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## HOUSE BILL NO. 2477

Offered January 21, 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 may become effective, relating to Standard 3 of the Standards of Quality.*

Patrons—Orrock and Griffith

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 may become effective, is amended and reenacted as follows:**

§ 22.1-253.13:3. 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 an~~ advanced studies high school diploma shall include one credit in fine, performing, or practical arts. The requirements for a standard high school diploma *shall, however, include at least two sequential years of practical arts or fine arts and* 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.

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60 Schools accredited with a warning shall be given priority for such assistance, which shall include an  
61 analysis of relevant school data and the development and implementation of improvement plans to assist  
62 such schools in improving their accreditation status.

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

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

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

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

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

100 § 22.1-253.13:3. (Effective July 1, 2003) Standard 3. Accreditation, other standards and evaluation.

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102 to ensure that student progress is measured and that school boards and school personnel are accountable.

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108 graduation from high school, community relations, and the philosophy, goals, and objectives of public  
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111 the selection of integrated learning courses meeting the Standards of Learning and approved by the  
112 Board to satisfy graduation credit requirements which shall include Standards of Learning Testing, as  
113 necessary.

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

119 In revising the standards for accreditation, the Board shall seek to set pupil-teacher ratios for  
120 educable mentally retarded (EMR) pupils that do not exceed the pupil-teacher ratios for self-contained  
121 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 an~~ advanced studies high school diploma shall include one credit in fine, performing, or practical arts. The requirements for a standard high school diploma *shall, however, include at least two sequential years of practical arts or fine arts and* 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 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 academic performance and improve family and community involvement in the public schools, and from such funds as may be appropriated for such purpose, there shall be established within the Department of Education a unit to conduct evaluative studies and to provide the resources and technical assistance to increase the capacity of school divisions to deliver quality instruction. Such unit shall identify and analyze effective instructional programs and practices and professional development initiatives; evaluate the success of programs encouraging parental and family involvement; assess changes in student outcomes prompted by family involvement; and collect and disseminate among school divisions

183 information regarding effective instructional programs and practices, initiatives promoting family and  
184 community involvement, and potential funding and support sources. Such unit may also provide  
185 resources supporting professional development for administrators and teachers. In providing such  
186 information, resources, and other services to school divisions, the unit shall give priority to those  
187 divisions demonstrating a less than seventy percent passing rate on (i) all three Literacy Passport tests  
188 by students taking these tests for the first time or (ii) the Standards of Learning assessment tests.