



Standards of Accreditation Passed and Pending

POLICY AND COMMUNICATIONS

OCTOBER 2014

Authority of the Board of Education

The Code of Virginia in Section 22.1-19 requires the Board of Education to accredit public elementary, middle and secondary schools in accordance with standards prescribed by it.

The Standards of Quality, § 22.1-253.13:3 of the Code of Virginia, require the Board of Education to promulgate regulations establishing standards for accreditation.

Educational Reform Begins in 1994

One in three sixth graders did not pass all three content areas of the Literacy Passport test at Grade 6.

The failure rate had not improved since the test was first given in 1989.

Sweeping reform began in 1994, starting with the revised Standards of Learning, adopted in 1995. The first administration of SOL tests was in the spring of 1998.

October 1997: BOE Adopts First SOA

Focus:

- ❑ **Raising academic standards through new Standards of Learning**
- ❑ **Measuring student achievement and progress in more rigorous standards through SOL testing**
- ❑ **Ensuring the accountability of schools for student achievement through the Standards of Accreditation**
- ❑ **Communicating with parents, taxpayers, and the community through the School Performance Report Card**
- ❑ **Linking what is taught to what is measured, and what is awarded**

SOA 1997: New Graduation Requirements

School Year 1998-99 SOA new diploma requirements, consisting of 22 units of credit for Standard Diploma (raised from 21) and 24 units of credit for Advanced Studies Diploma (raised from 23), became effective for Class of 2002

School Year 2000-2001 SOA requirements for six units of verified credits, which require passage of applicable SOL tests, for the Standard Diploma and nine units of verified credits for Advanced Studies Diploma become effective for Class of 2004

Credits for Graduation

“Standard” unit earned after successful completion of 140 clock hours of instruction in course offered for high school credit

“Verified” unit earned after successful completion of 140 clock hours of instruction and passing SOL test for specific high school course

SOA 1997: New Accreditation Requirements

- ❑ **Phase-in years for accreditation requirements extend through 2002-03 school year**
- ❑ **Accreditation ratings during implementation years: “Fully Accredited,” “Provisionally Accredited,” and “Accredited with Warning”**
- ❑ **“Provisionally Accredited” rating representing less than 70 percent passing rate but improvement in scores over previous year phased out after 2003 and replaced with “Accreditation with Warning” for schools not attaining 70 percent passing rate (50 percent for 3rd grade Science and History and Social Science)**

New Accreditation Requirements (*cont.*)

Beginning with school year 2003-2004, three consecutive years of “Accredited with Warning” status leads to “Accreditation Denied.”

School Year 2006-2007 first year a public school may be denied accreditation (failed to achieve accreditation by the end of the 2005-2006 academic year)

Subsequent Amendments to the SOA

9

2000

2006

2009

2012

2013

Highlights July 2000 Revision

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- ❑ **Substitute tests for verified credits and accreditation, including student-selected**
- ❑ **Modified Standard Diploma created**
- ❑ **Expedited retests for end-of course and remediation recovery for English and mathematics**
- ❑ **Waiver of 140 clock hours of instruction with course mastery and superintendent approval (SOQ)**

2000 Revision (*cont.*)

- ❑ **Created intermediate annual SOL pass rate benchmarks for core academic areas through 2003-04 to support “Provisionally Accredited”**
- ❑ **“Provisionally Accredited/Needs Improvement” and “Accreditation Withheld/Improving School” ratings created**
- ❑ **Three-year rolling average for accreditation option added**
- ❑ **Pass rate for third- and fifth- grade English increased to 75 percent for 2003-04**
- ❑ **Academic reviews and School Improvement Plan required (SOQ)**

Highlights 2006 Revision

- ❑ **Definitions section added**
- ❑ **Deleted obsolete transitional provisions**
- ❑ **Remediation recovery expanded to K-12 (Remediation referenced in SOQ)**
- ❑ **Added references to 504 plans and Individual Education Programs and assessment with appropriate accommodations**
- ❑ **Provided for Limited English proficient one-time exemption, K-8**

2006 Revision (*cont.*)

- ❑ **Added verified credit award for completed career and technical program sequence and earned credential, student selected test (SOQ)**
- ❑ **Clarified and specified acceptance of credits toward graduation from transfer students**
- ❑ **Increased instructional program requirements in elementary, middle, and secondary schools**
- ❑ **Added locally awarded verified units of credit for science or history/social science (Code Section 1)**
- ❑ **Addressed planning periods and teaching loads for middle and secondary teachers**

