

**Virginia Board of Education – Committee on School and Division Accountability  
Summary of Concepts for the Comprehensive Review of the Standards of Accreditation**

<b>SOA Part/Section</b>	<b>Issue/ Discussion Point</b>	<b>Recommendation</b>	<b>Justification</b>	<b>Fiscal Impact Local and State</b>
<p>Part 1 – Definitions 8VAC20-131-5. Definitions</p>	<p>At one time, most middle and high schools were on a six period schedule, so a class period was 1/6<sup>th</sup> of the standard school day. With most of secondary schools moving to a seven or eight period day or on a block schedule, there may be more or fewer class periods on any given day, class period can no longer be described as a fraction of the “instructional day.” The Standards of Accreditation (SOA) do not define “instructional day.”</p>	<p><b>Staff recommends changing the definition of “class period” so the measure references time versus class periods and using the definition of “standard day” rather than “instructional day.”</b></p> <p>Recommended definition:</p> <p>“Class period” means a segment of time in the standard school day that is allocated to a course of study, lessons, or activities. The segment of time is determined by a division’s approved class schedule configuration.</p>	<p>Defining “class period” as a function of time versus a fraction of the schedule accommodates the seven or eight period day or block schedules that most secondary schools currently use.</p> <p>A definition of Standard School Day, Planning, and Class period was provided to school divisions in Superintendent’s Memo #109-13 in April 2013.</p> <p>The recommended definition was shared with and received feedback from the State Superintendent’s Leadership Council (SSLC), VASS, and VSBA.</p>	<p>There is no fiscal impact with this revised definition.</p>

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<p>Part 1 – Definitions 8VAC20-131-5. Definitions</p>	<p>Planning period is currently defined using a fraction of a class period. At one time, most middle and high schools were on a six period schedule, so a planning period was one class period, which was 1/6<sup>th</sup> of the standard school day. With most of secondary schools moving to a seven or eight period day or on a block schedule, there may be more or fewer class periods on any given day, class period can no longer be described as a fraction of the “instructional day.” The Standards of Accreditation (SOA) do not define “instructional day.”</p>	<p><b>Staff recommends changing the definition of “planning period” so the measure references time versus class periods and using the definition of “standard day” rather than “instructional day.”</b></p> <p>Recommended definition:</p> <p>“Planning period” means one class period per day, or the equivalent in average minutes per class period, in a standard school day, unencumbered with any teaching assignment or supervisory duties.</p>	<p>Defining “planning period” as a function of time versus a fraction of the schedule accommodates the seven or eight period day or block schedules that most secondary schools currently use. Incorporating the phrase, “or the equivalent in average minutes per class period” accommodates school that have periods of multiple lengths throughout the school day or week.</p> <p>A definition of Standard School Day, Planning, and Class period was provided to school division in Superintendent’s Memo #109-13 in April 2013.</p> <p>The recommended definition was shared with and received feedback from the State Superintendent’s Leadership Council (SSLC), VASS, and VSBA.</p>	<p>There is no fiscal impact with this revised definition.</p>

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8VAC20-131-5. Definitions and any place the SOA refers to Foreign Language	As part of the adoption of the 2014 Foreign Language Standards of Learning, <b>the Board expressed an interest in the term World Languages.</b>	<p><b>Use the term “world language” within the SOA.</b></p> <p>Suggested language:</p> <p>8VAC20-131-5. Definitions. The following words and terms apply only to these regulations and do not supersede those definitions used for federal reporting purposes or for the calculation of costs related to the Standards of Quality (§ 22.1-253.13:1 et seq. of the <i>Code of Virginia</i>). “World Language” means a language other than English and includes American Sign Language. “World Language” is an equivalent term to “Foreign Language” as used in the <i>Code of Virginia</i>.</p>	National guidelines have replaced the foreign language standards with “World-readiness Standards for Learning Languages.” At present, 31 states have replaced the term “foreign language” with “world language” on their official documents referencing this content area. Public comments have consistently encouraged the Board to continue with the process of replacing the term “Foreign Language” with “World Language” within the regulations so that the full title of the standards may also reflect this change.	No anticipated fiscal impact at state level. No fiscal impact at local level for electronic media but possible costs to local printed materials to insert statement.

