

**REPORT OF THE VIRGINIA
DEPARTMENT OF EDUCATION**

**Information on Home
Instruction for School Years
2006-2007 and 2007-2008**

**TO THE GOVERNOR AND
THE GENERAL ASSEMBLY OF VIRGINIA**



SENATE DOCUMENT NO. 12

**COMMONWEALTH OF VIRGINIA
RICHMOND
2008**



COMMONWEALTH of VIRGINIA

DEPARTMENT OF EDUCATION

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January 14, 2008

The Honorable R. Edward Houck
Chairman, Senate Education and Health
Committee
Virginia General Assembly
Room 326, Capitol Square
Richmond, Virginia 23219

The Honorable Robert Tata
Chairman, House Education
Committee
Virginia General Assembly
Room 801, Capitol Square
Richmond, Virginia 23219

Dear Senator Houck and Delegate Tata:

The 2006 General Assembly passed legislation amending the *Code of Virginia*, § 22.1-254.1, which pertains to the home instruction of children. The legislation passed by the 2006 General Assembly changed the requirements needed for parents to home school a child. Instead of the teaching parent holding a baccalaureate degree or higher, beginning July 1, 2006, the teaching parent can now hold a high school diploma or higher as one option under which to home school.

When this legislation was passed, it included an enactment clause, which stated: "That the Department of Education shall monitor implementation of this bill and shall communicate any findings and make such recommendations as may seem appropriate to the 2008 Session of the General Assembly."

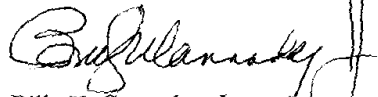
In response to this requirement, the department administered a survey instrument to all school divisions to collect data about home instruction for the school years 2006-2007 and 2007-2008. All school divisions responded, and the report enclosed with this letter summarizes the information reported.

Based upon the responses provided by school divisions, it appears that the majority of parents choosing to home school their children chose the option described above (where the parent holds a high school diploma or higher) when filing a notice of intent for home schooling with the local school division. The responses from school divisions further indicate that the majority of the divisions have not been negatively impacted by the 2006 change in law related to the instruction of home-schooled students. Data reported by the school divisions also show that the majority of home-schooled students in Virginia are meeting the requirements for showing academic progress each year.

The Honorable R. Edward Houck
The Honorable Robert Tata
January 14, 2008
Page Two

If you have questions or require additional information relative to this transmittal, please contact Michelle Vucci, director of policy, at michelle.vucci@doe.virginia.gov or at (804) 371-0558.

Sincerely,

A handwritten signature in black ink, appearing to read "Billy K. Cannaday, Jr.", with a large, stylized flourish at the end.

Billy K. Cannaday, Jr.
Superintendent of Public Instruction

BKCJr/MV/kfg
Enclosure

c: The Honorable Timothy M. Kaine, Governor
The Honorable Thomas R. Morris, Secretary of Education



VIRGINIA DEPARTMENT OF EDUCATION

REPORT

INFORMATION ON HOME INSTRUCTION FOR SCHOOL YEARS 2006-2007 AND 2007-2008

PRESENTED TO THE

**GOVERNOR OF VIRGINIA AND THE VIRGINIA GENERAL
ASSEMBLY**

JANUARY 9, 2008

Introduction

The 2006 General Assembly passed legislation amending the Code of Virginia, § 22.1-254.1, which pertains to the home instruction of children. Prior to the actions of the 2006 General Assembly, any parent who elected to home instruct a child in lieu of school attendance had to meet one of four criteria, outlined below:

- 1) The teaching parent held a baccalaureate degree in any subject from an accredited institution of higher education (**Option 1**);
- 2) The teaching parent met the qualifications for a teacher prescribed by the Board of Education (**Option 2**);
- 3) The teaching parent enrolled the child or children in a correspondence course approved by the Superintendent of Public Instruction (**Option 3**); or
- 4) The teaching parent provided “a program of study or curriculum, which, in the judgment of the division superintendent, includes the Standards of Learning objectives adopted by the Board of Education for language arts [English] and mathematics,” or provided “evidence that the parent is able to provide an adequate education for the child.” (**Option 4**)

The legislation passed by the 2006 General Assembly (shown in Appendix A) changed the requirements of **Option 1** noted above. Instead of the teaching parent holding a baccalaureate degree or higher, beginning July 1, 2006, the teaching parent could now hold a high school diploma or higher. When this legislation was passed, it included an enactment clause, which stated:

“That the Department of Education shall monitor implementation of this bill and shall communicate any findings and make such recommendations as may seem appropriate to the 2008 Session of the General Assembly.”