Highlights of February 2009 Revision

- ❑ **Incorporated Graduation and Completion Index, with 85 points and reduced points for certificate of completion, to be phased in**
- ❑ **Required credit in economics and personal finance for Standard, Standard Technical, Advanced Studies, and Advanced Technical Diplomas**
- ❑ **Permitted credit earned through Virtual Virginia to be accepted in public schools (HB 2619)**
- ❑ **Required the preparation of Academic Career Plan, beginning with seventh graders in 2010-2011**

Highlights of June 2012 Revision

- ❑ **Emergency regulations passed to comply with legislation (HB 1061 and SB 489), approved by Governor 10/14/04**
- ❑ **Requires students to earn a career and technical education credential approved by BOE for Standard Diploma, beginning with first-time ninth graders in 2013-2014 school year**
- ❑ **Folded the Modified Standard Diploma into the Standard Diploma, and required the BOE to establish credit accommodations for students with disabilities, including approved alternative courses; modifications or requirements for locally awarded verified credits; approval of additional tests to earn verified credit; adjusted cut scores required to earn verified credit; and allowance of work-based learning experiences**

2012 Revision (*cont.*)

- ❑ **Eliminated Standard Technical Diploma and the Advanced Technical Diploma**
- ❑ **Required completion of one virtual course for Standard or Advanced Studies Diploma, which may be noncredit-bearing**
- ❑ **Specified that the Advanced Studies Diploma is recommended for students pursuing baccalaureate study. Both the Standard and Advance Diplomas shall prepare students for postsecondary education and career readiness**

Highlights of April 2013 Proposed Revision

- ❑ **Established new section for accreditation of public virtual schools enrolling students full time in response to HB 1215**
- ❑ **Provides that that public virtual schools would be required to meet all laws and regulations required of all other public schools**
- ❑ **Subjects students in public virtual schools to the compulsory attendance law and would require further enrollment, or instructional support in various ways as needed, should a student master course content and complete all course requirements in fewer than 180 days or 990 hours**

Standards of Accreditation with October 2013 Proposed Revisions from BOE Comprehensive Review

Incorporates emergency regulations

**Pending completion of Administrative Process Act
Requirements, in Secretary's office**

Definitions

- ❑ **“Class period” redefined as “time in the school day that is “allocated to a course of study, lessons, or activities, rather than “approximately 1/6 of the instructional day”**

- ❑ **Definition of “credit accommodations” added to mean “adjustments to meet the standard and verified credit requirements for earning a Standard Diploma for students with disabilities**

- ❑ **References to Advanced Technical, Standard Technical, Modified Standard, and General Achievement diplomas deleted**

- ❑ (pages 1-5 in proposed stage text)

Definitions (*cont.*)

- ❑ **Definition of “learning management system” added to mean a technology platform which online courses are accessed by students and teachers**
- ❑ **Definition of “planning period” amended to mean one class period per day “that is 1/6 of the instructional day,” or the equivalent “in minutes per week, regardless of the configuration of the class schedules...”**
- ❑ **Definition of “public virtual school” added to mean “a school under the authority of the local school board where a student is enrolled full-time and receives instruction primarily electronically, using the Internet or other computer-based methods.”**

Definitions (*cont.*)

- ❑ **Definition of “reconstitution” amended to apply to schools rated “Accredited with Warning” as well as “Accreditation Denied”**
- ❑ **Definition of “standard school year” amended to refer to “instructional hours,” rather than “teaching hours”**
- ❑ **Definition of “standard unit of credit” amended to delete reference to 140 clock hours of instruction and local school board development of alternatives to the 140 clock hours.**
- ❑ **Definition of “student periods” deleted**
- ❑ **Editorial changes made**

Part I: Purpose

The standards for the accreditation of public schools in Virginia are designed to ensure that an effective educational program is established and maintained in Virginia's public schools.