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<p>8 VAC 20-131-50. Requirements for graduation.</p> <p>B. Requirements for a Standard Diploma.</p>	<p><b>The SOA Standard Diploma requirements should be updated to reflect prevailing higher education admission expectations for student preparation in the core laboratory sciences.</b></p> <p>Most institutions of higher education strongly prefer – and often require – <b>biology, chemistry, physics</b>, and/or core Advanced Placement courses for admission. Second-level science courses (e.g., Ecology, Oceanography) are not generally considered as crucial as desired core laboratory sciences.</p> <p>To graduate with a Standard Diploma, a student must earn at least three (3) laboratory science credits. At present, the SOA requires these three science credits from two (2) different discipline areas (Earth sciences, biology, chemistry, and physics). All students need a broad and rigorous preparation in the core laboratory sciences for post-secondary education and future employment.</p>	<p><b>Staff recommends that the number of science discipline areas for the Standard Diploma in the SOA be changed from two (2) to three (3).</b> This involves no increase in the number of credits, just their distribution.</p> <p>Suggested edit to Footnote 2:</p> <p><sup>2</sup> Courses completed to satisfy this requirement shall include course selections from at least <del>two</del><u>three</u> different science disciplines: earth sciences, biology, chemistry, or physics, or completion of the sequence of science courses required for the International Baccalaureate Diploma. The board shall approve courses to satisfy this requirement.</p>	<p>Recent systematic interviews and surveys with Virginia higher education officials indicate that many Virginia universities require a <u>minimum of three different</u> laboratory sciences for admission. This leaves the current SOA Standard Diploma requirement in laboratory science lagging behind the laboratory science education college-ready admission expectation for much of the Commonwealth's higher education community.</p>	<p><b>No state or local fiscal impact.</b></p> <p>The number of required courses has not changed. Additional science teachers would not be required.</p>

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Definitions 8 VAC 20-131-5.	<p><b>Laboratory science is not currently defined in the SOA.</b></p> <p>Parents, teachers, and school and school division staff have contacted VDOE staff requesting the definition for laboratory science since the graduation requirements use the term “laboratory science.” The term is used to: (1) connect the graduation expectation to laboratory investigations; and (2) to serve as a connection to the college expectation of laboratory sciences for college admission requirements.</p>	<p><b>Staff recommends the definition of “laboratory science” be included as a part of the SOA.</b></p> <p>The inclusion of a definition would provide a standard meaning and intent for the term that is supported by the Board-approved <i>Science Standards of Learning</i>.</p> <p>Suggested Definition:</p> <p>“Laboratory science” means those secondary science courses where students directly investigate natural phenomena as a significant part of instructional time (minimum of 40 percent), along with discussions, simulations, and lectures. In laboratory experiences, students learn to manipulate real materials and equipment, think systematically, and work safely by developing research questions, designing and conducting investigations, collecting and analyzing data, engaging in argumentation, and drawing conclusions.</p>	<p>The SOA currently includes the term “laboratory science” but no definition. National reports such as the National Research Council’s <i>America’s Lab Report</i> indicate students should spend the majority of their science course time in the lab setting.</p> <p><i>The NRC report found that the laboratory science programs in high school classrooms are in disarray, and certain factors seriously hamper efforts to improve them. The NRC report committee concluded that there exists no commonly agreed upon definition of laboratories in high schools amongst researchers and educators. Without agreement on a definition of what constitutes a laboratory exercise, research and the accumulation of knowledge on specific methods to improve the experience for student is undirected, difficult to classify, and difficult to draw conclusions from. (p.10)</i></p> <p>Well-crafted laboratory experiences, in concert with other science instruction, are</p>	<p><b>No state or local fiscal impact.</b></p>