In response to this requirement, the department administered a survey instrument to all school divisions to collect data about home instruction for the school years 2006-2007 and 2007-2008. All school divisions responded, and this report summarizes the information reported.

The survey instrument administered to school divisions collected data in the following areas:

- ✓ The number of requests for home instruction for each of the four options;
- ✓ Information regarding the part-time enrollment of home-schooled children in public schools;

- ✓ Information regarding the percentage of students who met the requirements for evidence of academic progress in school year 2006-2007; and
- ✓ Qualitative information regarding the effect the change in law has had on school division operations.

General Data Analysis

Typically, the number of reported home-schooled students fluctuates from year to year, making trend analysis challenging. Consequently, it is difficult to predict or analyze the effect of this legislative change using the statistics reported by the school divisions.

For the 2006-2007 school year, the total number reported as parents who utilized **Option 1** (parent holding a high school diploma or higher) was approximately 14,000 out of a total reported number of home instruction requests received and approved of over 21,000. The use of option 1 is approximately 66% of the total.

For the 2007-2008 school year, the total number reported as parents who utilized **Option 1** was approximately 13,000 out of a total reported number of home instruction requests received and approved of over 18,000. The use of option 1 is approximately 72% of the total.

Based upon the data reported by school divisions, it appears that part-time enrollment of home-schooled children in public school divisions is minimal.

School divisions were asked to report the percentage of home-school students who met the requirements for evidence of academic progress in the 2006-2007 school year. The *Code of Virginia* requires parents to provide school divisions with one of the following requirements to assess the academic progress of the home-schooled student:

- ✓ Evidence that the child has attained a composite score in or above the fourth stanine on any nationally normed standardized achievement test; or
- ✓ An evaluation or assessment which, in the judgment of the division superintendent, indicates that the child is achieving an adequate level of educational growth and progress.

The data reported shows that the majority of school divisions (over 70%) reported percentages between 90% and 100%. It appears that the majority of home-school students are meeting the evidence of progress requirements on a statewide basis.

One factor that may contribute to the high percentage of students meeting the evidence of progress requirement is the first option noted above. The fourth stanine on a nationally normed standardized achievement test equates to a minimum of the 23rd percentile in scoring.

General Comments

In the survey instrument, school divisions were asked the following question:

Has the change in law that permits parents with a high school diploma to home school children made implementation of the home-school program more difficult or easier?

Generally, almost 70% of the school divisions reported that the change in law had either no effect on how the program for home-schooled children is administered locally or resulted in the program being easier to administer. Approximately 11% of the school divisions reported that the change in law resulted in local programs being more difficult to administer. The remaining percentage of school divisions indicated that the effect of the law change was undeterminable or the school division responses did not show a clear alignment with the intent of the question.

Appendix B contains the responses reported by school divisions to this question.

In the survey instrument, school divisions were also asked the following question:

Has the change had any impact on the home-schooled students' academic progress?

Generally, approximately 65% of the school divisions reported that the change has no impact on home-schooled students' academic progress. Approximately 10% of the school divisions reported that the change in law had a negative impact on home-schooled students' academic progress. Approximately 21% of the school divisions reported that the impact could not be determined. The remaining percentage of school division responses did not show a clear alignment with the intent of the question.

Appendix C contains the responses reported by school divisions to this question.

Conclusions and Recommendations

Based upon the responses provided by school divisions, it appears that the majority of parents choosing to home school their children chose **Option 1** when filing a notice of intent for home schooling with the local school division. (Option 1 is where the parent holds a high school diploma or higher.) The responses from school divisions further indicate that the majority of the divisions have not been negatively impacted by the 2006 change in law related to the instruction of home-schooled students. Data reported by the school divisions also show that the majority of home-schooled students in Virginia are meeting the requirements for showing academic progress each year.

