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## HOUSE BILL NO. 1786

Offered January 13, 1999

*A BILL to amend and reenact § 22.1-253.13:3 of the Code of Virginia, as it is currently effective and as it shall become effective, relating to Standard 3 of the Standards of Quality.*

Patron—Tate

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, as it is currently effective and as it shall become effective, is amended and reenacted as follows:**

§ 22.1-253.13:3. (Effective until July 1, 2003) Standard 3. Accreditation, other standards and evaluation.

A. The General Assembly recognizes the need for the Board of Education to prescribe requirements to ensure that student progress is measured and that school boards and school personnel are accountable.

B. The Board of Education shall promulgate regulations establishing standards for accreditation pursuant to the Administrative Process Act (§ 9-6.14:1 et seq.) which shall include, but not be limited to, student outcome measures, requirements and guidelines for instructional programs, administrative and instructional staffing levels and positions, pupil personnel services, special education program standards, auxiliary education programs such as library and media services, course and credit requirements for graduation from high school, community relations, and the philosophy, goals, and objectives of public education in Virginia.

*The Board's regulations on accrediting schools shall include, in the minimum staffing requirements, according to the type of school and student enrollment, requirements for employment of assistant principals in elementary schools, one half-time to 300 students, one full-time at 450 students; assistant principals in middle schools, one half-time to 300 students, one full-time at 450 students; assistant principals in high schools, one half-time to 300 students; one full-time at 450 students.*

In establishing course and credit requirements for a high school diploma, the Board shall provide for the selection of integrated learning courses meeting the Standards of Learning and approved by the Board to satisfy graduation credit requirements which shall include Standards of Learning Testing, as necessary.

The Board shall include in the student outcome measures, which are required by the Standards for Accreditation, end-of-course or end-of-grade tests for various grade levels and classes, as determined by the Board, in accordance with the Standards of Learning. These Standards of Learning assessments shall include, but need not be limited to, end-of-course or end-of-grade tests for English, mathematics, science, and social studies.

In revising the standards for accreditation, the Board shall seek to set pupil-teacher ratios for educable mentally retarded (EMR) pupils that do not exceed the pupil-teacher ratios for self-contained classes for pupils with specific learning disabilities. The Board shall review annually the accreditation status of all schools in the Commonwealth.

The requirements for a standard or advanced studies high school diploma shall include one credit in fine, performing, or practical arts. The requirements for a standard high school diploma may include a concentration of courses selected from a variety of options. Such concentration may be planned to ensure the completion of a focused sequence of elective courses leading to further education or preparation for employment developed by the school division consistent with Board of Education guidelines and as approved by the local school board.

C. The Board shall also establish requirements for certification of teachers, principals, supervisors and other professional staff and determine eligibility for appointment as a local division superintendent.

D. The Superintendent of Public Instruction shall develop and the Board of Education shall approve criteria for determining and recognizing educational performance in the Commonwealth's public school divisions and schools. Such criteria, when approved, shall become an integral part of the accreditation process and shall include student outcome measurements. One year following the approval by the Board of such criteria, the Superintendent of Public Instruction shall annually identify to the Board those school divisions and schools that exceed or do not meet the approved criteria. Such identification shall include an analysis of the strengths and weaknesses of public education programs in the various school divisions in Virginia and recommendations to the General Assembly for further enhancing student learning uniformly across the Commonwealth.

The Superintendent of Public Instruction shall assist local school boards in the implementation of

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60 action plans for increasing educational performance in those school divisions and schools that are  
61 identified as not meeting the approved criteria. The Superintendent of Public Instruction shall monitor  
62 the implementation of and report to the Board of Education on the effectiveness of the corrective actions  
63 taken to improve the educational performance in such school divisions and schools.

64 The Department of Education shall conduct technical assistance visits for local school divisions.  
65 Schools accredited with a warning shall be given priority for such assistance, which shall include an  
66 analysis of relevant school data and the development and implementation of improvement plans to assist  
67 such schools in improving their accreditation status.

68 E. In order to assess the educational progress of students, the Board of Education shall also (i)  
69 develop appropriate assessments which may include criterion-referenced tests and alternative assessment  
70 instruments which may be used by classroom teachers and (ii) prescribe and provide measures, which  
71 may include nationally normed tests, to be designated as the Virginia State Assessment Program, which  
72 shall be used to identify students who score in the bottom quartile at selected grade levels.

73 F. Each local school board shall maintain schools which meet the standards of accreditation as  
74 prescribed by the Board of Education. The accreditation status of all schools in each local school  
75 division shall be reviewed annually in public session. Within the time specified by the Board of  
76 Education, each school board shall submit corrective action plans for any schools within its school  
77 division that have been designated as not meeting the criteria for determining effectiveness as approved  
78 by the Board.

79 G. Each local school board shall also provide teachers and principals with (i) periodic in-service  
80 training in preparing tests and other assessment measures and (ii) methods for assessing the progress of  
81 individual students, including Standards of Learning assessment materials or other criterion-referenced  
82 tests which match locally developed objectives.

83 H. In order to assess the educational progress of students as individuals and as groups, each local  
84 school board shall require the administration of appropriate assessments, which may include  
85 criterion-referenced tests, teacher-made tests and alternative assessment instruments and shall include the  
86 Virginia State Assessment Program, the Virginia Literacy Testing Program, the Standards of Learning  
87 Assessments, and the National Assessment of Educational Progress state-by-state assessment. Each  
88 school board shall analyze and report annually, in compliance with any criteria which may be  
89 established by the Board of Education, the results from the Virginia State Assessment Program and the  
90 Standards of Learning Assessments to the public.