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			<p>viewed as a promising practice to improve student interest and achievement in science. Clarity in what constitutes “laboratory science” instruction will further inform improvements in secondary schools preparing college- and career-ready graduates.</p> <p>The inclusion of the percentage of time rather than a certain number of hours allows for flexibility if school divisions choose to have courses that are fewer than 140 clock hours.</p>	

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<p>8 VAC 20-131-50. Requirements for graduation.</p> <p>H. Awards for exemplary student performance.</p>	<p><b>The addition of a diploma seal for “Excellence in Science and the Environment” allows for equity for students who are interested primarily in the natural sciences.</b></p> <p>Students who excel in science and environmental studies, research, and service learning should have an opportunity to be recognized for the efforts they have invested throughout their high school education. These areas are not addressed in any other diploma seal and would support Governor McAuliffe’s initiatives, especially his leadership with the multijurisdictional 2014 Chesapeake Bay Agreement and its strong environmental education commitments.</p>	<p><b>The staff recommends the addition of an “Excellence in Science and Environment” diploma seal to allow those students who have an affinity for the natural sciences to be recognized for their achievements.</b></p> <p>Suggested Language:</p> <p>4. The Board of Education’s Seal for Excellence in Science and the Environment will be awarded to students who earn either a Standard Diploma or Advanced Studies Diploma, and: (i) complete at least three different first-level Board of Education-approved laboratory science courses and at least one rigorous advanced-level (or postsecondary-level) laboratory science, each with a grade of “B” or higher; (ii) complete laboratory or field-science research and present that research in a formal, juried setting; and (iii) complete at least 50 hours of</p>	<p>In July 2014, Governor McAuliffe signed the latest Chesapeake Bay Agreement, which committed the state to increased emphasis on environmental literacy in the public schools. Commitments in the Agreement require the state to make enhanced and measurable efforts to improve student outcomes in environmental literacy and school site environmental impact and sustainability. The proposed seal is a low-cost and highly-visible mechanism to help meet Governor McAuliffe’s Bay commitment and increase student recognition options.</p>	<p><b>State impact would be anticipated to be less than \$1000 based on current seal costs.</b></p> <p><b>There would not be a measurable impact to school divisions.</b> School divisions already have staff in place to coordinate the existing diploma seals.</p>

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		voluntary participation in community service or extracurricular activities that involve the application of science such as environmental monitoring, protection, management, or restoration.		

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Part III: Student Achievement 8 VAC 20-131-30.E	<b>Some school divisions do not have a written policy that governs the conditions under which students may drop a credit bearing course.</b> Over the years a number of Superintendents' Memos that remind superintendents of the need to have such as policy have been issued. However, some school divisions still do not have a written policy. The presence of a policy is important in ensuring that students are not removed from classes that have end-of-course tests just before the testing window opens to avoid testing.	<b>Require each school/ division to have a policy for dropping courses that ensures that students' course schedules are not changed to avoid end-of-course assessments.</b>	Including the requirement to have a written policy for dropping courses in the SOA will serve to reinforce the importance of such policies.	N/A

8 VAC 20-131-50 Graduation Requirements A	<b>Currently the SOA includes no reference to what constitutes “readiness for college.”</b> Information provided by higher education personnel indicates that the expectations for students entering 2-year institutions and 4-year institutions are very different.	<b>Consider adding language that would define college readiness by diploma type or by readiness for a two-year or four-year institute.</b>	Adding definitions of “college readiness” that are differentiated based on the type of post-secondary institution recognizes the differences in the expectations depending on the program requirements and provides students with additional options.	N/A
8 VAC 20-131-50 Graduation Requirements C	<b>Students are required to earn 9 verified credits for an Advanced Studies diploma.</b>	<b>Change the number of verified credits required for an Advanced Studies diploma from 9 to 6.</b>	Requiring the same number of verified credits for an Advanced Studies diploma as a Standard Diploma addresses concerns about over-testing.  The SOA still requires students to take EOC tests if they are enrolled in a class that has an associated EOC test. If this requirement continues, students may be less motivated to do their best if the verified credit requirement is removed. Any decrease in student motivation may have a negative impact on school accreditation.	N/A
8 VAC 20-131-50 Graduation Requirements B and C	<b>English Language Learners must meet the same standard and verified credit requirements as native English speakers.</b>	<b>Consider adding credit accommodations for English Language Learners (ELLs).</b>	Adding credit accommodations for ELLs would recognize the challenges faced by students who are attempting to earn a diploma while they are still learning English.  In considering the addition of credit accommodations for English	N/A