- ❑ **Provide a foundation of high quality educational programs**
- ❑ **Encourage appraisal and improvement to raise student achievement**
- ❑ **Foster public confidence**
- ❑ **Assure recognition of Virginia's schools by other institutions of learning**
- ❑ **Establish the means to determine effectiveness of schools**

(page 5 in proposed stage text)

Part II: Philosophy, Goals and Objectives

Each school shall have a philosophy, goals, and objectives that serve as the basis for policies and practices and:

- ❑ Are developed with advice of professional and lay representatives of the various populations served by the school,**
- ❑ Serve as a basis for the biennial school plan,**
- ❑ Are consistent with the Standards of Quality, and**
- ❑ Include measurable objectives to raise student and school achievement, close the achievement gap, improve attendance, reduce drop-out rates, increase graduation rates, and increase the quality of instruction.**

(pages 6-7 in proposed stage text)

Part III: Student Achievement Expectations

Each student should learn the relevant grade level/course subject matter before promotion to the next grade.

In K-8, each student shall be expected to take the applicable Standards of Learning (SOL) tests following instruction. Students who are accelerated shall take the test for the content of the highest grade level in which the student received instruction.

~~No student shall take more than one test in any content area in each year.~~

With such funds as may be appropriated, the Board may provide opportunities for expedited retakes of SOL tests in grades 3-8.

Schools shall use SOL test results in K-8 as a part of a set of multiple criteria for promotion/retention policies.

(pages 7-28 in proposed stage text)

Part III: Student Achievement Expectations

Each student in middle and secondary schools shall take all applicable end-of-course SOL following instruction.

Students who fail to achieve a passing score on all of the SOL tests in grades 3-8, or who fail an end-of-course test required for a verified credit, shall be required to participate in remediation. (SOQ)

The policy for dropping courses shall ensure that students' course schedules are not changed to avoid the end-of-course assessments.

Part III: Student Achievement Expectations

Participation in the Virginia assessment program by students with disabilities is prescribed by the students' IEP or 504 plan.

Students who take an additional test approved by the Board to verify a standard unit of credit shall not also be required to take the associated Standards of Learning test.

LEP students in grades K-8 who have been enrolled in a United States school for less than one year may be granted a one-time exemption from the Standards of Learning testing in reading.

Requirements for Graduation

- ❑ **Standard Diploma**
- ❑ **Advanced Studies Diploma**
- ❑ **Special Diploma**
- ❑ **Certificate of Program Completion**

Beginning with the 9th grade class of 2013-2014, the Modified Standard Diploma will be folded into the Standard Diploma. Students in the 9th grade prior to 2013-2014 may still be awarded the MSD.

The Standard Technical Diploma and the Advanced Technical Diploma are eliminated.

Standard Diploma Course Requirements

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Discipline Area	Standard Credits	Verified Credits
English	4	2
Mathematics	3	1
Laboratory Science	3	1
History & Social Science	3	1
Health & Physical Education	2	
Foreign Language, Fine Arts, CTE (Code)	2	
Economics and Personal Finance	1	
Electives	4	
Student Selected Test		1
CTE Credential (Code)		
<u>Other requirements</u>		
Total	22	6

Advanced Studies Diploma Course Requirements

(15)

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Discipline Area	Standard Credits	Verified Credits
English	4	2
Mathematics	4	2
Laboratory Science	4	2
History & Social Science	4	2
Health & Physical Education	2	
Foreign Language	3	
Fine Arts or CTE	1	
Economics and Personal Finance	1	
Electives	3	
Student Selected Test		1
<u>Other Requirements</u>		
Total	26	9

Diploma Course Requirements

Beginning with first-time ninth-grade students in 2016-2017, students shall be trained in emergency first aid, CPR, and the use of AEDs, including hands-on practice of the skills necessary to perform CPR.

Any student with a disability whose IEP or 504 Plan documents that they cannot successfully complete this training shall be granted a waiver from this graduation requirement, as provided in 8VAC20-131-350.

(Code)

Special Diploma and Certificate of Program Completion

Students with disabilities who complete the requirements of their IEP, including career competencies identified by the IEP team in accordance with guidelines developed by the Board shall be awarded Special Diplomas.

Students who complete prescribed programs of studies defined by the local school board, but do not qualify for diplomas shall be awarded Certificates of Program Completion.

(Code)

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Awards for Exemplary Student Performance: Diploma Seals

Governor's Seal - Advanced Studies Diploma with an average grade of "B" or better, and successful completion of ~~at least nine transferable college credits in Advanced Placement (AP), International Baccalaureate (IB), Cambridge, or dual enrollment courses~~ a one-year Uniform Certificate of General Studies or an associate degree from a community college in the Commonwealth concurrent with a high school diploma.