The department has no recommendations at this time.

APPENDIX A

CHAPTER 932

An Act to amend and reenact § [22.1-254.1](#) of the Code of Virginia, relating to qualifications to provide home instruction.

[H 1340]

Approved May 18, 2006

Be it enacted by the General Assembly of Virginia:

1. That § [22.1-254.1](#) of the Code of Virginia is amended and reenacted as follows:

§ [22.1-254.1](#). Declaration of policy; requirements for home instruction of children.

A. When the requirements of this section have been satisfied, instruction of children by their parents is an acceptable alternative form of education under the policy of the Commonwealth of Virginia. Any parent of any child who will have reached the fifth birthday on or before September 30 of any school year and who has not passed the eighteenth birthday may elect to provide home instruction in lieu of school attendance if he (i) holds a ~~baccalaureate degree in any subject from an accredited institution of higher education~~ *high school diploma*; or (ii) is a teacher of qualifications prescribed by the Board of Education; or (iii) has enrolled the child or children in a correspondence course approved by the Superintendent of Public Instruction; or (iv) provides a program of study or curriculum which, in the judgment of the division superintendent, includes the standards of learning objectives adopted by the Board of Education for language arts and mathematics and provides evidence that the parent is able to provide an adequate education for the child.

B. Any parent who elects to provide home instruction in lieu of school attendance shall annually notify the division superintendent in August of his intention to so instruct the child and provide a description of the curriculum to be followed for the coming year and evidence of having met one of the criteria for providing home instruction as required by subsection A. Effective July 1, 2000, parents electing to provide home instruction shall provide such annual notice no later than August 15. Any parent who moves into a school division or begins home instruction after the school year has begun shall notify the division superintendent of his intention to provide home instruction as soon as practicable and shall comply with the requirements of this section within 30 days of such notice. The division superintendent shall notify the Superintendent of Public Instruction of the number of students in the school division receiving home instruction.

C. The parent who elects to provide home instruction shall provide the division superintendent by August 1 following the school year in which the child has received home instruction with either (i) evidence that the child has attained a composite score in or above the fourth stanine on a battery of achievement tests which have been approved by the Board of Education for use in the public schools or (ii) an evaluation or assessment which, in the judgment of the division superintendent, indicates that the child is achieving an adequate level of educational growth and progress.

In the event that evidence of progress as required in this subsection is not provided by the parent, the home instruction program for that child may be placed on probation for one year. Parents shall file with the division superintendent evidence of their ability to provide an adequate education for their child in compliance with subsection A and a remediation plan for the probationary year which indicates their program is designed to address any educational deficiency. Upon acceptance of such evidence and plan by the division superintendent, the home instruction may continue for one probationary year. If the remediation plan and evidence are not accepted or the required evidence of progress is not provided by August 1 following the probationary year, home instruction shall cease and the parent shall make other arrangements for the education of the child which comply with § [22.1-254](#). The requirements of subsection C shall not apply to children who are under the age of six as of September 30 of the school year.

D. Nothing in this section shall prohibit a pupil and his parents from obtaining an excuse from school attendance by reason of bona fide religious training or belief pursuant to subdivision B 1 of § [22.1-254](#).

E. Any party aggrieved by a decision of the division superintendent may appeal his decision within 30 days to an independent hearing officer. The independent hearing officer shall be chosen from the list maintained by the Executive Secretary of the Supreme Court for hearing appeals of the placements of children with disabilities. The costs of the hearing shall be apportioned among the parties by the hearing officer in a manner consistent with his findings.

F. School boards shall implement a plan to notify students receiving home instruction pursuant to this section and their parents of the availability of Advanced Placement (AP) and Preliminary Scholastic Aptitude Test (PSAT) examinations and the availability of financial assistance to low-income and needy students to take these examinations.

That the Department of Education shall monitor implementation of this bill and shall communicate any findings and make such recommendations as may seem appropriate to the 2008 Session of the General Assembly.