			<p>language learners, it is important to recognize the differences in the challenges faced by students with disabilities and those faced by ELLs. The credit accommodations for students with disabilities are intended to recognize the ongoing learning challenges faced by these students. While ELLs are faced with the challenge of learning English, these students will become proficient in English with appropriate instructional support. Therefore, the learning challenges faced by ELLs are more temporary than those faced by students with disabilities. The temporary nature of the challenges for ELLs should be considered in making decisions about credit accommodations for this population.</p>	
<p>Part IV: School Instructional Program</p> <p>8VAC20-131- 110.B.3</p>	<p>Currently regular education students who do not pass Standards of Learning tests in science or history and social science may receive locally awarded verified credits from the local school board in accordance with criteria established in guidelines adopted by</p>	<p><b>Consider expanding the availability of local awarded verified credits to include mathematics and English as well as science and history/social science</b></p>	<p>Expanding the availability of locally awarded verified credits will provide additional options for students to meet graduation requirements.</p>	<p>Additional local funds may be needed to develop policies that address the criteria that would be used in awarding additional locally awarded verified credits.</p>

	the Board of Education.			
Part IV: School Instructional Program  8VAC20-131-110. D	The current criteria for expedited retakes allow students to immediately retake a test needed for verified credit if they have earned a scaled score of 375-399 or have extenuating circumstances. However, students with disabilities who are eligible for credit accommodations must achieve a scaled score of 375 to earn a verified credit under the credit accommodations policy.	<b>Consider revising the expedited retake language to clarify that the students with disabilities who are eligible for credit accommodations will also be eligible for expedited retakes.</b>	Revising the expedited retake criteria to address the needs of students who are eligible for credit accommodations requirements will assist students with disabilities in earning a standard diploma.	Expanding the definition would increase the number of expedited retakes and would increase the costs.

<p>Part VIII: School Accreditation 8 VAC 20-131-280 B.2</p>	<p><b>Currently the Graduation and Completion Index (GCI) for the current school year is used to calculate accreditation ratings, but test passing scores are used from the previous year and the federal accountability system uses graduation rates from the previous year.</b></p>	<p><b>Consider using the previous year's GCI for accreditation.</b></p>	<p>Currently accreditation ratings cannot be reported until September because the GCI for the current year is not available until this time. Using the previous year's GCI would allow accreditation ratings to be reported earlier. In addition, the use of the previous year's GCI would be consistent with using the previous year's graduation rate for federal accountability.</p>	<p>N/A</p>
<p>Part VIII: School Accreditation 8 VAC 20-131-280 B.4.</p> <p>Expectations for school accountability</p>	<p><b>Schools that have no tested grades are paired with another school that does and carry the same accreditation rating.</b></p>	<p><b>A school that is "paired" for accreditation purposes, and has no tested grades, may be unpaired and accredited based on an alternative accreditation plan approved by the Board.</b></p>	<p>The revision would provide another accreditation option for schools that have no tested grades.</p>	<p>N/A</p>
<p>Part VIII: School Accreditation 8 VAC 20-131-290 A</p>	<p>Legislation: <b>HB 1674 (2015) permits the Board to review the accreditation status of a school once every three years if the school has been fully accredited for</b></p>	<p><b>If a school has been fully accredited for three consecutive years and meets legislative and BOE criteria, its review and accreditation can be moved to every three years instead of annually.</b></p>	<p>The revision would recognize schools that consistently achieve full accreditation status.</p>	

