation status of all school divisions and schools. Such report shall include an analysis of the  
69 strengths and weaknesses of public education programs in the various school divisions in Virginia and  
70 recommendations to the General Assembly for further enhancing student learning uniformly across the  
71 Commonwealth. In recognizing educational performance and individual student growth in the school  
72 divisions, the Board shall include consideration of special school division accomplishments, such as  
73 numbers of dual enrollments and students in Advanced Placement and International Baccalaureate  
74 courses, and participation in academic year Governor's Schools.

75 The Superintendent of Public Instruction shall assist local school boards in the implementation of  
76 action plans for increasing educational performance and individual student growth in those school  
77 divisions and schools that are identified as not meeting the approved criteria. The Superintendent of  
78 Public Instruction shall monitor the implementation of and report to the Board on the effectiveness of  
79 the corrective actions taken to improve the educational performance in such school divisions and  
80 schools.

81 C. With such funds as are available for this purpose, the Board shall prescribe assessment methods to  
82 determine the level of achievement of the Standards of Learning objectives by all students. Such  
83 assessments shall evaluate knowledge, application of knowledge, critical thinking, and skills related to  
84 the Standards of Learning being assessed. The Board shall, with the assistance of independent testing  
85 experts, conduct a regular analysis and validation process for these assessments. In lieu of a one-time  
86 end-of-year assessment, the Board shall establish, for the purpose of providing measures of individual  
87 student growth over the course of the school year, a through-year growth assessment system, aligned  
88 with the Standards of Learning, for the administration of reading and mathematics assessments in grades  
89 three through eight. Such through-year growth assessment system shall include at least one  
90 beginning-of-year, one mid-year, and one end-of-year assessment in order to provide individual student  
91 growth scores over the course of the school year, but the total time scheduled for taking all such  
92 assessments shall not exceed 150 percent of the time scheduled for taking a single end-of-year  
93 proficiency assessment. The Department shall ensure adequate training for teachers and principals on  
94 how to interpret and use student growth data from such assessments to improve reading and mathematics  
95 instruction in grades three through eight throughout the school year. With such funds and content as are  
96 available for such purpose, such through-year growth assessment system shall provide accurate  
97 measurement of a student's performance, through computer adaptive technology, using test items at,  
98 below, and above the student's grade level as necessary.

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

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

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

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

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

120 The Standards of Learning assessments administered to students in grades three through eight shall

not exceed (i) reading and mathematics in grades three and four; (ii) reading, mathematics, and science in grade five; (iii) reading and mathematics in grades six and seven; (iv) reading, writing, and mathematics in grade eight; (v) science after the student receives instruction in the grade six science, life science, and physical science Standards of Learning and before the student completes grade eight; and (vi) Virginia Studies and Civics and Economics once each at the grade levels deemed appropriate by each local school board. The reading and mathematics assessments administered to students in grades three through eight shall be *traditional achievement tests that consist of* through-year growth assessments. *The science assessments administered to students in grade five and after the student receives instruction in the grade six science, life science, and physical science Standards of Learning and before the student completes grade eight shall be traditional achievement tests. The Virginia Studies and Civics and Economics assessments shall be performance based and shall measure the test taker's ability to apply the skills and knowledge learned in the class.*

Each school board shall annually certify that it has provided instruction and administered an alternative assessment, consistent with Board guidelines, to students in grades three through eight in each Standards of Learning subject area in which a Standards of Learning assessment was not administered during the school year. Such guidelines shall (a) 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; (b) permit and encourage integrated assessments that include multiple subject areas; and (c) 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.

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 shall award recovery credit to any student in grades three through eight who performs below grade level on a Standards of Learning assessment in English reading or mathematics, receives remediation, and subsequently retakes and performs at or above grade level on 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 shall (1) develop appropriate assessments, which may include criterion-referenced tests and other assessment instruments that may be used by classroom teachers; (2) select appropriate industry certification and state licensure examinations; and (3) 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 Department 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, 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. 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 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 shall develop processes for informing school divisions of changes in the Standards of Learning.

The Board 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 shall provide notice to local school boards regarding such special provisions.

The Board shall not include in its calculation of the passage rate for a Standards of Learning assessment or the level of achievement of the Standards of Learning objectives for an individual student growth assessment for the purposes of state accountability any student whose parent has decided to not

182 have his child take such Standards of Learning assessment, unless such exclusions would result in the  
183 school's not meeting any required state or federal participation rate.

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

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

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

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

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

211 F. To assess the educational progress of students as individuals and as groups, each local school  
212 board shall require the use of Standards of Learning assessments, alternative assessments, and other  
213 relevant data, such as industry certification and state licensure examinations, to evaluate student progress  
214 and to determine educational performance. Each local school shall require the administration of  
215 appropriate assessments to students, which may include criterion-referenced tests and teacher-made tests  
216 and shall include the Standards of Learning assessments, the local school board's alternative assessments,  
217 and the National Assessment of Educational Progress state-by-state assessment. Each school board shall  
218 analyze and report annually, in compliance with any criteria that may be established by the Board, the  
219 results from the Stanford Achievement Test Series, Ninth Edition (Stanford Nine) assessment, if  
220 administered, industry certification examinations, and the Standards of Learning Assessments to the  
221 public.

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

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

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

238 H. Any school board may request the Board for release from state regulations or, on behalf of one or  
239 more of its schools, for approval of an Individual School Accreditation Plan for the evaluation of the  
240 performance of one or more of its schools as authorized for certain other schools by the Standards for  
241 Accreditation pursuant to 8VAC20-131-280 C of the Virginia Administrative Code. Waivers of  
242 regulatory requirements may be granted by the Board based on submission of a request from the  
243 division superintendent and chairman of the local school board. The Board may grant, for a period up to

five years, a waiver of regulatory requirements that are not (i) mandated by state or federal law or (ii) designed to promote health or safety. The school board shall provide in its waiver request a description of how the releases from state regulations are designed to increase the quality of instruction and improve the achievement of students in the affected school or schools. The Department shall provide (a) guidance to any local school division that requests releases from state regulations and (b) information about opportunities to form partnerships with other agencies or entities to any local school division in which the school or schools granted releases from state regulations have demonstrated improvement in the quality of instruction and the achievement of students.

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

**2. That the provisions of the first enactment of this act shall become effective on July 1, 2023.**

**3. That with such funds as may be appropriated for such purpose pursuant to the general appropriation act, the Department of Education shall develop a task bank for performance-based assessments that is built using vetted tasks that have been developed by practitioners and align with the Department's Virginia Quality Criteria Review Tool for Performance Assessments.**