

## VIRGINIA ACTS OF ASSEMBLY — CHAPTER

*An Act 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.*

[H 2477]

Approved

**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 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 electives 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

57 such schools in improving their accreditation status.

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

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

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

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

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

97 § 22.1-253.13:3. (Effective July 1, 2003) Standard 3. Accreditation, other standards and evaluation.

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

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

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

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

116 In revising the standards for accreditation, the Board shall seek to set pupil/teacher ratios for  
 117 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 *shall, however, include at least two sequential electives 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; and (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 State 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, and 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

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

185 **2. That the provisions of this act shall become effective on July 1, 2003.**