APPENDIX B
Information on Home Instruction for School Years 2006-2007 and 2007-2008
Effect of Change in Law

Has the change in the law that permits parents with a high school diploma to home school children made implementation of the home-school program more difficult or has it made implementation easier? Please explain.	
School Division Name	School Division Response
Accomack County	The law has made it easier for parents to home school their children. We experienced a 100% increase in requests to home school children using the high school diploma option.
Albemarle County	The change in the law has had no effect on the home school program.
Alleghany County	The change in the law appears to have made it an easier option for parents.
Amelia County	The only change we have experienced is that parents perceive a GED is acceptable.
Amherst County	It has made implementation easier. Parents do not need to create a program of studies and comply with all the SOL since the high school diploma is an option....
Appomattox County	More parents with high school diplomas are now moving away from correspondence courses. We feel that this has relieved some of the financial burden for families that wish to home school. We have had more interest by parents with this level of qualification.
Arlington County	The number of students increased following the change in the law. We also have fewer parents applying under Option 4, because those with a high school diploma can now apply under Option 1.
Augusta County	No difference noted.
Bath County	Neither easier or more difficult. Requests, however, seem to be increasing with the change in law. The biggest challenge is getting the required paperwork, documentation, and evidence of student progress - regardless of parents' education levels.
Bedford County	Home-school difficulties do not come from the type of credentials the parent possesses....
Bland County	No difference at this time.
Botetourt County	It has made the implementation easier due to the fact that more parents are eligible to home instruct children themselves as opposed to having to find someone or program to instruct their children.
Brunswick County	While the law has made the implementation of the program easier....
Buchanan County	Division provided survey data but not a specific answer to this question.
Buckingham County	The change in the law has made it more difficult to implement the home school program.
Campbell County	There has been no change.
Caroline County	Implementation of the program is easier for parents....
Carroll County	The change has made it more difficult to implement because we have a large number of parents who file under the "high school diploma" option who cannot produce a diploma and end up filing under another option....
Charles City County	We have not experienced a change. This is because many parents with high school diplomas were already applying under correspondence courses or program of study.

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Has the change in the law that permits parents with a high school diploma to home school children made implementation of the home-school program more difficult or has it made implementation easier? Please explain.	
School Division Name	School Division Response
Charlotte County	Implementation of the program is easier. Parents who enrolled in correspondence courses are electing to provide copies of high school diplomas and the curriculum.
Chesterfield County	There has been very little difference in the implementation of the program. We have received more curriculum descriptions since parents with high school diplomas are permitted to provide instruction to their children....
Clarke County	Division provided survey data but not a specific answer to this question.
Craig County	The change in the law has not made a difference in the implementation of the home school program.
Culpeper County	The change in the law has not made it easier....
Cumberland County	We do not have any evidence that the change has made a difference.
Dickenson County	The change in the law has made it easier for our parents.
Dinwiddie County	It is easier for our parents....
Essex County	There is no change other than more families qualify for this option.
Fairfax County	No change noted.
Fauquier County	The impact is negligible. A few parents expect the home instruction office to obtain a copy of the diploma if they graduated from Fauquier County Public Schools. This requires more time.
Floyd County	Implementation is easier, but evidence of progress is the only way of evaluating the children's education.
Fluvanna County	No difference noted. It is rare that parents use that option.
Franklin County	It has made it more difficult. The fourth option is time consuming....
Frederick County	We have not received any information from parents.
Giles County	No change.
Gloucester County	The change in the law has not impacted our school system.
Goochland County	No change.
Grayson County	Some instances, it has been more difficult. Several students have had to re-enroll.
Greene County	The division does not think it has made it easier or harder. The division is worried that some children may not meet achievement due to parents barely passing high school.
Greensville County	Division provided survey data but not a specific answer to this question.
Halifax County	More difficult. Parents with GEDs do not realize it is not recognized as a high school diploma.
Hanover County	More time is spent explaining concerns and providing information.

