

## **Actions by 2015 General Assembly that Affect the Regulations Establishing Standards for Accrediting Public Schools**

### **A-F, School Performance Report Card**

- **HB 1338** (Farrell) - Requires the Virginia Department of Education (VDOE), for the purposes of the School Performance Report Card, to include – as part of instructional costs – each school division's expenditures on the hardware necessary to support electronic textbooks. In the case of such hardware, the bill also provides an exception to the requirement that the percentage reported must be consistent with the definition of instructional and non-instructional costs used in the state's *Standards of Quality* funding formula. **[Requires action by the Board of Education: Amend Regulations Establishing Standards for Accrediting Public Schools. Requires action by VDOE: Revise School Performance Report Card.]**
  
- **HB 1672** (Greason) and **SB 727** (Black) – Repeals the A-F school grading system by repealing Chapters 672 and 692 of the Acts of Assembly of 2013 and Chapters 480 and 485 of the Acts of Assembly of 2014. It also requires the Board of Education (BOE), in consultation with the Standards of Learning (SOL) Innovation Committee, to redesign the School Performance Report Card no later than July 1, 2016, to make it more effective in communicating to parents and the public the status and achievements of the public schools and local school divisions. Requires the BOE to: provide notice and solicit public comment on the redesign by October 1, 2015; submit a summary of its redesign to the Chairmen of the House Committee on Education and the Senate Committee on Education and Health by December 1, 2015, and provide a redesigned report card for all schools and divisions by October 1, 2016, and each October 1 thereafter. **[Requires action by the Board of Education: Redesign School Performance Report Card in consultation with SOL Innovation Committee and amend Regulations Establishing Standards for Accrediting Public Schools.]**

### **Accreditation**

- **HB 1674** (Greason) – Permits the Board of Education to review the accreditation status of a school once every three years if the school has been fully accredited for three consecutive years. 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. Current law requires the Board to annually review the accreditation status of all schools in the Commonwealth. Finally, the bill requires the reporting of the Standards of Learning (SOL) assessment scores and averages for each year, regardless of accreditation frequency, as part of the School Performance Report Card. **[Requires action by the Board of Education: Amend Regulations Establishing Standards for Accrediting Public Schools in Virginia.]**
  
- **HB 1873** (Krupicka) and **SB 1320** (Locke) – Requires the Board of Education (BOE) to amend the *Standards of Accreditation* by the 2016-2017 school year to establish additional accreditation ratings that recognize the progress of schools that do not meet accreditation benchmarks but have significantly improved their pass rates, are within specified ranges of benchmarks, or have demonstrated significant growth for the majority of their students. These were Governor's bills. **[Requires action by the Board of Education: Amend Regulations Establishing Standards for Accrediting Public Schools in Virginia.]**

## CTE/STEM

- **HB 2276** (Orrock) – Creates an alternative to the current requirement that, in order to receive a standard diploma, a student must earn a CTE credential. This alternative would apply when a CTE credential in a particular subject area is not readily available or appropriate or does not adequately measure student competency, in which case the student must receive competency-based instruction in the subject area to satisfy the standard diploma requirements. **[Requires action by the Board of Education: Amend *Regulations Establishing Standards for Accrediting Public Schools in Virginia* and amend *Regulations Governing Career and Technical Education*].**

## Diplomas, diploma seals

- **HB 1351** (Ramadan) and **SB 916** (Wexton) – Directs the Board of Education to establish criteria for awarding a diploma seal of biliteracy to any student who demonstrates proficiency in English and at least one other language for the Board of Education-approved diplomas. The bill requires the Board to consider criteria including the student's (i) score on a College Board Advanced Placement foreign language examination, (ii) score on an SAT II Subject Test in a foreign language, (iii) proficiency level on an ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) measure or another nationally or internationally recognized language proficiency test, or (iv) cumulative grade point average in a sequence of foreign language courses approved by the Board. The bill contains a second enactment clause that requires the Board of Education to establish criteria for awarding a diploma seal of biliteracy in time for any student graduating from a public high school in the Commonwealth in 2016 to be awarded such a diploma seal. **[Requires action by the Board of Education: Amend *Regulations Establishing Standards for Accrediting Public Schools in Virginia*].**
- **SB 1236** (Favola) - Specifies that students identified as disabled who complete the requirements of their individualized education programs (IEPs) and meet certain requirements prescribed by the Board of Education (Board) pursuant to regulations, but do not meet the requirements for any named diploma, shall be awarded *Applied Studies* diplomas by local school boards. The term *special diploma* is eliminated pursuant to this bill, and the term *Applied Studies* diploma replaces it in the *Code*. Currently, the *Code of Virginia* provides that students identified as disabled who complete the requirements of their IEPs shall be awarded special diplomas by local school boards. This bill was proposed by the Virginia Department of Education. **[Requires action by the Board of Education: Amend *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, *Regulations Governing Secondary School Transcripts*, and *Regulations Governing Special Education Programs for Children with Disabilities in Virginia*].**

## Graduation requirements, rates

- **HB 1675** (Greason) and **SB 982** (Garrett) – Permits local school divisions to waive the requirement for students to receive 140 clock hours of instruction to earn a standard unit of credit upon providing the Board of Education with satisfactory proof, based on Board guidelines, that the students for whom such requirements are waived have learned the content and skills included in the relevant Standards of Learning. **[Requires action by the Board of Education: Develop guidelines and amend *Regulations Establishing Standards for Accrediting Public Schools in Virginia*].**
- **HB 2318** (Orrock) - Requires the Board of Education – for the purposes of the *Standards of Accreditation* – to use a graduation rate that excludes any student who fails to graduate because he or she is in the custody of the Department of Corrections, the Department of Juvenile Justice, or local law enforcement. HB 2318 further requires that this data be made available to the public.

In addition, the bill requires the Board to report to the chairmen of the House Committee on Education and the Senate Committee on Education and Health on the Board's progress towards updating its formula for collecting, analyzing, and reporting high school graduation and dropout data no later than December 1, 2015. The bill has a delayed effective date of July 1, 2016.

**[Requires action by the Board of Education: Amend *Regulations Establishing Standards for Accrediting Public Schools in Virginia.*]**

## **SOL tests**

- **HB 1490** (Habeeb) and **SB 874** (Cosgrove) – Directs the Board of Education (BOE) to promulgate regulations to provide the same criteria for eligibility for an expedited retake of any Standards of Learning (SOL) test, with the exception of the writing Standards of Learning tests, to each student regardless of grade level or course. Note: **SB 874** incorporated **SB 757**, **SB 897**, **SB 984**, and **SB 995**. SB 897 was a Governor's bill. **[Requires action by the Board of Education: Amend *Regulations Establishing Standards for Accrediting Public Schools in Virginia.*]**