

Suggested Revisions to SOA: Purpose, Philosophy, and Goals as referenced in Parts I, II, III, IV, and VIII

Part I Purpose

8VAC20-131-10.Purpose

The foremost purpose of public education in Virginia is to provide children with a quality education ~~giving them opportunities to meet their fullest potential in life, which prepares them for success in multiple areas of life, within their current school experiences and in the future.~~ 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. The mission of the public education system is to educate students in the essential academic knowledge and skills in order that they may be equipped for citizenship, work, and a private life that is informed and free. The accreditation standards: These regulations provide the parameters for meeting this purpose through establishing standards for student achievement and accomplishment, driven by effective school environments which are conducive to learning. The Standards of Accreditation support the provision of an excellent public education for all students within a system of accountability and continual improvement that results in personal realization of full potential and an appreciation for lifelong learning. The accreditation standards are intended to:

1. Provide an essential foundation of educational programs of high quality in all schools for all students: that engage them in obtaining knowledge that can be applied in creative ways to real life and real world situations.
2. Encourage, promote, and acknowledge continuous appraisal and improvements of the school program for the purpose of raising student achievement- by schools and school divisions based on measurement of student progress throughout the year, resulting in student growth, academic achievement, and increased graduation rates, beyond benchmarks and expectations.

3. Foster public confidence that graduating students have mastered multiple areas of literacy as defined by 21st Century learning, including core academic content, social-emotional competency, and responsible citizenship from the local to the global community.
4. ~~Assure recognition of~~ Establish the basis for recognition of excellence in Virginia's public schools by other institutions of learning; and by employers.
5. Establish a and shape the means of determining the effectiveness of schools; including components of student learning, progress and outcomes, staff leadership, school environment, and communication with families and communities.

Rest of section as is

Part II Philosophy, Goals, and Objectives (new language for the State)

8VAC20-131-20. Philosophy, goals, and objectives. The Standards of Accreditation represent statewide expectations, goals, and objectives to be met by school systems. Meeting these expectations should result in assessment and improvement in the delivery of instruction, including multiple methods and options for personalized learning. However, overall school improvement and student accomplishment are products of division-wide systems development, encompassing not only instruction, but also leadership, organizational structure, learning environment, personnel development, student supports, parent and community engagement, and continual evaluation of outcomes. Goals and objectives to be achieved through integration and alignment of these areas include student commitment to individual learning, closure of achievement gaps, reduction of the dropout rate, increased graduation rates, and student mastery beyond baseline requirements. The goal is the preparation of students who graduate with a purpose in mind, and knowledge and abilities in place for the next phases of their development as adults.

Students should attain essential academic knowledge and technical skills in order that they may be equipped for citizenship, work, and a private life that is informed and free. Their education should encompass mastery of critical thinking, analysis, and problem solving, and the

development of personal attributes such as determination, dependability and persistence. Also essential to success are the skills of communication and collaboration, and the ability to build relationships through understanding.

The philosophy, goals, and objectives of individual schools should reflect and encompass the means by which the statewide standards are to be achieved.

Rest of the section continues

Part III Student Achievement

8VAC20-131-30. Student achievement expectations.

Virginia's system of k-12 public education should prepare children and youth to be multidimensional individuals capable of succeeding in diverse and changing arenas, ranging from family to organizations, work associates to professional and business networks, and neighborhoods to the nation and the world. While there are multiple pathways to student achievement, they are to be based on foundational learning standards to be implemented statewide in every school for every student.

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

Rest of section continues

Part IV School Instructional Program

8VAC20-131-70. Program of instruction and learning objectives.

- A. Each school shall provide a program of instruction that promotes individual student academic achievement in the essential academic disciplines and shall provide additional instructional opportunities that meet the abilities, interests, and educational needs of students, including social-emotional development. 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.

B. 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, and those who have not shown proficiency in grade level standards by the end of the standard school year. Each school shall provide students who are identified as gifted/talented or who have disabilities with intervention services taught by teachers with special training or experience as part of the full continuum of education. ~~with instructional programs taught by teachers with special training or experience in working with gifted/talented students. Students with disabilities shall have the opportunity to receive a full continuum of education.~~

Rest of section continues

Part VIII School Accreditation

8VAC20-131-280. Expectations for school accountability.

A. Schools will be accredited annually based on compliance with preaccreditation eligibility requirements and achievement of the school accountability requirements of 8VAC20-131-300 C. The accountability system is based on measurement of factors contributing to effective school performance and continuous efforts and improvement in meeting and exceeding benchmarks and criteria. The regulations recognize local school systems as partners with the state in an ongoing commitment to assess the outcomes of public education policies and practices and to create alternatives and actions for improvement, growth, and excellence.

Rest of section continues