



Revisions to the Standards of Accreditation Proposed by the Virginia Board of Education

October 2017

Preparing Life-Ready Graduates

Increased Career Exposure, Exploration, and Planning

Elementary Grades

- Identification of personal interests and abilities
- Provision of information about career cluster areas

Middle Grades

- Career Investigation Course or equivalent for students in middle school to aid academic and career planning in accordance with the Profile of a Virginia Graduate
- Course information and planning for education/training after high school

High School Grades

- Emphasis on workplace skills for ALL students
- Opportunities for internships and work-based and service-based learning

Increase Opportunities for Internships, Work and Service-based Learning Experiences to achieve workplace and citizenship skills

Scheduling alternatives that offer opportunities for internships, externships, work-based and service-based experiences, and credentialing

Adding work and service-based learning experiences and earned credentials into measures of college, career, and civic career readiness

Ensuring students attain the knowledge, skills, competencies, and experiences necessary to be successful in the evolving global economy.

Proposed Changes to Virginia's Graduation Requirements

Standard Diploma: reduced from 6 to 5 verified credits

Advanced Diploma: reduced from 9 to 5 verified credits

One Verified Credit Each in:	
Mathematics	SOL Test
Science	SOL Test
English (Reading)	SOL Test
English (Writing)	SOL Test or Authentic Performance Assessment
Social Studies	SOL test or Authentic Performance Assessment

Attainment and demonstration of the 5 C's: creativity; collaboration; communication; citizenship; critical thinking

State Board Reform

Philosophy of Accountability

Four Main Principles:

1. Provide **comprehensive** picture of school quality
2. Drive **continuous improvement** for all schools
3. Build on strengths and **address gaps and unintended outcomes** in current system
4. Inform areas of VDOE technical assistance and use of school improvement resources

School Accreditation: Change to the Application of School Quality Indicators

Academic achievement as measured by passing rates, student growth and English learner progress towards passing rates on English, Mathematics, science

Academic achievement gaps

Graduation and student progress measured by the Graduation Completion Index

Dropout rates

Chronic absenteeism

College and Career Readiness Index

Indicator Performance Levels

Level One: At or Above Standard. A school's achievement on the specific indicator demonstrates acceptable performance or performance above the benchmark, or adequate improvement in the indicator, based on performance benchmarks.

Level Two: Near Standard or Improvement from Below Standard. A school's achievement on the specific indicator is below the performance benchmarks for the At or Above Standard, designation but close to the range of measurement for the Level One performance level. Level Two may also indicate improvement from Level Three. A school quality indicator within the Level Two range which does not improve to Level One at the end of four years shall be designated as Level Three at the end of the four-year period.

Level Three: Below Standard. A school's achievement on the specific indicator is below the performance benchmarks for Level One, At or Above Standard, and Level Two, Near Standard.

Application of Indicator Performance to Actions

Actions and responses to be taken by school divisions and schools, according to performance level on a school quality indicator

Performance Levels	Action
Level 1	These schools should monitor their performance in the corresponding indicator and continue to plan for improvement
Level 2	These schools should closely analyze their needs and factors affecting performance, and should revise multi-year school improvement plans for the corresponding indicator. These schools may receive technical assistance and guidance from VDOE offices. Schools that remain at this level for multiple years and do not show improvement may drop to Level 3 and receive state intervention.
Level 3	These are the lowest performing schools, and department intervention and direction should occur for each corresponding indicator, to include a corrective action plan from the school and school division.

School Accreditation Designations

Accredited	When every school quality indicator is in either the Level One or Level Two ranges.
Accredited with Conditions	When a school has any school quality indicator in the Level Three range.
Accreditation Denied	The Virginia Board of Education shall deny accreditation for any school that continues to demonstrate Level Three performance in any school quality indicator due to a failure to implement actions or that has taken no action on identified strategies and interventions.

Public Comment

Flexibility needed for use of recess because it improves attentiveness and focus in the classroom

Recess should be included in the definitions for “instructional hours” and “standard school day” rather than explicitly excluded

Fine Arts Advocates:

Fine arts course should be a separate requirement for graduation with a standard credit

Proposed Changes in Final Regulations

Technical edits:

- Added language to introduce list of methods to achieve verified credit
- Clarified language for transition year of accreditation ratings
- Clarified that Level Two actions include revision to existing multi-year school improvement plan after needs assessment
- Changed language addressing test security from the requirement that all schools adhere to a policy that prohibits students' cell phones and other electronic devices with texting or camera capabilities to be in the room where a SOL test is being administered to prohibiting students' access to cell phones and other electronic devices with texting or camera capabilities during the administration of the SOL tests.

Corrections:

- Eliminated reference to department guidelines related to graduation pathways
- Added Code requirement for two sequential electives to Advanced Diploma section
- Specified that homebound instruction is to be provided only under the supervision of a licensed teacher

Timeline for SOA Adoption

- Submitted to Town Hall for executive review (proposed stage), June 2017
- Five summer public hearings held across the Commonwealth
- Public Comment period concluded on Town Hall October 6, 2017
- Anticipated adoption of final regulations by the Board, November 2017
- Submitted to Town Hall for executive review (final stage), November 2017
- Pending executive approval, regulations become effective January 2018