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Awards for Exemplary Student Performance: Diploma Seals

Board of Education Seal - Standard or Advanced Studies Diploma with an average grade of "A" and successful completion of college-level coursework that will earn the student at least nine transferable college credits in Advanced Placement (AP), International Baccalaureate (IB), Cambridge, or dual enrollment courses

Awards for Exemplary Student Performance: Diploma Seals

- ❑ Board of Education's Career and Technical Education Seal (Code)**
- ❑ Board of Education's Seal of Advanced Mathematics and Technology (Code)**
- ❑ Board of Education's Seal for Excellence in Civics Education (Code)**
- ❑ Seals or awards for exemplary performance defined by the local school board**

Transfer Students and Credits: Standard Diploma

- ❑ **10th or the beginning of the 11th grade - four verified credits: one each in English, mathematics, history, and science**
- ❑ **11th or the beginning of the 12th grade - two verified credits: one in English and one of the student's choosing**
- ❑ **Students transferring after 20 instructional hours in their senior year shall be given every opportunity to earn a diploma, and waivers may be granted in accordance with Board guidelines.**
- ❑ **Other states' end-of-course and exit tests required for graduation by the sending state would be accepted for verified credits, consistent with the military compact.**

Transfer Students and Credits: Advanced Studies Diploma

- ❑ **10th or the beginning of the 11th grade - six verified credits: two in English; one each in mathematics, history, and science; one of the student's choosing**

- ❑ **11th or the beginning of the 12th grade - four verified credits: one in English and three of the student's choosing**

- ❑ **Students transferring after 20 instructional hours in their senior year shall be given every opportunity to earn a diploma, and waivers may be granted in accordance with Board guidelines.**

- ❑ **Other states' end-of-course and exit tests required for graduation by the sending state would be accepted for verified credits, consistent with the military compact.**

Part IV: School Instructional Programs

- ❑ **Each school shall establish learning objectives to be achieved by students at successive grade levels that meet or exceed the knowledge and skills contained in the Standards of Learning for English, mathematics, science, and history/social science adopted by the board and shall continually assess the progress of each student in relation to the objectives.**
- ❑ **Instruction shall be designed to accommodate all students, including those identified with disabilities in accordance with the Individuals with Disabilities Education Act or § 504 of the Rehabilitation Act, as amended, those identified as gifted/talented, and those who have limited English proficiency.**

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Elementary Schools

Elementary schools shall provide a program of instruction in the Standards of Learning for English, mathematics, science, and history/social science.

Elementary schools shall provide instruction in art, music, and physical education and health, and shall require students to participate in a program of physical fitness in accordance with Board guidelines. (SOQ)

A minimum of 75% of instructional time shall be in English, mathematics, science, and history/social science.

Elementary Schools

In accordance with the SOQ, local school divisions shall implement early identification, diagnosis, and assistance for students with reading or mathematics deficits and shall provide instructional strategies and reading and mathematics practices that benefit the development of reading and mathematics skills for all students.

Elementary Schools

In accordance with the SOQ, local school divisions shall provide reading intervention services to students in grade three who demonstrate deficiencies based on their individual performance on the Standards of Learning reading test or any reading diagnostic test that meets criteria established by the Department of Education.

The local school division, in its discretion, shall provide such reading intervention services prior to promoting a student from grade three to grade four.

Middle Schools

Middle schools shall provide a program of instruction in the Standards of Learning for English, mathematics, science, and history/social science.

Each school shall provide instruction in art, music, foreign language, physical education and health, and career and technical exploration, and shall require students to participate in a program of physical fitness in accordance with Board guidelines.

Level one of a foreign language and an Algebra I course shall be available to all 8th grade students.

(page 31)

Middle Schools

Students who are unable to read with comprehension shall receive additional instruction in reading.

Each student shall be provided a total of at least 560 instructional hours per year in the four academic disciplines (references to 140 clock hours in each deleted)

Each school shall ensure that students who need targeted mathematics remediation and intervention, including computational deficiencies as demonstrated by their individual performance on any diagnostic test or grade-level Standards of Learning mathematics test shall receive additional instruction in mathematics, which may include summer school.

Secondary Schools

The secondary school shall provide a program of instruction in English, mathematics, science, and history/social science to meet the graduation requirements.