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Has the change in the law that permits parents with a high school diploma to home school children made implementation of the home-school program more difficult or has it made implementation easier? Please explain.	
School Division Name	School Division Response
Henrico County	It has made it easier for parents to qualify but more difficult for the school system to determine the adequacy of the curriculum as the law only requires that the parent provide a "description of the curriculum" which is defined broadly....
Henry County	No change.
Highland County	It has been made easier. It is specific and easy for parents to understand.
Isle of Wight County	More parents are applying and being approved.
King George County	No impact.
King and Queen County	Has not changed.
King William County	No change.
Lancaster County	It has been made easier.
Lee County	The change has opened the door for more parents. Implementation is somewhat more difficult.
Loudoun County	Implementation is more difficult. More manpower and resources are required to respond to inquiries and support parents.
Louisa County	This school division has not seen any change.
Lunenburg County	More difficult. Parents are unable or unwilling to send a copy of their high school diploma.
Madison County	...Implementation for parents with a high school diploma (the first option) does not appear to be any more difficult than the other options.
Mathews County	It has not made a difference.
Mecklenburg County	It is easier for the parents with only a high school diploma. Everyone is following directions to get approval.
Middlesex County	There has been no apparent impact.
Montgomery County	Montgomery County has 11 families home schooling based on the high school diploma option....The change has had minimal impact....
Nelson County	We have not noticed a big difference.
New Kent County	The school division is unable to determine based on the limited years of implementation.
Northampton County	We have not noticed a measurable difference.
Northumberland County	It has made approval easier; however, evidence of progress is a greater burden on the parents.
Nottoway County	The change in the law has made no significant changes in the implementation of the home school program....

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Has the change in the law that permits parents with a high school diploma to home school children made implementation of the home-school program more difficult or has it made implementation easier? Please explain.	
School Division Name	School Division Response
Orange County	Both. The majority of parents that were providing documentation of Option 3 (correspondence schools) has decreased, thereby making it easier to process requests. On the other hand, the number of requests to home school under Option 1 (high school diploma) has increased....
Page County	It has made it more difficult. Parents frequently fail to provide a description of the curriculum....
Patrick County	The change in the law has made it easier for the application and approval process to be complete. The change has made it a little harder to get progress reports turned into the central office.
Pittsylvania County	The number has increased, but some of the requests are from parents that chose Option 1 in previous years because they have a degree above a high school diploma....
Powhatan County	There has been no change.
Prince Edward County	The change in law has made it easier for parents to home school their children.
Prince George County	This option opens the door and makes it easier for parents to meet the qualifications to be approved to provide home instruction....
Prince William County	No appreciable change has been noticed; however, one concern expressed by parents is that they are unable to locate their high school diplomas or obtain transcripts from their high schools....
Pulaski County	It has made the process easier for parents who may or may not be qualified to provide home instruction.
Rappahannock County	The change has not impacted the number of home-schooled students applying for services....
Richmond County	Although most of the parents of home-schooled children in this county have a high school diploma or a college degree, the school division has not seen any significant change in implementation.
Roanoke County	There has been little or no difference in the applications since the change in the law.
Rockbridge County	Yes, this school division has experienced an increase in the number of home school applications; most parents use the high school diploma option.
Rockingham County	This school division has not seen a difference with parents providing the needed information. The change was a good idea and has given parents another option.
Russell County	It has not influenced implementation of the home-school program in any way.
Scott County	At this point few parents have requested approval under this provision. However, we do anticipate that approval of programs of study developed by parents could become difficult to monitor and track.
Shenandoah County	It has made the process easier for the parent that elects to home school. It has not impacted the school system as of this date.
Smyth County	Generally, our number of requests has not changed; therefore, neither of these choices apply.
Southampton County	The change in the law has made the implementation easier for parents to home school due to lesser requirements.