	<p><b>three consecutive years.</b> The bill requires that, upon such triennial review, the Board 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 may accredit the school for another three years. The bill specifies that the Board must review the accreditation status of any school that: (i) in any individual year within the triennial review period would have failed to achieve full accreditation; or (ii) in the previous year has had an adjustment of its boundaries that affects at least 10 percent of the student population of the school.</p>			
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Part VIII: School Accreditation 8 VAC 20 131-280 B.2	<b>The Graduation and Completion Index does not currently provide for additional points if subgroup graduation rates increase over a previous year.</b>	<b>Provide bonus points for schools/divisions that achieve progress in graduation and completion for key subgroups.</b>	Recognition of school progress and achievement in increasing the graduation and completion rates of those subgroups which fall below the rates of the overall student body will reinforce the emphasis on all students earning a diploma.	
8 VAC 20- 131-300 Application of the Standards	<b>Pass rates used for accreditation are calculated regardless of how many students they represent.</b>	<b>Add a “small n” to reflect a minimum number of students required for school accreditation calculations.</b>	Adding a “small n” requirement would ensure that ratings are based on a large enough number of students so that they are meaningful. A process for schools with few students than the “small n” cut off to submit data to support their ratings could be developed. Such a process currently exists for federal accountability.	
New Section for Appeals	<b>While an appeals process currently exists for federal accountability, there is none for accreditation ratings.</b>	<b>Add an “appeals” option for accreditation decisions. Divisions could present their own data to support the appeal.</b>	Adding an appeals process would provide another option for school divisions to demonstrate progress for schools that do not achieve accreditation under existing criteria.	
8 VAC 20- 131-310 Action requirements for schools that are Accredited with Warning or Provisionally Accredited- Graduation	While the Department of Education does differentiate the support provided to schools Accredited with Warning based on number of years the school has not been fully accredited and the number of subject areas in which the school has not met	<b>Consider further differentiating of the interventions provided to schools that are not fully accredited based on the number of years a school has been Accredited with Warning and the number of subjects in which the school is warned.</b>	Including language about differentiated support for schools that are not fully accredited would reinforce the Board’s emphasis on customizing the support provided to schools.	

Rate	the benchmarks, <b>the SOA requires the same level of support for schools that are Accredited with Warning regardless of the number of years the school has not been fully accredited and the number of subjects in which the school is warned.</b>			
8 VAC 20-131-310 Action requirements for schools that are Accredited with Warning or Provisionally Accredited-Graduation Rate	Schools that are not fully accredited are required to undergo an academic review conducted by Department staff or Department-appointed contractors the first year they lose accreditation.	<b>Consider requiring schools not fully accredited to conduct a self-study the first year of not being fully accredited. The self-study would include a review of areas such as attendance, discipline, school climate, drop outs, and parent engagement.</b>	The self-study would result in the identification and examination of factors contributing to learning problems, and allow for planning for intervention based on data.	

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8VAC20-131-50. Requirements for graduation  Requirements for an Advanced Studies Diploma.	<p><b>The Virginia Department of Education (VDOE) would like to propose expanding the existing option of using credit accommodations for students with disabilities on the Standard Diploma to include the Advanced Studies Diploma.</b> The expansion could provide close to 6,000 students with disabilities an alternate pathway to achieve this college ready diploma.</p>	<p><b>The Board of Education shall establish, through guidelines, credit accommodations for students with disabilities to the standard and verified credit requirements for an Advanced Studies Diploma.</b> Such credit accommodations for students with disabilities may include:</p> <ul style="list-style-type: none"> <li>a. Approval of alternative courses to meet the standard credit requirements;</li> <li>b. Modifications to the requirements for local school divisions to award locally awarded verified credits;</li> <li>c. Approval of additional tests to earn a verified credit;</li> </ul>	<p>Numerous stakeholders have reported that the existing requirements to obtain the Advanced Studies Diploma unfairly discriminate against students with disabilities. Exit data from 2013 and previous years support this feedback. Out of the total number of students with disabilities who completed high school in 2013 (10,191), only 970 (9.5%) obtained the Advanced Studies Diploma. Over 50% of students without disabilities annually earn the Advanced Studies Diploma. The vast majorities of students with disabilities do not have cognitive disabilities and are fully capable of achieving high academic standards. This data suggests that this achievement gap may be the result of VDOE policies and practices that need to be modified. Stakeholder</p>	<p>The administrative impact required to develop these guidelines will be absorbed within existing resources. There is no anticipated fiscal impact.</p>