Students shall have opportunities to pursue studies in academics, fine arts, and career and technical areas:

- ✓ Career and technical education (CTE) choices to be a program completer in one of three or more occupational areas;**
- ✓ Access to at least three advanced placement, International Baccalaureate, or Cambridge courses, or college-level courses for credit; and**
- ✓ Opportunities to study and explore the fine arts and foreign languages.**

Secondary Schools

Each school shall ensure that students who need targeted mathematics remediation and intervention, including computational deficiencies as demonstrated by their individual performance on any diagnostic test or grade-level Standards of Learning mathematics test shall receive additional instruction in mathematics, which may include summer school.

Clock Hours

Standard unit of credit:

~~A minimum of 140 clock hours of instruction, and~~
Successful completion of the course

Verified unit of credit:

~~A minimum of 140 clock hours of instruction.~~
Successful completion of the course requirements, and
passing the end-of-course SOL test or a Board-approved
substitute test.

Summer school:

~~Repeat courses must be completed in no less than 70~~
~~clock hours of instruction per unit of credit.~~

(pages 34-36)

Substitute Tests

The Board may approve additional tests for awarding verified credit:

- ❑ The test must be standardized and graded independently of the school or school division in which the test is given;**
- ❑ The test must be knowledge-based;**
- ❑ The test must be administered on a multistate or international basis; and**
- ❑ The test must measure content that incorporates or exceeds the Standards of Learning content in the course for which verified credit is given.**

Additional Flexibility

Expedited retakes – opportunities for students who have passed the course to retake the end-of-course test to earn a verified unit of credit

Locally awarded verified unit of credit – opportunities for students who have passed the course, but not the SOL test, to earn a verified unit of credit

Remediation recovery – opportunities for students to participate in a remediation program and then retake tests in English, mathematics, or both. Placing a student in a remediation recovery program does not penalize a school if the student is not successful on the retake of an SOL test

Dual Enrollment

Students shall be encouraged and afforded opportunities to take college courses simultaneously for high school graduation and college degree credit (dual enrollment):

- 1. The high school principal must give written approval;**
- 2. The college must accept the student for admission to the course or courses; and**
- 3. The course or courses must be given by the college for degree credits.**

(page 37)

Academic and Career Plan

Beginning with the 2013-2014 academic year, all schools shall begin development of a personal Academic and Career Plan for each seventh-grade student with completion by the fall of the student's eighth-grade year.

The plan shall include the student's program of study for high school graduation and a postsecondary career pathway based on the student's academic and career interests.

The plan shall be reviewed and updated before the student enters the ninth and eleventh grades.

Standard School Year and School Day

The standard school year shall be 180 days or 990 instructional hours. (Code)

The standard school day for students in grades 1 through 12 shall average at least 5-1/2 hours, excluding breaks for meals, and a minimum of three hours for kindergarten.

Offsite Instruction

Homebound instruction shall be made available to students who are confined at home or in a health care facility for periods that would prevent normal school attendance, as certified by a licensed physician or licensed clinical psychologist.

Schools are encouraged to pursue alternative means to deliver instruction to accommodate student needs through emerging technologies and other similar means.

New section on Public Virtual Schools

8VAC20-131-185

(pages 40-45)

Extracurricular activities and recess

School sponsored extracurricular activities shall be under the direct supervision of the staff and shall contribute to the educational objectives of the school.

Extracurricular activities and eligibility requirements shall be established and approved by the superintendent and the school board.

Each elementary school shall provide students with a daily recess during the regular school year as determined appropriate by the school.

Part V: School and Instructional Leadership

Role of the Principal

Instructional leader of the school and 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

Notifies parents of rising eleventh-grade and twelfth-grade students of number of standard and verified credits required for graduation and remaining number of such credits the individual student needs (Code)

(pages 46-51)

Part V: School and Instructional Leadership

Role of the Principal

The principal is also responsible for determining strategies to close the achievement gap, ensuring that teacher evaluations are carried out in a manner consistent with the Board's evaluation guidelines, and ensuring the security of tests administered to students.

Role of the Professional Teaching Staff

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The professional teaching staff shall be responsible for providing instruction that is educationally sound in an atmosphere of mutual respect and courtesy, which is conducive to learning, and in which all students are expected to achieve the objectives of the Standards of Learning for the appropriate grade level or course.

Staffing Requirements

Each school shall have at a minimum the staff as specified in the Standards of Quality, with proper licenses and endorsements for the positions they hold.