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School Division Name	School Division Response
Spotsylvania County	Change has been easier for parents as it allowed flexibility for them to qualify. Changing option 4 to a letter or curriculum has been left too wide open. Parents should be required to submit a detailed letter.
Stafford County	No impact.
Surry County	More difficult. More parents may apply to home school their children without the knowledge to perform the adequate instruction that is necessary.
Sussex County	There has been no change in the requests based on the change in law.
Tazewell County	The division really does not see a difference in the implementation.
Warren County	We have not seen much difference, but there has been a decrease in the number of parents without college degrees electing to go the correspondence school route.
Washington County	More difficult. With the myriad of accountability issues that we must adhere to, it becomes more critical to have knowledgeable instructors for these students....
Westmoreland County	For us, it has stayed the same because almost all of our parents choose to purchase correspondence course material.
Wise County	Made easier for parents to home school. Parents with a high school diploma felt limited in their options....
Wythe County	More difficult. As the required qualifications are lowered, the burden on the school system is increased....
York County	The data ... have shown that intent letters for students who were home instructed in 2006-2007 under option 1 ... had increased by approximately 27%. Comparing the data ... from July 2006-October 2006 compared to July 2007-October 2007... shows an increase of approximately 36%....
Alexandria City	The change in the law has had very little impact in this school district. It does not seem to have made implementation more difficult or easier.
Bristol City	Division provided survey data but not a specific answer to this question.
Buena Vista City	The lowering of requirements for home-school parents has made it more difficult to feel confident that parents will provide adequate instruction.
Charlottesville City	Implementation is easier since the documentation of qualifications of parents is less extensive.
Colonial Heights City	The new policy seems to have increased the volume of applications for permission to home school students.
Covington City	It has made the implementation easier....
Danville City	The division has not noticed any difference in the process.
Falls Church City	No change because all new home-schooled students' parents hold a minimum of a BA/BS degree.
Fredericksburg City	It has made it more difficult in collecting the proof of academic progress....
Galax City	It has made it easier....

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Effect of Change in Law

Has the change in the law that permits parents with a high school diploma to home school children made implementation of the home-school program more difficult or has it made implementation easier? Please explain.	
School Division Name	School Division Response
Hampton City	Easier. More parents choose this option rather than developing curriculum based on SOL or enrolling students in correspondence programs.
Harrisonburg City	No difference, but feel it is not as credible now.
Hopewell City	No change. These parents are required to submit their curriculum the same as the other parents who home school under another option.
Lynchburg City	Implementation of the home school program has become more difficult....
Martinsville City	There have been many more questions from the parents with high school diplomas about procedures, guidelines....
Newport News City	The change in the law that permits parents with a high school diploma to home school has made implementation of the home school program easier for parents, but more difficult for school divisions....
Norfolk City	No change in implementation process; however, we have noticed a slight increase in the number of parents filing a Notice of Intent to Home School.
Norton City	Our parents who have chosen the option of home schooling have used correspondence-based course offerings.... We do not feel it has affected our school division.
Petersburg City	The change in the law has made it easier for the school division because parents have sought approved programs of study since they do not have degrees....
Portsmouth City	The process has been made easier for parents....
Radford City	It has made it more difficult to get parents to comply with our local regulations to either provide standardized test results or a portfolio of work....
Richmond City	The change in law has made the difference.
Roanoke City	The change in the regulation that permits parents with high school diplomas to home school their children has complicated the home school process tremendously....
Staunton City	The law change has not made implementation more difficult....
Suffolk City	The division cannot say that the change in law has made implementation easier or difficult.
Virginia Beach City	No effect on school division. Parents changed from the program of study option to the high school diploma option.
Waynesboro City	Easier, it gives parents more options.
Williamsburg-James City County	It has not had much of an impact at all.
Winchester City	With a lower standard, the process is much easier for parents.
Franklin City	No change.

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Has the change in the law that permits parents with a high school diploma to home school children made implementation of the home-school program more difficult or has it made implementation easier? Please explain.	
School Division Name	School Division Response
Chesapeake City	The program has remained the same. We have little interaction during the year once parents have filed their intent forms....
Lexington City	No difference noted.
Salem City	No. It has made the implementation of the home instruction program neither difficult or easy....
Poquoson City	The change in the law makes it easier because there are less obstacles for parents choosing to home school their children....
Manassas City	No, there does not seem to be a significant difference.
Manassas Park City	Implementation is now easier because the applicant pool has widened....
Colonial Beach	No change.
West Point	Neither. No effect to date.

*School division responses have been edited for clarity. Some responses have been abbreviated.