		<p>d. Adjusted cut scores required to earn verified credit; and</p> <p>e. Any other options that the Board may deem appropriate.</p> <p>The student's Individual Education Program (IEP) or 504 Plan would specify any credit accommodations that would be applicable for the student.</p>	<p>feedback has also indicated that many of the course sequences and subjects required, such Foreign Languages, unfairly limit students with disabilities due the nature of language-based disabling conditions. VDOE would recommend replicating many of the same policies and practices that are required for the Standard Diploma Credit Accommodations. This would include having clearly defined participation criteria that would be validated by a student's Individualized Education Program Team. Additional data analysis and stakeholder feedback will be necessary to determine the details about specific Credit Accommodations that might be proposed to the Board of Education.</p>	
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8VAC20-131-210.	<p><b>This section sets forth the role of the principal. It should be updated to align with and include elements from the performance standards for principals.</b></p> <p>[Proposed draft text is attached.]</p>	<p><b>Staff recommends that this section of the <i>Standards of Accreditation</i> be revised to align with the <i>Uniform Performance Standards for Principals</i>.</b></p>	<p>The Board of Education approved the <i>Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals</i>. The revisions are to align the role of the principal with the expectations of principals as set forth in the performance standards.</p>	<p>State:  None</p> <p>School Division:  None</p>

## 8VAC20-131-210. Role of the principal.

The principal is ~~recognized~~ as the instructional leader and manager of the school and is responsible for: ~~effective school management that promotes positive student achievement, a safe and secure environment in which to teach and learn, and efficient use of resources.~~

- fostering the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement;
- fostering the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders;
- fostering effective human resources management by assigning with the selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel;
- fostering the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources;
- fostering the success of all students by communicating and collaborating effectively with stakeholders;
- fostering the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession;
- leadership that results in acceptable, measurable student academic progress based on established standards.

As a matter of policy, the board, through these standards, recognizes the critically important role of principals to the success of public schools and the students who attend those schools and recommends that local school boards provide principals with the maximum authority available under law in all matters affecting the school including, but not limited to, ~~instruction and personnel~~ instructional leadership, school climate, human resources management, organizational management, communication and community relations, and student academic progress, in a manner that allows the principal to be held accountable in a fair and consistent manner for matters under ~~his~~ the principal's direct control.

B. As the instructional leader, the principal is responsible for ensuring that students are provided an opportunity to learn and shall:

1. lead the collaborative development and sustainment of a student-centered shared vision for educational improvement and work collaboratively with staff, students, parents and other stakeholders to develop a mission and programs for effective teaching and learning consistent with the division's strategic plan and school's goals;
2. collaboratively plan, implement, support, monitor, and evaluate instructional programs that enhance teaching and student academic progress, and lead to school improvement;

3. ~~Analyze current academic achievement data and instructional strategies and monitor and evaluate the use of diagnostic, formative, and summative assessment the school's test scores annually, by grade and by discipline, to:~~
  - a. make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness; provide timely and accurate feedback to students and parents, and to inform instructional practices; and ~~Direct and require appropriate prevention, intervention, and/or remediation to those students performing below grade level or not meeting expectations, including passing the SOL Standard of Learning tests;~~
  - b. Involve the staff of the school in identifying and evaluating the types of staff professional development needed to improve student achievement and provide professional development opportunities and ensure that the staff participate in those activities; and
  - c. ~~Analyze evaluate and improve classroom practices and methods for improvement of instruction; and~~
  - d. seek to ensure students' successful attainment of knowledge and skills set forth in the Standards of Learning.
4. ~~4. Protect the academic instructional time from unnecessary interruptions and disruptions and enable the professional teaching staff to spend the maximum time possible in the teaching/learning process by keeping to a minimum clerical responsibility and the time students are out of class~~ provide collaborative leadership for the design and implementation of effective and efficient schedules that protect and maximize instructional time;
5. ~~2.5. Ensure that the school division's student code of conduct is enforced and seek to maintain a safe and secure school environment~~ involve students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment which enforces state, division, and local rules, policies, and procedures; and consistently model and collaboratively promote high expectations, mutual respect, care, and concern for students staff, parents, and the community.
6. create a culture of shared accountability and continuous school improvement;
7. involve students, families, staff, and other stakeholders to promote community engagement;
8. ~~4.8. Ensure that students' records are maintained and that criteria used in making placement and promotion decisions, as well as any instructional interventions used to improve the student's performance, are included in the record;~~
5. ~~Monitor and evaluate the quality of instruction, provide staff development, provide support that is designed to improve instruction, and seek to ensure the successful attainment of the knowledge and skills required for students by the SOL tests;~~