The middle and secondary classroom teacher's standard load shall be based on teaching no more than 5/6 of the instructional day, or the equivalent in minutes per week, regardless of the configuration of the class schedules,

Each middle and secondary classroom teacher shall be provided one planning period per day unencumbered of any teaching or supervisory duties.

Staffing Requirements

- ❑ **Teachers shall teach no more than 150 ~~student periods per day or 30 class periods per week~~ students per school year. Physical education and music teachers, however, may teach 200 students per school year.**
- ❑ **If a classroom teacher teaches more than 5/6th of the total instructional time per day in minutes, or the equivalent per week, or more than 150 students each year, an appropriate contractual arrangement and compensation shall be provided.**

Part VI: School Facilities and Safety

- ❑ **Each school shall be in compliance with USBC, and shall have regular safety, health, and fire inspections.**
- ❑ **Each school shall have contingency plans for emergencies and staff certified in CPR, the Heimlich maneuver, and emergency first aid.**
- ❑ **The physical plant shall be accessible, barrier free, safe, and clean.**
- ❑ **There shall be suitable space for classrooms, library and media services, and physical education.**
- ❑ **There shall be adequate, safe, and properly-equipped laboratories for science, technology, fine arts, and career and technical programs.**

(pages 51-54)

Part VI: School Facilities and Safety

- ❑ Each school shall carry out the duties of the threat assessment team.
- ❑ Each school shall have ~~one~~ two lock-down drills every year, one in September and one in January.
- ❑ Each school building shall have employees with current certification or training in emergency first aid, CPR, and the use of an AED.
- ❑ The school shall have procedures to implement school board policies for the possession and administration of epinephrine.

(Code)

Part VII: School and Community Communications

Each school shall:

Involve parents and the community in developing the biennial school plan; on advisory committees; in curriculum studies; and in evaluating the educational program;

Provide annually to the parents and the community the School Performance Report Card;

Cooperate with business and industry in formulating career and technical educational programs; and

Encourage and support the parent-teacher association or other organization and work cooperatively with it.

(pages 54-57)

Communications with Parents

Each school shall provide to parents or guardians:

The learning objectives to be achieved at their child's grade level or a copy of the syllabus for each of their child's courses, including a notice to parents about any sensitive or explicit materials that may be included in the course, the textbook, or any supplemental instructional materials; and a copy of the school division promotion, retention, and remediation policies

Communications with Parents

Each school shall provide to parents or guardians:

- ❑ A copy of the Standards of Learning applicable to the child's grade or course requirements and the approximate date of the child's next SOL testing;**

- ❑ An annual notice of the requirements for Standard and Advanced Studies Diplomas.**

Part VIII: School Accreditation

Schools are accredited annually based on compliance with:

- ❑ Pre-accreditation eligibility requirements,
- ❑ Student performance on SOL tests, and
- ❑ For schools with a 12th grade, the percentage of students graduating from or completing high school, based on the Graduation and Completion Index.

A school that is required to be paired, may request approval of an alternative accreditation plan that includes student growth indicators.

(pages 57-78)

Graduation and Completion Index

The graduation and completion index includes weighted points for:

- ❑ Diploma graduates (100 points),**
- ❑ GED recipients (75 points),**
- ❑ Students still in school (70 points), and**
- ❑ Students earning certificates of program completion (25 points).**

The graduation and completion index accounts for all students in the graduating class's 9th grade cohort, plus students transferring in, minus students transferring out.

Graduation and Completion Index

Students who earn both a diploma and an industry certification, industry pathway certification, a state licensure, or an occupational competency credential in a career and technical education program, when such certification, licensure, or credential is approved by the Board of Education as student-selected verified credit shall earn 103 points; however, the additional three points shall not be used to obtain higher accreditation rating

Accreditation Ratings

Fully Accredited with Distinction

- ❑ The school has a pass rate of 90% or higher in each of the four core academic areas and
- ❑ In the case of elementary and middle schools, at least 50% of the lowest performing 25% of students meet student growth indicators approved by the Board; or
- ❑ In the case of a high schools with a graduating class, a graduation rate of 90% or higher, based on Virginia's On-Time Graduation Rate.