APPENDIX C
Information on Home Instruction for School Years 2006-2007 and 2007-2008
Impact on Academic Progress

Has the 2006 legislative change had any impact on the home-schooled students' academic progress? Please explain.	
School Division Name	School Division Response
Accomack County	The change in legislation regarding academic progress has had no effect in Accomack County.
Albemarle County	There has been no evidence of impact on student academic progress.
Alleghany County	The school division has not seen an impact.
Amelia County	Based on the review of academic progress, no change has been noted.
Amherst County	Based on one year, it does not appear to have caused a noticeable change in academic progress positively or negatively.
Appomattox County	Our division is fortunate to have a strong home-school association. The parents work together well and the students reflect a high level of achievement....
Arlington County	It does not appear to have made a significant impact so far....
Augusta County	No difference noted.
Bath County	It does not appear to have made a difference for last year (06-07), but the school division is not sure if that will be the case for this year (07-08).
Bedford County	We do not keep this type of specific data....
Bland County	None at the time.
Botetourt County	Inconclusive.
Brunswick County	It is too early to determine.
Buchanan County	No.
Buckingham County	It is very difficult to monitor....
Campbell County	No change.
Caroline County	Eliminating the use of a nationally normed test has made the transition into the public schools more difficult....
Carroll County	We cannot determine any major impact on student academic progress; however, we only have one year of results upon which to base this response.
Charles City County	Not to date.
Charlotte County	It is too early to determine this....
Chesterfield County	No, the division has not seen a discernible difference.
Clarke County	Division provided survey data but not a specific answer to this question.
Craig County	No.
Culpeper County	No, the 2006 legislative changes did not have an impact on the student's academic progress....
Cumberland County	No.
Dickenson County	No.

APPENDIX C
Information on Home Instruction for School Years 2006-2007 and 2007-2008
Impact on Academic Progress

Has the 2006 legislative change had any impact on the home-schooled students' academic progress? Please explain.	
School Division Name	School Division Response
Dinwiddie County	N/A
Essex County	None noted.
Fairfax County	No change.
Fauquier County	No noticeable change.
Floyd County	No.
Fluvanna County	No.
Franklin County	The division has not noticed an impact. It will take several years before it will begin to show.
Frederick County	No difference.
Giles County	Not that we are aware of.
Gloucester County	No impact.
Goochland County	No change.
Grayson County	Some have improved.
Greene County	The school division has not yet seen an impact---possibly at end of this academic year.
Greensville County	No.
Halifax County	No. The students' academic achievement test scores showed no change from past years. All have scored at or above the 4th stanine.
Hanover County	No apparent change.
Henrico County	...Although it is too early to determine the total impact, indicators suggest that the unintended consequence of the change in the law may have long-term negative impact on student progress....
Henry County	No change.
Highland County	It is too early to tell. We have no data to support any changes.
Isle of Wight County	More home schoolers are coming back to high school. Most are not successful on assessments.
King George County	No impact identified.
King and Queen County	No impact noted.
King William County	There appears to be a decrease in the quality of instruction.
Lancaster County	Too early to tell.
Lee County	Yes. More difficult for parents especially if they were teaching high school subjects.
Loudoun County	No impact on student performance....
Louisa County	No.
Lunenburg County	More difficult....

APPENDIX C
Information on Home Instruction for School Years 2006-2007 and 2007-2008
Impact on Academic Progress

Has the 2006 legislative change had any impact on the home-schooled students' academic progress? Please explain.	
School Division Name	School Division Response
Madison County	No. Most students have shown adequate progress on achievement tests in the average or above average range.
Mathews County	No, it has not had an impact.
Mecklenburg County	No, the school division has a 100 percent pass rate.
Middlesex County	There has been no apparent impact.
Montgomery County	Those students whose parents only have a high school diploma are making adequate progress.
Nelson County	There has been no change.
New Kent County	This school division is unable to determine based on limited years of implementation....
Northampton County	None has been noted.
Northumberland County	The school division reported that there has not been enough data or time to make that judgment.
Nottoway County	It is too soon to tell if the legislative changes have had any impact on home-schooled students' academic progress....
Orange County	The school is unable to tell based upon last year's applications. This year will be a better gauge based upon the increased applications.
Page County	The school division has had a greater number of parents fail to document academic achievement this year when compared to previous years....
Patrick County	The academic progress of home-schooled students has been maintained. All of the students that turned in progress reports were at average or above average.
Pittsylvania County	It may take a couple of years to see if there is any effect. Little difference was noticed this year.
Powhatan County	It is too early to tell if the change has had any impact on the students' academic progress.
Prince Edward County	Not able to determine at this time.
Prince George County	No. So far, the school division is receiving evidence of adequate academic achievement for home-schooled students.
Prince William County	The school division is not aware of any impact.
Pulaski County	None.
Rappahannock County	No. The change has not impacted the number of home-schooled students or their academic progress....
Richmond County	The 2006 legislative change has not had much impact, if any, on the home-schooled students' academic progress....
Roanoke County	No.
Rockbridge County	The school division is unable to determine at this point.
Rockingham County	The school division has not seen any major changes from past years.
Russell County	The 2006 legislative change has not had any impact on the home-schooled students' academic progress.