91 I. To assist school divisions in implementing those programs and practices that will enhance pupil  
92 academic performance and improve family and community involvement in the public schools, and from  
93 such funds as may be appropriated for such purpose, there shall be established within the Department of  
94 Education a unit to conduct evaluative studies and to provide the resources and technical assistance to  
95 increase the capacity of school divisions to deliver quality instruction. Such unit shall identify and  
96 analyze effective instructional programs and practices and professional development initiatives; evaluate  
97 the success of programs encouraging parental and family involvement; assess changes in student  
98 outcomes prompted by family involvement; and collect and disseminate among school divisions  
99 information regarding effective instructional programs and practices, initiatives promoting family and  
100 community involvement, and potential funding and support sources. Such unit may also provide  
101 resources supporting professional development for administrators and teachers. In providing such  
102 information, resources, and other services to school divisions, the unit shall give priority to those  
103 divisions demonstrating a less than seventy percent passing rate on (i) all three Literacy Passport tests  
104 by students taking these tests for the first time or (ii) the Standards of Learning assessment tests.

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113 graduation from high school, community relations, and the philosophy, goals, and objectives of public  
114 education in Virginia.

115 *The Board's regulations on accrediting schools shall include, in the minimum staffing requirements,*  
116 *according to the type of school and student enrollment, requirements for employment of assistant*  
117 *principals in elementary schools, one half-time to 300 students, one full-time at 450 students; assistant*  
118 *principals in middle schools, one half-time to 300 students, one full-time at 450 students; assistant*  
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121 the selection of integrated learning courses meeting the Standards of Learning and approved by the

Board to satisfy graduation credit requirements which shall include Standards of Learning Testing, as necessary.

The Board shall include in the student outcome measures, which are required by the Standards for Accreditation, end-of-course or end-of-grade tests for various grade levels and classes, as determined by the Board, in accordance with the Standards of Learning. These Standards of Learning assessments shall include, but need not be limited to, end-of-course or end-of-grade tests for English, mathematics, science, and social studies.

In revising the standards for accreditation, the Board shall seek to set pupil-teacher ratios for educable mentally retarded (EMR) pupils that do not exceed the pupil-teacher ratios for self-contained classes for pupils with specific learning disabilities. The Board shall review annually the accreditation status of all schools in the Commonwealth.

The requirements for a standard or advanced studies high school diploma shall include one credit in fine, performing, or practical arts. The requirements for a standard high school diploma may include a concentration of courses selected from a variety of options. Such concentration may be planned to ensure the completion of a focused sequence of elective courses leading to further education or preparation for employment developed by the school division consistent with Board of Education guidelines and as approved by the local school board.

C. The Board shall also establish requirements for certification of teachers, principals, supervisors and other professional staff and determine eligibility for appointment as a local division superintendent.

D. The Superintendent of Public Instruction shall develop and the Board of Education shall approve criteria for determining and recognizing educational performance in the Commonwealth's public school divisions and schools. Such criteria, when approved, shall become an integral part of the accreditation process and shall include student outcome measurements. One year following the approval by the Board of such criteria, the Superintendent of Public Instruction shall annually identify to the Board those school divisions and schools that exceed or do not meet the approved criteria. Such identification shall include an analysis of the strengths and weaknesses of public education programs in the various school divisions in Virginia and recommendations to the General Assembly for further enhancing student learning uniformly across the Commonwealth.

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

The Department of Education shall conduct technical assistance visits for local school divisions. Schools accredited with a warning shall be given priority for such assistance, which shall include an analysis of relevant school data and the development and implementation of improvement plans to assist such schools in improving their accreditation status.

E. In order to assess the educational progress of students, the Board of Education shall also (i) develop appropriate assessments which may include criterion-referenced tests and alternative assessment instruments which may be used by classroom teachers; (ii) prescribe and provide measures, which may include nationally normed tests, to be designated as the Virginia State Assessment Program, which shall be used to identify students who score in the bottom quartile at selected grade levels; and (iii) prescribe and provide literacy tests in reading, writing and mathematics which shall be administered to students in grade six and to students who have not successfully passed them in grades seven and eight.

F. Each local school board shall maintain schools which meet the standards of accreditation as prescribed by the Board of Education. The accreditation status of all schools in each local school division shall be reviewed 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 criteria for determining effectiveness as approved by the Board.

G. Each local school board shall also provide teachers and principals with (i) periodic in-service training in preparing tests and other assessment measures and (ii) methods for assessing the progress of individual students, including Standards of Learning assessment materials or other criterion-referenced tests which match locally developed objectives.

H. In order to assess the educational progress of students as individuals and as groups, each local school board shall require the administration of appropriate assessments, which may include criterion-referenced tests, teacher-made tests and alternative assessment instruments and shall include the Virginia State Assessment Program, the Virginia Literacy Testing Program, the Standards of Learning Assessments, and the National Assessment of Educational Progress state-by-state assessment. Each school board shall analyze and report annually, in compliance with any criteria which may be established by the Board of Education, the results from the Virginia State Assessment Program, the

183 Standards of Learning Assessments and the Virginia State Literacy Testing Program to the public.

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