Accreditation Ratings

Fully Accredited

- ❑ The school meets the pass rate of 75% in English and 70% in mathematics, science, and history/social science and, for schools with a 12th grade, 85 percentage points on the graduation and completion index.
- ❑ With tests administered beginning in the academic year 2015-2016 for the accreditation ratings awarded in school year 2016-2017 and beyond, a school will be rated Fully Accredited when its eligible students meet the pass rate of 75% in English and mathematics

Accreditation Ratings

Accredited with Warning in (specific academic area or areas)

The school fails to achieve full accreditation in one or more academic areas or the minimum threshold for the graduation and completion index.

A school may remain in the Accredited with Warning status for no more than three consecutive years.

Accreditation Ratings

Provisionally Accredited-Graduation Rate

The school meets the SOL pass rates to be rated Fully Accredited and fails to achieve a minimum of 85 percentage index points on the graduation and completion index, but achieves the following minimum benchmarks for each year:

- ❑ Accreditation year 2011-2012 - 80 percentage points
- ❑ Accreditation year 2012-2013 - 81 percentage points
- ❑ Accreditation year 2013-2014 - 82 percentage points
- ❑ Accreditation year 2014-2015 - 83 percentage points
- ❑ Accreditation year 2015-2016 - 84 percentage points

Note: The accreditation year is the year the accreditation rating is awarded, which follows the year the accreditation rating is earned.

Accreditation Ratings

Conditionally Accredited-New – A new school comprised of students from one or more existing schools.

Conditionally Accredited-Reconstituted – A school that is approved by the Board to be reconstituted. A school with this rating will revert to Accreditation Denied if it fails to be fully accredited at the agreed upon term, or to have its application for renewal approved.

A local school board may choose to reconstitute any school that is accredited with warning for the preceding two consecutive years and apply to the Board of Education for a rating of Conditionally Accredited--Reconstituted.

Accreditation Ratings

Accreditation Denied – A school that fails to meet the requirements to be rated Fully Accredited or Provisionally Accredited-Graduation Rate for three consecutive years.

Appeal of Accreditation Ratings

The Board of Education shall provide for a process for a local school board to appeal an accreditation rating of any school in the division based on the prescribed achievement criteria and student growth indicators approved by the Board. The appeal process may consider student growth data from state assessments and additional assessments approved by the Board.

The Board of Education may approve assessments other than the state assessments to measure student growth for the purposes of accreditation.

Criteria for Other Assessments

- ❑ **The test must be standardized and graded independently;**
- ❑ **It must be knowledge based;**
- ❑ **It must be administered on a multistate or international basis, or administered as part of another state's accountability program, or listed on the VDOE Student Growth Assessment state contract; and**
- ❑ **To be counted in a specific academic area, it must measure content that incorporates or exceeds the Standards of Learning and it must measure and report individual growth relative to a year's worth of progress.**

Actions Required for a School Accredited with Warning

Schools rated Accredited with Warning or Provisionally Accredited-Graduation Rate must undergo an academic review in accordance with Board guidelines.

Any school that is rated Accredited with Warning in English or mathematics must adopt an instructional method with a proven track record of success at raising student achievement.

A three-year School Improvement Plan must be developed and implemented, based on the results of an academic review.

Recognitions for School Accountability

Schools may be recognized by the Board by:

- ❑ Public announcements recognizing individual schools;**
- ❑ Tangible rewards;**
- ❑ Waivers of certain board regulations;**
- ❑ Exemptions from certain reporting requirements; or**
- ❑ Other commendations deemed appropriate to recognize high achievement.**

Special Provisions and Sanctions

Any school in violation of these regulations shall be subject to appropriate action by the Board, including the withholding or denial of a school's accreditation.

A school's accreditation rating may be withheld by action of the Board for any school in violation of test security procedures.

Withholding of a school's accreditation rating shall not be considered an interruption of the three-consecutive-year period for receiving a rating of Accreditation Denied.

The Board of Education may exercise its authority to seek school division compliance with school laws pursuant to relevant provisions of the *Code of Virginia* when any school within a division is rated Accreditation Denied.

Waivers

Waivers of the requirements of these regulations may be granted by the Board on submission of a request from the division superintendent and chairman of the local school board. The request shall include documentation of the need for the waiver.

In no event shall waivers be granted to the requirements of Part III of these regulations except that the Board of Education may provide for the waiver of graduation requirements in 8VAC20-131-50 upon the Board's initiative or at the request of a local school board on a case-by-case basis. The board shall develop guidelines for implementing these requirements.