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Information on Home Instruction for School Years 2006-2007 and 2007-2008
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Has the 2006 legislative change had any impact on the home-schooled students' academic progress? Please explain.	
School Division Name	School Division Response
Scott County	Not to date, because of the small number of parents using this option.
Shenandoah County	Not able to tell if there has been an impact at this time.
Smyth County	Yes...it probably has had a negative impact on academic performance.
Southampton County	The 2006 legislative change has not had a negative impact on home-school student's academic progress.
Spotsylvania County	Evidence of Achievement has not changed. Most parents are submitting test scores.
Stafford County	No impact observed.
Surry County	It may be too soon to tell.
Sussex County	No.
Tazewell County	Yes, the division has had parents whose children did not make progress and the division had to retest them in the school system....
Warren County	It is probably too early to tell. The number of children who fail to make sufficient academic progress is relatively small.
Washington County	Yes. With the myriad of accountability issues that we must adhere to, it becomes more critical to have knowledgeable instructors for these students....
Westmoreland County	No.
Wise County	None.
Wythe County	We feel that it has....
York County	No....
Alexandria City	Yes....
Bristol City	The legislative change has not impacted the students' academic progress yet....
Buena Vista City	The division is not able to make that determination at this time because of new staff.
Charlottesville City	The division has not seen any difference in academic progress.
Colonial Heights City	Because we are still waiting to receive a number of student test scores, it is hard to tell at this time.
Covington City	No. We have not seen any changes in the home-schooled students' academic progress.
Danville City	No....
Falls Church City	No change. No student had a parent with lower than BA/BS degree.
Fredericksburg City	Difficult to ascertain....
Galax City	No....
Hampton City	No.
Harrisonburg City	Not yet, but the division anticipates that it will drastically change.

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School Division Name	School Division Response
Hopewell City	No change.
Lynchburg City	Many students' standardized test scores barely meet the minimum standards as evidence of academic progress as established by the state.
Martinsville City	Division provided survey data but not a specific answer to this question.
Newport News City	Home-schooled students have traditionally performed well on standardized tests (sent to us by parents)....
Norfolk City	At this time, we have not noticed a negative or positive impact on home-schooled students' academic progress.
Norton City	...We have not seen any impact other than positive from this change.
Petersburg City	Preliminary data shows children of parents who held degrees and those who hold high school diplomas, equally showed academic progress....
Portsmouth City	It has tremendously impacted the academic achievement of students....
Radford City	Difficult to say with our small numbers....
Richmond City	Has made no noticeable impact.
Roanoke City	Division provided survey data but not a specific answer to this question.
Staunton City	Not able to determine any impact at this time.
Suffolk City	The division has noted no change.
Virginia Beach City	Division provided survey data but not a specific answer to this question.
Waynesboro City	No. Students, according to test results or portfolios, are demonstrating annual progress.
Williamsburg-James City County	No-it has not made much of a difference.
Winchester City	A direct impact has not been evident.
Franklin City	No effect.
Chesapeake City	Thus far, because all students met the 06-07 progress requirements, we are seeing little impact.
Lexington City	No .
Salem City	The 2006 legislative change has made no impact on the academic progress of the child....
Poquoson City	It has not impacted the academic progress because they still have to meet the requirements....
Manassas City	No, there does not appear to be a significant change.
Manassas Park City	It may be too early to gauge an impact one way or another.
Colonial Beach	No.
West Point	None to date.

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Has the 2006 legislative change had any impact on the home-schooled students' academic progress? Please explain.

School Division Name

School Division Response

*School division responses have been edited for clarity. Some responses have been abbreviated.

