

992753168

HOUSE BILL NO. 2077

Offered January 20, 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 evaluations of school divisions.

Patrons—Councill, Baker, Bennett, Christian, Crittenden, Day, Dillard, Griffith, Hamilton, Hull, Jackson, O'Brien, Puller, Spruill, Tata, Van Landingham, Van Yahres and Wagner; Senators: Barry, Houck and Woods

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.

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. *In recognizing educational performance in the school divisions, the Board shall include consideration of special school division accomplishments, such as numbers of dual enrollments and students in Advanced Placement and International Baccalaureate courses, and participation in academic year Governor's Schools.*

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

INTRODUCED

HB2077

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.

105 § 22.1-253.13:3. (Effective July 1, 2003) Standard 3. Accreditation, other standards and evaluation.

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

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

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

119 The Board shall include in the student outcome measures, which are required by the Standards for
120 Accreditation, end-of-course or end-of-grade tests for various grade levels and classes, as determined by
121 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. *In recognizing educational performance in the school divisions, the Board shall include consideration of special school division accomplishments, such as numbers of dual enrollments and students in Advanced Placement and International Baccalaureate courses, and participation in academic year Governor's Schools.*

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

I. To assist school divisions in implementing those programs and practices that will enhance pupil

183 academic performance and improve family and community involvement in the public schools, and from
184 such funds as may be appropriated for such purpose, there shall be established within the Department of
185 Education a unit to conduct evaluative studies and to provide the resources and technical assistance to
186 increase the capacity of school divisions to deliver quality instruction. Such unit shall identify and
187 analyze effective instructional programs and practices and professional development initiatives; evaluate
188 the success of programs encouraging parental and family involvement; assess changes in student
189 outcomes prompted by family involvement; and collect and disseminate among school divisions
190 information regarding effective instructional programs and practices, initiatives promoting family and
191 community involvement, and potential funding and support sources. Such unit may also provide
192 resources supporting professional development for administrators and teachers. In providing such
193 information, resources, and other services to school divisions, the unit shall give priority to those
194 divisions demonstrating a less than seventy percent passing rate on (i) all three Literacy Passport tests
195 by students taking these tests for the first time or (ii) the Standards of Learning assessment tests.