~~6-9.~~ Maintain records of students who drop out of school, including their reasons for dropping out and actions taken to prevent these students from dropping out;

~~7-10.~~ (Secondary Principals) Notify the parents of rising ~~eleventh~~<sup>11<sup>th</sup></sup>-grade and ~~twelfth~~<sup>12<sup>th</sup></sup>-grade students of:  
a. The number of standard and verified units of credit required for graduation; and  
b. The remaining number of such units of credit the individual student requires for graduation; and

~~8-11.~~ Notify the parent or guardian of students removed from class for disciplinary reasons for two or more consecutive days in whole or in part. The school shall have met its obligation if it makes a good faith effort to notify the parent or guardian.

C. As the school manager, the principal shall:

1. support, manage, and oversee the school's organization, operation, and use of resources;
2. demonstrate and communicate a knowledge and understanding of Virginia public education rules, regulations, laws, and school division policies and procedures;
- ~~1-3.~~ Work with staff to create an atmosphere of mutual respect and courtesy and to facilitate constructive communication by establishing and maintaining a current handbook of personnel policies and procedures;
4. ensure the use of data systems and technology to support goals;
- ~~2-5.~~ disseminate information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources; Work with the community to involve parents and citizens in the educational program and facilitate communication with parents by maintaining and disseminating a current student handbook of policies and procedures that includes the school division's standards of student conduct and procedures for enforcement, along with other matters of interest to parents and students;
6. manage the supervision and research-based evaluation of staff in accordance with local and state requirements;
- ~~3-7.~~ Maintain a current record of ~~staff's licensure licenses, and~~ endorsement,s to ensure compliance, and in-service training professional development completed by staff; and
- ~~4-8.~~ follow local and state laws and policies with regard to finances and school accountability and reporting and Maintain records of receipts and disbursements of all funds handled. These records shall be audited annually by a professional accountant approved by the local school board.

**Virginia Board of Education – Committee on School and Division Accountability  
Summary of Concepts for the Comprehensive Review of the Standards of Accreditation**

<b>SOA Part/Section</b>	<b>Issue/ Discussion Point</b>	<b>Recommendation</b>	<b>Justification/Unintended Consequences</b>	<b>Fiscal Impact</b>
<p>Part VIII 8VAC20-131-325 Recognitions and rewards for school and division accountability performance</p>	<p><b>Reduction of the dropout rate through programs that achieve prevention through in-school student supports and return to school by students who have previously dropped out can be encouraged, recognized, and rewarded through the SOA.</b></p>	<p><b>A specific award can be added to the recognition and rewards section of the SOA to motivate and recognize achievement in reduction of the dropout rate by school divisions and/or schools.</b></p>	<p>Early identification and intervention with students who are at risk for dropping out and provision of specific instructional and student supports can keep them in school and on track for graduation. Some school divisions have outreach programs to identify and work with students who have dropped out with the goal of convincing them to return to school and earning a high school diploma. These efforts contribute to the goal of providing a quality education for all students and supporting them through high school completion.</p>	<p>State: Minimal</p> <p>Local: Implementation of such programs are supported through school division budgets and supported through the authority of the local school board.</p>